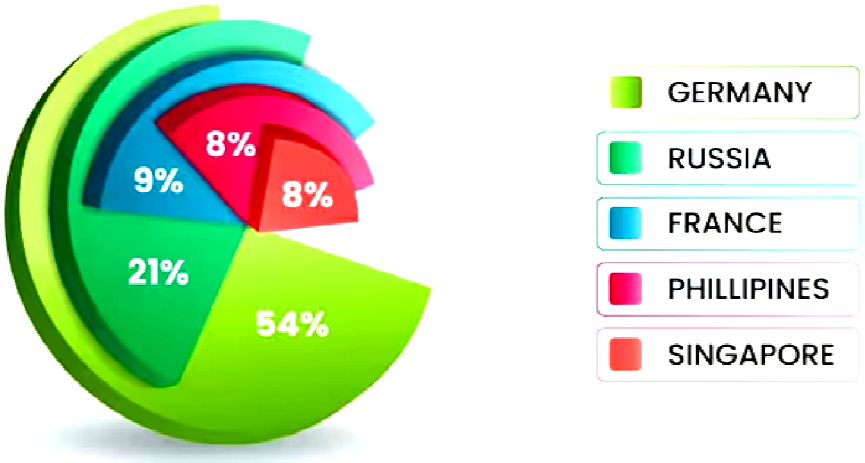
2024 INDIAN UNIVERSITIES DIRECTORY AND HANDBOOK

(Containing Details of All 1400 University Level Institutions in India)



By 2025, Indian students studying abroad are expected to spend up to $70 billion. There is an urgent need to provide better facilities and innovative courses for the students so that they do not get inclined to going abroad.

Compilation Board

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CONFEDERATION OF INDIAN UNIVERSITIES

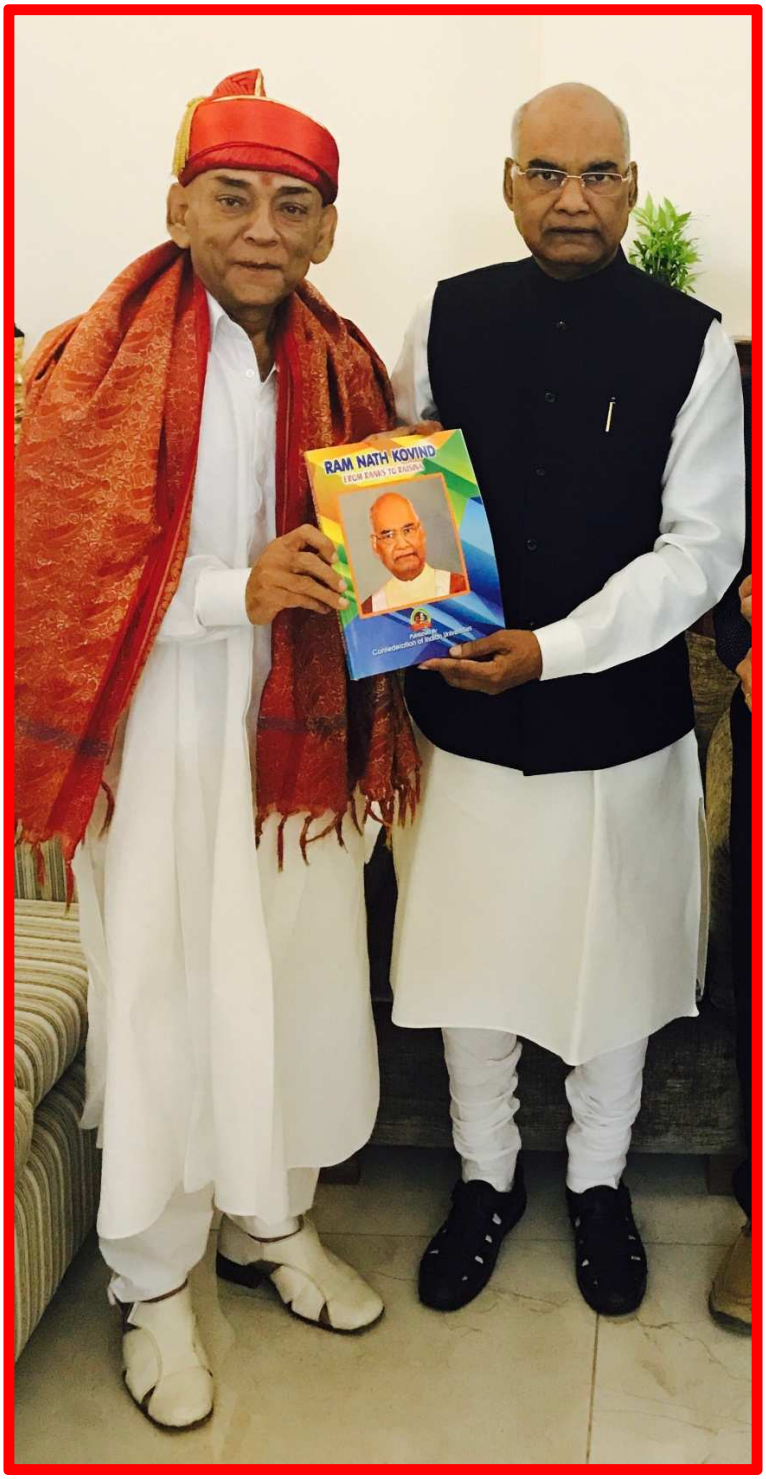
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The President of India Hon'ble Shri Ram Nath Kovind receiving the first copy of the Book titled "Ram Nath Kovind : From Ranks to Raisina" from CIU President Dr. Priyaranjan Trivedi on 23rd July 2017.

Data has been collected for the Book "2024 Indian Universities Directory and Handbook" from different sources. The Confederation of Indian Universities (CIU) is thankful to them and shows gratitude to them.

PREFACE

The University fraternity will be pleased to know that the Confederation of Indian Universities (CIU) was established in 2004 at the behest of the then Prime Minister of India Shri Atal Bihari Vajpayee for giving birth to a new platform for discharging its duties not covered by UGC and AIU. This name "Confederation of Indian Universities (CIU)" was suggested by him and was inaugurated by him in absentia on 15 April 2004 and his inaugural address was read out by the then Member of Planning Commission Prof. K. Venkatasubramanian. All the Universities and Institutions listed in this Directory are welcome to join CIU without making any payment. We are pleased to welcome the academic fraternity during the 21st year of the dedicated service of CIU.

Education is the largest single activity in the world, involving over 700 million students and 31 million teachers at all levels, not counting millions of others in educational support activities. But its importance stems not merely from its size but also from its role as institutionalized knowledge - the principal repository, producer, disseminator and transmission belt of all forms of knowledge.



The first CIU's Indian Universities Directory was presented to the Prime Minister Shri Atal Bihari Vajpayee on by Dr. Priya Ranjan Trivedi on15 May 2004.



The second CIU's Indian Universities Directory was presented to the President of India Dr. APJ Abdul Kalam by Dr. Uttam Kumar Singh on 15 April 2006.



The fourteenth CIU's Indian UniversitiesDirectory was presented to the President of India Shri Ram Nath Kovind by Dr. Priya Ranjan Trivedi on 23 July 2017.

The most significant feature of education for mother earth protection in the 21st century is not so much what the French call li explosion scolaire (i pupil explosioni), but the knowledge explosion, which has expanded the catchment areas of learning so fast that it tkes only a decade now for the state of the art in any field to become obsolete. Different modes of communicating for advancement of knowledge are fast changing and becoming more sophisticated. In this technological era knowledge can be dispensed technologically and electronically. Teachers and formal school structures are becoming less important, and the conventional age limits on the learning process are becoming blurred.

If human society is to endure not for just another century but for thousands and thousands of years, we need to learn a way of life that could be sustained by the Mother Earth. Human society must learn to control population size and develop more efficient technologies that produce as little harmful waste as possible. We must learn to rely on resources that are renewable. A society based on these ideas is called a sustainable society. We should long for having a sustainable world so profoundly different from the

way we live which cannot be imagined without a strenuous exercise of mind. Like human body the Mother Earth has its organs that adjust to changes - in climate, nutrient levels and other aspects of the environment to maintain its stability. Just as the human organism is made of trillions of cells and so is the world organism; each of us is a cell of Gaia (Greek word for Mother Earth). Changing our ways will be a colossal task which may involve arduous work but as an optimist we should view the third millennium with a cleaner and greener mind and pledge to work on new pollution control technologies as the answer to our polluted waters and skies by better treating our Mother Earth by not to rival nature but to cooperate with it and live in harmony.

We must guide the human race living in a historic transitional period of burgeoning awareness of the conflict between human activities and environmental constraints, preparing to venture into a new century and a new millennium and to finally help save the fragile and endangered planet with the natural resources already overtaxed and for developing a critical path to governance through modern ideas for reducing the toll exacted in supporting daily life and the ever growing problems on the earth exerting profound pressures on the environment. As the human race has ventured to enter the third millennium, conversations and news reports are peppered with references to our fragile and endangered planet. The earth is five billion years old, and over the eons it has endured bombardment by meteors, abrupt shifts in its magnetic fields, dramatic realignment of its land masses, and the advance and retreat of massive ice mountains that reshaped its surface. Life, too, has proved resilient: In the more than three and a half billion years first forms of life emerged, biological species have come and gone, but life has persisted without interruption. In fact, no matter what we humans do, it is unlikely that we could suppress the powerful and chemical forces that drive the earth system.

The Indian Universities Directory and Handbook brought out by the Confederation of Indian Universities (CIU) is the only publication of its type in our country where all the Central, State, Deemed and Private Universities besides the Institutions of national importance has been included with brief details of their programmes and their activities.

Let this publication be acquired by the Central and the State Governments in bulk for free distribution in all the public libraries and the Information and the Documentation Centers in all the schools, colleges and universities in addition to the Indian Missions abroad for enabling the prospective foreign students to get attracted for studying in India.

We are sure that the Chancellors, Vice Chancellors, Registrars and other Policymakers in these 1350 universities will be benefitted with the ideas explained in this Book for optimizing the available resources of these universities.

We eagerly look forward to suggestions for improving the next edition of this Book.



26 January 2025
Republic Day

Toll Free Number : 18005714554

Dr. Priyaranjan Trivedi
President, CIU

ABOUT CHANCELLOR Dr. PRIYARANJAN TRIVEDI



Dr. Priyaranjan Trivedi (75) is the world renowned environmental scientist, institution builder and a charismatic leader with more than 45 years of teaching and training experience in different areas of ecology, environment, disaster management, sustainable development, peace studies, conflict resolution, human rights, intellectual property rights, ecological tourism, geriatric care and institution building strategies.

He is the Founder Chancellor/Plenipotentiary of the State University "The Global Open University Nagaland" and Founder Chancellor of the "Indira Gandhi Technological and Medical Sciences University", Arunachal Pradesh. He has been responsible for the establishment of many universities and professional / vocational institutions in India as well as in other countries of the world. He has authored the World Encyclopaedias on emerging subjects like environmental sciences, remote sensing, health care, global peace and security, production and operations management, materials management, geriatric care, bioinformatics, green business management, habitat and population studies etc.

As the President of the Confederation of Indian Universities (CIU) created during the NDA regime in the year 2004, Dr. Priyaranjan Trivedi has tried to unite all the 1400+ universities in the country for optimising the available resources in the country with a view to stopping the duplication of efforts in the area of higher and tertiary education. During his visits to different countries including USA, UK, Italy, Spain, France, Germany, Sri Lanka, Nepal, South Korea, Mongolia, Zambia, Uganda, Ethiopia, Maldives, Indonesia, Russia, Poland and Thailand, Dr. Priyaranjan Trivedi has been transferring the appropriate technologies of institution building from India to the rest of the world.

He has received more than 55 international and national awards and appreciations conferred upon him in many countries of the world for his outstanding contribution in the areas of alternative dispute resolution, diplomatic studies, interfaith studies, spiritual development etc.

Dr. Priyaranjan Trivedi has designed a masterplan paradigm for leading India by providing appropriate guidance to the Government of India in the areas of skill development, entrepreneurial leadership besides managerial competence among the young boys and girls by advocating the slogan "Catch Them Young" so that they could finally become didactics to educate their fathers, mothers, teachers and colleagues, rather the entire neighbourhood with no worries and miseries in the country.

Dr. Priyaranjan Trivedi is the first person in India to have thought of vocationalising the existing careers of young boys and girls by giving them employment centric education with a view to solving the problems relating to employment as well as unemployableness. He has designed more than 2100 skill based courses with self-instructional study materials for ensuring perfect training in order to achieve the milestone of producing 550 million skilled persons in the country by the year 2025.

Dr. Priyaranjan Trivedi has envisaged that the two main problems of our country i.e. unemployment and pollution have to be tackled by creating environment friendly and sustainable jobs by designing a job creation policy which could be sustained by the mother earth of our country.

Dr. Priyaranjan Trivedi has been pioneer in introducing "CLEANLINESS, HYGIENE AND SANITATION EDUCATION (CHASE)" Project for making the students of the schools, colleges and universities aware regarding making their minds cleaner as well as greener so that they may throw themselves into a new environment with full of zeal and enthusiasm so that our country could use their knowledge to the fullest extent of their abilities.

Dr. Trivedi has been suggesting to all the Presidents and the Prime Ministers of India since 1977 with a view to modifying the existing developmental systems by providing new ideas with a neological as well as a neocratic approach to governance for dealing with problems like unemployment, insurgency, poverty, pollution, faulty educational systems, population explosion besides issues relating to environment, disaster management, total quality management, health, women's empowerment, geriatric care etc.

Dr. Priyaranjan Trivedi has been in close touch with the State Governments also for giving them periodicals suggestions and advice regarding the educational policies at primary, secondary and tertiary education levels besides functional literacy for ensuring implementation of action programmes having social, cultural, educational, vocational, technological, environmental, economic and positive contents for optimum development of the Indian society.

Dr. Priyaranjan Trivedi is the only person in the world who has successfully been able to compile and collect information related to more than 525 drugless therapies for optimizing the health budgets of the Central and the State Governments. Under the Skill India Programme, he has been able to design courses of studies and the self-instructional training materials for more than 2100 vocational, job oriented and employment centric courses to be launched among the young boys and girls.

Dr. Priyaranjan Trivedi is proud to successfully prepare a masterplan paradigm for the establishment of virtual universities in different countries of the world and accordingly he is looking forward to receiving offers from different countries for transferring the appropriate technologies of institution building in general and of the techniques related to the establishment of employment centric tertiary education level institutions in particular.

His idea of having spiritual universities to be located in each of the States and Union Territories has been appreciated by the Hon'ble Prime Minister of India.

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National Institute of Design, Namburu	1305
National Institute of Design, Jorhat	1306
National Institute of Design, Bengaluru	1307
National Institute of Design, Gandhinagar	1308
National Institute of Design, Kurukshetra	1309
National Institute of Design, Bhopal	1310
National Institute of Advanced Manufacturing Technology, Ranchi	1311
National Institute of Electronics and Information Technology, Rupnagar	1312
National Institute of Technical Teachers' Training and Research, Bhopal	1313
National Institute of Technical Teachers Training & Research, Chandigarh	1314
National Institute of Technical Teachers' Training and Research, Chennai	1315
National Institute of Technical Teachers' Training & Research, Kolkata	1316
National Academy of Legal Studies and Research (NALSAR), Hyderabad	1317
National Brain Research Centre, Haryana	1318

National Dairy Research Institute, Karnal	1319
National Rail and Transport Institute, Vadodara	1320
National Sanskrit University, Tirupati	1321
National Sports University, Manipur	1322
National Institute of Ayurveda, Jaipur	1323
National Institute of Educational Planning and Administration, New Delhi	1324
National Institute of Fashion Technology, Bengaluru	1325
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National Institute of Fashion Technology, Daman	1329
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National Institute of Fashion Technology, Jodhpur	1332
National Institute of Fashion Technology, Kangra	1333
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National Institute of Fashion Technology, Mumbai	1336
National Institute of Fashion Technology, New Delhi	1337
National Institute of Fashion Technology, Panchkula	1338
National Institute of Fashion Technology, Patna	1339
National Institute of Fashion Technology, Raebareli	1340
National Institute of Fashion Technology, Shillong	1341
National Institute of Fashion Technology, Budgam	1342
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National Institute of Fashion Technology, Kannur	1352
National Institute of Fashion Technology, Kolkata	1353
National Institute of Fashion Technology, Navi Mumbai	1354
National Institute of Food Tech, Entrepreneurship and Mgt., Thanjavur	1355
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National Institute of Mental Health and Neuro Sciences, Bangalore	1357
National Institute of Pharmaceutical Education and Research, SAS Nagar	1358
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National School of Drama, New Delhi 1401
National University of Study and Research in Law, Ranchi 1402
Navsari Agricultural University, Navsari 1403
Nava Nalanda Mahavihara, Nalanda 1404
Navrachana University, Vadodara 1405
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Netaji Subhash Chandra Bose Institute of Higher Learning, Port Blair 1407
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Netaji Subhas Open University, Kolkata 1409
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NICMAR University, Pune, Maharashtra 1411
NIILM University, Kaithal 1412
NIIT University, Alwar 1413
Nilamber Pitamber University, Palamu 1414
NIMS University, Jaipur 1415
Nirma University, Ahmedabad 1416
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NITTE University, Mangalore 1418
Nizam's Institute of Medical Sciences, Hyderabad 1419
Noble University, Junagadh, Gujarat 1420
Noida International University, Gautam Buddh Nagar 1421
Noorul Islam University, Kanyakumari 1422
North East Adventist University, Jaintia 1423
North East Christian University, Dimapur 1424
North East Frontier Technical University, West Siang 1425
North Eastern Hill University, Shillong 1426
Northern Eastern Regional Institute of Science & Technology, Itanagar 1427
North Orissa University, Baripada 1428
Nrupathunga University, Bengaluru 1429
Odisha State Open University, Sambalpur 1430
Odisha University of Health Sciences, Bubhuaneswar 1431
Om Sterling Global University, Sonipat 1432
O.P. Jindal Global University, Sonipat 1433
OP Jindal University, Raigarh 1434
OPJS University, Churu 1435
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Odisha University of Technology and Research, Bhubaneswar, Odisha 1438
Osmania University, Hyderabad 1439
Pacific Medical University, Udaipur 1440
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PDM University, Bahadurgarh 1442
Padmashree Dr. D Y Patil University, Navi Mumbai 1443
Palamuru University, Mahabubnagar 1444
P.K. University, Shivpuri 1445
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Pragyan International Univeristy, Ranchi	1470
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Presidency University, Bangalore	1474
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Prestige University, Indore	1476
PRIST University, Thanjavur	1477
Professor Jayashankar Telangana State Agricultural University, Hyderabad	1478
Prof. Rajendra Singh (Rajju Bhaiya) University, Prayagraj	1479
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Purnea University, Purnea	1481
Punjab Agricultural University, Ludhiana	1482
Punjab Engineering College, Chandigarh	1483

Punjabi University, Patiala	1484
Punyashlok Ahilyadevi Holkar Solapur University, Solapur	1485
P.V. Narsimha Rao Telangana Veterinary University, Rajendranagar	1486
Quantum University, Roorkee	1487
R.K. University, Rajkot	1488
Rabindra Bharati University, Kolkata	1489
Rabindranath Tagore University, Hojai	1490
Rabindranath Tagore University, Raisen	1491
Radha Govind University, Ramgarh	1492
Ramdeobaba University, Nagpur	1493
Raffles University, Neemrana	1494
Raichur University, Yeragera	1495
Rai Technology University, Bangalore	1496
Rai University, Ahmedabad	1497
Raj Rishi Bhartrihari Matsya University, Alwar	1498
Raja Mansingh Tomar Music and Arts University, Gwalior	1499
Raja Mahendra Pratap Singh State University, Aligarh, Uttar Pradesh	1500
Raja Shankar Shah University, Chhindwara	1501
Raiganj University, North Dinajpur	1502
Rajasthan Ayurveda University, Jodhpur	1503
Rajasthan ILD Skills University, Jaipur	1504
Rajasthan Technical University, Kota	1505
Rajasthan University of Health Sciences, Jaipur	1506
Rajasthan University of Veterinary and Animal Sciences, Bikaner	1507
Rajendra University, Balangir, Odisha	1508
Rajiv Gandhi National Aviation University, Raebareli	1509
Rajiv Gandhi National Institute of Youth Development, Sriperumbudur	1510
Rajiv Gandhi National Institute of Petroleum Technology, Raebareli	1511
Rajiv Gandhi National University of Law, Patiala	1512
Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal	1513
Rajiv Gandhi University, Doimukh	1514
Rajiv Gandhi University of Health Sciences, Bangalore	1515
Rajiv Gandhi University of Knowledge Technologies, Hyderabad	1516

Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior 1517
Raksha Shakti University, Ahmedabad 1518
Ramchandra Chandravansi University, Palamu 1519
Ramakrishna Mission Vivekananda University, Howrah 1520
Rama Devi Women's University, Bhubaneshwar 1521
Rama University, Kanpur 1522
Ranchi University, Ranchi 1523
Rani Channamma University, Belagavi 1524
Rani Durgavati Vishwavidyalaya, Jabalpur 1525
Rani Lakshmi Bai Central Agricultural University, Jhansi 1526
Rani Rashmoni Green University, Hooghly 1527
Raj Rishi Bhartrihari Matsya University, Alwar 1528
Ras Bihari Bose Subharti University, Dehradun 1529
Rajju Shroff Rofel University, Valsad 1530
Rashtriya Raksha University, Gandhinagar 1531
Rashtriya Sanskrit Vidyapeetha, Tirupati 1532
Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur 1533
Ravenshaw University, Cuttack 1534
Rayalaseema University, Kurnool 1535
Rayat Bahra University, Mohali 1536
Regional Centre for Biotechnology, Faridabad 1537
Renaissance Univeristy, Indore 1538
Reva University, Bangalore 1539
RKDF University, Bhopal 1540
RKDF University, Ranchi 1541
RNB Global University, Bikaner 1542
RIMT University, Mandi Gobindgarh 1543
Rishihood University, Sonipat 1544
RV University, Bengaluru 1545
Sabarmati University, Ahmedabad 1546
Savitribai Phule Pune University 1547
SKS International University, Mathura 1548
SRM Institute of Sciences and Technology, Chengalpattu 1549

SRM University, Guntur 1550
SRM University, Sonepat 1551
Sai Nath University, Ranchi 1552
Sai Tirupati University, Udaipur 1553
Sai University, Chennai 1554
Sage University, Indore 1555
Sage University, Bhopal 1556
Sam Global University, Bhopal 1557
Sam Higginbottom Institute of Agriculture, Technology and Sciences, Allahabad 1558
Sambalpur University, Sambalpur 1559
Sampurnanand Sanskrit Vishwavidyalaya, Varanasi 1560
Sangam University, Bhilwara 1561
Sanchi University of Buddhist – Indic Studies, Bhopal 1562
Sandip University, Madhubani 1563
Sandip University, Nasik 1564
Sadhu Ram Chand Murmu University, Jhargram 1565
Sant Baba Bhag Singh University, Jalandhar 1566
Sant Gadge Baba Amravati University, Amravati 1567
Sant Gahira Guru Vishwavidyalaya, Sarguja 1568
Sant Longowal Institute of Engineering & Technology, Sangrur 1569
Sankalchand Patel University, Visnagar 1570
Sanjay Gandhi Postgraduate Institute of Medical Sciences, Lucknow 1571
Sanjay Ghodawat University, Kolhapur 1572
Sanjivani University, Ahmednagar 1573
Santosh University, Ghaziabad 1574
Sangai International University, Churachandpur 1575
Sanskaram University, Jhajjar 1576
Sanskriti University, Mathura 1577
Sardar Beant Singh State University, Gurdaspur 1578
Sardar Bhagwan Singh University, Dehradun 1579
Sardarkrushinagar Dantiwada Agricultural University, Sardarkrushinagar 1580
Sardar Patel University, Balaghat, Madhya Pradesh 1581
Sardar Patel University Mandi, Himachal Pradesh 1582

Sardar Patel University, Vallabh Vidyanagar, Dist, Anand 1583
Sardar Patel University of Police Security and Criminal Justice, Jodhpur 1584
Sardar Vallabhbhai Patel Cluster University, Mandi 1585
Sardar Vallabhbhai National Institute of Technology, Surat 1586
Sardar Vallabhbhai Patel University of Agriculture and Technology, Meerut 1587
Sarala Birla University, Ranchi 1588
Sarvajanik University, Surat 1589
Sarvepalli Radhakrishnan University, Bhopal 1590
SASTRA University, Thanjavur 1591
Satavahana University, Karimnagar 1592
Sathyabama Institute of Science and Technology, Chennai 1593
Saurashtra University, Rajkot 1594
Saveetha Amaravati University, Vijayawada 1595
Saveetha Institute of Medical and Technology and Researach Academy, Thanjavur 1596
School of Planning and Architecture, Bhopal 1597
School of Planning and Architecture, New Delhi 1598
School of Planning and Architecture, Vijayawada 1599
SCOPE Global Skills University, Bhopal 1600
Seacom Skills University, Birbhum 1601
SDGI Global University, Ghaizabad 1602
Sharnbasva University, Vidyanagar 1603
Sharda University, Greater Noida 1604
Shaheed Bhagat Singh State University, Ferozepur 1605
Shaheed Mahendra Karma Vishwavidyalaya, Bastar 1606
Shaheed Nandkumar Patel Vishwavidyalaya, Raigarh 1607
Sher-e-Kashmir University of Agricultural Sciences & Tech. of Kashmir, Srinagar 1608
Sher-e-Kashmir University of Agricultural Sciences and Technology, Jammu 1609
Shiksha 'O' Anusandhan University, Bhubaneswar 1610
Shiv Nadar University, Gautam Buddha Nagar 1611
Shiv Nadar Unversity, Kalavakkam 1612
Shivaji University, Kolhapur 1613
Shobhit University, Meerut 1614
Shobhit University, Saharanpur 1615

Shoolini University of Biotechnology and Management Sciences, Solan 1616
Shree Guru Gobind Singh Tricentenary University, Gurgaon 1617
Sree Chitra Tirunal Institute for Medical Sciences and Tech., Thiruvananthapuram 1618
Sree Narayanaguru Open University, Kollam 1619
Sree Sankaracharya University of Sanskrit, Ernakulam 1620
Shree Somnath Sanskrit University, Junagadh 1621
Shreyarth University, Ahmedabad 1622
Shri Davara University, Naya Raipur 1623
Shri Govind Guru University, Godhra Panchmahal 1624
Shri Ramasamy Memorial University, Gangtok 1625
Shri Dharmasthala Manjunatheshwara University, Dharwad 1626
Shri Guru Ram Rai University, Dehradun 1627
Shri Jagannath Sanskrit Vishvavidyalaya, Puri 1628
Shri Jagdishprasad Jhabarmal Tibrewala University, Jhunjhunu 1629
Shri Kallaji Vedic Vishvadyalaya, Chittorgarh 1630
Shri Krishna AYUSH University, Kurukshetra 1631
Shri Krishna University, Chhatarpur 1632
Shri Khushal Das University, Hanumangarh 1633
Shri Lal Bahadur Shastri National Sanskrit University, New Delhi 1634
Shri Mata Vaishno Devi University, Katra 1635
Shri Ramswaroop Memorial University, Lucknow 1636
Shri Rawatpura Sarkar University, Raipur 1637
Shri Shankaracharya Professional University, Bhilai 1638
Shri Venkateshwara University, Amroha 1639
Shri Vishwakarma Sill University, Palwal 1640
Shridhar University, Pilani 1641
Srinivas University, Mangalore 1642
Shri Vaishnav Vidyapeeth Vishwavidyalaya, Indore 1643
Shri Vishwakarma Skill University, Gurugram 1644
Shubham University, Bhopal 1645
Shyam University, Dausa 1646
Smt. Manjira Devi University, Uttarkashi 1647
Sri Aurobindo University, Indore 1648

Sri Balaji University, Pune 1649
Sri Guru Teg Bahadur State University of Law, Taran Taran 1650
Sri Satya Sai University of Human Excellence, Kalburagi 1651
Sri Satya Sai University of Technology and Medical Sciences, Sehore 1652
Sri Sri Aniruddhadeva Sports University, Dibrugarh, Assam 1653
Siddhartha University, Siddharthnagar 1654
Sidho Kanho Birsha University, Purulia 1655
Sido-Kanhu Murmu University, Dumka 1656
Sigma University, Vadodara 1657
Sikkim Alpine University (Formerly EIILM University), Dist - South Sikkim 1658
Sikkim Global Technical University, Namchi 1659
Sikkim International University, West Sikkim 1660
Sikkim Manipal University, Gangtok 1661
Sikkim National Law University, Gangtok 1662
Sikkim Professional University, Tadong 1663
Sikkim Skill University, South Sikkim, Sikkim 1664
Sikkim University, Gangtok 1665
SKIPS University, Gandhinagar, Gujarat 1666
Silicon University, Bhubaneswar 1667
Silver Oak University, Ahmedabad 1668
Singhania University, Jhunjhunu 1669
Sindhu Central University, Leh, Ladakh 1670
Sir JJ School of Art, Architecture and Design, Mumbai 1671
Sir Padampat Singhania University, Udaipur 1672
Sister Nivedita University, Kolkata 1673
Shreemati Nathibai Damodar Thackersey Women's University, Mumbai 1674
Soban Singh Jeena University, Almora 1675
Somaiya Vidyavihar University, Mumbai 1676
Sona Devi University, East Singhbhum 1677
South Asian University, New Delhi 1678
Sri Balaji Vidyapeeth, Pondicherry 1679
Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya, Kanchipuram 1680
Sri Dev Suman Uttarakhand University, Tehri Garhwal 1681

Sri Devaraj URS University, Kolar 1682
Sri Guru Granth Sahib World University, Fatehgarh Sahib 1683
Sri Guru Ram Das University of Health Sciences, Sri Amritsar 1684
Sri Jagadguru Murugarajendra University, Chitradurga, Karnataka 1685
Sri Krishnadevaraya University, Anantapur 1686
Sri Konda Laxman Telangana State Horticultural University, Hyderabad 1687
Sri Padmavati Mahila Visvavidyalayam, Chittoor 1688
Sri Ramachandra Medical Collge and Research Institute, Chennai 1689
Sri Sai University, Palampur 1690
Sri Sathya Sai Institute of Higher Learning, Anantapur 1691
Sri Satya Sai University of Technology & Medical Sciences, Sehore 1692
Sri Siddhartha Academy of Higher Education, Tumukur 1693
Sri Sri University, Cuttack 1694
Sri Venkateswara Institute of Medical Sciences and University, Tirupati 1695
Sri Venkateswara University, Tirupati 1696
Sri Venkateswara Vedic University, Tirupati 1697
Sri Venkateswara Veterinary University, Tirupati 1698
Srimanta Sankaradeva University of Health Sciences, Guwahati 1699
Srinath University, Jamshedpur, Jharkhand 1700
SR University, Warangal 1701
Spicer Adventist University, Pune 1702
Sports University of Haryana, Sonepat 1703
Starex University, Gurgaon 1704
St Aloysius College (Deemed University), Mangalore 1705
St. Joseph University, Dimapur 1706
St. Joseph's University, Bengaluru, Karnataka 1707
St.Peter's Institute of Higher Education and Research, Chennai 1708
St. Xavier's University, Kolkata 1709
Sumandeep Vidyapeeth, Vadodara 1710
Sunrise University, Alwar 1711
Surajmal University, Udham Singh Nagar, Uttarakhand 1712
Surendranagar University, Surendranagar 1713
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Swami Keshwanand Rajasthan Agricultural University, Bikaner	1716
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Swami Vivekanand University, Sagar	1721
Swami Vivekananda University, Kolkata	1722
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Symbiosis International University, Pune	1726
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Tilka Manjhi Bhagalpur University, Bhagalpur	1729
Tamil Nadu Fisheries University, Nagapattnam	1730
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Tamil University, Thanjavur	1733
Tamil Nadu Agricultural University, Coimbatore	1734
The Tamilnadu Dr. Ambedkar Law University, Chennai	1735
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The Tamil Nadu Dr. J Jayalalithaa Music and Fine Arts University , Chennai	1737
Tamil Nadu National Law University, Tiruchirappalli	1738
Tamil Nadu Physical Education and Sports University, Chennai	1739
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The Sanskrit College and University, Kolkata	1741
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Tata Institute of Fundamental Research, Mumbai	1743
Tata Institute of Social Sciences, Mumbai	1744
Team Lease Skills University, Vadodara	1745
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Thapar Institute of Engineering and Technology, Patiala	1752
The Assam Kaziranga University, Jorhat	1753
The Assam Royal Global University, Guwahati	1754
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The Gandhigram Rural Institute, Dindigul	1756
The Global Open University Nagaland, Dimapur	1757
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The Maharaja Bhupinder Singh Punjab Sports University, Patiala	1759
The Maharaja Sayajirao University of Baroda, Vadodara	1760
The National University of Advanced Legal Studies, Ernakulam	1761
The Indira Gandhi National Tribal University, Amarkantak	1762
The Institute of Chartered Financial Analysts of India University, Tura	1763
The Institute of Chartered Financial Analysts of India University, Dimapur	1764
The Institute of Chartered Financial Analysts of India (ICFAI) University, Ranchi	1765
The Institute of Chartered Financial Analysts of India University, Aizawl	1766
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The Institute of Chartered Financial Analysts of India University, Agartala	1768
The Institute of Chartered Financial Analysts of India University, Shilong	1769
The Neotia University, 24 Pazrganas (South)	1770
The Northcap University, Gurgaon	1771
The University of Burdwan, Bardhaman	1772
The University of Trans-Disciplinary Health Sciences, Bangalore	1773
The West Bengal National University of Juridical Science, Kolkata	1774
The West Bengal University of Health Sciences, Kolkata	1775
The West Bengal University of Teachers' Training, Edu. Planning & Admin., Kolkata	1776
Thiruvalluvar University, Vellore	1777
Thunchath Ezhuthachan Malayalam University, Malappuram	1778
Tilak Maharashtra Vidyapeeth, Pune	1779
Transstadia University, Ahmedabad, Gujarat	1780

Tripura University, Agartala	1781
Tumkur University, Tumkur	1782
T S Mishra University, Lucknow	1783
U.P. Rajarshi Tandon Open University, Allahabad	1784
UKA Tarsadia University, Surat	1785
United University, Rawatpur, Prayagra	1786
University of Agricultural Sciences, Bangalore	1787
University of Agricultural Sciences, Dharwad	1788
University of Agricultural Sciences, Raichur	1789
University of Allahabad, Allahabad	1790
Universal Ai University, Mumbai	1791
University of Calcutta, Kolkata	1792
University of Calicut, Calicut	1793
University of Delhi, Delhi	1794
University of Engineering and Management, Jaipur	1795
University of Engineering and Management, Kolkata	1796
University of Engineering and Technology, Roorkee	1797
University of Gour Banga, Malda	1798
University of Horticultural Sciences, Bagalkot	1799
University of Hyderabad, Hyderabad	1800
University of Jammu, Jammu	1801
University of Kalyani, Kalyani	1802
University of Kashmir, Srinagar	1803
University of Kerala, Thiruvananthapuram	1804
University of Kota, Kota	1805
University of Ladakh, Leh, Ladakh	1806
University of Lucknow, Lucknow	1807
University of Madras, Chennai	1808
University of Mumbai, Mumbai	1809
University of Mysore, Mysore	1810
University of North Bengal, Raja Rammohunpur	1811
University of Patanjali, Haridwar	1812
University of Petroleum and Energy Studies, Dehradun	1813

University of Rajasthan, Jaipur 1814
University of Science and Technology, Ri-Bhoi 1815
University of Technology, Jaipur 1816
University of Visvesvaraya College of Engineering, Bengaluru 1817
UPL University of Sustainable Technology, Bharuch 1818
Usha Martin University, Ranchi 1819
Utkal University, Bhubaneswar 1820
Utkal University of Culture, Bhubaneswar 1821
Uttar Banga Krishi Vishwavidyalaya, Cooch-Behar 1822
Uttar Pradesh Pt. Deen Dayal Upadhyayay Pashu Chikitsa Vigyan Vishwavidyalaya 1823
Uttar Pradesh Dr. A.P.J. Abdul Kalam Technical University, Lucknow 1824
Uttar Pradesh University of Medical Sciences, Saifai 1825
Uttarakhand Ayurved University, Dehradun 1826
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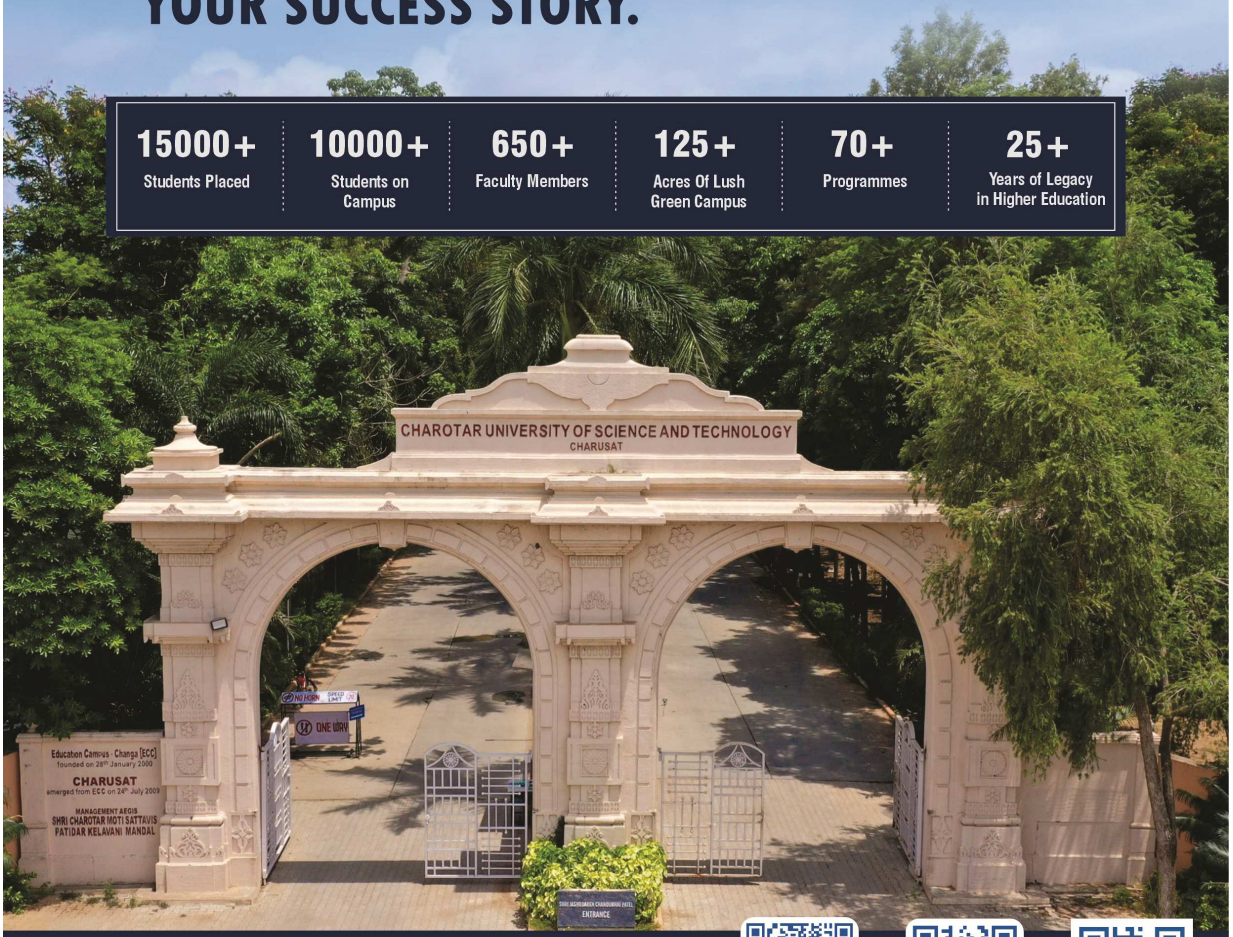
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Girindrashekhar Bose, *Red Ant Black Ant*, trans. from Bengali by Sukanta Chaudhuri. ₹500/-

Kavikulaguru Kalidas Sanskrit University, Ramtek

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Waranga Office : 5th Floor, NIT Complex, Near Mor Bhavan Bus Stand, Sitabuldi, Nagpur - 440012.

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Sanskit & other Programs	Modern Programs	Traditional Shastric Learning Programs	PG Diploma/ Diploma/ Certificate Courses
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M.A. (Yogashastra)	**M.Ed.** (Approved by NCTE)	**Sammanit Shastri** (B.A. Hons) (Sahitya, Vyakarana, Veda, Darshan, Vedanga Jyotish,)	
B.A. Bachelor of Arts	**B.Ed.** (Approved by NCTE)		
B.A. (Yogashastra)	**B.B.A.** (Bachelor in Business Administration)		
B.Com.	**B.C.A.** (Bachelor in Computer Application)	**Prak Shastri** 12th 10+2 / Intermediate Arts	

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Dr. Jaywant Chaudhari	Mob. 9767375108
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Smt. Manali Pande	Mob. 8788829724
Smt. Janhavi Deulgaokar	Mob. 9146372312
Shri. Dharmendra Bhide	Mob. 9423648871



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Prof. Harekrushna Agasti - 8275394980

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M.A. Hindu Studies	B.A. Vedang Jyotish
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M.A. Jyotirvigyan	Diploma in Vastu Shastra
P.G. Diploma Vedang Jyotish	Diploma in Aagam Sanskrit
P.G. Diploma Vastu Shastra	Diploma in Aagam Prakrit
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Sanskrit Aagam	Diploma in Vastushastra

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Contact
9146694434, 8793101975
email - ratnagiri@kksu.org

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- ✓ Students of VSU were awarded the prestigious NSS Awards consecutively for the years 2020-21 and 2021-22, presented by the President of India.
- ✓ Faculty members of the university were honored with the prestigious Best Teacher Awards by the Government of Andhra Pradesh, recognizing their outstanding contributions to education.
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Commerce
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B.Sc. Physics
B.Sc. Mathematics
B.Com. Computer Applications
B.B.A. Logistics

5 Yrs INTEGRATED
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Food Technology

PHARMACY
B.Pharmacy

P.G. & PROFESSIONAL
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M.A. Economics
M.A. Telugu
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M.Sc. Food Technology
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M.Sc. Zoology
M.Sc. Oils and Fat Technology
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12. M.Com.
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14. B.B.A.
15. M.B.A. in Agri-Business Management
16. M.Sc. (Ag) in Agricultural Economics
17. M.Sc. Food Science & Technology
18. M.A./M.Sc. Home Science
19. M.A./M.Sc. Mathematics
20. M.Sc. Integrative Science
21. M.Sc. Computer Science
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23. M.Sc. Physics
24. M.Sc. Zoology
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सत्र 2025-26 में उपरोक्त पाठ्यक्रमों में प्रवेश का सम्भावित समय मई 2025, प्रवेश विश्वविद्यालय की वेबसाइट से आनलाइन माध्यम से किये जाते हैं। छात्र एवं छात्राओं हेतु परिसर में अलग-अलग छात्रावास की सुविधा उपलब्ध है।



(प्रो०) प्रदीप कुमार शर्मा
कुलपति





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PHILOSOPHY AND ORIGINS



Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh, headquartered at Ziro in the Lower Subansiri District has been established through the State Legislature titled "Indira Gandhi Technological and Medical Sciences University Act 2012 (Act 6 of 2012)" with a view to conducting vocational, job oriented and employment centric Certificate, Diploma, Advanced Diploma, Post Graduate Diploma, Bachelor's, Master's and Doctoral Programmes in different emerging fields in general and in the areas of science, technological and medical / allied subjects in particular for ensuring proper tertiary / higher education among the young boys and girls belonging to all Districts of Arunachal Pradesh besides students from other States and Union Territories of the country. The University is empowered to award degrees as defined u/s 22 of the UGC Act 1956.

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School of Applied Education
School of Social Sciences
School of Environmental Sciences
School of Applied Psychology
School of Disaster Management
School of Hospitality Management
School of Fashion Design
School of Naturopathy and Yoga
School of Alternative Dispute Resolution
School of Community Colleging
School of Urban Planning
School of Building Technology
School of Juridical Sciences
School of Journalism and Mass Communication
School of Fire Sciences and Safety
School of Health and Mental Abilities
School of Paramedical Sciences
School of Applied Sciences

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Prof. Subhram Rajkhowa
Vice Chancellor

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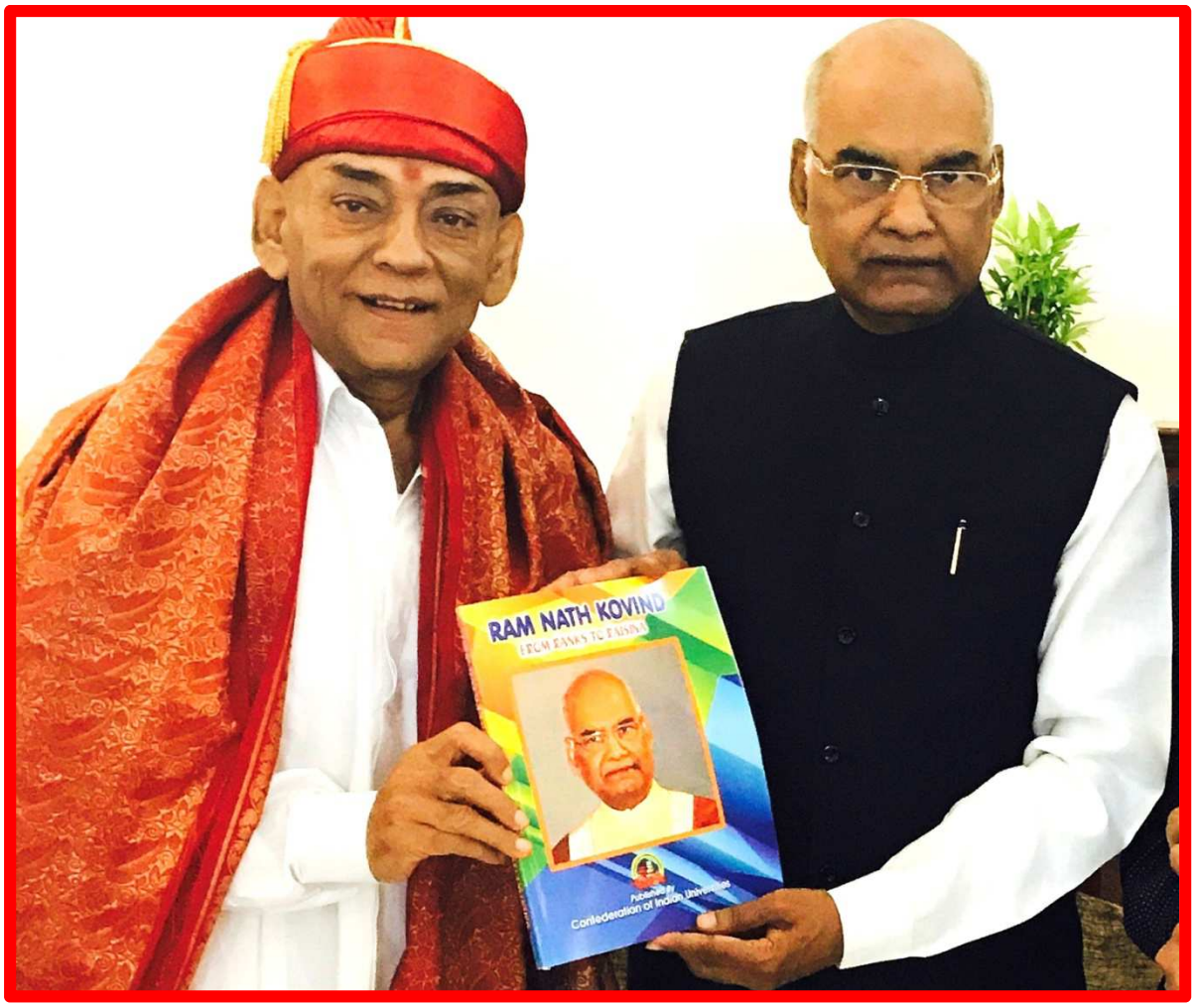
Hon'ble Shri Harsh Vardhan Shringla, Chief Coordinator for India's G20 Presidency releasing the Book titled "Sikkim : Past, Present and Future" brought out by CIU, New Delhi.



2022 : The Governor of Sikkim Shri Ganga Prasad and the Education Minister of Sikkim Shri Kunga Nima Lepcha receiving CIU's Book on the President Smt. Droupadi Murmu.



2022 : The Education Minister of Sikkim Shri Kunga Nima Lepcha receiving the CIU's Book titled "Sikkim : Past, Present and Future" from Dr. Priya Ranjan Trivedi at Gangtok.



2017 : Hon'ble Shri Ram Nath Kovind, President of India receving the first copy of his biography written and presented by Dr. P R Trivedi, President, CIU.



2016 : The Union Minister of State for Health and Family Welfare Ms. Anupriya Patel inaugurating the World Cleanliness Convention 2016 jointly organised by CIU and NICER.



2018 : The Union Minister for Home Affairs Hon'ble Shri Rajnath Singh with the CIU President Chancellor Dr. Priya Ranjan Trivedi.



2018 : The Union Finance Minister Hon'ble Shri Arun Jaitley receiving a copy of the Book on The Second Prime Minister Late Lal Bahadur Shastri authored by Dr. P R Trivedi.



2018 : The Union Minister of State in the PMO Hon'ble Dr. Jitendra Singh releasing the Book authored by Dr. Markandey Rai and Dr. P R Trivedi under the auspices of CIU.



2018 : The Union Minister of Commerce and Industry Hon'ble Shri Suresh Prabhu releasing the Book titled "Foreign Policies of Narendra Modi Government" authored by Dr. Markandey Rai and Dr. Priya Ranjan Trivedi under the auspices of Confederation of Indian Universities.



2019 : Chancellor Dr. Priya Ranjan Trivedi, President, CIU presenting his Book on RSS to Hon'ble Union Minister for Human Resource Development (HRD) Shri Prakash Javadekar.



2019 : Chancellor Dr. P R Trivedi, President, CIU with the Hon'ble Vice President of India Shri Venkaiah Naidu at his official residence at New Delhi.



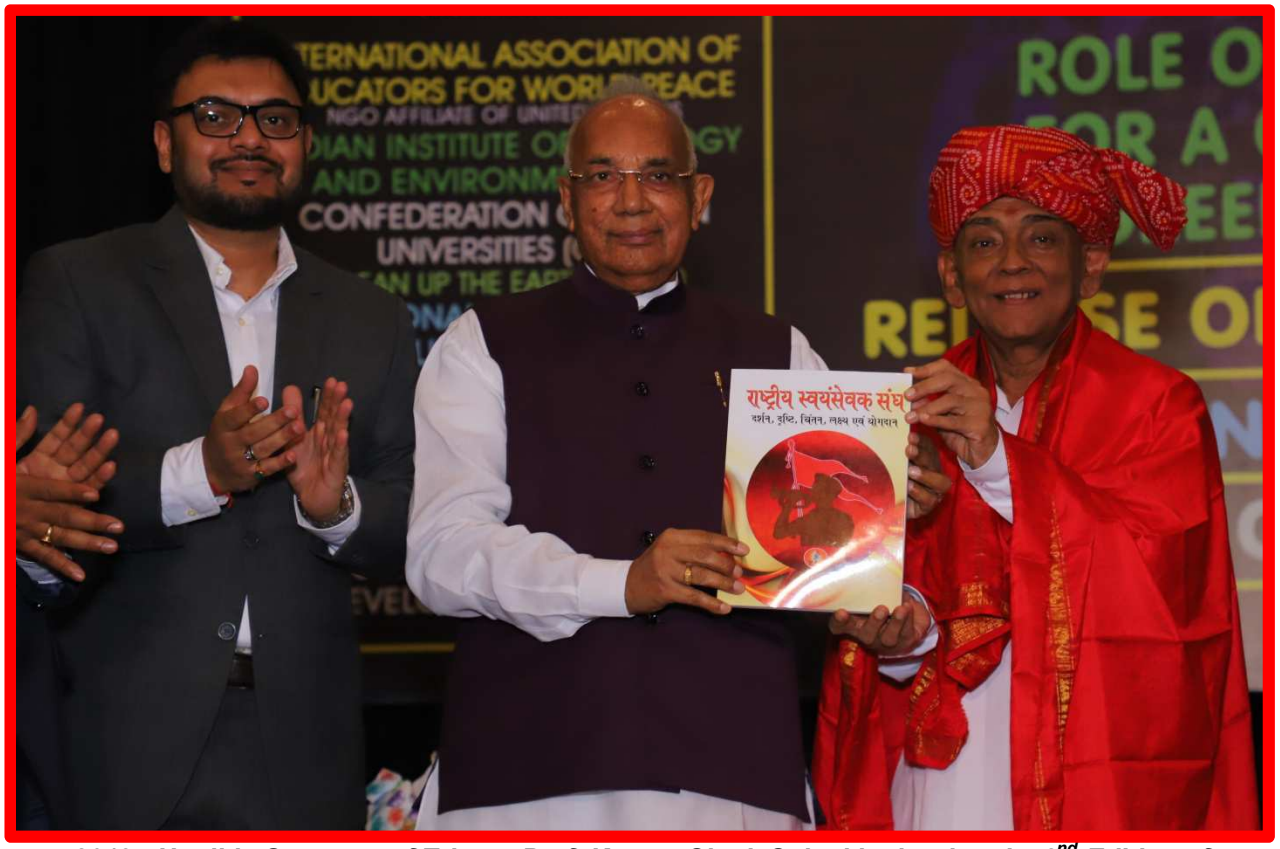
2018 : Dr. P R Trivedi, President, CIU and Dr. Markandey Rai, Chancellor, IGTAMSU presenting the Book on Buddhism in Ladakh to Hon'ble Shri Pema Khandu, Chief Minister of Arunachal Pradesh.



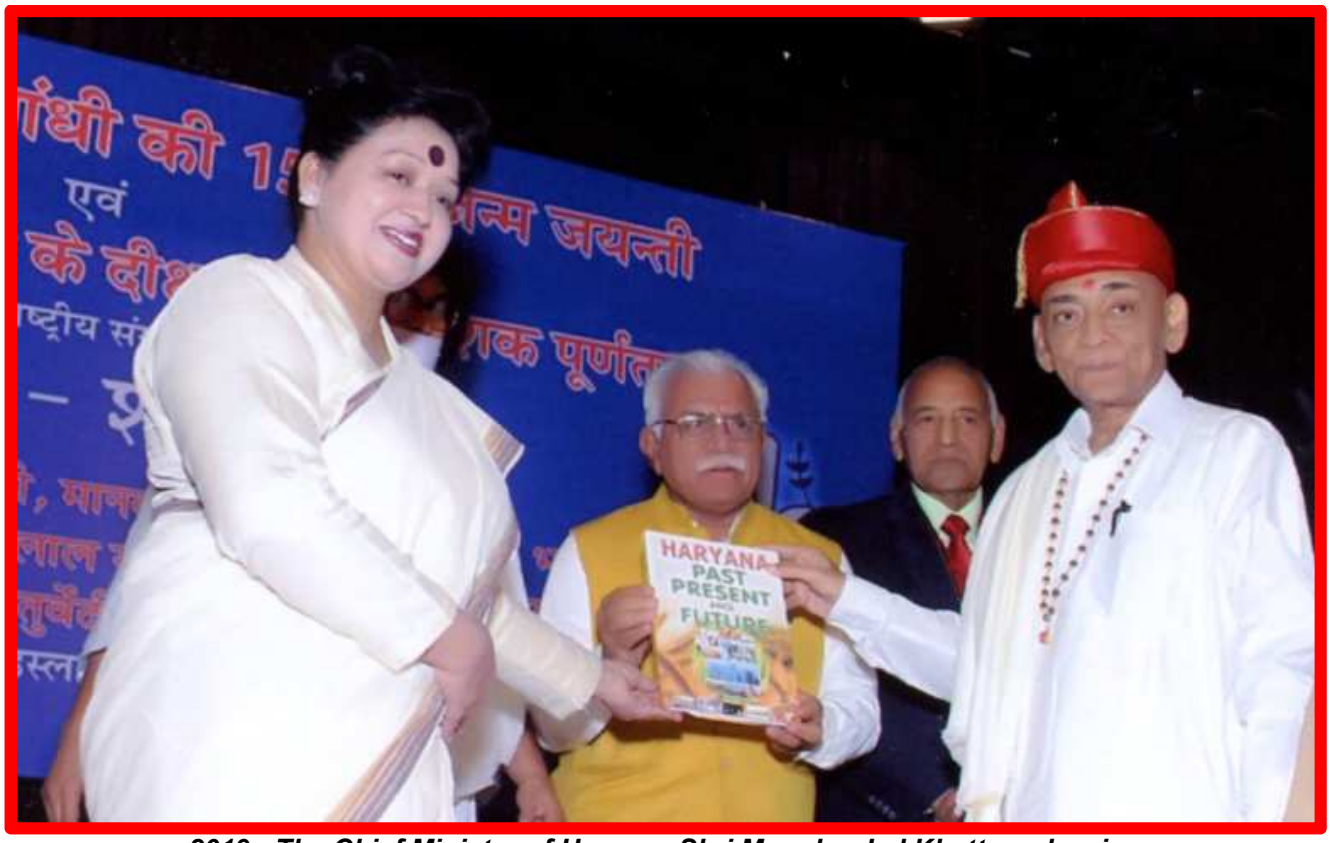
2018 : The Hon'ble Sarsanghchalak of Rashtriya Sawayamsewak Sangh (RSS) Dr. Mohan Bhagwat releasing the Book on RSS authored by Dr. Priya Ranjan Trivedi, President, CIU.



2018 : Hon'ble Home Minister of India Shri Rajnath Singh releasing the Book titled "Lal Bahadur Shastri : A Real Nationalist from the Grassroots" jointly authored by Dr. Priya Ranjan Trivedi, Mr. Sameep Shastri and Mr. Himadrish Suwan.



2019 : Hon'ble Governor of Tripura Prof. Kaptan Singh Solanki releasing the 2nd Edition of the Book on RSS authored by Dr. Priya Ranjan Trivedi, President, CIU.



2019 : The Chief Minister of Haryana Shri Manohar Lal Khattar releasing the Book "Haryana : Past, Present and Future" authored by Dr. P R Trivedi and published under the aegis of the Confederation of Indian Universities (CIU) in association with The Haryana Regional Institute for Cleanliness Education (THRICE).



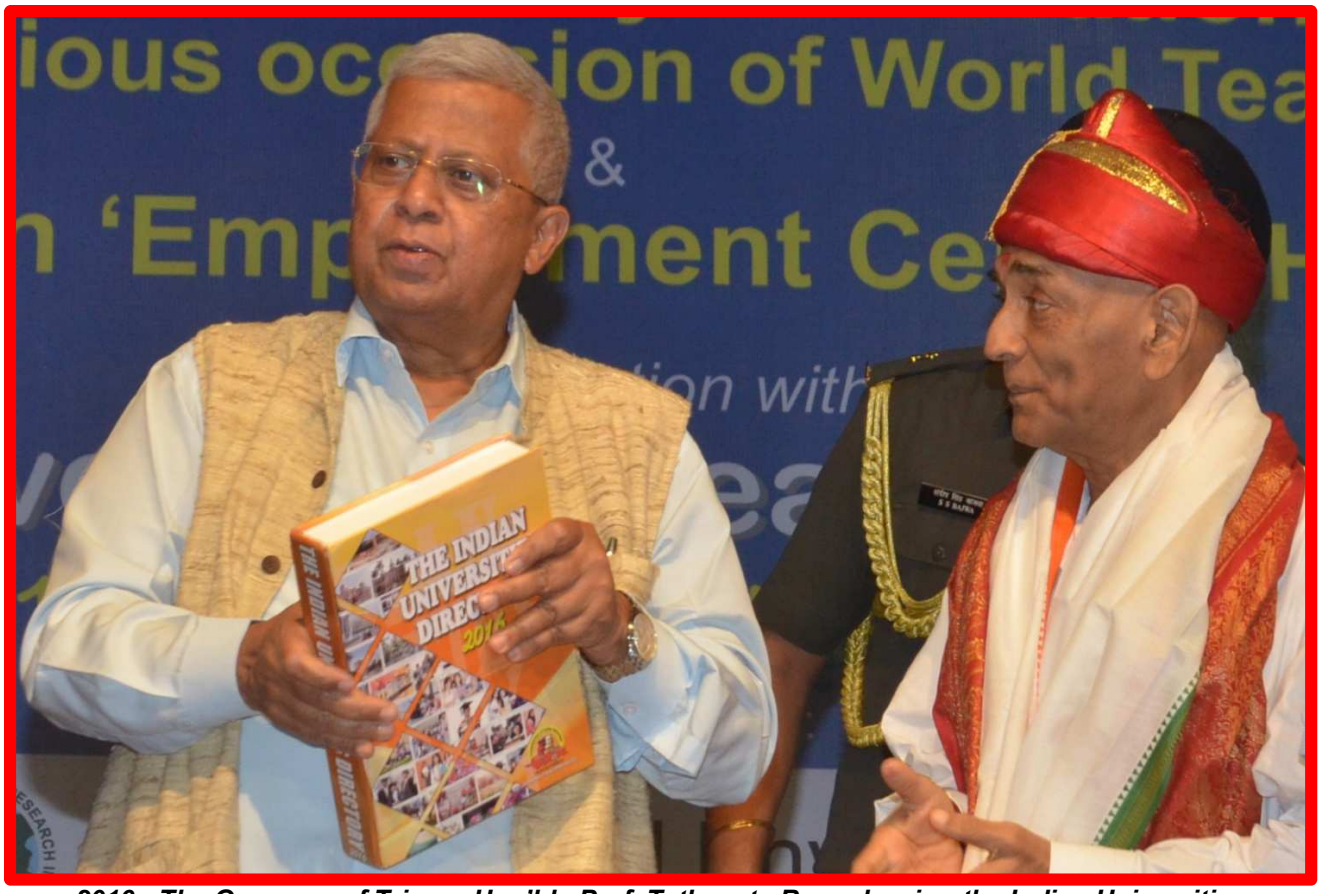
2019 : The Ambassador of Nepal H.E. Deep Kumar Upadhayaya lighting the lamp to mark the Cooperation on Vocational Education and Research (COVER) in the presence of Dr. P R Trivedi.



2017 : Her Holiness Anandmurti Guru Maa lighting the lamp marking the success of Girl Child Summit and the Release of the 50 Volume World Encyclopaedia of Women's Development on 8 March 2017.



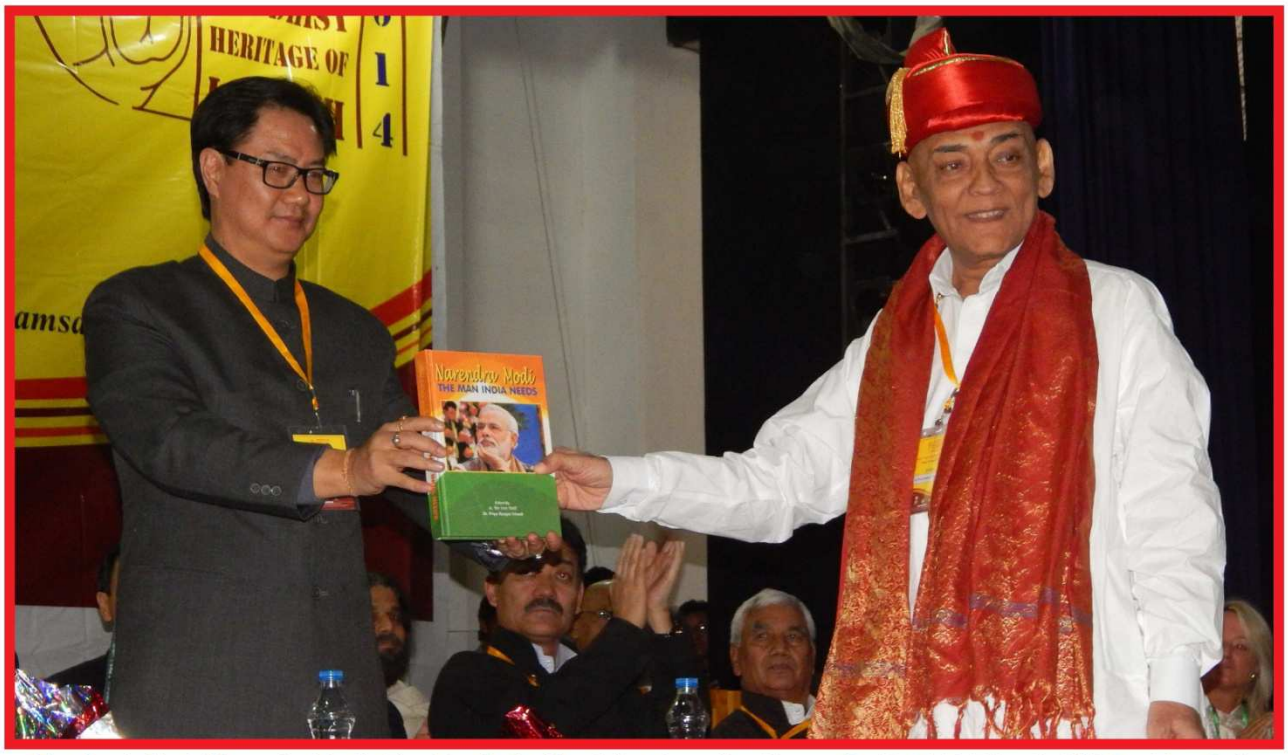
2017 : The High Commissioner of Botswana H.E. Ms. Lesego Ethel Motsumi, the High Commissioner of Zambia H.E. Mrs. Judith Kan'goma-Kapijimpanga and the High Commissioner of Nigeria H.E. Mrs. Queen Imaria with H.H. Anandmurti Guru Maa during CIU sponsored Session on Afro-Asian Higher Education Agglomeration for Development (AHEAD) on 8 March 2017.



2016 : The Governor of Tripura Hon'ble Prof. Tathagata Roy releasing the Indian Universities Directory 2016 at Kolkata in the presence of CIU President Dr. P R Trivedi on 5th October 2016.



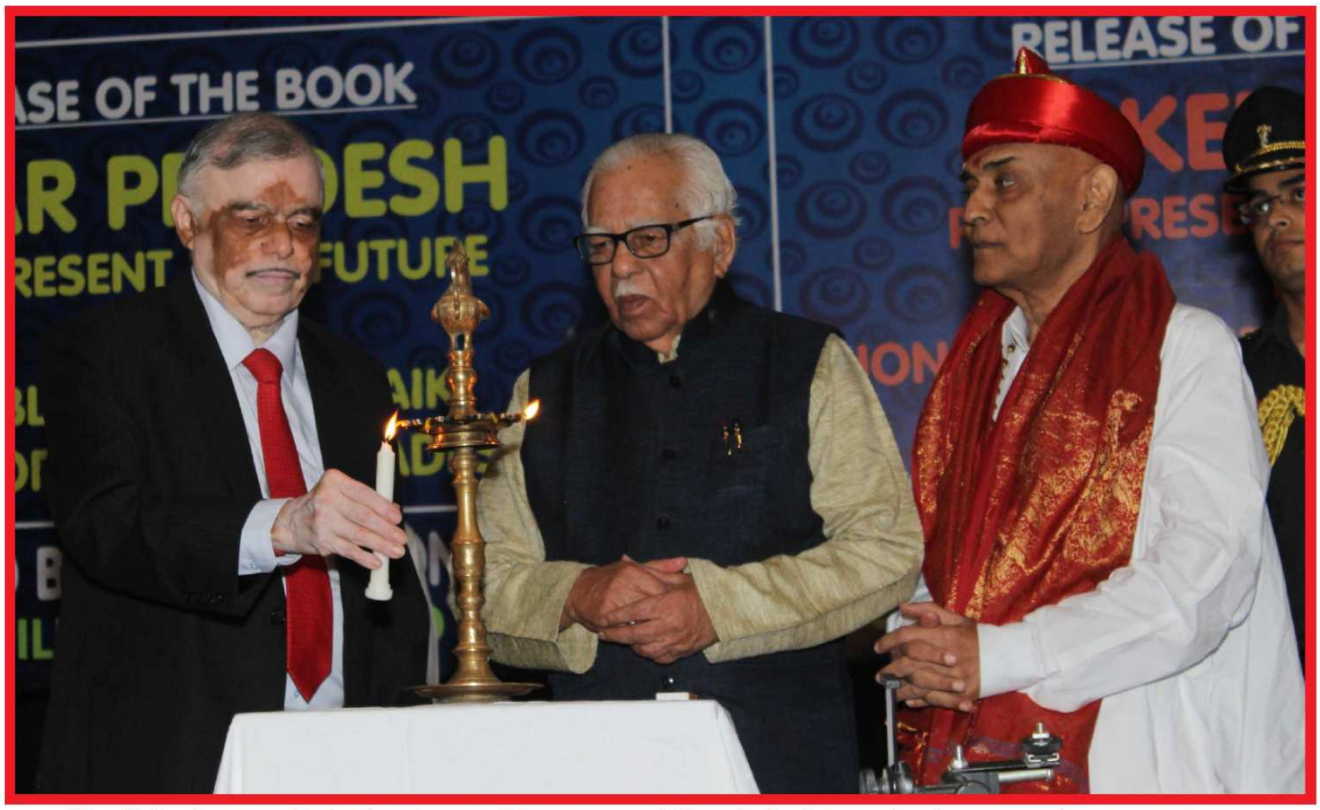
2018 : Hon'ble Smt. Krishna Raj, Union Minister of State for Agriculture and Farmers' Welfare and Shri Manhar Valjibhai Zala, Chairman, National Commission for Safai Karamcharies jointly releasing the Book on Interfaith Studies authored by Dr. P R Trivedi, President, CIU.



The Book titled "Narendra Modi : The Man India Needs" authored by Chancellor Dr. P. R. Trivedi, CIU President being released at Leh, Ladakh on 24 August 2014 by Hon'ble Shri Kiren Rijiju, Union Minister of State for Home Affairs.



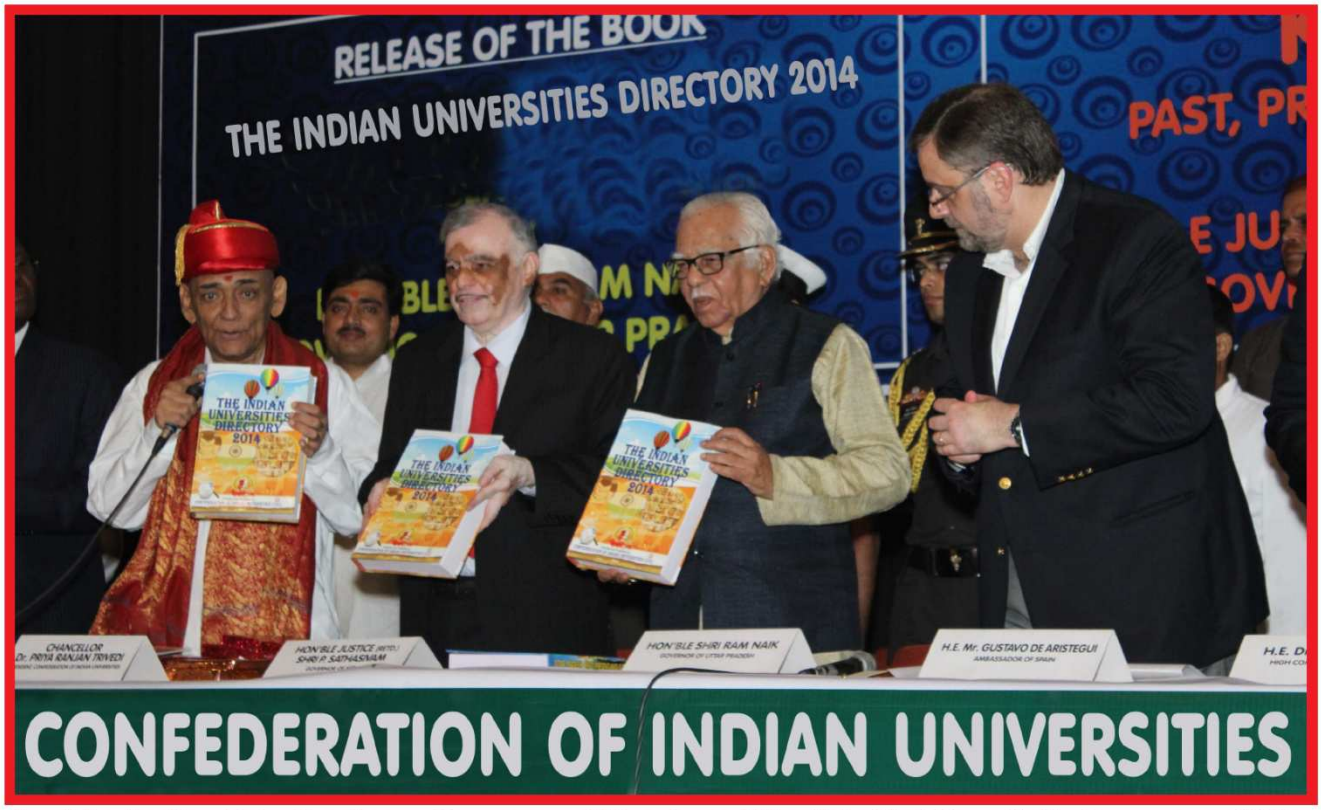
The Book titled "Tribal Welfare and Development " authored by Chancellor Dr. P. R. Trivedi, CIU President being released at Leh, Ladakh on 24 August 2014 by Hon'ble Shri Jual Oram, Union Minister for Tribal Affairs.



Hon'ble Justice P. Sathasivam, Governor of Kerala lighting the lamp on the auspicious occasion of the 10th Anniversary of the Confederation of Indian Universities on 5 October 2014



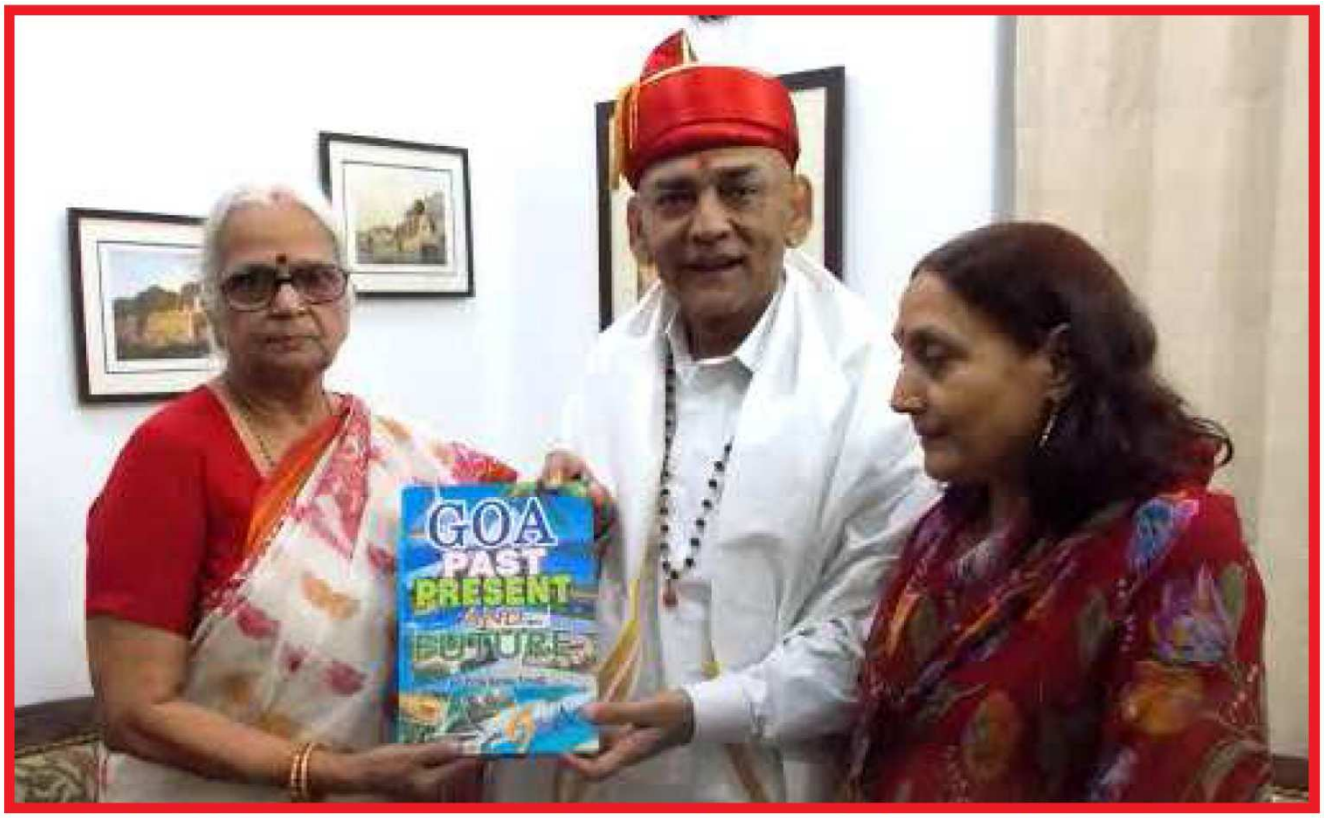
Hon'ble Shri Ram Naik, Governor of Uttar Pradesh lighting the lamp on the auspicious occasion of the 10th Anniversary of the Confederation of Indian Universities on 5 October 2014



Hon'ble Justice P. Sathasivam, Governor of Kerala and Hon'ble Shri Ram Naik, Governor of Uttar Pradesh releasing the Indian Universities Directory 2014 on 5th October 2014 at New Delhi.



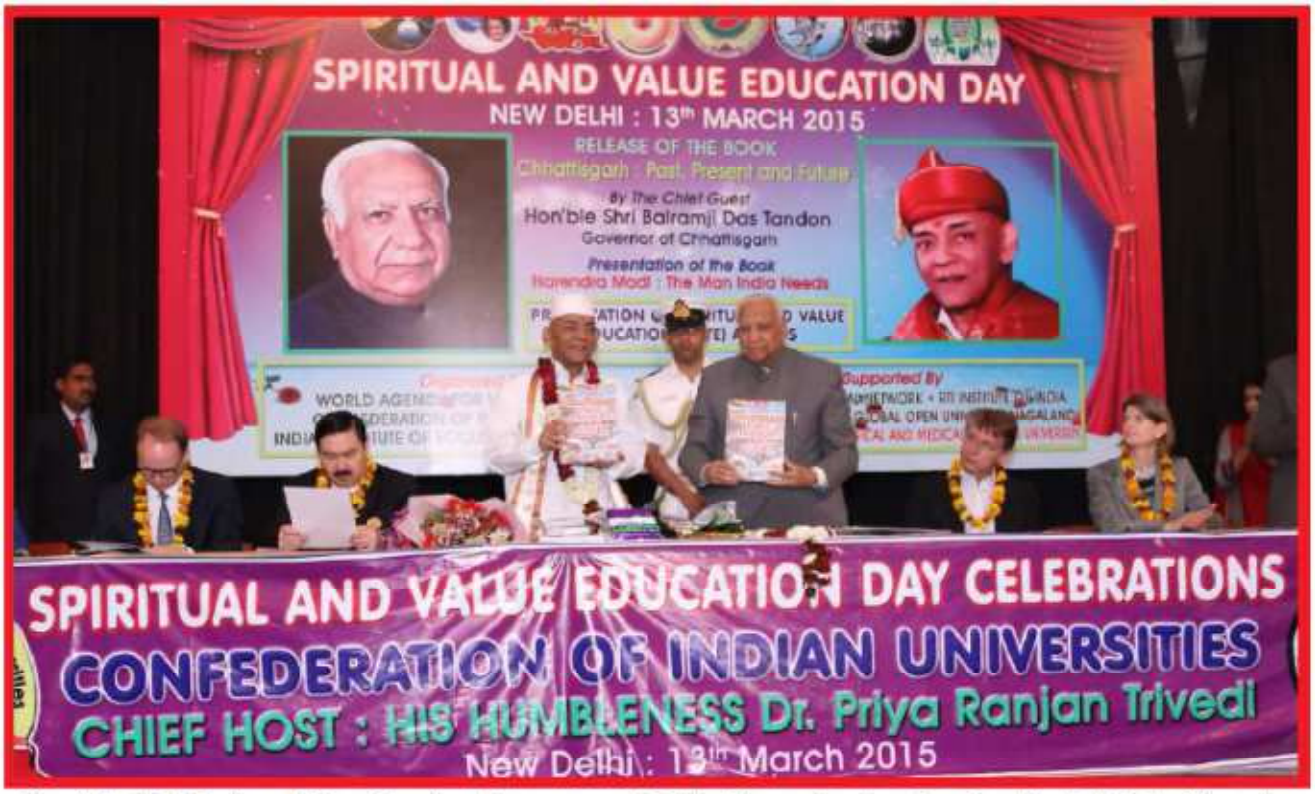
Hon'ble Justice P. Sathasivam, Governor of Kerala and Hon'ble Shri Ram Naik, Governor of Uttar Pradesh presenting the first copy of the Directory to Sdr. S.P.S. Oberoi on 5th October 2014.



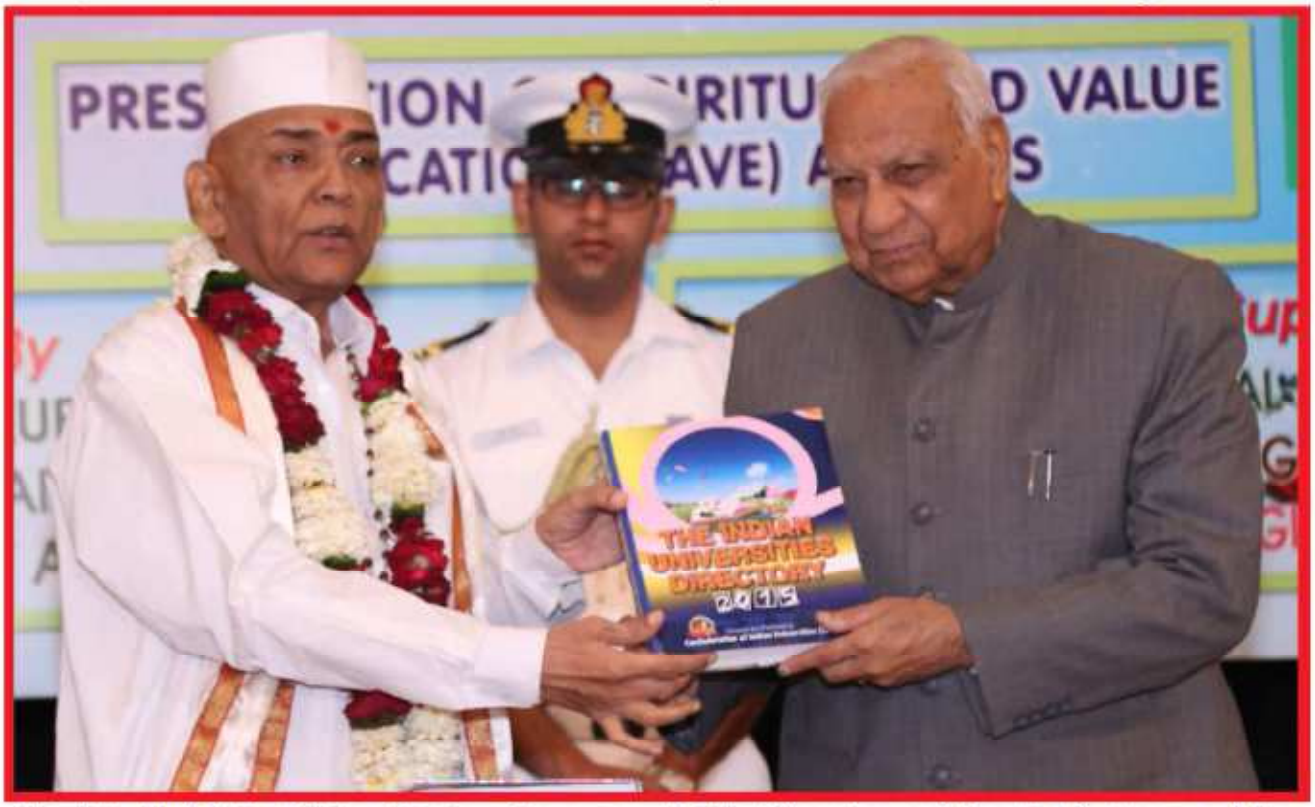
Hon'ble Smt. Mridula Sinha, Governor of Goa receiving the draft copy of the Book "Goa : Past, Present and Future" authored by Dr. P. R. Trivedi at Goa Raj Bhawan on 18th November 2014.



Hon'ble Smt. Mridula Sinha, Governor of Goa releasing the Book "Narendra Modi : The Man India Needs" authored by Dr. P. R. Trivedi on 25th November 2014 at New Delhi.



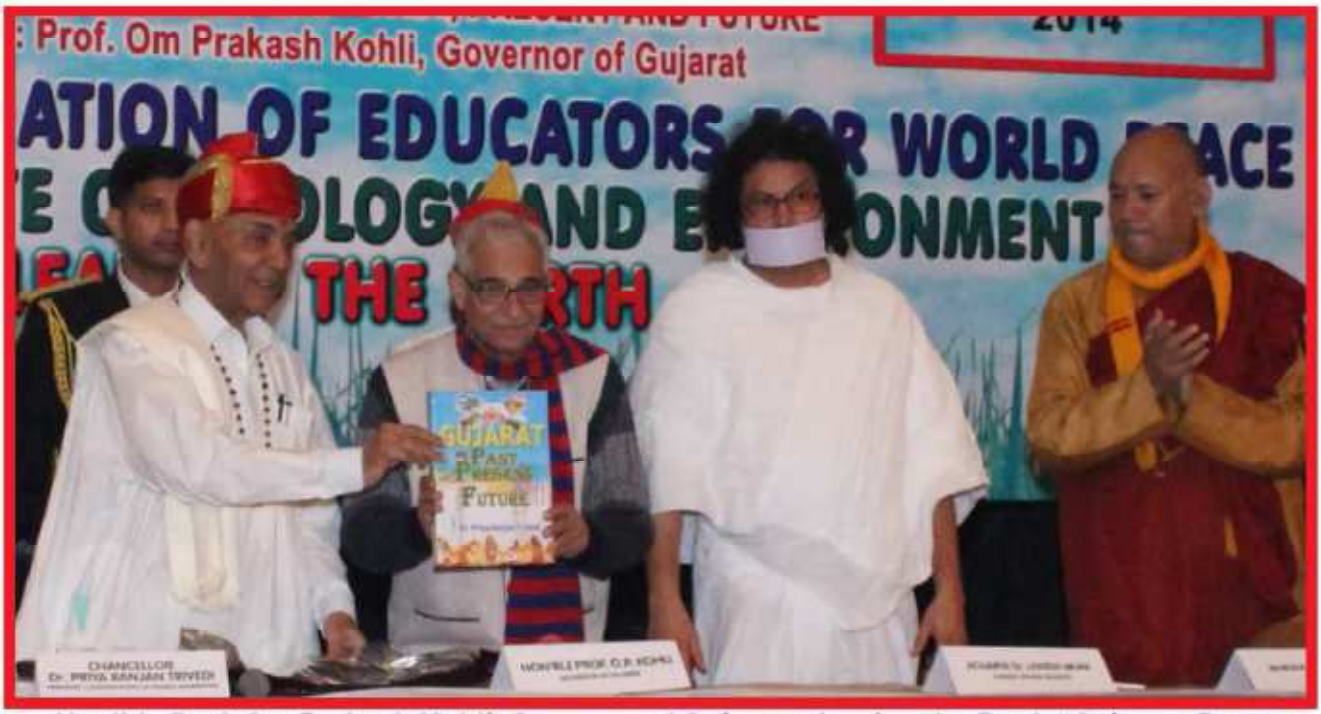
Hon'ble Shri Balramji Das Tandon, Governor of Chhattisgarh releasing the Book "Chhattisgarh: Past, Present and Future" on the occasion of the Spiritual and Value Education Day, 13/3/2015



Hon'ble Shri Balramji Das Tandon, Governor of Chhattisgarh receiving the first copy of the revised edition of "The Indian Universities Directory 2015 during CIU's Function on 13/3/2015.



Hon'ble Smt. Mridula Sinha, Governor of Goa lighting the lamp on the auspicious occasion of the CIU's campaign "Clean Delhi" on the occasion of Makar Sankranti on 14th January 2015.



Hon'ble Prof. Om Prakash Kohli, Governor of Gujarat releasing the Book "Gujarat : Past, Present and Future" on the occasion of the International Human Solidarity Day on 20/12/2014.



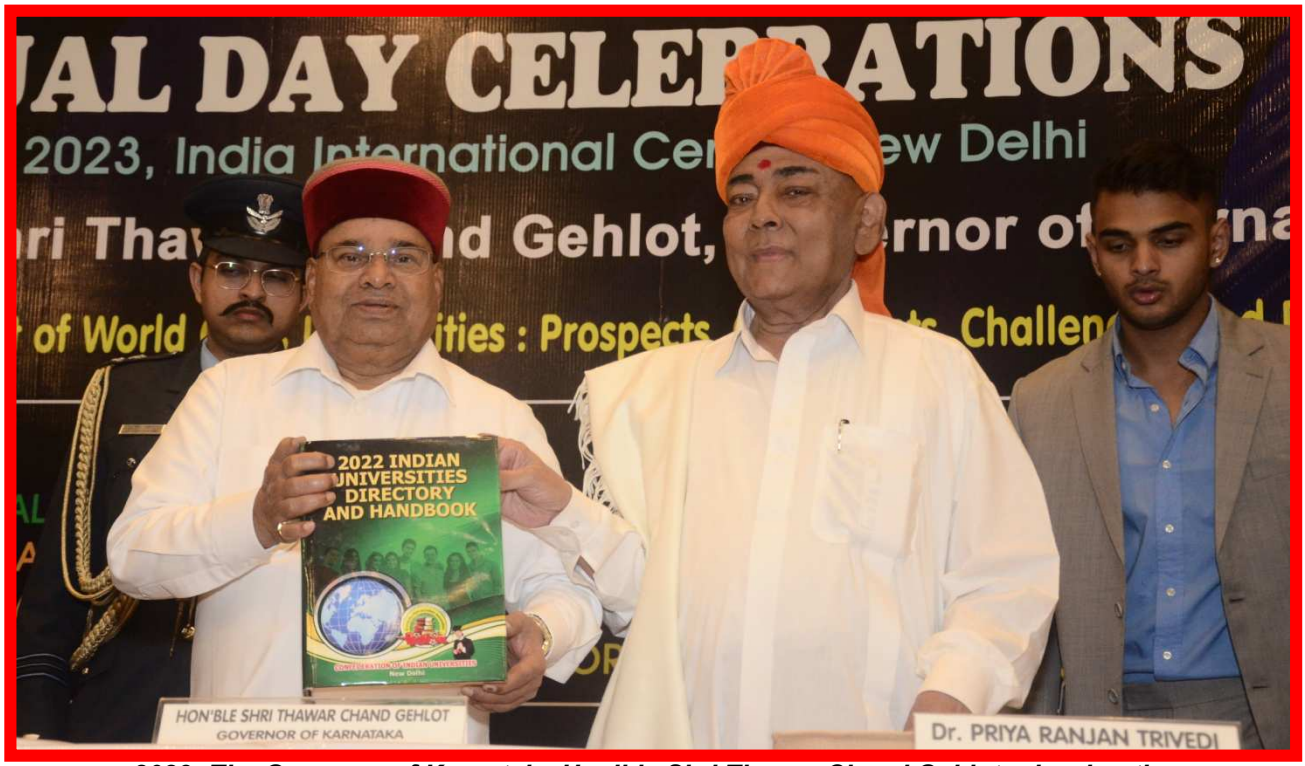
Hon'ble Prof. Om Prakash Kohli, Governor of Gujarat releasing the Book "Gujarat : Past, Present and Future" on the occasion of the International Human Solidarity Day on 20/12/2014.



Hon'ble Shri Giriraj Singh, Union Minister of State for Micro, Small and Medium Enterprises releasing the Hindi edition of the Book "Bihar : Past, Present and Future" on 26/1/2014.



2015 : The Hon'ble Governor of Tripura Shri Tathagata Roy releasing the Book titled "Tripura : Past, Present and Future" on 24 December 2015 at New Delhi.



2023: The Governor of Karnataka Hon'ble Shri Thawar Chand Gehlot releasing the 2022 Indian Universities Directory and Handbook during the Foundation Day Celebrations of the Confederation of Indian Universities (CIU) on 29 December 2023 at IIC, New Delhi.



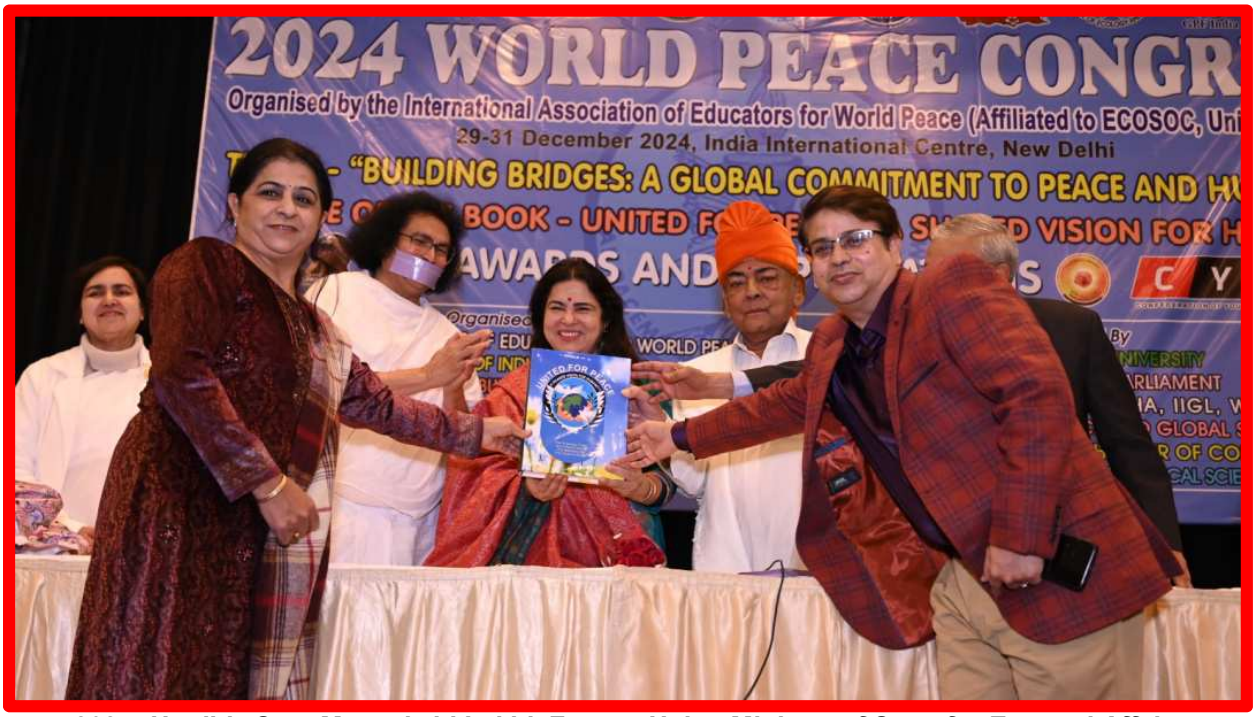
2024: The Governor of Nagaland Hon'ble Shri La. Ganesan releasing the Book titled "Value Education" at New Delhi on 13 March 2024 in the presence of Dr. Priyaranjan Trivedi; Dr. T.G. Sitharam, Chariman, AICTE; Dr. S.N. Pandey, Chancellor, The Global Open University, Nagaland; Dr. Markandey Rai, Chancellor, Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh; Shri Jyoti Kalash, IAS, Chief Resident Commissioner of Nagaland at New Delhi and Dr. Utkarsh Sharma, Pro Chancellor, IGTAMSU and TGOUN.



2024: Dr. Anil Sahasrabudhe, Chairman, NETF, Chairman NAAC and NBA releasing the Book "Redesigning Universities for a Sustainable Future" on 15 July 2024 in the presence of Dr. T.G. Sitharam, Chariman, AICTE; Dr. Priyaranjan Trivedi, President, CIU; and Dr. P B Sharma, President, World Academy of Higher Education and Development (W-AHEAD).



2024: Hon'ble Shri Ram Nath Thakur, Union Minister of State for Agriculture and Farmers Welfare inaugurating the World Teachers Day Celebrations in the presence of Dr. P B Sharma, President, W-AHEAD; and Dr. Priyaranjan Trivedi, President, CIU.



2024: Hon'ble Smt. Meenakshi Lekhi, Former Union Minister of State for External Affairs and Tourism releasing the Book "United for Peace : A Shared Vision for Humanity" on the occasion of the 20th World Peace Congress hosted by the Confederation of Indian Universities.



2024: Hon'ble Lt. Gen. Gurmit Singh, Governor of Uttarakhand releasing the Book "United for Peace : A Shared Vision for Humanity" on the occasion of the 20th World Peace Congress hosted by the Confederation of Indian Universities on 30 December 2024 at New Delhi.



2024: Hon'ble Lt. Gen. Kaiwalya Trivikram Parnaik with Dr. Priyaranjan Trivedi, President, CIU after receiving his Book titled "Discovering Arunachal Pradesh : Unveiling the Beauty and Diversity" at Raj Bhawan, Itanagar, Arunachal Pradesh.

Chapter 1

WHAT IS EDUCATION ?

Before discussing the background, history, philosophy, technology, the present and the future trends relating to distance, open and virtual education in India as well as in other parts of the world, it is essential to underline the salient features of education with a view to connecting the utility of the new educational tools and technologies used in the open universities as well as other centers, departments and schools of distance education.

Education is the process of facilitating learning. Knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

Education is commonly and formally divided into stages such as preschool, primary school, secondary school and then college, university or apprenticeship. The methodology of teaching is called pedagogy.



School children sitting in the shade of an orchard in Bamozai, near Gardez, Paktya Province, Afghanistan Student participants in the FIRST Robotics Competition, Washington, D.C.

A right to education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to an education. Although education is compulsory

in most places up to a certain age, attendance at school often isn't, and a minority of parents choose home-schooling, sometimes with the assistance of modern electronic educational technology (also called e-learning). Education can take place in formal or informal settings.

Etymologically, the word "education" is derived from the Latin *ēducātiō* ("A breeding, a bringing up, a rearing") from *ēdūcō* ("I educate, I train") which is related to the homonym *ēdūcō* ("I lead forth, I take out; I raise up, I erect") from *ē-* ("from, out of") and *dūcō* ("I lead, I conduct").

HISTORY



Nalanda, ancient center for higher learning



Plato's academy, mosaic from Pompeii

Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation

to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the Middle Kingdom.



Matteo Ricci (left) and Xu Guangqi (right) in the Chinese edition of Euclid's Elements published in 1607

Plato founded the Academy in Athens, the first institution of higher learning in Europe. The city of Alexandria in Egypt, established in 330 BCE, became the successor to Athens as the intellectual cradle of Ancient Greece. There, mathematician Euclid and anatomist Herophilus constructed the great Library of Alexandria and translated the Hebrew Bible into Greek. European civilizations suffered a collapse of literacy and organization following the fall of Rome in AD 476.

In China, Confucius (551-479 BCE), of the State of Lu, was the country's most influential ancient philosopher, whose educational outlook continues to influence the societies of China and neighbors like Korea, Japan and Vietnam. Confucius gathered disciples and searched in vain for a ruler who would adopt his ideals for good governance, but his Analects were written down by followers and have continued to influence education in East Asia into the modern era.

After the Fall of Rome, the Catholic Church became the sole preserver of literate scholarship in Western Europe. The church established cathedral schools in the Early

Middle Ages as centers of advanced education. Some of these establishments ultimately evolved into medieval universities and forebears of many of Europe's modern universities. During the High Middle Ages, Chartres Cathedral operated the famous and influential Chartres Cathedral School. The medieval universities of Western Christendom were well-integrated across all of Western Europe, encouraged freedom of inquiry, and produced a great variety of fine scholars and natural philosophers, including Thomas Aquinas of the University of Naples, Robert Grosseteste of the University of Oxford, an early expositor of a systematic method of scientific experimentation, and Saint Albert the Great, a pioneer of biological field research. The University of Bologne is considered the oldest continually operating university.

Elsewhere during the Middle Ages, Islamic science and mathematics flourished under the Islamic caliphate which was established across the Middle East, extending from the Iberian Peninsula in the west to the Indus in the east and to the Almoravid Dynasty and Mali Empire in the south.

The Renaissance in Europe ushered in a new age of scientific and intellectual inquiry and appreciation of ancient Greek and Roman civilizations. Around 1450, Johannes Gutenberg developed a printing press, which allowed works of literature to spread more quickly.

The European Age of Empires saw European ideas of education in philosophy, religion, arts and sciences spread out across the globe. Missionaries and scholars also brought back new ideas from other civilisations — as with the Jesuit China missions who played a significant role in the transmission of knowledge, science, and culture between China and Europe, translating works from Europe like Euclid's Elements for Chinese scholars and the thoughts of Confucius for European audiences. The Enlightenment saw the emergence of a more secular educational outlook in Europe.

In most countries today, full-time education, whether at school or otherwise, is compulsory for all children up to a certain age. Due to this the proliferation of compulsory education, combined with population growth, UNESCO has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.

FORMAL EDUCATION

Formal education occurs in a structured environment whose explicit purpose is teaching students. Usually, formal education takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject.

Most school systems are designed around a set of values or ideals that govern all educational choices in that system. Such choices include curriculum, physical classroom design, student-teacher interactions, methods of assessment, class size, educational activities, and more.

PRESCHOOL



Young children in a kindergarten in Nagaland

Preschools provide education from ages approximately three to seven, depending on the country, when children enter primary education. These are also known as nursery schools and as kindergarten, except in the USA, where kindergarten is a term used for primary education. Kindergarten "provide[s] a child-centered, preschool curriculum for three- to seven-year-old children that aim[s] at unfolding the child's physical, intellectual, and moral nature with balanced emphasis on each of them."

PRIMARY

Primary (or elementary) education consists of the first five to seven years of formal, structured education. In general, primary education consists of six to eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 89% of children aged six to twelve are enrolled in primary education, and this proportion is rising. Under the Education For All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education, are mostly referred to as *primary schools* or *elementary schools*. Primary schools are often subdivided into infant schools and junior school.

In India, for example, compulsory education spans over twelve years, with eight years of elementary education, five years of primary schooling and three years of upper primary schooling. Various states in the republic of India provide 12 years of compulsory school

education based on a national curriculum framework designed by the National Council of Educational Research and Training.

SECONDARY

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "postsecondary", or "higher" education (e.g. university, vocational school) for adults. Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years. In the United States, Canada and Australia, primary and secondary education together are sometimes referred to as K-12 education, and in New Zealand Year 1–13 is used. The purpose of secondary education can be to give common knowledge, to prepare for higher education, or to train directly in a profession.



Students and the Teachers at a High School in Nagaland

Secondary education in the United States did not emerge until 1910, with the rise of large corporations and advancing technology in factories, which required skilled workers. In order to meet this new job demand, high schools were created, with a curriculum focused on practical job skills that would better prepare students for white collar or skilled blue collar work. This proved beneficial for both employers and employees, since the improved human capital lowered costs for the employer, while skilled employees received a higher wages.

Secondary education has a longer history in Europe, where grammar schools or academies date from as early as the 16th century, in the form of public schools, fee-paying schools, or charitable educational foundations, which themselves date even further back.

Community colleges offer another option at this transitional stage of education. They provide nonresidential junior college courses to people living in a particular area.

TERTIARY / HIGHER



Students at The Global Open University Nagaland

Higher education, also called tertiary, third stage, or postsecondary education, is the non-compulsory educational level that follows the completion of a school such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities mainly provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Individuals who complete tertiary education generally receive certificates, diplomas, or academic degrees.

Higher education typically involves work towards a degree-level or foundation degree qualification. In most developed countries a high proportion of the population (up to 50%) now enter higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right, and as a source of trained and educated personnel for the rest of the economy.

University education includes teaching, research, and social services activities, and it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as graduate school). Universities are generally composed of several colleges. In the United States, universities can be private and independent like Yale University; public and state-governed like the Pennsylvania State System of Higher Education; or independent but state-funded like the University of Virginia. A number of career specific courses are now available to students through the Internet.

One type of university education is a liberal arts education, which can be defined as a "college or university curriculum aimed at imparting broad general knowledge and developing general intellectual capacities, in contrast to a professional, vocational, or technical curriculum." Although what is known today as liberal arts education began in Europe, the term "liberal arts college" is more commonly associated with institutions in the United States.

VOCATIONAL



Fashion Technology Students and Teachers at The Global Open University Nagaland

Vocational education is a form of education focused on direct and practical training for a specific trade or craft. Vocational education may come in the form of an apprenticeship or internship as well as institutions teaching courses such as carpentry, agriculture, engineering, medicine, architecture and the arts.

SPECIAL

In the past, those who were disabled were often not eligible for public education. Children with disabilities were repeatedly denied an education by physicians or special tutors. These early physicians (people like Itard, Seguin, Howe, Gallaudet) set the foundation for special education today. They focused on individualized instruction and functional skills. In its early years, special education was only provided to people with severe disabilities, but more recently it has been opened to anyone who has experienced difficulty learning.

OTHER EDUCATIONAL FORMS

ALTERNATIVE

While considered "alternative" today, most alternative systems have existed since ancient times. After the public school system was widely developed beginning in the 19th century, some parents found reasons to be discontented with the new system. Alternative education developed in part as a reaction to perceived limitations and failings of traditional education. A broad range of educational approaches emerged, including alternative schools, self learning, homeschooling and unschooling. Example alternative schools include Montessori schools, Waldorf schools (or Steiner schools), Friends schools, Sands School, Summerhill School, The Peepal Grove School, Sudbury Valley School, Krishnamurti schools, and open classroom schools.

In time, some ideas from these experiments and paradigm challenges may be adopted as the norm in education, just as Friedrich Fröbel's approach to early childhood education in 19th century Germany has been incorporated into contemporary kindergarten classrooms.

Other influential writers and thinkers have included the Swiss humanitarian Johann Heinrich Pestalozzi; the American transcendentalists Amos Bronson Alcott, Ralph Waldo Emerson, and Henry David Thoreau; the founders of progressive education, John Dewey and Francis Parker; and educational pioneers such as Maria Montessori and Rudolf Steiner, and more recently John Caldwell Holt, Paul Goodman, Frederick Mayer, George Dennison and Ivan Illich.

INDIGENOUS



Teaching indigenous knowledge, models, method in Yanyuan County, Sichuan in China

Indigenous education refers to the inclusion of indigenous knowledge, models, methods, and content within formal and non-formal educational systems. Often in a post-colonial context, the growing recognition and use of indigenous education methods can be a response to the erosion and loss of indigenous knowledge and language through the processes of colonialism. Furthermore, it can enable indigenous communities to "reclaim and revalue their languages and cultures, and in so doing, improve the educational success of indigenous students."

INFORMAL LEARNING

Informal learning is one of three forms of learning defined by the Organisation for Economic Co-operation and Development (OECD). Informal learning occurs in a variety of places, such as at home, work, and through daily interactions and shared relationships among members of society. For many learners this includes language acquisition, cultural norms and manners. Informal learning for young people is an ongoing process that also occurs in a variety of places, such as out of school time, in youth programs at community centers and media labs.

Informal learning usually takes place outside educational establishments, does not follow a specified curriculum and may originate accidentally, sporadically, in association with certain occasions, from changing practical requirements. It is not necessarily planned to be pedagogically conscious, systematic and according to subjects, but rather unconsciously incidental, holistically problem-related, and related to situation management and fitness

for life. It is experienced directly in its "natural" function of everyday life and is often spontaneous.

The concept of 'education through recreation' was applied to childhood development in the 19th century. In the early 20th century, the concept was broadened to include young adults but the emphasis was on physical activities. L.P. Jacks, also an early proponent of lifelong learning, described education through recreation: "*A master in the art of living draws no sharp distinction between his work and his play, his labour and his leisure, his mind and his body, his education and his recreation. He hardly knows which is which. He simply pursues his vision of excellence through whatever he is doing and leaves others to determine whether he is working or playing. To himself he always seems to be doing both. Enough for him that he does it well.*" Education through recreation is the opportunity to learn in a seamless fashion through all of life's activities. The concept has been revived by the University of Western Ontario to teach anatomy to medical students.

SELF-DIRECTED LEARNING

Autodidacticism (also autodidactism) is a contemplative, absorbing process, of "learning on your own" or "by yourself", or as a self-teacher. Some autodidacts spend a great deal of time reviewing the resources of libraries and educational websites. One may become an autodidact at nearly any point in one's life. While some may have been informed in a conventional manner in a particular field, they may choose to inform themselves in other, often unrelated areas. Notable autodidacts include Abraham Lincoln (U.S. president), Srinivasa Ramanujan (mathematician), Michael Faraday (chemist and physicist), Charles Darwin (naturalist), Thomas Alva Edison (inventor), Tadao Ando (architect), George Bernard Shaw (playwright), Frank Zappa (composer, recording engineer, film director), and Leonardo da Vinci (engineer, scientist, mathematician).

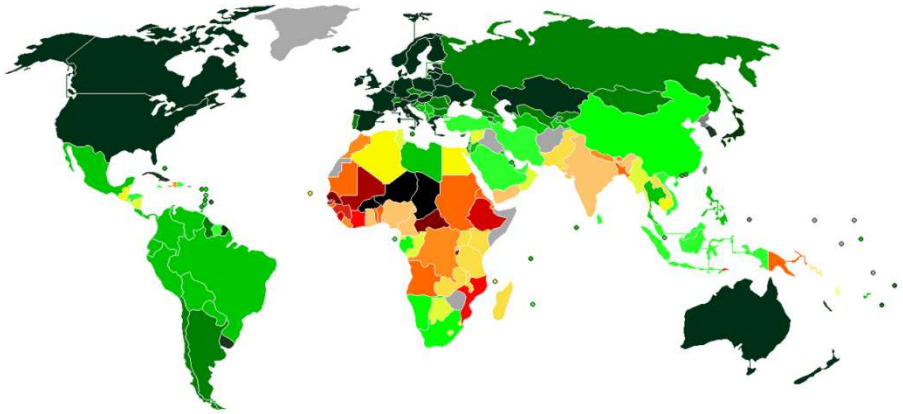
OPEN EDUCATION AND ELECTRONIC TECHNOLOGY

In 2012, the modern use of electronic educational technology (also called e-learning) had grown at 14 times the rate of traditional learning. Open education is fast growing to become the dominant form of education, for many reasons such as its efficiency and results compared to traditional methods. Cost of education has been an issue throughout history, and a major political issue in most countries today. Online courses often can be more expensive than face-to-face classes. Out of 182 colleges surveyed in 2009 nearly half said tuition for online courses was higher than for campus based ones. Many large university institutions are now starting to offer free or almost free full courses such as Harvard, MIT and Berkeley teaming up to form edX. Other universities offering open education are Stanford, Princeton, Duke, Johns Hopkins, Edinburgh, U. Penn, U. Michigan, U. Virginia, U. Washington, and Caltech. It has been called the biggest change in the way we learn since the printing press. Despite favorable studies on effectiveness, many people may still desire to choose traditional campus education for social and cultural reasons.

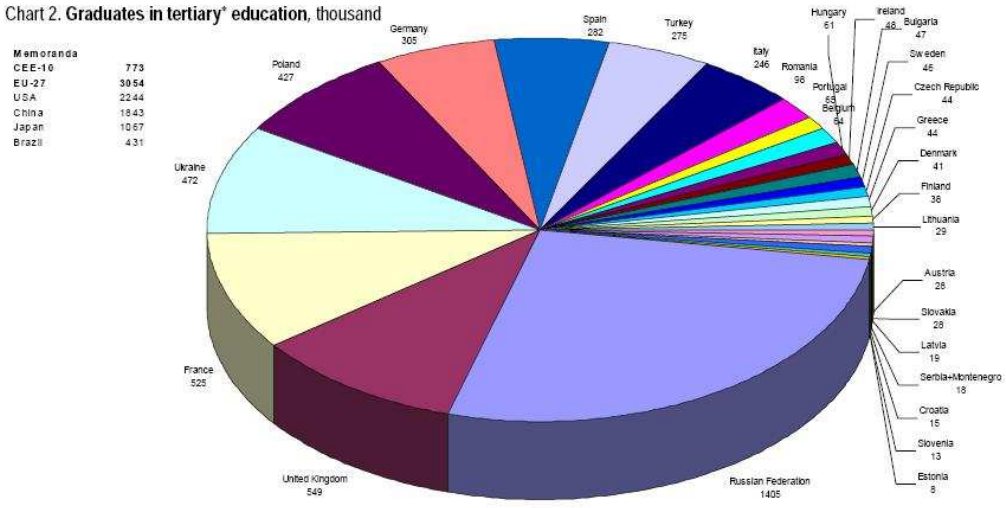
The conventional merit-system degree is currently not as common in open education as it is in campus universities, although some open universities do already offer conventional

degrees such as the Open University in the United Kingdom. Presently, many of the major open education sources offer their own form of certificate. Due to the popularity of open education, these new kind of academic certificates are gaining more respect and equal "academic value" to traditional degrees. Many open universities are working to have the ability to offer students standardized testing and traditional degrees and credentials. A culture is beginning to form around distance learning for people who are looking to social connections enjoyed on traditional campuses. For example, students may create study groups, meetups and movements such as UnCollege.

DEVELOPMENT GOALS



World map indicating Education Index (according to 2007/2008 Human Development Report)



Russia has more academic graduates than any other country in Europe.
(Chart does not include population statistics.)

Since 1909, the ratio of children in the developing world attending school has increased. Before then, a small minority of boys attended school. By the start of the 21st century, the majority of all children in most regions of the world attended school.

Universal Primary Education is one of the eight international Millennium Development Goals, towards which progress has been made in the past decade, though barriers still remain. Securing charitable funding from prospective donors is one particularly persistent problem. Researchers at the Overseas Development Institute have indicated that the main obstacles to funding for education include conflicting donor priorities, an immature aid architecture, and a lack of evidence and advocacy for the issue. Additionally, Transparency International has identified corruption in the education sector as a major stumbling block to achieving Universal Primary Education in Africa. Furthermore, demand in the developing world for improved educational access is not as high as foreigners have expected. Indigenous governments are reluctant to take on the ongoing costs involved. There is also economic pressure from some parents, who prefer their children to earn money in the short term rather than work towards the long-term benefits of education.

A study conducted by the UNESCO International Institute for Educational Planning indicates that stronger capacities in educational planning and management may have an important spill-over effect on the system as a whole. Sustainable capacity development requires complex interventions at the institutional, organizational and individual levels that could be based on some foundational principles:

- national leadership and ownership should be the touchstone of any intervention;
- strategies must be context relevant and context specific;
- plans should employ an integrated set of complementary interventions, though implementation may need to proceed in steps;
- partners should commit to a long-term investment in capacity development, while working towards some short-term achievements;
- outside intervention should be conditional on an impact assessment of national capacities at various levels;
- a certain percentage of students should be removed for improvisation of academics (usually practiced in schools, after 10th grade).

INTERNATIONALIZATION

Nearly every country now has Universal Primary Education.

Similarities — in systems or even in ideas — that schools share internationally have led to an increase in international student exchanges. The European Socrates-Erasmus Program facilitates exchanges across European universities. The Soros Foundation provides many opportunities for students from central Asia and eastern Europe. Programs such as the International Baccalaureate have contributed to the internationalization of education. The global campus online, led by American universities, allows free access to class materials and lecture files recorded during the actual classes.

Education and technology in developing countries

Technology plays an increasingly significant role in improving access to education for people living in impoverished areas and developing countries. Charities like One Laptop

per Child are dedicated to providing infrastructures through which the disadvantaged may access educational materials.



The OLPC laptop being introduced to children in Haiti

The OLPC foundation, a group out of MIT Media Lab and supported by several major corporations, has a stated mission to develop a $100 laptop for delivering educational software. The laptops were widely available as of 2008. They are sold at cost or given away based on donations.

In Africa, the New Partnership for Africa's Development (NEPAD) has launched an "e-school program" to provide all 600,000 primary and high schools with computer equipment, learning materials and internet access within 10 years. An International Development Agency project called nabuur.com, started with the support of former American President Bill Clinton, uses the Internet to allow co-operation by individuals on issues of social development.

India is developing technologies that will bypass land-based telephone and Internet infrastructure to deliver distance learning directly to its students. In 2004, the Indian Space Research Organization launched EDUSAT, a communications satellite providing access to educational materials that can reach more of the country's population at a greatly reduced cost.

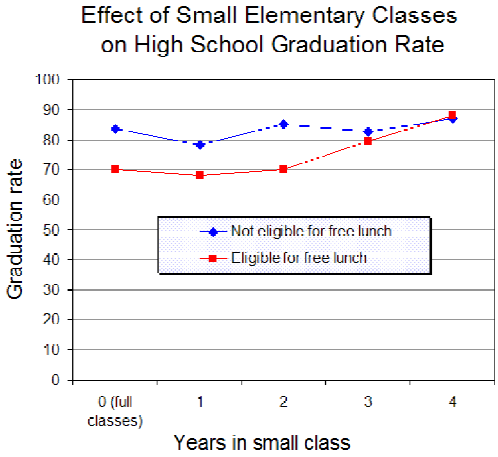
PRIVATE VS PUBLIC FUNDING IN DEVELOPING COUNTRIES

Research into LCPSs (low cost private schools) found that over 5 years to July 2013, debate around LCPSs to achieving Education for All (EFA) objectives was polarised and finding growing coverage in international policy. The polarisation was due to disputes around whether the schools are affordable for the poor, reaching disadvantaged groups, provide quality education, supporting or undermining equality, and are financially sustainable. The report examined the main challenges that development organisations which support LCPSs have encountered. Surveys suggest these types of schools are expanding across Africa and Asia and is attributed to excess demand. These surveys also found concern for:

- Equity, widely found in the literature, as the growth in low-cost private schooling may be exacerbating or perpetuating already existing inequalities in developing countries, between urban and rural populations, lower- and higher-income families, and between girls and boys. The report says findings are that LCPSs see evidence girls are underrepresented and that they are reaching some low-income families, often in small numbers compared with higher-income families.
- Quality of provision and educational outcomes: You cannot generalise about the quality of private schools. While most achieve better results than government counterparts, even after their social background is taken into account, some studies find the opposite. Quality in terms of levels of teacher absence, teaching activity and pupil to teacher ratios in some countries are better in LCPSs than in government schools.
- Choice and affordability for the poor: parents can choose private schools because of perceptions of better-quality teaching and facilities, and an English language instruction preference. Nevertheless, the concept of 'choice' does not apply in all contexts, or to all groups in society, partly because of limited affordability (which excludes most of the poorest) and other forms of exclusion, related to caste or social status.
- Cost-effectiveness and financial sustainability: Evidence is that private schools operate at low cost by keeping teacher salaries low, but their financial situation may be precarious where they are reliant on fees from low-income households.

The report said there were some cases of successful voucher and subsidy programmes; evaluations of international support to the sector are not widespread. Addressing regulatory ineffectiveness is a key challenge. Emerging approaches stress the importance of understanding the political economy of the market for LCPSs, specifically how relationships of power and accountability between users, government and private providers can produce better education outcomes for the poor.

EDUCATIONAL THEORY



A class size experiment in the United States found that attending small classes for 3 or more years in the early grades increased high school graduation rates of students from low income families.

PURPOSE OF SCHOOLS

Individual purposes for pursuing education can vary. Understanding the goals and means of educational socialization processes may also differ according to the sociological paradigm used.

The early years of schooling generally focus around developing basic interpersonal communication and literacy skills. This lays a foundation for more complex skills and subjects. Later, education usually turns toward gaining the knowledge and skills needed to create value and establish a livelihood.

People also pursue education for its own sake to satisfy innate curiosity, out of interest in a specific subject or skill, or for overall personal development.

Education is often understood as a means of overcoming handicaps, achieving greater equality, and acquiring wealth and status for all (Sargent 1994). Education is also often perceived as a place where children can develop according to their unique needs and potentials, with the purpose of developing every individual to their full potential.

EDUCATIONAL PSYCHOLOGY

Educational psychology is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. Although the terms "educational psychology" and "school psychology" are often used interchangeably, researchers and theorists are likely to be identified as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. Educational psychology is concerned with the processes of educational attainment in the general population and in sub-populations such as gifted children and those with specific disabilities.



Knowledge Day in Donetsk, Ukraine, 2013

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline

analogous to the relationship between medicine and biology. Educational psychology in turn informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks (Lucas, Blazek, & Raley, 2006).

THE INTELLIGENCE–EDUCATION RELATIONSHIP

Intelligence is an important factor in how the individual responds to education. Those who have a genetic advantage of being more intelligent than others tend to perform better at school and go on to higher levels of education. This effect is also observable in the opposite direction, in that education increases measurable intelligence. Studies have shown that while educational attainment is important in predicting intelligence in later life, intelligence at 8 years old is more predictive of intelligence at 53, than measures of educational attainment. Furthermore, it is likely that this trend arises due to genetic factors. As twin studies have shown, inherited traits are more important in predicting educational attainment than any environmental measures. Also, educational attainment and intelligence share more than one half of their genetic influences, suggesting the two are highly related.

LEARNING MODALITIES

There has been much interest in learning modalities and styles over the last two decades. The most commonly employed learning modalities are:

- Visual: learning based on observation and seeing what is being learned.
- Auditory: learning based on listening to instructions/information.
- Kinesthetic: learning based on movement, e.g. hands-on work and engaging in activities.

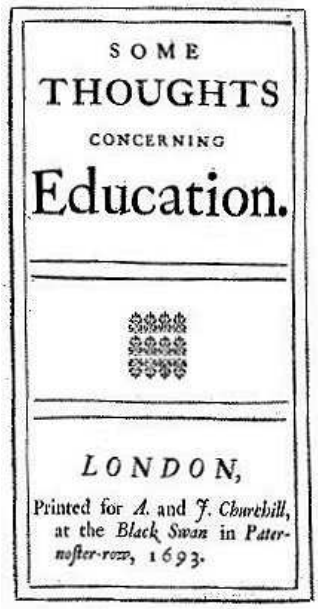
Other commonly employed modalities include musical, interpersonal, verbal, logical, and intrapersonal.

Dunn and Dunn focused on identifying relevant stimuli that may influence learning and manipulating the school environment, at about the same time as Joseph Renzulli recommended varying teaching strategies. Howard Gardner identified a wide range of modalities in his Multiple Intelligences theories. The Myers-Briggs Type Indicator and Keirsey Temperament Sorter, based on the works of Jung, focus on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment. The work of David Kolb and Anthony Gregorc's Type Delineator follows a similar but more simplified approach.

Some theories propose that all individuals benefit from a variety of learning modalities, while others suggest that individuals may have preferred learning styles, learning more easily through visual or kinesthetic experiences. A consequence of the latter theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them. Guy Claxton has questioned the extent that learning styles such as Visual, Auditory and Kinesthetic(VAK) are helpful, particularly as they can have a tendency to label children and therefore restrict learning. Recent research has argued "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."

PHILOSOPHY

As an academic field, philosophy of education is "the philosophical study of education and its problems (...) its central subject matter is education, and its methods are those of philosophy". "The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of education. That is, it may be part of the discipline in the sense of being concerned with the aims, forms, methods, or results of the process of educating or being educated; or it may be metadisciplinary in the sense of being concerned with the concepts, aims, and methods of the discipline." As such, it is both part of the field of education and a field of applied philosophy, drawing from fields of metaphysics, epistemology, axiology and the philosophical approaches (speculative, prescriptive, and/or analytic) to address questions in and about pedagogy, education policy, and curriculum, as well as the process of learning, to name a few. For example, it might study what constitutes upbringing and education, the values and norms revealed through upbringing and educational practices, the limits and legitimization of education as an academic discipline, and the relation between education theory and practice.


SOME
THOUGHTS
CONCERNING
Education.
LONDON,
Printed for A. and J. Churchill, at the Black Swan in Paternoster-row, 1693.

John Locke's work Some Thoughts Concerning Education was written in 1693 and still reflects traditional education priorities in the Western world.

CURRICULUM

In formal education, a curriculum is the set of courses and their content offered at a school or university. As an idea, curriculum stems from the Latin word for *race course*, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive, and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

An academic discipline is a branch of knowledge which is formally taught, either at the university–or via some other such method. Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous. Examples of broad areas of academic disciplines include the natural sciences, mathematics, computer science, social sciences, humanities and applied sciences.

Educational institutions may incorporate fine arts as part of K-12 grade curricula or within majors at colleges and universities as electives. The various types of fine arts are music, dance, and theater.

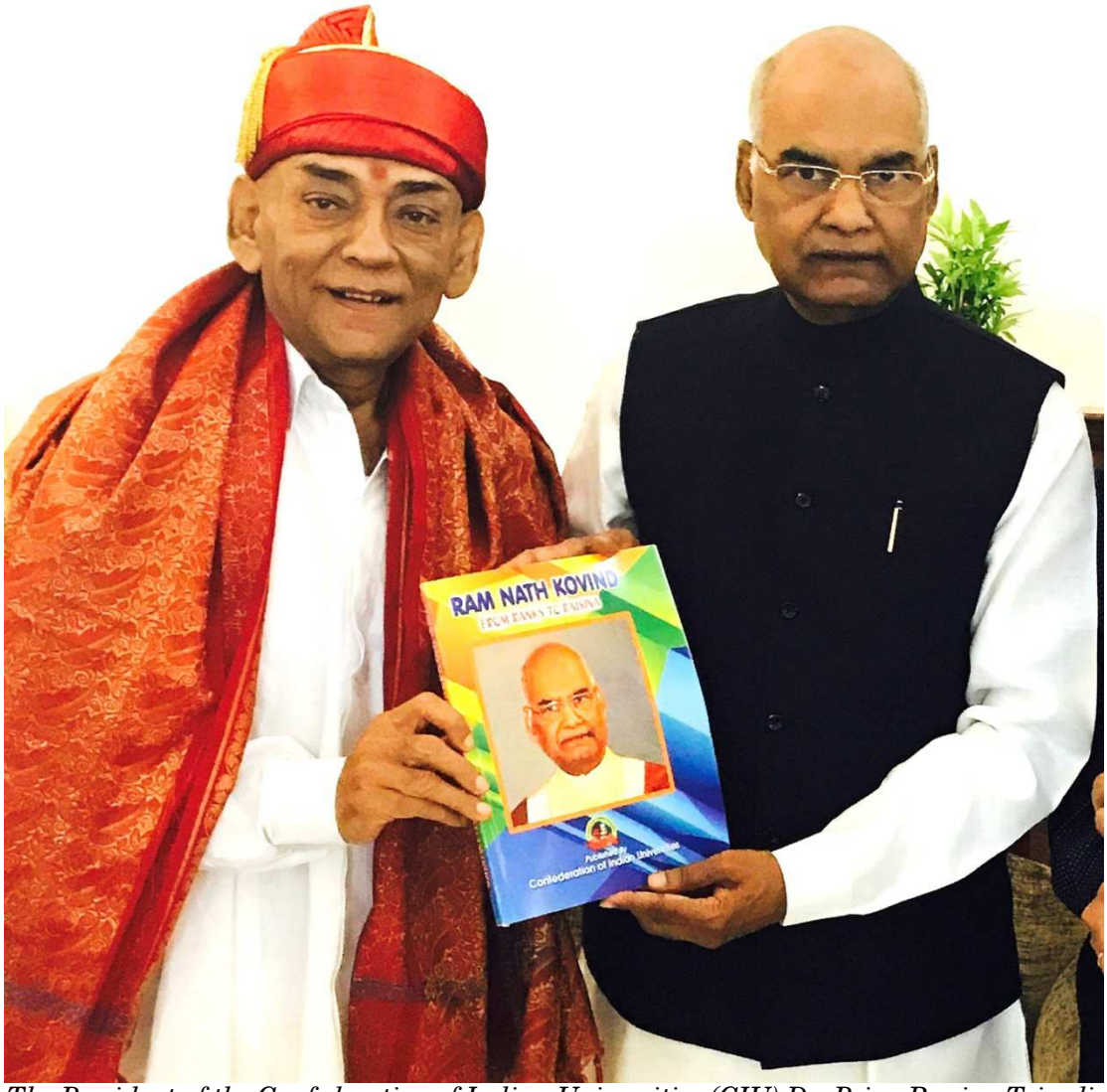
INSTRUCTION

Instruction is the facilitation of another's learning. Instructors in primary and secondary institutions are often called teachers, and they direct the education of students and might draw on many subjects like reading, writing, mathematics, science and history. Instructors in post-secondary institutions might be called teachers, instructors, or professors, depending on the type of institution; and they primarily teach only their specific discipline. Studies from the United States suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible. With the passing of NCLB in the United States (No Child Left Behind), teachers must be highly qualified. A popular way to gauge teaching performance is to use student evaluations of teachers (SETS), but these evaluations have been criticized for being counterproductive to learning and inaccurate due to student bias.

ECONOMICS OF EDUCATION

It has been argued that high rates of education are essential for countries to be able to achieve high levels of economic growth. Empirical analyses tend to support the theoretical prediction that poor countries should grow faster than rich countries because they can adopt cutting edge technologies already tried and tested by rich countries. However, technology transfer requires knowledgeable managers and engineers who are able to operate new machines or production practices borrowed from the leader in order to close the gap through imitation. Therefore, a country's ability to learn from the leader is a function of its stock of "human capital". Recent study of the determinants of aggregate

economic growth have stressed the importance of fundamental economic institutions and the role of cognitive skills.



The President of the Confederation of Indian Universities (CIU) Dr. Priya Ranjan Trivedi presenting the Book titled "Ram Nath Kovind : From Ranks to Raisina" to the President of India Hon'ble Shri Ram Nath Kovind (2017).

At the level of the individual, there is a large literature, generally related to the work of Jacob Mincer, on how earnings are related to the schooling and other human capital. This work has motivated a large number of studies, but is also controversial. The chief controversies revolve around how to interpret the impact of schooling. Some students who have indicated a high potential for learning, by testing with a high intelligence quotient, may not achieve their full academic potential, due to financial difficulties.

Economists Samuel Bowles and Herbert Gintis argued in 1976 that there was a fundamental conflict in American schooling between the egalitarian goal of democratic participation and the inequalities implied by the continued profitability of capitalist production.

Chapter 2

HISTORY OF EDUCATION

The systematic provision of learning techniques to most children, such as literacy, has been a development of the last 150 or 200 years , or even last 50 years in some countries. Schools for the young have historically been supplemented with advanced training for priests, bureaucrats and specialists.



School of Aristotle, fresco by Gustav Spangenberg.

EDUCATION IN ANCIENT CIVILIZATION

THE DEVELOPMENT OF WRITING

Starting in about 3500 B.C., various writing systems developed in ancient civilizations around the world. In Egypt fully developed hieroglyphs were in use at Abydos as early as 3400 B.C. Later, the world's oldest known alphabet was developed in central Egypt around 2000 B.C. from a hieroglyphic prototype. One hieroglyphic script was used on stone monuments, other cursive scripts were used for writing in ink on papyrus, a flexible, paper-like material, made from the stems of reeds that grow in marshes and beside rivers such as the River Nile.

The Phoenician writing system was adapted from the Proto-Canaanite script in around the 11th century BC, which in turn borrowed ideas from Egyptian hieroglyphics. This script was adapted by the Greeks. A variant of the early Greek alphabet gave rise to the Etruscan alphabet, and its own descendants, such as the Latin alphabet. Other descendants from the Greek alphabet include the Cyrillic script, used to write Russian, among others.

The Phoenician system was also adapted into the Aramaic script, from which the Hebrew script and also that of Arabic are descended.

In China, the early oracle bone script has survived on tens of thousands of oracle bones dating from around 1400-1200 B.C. in the Shang Dynasty. Out of more than 2500 written characters in use in China in about 1200 BC, as many as 1400 are identifiable as the source of later standard Chinese characters.

Of several pre-Columbian scripts in Mesoamerica, the one that appears to have been best developed, and the one to be deciphered the most, is the Maya script. The earliest inscriptions which are identifiably Maya date to the 3rd century B.C., and writing was in continuous use until shortly after the arrival of the Spanish conquistadores in the 16th century.

Other surfaces used for early writing include wax-covered writing boards (used, as well as clay tablets, by the Assyrians), sheets or strips of bark from trees (in Indonesia, Tibet and the Americas), the thick palm-like leaves of a particular tree, the leaves then punctured with a hole and stacked together like the pages of a book (these writings in India and South east Asia include Buddhist scriptures and Sanskrit literature), parchment, made of goatskin that had been soaked and scraped to remove hair, which was used from at least the 2nd century B.C., vellum, made from calfskin, and wax tablets which could be wiped clean to provide a fresh surface (in the Roman times).

THE MIDDLE EAST

In what became Mesopotamia, the early logographic system of cuneiform script took many years to master. Thus only a limited number of individuals were hired as scribes to be trained in its reading and writing. Only royal offspring and sons of the rich and professionals such as scribes, physicians, and temple administrators, were schooled. Most boys were taught their father's trade or were apprenticed to learn a trade. Girls stayed at home with their mothers to learn housekeeping and cooking, and to look after the younger children. Later, when a syllabic script became more widespread, more of the Mesopotamian population became literate. Later still in Babylonian times there were libraries in most towns and temples; an old Sumerian proverb averred that "he who would excel in the school of the scribes must rise with the dawn." There arose a whole social class of scribes, mostly employed in agriculture, but some as personal secretaries or lawyers. Women as well as men learned to read and write, and for the Semitic Babylonians, this involved knowledge of the extinct Sumerian language, and a complicated and extensive syllabary. Vocabularies, grammars, and interlinear translations were compiled for the use of students, as well as commentaries on the older texts and explanations of obscure words and phrases. Massive archives of texts were recovered from the archaeological contexts of Old Babylonian scribal schools, through which literacy was disseminated. The Epic of Gilgamesh, an epic poem from Ancient Mesopotamia is among the earliest known works of literary fiction. The earliest Sumerian versions of the epic date from as early as the Third Dynasty of Ur (2150-2000 BC) (Dalley 1989: 41-42).

Ashurbanipal (685 – c. 627 BC), a king of the Neo-Assyrian Empire, was proud of his scribal education. His youthful scholarly pursuits included oil divination, mathematics, reading and writing as well as the usual horsemanship, hunting, chariotry, soldierliness, craftsmanship, and royal decorum. During his reign he collected cuneiform texts from all over Mesopotamia, and especially Babylonia, in the library in Nineveh, the first systematically organized library in the ancient Middle East, which survives in part today.

In ancient Egypt, literacy was concentrated among an educated elite of scribes. Only people from certain backgrounds were allowed to train to become scribes, in the service of temple, pharaonic, and military authorities. The hieroglyph system was always difficult to learn, but in later centuries was purposely made even more so, as this preserved the scribes' status. The rate of literacy in Pharaonic Egypt during most periods from the third to first millennium BC has been estimated at not more than one percent, or between one half of one percent and one percent.

In ancient Israel the Torah (the fundamental religious text) includes commands to read, learn, teach and write the Torah, thus requiring literacy and study. In 64 AD the high priest caused schools to be opened . Emphasis was placed on developing good memory skills in addition to comprehension oral repetition. For details of the subjects taught, see History of education in ancient Israel and Judah. Although girls were not provided with formal education in the yeshivah, they were required to know a large part of the subject areas to prepare them to maintain the home after marriage, and to educate the children before the age of seven. Despite this schooling system, it would seem that many children did not learn to read and write, because it has been estimated that "at least ninety percent of the Jewish population of Roman Palestine [in the first centuries AD] could merely write their own name or not write and read at all", or that the literacy rate was about 3 percent.

INDIAN SUBCONTINENT

In ancient India, during the Vedic period from about 1500 BC to 600 BC, most education was based on the Veda (hymns, formulas, and incantations, recited or chanted by priests of a pre-Hindu tradition) and later Hindu texts and scriptures.

Vedic education included: proper pronunciation and recitation of the Veda, the rules of sacrifice, grammar and derivation, composition, versification and meter, understanding of secrets of nature, reasoning including logic, the sciences, and the skills necessary for an occupation. Some medical knowledge existed and was taught. There is mention in the Veda of herbal medicines for various conditions or diseases, including fever, cough, baldness, snake bite and others.

Education, at first freely available in Vedic society, became over time more discriminatory as the caste system, originally based on occupation, evolved, with the brahman (priests) being the most privileged of the castes.

The oldest of the Upanishads - another part of Hindu scriptures - date from around 500 BC. These texts encouraged an exploratory learning process where teachers and students were co-travellers in a search for truth. The teaching methods used reasoning and questioning. Nothing was labeled as the final answer.

The Gurukul system of education supported traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was free, but students from well-to-do families paid "Gurudakshina," a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion,

Scriptures, Philosophy, Literature, Warfare, Statecraft, Medicine, Astrology and History. The corpus of Sanskrit literature encompasses a rich tradition of poetry and drama as well as technical scientific, philosophical and generally Hindu religious texts, though many central texts of Buddhism and Jainism have also been composed in Sanskrit.

Two epic poems formed part of ancient Indian education. The Mahabharata, part of which may date back to the 8th century BC, discusses human goals (purpose, pleasure, duty, and liberation), attempting to explain the relationship of the individual to society and the world (the nature of the 'Self') and the workings of karma. The other epic poem, Ramayana, is shorter, although it has 24,000 verses. It is thought to have been compiled between about 400 BC and 200 AD. The epic explores themes of human existence and the concept of dharma.

An early center of learning in India dating back to the 5th century BC was Taxila (also known as Takshashila), which taught the three Vedas and the eighteen accomplishments. It was an important Vedic/Hindu and Buddhist centre of learning from the 6th century BC to the 5th century AD.'

CHINA

During the Zhou Dynasty (1045 BC to 256 BC), there were five national schools in the capital city, Pi Yong (an imperial school, located in a central location) and four other schools for the aristocrats and nobility, including Shang Xiang. The schools mainly taught the Six Arts: rites, music, archery, charioteering, calligraphy, and mathematics. According to the Book of Rituals, at age twelve, boys learned arts related to ritual (i.e. music and dance) and when older, archery and chariot driving. Girls learned ritual, correct deportment, silk production and weaving.

It was during the Zhou Dynasty that the origins of native Chinese philosophy also developed. Confucius (551 BC – 479 BC) founder of Confucianism, was a Chinese philosopher who made a great impact on later generations of Chinese, and on the curriculum of the Chinese educational system for much of the following 2000 years.

Later, during the Ch'in dynasty (246-207 BC), a hierarchy of officials was set up to provide central control over the outlying areas of the empire. To enter this hierarchy, both literacy and knowledge of the increasing body of philosophy was required: "....the content of the educational process was designed not to engender functionally specific skills but rather to produce morally enlightened and cultivated generalists".

During the Han Dynasty (206 BC- 221 AD), boys were thought ready at age seven to start learning basic skills in reading, writing and calculation. In 124 BC, the Emperor Wudi established the Imperial Academy, the curriculum of which was the Five Classics of Confucius. By the end of the Han Dynasty (220 AD) the Academy enrolled more than 30,000 students, boys between the ages of fourteen and seventeen years. However education through this period was a luxury.

The Nine rank system was a civil service nomination system during the Three Kingdoms (220-280 AD) and the Southern and Northern Dynasties (420-589 AD) in China. Theoretically, local government authorities were given the task of selecting talented candidates, then categorizing them into nine grades depending on their abilities. In practice, however, only the rich and powerful would be selected. The Nine Rank System was eventually superseded by the Imperial examination system for the civil service in the Sui Dynasty (581-618 AD)

GREECE AND ROME

In the city-states of ancient Greece, most education was private, except in Sparta. For example, in Athens, during the 5th and 4th century BC, aside from two years military training, the state played little part in schooling. Anyone could open a school and decide the curriculum. Parents could choose a school offering the subjects they wanted their children to learn, at a monthly fee they could afford. Most parents, even the poor, sent their sons to schools for at least a few years, and if they could afford it from around the age of seven until fourteen, learning gymnastics (including athletics, sport and wrestling), music (including poetry, drama and history) and literacy. Girls rarely received formal education. At writing school, the youngest students learned the alphabet by song, then later by copying the shapes of letters with a stylus on a waxed wooden tablet. After some schooling, the sons of poor or middle-class families often learnt a trade by apprenticeship, whether with their father or another tradesman. By around 350 BC, it was common for children at schools in Athens to also study various arts such as drawing, painting, and sculpture. The richest students continued their education by studying with sophists, from whom they could learn subjects such as rhetoric, mathematics, geography, natural history, politics, and logic. Some of Athens' greatest schools of higher education included the Lyceum (the so-called Peripatetic school founded by Aristotle of Stageira) and the Platonic Academy (founded by Plato of Athens). The education system of the wealthy ancient Greeks is also called Paideia. In the subsequent Roman empire, Greek was the primary language of science. Advanced scientific research and teaching was mainly carried on in the Hellenistic side of the Roman empire, in Greek.

The education system in the Greek city-state of Sparta was entirely different, designed to create warriors with complete obedience, courage, and physical perfection. At the age of seven, boys were taken away from their homes to live in school dormitories or military barracks. There they were taught sports, endurance and fighting, and little else, with harsh discipline. Most of the population was illiterate.

The first schools in Ancient Rome arose by the middle of the 4th century BC. These schools were concerned with the basic socialization and rudimentary education of young Roman children. The literacy rate in the 3rd century BC has been estimated as around one percent to two percent. There are very few primary sources or accounts of Roman educational process until the 2nd century BC, during which there was a proliferation of private schools in Rome. At the height of the Roman Republic and later the Roman Empire, the Roman educational system gradually found its final form. Formal schools were established, which served paying students (very little in the way of free public

education as we know it can be found). Normally, both boys and girls were educated, though not necessarily together. In a system much like the one that predominates in the modern world, the Roman education system that developed arranged schools in tiers. The educator Quintilian recognized the importance of starting education as early as possible, noting that "memory … not only exists even in small children, but is specially retentive at that age". A Roman student would progress through schools just as a student today might go from elementary school to middle school, then to high school, and finally college. Progression depended more on ability than age with great emphasis being placed upon a student's *ingenium* or inborn "gift" for learning, and a more tacit emphasis on a student's ability to afford high-level education. Only the Roman elite would expect a complete formal education. A tradesman or farmer would expect to pick up most of his vocational skills on the job. Higher education in Rome was more of a status symbol than a practical concern.

It has been argued that literacy rates in the Greco-Roman world were seldom more than 20 percent; averaging perhaps not much above 10 percent in the Roman empire, though with wide regional variations, probably never rising above 5 percent in the western provinces, and that the literate in classical Greece did not much exceed 5 percent of the population. The argument for these claims is that ancient governments did not invest in public education.

FORMAL EDUCATION IN THE MIDDLE AGES (500–1600 AD)

EUROPE



The Abbey of Cluny was one of the most influential

During the Early Middle Ages, the monasteries of the Roman Catholic Church were the centres of education and literacy, preserving the Church's selection from Latin learning and maintaining the art of writing. Prior to their formal establishment, many medieval universities were run for hundreds of years as Christian monastic schools (*Scholae*

monasticae), in which monks taught classes, and later as cathedral schools; evidence of these immediate forerunners of the later university at many places dates back to the early 6th century.

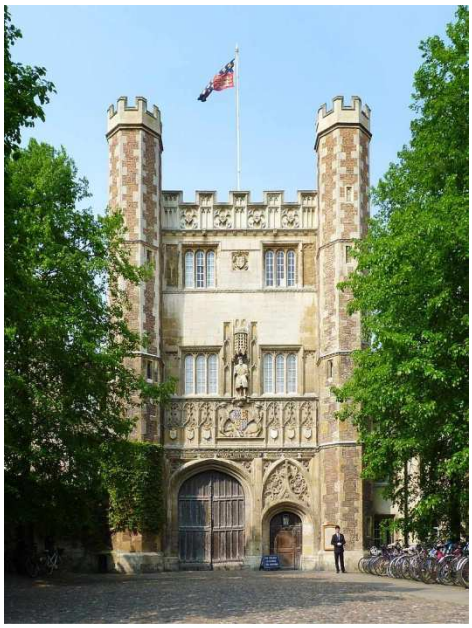
The first medieval institutions generally considered to be universities were established in Italy, France, and England in the late 11th and the 12th centuries for the study of arts, law, medicine, and theology. These universities evolved from much older Christian cathedral schools and monastic schools, and it is difficult to define the date on which they became true universities, although the lists of studia generalia for higher education in Europe held by the Vatican are a useful guide.

Ireland became known as the island of saints and scholars. Monasteries were built all over Ireland and these became centres of great learning (see Celtic Church).

Northumbria was famed as a centre of religious learning and arts. Initially the kingdom was evangelized by monks from the Celtic Church, which led to a flowering of monastic life, and Northumbria played an important role in the formation of Insular art, a unique style combining Anglo-Saxon, Celtic, Byzantine and other elements. After the Synod of Whitby in 664 AD, Roman church practices officially replaced the Celtic ones but the influence of the Anglo-Celtic style continued, the most famous examples of this being the Lindisfarne Gospels. The Venerable Bede (673-735) wrote his *Historia ecclesiastica gentis Anglorum* (Ecclesiastical History of the English People, completed in 731) in a Northumbrian monastery, and much of it focuses on the kingdom.

During the reign of Charlemagne, King of the Franks from 768 – 814 AD, whose empire united most of Western Europe for the first time since the Romans, there was a flowering of literature, art, and architecture known as the Carolingian Renaissance. Brought into contact with the culture and learning of other countries through his vast conquests, Charlemagne greatly increased the provision of monastic schools and scriptoria (centres for book-copying) in Francia. Most of the surviving works of classical Latin were copied and preserved by Carolingian scholars.

Charlemagne took a serious interest in scholarship, promoting the liberal arts at the court, ordering that his children and grandchildren be well-educated, and even studying himself under the tutelage of Paul the Deacon, from whom he learned grammar, Alcuin, with whom he studied rhetoric, dialect and astronomy (he was particularly interested in the movements of the stars), and Einhard, who assisted him in his studies of arithmetic. The English monk Alcuin was invited to Charlemagne's court at Aachen, and brought with him the precise classical Latin education that was available in the monasteries of Northumbria. The return of this Latin proficiency to the kingdom of the Franks is regarded as an important step in the development of mediaeval Latin. Charlemagne's chancery made use of a type of script currently known as Carolingian minuscule, providing a common writing style that allowed for communication across most of Europe. After the decline of the Carolingian dynasty, the rise of the Saxon Dynasty in Germany was accompanied by the Ottonian Renaissance.



Cambridge and many other universities were founded at this time.

Cathedral schools and monasteries remained important throughout the Middle Ages; at the Third Lateran Council of 1179 the Church mandated that priests provide the opportunity of a free education to their flocks, and the 12th and 13th century renascence known as the Scholastic Movement was spread through the monasteries. These however ceased to be the sole sources of education in the 11th century when universities, which grew out of the monasticism began to be established in major European cities. Literacy became available to a wider class of people, and there were major advances in art, sculpture, music and architecture.

Sculpture, paintings and stained glass windows were vital educational media through which Biblical themes and the lives of the saints were taught to illiterate viewers.

ISLAMIC WORLD

During the 6th and 7th centuries, the Academy of Gundishapur, originally the intellectual center of the Sassanid empire and subsequently a Muslim centre of learning, offered training in medicine, philosophy, theology and science. The faculty were versed not only in the Zoroastrian and Persian traditions, but in Greek and Indian learning as well.

The House of Wisdom in Baghdad was a library, translation and educational centre from the 9th to 13th centuries. Works on astrology, mathematics, agriculture, medicine, and philosophy were translated. Drawing on Persian, Indian and Greek texts—including those of Pythagoras, Plato, Aristotle, Hippocrates, Euclid, Plotinus, Galen, Sushruta, Charaka, Aryabhata and Brahmagupta—the scholars accumulated a great collection of knowledge in the world, and built on it through their own discoveries. The House was an unrivalled centre for the study of humanities and for sciences, including mathematics, astronomy, medicine, chemistry, zoology and geography. Baghdad was known as the world's richest

city and centre for intellectual development of the time, and had a population of over a million, the largest in its time.

The Islamic mosque school (Madrasah) taught the Quran in Arabic and did not at all resemble the medieval European universities.

In the 9th century, Bimaristan medical schools were formed in the medieval Islamic world, where medical diplomas were issued to students of Islamic medicine who were qualified to be a practicing Doctor of Medicine. Al-Azhar University, founded in Cairo, Egypt in 975, was a *Jami'ah* ("university" in Arabic) which offered a variety of post-graduate degrees, had a Madrasah and theological seminary, and taught Islamic law, Islamic jurisprudence, Arabic grammar, Islamic astronomy, early Islamic philosophy and logic in Islamic philosophy.

Under the Ottoman Empire, the towns of Bursa and Edirne became major centers of learning.

In the 15th and 16th centuries, the town of Timbuktu in the West African nation of Mali became an Islamic centre of learning with students coming from as far away as the Middle East. The town was home to the prestigious Sankore University and other madrasas. The primary focus of these schools was the teaching of the Qur'an, although broader instruction in fields such as logic, astronomy, and history also took place. Over time, there was a great accumulation of manuscripts in the area and an estimated 100,000 or more manuscripts, some of them dated from pre-Islamic times and 12th century, are kept by the great families from the town. Their contents are didactic, especially in the subjects of astronomy, music, and botany. More than 18,000 manuscripts have been collected by the Ahmed Baba centre.

CHINA

Although there are more than 40,000 Chinese characters in written Chinese, many are rarely used. Studies have shown that full literacy in the Chinese language requires a knowledge of only between three and four thousand characters.

In China, three oral texts were used to teach children by rote memorization the written characters of their language and the basics of Confucian thought.

The Thousand Character Classic, a Chinese poem originating in the 6th century, was used for more than a millennium as a primer for teaching Chinese characters to children. The poem is composed of 250 phrases of four characters each, thus containing exactly one thousand unique characters, and was sung in the same way that children learning the Latin alphabet may use the "alphabet song".

Later, children also learn the Hundred Family Surnames, a rhyming poem in lines of eight characters composed in the early Song Dynasty (i.e. in about the 11th century) which actually listed more than four hundred of the common surnames in ancient China.

From around the 13th century until the latter part of the 19th century, the Three Character Classic, which is an embodiment of Confucian thought suitable for teaching to young children, served as a child's first formal education at home. The text is written in triplets of characters for easy memorization. With illiteracy common for most people at the time, the oral tradition of reciting the classic ensured its popularity and survival through the centuries. With the short and simple text arranged in three-character verses, children learned many common characters, grammar structures, elements of Chinese history and the basis of Confucian morality.

After learning Chinese characters, students wishing to ascend in the social hierarchy needed to study the Chinese classic texts.

The early Chinese state depended upon literate, educated officials for operation of the empire. In 605 AD, during the Sui Dynasty, for the first time, an examination system was explicitly instituted for a category of local talents.

The merit-based imperial examination system for evaluating and selecting officials gave rise to schools that taught the Chinese classic texts and continued in use for 1,300 years, until the end the Qing Dynasty, being abolished in 1911 in favour of Western education methods. The core of the curriculum for the imperial civil service examinations from the mid-12th century onwards was the Four Books, representing a foundational introduction to Confucianism.

Theoretically, any male adult in China, regardless of his wealth or social status, could become a high-ranking government official by passing the imperial examination, although under some dynasties members of the merchant class were excluded. In reality, since the process of studying for the examination tended to be time-consuming and costly (if tutors were hired), most of the candidates came from the numerically small but relatively wealthy land-owning gentry. However, there are vast numbers of examples in Chinese history in which individuals moved from a low social status to political prominence through success in imperial examination. Under some dynasties the imperial examinations were abolished and official posts were simply sold, which increased corruption and reduced morale.

In the period preceding 1040–1050 AD, prefectural schools had been neglected by the state and left to the devices of wealthy patrons who provided private finances. The chancellor of China at that time, Fan Zhongyan, issued an edict that would have used a combination of government funding and private financing to restore and rebuild all prefectural schools that had fallen into disuse and abandoned.

He also attempted to restore all county-level schools in the same manner, but did not designate where funds for the effort would be formally acquired and the decree was not taken seriously until a later period. Fan's trend of government funding for education set in motion the movement of public schools that eclipsed private academies, which would not be officially reversed until the mid-13th century.

INDIA

The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshashila, Ujjain, and Vikramshila Universities. Amongst the subjects taught were Art, Architecture, Painting, Logic, mathematics, Grammar, Philosophy, Astronomy, Literature, Buddhism, Hinduism, Arthashastra (Economics and Politics), Law, and Medicine. Each university specialized in a particular field of study. Takshila specialized in the study of medicine, while Ujjain laid emphasis on astronomy. Nalanda, being the biggest centre, handled all branches of knowledge, and housed up to 10,000 students at its peak.

Vikramashila Mahavihara, another important center of Buddhist learning in India, was established by King Dharmapala (783 to 820) in response to a supposed decline in the quality of scholarship at Nālandā.

Indigenous education was widespread in India in the 18th century, with a school for every temple, mosque or village in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion. The schools were attended by students representative of all classes of society.

JAPAN

The history of education in Japan dates back at least to the 6th century, when Chinese learning was introduced at the Yamato court. Foreign civilizations have often provided new ideas for the development of Japan's own culture.

Chinese teachings and ideas flowed into Japan from the sixth to the 9th century. Along with the introduction of Buddhism came the Chinese system of writing and its literary tradition, and Confucianism.

By the 9th century, Heian-kyo (today's Kyoto), the imperial capital, had five institutions of higher learning, and during the remainder of the Heian period, other schools were established by the nobility and the imperial court. During the medieval period (1185-1600), Zen Buddhist monasteries were especially important centers of learning, and the Ashikaga School, Ashikaga Gakko, flourished in the 15th century as a center of higher learning.

CENTRAL AND SOUTH AMERICAN CIVILIZATIONS

AZTEC

Aztec is a term used to refer to certain ethnic groups of central Mexico, particularly those groups who spoke the Nahuatl language and who achieved political and military dominance over large parts of Mesoamerica in the 14th, 15th and 16th centuries, a period referred to as the Late post-Classic period in Mesoamerican chronology.

Until the age of fourteen, the education of children was in the hands of their parents, but supervised by the authorities of their *calpōlli*. Part of this education involved learning a collection of sayings, called *huēhuetlàtolli* ("sayings of the old"), that embodied the Aztecs' ideals. Judged by their language, most of the *huēhuetlàtolli* seemed to have evolved over several centuries, predating the Aztecs and most likely adopted from other Nahua cultures.

At 15, all boys and girls went to school. The Mexica, one of the Aztec groups, were one of the first people in the world to have mandatory education for nearly all children, regardless of gender, rank, or station. There were two types of schools: the *telpochcalli*, for practical and military studies, and the *calmecac*, for advanced learning in writing, astronomy, statesmanship, theology, and other areas. The two institutions seem to be common to the Nahua people, leading some experts to suggest that they are older than the Aztec culture.

Aztec teachers (*tlatimine*) propounded a spartan regime of education with the purpose of forming a stoical people.

Girls were educated in the crafts of home and child raising. They were not taught to read or write. All women were taught to be involved in religion; there are paintings of women presiding over religious ceremonies, but there are no references to female priests.

INCA

Inca education during the time of the Inca Empire in the 15th and 16th centuries was divided into two principal spheres: education for the upper classes and education for the general population. The royal classes and a few specially chosen individuals from the provinces of the Empire were formally educated by the *Amautas* (wise men), while the general population learned knowledge and skills from their immediate forbears.

The Amautas constituted a special class of wise men similar to the bards of Great Britain. They included illustrious philosophers, poets, and priests who kept the oral histories of the Incas alive by imparting the knowledge of their culture, history, customs and traditions throughout the kingdom. Considered the most highly educated and respected men in the Empire, the Amautas were largely entrusted with educating those of royal blood, as well as other young members of conquered cultures specially chosen to administer the regions. Thus, education throughout the territories of the Incas was socially discriminatory, most people not receiving the formal education that royalty received.

The official language of the empire was Quechua, although dozens if not hundreds of local languages were spoken. The Amautas did ensure that the general population learn Quechua as the language of the Empire, much in the same way the Romans promoted Latin throughout Europe; however, this was done more for political reasons than educational ones.

AFTER THE 15th CENTURY

EUROPE

Modern systems of education in Europe derive their origins from the schools of the High Middle Ages. Most schools during this era were founded upon religious principles with the primary purpose of training the clergy. Many of the earliest universities, such as the University of Paris founded in 1160, had a Christian basis. In addition to this, a number of secular universities existed, such as the University of Bologna, founded in 1088. Free education for the poor was officially mandated by the Church in 1179 when it decreed that every cathedral must assign a master to teach boys too poor to pay the regular fee; parishes and monasteries also established free schools teaching at least basic literary skills. With few exceptions, priests and brothers taught locally, and their salaries were frequently subsidized by towns. Private, independent schools reappeared in medieval Europe during this time, but they, too, were religious in nature and mission. The curriculum was usually based around the trivium and to a lesser extent quadrivium (the seven Artes Liberales or Liberal arts) and was conducted in Latin, the lingua franca of educated Western Europe throughout the Middle Ages and Renaissance.

In northern Europe this clerical education was largely superseded by forms of elementary schooling following the Reformation. In Scotland, for instance, the national Church of Scotland set out a programme for spiritual reform in January 1561 setting the principle of a school teacher for every parish church and free education for the poor. This was provided for by an Act of the Parliament of Scotland, passed in 1633, which introduced a tax to pay for this programme. Although few countries of the period had such extensive systems of education, the period between the 16th and 18th centuries saw education become significantly more widespread.

In Central Europe, the 17th century scientist and educator John Amos Comenius promulgated a reformed system of universal education that was widely used in Europe.

This growth resulted in increased government interest in education. In the 1760s, for instance, Ivan Betskoy was appointed by the Russian Tsarina, Catherine II, as educational advisor. He proposed to educate young Russians of both sexes in state boarding schools, aimed at creating "a new race of men". Betskoy set forth a number of arguments for general education of children rather than specialized one: "in regenerating our subjects by an education founded on these principles, we will create... new citizens." Some of his ideas were implemented in the Smolny Institute that he established for noble girls in Saint Petersburg.

Betskoy's work in Russia was soon followed by the Polish establishment in 1773 of a Commission of National Education (Polish: *Komisja Edukacji Narodowej*, Lithuanian: *Nacionaline Edukacine Komisija*). The commission functioned as the first government Ministry of Education in a European country.

Meanwhile, there was an increasing academic interest in education and the first attempts to create what might be considered academic rationales for teaching methods. This led, in the 1770s, to the establishment of the first chair of pedagogy at the University of Halle in Germany. Contributions to the study of education elsewhere in Europe included the work of Johann Heinrich Pestalozzi in Switzerland and Joseph Lancaster in Britain.

Under the guidance of Wilhelm von Humboldt a new university was founded in Berlin in 1810 which became the model for many research universities. Herbart developed a system of pedagogy widely used in German-speaking areas.

In the late 19th century, most of West, Central, and parts of East Europe began to provide elementary education in reading, writing, and arithmetic, partly because politicians believed that education was needed for orderly political behavior. As more people became literate, they realized that most secondary education was only open to those who could afford it. Having created primary education, the major nations had to give further attention to secondary education by the time of World War I.

In 1884, a groundbreaking education conference was held in London at the International Health Exhibition, attracting specialists from all over Europe.

In the 20th century, new directions in education included, in Italy, Maria Montessori's Montessori schools; and in Germany, Rudolf Steiner's development of Waldorf education.

FRANCE

In the Ancien Régime before 1789, educational facilities and aspirations were becoming increasingly institutionalized primarily in order to supply the church and state with the functionaries to serve as their future administrators. France had many small local schools where working-class children — both boys and girls — learned to read, the better "to know, love and serve God". The sons and daughters of the noble and bourgeois elites, however, were given quite distinct educations: boys were sent to upper school, perhaps a university, while their sisters perhaps were sent for finishing at a convent. The Enlightenment challenged this old ideal, but no real alternative presented itself for female education. Only through education at home were knowledgeable women formed, usually to the sole end of dazzling their salons.

The modern era of French education begins in the 1790s. The Revolution in the 1790s abolished the traditional universities *Napoleon sought to replace them with new institutions, the Polytechnique, focused on technology. The elementary schools received little attention until 1830, when France copied the Prussian system.*

Jules Ferry, an anti-clerical politician holding the office of Minister of Public Instruction in the 1880s, created the modern Republican school (*l'école républicaine*) by requiring all children under the age of 15—boys and girls—to attend. see Jules Ferry laws Schools were free of charge and secular (*laïque*). The goal was to break the hold of the Catholic Church

and monarchism on young people. Catholic schools were still tolerated but in the early 20th century the religious orders sponsoring them were shut down.

UNITED KINGDOM

JAPAN

Japan isolated itself from the rest of the world in the year 1600 under the Tokugawa regime (1600–1867). In 1600 very few common people were literate. By the period's end, learning had become widespread. Tokugawa education left a valuable legacy: an increasingly literate populace, a meritocratic ideology, and an emphasis on discipline and competent performance.

Traditional Samurai curricula for elites stressed morality and the martial arts. Confucian classics were memorized, and reading and recitation of them were common methods of study. Arithmetic and calligraphy were also studied. Education of commoners was generally practically oriented, providing basic 3-Rs, calligraphy and use of the abacus. Much of this education was conducted in so-called temple schools (terakoya), derived from earlier Buddhist schools.

These schools were no longer religious institutions, nor were they, by 1867, predominantly located in temples. By the end of the Tokugawa period, there were more than 11,000 such schools, attended by 750,000 students. Teaching techniques included reading from various textbooks, memorizing, abacus, and repeatedly copying Chinese characters and Japanese script.

By the 1860s, 40-50% of Japanese boys, and 15% of the girls, had some schooling outside the home. These rates were comparable to major European nations at the time (apart from Germany, which had compulsory schooling).

Under subsequent Meiji leadership, this foundation would facilitate Japan's rapid transition from feudal society to modern nation which paid very close attention to Western science, technology and educational methods.

MEIJI REFORMS

After 1868 reformers set Japan on a rapid course of modernization, with a public education system like that of Western Europe. Missions like the Iwakura mission were sent abroad to study the education systems of leading Western countries. They returned with the ideas of decentralization, local school boards, and teacher autonomy. Elementary school enrollments climbed from about 40 or 50 percent of the school-age population in the 1870s to more than 90 percent by 1900, despite strong public protest, especially against school fees.

A modern concept of childhood emerged in Japan after 1850 as part of its engagement with the West. Meiji era leaders decided the nation-state had the primary role in

mobilizing individuals - and children - in service of the state. The Western-style school became the agent to reach that goal. By the 1890s, schools were generating new sensibilities regarding childhood. After 1890 Japan had numerous reformers, child experts, magazine editors, and well-educated mothers who bought into the new sensibility. They taught the upper middle class a model of childhood that included children having their own space where they read children's books, played with educational toys and, especially, devoted enormous time to school homework. These ideas rapidly disseminated through all social classes

After 1870 school textbooks based on Confucianism were replaced by westernized texts. However, by the 1890s, a reaction set in and a more authoritarian approach was imposed. Traditional Confucian and Shinto precepts were again stressed, especially those concerning the hierarchical nature of human relations, service to the new state, the pursuit of learning, and morality. These ideals, embodied in the 1890 Imperial Rescript on Education, along with highly centralized government control over education, largely guided Japanese education until 1945, when they were massively repudiated.

INDIA

Education was widespread for elite young men in the 18th century, with schools in most regions of the country. The subjects taught included Reading, Writing, Arithmetic, Theology, Law, Astronomy, Metaphysics, Ethics, Medical Science and Religion.

The current system of education, with its western style and content, was introduced and founded by the British during the British Raj, following recommendations by Lord Macaulay. Traditional structures were not recognized by the British government and have been on the decline since.



Students with the Teacher / Educator in Ancient India.

Public education expenditures in the late 19th and early 20th centuries varied dramatically across regions with the western and southern provinces spending three to four times as much as the eastern provinces. Much of the inter-regional differential was due to historical differences in land taxes, the major source of revenue.

Lord Curzon, the Viceroy 1899-1905, made mass education a high priority after finding that no more than 20% of India's children attended school. His reforms centered on literacy training and on restructuring of the university systems. They stressed ungraded curricula, modern textbooks, and new examination systems. Curzon's plans for technical education laid the foundations which were acted upon by later governments.

NORWAY

Organized education in Norway dates as far back as medieval times. Shortly after Norway became an archdiocese in 1152, cathedral schools were constructed to educate priests in Trondheim, Oslo, Bergen and Hamar.

After the reformation of Norway in 1537, (Norway entered a personal union with Denmark in 1536) the cathedral schools were turned into Latin schools, and it was made mandatory for all market towns to have such a school.

In 1736 training in reading was made compulsory for all children, but was not effective until some years later. In 1827, Norway introduced the *folkeskole*, a primary school which became mandatory for 7 years in 1889 and 9 years in 1969. In the 1970s and 1980s, the *folkeskole* was abolished, and the *grunnskole* was introduced.

NEW ZEALAND

Education began with provision made by the provincial government, the missionary Christian churches and private education. The first act of parliament for education was passed in 1877, and sought to establish a standard for primary education. It was compulsory for children to attend school until the age of 14 years.

IMPERIAL RUSSIA AND THE SOVIET UNION

In Imperial Russia, according to the 1897 Population Census, literate people made up 28.4 percent of the population. There was a strong network of universities but weak systems for schools.

Vladimir Lenin, in 1919 proclaimed the major aim of the Soviet government was the abolition of illiteracy. A system of universal compulsory education was established. Millions of illiterate adults were enrolled in special literacy schools. Youth groups (Komsomol members and Young Pioneer) were utilized to teach. In 1926, the literacy rate was 56.6 percent of the population. By 1937, according to census data, the literacy rate was 86% for men and 65% for women, making a total literacy rate of 75%.



Mental Calculations. In the school of S.Rachinsky
by Nikolay Bogdanov-Belsky. 1895.

An important aspect of the early campaign for literacy and education was the policy of "indigenization" (korenizatsiya). This policy, which lasted essentially from the mid-1920s to the late 1930s, promoted the development and use of non-Russian languages in the government, the media, and education. Intended to counter the historical practices of Russification, it had as another practical goal assuring native-language education as the quickest way to increase educational levels of future generations. A huge network of so-called "national schools" was established by the 1930s, and this network continued to grow in enrollments throughout the Soviet era. Language policy changed over time, perhaps marked first of all in the government's mandating in 1938 the teaching of Russian as a required *subject* of study in every non-Russian school, and then especially beginning in the latter 1950s a growing conversion of non-Russian schools to Russian as the main medium of instruction.

AFRICA

Until at least 1900 AD, in most African countries south of the Sahara, children received traditional informal education on matters such as artistic performances, ceremonies, rituals, games, festivals, dancing, singing, and drawing. Boys and girls were taught separately to help prepare each sex for their adult roles. Every member of the community had a hand in contributing to the educational upbringing of the child. The high point of the African educational experience was the ritual passage ceremony from childhood to adulthood.

Nowadays, many sub-Saharan African countries have low rates of participation in formal education. Schools often lack basic facilities, and African universities may suffer from overcrowding and the difficulties of retaining staff attracted overseas by higher pay and better conditions.

Africa has more than 40 million children. According to UNESCO's *Regional overview on sub-Saharan Africa*, in 2000 only 58% of children were enrolled in primary schools, the lowest enrollment rate of any region. The USAID Center reports as of 2005, forty percent of school-aged children in Africa do not attend primary school.

RECENT WORLD-WIDE TRENDS



World map indicating Education Index (2007/2008 Human Development Report)

0.950 and over	0.700–0.749	0.450–0.499
0.900–0.949	0.650–0.699	0.400–0.449
0.850–0.899	0.600–0.649	0.350–0.399
0.800–0.849	0.550–0.599	under 0.350
0.750–0.799	0.500–0.549	not available

Today, there is some form of compulsory education in most countries. Due to population growth and the proliferation of compulsory education, UNESCO has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.

Illiteracy and the percentage of populations without any schooling have decreased in the past several decades. For example, the percentage of population without any schooling decreased from 36% in 1960 to 25% in 2000.

Among developing countries, illiteracy and percentages without schooling in 2000 stood at about half the 1970 figures. Among developed countries, figures about illiteracy rates differ widely. Often it is said that they decreased from 6% to 1%. Illiteracy rates in less economically developed countries (LEDCs) surpassed those of more economically developed countries (MEDCs) by a factor of 10 in 1970, and by a factor of about 20 in 2000. Illiteracy decreased greatly in LEDCs, and virtually disappeared in MEDCs. Percentages without any schooling showed similar patterns.

Percentages of the population with no schooling varied greatly among LEDCs in 2000, from less than 10% to over 65%. MEDCs had much less variation, ranging from less than 2% to 17%.

Chapter 3

HIGHER AND TERTIARY EDUCATION

Higher Education, post-secondary education, tertiary education or third level education is an optional final stage of formal learning that occurs after secondary education. Often delivered at universities, academies, colleges, seminaries, and institutes of technology, higher education is also available through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award academic degrees or professional certifications. Tertiary education at non-degree level is sometimes referred to as further education or continuing education as distinct from higher education.

The right of access to higher education is mentioned in a number of international human rights instruments. The UN International Covenant on Economic, Social and Cultural Rights of 1966 declares, in Article 13, that "higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education". In Europe, Article 2 of the First Protocol to the European Convention on Human Rights, adopted in 1950, obliges all signatory parties to guarantee the right to education.

In the days when few pupils progressed beyond primary education, the term "higher education" was often used to refer to secondary education, which can create some confusion.



The University of al-Qarawiyyin in Fes, Morocco is the world's oldest existing, continually operating and the first degree awarding institution of higher learning in the world according to UNESCO and Guinness World Records.



University of Bologna, located in Bologna, Italy, is the oldest institution of higher education in the Western world.



The University of Pennsylvania considers itself the first institution to use the term "university" in its name.



The University of Cambridge is an institution of higher learning in Cambridge, United Kingdom.



McGill University is an institution of higher learning in Montreal, Canada.



Moscow State University is an institution of higher learning in Moscow, Russia.



The University of Tokyo is an institution of higher learning in Tokyo, Japan.



The University of São Paulo is an institution of higher learning in São Paulo, Brazil.



The University of Cape Town is an institution of higher learning in Cape Town, South Africa.

OVERVIEW

Higher education is an educational level that follows a completion of a school providing a secondary education, such as a high school, secondary school, or gymnasium. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges, universities, and institutes of technology are the main institutions that provide tertiary education (sometimes known collectively as tertiary institutions). Examples of institutions that provide post-secondary education are vocational schools, community colleges, independent colleges (e.g. institutes of technology), and universities in the United States, the institutes of technical and further education in Australia, pre-university colleges in Quebec, and the IEKs in Greece. They are sometimes known collectively as tertiary institutions. Completion of a tertiary education program of study generally results in the awarding of certificates, diplomas, or academic degrees.

Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Within the realm of teaching, it includes both the *undergraduate* level, and beyond that, *graduate-level* (or *postgraduate* level). The latter level of education is often referred to as graduate school, especially in North America.



Rupert I founded the University of Heidelberg in 1386

Since World War II, developed and many developing countries have increased the participation of the age group who mostly studies higher education from the elite rate, of up to 15 per cent, to the mass rate of 16 to 50 per cent. In many developed countries, participation in higher education has continued to increase towards universal or, what Trow later called, open access, where over half of the relevant age group participate in higher education. Higher education is important to national economies, both as an industry, in its own right, and as a source of trained and educated personnel for the rest of the economy. College educated workers have commanded a measurable wage premium and are much less likely to become unemployed than less educated workers.

Higher education in some countries, including the United States, Canada, the United Kingdom, and Ireland, specifically refers to post-secondary institutions that offer Associate's degrees, Bachelor's degrees, Master's degrees, Education Specialist (Ed.S.) degrees or Doctor of Philosophy (Ph.D.) degrees, or their equivalents, and also higher professional degrees in areas such as dentistry, law, medicine, optometry, pharmacology and veterinary medicine.

Such institutions may also offer non-degree certificates, which indicate completion of a set of courses comprising a body of knowledge on a particular topic, but the granting of such certificates is not the primary purpose of the institutions. Tertiary education is not a term used in reference to post-secondary institutions in the United States or Canada.

ENTRANCE STANDARDS: READING, MATHEMATICS, AND WRITING

Demonstrated ability in reading, mathematics, and writing, as typically measured in the United States by the SAT or similar tests such as the ACT, have often replaced colleges' individual entrance exams, and is often required for admission to higher education. There is some question as to whether advanced mathematical skills or talent are in fact necessary for fields such as history, English, philosophy, or art.

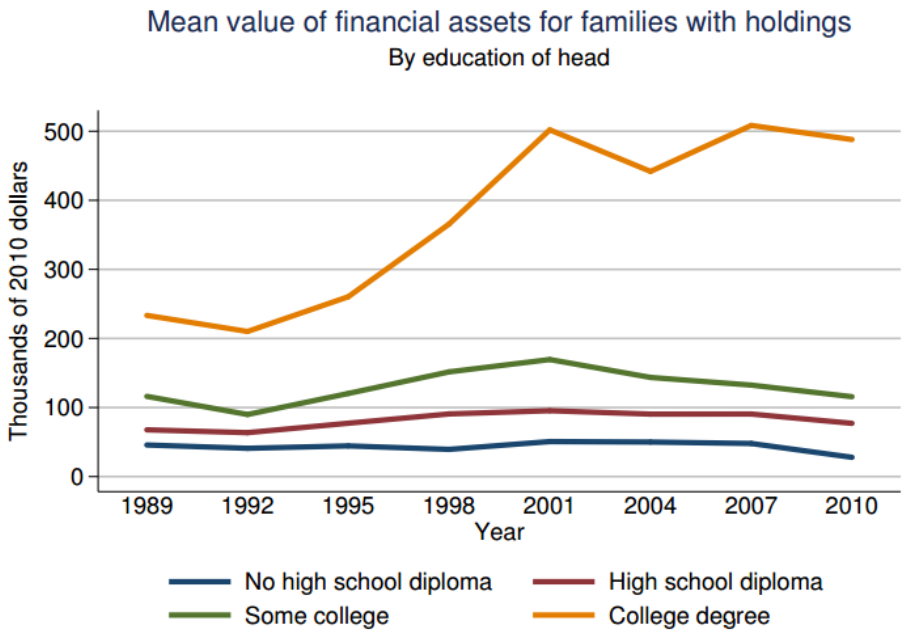
TYPES OF HIGHER / TERTIARY EDUCATION

GENERAL

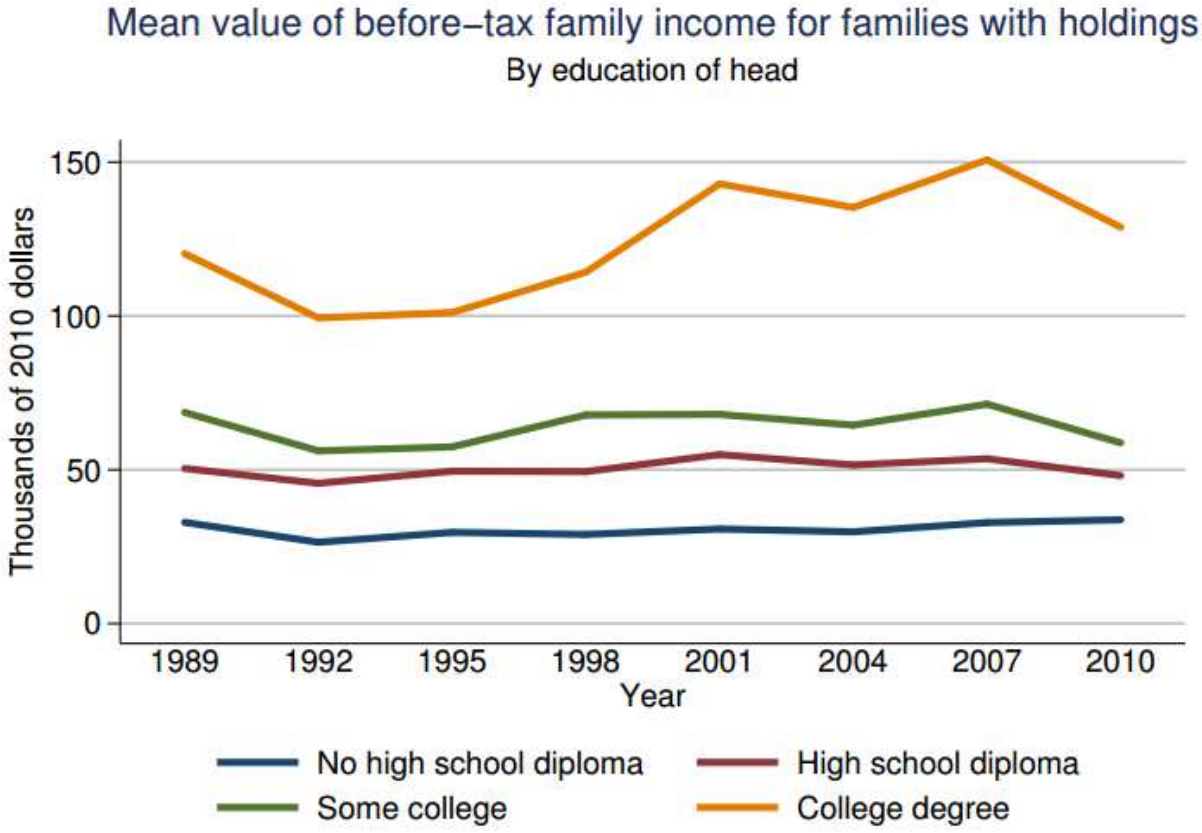
The general higher education and training that takes place in a university, college, or Institute of Technology usually includes significant theoretical and abstract elements, as well as applied aspects (although limited offerings of internships or SURF programs attempt to provide practical applications). In contrast, the vocational higher education and training that takes place at vocational universities and schools usually concentrates on practical applications, with very little theory.

In addition, professional-level education is always included within Higher Education, and usually in graduate schools, since many postgraduate academic disciplines are both vocationally, professionally, and theoretically/research oriented, such as in the law, medicine, pharmacy, dentistry, and veterinary medicine. A basic requirement for entry into these graduate-level programs is almost always a bachelor's degree, although

alternative means of obtaining entry into such programmes may be available at some universities. Requirements for admission to such high-level graduate programs is extremely competitive, and admitted students are expected to perform well.



Mean financial wealth of U.S. families by education of the head of household, 1989-2010



Mean income of U.S. families by education of the head of household, 1989-2010

In the United States, there are large differences in wages and employment associated with different degrees. Medical doctors and lawyers are generally the highest paid workers, and have among the lowest unemployment rates. Among undergraduate fields of study, science, technology, engineering, math, and business generally offer the highest wages and best chances of employment, while education, communication, and liberal arts degrees generally offer lower wages and a lower likelihood of employment.

LIBERAL ARTS

Academic areas that are included within the Liberal arts include Environmental Science, Great Books, History, Languages including English, Linguistics, Literature, Mathematics, Music, Philosophy, Political Science, Psychology, Religious studies, Science, Sociology and Theater.

ENGINEERING

Teaching engineering is teaching the application of scientific, economic, social, and practical knowledge in order to design, build, maintain, and improve structures, machines, devices, systems, materials and processes. It may encompass using insights to conceive, model and scale an appropriate solution to a problem or objective. The discipline of engineering is extremely broad, and encompasses a range of more specialized fields of engineering, each with a more specific emphasis on particular areas of technology and types of application. Engineering disciplines include: aerospace, biological, civil, chemical, computer, electrical, industrial, and mechanical.

PERFORMING ARTS

The performing arts differ from the plastic arts or visual arts, insofar as the former uses the artist's own body, face and presence as a medium; the latter uses materials such as clay, metal or paint, which can be molded or transformed to create a work of art.

Performing arts institutions include Circus schools, Dance schools, Drama schools and Music schools

PLASTIC OR VISUAL ARTS

The plastic arts or visual arts are a class of art forms, that involve the use of materials, that can be moulded or modulated in some way, often in three dimensions. Examples are painting, sculpture, and drawing, etc.

Higher educational institutions in these arts include Film schools and Art schools.

VOCATIONAL

Higher vocational education and training takes place at the non-university tertiary level. Such education combines teaching of both practical skills and theoretical expertise. Higher

education differs from other forms of post-secondary education such as that offered by institutions of vocational education, which are more colloquially known as trade schools. Higher vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge.

PROFESSIONAL HIGHER EDUCATION

This describes a distinct form of Higher Education that offers a particularly intense integration with the world of work in all its aspects (including teaching, learning, research and governance) and at all levels of the overarching Qualifications Framework of the European Higher Education Area. Its function is to diversify learning opportunities, enhance employability, offer qualifications and stimulate innovation, for the benefit of learners and society.

The intensity of integration with the world of work (which includes enterprise, civil society and the public sector) is manifested by a strong focus on application of learning. This approach involves combining phases of work and study, a concern for employability, cooperation with employers, the use of practice-relevant knowledge and use-inspired research.

Examples of providers of Professional Higher Education may include, Graduate Colleges of Architecture, Business, Journalism, Law, Library Science, Optometry, Pharmacy, Public Policy, Human Medicine, Professional Engineering, Podiatric Medicine, Scientific Dentistry, K-12 Education, and Veterinary Medicine.

STATISTICS

A report titled 'Education at a Glance 2014' published by the Organisation for Economic Co-operation and Development on 9 September 2014, revealed that by 2014, 84 percent of young people were completing upper secondary education over their lifetimes, in high-income countries. Tertiary-educated individuals were earning twice as much as median workers. In contrast to historical trends in education, young women were more likely to complete upper secondary education than young men. Additionally, access to education was expanding and growth in the number of people receiving university education was rising sharply. By 2014, close to 40 percent of people aged 25–34 (and around 25 percent of those aged 55–64), were being educated at university.

RECOGNITION OF STUDIES

The Lisbon Recognition Convention stipulates that degrees and periods of study must be recognised in all Signatory Parties of the Convention.

AS EMPLOYERS

Universities may employ a number of people. Depending on the funding, a university typically hires one teacher per 3–25 students. According to the ideal of research-

university, the university teaching staff is actively involved in the research of the institution. In addition, the university usually also has dedicated research staff and a considerable support staff. Typically to work in higher education as a member of the academic faculty, a candidate must first obtain a doctorate in an academic field, although some lower teaching positions require only a master's degree.



The President of the Confederation of Indian Universities (CIU) Chancellor Dr. P R Trivedi discussing university governance with the President of India Hon'ble Pranab Mukherjee (2012)

Most of the administrative staff works in different administrative sections, such as Student Affairs. In addition, there may be central support units, such as a university library which have a dedicated staff.

The professional field involving the collection, analysis, and reporting of higher education data is called institutional research. Professionals in this field can be found at locations in addition to universities, e.g. state educational departments.

Post secondary institutions also employ graduate students in various assistantship roles. In the US, close to 50% of graduate students are employed as graduate assistants at some point. These apprenticeship-like positions provide opportunities for students to gain experience in, and exposure to, professional roles in exchange for funding of their academic programs.

Chapter 4
ADULT EDUCATION

Adult Education is a practice in which adults engage in systematic and sustained self educating activities in order to gain new forms of knowledge, skills, attitudes, or values. It can mean any form of learning adults engage in beyond traditional schooling, encompassing basic literacy to personal fulfillment as a lifelong learner. In particular, adult education reflects a specific philosophy about learning and teaching based on the assumption that adults can and want to learn, that they are able and willing to take responsibility for that learning, and that the learning itself should respond to their needs. Driven by what one needs or wants to learn, the available opportunities, and the manner in which one learns, adult learning is affected by demographics, globalization and technology. The learning happens in many ways and in many contexts just as all adults' lives differ. Adult learning can be in any of the three contexts i.e.

- Formal – Structured learning that typically takes place in an education or training institution, usually with a set curriculum and carries credentials,
- Non-formal- Learning that is organized by educational institutions but non credential. Non-formal learning opportunities may be provided in the workplace and through the activities of civil society organizations and groups
- Informal education-Learning that goes on all the time, resulting from daily life activities related to work, family, community or leisure (e.g. community baking class)



An Adult Education Class in a rural setting in India

CHARACTERISTICS

Defined as the science and art of helping adults learn, the practice of adult education is referred to as andragogy, to distinguish it from the traditional school-based education for children pedagogy. Unlike children, adults are seen as:

- More self-directed, rather than relying on others for help
- Mature and therefore experienced with the experience providing a rich source for learning
- An Adult's readiness to learn is linked to what one needs to know
- Adult orientation to learn is problem centred rather than subject centered
- Adult motivation to learn is internal.

Educating adults differs from educating children in several ways given that adults have accumulated knowledge and work experience which can add to the learning experience. Another difference is that most adult education is voluntary, therefore, the participants are generally self-motivated, unless required to participate, by an employer, for example. Adults frequently apply their knowledge in a practical fashion to learn effectively. They must have a reasonable expectation that the knowledge they gain will help them further their goals. For example, during the 1990s, many adults, including mostly office workers, enrolled in computer training courses. These courses would teach basic use of the operating system or specific application software. Because the abstractions governing the user's interactions with a PC were so new, many people who had been working white-collar jobs for ten years or more eventually took such training courses, either at their own whim (to gain computer skills and thus earn higher pay) or at the behest of their managers.

In the United States and many areas in Canada, a more general example is when adults who dropped out of high school return to school to complete general education requirements. Most upwardly mobile positions require at the very least a high school diploma or equivalent. A working adult is unlikely to have the freedom to simply quit his or her job and go "back to school" full-time. Public school systems and community colleges usually offer evening or weekend classes for this reason. In Europe this is often referred to as "second-chance", and many schools offer tailor-made courses and learning programs for these returning learners. Furthermore, adults with poor reading skills can obtain help from volunteer literacy programs. These national organizations provide training, tutor certification, and accreditation for local volunteer programs. States often have organizations which provide field services for volunteer literacy programs.

Purposes of adult education may vary, the general purposes of which are summarized as:

- Vocational
- Social
- Recreational
- Self-development

One of its goals may be to help adult learners satisfy their personal needs and achieve their professional goals. Therefore, its ultimate goal might be to achieve human fulfillment. The goal might also be to achieve an institution's needs. For example, this might include improving its operational effectiveness and productivity. A larger scale goal of adult education may be the growth of society by enabling its citizens to keep up with societal change and maintain good social order.

The purpose of adult education in the form of college or university is distinct. In these institutions, the aim is typically related to personal growth and development as well as occupation and career preparedness. Another goal might be to not only sustain the democratic society, but to even challenge and improve its social structure.

Another fast-growing sector of adult education is English for Speakers of Other Languages (ESOL), also referred to as English as a Second Language (ESL) or English Language Learners (ELL). These courses are key in assisting immigrants with not only the acquisition of the English language, but the acclimation process to the culture of the United States as well as other English speaking countries like Canada, Australia, and New Zealand.

A common problem in adult education in the US is the lack of professional development opportunities for adult educators. Most adult educators come from other professions and are not well trained to deal with adult learning issues. Most of the positions available in this field are only part-time without any benefits or stability since they are usually funded by government grants that might last for only a couple of years. However, in Canada, professional development is available in all provinces and territories through postsecondary institutions and most Provinces also provide professional development through their ministry of education or school boards and through nongovernmental organizations. In addition, there are programs about adult education for existing and aspiring practitioners offered, at various academic levels, by universities, colleges, and professional organizations.

PRINCIPLES

The principles of andragogy flow directly from an understanding of the characteristics of adults as learners and can be recognized when we understand the characteristics of adults, and see the way those characteristics influence how adults learn best. Teachers who follow the principles of andragogy when choosing materials for training and when designing program delivery, find that their learners progress more quickly, and are more successful in reaching their goals. The Canadian Literacy and Learning Network outlines the 7 key principles of adult learning. In other words, these 7 principles distinguish adult learners from children and youth.

1. Adults cannot be made to learn. They will only learn when they are internally motivated to do so.
2. Adults will only learn what they feel they need to learn. In other words, they are practical.
3. Adults learn by doing. Active participation is especially important to adult learners in comparison to children.
4. Adult learning is problem-based and these problems must be realistic. Adult learners like finding solutions to problems.
5. Adult learning is affected by the experience each adult brings.
6. Adults learn best informally. Adults learn what they feel they need to know whereas children learn from a curriculum.

7. Children want guidance. Adults want information that will help them improve their situation or that of their children.

CHALLENGES AND MOTIVATING FACTORS

Adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have barriers and challenges against participating in learning and continuing their education. The barriers can be classified into three groups:

- Institutional
- Situational
- Dispositional

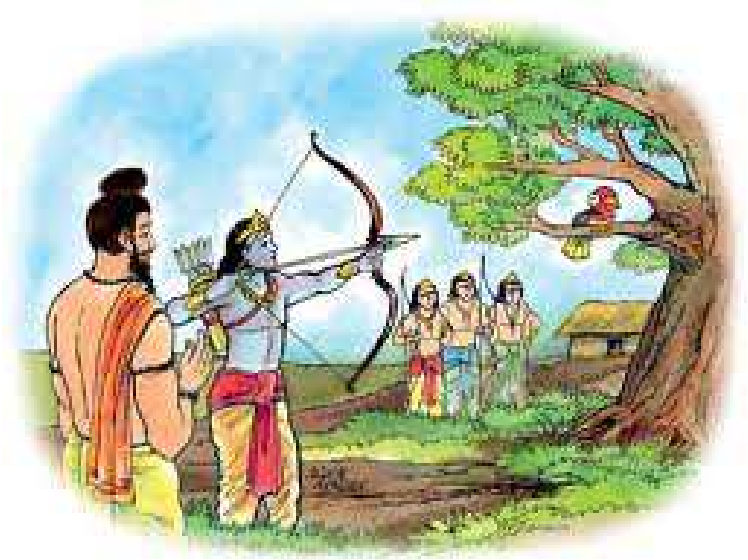
Some of these barriers include the lack of time balancing career and family demands, finances, transportation. confidence, or interest, lack of information about opportunities to learn, scheduling problems, entrance requirements and problems with child care. Other obstacles that prevent adults from pursuing further education are fear, shyness, ego, and stigma. Daily wagers are reluctant to join schools as by joining these schools they lose their only source of income. Distance learning can address some of the institutional barriers such as class scheduling and entrance requirements. Fear, shyness, ego, or stigma can also prevent adults from pursuing further education.

Keeping adults motivated, instilling in them confidence, reinforcing positive self-esteem allows for them to develop into lifelong learners. Typical motivations include a requirement for competence or licensing, an expected (or realized) promotion, job enrichment, a need to maintain old skills or learn new ones, a need to adapt to job changes, or the need to learn in order to comply with company directives. The best way to motivate adult learners is simply to enhance their reasons for enrolling and decrease the barriers. Instructors must learn why their students are enrolled (the motivators); they have to discover what is keeping them from learning. Then the instructors must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion, they can be shown that the course benefits them pragmatically, they will perform better, and the benefits will be longer lasting. It is crucial for teachers to be aware of the characteristics of their learners and that they develop lessons that address both the strengths and the needs of their individual students.

Chapter 5
VOCATIONAL EDUCATION

Vocational Education is education within vocational schools that prepares people for a specific trade. It directly develops expertise in techniques related to technology, skill and scientific technique to span all aspects of the trade. Vocational education is classified as using procedural knowledge.

Generally known as Career and Technical Education (CTE) or Technical and Vocational Education and Training (TVET) it prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a high professional practitioner position in careers such as engineering, accountancy, nursing, medicine, architecture, law etc. Craft vocations are usually based on manual or practical activities and are traditionally non-academic but related to a specific trade, occupation . It is sometimes referred to as *technical education* as the trainee directly develops expertise in a particular group of techniques.



Vocational Education in Ancient India

Vocational education can be at the secondary, post-secondary level, further education, and higher education level and can interact with the apprenticeship system. Increasingly, vocational education can be recognized in terms of recognition of prior learning and partial academic credit towards tertiary education (e.g., at a university) as credit.

Vocational education is related to the apprenticeship system of learning.

As the labour market becomes more specialized and require higher levels of skill, governments and businesses are increasingly investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses. At the post-secondary level vocational education

is typically provided by an institute of technology/polytechnic, university, or by a local community college.

VOCATIONAL EDUCATION INTERNATIONALLY

AUSTRALIA

In Australia vocational education and training is mostly post-secondary and provided through the vocational education and training (VET) system by registered training organisations. However some senior schools do offer school-based apprenticeships and traineeships for students in years 10, 11 and 12. There were 24 Technical Colleges in Australia but now only 4 independent Trade Colleges remain with two in Queensland; one in Brisbane (Australian Trade College) and one on the Gold Coast (Australian Industry Trade College) and one in Adelaide and Perth. This system encompasses both public, TAFE, and private providers in a national training framework consisting of the Australian Quality Training Framework, Australian Qualifications Framework and Industry Training Packages which define the assessment standards for the different vocational qualifications.

Australia's apprenticeship system includes both traditional apprenticeships in traditional trades and "traineeships" in other more service-oriented occupations. Both involve a legal contract between the employer and the apprentice and provide a combination of school-based and workplace training. Apprenticeships typically last three to four years, traineeships only one to two years. Apprentices and trainees receive a wage which increases as they progress.

Since the states and territories are responsible for most public delivery and all regulation of providers, a central concept of the system is "national recognition" whereby the assessments and awards of any one registered training organisation must be recognised by all others and the decisions of any state or territory training authority must be recognised by the other states and territories. This allows national portability of qualifications and units of competency.

A crucial feature of the training package (which accounts for about 60% of publicly funded training and almost all apprenticeship training) is that the content of the vocational qualifications is theoretically defined by industry and not by government or training providers. A Training Package is "owned" by one of 11 Industry Skills Councils which are responsible for developing and reviewing the qualifications.

The National Centre for Vocational Education Research or NCVER is a not-for-profit company owned by the federal, state and territory ministers responsible for training. It is responsible for collecting, managing, analysing, evaluating and communicating research and statistics about vocational education and training (VET).

The boundaries between Vocational education and tertiary education are becoming more blurred. A number of vocational training providers such as NMIT, BHI and WAI are now

offering specialised bachelor's degrees in specific areas not being adequately provided by Universities. Such Applied Courses include in the areas of Equine studies, Winemaking and viticulture, aquaculture, Information Technology, Music, Illustration, Culinary Management and many more.

Vocational education in Australia is sometimes mistaken for skills assessment or recognised prior learning (RPL). It is not uncommon for universities to offer RPL for some of their vocational education, however it is now the same. Get Qualified Australia have been offering RPL for several years now, however they do not offer vocational education.

COMMONWEALTH OF INDEPENDENT STATES

The largest and the most unified system of vocational education was created in the Soviet Union with the Professional`no-tehnicheskoye uchilische and Tehnikum. But it became less effective with the transition of the economies of post-Soviet countries to a market economy.

EUROPEAN UNION

Education and training is the responsibility of Member States, but the single European labour market makes some cooperation on education imperative, including on vocational education and training. The 'Copenhagen process', based on the open method of cooperation between Member States, was launched in 2002 in order to help make vocational education and training better and more attractive to learners throughout Europe. The process is based on mutually agreed priorities that are reviewed periodically. Much of the activity is monitored by Cedefop, the European Centre for the Development of Vocational Training.

FINLAND

In Finland, vocational education belongs to secondary education. After the nine-year comprehensive school, almost all students choose to go to either a *lukio* (high school), which is an institution preparing students for tertiary education, or to a vocational school. Both forms of secondary education last three years, and give a formal qualification to enter university or *ammattikorkeakoulu*, i.e. Finnish polytechnics. In certain fields (e.g. the police school, air traffic control personnel training), the entrance requirements of vocational schools include completion of the *lukio*, thus causing the students to complete their secondary education twice.

The education in vocational school is free, and the students from low-income families are eligible for a state student grant. The curriculum is primarily vocational, and the academic part of the curriculum is adapted to the needs of a given course. The vocational schools are mostly maintained by municipalities.

After completing secondary education, one can enter higher vocational schools (*ammattikorkeakoulu*, or *AMK*) or universities.

It is also possible for a student to choose both lukio and vocational schooling. The education in such cases last usually from 3 to 4 years.

GERMAN-LANGUAGE AREAS

Vocational education is an important part of the education systems in Austria, Germany, Liechtenstein and Switzerland (including the French and the Italian speaking parts of the country) and one element of the German model.

For example, in Germany a law (the *Berufsausbildungsgesetz*) was passed in 1969 which regulated and unified the vocational training system and codified the shared responsibility of the state, the unions, associations and chambers of trade and industry. The system is very popular in modern Germany: in 2001, two thirds of young people aged under 22 began an apprenticeship, and 78% of them completed it, meaning that approximately 51% of all young people under 22 have completed an apprenticeship. One in three companies offered apprenticeships in 2003; in 2004 the government signed a pledge with industrial unions that all companies except very small ones must take on apprentices.

The vocational education systems in the other German speaking countries are very similar to the German system and a vocational qualification from one country is generally also recognized in the other states within this area.

HONG KONG

In Hong Kong, vocational education is usually for post-secondary 6 students. The Hong Kong Institute of Vocational Education (IVE) provides training in nine different vocational fields, namely: Applied Science; Business Administration; Child Education and Community Services; Construction; Design; Printing, Textiles and Clothing; Hotel, Service and Tourism Studies; Information Technology; Electrical and Electronic Engineering; and Mechanical, Manufacturing and Industrial Engineering.

HUNGARY

Normally at the end of elementary school (at age 14) students are directed to one of three types of upper secondary education: one academic track (gymnasium) and two vocational tracks. Vocational secondary schools provide four years of general education and also prepare students for the maturata. These schools combine general education with some specific subjects, referred to as pre-vocational education and career orientation. At that point many students enrol in a post-secondary VET programme often at the same institution, to obtain a vocational qualification, although they may also seek entry to tertiary education.

Vocational training schools (szakiskola) initially provide two years of general education, combined with some pre-vocational education and career orientation, they then choose an occupation, and then receive two or three years of vocational education and training focusing on that occupation – such as bricklayer. Students do not obtain the maturata but

a vocational qualification at the end of a successfully completed programme. Demand for vocational training schools, both from the labour market and among students, has declined while it has increased for upper secondary schools delivering the maturata.

INDIA

Vocational training in India is provided on a full-time as well as part-time basis. Full-time programs are generally offered through I.T.I.s Industrial training institutes. The nodal agency for granting the recognition to the I.T.I.s is NCVT, which is under the Min. of labour, Govt. of India. Part-time programs are offered through state technical education boards or universities who also offer full-time courses. Vocational training has been successful in India only in industrial training institutes and that too in engineering trades. There are many private institutes in India which offer courses in vocational training and finishing, but most of them have not been recognized by the Government. India is a pioneer in vocational training in Film & Television, and Information Technology.AAFT, Audio Production & Recording ILM Academy. Maharashtra State Government also offers vocational Diplomas in various Trades.



Vocational Education in Modern India

Vocational Higher Secondary schools are under MHRD in India. All the state governments runs vocational schools. In Kerala, 389 vocational schools are there with 42 different courses. Commerce & Business, Tourism, Agriculture, Automobile, Air conditioning, Live stock management, Lab Technician, Agriculture are some prominent courses. The students get reservation and preference in PSC appointments

JAPAN

Japanese vocational schools are known as *senmon gakkō*. They are part of Japan's higher education system. They are two-year schools that many students study at after finishing high school (although it is not always required that students graduate from high school). Some have a wide range of majors, others only a few majors. Some examples are computer technology, fashion, and English.

SOUTH KOREA

Vocational high schools offer programmes in five fields: agriculture, technology/engineering, commerce/business, maritime/fishery, and home economics. In principle, all students in the first year of high school (10th grade) follow a common national curriculum, In the second and third years (11th and 12th grades) students are offered courses relevant to their specialisation. In some programmes, students may participate in workplace training through co-operation between schools and local employers. The government is now piloting Vocational Meister Schools in which workplace training is an important part of the programme. Around half of all vocational high schools are private. Private and public schools operate according to similar rules; for example, they charge the same fees for high school education, with an exemption for poorer families.

The number of students in vocational high schools has decreased, from about half of students in 1995 down to about one-quarter today. To make vocational high schools more attractive, in April 2007 the Korean government changed the name of vocational high schools into professional high schools. With the change of the name the government also facilitated the entry of vocational high school graduates to colleges and universities.

Most vocational high school students continue into tertiary education; in 2007 43% transferred to junior colleges and 25% to university. At tertiary level, vocational education and training is provided in junior colleges (two- and three-year programmes) and at polytechnic colleges. Education at junior colleges and in two-year programmes in polytechnic colleges leads to an Industrial associate degree. Polytechnics also provide one-year programmes for craftsmen and master craftsmen and short programmes for employed workers. The requirements for admission to these institutions are in principle the same as those in the rest of tertiary sector (on the basis of the College Scholastic Aptitude Test) but candidates with vocational qualifications are given priority in the admission process. Junior colleges have expanded rapidly in response to demand and in 2006 enrolled around 27% of all tertiary students.

95% of junior college students are in private institutions. Fees charged by private colleges are approximately twice those of public institutions. Polytechnic colleges are state-run institutions under the responsibility of the Ministry of Labour; government funding keeps student fees much lower than those charged by other tertiary institutions. Around 5% of students are enrolled in polytechnic colleges.

MALAYSIA

Skills training are no longer depicted as second-class education in Malaysia. There are numerous vocational education centres here including vocational schools (high schools to train skilled students), technic schools (high schools to train future engineers) and vocational colleges all of them under the Ministry of Education. Then there are 33 polytechnics and 86 community colleges under the Ministry of Higher Education; 10 MARA Advanced Skills Colleges, 13 MARA Skills Institutes, 286 GIATMARAs under Majlis Amanah Rakyat (MARA) and 15 National Youth Skills Institutes under Ministry of

Youth and Sports. The first vocational institute in Malaysia is the Industrial Training Institute of Kuala Lumpur established in 1964 under the Manpower Department. Other institutes under the same department including 8 Advanced Technology Training Centres, one Centre for Instructor and Advanced Skill Training, one Japan-Malaysia Technical Institute and the other 21 ITIs.

MEXICO

In Mexico, both federal and state governments are responsible for the administration of vocational education. Federal schools are funded by the federal budget, in addition to their own funding sources. The state governments are responsible for the management of decentralised institutions, such as the State Centres for Scientific and Technological Studies (CECyTE) and Institutes of Training for Work (ICAT). These institutions are funded 50% from the federal budget and 50% from the state budget. The state governments also manage and fund "decentralised institutions of the federation", such as CONALEP schools.

Compulsory education (including primary and lower secondary education) finishes at the age of 15 and about half of those aged 15-to-19 are enrolled full-time or part-time in education. All programmes at upper secondary level require the payment of a tuition fee.

The upper secondary vocational education system in Mexico includes over a dozen subsystems (administrative units within the Upper Secondary Education Undersecretariat of the Ministry of Public Education, responsible for vocational programmes) which differ from each other to varying degrees in content, administration, and target group. The large number of school types and corresponding administrative units within the Ministry of Public Education makes the institutional landscape of vocational education and training complex by international standards.

Vocational education and training provided under the Upper Secondary Education Under secretariat includes three main types of programme:

- "Training for work" (formación para el trabajo) courses at ISCED 2 level are short training programmes, taking typically 3 to 6 months to complete. The curriculum includes 50% theory and 50% practice. After completing the programme, students may enter the labour market. This programme does not provide direct access to tertiary education. Those who complete lower secondary education may choose between two broad options of vocational upper secondary education at ISCED 3 level. Both programmes normally take three years to complete and offer a vocational degree as well as the baccalaureate, which is required for entry into tertiary education.
- The title "technical professional – baccalaureate" (profesional técnico — bachiller) is offered by various subsystems though one subsystem (CONALEP) includes two thirds of the students. The programme involves 35% general subjects and 65% vocational subjects. Students are required to complete 360 hours of practical training.

- The programme awarding the "technological baccalaureate" (bachillerato tecnológico) and the title "professional technician" (técnico professional) is offered by various subsystems. It includes more general and less vocational education: 60% general subjects and 40% vocational subjects.

THE NETHERLANDS

Nearly all of those leaving lower secondary school enter upper secondary education, and around 50% of them follow one of four vocational programmes; technology, economics, agricultural, personal/social services & health care. These programmes vary from 1 to 4 years (by level; only level 2, 3 and 4 diplomas are considered formal 'start qualifications' for successfully entering the labour market). The programmes can be attended in either of two pathways. One either involving a minimum of 20% of school time (apprenticeship pathway; BBL-BeroepsBegeleidende Leerweg) or the other, involving a maximum of 80% schooltime (BOL -BeroepsOpleidende Leerweg). The remaining time in both cases is apprenticeship/work in a company. So in effect, students have a choice out of 32 trajectories, leading to over 600 professional qualifications. BBL-Apprentices usually receive a wage negotiated in collective agreements. Employers taking on these apprentices receive a subsidy in the form of a tax reduction on the wages of the apprentice. (WVA-Wet vermindering afdracht). Level 4 graduates of senior secondary VET may go directly to institutes for Higher Profession Education and Training (HBO-Hoger beroepsonderwijs), after which entering university is a possibility. The social partners participate actively in the development of policy. As of January 1, 2012 they formed a foundation for Co operation Vocational Education and Entrepreneurship (St. SBB – stichting Samenwerking Beroepsonderwijs Bedrijfsleven; www.s-bb.nl). Its responsibility is to advise the Minister on the development of the national vocational education and training system, based on the full consensus of the constituent members (the representative organisations of schools and of entrepreneurship and their centres of expertise). Special topics are Qualification & Examination, Apprenticeships (BPV-Beroepspraktijkvorming) and (labourmarket) Efficiency of VET. The Centres of Expertices are linked to the four vocational education programmes provided in senior secondary VET on the content of VET programmes and on trends and future skill needs. The Local County Vocational Training (MBO Raad www.mboraad.nl) represents the VET schools in this foundation and advise on the quality, operations and provision of VET.

NEW ZEALAND

New Zealand is served by 39 Industry Training Organisations (ITO). The unique element is that ITOs purchase training as well as set standards and aggregate industry opinion about skills in the labour market. Industry Training, as organised by ITOs, has expanded from apprenticeships to a more true lifelong learning situation with, for example, over 10% of trainees aged 50 or over. Moreover, much of the training is generic. This challenges the prevailing idea of vocational education and the standard layperson view that it focuses on apprenticeships.

One source for information in New Zealand is the Industry Training Federation.. Another is the Ministry of Education ..

Polytechnics, Private Training Establishments, Wananga and others also deliver vocational training, amongst other areas.

NORWAY

Nearly all those leaving lower secondary school enter upper secondary education, and around half follow one of 9 vocational programmes. These programmes typically involve two years in school followed by two years of apprenticeship in a company. The first year provides general education alongside introductory knowledge of the vocational area. During the second year, courses become more trade-specific.

Apprentices receive a wage negotiated in collective agreements ranging between 30% and 80% of the wage of a qualified worker; the percentage increasing over the apprenticeship period. Employers taking on apprentices receive a subsidy, equivalent to the cost of one year in school. After the two years vocational school programme some students opt for a third year in the 'general' programme as an alternative to an apprenticeship. Both apprenticeship and a third year of practical training in school lead to the same vocational qualifications. Upper secondary VET graduates may go directly to Vocational Technical Colleges, while those who wish to enter university need to take a supplementary year of education.

The social partners participate actively in the development of policy. The National Council for Vocational Education and Training advises the Minister on the development of the national vocational education and training system. The Advisory Councils for Vocational Education and Training are linked to the nine vocational education programmes provided in upper secondary education and advise on the content of VET programmes and on trends and future skill needs. The National Curriculum groups assist in deciding the contents of the vocational training within the specific occupations. The Local County Vocational Training Committees advise on the quality, provision of VET and career guidance.

PARAGUAY

In Paraguay, vocational education is known as *Bachillerato Técnico* and is part of the secondary education system. These schools combine general education with some specific subjects, referred to as pre-vocational education and career orientation. After nine years of *Educación Escolar Básica* (Primary School), the student can choose to go to either a *Bachillerato Técnico* (Vocational School) or a *Bachillerato Científico* (High School). Both forms of secondary education last three years, and are usually located in the same campus called *Colegio*.

After completing secondary education, one can enter to the universities. It is also possible for a student to choose both Técnico and Científico schooling.

RUSSIA

SRI LANKA

Vocational training from Agricultural subjects to ICT related subjects are available in Sri Lanka. In 2005 the Ministry of Vocational and Technical Training (MVTT) introduced the National Vocational Qualifications (NVQ) framework which was an important milestone for the education, economic and social development of Sri Lanka. The NVQ framework consists of seven levels of instruction. NVQ levels 1 to 4 are for craftsmen designation and successful candidates are issued with National certificates. NVQ levels 5 and 6 are Diploma level, whereas Level 7 is for degree equivalent qualification.

Training courses are provided by many institutions island wide. All training providers (public and private) must obtain institutional registration and course accreditation from the Tertiary and Vocational Education Commission (TVEC).In order to obtain registration institutions must satisfy specific criteria: infrastructure, basic services, tools and equipment, quality of instruction and staff, based on curriculum and syllabus, and quality of management and monitoring systems.

Government Ministries and Agencies involved in Vocational Training are The Ministry of Vocational and Technical Training (MVTT), The Tertiary and Vocational Education Commission (TVEC), The National Apprentice and Industrial Training Authority (NAITA), The Department of Technical Education and Training (DTET), The Vocational Training Authority (VTA) and the National Youth Services Council (NYSC).

SWEDEN

Nearly all of those leaving compulsory schooling immediately enter upper secondary schools, and most complete their upper secondary education in three years. Upper secondary education is divided into 13 vocationally oriented and 4 academic national programmes. Slightly more than half of all students follow vocational programmes. All programmes offer broad general education and basic eligibility to continue studies at the post-secondary level. In addition, there are local programmes specially designed to meet local needs and 'individual' programmes.

A 1992 school reform extended vocational upper secondary programmes by one year, aligning them with three years of general upper secondary education, increasing their general education content, and making core subjects compulsory in all programmes. The core subjects (which occupy around one-third of total teaching time in both vocational and academic programmes) include English, artistic activities, physical education and health, mathematics, natural science, social studies, Swedish or Swedish as a second language, and religious studies. In addition to the core subjects, students pursue optional courses, subjects which are specific to each programme and a special project.

Vocational programmes include 15 weeks of workplace training (Arbetsplatsförlagd utbildning – APU) over the three-year period. Schools are responsible for arranging

workplace training and verifying its quality. Most municipalities have advisory bodies: programme councils (programmråd) and vocational councils (yrkesråd) composed of employers' and employees' representatives from the locality. The councils advise schools on matters such as provision of workplace training courses, equipment purchase and training of supervisors in APU.

SWITZERLAND

Nearly two thirds of those entering upper secondary education enter the vocational education and training system. At this level, vocational education and training is mainly provided through the 'dual system'. Students spend some of their time in a vocational school; some of their time doing an apprenticeship at a host company; and for most programmes, students attend industry courses at an industry training centre to develop complementary practical skills relating to the occupation at hand.

Common patterns are for students to spend one- two days per week at the vocational school and three-four days doing the apprenticeship at the host company; alternatively they alternate between some weeks attending classes at the vocational school and some weeks attending industry courses at an industry training centre.

A different pattern is to begin the programme with most of the time devoted to in-school education and gradually diminishing the amount of in-school education in favour of more in-company training.

Switzerland draws a distinction between vocational education and training (VET) programmes at upper-secondary level, and professional education and training (PET) programmes, which take place at tertiary B level. In 2007, more than half of the population aged 25–64 had a VET or PET qualification as their highest level of education. In addition, universities of applied sciences (Fachhochschulen) offer vocational education at tertiary A level. Pathways enable people to shift from one part of the education system to another.

TURKEY

Students in Turkey may choose vocational high schools after completing the 8-year-long compulsory primary education. Vocational high school graduates may pursue 2 year-long polytechnics or may continue with a related tertiary degree. Municipalities in Turkey also offer vocational training. The metropolitan municipality of Istanbul, the most populous city in Turkey, offers year long free vocational programs in a wide range of topics through ISMEK, an umbrella organization formed under the municipality.

UNITED KINGDOM

The first "Trades School" in the UK was *Stanley Technical Trades School* (now Harris Academy South Norwood) which was designed, built and set up by William Stanley. The initial idea was thought of in 1901, and the school opened in 1907.

The system of vocational education in the UK initially developed independently of the state, with bodies such as the RSA and City & Guilds setting examinations for technical subjects. The Education Act 1944 made provision for a Tripartite System of grammar schools, secondary technical schools and secondary modern schools, but by 1975 only 0.5% of British senior pupils were in technical schools, compared to two-thirds of the equivalent German age group.

Successive recent British Governments have made attempts to promote and expand vocational education. In the 1970s, the Business And Technology Education Council was founded to confer further and higher education awards, particularly to further education colleges in the United Kingdom. In the 1980s and 1990s, the Conservative Government promoted the Youth Training Scheme, National Vocational Qualifications and General National Vocational Qualifications. However, youth training was marginalised as the proportion of young people staying on in full-time education increased. In 1994, publicly funded Modern Apprenticeships were introduced to provide "quality training on a work-based (educational) route". Numbers of apprentices have grown in recent years and the Department for Children, Schools and Families has stated its intention to make apprenticeships a "mainstream" part of England's education system.

In the UK some higher technician engineering positions that require 4-5 year apprenticeship require academic study to HNC / HND or higher City & Guilds level. Apprenticeships are increasingly recognised as the gold standard for work-based training. There are three levels of Apprenticeship available for those aged 16 and over:

- **1 - Intermediate Level Apprenticeships**

Apprentices work towards work-based learning qualifications such as a Level 2 Competence Qualification, Functional Skills and, in most cases, a relevant knowledge-based qualification.

- **2 - Advanced Level Apprenticeships**

Apprentices work towards work-based learning such as a Level 3 Competence Qualification, Functional Skills and, in most cases, a relevant knowledgebased qualification.

- **3 - Higher Apprenticeships**

Apprentices work towards work-based learning qualifications such as a Level 4 and 5 Competence Qualification, Functional Skills and, in some cases, a knowledge-based qualification such as a Foundation Degree.

Chapter 6
SPECIAL EDUCATION

Special Education (also known as Special needs education, Aided education, Vocational education, Limb care authority education) is the practice of educating students with special needs in a way that addresses their individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. These interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education.

Common special needs include learning disabilities, communication disorders, emotional and behavioral disorders, physical disabilities, and developmental disabilities. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, the use of technology, a specifically adapted teaching area, or a resource room.



Special Education being provided to the needy child in India

Intellectual giftedness is a difference in learning and can also benefit from specialized teaching techniques or different educational programs, but the term "special education" is generally used to specifically indicate instruction of students with disabilities. Gifted education is handled separately.

Whereas special education is designed specifically for students with special needs, remedial education can be designed for any students, with or without special needs; the defining trait is simply that they have reached a point of underpreparedness, regardless of why. For example, even people of high intelligence can be underprepared if their education was disrupted, for example, by internal displacement during civil disorder or a war.

In most developed countries, educators modify teaching methods and environments so that the maximum number of students are served in general education environments. Therefore, special education in developed countries is often regarded as a service rather than a place. Integration can reduce social stigmas and improve academic achievement for many students.

The opposite of special education is *general education*. General education is the standard curriculum presented without special teaching methods or supports.

IDENTIFYING STUDENTS OR LEARNERS WITH SPECIAL NEEDS

Some children are easily identified as candidates for special needs due to their medical history. They may have been diagnosed with a genetic condition that is associated with intellectual disability, may have various forms of brain damage, may have a developmental disorder, may have visual or hearing disabilities, or other disabilities.

For students with less obvious disabilities, such as those who have learning difficulties, two primary methods have been used for identifying them: the *discrepancy model* and the *response to intervention model*. The discrepancy model depends on the teacher noticing that the students' achievements are noticeably below what is expected. The response to intervention model advocates earlier intervention.



Children with Down syndrome ready for going to special school

In the discrepancy model, a student receives special education services for a specific learning difficulty (SLD) if the student has at least normal intelligence and the student's academic achievement is below what is expected of a student with his or her IQ. Although the discrepancy model has dominated the school system for many years, there has been substantial criticism of this approach (e.g., Aaron, 1995, Flanagan and Mascolo, 2005) among researchers. One reason for criticism is that diagnosing SLDs on the basis of the discrepancy between achievement and IQ does not predict the effectiveness of treatment. Low academic achievers who also have low IQ appear to benefit from treatment just as much as low academic achievers who have normal or high intelligence.

The alternative approach, response to intervention, identifies children who are having difficulties in school in their first or second year after starting school. They then receive additional assistance such as participating in a reading remediation program. The response of the children to this intervention then determines whether they are designated as having a learning disability. Those few who still have trouble may then receive designation and further assistance. Sternberg (1999) has argued that early remediation can greatly reduce the number of children meeting diagnostic criteria for learning disabilities. He has also suggested that the focus on learning disabilities and the provision of accommodations in school fails to acknowledge that people have a range of strengths and weaknesses and places undue emphasis on academics by insisting that students should be supported in this arena and not in music or sports.

INDIVIDUAL NEEDS

A special education program should be customized to address each individual student's unique needs. Special educators provide a continuum of services, in which students with special needs receives varying degrees of support based on their individual needs. Special education programs need to be individualized so that they address the unique combination of needs in a given student.

In the United States, Canada, and the UK, educational professionals use the initialism IEP when referring to a student's individualized education plan. For children who are not yet 3, an IFSP. (Individual Family Service Plan)It contains 1) information on the child's present level of development in all areas; 2) outcomes for the child and family; and 3) services the child and family will receive to help them achieve the outcomes.

Students with special needs are assessed to determine their specific strengths and weaknesses. Placement, resources, and goals are determined on the basis of the student's needs. Accommodations and Modifications to the regular program may include changes in the curriculum, supplementary aides or equipment, and the provision of specialized physical adaptations that allow students to participate in the educational environment as much as possible. Students may need this help to access subject matter, physically gain access to the school, or meet their emotional needs. For example, if the assessment determines that the student cannot write by hand because of a physical disability, then the school might provide a computer for typing assignments, or allow the student to answer questions verbally instead. If the school determines that the student is severely distracted by the normal activities in a large, busy classroom, then the student might be placed in a smaller classroom such as a resource room.

METHODS OF PROVISION

Schools use different approaches to providing special education services to students. These approaches can be broadly grouped into four categories, according to how much contact the student with special needs has with non-disabled students (using North American terminology):

- *Inclusion:* In this approach, students with special needs spend all, or most of the school day with students who do not have special needs. Because inclusion can require substantial modification of the general curriculum, most schools use it only for selected students with mild to moderate special needs, which is accepted as a best practice. Specialized services may be provided inside or outside the regular classroom, depending on the type of service. Students may occasionally leave the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services that might require specialized equipment or might be disruptive to the rest of the class, such as speech and language therapy, occupational therapy, physical therapy, rehabilitation counseling. They might also leave the regular classroom for services that require privacy, such as counseling sessions with a social worker.
- **Mainstreaming** refers to the practice of educating students with special needs in classes with non-disabled students during specific time periods based on their skills. Students with special needs are segregated in separate classes exclusively for students with special needs for the rest of the school day.
- **Segregation** in a separate classroom or special school for students with special needs: In this model, students with special needs do not attend classes with non-disabled students. Segregated students may attend the same school where regular classes are provided, but spend all instructional time exclusively in a separate classroom for students with special needs. If their special class is located in an ordinary school, they may be provided opportunities for social integration outside the classroom, such as by eating meals with non-disabled students. Alternatively, these students may attend a special school.
- **Exclusion:** A student who does not receive instruction in any school is excluded from school. In the past, most students with special needs have been excluded from school. Such exclusion still affects about 23 million disabled children worldwide, particularly in poor, rural areas of developing countries. It may also occur when a student is in hospital, housebound, or detained by the criminal justice system. These students may receive one-on-one instruction or group instruction. Students who have been suspended or expelled are not considered excluded in this sense.

EFFECTIVE INSTRUCTION FOR STUDENTS WITH DISABILITIES

- *Goal Directed*: Each child must have an Individualized Education Program (IEP) that distinguishes his/her particular needs. The child must get the services that are designed for him/her. These services will allow him/her to reach his/her annual goals which will be assessed at the end of each term along with short-term goals that will be assessed every few months.

- *Research-Based Methods*- There has been a lot of research done about students with disabilities and the best way to teach them. Testing, IQs, interviews, the discrepancy model, etc. should all be used to determine where to place the child. Once that is determined, the next step is the best way for the child to learn. There are plenty of different programs such as the Wilson Reading Program and Direct Instruction

- *Guided by student performance*- While the IEP goals may be assessed every few months to a year, constant informal assessments must take place. These assessments will guide instruction for the teacher. The teacher will be able to determine if the material is too difficult or to easy.

SPECIAL SCHOOLS

A *special school* is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioural problems. Special schools may be specifically designed, staffed and resourced to provide appropriate special education for children with additional needs. Students attending special schools generally do not attend any classes in mainstream schools.

Special schools provide individualised education, addressing specific needs. Student to teacher ratios are kept low, often 6:1 or lower depending upon the needs of the children. Special schools will also have other facilities for children with special needs, such as soft play areas, sensory rooms, or swimming pools, which are necessary for treating students with certain conditions.

In recent times, places available in special schools are declining as more children with special needs are educated in mainstream schools. However, there will always be some children, whose learning needs cannot be appropriately met in a regular classroom setting and will require specialised education and resources to provide the level of support they require. An example of a disability that may require a student to attend a special school is intellectual disability. However, this practice is often frowned upon by school districts in the USA in the light of Least Restrictive Environment as mandated in the Individuals with Disabilities Education Act.

An alternative is a special unit or special classroom, also called a self-contained classroom, which is a separate room or rooms dedicated solely to the education of students with special needs within a larger school that also provides general education.

These classrooms are typically staffed by specially trained teachers, who provide specific, individualized instruction to individuals and small groups of students with special needs. Self-contained classrooms, because they are located in a general education school, may have students who remain in the self-contained classroom full-time, or students who are included in certain general education classes. In the United States a part-time alternative that is appropriate for some students is sometimes called a resource room.

HISTORY OF SPECIAL SCHOOLS

One of the first special schools in the world was the Institut National des Jeunes Aveugles in Paris, which was founded in 1784. It was the first school in the world to teach blind students. The first school in U.K, for the Deaf was established 1760 in Edinburgh by Thomas Braidwood, with education for visually impaired people beginning in the Edinburgh and Bristol in 1765.

In the 19th Century, people with disabilities and the inhumane conditions where they were supposedly housed and educated were addressed in the literature of Charles Dickens. Dickens characterized people with severe disabilities as having the same, if not more, compassion and insight in Bleak House and Little Dorrit.

Such attention to the downtrodden conditions of people with disabilities brought resulted in reforms in Europe including the re-evalutation of special schools. In the United States reform came more slowly. Throughout the mid half of the 20th century, special schools, termed institutions, were not only accepted, but encouraged. Students with disabilites were housed with people with mental illnesses, and they were not educated much, if at all.

Deinstitutionalization proceeded in the US beginning in the 1970s following the exposes of the institutions, and it has taken sometime before the Education for All Handicapped Children's Act of 1974, to the Individuals with Disabilities Education Act (IDEA) and then Individuals with Disabilities Educational Improvement Act (IDEIA) have come into fruition. School integration was supported as early as the 1970s, and teacher preparation programs in higher education have carefully taught and instructed graduates on inclusion at the classroom, individual, school, and district levels for decades resulting in dual certification of "regular teachers".

With the Amendments to the Individuals with Disabilities Act of 1997, school districts in the United States began to slowly integrate students with moderate and severe special needs into regular school systems. This changed the form and function of special education services in many school districts and special schools subsequently saw a steady decrease in enrollment as districts weighed the cost per student. It also posed general funding dilemmas to certain local schools and districts, changed how schools view assessments, and formally introduced the concept of inclusion to many educators, students and parents.

INSTRUCTIONAL STRATEGIES

Different instructional techniques are used for some students with special educational needs. Instructional strategies are classified as being either *accommodations* or *modifications*.

An *accommodation* is a reasonable adjustment to teaching practices so that the student learns the same material, but in a format that is more accessible to the student. Accommodations may be classified by whether they change the presentation, response, setting, or scheduling of lessons. For example, the school may accommodate a student with visual impairments by providing a large-print textbook. This is a presentation accommodation.

A *modification* changes or adapts the material to make it simpler. Modifications may change what is learned, how difficult the material is, what level of mastery the student is expected to achieve, whether and how the student is assessed, or any another aspect of the curriculum. For example, the school may modify a reading assignment for a student with

reading difficulties by substituting a shorter, easier book. A student may receive both accommodations and modifications.

EXAMPLES OF MODIFICATIONS

- Skipping subjects: Students may be taught less information than typical students, skipping over material that the school deems inappropriate for the student's abilities or less important than other subjects. For example, students with poor fine motor skills may be taught to print block letters, but not cursive handwriting.
- Simplified assignments: Students may read the same literature as their peers but have a simpler version, such as Shakespeare with both the original text and a modern paraphrase available.
- Shorter assignments: Students may do shorter homework assignments or take shorter, more concentrated tests.
- Extra aids: If students have deficiencies in working memory, a list of vocabulary words, called a *word bank*, can be provided during tests, to reduce lack of recall and increase chances of comprehension. Students might use a calculator when other students do not.
- Extended time: Students with a slower processing speed may benefit from extended time for assignments and/or tests in order to have more time to comprehend questions, recall information, and synthesize knowledge.

EXAMPLES OF ACCOMMODATIONS

- Response accommodations: Typing homework assignments rather than hand-writing them (considered a modification if the subject is learning to write by hand). Having someone else write down answers given verbally.
- Presentation accommodations: Examples include listening to audiobooks rather than reading printed books. These may be used as substitutes for the text, or as supplements intended to improve the students' reading fluency and phonetic skills. Similar options include designating a person to read to the student, or providing text to speech software. This is considered a modification if the purpose of the assignment is reading skills acquisition. Other presentation accommodations may include designating a person to take notes during lectures or using a talking calculator rather than one with only a visual display.
- Setting accommodations: Taking a test in a quieter room. Moving the class to a room that is physically accessible, e.g., on the first floor of a building or near an elevator. Arranging seating assignments to benefit the student, e.g., by sitting at the front of the classroom.
- Scheduling accommodations: Students may be given rest breaks or extended time on tests (may be considered a modification, if speed is a factor in the test). Use a timer to help with time management.

All developed countries permit or require some degree of accommodation for students with special needs, and special provisions are usually made in examinations which take place at the end of formal schooling.

In addition to how the student is taught the academic curriculum, schools may provide non-academic services to the student. These are intended ultimately to increase the student's personal and academic abilities. Related services include developmental, corrective, and other supportive services as are required to assist a student with special needs and includes speech and language pathology, audiology, psychological services, physical therapy, occupational therapy, counseling services, including rehabilitation counseling, orientation and mobility services, medical services as defined by regulations, parent counseling and training, school health services, school social work, assistive technology services, other appropriate developmental or corrective support services, appropriate access to recreation and other appropriate support services. In some countries, most related services are provided by the schools; in others, they are provided by the normal healthcare and social services systems.

As an example, students who have autistic spectrum disorders, poor impulse control, or other behavioral challenges may learn self-management techniques, be kept closely on a comfortingly predictable schedule, or given extra cues to signal activities.

A university field, termed *severe disabilities*, also is taught throughout the US university sector in schools of education. Advanced instruction is based upon community-referenced instruction, and alignment with transition to adulthood and progressive community practices.

Rehabilitation counseling personnel are often association with supported employment services, and typically with "transition to adulthood" in which multi-decade recommendations for better coordination between the school and the community service sectors have been made at the federal and university levels.

ISSUES

At-risk students (those with educational needs that are not associated with a disability) are often placed in classes with students who have disabilities. Critics assert that placing at-risk students in the same classes as students with disabilities may impede the educational progress of people with disabilities. Some special education classes have been criticized for a watered-down curriculum.

The practice of inclusion (in mainstream classrooms) has been criticized by advocates and some parents of children with special needs because some of these students require instructional methods that differ dramatically from typical classroom methods. Critics assert that it is not possible to deliver effectively two or more very different instructional methods in the same classroom. As a result, the educational progress of students who depend on different instructional methods to learn often fall even further behind their peers.

Parents of typically developing children sometimes fear that the special needs of a single "fully included" student will take critical levels of attention and energy away from the rest of the class and thereby impair the academic achievements of all students.

Linked to this, there is debate about the extent to which students with special needs, whether in mainstream or special settings, should have a specific pedagogy, based on the scientific study of particular diagnostic categories, or whether general instructional techniques are relevant to all students including those with special needs.

Some parents, advocates, and students have concerns about the eligibility criteria and their application. In some cases, parents and students protest the students' placement into special education programs. For example, a student may be placed into the special education programs due to a mental health condition such as obsessive compulsive disorder, depression, anxiety, panic attacks or ADHD, while the student and his parents believe that the condition is adequately managed through medication and outside therapy. In other cases, students whose parents believe they require the additional support of special education services are denied participation in the program based on the eligibility criteria.

Whether it is useful and appropriate to attempt to educate the most severely disabled children, such as children who are in a persistent vegetative state, is debated. While many severely disabled children can learn simple tasks, such as pushing a buzzer when they want attention, some children may be incapable of learning. Some parents and advocates say that these children would be better served by substituting improved physical care for any academic program. In other cases, they question whether teaching such non-academic subjects, such as pushing a buzzer, is properly the job of the school system, rather than the health care system.

Another large issue is the lack of resources enabling individuals with special needs to receive an education in the developing world. As a consequence, 98 percent of children with special needs in developing countries do not have access to education.

ISSUES IN MATH

1.) **Cognitive Development**

- **Declarative Knowledge**- This means remembering math facts that children build off of for each new lesson taught by the teacher
- **Procedural Knowledge**- This is the difficulties that students have remembering the procedures or steps for various operations. An example of this would be the Order of Operations. Most students remember that the order is parentheses, exponents, multiplication, division, addition, and then subtraction. Children remember this through various chants and rhymes. However, children with disabilities have difficulty grasping procedural knowledge.
- **Conceptual Knowledge**- This is the overall picture. Some students with disabilities have difficulties understanding how various math concepts relate and what mathematics means to our society.

2.) **Problems in performance**

- **Writing numbers and different math symbols correctly**- Some children with various disorders such as dyslexia and dysgraphia will greatly struggle with this.
- **Recalling the meanings of symbols and answers to basic facts** – This goes along closely with cognitive issues. Some of these children may recognize the math symbol or the basic problem; however, they cannot recall the meaning of the symbol or answer to the math fact.
- **Counting** – Some children may forget which numbers come first, last, etc.
- **Following the steps of a strategy** – Word problems can sometimes cause an issue of a step-by-step process. Children with disabilities may forget the order, how to use context clues, etc.

3.) **Performance on basic arithmetic**

- **Errors in computation** -The child may be able to actually understand the problem and how to solve it. However, there may be various mistakes throughout the multi-step problem.
- **Difficulty with the fact retrieval** – Every child must know their basic facts and be able to retrieve them. If the child cannot, he will struggle in math.

4.) **Difficulty with word problems**

- **Excluding irrelevant information** – Students with disabilities have a difficult time picking out information that is irrelevant.
- **Complex sentence structures** – These children may have difficulty reading the actual problem itself due to the complex wording.

NATIONAL APPROACHES

AFRICA

SOUTH AFRICA

White Papers in 1995 and 2001 discuss special education in the country. Local schools are given some independent authority. Both modifications and accommodations are recommended, depending on the student's individual needs.

ASIA

INDIA

There are many special schools in India providing special education with a view to taking care of the needy children with mental / physical disabilities. The Global Open University Nagaland has also decided to help the State Government in providing special education in different Districts of Nagaland with the sponsorship of national / international bodies.

JAPAN

Japanese students with special needs are placed in one of four different school arrangements: special schools, special classrooms with another school, in resource rooms (which are called *tsukyu*), or in regular classrooms.

Special schools are reserved for students whose severe disabilities cannot be accommodated in the local school. They do not use the same grading or marking systems as mainstream schools, but instead assess students according to their individualized plans.

Special classes are similar, and may vary the national curriculum as the teachers see fit. *Tsukyu* are resource rooms that students with milder problems use part-time for specialized instruction individually in small groups. These students spend the rest of the day in the mainstream classroom. Some students with special needs are fully included in the mainstream classroom, with accommodations or modifications as needed.

Training of disabled students, particularly at the upper-secondary level, emphasizes vocational education to enable students to be as independent as possible within society. Vocational training varies considerably depending on the student's disability, but the options are limited for some. It is clear that the government is aware of the necessity of broadening the range of possibilities for these students. Advancement to higher education is also a goal of the government, and it struggles to have institutions of higher learning accept more disabled students.

SINGAPORE

Special education is regulated centrally by the Singapore Ministry of Education. Both special schools and integration into mainstream schools are options for students with special educational needs, but most students with disabilities are placed in special schools.

Students with special education who wish accommodations on national exams must provide appropriate documentation to prove that they are disabled. Accommodations, but not modifications (e.g., simpler questions) are normally approved if they are similar to the accommodations already being used in everyday schoolwork, with the goal of maintaining the exam's integrity while not having students unfairly disadvantaged by factors that are unrelated to what is being tested. The accommodations are listed on the Primary School Leaving Exam.

AUSTRALIA

Australian Association of Special Education Inc (AASE)‘s position is informed by the Disability Standards for Education 2005 which require that students with disabilities are treated on the same basis as other students in regards to enrollment and participation in education.

With respect to standardized tests, special consideration procedures are in place in all states for students who are disabled. Students must provide documentation Not all desired forms of accommodations are available. For example, students who cannot read, even if the inability to read is due to a disability, cannot have the exam read to them, because the exam results should accurately show that the student is unable to read. Reports on matriculation exams do not mention whether the student received any accommodations in taking the test.

EUROPE

Each country in Europe has its own special education support structures.

CZECH REPUBLIC

Schools must take students' special education needs into account when assessing their achievements.

DENMARK

In Denmark, 99% of students with specific learning difficulties like dyslexia are educated alongside students without any learning challenges.

FINLAND

Schools adapt the national guidelines to the needs of individual students. Students with special educational needs are given an individualized plan.

They may be exempted from some parts of school examinations, such as students with hearing impairments not taking listening comprehension tests. If the student receives modifications to the school-leaving exams, this is noted on the certificate of achievement. If they are not following the national core curriculum, then they are tested according to the goals of their individual educational program.

FRANCE

French students with disabilities are normally included in their neighborhood school, although children may be placed in special schools if their personalized plan calls for it. Each student's personalized school plan describes teaching methods, psychological, medical and paramedical services that the school will provide to the student.

GERMANY

Most students with special needs in Germany attend a special school that serves only children with special needs. These include:

- *Förderschule für Lernbehinderte* (special school for learning disabilities): for children who have challenges that impair learning
- *Förderschule mit dem Förderschwerpunkt Geistige Entwicklung* (school for cognitive development): for children with very severe learning challenges
- *Förderschule Schwerpunkt emotionale und soziale Entwicklung* (school for emotional and social development): for children who have special emotional needs
- *Förderschule für Blinde* (school for the blind): for blind children
- *Förderschule für Sehbehinderte* (school for the visually impaired): for children who are visually challenged
- *Förderschule für Gehörlose* (school for the deaf): for deaf children
- *Förderschule für Schwerhörige* (school for the hearing impaired): for children who are hearing impaired
- *Förderschule für Körperbehinderte* (school for children with physical disabilities): for children with physical disabilities
- *Förderschule für Sprachbehinderte* (school for children with language disorders): for children with language disorders
- *Förderschule für Taubblinde* (school for the deafblind): for children who are deafblind
- *Schule für Kranke* (school for ill children): for children who are too ill to attend school or are hospitalized for a longer
- *Förderschule für schwer mehrfach Behinderte* (school for children with severe and multiple disabilities): for children with severe and multiple disabilities who need very special care and attention. Sometimes these children are only susceptible for very basic emotional and sensory stimulation. Thus teachers at these school (as well as at schools for the deafblind) are highly specialized professionals.



A special school for children with special emotional needs in Kötitz, Germany

One in 21 German students attends a special school. Teachers at those schools are specially trained professionals who have specialized in special needs education while in university. Special schools often have a very favorable student-teacher ratio and facilities other schools do not have.

Some special needs children in Germany do not attend a special school, but are educated in a mainstream school such as a Hauptschule or Gesamtschule (comprehensive school).

Students with special educational needs may be exempted from standardized tests or given modified tests.

GREECE

Greek students with special needs may attend either mainstream schools or special schools.

Students whose disabilities have been certified may be exempted from some standardized tests or given alternative tests.

Accommodations are responsive to students' needs; for example, students with visual impairments may take oral tests, and students with hearing impairments take written tests. Accommodations and modifications are noted on the certificate of achievement.

HUNGARY

Special education is regulated centrally.

According to the 1993 Act on Public Education, students with special educational needs may be exempted from standardized tests or given modified tests. They have a right to extra time, a choice of formats for the tests (e.g., oral rather than written), and any equipment that they normally use during the school day.

As of 2006, students with disabilities received a significant bonus (eight points) on the university entrance examination, which has been criticized as unfair.

THE NETHERLANDS

As a general rule, students with special educational needs are integrated into their regular, mainstream schools with appropriate support, under the "Going to School Together" policy (*Weer Samen Naar School*). Four types of disability-specific special schools exist. The national policy is moving towards "suitable education" (*passend onderwijs*), based on the individual's strengths and weakensses.

A strong emphasis is placed on the specific needs and positive capabilities of the individual, rather than on limitations. Disabilities are normally documented by experts.

NORWAY

The National Support System for Special Needs Education (Statped) is managed by the Norwegian Directorate for Education and Training. The general objective for Statped is to give guidance and support to those in charge of the education in municipalities and county

administrations to ensure that children, young people and adults with major and special educational needs are secured well-advised educational and developmental provisions. The institutions affiliated with Statped offer a broad spectrum of services. Statped consists of 13 resource centres owned by the State, and 4 units for special education, where Statped buys services. These centres offer special educational guidance and support for local authorities and county administrations.

PORTUGAL

Students with disabilities have a "guaranteed right" to appropriate accommodations on assessments. Schools are generally considered autonomous.

SLOVENIA

On national tests, the National Examination Center normally grants most requests for accommodations that are supported by the local school's examination committee. Legislation opposes the use of modifications that would be unfair to non-disabled students.

SPAIN

Schools are required to provide services and resources to students with special educational needs so that they make progress and participate in school. If the local school is unable to provide appropriately for an individual student, then the student may be transferred to a special school.

Spanish non-governmental organizations like ONCE have traditionally provided significant services to students with disabilities.

SWEDEN

Local schools have significant autonomy, based on national guidelines. Schools are expected to help students meet the goals that are set for them.

There are special schools (Swedish:Särskola) for students with low abilities to attend normal education. There has in 2012-2013 been media criticism on the fact that students with light problems such as dyslexia have been placed in special schools, seriously hampering their chances on the labour market.

SWITZERLAND

Education is controlled by the 26 cantons, and so special education programs vary from place to place. However, integration is typical. Students are assessed according to their individual learning goals.

UNITED KINGDOM

In England and Wales the acronym *SEN* for Special Educational Needs denotes the condition of having special educational needs, the services which provide the support and the programmes and staff which implement the education. In England *SEN PPS* refers to the Special Educational Needs Parent Partnership Service. *SENAS* is the special educational needs assessment service, which is part of the Local Authority. *SENCO* refers to a special educational needs coordinator, who usually works with schools and the children within schools who have special educational needs. The Special Educational Needs Parent Partnership Services help parents with the planning and delivery of their child's educational provision. The Department for Education oversees special education in England.

Most students have an individual educational plan, but students may have a group plan in addition to, or instead of, an individual plan. Groups plans are used when a group of students all have similar goals.

In Scotland the Additional Support Needs Act places an obligation on education authorities to meet the needs of all students in consultation with other agencies and parents. In Scotland the term Special Educational Needs (SEN), and its variants are not official terminology although the very recent implementation of the Additional Support for Learning Act means that both *SEN* and *ASN* (Additional Support Needs) are used interchangeably in current common practice.

TURKEY

All special-needs students receive an Individualized Education Program (BEP) that outlines how the school will meet the student's individual needs. The Özel Eğitim Kurumları Yönetmeliğ (ÖEKY) requires that students with special needs be provided with a Free Appropriate Public Education in the Least Restrictive Environment that is appropriate to the student's needs. Government-run schools provide special education in varying degrees from the least restrictive settings, such as full inclusion, to the most restrictive settings, such as segregation in a special school.

The education offered by the school must be appropriate to the student's individual needs. Schools are not required to maximize the student's potential or to provide the best possible services. Unlike most of the developed world, American schools are also required to provide many medical services, such as speech therapy, if the student needs these services.

According to the Department of Education, approximately 10 percent of all school-aged children) currently receive some type of special education services.

As with most countries in the world, students who are poor, ethnic minorities, or do not speak the dominant language fluently are disproportionately identified as needing special education services.

Poor, refugies are more likely to have limited resources and to employ inexperienced teachers that do not cope well with student behavior problems, "thereby increasing the number of students they referred to special education." Teacher efficacy, tolerance, gender, and years of experience and special education referrals.

NORTH AMERICA

In North America, special education is commonly abbreviated as *special ed*, *SpecEd*, *SPED*, or *SpEd* in a professional context.

CANADA

Education in Canada is the responsibility of the individual provinces and territories. As such, rules vary somewhat from place to place. However, inclusion is the dominant model.

For major exams, Canadian schools commonly use accommodations, such as specially printed examinations for students with visual impairments, when assessing the achievements of students with special needs. In other instances, alternative assessments or modifications that simplify tests are permitted, or students with disabilities may be exempted from the tests entirely.

UNITED STATES

All special-needs students receive an Individualized Education Program (IEP) that outlines how the school will meet the student's individual needs. The Individuals with Disabilities Education Act (IDEA) requires that students with special needs be provided with a Free Appropriate Public Education in the Least Restrictive Environment that is appropriate to the student's needs. Government-run schools provide special education in varying degrees from the least restrictive settings, such as full inclusion, to the most restrictive settings, such as segregation in a special school. The education offered by the school must be appropriate to the student's individual needs. Schools are not required to maximize the student's potential or to provide the best possible services. Unlike most of the developed world, American schools are also required to provide many medical services, such as speech therapy, if the student needs these services.

According to the Department of Education, approximately 6 million children (roughly 10 percent of all school-aged children) currently receive some type of special education services. As with most countries in the world, students who are poor, ethnic minorities, or do not speak the dominant language fluently are disproportionately identified as needing special education services. Poor, black and Latino urban schools are more likely to have limited resources and to employ inexperienced teachers that do not cope well with student behavior problems, "thereby increasing the number of students they referred to special education."

During the 1960s, in some part due to the civil rights movement, some researchers began to study the disparity of education amongst people with disabilities. The landmark Brown

v. Board of Education decision, which declared unconstitutional the "separate but equal" arrangements in public schools for students of different races, paved the way for PARC v. Commonwealth of Pennsylvania and Mills *vs.* Board of Education of District of Columbia, which challenged the segregation of students with special needs. Courts ruled that unnecessary and inappropriate segregation of students with disabilities was unconstitutional. Congress responded to these court rulings with the federal Education for All Handicapped Children Act in 1975 (since renamed the Individuals with Disabilities Education Act (IDEA)). This law required schools to provide services to students previously denied access to an appropriate education.



The CIU Team Members : Dr. Priya Ranjan Trivedi, Dr. Avinash Chiranjeev, Dr. Kamlesh Kumar, Ms. Neelam Joshi, Dr. Tanuja Trivedi and Dr. Utkarsh Sharma with the then President of India Hon'ble Shri Pranab Mukherjee at New Delhi (2017).

In US Government-run schools, the dominant model is inclusion. In the United States, three out of five students with academic learning challenges spend the overwhelming majority of their time in the regular classroom.

Chapter 7
ALTERNATIVE EDUCATION

Alternative Education, also known as non-traditional education or educational alternative, includes a number of approaches to teaching and learning separate from that offered by mainstream or traditional education. Educational alternatives are rooted in a number of philosophies differing from those of mainstream education. Although some alternatives have political, scholarly or philosophical orientations, others were begun by informal associations of teachers and students dissatisfied with some aspects of mainstream education. Educational alternatives (which include charter, alternative and independent schools and home-based learning) vary, but usually emphasize small class sizes, close relationships between students and teachers and a sense of community.

TERMINOLOGY

Alternative education refers to education which does not conform to a conventional standard. In the United States the public-school system may set this standard, although public schools adopt an alternative approach as well. Synonyms for "alternative" in this context include "non-traditional," "non-conventional" and "non-standardized". Alternative educators use terms such as "authentic", "holistic" and "progressive". The U.S.Department of Education describes an alternative school as “a public elementary/secondary school that: 1) addresses needs of students that typically cannot be met in a regular school; 2) provides nontraditional education; 3) serves as an adjunct to a regular school; or 4) falls outside the categories of regular, special education, or vocational education”



Poor children attending an Alternative School in India

ORIGINS

Alternative education presupposes a tradition to which the "alternative" is opposed. This limits the term to the last two or three centuries and the growth of standardized, compulsory primary and secondary education. Nineteenth-century educators, including Swiss humanitarian Johann Heinrich Pestalozzi; the American transcendentalists Amos Bronson Alcott, Ralph Waldo Emerson, and Henry David Thoreau; founders of progressive education John Dewey and Francis Parker, and educational pioneers such as Friedrich Fröbel, Maria Montessori and Rudolf Steiner (founder of the Waldorf schools) believed that education should cultivate the moral, emotional, physical, psychological, and spiritual aspects of the developing child. Anarchists such as Leo Tolstoy and Francisco Ferrer Guardia emphasized education as a force for political liberation, secularism and the elimination of class distinctions. After World War II an alternative Reggio Emilia approach to early-childhood education was developed in Italy, introduced by Loris Malaguzzi.

Cultural critics such as John Caldwell Holt, Paul Goodman, Frederick Mayer and George Dennison have examined education from individualist, anarchist, and libertarian perspectives. Other writers, from Paulo Freire to American educators Herbert Kohl and Jonathan Kozol, have criticized mainstream Western education from the viewpoint of liberal and radical politics.

The argument for an approach catering to the interests and learning style of an individual is supported by research suggesting that a learner-responsible model is more effective than a teacher-responsible one. Ron Miller has identified five elements common to educational alternatives:

1. Respect for the person
2. Balance
3. Decentralization of authority
4. Noninterference among the political, economic, and cultural spheres of society
5. A holistic worldview

IN THE UNITED STATES

A variety of educational alternatives exist at the elementary, secondary and tertiary level in four categories: school choice, alternative schools, independent schools and home-based education.

SCHOOL CHOICE

Public-school alternatives in the U.S. include separate schools, classes, programs and semi-autonomous "schools within schools". Public school-choice options are open to all students, although some have waiting lists. Among these are charter schools, combining private initiatives and state funding, and magnet schools, which attract students to a particular program (such as the performing arts).

ALTERNATIVE SCHOOL

"Alternative school" describes a number of educational approaches employing nontraditional philosophies, curricula and methods. Some alternative schools have a strong philosophical, political or practical orientations; others are *ad hoc* assemblies of teachers and students seeking to explore possibilities unavailable in traditional education.

DROPOUT PREVENTION

Advocates of programs designed to prevent (or discourage) students from leaving secondary school before graduation believe that leaving school without a diploma negatively impacts an individual's professional and personal life and society at large. Individual schools have tried to address the problem; three programs have been used in the U.S.:

- *Check and Connect:* A dropout-prevention model developed in Minnesota in a partnership with the University of Minnesota, local public schools and community service organizations and focusing in on students with learning, emotional and behavioral disabilities. Students are paired with a mentor, who assesses attendance, academics and overall performance with discussions twice a month. This individual attention connects the student with school personnel and family- and community-service providers if intervention is needed.

  A 1998 study by Sinclair and colleagues shows overall positive effects on 94 high school students from Minneapolis public schools in the program. The study found that students enrolled in the program were somewhat less likely to drop out of school after the end of freshman year (nine percent, compared with 30 percent). The positive outcome remained after the final checkup at the end of senior year: 39 percent of students in the program dropped out of high school, compared to 58 percent of those not enrolled. Program students also earned more course credits in their ninth-grade year than non-program students. According to the Dakota County schools in Minnesota, the cost of implementing the program was about $1,400 per student in 2001 and 2002.

- *Career Academies:* Targeting the most at-risk students, Career Academies are a school-within-a-school model with a career-themed approach to learning. About 2,500 academies are operated nationwide. Found in larger high schools, it creates a smaller community by keeping students with the same teachers for three or four years. The program requires students to take career-related courses in subjects such as finance and technology, partnering with local employers to offer internships.

  A 2000 study by Kemple and Snipes shows overall positive effects for 1,700 high school students in nine Career Academies. The study found that the most at-risk students participating in the program produced fewer dropouts (21 percent, compared with 32 percent). Forty percent of Academy students had earned enough

credits by their senior year to graduate, compared with 25 percent of non-Academy students. According to the California Partnership Academies, Career Academies intervention cost $600 more per pupil than for a non-Academy student in 2004.

- *Talent Development High School:* Developed in 1994 by the Center for Research on the Education of Students Placed at Risk, the program was initiated at Patterson High School in Baltimore, Maryland. The TDHS approach is a holistic intervention, with dropout prevention as one component. It divides a large high school into smaller learning communities (like Career Academies), with a more-extensive program. There is a ninth-grade academy, a career academy for the upper grades and a "Twilight" after-school program for students with discipline and attendance problems. The program reforms students' low expectations and schools' poor academic preparation through a college-preparatory curriculum in ninth and tenth grades and increased emphasis on English and mathematics.

  A 2005 study by Kemple, Herlihy, and Smith, following 30 groups of participants for four years in Philadelphia, Pennsylvania, found that students in the program earned slightly more course credits over the first two years of high school than those not in the program (9.5 credits, compared with 8.6 credits), and were somewhat more likely to progress to tenth grade (68 percent, compared with 60 percent). According to Johns Hopkins University 's Center for the Social Organization of Schools (CSOS) (developer of the initiative), average costs for a student participating in the Talent Development High School model are an additional $350 a year per student.

On March 1, 2010, President Barack Obama called on the states to identify and focus on schools with graduation rates below 60 percent. Those districts may be eligible for federal aid, since his budget proposal included $900 million in "school turnaround grants" in addition to $3.5 billion in federal aid the administration committed to persistently low-performing schools. The president committed $50 million to the Graduation Promise Fund.

INDEPENDENT SCHOOLS

Independent, or private, schools have flexibility in staff selection and educational approach. Many are Montessori and Waldorf schools (the latter also known as Steiner schools, after their founder Rudolf Steiner). Other independent schools include democratic or free schools, such as Clonlara School, which is the oldest, continually operating K-12 alternative school in the country, the Sudbury schools, open classroom schools, those based on experiential education and schools using an international curriculum such as the International Baccalaureate and Round Square schools.

HOMESCHOOLING

Families seeking alternatives for educational, philosophical or religious reasons, or if there is no nearby educational alternative may opt for home-based education. A minor branch is unschooling, an approach based on interest rather than a curriculum. Others enroll in

umbrella schools which provide a curriculum. Homeschool courses give students in-depth, personal attention in any subject with which they struggle or excel. Some homeschool families form a cooperative, where parents with expertise in a subject may teach a children from a number of families while their children are taught by other parents.

SELF-EDUCATION

Self-directed inquiry is recognized at all levels of education, from the "unschooling" of children to the autodidacticism of adults, and may occur separately from (or with) traditional forms of education.

IN OTHER COUNTRIES

CANADA

To add a historical context, in Canada education falls under the jurisdiction of the provincial government. The term "alternative school" first became more familiar in educational vocabulary in the early 1970s with several small elementary and secondary schools being introduced into public school boards of education.

ORIGINS

In Canada alternative education stems from two philosophical educational points of view, Progressive and Libertarian. According to Levin, 2006 the term "alternative" was adopted partly to distinguish these schools from the independent, parent-student-teacher-run "free" schools that preceded them (and from which some of the schools actually evolved) and to emphasize the boards' commitment to options within the public school system. Progressive educational tradition places emphasis on both the need to incorporate curriculum and teaching to match the stages of child development and the gradual integration of the child into adult society through planned experiential learning. The sources of stimulus would be from the philosopher John Dewey in the United States, from post WW1 New Schools in Great Britain and the Steiner/Waldorf schools in Europe. The Libertarian tradition focuses on the rights of the parents and children to make their own educational and life choices. As noted by Levin “It is rooted in the belief to uphold the individual freedom and the innate goodness of the child against institutional and social conformity and the corrupting influences of modern society.”

SCHOOL TYPES

The 1980s saw a shift to special schools and/or programs for those students that excelled in academia, were artistically talented, or through programs linking schooling with the workplace in a co-operative venture. It might be considered as a natural evolution of education to offer options and not a regimented one size fits all approach. Most alternative high schools falling under public jurisdiction offered independent study programs, basic-skills programs, and were mini-high schools with a mixture of conventional and nonconventional courses, and schools with an arts focus. They also offered smaller classes,

closer and more informal relations with teachers, and greater flexibility in course selection and timetabling. The most recent development within alternative education in Canada may be to follow the United States in their “Charter School” movement. In the US specific states have passed legislation permitting their departments of education or local school boards to issue "charters" directly to individual schools wishing to operate autonomously. Alberta is the first province that has already embraced this model.

INDIA

Since the early 20th century, educators have discussed and implemented alternative forms of education, such as Rabindranath Tagore's Visva-Bharati University, Sri Aurobindo's Sri Aurobindo International Centre of Education, Krishnamurti schools and The Peepal Grove School. Traditional learning in India involved students living in gurukulas, where they received free food, shelter and education from a guru ("teacher" in Sanskrit). Progress was based on tests given by the gurus, and the system aimed to nurture students' creativity and personality development. Although mainstream education in India is based on the system introduced by Lord Macaulay, a few projects aim to rejuvenate the earlier method. Some students in these (and similar) projects conduct research in Sanskrit studies, Vedic studies, Vedic science, yoga and ayurveda. Others, after completing their education in a gurukula, enter mainstream higher education. The Global Open University Nagaland in association with the Commonwealth of Virtual Education and Research (COVER) is working on a master plan for designing and implementing alterantive forms of vocational and skill based education for the adult learners who may or may not have any formal qualification.

JAPAN

Japanese education is a nationwide, standardized system under the Ministry of Education. The only alternative options have been accredited, private schools with more freedom of curricula (including textbook choice; public schools are limited to government-approved textbooks), teaching methods and hiring guidelines. Nearly all private schools require a competitive entrance examination and charge tuition, with few scholarships available. Interest in alternative education was sparked during the 1980s by student violence and bullying, school refusal, social anxiety disorder and, in the worst cases, suicide; the desire to enable young people to keep up with a globalized economy is an additional impetus.

"Free school" is a term used to describe a non-profit group (or independent school) which specializes in the care and education of children who refuse to attend standard schools. The first democratic school was founded in 1985 as a shelter for children avoiding the school environment, and a number of other such schools have been established. In 1987 the first of seven Waldorf schools in Japan was founded, and other alternatives include a growing homeschooling movement.

In 2003 Japan introduced Special Zones for Structural Reform (構造改革特別区域), based on China’s Special Economic Zone policy, which enable the opening of government-

accredited schools providing alternative education. Two years later, the first such school was founded.

Despite the schools' high tuition, some parents send their children to international schools to acquire fluency in a foreign language (usually English). Although international schools are not certified by the Japanese government, many are approved by their native country (the U.S., Canada, Germany, France, Korea and China) and some offer an International Baccalaureate program.

UNITED KINGDOM

In 2003, there were about 70 alternative schools in the United Kingdom. Summerhill School was established by A.S. Neill in 1921, as the first of a number of democratic schools; most have since closed, except for Summerhill, Sands School, Park School and Small Acres School. There are 34 Steiner-Waldorf schools in the UK, and homeschooling is another alternative. Though alternative schools were until recently all fee-paying, the introduction of state-funded Free Schools since 2011 has been changing the educational landscape. So far only one of the free schools funded has been an alternative (Steiner) school.

Confusingly the mainstream state-funded sector sometimes uses the term 'alternative education' to refer to pupil referral units and other provision for children whose behavioural issues mean they cannot continue in mainstream primary or secondary schools.

Chapter 8
EXPERIENTIAL EDUCATION

Experiential Education is a philosophy of education that describes the process that occurs between a teacher and student that infuses direct experience with the learning environment and content. The term is not interchangeable with experiential learning; however experiential learning is a sub-field and operates under the methodologies of experiential education. The Association for Experiential Education regards experiential education as "a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities." Experiential education is the term for the philosophy and educational progressivism is the movement which it informed.



A view of the Experiential Education Conclave at Bangalore (2014)

ABOUT

John Dewey was the most famous proponent of experiential education, writing *Experience and Education* (1938). It expressed his ideas about curriculum theory in the context of historical debates about school organization and the need to have experience as central in the educational process; hence, experiential education is referred to as a philosophy. Dewey's fame during that period rested on relentlessly critiquing public education and pointing out that the authoritarian, strict, pre-ordained knowledge approach of modern traditional education was too concerned with delivering knowledge, and not enough with understanding students' experiences.

Dewey's work influenced dozens of other prominent experiential models and advocates in the later 20th century, including Foxfire, service learning, Kurt Hahn and Outward Bound, and Paulo Freire. Freire is often cited in works on experiential education. He

focused on the participation by students in experience and radical democracy, and the creation of *praxis* among learners.

John Dewey was an educator, but he was foremost a philosopher. His interests included political philosophy, metaphysics, epistemology, aesthetics, logic, and philosophy of education. Political philosophy was one of his many philosophical interests. He saw weaknesses in both the traditional and progressive styles of education. He explains in length his criticisms of both forms of education in his book, *Experience & Education* (1938). In essence, he did not believe that they met the goals of education, which he defined as obtaining freedom of thought. Dewey did not believe in freedom of thought in any kind of absolute sense.

Dewey advocated that education be based upon the quality of experience. For an experience to be educational, Dewey believed that certain parameters had to be met, the most important of which is that the experience has continuity and interaction. Continuity is the idea that the experience comes from and leads to other experiences, in essence propelling the person to learn more. Interaction is when the experience meets the internal needs or goals of a person. Dewey also categorizes experiences as possibly being mis-educative and non-educative. A mis-educative experience is one that stops or distorts growth for future experiences. A non-educative experience is one in which a person has not done any reflection and so has obtained nothing for mental growth that is lasting (*Experience & Education,* Dewey).

In addition to the notions raised by Dewey, recent research has shown that experiential learning does not replace traditional methods of learning. Instead, experiential learning is designed to improve one's understanding by giving one the freedom to explore and find the learning path that is most suitable for him or her.

PRACTICE

The methodologies reflected in experiential education have evolved since the time of Hahn and Dewey. For experiential education to become efficient pedagogy, physical experience must be combined with reflection. Adding reflective practice, allows for personal introspection of challenges and key learnings. That is, physical challenges provide a gateway in which we can observe qualities about ourselves, and those whom we are working with. Further, for the efficacy of experiential education, experiences must be separated, giving the learner sufficient time to process the information.

Experiential education informs many educational practices underway in schools (formal education) and out-of-school (informal education) programs. Many teaching methods rely on experiential education to provide context and frameworks for learning through action and reflection.

- Outdoor education uses organized learning activities that occur in the outdoors, and uses environmental experiences as a learning tool.

- Service learning is a combination of community service with stated learning goals, relying on experience as the foundation for meaning.
- Cooperative learning alters homogeneous groupings in order to support diverse learning styles and needs within a group.
- Active learning, a term popular in US education circles in the 1980s, encourages learners to take responsibility for their learning, requiring their experience in education to inform their process of learning.
- Environmental education is based in educating learners about relationships within the natural environment and how those relationships are interdependent. Students participate in outdoor activities as part of their learning experience.

Experiential education serves as an umbrella for linking many diverse practices into a coherent whole. Its philosophy is closely linked to numerous other educational theories, but it should not be conflated with progressive education, critical pedagogy, youth empowerment, feminist-based education, and constructivism. The development of experiential education as a philosophy has been intertwined with the development of these other educational theories; their contrasts have clarified differences.

Fellowships and other training programs are available for experiential educators; but, formal training in experiential methods is lacking for K-12 undergraduate teaching programs (see Wendel, A. and Mantil, A., (2008) and the National Society for Experiential Education).

EXAMPLES

Examples of experiential education abound in all disciplines. The educator Lucy Calkins writes,

If we asked our students for the highlight of their school careers, most would choose a time when they dedicated themselves to an endeavor of great importance...I am thinking of youngsters from P.S. 321, who have launched a save-the-tree campaign to prevent the oaks outside their school from being cut down. I am thinking of children who write the school newspaper, act in the school play, organize the playground building committee.... On projects such as these, youngsters will work before school, after school, during lunch. Our youngsters want to work hard on endeavors they deem significant.

Writing journals proves to be quite effective as part of English classes. Specifically, by writing "personal" and "text-related" journals, students find meaning in their own thoughts as well as in concepts learned in class. Personal journaling is the recording of past and present personal thoughts and events in the student's life to enhance self-awareness, student interest, and learning. Text-related journaling is writing about concepts learned in class in relation to students' personal experiences, to promote understanding.

Online Life Experience Degree is another type of experiential education where professionals who have good experience in their field which proves their devotion, efforts and hard work towards their domain are awarded with accredited education testimonials.

OTHER PROGRAMS

High school English classes in Rabun Gap-Nacoochee School, Georgia earned national attention for using their research and writing to publish the *Foxfire* journal. (Wigginton, 1985). Students researched the culture of the Appalachian Mountains through taped interviews with local people. They wrote and edited articles based upon their interviews. *Foxfire* has inspired hundreds of similar cultural journalism projects around the country.

Christchurch School, in the tidewater area of Virginia, has an experiential program called *Great Journeys Begin at the River*. The hands-on, skill-based, inside/outside curriculum is based on using the school's location on the Rappahannock River, in the Chesapeake Bay watershed. Students recycle aluminum to raise money for the school's oyster farm, which they tend in an effort to help save the Bay.

The Nicodemus Wilderness Project provides an environmental experiential education program with a global reach called the "Apprentice Ecologist Initiative". This scholarship-based opportunity is targeted for youth volunteers who want to help protect the environment. The initiative seeks to develop young people for leadership roles by engaging them in environmental cleanup and conservation projects, empower volunteers to rebuild the environmental and social well-being of our communities, and improve local living conditions for both citizens and wildlife.

Project OASES (Occupational and Academic Skills for the Employment of Students) emphasizes experiential education in the Pittsburgh public schools. Eighth graders, identified as potential dropouts, spend three periods a day involved in renovating a homeless shelter as part of a service project carried out within their industrial arts class. Students in such programs learn enduring skills, such as planning, communicating with a variety of age groups and types of people, and group decisionmaking. In their activities and in reflection, they come to new insights and integrate diverse knowledge from fields such as English, political science, mathematics, and sociology.

Presidential Classroom, a non-profit civic education organization in Washington D.C., is open to high school students from across the country and abroad. They meet and interact with government officials, media correspondents, congressman, and key players on the world stage to learn how public policy shapes many aspects of citizens' lives. Students travel to Washington and spend a week hearing from prominent speakers, meet with interest group spokesmen and tour the national capital.

Students participate in a group project directed by experienced instructors; they have mediated debates on current issues facing the country. The focus of the week is to give students a hands-on introduction to how "real world" politics take place.

The Advantage Foundation, a not-for-profit education organization in Western Australia, helps bridge the gap between university and employment via the Australian Business Icon program. The program engages young and emerging entrepreneurs in direct experience and focused reflection to increase knowledge, develop skills and clarify values. It requires students with innovative, strategic thinking, and analytical skills, to take on four (4) pre-organized innovative and entrepreneurial business-related tasks. The goal is to develop the communication, ethics, innovation and enterprise of students.

Global College, a four-year international study program offered by Long Island University, is based on self-guided, experiential learning while a student is immersed in foreign cultures. Regional centers employ mostly advisors rather than teaching faculty; these advisors guide the individual students in preparing a "portfolio of learning" each semester to display the results of their experiences and projects.

The New England Literature Program in the English Department at the University of Michigan is a 45-day program, in which University instructors live and work together with 40 UM students in the woods of Maine in early spring. They intensively study 19th and 20th-century New England literature, in a program that includes creative writing in the form of academic journaling, as well as a deep physical engagement with the landscape of New England. NELP students and staff take hiking trips into the White Mountains and other parts of the New England natural areas each week, integrating their experience of the landscape with writing and discussion of texts.

The Chicago Center for Urban Life and Culture is the only nonprofit and independent experiential educational program for college students in the United States. The Chicago Center is distinguished by unique seminars characterized by a 'First Voice' pedagogy, its location in the multi-ethnic Hyde Park neighborhood of Chicago, and development of several hundred internship sites in Chicago. While many of the students who attend Chicago Center grew up in cities, the majority are from suburban, rural and farming communities. Students participate individually in its Semester, May Term and Summer Session. The Chicago Center also designs and staffs programs for groups, what it calls "LearnChicago!", which promise non-tourist experiences in the city.

The Philadelphia Center is an off-campus program based on a model of experiential education. Recognized by The Great Lakes Colleges Association, The Philadelphia Center is currently the only undergraduate level program that supports independent living and encourages the use of the city as a classroom.

Several Australian high schools have established experiential education programmes, including Caulfield Grammar School's five-week internationalism programme in Nanjing, China and Geelong Grammar School's Timbertop outdoor education programme.

Other projects and "capstone" programs have included student teams writing their own international development plans and presenting them to presidents and foreign media and publishing their studies as textbooks in development studies, to running their own businesses, NGOs, or community development banks.

At the professional school level, experiential education is often integrated into curricula in "clinical" courses following the medical school model of "See one, Do one, Teach one", in which students learn by practicing medicine. This approach is being introduced in other professions in which skills are directly worked into courses to teach every concept (starting with interviewing, listening skills, negotiation, contract writing and advocacy, for example) to larger-scale projects in which students run legal aid clinics or community loan programs, or write legislation or community development plans.

The Boys and Girls Club of America provides a framework for youth development professionals to employ experiential learning methods.

Lifeworks International offers experiential, service-learning programs for high school students. Trips combine adventure travel, cultural immersion, community service, and global education during expeditions in China, Thailand, India, Costa Rica, Peru, the British Virgin Islands, and Ecuador and the Galapagos Islands.

Youth development programs have used experiential education methods to reach at-risk youth. An example is "Circus Harmony", based in St. Louis, Missouri. Their mission is to "teach the art of life through circus education". By learning circus arts skills, students come together from diverse backgrounds and experiences and learn from each other as well.

In Legal Education, critical pedagogy is associated with devising more equitable methods of teaching, helping students develop consciousness of freedom, and helping them connect knowledge to power.

CHANGE IN ROLES AND STRUCTURES

Whether teachers employ experiential education in cultural journalism, service learning, environmental education, or more traditional school subjects, its key idea involves engaging student voice in active roles for the purpose of learning. Armstrong (2012) claims that students should be responsible of learning not the teachers. Students participate in a real activity with real consequences for the purpose of meeting learning objectives.

Some experts in the field make the distinction between "democratic experiential education" in which students help design curricula and run their own projects and even do their own grading (through objective contracted standards) and other forms of "experiential education" that put students in existing organizations in inferior roles (such as service learning and internships) or in which faculty design the field work.

Experiential education uses various tools like games, simulations, role plays, stories in classrooms. The experiential education mindset changes the way the teachers and students view knowledge. Knowledge is no longer just some letters on a page. It becomes active, something that is transacted with in life or lifelike situations. It starts to make teachers experience providers, and not just transmitters of the written word.

Besides changing student roles, experiential education requires a change in the role of teachers. When students are active learners, their endeavors often take them outside the classroom walls. Because action precedes attempts to synthesize knowledge, teachers generally cannot plan a curriculum unit as a neat, predictable package. Teachers become active learners, too, experimenting together with their students, reflecting upon the learning activities they have designed, and responding to their students' reactions to the activities. In this way, teachers themselves become more active; they come to view themselves as more than just recipients of school district policy and curriculum decisions.

It is also important to point out that not all learners learn the same. As a result, there are diverse learners that have unique learning styles pertinent to their success as students. Studies have shown that cooperative learning is strongly suggested in a diverse learning atmosphere. “Contemporary views of learning and their pedagogical applications have begun to change traditional classroom interaction patterns, shaping the communicative roles of the teacher and students as participants in a classroom learning community,” writes David Wray & Kristiina Kumpulainen. This paradigm shift in education gives both the student and teacher shared responsibility of the learning process. The teacher’s participation in discussion sessions is to act as a facilitator, maintain classroom decorum, provide individual and group feedback, and alleviate concerns or issues in the lesson.

Critical thinking strategies are pertinent to the success of student oriented learning. When students are engaged in active discussions, high level thinking skills are put into practice to the point where students are synthesizing the information at a deeper level of understanding. According to Elliot Eisner, “We need to provide opportunities for youngsters and adolescents to engage in challenging kinds of conversation, and we need to help them know how to do so. Such conversation is all too rare in schools. I use 'conversation' seriously, for challenging conversation is an intellectual affair. It has to do with thinking about what people have said and responding reflectively, analytically, and imaginatively to that process. The practice of conversation is almost a lost art. The most significant intellectual achievement is not so much in problem solving, but in question posing.” Through experimental education, students are capable of finding their voice through peer-to-peer interaction. Students are now seen as active participants in the learning process. Vygotsky`s social development theory requires students to play untraditional roles as they collaborate with one another through critical thinking and conversational skills. According to Ann Ketch, author of Conversation: The comprehension connection writes, “The oral process helps students clarify and solidify their thoughts. The thinking changes from what it was before the conversation took place. Through conversation, the student is in charge of his or her own mental processing. The teacher acts as a facilitator, pushing the student to rely upon and monitor his or her own comprehension, which fosters critical thinking.” This is very vital because student conversation can elicit new ideas that may not have been mentioned or even thought of by another student. Therefore, student dialogue is very important because it helps individuals make sense of what is being learned. It also helps build respect for other’s opinions while taking ownership of his or her learning process.

In experimental education, students are given the opportunity to apply their knowledge and skills by making connections to the real world. Therefore, effective learning entails active experimentation with a hands-on approach to learning. It is perceived that students learn more by being active. Students are interdependent in establishing group goals and decision-making skills. As a result, students are also capable of developing leadership skills, which can also enhance student motivation and confidence.

When students are given a choice in terms of content to be learned, it ensures the teacher that his or her learners are interactive in the learning process. According to Ernie Stringer, "Action learners move through continuous cycles of this inquiry process to improve their understanding, extend their knowledge, or refine their skills." When given a preference, students may feel motivated to take control of his or her learning experience. Student incentives are tied to progress in academic achievement. "Research indicates that intrinsic motivation stems from one's interests and capacities to surmount challenge s when presented or pursued," says Fenice B. Boyd. Many schools are encouraging teachers to tap into student interests with the hope that they transfer that motivation into the classroom.

Through the continuous cycle of learning, teacher's often work with students to develop a framework of knowledge, which is to be evaluated based on student input to the lessons content. Therefore, the teacher should establish criteria of what is to be learned as related to the student(s) choice in learning material. Ernie Stringer draws on the importance that "action research provides a process for developing a rich, engaging curriculum relevant to the lives and purposes of students, engaging their interests and abilities, and serving the broad human needs of community, society, and the planet. Creative construction of curricula or syllabi provides the means whereby the needs, perspectives, and/or interests of diverse stakeholders can be incorporated into vital, creative, effective programs of learning." In essence, a well-planned curriculum is designed for learning that encompasses a broad range of goals and individual needs that ensures the active learning process.

As students and teachers take on new roles, the traditional organizational structures of the school also may meet challenges. For example, at the Challenger Middle School in Colorado Springs, Colorado, service activities are an integral part of the academic program. Such nontraditional activities require teachers and administrators to look at traditional practices in new ways. For instance, they may consider reorganizing time blocks. They may also teach research methods by involving students in investigations of the community, rather than restricting research activities to the library (Rolzinski, 1990).

At the University Heights Alternative School in the Bronx, the Project Adventure experiential learning program has led the faculty to adopt an all-day time block as an alternative to the traditional 45-minute periods. The faculty now organizes the curriculum by project instead of by separate disciplines. Schools that promote meaningful student involvement actively engage students as partners in education improvement activities. These young people learn while planning, researching, teaching, and making decisions that affect the entire education system.

At the university level, including universities like Stanford and the University of California Berkeley, students are often the initiators of courses and demand more role in changing the curriculum and making it truly responsive to their needs. In some cases, universities have offered alternatives for student-designed faculty approved courses. In other cases, students have formed movements or even their own NGOs like Unseen America Projects, Inc., to promote democratic experiential learning and to design and accredit their own alternative curricula.

Other university level programs are entirely field-taught on outdoor expeditions. These courses combine traditional academic readings and written assignments with field observations, service projects, open discussions of course material, and meetings with local speakers who are involved with the course subjects. These "hybrid" experiential / traditional programs aim to provide the academic rigor of a classroom course with the breadth and personal connections of experiential education.

TRANSITIONS FROM TRADITIONAL TO EXPERIENTIAL

At first, these new roles and structures may seem unfamiliar and uncomfortable to both students and adults in the school. Traditionally, students have most often been rewarded for competing rather than cooperating with one another. Teachers are not often called upon for collaborative work either. Teaching has traditionally been an activity carried out in isolation from one's peers, behind closed doors. Principals, accustomed to the traditional hierarchical structure of schools, often do not know how to help their teachers constitute self-managed work teams or how to help teachers coach students to work in cooperative teams. The techniques of experiential education can help students and staff adjust to teamwork, an important part of the process of reforming schools.

Adventure education may use the philosophy of experiential education in developing team and group skills in both students and adults (Rohnke, 1989). Initially, groups work to solve problems that are unrelated to the problems in their actual school environment. For example, in a ropes course designed to build the skills required by teamwork, a faculty or student team might work together to get the entire group over a 12-foot wall or through an intricate web of rope. After each challenge in a series of this kind, the group looks at how it functioned as a team:

- Who took the leadership roles?
- Did the planning process help or hinder progress?
- Did people listen to one another in the group and use the strengths of all group members?
- Did everyone feel that the group was a supportive environment in which they felt comfortable making a contribution and taking risks?

The wall or web of rope can then become a metaphor for the classroom or school environment. While the problems and challenges of the classroom or school are different from the physical challenges of the adventure activity, many skills needed to respond successfully as a team are the same in both settings.

These skills — listening, recognizing each other's strengths, and supporting each other through difficulties — can apply equally well to an academic Socratic Method of questioning or problem-solving toward schoolwide improvement efforts.

For example, the Kane School in Lawrence, Massachusetts has been using adventure as a tool for school restructuring. The entire faculty — particularly the Faculty Advisory Council, which shares the decisionmaking responsibilities with the principal — has honed group skills through experiential education activities developed by Project Adventure. These skills include open communication, methods of conflict resolution, and mechanisms for decision making (High Strides, 1990).

THE DEVELOPMENT OF EXPERIENTIAL EDUCATION IN ASIAN COUNTRIES

Since the year 1985, Dr. Sarvepalli Radhakrishnan Natonal Academy of Educational Planning and Administration, New Delhi with the active support and guidance from the Educational Consultancy Organisation of India (EDUCOIN), has been engaged in research related to experiential education for the benefit of the schools, colleges and universities conducting studies and training in the area of experiential education.

Established in 1973, *Breakthrough* in Hong Kong was the first non-profit organization that applied the concepts of Experiential Education (though primarily conceptualized in terms of outdoor adventure education) in youth works. Since then, development in Experiential Education has proceeded in Singapore, Taiwan, Macao, and some big cities in mainland China.

Experiential methods in education have existed in China for thousands of years. However, it should be noted that John Dewey was in China in the early 1900s and his ideas were extremely popular. The interest in Dewey's experience in China and contribution are a growing interest.

Experiential education has started in Qatar at 2010 through AL-Bairaq which is an out-reach, non-traditional educational program that targets high school students and focuses on a curriculum based on STEM fields. The idea behind AL-Bairaq is to offer high school students the opportunity to connect with the research environment in the Center for Advanced Materials (CAM) at Qatar University.

Faculty members train and mentor the students and help develop and enhance their critical thinking, problem-solving, and teamwork skills and consider the hands-on-activities approach.



AL-Bairaq students during activities

METHODS

There are many ways in which experiential education is practiced. Six of them include: Simulation Based Learning, Active Based Learning, Problem Based Learning, Project Based Learning, Service Learning and Place Based Learning. All of these use the pattern of problem, plan, test and reflect as their foundation for the educative experience. This is by no means an exhaustive list of methods used reflecting the philosophy of experiential education.

Simulation Based Learning—A combination of Active, Problem, Project, and Place Based Learning; Participants are placed in a simulated environment and given objectives requiring constant attention and care.

Active Based Learning—All participants in the group must engage actively in working together toward the stated objectives.

Problem Based Learning—Provides a structure for discovery that helps students internalize learning and leads to greater comprehension.

Project Based Learning—An instructional method that uses projects as the central focus of instruction in a variety of disciplines.

Service Learning—Providing meaningful service to a community agency or organization while simultaneously gaining new skills, knowledge and understanding as an integrated aspect of an academic program.

Place Based Learning—The process of using local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum.

Chapter 9
INDIGENOUS EDUCATION

Indigenous Education specifically focuses on teaching indigenous knowledge, models, methods, and content within formal or non-formal educational systems. The growing recognition and use of indigenous education methods can be a response to the erosion and loss of indigenous knowledge through the processes of colonialism, globalization, and modernity. Indigenous communities are able to "reclaim and revalue their languages and [traditions], and in so doing, improve the educational success of indigenous students," thus ensuring their survival as a culture.



Principal Sha (also 6th grade teacher) of the Yangjuan Primary School in Yanyuan County, Sichuan looks over his student's essays about the schoolyard.

Increasingly, there has been a global shift toward recognizing and understanding indigenous models of education as a viable and legitimate form of education. There are many different educational systems throughout the world, some that are more predominant and widely accepted. However, members of indigenous communities celebrate diversity in learning and see this global support for teaching traditional forms of knowledge as a success. Indigenous ways of knowing, learning, instructing, teaching, and training have been viewed by many postmodern scholars as important for ensuring that students and teachers, whether indigenous or non-indigenous, are able to benefit from education in a culturally sensitive manner that draws upon, utilizes, promotes, and enhances awareness of indigenous traditions, beyond the standard Western curriculum of reading, writing, and arithmetic.

CULTURAL CONTEXT OF INDIGENOUS LEARNING IN THE AMERICAS

The learning styles that children use in their indigenous schooling are the same ones that occur in their community context. These indigenous learning styles often include:

observation, imitation, use of narrative/storytelling, collaboration, and cooperation, as seen among American Indian, Alaska Native and Latin American communities. This is a hands on approach that emphasizes direct experience and learning through inclusion.The child feels that he/she is a vital member of the community, and he/she is encouraged to participate in a meaningful way by community members. Children often effectively learn skills through this system, without being taught explicitly or in a formal manner. This differs from Western learning styles, which tend to include methods such as explicit instruction and testing/quizzing. Creating an educational environment for indigenous children that is consistent with upbringing, rather than an education that follows a traditionally Western format, allows for a child to retain knowledge more easily, because they are learning in a way that was successful for them in the past in their community.



Indigenous Knowledge being provided in a classroom setting

CLASSROOM STRUCTURE

The structure of indigenous American classrooms that reflect the organization of indigenous communities eliminates the distinction between the community and classroom and makes it easier for the students to relate to the material. Effective classrooms modeled off of the social structure of indigenous communities are typically focused on group or cooperative learning that provide an inclusive environment. A key factor for successful indigenous education practices is the student-teacher relationship. Classrooms are socially constructed in a way that the teacher shares the control of the classroom with the students. Rather than taking an authoritative role, the teacher is viewed as a co-learner to the students, and they maintain a balance between personal warmth and demand for academic achievement. For example, in an indigenous Mazahua community in Mexico, teachers have been observed to let their students move freely about the classroom while working in order to consult with other students.

Teachers in indigenous classrooms in a Yup'ik community in Alaska rely on group work, encourage the students to watch each other as a way to learn, and avoid singling out students for praise, criticism, or recitation. Praise, by Western standards, is minimal in indigenous classrooms, and when it is given it is for effort, not for providing a correct answer to a question. Classroom discourse in indigenous classrooms is an example of how the teacher shares control with the students. Observations in the Yup'ik and Mazahua communities show that indigenous teachers are less likely to solicit an answer from an individual student, but rather encourage all of the students to participate in classroom discourse. In the Yup'ik classroom direct questions are posed to the group as whole, and the control of talk is not the sole responsibility of the teacher. Classrooms in indigenous communities that incorporate indigenous ways of learning utilize open-ended questioning, inductive/analytical reasoning, and student participation and verbalization, in group settings.

ESCUELA UNITARIA (ONE-ROOM ONE-TEACHER)

Escuela Unitaria is a one-room one-teacher style of schooling that is used in some rural communities, which utilizes ways of learning common in some indigenous or indigenous-heritage communities in the Americas. The school serves up to six grades in a single classroom setting with smaller groups (divided by grade level) in the classroom. Community involvement is strongly implemented in the management of the school. Learning activities are not just inside the classroom but also outside in the agricultural environment. Children are self-instructed and the content involves the students' rural community and family participation. The school is structured to meet cultural needs and match available resources. This classroom setting allows for a collaborative learning environment that includes the teacher, the students, and the community. Integration of cultural knowledge within the curriculum allows students to participate actively and to have a say in the responsibilities for classroom activities.

CRITICISMS OF THE WESTERN EDUCATIONAL MODEL

As mentioned above, there has been a modern day global shift towards recognizing the importance of indigenous education. One reason for this current awareness is the rapid spread of Western educational models throughout the world. Starting in the 19th century when Native Americans were forced into U.S. government boarding schools up until today when volunteers build schools in various remote villages, there is a strong, and some might say blind, belief that a Western education or schooling is the only way to provide a "better life" for indigenous children. The film "Schooling the World: The White Man's Last Burden" addresses this issue of modern education and its destruction of unique, indigenous cultures and individuals' identities. Shot in the Buddhist culture of Ladakh in the northern Indian Himalayas, the film fuses the voices of the Ladakhi people and commentary from an anthropologist/ethnobotanist, a National Geographical Explorer-in-Residence, and an architect of education programs. In essence, the film examines the definitions of wealth and poverty, in other words, knowledge and ignorance. Furthermore, it reveals the effects of trying to institute a global education system or central learning authority, which can ultimately demolish "traditional sustainable agricultural and

ecological knowledge, in the breakup of extended families and communities, and in the devaluation of ancient spiritual traditions." Finally, the film promotes a deeper dialogue between cultures, suggesting that there is no single way to learn. No two human beings are alike because they develop under different circumstances, learning, and education.

The director and editor of the film Carol Black writes, "One of the most profound changes that occurs when modern schooling is introduced into traditional societies around the world is a radical shift in the locus of power and control over learning from children, families, and communities to ever more centralized systems of authority." Black continues by explaining that in many non-modernized societies, children learn in a variety of ways, including free play or interaction with multiple children, immersion in nature, and directly helping adults with work and communal activities. "They learn by experience, experimentation, trial and error, by independent observation of nature and human behavior, and through voluntary community sharing of information, story, song, and ritual." Most importantly, local elders and traditional knowledge systems are autonomous in comparison to a strict Western education model. Adults have little control over children's "moment-to-moment movements and choices." Once learning is institutionalized, both the freedom of the individual and his/her respect for the elder's wisdom are ruined. "Family and community are sidelined…The teacher has control over the child, the school district has control over the teacher, the state has control over the district, and increasingly, systems of national standards and funding create national control over states." When indigenous knowledge is seen as inferior to a standard school curriculum, an emphasis is placed on an individual's success in a broader consumer culture instead of on an ability to survive in his/her own environment. Black concludes with a comment, "We assume that this central authority, because it is associated with something that seems like an unequivocal good – 'education' – must itself be fundamentally good, a sort of benevolent dictatorship of the intellect." From a Western perspective, centralized control over learning is natural and consistent with the principles of freedom and democracy; and yet, it is this same centralized system or method of discipline that does not take into account the individual, which in the end stamps out local cultures.

BENEFITS OF INDIGENOUS EDUCATION

For indigenous learners and instructors, the inclusion of these methods into schools often enhances educational effectiveness by providing an education that adheres to an indigenous person's own inherent perspectives, experiences, language, and customs, thereby making it easier for children to transition into the realm of adulthood. For non-indigenous students and teachers, such an education often has the effect of raising awareness of individual and collective traditions surrounding indigenous communities and peoples, thereby promoting greater respect for and appreciation of various cultural realities.

In terms of educational content, the inclusion of indigenous knowledge within curricula, instructional materials, and textbooks has largely the same effect on preparing students for the greater world as other educational systems, such as the Western model.

There is value in including Indigenous knowledge and education in the public school system. Students of all backgrounds can benefit from being exposed to Indigenous education, as it can contribute to reducing racism in the classroom and increase the sense of community in a diverse group of students. There are a number of sensitive issues about what can be taught (and by whom) that require responsible consideration by non-Indigenous teachers who appreciate the importance of interjecting Indigenous perspectives into standard mainstream schools. Concerns about misappropriation of Indigenous ways of knowing without recognizing the plight of Indigenous Peoples and "giving back" to them are legitimate. Since most educators are non-Indigenous, and because Indigenous perspectives may offer solutions for current and future social and ecological problems, it is important to refer to Indigenous educators and agencies to develop curriculum and teaching strategies while at the same time encouraging activism on behalf of Indigenous Peoples. One way to bring authentic Indigenous experiences into the classroom is to work with community elders. They can help facilitate the incorporation of authentic knowledge and experiences into the classroom. Teachers must not shy away from bringing controversial subjects into the classroom. The history of Indigenous people should be delved into and developed fully. There are many age appropriate ways to do this, including the use of children's literature, media, and discussion. Individuals are recommended to reflect regularly on their teaching practice to become aware of areas of instruction in need of Indigenous perspectives.

EDUCATIONAL GAP

Some indigenous people view education as an important tool to improve their situation by pursuing economic, social and cultural development; it provides them with individual empowerment and self-determination. Education is also a means for employment; it's a way for socially marginalized people to raise themselves out of poverty. However, some education systems and curricula lack knowledge about indigenous peoples ways of learning, causing an Educational Gap for indigenous people. Factors for the Education Gap include lower school enrollments, poor school performance, low literacy rates, and higher dropout rates. Some schools teach indigenous children to be "socialized" and to be a national asset to society by assimilating, "Schooling has been explicitly and implicitly a site of rejection of indigenous knowledge and language, it has been used as a means of assimilating and integrating indigenous peoples into a 'national' society and identity at the cost of their indigenous identity and social practices". Intercultural learning is an example of how to build a bridge for the educational gap.

IMPORTANCE

Indigenous knowledge is particularly important to modern environmental management in today's world. Environmental and land management strategies traditionally used by indigenous peoples have continued relevance. Indigenous cultures usually live in a particular bioregion for many generations and have learned how to live there sustainably. In modern times, this ability often puts truly indigenous cultures in a unique position of understanding the interrelationships, needs, resources, and dangers of their bioregion.

This is not true of indigenous cultures that have been eroded through colonialism or genocide or that have been displaced.

The promotion of indigenous methods of education and the inclusion of traditional knowledge also enables those in Western and post-colonial societies to re-evaluate the inherent hierarchy of knowledge systems. Indigenous knowledge systems were historically denigrated by Western educators; however, there is a current shift towards recognizing the value of these traditions. The inclusion of aspects of indigenous education requires us to acknowledge the existence of multiple forms of knowledge rather than one, standard, benchmark system.

A prime example of how indigenous methods and content can be used to promote the above outcomes is demonstrated within higher education in Canada. Due to certain jurisdictions' focus on enhancing academic success for Aboriginal learners and promoting the values of multiculturalism in society, the inclusion of indigenous methods and content in education is often seen as an important obligation and duty of both governmental and educational authorities.

Many scholars in the field assert that indigenous education and knowledge has a "transformative power" for indigenous communities that can be used to foster "empowerment and justice." The shift to recognizing indigenous models of education as legitimate forms is therefore important in the ongoing effort for indigenous rights, on a global scale.

CHALLENGES (AS SEEN WITH THE NA)

There are numerous practical challenges to the implementation of indigenous education. Incorporating indigenous knowledge into formal Western education models can prove difficult. However, the discourse surrounding indigenous education and knowledge suggests that integrating indigenous methods into traditional modes of schooling is an "ongoing process of 'cultural negotiation.'"

Indigenous education often takes different forms than a typical Western model, as the practices of the Na ethnic group of southwest China illustrate. Because Na children learn through example, traditional Na education is less formal than the standard Western model. In contrast to structured hours and a classroom setting, learning takes places throughout the day, both in the home and in adults' workplaces. Based on the belief that children are "fragile, soulless beings," Na education focuses on nurturing children rather than on punishing them. Children develop an understanding of cultural values, such as speech taboos and the "reflection" of individual actions "on the entire household." Playing games teaches children about their natural surroundings and builds physical and mental acuity. Forms of indigenous knowledge, including weaving, hunting, carpentry, and the use of medicinal plants, are passed on from adult to child in the workplace, where children assist their relatives or serve as apprentices for several years.

However, increasing modernity is a challenge to such modes of instruction. Some types of indigenous knowledge are dying out because of decreased need for them and lack of interest from youth, who increasingly leave the village for jobs in the cities. Furthermore, formal Chinese state schooling "interferes with informal traditional learning." Children must travel a distance from their villages to attend state schools, removing them from traditional learning opportunities in the home and workplace.

The curriculum in state schools is standardized across China and holds little relevance to the lives of the Na. Na children are required to learn Mandarin Chinese, Chinese and global history, and Han values, as opposed to their native language, local history, and indigenous values. Methods of instruction rely on rote learning rather than experiential learning, as employed in Na villages.

Several individuals and organizations pay for children's school fees and build new schools in an attempt to increase village children's access to education. Yet such well-intended actions do not affect the schools' curriculum, which means there is no improvement in the sustainability of the children's native cultures. As a result, such actions may actually "be contributing to the demise of the very culture" they are trying to preserve.

ASSOCIATED ORGANIZATIONS

Many organizations work to promote indigenous methods of education. The United Nations Declaration of the Rights of Indigenous Peoples makes particular reference to the educational rights of indigenous peoples in Article 14. It emphasizes the responsibility of states to adequately provide access to education for indigenous people, particularly children, and when possible, for education to take place within their own culture and to be delivered in their own language.

Indigenous peoples have founded and actively run several of these organizations. On a global scale, many of these organizations engage in active knowledge transfer in an effort to protect and promote indigenous knowledge and education modes. One such organization, the Indigenous Education Institute (IEI), aims to apply indigenous knowledge and tradition to a contemporary context, with a particular focus on astronomy and other science disciplines. Another such organization is the World Indigenous Nations Higher Education Consortium (WINHEC), which was launched during the World Indigenous Peoples Conference on Education (WIPCE) at Delta Lodge, Kananakis Calgary in Alberta, Canada in August 2002. The founding members were Australia, Hawai'i, Alaska, the American Indian Higher Education Consortium of the United States, Canada, the Wänanga of Aotearoa (New Zealand), and Saamiland (North Norway). The stated aims of WINHEC include the provision of an international forum for indigenous peoples to pursue common goals through higher education.

Chapter 10
INFORMAL LEARNING

Informal Learning is, by default, any learning that is not formal learning or non-formal learning. Informal learning is organized differently than formal and non-formal learning because it has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience. For all learners this includes heuristic language building, socialization, inculturation, and play. Informal learning is a pervasive ongoing phenomenon of learning via participation or learning via knowledge creation, in contrast with the traditional view of teacher-centered learning via knowledge acquisition.



Lao villagers assemble jigsaw maps of Southeast Asia. These maps were made by Big Brother Mouse, a literacy project in Laos. It was the first time any of them had seen a jigsaw puzzle of any sort.

The term is often conflated, however, with non-formal learning, and self-directed learning. It is widely used in the context of corporate training and education in relation to return on investment (ROI), or return on learning (ROL). It is also widely used when referring to science education, in relation to citizen science, or informal science education. The conflated meaning of informal and non-formal learning explicates mechanisms of learning that organically occur outside the realm of traditional instructor-led programs, e.g., reading self-selected books, participating in self-study programs, Kitchen Table science, navigating performance support materials and systems, incidental skills practice, receptivity of coaching or mentoring, seeking advice from peers, or participation in communities of practice, to name a few. Informal learning occurs in community, where individuals have opportunities to observe and participate in social activities.

CHARACTERIZATIONS



Open House Day at ESO's Headquarters.

Informal learning can be characterized as follows:

- It usually takes place outside educational establishments;
- It does not follow a specified curriculum and is not often professionally organized but rather originates accidentally, sporadically, in association with certain occasions, from changing practical requirements;
- It is not necessarily planned pedagogically, systematically according to fixed subjects, test and qualification-oriented, but rather, either unconsciously incidental or consciously intended intuition, holistically problem-related, and related to actual situations and fitness for life;
- It is experienced directly in its "natural" function of everyday life.
- It is often spontaneous and creative.
- It is a key component to an alternative learning system coined, Learning by Observing and Pitching-In (LOPI), which is highly used by the indigenous of the Americas, but not by all.

HISTORY

In international discussions, the concept of informal learning, already used by John Dewey at an early stage and later on by Malcolm Knowles, experienced a renaissance, especially in the context of development policy. At first, informal learning was only delimited from formal school learning and nonformal learning in courses (Coombs/Achmed 1974).

Marsick and Watkins take up this approach and go one step further in their definition. They, too, begin with the organizational form of learning and call those learning processes informal which are non-formal or not formally organized and are not financed by institutions.

An example for a wider approach is Livingstone's definition which is oriented towards autodidactic and self-directed learning and places special emphasis on the self-definition of the learning process by the learner (Livingstone 1999, p. 68 et seq.).

OTHER PERSPECTIVES ON INFORMAL LEARNING

Merriam and others (2007) state: "Informal learning, Schugurensky (2000) suggests, has its own internal forms that are important to distinguish in studying the phenomenon. He proposes three forms: self-directed learning, incidental learning, and socialization, or tacit learning. These differ among themselves in terms of intentionality and awareness at the time of the learning experience. Self-directed learning, for example, is intentional and conscious; incidental learning, which Marsick and Watkins (1990) describe as an accidental by-product of doing something else, is unintentional but after the experience she or he becomes aware that some learning has taken place; and finally, socialization or tacit learning is neither intentional nor conscious (although we can become aware of this learning later through 'retrospective recognition') (Marsick & Watkins, 1990, p. 6)" (p. 36). More recently, Bennett (2012) extended Schugurenksky's (2000) conceptualization of informal by recommending four modes of informal learning: a) self-directed, which is conscious and intentional, b) incidental, which is conscious and unintentional, c) tacit, which replaces socialization and is both nonconscious and unintentional, and d) integrative, which is nonconscious and intentional. Drawing upon implicit processing literature, she further defined integrative learning as "a learning process that combines intentional nonconscious processing of tacit knowledge with conscious access to learning products and mental images" (Bennett, 2012, p. 4) and she theorized two possible sub-processes: knowledge shifting and knowledge sublimation, which describe limited access learners have to tacit knowledge.

INFORMAL LEARNING IN AMERICAN INDIGENOUS COMMUNITIES

People in many Indigenous communities of the Americas often learn through observation and participation in everyday life of their respective communities and families. Barbara Rogoff and her colleagues describe the ways in which children in Indigenous communities can learn by observing and participating in community endeavors, having an eagerness to contribute, fulfilling valuable roles, and finding a sense of belonging in their community. These learning experiences are mutually involved among each other and are illustrated by children’s incorporation in the community and the child’s attentiveness. This form of informal learning allows the children to collaborate in social organization, which grants the child the opportunity to learn by pitching in.

Learning occurs through socialization processes relative to one's culture and community. Learning by observing and pitching in is an Informal learning model often seen in many Indigenous communities of the Americas. Children can be seen participating alongside adults in many daily activities within the community. An example is the process where children learn slash-and-burn agriculture by being present in the situation and contributing when possible. Both children and adults are actively involved in shared endeavors. Their roles as learner and expert are flexible while the observer participates in active concentration. Indigenous ways of learning include practices such as observation, experiential learning, and apprenticeship.

Child work, alongside and combined with play, occupies an important place in American Indigenous children's time and development. The interaction of a Navajo girl assisting her mother weaving and who eventually becomes a master weaver herself illustrates how the child's presence and the availability of these activities allow the child to learn through observation. Children start at the periphery, observing and imitating those around them, before moving into the center of activities under supervision and guidance. Work is part of a child's development from an early age, starting with simple tasks that merge with play and develop to various kinds of useful work. The circumstances of everyday routine create opportunities for the culturally meaningful activities and sensitive interactions on which a child's development depends.

Children in Nicaragua will often learn to work the land or learn to become street vendors by watching other individuals in their community perform it. These activities provide opportunities for children to learn and develop through forms of social learning which are made up of everyday experiences rather than a deliberate curriculum, and contain ordinary setting in which children's social interaction and behavior occur. Informal learning for children in American Indigenous communities can take place at work where children are expected to contribute.

NONVERBAL COMMUNICATION AS A LEARNING TOOL

In terms of the cultural variation between traditional Indigenous American and European-American middle class, the prevalence of nonverbal communication can be viewed as being dependent on each culture's definition of achievement. Often in mainstream middle-class culture, success in school and work settings is gained through practicing competitiveness and working for personal gain. The learning and teaching practices of traditional Indigenous Americans generally prioritize harmony and cooperation over personal gain.In order to achieve mutual respect in teachings, what is often relied on in Indigenous American culture is nonverbal communication.

Nonverbal communication in Indigenous communities creates pathways of knowledge by watching and then doing. An example where nonverbal behavior can be used as a learning tool can be seen in Chillihuani culture. Children in this community learn about growing crops by observing the actions and respect adults have for the land. They learn that caring for their crops is vital for them to grow and in turn for the community to thrive. Similarly, when children participate in rituals, they learn the importance of being part of the community by watching how everyone interacts. This again needs no explicit verbal communication, it relies solely on observing the world around. Chillihuani culture does not explicitly verbalize expectations. Their knowledge is experienced rather than explained through modeled behavior for community benefit.

In the indigenous culture of the Matsigenka, infants are kept in close proximity to their mother and members of the community. The infant does not go far from the mother at any time. In this way, the child is encouraged to explore away from the mother and other family members who will still keep watch. As the child wanders he may come to a place that is unknown and potentially dangerous but the mother will not stop him, she will just

watch as he explores. The lack of verbal reprimand or warning from an adult or elder enable the child to assimilate his surroundings more carefully.

FORMAL AND NONFORMAL EDUCATION

To fully understand informal learning it is useful to define the terms "formal" and "non-formal" education. Merriam, Caffarella, and Baumgartner (2007), state: "Formal education is highly institutionalized, bureaucratic, curriculum driven, and formally recognized with grades, diplomas, or certificates" (p. 29). Merriam and others (2007), also state: "The term non-formal has been used most often to describe organized learning outside of the formal education system. These offerings tend to be short-term, voluntary, and have few if any prerequisites. However they typically have a curriculum and often a facilitator" (p. 30). Non-formal learning can also include learning in the formal arena when concepts are adapted to the unique needs of individual students (Burlin, 2009).

RESEARCH AND DATA

Merriam and others (2007) state: "studies of informal learning, especially those asking about adults' self-directed learning projects, reveal that upwards of 90 percent of adults are engaged in hundreds of hours of informal learning. It has also been estimated that the great majority (upwards of 70 percent) of learning in the workplace is informal (Kim, Collins, Hagedorn, Williamson, & Chapman, 2004), although billions of dollars each year are spent by business and industry on formal training programs" (p. 35–36). Both formal and informal learning are considered integral processes for Virtual Human Resource Development (Bennett, 2009), with informal learning the stronger form.

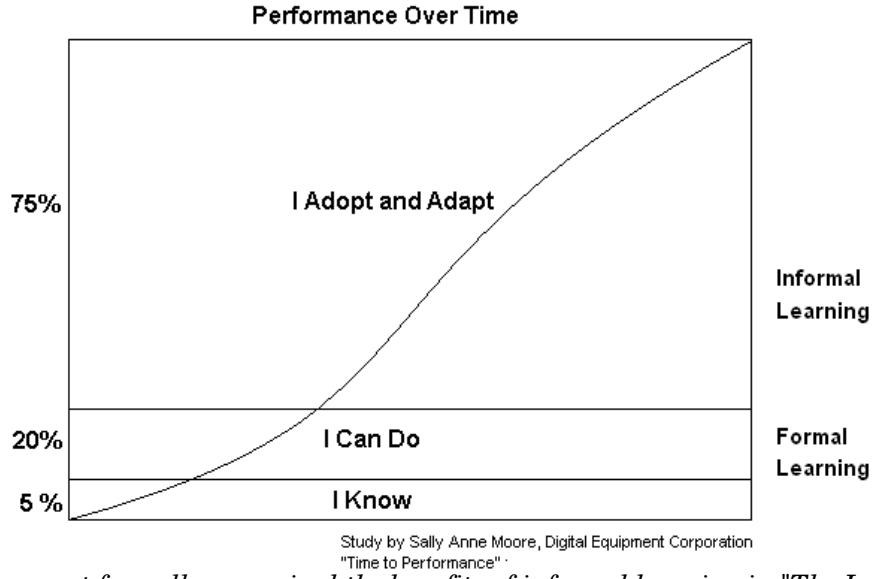
INFORMAL LEARNING EXPERIENCES AND EXAMPLES

Informal knowledge is information that has not been externalized or captured and the primary locus of the knowledge may be inside someone's head. (Grebow, David, "At the Water Cooler of Learning" in Cross, J., & Quinn, C. "Transforming Culture: An Executive Briefing on the Power of Learning", Charlottesville: University of Virginia, 2002). For example, in the cause of language acquisition, a mother may teach a child basic concepts of grammar and language at home, prior to the child entering a formal education system (Eaton, Sarah (2011). "Family Literacy and the New Canadian: Formal, Non-Formal and Informal Learning: The Case of Literacy, Essential Skills and Language Learning in Canada"). In such a case, the mother has a tacit understanding of language structures, syntax and morphology, but she may not be explicitly aware of what these are. She understands the language and passes her knowledge on to her offspring.

Other examples of informal knowledge transfer include instant messaging, a spontaneous meeting on the Internet, a phone call to someone who has information you need, a live one-time-only sales meeting introducing a new product, a chat-room in real time, a chance meeting by the water cooler, a scheduled Web-based meeting with a real-time agenda, a tech walking you through a repair process, or a meeting with your assigned mentor or manager.

Experience indicates that much of the learning for performance is informal (The Institute for Research on Learning, 2000, Menlo Park). Those who transfer their knowledge to a learner are usually present in real time. Such learning can take place over the telephone or through the Internet, as well as in person.

A study of time-to-performance done by Sally Anne Moore at Digital Equipment Corporation in the late 1990s, (Moore, Sally-Ann, "Time-to-Learning", Digital Equipment Corporation, 1998) graphically shows this disparity between formal and informal learning.



In the UK, the government formally recognized the benefits of informal learning in "The Learning Revolution" White Paper published on March 23, 2009 (Department for Business, Innovation and Skills, 2009). The Learning Revolution Festival ran in October 2009 and funding has been used by libraries—which offer a host of informal learning opportunities such as book groups, "meet the author" events and family history sessions—to run activities such as The North East Festival of Learning.

BUSINESS PERSPECTIVE

The majority of companies that provide training are currently involved only with the formal side of the continuum. Most of today's investments are on the formal side. The net result is that companies spend the most money on the smallest part—25%—of the learning equation. The other 75% of learning happens as the learner creatively "adopts and adapts to ever changing circumstances". The informal piece of the equation is not only larger, it's crucial to learning how to do anything.

SUMMARY

Lifelong learning, as defined by the OECD, includes a combination of formal, non-formal and informal learning. Of these three, informal learning may be the most difficult to quantify or prove, but it remains critical to an individual's overall cognitive and social development throughout the lifespan.

Chapter 11
NETWORKED LEARNING

Networked Learning is a process of developing and maintaining connections with people and information, and communicating in such a way so as to support one another's learning. The central term in this definition is connections. It takes a relational stance in which learning takes place both in relation to others and in relation to learning resources.

It has been suggested that networked learning offers educational institutions more functional efficiency, in that the curriculum can be more tightly managed centrally, or in the case of vocational learning, it can reduce costs to employers and tax payers. However, it is also argued that networked learning is too often considered within the presumption of institutionalised or educationalised learning, thereby omitting awareness of the benefits that networked learning has to informal or situated learning.

HISTORY

Network and networked learning theories can be traced back into the 19th Century, when commentators were considering the social implications of networked infrastructure such as the railways and the telegraph. More recently, networked learning has its roots in the 1970s, with the likes of Ivan Illich's book, Deschooling Society, through to more recent commentary in the early 2000s, largely inspired by the Internet and social media.

1970s

In 1971, Ivan Illich envisioned 'learning webs' as a model for people to network the learning they needed:

> I will use the words "opportunity web" for "network" to designate specific ways to provide access to each of four sets of resources. "Network" is often used, unfortunately, to designate the channels reserved to material selected by others for indoctrination, instruction, and entertainment. But it can also be used for the telephone or the postal service, which are primarily accessible to individuals who want to send messages to one another. I wish we had another word to designate such reticular structures for mutual access, a word less evocative of entrapment, less degraded by current usage and more suggestive of the fact that any such arrangement includes legal, organizational, and technical aspects. Not having found such a term, I will try to redeem the one which is available, using it as a synonym of "educational web." Ivan Illich, 1971.

In 1977 Christopher Alexander, Sara Ishikawa, Murray Silverstein, Max Jacobson, Ingrid Fiksdahl-King and Shlomo Angel wrote and published A Pattern Language: Towns, Buildings, Construction. In this seminal text, mostly referred to by architects, lists a "Network of Learning" as the 18th pattern, and cites Illich's earlier book as "the most

penetrating analysis and proposal for an alternative framework for education.." Alexander *et al.* go on to advise builders and town planners interested in establishing learning networks with:

> "...work in piecemeal ways to decentralize the process of learning and enrich it through contact with many places and people all over the city: workshops, teachers at home or walking through the city, professionals willing to take on the young as helpers, older children teaching younger children, museums, youth groups travelling, scholarly seminars, industrial workshops, old people, and so on. Conceive of all these situations as forming the backbone of the learning process; survey all these situations, describe them, and publish them as the city's "curriculum"; then let students, children, their families and neighborhoods weave together for themselves the situations that comprise their "school" paying as they go with standard vouchers, raised by community tax. Build new educational facilities in a way which extends and enriches this network."

In the 1970s, The Institute For The Future at Menlo Park in California experimented with networked learning practices based on the Internet and computer conferencing. Soon after their reports were published two educational pioneers in the use of Internet technologies, Hiltz and Turoff, linked education directly with this pioneering work

1980s

In the late 1980s Dr. Charles A. Findley headed the Collaborative Networked Learning project at Digital Equipment Corporation on the East Coast of the United States. Findley's project conducted trend analysis and developed prototypes of collaborative learning environments, which became the basis for their further research and development of what they called Collaborative Networked Learning (CNL), and Collaborative Learning-Work (CLW).

1990s

Since the development of the Internet as a significant medium for access to information and communication, the practice of networked learning has tended to focus on its use. In the first phase of the Internet its use for networked learning was restricted by low bandwidth and the emphasis was largely on written and text based interactions between people and the text based resources they referred to. This textual form of interaction was a familiar academic medium, even though there was recognition of the unique qualities hypertext emerging in the online form.

In 1991, Jean Lave and Etienne Wenger published Situated Learning: Legitimate Peripheral Participation, in which they cited numerous examples of networked learning within a wide range of settings for informal learning and within communities of practice.

In the later half of the 1990s, open, interactive, situated and networked views of learning were marginalised by educational institutions as they tended to develop or deploy content and practice through proprietary learning management systems (e.g. Blackboard Inc,

WebCT), and collaborative work tools such as IBM Lotus Notes/Learning Space and Quick Place), generally following concepts around "e-learning". These systems enabled the restriction of access and the management of students for the administrative concerns of educational institutions.

Since 1998, an international Networked Learning Conference has been held biannually. The conference proceedings from all the conferences since 2002 are available via the conference web site.

CSALT, a research group at Lancaster University, UK, associated with the Networked Learning Conference series and several edited collections, defined networked learning as "learning in which information and communication technology is used to promote connections: between one learner and other learners, between learners and tutors; between a learning community and its learning resources.". This definition seems to ignore historical use of the term however, where computing was not of central importance.

2000s

Salmon (2001) wrote "*learning is built around learning communities & interaction, extending access beyond the bounds of time and space, but offering the promise of efficiency and widening access. Think of individuals as nodes on a network!*"

From around 2004, the idea of networked learning had a popular resurgence, corresponding with the emergence of social media and concepts of open source, such as is covered in Yochai Benkler's 2006 book, The Wealth of Networks.

In 2005, George Siemens published a paper in the International Journal for Instructional Technology and Distance Learning, called Connectivism: A Learning Theory for the Digital Age in which he argued the need for a new learning theory, one that captured the essence and represented the process of networked knowledge creation and learning.

In 2011, the International Review of Research in Open and Distance Learning published the first peer reviewed collection of scholarly articles on Connectivism. This special issue was edited by George Siemens (Athabasca University and Grainne Conole (Open University, UK).

In 2007, Starke-Meyerring, Duin, & Palvetzian first described Globally Networked Learning Environments (GNLE), a term that refers to networked learning environments which are specifically designed to connect students from different parts of the world. GNLEs are designed to facilitate dialogue and collaboration across and within groups of students, to develop greater understanding and competencies for global work and citizenship. GNLEs take many different shapes and forms. In 2010, E-Learning and Digital Media published a special issue on globally networked learning titled Globally networked learning environments: Re-shaping the intersections of globalization and e-learning in higher education, and in 2011, COIL launched the first ever Institute for Globally Networked Learning in the Humanities.

MODELS

MOOC

A Massive Open Online Course (MOOC) engages networked learning methods within the typical structure of a course. The first such course so named was Connectivism and Connective Knowledge 2008, hosted by Stephen Downes and George Siemens. More like an online event, MOOCs invite open online participation around a schedule or agenda, facilitated by people with reputation or expertise in the topics, relying on successful formations of learning networks to assist people studying the topics.

Earlier examples of online courses using networked learning methods:

- CyberOne: Law in the Court of Public Opinion - A 2006 course by Rebecca Nesson and co at Harvard Law School
- Introduction to Open Education - 2007 course by David Wiley.
- Composing free and open education resources - Run in 2008 by the The School of Art Education, University of Art and Design Helsinki.
- Facilitating Online - 2008 course established by Leigh Blackall and Bronwyn Hegarty for Otago Polytechnic, and has since run in 2009, 2010, and 2011.
- Connectivism - 2008 course run by George Siemens and Stephen Downes.
- EC&I 831: Social Media & Open Education, 2008, 2009, 2010 By Alec Couros
- CCK09: Connectivism and Connective Knowledge - 2009 by George Siemens and Stephen Downes
- DS106: Digital Storytelling - 2010/2011 by Jim Groom, took the MOOC concepts into new dimensions with people creating celebratory media for the course, and the course itself breaking course like structure.
- Globaloria - Started in 2006 by Idit Harel Caperton and World Wide Workshop as the first and largest social learning network where students develop digital literacy, STEM and Computing knowledge and global citizenship through game design.

OPEN AND NETWORKED RESEARCH

Some researchers have used networked learning methods to collaborate and support each other's research. The Wikiversity page for Doctor of Philosophy is supporting a small group interested in pursuing a PhD title informally. They name their practice OpenPhD or Open and Networked PhD.

STUDIES

ARCHITECTURE OF PRODUCTIVE LEARNING NETWORKS

Academics at the CoCo Research Centre, University of Sydney, have been carrying out an extensive analysis of examples of networked learning, in collaboration with the developers and organisers of learning networks in various parts of the world. Their work has focussed on the *architecture* of learning networks - aiming to identify arrangements of tasks, tools

and people that contribute to successful learning networks. Some conclusions from this work have been published in *The architecture of productive learning networks*, which also includes a chapter on the history of networked learning.

SITUATED LEARNING

Some have argued that using formal education as a setting for researching networked learning misses most if not all of the value proposition of networked learning. Instead, Fox proposes situated learning and Actor-network theory as the better approach for research.

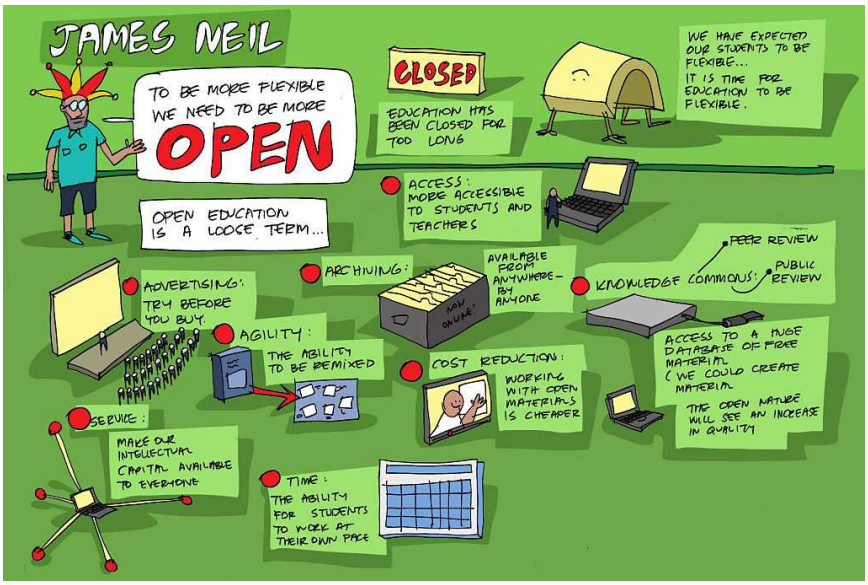
Chapter 12
OPEN EDUCATION

Open Education is a collective term to describe institutional practices and programmatic initiatives that broaden access to the learning and training traditionally offered through formal education systems. The qualifier "open" of open education refers to the elimination of barriers that can preclude both opportunities and recognition for participation in institution-based learning. One aspect of openness in or "opening up" education is the development and adoption of open educational resources.



The Governor of Nagaland Hon'ble Padmanabha Balakrishna Acharya after completing his discussions with The Global Open University Nagaland Vice Chancellor Dr. H.N. Dutta and Registrar Dr. Imotemsu Ao regarding the need for strengthening the cause of Open Education in India (2015)

Institutional practices that seek to eliminate barriers to entry, for example, would not have academic admission requirements. Such universities include The Open University in Britain and Athabasca University in Canada. Such programs are commonly distance learning programs like e-learning, mooc and opencourseware, but not necessarily. Where many e-learning programs are free to follow, the costs of acquiring a certification may be a barrier, many open education institutes offer free certification schemes accredited by organisations like UKAS in the UK and ANAB in the USA where others offer a badge.



Open education and flexible learning

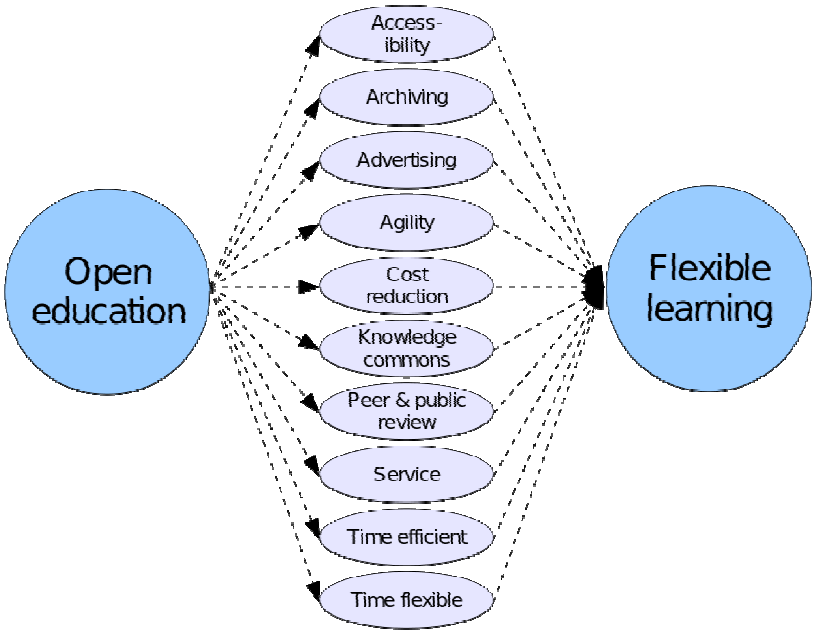
HISTORY

Even before the computer was developed, researchers at public universities were working at educating citizens through informal education programs. In the early 1900s, 4-H clubs were formed which taught youth the latest in technological advances in agriculture and home economics. The success that the youth had in utilizing 'new' methods of farming and home economics, caused their parents to adopt the same practices. As the 4-H club idea was spreading across the country, Congress passed the Smith-Lever Act which created the Cooperative Extension Service in the United States Department of Agriculture. The Cooperative Extension Service is a partnership between the USDA, land grant universities in each state, and counties throughout the United States. Through the work of the Cooperative Extension Services and 4-H, people throughout the United States have easy and inexpensive (most often free) access to the latest research done at the land-grant universities without having to visit a college campus or attend college courses. The educational programs and resources offered by 4-H and the Cooperative Extension Service meet people where they are at and offer them the opportunity to learn what they want to know when they want to know it. In order to meet the changing needs of citizens and the use of new technology, the Cooperative Extension Service has created eXtension. eXtension provides research based, non-biased information on a wide variety of topics to people through the use of the internet.

The ability to share resources on the web at little cost compared to the distribution of hard copy means that it can be used to facilitate Open Education. An early example of this is the opencourseware program, which was established in 2002 by Massachusetts Institute of Technology (MIT) which was followed by more than 200 Universities and organizations. Similar to the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities from the Open Access movement, are the goals and intentions from Open Education specified in the Cape Town Open Education Declaration. MOOC is a more recent form of online course development getting more attention since the fall of 2011

which was followed by a number of non-certificate-granting programs, including edX, Coursera and Udacity.

LEARNING PHILOSOPHIES



Open education and flexible learning

Open Education is motivated by a belief that learners desire to exercise agency in their studies. Specifically, people engaged in the learning process want: to conduct inquiries about potential topics of study; to have a hands-on educational experience instead of a strictly textbook-focused education; to take responsibility for their educational decisions; to experience the emotional and physical side of education; to understand how education and community are related; and, to have personal choice in the focus of their classroom studies.

These learners do a great deal for one another in promoting learning. Learning in a group environment or contributing to a group is beneficial to the learner. Collaborative group work has substantial benefits, such as increased participation by all of the group members, better understanding and retention of material, mastery of skills essential to success, and increased enthusiasm that can spur the participant on to independent learning. The philosophy of an open education centers on student learning and sees the teacher become the learning assistant. Teachers are to observe, guide, and provide materials for the learners. The teachers should facilitate not dominate the learning process. Open education is optimistic in the belief that the freedom of choice and student direction will promote a better quality of learning.

The basis for the learning philosophies of open education can be traced back to the work of educational reformer John Dewey and developmental psychologist Jean Piaget.

TECHNOLOGY UTILIZED

Available technologies for Open Education are important in the overall efficiency of the program. After available technologies have been found, there needs to be appropriate applications on the technologies for the specific online education program.

Since Open Education is usually a different time and different place for most individuals across the world, certain technologies need to be utilized to enhance the program. Technologies that can be used are primarily online and serve a variety of purposes. Web Pages and other computer based trainings may be used to provide lecture notes, assessments, and other course materials. Videos are provided and feature speakers, class events, topic discussions, and faculty interviews. YouTube and iTunesU are often used for this purpose. Students may interact through computer conferencing with Skype or Google+, e-mail, online study groups, or annotations on social bookmarking sites. Other course content may be provided through tapes, print, and CD's.

DRAWBACKS

There are a number of concerns regarding the implementation of open education systems, specifically for use in developing countries. These include: a potential lack of administrative oversight and quality assurance systems for educators/materials in some programs; infrastructure limitations in developing countries; a lack of equal access to technologies required for students' full participation in online education initiatives; and questions regarding the use of copyrighted materials.

Chapter 13
EDUCATIONAL TECHNOLOGY

Educational Technology is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspectives for their effective application.

Educational Technology is not restricted to high technology. Nonetheless, electronic educational technology, also called e-learning, has become an important part of society today, comprising an extensive array of digitization approaches, components and delivery methods. For example, m-learning *emphasizes* mobility, but is otherwise indistinguishable *in principle* from educational technology.

Educational Technology includes numerous types of media that deliver text, audio, images, animation, and streaming video, and includes technology applications and processes such as audio or video tape, satellite TV, CD-ROM, and computer-based learning, as well as local intranet/extranet and web-based learning. Information and communication systems, whether free-standing or based on either local networks or the Internet in networked learning, underlie many e-learning processes.

Theoretical perspectives and scientific testing influence instructional design. The application of theories of human behavior to educational technology derives input from instructional theory, learning theory, educational psychology, media psychology and human performance technology.

Educational Technology and e-learning can occur in or out of the classroom. It can be self-paced, asynchronous learning or may be instructor-led, synchronous learning. It is suited to distance learning and in conjunction with face-to-face teaching, which is termed blended learning. Educational technology is used by learners and educators in homes, schools (both K-12 and higher education), businesses, and other settings.

DEFINITION

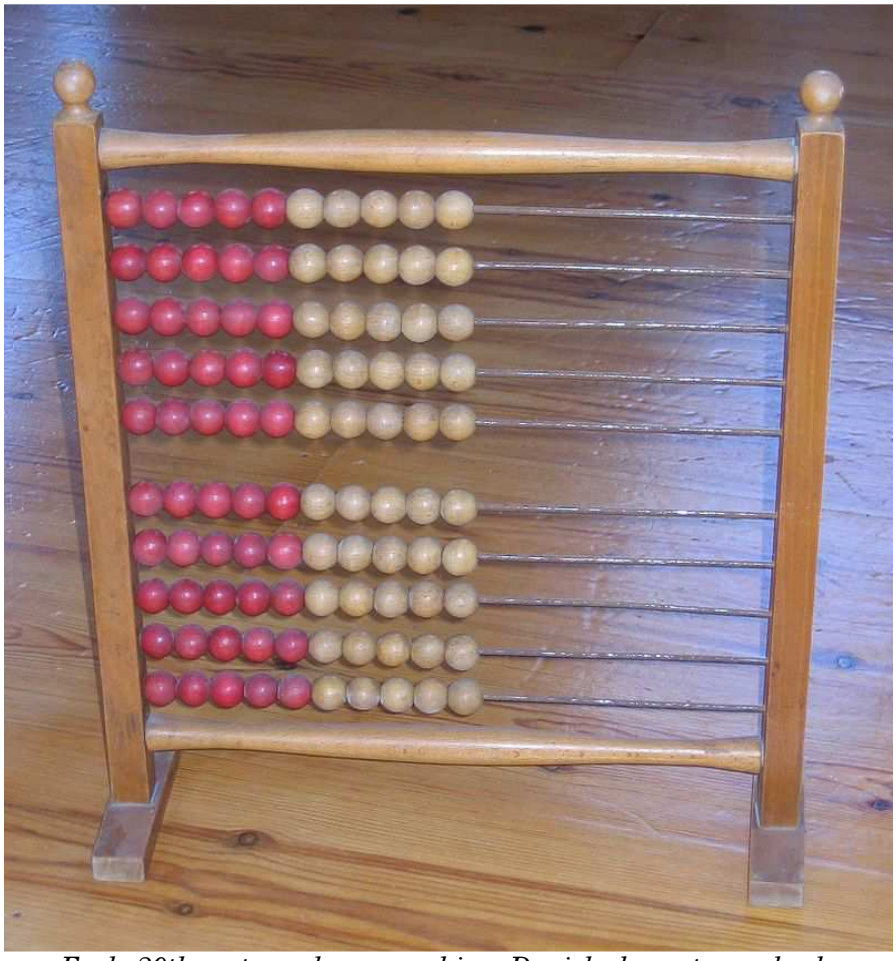
Richey defined educational technology as "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources". The Association for Educational Communications and Technology (AECT) denoted instructional technology as "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning." As such, educational technology refers to all valid and reliable applied education sciences, such as equipment, as well as processes and procedures that are derived from scientific research, and in a given context may refer to theoretical, algorithmic or heuristic processes: it does not necessarily imply physical technology.

SCOPE

Educational technology refers to the use of both physical hardware and educational theoretics. It encompasses several domains, including learning theory, computer-based training, online learning and, where mobile technologies are used, m-learning. Accordingly, there are several discrete aspects to describing the intellectual and technical development of educational technology:

- educational technology as the **theory and practice of educational approaches** to learning
- educational technology as **technological tools and media** that assist in the communication of knowledge, and its development and exchange
- educational technology for **learning management systems** (LMS), such as tools for student and curriculum management, and education management information systems (EMIS)
- educational technology itself as an **educational subject**; such courses may be called "Computer Studies" or "Information and Communication Technology (ICT)"

RELATED TERMS



Early 20th century abacus used in a Danish elementary school.

Educational technology is an inclusive term for the tools and the theoretical foundations for supporting learning and teaching. Educational technology is not restricted to high technology.

However, modern electronic educational technology is an important part of society today. Educational technology encompasses e-learning, instructional technology, information and communication technology (ICT) in education, EdTech, learning technology, multimedia learning, technology-enhanced learning (TEL), computer-based instruction (CBI), computer managed instruction, computer-based training (CBT), computer-assisted instruction or computer-aided instruction (CAI), internet-based training (IBT), flexible learning, web-based training (WBT), online education, digital educational collaboration, distributed learning, computer-mediated communication, cyber-learning, and multi-modal instruction, virtual education, personal learning environments, networked learning, virtual learning environments (VLE) (which are also called learning platforms), m-learning, and digital education.

Each of these numerous terms has had its advocates, who point up particular potential distinctions. However, these descriptive terms individually emphasize a particular digitization approach, component or delivery method. For example, m-learning *emphasizes* mobility, but is otherwise indistinguishable *in principle* from educational technology. In practice, as technology has advanced, the particular "narrowly defined" aspect that was initially emphasized by name has blended into the general field of educational technology. For example, "virtual learning" in a narrowly defined semantic sense implies entering the environmental simulation within a virtual world, for example in treating posttraumatic stress disorder (PTSD). In practice, a "virtual education course" refers to any instructional course in which all, or at least a significant portion, is delivered by the Internet. "Virtual" is used in that broader way to describe a course that is not taught in a classroom face-to-face but through a substitute mode that can conceptually be associated "virtually" with classroom teaching, which means that people do not have to go to the physical classroom to learn. Accordingly, virtual education refers to a form of distance learning in which course content is delivered by various methods such as course management applications, multimedia resources, and videoconferencing.

Bernard Luskin, an educational technology pioneer, advocated that the "e" of e-learning should be interpreted to mean "exciting, energetic, enthusiastic, emotional, extended, excellent, and educational" in addition to "electronic." Parks suggested that the "e" should refer to "everything, everyone, engaging, easy". These broad interpretations focus on new applications and developments, as well as learning theory and media psychology.

HISTORY

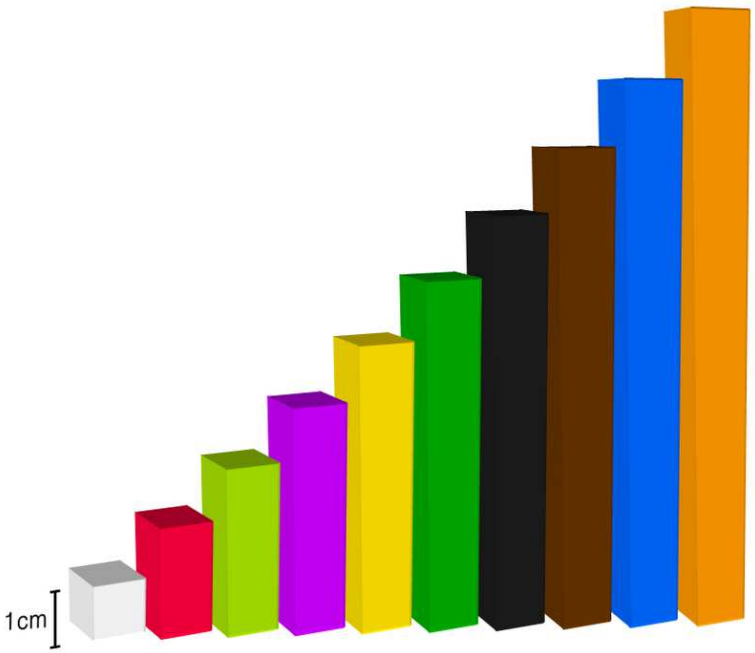
Helping people learn in ways that are easier, faster, surer, or less expensive can be traced back to the emergence of very early tools, such as paintings on cave walls. Various types of abacus have been used. Writing slates and blackboards have been used for at least a millennium. From their introduction, books and pamphlets have held a prominent role in education. From the early twentieth century, duplicating machines such as the

mimeograph and Gestetner stencil devices were used to produce short copy runs (typically 10–50 copies) for classroom or home use. The use of media for instructional purposes is generally traced back to the first decade of the 20th century with the introduction of educational films (1900s) and Sidney Pressey's mechanical teaching machines (1920s).



19th century classroom, Auckland

The first all multiple choice, large scale assessment was the Army Alpha, used to assess the intelligence and more specifically the aptitudes of World War I military recruits. Further large-scale use of technologies was employed in training soldiers during and after WWII using films and other mediated materials, such as overhead projectors. The concept of hypertext is traced to Bush's description of memex in 1945.



Cuisenaire rods

Slide projectors were widely used during the 1950s in educational institutional settings. Cuisenaire rods were devised in the 1920s and saw widespread use from the late 1950s.

In 1960, the University of Illinois initiated a classroom system based in linked computer terminals where students could access informational resources on a particular course while listening to the lectures that were recorded via some form of remotely linked device like a television or audio device.

In the mid 1960s Stanford University psychology professors Patrick Suppes and Richard C. Atkinson experimented with using computers to teach arithmetic and spelling via Teletypes to elementary school students in the Palo Alto Unified School District in California. Stanford's Education Program for Gifted Youth is descended from those early experiments. In 1963, Bernard Luskin installed the first computer in a community college for instruction. Working with Stanford and others he helped develop computer-assisted instruction. Working with the Rand Corporation, Luskin's landmark UCLA dissertation in 1970 analyzed obstacles to computer-assisted instruction.



Artistic portrait of Ivan Illich by Amano1.

In 1971, Ivan Illich published a hugely influential book called, Deschooling Society, in which he envisioned "learning webs" as a model for people to network the learning they needed. The 1970s and 1980s saw notable contributions in computer-based learning by Murray Turoff and Starr Roxanne Hiltz at the New Jersey Institute of Technology as well as developments at the University of Guelph in Canada. In 1976, Bernard Luskin launched Coastline Community College as a "college without walls" using television station KOCE-TV as a vehicle. In the UK the Council for Educational Technology supported the use of educational technology, in particular administering the government's National Development Programme in Computer Aided Learning (1973–77) and the Microelectronics Education Programme (1980–86).

By the mid-1980s, accessing course content become possible at many college libraries. In computer-based training (CBT) or computer-based learning (CBL), the learning interaction was between the student and computer drills or micro-world simulations.

Digitized communication and networking in education started in the mid-1980s. Educational institutions began to take advantage of the new medium by offering distance learning courses using computer networking for information. Early e-learning systems, based on computer-based learning/training often replicated autocratic teaching styles whereby the role of the e-learning system was assumed to be for transferring knowledge, as opposed to systems developed later based on computer supported collaborative learning (CSCL), which encouraged the shared development of knowledge.

Videoconferencing was an important forerunner to the educational technologies known today. This work was especially popular with Museum Education. Even in recent years, videoconferencing has risen in popularity to reach over 20,000 students across the United States and Canada in 2008-2009. Disadvantages of this form of educational technology are readily apparent: image and sound quality is often grainy or pixilated; videoconferencing requires setting up a type of mini-television studio within the museum for broadcast, space becomes an issue; and specialised equipment is required for both the provider and the participant.

The Open University in Britain and the University of British Columbia (where Web CT, now incorporated into Blackboard Inc., was first developed) began a revolution of using the Internet to deliver learning, making heavy use of web-based training, online distance learning and online discussion between students. Practitioners such as Harasim (1995) put heavy emphasis on the use of learning networks.

With the advent of World Wide Web in the 1990s, teachers embarked on the method using emerging technologies to employ multi-object oriented sites, which are text-based online virtual reality systems, to create course websites along with simple sets of instructions for its students.

By 1994, the first online high school had been founded. In 1997, Graziadei described criteria for evaluating products and developing technology-based courses include being portable, replicable, scalable, affordable, and having a high probability of long-term cost-effectiveness.

Improved Internet functionality enabled new schemes of communication with multimedia or webcams. The National Center for Education Statistics estimate the number of K-12 students enrolled in online distance learning programs increased by 65 percent from 2002 to 2005, with greater flexibility, ease of communication between teacher and student, and quick lecture and assignment feedback.

According to a 2008 study conducted by the U.S Department of Education, during the 2006-2007 academic year about 66% of postsecondary public and private schools participating in student financial aid programs offered some distance learning courses; records show 77% of enrollment in for-credit courses with an online component. In 2008, the Council of Europe passed a statement endorsing e-learning's potential to drive equality and education improvements across the EU.

Today, the prevailing paradigm is computer-mediated communication (CMC), where the primary interaction is between learners and instructors, mediated by the computer. CBT/CBL usually means individualized (self-study) learning, while CMC involves educator/tutor facilitation and requires scenarization of flexible learning activities. In addition, modern ICT provides education with tools for sustaining learning communities and associated knowledge management tasks.

Students growing up in this digital age have extensive exposure to a variety of media. Major high-tech companies such as Google, Verizon, Microsoft are funding schools to provide them the ability to teach their students through technology, which may lead to improved student performance.

THEORY

Various pedagogical perspectives or learning theories may be considered in designing and interacting with educational technology. E-learning theory examines these approaches. These theoretical perspectives are grouped into three main theoretical schools or philosophical frameworks: behaviorism, cognitivism and constructivism.

BEHAVIORISM

This theoretical framework was developed in the early 20th century based on animal learning experiments by Ivan Pavlov, Edward Thorndike, Edward C. Tolman, Clark L. Hull, and B.F. Skinner. Many psychologists used these results to develop theories of human learning, but modern educators generally see behaviorism as one aspect of a holistic synthesis.

B.F. Skinner wrote extensively on improvements of teaching based on his functional analysis of verbal behavior and wrote "The Technology of Teaching", an attempt to dispel the myths underlying contemporary education as well as promote his system he called programmed instruction. Ogden Lindsley developed a learning system, named Celeration, that was based on behavior analysis but that substantially differed from Keller's and Skinner's models.

COGNITIVISM

Cognitive science underwent significant change in the 1960s and 1970s. While retaining the empirical framework of behaviorism, cognitive psychology theories look beyond behavior to explain brain-based learning by considering how human memory works to promote learning. The Atkinson-Shiffrin memory model and Baddeley's working memory model were established as theoretical frameworks. Computer Science and Information Technology have had a major influence on Cognitive Science theory. The Cognitive concepts of working memory (formerly known as short term memory) and long term memory have been facilitated by research and technology from the field of Computer Science. Another major influence on the field of Cognitive Science is Noam Chomsky.

Today researchers are concentrating on topics like cognitive load, information processing and media psychology. These theoretical perspectives influence instructional design.

CONSTRUCTIVISM

Educational psychologists distinguish between several types of constructivism: individual (or psychological) constructivism, such as Piaget's theory of cognitive development, and social constructivism. This form of constructivism has a primary focus on how learners construct their own meaning from new information, as they interact with reality and with other learners who bring different perspectives. Constructivist learning environments require students to use their prior knowledge and experiences to formulate new, related, and/or adaptive concepts in learning (Termos, 2012). Under this framework the role of the teacher becomes that of a facilitator, providing guidance so that learners can construct their own knowledge. Constructivist educators must make sure that the prior learning experiences are appropriate and related to the concepts being taught. Jonassen (1997) suggests "well-structured" learning environments are useful for novice learners and that "ill-structured" environments are only useful for more advanced learners. Educators utilizing a constructivist perspective may emphasize an active learning environment that may incorporate learner centered problem based learning, project-based learning, and inquiry-based learning, ideally involving real-world scenarios, in which students are actively engaged in critical thinking activities.

PRACTICE

The extent to which e-learning assists or replaces other learning and teaching approaches is variable, ranging on a continuum from none to fully online distance learning. A variety of descriptive terms have been employed (somewhat inconsistently) to categorize the extent to which technology is used. For example, 'hybrid learning' or 'blended learning' may refer to classroom aids and laptops, or may refer to approaches in which traditional classroom time is reduced but not eliminated, and is replaced with some online learning. 'Distributed learning' may describe either the e-learning component of a hybrid approach, or fully online distance learning environments.

SYNCHRONOUS AND ASYNCHRONOUS

E-learning may either be synchronous or asynchronous. Synchronous learning occurs in real-time, with all participants interacting at the same time, while asynchronous learning is self-paced and allows participants to engage in the exchange of ideas or information without the dependency of other participants′ involvement at the same time.

Synchronous learning refers to the exchange of ideas and information with one or more participants during the same period. Examples are face-to-face discussion, online real-time live teacher instruction and feedback, Skype conversations, and chat rooms or virtual classrooms where everyone is online and working collaboratively at the same time. Since students are working collaboratively, synchronized learning helps students create an open

mind because they have to listen and learn from their peers. Synchronized learning fosters online awareness and improves many students' writing skills.

Asynchronous learning may use technologies such as email, blogs, wikis, and discussion boards, as well as web-supported textbooks, hypertext documents, audio video courses, and social networking using web 2.0. At the professional educational level, training may include virtual operating rooms. Asynchronous learning is beneficial for students who have health problems or who have child care responsibilities. They have the opportunity to complete their work in a low stress environment and within a more flexible time frame. In *asynchronous* online courses, students proceed at their own pace. If they need to listen to a lecture a second time, or think about a question for a while, they may do so without fearing that they will hold back the rest of the class. Through online courses, students can earn their diplomas more quickly, or repeat failed courses without the embarrassment of being in a class with younger students. Students have access to an incredible variety of enrichment courses in online learning, and can participate in college courses, internships, sports, or work and still graduate with their class.

LINEAR LEARNING

Computer-Based Training (CBT) refers to self-paced learning activities delivered on a computer or handheld device such as a tablet or smartphone. CBT initially delivered content via CD-ROM, and typically presented content linearly, much like reading an online book or manual. For this reason, CBT is often used to teach static processes, such as using software or completing mathematical equations. Computer-based training is conceptually similar to web-based training (WBT) which are delivered via Internet using a web browser.

Assessing learning in a CBT is often by assessments that can be easily scored by a computer such as multiple choice questions, drag-and-drop, radio button, simulation or other interactive means. Assessments are easily scored and recorded via online software, providing immediate end-user feedback and completion status. Users are often able to print completion records in the form of certificates.

CBTs provide learning stimulus beyond traditional learning methodology from textbook, manual, or classroom-based instruction. CBTs can be a good alternative to printed learning materials since rich media, including videos or animations, can be embedded to enhance the learning.

However, CBTs pose some learning challenges. Typically, the creation of effective CBTs requires enormous resources. The software for developing CBTs (such as Flash or Adobe Director) is often more complex than a subject matter expert or teacher is able to use. The lack of human interaction can limit both the type of content that can be presented and the type of assessment that can be performed, and may need supplementation with online discussion or other interactive elements.

COLLABORATIVE LEARNING

Computer-supported Collaborative Learning (CSCL) uses instructional methods designed to encourage or require students to work together on learning tasks. CSCL is similar in concept to the terminology, "e-learning 2.0" and "networked collaborative learning" (NCL).

Collaborative learning is distinguishable from the traditional approach to instruction in which the instructor is the principal source of knowledge and skills. For example, the neologism "e-learning 1.0" refers to the direct transfer method in computer-based learning and training systems (CBL). In contrast to the linear delivery of content, often directly from the instructor's material, CSCL uses blogs, wikis, and cloud-based document portals (such as Google Docs and Dropbox). With technological Web 2.0 advances, sharing information between multiple people in a network has become much easier and use has increased.[1] One of the main reasons for its usage states that it is "a breeding ground for creative and engaging educational endeavors."[2]

Using Web 2.0 social tools in the classroom allows for students and teachers to work collaboratively, discuss ideas, and promote information. According to Sendall (2008), blogs, wikis, and social networking skills are found to be significantly useful in the classroom. After initial instruction on using the tools, students reported an increase in knowledge and comfort level for using Web 2.0 tools. The collaborative tools prepare students with technology skills necessary in today's workforce.

Locus of control remains an important consideration in successful engagement of e-learners. According to the work of Cassandra B. Whyte, the continuing attention to aspects of motivation and success in regard to e-learning should be kept in context and concert with other educational efforts. Information about motivational tendencies can help educators, psychologists, and technologists develop insights to help students perform better academically.

CLASSROOM 2.0

Classroom 2.0 refers to online multi-user virtual environments (MUVEs) that connect schools across geographical frontiers. Known as "eTwinning", computer-supported collaborative learning (CSCL) allows learners in one school to communicate with learners in another that they would not get to know otherwise, enhancing educational outcomes and cultural integration. Examples of classroom 2.0 applications are Blogger and Skype.

E-LEARNING 2.0

E-learning 2.0 is a type of Computer-Supported Collaborative Learning (CSCL) system that developed with the emergence of Web 2.0. From an e-learning 2.0 perspective, conventional e-learning systems were based on instructional packets, which were delivered to students using assignments. Assignments were evaluated by the teacher. In contrast, the new e-learning places increased emphasis on social learning and use of social

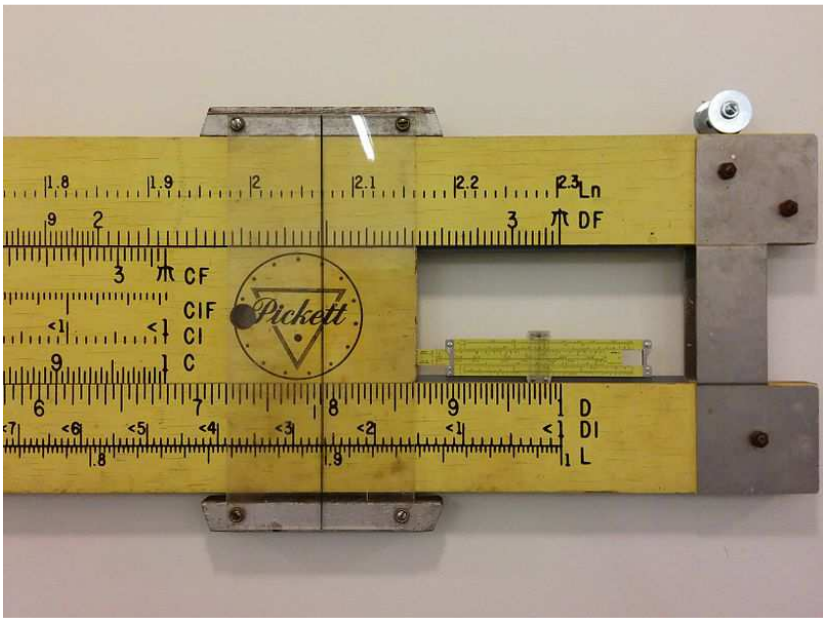
software such as blogs, wikis, podcasts and virtual worlds such as *Second Life*. This phenomenon has been referred to as Long Tail Learning

E-learning 2.0, in contrast to e-learning systems not based on CSCL, assumes that knowledge (as meaning and understanding) is socially constructed. Learning takes place through conversations about content and grounded interaction about problems and actions. Advocates of social learning claim that one of the best ways to learn something is to teach it to others.

In addition to virtual classroom environments, social networks have become an important part of E-learning 2.0. Social networks have been used to foster online learning communities around subjects as diverse as test preparation and language education. Mobile Assisted Language Learning (MALL) is the use of handheld computers or cell phones to assist in language learning. Traditional educators may not promote social networking unless they are communicating with their own colleagues.

Virtual Learning Environments (VLEs) and Personal Learning Environments (PLEs) provide an easy to use system for flexibly delivering learning materials, activities and support to students across an institution. For the administrator, a VLE provides a set of tools which allows course content and students to be managed efficiently and provide a single point of integration with student record systems.

MEDIA



A 2.5m teaching slide rule compared to a normal sized model

Educational media and tools can be used for:

- task structuring support: help with how to do a task (procedures and processes),
- access to knowledge bases (help user find information needed)

- alternate forms of knowledge representation (multiple representations of knowledge, e.g. video, audio, text, image, data)

Numerous types of physical technology are currently used: digital cameras, video cameras, interactive whiteboard tools, document cameras, electronic media, and LCD projectors. Combinations of these techniques include blogs, collaborative software, ePortfolios, and virtual classrooms.

AUDIO AND VIDEO

Radio offers a synchronous educational vehicle, while streaming audio over the internet with webcasts and podcasts can be asynchronous. Classroom microphones, often wireless, can enable learners and educators to interact more clearly.

Video technology has included VHS tapes and DVDs, as well as on-demand and synchronous methods with digital video via server or web-based options such as streamed video from YouTube, Teacher Tube, Skype, Adobe Connect, and webcams. Telecommuting can connect with speakers and other experts. Interactive digital video games are being used at K-12 and higher education institutions.

COMPUTERS, TABLETS AND MOBILE DEVICES



Teaching and learning online

Computers and tablets enable learners and educators to access websites as well as programs such as Microsoft Word, PowerPoint, PDF files, and images. Many mobile devices support m-learning.

Mobile devices such as clickers and smartphones can be used for interactive audience response feedback. Mobile learning can provide performance support for checking the time, setting reminders, retrieving worksheets, and instruction manuals.

OpenCourseWare (OCW) gives free public access to information used in undergraduate and graduate programs. Participating institutions are MIT and Harvard, Princeton, Stanford, University of Pennsylvania, and University of Michigan.

SOCIAL NETWORKS

Group webpages, blogs, wikis, and Twitter allow learners and educators to post thoughts, ideas, and comments on a website in an interactive learning environment. Social networking sites are virtual communities for people interested in a particular subject to communicate by voice, chat, instant message, video conference, or blogs. The National School Boards Association found that 96% of students with online access have used social networking technologies, and more than 50% talk online about schoolwork. Social networking encourages collaboration and engagement and can be a motivational tool for self-efficacy amongst students. Every student has his or her own learning requirements, and a Web 2.0 educational framework provides enough resources, learning styles, communication tools and flexibility to accommodate this diversity.

WEBCAMS

Webcams and webcasting have enabled creation of virtual classrooms and virtual learning environment.

WHITEBOARDS

Whiteboards predate tablets and other technological tools, but current interactive whiteboards and smartboards allow learners and instructors to write on the touch screen. The screen markup can be on either a blank whiteboard or any computer screen content. Depending on permission settings, this visual learning can be interactive and participatory, including writing and manipulating images on the interactive whiteboard.

SCREENCASTING

Screencasting allows users to share their screens directly from their browser and make the video available online so that other viewers can stream the video directly. The presenter thus has the ability to show their ideas and flow of thoughts rather than simply explain them as simple text content. In combination with audio and video, the educator can mimic the one-on-one experience of the classroom and deliver clear, complete instructions. Learners have an ability to pause and rewind, to review at their own pace, something a classroom cannot always offer.

VIRTUAL CLASSROOM

A Virtual Learning Environment (VLE), also known as a learning platform, simulates a virtual classroom or meetings by simultaneously mixing several communication technologies. For example, web conferencing software such as GoToTraining, WebEx Training or Adobe Connect enables students and instructors to communicate with each other via webcam, microphone, and real-time chatting in a group setting. Participants can raise hands, answer polls or take tests. Students are able to whiteboard and screencast when given rights by the instructor, who sets permission levels for text notes, microphone rights and mouse control. Also in Adobe Connect the teacher can use sermonettes, this is a

lecture where the professor uses a green screen that shows what he/she is teaching, with notes or PowerPoint.

A virtual classroom provides the opportunity for students to receive direct instruction from a qualified teacher in an interactive environment. Learners can have direct and immediate access to their instructor for instant feedback and direction. The virtual classroom provides a structured schedule of classes, which can be helpful for students who may find the freedom of asynchronous learning to be overwhelming. In addition, the virtual classroom provides a social learning environment that replicates the traditional "brick and mortar" classroom. Most virtual classroom applications provide a recording feature. Each class is recorded and stored on a server, which allows for instant playback of any class over the course of the school year. This can be extremely useful for students to retrieve missed material or review concepts for an upcoming exam. Parents and auditors have the conceptual ability to monitor any classroom to ensure that they are satisfied with the education the learner is receiving.

In higher education especially, a virtual learning environment (VLE) is sometimes combined with a management information system (MIS) to create a managed learning environment) in which all aspects of a course are handled through a consistent user interface throughout the institution. Physical universities and newer online-only colleges offer select academic degrees and certificate programs via the Internet. Some programs require students to attend some campus classes or orientations, but many are delivered completely online. Several universities offer online student support services, such as online advising and registration, e-counseling, online textbook purchases, student governments and student newspapers. Augmented reality (AR) provides students and teachers the opportunity to create layers of digital information, that includes both virtual world and real world elements, to interact with in real time. There are already a variety of apps which offer a lot of variations and possibilities.

LEARNING MANAGEMENT SYSTEM

A Learning Management System (LMS) is software used for delivering, tracking and managing training and education. For example, an LMS tracks attendance, time on task, and student progress. Educators can post announcements, grade assignments, check on course activity, and participate in class discussions. Students can submit their work, read and respond to discussion questions, and take quizzes. An LMS may allow teachers, administrators, students, and permitted additional parties (such as parents if appropriate) to track various metrics. LMSs range from systems for managing training/educational records to software for distributing courses over the Internet and offering features for online collaboration. The creation and maintenance of comprehensive learning content requires substantial initial and ongoing investments of human labor. Effective translation into other languages and cultural contexts requires even more investment by knowledgeable personnel.

Internet-based learning management systems include Canvas, Blackboard Inc. and Moodle. These types of LMS allow educators to run a learning system partially or fully

online, asynchronously or synchronously. Blackboard can be used for K-12 education, Higher Education, Business, and Government collaboration. Moodle is a free-to-download Open Source Course Management System that provides blended learning opportunities as well as platforms for distance learning courses. Eliademy is a free cloud based Course Management System that provides blended learning opportunities as well as platforms for distance learning courses.

LEARNING CONTENT MANAGEMENT SYSTEM

A Learning Content Management System (LCMS) is software for author content (courses, reusable content objects). An LCMS may be solely dedicated to producing and publishing content that is hosted on an LMS, or it can host the content itself. The Aviation Industry Computer-Based Training Committee (AICC) specification provides support for content that is hosted separately from the LMS.

A recent trend in LCMSs is to address this issue through crowdsourcing (cf.SlideWiki).

COMPUTER-AIDED ASSESSMENT

Computer-aided assessment (e-assessment) ranges from automated multiple-choice tests to more sophisticated systems. With some systems, feedback can be geared towards a student's specific mistakes or the computer can navigate the student through a series of questions adapting to what the student appears to have learned or not learned. Formative assessment sifts out the incorrect answers, and these questions are then explained by the teacher. The learner then practices with slight variations of the sifted out questions. The process is completed by summative assessment using a new set of questions that only cover the topics previously taught.

ELECTRONIC PERFORMANCE SUPPORT SYSTEM

An Electronic Performance Support System (EPSS) is, according to Barry Raybould, "a computer-based system that improves worker productivity by providing on-the-job access to integrated information, advice, and learning experiences". Gloria Gery defines it as "an integrated electronic environment that is available to and easily accessible by each employee and is structured to provide immediate, individualized on-line access to the full range of information, software, guidance, advice and assistance, data, images, tools, and assessment and monitoring systems to permit job performance with minimal support and intervention by others."

LEARNING OBJECTS

CONTENT

Content and design architecture issues include pedagogy and learning object re-use. One approach looks at five aspects:

- Fact - unique data (e.g. symbols for Excel formula, or the parts that make up a learning objective)
- Concept - a category that includes multiple examples (e.g. Excel formulas, or the various types/theories of Instructional Design)
- Process - a flow of events or activities (e.g. how a spreadsheet works, or the five phases in ADDIE)
- Procedure - step-by-step task (e.g. entering a formula into a spreadsheet, or the steps that should be followed within a phase in ADDIE)
- Strategic principle - task performed by adapting guidelines (e.g. doing a financial projection in a spreadsheet, or using a framework for designing learning environments)

PEDAGOGICAL ELEMENTS

Pedagogical elements are defined as structures or units of educational material. They are the educational content that is to be delivered. These units are independent of format, meaning that although the unit may be delivered in various ways, the pedagogical structures themselves are not the textbook, web page, video conference, Podcast, lesson, assignment, multiple choice question, quiz, discussion group or a case study, all of which are possible methods of delivery.

LEARNING OBJECTS STANDARDS

Much effort has been put into the technical reuse of electronically based teaching materials and in particular creating or re-using learning objects. These are self-contained units that are properly tagged with keywords, or other metadata, and often stored in an XML file format. Creating a course requires putting together a sequence of learning objects. There are both proprietary and open, non-commercial and commercial, peer-reviewed repositories of learning objects such as the Merlot repository. Sharable Content Object Reference Model (SCORM) is a collection of standards and specifications that applies to certain web-based e-learning. Other specifications such as Schools Framework allow for the transporting of learning objects, or for categorizing metadata (LOM).

SETTINGS

PRESCHOOL

Various forms of electronic media are a feature of preschool life. Although parents report a positive experience, the impact of such use has not been systematically assessed.

The age when a given child might start using a particular technology such as a cellphone or computer might depend on matching a technological resource to the recipient's developmental capabilities, such as the age-anticipated stages labeled by Swiss psychologist, Jean Piaget. Parameters, such as age-appropriateness, coherence with sought-after values, and concurrent entertainment and educational aspects, have been suggested for choosing media.

K–12



Teacher showing primary school students how to work a program at a primary school in Santa Fe, Mexico City.

E-learning is utilized by public K–12 schools in the United States as well as private schools. Some e-learning environments take place in a traditional classroom, others allow students to attend classes from home or other locations. There are several states that are utilizing virtual school platforms for e-learning across the country that continue to increase. Virtual school enables students to log into synchronous learning or asynchronous learning courses anywhere there is an internet connection.

E-learning is increasingly being utilized by students who may not want to go to traditional brick and mortar schools due to severe allergies or other medical issues, fear of school violence and school bullying and students whose parents would like to homeschool but do not feel qualified. Online schools create a haven for students to receive a quality education while almost completely avoiding these common problems. Online charter schools also often are not limited by location, income level or class size in the way brick and mortar charter schools are.

E-learning also has been rising as a supplement to the traditional classroom. Students with special talents or interests outside of the available curricula use e-learning to advance their skills or exceed grade restrictions. Some online institutions connect students with instructors via web conference technology to form a digital classroom. National private schools are also available online. These provide the benefits of e-learning to students in states where charter online schools are not available. They also may allow students greater flexibility and exemption from state testing. Virtual education in K-12 schooling often refers to virtual schools, and in higher education to virtual universities. Virtual schools are “cybercharter schools" with innovative administrative models and course delivery technology.

HIGHER EDUCATION

Online college course enrollment has seen a 29% increase in enrollment with nearly one third of all college students, or an estimated 6.7 million students are currently enrolled in

online classes. In 2009, 44 percent of post-secondary students in the USA were taking some or all of their courses online, which was projected to rise to 81 percent by 2014.

Although a large proportion of for-profit higher education institutions now offer online classes, only about half of private, non-profit schools do so. Private institutions may become more involved with on-line presentations as the costs decrease. Properly trained staff must also be hired to work with students online. These staff members need to understand the content area, and also be highly trained in the use of the computer and Internet. Online education is rapidly increasing, and online doctoral programs have even developed at leading research universities.

Although Massive Open Online Courses (MOOCs) may have limitations that preclude them from fully replacing college education, such programs have significantly expanded. MIT, Stanford and Princeton University offer classes to a global audience, but not for college credit. University-level programs, like edX founded by Massachusetts Institute of Technology and Harvard University, offer wide range of disciplines at no charge. MOOCs have not had a significant impact on higher education and declined after the initial expansion, but are expected to remain in some form.

Private organizations also offer classes, such as Udacity, with free computer science classes, and Khan Academy, with over 3,900 free micro-lectures available via YouTube. Distributed open collaborative course (DOCC) sees itself as a counter-movement to MOOC, emphasizing decentralized teaching. University of the People is a non-profit accredited online university. Coursera offers online courses. According to *Fortune* magazine, over a million people worldwide have enrolled in free online courses.

CORPORATE AND PROFESSIONAL

Companies with large and spread out distribution chains use e-learning to educate sales staff and customers about the latest product developments. Continuing Professional Development (CPD) can deliver regulatory compliance updates and staff development of valuable workplace skills.

PUBLIC HEALTH

There is an important need for recent, reliable, and high-quality health information to be made available to the public as well as in summarized form for public health providers. Providers have indicated the need for automatic notification of the latest research, a single searchable portal of information, and access to Grey literature. The Maternal and Child Health (MCH) Library is funded by the U.S. Maternal and Child Health Bureau to screen the latest research and develop automatic notifications to providers through the MCH Alert. Another application in public health is the development of MHealth (use of mobile telecommunication and multimedia into global public health). MHealth has been used to promote prenatal and newborn services, with positive outcomes. In addition, “Health systems have implemented mHealth programs to facilitate emergency medical responses, point-of-care support, health promotion and data collection.” In low and middle income

countries, MHealth is most frequently used as one-way text messages or phone reminders to promote treatment adherence and gather data.

ADHD

There has also been a growing interest in e-learning as a beneficial educational method for students with Attention Deficit Hyperactivity Disorder (ADHD). With the growing popularity in e-learning among K-12 and higher education, the opportunity to take online classes is becoming increasingly important for students of all ages. However, students with ADHD and special needs face different learning demands compared to the typical developing learner. This is especially significant considering the dramatic rise in ADHD diagnoses in the last decade among both children and adults. Compared to the traditional face-to-face classroom, e-learning and virtual classrooms require a higher level of executive functions, which is the primary deficit associated with ADHD.

Lorraine Wolf lists 12 executive function skills necessary for students to succeed in postsecondary education: plan, set goals, organize, initiate, sustain attention/effort, flexibility, monitor, use feedback, structure, manage time, manage materials, and follow through. These skills, along with strong independent and self-regulated learning, are especially pronounced in the online environment and as many ADHD students suffer from a deficit in one or more of these executive functions, this presents a significant challenge and accessibility barrier to the current e-learning approach.

Some have noted that current e-learning models are moving towards applying a constructivism learning theory that emphasizes a learner-centered environment and postulates that everyone has the ability to construct their own knowledge and meaning through a process of problem solving and discovery. However, some principles of constructivism may not be appropriate for ADHD learners; these principles include active learning, self-monitoring, motivation, and strong focus.

Despite the limitations, students with special needs, including ADHD, have expressed an overall enthusiasm for e-learning and have identified a number e-learning benefits, including: availability of online course notes, materials and additional resources; the ability to work at an independent pace and spend extra time spent formulating thoughtful responses in class discussions; help in understanding course lecture/content; ability to review lectures multiple times; and enhanced access to and communication with the course instructor.

DISABILITIES

Design of e-learning platforms to enable access has received attention from several directions, including the World Wide Web Consortium's Web Accessibility Initiative (WAI). WAI provides universal formatting standards for websites so they can remain accessible to people with disabilities. For example, developing or adopting e-learning material can enable accessibility for people with visual impairment. The Perkins School for the Blind offers learning resources tailored for the visually impaired, including webcasts, webinars,

downloadable science activities, and an online library that has access to over 40,000 resource materials on blindness and deaf blindness.

ANONYMITY, PSEUDONYMITY, OR REAL IDENTITY

Educational technology, particularly in online learning environments, can allow students to use a pseudonym or anonymous identity during classroom communication. Advantages in anonymizing race, age, and gender are increased student participation and increased cross-cultural communication. Risks include increased cyberbullying, and aggressive or hostile language.

BENEFITS

Effective technology use deploys multiple evidence-based strategies concurrently (e.g. adaptive content, frequent testing, immediate feedback, etc.), as do effective teachers. Using computers or other forms of technology can give students practice on core content and skills while the teacher can work with others, conduct assessments, or perform other tasks.

Modern educational technology can improve access to education, including full degree programs. It enables better integration for non-full-time students, particularly in continuing education, and improved interactions between students and instructors. Learning material can be used for long distance learning and are accessible to a wider audience. Course materials are easy to access. In 2010, 70.3% of American family households had access to the internet. In 2013, according to Canadian Radio Television and Telecommunications Commission Canada, 79% of homes have access to the internet. Students can access and engage with numerous online resources at home. Using online resources such as Khan Academy or TED Talks can help students spend more time on specific aspects of what they may be learning in school, but at home. Schools like MIT have made certain course materials free online. Although some aspects of a classroom setting are missed by using these resources, they are helpful tools to add additional support to the educational system. The necessity to pay for transport to the educational facility is removed.

According to James Kulik, who studies the effectiveness of computers used for instruction, students usually learn more in less time when receiving computer-based instruction and they like classes more and develop more positive attitudes toward computers in computer-based classes. Students can independently solve problems. There are no intrinsic age-based restrictions on difficulty level, i.e. students can go at their own pace. Students editing their written work on word processors improve the quality of their writing. According to some studies, the students are better at critiquing and editing written work that is exchanged over a computer network with students they know. Studies completed in "computer intensive" settings found increases in student-centric, cooperative and higher order learning, writing skills, problem solving, and using technology. In addition, attitudes toward technology as a learning tool by parents, students and teachers are also improved.

Employers' acceptance of online education has risen over time. More than 50% of human resource managers SHRM surveyed for an August 2010 report said that if two candidates with the same level of experience were applying for a job, it would not have any kind of effect whether the candidate's obtained degree was acquired through an online or a traditional school. Seventy-nine percent said they had employed a candidate with an online degree in the past 12 months. However 66% said candidates who get degrees online were not seen as positively as a job applicant with traditional degrees.

DISADVANTAGES

Many States spend large sums of money on technology. However, no state looks at technology Return On Investment (ROI) to connect expenditures on technology with improved student outcomes.

New technologies are frequently accompanied by unrealistic hype and promise regarding their transformative power to change education for the better or in allowing better educational opportunities to reach the masses. Examples include silent film, broadcast radio, and television, none of which have maintained much of a foothold in the daily practices of mainstream, formal education. Technology, in and of itself, does not necessarily result in fundamental improvements to educational practice. The focus needs to be on the learner's interaction with technology—not the technology itself. It needs to be recognized as "ecological" rather than "additive" or "subtractive". In this ecological change, one significant change will create total change.

According to Branford *et al*, "technology does not guarantee effective learning" and inappropriate use of technology can even hinder it A University of Washington study of infant vocabulary shows that it is slipping due to educational baby DVDs. Published in the Journal of Pediatrics, a 2007 University of Washington study on the vocabulary of babies surveyed over 1,000 parents in Washington and Minnesota. The study found that for every one hour that babies 8–16 months of age watched DVDs and Videos they knew 6-8 fewer of 90 common baby words than the babies that did not watch them. Andrew Meltzoff, a surveyor in this study states that the result makes sense, that if the baby's 'alert time' is spent in front of DVDs and TV, instead of with people speaking, the babies are not going to get the same linguistic experience. Dr. Dimitri Chistakis, another surveyor reported that the evidence is mounting that baby DVDs are of no value and may be harmful.

Adaptive instructional materials tailor questions to each student's ability and calculate their scores, but this encourages students to work individually rather than socially or collaboratively (Kruse, 2013). Social relationships are important but high-tech environments may compromise the balance of trust, care and respect between teacher and student

Massively Open Online Courses (MOOCs), although quite popular in discussions of technology and education in developed countries (more so in US), are not a major concern in most developing or low-income countries. One of the stated goals of MOOCs is to provide less fortunate populations (i.e., in developing countries) an opportunity to

experience courses with US-style content and structure. However, research shows only 3% of the registrants are from low-income countries and although many courses have thousands of registered students only 5-10% of them complete the course MOOCs also implies that certain curriculum and teaching methods are superior and this could eventually wash over (or possibly washing out) local educational institutions, cultural norms and educational traditions

OVER-STIMULATION

Electronic devices such as cellphones and computers facilitate rapid access to a stream of sources, each of which may receive cursory attention. Michel Rich, an associate professor at Harvard Medical School and executive director of the center on Media and Child Health in Boston, said of the digital generation, "Their brains are rewarded not for staying on task, but for jumping to the next thing. The worry is we're raising a generation of kids in front of screens whose brains are going to be wired differently." Students have always faced distractions; computers and cellphones are a particular challenge because the stream of data can interfere with focusing and learning. Although these technologies affect adults too, young people may be more influenced by it as their developing brains can easily become habituated to switching tasks and become unaccustomed to sustaining attention. Too much information, coming too rapidly, can overwhelm thinking.

Technology is "rapidly and profoundly altering our brains." High exposure levels stimulate brain cell alteration and release neurotransmitters, which causes the strengthening of some neural pathways and weakening of others. This leads to heightened stress levels on the brain that, at first, boost energy levels, but, over time, actually augment memory,impair cognition, lead to depression, alter the neural circuity of the hippocampus, amygdala and prefrontal cortex. These are the brain regions that control mood and thought. If unchecked, the underlying structure of the brain could be altered. Over-stimulation due to technology may begin too young. When children are exposed before the age of seven, important developmental tasks may be delayed, and bad learning habits might develop, which "deprives children of the exploration and play that they need to develop."

SOCIOCULTURAL CRITICISM

According to Lai, "the learning environment is a complex system where the interplay and interactions of many things impact the outcome of learning." When technology is brought into an educational setting, the pedagogical setting changes in that technology-driven teaching can change the entire meaning of an activity without adequate research validation. If technology monopolizes an activity, students can begin to develop the sense that "life would scarcely be thinkable without technology."

Leo Marx considered the word "technology" itself as problematic, susceptible to reification and "phantom objectivity", which conceals its fundamental nature as something that is only valuable insofar as it benefits the human condition. Technology ultimately comes down to affecting the relations between people, but this notion is obfuscated when

technology is treated as an abstract notion devoid of good and evil. Langdon Winner makes a similar point by arguing that the underdevelopment of the philosophy of technology leaves us with an overly simplistic reduction in our discourse to the supposedly dichotomous notions of the "making" versus the "uses" of new technologies, and that a narrow focus on "use" leads us to believe that all technologies are neutral in moral standing. These critiques would have us ask not, "How do we maximize the role or advancement of technology in education?", but, rather, "What are the social and human consequences of adopting any particular technology?"

Winner viewed technology as a "form of life" that not only aids human activity, but that also represents a powerful force in reshaping that activity and its meaning. For example, the use of robots in the industrial workplace may increase productivity, but they also radically change the process of production itself, thereby redefining what is meant by "work" in such a setting. In education, standardized testing has arguably redefined the notions of learning and assessment. We rarely explicitly reflect on how strange a notion it is that a number between, say, 0 and 100 could accurately reflect a person's knowledge about the world. According to Winner, the recurring patterns in everyday life tend to become an unconscious process that we learn to take for granted. Winner writes, By far the greatest latitude of choice exists the very first time a particular instrument, system, or technique is introduced. Because choices tend to become strongly fixed in material equipment, economic investment, and social habit, the original flexibility vanishes for all practical purposes once the initial commitments are made. In that sense technological innovations are similar to legislative acts or political foundings that establish a framework for public order that will endure over many generations. *(p. 29)*

When adopting new technologies, there may be one best chance to "get it right." Seymour Papert (p. 32) points out a good example of a (bad) choice that has become strongly fixed in social habit and material equipment: our "choice" to use the QWERTY keyboard. The QWERTY arrangement of letters on the keyboard was originally chosen, not because it was the most efficient for typing, but because early typewriters were prone to jam when adjacent keys were struck in quick succession. Now that typing has become a digital process, this is no longer an issue, but the QWERTY arrangement lives on as a social habit, one that is very difficult to change. Neil Postman endorsed the notion that technology impacts human cultures, including the culture of classrooms, and that this is a consideration even more important than considering the efficiency of a new technology as a tool for teaching. Regarding the computer's impact on education, Postman writes (p. 19): What we need to consider about the computer has nothing to do with its efficiency as a teaching tool. We need to know in what ways it is altering our conception of learning, and how in conjunction with television, it undermines the old idea of school.

DIGITAL DIVIDE

The concept of the digital divide is a gap between those who have access to digital technologies and those who do not. Access may be associated with age, gender, socio-economic status, education, income, ethnicity, and geography.

TEACHER TRAINING

Teacher training ensures effective integration of classroom technology. The current school curriculum tends to guide teachers in training students to be autonomous problem solvers. This has become a significant barrier to effective training because the traditional methods of teaching have clashed with what is now expected in the present workplace. Today's students in the workplace are increasingly being asked to work in teams, drawing on different sets of expertise, and collaborating to solve problem. These experiences are not highly centered on in the traditional classroom, but are twenty-first century skills that can be attained through the incorporation and engagement with technology. Changes in instruction and use of technology can also promote a higher level of learning among students with different types of intelligence. Technology is not the end goal of education, but rather a means by which it can be accomplished, educators must have a good grasp of the technology being used and its advantages over more traditional methods. If there is a lack in either of these areas, technology be a hindrance rather than benefit to teaching.

The evolving nature of technology may unsettle teachers who may experience themselves as perpetual novices. The ways in which teachers are taught to use technology is also outdated because the primary focus of training is on computer literacy, rather than the deeper, more essential understanding and mastery of technology for information processing, communication, and problem solving. New resources have to be designed and distributed whenever the technological platform has been changed. However, finding quality materials to support classroom objectives after such changes is often difficult. Random professional development days are inadequate.

Teachers may not feel the need to change the traditional education system because it has been successful in the past. This does not necessarily mean it is the right way to teach for the current and future generations. However, learning styles and the methods of collecting information have evolved, and "students often feel locked out of the worlds described in their textbooks through the depersonalized and abstract prose used to describe them".

ASSESSMENT

There are two distinct issues of assessment: the assessment *of* educational technology and assessment *with* technology.

EXPENDITURE

The five key sectors of the e-learning industry are consulting, content, technologies, services and support. Worldwide, e-learning was estimated in 2000 to be over $48 billion according to conservative estimates. Commercial growth has been brisk. In 2014, the worldwide commercial market activity was estimated at $6 billion venture capital over the past five years,[38] with self-paced learning generating $35.6 billion in 2011.[4] North American e-learning generated $23.3 billion in revenue in 2013, with a 9% growth rate in cloud based authoring tools and learning platforms.

CAREERS

Educational technologists and psychologists apply basic educational and psychological research into an evidence-based applied science (or a technology) of learning or instruction. In research, these professions typically require a graduate degree (Master's, Doctorate, Ph.D., or D.Phil.) in a field related to educational psychology, educational media, experimental psychology, cognitive psychology or, more purely, in the fields of Educational, Instructional or Human Performance Technology or Instructional design. In industry, educational technology is utilized to train students and employees by a wide range of learning and communication practitioners, including instructional designers, technical trainers, technical communication and professional communication specialists, technical writers, and of course primary school and college teachers of all levels. The transformation of educational technology from a cottage industry to a profession is discussed by Shurville et al.

Chapter 14
EDUCATION THEORY

Education Theory seeks to know, understand and prescribe educational policy and practice. Education theory includes many topics, such as pedagogy, andragogy, curriculum, learning, and education policy, organization and leadership; and educational thought is informed by many disciplines, such as history, philosophy, sociology, and psychology. For example, a cultural theory of education considers how education occurs through the totality of culture, including prisons, households, and religious institutions as well as schools. Other examples are the behaviorist theory of education that comes from educational psychology and the functionalist theory of education that comes from sociology of education.

The earliest known attempts to understand education in Europe were by classical Greek philosophers and sophists, but there is also evidence of contemporary (or even preceding) discussions among Arabic, Indian, and Chinese scholars.

EDUCATIONAL THOUGHT

Educational thought is not necessarily concerned with the construction of theories as much as it is the "reflective examination of educational issues and problems from the perspective of diverse disciplines."

NORMATIVE THEORIES OF EDUCATION

Normative theories of education provide the norms, goals, and standards of education.

EDUCATIONAL PHILOSOPHIES

"Normative philosophies or theories of education may make use of the results of [philosophical thought] and of factual inquiries about human beings and the psychology of learning, but in any case they propound views about what education should be, what dispositions it should cultivate, why it ought to cultivate them, how and in whom it should do so, and what forms it should take. In a full-fledged philosophical normative theory of education, besides analysis of the sorts described, there will normally be propositions of the following kinds: 1. Basic normative premises about what is good or right; 2. Basic factual premises about humanity and the world; 3. Conclusions, based on these two kinds of premises, about the dispositions education should foster; 4. Further factual premises about such things as the psychology of learning and methods of teaching; and 5. Further conclusions about such things as the methods that education should use."

Examples of the purpose of schools include: develop reasoning about perennial questions, master the methods of scientific inquiry, cultivate the intellect, create change agents, develop spirituality, and model a democratic society :

Common educational philosophies include: educational perennialism, educational progressivism, educational essentialism, critical pedagogy, Montessori education, Waldorf education, and democratic education.

CURRICULUM THEORY

Normative theories of curriculum aim to "describe, or set norms, for conditions surrounding many of the concepts and constructs" that define curriculum. These normative propositions differ from those above in that normative curriculum theory is not necessarily untestable. A central question asked by normative curriculum theory is: given a particular educational philosophy, what is worth knowing and why? Some examples are: a deep understanding of the Great Books, direct experiences driven by student interest, a superficial understanding of a wide range knowledge (e.g., Core knowledge), social and community problems and issues, knowledge and understanding specific to cultures and their achievements (e.g., African-Centered Education)

FEMINIST EDUCATIONAL THEORY

BACKGROUND

Some scholars, such as Robyn Wiegman, argue that, “academic feminism is perhaps the most successful institutionalizing project of its generation, with more full-time faculty positions and new doctoral degree programs emerging each year in the field it inaugurated, Women's Studies”. Feminist educational theory stems from four key tenets, supported by empirical data based on surveys of feminist educators. The first tenet of feminist educational theory is, “Creation of participatory classroom communities”. Participatory classroom communities often are smaller classes built around discussion and student involvement. The second tenet is, “Validation of personal experience”. Classrooms in which validation of personal experience occur often are focused around students providing their own insights and experiences in group discussion, rather than relying exclusively on the insight of the educator. The third tenant is, “Encouragement of social understanding and activism”. This tenet is generally actualized by classrooms discussing and reading about social and societal aspects that students may not be aware of, along with breeding student self-efficacy. The fourth and final tenet of feminist education is, “Development of critical thinking skills/open-mindedness”. Classrooms actively engaging in this tenant encourage students to think for themselves and prompt them to move beyond their comfort zones, working outside the bounds of the traditional lecture-based classroom. Though these tenets at times overlap, they combine to provide the basis for modern feminist educational theory, and are supported by a majority of feminist educators.

Feminist educational theory derives from the feminist movement, particularly that of the early 1970s, which prominent feminist bell hooks describes as, “a movement to end sexism, sexist exploitation, and oppression”. Academic feminist Robyn Weigman recalls that, “In the early seventies, feminism in the U.S. academy was less an organized entity than a set of practices: an ensemble of courses listed on bulletin boards often taught for

free by faculty and community leaders". While feminism traditionally existed outside of the institutionalization of schools (particularly universities), feminist education has gradually taken hold in the last few decades and has gained a foothold in institutionalized educational bodies. "Once fledgling programs have become departments, and faculty have been hired and tenured with full-time commitments".

OPPOSITION

Opposition to feminist educational theory comes from both those who oppose feminism in general and feminist who oppose feminist educational theory in particular. Critics of feminist educational theory argue against the four basic tenants of the theory, "… [contesting] both their legitimacy and their implementation". Lewis Lehrman particularly describes feminist educational ideology as, "… 'therapeutic pedagogy' that substitutes an 'overriding' (and detrimental) value on participatory interaction for the expertise of the faculty" (Hoffman). Lehrman argues that the feminist educational tenants of participatory experience and validation of person experience hinder education by limiting and inhibiting the educator's ability to share his or her knowledge, learned through years of education and experience.

Others challenge the legitimacy of feminist educational theory, arguing that it is not unique and is instead a sect of liberatory education. Even feminist educational scholars such as Frances Hoffmann and Jayne Stake are forced to concede that, "Feminist pedagogy shared intellectual and political roots with the movements comprising the liberatory education agenda of the past 30 years". These liberatory attempts at the democratization of classrooms demonstrate a growth in liberatory education philosophy that some argue feminist educational theory simply piggybacks off of.

The harshest critiques of feminist educational theory often come from feminists themselves. Feminist scholar Robyn Wiegman argues against feminist education in her article "Academic Feminism against Itself," arguing that feminist educational ideology has abandoned the intersectionality of feminism in many cases, and has also focused exclusively on present content with a singular perspective.

Wingman refers to feminist scholar James Newman's arguments, centered around the idea that, "When we fail… to challenge both students and ourselves to theorize alterity as an issue of change over time as well as of geographic distance, ethnic difference, and sexual choice, we repress… not only the 'thickness' of historical difference itself, but also… our (self) implication in a narrative of progress whose hero(in)es inhabit only the present".

Newman (and Wiegman) believe that this presentist ideology imbued within modern academic feminism creates an environment breeding antifeminist ideologies, most importantly an abandonment of the study of difference, integral to feminist ideology. Wiegman believes that feminist educational theory does a great disservice to the feminist movement, while failing to instill the critical thinking and social awareness that feminist educational theory is intended to.

SUPPORT

There are countless supporters of feminist education as well, many of whom are educators or students. Student-turned-professor Becky Ropers-Huilman recounts one of her positive experiences with feminist education from the student perspective, explaining that she, "… felt very 'in charge' of [her] own learning experiences," and, "… was not being graded-or degraded" while "… [completing] the majority of the assigned work for the class (and additional work that [she] thought would add to class discussion)," all while, "… [regarding] the teacher's feedback on [her] participation as one perspective, rather than the perspective". Ropers experienced a working feminist classroom that successfully motivated students to go above and beyond, succeeding in generating self-efficacy and caring in the classroom. When Ropers became a teacher herself, she embraced feminist educational theory, noting that, "[Teachers] have an obligation as the ones who are vested with an assumed power, even if that power is easily and regularly disrupted, to assess and address the effects that it is having in our classrooms". Ropers firmly believes that educators have a duty to address feminist concepts such as the use and flow of power within the classroom, and strongly believes in the potential of feminist educational theory to create positive learning experiences for students and teachers as she has personally experienced.

Professor Becky Ropers-Huilman also celebrates the feminist classroom's inclusivity, noting that in a feminist classroom, "in which power is used to care about, for, and with others… educational participants can shape practices aimed at creating an inclusive society that discovers and utilizes the potential of its actors". Ropers believes that a feminist classroom carries the ability to greatly influence the society as a whole, promoting understanding, caring, and inclusivity. Ropers actively engages in feminist education in her classes, focusing on concepts such as active learning and critical thinking while attempting to demonstrate and engage in caring behavior and atypical classroom settings, similar to many other feminist educators.

Leading feminist scholar bell hooks argues for the incorporation of feminism into all aspects of society, including education, in her book *Feminism is for Everybody*. hooks notes that, "Everything [people] know about feminism has come into their lives thirdhand". hooks believes that education offers a counter to the, "… wongminded notion of feminist movement which implied it was anti-male". hooks cites feminism's negative connotations as major inhibitors to the spread and adoption of feminist ideologies. However, feminist education has seen tremendous growth in adoption in the past few decades, despite the negative connotations of its parent movement.

DESCRIPTIVE THEORIES OF EDUCATION

Descriptive theories of education provide descriptions or explanations of the processes of education.

CURRICULUM THEORY

Descriptive theories of curriculum explain how curricula "benefit or harm all publics it touches".

The term hidden curriculum describes that which is learned simply by being in a learning environment. For example, a student in a teacher-led classroom is learning submission. The hidden curriculum is not necessarily intentional.

INSTRUCTIONAL THEORY

Instructional theories focus on the methods of instruction for teaching curricula. Theories include the methods of: autonomous learning, coyote teaching, inquiry-based instruction, lecture, maturationism, socratic method, outcome-based education, taking children seriously, transformative learning

THE NATURE OF THE LEARNER AND OF LEARNING

PHILOSOPHICAL ANTHROPOLOGY

Philosophical anthropology is the philosophical study of human nature. In terms of learning, examples of descriptive theories of the learner are: a mind, soul, and spirit capable of emulating the Absolute Mind (Idealism); an orderly, sensing, and rational being capable of understanding the world of things (Realism), a rational being with a soul modeled after God and who comes to know God through reason and revelation (Neo-Thomism), an evolving and active being capable of interacting with the environment (Pragmatism), a fundamentally free and individual being who is capable of being authentic through the making of and taking responsibility for choices (Existentialism). Philosophical concepts for the process of education include *Bildung* and *paideia*.

EDUCATIONAL PSYCHOLOGY

Educational psychology is an empirical science that provides descriptive theories of how people learn. Examples of theories of education in psychology are: constructivism, behaviorism, cognitivism, and motivational theory

EDUCATIONAL NEUROSCIENCE

Educational neuroscience is an emerging field that brings together researchers in diverse disciplines to explore the interactions between biological processes and education.

SOCIOLOGY OF EDUCATION

The sociology of education is the study of how public institutions and individual experiences affect education and its outcomes. It is most concerned with the public schooling systems of modern industrial societies, including the expansion of higher, further, adult, and continuing education.

Examples of theories of education from sociology include: functionalism, conflict theory, social efficiency, and social mobility.

EDUCATIONAL ANTHROPOLOGY

Educational anthropology is a sub-field of anthropology and is widely associated with the pioneering work of George Spindler. As the name would suggest, the focus of educational anthropology is obviously on education, although an anthropological approach to education tends to focus on the cultural aspects of education, including informal as well as formal education. As education involves understandings of who we are, it is not surprising that the single most recognized dictum of educational anthropology is that the field is centrally concerned with cultural transmission. Cultural transmission involves the transfer of a sense of identity between generations, sometimes known as enculturation and also transfer of identity between cultures, sometimes known as acculturation. Accordingly, thus it is also not surprising that educational anthropology has become increasingly focussed on ethnic identity and ethnic change.

Chapter 15

COMMONWEALTH OF DISTANCE EDUCATION

The Commonwealth of Distance Education (CODE) is a non-political, non-governmental and non-profit making international organization dedicated for strengthening the cause of distance and open education all over the world in in general and the commonwealth countries in particular. Established on the occasion of the International Volunteer Day for Economic and Social Development on 5th December 1987, CODE during the past 28 years has designed more than 3000 programmes having social, cultural, vocational, scientific, environmental, educational, economic and positive contents to be conducted under open and distance education mode.



The Prime Minister of India Shri Rajiv Gandhi perusing the CODE Charter after inaugurating the Commonwealth of Distance Education (CODE)

The Commonwealth of Distance Education (CODE) has a mandate for helping the following Commonwealth countries besides other interested countries contemplating to solve the problems of unemployment, peacelessness, insurgency, pollution, population explosion etc. by vocationalising the existing careers of young boys and girls through informal, non-formal, continuing, distance, open and virtual education modes :

Country	Joined	Continent	Population	Notes
Antigua and Barbuda	1 November 1981	North America	86,295	
Australia	11 December 1931	Oceania	23,795,300	Granted nominal independence (Dominion status) on 1 January 1901. Australia was one of the original Dominions at the time of the Statute of Westminster 1931, although the statute was not adopted in Australia until 1942 (with retroactive effect from 1939). Removed final links with the British Parliament in 1986.
Bahamas	10 July 1973	North America	368,390	
Bangladesh	18 April 1972	Asia	158,088,000	Declared independence from Pakistan in 1971.
Barbados	30 November 1966	North America	285,000	
Belize	21 September 1981	North America	358,899	
Botswana	30 September 1966	Africa	2,024,904	
Brunei	1 January 1984	Asia	393,372	
Cameroon	13 November 1995	Africa	21,143,237	Most of the country was the formerly French mandate territory (later UN trust territory) of Cameroun and gained independence from France on 1 January 1960, uniting with the much smaller former British mandate/trust territory of Southern Cameroons on its gaining independence from the United Kingdom on 1 October 1961.
Canada	11 December 1931	North America	35,702,707	Granted nominal independence (Dominion status) on 1 July 1867. Canada was the first among the several original Dominions at the time of the Statute of Westminster 1931. Incorporated another original Dominion, Newfoundland, on 31 March 1949. Removed final links with the British Parliament in 1982.
Cyprus	13 March 1961	Europe	858,000	Gained independence from the United Kingdom on 16 August 1960.
Dominica	3 November 1978	North America	71,293	

Country	Joined	Continent	Population	Notes
Fiji	10 October 1970	Oceania	859,178	Left in 1987; rejoined in 1997; suspended on 6 June 2000; suspension lifted on 20 December 2001; again suspended on 8 December 2006 because of the 2006 Fijian coup d'état.
Ghana	6 March 1957	Africa	27,043,093	
Grenada	7 February 1974	North America	103,328	
Guyana	26 May 1966	South America	746,900	
India	15 August 1947	Asia	1,269,090,000	Incorporated former French India (Chandannagar from 2 May 1950 and Puducherry, Karaikal, Yanam and Mahé from 1 November 1954), former Portuguese India (Goa, Daman and Diu from 19 December 1961 and Dadra and Nagar Haveli formally from 1961) and Sikkim (from 16 May 1975).
Jamaica	6 August 1962	North America	2,717,991	
Kenya	12 December 1963	Africa	46,749,000	
Kiribati	12 July 1979	Oceania	106,461	
Lesotho	4 October 1966	Africa	2,120,000	
Malawi	6 July 1964	Africa	16,310,431	
Malaysia	31 August 1957	Asia	30,538,100	Joined as the Federation of Malaya in 1957; reformed as Malaysia on 16 September 1963 with its federation with Singapore (which became a separate state on 9 August 1965), North Borneo, and Sarawak.
Maldives	9 July 1982	Asia	341,256	Gained independence from the United Kingdom on 26 July 1965. A special member from 9 July 1982 until 20 July 1985.
Malta	21 September 1964	Europe	425,384	
Mauritius	12 March 1968	Africa	1,261,208	
Mozambique	13 November 1995	Africa	25,727,911	Gained independence from Portugal on 26 June 1975. The first country to be admitted to the Commonwealth without any former colonial or constitutional links with the United Kingdom. However, British troops were present in the

Country	Joined	Continent	Population	Notes
				country during the World War I East Africa Campaign.
Namibia	21 March 1990	Africa	2,113,077	Gained independence from South Africa.[27] Includes Walvis Bay and the Penguin Islands transferred by South Africa at midnight 28 February 1994.
Nauru	1 November 1968	Oceania	10,084	Gained independence on 31 January 1968 from joint trusteeship of Australia, New Zealand and United Kingdom. A special member from 1 November 1968 until 1 May 1999, when it became a full member, before reverting to special status in January 2006. A full member again since June 2011.
New Zealand	11 December 1931	Oceania	4,572,100	Granted nominal independence (Dominion status) on 26 September 1907. One of the original Dominions at the time of the Statute of Westminster 1931, although the Statute was not adopted in New Zealand until 1947. Removed final links with the British Parliament in 1986.
Nigeria	1 October 1960	Africa	183,523,000	Incorporated the former British mandate/trust territory of Northern Cameroons on 31 May 1961. Suspended in 1995, suspension lifted in 1999.
Pakistan	14 August 1947	Asia	189,388,000	Includes the city of Gwadar, transferred from Muscat and Oman on 8 September 1958. Included Bangladesh (then known as East Pakistan) until 1971. Left Commonwealth in 1972, rejoined 1989; suspended in 1999, suspension lifted in 2004; again suspended in 2007, suspension lifted in 2008.
Papua New Guinea	16 September 1975	Oceania	7,398,500	Gained independence from Australia.
Rwanda	29 November 2009	Africa	10,966,891	Gained independence from Belgium on 1 July 1962. The second country (after Mozambique) to be admitted to the Commonwealth without any former colonial or constitutional links with the United Kingdom. Unlike Mozambique, has adopted English as an official language since joining.
Saint Kitts and Nevis	19 September 1983	North America	55,000	
Saint Lucia	22 February 1979	North America	185,000	
Saint Vincent and the Grenadines	27 October 1979	North America	109,000	A special member from 27 October 1979 until 1 June 1985.
Samoa	28 August	Oceania	187,820	Gained independence from New Zealand on 1 January 1962. Joined as Western Samoa, subsequently changing its name to

Country	Joined	Continent	Population	Notes
	1970			Samoa on 4 July 1997.
Seychelles	29 June 1976	Africa	89,949	
Sierra Leone	27 April 1961	Africa	6,319,000	
Singapore	9 August 1966 (effective from 9 August 1965)	Asia	5,469,700	Gained independence from the United Kingdom and joined federation of Malaysia on 16 September 1963. Became independent on 9 August 1965.
Solomon Islands	7 July 1978	Oceania	581,344	
South Africa	11 December 1931	Africa	54,002,000	Granted nominal independence (Dominion status) on 31 May 1910. One of the original Dominions at the time of the Statute of Westminster 1931. Left on 31 May 1961; rejoined 1 June 1994.
Sri Lanka	4 February 1948	Asia	20,675,000	Joined as the Dominion of Ceylon, subsequently changing its name in 1972. Became a republic in 1972 and served final ties with Britain.
Swaziland	6 September 1968	Africa	1,119,375	
Tanzania	9 December 1961	Africa	47,421,786	Joined as Tanganyika and later Zanzibar, which subsequently merged to form Tanzania on 26 April 1964.
Tonga	4 June 1970	Oceania	103,252	
Trinidad and Tobago	31 August 1962	North America	1,328,019	
Tuvalu	1 October 1978	Oceania	11,323	A special member from 1 October 1978 until 1 September 2000.
Uganda	9 October 1962	Africa	34,856,813	
United Kingdom	11 December 1931	Europe	64,511,000	The Parliament of the United Kingdom enacted the Statute of Westminster 1931.
Vanuatu	30 July 1980	Oceania	264,652	Gained independence from joint rule of France and United Kingdom.

Country	Joined	Continent	Population	Notes
Zambia	24 October 1964	Africa	15,473,905	

FORMER MEMBERS

Country	Joined	Continent	Left	
The Gambia	18 February 1965	Africa	3 October 2013	Withdrew on 3 October 2013 citing "neo-colonialism".
Ireland	11 December 1931	Europe	18 April 1949	One of the original Dominions at the time of the Statute of Westminster 1931. Withdrew after passing the Republic of Ireland Act in 1949.
Zimbabwe	1 October 1980	Africa	7 December 2003	Suspended on 19 March 2002. Withdrew voluntarily on 7 December 2003.

FORMER PROTECTORATES OF THE UK AND OTHER COMMONWEALTH COUNTRIES

A protectorate, in the British Empire, is a territory which is not formally annexed but in which, by treaty, grant or other lawful means, the Crown has power and jurisdiction.

A protectorate differs from a "protected state". A protected state is a territory under a ruler which enjoys Her Britannic Majesty's protection, over whose foreign affairs she exercises control, but in respect of whose internal affairs she does not exercise jurisdiction.

When the British took over Cephalonia in 1809, they proclaimed, "We present ourselves to you, Inhabitants of Cephalonia, not as invaders, with views of conquest, but as allies who hold forth to you the advantages of British protection." When the British continued to occupy the Ionian Islands after the Napoleonic wars, they did not formally annex the islands, but described them as a protectorate. The islands were constituted by the Treaty of Paris in 1815 as the independent United States of the Ionian Islands under British protection. Similarly, Malta was a British protectorate between the capitulation of the French in 1800 and the Treaty of Paris of 1814.

Other British protectorates followed. In 1894, Prime Minister William Ewart Gladstone's government officially announced that Uganda was to become a British Protectorate, where Muslim and Christian strife had attracted international attention. The British administration installed carefully selected local kings under a programme of indirect rule through the local oligarchy, creating a network of British-controlled civil service. Most British protectorates were overseen by a Commissioner or a High Commissioner, rather than a Governor.

British law makes a distinction between a protectorate and protected state. Constitutionally the two are of similar status where Britain provides controlled defence and external relations. However, a protectorate has an internal government established, while a protected state establishes a form of local internal self-government based on the already existing one.

Persons connected with former British protectorates, protected states, mandated or trust territories may remain British Protected Persons if they did not acquire the nationality of the country at independence.

The last British protectorate proper was the Solomon Islands, which gained independence in 1978; the last British protected state was Brunei, which gained full independence in 1984.

Other cases include the following:

AMERICAS

- Barbados (1627–1652) (as a proprietary colony under both William Courteen, followed by James Hay I.)
- Mosquito Coast (1655–1860) (over Central America's Miskito Indian nation)

ARAB WORLD

- Aden Protectorate in Yemen (1873–1967)
- Sultanate of Egypt (1914–1922)
- Anglo-Egyptian Sudan (1899–1956; condominium with Egypt)
- Persian Gulf Residency (1822–1971)
    - Bahrain (1880–1971)
    - Kuwait (1899–1961)
    - Qatar (1916–1971)
    - Trucial States, precursor of the UAE (1892–1971)
- British Somaliland (1887–1960)

SOUTH AND SOUTH EAST ASIA

- Bhutan (1910–1947)
- British North Borneo (1888–1946)
- Brunei (1888–1984)
- Federation of Malaya (1948–1957)
    - Federated Malay States (1895–1946)
        - Negeri Sembilan (1888–1895)
            - Sungai Ujong (1873–1888)
            - Jelebu (1886–1895)
        - Pahang (1888–1895)
        - Perak (1874–1895)

        - Selangor (1875–1895)
    - Unfederated Malay States (1904/09-1946)
        - Johor (1904–1946)
        - Kedah (1909–1946)
        - Kelantan (1909–1946)
        - Perlis (1909–1946)
        - Terengganu (1909–1946)
- Indian Princely States (to 1947)
- Maldives (1887–1965)
- Sikkim (1910–1975)
- Kingdom of Sarawak (1888–1946)

SUB-SAHARAN AFRICA

Asterisks denote protectorates which were governed from a colony of the same name.

- Basutoland (1884–1966)
- Bechuanaland Protectorate (1884–1966)
- British East Africa Protectorate (1895–1920)
- Gambia Protectorate* (1894–1965)
- Kenya Protectorate* (1920–1963)
- Barotseland Protectorate (1900–1964)
- Northern Rhodesia (1924–1964)
- Northern Territories of the Gold Coast (1902–1957)
- Nyasaland Protectorate (1893–1964) – known as British Central Africa until 1907
- Northern Nigeria Protectorate
- Eastern Nigeria Protectorate
- Western Nigeria Protectorate
- Sierra Leone Protectorate* (1896–1961)
- Swaziland (1902–1968)
- Uganda Protectorate (1894–1962)
- Walvis Bay protectorate (1878–1884)
- Zanzibar (1890–1963)

OCEANIA

- British Solomon Islands (1893–1978)
- Cook Islands (1888–1901)
- Gilbert and Ellice Islands (1892–1916)
- Niue (1900–1901)
- Tokelau (1877–1916)
- Tonga (1900–1970)

While CODE desires to provide fullest support to all the Commonwealth countries, however the main activities have been concentrated in the Indian Subcontinent and accordingly the resources provided have been based on the data regarding South Asia.

The Universities in British India have a 158 - years old history. On the recommendations of the Wood's Despatch (1854), three Universities were established, one each in Calcutta, Madras and Bombay. These were supposed to be on the lines of London University, which then was a purely examining body, non-resident and non-teaching in its basic character. The Punjab and the Allahabad universities were incorporated on the lines of the old universities in 1882 and 1887 respectively.

By 1901-02, there was a very rapid expansion of college education. As against 68 colleges in 1881-82, there were 179 affiliated colleges in 1901-02, 138 in the so-called British India, 32 in Indian princely states and 9 in Ceylon. In 1902, during Lord Curzon's Viceroyalty, the India University Commission was appointed. The recommendations of this Commission gave birth to the Indian Universities Act of 1904. Within ten years of this Act, however, the position changed vastly and new Universities had to be started. In 1916, Banaras and Mysore came into being. Into 1917, Patna became the seat of a new university. The same year saw the emergence of the S.N.D.T. Women's University at Bombay, followed closely, the next year, by a university at Hyderabad. In 1916, the Calcutta University started post-graduate departments where direct university involvement in teaching, transcending its affiliating or examining character, was witnessed for the first time. The Calcutta University Commission recommendation brought about a sea change in the scene of higher education in India. A number of new universities sprang up. These included Dhacca and Rangoon in 1920, Aligarh and Lucknow in 1921, Delhi in 1922, Travancore in 1937, Utkal in 1943, Sagar in 1946 and Sind as also Rajputana in 1947. This is the short history of higher education in India during the British period.

Since enrolment in various courses in inalienably related to the manpower needs in terms of the faculty strength, the projected increase in the vital sector of higher education can be easily predicted. Given 80 students per faculty member, an additional number of 68,000 new faculty members and 1,480 additional arts, science and commerce colleges will be needed every five years. Understandably, therefore, the Education Commission observed in June 1966 : "If the present rate of expansion (10% a year) is assumed to continue for the next 20 years, the total enrolment in higher education would be between 7 and 8 million by 1985-86 or more than twice the estimated requirements for manpower for national development. An economy like ours can neither have the funds to expand higher education at this scale nor the capacity to find suitable employment for the millions of graduates who come out of the educational system at this level of enrolment."

The essence of the matter is that the existing educational apparatus has reached a point of saturation beyond which it can be stretched only with danger both to the system and to the economy of the country. While on the one hand the solution may lie in faster economic growth, on the other it lies in diversification of the modes of education which at present remain deeply embedded in the traditional soil. One way out is the expansion and steady growth of non-traditional modes. "So long as the basic imbalances persist, there is no escape from containing the enrolment within available resources while stretching the resources to the utmost through part-time and correspondence or distance education". The Education Commission in this connection observed : "An economy like ours can neither have the funds to expand higher education on this scale nor the capacity to find suitable

employment for the millions of graduates who would come annually out of the educational system at this level on enrolment."

The Commission was of the view that admission to the institutions of higher education should be made selective. This view, no doubt tenable from one angle, was found unacceptable by political pundits who held the reigns of power. They opined that the development of a democracy primarily depends on the quality and quanta of education which a State can give to its citizens. Indeed, the observation had been made in almost all the five year plans.



The President of CODE Dr. P R Trivedi with the United Nations Secretary General Boutros Boutros Ghali discussing the CODE's Action Plan for its 10th Annual Day Celebrations

Education is the most important single factor in achieving rapid economic development and technological progress and in creating a social order founded on the values of freedom, social justice and equal opportunity. It has been one of the major aims of the Five Year Plans to expand and intensify the education effort so that from now on, in all branches of national life, education becomes the focal point of planned development.

This view, contrary to the Kothari Commission Report, was held by many educationists also. But the stresses and strains of a stagnant economy, which had to be further subjected to wasteful expenditure of a nature and magnitude unheard of, were factors responsible not only for the reasons behind the Kothari Commission's view, but also for others who thought in the same manner. It was also recommended that the admissions to colleges should be open only to those who 'deserved being in a college'. However, the statistics again made a nonsense of what was being thought of at the levels of planning and implementation.

It is a statistical fact that only one in every forty men of the age-group 20-25 now goes to the college. Even if the stipulated increase in the number of college-going students become a hard fact by 2000, the ratio of college-going and non-college-going students will not change. Thus every time 39 students will prefer not to go to a college, only one will do so. Will it be worthwhile or even desirable to shut the gates of colleges to some of the 25 young men or women out of a thousand of the relevant age-group in the Indian population who want to seek admission ? In an egalitarian society it becomes more of an imperative than a choice to throw open avenues of betterment to all those who desire. Whether or not they deserve is a question which should engage attention either in a totalitarian state or in an absolute, monarchical order of things. Naturally, therefore, the Report of the Education Commission (1964-65) had given detailed comments on the equalization of educational opportunities. It has said that inequalities of educational opportunities arise in various ways which include the non-location of institutes of higher learning in rural, hilly or backward areas. While the recommendation of the Commission was "this handicap should be overcome by the widest dispersal of educational institutions, consistent with economy and efficiency," it also noted with dismay that "another cause of inequality of educational opportunity is the poverty of large sections of the population and the relative affluence of a small minority" with the result that "even in the neighbourhood of an educational institution, children from poor families do not have the same chance as those who come from, richer ones". Among other recommendations such as the progressive abolition of fee, provision for free books and scholarship, the Commission stressed the need for the Indian universities to take upon their shoulders the task of community service, through adult education programmes, extension lectures, correspondence courses and establishment of evening institutions. About programmes of adult education, it said :

Another special responsibility of the Indian universities is to develop programmes of adult education in a big way, and to that end, evolve widespread network of part-time and correspondence courses. The universities have to provide these courses in all their faculties, not only as extramural preparation for their examinations, but also as programmes of in-service education if professional workers in all walks of life. General adult education programmes are also needed to create a unity of outlook and faith between the masses and the intelligentsia.

The concept of a university may be defined as "an organised and degree giving institution, intended for the study and advancement of higher branches of learning, self-governing in its nature, and, to a greater or lesser extent, national in scope". The university may further be defined as "a corporation or society which devotes itself to a search after knowledge for the sake of its intrinsic value". Neither of the two definitions enable it appropriate to include the 'methodology' or 'medium' of teaching to be of such intrinsic value to be incorporated in the definition of university. However, today's university has a greater role to play than - say - the ancient universities of Takshashila and Nalanda or *stadium generale* of Bologna, Salamanca, Paris, Oxford or Prague. Let us understand the point this way.

It is a national institution, hence it cannot keep itself aloof from the main currents of national life. If cannot become recluse in its 'ivory tower' of culture. It will have to bring its policies and programmes into line with social and national problems, and keep itself in

contact with the needs of all sections of our population, well-educated and illiterate, workmen and labourers, artisans and farmers. In short, it should provide suitable extension programmes too. Thus, a university in Free India will have four main functions : (i) instruction, (2) research, (3) affiliation, and (4) extension.

Under 'extension', comes adult education programmes and community service. The initiation of correspondence courses is a part of the extension of the university to the doorstep of the receiver. It is the university that goes out into the community to meet its student and not the students who come to the university. Unless the university, without diverting its attention from higher goals of research and accumulation of knowledge, pays due attention to correspondence and continuing education, it is likely to end up as a study in decay. The University in essence is a living organism, and is inevitable subject to the principles of is a living organism, and is inevitable subject to the principles of evolution. It cannot remain static. To do so would be to perish.

In the USA, Carnegie Commission Reports (in thirteen volumes) suggest a blueprint for some fundamental academic reforms and reveal certain great new opportunities that lie before higher education. The major theme adumbrated therein relates to sufficient open access to opportunities for all who wish to have post-secondary education besides measures to overcome educational disadvantages due to race, sex, economic deprivation and inadequacies of prior schooling.

Besides, the Open Door Community Colleges have been recommended to be spread across the nation with a view to providing for comprehensive type of education serving both academic and occupational interests. Stress has also been laid on encouraging the widespread use of the new educational technology to greatly enrich post-secondary education and to help people learn, as and when they wish, even beyond the traditional campus, to enable them to enhance their lives, professionally and academically. The new emphasis is on the development of individual human capabilities to enhance the quality of life in all its aspects and to enhance individual and social well-being.

What according to the Carnegie Commission Reports is good for U.S.A. is still better for India. An elementary proposition if the sociology of education suggests that education is an important channel to the social and economic rewards of society. It is essential to the economy and it is a large-scale and highly visible organisation. For these reasons education is controlled by the dominant groups of society so as to meet their definition of society's priorities.

It would not be far wrong to say that this is what exactly happened in the traditional system of education in India. At the university stage, more than 70 percent of the seats are taken by the top 5 percent of the social strata.

Educational development, particularly at the Secondary and higher stages, is benefiting the 'haves' more than 'have-nots'. This is a negation of social justice.

The elitist bias in higher education has indeed been more marked in India than in the western countries. It was quite appropriate in the British India for educationists to think of a three-fold-significance of the work of the Universities - teaching, research and service to the society. However, the position has changed considerably since then and new pulls

and pressures of an egalitarian society committed to the programme of social welfare have made it abundantly incumbent upon the universities to expand this programme. The elitist bias in higher education can indeed be minimised through universal education which should bring the university out of its ivory-tower isolation to the very door step of the student. The three-fold programme of the traditional university own includes a fourth goal - the goal of adult literacy, converting itself into continuing education for the adult in the course of time.

The Education Commission once again paid attention to the problem and recommended in a later paragraph :

At present, a student at the undergraduate stage must either be admitted to a full-time basis or go without education altogether. This creates a great demand for full-time seats in colleges and leads to a deterioration of standards as the resources to provide all the seats needed are not available. Once solution to this is to keep full-time seats strictly limited on the basis of resources available and correspondence courses, part-time courses, evening courses etc. for those who aspire to a university degree but are not able to get admission to the regular courses. This device is being increasingly used in many countries such as the USA, the UK and Japan. The correspondence / distance education courses recently started by many universities have proved to be a promising experiment and are producing satisfactory examination results. CODE since its inception in the year 1987 is engaged in producing self-instructional resource materials besides organising conferences, seminars, symposia, congresses and conventions related to correspondence, distance as well as open education in different countries.

Correspondence, distance and open education courses, in addition to the provision by Universities of regular part-time courses through evening colleges and other institutes, were visualised by CODE in the context of

(a) an ever-growing number of students who want to seek higher education;

(b) non-availability of seats in the existing colleges and university departments which have already reached a saturation point;

(c) throwing open the opportunities of higher education to all who desire and deserve;

(d) doing away with the need of opening institutions of higher education in remote corners, hilly areas and other places where a sufficient number of students may not be available and hence opening of colleges would be economically unwise;

(e) providing dropouts a fresh start in their academic career if they have taken up jobs, and

(f) relying mainly on the existing faculty of parent departments for designing courses and tailoring reading material for distant students thereby not adding considerably to the faculty strength.

At present, the parent universities which have established correspondence courses as multi-channel extension limbs have not taken into account the basic philosophical premise of correspondence education for giving them independence and autonomy from the inflexible course meant for regular students. CODE has been active in providing advice to

the Central as well as the State Governments besides the concerned universities for providing independence and autonomy to the Departments and Centers / Directorates of Distance Education / Correspondence Courses. CODE is determined to provide assistance and guidance to all the open universities in all the Commonwealth countries.

There is a rigidity born of highbrow and stiff-collar attitudes. No attention has been paid, for example, to tailoring of new courses, flexible enough to have sufficient elbow room for academic reactivity, meant primarily for those 'academic orphans' who have failed to get seats in regular courses obviously on account of socio-economic compulsions. "The scope of correspondence education (in India) has remained narrow. It has got to be widened. For this purpose, new courses have to be designed keeping in mind the need of our society. Such courses should specially be linked to job requirements.

Though the aims of correspondence/distance/online/open/web-based instruction and those of oral teaching are the same, the incitements, motives and methods differ. In oral teaching it is the established equation of the physical presence of the teacher and the taught in a given point in space and time which holds good only for that environment. In correspondence study, the equation of physical absence of oral communication makes it possible for the written and printed work to be employed as a vehicle for the dissemination of knowledge.

Such a course of study transcends the physical limitations imposed on classroom teaching. It is with this end in view that governments and educational bodies have become increasingly aware of the possibilities offered by correspondence education and the record success of its programmes all over the world has strengthened the faith of educationists.

The traditional classroom teaching, as is evident, is a hang-over from the days of Plato and Aristotle. The golden age of Greek learning or the equally lustrous age of Indian scholarship in our hoary past conceptualised higher teaching as some thing fixed in the place where the wisdom-giver had his *ashrama* or his *academy*. The physical limitations of distance, scanty means of travel and lack of facilities for a number of students to work as in-scholars made it impossible for more than a selected few to sit at the feet of the master and learn. Nonetheless many flocked to the fountain-head to get wisdom.

The very name *Upanishadas* (near sitting) symbolised the cadre of those who sat nearer to the wisdom-giver or the *guru* with their folded knees to imbibe his teaching. Suffice to say that but for the diligence of his pupils, the notes of Aristole's *Poetics* or Manu's code known as 'Manusmriti' and some other great works would have been lost to us. Education, throughout the intervening centuries, remained the prerogative and monopoly of those who could claim it by virtue of their higher birth or whole time life-long vocation. This indeed was true of the pre-Independence period because institutions of higher education were so few as to thwart the aspirations of many. But in spite of the great multiplication of the number of colleges as also their proliferation in the back belts of the known urban centres in India, the number of those who desire and deserve a seat in a higher study course has mounted manifold.

The socio-economic compulsions may thwart the aspirations of millions from higher education today. This particularly true of a big country like India with its large land-mass and teeming population living in rural areas. As it is, universities and affiliated colleges

can function only in towns and cities, away from the interior rural landscape, isolating the student community living in villages from the process of continuing education.

Another socio-economic compulsion which cripples the aspirations of a large body of our youth is the seasonal employment or under-employment in a vocation which they have either inherited as their partimony (though a rigid caste-system which still holds its sway) or for the reason that they are compelled to eke out an existence solely because they are born at a certain place. Hill-folk in India, as sociologists will testify, still retain almost a racial compulsion to get their last rites at the place of their birth. The bulk of these under-employed, partly-employed or seasonally-employed young men and women cannot pursue a regular course of study in a college whereby they have to leave their village based life for a three-year sojourn in a city. It is befitting, therefore, that correspondence education should cater to this significant but ignored segment of humanity by reaching out to millions who work for their living and to those who do not have an institution in their geographical proximity.

A change in the educational technology, of which the introduction of correspondence or distance education is but a significant part, becomes imperative seen in the context of the education scene in India. This question has indeed received very little consideration at the hands of planners in the last fifty years and it was only with the advent of the nineties that a serious note was taken by policy-framers and planners to the central level while States which zealously guarded the realm of education as a State subject merely wasted time. A typical class of one teacher attached to 60 or 80 students using textbooks is the prototype of the traditional classroom method.

Absence of programmed learning though which teaching-learning apparatus could have been systematised leads to further pigmentation of an already hardened system in which formal education, apronstring-tied to degrees or diplomas linked with job-qualifications, rather than with job-requirements, become the *summum bonum* of education. Programmed learning within or on the periphery of the framework of a formal system can, by itself, reduce some of the burden. It can systematise learning considerably in many of its aspects and increase average class size of pupil-teacher ratio. Its requirements indeed would be highly professionalised manpower of programmes which would substitute for any very great improvement on the present formal education-intellectual competence of the teacher or the receptivity calibre of the pupils.

Education being a labour-intensive industry in the context of a developing country like India, a rapid technical change requires higher capital layout. Denied this, we have to fall back upon the home-made and indigenous systems which may come up to the modern level if they are given a fair deal of help and assistance. Whether it is the stress on productive work (earn while you learn - a cliche, but also a hard reality), or the fundamental change in the medium of teaching, the system has to be carried along in the changes of educational technology relevant to the Indian situation. But it is obvious that rapid technical change has to be carried out in education if, within the resources constraints that exist, much larger educational outcomes are sought to be achieved.

In a country of the magnitude of India, teacher's salaries alone amount to as much as 83.5% of the total educational outlay. Figures calculated reveal that consumption

expenditure (teacher's salaries, scholarships etc.) and investment expenditure (buildings, equipment, library books, laboratories etc.) have a discordant ratio. It was found that the percentage of 'consumption expenditure' to the total university expenditure increased from about 41 in 1947-48 to 52 in 1965-66. It further jumped to 64 in 1971-72, 73 in 1974-75 and 83.5 in 1998-99, after the revision of the grades of university teachers. Since the year 2000 this percentage has kept increasing on a continuing basis.

Seen in real terms, the position is that idle children and idle adults who are eating and living at a level lower than the poverty line in most cases, have to be bunched together in order to bring them into the fold of education. It is, however, not they who finance education, for they obviously cannot, it is the state which has to do so. It has also been the time-honoured practice that higher the level of academic courses pursued, higher still is the public subsidy for the student trainee.

Judging from the scheme of social expenditure on education and training, a regular college student in a College of Arts or Science costs something like Rs. 401 per annum to the Government or the Management, without giving anything by way of return except that the gets a degree after completing a course and qualifying an examination. A correspondence student literally costs less than one-fourth to the Government or the Management. Since most of the institutions are run on a non-profit-no-loss basis (their surpluses are occasionally carried forward to the next year or become a source of general revenue for the University). There are normally no grants to meet deficit-on-account except where last years' surpluses are available. This position is, however, in for a welcome change in as much as many universities have now started meeting the on-account deficit of their correspondence course. A correspondence student, again, is not only not a liability on the State, but is a positive asset to the society.

However, while the fact remains that correspondence course can finance their own programmes from the revenue resources of fees from the students and do not become a dead burden on the sponsoring universities, it should not create an impression that such courses should eventually become commercial concerns running at a profit and constitute a permanent revenue source for the general budget of the university. Any part of its resources should at no time be regarded as surplus and utilised for purposes of the university unconnected with the correspondence courses institute. The surplus money should be diverted for more and more of developments and charitable purposes like earmarking substantial amounts for grant of fee concession or total exemption of fee or for scholarships to deserving but financially crippled sections of students of which there is a large number.

Correspondence / distance education has come of age in India. However, no serious attempt has been made to evaluate the work and efficacy of the system in catering to the needs of thousands of students who cannot pursue a regular course of study. Institutes of Correspondence Education, Centres of Distance Education and Open Universities have been working more or less as extension service agencies of universities which have created them. They not only teach the same courses of study but also use tools and skills which still retain their musky odour of the classroom system. Since the examinations for regular students and correspondence students are one and the same, the students have to be given examination-oriented study programmes to make them show an equal rating with regular

students. This forces designers of lessons and other reading material to fall back upon the time-honoured and time-abused system of written notes which some-times border on the realm of cheap 'digests' available in market. In some cases, even the question-answer form is used to give the correspondence students readymade material for use in the examination.

Evaluation of any educational programme which has successfully run for over a decade becomes one of the categorical imperatives of a system if the system has to look to the future needs of a changing situation. This applies to correspondence/distance education as much as to the traditional modes of education.

However, in the last decade U.G.C. Committees on distance education have been able to review the working of only a few universities. It has been in the fitness of things that the Distance Education Council (DEC) established under the provisions of IGNOU at 1985 has merged with the U.G.C. under the name of Distance Education Bureau. CODE is dedicated to provide support, guidance and counseling to all the statutory bodies in India for ensuring quality education at all the institutions offering distance education programmes.

Occasional meetings and seminars or workshops organised by different universities have, however, given to the participants opportunities for exchanging views on various subjects. One thing that has emerged from this exchange of view and comparison of notes is the widespread belief that unless correspondence institutes are considered autonomous institutes, allowed to run their own courses to give their own degrees, they will continue to be looked down upon and considered 'poor relations' of their traditional counterparts. This is in spite of the fact that the system of degree linked jobs makes it imperative for a job-seeking individual to have the same degree either regular or though correspondence course of study. If an overhaul has to be done, it shall have to be done to the entire fabric of eduction. A built-in element of flexibility in course of study which can be given only through correspondence education is the need of the hour.

Chapter 16
COMMONWEALTH OF LEARNING

The Commonwealth of Learning (COL) is an intergovernmental organisation of the Commonwealth of Nations headquartered in Vancouver, British Columbia, Canada. Founded at the 1987 Commonwealth Heads of Government Meeting (CHOGM) and inaugurated in 1988, COL's mandate is to promote and develop the use of open learning and distance education knowledge, resources and technologies throughout the Commonwealth's 54 member states. COL has evolved into one of the world's leading distance education providers and leads the international development in distance education along with UNESCO. COL is the only intergovernmental organisation solely concerned with the development of distance education.

COL's activities are grouped under two sectors: Education and Livelihoods and Health. COL helps nations increase access to quality education at all levels by focusing on quality assurance, teacher development, new approaches to higher education and the creation of expertise in Electronic learning. It helps countries to identify where livelihoods can be improved, and to create matching learning opportunities. Successful approaches to improving rural and peri-urban economies draw on COL's close relationship with international agricultural bodies.



Dr. H. Ian Macdonald, Chairman of Commonwealth of Learning (COL) Board of Governors with the Honourable Murli Manohar Joshi, Union Minister for HRD, Government of India

Financial support for COL's core operations is provided by Commonwealth governments on a voluntary basis, with primary funding renewed every three years. COL also receives extra-budgetary income from other development sources and provides fee-for-service distance education and open learning course delivery and training for international agencies, such as the United Nations High Commissioner for Refugees (UNHCR) and the World Health Organization (WHO).

COL's major financial contributors currently include Canada, India, New Zealand, Nigeria, South Africa and the United Kingdom, all of which have representatives on COL's Board of Governors. The Board of Governors is chaired by Dr. Linda Sissons, CNZM, former Chief Executive Officer of New Zealand's Wellington Institute of Technology (WelTec). Dr. Sissons has worked in university and institutes of technology management roles in New Zealand and the United Kingdom. The current President and chief executive officer of COL is Professor Asha Kanwar. COL's professional staff includes an internationally recruited group of education specialists.

COL works co-operatively with Commonwealth governments and operates through a wide range of partnerships. COL's partners include national and international development agencies and banks, such as non-governmental organisations, other Commonwealth agencies like the Commonwealth Secretariat, United Nations bodies such as UNESCO, UNICEF, UNIFEM, UNDP and the World Bank, national and regional distance education associations and industry.

COL's overall approach and the focus, scope and type of specific programmes and projects is directed by a guidance document referred to as the Three-year Plan, revised with each funding cycle. Revisions are based on input and feedback from Commonwealth member governments and organisations, and are informed by the changing development needs of Commonwealth member nations. *Learning for Development* is the theme of COL's Three-year Plan 2012–2015. COL uses the United Nations' Millennium Development Goals (MDGs) and Education for All (EFA) declarations and the Commonwealth's priorities of peace, democracy, equality and good governance as its framework for action. The Three-Year Plan, 2012–2015 has three Strategic Goals:

- **Quality education for all Commonwealth citizens**

Increased access to affordable primary, secondary and tertiary education, especially for girls, women and the marginalised.

- **Human resources development in the Commonwealth**

Sustainable and replicable learning systems in place for farming, health and skills development in the formal and informal sectors.

- **Harnessing ODL and technologies to achieve development goals**

Improved capacity of governments and civil society to provide quality learning for achieving MDG and EFA goals.

COL co-ordinated the development of a Virtual University for Small States of the Commonwealth and WikiEducator, a community resource for the development of free educational content. COL has been at the forefront of the OER movement, which promotes the creation, sharing and adaptation of learning materials that anyone can freely use for teaching, learning, development and research. Most recently, COL spearheaded an

initiative to get governments worldwide to recognise officially the importance of sharing OER. "Fostering Governmental Support for OER Internationally" involved consultation workshops in every region of the Commonwealth and a survey of governments worldwide, culminating in the presentation and approval of the Paris Declaration on OER at UNESCO's World OER Congress in Paris in June 2012. The Paris Declaration is a commitment to making educational resources developed with public funds available for re-use and re-purposing under open licences.

COL hosts a biennial Pan-Commonwealth Forum on Open Learning where its Excellence in Distance Education Awards (EDEA) are presented. In 2002, COL awarded the BBC World Service the EDEA for Institutional Achievement for the standard of its English teaching on radio and online.

Chapter 17
OPEN EDUCATIONAL RESOURCES POLICY

Open Educational Resource Policies (OER policies) are principles or tenets adopted by governing bodies in support of the use of open content—specifically open educational resources (OER) -- and practices in educational institutions. Such policies are emerging increasingly at the national, state/province, and local levels. Creative Commons defines (OER) policies as "legislation, institutional policies, and/or funder mandates that lead to the creation, increased use, and/or support for improving OER." OER are learning materials that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

OER POLICY CLEARINGHOUSES

Creative Commons hosts an open educational resources policy registry which lists 112 current and proposed open education policies from around the world.

Another resource for finding OER policies is the Open Educational Quality Initiative OPAL Best Practice Clearing House. The OPAL Initiative is a partnership between seven organizations including the International Council for Open and Distance Education (ICDE), UNESCO, European Foundation for Quality, the Open University UK, Aalto University and the Catholic University Portugal. Led by the University of Duisburg-Essen in Germany, it is partly funded by the European Commission.

UNESCO OER CONGRESS

On Friday 22 June 2012, the UNESCO World Open Educational Resources (OER) Congress released the 2012 Paris OER Declaration which called on governments to openly license publicly funded educational materials.

UNESCO member states unanimously approved the declaration, which highlights the importance of open educational resources and gives recommendations to governments and institutions around the globe.

POLICIES ADOPTED BY NATIONAL COUNCILS OF EDUCATION

On January 17, 2014, the Council on Higher Education in South Africa published a *White Paper for Post-School Education and Training*. This paper emphasized open learning principles and set the stage for supporting national efforts to design and develop high-quality open educational resources.

In response the University of South Africa (UNISA) -- one of the founding partners of the OERu network and a member of the 2012 Unesco OER conference in Paris -- approved an Open Educational Resource (OER) Strategy in March 2014.

POLICIES ADOPTED BY RESEARCH UNIVERSITIES

An open-access policy enacted by the Faculty of a research university can empower them in choosing how to distribute their own scholarly work. If a faculty member wishes to grant exclusive rights to a publisher, they would first need to request a waiver from their faculty governance body. Some reasons to implement this kind of policy institution-wide are to:

1. increase the overall impact of an institution's research contributions to the global knowledge economy,
2. individual faculty receive their institution's full support in a unified action to work with publishers to simplify procedures and broaden access to their scholarly work (allowing for greater possibilities for citations of their work - important for hiring, tenure and promotion decisions),
3. take advantage of scholarly interactions with a greater diversity of readers, not just those who can afford to purchase the information from a vendor or attend an academic conference.

This kind of blanket policy provides support to those whose research is not part of a project that requires open access to the research done. For example, since the February 2013 directive from the United States Office of Science and Technology Policy, U.S. federal agencies have been developing their own policies on making research freely available within a year of publication.

SPARC, the Scholarly Publishing and Academic Resources Coalition, led the collaborative and open effort to create an "Open Access Spectrum" that demonstrates a more sophisticated approach is needed in discussions about the concept of openness in research communications. The "HowOpenIsIt? Guide (as well as an FAQ document and slide deck) is available for download on the SPARC website. Another useful guide has been developed by members of the Harvard Office for Scholarly Communication, the Harvard Open Access Project, and the Berkman Center for Internet and Society. This online guide, "Good practices for university open-access policies" is built on a wiki and is designed to evolve over time, according to the co-authors: Emily Kilcer, Stuart Shieber and Peter Suber.

CALIFORNIA INSTITUTE OF TECHNOLOGY

On June 10, 2013, the Faculty Board of the California Institute of Technology (Caltech) created an institution-wide Open Access Policy. The ruling stated that as of January 1, 2014, all Caltech faculty must agree to grant nonexclusive rights to Caltech to disseminate their scholarly papers either via the authors' own sites or to Caltech AUTHORS, the online repository. The goal is to encourage wider distribution of their work and to simplify the copyright process when posting research on faculty or institutional Web sites. The initiative was put in place to prevent publishers of those journals from threatening legal action or issuing takedown notices to authors who have posted their content on their own sites or to CaltechAUTHORS, an online repository for research papers authored by Caltech faculty and other researchers at Caltech.

DUKE UNIVERSITY

On March 21, 2010, the Duke University Academic Council voted to support the University Library's new data repository, DukeSpace, with a blanket policy to provide open access to their scholarly writings. The policy allows for faculty members to opt out at any time, and it is regularly reviewed to determine its effectiveness.

Duke also in 2010 joined the Compact for Open-Access Publishing Equity (COPE) and established a fund to help Duke faculty members to cover any author fees required to publish in open access journals.

HARVARD UNIVERSITY

On February 12, 2008, the Faculty of Arts and Sciences of Harvard University approved their Open Access Policy, granting to the President and Fellows of Harvard to "make available his or her scholarly articles and to exercise the copyright in those articles ... in a nonexclusive, irrevocable, paid-up, worldwide license..." Since then, several other schools within the University now participate in the Open Access Policies supported by the Office for Scholarly Communication: the Graduate School of Design, the School of Education, the Business School, the Law School, the Kennedy School of Government, the Divinity School, and the School of Public Health. The University's open-access repository is called DASH (Digital Access to Scholarship at Harvard) which is where the faculty upload their scholarly articles for access by all.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY

Adopted by a unanimous vote on March 18, 2009, the Massachusetts Institute of Technology (MIT) Faculty adopted an open access policy. The policy applies to "all scholarly articles written while the person is a member of the Faculty except for any articles completed before the adoption of this policy and any articles for which the Faculty member entered into an incompatible licensing or assignment agreement before the adoption of this policy." The MIT online repository is called DSpace@MIT and it was designed to work seamlessly with Google Scholar. The Faculty revised and updated the policy in 2010 to take into consideration the various issues associated with the MIT librarians' discussions with publishers.

PRINCETON UNIVERSITY

In 2010 the Dean of the Faculty of Princeton University appointed an ad-hoc committee of faculty and the University Librarian to study the question of open access to faculty publications - and in March 2011, the committee recommended several changes to the Faculty rules to allow for a blanket policy for open access to Princeton faculty scholarship. The faculty approved an open access policy on September 19, 2011, which was last revised in January 2012.

STANFORD UNIVERSITY

On June 26, 2008, the Stanford University Graduate School of Education (GSE) were the first in that school to grant permission to the University to make their scholarly articles publicly accessible and to exercise the copyright in a "nonexclusive, irrevocable, worldwide license ... provided that the articles are properly attributed to the authors not sold for a profit." The GSE Open Archive houses and makes publicly available the GSE authors' working papers as well as published articles. Between May 21-24th, 2013, the Stanford GSE doctoral students voted in favor of a motion to enact an Open Access policy. At this time, however, despite the strong case made by Professors John Willinsky and Juan Pablo Alperin, no other Stanford academic units have stepped forward.

UNIVERSITY OF CALIFORNIA

On July 24, 2013, the Academic Senate of the University of California (UC) approved the UC Open Access Policy for all 8,000 plus faculty at their ten campuses. Some confusion at the local campuses led to online postings of journal articles whose copyright was already owned by publishers. For example, in December 2013, the academic publishing company Elsevier sent several UC faculty notices to take down certain journal articles posted openly on their campus webpages, e.g., on the department websites or faculty profiles. The UC Open Access Policy protected those faculty who had correctly uploaded their articles to the UC eScholarship repository. In another case of misunderstanding by the faculty about open access, in March 2014 the University received a Digital Millennium Copyright Act (DMCA) takedown notice for nine articles owned by the American Society for Civil Engineers (ASCE). The UC faculty authors had uploaded to eScholarship the publisher-formatted articles between 2004 and 2008, before the UC Open Access Policy had been enacted and in violation of the publisher's agreement with the authors when they gave their copyrights to the ASCE.

UNIVERSITY OF COLORADO BOULDER

In 2014 the Faculty Assembly of the University of Colorado Boulder approved the CU Boulder Open Access Policy "in order to allow for broad dissemination of their research." They granted to The Regents of the University of Colorado "a nonexclusive, irrevocable, worldwide license to exercise any and all rights under copyright relating to their scholarly work, as long as the works are properly attributed to the authors and not used for commercial purposes" -- and that the individual faculty would retain full ownership of the material. Authors at UC Boulder are expected to inform publishers about the University's policy and that they "have granted a pre-existing License." The digital repository, CU Scholar, is maintained by the University Libraries and functions under a set of policies derived from the Open Access Policy. Contributions from the CU Boulder community can include working papers and technical reports, published scholarly research articles, completed manuscripts, digital art or multimedia, conference papers and proceedings, theses and dissertations, Undergraduate Honors theses, journals published on campus, faculty course-related output primarily of scholarly interest, and data sets. The

Chancellor's Executive Committee recently approved the new policy, following the lead of the Council of Deans and the Office of the Provost and Executive Vice Chancellor.

UNIVERSITY OF KANSAS

In 2005 the University of Kansas (KU) created KU ScholarWorks, a digital repository for scholarly work created by KU faculty and staff. Faculty Senate President Lisa Wolf-Wendel, professor of education leadership and policy studies, approved a new policy, "Open Access Policy for University of Kansas Scholarship" on April 30, 2009, in order to provide the broadest possible access to the journal literature authored by KU faculty." In June 2009, under a faculty-initiated policy approved by Chancellor Robert Hemenway, KU became the first U.S. public university to implement an open access policy. Unless a KU author sought a waiver, all articles must be submitted to KU ScholarWorks. "Processes to Implement the KU Open Access Policy" were endorsed by the Faculty Senate in February 2010. Theses and dissertations at the University of Kansas are also openly available, however in 2010 KU Graduate Studies established a policy that a student may request permission to embargo its publication for six months, one year or two years. Graduates earning the KU Master of Fine Arts in Creative Writing or PhD in English (Literature and Creative Writing track) may request a permanent embargo.

Chapter 18
NONFORMAL LEARNING

Non-formal Learning is a loosely defined term covering various structured learning situations, such as swimming sessions for toddlers, community-based sports programs and conference style seminars, which do not either have the level of curriculum, syllabus, accreditation and certification associated with 'formal learning', but have more structure than that associated with 'informal learning', which typically take place naturally and spontaneously as part of other activities. These form the three styles of learning recognised and supported by the OECD.



Children acquiring knowledge through non-formal learning in India

Examples of non-formal learning include swimming sessions for toddlers, community-based sports programs, and programs developed by organisations such as the Boy Scouts or the Girl Guides, community or non-credit adult education courses, sports or fitness programs, professional conferences and continuing professional development. The learner's objectives may be to increase skills and knowledge, as well as to experience the emotional rewards associated with increased love for a subject or increased passion for learning.

HISTORY

The debate over the relative value of formal and informal learning has existed for a number of years. Traditionally formal learning that takes place in a school or university and has a greater value placed upon it than informal learning, such as learning within the workplace. This concept of formal learning being the socio-cultural accepted norm for

learning was first challenged by Scribner and Cole in 1973, who claimed most things in life are better learnt through informal processes, citing language learning as an example. Moreover, anthropologists noted that complex learning still takes place within indigenous communities that had no formal educational institutions. It's the acquisition of this knowledge or learning which occurs in everyday life that has not been fully valued or understood. This led to the declaration the by OECD educational ministers of the "life-long learning for all" strategy in 1996. This includes 23 countries from five continents, who have sought to clarify and validate all forms of learning including formal, non-formal and informal. This has been in conjunction with the European Union which has also developed policies for life-long learning which focus strongly on the need to identify, assess and certify non-formal and informal learning, particularly in the workplace.

COUNTRIES INVOLVED IN RECOGNITION OF NON-FORMAL LEARNING (OECD 2010)

Austria	Denmark	Italy	South Africa
Australia	Germany	Korea	Spain
Belgium	Greece	Malta	Slovenia
Canada	Hungary	Mexico	Switzerland
Chile	Iceland	Netherlands	United Kingdom
Czech Republic	Ireland	Norway	

FORMAL, INFORMAL AND NON-FORMAL LEARNING

Although all definitions can be contested (see below) this article shall refer to the European Centre for the Development of Vocational Training (Cedefop) 2001 communication on 'lifelong learning: formal, non-formal and informal learning' as the guideline for the differing definitions.

Formal learning: learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective. (Cedefop 2001)

Informal learning: learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and typically does not lead to certification. Informal learning may be intentional but in most cases it is not-intentional (or "incidental"/random)(Cedefop 2001))

CONTESTED DEFINITIONS

If there is no clear distinction between formal and in-formal learning where is the room for non formal learning. It is a contested issue with numerous definitions given. The following are some the competing theories.

"It is difficult to make a clear distinction between formal and informal learning as there is often a crossover between the two."

Similarly, Hodkinson et al. (2003), conclude after a significant literature analysis on the topics of formal, informal, and non-formal learning, that "the terms informal and non-formal appeared interchangeable, each being primarily defined in opposition to the dominant formal education system, and the largely individualist and acquisitional conceptualisations of learning developed in relation to such educational contexts."(Hodkinson et al., 2003, p. 314) Moreover, he states that "It is important not to see informal and formal attributes as somehow separate, waiting to be integrated.

This is the dominant view in the literature, and it is mistaken. Thus, the challenge is not to, somehow, combine informal and formal learning, for informal and formal attributes are present and inter-related, whether we will it so or not. The challenge is to recognise and identify them, and understand the implications. For this reason, the concept of non-formal learning, at least when seen as a middle state between formal and informal, is redundant."(p. 314)

Eraut's classification of learning into formal and non-formal:

This removes informal learning from the equation and states all learning outside of formal learning is non-formal. Eraut equates informal with connotations of dress, language or behaviour that have no relation to learning. Eraut defines formal learning as taking place within a learning framework; within a classroom or learning institution, with a designated teacher or trainer; the award of a qualification or credit; the external specification of outcomes. Any learning that occurs outside of these parameters is non-formal.(Ined 2002)

The EC (2001) Communication on Lifelong Learning: formal, non-formal and informal learning:

The EU places non-formal learning in between formal and informal learning (see above). This has learning both in a formal setting with a learning framework and as an organised event but within a qualification. "Non-formal learning: learning that is not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner's perspective." (Cedefop 2001)

Livingstone's adults formal and informal education, non-formal and informal learning:

This focuses on the idea of adult non-formal education. This new mode, 'informal education' is when teachers or mentors guide learners without reference to structured learning outcomes. This informal education learning is gaining knowledge without an imposed framework, such as learning new job skills. (Infed, 2002)

Billett (2001): there is no such thing as informal learning:

Billet's definition states there is no such thing as non-formal and informal learning. He states all human activity is learning, and that everything people do involves a process of learning. "all learning takes place within social organisations or communities that have formalised structures." Moreover he states most learning in life takes place outside of formal education.(Ined 2002)

VALIDATION

Cedefop has created European guidelines to provide validation to a broad range of learning experiences, thereby aiding transparency and comparability across its national borders. The broad framework for achieving this certification across both non-formal and informal learning is outlined in the Cedefop European guidelines for validating non-formal and informal learning; Routes from learning to certification.

DIFFERENT COUNTRIES APPROACHES

There are different approaches to validation between OCED and EU countries, with countries adopting different measures. The EU, as noted above, through the Cedefop - released European guidelines for validating non-formal and informal learning in 2009 to standardise validation throughout the EU. Within the OCED countries, the picture is more mixed.

COUNTRIES WITH THE EXISTENCE OF RECOGNITION FOR NON-FORMAL AND INFORMAL LEARNING

	Full Program	**Partial Program**	**Limited Program**	**No program**
Austria			**x**	
Australia	**x**			
Belgium		**x**		
Canada	**x**			
Chile				**x**
Czech Republic			**x**	
Denmark	**x**			
Germany		**x**		
Greece				**x**
Hungary			**x**	
India	**x**	**x**	**x**	
Ireland		**x**		
Italy			**x**	
Korea			**x**	
Malta			**x**	
Mexico		**x**		

Netherlands		**x**		
Norway	**x**			
South Africa		**x**		
Spain			**x**	
Slovenia			**x**	
Switzerland			**x**	
United Kingdom		**x**		

Chapter 19

CONTRIBUTION OF WIBP GROUP IN THE AREA OF OPEN AND DISTANCE LEARNING

The World Institution Building Programme (WIBP) was conceived as an international charity on the occasion of the 2nd Anniversary of the World Environment Day on 5th June 1974 by the young technocrat and institution builder Priya Ranjan Trivedi who after one year of continuous labour for locating a critical path in the area of institution building, planning and development and who declared his master plan and his thought in the following manner before the world citizenry on 5th June 1975 :

Those who have worked with me continuously refer to my behaviour of letting the people take decisions, giving them a sense of autonomy and respect in taking those decisions. To what do I attribute this quality which many people think is one of the rarest qualities ? How did I develop this quality of helping people to take on independent respectful roles when they are working with me and not lean on my shoulders ? The reason why I refer to it as a quality is that a person would not be able to behave that way unless he socialises in a culture in which he experiences such behaviour. Actually it is difficult to say whether it is a quality or whether it is merely a way in which I saw the task I had undertaken when I had thought of entering into the field of institution building last year. I had then lots of misgivings about entering in this unique field and throwing myself into a totally new environment with full of zeal and enthusiasm. But I decided to take on because I was intrigued by the thought of building an institution practically from scratch. So what always dominated was the fact that the objective was to help build institutions for having a sustainable society. So I did make deliberate choices in the terms of what I set about. I imposed on myself, for example, the limitations that I would not accept any external assignment and work i.e. the work concerned with any external agency unless that work had a very direct bearing on the functioning of the institutions I have been building and managing directly. Discussing regarding my strengths as an institution builder, I have great pleasure in disclosing that my main strength has been my ignorance. I am not being entirely facetious. When I started my activities in the field of institution building even when I was studying engineering at the Birla Institute of Technology, Mesra, Ranchi, I knew nothing about building an educational or any other institution, let alone managing the same. So may be the strength was my ignorance. In that I had no structural preconceptions. On the other hand I did have attitudinal biases towards education arising from my knowledge as a student of engineering as well as management. Those biases were the very common “motherhood” types of normatives. I thought that creativity and innovation were’good’; This required “freedom of views and expression”, this required self discipline which required self confidence which again required self esteem and mutual self respect between colleagues and so on. But I had no preconceptions as and how all this could be achieved. All I had were biases in favour of self reliance of individuals, groups and the institution. So when I had decided to have outfits of my institutions all over the world, starting from India to different countries, I had to generate ideas of what a development institution should be and how to manage it. I had to also generate thinking not merely about what but also how to develop and sustain the strength without over

dependence on external patronage or regulation or leadership. It really all started from a point of ignorance, a lack of experience. Perhaps experience might have constrained me. Today I have a little bit of experience. I do not know whether this has made me more or less constrained. Perhaps one's attitude towards the value of experience changes, the greater the variety. Ignorance as Isay that it was my strength may also be treated as openness, creativity and not going by the stereotyped understanding. Here I would like to mention my weakness. One weakness which I think sometimes harms the institution is my lack of socialising within the institution. I have a very strong need for privacy. If the whole day from early morning to about 11.00 pm in the night is spent primarily on discussions with community groups, individuals, outsiders and so on, then the whole day is spent in talking about important problems that is of concern to all of us who raised them. On the other hand, I have to be alone to think about the longer term about what I regarded were the more basic problems of developing the culture of the institution. So every evening I barred and bolted myself in my room, with no meetings, and no one was allowed to see me. I would not be sociable. The second aspect is that I can not do a task effectively unless I am emotionally involved with it. I suppose this might mean that I have instinctive attitudinal traits. With the best of intentions, for me reasoning is necessary but not sufficient. More often than not I need to get emotionally involved. When I get emotionally involved in the task it is very difficult to remain objective, unbiased and to satisfy all the other requirements of rationality. Apart from being my thinking time, perhaps my need for privacy is also because of my coping mechanism. Sometimes I found this emotional involvement a somewhat inhibiting factor. A third aspect is not so much a weakness as a debatable tactic. I am not as open they might have thought me to be. Sometimes I do not take my team into confidence when starting new activities. I am generally reluctant to confine in people in case it bothered or embarrassed them to become involved in my problems, nor did I like the idea of confining in some and not in others. I have seen many persons saying that Priya Ranjan Trivedi is a friend of everyone, but no one knows him. Concluding on the different aspects of institution building, I would like to stress the building of people, their relationships, attitudes and behavioural norms. I would stress the development of conditions in the institution conducive to the development of individual and the group self esteem, autonomy and creativity. This should be characteristic of the institution itself. I think it is important for the institution builder to spend time thinking about his own perceptions of the task he has accepted. Another important aspect, to my mind, in thinking about the institution far beyond his own commitment. One must see oneself neither as a phase of institutional development nor as a period of institution building with a definite boundary around it, but as a part of a continuum whether it eventually works out the way the individual planned or not. Life is a cosmic dance of formlessness manifesting itself into innumerable patterns of forms and the forms having played around in space of nothingness merge back into the formlessness from where they had come. The formlessness, the nothingness, the emptiness of space seemingly is creativity although it is a mystery how the formless emptiness of space contains creativity or rather is creativity, how the seed is the whole tree and it has an urge to manifest the treeness contained in it. As the seed becomes a sapling, as a sapling grows into a plant, plant grows into a tree, the tree grows into a flower, or a fruit and the fruit matures into a seed - so the seed goes back to seedness. In the human body, the creativity condenses itself in the form of some fluid and the creativity in their body (man and

woman) lead to the reproduction of whole human being. The formless, shapeless fluid contains a whole human being, interacting with the creativity in the mother's womb, in the mother's body. In the mother's body the fluid manifests the form concealed in its nothingness. Self created and self sustained creativity has no form, it is the formless, empty - nothingness of space. It manifests into forms not because of any motivation. Institution building in its wider meaning includes establishing an institution, nurturing the same through its earlier years and making sure that it passes through the various stages. Institution Building can be conceived as one end of a continuum, in the other end being that of decay and death, one point of this continuum towards the latter institutional stagnation.

During my research in the field of institution building, I feel like discussing the following one dozen propositions of institution building.

1. If the goals of an institution are perceived as important for the society and those are seen as challenging, and further if these are shared among the co-promoters and the functionaries of the institution, the process of institution building will be smooth.

2. If the goals are accepted widely amongst the members of the institution and those are fairly focussed, the institution has good chances of success.

3. If an institution identifies key, committed people before identifying the specific programmes, it has cent per cent chance of being up to the mark.

4. If enough time is not put in people working in the institution and they are not given enough autonomy to work, institution building activity will suffer.

5. If enough attention is paid to the process in the institution's life in the very beginning, less attention will be needed to it later and enough time will be available for the substantive work.

6. The matrix form of organisation is the most suitable for institution building.

7. An institution which establishes the necessary mechanism to foster and stabilize the tradition and culture has more chances of making more impact on other institution.

8. Sharing of common experience and developing some homogeneity of thinking by various members of an institution in its earlier rather early life would help in the institution building process.

9. Mechanisms of establishing a balance between the autonomy of individual members and their collaboration for common goals help in the institution building process.

10. A delicate balance between the autonomy of the institution and its strong linkages with and support from outside may help the institution building process.

11. A non competitive leader helps in the process of institution building.

12. The most crucial test of institution building is to what extent a leader is able to dispossess the institution which is built. Otherwise the process of stagnation starts.

The professional or tutorial discourse, popularly known today as the 'lecture' was a medieval invention designed for the serious students who were too poor to buy extensive books and who had not access to a library. This made it necessary for them to listen to a person who was familiar with books. We are no longer in that situation.

Education, in the modern world, has come to mean - what has been called - 'guided reading'. The essential job of the teacher, particularly at the University level, is to direct students to do the work themselves and solve their problems in an informal manner. Not only the protagonists of non-formal education but progressive educationists all over the world hold the view that the lecture method of instruction might have been useful in the past, but in the modern context it tires the teacher and leaves the student uninterested and often hostile.

They argue that the students may admire the eloquence of their college teachers, but in the process they relapse into a state of intellectual passivity. Again, the lecture method is such that the lecturer's prime concern in his subject rather than his audience. The average college teacher cares little whether his listeners actually benefit from his exposition. He is only concerned with the accurate exposition of his subject. It is indeed a fact that in the context of 'essay type' questions which are invariably set in the question papers at the end of a term, students turn to other sources of study 'primarily to cram and in this invidious process forget' or even 'un-learn', what their teachers had been talking throughout the year.

Teachers as pedagogues have to deliver classroom lectures. Their work quantum is measured in terms of 'hours'. In all universities in India, unless there are exceptions, a period runs into an hour. In colleges, however, a period is usually of 40 or 45 minutes' duration. While at the university level, a teacher is supposed to meet his classes every day at the same hour, the compactness of the time-table at the under graduate college level makes it necessary for a teacher to have his periods with different classes scattered over a span of 3 to 5 hours. In both cases, however, the entire course is supposed to be covered in a fixed number of lectures during a whole session. Where more than one teacher is assigned to a single class for teaching the same course, the work is divided in such a way that the students get their course of study 'finished' at least twenty days before the commencement of the examination.

The quantum of work for teachers at the undergraduate level is fixed, at 24 periods or 16 hours a week. The week consists of seven days. In the universities, however, it is the hierarchical order of seniority that determines the quanta of work for various categories of

teachers. While a professor who is also the Head of the Department is required to teach 8 periods a week, (many of them do not teach more than 4 periods, and consider 'research guidance' to be their sole prerogative), a Reader is supposed to teach 8 periods and a Lecturer 12 periods a week. Of this, roughly one half of the periods is devoted to classroom lectures, while the rest constitute - what has been called - 'seminars' or 'tutorials'. Any one who has seen university teacher at work should know that while students attend their lectures on pain of penalty and for the fear of accumulated shortage of lectures at the term-end, they rarely turn up for their seminars or tutorials. Even when one or two zealous ones do come for the purpose, the teachers prefer to ask them to leave their written assignments for correction and go away.

In the classroom there is hardly any scope for discussion. It is a one-way traffic, and the teacher has no time for entertaining a doubt or two from a vocal student. "Discussion is also inhibited by the fact that many students are genuinely not interested in their course. Most of them enrol at colleges only for the certificate to be obtained at the end of the course."

As things stand at present, there is hardly any interaction between teachers and students either at the undergraduate or at the postgraduate level. The student goes to the classroom without any inkling of what a particular teacher is going to teach in a particular period. The English teacher decides for himself whether he would take up a poem from the anthology of poetry or a prose piece from a similar anthology prescribed for an undergraduate course. The same is true of a teacher social sciences. The choice of a subject or a topic is made by him without prior notification to his students. Similarly, at the postgraduate level it is the teacher who has the advantage of entering the classroom, ill-equipped or well-equipped, without fear of the students knowing before hand what exactly is in store for them on a particular day. Again, since lectures are supposed to be delivered in the medium of English and a majority of undergraduate students are not well-versed in that language, most of the lecture goes over the head of the students.

Again, in States and the regional language where a three-language formula governs the medium of instruction (English, Hindi), it is mixed class of students opting for one of the three media, the teacher has to alternate between English, Hindi and the mother-tongue in the same breath. His lecture is a curious mixture of terms and phrases which alternate, change their meaning and sense, and occasionally border on confusion. However, since the job is to be done, it is done.

Since courses of study presuppose books prescribed for study and this is done by respective Boards of study in different subjects, extra-academic considerations are often made for continuation of books written by favourites over periods as long as seven years. This, indeed, is a boom for the classroom lecturer because they can articulate themselves without much preparation, term after term, and year after year. "The teachers' own admissions in this respect strengthen the viewpoint that the level of undergraduate education and the manner in which instruction is organised make for stagnation of teachers. Seventy-two per cent out of 171 teachers interviewed for this study said it was

not necessary to read much in order to teach at the first year. Forty-eight per cent thought it was not necessary to read even for teaching at the senior B.A. or B.Sc. level."

It is in this context that the Report of the Education Commission (1946-66) spoke of the deplorable state in the realm of formal education in this country. It said that the existing situation in higher education during the academic year broadly alternates between slackness and strain-slackness during the session, strain at the time of examinations. In many of the weaker colleges and universities, a majority of teachers teach mechanically and listlessly. The subjects in which they lecture do not often involve their intellectual passion. They do not usually have a part in the formulation of the syllabus which they are required to teach, nor do they make - with a few exceptions - experiments in methods of teaching. There is little enthusiasm for learning or discovery of new truths because research is not considered an integral part of their duties, and whatever research is done is usually of unconvincing quality. In the absence of a 'research impregnated' atmosphere, even the intellectually ambitious younger members of the staff are soon caught up in the general atmosphere of indifference or cynicism. A large proportion of teachers find physical conditions unbearable.

In some of the institutions there are additional factors which are uncongenial for development of intellectual vitality. The hierarchical concentration of authority within the departments and colleges, the atmosphere of distrust between senior teachers and junior teachers, the cynicism, about administrative authorities, the unseemly conflicts about offices and positions and the attitude of envy towards persons of superior attainments - all have contributed to the deadening of the spirit of intellectual curiosity and adventure. Some of the members are diverted from intellectual concerns into intrigue and conflict over small administrative or financial prizes afforded by the Indian academic life. On top of all this, the bureaucratic structure within which teaching and research have to go hand in hand, the dependence on the approval of indifferent superiors, the elaborate procedure through which things have to go to become available to the aspirant for research or writing, have had a depressing effect on the morale of teachers and on the quality and quantity of their creative and meaningful academic work.

What is true of teachers is equally true of students. Not that they do not want to work. There are among those who do work in spite of the constraints and handicaps on account of indifferent and bad teachers. But many students come from comparatively or entirely uneducated homes and are ill-prepared at the secondary level to undertake genuine university work; they have little experience of independent study; their curiosity is unquickened and learning for them is mainly a matter of mechanical memorization. There is, as a rule, little discussion of intellectual matters with their teachers or fellow students; their main duty is considered to be able to attend dull lectures usually given in a language which they understand inadequately. When the medium is an Indian language, there is dearth of suitable textbooks and supplementary literature necessary to achieve competence in their subjects. Many of them cannot be expected to read textbooks in English because it has not become for them the language of the library. The capacities of better students are not fully stretched by curricular offering or the stimulus which

inspiring teachers could provide. In addition, a large majority of students are beset with financial worries which make concentration on academic work difficult.

The governance of most Indian universities is reverely out of date and in need of revision. Yet, practically nothing has been done to modernize the ways in which universities are administered. Simple matters of bureaucratic inefficiency and rather rigid hierarchical structure add to student frustrations as well as hinder improvement in higher education.

The failure of the formal system of education is again apparent when one looks at the examination results. In spite of large scale use of unfair means, the average percentage of 'pass' students remains negligibly low. There have been cases of this percentage remaining as low as 12 in some university examinations. Of the use of unfair means, suffice it to say that a university in the North put on 'trial' as many as 9,421 students (both belonging to the campus and to the affiliated colleges) and 'convicted' 35 per cent of them by debarring them from any university examination for two to three years !

This may seem an exaggerated picture of a situation which is indeed dismal, but to the optimists it still seems capable of salvation. However, those of us who have known college and university situation at first hand can say it with some amount of responsibility that picture is true. Taken all in all, the ideal of academic excellence is confined to a microscopic minority of teachers and students in the formal system of higher education in India who have to keep it alive against the downward pressure of discouraging circumstances. This situation has been in existence for a long time. In fact, for the past fifty years situation has deteriorated progressively. The problem indeed is old. What is new is the magnitude of the problem and its accentuation as a result of extraordinarily rapid expansion of higher education and the development of new expectations in the post-independence era. In the past the need for a better, more effective education was not felt so keenly because, so long as India did not supply the higher cadres of its own ruling class - or did so to a limited extent - the efficiency and effectiveness of its intelligentsia was of secondary importance from the point of view of the tasks it was expected to perform. Now that the responsibility for the progress of the country squarely rests on us, we cannot afford to plead any alibis.

The traditional method has failed - and has failed miserably. The system has suffered from an incapacity to generate a compelling tradition of intellectual work of its own. In a certain sense, every university system is to some extent alien to the culture in which it operates - it is more differentiated, more critical, more innovative than its environing culture. But what has come to stay in India as the traditional system of education in colleges and universities has failed not only in differentiating itself from the environing cultural traditions and in generating its own traditions - institutional, professional and disciplinary - but also because it has not risen to the other pinnacle, the goal of the service of the community by merging itself with the community's aspirations. So, it has neither served in an egalitarian way nor in the old egalitarian way in which the universities have functioned in the past.

However, it would be wrong to assume that all is lost. The system of higher education in India even now has sound and strong legs to stand on. A transplant in India of a model which was once upon a time good enough for Europe, this over-formalised system has outlived its utility in India. There is no doubt that the British Government in India in the nineteenth century needed native support in running its administration, judiciary, communications and for the diffusion of information chiefly for propaganda and dissemination of knowledge about the European way of life.

Narrow as the motives were, the results were indeed very fruitful. Within four decades of the founding of first universities in India, not only a small number of outstanding Indian scientists and scholars produced but also, strictly from the British point of view, a class of 'educated Indians' came into being. This class could be looked upon as the stable and strong backbone of the raj. Westernised in its outlook, dress, speech and style of living, this elitist group indeed served the purpose for which, purely for historical and imperialistic reasons, it was helped in its birth.

When we achieved our independence, the need for a new educational system was often and forcefully stated by the national leadership. Pandit Jawaharlal Nehru, as back as 1948, while opening an educational conference, said : "Whenever conferences were held in the past to form a plan for education in India, the tendency as a rule was to maintain the existing system with slight modifications. This must not happen now. Great changes have taken place in the country and the educational system must keep pace with them. The entire basis of educational system must be revolutionised." Nehru himself was a thinker, not a doer. Nothing indeed happened in the intervening years. J.P. Naik, wrote in 1965 : "What has happened is merely an expansion of the earlier system with a few marginal changes in content and technique." Again : "In short, while we have talked of 'revolutionary changes', we have practised only a 'moderate reformisms'...."

The Report of the Education Commission (1964-66) of which Dr. J.P. Naik was the Member-Secretary, concurred with his appraisal : "Indian education needs a drastic reduction, almost a revolution... Tinkering with the existing situation, and moving forward with faltering steps and lack of faith can make things worse than before." Further : "We must either build a sound, balanced, effective and imaginative educational system to meet our developing needs and respond to our challenging aspirations or be content to be swept aside by the strong currents of history".

In the 68th year of our freedom it looks rather strange that we are hugging a system which by and large has not only outlived its utility but has become obsolete, if not in its fundamental essentials then at least in its application. Not that we have not experimented with other models in the past. Indeed noisy tinkering and hammer-hitting has been going on all along the line from primary to higher education all the time. But the capacity of our traditional system to resist or contain change has been impressively demonstrated in recent years.

What we thought of 'basic education' and what we did with it is ample illustration of our flattery of a cause and our apathy to its application. The way it was accepted as the

panacea for all ills was in itself academic dishonesty on the part of those who paid lip service to it, but further along the line the way it was given an indecent burial by state governments which had earlier found in it an 'educational leap' which would take India fifty years ahead, is something of a nauseating story. Even the mild-mannered Dr. Zakir Husain, the chief formulator of the system, had to denounce it as a "fraud" on the government and the students. The quip went round in Bihar that "Basic education is good - for children of other parents !"

High-ups even in the field of education who attended seminars and symposia and euloziged Dr. Zakir Husain's enthusiasm and Dr. K.L. Shrimali's dynamism in this Gandhian approach to education sent their own children to public schools and expected poor men's children to give it a trial run in ill-equipped schools. Educational hypocrisy indeed reached such a pass that even the oft-repeated proverb that an oft-repeated lie convinces the lie-teller of its truth could not apply to the case. Now that Basic Education has had an inglorious burial and except some institutions which still invoke the name of Mahatma Gandhi and keep the system going, the rest have been steamrollered into giving it up.

Yet another sad example can be drawn from the chequered history of 'rural institutions'. On the recommendations of a Rural Higher Education Committee appointed in 1954, the Central Government appointed a National Council for Higher Education in Rural Areas in 1956. Its job was to advise the government in matters which concerned the problem of taking higher education to the doorstep of Indian ruralities. Consequently, 14 institutions, one each in the states of West Bengal, Bihar, Rajasthan, Delhi, U.P., Gujarat, Madhya Pradesh, Mysore and Kerala, and two each in the States of Tamil Nadu (then Madras) and Maharashtra were established.

Five of these institutes were affiliated to neighbouring universities without loss of time. The other were likely to be affiliated with universities in their own area. Three more institutions were added in due course of time. Today, a half century later, except for two or three institutes which still keep afloat, others have 'bartered away their autonomy, their distinct identity and mission'. Some of them have just closed down. The Government on its part has chosen to remain a silent spectator and has not cared to find what went wrong with a good idea.

This is what has happened to the two 'pious' experiments which gave a much-needed practical bias to education in India. One was designed to inculcate the spirit of 'swadeshi' and teach the student the love of physical labour by learning local art and crafts, the other was designed to take the benefits of higher education to the countryside. Both flaundered in the straits of implementation mainly because those who swore by them had no ideological commitment and wanted only to please the distinguished authors of the schemes - Dr. Zakir Hussain and Dr. Radhakrishnan. It would indeed be rather naive to take the new enthusiasm for non-formal education as something genuine and inspired by a genuine ideological consideration. The innovative programmes in the past have gone down the drain without any one remaining behind to mourn their loss. Whether or not

non-formal education will go the way 'basic education' and 'rural institutions' have gone, only time will show.

It will be good to have a look at what steps should be taken to tackle the present situation and a remedial course of treatment.

The first and the most important step would be to abandon our exclusive reliance on the traditional system of formal education and to move in the direction of providing life-long education for all for creating a learning society. From this point of view

- education should cease to be considered as a one-shot affair meant for children and youth;

- all the three channels of education - full-time, part-time, and own-time - should be developed in every stage and in every sector of education and given equal status;

- education should cease to be looked upon as a school process : it should be a social process covering all learning that takes place, whether in or outside the schools;

- education should also cease to be the delegated responsibility of a profession and should become the direct social responsibility in which every individual is involved, both as a teacher and as a student;

- the right to learn should be assured to every individual, without any discrimination and with full equality of opportunity, and the individual learner should also receive all the support and facilities necessary for its effective exercise throughout life; and

- the non-formal sector which has been neglected in the past should be developed and blended with the formal sector in an integrated fashion to create a new system of education which will have the advantages of both the sectors and also eliminate the weaknesses which arise when these sectors are developed in isolation.

The World Institution Building Programme (WIBP) has prepared more than 2500 instructional text books for the Bachelor's and Master's Degrees besides designing 2100 skill based courses for generating employment in India. Between 1974 and 2015 i.e. during the past 41 years, WIBP has done everything for strengthening the cause of distance, open and virtual education.

It was because of the untiring efforts of the WIBP that The Global Open University Nagaland was established under the State Legislation of the Government of Nagaland under the provisions of The Global Open University Nagaland Act 2006. It was for the first time in the country that the list of the courses to be launched by this University were included in the legislation.

Chapter 20

CURRENT LIMITATIONS OF THE FACILITIES OF EDUCATION THROUGH DISTANCE LEARNING

The World Institution Building Programme (WIBP) has a wider experience of more than 41 years dedicated towards institutional mechanism in the areas of correspondence courses, open and distance education besides online and web-based virtual education while its subsidiary and associate Commonwealth of Distance Education (CODE) has more than 28 years of experience in designing and implementing need based open and distance learning packages. Based on a joint project commissioned by WIBP and CODE, the following evaluative conclusions have come out for the benefit of policymakers in the field of distance, open, online and virtual education :

1. Correspondence implies that two or more parties are in contact with one another in writing. Consequently correspondence teaching is taken to mean teaching through the printed lessons sent by the teacher to the student in the course of which the student and the teacher are in regular contact with each other.

2. Teaching by correspondence is a natural means of instruction if the instructor and the student are at a distance from each other. This distance is inevitable in the geo-economic context of India. A correspondence or distance educational study programme launched by a university thus fills the large gaps left unabridged by regular courses of study which presuppose the physical presence of the teachers and their students at a given place and time.

3. Correspondence education is not an entirely alien thing grafted on the time-hardened tree of traditional education. In the words of Renee F. Erods, it can be traced back to Plato whose Epistles are the first concrete instance of teaching through the written word.

4. In the 19th century, the idea of using the genial agency of the post office for teaching European languages was put into active practice by Charles Touissant and Gustav Langenscheidt, a German and a Frenchman. They started a school in Germany for this purpose. In the U.S.A., the earliest pioneer of the Home Study Programme was Dr. William Rainey Harper in the Harvard University who authored the idea of starting a new project in 1892 for using the printed word as the medium of teaching. The project offered 39 different course by correspondence. The first enrolment was a total of 82; 5 students dropped in the very first month. Fourteen years later when Dr. Harper died, the enrolment in 297 different courses had gone up to 1587, and as many as 113 teachers were engaged in teaching by post.

5. By the middle of the twentieth century the experiment of correspondence education transcended the initial experimental stage and became a fundamental

part of the educational edifice in the USA, Russia, Sweden, Japan, Australia, Great Britain, Germany and France.

6. Educational structure of the Russia, particularly since 1958, has developed an in-built and yet broad-based programme of correspondence education in addition to a network of evening schools and colleges ranging from secondary to university level and in all sectors of the educational pyramid including technical, specialised and vocational education. The total enrolment in correspondence courses in secondary education was 1,64,000 in 1960 which jumped to 2,00,700 in 1970. The universities and institutions of higher education have stable student population in correspondence courses, and students from as distant places as Siberia join courses offered by universities in Soviet Asian Republics.

7. While major universities have their own departments of correspondence education, there are a large number of institutions exclusively operating correspondence courses. The All Union Correspondence Polytechnical Institute, which provides courses in technical subjects, has a very large enrolment. Even in 1960 about 25 per cent of the student body was studying through correspondence courses or in the evening shifts. The famed Leningrad University in the same year had an enrolment of over 7,000 students for correspondence courses and about 8,000 as day-scholars and resident students The University of Kiev enrolled over 5,000 for correspondence study programmes out of about 11,000 students enrolled with it.

8. A survey of student population studying through the correspondence medium reveals that seventy percent of the courses thus offered are devoted to teacher training and allied teaching skills. Tens of thousands of teachers working in Russian schools are the alumini of correspondence courses and evening institutions. Besides, there is a network of - what has been called - "accelerated courses", "condensed courses" and the projects of the "School of the Prolonged Day."

9. Today, teaching by correspondence has become an accepted thing. It has obtained for itself a position of power and prestige in the educational realm of the world. There have been thirtyfive international conferences on correspondence education conducted by the International Council on Correspondence Education (I.C.C.E.) between 1938 and 1976. The success of correspondence education has silenced even its critics, and according to W.R. Young, since 1934, the teaching by correspondence has "become generally accepted in a great many countries of the world."

10. The scene as it obtains at present in U.K. is as optimistic as in USSR or USA. The Council for the Accreditation of Correspondence Colleges has accredited 33 colleges and institutes which are its integral members. The Council is a voluntary organization which was set up in 1969 by the Government and Correspondence

Colleges jointly. The total student enrolment in 1976 was between 350,000 and 410,000, the stable figure being something like 382,000. The courses offered by these colleges cover almost all areas and disciplines including technical, medical and engineering courses, besides courses in Arts, Sociology, General Education, Chartered Accountancy, Insurance, Civil Service, Law, Business Administration, Distributive Trades and Management, Agriculture, Journalism, Architecture, Interior Decoration, Salesmanship, Nursing, Home Science - both at the graduate and postgraduate levels. The college known for their high student response and quality of instruction include : Wolsey Hall, Oxford, The Chartered Insurance Institute, London, College of Law, Correspondence Tuition Service, Guidgord, Surrey, H. Foulks Lynch & Co. Ltd., London, Metropolitan College and Metropolitan College of Law, St. Albans, Herts., The School of Accountancy and Business Studies, Glasgow, Medical Correspondence College, London, etc. etc.

11. Of these, to take one example, Wolsey Hall, Oxford, was started as far back as 1874. Besides the two G.C.E., 'O' and 'A' Examinations (advanced and lower level) which include hundreds of subjects, this college prepares students for degree courses in arts and science. Over a dozen professional courses are also offered to the students. The total number of students enrolled with Wolsey Hall, Oxford, range between twenty thousand and twenty-five thousand. About 55% students are from U.K. and the rest from overseas.

12. However, it is the Open University London which caught the imagination of many a planner in developing countries. The idea of a University in the Air was first mooted by Mr. Harold Wilson in a speech in Glasgow in 1963. The report of the Planning Committee was finalized in early 1969. Technically the university emerged into being at a ceremony in the building of the Royal Society on 23 July 1969 when the First chancellor of the University was installed in office. By January 1971, about 183 full-time teachers were in place and more than 400 others took care of the students' academic problems as part-time 'tutors'. The student population in the Open University courses includes housewives, armed forces personnel, administrators and managers, technicians, farmers, miners, shopkeepers and school dropouts.

13. Hermods, Malmo (Sweden) is a world-known institution started as a private school by two educationist-founders in 1898. It was only recently that status of an autonomous foundation was restored to it. It has no state aid and as such is the reverse of the Open University which is completely state-aided. The motto of Hermods is "progress of Perish". The annual budget is about 44 million Kronas (Sweden) i.e., about four million Sterling. It has a permanent faculty and a set of editors which number about 70. The institute offers about 500 courses, mostly preparing for school examinations but about half a dozen dealing with college studies. The University of Lund holds the examination fro the college students and awards degrees. The G.C.E. examinations are run and official certificates are issued by Hernmods. The total number of students ranges between 65,000 to

100,000. While France does not occupy the leading most place in the fraternity of correspondence education programmes in the world, it has the pride of place in combining the printed word and the recorded word.

14. The Centre National De Tele-Enseignement, Vanves, Paris, has an enrolment of about 87,000 students with its head office, while the five provincial units at Grenobie, Lille, Rouen, Toulouse and Lyon have a total enrolment of about 75,000 students. The project is government-aided with a budget of fifty million new francs a year. About 50,000 records are sent free and as many as 14,000 tapes are supplied to the students on payment during their course of study. A record two million sheets are cyclostyled or photo-copied daily. The staff in the Centre at Paris has 502 full-time members in the administrative sector and 1480 regular and wholetime staff in the academic area. The staff in the other five centres has a strength of about 2200 members.

15. The scene in USA needs only one glance to know its rich content and large range. Chicago State College and North-Eastern Illinois State College are members of a 20-College consortium "University Without Walls" programme under a 415,000-dollars grant from the Department of Health, Education and Welfare. There are no degree requirements, no prescribed time for getting a degree and unlimited opportunities to learn outside the classroom and the campus. Each student designs his own individualized programme, with guidance of a faculty adviser based on his own interests. The programme is based on two central principles; (a) that relevant learning can take place in many locations, in the classroom, on the job, in individual work projects and in the give-and take of seminar discussions; and (b) that a variety of geographical locations can broaden a student's horizons and help him gain perspectives that are not possible without the confines of a single campus. University Without Walls (UWW) is a network of varied alternatives on different campuses which emerged from a proposal of some 100 professors attending Project Change over in the summers of 1967-69. Out of these, sessions emerged the plan of the 'University Without Walls' designed and fostered by the Union for Experimenting Colleges and Universities, financed by grants from the Government. The Ford Foundation also lent a helping hand in it.

16. Though a recent phenomenon, correspondence education in India is not something unusual or uncommon, Beginning its humble role in 1962 with Delhi University offering courses in B.A. arts, it has assumed a gigantic role for itself in the university education. More than 300 universities now offer courses in different disciplines of arts, commerce, education, laws, and languages. In addition to the accredited universities, institutes of national and regional standing offer various refresher and in-services courses by correspondence for their distant students. Like the degrees awarded by universities running correspondence courses, institutes with statutory control of the State or the Central Government, also award their own degrees and diplomas to correspondence students and these are recognised by various employment agencies including Government departments.

17. Presently, both the Open Universities as well as the Conventional Universities have initiated hundreds of programmes through distance learning for helping the students. These universities run the correspondence courses through their directorates of correspondence courses or institutes / centres for distance education.

In order to run these centres successfully, the following points should be considered and remembered on a continuing basis for bringing efficiency and productivity :

1) Job oriented programmes.

2) User friendly lessons.

3) Publicity and public relations.

4) Proper counselling.

5) Periodical despatch of lessons and other materials.

6) Proper communication between the students and the institution.

7) Periodical assignments and progress monitoring.

8) Survey of credibility of the courses.

9) Timely examination and results.

10) Preparation of course materials and updating.

11) Seminars and workshops.

12) Contact programmes.

13) Website design and management.

14) Electronic mail.

15) Lessons and books on CD Rom.

16) New programmes on emerging topics.

17) Evaluation of ongoing programmes.

18) Location of counselling, contact and examination centres.

19) Collaboration with independent institutions.

20) Institution building strategies for further growth.

The Global Open Univeristy Nagaland is the first university in the world to have launched for the first time in the world some unique off-beat and parallel Bachelor's and Master's Degrees which were recommended by the Federal or the Central or the State / Provincial Governments in different countries of the world, but no university took the risk of designing these new programmes. This has given results and now The Global Open University Nagaland is known all over the world for the new programmes launched between the year 2006 and 2015.

Now that The Global Open University Nagaland has entered the 10th year of its successful operations, it is high time that this university provides guidance to other universities under the umbrella of the Confederation of Indian Universities (CIU) established in the year 2004 at the behest of the then Member of the Planning Commission of India and the great educationist Dr. K. Venkatasubramanian with a view to having a confederative approach to higher and tertiary education by uniting all the university level institutions in the country for optimising its available resources.

The Confederation of Indian Universities (CIU) is the only national umbrella to have publish the Indian Universities Directory every year since its inception in the year 2004. The 2017 Indian Universities Directory has the details of more than 890 university level institutions in our country. No other organization including the UGC or the AIU have brought out such an exhaustive list of university level institutions.

In the next chapter where we have discussed the emergence of universities in India as well as in other countries of the world, we have given the full list of the university level institutions in our country for the benefit of the students, researchers, faculty members, policy makers and others.

Chapter 21

WHAT DO WE MEAN BY THE WORD "UNIVERSITY"?

A University is an institution of higher or tertiary education and research which grants academic degrees in various subjects and typically provides undergraduate education and postgraduate education. The word "university" is derived from the Latin *universitas magistrorum et scholarium*, which roughly means "community of teachers and scholars."



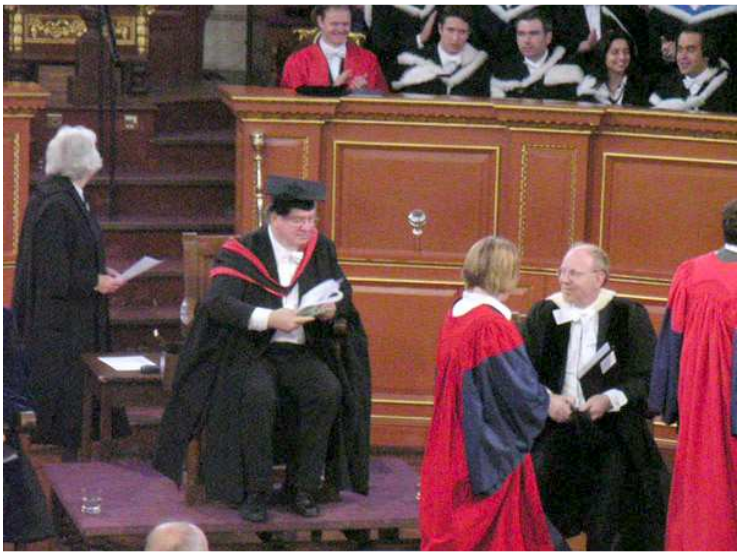
The remains of Nalanda University established in 5th Century CE

The first university of the world is Nalanda University established during the 5th Century CE. The establishment of the ancient Nalanda as an undisputed seat of learning was a natural consequence of the time and place in which it was situated. Ancient Magadha was characterized by an intellectual ferment unlike any known to mankind. This heritage was divided into two parts – both Buddhist and non-Buddhist. This ability to meld multiple discourses and to embrace knowledge in its entirety is what made Nalanda uniquely attractive for all seekers of pure knowledge.

Historical sources indicate that the University had a long and illustrious life which lasted almost continually for 800 years from the Fifth to the Twelfth Century CE. It was a completely residential university with over 2,000 teachers and 10,000 students. The Nalanda ruins reveal through their architectural components the holistic nature of knowledge that was sought and imparted at this University. It suggests a seamless co-existence between nature and man and between living and learning.

The profound knowledge of the Nalanda teachers attracted scholars from places as distant as China, Korea, Japan, Tibet, Mongolia, Turkey, Sri Lanka and South East Asia. These scholars have left records about the ambience, architecture and learning of this unique university. The most detailed accounts have come from Chinese scholars and the best

known of these is Xuan Zang who carried back many hundred scriptures which were later translated into Chinese. Close to the end of the twelfth century Nalanda was destroyed by invaders. The period from which Nalanda ceased to exist was a time that the great universities of the western world came into being, marking the shift in knowledge production and dissemination from the East to the West. Only Al Azhar in Cairo (972 CE), Bologna in Italy (1088 CE) and Oxford in the United Kingdom (1167 CE)had been founded before the destruction of Nalanda.



Degree ceremony at the University of Oxford.

HISTORY



The University of Bologna is the oldest University of Europe founded in 1088.

DEFINITION

The original Latin word "*universitas*" refers in general to "a number of persons associated into one body, a society, company, community, guild, corporation, etc." At the time of the

emergence of urban town life and medieval guilds, specialised "associations of students and teachers with collective legal rights usually guaranteed by charters issued by princes, prelates, or the towns in which they were located" came to be denominated by this general term. Like other guilds, they were self-regulating and determined the qualifications of their members.

In modern usage the word has come to mean "An institution of higher education offering tuition in mainly non-vocational subjects and typically having the power to confer degrees," with the earlier emphasis on its corporate organization considered as applying historically to Medieval universities.

The original Latin word referred to degree-granting institutions of learning in Western and Central Europe, where this form of legal organisation was prevalent, and from where the institution spread around the world.

ACADEMIC FREEDOM

An important idea in the definition of a university is the notion of academic freedom. The first documentary evidence of this comes from early in the life of the first university. The University of Bologna adopted an academic charter, the *Constitutio Habita*, in 1158 or 1155, which guaranteed the right of a traveling scholar to unhindered passage in the interests of education. Today this is claimed as the origin of "academic freedom". This is now widely recognised internationally - on 18 September 1988 430 university rectors signed the *Magna Charta Universitatum*, marking the 900th anniversary of Bologna's foundation. The number of universities signing the *Magna Charta Universitatum* continues to grow, drawing from all parts of the world.

MEDIEVAL UNIVERSITIES

European higher education took place for hundreds of years in Christian cathedral schools or monastic schools (*Scholae monasticae*), in which monks and nuns taught classes; evidence of these immediate forerunners of the later university at many places dates back to the 6th century AD. The earliest universities were developed under the aegis of the Latin Church by papal bull as *studia generalia* and perhaps from cathedral schools. It is possible, however, that the development of cathedral schools into universities was quite rare, with the University of Paris being an exception. Later they were also founded by Kings (University of Naples Federico II, Charles University in Prague, Jagiellonian University in Kraków) or municipal administrations (University of Cologne, University of Erfurt). In the early medieval period, most new universities were founded from pre-existing schools, usually when these schools were deemed to have become primarily sites of higher education.

Many historians state that universities and cathedral schools were a continuation of the interest in learning promoted by monasteries.

The first universities in Europe with a form of corporate/guild structure were the University of Bologna (1088), the University of Paris (c. 1150, later associated with the Sorbonne), and the University of Oxford (1167).

The University of Bologna began as a law school teaching the *ius gentium* or Roman law of peoples which was in demand across Europe for those defending the right of incipient nations against empire and church. Bologna's special claim to *Alma Mater Studiorum* is based on its autonomy, its awarding of degrees, and other structural arrangements, making it the oldest continuously operating institution independent of kings, emperors or any kind of direct religious authority.



Meeting of doctors at the University of Paris.

The conventional date of 1088, or 1087 according to some, records when Irnerius commences teaching Emperor Justinian's 6th century codification of Roman law, the *Corpus Iuris Civilis*, recently discovered at Pisa. Lay students arrived in the city from many lands entering into a contract to gain this knowledge, organising themselves into 'Nationes', divided between that of the Cismontanes and that of the Ultramontanes. The students "had all the power … and dominated the masters".

In Europe, young men proceeded to university when they had completed their study of the trivium–the preparatory arts of grammar, rhetoric and dialectic or logic–and the quadrivium: arithmetic, geometry, music, and astronomy.

All over Europe rulers and city governments began to create universities to satisfy a European thirst for knowledge, and the belief that society would benefit from the scholarly expertise generated from these institutions. Princes and leaders of city governments perceived the potential benefits of having a scholarly expertise develop with the ability to address difficult problems and achieve desired ends. The emergence of humanism was essential to this understanding of the possible utility of universities as well as the revival of interest in knowledge gained from ancient Greek texts.

The rediscovery of Aristotle's works - more than 3000 pages of it would eventually be translated - fuelled a spirit of inquiry into natural processes that had already begun to emerge in the 12th century. Some scholars believe that these works represented one of the most important document discoveries in Western intellectual history. Richard Dales, for instance, calls the discovery of Aristotle's works "a turning point in the history of Western thought." After Aristotle re-emerged, a community of scholars, primarily communicating in Latin, accelerated the process and practice of attempting to reconcile the thoughts of Greek antiquity, and especially ideas related to understanding the natural world, with those of the church. The efforts of this "scholasticism" were focused on applying Aristotelian logic and thoughts about natural processes to biblical passages and attempting to prove the viability of those passages through reason. This became the primary mission of lecturers, and the expectation of students.



Sapienza University of Rome is the largest university in Europe

The university culture developed differently in northern Europe than it did in the south, although the northern (primarily Germany, France and Great Britain) and southern

universities (primarily Italy) did have many elements in common. Latin was the language of the university, used for all texts, lectures, disputations and examinations. Professors lectured on the books of Aristotle for logic, natural philosophy, and metaphysics; while Hippocrates, Galen, and Avicenna were used for medicine. Outside of these commonalities, great differences separated north and south, primarily in subject matter. Italian universities focused on law and medicine, while the northern universities focused on the arts and theology. There were distinct differences in the quality of instruction in these areas which were congruent with their focus, so scholars would travel north or south based on their interests and means. There was also a difference in the types of degrees awarded at these universities. English, French and German universities usually awarded bachelor's degrees, with the exception of degrees in theology, for which the doctorate was more common. Italian universities awarded primarily doctorates. The distinction can be attributed to the intent of the degree holder after graduation – in the north the focus tended to be on acquiring teaching positions, while in the south students often went on to professional positions. The structure of northern universities tended to be modeled after the system of faculty governance developed at the University of Paris. Southern universities tended to be patterned after the student-controlled model begun at the University of Bologna. Among the southern universities, a further distinction has been noted between those of northern Italy, which followed the pattern of Bologna as a "self-regulating, independent corporation of scholars" and those of southern Italy and Iberia, which were "founded by royal and imperial charter to serve the needs of government."

Their endowment by a prince or monarch and their role in training government officials made these Mediterranean universities similar to Islamic madrasas, although madrasas were generally smaller and individual teachers, rather than the madrasa itself, granted the license or degree. Scholars like Arnold H. Green and Hossein Nasr have argued that starting in the 10th century, some medieval Islamic madrasahs became universities. George Makdisi and others, however, argue that the European university has no parallel in the medieval Islamic world. Other scholars regard the university as uniquely European in origin and characteristics.

Many scholars (including Makdisi) have argued that early medieval universities were influenced by the religious madrasahs in Al-Andalus, the Emirate of Sicily, and the Middle East (during the Crusades). Other scholars see this argument as overstated. Lowe and Yasuhara have recently drawn on the well-documented influences of scholarship from the Islamic world on the universities of Western Europe to call for a reconsideration of the development of higher education, turning away from a concern with local institutional structures to a broader consideration within a global context.

EARLY MODERN UNIVERSITIES

During the Early Modern period (approximately late 1400s to 1800), the universities of Europe would see a tremendous amount of growth, productivity and innovative research. At the end of the Middle Ages, about 400 years after the first university was founded, there were twenty-nine universities spread throughout Europe. In the 15th century, twenty-eight new ones were created, with another eighteen added between 1500 and 1625.

This pace continued until by the end of the 18th century there were approximately 143 universities in Europe and Eastern Europe, with the highest concentrations in the German Empire (34), Italian countries (26), France (25), and Spain (23) – this was close to a 500% increase over the number of universities toward the end of the Middle Ages. This number does not include the numerous universities that disappeared, or institutions that merged with other universities during this time. It should be noted that the identification of a university was not necessarily obvious during the Early Modern period, as the term is applied to a burgeoning number of institutions. In fact, the term "university" was not always used to designate a higher education institution. In Mediterranean countries, the term *studium generale* was still often used, while "Academy" was common in Northern European countries.



17th century classroom at the University of Salamanca

The propagation of universities was not necessarily a steady progression, as the seventeenth century was rife with events that adversely affected university expansion. Many wars, and especially the Thirty Years' War, disrupted the university landscape throughout Europe at different times. War, plague, famine, regicide, and changes in religious power and structure often adversely affected the societies that provided support for universities. Internal strife within the universities themselves, such as student brawling and absentee professors, acted to destabilize these institutions as well. Universities were also reluctant to give up older curricula, and the continued reliance on the works of Aristotle defied contemporary advancements in science and the arts. This era

was also affected by the rise of the nation-state. As universities increasingly came under state control, or formed under the auspices of the state, the faculty governance model (begun by the University of Paris) became more and more prominent. Although the older student-controlled universities still existed, they slowly started to move toward this structural organization. Control of universities still tended to be independent, although university leadership was increasingly appointed by the state.

Although the structural model provided by the University of Paris, where student members are controlled by faculty "masters," provided a standard for universities, the application of this model took at least three different forms. There were universities that had a system of faculties whose teaching addressed a very specific curriculum; this model tended to train specialists. There was a collegiate or tutorial model based on the system at University of Oxford where teaching and organization was decentralized and knowledge was more of a generalist nature. There were also universities that combined these models, using the collegiate model but having a centralized organization.

Early Modern universities initially continued the curriculum and research of the Middle Ages: natural philosophy, logic, medicine, theology, mathematics, astronomy (and astrology), law, grammar and rhetoric. Aristotle was prevalent throughout the curriculum, while medicine also depended on Galen and Arabic scholarship. The importance of humanism for changing this state-of-affairs cannot be underestimated. Once humanist professors joined the university faculty, they began to transform the study of grammar and rhetoric through the studia humanitatis. Humanist professors focused on the ability of students to write and speak with distinction, to translate and interpret classical texts, and to live honorable lives. Other scholars within the university were affected by the humanist approaches to learning and their linguistic expertise in relation to ancient texts, as well as the ideology that advocated the ultimate importance of those texts. Professors of medicine such as Niccolò Leoniceno, Thomas Linacre and William Cop were often trained in and taught from a humanist perspective as well as translated important ancient medical texts. The critical mindset imparted by humanism was imperative for changes in universities and scholarship. For instance, Andreas Vesalius was educated in a humanist fashion before producing a translation of Galen, whose ideas he verified through his own dissections. In law, Andreas Alciatus infused the *Corpus Juris* with a humanist perspective, while Jacques Cujas humanist writings were paramount to his reputation as a jurist. Philipp Melanchthon cited the works of Erasmus as a highly influential guide for connecting theology back to original texts, which was important for the reform at Protestant universities. Galileo Galilei, who taught at the Universities of Pisa and Padua, and Martin Luther, who taught at the University of Wittenberg (as did Melanchthon), also had humanist training. The task of the humanists was to slowly permeate the university; to increase the humanist presence in professorships and chairs, syllabi and textbooks so that published works would demonstrate the humanistic ideal of science and scholarship.

Although the initial focus of the humanist scholars in the university was the discovery, exposition and insertion of ancient texts and languages into the university, and the ideas of those texts into society generally, their influence was ultimately quite progressive. The emergence of classical texts brought new ideas and led to a more creative university

climate (as the notable list of scholars above attests to). A focus on knowledge coming from self, from the human, has a direct implication for new forms of scholarship and instruction, and was the foundation for what is commonly known as the humanities. This disposition toward knowledge manifested in not simply the translation and propagation of ancient texts, but also their adaptation and expansion. For instance, Vesalius was imperative for advocating the use of Galen, but he also invigorated this text with experimentation, disagreements and further research. The propagation of these texts, especially within the universities, was greatly aided by the emergence of the printing press and the beginning of the use of the vernacular, which allowed for the printing of relatively large texts at reasonable prices.

Examining the influence of humanism on scholars in medicine, mathematics, astronomy and physics may suggest that humanism and universities were a strong impetus for the scientific revolution. Although the connection between humanism and the scientific discovery may very well have begun within the confines of the university, the connection has been commonly perceived as having been severed by the changing nature of science during the scientific revolution. Historians such as Richard Westfall have argued that the overt traditionalism of universities inhibited attempts to re-conceptualize nature and knowledge and caused an indelible tension between universities and scientists. This resistance to changes in science may have been a significant factor in driving many scientists away from the university and toward private benefactors, usually in princely courts, and associations with newly forming scientific societies.

Other historians find incongruity in the proposition that the very place where the vast number of the scholars that influenced the scientific revolution received their education should also be the place that inhibits their research and the advancement of science. In fact, more than 80% of the European scientists between 1450-1650 included in the Dictionary of Scientific Biography were university trained, of which approximately 45% held university posts. It was the case that the academic foundations remaining from the Middle Ages were stable, and they did provide for an environment that fostered considerable growth and development. There was considerable reluctance on the part of universities to relinquish the symmetry and comprehensiveness provided by the Aristotelian system, which was effective as a coherent system for understanding and interpreting the world. However, university professors still utilized some autonomy, at least in the sciences, to choose epistemological foundations and methods. For instance, Melanchthon and his disciples at University of Wittenberg were instrumental for integrating Copernican mathematical constructs into astronomical debate and instruction. Another example was the short-lived but fairly rapid adoption of Cartesian epistemology and methodology in European universities, and the debates surrounding that adoption, which led to more mechanistic approaches to scientific problems as well as demonstrated an openness to change. There are many examples which belie the commonly perceived intransigence of universities. Although universities may have been slow to accept new sciences and methodologies as they emerged, when they did accept new ideas it helped to convey legitimacy and respectability, and supported the scientific changes through providing a stable environment for instruction and material resources.

Regardless of the way the tension between universities, individual scientists, and the scientific revolution itself is perceived, there was a discernible impact on the way that university education was constructed. Aristotelian epistemology provided a coherent framework not simply for knowledge and knowledge construction, but also for the training of scholars within the higher education setting. The creation of new scientific constructs during the scientific revolution, and the epistemological challenges that were inherent within this creation, initiated the idea of both the autonomy of science and the hierarchy of the disciplines.



King's College London, established in 1829

Instead of entering higher education to become a "general scholar" immersed in becoming proficient in the entire curriculum, there emerged a type of scholar that put science first and viewed it as a vocation in itself. The divergence between those focused on science and those still entrenched in the idea of a general scholar exacerbated the epistemological tensions that were already beginning to emerge.



Ohio University, the first university in the American mid-west

The epistemological tensions between scientists and universities were also heightened by the economic realities of research during this time, as individual scientists, associations

and universities were vying for limited resources. There was also competition from the formation of new colleges funded by private benefactors and designed to provide free education to the public, or established by local governments to provide a knowledge hungry populace with an alternative to traditional universities. Even when universities supported new scientific endeavors, and the university provided foundational training and authority for the research and conclusions, they could not compete with the resources available through private benefactors.

By the end of the early modern period, the structure and orientation of higher education had changed in ways that are eminently recognizable for the modern context. Aristotle was no longer a force providing the epistemological and methodological focus for universities and a more mechanistic orientation was emerging. The hierarchical place of theological knowledge had for the most part been displaced and the humanities had become a fixture, and a new openness was beginning to take hold in the construction and dissemination of knowledge that were to become imperative for the formation of the modern state.

MODERN UNIVERSITIES



Heidelberg University is the oldest University in Germany established in 1386

By the 18th century, universities published their own research journals and by the 19th century, the German and the French university models had arisen. The German, or Humboldtian model, was conceived by Wilhelm von Humboldt and based on Friedrich Schleiermacher's liberal ideas pertaining to the importance of freedom, seminars, and laboratories in universities. The French university model involved strict discipline and control over every aspect of the university.

Until the 19th century, religion played a significant role in university curriculum; however, the role of religion in research universities decreased in the 19th century, and by the end of the 19th century, the German university model had spread around the world. Universities concentrated on science in the 19th and 20th centuries and became increasingly accessible to the masses. In Britain, the move from Industrial Revolution to modernity saw the arrival of new civic universities with an emphasis on science and engineering, a movement initiated in 1960 by Sir Keith Murray (chairman of the University Grants Committee) and Sir Samuel Curran, with the formation of the

University of Strathclyde. The British also established universities worldwide, and higher education became available to the masses not only in Europe. In 1963, the Robbins Report on universities in the United Kingdom concluded that such institutions should have four main "objectives essential to any properly balanced system: instruction in skills; the promotion of the general powers of the mind so as to produce not mere specialists but rather cultivated men and women; to maintain research in balance with teaching, since teaching should not be separated from the advancement of learning and the search for truth; and to transmit a common culture and common standards of citizenship."

NATIONAL UNIVERSITIES

A national university is generally a university created or run by a national state but at the same time represents a state autonomic institution which functions as a completely independent body inside of the same state. Some national universities are closely associated with national cultural or political aspirations, for instance the National University of Ireland in the early days of Irish independence collected a large amount of information on the Irish language and Irish culture. Reforms in Argentina were the result of the University Revolution of 1918 and its posterior reforms by incorporating values that sought for a more equal and laic higher education system.

INTERGOVERNMENTAL UNIVERSITIES

Universities created by bilateral or multilateral treaties between states are intergovernmental. An example is the Academy of European Law, which offers training in European law to lawyers, judges, barristers, solicitors, in-house counsel and academics. EUCLID (Pôle Universitaire Euclide, Euclid University) is chartered as a university and umbrella organisation dedicated to sustainable development in signatory countries, and the United Nations University engages in efforts to resolve the pressing global problems that are of concern to the United Nations, its peoples and member states. The European University Institute, a post-graduate university specialised in the social sciences, is officially an intergovernmental organisation, set up by the member states of the European Union.



Campus universities with most buildings clustered closely together became especially widespread since the 19th Century.
A view of the Cornell University

ORGANIZATION



The University of Sydney is Australia's oldest university.

Although each institution is organized differently, nearly all universities have a board of trustees; a president, chancellor, or rector; at least one vice president, vice-chancellor, or vice-rector; and deans of various divisions. Universities are generally divided into a number of academic departments, schools or faculties. Public university systems are ruled over by government-run higher education boards.

They review financial requests and budget proposals and then allocate funds for each university in the system. They also approve new programs of instruction and cancel or make changes in existing programs. In addition, they plan for the further coordinated growth and development of the various institutions of higher education in the state or country. However, many public universities in the world have a considerable degree of financial, research and pedagogical autonomy. Private universities are privately funded and generally have broader independence from state policies. However, they may have less independence from business corporations depending on the source of their finances.

UNIVERSITIES AROUND THE WORLD

The funding and organization of universities varies widely between different countries around the world. In some countries universities are predominantly funded by the state, while in others funding may come from donors or from fees which students attending the university must pay. In some countries the vast majority of students attend university in their local town, while in other countries universities attract students from all over the world, and may provide university accommodation for their students.

CLASSIFICATION

The definition of a university varies widely, even within some countries. Where there is clarification, it is usually set by a government agency. For example:

In Australia, the Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national regulator of the higher education sector. Students rights within University are also protected by the Education Services for Overseas Students law (ESOS).

In the United States there is no nationally standardized definition for the term 'University', although the term has traditionally been used to designate research institutions and was once reserved for doctorate-granting research institutions. Some states, such as Massachusetts, will only grant a school "university status" if it grants at least two doctoral degrees.

In the United Kingdom, the Privy Council is responsible for approving the use of the word "university" in the name of an institution, under the terms of the Further and Higher Education Act 1992.

In India, a new designation deemed universities has been created for high-performing universities, giving them additional autonomy. Through this provision many universities that are commercial in nature and have been established just to exploit the demand for higher education have sprung up.

In Canada, "college" generally refers to a two-year, non-degree-granting institution, while "university" connotes a four-year, degree-granting institution. Universities may be sub-classified (as in the Macleans rankings) into large research universities with many PhD granting programs and medical schools (for example, McGill University); "comprehensive" universities that have some PhDs but aren't geared toward research (such as Waterloo); and smaller, primarily undergraduate universities (such as St. Francis Xavier).

COLLOQUIAL USAGE

Colloquially, the term *university* may be used to describe a phase in one's life: "When I was at university..." (in the United States and Ireland, *college* is often used instead: "When I was in college..."). In Australia, Canada, New Zealand, the United Kingdom, Nigeria, the Netherlands, Spain and the German-speaking countries *university* is often contracted to *uni*. In Ghana, New Zealand and in South Africa it is sometimes called "varsity" (although this has become uncommon in New Zealand in recent years). "Varsity" was also common usage in the UK in the 19th century. "Varsity" is still in common usage in Scotland.

COST

Many students look to get 'student grants' to cover the cost of university. In 2012, the average outstanding student loan balance per borrower in the United States was US$23,300. In many US states, costs are anticipated to rise for students as a result of decreased state funding given to public universities.There are some big exceptions on tuition fees. In many European countries, it is possible to study without tuition fees. Public universities in Nordic countries were entirely without tuition fees until the latter part of the first decade of the 21st century.

Denmark, Sweden and Finland then moved to put in place tuition fees for foreign students. But still, citizens of EU and EEA member states and citizens from Switzerland are exempted from tuition fees, and the amount of public grants granted to promising foreign students was increased to offset some of the impact.

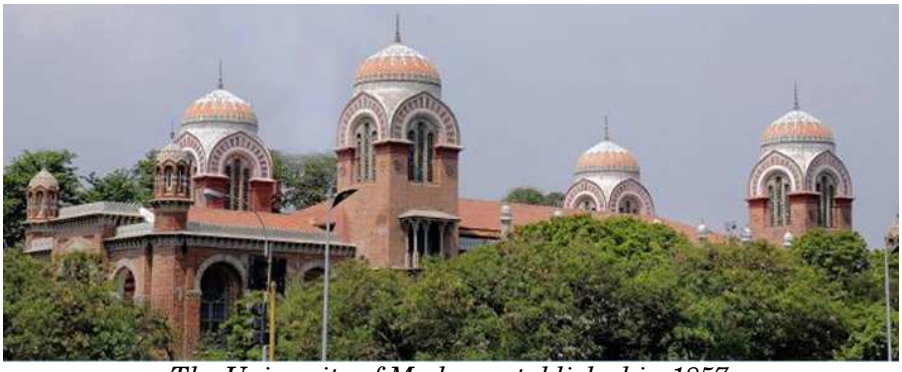
In the modern age, the first universities in India were the University of Calcutta, the University of Madras and the University of Bombay established during the year 1857 followed by the University of Allahabad in the year 1882 and the University of Punjab 1887 respectively. The University of Delhi was established during the year 1922.



The University of Calcutta established in 1857



The University of Mumbai established in 1857



The University of Madras established in 1857



The University of Allahabad established in 1882



The University of Punjab established in 1887



The University of Delhi established in 1922

Chapter 22
MEDIEVAL UNIVERSITY

A Medieval University is an establishment organized during the High Middle Ages for the purposes of higher learning. The first Set of Universities established anywhere in the world were born in India namely : Puspagiri in the 3rd Century AD, Nalanda in the 5th Century AD, Takshashila in the 6th Century BC and other university level institutions like Telhara in Bihar (probably older than Nalanda, Odantapuri, in Bihar (circa 550 - 1040), Somapura, in Bangladesh (from the Gupta period to the Turkic Muslim conquest), Sharada Peeth, Pakistan, Jagaddala, in Bengal (from the Pala period to the Turkic Muslim conquest), Nagarjunakonda, in Andhra Pradesh, Vikramashila, in Bihar (*circa* 800-1040), Valabhi, in Gujarat (from the Maitrak period to the Arab raids), Varanasi in Uttar Pradesh (eighth century to modern times), Kanchipuram, in Tamil Nadu, Manyakheta, in Karnataka, Mahavihara, Abhayagiri Vihāra etc.

PUSPAGIRI

The university level institution in Puspagiri was established in the 3rd Century AD as present Odisha, India. As of 2007, the ruins of this Mahavihara had not yet been fully excavated. Consequently, much of the Mahavihara's history remains unknown. Of the three Mahavihara campuses, Lalitgiri in the district of Cuttack is the oldest. Iconographic analysis indicates that Lalitgiri had already been established during the Shunga period of the 2nd century BC, making it one of the oldest Buddhist establishments in the world. The Chinese traveller Xuanzang (Huien Tsang), who visited it in AD 639, as *Puphagiri Mahavihara*, as well as in medieval Tibetan texts. However, unlike Takshila and Nalanda, the ruins of Puspagiri were not discovered until 1995, when a lecturer from a local college first stumbled upon the site. The task of excavating Puspagiri's ruins, stretching over 143 acres (0.58 km^2) of land, was undertaken by the Odisha Institute of Maritime and South East Asian Studies between 1996 and 2006. It is now being carried out by the Archaeological Survey of India (ASI). The Nagarjunakonda inscriptions also mention about this learning center.

NALANDA

Nalanda as a university level seat of learning was established in the 5th century AD in Bihar, India. Founded in 427 in northeastern India, not far from what is today the southern border of Nepal, it survived until 1197. It was devoted to Buddhist studies, but it also trained students in fine arts, medicine, mathematics, astronomy, politics and the art of war. The center had eight separate compounds, ten temples, meditation halls, classrooms, lakes and parks. It had a nine-story library where monks meticulously copied books and documents so that individual scholars could have their own collections. It had dormitories for students, perhaps a first for an educational institution, housing 10,000 students in the school's heyday and providing accommodation for 2,000 professors.

Nalanda attracted pupils and scholars from Sri Lanka, Korea, Japan, China, Tibet, Indonesia, Persia and Turkey.

TAKSHASHILA

Taxila or Takshashila, in ancient India (modern-day Pakistan), was an early Hindu and Buddhist centre of learning. According to scattered references that were only fixed a millennium later, it may have dated back to at least the fifth century BC. Some scholars date Takshashila's existence back to the 6th Century BC. The school consisted of several monasteries without large dormitories or lecture halls where the religious instruction was most likely still provided on an individualistic basis.

Takshashila is described in some detail in later Jātaka tales, written in Sri Lanka around the fifth century AD.

It became a noted centre of learning at least several centuries BC, and continued to attract students until the destruction of the city in the fifth century AD. Takshashila is perhaps best known because of its association with Chanakya. The famous treatise Arthashastra (Sanskrit for The knowledge of Economics) by Chanakya, is said to have been composed in Takshashila itself. Chanakya (or Kautilya), the Maurya Emperor Chandragupta and the Ayurvedic healer Charaka studied at Taxila.

Generally, a student entered Takshashila at the age of sixteen. The Vedas and the Eighteen Arts, which included skills such as archery, hunting, and elephant lore, were taught, in addition to its law school, medical school, and school of military science.

The first institutions generally considered to be universities were established in Italy, France, Spain, Portugal, and England in the late 11th 12th, and the 13th centuries for the study of Theology, Law, Medicine, and Arts. These universities evolved from much older Christian cathedral schools and monastic schools, and it is difficult to define the exact date at which they became true universities, although the lists of studia generalia for higher education in Europe held by the Vatican are a useful guide.

UNIVERSITIES IN THE WEST

"The word *universitas* originally applied only to the scholastic guild (or guilds)—that is, the corporation of students and masters—within the studium, and it was always modified, as universitas magistrorum, or universitas scholarium, or universitas magistrorum et scholarium. In the course of time, however, probably toward the latter part of the 14th century, the term began to be used by itself, with the exclusive meaning of a self-regulating community of teachers and scholars whose corporate existence had been recognized and sanctioned by civil or ecclesiastical authority."

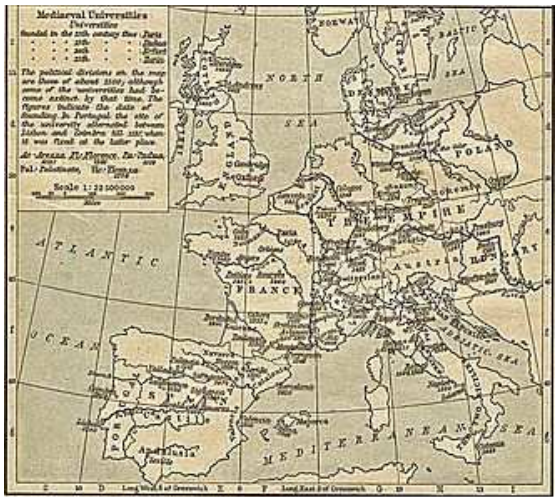
From the early modern period onwards, this Western-style organizational form gradually spread from the medieval Latin west across the globe, eventually replacing all other

higher-learning institutions and becoming the preeminent model for higher education everywhere.

ANTECEDENTS

The university is generally regarded as a formal institution that has its origin in the Medieval Christian setting. Prior to the establishment of universities, European higher education took place for hundreds of years in Christian cathedral schools or monastic schools (*Scholae monasticae*), in which monks and nuns taught classes; evidence of these immediate forerunners of the later university at many places dates back to the 6th century AD.

With the increasing growth and urbanization of European society during the 12th and 13th centuries, a demand grew for professional clergy. Before the 12th century, the intellectual life of Western Europe had been largely relegated to monasteries, which were mostly concerned with performing the liturgy and prayer; relatively few monasteries could boast true intellectuals. Following the Gregorian Reform's emphasis on canon law and the study of the sacraments, bishops formed cathedral schools to train the clergy in Canon law, but also in the more secular aspects of religious administration, including logic and disputation for use in preaching and theological discussion, and accounting to more effectively control finances. Learning became essential to advancing in the ecclesiastical hierarchy, and teachers also gained prestige. However, demand quickly outstripped the capacity of cathedral schools, each of which was essentially run by one teacher. In addition, tensions rose between the students of cathedral schools and burghers in smaller towns. As a result, cathedral schools migrated to large cities, like Bologna, Rome and Paris.



Map of medieval universities of Europe

Some scholars such as Syed Farid Alatas have noted some parallels between Madrasahs and early European colleges and have thus inferred that the first universities in Europe were influenced by the Madrasahs in Islamic Spain and the Emirate of Sicily. Other scholars such as George Makdisi, Toby Huff and Norman Daniel, however, have

questioned this, citing the lack of evidence for an actual transmission from the Islamic world to Christian Europe and highlighting the differences in the structure, methodologies, procedures, curricula and legal status of the "Islamic college" (*madrasa*) versus the European university.

ESTABLISHMENT

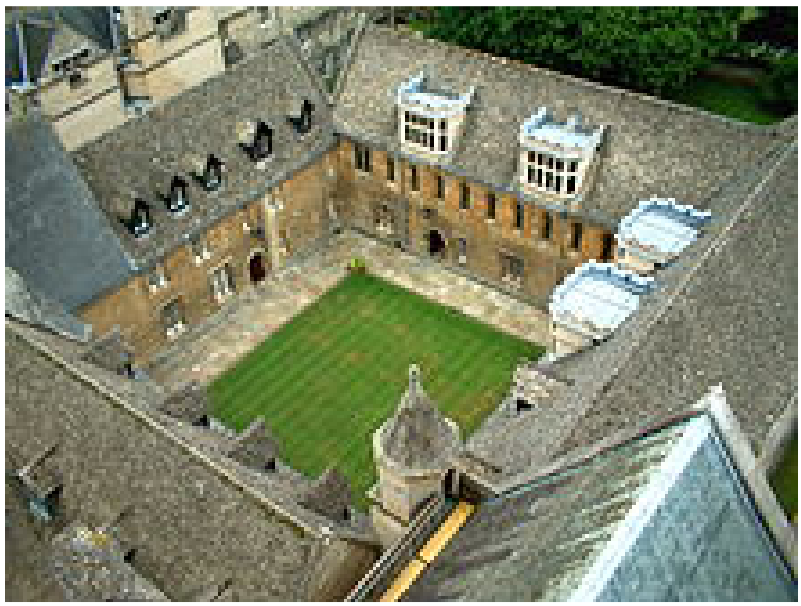


Teaching at Paris, in a late 14th Century Grandes Chroniques de France: the tonsured students sit on the floor

Hastings Rashdall set out the modern understanding of the medieval origins of the universities, noting that the earliest universities emerged spontaneously as "a scholastic Guild, whether of Masters or Students... without any express authorisation of King, Pope, Prince or Prelate."

Among the earliest universities of this type were the University of Bologna (1088), University of Paris (teach. mid-11th century, recogn. 1150), University of Oxford (teach. 1096, recogn. 1167), University of Modena (1175), University of Palencia (1208), University of Cambridge (1209), University of Salamanca (1218), University of Montpellier (1220), University of Padua (1222), University of Toulouse (1229), University of Orleans (1235), University of Siena (1240), University of Coimbra (1288), University of Pisa (1343), Charles University in Prague(1348), University of Vienna(1365), Heidelberg University (1386) and the University of St Andrews (1413) begun as private corporations of teachers and their pupils. In many cases they petitioned secular power for privileges and this became a model. Emperor Frederick I in *Authentica Habita* (1158) gave the first privileges to students in Bologna. Another step was when Pope Alexander III in 1179 "forbidding masters of the church schools to take fees for granting the license to teach (*licentia docendi*), and obliging them to give license to properly qualified teachers". Hastings Rashdall considered that the integrity of a university was only preserved in such an internally regulated corporation, which protected the scholars from external intervention. This independently evolving organization was absent in the universities of southern Italy and Spain, which served the bureaucratic needs of monarchs and which Rashdall considered to be their artificial creations.

The University of Paris was formally recognized when Pope Gregory IX issued the bull Parens scientiarum (1231). This was a revolutionary step: studium generale (university) and universitas (corporation of students or teachers) existed even before, but after the issuing of the bull, they attained autonomy. "[T]he papal bull of 1233, which stipulated that anyone admitted to be a teacher in Toulouse had the right to teach everywhere without further examinations (*ius ubique docendi*), in time, transformed this privilege into the single most important defining characteristic of the university and made it the symbol of its institutional autonomy . . . By the year 1292, even the two oldest universities, Bologna and Paris, felt the need to seek similar bulls from Pope Nicholas IV."



Mob Quad, in Merton College, Oxford. This group of buildings was constructed in three phases and concluded in c. 1378.

By the 13th century, almost half of the highest offices in the Church were occupied by degreed masters (abbots, archbishops, cardinals), and over one-third of the second-highest offices were occupied by masters. In addition, some of the greatest theologians of the High Middle Ages, Thomas Aquinas and Robert Grosseteste, were products of the medieval university.

The development of the medieval university coincided with the widespread reintroduction of Aristotle from Byzantine and Arab scholars. In fact, the European university put Aristotelian and other natural science texts at the center of its curriculum, with the result that the "medieval university laid far greater emphasis on science than does its modern counterpart and descendent."

Although it has been assumed that the universities went into decline during the Renaissance due to the scholastic and Aristotelian emphasis of its curriculum being less popular than the cultural studies of Renaissance humanism, Toby Huff has noted the continued importance of the European universities, with their focus on Aristotle and other scientific and philosophical texts into the early modern period, arguing that they played a crucial role in the Scientific Revolution of the 16th and 17th centuries. As he puts it

"Copernicus, Galileo, Tycho Brahe, Kepler, and Newton were all extraordinary products of the apparently procrustean and allegedly Scholastic universities of Europe... Sociological and historical accounts of the role of the university as an institutional locus for science and as an incubator of scientific thought and arguments have been vastly understated."

CHARACTERISTICS



Diagrams, in a volume of treatises on natural science, philosophy, and mathematics. This 1300 manuscript is typical of the sort of book owned by medieval university students.

Initially medieval universities did not have physical facilities such as the campus of a modern university. Classes were taught wherever space was available, such as churches and homes. A university was not a physical space but a collection of individuals banded together as a *universitas*. Soon, however, universities began to rent, buy or construct buildings specifically for the purposes of teaching.

Universities were generally structured along three types, depending on who paid the teachers. The first type was in Bologna, where students hired and paid for the teachers. The second type was in Paris, where teachers were paid by the church. Oxford and Cambridge were predominantly supported by the crown and the state, a fact which helped them survive the Dissolution of the Monasteries in 1538 and the subsequent removal of all the principal Catholic institutions in England. These structural differences created other characteristics. At the Bologna university the students ran everything—a fact that often put teachers under great pressure and disadvantage. In Paris, teachers ran the school; thus Paris became the premiere spot for teachers from all over Europe. Also, in Paris the main subject matter was theology, so control of the qualifications awarded was in the

hands of an external authority - the Chancellor of the diocese. In Bologna, where students chose more secular studies, the main subject was law.

It was also characteristic of teachers and scholars to move around. There was often competition between universities to secure the best and most popular teachers, leading to the marketisation of teaching. Universities would publish their list of scholars, in a bid to entice students to study at their institution. Students of Peter Abelard followed him to Melun, Corbeil and Paris. Showing that popular teachers would bring with them students.

THE STUDENTS

Students attended the Medieval University at different ages, ranging from 14 if they were attending Oxford or Paris to study the Arts to their 30s if they were studying Law in Bologna. During this period of study students were often living far from home and upsupervised and as such developed a reputation, both among contemporary commentators and modern historians, for drunken debauchery. Students are frequently criticised in the Middle Ages for neglecting their studies for drinking, gambling and sleeping with prostitutes.

COURSE OF STUDY



Universitas Istropolitana : *A former university building in present-day Bratislava*

University level studies took six years for a Master of Arts degree (a Bachelor of Arts degree would be awarded after completing the third or fourth year). The studies for this were organized by the faculty of arts, where the seven liberal arts were taught: arithmetic, geometry, astronomy, music theory, grammar, logic, and rhetoric. All instruction was given in Latin and students were expected to be able to converse in that language. The trivium comprised the three subjects that were taught first: grammar, logic, and rhetoric. These three subjects were the most important of the seven liberal arts for medieval students. The curriculum came also to include the three Aristotelian philosophies: physics, metaphysics and moral philosophy.

Much of medieval thought in philosophy and theology can be found in scholastic textual commentary because scholasticism was such a popular method of teaching. Aelius Donatus' *Ars grammatica* was the standard textbook for grammar; also studied were the works of Priscian and *Graecismus* by Eberhard of Béthune. Cicero's works were used for the study of rhetoric. Studied books on logic included Porphyry's introduction to Aristotelian logic, Gilbert de la Porrée's *De sex principiis* and *Summulae Logicales* by Petrus Hispanus (later Pope John XXI). The standard work of astronomy was*Tractatus de sphaera*. Once a Master of Arts degree had been conferred, the student could leave the university or pursue further studies in one of the higher faculties, law, medicine, or theology, the last one being the most prestigious. A popular textbook for theological study was called the *Sentences* (*Quattuor libri sententiarum*) of Peter Lombard; theology students as well as masters were required to write extensive commentaries on this text as part of their curriculum. Studies in the higher faculties could take up to twelve years for a master's degree or doctorate (initially the two were synonymous), though again a bachelor's and a licentiate's degree could be awarded along the way. Courses were offered according to books, not by subject or theme. For example, a course might be on a book by Aristotle, or a book from the Bible. Courses were not elective: the course offerings were set, and everyone had to take the same courses. There were, however, occasional choices as to which teacher to use.



A university class, (1350s).

Students often entered the University at fourteen to fifteen years of age, though many were older. Classes usually started at 5:00 or 6:00 am.

LEGAL STATUS

Students were afforded the legal protection of the clergy. In this way no one was allowed to physically harm them; they could only be tried for crimes in an Ecclesiastical court, and

were thus immune from any corporal punishment. This gave students free rein in urban environments to break secular laws with impunity, a fact which produced many abuses: theft, rape and murder were not uncommon among students who did not face serious consequences. This led to uneasy tensions with secular authorities. Students would sometimes "strike" by leaving a city and not returning for years. This happened at the University of Paris strike of 1229 after a riot left a number of students dead; the University went on strike and they did not return for two years. As the students had the legal status of clerics which, according to the Canon Law, could not be held by women, women were not admitted into universities. Most universities in Europe were recognised by the Holy See as a Studium Generale, testified by a papal bull. Members of these institutions were encouraged to disseminate their knowledge across Europe, often lecturing at a different Studia Generales. Indeed, one of the privileges the papal bull confirmed was the right to confer the *Ius ubique docendi*, the right to teach everywhere.

Chapter 23

OLDEST UNIVERSITIES IN CONTINUOUS OPERATION

This is a list of the oldest existing universities in the world. To be included in this table, an educational institution must satisfy a traditional definition of university[Note 1] *at the time of its founding*. Chronologically, it must have been founded before 1500 in Europe or be the oldest university derived from the medieval European model in a region. It must also be still in operation, with institutional continuity retained throughout its history, and so some early universities, most notably the University of Paris which was suspended from 1793 to 1896, are excluded.

The word *university* is derived from the Latin: *universitas magistrorum et scholarium*, roughly meaning "community of teachers and scholars". The term was coined by the Italian University of Bologna, which, with a traditional founding date of 1088, is considered the first university. The origin of many medieval universities can be traced to the Christian cathedral schools or monastic schools which appear as early as the 6th century and were run for hundreds of years as such before their formal establishment as university in the high medieval period.

Other institutions of higher learning, like those of ancient Greece, ancient Persia, ancient Rome, Byzantium, ancient China, ancient India and the Muslim world, are not included in this list due to their cultural, historical, structural and juristic dissimilarities from the medieval European university from which the modern university evolved.[Note 2][Note 3] In lists based on broader definitions, Al-Karaouine, founded in 859 as a madrasa and in 1963 as a university, is sometimes considered as the "oldest university".

MEDIEVAL ORIGINS

The university as an institution was historically rooted in that medieval society which it in turn influenced and shaped: The university is a European institution; indeed, it is the European institution *par excellence*. There are various reasons for this assertion. As a community of teachers and taught, accorded certain rights, such as administrative autonomy and the determination and realisation of curricula (courses of study) and of the objectives of research as well as the award of publicly recognised degrees, it is a creation of medieval Europe, which was the Europe of papal Christianity...

MODERN SPREAD

From the early modern period onwards, the university gradually spread from the medieval Latin west across the globe, eventually replacing all other higher-learning institutions and becoming the preeminent institution for higher education everywhere. This process occurred in the following chronological order:

- Western Europe (since 11th or 12th century)
- Central and Eastern Europe (since 14th or 15th century)
- Americas (since 16th century)
- Australia (since 19th century)
- Asia and Africa (since 19th or 20th century), except in the Philippines where the University of Santo Tomas was established in the 17th century.

FOUNDED BEFORE 1500

The earliest and only universities before the colonisation of the Americas were established and run in medieval Europe.

Year	Name	Contemporaneous location	Current location	Notes
1088	University of Bologna	Kingdom of Italy, Holy Roman Empire	Bologna, Italy	The first university in the sense of a higher-learning, degree-awarding institute, the word *university* (Latin: *universitas*) having been coined at its foundation. It received, in 1158, from the Emperor Frederick I Barbarossa the "Authentica habita" which settled rules, rights and privileges of Universities.
1096-1167 (charter granted in 1248)	University of Oxford	Kingdom of England	Oxford, United Kingdom	"Claimed to be the oldest university in the English speaking world, there is no clear date of foundation of Oxford University, but teaching existed at Oxford in some form in 1096 and developed rapidly from 1167, when Henry II banned English students from attending the University of Paris." Teaching suspended in 1209 (due to town execution of two scholars) and 1355 (due to the St. Scholastica Day riot), but was continuous during the English Civil War (1642–1651) - the University was Royalist. All Souls College and University College have repeatedly claimed that they own documents proving that teaching in Oxford started in the year 825, but these documents have never seen the public light (allegedly, John Speed dated his famous

Year	Name	Contemporaneous location	Current location	Notes
				1605 Oxford maps based on these documents). However, it was not until 1254 that Pope Innocent IV granted to Oxford the University charter by papal bull ("Querentes in agro").
1134 (charter granted in 1218)	University of Salamanca	Kingdom of León	Salamanca, Spain	It is the oldest university in operation in Spain. Although there are records of the University granting degrees many years before (James Trager's *People's Chronology* sets its foundation date in 1134), it only received the Royal chart of foundation as "Estudio General" in 1218, making it possibly the fourth or even the third oldest European university in continuous operation. However, it was the first European university to receive the title of "*University*" as such, granted by king of Castile and León Alfonso X and the Pope in 1254. Having been excluded from the University in 1852 by the Spanish government, the Faculties of Theology and Canon Law became the Pontifical University of Salamanca in 1940.
1209 (charter granted in 1231)	University of Cambridge	Kingdom of England	Cambridge, United Kingdom	Founded by scholars leaving Oxford after a dispute caused by the execution of two scholars in 1209, and royal charter was granted in 1231. The university takes 1209 as its official anniversary. Through one of Cambridge's alumni, John Harvard, it inspired the establishment of Cambridge, Massachusetts, United States with the first college in the United States, Harvard University.
1222 (probably older)	University of Padua	Lombard League	Padua, Italy	Founded by scholars and professors after leaving Bologna.

Year	Name	Contemporaneous location	Current location	Notes
1224 (1258)	University of Naples Federico II	Kingdom of Sicily	Naples, Italy	The first public university, founded by Frederick II, emperor of the Holy Roman Empire. The university moved to Salerno in 1253, and its return to Naples in 1258 is sometimes considered as a refoundation.
1240	University of Siena	Republic of Siena	Siena, Italy	Originally called *Studium Senese*, was founded by Commune of Siena in 1240. In 1321, the studium was able to attract a larger number of pupils due to a mass exodus from the prestigious University of Bologna. Closed temporarily in 1808–1815 when Napoleonic forces occupied Tuscany. On November 7, 1990 the university celebrated its 750th anniversary.
1241	University of Valladolid	Kingdom of Castile, Crown of Castile	Valladolid, Spain	One hypothesis is that its foundation is the result of the transfer of Palencia General Survey between 1208 and 1241 by Alfonso VIII, king of Castile, and Bishop Tello Téllez de Meneses.
1290	University of Macerata	Papal States	Macerata, Italy	The University of Macerata (Italian: Università degli Studi di Macerata) is a university located in Macerata, Marche, Italy. It was founded in 1290 and is organized into 7 faculties.
1290	University of Coimbra	Kingdom of Portugal Lisbon	Coimbra, Portugal	Begun its existence in Lisbon with the name Studium Generale (*Estudo Geral*). *Scientiae thesaurus mirabilis*, the royal charter announcing the institution of the University, was dated 1 March of that year, although efforts had been made at least since 1288 to create this first university in Portugal. The papal confirmation was also given in 1290 (on 9 August of that year), during the papacy of Pope Nicholas IV.
1293	University of	Crown of Castile	Alcalá de	The University of Alcalá was

Year	Name	Contemporaneous location	Current location	Notes
	Alcalá		Henares, Spain	founded by King Sancho IV of Castile as Studium Generale in 1293 in Alcalá de Henares. It was granted Papal Bull in 1499, and quickly gained international fame thanks to the patronage of Cardinal Cisneros and the production of the Complutensian Polyglot Bible in 1517, which is the basis for most of the current translations. The University moved to Madrid in 1836 by Royal Decree as Universidad Central. The Moyano Law of 1857 established Central as the sole university in Spain authorized to confer the title of Doctor on any scholar. This law remained in effect until 1969. In 1970, Universidad Central de Madrid changed its name to Universidad Complutense de Madrid, the present name. On the other side, the Universidad de Alcalá was restored in Alcalá de Henares in 1977.
1303	Sapienza University of Rome	Papal States	Rome, Italy	Founded by Pope Boniface VIII, but became a state university in 1935.
1308	University of Perugia	Papal States	Perugia, Italy	Attested by the Bull of Pope Clement V.
1321	University of Florence	Republic of Florence	Florence, Italy	The University of Florence evolved from the Studium Generale, which was established by the Florentine Republic in 1321. The Studium was recognized by Pope Clement VI in 1349.
1336	University of Camerino	Papal States	Camerino, Italy	The great literate and jurist Cino from Pistoia, living in Marche in the years 1319-21, and in Camerino in the spring of 1321, remembers the territory blooming with juridical schools. Camerino has been a center of learning since no later than 1200, offering

Year	Name	Contemporaneous location	Current location	Notes
				degrees in civil law, canonical law, medicine, and literary studies. Gregory XI took the decision upon the request of Gentile III da Varano with the papal edict of 29 January 1377, directed to the commune and to the people, authorizing Camerino to confer (after appropriate examination) bachelor and doctoral degrees with apostolic authority.
1343	University of Pisa	 Republic of Pisa	Pisa, Italy	It was formally founded on September 3, 1343 by an edict of Pope Clement VI, although there had been lectures on law in Pisa since the 11th century. Nowadays is one of the most important universities in Italy.
1348	Charles University of Prague	 Kingdom of Bohemia	 Prague, Czech Republic	Three of four faculties closed in 1419, joined with Jesuit university and renamed Charles-Ferdinand University in 1652, split into German and Czech part in 1882, Czech branch closed during Nazi occupation (1939–1945), German branch closed in 1945.
1361	University of Pavia	 Domain of the House of Visconti	 Pavia, Italy	Closed for short periods during the Italian Wars, Napoleonic wars, and Revolutions of 1848.
1364	Jagiellonian University	 Kingdom of Poland	 Kraków, Poland	Founded by Casimir the Great under the name Studium Generale, and was commonly referred to as the Kraków Academy. The institution's development stalled upon the king's death in 1370; primarily due to a lack of funding. Without a permanent location; lectures were held across the city at various churches and in the Kraków Cathedral School. Further development again resumed in the 1390s, by the initiative of King Władysław

Year	Name	Contemporaneous location	Current location	Notes
				Jagiełło and his wife Jadwiga of Poland; at which point the school became a fully functioning university with a permanent location. The university was forcibly shut down during the German Occupation of Poland (1939–1945). The staff was deported to Nazi concentration camps, and many of its collections were deliberately destroyed by the occupying German authorities. Within a month after the liberation of the city, the university again re-opened; with some of the original pre-war staff who survived the occupation.
1365	University of Vienna	Holy Roman Empire	Vienna, Austria	Modelled on the University of Paris.
1386	Ruprecht Karl University of Heidelberg	Holy Roman Empire	Heidelberg, Germany	Founded by Rupert I, Elector Palatine. The oldest in contemporary Germany and third oldest Germanophone university.
1391	University of Ferrara	House of Este	Ferrara, Italy	Founded by Marquis Alberto d'Este.
1404	University of Turin	Duchy of Savoy	Turin, Italy	Founded by the prince "Louis of Piedmont" during the reign of Amadeus VIII.
1409	University of Leipzig	Holy Roman Empire	Leipzig, Germany	Founded when German-speaking staff left Prague due to the Jan Hus crisis.
1413	University of St. Andrews	Kingdom of Scotland	St. Andrews, United Kingdom	A school of higher studies was founded in 1410 and became a full university by the issue of a Papal bull in 1413.
1419	University of Rostock	Holy Roman Empire	Rostock, Germany	During the Reformation, "the Catholic university of Rostock closed altogether and the closure was long enough to make the refounded body feel a new institution".
1434	University of Catania	Kingdom of Sicily	Catania, Italy	The oldest in Sicily. Founded by Alfonso V of Aragon.
1450	University of Barcelona	Crown of Aragon	Barcelona,	Founded by Alfonso V of Aragon as *Estudi general de Barcelona*

Year	Name	Contemporaneous location	Current location	Notes
			Spain	after the unification of all university education. For forty-nine years prior to that foundation, however, the city had had a fledgling medical school founded by King Martin of Aragon, and in the 13th century Barcelona already possessed several civil and ecclesiastical schools.
1451	University of Glasgow	Kingdom of Scotland	Glasgow, United Kingdom	Founded by a Papal bull.
1456	University of Greifswald	Holy Roman Empire	Greifswald, Germany	Teaching had started by 1436. Founded by initiative of Heinrich Rubenow, Lord Mayor of Greifswald (and first rector), with approval of Pope Callixtus III and Frederick III, Holy Roman Emperor, under the protection of Wartislaw IX, Duke of Pomerania. Teaching paused temporarily during the Protestant Reformation (1527–39).
1457	Albert Ludwigs University of Freiburg	Holy Roman Empire	Freiburg, Germany	Temporarily transferred to Constance in 1686–98 and 1713–15.
1460	University of Basel	Holy Roman Empire	Basel, Switzerland	Founded in 1460 (Schola Basiliensis), the University of Basel is the oldest university in Switzerland.
1472	Ludwig Maximilians University of Munich	Holy Roman Empire	Munich, Germany	Founded in Ingolstadt in 1459, transferred to Landshut in 1800, moved to Munich in 1826.
1477	Eberhard Karls University of Tübingen	Holy Roman Empire	Tübingen, Germany	
1477	Uppsala University	Kingdom of Sweden within the Kalmar Union	Uppsala, Sweden	Uppsala's bull, which granted the university its corporate rights, was issued by Pope Sixtus IV in 1477, and established a number

Year	Name	Contemporaneous location	Current location	Notes
				of provisions. Among the most important of these was that the university was officially given the same freedoms and privileges as the University of Bologna.
1479	University of Copenhagen	Kingdom of Denmark within the Kalmar Union	Copenhagen, Denmark	The University of Copenhagen is the oldest university in Denmark, and the second oldest in Scandinavia after Uppsala University in Sweden
1481	University of Genoa	Republic of Genoa	Genoa, Italy	Founded in 1481 (Genuense Athenaeum).
1495	University of Aberdeen	Kingdom of Scotland	Aberdeen, United Kingdom	King's College was founded by a Papal bull in 1495 and then Marischal College in 1593; they merged in 1860.
1495	University of Santiago de Compostela	Galicia, Crown of Castile	Santiago de Compostela, Spain	The university traces its roots to 1495, when a school was opened in Santiago. In 1504, Pope Julius II approved the foundation of a university in Santiago, and the bull for its creation was granted by Clement VII in 1526.
1499	University of Valencia	Crown of Aragon	Valencia, Spain	

OLDEST UNIVERSITIES BY COUNTRY OR REGION AFTER 1500 STILL IN OPERATION

The majority of European countries had universities by 1500. After 1500, universities began to spread to other countries all over the world. Oldest entity of each continent is indicated in bold:

AFRICA

- Algeria: University of Algiers, 1909
- Angola: Agostinho Neto University (as *Estudos Gerais Universitários de Angola*), 1962
- Cameroon: University of Yaoundé, 1962
- Cape Verde: Jean Piaget University of Cape Verde, 2001
- Egypt: Cairo University, 1908; The American University in Cairo, 1919 as a private university.
- Ethiopia: University of Addis Ababa, 1950
- Ghana: University of Ghana, 1948

- Kenya: Egerton University, 1939 (as *Egerton Farm School*)
- Liberia: Liberia College – University of Liberia, 1951, building on Liberia College founded in 1863.
- Libya: University of Libya, 1956; later divided to University of Benghazi and University of Tripoli, the names were changed again during Gaddafi's era, but now they have reinstated their original names
- Mauritius: University of Mauritius, 1965
- Morocco: University of Rabat, 1957, University of Hassan II Casablanca Ain Chok, 1975.
- Mozambique: Eduardo Mondlane University (as *Estudos Gerais Universitários de Moçambique*), 1962
- Nigeria: University of Ibadan, 1948
- Sierra Leone: Fourah Bay College - University of Sierra Leone, 1827
- Somalia: Somali National University, 1954 Gaheyr
- South Africa:
  - **University of Cape Town**, **1829** (University status: 2 April 1918)
  - Stellenbosch University, 1866 (University status: 2 April 1918)
- Sudan: University of Khartoum, 1902 (renamed from Gordon Memorial College in 1956).
- Uganda: Makerere University, 1922
- Zimbabwe: University of Zimbabwe, 1952

ASIA

- Afghanistan:
  - Kabul Medical University, 1946
  - Kabul University, founded in 1931, formally opened 1932
- Bahrain: University of Bahrain, 1986
- Bangladesh:
  - Dhaka College, 1841 Dhaka College was established by Dr. James Taylor (Civil Surgeon at Dhaka) in 1835 as an English School (at present Dhaka Collegiate School).
  - Chittagong College, 1869
  - Rajshahi College, 1873
  - Dhaka University, 1921
- Cambodia:
  - Royal University of Fine Arts, 1918
  - Royal University of Law and Economics, 1948
  - Royal University of Phnom Penh, 1960
- China:[Note 4]
  - Tianjin University, established in 1895 as Imperial Tientsin University.
  - Jiaotong University, founded in 1896 as Nanyang Public School
  - Peking University, founded in 1898 as Imperial Capital University or Imperial University of Peking
  - Shandong University, founded in 1901 as Shandong Imperial University

    - Nanjing University (National Central University), established as Sanjiang Normal College in 1902, the first Chinese university providing doctoral degree (in 1927)
    - Tsinghua University, established in 1911 under the name "Tsinghua College"
- Hong Kong: The University of Hong Kong, founded as the Hong Kong College of Medicine for Chinese in 1887, incorporated as a university in 1911
- India:
    - University of Calcutta, 1857, first full-fledged multi-disciplinary university in South Asia in terms of foundation date although the University of Bombay and the University of Madras were subsequently established in the same year
    - University of Allahabd, established in 1882, University of Punjab in 1887 and University of Delhi established in 1922.
- Indonesia:
    - University of Indonesia, 1947, founded as the School of Javanese Doctor in 1851
    - Bandung Institute of Technology, 1959, founded as *Technische Hogeschool* in 1920
- Iraq: University of Baghdad, 1956 - Although the Iraqi Royal College of Medicine was established in 1928
- Iran: University of Tehran, 1934, founded by Rezā Shāh, incorporating portions of the Dar ul-Funun Polytechnic Institute (1851) and the Tehran School of Political Sciences (1899)
- Israel:
    - Hebrew University of Jerusalem, 1918
    - Technion - Israel Institute of Technology, founded in 1912, but formal teaching began in 1924
- Japan:
    - University of Tokyo, Its origins include a private college of Confucian studies founded by Hayashi Razan in 1630, Tenmonkata (The Observatory, 1684) and Shutōsho (Smallpox Vaccination Centre, 1849). It was later organised in 1867 as the Imperial University.
    - Keio University, 1858 as the oldest modern institute of higher education in Japan (To be noted, Japan's oldest academic institution is Ashikaga Gakko)
- Jordan:
    - University of Jordan, 1962
- Kazakhstan:
    - Al-Farabi Kazakh National University, 1933
- Lebanon:
    - American University of Beirut, 1866
    - Saint Joseph University (Universite Saint Joseph), 1872
    - Universite de la Sagesse, 1875
- Macau: University of Macau, established as University of East Asia in 1981, renamed 1991.
- Malaysia: University of Malaya, as Straits and Federated Malay States Government Medical School in 1905 in Singapore

- Mongolia:
  - Mongolian Academy of Sciences, 1921, as part of the Institute of Literature and Script
  - Institute of finance and economics of Mongolia, 1924 as the School of Custom's Officers in Ulaanbaatar.
  - National University of Mongolia, 1942
- Myanmar: Rangoon University, 1878
- Nepal: Tribhuvan University, 1959
- Pakistan:
  - King Edward Medical University, Lahore, 1860
  - Forman Christian College University, established as Forman Christian College in Lahore, 1864
  - Government College University, Lahore, established as Government College, Lahore, 1864
  - University of the Punjab, 1882 (Pakistan)
- Philippines:
  - **University of Santo Tomas**, **1611** - founded on 28 April 1611, it is the oldest extant university charter in the Philippines and in Asia. It celebrated its 400th anniversary in 2011.
  - Colegio de San Juan de Letran, 1620

- Saudi Arabia: King Saud University, 1957
- Singapore: National University of Singapore, 1905 - Founded as Straits and Federated Malay States Government Medical School.
- South Korea: Listed according to the year when institutions became universities
  - Ewha Womans University, started higher education in 1910, and was reorganized as Ewha Womans University in 1946. It was established in 1886 as the first mission school to educate women in Korea.
  - Korea University, then Boseong School, was established in 1905, and was restructured as Korea University in 1946.
  - Sungkyunkwan University, was reorganized as Sungkyunkwan University in 1946. Sungkyunkwan, its origin, was established in 1398 as the royal institution for higher education of the Joseon Dynasty.
  - Yonsei University, Chosun Christian University which is established in 1915 was merged with a hospital named Jaejungwon(1885) in the name of Yonsei University in 1957.
  - Sogang University, The university was established in 1960 by the Wisconsin province of the Society of Jesus to provide education based on Catholic beliefs inspired by the Jesuit education philosophy.
- Sri Lanka:
  - University College Colombo, 1920 - Although the Ceylon Medical College was established in 1870
  - University of Ceylon, 1942 - First full-fledged multi disciplinary university in Sri Lanka
- Syria: University of Damascus was founded in 1923 through the merger of the School of Medicine (established 1903) and the Institute of Law (established 1913).

- Taiwan:
  - National Taiwan University, 1928, as Taihoku (Taipei) Imperial University.
  - National Taipei University of Technology, 1912, as School of Industrial Instruction
- Thailand:
  - Chulalongkorn University, 1917
  - Thammasat University, 1939
  - Kasetsart University, 1943
  - Mahidol University, 1943
  - Silpakorn University, 1943
- Vietnam:
  - Hanoi Medical University 1902
  - Vietnam National University, Hanoi 1904
  - Hanoi College of Fine Arts 1925

EUROPE

- Albania: University of Tirana, 1957.
- Armenia: Yerevan State University, 1919
- Austria
  - University of Graz, 1585.
  - University of Salzburg, 1622.
  - University of Innsbruck, 1669.
- Azerbaijan: Baku State University, 1919
- Belgium
  - Ghent University, 1817.
  - University of Liège, 1817.
  - Catholic University of Mechlin, 1834, then called Catholic University of Louvain, 1835, and then split into Dutch-speaking Katholieke Universiteit Leuven and French-speaking Université catholique de Louvain, 1968
  - Free University of Brussels, 1834
- Bosnia and Herzegovina: University of Sarajevo, 1949
- Bulgaria:
  - University of Sofia, 1888
  - University of National and World Economy, 1920
  - University of Economics Varna, 1920
- Croatia: University of Zagreb, 1669
- Czech Republic (apart from the Charles University 1348, see above)
  - Palacký University of Olomouc, 1573, as Olomouc Jesuit University
  - Czech Technical University, 1707, being the oldest *non-military* technical university in Europe
- Denmark: Technical University of Denmark, 1829
- Estonia: University of Tartu, 1632, the university was closed from 1710 to 1802
- Finland:
  - University of Helsinki, 1640, originally the Academy of Turku, but moved to Helsinki in 1827

- France: All French universities were suspended in 1793, and so do not meet the criteria for inclusion in the pre-1500 list above. However many modern French universities trace their origins to earlier foundations, including
    - University of Paris (*Sorbonne*), between 1160 and 1250
    - University of Toulouse, 1229
    - University of Montpellier, 1289 (probably earlier, and with the world's oldest medicine faculty still in operation)
- Germany:
    - University of Wittenberg, 1502
    - Philipps-Universität Marburg, 1527
    - University of Jena, 1558
    - Georg-August-Universität Göttingen, 1734
    - University of Erlangen-Nuremberg, 1742
- Georgia: Tbilisi State University, 1918
- Greece:
    - Ionian Academy, 1824
    - NTUA, 1836
    - University of Athens, 1837
- Hungary:
    - Eötvös Loránd University, 1635
    - Semmelweis University, 1769
    - Budapest University of Technology and Economics, 1782
- Iceland: University of Iceland, 1911
- Ireland
    - University of Dublin, 1592
    - National University of Ireland, Cork, 1845
    - National University of Ireland, Galway, 1845
    - University College Dublin,1854
- Italy
    - Oldest universities founded after 1500 (so, excluding Italian universities listed above), by region:
        - Abruzzo: University of L'Aquila, 1596
        - Basilicata: University of Basilicata, 1982
        - Calabria: Mediterranea University of Reggio Calabria, 1962
        - Campania: Università degli Studi di Napoli "L'Orientale", 1732
        - Emilia-Romagna: none, all universities founded from the 12th to 14th centuries
        - Friuli-Venezia Giulia: University of Trieste, 1924
        - Lazio: University of Cassino and Tuscia University, both in 1979
        - Liguria: none, the only university was founded in the 15th century
        - Lombardia: Polytechnic University of Milan, 1863
        - Marche: University of Urbino, 1506
        - Molise: University of Molise, 1982
        - Piemonte: Polytechnic University of Turin, 1859
        - Puglia: University of Bari, 1925
        - Sardegna: University of Sassari, 1617

        - Sicilia: University of Messina, 1548
        - Toscana: Scuola Normale Superiore di Pisa, 1810
        - Trentino-Alto Adige: University of Trento, 1962
        - Umbria: University for Foreigners Perugia, 1921
        - Veneto: Ca' Foscari University of Venice, 1868
- Latvia: Riga Technical University, 1862
- Liechtenstein: Hochschule Liechtenstein, 1992, successory to the Abendtechnikum Vaduz established in 1961
- Lithuania: University of Vilnius, 1579, successory to the Vilnius Academy 1570, although its operation was not continuous: the university was closed from 1832 to 1919 and again in 1943-44
- Luxembourg: University of Luxembourg, 2003
- Macedonia:
    - Ss. Cyril and Methodius University of Skopje, 1946
    - St. Clement of Ohrid University of Bitola, 1979
- Malta: University of Malta, 1768, first established as the Collegium Melitense by the Jesuits 1592
- Netherlands
    - University of Leiden, 1575
    - University of Groningen, 1614
    - University of Amsterdam, 1632, as Athenaeum Illustre
    - Utrecht University, 1636
- Norway: University of Oslo, 1811
- Poland:
    - University of Wrocław, 1701, re-founded 1811
    - University of Warsaw, 1816
- Portugal
    - University of Évora, second oldest university in Portugal, 1559–1759, resumed work in 1973
    - University of Lisbon, 1911
    - University of Porto, 1911
- Romania:
    - Alexandru Ioan Cuza University, Iaşi, 1860; successor to Vasilian College, 1640, Princely Academy, 1707, and Academia Mihăileană, 1834
    - University of Bucharest, Bucharest, 1864; successor to the Princely Academy, 1694, and Saint Sava College, 1822
    - Babeş-Bolyai University, Cluj-Napoca, 1872/1918; teaching existed in Cluj-Napoca since the Jesuits College, 1581, and the Jesuits Academy, 1688
- Russia
    - Moscow State University, 1755
    - Saint Petersburg State University, 1724–1803, 1819
    - Kant Russian State University, 1967 (claims continuity from University of Königsberg, 1544)
- Serbia: Belgrade University, founded in 1808 as the Belgrade Higher School, by 1838 it merged with the Kragujevac-based departments into a single university,

under current name from 1905; Orthodox Christian Lyceum in 1794; Teacher's college in 1778

- Slovakia: Comenius University in Bratislava 1919
- Slovenia: University of Ljubljana, 1919
- Spain
  - University of Seville, 1505
  - University of Granada, 1531
  - University of Zaragoza, 1542
  - University of Oviedo, 1608
- Sweden:
  - Lund University, 1666; a Franciscan Studium Generale was founded in Lund in 1425, as the first university in Northern Europe, but as a result of the Protestant Reformation the operations of the catholic university were suspended
- Switzerland:
  - Cantons University
    - University of Zürich, origin 1525; est. 1525. Switzerland's largest university (25,000 students)
    - University of Lausanne, 1537
    - University of Geneva 1559; founded by John Calvin
    - University of Fribourg origin 1582; est. 1889
    - University of Bern, 1834
    - University of Neuchâtel,1838
    - University of Lucerne, 1851
    - University of St. Gallen, 1898
    - University of Lugano, 1996; Switzerland's newest university
  - Federal Institutes of Technology
    - Swiss Federal Institute of Technology Lausanne (EPFL) est. 1853; opened in 1869
    - Swiss Federal Institute of Technology Zurich (ETHZ) 1855
- Turkey:
  - Boğaziçi University Founded in 1863 as Robert College, transformed into a public research university in 1971.
  - Istanbul University Founded by Mehmed II, but became a state university in 1933.
  - Istanbul Technical University Founded in 1773 as Imperial School of Naval Engineering by Mustafa III, but became a state university in 1928.
  - Mimar Sinan Fine Arts University founded in 1882
  - Yıldız Technical University founded in 1911
- Ukraine
  - University of Lviv, operated from 1661-1773, 1784-1805, 1817-1848, 1850-
  - University of Kharkiv, 1804
- United Kingdom
  - England: with the exception of the short-lived University of Northampton, Oliver Cromwell's grant of letters patent to found Durham College and the

failed attempt to found a university at Stamford, Lincolnshire, no new universities were created in England until the 19th century.
        - University College London (then the *London University*), 1826
        - King's College London, 1829
        - Durham University, 1832
        - University of London created with UCL and King's College London merger, 1836
    - Northern Ireland: Queen's University Belfast, 1845
    - Scotland:
        - University of Edinburgh, 1583
    - Wales: St David's College, Lampeter now University of Wales, Trinity Saint David, 1822

LATIN AMERICA AND THE CARIBBEAN

- Argentina: National University of Córdoba, 1613
- Belize: University of Belize, 2000
- Bolivia: Royal and Pontificial Major University of St. Francis Xavier of Chuquisaca, 1624
- Brazil:
    - Federal University of Amazonas (UFAM), 1909
    - Federal University of Paraná (UFPR), 1912
    - Federal University of Rio de Janeiro (UFRJ), 1920; successor to the Royal Academy of Artillery, Fortification and Design, 1792
- Chile:
    - Universidad de Chile, 1842 September 17; successor to the "Real Universidad de San Felipe", created in 1738 and installated in 1747
- Colombia:
    - Saint Thomas Aquinas University, 1580
    - Pontifical Xavierian University, 1623
    - Colegio Mayor de Nuestra Señora del Rosario - Universidad del Rosario, 1653
- Cuba: Universidad de La Habana, 1728
- Dominica: Ross University School of Medicine, 1978
- Dominican Republic: Universidad Autónoma de Santo Domingo, 1914; successor to the Universidad Santo Tomás de Aquino, 1558, which disappeared in 1823
- Ecuador: Central University of Ecuador, 1622, 19 May, as *Real y Pontificia Universidad de San Gregorio Magno*
- El Salvador: Universidad de El Salvador, 1841
- Grenada: St. George's University, 1976
- Guatemala: Universidad de San Carlos de Guatemala, 1676
- Guyana: University of Guyana, 1963
- Haiti: Universite d'Etat d'Haiti, 1820 and Haitian Adventist University, 1921
- Honduras: Universidad Nacional Autónoma de Honduras, 1847
- Jamaica: University of the West Indies, Mona 1948 and University of Technology, Jamaica 1958
- Mexico:

    - National Autonomous University of Mexico, September 22, **1551**, as Royal and Pontifical University of Mexico (in 1920 changed its name to National Autonomous University of Mexico, when it was given the freedom to define its own curriculum and manage its own budget without interference from the government)
    - Universidad Michoacana de San Nicolás de Hidalgo, founded in 1540 as *Colegio de San Nicolás Obispo (St. Nicholas Bishop College)* and later in 1543 was appointed *Real Colegio de San Nicolás Obispo (Royal St. Nicholas Bishop College)* by King Carlos I of Spain; it was converted into a university on October 15, 1917.
    - Benemérita Universidad Autónoma de Puebla, founded 1587 as *Colegio del Espíritu Santo* (it was sponsored by Jesuits until its conversion into a public college in 1825, and a public university in 1937)
    - Universidad de Guadalajara, founded October 12, 1791; legally established October 12, 1925
- Panama: Universidad de Panamá, 1935
- Paraguay: Universidad Nacional de Asunción, 1889
- Peru:
    - **National University of San Marcos**, Lima, May 12, 1551, as the Royal and Pontifical University of the City of the Kings. Also known as the "Dean university of the Americas"; This is the first officially established (privilege by Charles V, Holy Roman Emperor) and the longest *continuously* operating university in the American continent.
    - National University of San Antonio Abad in Cuzco or *Universidad Nacional de San Antonio Abad del Cusco* - 1 June 1692
- Puerto Rico: University of Puerto Rico, Rio Piedras, 1903
- Surinam: Anton de Kom University, 1968
- Uruguay: Universidad de la República, 1849
- Venezuela: Central University of Venezuela, 1721

NORTH AMERICA

- Canada:
    - Université Laval, founded in 1663, chartered in 1852 (oldest post-secondary institution in Canada; founded as Séminaire de Québec)
    - University of New Brunswick, founded in 1785, chartered in 1827 (oldest English-language post-secondary institution in Canada; founded as College of New Brunswick)
    - University of King's College, founded in 1789, chartered in 1802 (oldest chartered university in Canada; founded as King's College)
- United States:
    - **Harvard University**, founded in **1636**, chartered in 1650
    - The College of William & Mary, chartered in 1693
    - Yale University, chartered in 1701, moved to current location in 1718
    - Princeton University, chartered in 1746

    - Columbia University, chartered in 1754 as King's College, renamed Columbia College after American independence.
    - University of Pennsylvania, founded in 1740, chartered in 1755

See also: First university in the United States and Oldest public university in the United States

OCEANIA

- Australia
    - **University of Sydney**, **1850** (oldest in Australia and Oceania)
    - University of Melbourne, 1853 (oldest in Victoria)
    - University of Adelaide, 1874 (oldest in South Australia)
    - University of Tasmania, 1890 (oldest in Tasmania)
    - University of Queensland, 1909 (oldest in Queensland)
    - University of Western Australia, 1911 (oldest in Western Australia)
    - Australian National University, 1946 (oldest in Australian Capital Territory)
    - University of New England, 1954 (first established outside of a state capital)
    - Northern Territory University, 1989 (amalgamated as part of Charles Darwin University in 2004)
- New Zealand
    - University of Otago, 1869 (oldest in New Zealand and the South Island)
    - University of Canterbury, 1873 (oldest in Christchurch)
    - University of Auckland, 1883 (oldest in Auckland and the North Island)
    - Victoria University of Wellington 1899 (oldest in Wellington)

Chapter 24

CONFEDERATIVE APPROACH TO HIGHER EDUCATION : CIU's CONTRIBUTION

Viewing the urgent need for uniting all the university level institutions in India and also to strengthen the cause of internationalization of higher and tertiary education besides introducing a confederative approach, the Confederation of Indian Universities (CIU) was inaugurated by the then Member of the Planning Commission of India (now NITI AYOG), Prof. K. Venkatasubramanian on 15th April 2004. Since its inception, Dr. Priya Ranjan Trivedi is contributing his optimized knowledge to the CIU in the capacity of the President. He is credited to have given a new dimension to the CIU as more than 250 books and encyclopaedias have been brought out by CIU besides conducting many applied research and implementing national as well as international consultancy assignments.

It has often been taken for granted that universities are international. The universal nature of knowledge, a long tradition of international collegiality and cooperation in research, the comings and goings of faculty and students since Antiquity have all served to create this impression. Conscious that this impression only partially reflects the day to day reality of higher education institutions and noting that internationalisation of higher education is today more than ever a worthy goal, there is an urgent need to reaffirm the commitment and to urge all stakeholders to contribute to its realisation.

As we have entered the 21st Century, a number of major challenges face women and men as they interact with one another as individuals, groups, and with nature. Globalisation of trade, of production, and of communications has created a highly interconnected world. Yet the tremendous gaps between the rich and the poor continue to widen both within, and between nations. Sustainable development remains an elusive long-term goal, too often sacrificed for short-term gains.

It is imperative that higher education offers solutions to existing problems and innovate to avoid problems in the future. Whether in the economic, political, or social realms, higher education is expected to contribute to raising the overall quality of life. To fulfil its role effectively and maintain excellence, higher education must become far more internationalised; it must integrate an international and intercultural dimension into its teaching, research, and service functions.

Preparing future leaders and citizens for a highly interdependent world, requires a higher education system where internationalisation promotes cultural diversity and fosters intercultural understanding, respect, and tolerance among peoples. Such internationalisation of higher education contributes to building more than economically competitive and politically powerful regional blocks; it represents a commitment to international solidarity, human security and helps to build a climate of global peace.

Technological advances in communications are powerful instruments, which can serve to further internationalisation of higher education and to democratise access to opportunities. However, to the extent that access to new information technologies remains unevenly distributed in the world, the adverse side effects of their widespread use can threaten cultural diversity and widen the gaps in the production, dissemination, and appropriation of knowledge.

Highly educated manpower at the highest levels are essential to increasingly knowledge-based development. Internationalisation and international cooperation can serve to improve higher education by increasing efficiency in teaching and learning as well as in research through shared efforts and joint actions.

The CIU at this point of time thinks it proper to define the principle of Institutional Autonomy as the necessary degree of independence from external interference that the University requires in respect of its internal organisation and governance, the internal distribution of financial resources and the generation of income from non public sources, the recruitment of its staff, the setting of the conditions of study and, finally, the freedom to conduct teaching and research.

The CIU wishes to further define the principle of Academic Freedom as the freedom for members of the academic community that is, scholars, teachers and students to follow their scholarly activities within a framework determined by that community in respect of ethical rules and international standards, and without outside pressure.

Rights confer obligations. These obligations are as much incumbent on the individuals and on the University of which they are part, as they are upon the State and the Society.

Academic Freedom engages the obligation by each individual member of the academic profession to excellence, to innovation, and to advancing the frontiers of knowledge through research and the diffusion of its results through teaching and publications. Academic Freedom also engages the ethical responsibility of the individuals and the academic community in the conduct of research, both in determining the priorities of that research and in taking account of the implications, which its results may have for Humanity and Nature.

For its part, the University has the obligation to uphold and demonstrate to Society that it stands by its collective obligation to quality and ethics, to fairness and tolerance, to the setting and the upkeep of standards - academic when applied to research and teaching, administrative when applied to due process, to the rendering of accounts to Society, to self-verification, to institutional review and to transparency in the conduct of institutional self-government.

For their part, organising powers and stakeholders public or private, stand equally under the obligation to prevent arbitrary interference, to provide and to ensure those conditions necessary, in compliance with internationally recognised standards, for the exercise of

Academic Freedom by individual members of the academic profession and for University Autonomy to be exercised by the institution.

In particular, the organising powers and stakeholders public or private, and the interests they represent, should recognise that by its very nature the obligation upon the academic profession to advance knowledge is inseparable from the examination, questioning and testing of accepted ideas and of established wisdom. And that the expression of views, which follows from scientific insight or scholarly investigation may often be contrary to popular conviction or judged as unacceptable and intolerable.

Hence, agencies which exercise responsibility for the advancement of knowledge as to particular interests which provide support for, or stand in a contractual relationship with, the University for the services it may furnish, must recognise that such expressions of scholarly judgement and scientific inquiry shall not place in jeopardy the career or the existence of the individual expressing them nor leave that individual open to pursual for *delit d'opinion* on account of such views being expressed.

If the free range of inquiry, examination and the advance of knowledge are held to be benefits Society derives from the University, the latter must assume the responsibility for the choices and the priorities it sets freely. Society for its part, must recognise its part in providing means appropriate for the achievement of that end.

Resources should be commensurate with expectations - especially those which, like fundamental research, demand a long-term commitment if they are to yield their full benefits.

The obligation to transmit and to advance knowledge is the basic purpose for which Academic Freedom and University Autonomy are required and recognised. Since knowledge is universal, so too is this obligation.

In practice, however, Universities fulfil this obligation primarily in respect of the Societies in which they are located. And it is these communities, cultural, regional, national and local, which establish with the University the terms by which such responsibilities are to be assumed, who is to assume them and by what means and procedures.

Responsibilities met within the setting of 'national' society, extend beyond the physical boundaries of that society. Since its earliest days, the University has professed intellectual and spiritual engagement to the principles of 'universalism' and to 'internationalism' whilst Academic Freedom and University Autonomy evolved within the setting of the historic national community.

For Universities to serve a world society requires that Academic Freedom and University Autonomy form the bedrock to a new Social Contract - a contract to uphold values common to Humanity and to meet the expectations of a world where frontiers are rapidly dissolving.

In the context of international cooperation, the exercise of Academic Freedom and University Autonomy by some should not lead to intellectual hegemony over others. It should, on the contrary, be a means of strengthening the principles of pluralism, tolerance and academic solidarity between institutions of higher learning and between individual scholars and students. At a time when the ties, obligations and commitments between Society and the University are becoming more complex, more urgent and more direct, it appears desirable to establish a broadly recognised Charter of mutual rights and obligations governing the relationship between University and Society, including adequate monitoring mechanisms for its application.

The Confederation of Indian Universities (CIU), being founded to promote cooperation among higher education institutions, notes that despite the universality of knowledge, which has always served to affirm the nature of higher education, the level of internationalisation remains low and uneven. Furthermore, cooperation has had relatively little impact of global wealth and resource distribution even in the realm of higher education. Worse, the external brain drain and other negative consequences of poorly designed cooperative activities have, at times, even exacerbated the conditions in developing nations.

In more recent times, commercial and financial interests have gained prominence in the internationalisation process and threaten to displace the less utilitarian and equally valuable aspects of this enriching and necessary transformation of higher education.

CHARTER OF THE CONFEDERATION OF INDIAN UNIVERSITIES (CIU)

DECLARATION OF NAME

The name of the organisation shall be "Confederation of Indian Universities. It shall be a self-governing body having non-political, non-governmental and non-profit making character.

REGISTERED OFFICE

The Registered Office will presently be situated at A 14 Paryavaran Complex, South of Saket, New Delhi - 110030. The Registered Office may be changed in future but will remain in the NCT of Delhi.

MASTERPLAN ENVISAGED BY THE CONFEDERATION OF INDIAN UNIVERSITIES (CIU)

INTRODUCTION

1. There is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals.

2. Higher education includes 'all types of studies, teaching, training and research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the Competent Authorities.

3. Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, post-graduates and doctorates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation.

4. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

5. The initial years of this century and the last 50 years of the twentieth century will go down in the history of higher education as the period of its most spectacular expansion: an over sixfold increase in student enrolments worldwide. But it is also the period which has seen the gap between the industrially developed, the developing countries and in particular the least developed countries with regard to access and resources for higher learning and research, already enormous, becoming even wider. It has also been a period of increased socio-economic stratification and greater difference in educational opportunity within countries, including in some of the most developed and wealthiest nations.

6. Without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development and, in particular, developing countries and the least developed countries cannot reduce the gap separating them from the industrially developed ones. Sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap.

7. Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations.

8. Higher education itself is confronted, therefore, with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of

values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality.

9. It is with the aim of providing solutions to these challenges and of setting in motion a process of in-depth reform in higher education worldwide that the Confederation of Indian Universities (CIU) is being established with a view to designing a Masterplan Paradigm for introducing development systems for strengthening the cause of higher education in the third millennium.

CIU'S DECLARATION ON HIGHER EDUCATION

We, the University level Institutions in India assembled at New Delhi on 15 April 2004;

10. Recalling the Universal Declaration of Human Rights which states in Article 26, paragraph 1, that 'Everyone has the right to education' and that 'higher education shall be equally accessible to all on the basis of merit', and endorsing the basic principles of the Convention against Discrimination in Education (1960), which, by Article 4, commits the States Parties to it to 'make higher education equally accessible to all on the basis of individual capacity'.

11. Convinced that education is a fundamental pillar of human rights, democracy, sustainable development and peace, and shall therefore become accessible to all throughout life and that measures are required to ensure co-ordination and co-operation across and between the various sectors, particularly between general, technical and professional secondary and post-secondary education as well as between universities, colleges and technical institutions.

12. Believing that, in this context, the solution of the problems faced in the twenty-first century will be determined by the vision of the future society and by the role that is assigned to education in general and to higher education in particular.

13. Aware that at the beginning of a new millennium it is the duty of higher education to ensure that the values and ideals of a culture of peace prevail and that the intellectual community should be mobilized to that end.

14. Considering that a substantial change and development of higher education, the enhancement of its quality and relevance, and the solution to the major challenges it faces, require the strong involvement not only of governments and of higher education institutions, but also of all stakeholders, including students and their families, teachers, business and industry, the public and private sectors of the economy, legislatures, the media, the community, professional associations and society as well as a greater responsibility of higher education institutions towards society and accountability in the use of public and private, national or international resources;

15. Emphasizing that higher education systems should enhance their capacity to live with uncertainty, to change and bring about change, and to address social needs and to promote solidarity and equity; should preserve and exercise scientific rigour and originality, in a spirit of impartiality, as a basic prerequisite for attaining and sustaining an indispensable level of quality; and should place students at the centre of their concerns, within a lifelong perspective, so as to allow their full integration into the global knowledge society of this new century; and

16. Also believing that international co-operation and exchange are major avenues for advancing higher education throughout the world.

Proclaim the following:

MISSIONS AND FUNCTIONS OF THE CONFEDERATION OF INDIAN UNIVERSITIES (CIU)

MISSION TO EDUCATE, TO TRAIN AND TO UNDERTAKE RESEARCH

We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

17. Educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society.

18. Provide opportunities for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice.

19. Advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts.

20. Help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity.

21. Help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives; and

22. Contribute to the development and improvement of education at all levels, including through the training of teachers.

ETHICAL ROLE, AUTONOMY, RESPONSIBILITY AND ANTICIPATORY FUNCTION

Higher education institutions and their personnel and students should :

23. Preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities.

24. Be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act.

25. Enhance their critical and forward-looking functions, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention.

26. Exercise their intellectual capacity and their moral prestige to defend and actively disseminate universally accepted values, including peace, justice, freedom, equality and solidarity.

27. Enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society.

28. Play a role to help identify and to address issues that affect the well-being of communities, nations and global society.

SHAPING A NEW VISION OF HIGHER EDUCATION

Equity of Access

29. In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities.

30. Equity of access to higher education should begin with the reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education. Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities.

31. Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination.

32. As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, all policies concerning access to higher education to give priority in the future to the approach based on the merit of the individual.

33. Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.

ENHANCING PARTICIPATION AND PROMOTING THE ROLE OF WOMEN

34. Although significant progress has been achieved to enhance the access of women to higher education, various socio-economic, cultural and political obstacles continue in many places in the world to impede their full access and effective integration. To overcome them remains an urgent priority in the renewal process for ensuring an equitable and non-discriminatory system of higher education based on the principle of merit.

35. Further efforts are required to eliminate all gender stereotyping in higher education, to consider gender aspects in different disciplines and to consolidate women's participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making.

36. Gender studies (women's studies) should be promoted as a field of knowledge, strategic for the transformation of higher education and society.

37. Efforts should be made to eliminate political and social barriers whereby women are under-represented and in particular to enhance their active involvement at policy and decision-making levels within higher education and society.

ADVANCING KNOWLEDGE THROUGH RESEARCH IN SCIENCE, THE ARTS AND HUMANITIES AND THE DISSEMINATION OF ITS RESULTS

38. The advancement of knowledge through research is an essential function of all systems of higher education, which should promote postgraduate studies. Innovation, interdisciplinarity and transdisciplinarity should be promoted and reinforced in programmes with long-term orientations on social and cultural aims and needs. An appropriate balance should be established between basic and target-oriented research.

40. Institutions should ensure that all members of the academic community engaged in research are provided with appropriate training, resources and support. The intellectual and cultural rights on the results of research should be used to the benefit of humanity and should be protected so that they cannot be abused.

41. Research must be enhanced in all disciplines, including the social and human sciences, education (including higher education), engineering, natural sciences, mathematics, informatics and the arts within the framework of national, regional and international research and development policies. Of special importance is the enhancement of research capacities in higher education research institutions, as mutual enhancement of quality takes place when higher education and research are conducted at a high level within the same institution. These institutions should find the material and financial support required, from both public and private sources.

LONG-TERM ORIENTATION BASED ON RELEVANCE

42. Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the world of work, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection. The concern is to provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations.

43. Higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues.

44. Higher education should enhance its contribution to the development of the whole education system, notably through improved teacher education, curriculum development and educational research.

45. Ultimately, higher education should aim at the creation of a new society - non-violent and non-exploitative - consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

STRENGTHENING CO-OPERATION WITH THE WORLD OF WORK AND ANALYSING AND ANTICIPATING SOCIETAL NEEDS

46. In economies characterized by changes and the emergence of new production paradigms based on knowledge and its application, and on the handling of information, the links between higher education, the world of work and other parts of society should be strengthened and renewed.

47. Links with the world of work can be strengthened, through the participation of its representatives in the governance of institutions, the increased use of domestic and international apprenticeship/work-study opportunities for students and teachers, the exchange of personnel between the world of work and higher education institutions and revised curricula more closely aligned with working practices.

48. As a lifelong source of professional training, updating and recycling, institutions of higher education should systematically take into account trends in the world of work and in the scientific, technological and economic sectors. In order to respond to the work requirements, higher education systems and the world of work should jointly develop and assess learning processes, bridging programmes and prior learning assessment and recognition programmes, which integrate theory and training on the job. Within the framework of their anticipatory function, higher education institutions could contribute to the creation of new jobs, although that is not their only function.

49. Developing entrepreneurial skills and initiative should become major concerns of higher education, in order to facilitate employability of graduates who will increasingly be called upon to be not only job seekers but also and above all to become job creators. Higher education institutions should give the opportunity to students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice.

DIVERSIFICATION FOR ENHANCED EQUITY OF OPPORTUNITY

50. Diversifying higher education models and recruitment methods and criteria is essential both to meet increasing international demand and to provide access to various delivery modes and to extend access to an ever-wider public, in a lifelong

perspective, based on flexible entry and exit points to and from the system of higher education.

51. More diversified systems of higher education are characterized by new types of tertiary institutions: public, private and non-profit institutions, amongst others. Institutions should be able to offer a wide variety of education and training opportunities: traditional degrees, short courses, part-time study, flexible schedules, modularized courses, supported learning at a distance, etc.

INNOVATIVE EDUCATIONAL APPROACHES: CRITICAL THINKING AND CREATIVITY

52. In a world undergoing rapid changes, there is a perceived need for a new vision and paradigm of higher education, which should be student-oriented, calling in most countries for in-depth reforms and an open access policy so as to cater to ever more diversified categories of people, and of its contents, methods, practices and means of delivery, based on new types of links and partnerships with the community and with the broadest sectors of society.

53. Higher education institutions should educate students to become well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.

54. To achieve these goals, it may be necessary to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. New pedagogical and didactical approaches should be accessible and promoted in order to facilitate the acquisition of skills, competencies and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts, where creativity also involves combining traditional or local knowledge and know-how with advanced science and technology. These recast curricula should take into account the gender dimension and the specific cultural, historic and economic context of each country. The teaching of human rights standards and education on the needs of communities in all parts of the world should be reflected in the curricula of all disciplines, particularly those preparing for entrepreneurship. Academic personnel should play a significant role in determining the curriculum.

55. New methods of education will also imply new types of teaching-learning materials. These have to be coupled with new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity.

HIGHER EDUCATION PERSONNEL AND STUDENTS AS MAJOR ACTORS

56. A vigorous policy of staff development is an essential element of higher education institutions. Clear policies should be established concerning higher education

teachers, who nowadays need to focus on teaching students how to learn and how to take initiatives rather than being exclusively founts of knowledge. Adequate provision should be made for research and for updating and improving pedagogical skills, through appropriate staff development programmes, encouraging constant innovation in curriculum, teaching and learning methods, and ensuring appropriate professional and financial status, and for excellence in research and teaching. Furthermore, in view of the role of higher education for lifelong learning, experience outside the institutions ought to be considered as a relevant qualification for higher educational staff.

57. Clear policies should be established by all higher education institutions preparing teachers of early childhood education and for primary and secondary schools, providing stimulus for constant innovation in curriculum, best practices in teaching methods and familiarity with diverse learning styles. It is vital to have appropriately trained administrative and technical personnel.

58. National and institutional decision-makers should place students and their needs at the centre of their concerns, and should consider them as major partners and responsible stakeholders in the renewal of higher education. This should include student involvement in issues that affect that level of education, in evaluation, the renovation of teaching methods and curricula and, in the institutional framework in force, in policy-formulation and institutional management. As students have the right to organize and represent themselves, students' involvement in these issues should be guaranteed.

59. Guidance and counselling services should be developed, in co-operation with student organizations, in order to assist students in the transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Apart from those entering higher education from schools or further education colleges, they should also take account of the needs of those leaving and returning in a lifelong process. Such support is important in ensuring a good match between student and course, reducing drop-out. Students who do drop out should have suitable opportunities to return to higher education if and when appropriate.

FROM VISION TO ACTION

Qualitative Evaluation

60. Quality in higher education is a multidimensional concept, which should embrace all its functions, and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognized at international level, should be defined. Due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid

uniformity. Stakeholders should be an integral part of the institutional evaluation process.

61. Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.

62. To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including teaching/learning methodology and mobility between countries, between higher education institutions, and between higher education institutions and the world of work, as well as student mobility within and between countries. The new information technologies are an important tool in this process, owing to their impact on the acquisition of knowledge and know-how.

THE POTENTIAL AND THE CHALLENGE OF TECHNOLOGY

63. The rapid breakthroughs in new information and communication technologies will further change the way knowledge is developed, acquired and delivered. It is also important to note that the new technologies offer opportunities to innovate on course content and teaching methods and to widen access to higher learning. However, it should be borne in mind that new information technology does not reduce the need for teachers but changes their role in relation to the learning process and that the continuous dialogue that converts information into knowledge and understanding becomes fundamental. Higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international co-operation by:

64. Engaging in networks, technology transfer, capacity-building, developing teaching materials and sharing experience of their application in teaching, training and research, and making knowledge accessible to all;

65. Creating new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems, capable of bridging distances and developing high-quality systems of education, thus serving social and economic advancement and democratization as well as other relevant priorities of society, while ensuring that these virtual education facilities, based on regional, continental or global networks, function in a way that respects cultural and social identities;

66. Noting that, in making full use of information and communication technology (ICT) for educational purposes, particular attention should be paid to removing the grave inequalities which exist among and also within the countries of the world with regard to access to new information and communication technologies and to the production of the corresponding resources;

67. Adapting ICT to national, regional and local needs and securing technical, educational, management and institutional systems to sustain it;

68. Facilitating, through international co-operation, the identification of the objectives and interests of all countries, particularly the developing countries, equitable access and the strengthening of infrastructures in this field and the dissemination of such technology throughout society;

69. Closely following the evolution of the 'knowledge society' in order to ensure high quality and equitable regulations for access to prevail;

70. Taking the new possibilities created by the use of ICTs into account, while realizing that it is, above all, institutions of higher education that are using ICTs in order to modernize their work, and not ICTs transforming institutions of higher education from real to virtual institutions.

STRENGTHENING HIGHER EDUCATION MANAGEMENT AND FINANCING

71. The management and financing of higher education require the development of appropriate planning and policy-analysis capacities and strategies, based on partnerships established between higher education institutions and state and national planning and co-ordination bodies, so as to secure appropriately streamlined management and the cost-effective use of resources. Higher education institutions should adopt forward-looking management practices that respond to the needs of their environments. Managers in higher education must be responsive, competent and able to evaluate regularly, by internal and external mechanisms, the effectiveness of procedures and administrative rules.

72. Higher education institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, legislature, students and the wider society.

73. The ultimate goal of management should be to enhance the institutional mission by ensuring high-quality teaching, training and research, and services to the community. This objective requires governance that combines social vision, including understanding of global issues, with efficient managerial skills. Leadership in higher education is thus a major social responsibility and can be significantly strengthened through dialogue with all stakeholders, especially teachers and students, in higher education. The participation of teaching faculty in the governing bodies of higher education institutions should be taken into account,

within the framework of current institutional arrangements, bearing in mind the need to keep the size of these bodies within reasonable bounds.

74. The promotion of North-South co-operation to ensure the necessary financing for strengthening higher education in the developing countries is essential.

FINANCING OF HIGHER EDUCATION AS A PUBLIC SERVICE

The funding of higher education requires both public and private resources. The role of the government remains essential in this regard.

75. The diversification of funding sources reflects the support that society provides to higher education and must be further strengthened to ensure the development of higher education, increase its efficiency and maintain its quality and relevance. Public support for higher education and research remains essential to ensure a balanced achievement of educational and social missions.

76. Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development. Mobilization for this purpose depends on public awareness and involvement of the public and private sectors of the economy, legislature, the media, governmental and non-governmental organizations, students as well as institutions, families and all the social actors involved with higher education.

SHARING KNOWLEDGE AND KNOW-HOW ACROSS BORDERS AND CONTINENTS

77. The principle of solidarity and true partnership amongst higher education institutions worldwide is crucial for education and training in all fields that encourage an understanding of global issues, the role of democratic governance and skilled human resources in their resolution, and the need for living together with different cultures and values. The practice of multilingualism, faculty and student exchange programmes and institutional linkage to promote intellectual and scientific co-operation should be an integral part of all higher education systems.

78. The principles of international co-operation based on solidarity, recognition and mutual support, true partnership that equitably serves the interests of the partners and the value of sharing knowledge and know-how across borders should govern relationships among higher education institutions in both developed and developing countries and should benefit the least developed countries in particular. Consideration should be given to the need for safeguarding higher education institutional capacities in regions suffering from conflict or natural disasters. Consequently, an international dimension should permeate the curriculum, and the teaching and learning processes.

79. Regional and international normative instruments for the recognition of studies should be ratified and implemented, including certification of the skills, competencies and abilities of graduates, making it easier for students to change courses, in order to facilitate mobility within and between national systems.

FROM 'BRAIN DRAIN' TO 'BRAIN GAIN'

80. The 'brain drain' has yet to be stemmed, since it continues to deprive the developing countries and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress. International co-operation schemes should be based on long-term partnerships between institutions in the South and the North, and also promote South-South co-operation. Priority should be given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialized and intensive study abroad.

81. Consideration should be given to creating an environment conducive to attracting and retaining skilled human capital, either through national policies or international arrangements to facilitate the return - permanent or temporary - of highly trained scholars and researchers to their countries of origin. At the same time, efforts must be directed towards a process of 'brain gain' through collaboration programmes that, by virtue of their international dimension, enhance the building and strengthening of institutions and facilitate full use of endogenous capacities.

PARTNERSHIP AND ALLIANCES

82. Partnership and alliances amongst stakeholders - national and institutional policy-makers, teaching and related staff, researchers and students, and administrative and technical personnel in institutions of higher education, the world of work, community groups - is a powerful force in managing change. Also, non-governmental organizations are key actors in this process. Henceforth, partnership, based on common interest, mutual respect and credibility, should be a prime matrix for renewal in higher education.

The Confederation of Indian Universities (CIU) adopts this Declaration and reaffirms the right of all people to education and the right of access to higher education based on individual merit and capacity.

The Confederation of Indian Universities (CIU) pledges to act together within the frame of our individual and collective responsibilities, by taking all necessary measures in order to realize the principles concerning higher education contained in the Universal Declaration of Human Rights and in the Convention against Discrimination in Education.

The Confederation of Indian Universities (CIU) solemnly reaffirms the commitment to peace. To that end, CIU is determined to accord high priority to education for reducing peacelessness, unemployment, pollution and intolerance.

The Confederation of Indian Universities (CIU) adopts, therefore, this Declaration on Higher Education and Development. To achieve the goals set forth in this Declaration and, in particular, for immediate action, CIU agrees on the following Framework for Priority Action for Change and Development of Higher Education.

FRAMEWORK FOR PRIORITY ACTION FOR CHANGE AND DEVELOPMENT OF HIGHER EDUCATION

Priority Actions at National Level

States, including their governments, legislatures and other decision-makers, should:

83. Establish, where appropriate, the legislative, political and financial framework for the reform and further development of higher education, in keeping with the terms of the Universal Declaration of Human Rights, which establishes that higher education shall be 'accessible to all on the basis of merit'. No discrimination can be accepted, no one can be excluded from higher education or its study fields, degree levels and types of institutions on grounds of race, gender, language, religion, or age or because of any economic or social distinctions or physical disabilities;

84. Reinforce the links between higher education and research;

85. Consider and use higher education as a catalyst for the entire education system;

86. Develop higher education institutions to include lifelong learning approaches, giving learners an optimal range of choice and a flexibility of entry and exit points within the system, and redefine their role accordingly, which implies the development of open and continuous access to higher learning and the need for bridging programmes and prior learning assessment and recognition;

87. Make efforts, when necessary, to establish close links between higher education and research institutions, taking into account the fact that education and research are two closely related elements in the establishment of knowledge;

88. Develop innovative schemes of collaboration between institutions of higher education and different sectors of society to ensure that higher education and research programmes effectively contribute to local, regional and national development;

89. Fulfil their commitments to higher education and be accountable for the pledges adopted with their concurrence, at several forums, particularly over the past decade, with regard to human, material and financial resources, human development and education in general, and to higher education in particular;

90. Have a policy framework to ensure new partnerships and the involvement of all relevant stakeholders in all aspects of higher education: the evaluation process, including curriculum and pedagogical renewal, and guidance and counselling

services; and, in the framework of existing institutional arrangements, policy-making and institutional governance;

91. Define and implement policies to eliminate all gender stereotyping in higher education and to consolidate women's participation at all levels and in all disciplines in which they are under-represented at present and, in particular, to enhance their active involvement in decision-making;

92. Recognize students as the centre of attention of higher education, and one of its stakeholders. They should be involved, by means of adequate institutional structures, in the renewal of their level of education (including curriculum and pedagogical reform), and policy decision, in the framework of existing institutional arrangements;

93. Recognize that students have the right to organize themselves autonomously;

94. Promote and facilitate national and international mobility of teaching staff and students as an essential part of the quality and relevance of higher education;

95. Provide and ensure those conditions necessary for the exercise of academic freedom and institutional autonomy so as to allow institutions of higher education, as well as those individuals engaged in higher education and research, to fulfil their obligations to society.

96. States in which enrolment in higher education is low by internationally accepted comparative standards should strive to ensure a level of higher education adequate for relevant needs in the public and private sectors of society and to establish plans for diversifying and expanding access, particularly benefiting all minorities and disadvantaged groups.

97. The interface with general, technical and professional secondary education should be reviewed in depth, in the context of lifelong learning. Access to higher education in whatever form must remain open to those successfully completing secondary education or its equivalent or meeting entry qualifications at any age, while creating gateways to higher education, especially for older students without any formal secondary education certificates, by attaching more importance to their professional experience. However, preparation for higher education should not be the sole or primary purpose of secondary education, which should also prepare for the world of work, with complementary training whenever required, in order to provide knowledge, capacities and skills for a wide range of jobs. The concept of bridging programmes should be promoted to allow those entering the job market to return to studies at a later date.

98. Concrete steps should be taken to reduce the widening gap between industrially developed and developing countries, in particular the least developed countries, with regard to higher education and research. Concrete steps are also needed to

encourage increased co-operation between countries at all levels of economic development with regard to higher education and research. Consideration should be given to making budgetary provisions for that purpose, and developing mutually beneficial agreements in order to sustain co-operative activities and projects through appropriate incentives and funding in education, research and the development of high-level experts.

PRIORITY ACTIONS AT THE LEVEL OF SYSTEMS AND INSTITUTIONS

99. Each higher education institution should define its mission according to the present and future needs of society and base it on an awareness of the fact that higher education is essential for any country or region to reach the necessary level of sustainable and environmentally sound economic and social development, cultural creativity nourished by better knowledge and understanding of the cultural heritage, higher living standards, and internal and international harmony and peace, based on human rights, democracy, tolerance and mutual respect. These missions should incorporate the concept of academic freedom.

In establishing priorities in their programmes and structures, higher education institutions should:

100. Take into account the need to abide by the rules of ethics and scientific and intellectual rigour, and the multidisciplinary and transdisciplinary approach;

101. Be primarily concerned to establish systems of access for the benefit of all persons who have the necessary abilities and motivations;

102. Use their autonomy and high academic standards to contribute to the sustainable development of society and to the resolution of the issues facing the society of the future. They should develop their capacity to give forewarning through the analysis of emerging social, cultural, economic and political trends, approached in a multidisciplinary and transdisciplinary manner, giving particular attention to:

high quality, a clear sense of the social pertinence of studies and their anticipatory function, based on scientific grounds;

knowledge of fundamental social questions, in particular related to the elimination of poverty, to sustainable development, to intercultural dialogue and to the shaping of a culture of peace;

the need for close connection with effective research organizations or institutions that perform well in the sphere of research; and

fundamentals of human ethics, applied to each profession and to all areas of human endeavour.

103. Ensure, especially in universities and as far as possible, that faculty members participate in teaching, research, tutoring students and steering institutional affairs.

104. Take all necessary measures to reinforce their service to the community, especially their activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger and disease, through an interdisciplinary and transdisciplinary approach in the analysis of challenges, problems and different subjects.

105. Set their relations with the world of work on a new basis involving effective partnerships with all social actors concerned, starting from a reciprocal harmonization of action and the search for solutions to pressing problems of humanity, all this within a framework of responsible autonomy and academic freedom.

106. Ensure high quality of international standing, consider accountability and both internal and external evaluation, with due respect for autonomy and academic freedom, as being normal and inherent in their functioning, and institutionalize transparent systems, structures or mechanisms specific thereto.

107. As lifelong education requires academic staff to update and improve their teaching skills and learning methods, even more than in the present systems mainly based on short periods of higher teaching, establish appropriate academic staff development structures and/or mechanisms and programmes.

108. Promote and develop research, which is a necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for development are needed to ensure continued progress towards such key national objectives as access, equity, quality, relevance and diversification.

109. Remove gender inequalities and biases in curricula and research, and take all appropriate measures to ensure balanced representation of both men and women among students and teachers, at all levels of management.

110. Provide, where appropriate, guidance and counselling, remedial courses, training in how to study and other forms of student support, including measures to improve student living conditions.

111. While the need for closer links between higher education and the world of work is important worldwide, it is particularly vital for the developing countries and especially the least developed countries, given their low level of economic development. Governments of these countries should take appropriate measures to reach this objective through appropriate measures such as strengthening institutions for higher/professional/vocational education. At the same time, international action is needed in order to help establish joint undertakings between higher education and industry in these countries. It will be necessary to give

consideration to ways in which higher education graduates could be supported, through various schemes, following the positive experience of the micro-credit system and other incentives, in order to start small- and medium-size enterprises. At the institutional level, developing entrepreneurial skills and initiative should become a major concern of higher education, in order to facilitate employability of graduates who will increasingly be required not only to be job-seekers but to become job-creators.

112. The use of new technologies should be generalized to the greatest extent possible to help higher education institutions, to reinforce academic development, to widen access, to attain universal scope and to extend knowledge, as well as to facilitate education throughout life. Governments, educational institutions and the private sector should ensure that informatics and communication network infrastructures, computer facilities and human resources training are adequately provided.

INSTITUTIONS OF HIGHER EDUCATION SHOULD BE OPEN TO ADULT LEARNERS:

113. By developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is transferable within and between institutions, sectors and states.

114. By establishing joint higher education/community research and training partnerships, and by bringing the services of higher education institutions to outside groups.

115. By carrying out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves.

116. By creating opportunities for adult learning in flexible, open and creative ways.

ACTIONS TO BE TAKEN AT INTERNATIONAL LEVEL

117. Co-operation should be conceived of as an integral part of the institutional missions of higher education institutions and systems. Intergovernmental organizations, donor agencies and non-governmental organizations should extend their action in order to develop inter-university co-operation projects in particular through twinning institutions, based on solidarity and partnership, as a means of bridging the gap between rich and poor countries in the vital areas of knowledge production and application. Each institution of higher education should envisage the creation of an appropriate structure and/or mechanism for promoting and managing international co-operation.

118. The intergovernmental organizations and non-governmental organizations active in higher education, the states through their bilateral and multilateral co-operation programmes, the academic community and all concerned partners in society should

further promote international academic mobility as a means to advance knowledge and knowledge-sharing in order to bring about and promote solidarity as a main element of the global knowledge society of tomorrow, including through strong support a the joint work plan 2004-2010 on the recognition of studies, degrees and diplomas in higher education and through large-scale co-operative action involving, inter alia, the establishment of an educational credit transfer scheme, with particular emphasis on South-South co-operation, the needs of the least developed countries and of the small states with few higher education institutions or none at all.

119. Institutions of higher education in industrialized countries should strive to make arrangements for international co-operation with sister institutions in developing countries and in particular with those of poor countries. In their co-operation, the institutions should make efforts to ensure fair and just recognition of studies abroad. Initiatives should be taken to develop higher education throughout the world, setting itself clear-cut goals that could lead to tangible results. One method might be to implement projects in different regions renewing efforts towards creating and/or strengthening centres of excellence in developing countries relying on networks of national, regional and international higher education institutions.

120. All concerned parts of society, should also undertake action in order to alleviate the negative effects of 'brain drain' and to shift to a dynamic process of 'brain gain'. An overall analysis is required in all regions of the world of the causes and effects of brain drain. A vigorous campaign should be launched through the concerted effort of the international community and on the basis of academic solidarity and should encourage the return to their home country of expatriate academics, as well as the involvement of university volunteers - newly retired academics or young academics at the beginning of their career - who wish to teach and undertake research at higher education institutions in developing countries. At the same time it is essential to support the developing countries in their efforts to build and strengthen their own educational capacities.

WITHIN THIS FRAMEWORK, INTERNATIONAL ORGANISATIONS SHOULD:

121. Promote better co-ordination among intergovernmental, supranational and non-governmental organizations, agencies and foundations that sponsor existing programmes and projects for international co-operation in higher education. Furthermore, co-ordination efforts should take place in the context of national priorities. This could be conducive to the pooling and sharing of resources, avoid overlapping and promote better identification of projects, greater impact of action and increased assurance of their validity through collective agreement and review. Programmes aiming at the rapid transfer of knowledge, supporting institutional development and establishing centres of excellence in all areas of knowledge, in particular for peace education, conflict resolution, human rights and democracy, should be supported by institutions and by public and private donors.

122. Jointly with the various intergovernmental and non-governmental organizations, become a forum of reflection on higher education issues aiming at:

(i) preparing update reports on the state of knowledge on higher education issues in all parts of the world;

(ii) promoting innovative projects of training and research, intended to enhance the specific role of higher education in lifelong education;

(iii) reinforcing international co-operation and emphasizing the role of higher education for citizenship education, sustainable development and peace; and

(iv) facilitating exchange of information and establishing, when appropriate, a database on successful experiences and innovations that can be consulted by institutions confronted with problems in their reforms of higher education.

123. Take specific action to support institutions of higher education in the least developed parts of the world and in regions suffering the effects of conflict or natural disasters.

124. Make renewed efforts towards creating or/and strengthening centres of excellence in developing countries.

125. Take the initiative to draw up an international instrument on academic freedom, autonomy and social responsibility.

Ensure follow-up of this Declaration jointly with other inter-governmental and non-governmental organizations and with all higher education stakeholders. It should have a crucial role in promoting international cooperation in the field of higher education in implementing this follow-up under the aegis of the Confederation of Indian Universities (CIU) and in the light of the following context :

126. At the start of the twenty-first century, universities nationwide and worldwide, though their circumstances differ, face important and common challenges.

127. The phenomenon of globalisation which affects diverse sectors - the economy, the media, etc. - also has its impact on higher education throughout the world. It demands change and an explicit policy of internationalisation by universities.

127. The unprecedented development of information and communication technologies is an important vehicle in the processes of globalisation and technological accleration which carry with them opportunities and challenges that are specific to universities and to the way they fulfil their missions.

128. More than ever, the creation of knowledge, access to knowledge and its development are central to the development of societies. The knowledge society requires a new

generation of skilled people. In this context, demand for more differentiated higher and continuing education, including professional development as well as open and distance learning, is in all countries expanding and, in some regions, overwhelming.

129. The rapid production of knowledge and technological development spur on the quest for quality, excellence and relevance. The university has a special responsibility to ensure that attention is paid to solving ethical questions. In this setting, the university's critical role towards society assumes a new urgency.

130. The preconditions for universities and other types of higher education institutions to cope successfully with new challenges such as these remain, however, basically unchanged. These preconditions include autonomy of action, academic freedom and adequate human and financial resources.

131. For higher education of quality to be today and in the future a motor of social, cultural and economic development, other conditions are required, amongst which effective dialogue with external partners and responsible university governance.

As a social institution, the university cannot be replaced. Hence, it must continue to adapt and change if the challenges are to be met. It will remain an institution central to societies throughout the world as long as its activities make a difference to better the condition of humankind.

AIMS AND OBJECTS

1. To encourage links between institutions of higher education throughout the country.

2. To base the mission of the Confederation on the fundamental principles for which every university should stand, namely the right to pursue knowledge for its own sake, to follow wherever the search for truth may lead, the tolerance of divergent opinion and freedom from political interference.

3. To aim to give expression to the obligation of universities to promote, through teaching and research, the principles of freedom and justice, of human dignity and solidarity, and to contribute through regional, national and international cooperation to the development of national and moral assistance for the strengthening of higher education generally.

4. To link up its members, offer them quality services and provide a forum for the universities from all over the country to work together and to speak on behalf of universities, and of higher education in general, and to represent their concerns and interests in public debate and to outside parties.

5. To pursue its goals through future oriented collective action including information services, informed policy discussion, research and publications.

6. To facilitate the exchange of experience and learning.

7. To restate and defend the values that underlie and determine the proper functioning of universities in the Indian subcontinent.

8. To uphold and contribute to the development of a long term vision of universities' role and responsibility in society.

9. To voice the concerns for higher education with regard to policies of national and international bodies.

10. To contribute to a better understanding of current trends and developments through analysis, research and debate.

11. To provide comprehensive and authoritative information on higher education systems, institutions and qualifications worldwide.

12. To act as a cooperation and service-oriented organisation to promote the exchange of information, experience and ideas to facilitate academic mobility and mutual, technical, national and international collaboration among universities, and to contribute through research and meetings to informed higher education policy debate.

13. To organise congress, conferences, seminars, round tables and workshops.

14. To conduct comparative studies and higher education policy research.

15. To strengthen cooperation and clearing-house activities.

16. To establish national information networks.

17. To provide consultancy, credential evaluation and advice.

18. To invite university level degree granting institutions whose main objective is higher education and research, irrespective of whether or not they carry the name of university.

19. To maintain and preserve university autonomy, academic freedom and mutual understanding.

20. To stand for the right to pursue knowledge for its own sake.

21. To remain free from political and economic interference, and give, room for divergent opinion.

22. To work for the advancement of ethical values in the work of the Confederation and its members as well as in society and respect for diversity.

23. To remember the responsibility of universities and academies as guardians of free intellectual activity.

24. To stand for the universities' obligation as social institutions to deliver education, research and service to the community, and, in connection with this, to advance the principles of freedom and of justice, of sustainable development, human dignity and of solidarity.

25. To conserve the obligation of universities to foster constructive criticism and intellectual independence in the research for truth.

26. To contribute to the development of the long term vision of the university's role and responsibilities in society.

27. To strengthen solidarity and to contribute to reducing inequalities amongst universities, while keeping alive their cultural differences.

28. To promote access to higher education and equal opportunities for students.

29. To encourage quality and excellence worldwide, through sharing, knowledge, know-how and experience, through collaboration and through networking.

30. To help universities to become better learning organisations (for students, for teachers, for administrators).

31. To contribute to a better understanding of developments in higher education, through analysis, research and debate, as well as through the provision of information services on higher education.

32. To design and implement programmes for its members in partnership with other organisations working in the same field.

33. To pledge itself to be an open, inclusive and transparent organisation, the common voice of the university level institutions.

34. To provide a centre of cooperation among the universities and similar institutions of higher education, as well as organisations in the field of higher education generally, and to be an advocate for their concerns.

35. To facilitate the interchange of students and academic staff, and develop means for the better distribution and exchange of laboratory material, books and other equipment for university study and research.

36. To formulate the basic principles and higher education values for which the CIU will stand for.

37. To establish a strong structural relationship with the national as well as regional associations of universities and seek their direct involvement in the life and work of CIU.

38. To focus its activities on institutional examples regarding the use of new information and communication technologies in teaching and learning.

39. To encourage sustainability to be considered as being central to teaching, research, outreach and operations at universities and to identified exemplary practices and strategies.

40. To prepare comprehensive assessments periodically on how the principles of sustainable development can best be pursued and promoted by higher education institutions.

41. To identify the key issues of a future-oriented higher education policy debate, as well as concrete needs for support in academic exchange, knowledge transfer, and capacity building through international cooperation.

42. To assess our respective capacities to respond to such needs, the complementarity and uniqueness of our respective possibilities and responsibilities, as compared with what can be better done by others, bilaterally or multi-laterally, on the institutional, national, regional or international level.

43. To establish appropriate networking structures and facilities that will allow to serve better, through shared efforts, the needs and interests of our common higher education constituency.

44. To translate into action the services set out by CIU more clearly in terms of support to concrete cooperation needs, both of individual universities and of partner organisations, and to identify new services as best corresponding to the Confederation's vocation and possibilities; and to give expression to its internal and external missions through a strengthened confederative life, including a broader interaction with other university organisations.

45. To disseminate relevant information on the world of higher education in an international perspective, on missions, policies and strategies, in the form of concise briefs and overviews, easily accessible and usable for higher education policy and decision-makers.

46. To have a similar approach in relation to issues of research and debate, comparison of experiences, publications or conjointly organised special meetings and seminars for university leaders and administrators.

47. To provide a link to consultancy, second opinions and referee networks for universities, particularly in developing countries, who wish to have access to independent advice, for example on directives from Governments and different agencies or on institutional development plans.

48. To maintain a pool of independent advisors to be made available for special tasks, third party assessments, legal advice, management advice, helping with analysis, formulation of strategic plans, governance strategies, and codes related to academic freedom, etc.

49. To offer consultancy to agencies related to university cooperation.

50. To evaluate the institutional impact of university links and collaborative programmes, independent from the usual evaluation by sponsors to be pointed to practical and ethical guidelines for collaboration and codes of good practice, which could serve universities in their interaction.

51. To benefit from academic freedom and institutional autonomy with regard to the Central Mission of research and teaching.

52. To assume, in carrying out the tasks, its responsibility to society and to promote the principles of freedom, justice, human dignity and solidarity.

53. To reduce the tensions arising within the universities between the requirements of technological and economic globalisation and the specificities of cultural and national roots.

54. To contribute to the production and dissemination of information and knowledge concerning facts, trends and developments in higher education.

55. To help contribute to the production and dissemination of reflection, research and debate concerning the universities.

56. To help clarify, disseminate and refine a vision of the university and of its value base.

57. To pay particular attention to strengthening solidarity and reducing inequalities between universities of different backgrounds, resources and capacities.

58. To express a common voice of the universities, on national as well as global level, vis-a-vis partners like national and international statutory bodies and UN agencies as well as the public opinion.

59. To catalyse the cooperation of universities and university organisations amongst themselves and with other partners, with regard to major questions of society, which are national as well as international in nature and to which universities must make an important contribution, such as: the construction of peace and democracy; sustainable development; the challenges and stakes of globalisation and accelerated change in society; the commitment to ethical standards in the conduct of science and technology.

60. To offer to other national and international university and higher education organisations a preferential platform for information, contacts and networking, and to participate itself in such international networks.

61. To stipulate the indissociable principles for which every university should stand, including the right to pursue knowledge for its own sake and to follow wherever the search for truth may lead; the tolerance of divergent opinion and freedom from political interference; the obligation as social institutions to promote, through teaching and research, the principles of freedom and justice, of human dignity and to develop mutually material and moral aid on both national as well as international levels.

62. To collect data regarding the new forms of higher education over the ensuing half century with special reference to the number of universities, of academic staff, of students, of the emergence of a world economy, of its benefits and its dangers with a view to locating the required practical nature of the university's historic and abiding commitment to universalism, pluralism and humanism.

63. To evaluate whether in the course of the twentieth century, which has seen an unparalleled growth in knowledge, in research and their diffusion, the universities have shouldered the responsibilities in the common endeavour of human development, social, economic, technical and cultural advancement, and in responding to the major planetary problems such as environmental protection and poverty eradication, violence and social exclusion.

64. To promote the philosophy that human development and the continued extension of knowledge depend upon the freedom to examine, to enquire, and that academic freedom and university autonomy are essential to that end.

65. To urge universities to seek, establish and disseminate a clearer understanding of Sustainable Development - "development which meets the needs of the present without compromising the needs of future generations" - and encourage more appropriate sustainable development principles and practices at the local, national and global levels, in ways consistent with their missions.

66. To utilise resources of the university to encourage a better understanding on the part of the Central and the State Governments and the public at large of the inter-related physical, biological and social dangers facing the planet Earth, and to recognise the significant interdependence and international dimensions of sustainable development.

67. To emphasise the ethical obligation of the present generation to overcome those practices of resource utilisation and those widespread disparities which lie at the root of environmental unsustainability.

68. To enhance the capacity of the university to teach and undertake research and action in society on sustainable development principles, to increase environmental literacy, and to enhance the understanding of environmental ethics within the university and with the public at large.

69. To cooperate with one another and with all segments of society in the pursuit of practical and policy measures to achieve sustainable development and thereby safeguard the interests of future generations.

70. To encourage universities to review their own operations to reflect best sustainable development practices.

71. To make an institutional commitment to the principle and practice of sustainable development within the academic milieu and to communicate that commitment to its students, its employees and to the public at large.

72. To promote sustainable consumption practices in its own operations.

73. To develop the capacities of its academic staff to teach environmental literacy.

74. To encourage among both staff and students an environmental perspective, whatever the field of study.

75. To utilise the intellectual resources of the university to build strong environmental education programmes.

76. To encourage interdisciplinary and collaborative research programmes related to sustainable development as part of the institution's central mission and to overcome traditional barriers between disciplines and departments.

77. To emphasise the ethical obligations of the university community - current students, faculty and staff - to understand and defeat the forces that lead to environmental degradation, and the inter-generational inequities; to work at ways that will help its academic community, and the graduates, and the governments that support it, to accept these ethical obligations.

78. To promote interdisciplinary networks of environmental experts at the local, national and international levels in order to disseminate knowledge and to collaborate on common environmental projects in both research and education.

79. To promote the mobility of staff and students as essential to the free trade of knowledge.

80. To forge partnerships with other sectors of society in transferring innovative and appropriate technologies that can benefit and enhance sustainable development practices.

81. To devote its activities to the study of systems, institutions and processes in higher education to specially focus on the historical role of higher education in society, contemporary policy problems, and how universities and colleges can change to meet the growing educational, research, and public service needs of a "knowledge" society.

82. To promote public confidence that quality of provision and standards of awards in higher education are being safeguarded and enhanced.

83. To help other confederal bodies of universities and higher education institutions in other countries aimed at providing quality education and at supporting synergistic ventures in teaching, examination, research and community service programmes.

84. To seek to make a significant contribution to the understanding of policy-making, governance and management of universities and other higher education institutions.

85. To emphasise equity and access and the improvement of educational experiences of people of all age levels and backgrounds.

86. To include partnerships with other like minded organisations to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives.

87. To meet the widely felt need in the Indian subcontinent for a centre for policy research and cooperation in education in the Indian perspective, with the sole purpose to contribute to policy analysis in education and training, to carry out evaluation of systems, reforms, programmes and institutions, and to provide technical assistance and support to all interested actors in this field.

88. To help the member universities in designing new information and communications technologies for heralding as a revolution for the world of learning and to fulfil the promise of better and cheaper higher education for more students.

89. To review the open and distance learning in the context of present challenges and opportunities, describe relevant concepts and contribution, outline significant current global and regional trends, suggest policy and strategy considerations and identify CIU's role in capacity building, national as well international cooperation.

89. To maintain an inventory of successful strategies to increase the participation of women in higher education and promote the principle of gender equity, and to increase access and retention as well as to improve the quality of education for all women in universities.

90. To serve as a clearing house of information for providing regular opportunities for the discussion on university development in general and on academic development in particular with a view to assisting the member universities in the recruitment and placement of faculty and staff, exchange of teachers and students and in the development of cooperative arrangements.

91. To establish relations with significant players and opinion makers from education, business, culture, law, and government sectors in order to facilitate strategic alliances with other organisations.

92. To support preparation, production and widespread distribution of educational materials on higher education with a view to strengthen the employment generation movement.

92. To help promote such new Central and State legislation or amendments as may be deemed necessary for the development of higher education.

93. To encourage the students of all universities to be active, to emphasize the personal nature of learning, to accept that difference is desirable, to recognise student's right to make mistakes, to tolerate imperfection, to encourage openness of mind and trust in self, to make feel respected and accepted, to facilitate discovery, to put emphasis on self evaluation in cooperation, to permit confrontation of ideas.

94. To promote the hypothesis that learning is primarily controlled by the learner, is unique and individual, is affected by the total state of the learner, is cooperative and collaborative, is a consequence of experience, is not directly observable, is both an emotional and intellectual process, is evolutionary process, is development oriented, and, is quite sustainable.

95. To collaborate, affiliate and federate with the Central and the State Governments, agencies and bodies for implementing the projects on higher education.

96. To raise and borrow money for the purpose of the Confederation in such a manner as may be decided from time to time and to prescribe the membership fees, charges, grants in aid etc.

97. To purchase, take on lease or exchange, hire or otherwise acquire properties, movable or immovable and rights and privileges all over the world, which may be deemed necessary or convenient for the benefit of the Confederation and to sell, lease, mortgage, dispose or otherwise deal with all or any part of the property of the Confederation.

98. To open branches, chapters and constitutent centres in different parts of the country and get them registered with appropriate authorities if needed and felt conducive for the attainment of the aims and objects of the Confederation.

99. To invest the money of the Confederation not immediately required in such securities and in such manner as may be decided from time to time, the money especially collected through subscriptions, advertisements, sponsorship, sale of publications, fees, gifts, endowments, donations, grants etc.

100. To finally provide information, knowledge, wisdom, and education that prepares every body for educational leadership and social responsibility enabling to think and communicate effectively and to develop a global awareness and sensitivity for a better global understanding, world peace and unity.

101. To motivate the Member Universities and Organisations to maintain integrity, honesty, fairness and impartiality in all the dealings and treat others with dignity and respect, care and curtesy.

102. To guide the Member Universities and Organisations for using University's funds, equipment, buildings, information and other resources with care and responsibility.

103. To educate the Member Universities and Organisations regarding their obligations to maintain confidentiality of information.

104. To train the Member Universities and Organisations to be fair and honest in their relationship with the suppliers and purchasers of the Univeristy's goods and services.

105. And to generally do all that is incidental and conducive to the attainment of the aims and objects mentioned above.

INCOME OF CONFEDERATION OF INDIAN UNIVERSITIES

The income and the property of the Confederation of Indian Universities (CIU) shall be utilized only for the purpose of the aims and objects as set forth above and no portion of the fund shall be directly or indirectly diverted to any other organisation(s) or person(s). This would identify the CIU as a Non Profit Making Organisation.

Accordingly the registeration taking place by the name of the "CONFEDERATION OF INDIAN UNIVERSITIES (CIU)" will be applying from time to time to the Income Tax Department for seeking exemption under different sections and provisions of the Income Tax Act of the Government of India.

POWERS AND FUNCTIONS OF THE CONFEDERATON OF INDIAN UNIVERSITIES (CIU)

Without prejudice to the generality of the foregoing powers of the management and control, the CIU shall have the following functions it may consider necessary or desirable:

a) To purchase, hire, take on lease, land, movable or immovable properties and assets anywhere in the world, accept gifts, grants or loans on such terms and conditions and subjects to the payment of interest or otherwise as the CIU may consider necessary.

b) To enter into contracts, agreements and arrangements with any including the Government authorities, municipal, local and others for the purpose of obtaining concessions, privileges or other benefits or which may seem conducive to carrying out all the objects and purposes of the CIU or any of them to obtain and carry out, exercise and comply with any such contracts, agreements or arrangements.

c) To borrow or receive money with or without security or secured by bonds, mortgages, or other securities charged on the undertaking of all or any of the assets of the CIU.

d) To deal with, sell, mortgage, charge, lease, invest, open bank accounts, advance loans against adequate security and generally deal with the fund or any part thereof as the CIU may decide and consider desirable or necessary.

e) To invest money of the CIU in such a manner and in such investments as the CIU may in their absolute discretion from time to time deem fit so to be in confirmity with any law or provision of the relevant acts of the Government.

f) To open, operate and close such accounts with any bank or banks as the CIU may deem necessary.

g) To manage the CIU's fund and to collect and recover interest, dividends and income thereof and to pay the expenses for collection and other outgoings if any.

h) To pay or utilise the balance of such interest and dividends and income of the CIU and if the CIU so desires, to utilise the corpus of the CIU's Fund if any or part thereof for the CIU's purposes.

i) To maintain separate accounts of the CIU for facilities like provident funds, pension funds, or any other fund for the support or relief or maintenance of any employee or class of employees either full time or part time or their dependents or any other person/persons.

j) To institute, defend, compound, compromise or abandon any legal proceedings by or against the CIU or its officers or otherwise concerning the assets of the CIU and also to compound and allow time for payment or satisfaction of any debt due to be paid and claim or demands by or against the CIU.

k) To refer matters to arbitration.

l) To engage the services of any person or persons upon such remuneration and terms as the CIU may deem fit, to take disciplinary action against them and also to terminate their services.

m) The CIU may incur all costs and expenses considered necessay for the due and efficient management of the affairs and properties of the CIU.

n) To sign, endorse, transfer and negotiate all kinds of documents relating to the investment of the funds of the CIU.

o) To receive money and to grant receipts and discharge thereof.

p) To delegate to any person or persons all or any of the foregoing powers conferred on the CIU in so far as they may lawfully do, subject however to the CIU retaining the ultimate control and descretion over the delegated action and conduct.

q) To transfer any funds or property of the CIU with objects or purposes similar to those of the CIU and whose income is exempt from any liability by virtue of different sections related to the non profit making organisation.

r) To frame and implement from time to time rules and regulations for the administration of the CIU fund and carrying out of all/any of the CIU purposes.

s) To help organise full time, part time, weekend, correspondence and distance learning educational programmes for conferring secondary, post secondary, bachelor's, master's and doctoral level degrees, diplomas and certificates in different areas and subjects through the insitutions including universities, colleges and schools already existing anywhere in the world or established / to be established with the assistance/approval of the CIU.

t) To empanel the institutions, colleges and universities offering recognised degrees, diplomas and certificates.

u) To establish branch offices and campuses of CIU for educational planning, publication, study, training, research and consultancy as may be required for the benefit of regional, national as well as global society.

v) To do all such things as may be necessary for the effective functioning of the CIU.

Chapter 25

CONFEDERATION OF INDIAN UNIVERSITIES :
CONTRIBUTION TOWARDS EMPLOYMENT GENERATION

Since the inception of the Confederation of Indian Universities (CIU) through the Central Act 2 of 1882 during the year 2004, the main stress of the university has been on employment generation with a view to reducing and mitigating the disastrous effects of peacelessness, unsurgency, unemployment, poverty etc.

The generation of productive and adequately remunerated employment is an indispensable component in the fight against poverty. While this task presents a major challenge for all the States and the UTs in India, it is by no means an insurmountable one. However, success depends on a number of key factors. It requires first and foremost, a restoration of higher and more stable rates of economic growth. But this will not be sufficient. It also requires that supporting policies and programmes be put in place to deliberately stimulate employment in all sectors of the economy which hold the greatest promise for employment and income generation on one hand, and on the other, the implementation of strategies which can, among other things, improve the access of all groups to education and training and income generating activities in a sustainable manner.

MASTER PLAN OF THE CONFEDERATION OF INDIAN UNIVERSITIES (CIU) REGARDING EMPLOYMENT GENERATION

The task of employment generation requires concerted action by several ministries and departments of government both at the national as well as the state level. But it is not a task for governments alone. Employers' and workers' organizations, as well as other members of civil society must play an increasingly active role in the process. The support of the international community is also critical, not only in terms of resource flows, but in changing the rules of international economic systems in favour of poor producers and consumers. Let us know the present state of affairs regarding creation of employment opportunities :

1. Many labour market mechanisms and patterns are closely associated with poverty and give insights into the pattern and intensity of poverty and into the factors concentrating it among particular groups. Labour market policies, as well as those related to employment, labour institutions, social protection and human resource development must therefore be given prominence in poverty eradication strategies.

2. In attempting to analyze the labour market situation in the Indian Subcontinent and its impact on poverty, a distinction may be made between poverty due to exclusion from access to jobs and poverty associated with the nature of employment and the levels of income which it generates. Exclusion from regular income opportunities appears as open unemployment or as marginality in one form or

another. But it can also be hidden, if particular groups do not appear on the labour market, because their opportunities are limited, as is often true of women and persons with disabilities. The degree to which labour market exclusion is directly linked to poverty depends on the extent to which state or community safety nets or family support systems exist or whether it affects particular members of households like younger persons where there is another income source.

3. Exclusion may also operate within the labour market with respect to constraints on access to the more desirable jobs, or sectors. This may give rise to poverty because of the emergence of labour market segments in which jobs are irregular, insecure and low paid. These characteristics lead to poverty which then persists because individuals are trapped in these segments. Mobility between different segments is difficult, because of the credentials, contacts, capital or skills required to move up. Thus many groups are excluded from regular, protected jobs. So entry to low-end jobs virtually precludes subsequent career development. Because of the insecure and irregular nature of the work, workers in these segments are also particularly vulnerable to unemployment. These patterns show up in the casualization of employment relationships, in marginal self-employment and in various types of unprotected wage employment.

4. At the other extreme, there is the phenomenon of overemployment i.e. excessive work, because low productivity or low wages imply that very long hours have to be worked to achieve a subsistence income. This is the most frequent situation of the poor which cause them to be classified as working poor. Overemployment also involves labour force participation by groups for which it is undesirable, child labour for example, with subsequent consequences for personal development or health.

5. The way in which these relationships affect poverty depends on at least two additional factors. First, labour market outcomes usually refer to individuals, and the link with poverty depends on the pattern of earning, dependency and distribution in the income-sharing unit. Larger households with single earners are more vulnerable to poverty regardless of labour market characteristics. Also within the household, income may not be equitably shared. Secondly, relative deprivation may be closely related to labour market patterns: labour market inequality may be a primary element in felt deprivation, as some attain social integration and regular income through the market, while others survive in casual, precarious employment. If poverty is defined in relation to what societies regard as decent minima for all their citizens, then the labour market situation is likely to be an important element in the definition of poverty and, as indicated above, labour market policies a fundamental means of combating poverty.

6. Economic conditions overall and employment conditions in particular have deteriorated in India, as a consequence of, inter alia, the debt crises, declining commodity prices, and subsequent stabilization and adjustment problems. This has contributed to the increase in the extent and severity of poverty observed in a number of States in India. The broad issues to be detailed here relate to

unemployment and underemployment, informalization and casualization of labour, and low wage and income levels. Issues related to the particular situation of women, youth, the disabled, and working children are highlighted. Finally, the issue of HIV/AIDS in the workplace is also raised. The discussion necessarily touches on the respective roles of the Central and the State Governments, trade unions and employers' organizations and other members of a civil society. As would be expected, the issues raised have varying degrees of relevance. However, they have been selected because they represent some of the most serious labour market problems confronting the in the Indian subcontinent and they have adverse effects, thereby contributing to poverty.

Unemployment remains a seemingly intractable problem for India. Unemployment rates have been high historically because of a complex of both internal and external factors. Crucial factors have been the small size and structure (industrial specialization) and openness of most of these economies, which render them highly vulnerable to external shocks. The volume of employment generated has been insufficient generally to keep pace with continuing increases in the labour force resulting from population pressure. At the same time, investments in education and training systems, often unrelated to national labour market needs, have not produced the desired results, thereby reducing labour market access for some, while leaving critical skill requirements unfilled.

8. But, given the ease of entry and minimal start-up capital required, the informal sector has also attracted other groups in the recent past, as a number of skilled, formal sector employees have started to operate informal sector businesses, as secondary activities to supplement their incomes. Some persons have quit their jobs in the formal sector to undertake activities in the informal sector which offers them better remuneration. Additionally, the process of industrial restructuring in the formal sector has resulted in a greater decentralization of production through subcontracting. The pressure to reduce costs and to find more flexible production methods implies that fewer jobs are being created in large-scale modern enterprises and that an increasing number of operations are carried out by subcontractors in small and micro-enterprises, many in the informal sector. Some of these activities are economically viable, and provide higher incomes than in the formal sector. The poverty eradication strategy must include efforts to fully exploit the potential of these more dynamic components of the sector, while simultaneously reducing the sponge components.

9. There have been concerns about the increased incidence of part-time and temporary jobs and contract and home work. While some of this development may be voluntary, reflecting personal preference, much of it appears to be involuntary. The concerns arise because persons who work under these types of arrangements have limited, if any, social protection in the form of wage protection, employment security, health or pension benefits, which increases their vulnerability and in some cases makes their situation very precarious, with obvious links to poverty.

10. In order to target policies to the most vulnerable, it is important to identify the groups which are in a particularly disadvantaged position in the labour market. Such disadvantage relates to gaining labour market access and hence getting work; and once in the labour market, in finding work with reasonable remuneration and security, acceptable working conditions and opportunities for upward mobility. The position of three traditionally disadvantaged groups in the sub-region, namely, women, youth, and persons with disability, as well as a newly emerging one, working children needs to be studied. This does not imply that other groups are not important in poverty eradication strategies. Neither does it imply that the selected groups are homogenous in terms of their poverty status, for while virtually all face various forms of inequality and discrimation, not all members are poor. The situation of these groups is typically influenced by a complex of factors including macro-economic and labour market conditions and policies; labour market institutions; availability of social safety nets; family structure and the strength of the extended family; levels of education and human capital; degree of formalization of the labour market and the size of the informal sector; size of government and its ability to fund labour market programmes and enforce labour laws and regulations.

11. While women are not a minority group and are extremely heterogenous with respect to poverty, they warrant designation as a target group with respect to poverty eradication strategies. Higher proportions of the poor are found among the unemployed, the very young, indigenous people, the new poor, youth and the rural population, and that women profile highest in many of these categories. Research findings reveal that single female-headed households rank high among those household groups living in poverty. However female- headed households should not be considered as being synonymous with poor households. Women's access to and ownership of land, capital and productive resources are less than men's, their earning levels are lower, while their unemployment levels are higher. Women's economic empowerment is therefore critical to any effort aimed at eradicating poverty. Moreover, women tend to have more socially positive expenditure patterns regarding overall household welfare and its distribution among household members resulting in better health, education, nutrition, and clothing. Assuming the same holds true, then acting to improve the situation of women in the labour market will have a positive impact on the status of women equity in the society, the welfare of households and the improvement of human development in the sub-region.

12. The position of women in the labour market, and their exclusion from it, must be examined within both the historical and current socio-economic contexts. The historical role of women as labourers in the sub-region should not be forgotten. Hence, their entry into the labour force is not new; and in fact women have had high participation rates in many States of the subcontinent for decades. Despite this reality, the position of women in the labour market has been vulnerable, less protected, less secure, less valued than that of men. This vulnerability appears to have been increased by structural adjustment and stabilization processes. Although, to date, no comprehensive study has been done on the precise gender impact of such processes, preliminary research suggests that they have imposed a

heavy burden on women, not only with respect to their productive roles as reflected in unemployment, increased informal sector activity, and multiple jobs, decline in real income, but also with respect to their reproductive roles. With the declining role of governments in the economy, there have been cutbacks on public services such as health and education. As the role of care provision for children and the elderly tends to fall on women, they have had to spend more of their earnings on previously subsidized services or face greater demands on their time in order to provide these services themselves. For poor women, they have no choice but to increase their only productive resource, their labour, in performing both productive and reproductive tasks. These developments appear then to have exacerbated the already vulnerable position of women in the labour market.

13. Women continue to have the primary responsibility for child-rearing, food preparation, household cleaning, shopping and other aspects of family care. Child-care services remain below demand levels. Many of those in existence inadequately respond to the needs of working parents in terms of their hours of operation and their location. The inadequacy of support services puts working women under extreme pressures, and even discourages some from entering or remaining in the labour market. The location of job opportunities and the limited transportation services in India increase the pressures. In many cases, a woman may be compelled to trade off her time with the family for the financial security that an inconveniently located job can provide. In other cases, women vendors, for example, are forced to work with their children at their sides.

14. As with other socio-economic groups, open unemployment rates alone do not fully reflect the nature and magnitude of the employment problem of women. There is also disguised unemployment, as women who wish to work are unable to do so because of limited availability of and access to adequate child care and other family support facilities. These include cultural/religious factors and traditional values about the role of women in the society which is a fairly ethnically and racially diverse one, as well as the presence of a fairly large agricultural sector where women's economic participation tends to be largely under-counted either because of a definitional issue related to the concept and measurement of work, or because of the perception of women themselves about their economic status vis a vis that of men in this sector. The low participation rate, together with the migrant/refugee problems, in part explain why, despite relatively low open unemployment and visible underemployment rates, the incidence of poverty is among the highest in the subregion.

15. Labour market statistics also do not reflect the actual extent of women's economic contribution, which remains undervalued everywhere. Much of women's work, such as in subsistence production, the informal sector, domestic and household labour and related production remains invisible and is therefore not targeted for policy assistance.

16. Both men and women have suffered the consequences of downsizing, enterprise closures, staff reductions through terminations, layoffs and a lack of recruitment opportunities. The extent to which a disproportionate burden has fallen on either sex is difficult to assess without the adequate gender sensitive data. With respect to hours worked, statistics show that a higher percentage of women are found working shorter hours in their formal employment than men. The extent to which this pattern reflects choice or is imposed is not revealed by the figures.

17. Given the inadequate formal employment opportunities and wage levels, and despite constraints, women are increasingly seeking or falling into income generation through other activities such as micro and small businesses and to a lesser extent entrepreneurship. Women, especially poor women, face particular difficulties in this area due to their lack of property ownership, primary family and household responsibilities, inadequate transportation, time constraints, inadequate education or skill base, lack of self confidence and declining levels of support from family and community members.

18. High unemployment and underemployment levels and low wage rates and income levels among women is of great welfare significance in this subregion, since many women are primary workers with strong and continuous attachment to the labour market, a high percentage of them are heads of households, and even where they are not characterized as household heads, household income and welfare is very much dependent on their contribution.

19. Youth unemployment stems, in part, from the problems which they face in accessing the labour market, related to inappropriate education and training, low skill levels, lack of work experience, absence of vocational guidance and counselling, the absence of well-functioning job placement mechanisms and inadequate demand. Their situation has been exacerbated by the cutbacks in social expenditure, especially on education in India, which have left public schools less equipped to perform their traditional functions, and even less capable of preparing students to adapt to the changes taking place in the job market. When this is combined with challenges faced by students like high costs for meals, transportation, books and other supplies, the result is that many students are leaving school even less equipped to enter employment, or to participate effectively in further education or training. At the same time, successful graduates of secondary schools and universities face difficulty in finding employment, thereby adding to their frustration.

20. Youth unemployment has become couched in a new context, that presented by the growing globalization of labour markets and the increased flexibility of labour market relations with traditional patterns of school-work-retirement giving way to more varied patterns. It is important to examine how such developments have influenced, or will influence, either directly or indirectly, the recruitment practices of employers and enterprises in relation to young persons and have impacted or will impact on their job entry and training experiences. It is also necessary to assess the

extent to which, once employed, their relative lack of experience have made them particularly vulnerable to the kinds of precariousness.

21. The problem of youth unemployment is a particularly worrisome and sensitive socio-economic one for the sub-region, with potentially undesirable consequences for society and young people. One such consequence has been the emergence of a large and growing group of young persons who are becoming increasingly detached from the economic and social mainstream.

22. The situation of male youth is of significant concern, requiring specific interventions. Attention has been drawn to the difficulty which many face in finding employment because they leave school with very few skills. With only limited opportunities, many succumb to pressure to be involved in gangs, drugs and criminal activities.

23. The situation of young women is also of specific concern. They are at even greater disadvantage in the labour market than male youth, this greater vulnerability arising from the combined effect of age and sex. As youth, they face the particular constraints that young persons have in accessing the labour market, which were mentioned above. As women, they face the challenges associated with their double burden. The result is that they are at even greater risk with respect to poverty, with teenage mothers facing the greatest risk. Given that this age group is the most fertile, and given the relationship between poverty and fertility, the increase in poverty could put unwanted pressure on fertility levels. The consequences of higher fertility levels for both individuals and societies would be enormous in India, and would serve to reinforce poverty. Specific strategies must be directed at this group, and must include those aimed at empowering them through among other things, improving their access to quality education and training, thereby facilitating their fuller integration in the job market and into productive and remunerative wage or self employment opportunities. As is the case for other groups and as will be discussed later, these strategies will need to be supplemented by demand-side approaches which stress a more direct and explicit approach to employment generation.

24. There are important links between disability and poverty; on average, disabled persons are poorer, although there is even less empirical evidence on this than for other groups. The linkage is bi-directional. Poverty helps cause disability, to the extent that it is more likely that poor households are not able to provide mothers, their unborn and children with appropriate nourishment to ensure healthy and strong children. It has been estimated that twenty-two per cent of causes of all disabilities result from lack of adequate nutrition of mothers and children. Additionally, it is more likely that poor households do not have access to health care systems nor the knowledge to detect a disability at an early stage so that individuals with disability can enjoy the highest level of functioning and independence later on in life. Disability thus helps cause poverty for families with a disabled member unless income transfers or other assistance is received. However,

as with other vulnerable groups, disabled persons are a very heterogenous group. While poorer on average, there is much variation in their situation. Thus, as with other groups, it is important to keep this heterogeneity in mind to avoid stereotyping and labelling, and to devise appropriate targeted policies.

25. One option being pursued increasingly by a number of disabled youth and adults, who want to work and earn an income is self-employment. Despite problems being encountered, such self-employment initiatives appear to be an effective means for some to earn a livelihood. Policies designed to promote the development of small and micro-enterprises therefore must address the specific needs of disabled persons. The main emphasis of all policies has to be on integrating disabled persons into education and training activities and subsequently into the labour market with efforts made to enable them to work along-side non-disabled persons, rather than emphasizing separate workshops barring the severely disabled persons.

26. Other options also have to be given consideration to ease the integration of disabled youth and adults into the labour market. These include on the job training, supported employment, and semi-sheltered employment.

27. The issue of child labour is one which is attracting increased attention in the subregion, mainly because of the more visible presence of street children. While limited information is available on its incidence, the phenomenon nevertheless appears to be growing in significance and hence needs to be addressed. The apparent growth is not surprising given the rise in poverty, since poverty is considered to be the single greatest force which influences child labour not only by forcing many children to work for their own survival, but also by making it nearly impossible for families to invest in alternative activities such as education. The acute need of poor households to keep many family members working to ensure income security impedes investing in their children's education. In this regard, it is often asserted that poverty and child economic participation are mutually reinforcing, with poverty generating child labour and child labour perpetuating poverty.

28. In an ILO study in India for example, it was found that female-headed households, especially those with single female heads, are most likely to have working children. The likelihood of children working declines with the increase in the educational level of the head of household. Parents considered that their child's work was very important for supplementing the household income. Given the high incidence of poverty in some, the large proportion of female-headed and single-parent households, among other factors, and even discounting for cultural differences, these findings suggest cause for some concern.

29. In assessing the magnitude of the problem, a distinction may be made between child labour and child work. The former is concerned with certain types of unacceptable work in industries and occupations that are hazardous and/or exploitative work in mines or heavy industry; and work done by especially young

children less than 12 years old which precludes school. The latter consists of all other labour force activity and could be extended to include non-labour force work such as housework and child-care. Not only do children spend considerable time in these activities but, their positive and negative aspects are gender-related. Young girls are known to spend much more time on these activities as compared with young boys. Indeed, young girls are often responsible for the care of infants and siblings. In poor households, especially, girls are often the main caregivers because their mothers need to earn money for family survival. However, household work and child-care should be considered as child labour when it prevents girls from attending school and/or gaining useful market and income-related skills.

30. Infection with the Human Immunodeficiency Virus (HIV) and the acquired immunodeficiency syndrome (AIDS) represents a significant regional problem with broad social, cultural, economic, political, ethical and legal dimensions and impact.

31. Economic impoverishment may come before sickness sets in, when employers, coworkers or clients learn of the HIV virus and the infected person loses his or her job or loses the chance of getting a job. In the workplace, fear generated by AIDS may account for an increasingly irrational behavior towards those infected or suspected of being infected. But the reasons behind a dismissal or refusal to hire may also be economic, involving the additional costs of future responsibility for a worker who has AIDS or who is likely to contract the disease. The reasons can also include the apprehension that work colleagues feel about an infected worker or the desire to protect the image of an enterprise against clients who harbour prejudices.

32. The rights of HIV positive persons or persons with AIDS, especially in the labour and employment field, need to be protected. This is not only a moral imperative, but a public health principle: discrimination and stigmatization drive infected people away from the income, support, care, and information they need, thus encouraging the spread of the infection and increasing the likelihood of their fall into poverty.

33. Thus, there is a need to ensure that HIV/AIDS infected persons are sheltered from discriminatory practices in employment. Information campaigns as well as affirmative strategies aimed specifically at preventing and counteracting discriminatory practices are necessary as shown by experiences elsewhere.

34. The developments, outlined above, have taken place against a growing trend of technological change and integration of the world economy through trade and investment flows, which will no doubt continue. The creation of a global market offers the potential for achieving higher growth of output and employment worldwide but is also a source of growing dislocation and insecurity. Indeed, there is growing anxiety over the job destroying effects of new technologies, the speed of information flows and the risks of job loss and job relocation in the wake of intensifying competitive pressures. It is therefore imperative to translate the potential benefits of rapid technological change and globalization into reality and to distribute these benefits widely.

35. The impact and implications of technological change for men and women are likely to be different. In industry and services, there could be at least three differences.

One, employment opportunities for women could increase where technology makes possible greater out-sourcing and sub-contracting. This has happened in industries ranging from printing and publishing to clothing and footwear both within and across the country. Telework, electronic homework, offshore data processing and office administration services are other possibilities. On the other hand, automation and advances in robotics makes technological unemployment a possibility for women, although probably less so than for men.

Two, the skill and job structure will continue to change with the introduction of modern technologies in industrial enterprises. There is a trend towards skill polarization, with the elite of technically-skilled, polyvalent, high status specialist workers coupled with a larger mass of technically, semi-skilled, flexible casual workers requiring minor training. Women are much more likely than men to be found in the latter group. Since little training or on-the-job learning and experience is required, employers are able to resort to using temporary workers, to job rotation or to expanding the number of tasks associated with a job. This breeds job insecurity as well as income and employment insecurity.

Three, technological innovations imply changing skill requirements, and it is here where women could be displaced by men. Because women tend to be concentrated in a small number of lower-skilled, labour-intensive jobs, they are usually disproportionately vulnerable to the quantitative and qualitative impact of technological change.

36. On the supply-side, the demographic pressure on labour supply is likely to continue, as projections indicate that the working age population will increase significantly up to the year 2020. Barring any significant changes in labour force participation, which are unlikely, this will translate into continuing increases in the labour force. More fundamentally, given the links between population issues and the crucial relationships which underlie poverty, increased attention will have to be given to the design and implementation of population policies.

37. The extent to which emigration will continue to provide a safety-valve in easing population and labour force pressure will be influenced by the immigration policies. Some movement is already taking place with respect to certain types of unskilled/manual labour, for specific skills in the professional and technical levels and in the sphere of arts and culture, and this should be greatly facilitated by the appropriate changes in immigration/work permit requirements for some of these categories. Beyond this, any significant and immediate change in the flow is likely to be constrained by limited employment opportunities currently available within most of the States and UTs in the subcontinent.

38. The ageing of the population will continue to impact on societies within the region, and specifically on their labour markets. This will generate opportunities by creating additional demand for goods and services required by the aged. But it will also pose challenges. The welfare of the elderly has been severely affected by the weakening of traditional family support, inability to provide for their upkeep due to inflationary trends, absence of pensions/social security benefits and costly medical care. Many will need to keep working to support themselves. Over time, the full impact of some of the casualization of employment mentioned earlier will be felt, as even more persons will reach "retirement age" without provision for their upkeep. Retirement policy in India will therefore need to be reviewed to take account of the interplay of several factors including skill shortages and the extent of youth unemployment, as well as considerations relating to the cost and method(s) of financing old-age pension schemes in order to ensure an adequate standard of living for the growing elderly population.

39. The situation of older women is, and will be, of particular concern, since with their higher life-expectancy, they are outliving men. However, few women have pension rights either from occupational or community status, and few can depend on widows pensions. This means that the majority of women are potentially dependent in old-age on their offspring. Women's need for security and the lack of it from their occupational roles has important demographic implications and also calls attention to the need to review the laws and practices relating to social security schemes.

40. Increasing urbanization in India will continue to place pressure on the labour markets of cities. It will also add to problems related to the provision of education facilities and housing and transportation, and waste disposal, and water and power supply. Indeed, the inability to cope with these problems has already led to the increase in squatter settlements, thereby aggravating the poverty situation. The concentration of many unemployed youth in the urban areas has also contributed to the rising crime situation in urban areas. Efforts will therefore need to be intensified to reverse the rural/urban movement, which will need to involve more balanced regional development, with an emphasis both on agricultural and on rural non-farm employment. Within this context, there is need to address the critical issues of land tenure and ownership. This emphasis appears warranted in light of the high proportion of the poor in rural areas, and the need therefore to generate more income-earning opportunities for both men and women.

41. Policies are complementary and not alternatives. Micro-interventions will be needed to raise labour capability and access, but these will be ineffective without a good macro-economic strategy that generates adequate labour demand. Similarly, programmes designed to directly reduce poverty in particular target groups can contribute to successful structural change in the distribution of assets and opportunities; but structural change may be itself necessary for targeted interventions to have more than marginal effects. There is therefore need for multi-dimensional and integrated approaches including policy reform, institutional development and direct interventions.

42. National action against poverty is essential but the financial capacity for action in India is tightly constrained. International support is also needed, not only in terms of resource flows, but also by changing the rules of international economic systems in favour of poor producers and consumers.

43. There is an indispensable role for the State in the redistribution of incomes and the reduction of poverty. Yet actions by the State alone will be insufficient. There is need for strategic alliances at the national level, involving the State, the private sector, trade unions, community-based organizations, other NGOs, and members of the civil society for promoting employment and combating poverty.

44. There is a crucial role for pressure groups and organizations of the poor in influencing priorities, forging alliances and sustaining results.

45. One major priority in reversing the deterioration in labour market conditions which has occurred, is to restore higher and more stable rates of growth. High economic growth and financial stability provide the only pre-conditions for a sufficiently high rate of productive employment. However, most States and UTs of the subcontinent still face considerable challenges in implementing economic reforms in order to move towards more open and market-oriented economies. Successfully implemented and enforced by appropriate programmes and policies, such reforms should lead to higher growth and an increased pace of productive job creation. Experience elsewhere suggests that successful reform has to be the cornerstone of efforts to put developing economies firmly on the path to achieving full employment.

46. Pursuing the coordination of macroeconomic policies so that they are mutually reinforcing and conducive to broad-based economic growth and sustainable development, as well as to substantial increases in productive employment".

47. However, as the experience in the India, as elsewhere, has shown, there is a high social cost associated with the reform process. Jobs in uncompetitive activities, which may be high status jobs are likely to be destroyed faster than new jobs, which may be worse paid, can be created in competitive sectors. For India, the costs and the adjustment period have proved to be much more painful and prolonged than at first expected. There is therefore need for a balanced and sustainable approach to be adopted in the move towards economic liberalization and any resulting labour force restructuring so as to mitigate any worsening of unemployment and poverty. The pace of progress towards market reform will vary from State to State, but experience shows that earlier success can be achieved where there is a high degree of social consensus.

48. While market reforms are essential for sustainable employment growth and poverty alleviation, they will not be sufficient. It is necessary for supporting policies and programmes to be designed. Such policies and programmes include those geared towards developing, among other things, access to education, especially at the

primary level, and to training at all stages, rural infrastructure, especially transport and communications, credit schemes, extension services and public works programmes. Outside the rural sector, programmes to promote the growth of labour-intensive small enterprises are also important. These need to be extended to micro-enterprises and self-employment activities in the informal sector. Programmes to take children out of work and into training and education and to create employment opportunities for their parents also need to be developed. Programmes are also needed to assist women, and other vulnerable groups to overcome the barriers preventing them from finding productive and freely-chosen employment. In addition, the capacity to design and implement programmes to compensate for the adverse effects of economic reform and structural adjustment programmes needs to be strengthened.

49. In light of its specific economic, social and cultural characteristics, endowments and circumstances India must find its own path to the creation of productive and remunerative jobs in full respect of the basic rights of workers. But, whatever path is taken, there is need to put the issue of the generation of productive and remunerative employment at the centre of national strategies and policies. The adoption of this approach would represent a significant departure from current practice since they tend to treat the issue of employment generation in a subsidiary manner. Employment is expected to follow growth, but as pointed out earlier, this has not been the experience, as employment generation has been persistently weak, certainly too weak to cope with continued labour force growth as well as to reduce the existing pool of unemployed and the share of low productivity jobs which is necessary for poverty eradication.

50. There also seems to be a perception on the part of many policymakers that acting on the supply side only, through education, training, health and physical infrastructure together with income transfer and nutritional support to the poor will be sufficient to relieve poverty in a sustainable manner. While these actions are, of course, indispensable to the poverty eradication efforts, they nevertheless need to be supplemented by efforts on the demand side to revitalize the cycle of production, income and investment. This involves examining the conditions under which various underproductive sectors can be revitalized to contribute both to production and to employment and income generation which in turn can increase the internal demand and generate a cycle of investment and production. This represents the only sustainable means in the medium to long-term for creating opportunities for quality employment and for enabling the poor to gain access to services beyond the minimum provided through safety-net programmes.

51. Promoting patterns of economic growth that maximize employment creation requires:

a) encouraging, as appropriate, labour-intensive investments in economic and social infrastructure;

b) promoting technological innovations and industrial policies that have the potential to stimulate short-term and long-term employment creation and considering their impact on vulnerable and disadvantaged groups.

52. India will need to adopt deliberate policies to enhance productivity and employment opportunities in sectors which hold most promise for employment and income-generation in both traditional and non-traditional areas. The particular areas with potential for growth and employment will vary from State to State, but specific mention may be made of rural farm and non-farm production, including animal husbandry, forestry, fisheries, agro-processing; the conservation and management of natural resources, promotion of alternative livelihoods in fragile eco-systems, rehabilitation and regeneration of critically affected and vulnerable land areas and natural resources; economic and social infrastructure in both rural and urban areas. There is also scope to exploit the potential of activities related to information technology and sports, culture and entertainment. There are several community-based initiatives which are ongoing in several States and UTs in India which are illustrative of the types of potential which currently exists in the subregion which can provide a basis for future action.

53. What will be critical is for India to recognize the linkage between poverty eradication and the broader production and employment generation capability of its economy and hence the linkage between the strategies for poverty eradication and those of macro-economic and sectoral policies. This will not only reduce the vulnerability of India's economy but will contribute to employment growth and poverty eradication as well.

54. The policies promoting productive employment, are an immediate way of addressing high levels of unemployment and underemployment and the worst manifestations of poverty.

55. Labour-intensive public works programmes have been used effectively to create infrastructure and services, create employment and reduce poverty. The strategy rests first on employment-intensive methods of providing basic infrastructure and services development, and secondly, on improved productivity and working conditions within the informal sector. Infrastructure provides a foundation for sustainable employment once it is in place, but also represents an untapped potential for increasing its impact on employment during its construction, rehabilitation and maintenance through the use of labour-based delivery systems.

56. Labour-based methods cannot be applied in all situations. For many types of infrastructure investments, labour based methods are not appropriate. For example, for major infrastructure projects such as paved highways, power plants and airports, technical standards dictate that labour-based methods are not an alternative. However, these methods are appropriate and viable under some circumstances for drainage erosion control, roads, community-water supply and upgrading of informal settlements. These categories of infrastructure carry a triple

advantage in terms of poverty eradication. They directly benefit the poor, they can be undertaken using employment-intensive methods thereby creating additional employment; and they have a beneficial impact on the environment.

57. Part of the reluctance in using these methods is that labour-intensive projects are often associated in the minds of policymakers with second-rate quality, and with politicized make work programmes. However, labour-intensive infrastructure programmes and therefore employment can be sustainable, if emphasis is placed on:

(a) the creation of high quality, cost-effective durable products and assets.

(b) the use of an appropriate mix of labour and light equipment to ensure that labour is productive.

(c) the adoption of a community-based approach to the selection process.

(d) the provision of an opportunity through which training and income generation for the development of small-scale contractors can take place.

(e) the provision of a positive policy environment in public agencies and the creation of new technical and managerial capacities in public and private sector agencies to cope with such tasks.

58. Beyond its immediate impact on unemployment, there have been benefits for the larger society, through the infrastructure constructed, which has had multiplier effects leading to secondary employment in other industries. Despite the continued public perception that this is a make work scheme, independent evaluations indicate that special initiatives of the Central Government has succeeded in creating some socially useful infrastructure, of relatively high technical standards and realized at competitive costs and with high labour productivity. Nonetheless, there are some issues to be addressed if the programme is to move beyond being a safety-net to generating sustainable employment. This is an imperative, since the country would be hardpressed to continue financing the safety-nets required to provide relief to growing numbers, not only of the unemployed, but also of the underemployed.

59. The establishment of a national umbrella organization to coordinate and provide a central thrust to the activities of the many players in the sector is essential. The harmonization of fragmented regulations, programmes and institutions is critical to the support of the sector. Fragmentation has been occurring at several levels in the Indian subcontinent at the local as well as national level, where policies affecting micro-and small enterprises involve a number of government departments dealing with issues such as industrial promotion, training, or export promotion; several NGOs with independent programmes and many international donor programmes and agencies have parallel schemes with different working modalities. The challenge is how to make best use of all these initiatives so that together they

support and reinforce micro and small enterprise development rather than inhibit or stifle it.

60. Investments in education and training are a potentially powerful instrument for reducing inequality in the size and distribution of income and for raising the productivity and earnings of the poor. The human capital base of the poor can be improved through the spread of literacy and basic education. This raises capabilities because:

a) It raises productivity by enhancing the willingness to innovate and the capacity to absorb information on new techniques of production;

b) It offers an access route to training and through this to better jobs, and higher incomes.

61. Policy interventions are required at several levels:

a) At the macro level, policies are required to ensure that adequate provisions are made for expenditures in education and training and that these are allocated equitably. It is particularly important to ensure universal access to good basic education since this is most beneficial from the standpoint of poverty eradication;

b) At the meso level, policy interventions are required to ensure that school fees, books, and other cost-recovery measures do not prevent access to the poor to education and training. Positive measures are also required to promote greater school enrolment and attendance by the poor, and to remove barriers to the access of the poor to training opportunities;

c) At the micro-level, direct interventions are required to provide training to upgrade production among the poor especially in peasant agriculture and the informal sector. Such interventions serve to promote new income-generating activities among the poor.

62. Beyond the poor, all groups could benefit from the improvements in the content and delivery of training, since it remains the sine qua non of growth.

63. Establishment of closer linkages between training and the needs of the job-market requires continuous labour market analysis and the development and strengthening of labour market information systems.

64. Targeting training to a much wider audience than can be accommodated through pre-employment training in formal institutions. Greater outreach is needed to the informal sector, and greater emphasis needs to be placed on training for self-employment. The objective of this training should be to develop greater self-sufficiency among poor groups, thereby reducing their reliance on the government help.

65. Linking training programmes with other support measures, since training, by itself, will rarely succeed in raising the incomes of the poor. Also important will be occupational guidance and counselling services for enterprises, particularly small enterprises.

66. Placing greater emphasis on skill-upgrading and retraining for displaced and retrenched workers,new and revitalized partnerships between education, and other government departments, NGOs, the private sector, trade unions, and local communities.

67. The role of employment services, both public and private, can be spelled out in terms of:

a) registering jobseekers' applications and employers' vacancies, and facilitating employment by reducing information and transaction costs for both sides;

b) improving access of marginalized groups, including women, to the labour market;

c) providing skills/aptitude testing, vocational guidance and counselling, and job-search skills for workers;

d) reducing employers' search and hiring costs;

e) developing human resources planning systems and ascertain their skill requirements so as to bring better focus to public and private training programmes;

f) organizing job fairs or career days to increase the flow of information on job applicants to the employers;

g) screening or identifying job candidates by aptitude and ability testing.

68. Public Employment Services in the subregion face a number of internal and external constraints. With respect to the former, these are usually related to low staffing and funding levels, poor physical surroundings, as well as limited technical expertise. As a result very few job seekers and employers are aware of the existence of this facility and even fewer make use of it.

69. The Programme calls for the strengthening of labour market information systems, particularly through development of appropriate data and indicators on employment, underemployment, unemployment and earnings, as well as dissemination of information concerning labour markets, including, as far as possible, work situations outside formal markets. All such data should be disaggregated by gender in order to monitor the status of women relative to men.

70. The dearth of reliable data and indicators on the labour market has often been much lamented, but bridging the gap remains a seeming elusive objective. Yet, the changes taking place both globally and nationally prescribe greatly stepped-up activity in this area as an urgent necessity. The absence of empirical work including on several aspects of regulation and their impact on the performance of the labour market like maternity leave, minimum wages, severance pay leaves policymaking at too speculative a level, and needs to be addressed. This should by no means be taken to suggest that action, particularly in relation to the poor, should be held back until accurate data are available, but it should be taken as suggesting that reasonably accurate data provide a better basis for targeting and monitoring programmes. Tracking trends in poverty, their relationship with labour market trends and the effectiveness of policy efforts would provide powerful support for national and international action.

71. New ways needs to be explored in order to provide useful information for planning. Low cost ways of providing quick information especially for poverty monitoring are appealing in light of budgetary constraints. However, investments need to be made in new and emerging technology which can facilitate the collection, processing and analysis of data. Above all, investments need to be made in the development of data collection agencies so that they can undertake meaningful programmes of activities.

72. Finally, India needs to develop more of a culture of research work on labour market issues in the public and private sectors, and working in collaboration with universities and regional and international organizations.

73. With the current trend towards flexible and indirect forms of employment, discriminatory barriers and practices are harder to identify and address. Women with casual labour status, extended probationary or trainee status, part-time workers, contract workers or household workers may not be covered by existing legislation. Discrimination in recruitment could take the form of segregating women into these non-standard forms of employment. Legislative reform, including the elimination of restrictive provisions against women such as prohibitions against night work for women, therefore needs to be accompanied by legal literacy campaigns such as those being conducted to educate women at the community levels on the laws concerning employment and violence against women. Greater attention should be given to information and sensitization campaigns focusing on the forms of discrimination, their impact, the rationale for overcoming the prejudice and the means of doing so.

74. The establishment and functioning of a labour market information system that is gender sensitive would help in the elaboration of labour market policies which would improve women's access to employment. The types of policies required to help poor women must take account of the problems which they face in the labour market. This implies a focus on specific sub-target groups including household heads; unemployed women; women working in female-dominated occupations and

industries which have low pay/income; women's family responsibilities and policies directed at the following issues/factors:

a) the so-called double (triple) burden which women face;

b) discrimination in human capital and technology acquisition;

c) damaging misconceptions and stereotypes regarding women and their need for income;

d) occupational stereotyping of women and men;

e) undervaluation of women's work;

75. Changing those policies and attitudes that reinforce the division of labour based on gender, and providing institutional support, such as social protection for maternity, parental leave, technologies that facilitate the sharing and reduce the burden of domestic chores, and flexible working arrangements, including parental voluntary part-time employment and work-sharing, as well as accessible and affordable quality child-care facilities, to enable working parents to reconcile work with family responsibilities, paying particular attention to the needs of single-parent households.

76. Action to reduce gender segregation with respect to both exclusion and concentration in the labour market and to enhance occupational choice is important to addressing women's high unemployment and low pay levels in the subregion. The importance is two-fold; first, women should be able to enter sectors where job opportunities exist in order to move out of the ranks of the unemployed and to find employment; and secondly, women often find higher paying jobs in male dominated sectors and female dominated sectors often benefit from the entrance of males in terms of increasing the value of the job.

77. Improving women's access to technologies that facilitate their occupational and domestic work, encourage self-support, generate income, transform gender-prescribed roles within the productive process and enable them to move out of stereotyped, low-paying jobs.

78. Breaking down labour market segregation by gender includes skill development and facilitating policies as well as sensitization and the changing of biased preconceived notions of appropriate roles and abilities of male and female workers. To effectively implement this strategy, detailed occupational information is needed including the gender composition of occupations and changes in those compositions. Education, guidance, training and development of human capital needs to be stressed equally for boys and girls early in their lives.

79. Labour market policies also need to stress skill development and training in order to increase women's productivity and thus provide them with an equal chance in the labour market. This would include basic literacy courses where necessary, courses in how to be more effective self-employed businesswomen, introduction to use and acquisition of appropriate technology, and vocational training for non-traditional occupations. Monitoring and evaluation are needed to determine to what extent traditional patterns of labour market inequalities such as occupational segregation are being reinforced or broken down and how effective any of these efforts are in reaching the lowest economic group of women.

80. While women are being encouraged to take up traditionally male professions in order to tap into new job opportunities, the value of female dominated occupations must also be enhanced, in pay and status. Very low minimum wages could be revised and enforcement of minimum wage legislation could be enhanced. One known method of ensuring a more equitable valuation of women's waged work is through undertaking an objective job evaluation based on objective analytical job related criteria. These evaluations are intended, among other things, to reduce gender bias in job classifications and pay scales.

81. Action on the demand side of the labour market to increase jobs and employment for women may take many forms such as through subsidizing private sector schemes, public sector employment, direct wage employment creation schemes and self-employment, entrepreneurship development and small business support. The first type is not recommended nor feasible for this subregion. The second type, public sector employment, is already largely female-dominated due to expenditure cuts and male flight; and adjustment measures dictate against future increases rendering this option feasible for only demonstration effect such as by high level decision-making appointments of women. Direct wage employment schemes may be especially important for seriously disadvantaged groups of women as a means of addressing high levels of unemployment and underemployment, as well as the worst manifestations of poverty.

82. The greatest potential for women in the subregion may lie in terms of job creation in self-employment, entrepreneurship and small and micro business development. However, particularly in the case of low-income women, the approach taken should not be welfare-based, but should aim instead at developing self-sufficiency by building on their existing skills. They should also be encouraged to improve their productivity through cooperative efforts, technological innovation or the new application of an old skill. Overcoming the undervaluation of existing skills in the subregion, particularly those held by women, is a vital link to enhancing women's, and the subregion's, competitiveness in export markets.

83. The role of employment services has not been given adequate attention by policy-makers. Efficiently run employment services provide information, bring potential workers and employers together and help to improve the access of marginalized groups, including women, to job vacancies. Gender sensitive employment services

could help guard against employers restricting the range of opportunities to applicants by making assumptions about abilities on the basis of a particular group or sex.

84. Other measures to help women gain equal access in employment should begin in the home with parental advice and encouragement, followed by informal and formal guidance and counselling to avoid limiting options for economic activity. It is also important to ensure non-discrimination, both direct and indirect, in advertising, selection criteria, interviews and actual recruitment in jobs. At the enterprise level, there is a need to conduct gender sensitive surveys to assess employers perceptions, preferences and practices in respect of recruitment, hiring, promotion and termination of women and men to determine the impact of labour laws such as maternity benefits, collective bargaining provisions and the provision or lack of social services such as child care.

85. Action to empower women in the formal sector should also focus on improving their representation in labour market institutions and especially in decision-making and collective bargaining structures. Women's membership in trade unions lags behind that of men and their proportional numbers in the workforce. A few strong women are currently found in leadership positions throughout the subregion but they are a minority. At present, the trade unions remain male dominated in terms of membership, leadership, focus and culture. While many trade unions remain in the traditional mold of negotiating for bread and butter issues, important to all their workers, they must be credited for having successfully fought over the years for maternity protection in their collective agreements.

86. There has been very few systematic attempts made to assess the impact of such initiatives on the youth employment problems that they are intended to address. Such assessments appear warranted, given the persistent and changing nature of the problem. Experience drawn from successful initiatives suggest that there is need for the kind of comprehensive and coordinated approach as advocated in the Copenhagen Programme.. This approach requires the full participation of a number of actors including workers and employers organizations, as well as youth organizations in decisions regarding policies and programmes. The full participation of these groups, especially employer organizations is also indispensable to success.

87. While it is crucial to take steps to improve the access of youth to employment it is also important to act on the demand side to increase the overall demand for labour. Thus, youth programmes need to be considered within the context of an overall employment promotion strategy. In this regard, youth need to be considered specifically in employment promotion programmes, including those designed to stimulate micro and small enterprise development.

88. Designing a national plan of action against child labour has to be one of the priority areas of the Central and the State Governments. Actions to combat child labour must form part of an overall national plan. The problem of child labour will not be

solved overnight, since it is one of the many facets of poverty and underdevelopment. Resources available to reduce its extent and damaging effects are by definition scarcest in the country which needs them the most. Priorities must therefore be set.

89. Working children cannot be viewed simply within the context of labour law which requires the immediate dismissal or withdrawal from work of under-age children, as such action may in fact work against the children's immediate welfare. A broader approach is required. National plans of action must provide for suitable alternatives, including schools and vocational training facilities.

90. Besides the immediate measures required for the protection of child workers, the plan should include measures against the underlying causes of child labour and form an integral part of employment strategies that create viable income opportunities for the poor through poverty alleviation programmes.

91. Hard information is lacking on how many children are working, what they are doing, where and in what conditions. Without such data, it is virtually impossible to develop effective policies and programmes. Establishing, in some cases improving, data collection systems on child labour is an essential first step.

92 The centrality of strategies for employment, labour markets, labour institutions, social protection and human resource development for poverty eradication should become one of the central themes for national development.

93 The imperative for multi-dimensional and integrated approaches involving policy reform, institutional development and direct interventions should be recognised at all levels of planning.

94. The indispensable role of public policy in setting the agenda, creating the supportive policy environment and framework for productive employment growth and poverty eradication should be incorporated in the agenda for employment generation.

95. The extensive changes in political, economic, and social spheres, including the globalization of trade, finance and technology, and growing flexibilization of labour markets not only impact on the incidence and characteristics of poverty, but require a fresh consideration of strategies and new thinking about effective policies and mechanisms for its eradication.

96. Two fundamental objectives will be important for the future.

a) forging strategic alliances among different groups at the national and international levels for the promotion of productive employment and poverty eradication;

b) monitoring changes, analyzing new trends and appraising new dimensions of social injustice and developing new responses.

97. Political resolve in addressing these problems needs to be strengthened at the national levels.

98. the information base needs to be considerably strengthened to facilitate more effective monitoring of trends.

99. More information on successful initiatives related to employment generation and poverty eradication in the Indian Subcontinent needs to be documented and widely disseminated.

100. The major long-term activities for national employment generation should be :

a) creating a favourable climate within the country so as to include the whole population in establishing national goals and priorities;

b) working out a purposeful government policy for productivity improvement on the national scale, and coordinating policies for optimal use of national resources;

c) establishing the government statistical bodies which deal with data collection and analysis at the sectoral and macro-economic levels;

d) strengthening legislation on the relation between enterprises and between enterprises and government institutions;

e) increasing the role of such financial incentives as taxes, credit and incomes policy.

STEP BY STEP METHODOLOGY FOR EMPLOYMENT GENERATION ADOPTED BY THE GLOBAL OPEN UNIVERSITY NAGALAND

There is an urgent need for creating an environment where there will be more number of job givers rather than job seekers by providing training and guidance in the areas of entrepreneurial leadership and managerial competence. Let us consider the following step by step methodologies for employment generation :

1. To collect data and information related to the existing publications including newspapers, journals and periodicals providing information and news regarding employment opportunities besides facilities regarding academic and professional training and research in different vocational fields.

2. To bring out daily, weekly, fortnightly, monthly, bimonthly, quarterly, six-monthly and yearly newspapers, journals, periodicals and other publications related to

employment and training with a view to generating employment specially among the weekers sections of the society.

3. To publish books, encyclopaedias, directories and dictionaries on different topics related to entrepreneurship development including self-employment.

4. To connect the association with the labour market mechanisms and patterns to give into the pattern and intensity of poverty and into the factors concentrating it among particular groups.

5. To give prominance to labour market policies, as well as those related to employment, labour institutions, social protection and human resource development and poverty eradication strategies.

6. To distinguish between poverty due to exclusion from access to jobs and poverty associated with the nature of employment and the levels of income which it generates while attempting to analyze the labour market situation in the Indian Subcontinent and its impact on poverty.

7. To assess the degree to which labour market exclusion is directly linked to poverty and the extent to which state or community safety nets or family support systems exist or whether it affects particular members of households (younger persons, for example) where there is another income source.

8. To place the creation of employment at the centre of national strategies and policies, with the full participation of employers and trade unions and other parts of civil society.

9. To help and assist in the formulation of policies to expand work opportunities and increase productivity in both rural and urban sectors.

10. To provide education and training that enable workers and entrepreneurs to adapt to changing technologies and economic conditions.

11. To help generate quality jobs, with full respect for the basic rights of workers.

12. To give special priority, in the design of policies, to the problems of structural, long-term employment and underemployment of youth, women, persons with disabilities and all other disadvantaged groups and individuals.

13. To empower the women for gender balance in decision-making processes at all levels and gender analysis in policy development to ensure equal employment opportunities and wage rates for women and to enhance harmonious and mutually beneficial partnerships between women and men in sharing family and employment responsibilities.

14. To also empower members of vulnerable and disadvantaged groups through the provisions of proper and appropriate education and training.

15. To look for a broader recognition and understanding of work and employment and greater flexibility in working time arrangements for both men and women.

16. To assist in alleviating poverty and unemployment: either by focusing on the members of economically weaker sections of the society and other groups directly affected by the economic reform and adjustment policies such as retrenched workers, or more generally by addressing chronic and structural poverty and unemployment.

17. To strengthen the social acceptability and the political viability of adjustment and reform programmes.

18. To help in creating a new approach and culture of social service delivery based on a flexible institutional mechanism circumventing the bureaucratic structure and encouraging participatory and decentralized development with the participation of local groups and associations.

19. To develop strategies to assist the formation and strengthening of collective action in the informal sector by developing relations with trade associations.

20. To raise awareness on the importance of good working conditions and social security by extending workers' education programmes to the informal sector.

21. To assist in improving working conditions of their subcontractors in the informal sector with a view to enabling them to create more employment opportunities for trained and skilled persons.

22. To assist informal sector operators to take part in trade fairs.

23. To assist informal sector operators to organize themselves effectively.

24. To integrate issues on occupational safety and health and social security in programmes to raise productivity.

25. To assist informal sector self-help associations to integrate awareness raising on occupational safety and health into their activities.

26. To establish innovative market services for the development of adult workers, by expanding the role of employers and organized employees in the planning and delivery of services, including training, retraining, job search, placement, skills identification and counseling.

27. To increase the capacity of the private sector to perform its role in the training and development of the young men and women to acquire techno-managerial as well as entrepreneurial skills.

28. To improve the existing employment market information system.

29. To help adult workers to acquire new skills at the technical and supervisory levels in order to make them eligible for higher level jobs at higher wages in occupations essential to economic growth or in their own businesses.

30. To reduce the transition time to new jobs for displaced workers.

31. To accelerate the entry of female workers into skilled technician, master craftsperson or supervisory positions.

32. To establish a permanent private sector mechanism to fund a variety of workforce development activities and create a forum for workers and employers to collaborate in implementing human resource development strategies and programmes.

33. To provide skill and interests assessment and career and employment counselling to determine the training, placement or business development support, the employable persons need to acquire the job, promotion or suitable income generating activity.

34. To provide a comprehensive package of services to include brokering and referral of workers to jobs, on-the-job training, business development support services and specialized training at the craftsperson, artisan, supervisory or managerial level and appropriate entrepreneurial training to place workers in new jobs, better jobs or self-employment opportunity.

35. To promote the concept of establishing learning laboratories which would provide computer assisted training e.g. literacy, numeracy and workplace basics such as problem solving, oral communication and planning and organizing work.

36. To establish Employment and Training Market Services Centres to introduce innovative approaches in human resource development.

37. To establish the principle of equality between men and women as a basis for employment policy and promoting gender-sensitivity training to eliminate prejudice against the employment of women.

38. To eliminate gender discrimination, including by taking positive action, where appropriate, in hiring, wages, access to credit, benefits, promotion, training, career development, job assignment, working conditions, job security and social security benefits.

39. To encourage various actors to join forces in designing and carrying out comprehensive and coordinated programmes that stimulate the resourcefulness of youth, preparing them for durable employment or self-employment, providing them with guidance, vocational and managerial training, social skills, work experience and education in social values.

40. To cause research on the underlying factors which are most important in differing national contexts in determining the levels of youth unemployment.

41. To evaluate all types of policies and programmes tried in different five year plans with a view to designing a foolproof and long-term strategy for employment generation.

42. To locate the factors which influence the success or failure of specific policies and programmes relating to employment and training.

43. To prepare a Policy and Programme Manual for policy makers to aim primarily at national capacity building for the design, implementation and evaluation of policies and programmes for countering youth unemployment.

44. To help analyse the national background characteristics, financial constraints, current educational efforts and effects and present conditions of societal development in different States and UTs of India.

45. To help the Central Government establish appropriate targets for employment generation and derive suitable strategies for implementing policies and programmes to meet the needs of the educated unemployed.

46. To establish a Life and Career Advising Centre - a single point of contact for student counselling on academic, personal and career issues.

47. To create a learning environment all over the country that encourages students to become actively involved in their own education.

48. To help reduce unemployment in the country by assisting the Central and the State Governments and public institutions in the initiation of professional and job oriented courses and by introducing the urban as well as rural entrepreneurship programmes for self employment.

49. To encourage an employment policy that is free of prejudice and party politics which promotes new ideas relating to sustainability.

50. To strengthen the voluntary as well as non governmental organisations in order to make them available for the organisation and implementation of programmes

having a positive, social, economic and educational content with a view to having more number of job givers than job seekers.

51. To serve as a centre of ideas and experience and dissemination of employment and training information on national as well as global job markets and its availabilities, reach, awareness, policy, law, research promotion, and preparedness in particular.

52. To help the Central and the State Governments in organising formal and non formal training programmes in attitudinal and behavioural change for bringing productivity and efficiency with the help of the trained employers and employees.

53. To publicize through the media an international network instances of successful policies, programmes and demonstrations regarding employment promotion and bring these success stories to the attention of policy makers.

54. To establish a national network of like minded NGOs with the ability to publicise the activities related to employment generation.

55. To strengthen international scientific organisations so that they can play a larger part in shaping and coordinating the research agenda on vocationalisation of careers.

56. To work closely with policy research centres focussing on global scale resource and development issues to bridge the gap between basic research and policy on employbility.

57. To evaluate the existing curricula of the undergraduate, graduate and postgraduate level courses and propose necessary changes for making these programmes fit for helping the alumnis to find self employment opportunities by acquiring entrepreneurial leadership techniques.

58. To address the universal shortage of trained personnel in new and emerging job oriented areas through a sharp increase in funds to be sanctioned to universities and institutions.

59. To advise the younger generation for acquiring appropriate knowledge and technologies from the aged persons and senior citizens and to popularise their proven ideas and experiences.

60. To use restructured educational and training programmes to reorient vocational education for creating jobs in the new and emerging fields.

61. To help initiate training cum production cum rehabilitation centres in the rural as well as urban areas for the benefit of the younger generation.

62. To create employment generation environment by updating the existing vocational training programmes in the polytechnics, institutions, colleges and universities.

63. To strengthen with adequate study materials the existing distance learning programmes for enabling the working persons to strengthen their qualification and encouraging earning while learning.

64. To prepare instructional texts including audio and video lessons on employment and training to be distributed through the existing institutions as well as through the new outfits in the country.

65. To use and popularise the existing and new satellite channels for teaching and training through the air for the benefit of the citizenry.

66. To aid in organising conferences, seminars, meetings, discussions, debates, study courses, collection of statistics, exhibitions, shows, tour trips and to establish endowments and scholarships for the promotion and furtherance of programmes related to popularising higher education programmes related to vocational and job oriented education for employment generation.

67. To organise employment museums for displaying the available vacancies besides the types of advertisements in the print and the electronic media.

68. To conduct sponsored as well as non sponsored research programmes with the support of Central and State Governments and publish such reports and case books.

69. To arouse in teachers and other educators a full awareness of our responsibilities in moulding future generations for a peaceful employment and work culture.

70. To promote that kind of education that will help each individual from earliest years to develop full human potential for constructive, peaceful living in the expanding communities in which one grows; family, neighbourhood, school, local community, country, in fact, the whole human world.

71. To seek to enable individuals through constant educational and career improvement to deal with and resolve misunderstanding, personal as well as social, in the spirit of wisdom, charity and duty.

72. To support production and wide spread distribution of educational materials for the furtherance of social progress, international understanding, and worldly stability.

73. To make the full use of mass media for the cause of education especially in the proper communication of controversial views and issues, local and global, so as to maximize cooperation and conciliation.

74. To make everybody aware regarding the need for national as well as international integration and cooperation.

75. To invite representatives of different countries including the universities, NGOs and regulatory bodies for discussing issues like labour, employment, entrepreneurship and education.

76. To seek support of the educational and scientific organisations for using their facilities and infrastructure for conducting different programmes related to clean as well as green jobs.

77. To help design courses on subjects and topics generally not covered by existing institutions but are of great importance viewing the changes in the societal systems.

78. To continue to be open in ideas, methods, systems, places with no cloisters.

79. To help people through appropriate training to lead a way of life that can be sustained by our Mother Earth.

80. To justify the creation of a Citizens Apex Body by uniting all the professionals of the country in order to influence the power structure through their function as counselling centres, and by placing them, whenever possible, in areas of conflict for equalizing the flow of knowledge, for reducing aggression and for generating attitudes of fraternization.

81. To suggest to the national and international leaders alternative approaches to the solution of problems relating to health, education, unemployment, pollution and peacelessness.

82. To encourage the establishment of institutions for learning that serves the spirit of employment generation and also by stimulating existing colleges and universities to implement courses of study related to virtual education for employment opportunities in the cyber related fields.

83. To cooperate with authorities at various levels in implementing the Universal Declaration of Human Rights and reminding the employers and the employees regarding their human rights as well as human duties.

84. To collaborate in the work of existing and functional organizations that have stated goals and purposes with a view to creating more employment opportunities in the country.

85. To propose to other developmental associations, programmes on peace problems that are flexible in nature and capable of being adopted and modified according to cultural background, environment, and changing needs of people.

86. To update educational means for the reciprocal dissemination of culture and the elimination of illiteracy.

87. To disseminate information in the form of advertisements and/or articles regarding selection and recruitment in public as well as private sector organisations in the publications to be brought out by the Government and the Non-Government Organisations.

88. To conduct periodical analaysis of employment and unemployment data at both State level and all India level and projections of labour force, workforce, and unemployment in the country.

89. To suggest strategies and programmes for creating gainful employment opportunities and to look into sectoral issues and policies having a bearing on employment generation.

90. To identify gaps and to suggest necessary approach / strategies and the need based policies and programmes in the fields of occupational safety and health, skill development, social security, employment planning and policy.

91. To help provide opportunities for individuals seeking a green or ecologically responsible career available in many diverse catagories on the international, national, state and local levels; in private, public, and non-profit sectors; within different fields; and in different job functions.

92. To introduce responsible business practices fostering a competitive edge through efficiency in production, minimum generation of waste, and a more productive and healthy work force.

93. To advise the Government of India and the State Governments to constitute People's Commission on Employment Generation with a view to having immediate solution regarding unemployment as well as unemployability.

94. To collaborate, affiliate and federate with the Central and the State Governments, agencies and bodies for implementing the projects of employment generations.

95. 95. To raise and borrow money for the purposes of generating employment in such a manner as may be decided from time to time and to prescribe the membership fees, charges, grants in aid etc.

96. To purchase, take on lease or exchange, hire or otherwise acquire properties, movable or immovable and rights and privileges all over the world, which may be deemed necessary or convenient for the benefit of the unemployed as well as unemployable communities.

97. To open branches, chapters and constitutent centres of employment promotion programmes and projects in different parts of the country and get them registered with appropriate authorities if needed and felt conducive for the attainment of the milestone of employment generation.

98. To invest the surplus money available from employment generation bodies not immediately required in such securities and in such manner as may be decided from time to time, the money especially collected through subscriptions, advertisements, sponsorship, fees, gifts, endowments, donations, grants etc.

99. To finally provide information, knowledge, wisdom, and education that prepares every body for leadership and social responsibility enabling to think and communicate effectively and to develop a global awareness and sensitivity for a better global understanding, world peace and unity.

100. And to generally do all that is incidental and conducive to the attainment of the milestone of generating employment in all the 602 Districts of our country.

We should ask ourselves regarding the burning problems of our country and find suitable solution by providing inputs through higher education. The problems are first : peacelessness, second : unemployment, third : pollution, fourth : obsolete educational system, and fifth : population explosion. The problem of peacelessness is because of unemployment and pollution. The solution lies in having a marriage of unemployment with pollution by creating environment friendly and sustainable jobs. We must vocationalise our existing careers by incorporating new and emerging subjects in higher education for employment generation and for protecting our mother earth by teaching subjects like environmental education as per the orders of the Hon'ble Supreme Court. We must control our population size with a view to optimising our budgets and for providing education, food, shelter and health facilities for all.

Chapter 26

SUGGESTIONS FROM THE CONFEDERATION OF INDIAN UNIVERSITIES (CIU) TO THE PRIME MINISTER OF INDIA FOR MODIFYING THE DEVELOPMENTAL POLICIES

The Confederation of Indian Universities (CIU) has worked day and night for diagnosing the weaknesses in the different developmental systems and working methodology of the Government of India as well as the different States / Union Territories. Based on the survey conducted among five million persons for collecting their views, the following suggestions have been formulated under the dynamic leadership of Dr. Priya Ranjan Trivedi for the perusal of the Hon'ble Prime Minister of India :

FOR OVERALL DEVELOPMENT OF YOUNG PEOPLE

1.1 Principles

We wants the Central Government to believe that the key issues for India's young people are:

a) access to secure, affordable and appropriate long term housing;

b) meaningful work and a competency based wage system;

c) access to education and training;

d) a clean and healthy environment;

e) access to diverse cultural and recreational facilities;

f) access to reliable and affordable transport;

g) access to a living environment which is free from the threat of physical or emotional abuse or discrimination of any kind; and

h) access to health services which focus on the social, economic and environmental factors that impact on the lives of young people.

Information about services available to young people must be accessible and comprehensible.

We oppose all forms of ageism, and support initiatives to counter this, including public education and affirmative action.

Youth interests must be included in public policy decision-making, and this requires greater input from young people themselves.

Recognising that young people have a positive contribution to make to society, we support representation from young people at all levels of Government. Young people must not only play a central role in formulating those policies which affect them, but they should be included more widely in general policy formulation.

1.2 Goals

We want the Central Government to believe that we will:

a) facilitate processes which allow young people to express their needs and aspirations at all levels of Government, as well as in their own communities;

b) listen to young people through regionally based Youth Advisory Committees comprising representative groups of young people with a range of interests and skills, who will meet to discuss ideas, initiatives and solutions to problems, as well as provide feedback and advice on Government programmes. These Advisory Committees will have input at both state and national levels, to assist with greater coordination of national, state and local initiatives;

c) support the right of people from the age of 16 years to vote and to hold public office, in recognition of the increasing awareness of and responsibility towards current issues of young people.

1.3 Short Term Targets

1.3.1 Unemployment

We will work towards the implementation of a national employment strategy for young people, to be administered at a local level with a focus on facilitating community development.

Local Employment Committees will be established. They will provide vocational training, financial support and the development of job opportunities which address needs within local communities and promote green jobs.

We also support greater representation of young people on regional economic organisations and greater recognition of community-based organisations which will finally generate environment friendly and sustainable as well as socially useful employment opportunities.

All labour market and training programmes must be developed in consultation with young people and should not be discriminatory on any grounds, including age.

1.3.2 Education

Our education system must be able to provide the intellectual and social skills necessary for confronting the social and environmental problems now facing India. The skills and knowledge of indigenous as well as non-indigenous ancestry and culture must be shared with our young people to give them an understanding of the basic solutions to our cultural crisis.

We are committed to:

a) diverse and inclusive curricula at the school level;

b) supportive school environments that cater for social and academic development and raise self-esteem ;

c) support for early intervention programme;

d) more flexible pathways to employment and training;

e) increased emphasis on training in life skills;

f) ensuring that training programmes are relevant and accessible, and that they are directly connected to ongoing employment opportunities; and

g) civic education to enable greater understanding of and participation in all spheres of Government.

1.3.3 Youth Justice

The recognition of young people's issues and needs is inadequate in India's legal system. Young people often feel regulated by the law but without adequate access to and support from the legal system or their legal rights. Young people should be protected from violence, discrimination and exploitation.

We support:

a) immediately establishing a Children's Bureau including a Commission for Children as well as a Children's Ombudsperson; and

b) the development of a Children and Youth Justice Strategy which would include community legal education and an advocacy programme for young people.

1.3.4 Health

There are many serious health issues facing young people in India. Good health is closely connected to lifestyle. While young people should be encouraged to take responsibility for their own health, we recognise that physical and emotional wellbeing is often compromised by inadequate access to appropriate housing, income support, meaningful work, creative or recreational opportunities as well as by degradation of the environment.

An integrated and holistic approach to health policy is necessary.

Recognising the urgency of the problem, we support the development of strategies to deal with youth suicide and mental health problems among young people.

We also support increased HIV/AIDS education and more preventive programme targeted to young people with eating disorders.

1.3.5 Housing

The number of homeless youth in India is increasing and projections suggest this situation will worsen in the future. Adequate housing and especially secure long term housing are fundamental to young people working towards their chosen lifestyle.

We support facilitation of community housing and housing cooperatives in urban areas as a means to servicing the young homeless.

We support co-housing and all other forms of multiple occupancy.

Young people should be involved in the planning and development of housing appropriate to their needs.

1.3.6 The Environment

Young people have a clear interest and concern in the wellbeing of the planet. Respect for the environment is essential to the security and wellbeing of future generations.

We support community-based employment, housing and cultural activities which increase the quality of life and empower young people without consuming vast amounts of resources and generating excessive waste.

We encourage Hovernment support and facilitation of innovative environmental projects including urbanised community farms as well as gardens, alternative housing construction, design, energy conservation and alternative energy generation, recycling and secondary resource management.

POLICIES FOR OLDER PEOPLE

2.1 Principles

In recent years, political parties have been primarily concerned with economic indicators of value. They have devoted scant interest to quality of life issues. When the value of people is measured by their productive capacity inside the market place, older people tend to be disregarded, considered only when their votes are needed at election time.

We consider it fundamental that older people be accorded the same consideration and respect as everyone else. The experiences, skills, wisdom and memories of older people are assets for the whole community. We oppose all forms of ageism, and support initiatives to counter this, including public education and affirmative action.

2.2 Goals

We aim to give older people control over their own social situation, enabling them to realise their potential as fully participating members of society.

This means that they should have the power to take part in designing the institutions that will affect their well-being.

The exercise of choice to determine how to live, and what kind of care is needed, is as important for older people as for everyone else.

2.3 Short Term Targets

We are working towards:

a) promoting a supportive environment for older people;

b) giving everybody the right of early retirement;

c) ensuring that the right to work is not governed by age;

d) adequate health services;

e) ensuring that older people have access to a range of suitable accommodation including quality public sector housing;

f) personal care for all older people;

g) providing sufficient home and institutional care so that older people who need assistance can be assured of living out their lives in comfortable and dignified surroundings that are appropriate to their individual conditions and capacities;

h) easing the problems of transport for older people;

POLICIES FOR THE DEVELOPMENT OF WOMEN

3.1 Principles

We are committed to the following:

a) the protection of women's rights to equal respect, opportunity and responsibility in society;

b) basing policies on ensuring equal access by women to all areas of political, social, intellectual and economic endeavour;

c) increased and equitable participation by women in all decision-making processes;

d) infrastructure changes to protect women from inequality, exploitation, poverty and violence; and to enable them to reach their full potential;

e) the right of women to make informed choices about their lives - lifestyle, sexual identity, health, whether to bear children, their reproductive process, etc. Discriminatory laws against women must be repealed. Women and men should be able to choose whether they participate in the areas of paid work and/or domestic responsibility.

f) women having equal access to all forms of education and training.

3.1.1 Women and Violence

All women have a right to safety at home, on the street and in the workplace, but violence against women is not only a women's problem. Breaking the cycle of domestic violence in particular is a societal problem and the provision of shelter and refuge should be considered only a short-term solution. Any act of violence should be condemned publicly and privately as unacceptable. Our long-term objective is to create an environment of nonviolence, and to provide care and protection for victims in the interim.

3.1.2 Women and Pornography

We oppose the production, performance, display and distribution of pornographic material which depicts women and children as suitable objects for violence and sexual exploitation.

3.1.3 Women and Education

We seek to ensure educational experience and outcomes for girls and women that enable full and equal participation in all aspects of economic and social life.

3.1.4 Women and the Environment

The environmental decision-making process has, to date, largely excluded women.

Some environmental planning and decision-making needs to be decentralised and devolved to local communities in such a way that the concerns of all people are heard.

The domestic sector and those industries where women predominate should have equal representation in environmental planning and decision-making.

3.1.5 Women and the Arts

We support greater recognition of women's contribution to arts and acknowledge the role of women in shaping and representing cultural norms.

We will work towards ensuring that the views of women are represented, for example, through such avenues as representation of women on Arts Advisory Boards.

3.1.6 Women and Sport

We support equal access for women and men to recreation facilities, coaching, sports education, competition, media coverage and funding. The need for programme which encourage girls to continue sporting and recreational pursuits beyond early secondary schooling is a priority.

3.2 Goals

3.2.1 Political and Public Participation

We will work towards:

a) ensuring that any reform is consistent with India's commitment to the UN Convention on the Elimination of all forms of Discrimination Against Women (UN-CEDAW);

b) ensuring equal representation of women in decision-making processes in the organisations of at all levels, local, state and national; and

c) ensuring that all public boards and committees will have a statutory requirement for equal representation of women and men.

3.2.2 Women and Violence

We will work towards:

a) a review of all relevant laws which have bearing on violence against women, treatment of victims and perpetrators; and

b) ensuring women's access to safe and secure accommodation through a comprehensive housing policy and the provision of adequate emergency housing.

3.2.3 Women and Pornography

We will work towards promoting the use of legal complaints procedures and processes.

3.2.4 Women and Health

We will work towards:

a) ensuring research and development funds are allocated both to women researchers and into women's health problems;

b) ensuring changes to the education of health providers with regard to women's health issues;

c) improving women's access to information regarding their health in order that appropriate personal decisions can be made;

d) preventive health strategies targeting women and girls, including those which reduce the incidence of smoking amongst females;

e) providing strategies for more women medical practitioners to enter those specialisations where women are currently under-represented.

3.2.5 Women and the Workforce

We will work towards:

a) ensuring equal opportunities for people employed in the paid work force with family responsibilities;

b) ensuring the provision of adequate child care facilities in the workplace;

c) encouraging flexible working conditions to enable workers with family responsibilities (eg. parents minding young children, and adult children minding ageing parents) to fully participate in the workforce, and avail themselves of opportunities equally with those who do not have those responsibilities;

d) providing centres for continuing education and training for workers, including training and promotion opportunities for part-time and temporary workers;

e) taking steps to facilitate re-entry, without loss of occupational status, of people who leave the workforce for parental leave or family responsibilities leave;

f) ensuring changes brought about by strategies relating to the elimination of sexual discrimination will not place undue and unequal responsibility upon women and add to women's workload;

g) ensuring that award restructuring includes the specific aim of upgrading and broadening the low-paid, low-status positions that have traditionally been work for a majority of women, particularly migrant women; and

h) ensuring that women enjoy the full benefits of enterprise bargaining arrangements, particularly in the traditional work areas such as the service industry, where there is low union representation.

3.2.6 Women and Education

We will work towards:

a) ensuring that a National Policy for the Education of Girls in Indian Schools is implemented at all levels, until national indicators on education outcomes are relatively equal for women and men;

b) the elimination of gender-based harassment in school and educational institutions and the establishment of Equal Opportunity offices to assess and consult about the effectiveness of programme and policies to achieve this;

c) ensuring that teacher training for new and continuing teachers critically examines the patterns of sex role stereotyping that occur in our society;

d) continuing Territory / State / Central programme to promote girls' and women's greater participation in access to school, and university education, especially in science and technology disciplines;

e) promoting policies to achieve a higher retention rate of women at higher degree level in universities; and

f) promoting policies to encourage a higher representation of women academics in all faculties of universities, and a higher proportion of women in senior academic positions.

3.2.7 Women and the Law

We will work towards:

a) remedying existing discrimination by ensuring a higher representation of women on legislative and judicial bodies;

b) examining ways women could be encouraged to enter private practice and the bar;

c) encouraging women to enter all areas of the legal profession,

d) reviewing all laws which have a bearing on violence against women;

e) developing further options for the protection of victims, and for the naming of perpetrators;

f) addressing the myth of 'victim-blaming' by promoting change in societal attitudes to violence;

g) removing sexist language from existing laws, and ensure future legislation is non-sexist and does not assume assignment of roles according to sex ;

h) repealing laws relating to sex work.

3.2.8 Women and the Environment

We will work towards:

a) implementing strategies and programmes to ensure that all environmental assessments include consideration of impact on health, community and women; and

b) implementing strategies to ensure that women's needs and advice are considered in the area of urban planning.

3.2.9 Women and Sport

We will work towards:

a) developing monitoring strategies for equal opportunity and anti-discrimination principles to be applied to the administration of all sporting organisations; and

b) ensuring allocation of funding and awards will not be discriminatory and will allow equal opportunity for women.

3.3Short Term Targets

3.3.1 Political and Public Participation

We will work towards developing programmes and strategies to provide women with the skills to be effective candidates and members of parliament and to actively promote women to stand as candidates for election.

3.3.2 Women and Violence

We will work towards:

a) establishing a national enquiry into sexual assault and uniform sexual assault laws. Specifically, the Party want recognition of sexual assault within marriage and relationships;

b) providing education from early primary school level on non-violent conflict resolution;

c) addressing the health effects, both physical and emotional, of violence against women, through adequately funded, appropriate health and education programme;

d) using publicity and educational campaigns to bring about a change in the way violence is viewed in our society, which includes a strategy to educate men that violence against women is a crime;

e) expanding crisis services for women, with and without children. These include refuges, and services in areas such as rape crisis, abortion counselling, incest and domestic violence. Special provision needs to be made for geographically remote locations.

3.3.3 Women and Pornography

We will work towards:

a) extending classification systems to include video games, live performances and other leisure technologies;

b) strengthening regulation on the display of advertising of material which includes violence against and sexual exploitation of women and children;

c) instituting an education programme to encourage critical examination of the role that the entertainment industry and the media play in the portrayal of women and children as victims of violent and sexual exploitation;

3.3.4 Women and Health

We will work towards:

a) ensuring access to safe contraception on demand for all women, and information on options available;

b) ensuring that women have a choice of where and how to give birth and information on available options;

c) repealing all laws which restrict the right of women to choose abortion and which restrict access to services; and

d) ensuring access to legal, affordable, humane and safe abortion for all women, and provision of counselling pre and post-termination.

3.3.5 Women and the Workforce

We will work towards:

a) ensuring that apprenticeships and training programmes have positive discrimination towards women to ensure that opportunities are not denied to women because of inaccurate evaluation of women's ability;

b) giving the provision of maternity and paternity leave equal status in order to encourage the sharing of the parenting roles and equality of gender in the workplace;

c) undertaking programmes to raise awareness on issues of gender equity in the workplace and in education;

d) ensuring that women have access to adequate retirement income, including superannuation; and

e) ensuring continuation of superannuation during parental leave.

3.3.6 Women and Education

We will work towards:

a) providing adequate funding for the support structures and the support personnel necessary to implement national policy;

b) ensuring that affirmative action is practised in schools to overcome the attitudes inherent in our society that result in different expectations for girls and boys. Such action would include changing school curricula and increasing girls' participation in areas of maths, science, technology and trades;

c) the application of affirmative action to increase the number of women in senior, policy and decision-making positions in educational systems;

d) providing bridging courses for women to facilitate their entry into the formal education arena;

e) expanding women's participation in science and technology to ensure that the introduction of new technology does not further the advantage of men; and

f) increasing women's access to training and education in the use and understanding of computers and computer technology.

3.3.7 Women and the Law

We will work towards:

a) applying affirmative action to ensure that more women hold senior level positions within the Public Service departments responsible for policy, administration and enforcement of the law;

b) applying affirmative action to ensure that more women hold senior faculty positions within Schools of Law;

c) strengthening laws which prohibit portrayal of women or children as objects of violence or sexual exploitation; and

3.3.8 Women and the Environment

We will work towards:

a) ensuring equal and proportionate representation of women on environmental decision-making bodies; and

b) applying affirmative action principles to ensure women are able to participate at all levels of planning, implementation and assessment of environmental policy.

3.3.9 Women and Sport

We will work towards:

a) providing public education to raise awareness of women's rights to equal recreation and the importance of this; and

b) providing public education to change attitudes towards women in sport.

POLICIES FOR HEALTH

1.1 Principles

We believe that good health is dependent upon:

a) the environmental, social, political, economic, cultural and spiritual context of life;

b) protection of the biosphere and Earth's ecosystem, and ecological sustainability;

c) peace and nuclear disarmament, freedom from war, freedom from violence in the community and in the home;

d) social justice and community participation in decision-making;

e) the provision of equal access to affordable, appropriate health services, which emphasise care as well as cure;

f) an emphasis on community-based and community-controlled primary health care, available from a comprehensive range of service providers;

g) the placement of greater emphasis on health promotion, disease prevention and education for optimum health;

h) research which encompasses traditional and alternative/ complementary treatment modalities;

i) an intersectoral approach to policy-making with health-outcomes criteria affecting decisions made across a range of portfolios, such as transport, housing, environmental protection, employment, local community services and education;

j) the availability of a universal health fund covering not only medical and hospital, but including the full range of appropriate health services and also including dental and nursing services; and

k) forms of treatment which have been developed in an ethical framework which acknowledges true environmental and social cost/benefits.

1.2 Goals

We aim to:

a) develop and implement a national environmental health strategy which supports a public health approach to health enhancement, and identifies clear national health priorities;

b) reduce high hospital admission rates by re-orienting health service provisions to a public health focus which is preventive, and to a primary care approach concerned with maintenance of optimum health status;

c) phase out the use of animals for medical research;

d) instigate a parliamentary inquiry into iatrogenic deaths in hospital;

e) develop, with widespread community consultation, a Health Bill of Rights and Responsibilities;

f) ensure that India fulfils international obligations to address environmental issues which impact on health;

g) ban the use of hormones and drugs on farm animals, other than those medications which are therapeutic and individually prescribed by veterinarians;

h) restrict the use of chemical food additives and the practice of irradiating food;

i) consider the effects of fluoridation of drinking water ;

j) expand the network of multi-disciplinary community health centres which will provide a range of treatment options, with community-based control of resource allocation;

k) expand the availability of birthing centres, where midwives provide primary management;

l) expand the availability of mobile women's health centres in remote and rural areas;

m) initiate programme aimed at reducing suicide rates, particularly among young people and people in rural areas;

n) reintroduce dental care as a service claimable under Medicare.

1.3 Short Term Targets

We support:

a) the maintaining of Medicare;

b) an increase in the Medicare levy on the basis that such funds (i.e. those derived from the increase) be directed specifically to primary and public health care (i.e. to maintenance of optimum health) rather than to reactive disease management interventions;

c) the proposal that all pharmaceutical drugs be sold under their generic name as well as under their commercial one and that the generic name appear in all advertising for a particular drug;

d) the implementation of legislation whereby Medicare rebates are available across a wider range of therapeutic interventions;

e) the development and implementation of social policies to address the widespread over-use of medications.

POLICIES FOR IMPROVING THE STATE OF EDUCATION AND TRAINING

2.1 Principles

We support :

a) a vision of education as a life-long process of intellectual, physical, emotional, ethical and cultural development, taking place in a variety of formal and informal settings, and aimed at empowering people to live purposeful, satisfying lives, to help develop

communities that are peaceful, just and ecologically sustainable, and to extend that ethical commitment to the other peoples of the world. Lifelong education can enable all citizens to make a lifelong constructive and creative social contribution;

b) a vision of lifelong education, within which each person may be called on to become a teacher sharing skills, knowledge and insights with others;

c) the right of all people to have access to educational experiences appropriate to their needs, abilities and aspirations, and to adequate financial support while undertaking formal educational programme;

d) the right of all children to an education;

e) the right of all people who are committed to home-schooling to choose to educate their children at home;

f) major programme to create jobs, and the development of a rational approach to workforce planning at the national level, so that all people may participate in socially useful and satisfying forms of work;

g) the maintenance and strengthening of a quality public schooling sector;

h) the right of parents and citizens organisations, community groups and academic and student unions to play a significant role in setting directions, priorities, curricula and the running of the public education system. This will assist the development of an education system appropriate to a multicultural India, which places more value on a sense of community and enriching personal relationships than on motives of competition and profit which presently permeate our society; and

i) the important roles played by professional associations, private providers, community groups and business in providing educational opportunities.

Recognising that in a technological society, empowerment of the individual relies on his/her ability to effectively use communication technology and information systems, we will support education policies to enhance the opportunity for all Indians to become scientifically and technologically literate.

2.2 Goals

2.2.1 General

We will work to:

a) provide a quality public education system with guaranteed access for all;

b) develop a national work-force planning capacity based on sound research, and reflecting national industry and employment objectives which are built on the fundamental principles of social justice, sustainability and increasing national self-reliance;

c) develop lifelong education and training options which enable people to change occupations as they mature and grow older;

d) provide additional incentives and provision for a continuous cycle of in-service training for teachers at all levels of education, including tertiary teaching;

e) develop the associationist principle, leading over time to a diminution in the role, authority and scale of centralised educational bureaucracies, and an increased level of democratic and responsible community involvement and authority in setting the educational objectives and curriculum content of our schools; and

f) increase emphasis in education on such aspects as:

lunderstanding human relationships and psychological processes,

- physical and emotional health and well-being,
- dignity and self esteem,
- the development of an ethical commitment and of caring attitudes to other people and to the planet,
- the importance of cooperation and social benefit rather than competition and profits as social goals,
- a sense of responsibility for the well-being of future generations, and
- adaptability and flexibility.

2.2.2 Tertiary Schooling

We will work to:

a) implement a policy of free tertiary education;

b) extend access to tertiary education through development of more decentralised campuses, through the use of distance delivery modes and through open access programmes;

c) conduct environmental audits and environmental development plans in all tertiary institutions; and

d) encourage all tertiary institutions to include environmental programmes among their courses.

2.2.3 Primary and Secondary Schooling

We will work to:

a) review the current National Statements in the key learning areas to ensure that:

- there is a balanced concern in school curricula for all dimensions of human development - intellectual, physical, emotional, ethical and cultural;
- there is a balance between such emphases as personal development, intellectual understanding, technical and technological competence, vocational skills and learning for democratic citizenship;
- critical perspectives and processes are integral to all areas of the curriculum in schools;
- there is emphasis on global interdependence;
- all curriculum areas reflect a commitment to the development of a more peaceful, just, democratic and ecologically sustainable world for all people; and

b) increase democratic participation in the decision-making processes within schools and within home-based and community-based educational settings;

c) guarantee the right of all children to education which promotes freedom of thought;

d) guarantee the right of parents to choose to educate their children at home or in other settings without being bound by compulsory registration, provided they can demonstrate a commitment to ensuring a balanced education for their children; and

e) encourage the development of local, community-based and democratically controlled public schools, through provision of capital and recurrent funding to such schools on a demonstrated needs basis, provided those schools reflect the principles of the national education policy.

2.2.4 Ethical Commitment to other Peoples of the World

We will work to:

a) extend the funding available through international organisation for educational projects aimed at enhancing international cooperation and understanding, and at promoting social justice and sustainability within communities and countries overseas through the unconditional funding of projects devised by and for the people of those communities and countries;

b) ensure that educational links with other societies, through such appropriate development means as training schemes, exchanges, admission of overseas students, development projects and consultancies, are characterised by justice, equity and cultural sensitivity;

c) develop educational material and methods for future-vision building; and

d) provide increased financial support for the activities of Development Education Centres.

2.3 Short Term Targets

2.3.1 General

We will work to:

a) allocate increased resources to all levels of formal education, but with particular attention to supporting the renovation of the primary sector;

b) extend Open Learning opportunities so that people of various ages in all locations may have access to quality educational programmes of formal and informal study;

c) retain appropriate centralised conditions of employment for teachers, including the principle of tenure;

d) extend funding and other support to community groups, non-government organisations, business, private providers and others offering appropriate community education programmes and facilities, including those catering for interest areas and segments of the population not catered for by conventional and formal educational provision;

e) provide additional funding for students who are physically and/or intellectually disabled, or who are disadvantaged by location and/or distance.

2.3.2 Tertiary Schooling

We will:

a) work to increase democratic participation in the decision-making processes within tertiary institutions;

b) allow the collection of fees from students for amenities and services, provided any fees collected are under the democratic control of the student body.

2.3.3 Primary and Secondary Schooling

We will support a review of the Profiles developed in each area of the National Curriculum to ensure that they reflect the intentions of the National Statements, are supportive of sound educational principles, and are not used to promote an unwarranted technical, vocationally-driven notion of educational attainment.

2.3.4 People Requiring Special Consideration

We consider that the following groups of people should receive special consideration:

- people in remote areas; and
- people from economically disadvantaged backgrounds.

We will work to:

a) raise awareness within the community of the educational needs of these special groups;

b) guarantee equity of access as well as participation in appropriate curricula;

c) establish and maintain conducive as well as educational environments;

d) guarantee equitable resource allocation;

e) provide specialist support services; and

f) actively encourage such specialists to take up teaching and other positions within educational institutions.

2.3.5 Education for Sustainability

We will work to:

a) develop a national strategy for environmental education which addresses the complete range of environmental education in the formal and informal education sectors, with some emphasis on locally based action;

b) encourage Indian industry to ensure that its vocational practices are environmentally sound, and that vocational training (and other education) are to world best practice standards and to the best available environmental standards (which may be in advance of existing world best practice); and

c) provide support for schools which develop organisational practices to minimise their environmental impacts (for example, energy use), and ensure that maintenance and refurbishment of infrastructure is environmentally sound.

HOUSING POLICY FOR ONE AND ALL

3.1 Principles

We will support initiatives which ensure that:

a) new urban developments are environmentally sound, respect human scale and facilitate community interaction; and

b) the community is able to participate fully in urban planning and in the assessment of development proposals.

3.2 Goals

We will work to:

a) ensure that people unable to provide for their own housing are given assistance to do so by the Government;

b) eliminate housing-related poverty by increased provision of public housing;

c) increase tenant participation in decisions about services to be provided;

d) review building codes so that houses are constructed in accordance with energy efficient design criteria and so that building materials are selected for their low environmental impact;

e) regulate the materials used by the building industry so that the environment is protected from both over-exploitation and toxic processes;

f) encourage the development of urban villages in consultation with local communities to allow people to live in ecologically and socially satisfying ways within cities; and

h) ensure that the facilities that promote healthy communities (recreational, cultural and social amenities) receive priority in town planning.

3.3 Short Term Targets

3.3.1 General Planning

We propose that:

a) any future urban development be based on environmental and social planning principles by

- ensuring that house blocks are correctly aligned for maximum solar access;
- landscaping for rainwater trapping and waste water recycling;
- maintenance of privacy and noise controls;
- provision of adequate public open space;
- designing integrated cycleway networks across urban areas; and
- lowering residential speed limits.

b) town centres be planned to contain a greater mix of commercial activities with

- introduction of more residential activity; and
- re-humanising of the centres through more public open space and attractive urban design;

c) different types of housing be available to cater for diverse social needs, including

- youth;
- non-family groups;
- the disabled; and
- older people;

d) the community's reliance on private motor vehicles be reduced through

- improvements in public transport;
- concentration of residential, educational and small-scale commercial development around neighbourhood shopping centres;
- the introduction and expansion of commuter cycling systems; and
- strategic location of carparking spaces.

3.3.2 Urban Development

The public transport system must be energy-efficient, economic and convenient, e.g. light rail integrated with other express and normal bus services to other parts of the cities.

We propose:

a) that planning of urban developments focus on the concept of urban villages based on environmental and social principles;

b) that public housing be well integrated with other types of housing;

c) that continued funding of community housing programmes be supported; and

d) that certificates with gradings be issued to owner-builders in remote areas so people can live in "unfinished" houses if they choose to do so.

3.3.3 Building Design

We propose:

a) mandatory provisions requiring new buildings to meet minimum standards of energy-efficiency, noise insulation and water conservation;

b) encouragement of local wastewater recycling, composting toilets and rainwater collection systems;

c) adequate car parking requirements for buildings; and

d) a system of solar access rights to facilitate the passive solar design of new residences.

EFFICIENT TRANSPORT POLICY

4.1 Principles

Our transport policy is based on:

a) enabling people to obtain access to a wide range of destinations, goods and services in a safe, timely and energy-efficient manner which has low environmental impact;

b) the recognition that urban form and design are crucial aspects of transforming transport policy;

c) using integrated transport and urban planning, and incorporating environmental and social costs, so that energy-efficient modes of transport (walking, cycling, public transport, rail, coastal shipping) and non-transport solutions are able to compete for funding with the provision of facilities for cars and trucks;

d) empowering local communities so that they can make informed choices;

e) getting the most out of existing facilities by managing demand, rather than continually building facilities to meet projected demands; and

f) favouring walking, cycling and public transport as the preferred modes of "passenger" transport.

4.2 Goals

We aim to:

a) dramatically reduce per capita and overall use of fossil fuels for transport, making the system sustainable into the future;

b) reduce car ownership and use for urban commuting while improving the quality of service provided by public transport, especially in relation to frequency, speed and convenience;

c) increase recognition that access to an adequate level of public transport services is a community right and that these services should remain under public control and not be subjected to full cost recovery;

d) make users of private transport aware of, and ultimately pay for, the full costs of their transport choices;

e) increase opportunities for the community to participate in integrated transport and urban planning;

f) shift urban form towards the development of urban villages, to bring people and jobs together in areas well-serviced by public transport;

g) reduce the direct impacts of transport infrastructure (e.g. noise, air pollution) on urban neighbourhoods and provide fair compensation for those affected by new transport infrastructure;

h) improve the safety of roads, especially for pedestrians and cyclists, and of airways and sea-lanes;

i) provide improved access to transport services for residents of rural India;

j) improve services for those with special needs, including people with disabilities, youth and older people; and

k) encourage the cycling and walking amenity of the streets by supporting, for example, lower urban speed limits on residential roads.

4.3 Short Term Targets

4.3.1 Overall

We will work to:

a) ensure the adoption of national standards for ambient air quality equal to or better than world best practice;

b) ensure the adoption of national noise and emissions standards for petrol and diesel vehicles equal to or better than world best practice; these standards will include requirements for testing; and

c) develop targets for self-containment levels in urban planning; that is, measures of the degree to which jobs, retailing and local services are located with residential developments.

4.3.2 Land Transport

We will work to:

a) in each major city, double the market share (in passenger kilometres) held by public transport compared with private cars by 2020;

c) ensure the adoption of targets for the average fuel efficiency of new additions to the national car fleet of 5.0 litres per 100 km by 2020, reducing to 4.0 litres per 100 km by 2025;

d) ensure the adoption of mandatory fuel-efficiency labelling of new cars;

e) make all central funding or approvals for transport projects contingent on the achievement of specified environmental and social criteria; these criteria will include air quality standards (including greenhouse emissions), environmental protection benchmarks and public participation;

f) ensure that in planning any new road construction, thorough consideration is given to the need for the road, viable public transport alternatives, destructive impact on local communities as well as the external costs to the environment.

4.3.3 Ports and Shipping

We will work to:

a) cap the number of port sites at the present number;

b) amend rules to expose oil tankers to strict and unlimited liability when travelling within Indian waters, bringing India into line with the world best practice embodied in the United States Oil Pollution Act 1990 ; and

c) institute strict and mandatory controls on ballast water discharges and on other practices that put the Indian marine environment at risk.

4.3.4 Air Transport

Recognising that air transport causes considerable environmental damage and is also less fuel efficient by a large factor than ground transport, particularly in comparison to transport by rail or by sea, we consider it important that the environmental costs of air transport are taken into account openly and incorporated into the cost of air travel.

We believe there are many unexplored possibilities for decreasing the dependence on air travel. One of these is the expansion of teleconferencing. In general, we will support measures such as tax incentives which will encourage people to fly less.

We recognise that bad planning in a number of cases has caused housing areas near airports to have an unacceptable noise level and support moves to remedy such mistakes, for example through modifying flying patterns and airport operations and compensating residents in the most affected areas.

INFORMATION TECHNOLOGY POLICY
TO BE USER FRIENDLY

5.1 Principles

Our Information Technology (IT) policy flows from the basis that we must adopt lifestyles and development paths that respect and work within the ecological limits. Developments in IT need to be subject to community scrutiny and the benefits of IT need to be shared amongst all members of the community and not be used to increase power and privilege for a few.

We want the debate about technological choice brought out of the back-rooms of Government and industry and into the public arena. There must be appropriate public IT planning to ensure integration of IT into the broader social and economic objectives and to avoid the adoption of IT products becoming supplier-driven and piecemeal.

Full implementation of on-line services envisaged in some "Information Superhighway" proposals will be very expensive and the extent to which Government should fund such proposals requires further analysis. We will support sufficient Government funding to enable no- or low-cost access to e-mail, the Internet and other electronic information resources for schools, libraries and public sector organisations, in a context where the provision of such services is important to full participation in society.

We support direct measures, rather than tax incentives, which tend to be less equitable, to help organisations convert their systems to avoid the millennium bug.

5.2 Goals

Real opportunities exist for India, with a relatively educated and skilled population, to make a large contribution to developments in software, multimedia and intellectual property.

We support universal access to the fullest range of information and communication services.

5.3 Short Term Targets

We propose:

a) the establishment of an independent Information Technology Assessment Board (ITAB), to continually assess both new and existing information technologies and to recommend Governmental action. Economic assessment would run alongside checks on health, safety, environmental and cultural impact, risks, and job satisfaction. The ITAB would have a statutory obligation to keep the public informed of its work in a clear and accessible way;

b) the encouragement of significant value-added operations in IT, such as Research and Development (R&D).

c) in the practices of Government Departments and in private business, the enforcement of the principles of:

- privacy - maintaining the confidentiality of personal information; and
- freedom of information - enabling public access to statistics and decision-making processes;

d) the encouragement of the adoption of codes of ethics or practice for which members of practising professional bodies can be suspended or "struck off" if the code is contravened ? preventing or restricting their ability to practise;

e) to make Government set an example of open and responsible use of IT in its own systems;

f) the promotion of the development of networking standards for global operation in order to boost international communication, understanding and trade;

g) support for a democratic, egalitarian operation of the Internet with appropriate regulation based on wide public discussion;

h) support for the growth in "telecommuting" whereby office staff can work from home, reducing the demand for physical commuting, whilst ensuring protection for employees' conditions;

i) support the growth of teleconferencing in order to decrease the dependence on air travel

j) support for the growth of remote "work centres" or "tele- villages" in order to reduce depopulation and increase employment opportunities in rural areas;

k) support for the growth of "tele-conferencing" in order to decrease the need for travelling;

l) to prevent the emergence of monopoly in telecommunications, computing or IT;

m) to identify and list sensitive applications/systems (i.e. with safety or security implications) and restrict their design to qualified professionals holding a valid licence to practise;

n) to achieve greater public review of the development of Government computer systems, requiring proposals for new or amended Government systems to be widely published with adequate if reasonable objections are recorded;

o) to support universities as well as other research establishments in research free of external direction by industry or Government;

p) to support the full and frequent flow of information from researchers to the professions and the media regarding research progress and its implications;

q) support for an industry free to develop hardware, software and services commensurate with ethical business practices;

r) the encouragement of flexible approaches in industrial relations responses to changes in organisations, working conditions, job definitions and skill boundaries - all affected by IT;

s) the imposition of a rating and censorship system (similar to film) for computer games and related leisure services;

t) the improvement of women's access to training and education in the use and understanding of computers and IT;

u) to ensure that the education system promotes children's access to, and ability to use, information and technology;

v) facilitating access to Internet and e-mail services for rural residents by providing local call cost access through a Government-managed and/or funded rural internet provider service.

w) enabling the trained IT professionals to get neological training in the field of enrepreneurship for establishing more and more training centres all over the country with a view to having a competent cadre of young men and women having expert knowledge in the field of different aspects and facets of information technology for managing the third millennium.

POLICIES RELATED TO WORK INCLUDING EMPLOYMENT

1.1 Principles

We distinguish between work, defined as any purposeful activity, and employment, defined as paid work. We support the principle of full employment, meaning the availability of safe, socially useful, environmentally benign, adequately paid work for all those who wish to engage in it. This may be full or part time.

We define unemployment as the lack of availability of paid work for anyone who wishes to engage in it.

We do not support the perception in society that unemployed people cannot make a useful contribution to society. We reject any inference of 'inadequacy' in those who choose not to seek employment but contribute to society through other productive, economic and/or socially useful activities.

We are committed to redressing discrimination and inequality across the spectrum of work. We also believe that economic growth is an inadequate solution to the unemployment problem at a time when market economics and mass-consumerism have already placed the environment and people under heavy pressure.

The trend to globalisation and the view of economic rationalist theory that international competitiveness should be the priority consideration in economic policy clearly both need review. Constraints on globalisation are necessary for important environmental, social and economic reasons. Protecting employment in domestic industries is one of those important social reasons, and such protection may also have environmental benefits from reduced transport of goods. While protection can have an overall economic cost, this cost is of secondary importance to the social and environmental benefits, and is therefore a cost that is warranted for the social good. We realise that the logical consequence of the present conditions is that less formal work is needed and more free time becomes available for everyone's chosen pursuits. We will work towards shorter standard working hours and a reversal of current trends towards increased unpaid work. A radically new perspective needs to be taken. The green vision is one where work, leisure and income are all shared equitably. In a green society, everybody is the master of her/his own time. People must have time for leisure as well as for shouldering the responsibility of the family, society and the environment. People must also have time to keep better informed and to participate in politics.

1.2 Goals

We propose an employment, labour market and income policy that will recognise and reward all peoples' occupations appropriately, with a commitment to a proper safety net for all.

We aim to redress discrimination and inequality in employment and to promote equitable participation by all Indians regardless of gender, age or ethnicity.

We will work towards creating a society in which:

a) the goal is full employment as defined above;

b) the norm is shorter hours in paid work than at present;

c) people enjoy self-esteem, security and material comfort whether or not they have paid jobs;

d) it is recognised that all people have the potential to contribute to the enhancement of the community, whether or not they are in paid employment;

e) educational, recreational and creative opportunities and resources are provided for all people, regardless of age and regardless of whether or not they are in paid employment; and

f) actions which are positive for the society and the environment are valued whether they are paid for in the formal economy or carried out in the informal sector.

1.3 Short Term Targets

There is plenty of socially and environmentally sustainable work which needs to be done and imaginative forms of job creation and sharing will need positive intervention by Government.

There are also many areas of manufacturing and services which could be encouraged whilst taking careful account of the need for such activities to be environmentally positive or at least benign.

We propose:

a) the creation of a system in which all citizens have the right to a Guaranteed Adequate Income.

b) a society where paid work is distributed more equitably than it is at the present time;

c) greater equity in job sharing because of the shortage of full-time jobs for all and the need for more leisure time and less stress;

d) greater equity in job sharing between people from different regions, with different gender and of different ethnic origin;

e) the creation of ecologically sustainable industries;

f) legislation preventing discrimination against people who are not in formal employment;

g) public discussion on the meaning of work, facilitated by the Government;

h) the promotion of an anti-materialist culture to reduce needless consumption, whilst enabling people to fulfil their real economic and social needs.

SOCIAL CITIZENSHIP INCLUDING SOCIAL JUSTICE AND EMPOWERMENT

2.1 Principles

2.1.1 Inequities addressed

We propose a system in which the Central Government will assist the States, and where necessary mount its own programme, to address the uneven provision of basic services in India. The unevenness of delivery of services is exemplified by the disastrous state of housing, health and education that exists in many rural areas.

2.1.2 Work to be Redefined

We call for a redefinition of the concepts of work and unemployment.

2.2. Goals

2.2.1 Affirmative Action

We recognise a continuing need to focus on disadvantaged groups in the Indian community.

Affirmative action policies need to ensure that the opportunities and rewards for women are equal to those for men.

2.2.2 Strengthening Communities

While a world view is necessary if we are to both care for the planet and redress world-wide injustices and inequities, the fate of the world rests significantly on the actions of communities - both in their ability to generate local initiatives and in their combined ability to promote change at national and international levels. We aim to strengthen local democratic processes, encourage regional sustainable development initiatives and planning, and enhance management capabilities within local communities.

2.3 Short Term Targets

2.3.1 Income Security

We propose that the social security system be reformed. It should be simplified and made more uniform by:

a) aligning all payments for adults and independent young people associated with unemployment, study, disability, special benefit and age pensions;

b) aligning all youth payments and increasing these over time to reflect real living costs;

c) amalgamating the various child support and family allowance payments, and increasing these in line with the cost of caring for children;

d) linking all income and other support levels to changes in the cost of living, so that they are automatically adjusted for inflation.

2.3.2 Targeting Inequities

We propose that disadvantaged individuals and communities will be the focus of specific public housing, health, education and public transport programme.

2.3.3 Community Development

We propose that:

a) financial assistance be provided to local interest groups to assist them to participate in local and regional planning and sustainable development initiatives;

b) funds be made available from the Central Government for the coordination, preparation and implementation of ecologically sustainable strategic plans by state Governments and regional organisations;

c) funds be made available for the planning and initiation of ecologically sustainable industries at local and regional level; and

d) funds be provided for a Rural Community Initiatives Programme to be instituted to assist in the strengthening of rural communities, including improving opportunities for employment, cultural and youth activities.

INDUSTRIAL RELATIONS POLICIES FOR PRODUCTIVITY

3.1 Principles

The starting point for us in industrial relations, as in all policy areas, is ethics. The workplace should provide the opportunity for workers to be empowered and to engage in safe, socially useful and productive work. Criteria such as profitability and efficiency are important in structuring a workplace, but they are secondary.

The central issue in industrial relations is to maintain the arbitration system as the protector of the public interest.

We support:

a) the provision of pathways for all employees to have work which is safe, satisfying and socially useful;

b) opportunities for workers to receive education and training appropriate for the achievement of these goals;

c) equal opportunities and fair and equitable treatment across the workforce for all employees;

d) effective consultation between Governments, employers and unions on all aspects of industrial legislation;

e) processes of conciliation and arbitration as the proper bases for a fair and effective industrial relations system;

f) the rights of unions and unionists to take industrial action to protect and promote their legitimate industrial interests without legal impediment;

g) the establishment of a Charter of Workers' Rights in special legislation;

h) the right of all workers to be involved in participatory planning; and

i) a wider role for the Indian Industrial Relations Commission (IIRC) a body to be established as an arbiter in industrial disputes to consider social and environmental implications regarding a dispute. Appropriate representatives of relevant groups should be given standing to appear in the Commission to present their views regarding such implications.

3.2 Goals

We aim to:

a) maintain the system of industrial awards;

b) extend the system of equal opportunity throughout the workforce;

c) develop flexible and democratic workplace patterns and structures;

d) support the highest standards of workplace health and safety.

3.3 Short Term Targets

We will work to:

a) repeal the provisions against legitimate union activity such as boycotts and pickets in the Trade Practices Act and other pieces of Central legislation, and protect unions and workers against common law actions;

b) provide accredited and transferable training and skill development for employees in a national framework;

c) support a national system of industrial relations and facilitate the provision of more flexible working arrangements/hours where these are not at the expense of work satisfaction, workers' income or family life;

d) extend union participation in the Central industrial relations system regardless of the nature of the employment of their members, such as casual or part-time employees;

e) facilitate the continued effective and democratic functioning of unions;

f) encourage employee owned or managed businesses, or businesses with significant employee ownership or control;

g) establish processes which ensure the participation of women in enterprise or collective bargaining and other industrial negotiations;

h) support legislation that ensures that employers recognise and negotiate with the relevant unions;

i) support only those enterprise agreements that do not undermine the system of awards and award conditions, and support enterprise agreements that involve employers and unions;

j) ensure resources are provided to organisations of the unemployed to give them an effective voice in society.

STRENGTHENING RURAL COMMUNITIES TRHOUGH RURAL RECONSTRUCTION

4.1 Principles

4.1.1 Rebuilding Rural Communities

While a world view is necessary if we are to both care for the planet and redress world-wide injustices and inequities, the fate of the world rests significantly on the actions of communities - both in their ability to generate local initiatives and in their combined ability to promote change at national and international levels. Our policies therefore strengthen local democratic processes, encourage regional sustainable development initiatives and planning, and enhance management as well as administrative capabilities within local communities.

Our policy for strengthening rural communities is based on the recognition that the situation in rural communities, whereby occupational choices are limited, family members often have to leave the district to obtain work, services have been cut back and where cultural and social opportunities are restricted, is one which needs major Government attention and implementation of positive community and regional development initiatives in order to be redressed.

We recognise that Indian rural communities have, in recent time, been subject to Government policies which have adversely affected the viability of community life, the quality of life in rural communities as well as adversely affecting producers' access to markets within India. We are wary of making an economy less diverse and more vulnerable through encouraging it to specialise in those industries in which it has competitive export advantage while abandoning those industries that cannot compete against foreign imports.

An efficient and sustainable agricultural sector is critical to the viability of local and regional economies and is a vital component of the revitalisation of rural India. Our policies for strengthening rural communities and for Agriculture recognise the central role of community and ecologically sustainable agricultural production to regional and national economies.

We also recognise that in a technological society, empowerment of the individual may rely on his/her ability to effectively use communication technology and information systems.

We will support education policies to enhance the opportunity for all Indians to reach their full potential in science and technology literacy.

4.1.2 Physical Environment

Agricultural practices are presently operating beyond the ecological capacity of most areas devoted to farming, which in turn impacts on rural communities. Processes that threaten biodiversity, the long-term viability of agriculture and in which inappropriate land management practices are currently implicated include:

- ongoing legal and illegal clearing of native vegetation;
- changed and/or insufficient flow regimes in rivers and streams;
- salination;
- soil erosion and degradation;
- chemical contamination of habitat and food sources;
- water pollution;
- irrigation; and
- intensive inappropriate or cruel animal production practices.

The ecological and economic cost of land degradation will increase unless major steps are taken to counter degradation processes. Farm financial pressure is a contributing factor to land degradation. The servicing of loans often requires farmers to extract the maximum amount of income from their land. Financial pressures are exaggerated by unsympathetic banks, fluctuating commodity prices and unreliable climatic conditions. The cost of land degradation in India is now measured in crores of rupees per year, resulting also in significant impacts on rural communities.

Our policies for water are based on adopting a total catchment approach to the management of water, recognising that the restructuring of the water supply in India by

introduction of free market competition is likely to be accompanied by a severe loss of social and environmental accountability and responsibility; and, equitable allocation of water amongst all users.

4.2 Goals

4.2.1 Provision of Services to Rural Communities

We aim to:

a) provide a level of services comparable, where feasible, with metropolitan services, for example, in health, education, community care, communications (including both post offices and information technology services), sports facilities and cultural activities;

b) provide programmes to ensure residents achieve a comparable quality of life and access to services;

c) provide programmes to enable rural residents to appreciate culture and knowledge; and

d) facilitation of public transport and communications (including postal services) and provide improved access to transport services to residents of rural India.

4.2.2 Community Participation in Government

The following goals are set by us :

a) in the long term, wherever possible, decision-making should be determined by bioregional considerations and patterns of social interaction;

b) community services and local environment policy should be provided at the closest possible level to the consumers of the services; and

c) there should be a move towards regional planning and organisation, foreshadowing the eventual emergence of a more decentralised system of Government.

4.2.3 Environment

We aim to:

a) hold the amount of water captured for human use from surface aquatic systems and provide environmental flows to all river systems and their dependent ecosystems;

b) limit the amount of water drawn from groundwater systems to rates not greater than they are replenished; and

c) maintain public ownership and control over all major water supply, distribution, drainage and disposal systems.

4.3 Short Term Targets

4.3.1 Provision of Services to Rural Communities

We will:

a) work to provide a quality public education system with guaranteed access for all, including rural residents;

b) provide additional funding for students who are physically and/or intellectually disabled, or who are disadvantaged by location and/or distance;

c) initiate programmes aimed at reducing suicide rates, particularly among young people and people in rural areas; and

4.3.2 Support for Young People in Rural Communities

We support:

a) increased employment and education opportunities, for disadvantaged young people, including for those in rural or remote areas; and

b) greater representation of young people on regional economic organisations and greater recognition of community-based grassroot organisations which generate environment friendly and sustainable as well as socially useful employment opportunities.

4.3.3 Community Participation in Government

We propose that

a) funds be made available from the Central Government for the coordination, preparation and implementation of ecologically/environmentally sustainable strategic plans by local Governments and regional organisations; and

b) financial assistance be provided to local interest groups to assist them to participate in local and regional planning and sustainable development initiatives.

4.3.4 Trade

We will also support a review of agriculture subsidies in terms of their adverse social and environmental impacts.

4.3.5 Environment

We will work to:

a) implement, as a matter of urgency, national legislation to control the clearing of native vegetation, with complementary provisions at State and/or local level;

b) integrate commercial wood production into diversified agricultural enterprises, as well as providing marketing mechanisms to facilitate this;

c) support the development of alternative fibre industries where they are more ecologically sustainable;

d) provide funds for the planning and initiation of ecologically sustainable industries at local and regional level;

e) propose changes in the taxation structure for chemical fertilisers and pesticides with the aim of supporting a change to ecologically sustainable farming methods. Levies on these products will be redistributed to the farming community through education, information and other appropriate programmes on integrated and non-chemical pest management and sustainable farming practices.

f) maintain or restore the natural diversity and productivity of soil in agricultural and pastoral areas .

g) provide information and low-interest loan incentive programme to assist rural residents to:

- choose renewable energy systems for domestic and farm power supplies; and
- adopt water conservation practices for domestic and farm use.

DRUGS POLICY AND DRUG DE-ADDICTION POLICY

5.1 Principles

In a democratic society in which diversity is accepted, each person has the opportunity to achieve personal fulfilment. It is understood that the means and aims of fulfillment may vary between people at different stages of their lives, and may, for some people at particular times, involve the use of drugs.

Classification and regulation of drugs should be based upon known health effects with community education programme to make factual information freely available.

Regulation should aim to maximise individual health and social safety and well-being.

Programmes operating among users of addictive drugs should focus upon harm minimisation and increasing their life options.

5.2 Goals

We will work towards:

a) more appropriate classifications for drugs based upon their effects upon health;

b) wide availability of relevant information about drugs;

c) decriminalisation of drugs;

d) making the connections between addictive drug use and wider issues such as suicide, unemployment, homelessness, lack of hope for the future; working towards solving these problems; removing the focus on excessive drug use which is a symptom rather than a cause; and

e) widely available community-based counselling and support services for drug-users without condemnation, including adequate follow-up.

5.3 Short term targets

5.3.1 Illegal drugs

We believe that softer, less addictive drugs should be more freely available as research shows that such availability mitigates against the use of hard drugs.

5.3.2 Regulated drugs

We will work to immediately set in process the following:

a) independent research into the effects and addictive properties of drugs commonly prescribed by doctors for a wide variety of causes from hyperactiveness in children to stress and depression in adults, with a view to greater restriction and regulation of those;

b) mandatory labelling and verbal advice by doctors as to the effects and potential for addiction of prescribed drugs; and

c) continued independent research into food additives to ascertain their health effects, both short and long term, and ensuring the publicising of results.

5.3.3 Freely available drugs

We will work to immediately set in process the following:

a) taking all possible steps to reduce the image tobacco and alcohol have, especially for young people; this will include banning advertising of tobacco and alcohol products and restricting opportunities for sponsorship;

b) ensuring that smoking does not endanger the health of others;

c) disallowing the use of drunkenness as an excuse to avoid retribution in crimes of violence and negligence;

d) restriction of sale of alcohol to people under the age of 18.

5.3.4 Treatment of people with drug addictions

We will work to immediately set in process the following:

a) freely available treatment programme with adequate follow-up;

b) treatment programme and facilities which sensitively cater for individuals within different groups, women and men, including older people, parents of children and the young.

c) involving NGOs to locate drug addicts and bring attitudinal and behavioural change among them with a view to advising them to stop taking drugs.

d) bringing such drug addicts to the main stream by providing them suitable training for making them social activists in the areas of social justice and empowerment.

d) organising deaddiction camps by inviting medical experts belonging to modern medicine as well as alternative, complementary and energetic medicinal areas.

ENVIRONMENTAL PROTECTION POLICIES

1.1 Principles

We recognise that the Earth's life support systems are fundamental to maximising human welfare.

In pursuit of our goals, the we will ensure equity and social justice, and that those sectors of the community least able to bear the cost of redressing environmental degradation will not be disadvantaged.

In formulating an Environment Policy, we are striving for ecological sustainability through:

a) the protection of biological diversity and the maintenance of ecological integrity;

b) the use of material resources in accordance with the Earth's capacity to supply them and to assimilate wastes arising from their use; and

c) equity within and between generations.

Where there are threats of serious or irreversible environmental damage, decisions should err on the side of caution, with the burden of proof resting with technological and industrial developers to demonstrate that the planned projects are ecologically sustainable.

To become ecologically sustainable, our society must change over time from one which recognises no physical or ecological limits, to one which lives within the capacity of the Earth to support it and allows for the Earth to sustain the diversity of living things. This means that ingenuity must be used to do more with less, the trend to more efficient use of physical resources and energy must be accelerated, and the limits within which society and the economy function must be explicitly recognised. To enable targets to be set and progress to be measured, these limits must be defined as early as possible. We set the following goals and limits as essential for the achievement of ecological sustainability in our country.

1.2 Goals

We aim to:

a) achieve an ecologically sustainable society, both in India and globally, which lives within the capacity of the Earth to supply renewable resources and to assimilate wastes;

b) ensure that human activities maintain the biological diversity of all named organisms at the level of subspecies and of all other organisms, through the adequate protection of the ecological communities of which they are part;

c) hold the amount of water captured for human use from surface aquatic systems and provide environmental flows to all river systems and their dependent ecosystems;

d) limit the amount of water drawn from groundwater systems to rates not greater than they are replenished;

e) reduce emissions of Carbon Dioxide as well as other greenhouse gases;

f) eliminate human-induced release of ozone-depleting substances in the upper atmosphere;

g) reduce the total quantity of solid, liquid and gaseous wastes (including those from non-point sources) annually disposed into the environment;

h) maintain or restore the natural diversity and productivity of soil in agricultural and pastoral areas;

i) reduce the total amount of land occupied by human infrastructure (transport, buildings, roads) and agriculture (grazing, cropping);

j) facilitate closer liaison among rural, urban, tribal and indigenous peoples in India, such that all might benefit from indigenous knowledge of our land in order to further its management in ways which are sustainable;

k) provide for increased participation by local communities in planning and implementing strategies to protect the environment;

l) increase environmental awareness leading to a desire by all Indians to protect the environment; and

m) apply the principle of intergenerational equity in all environmental programmes.

1.3 Short Term Targets

1.3.1 Biological Diversity

We will work to:

a) ensure funding and enforcement of habitat recovery plans for endangered species;

b) implement, as a matter of urgency, national legislation to control the clearing of native vegetation, with complementary provisions at state and/or local level; and

c) establish a comprehensive and viable system of terrestrial and marine protected areas managed primarily to protect biodiversity; the system will include all remaining areas of high wilderness value, and will also protect wild and scenic rivers which remain in essentially pristine condition;

d) prohibit automatic mining rights and mining exploration on agricultural land.

1.3.2 Forests and Wood Production

We will work to:

a) end logging of old growth and other high conservation value native forests immediately, and over time complete the phase-out of most logging from native forests, including regrowth forests;

b) adopt a Wood Products Industry Plan that will accelerate the transition from native forests to plantations by encouraging the fullest possible domestic processing of wood from

plantations, and increased recycling. As a complement to the plan, we will provide a package of retraining and other assistance for workers facing displacement from the native forest-based industry;

c) integrate commercial wood production into diversified agricultural enterprises, as well as providing marketing mechanisms to facilitate this; and

d) support the development of alternative fibre industries where they are more ecologically sustainable.

1.3.3 Mining and Mineral Exploration

We will work:

a) to prohibit mineral exploration and mining as well as extraction of petroleum and gas in nature conservation reserves, including national parks, wilderness areas and other areas of outstanding nature conservation value;

b) to ban all new sand-mining operations in the coastal zone.

1.3.4 Marine Environments and Fishing

We will:

a) work to establish a comprehensive system of marine reserves in Indian waters; and

b) for existing fisheries, work to immediately prohibit an increase in level of harvest, and determine as a matter of urgency the requirements for ecological sustainability and regulate the catch accordingly, with a substantial safety margin to ensure sustainability

1.3.5 Climate Change and Ozone Depletion

We will work to:

a) reduce emissions of Carbon Dioxide as well as other greenhouse gases and to have clear national, regional and local energy policies adopted to enable this target to be reached;

b) support an international protocol that makes these greenhouse gas emission targets binding for all industrialised countries; and

c) phase out production of carbon tetrachloride, methyl chloroform, CFCs and halons immediately, and HCFCs and methyl bromide by 2020.

1.3.6 Machinery of Government

We will work to:

a) legislate to establish a Commission with independent funding to examine and report on the environmental performance of public authorities;

b) strengthen the Environment Protection Act 1986.

c) ensure the development of publicly accessible, well resourced, compatible, coordinated networks of data monitoring and data-based legislated State of Environment reporting at local Government, state/territory or regional, and national levels;

d) ensure the Government maintains and exercises those constitutional powers which are applicable to the environment, with State environmental policy to be supervised and subject to a minimum set of stringent national standards.

COASTAL ZONE MANAGEMENT POLICIES

2.1 Principles

Our policies for the management of our coasts are based on the following general principles which underpin ecologically sustainable development:

a) the protection of biological diversity and the maintenance of ecological integrity;

b) the use of material resources in accordance with the Earth's capacity to supply them and to assimilate wastes arising from their use;

c) equity within and between generations; and

d) public participation and involvement.

2.2 Goals

We aim to:

a) increase ecological, economic and social awareness of the importance of coastal and inland waters and of human impacts on them;

b) protect coastal ecosystems;

c) allow the replenishing of stocks of depleted aquatic and coastal life;

d) reduce the harvest of all coastal resources to well within an ecologically sustainable limit;

e) protect fish breeding areas;

f) reduce marine and other aquatic pollution, including from diffuse urban and agricultural sources;

g) increase the involvement of local communities in the management of coastal, onshore and aquatic resources;

h) ensure an integrated approach to management;

i) improve local, national and global coordination of coastal management policies;

j) locate activities that are not coast-dependent away from the coastal zone; and

k) develop long-term strategies to contain urban and tourism development.

2.3 Short Term Targets

We will work to:

a) establish a comprehensive national system of marine reserves in Indian waters by the year 2020;

b) for existing fisheries, immediately prohibit an increase in level of harvest, and determine as a matter of urgency the requirements for ecological sustainability and regulate the catch accordingly, with a substantial safety margin to ensure sustainability;

c) work with the States and Union Territories and/or directly with local Governments to complete an environmental audit of the coastal zone by 2020 and an action plan by 2022;

e) implement a national legislative / planning regime to control land use and development in the coastal zone, including a moratorium on new subdivisions until completion of the coastal action plan;

f) ban all new sandmining operations in the coastal zone and inland rivers.

WATER MANAGEMENT POLICIES

3.1 Principles

Our policies for water are based on:

a) adopting a total catchment approach to the management of water;

b) preserving biodiversity and ecological integrity;

c) recognising that the restructuring of the water supply in India by introduction of free market competition is likely to be accompanied by a severe loss of social and environmental accountability and responsibility; and

d) equitable allocation of water amongst all users.

3.2 Goals

We aim to:

a) decrease per capita consumption of fresh water by increasing efficiency of water use, and expanding opportunities for re-use;

b) stop the discharge of sewage into aquatic systems;

c) maximise the capacity to reuse sewage treatment by-products by reducing pollution at source, minimising waste, and phasing out the discharge of toxic chemicals to sewerage systems;

d) hold the amount of water captured for human use from surface aquatic systems and provide environmental flows to all river systems and their dependent ecosystems;

e) draw water from groundwater systems at rates not greater than they are replenished;

f) ensure equitable access to adequate supplies of clean water for human consumption;

g) apply the principles of least-cost planning to the provision of water, drainage and sewerage services;

h) reduce erosion, sedimentation and pollution of watercourses, wetlands and estuaries, by protecting and restoring native riparian vegetation and improving catchment management;

i) maintain public ownership and control over all major water supply, distribution, drainage and disposal systems;

j) maintain and where possible increase the area of water supply catchments that are free of logging, agriculture and other land uses which degrade water quality

k) provide for full public participation in decisions about water, drainage and sewerage; and

l) provide information and low -interest loan incentive programme to assist rural residents to adopt water conservation practices for domestic and farm use.

3.3 Short Term Targets

We will work to:

a) establish a major new national programme to restore environmental flows to all river systems and improve water quality and implement the programme through national agreements between Central / State and / or local Governments;

b) use all available powers to maintain major water supply, distribution, drainage and disposal systems in public ownership;

c) cancel all plans to build large-scale new dams; and

d) ensure that drinking water supplies meet or exceed WHO (World Health Organisation) standards, and that their quality is publicly reported regularly.

ENERGY MANAGEMENT POLICIES

4.1 Principles

Our energy related policy is based on these premises:

a) the price of energy should fairly incorporate the full social, health and environmental costs of production and use;

b) there is a finite limit to non-renewable resources available for energy production;

c) the most commonly used methods of energy production have serious, deleterious effects upon the planet, most notably air pollution and contribution to greenhouse gases;

d) energy problems will not be solved by additional conventional power generation capacity;

e) transition to ecologically sustainable energy systems will be achieved through long term planning, research and development, demand management, increased energy efficiency and conservation, and greater reliance on renewable sources of energy;

f) given the environmental impact of large scale dams for hydro-electric schemes, and the high costs and risks to the environment and human health associated with nuclear energy, we do not consider that these systems form a viable long-term basis for putting the energy sector on an ecologically sustainable footing; and

g) achieving sustainability in the use and production of energy will have ramifications for every sector of the economy.

4.2 Goals

We aim to:

a) take a lead role internationally in promoting policies to reduce the impact of climate change due to the enhanced green house effect :

b) assist other countries to develop and meet greenhouse gas emission targets through technology transfer and other forms of assistance;

c) apply integrated resource planning principles to the provision of all non-transport energy services. This is a systematic way of providing energy services to society at least cost;

d) provide for participation by local communities in planning and implementing strategies to provide energy services sustainably;

e) exercise restraint in use of non-renewable fossil fuel reserves in order to leave adequate supplies for future generations;

f) reduce dependence on fossil fuels by

- supporting the phase-out of coal and oil-fired power stations and the development of renewable alternatives;
- decreasing reliance on private motor transport; and
- increasing energy efficiency;

g) address regional equity impacts of making the transition to ecologically sustainable forms of energy production and use, through long term planning and specific development programme for affected regions. Some regions which are currently heavily dependent on the extraction of fossil fuel and the development and maintenance of power generation facilities which use fossil fuel will suffer employment loss in the transition;

h) establish strong national regulation over energy production, distribution and supply to ensure that integrated resource planning is implemented, to control economic, social and environmental impacts in the public interest and to ensure full community consultation;

i) provide incentives to encourage consumers to promote alternative energy technologies;

j) introduce a comprehensive carbon levy; revenue from this levy is to be used to fund public transport as well as the development of alternative energy techniques such as solar thermal power, photo-voltaics and wind power; there will also be compensation for any regressive impact of this levy on low income earners.

4.3 Short Term Targets

We will work to:

a) introduce a carbon levy;

b) use all available mechanisms to optimise electricity generation, distribution and supply infrastructure;

c) introduce tight enforceable regulation of the electricity supply industry to protect the public interest and the environment;

d) reduce emissions of Carbon Dioxide and other greenhouse gases and adopt clear national, regional and local energy policies to enable this target to be reached;

e) support an international protocol that makes these targets binding for all industrialised countries;

f) introduce national legislation to give effect to climate change controls;

g) establish a Sustainable Energy Authority to coordinate and oversee programme for research, development and adoption of energy efficiency and renewable energy in India;

h) adopt mandatory energy labelling, and mandatory minimum energy performance standards for all commercial and domestic appliances, equipment and buildings;

i) oppose any new coal-fired power stations and large-scale hydro-electric dams;

j) provide information and low-interest loan programmes to encourage rural residents to choose renewable energy systems for domestic and farm power supplies;

WASTE MINIMIZATION AND MANAGEMENT

5.1 Principles

Waste management is a growing issue. The accumulation of rubbish presents aesthetic, social and environmental problems and is representative of inefficient resource use. Recycling technology, and profit from the resale of recycled materials, are improving and this is to be encouraged. More important, however, is the encouragement of avoiding waste as well as reducing and reusing at both the manufacturing and consumer levels. A comprehensive waste reduction strategy should be developed addressing each stage of the production and consumption cycle.

When it comes to implementing the strategy Governments have largely relied on voluntary measures, which have proved insufficient, particularly as far as the industrial

sector is concerned. We are proposing legal measures as well as economic incentives to encourage waste minimisation.

5.2 Goals

The disadvantages of landfill disposal of waste are obvious to most people. The loss of various resources is accompanied by water pollution, odour and vermin. We support measures that will reverse such a procedure. We want to be part of building a society where:

a) individuals are aware of the importance of reusing whatever can be reused and refusing whatever will eventually go to landfills when another choice is available;

b) manufacturers move towards a whole life cycle approach to resource management and ultimately toward closed loop production systems;

c) in the short term, levies are imposed on non-recyclable containers and other plastic and metal items, with a view to the long-term phase-out of these items;

d) material that can be recycled is collected and then actually used in the production of new goods; and

e) departments, offices and private citizens are given financial incentives to use recycled material and disincentives against their use are examined.

5.3 Short Term Targets

5.3.1 Non-Recyclables

We will support the phasing out of non-recyclable plastics through various means, including the imposition of levies on their use.

5.3.2 Encouraging Reuse Of Containers

We will:

a) propose container deposit legislation to encourage the reuse of glass containers; and

b) propose a levy on disposable plastic carry bags in shops; this is to be paid by the customer, as a means of discouraging wasteful plastic packaging as well as for encouraging recycling of old bags.

5.3.3 Increasing Recycling

We will:

a) ensure the Government gives preference in purchasing contracts to recycled products or products that can be re-used (for example, recycled paper and the re-filling of computer printing cartridges). The preferred purchasing will be extended to low energy rated products such as equipment that has energy saving features;

b) propose mandatory recycling of waste paper from Government departments and other big paper users;

c) investigate what happens to material collected as recyclables to ensure they are in fact being recycled;

d) propose special facilities for the collection of heavy metals contained in fluorescent tubes and non-rechargeable batteries;

e) implement a levy for non-rechargeable batteries to make rechargeable batteries more cost competitive; and

f) propose the establishment of tyre recycling facilities.

5.3.4 Composting

We will:

a) encourage home composting;

b) support local Government provision of composting bins both for collection and for on-site usage; and

c) examine mechanisms for removing disincentives.

5.3.5 Disposal of Harmful Substances

We will

a) support measures to collect, and whenever possible recycle, material for which dumping can be harmful to fauna or flora;

b) work to establish a National Waste and Pollution Inventory and legislation requiring companies to report any roxic substances released into air, soil or water, with details about when, where and how emitted. The data base should be accessible to the public; and

c) require industry to work towards elimination of toxic waste.

AGRICULTURAL PRODUCTION AND QUALITY CONTROL

6.1 Principles

Our policy for land management and agriculture is based on:

a) recognising the need for flexibility and diversity in agriculture for environmental and economic reasons;

b) recognising the central role of ecologically sustainable agricultural production to regional economies and the nation;

c) preventing significant or lasting negative impacts on soil and water quality and biodiversity;

d) recognising India's national and international moral responsibilities as a food producer;

e) supporting trading patterns and local controls which enable environmental and food quality standards to be maintained and improved; and

f) concern for the welfare of animals used in agriculture.

6.2 Goals

We aim to:

a) build on participatory processes which improve land and water catchment management;

b) ensure that economic viability does not force exploitation of labour;

c) ensure that agriculture takes full account of the need for water management as an input to farming and as a resource vital to others;

d) encourage forms of primary production and rural land-use that conserve soil and water, maintain biodiversity, and use minimal amounts of non-renewable energy, agrochemicals and water;

e) encourage the development of value-adding and quality agricultural products;

f) encourage agricultural systems, enterprises and processes which are resilient and diverse;

g) introduce policies to reverse land degradation (erosion, salinity, acidification, nutrient loss, soil structural decline, loss of native vegetation) and ensure that land management practices are compatible with programmes to restore degraded ecosystems and habitat;

h) reduce the dependence of agriculture on chemicals, and provide accurate information about them to farmers and consumers;

i) ensure that the use of genetic engineering is strictly controlled, particularly the transfer of genetic material between species, with the onus of proof on the proponent;

j) require food that has been produced as a result of genetical engineering to be labelled accordingly;

k) improve the welfare of animals used in agriculture;

l) ensure that responsibility for sustainable land management is shared by businesses which process and sell produce, or supply inputs, and by consumers, as well as by landholders and all levels of Government;

m) encourage systems which maintain socially and economically diverse and vibrant rural communities;

n) encourage the revitalisation of rural companies and ensure adequate services for physical and social needs;

o) provide for participation in planning and implementing strategies for ecologically sustainable agricultural production;

p) facilitate dialogue between conventional and modern farmers to assist the exchange of land management skills;

q) move towards regional levels of planning and organisation for the management of natural resources;

6.3 Short Term Targets

We are working to establish a clear regulatory environment for agricultural businesses, through national legislation, complemented by state and/or local provisions. Areas to be regulated include:

- clearing, management and restoration of native vegetation;
- importation, propagation and movement of exotic plants and animals; and
- mandatory notification, assessment and monitoring of all genetic engineering proposals, including environmental impact assessment.

We will work to:

a) introduce enforceable national standards for the licensing and use of agricultural chemicals. Such standards shall be compatible with or better than the most rigorous standards for specific chemicals with related use-paths elsewhere in the world;

b) ensure the adoption of national, legally enforceable codes of practice to ensure that animals used in agriculture have the ability to satisfy their natural physical and behavioural needs;

c) target direct funding and other forms of economic assistance to enhance achievement of ecologically sustainable land management;

d) propose changes in the taxation structure for chemical fertilisers and pesticides with the aim of supporting a change to ecologically sustainable farming methods. Levies on these products will be redistributed to the farming community through education, information and other appropriate programmes on integrated and non-chemical pest management and sustainable farming practices;

e) systematically and regularly review the efficacy of existing agricultural assistance as well as rural land management programme;

f) significantly enhance funding for research and programme which provide control of environmental weeds and environmentally sound and humane methods for control of feral animals;

g) monitor land degradation and biodiversity on rural private land at a national level;

h) initiate a comprehensive, uniform national mapping of land systems and biota, and their condition, as a base for preparing regional plans for sustainable land management;

i) ensure comprehensive review and restructuring of the arid lands pastoral industry;

j) propose research, promotion and training in farm practices including effective forms of biological pest control that reduce the use and impact of chemicals;

k) immediately transfer responsibility for land protection to the Environment portfolio; and

l) implement an action plan for the retirement and/or conservation covenanting of land deemed ecologically unsuited to continuing agricultural use, or of significant ecological value.

INDUSTRIAL DEVELOPMENT AND ENTREPRENEURSHIP

7.1 Principles

We hold that:

a) India must find creative solutions to the urgent global problem of developing products and processes to meet an increasing population's material needs while protecting the

natural environment on which all economic activity and social well-being ultimately depends;

b) Governments should provide a clear national regulatory framework for environmental protection, and adjust economic incentives accordingly, to encourage industry to commit to major, long-term ecologically sustainable projects;

c) strong regulation can assist business to become more competitive;

d) Governments should play an active role both in mediating negative social and economic effects which may result from a shift to ecologically sustainable industries and in developing new opportunities;

e) clean production technology which seeks to minimise potential problems at their source is preferable to costly and often ineffective clean-ups;

f) industry has a crucial role in advancing sustainable development through the adoption of appropriate technology and practices;

g) industry can become more efficient and competitive by adopting Green objectives to reduce raw material consumption and reduce pollution;

h) investment in education and training at all levels and maintenance of the nation's research facilities at world best standards will provide the human and intellectual capital required to compete in high-skilled, high value-added and innovative green industries; and

i) decisions relating to the impact of industrial activities on the environment are complex and must be supported by accurate, detailed and timely data.

7.2 Goals

We aim to:

a) phase out tax breaks, subsidies and other Government policies that encourage resource waste, pollution and environmental degradation;

b) offer positive incentives like tax deductions, rebates and enhanced depreciation allowances to businesses investing in technology or capital expenditure which reduces resource use, waste and pollution;

c) phase in price adjustments for energy, water and landfill that equitably incorporate the social, health and environmental costs of production and use;

d) promote environmental auditing procedures and best practice management to utilities, Government enterprises and private sector businesses;

e) encourage unions to pursue environmental improvement plans in the context of enterprise bargaining to enable all employees to participate in and benefit from workplace environmental performance;

f) press manufacturers to move towards a whole life cycle approach to resource management and ultimately toward closed loop production systems;

g) encourage industry to take maximum responsibility for the reduction, sale or recovery of by-products so that external waste treatment becomes the instrument of last resort;

h) incorporate the polluter-pays principle into national legislation;

i) assist consumers to make environmentally conscious evaluations of goods and services by providing accessible, practical, comparative information, including whole of life cycle assessments, and by further strengthening the National Eco-labelling Scheme to define green products;

j) institute preferential purchasing by Governments for so defined "green" products;

k) give top priority to research that facilitates the achievement of Ecologically Sustainable Development (ESD), with particular emphasis on energy saving technologies and renewable energy sources;

l) fund research into the linkages between threats to biodiversity and ecological integrity and particular industries or industrial processes;

m) implement a national approach to environmental monitoring and reporting;

n) phase out the exportation of toxic and putrescible waste to landfill; and

o) encourage environmental performance reporting in accounting information and company annual reports. Guidelines need to be established for environmental data labelling on goods and services, including such information as depletion of resources, emissions and waste. All spheres of Government should make mandatory the inclusion of environment performance and environment data labelling in tenders from the private as well as public sector.

7.3 Short Term Targets

We will work to:

a) establish a National Ecologically Sustainable Industry Assistance Programme with funding derived from directed superannuation investment and national industry partnership funding;

b) announce a Sustainable Industries Plan, setting out directions, targets, benchmarks, time frames and funding;

c) establish uniform national environmental regulatory standards for air and water quality, including waterways;

d) establish uniform national legislation to ensure clarity and enforcement of environmental protection legislation;

e) implement national strategies for the treatment of hazardous and intractable wastes, with appropriate funding;

f) establish a National Waste and Pollution Inventory and legislation requiring companies to report any toxic substances released into air, soil or water, with details about when, where and how emitted. The Inventory will include transfer data (i.e. statutory authority emissions such as sewage, waste, etc.). The data base will be accessible to the public;

POPULATION EDUCATION AND STABILIZATION

8.1 Principles

Neither the planet, nor any country, can sustain continued human population growth. Four Earths would be required for all human inhabitants to live if population grows as the present rate. However, the relationship between people and environments is a complex one, not reducible simply to carrying capacity, but mediated by economic, social, political, cultural and technological considerations. The Indian Government should consult with the widest possible range of interest groups to arrive at a population policy which respects human rights.

The basis for India's population policy, both domestic and global, must be ecological sustainability, intergenerational equity and social justice. A precautionary approach is required in order to take into account the consequences of human impact on the environment.

In order to achieve a sustainable population, action must be taken on consumption levels and technology use as well as population size. We must generate less waste and implement technologies, such as those based on renewable energy, which are more environmentally benign.

The consumption patterns are contributing to global as well as to local environmental problems and we have a responsibility to current and future generations to ensure that we do not knowingly degrade their world. As Indians we also have a responsibility towards non-human species, many of which have already become extinct or endangered. Government policies and taxation systems are tools which can be used to change consumption patterns over the medium to long term, and to protect and manage ecosystems vulnerable to human activity.

India must contribute towards achieving a globally sustainable population and solving the macro aspects of demographic transition of civilisational regions as part of international responsibility. We should set an example by:

a) managing our own population growth in accordance with more equitable consumption patterns in relation to the international context; and
b) redirecting the bulk of aid towards eradicating poverty and towards those programmes which empower women.

In attaining a sustainable population India must shift its involvement in a competitive world economy to a more cooperative, regional, self-sufficient economy based on equality and human rights.

8.2 Goals

An Indian population policy should consider the distribution of human settlements rather than just concentrate upon population size at the national level. The continuing de-settlement of rural areas must be considered in the light of ecological and social sustainability and efforts must be set in place to reverse it in those areas where settlement is ecologically benign.

The ecological and social viability of ares expected to experience great growth needs to be safeguarded, and appropriate planning processes set in place. Human settlements should be designed and built to minimise environmental and maximise social well-being. Investing in the social well-being of the entire population should be the main aim of Government, so that there are publicly provided services of the highest possible standard. These services should include education, infrastructure, health, employment and income support.

8.3 Short Term Targets

We will work towards:

a) ensuring that Indian family planning programme, deliver services in the context of reproductive health programme which increase the power of girls and women to determine their own reproductive lives, and increase the understanding of men of their reproductive responsibilities

b) envisaging a marketing approach to family planning policies.

c) evolving a new communication strategy for family planning and population control for reaching the diverse committees in different States and Union Territories of India.

CONSTITUTIONAL REFORMS

1.1 Principles

We believe that:

a) Parliament is the central authority of representative and responsible Government;

b) each person should have one vote, that all votes should be of equal value, and that proportional representation best reflects the wishes of the electorate in the composition of Parliament and State Assemblies;

c) each citizen has both the right and the responsibility to participate in the processes of Government;

d) India's constitution and democratic structures should help to build an ecologically sustainable and socially just society, with a global consciousness and a long term perspective;

e) India's constitution should express our aspirations as a community and define our rights and responsibilities as individuals and as members of the community, as well as establish the powers and duties of Government; and

f) India's constitution and public institutions need some changed, which should be brought about through an ongoing participatory process.

1.2 Goals

We propose that the following areas be enshrined in the constitution more clearly :

a) Civil and Political Issues

- life, liberty and security;
- legal recognition and equality;
- voting and standing for election;
- privacy;
- police custody;
- that relating to an alleged offender;
- standard of criminal procedure;
- that relating to the victim;
- property;
- procedural fairness;
- that particular to a child;
- freedom
- of religion;
- of thought, conscience and belief;

- of speech and other expression;
- of association;
- to peaceful assembly;
- of movement and residence;
- development.
- from discrimination;
- from slavery; and
- from torture, experimentation and treatment;
- Economic and Social Issues
- education;
- adequate standard of living;
- work;
- legal assistance;
- freedom of family structure; and
- adequate child care.
- Community and Cultural Issues
- living in a safe society;
- collective and individual development;
- culture;
- environmental protection and conservation; and
- ecologically sustainable

1.3 Short Term Goals

We will:

a) propose the development of an international Framework Convention on Sustainable Development which is made more precise by the addition of protocols, for example dealing with environmental health and environmental due process;

b) oppose attempts to undermine the domestic implementation of India's international obligations arising from the ratification of treaties, whilst working towards a process for domestic ratification of international treaties;

c) support the right of people from the age of 16 years to vote and to hold public office, in recognition of the increasing awareness of and responsibility towards current issues of young people;

d) introduce rules such that people who are found to have acted in a corrupt way be barred from ever holding public office again and as well, that they forfeit any superannuation payments they may have made while holding that office and that they lose the right to any termination payments for which they would otherwise have been eligible; and

e) work for appropriate and adequate consultation to better gauge opinions on issues of concern.

LOCAL SELF-GOVERNMENT

2.1 Principles

We believe that fundamental changes to the structure of Government are vital if we are to achieve true democracy in this country. If Government is to be of, for and by the people, it must start at the local level and it is at this level that the power must remain.

Whatever the final shape of the reorganisation of the Indian system of Government, we support the preservation of a system of local Government which reflects the desire for local community identity and self-determination. We believe that power should reside in the most localised sphere of Government that is able to deal with the issue.

2.2 Goals

While we support local autonomy, we also acknowledge that giving unbridled power to local councils could lead to further problems, especially irreversible environmental ones.

We propose:

a) a Code of Ethics and a Bill of Rights and Responsibilities based on green principles to ensure that, among other things, local activities are socially advantageous and environmentally benign;

b) a review of local Government electoral processes, with a view to recommending proportional representation;

c) a review of the revenue base of local Government; and

d) better coordination with other levels of Government to avoid duplication and unnecessary waste of resources.

2.3 Short Term Targets

In recognising that local Government must play an expanded and more autonomous role while maintaining its accountability if we are to achieve a truly democratic system of Government in India, we propose:

a) financial support for those elected to local Government, in recognition of the part they must play in decision-making;

b) increased involvement of local Government at other levels of Government;

c) that State of the Environment reporting include criteria for measuring the environmental impact of developments;

d) that those people who are found to have acted in a corrupt way be barred from ever holding public office again and as well, that they forfeit any superannuation payments they may have made while holding that office and that they lose the right to any termination payments for which they would otherwise have been eligible;

e) that local councils require all new buildings, subdivisions and developments to conform to Ecologically Sustainable Development (ESD) principles;

f) a regular flow of information to the community via community radio, newsletters and noticeboards to give equal voice to a range of ideas and to encourage community participation in local Government;

g) that all spheres of Government take immediate steps to familiarise all citizens with their rights and with all aspects of the present electoral system; and

h) that there be appropriate and adequate consultation to better gauge opinions on issues of concern.

COMMUNITY PARTICIPATION IN GOVERNMENT

3.1 Principles

We are working according to these principles:

a) the legitimacy of community participation in the making of law and policy should be established as an underpinning principle of all actions of Governments;

b) all individuals and community groups should be given the opportunity to participate in decisions which affect them;

c) the contribution of diverse groups provides a valuable addition to available information;

d) the needs of future generations should be recognised in contemporary decision-making;

e) decisions should be made at the most appropriate level; in some cases this will include groupings not currently given decision-making status, such as the neighbourhood;

f) policies, strategies and frameworks should be developed which enable civic infrastructure to facilitate community participation in the business of Government;

g) every effort should be made to give marginalised groups opportunities to be effectively involved in decision-making. This will entail longer timelines and the introduction and strengthening of community development practices. Outreach beyond written submissions and public forum techniques will be required;

h) involvement in community consultations should be recognised as work. Support should be provided to community organisations to participate in consultative processes;

i) community participation in decision-making should be an ongoing process, rather than a one-off event which leaves communities out of reviews and changes to policies;

j) the ability of community groups and individuals to gain access to information which will empower them to participate effectively is crucial to meaningful participation; and

k) Governments, of all spheres, should produce and follow guidelines to ensure that the community representatives whom they consult on a day to day basis reflect accurately the views of their constituencies.

3.2 Goals

The following goals are set by us:

a) In the long term, wherever possible, decision-making should be based on bio-regional considerations and patterns of social interaction;

b) because of the importance of everybody taking part in political life, the we will work for the principle that leave without pay is automatically granted for anybody standing in an election for public office;

c) community services and local environmental policy should be provided by the closest possible sphere to the consumers of the services;

d) the central Government's domestic role should be to ensure equitable distribution of resources and information, to coordinate services which cut across state boundaries and to ensure that principles of ecological and social sustainability are followed by local Governments; and

e) less formal organisations at the level of neighbourhoods country towns, particular interests and issues, etc, should have access to all spheres of Government through formal and informal consultative and review procedures.

3.3 Short Term Targets

We set the following targets:

a) the move towards a new form of Government should be based on wide information-sharing and consultation with all constituencies of India's population;

b) processes of policy review and decision-making by Government and its institutions should be made more open and accessible to the public;

c) Freedom of Information legislation should be widened to make relevant information more accessible and to reduce the cost of attaining information by community groups;

d) those public servants and journalists, etc, who publicise sensitive information of benefit to the community should be encouraged rather than disadvantaged for efforts to inform the public of actions which are not in the community interest;

e) democratically constituted groups which work on behalf of the wider community, or identified constituencies within it, should be adequately resourced to enable them to fulfill their functions;

f) consultative periods should be well advertised and of sufficient length to enable all those interested to participate;

g) relevant documents should be available in places accessible to all members of the public; shopfronts should be set up for this purpose;

h) public meetings should be held at varying times in appropriate places to enable attendance by all affected. In many cases it will be important to provide childcare and transport, as well as access for the disabled for maximum involvement of all constituencies; in some cases, it will be preferable to talk to people in their homes or habitual meeting places rather than to set up a meeting and expect them to attend;

i) information should be presented clearly, graphically and free of jargon;

j) the development of a free-access citizen information and governance participation facility on the Internet should be promoted;

k) existing community networks should be identified and strengthened through community development.

ECONOMIC UNDERSTANDING

1.1 Principles

We are committed to four pillars of Green Economics:

1.1.1 Ecological Integrity

We affirm the inherent worth and interconnectedness of all living things. Biodiversity is an essential component of human welfare, yielding both utilitarian and existence values. The intrinsic value of biodiversity, in its own right, is also emphasised by us.

Society needs to uncouple the traditional relationship between economic growth and increased resource use, so that irreparable damage to nature is avoided and the depletion of the natural resource base is slowed. The impact of economic activity must be kept within environmental limits, particularly the capacity of ecosystems to process wastes.

Integration of economic, social and environmental imperatives must replace the narrow pursuit of economic growth as currently defined. Many environmental problems are global in scale, therefore the maintenance of ecological integrity requires the adoption of a global perspective.

1.1.2 Equity

Social responsibility implies that people should contribute in proportion to their ability and resources, and that the community should ensure that no-one is forced to go without the necessities of life. The phasing out of unsustainable activities should not further deprive people who do not have sufficient means to live. These responsibilities apply at the individual, local, national and international levels.

In ensuring equity within the current generation, we must treat future generations equitably. This implies solidarity with deprived groups in our country as well as with disadvantaged countries and nations elsewhere. It also implies solidarity with future generations. Each generation should receive an endowment of social and environmental assets that allows for human needs to be met and development options to be pursued. Because the negative consequences of human activity on the ability of future generations to meet their needs are not fully understood, the precautionary principle should become an important decision-making tool.

1.1.3 Empowerment and Choice

Social, political and economic institutions must allow individuals and communities to determine their own priorities, while ensuring that we have the ability - as a wider community - to meet our national and international obligations.

We also recognise that the market does not provide sufficient tools for informed rational choice which would maintain a long term perspective and lead to equitable outcomes.

1.1.4 Caring and Cooperation

The fulfillment of human potential and the enrichment of lives are best achieved by people living and working together, and guided by common goals. These goals should respect and enhance the integrity and diversity of human and ecological communities and recognise their global linkages. Economic activity involves the cooperation of many different individuals and groups in the production, distribution and consumption of a wide range of goods and services. The focus of activity should be on cooperation and opportunities for mutual benefits, rather than on competition and control that typically benefit powerful

minorities. Cooperative principles should also apply to the protection and management of the global commons and resources.

1.1.5 Provision of Services by the Public Sector

We believe that a strong public sector is a prerequisite for a healthy civil society and that some services, because of the community service obligations required of them and the essential nature of the services, should be undertaken by public sector agencies. Ownership by the Government does not preclude some such agencies being run on a corporatised basis, but does mean that fulfilling of community service obligations may mean that their profits would not be as great as they would be without such obligations. This reduced revenue is accepted as a necessary cost in a civil and equitable society. These community service obligations may include providing services at reduced rates to the disadvantaged in society, for example, the aged or sick, and providing services to rural and remote communities.

Such services, which are often natural monopolies because of the efficiency of having a single or well coordinated distribution system, include, but are not necessarily limited to, water supplies and distribution, electricity services, employment services, social and cultural services, phone and postal services, education, health, judiciary, town planning, environmental management, policing and custodial services, the radio and television services, public transport and interstate rail services, national parks, and defence. Of course public services should continue to provide and to extend its services to the public and to the Government executive, with increased public involvement in Government decision making and provision of services as an important mechanism for ensuring the appropriateness and effectiveness of Government policies and action.

1.2 Goals

We aim to:

(a) keep natural monopolies and other essential public services under public ownership and re-establish such ownership as necessary;

(b) ensure the level of services in rural and remote communities is, as far as practicable, comparable with those provided in metropolitan areas and such as to ensure the vitality and strengthening of rural communities and the quality of life in those communities.

At a national level we should be working towards a sustainable society in which quality of life is considered to be of the utmost importance. To this end, policy priorities are:

a) better distribution of work and income;

b) a more equitable taxation system; and

c) an improved social safety net.

An imperative is the adoption of a set of policy guidelines for the costing of environmental impacts and for the movement of the economy towards the sustainable use of India's renewable resources.

We support continued public ownership and control of public sector enterprises especially services such as power, water and telecommunications.

At the same time, we emphasise the importance of an international approach to addressing social and environmental problems. Global cooperation must be directed at:

- implementing the principle of intergenerational equity in considering social and environmental conditions;
- bringing an end to the profligate use and pollution of the unpriced global commons (atmosphere and oceans), and scarce resources; and
- addressing the problems of poverty and imbalance in resources.
- At the same time, however, it is recognised that national sovereignty is important in enabling effective global cooperation.

1.3 Short Term Targets

We are committed to the following :

a) the abandonment of economic growth (as conventionally measured), as the principal index of welfare, in favour of alternative indices, to be developed and integrated at national, state and regional level, and that regularly show:

- changes in the quality of life of the population;
- changes in the distribution of income and wealth; and
- changes in inventories and flows of environmental resources.

b) the adoption of taxation policy as a principal tool for achieving sustainable economic development.

c) focusing on taxing natural resources (ecological taxes) as a necessary departure from the emphasis on the taxing of incomes and labour. These policies include :

- the internalisation of the massive external costs associated with India's industrial economy; and
- the need for a fair distribution of national income and wealth.
- the targeting of spending policies to:
- meet the basic needs of all Indians;
- provide incentives for the substitution of renewables for non-renewable resources;
- support the restructuring of industry ; and

e) that trade, and trade agreements, entered into by India, are subject to the priorities of human welfare and ecological sustainability.

TAX REFORMS

2.1 Principles

Our taxation policies constitute an integral part of economic policies. We call for the Indian Government to focus on particular principles to guide taxation policies:

a) the need for a fair distribution of national income and wealth;

b) the fact that environmental resources are community resources;

c) the adoption of incentives for sustainable use and penalties for unsustainable use of natural resources;

d) adequate provision of resources for public services;

e) the support of full employment,

f) the double benefit of reducing taxes on labour and increasing taxes on resource use and pollution; and

g) the discouragement of speculation.

2.2 Goals

We aim to use taxation as an efficient tool for achieving objectives relating to social equity and environment. This can be carried out either by using tax revenue to finance beneficial reforms or by applying taxation as a steering instrument in itself.

It should be a responsibility of the Government to educate the community about the social benefits of the taxation system and the citizens' responsibility to contribute through the taxation system.

2.2.1 Taxation as a Revenue Instrument

We reject the regressive fiscal policies of the old parties. We see fiscal policy playing a vital role in reconstructing the Indian economy on a socially and environmentally sustainable basis. It is important that the revenue share of Gross Domestic Product (GDP) is raised.

Our fiscal policy aims to raise a sufficient revenue base to:

a) create a sustainable economy with appropriate levels of development in environmentally sound industries;

b) create sustainable communities based on principles of social justice, and ensure equal access to community services such as schools, adequate health care, safe streets and reliable public transport;

c) provide a strong financial basis for effective management of public sector expenditure and debt;

d) provide revenue for a budget that can sustain healthy programme for third world aid and for nature conservation; and

e) provide a platform for ethical capital investment in community amenities and infrastructure.

2.2.2 Taxation as a Steering Instrument

A Green economy implies that taxation be used as a steering instrument in the following ways:

a) ecological taxation for the protection of nature so that our generation can leave a healthy ecological system to future generations. The tax system should encourage environmentally positive behaviour and penalise environmentally destructive behaviour. It should provide incentives for sustainable use of natural resources;

b) progressive taxation as part of a policy for national equity;

c) the burden of taxation should be levied on the consumption of scarce material resources and financial speculation rather than on labour;

d) tax should provide a mechanism to limit foreign debt and foreign speculation; and

e) tax should encourage domestic savings, employment and productive investments.

2.3 Short Term Targets

We will support tax increases sufficient to support a strong budget with environmental and social goals.

2.3.1 Personal Income Tax

Marginal tax rates for individual income earners need to be made more progressive. At present, the tax payers on low to middle incomes pay more tax in proportion to their income then people on high incomes having a fairly better knowledge and planning skills for tax savings. This is not favourable for the majority of Indians.

We recognise that the taxpayers have not been generally responsible for the avoidance of tax which has led to the erosion of India's revenue base.

We also believe that the number of tax payers can increase exponentially if proper education regarding paying income tax is provided to all persons having some earning. This includes individuals, business organisations incorporating proprietary, partnership, cooperative, private as well as public limited companies. There should be simple procedures for paying income tax so that anybody can put the right amount of tax in the Government's bank accounts for developmental work. People have a fear that if they pay income tax even at the standard slab fixed by the Government, they will be harassed by the tax authorities and that they will have to pay more taxes in the long run.

2.3.2 Indirect Taxation Reform

We propose a reform to improve the existing sales tax system so as to :

a) incourage more efficient resource use eg. by the reuse of material and equipment;

b) increase the efficiency and transparency with an emphasis on taxes with an ecological component; and

c) make taxation more progressive through higher rates for luxury items;

2.3.2 Eco-taxes

We regard ecological tax reform as the key element of a tax reform package.

Eco-taxes seek to incorporate the costs of resource use and disposal into prices to encourage efficient resource use and to reduce pollution.

We support the introduction of eco-taxes, although we acknowledge the fact that environmental values cannot be reduced rupees and paise alone.

Eco-taxes aim to address :

1. the problem of many resources being consumed at an alarming rate; and

2. the problem of increasing pollution, causing deterioration of air, water and soil.

We believe that the application of appropriate tax rates and tax mix will encourage intergenerational equity.

We will work to develop a package of levies to provide incentives and penalties for individuals and industry, to encourage the adoption of waste minimising technologies and the production of recycled and recyclable goods. These include:

a) resource levies to be applied to primary commodities including minerals, coal and timber. Those levies should be calculated on volume of resource extracted rather than on profits sometimes generated;

b) levies on the extraction of forest and water resources to reflect their critical environmental values as well as other, including intrinsic, values;

c) pollution levies on the emission of poisonous substances such as sulphur dioxide, nitrogen oxides and heavy metals into the environment;

We will also

a) offer tax incentives for the transition to non-polluting processes and technologies;

b) eliminate subsidies and tax exemptions for ecologically damaging activities such as resource consumption and pollution; and

c) ensure that ecotax revenues are used to offset taxes on labour in order to maximise the double dividend obtainable from ecological tax reform and encourage employment and productive investment.

2.3.3 Transport

We will:

a) work towards a change of the current indirect tax system for cars and trucks to favour more energy-efficient vehicles;

b) propose changes to the system of fringe benefits taxation so that driving of employer provided vehicles is appropriately and equitably taxed;

c) propose a shift of charges for motor vehicle registration and compulsory third party insurance to a fuel tax, so that car owners only pay in relation to the amount of travelling they do, with compensation to be assessed on the basis of income and place of residence; and

d) maintain excise on fuels but substantially reduce the rebates to the mining and forestry industries.

2.3.4 Energy

We will propose changes in the taxation structure in the energy sector to support the aims described in the Energy policy framework.

(a) improve and expand public transport;

(b) develop alternative energy techniques such as solar thermal power, photovoltaics and wind power;

(c) reduce taxes, such as payroll tax; on employment;

(d) compensate low income earners for the regressive impact of the levy.

2.3.5 Agriculture

We will propose changes in the taxation structure for chemical fertilisers and pesticides with the aim of supporting a change to ecologically sustainable farming methods.

2.3.6 Urban Planning

The growth of our cities is often haphazard, with negative consequences for people and for the environment. We will support:

a) tax incentives for environmentally-sound residential developments; and

b) removal of hidden and explicit incentives for urban sprawl.

FINANCE, DEBT MANAGEMENT AND INFLATION

3.1 Principles

A deregulated financial system is incompatible with social and environmental sustainability. In order to address social and environmental needs, the Indian Government must interact with the international financial system on its own terms. This will require:

a) national economic sovereignty (ie democratic control of the economy, not market control;

b) domestic funding of Government deficits;

c) an effective system of foreign exchange management;

d) reduction in foreign ownership and debt; and

e) movement towards a sustainable financial system which enables the real economy to be maintained decade after decade at its full employment potential without recurring inflation and over-indebtedness.

3.2 Goals

The objectives of the policy include:

a) reduction of foreign ownership of Indian enterprise;

b) more equitable employment and income distribution;

c) control of interest rates and debt;

d) low inflation;

e) full employment underpinned by a Guaranteed Adequate Income;

f) well funded public infrastructure;

g) appropriate economic monitoring, measurement, and accounting practices;

h) reduction of private and public sector debt.

3.3 Short Term Targets

a) detailed monitoring and regulation of foreign capital;

b) investment of foreign capital in import replacement industries and enterprises consistent with national environmental and social priorities; and

c) strict monitoring of export and import prices to reduce transfer pricing by multinationals.

We will support the establishment and use of community controlled investment facilities which direct investments to eliminate reliance on foreign borrowings by both the public and private sectors. Investments in ethical enterprises which emphasise both social and environmental sustainability will be encouraged. We will explore a range of opportunities to assist these measures and support:

a) campaigns encouraging citizens and organisations to place their savings in ethical investment organisations;

b) the right of credit cooperatives to invest in productive enterprises;

3.3.4 Inflation

We will support disaggregating the causes of inflation so that distinctions can be made between cost increases which are socially and environmentally beneficial, such as including the real costs of natural resources like water, and those which are not.

GLOBAL TRADING AND INVESTMENT RELATIONS

4.1 Principles

4.1.1 Objectives

We support a policy of managed international trade and foreign investment based on the general recognition that nation states have a right and a duty to ensure that their consumption and production, including both imports and exports, is sustainable. These principles, which are fundamentally different to the those of the proposed Multilateral Agreement on Investment (MAI), require that international trade and foreign investment support the following objectives:

a) protecting local employment and labour conditions;

b) reducing economic and political vulnerability;

c) endouraging diversification of industry;

d) permitting the development of local technologies; and

e) protecting the environment.

4.1.2 Benefits of Trade

We recognise that foreign trade and investment are beneficial in terms of:

a) transferring skills and technology not normally available in an economy;

b) allowing the importation of strategic goods and services;

c) encouraging innovation and the adoption of new practices and higher standards;

d) encouraging efficiency through the adoption of 'international best practice' and the importation of technology which makes the local production of new goods and services possible; and

e) giving developing countries in particular, fair opportunity to trade with developed countries.

4.1.3 Problems with Trade

We, however, are wary of the possible negative influences of poorly regulated foreign trade and investment such as the Multilateral Agreement on Investment (MAI) which may include:

a) loss of national economic sovereignty, particularly with regard to employment, taxation, inflation, tariff and wages policy;

b) a reluctance by nations to take unilateral environmental initiatives for fear that they might unduly erode a nation's economic competitiveness;

c) making an economy less diverse and more vulnerable through encouraging it to specialise in those industries in which it has competitive export advantage while abandoning those industries that cannot compete against foreign imports;

d) erosion of local culture in the face of imports that have a strong cultural element such as films, electronic media, music and food;

e) forcing countries to adopt environmentally unsustainable or socially unjust practices which damage the global commons in order to be able to earn foreign exchange;

f) forcing many countries, including India, into ever-increasing foreign debt leading to spiralling overseas interest payments;

g) inducing a global increase in transport use which is both inefficient and destructive to the environment;

h) allowing transnational corporations to increasingly dominate global trade and investment which in many cases is anti-competitive; and

i) leaving many developing countries at the mercy of IMF and World Bank required restructuring, often resulting in social polarisation.

We support international trading systems and associated institutions in which nation states work to maximise global equity and ecological sustainability. We also encourage exchange which will enhance the development of economies and societies that are ecologically sustainable, diverse, self-reliant, and therefore less vulnerable to external political and economic pressure.

4.2 Goals

We recognise that trade and investment issues must often be dealt with on a case-by-case basis. Given the diversity of social and environmental costs and benefits that can apply to each trade and investment issue, and recognising the risks and benefits of foreign trade and investment, we will pursue policies to achieve the following goals:

a) to limit trade in goods and services that are produced by methods that are environmentally unsustainable or socially unjust;

b) to promote trade associations and participate in international trading systems in order to enhance the achievement of this goal;

c) to increase India's self-reliance by limiting net foreign debt and current account deficits; and

d) to promote the regulation of transnational corporations.

The achievement of these goals will be facilitated not only through international trade policy but also by supporting the following short term targets.

4.3 Short Term Targets

4.3.1 International Context

International trade and investment can be positive in terms of countries benefiting from the initiatives and lower production costs of other countries and generally promoting greater global cooperation, but they can be negative in terms of fostering economic vulnerability and consuming a large amount of global transport and communications energy. Countries like India should never be isolationist in their global trade and investment policies and should always be prepared to negotiate at international forums. But countries like ours should not negotiate from a position of weakness; they should not be so dependent on the global economy that they will take whatever terms are offered. Instead they should negotiate from a position of strength where, if needs be, they can be economically self-reliant. We believe that international trade and investment should always be transparent and fully accountable and should not be controlled by trading blocks.

We also believe that international trade and investment should generally be carried on within a global environmental imperative to make the consumption of resources sustainable. Trade liberalisation should never be allowed at the expense of the environment.

4.3.2 Fair Trade and Reform of the WTO

We support reform of the World Trade Organisation (WTO) and the International Labour Organisation to ensure:

a) full recognition of the overriding necessity of environmental and social agreements;

b) the modification of multilateral trading agreements to allow nation states to impose internationally acceptable environmental and social practices;

c) the promotion of moves at the WTO and other relevant organisations which increase the food security of poorer countries and help them stabilise and improve prices for their commodities;

d) the support of poor countries for growing their own food as a priority over growing tobacco and other products for export to industrial countries;

e) trade agreements on Intellectual Property Rights that support the right of developing countries to acquire the technology they need at a cost they can afford and receive fair remuneration for the genetic resources found in their territory or developed or conserved by their people;

f) a revision of WTO processes and procedures to ensure transparency and include participation by Non-Governmental Organisations (NGOs) as well as other representatives of civil society;

g) the encouragement of the use of counter-trade in the form of swap arrangements between two or more countries that do not have sufficient foreign exchange to pay for imports; and

h) the development of preferential trading status based on principles of ecological sustainability and social justice and aid.

We will also support:

a) a comprehensive ban on the movement of hazardous waste (including nuclear waste) and hazardous waste recyclables;

b) the development and transfer of technologies needed to achieve this; and

c) a review of agriculture subsidies in developed countries, in terms of their adverse social and environmental impacts on other developed and also developing nations.

4.3.3 Transnational Corporations

Transnational corporations now control about two-thirds of all international trade and most international investment and with the introduction of the Multilateral Agreement on Investment their power domination would further increase. They have become a powerful force in the world economy, and often play one country off against another to secure maximum financial advantage.

We will:

a) promote the regulation of transnational corporations in terms of environmental impact and sustainability, social impact, labour relations and democratic participation;

b) promote the import of only those goods from developing countries that satisfy basic criteria of decent wages, working conditions, sufficient food supply and environmental sustainability in the country of origin;

c) support the prohibition of the import of goods that are produced through the exploitation of children and;

d) investigate means through which both the Government and the United Nations can improve the business practice of transnational corporations including regulation through anti-monopoly legislation in India;

4.3.4 National Context

We believe that the current *liassez-faire* attitude to international currency transactions needs to be reformed and that the Government has a role in limiting national foreign debt

for having a better image of India. Researches should be conducted with the help of universities as well as institutions of national importance for having a national policy of development without taking international loan with a view to reducing the foreign debt. We will institute an inquiry into the means available to achieve a regulated limitation of the national foreign debt which may include the following :

a) tighter control by the Government of India, including the establishment of an independent regulatory authority that would scrutinize all foreign investments with a clear mind for assessing such investments and their different types of consequences;

b) the introduction of import taxes and customs duties; and

c) work to be done at the international level to achieve reform of the financial system;

HUMAN RIGHTS AND DUTIES EDUCATION

1.1 Principles

We believe that it is essential to:

a) ensure that basic human rights are respected in all countries;

b) avoid compromising on human rights for economic or political expediency;

c) recognise democratic institutions as a fundamental human right; and

d) work towards the sovereignty and self-determination of entities with historical, cultural and ecological identity.

1.2 Goals

We will pursue policies that :

a) restrict cooperation with governing regimes that violate human rights;

b) actively engage with other countries to promote human rights;

c) bring diplomatic and commercial pressures on regimes that violate human rights, to ensure that they respect the basic rights of their citizens;

d) keep the interests of disempowered communities foremost in all dealings with countries in which human rights violations occur;

e) support the end of colonialism and press for resolution of colonial conflicts through the UN framework;

f) develop a more distinctive and effective role for the International Court of Justice in the field of human rights; and

g) support, through the UN framework, democratic and economic reforms in countries coming out of totalitarian control.

ENVIRONMENTAL SUSTAINABILITY

2.1 Principles

We support the conservation of the Earth's environment and its biodiversity, both as a value in itself and as essential for human survival and happiness.

2.2 Goals

We will:

a) support international and national moves to halt deforestation in India as well as the rest of the world and help reforestation; this involves both cessation of unsustainable logging and more efficient use of land for human activities by encouraging the reduced consumption of meat and dairy products, especially in the richer countries;

b) support international moves to limit land degradation;

c) support international conventions to stop over-fishing in the oceans;

d) support international moves to reduce pollution of the seas and the atmosphere;

e) support moves to end trade in hazardous waste;

f) support moves to end exploitation of and trade in endangered species;

g) support the transfer of environmentally sustainable technologies to developing countries; and

h) promote the establishment of an Environmental Council at the UN with similar decision-making powers to the Security Council, but dealing instead with environmental issues of global significance.

2.3 Short Term Targets

We will support:

a) urgent measures to stop the exploitation of rainforests, which has resulted in both the loss of a rich biosystem and the displacement and possible extinction of the native peoples of the forests;

c) efforts to end the dumping of nuclear waste in the oceans;

d) effective measures to reduce greenhouse gas emissions and use of ozone-depleting substances;

e) legislation to require Indian companies, Government agencies and business enterprises, operating overseas to observe social and environmental standards no less stringent than those required in India.

INTERNATIONAL DEBT CRISIS

3.1 Principles

We recognise that repayments of past loans have so outstripped new loans that the net transfer of money is from the developing world to the developed.

3.2 Goals

We will intensively lobby to :

a) cancel all debts of developing countries;

b) achieve radical reform of the World Bank and the International Monetary Fund or establish a new international lending institution that would take over the responsibilities of these institutions, to be governed by a board with gender balance as well as equal representation from both developing country debtors and western lenders; and

c) encourage developing countries to pursue strategies of economic development which are highly self-reliant and which prioritise the production of goods and services from local sources.

PEACE AND SECURITY

4.1 Principles

We are committed to:

a) developing fair and just international relations with other countries, peoples and regions;

b) building positive peace into our international security relations;

c) resolving conflict rather than merely deterring war through the maintenance of traditional military structures;

d) ensuring the greatest possible transparency in India's foreign and security relations, domestically as well as internationally;

e) working with individuals and organisations which openly and democratically work for such an objective at a local, regional, national and international level;

f) working towards a policy framework of sustainable international relations, strongly supported by nonviolent strategies of international cooperation, conflict prevention, international mediation and conflict resolution, and which recognise the local, national and international dimensions of conflict in our region;

g) capability for the foreseeable future, subject to eventual regional-wide demilitarisation;

h) reforming the Indian Defence Forces to ensure that they are trained and equipped for more sustainable national and international security roles aimed at ensuring peace; and

i) invisaging an ecologically sustainable post nuclear "New Intenational Political Order" on the matrix of Civilisational Homes (like EU) superceding the present nation - state arrangement.

4.2.1 Working towards Regional and Global Demilitarisation.

We will:

a) participate in global regime initiatives to monitor and reduce the manufacture and export of biological, chemical and nuclear weapons technologies;

b) support a global nuclear weapons Comprehensive Test Ban Treaty (CTBT), with particular reference to nuclear weapons testing in the Asia-Pacific region;

c) support global nuclear non-proliferation, and comprehensive measures to dismantle all nuclear weapons and their target systems, through convening a UN-sponsored International Peace Conference on general nuclear disarmament;

d) support a global ban on the militarisation of space.

4.2.2 Combating the International Arms Trade and Provision of Military Assistance.

We will support policies to:

a) ensure that India will not produce weaponry or components for export;

b) compile a register of all dual-use (civilian-military) technology which may be exported from India, and restrict the trade with reference to a broad range of security considerations (such as the human rights record of our trading partners);

c) encourage other states to phase out external military aid in the Asia-Pacific region;

d) end arms trade fairs in India and coordinate with neighbouring states on similar measures; and

e) establish a realistic, comprehensive register of the arms trade in the Asia-Pacific region, and work to develop alternative regional and UN-sponsored disarmament initiatives with a capacity for binding verification.

4.2.3 Regional Confidence-building and Peace-building

We will support policies that:

a) develop regional security relations which build peace and confidence, and work towards resolving conflicts before they evolve into violent international disputes; and

b) recognise that the basis of regional peace and security is a sustainable framework of human rights protection and promotion, just and equitable regional trade arrangements, generous and appropriate overseas aid programme and strong multinational environmental safeguards; and

c) ensure that the Asia-Pacific states, and their constituent peoples, have open access to dependable international legal dispute mechanisms.

4.2.4 Regional Conflict-Prevention

We will encourage:

a) the development of an inter-related set of global security campaigns through the Ministries of Defence, Foreign Affairs and Education;

b) effective diplomatic intervention in potential conflict situations, through India's network of regional diplomatic ties, and through regional institutions and the UN where appropriate; and

c) conflict-preventive peacekeeping deployments for interceding in potential conflict situations, wherever appropriate, in the form of monitors, police, aid and assistance personnel or peacekeeping forces, with all-party support managed through relevant regional organisations or the UN.

4.2.5 Linking Peacebuilding with Peacekeeping and Peacemaking

We will support policies which:

a) manage India's foreign and security relations in ways which recognise that peacebuilding and peacemaking are crucial elements of any regional conflict management framework, and that peacekeeping has the potential to operate at an interface between the two;

b) develop an integrated strategy linking peacebuilding, peacekeeping and peacemaking approaches to conflict management;

c) establish an appropriate peacekeeping strategy to be developed both nationally and through the UN; and

d) respond to the urgent need to comprehensively develop international peacemaking capabilities, both in new regional institutions and through a reformed UN.

4.2.6 Sanctions Enforcement Action

We will work to ensure that trade embargoes:

a) are only conducted within a UN mandate;

b) are closely associated with an appropriate strategy of conflict resolution; and

c) are rigorously enforced in order to achieve their goals as rapidly as possible.

4.2.7 Military Enforcement Action

We support a comprehensive strategy of nonviolent conflict management as the most effective means of promoting peace and security in the international arena; in which military enforcement action is only seen as appropriate in securing effective UN sanctions against states which seriously violate international peace.

4.2.8 Establishing an Agency for Monitoring Demilitarisation

We will support policies to:

a) establish an Agency for Monitoring Demilitarisation.

- monitoring and/or coordinating regional arms control and disarmament measures;
- monitoring and combating the arms trade;
- monitoring weapons testing and military exercises;
- coordinating regional arms conversion strategies;
- and

b) develop a culture of nonviolent conflict management and peace education throughout the world.

AAFT UNIVERSITY OF MEDIA AND ARTS

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AAFT University of Media and Arts is established in 2018 under the aegis of Marwah Studios and managed to become known as a leading provider of entertainment and media conglomerate.

AAFT group of institutions was established in 1993 at the prominent location of Film City, Noida as the education and training arm of Marwah Studios. With 25 years of proficiency and expertise in the field of film technology, it has imparted revolutionary media education to more than 17000 students and has achieved great compliments and honor over the course of time.

The establishment of new university in the state of Chhattisgarh is meant for building equity across media education in the field of Film Making, Journalism, Performing Arts, Advertising, Acting, Interior Design, Dance, Digital Marketing, Animation and Fashion Design. Our vision is to light the fire of learning and foster technical advancements, creative ideas & inspiration to create impact on Media and Arts community as a whole.

AEG is an integral education and training academy of Marwah Studios, which is a leading entertainment and media conglomerate. What started out as India's foremost private film school over 26 years ago, has since grown into the largest media education hub in Asia. With a vision to produce global leaders of highest intellectual and ethical calibre, AAFT delivers high quality technical education in emerging areas of media and creative arts.

AEG group of institution has been imparting education and training for creative platforms since its inception in 1993 at the prominent location of Film City, Noida. With more than 25 years of proficiency and expertise in the field of media & arts technology, this ISO certified institution has facilitated revolutionary education to more than 17000 students and has managed to establish a benchmark of success and achievements.

It has been awarded as "Best Media School" by The Edutainment Award in 2015 for being a pioneer in the field of film, media, music, animation and fashion education proliferated through different schools.

ABHILASHI UNIVERSITY

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Established in 2015, Abhilashi University, Chailchowk, Tehsil Chachiot, Distt. Mandi (HP) is established by the Government of Himachal Pradesh and is a Government recognized University. The Abhilashi University is the first University that is run by Himachalies and the true educationalists. The campus of the University is located at Chailchowk near Mandi (HP) and surrounded by lush green fields, pine and oak forests thus becomes an ideal place for study in a clean health-oriented environment.

Abhilashi University is managed by Abhilashi Educational Society, Nerchowk, Distt. Mandi (HP) which is a pioneer organization managing various educational institutions in the State of Himachal Pradesh. Abhilashi University is the most emerging private University of Himachal Pradesh having various technical and professional courses viz. BAMS, B.Sc. (Hons.) Agriculture, B. Pharmacy (Allopathy), D. Pharmacy, M. Pharmacy, B. Tech. (CE), B. Tech. (ME), M. Tech. (CE), M. Tech. (ME).

Abhilashi University has enrolled students from across the country from the states, other than Himachal Pradesh i.e. Uttarakhand, Punjab, Rajasthan, Sikkim, Arunachal Pradesh, Bihar, Jharkhand, West Bengal etc. and remain as the most preferred university in Himachal Pradesh. There are various courses in Abhilashi University which have 100% occupancy and huge number of application are received for the admission Abhilashi University has 60 beded in campus hospital with 24x7 resident doctors and pharmacy in order to ensure the good health conditions of its students. Other various amenities like canteen, tuck shops, stationary shops, re-creation centres, sports ground etc. are available in the campus along with the in campus ATM facility (IDBI Bank). Hence Abhilashi University is an ultimate destination for the students who can ensure their career and future.

Vision of the University
Excellence in professional and technical education through dedication and innovative research.

Mission of the University

- To provide environment for achieving excellence in education.
- To create and generate environment for quality education.
- To impart quality education through value-based & industry-based curriculum.
- To strengthen in humanistic, social and moral values.
- To plant education and qualities of leadership in minds of students for future development of the nation.

ABHYUDAY UNIVERSITY

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Established in 2023 Abhyuday University is dedicated to the ideals of sunrise, prosperity, and elevation. Every student deserves the opportunity to spread their wings and soar toward success. Abhyuday University is an institution under the group of Renaissance Group of institutions, which renaissance university is a leading university located in Central India. With 20 years of experience in the education industry, Renaissance Group of Institutions has earned a reputation for excellence in teaching, research, and innovation.

The faculty members at the University are experts in their field, and they offer a top-notch education that prepares our students for success in their chosen careers. Our alumni network is spread all over the globe, providing our students with connections and opportunities wherever they go.

At Renaissance Group of institutions, knowledge, education, and awareness are the roots of success. They form the foundation upon which we build our students' futures. Our faculty members are experts in their field, and we offer a top-notch education that prepares our students for success in their chosen careers. Our alumni network is spread all over the globe, providing our students with connections and opportunities wherever they go.

Abhyuday University believe in the importance of knowledge, education, and awareness. These are the roots that make up the foundation of our university, and they guide everything we do. We are committed to helping our students achieve their goals and reach their full potential. We offer the best placements nationally and internationally; employers highly seek our graduates. Whether you're pursuing a career in business, engineering, medicine, fashion, law, journalism, agriculture, or every other field. Abhyuday is the perfect place to start your journey. And here's a draft for the sentence about our students' achievements.

We are proud to say that our students are flourishing in every aspect But in many other fields as well. Our alumni include Indian sports cricketers, film actors, novelists, and politicians. We believe in nurturing our students' talents and passions and helping them succeed in whatever path they pursue.

ACADEMY OF SCIENTIFIC AND INNOVATIVE RESEARCH

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Established in 2010, by an Act of Parliament, the Academy of Scientific and Innovative Research Act, 2011 vide The Gazette of India No. 15 dated February 07, 2012 and notified on April 03, 2012. There are 2453 Scientists of CSIR as Faculty members of AcSIR and 36 Adjunct faculty members. Out of a total of over 3000 Students, there are 3082 Ph.D, 95 Integrated M.Tech-Ph.D (IMP), 20 Integrated M.Sc-Ph.D and 06 PG Diploma in 'Patinformatics' students, respectively.

- First Convocation held on September 15, 2011 (during interim mode) for 52 Students of PGRPE-2009 batch.
- Second Convocation held on September 26, 2012 for 71 Students of M.Tech (PGRPE)-2010-12 batch.
- Third Convocation held on March 24, 2014 for 81 Students of M.Tech 2011-13 batch and 5 Ph.D Students.
- Fourth Convocation held on August 28, 2014 for 107 Students of M.Tech 2012-14 batch and 40 Ph.D Students

The mission of the Academy is to create highest quality personnel with cross- disciplinary knowledge, aiming to provide leaders in the field of science and technology.

- Nurture a research-propelled, technology-enabled, industry-linked, socially conscious higher education platform
- Achieve a seamless integration of intellectual strengths with current market needs with a people centric focus.
- Develop niche capability required to bolster research efforts in futuristic science.
- Provide the opportunity to work on the frontier and contemporaneously challenging areas for nurturing innovation

Objectives

- Disseminate advanced knowledge in science and technology, by providing teaching and research facilities in emerging and futuristic areas of inter-disciplinary and multi-disciplinary areas—whether the focus is natural sciences, life sciences, mathematical and computational sciences, medical sciences, engineering, applied art, humanities, social sciences, law relating to these areas
- Adopt measures for innovations in teaching and learning processes
- Create an ambience for learning and scholarship in advanced science and technology instead of exclusively focusing on marks or grades
- Educate and train manpower in scientific and technological fields; science 2.0 e-enabled cloud environment.
- Establish linkages with industries in India and outside India for the promotion of science and technology.
- Collaborate, in appropriate areas in the field of science and technology, with reputed universities and institutions in India and outside India
- Promote research in science and technology having a bearing on social, economic, cultural, and intellectual, welfare of the people.
- Organize and undertake extramural studies, training and extension services.

ACHARYA NARENDRA DEVA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

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On January 15, 1974 the foundation stone of Narendra Dev University of Agriculture & Technology was laid by the then Hon'ble Prime Minister of India late Smt. Indira Gandhi at Mashodha near Faizabad city. Shri Laxmi Narain Rai, a PCS officer of Agriculture Department, Government of UP,was deputed as officer on special duty. After a few months, he was succeeded by Dr. A.S. Srivastava who took over in October, 1974. Thereafter on 21,1975 the govenment of UP decided that the main campus of the university would be established at Kumarganj,Faizabad instead of Mashodha.

Shri A.D. Pandey, IAS (retired) was apponted the first Vice-Chancellor of the unversity on 10thoctober,1975.The unversity started functioning in a borrowed building of Gram Swalabi Vidyalaya Acharya Nagar, Naka, Faizabad. Dr. R.P.Chandola joined as the first Registrar of the university on november 1975. A committe was constituted for the site selection of Academic, administrative and resdential blocks of the unversity at kumarganj.

The committee submited its report on 22nd January,1976.On july 10,1976. The paddy research station located at,Mashodha.Ghghra Ghat along with ECF and NDS schemes were transferred to the University by the government and U.P. Institute Agril. Science, Kanpur which therafter formed the nucleus of the research at the Unversity. Dr.Kirti Singh took over the first Dean of the Agril. faculty on february,12, 1977 got approved creation of 20 departments in the college of agriculture.

The Mahamaya College of Agriculture Engineering and Technology(MCAET) a constituent college of ND unversity of Agriculture and Technology, Kumarganj, Faizabad was established in 2002 at Ambedkarnagar by upgrading the department of agriculture engineering in the college of agriculture to cater the needs of development of engineering and Technoloy to suit the condition of the farmers of Eastern Uttar Pradesh characterised by problems of user lands,water looked poorly drained soils scant power supply,small holdings, low purchasing power and poor rural infrastructure.

ADICHUNCHANAGIRI UNIVERSITY

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The University estd. under the ACU Act, 2012 (Karnataka Act No. 18 of 2013) is situated in a Lush Green Unitary Campus of 67 acres at B.G. Nagara, Nagamangala Tq., Mandya District, Karnataka on the Bangalore – Mangalore National Highway No. 75, 105 Kms from Bangalore, the Capital City of Karnataka.

The University consists of six Constituent colleges in the disciplines of Medicine, Pharmacy, Nursing, Engineering, Management, Commerce and Education. The environment-friendly campus has adequate infrastructure and physical facilities for Academics and Research. The campus possesses around 5000 students, 400 teachers and 1800 support staff.

The University employs a broad range of strategies to achieve its Vision, Mission and Objectives to expand the horizon of World Knowledge, Provide instruction, Teaching-Learning, Training, Research and Development at the level of Higher Education in the faculties of Health Sciences, Engineering and Technology, Management and Technology, Humanities & Social Sciences and other Emerging and Thrust areas.

Education for all with Value Systems of Empathy, Enrichment, Equity, Excellence, Empowerment & Enlightenment to Serve the Society

Education to all for Self Reliance, Socio-Economic Change to develop an Inclusive Society with Shared Opportunities & Responsibilities

Empathy towards the Less Fortunate, the Sick, the Suffering & the Disabled

Enrichment to acquire Abundant Knowledge, Requisite Skills & Appropriate Attitude

Excellence for Quality Assurance, Enhancement & Sustenance in Academics & Research to produce Graduates of Global Standards

Equity for Fairness & Social Justice by providing Equal Opportunities

Empowerment of Graduates to become Intuitive, Innovative & Inventive

Enlightenment to attain Wisdom & Virtues in Life to think beyond Self

AJEENKYA D.Y. PATIL UNIVERSITY

Charoli Bk.via Lohegaon,
District Pune - 412 105
Maharashtra , India
Tel . : +91-8686868686
E-mail : info@adypu.edu.in

Ajeenkya DY Patil University offers the best undergraduate and postgraduate programs in unique areas, linked to exemplary 'ADYPU Student Experience', which is supported by excellent facilities and highly motivated teaching staff. Our aim is to contribute to the creation of Innovation oriented Indian society. The aim is to develop new solutions that elevate the quality of life for every Indian by utilizing the new knowledge created. As future economic, financial & social paradigms evolve, the Ajeenkya DY Patil University is gearing up to new challenges & exploiting vibrant possibilities for growth through single-minded focus on innovation. We apply innovative thinking across our activities, now and for the future. We continue to develop effective capabilities to respond flexibly and quickly to the changes by employing innovative solutions in our internal processes as well as external offerings. Ajeenkya DY Patil University, Pune has been established under Maharashtra Government Act of 2015 of Government of Maharashtra. Our mission is to graduate well-educated students who are prepared to meet the challenges of a rapidly changing, increasingly complex world, and to contribute to the betterment of the world.

The strategic intent for Ajeenkya DY Patil University is "Always The Best".

In the coming five years, ADYPU will be recognized as one of the top 10 institutions in the country for academic excellence in teaching, research and quality of service. The guiding terms for us shall always be Inspiration, Intuition, Imagination and Innovation**.** To achieve the strategic intent, ADYPU is committed to:

- Create and disseminate knowledge through a range of high-quality academic programs in a student-centered learning environment emphasizing intellectual achievement and employability.
- Work through a matrix of four imperatives in all academic and research pursuits, viz. what is desirable to people, what is feasible through technology, what is viable for business and what is good for society and the environment.
- Create an enabling environment of freedom and responsibility, which stimulates the intellectual capacity of students, faculty and staff to create opportunities for personal and professional growth.

The past accolades are accompanied by a great responsibility towards our students. We are dedicated to living up to our acclaim by working diligently with you to assure that we are a world class institution – a place where students are engaged, involved, concerned and prepared for lifelong practice in their respective fields.

AKAL UNIVERSITY

Talwandi Sabo, Bathinda, Punjab
Tel : 07087775533, 07087775544,
07087775566, 07087775588
www.akaluniversity.in
e-mail : info@akaluniversity.in

Akal University - Guru Ki Kashi

ਇਹ ਹੈ ਪ੍ਰਗਟ ਹਮਾਰੀ ਕਾਸੀ। ਪੜ੍ਹਹੈਂ ਇਹਾਂ ਛੋਰ ਮੱਤਿਰਾਸੀ।
ਲੇਖਕ ਗੁਨੀ ਕਵਿੰਦ ਗਿਆਨੀ। ਬ੍ਰੱਯਮਿੰਧ ਹ੍ਵੈਹੈਂ ਇਤ ਆਨੀ॥

Fulfilling Sri Guru Gobind Singh Ji's fourth Prophesy of " Guru Ki Kashi ". For a Sikh, there is nothing more rewarding than to serve the cause of Humanity and especially Education, which enlightens the minds of the people and removes the darkness of ignorance from their minds.

Propagating the vision of Guru Gobind Singh Ji, the Guru Ki Kashi Akal University, established in 2015 is the ideal center for education located in the heart of Talwandi Sabo, Punjab. Advanced technological facilities and modern infrastructure makes the Akal University the perfect education destination for students imparting value based education along with a safe & secure environment for all its students. With the blessings of Baba Iqbal Singh Ji and support of the Kalgidhar Society, Baru Sahib, the Akal University has been established as a center for State of the Art Education. With 5 colleges offering a diverse range of courses in Humanities, Science, Commerce, Religious Studies and Languages the aim of the university is to ensure a complete and comprehensive approach to instill the values of Sikhism and religious secularism through its courses. The divinity centre at the university will train scholars to translate Sri Guru Granth Sahib in different languages and carry the message of the Guru to the outside world in different languages to raise awareness about Sikhism in the world around us.

Akal University has developed in every student the ability to express himself/herself in English. Good communication abilities are among the most important life skills critical to achieving success in any field. No matter how brilliant you may be, or how knowledgeable about a subject you are, if you can't get the words out in a compelling, convincing, or coherent way, your thoughts are of limited value. This is why teaching effective communication skills must serve as the cornerstone for any program preparing young people for the 21st century. At Akal University, English will not only be the medium of instruction but also the only means for all communications and at all levels.

AKS UNIVERSITY

Sherganj, Panna Road
Satna – 485001, Madhya Pradesh
Toll Free: 1800-2700776, Fax: 07672-407776
Admission Cell: +91 8889237776, 8889207776 , 9981164776
Satna City Office : 07672-411776, 403776
Email: admission@aksuniversity.ac.in

AKS University, Satna, Madhya Pradesh has been established by Government of Madhya Pradesh by Act No.44 of 2011 of Madhya Pradesh Vidhan Sabha. The University is dedicated to perform in a unique manner to achieve academic excellence in a creative way by using innovative ideas to produce perfect human resources and to act as center for 'Amicable Knowledge Solution'. AKS University Satna is recognized by University Grants Commission (UGC), a statutory body of the Government of India under 2(f) of UGC Act. As per law, Universities do not require AICTE approval. Only institutions which are affiliated to Universities require approval. As AKS University is a Bonafide University established by a State Act and duly recognised by UGC, hence it does not require AICTE approval. This standing of law is established by Hon'ble Supreme Court of India in the case of Bharathidasan University vs. AICTE.

The University is dedicated to perform in a unique manner to achieve academic excellence in a creative way by using innovative ideas to produce perfect human resources and to act as center for 'Amicable Knowledge Solution'. AKS University at Satna [M.P.] promoted by the eminent Rajiv Gandhi Group of Institutions and value-driven professionals with an enviable track-record of molding almost 12000 students over last 17 years, is guided by the principle of Think Global and Act Local. The curriculum, course offerings, and the Centers of Excellence at the AKS University are all aimed at knowledge-creation & skill-development, for the regional industry like Cement and cable, and for managing abundant regional natural resources like water, agriculture, Environment, Mines. This "Industry-Centric" approach of AKS University will give the students assured opportunities for internship & practical training and knowledge-sharing sessions from industry professionals, and will give the faculty members ample research-and-consultancy opportunities. AKS University's teaching is based on 60-20-20 Teaching Model, so that 60% teaching would be done by eminent & highly qualified in-house faculty drawn from world-leading institutes like Harvard, IITs; 20% teaching would be done by Adjunct faculty form leading institutes form the country & abroad, and balance 20% will be taught by practicing Industry professionals. Leveraging ICT innovatively, Adjunct faculty and industry professionals would teach through Webinars, besides live lectures. The University's structure and philosophy is based upon a 75:15:10 Employment Model whereby 75% of the graduating students would take up jobs in companies, 15% would become Employer-Entrepreneurs; and balance 10% would go into research activity. Besides teaching, internships and industry-projects, well-equipped research-labs and incubator cells are a key feature of AKS University.

APG SHIMLA UNIVERSITY

Shoghi-Mehli Bypass Road Shimla
Himachal Pradesh - 171009
Phone: 1800 1808 222 (Toll Free)
Mobile: +91-9816222000
Fax : +91-177-2006000

Alakh Prakash Goyal (APG) Shimla University has been established under the provisions of Alakh Prakash Goyal Shimla University Establishment and Regulation Act 2012 of the Government of Himachal Pradesh.

A.P. Goyal Charitable Trust, the promoters of APG Shimla University is a nonprofit charitable organization that aims to mobilize world class education and generate resources for supporting mass quality education for all kind of masses and public by Shri Pramod Goyal, a respected business man as well as a social worker. APGCT has been also carrying out various social and welfare activities in education, health and welfare sector.

The Trustees have created adequate linkages, assurance and support from a large number of leading business houses to ensure the essential ingredients for the promotion of quality education, i.e. adequate financial resources, educational and managerial support and availability of quality faculty besides providing assurance of quality placements.

The University has been established in the name of APG (Alakh Prakash Goyal) Shimla University. The University befitting its status as the University is offering professional degrees, diploma and certificates courses.

APG (Alakh Prakash Goyal) Shimla University aspires to be the paragon of the comprehensive educational institution of the new century by fusing together a holistic teaching philosophy with innovative course content. The students thrive, develop, and grow at APG (Alakh Prakash Goyal) Shimla because of our confidence and belief in the value of the unique holistic philosophy; the nonpareil quality and scope of the courses; the pre-eminence of the faculty; commitment to fostering a diverse, flexible, and collaborative culture; and the cutting-edge facilities and infrastructure ensconced in the pristine environs of the campus.

The mission of the APG (Alakh Prakash Goyal) Shimla University is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence with a core value of freedom from discrimination. We believe in the encouragement of questioning spirit and depth provision of an extensive range of academic subjects with close relationship between teaching, scholarship and research.

APJ ABDUL KALAM TECHNOLOGICAL UNIVERSITY

Thiruvananthapuram, Kerala -695016
Phone: +91 471 2598122, 2598422, 2598222
Fax: +91 471 2598522
Email : university@ktu.edu.in, vc@ktu.edu.in

APJ Abdul Kalam Technological University (initially Kerala Technological University),a State Government University has come into existence on May 21, 2014 with an aim to give leadership to the technology related policy formulation and Engineering Planning for the State. It also emphaziess to improve the academic standards of the Graduate, Post Graduate and Research Programmes in Engineering Science, Technology and Management and regulate the academic standards of all colleges affiliated to the University. The main thrust areas of the University are Research, Development and Innovation.

Objectives

To give leadership to the technology related policy formulation and Engineering Planning for the State

It also emphasizes to improve the academic standards of the graduate, post graduate and research programmes in engineering science, technology and management.

To regulate the academic standards of all Colleges affiliated to the University.

To monitor, regulate and ensure that the academic standards of all institutions not affiliated to the University, but conducting engineering courses in the State, are in accordance with law and in accordance with such guidelines and orders issued by the University.

To advance and disseminate learning and knowledge in engineering sciences and allied fields by fostering and promoting engineering research.

To design new courses and curriculam based on the advances in accordance with the norms, if any, laid down by the AICTE.

To act as the nodal agency for linkages in the field of engineering sciences, technology and management with other national and international institution

To promote interdisciplinary education and research in the field of engineering sciences, technology and management

To promote acquisition of knowledge in a rapidly developing and changing society and to continually offer opportunities for upgrading knowledge

To impart training with the use of modern communication media and technologies for the development of skills appropriate for a learning society in the context of innovations, research and discovery by establishing educational network related to engineering sciences

To give thrust for the development of indigenous technologies by encouraging research and other academic activities in the related areas

To substantially increase enrolment in Postgraduate education and research programmes in the colleges and institutions with the aim of promoting engineering research, development and innovation

To support the establishment of Centres of excellence for multidisciplinary applied research in specific thematic areas

To improve the learning skills of the students by constantly and continuously improving and upgrading the academic quality and standards of faculty

To introduce and sustain innovative systematic quality improvement programmes in the field of technical education.

ACADEMY OF MARITIME EDUCATION AND TRAINING (AMET) UNIVERSITY

3/4/5, Ambedkar Street, Gandhi Nagar
Chennai – 600093, Tamil Nadu
R135, East Coast Road, Kanathur, Chennai, Tamil Nadu
Tel: 044- 32575616, 27472803
EPABX: 044-27472804, 32575302, FAX: 044-27472804
E-mail: vc@ametuniv.ac.in/ registrar@ametuniv.ac.in
Website: www.ametindia.com, www.ametuniv.ac.in

AMET (Deemed University) is located on the beautiful shore of Bay of Bengal at Kanathur, just an hour's drive from Chennai city. It utilizes a semester-based academic calendar and is a state of the art establishment totally dedicated to the dissemination of knowledge and training to cadets and students. AMET is established as a private maritime institute through Smt.Pattammal Educational and Charitable Trust with just 14 cadets in 1993. AMET has, through its uncompromising strides of excellence and ambitious zeal to serve the students and nation, transformed into the first university for maritime education in India under AMET Trust. (AMET) was granted the deemed to be University status by the UGC on 21st August 2007 under the "de-novo" category with maritime education as emerging field with great potential. Now the strength is touching upon a proud 3539 students enrolled in different intensively maritime and marine related UG and PG programmes. AMET Providing competitive advantage in gaining employment by offering innovative programmes in emerging areas and for further academic pursuits.

AMET offers a wide range of courses approved by Directorate General of Shipping and University Grants Commission, including vocational certificates at many levels, bachelor degrees and diplomas; as well as postgraduate certificates and degrees, including doctorates. Now, AMET-trained Seamen navigate proudly all over the world spreading its popularity and quality training made possible through the following academic and professional strengths: Graduates from our School of Marine Engineering, School of Nautical Science, School of Electrical Engineering, School of Offshore Engineering, School of Naval Architecture and AMET Business School occupy important positions in industry houses throughout the world. In providing Quality Assurance, AMET has obtained Certification to ISO 9001: 2000 Standards from Det Norske Veritas, Norway.

AMET University aims to further enhance the maritime education and aspires to be a leading Maritime University with international standards by providing the best infrastructure in terms of class rooms with modern teaching aids, well equipped workshops for practical training, marine workshop for hands on training on marine auxiliaries, Ship in Campus, well furnished hostels, canteen facilities, indoor & outdoor games, swimming pool, medical facilities and an overall congenial atmosphere for learning by the students.

ACADEMY OF SCIENTIFIC AND INNOVATIVE RESEARCH

CSIR- Human Resource Development Centre
(CSIR-HRDC) Campus
Postal Staff College Area, Sector 19, Kamla Nehru Nagar
Ghaziabad, Uttar Pradesh- 201 002
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Email : info@acsir.res.in
Website : http://www.acsir.res.in

Establishment of AcSIR has its origins with the Kelkar Committee constituted in 2004 to review CSIR's functioning. The Report recommended that CSIR laboratories should be encouraged to take on the role of Research University and seek Deemed University status. Later AcSIR was established in 2010 (by a resolution of GOI on July 17, 2010) and formalized by an Act of Parliament vide The Gazette of India (dated February 7, 2012) and notified on April 3, 2012 as an Institution of National Importance.

The mission of the Academy is to create highest quality personnel with cross- disciplinary knowledge, aiming to provide leaders in the field of science and technology.

- Nurture a research-propelled, technology-enabled, industry-linked, socially conscious higher education platform.
- Achieve a seamless integration of intellectual strengths with current market needs with a people centric focus.
- Develop niche capability required to bolster research efforts in futuristic science.
- Provide the opportunity to work on the frontier and contemporaneously challenging areas for nurturing innovation.

Objectives

- Disseminate advanced knowledge in science and technology, by providing teaching and research facilities in emerging and futuristic areas of inter-disciplinary and multi-disciplinary areas—whether the focus is natural sciences, life sciences, mathematical and computational sciences, medical sciences, engineering, applied art, humanities, social sciences, law relating to these areas.
- Adopt measures for innovations in teaching and learning processes.
- Create an ambience for learning and scholarship in advanced science and technology instead of exclusively focusing on marks or grades.
- Educate and train manpower in scientific and technological fields; science 2.0 e-enabled cloud environment.
- Establish linkages with industries in India and outside India for the promotion of science and technology.
- Collaborate, in appropriate areas in the field of science and technology, with reputed universities and institutions in India and outside India.
- Promote research in science and technology having a bearing on social, economic, cultural, and intellectual, welfare of the people.
- Organize and undertake extramural studies, training and extension services.

ACHARYA N.G. RANGA AGRICULTURAL UNIVERSITY

Rajendranagar, Hyderabad - 500 030
Telangana, Andhra Pradesh
Tel: 040-24015035, 27425305, 24015122, 23739319
EPABX 040-24015011 to 040-24015017 040-24015161 to 040-24015163
FAX: 040-24015031
E-mail angrau@ap.nic.in, angrau_vc@yahoo.com, registrarangrau@rediffmail.com
Website http://www.angrau.ac.in

Andhra Pradesh Agricultural University (APAU) was established on June 12, 1964 at Hyderabad. The University was formally inaugurated on March20, 1965 by Late Shri Lal Bahadur Shastri, the then Hon'ble Prime Minister of India. Another significant milestone was the inauguration of the building programme of the University by Late Smt Indira Gandhi, the then Hon'ble Prime Minister of India on June 23, 1966. The University was renamed as Acharya N. G. Ranga Agricultural University on November 7th 1996 in honour and memory of an outstanding Parliamentarian Acharya N.G. Ranga**,** who rendered remarkable selfless service for the cause of farmers and is regarded as an outstanding educationist, kisan leader and freedom fighter. The importance of the application of Science and Technology for Agricultural development was realized as early as in the beginning of century. Among the several commissions appointed for suggesting steps to streamline agriculture development, the Royal Commission (1926) emphasized the need for a strong research base for agricultural development. Subsequently, the recommendations of the Radhakrishnan Commission (1949) on University Education led to the establishment of Rural Universities for the overall development of agriculture and rural life in the country. Later, the Government of India constituted the First Joint Indo-American Team (1955) that studied the status and future needs of agricultural education in the country. In accordance with provisions of the Andhra Pradesh Agricultural University Act, 1963, some of the Colleges of Agriculture and Veterinary Science were transferred from the Universities to which they had been affiliated to the Andhra Pradesh Agricultural University during June, 1964. These are: Colleges of Agriculture and Veterinary Science, Hyderabad (established in 1961, affiliated to Osmania University), Agricultural College, Bapatala (established in 1945, affiliated to Andhra University), Sri Venkateswara Agricultural College, Tirupati (established in 1961, affiliatedto Sri Venkateswara University) and Andhra Veterinary College, Tiruapti (established in 1961, also affiliated to Sri Venkateswara University). In addition, 41 Agricultural Research Stations, functioning under the Department of Agriculture and four Research Stations of the animal Husbandry Department were transferred to the University in July, 1966 and May, 1967, respectively. The University was formally inaugurated on March 20, 1965 by late Shri Lal Bahadur Shastri, the then Hon'ble Prime Minister of India. Another significant milestone was the inauguration of the University's building programme by Smt. Indira Gandhi, the then Hon'ble Prime Minister of India on June 23, 1966.

ACHARYA NAGARJUNA UNIVERSITY

Nagarjuna Nagar
Guntur - 522 510, Andhra Pradesh
Tel : 0863-2293238, 223333, 2293269, 5513330
Fax : 0863-2293378, 2293320
Email : vcnu@nagarjunauniversity.ac.in
Website : www.nagarjunauniversity.ac.in

The name, Nagarjuna University is quite significant in that the great Buddhist preceptor and Philosopher Acharya Nagarjuna founded a University on the banks of river Krishna some centuries ago and made it a great centre of learning, attracting a large number of teachers and students form distant parts of the world. The University was established by Act 43 of 1976 of A.P. State Legislature and Governed by Act 4 of 1991 covering 6 Universities of the State. The present Acharya Nagarjuna University is not very far from the haloed spot, as it derives its moral and intellectual sustenance from Acharya Nagarjuna in which context the University has been renamed Acharya Nagarjuna University through the A.P. Universities (Amendment) Ordinance, 2004, promulgated by the Governor of Andhra Pradesh. The aspirations of the southern coastal Districts of Andhra Pradesh to pursue Post-Graduate education nearer their homes resulted in the establishment of Acharya Nagarjuna University. In 1976, Andhra University started a Post-Graduate Centre in Nallapadu, Guntur Dt., Andhra Pradesh, as an Extension Center to cater to the needs of higher education of the people of this region. It is in the fitness of things that a University should grow from this Center to fulfill the desire of the people of this belt. Accordingly, Nagarjuna University came into being in August 1976.

Acharya Nagarjuna University has completed three decades of its existence. It was inaugurated on 11th September, 1976 by the former President of India, Sri Fakruddin Ali Ahmed. There have been many problems, difficulties and teething problems in its onward march. In the course of the last 30 years, the University has successfully overcome most of the initial problems and is moving forward with determination, enthusiasm and hope. From the corridors of a local polytechnic college in Nallapadu to the imposing buildings in Nagarjuna nagar, the road was very long. Sacrifice, service and commitment marked the growth of Acharya Nagarjuna University.

Acharya Nagarjuna University, an affiliating University, started with only 10 post-graduate courses in the University College. Since then, it has achieved tremendous progress through quantitative expansion and qualitative improvements on various academic fronts. This has been possible by the efforts of its dedicated faculty, an efficient team of supporting staff and high quality student input. The Acharya Nagarjuna University at present offers post-graduate education in 47 courses (39 on the University campus, 4 at University PG Campus at Nuzvid and 5 at University PG Campus at Ongole) besides Post-graduate courses in affiliated colleges.

ADAMAS UNIVERSITY

Adamas Knowledge City
Barasat-Barrackpore Road
Barbaria, Kolkata - 700126
West Bengal

Established under the provisions of The Adamas University Act, 2014 (West Bengal Act IV of 2014) and aimed to be a Centre of Excellence and to impart world class education in several disciplines like Engineering & Technology (ME, EE, CE, ECE, CSE), Business Administration, Education, Law, Humanities (English, Bengali, History, Political Science, Sociology), Sciences (Physics, Chemistry, Maths, Geography, Bio Chemistry, Applied Microbiology, Molecular Biology. Genetics), Commerce, and Computer Application, and sponsored by Sachis Kiron Roy Memorial Trust (RICE Group) - The founder of Adamas Institute of Technology (Barasat), Adamas International School (B.T.Road, Dunlop, Belgharia), Adamas Institute of Teacher Education (Barasat), Adamas World School (Barasat), Adamas Higher Secondary Model School (Barasat), Adamas University is all set to launch the need based programmes for the young boys and girls from all over the country. The provisions of the Adamas University Act, 2014 have come into effect from 11th April 2014 in terms of the notification issued by the Government of West Bengal. This is another venture of the promoters of the RICE Group which has been rendering Yemen's service for the youths of West Bengal.

Adamas University has been established with the vision of providing high quality all round education to students to grow them as professionally competent and academically knowledgeable world citizens. The University acts as a centre of excellence to draw students from the country and abroad. High quality relevant research will be the hall mark for the University. The students would be trained in such a way as to make them ready and capable for employment and also for entrepreneurship in different sectors like Government, Industry, Social and Services Sectors. Efforts will be made to collaborate with the Industries and Educational Institutions of repute within the country and abroad by way of Collaborative Projects, Collaborative Research, Faculty and Student Exchange programs. The role of RICE Group in shaping the destiny of large number of youths of West Bengal will also be a contributing factor for shaping the students of The Adamas University.

The University has established several Faculties namely, Faculty of Engineering, Technology & Science, Faculty of Liberal Arts, Faculty of Law, Management & Commerce and Faculty of Education to name a few. The system of education will be flexible, multidisciplinary and useful for the society. Gradually the University will grow to accommodate areas like Biological Sciences, Earth Sciences, Fine & Visual Arts and different branches of Medical Sciences. The pedagogy will be state-of-the-art, interactive and whole time.

ADANI UNIVERSITY

Shantigram Township, Nr. Vaishnodevi
Circle, SG Highway, Ahmedabad - 382421,
Gujarat, India.
Tel: +91 79 2555 6592
Website : https://www.adaniuni.ac.in/

Established in 2022, Adani University has been established with a vision to educate and empower the youth, to encourage transformative research that focuses on real-world problems, and to contribute to global sustainability via excellence at all levels, the Adani Group – one of India's largest transport and utility infrastructure conglomerates with inspiration from the infrastructure and visionaries of India – Shri Gautambhai Adani and Smt. Pritiben Adani – has established the Adani University in the enterprising State of Gujarat in India.

With major thrust on education for transformation, Adani University will be engaged in building state-of-the-art futuristic institution for education, training and research that shall disseminate managerial and technological knowledge of the highest value through impactful industry engagement and multidisciplinary research.

Five thrust areas, namely Infrastructure, Technology, Healthcare, Energy and Defense, will be the focus of university programmes, while the approach will be broad and complementary.

Adani University will be a research-intensive institution that seeks to address and impact real-world problems. Research, formal and non-formal programmes for doctoral, under-graduate and post-graduate degrees and certification programmes, at the intersection of disciplines, will be offered at the University.

Adani University has also taken over the management of the following two Institutions:

Adani Institute of Infrastructure Engineering (AIIE)

Adani Institute of Infrastructure Management (AIIM)

ADESH UNIVERSITY

NH-7, Barnala Road, Bathinda
Punjab
Tel. : 98760-00599,0164-5055208, 99140-79999,0164-5055012
99140-12277,99140-12266, 0164-5055172
Fax: 0164-5055255

Adesh University, Bathinda, the flagship academic and research endeavor of Adesh Foundation, a pioneer in health care, medical and technical education came into existence in the State of Punjab in July 2012 by Act No. 6 of 2012 of Government of Punjab, notified under Punjab Government Gazette (Extraordinary) dated July 10, 2012 under Punjab Private Universities policy 2010. The parent body, the Adesh Foundation was established in 1995 vide Registration No. 618 of 1995-1996 (Registered under Societies' Registration Act XXI, 1860) in Sri Muktsar Sahib, an underdeveloped area of Southern Punjab, with aim and objectives of serving humanity in the sphere of health care as well as medical, paramedical and technical education.

Adesh Foundation started its journey in the field of professional education and health care with the establishment of Adesh Institute of Engineering and Technology, Faridkot in the year 1996, to deliver various undergraduate and postgraduate level programmes in the field of technical education. The Foundation established its second degree level institution in the sacred memory of martyrs of Sri Muktsar Sahib under the name Bhai Maha Singh College of Engineering, Muktsar in the year 2002. The foundation established a Medical College at Bathinda under the name and style as Adesh Institute of Medical Sciences & Research, Bathinda. This premier medical institution of Northern India with an annual intake capacity of 150 students in MBBS course is duly recognized by Medical council of India/Govt of India.

The foundation further established College of Nursing, AIMSR, Bathinda and College of Physiotherapy, AIMSR, Bathinda in the year 2005. College of Pharmacy, AIMSR, Bathinda was established in the year 2006, while Adesh Institute of Pharmacy and Biomedical Sciences, Bathinda was established in the year 2007 to impart training in the field of Pharmacy. All these colleges are recognized/approved by respective regulatory councils / authorities. Adesh Institute of Dental Sciences & Research, Bathinda was established in year 2008 to impart training in dental sciences, with the annual intake of 100 seats in BDS. The dental college is recognized by Dental Council of India/Government of India. The Adesh Foundation has made a rapid progress and growth since its inception by introducing innovative and professional courses in medical sciences, allied health sciences, management and technical education. As the Foundation was identified as having potential of conducting and introducing programmes of research and innovations, a University by the name and style as Adesh University was established under its fold in year 2012.

ADIKAVI NANNAYA UNIVERSITY

D.No. 25-7-9/1 Jayakrishna Puram
Rajahmundry 533 105, Andhra Pradesh
Tel : 0883-2472617 (Off); 0883-2472616 (Direct)
Fax : 0883-2472615
Email : registrar_aknu@rediffmail.com
Website : www.nannayauniversity.info

Adikavi Nannaya University, established in March 2006 through the Government of Andhra Pradesh Act No. 28 of 2006 at Rajahmundry, is a unique addition to the existing Universities in India. Named after Adikavi of Telugu literature Nannayabhatta, the eleventh century poet laureate who initiated a freeway authentic translation of the great epic Mahabharata from Sanskrit to Telugu, the University aims to combine the pristine glory and the contemporary demands of educational excellence.

In the new millennium when the paradigm has shifted to making India a Knowledge society, Adikavi Nannaya University strives to be an active contributor to the ever-expanding field of knowledge. University attends to the educational needs of both the Godavari Districts and very soon all the Post Graduate and Degree Colleges in these Districts are going to get affiliated to this University. The ardent hope is that the fledgling University of today will soon become a crowning jewel among the Indian and global Universities.

Adikavi Nannaya University vision has a dream of achieving excellence in the near future and becoming a forerunner of designing and initiating novel programmes that are relevant to the demands of the Godavari Districts. In its year of inauguration during 2006, the University initiated a potentially job oriented program in Geo-informatics, the first of its kind in Andhra Pradesh and one of the few in the country. In the second phase, keeping in view of the Govt.'s policy of encouraging 5 year integrated courses, the University designed and offered a new course in Mathematics and Computing, with the objective of providing trained programmes to I.T Industry. The University realizes that, besides being institutions of Human Resource Development, the University should be a active research center involved in solving the problems of the industry and occupations around and particularly the Godavari Districts. A new University must be able to foresee the thrust areas for future research and tailor its curriculum aimed at generating trained manpower to be involved in such a research. Any plan of action cannot overlook the fact that the Godavari Districts constitute a modern laboratory, wherein millions of tons of sediments and organic matter is regularly transported to the sea paving the way for formation of rich hydrocarbon reservoirs of the future. The Krishna – Godavari basin has proved itself to be a rich source of natural gas. The ONGC has it office in Rajahmundry, and several gas based industries and power plants are being planned in Andhra Pradesh.

AGRAWAN HERITAGE UNIVERSITY, AGRA

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AHU at a Glance AGRAWAN HERITAGE University, Agra is the “dream come true” of Shri Jagdish Singh ji, through Sri Jagdish Jan Kalyan Education Trust which is working seriously in the field of quality education for rural area students since long back. Dynamic educationist Dr. Sukesh Kumar working vigorously in expanding the colleges of this Trust in terms of a well planned University. The University introduced a bill to the status of a University in June 2023 and christened it as AGRAWAN HERITAGE University, Agra.

“With a view to encourage infusion of philanthropic capital in private sector to participate in the field of higher education and encourage competition to attract high quality faculty and students and continuously enhance quality it has been decided to establish and incorporate a teaching University by the name of AGRAWAN HERITAGE University, Agra by Shri Jagdish Jan Kalyan Education Trust. “We are working hard for this noble purpose. Our motto is - (Progress through proper application of knowledge).

Mission

To be one of the leading international educational providers and a researched-led university of its won kind. Creating and dissemination knowledge and providing students a unique learning experience in Science, Technology, Management and other areas of scholarship that will best serve the world and betterment of mankind.

Our ability to enhance the well-being of the people by Educating and serving the society by putting the knowledge to work with excellence. To advance the professional competence of youth and inculcate in them the urge to recognize challenges as opportunities.

Vision

AGRAWAN HERITAGE University aims to lead the nation in research and education. We seek to do this in way which benefit society on a national and a global scale. Creation through economic, social and environmental targeted to an increasingly global and multicultural world.

AGRICULTURE UNIVERSITY

922V+6Q9, Mandore, Jodhpur, Rajasthan 342304
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Email - registraraujdp@gmail.com
PS to Vice-Chancellor - 0291-2570711
Email - vcunivag@gmail.com
Website : https://www.aujodhpur.ac.in/

Agriculture University, Jodhpur was established on 14th September, 2013 by Government of Rajasthan under Agriculture University, Jodhpur Act 21 of 2013 to focus on holistic development of arid and semi-arid regions of the state covering 6 districts (Jodhpur, Barmer, Nagaur, Pali, Jalore and Sirohi), constituting 28% of total geographical area which is sustaining 20.8% human and 28.4% animal population of the state. The districts under jurisdiction of the university cover 3 agro-ecological zones of the state. These are Arid Western Plain Zone Ia (Jodhpur and Barmer districts), Transitional plain of Luni Basin Zone IIb (Jalore, Pali, and Sirohi districts) and part of Transitional Plain of Inland Drainage Zone IIa (Nagaur district).

The university has 1 institute of diploma and 3 colleges to produce highly competent educated human resources in agriculture and allied sciences besides 2 agricultural research stations, one each in zone Ia & IIb and 3 agricultural research sub stations, one in each zone to prepare, plan and perform highly need based research in this acute water scarce but naturally rich bio-diversified zone of the country. The third most important part in tri-pillar (Teaching, Research & Extension) of agricultural development, the extension for transfer of technologies are reached to doorsteps of the farming community by 6 Krishi Vigyan Kendras (K-V-Ks), 2 in Nagaur district and 1 each in Jodhpur, Barmer, Jalore & Sirohi districts under the umbrella of the university. The different units of teaching, research and extension are coordinating to systematically run by the headquarter situated at Mandor, Jodhpur.

Objectives

- To provide high quality modern education and scientific research in the field of agriculture and its allied sciences.
- To increase quality, quantity and productivity of prominent crops including arid spices, millets, oilseeds, pulses and medicinal crops of the region.
- To serve the farming community through transfer of agricultural technologies ensuring the latest quality technologies in all its outputs.
- To serve the society by satisfying the increasing demand for excellence in agricultural education, research and extension in the region and
- To focus on knowledge as a principle driving force for development, taking the initiatives in innovation and creativity in the different fields of agriculture to keep up with the holistic development of the region.
- Such other objectives as the University may from time to time determine.

AHMEDABAD UNIVERSITY

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Ahmedabad - 380 009, Gujarat
Tel : 079-40044161
Fax : 079-26440396
Email : ahkalro@ahduni.edu.in,bm.shah@ahduni.edu.in
Website : www.ahduni.edu.in

Ahmedabad University (AU) was established in July 2009. It is promoted by Ahmedabad Education Society (AES), a Society established in 1935 which is one of the best education societies in western India. It is a self-financed, non-affiliating State Private University established under Section 3(1) of the Gujarat Private Universities Act, 2009.

Vide its letter dated 28th July 2010 F.No. 8-13/2010(CPP-I/PU), the University Grants Commission has notified that Ahmedabad University has been established by an Act (No. 8 of 2009) of State Legislature of Gujarat as a State Private University and is empowered to award degree as specified by the UGC under section 22 of the UGC Act 1956.

To be a temple of higher learning engaged in gathering, generating, storing and disseminating knowledge relevant to the societal needs, offering multi-disciplinary programs to students emphasizing their all round development.

Ahmedabad University aims to develop competent, sensitive individuals grounded in sound ethical values. It seeks to:

- Help students realize their full potential in a field of their choice
- Launch students on a journey of self learning and development
- Prepare value-driven leaders
- Encourage research and the open exploration of intellectual enterprise
- Foster an environment that encourages critical thinking and an inclusive community
- Stimulate discussion and debate
- Create an awareness and encourage development of a personalized programme of physical fitness
- Make students socially responsible

Contribute to the development of society in all its facets – political, economic, social, cultural and ethical

AIPH UNIVERSITY

Registered Office : 2934 Nageswar Tangi
Bhubaneswar-751002
University City Campus : Pahala, Bhubaneswar-Cuttack NH 5
Bhubaneswar-752101
Call: +91-7205074656 / +91-9938213237

Asian Institute of Public Health University is a Private Public health university located in Bhubaneswar, Odisha, India. It was established after the AIPH University, Odisha Bill, 2017 was passed by the Odisha Legislative Assembly. It is the first Public health institute of Odisha.

AIPH University campus is located in the heart of Bhubaneswar, one of India's fastest growing cities. Home to students and faculty from across India and the globe, the University is not just an educational hub but a community of scholars, educators, and innovators.

In 2009, AIPH brought the much-needed expertise in various domains of public health to Odisha, and the region. During the last ten years various educational, training and research programmes in birth asphyxia, malaria, water sanitation and hygiene, TB, and women's health were added to the portfolio of AIPH in collaboration with Duke University, UC Davis, Emory, and London School of Hygiene and Tropical Medicine.

Faculty members at AIPH University are now engaged in basic and translational research in infectious diseases, cancer epidemiology, big data analytics, environmental health, chronic diseases, water sanitation and hygiene, microbiome and probiotics, and region-specific problems such as sickle cell disease. Results of these studies funded by DBT and ICMR – India, NIH-USA, the Bill and Melinda Gates Foundation through Child Health Research Foundation, WHO-UNICEF, other state and central government agencies have been published in the world's best journals including Nature, Lancet, and PLoS Medicine to name a few.

This has allowed AIPH faculty to carry a high h-index and attract new collaboration, and funding to achieve excellence. AIPH University is committed to being a leader in education, research and service and providing a platform to students, faculty, and collaborating researchers from around the world to teach, learn, and innovate for improving population health locally and worldwide. The students and faculty at AIPH University have the privilege of interacting and working with leading experts from different parts of the world. It is a two-way exchange that is beneficial for developing an understanding of the working environment that prevails in the current times.

AISECT UNIVERSITY

Infront of Gandhi Nagar Maidan
Hazaribagh, Jharkhand
Tel. : 8252299990, 8292846702
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The AISECT University, Jharkhand is a premium University that maintains a unique pedagogy and innovative teaching methodology. Bhopal-based AISECT Group, which is India's first Skills University where skill development programmes are a compulsory part of the course curriculum, has set up AISECT University, Jharkhand at Matwani in Hazaribagh district of Jharkhand. As the first skills-based University of the state as well as the first private University of the district, it willendeavor to impart world-class skills-based formal higher education to students of Jharkhand. This will be the second campus of AISECT University in the country. At present, the proposed curriculum of AISECT University Hazaribagh comprises of Undergraduate and Post Graduate programmes under six Faculties including Management, Commerce, Computer Science & IT, Agriculture, Art and Vocational Educational. The University will also offer M. Phil. and Ph.D. courses in the years to come. AISECT University was launched in 2012 in Bhopal by AISECT, which isIndia's leading Social Enterprise working in the areas of Skill Development, Higher Education, Financial Inclusion and other ICT based services.It is the first University in India to introduce compulsory skill courses at the UG & PG levels. In addition to the normal curriculum, the University has made one skill compulsory every year for each student during any degree course. Therefore an Undergraduate student passes out from the University with minimum 3 to 4 skills in addition to hands-on experience on industrial machines in labs.

The University has also started eight Multi Skill Academies in collaboration with the National Skill Development Corporation (NSDC) to provide over 30 skill courses. Furthermore, it has collaborated with various industries nationally as well as internationally like Microsoft, Tata Motors, Reliance, BSNL, IT Power, etc. to jointly set up skill centres, research labs etc., thereby creating a vibrant platform for the development of the students. "In the present era, there is a need for educational programmes which focus exclusively on skill enhancement thereby giving a boost to the practical efficiencies of the youth. We, at AISECT University, aim at making our students competent and professional. We believe in their holistic development of the students and that's why our goal is not only to provide them standardized education and training, but also to enhance students' skill-set so that they are ready to face the hurdles of the professional world as soon as they step out of the University.

The University has successfully established the campus at Hazaribagh under the Chancellorship of Shri Santosh Kumar Choubey.

ALAGAPPA UNIVERSITY

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Tamilnadu
Tel : 04565-225200, 225201, 226001, 235800
Fax : 04565-225202
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Website : http://www.alagappauniversity.ac.in

Alagappa University reaccredited with 'A' Grade by National Assessment and Accreditation Council (NAAC) is located at Karaikudi in Tamil Nadu and is accessible from Madurai and Tiruchirappalli Airports within two hours. The 440 acre green and lush campus houses all the academic activities. This University has emerged from the galaxy of institutions initially founded by the great philanthropist and educationist Dr. RM. Alagappa Chettiar.

Alagappa University was brought into existence by a Special Act of the Government of Tamil Nadu in May 1985 with the objective of fostering research, development and dissemination of knowledge in various branches of learning. Alagappa University is recognized by the University Grants Commission (UGC) of India. The University has 23 Departments, 6 Centres and 2 Constituent Colleges on its campus. 31 Affiliated Colleges located in the Districts of Sivaganga and Ramanathapuram are part of the University.

The University offers education through Regular, Week-end, Distance and Collaborative modes. The Distance Education Directorate offers a variety of programmes to the student community spread across the country and in selected foreign countries. Through all the modes of education, the University caters to the needs of the student community of around 1,25,000.

As a member of the Association of Indian Universities (AIU), as well as the member of the Association of Common Wealth Universities (ACU), it has rewarding relations with other academic institutions, research laboratories and industrial establishments that promise a spectacular feature.

The University is having international Collaborations with Universities / Institutions of Higher Learning in countries like China, Malaysia, West Indies, U.S.A. and South Korea. New innovative programmes have been designed and offered at the University. Many exchange programmes attract the attention of the teachers and students from abroad.

The University's motto is "Excellence in Action" and the University keeps before it the vision of excellence in all spheres of its action.

AL-FALAH UNIVERSITY

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Al-Falah University (AFU) at Faridabad, Haryana. is established by State Legislative Assembly of Haryana under "A university by Act of Legislative Assembly of Haryana, The Haryana Private Universities (Amendment) Act 2014" on the 4th March 2014.

Al-Falah University is an endeavor of Al-Falah Charitable Trust, in keeping up with its tradition of fostering professional education, training and guidance. Spread over 56 acres of lush greenery, Al-Falah University offers world-class education to students from India and other countries by providing a learning experience designed to develop intellectual abilities as well as good social, moral and ethical values.

The university is committed to providing a rigorous academic environment to equip students with knowledge, skills, insights, attitudes and practical experience in order to enable them to become discerning citizens. The emphasis by the university is placed on nurturing talent by providing need-based education to create a resource pool for developing cutting edge technologies for the benefit of the country. We believe that this pool of immense talent would enrich the national fabric and shall act as a driving force for transforming India into a great nation. Our curricula and teaching methods are rigorous, innovative and distinctly oriented towards competitiveness, keeping an eye on global environment of business, industry and academia. A distinct feature of our academic prorgramme is the focus on the industrial needs of the country. The students at Al-Falah University are exposed to an optimal blend of analytical and practical knowledge, enriched by industrially-oriented training and project work. The university emphasizes on overall development of the students to cope with the fast changing technology. Consistent with this vision, Al-Falah University has been imparting quality education and has successfully developed over the years into a premier institution creating well-trained pool of professionals in all spheres of study.

The campus of the university is inspiring for the young minds. It has often been rated as one of the most beautiful campuses in India. It resembles a large, self-contained village with lecture theatres, seminar rooms, accommodation, cafeterias, canteens, shops and sports facilities, libraries and laboratories. The most remarkable feature of the campus is the seamless interconnection of nature and the built environment. There are a number of lush green gardens, water fountains and sidewalks which provide an ideal environment on the campus for study and leisure.

AL-KARIM UNIVERSITY

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Established in 2018, Al-Karim University is Headquartered at Katihar. For educationist Ashfaque Karim, this is an overwhelming decision. Kosi-Seemanchal is one among the most backward regions of Bihar. Higher education is far from the reach of the masses. Establishment of a university in this region would open doors to opportunities for the youth here. There was a time when no university had a mark in the region. Ashfaque Karim toiled hard to set up the first private medical college that is Katihar Medical College in Katihar District of Kosi belt. Now with the decision of state Government to form five new private universities will change the lives of the people.

The Kosi region in the north of the state of Bihar which is spread over two divisions of Purnea and Saharsa suffers from the lack of development of road, power, education and medical facilities. Extreme economic backwardness tells upon health, education and culture of the people of this region. Meritorious students of the region in general and Muslim youths in particular can ill afford to go out side for medical, technical and other professional education. Moreover, the ailing people of the area had to go to distant places e.g. Patna, Darbhanga and Bhagalpur Medical Colleges for specialized treatment, which is beyond the means and reach of the common people. In view of the aforesaid facts, there has always been a crying need of a Medical College and Hospital in this part of Bihar having about 40% Muslim population mostly below poverty line. To meet this demand of the community the Al-Karim Education Trust, Patna under the provisions of Art. 30 (i) of the Constitution of India sponsored and established the Katihar Medical College in 1987. The college celebrated its Silver Jubilee in October 2012.

The parent body of Al-Karim University and Katihar Medical College is a registered trust of the members of the Muslim religious minority community devoted to the promotion of education, research and information dissemination among Muslim minority community as well as general students. The Trust has also been established for the benefit of the poor and weaker section of the community specially to ameliorate their educational and economic backwardness and poor health care. It shall further undertake and pursue advancement of other aims and objectives of public utility in which the Muslim population is interested, to serve the nation and humanity in a better way. The campus is situated in a land of fifty five acres approximately with a built up area of 9,00,000 sq.ft. The college consists of various buildings housing different facilities such as administrative block, lecture theatre, separate hostels for boys, girls and interns, for PG students 155 suites with attached kitchen & bathroom, Emergency and Casualty services, O P D, 600 Bed Hospital with Modern Operation theatres, Radiology with facilities of MRI (1.5 tesla), DSA (Digital Substracting Angiography), CT Scan & Mammography besides X-ray, Microbiology, Pathology and Biochemistry Labs, Auditorium, Animal House, Postmortem Block with gallery and a full fledged Blood Bank with Blood Component facility, Bungalow for the Principal and residential apartments for Staff (102 quarters for teachers) and modern guest house are situated behind a panoramic view. The college library is located in the main building covering an area of about 17500 Sq.ft. It is well appointed with well-furnished reading rooms besides large number of latest text and reference books on all aspects of medical sciences and subscribes to 113 National and International Journals.

ALIAH UNIVERSITY

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Website : www.aliah.ac.in

Aliah University started its glorious journey from the 2008-09 academic session with great potential and immense opportunities. It is hoped that this University, harmonizing tradition and modernity, will emerge as a unique institution of higher studies and research. As per Aliah University Act 2007, Section 3 (3), it has been conferred the status of a minority educational institution. Aliah University is an autonomous university under the Department of Minority Affairs and Madrasah Education, Government of West Bengal. It is hoped that along with the people of any race, creed, caste or class, this University will play a crucial and leading role in the advancement of higher education for socially and educationally backward classes belonging to the Minorities Aliah University has with it the rich heritage of the 229-year old educational and cultural institution, Mohammedan College of Calcutta, popularly known as Madrasah-i-Aliah or Calcutta Madrasah, the first educational institution set up in India in 1780 by Warren Hestings, the then Governor General of India. Thus, one of the oldest centres of higher learning and culture, the institution is steeped in history. Many eminent scholars were associated with this institution as administrators, principals, teachers as well as students. Calcutta Madrasah was upgraded to Calcutta Madrasah College and then to Aliah University by the Government of West Bengal through Aliah University Act XXVII of 2007 passed in West Bengal Legislative Assembly. Calcutta Madrasah was established chiefly for the study of the Arabic and Persian languages and Muslim Law so that the sons of the Muslim gentry can perform the duties as officers for running the revenue administration and judiciary. The Naib Nizam was instructed to recruit the students of the Madrasah as vacancies occurred in the Fauzdari Courts, on production of certificates of efficiency. However, within a decade Arithmetic, Algebra, Geometry, Astronomy, Islamic Theology, Oriental Studies, Natural Philosophy, Geological Studies, Law, Logic, Rhetoric, Grammar, and Oratory were added on the list of prescribed subjects for study. In 1821, the Annual Examination of the Madrasah was held in the presence of many respectable officials and gentlemen of Calcutta. This was the first public examination held in British India. A medical class, headed by Dr Breton, Professor of Medicine, was started at this Madrasah in 1826 for the first time in British India. Dr Breton was authorized to purchase a skeleton and collect medical books. An anatomical work published by John Taylor was arranged to be translated into Arabic.

The medical class continued here till the establishment of Calcutta Medical College in 1836. However, the students of the Madrasah were allowed to study medicine at Calcutta Medical College. This speaks for the high standard of education at the Madrash in those days.

ALIGARH MUSLIM UNIVERSITY

Aligarh - 202 002, Uttar Pradesh
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Established in 1920, Aligarh Muslim University grew out of the work of Sir Syed Ahmad Khan, the great Muslim reformer and statesman, who in the aftermath of the Indian War of Independence of 1857 felt that it was important for Muslims to gain education and become involved in the public life and government services in India. Raja Jai Kishan helped Sir Syed in establishing the university. The British decision to replace the use of Persian in 1842 for government employment and as the language of Courts of Law caused deep anxiety among Muslims of the sub-continent. Sir Syed saw a need for Muslims to acquire proficiency in the English language and Western sciences if the community were to maintain its social and political clout, particularly in Northern India. He began to prepare foundation for the formation of a Muslim University by starting schools at Moradabad (1858) and Ghazipur (1863).His purpose for the establishment of the Scientific Society in 1864, in Aligarh was to translate Western works into Indian languages as a prelude to prepare the community to accept Western education and to inculcate scientific temperament among the Muslims. The intense desire to ameliorate the social conditions of Indian Muslims led Sir Syed to publish the periodical, 'Tehzibul Akhlaq' in 1870. In 1877, Sir Syed founded the Muhammadan Anglo Oriental College in Aligarh and patterned the college after Oxford and Cambridge universities that he had visited on a trip to England. His objective was to build a college in tune with the British education system but without compromising its Islamic values. Sir Syed's son, Syed Mahmood, who was an alumnus of Cambridge prepared a proposal for an independent university to the â ˜Muhammadan Anglo-Oriental College Fund Committeeâ ™ upon his return from England in 1872. This proposal was adopted and subsequently modified. Syed Mahmood continued to work along with his father in founding the college. It was one of the first purely residential educational institutions set up either by the government or the public in India. Over the years it gave rise to a new educated class of Indian Muslims who were active in the political system of the British Raj. When viceroy to India Lord Curzon visited the college in 1901, he praised the work which was carried on and called it of "sovereign importance". The college was originally affiliated with the University of Calcutta and subsequently got affiliated with the University of Allahabad in 1885. Near the turn of the century, the college began publishing its own magazine, The Aligarian, and established a Law School. It was also around this time that a movement began to have it develop into a university. To achieve this goal, expansions were made and more academic programs added to the curriculum of the college. A school for girls was established in 1907. By 1920 the college was transformed into the Aligarh Muslim University. Sir Syed breathed his last on March 27, 1898 and was buried in the premises of the university mosque in the Sir Syed Hall, Aligarh Muslim University.

ALIPURDUAR UNIVERSITY

P.O. Alipurduar Court
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Alipurduar University established as per West Bengal Act VXII of 2018 dated 1 October 2018.

Alipurduar University is the first State aided University of Alipurduar District which was inaugurated by Smt. Mamata Banerjee, the Hon'ble Chief Minister of West Bengal. We all welcome everyone to Alipurduar University. Alipurduar is an extensive area in the eastern end of the Dooars in West Bengal situated on the east bank of Kaljani River on the foothills of the Himalayas. It is also the gateway to Bhutan and north-eastern states of India and is inhabited by people of various castes, creeds, communities and ethnic groups of West Bengal.

It was a long-cherished dream of a University at Alipurduar by the people of this locality. With the up-gradation of the existing Alipurduar University to Alipurduar University**,** the aspirations of the people have become a reality.

On occasion of this marvellous moment, I want to share my excitement with all aspiring and ambitious students, respected guardians and all respected citizens, and humbly appeal all to be associated with and contribute to the realization of the Vision and Mission of this newly born institution. I also take this opportunity to acknowledge the selfless services of all the people of this locality whose endeavour has resulted in the establishment of this institution and achieving the present status.

The Mission of this University would be to make far reaching and positive impact on the world through the education of our students and to empower the society to overcome the backwardness by achieving enlightenment through quality education.

The University aspires to offer quality education in different fields such as Arts, Commerce and Science and create a niche for skillful youths who will be empowered in the nation building process. Apart from offering education in traditional subjects, we plan to establish new centres for excellencies in Tea, Tourism, Food, Wood, Health, Local languages, Physical education etc. in collaboration with lead centres from India and abroad which have the potential for opening the door to new opportunities.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES BHOPAL

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Established in 20212, AIIMS Bhopal is one of the seven AIIMS apex healthcare institutes being established by the Ministry of Health & Family Welfare, Government of India under the *Pradhan Mantri Swasthya Suraksha Yojna*(PMSSY). With the aim of correcting regional imbalances in quality tertiary level healthcare in the country, and attaining self sufficiency in graduate and postgraduate medical education and training the PMSSY planned to set up 6 new AIIMS like institutions in under served areas of the country. These institutions are being established by an Act of Parliament on the lines of the original All India Institute of Medical Sciences in New Delhi which imparts both undergraduate and postgraduate medical education in all its branches and related fields, along with nursing and paramedical training. to bring together in one place educational facilities of the highest order for the training of personnel in all branches of health care activity. Research is a pursuit of knowledge and is limitless. Though we are recently established institute, research is an important mission of AIIMS Bhopal towards better healthcare and teaching. At AIIMS Bhopal we pursue research to understand the intricacies and maladies of the human body and its interaction with nature, find cure to ailments, improve quality of living and enhance teaching. Research at AIIMS Bhopal is a dedicated team work led by the faculty of the Institute as Principal Investigators (PI) with the assistance of senior residents, postdoctoral fellows and undergraduates and technical staff. The research funding is obtained mainly by extramural grants from agencies namely DBT, MPCST, ICMR, DST and others. The institute aims to provide modest intramural financial support to investigators for initiating research The research projects are reviewed by the Research review board (RRB) comprising of faculty of the institute. Depending on the requirements RRB forwards the projects for further review to Institutional Human Ethics Committee (IHEC), Institutional Biosafety committee (IBSC) and Institutional Animal Ethics Committee (IAEC). The registration of IHEC with DCGI, IBSC with DBT and IAEC with CPCSEA is in process.

Facilities for research: Our research is facilitated by state of art instrumentation including Real-time PCR, flow cytometry, HPLC, Biosafety cabinets, high speed centrifuges, ELISA, chemiluminiscent analysers, microscopes with varying resolutions manned by trained technical staff. Equipments for high throughput and advanced technologies including genomics, proteomics, metabolomics, mass spectrometry, bioinformatics and NMR are underway.

Undergraduate research: At AIIMS Bhopal, undergraduate students are encouraged to identify a problem in research and address it with help of a mentor in the Institute. The aim of undergraduate research is to develop critical thinking and expand academic knowledge, explore research techniques, inculcate team spirit and time management, identify career interests, establish contacts with faculty and presenting at research conferences. Undergraduate research has been supported by intramural funding and short term studentships (STS) of ICMR. Twenty-five undergraduates of AIIMS Bhopal have bagged the prestigious STS fellowships since 2012 and have won accolades in platform and poster presentations in various national and international conferences.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES BHUBANESWAR

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AIIMS Hospital OPD Help Desk: (0674) 2476789

Established in 20212, All India Institute of Medical Sciences, Bhubaneswar is one of the apex healthcare Institutes established by the Ministry of Health & Family Welfare, Government of India under the Pradhan Mantri Swasthya Suraksha Yojna (PMSSY). Under this scheme six new All India Institutes of Medical Sciences have been established at Patna, Raipur, Bhopal, Bhubaneswar, Jaipur and Rishikesh apart from the one at New Delhi. In his Independence Day Speech on August 15, 2003, then prime minister Atal Bihari Vajapayee announced opening up of 6 AIIMS Hospitals at Patna, Raipur, Bhopal, Bhubaneswar, Jaipur and Rishikesh under Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) launched for up gradation of medicare facilities in underserved areas of the country besides providing quality medical education in super-specialty disciplines in these areas. The foundation stone of this institute in Bhubaneswar was laid by then Prime Minister Atal Bihari Vajapayee on July 15, 2003. All India Institute of Medical Sciences, Bhubaneswar was established as autonomous institution and institute of National importance through the All India Institute of Medical Sciences (Amendment) Ordinance passed on 16th July, 2012.

Mission and Vision Statement

To establish a centre of excellence in medical education, training, health care and research imbued with scientific culture, compassion for the sick and commitment to serve the underserved.

Objectives of the Institute

- To develop patterns of teaching in undergraduate and postgraduate medical education in all its branches so as to demonstrate a high standard of medical education to all medical colleges and other allied institutions in India;
- To bring together in one place educational facilities of the highest order for the training of personnel in all important branches of health activity; and
- To attain self-sufficiency in postgraduate medical education.

Functions of the Institute

- Provide for undergraduate and postgraduate teaching in the science of modern medicine and other allied sciences, including physical and biological sciences.
- Provide facilities for research in the various branches of such sciences.
- Provide for the teaching of humanities in the undergraduate courses.
- Conduct experiments in new methods of medical education, both undergraduate and postgraduate, in order to arrive at satisfactory standards of such education.
- Prescribe courses and curricula for both undergraduate and postgraduate studies.
- Train teachers for the different medical colleges in India.
- Establish and maintain a dental college.
- Establish and maintain a nursing college.
- Establish and maintain rural and urban health organisations which will form centers for the field training of the medical, dental and nursing students of the Institute as well as for research into community health problems.
- Establish and maintain a other Institutions for the training of different types of health workers, such as physiotherapists, occupational therapists and medical technicians of various kinds.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, BATHINDA

Mandi Dabwali Road, Bathinda, Punjab – 151001
Tel : 0164-2867250Emergency: 0164-2868011,0164-2868021
Triage: 0164-2868037,0164-2868019
Adminstration: 0164-2867481
Email : support@aiimsbathinda.in

All India Institute of Medical Sciences, Bathinda (AIIMS Bathinda) is a medical college and medical research public university based in Bathinda, Punjab, India. As one of the All India Institutes of Medical Sciences, it operates autonomously under the Ministry of Health and Family Welfare. AIIMS Bathinda spreads over a large area of about 177 Acres and is surrounded by lush green parks. It became operational in 2019, one of the six AIIMS to do so in 2019.

Stone for AIIMS at Bathinda was laid in November 2016. AIIMS Bathinda was planned as a 750-bedded medical institute on 177 acre land having 10 speciality, 11 super speciality departments and 16 operation theatres. It is planned for 100 seats in medical college and 60 seats in nursing college. It became operational with the first batch of 50 MBBS students, which started in 2019 one of the six AIIMSs to become operational in 2019. The outpatient department (OPD) was inaugurated in December 2019, Postgraduate Institute of Medical Education and Research (PGIMER) was assigned as its mentoring institution in August 2019 and Prof Dinesh Kumar Singh, Former Director of RIMS Ranchi was appointed director in March 2020.

The first batch of MBBS of AIIMS Bathinda started at Baba Farid University of Health Sciences (BFUHS), Faridkot campus on a temporary basis as AIIMS campus was under construction on the Bathinda-Dabwali road. Since October 2020 students have been shifted to the AIIMS Bathinda Campus. The Second Batch of 100 students started from December 2020 in the New Campus Itself.

AIIMS Bathinda was allotted 50 MBBS seats for the first session with 22 seats for general category students, 14 reserved for OBCs, 8 for SCs, 4 reserved for ST students and 2 seats reserved for persons with disabilities (PwD). The seat number has increased to 100 from batch 2020. The institute also offers 60 seats in B.Sc. Nursing. From 2020 session seats are increased for undergraduate courses and now 100 seats are available.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, BIBINAGAR

AIIMS Bibinagar (Hyderabad Metropolitan Region)
Telangana - 508126
COVID Help Line Number : 08685-293300
E-mail: info.aiimsbibinagar@gmail.com

The Pradhan Mantri Swasthya SurakshaYojana (PMSSY) was announced in 2003 with the objectives of correcting regional imbalances in the availability of affordable/reliable tertiary healthcare services and also to augment facilities for quality medical education in the country. AIIMS, Bibinagar is one of the apex healthcare institutes being established by the Ministry of Health & Family Welfare, Government of India under the PMSSY. To facilitate the creation of very important institutions in the country, the Government of India has legislated AIIMS Act under which AIIMS are established. In terms of the provisions of the Act, these new AIIMS are called Institutes of National Importance and are to function as Autonomous Institutions under Ministry of Health and Family Welfare, Government of India

AIIMS, Bibinagar Hyderabad Metropolitan Region (HMR) (Telangana)was denoted as "Phase-VII" of PMSSY. It makes its beginning in 2019. The institute is located on a 200 acre area on Hyderabad- Warangal Highway (NH-163), Yadadri Bhuvanagiri (District).The first batch of MBBS comprising of 50 students were started on 27.08.2019

VISION STATEMENT

To emerge as a leading global healthcare institute offering a quality medical education in diversified fields , scientific research opportunities and foster health care training to students inculcating in them ethical and moral values for sustainable community development

MISSION STATEMENT

To establish a center of excellence in medical education and training.

To provide a high quality community patient-focused health care that is readily accessible, cost effective and meets the needs of the communities.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, BILASPUR

Village- Changar Palasiyan
AIIMS-Bilaspur, Himchal Pradesh- 174037
Phone No: 01978-280456
Deputy Director (Admin) Email : dda@aiimsbilaspur.edu.in
Email ID: info@aiimsbilaspur.edu.in

All India Institute of Medical Sciences (AIIMS) Bilaspur (Himachal Pradesh), an Institute of National Importance was officially approved, under Phase-V of the Pradhan Mantri Swasthya Suraksha Yojana (PMSSY), by Union Cabinet on December 04, 2019. The Institute was approved to be established over a span of about 247 acre (99.96 hectre) land on National Highway – 205 (Shimla-Kangra / Shimla Ghumarwin road), in the village of Kothipura, District Bilaspur, Himachal Pradesh.

AIIMS Bilaspur is set up with objectives of correcting regional imbalances in the availability of affordable/reliable tertiary healthcare services and also to augment facilities for quality medical education in the country. It intends to develop patterns of teaching in undergraduate and postgraduate medical education in all its branches so as to demonstrate a high standard of medical education to all medical colleges and other allied institutions in India.

The Hon'ble Prime Minister of India, Shri Narendra Modi laid the foundation stone of AIIMS, Bilaspur on October 03, 2017. Subsequently on January 21, 2019, Hon'ble Health Minister Shri J P Nadda and Hon'ble Chief Minister of Himachal Pradesh Shri Jai Ram Thakur performed the Bhoomi Pujan.

The project is being developed in 3 phases. Presently development is taking place in phase –I wherein, AIIMS Bilaspur is proposed to be a 750 bedded hospital with 15-20 super specialty departments equipped with all modern facilities. To further enhance healthcare delivery, AIIMS Bilaspur is likely to widen the spectrum of services through the expansion of various super-specialty departments in subsequent phases to provide affordable and reliable tertiary level healthcare in the Himachal Pradesh, and adjoining states of Punjab and Haryana. Dr. Pramod Garg, Professor, Department of Gastroenterology, and Associate Dean (Research), AIIMS, New Delhi, was nominated as the first President of AIIMS Bilaspur, in March 2020. AIIMS Bilaspur started its first academic session from January 12, 2021, with a batch of 50 MBBS students. In May 2021, Dr. Vir Singh Negi joined as the first Executive Director of AIIMS Bilaspur.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, DEOGHAR

Deoghar Devipur, Jharkhand - 814152
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Email : office.aiimsdeoghar@gmail.com
Website : www.aiimsdeoghar.edu.in

All India Institute of Medical Sciences, Deoghar (AIIMS Deoghar) is a prestigious medical university and hospital located in Deoghar, Jharkhand, India. It is also one of the All India Institutes of Medical Sciences (AIIMS) that started operation in 2019. The Institute operates autonomously under the Ministry of Health and Family Welfare of Government of India under the Pradhan Mantri Swasthya Suraksha Yojna (PMSSY) and also among the Institutes of National Importance in India.

AIIMS Deoghar was set up as part of the Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) initiative, announced by the Government of India in 2003 and officially launched in March 2006, for the purpose of "correcting regional imbalances in the availability of affordable/reliable tertiary healthcare services", through setting up AIIMS Delhi-like institutions and upgrading government medical colleges.

A proposal for setting an AIIMS in Jharkhand was first made by the local government in June 2016. In August, in response to a request by the union government to come up with several alternatives for the location, the local government announced that the preferred location is in Deoghar, although Ranchi was also considered. On 1 February 2017, in the budget presentation for 2017–2018, Minister of Finance Arun Jaitley officially announced the intent to establish an AIIMS in Jharkhand, as well as one in Gujarat. These were later denoted "Phase-VI" of PMSSY. A detailed project report was prepared in July and the site in Deoghar was finalised in December. In April 2018 the local government handed over the 236.92 acres (95.88 ha) of land required for establishing the AIIMS, and finally, in May 2018, the union cabinet approved the AIIMS, with a provision of 1,103 crore (US$140 million). The foundation stone was laid by Prime Minister Narendra Modi later that month. The 9.02 billion (US$110 million) contract for building the institute was awarded to NBCC in October.

The institute became operational with the first batch of 50 MBBS students, which started in September 2019, one of the six AIIMSs to become operational in 2019. Saurabh Varshney was appointed director in March 2020 and N.K. Arora was appointed president in May of that year. A second batch of 62 MBBS students enrolled in 2020. Outpatient department (OPD) services were launched in August 2021. On 12 June 2022, the In-Patient Department (IPD) along with Academic and Administrative Block was inaugurated by Shri Narendra Modi. The entire campus is expected to be completely functional by the end of December 2023. In November 2022, Institute has been permitted to run postgraduate courses with 7 number of seats allocated for the INI-CET January 2023 session.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, GORAKHPUR

Kunraghat, Gorakhpur – 273008, Uttar Pradesh
Tel: 5512205501

All India Institute of Medical Sciences, Gorakhpur better known as AIIMS Gorakhpur is a public medical university located in the Gorakhpur, Uttar Pradesh. It is one of the 20 operational AIIMS in India. It is one of the four "Phase-IV" All India Institutes of Medical Sciences (AIIMS) announced in July 2014.

In July 2014, in the budget speech for 2014–15, the Minister of Finance Arun Jaitley announced a budget of 500 crore (equivalent to 799 crore or US$100 million in 2023) for setting up four new AIIMS, in Andhra Pradesh, West Bengal, the Vidarbha region of Maharashtra and the Purvanchal region in Uttar Pradesh, the so-called "Phase-IV" institutes. Prime Minister Narendra Modi laid the foundation stone of AIIMS Gorakhpur on 22 July 2016. An Out Patient Department (OPD) started on 24 February 2019 and the first batch of 50 MBBS students started later that year, making it one of six AIIMSs to become operational in 2019. Surekha Kishor was appointed director in March 2020.

It started operation of an Out Patient Department (OPD) in February 2019 and started MBBS courses later that year, making it one of the six AIIMSs to become operational in 2019.

e-Sushrut C-DAC's Hospital Management Information System is a major step towards adapting technology to improve healthcare. HMIS incorporates an integrated computerized clinical information system for improved hospital administration and patient health care. It also provides an accurate, electronically stored medical record of the patient. A data warehouse of such records can be utilized for statistical requirements and for research. The real time HMIS streamlines the treatment flow of patients and simultaneously empowering workforce to perform to their peak ability, in an optimized and efficient manner. It is modeled on the unique combination of a 'patient centric and medical staff centric' paradigm, thus providing benefits to both the recipients and the providers of healthcare. It ensures dramatic improvement in performance along with reducing the costs.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, GUWAHATI

Changsari, Guwahati – 781101
Email : info@aiimsguwahati.ac.in

The All India Institute of Medical Sciences (AIIMS) - Guwahati, an autonomous Institute of National Importance under the Ministry of Health & Family Welfare - Government of India, was established under the Pradhan Mantri Swasthya Suraksha Yojna (PMSSY) in May 2017. The foundation stone of the Institute was laid by the Hon'ble Prime Minister Shri Narendra Modi on May 26, 2017.

The Institute has been set up with the aim of correcting regional imbalances in quality tertiary level healthcare and attaining self-sufficiency in graduate and postgraduate medical education. The Institute intends to develop model patterns of teaching in undergraduate and postgraduate medical education in all its branches to demonstrate a high standard of medical education to all medical colleges and other allied institutions in India.

AIIMS Guwahati will comprise of a medical college with an annual intake 125 MBBS students and a nursing college with an annual intake of 75 students. The hospital will deliver OPD and emergency services and will have a 750-bedded in-patient facility managed by speciality and super-speciality departments equipped with all state-of-the-art amenities. Dr. Chitra Sarkar, a renowned neuropathologist and former Professor of Pathology and former Dean (Research), AIIMS - New Delhi, was nominated as the first President of AIIMS Guwahati, in March 2020.

AIIMS Guwahati started its first academic session on January 12, 2021, with a batch of 50 MBBS students and 21 faculty members across four departments from a temporary campus located at Narakasur Hill-Top, Guwahati. In 2022, the Institute further expanded – with the joining of the new batch of MBBS students as well as the faculty members of paraclinical and clinical specialty and super- specialty departments.

The Institute now functions from its main campus located at Changsari, Kamrup (Rural) District, Guwahati, which spans an area of 189.2 acres comprising of Institutional Complex, Hospital Complex, Hostels, and Residential complex.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, KALYANI

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West Bengal – 741245
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All India Institute of Medical Sciences (AIIMS) Kalyani was officially approved, under the Pradhan Mantri Swasthya Suraksha Yojana (PMSSY), by Union Cabinet on October 07, 2015. The Institute was approved to be established over a span of 179.82-acre land on National Highway – 34 around 50 km from Kolkata, in the village of Basantapur, near Kalyani, District Nadia, West Bengal.

The Institute was established by the Central Government in exercise of the powers conferred by the proviso to sub-section (1) of Section 3 of the All India Institutes of Medical Sciences Act, 1956 (25 of 1956) as per Ministry of Health and Family Welfare notification dated 24th January, 2018.

AIIMS Kalyani is an Institute of National Importance set up with the aim to address imbalances at three levels – regional, specialties, and ratio of medical doctors to nurses and other healthcare professionals. It intends to develop patterns of teaching in undergraduate and postgraduate medical education in all its branches so as to demonstrate a high standard of medical education to all medical colleges and other allied institutions in India.

In phase-I, AIIMS Kalyani is proposed to be a 960 bedded hospital equipped with all modern facilities. To further enhance healthcare delivery, AIIMS Kalyani lays special emphasis on Alternate Systems of Medicine, AYUSH. In subsequent phases, AIIMS Kalyani is likely to widen the spectrum of services through the expansion of various super-specialty departments.

Dr. Chitra Sarkar, Professor, Department of Pathology, and Dean (Research), AIIMS, New Delhi, was nominated as the first President of AIIMS Kalyani, in 2018.

AIIMS Kalyani started its first academic session from September 04, 2019, with a batch of 50 MBBS students.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, MADURAI

Chinna Chokikulam, Madurai-625002, Tamil Nadu
Tel : 2296002 , 2272901 , 2296064
Email : director@jipmer.edu.in

All India Institute of Medical Sciences, Madurai (AIIMS Madurai) is an Public hospital and Medical school it located at Thoppur near Madurai, Tamil Nadu, India. AIIMS Madurai was Announced in 2015 and the institute established in 2021. The yearly MBBS intake is 50 by the AIIMS Madurai-run medical college and selection is done through NEET(UG).

The AIIMS was officially announced on 28 February 2015, in the budget speech for 2015–16, where the Minister of Finance Arun Jaitley announced five more AIIMS, in Jammu & Kashmir, Himachal Pradesh, Punjab, Assam and Tamil Nadu and an "AIIMS-like" institute in Bihar. Tamil Nadu had proposed five sites to set up an AIIMS. Besides Thoppur, Sengipatti (Thanjavur), Pudukottai town, Chengalpattu (Kanchipuram) and Perundurai (Erode) were considered. In 2018, the union cabinet gave an official approval for the location, on a 222-acre lot in the Thoppur, near Madurai.

By January 2019, the boundary wall of AIIMS Madurai campus was completed. Prime Minister Narendra Modi had laid the foundation stone of AIIMS Madurai in January 2019. The state government handed over the land to the Government of India in February 2020. In March 2021, the funding agency, Japan International Cooperation Agency (JICA), extended assistance. The loan agreement was signed in February 2022. The Japan International Cooperation Agency (JICA) informed Minister for Health and Family Welfare of Tamil Nadu Ma. Subramanian in February 2023 that the construction of AIIMS Madurai would begin by the end of 2024 and be completed by 2028.

The AIIMS Madurai will have 15-20 super specialty departments.

The hospital will have around 750 beds. As per the current operational AIIMS data, it is expected that the hospital will cater to around 1500 OPD patients per day and around 1000 IPD patients per month.

AdmissionLike all other AIIMS the institute select students for MBBS course through NEET(UG) annually.

The institution runs a medical college within the campus. The medical college has 50 UG (MBBS) seats. As the construction of the campus is not completed, classes of the first batch were taken at the Ramanathapuram Medical College. The college started with 50 students in April 2022, from the academic session 2021–2022

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, MANGALAGIRI

Mangalagiri, Guntur District
Andhra Pradesh - 522503

The All India Institute of Medical Sciences [AIIMS] was designed to serve as a nucleus for nurturing excellence in all aspects of health and wellness program throughout India. AIIMS are a group of autonomous public medical institutes that have been declared by an Act of Parliament 1956 as "Institute of National Importance". AIIMS Mangalagiri is one of the AIIMS healthcare institutes being established by the Ministry of Health & Family Welfare, Government of India under the Pradhan Mantri Swasthya Suraksha Yojna (PMSSY). With the aim of correcting regional imbalances in quality tertiary level healthcare in the country, and attaining self sufficiency in graduate and postgraduate medical education and training the PMSSY planned to set up new AIIMS like institutions in under served areas of the country.

In 2018, AIIMS, Mangalagiri started functioning from a newly constructed, albeit temporary campus at Government Siddhartha Medical College, Vijayawada. In March 2019 OPD services was started in the Permanent campus at Mangalagiri, Guntur. Therafter AIIMS gradually moved into its designated campus as newly constructed .During the Lockdown during COVID19 pandemic, OPD services were supplemented with eParamarsh initiative for doorstep sample collection. For COVID19 positive patients limted IPD services started during 2020. In early part of 2021 limited IPD services for other patients have started.

The 2018 and 2019 MBBS batch of 50 students each started their first year in the temporary campus at Vijayawada. The 2020 batch of 125 MBBS students have started their academics in Mangalagiri from day 1.

Mission

- The trinity of the mission of the Institute is:
- Education of diverse health professionals
- Research in biomedical sciences; and
- Patient care at the highest care level

Objectives

- To develop pattern of teaching in under-graduate and postgraduate medical education in all its branches so as to demonstrate a high standard of medical education to all medical colleges and other allied institutions in India.
- To bring together in one place educational facilities of the highest order for the training of personnel in all branches of health activities.
- To attain self-sufficiency in post-graduate medical education

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, NAGPUR

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Helpline No: 9404044944
Mental Health Support (9 to 5 pm) : 0712-2352033

The All India Institute of Medical Sciences [AIIMS] was designed to serve as a nucleus for nurturing excellence in all aspects of health and wellness throughout India. AIIMS are a group of autonomous public medical institutes that have been declared by an Act of Parliament 1956 as "Institute of National Importance".

All India Institute of Medical Sciences, Nagpur is one among the four AIIMS announced during the budget speech 2014-15 under Pradhan Mantri Swasthya Suraksha Yojna (PMSSY). The Foundation stone for the institute was laid by Hon'ble Prime Minister of India, Shri Narendra Modi and Hon'ble Chief Minister of Maharashtra, Shri Devendra Fadnavis at Sector 20, MIHAN on 14th April 2017. Union Cabinet Minister for Road Transport and Highway and Shipping (GoI), Shri Nitin Gadkari, and several other dignitaries graced the occasion. The primary objective of AIIMS is "correcting regional imbalances in the availability of affordable/reliable tertiary healthcare services and also to augment facilities for quality medical education in the country". With a campus spanning over 150 acres of land in the Special Economic Zone, MIHAN, the institute is committed to its mission of providing the highest levels of patient satisfaction, healthcare, safety, dignity and rights through evidence-based clinical practices of the highest standard and transparent management processes. Working tirelessly, within a short span of time, it has been unfaltering in its efforts to provide the best medical education and training with all modern facilities and is progressing towards becoming a Center of Excellence in teaching, patient care, and research. Currently, students for MBBS, post-graduation, and Ph.D. courses are enrolled with the institute.

In the dire times of COVID 19 pandemic, AIIMS Nagpur stepped up to the need of the society by setting up sample collection & testing facilities as well as indoor and intensive care facility of approx. 500 beds in record time. Specialists in the dedicated COVID triage/ screening team and COVID C.A.R.E.S (connect, assist, reassure, empathize, support) are providing 24 x 7 assistance and wholistic management (physical & mental health support services) to COVID affected individuals & their families. Further, facilities for the diagnosis, management & rehabilitation of post covid sequelae and complications, including mucormycosis have also been set up.

AIIMS Nagpur offers full-time undergraduate degree program MBBS and postgraduation in selected subjects. It has an innovative curriculum tailored to meet the current healthcare needs of the country. Keeping in mind that education is the holistic development of one's personality & includes development of one's knowledge, attitude & skills, various programs have been initiated, for e.g., the mentor-mentee program to provide psychological, professional, and personal support to students. The Institute is actively engaged in student's welfare as per the recommendations of the Radhakrishnan Report (1948) and the Education Commission (1960). In addition, the institute aims to develop world-class facilities to achieve excellence in the field of medical research and is actively engaged in developing infrastructure for carrying out meaningful research. The institution is committed to excellence in healthcare and quality education in the region and beyond.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES NEW DELHI

Ansari Nagar, New Delhi – 110029
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Website : www.aiims.edu ; www.aiims.ac.in

Creating a country imbued with a scientific culture was Jawaharlal Nehru's dream, and immediately after independence he prepared a grand design to achieve it. Among the temples of modern India which he designed, was a centre of excellence in the medical sciences. Nehru's dream was that such a centre would set the pace for medical education and research in Southeast Asia, and in this he had the wholehearted support of his Health Minister, Rajkumari Amrit Kaur.

The health survey and development committee ,chaired by Sir Joseph Bhore, an Indian Civil Servant ,had in 1946 already recommended the establishment of a national medical centre which would concentrate on meeting the need for highly qualified manpower to look after the nation's expanding health care activities . The dreams of Nehru and Amrit Kaur and the recommendations of the Bhore Committee converged to create a proposal which found favor with the government of New Zealand. A generous grant from New Zealand under the Colombo Plan made it possible to lay the foundation stone of All India Institute of Medical Sciences (AIIMS) in 1952. The AIIMS was finally created in 1956,as an autonomous institution through an Act of Parliament ,to serve as a nucleus for nurturing excellence in all aspect of health care. All-India Institute of Medical Sciences was established as an institution of national importance by an Act of Parliament with the objects to develop patterns of teaching in Undergraduate and Post-graduate Medical Education in all its branches so as to demonstrate a high standard of Medical Education in India; to bring together in one place educational facilities of the highest order for the training of personnel in all important branches of health activity; and to attain self-sufficiency in Post-graduate Medical Education.

Established in 1956, the Institute has comprehensive facilities for teaching, research and patient-care. As provided in the Act, AIIMS conducts teaching programs in medical and para-medical courses both at undergraduate and postgraduate levels and awards its own degrees. Teaching and research are conducted in 42 disciplines. In the field of medical research AIIMS is the lead, having more than 600 research publications by its faculty and researchers in a year. AIIMS also runs a College of Nursing and trains students for B.Sc.(Hons.) Nursing post-certificate) degrees. Twenty-five clinical departments including four super specialty centers manage practically all types of disease conditions with support from pre- and Para-clinical departments. However, burn cases, dog-bite cases and patients suffering from infectious diseases are not entertained in the AIIMS Hospital. AIIMS also manages a 60-beded hospital in the Comprehensive Rural Health Centre at Ballabgarh in Haryana and provides health cover to about 2.5 lakh population through the Centre for Community Medicine.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, RAEBARELI

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All India Institute of Medical Sciences (AIIMS) at Raebareli in Uttar Pradesh was approved in February, 2009 under Phase-II of Pradhan Mantri Sawasthya Suraksha Yojana (PMSSY) at an approved cost of Rs. 823 crore. The State Government had agreed to provide 148 acres of land. A Gazette Notification was issued on 13th August, 2013 for establishment of the All India Institute of Medical Sciences at Rae Bareli. The Government of Uttar Pradesh transferred land measuring 97 acres out of already agreed 148 acres to the Central Government in July, 2013 for establishment of AIIMS Rae Bareli. The remaining 51 acres of land in under acquisition by the State Government and is expected to be provided in due course. The Ministry appointed M/s. HSCC (India) Ltd as project management consultant for the project in July, 2013.

The Ministry of Health & Family Welfare (MOH&FW) has nominated Post Graduate Institute of Medical Education & Research (PGIMER), Chandigarh as the mentor Institute for AIIMS, Raebareli. The Director, PGIMER has been given additional charge of Director, AIIMS, Raebareli.

All India Institute of Medical Sciences, Raebareli was established as autonomous institution and institute of National importance through the All India Institute of Medical Sciences (Amendment) Act, passed in 2013.

It started operation with the first batch of 50 MBBS students in 2019, one of the six AIIMSs to become operational in 2019.

AIIMS Raebareli's main campus is located in Munshiganj, Dalmau Road, Raebareli. The main campus is spread into different locations containing the OPD block, main hospital block, medical college, administrative wing, hostels, faculty and staff quarters.

AIIMS Raebareli's Residential complex, staff quarters, hostels, mess building, hospital, medical college etc. construction was completed as of March 2021.

MISSION & VISION

To establish a centre of excellence in medical education, training, health care and research imbued with scientific culture, compassion for the sick and commitment to serve the underserved.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, RAJKOT

Khanderi, Para Pipaliya, Rajkot-360006 Gujarat
Deputy Director (Admin.) Email : dda.aiimsrajkot@gmail.com
Patient Help Line : +918140140573

All India Institute of Medical Sciences, Rajkot (AIIMS Rajkot) is a public medical school and hospital based in Rajkot, Gujarat, India, and one of the All India Institutes of Medical Sciences (AIIMSs). The first academic session of AIIMS Rajkot began on 21 December 2020. On 31 December 2020 Prime Minister Narendra Modi laid the foundation stone of the institute.

Union Health and Family Welfare Minister Harsh Vardhan virtually inaugurated the first academic batch of MBBS students 21 December 2020 for the 2020-21 batch. The institute became operational with the first batch of 50 MBBS students, one of the four AIIMSs to become operational in academic year 2020–21. In 2021 the institute functioned from a temporary campus at Pandit Deendayal Upadhyay Medical College with AIIMS Jodhpur mentoring it.

All India Institute of Medical Sciences, Rajkot in Gujarat is one amongst the several new AIIMS, being established under the Ptradhan Mantri Swasthya Suraksha Yojna (PMSSY) of the Ministry of Health and Family Welfare, Government of India. AIIMS, Rajkot has objectives to reduce the "gaps" in affordable tertiary health care, and to generate 'wellness' amongst the general population. AIIMS, Rajkot is under the phase six of the Pradhan Mantri Swasthya Suraksha Yojna (PMSSY). AIIMS Rajkot shall be a 750 bedded hospital with multiple speciality as well as superspeciality departments. The Project cost of construction is about Rs. 1195 Crores, which includes an allocation of Rs. 185 Crores towards state-of-the art medical equipment. The Government of Gujarat has allotted about 201 Acres of Land for the project and shall take care of access roads, water facilities and provision of electricity connection.

The trinity of the mission of the Institute is:
(1) Education of diverse health professionals
(2) Research in biomedical sciences; and
(3) Patient care at the highest care level

The Objectives of AIIMS are mentioned in the AIIMS Act 1956 (as amended)

1. To develop pattern of teaching in under-graduate and postgraduate medical education in all its branches so as to demonstrate a high standard of medical education to all medical colleges and other allied institutions in India.
2. To bring together in one place educational facilities of the highest order for the training of personnel in all branches of health activities.
3. To attain self-sufficiency in post-graduate medical education

ALL INDIA INSTITUTE OF MEDICAL SCIENCES, VIJAYPUR, JAMMU

Vijaypur, Bari Kamlia, Jammu – 180001
Jammu and Kashmir
Tel : 01913510629

All India Institute of Medical Sciences (AIIMS) is a name synonymous with excellence and quality in healthcare delivery. It has become a global brand and leveraging on the existing AIIMS. Government has stepped ahead to shape up a group of premier public health medical institutions in India which will be forerunner in the field of quality medical education training and providing robust patient care to millions of people.

The Vision is to establish a center of excellence in medical education, training, health care and research imbued with scientific culture, compassion for the sick and commitment to serve the under served. In a series of establishing 'AIIMS-like' organizations all over the country, the legacy has now reached at the doorsteps of people in Jammu & Kashmir with establishment of this prestigious institute in Vijaypur town of Samba district- a first of its kind and the first of two proposed for erstwhile state of Jammu & Kashmir including Ladakh region. A big moment of glee was felt around AIIMS, Jammu when first batch of 50 MBBS students were enrolled for session 2020-21who are undergoing teaching at AIIMS Rishikesh the erstwhile mentor institute. The next batch of 125 MBBS students are expected join in the month of October, 2021.

Opening-up of this AIIMS indeed does reflect commitment of the Government to mobilize national resources to augment the existing medical facilities and bridge gaps in the field of healthcare delivery. A long standing demand of people for treatment of serious ailments now seems fulfilled; the locals will no longer need to travel to far flung cities of Chandigarh, Amritsar or New Delhi. The new AIIMS, Jammu will not only establish itself as a centre of higher learning and healthcare services for thousands of native populace, but shall also open up immense academic and occupational opportunities. Prestige of AIIMS-like institutions is derived from their 'Trinity of Mission' – Training, Patient Care & Research. Autonomy of planning curriculum, selecting best of the students from entire country and impeccable research infrastructure have earned a reputable pedestal for these institutions at international level. This region is now going to be immensely benefitted from quality patient care as a reward of this repute that the institution carries.

For a long time, Cancer patients or any other serious cardiac or neurologic patients were forced to venture in places like Chandigarh and New Delhi for specialized medical and surgical treatment; many did succumb to diseases for want of affordable treatment. The new 750 bedded AIIMS institution in Jammu excluding dedicated Daycare beds for Chemotherapy, Hematology AND Rheumatology has turned out to be a blessing for such patients as it has dedicated Cancer care units of 16 beds each in departments of Surgical and Medical Oncology. Besides that, it will provide multispecialty care including 106 ICU beds of various specialties, 48 beds each of basic care like General Medicine, Orthopedics and Obstetrics & Gynecology, super specialty care of Cardiology, CTVS, Neurology and Neurosurgery with 16 beds each, a Nephrology and Urology unit with 08 bedded dialysis unit, a 12 bedded Burn and Plastic Surgery Unit and dedicated AYUSH block to name a few.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES JODHPUR

Basni Industrial Area, Phase-2, Jodhpur, Rajasthan - 342005
Medical College:- 0291-2740741
Hospital:- 0291-2740742, Fax:- 0291-2740531
Email : aoadmin@aiimsjodhpur.edu.in

Established in 2012, AIIMS Jodhpur is one of the SIX NEW AIIMS established by the Ministry of Health & Family Welfare, Government of India under the *Pradhan Mantri Swasthya Suraksha Yojna* (PMSSY) with the aim of correcting regional imbalances in quality tertiary level healthcare in the country and attaining self sufficiency in graduate and postgraduate medical education. PMSSY planned to set up 6 new AIIMS like institutions in under served areas of the country. These institutions are being established by an Act of Parliament on the lines of the original All India Institute of Medical Sciences in New Delhi which imparts both undergraduate and postgraduate medical education in all its branches and related fields, along with nursing and paramedical training to bring together in one place educational facilities of the highest order for the training of personnel in all branches of health care activity. The College of Nursing, AIIMS, Jodhpur has been established to become a benchmark in field of Nursing Education in India. The first batch of B.Sc (Hons) Nursing started on 2nd September, 2013 with an intake of 60 students. Nursing is an art as well as profession of scientific care. Nursing is a unique profession with a primary focus on care of the sick in the hospital in particular and providing preventive, promotive and rehabilitative health care services to the community at large. The domain of Nursing is based on the synthesis of biological, behavioural, social and cultural sciences with the focus on the population across the life span to maximize their potential for optimal health. As a practice discipline, Nursing enters the lives of individuals, families and communities for the purpose of healing, maintenance and adaptation. Nursing continues to be an indispensable service in the health care sector. Nursing practice is also dynamic as it grows continuously through health care, research, education, quality improvement and advocacy. Nursing personnel work independently, collaboratively and assume accountability and responsibility for the delivery of evidence based, cost effective quality client care. The turbulent swirl of change within the health care industry, the increased consumer awareness and increased health care cost has provided challenges and opportunities for Nursing professionals. Competent nurses are in demand all over the world .The College of Nursing, AIIMS Jodhpur is striving hard to prepare technically advanced professional nurses to cater the need of country in specific and global in general.

Aims and Objectives:

To train and educate nursing students so that they can make a significant contribution in all branches of nursing for promotion of health, prevention of diseases, maintenance of health and care during illness; To develop a research oriented view among the nursing professionals in nursing education and practice; To develop a continue education programme for different levels of nursing professionals for their professional growth and development; To demonstrate a commitment to leadership and professionalism through the delivery of socially, ethically and economically responsible client care.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES PATNA

Phulwari Sharif, Patna, Bihar - 801507
Tel. : 0612- 2451923(OPD)/0612-2451044 (Administration)
Email: admin@aiimspatna.org

AIIMS Patna is the vision of the Hon'ble Prime minister Shri Atal Bihari Vajpayee who decided to give to the nation six regional AIIMS with the mandate to provide the most modern healthcare to the last man in the queue at affordable cost. Also, AIIMS Patna was created by the ordinance dated 16 July, 2012 and then the Act (Amendment), 2012 on 2nd July, 2013.The work started in 2010 with construction in six packages by the Project Monitoring Unit of the MoHFW under six packages and is referred to as AIIMS project. The project management at individual sites was done by a Superintending Engineer on behalf of the MoHFW, the DPR, the project consultant and the contractors till date. The IPD, OPD and trauma center of the hospital is still to be made available to AIIMS Patna.

Recruitment of faculty for all SIX AIIMS was undertaken by the MoHFW being coordinated by AIIMS Patna from November, 2011 which processed six thousand five hundred online applications for 546 posts in Six New AIIMS by September 30th 2012. To start the MBBS course in All six AIIMS by counseling 300 students admitted through the AIIMS Delhi entrance test. Since then AIIMS Patna had admitted 217 MBBS and 120 B.Sc. (nursing) students. Besides, the hospital for which only the AYUSH& PMR building are available and the IPD, OPD and trauma center are still to be handed over to AIIMS. AIIMS Patna caters a foot fall of 1000-1500 patients a day, does more than 200 investigations at 27% lower than the CGHS rates, has conducted more than 800 major surgeries since march 2014 including Total Hip Replacement, Total Knee Replacement, Cochlear implant, has electronic medical records, a telemedicine programme called Chhattisa, a community outreach programme which has conducted more than 50 health camps and is all set to start its three modular OT, and upgrade its bed strength to 300 besides starting 24x7 emergency services. AIIMS Patna has a net based tele-medicine education programme to train the common man to deal with medical emergencies before formal health care arrives at www.sankatmochannagrik.co.in

Those taking the programme are further trained as part of the Quick Medical Response Training programme being done in collaboration with the Department of Health and Family welfare and Disaster Management of the Government of Bihar. In innovations we have devised an android mobile based application called "Sankat Sanket" which can beam a message like "I am in danger" and the location of the mobile will visible at a site www.sankatsanket.org , so that the nearest help be it Ambulance, Police or fire fighters can be diverted to the victim.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES RAIPUR

Tatibandh, G E Road, Raipur – 492099, Chhattisgarh
Phone (Office) : 0771-2573777
Email : admin@aiimsraipur.edu.in

AIIMS Raipur is one of the SIX AIIMS healthcare institutes being established by the Ministry of Health & Family Welfare, Government of India under the Pradhan Mantri Swasthya Suraksha Yojna (PMSSY). With the aim of correcting regional imbalances in quality tertiary level healthcare in the country, and attaining self sufficiency in graduate and postgraduate medical education and training the PMSSY planned to set up 6 new AIIMS like institutions in under served areas of the country.

All India Institute of Medical Sciences Raipur is a medical college and medical research public university based in Raipur, Chhattisgarh, India. The Institute operates autonomously under the Ministry of Health and Family Welfare.

This All-India Institute of Medical Sciences (Amendment) Act, 2012 has replaced the Ordinance which allowed the six AIIMS—like institutes to become operational from September 2012. The All-India Institute of Medical Sciences (Amendment) Bill, 2012, was introduced in the Lok Sabha on 27 August 2012. Lok Sabha passed the AIIMS (Amendment) Bill, 2012 on 30 August 2012. Bill was then introduced in Rajya Sabha on 3 September 2012. Rajya Sabha passed the Bill on 4 September 2012. Bill got its assent from the President of India, Pranab Mukherjee on 12 September 2012 and the Act came into force. The proposed measure will help the Centre change the status of the six new AIIMS registered under the Indian Societies Registration Act to be autonomous body corporate on the lines of the existing AIIMS in Delhi.AIIMS(Amendment)

AIIMS, Raipur is located on GE Road, near the Tatibandh Gurudwara in Raipur. Built at a cost of 840 crore (US$120 million), AIIMS Raipur is spread over an area of 103.63 acres (0.4 km^2), where the hospital and college complex occupies 63.85 acres (0.3 km^2) while residential complex is on 39.78 acres (0.2 km^2).

Status

- The institute admitted its first batch of 50 MBBS students in September 2012. Since 2013 it admits 100 MBBS students per year.
- The 160 bedded hospital is working since February 2014.

ALL INDIA INSTITUTE OF MEDICAL SCIENCES RISHIKESH

Virbhadra Road, Rishikesh - 249 201, Uttarakhand
Email : rakeshkumar.aoaiims@gmail.com

AIIMS, Rishikesh is one of the SIX AIIMS like apex healthcare institutes being established by the Ministry of Health & Family Welfare, Government of India under the Pradhan Mantri Swasthya Suraksha Yojna (PMSSY). With the aim of correcting regional imbalances in quality tertiary level healthcare in the country, and attaining self sufficiency in graduate and postgraduate medical education and training the PMSSY planned to set up 6 new AIIMS like institutions in under served areas of the country. These institutions are being established by an Act of Parliament on the lines of the original All India Institute of Medical Sciences in New Delhi which imparts both undergraduate and postgraduate medical education in all its branches and related fields, along with nursing and paramedical training. To bring together in one place, educational facilities of the highest order for the training of personnel in all branches of health care activity. The All India Institute of Medical Sciences, Rishikesh came into exsistence as an institute of National Importance through an Act of parliament. The All-India Institute of Medical Sciences (Amendment) Bill, 2012,was passed in the Lok Sabha on August 30,2012 and in Rajya Sabha on September 4, 2012.This Act enabled the Rishikesh AIIMS to be an autonomous body on the lines of the existing AIIMS, Delhi. Official inauguration ceremony for Medical college of AIIMS,Rishikesh was held done on 20.09.2012. Subsequently MBBS classes with batch of 50 students were started on 21.09.2012.

MISSION : The government of India has launched the *Pradhan Mantri Swasthya Suraksha Yojana* (PMSSY) under the Ministry of Health and Family Welfare, New Delhi with the objective of correcting regional imbalances in the availability of affordable and reliable tertiary healthcare services and also to augment facilities for quality medical education creating a critical mass of doctors and conduct research in the country relevant to the area Main mission is to establish a centre of excellence in medical education, training, health care and research imbued with scientific culture, compassion for the sick and commitment to serve the under served.

VISION : The institution will be expected to absorb talent, provide highly trained medical and paramedical manpower for the country and conduct research in national and regional health problems. The institute, outside the purview of the Medical Council of India shall be allowed to experiment with innovations in medical education and serve as advisory body for making government health policies Main objectives according to Director are to create an excellent academic and educational milieu for providing a platform for development of quality medical services, teaching and research. Other objectives are to achieve an epitome of quality in medical education delivery and training system and to render International standard quality patient care and health care development system.
We aim to enhance the reputation of our country by relevant research in medical field, creating clinical excellence and social awareness in young doctors and giving bright minds of Uttrakhand a preference in participation of path breaking research and giving new dimensions to medical science.

ALLIANCE UNIVERSITY

Chikkahagada Cross
Chandrapura-Anekal Main Road
Bangalore, Karnataka
E-mail : vc@alliance.edu.in
Telephone : +91 80 30938100/8200

Alliance University is a private University established in Karnataka State by Act No.34 of year 2010 and is recognized by the University Grants Commission (UGC), New Delhi.

Alliance University is a renowned university of higher learning located on an extensive state-of-the-art campus in Bangalore offering a variety of degree courses. The University has baccalaureate concentrations, postgraduate offerings, doctoral degree programs and several professional certificate programs.

Alliance University aspires to be among the best universities in the world by the year 2025 through a series of strategically crafted moves, precisely calibrated action plans and an unwavering commitment to the pursuit of excellence.

While its oldest professional school—Alliance School of Business—is consistently ranked among the top ten private business schools in India by various ranking agencies, the University having already established Alliance College of Engineering and Design; Alliance School of Law; and Alliance Ascent College, is in the process of establishing many other prominent academic units, viz., Alliance College of Arts and Humanities; Alliance College of Science; Alliance College of Medicine and Dentistry; Alliance College of Education and Human Services; Alliance School of Health Sciences; and Alliance College of Media and Communications.

The ambience and serenity of a world-class infrastructure housed in a 'green' campus; faculty who have proven themselves in their respective fields by providing an excellent blend of rigor and relevance in their teaching; staff who are ever ready to reach out; robust industry interactions; research aimed at solving problems of the real world; a plethora of international collaborative arrangements; outreach activities that touch the lives of a wide cross section of society; and an exemplary track record in career counseling and placement facilitation—all combine to provide a rare synergy that transcends artificial barriers and enables students to follow their hearts with passion and confidence.

AMALTAS UNIVERSITY

Village Bangar, Dewas - Ujjain Highway, District Dewas, MP-455001
Email: registrar@amaltasuniversity.in
Website: https://amaltasuniversity.in/
Phone: 07272-482580

Amaltas Institute of Medical Sciences is located in village Bangar on Dewas-Ujjain Highway in pollution free environment surrounded by lush green fields spread over 27.378 acres of land. The campus is 08 km from Dewas. The institution aims at providing undergraduate course for Bachelor of Medicine and Bachelor of Surgery (M.B.B.S) with all academic facilities as per Medical Council of India.

About the Amaltas Educational Welfare Society
Registration incorporation: 03/27/03/16579/13 dated 18th December, 2013.
The Members of the Society are eminent and highly successful doctors, administrators, journalists, businessmen and other professionals of the highest caliber. They aim to implement objectives of the Society.

Our Motto:
A Patient is the most important person in our Hospital. He/she is not an outsider but a part of our Hospital.

Our Mission:
Amaltas Hospital aims at serving the society by providing the best possible medical treatment delivered most efficiently in the shortest possible time.

Our Vision:
To render the same level of Health care services to the rural and underprivileged population as the health care facilities received by the urban population and financially sound sectors of society. To provide health care services at par with metropolitan hospitals and to establish dedicated work forces of health care professionals through a high quality medical education system.

University's Vision Mission:
To contribute to society through the pursuit of education, learning, and research at the highest level of excellence.

University's Mission
Learner-centered healthcare education
Patient-centered service
Community-oriented research
Strong community relationships
Meeting regional, national, and global healthcare educational needs
Strategic future-oriented planning
Professionalism in management An open organizational climate
Excellence in knowledge, skills, and service.

AMITY UNIVERSITY

Opp. Deputy Commissioner Office,
NH-648 (Old NH-207), Devanahalli - Doddaballapur Road
Devanahalli Taluk, Bengaluru - 562110, Karnataka
Email ID: admissions.blr@amity.edu
Website: https://amity.edu/bengaluru
Admission Helpline: 7303-399-000

Amity University Bengaluru is a private university which was established in the year 2008. Amity University Bengaluru is approved by UGC (University Grants Commission). The university offers a wide range of programmes at undergraduate and postgraduate level.

Amity University Bengaluru offers degrees recognized by the UGC (India's apex education body) valid across India and abroad for job opportunities and higher studies.

Amity University Bengaluru has underpinned all those qualities that have made Amity institutions world-class over the last two decades. Amity has instituted global standards in education, training, and research with state-of-the-art infrastructure and the latest teaching methodologies to nurture the minds of tomorrow on all its campuses.

With industry-integrated curricula, the University trains future leaders of the corporate world by blending modernity with tradition in each of its students.

Amity University Bengaluru is located on a 70-acre campus surrounded by beautiful and serene views. The overall campus life is very exciting and vibrant, where students are involved in various activities that provide them with a host of opportunities to constantly reinvent themselves, handle new situations and technology, learn people management skills, and experiment with novel ideas that prepare them to become not only accomplished professionals but also good human beings.

The campus provides a multicultural environment with the presence of students from across India and more than several countries who share diversity of regions, ethnicities, flavours and cuisines giving the campuses a global outlook.

AMITY UNIVERSITY

Amity Education Valley
Panchgaon, Manesar
Distt. Gurgaon -122 413, Haryana
Tel : 0124 – 2337015; 0124 – 2337016
E-mail : info@ggn.amity.edu
Website : http://www.amity.edu/gurgaon

Amity University, Haryana (AUH) has been established by the Haryana Act 10 of 2010 by Government of Haryana.

AUH is a private university established by the Ritnand Balved Education Foundation (RBEF), New Delhi which is a society registered under the Societies Registration Act, 1860 and was established with the view to promote professional, industry-oriented education in the state of Haryana.

The Amity University Haryana has a beautiful campus located on 110 acres of land on the Delhi-Jaipur Highway just outside of Gurgaon near Delhi. The University will impart modern, practical and research-based courses which will lead to the development of manpower which is employable and ready for industry. This in turn will drive the socio-economic upliftment of the region. Ritnand Balved Education Foundation (RBEF- an Umbrella organization of all Amity Institutions).

RBEF was established in 1986. Presently, more than 1,00,000 Students study in 240 programs across 30 Amity campuses spread over 1000 Acres of land with more than 5.1 million sq. ft. of built-up area. More than 4000 faculty and staff members are dedicated to making Amity institutions world class and include leaders such as 12 former vice chancellors of renowned universities including Roorkee University, the former vice chairman of the AICTE, 12 former Generals of the Indian Army, IAS and IPS officers, renowned scientists, former CEOs of PSUs and of course many brilliant academicians.

Amity imparts education in almost all areas including management, engineering, biotechnology, law, communication, insurance, nanotechnology, behavioral science, fine arts etc. The Amity Business School and the Amity Institute of Biotechnology have both been ranked No.1 in the country among private institutes. The Amity Institute of Telecommunication and Technology Management has also been ranked among the top in the country and The Amity School of Engineering has been ranked No. 1 in terms of placements. Amity provides industry oriented professional courses and is at the cutting edge of innovation. The first Masters program in nanotechnology was started by Amity. Amity was also the first in the country to start a program in cyber law and the first to launch an insurance institute. This industry-oriented approach has ensured that Amity has 100% placements.

AMITY UNIVERSITY

Maharajpura Dang
Gwalior - 474 005, Madhya Pradesh
Tel : 0751-2496001; 0751-2496021
Fax : 0751-2496023
E-mail : vcaump@gwa.amity.edu; registraraump@gwa.amity.edu
Website : http://www.amity.edu/gwalior

Established in 2010, Amity University Madhya Pradesh is established by the Ritnand Balved Education Foundation (RBEF), New Delhi which is a society registered under the Societies Registration Act, 1860 and was established with the view to promote professional, industry-oriented education in the state of Madhya Pradesh.

Amity University Madhya Pradesh located on 100 acres of land opposite Gwalior Airport, will impart modern, practical and research-based courses which will lead to the development of manpower which is employable and ready for industry. This in turn will drive the socio-economic upliftment of the region.

Ritnand Balved Education Foundation (RBEF) is an umbrella organization of all Amity Institutions).

RBEF was established in 1986. Presently, more than 1,00,000 Students study in 240 programs across 30 Amity campuses spread over 1000 Acres of land with more than 5.1 million sq. ft. of built-up area.

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AMITY UNIVERSITY

Amity University, Mumbai - Pune Expressway
Bhatan, Post – Somathne, Panvel
Mumbai – 410206, Maharashtra
Tel **:** 1800-123-5577, 09818549996, 09818695972, 08527900566
Email **:** admissions@mum.amity.edu
Website **:** www.amity.edu/mumbai

Amity University Mumbai has been established under Maharashtra Government Act of 2014 of Government of Maharashtra and is recognized as per Section 2(f) of the UGC Act 1956.

This is a division of the leading education group of India, set up with a vision to contribute to nation-building through education, where currently 100,000+ students are pursuing 250 programmes across campuses in India and abroad.

Amity University Mumbai (Panvel) is yet another landmark project by Amity to revolutionize the Indian higher education Sector by providing globally benchmarked, research and employment oriented education. The following are the salient features :

- Sprawling green campus with globally benchmark. facilities comparable to by Ivy league Universities.
- Industry-oriented academic programmes with flexible credit system, combining technical education with liberal arts.
- 11 research centres in Bio-design, Computer Graphic, Decisions & Ethics, Design Research, Information Technology, Financial Analytics, Robotics, Computer Research In Music & Acoustics, Humanities, Language & Information, Applied, Behavioral Sciences.

The promoters of the University are RBEF, established in 1986. Presently, more than 1,00,000 Students study in 240 programs across 30 Amity campuses spread over 1000 Acres of land with more than 5.1 million sq. ft. of built-up area. More than 4000 faculty and staff members are dedicated to making Amity institutions world class and include leaders such as 12 former vice chancellors of renowned universities including Roorkee University, the former vice chairman of the AICTE, 12 former Generals of the Indian Army, IAS and IPS officers, renowned scientists, former CEOs of PSUs and of course many brilliant academicians. Amity imparts education in almost all areas including management, engineering, biotechnology, law, communication, insurance, nanotechnology, behavioral science, fine arts etc.

The Amity Business School and the Amity Institute of Biotechnology have both been ranked No.1 in the country among private institutes. The Amity Institute of Telecommunication and Technology Management has also been ranked among the top in the country and The Amity School of Engineering has been ranked No. 1 in terms of placements. Amity provides industry oriented professional courses and is at the cutting edge of innovation.

AMITY UNIVERSITY

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Fax : +91-1426-283836
E-mail :vcaur@jpr.amity.edu; registraraur@jpr.amity.edu
Website : http://amity.edu/jaipur

Amity University, Rajasthan (AUR) has been established by the Amity University Rajasthan, Jaipur Act, 2008. AUR is a private university established by the Ritnand Balved Education Foundation (RBEF), New Delhi which is a society registered under the Societies Registration Act, 1860 and was established with the view to promote professional, industry-oriented education in the state of Rajasthan.

The Amity University Rajasthan has a beautiful campus located on 152 acres of land on the Delhi-Jaipur Highway just outside of Jaipur towards Delhi. The University will impart modern, practical and research-based courses which will lead to the development of manpower which is employable and ready for industry. This in turn will drive the socio-economic upliftment of the region. Ritnand Balved Education Foundation is an Umbrella organization of all amity Institutions. RBEF was established in 1986. Presently, more than 1,00,000 Students study in 240 programs across 30 Amity campuses spread over 1000 Acres of land with more than 5.1 million sq. ft. of built-up area. More than 4000 faculty and staff members are dedicated to making Amity institutions world class and include leaders such as 5 former vice chancellors of renowned universities including Roorkee University, the former vice chairman of the AICTE, 12 former Generals of the Indian Army, IAS and IPS officers, renowned scientists, former CEOs of PSUs and of course many brilliant academicians.

Amity imparts education in almost all areas including management, engineering, biotechnology, law, communication, insurance, nanotechnology, behavioral science, fine arts etc. The Amity Business School and the Amity Institute of Biotechnology have both been ranked No.1 in the country among private institutes. The Amity Institute of Telecommunication and Technology Management has also been ranked among the top in the country and The Amity School of Engineering has been ranked No. 1 in terms of placements.

Amity provides industry oriented professional courses and is at the cutting edge of innovation. The first Masters program in nanotechnology was started by Amity. Amity was also the first in the country to start a program in cyber law and the first to launch an insurance institute. This industry-oriented approach has ensured that Amity has 100% placements.

AMITY UNIVERSITY

Sector - 125, Noida
Distt. Gautam Buddha Nagar - 201 313 (U.P.)
Tel : 0120-4392251/4392815/2431859
Fax : 0120-2431870 ,4392320, PBX No: 0120-4392000
E-mail : vcauup@amity.edu,vcau@amityuniversity.ac.in;
registrar@amity.edu, Website : www.amity.edu

Established in 2005, Amity University, Noida is recognised by the University Grants Commission (UGC). Amity Universities and the Degrees awarded by them are recognized by the UGC. Amity University is a full-fledged university and not a deemed university. Amity University Uttar Pradesh Act has been notified by Government Notification No. 403/VII-V-I-I (Ka) I. Amity University is listed in the official website of Government of Uttar Pradesh http://upgov.nic.in Amity University Rajasthan Act has been notified by Govt. Notification No. F.2 (10) VIDHI/2. The faculty and senior team travel all over the globe to learn and imbibe the best practices so that the University can give a solid foundation for learning. As part of this endeavour, the University has air-conditioned amphitheatre style classrooms that provide the most conducive atmosphere for dynamic and focused discussions, while the libraries at the campus are equipped with over 1,00,000 books, periodicals, national and international journals, CD-ROMS, covering all aspects of academic studies and research material. The hi-tech labs act as ideal training grounds for budding professionals that allow students to experiment and bring to practice what they have learnt in theory.

The promoters of the University are RBEF, established in 1986. Presently, more than 1,00,000 Students study in 240 programs across 30 Amity campuses spread over 1000 Acres of land with more than 5.1 million sq. ft. of built-up area. More than 4000 faculty and staff members are dedicated to making Amity institutions world class and include leaders such as 12 former vice chancellors of renowned universities including Roorkee University, the former vice chairman of the AICTE, 12 former Generals of the Indian Army, IAS and IPS officers, renowned scientists, former CEOs of PSUs and of course many brilliant academicians. Amity imparts education in almost all areas including management, engineering, biotechnology, law, communication, insurance, nanotechnology, behavioral science, fine arts etc.

The Amity Business School and the Amity Institute of Biotechnology have both been ranked No.1 in the country among private institutes. The Amity Institute of Telecommunication and Technology Management has also been ranked among the top in the country and The Amity School of Engineering has been ranked No. 1 in terms of placements. Amity provides industry oriented professional courses and is at the cutting edge of innovation.

AMITY UNIVERSITY

Village – Manth, Tehsil – Tilda
Distt. Raipur, Chhattisgarh

Amity University Raipur has been established at Village – Manth in Tilda Tehsil after its enactment by the Government of Chhattisgarh and clearance from Chhattisgarh Private Universities Regulatory Commission, Raipur.

Amity University, Raipur has been established by the Amity University Raipur Act, 2014. It is a private university established by the Ritnand Balved Education Foundation (RBEF), New Delhi which is a Society registered under the Societies Registration Act, 1860 and was established with the view to promote professional, industry-oriented education in the State of Chhattisgarh.

The Amity University Chhattisgarh has a beautiful campus located in Manth Village, Tilda Tehsil in Raipur District. The University will impart modern, practical and research-based courses which will lead to the development of manpower which is employable and ready for industry. This in turn will drive the socio-economic upliftment of the region. Ritnand Balved Education Foundation is an Umbrella organization of all amity Institutions. RBEF was established in 1986. Presently, more than 1,00,000 Students study in 240 programs across 30 Amity campuses spread over 1000 Acres of land with more than 5.1 million sq. ft. of built-up area. More than 4000 faculty and staff members are dedicated to making Amity institutions world class and include leaders such as 5 former vice chancellors of renowned universities including Roorkee University, the former vice chairman of the AICTE, 12 former Generals of the Indian Army, IAS and IPS officers, renowned scientists, former CEOs of PSUs and of course many brilliant academicians.

Amity imparts education in almost all areas including management, engineering, biotechnology, law, communication, insurance, nanotechnology, behavioral science, fine arts etc. The Amity Business School and the Amity Institute of Biotechnology have both been ranked No.1 in the country among private institutes. The Amity Institute of Telecommunication and Technology Management has also been ranked among the top in the country and The Amity School of Engineering has been ranked No. 1 in terms of placements.

Amity provides industry oriented professional courses and is at the cutting edge of innovation. The first Masters program in nanotechnology was started by Amity. Amity was also the first in the country to start a program in cyber law and the first to launch an insurance institute. This industry-oriented approach has ensured that Amity has 100% placements.

AMITY UNIVERSITY

Major Arterial Road, Action Area II, Rajarhat,
New Town, Kolkata, West Bengal
Tel : 9748582665, 9051666501, 9051666424, 9051666724
Email : admissions@kol.amity.edu

The Amity University Act, 2014 (West Bengal Act, XXIV of 2014) has been passed by the Legislative Assembly of West Bengal in 2014. The Amity University Act, 2014 has been published in the Kolkata Gazette on 21.1.2015 vide the Law Department Notification No. 83L dated 21.1.2015. Amity University Kolkata is a part of 20-year old, leading education group of India, set up with a vision to contribute to nation-building through education, where currently 100,000+ students are pursuing 250 programmes across campuses in India and abroad. Amity University Kolkata is yet another landmark project by Amity to revolutionize the Indian higher education Sector by providing globally benchmarked, research and employment oriented education.

- **Sprawling green campus** with globally benchmark facilities comparable to by Ivy league Universities.
- **Industry-oriented academic programmes** with flexible credit system, combining technical education with liberal arts.
- **11 research centres** in Bio-design, Computer Graphic, Decisions & Ethics, Design Research, Information Technology, Financial Analytics, Robotics, Computer Research In Music & Acoustics, Humanities, Language & Information, Applied & Behavioral Sciences.
  Brilliant students have many reasons to choose Amity University Kolkata.
- **Part of the first truly Global Education Group, in Kolkata** : Amity University Kolkata is one more campus in Amity's ever expanding network of globally benchmarked institutions that include 8 Universities, 18 schools & preschools and campuses in 10 countries. Today, Amity is home to over 125,000 students pursuing 250 Programmes in 60 diverse disciplines, across preschool to Ph.D.
- Amity Kolkata offers infrastructure and facilities that are unmatched in the region. From the **world-class high-tech green campus** with a unique design inspired by the state flower of West Bengal, the night flowering jasmine or the 'Harshingar', to amphitheater-style classrooms, hi-tech labs, expansive sports facilities and an on-campus branded cafeteria.
- **Located in the heart of the city,** in Rajarhat the newly planned satellite city and second IT hub of Kolkata, Amity Kolkata's strategic location gives students immense exposure and convenience in terms of commuting, leisure, security and accessibility. The campus will also be close to the airport and the upcoming six lane expressway.
- With over **52,000 on-campus placements in Amity**in the last years, Amity Kolkata will bring every student the advantage of a very strong Placement Cell and a large team of the Amity Corporate Resource Centre that are involved in intensive interaction with corporates and facilitates students in career planning.
- A **60,000 strong global alumni network**translates into a tremendous advantage for students to network with successful Amitians across industries and geographies.

AMITY UNIVERSITY

Main Road, Nivaranpur, Ranchi
Jharkhand 834001
Tel.: +91-72-820-77771/2/3/4/5
Whatapp No.: 7282 0777 70
Email : admission@rnc.amity.edu

Amity University Act 2016 (Jharkhand Act-13,2016) has been passed by the Legislative Assembly of Jharkhand in 2016. The Amity University Act 2016 has been published in the Jharkhand Gazette on 16th May, 2016 vide the Law Department Notification No. 314 dated 16th May, 2016.

The Amity University has been established by an act of State Legislature and recognized by University Grants Commission (UGC) through the Act of State Legislature.

At Amity we benchmark only against the best institutions around the world. Our faculty and senior team travel all over the globe to learn and imbibe the best practices so that we can give a solid foundation for learning.

As part of this endeavour, we have air-conditioned amphitheatre style classrooms that provide the most conducive atmosphere for dynamic and focused discussions, while the libraries at our campus are equipped with over 1,00,000 books, periodicals, national and international journals, CD-ROMS, covering all aspects of academic studies and research material. The hi-tech labs act as ideal training grounds for budding professionals that allow students to experiment and bring to practice what they have learnt in theory.

MOST HI-TECH CAMPUS

- Over 1000 acres of hi-tech campuses
- Spread over 4.5 million sq. ft. of built up area
- India's first wireless campus with over 4,000 networked HP/IBM machines
- 600 MBPS broadband connectivity

- All campuses of Amity are interconnected through a highly secured virtual private network.
- Most advanced online counseling system facilitates quick response to queries

TOP PLACEMENTS

Biggest strength of Amity. A unique Corporate Resource Centre to facilitate excellent placements. Alumni all over the world in leading companies like McKinsey, Ernst & Young, HLL, and Reliance. Over 4000 students have got on-campus placements this year and over 800 students gave been placed even one year before graduating. Leading companies across various disciplines come for campus placements at Amity. In technical courses, nearly all students are placed even one year before the completion of the course.

AMITY UNIVERSITY

Rupaspur, Bailey Road
Patna, Bihar - 801503
Tel : +91-73-600-30061/2/3/4/5/6, 91- 7360030066
Whatapp No.: 7360 0300 66
Email : info@ptn.amity.edu

Established in 2017, Amity University Patna is a part of 25-years old, leading education group of India, set up with a vision to contribute to nation-building through education, where currently 150,000+ students are pursuing 300 programmes across campuses in India and abroad.

Amity University Patna is yet another landmark project by Amity to revolutionize the Indian higher education Sector by providing globally benchmarked, research and employment oriented education.

Brilliant students have many reasons to choose Amity University Patna :

Part of the first truly Global Education Group, in Bihar

Amity University Patna is one more campus in Amity's ever expanding network of globally benchmarked institutions that include 9 Universities, 25 schools & preschools and campuses in 10 countries. Today, Amity is home to over 150,000 students pursuing 300 Programmes in 60 diverse disciplines, across preschool to Ph.D.

Amity University Patna offers infrastructure and facilities that are unmatched in the region.

Located in the heart of the city in Patna. Amity University Patna is strategically located, which gives students immense exposure and convenience in terms of academic pursuits, commuting, leisure, security and accessibility. The campus is also close to the airport and other modes of transportation.

Amity University has facilitated 36,000 on-campus placement in the last years. The endeavor of Amity University Patna is to give every student the advantage of a very strong Placement Cell and a large team of the Amity Corporate Resource Centre that is involved in intensive interaction with corporates and facilitates career planning for students.

A 1,00,000 strong global alumni network translates into a tremendous advantage for Amity students in terms of network with successful Amitians across industries and geographical locations.

AMITY UNIVERSITY PUNJAB

Amity University, Sector 82A, IT City,
International Airport Road, Mohali, Punjab - 140306
Toll Free – 1800-20-26489, Helpline – 080459-26489
Whatsapp No.-9311266483
For Admissions – admissions@pb.amity.edu
For Generic Inquires - info@pb.amity.edu
For Career Opportunities – careers@pb.amity.edu

Established in 2021, Amity University in Mohali is the eleventh university to be established by the not-for-profit Amity Foundation. Being set up as a multi-disciplinary university, offering UG, PG and Doctoral Programmes, it is proposed to be the hub of hi-end research, with extensive collaborations with top global universities to facilitate international exposure for its students and research opportunities for faculty.

Amity has earmarked an investment to the tune of INR 700 crores for the development of the University along with the previously established Amity International School, Mohali. This is a testimony to Amity's pledge to elevate the state of education in Punjab to the next level. Amity University Punjab endeavours to emerge as a global knowledge hub, attracting and nurturing the most brilliant students who share our mission to change the world, together.

The following are the salient features of the University :

40 acre state-of-the-art campus

Prime location in Mohali, just 10 minutes away from the Chandigarh airport

Highly qualified faculty led by distinguished Vice Chancellor

Brilliant students who would have undergone a strict admission process

Curriculum designed in line with the New Education Policy 2020

Learning Outcome-based Curricular Framework as proposed by UGC

Global exposure through Study Abroad, 3-Continent and Global Study Programs

Facilities include air-conditioned class rooms, Basket Ball & Lawn Tennis Courts, 400M Running Track, 650+ seater Auditorium and 550 seater Cafeteria

AMRAPALI UNIVERSITY

Shiksha Nagar, Lamachaur, Kaladhungi Road
Haldwani - 263139, Nainital, Uttarakhand
Email: admission@amrapali.ac.in
Website: https://amrapali.ac.in
Contact No.: (+91)-9759670100 (+91)-9759670200 (+91)-9759670300

Amrapali University (AU) is a leading higher education institution located in the lap of nature at Haldwani in Uttarakhand. The University is benchmarking newer milestones in modern education by imparting employment-oriented, all-encompassing education through a wide spectrum of programmes across disciplines and streams. AU's innovative spirit and entrepreneurial perspective encourage students, staff and faculty to challenge convention, lead discovery, and explore new ways of learning.

Educational Society. The Group has been providing manpower resources to drive the country's growth engine since 1999.

Chairman Mr. C.L Dhingra & Vice Chairman late Mr Ramesh Monga revolutionary vision was behind the establishment of this university as they were firm in their determination to change the lives of thousands of young people in the region by imparting employment-oriented, all-encompassing education. The seed that Mr. Dhingra and the late Shri Ramesh Monga sowed became a full-blown tree when the Amrapali University was given the title of State Private University in 2023 under Section of the UGC Act, 1956.

Infrastructural Excellence

As one of the best private universities in North India, the lush green eco-friendly campus spreading across 19 acres of land. AU has in place the best-in-class academic infrastructure to support a wide spectrum of academic, cultural, sports, and numerous other activities. The lush green eco-friendly campus spreading across 19 acres of land is equipped with state-of-the-art academic and recreational facilities.

The campus reflects a harmonious multiculturalism with students hailing from each and every corner of the country.

Experience and Proven Expertise

Each program is uniquely designed while aiming at equipping students with all the knowledge and skills that they need to succeed in today's highly competitive business environment.

Each faculty member at the University hails from the top institutions across the country and the world, having both experience and proven expertise in their respective fields.

AMRITA VISHWA VIDYAPEETHAM

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Tamilnadu
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Website : www.amrita.edu

श्रद्धावान् लभते ज्ञानम्

Established in 1994, Amrita Vishwa Vidyapeetham is a multi-campus, multi-disciplinary research university that is accredited 'A' by NAAC and is ranked as one of the best research universities in India. The university is spread across five campuses in three states of India - Kerala, Tamil Nadu and Karnataka, with the University headquarters at Ettimadai, Coimbatore, Tamil Nadu.

The Amrita Vishwa Vidyapeetham continuously collaborates with top US universities including Ivy league universities and top European universities for regular student exchange programs, and has emerged as one of the fastest growing institutions of higher learning in India.The university is managed by the Mata Amritanandamayi Math.

Amrita Vishwa Vidyapeetham is a thriving campus that has a creative and proficient community of high achievers. Life at Amrita brings surprises and new experiences every day. Amrita University has a students strength of around 18,000 with the student body almost equally divided between boys and girls. Each campus has about thirty percent of the students coming from states outside the location of the campus they are attending. In fact, there are students from nearly every state in India. The student body also includes NRI and foreign students. Such a diverse student body helps enrich sharing and learning spontaneously. At the same time it creates an awareness of different cultural norms, generates sensitivity to the needs and concerns of others, and focuses on intercultural cooperation.

Learning happens not just in the classroom at Amrita. Extracurricular activities are encouraged with students forming clubs and associations that deal with topics like science, astronomy, environment, literature, music, culture, dance and photography.

Students are encouraged to become members of professional bodies such as the Association of Computer Machinery (ACM), Institute of Electrical and Electronics Engineers (IEEE), Society for Automotive Engineers (SAE), Computer Society of India (CSI), and Institution of Electronics and Telecommunications Engineers (IETE). Reading and discussing research papers is part of the curriculum not just at the master's and doctoral levels, but at the bachelor-level too.

ANAND AGRICULTURAL UNIVERSITY

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Website : http://www.aau.in

Anand Agricultural University (AAU) was established this year at Anand with the support of the Government of Gujarat ,Act No.(Guj 5 of 2004) dated April 29,2004. Caved out of the erstwhile Gujarat Agricultural University (GAU), the dream institution of Sardar Vallabhbhai Patel and Dr. K.M.Munshi**,** the AAU was set up to provide support to the farming community in three facets namely education, research and extension activities in Agriculture, Horticulture Engineering, product Processing and Home Science.

At Present there Seven Colleges, Seventeen Research Centers and Six Extension Education Institute working in six Districts of Gujrat namely Ahmedabad, Anand, Dahod, Kheda,Panchmahal and Voadodra**.**

AAU's activities have expanded to span newer commodity sectors such as soil health card, bio-diesel, medicinal plants apart from the mandatory ones like rice, maize.tobacco, vegetable crops, fruit crops, forage crops, animal breeding, nutrition and dairy products etc. the core of AAU's operating philosophy however, continues to create the partnership between the rural people and comitted acdemic as the basic for sustainable rural development.

Inpursuing its various programmes AAU's overall mision is to promote continues process of development of susstainable growth and economics independence in rural society.

AAU aims to do this through education, research and extension education. Thus, AAU works towards the empowerment of the farmers.

Mandates

- Education to the students in agriculture and allied fields.
- Conduct research in order to improve the productivity of rural areas.
- Undertake basic research to breakthrough newer areas of knowledge.
- Provide opportunities to observe and understand the life of rural people.
- Enable the students to inculcate the attitudes and develop skills relevant for grass-root work.

ANANT NATIONAL UNIVERSITY

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Bopal - Ambli Road, Near Manipur Bus stand,
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Fax : (+91-02717) 237219
E-mail : aiaanant@gmail.com

Anant Institute of Architecture is affiliated with one of the oldest and well known 'Gujarat University' The GujaratUniversity was conceived in the nineteen twenties in the minds of public-spirited and learned men like Gandhiji, Sardar Patel, Acharya Anandshankar B. Dhruva, Dada Saheb Mavlankar, Kasturbhai Lalbhai and many others. However, the University could come into existence only after the achievement of independence. In 1949, the University was incorporated under the Gujarat University Act of the State Government 'as a teaching and affiliating University.' This was done as a measure of decentralization and reorganization of University education in the then Province of Bombay. During the course of its life of more than five decades, the University has seen the establishment of seven more Universities which were carved out of the jurisdiction of the Gujarat University,

Even then, the Gujarat University is the largest university in the state catering to the needs of higher education of more than two lakh students scattered over 235 colleges, 15 recognized institutions and 24 approved institutions. There are 34 Post-Graduate University departments and 221 P.G. Centres.

Gujarat University has developed phenomenally in the last 57 years to be recognized as a premier University in the country today. It provides education in one of the widest range of disciplines to about two lakh students.

The fields of architecture and its allied disciplines are evolving towards sustainable development as a response to the effects of Globalization and Climatic Change. New materials and innovative construction technologies have led to radical change in economic, technical, and aesthetic formations in these design fields.

Vision of Anant Institute of Architecture is respond to these shifts while simultaneously believing in the importance of sensitively harnessing local resources while empowering and enabling best educational and best professional practices to meet current and future challenges.

ANDHRA PRADESH FISHERIES UNIVERSITY

Padmaja Nagar, Tadigadapa
Vijayawada -521134, Andhra Pradesh
Tel : 0866 -3500560
E-mail : apfunsp@gmail.com

The humble journey of the Andhra Pradesh Fisheries University has began when the College of Fishery Science was established on 31st August 1991 as a constituent College of the then Andhra Pradesh Agricultural University (renamed as Acharya N.G. Ranga Agricultural University), Hyderabad. Later on it has become a constituent college of Sri Venkateswara Veterinary University (SVVU), Tirupati from 1st April 2006. This is was the one and only professional fisheries college in the state for the past three decades. Andhra Pradesh is blessed with a long coastline of 974 Kms; a rich continental shelf of 33,227 Sq. Km and 2.12 Lakh hectares of ponds under aquaculture. The state ranks 1st in Brackishwater Shrimp Production and Freshwater Prawn Production, 1st in Freshwater Fish Production, and 2nd in Marine Fish Production. The Gross Value Addition (GVA) of Fisheries sector in the state is at a whooping Rs. 55,294 Crores per annum. There is a phenomenal Cumulative Annual Growth Rate of 12.89% in recent years. There are a total of 389 shrimp hatcheries; 92 Fish Processing Plants; 258 Ice Plants; 107 Cold Storages; 36 Feed Mills; 225 Aqua Labs in the State. With all the above resources and infrastructure, the state has become a hub of Fisheries and Aquaculture Sectors in the country. However, though we are the leaders in Fisheries and Aquaculture sectors, we don't have a specialized University for Fisheries. Due to the non-availability of fishery professionals in the state, the full potential of the sector could not be harnessed. In order to address the problem, the Government has taken a decision to establish a specialized Fisheries University namely, the Andhra Pradesh Fisheries University in Narasapur, West Godavari. Accordingly, the Andhra Pradesh Fisheries University Ordinance, 2020 (Ordinance No. 15 of 2020) was promulgated on 23rd October 2020. Later on, the Andhra Pradesh Fisheries University Act, 2020 (Act No. 39 of 2020) was enacted on 28th December 2020. APFU is the third Fisheries University in the Country after Tamil Nadu and Kerela. The existing fishery institutes, i.e. 1) College of Fishery Science, Muthukur, Nellore Dist.; 2) Sri MVKR Fisheries Polytechnic, Bhawadevarapalli, Krishna Dist.; 3) Fisheries Research Station, Kakinada, E.G. Dist.; 4) Fisheries Research Station, Undi, W.G. Dist. and 5) Instructional and Research Aqua Farm, Balabadrapuram, E.G. Dist functioning under the control and management of Sri Venkateswara Veterinary University (SVVU), Tirupati, were brought under the control and management of APFU w.e.f. 19.02.2022.

Dr. (Smt). Poonam Malakondiah IAS, Special Chief Secretary, AHDD&F was appointed as the first Special Officer and Prof. O. Sudhakar, Dean of Fishery Science, S.V. Veterinary University, Tirupati was appointed as Officer on Special Duty (OSD) for the University vide G.O. Rt. No. 89 AHDD& F (Fish) Dept, Dated: 06.04.2021. In compliance to the G.O. Rt. No. 2570, Dated: 29.11.2022 of the GAD(SC.A) Dept., Dr. Y. Madhusudhan Reddy IFS, Special Chief Secretary, AHDD&F Dept. (FAC) had took-over the charge as the Special Officer on 30.11.2022 (A.N.). On 27.01.2023, Sri Gopal Krishna Dwivedi IAS has took over as the Special Officer in compliance with the GO Rt. No. 161 Dated: 23.01.2023 of the GAD(SC.A) Department and he is continuing as the Special Officer / Vice Chancellor of the University. Through Memo No. 1379698/Fish/A3/2021, Dated: 06.04.2021, Government have accorded permission to establish Camp Office of APFU in the Office of the Commissioner of Fisheries, Vijayawada. Due to space constraints, the Camp Office is shifted to the leased premises in Tadigadapa, Vijaywadada. As on the date, the administrative activities of the University are being carried out from the Camp Office only.

ANDHRA UNIVERSITY

Visakhapatnam - 530 003
Andhra Pradesh
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Website : http://www.andhrauniversity.edu.in

Initiated by the founder Vice-chancellor Dr. C.R. Reddy in 1926, legendaries like Dr. Sarvepalli Radhakrishnan, a great philosopher and a roll model for the human race who later rose to the position of Vice-president of India, Dr. V.S. Krishna, a great visionary have continued the tradition of initiating innovative academic programs of national and international relevance and contributed to sustained development of this University.

Innovative academic activities in emerging fields like Nuclear Physics, Bio-Inorganic Chemistry, Geophysics, Meteorology and Oceanography, Human Genetics, Biotechnology, Microbiology, Naval Architecture, Biomedical Engineering, Bioinformatics, Human Resource Management, Business Management etc. even when these subjects were in a nascent stage in the West and Europe. Similarly the University also has the unique culture and practice of moulding these academic programmes to address the societal and technological needs. Programmes like 20th Century Gurukulam, Social Exclusion and Inclusive studies are some of the innovations contributing to the alleviation of the rural youth and the under privileged society. Thus the University strives hard to provide an equal and balanced opportunity for all genders and sections of the society.

The University's attention in augmenting state of the art equipment, infrastructure and library facilities and conceptualizing and implementing healthy practices in teaching and administration with a democratic team spirit has been applauded by the NAAC, the apex body to judge the credibility of any Indian University. Apart from being flexible in offering advanced courses for the benefit of the knowledge seekers from the neighbouring countries, the University is running a few twinning programmes in collaboration with some of the reputed International Universities. The exponential growth in the enrolment of foreign students is a testimony to its international commitment and quality education.

Five constituent colleges and five P.G. Centers of the University provide quality training and research leading to Masters and Doctoral degrees in more than 160 courses. Apart from under graduate programmes in Engineering and Technology the University offers Under graduate degree programmes with a variety of combinations of subjects in B.A., B.Sc., and B.Com courses. Believing in more focused training in professional courses, the University recently started five year integrated programmes in fields like Geology, Information Technology and Software Engineering.

ANDHRA KESARI UNIVERSITY

Pernamitta, Ongole, Prakasam
District - 523225, Andhra Pradesh
F2PV+3CF, Ramnagar,
Ongole, Andhra Pradesh 523001

Andhra Kesari University is a public university located in Ongole, Andhra Pradesh. It was established on 11 January 2022. The university was named after Tanguturi Prakasam, a political leader, social reformer and anti-colonial nationalist. He served as the chief minister of Madras Presidency and subsequently became the first chief minister of erstwhile Andhra State. He was known as "Andhra Kesari" which translates to "Lion of Andhra"

Earlier, the university is the outgrowth initiative of the Post-Graduate centre of Acharya Nagarjuna University, which was established on 16 November 1993 with the aim of ensure better education to poor and backward communities in and around Prakasam district. On 24 November 2021, Government of Andhra Pradesh introduced a bill in the Andhra Pradesh Legislative Assembly to upgrade the Post-Graduate centre into an autonomous university. On 11 January 2022, the university was officially established, through the A.P Universities (Amendment) Act, 2021.

The present Post-Graduate campus existed with 3.16 acres. In addition to this, it has 109.80 acres of land at Pernamitta, Ongole. The said multidisciplinary university is proposed to be established in Pernamitta village of Santhanuthalapadu mandal, Prakasam district, with an exclusive focus on Teacher Education, by relocating the existing P.G centre of Acharya Nagarjuna University.

Academics

The university consists of 8 departments, offering 10 postgraduate programs.

Departments

Commerce & Business Administration, Economics, History, Mathematics, Statistics
Social Work, Education, Physical Education and Sports Sciences.

ANNA UNIVERSITY

Sardar Patel Road
Guindy, Chennai-600 025, Tamilnadu
Email : registrar@annauiv.edu
Email : vc@annauniv.edu

Anna University was established on 4th September 1978 as a unitary type of University. It offers higher education in Engineering, Technology and allied Sciences relevant to the current and projected needs of the society. Besides promoting research and disseminating knowledge gained there from, it fosters cooperation between the academic and industrial communities. The University was formed by bringing together and integrating two well-known technical institutions in the city of Madras.

- College of Engineering, Guindy (CEG)(1794)
- Madras Institute of Technology, Chrompet (MIT)(1949) and three Technological Departments of the University of Madras.
- Alagappa College of Technology (ACT)(1944)
- School of Architecture and Planning (SAP)(1957)

Situated in the southern part of the city of Madras (Chennai), the University's main campus extends over 100 hectares abutting the Adyar River on the north and Raj Bhavan on the south. The Madras Institute of Technology at Chrompet constitutes the second campus of the University which extends over 20 hectares. Both the campuses have a variety of buildings serving the various needs of the University community. A third campus extending over 80 hectares is located at Taramani near the Instronic campus, Adyar. The Bioprocess Laboratory donated by SPIC is located at present in this campus and a few more centers of advanced studies, like National Institute of Fashion Technology (NIFT), Sugar Research Institute, Mechatronics Institute, Entreprenuership Development Park, and Convention Centre will also be housed there in future.

Since December 2001, it has become a large, highly renowned Affiliated University, having brought into its fold about 426 Self-financing Engineering Colleges six Government Colleges and three Government-aided Engineering colleges located in various parts of Tamilnadu State.

The Anna University ,which is of the affiliated type is a member of the Association of Indian Universities, the Association of Commonwealth Universities and Partner of UNESCO International Center for Engineering Education (UICEE). UGC have accredited Anna University with Five Star Status in 2002 which is the highest rating. With proven capabilities both in academic and research areas, Anna University was able to receive this honour for a period of five years for excellence in Technical Education.

ANNAMALAI UNIVERSITY

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Email : info@annamalaiuniversity.ac.in
Website : www.annamalaiuniversity.ac.in

The Annamalai University is a unitary, teaching, and residential university. It was founded by the munificence of the farsighted and noble hearted philanthropist and patron of letters the late Hon'ble Dr. Rajah Sir Annamalai Chettiar of Chettinad, Kt, LL.D., D.Litt.

He started several colleges, and ultimately, the University in 1929. Since its inception, it has progressively tried to realize the aims of the noble Founder Pro-Chancellor. After him, his illustrious son, Padma Bhushan Dr. Rajah Sir Muthiah Chettiar of Chettinad, was the Pro-Chancellor from 1948 to 1984, and he sedulously nurtured the growth and development of the University.

The University has had the unique good fortune of having a succession of eminent Vice-Chancellors to guide its destinies.

During the last eighty two years the University has grown rapidly and has consolidated its position as a unitary and residential University with forty-nine Departments of Study and over 3240 members on its teaching staff. Annamalainagar is already a busy and full-fledged University town, east of Chidambaram, the abode of Lord Nataraja.

The University campus, including the colleges, hostels, and playgrounds, occupies an area of about thousand acres.

Annamalai University offers one of the highest number of scholarships and awards for eligible students. A total of 356 scholarships and awards are given to eligible candidates every year.

In 2006, Annamalai University opened its first Study Center in Toronto, Canada, offering programs in Music, Dance, Tamil and Yoga. Other overseas centres include the Al Mihad Institute, Dubai and the Al Hilal Education Centre, Sharjah in the United Arab Emirates as well as the Al Noor Education Centre in Muscat, Oman.

ANJANEYA UNIVERSITY

Knowledge Village Naradha, Raipur-492001
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Established in 2022, Anjaneya University aims to be a globally recognized institution of higher education that provides innovative, inclusive, and holistic learning experiences to its students. The mission of Anjaneya University is to provide high-quality education that prepares our students for the challenges of a rapidly changing world.

Anjaneya University is founded on a strong set of principles that prioritize academic excellence, experiential learning, and building ethics and values.

The heritage is rooted in our commitment to providing a transformative educational experience to our students.

Anjaneya University - a place where dreams are realized, and aspirations come to life. Our university is more than just an institution of higher learning; it is a community of individuals who are passionate about making a positive impact on the world.

At Anjaneya University, we believe that education is the key to unlocking limitless potential. The mission is to empower our students with the knowledge, skills, and experiences they need to achieve their goals and make a difference in their communities. We strive to foster a culture of innovation, creativity, and entrepreneurship that encourages students to think outside the box and pursue their passions with purpose.

The faculty members are experts in their fields and are committed to providing students with a world-class education. They are dedicated to fostering a learning environment that is challenging, supportive, and inspiring. The facilities are state-of-the-art and provide students with access to cutting-edge technology and resources that are designed to enhance their learning experience. At Anjaneya University, we are committed to creating a diverse and inclusive community where students from all backgrounds can thrive. We believe that diversity is essential to the educational experience, and we strive to create a culture of respect, understanding, and acceptance.

The University believes that education should be more than just academic excellence. It should be about developing well-rounded individuals who are prepared to take on the challenges of the world. That's why we offer a wide range of extracurricular activities, such as sports, cultural events, and community service projects, that enable students to explore their interests, develop leadership skills, and build relationships that will last a lifetime.

If you are looking for an educational experience that will inspire you to be your best, look no further than Anjaneya University. Join us on this journey of discovery, exploration, and growth, and together, let's create a brighter future for ourselves and for the world.

ANURAG UNIVERSITY

Venkatapur, Ghatkesar,
Medchal District, Hyderabad
Telangana,- 500 088
Tel : 8181057057
Email : info@anurag.edu.in

Anurag University is a private university located in Hyderabad, Telangana. Our primary focus is to provide a high-quality graduate, postgraduate and doctoral education in engineering, pharmacy and management fields. Anurag offers 13 Undergraduate, 13 Graduate and 9 Doctoral programs.

Anurag University is established through Ordinance No: 1/2020, dated: 20.05.2020 as per the Telangana State Private Universities Act No: 11 of 2018. Subsequently the Ordinance No: 1/2020 has come to an Act No: 13 of 2020 on 19.09.2020.

Anurag University boasts of being able to provide safe, secure and pleasing accommodations to 100% of its students (boys & girls) from 2020-21.

Facilities

- Separate hostel for boys and girls
- Rooms with attached washroom, bed (without mattress), table, chair and cupboard
- Gas & Steam based hygienic food preparation
- Cleanliness and Safety
- Laundry
- Stationary shop
- Air cooler / Air Conditioner facility in each room (as opted).
- Arrangement for power supply through dedicated 24 hours hotlines.
- In campus Hospital with ambulance to provide medical assistance to students
- Internet connectivity through Wi-Fi
- Parking facilityfor two wheeler vehicles
- Library
- Gymnasium and recreational facilities

Vision

As a centre of Intellectual Inquiry, the Library aspires to be the most dynamic learning environment in the campus.

Mission

To provide comprehensive resources and services in support of the Research, Teaching, and Learning needsof theuniversity community. The significant library infrastructure with a sprawling area of 30,000 sq. ft spread over 3 floors with the state of the art facilities for effective engagement of the stake holders at the central Library comprising 70000 volumes, digital library with 250 systems, 250 National and International journals etc.

APEEJAY STYA UNIVERSITY

Palwal Road, Sohna
Gurgaon - 122 103, Haryana
Tel: +91-124-2383493/2382169
Mobile: +91 8527735552, +91 9958615557, +91-8572439090,
+91-9560313005, +91-9650814422
Mobile : +91-22-33598485

The Apeejay Stya University is a seat of global learning that offers rich opportunities for innovative teaching-learning, creativity and research across disciplines. It aims to bring about transformation of society through value-based education, man-making and nation-building, by blending together the dual identities of a technology and research based university with a liberal arts institution.

Established by the Apeejay Stya Education Foundation in the state of Haryana [under Act No. 10 of the Haryana Private Universities (Amendment) Act 2010], the ASU provides students not only 'education for living and livelihood' but also 'education for life', and empower learners with a fundamental foundation in leadership and professional skills to face the challenges of the new liberalized global economy.

Situated amidst a sprawling, picturesque campus with state-of-the-art infrastructure on the Sohna-Palwal Road in Gurgaon District of Haryana, the ASU offers a wide range of innovative graduate, postgraduate and doctoral programmes across a plethora of disciplines that are based on the best education practices of some of the leading universities of the world. These are greatly facilitated by the strong industry-academia linkages, already established by the existing Apeejay institutions of higher learning in all disciplines being offered by the University. The University has been set up under the vision and untiring stewardship of renowned industrialist, educationist, philanthropist and freedom-fighter Dr. Stya Paul, who has spearheaded the cause of education for over four decades as Founder President of the Apeejay Education Society (AES). The ASU and AES are a social commitment of the Apeejay Stya and Svran Group-a highly diversified industrial conglomerate-and are known for their innovative approach to teaching, learning and research and reaching out to the community.

Apeejay's higher education programmes span across leading colleges and professional institutes that offer over 85 courses at the graduate and postgraduate levels in Management, Computer Sciences, Architecture, Engineering, Information Technology, Fine Arts, Design, Mass Communication, Bio-Sciences, Clinical Research and Humanities, to name a few. All the programmes of ASU meet rigorous quality standards of the industry and stipulations set by the various University Certification bodies under the University Grants Commission.

APEX PROFESSIONAL UNIVERSITY

NH-52, Pasighat, District East Siang
Arunachal Pradesh - 791102
Phone: +91-368-222 2202 / 222 2223
Email ail: care@apexuniversity.edu.in
Website: www.apexuniversity.edu.in

Apex Professional University has been established in the Arunachal Pradesh by an Act of State Legislature under Public Private Partnership (PPP) mode, which received the assent of His Excellency the Governor of Arunachal Pradesh on May 08th, 2013 and published in the Arunachal Pradesh gazette vide Notification No. LAW/LEGN–17/2012 Dated 10th May, 2013. The University Grants Commission (UGC) has accorded Apex Professional University as a state private university vide its letter F.No. 8-13/2013(CPP-I/PU) dated 28th June 2013 in accordance with the provisions contained in section 2(f) of University Grant Commision Act, 1956 and empowered to award degrees in terms of section 22 of UGC Act,1956. The Board of Governors is the Governing Body of the University and members of "Board of Governors" includes industrialists, academicians and representative of the UGC and State Government as per section 23(1) of the APEX Professional University Act, 2012.

Apart from it, Apex Professional University has been also empowered with the authority to conduct and certify examinations for Pre University Certificate Programme (equivalent to secondary and senior secondary level) by the Government of Arunachal Pradesh in accordance with section 5(3), 37(1)(d) and 39 of the Apex Professional University Act, 2012, Statute No. 25 and Regulation No. 12 duly notified by State Government in the Official Gazette. The headquarter of University is situated in Pasighat, District East Siang, Arunachal Pradesh. The University has small campus community with a global reach, bringing learning to life through powerful conversations and personal connections. Proud to nurture the best and the brightest minds, University are looking at the world through our own lens. The Apex Professional University strives for inclusive access to excellence in higher education and research to emerge as premier University of the country at par with the best Universities of the World in terms of programme offerings, curricular framework, pedagogy, research, publications and integration with the world of work. The Apex Professional University Act 2012 provides Schools of Studies which shall consist of Faculties, Department and Centres of Studies. The University offers Choice Based Credit System (CBCS) giving freedom to the students to choose his/her optional courses. CBCS is a cafeteria approach envisaged by University Grants Commission (UGC) to provide students and teachers horizontal and vertical mobility and to design his / her own programme of study with courses of his / her choice. CBCS provides students to enjoy academic mobility and transfer of credits across Schools / Faculties.CBCS provides students to enjoy academic mobility and transfer of credits across Schools / Faculties. Quality, Flexibility and Student's success are the underlying, imperatives of the CBCS initiative.

APEX UNIVERSITY

Jaipur – 303 002, Rajasthan, India
Tel : +91-141-6660999
Email : info@apexuniversity.co.in
Website : www.apexuniversity.co.in

Apex University (AU) is a co-educational, research, private university located in Jaipur, Rajasthan, India. It was established by the Rajasthan State Legislature Act No.27 of 2018. The university is a part of 54 years old Sanjay Shiksha Samiti educational group and offers academic programmes in classroom learning mode. It is recognized by the University Grants Commission (UGC) under Section 2(f) of the UGC Act, 1956.

Apex University was established on 5th October 2018 through Apex University, Jaipur Act, 2018 (Act No. 27 of 2018) of the Rajasthan State Legislature by the Sanjay Shiksha Samiti Education Society, established by its founder Chairman, Dr. S. M. Juniwal. The main campus of the University is spread over a sprawling 30 acres campus in an eco-friendly environment at Achrol on Jaipur-Delhi National Highway and is one of the best campuses in the region. AU has world class infrastructure, including state-of-the art research facilities and modern library. In line with Sanjay Shiksha Samiti's legacy of providing quality education, the university uses the latest and innovative methods and technology to impart education. To actualize & live with the dream of its founder Chairman, the present Chairman of the Sanjay Shiksha Samiti and Chancellor of Apex University, Dr. Ravi Juniwal is at the helm of Apex University and the Group Institutions of Apex, spear heading to carry forward the unfulfilled dreams of its founder Chairman under his well experienced, capable & astute leadership. Dr. Ravi Juniwal has been instrumental in planning, organizing & leading the entire group.

The multi-disciplinary university offers career-oriented courses at all levels, i.e. Diploma, UG & PG and Doctoral programme and across diverse streams, including Engineering, Architecture, Planning, Fashion Design, Hospitality, Basic Life and Applied Sciences, Law, Pharmaceutical Sciences, Humanities and Arts, Nursing and Paramedic Science, Veterinary Science, Health Sciences, Commerce & Management, Media, Journalism & Mass Communication, Physical Education, Catering & Food Technology, Yoga & Naturopathy etc.

The campus of Apex University is spread over 30 acres of land with an eco-friendly environment. AU has a world-class infrastructure which includes state-of-the-art research facilities and modern library. The campus of AU is fully wi-fi enabled and Central Computing Facility. Institute Cafeteria ensure that the students are provided with healthy and hygienic food. Further, the institute also provides many other facilities such as Canteen, Computer Lab, A/C Auditorium, ATM, Boys Hostel, Convo. Hall, Math Lab, Academic Zone, etc. The Sports Academy of Apex University offers Basketball, Volleyball, Cricket, Football, Badminton, Table Tennis, etc.

ARKA JAIN UNIVERSITY

312/A, Opposite Kerala Public School,
Village - Mohanpur, Block - Gamharia,
Dist. - Seraikela Kharsawan– 832108. Jharkhand
Toll Free Number – 1800-1200-200
Phone No. - 072830 00220
email - info@arkajainuniversity.ac.in
Website: https://arkajainuniversity.ac.in

ARKA JAIN University was established in the year 2017 by the Jharkhand State Legislature under "The ARKA JAIN University Act" and is recognized by UGC. It is the first state private university in the Kolhan region (comprising of three districts) of the State. AJU has been accredited with 'A' Grade by NAAC in the first cycle, the first state private university in Bihar, Jharkhand and West Bengal to have this distinction.

The University has its root in the prestigious JAIN Group, Bengaluru which has 77-plus educational institutions under its fold. It is mentored by JAIN (Deemed-to-Be-University), Bengaluru, a NAAC A++ and NIRF Top-100 HEI.

The University has the necessary affiliations, recognitions and memberships from such bodies as AICTE, BCI, PCI, OCI, INC, AIU. It is an ISO-certified "Educational Organization Management System" University. It has been ranked 3rd in the "Top-15 Emerging Private Universities in India" category in the prestigious Outlook iCare Ranking 2023. Its MBA programme has been ranked 86 amongst Top Private B-Schools in India in the Outlook iCare India's Best B School 2024 Ranking. Its BBA, B Com Hons. and BCA programmes have been ranked 100, 100 and 98 respectively in the Outlook iCare Rankings 2023, India's Best Colleges.

5000-plus students, 30-plus programmes (at diploma, undergraduate, postgraduate and doctoral levels), 7 schools and 175-plus faculty members are the hallmark of the University. Programmes are offered in the domains of engineering, technology, management, commerce, biotechnology, pharmacy, optometry, English, mass communication, fashion design, law, nursing.

The University has 50-plus MoUs with global, national, regional and local academic and industry partners. The University offers a B Tech programme in Artificial Intelligence & Data Science and BCA programme in Artificial Intelligence & Deep Learning in collaboration with the tech behemoth IBM, one of the first HEIs in this region to do so.

ARKA JAIN University is one of the 700 HEIs, chosen by the Ministry of Education, Govt. of India from across the nation, to implement its flagship programme, Unnat Bharat Abhiyaan (for rural development), in the five villages adopted by the University.

2000-plus job offers have been made by 500-plus companies since its inception with an average package of Rs. 3.2 LPA and highest package of Rs. 23 LPA. State-of-the-art Infrastructure facilities and credible placement assistance are the hallmark of the University. A rich and thriving campus life and engagement with various stakeholders through community extension initiatives make us a unique place of experiential learning.

ARNI UNIVERSITY

Kathgarh, Tehsil Indora
Distt. Kangra-176401
Tel : 01893-302000
Fax : 01893-302075
Email : vc@arni.in, registrar@arni.in
Website : www.arni.in

Arni University is sponsored by K D Education Trust and aims to build a world class institution for higher learning and research. With outstanding faculty, world class teaching standards and innovative academic programmes, Arni University intends to set a new benchmark in Indian higher education. We have started the University with a motto of care and to provide a platform for every individual to realizes inner strength and chalk out a plan for self which is financially, socially and emotionally rewarding.

"Approved by UGC vide notification No - F No - 8 - 5/2010 (CPP - 1 / PU)" Arni University has been established by Act No - 23 of 2009 of Govt. of Himachal Pradesh and approved by UGC vide notification No - F No - 8 -5/2010 (CPP - 1 / PU) dated 3rd March 2010 undersection 2 F of UGC act, 1956.

Arni University is situated at Kathgarh, Kangra which is about 25 Kms. from Pathankot. The University can be reached by rail, road and air. The nearest railway station is Pathankot.

The campus covers an area of about 120 acres of land, is picturesque and away from the din of the metropolis. The serenity of the hillocks all around endow the campus with an ideal environment for education and research.

Our mission is to impart quality education of world class standards, reflecting the latest advances in the field of education and research with state-of-the-art academic and administrative infrastructure.

The University has a well stocked and furnished library, well equipped labs, a host of games and sports facilities, majestic hostels separate for boys and girls with wide open spaces, lush green lawns, colourful flowerbeds and well kept orchards in sylvan surroundings.

The Arni University comprises of the following faculties namely Engineering and Technology, Management, Computer Sciences, Basic Sciences, Bio-Technology, Hospitality and Allied Health Sciences and Polytechnic.

ARUNACHAL UNIVERSITY OF STUDIES

NH- 52, Namsai
District- Lohit - 792103
Arunachal Pradesh
Email : vc@arunachaluniversity.ac.in
Website : http://www.arunachaluniversity.ac.in

Arunachal University of Studies has been established in the year 2012 under an enactment of the Government of Arunachal Pradesh under PPP mode.

Arunachal University of Studies believes in imparting education to the students in a comprehensive format while not compromising on the traditional ways of pedagogy which our country has nourished since its inception. It has therefore embarked on a novel concept clubbing the class room lectures and the industrial element together.

This approach lighten up the interest of the students in their respective scope of subjects and that gives an holistic get up to the whole perception of education. The course structure at the University's disposal has been very carefully crafted to incorporate the best practices of the industry and provides the students the required scope to hone their capabilities.

The course structure has been a genesis of eminent academicians of varied fields. Arunachal University of Studies shall encourage the inquisitive nature in the students and let them the freedom to find the answers themselves with the guidance of the faculties.

The University prophesies to inspire the students towards knowledge. In this purview it has purposefully tied up with the variant industries to let its students have hands-on experience right from the start of their academic session. This nurtures and moulds them well into the real world scenario.

The large cache of research papers and other learning materials available with the University complements this module. It further extends the same through e-learning materials.

The approach of the University remains convergent with an obvious envisaged goal of producing competent human resource. The University has decided to remain dedicated to our motto of 'pursuit of excellence, education with a difference.... to provide education by offering unparalleled exposure to develop its students into holistic human beings, body, mind and soul'.

ARUNACHAL PRADESH UNIVERSITY

Pasighat, Arunachal Pradesh 791102
Tel: +91 7085305018

The Arunachal Pradesh University Pasighat is the first State University in the State of Arunachal Pradesh, which was established on 1 July 2022 (Notification No. HTE-17/16/2022-HTE-BR-HTE dated 27 May 2022 by the Arunachal Pradesh University Act, 2012 (Act-5 of 2012) of the State Legislature of Arunachal Pradesh (Notification No. LAW/LEGN-13/2012, dated 16 April 2012) as a State University.

The Arunachal Pradesh University is empowered to award degree as specified by the UGC under Section 22 of the UGC Act 1956, by conducting courses through its own departments, its constituent colleges and/or through the affiliated colleges in regular mode with the approval of the concern statutory bodies and statutory council, wherever it is required. The name of the Arunachal Pradesh University has been included in the list of universities established as per Section 2(f) of UGC Act 1956 maintained by the UGC on its website www.ugc.ac.in (UGC F.No.9-11/2022(CPP-I/PU 21 July 2022). The University shall operate only within the territorial jurisdiction allotted to it under its Act. The Arunachal Pradesh University is an affiliating university as per the Arunachal Pradesh University Act 2012.

The objective of the University shall be to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit, and endeavor through research, education, training, and extension to play a positive role in the socio-economic and cultural development of Arunachal Pradesh and in particular the objectives set up in the first Schedule of the University Act.

Towards this, it shall undertake:

- To strengthen and diversify certificate and diploma courses related to the needs of employment, and build the economy of the region based on its natural resources.
- To introduce relevant undergraduate courses for enhancing knowledge and skills.
- To provide education and training in the various arts, crafts, and skill of the
- region raising their quality, and improving their availability to the people.
- To provide or arrange training of teachers required for such activities or institutions.
- To provide training and other facilities to equip persons for different categories of jobs.
- To provide suitable post-graduate courses of study.
- To undertake and organize research to develop the creative potential of its people, optimal use of the resources of the territory particularly that which is related to regional development.
- To provide for counseling and guidance and facilities for helping in placement of students.

ARUNODAYA UNIVERSITY

Lekhi Village, Naharlagun
Distt, Itanagar - 791110, Arunachal Pradesh
Tel. : 1800 3000 6223
Email : contact@arunodayauniversity.ac.in

Arunodaya University, established by the Government of Arunachal Pradesh under "Arunodaya University Arunachal Pradesh Act 2014 (Act No. 9 of 2014), which received the assent of the Hon'ble Governor of Arunachal Pradesh on October 26, 2014 and published in the Arunachal Pradesh gazette on October 30, 2014 vide Notification No. LAW/LEGN–1o/2014 is a new entrant in the education sector of the country and a collaborated initiative of World Education Mission and the Government of Arunachal Pradesh. Arunodaya University is the first University of the eastern region of Arunachal Pradesh of India. The first rays of sunshine of India light up the University each morning. The University has been incorporated with an objective of providing quality education supplemented with industrial internship and professional training in the areas of business & management, engineering & technology, training & development, computing & information technology, entrepreneurship, rural development, media & communication, basic and varied branches of science, humanities, juridical sciences, liberal art & sciences, performing arts, quality training & development of civil servant officials etc. Arunodaya University comes under section 2(f) of UGC act which empowers it to award degrees specified in section 22 of UGC act of 1956. Apart from this, the University is authorized to award diplomas, Degrees, certificates, pre-University certificates UG, PG and other academic distinctions in conformity with the provisions of the Arunodaya University Act (Act No. 9 of 2014). The University is open to all irrespective of caste, class, creed, religion, region, language, gender and nationality. The main campus of the University is situated in Itanagar, Arunachal Pradesh. The University trusts humanity and nature, the ones created by the Almighty. The University has skill development courses as it is a very effective and an efficient methodology of educating people with the help of real time working environment. This mode of education is necessary for a country like India because it serves the dual purpose of best utilization of the educational resources and adequate human resource development. The deficiencies of classroom teaching is backed up by practical skills. Theoretical knowledge serves half the purpose in classroom sessions whereas the University's contemporary model believes in providing classroom as well as practical training sessions. This provides an edge to our students over the others who have not undergone such a model, to accommodate in their desired industries. It strengthens the University learning experience by clubbing practical skills with the study of concepts from various disciplines. The University will also focus on skill development programs with in-hand training to ensure employability of outgoing students in tune with the current policy of the government of India to provide proper training for employability of the youth. Classroom teaching, interactive mode teaching will be effectively supplemented through web based sharing of knowledge in such a way that all the students get the benefit of web based learning resource of the University as well as from the leading Universities across the world. The University believes in a level playing field for all and has continuing education programmes which will provide a chance to the drop out students to continue their studies in an institution/ a department/ a faculty/ a college/ a school of the University. As they say there has not been a night that shall defeat the sunrise. The University is all about realizing the potentials of an individual and then adding wings to them to fly high to their pinnacles. The overall mission & vision of the University is to provide quality education supplemented with industrial internship & professional training for holistic development of the students and the nation.

ARYABHATTA KNOWLEDGE UNIVERSITY

A.N. Sinha Institute of Social Studies Campus (West)
North Gandhi Maidan, Patna-800 001, Bihar
Tel : 0612-2351919(office)
Fax : 0612-2362270
Email :akuniv10@gmail.com
Website : http://akubihar.org

The Aryabhatta Knowledge University Act 2008 provides for the establishment of University at Patna to conduct and facilitate affiliation of institutions in the conventional as well new frontiers of professional education.

All colleges and institutions imparting professional education for example Engineering and Technology including information Technology, Nano technology & Biotechnology, Management, Medicine, Health technology, Public Health Pharmacy, Optometry, Nursing, Education, Law etc. is to be affiliated to this university.

Technical Education had been a key priority in the state of Bihar, and it had established several prestigious Technical institutes in the State.

The most prestigious institutes of the State, Bihar College of Engineering established in 1900, has been converted as centrally Funded Institute, namely National institute of Technology, Patna in February 2004. Other old & prestigious Institutions are Bhagalpur college of Engineering under Tilka Manjhi University, Bhagalpur and Muzaffarpur institute of Technology under BRBA Bihar University, Muzaffarpur.

BIT Sindri, Which is now is state of Jharkhand, was also established by state of Bihar. These institutes offered high quality Technical Education, and their alumni today have achieved National and International Recognition.

Aryabhatta Knowledge University (AKU), Patna has been established by Government of Bihar for the development and management of educational infrastructure related to technical, medical, management and allied professional education in the state. The objective of the university is to promote the professional education infrastructure to meet the national standard through well advanced course, infrastructure and quality faculty.

Bihar lacks in the infrastructure both in the terms of number of institutions and the quality of education. As a result Bihar state has become the major hub of students migrating to the others states for pursuing their education and carrier building for future growth.

ARYAVART INTERNATIONAL UNIVERSITY

Tilthai, Dharmanagar, North Tripura, India, 799260
Email: info@aiuniversity.edu.in, vc@aiuniversity.edu.in
registrar@aiuniversity.edu.in
Website: https://aiuniversity.edu.in
Phone: 03822 291120, Mobile: +91-9355822001, 9355822002

At Aryavart International University, we are proud to be an institution of academic distinction, established by the State Legislature of the Government of Tripura under Act No 03 of 2023. Recognized under Section 2(f) of the UGC Act, 1956, and a proud member of the Association of Indian Universities (AIU), our university is committed to providing a transformative educational experience.

Our Legislative Foundation:
Aryavart International University was established with a vision to empower individuals through quality education. Enacted by the State Legislature of the Government of Tripura under Act No 03 of 2023, our university stands as a testament to the commitment of the legislative authorities to promote excellence in education.

UGC Recognition:
We take pride in being recognized under Section 2(f) of the UGC Act, 1956. This recognition reflects our adherence to the highest standards of quality education and academic integrity. At Aryavart International University, we strive to uphold the principles and values set forth by the University Grants Commission.

Member of AIU:
Aryavart International University is a valued member of the Association of Indian Universities (AIU). This membership signifies our dedication to fostering collaboration, innovation, and internationalization in the field of education. As part of AIU, we actively contribute to the advancement of higher education and uphold the principles of academic excellence.

A Commitment to Excellence:
Our commitment to excellence extends beyond our legislative foundation and affiliations. Aryavart International University is dedicated to providing a dynamic learning environment, where students are equipped with the knowledge and skills needed to excel in a globalized world.

Global Perspective and Collaborations:
Being a member of AIU opens doors to international collaborations and partnerships. Aryavart International University encourages a global perspective in education, offering opportunities for students to engage with diverse cultures, ideas, and academic experiences.

State-of-the-Art Facilities:
Situated on a modern campus with state-of-the-art facilities, Aryavart International University provides a conducive environment for learning, research, and personal growth. Our commitment to providing top-notch infrastructure complements our academic endeavors.

Welcome to Aryavart International University – Where Knowledge Transcends Boundaries and Excellence Knows No Borders!

ARYAVART UNIVERSITY
Gyan Vatika, Walmi Road
Kaliasot Dam, Bhopal, Madhya Pradesh
Tel: +91-755-2490322

Appreciating the needs and the visualizing ambitions of youth of the state and as an effort to making them true, vis-a-vis recognizing the role of non-profit making Non Government Organizations (Trust/Companies/Societies) imparting quality higher education in the country, the Government of Madhya Pradesh, in order to facilitate the student of the State, enacted 'The Madhya Pradesh Niji Vishwavidyalaya (Sthapana evam Sanchalan) Adhiniyam 2007', an Act for establishment and incorporation of self financed private universities in the State of Madhya Pradesh for imparting higher education, and to regulate their functions and for matters connected therewith or incidental thereto.

Objectives :

It shall be the general duty of the Regulatory Commission :-

- To take all such steps as it considers necessary for determination and maintenance of standards of teaching, examination and research in the private university.
- Notwithstanding anything contained in any other law for the time being in force, to ensure that private universities collect only such fees and other charges, which cover the cost of education imparted by them and also give a reasonable surplus to enable them to maintain assets and carry out further expansion.
- To ensure that the teachers of the private university have at least the minimum educational qualifications prescribed by the University Grants Commission or other regulatory bodies.
- To ensure that the staff of the private university is appointed in conformity with the Statutes, Ordinances and norms or guidelines prescribed by the University Grants Commission and other concerned statutory bodies.
- To ensure that students enrolled in the private university are not exploited and no unethical means or adopted to collect undue or excessive fee from them.
- To take action pertaining to and pursuant upon liquidation of a private university including arrangement for completion of courses, conduct of examinations, award of degrees etc. by assigning the job to some other State university in such a manner that the interest of the students are not adversely affected and the expenditure made for these arrangements for the students along with the process of liquidation of the private university shall be made good from the money deposited in the endowment fund and/or general fund.

ASBM UNIVERSITY

Shiksha Vihar, PO – Chandaka
Distt. Khurdha, Bhuabneswar – 753012, Odisha
Toll Free : 180034565855
Tel : 0674-2374900
0674 – 2374801 / 4802 / 4803 / 4804 / 4805
Email : info@asbm.ac.in

ASBM University has been established by Government of Odisha (India) with a mandate to "set best standards in imparting value based quality education that builds leadership." This new gen university founded and led by Prof. Biswajeet Pattanayak, former Professor of IIM Indore and Lucknow and a widely acclaimed Management Guru known internationally for his expertise in the domain of human resource management, emphasises learning by experimentation and innovation with a flexible and pragmatic attitude. For most seagulls, life consists simply of eating and surviving. Flying is just a means of finding food. However, Jonathan Livingston Seagull is no ordinary bird. For him, flying is life itself. Against the conventions of the seagull society, he seeks to find a higher purpose and become the best at doing what he loves.

ASBM received international recognition through accreditation by the Accreditation Council for Business Schools and Programs (ACBSP), USA and also by the South Asian Quality Systems (SAQS). In recognition of its outstanding journey of a decade and half benchmarking quality parameters, the Government of Odisha conferred on Asian School of Business Management the 'University Status' on 26th September 2019 by enactment of the ASBM University, Odisha Act, 2019 (Odisha Act 4 of 2019).

Asian School of Business Management was highlighted in the October, 2006 special B School issue of Business India as 'a world-class business school modelled after the best IIMs set up in 180 days'. Over the years, it has been recognised as a front ranking business school for its outstanding achievements and its unique industry-linked sectoral focused programmes. As an autonomous institute, it was offering Post Graduate Programmes in Management with due approval from AICTE, Ministry of Education, Govt. of India. The programme was accredited by National Board of Accreditation and Association of Indian Universities.

ASBM University now carries forward the ASBM legacy of excellence and innovation in education and research, and offers cutting-edge programmes in various fields of higher education.

The University is engaged in imparting futuristic and holistic education at par with international standards with the objective of preparing our youth to face global competition and to participate in shaping India become a world leader.

ASHOKA UNIVERSITY

Plot #2, Rajiv Gandhi Education City
Kundli, Haryana - 131028
No. 2, Green Avenue Street
Green Avenue, Pocket D-3
Vasant Kunj New Delhi – 110070
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Email: admissions@ashoka.edu.in

Ashoka University is an independent private university that is an initiative of the International Foundation for Research and Education (IFRE), a Section 25 non-profit company registered under the Indian Companies Act. On March 4, 2014, the Haryana Legislative Assembly passed the Haryana Private Universities (Amendment) Bill, 2014, and Ashoka University was notified as a university with full powers to award Bachelor's, Master's and Ph.D. degrees and diplomas. Ashoka University is recognized as a Haryana Private University, listed on the University Grants Commission (UGC) website. Programmes offered at the University are fully compliant with UGC guidelines. The Ashoka University campus is located on 25-acres in the Rajiv Gandhi Education City (RGEC), Kundli, in the National Capital Region. The RGEC, an initiative by the Government of Haryana, in total is a 1200-acre hub of several educational institutions, including the satellite campus of the Indian Institute of Technology, Delhi, and the National Law University.

The District of Sonepat is also home to institutions such as O.P. Jindal University, National Institute of Food Technology Entrepreneurship and Management (NIFTEM), Motilal Nehru College for Sports, and Schools such as G.D. Goenka International School and Delhi Public School, Sonepat. Kundli in the National Capital Region is a fast-growing centre of suburban residence, industry and institutes of higher education and research. It is located in Rai Mandal, Sonepat District, an hour's drive north of Central Delhi. It is located at the intersection of the proposed Kundli-Manesar-Palwal Expressway (connecting National Highways 1, 2, 8 and 10) and the Rapid Rail Transit System connecting Delhi, Sonepat and Panipat. It also proposed to be included within the Delhi Metro Rail Network by 2016. Its proximity to the capital, suburban character and rapid growth provides a great platform for Ashoka students to engage in local community development activities. The Ashoka University campus has been designed by renowned New York-based architects Perkins-Eastman. They have worked on several educational campuses around the world, including the recent Indian School of Business (ISB) campus in Mohali and Cornell University. Designed in association with New Delhi-based Space Matters and Abaxial Architecture, the campus plan is a combination of Indian aesthetics and global design standards, reflecting the intellectual ideology of Ashoka. The plan's connected web of buildings and dormitories that are drawn together by corridors meets the needs of the modern university student providing appropriate spaces for both learning and socializing.

ASIAN INTERNATIONAL UNIVERSITY

Ghari, Imphal West, Manipur-795140
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Email : info@aiu.edu.in
Website : https://aiu.edu.in

AIU Means Asian International University. AIU is established under the act 05 of 2021 made and promulgated on 20th Day of Feb, 2021 by Hon'ble Governor of Manipur State. AIU has a sprawling 32-acre campus in the lush and verdant environs of Manipur. With over 500 academic programmes for higher learning and professional certification courses for skills development, we provide opportunities for students to always stay relevant. The university takes pride in offering its students an elite academic infrastructure, multimedia-enabled classrooms, modern research labs, playing fields, food courts, hostels and facilities for curricular and extracurricular activities. AIU also emulates a world class method of teaching and learning which encourages creativity, analytical thinking, problem-solving, innovation and team-building. These are qualities that have been proven to be successful in producing entrepreneurial leadership in technology and business.

Asian International University also nurtures a research-driven culture in all fields of expertise to ensure depth of understanding and confidence in facing practical problems. The world class model has been the impetus of the AIU culture that is vibrant, innovative and purposive to our local environment.Its commitment to providing students a multifaceted all-round growth, It leverages its strategic partnerships with industry stalwarts for all its programs to create employable, bright and future-ready professionals. Given its industry-oriented programs and emphasis on holistic development, AIU graduates naturally become the preferred choice for employers. Thus, the university develops and honest future leaders for diverse high-growth sectors in India and globally. The global standards are set in the field of 'Research and Publications' motivating us for relentless pursuit of academic excellence. The MOUs with various international universities are in vogue to provide for an exchange of students and faculty through academic and research immersion programs 'Encouraging International Collaborations for the mutual benefit of the university and the aspirants.

Asian International University intends to play a proactive role in the present day knowledge-driven global economy by imparting state of the art education to aspiring and ignited young minds to prepare them to succeed, flourish, prosper and thrive in an unknown and uncertain future. A Naturally beautiful and green pollution free campus of the University having excellent location with easy approach from all sides of the city, facilitates the environment friendly atmosphere for all round development of the student. This is a massive educational institute in central India aimed at providing quality Undergraduates and Postgraduate programs to the students. The academic programs at AIU, follows the flexible Choice Based Credit System (CBCS) with Outcome based Approach. Our approach to creating an exceptional student experience and delivering the highest level of teaching and learning is quite simple.

ASSAM AGRICULTURAL UNIVERSITY

Jorhat - 785 013, Assam
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Website : www.aau.ac.in

Assam Agricultural University is the first institution of its kind in the whole of North-Eastern Region of India. The main goal of this institution is to produce globally competitive human resources in farm sectorand to carry out research in both conventional and frontier areas for production optimization as well as to disseminate the generated technologies as public good for benefitting the food growers/produces and traders involved in the sector while emphasizing on sustainability, equity and overall food security at household level.

During early 20th century, establishment of two research stations, one at Karimganj (1913) and the other at Titabor (1923) paved the way, immediately after independence, towards setting up of the Assam Agricultural College (AAC) at Jorhat and the Assam Veterinary College (AVC) at Nagaon in 1948. Later, on April 1, 1969 the Assam Agricultural University came into being through "The Assam Agricultural University Act, 1968", renaming AAC as College of Agriculture headquartered at Jorhat and AVC as College of Veterinary Science simultaneously shifting its site from Nagaon to Khanapara.

Subsequently, College of Home Science (1969), College of Fisheries(1988), Biswanath College of Agriculture (1988) and Lakhimpur College of Veterinary Science (1988) were established. Similarly, few more regional research stations at Shillongani, Diphu, Gossaigaon, Lakhimpur; and commodity research stations at Kahikuchi, Buralikson, Tinsukia, Kharua, Burnihat and Mandira were added to generate location and crop specific agricultural production.

Provisioning of quality human resource to facilitate technology led agricultural renaissance revitalizing and rejuvenating post-green revolution in agriculture ensuring both production and environment sustainability targeting a minimum of 4% agricultural growth while addressing the issues of household nutritional security, farmers' distress, commerce in agriculture as well as regional, national and global food crisis taking the advantage of innovative technology, market reforms and liberalization.

To fill up talent gap in agriculture and allied sector to preposition the state to combat the emerging challenges in agriculture and ensure productivity increase in agri-horti-animal-fish crops on the face of shrinking/fragmented land holdings, ailing soil health, diminishing water resources and increased human population.

ASSAM DON BOSCO UNIVERSITY

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Website : www.dbuniversity.ac.in

Established in 2008, Don Bosco University is a project of the Salesians of Don Bosco (SDB) executed by Don Bosco Society, Azara, Guwahati. Presently, Salesians are working in 132 countries catering to over nine million young people worldwide; Salesians have been recognized by Government of India as the single largest provider of technical education in India, second only to the Government. More than 100 Salesian technical schools and 25 colleges have been established in India. Scores of non-formal training centers, agricultural training centers, relief and rehabilitation centers, literacy centers and shelters for street children in India are managed by the salesians of Don Bosco.

The distinctive educational philosophy and method of Don Bosco as expressed by DBU charter are:

A preferential option for young people from the lower strata of society, providing them with an education and preparing them for their insertion into the world of work. Close attention to the inter-relationship between culture, religion, science, technology, education, professional ethics and integrity of life. A spirit of family characterized by the presence of teachers and administrators among and for the students. An academic and educative style of relationship founded on reason, religion and kindness. Special attention to the formation of educators, the field of technology and work, and the world of communications. Efforts to promote in society formative programs that impact educative processes as well as strategies and policies for youth research, teaching, study and cultural services aimed to know better the situation of youth, especially the most disadvantaged, to bring about their positive transformation.

Don Bosco University aims at excellence in teaching & formation and seeks to realize a vibrant campus ministry program. It offers a basket of 'finishing school' skills and quality placements for each and every student. Every process in the system comes under the purview of continuous and on-going evaluation. A sustained proactive alumni association is to carry forward the lifelong learning of the DBU students and their partnership with the Vision of their alma mater. The thrust areas of study and research have three major sectors; viz., Technology, Service and Social sectors. The Technology sectors include information and related fields, biotechnology and related fields. The Service Sector covers nursing, pharmacy, paramedical, psychology, counseling, management, media, arts, teacher education, social work, rural development and related fields. The Social sector has religion and culture, ethics, governance and tribal studies and other related fields.

ASSAM DOWN TOWN UNIVERSITY

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Guwahati 781026 : Assam
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Website: www.adtu.in

Establihsed in 2010, The Down Town Charity Trust was formed in 1997 by the Down Town Hospital Ltd. The urge to do something for the underprivileged and deprived section of the society led to the formation of down town Charity Trust. Apart from doctors, the members of the trust include Engineers, Educationists and other professionals from various walks of life.

The Down Town Charity Trust is promoted by Down Town Hospital Ltd., the first corporate multi specialty hospital in North Eastern India. It has a distinguished name in the healthcare industry, serving the people of Assam and the North Eastern Region with its expertise for the last 23 years.

Over the years, the trust has been involved in varied social activities like organising free health camps, undertaking special health programs like the Smile Train Project, the Dhwani Project as well as a free clothes bank "Sankar Madhab Vastra Bank" for the low income group population.The trust has established the Shankar Madhab Rural Charity Hospital at Panikhaiti Assam with the intention to provide quality healthcare at the reasonable fees to the common people. Keeping in mind with its second main objective the trust has embarked on the largest educational project of the North Eastern Region. The trust set out to start one of the largest and integrated educational campuses in the region, which will be able to provide a variety of professional programs, at a reasonable fee structure.Thousands of studenst have to leave the region, for want for better courses, which were not traditionally available. This educational campus would help to address that to some extent. The construction of the campus began in 2004. The trust started with BSc Nursing Program in 2008 and then followed it with the Pramedical degree course in 2009. In the initial year the courses were affiliated to the Assam governmnet Health University. This was the first degree paramedical college in the region.

In 2010 the Assam Government granted the campus a University status as per the provisions of the Assam Private University act 2010. In 2010 the University also successfully got the permission from A.I.C.T.E., New Delhi to start programs in Engineering, Management and Phramacy. The trust also expanded into other programs like Hotel management and added more program in the the allied healh department.

The University in its only third year of existense is offering almost 50 programs and has almost 2500 studenst from 10 Indian states as well as neighbouring countries of Butan and Nepal.

ASSAM RAJIV GANDHI UNIVERSITY OF COOPERATIVE MANAGEMENT

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It was expedient to establish and constitute a teaching and residential University in 2010 in the State of Assam to secure to all the stakeholders of the Cooperative Movement, education for widening knowledge and learning, training for enhancing skills and managerial capacity, research for searching new innovative spheres, promotion for building cadres of professional managers and functionaries to man, organize, develop evergrowing numbers of Cooperatives and to make efforts for all round development of Cooperative movement and rural economy and matters connected therewith or incidental therewith, the Chancellor, the Vice Chancellor, the reader and the members of the Court, the Executive Council and the academic council so long as they continue to hold such office or membership shall constitute a Body Corporate by its name the Assam Rajiv Gandhi University of Co-operative Management established by the Government of Assam as a State University.

The University has the perpetual succession and a common seal and shall sue and be sued by that name.

The University is open to all persons irrespective of sex , race , caste , creed or class and it shall not be lawful for the University to adopt or impose any test whatever of religious belief or profession in order to entitle a person to be admitted thereto as a teacher or student or to hold any office therein as to graduate these at or to enjoy or exercise any privilege thereof, except where such test is specifically prescribed by the statutes or in respect of any particular benefaction accepted by the University and when such test is made a condition thereof by any testamentary or other instrument creating such benefaction.

The Headquarters of the University is at Sivasagar and it may also establish off campuses and training Centres in such other within the State of Assam or training Centres outside the State of Assam at such places as it may deem fit. Any existing training institute within the State of Assam may be brought under the fold of the University.

The University may have a small Capital Campus at Guwahati for various works like liaisoning, publicity, seminars and workshops etc.

ASSAM SCIENCE AND TECHNOLOGY UNIVERSITY

Kahilipara, Guwahati – 19, Assam
Email : vc@astu.org.in registrar@astu.org.in
controller@astu.org.in rti@astu.org.in general@astu.org.in

Assam Science and Technology University is established on 4th January, 2010 by the Act, 2009 and notified by the Govt. of Assam vide letter No. ATE.222/2008/48, dated 26th Feb, 2010 that the "Assam Science and Technology University Act 2009" shall come into force with immediate effect.

The aim of ASTU is to bring all existing Engineering Colleges/Institutions in a common platform to follow same course curriculum. The course curriculum has been designed at par with some the prestigious universities of National and international repute. This will help our students to compete with any other students outside Assam as well as abroad.

Assam Science and Technology University, Guwahati has come into force with the declaration of the Assam Science and Technology University Act, 2009 by the Legislative Department o Assam Govt. vide Notification No.LGL. 21/2009/9 dated 4th January, 2010.

Permanent site of the University is near at Jalukbari, Guwahati-13. At present it is functioning from temporary office located at the second floor of Directorate of Technical Education office, Kahilipara, Guwahati-19 and an annexed office at Arunudoi Path, Hatigaon, Guwahati-38.

The University has the following missions :

1. To organize undergraduate and post-graduate programs in basic and applied sciences, engineering, and technology and in such other branches of knowledge as the University may deem fit, especially with a view to producing scientists, technologists and managers of a high calibre, capable of contributing towards not only for the growth of academic institutions but also for the development of industries based on modern technologies.
2. To develop centres of excellence for higher studies and research in basic and applied sciences, engineering, technology and management education.
3. To organize distance education programs.
4. To organize continuing education programs for updating the knowledge and skills of working professionals.
5. To organize and offer consultancy services to the industry and other organisations desiring such assistance.

ASSAM UNIVERSITY

Silchar - 788 011, Assam
Tel : 03842-270273, 270801, 270202, 270368, 270806, 270219
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Website : http://www.aus.ac.in

Assam University came into existence through Assam (Central) University Act, 1989. It was established in 1994. Since then the University is steadily becoming an excellent centre of learning. The campus, situated in Dargakona, about 20 kms from Silchar, is set amid sprawling hillocks, a typical landscape in the North East. The campus in an area of 600 acres surrounded by lakes and mountains provides an ideal environment for academic pursuit. Drawing its 230 plus faculty from many disciplines, from all over the country, the university sustains a multidisciplinary approach to higher education.

The University has sixteen Schools on major disciplines. There are 35 Departments under these Sixteen Schools. The University is situated in South Assam, bordering Bangladesh, Mizoram, Manipur, Maghalaya, and Nagaland. The Barak river flows across this region known as Barak valley.

The valley has a rich tradition of art, literature, culture and education. It has contributed a large number of eminent personalities to the nation in the fields of science, education, arts and many others. This historical heritage has given the place a strong foundation for the development of a Centre of Excellence in higher education. The five Districts under the jurisdiction of Assam University have as many as 53 Colleges, which speak of the depth of the intellectual and educational interests in the region. The University has gradually started attracting students from the neighboring states. The University is set to become a full-fledged residential University in near future creating a better environment for learning and research activities.

Assam University is a teaching-cum-affiliating University. The objectives of the University are to "disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and by examples of its corporate life to make provisions for integrated courses in humanities, natural and physical sciences and social sciences in the educational programmes of the University; to take appropriate measure for promoting inter-disciplinary studies and research in the University; to educate and train manpower for development of the state of Assam; and to pay special attention to the improvement of the social and economic conditions and welfare of the people of that State, their intellectual, academic and cultural development".

ASSAM WOMEN'S UNIVERSITY

Jorhat – 785 013, Assam
Tel : 0376-2340008 (Registrar, AWU)
Email: registrarawu@gmail.com

Established in the year 2013 through an Act of the State Legislature of the Assam Government, Assam Women's University is the first institution of its kind in the State of Assam. The main objectives of the University are:

To provide for facilities and offer opportunities to women for education in applied science, arts, technology, industry, commerce, management and social science by instruction, training, research, development and extension and by such other means as the University may deem fit;

To promote research in applied science and arts, technology, industry, commerce, management and social science for the advancement of knowledge and for the betterment of the society particularly with focus on women's perspective;

To serve as a center for fostering co-operation and exchange of ideas between the academic and research community on the one hand and industry on the other;

Organize exchange programme with other institutions of repute to India and abroad with a view to keeping abreast of the latest development areas of teaching and research.

Mission of the University:
The mission of the University is to provide a level playing ground for the women of Assam with respect to accessing higher education for promoting their knowledge, competitiveness and skills so as to make them capable citizens to fill up the women talent gap in different spheres of societal, scientific, technological and other areas.

Goal of the University:
The ultimate goal of the University is to produce 21st century women knowledge and think tanks to effectively carry forward the women centric opportunities in the state of Assam and to become a matching partner in national and global development of the women centric activities.

The logo is designed to symbolize a woman studying a book. Women education is also tried to be highlighted. Blue is used as it is the colour of the sky and sea. It is often associated with depth and stability. It symbolizes trust, loyalty, wisdom, confidence, intelligence, faith, truth, and heaven. Blue is considered beneficial to the mind and body. Orange is a power colour. It is one of the healing colours. It also stimulates enthusiasm and creativity. Orange means vitality with endurance.

ATAL BIHARI VAJPAYEE MEDICAL UNIVERSITY

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Website : www.abvmuup.edu.in

Atal Bihari Vajpayee Medical University (ABVMU) is a State Collegiate University in Lucknow, Uttar Pradesh (India). It is expected to open in 2020 from a transit campus at Mall Avenue, Lucknow and will give affiliation to all government and private medical, dental, replica paramedical and nursing colleges in the State of Uttar Pradesh. It was established by Uttar Pradesh Act No. 42 of 2018.

The University, which is one of its kind, came into talks around 2018 and the construction started in 2019. The foundation was laid by current Indian prime minister , Narendra Modi on 25 December 2019. The university was expected to open by mid-2020 in its initial phase which was halted for a year due the COVID-19 Pandemic in early 2020. It became fully functional in academic year of 2021–22 from a transit campus at Vibhuti Khand, Lucknow. It affiliated all medical, dental, nursing and paramedical college of Uttar Pradesh from academic year 2021–22 and also conducted entrance examination for its affiliated paramedical and nursing colleges for academic year of 2021–22.

In its first phase, the university will have complete infrastructure to house a state-of-the-art auditorium and administrative block. The second phase will see establishment of a hospital and teaching facilities. State medical education department has invited tenders from major construction agencies and PWD is the nodal agency for the project

Vision

To be one of the best medical hub for providing comprehensive teaching, training and research to all health care workers.

Mission

To serve the society by providing adequately trained manpower which can cater to the health needs, beginning from prevention to primary care to tertiary care.

Courses

The University offers MBBS course of 4.5 years + 1 year internship, dental courses of 4.5 years + 1 year internship, paramedical courses of 3 and 4 years respectively and nursing courses of 2–4 years. The admissions started from academic year 2021–22 onwards.

ATAL BIHARI VAJPAYEE VISHWAVIDYALAYA

Old High Court Building, Near Gandhi Chowk
Bilaspur – 495001, Chhattisgarh
Telephone:07752-220007, 07752-220031
Fax: 07752- 230077
Email: registrar@bilaspuruniversity.ac.in

Atal Bihari Vajpayee Vishwavidyalaya (Viswavidyalaya) is State University which has been established by the Gazette Notification on 03.02.2012 of Chhattisgarh Act No 07, 2012.

The Chhattisgarh Viswavidyalaya (Amendament) Act, 2011 and came in to its existance in June, 2012. The jurisdiction of Atal Bihari Vajpayee Vishwavidyalaya is extended to 05 Districts namely:- revenue districts of Bilaspur, Mungeli , Korba, Janjgir Champa and Raigarh.

The University is situated on Old High Court Building, Near Gandhi Chowk Bilaspur city. There are nearly 173 Govt. and private colleges affiliated in the 05 districts of Chhattisgarh State which together constitute the jurisdiction of Atal Bihari Vajpayee Vishwavidyalaya. The colleges carry out undergraduate and postgraduate studies in different streams of Science, Arts, Commerce, Law and Education and Centres of research. The University plans to develop strategy for enhancing the range of pedagogic approaches and the use of technology. As a part of this approach, the University plans to start classrooms into state of the art ones, enabling teachers to teach using wide variety of media.

VISION
Towards an Excellence through Equity, Access and Quality Education.

MISSION
Aspire to translate collective dream of the Community of the region in to reality.

Create, disseminate and advance knowledge, through instructional and Inter disciplinary and collaborative researches.

Educate and train the Human Resource persons for the development of the State of Chhattisgarh.

Advancement of intellectual, academic, cultural and natural resource development for Socio- economic development of the region.

Appropriate measures to promote quality education in affiliated colleges.

ATAL MEDICAL AND RESEARCH UNIVERSITY

SLBS Medical College & Hospital Campus
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Atal Medical & Research University, Himachal Pradesh, (AMRU) came into existence after the enactment of an Act by the State Legislature, 'The Himachal Pradesh University of Health Sciences Act, 2017' which was further amended in 2019 to rename the University in the name and style of Atal Medical & Research University, Himachal Pradesh. The Government of Himachal Pradesh further notified to make the Headquarter of the University at Shri Lal Bahadur Shastri Govt. Medical College, Mandi, at Ner Chowk. After the establishment of the University all the streams of medicines such as Modern System of Medicine, Dental Sciences, Nursing Sciences, Indian System of Medicine and Homeopathy, various Para-medical disciplines such as Medical Laboratory Technology, Pharmacy, Physiotherapy and Speech Therapy etc. will be affiliated with the University for the purpose of registration of students, regulations and conduct of examinations of all the academic courses and to award degrees and diplomas to the students in the State of Himachal Pradesh. The University has been established to create an intellectual, academic and physical environment which shall be conducive to free flow of ideas and exchange of information amongst various Faculties of the University, and other Universities of Health Sciences in the country and abroad; thereby opening a window to the Health Professionals, Health Planners, Biomedical and Social Scientists and Educators in field of Health Sciences in the country.

The University has been established to create uniformity in standards of education in all streams of Health Sciences including Modern System of Medicine, Dental Sciences, Nursing, Indian System of Medicine and Homeopathy, various Paramedical and Para dental discipline such as medical laboratory technology, pharmacy, physiotherapy and speech therapy etc. with a view to enhance the quality of such education and further aiming to modernize, improve and achieve the highest standards of academic excellence at all levels. It shall promote research in various disciplines of Health Sciences with special focus on the social and economic relevance of such research, and with emphasis on occupational and environmental health issues affecting the people.

The University shall establish and develop study centers integrating all disciplines relevant to health sciences especially those which are not presently included in the syllabi and curricula of undergraduate and post graduate medical courses. These shall include, but not to be restricted to, population studies, health systems and health services, health management, human resource development, educational technology, bio-informatics, telemedicine and continuing education in Health Sciences. The University will promote the development and use of information technology as a part of technological infrastructure with a view to provide attractive and innovative facilities for studies in various modalities of information technology including telecommunications and access to state of the art I.T. setup to digitize all the records.

ATAL BIHARI VAJPAI HINDI VISHWAVIDYALAYA

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अटल बिहारी वाजपेयी हिंदी विश्वविद्यालय की स्थापना १९ दिसम्बर २०११ को मध्यप्रदेश अधिनियम क्रमांक - ३४, सन् २०११ के द्वारा की गयी। यह अधिनियम २१ दिसम्बर २०११ से प्रभावशील माना गया है। विश्वविद्यालय का प्रमुख उद्देश्य हिन्दीभाषा को अध्यापन, प्रशिक्षण, ज्ञान की वृद्धि और प्रसार के लिए तथा विज्ञान, साहित्य, कला और अन्य विधाओं में उच्चस्तरीय गवेषणा के लिए शिक्षण का माध्यम बनाना है। माननीय अटल बिहारी वाजपेयी का जन्म २५ दिसम्बर,१९२५ को उत्तर प्रदेश में आगरा जनपद के बटेश्वर के मूल निवासी पंडित कृष्ण बिहारी वाजपेयी के घर शिंदे की छावनी, ग्वालियर (मध्यप्रदेश) में हुआ। माननीय अटल जी की स्नातक तक की शिक्षा ग्वालियर के विक्टोरिया कॉलेज (वर्तमान में लक्ष्मीबाई महाविद्यालय) में हुई। कानपुर के डी.ए.वी. कॉलेज से राजनीतिशास्त्र में स्नातकोत्तर की उपाधि प्रथम श्रेणी में उत्तीर्ण की। उसके बाद उन्होंने अपने पिताजी के साथ-साथ कानपुर रहकर एल.एल.बी. का अध्ययन प्रारम्भ किया, जिसे बीच में ही विराम देकर पूरी निष्ठा के साथ सामाजिक कार्य में जुट गये। आप राष्ट्रीय स्तर की वाद-विवाद प्रतियोगिताओं में छात्र-जीवन से ही भाग लेते रहे। डॉ. श्यामा प्रसाद मुखर्जी और पंडित दीनदयाल उपाध्याय के निर्देशन में राजनीति का पाठ तो पढ़ा ही, साथ-साथ पाञ्चजन्य, राष्ट्रधर्म, दैनिक स्वदेश और वीर अर्जुन जैसे पत्र-पत्रिकाओं के सम्पादन का कार्य भी कुशलतापूर्वक किया। एक कुशल एवं सशक्त सम्पादक के रूप में माननीय अटल जी को प्रतिभा सर्वमान्य एवं सर्वव्यापी प्रसिद्ध हुई। माननीय अटल जी में कवित्व के गुण वंशानुगत प्राप्त हुए। वे हिन्दी के सिद्ध कवि के रूप में प्रख्यात हैं। “मेरी ५१ कविताएँ” अटल जी का प्रसिद्ध काव्य संग्रह है। राजनीति के साथ समष्टि एवं राष्ट्र के प्रति उनकी वैयक्तिक संवेदनशीलता उनकी कविताओं में प्रकट होती रही है। उनके संघर्षमय जीवन, परिवर्तनशील परिस्थितियाँ, राष्ट्रव्यापी आंदोलन, जेल-जीवन आदि अनेक आयामों के प्रभाव एवं अनुभूति ने काव्य में सदैव ही अभिव्यक्ति पायी ।

अटल जी का राजनैतिक जीवन भारतीय जनसंघ की स्थापना से प्रारम्भ होता है। सन् १९६८ से १९७३ तक वे इसके राष्ट्रीय अध्यक्ष भी रह चुके हैं। सन् १९५७ में बलरामपुर (उत्तरप्रदेश) से जनसंघ के प्रत्याशी के रूप में विजयी होकर प्रथम बार लोकसभा में पहुँचे। १९५७ से १९७७ तक जनसंघ संसदीय दल के नेता रहे। उन्होंने १९७७ से लेकर १९७९ तक भारतीय विदेश मंत्री के रूप में कार्य किया। अटल जी पहले विदेश मंत्री थे जिन्होंने संयुक्त राष्ट्र संघ में हिन्दी में भाषण देकर भारत को गौरवान्वित किया। लोकतंत्र के सजग प्रहरी अटल बिहारी वाजपेयी ने भारत संघ के ग्यारहवें प्रधानमंत्री के रूप में १६ मई १९९६ में देश की बागडोर संभाली।

अटल जी ने गैर-कांग्रेसी प्रधानमंत्री के रूप में पाँच वर्षों का कार्यकाल पूर्ण किया। अटल जी ने आजीवन अविवाहित रहने का संकल्प लिया था और उस संकल्प को पूरी निष्ठा से निभाया। एक ओजस्वी वक्ता के रूप में परमाणु शक्ति सम्पन्न देशों की नाराजगी से बिना विचलित हुए उन्होंने अग्नि-२ और परमाणु परीक्षण कर देश की सुरक्षा के लिए साहसिक कदम भी उठाए। इनके व्यक्तित्व का सबसे बड़ा गुण उनकी सरलता है जिससे उनके जीवन में कहीं भी कोई व्यक्तिगत विरोधाभास नहीं दिखता। मित्रों के साथ विरोधियों में भी अटल जी समान रूप से लोकप्रिय हैं।

ATAL BEHARI VAJPAYEE INDIAN INSTITUTE OF INFORMATION TECHNOLOGY AND MANAGEMENT

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विश्वजीवनामृतं ज्ञानम्

Indian Institute of Information Technology and Management (IIITM) in Gwalior, Madhya Pradesh is an autonomous institute set by Government of India, Ministry of Human Resource Development (MHRD) in 1997. It is an effort by MHRD towards creating professionals in areas of management and information technology from the same institute. This institute was created for facilitating higher education, research, and consultancy in areas of information technology (IT) and business management. Initially started as IIITM, this institute was prefixed with ABV in 2002 to honour the then Prime Minister Atal Behari Vajpayee.

The beginning of IIITM could be traced back to 1992, when MHRD under Dr. P. G. Reddy contemplated setting up of advanced information systems in the likes of IIMs and IITs in different locations of India. Subsequently in 1995, Government of India based on a report prepared by AICTE (All India Council for Technical Education) comprising eminent academicians, policy makers, and professionals decided on establishing national centres focussed on IT and management training.

PGDMIT (Post Graduate Diploma in Management and Information Technology) was the maiden course initiated in 1998 with thirty students, followed by PGDIT (Post Graduate Diploma in Information Technology) in 1999, and Ph. D and 5-year Dual Post Graduate programs in 2000.

This essentially was the committee set up by MHRD under Dr. P. G. Reddy to study the comprehensive situation of software education and its utilization in India. With the demand for skilled information technology and management professionals reaching several thousands, it became necessary to establish specialised management and IT institutes similar to IIMs and IITs to bridge the gap between manpower demand and supply. All pervasive growth of IT in India was triggered by Software Policy in 1986, Electronic Policy in 1985, and Computer Policy in 1984. These three policies in unison led to extensive use of computerised methods across different sectors of business, industries, and public administration thereby necessitating the need for competent professionals at different levels. Infrastructures like Internet, INDONET, NICNET, ERNET, and INFLIBNET were established for supporting this demand for widespread usage of computerised processes.

ATLAS SKILLTECH UNIVERSITY

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Atlas SkillTech University – India's leading SkillTech University located in Mumbai, Maharashtra. Atlas SkillTech University is a Self-Financed Skills University which has been established vide ATLAS SKILLTECH University, Mumbai Act, 2021 (Maharashtra Act No. XV of 2021) of the Government of Maharashtra. The world of work has reformed dramatically and altered the prominence and heirarchy of skills across the globe, that calls for a highly agile and resilient workforce. Companies have realized the importance of 'change' and are investing heavily in skill development and upskilling of the work-force to become future ready. With the advent of Industry 4.0, companies are reinventing work practices which will need new skills and Tech savviness. Atlas SkillTech University is a futuristic model focused on emerging trends and skills for young India. Technology – enabled learning has changed the focus to skills - led education with strong participation from the Government, Industry and Academia. Atlas SkillTech University is a collaboration of eminent personalities from the academic and corporate world with an objective of transforming the skill development ecosystem and making it responsive to the current and future needs of both industry and citizens. Atlas SkillTech University will play a lead role in promoting India's New Education Policy NEP.

For India, which has the largest demographic dividend, skill development is critical for both economic growth and social development. Providing a mechanism to acquire skills and creating a skills growth program for continuous improvement is fundamental to achieving inclusive and sustainable growth. The State of Maharashtra accounts for 10% of India's workforce and contributes to the highest GDP among all states. The Atlas SkillTech University aims to bring Corporates and Academia together with an objective of addressing job opportunities and employment potential of Maharashtra and its people. Destination Mumbai, an Urban University, a Campus within Corporates, a City-Centric and Corporate-Integrated Environment will become a leading learning hub. It will bring together the best minds and futuristic technologies for developing new age education in Design & Innovation, Management & Entrepreneurship, Media & Communication, Film & Animation and Digital Technology.

The Atlas SkillTech University will bring together students from across every academic discipline to experience the opportunities of new enterprise whilst nurturing a wider community of aspiring innovators, entrepreneurs and business leaders. The key differentiators of the SkillTech education will include technology-enabled learning environment, industry as faculty, simulative virtual lab experience, interdisciplinary choice-based learning, observerships, internships, apprenticeships and industry placements. Emphasis will be given on developing entrepreneurs as India needs job creators and not just job seekers. Ventures, Innovations, Enterprises will also focus on Family Managed Businesses, and Innovations in Tech & Policy and Startups. Based in the heart of Mumbai, Atlas SkillTech University will be a place where students, alumni and local community will gain the skills they need to compete in this new Digital World.

ATMIYA UNIVERSITY

"Yogidham Gurukul", Kalawad Road,
Rajkot - 360005, Gujarat, India
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Fax : 0281-2563766
Email : info@atmiya.edu.in
Website : http://atmiyauni.ac.in

Established in 2018, Atmiya University, Rajkot has been established as a State Private University under a separate legislation of the Government of Gujarat. Established by Sarvoday Kelavani Samaj., Rajkot as an arm of Yogi Divine Society, Haridham, Sokhada near Baroda. It isessentially engaged in promoting cultural, religious and moral values among the youth through education and social activities in Saurashtra and Kutch. As a prelude to achieving this Aim. H.H. Swami Hariprasaddasji, who is the mentor and sheet anchor of this pious movement, has laid stress on high moral character and preservation of divine culture that we have inherited. His emphasis on these values is to be reflected in the social work, upliftment of the poor, downtrodden and ill-fated masses living miserable lives. To reflect these noble ideals into reality he has chosen education as the best instrument. Atmiya University and Atmiya Institute of Technology and Science have been started to fulfill this goal. Sarvoday Kelavani Samaj., Rajkot runs many Institutions, which provide education from Kindergarten to Post Graduate Courses. In the gracious emergence of divinity in human form, Lord Swaminarayan Lishered in the dawm of the era of spirituality. He sanctified mankind with a novel heritage of Sainthood-the pledge of an ever-present manifestation of the Supreme Godhead through the medium of Perfect Spiritual Masters Gunatit Saints. It is through this living legacy of Spiritual Masters that the crusades for social reforms and spiritual illumination initiated by Lord Swaminarayan have continued over a span of two centuries and will always continue.

- Encourage to be courageous to question ideas, ignite new ways of thinking and action.
- Firmly believe on collective leadership, work as integrated team with trust, collaboration and connectivity across our different disciplines and throughout the world.
- Respect and celebrate diversity. With a generosity of spirit, we value emotional intelligence and knowledge, empowering one another and enabling our students to realise full potential.
- Excellence is a way of life. We understand the importance of critical thinking, discipline and responsibility, and we expect the very highest standards of ourselves and our students.
- Co-existential thinking and Green-thinking is at the nucleus. Our common aspiration is to respect the planet and we are committed to practice and promote sustainable alternatives at all the spheres, both on the global stage and in our own working environment.
- Facilitate acquiring knowledge on every aspect of life, to bring happiness, spiritual bliss, respect people and appreciate society
- To create a transformative learning experience by imbibing domain specific knowledge & wisdom;
- To focus on research based teaching learning with Industry relevant application knowledge
- To create transformative impact on society through participation, innovation, creativity and entrepreneurial framework of learning.
- To ensure knowledge integration in content creation with Industry collaborations and National as well as International Institutions.
- To cultivate a student centric transformative university committed to holistic development with Intellectual, Emotional, Spiritual and Behavioural traits of its learners.
- To impact society in a transformative way on green thinking and its effort on sustainable environment and ecology.

ATRIA UNIVERSITY

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Atria University, Bengaluru, aims to address the challenges of tomorrow by preparing students for careers and opportunities in the future. The University was founded in 2018 by the Atria Group – a reputed South Indian conglomerate, which manages ACT Fibernet, Atria Power, Atria Hospitality, Atria Education, and Atria Foundation. The University's unique model of higher education aims to empower Beyonders who can build sustainable global communities. And, propel businesses and societies to flourish and thrive.

The University is committed to empowering students as future world leaders who are: dynamic, resourceful, responsible, and transformative.

Flexible learning pathways and maximum professional opportunities

The mission is to revolutionize education. Move away from tradition. Keep the focus on students, not the existing system. The University enables the students. The University does not force them to choose careers and interests. The University nurtures them. Guide them. Have them explore multiple industries and ecosystems. The University brings the real world to them and help them make the most of themselves in a professional ecosystem. The University shapes the future of the students to be 'World Visioneers.' Individuals capable of transcending any challenge – global or personal.

Shaping Futures Through Innovative Pursuits and Strong Values

The old must give way to the new. New higher education systems should take over from the old. In a country where "80% of our graduates in India are considered unemployable" is an industry expectation, the University believes changing the system is step one. Burdened by legacies of the industrial revolution, our students are expected to play 'catch-up' with the industry. Without having the pedagogical structure to support that transition. The core ideology is to bring change to this.

The University challenges the status quo by diving into the unconventional. The University experiments, discover, succeed, and sometimes fail. Only to begin, again. Driven by innovation, the University looks beyond the apparent and delve into the unknown.

AURO UNIVERSITY OF HOSPITALITY AND MANAGEMENT

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Established in 2011, AURO University is a progressive center for integral learning and leadership, where the mind, body and spirit are aligned and prepared to embark on a journey of lifelong enrichment for both, the individual and the community. To be a Premier University of Integral and Transformational Learning for Future Leaders. A center for higher education, the University is focused on providing:

There is an environment for the students for self-development; an institution that nurtures their potential based on their aptitudes and interests.

There is a platform for the Faculty Members to be mentors and guides who shape the country's future leaders by imparting knowledge and skills; opportunities for research on emerging trends and industry practices.

Students with intellectual competence, reality-based knowledge and personal integrity; students who strive for excellence and aspire to become socially responsible leaders to cater to the needs of business, government and industry.

Our philosophy on education is driven by our mission of providing integral and transformational education to our students. We firmly believe that education must not be limited purely to academic learning. At AURO, our focus will be to develop all faculties of an individual to ensure holistic development.

Mental education is also imparted to develop high levels of concentration, power of observation, analytical organization, decision-making skills, and, most importantly, faculties of creativity and intuition.

Vital education is provide for the development of one's character. Learning how to build and manage relationships and controlling emotions. The development of faculties for the appreciation of drama, music, arts, sports and the drive for self perfection as an individual. Physical education is a must at this university for agility, strength, flexibility, team building and collaboration. Spiritual education is spread for the growth of consciousness from a lower to higher level and for the development of deeper and larger values.

AURORA HIGHER EDUCATION AND RESEARCH ACADEMY

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In 1989, Ramesh Nimmatoori, a young post-graduate in Computer Science and Engineering, made a humble beginning with Aurora Degree College to offer B.Sc Computer Science, the first of its kind at the undergraduate degree level in the state of united Andhra Pradesh. From then on, there was no looking back. By 1998, the Degree College had more than 2000 students enrolled in various branches of study and is now rated among the top 20 degree colleges in the country. Today, Aurora happens to be one of the largest educational groups in the state of Telangana, with 18000 students on its rolls, more than 1500 faculty and around 500 administrative staff.

Name
Established in 2022, Aurora Higher Educationa dn Research Academy - the name of the institution is derived from Aurora Borealis, the celestial northern lights. It also has association with the Sun God Apollo and the Roman Goddess of Dawn, Aurora.

The name symbolises the Indian and Western traditions of representing the Sun as a symbol of knowledge and power.

Logo
Education is a penance for knowledge and Aurora treats it thus. The logo has three critical components - the Italian colours - lilac and wild pink; the Egyptian pyramid signifying the letter A, and most importantly, the logo being emblematic of the spirit of the college - i.e. the temple of learning.

Vision
Serving the society through creating a transformative impact by offering quality education, harnessing research, encouraging innovation and promoting entrepreneurship in various disciplines.

Mission
Nurture and shape the graduates as high calibre individuals capable of excelling in every activity, bestowed with the ability to compete in the fiercely competitive business and industry, endowed with the skills to shatter the barriers to development with utmost morals and ethics.

AUNIATI UNIVERSITY

Sri Sri Auniati Sakha Satra, Teok, Assam
Tel : +91 94352 22776 (Registrar)
+91 94351 30613 (Vice Chancellor)
Email : registrar@auniv.in

The Auniati University is a Private University founded in 2023 under the Auniati University Act (Assam Act No. XXXIX of 2022). Established under the aegis of Sri Sri Auniati satra, Majuli in Assam, the largest Vaishnavite monastery of the state, which came into being consequent to the bhakti movement led by Mahapurush Sri Sri Shankaradeva, Damodardev, Harideva, Madhabdeva and other Bhakti Saints of Assam in the early 16th century. Inspired by the Satriya culture, based on traditional Indian ideals, Auniati University is committed to offering state-of-the-art education in the 64 kalas including science, medicine, and technology, and creating a research environment relevant to the social, cultural, and moral needs of the society. The University is established by the 'Auniati Socio-cultural and Educational Development Trust' under Sri Sri Auniati Satra, with its headquarters in Majuli, Assam.

The University campus is located at Kaliapani village, near Sri Sri Auniati Sakha Satra (a significant branch of the Satra), located at a place about 3 km east of Teok town and about 30 km from Jorhat town along the National Highway 37. The Master Plan of the University concerns a land area of 63 Bighas of highland belonging to the Sri Sri Auniati Satra. Infrastructural constructions and developments are currently in progress.

Mission :

- The University is to design and develop a system of education governed by the Satra tradition of Assam based on the Indian tradition of knowledge, skill, and a sense of inquiry.

- The University aims to imbibe the new generations with a sense of respect towards our past heritages and the entire human culture.

- To encourage traditional Indian knowledge systems, blend them with modernity, and equip pupils with abilities to cope successfully with 21st century situations.

Vision

- The University envisions a generation of self-dependent citizens imbibed with self-respect and dignity, entail versatility, and develop skill along with knowledge.

- It aims to foster a sense of critical inquiry in the teaching-learning process and help India emerge as a knowledge hub in the contemporary world.

AVANTIKA UNIVERSITY

Avantika University, Vishwanathpuram
Lekoda Village, Ujjain – 456006, MP
Toll Free No. : 1800-833-2288
Email : info@avantika.edu.in

Avantika University, established in 2017 is a State Private University headquartered at Ujjain.

Avantika University is a private, cross-disciplinary university based in Ujjain, Madhya Pradesh, India. It has been described as India's first design-centered university. The university is supported by Maharashtra Institute of Technology's Institute of Design and will begin offering bachelor's and master's courses in design in 2017.

Programmes

The University offers undergraduate, postgraduate, and executive programs in Industrial Design, Communication Design, User Experience along with Fashion Design, and Engineering.

Campus

The campus spreads over 1300,000 sq. ft, with academic, administrative, residential, sports and convention space. It also holds contemporary design studios, labs, and lecture theaters. High-speed digital connectivity, online libraries, interactive classrooms, and data centers are also available on campus.

"India's Cultural diversity has left an indelible impact on its education system". India's rich cultural heritage is an immaculate amalgamation of various practices, refined over the course of 5000 years. Education is the core resource to build a stable and prosperous society, as it was perceived in ancient India.

The Gurukul way of learning was far remote from the civilization so as to allow them to function independently. They were thus instrumental in laying the foundation of Indian culture and its sustenance throughout the ages. Their robust curriculum focused on the all-round development of students, stressing on molding their physical, critical, creative and analytical abilities. Indian history stands testimony to the fact that our society has embraced and adapted new ideas and cultures; be it a monastery for Buddhist learning, a madrasah for Islamic learning, or a pathshala for Hindu learning. Each one of these learning centers flourished over a period, notwithstanding any social or political conflict. As ancient India's revered hubs of learning, Nalanda, Takshashila, Benaras and Ujjain attracted the very best brains from far and wide. While Nalanda and Takshashila had established formal institutions dedicated to higher education, Benaras and Ujjain benefited from the presence of enlightened minds.

Avantika University aims to nurture and cultivate young minds who will serve as enlightened citizens, bringing a positive change in the society.

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION FOR WOMEN

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Website : www.avinashilingam.edu

Sri Avinashilingam Home Science College for Women was established by the great patriot and educationist Dr. T. S. Avinashilingam under the auspices of the Avinashilingam Education Trust in 1957 with 45 students. The growth of the Institution has been carefully nurtured to its current heights by the world renowned educationist and nutritionist, former Chancellor of the University Dr. Rajammal P. Devadas. It is now the largest Institution in the country for imparting Home Science Education at all levels. It was one of the eight colleges on which autonomy was conferred by the University of Madras in June 1978 and the first of the women's colleges to get this distinction. Autonomy gave the College scope for academic freedom for innovations in teaching and research. The Government of India declared Sri Avinashilingam Home Science College for Women and Sri Avinashilingam Teacher's College for Women as a Deemed University under Section 3 of the UGC Act in June 1988. These Colleges have been renamed as Avinashilingam Institute for Home Science and Higher Education for Women and is marching towards the twenty fifth year as a University. Dr. T.S.K. Meenakshisundaram has assumed the Chancellorship on 2.12.2010. He is a follower of the Founder-President Dr. T.S. Avinashilingam Ayya Avargal. The University follows the educational ideals of Sri Ramakrishna, Holy Mother Sri Saradamani Devi, Swami Vivekananda and Mahatma Gandhi and upholds a life of purity, discipline and service. A temple dedicated to Sri Ramakrishna commands the campus. Daily prayer is an integral part of campus life. All the students and staff are expected to participate in the common prayers.

The University functions under seven Faculties, namely, Home Science, Science, Humanities, Education, Business Administration, Engineering and Community Education and Entrepreneurship Development. Each faculty functions under the headship of a Dean. The pattern of education has been fully semesterised. The academic year is divided into two semesters, each semester having a minimum of 90 teaching days. The semester pattern offers each student individual attention of the teacher and facilitates the student's all round development. It calls for active participation of the students in the learning process. Regular attendance is an important feature of the semester pattern. In all programmes, a student should have a minimum of 75 percent attendance for both theory and practicals to appear for the comprehensive semester Examinations. Examinations for the courses offered in a semester are conducted in the same semester to make learning more effective and to reduce the burden on the students.

AWADESH PRATAP SINGH UNIVERSITY

Rewa-486 003, Madhya Pradesh
Tel : 07662-230819, 242175, 230050, 230919
Fax : 07662-230819/230050
Email : vcapsu@lycos.com
Website : http://apsurewa.ac.in

The University has been named after Captain Awadhesh Pratap Singh, a distinguished son of the soil and a freedom fighter. The University was established on the 20th July 1968 and got UGC recognition in February 1972. It has membership of the Association of Indian Universities (AIU) and All Commonwealth Association of Universities (ACAU).

The APS University is a teaching-cum-affiliating University with its jurisdiction over 150 colleges situated in the Districts of Rewa, Satna, Sidhi, Shahdol, Umariya and Singrauli.

The University is located on a 246.20 acres plot of land in the north of Rewa City, at a distance of about 5 kms, with its campus lying on either side of Rewa-Sirmour Road. Besides the over-looking administrative block, the University complex comprises of the departments of Environmental Biology, Physics, Science Block, Humanities Block (including its extension), Ambedkar Bhawan (Hindi Department), MBA Department, Tribal Centre, Computer Centre, Vikram Space Physics Centre, USIC, Central Library, Antarbharati, Arjun Chhatra Griha, Guest House, Yoga Hall Hostels for boys and girls, Auditorium, Stadium, and Staff Quarters.

Besides, there are branches of Allahabad Bank, Employment Bureau and Indian Post Office as well as Medical dispensary within the campus. It also has a small meteorological observatory and plans are for a seismological observatory.

Situated on the foot of Vindhya's, the University Campus is cozy and environmentally friendly, far from the hustle and bustle of the city life.

The Campus presents a scene of Ashrams of ancient times. Still the residents get all the facilities and amenities of modern life, such as, canteen, facilities for Xerox, STD and a small shopping center.

The campus also has a large Gymnasium hall, Yoga hall and a big stadium as well as a Lord Shiva temple situated in between a modest park (greenery).

AYUSH AND HEALTH SCIENCES UNIVERSITY OF CHHATTISGARH

G E Road, Raipur - 492 010, Chhattisgarh
Tel : 0771-2263234
Fax : 0771-2263234
Email : healthuniversitycg@yahoo.com
Website : http://cghealthuniv.com

Established in 2009 as a Constituent College of University of Chhattisgarh. The University runs the following medical and paramedical courses :

Annual admission MBBS: 150, MD/MS: 71; besides Ph.D. courses in Medical Faculty

Paramedical courses: B.Sc. (Medical Technology), Radiography. Diploma course in Nursing (GTB Hospital), and Medical Laboratory In-service Training.

Ayush Hospital is the associated teaching hospital with more than 1000 beds.

The University is widely known for its quality research. Its national ranking (7th) is based on the number of publications in PubMed indexed journals.

Other features of the University include meritorious/eminent faculty on expert groups of UNICEF, WHO, UNAIDS, World Bank, ICMR, ICMR, NACO, DST and CSIR.

The University Caters to the health care needs for the Chhattisgarh community and surrounding border areas.

The Mission of the University is to impart quality higher education in consonance with the motto “learning promotes natural talent”. The University strives to develop citizens with knowledge, skill and character leading to societal transformation and national development.

The University aims at making our students men and women who offer their selfless service for the progress of the country and people.
The Goals and Vision of Ayush and Health Science University Chhattisgarh include the following :

- To inculcate values of equality, unity and justice.
- To provide leadership in higher education by imparting quality and socially relevant knowledge.
- To promote educational programmes in various disciplines of knowledge with synergistic interaction with society and industry.
- To contribute to the advancement of knowledge through research, publications and dissemination.

AZIM PREMJI UNIVERSITY

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Bikkanahalli Main Road
Sarjapura, Bengaluru - 562125, Karnataka
Toll Free Line: 1800 266 2001
Fax: +91 80 6614 5145
Email: admissions@apu.edu.in reachus@apu.edu.in
Website: http://www.azimpremjiuniversity.edu.in

Azim Premji University is a not-for-profit, private, autonomous university under the Azim Premji University Act, 2010 of the Karnataka Legislature. It is the first Private, Autonomous University in Karnataka and among the few in India dedicated to Education and Development.

The University is sponsored by the Azim Premji Foundation and our roots lie in the learning and experience of over a decade of work in elementary education by the Foundation.

Azim Premji University is one of Foundation's key responses to the constraints and challenges confronting the education and development sectors in India like the lack of grounded knowledge and theory and a shortage of capable and reflective individuals.

The University is actively engaged in the development of talent and the creation of knowledge which can catalyze sustainable improvements in education and related development areas.

Azim Premji University's vision is education for social change that will contribute to the realisation of a just, equitable, humane and sustainable society.

Azim Premji University will create outstanding and effective programmes that –

- Prepare graduates with great competence, integrity and social commitment.
- Expand the frontiers of knowledge in education, development and allied fields through research.
- Support and enhance the work of the education and development sectors in the country through continuing education.
- Contribute to change in policy and practice in the Indian education and development sectors through advocacy and public communication.

AZIM PREMJI UNIVERSITY

Bhopal-462010, Madhya Pradesh
Mobile : 8971889988

Established in 2022, Azim Premji University, Bhopal is the second University established by Azim Premji Foundation, after the first one was set up in Bengaluru in 2010.

Azim Premji Foundation has been working across India for over 20 years, in a range of fields, including, education, public health, rural livelihoods and more, to contribute towards a more just, equitable and humane society.

The Foundation's vision is to contribute towards a more just, equitable, humane and sustainable society. Its work is focused on India.

Azim Premji set up the Foundation in 2001. Over the past years, he has irrevocably donated most of his wealth for philanthropic purposes and created a philanthropic endowment valued (as of Jan 2023) at approximately USD 29 billion (INR 2,40,000 crore) to fund the work of the Foundation. As part of this endowment, along with other assets, 66 percent of the economic ownership of Wipro Ltd is with the Foundation.

The Foundation does extensive and deep 'on-the-ground' work across the country – both directly through its own operations and through partners. . The work spans education to other important areas of equity and human well-being.

The Foundation works to improve the school education system in India, with a focus on the more disadvantaged areas of the country. The work ranges from teacher capacity development and leadership development to matters of policy and curriculum, including a significant contribution to the National Education Policy (NEP) 2020 and National Curriculum Framework (NCF)— National Curriculum Framework for Foundational Stage (NCF-FS) 2022 and National Curriculum Framework for School Education (NCF-SE) 2023.

The Field Institutions are spread across 7 states with over 3,50,000 schools. In addition, the Foundation also works deeply with 7 states in the northeast of the country to help improve the equity and quality of the State school systems. Currently, there are 55 institutions in the field. The Foundation also runs 9 schools that strive to provide quality education with an emphasis on instilling constitutional values.

The Foundation's own team of 1,500 people is spread across 250 locations. The Field Institutions are in some of the most disadvantaged districts of the country, each staffed with 10-60 members. The Foundation also runs 270 'Teacher Learning Centres', in these districts.

BANDA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

Banda, Uttar Pradesh - 210001 (India)
Phone: 5192-232305
Email: vc.buat@gmail.com
registrar.buat@gmail.com
Website: http://buat.edu.in

Banda University of Agriculture and Technology, Banda has been established as a full-fledged State University, having unique honour of being the "First Agricultural University of Bundelkhand Region". The University was notified vide Government Order No. 301/79-V-1-10-1 (Ka) 27-2009 Lucknow and established on 2nd March 2010 under Uttar Pradesh Agriculture University Act (Sanshodhan) 1958 Gazette-Adhiniyam 2010.

Initially it was named as "Manyawar Shri Kanshiram Ji University of Agriculture and Technology, Banda", which was changed as "Banda University of Agriculture and Technology, Banda" vide Uttar Pradesh Agriculture University Act (Sanshodhan) Adhiniyam, 2014, No. 1528(2)/LXXIX-V-1-14-1(Ka)-13-2014 dated 4th December 2014.

The University has been established for the development of the agriculture and allied sectors in the Uttar Pradesh on the whole and Bundelkhand region in particular. It is committed to serve the Bundelkhand region with trinity concept, i.e. complete integration of teaching, research and extension for the development of agriculture and allied sectors in order to ensure food security and enhance socio-economic status of inhabitants. State Government of Uttar Pradesh has assigned the University with the responsibilities of (a) human resource generation and development, (b) generation and perfection of technologies, and (c) their dissemination to the farmers, orchardists and dairy farmers in the Chitrakoot Dham and Jhansi divisions. The Chirtrkoot Dham Division consists of four districts, namely Banda, Chitrakoot (Karvi), Mahoba and Hamirpur whereas Jhansi Division consists of Jhansi, Lalitpur and Jalaun (Orai) districts.

MISSION

The University is committed to the cause of Indian Agriculture through its quality teaching, demand-driven and location-specific research and extension programmes in the light of dynamism of socio-economic and agro-ecological conditions, management perceptions, international trade's scenarios and Government policies.

BLDE

Deemed University
Bangaramma Sajjan Campus
Bijapur – 586103
Karnataka
Phone: 08352 - 263302, Fax: 08352 – 263303
Email: vc@bldeuniversity.ac.in
registrar@bldeuniversity.ac.in

The State of Karnataka, where education and enlightenment have always been a culture, is among the front line states of the country known for providing quality education. It is no wonder that Karnataka has carved a niche in the educational map of India. Bijapur, the city of magnanimous history and historical monuments, has since long, been a great seat of learning. If Salotagi a small hamlet of the District, was the most renowned centre of knowledge a few centuries ago, the BLDE Association, founded in 1910, is the hope of the new generation of academic aspirants.

BLDE Association an educational institution par excellence forged out of the noble concerns of late Dr. P.G. Halakatti, late His Holiness Shri Banthanal Swamiji, the far sighted visionary, late Sri B.M. Patil and a galaxy of the most dedicated, duty minded board of directors, offers practically all kinds of courses under the sun.

The very fact that the B.M. Patil Medical College Hospital and Research Center, which is one of the very few institutions in India having 1000 bed hospital since its inception is just a little more than two decades old and has attained the status of deemed to be University echoes the melodies of quality medical education it is providing.

BLDE Association which is involved in providing education and inculcating knowledge from primary education to professional education. This great and mighty Association is celebrating its centenary year. The centenary celebration renews its committed goal towards enhancing quality education by adding new institutions and new education programmes in the existing institutions.

The BLDE Association propagating education in Bijapur and Bagalkot districts, which are recognized as socially, economically and educationally backward areas by then British Government and by present UGC, State Government and Central Government.Dr. P.G. Halakatti with other philanthropists of Bijapur founded a co-operative bank and this association with primary objective of propagation of education. Thus, Bijapur Lingayat Development Education Association (BLDEA) took birth on 23-10-1910.The Association made a humble beginning by accepting to run a High School handed over by a German Mission, who was returning to Germany because of World War-I. Thus, the journey towards imparting of education start.

B.S. ABDUR RAHMAN INSTITUTE OF SCIENCE AND TECHNOLOGY

Seethakathi Estate, G.S.T. Road
Vandalur, Chennai - 600 048, Tamil Nadu
Tel : 044-22751347,48,50
Fax : 044-22750405
Email : vc@bsauniv.ac.in, tareen@bsauniv.ac.in
Website : http://www.bsauniv.ac.in

Established in 2008, B.S. Abdur Rahman Institute of Science and Technology (Deemed University), Vandalur, Chennai-600 048, (formerly B.S. Abdur Rahman Crescent Engineering College) has been established under section 3 of the UGC Act 1956. The University is located in the outskirts of Chennai city on the G.S.T. Road, (Chennai-Trichy National Highway) 7 km from Tambaram and 2 km from Vandalur Railway Station and 17 km from the International Airport. Being adjacent to the Arignar Anna Zoological Park, it is easily accessible by city buses.

B.S. Abdur Rahman Crescent Engineering College, which has now been upgraded as B.S Abdur Rahman University, was an institution acclaimed throughout India for its quality in teaching and research. Being one of the largest engineering institutions in India, it lays emphasis on innovative research, investment in high-quality facilities and first-rate infrastructure. By making use of the latest technologies and quality teaching, the college is able to offer a wide choice of interdisciplinary degrees in engineering which has enabled students to gain accolades in the global level. It is one of the few institutions with all the UG and PG programmes approved by AICTE and accredited by the National Board of Accreditation.

This has been upgraded to university status with a view to keep academic in pace with development in industry. Modern hostel facilities are available for men and women students separately within the University campus.

Students are imparted knowledge and provided ample opportunities to test their knowledge in real-time industrial situations and during this pursuit, their character traits are shaped and fine-tuned to enable them to initiate, compete, lead and share and become a good human being.

The placement record of the institution has been remarkable and most students chart their careers well before their graduation. All the graduates from its portals either occupy prestigious positions in multinational companies or join institutions of higher learning in India and abroad. Some of the graduates turn entrepreneurs with the guidance of Entrepreneurship Development Cell and Industry-Institute Partnership Cell.

BABA AMTE DIVYANG UNIVERSITY

3rd Floor, Rajiv Gandhi Bhawan, Shiksha Sankul
J.L.N. Marg, Jaipur - 303017
Email: registrar@amtedivyanguniversity.ac.in
Website: https://amtedivyanguniversity.ac.in

Introducing The Baba Amte Divyang University, Jaipur, Rajasthan – Empowering Specially Abled Minds. DBS Global University.

Established through the enactment of Act No. 9 of 2023 by the Government of Rajasthan. The Baba Amte Divyang University stands as a testament to the state's commitment to inclusivity and education for specially-abled individuals. The jurisdiction of the University covers the colleges of special education of the entire state except the constituent colleges of special education of other Universities of the State and the colleges of special education of Jodhpur, Pali and Bikaner Divisions.

Leading the charge is Dr. Dev Swarup, the esteemed founding Vice-Chancellor, who assumed office on 3rd July, 2023. The university operates from its central office located at the Third Floor, Rajiv Gandhi Bhawan Shiksha Sankul, J.L.N. Marg, Jaipur, with a dedicated focus on fostering an environment that facilitates holistic development and empowerment for students with special abilities.

Our Vision

The Baba Amte Divyang University, dedicated to specially-abled students, envisions academic excellence through innovative, interdisciplinary education. Our focus is on holistic development, fostering inclusivity, and pioneering research initiatives. As a hub for specialized education in Rajasthan, we aspire to lead in advancing excellence and contributing to overall societal development.

Our Mission

The core mission is to provide comprehensive education for specially-abled students, emphasizing personal and professional growth. We are committed to continuous improvement, offering a stimulating learning environment, and adapting to global standards. The university actively promotes quality research, innovation, and creativity, contributing to social development. Recognizing the unique needs of our students, our mission extends to holistic development, both within and beyond the classroom, fostering inclusivity and societal awareness.

BABA FARID UNIVERSITY OF HEALTH AND MEDICAL SCIENCES

Sadiq Road, Faridkot - 151 203, Punjab
Tel : 01639-256232
Fax : 01639-256234/35
Email : generalinfo@babafariduniv.com
Website : http://www.babafariduniv.com

Baba Farid University of Health Sciences was established under an Act passed by the Legislature of the State of Punjab in July 1998.

The mission of the University is to create an intellectual, academic and physical environment, conducive to free flow of ideas and exchange of information between various faculties of the University and between this University and other Universities of Health Sciences in the country and abroad, thereby opening a window to the world for the health professionals, health planners, health managers, biomedical and social scientists and educators in health sciences of the country .

Established in the memory of great Sufi Saint Baba Farid by Punjab govt. in July, 1998 by an Act of the State Legislature.

Fifth of its kind in India, First in Northern India- Punjab Govt. deserves the credit of establishing it.Due to inadequacy of health professionals(in quantity & quality) the need was imminent. Such a University is expected to be a "Pace-setter" – in developing appropriate modes and models of Health Care. University committed to providing Community oriented need based education and Training programmes for Health professionals.

His Excellency the Governor of Punjab has recognized all the degrees and diplomas certificates and other academic distinctions awarded by this University w.e.f. 1st July, 1999.

The Government of India has recognized the MBBS, MD/MS/PG Diploma/BDS/B.Sc. (Nursing) / M.Sc. (Nursing) being awarded by Baba Farid University of Health Sciences DCI/CCH/CCIM has recommended to Government of India for the recognition of MDS/BHMS/BAMS degrees awarded by this University.

The Government of India has recognized the MBBS, MD/MS/PG Diploma/BDS/B.Sc. (Nursing)/ M.Sc. (Nursing) being awarded by Baba Farid University of Health Sciences. DCI/CCH/CCIM has recommended to Government of India for the recognition of MDS/ BHMS/BAMS degrees awarded by this University.

BABA GHULAM SHAH BADSHAH UNIVERSITY

Rajouri - 185131
Jammu & Kashmir
Tel : 01962-262616
Tele/Fax: 01962- 262616/2466892
Email : bgsbu@rediffmail.com
Website : http://www.bgsbuniversity.org

Baba Ghulam Shah Badshah University has come into existence by an Act of the Jammu & Kashmir Legislative Assembly called the Jammu & Kashmir Baba Ghulam Shah Badshah University Act No. XVI of 2002.

The university is nurtured by the Jammu & Kashmir Wakf Council. The motto of the university is "Iqra bismi Rabbik alladi Khalaq" which means, "Read in the name of God who has created all that exists". It reflects the vision and idealism for which the university stands.

The objective identified for the university in the Act is to impart quality education and undertake research in basic and job oriented fields. Accordingly, the university has launched postgraduate teaching programmes in Business Management, Financial Management, Computer Sciences, Information Technology, Arabic, Applied Mathematics and B. Tech in Electronics and Communication, Computer Sciences and Engineering and Information Technology.

The university campus is located at the foothills of the great Himalayan Pir Panjal range in Rajouri, 154 Km from Jammu, the winter capital of Jammu & Kashmir state. Regular bus service, video-coaches and shared taxies meandering their way by the sparkling streams through the thick-pine forests make the 3½ hours journey between Jammu & Rajouri a mesmerizing experience.

The region in which the university is located has rich geographic, climatic and cultural diversity. The climate varies from subtropical in the southern parts to temperate in montane northern fringes. The average temperature varies from 7ºc during winters to 37ºc during summers.

The average annual rainfall is 500 mm. The snow-capped peaks of the mighty Himalaya, rich biodiversity and valuable agri-diversity make entire Rajouri-Poonch region a nature lover's paradise. The teaching programmes designed by various Academic bodies of the university are interactive, flexible and hands on; directed towards helping learners to gain the ability to confidently and effectively answer real life challenges.

BABA MAST NATH UNIVERSITY

Asthal Bohar, Rohtak-124021
Haryana
Phone: +91-1262216745, +91-1262-217745, +91-9466677009, +91-9813194651
Fax: +91-1262-292752
E-mail: contact@babamastnathuniversity.com

Baba Mast Nath University has been established by Shri Baba Mast Nath Math, Asthal Bohar in 2012 is the oldest and most popular place of Nath Sect belonging to kanphada Yogis. This is the main Tapasthali (Place of Worship) of Nath Yogi and is situated 5 Kms away from Rohtak city and 1 KM away from M.D. University Campus on Delhi-Rohtak National Highway No. 10. The Math has been the centre and live-wire of ancient civilization and has been doing Yeo-man services for the benefit of mankind. Shri Baba Mast Nath Ji rejuvenated the Math Ashtal Bohar in 18th Centuary.

His able pupils have been rightfully performing the duties and responsibilities of a Mahent. Late Mahent Shreo Nath Yogi (Ex-Health Minister for Haryana Govt.) the most able and active in series of pupils had raised many institutions in the sweet memory of his Guru Baba Mast Nath Ji, so has done his immediate follower and present incumbent to the Gaddi, Mahent Chand Nath Yogi.

For smooth running of these institutions Late Mahent Shreo Nath Ji Yogi also formed a registered trust under the Societies Act namely Shri Baba Mastnath Ayurved Sanskrit Shikshan Sansthan Trust.

In the last 50 years this Trust has established and is efficiently running the institutions without an outside aid(Govt./Non Govt.). Continuing on the custom of propagating power through knowledge the minority community has kindled the effort by inducting Spiritual, Yogic, Ayurvedic, Sanskrit, TechnoManagement, Medical and Paramedical Education through various programes under the auspices of Baba Mast Nath University.

The Math offers various welfare services which includes:

- Rendering Ayurvedic, Spiritual, Yogic, Sanskrit, Techno-Management, Medical, Physiotherapy and Paramedical knowledge to the common man.
- Free medical treatment.
- Improving the infrastructure and heightening the educational institutions and catering scholarship opportunities to the students.
- Accomplishing and maintaining excellence through the progression and dispersion of knowledge.
- Keeping up the focus in grooming and training of the human resource to supply effective skills which will aid them in dealing with the innumerable challenges that rise from the present educational arena.

BABASAHEB BHIMRAO AMBEDKAR BIHAR UNIVERSITY

Muzaffarpur - 842 002, Bihar
Telephone - 0621-2243071
Fax : 0621-2242495
Email : registrar.brabu@gmail.com
Website : http://www.brabu.net

Babasaheb Bhimrao Ambedkar Bihar University popularly also known as B. R. Ambedkar Bihar University, is a State university located in the north prime of Bihar State in the city of Muzaffarpur in India. Established in 1960, this University has 37 constituent colleges.

Distance education courses are also offered. Besides, the university organizes symposium, seminars and workshops. It is a premier institution of teaching and learning in the city and offers full-time and part-time courses ranging from undergraduate to postgraduate and research level.

The Courses offered by the University are approved from University Grants Commission (UGC). The university is a premier institution of teaching and learning in the city and offers various full-time and part-time courses ranging from undergraduate to postgraduate and research level.

The university also acts as an affiliated link between several colleges and institutes located across the state in providing higher education. The University is a member of The Association of Indian Universities (AIU).

The University Grants Commission has been assisting colleges for procuring personal computers since 1987 under the scheme of providing computers to Colleges. In the X Plan UGC proposes to establish UGC Network Resource Centres (UGC-NRC) in Colleges, where assistance would be provided for the purchase of Computers and also for Internet Connectivity.

All Colleges under UGC purview i.e. under section 2(f) and 12B of the UGC Act which are not having computer facility so far under this scheme.

The Academic Staff College of B.R. Ambedkar Bihar University, Muzaffarpur is one of the 45 academic staff colleges established in different parts of the country in 1987 following the programme of action of the National Policy of Education (N.P.E). Subsequently six more A.S.C's were established raising the total number of A.S.C to 51 at the turn of the century.

BABASAHEB BHIMRAO AMBEDKAR UNIVERSITY

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Lucknow - 226 025, Uttar Pradesh
Tel : 0522-2440820, Fax : 0522-2440820, 2440568, 2440822, 2505225
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Website : http://www.bbauindia.org

The Babasaheb Bhimrao Ambedkar University, Lucknow is one of the premier central Universities in the country. The jurisdiction of this residential University is over the entire state of Uttar Pradesh. Babasaheb Bhimrao Ambedkar University is a Central University, established on 10th January 1996. The 250 acres' University campus named 'Vidya Vihar' is located off the Raebareli road, about 10 Km. south of Charbagh, the main Railway Station of Lucknow. As one of the chief objectives of the University to cater to, and promote, the educational needs of the marginalized people, particularly the SC/ST communities and Women.

It is a residential University. The University is committed to develop as a centre of excellence in the field of higher education.

The uniqueness of University is evident from its basic philosophy, policies and programmes, which are spelt out and enshrined in the University Act and Statutes. The objectives of the University are:

- to promote advanced knowledge by providing instructional and research facilities for integrated courses in Science and key frontier areas of Technology and other allied disciplines;
- to offer appropriate courses relevant for the development of socially and educationally depressed section of the people, including agricultural technology and rural crafts;
- to promote the study of the principles for which Babasaheb Bhimrao Ambedkar worked during his lifetime, namely, national integration, social justice and democratic way of life, and also study of the Constitution of the World;
- to take appropriate measures for promoting innovations in teaching-learning process in inter-disciplinary studies and research; and

to pay special attention to the promotion of educational and economic interests and weldare of the people in general and members belonging to the SC/ST in particular.

The University campus is developing fast and is already endowed with various facilities, viz., Post Office, Bank, Electricity Substations, Students' Hostels(Both Boys' & girls'), Guest House, Health Care Unit, Staff Quarters, Computer Centre, University Science Instrumentation Centre, Coaching Centre for SC/ST & Minorities, residential Coaching Academy, Placement Cell, Woman Cell, RTI Cell, SC/ST Cell, Legal Aid Clinic and Bus Shuttle Service, etc.

BABU BANARASI DAS UNIVERSITY

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Website: http://www.bbdu.ac.in

In achievement and prestige, the Babu Banarasi Das University has been recognized as one of Indian great universities.

Established in 2010, BBD University aims to transform the way people think by teaching them problem solving, leadership and teamwork skills, and the value of a commitment to quality, ethical behavior, and respect for others.

The University wants every member to enjoy diverse opportunities for intellectual, personal and professional growth. Learning and working at BBD University will foster quick, well-rounded minds, well-equipped to succeed in our fast-changing world.

The BBD University strive to educate students in a way that transforms them into leaders who can make a difference in the world.

The University aims to impart futuristic and high quality technical, management and medical education to the young and talented Indian and international students.

The University strives to become the front runner in the field of education in India by attracting and nurturing the best talent and providing them a platform where they can strengthen and grow their core competencies and build their career as world class professionals.

The University will provide a lifetime outside the classroom experience by setting up world class infrastructure and facilities for sports, recreation, cultural and personality development.

BBD University is committed to provide the excellence in teaching, learning and research and develop the cream of the crop in all the field of education. BBDU is one of the India's premier academic and Research University. BBDU has driven new ways of thinking since 2010 - the founding year of University.

The University attracts students from all around the world due to its excellent facilities. BBDU established and run by the group having exceptional experience and performance excellence of more than 13 years.

BABU DINESH SINGH UNIVERSITY

Nehru Nagar, Farathiya, Garhwa – 822114, Jharkhand
Tel: 06561 -254577
Mobile : 09661462506
Email : info@vananchaltrust.org

Established in 2022, the aim of Babu Dinesh Singh University is to establish a socially balanced society through the development of educational facilities and providing adequate basic amenities to all the sections at all levels with special attention to Deprived, Needy, Poor and Downtrodden in the society.

Vision

The vision of the University is to provide complete support, protection and care to needy and deprived people in the society with special focus on rural communities; and aim to bring in change in their lives.

Mission

The mission of the University is destined to support the needy rural communities with adequate care, protection, rehabilitation support with innovative service initiatives to alleviate their lives economically, socially, culturally and health wise. In order to realize our vision, we have adopted the following mission objectives:

- To conceptualize and develop support initiatives to bring sustainable change in the lives of the needy.
- To promote education and economic growth skills among rural communities for a better tomorrow.
- To offer a complete range of services and help to remove the social stigma from the lives of rural communities.
- To offer protection, counseling and economic support for various social causes.

BADDI UNIVERSITY OF EMERGING SCIENCES AND TECHNOLOGY

Makhnumajra, Baddi, Distt. Solan - 173 205, Himachal Pradesh
Ph: 1800-200-1201, 01795-247353,
Mobile : 9805092150,9805097643,9318811932,9318811928,9318740745,
Fax: 01795-247352

The Society named Center for Advanced Studies in Engineering (CASE) was established on 2nd May, 2000 with a deep commitment to promote and propagate quality technical education.

The commitment was translated into reality with the establishment of School of Engineering & Emerging Technologies (SEET) at Baddi in the year 2002.

The Society, through this institute, has been Providing B.Tech. engineering (Computer Science Engineering, Information Technology, Electronics and Communication Engineering, Mechanical Engineering, Electrical Engineering and MBA courses to the youth of Himachal Pradesh and other states of India.

Two new departments, Computer Applications (offering MCA degree) and Civil Engineering (offering B.Tech. Degree) were added in the Institute in 2008. Over the years SEET achieved the status of a premier institute in imparting career oriented education in these fields.

In the year 2007, the Society established the School of Pharmacy and Emerging Sciences (SPES) and started 4-year B. Pharm. course from that year. In 2008, one more prestigious institute viz. School of Management Studies (SMS) was started offering MBA course. All these institutes comprised the CASE Group of Institutes.

The institutes of CASE Group are known for their academic excellence and their total commitment to uperiority in technical and management education with holistic concern for quality of life, environment, society and ethics. Through continued efforts of the Management, the Society has been able to achieve the status of a university incorporating the CASE Group of Institutes, Baddi University of Emerging Sciences and Technology.

This University enacted in 2009 by the Government of Himachal Pradesh will continue to promote effective and innovative learning methods by using latest technology.

BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi
Karnataka 587301
Tel : 08353-295123
Email: bgkujkd@gmail.com

Bagalkot University (BGKU) is a State Public University established by the Government of Karnataka under the Karnataka State Universities (Amendment) Act 2022 (Act No. 2022 of 26, published in the Gazette Extraordinary on 10/10/2022). It is a university having jurisdiction over all general degree and colleges of education in Bagalkot District.

The university is headquartered in Jamkhandi, Jamkhandi is an important place in North Karnataka with historical background. The university conducts postgraduate classes in various departments of its campus. The university is established as a fully digital and entrepreneurial (skill based) model university in an educationally backward area and emphasizes on the concept of "learning with work".

The University is ascertaining the regional needs and planning to introduce technical courses, skill based courses to uplift the rural students and contribute to the development of the students of Bagalkot district and nearby areas.

Bagalkota University is a premier university in the state of Karnataka established with a distinct vision of catering to the needs of rural students who are deprived of a good educational environment. Established in 2023, the university aims to provide high quality education to students to help them reach their personal and professional goals.

At BGKU, we emphasize both traditional classroom experience and digital learning. Our faculty are dedicated to inspiring students to excel in their studies and become entrepreneurs. With our innovative teaching techniques and resources, our students are well prepared to become tomorrow's leaders. The university is in the process of framing its guidelines, which will certainly include elements of the National Education Policy 2020. Ultimately we are committed to promoting knowledge, skills and humanity

BAHRA UNIVERSITY

Village - Waknaghat
P.O. Kiarighat, Tehsil Kandaghat
Distt Solan, Himachal Pradesh – 173215
Phone: 09805092461, 09805092446
Admission Helpline: 9816087278, 9805092461
Email Id : bahrauniversity@rayatbahra.com
Website: www.bahrauniversity.edu.in

Established in 2011, Bahra University is a world class, multi-disciplinary University located amidst the picturesque surroundings of Shimla hills, aiming to advance knowledge and educate student's that will best serve the nation and the world in the 21st century. It is a prestigious venture of Rayat & Bahra Group - one of India's largest and most reputed educational group. The University seeks "To be on the forefront of knowledge creation and dissemination in the global context'. With its world class teaching standards, outstanding faculty and innovative academic programs, Bahra University intends to sets a new benchmark in the Indian education scenario.

The University is set up on over 25 acres, state-of-the-art residential campus, located amidst the scenic beauty of Shimla Hills, education at Bahra University is holistic, aimed at developing the intellectual and personal strengths of students, nurturing creativity and innovation through challenging project work, participative learning and providing an environment conducive to sparking ideas and imagination.

The University integrates teaching, learning, research and extension education into a holistic framework. The University provides access to the high quality education, cutting-edge research and development of new technologies. As a platform for excellence in teaching, learning & administration, state-of art information technology is extensively used at Bahra University, contributing to the development of well-trained graduates, post graduates and doctoral students to meet the future professional manpower needs of the global market. The university prepares future leaders in various walks of life - science, Technology, business, basic sciences, social sciences, arts, sports and the community services.

The University strives to develop professional competencies with flexibility, adaptability and passion for learning. The University is committed to social change and development through knowledge, innovation and leadership. Bahra university aims to be recognized globally for academic excellence, world class pedagogy, wide range of program me offerings, research initiatives, creating avenues for students to display their innovation and creativity, providing a range of career choices, nurturing faculty by various training and development programs, developing leadership skills and inculcating standards.

BANARAS HINDU UNIVERSITY

Varanasi - 221 005, Uttar Pradesh
Tel : 0542-2368938, 2368339, 2368938, 2307222, 6701673
Fax : 0542-2368174/2369951/2369425
Email : vc_bhu@sify.com,
registrar@bhu.ac.in
Website : http://www.bhu.ac.in

Banaras Hindu University is an internationally reputed temple of learning, situated in the holy city of Varanasi. This Creative and innovative university was founded by the great nationalist leader, Pandit Madan Mohan Malviya, in 1916 with cooperation of great personalities like Dr Annie Besant, who viewed it as the University of India. Banaras Hindu University was created under the Parliamentary legislation - B.H.U. Act 1915. It played a stellar role in the independence movement and has developed into the greatest center of learning in India. It has produced many great freedom fighters and builders of modern India and has immensely contributed to the progress of the nation through a large number of renowned scholars, artists, scientists and technologists who have graced its portals. The area of the main campus of this premiere Central University is 1300 acres, having well maintained roads, extensive greenery, a temple, an air strip and buildings which are an architectural delight. The Air Field of the campus was started for military training for flying during the second world war. Another campus of the university at Barkachha, in Mirzapur District, covering an area of 2700 acres is coming up. The university comprises 3 Institutes, 14 Faculties 140 Departments, 4 Inter displinary Centers a constituent college for women's and 3 Constituents Schools, spanning a vast range of subjects pertaining to all branches of humanities,social science,technology, medicine ,science, fine arts and performing arts. It has 6 centres of Advanced Studies, 10 Departments under Special Assistance Programme and a large number of specialized Research Centers. Four Degree Colleges of the city are affiliated to the University. Bharat Kala Bhavan, the reputed museum of the university, is a treasure trove of rare collections. The 927 bed hospital of the University is equipped with all the modern a menities.

The University provides a wide range of facilities for sport and hobbies, has large playgrounds, a big auditorium, a flying club and many auxiliary services and units like Printing Press, Publication Cell,Fruit Preservation Center, Subsidized Canteens, Employment and Information Bureau, Security etc.

The University family consists of about 15000 students belonging to all streams of life, castes and religions and races, about 1700 teachers, and nearly 8000 non-teaching staff A large number of students from foreign countries like the U.S.A, the countries of Europe, Asia, Middle East, Africa etc., come to study here. The university has taken a leadership role in promoting new ideas, the spirit of integration of the world, and cultivation of intellect and culture. Banaras Hindu University is small virtually the universe in microcosm.

BANASTHALI VIDYAPITH

P.O. - Banasthali Vidyapith
Banasthali - 304 022, Rajasthan
Tel : 01438-228647, 228323/653, 228371, 228340
Fax : 01438-228365
Email : info@banasthali.ac.in, mittal_hl@yahoo.co.in
Email : ashastri@banasthali.ac.in
Website : http://www.banasthali.org

To realize a dream which he had cherished since his boyhood, Pandit Hiralal Shastri, the founding father of Banasthali Vidyapith, resigned his prestigious post of Secretary in the Home and Foreign Department in the erstwhile Jaipur State in 1927 and selected the remote village of Banthali (as Banasthali was originally called) as the centre of his life's work. His plan was to organize a programme of rural reconstruction on the lines laid down by Gandhiji and also to train public workers through constructive service of the people. While so engaged in his work Shastriji also wanted to train his promising daughter Shantabai as a social worker dedicated to the cause of women's upliftment. But destiny ordained otherwise. All of a sudden, after a brief illness of a day, Shantabai bade farewell to Banasthali on 25th April, 1935 at the tender age of only 12 years. The loss seemed irreparable at the moment, but soon the mood of despondency gave way to a new hope. If one Shantabai had departed there were others who could be trained likewise. This idea gave solace and opened the path of action. To complete the unfinished task of his daughter, the Shri Shantabai Shiksha Kutir was started in October 1935 in the mud huts provided by the Jiwan Kutir, with about half-a-dozen girls.

The name 'Banasthali Vidyapith' was adopted only in 1943. This also happened to be the year when undergraduate courses were first introduced. The institution was granted the status of a deemed university in 1983 by the UGC. Prof. Sushila Vyas , the first student of Banasthali Vidyapith was appointed the first Director of Vidyapith. The UGC committee which recommended the conferment of University status on the institution kept the following points in mind: (i) Vidyapith's definite and viable programme for restructuring courses at the undergraduate level and its eagerness to carry out various measures to make education more meaningful and practical, (ii) availability of opportunities to the students to develop their personalities, and (iii) Vidyapith's initiative to inculcate spiritual and moral values in the students through various activities, emphasizing character-building and simplicity. With its autonomous status, the institute could now experiment, innovate and formulate its own curriculum and other activities. Under the tutelage of the Shastri family, Banasthali Vidyapith has grown from a school catering to only 6 students to the only residential university in the country that provides education to girls from the pre-primary stage up to the Doctoral level (Date-Line of growth of Banasthali Vidyapith) Banasthali Vidyapith has been accredited by National Assessment and Accreditation Council (NAAC) with 'A' Grade (Five star Rating).

BANGALORE UNIVERSITY

Jnana Ganga, Gulbarga
Bangalore - 560 056, Karnataka
Tel : 080-23213172, 26724075, 23213023, 25725096
Fax : 080-23219295 /23211020
Email : vcbu@vsnl.com
Website : http://www.bangaloreuniversity.net

Bangalore University is located in the Garden City of Bangalore aptly hailed as the "I.T. Capital of India", was established in July 1964 as an off shoot of the University of Mysore, primarily to include institutions of higher learning located in the metropolitan city of Bangalore and the Districts of Bangalore, Kolar and Tumkur, which eventually became a separate university. Initially, the two premier colleges of the city, the Central College (CC) and the University Visvesvaraya College of Engineering (UVCE) formed the nucleus of Bangalore University. The University has also established Gandhi Bhavan, Dr. B.R. Ambedkar Study and Research Centre, and Centre for Study of Social Exclusion and Inclusive policy and also has established schools of Biological Sciences, Social Sciences and Business Studies. The Central College Campus retained as the City Campus, houses the City offices of the Vice Chancellor, Registrar, Registrar (Evaluation), Finance (Examination part), UGC Academic Staff College, Directorate of Correspondence Courses and Centre, Directorate of College Development Council, Directorate of Physical Education and a few post graduate departments and support services, with a state of the art Jnana Jyothi Auditorium. Besides, the Central College also has the Central College Cricket Pavilion where the Karnataka State Cricket Association was first established and trained several cricketers of International repute. Apart from this, in the vicinity of the city campus, the University has the prestigious University Visvesvaraya College of Engineering (UVCE) started in 1917.

Bangalore University has completed Forty Seven years of fruitful existence and has come to be hailed as one of the largest universities of Asia. Though originally intended to be a federal university, it has eventually emerged as an affiliating University. The University was first accredited in 2002 by NAAC with Five Star Status and was re-accredited in the year 2008 with 'A' Grade. According to India Today - Nielsen survey of May 31st 2010, Bangalore University ranks 13th in the list of 50 top Universities in the Country. Academically, the University is structured into six faculties- Arts, Science, Commerce & Management, Education, Law and Engineering. It has 43 Post Graduate Departments, One post graduate Centre at Kolar, (Started during 1994-95), three constituent colleges, 665 affiliated colleges (of which 115 have PG Courses) and several other Centres and Directorates of higher learning and research under its purview. At present, the University offers 50 Post Graduate Courses and Employment Oriented Diploma and Certificate Courses.

BANKURA UNIVERSITY

Bankura Block – II, P.O.- Purandarpur
Dist.- Bankura, West Bengal – 722 155
Telephone No: +91- 03242 -201129
Mobile: +91 - 9735889759
Email: bku.univ@gmail.com
bankurauniversity@gmail.com

Bankura University is recognised under Section 2(f) of UGC Act, 1956.

It is a dream realized. The Hon'ble Chief Minister Smt Mamata Bandyopadhyay and the Hon'ble Education Minister gave a concrete shape to the long-cherished dream of the people of Bankura by establishing Bankura University, thereby giving a new intellectual impetus to this peripherally located region of West Bengal.

Bankura University was established by the West Bengal Act XIX of 2013 and the assent of the Governor was first published in the Kolkata Gazette, Extraordinary, of 6th January, 2014.

Bankura University is committed to the dedicated task of disseminating higher learning in this region and it promises to move into a glorious future by promoting the study of indigenous folk and cultural tradition as also by a sustainable rural and tribal development.

Bankura, historically known as Mallabhum, can truly boast of a rich heritage of traditional cultural excellence. It is evident in its traditional Dokra art, the intellectual and artistic triumphs of the 18th-century mathematician Subhankar (the well-known Subhankari Arya), the temple town of Bishnupur and the artistic contributions of Jamini Roy and Ramkinkar Bej.

This University will sustain and strengthen a unique dissemination of knowledge systems in language, literature, cultural studies, social sciences and multiple branches of the study of science.

BARKATULLAH UNIVERSITY

Hoshangabad, Bhopal - 462 026
Tel : 0755-2677701, 4287002, 4287003,
2677705, 4287004, 2677706
Fax : 0755-2677703/ 2677705
Email : buvcmp@mp.nic.in buvc_office@yahoo.com buregistrar@yahoo.co.in
Website : http://www.bubhopal.nic.in

The University formerly known as Bhopal University was established in 1970 in the capital city of Madhya Pradesh. In 1988, it was rechristened as the Barkatullah Vishwavidyalaya, in the living memory of the great freedom fighter, Prof. Barkatullah belonged to Bhopal.

The University campus, covering an area of approx. 360 acres of land, is located along Jabalpur-Jaipur National highway (NH-12) at a distance of about 3 kms. From the Habibganj Railway Station .The University complex includes Administrative Block, Library Block, Life sciences Block, Law Block, Humanities Block, social science Block, Physics Block, Applied Geology Block, Hostel Building, Guest House, Institute of Open and Distance Education, Post office, a branch of the State Bank of India, Printing press, faculty club, Institute of Management Building, Department of Pharmacy and University Institute of Technology.

The territorial jurisdiction of the university extends to the eight Districts of Bhopal, Sehore , Vidisha , Raisen , Hoshangabad, Harda , Betul, and Rajgrah. There are more than one hundred seventy colleges affiliated to the University. There is one Engineering college two college of education, a Technical Teachers Training Institute, a Ayurvedic , Unani, Physiotherapy and homeopathic college affiliated to this University.

The University covers almost a full spectrum of higher education, offering courses in its affiliated colleges and the teaching departments in the faculties of Arts, Social Science, Science, Life Science, Home Science, Medicine, Commerce and Business Management, Law, Engineering, Education and Technical Education. The Chakravarty Rajagopalachari Institute of Management (CRIM) provides full-time course in Business Management and the Institute of Open and Distance Learning, the only Institute of its kind in the State, provides undergraduate and diploma courses through correspondence.

The major emphasis of the University teaching departments is on interdisciplinary teaching and research. These teaching departments follow the annual semester system of teaching and examination, and make provision for such postgraduate courses, which are by and large, not provided a grant to establish a Women's Studies Centre in the Department of Sociology and have provided Special Assistance to departments of Microbiology and Physics under the SAP and COSIST.

BAREILLY INTERNATIONAL UNIVERSITY

Rohilkhand Medical College Campus Pilibhit Bypass Road
Bareilly (U.P.) 243006
Phone : 0581-2526153, 2526011
Email : info@biu.edu.in
Website : http://www.biu.edu.in

Bareilly International University, Bareilly is established in accordance to UGC Act 1956 by the Uttar Pradesh Govt. Act No. 26 of 2016 dated 16th Sept 2016. The University is promoted by Rohilkhand Charitable Educational Trust and is functional from session 2016-17 with various courses.

Vision

The University's vision is to be a leading medical institution excels in providing quality education, research environment and affordable health care services.

Mission

The University endeavours is to create academic and research environment by providing state of art infrastructure & facilities to impart knowledge and develop skill in its pupil and function as a center of cost effective comprehensive health care services where people are treated with dignity and respect. Ensure holistic development of its pupil to attain success in personal and professional life and handle contemporary health problem of society effectively.

The University's endeavour is to impart knowledge and develop skill to attain success by its pupil in professional and personal life by providing growing learning and research environment with due support of world class faculties, infrastructure, facilities and technology :

to contribute to society through the pursuit of education, research and health care services with excellence.

to create an environment to preserve, discover, and disseminate knowledge and promote application of knowledge for betterment of society.

to focus on student achievement and success, community service, and organizational excellence by means of high quality faculty, infrastructure, facilities and environment.

to encourage participation for the development of the society and community and dealing with its predicaments through various courses, programmes, trainings, workshops, seminars, symposiums, conferences.

BERHAMPUR UNIVERSITY

Bhanja Bihar
Berhampur Distt
Ganjam 760 007, Orissa
Tel : 0680-2242233, 2243460, 2242234 , 2243122
Fax : 0680-2243322
Email : registrarbuorissa@gmail.com / registrar@buodisha.edu.in
Website : http://www.bamu.nic.in

The Berhampur University came into existence on 2nd January 1967 being inaugurated by Dr. A.N. Khosla, the then Governor of Orissa and the first Chancellor of the University. The University was later shifted to the present site known as Bhanja Bihar, named after the celebrated poet of Orissa Kabisamrat Upendra Bhanja. Spreading over an area of about two hundred fifty acres the university is twelve kilometres and 5 kilometers away from the Berhampur City and Sea-beach of Gopalpur respectively. The university has a wide area under its jurisdiction comprising the Districts of Ganjam, Gajapati, Koraput, Rayagada, Nowrangapur, Malkangiri, Kandhamala and Boudh. Eleven Govt. colleges, sixty two non Govt. colleges and twenty six professional technical colleges are affiliated to the university. To the credit of the university these institutes cater to the need of students in various subjects and disciplines such as Arts, Science, Commerce, Law, Education, Medicine, Engineering, Pharmacology, Homoeopathy, Ayurveda, Nursing, Military Science, Library Science and Fine Arts. There are twenty post-graduate departments in the university offering specialized subjects and M. Phil programmes. Some of the faculties like Mass Communication, Tourism and Indian Monuments, Electronic Science, Computer Science, Marine Science, Military Science make the University stand apart from some other universities of the country. The university has achieved great distinction in the academic world due to the qualitative and quantitative production of M. Phil., Ph.D., D.Litt. and D.Sc Degrees. So far many projects, major and minor funded by the U.G.C., I.C.S.S.R., C.S.I.R. and D.S.T. etc. have been completed. About two hundred fifty research oriented and text books have been published by the teachers. The university has the record of holding seminars and conferences every year apart from organising weekly seminars in the departments. Several U.G.C. sponsored Refresher Courses / Orientation Programmes / Summer Institutes are conducted in the university for the benefit of the university and college teachers. With all such multifarious academic activities the university has so far received reciprocal recognition from many Indian universities. It is a permanent member of the Inter University Board of India and Sri Lanka as well as that of the Association of Common Wealth University of London.

The University has got NAAC accrediation with a rating of B+. At present the Campus has eight teaching blocks, eight hostels, a health centre, an Engineering Office, a guest house, an M.E. School, a High School/Junior College, a Library, a Museum-cum-Archival Cell, a landing ground, a Play ground, a Sports Council centre, a shopping complex, a Canteen, an S.B.I. Branch, a Post Office, three temples and an Administrative Building with a Distant Education Cell and a College Development Council.

BENGALURU CITY UNIVERSITY

Dr. Ambedkar Veedhi, Bengaluru - 560 001, Karnataka
Tel. : 080 22131385
Email : registrarbcu@gmail.com

The University is a State Public Affiliating University, Established in 2017.

The University has been serving the knowledge industry with the help of esteemed torchbearers of information and expertise. We are recognized as a leading institute of higher education in India. Preparing our students to be professionals in creating or re-creating, being appreciative of their skill, and learn to monetize it rightly. Creating entrepreneurs can be overwhelming, but with us, it's a journey towards evolution.

Vision

The vision of the University is to encourage a vibrant culture by promoting an open exchange of knowledge and ideas among academia, government, industry, community, and society. Enrich the social, economic, cultural, and political heritage by leveraging the city's human capital and resources. The University strives towards delivering our vision with the cooperation of our values ingrained in us by the originators of B.C.U.

- Freedom of thought, speech, and exploration
- Academic and Industrial Autonomy
- Accountability and Integrity
- Gender and Social Justice
- Collegiality and shared responsibility
- Respect for Human Dignity and Labor

The mission of B.C.U. is creating, disseminating, and applying knowledge and nurturing learners towards our endeavor. As a State Public University situated in the heart of Bengaluru, the University aims to :

- Be a gateway to knowledge for all while actively promoting access, affordability, equity, and inclusiveness.
- Foster a vibrant culture by facilitating an open exchange of knowledge and ideas among academia, government, industry, community, and society.
- Enrich the social, economic, cultural, and political heritage by leveraging on the human capital and resources of the city and the region.
- Enhance the reputation, growth, and potential of Bengaluru as a leading global metropolis.
- Achieve excellence in teaching, research, and service by engaging with issues of relevance in the local and global contexts.
- Create leaders of tomorrow across scientific, socio-economic, cultural, and political domains.
- Develop among students a spirit of inquiry, respect for labor, and social conscience.
- Become a distinctive public university by adopting innovative, efficient practices in its governance, academic and administrative affairs, and excel in serving all its constituencies.

BENGALURU Dr. B.R. AMBEDKAR SCHOOL OF ECONOMICS UNIVERSITY

Jnana Bharathi Main Road, Nagarbhavi Post
Landmark- Opposite National Law School of India University
Bengaluru – 560072, Karnataka
Phone: +91 –80 –23394453 Email: info@base.ac.in

Established in 2017, Bengaluru Dr. B.R. Ambedkar School of Economics (BASE) University is being modelled on the lines of the celebrated *London School of Economics*. The first batch of B.Sc. (Honours) Economics was admitted in June-July 2017, through an All India Entrance test conducted by Karnataka Examination Authority (KEA), Government of Karnataka, Bengaluru and the classes for this pioneer batch began from 28th August 2017, at the Department of Visual Arts, Bangalore University, Jnana Bharathi campus, Bengaluru. The Academic session of the B.A.S.E was inaugurated at Dr. B. R. Ambedkar Bhavan by Honourable former Prime Minister of India Dr. Manmohan Singh, world-renowned Economist on 4th October 2017. The programme was chaired by the former Hon. Chief Minister of Karnataka Shri Siddaramaiahji and former Hon. Minister for Higher Education Shri Basavaraj Rayareddy was the Guest of Honour. The programme was attended by a galaxy of Ministers of the Government of Karnataka and many dignitaries from Bangalore. Dr Manmohan Singh gave some very important advice to the students. and the Key Note Speaker of this occasion was Dr. C Rangarajan, former Governor of Reserve Bank of India and the Chairperson of the Prime Minister's Advisory Council. He spoke about the current economic situation and the future of the Indian economy.

BASE University will make its presence felt in the country as one of the finest training institutions in Economics and compete with the best in the country. BASE will not only set a new model in teaching and research in economics but shall also assist the Government of Karnataka and Union Government of India in policy formulations, to inform them through research the effectiveness of the policies. BASE would focus on imparting holistic knowledge in the discipline of economics by providing an understanding of other social sciences disciplines such as political sciences, sociology, philosophy, ethics etc. The teaching and training will focus on freedom to think and allow freely the new currents in economics and allied social sciences. The dogmatism in the framing of the syllabus, the orthodox course material, will be given a go bye.

BASE University is expected to provide necessary support in economic human power to the country and creating an inclusive society through participation of key stake holders in government, public, private and academic institutes. The focus of the Bengaluru Dr. B.R. Ambedkar School of Economics would be to provide state of art learning in Theoretical, Applied Economics and connectivity to other Social Sciences, so that research activities at the School of Economics will be accordingly shaped. The School shall provide knowledge and learning tools for policy development and initiate Public discussions on policies and emerging scenarios in society and economy. Freedom to learn, litheness in teaching and ease in learning leading to androgogy shall be the fundamental model of education.

BENGALURU NORTH UNIVERSITY

Tamaka, Sri Devraj Urs Extension,
Kolar, 563103. Karnataka
Email :bangalorenorthuniversity2017@gmail.com
Website : http://www.bnu.ac.in

The Government of Karnataka has notified the establishment of Bengaluru North University by trifurcating the erstwhile Bangalore University through its University Gazette Notification dated: 13-08-2015. The Territorial Jurisdiction of Bengaluru North University covers all the Legislative Assembly constituencies of Kolar District; Kolar P.G.Center; Chikkaballapur District; C.V.Ramannagar, K.R.Puram, Mahadevpura, Pulikeshinagar and Sarvagnanagar of Bangalore Urban District and Hosakote, Devanahalli and Doddaballapur Legislative Constituencies of Bangalore Rural District.

Bengaluru North University (BNU) is a State University located in Tama ka, near NH 75 in Kolar, Karnataka, India. The university was established in 2017 by the Government of Karnataka through the Karnataka State Universities(Amendment) Act, 2015 trifurcating Bangalore University by creating Bengaluru North University and Bengaluru Central University. The university was inaugurated on 21 September 2017 and T.D.Kemparaju, formerly Registrar of Mangalore University was appointed Vice-Chancellor.

In 2009 a committee submitted a report recommending trifurcating Bangalore University, which had over 600 affiliated colleges. In 2012, C. T. Ravi, the Minister For Higher Education, Government of Karnataka, announced plans to bifurcate 300 colleges out of the university by creating Bengaluru North University. Requests to following the original recommendation or even create four universities were made. In May 2015 the government announced it will follow the original recommendation and create Bengaluru NortUniversity and Bengaluru Central University, with about 200 colleges assigned to each of them. The Bill was passed in July 2015 and the university was inaugurated on 21 September 2017 However, as of 18 October 2017, no funds were transferred to the university from the government.

Academics

The University has 210 affiliated colleges. Affiliation to the three universities is based on Karnataka Legislative Assembly constituencies. BNU affiliating all colleges under Srinivaspur, Mulbagal, KGF, Bangarpet, Kolar and Malur Assembly constituencies in Kolar district;K R Puram, Pulikeshinagar, Sarvagnanagar, C V Raman Nagar and Mahadevapura Assembly constituencies in Bengaluru Urban district; Gauribidanur, Bagepalli, Chikkaballapur, Sidlaghatta and Chintamani Assembly constituencies in Chikkaballapur district; Devanahalli, Doddaballapur, and Hoskote Assembly constituencies in Bengaluru Rural District.

Campus

The University will operate for academic year 2017–18 from temporary offices in the campus of Karnataka State Open University at Tamaka on the outskirts of Kolar. A permanent campus will be constructed at Amaravathi village in Chickballapur District.

BENNETT UNIVERSITY

Plot Nos 8-11, TechZone II,
Greater Noida 201310, Uttar Pradesh
Email: info@bennettuniversity.com
Career: career@bennettuniversity.com
Website: www.bennettuniversity.com

Extending the core journalistic principles of Trust, Knowledge and Public Service, Bennett, Coleman and Co. Ltd. (BCCL) established over 177 years ago, has continually undertaken initiatives for the betterment of Indian society. BCCL, through its trust, Bharatiya Jnanpith, instituted one of the most prestigious Indian literary awards, the Gyanpeeth Award, in 1961.

Further it has set up number of Educational institutions through its Sahu Jain Foundation. These include Sahu Jain College, Rama Jain College, Murti Devi KanyaVidyalaya (School) and Murti Devi Sanskriti Inter College. Taking a proactive approach in contributing to the improvement of society, BCCL has launched multiple educational initiatives such as Teach India, Times School of Journalism and Newspaper in Education (NIE).

Encouraged by the success of these educational initiatives and with a desire to improve the state of education in India, the group started expanding into the education sector with the launch of Times Pro - which focuses on short-term courses that enhance employability. It is now launching Bennett University, a State Private University in Uttar Pradesh that will provide quality professional education to students making them, 'life and career ready'. Bennett University has been set up at Greater Noida and commenced operations on 08 Aug 2016, initially with B.Tech and MBA programs.

With a focus on giving students a premium learning experience, in an immersive environment at a campus designed by the internationally renowned RSP Architects, coupled with enhanced use of technology to meet students aspirations, the University aims to create a learning atmosphere conducive to both research and practical & entrepreneurial applications. When fully operational, the Bennett University will offer programs at undergraduate, postgraduate and doctoral level in Engineering, Applied Sciences, Management, Media, Liberal Arts, Law, Design and Public Policy.

In addition, the University will foster an environment of Innovation and Entrepreneurship, while enhancing skills in all areas of higher education through the centers for Entrepreneurship Education and Executive Education.

BHABHA UNIVERSITY

Jatkhedi, NH-12, Hoshangabad Road,
Bhopal-462026, Madhya Pradesh, India.
Phone : 0755-4936800, 4933515, +91- 9165025500, 9111105431, 35, 36, 37
Email : info@bhabhauniversity.edu.in, bhabhauniversitybpl@gmail.com
Website : https://www.bhabhauniversity.edu.in

Bhabha Group of Institutions is a renowned educational group in central India established in 2003. Now Bhabha Group of Institutions has become "Bhabha University" established by the Act of Madhya Pradesh Legislature 2018 and is notified in the Official Gazette (extra-ordinary) of the State Government of Madhya Pradesh. Bhabha University is sponsored by Ayushmati Education and Social Society.

Bhabha Group of Institutions has been challenging and developing great minds for more than a decade. Characterized by a tradition of innovation and research in various fields has broken new ground, pushed forward the boundaries of knowledge and made an impact on people's lives. It is successfully running various Institutions in discipline of Engineering & Technology, Pharmacy, Dental, Hotel Management and Catering Technology, Computer Applications, Management, and Education etc for last 15 years in the central India.

Bhabha University is situated in Bhopal, the beautiful "City of Lakes", capital of Madhya Pradesh. The ambience and serenity of a world-class infrastructure housed in a 'Clean & Green' campus.

The Bhabha University has been equipped with excellent physical and academic infrastructure, latest curriculum, and improved teaching methodology. Best talent has been recruited as faculty, industry interaction and practical exposure makes the learning process at the university dynamic.

Bhabha University aspires to be among the best universities in the world in next coming year through a series of strategically crafted moves, precisely calibrated action plans and an unwavering commitment to the pursuit of excellence.Our aim is to make Bhabha University as one of the best centers of excellence in higher studies and research in science and related areas.

BHAGAT PHOOL SINGH MAHILA VISHWAVIDYALAYA

Kalan Khanpur, Sonipat – 131305, Haryana
Tel : 01263-283001, 002, 283111
Fax : 01263-283779
Email : vc@bpswomenuniversity.ac.in
Website : http://www.bpswomenuniversity.ac.in

Established in 2006, Bhagat Phool Singh Mahila Vishwavidyalaya is the 'dream come true' of Bhagat Phool Singh Ji, who established a Gurukul for girls at Khanpur Kalan in 1936. Even after the demise of Bhagat Phool Singh, his equally dynamic daughter Subhashini Ji not only took control of Gurukul but worked vigorously in expanding the Gurukul in terms of its various constituent institutions like BPS Memorial Girls' College (1967), BPS College of Education (1968), MSM Ayurvedic College (1973), BPS Mahila Polytechnic (1984), TIG Bhainswal Kalan(1999) and PSD Girls' Law College (2003). The State Government under the leadership of Shri Bhupinder Singh Hooda, the Honorable Chief Minister of Haryana took cognizance and upgraded the erstwhile Gurukul to the status of a University exclusively for women in August 2006 and christened it as Bhagat Phool Singh Mahila Vishwavidyalaya, which happens to be the first State Women University of North India. Since then BPSMV has undergone a complete transformation; a 75 years old Gurukul started with only three girls has turned into a modern university with approximately 7000 girls on its rolls studying in various programmes.

- The University is spread over lush green, pollution free 500 acres of networked & safe campus, juxtaposing tradition with modernity.
- The first State Women University of North India providing education from KG to PhD level.
- The University has established the Centre for Society- University Interface and Research (CSUIR) which offers innovative programmes like Integrated Energy Resource Management, Micro Finance Practices, and Folk Medicine etc.
- BPSMV is the first and only Indian university to establish UGC Area Study Centre for Indic-Asian Studies.
- The University offers innovative, job oriented programmes in various disciplines.
- The university has established State of the Art Language Labs and Staff Training and Research Institute for Teaching of English.
- The University has signed MoUs with many foreign universities of repute.
- Free placement and personality development assistance is provided to all the enrolled students.
- The University organsied Women Youth Parliament to hone leadership skills of students.
- The University has implemented all the good practices pertaining to academic, sports and cultural areas.

BHAGWAN MAHAVIR UNIVERSITY

VIP Road, Bharthana Road, Vesu, Surat, Gujarat 395007
Tel : 0261 677 0100
Helpdesk : +91 0261 6670102 / 03 / 04
Admission +91 7575807374 / 75

Established in 2009, Bhagwan Mahavir University is committed to inclusion and innovation in education through philanthropy and pioneering initiatives. Bhagwan Mahavir University provides world class education and empowering opportunities for all sections of society. As the world of business and job opportunities are changing rapidly, we are evolving to make our students not just job ready but also life ready, to help them see learning as a continuous process and to become future- ready professionals. Bhagwan Mahavir University strongly believe in inculcating in our students the vital attitude of lifelong learning. Therefore, we provide our students with ample opportunities to develop self-motivation and creativity. The students are sensitized to a unique learning process where the self is seen as a creator and leader; as such an attitude will continue to yield much dividend throughout their lives. Our unique learning environment imbibes in students the importance of life building traits like dedication, commitment, hard work, reliability, sincerity, team spirit and transparency. We believe that education is the greatest enabler of social transformation and progress at all levels. We are also ever conscious of a University's great role towards shaping mindsets and building character, which in turn build the Nation.

Bhagwan Mahavir University collaborate with the industry which gives faculty members and students an exciting opportunity to see their research work has real-world impact. Centralized skill development cell under "Center of Excellence" acts as an interface between the students, faculty, and the corporate world to initiate continuous interaction with the industry, sharing the industry experiences, understanding industry needs and providing the required support to the corporate world. Our students are well equipped to meet industry demands, goals and expectations and can become a great asset for an organization by taking any challenging assignments entrusted to them to their fullest expectation. Our focus is to groom young future leaders who are value driven human beings and competent professionals with deep passion for humanity, who will lead the world.

Salient features of the University are :

- Bhagwan Mahavir University is to be a one of its kind with a focus on research sector. The University will give equal importance to the research aspects of various academic offerings.
- Research shall be carried out through dedicated Centres at the University which will address the research demands of the sector and will have best research facilities.
- The academic curriculum of the University has been conceived in consultation with leading academicians who have provided their expertise and knowledge.
- University is expected to have more than 20,000 students in campus by next year.
- University will have academic alliances with international institutes / universities having expertise in engineering, sciences and architecture focused research and education.
- Bhagwan Mahavir University shall focus on achieving the following Standards of Excellence, emphasizing on industry centric, research oriented and serving towards community development, as the University grow further year by year.

BHAGWANT GLOBAL UNIVERSITY

Uttari Jhandi Chaur, Kotdwar
District- Pauri Garhwal, Uttarakhand
Phone: 01382-242904, 242905, 242906, 242907, 8859901136
Website : http://www.bgukotdwar.ac.in

Established under Government of Uttarakhand Act No. 39 of Year 2016, Bhagwant Global University is a Private University headquartered at Pauri Garhwal.

The Vision of the University is :

to be a provider of globally-competitive proficient professionals
to nurture and sustain academic excellence, programmed to promote innovation, scholarship and abilities to analyze, experiment and synthesize
to foster academic-industry/professional synergies and to forge strategic alliances for greater upward mobility
to import need based education and create an ethos for research of relevance
to contribute to social and industrial development of the region

The Mission of the Unviersity is :

to establish a technology incubation center, software development park and entrepreneurship cell training facility
to strengthen ties with industries, professional societies, accrediting bodies and statutory authorities that share common goals and responsibilities
to establish a campus for international students in academic collaboration with globally acclaimed premier institutions
to provide state-of-the-art facilities for all facets of professional training
to improve the work culture and develop a congenial organizational set-up

The Objectives of the University is :

to provide instructions, teaching and training in Higher education in the field of Science, Technology, Management, Medicals, Arts, Commerce and to make provisions for research, advancement and dissemination of knowledge so as to emerge as a premier center for learning & Research in various spheres of Science, Technology, Management, Medical Arts & Commerce.
to create higher levels of intellectual abilities and to contribute to the higher education sector of Developing states and countries at an affordable cost.
to establish state of art facilities for Technical and Professional Higher education and other disciplines of learning
to carry out teaching and research and offer continuing education Programmes.
to create center of excellence for teaching, research and development and for Sharing knowledge and its application.
to provide consultancy to the industry and public organization.
to provide education through distance courses at the door step for those who do not have enough resources to complete the education in full time courses.
to establish e-learning center.
to award degrees, diplomas, certificates and other academic distinctions on the basis of examination or any other method of evaluation.

BHAGWANT UNIVERSITY

Sikar Road, Ajmer - 305 004, Rajasthan
Tel : +91 145-2789406 , +91-9928144442/3
Fax : +91-145-2789421
Email : unibhagwant@rediffmail.com
Website: http://www.bhagwantuniversity.com

Established in 2008, Bhagwant University is formed under the aegis of Bhagwant Group of Institutions and has been established by Government of Rajasthan and approved by UGC**,** as per section 2f of UGC Act 1956. It is a JEE listed university & is a member of IAU, FICCI, AIMA, IAP. It is also an ISO-9001 certified University.

Bhagwant University offers under graduate, post graduate & Ph.D programs in technical & professional courses like Engineering, Management, Pharmacy, Education, Media & Mass Communication, Medical Science, Applied Sciences, and Humanities. This is the only University in Rajasthan which has the most demanding & upcoming engineering courses like Aeronautics, Petroleum, Nanotechnology and Agriculture.

The University has state-of-the-art physical and academic infrastructure, with educated, learned and highly qualified faculty members. It has collaboration with international universities to give global exposure to students. The best academic results serve as testimony to the fact that the students are technically competent to work in various disciplines of the corporate world as well as govt. sectors.

Bhagwant University is located on Sikar road, Ajmer. It is about 10 kms. from bus station and 12kms. from railway station.The University is well connected with bus services at intra-city level and with rail and road at intercity level.The University building is not just aesthetically built but is very functional and well set in green environment.

The main endeavor of Placement Cell, Bhagwant University is to get students placed in reputed multinationals, government jobs, NGO's and the private sector. All registered students with Placement cell are entitled to placement assistance, counseling for employment and even self-employment. The cell assures support to the visiting companies at every stage of the placement process by making university infrastructure available to them. The placement cell acts as an interface between the industry and the students and primarily enables the students to select from their career options. It facilitates the selection process of all the companies as per their requirement.

The placement cell liaisons with corporate, organizations to provide suitable jobs for the candidates completing their studies from the Bhagwant University. The placement cell also proposes to conduct seminars and workshops to enable the students of Bhagwant University to become successful professionals.

BHAIKAKA UNIVERSITY

Gokal Nagar, Karamsad – 388325,Gujarat, India
Tel : +912692 228748
Email : info@bhaikakauniv.edu.in

Established in 2019, Bhaikaka University is an outcome of a dream cherished by late Dr. HM Patel, a Former Union Finance and Home Minister. He embarked on building an institution which he envisioned would fill the need long-felt, that for a faculty of Medicine, not many thought would succeed. But determined he was to succeed and went about his task with the same missionary zeal and enthusiasm that characterised much of his work in building Vallabh Vidyanagar.

The Charutar Arogya Mandal was formed in 1972 as a non-profit Trust and a Society; to work in the area of health care and education. Dr. Patel's legacy, Solace for the Suffering, drives all our efforts in health care and education activities. The Trust's main objective, as enshrined in its Constitution, is to make health care facilities accessible and affordable to the people of Gujarat.

The Institutions of the Mandal are located in Karamsad, the Karmboomi of Sardar Vallabhbhai Patel, "Iron Man of India".

Spread over a sprawling green campus of 100 acres, the Trust's activities are focused on the following four areas and guided by their respective Boards of Management in Education, Patient care, Research and Public health.

The Government of Gujarat has approved our Private University status and notified our Trust to commence a State Private University named "BHAIKAKA UNIVERSITY" under the State Private University Act 2009.

The Vision of the Bhaikaka University will be the most preferred destination for students who aspire to become change leaders to make significant impact in the society.

The Mission of the Bhaikaka University will be to develop organisational culture of collegiality and engage transformative educators to promote excellence in education, research and service.

BHAKTA KAVI NARSINH MEHTA UNIVERSITY

Government Polytechnic Campus
Khadia - 362 263,Gujarat, India
Email: info@bknmu.edu.in
Ph. 0285-2681400
Email : info@bkmu.edu.in

Bhakta Kavi Narsinh Mehta University (BKNMU), a State University was established by Government of Gujarat vide Gujarat Act. No 23 of 2015 on 16th September, 2015, situated at Junagadh city of the Saurashtra region, Gujarat State, India. The idea of new university conceived by Honorable Prime Minister Shri Narendra Modi and the seed of inception was laid down by Honorable former Chief Minister of Gujarat- Shrimati Anandiben Patel. Provisionally, the University is made functional in Government Polytechnic Building, Khadiya, which is in close vicinity of 12 kilometers from Junagadh city. The jurisdiction of the University includes Junagadh, Porbandar, Gir Somnath and Devbhumi Dwarka districts. Prof.(Dr.) Chetan Trivedi is presently working as a Vice Chancellor of the University.

To develop the knowledge of different branches of Higher, Technical and Professional learning and research in relation to the different domains and their applications. The prime objects of the University shall be to create centers and institutes excellence.

The mission of the University is to undertake quality-related research studies, consultancy and training programs, to establish and expand the academic links and collaborative research with globally competent research establishment and Universities and to promote excellence in higher education by inculcating independent critical thinking, socio-scientific temperament for capacity building, empowering the learners achieving their professional and social goals by improving the quality of life in harmony with our heritage, culture and environment and by providing learning opportunities along with inculcation of highest human values.

The vision of the University is to impart quality education with basic morals of life by inculcating knowledge driven temperament for novel and innovative research which can be transformed into innovative practices for the benefit of the society at large and to offer programs that lead the learners towards ‘academic excellence’ and ‘industrial relevance’ in education and research.

BHARATH INSTITUTE OF HIGHER EDUCATION AND RESEARCH

173, Agharam Road Selaiyur, Chennai, 600073, Tamilnadu
Tel : 91-44-6111 6299, 91-44-2229 0247
Email : admission@bharathuniv.ac.in
artsadmision@bharathuniv.ac.in

Bharath Institute of Science and Technology (BIST) started with Sri Lakshmi Ammal Educational Trust as the first self-financing Engineering College in Tamil Nadu in 1984 by Dr. S. Jagathrakshakan. The trust then established Sree Balaji Dental College and Hospital in 1989. Sree Balaji Dental College and Hospital was first recognized as a Deemed to be University by MHRD in July 2002, under section 3 of UGC Act 1956 and placed under the purview of new trust of Bharath Institute of Higher Education and Research (BIHER). The Bharath Institute of Science and Technology (BIST) and other institutions (below) was then brought under the ambit of Bharath Institute of Higher Education and Research (BIHER).

- Bharath Institute of Science and Technology
- Sree Balaji College of Nursing, Chennai
- Sree Balaji Medical College and Hospital(SBMCH), Chennai
- Sree Balaji College of Physiotherapy, Chennai
- Sri Lakshmi Narayana Institute of Medical Sciences (SLIMS), Pudhucherry

Thus, Bharath Institute of Higher Education and Research (BIHER) is providing multi-stream, multi-cultural and high-quality education to nearly 10000 students from all around the world. It is functioning in a sprawling area of 603 acres of land with 1.3 crore sq.ft buildings located in six Campuses both in Tamil Nadu and Pudhucherry, equipped with the state of the art infrastructure facilities. There teaching Faculty members are well-qualified and have vast experience in research to teach and supervise various UG and PG programmes.

The Vision of this Institution is to :

- launch new programs with innovative curriculum design - Provide exposure to multiple subjects to get multifaceted exposure.
- flexibility to students - options / add-ons to core subjects, develop Device Agnostic Technology to access online content
- funding / incubation entrepreneurial ideas, Flipped class room – Integrated Courses & Need based learning.

BHARATHIAR UNIVERSITY

Coimbatore - 641 046, Tamil Nadu
Tel : 0422-2422439, 2422500,2422203, 2425398
Fax : 0422-2422387/2425706
Email : vc@bharathiaruni.org, regr@bharathiaruni.org
Website : http://www.b-u.ac.in

The Bharathiar University was established at Coimbatore by the Government of Tamilnadu in February, 1982 under the provision of the Bharathiar University Act, 1981 (Act 1 of 1982). The Postgraduate Centre of the University of Madras, which was functioning in Coimbatore before 1982 formed the core of the Bharathiar University. In May, 1985 the University received the recognition from University Grants Commission (UGC) New Delhi for the purpose of grants.

The University named after the great national poet Subramania Bharathi is enshrined with the motto “Educate to Elevate”. In the University, every effort is harnessed to realize his dream of making educational institutions as temple of learning. It is the aim of the University to participate in the task of inculcating necessary Knowledge, Skills and Creative Attitudes and values among the youth of the country to contribute more effectively towards establishing an equitable social and economic and secular ideal of our nation.

The University’s mission is :

- To be innovative, inclusive and international University ; committed to excellence in teaching, research and knowledge transfer and to serve the social, cultural and economic needs of the nation".
- To innovate and offer educational programmes in various disciplines with synergistic interaction with the industry and society.
- To impart knowledge and skills to students equipping them to be ready to face the emerging challenges to the knowledge area.
- To provide equal opportunity to women students and prepare them to be equal partners in meeting the scientific and technological demands of the nation.
- To contribute to the advancement to knowledge through applied research leading to newer products and process.
- To prepare the students to work for societal transformation with commitment to justice and equality.
- To inculcate among students a global vision with skills of international competence.

BHARATHIDASAN UNIVERSITY

Palkalaiperur
Tiruchirappalli - 620 024, Tamil Nadu
Tel : 0431-2407048, 240707, 2407092, 2407080
Fax : 0431- 2407032 /2407045
Email : office@bdu.ac.in, vc@bdu.ac.in
Website : http://www.bdu.ac.in

The Palkalaiperur campus [main campus] of the University, established in 1982 is located in a sprawling area of over 500 acres of land on the Tiruchirappalli-Pudukkottai highway (NH 210). Majority of the Schools and Departments of Teaching and Research as well as specialized Research Centres are located in the Main Palkalaiperur Campus. To accommodate the outstation students, there are eight Hostels with modern kitchen and dining facilities in the Campus. The University's Central Library, Administrative Building, the Sports Complex, Bank, Post Office, Canteen, Health Centre, Staff Quarters, Guest House etc., are all located in the main campus.

The Palkalaiperur campus [main campus] of the University is located in a sprawling area of over 500 acres of land on the Tiruchirappalli-Pudukkottai highway (NH 210). Majority of the Schools and Departments of Teaching and Research as well as specialized Research Centres are located in the Main Palkalaiperur Campus. To accommodate the outstation students, there are eight Hostels with modern kitchen and dining facilities in the Campus. The University's Central Library, Administrative Building, the Sports Complex, Bank, Post Office, Canteen, Health Centre, Staff Quarters, Guest House etc., are all located in the main campus.

Besides the main campus, the university has a city campus at Khajamalai, where the Departments of Economics, Education Technology, Social Work, Women Studies, Department of Computer Science and Engineering, Department of Lifelong Learning, the Institute for Entrepreneurship and Career Development (IECD), the Bharathidasan University Technology Park (BUTP), Department of Remote Sensing and Academic Staff College are functioning in addition to a students Hostel.

The Bharathidasan Institute of Management (BIM) is located in the Campus of Bharat Heavy Electricals Limited (BHEL) at Tiruverumbur on the Tiruchirappalli-Thanjavur highway. BIM symbolises the University-Industrial linkage with BHEL to create the country's first ever Management Institute to be housed inside an industrial giant. BIM enjoys a unique symbiotic relationship with BHEL in terms of academic inputs and continuous industry exposure. BIM's excellence over the years had led the former President of India Dr. A.P.J. Abdul Kalam to choose BIM as an ideal training ground for DRDO Scientists. Thus BIM has emerged as one among the top Business Schools of the country. The university has a good library and sports facility.

BHARATI VIDYAPEETH

Pune - 411 030, Maharashtra
Tel : 020-24331317, 25232202, 24331317, 25443706
Fax : 020-24339121/24321910
Email : bharati@vsnl.com, bharatividyapeeth@yahoo.com
intooffice@bhartiyavidyapeeth.
Website : http://www.bharatividyapeeth.edu

During the last 46 years, Bharati Vidyapeeth has made astonishing strides in the field of education, particularly, higher and professional education. Today Bharati Vidyapeeth conducts more than 156 educational units of various kinds' right from pre-primary schools to postgraduate institutions and a full-fledged professional university (BVDU). Today, Bharati Vidyapeeth has its major campuses in New Delhi, Navi Mumbai, Pune, Solapur, Kolhapur, Sangli, Karad, Satara, and Panchgani and at quite a few other places. Bharati Vidyapeeth is probably the only organization from Maharashtra having its campus in the capital city of India. It is not in the urban areas alone that Bharati Vidyapeeth has started its institutions. Its schools and colleges have dotted rural areas and even the remotest tribal and coastal areas of Maharashtra. Bharati Vidyapeeth runs more than 78 schools and 60 institutions of higher education, including those of professional education. Among these are colleges of Medicine, Dentistry, Ayurved, Homeopathy, Nursing, Pharmacy, Law, Biotechnology, Engineering, Management, Hotel Management & Catering Technology, Environment Science, Agriculture, Physical education and more. With a view to promote research activities and to create a research culture on its campuses, Bharati Vidyapeeth has established five specialized research institutes in the areas of Health Related Sciences, Biotechnology, Information Technology, Applied Chemistry and Social Sciences. Dr. Patangrao Kadam subsequently expanded the scope of his activities and started many other institutions as its sister concerns. They include cooperative units of various kinds, several trusts, quite a few service institutions and even an orphanage.

The Corporate Office of Bharati Vidyapeeth is located in the prestigious area of Deccan Gymkhana in the city of Pune. Its 10 storied building, once the tallest in Pune, is a landmark of the city. Dr. Kadam has always put premium on the quality of education imparted to the students through the institutions of Bharati Vidyapeeth. He has always emphasized that the students of Bharati Vidyapeeth should get updated and excellent education in a very hospitable and conducive atmosphere. So Bharati Vidyapeeth is very selective about the appointment of its academic staff. It provides enriched infrastructural facilities, well-equipped libraries and laboratories, well-developed and sprawling playgrounds and other amenities in its institutions. There is hardly any school or college of Bharati Vidyapeeth, which does not have its own building. 26th April, 1996 was the moment of crowning glory in the life of Bharati Vidyapeeth, as well as, of Dr. Kadam. It was the day the Government of India, on the recommendation of the University Grants Commission, granted the status of "Deemed to be University" to a cluster of 12 institutions of Bharati Vidyapeeth in appreciation of their academic excellence. It was the day of a dream comes true for Dr. Kadam who cherished an ambition of gaining the stature of a university for Bharati Vidyapeeth since its inception.

BHARATIYA ENGINEERING SCIENCE AND TECHNOLOGY INNOVATION UNIVERSITY

NH 44, Bangalore – Hyderabad Highway, (Vadiyampeta)
Anantapur - 515731 Andhra Pradesh
Tel : Telugu & English: +91-9346916942 +91-9346916943
Kannada: +91-9346916945
Toll Free Number: 1800 419 0806
Email ID: info@bestiu.edu.in

Established in 2019, Bharatiya Engineering Science & Technology Innovation University (BESTIU) campus is presently located in Anantapur. Spread over 3 lakh sq. ft. built up area in 32 acres land with hostel facilities and playgrounds, it is situated near the city headquarters of Anantapur which has an abundance of budget dining and shopping options.

Permanent BESTIU campus is coming up at Gownivaripalli, Gorantla Mandal, which is just about 1.15 hours' drive from Bengaluru International Airport in IT and Startup Capital of India, in a sprawling 102 acres with State of the Art, Eco friendly Infrastructure that includes Administration blocks, Academic blocks, library building, staff quarters, girls' and boys' hostels.

BESTIU is dedicated to provide the best quality education which is affordable and accessible to students from all strata of society. BESTIU aims to be at the forefront with cutting edge Technologies in teaching and in providing a holistic approach to learning. Through our social responsibility Foundations, Apna Desh and World Forum for Education, it strives to bring about awareness about many socio-economic issues in society. Our commitment is to set up a model university, which shall be the pride of the State and the Country, a hub for the highest quality academics and research work.

The vision of the University is to create a World-Class Social Impact conglomerate where learning is accessible and affordable, innovators are groomed and their ideas are incubated.

The University dedicated to making India a knowledge hub of the world by contributing as an intellectual partner to the world forum for education.

The mission of the BEST Innovation University is to set up a model university that shall be the pride of the state and the country, a hub for highest-quality academics and research work. The University wants the students to compete with the best in the world so that they not only earn their dream jobs but also become job creators. The University believes in innovation on the campus and developing strategies to address today's challenges and creating champions of change.

BHARTIYA SKILL DEVELOPMENT UNIVERSITY

Plot 001-002, DTA
Mahindra World City
Off Ajmer Road, Jaipur- 302037, Rajasthan

BSDU has been incorporated as a State Private University vide GOR Act No. 3 of 2017 (BSDU Act). It is the first University in the country offering only Skills programs. It offers Skill Certificate, Diploma, Advance Diploma, Bachelor of Vocation (B.Voc), Master of Vocation (M.Voc) and Ph.D in various skill areas.

BSDU programmes are in compliance with UGC Instructions for Vocational Programs, National Skills Qualifications Framework (NSQF), AICTE Instruction for Vocational Programs, NSQF RPL (Recognition of Previous Learning) Guidelines, Guidelines of respective Sector Skill Councils (SSC), National Occupational Standards (NOS), Skills Qualification Packs.

BSDU is spread over an area of 30 acres in Mahindra World City Jaipur. It has state-of-the-art infrastructure having high-end machinery imported from Germany, Austria, Spain and Switzerland. Workshop and training on the equipment under the watchful eyes of knowledgeable and experienced Swiss trainers helps trainees to make a mark in their respective fields.

The vision of the University is to grow globally in the area of skill development.

The mission of the University is :

to create opportunities and a conducive environment for skill development of Indian youth to make them globally employable
to be a choice destination for skills education and research

The objectives of the University are :

to support, promote and undertake the advancement of quality skills education leading to Certificates, Diplomas, Advance Diplomas, Undergraduate, Postgraduate, Doctoral and Post–doctoral degrees in different vocations
to create a world class infrastructure for training, research, innovation and entrepreneurship
to provide a flexible system with lateral entry, multiple exit points and recognition of previous learning (RPL)
to provide for ample industrial internships integrated into the curriculum

BHARTI VISHWAVIDYALAYA

Balod Road, Chandkhuri, Durg, Chhattisgarh
Tel : 6232221101/6232221102/6232221103
Email: bhartiuniversity.in@gmail.com

The Bharti Vishwavidyalaya welcomes any new members who are studying, lecturers, or show a particular interest in the field !

Established in 2021, Bharti Vishwavidyalaya is run by Holistic Foundation / "Shri Jug Mahadev Education Society (SJMES), Durg.

The University organizes exciting new events regularly that provide valuable opportunities to make friends, to learn, and most importantly, to promote the excellent quality of education and mentoring for the students, aspiring to be competent professionals in Information Technology and Education from year 1999.

Along side this, there are talks from professional people in the industry and site visits, which gives you an insight into what working as an engineer will be. This is a great chance to network too!

With great student strength at, the University's efforts are directed to accommodate and address the expectations of every student by the way of enabling them to participate in seminars, workshops in and out of the Institute, apart from educational tours and industrial project works.

To refine the necessary attitude, aptitude and skills to achieve placement on corporate and education sector, the Institute is supportive to the students by arranging periodical tests and group interaction exercises. The University endeavours to equip our students with both subjective and management skills, so that they may contribute to the industry being excellent professionals.excellent quality of education and mentoring for the students, aspiring to be competent professionals in Information Technology and Education from year 1999..

The University's determined to retain this level of superiority in every sphere of academic activities including research orientation and overall development of the students at University.

Keeping up with your university work can give you a real sense of achievement and getting involved with your choice of society will keep those positive and happy vibes going without burning out on essays and reading.

BHATKHANDE MUSIC INSTITUTE

1, Kaiserbagh, Lucknow-226001
Uttar Pradesh
Telephone : (91) - 0522-2610248, 0522-2610318
Fax : 91-0522-2622926

The history of music education in India dates back to ancient period when all education was imparted in Gurukulas and Ashrams of great Saints, Rishi, Munis. The system of mordern institutionalization of education in graded, time bound structure was ushered in by the british rulers from the mid-ninteenth century. Indian music education was brought and structured in this system in the beginning of twentieth century. Two stalwarts of Indian music in this century, Pandit Vishnu Digambar Paluskar and Pandit Vishnu Narayan Bhatkhande led and developed two strong and parrallel traditions of this institutionalization of music education and traning system.

In 1926 Pt.Vishnu Narayan Bhatkhande established a music school in Lucknow with the help and co-operation of Rai Umanath Bali and Rai Rajeshwar Bali and other music patrons and connoisseurs of Lucknow, culturally vibrant princely state of Awadh. This institution was inaugrated at the hands of the then Governor of Awadh Sir William Marris and was named after him as "Marris Colloege of Music". On 26 th March 1966 , the State Goverment of Uttar Pradesh brought this college under its control and aptly renamed it after its founder as "Bhatkhande College of Hindustani Music."

At the request of the State Government, the Government of India by a notification on 24th October, 2000, declared this institute as "University", thus elevating its status and making it the only-of-its-kind Music University in India . Bhatkhande Music Institute is registered under the r egistration of Socities Act 1860 and is an autonomus institution. On 2nd November 2002, Hon.H.E. the Governor of Uttar Pradesh consented to become the President of Bhatkhande Music Institute.

Bhatkhande Music Institute (University) has a very glorious history with exemplary achivements in the past. The alumni of this Institute are spread all over the world and many are in the active pursuit of music education and performance. Its University status spells good higher quality music education, training and grooming to the students of not just the city, but of state and worldwide. Bhatkhande Music Institute is also much sought after destination for music students from Sri Lanka, Nepal, Central and East Asian Countries. Many of the students from these countries are studying on I.C.C.R. scholarships.

BHATTADEV UNIVERSITY

Pathsala – 781325 Assam, India
Tel : (03666) 266423
Email : info@bhattadevuniversity.ac.in

Bhattadev University, Bajali, is the realization of a long cherished dream of the people of greater Bajali Sub-Division that came into being on 24th of June, 2019 after the first Vice-Chancellor of the University Prof. Birinchi Kr. Das assumed office. The University was upgraded from the erstwhile Bajali College which had a glorious history of more than six decades and was widely recognized as one of the prominent educational institutions of the state of Assam. The University was established by Bhattadev University Act, 2017 to which the Governor of Assam gave his assent on 16 October 2017. It is named after an illustrious son of Assam Baikunthanath Bhagavat Bhattacharya popularly known as Bhattadev, who is acknowledged as the father of Assamese prose. Bhattadev's erudition in Sanskrit grammar and literature, and his command over the Shrimadbhagavata purana earned him the title of Bhagavat Bhattacharya.

Bajali College was the fruition of the vision and dedication of many prominent individuals of Bajali and the toil and sacrifice of the local agrarian community who contributed from their earnings of selling rice paddy to the establishment of the college. Bajali College grew under the dynamic leadership of Kameswar Das, who stood first class first in his M.Sc. final examination from Calcutta University. Bajali College from its humble origin in the year 1955 strived towards academic excellence and it came to be known as one of the best colleges for science education in Assam. It is imperative to mention here that Bajali College started postgraduate courses in the Geography and Zoology departments way back in the 1980s with the postgraduate Department of Geography being the second oldest in Assam after Gauhati University.

Bajali College endeavoured in its pursuit of academic excellence and indeed it was accredited with "A" Grade in its 2nd cycle by NAAC in the year 2016.

Though in its nascent stage, the University has introduced the postgraduate programme in Physics in the very first year of its inception. It can be mentioned here that Bajali College already had postgraduate programmes in Mathematics, Assamese, Zoology, Geography before its upgradation to Bhattadev University. The University, under the dynamic leadership of Prof. Birinchi Kr. Das, is striving hard and has already taken steps in various fields of activities to establish it as one of the reputed Universities of India in the line of Gauhati University, Tezpur University and IIT Guwahati.

The vision of the Univesity is to develop an excellent university meant for skilling and educating people at large and for researching on areas that are relevant to the society with special attention to local needs.

BHUPAL NOBLES' UNIVERSITY

Maharana Pratap Station Road,
Sevashram Circle, Udaipur-313001,Rajasthan
Ph: 0294 - 2414498, 2414499, Fax: 2414498
Email: info@bnuniversity.ac.in
admission@bnuniversity.ac.in

Established in 2015, Bhupal Nobles' University endeavors to promote the advancement and dissemination of knowledge. It Taims to provide instructions in the disciplines and courses stated later in the Bulletin along with the provision for research and consultancy. The University has been set up to inculcate the best of practices for sustainable development of the society and the nation. The University has been established with the noble objective of eradicating illiteracy, ignorance and pernicious social evils through the spread of enlightening, progressive and value oriented education.

This University provides new opportunities, allowing each entrant to widen the range of educational provision thereby support economic regeneration throughout the region to benefit the scholars.

The establishment of Bhupal Nobles' University this year has proved to be a benchmark in the history of the institute whereby it has assumed a place of pride in the academic map of not only the state but the nation as well.

The vision of the University is :

- to develop into a global educational centre maintaining high standards in both teaching and research with focus on quantitative and qualitative progress.
- to provide education to the wide cross-section of society without any distinction of caste or creed and ensure social and economic equality while providing easy and affordable higher education to all.
- to create a team of leaders with essential competencies to confront the challenges of the world today and tomorrow.
- to become an internationally renowned arcade of women education reputed for imparting excellent need specific education.
- to promote research in the field of Pure Sciences, Commerce, Management, Pharmaceutical Sciences, Law, Education, Agriculture, Social Sciences and Humanities and apply its findings for the betterment of the society.

BHUPENDRA NARAYAN MANDAL UNIVERSITY

Laloo Nagar
Madhepura - 852 113, Bihar
Tel : 06476-222059, 222060, 222779
Fax : 06476-222068/222578

Established in 1992, Bhupendra Narayan Mandal University also called B. N. Mandal University and in short BNMU is situated at the District headquarter, Madhepura a District in Bihar.

It is known for adding glory to the educational atmosphere of this District and it's surrounding. It is a regional university famous for its quality teaching across the state.

This University also acts as an affiliating institution and provided various graduate programs through several colleges and institutes located in Madhepura, Saharsa, Purnia, Supaul and other surrounding Districts.

The University is a member of The Association of Indian Universities (AIU).

The Bhupendra Narayan Mandal University, Madhepura offers the following courses-
Under-Graduate Courses
Bachelor of Arts (B.A.)
Bachelor of Commerce (B.Com.)
Bachelor of Science (B.Sc.)
Post-Graduate Courses
Master of Arts (M.A.)
Master of Science (M.Sc.)
Under-Graduate Professional Courses
Bachelor of Business Management (B.B.M.)
Bachelor of Computer Applications (B.C.A.)
Bachelor of Education (B.Ed.)
Bachelor in Hospitality and Hotel Management (B.H.H.M.)
Bachelor of laws (L.L.B.)
M.B.B.S.
Post-Graduate Professional Courses
M.F.C./ M.I.B. /M.H.R.D./M.M.C. & P.R./M.H.C.H.M.
Masters of Business Administration (M.B.A.)
Masters of Computer Applications (M.C.A.)

BIDAR UNIVERSITY

Karanji Halhalli(K), Taluka Bhalki
Distt. Bidar – 585414, Karnataka
Mobile : 9449391184
Email : registrarbidar@gmail.com

The Crown City of Karnataka, Bidar, is well-known for its rich heritage and whispering monuments. It has a major significance in the history of Karnataka. Bidar is considered among one of the backward districts and to uplift the quality of higher education in the district, the Government of Karnataka has established Bidar University at Bidar and was inaugurated by the then Honorable Chief Minister Shri. Basavaraj Bommai on 28/03/2023.

The university is spread over an area of 322.18 acres and the university campus is named as Gnyana Karanji located at Halahalli(K) in Bhalki taluk of Bidar District of Karnataka. The university consists of Science, Commerce, Arts, and Linguistics faculties and offers Masters Programs in Mathematics, Computer Science, Chemistry, Sugar Technology, Commerce, Social Work, Women Studies, Political Science, Sociology, Economics, Kannada, English, and Urdu.

A total of 124 Colleges (Govt. Aided & Private) falls under the affiliation of Bidar University. Among them,100 UG and PG colleges are currently offering BA, B.Sc., B.Com, BCA, BBA and B.Voc. courses, whereas 23 colleges are offering B.Ed course.

Bidar University in the current academic year (2023-2024) has started MBA, MCA, MSc in Botany, Zoology and Physics. Currently, around 600 students are pursuing the post-graduation in the campus; more than 80 qualified teaching and skilled non-teaching staff are serving in the university.

In the year 1996-97, Gulbarga University had started Post-Graduate Centre at the Gnyana Karanji campus and over the last 27 years the Post-Graduate Centre has been offering the PG courses to meet and to cater to the need of higher education in this region. With the establishment of Bidar University, the objective of providing quality higher education for students of this region will be carried out with greater zeal and determination.

Currently the University has Chemistry, Computer Science, and Sugar Technology laboratories; hostels, and vehicle facilities to the students. Bidar University officials have initiated the process for starting new laboratories of other discipline, modernizing and updating the current laboratories, providing ICT enabled classrooms, and to build a State-of-the-art university infrastructure in forth coming days.

Bidar University library which acts as an information and knowledge hub for its students and faculty has a very good document collection. Library consists of over 9000 books of various courses, e-content, regular magazines, and journals. The library has a well-furnished, spacious, and quiet reading room for the users to study.

The campus in completely Wi-Fi enabled for promoting digital education. Giving prominence to the safety of the students at the university campus, well equipped CCTV cameras are installed and security personnel are been made.

BIDHAN CHANDRA KRISHI VISHWAVIDYALAYA

PO - Krishi Vishwavidyalaya, Mohanpur Distt.
Nadia - 741 252, West Bengal
Tel : 033-5879772, 25920088, 25878163, 25331399, 03473-222666
Fax : 03473-222277/222275/ 22277
Email : bckvvc@gmail.com/mandalbiswapati@rediffmail.com
vice-chacellor@bckv.edu.in, bckvvc@gmail.com, vcbckvv@gmail.com
Website : http://www.bckv.edu.in

Bidhan Chandra Krishi Viswavidyalaya, BCKV, came into being in West Bengal in 1974. The huge sylvine campus having its teaching, administrative, extension and research units now at Mohanpur, Nadia, West Bengal, has got the District mandates for offering agricultural education both at UG and PG levels, conducting agricultural research as well as organizing extension programmes. With a backdrop of different agro-climatic zones of West Bengal, comprising mainly of small farmers and farm entrepreneurs, it has already accomplished a glorious acumen through a relentless upgradation and diversification to emerge as a centre of excellence at the national level. The faculties of the university are Agriculture, Horticulture and Agricultural Engineering and relentlessly providing modern and high value education to create technocrats and scientist of capability to go competitive both at national and international levels. The Bidhan Chandra Krishi Viswavidyalaya established in 1974 has celebrated its 31st birthday on September 1, 2005. In these 31 years, the University paid primary attention towards imparting education in different branches of study in Agriculture, Horticulture, Agricultural Engineering and other allied disciplines of learning and scholarship. The Viswavidyalaya also worked towards advancement of Research in the respective areas. And finally it made endeavour to disseminate the knowledge amongst the farmers of the State.

Since February 2001, however, the Viswavidyalaya has undergone a number of major structural changes. It's North Bengal Campus at Cooch Behar along with three Northern Regional Stations at Kalimpong, Cooch Behar and Dinajpore have emerged into a new Agricultural University, Uttar Banga Krishi Viswavidyalaya (UBKV) to cater more intensively to the needs of agriculture in North Bengal Districts. At present the BCKV is responsible for catering to the needs of agriculture only in the southern Districts of West Bengal. The University thus has its Main Campus, three Regional Research Stations and three Regional Research Substations. At the same time the Viswavidyalaya has been strengthened with the creation of two new Faculties of Horticulture and Agricultural Engineering at Mohanpur taking care of human resource generation in Horticulture and Agricultural Engineering During this period, a Farmers Training Centre under the Directorate of Extension Education has been organized at Kalyani with necessary facilities of training including accommodation for the trainees. This centre has not only benefited the trainees from different part of the State country but also from all neighbouring states. There is a Medical Investigation Unit (MIU) in the Main Campus to satisfy the health care needs of the students and staff.

BIHAR AGRICULTURAL UNIVERSITY

Sabour, Bhagalpur, Bihar - 813210
Cell/Mobile : 09934054775
Phone/Fax: 0641-2452614
Email: usjsabour@yahoo.com

Bihar Agricultural University is an autonomous institute under Bihar State Government established in 2010 under Indian Council of Agricultural Research (ICAR) situated at Sabour, Bhagalpur District of Bihar. Historically, Bihar State is endowed with soil and water resources as well as climatic amplitudes having vast potential of agricultural production of varied nature. The university's area of operation will comprise 25 Districts of Bihar, namely Araria, Arwal, Aurangabad, Banka, Bhabhua, Bhagalpur, Bhojpur, Buxar, Gaya, Jamui, Jehanabad, Katihar, Kishanganj, Khagaria, Lakhisarai, Madhepura, Munger, Nalanda, Nawada, Patna, Purnia, Rohtas, Saharsa, Sheikhpura, Khagaria and Supaul Districts. It is to cater to the specific needs of this potential grain bowl of the state. The headquarters would be located at present Bihar Agricultural College, Sabour Campus, the oldest and agricultural college of the state, engaged in imparting education, conducting researches on farmers problems and transfer of technology under its extension mandate. Bihar Agriculture University is engaged in Research and Extension activities in the field of agriculture. In order to extend the research done in the University to farmers of Bihar, it signed an agreement with World Development Foundation, New Delhi to implement a project of "Agriculture Knowledge Dissemination System". The project basically involved educating the farmers using ICT and video conferencing system for improved agriculture and livestock production.

The mandate of Bihar Agricultural University, Sabour would include the following objectives:

- To impart education in different disciplines of agriculture and its allied disciplines.
- To undertake strategic and applied research for development of agricultural technology.
- To under take extension education programme in the State of Bihar, by planning and organising different programmes of human resource capability in agriculture and related domains.
- To help State Government in production and supply of breeder seeds for multiplication of foundation and certified seeds.
- To serve as a repository of national and international scientific information on various aspects of agricultural and animal production.
- To collaborate with relevant national and international agencies for all round development of agriculture in the State, in particular and the country as a whole; and also to undertake such other activities, as it may deem fit, from time-to- time.

BIHAR ANIMAL SCIENCES UNIVERSITY

Bihar Animal Sciences University, Bihar Veterinary College Campus
Patna- 800014 (Bihar), India
Tel : 0612-2227251
Email: reg-basu-bih@gov.in

Bihar Animal Sciences University (BASU) has been established with its headquarters at Patna through an act of Bihar State (BASU Act No. 15 of 2016, notified in the Bihar Gazette on 29 August 2016). The University became operational from 13 June 2017 with the appointment of it's first Vice Chancellor. The new University has been carved out of the Bihar Agricultural University as two of its constituent colleges at Patna viz. Bihar Veterinary College and Sanjay Gandhi Institute of Dairy Technology have been transferred to the BASU, whereas a new College of Fisheries has been established in 2018. To further expand the horizon of the University and strengthen the research and outreach, following research institutes, stations and substations are being transferred to BASU.

Research Institutes / Stations / Sub Stations

Institute of Animal Health and Production, Patna
Exotic Cattle Breeding Farm, Patna
Central Poultry Farm, Patna
Government Goat Breeding Farm, Purnia
Government Cattle Farm, Gaya
Government Buffalo Farm, Sipaya (Gopalganj)

Territorial Jurisdiction

With respect to teaching at the University or College level, research and extension education programmes in the field of Veterinary and Animal Sciences as defined in the BASU Act, the territorial jurisdiction and responsibility of this University shall extend to the whole of the State of Bihar.

The University may establish, operate, maintain and develop Teaching Centres, Educational Centres, Research and Experimental Centres, and Extension Education Training Centres in the field of Veterinary, Animal Husbandry, Fishery, Poultry, Dairy Technology and allied subjects as may be required in various parts of the State, and shall be responsible for its management, development and operations.

All colleges, research and experimental centres, or other institutions coming under the jurisdiction and authority of this University shall be as constituent units of the University under the full management and control of the University officers and authorities. No unit shall be recognized as an affiliated unit.

The University may work having collaboration in teaching and research programmes, multi-disciplinary approach and academic programmes with other Universities, including foreign Universities or reputed and approved institutes.

BIHAR ENGINEERING UNIVERSITY

6th Floor, Examination Block, Aryabhatta Knowledge University,
Mithapur, Patna – 800001, Bihar
Phone :0612-2385475 Email : beubihar@gmail.com

Bihar Engineering University (BEU), Patna has been established by the Government of Bihar vide Bihar Engineering University, ACT, 2021 (Act No. 20 of 2021), published in the Bihar Gazette No.-677 date 09/08/2021.

The vision of the University is :

1) to provide and upgrade the knowledge of Applied Science, Engineering & Technology, Architecture & Planning and Management as well as research in the fields of technical education

2) to create entrepreneurship in an encouraging environment to pursuit the technical education in close co-operation with industries.

3) to develop an environment for the advancement of quality of life of the mankind in general and in relation to the domain of engineering and technological development and applications.

The mission of the University is :

1) To develop flexible and innovative academic programmes to cater the need of students with different background, and prepare them to compete at the national and international levels.

2) To emphasis on knowledge creation through a well-planned research programme in emerging areas, and application of knowledge by undertaking issues and problems from the industry.

3) To emphasis on the overall development of a well-rounded personality of its students with both professional and emotional maturity to take up the challenges in their chosen profession, and to contribute to the development of society.

Objective

1) to create institutes and centers of excellence for imparting State-of the art education, training and research in the fields of Engineering and Technology as well as Architecture and Planning, Management;

2) to create capabilities for the development of knowledge, skill, and competency at various levels.

3) to create capabilities for upgrading the infrastructure of global standards for education, training, and research in the areas related to Engineering and Technology, Architecture and Planning, Management, and Science.

4) to develop patterns of teaching and training at various levels of educational accomplishments so as to set high standards of education in Science, Engineering and Technology, Architecture and Planning, and Management.

5) to function as a leading resource centre for knowledge management and entrepreneurship development in the areas of Science, Engineering and Technology, Architecture and Planning, and Management.

6) to provide inter-relationship for national and global participation in the fields of Science, Engineering and Technology, Architecture and Planning, and Management.

7) to establish close linkages with industry to make teaching, training, and research at the University relevant to the needs of the industry at national and global levels.

8.) to make such provisions as would enable affiliated colleges to undertake specialization of studies.

BIHAR YOGA BHARATI

Munger - 811 201
Bihar
Tel: +91 (0)6344 222430, +91 (0)6344 228603, +91 (0) 9304 799615
Fax: +91 (0)6344 220169

Declared as a Deemed University in 1999, Bihar Yoga Bharati (BYB), an Institute for Advanced Studies in Yogic Sciences, is the culmination of the vision of Sri Swami Sivananda Saraswati and Sri Swami Satyananda Saraswati and is the first of its kind in the world wholly devoted to the subject of yoga. BYB has been established along the lines of Nalanda and Vikramshila, two great spiritual centres of learning. It continues the work started by these ancient centres, as a pathfinder for the current and future spiritual awakening of people, in the spheres of Yoga, Vedanta, Tantra and other allied subjects.

Normally an educational institution focuses solely on academic goals, whereas a gurukul environment combines both intellectual and experiential learning, aiming towards the holistic growth of the student. Emphasis is laid on both the mental and spiritual development of the student.

BYB offers scholars, scientists, doctors and yoga aspirants from all parts of the world a golden opportunity to work together to formulate a scientific basis for the growth, expansion and rapid integration of yoga into modern society.

Sri Swami Sivananda originally had the vision of a yoga institute when he established the Yoga Vedanta Forest Academy in Rishikesh in 1950. This inspiration was carried forward by Sri Swami Satyananda, who established Bihar School of Yoga in Munger in 1963, followed by the Ganga Darshan complex. Swami Niranjanananda, with the blessings of his predecessors, founded Bihar Yoga Bharati in 1994 as an Institute for Advanced Studies in Yogic Sciences.

Sri Swami Satyananda founded Bihar School of Yoga in order to carry out the mission given to him by his guru to spread the message of yoga from door to door and from shore to shore. Under the banner of BSY, he propagated yoga for people of all ages from all countries, races, religions and cultures.

Under his guidance, the ancient science of yoga was taught on a scientific basis with clarity and vision. Thousands of people were and continue to be trained and educated in yogic subjects.

Bihar Yoga Bharati is thus a natural continuation of the teaching activities of BSY. This gurukul based institute is the first of its kind in the world to impart a comprehensive yogic education.

BIJU PATNAIK UNIVERSITY OF TECHNOLOGY

Rourkela - 769 004
Camp: Gandamunda, Khandagiri, Bhubaneswar - 751 030
Tel : 0661-2501345, 2501346, 2501347, 2501348
0674-2352314, 2352212, 2352125, 2352329, 2352223
Fax : 0674-2350329/0671-2501345
Email : bput@bput.ac.in
Website : http://www.bput.ac.in

The Biju Patnaik University of Technology (BPUT), Orissa, with its head-quarters in Rourkela came into being in November 2002 through an act of the Government. The main objective of instituting the University was to ensure a high quality of students coming out of the technical colleges through a common curriculum and uniform evaluation. Today, the University has 110 colleges, both constituent and affiliated, with around 58,000 students.

The disciplines include engineering and architecture, business management and hotel management, computer studies and pharmacy. Several of these offer both undergraduate and post graduate studies.

The university is functioning in its new campus located at *Kalinga Vihar* Rourkela, Odisha, India.

When Biju Patnaik University of Technology was established, only five colleges existed Veer Surendra Sai University of Technology, Burla founded in 1956, College of Engineering and Technology, Bhubaneswar founded in 1981, Odisha School of Mining Engineering, Keonjhar founded in 1956, Central Institute of Plastic Engineering and Technology, Bhubaneswar founded in 1968 and Indira Gandhi Institute of Technology, Sarang founded in 1982 were there, under the state government of Odisha and a few other private engineering and management institutes which were under Sambalpur University, in Odisha. Latter in 2009 three new government colleges were added Parala Maharaja Engineering College, Berhampur, International Institute of Information Technology, Bhubaneswar and Government College of Engineering, Kalahandi.

The University has more than 110 colleges that have liberal courses in B.Tech, B.Arch, B.Pharma, B.HMCT, MBA, MCA, M.Pharma and M.Tech courses.

BIKANER TECHNICAL UNIVERSITY

College of Engineering & Technology Campus
RIICO Karni Industrial Area, Pugal Road, Bikaner - 334004
Tel : 0151-2250940,50 0151-2250940,50
Email : reg@btu.rajasthan.gov.in

"We make lives better by producing leaders of society and equipping our people with leadership qualities so they can serve our communities at every level".

Bikaner Technical University was established by University of Bikaner Act, 2017 (Act No .29 of 2017). It is located in the campus of University College of Engineering & Technology UCET Bikaner in RIICO Karni Industrial Area. In a short span of two years it is one of the reputed Institutes with latest teaching methodologies. Grooming their students as better citizen with human values is all what is in their minds. Last but not the least providing a vibrant campus life for experiential learning.

Initially one of the main purpose of University was to share the work load with Rajasthan Technical University (RTU) which is located in Kota. Further shouldering the responsibilities of 12 districts of Western Rajasthan with implementation of new courses and Research Programs. The Technical Institutes of Bikaner Division Jodhpur Division, Ajmer Division (District Nagaur, Ajmer) Jaipur Division (District Alwar, Sikar and Jhunjhunu) are under the administrative and Academic Control of BTU. Commencement of first session took place in 2018. After the appointment Of the Registrar M.L. Chauhan In Bikaner Technical University, The Governor Of Rajasthan, Kalyan Singh appointed The First Vice Chancellor, Prof. H.D. Charan, Of Bikaner Technical University for a period Of Three Years. Prof. Hakam Dan Charan was Dean Of Academics and Professor at The Rajasthan Technical University with M.Tech and Ph.D. as Qualifications.

Under The Guidance Of Prof. H.D. Charan, BTU Will Be Responsible For The Proper Working And Functionality Of The 42 Different Engineering, Management. Computer Applications & Architecture Colleges In The Regions Of Bikaner, Jodhpur, Jaipur (Sikar, Jhunjhunu, Alwar) And Ajmer. Total 42 Colleges, 1 is University Constituent College "University College of Engineering & Technology", 4 Colleges are State Government Autonomous College and 37 are Private Engineering Colleges.

The vision of the University is to have a balanced growth and development of students through Experiential Learning in Global Society. With Human Values And Professional Ethics Where The Students Feel Welcomed, Accepted and Respected Regardless of Caste, Creed, Religion Gender or Social Status.

The mission of the University is :
to Create A Caring Environment For Students By Planning And Providing Services To Encourage And Enhance Students' Extracurricular Abilities And General Welfare Outside The Classroom That Will Endeavour To Promote Understanding Among Them Of Fuller Realization Of Their Objects Through Fruitful Intellectual, Social, Cultural And Corporate Life In The Campus And To Strive The Region And The Nation At Large By Providing Excellent Liberal Education And Quality Programmes Leading To Bachelors, Masters, Professional And Doctorate Degrees.

BINOD BIHARI MAHTO KOYALANCHAL UNIVERSITY

Luby Circular Road,
Dhanbad, Jharkhand
Tel No. - +91-9431308196
Website : http://www.bbmku.org.in

"Binod Bihari Mahto Koyalanchal University, Dhanbad" came into existence by the Jharkhand Govt. notification of 23rd March 2017, published as Gazettes Notification No. 216 (Extra Ordinary) dated 11th April 2017.

Foundation stone of the University Campus was laid on 13th November 2017 by the Chief of Jharakhand, Sri. Raghubar Das.

The University has 10 Constituent Colleges, 18 Affiliated colleges, 25 B.Ed. Colleges, 02 Engineering Colleges, 02 Law Colleges and 01 Medical College spread in Dhanbad and Bokaro districts of Jharkhand, with its headquarter at Dhanbad.

The University offers Undergraduate and Postgraduate courses with 21 Postgraduate Departments, which includes the Department of Management, Education, Mass Communication, Art and Culture, Law, Foreign Languages, Life Science, Computer Science, and Environmental Science and Disaster Management.

As per AISHE Survey 2017-18, there are 51603 students (Boys: 24018, Girls: 27585) enrolled in 10 Constituent colleges of the University.

The University conducts Bachelor's, Master's and Doctoral level courses in different areas of Art, Science and Commerce.

BIR TIKENDRAJIT UNIVERSITY

Canchipur, Near Manipur University, South View
Imphal West - 795003, Manipur
Tel : - 91 93546 65694
Email : info@birtikendrajituniversity.com

Bir Tikendarjit University, Manipur is established by the Manipur Government as an Act No. 9 of 2020 and under u/s 2(f) of UGC act 1956. With a view to keep pace with the rapid development in all spheres of knowledge in the world and the country, it is essential to crate world level modern research and study facilities in the State to provide State of the art educational facilities to the youth at their doorstep so that they can make out of the human resources compatible with liberalized economics and social order of the World.

And rapid advancement of knowledge and changing requirements of human resources make it essential that a resourceful, quick and responsive system of educational research and development be created which can work with entrepreneurial zeal under an essential regulatory set up and such a system can be created by allowing private Institutions engaged in higher education having sufficient resources and experiences to establish Bir Tikendrajit University.

The University brings differentiation to our students through blended curriculum, emphasizing industry connect through our Corporate Resource Center (CRC).

The University believes in overall grooming of our students through enhanced practical and industry exposure. Some of our unique grooming advantages are as below courses, admissions and scholarships the University's passion is listening to student issues/ ideas, thinking through solutions and coming up with creative solution. Most importantly, the University keeps it simple.

The University believes in providing education that cultivates creative understanding, enables diverse, talented, hardworking graduates to pursue disruptive thinking leading to productivity, to enjoy the pleasures of lifelong learning, and to reap the satisfactions of aiding communities around us.

"The highest education is that which does not merely give us information but makes our life in harmony with all existence." - *Rabindranath Tagore.*

The University intends to attract & serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those who have been underserved by higher education. The great philosopher Sri Vivekananda said that if students cannot reach the door of education, education will reach at the door of the students no matter where they live. In the long term, Bir Tikendrajit University aims at becoming a global institution through innovative programs linking humanities, arts, social sciences, pure sciences and health sciences, which will empower our students and faculty to collectively contribute to the world.

BIRANGANA SATI SADHANI RAJYIK VISHWAVIDYALAYA

GOLAGHAT, ASSAM, 785621
Email : bssrvtechnical@gmail.com
Website : https://www.bssrv.ac.in/

Birangana Sati Sadhani Rajyik Vishwavidyalaya has been established by the Government of Assam under the Birangana Sati Sadhani Rajyik Vishwavidyalaya Act 2020. Prof. Jyoti Prasad Saikia has been appointed as the first Vice Chancellor of the university. The university has been allotted land in Rangajan under Morongi Revenue Circle of Golaghat District. Presently, the office of the Vice Chancellor is run from Golaghat Engineering College premises. The mission and vision of the university are to develop global citizens through a holistic learning process, and endeavouring to turn it into a hub of multidisciplinary research and academic excellence for all its stakeholders.

The mandate of the university is to fulfil the aspirations of a vast demography, comprising of students in quest of doctoral research, post-graduate diploma courses, and certificate courses. In offering these courses, the university aims at promulgating the policies enshrined in the National Education Policy (NEP) 2020. Therefore, the courses that have been designed are in consonance with the interdisciplinary and multidisciplinary requirements envisaged by NEP. The university aims to be research-centric, and thereby dedicating its efforts towards research activities (60% against 40% academic pursuits). This is in keeping with the objectives of NEP, which anticipates greater contribution from universities in the realm of research.

The University will also offer various professional and vocational courses to equip learners with skill sets to be competent and comfortable in their respective fields. This will go a long way in realising the goals envisaged by the university in its policy manifesto, which is in concordance with objectives outlined in NEP 2020.

The vision of the University is to develop global citizens for betterment of mankind by integrating knowledge, values and skills.

The missionof the University is :

1. to develop Birangana Sati Sadhani Rajyik Vishwavidyalaya as the most preferred destination for students and scholars.

2. to develop the Vishwavidyalaya as a hub for multidisciplinary research and academic excellence focusing on integrating knowledge, values and skills".

BIRLA GLOBAL UNIVERSITY

IDCO Plot No. 2, Institutional Area, Gothapatna
Bhubaneswar - 751029, Odisha, India
Tel : 0674 - 7103001-10
0674 - 7103041 / 43, 7103001 (Extn.-141,143, 145, 146, 147)
Mobile : 7381058302, 9776129900, 7381058307, 7381041622
7381058301, 7381058996, 6372802660
Toll Free : 18002123001, Email : admission@bgu.ac.in
Website: www.bgu.ac.in

Birla Global University is a self-financed private unitary University and has been established by the enactment of Birla Global University Odisha Act, 2015 with its main campus spread over an area of nearly 30 acres of land in Gothapatna village under Bhubaneswar city limits. As per the Act the management of the university is carried out by a Board of Governors headed by Smt. Jayshree Mohta, Chairman, Birla Academy of Art & culture being the main promoter of Birla Global University. However, Honorable Governor of Odisha is the Chancellor of the University.

The University has been established with a goal to be the best destination for aspiring new-gen managers. It is committed to redefine 'qualit' in management education with state of the art facilities, best of the infrastructures and finest of faculty members. Presently, the University operates with four schools i.e.

1. School of Management offering MBA and BBA(Honours)
2. School of Communication offering MA in Journalism & Mass Communication (MAJMC) and BA in Journalism & Mass Communication (BAJMC)
3. School of Commerce offering M.Com & B.Com
4. School of Social Sciences & Humanities offering MA in Economics

The university plans to extend the scopes of the existing schools as well as to open new schools for Art & Culture, Literature, Sciences and research programmes. In fact, the core strength of the university is its commitment towards research and development. The university, this way, aims at catering to the need of the young mass of the country and to take Odisha to the global arena in the sphere of higher education.

The vision of the university is to disseminate knowledge based education, a leader in the field of research oriented activities and global leader in the high quality education providing excellence and values in the field of higher education.

The avowed mission of the university is to develop scholars committed to the high ideals and search for the knowledge achievement of success in their career. The university in the field of higher education would provide the knowledge to the students to excel in the fields of research, innovation and entrepreneurship development besides a steady career path.

BIRLA INSTITUTE OF TECHNOLOGY

Mesra, Ranchi - 835 215, Jharkhand
PABX: +91 651 2275444 / 2275896 / 2275402 / 2276052
Fax: 0651 2275401
Email : skmbit@yahoo.co.in, registrar@bitmesra.ac.in
Email : vc@bitmesra.ac.in
Website : http://www.bitmesra.ac.in

Established in 1955, BIT, Mesra is a "Deemed University" declared in 1986 under Sec. 3 of the U.G.C. Act 1956. The Board of Governors is responsible for the main functions and overall supervision of activities. It comprises representatives of the Ministry of Education, Government of India, the U.G.C., the State Government, The Chancellor, the AICTE, The Hindustan Charity Trust and the Institute Faculty. Shri C.K. Birla is the Chairman of the Board of Governors while the Governor of the state of Jharkhand officiates as the Institute's Chancellor. There's a Technical Council that decides the academic policy of the Institute.

Keeping up with the times has never been enough at BIT as it has mostly been either at the top of ranking surveys or the first among initiators of path breaking ideas. From the introduction of new academic programmes to re-structuring the current ones, from improving infrastructure to upgrading teaching skills, the student's welfare has always been the focal point in BIT's larger picture. As a result, the Institute enjoys an unsurpassed reputation in academia and corporate circles being the preferred manpower source for many industries not only in India but also abroad. BIT Mesra had been conceived with a vision to be recognized as a world-class learning institution for engineering and technology. But it has moved beyond the fulfillment of a scholastic promise to re-defining education in the new age through creation of aptitude and comprehensive intelligence. Targets are achieved everyday, only to make space for newer dreams.

Campus life is undoubtedly the most cherished memory for a student and BIT ensures that discipline is properly coupled with a more than adequate share of fun and excitement. Students share an open and transparent bond with the faculty and other staff members and everybody puts in their very best to make the Institute a great place to live and learn in. Completely residential, the campus is self-contained with excellent hostel facilities and hangout zones. With more than 10,000 registered students spread across the main campus at Mesra, seven other centres within India and three overseas centres, BIT is today a global name. Along with Undergraduate and Postgraduate Programmes, the Institute has more than 150 registered students for Doctoral Programmes at present.

BIT Mesra has been accredited by the National Assessment & Accreditation Council (NAAC) & the National Board of Accreditation (NBA) established by the UGC & AICTE respectively.

BIRLA INSTITUTE OF TECHNOLOGY AND SCIENCE

Vidya Vihar
Pilani - 333 031, Rajasthan
Tel : 01596-242090, 242215, 242192, 242578
Fax : 01596-244875/244183
Email : vc@bits-pilani.ac.in registrar@pilani.bits-pilani.ac.in
Website : http://www.bits-pilani.ac.in

Declared as a Deemed University in 1964, Birla Institute of Technology and Science, BITS Pilani is an all-India Institute for higher education. The primary motive of BITS is to "train young men and women able and eager to create and put into action such ideas, methods, techniques and information". The Institute is a dream come true of its founder late Mr. G.D.Birla - an eminent industrialist, a participant in Indian freedom struggle and a close associate of the Father of Indian Nation late Shri Mohandas Karamchand Gandhi (Mahatma Gandhi). What started in early 1900s as a small school, blossomed into a set of colleges for higher education, ranging from the Humanities to Engineering until 1964 when all these colleges amalgamated to culminate into a unique Indian University of International standing. This university was christened as the Birla Institute of Technology and Science, Pilani, known to many as BITS, Pilani. Over the years, BITS has provided the highest quality technical education to students from all over India admitted on the basis of merit. Its graduates may be found throughout the world in all areas of engineering, science and commerce. BITS symbolizes the maturing of Indian technical ability and "can-do" entrepreneurial spirit, especially as derived from the private sector. BITS is located in the Vidya Vihar campus adjacent to the town of Pilani in Rajasthan.

BITS mission is to advance knowledge and educate students in science, technology, and other areas of scholarship that will best serve the nation and the world in the 21st century. The Institute is committed to generating, disseminating, and preserving knowledge, and to working with others to bring this knowledge to bear on the world's great challenges. BITS is dedicated to providing its students with an education that combines rigorous academic study and the excitement of discovery with the support and intellectual stimulation of a diverse campus community.

BITS seeks to develop in each member of the BITS community the ability and passion to work wisely, creatively, and effectively for the betterment of humankind. The BITS's commitment to transparency and stress on equal opportunity has been a key contributing factor behind our emergence as an institute of national repute, our rigorous intake process rewards only merit and ensures that only truly motivated students join us. BITS's curriculum is continuously being innovated and refreshed to reflect the latest developments in technology and trends within industry. Pure academics are supplemented by pervasive industry engagement and every student is exposed to practical applications of classroom knowledge under a structured semester-long engagement programme.

BIRSA AGRICULTURAL UNIVERSITY

Kanke, Ranchi - 834 006
Jharkhand
Tel : 0651-2450500, 2450866, 2450832, 2450760
Fax : 065-2450850/2450365
Email : registrar_bau@yahoo.co.in, bau@bitsmart.com
Website : http://www.icar.org.in/birsa/BAU.htm

Agricultural education was first started in Bihar in 1945 with the establishment of Bihar Agricultural College at Sabour in the District of Bhagalpur. Later on, it was realised that the agricultural situation and features of the plateau region of South Bihar is different from the rest of Bihar.

Hence there was a need of a second college for this region. Ranchi Agricultural College was established in 1955, Ranchi Veterinary College in 1961 and College of Forestry in 1980.

Considering the importance of agricultural education for the agricultural development of the state, the first Agricultural University in Bihar – Rajendra Agricultural University was started in1971 with its headquarters at Pusa.

In view of the specific agriculture features of Chotanagpur and Santhal Parganas, the establishment of a second Agricultural University, for this region of the Bihar State, was conceived.

Birsa Agricultural University was established on 26th June, 1981 after its formal inauguration by the then Prime Minister of India, Late Smt. Indira Gandhi. Its primary objective is to develop area specific technologies and manpower in the field of agriculture, animal husbandry and forestry for the agricultural development of the plateau region of Bihar and economic upliftment of tribal and other backward class population of the region.

The programmes and activities of education, research and extension are carried out through three faculties (Agriculture, Veterinary Sciences and Animal Husbandry and Forestry) with thirty five departments, College of Biotechnology, six Directorates, three Zonal Research Stations and farms, one University farm, sixteen Krishi Vigyan Kendras, Computer Centre, Central Library and other infrastructure and service units.

Being a completely residential university, hostels for boys and girls, and residential facilities for Teachers/Scientists and supporting staff have been provided in the campus.

BIRSA MUNDA TRIBAL UNIVERSITY

Renton Village, Rajpipala,Gujarat-393145, India
Email: info@bmtugujarat.com
Website: www.bmtugujarat.com

Established in 2017, Birsa Munda Tribal University provides a congenial environment for the holistic growth and all-round development of the student through suitably designed teaching-learning processes. The training is provided to the students such that they become globally acceptable personalities with exceptional communication skills, proper attitudes and aptitudes, problem-solving capabilities and to work in as team. The University works on a principle of "BMTU" that meant for Innovation, Excellence and Commitment for world class education. We empowers our students to take responsibility for their academic work, social life and career development. The heart of the BMT University Campus is its Academic block which houses two floored Digital library, acoustically designed auditorium, 80 lecture theatres, well equipped labs, Engineering workshops, Seminar Halls and a Computer Center with 24X7 internet connectivity. The University also has excellent support facilities like canteen, gymnasium, health care center, sports complex, transportation facility, Banks, ATMs, Post office & Courier services, Residential facilities for staff, Hostels, Students Activity Center (SAC) and Hobby clubs.

The vision of the University is to impart knowledge through innovative research–driven academic programs, and building leaders in technology,medicine best university in gujarat , management, science and other areas of scholarship who will best serve the nation and the world in the evolution of a civil society based on human values.

The Placement Cell endeavours :
to deliver education consistent with the needs of business and society; to continuously innovate education processes comparable with the best in the class; to design curricula to ensure that the creativity and innovative capacity of students are continuously enhanced; to attract, develop and retain highly competent faculty members; to create and promote a congenial ambience conducive to learning Continuously monitor the quality of output through structured feedback; to integrate spiritual and moral values with education; to trim the young generation with global approach and ignite the latent; to provide instructions, teaching and training in higher education; to establish facilities for education and training; to carry out teaching and research; to create centres of excellence for research and development; to establish campus in the State; to establish examination centres; to institute degrees, diplomas, certificates & other academic distinctions; to set up off campus centres, subject to applicable rules or regulations; to develop and maintain twinning arrangement with centers of excellence; to provide for dual degrees, diplomas or certificates vis-à-vis other Universities.

BISWA BANGLA BISWABIDYALAY

Bolpur, Shantiniketan, Birbhum-731204
Email : support@bbbwb.org
Phone No: : 033 71482942
(During Office Hours only)

The Honorable Chief Minister of West Bengal Smt. Mamata Banerjee announced the launch of this University in 2020 at Bolpur, close to Santiniketan. The perception of Upinishod as seen by Tagore stands for Tamso Ma Jyotirgamaya (तमसो मा ज्योतिर्गमय) meaning lead us from darkness to light (তমসো মা জ্যোতির্গময়ঃ). That is what we plan to do – improve the overall educational value and nurture the young minds of India. It is a continuous journey of learning and development and we would like to build upon the best practices and lessons from Tagore's vision of education and bring this to Biswa Bangla Biswabidyalay.

Bengal is rich with visionary leaders – be it spiritual, cultural, political, and scientific – including three nobel laureates Rabindranath Tagore, Amartya Sen and Abhijit Vinayak Banerjee. Today, we are facing a difficult task of promoting Tagore's legacy of literature, philosophy and cultural heritage while simultaneously looking towards the future – what is in the best interests for our students' career development and long-term growth. We want our students to take the best of traditional Bengal culture and Tagore's teachings and find their own dynamic vision for the path ahead.

The University is committed to creating and sustaining an environment for students to have a transformative educational journey in the arts and sciences and to become future leaders. Our hope is to fuel innovation and connect the scientific knowledge with social needs and to accelerate purposeful and positive impact in the world.

The University offers a broad education that will be interdisciplinary, diverse and form a foundation for critical and innovative thinking.

Students are offered and encouraged to choose coursework from across disciplines, with guidance to form his or her own path in the academic journey.

Technology underpins everything that the University does. The lectures and materials will be made available digitally. Students from India and abroad will be able to attend selective classes virtually. Regular and highly talented teachers/scholars from India and abroad as adjunct/visiting faculties will provide the best possible teaching, guiding research and motivate the students to achieve more.

Sports facility and Yoga will allow students to improve their physical health and nurture their mental well-being.

Dynamic festivals/music/drama/literature keeps the University campus vibrant and the community engaged.

BML MUNJAL UNIVERSITY

67th KM, Mile Stone
NH-8, Sidhrawali
Gurgaon – 123413, Haryana
Phone: 1800-103-6888 (toll free)
For General Enquiries: info@bml.edu.in
For Admissions: admissions@bml.edu.in

Established in 2014, Founded by the promoters of the Hero Group, BML Munjal University (BMU) is a not-for-profit initiative offering undergraduate and post-graduate courses in management (MBA and BBA) and undergraduate courses in engineering (B.Tech.) and commerce B.Com. (Hons). The University has been founded with the objective of transforming higher education in India by creating a world-class teaching and learning environment. The 50-acre, fully residential and co-educational university has been notified under the Haryana State Private Universities Act, 2006.

Named after the chairman and founder of the Hero Group, Brij Mohan Lall Munjal, BMU is engaged in creating, preserving and imparting internationally benchmarked knowledge and skills to a diverse community of students from across the world.

BMU's unique learning environment will nurture the spirit of enquiry, creativity, problem solving, entrepreneurship and innovation; and promote hands-on and cross-disciplinary learning; and inculcate a raft of values, job and life skills. This will ensure that BMU students are transformed into well-rounded, industry-ready individuals, who are equipped to take on leadership responsibilities from day one of graduating from the university.

The university is being launched in two phases. The School of Engineering & Technology, School of Management and School of Commerce will be established in phase I, beginning August 2014. In phase II, four additional schools are proposed to be added: School of Liberal Arts, School of Art, Architecture & Design, School of Natural Sciences and School of Law.

When BMU started its operations in August 2014, and it has offered the following undergraduate and postgraduate programmes:

- B.Tech.
- B.Com. (Hons)
- BBA
- MBA

The campus is located at the 67th KM stone on NH-8, District Gurgaon, Haryana, about 50 km from the Delhi International Airport.

BRAINWARE UNIVERSITY

398, Ramkrishnapur Road, Barasat
Kolkata, West Bengal 700124
info@brainwareuniversity.ac.in
Tel. : +91 33 71445592

Established in 2016, Brainware University, employing over 800 top professionals and academicians, Brainware has come to be associated with an institution of repute offering well trained quality manpower to the industry.

Every member of the Brainware Family enjoys diverse opportunities for intellectual, personal and professional growth. Learning and working at Brainware will foster quick, well-rounded minds, well-equipped to succeed in our fast-changing world.

The University aims to :
reach out and add worth to people's lives, impart quality education for creating efficient manpower for the future, and promote a superior category of students and researchers who would apply knowledge for the advancement of society and meet the challenges of a rapidly changing world.

spread and enhance education, collaborate with national and international institutions, promote interdisciplinary research works, upgrade educational standards, and empower the youth with a holistic development by exposing them to a wide culture of creation, innovation, and employment opportunities.

The University believes that their students are not just pupils; they are scholars. With that on mind, the University keeps moving forward.

BODOLAND UNIVERSITY

Debragaon
P.O. – Rangalikhata
Kokrajhar BTC - 783 370, Assam

Bodoland University was established in 2009 keeping in view the aspirations of the populace of the BTAD towards nurturing matters related to higher education of the students of the region. Accordingly, our University would have to serve the people of the BTAD through preeminence in creating, communicating, preserving and applying knowledge and academic values, and in developing persons who would be able to challenge the present and enrich the future.

The University aims to be an institute of higher learning accepted as a natural choice by the students of North-East India, known nationally, recognized for its curricula in arts, sciences and professional programs, and admired for setting high standards of education.

It would do the needful to focus on high class teaching, to invigorate research to address scientific, sociopolitical and cultural matters, to generate wisdom, to nurture creativity, to engage in productive partnerships with other institutes of higher learning and to forge interdisciplinary programs.

It would have stringent ethical commitments towards building heritage of engaging knowledge to uplift the society, fostering openness of thought and culture, responding to problems and challenges of the society, promoting diversity in all forms, instilling integrity, and nurturing a high degree of societal responsibilities.

To satisfy the aspirations of the populace of the BTAD, the University authorities would do the needful to uplift the level of education of women in particular of the BTAD, integrating experiences and wisdom of the people of the region.

The University would change, adapt, and grow to meet the needs of the society. It would create and maintain a work environment where one can achieve one's full potential. It would recognize achievements, and would sincerely acknowledge its shortcomings.

The University likes to assure everyone concerned that our University would be controlled by absolutely clean and totally unbiased governance. It is still in a nascent stage. The University understands that it would soon be able to uplift the standard of the University so that it attains a high rank among the Universities of the country.

BUNDELKHAND UNIVERSITY

Kanpur Road
Jhansi - 284 128, Uttar Pradesh
Tel : 0510-2320497, 2320046, 2320496, 2321214
Fax : 0510- 2320761/2320762/2321667
Email : acbrdu@hotmail.com, bhujhansi@up.nic.in, info@bundelkhanduniv.org
Website : http://www.bundelkhanduniv.org

This seat of higher learning came into existence on August 26, 1975, vide Government of Uttar Pradesh Notification No. 10/15-60/74 under the provision of the U.P. Universities Act. However, though belonging to the younger generation of the Indian Universities, the Bundelkhand University has fast transformed into a University of excellence offering opportunities to the aspiring youths to pursue higher education. However, though belonging to the younger generation of the Indian Universities, the Bundelkhand University has fast transformed into a University of excellence offering opportunities to the aspiring youths to pursue higher education, applied research and Professional training according to their aptitude and potential. Salient features are :

Rated as the best University by U.P. State Govt. for 2008-09, 2009-10, 2010 -11; First to be accredited by NAAC and also the first to be reaccredited; Reaccredited with B Grade by the NAAC; Recognized under Section 12-B of UGC; 26 Institutes of Higher Learning, 104 study programmes; 162 affiliated colleges and 1 constituent college; Over 1 lac students; Central Library with over 1,25,000 books. First State University Library equipped with RFID System; Computer Centers and departmental computer labs equipped with 850 computers; Four Girls, Three Boys and one Working Women Hostel; Strong support facilities like Bank, Post office, Shopping centre and Health centre; University auditorium and ten well equipped conference halls; Bundelkhand University International Centre and Annexe (University Guest House); Spacious Indoor Stadium; Three Institutes, viz, Institute of Earth Sciences, Institute of Food Technology and Institute of Tourism & Hotel Management have been awarded Center of Excellence by the Ministry of Higher Education, Uttar Pradesh Government; Academic Calendar was strictly followed and the new academic session (2013-14) commenced in July 2013; Start of payment gateway. Online payment system has been started for all types of payments/fees to be taken from students to make it convenient for the students and cost effective and time saving; Syllabi and curriculum of all courses reviewed and revised as per global academic/ industrial requirements; Various Major and Minor Research Projects awarded to many faculty members by different funding agencies; More than 275 research publications of faculty members during 2012-2013; A total of 142 Research Scholars were conferred degree of Doctor of Philosophy during 2012-13; An active Women Advisory Board on campus to take care of women issues and problems of the women students; CCTV surveillance installed in important zones i.e. Examination, Evaluation and Vice Chancellor Secretariat to ensure discipline and safety on the campus. Surveillance for whole campus in process.

C.U. SHAH UNIVERSITY

Surendranagar-Ahmedabad Highway
Wadhwan City, Surendra Nagar – 363030, Gujarat
Tel: (02752) 294005, Fax : 02752-247712,
E Mail : registrar@cushahuniversity.org
Website : www.cushahuniversity.ac.in

With blessings of visionary pious hearted late Shri C U Shah Sir, seamless efforts of Vardhman Bharti Trustees, and painstaking contributions from all staff members and the entire VBT family the multi domain C U Shah University is established through Gujarat Govt. Assembly 2013. Under 57 heads and disciplines in professional fields C U Shah university offers globally recognized UGC/AICTE/PCI/NCET approved international courses meeting the tomorrows industry demands.

The C U Shah University aims for a clear understanding of small scale industry to medium scale industry to upper medium / large scale entrepreneurship.

To empower Education for the Growth of the society as a whole Engine of Economy

To create Facilities for Students-centered, Local and Global Need-based Quality education with Minimum costs at all levels To ensure Sustainable Development of the Society and to enhance the Standard and Quality of Life of the society stretching to its end user.

Women upliftment and Empowerment Anti ragging Environment No Radiation / Pollution/Hazard Zone. Health Friendly Environment.

Hostel for Boys & Girls Wi-Fi campus (1st in saurashtra) Direct Interaction with parents Entrepreneur Development centers & Chapters such as ISTE, IEEE, CAD/CAM, JAVA, Oracle, Robotics, and .NET, LINUX, Mobile-optical-wireless-satellite Communication.

Dual and integrated programmes. Industry Institute Interaction Cell for Placement, Visit, Project, Consultancy, expertise, campus interviews and Trainings.

High end laboratories equipped with all Chemicals, Sophisticated Instruments, machines, Softwares, Hands on practices Excellent and high quality workshop.

Scholarships to the meritorious students Recreation center with Canteen, sports, yoga and gymnasium facilities.

C.V. RAMAN GLOBAL UNIVERSITY

Bidyanagar, Mahura, Janla
Bhubaneswar – 752 054, Odisha
Tel : 0674-6636555 / +91 9040272733 / +91 9040272755
Fax : +91-674-2113593
E-mail : info@cgu-odisha.ac.in / admission@cgu-odisha.ac.in
Website : https://cgu-odisha.ac.in

Man's desire to share his experience has given birth to many a temple of knowledge which functions not only as seats of learning but also as guardians of progress in all walks of life. These centers of learning are responsible to generate, disseminate and spread knowledge in the domain of science and technology, human values and socio-economic pursuits.

C.V. Raman Global University, Odisha was established as per "Odisha Act 01 of 2020". Although this University is newly born, it takes pride in its rich heritage. Aiming to improve the scholastic ability and effectiveness of the quality education system across the globe, the University is committed to expanding the scope of the existing departments and also to open new ones to deliver multi and inter-disciplinary courses by accelerating the present sectoral focus of its mother Institute.

To begin with, CGU, Odisha started as a degree level engineering college named as C.V. Raman College of Engineering (CVRCE) in the year 1997. Since its inception, it was wedded to quality and steadfastly remained committed to bringing about rapid transformations in the field of technical education by imparting high quality education and training through its well-equipped smart classrooms, world class labs, unbeatable Centres of Excellence and a rich library having connectivity with the leading libraries of the world. These are some of the shining feathers in the crown of CVRCE which helped the institute grow into a university in record time.

CGU, Odisha has also inherited the following things from CVRCE: a well geared system, a responsive and supportive management, rich infrastructure, among a host of other things. In reality, the story of CGU, Odisha is synonymous with the story of CVRCE.

The vision of the University is to emerge as a global leader in the area of higher education through the pursuit of excellence with future of skills and innovation to match the ever changing global scenario.

The mission of the University is to :

- providing State-of-the art education both at undergraduate, postgraduate and research;
- working collaboratively with technical Institutes / Universities/ Industries of National and International repute;
- keeping abreast with latest technological advancements with a view to enhancing future of skills, R&D and start-up activities at large;
- realising its' goals and objectives in a time bound phased manner.

CAPITAL UNIVERSITY

Subhash Chandra Bose Chowk, Chitragupt Nagar, Jhumri Telaiya
Distt. Kodarma, Jharkhand - 825409
Call For Admission 1800-121-1988, Enquiry 06534-227656
Website: www.capitaluniversity.in

Capital University, Koderma , Jharkhand is Established by the Government of Jharkhand as per Section 2(f) of UGC Act 1956 in 2018. Capital University Jharkhand (CUJ) is a non-profit global university. CUJ was established as a philanthropic initiative of its CCSE Society.

CUJ is one of the few universities in Asia that maintains a 1:30 faculty-student ratio and appoints faculty members from India and different parts of the world with outstanding academic qualifications and experience. CUJ is a research intensive university, which is deeply committed to its core institutional values of interdisciplinary and innovative pedagogy; pluralism and rigorous scholarship; and globalism and international engagement.

Capital University is committed to delivering highest scientific and ethical standards research that makes a difference to society.

Capital University strives to attain internationally recognised among the Universities in creating advances in science and technology. Impart effective and efficient research focusing on the need of the society. Facilitate and enhance collaborations and Partnering between institutions, industries and research organisations at national and international level.

CAREER POINT UNIVERSITY

Hamirpur, Himachal Pradesh
Tel. : +91-1972-269701
Mobile : +91-96253-80006, +91-96253-80007
Email : hp@cpuniverse.in

Established in 2012, Career Point University provides quality, professional, effectiveness and recognized for the local, national and International communities for the purposes of student's educational development and excellence in career enrichment opportunities.

Career Point University has established strong relationships with employers, industries, employment services, the local and wider business sector and other relevant quality controlled organizations. To be a reputable and creditable Career Point Higher Education Institutions aims to produce quality Diploma Holders, Graduates, Post Graduates and Doctorates at the highest quality and competitive level in line with the International education philosophy.

Career Point University develops students by providing an environment for personal growth, opportunity, knowledge, exposure, personal attention and career direction. This is in line with our nation's inspiration, which is to build a generation of professionals catering to a knowledge based economy to meet global needs.

Career Point University has also continued its efforts to strengthen the curricula and at the same time, to explore research areas that will significantly contribute to the development of the nation and wider business quality controlled organisations.

Career Point University caters to the needs of a student throughout the life cycle of a student (K.G. to Ph.D.) while operating in both the Formal and Informal education streams. In the Informal Education system, Career Point has established a strong niche in test preparation and school curriculum tutoring through a nationwide extensive network of Company operated branches; Franchisee centers; Technology enabled live classrooms; Online courses; School integrated programs; and Distance learning solutions.

In the Formal Education stream, the company has a strong presence by managing and offering various services to K-12 Schools, Colleges and Universities in multiple geographies.

CAREER POINT UNIVERSITY

Road Number 1, Indraprastha Industrial Area
Kota – 324005, Rajasthan
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Mob : +91-76657-17000, +91-76657-18000
Email : info@careerpointgroup.com

Career Point University follows the world's best IIT-Education system to support every student to realize their potential with the experiential approach in the academics. Thousand of young students, from as many as 18 states of our country, have already made Career Point University as their first choice for their higher education to give thrust to their career.

University offers personal approach to address every student's need. Career Point University is established by Government of Rajasthan Act No. 13/2012 u/s of the UGC Act of the UGC Act 1956.

The University is located in Kota (Rajasthan); which is known for its best education in the country.

The company provides Educational Consultancy and Management Services (ECAMS) and operates three schools in Rajasthan [Global Public School (Kota), Jivan Jyoti Publich School (Jodhpur) & Career Point World School (Kota).

Currently the company provides ECAMS services to Career Point University at Kota, Rajasthan and Career Point University at Hamirpur, Himachal Pradesh. Both universities started offering graduate, post-graduate and research degree and diploma courses in engineering, computer applications, sciences, law, fashion and design, commerce and management since 2012.

It also operates Career Point Technical Campus at Rajsmand, Rajasthan and Career Point Technical Campus at Chandigarh. Both campuses offer graduate, post-graduate degree & diploma courses in engineering, computer applications & sciences.

CENTRAL AGRICULTURAL UNIVERSITY

P B No 23, Iroisemba (P.O.)
Manipur - 795 004
Tel : 0385-2415933, 2414702, 2410644, 2415222
Fax : 0385-2410414, 2415196
Email : snpuri@rediffmail.com, regcau@yahoo.com
Website : http://www.cicmanipur.nic.in/html/cau.asp

The Central Agricultural University has been established by an act of Parliament, the Central Agricultural University Act, 1992 (No.40 of 1992). The Act came into effect on 26th January, 1993 with the issue of notification by the Department of Agricultural Research and Education (DARE), Govt. of India.

The University became functional with the joining of first Vice-Chancellor on 13th September, 1993. The jurisdiction of the University extends to six North-Eastern Hill States viz., Arunachal Pradesh, Manipur, Meghalaya, Mizoram, Sikkim and Tripura, with headquarters at Imphal in Manipur.

The mission of the University is to be a centre of excellence in teaching, research and extension education in the field of agriculture and allied sectors. The University aims to develop sustainable farming systems for improving productivity and profitability in agriculture and allied sectors and also train the farmers and extension functionaries for the effective dissemination of advanced agricultural technologies in North-East India.

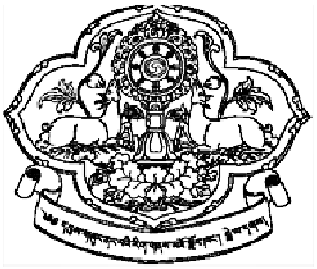
The University acts as an important link in the chain for converting agriculture and allied vocations into profitable enterprises and offering food and nutritional security for the people of North-East region.

To realize the above mission, University established seven colleges and three Krishi Vigyan Kendras (KVKs) in the six states of North-East India and offers Undergraduate and Postgraduate Degree Programmes in agriculture and allied sciences.

Like other Agricultural Universities, Central Agricultural University, Imphal has integrated programmes of teaching, research and extension education. As per the mandate, the university has established different constituent colleges, namely: College of Agriculture (Imphal, Manipur) College of Fisheries (Agartala, Tripura), College of Home science (Tura, Meghalaya), College of horticulture and Forestry (Passighat, Arunachal Pradesh), College of Veterinary sciences and Animal Husbandry (Aizawl, Mizoram), College of Agricultural Engineering and Post Harvest Technology (Gangtok, Sikkim), and College of Post-Graduate Studies (Umiam, Meghalaya). Except for the College of Agriculture (erstwhile Manipur Agricultural College, Imphal), other constituent colleges of University came into existence after the establishment of University.

CENTRAL INSTITUTE OF BUDDHIST STUDIES

Choglamsar, Leh
Jammu and Kashmir 194104
Tel. : 01982-264391
Email : cibsladakh@gmail.com



Ladakh is known for Buddhist monasteries and living Buddhist culture. Earlier prior to 1959, scholars, novices and monks of Ladakh used to go to famous Buddhist monastic Mahviharas, like, Sera, Drepung, Tashi Lhunpo, Gadan, Sakya, Sangag Chosling, Dege, Digung etc. in Tibet for their higher monastic education. In 1950s, this practice abruptly came to an end due to political reasons in Tibet. As such the need of an institute of higher Buddhist monastic learning was felt in Ladakh for the formal Buddhist education of monks and novices of the region. Accordingly the 'School of Buddhist Philosophy' was established and inaugurated by H.E. Skyabje Ling Rinpoche (the senior tutor of H.H. The 14th Dalai Lama) at Leh on October 23, 1959 with 10 monks of 10 different monasteries of Ladakh. The famous Tibetan Buddhist Scholar Ven. Yeshe Thubtan appointed as the first Principal of the institute (1959-1967). Two teachers were appointed to instruct the students in Tibetan Literature and Buddhist Philosophy. The entire expenses of the students and the teachers were born by these 10 monasteries of Ladakh for 3 years. In 1962, the institution was shifted to Pethub (popularly known as Spituk) village about 8 kilometers west from Leh.

In 1962 at the behest of Ven. Kushok Bakula Lobzang Thubstan Rinpoche and Pandit Jawaharlal Nehru, the first Prime Minister of India, the institution was given full financial support by the Ministry of Culture, Govt. of India. The School of Buddhist Philosophy was registered as an Educational Institution in the year 1964 under the J&K Societies Registration Act of 1941. Later on the institution was renamed as Central Institute of Buddhist Studies and had its new set up at Choglamsar, 8 kilometers South-East of Leh on Leh-Manali Highway in the year 1973. The same year the institute was affiliated to Sampurnanand Sanskrit University, Varanasi (U.P.) and the courses suitable to the students of the frontier Himalayan region were introduced. The names of the incumbent Principals/Directors of the Institute are:

1. Ven. Lochos Rinpoche, Principal
2. Dr. Tashi Paljor, Principal
3. Dr. Nawang Tsering, Principal
4. Dr. Wangchuk Dorjee Negi, Principal/Director
5. Prof. Konchok Wangdu, Officiating Director

CENTRAL INSTITUTE OF FISHERIES EDUCATION

Panch Marg, Off Yari Road, Versova
Mumbai 400 061
Tel : 022-26363404, 26361656, 26345944, 28614355
Fax : 022- 26361573 /26348223
Email : lakraws@hotmail.com, director@cife.edu.in,
root@cife.bom.nic.in, fishinst@bom3.vsnl.net.in
Website : http://www.cife.in, http://www.icar.org.in/cife/intro.htm

Central Institute of Fisheries Education is the premier National Fisheries University of India dedicated to development of quality human resources in frontier areas of fisheries and aquaculture.

The institution was founded on 6 June 1961 under the Ministry of Agriculture, Govt. of India and was subsequently included in the Indian Council of Agricultural Research in 1979. It was befittingly conferred the Deemed University status in 1989 and since then has contributed immensely to the development of the fisheries sector through its three-pronged mandate of research, teaching and extension.

Today it takes pride in its elegant and expansive campus comprising of state of art laboratories, library, hostels, guest house and sports facility. The university has six major Departments/ Divisions including Aquaculture; Fisheries Resources, Harvest and Post Harvest; Fish Genetics and Biotechnology; Aquatic Environment and Health Management; Fish Nutrition and Biochemistry and Fisheries Economics, Extension and Statistics.

Its four Centres at Rohtak (Haryana), Kolkata (West Bengal), Kakinada (Karnataka) and Powarkheda (Madhya Pradesh) are spread over different agro-climatic zones and have inland-saline, freshwater and marine farm facilities for on-farm education and extension. Two training-cum-research fishing vessels M.F.V. Saraswati (36 m OAL) and M.F.V. Narmada (11 m OAL) greatly contribute to the learning and research experience of our students and other institutions. Presently, CIFE awards M.F.Sc. and Ph.D. degrees in eleven disciplines.

The institute has grown several folds since 1961 under the steadfast guidance of ten Directors/ Vice Chancellors. Under the able stewardship of its present Vice Chancellor Dr. W. S. Lakra, the University is expanding its sphere of activities and has strengthened its collaborations and linkages with leading national and overseas fisheries institutions for enabling cutting-edge research and human resource development.

CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES

Sarnath, Varanasi 221007 U.P. (India)
Tel : +91 542 2585242, 2581737
Email: vcoffice.cuts@gmail.com

The Central Institute of Higher Tibetan Studies (Deemed University) (CIHTS) at Sarnath, Varanasi, is one of its kinds in the country. The Instiutte was established in 1967. The idea of the Institute was mooted in course of a dialogue between Pt. Jawaharlal Nehru, the first Prime Minister of India and His Holiness the Dalai Lama with a view to educating the young Tibetan Diaspora and those from the Himalayan border regions of India, who have religion, culture and language in common with Tibet.

Originally the Central Institute of Higher Tibetan Studies (CIHTS), began to function as a constituent wing of the Sampurnanda Sanskrit University, and eventually emerged as an autonomous body in 1977 under the Department of Culture, Ministry of Education, Government of India.

The founding of the institute occurred after a year-long conference organized by Dudjom Rinpoche gathered exiled spiritual leaders from the four schools of Tibetan Buddhism. As overseen by the 14th Dalai Lama, the conference focused on preserving the culture and spiritual heritage of Tibet, and on salvaging buddhist teachings carried by the exile community in India. Khenchen Palden Sherab Rinpoche attended the conference and became the institute's first Nyingma Professor in 1967.

The institute steadily progressed and the Indian government declared it a Deemed University on 5 April 1988. Formerly headed by Kyabje Zong Rinpoche, Lobsang Tenzin the Samdong Rinpoche (former Prime Minister of the Central Tibetan Administration), and Ngawang Samten, also a former alumnu. In 2016, Lobsang Norbu Shastri[4] became the institute's leader.

The university attracts students from many regions of the Himalayas, considered as family coming from Kinnaur, Lahaul, Spiti, Ladakh, Monpas from Arunachal. Students from Nepal include Sherpas, Lamas and many more from the bordering Tibetan regions of Mustang and Dolpo. Students also come from Bhutan and Mongolia.

The university also offers courses in Tibetan medicine (Sowa Rigpa), Tibetan Astrology, and Fine Arts.

On 14 January 2009 the institute was officially declared as a university and the inauguration was made by the XIV Dalai Lama. Now the name of the university is Central University of Tibetan Studies.

CENTRAL INSTITUTE OF TECHNOLOGY

PO : Rangalikhata/Balagaon, Kokrajhar – 783370, Assam
Phone: 91-3661-277279
Website : https://www.cit.ac.in

Central Institute of Technology (CIT) Kokrajhar is situated in Kokrajhar District of Bodoland Territorial Council (BTC) in Assam. CIT has been established for the basic objective of fulfilling the aspirations of the Bodo People relating to their cultural identity, language, education and overall economic development of the region and to impart Bodo youths with requisite technological and vocational training to produce the required manpower to give the impetus to economic growth of this area and to integrate the Bodo People into the mainstream of Technical and Vocational Education. It is a Centrally Funded Institute under the Ministry of Human Resource Development, Government of India. The Institute was established on the 19th December 2006. The genesis of this Institute was the memorandum of Settlement on Bodoland Territorial Council (BTC) signed between the Assam Government, the Union Government and the Bodo Liberation Tigers, on February 10, 2003, in New Delhi. The Institute is an autonomous body registered under the Societies Registration Act., 1860 and functions under a Board of Governors (BOG). CIT is mandated to impart Technical and Vocational Education such as Information Technology, Bio-Technology, Food Processing, Rural Industries, Business Management, etc. as part of the concerted efforts being made by the Government of India and the Government of Assam to fulfill the aspirations of the Bodo people. It is thus envisioned to acquire a unique place in the field of technical education in the country through its modular and innovative academic programmes.

The Institute's Mission is to :

foster skills development with innovative teaching techniques and learning technologies such as e-business and e-learning.Ensure access to education, training, knowledge and technology for promoting skills and innovations to all.

establish a world class Institute for education, career, technology and vocational training.To promote a two cycle modular degree structure with the objective to make students free from a single career path by enabling them to opt for alternatives at different stages of their study.

Empower the people to fulfill their aspirations by fostering know how in technology and vocational training to produce skilled and trained manpower from the area by serving as a link between education, industry and economic self-reliance.To focus on Institute Industry partnership to implement innovative strategies to create new entrepreneurs, enterprises and industries with access to leading edge skills and on-the-job training.

address challenges in rapid shifts in the nature of demand for skills by emphasizing on research, development, commercialization and industrialization with necessary thrust to shift from traditional mass approaches to provide more customized training.

CENTRAL SANSKRIT UNIVERSITY

56-57, Institutional Area, D-Block, Janakpuri
New Delhi - 110058
Tel : 91-11-28521994, 28524993, 28521994, 28524995
Fax : 91-11-28520976
Email: rsks@nda.vsnl.net.in
Website : http://www.sanskrit.nic.in

The Sansthan was established in 15th October, 1970 as an autonomous organisation registered under the Societies Registration Act, 1860 (Act XXI of 1860) for the development and promotion of Sanskrit all over the country. It is fully funded by Government of India. It functions as an apex body for propagation and development of Sanskrit and assists the Ministry of Human Resource Development in formulating and implementing various plans and schemes for the development of Sanskrit studies. It has assumed the role of a nodal body for the effective implementation of various recommendations made by the Sanskrit Commission set up by the Government of India, Ministry of Education in 1956 to consider the propagation and development of Sanskrit language and education in all its aspects. Sanskrit has played a vital role in the development of all Indian languages and in the preservation of the cultural heritage of India. No Indian language can flourish without the help of Sanskrit. Sanskrit also provides the theoretical foundation of ancient sciences. Hence, it becomes essential to preserve and propagate Sanskrit for all-round development of India. Fully conscious of this responsibility, the Govt. of India, in pursuance of the recommendations of the Sanskrit Commission (1956-57) constituted a Central Sanskrit Board, which recommended the establishment of a Rashtriya Sanskrit Sansthan. Accordingly, the Rashtriya Sanskrit Sansthan was established in October 1970 as an autonomous organisation registered under the Societies Registration Act, 1860 for the development, preservation and promotion of Sanskrit learning all over the country and abroad. The Sansthan is fully financed by the Government of India and works as a vital agency of the Central Government.

Rashtriya Sanskrit Sansthan has now been declared as Deemed University on the recommendation of Universtiy Grants Commission by the Ministry of Human Resource Development , Department of Higher & Secondary Education, Shastri Bhawan, New Delhi vide their notification No. 9-28/2000-U.3 dated 7th May, 2002 . The University Grants Commission has also notified the above declaration vide their notification No.
F.6-31/2001 (CP-I) dated 13.6.2002
F.9-28/2000-U.3 dated 1.1.2009
F.9-28/2000-U.3 dated 30.06.2009
F.No.6-31/2001(CPP-I/DU) dated March, 2017
F.No. 9-28/2000-U.3(Pt.1) dated 13th February, 2019
F.No. 12-26/2010-Skt.(U.3A) dated 10th April, 2019
The Central Sanskrit Universities Act, 2020
In exercise of the powers conferred by sub section 2 of the section 1 of the Central Sanskrit Universities Act
Corrigendum of the Central Sanskrit Universities Act, 2020

As per the Memorandum of Association, the major objectives of the Rashtriya Sanskrit Sansthan are to propagate, develop and encourage Sanskrit learning and research. This also serves as central, administrative and coordinating machinery for the management of all Campuses. The Government of India has formulated various schemes and programmes for the development of Sanskrit education and is implementing these through Rashtriya Sanskrit Sansthan and other agencies.

CENTRAL TRIBAL UNIVERSITY

Vizianagaram, Andhra Pradesh
Mobile : +91 9666633885
Email : aoctuap@gmail.com

Central Tribal University of Andhra Pradesh was established by the Act of Parliament No.15 of 2019. The jurisdiction of the University extends to the whole country and it is fully funded by the Central Government through the University Grants Commission. The University facilitates the Tribes' long cherished dream of higher education.

The Central Tribal University of Andhra Pradesh has set the following aims and objectives to achieve :

- to provide avenues of education, viz., especially higher education and research facilities to the students of India, which aims inclusion of tribal students and bring them to main stream.
- to disseminate and advance knowledge by providing instructional and research facilities in tribal art, tradition, culture, language, medicinal systems, customs, forest base economic activities, flora, and fauna besides making available to them the advancement in technologies concerning the natural resources of the tribal areas.
- to collaborate with national and international Universities and organizations to undertake joint cultural studies and research on tribal communities.
- to formulate tribal centric development models, publish reports and monographs and to organize conferences and seminars on issues relating to tribes and to provide inputs to the Government(s) on policy matters in different spheres.
- to take appropriate measures for promoting the tribal communities to be able to manage, administer and look after their own resources and needs by accessing to higher education through a university of their own.
- to disseminate and advance knowledge by providing instructional and research facilities in such other branches of learning as it may deem fit.
- to take appropriate measures to promote innovations in the teaching learning process in the context of inter-disciplinary studies and researches and to pay special attention to improve social, educational and economic conditions and welfare of the Scheduled Tribes within the Union of India

CENTRAL UNIVERSITY OF ANDHRA PRADESH

JNTU Road, Chinmaya Nagar, Ananthapuramu
Andhra Pradesh - 515002, India
Email : arcuap@gmail.com
Tel : +91-8554-220031

Central University of Andhra Pradesh holds a special place in the Indian University System. It was born out of a promise made by Government of India to fulfill the aspirations of people of Andhra Pradesh on the eve of bifurcation of the erstwhile composite state of Andhra Pradesh into Telengana and Andhra Pradesh. The University is established in 2018 in the district head quarter town of Anantapuramu in the Rayalaseema region of Andhra Pradesh. The Region has immense historical significance as it forms the part of the Vijayanagara Empire ruled by majestic king Sri Krishnadevaraya, among others. The folklore of the region is richly filled with the stories of Sri Krishnadevaraya's people centric rule and several welfare measures. That apart the region is also known for its mineral deposits and salubrious climate of the Deccan Plateau. The region also is known for sericulture and horticulture crops. As a feather in the cap the global auto major KIA started its operations in a green field project, just 60 KMs away from Ananthapuramu city. Further Ananthapuramu is also a prominent educational hub with higher educational institutes such as Sri Krishnadevaraya university, Jawaharlal Nehru Technological University, Sri Sathya Sai Institute of Higher Learning, Government Medical College and a century old Government Arts College, apart from a host of Engineering Colleges.

Establishment of Central University of Andhra Pradesh heralds a new era in the sphere of higher education. With innovative academic programs which are socially and culturally relevant, the university is, poised for rapid growth in the years to come. Transforming students into knowledgeable and responsible citizens of the nation through value based education with an emphasis on interactive learning coupled with hands on experience is the hallmark of this new university. Accordingly, the university envisages to offer demand driven multi disciplinary courses focusing on experiential learning through several short and long term vocational courses in active collaboration with the industry. The University in course of time will also rollout Study India Program to cater to the needs of the foreign students with academic grades/credits transfer option.

The vision of the University is to be an institute of excellence in the sphere of higher education committed to providing an environment conductive to learning, offering relevant academic programs to promote individual well-being and professional development for a knowledge society through augmenting economic, social , cultural and environmental progress of the people irrespective of caste, creed, colour and region.

The mission of the University is to create and promote a climate conducive to the all round growth of the stakeholders through the use of state of the art technology in partnership with industry and society to promote world class learning, research, innovation and entrepreneurship.

CENTRAL UNIVERSITY OF BIHAR

BIT Campus, P.O.- B. V. College
Patna - 800 014, Bihar
Phone/Fax: 0612-2227600
(Administration), 2784106 (Recruitment), 2226538 (Academic)

Established under the Central Universities Act, 2009 (Section 25 of 2009), Central University of Bihar (CUB) is an institution of higher studies situated in the state of Bihar. With the motto, i.e. 'Collective Reasoning', the university has been organising its academic curriculum from temporary premises in Patna and Gaya.

The university's academic programme started functioning at a rented building in the premises of Birla Institute of Technology, Patna (BIT) in 2009. The zeal and enthusiasm among the administration, faculty, staff and students helped the university to move ahead in the desired direction in the field of higher studies. The academic journey of university began with the Centre for Development Studies (under the School of Social Sciences and Policy), and a 2-year Master of Arts in Development Studies was launched in the academic year 2009-10 at the BIT campus. The university offers hostel facilities for boys and girls both in Patna and Gaya, in rented buildings. CUB has developed a library having 20,000 books (Patna and Gaya together) to support academic curricula, teaching and research in various science and social science subjects. The library subscribes to 100 journals and periodicals of repute from across the world, and more than 8,000 online journals. The library is equipped with modern amenities, such as online services, online catalogue and digitisation.

Since its inception the university has been offering a very conducive academic environment, modest infrastructure support and innovative pedagogies to nurture the students, who have joined the university with the understanding that is provides unique courses and pedagogy. At the same time, the university has provided opportunities to faculty members by providing them ample logistic support. They are given financial support to participate in national and international seminars /conferences for presenting their latest research work as well as delivering talks. The role of university administration has remained instrumental in its success. The administration has always been committed to providing hassle-free facilities to students and faculty members to achieving academic excellence. In short, in CUB, each and every member despite their respective areas of work is committed to ensure all-round growth of the university. The university is putting its best efforts to serve the nation by rendering state-of-the-art knowledge dissemination to students in various programmes. In December 2013, the university got possession of 300 acres of land from the Government of India to establish the campus at Panchanpur, approximately 12 kms away from Gaya. The foundation stone was laid down by Hon'ble Smt. Meira Kumar, Chancellor of the university on 27th February, 2014. The process of construction at the said site is in progress.

CENTRAL UNIVERSITY OF GUJARAT

Sector 30, Gandhinagar 382030
Tel :079-23260092
Fax : 079-232600762
Email : vccug@cug.ac.in
Website : http://www.cub.ac.in

The Central University of Gujarat has been established by the Parliament vide the Central University Act, 2009 (No. 25 of 2009) with objective of dissemination and advancement of knowledge to make special provisions for integrated courses, to educate and train manpower for the development of the country, to appropriate measure for promoting innovation in teaching-learning and to pay special attention to the improvement of social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

The Central University of Gujarat came into being from 3rd March 2009. The President of India appointed Professor Raosaheb K Kale, who has long experience in teaching & made a original contribution in the field of Cancer and Radiation Biology as well as in university administrator, as the first Vice-Chancellor.

To establish as a center of excellence with social commitment, integrating modern, scientific and technological knowledge and skills with the basic human ethos and values. The university shall set forth a model in higher education learning, skill and personality development and create a sense of responsiveness.

The mission of the university is to provide education to deserved and create an opportunity for training students to tackle the emerging challenges of the globalized technology international competitiveness, leadership in thought and action, and develop entrepreneurial abilities for creation of wealth and prosperity for their own country and peace and happiness for people.

The Central University of Gujarat is a non-affiliating University focussed on research and innovative teaching process. The courses launched from the Academic Session 2011-2012 include Ph.D. / M.Phil. in Science / Society and Development / Economics / Gandhian Thought and Peace Studies / Diaspora Studies besides Post Graduate courses in the areas of Languages, International Studies, Internal Security, Politics and Governance, Chemical Sciences.

The University also conducts Master's / M.Phil. / Ph.D. programmes for the visually challenged students in the areas of Life Sciences, Environment and Sustainable Development.

CENTRAL UNIVERSITY OF HARYANA

Jant-Pali Narnaul
Distt. Mahendergarh 123001
Tel : 01282-255002/03, 01285-249401, 01285-249333
Fax : 01282-255002
Email : registrar@cuh.ac.in
Website : http://www.cuharyana.org

Central University of Haryana is a Central University established under the Central Universities Act, 2009 of the Parliament. It is one of the 15 Central Universities established by MHRD, GoI under the XIth Five Year Plan (2007-12). The University is fully funded by the UGC.

Permanent Campus of the University is situated in 488 acres of land at Jant-Pali Villages, Mahendergarh District of Haryana from where CUH is running its academic operations.

That as a nation, must have the vision to see where higher education can take us in a future where human can live in peace and prosperity, the Central University of Haryana dedicates itself to the following Vision and Mission and plans to achieve the same by devising a transparent, responsible and reflective institutional structure; engaging teaching methodology and imparting holistic education that fosters and promotes creativity, innovation and excellence.

The objects of the University are :

- to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit;
- to make special provisions for integrated courses in humanities, social sciences, science and technology in its educational programmes;
- to take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research;
- to educate and train manpower for the development of the country;
- to establish linkages with industries for the promotion of science and technology; and
- to pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

CENTRAL UNIVERSITY OF HIMACHAL PRADESH

PO Box No. 21, Dharamashala
Distt. Kangra - 176 215, Himachal Pradesh
Tel :01892-229330,229575
Fax : 01892-229333
Email : vc.cuhimachal@gmail.com
Website : http://www.cuhimachal.ac.in

The Prime Minister, in his address to the nation on August 15, 2007, announced the establishment of a Central University in each of the states that did not have a central university so far. Subsequently, 11th Plan provided for the establishment of 16 new Central Universities.

Accordingly, the Central Universities Act 2009 (No. 25 of 2009) which received Presidential assent on 20th March 2009 provided for the establishment of Central University of Himachal Pradesh amongst others.

The Central University of Himachal Pradesh is established under the Central Universities Act 2009 (No. 25 of 2009) enacted by the Parliament. The University is funded and regulated by the University Grants Commission (UGC). The University became functional with the assumption of charge by the first Vice Chancellor on 20th January 2010.

The Central University of Himachal Pradesh strives for Inclusive Access to Excellence in Higher Education and Research to emerge as Premier University of the Country at par with the best Universities of the World in terms of Programme Offerings, Curricular Framework, Pedagogy, Research, Publications and Integration with the World of Work While development of own infrastructure of the University may take a while, the University has an ambitious Vision Document evolved in consultation with eminent experts in the field of education.

The Vision Document and Strategic Plan of the University as approved by the statutory authorities of the University are available at the website of the University (www.cuhimachal.ac.in). Accordingly, in due course of time, the University will grow to have purpose built, state of the art 150 acre campus in Dharamshala and 900 acre campus in Dehra and will have 17 Schools of Studies with nearly 90 Departments of Studies and about 50 Centres of Studies.

CENTRAL UNIVERSITY OF JAMMU

8/8, Trikuta Nagar, Jammu - 180 012
Jammu and Kashmir
Tel : +91-0191-2479651
Fax :+91-0191-2479651
Email : sbloeria@rediffmail.com,
patpsjandi@rediffmail.com
Website : http://www.cujammu.in

The Central University of Jammu came into existence on August 08, 2011, with the appointment of Dr. S. S. Bloeria as the first Vice Chancellor. It was established by the Central Universities Act, 2009 (Act No.25 of 2009 read with the Central Universities Act, 2009).

The first academic session (2011-2012) commenced with three Post Graduate courses in English, Economics and Applied Mathematics at Temporary Academic Block-I (TAB-I) at Sidhra bypass road, Jammu.

In the next academic session (2012-2013),five PG Courses were added: Computer Science, Educational Studies, Environmental Sciences, Human Resource Management and Travel and Tourism Management in Temporary Academic Block (TAB-II) at Sainik Colony Extension. Since the third session (2013-2014) all the departments are functioning from TAB at Sainik Colony.

Four new post graduate courses will be introduced in the forthcoming academic session (2014-2015):

National Security Studies; Public Policy & Public Administration; Social Work and Mass Communication & New Media. The University also offers an Integrated M-Phil-Ph.D programme in eight subjects.

The University carries out its administrative functions from its head office at 8/8 Trikuta Nagar, Jammu.

The Central University of Jammu campus is under construction at Village Bagla, Raya Suchani in District Samba, which is at an approximate distance of 25 kms from Jammu.

CENTRAL UNIVERSITY OF JHARKHAND

Ratu-Lohardaga Road
Brambe, Ranchi - 835 205
Jharkhand
Tel : 06531-224163, Fax : 06531-224163, 6531-294160, 06531-294182
Email : dtkhathing@yahoo.com; vc@cuj.ac.in
Website : http://www.cuj.org.in

The President of India gave assent to The Central Universities Act, 2009 that envisages establishing and incorporating universities for teaching and research in the various states.

The Central University of Jharkhand came into being under this Act on 1st of March, 2009. The Visitor of the Central University of Jharkhand, Her Excellency, Shrimati Pratibha Devisingh Patil, appointed Dr. Darlando T. Khathing, an internationally renowned scientist and a distinguished academic administrator, as its first Vice Chancellor.

CUJ's focus will be on research in cutting-edge technologies.

The vision of the University is to create a world class university in every aspect, be it research, teaching, administration or co-curricular activities, to produce world class students ready to excel in every chosen field with honour and uprightness.

The objectives of the University are to:

1. Disseminate and advance knowledge by providing instructional and research facilities in various disciplines
2. Make special provisions for Integrated Courses in:
    - Humanities
    - Social Sciences
    - Science & Technology

Promote innovations in teaching-learning process and inter-disciplinary studies and research
Educate and train manpower for the development of the country
Establish linkages with industries for the promotion of science and technology and
Pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development.

Students join higher education courses to gain knowledge. At CUJ, we strive hard to turn that knowledge to wisdom in order that society finally gains a useful citizen to guide and mould its destiny. This we plan to do through many compulsory community-based projects, interactions with a wide cross-section of people from within our country and outside it and innovations in the teaching-learning processes.

CENTRAL UNIVERSITY OF KARNATAKA

2nd Floor, Karya Saudha
Kadaganchi, Aland Rd.
Gulbarga Dist. - 585 311, Karnataka
Tel : 08472-272057, 08477-226704, 08477-226707
Fax : 08472-272066, 08477-226703
Email : vccukg@gmail.com/cukgulbarga@gmail.com
Website : http://www.cuk.ac.in

The Central University of Karnataka (CUK) has been established by an Act of the Parliament (No. 3 of 2009) at Gulbarga, Karnataka. It is one of the 16 new Central Universities established by the Government of India during the UGC XI Plan Period to address to the concerns of 'equity and access' and to increase the access to quality higher education by people in less educationally developed Districts which have a Graduate Enrolment Ratio of less than the national average of 11%.

The CUK, with its territorial jurisdiction all over Karnataka has been initiated its activities from the academic year beginning August 2009 in keeping with the philosophy of achieving and maintaining the highest levels of academic excellence, sensitivity to equity and access in enrolment and recruitment and emerging as a premier national educational and research institution in the country.

621 acres of land at Kadaganchi Suntanur villages on the Gulbarga-Waghdhari Inter-State Highway in Aland taluka identified by the Karnataka State Government has been handed over to the university, where the work of construction of boundary wall is nearing completion and work on various buildings for the first phase of campus development will begin soon.

The University is functioning from its temporary premises at the 2nd floor of Karya Soudha, Gulbarga University Campus where the administrative office, classrooms, library, computer lab and other infrastructure is presently located.

The courses conducted by the university include Integrated M.A. Degrees in History, Economics, English, Geography, Geology, Psychology besides BBA, M.A., M.Sc. MBA and Ph.D. Degrees in the areas of Computer Science, Physics, Mathematics, Social Work, Educational Counselling, English, Kannada, Hindi, Commerce, Geology etc.

The Laboratories like Remote Sensing and GIS Laboratory, Petrological Laboratory and Psychology Laboratory have been established at the University with a view to conducting fundamental as well as applied research in the above mentioned areas.

CENTRAL UNIVERSITY OF KASHMIR

Qureshi Manzil, 50 Naseemabad, Saderbal
Srinagar -190 006, Jammu and Kashmir
Email: registrar@cukashmir.ac.in
Ph.: (Tele-Fax) 0194-2468354, (EPBAX) 2468357, 2468346 (Extn) 202.

Central University of Kashmir (formerly known as the Central University of Jammu and Kashmir) was established in March 2009 with the appointment and joining of Prof. Abdul Wahid Qureshi , a noted academician and the former Vice Chancellor of University of Kashmir, as the First Vice Chancellor. The administrative office setup at 101, Baghi-Hyder, Hyderpora in May 2009 started functioning with a skelton staff engaged on deputation/contract basis. Salient features are the following :

- Central University of Kashmir (formerly known as the Central University of Jammu and Kashmir) was established in March, 2009 with the appointment and joining of Prof. Abdul Wahid Qureshi , a noted academician and the former Vice Chancellor of University of Kashmir, as the First Vice Chancellor.
- The administrative office setup at 101, Baghi-Hyder, Hyderpora in May, 2009 started functioning with a skelton staff engaged on deputation/ contract basis.
- Substantive appointments to various administrative posts including First Registrar, Deputy Registrar, Assisstant Registrar were made in June, 2010.
- Common Entrance Test for admission to MBA, M.Sc I.T & M.A.English programmes was conducted on 19 & 20 June at 30 centers across India in colloboration with 6 other Central Universities.
- Transit Campus of the University was setup at Sonwar in August, 2010.
- A boys hostel was set up at Sonwar to facilitate the students coming from different parts of the State/Country.
- Transport facility was put up in place to facilitate the communication of students to and from the University in February, 2011.
- The work related to the demarcation of the land for University Campus at Ganderbal and preparation of Contour maps was allotted to CPWD.
- Three more Masters programmes Economics, Mathematics, Convergent Journalism and one Integrated BALLB programme were offered from Academic Session 2011.
- An Academic block of the University along with a boys and a girls hostel was established at Magarmal Bagh.
- Substantive appointments to various teaching positions in Management Studies, English, Information Technology, Law, Convergent Journalism and Mathematics were made in February, 2012.
- Three more Masters programmes Urdu, Education and Tourism Management were launched for Academic Session 2012.
- Two Integrated M.Phil / Ph.D in Management and in English programmes and LLM programme were also offered from Academic Session 2012.
- One more Masters programme Politics was launched for Academic Session 2013.

CENTRAL UNIVERSITY OF KERALA

BKM Towers, Nayanmar Moola, Vidyanagar
P.O. Kasaragod, Kerala – 671123
Tel : 04994-257464, 221130, 257032, 9567309058
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Website : http://www.cukerala.ac.in

Central University of Kerala (CUK) is one of the 15 Central Universities established under "The Central Universities Act, 2009 (Parliament Act No.25 of 2009)". In January 2009, it started functioning from a transit campus in Vidyanagar, Kasaragod, with two academic programmes: MA in English and Comparative Literature and MA in Economics. The Vidyanagar campus houses the offices of the Vice Chancellor, Registrar, Finance Officer and Controller of Examinations, the School of Languages & Comparative Literature, and School of Global Studies, Central Library, Computer Centre, Language Lab, Council Meeting Hall, Guest House, etc. In 2010, the CUK Science schools started functioning from the Riverside campus at Kanhangad, about 20 km south of Vidyanagar. It houses the office of the Dean of Biological Sciences, library extension centre, computer centre and the schools of Biological Sciences, and Mathematical and Physical Sciences. CUK has statewide jurisdiction, and can establish regional centers in any part of the State. CUK's mission is to extend the scope of learning through a holistic methodology that accommodates diverse linguistic, scientific and cultural traditions. Our expert faculty with international exposure contributes much to this goal. This multidimensional approach in designing and executing its programmes is hoped to create a paradigm shift in academics. CUK offers updated interdisciplinary syllabi in 16 postgraduate academic programmes in the Choice-Based Credit Semester System. It has state-of-the-art library and laboratory facilities. Internet and digital resources are freely available to the students. Separate hostel facilities are available for women and men. Three types of scholarships are available to all deserving students of the CUK: Merit, Merit-cum-means and Boarding. As the first batch of postgraduate students completes studentship, CUK has enough reasons to feel assured that its vision of education has been realistic. The interdisciplinary syllabi have been a success in all programmes; these contributed to the overall development of the students. Our students' projects/dissertations have tried to link the 'local' with the 'global', thus partaking in the CUK's life-based model of education. CUK is now preparing to propagate its unique cultural model of education through faculty and students exchange programmes, publications and the like. CUK has had, in the last two years, the pleasure of welcoming scholars, artists, and Academicians from various parts of India and the world to join us in our national and International seminars/ workshops/conferences. In the academic year 2011-12, our School of Languages and Comparative Literature and School of Biological Sciences have arrived at agreements to receive faculty from prestigious Universities and institutions abroad such as Texas Tech University, USA; University of California, Riverside, USA; Cleveland Clinic, USA; and University of Queensland, Australia.

CENTRAL UNIVERSITY OF ORISSA

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Website: www.cuo.ac.in
E-mail: info@cuo.ac.in
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Gajapati Nagar, Bhubaneswar-751017
Tel: 0674-2748091/92 Fax: 0674-2748092
E-mail: vc@cuo.ac.in & vccu-or@nic.in registrar@cuo.ac.in

The Central University of Orissa has been established by the Parliament under the Central Universities Act, 2009 (No. 3C of 2009). It is one of the 15 new Central Universities established by the Government of India during the UGC XI Plan period to address the concerns of "equity and access" and as per the policy of the Government of India to increase the access to quality higher education by people in less educationally developed Districts which have a Graduate Enrollment Ratio of less than the national average of 11%. Koraput District of Orissa comes within the KBK region (Koraput, Bolangir and Kalahandi) which is still considered as an extremely as underdeveloped region of the State of Orissa .These three Districts of the State are known for tribal culture, because majority of the people here belong to ST and SC categories. Since there is no University or any other national level educational set up in this region the Central University is proposed to be established here so that it may widen the access to quality higher education in the country. Provide quality education for all, so that we may fortify the backbone of the nation. Disseminate 'inclusive education' to reach the unreached. Advocate a wholesome symbiosis of the indigenous and the global scene. Uphold a strongly grounded holistic worldview of the higher education. Create a niche of its own. This University is quintessentially conceived as an avant-garde premier University of the new millennium which calls for a world-ethos-driven higher education agenda. It is indeed an uphill task at this point of time to develop an exemplary academic institution with a pan-Indian perspective which should be optimally wedded to a global vision. We are now in the process of reinventing and of redefining higher education in a pronouncedly globalised context. But the vision of a new University, needless to say, emanates to a great extent, from the needs of the context, from the needs of the region. Therefore, the vision basically underpins a holistic balance between the region and the globe. At this nascent phase we need to answer a few crucial questions while drawing the vision map of the University. If the University aspires to standout in the global scene to what extent should we cater to the indigenous needs? How should we go about erasing the invariable divide between the rural and the urban needs, between the needs of home and the needs overseas? To what extent should we emphasise the need to create skilled workforces to fill in the bottom of the pyramid? If research is the flagship identity of the University what would be the viable way to foster, nurture and inculcate a research culture from the very birth of the University? How do we sow the seeds of quality culture in every sphere of a new academic institution? What sort of academic reforms and innovations should we initiate at the very beginning? Is wider access a deterrent to quality?

CENTRAL UNIVERSITY OF PUNJAB

Bathhinda, Punjab - 151 001
Tel : 0164-2240555/2430585-86, Fax : 0164-2240555
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Website : http://www.centralunipunjab.com

The Central University of Punjab, Bathinda (Punjab) has been established through the Central Universities Act 2009 which received the assent of the President of India on 20th March 2009. Its territorial jurisdiction extends to the whole State of Punjab. This newly set up Central University of Punjab (CUP) at Bathinda is poised to write new alphabet on the academic horizon of India. This University is one of the important links in the recently set up chain of Central Universities created in the educationally backward areas of India. Going to be an upwardly mobile organization, it is destined to emerge as a quality provider of teaching and research, knowledge and skills, products and services, attitudes and ethics. It is gearing up to provide proper institutional leadership to the emerging demands of access, equity, relevance and quality in the mainstream University system. It has already flexed its muscles and initiated its first academic session. The University also aims to sponsor time-bound and goal-oriented research and development projects of various types for users like industries, companies and other agencies in India and abroad. The Central University of Punjab, Bathinda, is going to be an ultra-modern and futuristic seat of higher learning by creating a community of teachers, scholars and researchers dedicatedly absorbed in academic exploration, research and development, testing and consultancy. It will have world class infrastructure which would be eco-friendly, and optimally used, with the potential to absorb even yet to emerge technologies. It is striving to be an autonomous and hassle-free space where the creative minds would converge and construct world class knowledge and vision, and where new ideas would germinate, strike roots and grow wings. The University is creating supporting and stimulating conditions and opportunities whereby one can learn, grow, interact and discover. It would be an exciting, safe, healthy, motivated and happening place with a green energy efficient, Wi-Fi campus, innovative and ignited faculty, global level laboratories, automated libraries, vast playgrounds, auditoria, research centres and other world class support systems. The University would introduce participatory delivery techniques facilitated through seminars, group discussions, off campus visits, online support, web, multimedia, live projects, field studies, demos, team presentations, skill workshops, etc. The University would carve out and maintain its national character and global outreach through its instructional and research programmes. It is planned to be a multi-facility and multi-faculty university enshrining state-of-the-art infrastructural support systems for teaching and research. It will bring into public domain the global technological trends for the benefit of every strata of society. It started its functioning from Camp Office in April, 2009, which happens to be the residence of the Vice Chancellor, and from November 2009 it shifted to its City Campus spread over an area of 35 acres. The main campus is coming up on 500 acres of land near Bathinda.

CENTRAL UNIVERSITY OF RAJASTHAN

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Distt Ajmer -305802, Rajasthan
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registrar@curaj.ac.in; vc@curaj.ac.in
Website : http://www.curaj.ac.in

The Central University of Rajasthan has been established by an Act of Parliament (Act No. 25 of 2009, The Gazette of India, No. 27, published on 20th March, 2009 as a new Central University, and is fully funded by the Government of India.

The President of India, His Excellency Shri Pranab Mukherjee, is the Visitor of the Central University of Rajasthan.

The President of India, in her capacity as the Visitor of the University, has appointed Prof. M. M. Salunkhe as the first Vice Chancellor of the University. The state government has allocated 518+ Acres of land for the permanent site of the Central University at Bandra Sindri near Kishangarh on Jaipur – Ajmer Road (NH-8).

The Kishangarh is situated at a distance of approximately 27 Km from Ajmer city and 78 Km from Jaipur of Rajasthan. It is well connected via Indian Railways and National Highway No. 8. In recent years, Kishangarh has come to be known as the marble city of India. It is the only place in the world with a temple of nine planets.

The Central University of Rajasthan aspires to be one of India's most dynamic and vibrant universities, responsive to the changing global trends, providing unparalleled educational opportunities for the learner community especially for those coming from the lower socio-economic strata of society seeking quality education.

It proposes to offer innovative undergraduate and graduate academic programmes as well as continuing personal and professional enrichment in selected areas that will lead to the formation of a scholarly community by advancing, sharing and applying knowledge and by facilitating the development of thoughtful, creative, sensitive and responsible citizens.

The mission of the Central University of Rajasthan is to contribute to and work with a sense of Commitment towards the educational, cultural, economic, environmental, health and social advancement of the region and the nation at large by providing excellent undergraduate liberal education and quality programs leading to bachelors, masters, professional and doctorate degrees.

CENTRAL UNIVERSITY OF SOUTH BIHAR

P.O - B. V. College, Patna, Bihar – 800014
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Established under the Central Universities Act, 2009 (Section 25 of 2009) as Central University of Bihar (CUB) and the name since changed by the Central Universities (Amendment) Act, 2014 to Central University of South Bihar (CUSB) is an institution of higher learning in the state of Bihar. With the motto, i.e. 'Collective Reasoning' the University has been conducting its academic and administrative activities from temporary premises in Patna and Gaya and looking forward to shifting to the permanent campus on a 300 acre plot of land at Panchanpur (near Gaya town).

As stated in Section 5 of the Act, the objective of the university will are:
"... to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit; to make special provision for integrated courses in humanities, social sciences, science and technology in its educational programmes; to take appropriate measures for promoting innovations in teaching-learning process and inter-disciplinary studies and research; to educate and train manpower for the development of the country; to establish linkages with industries for the promotion of science and technology; and to pay special attention to the improvement of the social and economic conditions and welfare of the people, their intellectual, academic and cultural development." The university's academic programme started functioning at a rented building in the premises of Birla Institute of Technology, Patna (BIT) in 2009. The zeal and enthusiasm among the administration, faculty, staff and students helped the university to move ahead in the desired direction in the field of higher studies. The academic journey of (the) university began with the Centre for Development Studies (under the School of Social Sciences and Policy), and a (two) 2-year Master of Arts in Development Studies was launched in the academic year 2009-10 at the BIT campus. The university offers hostel facilities for boys and girls both in Patna and Gaya, in rented buildings. CUB has developed a library having 20,000 books (Patna and Gaya together) to support academic curricula, teaching and research in various science and social science subjects. The library subscribes to 100 journals and periodicals of repute from across the world, and more than 8,000 online journals. The library is equipped with modern amenities, such as online services, online catalogue and digitisation. Since its inception the university has been offering a very conducive academic environment, modest infrastructure support and innovative pedagogies to nurture the students, who have joined the university with the understanding that is provides unique courses and pedagogy. At the same time, the university has provided opportunities to faculty members by providing them ample logistic support. They are given financial support to participate in national and international seminars /conferences for presenting their latest research work as well as delivering talks. The role of university administration has remained instrumental in its success.

CENTRAL UNIVERSITY OF TAMIL NADU

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Website : cutn.ac.in

The Central University of Tamil Nadu was established by an Act of Parliament (Act No.25 of 2009). The University strives to disseminate and to advance knowledge in humanities, social sciences and, basic and applied sciences.

It aims at promoting innovation in teaching-learning process, interdisciplinary studies and research, and gives special attention to the improvement of the socio-economic conditions of the people and also their academic, intellectual and cultural development. The academic programmes of the University are periodically updated and revised.

The University was inaugurated on 30th September 2009. The foundation stone was laid by Shri. Kapil Sibal, Honourable Union Minister of Human Resources Development, in the presence of Dr. Kalaignar M. Karunanidhi, then Chief Minister of Tamil Nadu. The University is located at Thiruvarur, the headquarters of Thiruvarur District, in the heart of the Cauvery Delta.

The Preliminary work was identifying the required extent of 500 acres of land for the University in two revenue villages (Neelakudi and Nagakudi) near Thiruvarur.

The Government of Tamil Nadu has made available, on a rent-free basis a multi-storied building measuring about 55,000 square feet for a temporary campus to enable launch of the academic programmes. Central Public Works Department (CPWD) is entrusted to carry out the basic civil and electrical works to adapt the building for academic needs.

About 500 Students, 8 Regular and 27 Contract Teaching Staff and 40 non-teaching staff (Regular and Contractual) are engaged in the academic and administrative aspects of the University at present.

The courses are conducted under the aegis of the School of Social Sciences and Humanities, School of Basic and Applied Sciences, and School of Mathematics and Computer Sciences. The courses conducted include English Studies, Classical Tamil, Economics, Chemistry, Physics, Life Sciences, Mathematics and Computer Sciences at the Master's as well as Doctoral levels.

CENTRAL UNIVERSITY OF TIBETAN STUDIES

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Website : http://www.cihts.ac.in

The University was established in 1967, on the joint initiative of Pandit Jawaharlal Nehru and His Holiness the Dalai Lama. The objective was to take care of the cultural and educational needs of the youth among the Tibetan diaspora in India, and those of the Himalayan regions of India, who earlier had the opportunity of being educated in Tibet, this came to be discontinued in the wake of the Chinese occupation. But later, the university blossomed into a center of excellence in researches on Tibetology, restoration of texts, and imparting the knowledge of the four Sampradayas of Buddhism in Tibet along with ancient and indigenous Bon religion. The university draws students from Tibetan communities in India, and especially the Himalayan regions, from the north-west to the north-east. Besides, scholars from the western countries visit the university in connection with their academic inquiries and studies. There goes on a programme of annual educational exchange of graduate students from colleges in the USA and Australia. The University combines traditional wisdom with modern educational pedagogy, and courses are offered in a graded fashion leading up to M.Phil and Ph.D. levels.

There is a vibrant publication unit, which has published a good number of important texts, restored and translated from Tibetan sources. There are ongoing projects on encyclopedia, lexicons and editing of rare texts, Sanskrit and Tibetan. The annual publication of a journal, Dhih, carrying the reports of research has been widely acclaimed.

The University library, named after the celebrated author-thinker, Shantaraksita, houses a precious collection of books and manuscripts on a variety of dimensions of the Buddhist lore. The general collection of books on history, culture and philosophy is no less valuable. The library has a wing for audio and video recordings of the important teachings and lectures by celebrated persons. The students avail themselves of the facilities of a modern university. Situated at Sarnath, in the vicinity of Varanasi, the university has an ambience of sanctity, environs beautiful, radiating peace and friendship. It is close to the holy site where the Buddha ages ago had turned wheel of Dharma and Buddhism was born. The University is residential, and the students can have access to their teachers as and when they may be in need of it. An atmosphere of civility and culture permeates the campus. It enjoys the status of a “Deemed University”, and is fully funded by the Government of India, Ministry of Culture, and has a five star accreditation as an education center.

CENTRE FOR ENVIRONMENTAL PLANNING AND TECHNOLOGY UNIVERSITY

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Website: www.cept.ac.in

CEPT University focuses on understanding, designing, planning, constructing and managing human habitats.Its teaching programs build thoughtful professionals and its research programs deepen understanding of human settlements. CEPT University also undertakes advisory projects to further the goal of making habitats more livable. The Faculty of Architecture was established as the 'School of Architecture' in 1962. It focuses on design in the private realm. The Faculty of Planning, focused on planning in the public realm, was established in 1972 as the 'School of Planning'. The Faculty of Technology, which concentrates on engineering and construction, was established in 1982 as the 'School of Building Science and Technology'. The Faculty of Design was established in 1992 as the 'School of Interior Design'. CEPT University takes its name from the 'Center for Environmental Planning and Technology' (CEPT). CEPT and the various schools that it comprised were established by the Ahmedabad Education Society with the support of the Government of Gujarat and the Government of India. The Government of Gujarat incorporated CEPT as a university in 2005. The University Grants Commission recognized CEPT University under section 2(f) of the UGC Act, 1956 in 2007. The Department of Scientific and Industrial Research (DSIR) of the Government of India recognizes the University as a Scientific and Industrial Research Organization (SIRO). The Ahmedabad Education Society (AES) established the Centre for Environment Planning & Technology (CEPT) in the year 1962 with the inception of School of Architecture (SA) through grant-in-aid from Government of Gujarat. The School of Planning (SP) was established in 1972 with financial support from Government of India (MHRD), Government of Gujarat and Ford Foundation. The other schools; School of Building Science and Technology (SBST) and School of Interior Design (SID) were established in 1982 and 1991 respectively with grant-in-aid from Government of Gujarat. Initially CEPT was established and run by Ahmedabad Education Society (AES). In the year 1994, a separate trust and a society CEPT Society was formed. CEPT is registered as a Society and Public Charitable Trust. CEPT has been registered under the Societies whether Registered Society/ Company/Others Registration Act 1860 with the Asst. Registrar of Societies, Ahmedabad Region, Ahmedabad, vide Registration No. Guj/4185/ Ahmedabad dated 24 Jan 1994. Since inception CEPT operated as an autonomous academic institution free to develop its academic programs and award its own diplomas at the end of various programs of study recognized by the State of Gujarat and the statutory regulatory body for technical courses - the All India Council of Technical Education (AICTE).

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT

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Website : www.cutm.ac.in

The journey of Centurion began in 2005 by a group of ambitious professionals having aspirations to take it to the pinnacle of quality education, nationally and internationally. The first foray in this respect was the takeover of a failing engineering college in Parlakhemundi, Gajapati: the Jagannath Institute for Technology and Management (JITM). Gajapati is the poorest District of Odisha State, and appears in the Prime Minister's "100 poorest Districts" and "31 most extremist affected Districts" list. Since then, committed efforts have been made to bring about a difference to this area; both academically and socio-economically.

Today, the Centurion University has five campuses at Paralakhemundi, Bhubaneswar, Bolangir, Rayagada, and Chatrapur offering B. Tech., MBA, +2 Science, ITI, Primary and Secondary Education in addition to Skill and Vocational Training and Social Entrepreneurship initiatives.

Centurion University (through its social outreach entity, Gram Tarang) is one of the first partner to National Skill Development Corporation (NSDC) to set up over 50 Skill Training and Capacity Building Centres across the country. We are proud to have entered into partnership with Government of Odisha, Government of India and non-government agencies to provide vocational training with job assurance for BPL, SC & ST youth, who would otherwise be unemployed and unemployable due to lack of adequate education and/or skills.

The focus has been and shall remain the conduit for ameliorating livelihood through self-employment unemployability of marginalised communities of rural and remote areas. The University will continue to address the problem of naxalism, which is considered to be more a socio-economic challenge than a law and order issue. The Centurion University's training programmes have also been nationally recognised. In August 2010, Gram Tarang Employability Training Services has received the "Best Skills Project in Rural Communities" award at the UK-India Skills Forum Awards 2010.

CENTURION UNIVERSITY OF TECHNOLOGY AND MANAGEMENT (CUTM)

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The journey of Centurion University of Technology and Management (CUTM) began in the year 2005 by a group of ambitious academics with aspirations to provide high quality education both nationally and internationally. The first step in this direction was to take over an ailing engineering Institute, the Jagannath Institute for Technology and Management (JITM) in one of the most challenging tribal districts of Odisha and one which was considered to be a left-wing extremist affected area. Subsequently, JITM was transformed into Centurion University of Technology and Management in August 2010, through an act of Odisha Legislative Assembly. It became the First Multi-Sector State Private University in Odisha.

Centurion Approach to Education and Training

From the inception, Centurion University's DNA has been “Shaping lives and empowering communities”. The University has focused on ‘hands-on’, ‘experience based’, ‘practice oriented’ learning that makes a difference through appropriate and relevant innovation and action research. While promoting Nano, Mini and Micro Enterprises, the University works toward learning experiences that are ‘quantifiable’, ‘sustainable’, ‘scalable’ and ‘replicable’.

A globally accredited human resource center of excellence catalyzing "sustainable livelihoods" in the "less developed markets across the globe".

Provision of quality, globally accredited academic programmes in technology and management .

Provision of globally accredited employability training for less endowed segments of the population.

Promotion of entrepreneurial culture and enterprise in the target areas.

Facilitating improved market access to goods and financial services to the target population.

Promotion of lighthouse project interventions in the target area.

CHAITANYA
(DEEMED TO BE UNIVERSITY)

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9912272444 , 9603557955

Declared as a Deemed University in 2017, Chaitanya is offering Bachelor's, Masters's and Doctoral Programmes in the area of higher and technical education.

The University is elated to introduce ourselves as a premier group of educational institutions in the area of Higher Education and Technical Education in Southern India. We want to ensure an institution in holistic education and value which teaches students to grow, think, believe and liberate, both in the realms of theoretical knowledge and practical applications. We want to pioneer the growth of the next generation students, the movers and shakers, the innovators and dreamers to bring about an enlightening era of academic brilliance.

With the modest beginning, our Viswa Bharati Education Society, whose members are of high academic excellence, which was registered with Registrar of Societies, Government of Andhra Pradesh. Begun in 1991, the Chaitanya University offers Under Graduate courses including Life Science and Physical Sciences, Commerce, Management, Banking and Insurance combinations. Our University offers non-professional Life Sciences & Physical Sciences courses, M.Sc. 5 years Integrated Chemistry, Biotechnology and two professional courses i.e., MBA and MCA, which were approved by AICTE, a Statutory Body of Government of India.

The University also offers Engineering courses such as B. Tech. Computer Science and Engineering, Electronics and Communication Engineering, Electrical and Electronics Engineering, Civil Engineering, Mechanical Engineering, M. Tech. VLSI System Design, Computer Science and Engineering, Power Electronics under the Faculty of Engineering and Technology and Pharmacy courses such as B. Pharmacy, Pharm D, M. Pharmacy Pharmaceutics, Industrial Pharmacy, Pharmaceutical Chemistry, Pharmaceutics & Drug regulatory Affairs under the Department of Pharmacy from the academic year 2021-22, approved by AICTE/PCI & UGC.

Study at Chaitanya-Chaitanya boasts of a beautiful campus, lovely in-class features and wonderful people to light up the most integral years of your life. University is where one pursues the desired tools to build their houses of desire and we attempt to make this time a wonderful phase. The University wants to establish a fun learning atmosphere and a budding campus to help aid your personal growth and confidence.

CHAMARAJANAGAR UNIVERSITY

Bedarapura, Badanaguppe
Chamarajanagar – 571313, Karnataka

The newly-constituted Chamarajnagar University was formally inaugurated on 28 March 2023. The Chief Minister Shri Basvaaraj Bommai virtually inaugurated the University and other newly-established universities in the State. The Minister for Higher Education, IT and BT and Pro-Chancellor Shri C.N. Ashwath Narayan and others were present.

A programme was later organised locally in Chamarajnagar where Shri C. Puttaranga Shetty, MLA, and others took part.

Expressing happiness over the formation of the University, the MLA said the PG Centre of the University of Mysore functioned for many years in Chamarajanagar and many were behind its formation in the District. Now, the University has come up which is expected to improve the academic activities and bring benefits to the locals.

He said Chamarajanagar has got a Women's College and a permanent building for it will soon become a reality. Also, the College of Agriculture will also be getting a permanent building at Yadabetta in Chamarajanagar, the MLA added.

He said the newly-formed University was in need of land for its expansion and developing into a centre of higher learning.

Deputy Commissioner Shri D.S. Ramesh wished that the University gets national attention with its works and academic achievements and reach great heights by carrying out research works. He hoped that University will emerge as a unique one, spreading its importance.

The newly appointed Vice Chancellor of Chamarajanagar University Dr. M.R. Gangadhar said that it was an important day with the launch of Chamarajanagar University. He hopped that the students from this University will emerge meritorious and engage in quality research. Among the students who have been excelling in the results of University of Mysore over the years were the students from Chamarajanagar. He further said that besides academics, the University will also lay emphasis on training students for competitive examinations and introducing skill-based and vocational courses.

CHANAKYA NATIONAL LAW UNIVERSITY

A. N. Sinha Institute of Social Studies Campus
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Email : alakshminath@yahoo.co.in, alakshminath@gmail.com
chanakyalawuniv@gmail.com
Website : http://www.chanakyalawuniv.org; www.cnlu.ac.in

In the State of Bihar**,** where the seeds of the earliest republic were sown and the crop of democracy cultivated, a need was felt by the government for a university which would provide quality legal education and strive to raise national legal standards to competitive international level and promote legal awareness in the community, which will lead to the realization of goals embodied in the Constitution of India. Thus, on August 15th 2006 came into being Chanakya National Law University at Patna under the able guidance of its Vice - Chancellor/Pro - Chancellor**,** Prof. Dr. A. Lakshminath**,** former Dean and Registrar, NALSAR University of Law, Hyderabad. CNLU was established under the Chanakya National Law University Act, 2006 (Bihar Act No. 24 of 2006) and included in section 2(f) & 12(B) of the U.G.C. Act, 1956**.** No Educational Institution is complete without adequate facilities to its Students, Faculties & Employees. CNLU provides wide range of facilities on its campus. A well managed residential accommodation with modern facility provided to students. Mess & Canteen facilities on campus provide everything from a simple coffee and sandwich to a full meal. University provides a full range of medical services for students & for employees who register as patients. In addition to general practice services, CNLU provides a range of specialist clinics and visiting practitioners. University organised regular careers fairs, training workshops, and one-to-one guidance for students. Counseling Service aims to enable students to achieve their academic and personal goals by providing confidential counseling and support for any difficulties encountered while at CNLU. University provides a wide range of IT services including campus internet access via a wireless network and in student residences.

Number of retired Judges of the Supreme Court, High Courts and lower Judiciary as well as Senior Advocates & Educationalist have offered to assist the CNLU in its teaching and research programmes making education at CNLU a rare and exciting experience to the student body. CNLU admired example of maintaining financial autonomy along with greater accountability. It is equipped with the state-of-art infrastructure for successful imparting of legal education of the highest standards.

The faculty at CNLU comprises highly acclaimed and experienced academicians who are proactively involved in grooming the younger generation to take CNLU to greater heights. The construction work of the university spread on 18 acres of land at Nyaya Nagar, Mithapur near Mithapur Bus stand, Jakkanpur Police Station, Patna. A sprawling lawn with various types of palm trees has adds beauty to the landscape.

CHANAKYA UNIVERSITY

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Contact : 080-23182947, +919606997181 / 82
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Established in 2022, Chanakya University is a global University in Bengaluru, that will be a pioneering exemplar of a university's vision as elucidated in the National Education Policy 2020. The University will be a multi-disciplinary institution offering new-age programs with the integration of Indian Knowledge Systems. Chanakya University will be adopting the Liberal Education model, which will enable the students to design their degrees based on their academic interests and freedom to choose open electives based on their passion, thereby every student will enjoy the process of teaching-learning.

The University is strategically located near the Bengaluru International Airport and is a part of the Aero-Space Industrial Zone, which houses over 1000 Multi-National Corporates including Rolls Royce, Apple, and the likes. This environment will encourage the students to network with industries for a journey of experiential learning through projects, internships, and interactions with industry leaders, which will prepare them for evolving as a professional. We will be embedding Value-Added Professional Programs which will enhance their employability skills, and every student will evolve as a Transformative Leader in their career space. The University will be led by highly accomplished Academicians, Educationists, and faculty. With Dr. M.K.Sridhar as our Founder Chancellor, and Dr. Yashvantha Dongre as our first Vice-Chancellor at the helm, the university will be guided and mentored by renowned Industry and Academic Leaders.

For the Academic Year 2022, Chanakya University will be launching 4 Year Honours Graduate programs and Post Graduate Programs across three Schools:

School of Commerce and Management
School of Arts, Humanities and Social Sciences
School of Mathematics and Natural Science

Chanakya University will be offering over 75 scholarships based on various schemes including Merit, Arts and Culture, Sports, Children from Defence families, Covid Orphans, and more. The admissions for 2022, is now open, potential students can take the CUPP 2022 (Chanakya University Pravesha Pareeksha) our exclusive online admission entrance test.

The purpose of the University is to create knowledge and transformative leaders for holistic development

CHANDIGARH UNIVERSITY

Gharuan, Mohali – 140413, Punjab
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Established in 2012, Chandigarh University is a full-fledged university established under 'The Chandigarh University Act' and recognized under Section 2 (f) with the right to confer degrees as per Section 22(1) of the UGC ACT, 1956. Chandigarh University (CU), located in the vicinity of culturally rich and exciting community of Chandigarh, is a multidisciplinary university with an international reputation for the quality of its teaching and research across the academic spectrum. Its growth in quality programs, faculty, facilities and research has attracted students worldwide and positioned the University as a premier institution of higher learning in India. The University's reputation has grown by leaps and bounds where it became known as an institution with formidable academic strengths, unprecedented industry patronage and an unshakable commitment to quality - characteristics that are just as apparent now. CU has one of the widest ranges of academic subjects on offer with its students achieving the very high standards on which the University's reputation is built. The University is internationally distinguished and one of the very best in India, owing to the outstanding faculty, high achieving students, internationally distinguished research and its impeccable placement record. The seven institutes encompass 50 professional courses at Under Graduate, Post-Graduate and Doctoral level in the areas of Engineering, Computing, Architecture, Pharma-sciences, Biotechnology, Animation and Multimedia, Hospitality Management and Business Management including special courses like Petroleum Engineering, Automobile Engineering, Computer & Communication Engineering, Interior Designing and Specialized Engineering and Management courses in association with IBM. The University's commitment to excellence in teaching-learning is evident through globally acceptable curriculum, scientific, transparent and objective evaluation / examination system, project based learning, student centric policies, open environment and convivial campus life. The University's provision of world-class teaching and research is bolstered by the contribution of industrial experts. The University enjoys unprecedented patronage provided by top notch multinational companies which has led to sponsored programs, establishment of industry sponsored labs for R&D, curriculum design and excellent placement opportunities for our students. CU has relationships with universities across the globe. These relationships enable our students to study abroad, benefit from global peers and mentors, and faculty to engage with students and colleagues around the world in teaching/advising relationships and collaborative research projects. These international collaborations also allow students, visiting scholars and faculty from partner universities around the world to spend time at CU in ways that have deepened and broadened teaching, research, and supervisory relationships. Birmingham City University, UK; EPITA, France; Royal Roads University, Canada; University of District of Columbia, USA; University of California, Riverside, USA; University of Business & International Studies, Switzerland and many more have collaborated with us for knowledge sharing and joint research programs.

CHANDRA SHEKHAR AZAD UNIVERSITY OF AGRICULTURE & TECHNOLOGY

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Website : http://www.csauk.ac.in

The Chandra Shekhar Azad University of Agriculture and Technology, Kanpur is recognized today as the premier institution of agricultural research and education in India. It dates back to 1893 when a small school was started to impart training to revenue officers. It rose step by step to the full-fledged Government Agriculture College (1906).

The U.P. Institute of Agricultural Sciences (1969) and finally to the C.S. Azad University of Agriculture & Technology in 1975.

The University was created with the merger of its two constituent colleges, the erstwhile Government Agriculture College, Kanpur and U.P. College of Veterinary Science & Animal Husbandry, Mathura.

The present status of the University was attained through phases of growth of its constituent colleges. At present, there are three faculties in the University, viz., Faculties of Agriculture and Home Science at Kanpur, and Faculty of Agricultural Engineering & Technology at Etawah.

The University caters to the needs of the farming community spread over 29 Districts of six divisions of Uttar Pradesh.

The climate of the jurisdiction area varies from sub-humid and semi-desert to semi-arid conditions prevailing in different Districts. Soils are mostly represented by vast expanse of the alluvial developed from the river Ganga and its major tributaries. However, the soils of the Central Plateau are coarse loamy, sandy, red (Raker and Parwa) and black (Kaber and Mar).

Wheat, Barley, Rice, Maize, Sugarcane, Gram, Pigeon pea, Lentil, Soybean, Potato, Mustard and vegetables are the main crops of this locality.

CHAROTAR UNIVERSITY OF SCIENCE AND TECHNOLOGY

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Website :www.charusat.ac.in

Charotar University of Science and Technology – CHARUSAT is established under the Gujarat Act No. 8 of 2009, Government of Gujarat. University Grants Commission (UGC) has empowered CHARUSAT to award Degrees under Section 22 of UGC Act 1956. CHARUSAT aspires to advance learning and knowledge by teaching and research relevant to the Society.

A remarkable range of programmes offered at CHARUSAT are paired with an extraordinary breadth of extracurricular activities and opportunities for research, independent study and community service. Through its offering in professional programmes CHARUSAT educates and prepares students to realize their potential to become responsible citizens in a diverse and increasingly interdependent global world. The journey started in the year 2000, with only 240 students, 4 programs, 1 institute and an investment of Rs. 3 Crores. Whereas, today, there are 48 different UG and PG Programs with 6000 students enrolled in 8 different Institutes. There is also an R&D Centre conducting research in the emerging sciences like Nanotechnology, Biotechnology, etc. These development activities have an investment of Rs. 100 Crores (1000 Million INR).

Glimpses…

- 105 acre of eco-friendly wi-fi university with 100 MBPS round the clock Internet facility.
- 51 programmes in Engineering, Pharmacy, Computer Applications, Management, Applied Sciences, Nursing, Physiotherapy and Paramedical Sciences approved by respective bodies such as AICTE, PCI, IAP, INC etc.
- Academics programs approved and accredited by academic bodies such as AICTE, NBA, PCI, Nursing Council etc.
- Semester system based continuous evaluation with cumulative grade point average
- Unique research & development centre exploring frontline areas of research like nanotechnology, renewable energy and biotechnology
- State of the art teaching and research laboratories accessible 24 hours
- Well-equipped Knowledge Resource Centre with 51,588 books, 400 magazines, access to 12982 online journals, 1600 eBooks, and 3500 educational CDs
- Distinguished 450 Faculty trained in IITs, IIMs, leading universities and industry
- Placement in prestigious national and multination corporate
- Transparent admission procedure.

CHARUTAR VIDYA MANDAL UNIVERSITY

Beside BVM College, Opp Shastri Maidan
Vallabh Vidyanagar-388120, Distt. Anand Gujarat, India
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Vallabh Vidyanagar, established fifty-five years ago, carries a rarity of purpose behind its origin and a variety of education with its development and growth. Strategically located between Ahmedabad and Vadodara, Vallabh Vidyanagar today has emerged to be an Active Educational Hub in the Western parts of India. Just six kilometers from India's milk city-Anand, it has made its distinct identity in the sector of education by offering numerous emerging and innovative educational programs and by attracting students from across the globe. Anand is situated between Ahmedabad and Vadodara on the main rail-link and also NH8, about 75 kms from Ahmedabad and 40 km from Vadodara. Vallabh Vidyanagar is blessed with the beauty of nature. Its lush green trees of different types and kinds have not only made the town environment-friendly, but also created a serene and ever-enjoyable peaceful atmosphere generating synergistic pleasure on the campus. The pollution-free climate, attracting many to make the town their permanent home, adds value to the academic life on the campus. Vallabh Vidyanagar has all the amenities which major metropolis have; rather it has best of both the worlds - glamour of a big city and simplicity of a small town. On one hand, it captures the current trends of the youth, while it attempts to make those trends meaningful by making the presence of different spiritual centers felt. The town is the synthesis of varied cultures, which enable it to evolve and expand the quality life, as well as to foster the environment of creativity amongst the student citizens. Those who stay here always cherish the golden moments of life on the campus. Today, the town has compounded in strength and consolidated itself to take on the challenges of emerging future.

The first fifty years of CVM coincided more or less with the second half of the twentieth century. Judged by any yardstick, these first fifty years of CVM have been immensely successful. The vision, dedication and commitment of the founders of CVM and its subsequent leaders can be seen clearly today in the results of their tireless efforts. Vallabh Vidyanagar is today an impressive and thriving educational campus in the heart of Charutar, which is itself heartland of Gujarat. The challenges which our society will face over the next fifty years, which will coincide more or less with the first half of the twenty first century, will in many significant ways be different from those that faced the founders. Our society will make a transition to a knowledge-based economy, urbanization will continue, and the preservation of our environment will be a crucial and critical objective. Water and energy will become relatively scarce, and therefore efficient management of both will be essential. Information Technology will continue to leapfrog and spread, and will become increasingly interleaved with our daily lives.

CVM University established in 1999 must also make future plans which enable it to generate successful responses to some of the challenges which the society is going to face. The primary focus of CVM has always been on education - and producing well-trained youngsters is certainly a major part of any society's response to the future challenges it is likely to face.

CHHATRAPATI SAHUJI MAHARAJ KANPUR UNIVERSITY

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Website : http://www.kanpuruniversity.org

Located in one of the biggest industrial metropolis of State of Uttar Pradesh Kanpur. Chhatrapati Shahu Ji Maharaj University stands as a hallmark of higher education. It is an educational community where students of various religions and cultural backgrounds study and work together in a congenial atmosphere. The university is geared to provide maximum scholastic benefit to each individual student.

The Chhatrapati Shahu Ji Maharaj University Kanpur, has been on the map of higher education for more than three decades. Established in 1966, it has not looked back, now it has 170 affiliated colleges in 15 Districts. Spreading over a campus of 264 acres, the university is booming with academic activities.

While the undergraduate and post-graduate programmes in all disciplines of Art, Science, Commerce, Law, Engineering and Medicine are offered in affiliated colleges and institutions, the residential wing of the campus includes faculties of Life Sciences, Business Management, Education and English. It also has a computer centre, a department of Adult and Continuing Education, Communication and a College Development Council.

For catering to the needs of young engineering aspirants, the university has recently started an Institute of Engineering and Technology in the campus offering courses in four branches of engineering viz. Chemical, Computer Science and Information, Mechanical Engineering in the first instance.

The University seeks to contribute to student an education through curriculum design, the development of new courses and the application of a forward looking and innovative teaching methodology.

Kanpur, the industrial capital of U.P. and commonly known as the Manchester of Northern India has had a very eventful history. It has contributed much to the growth and economic development of the country. Equally memorable and inspiring is its role in the first Indian War of Independence.

CHHATRAPATI SHIVAJI MAHARAJ UNIVERSITY

Panvel, Navi Mumbai, Maharashtra
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Established in 2018, Chhatrapati Shivaji Maharaj University is born with a vision and Mission to impart quality education in all spheres of high learning in India. The university has evolved to create such graduates who can lead ahead in all walks of life, to mark incredible contribution in society and imbibing with moral values in their lives. The university aims at providing holistic development of the students where they can hone their skills at further perfections.It is the best place where the best courses are under their reach. The Chhatrapati Shivaji Maharaj University is situated in Navi Mumbai ,the educational hub of Maharashtra in sprawling & lush green campus. State-of-the-art Infrastructure of university with independent academic & administration block, hostels, laboratories, playground etc. provides scholarly & soothing ambience for learning & growth of the students. It creates a Cooperative and healthy environment with a professional attitude to bring out the best in the student to face the cut-throat global competition. Chhatrapati Shivaji Maharaj University brings together a community of wide ranging interests, competencies & aspirations from Engineering, Architecture, Design, Applied Science, Humanities, Management, Law, Commerce, Life Science and Art etc. An Internationally recognized University for excellence in creating and disseminating knowledge through value based quality education in Technology, Management, Agricultural and Liberal Education leading to betterment of mankind. We aim to provide the best all round education and educational opportunities to our students. The University envisages that every seed sown be nurtured with complete care and dedication which flourishes it into a giant tree. The University prepares the students with an technology oriented education for their bright and prosperous future.

Vision of the University is to :
to prepare students with an integrated and technology oriented education for a better career & to be worthy citizens of a global society.
to provide the best al round education it is possible to obtain.
to provide great educational opportunities.
to excel in various disciplines of Education.
to encourage research and development in various department.
to create life changing opportunities that lead to strong careers.
to maintain the delivery of high quality academic programs through constant evaluation and upgrading.
to nurture independence, resilience and joy for learning in all our students.
to ensure effective implementation of the curriculum through latest teaching learning practices.
to equip students with necessary skills and competencies for better employability.
to provide a free environment to the students for a frank expression of ideas.
to promote the rule of Law, Merit, Discipline, Selflessness, integrity, objectivity, openness, honesty & high ethical standards amongest the students.
Committed to produce trained and professional manpower competent and responsive to the challenges of a dynamic and vibrant society.

CHAUDHARY BANSILAL UNIVERSITY

Bhiwani - 127 021, Haryana
Email : admission@cblu.ac.in

The long cherished dream of the people of Western Haryana came true, and the indefatigable efforts of the academicians, intellectuals and political leaders of the region bore fruit when Chaudhary Bansi Lal University notified by the Haryana Government on 4 June 2014.

It is named after the creator of modern Haryana, Late Ch. Bansi Lal. The University came into being and became functional from 26th July, 2014, with Dr. S. K. Gakhar as the Vice Chancellor. Chaudhary Bhupander Singh Hooda, the Hon'ble Chief Minister, Haryana, laid the foundation stone of the University campus on 30th July, 2014, at Bhiwani-the home town of Ch. Bansi Lal, at a distance of 124 kms from Delhi and 285 kms from the Chandigarh.

The University has been established as a teaching-cum-affiliating University to facilitate higher education in multi disciplines with special emphasis on sports and physical education and to achieve excellence in these and connected fields.

The University will ensure high academic standards in these colleges and fulfill the academic aspirations of thousands of students, many of whom belong to economically backward and underprivileged sections of the society.

The University has started seventeen Postgraduate Departments offering respective courses. Within interdisciplinary framework, the Departments have formed nine Faculties in different fields. In addition, nineteen more Departments under seven Faculties have been planned for the next session. Special emphasis has been given on sports related courses like Sports Management, Sports journalism, Sports Medicine and Sports Nutrition and Physiology etc. A new Faculty of Health System has been planned for having the courses like Public Health and Health Administration etc. Another new course Social Entrepreneurship has also been proposed for skill development among students.

The idea is to bring the laurels of world's top Universities with a blend of Takshshila and Nalanda and collect every precious stones and pebbles to construct a gigantic mountain range like The Himalayas.

Ch. Bansi Lal University has to develop by expanding as well as consolidating these academic programmes, which it will, maintaining the rich tradition and cultural heritage of the region as well as fulfilling its social mission of creating quality human resources in order to serve the nation with dedication.

CHAUDHARY DEVI LAL UNIVERSITY

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Email : registrarcdlu@radiffmail.com
Website : http://www.cdluonline.net

Established on 2nd April 2003, Chaudhary Devi Lal University, Sirsa is named after Jan Nayak Chaudhary Devi Lal, the former Deputy Prime Minister of India and the former Chief Minister of Haryana. There are 16 teaching departments with 40 courses in the University.

The University has very well equipped library, laboratories and hostels for boys and girls. Well-known, reputed and experienced academicians and professionals have been associated in preparing the academic curriculum of different courses.

The University has two Teaching Blocks comprising of nearly 100 class rooms, tutorial rooms and rooms for teaching and supporting staff (each), VIP guest house, Vice Chancellor's residence and 87 houses for the teaching and non-teaching staff and four well-furnished hostels for boys and girls. It houses Science Departments such as Physics, Chemistry, biotechnology, Food science & Technology, Computer Science, Energy & Environmental Sciences and Mathematics.

The University has developed its own Media Centre equipped with hi-tech gadgets. An impressive main gate has been inaugurated by Hon'ble Chief Minister of Haryana on 2nd August 2009.

The University has ATM facility of State Bank of India. Medical facility is made available to the students employees through a regular appointed Medical Officer. The University has adopted innovative methods in the conduct of University examinations. The University has also made a distinction in timely declaration of results.

The students of this University have shown commendable results in scademics as well as co-curricular activities. With the present pace of progress already acquired the University looks forward having a promising future.

CHAUDHARY RANBIR SINGH UNIVERSITY

Jind, Haryana
Tel :- 01681-256852

The University was established by Government of Haryana vide Ch. Ranbir Singh University Act, 2014 (Act 28 of 2014) and it was inaugurated on 25th July 2014 and it was on the same day that Maj. Gen. (Dr.) Ranjit Singh, AVSM, VSM (Retd.) took over the charge as the Vice Chancellor of the University. Prior to the establishment of the University in July 2014, it was functioning as the Post Graduate Regional Centre of Kurukshetra University at Jind (since August 2007). Initially two courses MCA and MBA were started and later in July 2012 MA Music, MA Psychology, MA English, MA Education, M.P.Ed & B.P.Ed. were introduced. Prior to joining as the Vice Chancellor of Ch. Ranbir Singh University, Jind, he has served as Vice Chancellor of The Global Open University, Nagaland, Central University of Haryana, Mahendergarh, nominated Educationist Member of the Navodaya Vidalaya Samiti and President, Neha Foundation (a registered NGO). He is also the Member of the First Court, Central University of Tripura. The University offers Masters Courses in Eleven Subjects i.e, Computer Applications, English, Economics, History, Management, Commerce, Mathematics, Physical Education, Psychology and Education The University has well-qualified and experienced faculty. At present the university has thirty three faculty members in different disciplines. Remaining conscious of its responsibility to serve the society, university has initiated the social outreach programmes for the welfare of the neighbouring community. Some of these include—adopting of three schools; sensitization programmes with the participation of the society with special focus on emergent issues like female foeticide, gender-discrimination and health, hygiene and sanitation; regular interaction sessions of the Vice Chancellor with the students and faculty of the schools and colleges in Jind region; and massive tree-plantation and cleanliness drive in and around the University campus.

Recent Activities:

- The students of Psychology department along with two faculty members presented papers at International Conference at Amity International University, Noida.
- Delegation of University students participated in the Red Cross Camp at Haridwar.
- Above 2000 saplings have been planted in and around the University Campus as the part of a massive Tree Plantation Drive.
- UGC NET Classes are being conducted for the aspirants from within and outside the University, free of cost.
- Two MCA students got selected in campus placement. However, more companies are scheduled for Campus Placements in the University.
- Personality Development Classes, Yoga and Skill Development for Students as the regular feature of the University curriculum.
- Faculty Development Programme for the faculty of the University
- Orientation Programme for the Fresher Students
- Personality Development Programme with the invited lectures by the eminent Resource Persons.
- Newly-constructed Girls Hostel has been made functional with all basic facilities.

CHAUDHARY SARWAN KUMAR HIMACHAL PRADESH KRISHI VISHVAVIDYALAYA

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icuns@hillagric.ernet.in
Website : http://www.hillagric.ernet.in

Himachal Pradesh Krishi Vishvavidyalaya (now Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vishvavidyalaya) was established on 1st November, 1978.The College of Agriculture (established in May, 1966) formed the nucleus of the new farm University. It is ICAR accredited and ISO 9001:2008 certified institution. The University has been given the mandate for making provision for imparting education in agriculture and other allied branches of learning, furthering the advancement of learning and prosecution of research and undertaking extension of such sciences, especially to the rural people of Himachal Pradesh. Over the years, this University has contributed significantly in transforming the farm scenario of Himachal Pradesh. Today, the State has earned its name for hill agricultural diversification and the farming community has imposed its faith in the University.

The University has four constituent colleges. The College of Agriculture has 13 departments, Dr.G.C.Negi College of Veterinary & Animal Science has 16 departments, the College of Home Science has five departments and the College of Basic Sciences has four departments. These colleges offer six Bachelor Degree programmes and the Dean, Post Graduate Studies offers 32 Masters Degree & 19 Doctoral Degree programmes. At present 1235 students are on roll and more than 5584 students have passed out from the University since its inception. The Directorate of Research coordinates research in the field of agriculture, veterinary and animal sciences, home science and basic sciences. It has been giving priority to the location specific, need based and problem oriented research with multidisciplinary approach at main campus Palampur, 3 Regional Research Stations (Bajaura, Dhaulakuan & Kukumseri) and 10 Research Sub-stations (Kangra, Malan, Nagrota, Salooni, Akrot, Berthin Sundernagar, Sangla, Leo & Lari) spread over in all Districts of the State (except Solan and Shimla). The University has developed need-based technology for the different regions of the State and has released 144 improved varieties of different crops. Around 600 quintal breeder seed of different crop varieties is produced and supplied to the State Department of Agriculture for further multiplication and making it available among the farming community, every year. The University has released 13 improved agricultural tools to reduce drudgery in farming. Over 90 farm technologies have been recommended to the farmers. Three patents have been granted to the University by the Patent Office, Government of India.

CHENNAI MATHEMATICAL INSTITUTE

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CMI began as the School of Mathematics, SPIC Science Foundation, in 1989. The SPIC Science Foundation was set up in 1986 by Southern Petrochemical Industries Corporation Ltd (SPIC), one of the major industrial houses in India, to foster the growth of Science and Technology in the country.

In 1996, the School of Mathematics became an independent institution and changed its name to SPIC Mathematical Institute. In 1998, in order to better reflect the emerging role of the institute, it was renamed the Chennai Mathematical Institute (CMI).

From its inception, the Institute has had a vibrant PhD programme in Mathematics and Computer Science. In the initial years, the PhD Programme was affiliated to the Birla Institute of Technology & Science, Pilani and the University of Madras. In December 2006, CMI was recognized as a university under Section 3 of the UGC Act 1956 and will henceforth award PhD degrees directly.

To bridge the gap between teaching and research, in 1998 CMI began an integrated 3-year course in Mathematics and Computer Science leading to a B.Sc Honours degree. In 2001, the B.Sc programme was extended to incorporate two courses with research components, leading to an MSc degree in Mathematics, and an M.Sc degree in Computer Science. In 2003, a new undergraduate course was added, leading to a B.Sc degree in Physics.

These teaching programmes are run in cooperation with the Institute of Mathematical Sciences (IMSc), Chennai. In the initial years, the degrees were awarded by the Madhya Pradesh Bhoj (Open) University (MPBOU), Bhopal.

Since CMI has been recognized as a university, it will now award B.Sc. and M.Sc. Degrees directly.

CMI occupies a unique position in Indian academia, attracting substantial funding from both corporate and government sources. In October, 2005, CMI moved to its new campus at Siruseri, on the southern outskirts of Chennai. In December, 2006.

CMI's vision is to build on its early success and develop into a well-rounded academic institution, in the tradition of the best universities around the world.

CHETTINAD ACADEMY OF RESEARCH AND EDUCATION

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From its beginnings in 2005, Chettinad Health City has come a long way. It has put together a remarkable faculty comprising successful specialists and inspirational teachers. It is racing ahead of schedule to unveil an array of student amenities and learning resources comparable with the best anywhere in the world. It is no surprise therefore that Chettinad Academy of Research and Education is fast emerging as a preferred destination for high-quality medical education in this region.

Chettinad Academy of Research and Education (CARE) was conferred the status of Deemed to be University u/s 3 of the UGC Act 1956 in the year 2008 and since then, it has been contributing significantly to the society as an Institute for higher learning and research in the field of Medicine, Allied Health Sciences and Nursing.

CARE has been approved by MCI, INC, TNNMC, AICTE, COA, BCI and PCI, accredited with grade 'A++' by NAAC, conferred with 12B status by UGC, accorded SIRO status by DSIR, awarded a star by MHRD's Innovation Cell, appreciated by AICTE for Clean & Smart Campus and ranks 9th in the Country according to UI Green Metric.

In alignment with the motto of the University, "Capability, Character and Commitment", the academic programs offered are professional, job oriented and innovative. CARE offers 74 Academic programs in the Faculty of Medicine, Nursing and Allied Health Sciences (AHS), Pharmacy, Physiotherapy, Architecture, Commerce and Law. Most of the programmes offered are interdisciplinary and are as per the emerging needs. Currently, CARE has about 2500+ students pursuing their UG, PG and Ph.D. education. First-generation graduates from rural and semi-urban areas contribute to a significant proportion of our students. Equal opportunity is provided for students of all categories including socially and economically backward classes. Deserving students are offered up to 100% as scholarship. The anti-ragging committee ensures the campus environment is student friendly. Placement assistance is provided to students by counselling and placement cell.

CARE offers excellent teaching with latest teaching aids and methods. The Intellectual Capital of CARE comprises of qualified, accomplished and committed teachers and a well-stocked Library with books, journals, E-resources and database that form the back bone of the CARE. Faculty update their knowledge on contemporary teaching learning techniques through faculty development programs, workshops and CMEs.

CHHATTISGARH KAMDHENU VISHWAVIDYALAYA

Anjora, Durg - 491 001, Chhattisgarh
Email :drnknigam18@gmail.com, mishrauk2005@yahoo.com
Website : http://cgkv.ac.in

Chhattisgarh Kamdhenu Vishwavidyalaya (CGKV) was established by His Excellency the Governor of Chhattisgarh State dated 11th April, 2012 with promulgation of the Chhattisgarh Kamdhenu Vishwavidyalaya Act, 2011. Enhanced contribution of livestock sector to the sustainable food security, poverty reduction and economic growth in Chhattisgarh State is the Vision of the Vishwavidyalaya. The mission of the Vishwavidyalaya is to customize an integrated approach for all round development of livestock, poultry and fisheries through imparting quality education, intense research and development for innovative technology generation and extension of technologies to the end users for sustainable productivity to augment and garner a dynamic livestock economy for the state.

The Objectives of the University are :

1. To make provision for imparting education towards development of quality human resource in different branches of Veterinary and Animal Sciences
2. To further up the advancement of learning and conducting of research in veterinary and animal sciences
3. To undertake extension education in Veterinary and Animal Sciences
4. To promote partnership and linkages with National and International educational institutions
5. To liaise and establish vital linkages with the departments and organize working in the field of Veterinary and Animal Sciences in the state by whatever name called governed by the Government of Chhattisgarh or the Union Government
6. To liaise with National and International research institutions specialized in the field of veterinary and animal sciences with a view to keep abreast of the latest technology
7. To organize and impart continued education, refresher training courses and summer institutes, hold technical symposium and workshops to bring about professional development and skill improvement of the technical personnel in the field.
8. To make provision for the study of basic sciences with a view to support other professional studies and thereby integrating such studies in the Vishwavidyalaya curriculum
9. To confer such degrees, diplomas, certificates and other academic distinctions as the Vishwavidyalaya may decide fro time to time.
10. To pursue such other objectives as the Vishwavidyalaya may determine from time to time.

CHHATTISGARH SWAMI VIVEKANAND TECHNICAL UNIVERSITY

North Park Avenue
Sector – 8, Bhilai-490009, Chhattisgarh
North Park Avenue, Sector - 8
Bhilai 490 009, Chhatisgarh
Tel : 0788-2261311, Fax : 0788-2261411
Email : vc_csvtu@csvtu.ac.in; registrar_csvtu@csvtu.ac.in
Website : http://www.csvtu.ac.in

Chhattisgarh Swami Vivekanand Technical University (CSVTU) has been established by an Act (No.25 0f 2004) of Legislature passed by the Chhattisgarh State Govt. Assembly, wide notification No.639/21-A/Prarupan/2004 date 21st Jan 2005 and published in the State Govt. gazette 24th January, 2005.

The University incorporates the purpose of ensuring systematic, efficient and qualitative education in engineering and technological subjects including Architecture and Pharmacy at Research, Postgraduate, Degree and Diploma level.

The foundation stone of the University was laid down by Hon'ble Dr. Manmohan Sigh, the Prime Minister, Govt. of India on April 30th 2005.

In early 2005 the State Government of Chhattisgarh decided to establish the University with the aim of providing "systematic, efficient and quality education" in the fields of engineering and technology.

The relevant act was passed in the Chhattisgarh state assembly on 21 January 2005. Manmohan Singh, then Prime Minister of India, laid the foundation stone of the University in a ceremony held on 30 April 2005.

According to a 2008 news report, the Bhilai Steel Plant, one of the largest steel plants of the country, agreed to donate over 250 acres of land to the Chhattisgarh government for the establishment of the University, along with ₹500 million (US$8.2 million) for related infrastructure development.

After the University adopted an "industry-academia linkage system", a similar system was adopted by five other state universities. The system apparently offers financial rewards for students working on industry-defined problems.

CHILDREN'S UNIVERSITY

Subhash Chandra Bose Shikshan Sankul
Sector – 20, Gandhinagar, Gujarat
Phone : +91 - 79 - 23244576/23244569
email : vccu.gujarat@gmail.com
Website : http://www.cugujarat.ac.in

The idea of Children's University was presented by the Hon'ble Chief Minister of Gujarat at a workshop of eminent educationists of the country on 9th June 2008. At this workshop, the Hon'ble Chief Minister explained the need of the University. He pointed out that the University will be centered on research regarding children. He added that the children of today are put under the turmoil of unnecessary pressure and that the situation needs to be remedied. He furthered added that the modern world is moving rapidly towards the formation of nuclear families, and children began to become marginalized in terms of care and protection to which they have a natural right. In this context, the Hon'ble Chief Minister said, the Children's University, as he visualized it should come forward to ensure all the needed help and care, not only in terms of physical health but also in terms of psychological needs, so that the children of today and tomorrow grow up under warm and affectionate care extended to them by the entire society into holistic personalities capable of serving the country and humanity to the best of their abilities. The educationists at this workshop warmly welcomed the idea and presented a number of useful suggestions. On 12th September 2008, the Government of Gujarat constituted a Task-Force for formulating action plan and roadmap for establishment of Children's University in Gujarat. The Taks-Force had three meetings, first on 6-7th October 2008, second, on 2-3rd January 2009, and third, on 19-20th March 2009. During these meetings, the Task-Force formulated not only the vision, mission and objectives, but also laid down details of the areas and functions of the University, viz., Research, Education, Training, and Extension Services. The structure of the University was also discussed. A special Committee was constituted to formulate a Bill for Children's University, consisting of the Chairman, and Member-Secretary of the Task-Force with other important educational experts of the country.

The draft Bill was re-modified in the Department of Education under the guidance of the Commissioner, Higher Education, and other Principals of important Colleges. After the approval of the Cabinet, the Bill was moved by the Hon'ble Education Minister in the Vidhan Sabha on 28th July 2009. The Bill was passed by the Vidhan Sabha after a debate in which several members of Vidhan Sabha participated. After receiving the assent of H.E. the Governor of the State of Gujarat on 31st July 2009, the Bill has now become Children's University Act, 2009. The children of today have to be prepared to become builders of the future, - the future which would be marked by replacement of competitive individualism by the synthesis of individual liberty, collective egalitarianism and universal and spiritual fraternity The future will be liberated from disabling scepticism and from comforting arrestation of quest of knowledge, and progress will be accelerated by ardent aspirations to realise higher spiritual truths and their manifestation in physical life.

CHIRAYU UNIVERSITY

Bhainsakhedi, Near Bairagarh (Bhopal-Indore Highway)
Bhopal – 462030, Madhya Pradesh
Tel : 0755 2709101/102/103
Email : info@cmchbhopal.com

Establsihed in 2023, Chirayu University started with a single step they say, and so did ours. In a small 20-bed hospital in the year 1992, an establishment that would grow into one of Central India's biggest healthcare group was born.

After 5 years of incredible hard work and a distant vision and efforts of our Founder Dr. Ajay Goenka, it was upgrade into a premier super specialty hospital with 100 beds. Our mission of providing quality healthcare started showing promise.

In 2004, the College started a Cardiac Centre devoted to the treatment of those in need of critical cardiac care. From then on Chirayu just kept adding new feathers to its hat. In 2007, we founded Chirayu Air Products which established itself as a leading manufacturer and supplier of Oxygen, Nitrogen and Acetylene Gas. In 2010, Chirayu Medical College & Hospital (CMCH), a higher education institute with NABL and NABH accreditation and an ISO certified Hospital with 800 beds was founded. Dr. Ajay Goenka, reigned as the CMD for this establishment.

The University proceeded to open Chirayu College of Nursing and Chirayu College of Paramedical Education in the year 2012, cementing our position in the healthcare sector with not just advanced medical facilities but also churning our highly skilled doctors and nurses to take our vision to newer heights and places the College couldn't even fathom.

Venturing further, the College opened Chirayu Cancer Center in 2015, a specialized centre with modern diagnostic service, treatment and care for cancer and also one of the finest in all of Central India.

The disastrous outbreak of the covid pandemic pushed us to develop a highly advanced Chirayu Covid-19 Centre in the year 2020, that recovered over 30,000 patients which was also one of the highest recovery rates in the whole country! In 2022, Chirayu Setu was launched which is a premier drug de-addiction and rehabilitation centre with a full suite of comprehensive de-addiction services in Central India.

The entire Chirayu group is proud of this commendable work this centre accomplished and all that we have accomplished over the decades and aspire to maximize this noble vision of Chirayu's Founder and CMD Dr. Ajay Goenka and to reach new places and people that need us.

CHINMAYA VISHWAVIDYAPEETH

(A Deemed to be University)
Adi Sankara Nilayam, Adi Shankara Marg,
Veliyanad, Kochi, Kerala 682313
Email : nmsundar@cvv.ac.in, admissions@cvv.ac.in
Sms: +91-75588-96000
Toll-free:1800-270-4888
Website : http://www.chinmayauniversity.ac.in

Declared as a Deemed University in 2016, Chinmaya Vishwavidyapeeth is headquartered in Kochi, Kerala. Here the Ancient Indian Wisdom finds new relevance at the Chinmaya Vishwavidyapeeth

"That knowledge alone is great that makes people's lives meaningful, purposeful, beautiful, joyful and has stood the test of time!"

– Swami Tejomayananda, Chancellor Emeritus and Former Head of Chinmaya Mission Worldwide

It is this sentiment that brings together noted Acharyas, educationists and scholars under the direction of Chinmaya Mission to establish the Chinmaya Vishwavidyapeeth, a University for Sanskrit and Indic Traditions.

The University aims to bring an attitude of innovation and practical application to ancient Indian wisdom, which has always been rooted in spirituality and the purity marked by an unbroken teaching tradition that reaches back into the mists of time.

With a vision that declares "*vidyayā sanskrti*", built on core values of Spirituality, Purity, Innovation and Practicality, the Founder, Swami Tejomayananda, and the Chinmaya Vishwavidyapeeth Trust, the sponsoring institution, have mobilized a team of outstanding professionals to deliver an excellent academic platform for the study of Sanskrit and Indic Traditions.

As a University for Sanskrit and Indic Traditions, Chinmaya University aims to create an academic platform that bridges Indian Knowledge Traditions (IKT) with current-day applications in every sphere in society. The University will exceed excellence in higher learning and research with the objective of exploring, conserving and sharing the contemporary relevance of Indian cultural heritage and IKT.

The University aims to integrate the best practices of modern pedagogical advances with the beauty of traditional Gurukula model of learning and prepare students to address contemporary challenges, inspiring them to leave a positive impact on the world as confident and cultured contributors to society.

CHITKARA UNIVERSITY

HIMUDA Education Hub
Kallujhanda, Barotiwala
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Tel :(01795) 661001(Off)
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Email : vc@chitkarauniversity.edu.in/ registrar@chitkarauniversity.edu.in
Website :www.chitkara.edu.in/hp

Chitkara Educational Trust, established in the year 1998, had been set up with a clear mission to pursue excellence in the field of education and to adhere to the highest standards of academic rigour in all its work. Since then, Chitkara has grown tremendously and has attained a leadership position in North India, which speaks volumes about its enduring commitment, outstanding faculty and a rich learning environment.

Chitkara University started its operations from the Academic Year 2008-09 after the Legislature of Himachal Pradesh passed Chitkara University (Establishment and Regulation) Act (Act No. 2 of 2009). We are a NAAC accredited government-recognised university with the right to confer degrees as per the Sections 2(f) and 22(1) of the UGC Act, 1956 and are a member of the esteemed Association of Indian Universities. The University has grown tremendously during the last few years and is fast moving towards attaining leadership position in North India, which speaks volumes about our enduring commitment, outstanding faculty and rich learning environment. Being founded by a family of academicians, our ethos is geared towards the development of society by providing high quality education.

The Campus is spread over approximately 17 acres and provides state-of-the-art facilities and ambience for a conducive learning environment. The pedagogy is learning-centric and the curriculum has been drawn to keep abreast with latest in respective domains that prepares students for life. The ambience of the University, teacher-student relations, functional industry tie-ups, and collaborations with foreign universities provide excellent opportunities to students for their overall development. The University holds a strong commitment to high standards in all aspects of our educational activities, learning outcomes and support services and also seek to continuously strengthen the overall effectiveness of our operations. The University recognises that in a shrinking globe students have to possess skills to work in an international environment. The University has collaboration with a large number of reputed foreign universities that encompasses articulation arrangements, student and faculty exchanges and research collaborations as the main stay of such joint ventures.

Research has been accorded its due importance and the University has established three research centres to give a boost to research activities. A number of reputed companies have sponsored laboratories that have been set up in the campus and facilitate research. The companies like Bentley, nVIDIA (one of the leading companies in the parallel computing space) has granted the status of “CUDA teaching Centre” to Chitkara University. Marquee companies such as ARM, Cadence and NXP Semiconductors are supporting us in terms of supplying state-of-the-art equipment for best hands-on classroom training. Infosys Campus Connect and Wipro 10X Mission have provided us an important framework for our engineering curriculum.

CHITKARA UNIVERSITY

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Punjab - 140 401
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Website :www.chitkara.edu.in

In the year 2002, Chitkara Educational Trust established its Punjab campus 30 kilometers from Chandigarh, on the Chandigarh–Patiala National Highway. In the year 2010 Chitkara University was established by the Punjab State Legislature under "The Chitkara University Act".

Chitkara University, the best university in Punjab is a government-recognized university with the right to confer degrees as per the Sections 2(f) and 22(1) of the UGC Act, 1956.

The sprawling campus of the University is equidistant from Chandigarh, Mohali, Panchkula, Ambala and Patiala. The University offers multi-disciplinary programs, all of which are designed to be industry-relevant. As a result of this student-centric approach, Chitkara University is renowned as one of the best private universities in the North India region. From business management programs to programs in nursing and medical laboratory technologies; and from computer science, electronics and mechanical engineering programs, to hotel management and architecture—Chitkara University, Punjab is a veritable cornucopia of educational services. Curriculum is delivered in spacious, amphitheatre-style classrooms—fitted with modern information and communication technology (ICT) equipment—and in well-equipped, modern laboratories. Additionally, students are encouraged—and provided relevant facilities—to participate in co-curricular and extra-curricular activities through various clubs and societies on the campus.

It is because of the cumulative effect of an elaborate in-campus academic infrastructure; strong national and international collaborations; and a robust on-campus recruitment record—including regular recruitment by reputed blue-chip companies—that the University finds favor with national as well as international students. A healthy number of foreign students regularly study at the campus and number of them also visit on exchange programs, adding to the cultural diversity found on campus. The University in Punjab provides several opportunities for local students, too, to visit foreign universities and institutions on such exchange programs, thereby helping them receive invaluable international exposure. The University has at the centre of its philosophical core the commitment to excellence in education. It is the strong academic heritage of the University, and such firmness on matters of principles that has seen it grow from strength to strength in such a short span of time.

CHAUDHARY CHARAN SINGH HARYANA AGRICULTURAL UNIVERSITY

Hisar-125 004, Haryana
Tel : 01662-231640, 231238 (Hisar)
Tel. : 0172-2740118, 2713613 (Chandigarh),
284301, 284342, 234613, 227426
Fax : 01662-234613/234952
Email : vc@hau.ernet.in, reg@hau.ernet.in
Website : http://www.hau.nic.in

Chaudhary Charan Singh Haryana Agricultural University popularly known as HAU, is one of Asia's biggest agricultural universities, located at Hisar in the Indian state of Haryana. It is named after India's seventh Prime Minister, Choudhary Charan Singh. It is a leader in agricultural research in India and contributed significantly to Green Revolution and White Revolution in India in the 1960s and 70s. It has a very large campus and has several research centres throughout the state. It won the Indian Council of Agricultural Research's Award for the Best Institute in 1997.

HAU was initially a campus of Punjab Agricultural University, Ludhiana. After the formation of Haryana in 1966, it became an autonomous institution on February 2, 1970 through a Presidential Ordinance, later ratified as Haryana and Punjab Agricultural Universities Act, 1970, passed by the Lok Sabha on March 29, 1970. A. L. Fletcher, the first Vice-Chancellor of the university, was instrumental in its initial growth.

The university has 8645 Acres land (around 7219 Acres. at main campus, 1426 Acres. at outstations). Since 1970 there has been significant advances in research, teaching and extension by creation of a strong infrastructure at its main campus and at outreach stations. Besides, the university has also provided a number of service centres including campus hospital, community centre, sports complex, guest houses and residences for its staff.

The development plan of the University is based on the concept of a Central Campus Core around which academic buildings for various colleges, schools and departments, residential, recreational and common facilities such as Faculty House and Club, Farmers' Hostel, Students' Hostel, Hospital, Shopping Centre etc., are built. The buildings comprising the Core are Gandhi Bhawan, Nehru Library, Indira Gandhi Auditorium and the Administration Building, situated on three sides of great Plazza, the greater part of which is four feet above ground level.

CHAUDHARY CHARAN SINGH UNIVERSITY

Meerut - 250 005
Uttar Pradesh
Tel : 0121-2760551, 2760554, 2760576, 2763539, 2765353
Fax : 0121-2760577/ 2762838
Email : vicechancellor@ccsuniversity.org
Website : http://www.ccsuniversity.org

Established in 1965, Chaudhary Charan Singh University (formerly, Meerut University) was established in 1965, to cater to the needs of higher education in western Uttar Pradesh. The University celebrated its Silver Jubilee in 1991. Presently, it is one of the premier educational institutions of the country encompassing a vast, beautiful and pollution-free campus which sprawls over 222 acres of land having vast playgrounds and experimental fields, botanical garden, rose garden with life-size statue of the late Prime Minister Ch. Charan Singh, Gymnasium, Indoor Stadium, well equipped Library, Hostels for both girls and boys, Administrative Block, Spacious Auditorium, Guest House, Community Center, Medical Center, Residential.

Quarters for faculty members and employees, Canteen, Bank and Post office. The teaching department belonging to different faculties, are housed in spacious buildings and have well-equipped laboratories and advanced facilities. The University also has a separate engineering college, which is currently offering courses leading to B.Tech. degree in several different branches of engineering.

Initially, the M.Phil and Ph.D. programmes were started in 1969 taking credit of becoming first University in the country to introduce M.Phil. programme. In 1973, Post Graduate level courses were also introduced with the modernized syllabi. Since then, the University has been progressing at a steady rate. During the VIII five years plan, introduction of self-financed courses keeping in pace with the changing demands of the society and also for human resources development, were planned. Now, there are five faculties with 22 UGC sponsored and 35 selffinanced/job oriented courses being run in the campus. 252 professional colleges/institutions 109 colleges and one constituent college are affiliated to Chaudhary Charan Singh University.

Under the able leadership of the Vice Chancellor, a renowned innovative technologist and an established committed academic administrator, the university is offering a large number of new and innovative post-graduate, under-graduate, diploma, advanced diploma and postgraduate diploma courses under self-financed scheme in areas of Agricultural Sciences, Humanities, Social Sciences, Journalism, Mass Communication and Multimedia Techniques, Earth Sciences, Teacher and Physical Education, Fine Arts, Legal Studies, Applied Sciences, Home Science, Business Studies, Geographical Information System (GIS) and Remote Censoring.

CHRIST

(Deemed University)
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Email : mail@christuniversity.in
Website : www.christuniversity.in

Declared as a Deemed University in 2018, CHRIST formerly Christ College (Autonomous) affiliated to Bangalore University was established in July 1969. It became the most preferred educational institution in the city of Bangalore within the first three decades.

From 1990 onwards it has scaled greater heights. Due to the introduction of innovative and modern curricula, insistence on academic discipline, imparting of Holistic Education, a team of creative and dedicated staff, the institution has been continually rated amongst the top 10 educational institutions of the country.

It has the rare distinction of being the first institution in Karnataka to be accredited by National Assessment and Accreditation Council (NAAC) UGC for quality education. In 2004, UGC conferred Autonomy on the Institution.

In 2005, it became the first College in South India to be reaccredited with A+ by NAAC. UGC identified it as an Institution with Potential for Excellence in 2006.

On July 22, 2008, a glorious day in the history of the Institution, the Ministry of Human Resources Development, Union Government of India, under Section 3 of the UGC Act, 1956, vide Notification No. F. 9-34/2007-U.3(A), declared it a Deemed to be University, in the name and style of CHRIST. The university's main campus is spread over a large area of 25 acres (10 ha) and is part of the 100-acre (40 ha) Dharmaram College Campus in the central part of Bangalore city. This campus is located on the extension of Hosur Road (NH 7) opposite the Bangalore Dairy Flyover.

In 2009, CHRIST opened an Eco-friendly campus spread over 75 acres at Kengeri on the Bangalore-Mysore highway SH 17 which houses the Faculty of Engineering, PU Residential College and the Christ Institute of Management (CUIM). The city campus is placed close to residential localities such as BTM Layout, which is one of the most popular residential and commercial places in Bangalore, Koramangala, another large neighbourhood and Jayanagar, one of the largest residential neighbourhoods in Bangalore.

This Deemed University has around 12000 students from all over India and some parts of the world and around 500 faculty members.

CLUSTER UNIVERSITY

B-Camp, Silver Jubilee Government College Campus,
Kurnool – 518 002, Andhra Pradesh
Email : info@clusteruniversity.org
Contact No : 95706 00500

Cluster University has been established under the provisions of the Act No. 13 of 2020 of the Andhra Pradesh, Legislature which received the assent of the Government 2nd January 2020.

The Cluster University is a uniary, non-affiliating University limiting its jurisdiction to the campuses of the three Collges consulting the Cluster namely, (1) Silver Jubilee Government Colelge (Autonomous), Kurnool, (2) KVR Government Degree College for Women (Autonomous), Kurnool, (3) Government Degree College for Men, Kurnool and to such other territorial jurisdiction as the Government may define and prescribe from time to time.

South India has got its first Cluster University under the Rashtriya Ucchatar Siksha Abhiyan (RUSA) scheme. The varsity has been sanctioned by the Union Ministry of Human Resource Development (MHRD) for Kurnool.

The Cluster University will have three Government Colleges in Kurnool – Silver Jubilee Government College, K.V.R. Government College for Women (Autonomous) and the Government Degree College for Men – as participating Colleges. Experts held a meeting to decide on employable courses under the Cluster University such as foreign trade, e-commerce, advertising and sales management, export and import management, computer applications courses and MBA in Silver Jubilee College and research-oriented integrated five-year science courses at the KVR College for Women and library science, fashion technology and physical education courses at the Government Degree College for Men.

A School of Commerce & Management has been set up at the Silver Jubilee College, a School of Sciences will be established at the K.V.R. Government College, and the Government Degree College for Men will have a School of Arts. Principal S. Abdul Khader stated to the media "The Silver Jubilee Government College has already been identified by the University Grants Commission (UGC) as the lead college under the cluster university, as it is an institution with potential for excellence and having NAAC 'A' Grade with autonomous status."

The Ministry of Education, Government of India has also introduced the concept of a 'Multi-Campus University' within a radius of 20 km from the lead institution. INR 55 crore will be sanctioned for the creation of need-based infrastructure to be equally shared by the constituent colleges. The principals of the constituent colleges have been directed by RUSA State Project Director S. Srikanta Natha Reddy to prepare a detailed project report for the expedient establishment of the Cluster University.

CLUSTER UNIVERSITY OF JAMMU

Canal Road, Jammu - 180001
Tel. : 0191-2434815
Email : registrarcluj@gmail.com

Cluster University of Jammu is established under the provision of Srinagar and Jammu Cluster University Act 2016 and is an initiative of the Centrally Sponsored Scheme, RUSA (Rashtriya Uchchatar Shiksha Abhiyan), to create new universities through upgradation of existing colleges and conversion of colleges in a cluster. The established Cluster University of Jammu aspires to be a transformative University with five Constituent Colleges.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

The salient objectives of RUSA are to:

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure reforms in the affiliation, academic and examination systems.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- Correct regional imbalances in access to higher education by setting up institutions in unserved & underserved areas.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

CLUSTER UNIVERSITY OF SRINAGAR

Srinagar, Jammu and Kashmir
Tel. : 0194-2475604

The establishment of the Cluster University is an innovative and a strategic intervention in the higher education sector of the State. The CUS has been established under "The Srinagar and Jammu Cluster Universities Act, 2016" and the infrastructure development is funded through the Rashtriya Uchchattar Shiksha Abhiyan (RUSA) scheme of the Ministry of Human Resources and Development. The mandate of CUS is to provide opportunities to the aspiring students of the State to pursue higher education and also to bridge the critical gaps in specialized disciplines. The CUS has been created by pooling the resources of five existing colleges of Amar Singh College, Sri Pratap College, Govt. College for Women, M. A. Road, Govt. Degree College, Bemina and Govt. College of Education. These five constituent colleges of the Cluster University have adequate academic, physical and technical infrastructural facilities and the mission of CUS would be to lead these colleges to the advanced schools of learning.

The higher educational sector of the State is in dire need of a paradigm shift due to technological innovations occurring around the world. The modern tools of e-learning shall form an integral component of the educational system at CUS. Innovative under-graduate and post-graduate courses shall be introduced at CUS that will have close linkages with the industry. We intend to devise the curriculum of the CUS schools in coordination with the industry and other stakeholders.

In the words of Albert Einstein "Education is not the learning of facts, but the training of minds to think". At CUS, we intend to introduce a multi-dimensional assessment system that shall include seminars, group discussions, field survey etc. This will widen the intellectual horizons of the students. CUS is also planning to have a complete transparency in the evaluation process and student shall have vested rights to contest the assessments.

The constituent campuses of CUS have glorious past and have immensely contributed to the intellectual growth of the people of the State. The faculty of the constituent colleges is highly skilled with many of them having advanced doctorate and post-doctorate degrees. CUS shall also be recruiting more than 40 faculty in specialized disciplines in the near future. CUS will have one of the largest faculty strengths in the region with this augmentation.

The University welcomes all the aspiring students to our University. It is expected that CUS's prospective students will find the CUS campuses intellectually stimulating and have a wonderful learning experience with the faculty members of the Cluster University of Srinagar.

CMJ UNIVERSITY

Modrina Mansion, Laitumkhrah
Shillong-793003, Meghalaya
G.S. Road, Jorabat, Ri-Bhoi District-793101
Meghalaya
Email: info@cmjuniversity.edu.in cmjuniv@gmail.com

Established in 2009, CMJ University, keeping in view the facts regarding the need for more vocationalised courses in mind and to bridge the considerable gap between the huge demand and supply in the technical education field, a Group of like minded denizens of Meghalaya founded a Trust for the purpose of education and development in north east India in 1999 and through their tireless efforts were able to establish the first private Engineering college of North East India-Shillong Engineering and Management College (SEMC). Within a span of more than a decade, the institute has established itself as a pioneer in the field of technical education.

Till date, more than 4000 students have graduated from this venerable institution and are currently placed at some of the top MNCs and reputed companies all over India and the success of SEMC has prompted numerous private technical institutes to come up in Meghalaya and its neighbouring States.

In the process, this near boom in the technical education sector has benefited a large number of indigenous students of North East who now have the option of studying near their home states at a fraction of cost compared to the students who were forced earlier to pursue their higher education far from their home states. In order to sustain this trend, and to ensure that our state in particular and North East region in general do not lag behind in the new Knowledge era, it is imperative that we continue to produce a critical mass of highly skilled manpower at an accelerated pace.

Keeping this objective in mind, the CMJ Group headed by Mr. C.M.Jha decided to set up one of the first private university in Meghalaya- CMJ University in 2009, where the highest quality of education with the best of facilities could be provided to every student.

The University is situated on a 40 acre Campus on a scenic hillock in Jorabat on the Guwahati-Shillong Highway with spectacular 360 degree views of the picturesque hills. It has a built up area of more than 1, 50,000 sq. ft. with well furnished modern classrooms, fully quipped laboratories, well stocked library with broadband connectivity and well qualified faculty. It is a fully residential university boasting of superior accommodation for Boys and Girls.

CMR UNIVERSITY

#2, 3rd 'C' Cross, 6th 'A' Main
HRBR Layout, 2nd Block
Kalyana Nagar, Bangalore – 560043#2, 3rd 'C' Cross, 6th 'A' Main
HRBR Layout, 2nd Block, Kalyana Nagar, Bangalore – 560043
Tel. No: 080–25426977, 080–25426988, 080-25427700
Fax: 080 – 25424433
Email: info@cmr.edu.in Website : www.cmr.edu.in

Established in 2013, CMR University is a Private University headquartered in Bangalore.

The CMR Jnanadhara Trust was established in 1990, as a tribute to the late Sri ChikkaMuniyappa Reddy, a visionary educationalist and philanthropist who believed that every individual deserves an education. He dreamt of bringing quality education to the masses.

The Trust started the National Junior School (now CMR National Public School) in 1991. In its first year, the school had only six kindergarten students, who studied in a modest school building located in the CMR family orchard. The CMR National Public School is now a full-fledged CBSE School with a 1.5 acre campus that hosts 3500 students from Montessori / Kindergarten through Grade XII every year.

The CMR Jnanadhara Trust continues to support and manage the growth of its educational institutions. Today, the CMR Group is a unique educational conglomerate of 20 institutions, 60 academic departments, more than 18,000 students including international students from 58 countries, and over 900 faculty members. CMR has also partnered with the National Education Trust to found the NPS International School on a lush 6-acre campus in Singapore. Academic programmes are varied and cover more than 50 areas of study including engineering, education, law, management, media studies, biosciences, business administration, psychology, paramedical and nursing at the undergraduate, postgraduate, and doctoral levels.

The CMR logo is rooted in Indian tradition, yet rendered in the contemporary form of the Hamsa, the Swan. The swan is the carrier of Goddess Saraswathi – the Goddess of Learning.

It is said that the Swan with its sensitive beak has the power of discrimination-an ability to distinguish pure milk from a mixture of milk and water. The swan thus symbolizes discrimination between right and wrong, good and evil or the eternal and the transient. This ability of the Swan to acquire and apply knowledge in a discerning manner, for the overall good of mankind, appropriately embodies the vision of the CMR Group.

C.T. UNIVERSITY

CT University Ferozepur Road
Ludhiana, Punjab
Tel. : +91-9814078621 , +91-9914511016

Established in 2016, CT University (CTU) strives to provide a technologically advanced, ultra-modern, academically and socially vibrant campus that offers a safe and supportive educational environment for all. CTU is a multi-disciplinary, student-centric, research-focused University offering a full range of academic programs at the undergraduate, postgraduate and doctoral level. CTU's multi-disciplinary curriculum leads students towards a strong foundation in the disciplines of Design & Innovation, Humanities & Linguistics, Natural Sciences, Engineering & Technology, Pharmaceutical and Allied Medical Sciences, Education, Physical Education and Sport sciences, Management, Hotel Management and Airlines & Tourism while enabling them to expertise in their own field. The programs at CTU bear the distinctive stamp of interdisciplinary and research, leading to scholarly publications and creative expressions by its faculty and students.

CT Group has risen like a blitzkrieg in academic horizons. It owes its genesis to the establishment of CT Educational Society in the year 1997. CT Group is an academic conglomerate comprising of multiple educational entities including CT University, CT Institutions and 2 schools. CT Group has been monumental in offering quality education for the past two decades, be it at the school level or higher education, Not only creating professionals but leaders of the future. The group currently via its educational entities of Higher education viz CTU, Ludhiana (A State Private University) and CT Institutions, Jalandhar (16 Professional Institutes affiliated to Govt. Universities in Two Campuses) is offering plethora of programmes in disciplines including Engineering, Pharmaceutical Sciences, Architecture & Design, Hotel Management & Airline Tourism, Sciences, Arts, Commerce, Education, to name a few. Currently the group has over 10,000 full time enrolled students belonging to various states of India and around 15 countries across the globe. The setting offers a multiethnic culture for the young minds facilitating learning, life skills beyond the walls of a classroom. The group's unrelenting commitment to offering quality education is reflected by certifications by apex bodies like ISO & NAAC and the laurels & accolades bestowed by the renowned organizations such as IBM, Brands Impact, Higher Education Forum, etc.

To be a leading contributor to world having the best higher education system with transformative impact in research, innovation, creativity and entrepreneurship. To have a transformative impact on students by focussing on deep inter-disciplinary knowledge, solving complex engineering problems , leadership, communication and interpersonal skills, personal health and well being. To create transformative educational experience by engaging with partners outside the traditional borders of University campus. To cultivate transformative community by attracting and retaining diverse, best talent. To create transformative environment where research, innovation, creativity and entrepreneurship can flourish.

COOOCH BEHAR PANCHANAN BARMA UNIVERSITY

Vivekananda Street
Cooch Behar - 736101
West Bengal, India
Registrar : 03582-230833 (Phone & Fax)
Email : registrar@cbpbu.ac.in, cbpbuniversity@gmail.com

Cooch Behar Panchanan Barma University (CBPBU) is a Public State University in Cooch Behar, West Bengal, India. The university was named after the 19th-century Rajbangshi leader and social reformist, Panchanan Barma.

The Government of West Bengal established Cooch Behar Panchanan Barma University under the West Bengal Act XXI of 2012 and The Cooch Behar Panchanan Barma University Act 2012.

The first statutes of the university were approved by the chancellor of the university, the Hon'ble Governor of West Bengal, in the first week of January 2015, and subsequently printed. On 8 April 2015, the University Grants Commission, New Delhi, granted it '2(F)' affiliation. The first statutes were gazetted at the end of April 2015, while the first Executive Council meeting was held on 22 May 2015.

The university, which functioned from its camp-office at Central Farmers' Hostel, Uttar Banga Krishi Viswavidyalaya, Pundibari, shifted to its permanent campus on Vivekananda Street, near 'Krishi Bij Khamar', Cooch Behar, on 19 August 2015. Before this, through a July 2015 order from the Department of Higher Education, Government of West Bengal, 15 general-degree colleges, mostly from the district of Cooch Behar, were initially affiliated to the University.

Professor Indrajit Ray, a former teacher of economics of the University of North Bengal, was the first Vice-Chancellor, while Professor Shubhrangshu Sekhar Chattopadhyay, originally from the Department of Law, University of Calcutta, joined the university as the second Vice-Chancellor in January 2015. Presently, Prof. Syamal Roy, originally from the Indian Institute of Chemical Biology is officiating as the first permanently appointed vice-chancellor. Dr. Debkumar Mukhopadhyay is the first registrar of Cooch Behar Panchanan Barma University. Mr. Nirupom Bhattacharyya is the (Acting) Finance Officer. Cooch Behar Panchanan Barma University, A has been named after the great social reformer Thakur Panchanan Barma. Panchanan Barma, also known as Thakur Panchanan and Roy Saheb, was a Rajbanshi leader and reformer from Cooch Behar.

He established Kshatriya Sabha in order to inculcate Brahminical values and practices among the people from Rajbanshi community in this region in particular, and in Bengal in general. Thakur Panchanan Barma (1866-1935) was born at Khalisamari village in erstwhile Cooch Behar State.

COCHIN UNIVERSITY OF SCIENCE AND TECHNOLOGY

Kochi-682 022, Kerala
Tel : 0484-2577619, 2532550, 2575396, 2356133
Fax : 0484-2577595, 2575397
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Website : http://www.cusat.edu

The establishment of the erstwhile University of Cochin in 1971 was a commitment from the Government of Kerala towards the new scientific policy resolution adopted by the Central Government on 4th March 1958. The birth of the new University was with the specific purpose of "development of higher education with particular emphasis on post-graduate studies and research in applied science, technology, industry and commerce". The University of Cochin was later reorganized as Cochin University of Science and Technology (CUSAT) in February 1986. Syndicate, Academic Council, Senate and the Boards of Studies in different Faculties are the Principal Authorities of the University. Syndicate is the Chief Executive Body which meets every month. The academic structure comprises of nine Faculties viz. Engineering, Environmental Studies, Humanities, Law, Marine Sciences, Medical Sciences and Technology, Science, Social Sciences and Technology. A Sophisticated Test and Instrumentation Centre (STIC) was established in 1996 in collaboration with the Government of Kerala. Centres also exist for Interdisciplinary Studies, Microprocessor Research, National Manpower Information, Rural Development & Appropriate Technology, Ocean Electronics Science in Society, Information Resource Management, Neuro Science, Creative Writing, Comparative Literature, Population Studies, Aquatic Animal Health, Monsoon Studies, Economic Policy and Analysis & Adult and Extension education. The UGC has selected cusat as a centre for Excellence in the field of Lasers and Opto-electronic sciences for which a new Centre, CELOS has been established. The Union Ministry of HRD has acknowledged School of Legal Studies as a Depository of Intellectual Property Rights and an IPR chair has been introduced. Another prestigious chair instituted by the Ministry of HRD is Rajiv Gandhi Chair on Sustainable Development. By giving recognition to several well-established premier research institutions in the country and the Southern Naval Command of Indian Navy, the University has brought within its reach the resources available in these institutions for the use of the academic community. Specialisations are available in almost all Faculties/Departments for higher studies and research.

The Ministry of Human Resources Development, Govt. of India has adjudged CUSAT as an institution to be upgraded to the level of IIT. The first installment of the development aid has been received by the University during April 2006 and the modification works to upgrade CUSAT as the new breed Indian Institute of Engineering Science and Technology (IIEST) are going in full swing.

COEP TECHNOLOGICAL UNIVERSITY

Wellesely Rd, Shivajinagar
Pune-411 005, Maharashtra
Tel : +91-20-25507000
Fax: +91-20-25507299

The College of Engineering, Pune (COEP) chartered in 1854 was upgraded to a unitary State University by the Government of Maharashtra in the year 2022. The COEP is distinguished by its commitment to finding solutions to the great predicaments of the day through advanced technology. The COEP has a rich history and dedication to the pursuit of excellence. COEP offers a unique learning experience across a spectrum of academic and social experiences. With a firm footing in truth and humanity, the COEP gives you an understanding of both technical developments and the ethics that go with it. The curriculum is designed to enhance your academic experience through opportunities like internships, study abroad programmes and research facilities. The hallmark of COEP education is its strong and widespread alumni network, support of the industry and the camaraderie that the COEP shares with several foreign universities. The COEP is consistently ranked amongst the top 20 technical colleges in India and its alumni have contributed a lion's share in development of national infrastructure.

COEP's precursor i.e. Poona Engineering Class and Mechanical School was opened in July 1854, with an aim to provide suitable learning to the subordinate officers in the Public Works Department. The School was situated in Bhawani Peth, Poona, and the accommodation consisted of three small detached houses for teaching purposes and a separate house for the Principal. In June 1865 Mr. Theodore Cooke, M.A , who held that appointment for 28 years was appointed Principal. The foundation stone of the new college was laid by His Excellency the Governor, Sir Bartle Frere, on the 5th August 1865. College was affiliated to University of Bombay in 1866. In 1868 the College moved to the New Buildings. The College was divided into three departments for matriculated and unmatriculated students.

In 1879 two new classes, an Agricultural class and a Forest class , were added to the College, and the name of the College was changed from " The Poona Civil Engineering College "to" The College of Science".

Thanks to the vision in setting up such an establishment at Pune, the credit for most of the civil infrastructure in India goes to the alumni of this College, starting from none other than the most towering and illustrious engineers, Bharat Ratna Sir M. Visvesvarayya, in whose honor "Engineers Day" is celebrated. The school became "Poona Civil Engineering College", and subsequently in the year 1911, the nomenclature was changed to the "College of Engineering, Poona". It was initially affiliated to the University of Bombay for a Degree of Licentiate in Civil Engineering known as LCE and later to the University of Pune. The Degree programmes in Civil Engineering, Mechanical Engineering and Electrical Engineering were started in 1908, 1912 and 1932, respectively. From then on, the College has gone on expanding adding new Departments and new wings by the year. In 2003, the College got autonomous status, thus giving it the freedom to set its own curricula and manage its own finances. This has been the biggest change as far as pedagogy at COEP is concerned.

COTTON COLLEGE STATE UNIVERSITY

Post Box No. 177, Pan Bazar
Guwahati, Assam
Tel. : 0361-2733588, 0361-2733512, 0361-2733530
Fax: 0361-2733502

Cotton College State University (CCSU) was created via an Act of the Government of Assam (Act XIX of 2011), with Cotton College as a constituent College of this new University.

This Act received the assent of the Honourable Governor of Assam on the 3rd of September 2011, and was notified via the Assam Gazette on 5th September 2011.

The vision of this new University is to be a world-class one, excelling in both teaching and research, developing knowledge and skills with an emphasis on this part of our country, providing broad-based education to students to take on the challenges of tomorrow via modern curricula, learning and assessment methods, upholding the highest ethical standards, and providing a clean, efficient and transparent administration.

CCSU staff reporting new results based at least partly on work done while at CCSU, and carrying the CCSU affiliation. The publications are arranged according to the subjects which fall under the different Faculties and Departments, and Centres.

Papers based on multi-disciplinary studies may be listed more than once under different subject headings. Refereed journal papers, publications in conference proceedings, technical reports and books/in books are listed under separate headings.

With a heritage that goes back to more than a hundred years, Cotton College, the premier seat of higher learning in Northeast India, unequivocally occupies the pride of place among the institutions of its kind in the North-Eastern part of the country. Having contributed significantly to the academic and cultural life of the region the institution has not only withstood the test of time but has also carved a niche for itself in the sphere of higher education in the country. Contemporaneous with Murarichand College of Sylhet (now in Bangladesh) of the undivided India under the British rule, Cotton College came into existence on 27th May, 1901 through the untiring efforts of such magnanimous and illustrious sons of the soil like Late Manik Chandra Barooah and Rai Bahadur Bhuban Ram Das, backed by the unstinted support of the intelligentsia of the region of that time. However, had it not been for the unreserved support and concern of the then Chief Commissioner of the then Assam Province from 1896 to 1902, Sir Henry John Stedman Cotton, K.C.S.I., the institution would not have perhaps seen the light of day. While the time came, therefore, to express their sense of gratitude to the foremost popular ruler of the province, the people of 'Gauhati' decided to name the institution itself after him.

DADA LAKHMI CHAND STATE UNIVERSITY OF PERFORMING AND VISUAL ARTS UNIVERSITY

Sector – 6, Rohtak – 124001 Haryana
Tel. : 01262-242744, 01262-216491, 01262-216487

Dada Lakhmi Chand State University of Performing & Visual Arts, Rohtak came into existence on August 5, 2014 through Haryana Act No. 24 of 2014 by integrating four Government Technical Institutions, namely State Institute of Fine Arts (SIFA), State Institute of Design (SID), State Institute of Film & Television (SIFT) and State Institute of Urban Planning & Architecture (SIUPA). This University has been conceived to facilitate and promote studies and research in emerging areas of higher education with focus on new frontiers of Design, Fine Arts, Film and Television and Urban Planning and Architecture to achieve excellence in these and connected fields.

The campus is spread over 36 acre of land, beautifully designed with a healthy, verdant campus. It is centrally located in the state of Haryana at a distance of about 70 Kms from the national capital, 90 Kms from IGI Airport and 220 Kms from Chandigarh, and is well-connected with the road and railway network. With magnificent buildings and state-of-art infrastructure, it has spacious seminar halls, laboratories, workshops and studios, well-equipped with latest machinery and equipments. Central facilities like Auditorium, Seminar Halls, Central Library, etc. are also available for academics and extra-curricular activities. A girls' hostel with a capacity to accommodate 170 students is available in the campus. Housing facility for both faculty and nonteaching staff are almost complete.

Presently, there are four Faculties in which 14 Under Graduate Degree level programmes are being run; four in the Faculty of Fine Arts, four in the Faculty of Design, five in the Faculty of Film & Television and Bachelor of Architecture programme in Faculty of Urban Planning and Architecture. Besides, four Post-Graduate programmes are going to start in each faculty from the session 2019-2020. These new course are: Master in Fashion Design, Master of Applied Arts, Master in Mass Communication (Media Production) and Master of Planning (Urban & Regional). The State Govt. has also decided to setup a Regional Centre of the University at Village Aterna, Distt- Sonepat in which various courses of Humanities and Social Sciences, including Cultural and Folk Media Studies will also be introduced in the near future.

Dada Lakhmi Chand State University of Performing and Visual Arts aims at creative exploration and inter-disciplinary learning, enriched by meaningful practical experiences in arts and culture, to facilitate refinement of insight, innovation, imagination, and enlightenment.

Dada Lakhmi Chand State University of Performing and Visual Arts is committed and dedicated to create a centre of global excellence by shaping multifaceted personality of youth through creativity and evolving and advancement of profound linkages among humanitarian values with social and national ethos.

DAKSHIN DINAJPUR UNIVERSITY

Balurghat, West Bengal 733101
Tel : 03522-796202 +91-70478-92539

Established by the Dakshin Dinajpur University Act, 2018, Dakshin Dinajpur University was on target for commencing the first Academic Session 2021-22. Dakshin Dinajpur district within its present boundaries is only 29 years old, having been carved out in the 1992 bifurcation of erstwhile West Dinajpur district into the new districts of North and South Dinajpur. The predecessor district of West Dinajpur District was itself produced by the 1947 partitioning of the Dinajpur District of undivided Bengal, and the subsequent reorganization of Indian states on linguistic lines in 1956, which transferred the territory of Islampur from Bihar's Purnea district.

The Dakshin Dinajpur University (DDU) is committed to ignite, guide and channelize the quest for higher learning. The University is dedicated to foster the urge for continuous self-development in every student, researcher and Faculty alike, by providing them with equal opportunity in every sphere of activities. The institutional system is designed to build on and further the knowledge economy with a clear focus on the needs of the immediate community and the nation at large. DDU shall instill the philosophy amongst its students that the principle to learning and acquiring knowledge lies in our ability "to learn, un-learn and re-learn". This learning mantra is at the core of DDU, equipping the students with problem solving - practical and academic and develop skills to face the challenges of the 21st century.

DDU envisions a prestigious multidisciplinary institution of outstanding higher educational learning, grounded on innovative and quality teaching. It will provide a holistic development of young minds and thus produce conscientious students equipped and empowered with "knowledge-based-capability" to positively impact their lives and the world around them. DDU will be:

- A smart and green campus to mitigate ecological footprint concerns
- A brand in-itself - "THE" University of choice, with specialized departments and professional courses
- A multicultural academic hub fostering exemplary discipline, integrity, transparency, and accountability for everyone associated with the DDU
- A recognized centre of excellence in higher education statewide, nationally and globally
- A dynamic institution that values and upholds the ideals of equality, justice, ethics and democratic governance
- A unique centre, forging connections with key research institutions including local communities for high-impact utilization of relevant knowledge, creative intellectual engagement and sharing of knowledge

DARJEELING HILLS UNIVERSITY

Jogighat, P.O.- Mangpu, District- Darjeeling
West Bengal
Phone: +91 353 2776366
Fax: +91 353 2699001
Website : https://www.dhuniv.in

Darjeeling Hills University is a Public State University in Darjeeling, West Bengal, India. The university was established in 2021 under The Greenfield University Act, 2018 It became active with the appointment of the first Vice Chancellor, Shri Subiresh Bhattacharya, in November 2021. It offers education in Nepali, English, History, Political Science, Mass Communication, and Mathematics.

A new era in the history of Darjeeling Hills dawned with the establishment of Darjeeling Hills University in 2016 in the Himalayan foothills of West Bengal. It will open up new vistas in the academic arena of the hilly terrain of Darjeeling Himalayas. Lying amidst the pine-studded slopes of the Eastern Himalayas, set against the snow-capped peaks and blanketed by the emerald-green tea and cinchona plantation, this seat of learning aims to cater for the long-awaited need of higher education and research activities in this region.

The objective of the University is to disseminate knowledge by offering courses in higher education and research facilities with special emphasis on the amelioration of the socio-economic status of the people of this region as well as the widening of their academic, intellectual and cultural horizon.

The foundation stone of Darjeeling Hills University was laid in September 2016 at Jogighat, Mungpoo. Construction is still going on there. The only university in the hills has started functioning temporarily in the new building of Mongpu ITI.

DBS GLOBAL UNIVERSITY

Mi-122, Behind Pharma City, Selaqui,
Dehradun Uttarakhand-248011, India
Email: info@doonbusinessschool.com
Website: https://dgu.ac
Query : 0135-2699166, +91 7060111029
Admissions : +91 7259162060

DBS Global University in Dehradun stands as a beacon for creative dreamers, recognizing that those who dare to venture into uncharted territory are the true architects of the future. At the heart of this academic institution lies a transformative learning experience, built around student centricity. The ethos of DBS Global University encourages students to think beyond conventional boundaries, fostering contagious optimism, ethical decision-making, and unwavering tenacity in pursuit of their goals.

This institution distinguishes itself through an innovative approach to education, offering interdisciplinary programs intertwining business, liberal and computing fields that empower students to shape their academic journeys. The freedom to design a personalized path aligned with individual goals and interests sets DBS Global University apart, providing students with a game-changing opportunity to carve a successful and enduring career trajectory.

What truly sets DBS Global University apart is its commitment to an individualized approach, ensuring that each student's academic and professional inspiration is nurtured. This approach encourages a continuous cycle of exploration, experimentation, development, and creation, preparing students not just for a degree but for a lifelong journey of intellectual and professional growth. In choosing DBS Global University, students embark on an educational adventure that goes beyond traditional boundaries, fostering a community of forward-thinkers and visionaries ready to shape the future.
Mission

DBS Global University is dedicated to offering a holistic and transformative educational experience with a commitment to providing a well-rounded education that goes beyond academic knowledge to include problem-solving, leadership, interpersonal skills, and personal health and well-being. This holistic approach is intended to prepare students not only for successful careers but also for a fulfilling and balanced life.

Vision

"To be a globally recognized university focused on research and developing leaders"
The university places a strong emphasis on research. A focus on research implies the creation of a vibrant research ecosystem, including faculty and student research initiatives, the publication of research findings, and potentially contributing to solving real-world problems through research outcomes.

DES PUNE UNIVERSITY

Mukunddas Lohia Academic Complex, Behind BMCC,
182, Agharkar Road, Shivajinagar, Pune 411 004
Email: admissions@despu.edu.in
Website: https://despu.edu.in
Phone: 020 67656261, 020 47200000

Welcome to the Deccan Education Society Pune University, a dynamic institution equipped to redefine the landscape of higher education. Rooted in the legacy of Deccan Education Society's educational excellence, the DES PU emerges as a beacon of modern education, driven by an unwavering commitment to research, creativity, and innovation.
At DES PU, our vision is to cultivate a thriving educational ecosystem that fosters holistic growth, intellectual curiosity, and global competitiveness. With a legacy spanning 138 years, the Deccan Education Society has been at the forefront of shaping minds and transforming lives. This new chapter marks our commitment to evolve and adapt, aligning our offerings with the evolving needs of the academic and professional world.

We offer a comprehensive range of programs, including B.Tech., M.Tech., B.Sc., and M.Sc., and extensive research opportunities in diverse branches of engineering and sciences. These programs are meticulously curated to equip students with not only academic prowess but also the practical skills and global perspectives essential for success in the modern world. At DES PU, we recognise the profound impact of original research and innovative thinking. Our institution is dedicated to nurturing an environment that encourages curiosity-driven exploration and ground-breaking discoveries across disciplines.

What sets DES PU apart is its multifaceted approach to education. We believe that true education transcends classroom learning. Through internships, workshops, seminars, and industry interactions, we ensure that our students are well-prepared to excel in their chosen fields. From well-equipped laboratories to modern lecture halls, every aspect of our infrastructure is designed to enhance the learning journey. Our emphasis on practical exposure, combined with theoretical rigour, prepares our graduates to navigate the complexities of the real world with confidence.

With the understanding that research drives progress, DES Pune University proudly hosts three dedicated research institutes: DES PU Research Institute of Life Sciences (DES PU-LS), DES PU Research Institute of Indian Knowledge Systems (DES PU-IKS), and DES PU Research Institute of Cyber Physical Systems (DES PU-CPS). These institutes are equipped with advanced infrastructure and financial support to conduct research in disciplines such as biotechnology, biochemistry, Indian Knowledge Systems, cybernetics, AI, ML, etc. As we embark on this exciting journey, we invite you to be a part of the Deccan Education Society Pune University community. Whether you are a student, a researcher, an educator, or a visionary, there's a place for you here. Together, we will explore the boundaries of knowledge, empower individuals, and create a legacy that will inspire generations to come.

Join us on this journey of education, enlightenment, and empowerment. Welcome to Deccan Education Society Pune University.

DHAMMA DIPA INTERNATIONAL BUDDHIST UNIVERSITY

The Bishnupur, Manu Bankul, Sabroom, South Tripura, INDIA
Email: contact@ddibu.in
Website: https://www.ddibu.in
Phone: +91-9636011071, 9245048373/9245048374 /27

Dhamma Dipa International Buddhist University, established under the auspices of the Bahujana Hitaya Education Trust in Tripura, stands as a testament to the enduring legacy of Buddhism and its profound impact on humanity. Situated in the heart of the Sabroom Sub-Division in South Tripura District, the University embodies a vision of enlightenment, compassion, and global harmony. Founded on the principles of the Bahujana Hitaya Education Trust, a public charitable institution registered in Tripura on June 18, 2001, our mission transcends mere education. We are committed to uplifting not only the Buddhist community but also empowering the marginalized and downtrodden across all strata of society.

At the core of our ethos lies Buddhism, hailed as India's greatest contribution to Asia and beyond. Revered as 'The Light of Asia,' Buddhism has traversed continents for over two millennia, emanating from its origins in the sacred lands of the Gangetic basin. Dhamma, the quintessence of Buddhist ethics, embodies values of love, compassion, and non-violence, offering a beacon of hope amidst the global challenges of hate, conflict, displacement, and environmental degradation.

Buddhist pedagogy emphasizes the cultivation of the mind and the transformation of human potential into modern, enlightened individuals capable of harmonious coexistence with nature. In this transformative journey, education serves as a catalyst for personal and societal renewal, instilling resilience and sustainability in the fabric of our existence.

Against this backdrop, the establishment of a world-class Buddhist University in southern Tripura assumes paramount significance. Positioned as a nexus between South Asia and the ASEAN countries, Tripura emerges as a focal point for cultural exchange and dialogue, where Buddhism thrives as a living tradition. Dhamma Dipa International Buddhist University (DDIBU) epitomizes four cardinal principles: "Dhamma Dipa," symbolizing a guiding light illuminating the path of enlightenment; "International," reflecting our global outreach and engagement; "Buddhist," signifying our commitment to universal values and perspectives; and "University," representing the pinnacle of knowledge and learning.

Our endeavor extends beyond academic excellence to foster an intellectual milieu conducive to cross-cultural exchange, universal peace, and collective well-being. Scholars from diverse Buddhist traditions and faiths converge at DDIBU to engage in meaningful dialogue and collaboration, enriching the tapestry of human experience and nurturing a sustainable future for generations to come.

DRIEMS UNIVERSITY

Tangi, Cuttack-754022
Email: info@driems.ac.in
Website: https://www.driems.ac.in
Phone: +91-671-2595061 to 65

DRIEMS, founded in the wake of the devastating Super Cyclone of 1999 in Odisha, stands as a testament to unwavering determination and visionary leadership. The institute began as a humble educational initiative in a rural area of Cuttack, a leap of faith by its founder, Dr. Pramod Chandra Rath, who was inspired to fulfill his father's dream. What started twenty-four years ago as a modest step has today evolved into a prestigious University, an institution of excellence that continues to expand the horizons of knowledge and service.

Situated on a sprawling 150-acre campus, DRIEMS has grown from its infant beginnings in a small building with a single B.Tech course to an educational powerhouse catering to over 6000 students. It now offers more than 50 courses across 12 disciplines, including Engineering, Medical Science, Paramedical, Nursing, Pharmacy, Management, and Polytechnic programs. The institute's growth is not just quantifiable in numbers but also in the quality and diversity of education it provides, ensuring that it truly is a place where lives are made.

DRIEMS's commitment to society and humanity was particularly evident during the global Covid crisis when the DRIEMS Society ventured into saving lives by establishing the Padmini Care Multi-specialty hospital. Named after the motherly and caring personality of Late Padmini Rath,wife of Dr.Pramod Chandra Rath ,the hospital is a manifestation of the institute's vision "Sarvabhute Hite Ratah" – meaning "In the welfare of all." It is dedicated to providing the best care to the poorest, thus living up to its name and ideals. The institute is not only a place of learning but also a community where the dedication of faculty, students, and the selfless support of co-travelers in the journey of progress converge to create an environment of academic excellence. It has been recognized with the highest 'A' grade by NAAC and is known for its dedicated, qualified, and highly experienced team of faculty members and trainers. The commitment to providing excellent teaching-learning standards is further affirmed by its recognition from the International Accreditation Organization.

Moreover, DRIEMS has earned various national and international recognitions in the field of academics, including the ISTE Best Engineering College award in 2018 and the Best Student Chapter award in 2019. These accolades are a testament to the institute's relentless pursuit of excellence and its commitment to fostering an environment where students can thrive and achieve their full potential. DRIEMS is not just an educational institution; it is a beacon of hope, a community of learning, and a place where possibilities are limitless. From its humble beginnings to its current status as a University, it has remained steadfast in its mission to provide quality education and service to society. The journey of DRIEMS is a story of resilience, vision, and unwavering commitment to the welfare of all, making it a true epitome of academic excellence and societal service.

D.Y. PATIL AGRICULTURE AND TECHNICAL UNIVERSITY

Wathar – Warananagar Road, Talsande, Kolhapur – 416 112, Maharashtra
Mobile : 9699339917, 9699330619
Email : info@dyp-atu.org

It was the dream of President Hon. Dr. Sanjay Patil, to convert the campus into a University. And it was his collaborated efforts with Vice President Hon. Satej Patil, Trustee MLA Hon. Ruturaj Patil, Trustee Hon. Prithviraj Patil and the entire team at Talsande, that a proposal was submitted for a state private University. As per the laws of the Government there are only 4 agricultural Universities in the state but the Agricultural Engineering and Technical College at Talsande with its multidisciplinary courses, became Maharashtra State's 4th Private University in January 2021. The campus is striving hard to fulfill the dreams of Dr. Sanjay Patil who held immense faith in achieving education for all. Keeping with the mission of the college to nurture a community of lifelong learners, it aspires to play an important role in sharing the traditional mode of education along with the modern needs of the contemporary society.

Located in the suburbs of Kolhapur, 22 kms away, the Talsande campus was originally 205 acres of barren stretch purchased by President of D.Y. Patil Group, Dr. Sanjay Patil in 1989. It took the vision of the Group's president and his endless efforts to convert an unproductive wasteland into a green belt.

Under the visionary leadership of Hon'ble Dr. Sanjay Patil, the eldest son of Hon'ble Dr. D. Y. Patil (Padmashree Awardee), the multi-disciplinary value-based organization has been ranked as one of the best educational institutions in India, strengthening its roots in diverse sectors such as sports, healthcare, agriculture, hospitality, retail, entertainment, and education. Every effort here is harnessed to realize his dream of making educational institutions as temple of learning, with an aim to participate in the task of inculcating necessary knowledge, skills and creative attitudes and values among the youth to contribute more effectively towards establishing an equitable social and economic and secular ideal of the nation. The emphasis is on building institutions that reflect the philosophy and the pioneering spirit of every member who has worked tirelessly to make the Group one of the leaders in education. Ever since its inception, the group has shown a tremendous commitment to innovation and to serving the needs of the nation, and takes immense pride in having established strong, industry-focused teaching programmes with a research-enriched education that is complemented by work-integrated learning opportunity. The group, committed to excellence, with a holistic approach has consistently maintained the highest standards by ensuring quality teaching of the finest caliber. It continues to blaze the trail in Agriculture, Education, Health Care, Hospitality, Retail, Fitness, Sports, Sugar Industry, Power Generation, and Entertainment. The D. Y. Patil Group persistently seeks and adopts innovative methods to improve the quality of higher education and is responsive to the changes taking place in the field of education on a global scale. The Group with its strong presence in Kolhapur, Mumbai, Pune and has also set the sail for exciting endeavors, built on a solid framework of ethics, values, transparency, and excellence.

D.Y. PATIL INTERNATIONAL UNIVERSITY

D Y Patil Educational Complex, Sector 29
Nigdi Pradhikaran, Akurdi, Pune - 411044
Phone : +1800 12300 1000, +1800 12300 2000
Email : info@dypiu.com
Website : http://www.dypiu.com

D.Y. Patial International University, enacted in 2018 is a Private University legislated by the Government of Maharashtra.

DY Patil Group Akurdi Pune - DYP Akurdi, Pune. The group strongly believes that leadership positions drive growth. Leadership positions serve customers better, attract partners and intellectual capital, and lead to large savings that benefits all stakeholders.

At The D Y Patil Group, this is the spirit that has empowered us greatly in our process of Ensuring a Better Tomorrow. To the group, tomorrow does not belong to mere technology or sophisticated software, but to our core strength- our people. The group has always placed people's welfare before commercial profits in every activity it carries out.

Appreciated and admired as a frontrunner in the education scenario, The D Y Patil Group has become a name synonymous with quality education. The group strongly believes that world-class education is the stepping-stone to progress. With a long-standing commitment towards quality teaching and learning, the group has nurtured values that go into the making of successful careers. Reiterating excellence in every venture explored, the group stands tall with its undeterred commitment to deliver better. Equipped with state-of- the-art infrastructure, the group has a chain of over 100 educational institutions that encourage individuals to think, question, explore and apply their well-honed minds to scale newer heights of success.

The group believes in imparting education that'll build world citizens of tomorrow. Therefore it hasn't ventured into common streams like science, commerce and arts. In fact, it has gone much beyond that, by venturing into areas like technology, architecture, legal studies, sports academy, management school, hospitality &catering school, etc.

D.Y. PATIL UNIVERSITY

Sr. No. 124 & 126, A/p Ambi MIDC Road,
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Tel: +91-2114 302055
Email : admissions@dypatiluniversitypune.edu.in
Website : https://dypatiluniversitypune.edu.in

Since 1983, D Y Patil Group of Institutions is leading group known amongst the top education institutions in India. The D Y Patil University, Pune was established by and under the Government of Maharashtra Act No. VI of 2019 and recognized by UGC, New Delhi, India. D Y Patil Group of Institutions is founded to provide quality education and contribute towards the social responsibility. The foundation was laid by Father Founder Hon'ble Dr D Y Patil in the year 1983 by starting the first Engineering College in Navi Mumbai. Group began to grow exponentially in all the fields of education namely, Agriculture, Medical, Science, Engineering, Management, Design and many more. Under the leadership of father founder Padma Shri Dr D Y Patil group has more 12 campuses across India those includes 6 Universities and more than 150 Institutes which are engaged in delivering education from KG to PG.

From 2006, at D Y Patil Technical Campus Colleges namely D Y Patil College of Engineering, D Y Patil School of Engineering Academy, D Y Patil Institute of Engineering and Technology, School of Pharmacy, Padmabhushan Vasantdada Patil College of Agriculture, D Y Patil Polytechnic, D Y Patil Institute of Management and D Y Patil School of Architecture are successfully running UG and PG programmes approved by AICTE, MSBTE, PCI and COA wherein more than 7000 students are studying in the various programmes at campus. Rich history of excellence spanning more than 13 years resulted to transform as DY Patil University and continued to provide cutting-edge programs.

The Vision of the University is to become a 21st Century University to be recognized for excellence in learning, excellence in teaching and renewed curriculum through programmes offered at university for making leaders and entrepreneurs.

The Mission of the University is to :

- Create vibrant culture of learning with the use of technology to advance knowledge, skill and research for students to emerge as leaders and entrepreneurs.
- Foster academic, research and innovation culture for faculty and students.
- Provide value based and quality education that transforms students as truly global citizens.
- Collaborate with national and international academia, research institutes and industry to strengthen the programme design and delivery.
- Inculcate empathy and compassion to pursue mission of service to the nation and the world.
- Encouraging sports as a part of education to become strong from within and also to develop fitness alongside imbibing leadership skills, tolerance, patience and handling pressure.

D.Y. PATIL EDUCATION SOCIETY

(Deemed University)
Kasba Bawda
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Website : webmaster@dyp.edu.in

D.Y. Patil Society (Deemed Universit) was established in the year 2005, in the name of the great educationist Padmashree Dr. D.Y. Patil. It has its sponsoring institution 'D.Y. Patil Education Society." The Society was established in 1986 and is registered under Societies Registration Act, 1860 bearing no. Maharashtra/3029/86 on 23rd November 1986.

The Society started its Medical College in 1989, which was initially affiliated to the Shivaji University, Kolhapur and later on affiliated to the Maharashtra University of Health Sciences, Nashik. After almost two decades of status as an affiliated college, based on excellent and constant academic performance, a very strong and aesthetic infrastructural system, efficient and transparent governance and distinct potential for future progress, the Department of Secondary and Higher Education, Ministry of Human Resources Development, on the recommendation of University Grants Commission under Section 3 of UGC Act of 1956, vide its Notification No. F.9-26/2004-U-3 dated 1st September 2005, has accorded the Deemed to be University status to D.Y. Patil Education Society consisting of D.Y. Patil Medical College, Kolhapur.

Dr. D.Y. Patil Educational Group is well organized, well focused organization in education and health care systems since last three decades and today stands the hallmark in field of education.

In order to undertake the frontier level research in the field of medical science, the Centre for Interdisciplinary Research has been established in the University. There are at present 14 collaborative faculty members and 20 full time research scholars working under difference projects sanctioned by DST, DRDO, CSIR, New Delhi and BRNS, Mumbai.

The Centre offers interdisciplinary science research programmes leading to medical research and the Ph.D. awards. To fill up the gap between undergraduate and Ph.D. programme, the University has started two Post Graduate programmes; namely M.Sc. Medical Physics and M.Sc. Stem Cell & Regenerative Medicine. In order to supplement these research activities, the Centre has organized number of national and international conferences and workshops since its establishment.

D.Y. PATIL UNIVERSITY

Sector 7, Nerul, Navi Mumbai – 400706
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D.Y. Patil University, a place that is not only happening in all respects but also offers cerebral delights that ensure a refined and enriching life experience, that leads to the achievement of the desired goals and aspirations. You are here to scale new heights and reach the pinnacle of success and accomplishments. D.Y. Patil Deemed to be university is renowned for its academic excellence and innovative teaching methodology. Education and learning imparted here are world-class, coupled with excellent infrastructural facilities. The renowned philanthropist educationalist Dr. D.Y. Patil has contributed significantly to expanding and raiseing the level of education and healthcare in India. A truly world-class educational institution with solid-state of the art infrastructure, D.Y. Patil University stands to be one of the best in the country.

The University has a curriculum designed by experts that can prepare students for leadership roles in society. The principal objective of the courses offered here is to provide a solid foundation for the student`s future, keeping in mind the constantly growing needs and challenges of the industry and society. The programs offered here, are not just a static set of directives for the present, but a dynamic framework of analytical skills and intellectual tools that will be as valuable twenty years hence, as they are, immediately after graduation.

There is no area in the field of education which has been left untouched by our founder President Dr. D.Y. Patil, as he is the pioneer and with his unique vision and foresight, has created this world-class University. This legacy is being carried forward by our dynamic President, Dr. Vijay D. Patil, who is relentlessly striving to bring the University at par with the renowned universities of the world. His iconoclastic vision is gradually transforming his dreams into reality. We offer exclusive academic programs in various realms of education.

The University is now all set to venture into online education to carry the legacy of ‘accessible education’ forward. An emergent trend in the landscape of academics that a lot of individuals, professionals, students are opting for is online education. This approach helps harness their optimum potential which is carefully designed optimally curated academic programs. We aim to offer the best academic exposure to people.

The latest addition to its ever-expanding arsenal of Schools is the DY Patil University Online. Under the aegis of this school are programs such as MBA, BBA with multiple specializations in Sales, Finance, Logistics, Hospitality, Healthcare, etc. and B.Sc. in Hospitality Studies. DYPU Online Business Programs are designed to provide students with a broad-based and strong business foundation, in preparation for a successful career in the global business world. As part of Industry Connect, Talentedge as University’s Industry Partner would offer the enrolled students additional Industry based certification for every successful students completing the DY Patil University Online Degree Program.

Dr. D.Y. PATIL VIDYAPEETH

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Dr. D. Y. PATIL VIDYAPEETH, PUNE
(DEEMED UNIVRSITY)

The Government of India, MHRD, on the advice of UGC, declared Dr. D. Y. Patil Vidyapeeth, Pune as Deemed-to-be University comprising of Dr. D. Y. Patil Medical College, Hospital and Research Centre, Pimpri, Pune vide its notification dated 11th January 2003. Later on, the Government of India, Ministry of Human Resource Development included three more institutions namely Dr. D. Y. Patil Dental College & Hospital, Pune, Dr. D. Y. Patil College of Nursing, Pune and Dr. D. Y. Patil College of Physiotherapy, Pune (which were established in the year 2000) under the ambit of the deemed-to-be-university vide its notification dated 20th September, 2006. Subsequently, three new institutes namely, Dr. D. Y. Patil Biotechnology & Bioinformatics Institute, Pune, Global Business School & Research Centre, Pune and Dr. D. Y. Patil Institute of Optometry & Visual Sciences, Pune were approved by UGC; vide its Office Memorandum dated 16th March 2010. All programmes offered by the Biotechnology Institute, Management Institute, School of Design and Centre for Online Learning are approved by the AICTE. The Ministry of Human Resource Development (MHRD); vide its notification No. F.10-12/2016-U.3(A) dated 23rd February 2018, on the advice of UGC, included the Dr. D. Y. Patil Homeopathic Medical College & Research Centre, Pimpri, Pune and Dr. D. Y. Patil College of Ayurved & Research Centre, Pimpri, Pune under the ambit of Dr. D. Y. Patil Vidyapeeth, Pune (Deemed to be University) as constituent colleges. Thus, Dr. D. Y. Patil Vidyapeeth, Pune (DPU) had a humble beginning with one institution under its fold. Over the last 19 years it has grown by leaps and bounds with the addition of 12 more professional institutions. Today the 13 institutions of Dr. D. Y. Patil Vidyapeeth, Pune have created a brand name “DPU” in the field of Medicine, Dentistry, Nursing, Physiotherapy, Optometry, Biotechnology, Management, Ayurved, Homeopathy, Design, Allied Health Sciences, Liberal Arts, Science & Technology and Online Learning. Dr. D. Y. Patil Vidyapeeth, Pune has state-of-the-art infrastructure and dedicated faculty over and above the respective council norms. All the programmes offered in these Constituent Units of the Vidyapeeth are duly recognized by the respective Councils such as NMC / DCI / INC / NCISM / NCH / AICTE / UGC / MSOTPT, etc.

The Dr. D. Y. Patil Vidyapeeth, Pune has been Accredited (3rd Cycle) by NAAC with a CGPA of 3.64 on a four-point scale at 'A++' grade on 8th February 2022, valid up to 7th February 2029. The Dr. D. Y. Patil Vidyapeeth, Pune is an ISO 9001: 2015, ISO 14001:2015 and Green Education Campus Certified University. University Grants Commission (UGC) has granted Dr. D. Y. Patil Vidyapeeth, Pune as Category-I Deemed to be University status as per the provision of Categorization of the Deemed to be University under UGC [Categorization of Universities (only) for Grant of Graded Autonomy] Regulations, 2018 vide UGC letter dated 20th April 2018. Subsequently, DPU has been included in the list of Institutions Deemed to be Universities under section 12B of the UGC Act, 1956 by UGC. Under National Institutional Ranking Framework (NIRF) 2022, conducted by Ministry of Education, New Delhi, Dr. D. Y. Patil Vidyapeeth, Pune has achieved rank 3rd in Dental Category, 17th in Medical Category, 41st in University Category and 76th in Overall Category in India. Under Swachh Campus Ranking 2019 of Higher Educational Institutions, conducted by Ministry of Human Resource Development (MHRD), New Delhi, Dr. D. Y. Patil Vidyapeeth, Pune has achieved 9th rank amongst the Cleanest Higher Educational Institutions in the Country in the category 'Residential Universities – UGC'. Dr. D. Y. Patil Vidyapeeth, Pune, Dr. D. Y. Patil Biotechnology and Bioinformatics Institute, Pune and Global Business School and Research Centre, Pune, were recognised as “Social Entrepreneurship Swachhata & Rural Engagement Cell (SES REC) Institutions, by Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India in September 2020. Recently, DPU has received “One District One Green Champion” 2021-22 Award for Swachhata Action Plan conducted by Mahatma Gandhi National Council of Rural Education under the Department of Higher Education, Ministry of Education, Government of India.

Dr. A.P.J. ABDUL KALAM UNIVERSITY

Indore Bypass Road, Arandia Village, Post Jhalaria
Indore-452016, Madhya Pradesh

The Dr. A.P.J. Abdul Kalam University, established in 2016 is located at lush green area on the new Indore – Dewas bypass road. It is about 10 km away from Indore railway station. It has a large campus and one of the best infrastructures in state. All the department heads and faculty members are highly experienced & work with zeal to impart education and achieve the goal of providing excellent career and values to the student so as to become responsible citizen. The Society (Ayushmati Education and Social Society) was established in 2004 under the flagship of Central India Institute of Technology ever since its inception, a strong commitment to excellence in teaching and research has made the group a role-model and path-setter for other institution. Its rich academic tradition has always attracted the most talented students who later plays an important contributions to their society.

The Dr. A.P.J. Abdul Kalam University has a long tradition of pursuing excellence in teaching and research in science and technology, humanities, social sciences, performing arts and sports. The University supports excellence and innovation in academic programmes, promotes excellence in research, scholarship and teaching. The University is committed to attract and support the best students and faculty, who excel at teaching and research.

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Dr. B.R. AMBEDKAR UNIVERSITY

Lothian Road, Kashmere Gate
Delhi -110006
Tel : +91-11-23863740/43
Fax : +91-11-23863742

Established in 2008, Dr. B.R. Ambedkar University Delhi, formerly Bharat Ratna Dr. B. R. Ambedkar University Delhi and Ambedkar University Delhi, and simply AUD, is a State University established by the Government of the NCT of Delhi through an Act of the Delhi Legislature. The university began functioning in August 2008. It is a Unitary non-affiliating University whose main focus is on undergraduate and postgraduate studies and on research in the Humanities and the Social Sciences. It is completely funded by the State Government of the NCT of Delhi. The university is now declared eligible to receive Central Government Assistance. The university has been graded 'A' by National Assessment and Accreditation Council. It is named after the polymath B. R. Ambedkar, the architect of the Indian Constitution and one of the founding fathers of India.

Dr. B.R. Ambedkar University is a State University with a campus-based, unitary structure with research, postgraduate and undergraduate programmes in the social sciences and the humanities.

AUD is a multi-campus University with planned facilities across the city. AUD presently has three campuses - in Kashmere Gate, Karampura and, Lodhi Road, where 40 undergraduate, postgraduate and research programmes are currently on offer.

The Kashmere Gate campus is housed in the erstwhile Guru Gobind Singh Indraprastha University campus, along with Indira Gandhi Delhi Technical University for Women. The historical campus originally built for Delhi College of Engineering also houses the 300-year-old Dara Shikoh library. It is located close to the Delhi Vidhan Sabha, Old Delhi Railway Station, St. James' Church, Delhi and Red Fort and of course Kashmiri Gate (it is the northern gate to the historic walled city of Delhi. Built by the Mughal Emperor Shah Jahan, the gate is so named because it used to start a road that led to Kashmir). It is accessible by the red, the yellow and the violet line of Delhi Metro. It is a five-minute walk from the Kashmere Gate metro station.

The University is committed to creating an institutional culture characterized by humanism, non-hierarchical and collegial functioning, teamwork and creativity. The University is broadly structured into Schools and Centres, most of which are now functional. The idea is to focus on areas of knowledge and professional specialisations which are relevant to our context yet are not being given enough emphasis by other universities in this part of the country. The University also proposes to set up a number of centres with the mandate to facilitate research and dissemination of knowledge in lesser known or neglected areas.

Dr. B.R. AMBEDKAR UNIVERSITY OF SOCIAL SCIENCES

Dr. Ambedkar Nagar (Mhow) - 453 441
Distt.-Indore, Madhya Pradesh
Phone : (07324) 274377, 273186
Fax : (07324) 273645
Email : brauss2016@gmail.com

Establsihed in 2016, Dr. B. R. Ambedkar University of Social Sciences, Dr. Ambedkar Nagar (Mhow), Indore (MP), is the first University of Social Sciences in the country established by the Govt. of Madhya Pradesh at the birth place of Bharat Ratna Dr. B.R. Ambedkar.

The mandate of the University is social justice & social emancipation, economic empowerment & development, educational excellence & skill development of SC/ST and OBCs and to enlarge their participation in decision making and nation building. To strengthen the research, University has initiated Post Graduate, Doctorate and Post Doctorate programmes.

The University is also going to establish Samajik Vigyan Kendras in each district of Madhya Pradesh to disseminate the ideology of Dr. B. R. Ambedkar and Technology developed as well as Knowledge advanced by the University and other like minded Universities and Institutions globally.

Dr. P.A. INAMDAR UNIVERSITY

2390 – B.K.B. Hidayatullah Road Azam Campus
Pune – 411 001, Maharashtra

Dr. P.A. Inamdar University, Pune sponsored by Maharashtra Cosmopolitan Education Society (MCES), has been established in 2022 under the provisions of Maharashtra Act XXXVII of 2022). Maharashtra Cosmopolitan Education Society (MCES), was established in the year 1948 by Late Mr. Abdul Kadir Khan and others, with the objective of providing education to the economically, educationally, and socially weaker sections of the society. It is an educational society registered under the Society's Registration Act of 1860 and also a Public Trust registered under the Bombay Public Trust Act 1950. It is also registered under section 12(a)of Income Tax Act 1961 and is exempted u/s 80G of the said Act by the Income Tax Commissioner, Pune.

The M.C.E. Society is one of the oldest educational organizations in Pune & has done pioneering work in the field of education. From a humble beginning of 4 schools, it has been transformed into an excellent educational complex of Higher, Medical, Technical, and Professional academic institutions in the field of Arts, Science, Commerce, Computer Science, Law, Education, Pharmacy, Management Sciences, Architecture, Dental Sciences, Hospitality Studies & Information Technology.

The Campus is located in the Cantonment area of Pune within 1 km from Pul Gate Bus Stand and 2 km distance from Swargate Terminus, making it the preferred choice of many students and professionals. With the leadership and immense support of President Dr. P. A. Inamdar & Vice-President Mrs. Abeda Inamdar, the 75-year-old MCES continues to provide education to the economically, educationally, and socially weaker sections of society. Today it comprises 32 institutes and over 30000 students at the serene and green 24-acre campus with all necessary infrastructure facilities including an auditorium, hostel, and canteen. The progress and development made by the M.C.E. Society and Azam Campus have been duly lauded and recognized by the Government of India. The M.C.E. Society was recently awarded the first "Maulana Abul Kalam Azad Literacy Award" constituted by Maulana Azad Education Foundation, Ministry of Social Justice and Empowerment, Government of India for being one of the best Minority Educational Campus in India. The M.C.E. Society and Azam Campus have become a source of inspiration and role model for many educational institutions not only in Maharashtra but also the entire Nation. The campus with its scenic beauty provides a peaceful environment conducive to study for the student. The campus is equipped Wi-fi facility, State of the art Library Resources, modern classrooms, and laboratories. The campus motto has always been to provide the students with the best facilities possible. Society has made tremendous progress in the field of academics, sports, and extra-curricular activities. The infrastructure with beautiful buildings, well-laid internal roads, picturesque landscape, well-equipped laboratories, libraries with computers, furnished hostels for boys and girls, V.M. Gany Sports Complex, and a pavilion constructed in accordance with National standards is a well-known play area. Students take maximum advantage of these facilities and have shown results by participating in State and National level competitions and bringing laurels to their respective colleges & institutions. Moral and value education enhances the personality of our students and develops self-confidence, self-respect, and a positive attitude towards life.

Dr. PREETI GLOBAL UNIVERSITY

Dinara, Distt. Shivpuri – 473665
Madhya Pradesh

Established in 2022, Dr. Preeti Global University is an institution which is rightly considered as one of the greatest contributions of educational and cultural heritage to the peoples of MP/UP .It indeed is the holy grail in the fields of higher education and scientific research where public interest has been taken by storm with all the law abiding rules and legal regulations. Since the inception of the Dr. Preeti Global University has served its people, its former students and teachers have greatly contributed to the development of cultural, scientific, educational, political and economic aspects of our country.

Dr. Preeti Global University has become so popular because the University has:

- Innovative and highly relevant courses. Strengthening the academic advancement with the global competitiveness.
- A truly friendly, inclusive approach with excellent student support.
- Strengthening the academic advancement with the global competitiveness.
- Establishing the strong research practices among faculty and students.
- Dr. Preeti Global University is prepared to maintain and enhance its position as the leading institution for higher education in the region.
- Provide congenial ambience on the campus. Provide Industry/Corporate exposure to the students

Dr. Preeti Global University is an institution which is rightly considered as one of the greatest contributions of educational and cultural heritage to the peoples of MP/UP .It indeed is the holy grail in the fields of higher education and scientific research where public interest has been taken by storm with all the law abiding rules and legal regulations.

Since the inception of the Dr. Preeti Global University has served its people, its former students and teachers have greatly contributed to the development of cultural, scientific, educational, political and economic aspects of our country.

Dr. Preeti Global University is prepared to maintain and enhance its position as the leading institution for higher education in the region by adapting the current and forthcoming challenges and preserving the worth. This is precisely what makes us recognize as a well-founded national brand. Dr. Preeti Global University is environmentally certified and works actively for sustainable development. With new knowledge and new perspectives, we contribute to a better future.

Dr. RAJENDRA CENTRAL AGRICULTURAL UNIVERSITY

Pusa, Samastipur - 848 125
Bihar, India
Phone: 06274 240 226
Email: contact@rpcau.ac.in

Dr. Rajendra Prasad Central Agricultural University, Pusa came into existence on 7th October 2016 after the conversion of Rajendra Agricultural University, Pusa, a state agricultural university, which was established in 1970 by Govt. of Bihar a historical place where the idea of agricultural research and education first took shape. The history of the place dates back to year 1905, when Agricultural Research Institute and College, Pusa was first established by the British Government in light of the recurring food scarcity in the country. In its current role, the university extends its jurisdiction and responsibility in the fields of teaching, research, and extension in context of agriculture and allied sciences to the whole country with special reference to the State of Bihar.

The academic set up of the university comprises of 08 colleges viz. Tirhut College of Agriculture, PG College of Agriculture, College of Agricultural Engineering and Technology, College of Community Science, College of Basic Sciences and Humanities, College of Fisheries and Pt. Deen Dayal Upadhyay College of Horticulture and Forestry, School of Agri Business & Rural Management. University offers under-graduate (UG) programme in 08 disciplines viz. Agriculture, Horticulture, Agricultural Engineering, Community Science, Fisheries, Biotechnology, Forestry and Food Technology. In addition, Master's programme in 27 subjects and Ph.D. programme in14 subjects are also offered by the university. RPCAU is a multicampus university having three campuses, at Pusa (Samastipur), Dholi (Muzaffarpur) and Piprakothi (East Champaran), 18 KVKs (16 under its direct control and 2 under technical control) and 4 research station spread over an area of 2063 acres comprising of lakes, ponds, wetlands, farm land, and arboreal coverage supporting rich flora and fauna, having a rich biodiversity.

In light of new National Education Policy, University has started eight (8) Certificate course programmes and three (3) PG Diploma courses to generate industry ready personnel at base and supervisory level. In view of the expanding influence of the University over education in agricultural sciences, the faculties and facilities have been upgraded and modernized to serve the students better. However, despite its modern outlook, the University is still preserving its legacy and to showcase it, fourteen old bungalows and some residential quarters are still maintained to display their imperial touch. The University envisions providing value-based education and not restricting itself to merely imparting technical education.

Dr. VISHWANATH KARAD
MIT WORLD PEACE UNIVERSITY
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MIT-World Peace University (MIT-WPU) is situated in Pune- the cultural capital of Maharashtra. Surrounded by the Western Ghats, Pune is located on the Deccan Plateau on the banks of the serene Mula-Mutha River. The city of Pune boasts of a rich and vibrant heritage witnessing the couG.rage and bravery of the Marathas and Peshwas. A thriving vibrant metropolis it has still retained some of its colonial-era charm. A step towards this Vision has been the 'MIT World Peace University' status accorded to MIT Group of Institutes – Pune, established under Govt. of Maharashtra Act No. XXXV 2017 and recognized by UGC.

MIT World Peace University- known as MIT-WPU, is a center for scientific, educational, technological & spiritual development for the youth. We enable our students to face the challenges of the present and the future technical advancements of a fast changing world by incorporating best of academics, industrial, research and value-based education.

Vision
To be a leading University of Excellence, promoting the "Culture of Peace" through Value-based "Universal Education System", with a firm belief that "Union of Science and Religion / Spirituality alone will bring peace to mankind"

To be a world class space of intellectual distinction in creating extensively trained professionals who will stand for eternal human values and world peace as complete global citizens.

Mission
To create a synergy of academics with technology, technology with research, research with industry, industry with economy and economy with social innovation, leading to world peace and positive change in the society. To identify, enhance, hone and nurture the strength of every student to apply scientific knowledge to touch the life of human beings. To foster the spirit of inquiry and imagination in students, to push the envelope of human knowledge and come up with innovative and ground-breaking solutions for well-being of the world. To create value and intellectual capital for society that will act as a prime mover for development of the society. To promote the 'Idea of India' by sensitizing students about the ethos of democracy, vision of leadership and culture of good governance. Co-creation and partnership with individuals and organizations that can support students realize their supreme potential.

DAKSHINA BHARAT HINDI PRACHAR SABHA

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'Dakshina Bharat Hindi Prachar Sabha' was established in the year 1918 by our beloved father of the nation Mahatma Gandhi with the sole aim of propagating Hindi in southern states. The first Pracharak was none other than Devadoss Gandhi son of Mahatma Gandhi. 'Hindi Prachar' was a movement that emerged as part of Freedom Movement and the leaders who led the nation to 'FREE INDIA' felt the necessity of making a single Indian Language the National Language, and through that language unify the people and thereby intensify National Integration. 1927 saw the emergence of Dakshina Bharat Hindi Prachar Sabha as an independent organisation and Mahatma Gandhi was its President till he breathed his last. Gandhiji desired that the 'Hindi Prachar' in the south should be carried on by involving the local people of the respective area. Till 1920, this Sabha had its office at George Town in Madras and after some years shifted to Mylapore and from thereafter to Triplicane where it functioned till 1936. Provincial Branches were established in 1936 to intensify the movement and the same year saw the Sabha moving into the then new town, Thyagaraya Nagar, in Madras on a sprawling 7-acre land. The foundation for the building was laid by Janab Abdul Hameed Khan and the building was declared open on 7th October, 1936 by Pandit Jawaharlal Nehru who was then the President of the Indian National Congress.

Preliminary Examinations were being held regularly from 1922. The first degree level examination 'Rashtrabasha Visharad' was conducted and Convocation held which was addressed by Kaka Kalelkar in 1931. The Sabha celebrated its Silver Jubilee in the year 1946 after the Second World War and Gandhiji presided over the celebrations. To commemorate his presence during the Silver Jubilee celebrations in the Sabha and mark that historic occasion it was decided to build a Gandhi Mantap at the spot where Mahatmaji made his presence felt. Accordingly, a Mantap was built and it was inaugurated on 9th June 1963 by Sri Morarji Desaiji.

Dakshina Bharat Hindi Prachar Sabha which is marching ahead towards its centenary year is conducting various Examinations in Hindi which are detailed below under the head 'Examination Department'. An important landmark is the building of 'Mahatma Gandhi Convocation Hall' (Mahatma Gandhi Padavidan Mantap) exclusively for the use of holding the annual convocation and other functions of the Sabha. In 1993 the President of the Sabha and the then Prime Minister of India Hon. Sri P.V. Narasimha Rao inaugurated the Amritotsav "Platinum Jubilee" celebrations at his residence on March 1993 at New Delhi.

DAMODARAM SANJIVAYYA NATIONAL LAW UNIVERSITY

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With growing importance for quality legal education, various national law schools acquired lot of importance.

To meet the requirements of students of this State, the Government of Andhra Pradesh decided to establish a new Law University and as per the decision of the Council of Ministers meeting held on 30-06-2008 the Governor of Andhra Pradesh promulgated the Andhra Pradesh University of Law Ordinance, 2008 on 8th July 2008. Subsequently the cabinet on 04-08-2008 approved Andhra Pradesh University of Law Bill, 2008, replacing the Ordinance and this Bill was passed by the State Legislature on 28th August 2008 and became an Act after the same was assented to by the Governor on 23rd September 2008.

Thus A.P. University of Law came into existence with Visakhapatnam as Main Campus and two branches at Kadapa and Nizamabad.

Further Andhra Pradesh University of Law" name changed as "Damodaram Sanjivayya National Law University" vide Andhra Pradesh University of Law (Amendment) Act, 2012 (Act No. 15 of 2012) published in the Andhra Pradesh Gazette Extraordinary dated 14th May 2012.

The Government of Andhra Pradesh has notified vide G.O. Ms. No. 63 dated 22-5-2012 that the 22nd Day of May 2012 is the date on which the provisions of the said Act shall come into force.

DSNLU conducts teaching in law and allied disciplines, with emphasis on practical training of the students in technical skills of the profession through Moot Courts, Seminars, Project Reports, Expert Lectures, work and Interns in law chambers, Court visits and conducting Legal aid and Legal literacy camps in parts of the country, the most recent one being "Abhyeti" conducted in Bhopal.

This is the only National Law University to enter into MoUs with other National Law Universities, which are: National Law School of India University, Bangalore, The West Bengal National University of Juridical Sciences, Kolkata, Rajiv Gandhi National University of Law, Patiala, Chanakya National Law University, Patna

DARSHAN UNIVERSITY

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योगः कर्मसु कौशलम्

Darshan University (DU), is a prominent organization offering a broad slate of academic programs and professional courses for undergraduate, graduate and postgraduate programs in Engineering, Science & Technology. The University is located in peaceful and sylvan surroundings with distinctive collegiate structure, about 19 km from Rajkot, Gujarat, India. It was established as an Engineering Institute in the year 2009, by Shree G. N. Patel Education & Charitable Trust with the objective to impart quality education and training in various fields of Engineering and Technology. It has now been transformed to the Darshan University through an Act by the Government of Gujarat under Gujarat State Private Universities (Amendment) Act, 2021 (Act No. 15).

From its inception, the organization has grown steadily and created a unique identity in the field of Engineering & Technology by implementing skill and training-based foundation for education. The academic environment at the campus creates an ambience to promote creativity and exploration of technical skills. Darshan University is committed to the generation of knowledge, innovations and its contribution towards the development of the Nation.

This verse advises the University to perform our allocated duty excellently. Kaushalam signifies doing work with devotion and without attachment. Such detached attitude enhances its values and improves the concentration and skill of the worker. If we work with elegance, fortitude, and skill our Body-Mind-Soul will co-operate with our hands. Any work becomes valuable if carried out with full concentration, dedication, and abilities and also helps us to become valuable to others as well as to society.

The vision of the University is to set an innovative & quality culture in academic education with keeping dynamic equilibrium to the needs of the society.

The mission of the University is :

- to offer qualitative programs with the provision of adequate academic flexibility.
- to promote qualitative, value-based, and innovative teaching-learning culture among faculties and students by involving them in skill development activities with ensuring holistic development to its fullest extent.
- to create a collaborative environment, open to the free exchange of ideas, knowledge, technology, and resources with other academic institutes & industries.

Drs. KIRAN & PALLAVI PATEL GLOBAL UNIVERSITY

Krishan Education Campus, Block No. 136/P
Vadodara-Mumbai NH#8, Varnama
Vadodara – 391243, Gujarat

A State Private University established under provisions of Gujarat Private Universities Act 2009, Gujarat Private Universities (Amendment) Act 2009 (Act No. 15 of 2021) & Govt. of Gujarat, Education Department. Drs. Kiran and Pallavi Patel Global University (KPGU), Vadodara was established in 2004 and is approved by AICTE, PCI, NBA and UGC. The university offers various undergraduate, postgraduate and diploma courses in the disciplines of Engineering & Technology, Management, Science, Pharmacy, Nursing, and Ayurvedic Medicine. Admission to KGPU depends on the performance of the candidates in state/ national level entrance exams. Furthermore, the university has highly qualified and well experienced faculty members. As well as, the university has a dedicated Training and Placement Cell which provides 100% placement assistance to its students.

KPGU seeks to be an "University of Global Eminence. Towards this the university has adopted KPGU-Vision-2040 document. That great transition from affiliating Institutions to a University by itself would not have been possible without the contribution of each one of the members of the "Team Edu Campus" under the flagship of Shree Krishna Educational & Charitable Trust. With consistent performance and collective efforts several milestones have been achieved in the past as affiliating institutions. The Pursuit for Newer Horizons has led to the achievement of yet another path breaking milestone and the establishment of KPGU shall be marking the opening of the "Gateway to Global Excellence". This transformation shall bring forth with it, the number of greater opportunities, that will lead the university to next level of performance and ensure that we progressively grow as envisaged in the KPGU-Vision-2040 document. To realize the bigger pursuit, to make it functionally effective, to gain regional, national and international recognition the organization is geared up for the greater commitment, collective performance, concerted efforts and be ever in consistent pursuit for Quality & Excellence, may it be in academics, research, collaborations, outreach activities, skill enforcement and employability drives; that encompass;

a. Establishment of Nine University Faculty, 13 Constituent Institutions and six Centres of excellence.
b. Making significant impact over a period of ten years in terms of increasing the Constituent Institutes by 57%; Centres of Excellence by 64%; Intake by 60% of which 20% shall be International Students; increasing Infrastructure by over 18 Lac Sq. Ft.; UG programs by 78% and PG by 71%; Research output by 78%.
c. Deliver the contemporary and internationalized higher education that is cured with Skill, Interdisciplinary, Industry driven, curriculum with Global appeal, Fostered with Innovative, Interdisciplinary & High Impact Collaborative Research, Social Inclusiveness with respect to National Development Goals through its skills driven, employability-oriented, highly qualified and experienced faculty and equally competent non-teaching staff.

DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES

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Datta Meghe Institute of Medical Sciences, a Deemed University was granted this status by the University Grants Commission in 2005. It has been reaccredited with the Grade A grade by the National Assessment and Accreditation Council (NAAC) for a period of five years in March 2013.

Thereafter, it was included in the elite Category A by the Ministry of HRD, Government of India amongst the Deemed Universities in the month of May 2013.

The University is also the recipient of the Dr. B.C. Roy Award for Research. Dr. Dilip Gode, an eminent Laprascopic surgeon is the current Vice-Chancellor of the University.

The constituents of the Deemed University are located in a 125 acre campus in Sawangi (Meghe), Wardha about 80 kms from Nagpur, Maharashtra, India which is the geographic centre of India. It is located away from the hustle and bustle of the city amidst serene surroundings in a self sustaining complex with an excellent academic ambience.

It is very well connected by road, rail and air (via Nagpur) to all the major cities in the country. Nagpur has now become an international airport with direct flights from Sharjah and many more on the anvil in the near future.

The students welfare activities at this University is one of the top priorities for ensuring all types of students support and welfare on a continuing basis so that the students feel satisfied regarding the role of the University. According to the University, 'Welfare' literally means well being or organized efforts to ensure people's well being.

At any educational institution, students occupy a pivotal position and all activities revolve round them. Hence, the overall institutional ambience must reflect planned efforts for the welfare of its main stakeholder and the activities must not be just confined to narrow goals of achievements of desired academic standards but also incorporate conscious efforts directed towards overall welfare of the students.

DAV UNIVERSITY

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Established in 2013, DAV University at Jalandhar traces its roots to the legacy that has been reforming and redefining India's educational scenario for 127 years.

The university is the culmination of the movement that started with the founding of the first DAV institute to propagate the ideals of the religious and social reformer Swami Dayanand Saraswati in Lahore on June 1, 1886. Lala Hansraj was its first Honorary Headmaster.

Now, the DAV movement has grown to become the single largest non-governmental educational society in the country managing 780 institutions and shaping the careers of youth in India. It employs over 50,000 people and educates more than 20 lakh students every year.

DAV University is a multi-disciplinary institution, home to faculties of teaching excellence in subjects from engineering technology to languages and history to life sciences. The university encourages interdisciplinary study and believes that all areas of study can inform and enrich each other. Since DAV University aims academic excellence, its curriculum conforms to that of the world's very best universities. This institution is set to become a global hub in education, research and placement of the students.

How beautifully sublime is this holy mantra from the Vedas! It captures the essence of the very purpose of human existence, which is, to imbibe the good and discard the evil. This divine mantra was very close to the hearts of Maharishi Dayanand and Mahatma Hansraj, the inspiration and founder of DAV movement respectively, and today forms the bedrock of the ethos and values of DAV.

DAV – Dayanand Anglo Vedic – a concept that is in its amalgamation of our ancient heritage and modernity. “Dayanand” and “Vedic” are the primary motive forces at work for the DAV movement, connoting the richness of the Maharishi’s and our ancient value system and the profundity of Vedic wisdom. Steadfastly balanced between the two “Anglo” that refers to the best of the western knowledge. Therefore, our goal is clear: in DAV, we are to provide education and expanded knowledge at par with the best in the world while keeping it well within the parameters of our ancient Vedic heritage. We are to set and achieve highest standards in education as our sublime mission is man-making.

DAVANGERE UNIVERSITY

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Established in 2009, Davangere University is one of the youngest affiliating types of Universities in Karnataka. It has a jurisdiction of two Districts viz., Davangere and Chitradurga and headquartered at Davangere. Davangere which was part of Chitradurga District became a separate District on 15th August 1997 and is emerging as an important educational centre besides being a well known commercial and industrial town in Karnataka.

Davangere University prior to its establishment functioned as a Post-Graduate Centre of the University of Mysore from 1979 to 1987. Later, with the establishment of Kuvempu University in 1987, the P.G. Center came under the jurisdiction of the new university due to its geographical location and hence functioned as its P.G. Centre from 1987 to 2009.

Davangere University was established (with a Gazette Notification from the Government of Karnataka) on 18th August 2009 by being carved out of Kuvempu University with a purpose and vision to meet the educational aspirations of the people of this region. The university has 112 Colleges affiliated to it in total, with one Constituent College and one Autonomous College, offering Graduate and Post-Graduate programmes in various disciplines catering to the educational needs of more than 60,000 students.

Davangere and Chitradurga Districts are centrally located in the State of Karnataka on NH-4. Davangere is very well connected by road and railways (with a distance of 265 kms road, and 327 kms by railways) from Bangalore, the state capital of Karnataka. Shivagangotri, the main campus of the University is located at about 10 kms from Davangere on SH-76 (Biruru-Sammasgi) off NH-4 (Pune-Bangalore) at Bada Cross and is about 60 kms from Chitradurga. The conveyances to reach the campus include both government and private bus services, and there is a railway station near the campus in Tholahunse village. The sprawling 73 acres campus is free from pollution and hustle and bustle of the city. The greenery on campus adds to its ambiance. The University has four Faculties viz., (i) Arts, (ii) Science & Technology, (iii) Commerce & Management, and (iv) Education. It has 20 Post-Graduate Departments of Studies and Research on the main campus offering 22 Post-graduate Programmes and a few Diploma Courses. The university intends to introduce few more Post-Graduate Programmes and Diploma Course from the academic year 2013-2014, and is working towards introducing more number of inter-disciplinary, job-oriented and socially relevant courses in the years to come.

DAYALBAGH EDUCATIONAL INSTITUTE

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On May 16th 1981, the Government of India declared the DEI, Agra, comprising of the DEI women`s Training College, REI Degree College, Dayalbagh as a Deemed University under Section 3 of the UGC Act. Accordingly, the three erstwhile colleges ceased to exist as separate entities and began functioning as the faculty of Arts, Commerce, Education, Enginnering and Science from the academic session 1981-82. The Institute has since been accorded the Membership of the Association of Indian Universities.

The aims and objectives of the Institute convey the unshakable faith in education as a means for inculcating the ideal of better worldliness upheld by the August Founders of DEI. The aim of the institute`s founding fathers was to evolve the superman of tomorrow.

In pursuance of these lofty ideals, the genesis of education in dayalbagh was the opening of the Radhasoami Educational Institutes (REI) on January 1, 1917 by Sir Anand Sarup, Kt., the fifth Revered Leader of the Radhasoami Faith. From its modest beginning, the nucleus in form of the REI, not only grew and got divided but also spawned new institutions in response to the changing and evolving needs of society.

A Significant development of far-reaching consequence in the history of education at Dayalbagh was the establishment of the DEI as a Registered Body in 1973, which integrated and brought under one umbrella all the educational institutes of Dayalbagh. In 1975, the Institute formulated an innovative and comprehensive educational policy with the mission objective of evolving a “complete man” which recived approbation from the Government of Uttar Pradesh, the University Grant Commission (UGC), and the Ministry of Education and Culture (Department of Education).

The Institute is located amidst the tranquil environs of Dayalbagh, a self-contained colony renowned for its serene environment and secular establishing, in which its inhabitants lead an active, disciplined and co-operative community life, conforming to the high spiritual ideals of their faith. On the outskirts of the historic city of Agra, the campus is situated in idyllic surroundings, away from the din and noise of the city. Nestled between lush green fields, it provides an excellent academic setting which is in harmony with nature.

This, along with a simple, disciplined and principled life, undoubtedly contributes to the strength of the social, moral and spiritual fiber of the institute`s educational system.

DAYANANDA SAGAR UNIVERSITY

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Dayananda Sagar Institutions founded in the 60s by one such visionary, late Sri Dayananda Sagar committed to take knowledge to the people, transforms today's students into responsible citizens and professional leaders of tomorrow. Dayananda Sagar University created by an Act of the Karnataka State in 2014, built on this adorable legacy and inspired by its own milestones, meeting the needs of quality higher education in this part of the world. Universities of great legacy across the world are the invaluable contribution of certain visionaries to the world. Universities don't manufacture products with specific use and determined life cycle. They share & impart multitudes of streams of knowledge and create wonderful human beings – learned practitioners & Disseminators of knowledge to make the world a better place to be. These Universities of great significance have lived through the centuries building centers of knowledge and great alumni of such Universities. DSU is a proud member of the Dayananda Sagar Institutions family. Founded by Late Sri Dayananda Sagar in the early sixties (with just four students), DSI has morphed into global education power house, spread over five campuses, catering to the education needs of over 17,000 students. Operating under the aegis of the Mahatma Gandhi Vidya Peetha Trust in Bengaluru, DSI has enabled the transformation of tens of thousands of young Indian and international citizens into professionals in diverse specializations. Besides our high-calibre teaching staff, the students are given a challenging academic environment with well-equipped lecture theatres, laboratories, excellent libraries and computer networking facilities. DSU also has exceptional infrastructure for students who possess a passion for sports and games. The hostel facilities, encompassing cultural and recreational needs, cater to both local and international students. Dayananda Sagar Institutions (DSI) have consistent topped the academic charts in every area of knowledge standing out from the midst of a sea of institutions of repute. Its accomplishments are unparalleled. In the recent past, DSI secured 58 ranks from Visvesvaraya Technological University among 220 engineering colleges in Karnataka (in 2014). Research, Innovation and Incubation (spread over 25,000 sft of industry quality labs) form the core of DSU. So it isn't surprising that DSU has taken the next logical step: Laying the foundation to transform the entrepreneurial dream of every young Indian and global citizen into a reality. Enabling this transformation is the active support of industry leaders, industry bodies and a dedicated 4 lakh square feet modern ready-to-move-in infrastructure!. Beginning Academic Year 2015–16, Dayananda Sagar University would offer courses in Engineering, Computer Applications, Sciences, Arts and Management in the Bachelors, Masters and Ph.D levels. Supporting the academic activities are the Centers of Excellence in ICT, Health Care, Energy and Life Science, among other fast evolving fields of study.

DECCAN COLLEGE POST GRADUATE AND RESEARCH INSTITUTE

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Declared as a Deemed University in 1994, Deccan College, Post-Graduate and Research Institute, Pune is the third oldest Educational Institute in India. The Hindoo College was started on 6th October, 1821 by the Bombay Presidency Government at the initiative of its Governor, Mountstuart Elphinstone by using the Dakshina Fund, which was started by Khanderao Dabhade, a Maratha Sardar and continued by the Peshwas for propagating Sanskrit studies.

This College grew from strength to strength and has emerged as a foremost Institute in the world of higher learning and research. It was renamed as the Poona College on 7th June, 1851 and later as the Deccan College in October 1864. The Deccan College was shifted to the new campus covering an area of 115 acres near Yerawada on 23rd March 1868. With the help of a muneficent grant of Rs. 1 lakh donated by Sir Jamsetji Jejeebhoy, the main building of the College was built in beautiful Gothic architecture. The Deccan College, since then, produced a galaxy of students who rose to positions of excellence in various walks of life. They include Sir Ramlkrishna Gopal Bhandarkar, the celebrated Indologist, Lokmanya Bal Gangadhar Tilak, the great nationalist leader, Gurudev Ramchandra Dattratreya Ranade, the eminent philosopher, Gopal Ganesh Agarkar, the great social reformer, Vishwanath Kashinath Rajawade, the famous historian, Dr. Dwarkanath Kotnis, the famous Indian medical practitioner who rendered yeoman service in China, etc. The College was closed down by the British Government in 1934, but because of the efforts of the past students and the public spirited citizens, it was reopened on 17"' August 1939 as Deccan College, Post-Graduate and Research Institute, by the Transfer Deed passed by the Hon'ble Bombay High Court. The Past Students Association of this University is growing in strength and actively participates in the development of the University. As per the Transfer Deed, the State Government was asked to run the Institute in perpetuity. Subsequently, two bodies came into existence - The Deccan College Poona Trust, as the custodian of the landed property and the Deccan College, Post-Graduate and Research Institute to take care of the academic activities of the Institute. In the next half-a-century, the University, apart from giving instruction to Postgraduate students and producing galaxy of Ph.D. Dissertations, carried out outstanding research in Ancient Indian History, Culture and Archaeology, Linguistics, Medieval and Maratha History, Sociology, Anthropology and Sanskrit studies. Eminent scholars such as the late Professors S. M. Katre, H. D. Sankalia, Irawati Karve, C. R. Sankaran, T. S. Shejwalkar, and their colleagues and successors such as Professors A. M. Ghatage, M. A. Mehendale, S. B. Deo, M. K. Dhavalikar, etc.

DEENBANDHU CHHOTU RAM UNIVERSITY OF SCIENCE AND TECHNOLOGY

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Website : http://www.dcrustm.org

The erstwhile Chhotu Ram State College of Engineering, Murthal Haryana Government Institute was upgraded to Deenbandhu Chhotu Ram University of Science & Technology, Murthal through an act of legislation dated 30.10.2006 issued vide Haryana Govt. notification No. Leg./33-2006 dated 6.11.2006.

The University is located on the National Highway No. 1(G.T. Road) 48 Km. from ISBT, New Delhi towards Chandigarh. The location of university falls within one of the fastest growing industrial belt of Haryana. The University is spread over 273 acres and has a fully residential campus with ample built up space in a contemporary architectural idiom.

This university aims to create new frontier of knowledge and produce excellent engineers who have learnt their skills in an environment of highly competent & skilled faculty– engineers who will known for their innovation, imagination, synthesizing & analytical competence, scientific intellect and who are committed to excellence.

The objectives of the University are to Create self-sustaining Centres of Excellence

- to facilitate & promote studies & research in engineering areas of higher education with focus on the new frontier of science, engineering, technology, architecture & management studies
- to produce excellent technical professionals with human values.
- to create an academic environment where all are involved, and where teaching & learning are both a pleasure and are seen as positive gain.
- to give hands-on training.
- to contemporize technical education through ICT (Information & Communication Technology)
- to offer a suitable environment for overall development of individual.
- to promote Institute-Industries interaction programs for producing innovative excellence.
- to meet the increasing needs of the millennium & to cater to the technical education demands of the National Capital Region, by offering various technical/professional courses at Under Graduate , Post Graduate and Research Levels.

DEEN DAYAL UPADHYAY GORAKHPUR UNIVERSITY

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The University of Gorakhpur is a teaching and residential-cum-affiliating University. It is situated at a distance of about 2 kilometers form the downtown to the east and almost walking distance from railway station to the south. Although the idea of residential University at Gorakhpur was first mooted by Dr. C.J. Chako, the then Principal of St. Andrews College, then under Agra University, who initiated post-graduate and undergraduate science teaching in his college, the idea got crystallized and took concrete shape by the untiring efforts of Late Pt. S.N.M. Tripathi. The proposal was accepted in principle by the first Chief Minister of U.P., Late Pt. Govind Ballabh Pant, but it was only in 1956 that the University came into existence by an act passed by the U.P. Legislature. It actually started functioning since September 1, 1957, when the faculties of Arts, Commerce, Law and Education were started. In the following year, 1958, the faculty of science came into being. Faculties of Engineering, Medicine and Agriculture came into existence in later years. Late Mahant Digvijay Nath also made valuable contribution in the formation of the University. The Madan Mohan Malviya Engineering College. At one stage the federal jurisdiction of the University was spread over colleges in Gorakhpur and the adjoining erstwhile twelve Districts with about 125 affiliated colleges. In 1973, when the Gorakhpur University Act was replaced by uniform piece of legislation called the U.P. Universities Act, about two dozed colleges located in five Districts were transferred to the newly created Avadh University with headquarters at Faizabad. The jurisdiction of the Gorakhpur University was drastically curtailed further in its headquarters at Jaunpur. At present, with the establishment of new colleges and the creation of new Districts, there are 123 colleges located in five Districts of Gorakhpur Division. In the beginning the University had its own teething troubles. But due to the zeal, untiring efforts and foresight of its founding fathers and the then faculty members, it has come of age having completed more than forty years of a most meaningful existence. It now has neat and attractive campus spread over an area of about 300 acres with well-planned teaching and residential campuses. In the beginning the University was housed in two buildings the Pant Block (inaugurated by late Pt. Pant) and the Majithia Block (named after Sir Surendra Singh Majithia, who made a significant donation to the building through his family trust). Several other buildings came up during the following decades : they include the Central Library, the Arts Block, the Administrative Block, the Law Faculty, a Student's Union building, a Gymnasium hall, a Health Centre, a Computer Centre and Research Buildings for Chemistry, Zoology, and Botany. Besides, there are separated Buildings for Commerce and Education Faculties and also for Home, Science, Geography, Psychology, Sociology, Hindi, Ancient History, Fine Arts and Music, Political Science and Adult Education.

DEFENCE INSTITUTE OF ADVANCED TECHNOLOGY

Girinagar, Pune - 411 025
Maharashtra
Tel : 020-24304021,020-24389318, 24389411, 24389657
Email : registrar@diat.ac.in vc@diat.ac.in

The Defence Institute of Advanced Technology, (DIAT) as it is known today, came into being as the Institute of Armament Studies in 1952 in the CME campus.

In 1967, the Institute was renamed as "Institute of Armament Technology, (IAT)", which moved to its present location at Girinagar, Pune. From the relatively narrow scope of Armament Studies alone in the Fifties, the role of the Institute was considerably enlarged by the Defence R&D Council in 1964 and further in 1981.

On the basis of accreditation by the All India Council of Technical Education (AICTE), Pune University recognised eight courses for the award of ME degree in 1980. In the year 2000, the Institute acquired the status of a Deemed University. IAT has been renamed as DIAT w.e.f. 1st April 2006.

To be a center of Excellence of international repute for Education, Training and research in Advanced Technologies with a view to strengthen national security and self reliance.

Defence Institute of Advanced Technology (DU) is committed to creating a center of Excellence for Education, Training and research in contemporary and futuristic Technologies by way of continual improvement and consistent Innovation in material as well as Intellectual Infrastructure towards customer's delight.

Quality Objectives

- To cultivate core Competencies in Basic & Applied Research in contemporary & Futuristic Technologies.
- To attract and nurture Intellectual capital.
- To maintain an Eco-Friendly and appropriate Academic Ambience.
- To promote professional Development of personnel for productive performance.
- To strengthen collaboration with the Armed Forces, Academia, R&D Institutions and Industry.
- To generate adequate financial resources for sustainable Growth and Development.

DELHI TECHNOLOGICAL UNIVERSITY

Shahbad Daulatpur, Main Bawana Road
Delhi – 110042
Tel : 011-27871018, Fax : 011-27871023
Email : vcdtu@dce.edu; op.shukla2008@gmail.com, registrardtu@dce.ac.in
Website : http://www.dce.edu

"83 years of Tradition of excellence in Engineering & Technology Education, Research and Innovations" Delhi College of Engineering, (initially established with the name – Delhi Polytechnic) came into existence in the year 1941 to cater the needs of Indian industries for trained technical manpower with practical experience and sound theoretical knowledge. The institution was set up at historic Kashmere Gate campus as a follow up of the Wood and Abott Committee of 1938. It comprised of a multi disciplinary and multi level institution offering wide ranging programmes in engineering, technology, arts and sculpture, architecture, pharmacy and commerce. The national diploma awarded by the institution was recognized as equivalent to degree level for the purposes of employment**.** In 1952 the college was affiliated with University of Delhi and started formal Degree level Programmes. The department of Architecture later became the School of Planning and Architecture, now a Deemed University and Institution of National importance. The department of Arts and Sculpture became College of Arts and the departments of Chemical Technology and Textile Technology were shifted out en-block to mark beginning of the IIT Delhi at its new campus at Hauz Khas. The department of commerce was later abolished and the faculty of management studies of the University of Delhi was established by Prof. A Das Gupta, of DCE. Delhi College of Engineering is thus the mother institution of a number of national projects including IITD, SPA, College of Arts and even the famous FMS. Till 1962, the college was under the direct control of Ministry of Education, Government of India.

In 1963, the administration of the college was handed over to Delhi Administration. Delhi College of Engineering was under the administrative control of Department of Technical Education & Training, Govt. of NCT of Delhi. For academic purposes, the college was affiliated to University of Delhi since 1952. From July 2009, the DCE has become Delhi Technological University vide Delhi Act 6 of 2009.

The erstwhile DCE has functioned from its historic Kashmere Gate Campus for almost 55 years and has shifted in 1996 to its lush green sprawling campus of 164 Acres at Bawana Road, adjoining Sector-17, Rohini, Delhi-42**.** Its shifting to new campus has added the dimension of research and caused innovations in plenty, which has received high national and international acclaim. As a Delhi Technological University it has the desired autonomy to excel and shape itself as a world class Technological University.

DELHI PHARMACEUTICAL SCIENCES AND RESEARCH UNIVERSITY

Mehrauli-Badarpur Road, Pushp Vihar, Sector - 3
New Delhi - 110017
Tel : 29553771, 29554649
Fax: 91-11-29554503

DPSRU, legislated by Delhi Legislative Assembly in 2008, stated its journey with a Diploma in Pharmacy course in 1964 at Kashmiri gate polytechnic and later it was transferred to PUSA Polytechnic building with induction of B.Pharmacy course with 20 students in 1972, later on in 1979 it has been shifted to the present lush green campus of 10.5 acres at Pushp Vihar, subsequently in 1978 M.Pharmacy was started in two streams i.e. Pharmacology, Pharmaceutics, where in 1982 Hospital Pharmacy , in 1996 Quality Assurance, in 2007 Pharmaceutical Chemistry and Clinical Pharmacy and in 2008 Pharmaceutical Management were also added up as strames of M.Pharmacy. M.Pharmacy in Herbal Drug Technology is likely to be started in academic year 2009-2010. Ph.D. programme under stipendiary category (14000 + hostel/HRA) were started in year 2006.

Apart from this DIPSAR conduct M.Pharm and Ph.D. courses for Teachers of Pharmacy colleges under Quality Improvement Programme. Medicine and Antidote information centre “MAPIC” was inaugurated in 2003 by Hon’ble Chief Minister Smt. Sheila Dixit, for disbursement of the information about any drug, its side effects, uses contraindications toxicity or first aid remedy for accidental consumption of poisons. It is the only Institute of Pharmacy in India where the faculty members are selected through Union Public Service Commission (UPSC), Govt. of India. It is funded by Govt. of NCT of Delhi. Moreover now DIPSAR is equipped with 10 State of art research l laboratories, gymnasium, Swimming Pool, Guest House, Sports Complex, World Class Hostels, State of art animal house with clean and dirty corridors etc.

The Institute has been identified by AICTE as the Host Institution for National Doctoral Fellowship Scheme (NDF) and early Faculty induction Programme (EFIP).

In addition work on 8+1 storey P.G block at present location (Pushp Vihar) has already begun after approval from different authorities like Airport authorities, MCD, Fire authorities, Urban art authorities.

The vision of the University is to be the ultimate destination for education, training and research in pharmaceutical sciences and allied areas and thereby, cater the health needs of the people at large

The mission of the University is to produce able leaders, administrators and personnel who can take up responsibilities as pharmaceutical sciences professionals, suitable for community, industries and institutions related to health.

DELHI SKILL AND ENTREPRENEURSHIP UNIVERSITY

Ground Floor, Integrated Institute of Technology Complex,
Sector 9, Dwarka, New Delhi-110077
Tel : (011) - 20985112
Email : admin@dseu.ac.in Website : https://dseu.ac.in

The Delhi Skill and Entrepreneurship University (DSEU) was established in August 2020 by the Government of NCT of Delhi to equip students with world-class skill education to enable access to aspirational jobs and inculcate entrepreneurial mindset and entrepreneurship. DSEU aims to create a win-win for the youth and the industry by filling the existing gaps in skill training. Building on the education philosophy of thinkers such as Mahatma Gandhi and Vinoba Bhave, DSEU aims to integrate the use of the hand, head, and heart for balanced living and engagement in lifelong learning. The focus will be on teaching both self-reliance for life-long independence and the wisdom towards nurturing and valuing interdependence. The University wishes to change the existing paradigm of skilling, making skill acquisition aspirational and providing opportunities to all for skilling, up-skilling and reskilling. Besides, DSEU will support and nurture entrepreneurs and provide quality mentorship to steer the entrepreneurial journeys of those interested, by providing incubation, and constant support.

The University has twin objectives-

- To change the existing paradigm of skilling, make skill acquisition aspirational and provide an opportunity to all for skilling, up-skilling, and re-skilling.
- Support and nurture entrepreneurs and entrepreneurship

The University will offer courses to people from all walks of life and empower the marginalized and minority groups by providing them with an opportunity to attain world-class education. The University aims to develop aware and well-rounded citizens. The course curriculum offered at DSEU will be inspired by industry requirements and will help graduates to be career-ready. Holistic development at affordable costs will be the aim of the University while also ensuring that no student is denied admission due to lack of the ability to pay. The University will provide the opportunities of scholarships, freeships and financial assistance for getting loans and support from the Delhi government schemes for higher education.

Delhi Skill and Entrepreneurship University (DSEU) aims to be recognised as a premier and pioneer institute of higher education in the domain of skill and entrepreneurship. DSEU has been incorporated with the purpose to fill the existing gaps in skill training in India and empowering the country's workforce through quality skills training and bringing it at par with robust industry standards along with providing the students with exposure to entrepreneurship expertise by bridging the gap between the demands of the industry and the interests of the students.

Delhi Skill and Entrepreneurship University's mission is to accord dignity to each and every skill by emphasizing its teaching and learning and inculcate entrepreneurial mindset The mission is to work in partnership with the industry to nurture talent which is work ready on the day they graduate.

DELHI SPORTS UNIVERSITY

Camp Office: Ludlow Castle Sports Complex,
4 Sham Nath Marg, New Delhi - 110054
Email : info@dsu.ac.in
Website : http://dsu.ac.in

The Delhi Sports University has been established by the Government of Delhi under the provisions of Delhi Sports University Act 2020 (Act 01 of 2020). Delhi Sports University has been established and notified by the Delhi Government. India's first woman Olympic Medallist, Padma Shri K Malleswari, has been appointed as the first Vice Chancellor. It is a first of its kind school-university integrated institution for excellence in sports education with the aim to provide world-class sports training and education. DSU will run and administer multiple Delhi Sports Schools from grades 6th to 12th to build foundational core competencies in prospective high performing sportspersons. The university will also administer and manage specific training and coaching Sports Divisions under Centres for Excellence, to maintain quality driven training facilities and infrastructure and impart world class training to aspirant sportspersons.

Delhi Sports School (DSS) : Delhi Sports School is Delhi's first fully residential school dedicated to sports. It will be operated and managed by Delhi Sports University. It aims to nurture the sporting talent among students to achieve the highest level of excellence in their chosen sport and perform at major sporting events alongside academics through a specialized sports integrated curriculum.

The mission of the University is :

to ensure student mastery of the chosen sport through personalized sports training, effective assessments, and exposure to the world of sports in a safe and collaborative environment and support them to represent India in major international sporting events.

The vision of the University are the following :

- World Class training infrastructure and facilities :Enabling larger participation at international platforms and hence increasing the chances of securing more wins and medals through high-end sports training.

- Sports at par Academics : Enabling a larger talent pool for Delhi Sports University and School and hence more chances at winning Olympic medals.

- Alternative Career Pathways for Sportspersons : Enabling meaningful contribution to the society by ensuring that graduates of Delhi Sports University and School are responsible citizens of the country.

DELHI TEACHERS UNIVERSITY

NH-24, KASMABAD, PILKHWA,
DELHI-NCR, PIN-245304
Email: info@dtuniversity.in
Website : https://dtuniversity.in

Delhi Teachers University is a state university established by the Delhi Government Act 2012 at Delhi NCR in January 2012. The University provide Under graduate course, Post Graduate course, B.Ed, M.ed, BBA, MBA, BCA, MCA, BSW, MSW, BA,B.com, B.sc, MA, M.com, M.sc and many technical and traditional course in its campus.

The University is spread over 300 acres of land with 65 buildings where there are more than 500 classrooms and there are 10 hostels for boys and 5 nos of hostel for girls. the boys hostel can accommodate about 500 nos of students and girls' hostel can accommodate about 250 nos of girls. The University has one indoor stadium and three outdoor stadium. The indoor stadium is located in south block where one outdoor stadium located in north block and one in the east block. Also there is a swimming pool, 5nos of badminton Courte and a volleyball Courte available in the university campus. Delhi Teachers University organize inter college sports and cultural competition in the December month of every year. The university has a indoor banking system and postal service also available in the university campus. There is a medical unit also available in the campus where 2nos of medicine specialist in the daytime and one doctor for night shift is appointed for emergency.

As becoming an online influencer has emerged as a main goal for the younger generation, the need for professional training has never been more evident. Delhi Teachers University is focus on three main components of success: producing visually compelling video content, generating followers, and the monetization of the channel.

The core of a successful channel is the content. Online video has become more professional looking, setting a new standard for online video content. No more shaky, piracy footage; viewers expect TV quality production when watching videos online. Future Media Concepts, the leading video production and post production training company will bring its expertise to teach attendees everything they need to know for success.

Students from abroad are also welcome at our university they will get a familiar environment in the campus and ragging are not allowed in the campus so student can feel more secure in the university campus.

DESH BHAGAT UNIVERSITY

Amloh Road Mandi Gobindgarh
District: Fatehgarh Sahib – 147301
Toll Free No. : 1800-1802-801, 1800-1802-802
Telephone: 01765-520523-24, +91 84273-29955
Email: contact@deshbhagatuniversity.in international@deshbhagatuniversity.in

Desh Bhagat University, Mandi Gobindgarh came into existence as a State Private University under Punjab Govt. Desh Bhagat University Act, 2012. It has evolved from Desh Bhagat Group of Institutes which was established in 1996 near Mandi Gobindgarh, a well-known industrial town of Punjab, and had its campuses at Mandi Gobindgarh, Muktsar, Moga, Chandigarh and Kenya. The University has been established with the lofty mission of pursuing excellence in higher education by providing the young students a distinct and unique combination of academic, professional and personal development.

The various courses taught in the university include Agriculture Sciences, Airlines, Animation, Applied Sciences, Art and Craft and Fashion Technology, Ayurveda, Commerce, Computer Sciences, Education, Engineering, Hospitality and Tourism, Hotel Management, Languages, Law, Management, Media, Nursing, Performing arts, Physical Education, Social Sciences. Located in a totally pollution free environment, the university has a sprawling campus with state-of-the-art infrastructure including lush green Wi-Fi Campus, AC Class Rooms equipped with latest teaching aids, computer labs having latest model computers, well-stocked digital libraries, hostels for boys & girls with all modern facilities, seminar/conference halls, playgrounds and its own fleet of buses to transport students from different places.

The ultimate aim of Desh Bhagat University is to provide quality education and the best possible exposure to its students in order to make them not only highly successful professionals, managers, entrepreneurs and technologists but also to make them fully responsible and awakened members of the society by imparting them the much-needed value education and soft skills. There is also special emphasis on the holistic development of the personalities of the students with a view to make them time-relevant, market-relevant and society -relevant individuals.

University's Mission :

1. To practice innovation through international teaching practices and mentor students through specially crafted industry-academia curricula.
2. To promote research not only for educational purposes, but also support the industry by inventing solutions and resources for various processes and systems.
3. To promote entrepreneurship by shaping leaders and professionals, who are not only industry ready but have value systems of weaving models of entrepreneurial ventures.

DEV BHOOMI UTTRAKHAND UNIVERSITY

Dev Bhoomi Campus, Chakrata Road Navgaon,
Manduwala, Dehradun 248007, Uttarakhand
Email: info@dbuu.ac.in
Website : https://www.dbuu.ac.in
Admissions & Outreach : 1800 103 4049, 094115 19803

Established in 2005, as DBGI transforms into Dev Bhoomi Uttarakhand University, it brings with it a proud legacy of close to two decades. It will be built around its core values based on academic excellence, diversity and mutual respect, shared governance, social conscience, environmental responsibility, and more. Being an autonomous university also opens an array of opportunities. As Dev Bhoomi Uttarakhand University it finds itself on a stronger global platform that will expand its international reach. In fact, it will be better placed to forge collaborations and stronger bonds with National and International universities of repute. It will result in student and faculty exchange programs that enhance the learning experience. Students of Dev Bhoomi Uttarakhand University can also expect a more robust curriculum with the latest technological And managerial inputs, as it is now able to streamline and synchronize academic activities across all courses. As an autonomous university, it can exercise more flexibility in setting higher standards for admission and performance evaluation. Dev Bhoomi Uttarakhand University is an auspicious new beginning; not just for students but for the entire state too

Vision of the University is to foster a society of lifelong learners with the ability of critical thinking, entrepreneurship, leadership and to create an environment for discovery, innovation, discourse and expression.

The mission of the University are the following :

- Setting a benchmark to improve performance and quality assurance in academics.
- Creating a thriving and sustainable research environment.
- Laying impetus on successful student support system so as to nurture creativity, resiliency and problem solving skills.
- Inculcate the spirit of "सिद्धिर्भवति कर्मजा"
- Devise and Design programs in consonance with national policies and global challenges.

DEV SANSKRITI VISHWAVIDYALAYA

Sankara, Kumhari, Durg – 491 001, Chhattisgarh
Mobile : 99772-93473,98263-93473, 88199-73232
Email : dsvvcgsankara18@gmail.com
kubergurupanch@gmail.com
Website : dsvvsankara.com

Established in 2002, Dev Sanskrit University is completely different from other universities in the country and abroad due to its fundamental characteristics. The goals and activities of other universities often remain confined to the academic realm, but its goals and activities are broadened in academic as well as spiritual, cultural and social scope. Through this learning practice, the personality of the students is expanded. Through this learning practice, the personality of the students will be fully developed. By awakening their inner divinity and inherent powers in a holistic manner, the significance of the rise of this divinity will be proved.

The Seeds of the Dev Sanskriti University Were Sown When Kulmata, Bhagwati Devi Sharma (1926-1994) Recognized The Divine Samskaras (Spiritual Vibrations) of this place. Dev Sanskriti Vishwavidyalaya in its way to realize its objectives is making innovative efforts for holistic education at international level in addition to providing new opportunities to its students

Be an nationally acclaimed University, recognized for excellence in teaching, research and outreach; provide the highest quality education to students, nurture their talent, promote intellectual growth and shape their personal development; remain dedicated and steadfast in the pursuit of truth and serve humanity through the creation of well-rounded, multi-skilled and socially responsible global citizens.

Forster all-round development of students through multi-faceted education and sustained engagement with local, national and global communities, and nurture lifelong inspired learners from across the globe in line with our cultural ideal of 'Dev Snakriti Vishwavidyalaya'.

DEV SANSKRITI VISHWAVIDYALAYA

Gayatrikunj, Shantikunj
Hardwar - 249 411, Uttarakahand
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Fax : 01334-260723/260866
Email : spmishra98@hotmail.com, registrar@dsvv.org
Website : http://www.dsvv.org

All the cultures of the world are supposed to have their origin in Indian culture. The Sanskrit substitute for 'culture' is 'sanskriti', which stands for all the activities and behavioral patterns that are virtuous.

Construction work began after the sacred ritual of Bhoomi-pujan (23/5/1999) and Dev Sanskriti Mahavidyalaya came into existence. Eventually, the Governor of Uttarakhand State formalized it as "Dev Sanskriti Vishwavidyalaya" through an ordinance (22/1/2002).

The word 'culture', now a day is used in so many peripheral contexts that its original meaning has been masked. An emerging drug or pub culture among the youngsters of today is an example related to this. That's why there is need for an educational system which could mould the mentality of the society's back bone i.e. Students.

This is well known to everyone that education has been much professionalized and commercialized. The lust of earning more and more money through educational institutions has deviated it from its main and fundamental basic aim of building a multidimensional personality of a student in order to prepare them to face the challenges of practical life.

DSVV is an exceptional creation, a unique university of its kind. A divine device of the almighty got executed through a sage, saint, and seer, vedmoorti, taponistha, Pt. Shri Ram Sharma "Acharya". He had a vision to revive old rishi traditions and to re-establish and uplift it in a renovated form from the current deteriorating state.

Vandaniya Mata ji perceived the extra ordinary vibrations of this land of DSVV, during the shraddhanjali-samaroh in 1990. At that time, she visited all the places, where the guests were to be accommodated and other programs were to be conducted. She went into the deep reverie for a few moments when she visited this place. On awakening, she commented that the land was supremely charged by divine vibrations.

The name Dev Sanskriti Vishwavidyalaya also carries great significance. Dev Sanskriti stands for the values, conventions and practices, inherited from the sublime practices, which we have inherited from the rishis, saints and scholars of the celestial land of India.

DEVI AHILYA VISHWAVIDYALAYA

R.N, Tagore Marg
Indore - 452 001, Madhya Pradesh
Tel : 0731-2521887, 2401180, 2527532, 2552918
Fax : 0731-2523352/529540
Email : vcdavv@sancharnet.in
Website : http://www.davv.ac.in, http://www.dauniv.ac.in

Established in 1964, Devi Ahilya Vishwavidyalaya (DAVV), formerly University of Indore was established in 1964, by an Act of Legislature of Madhya Pradesh. DAVV is a State University whose jurisdiction was initially restricted to only Indore city. Later on its jurisdiction was extended to seven tribal dominated Districts of Indore division namely, Jhabua, Alirajpur, Dhar, Khargone, Khandwa, Burhanpur and Barwani. It is thus catering to the educational needs of the most industrially developed District of MP, Indore on one hand and to the seven tribal and rural backward Districts of the State on the other.

The vision of the University derives from its motto "Dhiyo Yonah Prachodayat". Accordingly, the University has adopted and given to itself the following vision and the mission. University has been creating, advancing and disseminating knowledge since 1964. University initially started with few departments, now has 27 teaching departments and offers undergraduate, post-graduate and research programmes in 16 Faculties. The University has number of supporting centers including Directorate of Distance Education, and Directorate of Physical Education and Sports. The sports department conducts number of national competitive events as per Association of Indian Universities guidelines. University mentors the students through Career Counseling and Opportunities Guidance cell, Equal Opportunity Cell, and National Service Scheme Units. University offers number of support services through Health Centre, Day Care Centre, University Cultural Centre, and Student Welfare Department.

University functions from its two campuses namely Nalanda and Takshshila. University administrative office is located at Nalanda Campus, RNT Marg and Teaching departments are at Takshshila campus.

University has excellent campus with Network facility operated through National Knowledge Network, Auditorium for cultural activities, over hundred class rooms with ICT enabled 24x7 learning facilities, Live Video Multicasting Unit, FM Radio Station and Wi-Fi that make the Campus ICT friendly. Bank, Post office and Coffee House facilities are also available on the campus. Twenty seven Schools/Institutes of the University impart teaching on the Takshshila campus to 10,500 students and to nearly 1,000 students through distance education mode. The University has 270 affiliated colleges in addition to 33 University teaching departments and centres. University has proposed a Medical College and a Hospital and it will be located on a new campus at the Airport Road, Indore.

DHANAMANJURI UNIVERSITY

Imphal – 795001, Manipur
Email : dmuniv.Manipur@gmail.com
helpdesk.dmu@gmail.com

Dhanamanjuri University (DM University) has come into existence during the current year under " The Dhanamanjuri University Act, 2017 " which came into force on the 6th of April,2018 through a notification in Manipur Gazette published by the Department of Higher and Technical Education, Government of Manipur. "The Dhanamanjuri University Bill, 2017 was passed on the floor of Manipur Legislative Assembly on 3rd August, 2017. The University was established under the National Scheme of Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

Dhanamanjuri University is a long cherished dream of our founding fathers and Maharani Dhanamanjuri, the mother spirit in the birth of this seat of learning, translated into action. Manipur, an ancient Kingdom, had a composite traditional system of education in the field of warfare, martial arts, games and sports, culture and many other schools of thought training the people in various professional activities in ancient forms. The people have carried down this legacy of quest for knowledge and civilized existence since time immemorial. Ancient works of knowledge in the original scripts of Manipur stand as testimony to the nurturing of the idea of a University in the minds of our forefathers and foremothers. The state has celebrated the tradition of a purely intellectual pursuit which conserves the original ethos of the land and its people while receptive with an open mind to change in course of time.

The University was established under the National Scheme of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) as fulfilment of one of its primary components i.e., to convert colleges to cluster Universities. Maharani Dhanamanjuri gifted us Dhanamanjuri College and in recognition of her contribution to the development of Higher Education, the university is named after Maharani Dhanamanjuri. The University is built up of the three Dhanamanjuri Colleges namely DM College of Science, DM College of Arts, DM College of Commerce along with G.P. Women's College and LMS Law College, all of which occupy common, adjoining or neighbouring physical spaces.

DM University at present is functioning from DM College campus situated in the heart of Imphal city and the campus is bounded by National Highway No.2 in the East, Thangmeiband road in the West and North, and the Naga River in the South. Ghanapriya Women's College is located at the South West of Kangla, the Old palace of Manipur near the Raj Bhavan and LMS Law College is located just in-front of the DM Campus crossing the National Highway No.2.

DHARMASHASTRA NATIONAL LAW UNIVERSITY

BRBRAITT Campus, South Civil Lines, Ridge Road
Jabalpur – 482001, Madhya Pradesh
Phone : +91-761-2600070, Email : info@mpdnlu.ac.in

The Madhya Pradesh Dharmashastra National Law University has been established by the Madhya Pradesh Dharmashastra National Law University Ordinance, 2018. The University has been alloted 120 acres of land in the lush green surroundings at Village Pipariya adjacent to the Jabalpur Airport. A state of art infrastructure shall be established with all the modern amenities including residential facility. It aims to provide campus facility, library, computer labs, e-library, moot court hall, sporting facilities, auditorium, hostel for accommodation, mess, canteen. etc.with quality education. Till the development of University infrastructure, the University shall function at the Bharat Ratna Bhim Rao Ambedkar Institute of Telcom Training (BRBRAITT), Ridge Road, Jabalpur which has a campus of 35 acres with administrative building of 11,729 square meters in area. BRBRAITT is the apex training institute of Bharat Sanchar Nigam Limited, delivering quality trainings in the field of Telecommunication, OFC, Mobile, Data Communication, IT, Switching, Finance, Management etc., with its state-of-art equipment of latest technology labs. The training center was established on 22-04-1942 and known as Telecom Training Centre (TTC), Jabalpur. It holds the pride of being the oldest training centres in the field of Telecommunication in Asia. It is an ISO 9000:2008 certified institute located at the heart of the Cantonment area in Jabalpur. It has a safe and secured campus of 35 acres of land housing administrative-cum-technical block, four hostels with lodging and boarding arrangements, inspection quarters madhuban and residential quarters. In temporary set at BRBRAITT, the teaching rooms in the academic block will be air-conditioned and will be quipped with the modern audio-video equipments necessary for modern and pragmatic style of teaching. It will also have well equipped library with various books and e-library containing various legal softwares. The University will provide a separate hostel for girls and boys having approximately 40 twin sharing air-conditioned rooms for each. The hostel and academic block will be Wi-Fi enabled. A well equipped gymnasium shall also be established shortly. The environment of the institute in Cantonment area is pleasant, fresh, friendly and apt for learning.

Jabalpur is a tier 2 city in the State of Madhya Pradesh, very heart of India situated at bank of river Narmada. It is known and considered as *Sanskardhani*, a "Cultural Center". It is one of the most famous city of Madhya Pradesh and have many historical connections which dates back to the epic times. It is very well connected with all the parts of India through road, rail and air. With this one of the main city attraction for all especially legal persons is that the principal bench of M.P. High Court is situated at Jabalpur. The city has many legal luminaries and the university shall have the advantage of seeking guidance from various previous and former judges of High Court and senior lawyers. Law students will also gain from their practical guidance during their course. The Madhya Pradesh State Judicial Academy which is a judicial training and research centre is also located in Jabalpur which conducts various training programs, workshop, and seminars for legal professionals and students and in this perspective the establishment of DNLU at Jabalpur city is a boon for law students.

DHARMSINH DESAI UNIVERSITY

P. Box No. 35, College Road
Nadiad - 387 001, Gujarat
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Fax : 0268-2520501
Email : vc@ddu.ac.in, vc@ddit.ac.in vcddit@yahoo.co.in
Website : http://www.ddu.ac.in , http://wwwddit.ac.in

It was in 1968 that Late Shri Dharmsinh Dadubhai Desai founded Dharmsinh Desai Institute of Technology with one Department of Chemical Engineering offering an UnderGraduate course and a Diploma course in Chemical Engineering.

The objective was to provide technical education and prepare students for the needs of the industry. Various engineering departments were successively added.

The University shall undertake programmes and projects for development of human resources, both through formal and non-formal delivery systems, in areas of professional pursuits in all walks of human endeavours, with accent on relevance, value addition, societal needs and futuristic pilot projects.

To become and multi-disciplined and learner-oriented university. To closely associate with and responsive to Industry.

To create supportive and caring environment for staff and students.

To improve R&D activities in areas of national priority.

The University is for persons who wish to advance in the workplace and emerge as competent professionals and noble citizens.

The University meets these needs by delivering applied and professional programs, primarily at the graduate and higher level, that anticipate and respond to the changing world and global economy. We are committed to the highest level of quality, teaching excellence, and applied research that pursues solutions to real world problems.

The University is for persons who wish to advance in the workplace & emerge as competent professionals & noble citizens. The University meets these needs by delivering applied & professional programs, primarily at the graduate and higher level, that anticipate & respond to the changing world & global economy. We are committed to the highest level of quality, teaching excellence, & applied research that pursues solutions to real world problems.

DIAMOND HARBOUR WOMEN'S UNIVERSITY

Diamond Harbour, South 24 Parganas
West Bengal – 743 331
Email : vc.dhwu@gmail.com

Diamond Harbour Women's University came into existence in 2013. It was established under West Bengal Act XXXVII of 2012 on 28th January 2013. It is the first University in this region and has been envisaged in answer to the long standing requirement of the girl-student of this region and beyond for greater scope in the search for attainment of selfhood. This is a region with strong links to the metropolis Kolkata. It is well connected by road and rail and is the gateway to the Sunderbans, an eco-region of recognized significance. It marks the confluence of the mighty river Hooghly (a tributary of the Ganga) with the Bay of Bengal. In January the Gangasagar Mela attracts thousands of pilgrims across the country. The region remains rural, though fishery is an important economic activity, increasingly acquiring industrial dimensions. In recent years, migration, both short and long term has become an important demographic feature of the region. The Diamond Harbour Road connecting south-west Kolkata to Diamond Harbour has emerged as an education hub. Beginning with the campus of the Indian Institute of Management, Joka, Calcutta there are other major management institutes such as Calcutta Business School, Neotia Institute of Technology, Management and Science, etc. There are also well known schools such as Vivekananda Mission, K.E.Carmel School, Ramakrishna Mission Siksha Mandir, etc. The region has a strong tradition in undergraduate education and there are a number of flourishing undergraduate colleges in and around the area.

The University has already started functioning from the academic year 2014-15 with the introduction of 2- year, 4- semester PG courses in six subjects; Bengali, English, History, Political Science, Education and Women's Studies. Classes are presently being held in a three storied dedicated academic building within the campus of the Fakir Chand College located close to the Diamond Harbour Railway Station. From the coming academic session ie AY 2015-16 the University proposes to introduce few more post graduate courses including M.Sc courses in science. Later in due course the University will move to its own campus near Sarisha crossing in Diamond Harbour. The present Vice Chancellor, Prof. Anuradha Mukhopadhyay joined her duties in early 2015. The University hopes to address both research and teaching in the context of its location as well as globally. The objective is to function efficiently and effectively as a University providing teaching, training and research in various branches of learning/courses of study so as to promote advancement and dissemination of knowledge to meet the growing needs of the society. As a women's university, it will address in particular questions of livelihood and security for women. It will not only provide opportunities for women in the area to access new opportunities but will also hope to draw women from other parts of the country into interaction with a rather unique corner of this diverse land.

DIBRUGARH UNIVERSITY

Dibrugarh – 786004, Assam
Tel : 0373-2370239, 2328557, 2370231, 2313017
Fax : 0373- 2370323/2370768
Email : alakkrburagohain@gmail.com/registrar@dibru.ernet.in
Website : http://www.dibru.ernet.in

Dibrugarh University, the easternmost University of India was set up in 1965 under the provisions of the Dibrugarh University Act, 1965 enacted by the Assam Legislative Assembly. It is a teaching-cum-affiliating University with limited residential facilities.

The University is situated at Rajabheta at a distance of about five kilometres to the south of the premier town of Dibrugarh in the eastern part of Assam as well as India.

Dibrugarh, a commercially and industrially advanced town in the entire northeastern region also enjoys a unique place in the fields of Art, Literature and Culture.

The District of Dibrugarh is well known for its vast treasure of minerals (including oil and natural gas and coal), flora and fauna and largest concentration of tea plantations. The diverse tribes with their distinct dialects, customs, traditions and culture form a polychromatic ethnic mosaic, which becomes a paradise for the study of Anthropology and Sociology, besides art and culture.

The Dibrugarh University Campus is wel l linked by roads, rails, air and waterways. The National Highway No.37 passes through the University Campus. The territorial jurisdiction of Dibrugarh University covers seven Districts of Upper Assam, viz, Dibrugarh, Tinsukia, Sivasagar, Jorhat, Golaghat, Dhemaji and Lakhimpur.

The University Campus extends over an area of more than 500 acres of which 60 acres are still covered under tea plantation.

The University is accredited by National Assessment and Accreditation Council (NAAC) with an institutional score of 71% (B grade). The Re-accreditation has also been done in March 2009.

Dibrugarh University is a member of the Association of Indian Universities (AIU) and recognised by all Universities in India and abroad on reciprocal basis.

DHANALAKSHMI SRINIVASAN UNIVERSITY

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Tiruchirappalli - 621112, Tamil Nadu
Tel : 0431-2670888, +91 6384176766, 6384176769
Email : enquiry@dsuniversity.ac.in Website : www.dsuniversity.ac.in

The Dhanalakshmi Srinivasan University (DSU) has been established under the Tamil Nadu Private Universities Act, 2019, located in Tiruchirappali, Tamil Nadu, India. Uniqueness of DSU lies in its multi-disciplinary nature in offering a wide range of academic programmes encompassing medicine and engineering. Our motto is "education for the real world" with dedication and commitment towards nurturing the future generation. Green ambience with state-of-the-art infrastructure along with top-class faculty aims to serve the need of national and international students.

Academics of DSU is, essentially multidisciplinary, offering four major streams initially: Medicine, Paramedical, Engineering & Technology and Agricultural Sciences. A combination of School of Medicine and School of Allied Health sciences complement each other. In addition, School of Physiotherapy and College of Nursing posits Health Education holistic in DSU. Engineering & Technology stream is offering host of eleven Engineering programs starting from B.E Mechanical Engineering, Chemical Engineering to cutting edge branches like B.E Artificial Intelligence and Data Sciences to Cyber Security.

Vision

- Developing quality manpower, through modern means of higher education.
- Success assured for every student aspirant in a safe and serene environment.
- Uniqueness in housing all disciplines of higher education in a single campus.

Mission

- Dedicated academicians , who are experts in traditional and current technology oriented education methods to deliver the best quality teaching and training to students.
- Curriculum on par with international standards coupled with a thrust to creative thinking, ethical values, experiential learning and societal concern towards achieving a world class status.
- State of art infrastructure that provides smart class rooms, digital libraries, laboratories, auditorium, hostel, recreation, gym, swimming pool, cafeteria and places of worship.
- All out effort to groom students through language skills, soft skills, sports, cultural programs, mentoring and innovative entrepreneurship.
- Thrust on quality research, specialization, technology development and community service.
- An educational environment with a green campus, where students can follow their chosen fields and attain their full potential without any constraint will be provided besides ensuring cent percent placement of students.

DHIRUBHAI AMBANI INSTITUTE OF INFORMATION AND COMMUNICATION TECHNOLOGY

Near Indroda Circle
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Tel : 079-30520010, Fax : 079-30520010
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Website : http://www.daiict.ac.in

The DA-IICT at Gandhinagar represents Wave-4 of educational innovation in Gujarat. The first wave was the nationalist wave and led to Gandhian experiments in education including Nai Talim. The Gujarat Vidyapith established in 1920 was a hybrid model of a university based on Gandhian principles.

The second wave led to the establishment of a whole range of educational institutions in Gujarat, mainly private colleges.

The third wave, an inspired one, was spearheaded by the industrialist Kasturbhai Lalbhai and the scientist Vikram Sarabhai and led to the establishment of a network of national institutes of international renown. A whole array of remarkable intellectuals provided the leadership of these institutes.

It was in Wave 4 when the focus shifted to higher education and private participation. One of the institutes created during this period is DA-IICT. It is a University under the State Act of Gujarat.

The DA-IICT was established in Gandhinagar in 2001. It is the only advanced institute named after the Late Dhirubhai Ambani, the founder of Reliance Group.

An Act of the Gujarat Legislature provided for the establishment of the DA-IICT and conferred on it the status of a university. (Gujarat Government Gazette Volume XLIV, Thursday, 6 March, 2003)

On 30 November 2004, the DA-IICT as a private university was included in the list of universities maintained by the University Grants Commission under Section 2(f) of the UGC Act, 1956.

DA-IICT is also a member of the Association of Indian Universities (AIU) as approved by the AIU in its 84th Annual Meeting held during 12-14 November 2009.

The institute is a non-affiliating university and does not receive any aid or other financial assistance from the Central or State Government.

DIT UNIVERSITY

Musssourie-Diversion Road
Makkawal, Dehradun - 248 009
Uttarakahand
EmaiI : dit@dituniversity.edu.in
Phone No. : 0135 - 3006000/1/3/4
Fax No. : 0135 – 3000309

With a rich heritage spanning over 16 years, DIT University, Legislated in 2012 (erstwhile Dehradun Institute of Technology, Dehradun), flagship of the Unison group, is famous for its under graduate, post graduate programmes & doctoral programmes & academic excellence.

University infrastructure, facilities, teaching methodologies & academic rigor make sure that DIT retains a special place in the academic landscape of northern India and in the hearts of those who live, study & teach here. By combining the resources of a research focused university with a holistic approach to education, DIT University emphasizes on emerging technologies, innovative thinking, teamwork, entrepreneurship, overall development and the importance of partnerships and global outlook. Our students are sought after by employers, and making a difference in our cities and communities for well over a decade now. As we embark on the course to an aggressive growth trajectory, we reaffirm our commitment to you - as our stakeholder, that DIT University shall emerge as one of the most progressive universities in keeping with the principles of TRUST, ACCOUNTABILITY & INTEGRITY - the very cornerstone on which the foundation of this great Institution was laid. We at DIT University are forever committed to help you realize your career ambitions & unlock your true potential.

A campus with over 6000 students, coached by highly distinguished faculty using the latest teaching aids, excellent hostel facilities, and a vision that drives us to ensure imparting wholesome technical education to our students, is what sets us apart from the run-of-the-mill engineering Universities spread all over the country.

An educational oasis located in peaceful and pristine Doon Valley away from hustle and bustle of the city which enhances concentration. The 21 acre University campus provides unparalled opportunity for students. A wealth of resources and support services help students get the most out of their time at DIT University. From first rate libraries to innovative computer technology, students have access to many tools to explore academic interests. The opportunities to develop mind, body and soul to enable students to explore their talent.

The campus is located at the edge of the Mussoorie hills, on acres of park land. The DIT campus is just a short ride on public transport from the heart of downtown Dehradun. No matter what your choice of study, the DIT campus will inspire you. As student at DIT, you'll have all this and more at your doorstep.

Dr. A.P.J. ABDUL KALAM TECHNICAL UNIVERSITY

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Dr. A.P.J. Abdul Kalam Technical University (AKTU) (formerly UPTU) was established by the Government of Uttar Pradesh, vide Act Amendment No. 1156(2) LXXIX-V-1-15-1(Ka), 24-2015 dated Sept 9, 2015 Uttar Pradesh Adhiniyam Sankhya 23 of 2000. Under the University Act, 'Technical Education' includes programmes of education, research and training in Engineering, Technology, Architecture, Town Planning, Pharmacy, Applied Arts & Crafts and such other programmes and areas that the central Government may in consultation with All India Council for Technical Education (AICTE) by notification in Gazette declare. The University is affiliating in nature and its jurisdiction spans the entire state of U.P. in affiliating B.Tech., M.B.A., M.C.A., B.Arch., B. Pharma., B.H.M.C.T., M.Tech. and Ph.D. programmes in 756 colleges/institutions imparting graduate, postgraduate and doctoral level training in all government and private institutions located all over U.P. in engineering, technology, architecture, pharmacy, hotel management and catering technology as well as M.B.A. and M.C.A. programmes.

U.P. being the largest state of India with an area of around two lacs forty thousand square kilometers and population of more than 165 million people makes AKTU as one of the largest technical universities not only in India but perhaps in Asia. Because of its gigantic size and number of colleges affiliated to it and geographic dispersion, it has been sub-divided into five zones with 150-160 colleges in each zone for the ease of management and facilitating inter-zonal comparison and possible internal competition to enhance quality of teaching-learning processes.

AKTU envisions to facilitate and nurture the quality of technical education and research in its own premises as well as all affiliating institutions. The total number of affiliated colleges was 49 in the year 2000 which has now gone up to 756 and the University is still growing. The University Conducts State level Entrance Examination U.P.S.E.E. for admission to various programs in institutions affiliated to AKTU and some Universities of U.P.. The University conducts central examinations in each semester for all the affiliated colleges and institutions and declares results quickly using technology-enabled systems. At present around 4,00,000 students are enrolled in its various programmes AKTU was reconstituted as "Gautam Buddha Technical University, Lucknow" and "Mahamaya Technical University, Noida" on 1st May 2010 through amendment of U.P. Govt. vide act no. 05 of 2010, Subsequently U.P. Government again combined the Gautam Buddha Technical University and Mahamaya Technical University with effect from 1st Nov. 2013 vide amendment act 21st of 2013 and reconstituted A.K.T.U. Lucknow. AKTU is currently located at Sec-11, Jankipuram, Vistar Yojna, 226031 in the Capital of U.P. at Lucknow but is in the process of having its own Headquarter building in its vicinity. AKTU also has a NOIDA Centre to facilitate closer academic and industrial interaction around that zone where a prominent cluster of private affiliated colleges exists.

Dr. A.P.J. ABDUL KALAM UNIVERSITY

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Indore - 452016, Madhya Pradesh
Contact No. : 0731-6502390, 8718803404
Email : office_university@aku.ac.in

Avul Pakir Jainulabdeen "A. P. J." Abdul Kalam (15 October 1931 – 27 July 2015) was the 11th President of India from 2002 to 2007. A career scientist turned politician, Kalam was born and raised in Rameswaram, Tamil Nadu, and studied physics and aerospace engineering. He spent the next four decades as a scientist and science administrator, mainly at the Defence Research and Development Organization (DRDO) and Indian Space Research Organization (ISRO) and was intimately involved in India's civilian space program and military missile development efforts. He thus came to be known as the Missile Man of India for his work on the development of ballistic missile and launch vehicle technology. He was a recipient of several prestigious awards, including the Bharat Ratna, India's highest civilian honour. He also played a pivotal organizational, technical, and political role in India's Pokhran-II nuclear tests in 1998, the first since the original nuclear test by India in 1974. He contributed a lot in TIFAC (Technology Information, Forecasting and Assessment Council) under Ministry of Science & Technology, Govt. of India.

While delivering a lecture at the Indian Institute of Management Shillong, Kalam met with heart attack and died from an apparent cardiac arrest on 27 July 2015, aged 83. Thousands including national-level dignitaries attended the funeral ceremony held in his hometown of Rameshwaram, where he was buried with full state honours.

The Dr. A. P. J. Abdul Kalam University, legislated 2016 is located at lush green area on the new Indore – Dewas bypass road. It is about 10 km away from Indore railway station. It has a large campus and one of the best infrastructures in state. All the department heads and faculty members are highly experienced & work with zeal to impart education and achieve the goal of providing excellent career and values to the student so as to become responsible citizen.

The Society (Ayushmati Education and Social Society) was established in 2004 under the flagship of Central India Institute of Technology ever since its inception, a strong commitment to excellence in teaching and research has made the group a role-model and path-setter for other institution. Its rich academic tradition has always attracted the most talented students who later plays an important contributions to their society.

The Dr. A. P. J. Abdul Kalam University has a long tradition of pursuing excellence in teaching and research in science and technology, humanities, social sciences, performing arts and sports. The University supports excellence and innovation in academic programmes, promotes excellence in research, scholarship and teaching. The University is committed to attract and support the best students and faculty, who excel at teaching and research.

Dr. ABDUL HAQ URDU UNIVERSITY

D.No. 5-2, K.C. Building,Pandipadu Village, Gooty Road
Kurnool – 518002, , Andhra Pradesh
Tel : 08518-240025

The Dr. Abdul Haq Urdu University has been established by an Act of State Legislature Government of Andhra Pradesh (Act No. 13 of 2016, published 7th May 2016). The Act was amended as Act No 35/2018.

- It is an Act to establish and incorporate a university at the state level mainly to promote and develop Urdu language.
- To impart vocational and technical education in Urdu medium through campus based teaching and distance education modes.
- To provide for matters connected therewith or incidental thereto.

The Dr. Abdul Haq Urdu University (AHUUK), one of the major institutions of higher education in Andhra Pradesh is largely devoted to post graduate studies and is widely known for its excellence in Research and its distinguished faculty. The University has with Departments and Centre's organized in 5 Schools of study.

Vision of the University

Education through mother tongue as the medium of instruction helps the student in comprehending the subject in depth with ease, and at the same time, it creates a spontaneous flair for exploring it further. The reason is that mother tongue plays a vital role in understanding the world around us in its correct perspective. However, to expand our knowledge in future, we need expertise in English which is now a global language. Mastery over any chosen subject with proficiency in at least two languages other than mother tongue will help the student in developing his knowledge, and better in cognitive abilities in comparison to the mono-lingual nations. Dr. Abdul Haq Urdu University has developed a vision of bilingual medium of instruction wherein the subjects whether they belong to Humanities, Social Sciences or Sciences will all be explained in easy Urdu by retaining the technical terms and terminologies in English as they are without translating them into Urdu. The theories and the main concepts will also be taught both in Urdu and English simultaneously. This will facilitate the students to gain mastery over any kind of subject with a comfortable level of fluency in English. In this way, the University will help the Urdu students to feel themselves closer to the main stream while the Non-Urdu students will also be benefited equally in full measure. This is high time that we should think of making our young generation simultaneously fluent in three languages- mother tongue, regional language, and the global language, English. Imparting knowledge this way would help a student gain easy mastery in communication and at the same time will help him in developing his mastery by his extended reading on the subject.

Mission of the University

The mission of the Dr. Abdul Haq Urdu University is to contribute to and work with a sense of commitment towards the educational, cultural, economic, environmental, health and social advancement of the region and state at large by providing excellent undergraduate liberal education and quality programs leading to bachelors, masters, professional and doctorate degrees. The uniqueness of AHUUK is that it has a bilingual class teaching, both in Urdu and English will help the student in achieving mastery over the subject perfectly. In addition, diploma in vocational course along with the regular degree will make a student free from the fear of unemployment. On the basis of this the university move forward with confidence to equip ourselves to build our mother land.

DOON UNIVERSITY

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Uttarakhand
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Website : http://gov.ua.nic.in/doonuniversity

The idea of Doon University draws its elements from huge deficit that the state of Uttarakhand has been experiencing in the area of excellence in higher education.

The Doon University Bill, 2005 (Uttaranchal Adhiniyam Sankhaya 18 of 2005) was passed by the Uttarakhand Legislative Assembly and assented to by the Governor on April 23, 2005. It was published in the Uttarakhand Gazette on April 26, 2005. On 9th May 2009 its statutes were approved and the University going to start its first academic session on 6th August 2009.

The spirit of the Act is to create an autonomous and accountable institution of higher learning. Accordingly the University intends to impart socially and economically relevant education. It also aims to provide lead in frontier areas of research and methods of pedagogy. Indeed the mandate is huge and challenging.

In accordance with the provision in Section 5(1) of the Act, Doon University shall become a Centre of Excellence in the chosen areas of studies, and shall carry out research for the advancement and dissemination of knowledge. Such an effort shall be benchmarked with the best in the country and globally.

The university will be known for:

- Student and learning-to-learn centered pedagogy supported by a community of eminent research-scholars,
- Leadership through collaborative educational ventures and,
- Value- based learning.
- Offer state-of-the-art educational programmes in cutting-edge disciplines of regional, national and international relevance,
- Conduct high quality and multi-disciplinary research to push the boundaries of knowledge in the chosen areas and,
- Provide a challenging and conducive environment for scholar-researchers to engage in pursuit of excellence.

Dr. B. R. AMBEDKAR NATIONAL INSTITUTE OF TECHNOLOGY

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Website : http://www.nitj.ac.in

Dr B R Ambedkar National Institute of Technology was established in the year 1987 as Regional Engineering College and was given the status of National Institute of Technology (Deemed University) by the Government of India on October 17, 2002 under the aegis of Ministry of Human Resource Development, New Delhi. Now the Ministry of Human Resource Development, Government of India has declared the Institute as "Institute of National Importance" under the act of Parliament-2007. The Institute has been placed amongst top 50 engineering institutions of the country as per the survey conducted by Mint-C Fore in the year 2008. The survey was based upon vital parameters, such as curriculum, quality of academic input, students' care, admission procedure, infrastructure, placements and overall goodwill of the Institute. A large number of reputed Industrial houses in the country visit the Institution and select the final year students as Engineers/ Management Trainees. The highest pay package offered to the B Tech students (Batch 2005-2009) has been Rs 7.2 lakhs per annum by M/S NTPC Delhi.

As one of the National Institutes of Technology (NIT), the Institute has the responsibility of providing high quality education in Engineering, Technology and Sciences to produce competent technical and scientific manpower for the country. The Institute offers B.Tech, M.Tech., M.Sc. & Ph.D. programmes in the several disciplines of engineering, technology and Sciences.

To build a rich intellectual potential embedded with interdisciplinary knowledge, human values and professional ethics among the youth, aspirant of becoming engineers and technologists, so that they contribute to society and create a niche for a successful career.

To become a leading and unique institution of higher learning, offering state-of-the-art education, research and training in engineering and technology to students who are able and eager to become change agents for the industrial and economic progress of the nation. To nurture and sustain an academic ambience conducive to the development and growth of committed professionals for sustainable development of the nation and to accomplish its integration into the global economy.

Dr. B.R. AMBEDKAR OPEN UNIVERSITY

Jubilee Hills
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Website : http://www.braou.ac.in

The University, initially known as Andhra Pradesh Open University, came into being on 26th August 1982 through an Act of Andhra Pradesh State Legislature (APOU Act, 1982), Subsequently, the University was renamed as Dr. B.R. Ambedkar Open University on 7th December 1991 by the Government of Andhra Pradesh (APOU Act, 1992). The establishment of this University, the first of its kind in India, heralded an era of affirmative action on the part of the Government for providing opportunities of higher education to all sections of society and catering to the changing individual and social needs. Hence the motto of the University is Education for all.

In 1983, the University started functioning with a modest learner enrolment of 6,321 and 22 Study Centres. Since then there has been a steady growth in intake and an increase in the number of Study Centres. In 2001 the enrolment is about 1 lakh and the number of Study Centres have increased to 137. The total number of students on rolls in all the programs is about 4,50,000. Now the total study centres increased upto 200.

Looking back at the achievements of the University during the last two decades, it has brought legitimacy to the Open Learning system by maintaining:

- Quality of the learning materials
- Wide network of delivery systems
- Validity of testing and evaluation processes and
- Equivalence of contest and form of its programs.

The University has carved a niche for itself in the field of open learning by

- Providing access to a large number of heterogeneous learners cutting across the differences in age, gender, location and choice of courses.
- Innovatively designing the undergraduate curriculum as Foundation Courses, Core courses and Application-oriented courses
- Creating a wide network of learner support systems.
- Reaching out to the unreached through multiple media including broadcast and telecast modes.
- Enhancing the interactivity of instruction through live phone-in and teleconferencing.
- Offering courses in three mediums of instruction - English, Telugu and Urdu.
- Giving hands on training in laboratory practice for Science and Technology Courses.
- Widening access to Research, Post-graduate, P.G. Diploma, Undergraduate, Certificate and professional programs through the distance mode.

Dr. B.R. AMBEDKAR UNIVERSITY

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Email : vcdrbrau@yahoo.com; regdrbrau@yahoo.com
Website : http://www.brau.in

Dr. B.R. Ambedkar University, Srikakulam has been established by Andhra Pradesh State Government G.O vide MS No: 89 Higher Education (UE.II) Department dated 25/06/2008, with a view to augment the education facilities in the Srikakulam District and to cater to the educational needs of the people of the District. With G.O MS No: 138 Higher Education (UE.II) department dated 28/07/2008, Prof. S.V. Sudhakar, Department of Social Work, Andhra University has been appointed as the First Vice-Chancellor of Dr. B.R. Ambedkar University, Srikakulam and he assumed the office of the Vice–Chancellor of Dr. B.R. Ambedkar University, Srikakulam on 28/07/2008. G.O. MS No: 159 Higher Education (UE.II) Department dated 07/08/2008 transferred the existing Andhra University Campus at Etcherla to the Administrative control of Dr. B.R. Ambedkar University-Srikakulam. Prof.H.Lajipathi Rai, Dept of Commerce, SriKrishnadevaraya University, Ananthapur has been appointed as second full-term Vice Chancellor for 3 years vide G.O.Ms.No.29,Dt. 15-05-2013 who assumed charge on 17-5-2013.

Prior to this, as a policy of extending higher education facilities to the backward regions of Srikakulam District, Andhra University, with U.G.C. Support, came forward to institute two disciplines viz. Economics and Rural Development at Post Graduate level in 1977-1978 at Srikakulam in the name and style of Andhra University Post Graduate Extension Centre, later as Andhra University Dr. B.R. Ambedkar Post Graduate Centre, still later as A.U. Campus Etcherla, Srikakulam, and presently as Dr. B.R. Ambedkar University, Srikakulam. Initially the Centre was started in the South wing of Government Degree College (Men) and after acquisition of land and an old Zamindari Building at Etcherla, the Centre was shifted to the present campus on 29-09-1986. The State Government sanctioned 12 additional courses to this Centre, of which only four courses, viz., M.Com., M.Sc. Mathematics, B.L. and M.L.I. Sc. were actually started from the academic year 1988-1989 and two more courses viz. M.B.A. and M.L. were added in the year 1994. During the academic year 2005-2006, M.A. Education course was started and in the academic year 2006-2007, the University Administration introduced M.A. English, M.Sc. Organic Chemistry and M.C.A. Courses in the campus. Presently the campus has 16 P.G. courses catering to the needs of 1200 Plus Post Graduate students and 27 research scholars working for their M. Phil. and Ph.D., and is backed up by 76 faculty members (12 Regular Teachers, and 64 Teaching Associates) and 82 non-teaching staff members (12 Regular, 37 Employees with Time Scale, 13 Employess Daily Wages and 19 Contract Employees).

Dr. B.R. AMBEDKAR UNIVERSITY

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The foundation of Dr B. R. Ambedkar University (originally known as Agra University) was laid on the 1st of July, 1927, as a result of hectic efforts of a band of enthusiastic educationists like Rev. Canon A.W. Davis, Munshi Narain Prasad Asthana, Dr L.P. Mathur, Lala Dewan Chand, Rai Bahadur Anand Swaroop and Dr Brajendra Swaroop,. Original jurisdiction of University extended over United Provinces of Agra, Central India and Rajputana with 14 affiliated colleges and 2530 students of which, 1475 students belonged to United Provinces. Initially, there were only four faculties in the University viz. Arts, Sciences, Commerce and Law. Faculties of Medicine (1936), Agriculture (1938), Home Science (1980), Basic Sciences (1981), Fine Arts (1982) and Management (1994) were added subsequently. A decisive characteristic in influencing the education of an academic institution is the pursuit of excellence and consistent adherence to high standard in terms of imparting knowledge promoting research. During last eighty three years the University has endeavoured to keep adopting these high ideas and has established rich traditions and evolved respect from the intellectual community.

University has sincerely served the cause of higher education in northern India. The ancient principle of integrating ethical and moral values in education has been the endeavour of the University. To inculcate these essential values in its students academicians have been assiduously trying to sharpen the content and curriculum of the University. The University was renamed as Dr. B. R. Ambedkar University in 1996. The University now caters to the educational need of the seven Districts of Agra Division Agra, Aligarh, Mainpuri, Hathras, Firozabad, Etah and Mathura. Besides, the University is proud of having affiliated to it, Sarojini Naidu Medical College, which is one of the oldest and premier Medical Institute of the country. At present university has approx 200 affiliated colleges and 15 residential Institutes spread out in its four residential campus viz. Paliwal Park, Khandari Campus, Civil Lines Campus and Chhaleshar Campus. Furthermore, this university affiliates colleges of Homeopathy, extending all over the State of U.P. The University is steadily surging ahead as a centre for higher scientific vocational and job oriented education and innovative research.

The goal of the University is to innovate in the field of education and to become a centre of excellence both Nationally and Internationally. The University is not only confined to impart quality education but also to satisfy the burning desire of the students who are exploring the creative intellect and learning attitude of the students. The University is making every effort to fulfill the spirit of University motto "Tamso Ma Jyotirgamay" moving from darkness to light.

Dr. BALASAHEB SAWANT KONKAN KRISHI VIDYAPEETH

Dapoli, District Ratnagiri - 415 712
Maharashtra
Tel : 02358-282064, 282015, 282065, 282066
Fax : 02358-282074/284308
Email : bskkvregistrar@indiatimes.com
Website : http://www.dbskkv.org

Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth, formerly Konkan Krishi Vidyapeeth, is an Agricultural University at Dapoli in Ratnagiri district of the Indian state of Maharashtra. It was established on 18 May 1972 as Konkan Krishi Vidyapeeth, and got its present name on 12 February 2001 in memory of third Chief Minister of Maharashtra Shri. P.K. Sawant. Its Research Centre at Karjat has developed some patented varieties of rice. Its major focus areas are rice, horticulture and fisheries. In 1997, it received the Best Institute Award of the Indian Council of Agricultural Research. Dr. SD Sawant is the 14th Vice Chancellor of this University, he was appointed by Chancellor Ch. Vidyasagar Rao on 7 March 2019.

The Konkan region, inspite of being a generous gift of natural resources, has by and large remainded under-developed.

This lad to the peculiar social problem of migration of able-bodied and talented men to nearby areas like Mumbai and Pune in search of employment, leaving behind old men, women and children to look after agriculture in traditional way following the most primitive methods of cultivation.

The Konkan region is distinguished from the rest of Maharashtra State by virtue of its disitinct agroclimatic conditions, soil types, topography, its location between the Sahyadri ranges and the Arabian sea, crops and cropping pattern, land holdings, and socio-economic conditions of the farmers.

As such, the problems in agriculture and allied sectors are also entirely different from the other parts of Maharashtra. Due to this uniqueness, the Government of Maharashtra established the Konkan Krishi Vidyapeeth on the 18th May 1972 to impart education, conduct research on location specific problems and disseminate the improved crop production technologies amongst the farming community.

The University was renamed as Dr. Balasaheb Sawant Konkan Krishi Vidyapeeth, Dapoli on 12th February 2001.

In the Konkan region, there are in all 19 different constituent and private colleges which run UG and PG programmes and every year 1550 students are admitted. Out of these 19 colleges, the maximum number is in Ratnagiri District (10), followed by Sindhudurg (4), Raigad (3) and Thane District (2).

Dr. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

Aurangabad-431 004, Maharashtra
Tel : 0240-2403111, 2400007, 2400104, 2403113
Fax : 0240-2400291/2403113
Email : vc@bamu.net,registrar@bamu.net
Website : http://www.bamu.net

In the first quarter of 18th Century, Marathwada become part of Nizam's Domain. To reward of long and distinguished career in war and politics, Aurangzeb appointed his general, Asif Jah as subhedar of Deccan in 1713 with the title of Nizam-Ul-Mulk, which become the hereditary little of the family. It remained a part of the Nizam Domain until 1948 when police action merged the Hyderabad State into the Indian Union.Marathwada is a division of Maharashtra state in India. Aurangabad Division popularly known as Marathwada. It was basically founded as a military camp and a seat subhedar in Deccan. Later on it was developed as a big trading town and a lending cultural center of the Deccan, Aurangabad is an ancient city with great historical tradition. It was a part of Nizam's territory. After the police action in 1948, Aurangabad come under the jurisdiction the Government of Indian and on the reorganization of the State in 1956 the Marathwada became a part of bilingual state of Bombay and from 1st May 1960 Marathwada has been a part of the state of Maharashtra.

Marathwada can well be described as the home of Arts, Culture and Literature. The Caves of Ajanta and Ellora, which lie in this region, attract scholar's artist, Students and visitors from distant part of the world Marathwada region has a rich literary and culture heritage. The Well-known poets, writers, saints and philosophers of Maharashtra Belong to this region. Dnyaneshwar, Namdeo, Ekanath, Dasopant and Ramdas are notable names. They have been responsible for the epithet cradle of Marathi Literature, applied to this region. 'SIRAJ' a great poet of early Urdu Literature and "WALI" known as fathers of Modern Urdu Poetry were born here and lived here in the city of Aurangabad. A year before the establishment of the Marathwada University for the population of approximately 53 lakhs in 1957, there ware around 3686 primary schools, 231 middle schools and 95 high schools in Marathwada. There wear one polytechnic and one technical school at Aurangabad until 1950; there was one intermediate college run by the Osmania University at Aurangabad.

Two non-government college were started one at Aurangabad and one at Nanded in 1950. Five more colleges came into existence between 1954 and 1956, three established by the government namely, a college of Education and a college of Medicine at Aurangabad, and a college of agriculture at Parbhani and a college of Science at Mominabad. The number of students passing the H.S.C. examination had increased form 1,065 in 1957-58.

Dr. BABASAHEB AMBEDKAR OPEN UNIVERSITY

R C Technical Institute Campus,
Opp. Gujarat High Court, Sarkhej-Gandhinagar Highway
Ahmedabad 380 060, Gujarat
Tel : 079-27663751, 22868841, 26614026, 22850184, 26734911
Fax : 079-27663750/22869691
Email : feedback@baou.org
Website : http://www.baou.org

The Dr. Babasaheb Ambedkar Open University (BAOU) was established by the Act No.14 of 1994 passed by the Gujarat State Legislature, and assented to by the Governor of Gujarat on 27th July, 1994. The BAOU is the seventh Open University in the country in terms of their establishment.

The University offers 72 programmes with an enrolment of more than 1,00,000 learners. The headquarters of the university is located at Ahmedabad.

The University has established Regional Centre on the campus of South Gujarat University, Rajkot and has initiated the process of another establishing Regional centre on the campus of North Gujarat University, Patan.

The University has more than 507 study centers. It has jurisdiction over the whole state of Gujarat. It is open to all persons irrespective of classes, castes, creed, religion or sex.

The important and distinguishing objectives for BAOU are to:

- Advance and disseminate learning and knowledge by a diversity of means, including use of any communication technology,
- Provide opportunities for higher education to a large segment of the population,
- Promote the educational well-being of the community generally, and * Encourage the Open University and distance education system in the education pattern of the Sate

Dr. BABASAHEB AMBEDKAR TECHNOLOGICAL UNIVERSITY

Vidyavihar PO, Goregaon Dist Raigad
Lonere - 402 103, Maharashtra
Tel : 02140-275101, 275093, 275103, 275320
Fax : 02140-275040/275142/ 275103
Website : http://www.dbatechuni.org

Dr. Babasaheb Ambedkar Technological University is one and only one of its kinds in the State. The University is located at Lonere, the place in the ranges of Western Ghat, at the foot of Raigad fort, the place from where Chhatrapati Shivaji administered his major activities. It is autonomous in nature and Unitary in its character. It is established in the year 1989 by the Government of Maharashtra.

Although relatively young, the University is making its mark in the field of research and technological services through its dedicated faculty and disciplined students.

The University has a conducted institute of its own, "Institute of Petrochemical Engineering", running Diploma Courses in eight streams of engineering and technology. The University extends its services to the society through a governmental scheme of "Community Polytechnic" by educating the dropouts and empowering them with technical skills. The University offers education especially to rural women through a Certificate Course in Nursing Technology.

Dr. BHIMRAO AMBEDKAR LAW UNIVERSITY

RUSA Buildng, Shiksha Sankul, J.L.N. Marg
Jaipur - 302015, Rajasthan
Tel. : 0141-2553648, 2553649, 2553652, 2553653

Dr. Bhimrao Ambedkar Law University has been established as a State University by the Government of Rajasthan under the provisions of Dr. Bhimrao Ambedkar Law University, Jaipur Act 2012 with a view to launching Bachelor's, Master's and Doctoral programmes in the areas of law and related subjects.

The State Government has decided to support this university in a big way by locating land for the university for ensuring a developed campus with residential facilities.

The Vice Chancellor has already advertised many times for filling up the positions of different administrative and academic posts and based on the interviews, many learned and experienced officials have been appointed on merit as well as deputation basis.

The 5 years integrated B.A., LL.B. Degree course has already been launched and full time regular instructions have already begun.

Dr. Bhimrao Ambedkar Law University, Jaipur is an unique example of the State Law University established in a State as most of the States including Rajasthan have already got the National Law Universities legislated.

However with the establishment of the State Law University in Rajasthan will give more powers to the State Government as this university will be fully funded by the State Government.

Dr. BHIMRAO AMBEDKAR NATIONAL LAW UNIVERSITY

Interim Campus at Shri Balwant Institute of Technology (SBIT)
Village Pallri, Meerut Road, Sonepat–131001, Haryana
Tel: 0130-2340100
Email: registrar@dbranlu.ac.in, info@dbranlu.ac.in

Dr. B.R. Ambedkar National Law University, Sonepat (DBRANLU) was established by the State Government of Haryana in the year 2012 under the Haryana Act No. 15 of 2012 under the name of National Law University Haryana enacted by the legislature of the State of Haryana. As a tribute to Dr. B.R. Ambedkar, a great social reformer and architect of our present legal system and the Constitution, the State Legislature of Haryana through an amendment in 2014 changed the name of this university to Dr. B.R. Ambedkar National Law University, Sonepat. The University has its own space wherein the campus is coming up with high speed currently is under construction is situated in the education hub of India – Rajiv Gandhi Educational City, Rai, Sonepat – where more than thirteen renowned educational institutions and universities are located and are functional. The location provides a positive and congenial environment for legal education and professional training besides overall development of students. The University has firmly resolved to impart advanced legal education, to hone practical legal skills and inter disciplinary understanding, keeping in view the requirements of a just and equitable society. The Chief Justice of India or his nominee, who shall be sitting Judge of the Supreme Court, shall be the visitor of the University. Hon'ble Shri Satyadeo Narayana Arya, Governor of the State of Haryana is the Chancellor. Prof. (Dr.) Mrs. Viney Kapoor Mehra is the founder Vice Chancellor of the University.

OBJECTIVES

- To evolve and impart comprehensive legal education including distance and regular legal education at all levels to achieve excellence in the field of law and its allied disciplines.
- To organize advanced studies and promote research in all branches of law and allied disciplines.
- To disseminate legal knowledge and legal processes and their role in national development by organizing lectures, seminars, symposiums, workshops and conferences.
- To promote cultural, legal and ethical values with a view to promote and foster the rule of law and the objectives enshrined in the Constitution of India.
- To improve the ability to analyse contemporary issues of public concern and their legal implications for the benefit of public.
- To liaison with institutions of higher learning and research in India and abroad.
- To publish periodicals, treaties, study books, reports, journals and other literature on all subjects relating to law.
- To promote legal awareness in the community for achieving social and economic justice.
- To do all such things as are incidental, necessary or conducive to the attainment of all or any of the objectives of the university.

Dr. C.V. RAMAN UNIVERSITY

Kargi Road, Kota, Bilaspur
Chhattisgarh
Ph: +91-7753-253728, +91-9617-772314
Fax: +91-7753-253728
Email: info@cvru.ac.in
Website : www.cvru.ac.in

Dr. C.V. Raman University, Bilaspur was legislated in 2006. Established in 1985, AISECT has established itself as India's largest education, skill development, services and e-governance network, which is changing the face of semi-urban and rural India. With 12,000 centres across 27 States and 3 Union Territories, as well as several higher education institutions, AISECT has transformed the lives of millions of people at the grass root level. An ISO 9001:2008 certified organization, AISECT has carved its own unique value proposition and is untiringly reaching out to the remotest corners of the country for the dissemination of its products and services. Recognized in a World Bank-IIM (A) Joint Report as "the most sustainable and scalable form of IT penetration & popularization in India, AISECT's sustained efforts have been recognized by 'World Bank', 'IIMA', 'World Economic Forum', 'NASSCOM', 'World HRD Congress' and a host of other national and international bodies.

AISECT'S endeavors includes the creation of a unique multipurpose centre model, offering a wide array of university certified vocational courses through six major academies, partnering with the Central & State Governments for numerous skill development and capacity building initiatives, the recent partnership with the National Skill Development Corporation (NSDC) to provide skill based training to over 1.3 million people in the next 10 years, establishment of several higher education institutions including Dr. C.V Raman University in Bilaspur (Chhattisgarh), AISECT University in Bhopal (Madhya Pradesh) and SCOPE Group of Institutions in Bhopal (Madhya Pradesh), e-governance innovations as India's leading Service Centre Agency (SCA) for the prestigious Common Service Centre (CSC) Project, offering business correspondence services for 26 nationalized banks through its financial inclusion initiatives, creation of innovative digital platforms like AISECTOnline.com and RojgarMantra.com along with breakthroughs in the K12 segment with Eduvantage PRO, a low cost interactive multimedia education tool. AISECT has also been the proud recipient of several National and International Awards for its outstanding efforts in the field of Education, Empowerment and Enterprise. A few notable among them are, the Schwab Foundation's Social Entrepreneur of the Year Award instituted by the World Economic Forum as well as the Ashoka Senior Fellowship for AISECT's Chairman Mr. Santosh Choubey, the NASSCOM I.T. Innovation Award, the Manthan Award South Asia & Asia Pacific, the NASSCOM EMERGE 50 Leader Award, the Indian Innovation Award, the Golden Icon National e-Governance Award, the Asian Forum i4D Award, the World HRD Congress Award, the TiE Lumis Partners Entrepreneurial Excellence Award, the National CSI Award, the e-Gov. Award for Best ICT in Financial Inclusion and the World Education Summit Award.

Dr. C.V. RAMAN UNIVERSITY

Village:- Balkhadsura
Post:- Chhaigaon Makhan
Khandwa, Madhya Pradesh - 450771
E-Mail-info@cvrump.ac.in

Established in 2018, Dr. C.V. Raman University, Khandwa is a State Private University.

There are large number of programmes offered at Dr. C.V. Raman University (Khandwa) which are of varying duration ranging from one month certificate courses up to diploma, UG and PG level programmes. All courses are very well designed, to include emerging technologies from the field, to meet industrial needs, at the same time following skill framework approved by the Government. AISECT, the sponsoring body of Dr. CV Raman University (Khandwa), are the pioneers for skill education at national level. The teaching learning methodology therefore is quite different at Dr. CV Raman University (Khandwa).

There are large numbers of Skill Academies under the conventional teaching departments, who ensure skill delivery with lot of emphasis on hands on experience. The pedagogy is loaded with ICT based teaching learning system. Through our value based education we make our students responsive to social issues. We engage our talented community of youth in various cultural, social and sporting activities through large number of events round the year providing platform for their holistic development. This not only has enriched the campus life at Dr. CV Raman University (Khandwa) but also provides best opportunities for placement and also motivation for starting own business or industrial venture. I am sure that students at Dr. CV Raman University (Khandwa) will have a totally different learning experience and campus life which is ready to transform them in to competent smart professionals and worthy citizens.

To establish Dr. C.V. Raman University as a platform that stands for imparting quality education and to provide a research driven environment to the students that would help them to inculcate necessary skills and knowledge required to make their mark in the challenging and ever changing professional world.

To create a research driven environment

To spark imaginative approach and offer proper guidance to prepare industry ready professionals

To strengthen ties with leading academic and corporate bodies across the world

To be regarded as an avant-garde institution

To contribute towards the social and economic development of the country

Dr. C.V. RAMAN UNIVERSITY

Vill: Bafapur Banthu, Post:Bhagwanpur NH-77
Hajipur-Muzaffarpur Highway Vaishali, Bihar- 844114
E-Mail-info@cvrubihar.ac.in
Website : www.cvrubihar.ac.in

Dr. C. V. Raman University has been established in the year 2018 located in Bhagwanpur, Vaishali Bihar. It is one of the best Private University in India and first pravite university in the State of North Bihar, which is dedicated to achieve excellence in education and research in multi disciplines with its aim to develop the technical as well as professional skills of students.

The university has its own building having professionally designed with modern technique having its different department located in various areas. The developed infrastructure having 80 modern classrooms with facility for conducting smart classes with a seating capacity of approximately 1600 students of various disciplines. The university has its developed 04 nos computer lab to impart training facilities for providing separate computer to approximately one thousand students at a time.

Mission and Vision

The Dr. C.V. Raman University aims to provide a high standard of liberal education to its students, catering to their intellectual growth, as well as their holistic personality development, which nurtures them to be responsible adults committed to high ethical standards.

By pursuing these objectives with integrity, Dr. C.V. Raman University seeks to engage the mind and elevate the spirit to contribute in diverse ways to the local community, the state and the world and to attain and maintain a place of real leadership in all that we do.

Objectives

- To provide quality education and make provisions for research for bright professional careers
- To establish state-of-the-art facilities to the students
- Students need an exposure to the environment of an industry which is fulfilled by regular industry visits
- To create higher levels of intellectual abilities
- To maintain the standard of degrees, diplomas, certificates and other academic distinctions in accordance with the norms laid down by UGC.

Dr. HARISINGH GOUR VISHWAVIDYALAYA

Sagar - 470 003, Madhya Pradesh
Tel : 07582-264796, 241215, 265228, 264156
Fax : 07582-264163/264236/264236
Email : vcsagaruniversity@gmail.com, registrar31@hotmail.com
Website :http://www.sagaruniversity.nic.in/univ.num

Dr. Harisingh Gour Vishwavidyalaya was declared as a Central University in 2009. Doctor Harisingh Gour Vishwavidyalaya Sagar (A Central University), formerly University of Saugor, was established on 18th July 1946 by Dr. Sir Hari Singh Gour (November 26, 1870 – Dec. 25, 1949). By his lifetime saving. This 18th University of India and the oldest and the biggest University of Madhya Pradesh has perhaps the singular distinction of being founded by the munificence of a single person's hard earned money of about two crore of rupees. Apart from being a great jurist and legal luminary par excellence, he was a great Patriot, Philanthropist, Educationist and Social Reformer.

Dr. Hari Singh Gour was the first Vice-Chancellor of Delhi University (1922 to 1926) and first Dean (1924) of The Faculty of Law in Delhi University. Dr. Hari Singh Gour also held the Vice-Chancellor of the Nagpur University, (two times in 1928 and 1936).

Dr. Gour was the founder Vice–Chancellor of the Sagar University (1946). The Govt. of India honored his memory by issuing a commemorative postage stamp in 1976. The University was rechristened as Doctor Hari Singh Gour Vishwavidyalaya in February 1983 by the State Legislature. The University is situated 5 Km. east of Sagar city and its campus covers an area of 1312.89 acres over Pathatiya Hills connected to the Vindhya Range, surrounded by rush green forests(about 100 acres) within its campus and has effectively contributed to the maintenance and preservation of ecosystem and its biodiversity. It is one of the finest picturesque campuses in India. It has 36 University teaching departments (number keeps adding) 9 faculties and 175 affiliated colleges covering 6 revenue Districts of M.P. There are 4 hostels for boys (940 seats) and two hostels for girls (app. 400 seats). State Bank of India. Post office, STD booth, Employment and Guidance Bureau, University, University Press, 3 canteens and a shopping complex provide auxiliary services in the campus. The Jawaharlal Nehru Library of the University has more than 4,00,000 books. As many as 26 departments have their own departmental libraries. Apart from conventional degree, post graduate and research courses, Geology, Pharmacy, Criminology & Forensic Science, Anthropology, Performing Arts, Journalism & Mass Communication, Adult Education, Electronics, Business Management, Microbiology, Biotechnology and Computer Applications are some of the special subjects, which attract a large number of students from the four corners of the country. The Institute of Distance Education of the University runs various self-finance, Correspondence Courses such as in M.Lib.Sc., B.Lib., MC(J), BJ (C), PG Diploma in Environmental Marketing and Personnel Management, PG Diploma in Criminology and Police Administration. Hospital of Saugar of Saugar of Delhi of Saugar. The University has a centre of Indira Gandhi Open University, Audiovisual Research Centre, Central Instrumentation Laboratory, Shrimant B.S. Jain Centre for Research and Education in Psychology and Population Research Centre created by the Ministry of Health and Family Welfare, Govt of India.

Dr. HOMI BHABHA STATE UNIVERSITY

15, Madam Cama Road, Mumbai-400032
Tel : 022-22828393
Email : info@hbsu.ac.in

The Government of Maharashtra has established the Dr. Homi Bhabha State University, as a Cluster University in 2022, with the Institute of Science, Mumbai; Elphinstone College, Mumbai; Sydenham College, Mumbai; and Secondary Training College, Mumbai, as the Constituent Colleges. The Institute of Science, Mumbai is the Lead Institute of the University. All the colleges are more than 99 years old; the youngest the Institute of Science was established in 1920; while the oldest the Elphinstone College was established in 1835.

The University is an independent degree granting entity with its own Rules and Regulations. This is the first University of its kind in the State of Maharashtra and is established as per the guidelines of Rashtriya Ucchatar Shiksha Abhiyan (RUSA). The establishment of this University is expected to charge the Higher Education system in the State with new vigour. It will lead to optimum use of resources of the constituent colleges and will offer the learners wide options of learning with flexibility and assist them with student-friendly support system. It will generate contemporary and relevant infrastructure and provide undergraduate and post-graduate programmes in diverse disciplines under choice based credit system (CBCS). The CBCS will adopt a cafeteria approach, where the students will be given freedom to select some courses from an array of courses as per their preferences. The students may take some of the courses across the constituent colleges. The programmes will be dynamic and demand driven. The students may participate in various activities organized by the constituent colleges.

Features

1. Being the University of Cluster of only four constituent colleges, which are geographically in proximity, the University would be managed and administered much more efficiently than any other state university.

2. All the constituent colleges are accredited by Grade 'A' by the NAAC.

3. All the colleges are elite colleges, are in existence for a long time, and with heritage mark.

4. The colleges are Government Colleges and hence the fee structure will be regulated and reasonable.

Dr. K.N. MODI UNIVERSITY

Plot-1, RIICO Industrial Area Phase-II
Newai, Distt. Tonk - 304 021, Rajasthan
Tel : +91-11-26837275 / 26849925
Fax : + 91 - 11 – 41627930
Email : knmu@knmodifoundation.com
Website : http://www.dknmu.org

Established in 2010, Dr. K.N. Modi University is a State Private University.

Sprawling 42 Acres University Campus has been conceived as an international standard facility, beginning with it's the impressive environment friendly profile. It has been specially designed for local climate conditions.

An intelligent building starts with an environmentally friendly design. Keeping this in mind we created a project that is environmental friendly and energy efficient. Intelligent buildings are designed for long term sustainability and minimal environmental impact through the selection of recycled and recyclable materials, construction, maintenance and operations procedures.

Eco friendly fly ash bricks have been used to boost thermal insulation and cut energy requirements.

Providing the ability to integrate building controls, optimize operations, and enterprise level management results in a significant enhancement in energy efficiency, lowering both cost and energy usage compared to non-intelligent projects. Intelligent buildings are intended to be the preferred environment for occupants. An intelligent design finds the balance, providing a superior indoor environment and minimizing energy usage and operating labor.

This is where the technology becomes valuable. Using integration and automation we are able to implement solutions that both provide a superior environment and minimize energy.

The periphery around the campus has a green buffer of heavy plantation, which filters out dust & noise from the vicinity and helps in maintaining pleasant surroundings. Rainwater harvesting system has been adopted.

Waste water is recycled for horticultural needs. Solar energy panels supplement power generation; provide hot water in winters & street light at night. An in house sub-station is operational. This takes care of the electrical needs during power failure.

Dr. M G R EDUCATIONAL AND RESEARCH INSTITUTE

Periyar, E V R High Road
Maduravoyal, Chennai-600095
Tel : 91-44 2378 2176 / 2186 / 2085
Fax : 91-44 2378 3165
Email : contact@drmgrdu.ac.in
Website : http://www.drmgrdu.ac.in

Aiming to bring about change and progress through education, the Tmt.Kannammal Educational Trust was constituted in 1985 and started Thai Moogambigai Polytechnic College. Within three years of its inception, Dr. M.G.R. Engineering College was founded in 1988, and the Thai Moogambigai Dental College was started in the year 1991. Both the colleges acquired Deemed University status in 2003 as Dr. M.G.R. Educational and Research Institute as per the orders of the University Grants Commission, New Delhi and the Union Ministry of Human Resources and Development, Government of India, New Delhi.

The 21st century poses a lot of challenges that could be overcome with the help of education and technology. Keeping this in mind Dr. M.G.R Educational and Research Institute University was started with a vision of providing a better foothold for the students of today to face the challenges. To succeed in the world today you need more than just academics. The modern adult is expected to have a combination of technical know-how and ambitious confidence. Being aware of the demand that is placed on the youth today, Dr. M.G.R. Educational and Research Institute University has preserved to nurture and groom young men and women through Engineering, Medical, Dental and Humanities and Sciences.

The University Mission is :

To Encourage our Students to be “JOB CREATORS AND NOT JOB SEEKERS”

The value Academic Integrity, Morality and Accountability. We hope to bring attention to issues of National relevance and Global Concern. The encourage appreciation of intellectual excellence, innovation and creativity and an unfettered spirit of exploration, progress, rationality and enterprise, creation of Centers of Excellence for Quality Education and Research in the emerging fields of Engineering, Technology, Medical Sciences, Humanities and Sciences, to inculcate competence in the students in the above fields, with dignity and discipline.

Dr. N.T.R. UNIVERSITY OF HEALTH SCIENCES

Andhra Pradesh University of Health Sciences
Vijayawada - 520 008, Andhra Pradesh
Tel : 0866- 2451374
Fax : 0866-2450463, 2453830
Email : ntruhs@eth.net, ntruhs@hotmail.com
Website : http://www.ntruhs.ap.nic.in

The vision of the late legendary, Padmashree Dr. N T Rama Rao, erstwhile Chief Minister of Andhra Pradesh, became a reality when 'The Andhra Pradesh University of Health Sciences, first of its kind, was established in 1986 by the Government of Andhra Pradesh, with Vijayawada as Headquarters. It is a state wide University with the aim of ensuring efficient and systematic education, training and research in allopathic and Indian systems of medicine, Dentistry and Nursing. Act No.6 of the A P Legislature was passed accordingly and the University was inaugurated on 9th April, 1986 by the then Chief Minister Dr. N.T.Rama Rao. The University started functioning from 1st November in the same year.

The objectives of the University are:

* Improvement of standards of medical education in Andhra Pradesh
* Maintenance of uniform curriculum in all the affiliated colleges
* Conduction of a good quality basic and applied research, to arrive at solutions to the health needs of the people of Andhra Pradesh.

The university advocates and promotes improvisation of available natural resources for preparation of medicines for cure of human ailments, thereby bringing out the true spirit of the ancient proverb in scriptures" Vaidyo Narayano Harihi"

By establishment of the university, all disciplines of health sciences are brought under one roof: namely modern medicine, ancient Indian systems of medicine, allied health sciences like dentistry, physiotherapy, nursing, paramedical sciences. Apart from these, veterinary sciences is also included under its purview. The degrees awarded by the university are recognised by national statutory bodies like MCI, DCI, Central council of Indian Medicine, Central council of Homeopathy and Indian nursing council. The university strives to keep up the standards of education by strict adherence to rules governing each course as per the decisions of the respective councils. Outgoing students of the university are keeping up the flag high with attractive placements in India and abroad, in Government and private sectors, as well as in corporate sector. The governing bodies of the university are the Executive Council, Finance Committee, Academic Senate, Boards of studies and the Planning board. The first chancellor of the university was none other than Padmashree Late Dr N T Rama Rao garu. Presently, the Hon'ble Governor of Andhra Pradesh is the Chancellor.

Dr. PANJABRAO DESHMUKH KRISHI VIDYAPEETH

Krishinagar
Akola - 444 104, Maharashtra
Tel : 0724-2258365, 2258184, 2258372, 2258015
Fax : 0724-2258219
Email : vc@pdkv.mah.nic.in, tsvc@pdkv.mah.nic.in
Website : http://www.pdkv.mah.nic.in

Dr. Panjabrao Deshmukh Krishi Vidyapeeth, Akola was established on 20th October, 1969 with its head-quarter at Akola. This Agricultural University was named after the illustrious son of Vidarbha Dr. Panjabrao (alias Bhausaheb) Deshmukh, who was the Minister for Agriculture, Govt. of India. The jurisdiction of this university is spread over the eleven Districts of Vidarbha. According to the University Act 1983 (of the Government of Maharashtra), the University is entrusted with the responsibility of agricultural education, research and extension education alongwith breeder and foundation seed programme.

The University has its main campus at Akola. The instructional programmes at main campus are spread over in 5 Colleges namely, College of Agriculture, College of Agricultural Engineering & Technology, College of Forestry, College of Horticulture and Post Graduate Institute. At this campus 4 degree programmes namely B.Sc.(Agri.) B.Sc. (Hort.), B.Sc. (Forestry) and B.Tech. (Ag. Engg.) , two Master's Degree Programmes viz. M.Sc.(Agri.) and M.Tech. (Agri.Engg.) and Doctoral Degree Programmes in the faculties of Agriculture and Agril. Engineering are offered.

The University has its sub-campus at Nagpur with constituent College, College of Agriculture which offers B.Sc.(Agri.) and M.Sc.(Agri.) degree programmes. The Nagpur Campus is accomplished with a garden, surrounded by its natural beauty and a well established Zoo which attract the general public and visitors to the city. A separate botanic Garden is being maintained on 22 hectares with a green house for the benefit of research workers.

In addition there are 2 affiliated grant-in-aid colleges and 14 private non-grant-in-aid colleges under the umbrella of this University.

A Central Research Station is situated at the main Campus which caters to the need of research projects undertaken by Crop Scientists of the principle crops of the region are Cotton, Sorghum, Oilseeds and Pulses.

Dr. RAJENDRA PRASAD CENTRAL AGRICULTURAL UNIVERSITY

Pusa, Samastipur – 848 125, India
Tel : 06274-240226, 06274-240239, 06274-240262
Email : vc@rpcau.ac.in svc@rpcau.ac.in, registrar@rpcau.ac.in

Dr. Rajendra Prasad Central Agricultural University Act, 2016**,** with effect from 7th October, 2016, the erstwhile Rajendra Agricultural University, Bihar, Pusa (Samastipur) is converted into Dr. Rajendra Prasad Central Agricultural University. Accordingly, the University shall be governed by the provisions of Dr. Rajendra Prasad Central Agricultural University Act, 2016.

In the imperial Gazetteer of India 1878, Pusa was recorded as a government estate of about 1350 acres in Darbhanba. It was acquired by East India Company for running a stud farm to supply better breed of horses mainly for the army. Frequent incidence of glanders disease (swelling of glands), mostly affecting the valuable imported bloodstock made the civil veterinary department to shift the entire stock out of Pusa. A British tobacco concern Beg Sutherland & co. got the estate on lease but it also left in 1897 abandoning the government estate of Pusa.

In present Pusa, apart from the University a number of other organization such as Regional Research Station of IARI, New Delhi., Borlaug Institute for South Asia (BISA), Women's Teacher Training School, Campus Public School (affiliated to CBSE), Kendriya Vidyalaya, Rajendra Sishu Sadan, Govt. Basic School, Govt. High School, Govt. Girl's High School, Uma Pandey College, Brahmadeo Rai Sharma Mahila Mahavidyalaya, Community Development Block, a referral Hospital, Central Bank of India, Punjab National Bank, Syndicate Bank, State Bank of India, Cooperative Training Centre, Post Office, Office of Telecommunication and Pusa Police Station etc. are also functioning and contributing to the all round growth and development of Pusa Estate.

Pusa has thus faced many ups and downs since July 5, 1784 when a stud farm was established through a sanad with the seal of East India Company at a rental fee of 1500 Siccas for the land occupied where captain W. Frazer was the superintendent of the farm. Even today Pusa is contributing a lot to the field of agricultural education and research and holds a bright future.

Dr. RAM MANOHAR LOHIA AWADH UNIVERSITY

Faizabad - 224 001
Uttar Pradesh
Tel : 05278-246223, 246224, 245957, 246042
Fax : 05278-246330/245957
Email : vc@rmlau.ac.in; registrar@rmlau.ac.in
Website : http://www.rmlau.ac.in

The Government of Uttar Pradesh, established Avadh University, Faizabad, initially as an affiliating university by it's notification No. 1192/fifteen-10-46(6)-1975 dated 04 March, 1975 and appointed Prof.(Dr.) Surendra Singh as the first Vice chancellor. In 1993-94, it was renamed as Dr. Ram Manohar Lohia Avadh University, Faizabad in the memoriam of late Dr. Ram Manohar Lohia, an epic socio-economic ideologue and freedom fighter par excellence.

The university initially started its office in a rental building at Civil Lines, Faizabad. Land acquisition process for varsity's formal office started in 1976. Ultimately, the then Chancellor and the Governer of state Shri G.D. Tapase laid foundation of the present administrative building of the varsity on 02 May 1978.

The university assumed the shape of an affiliating cum residential varsity in April 1984. The residential segment became functional with the opening of four PG departments in the campus viz. History, Culture & Archaeology, Economics & Rural Development, Mathematics & Statistics and Physics & Electronics. Four more departemnts viz. M.B.A, Bio-Chemistry, Microbiology and Environmental Sciences were added to its academic paraphernalia in 1993-94 which in-turn brought recognition of the varsity under 12B scheme of U.G.C.

In 2000-01, Institute of Engineering & Technology was established on the campus with B.Tech. (in Mechanical Engineering, Information Technology, Computer Sciences and Electronics & Communication Engineering) and M.C.A. cources. In the same year, some other courses like M.C.J., M.S.W., B.Lib. and M.Lib. were also added to widen the academic spectrum of the residential setup. In addition, a number of PG programs like M.Sc-Biotechnology, M.T.A., M.P.Ed., M.Ed. and UG programs like B.B.A., B.C.A. and B.P.Ed. became functional on the campus from the session 2005-06.

Presently, the university is catering education to about 7 lakhs regular/private student through its nine residential PG departments and on campus Institute of Engineering along-with more than 400 affiliated colleges spread over in the 10 Districts of Faizabad, Sultanpur, Pratapgarh, Ambedkarnagar, Barabanki, Balrampur, Baharaich, Shravasti, Amethi and Gonda.

Dr. RAM MANOHAR LOHIA INSTITUTE OF MEDICAL SCIENCES

Vibhuti Khand, Gomti Nagar, Lucknow – 226010
Uttar Pradesh
Tel : 0522-6692000

The Dr. Ram Manohar Lohia Institute of Medical Sciences (Dr. RMLIMS), is a medical Institute under State Legislature Act located in Lucknow, Uttar Pradesh, India. The institute offers MBBS, B.Sc. Nursing, DM, MCh, MD and Ph.D. degrees. It was established in 2006 and was affiliated with King George's Medical University till 2018. On 12 September 2018, it was notified an Institute under State Legislature Act with degree-granting status and privileges.

The Dr. Ram Manohar Lohia Institute of Medical Sciences (Dr. RMLIMS), Lucknow is a super specialty hospital and one of the reputed and leading teaching Institutes established by the Government of Uttar Pradesh. Dr. RMLIMS is situated in Vibhuti Khand in Gomti Nagar locality of Lucknow. Besides super specialty treatment,the institute provides DM, MCh, MD,MS, and Ph.D. Degrees.

Other facilities:-

1. It would provide holistic medical care including general care in various general,medical / surgical specialities, and in selected super specialities which are not available or grossly inadequate in this region.
2. To create a center of excellence for providing patient care and educational facilities of high order.
3. To provide training in para medical and allied fields.
4. Patient care,educational training and research facilities will be comlementary to SGPGIMS.
5. The medical Institute, with public service hospital will cater both to the poor patients who are unable to pay and to the population that has the capacity to pay on user charges at 'no profit no loss' basis.
6. It will act as a secondary level as well as a selected tertiary level referral center for the poor population of this region at affordable cost.
7. OPD Pharmacy for drugs and medical consumables for registered patients ONLY.
8. PRA (Patients Relative's Accommodation): This accommodation is available to relatives of patients admitted to the hospital, on payment basis.
9. Vishramalaya: This day-time facility is available for patients and relatives visiting the outpatient department, on a nominal payment (7AM to 7PM). The facility includes lockers, a place to relax, a restaurant, bathrooms, toilets, etc.
10. Cafeteria in hospital area for snacks and lunch.

Dr. RAM MANOHAR LOHIYA NATIONAL LAW UNIVERSITY

Sector – D, LDA Kanpur Road Scheme
Lucknow – 226012, Uttar Pradesh
Tel : 0522-2422855, Fax : 0522-2425901
Email : vcnlulucknow@gmail.com; vicechancellor@rmlnlu.ac.in
Website : http://www.rmlau.ac.in

The year 1987 saw the beginnings of the tectonic shift in perceptions about law as a career from one of the least attractive careers, to one of the most sought after, with the establishment of the National Law School, Bangalore. It was a time of hope for the legal fraternity.

The concept of a national institution to act as a pace-setter and a testing ground for bold experiments in legal education came up before the Bar Council of India in the context of the Council's statutory responsibility for maintaining standards in professional legal education (under the Advocates Act).

Dr.Ram Manohar Lohiya National Law University, was established by an Act of Govt. of Uttar Pradesh in 2005, U.P. Act No.28 of 2005 and came into being on 4th of January 2006 to meet up the new challenges in legal field and to strengthen the vision that was given by the establishment of first National Law School of the country. Originally incorporated as 'Dr.Ram Manohar Lohiya National Law Institute, Uttar Pradesh' word 'Institute' was substituted by the 'University' later, vide an amendment in the Act in November 2006.This was done to give a comprehensive national character to the Institute on lines with the other premier National Law Universities of the Country.

The University, which is getting liberal grants from the State Government, is committed to provide excellent infrastructural facilities and environment to advance and disseminate learning and knowledge of law and legal process and to develop in the students and research scholars a sense of responsibilities to serve the society in the field of law by developing skills in advocacy, judicial and other legal services and legislation and the like.

The present law has to meet the requirements of the society, which is entering into 21st Century. Law has to deal with problems of diverse magnitudes and a student of law and an Advocate has to be trained in Professional skills to meet the challenges of globalization and universalization of law. With the advent of multinationals in India as anywhere else, the task of lawyers would be highly technical and an imperative need would arise to have competent lawyers who would be trained in the right culture of Legal Education. This makes a sound case for introducing reforms in Legal Education, and we at Dr. Ram Manohar Lohiya National Law University aim at all these aspects.

Dr. SHAKUNTALA MISRA NATIONAL REHABILITATION UNIVERSITY

Mohaan Road
Lucknow-226017, Uttar Pradesh
Tel : 0522-2998380/81/82
Email : vc@upes.ac.in
Website : http://dsmru.up.nic.in

Dr. Shakuntala Misra National Rehabilitation University, established by Government of Uttar Pradesh in the year 2008, is a highly innovative that proactively brings together under one umbrella-the academia and social responsibility. The potent synergies of this blending open up huge possibilities for translating ideas into action, taking science to soil, and lab to land. First of its kind in India, the University not only offers accessible and world class higher education to all but also addresses the educational needs of the physically challenged in a seamless and sensitive academic environment.

The impressive and modern University campus is spread over 131 acres of land in Lucknow-the state capital of Uttar Pradesh. Wi-Fi equipped campus with barrier-free infrastructural and educational environment; technology-friendly smart classrooms with modern audio-visual education aids like Computers, CCTV, Projectors etc.; Multimedia educational approach; well equipped computer lab with JAWS (Job Access with Speech); and green eco-friendly campus-all combine to offer the student a world-class educational experience for all-round development. The Library in the University caters to the students with a rich collection of international and national books, journals, reports and reading material on a wide range of subjects.

The allied facilities of the University include Post-Office, Bank, Electricity Sub-Station, Students Hostel (Boys' & Girls'), Guest House, Staff Quarters, Computer Center, Placement Cell, RTI Cell, Disability Cell and Bus Shuttle Services to name a few. The state-of-the-art infrastructure of the University makes it a self-sufficient academic microcosm.

The University encourages inter-disciplinary and multi-disciplinary approach for holistic academic development of faculty and students alike. Dedicated and distinguished faculty with wide exposure in their respective disciplines make for lively transaction of knowledge and vibrant class room atmosphere. The course curricula of various courses in the University are designed to meet the international standards of that are comparable with the best. The uniqueness of the University lies in imparting quality education based on international parameters and the paradigm of inclusive empowerment of differently abled people. The University firmly believes that knowledge and comprehensiveness are glorious attributes of a civilized society. Hence, our endeavour is to educate and inculcate moral values in students for making them good individuals and good citizens.

Dr. SHYAMA PRASAD MUKHERJEE UNIVERSITY

P.O. - Ranchi University Morahabadi
Ranchi- 834008
Telephone : 0651- 2233803
Email :rcrprincipal@gmail.com
Website : http://www.dspmuranchi.ac.in

Dr. Shyama Prasad Mukherjee University was legislated in 2017. Situated on the tropic of cancer, at an altitude of 651m from sea level amidst tropical flora and fauna, Ranchi College, Ranchi (now upgraded as a Unitary State University and known as Dr. Shyama Prasad Mukherjee University, Ranchi) had been established during the Pre- Independent India. Established in 1926 as a Government Intermediate College, it marched ahead and began Under-Graduate and post–graduate Courses in various subjects of Arts/Science in the year 1946.

Even after Independence, Ranchi College continued to celebrate its recognition as Government College. Till the creation of Ranchi University, Ranchi on 12th July, 1960, it functioned as a Unit of Patna University, imparting quality Higher Education in faculties of Humanities, Science and Social Science.

Following the creation of Ranchi University, Ranchi on Saturday, July 12th 1960, Ranchi College had been placed as a Unit of Ranchi University by the then Government of Bihar. Meanwhile, a new 28th state of India, Jharkhand was carved out of the Southern part of Bihar on November 15, 2000. Now the pressure was high on it. And, it took the responsibility well. Based on its performance, the UGC accorded it the status of an "Autonomous College" in 2009. Also, it had been recognized by the UGC as "College with Potential for Excellence". This primer college of the Capital has set its mood and it never looked back.

And, on Tuesday, April 11, 2017 Ranchi College, Ranchi scripts a history and is upgraded as Unitary University, named as Dr. Shyama Prasad Mukherjee University, Ranchi

Traversing over 110 acres of land, in the heart of the Capital city of Jharkhand, Dr. Shyama Prasad Mukherjee University, Ranchi has an elephantine Building Architecture, strong base of Human Resources, well-furnished Laboratories and digitally equipped classrooms, Language Laboratory for Development of Communicative Skills, Attractive Classrooms (some are heritage classrooms), Expanded Gardens and Botanical Gardens catching its span till a nearby Oxygen park.

Dr. SUBHASH UNIVERSITY

Dr. Subhash Road,
Junagadh - 362001, Gujarat.
Contact : 0285-2610055, 85111 88222
Email : info@dsuni.ac.in
Website : https://dsuni.ac.in

Dr. Subhash University which is an institutional Jewel of Junagadh, was founded in the year 2010 by the industrialist, philanthropist and a visionary Late Shri Pethaljibhai N. Chavda and is dedicated to the memory of his late son Dr. Subhash P. Chavda**.** It is the flagship institution among the seventeen institutions managed by Dr. Subhash P. Chavda Ahir Kelavani Mandal**,** Junagadh which is a trust.

Mission

- To develop our campus as an educational hub strongly networked with the parents of students, Alumni, leading industries, and academic institutions.
- To impart employment worthy knowledge and skills to every aspiring and deserving youth.
- To create an environment that encourages creative thinking and innovation.
- To educate all students with comprehensive training and inculcation of ethical values in order to meet the needs of industry and civil society.

Vision

- Our vision is to be a leading institute by transforming students into proficient and socially responsible professionals.

Chairman's Message

It is my pleasure to welcome you to Dr. Subhash University, Junagadh. We realize that the teen age is the best part of one's life to dream, plan and endeavor to achieve one's desired goal. Our social philosophy is that the students are the parents' assets passed on to us for value addition. Our personal endeavors would be to play the roles of teacher, tutor, mentor, friend and counselor to nullify any short comings in the students and to discover and strengthen their abilities to become most sought after technical man power from this region. I am certain that parents and public would extend their helping hands to make the students realize that after their Mother as the very first teacher at home their college is their second institutional Mother who nourishes and moulds their technical bodies. With parental cultivation of their wards to show similar respect and love to their Mother institution, the parents and public can rest assured that all of us at Dr. Subhash University will return the students to Society as knowledgeable, competent and confident professionals. Dr. Subhash University which is an institutional Jewel of Junagadh, was founded in the year 2010 by the industrialist, philanthropist and a visionary Late Shri Pethaljibhai N. Chavda and is dedicated to the memory of his late son Dr. Subhash P. Chavda. It is the flagship institution among the seventeen institutions managed by Dr. Subhash P. Chavda Ahir Kelavani Mandal, Junagadh which is a trust.

Dr. Y.S. PARMAR UNIVERSITY OF HOTICULTURE AND FORESTRY

Nauni, Solan - 173 230, Himachal Pradesh
Tel : 01792-252357, 252363, 252343, 252219, 252365
Fax : 01792-252242/252009
Email : vc@yspuniversity.ac.in, regr@ysparmaruniversity.ac.in
Website : http://www.yspuniversity.ac.in

Dr. Yashwant Singh Parmar University of Horticulture and Forestry, Solan, was established on 1st December, 1985 with the objective to promote education, research and extension education in the fields of Horticulture, Forestry and allied disciplines. Late Dr. Yashwant Singh Parmar, the first Chief Minister and the architect of Himachal Pradesh perceived the importance of Horticulture and Forestry to develop and improve the State economy which led to the establishment of this University. Its history lies in erstwhile Himachal Agricultural College, Solan, established in 1962 and affiliated to the Panjab University. It became one of the campuses of Agriculture Complex of Himachal Pradesh University on its formation in 1970. Consequent upon the establishment of Himachal Pradesh Krishi Vishvavidyalaya in 1978, this campus became its Horticulture Complex and finally in 1985, assumed the status of a State University, being the only University in the country engaged exclusively in teaching, research and extension in Horticulture and Forestry.

The University is located at Nauni in Solan District of Himachal Pradesh, 13 km from Solan on Solan-Rajgarh Road, at an elevation of 1300 metres above mean sea level. Solan town is situated on national highway (NH-22) and is well connected by train and bus services.

From this year, a new “Institute of Biotechnology and Environmental Science” has been established at Neri in Hamirpur District located on Nadaun-Hamirpur State Highway, about 6 Km away from Hamirpur town and is well connected with bus service.

The University has two constituent Colleges located at the main campus, Nauni, one for Horticulture and the other for Forestry, having 8 and 7 departments respectively besides Seed Technology & Production Centre functioning under College of Horticulture. B Sc (Honours) Horticulture and B Sc (Honours) Biotechnology degree programme(s) shall commence from this Academic Year at the “Institute of Biotechnology and Environmental Science” at Neri in Hamirpur District. In addition, there are 5 Regional Research Stations and 12 Research Sub-Stations situated in different zones of the State and four Krishi Vigyan Kendras (KVKs) at Chamba, Rohroo, Sharbo and Kandaghat.

Dr. Y.S.R. ARCHITECTURE AND FINE ARTS UNIVERSITY

Satellite City, Chinnamachupalli
Chenur, Rayalapanthulapalle
Andhra Pradesh – 516162
Mobile : +91-8309198363
Email : info@ysrafu.ac.in
Website : www.ysrafu.ac.in

Andhra Pradesh is a fast-growing State in all aspects and is acquiring importance both at National and International level. The fields of Architecture, Engineering, Fine Arts, Management and Pharmacy have become essential for the growth of our country. To meet the need of experienced professionals with practical, creative and real life problem solving skills in art, design and architecture, Dr. YSR Architecture and Fine Arts University is established to offer quality and state-of-the art education.

Earlier, Under the special policy of providing a systematic education in Art and Architecture to the present needs of design industry, Jawaharlal Nehru Architecture and Fine Arts University was established under the Act of Andhra Pradesh State Legislature No.31 of 2008 by Late Dr. YS. Rajasekhara Reddy garu Former Chief Minister of Andhra Pradesh. After the separation of Telugu state into two namely Telangana and Andhra Pradesh Prof. D. Vijay Kishore (OSD, Vice-Chancellor I/c), made the proposal of a separate Architecture and Fine Arts University in the state of Andhra Pradesh to the honourable Chief Minister Sri. Y.S. Jagan Mohan Reddy Garu and the State Government. Under the

dynamic leadership of the Chief Minister a new University is established under Sub Section (2) of the Section (1) of the Jawaharlal Nehru Architecture and Fine Arts University (Amendment) Act, 2019 of A.P Legislature Act No.15 of 2020 paving way for Dr. YSR Architecture and Fine Arts University, Kadapa.

The University comprises of Ten versatile departments offering Under graduate, Post graduate and research programs in two specialised constituent bodies namely School of Planning and Architecture (SPA) and College of Fine Arts (CFA). Its teaching programs aim to build thoughtful professionals and its research programs deepen the understanding of human settlements.

Human habitat and environment being the basic concern of the University, the spectrum of academic programmes is being continuously extended by providing programmes in new fields and emerging areas. The University also undertakes advisory projects to further the goal of making built environment more functional and sustainable. Through its education, research and advisory activities, and improve the impact of habitat professions in enriching the lives of people in A.P's Villages, Towns and Cities.

Dr. Y.S.R. HORTICULTURAL UNIVERSITY

PO Box No. 7, Venkataramannagudem
West Godavari District - 536 101, Andhra Pradesh
Tel : +91 - 8818 – 284311
+91 - 8818 – 284223, +91 - 8818 – 284311
Email : vcaphu@gmail.com vc@drysrhu.edu.in
Website : www.drysrhu.edu.in

The University was established by the Government of Andhra Pradesh through G.O.Ms.No.134 dated 26-06-2007 at Venkataramannagudem, near Tadepalligudem in West Godavari District. It is the second Horticultural University in the country. Andhra Pradesh being the leader in the production of mango, oil palm, chillies, turmeric, sweet orange, papaya and second largest producer of total fruits and spices richly deserves Horticultural University to increase the productivity, sustaining the productivity and commercialization of Horticulture in the State.

Started functioning w.e.f 26th June 2007, the university was managed by the Agricultural Production Commissioner and Principal Secretary to the Government, ATM as the Special Officer supported by an Officer on Special Duty and Coordinator drawn from the Achrya NG Ranga Agricultural University. Three new Colleges of Horticulture, one each at Venkataramannagudem in West Godavari District, Mojerla in Mahaboobnagar District and Anantharajupet in Kadapa District were started in the 2007-08 academic year. The UG and PG educational programmes being offered at Rajendranagar, Hyderabad under Acharya NG Ranga Agricultural University were also brought into the fold of Andhra Pradesh Horticultural University from 2007-08 academic year onwards.

The Board of Management of the university was constituted on 16th February, 2008 and the first Vice-Chancellor was appointed on 26-02-2008. Consequently 27 Research Stations dealing with Horticultural Research and two Polytechnics were transferred along with the assets and employees with effect from 01-04-2008. The Dr.Y.S.R Horticultural University started functioning independently from 10-05-2008 at its headquarters at Venkataramannagudem. Manpower and technology development through education and research has to be in accordance with the present day need; both qualitatively and quantitatively. Present day demand influenced by the development in the recent past such as nutritional security, food safety, environment safety, commercialization and globalization of horticulture and avoiding huge post-harvest losses have to be met through manpower and technology development. Accordingly, the course curriculum for graduate and post-graduate courses have been developed. The course contents and the courses have been formulated with slight modifications in the IV Deans Committee recommendations of ICAR within the permissible limits to suit the specific needs of Andhra Pradesh Horticulture. Hands on training in commercialisable technologies in Horticulture has been designed for two batches 14 weeks each, in the VII and VIII semesters of the B.Sc. (Hons.) in Horticulture.

DRAVIDIAN UNIVERSITY

Kuppam - 517 425, Distt. Chittoor
Andhra Pradesh
Tel : 08570 -278236, 254001, 278220, 254005
Fax : 08570-278209,278230
Email : info@dravidianuniversity.ac.in
Website : http://www.dravidianuniversity.ac.in

The Dravidian family of languages, which includes more than 27 tongues, the most ancient, living language family of the world, one of the richest contributors to the cultural mosaic of India, often confronts the question whether it enjoys its due recognition in the subcontinent; whether it is being academically cared adequately and receives equal attention on par with other languages of National importance; and whether the Dravidians contribution to Indian literature, Indian philosophy of Indian history and culture are being properly and adequately evaluated by the scholarly community.

It is such agonized perceptions of a few outstanding academics and administrations that has led to the formation of Dravidian University Thanks to the boldness of the Government ofAndhra Pradesh, it had taken up the task of establishing the Dravidian University in 1997 at the tri- lingual junction, Kuppamin Chittoor District, A. P., 8 k.m away from TamilNadu, 4 km, away from Karnataka and hardly about four hours drive to Kerala, basically to promote a spirit of integration and strong bonds of fraternity among the ma jor Dravidian language speakers of the Southern states and to advance studies and research inthe integrated body of Dravidian lmguico - cultural heritage.

The Dravidian University was established through a Legislature Act of Andhra Pradesh and conceived as an Inter - State Institution. The neighboring Governments of Tamil Nadu, Karnataka and Kerala have extended initial support which enabled the University to take up constructions of Vemana Bhavan, Thiruvalluvar Bhavan, Narayanaguru Bhavan and Basava Bhavan remembering the great Social Saints of the South who enshrined the language cultures with their immortal thoughts.

The University located in a serene rural setting with pleasant greenery spread over the spacious campus of about 1000 acres endowed with huge deposits of granite, giving a picture of rock garden, is one of the most ideally suited institution for quite and dedicated studies and research harmonizing the individual, both internally and externally. The campus absolutely pollution free.

Every growing institution should be potential enough to dream, and Dravidian University also continues to dream to achieve higher goals and to attain a gratifying place of distinction in the galaxy of Indian Universities enjoying international repute.

DURGA SOREN UNIVERSITY

Bompass Town, Post: Devsangh, Dist: Deoghar
Jharkhand - 814114
Email: durgasorenuni@gmail.com
Website: https://www.durgasorenuniversity.ac.in
Phone: +91 8863931057, +91 8863971057, +91 7646094460

Durga Soren University is a premier educational institution located in the Deoghar District of Jharkhand. Established in the year 2020, this university has been providing quality education to students from all over India. The university is spread over several acres and provides a clean and optimized environment for studying.

The university offers a wide range of courses in various disciplines such as Humanities & Social Sciences, Science, Commerce & Management, Engineering & Technology, Interior Design, Library & Information Science, Yoga, Computer Science & Technology, Journalism & Mass Communication, Hotel & Tourism Management, Agricultural Sciences, Pharmacy, Nursing, Para-Medical Sciences, Beauty and Wellness Studies, Clinical Nutrition and Dietetics. It also offers Ph.D. programmes in some of the postgraduate subjects that are taught at DSU. In addition to this, the university also has an Industrial Training Institute and Fire & Safety Management department for students who wish to pursue these courses.

At Durga Soren University we strive to provide our students with the best possible education and resources so that they can excel in their chosen fields of study. We have highly qualified faculty members who are dedicated to helping our students reach their full potential. We also have state-of-the-art facilities such as modern laboratories and libraries which are well stocked with books and other resources that help our students gain knowledge about their respective fields of study.

We believe that education should be accessible to everyone regardless of their financial background or social status and thus we offer scholarships and other financial aid programs for deserving students who cannot afford the tuition fees or other expenses related to their studies at DSU.

At Durga Soren University we are committed to providing our students with an enriching learning experience that will help them become successful professionals in their chosen fields of study. We strive to create an environment where our students can learn without any fear or hesitation while being supported by our faculty members who are always willing to help them out whenever needed.

EKLAVYA UNIVERSITY

Sagar Road, Damoh, Madhya Pradesh
Tel : +91- 7806076616, +91- 9302280240

Established in 2007, Eklavya University is a career-driven Private University focused on innovation, interdisciplinary skill based learning, quality placements, and exemplary faculty. The University is promoted by Ojaswini Samdarshi Nyas, a registered Public Trust established in the year 2000. The Group has been a trusted name in education for over 20 years. The University is recognised by the M.P. Private University Regulatory Council. Aiming at building the availability of employable work force in India, as well as to bridge the gap between academia and the corporate world, Eklavya provides hands on exposure to career driven, industry specific learning. With a strong panel of experts on its Advisory Body Eklavya enjoys strong industry- academia partnerships. Together, the placement cell, the experts and the teaching faculty of the University equip students to be industry-ready. With the help of our mentors, we network with the industry to ensure that top Indian companies and MNCs come to the campus for placements. Simultaneously, Eklavya University is strengthening its education programs to incorporate interdisciplinary and skill based learning opportunities. This is in keeping with the new education policy that emphasises interdisciplinarity in the sphere of education. Further, with online education being the new norm, Eklavya has moved in a seamless manner to online teaching through its advanced technological infrastructure. Far ahead of other institutions in the region, the University has been successfully using online instruction, webinars, virtual classes, and discussion forums, to aid learning.

Eklavya University prepares you for a life of meaning and means. You will be taught by extraordinary teachers, gain hands on learning experiences, and develop strong industrial networks as you pursue your academic and experiential passions. This is our Commitment to you.

Vision

Eklavya University, will transform lives and communities through learning.

Mission

- Nurture achievers in life and careers through a value based, industry relevant and future ready education.
- Emphasize research, interdisciplinary learning, and practical hands on education.
- Equip every student with the required social and technical skills to achieve employment generation.
- Provide a holistic education deeply rooted in the ways of the traditional Gurukulsystem.
- Bring quality education within the reach of every individual, by committing to the achievement and maintenance of excellence in education, research and innovation.
- Create and disseminate knowledge through research and creative inquiry..
- Serve students by teaching them problem solving, leadership and teamwork skills, lateral thinking, commitment to quality and ethical behaviour.
- Create a diverse community, open to the exchange of ideas, where discovery, creativity, and personal and professional development is encouraged and can flourish.

ENGLISH AND FOREIGN LANGUAGES UNIVERSITY

O.U. Campus Hyderabad
Telangana - 500 007, Andhra Pradesh
Tel : 040-27098141, 27097530, 27098225, 27098392
Fax : 040-27070029,27098402
Email : cieflhyd@ciefl.ac.in
Website : http://www.ciefl.ac.in

The Central Institute of English was the brainchild of the first Prime Minister of India, Pandit Jawaharlal Nehru. CIE, as it was called then, was set up in 1958 in Hyderabad to train teachers of English.

In April 1972, the Institute broadened its scope to include the major foreign languages, and was renamed the Central Institute of English and Foreign Languages. CIE became CIEFL, and in July 1973 in recognition of its high standards of excellence, the University Grants Commission accorded the Institute the status of a deemed university.

The Institute continued to grow; M. Litt. and Ph.D. programmes were added to the existing Post Graduate Diploma courses. To meet the demands of language teachers across the country, the Institute set up two Regional Centres: one in Shillong (1974), and the other in Lucknow (1976).

With the introduction of the Department of Correspondence Courses in 1974, language teachers, both English and foreign languages, had access to many courses through the distance mode.

In 2000, the CIEFL shed its 'training institute' avatar, and for the first time began to offer M.A programmes in English Literature, English Language Teaching, Cultural Studies, Linguistics and Phonetics, and Media and Communication. Seven years later, in 2007, thanks to an Act of Parliament, the Institute affectionately called 'seefl' by many became 'iifl'.

In the past 50 years, many scholars have visited us and interacted with our faculty and researchers; prominent visitors have included Mulk Raj Anand, Raja Rao, Anita Desai, William Golding, Noam Chomsky, Michael Halliday, Richard Kayne, E C G Sudharshan, U R Ananthamurthy, A.K Ramanujam and Braj Kachru.

ETERNAL UNIVERSITY

Baru Sahib, Distt. Sirmour-173101
Himachal Pradesh
Email : admissions@eternaluniversity.edu.in
contact@eternaluniversity.edu.in
Mobile : 09816640660,09816400624,09805098724
09805098720,09888373233,09816441158
Phone : 01799-276012, Fax : 01799-276006

The Eternal University, established by Act No. 3 of 2009 by the government of Himachal Pradesh, is one of the few universities in the world committed to value based higher scientific and technical education as per the visions of Sant Baba Attar Singh Ji and Sant Baba Teja Singh Ji effectively translated and implemented by Baba Iqbal Singh Ji under Kalgidhar Trust in close collaboration of network of CBSE affiliated Akal Academies for promoting rural education, women empowerment and universal brotherhood for eternal world peace. Situated at Baru Sahib in the Valley of Divine Peace the university provides a unique, peaceful, social, spiritual and pollution free environment for harmonious development away from the worldly distractions. I am highly thankful to Baba Iqbal Singh Ji, Chairman of Kalgidhar Trust and Chancellor Eternal University for his blessings, faith and trust while giving me the opportunity to lead the Eternal University as its Vice Chancellor. No postgraduate education programme in a university can be run effectively without basic and applied research facilities for imparting state of art training and hands on experience to the students. Concerted efforts will be made to identify, support and promote basic and applied research to generate knowledge and technology in the strategic and emerging thrust areas and research gaps of India in general and Himachal Pradesh in particular by competent and dedicated faculty trough multidisciplinary teams across its constituent colleges and schools and institute-industry linkages. New postgraduate programmes will be introduced in upcoming areas including nanotechnology, food technology and renewable energy in addition to the ongoing biotechnology and public health programmes.

Efforts will be made to revise and develop the course curriculum with a suitable emphasis on vocational courses as per industrial requirements, to attract the best talent through motivation, scholarships and fellowships and create active and cordial teacher-taught interaction for value-based education in this unique residential and predominantly girls' university such that our graduates are transformed as the best citizens to earn their livelihood and act as our ambassadors for promoting universal brotherhood and eternal peace. Efforts will be made for on the campus training and certification of the pass outs, industrial visits, motivation, development of communication skills for their suitable industrial placement and higher education in India and abroad. Ministry of Human Resource Development, University Grants Commission and several other central and state governments' nodal supporting and regulatory councils and commissions for higher education must consider the private universities as their valuable assets and partners and not competitors for sharing their responsibility of right to education for every Indian.

ERA UNIVERSITY

Sarfarazganj, Hardoi Road
Lucknow-226003, Uttar Pradesh
Phone: 0522-4153777
Website: http://era.university-nic.in

Established in 2016, ERA University is a State Private University.

Quality education leads to quality living. Life, nourished with knowledge of the highest order, not just stirs up your potential, it also takes you beyond your capabilities. Obsessed with the idea to transform education from being a cluster of well-understood subject to becoming well-adapted aspects and principles of life the ERA EDUCATIONAL TRUST has conceptualized Era's Lucknow Medical College and Hospital as a "Centre of Excellence" in medical education, medicare, training and research. The college is affiliated to Dr. Ram Manohar Lohia Avadh University, Faizabad and is recognized by Government of India and Medical Council of India, New Delhi. ELMC is offering comprehensive patient care with a humane touch on charitable basis for the benefit of the poor and needy. The college is on the list of WHO/ AVICENNA and IMED/FAIMER directories.

Era's Lucknow Medical College & Hospital brings to the semi-urban and rural population in and around Lucknow the best medical facilities in the state at subsidized rates. The charity work done by the hospital benefits the poorest of the poor. Free admission, free medicine and free meals are provided to patients from underprivileged sections of society. Diagnostic services are also available free of cost for such patients.

The registration fee for a patient is a token amount of Re. 1/- after which the patient can consult highly experienced doctors for a period of 15 days during which patient is also provided with medicines. Beds are provided to in-patients @ Rs. 5 /- per day. For the children of employees of ELMC&H an English medium school has been established within the campus. Books are provided free of cost. Uniform is provided at subsidized rates. A nominal fee of Rs. 50/- per month is charged which is further reduced to Rs. 10/- to charge as a token amount for Extremely needy students just to maintain their self respect. The EET through its tireless efforts aims at inculcating the traits of honesty, compassion, courage, persistence and responsibility among students, so as to enable them to become competent doctors on one hand, and sensitive and caring human beings on the other.

FAKIR MOHAN UNIVERSITY

Vyas Vihar, Nuapadhi
Balasore - 596 019, Orissa
Tel : 06782-264244, 257011, 261711, 262129
Fax : 06782-264244
Email : icfre-mis@x400.nicgw.nic.in, arorasd@icfre.up.nic.in

The Fakir Mohan University, Vyasa Vihar, Balasore was established by the Government of Orissa, under Section 32 of the Orissa Universities Act, 1989 (Act 5 of 1989) and it was notified vide the Government's Notification No. 973 dated 3rd July, 1999. The University has also been duly recognized by the UGC under section 2(f) of the UGC Act by the Notification No. F-9-1 / 2000 (CPP-I), dated 11th February 2000 as well as under section 12(B), vide UGC letter No. F.9-1 /2000 (CPP-I) dated 23rd December, 2005. It has also been accredited by the Association of Indian Universities, vide their letter No. Meet: SC: 261:2K/108693, dated 22nd August, 2000. The University is functioning from its present campus at Vyasa Vihar. New campus at Nuapadhi has already started functioning. All the P.G. Departments of the University are computer based. Automation of the office and the library is going to be completed soon.

The University has Computer lab, Biotechnology lab, Environmental Science lab and Applied Physics and Ballistics lab. Besides its lab in the department there is a centralised computer centre, central library with internet connection. Welfare facilities include bank, canteen, gym, boys hostel, girls hostel, and staff quarters. Directorate of Distance and Continuing Education under Fakir Mohan University is established with the mission to reach out to more and more people and help them in their endeavor to study further and taking education to the doorstep of the people by removing all barriers of learning without compromising the quality of education.

To cope with the increasing demand for higher education and to enable the students of the weaker sections of the society and of rural background for higher education who are unable to pay fee charged by private technical institutes. To provide quality education at reasonable fee structure. To introduce a host of Vocational Degree and Diploma Courses through Distance Education mode, with the hope to reach out to more and more people and help them in their endeavor to study further and taking education to people at their door step by removing all barriers of learning. But, of course, without compromising the quality factor. To provide meaningful opportunity for employment of young people by enhancing their knowledge base. To cater to the needs of the unprivileged section of the society particularly the physically and mentally retarded population of the state. To serve as catalyst and development of an open learning system and contribute to create the best academic environment for unemployed youths of the Country.

FLAME UNIVERSITY

Gate No. 1270, Lavale, Off. Pune Bangalore Highway
Vadzai, Dist. Pune – 412115
Toll Free : 1800-209-4567
Email : enquiry@flame.edu.in

FLAME University has been established as a State Private University vide the FLAME University Act 2014 (Maharashtra Act No. II of 2015) of the Government of Maharashtra. FLAME University is recognized by the University Grants Commission (UGC) under Section 2(f), and degrees awarded by the University are recognized under Section 22 of the UGC Act, 1956.

Our postgraduate business program offered by FLAME School of Business is also approved by AICTE. It is accredited by the National Board of Accreditation (NBA) for a period of five years. This program has also been accepted into the CFA University Recognization Program. Additionally our postgraduate communication program offered by FLAME School of Communication is approved by AICTE**.**

FLAME University exists to build an aspirational destination for students and faculty, to push the design and nature of studies and to create a societal upgradation phenomenon particularly in the fields of liberal education and leadership**.**

FLAME will be amongst India's most reputed and respected universities. We will be the university of choice for higher education in India. We will be recognized for the impact our teaching has on our students and the community at large. Further, we will be the leader in creating and disseminating knowledge in the disciplines we offer. With that, we will pioneer the advancement of knowledge in these disciplines.

FLAME is conceptualized with a desire to give something back to society. We believe in sharing of "Gyan" or knowledge since the ultimate goal for all human beings in the accumulation of knowledge. With that dictum, FLAME aims inculcate a habit of lifelong learning and inquiry amongst students, leading to the advancement of their well-being.

The leadership team at FLAME University is responsible for articulating the vision of the University, defining the benchmarks and goals, and overseeing implementation and achievements. The team provides rigorous leadership through purposeful and consultative oversight.

The various teams meet periodically to discuss, debate and decide on academic, administrative and policy issues, and the efficient and ethical running of the University in consonance with the stipulated statutes and regulations. The members on various leadership teams are always encouraged to have open and frank conversations, set new agendas, and offer new ideas for discussion about the future of the University.

FOREST RESEARCH INSTITUTE UNIVERSITY

P.O. - I.P.E., Kaulagarh Road
Dehradun - 248 195, Uttarakhand
Tel : 0135-2755277, 2756803, 2751826, Fax : 0135-2756865
Email :ppbhoj@icfre.org, nautiyaltc@icfre.org,icfre@envfor.delhinic.in
Website : http://www.icfre.org/institutes2/fri.htm
http://www.enfor.nic./icfre/fri/fri.htm

Established as Imperial Forest Research Institute in 1906, Forest Research Institute (FRI) Dehradun, is a premier institution under the Indian Council of Forest Research and Education (ICFRE). Styled in Greeko Roman Architecture by C.G. Blomfield, the main building is a National Heritage which was inaugurated in 1929.

The Institute's history is vertually synonymous with the evolution and development of scientific forestry, not only in India, but over the entire Indian sub-continent. Set in a lush green estate spread over 450 hectares, with the outer Himalaya forming its back drop, the Institute's main building is an impressive edifice, marrying Greco-Roman and Colonial styles of architecture, with a plinth area of 2.5 equipped laboratories, library, herbarium, arboreta, printing press and experimental field areas for conducting forestry research, quite in keeping with the best of its kind anywhere in the world. Its museums, in addition to being a valuable source of scientific information, are a major attraction for tourists. The Institute caters, in particular, to the research needs of the Indo-Gangetic plains of Punjab, Haryana, Chandigarh, Delhi and Western Uttar Pradesh, as Well as the U.P. Himalayas. Forest research at the FRI is organized under fourteen divisions.

As per the Notification no. F.9-25/89-03, Ministry of Human Resource & Development, Dept. of Education, Govt. of India Dated 6th December, 1991 the Forest Research Institute-dehradun shall be deemed to be a University (Published in Gazette of India, Part I,Section I).Forest Research Institute, Dehradun made a humble beginning from the Forest School established in 1878. Initially named as Imperial Forest Research Institute, FRI came into being in 1906.

The following targets are fixed for planning of Quality Objectives at divisional levels. Quality objectives shall be planned as per procedure No.QSP/5.4.1/01 by all the concerned HoDs. MR shall coordinate for effective implementation and follow-up.

1. Generation and dissemination of knowledge for conservation, development and sustainable management of forest resources and environmental protection. Target for annual growth: 5 %
2. Customer satisfaction through timely delivery of quality products and services. Target for annual growth: 2%
3. Human resources development through quality education and trainings. Target for annual growth: 5%

FOOTWEAR DESIGN & DEVELOPMENT INSTITUTE, NOIDA

A-10/A Sector 24 Noida Gate No -1 FDDI Complex
Noida, Uttar Pradesh 201301
Tel : 0120 450 0203

Ministry of Commerce & Industry
Government of India
(An INI under FDDI Act 2017)

Established in 1986, Footwear Design & Development Institute (FDDI) is a premier academic and training institution dedicated to the development and growth of Footwear, Leather, Retail & Fashion Merchandise, and Fashion Design sectors. You should consider FDDI for one of the most important phases of your education because:

- FDDI is an Institution of National Importance (INI) functioning under Ministry of Commerce & Industry, Government of India. INI is a recognition given to only 95 academic institutions in India which include IITs, IIMs, AIIMSs, NITs, and IIITs.
- Its curriculum is industry-focused and covers internships, live projects, field visits, case studies, and interaction with people from the industry.
- Well-qualified faculty members, some with experience of handling international projects, teach here
- Seven campuses of FDDI have been approved as "Centre of Excellence" to take up research and innovation in some of the domains we teach.
- It has alliances with leading international schools/ universities such as Arsutoria school, University of Northampton, and Tomas Bata University.

FDDI being an "Institution of National Importance" is amongst the four Institutes in the world offering higher education in Footwear and Product Design, Manufacturing and Management.

The international linkages and tie-ups, structured blending of the technical training and the application based managerial specialization in the area of Design, Production, Marketing, Merchandising and Retail Management, the Alumni have witnessed high career opportunities in Footwear Designing, Footwear Fashion/Styling and CAD, Production and Planning, Marketing, Merchandising, Buying/Sourcing, Costing and Quality Management, Shop Floor operations and in the back end of Footwear Retailing sector both in India and abroad.

F.S. UNIVERSITY

NH 19, Near Balaji Mandir, Shikohabad,
Uttar Pradesh 283135
Admission : +91-9720205727/ 9675111147
Helpline : 1800-270-4900
Email : info@fsu.edu.in
Website : https://fsu.edu.in

It was the year 2004, Dr. Dilip Yadav decided to fulfil the dream of his beloved father, Late (Shri) Fulan Singh, for establishing various institutes to provide quality education to the society of the region & beyond. FS University is a tribute to him which is an initiative of Fulan Singh Jan Kalyan Trust in an attempt to make the Shikohabad city of UP State, recognized destination for knowledge seekers from different spheres of life. “Fraternity of FS University pays tribute to our beloved visionary Patron Late (Shri) Fulan Singh Ji.”

It is a privilege to have ensured our primary goal of meeting the educational needs of the society is fulfilled to the best of our abilities. In the process of providing quality education, we have developed world class infrastructure, conducive teaching-learning environment, and a dedicated support system for student progression. We are committed to create leaders who can expand the boundary of knowledge. Today, the FS University has a record of producing efficient, confident, and highly skilled workforce with global outlook and progressive approach which in turn is going to contribute to the nation building with a strong adherence to ethics and Sanskar.

FS University is a name synonymous with unparalleled success. We at FS University believe to the philosophy of ‘modernity blends with tradition, while fostering talent’. We are committed towards this philosophy and thus constantly compliments classroom learning with extracurricular activities. We are committed to incorporate path breaking ideas, cutting edge technologies and latest research trends into academics and scholastic work for the benefit of students, research scholars, faculty members and other associated academicians across the globe.

We are committed to create a learning sphere which will facilitate our students to enhance their skill sets based on the imparted knowledge which will enable them to participate in nation building. Our vision is to be an inclusive, accessible, and valuable platform in fulfilling the aspirations and career goals of our diverse range of students and supporting future leaders, innovators, and entrepreneurs.

We are devoted to providing the best of education to our students to make them better citizens who will contribute towards building a better society through their aspiration and academic excellence. Our mission is to empower our students at all stages of their career journey to take ownership of their future, helping them to make the connection between their experience, education, and future ambitions.

FUTURE UNIVERSITY

La-Dafter, D-178, Industrial Area Phase 8B, Sector 74,
Mohali, Chandigarh, Punjab 140308
Email: ceo@thefuture.university
Website: https://www.thefuture.university
Phone: 774-003-4081, Whatsapp: +91 9056187997

At The Future University, we are building World's Largest Learning Community around the Best Teachers of the World. We offer LIVE cohort based courses on various 21st century relevant skills with top experts of that domain.

Here is our strong belief on how education should be:

- We believe community is the cornerstone of learning. Learning alongside a group of peers is the best way to achieve transformation.
- The best way to learn is by doing. That's why our cohort-based courses focus on active learning through hands-on assignments and projects.
- Everyone should have access to the best instructors. Removing the limitations of geography means that anyone in the world can access industry experts.
- Influence is the new accreditation. There will be 100 million plus content creators and internet entrepreneurs in India by 2030. These influencers have more credibility than any traditional university professor to teach the specific skill they are expert in.
- Traditional education does not focus on skills relevant in the 21st century. Topics ranging from money management, tax filing, managing your social media profile are not taught but are becoming essential for everyone. At The Future University, we try to address this gap head on.

G.B. PANT UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

Pantnagar Distt, Udham Singh Nagar
Pantnagar 263 145, Uttaranchal
Tel : 05944-233333, 233500, 233682, 233640, 233649
Phone: +91-5944-233320, 233350 ; Fax: +91-5944-233473
Email : pl_gautam@yahoo.com,
registrar_pantversity@rediffmail.com
Website : http://www.gbpuat.nic.in

After independence, development of the rural sector was considered the primary concern of the Government of India. In 1949, with the appointment of the Radhakrishnan University Education Commission, imparting of agricultural education through the setting up of rural universities became the focal point. Later, in 1954 an Indo-American team led by Dr. K.R. Damle, the Vice-President of ICAR, was constituted that arrived at the idea of establishing a 'Rural University' on the land-grant pattern of USA. As a consequence a contract between the Government of India, the Technical Cooperation Mission and some land-grant universities of USA, was signed to promote agricultural education in the country.

The US universities included the universities of Tennessee, the Ohio State University, the Kansas State University, The University of Illinois, the Pennsylvania State University and the University of Missouri.

The task of assisting Uttar Pradesh in establishing an agricultural university was assigned to the University of Illinois which signed a contract in 1959 to establish an agricultural University in the State. Dean, H.W. Hannah, of the University of Illinois prepared a blueprint for a Rural University to be set up at the Tarai State Farm in the District Nainital, UP. In the initial stage the University of Illinois also offered the services of its scientists and teachers. Thus, in 1960, the first agricultural university of India, UP Agricultural University, came into being by an Act of legislation, UP Act XI-V of 1958.

The Act was later amended under UP Universities Re-enactment and Amendment Act 1972 and the University was rechristened as Govind Ballabh Pant University of Agriculture and Technology keeping in view the contributions of Pt. Govind Ballabh Pant, the then Chief Minister of UP. The University was dedicated to the Nation by the first Prime Minister of India Pt Jawaharlal Nehru on 17 November 1960.

The G.B. Pant University is a symbol of successful partnership between India and the United States. The establishment of this university brought about a revolution in agricultural education, research and extension. It paved the way for setting up of 31 other agricultural universities in the country.

G.D. GOENKA UNIVERSITY

G.D. Goenka Education City
Sohna Gurgaon Road, Sohna, Haryana
Tel : +91-124-3315900, +91-8800992021, +91-8800992022 / 23
Fax : +91.124.3315970
Email : info@gdgoenka.ac.in

Established in 2013 G.D. Goenka University.

The GD Goenka Education City is set on 60 acres with the ancient and picturesque Aravalli hills for a backdrop. The high-tech Millennium City, Gurgaon and the National Capital Region are just a stone's throw away. The meticulously maintained grounds, playing fields, sporting amenities and impressive buildings reveal the University passion for excellence in all that it does. GD Goenka University is guided by the philosophy that new thinking in the areas of teaching, learning, research and training are pivotal to making students tomorrow's leaders and giving them a world view. A global connection via a truly international educational institution.

Schools

- School of Architecture & Planning
- School of Communication
- School of Engineering
- School of Fashion & Design
- School of Hospitality
- School of Humanities & Social Science
- School of Law
- School of Management
-

The University helps the students to improve their personality, enhance communication skills and build a positive, progressive global outlook through numerous programmes, activities and counseling. The University goes beyond the classroom to link education to solving real-life problems.

With unswerving focus on providing quality education, GD Goenka University has engaged the best and brightest faculty to guide students, engage their minds and raise their horizon. This is done by creating regular and systematic opportunities for students to interact with a broad range of industries and service sectors. This is a two way street, because it provides multinational companies the opportunity to learn about GD Goenka University and the benefits of recruiting its students. The University has the best of facilities, equipment including laboratories, dedicated video conference facilities, virtual learning facilities and fully equipped conference rooms. These are all designed to extract the best and most creative qualities from the students. The hardware is superbly backed up by able counselors who can inspire students to express themselves.

G.H. RAISONI UNIVERSITY

G H Raisoni Nagar, Anjangaon Bari Road
Amravati 444701, Maharashtra, India
Tel : +91-0721-2385429 /32 /35
Email: info.amravati@ghru.edu.in

G H Raisoni University, Amravati is a vibrant community of academicians and learners that helps students to choose and succeed in the field of their choice. Although, as a university our journey has just started two years back but history explains our strong foundation in the education sector. Raisoni Group of Institutions (RGI) has a glorious history of more than two decades of existence in the education sector that was started in 1998 by acquiring a single engineering college which has grown into one of the leading educational group in Central India.

G H Raisoni University was established on 13th June, 2016 under The Madhya Pradesh Niji Vishwavidyalaya (Sthapana evam Sanchalan) Adhiniyam Act No. 17 of 2007'. It is situated at Saikheda, which is at the border of Maharashtra and Madhya Pradesh. The University is at a distance of Approx 60Kms from Nagpur as well as Chhindwara. Raisoni University has a vibrant community of academicians and learners that helps the students to choose and succeed in the field of their choice. Although, as a university our journey has just started but history, explains our strong foundation in the education sector. Raisoni Group of Institutions (RGI) has a glorious history of near about 2 decades of existence in education sector that was started in 1998 by acquiring a single engineering college in Nagpur, which has grown into one of the leading educational groups in Central India with its presence in 6 major cities.

G H Raisoni University intends to play a proactive role in the present day knowledge-driven global economy by imparting state of the art education to aspiring and ignited young minds to prepare them to succeed, flourish, prosper and thrive in an unknown and uncertain future. A Naturally beautiful and green pollution free campus of the University having excellent location with easy approach from all sides of the city, facilitates the environment friendly atmosphere for all round development of the student. This is a massive educational institute in central India aimed at providing quality Undergraduate and Postgraduate programs to the students. The academic programs at GHRU, Amravati follow the flexible Choice Based Credit System (CBCS) with Outcome Based Approach. Our approach to creating an exceptional student experience and delivering the highest level of teaching and learning is quite simple.

Vision

Be an internationally acclaimed University, recognized for excellence in teaching, research and outreach; provide the highest quality education to students, nurture their talent, promote intellectual growth and shape their personal development; remain dedicated and steadfast in the pursuit of truth aligned with the promise of serving humanity through the creation of well-rounded, multi-skilled and socially responsible global citizens.

Mission

Foster all-round development of students through multifaceted education and sustained engagement with local, national and global communities, and nurture lifelong inspired learners from across the globe in line with our cultural ideal of "Vasudhaiva Kutumbakam".

GLA UNIVERSITY

17 KM Stone, NH-2, Chaumuhan
Mathura – 281406
Uttar Pradesh
Tel.: +91-5662-250900, 250909
Fax: +91-5662-241687
Email : glauniversity@gla.ac.in admission@gla.ac.in registrar@gla.ac.in

It was in the year 1998 that Shri Narayan Das Agrawal took the initiative to fulfill his father's dream and laid down the foundation of the GLA Group of Institutions that later grew to become the GLA University through the U.P. State Legislative Act of 2009 (UP Act 21 of 2010). The Campus of the University is spread across more than 80 acres of lush green and expansive grounds. The University is home to more than 6,000 students, studying in a gamut of professional courses. The establishment feels proud of its alumni base of more than 9,500 students. The University premises are one of the best in the region and give the University, an advantage over its compatriots. The campus with modern infrastructural facilities deserves a mention for its well designed and maintained buildings, contemporary laboratories, spacious residential complexes, and recreational facilities.

The University employs more than 350 qualified faculty and 500 staff members. Renowned academicians, who believe in the over-all growth and development of their students, head the institutions of GLA University. GLA follows an interdisciplinary approach in its teaching methodologies and that is what sets it apart from other universities.

Vision

To be a Pace-Setting University of Academic Excellence focused on EDUCATION, RESEARCH and DEVELOPMENT in Established and Emerging Professions"

Mission

- To impart quality education at both the undergraduate and post-graduate levels, to conduct research and to provide consultancy and extension services as per current and emerging socio-economic needs.
- To continuously improve the quality of the teaching-learning process and set standards that other institutes would want to emulate.
- To be totally student-centric and cater to overall growth and development of intellect and personality so that the alumni are worthy citizens and highly sought after professionals.
- To empower the faculty and staff so that the university's ambience is one of harmony, mutual respect, cooperative endeavour and receptive forever

G. M. (GANGADHAR MEHER) UNIVERSITY

Amruta Vihar, Sambalpur, Odisha Pin- 768004
Email :- gmuniversitysbp@gmail.com
Estate Officer: swofficer@gmuniversity.ac.in
Website: www.gmuniversity.ac.in
Phone: 9090668373

Gangadhar Meher University (GMU), Sambalpur,has come into being on the 30th May 2015 by agovernment of Odisha order (no.11598/HE Dated 30.05.2015). A long-awaited moment has come to be fulfilled for the youth and people of the region aspiring for higher education. The new university has taken off from the erstwhileGangadhar Meher Autonomous College with the entire teaching and nonteaching staff deployed to the university to discharge immediate academic and administrative duties.

This elevation is indeed the crowning glory for an institution whose origin goes back to pre-independent India. The intellectuals and the then administrators formed a trust and through it established a college and named it after the town; thus, Sambalpur College was born in the year 1944. With growth and increased popularity, it was renamed after the literary luminary of the region asGangadhar Meher College in 1949. Science stream was introduced in the year 1957; postgraduate programs were introduced and autonomy granted in 1964 and 1991 respectively. Another landmark was the recognition by the University Grants Commission as the "College with Potential for Excellence (CPE) and accreditation with 'A' grade by National Assessment and Accreditation Council (NAAC) in 2005 and 2015 respectively. Its continuous growth and later upgradation as unitary university is due to its ability to meet the higher educational needs of the students of the region. Students have always made it their first preference college. The application to seat ratio is always impressive, making a case for its continuous expansion. Consequently, the alumni base and support has grown to become one of the best not just in Odisha but in the whole country with many of them rendering distinguished service in the political, bureaucratic, and scientific establishments. The government, acknowledging this legacy, has identified it as a heritage institution.

The university currently has 6449 strong student community in 26 PG and 28 UG and 23 PhD programs. E- Governance, IT skill centre, E-resource centre in the already well-stocked and used library, Central Instrumentation Facility, Functional Memoranda of Understanding with national level institutions, 4 IT laboratories, 9 hostels, Well-maintained sports field, 1200 seated auditorium, three storied utility centre with a bank, canteen, creche, stationary, a gym and other allied facilities and a developing second campus along with more than 200 regular, contractual and guest faculties and complementing administrative staff form part of the growth trajectory of this new university with an age old history. Implementing New Education policy with necessary emphasis on Indian Knowledge system (IKS), imparting multidisciplinary education with employable skill sets, establishing industry linkages, striving for cutting edge research and publication and, most important of all, reaching out to the marginalised sections, especially the tribal communities of region, G M University is pursuing its well-defined institutional goals with dedication and commitment, led by the incumbent Vice-Chancellor.

GLOCAL UNIVERSITY

Delhi-Yamunotri Marg (State Highway 57)
Mirzapur Pole, Dist - Saharanpur
Uttar Pradesh - 247001
Tel: 0132-6548036 Mob.: 9045734000, 9045738000
Website : http://glocaluniversity.edu.in

Recognized by UGC under Section 2(f) of UGC Act 1956 and established by the Uttar Pradesh Private Universities Act, 2011 (UP Act no. 2 of 2012) (as passed by the Uttar Pradesh legislature).

Glocal's campus is spread across 300 acres approx. in the quiet surroundings of the Shivalik foothills; offering the perfect blend of state-of-the-art infrastructure and beautiful natural surroundings.

Being a residential campus, we take special care to ensure that our students are provided with all the necessary amenities required. To that effect, the university comes equipped with fully furnished separate hostel facilities for boys and girls with an attached dining hall to each hostel. A 3-star hotel facility is also provided in the campus for visitors.

Glocal University is strategically connected by road to the National capital - New Delhi, and the state capital of Uttaranchal - Dehradun.

The University is approximately a 2 hour drive away from the Jolly Grant Airport and is situated close to the urban industrial cities of Saharanpur and Dehradun.

At the Glocal University, we strongly believe in harnessing the power of knowledge by combining learning with extensive application-based study and professional ethics, thus maximizing one's overall potential and nurturing a winning mentality in each of our students.

We believe in a radical approach towards education with in-depth study and international teaching techniques that encourage a practical application of knowledge along with a code of ethics, hence developing one's inner self and providing the perfect edge.

- Six major schools and over 45+ UG/postgraduate/professional courses to offer
- Highly esteemed and qualified faculty with years of rich industry experience
- Sprawling 300-acre campus and world-class infrastructure
- State-of-the-art facilities, fully furnished hostels and recreation centres

GALGOTIAS UNIVERSITY

Plot No.2, Sector 17-A
Yamuna Expressway, Greater Noida,
Gautam Buddh Nagar, Uttar Pradesh
Tel : 0120-4370000
Email : ceo@galgotiasuniversity.edu.in
Website :http://galgotiasuniversity.edu.in

(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

Galgotias University, located in Uttar Pradesh and sponsored by Smt. Shakuntala Educational and Welfare Society, has been recognized as a leading academic institution by achieving the highest benchmark in academic excellence with NAAC A+ accreditation in the first cycle. This remarkable achievement places Galgotias as the only private university in Uttar Pradesh with a NAAC score of 3.37 out of 4, awarded by the National Assessment and Accreditation Council (NAAC), and the highest graded autonomous institute of the UGC, Ministry of Education, Govt. of India. The university began operations in the 2011-2012 academic session and welcomed its first batch of students in July 2011. Since then, it has grown to have more than 15,000 students.

Galgotias University aims to become an internationally recognized institution that excels in multidisciplinary and interdisciplinary education, research, and innovation, producing graduates who are globally competitive and poised to become leaders in their fields. Graduates will possess deep knowledge in their chosen fields, strong problem-solving skills, an understanding of the societal context of their profession, effective teamwork abilities, excellent communication skills, and a commitment to lifelong learning.

Galgotias University's unwavering commitment to prioritizing students is a core reason for its consistent top rankings among Indian universities. By maintaining a low student-to-faculty ratio, Galgotias University ensures that every student receives ample individual attention and personalized mentoring opportunities.

Galgotias University has earned numerous accolades for its outstanding academic programs, including recognition as 'Excellent' in the ARIIA Ranking 2021, as well as receiving UGC-12B status and DSIR SIRO. The university has also been ranked among the top 151-200 universities in India, with a 147th ranking in the Engineering category, a 52nd ranking for Pharmacy, and a 93rd ranking for Management in the esteemed NIRF INDIA RANKINGS 2021, declared by the Ministry of Education.

At Galgotias University, students receive a world-class education that prepares them for success in their chosen careers. With state-of-the-art facilities, cutting-edge technology, and a wide range of programs and courses, Galgotias University is dedicated to producing graduates who are both academically strong and well-rounded individuals capable of making meaningful contributions to society.

GANDHINAGAR UNIVERSITY

Khatraj – Kalol Road, Moti Bhoyan, Tal. Kalol,
Dist. Gandhinagar-382721
Contact : +91 9904405900 / 01, 27642 81862
Email : director@git.org.in
Website : https://gandhinagaruni.ac.in

The responsibility and power of a university is to create an enabling environment of active learning and become a centre of excellence that develops visionary leaders and passionate professionals who contribute to the community and the country. It is a endeavour that demands the courage and commitment to pursue the dream with energy and effort. Gandhinagar University is an institution of the future, holistic in its approach and determined on the use of technology to provide the best inputs for the students to achieve their potential and beyond.

Vision
To develop young engineers with active and creative minds, a sense of understanding and sympathy for others and the courage to act on their beliefs. We stress the total development of each student: spiritual, moral, intellectual, social, emotional and physical.

Mission
To treat every student as an individual, to recognize his / her potential and to ensure that he/she receives the best preparation to help one meets his /her career ambitions and goals

The lush green campus of Gandhinagar University is located on the outskirts of Ahmedabad / Gandhinagar, is in complete harmony with nature. The picturesque location provides a refreshing environment in which students can pursue their studies peacefully and undisturbed. A place, where tranquility acquires a new dimension and where modern architecture blends with traditional values to heighten the spirit of continuous learning.

Life On Campus
The University aspires to be a premier research and study centre, pursuing knowledge in both fundamental and applied areas while working closely with business and industry to promote technological innovation and economic development. Alongside, GU aims to give the best experience of the cultural exposure of local and national festivities,

- Jazba
- TechXtreme
- Celebrating Festivals
- Sports Events
- Hobby Club

GANGADHAR MEHER UNIVERSITY

Fatak, Budharaja, Sambalpur
Odisha - 768004
Tel :- 91-663-2403413/2000492,
Fax :-91-663-2400970, 2403413
Email :- gmuniversitysbp@gmail.com
Website :- www.gmuniversity.ac.in

Established in 1944 as Sambalpur College, the name of the institution was changed to Gangadhar Meher College in 1949 after the name of the illustrious Oriya poet. It is situated in a tribal dominated part of Orissa and strives hard for excellence in its way to fulfill its goal and mission since then. Basically, it aims at educating weaker sections, which constitute half of the population of Western part of Orissa.

Basically, it aims at educating weaker sections, which constitute about half of the population of Western Orissa.

From a small student strength of 192 in 1944, the college has made rapid strides over the periods of time and has grown into a multi-faculty Post-Graduate College, catering to the needs of about 4500 students. It provides teaching facility in 19 subjects at Under-Graduate level and 7 subjects at the M.Phil. stage. Over and above, the conventional streams of study in Humanities, Science and Commerce, this institution has introduced courses in 'Still Photography and Audio Production. In addition to this, the college has been offering Computer courses at B.Sc. and M. Sc. levels including M.C.A.

The college has opened some career oriented courses like B.B.A., M.B.A. and B.Sc. Information Science and Telecommunication from the academic session 2003-2004. The relevance of these courses in general terms and within the specific context of a backward part of the country is undeniably significant. This college has also been identified as a center to upgrade the merit of SC/ST/Minority/OBC(Non Creamy Layers) students through different schemes, functioning since 2007-2008.

The college has been functioning as an Autonomous College since 1991 and managed and controlled by statutory and non-statutory bodies, as prescribed by the University Grants Commission. The autonomy of this institution has been extended up to 2013-2014 by the UGC letter No.:-F.22-1/2009(AC)/April 2009, basing on its academic reputation , co-curricular activities, quality of institutional management and responsiveness of administrative structure.The college has been identified as 'College with Potential for Excellence'(CPE)by the U.G.C. since 2004-05 and it has been extended up to end of XI Plan period.It is also NAAC accredited with B-Grade since February 28 2005.This Institution is fully committed to its aims and goals and taking good care of students.

GANPAT UNIVERSITY

Ganpat Vidyanagar, Mehsana, Goazaria Highway
District Mehsana - 382 711, Gujarat
Tel : 02762-286080, 286924, 286895, Fax : 02762-286080
Email : director@ganpatuniversity.ac.in; drlnp310345@yahoo.com;
: info@ganpatuniversity.ac.in; registrar@ganpatuniversity.ac.in
Website : http://www.ganpatuniversity.ac.in

Ganpat University as a well reputed State Private University established in 2005 through the State Legislative act no 19 of 2005, Government of Gujarat and recognized by the UGC under the section 2(f) of the UGC Act, 1956 having campus spread over more than 300 acres of land with world class infrastructure and more than 10,000 students on campus. The University offers Diplomas, Under Graduate, Post – Graduate and Research Programs under the Faculties of Engineering and Technology, Pharmacy, Management, Computer Applications, Sciences, Education, Humanities and Social Science and Human Potential Development. Ganpat University and the township of Ganpat Vidyanagar, a high-tech education campus is a joint initiatives; purely for philanthropy; of a large number of industrialists and technocrats, noble farmers and affluent businessmen; having a mission of "Social Upliftment through Education" The University prides itself for several initiatives which has given the students in the state unique learning opportunities as well as brought laurel to the State also viz.,

- B.Tech in Marine Engineering (approved by Director General of Shipping); Only University in Gujarat
- PG Diploma Course in ERP Systems in collaboration with SAP and Oracle; First Time in the world Oracle has offered a full program with any University.
- M.Sc. courses in Mobile Applications, IT Infrastructure Management Services and ICT;
- M.Tech in Embedded Systems and VLSI Technology in collaboration with eInfochips; Only University in Gujarat
- MBA in Pharmaceuticals Management (First in Gujarat), Agribusiness Management (Second after IIM-Ahmedabad), Financial Services;
- B.Tech program in Cloud Computing and Big Data in collaboration with IBM; Only and First University in Western India
- Ganpat University – IL&FS Skill Innovation Centre (In process of Setting up facility); First in State

The University has been among the few Universities in the State who could successfully implement industry-oriented education model with live collaborations with Industries to prepare relevant manpower for industries in the state and country as a whole. Elets – Promoter of Digital Learning Magazine in Association with UNESCO and Ministry of Minority Education, Government of India had conferred "World Education Summit Award – 2014" for Industry – Academia Category to the Ganpat University; out of more than 300 nominations.

GNA UNIVERSITY

Sri Hargobindgarh, Phagwara- Hoshiarpur Road,
Phagwara, Punjab 144405
Toll Free : 1800-137-7006, Fax : 01824 – 500213
Landline : 01824 – 504999, 01824-504914 (CAD/CAM)
Mobile : +91 9876200089 (Admissions)
Email ID's General Query : info@gna.university
Admissions : admissions@gna.university

GNA University is one of the industry led universities, approved by Govt. of Punjab vide Punjab Act no. 17 of 2014, promoted by S. Amar Singh Educational Charitable Trust, Jalandhar. The university has lush green upcountry campus located at Sri Hargobindgarh on Phagwara – Hoshiarpur state highway with easy road, rail and air connectivity. The nearest railway station, Phagwara Junction is just 6kms from the university campus and is a regular halt for all major trains. The nearest airport i.e. Sri Guru Ram Dass Jee International Airport, Amritsar is just 100 Kms from university campus and has regular flights from all parts of the world. GNA University is led by S Gursaran Singh, Chancellor who is a well known name not only in the state of Punjab but among entire automobile and auto component manufacturing industry in the country. All operational and strategic areas of GNA University are looked after by its pro-chancellor S Gurdeep Sihra, an experienced and seasoned industrialist with a determined vision of imparting quality teaching and learning to the students. The academic curriculum of About GNA University is delivered through various schools such as Faculty of Engineering and Technology, Art and Design, Design and Innovation, Hospitality, Computational Sciences, Social Sciences, Natural Sciences etc. The university puts great emphasis on research through its faculty and students. Students have undertaken different research projects on nearby towns like Phagwara, Hoshiarpur and Jalandhar to help society in addressing relevant issues like waste management, conservation of energy, traffic management etc. Being an industry led university; GNA University has set out a very clear agenda to have strong industry – academic interface. The work done under this agenda includes arranging guest lectures by industry experts, taking students for exploratory industrial visits, having visiting faculty from Industry on board, encouraging students to do live industry projects, participation of industry experts in various activities of the university like discussion on course curriculum as a part of Board of Studies, attending conferences and conclaves organized by university etc. Live projects by students during their summer internship are also worked in detail by the university which enables its students to get job ready and fetch good jobs at handsome salary package. GNA University's wi-fi campus has impressive infrastructure with well equipped labs, lecture theatres, seminar halls, workshops, and separate hostel for boys and girls, transport facility is available from all nearby towns. The University offers attractive scholarships to all deserving students on the basis of their merit in qualifying examinations. There is special scholarship scheme for girl students by the university. In wider terms About GNA University offers a world of opportunities to its students which will help them in achieving success in their life.

GARDEN CITY UNIVERSITY

16th KM, Old Madras Road, Bangalore- 560 049.
Phone: +91 (80) 66487600 / 25613583 / 90-1992-1992
Email: gcu@gardencity.university
Website : https://www.gardencity.university

Garden City University is established under Karnataka State Act no. 47 of 2013. The Garden City University Act received the assent of the Governor of Karnataka on 26th March 2013 and was published in the Karnataka Gazette on 12th April 2013. The University Grants Commission has listed Garden City University in the recognized list of Private Universities in India on its website http://www.ugc.ac.in

Garden City University is a prominent name in the higher education sector of the country. It hosts students from 79 nations across the globe, and is the hub for innovation and pioneering creativity. Established under the Karnataka State Act no 47, of the year 2013, the University is a successor of a legacy which has run more than two and a half decades. The Garden City Group of Institutions have been in the forefront of providing quality education to various strata of the society, and along the way empowering students with the ability to succeed not just as expert professionals, but also with the ability to touch and change lives. Garden City University has an array of programmes to offer ranging from Information Technology, Management and Commerce, Humanities and Social Sciences, Life Sciences and Paramedical, Media and Fashion, to Hospitality and Tourism, catering to a diverse crowd with diverse background. The University is equipped with its state-of-the-art facilities, basic and advance labs, new age technology and learning tools, etc. Further, GCU offers its students global exposure, innovative programmes, hands-on experience in problem solving and management of resources,robust industry interface and alumni networks coupled with mentoring from outstanding faculty and industry experts.

Vision

To be world class Centre of excellence in research that excels in providing right solutions in science, technology and management.

Mission

Our mission is to attain excellence in research so as to contribute to bring innovations in science, technology and management disciplines and to groom the next generation of innovators so that they occupy positions at leading research universities.

Objectives

- Building research capacity to strengthen Information technology, Life science, economy relevant issues, business analytics and policies in the mandated disciplines of the University developing a cadre of outstanding academics and management professionals for higher level science, technology and rural management teaching and research.
- The leading goal of the program is to originate outstanding experts who are competent of accomplish high-quality research and who have a sufficiently profound understanding of the subject to be able to make noteworthy contributions to academic institutions and to industry.
- The program is planned to endow students an opportunity to attain the maximum potential expertise in their preferred field through intensive research and is planned to ensure that excellent research skills are cultivated in the doctoral students.

GAUHATI UNIVERSITY

Gopinath Bardoloi Nagar, Guwahati - 781 014, Assam
Tel : 0361-2570412, 2570408, 2570415, 2674243
Fax : 0361-2700311
Email : gntalukdar@yahoo.com, mcsarma@rediffmail.com
Website : http://www.gu.nic.in

Gauhati University Institute of North East India Studies is located in the Gauhati University campus, which is situated a few kilometers away from Lokapriya Gopinath Bordoloi International Airport, Barjyar, Guwahati; nearest Railway Stations are Kamakhya and Guwahati which is also well connected by road transport. The Gauhati University Institute of North East India Studieswas established on 1st February, 2010 with the aim of studying language, culture, communication, society etc. with an interdisciplinary approach. Research studies and several professional studies are the goal of the GUINEIS; G.U. The diversity of the region is worth studying with serious academic approach. The states of the North East India are located in very strategic point which can create immense possibilities for the nation in different dimensions as like cultural, political, social, trade and commerce, tourism etc. Systematic study of the language, culture, communication, society etc. of the region is important to fulfill its purposes. Therefore, GUINEIS is established as the platform for interdisciplinary research and also to conduct some of the time demanding courses suitable for the North East India region in particular and the nation in general. Gauhati University is the premier institution of higher education being the first ever university of the region and being situated at heart city of the region. Therefore Gauhati University is the suitable place for pragmatic study of the North East region. The facilities to reach the direct field of study are easier from here. Studying North East India with scientific approach can overcome the developmental retardation of the region and also to pave the path for solving the conflict situations and restoration of peace and development in the North East India. With the emerging horizon of employability in the contemporary world, it is time bound need for creating various professional courses to suit the need and expectations of the students in North East India. Human resource development by promoting new generations to get engaged as skilled professionals in various fields can lead the north east India's younger generations to get involved more actively in the nation building process. Better chances of vocational education are to be created so as to engage their mindset in a positive developmental outlook. GUINEIS aims at creating such an environment in the entire North East India. Presently, 1year P.G.Diploma in Creative Writing and Translation Studies is offered by the institute. Several other courses as like P.G.Diploma in Media and Culture; P.G.Diploma in Bihu, Sattriya and Manipuri; P.G.Diploma in Theatre Studies etc. are to be initiated soon in the institute. The "Gauhati University Institute of North-East India Studies" is going to prove itself to be a leading institute for higher research in its field and ignite the minds of the scholars with true research zeal. It aims at providing its students; job oriented vocational and professional courses in excellence so that the outgoing students get satisfactory engagement in different professional fields in the ever expanding professional arenas.

GAUTAM BUDDHA UNIVERSITY

Greater Noida - 201 308
District Gautam Buddh Nagar
Uttar Pradesh
Tel : 0120-23442200/2344205
Email : info@gbu.ac.in; rsnirjar@gbu.ac.in; omvir@gbu.ac.in
Website : http://www.gbu.ac.in

The university was established by the Uttar Pradesh Gautam Buddha University Act 2002 UP Act no. 9 of 2002 and began its first academic session in 2008.

The university is fully funded by the NOIDA and GNIDA (undertakings of the UP government) and recognized by the University Grants Commission (UGC). It is member of the Association of Indian Universities (AIU).

A Globally acclaimed integrated academic and research institute that creates a vibrant community of intellectuals and entrepreneurs endowed with Character, Creativity, Competence and Commitment, who can inspire meaningful transformations to ensure holistic growth and development of the society.

The Mission of University is expressed though the following goals :

To generate a community of scholars who can manage continuity and dchange.

To seek and incorporate the best practices in teaching and learning from around the world.

To inculcate in the learners due appreciation for ethical, ecological and economic issues of knowledge.

To provide knowledge based scientific solutions to satisfy the need of society and industry.

To ensure an academic environment that guarantees avenues for all historically excluded sections of the society.

GEETANJALI UNIVERSITY

Hiranmagri Extension, Manwakhera
NH-8 Bypass, Near Eklingpura Chouraha
Udaipur– 313002, Rajasthan
Tel. : +91-294-2500000-06, Fax : +91-294-2500007
Email : admissions@geetanjaliuniversity.com
contactus@geetanjaliuniversity.com, contactus@geetanjaliuniversity.com

Geetanjali University (GU) is located in Udaipur, Rajasthan, surrounded by the range of Aravali Hills. The University was founded by Shri J. P. Agarwal in the year 2011 with a vision to promote quality in education and excellence in research which will benefit the society. The University is spread over an area of around 35 acres and having a prolific & state of the art infrastructure. GU is showering and enlightening a huge mass of students from different cultures and serving the humanity by providing education to them under one roof. Under its flagship GU is continuing to provide education in Healthcare, Nursing, Physiotherapy and Pharmaceuticals.

GU offers a wide number of under graduate and post graduate courses to choose from. Those who are associated with the University become a part of the Geetanjali family and move ahead towards success and growth. The management team of the University brings together the best talents to impart quality education to the students. The faculty also works hard to imbibe knowledge and develop the students in a holistic manner with its outstanding faculty, best teaching standards and innovative academic programmes. Geetanjali University intends to set a benchmark in Indian Education.

Geetanjali University is a very well designed and structured campus wherein all the modern amenities are provided. The University is spread across 35 acres of land which is surrounded by the range of Aravali Hills. Within the lap of mother nature all the Hi tech facilities are provided for the students as well as the faculty associated with the University. The University is designed with spacious and well structured buildings with state of the art facilities like audio visual equipment, virtual classrooms, well prepared labs, computer labs, hygienic cafeteria, beautiful and comfortable hostels, etc. With a number of facilities modernly designed auditoriums, fully stocked libraries, finely armed gymnasiums, etc. are some of the reasons why Geetanjali University is known to have a world class campus. The University also has a tight security system all around with a number properly armed security guards and CCTV surveillance all over. The institutes under Geetanjali University are well maintained with beautiful gardens to sit and relax, playgrounds to play your favorite sports. Geetanjali University has left no measures to take that can transform the University campus into a world class campus. The management considers it to be their responsibility of keeping their students happy and satisfied. For the students, faculty and all those who are associated with the University are given all the facilities that they require.

GEETA UNIVERSITY

NH-71, Naultha, Panipat, Haryana 132145
Contact No. 092787 68000
Email : info@geetauniversity.edu.in
Website : https://www.geetauniversity.edu.in

Geeta University comes from the Lineage of Geeta Group of Institutions, A giant educational hub with presence since 1985. Geeta Group of Institutions have laid the runway for thousands of dreams taking off to the destination of careers with the journey marked with expertise, experience and excellence. Today Geeta University is the culmination of aspiration, ambitions and an honest attempt at creating a world class professional curriculum spread over an invigorating campus environment. Geeta University is poised to take to great heights because its wings are made of the vision of higher global knowledge and it is rooted in the philosophy of Karma.

One notable factor about Geeta University is the thrust on ethics and preparation to offer to the country a complete corporate citizen; citizens who are national assets, citizens who are productive resources, citizens who lead the charge of innovation and citizens who are the living lessons of empowering education, empowering minds. At Geeta University, sophisticated learning finds place with street smart common sense that Indians are known for and International students can find a lot of worthy experience of India and Indian values that they can take home to their countries and the world from the Geeta University campus and curriculum.

Mission

Future is the cornerstone, Future is the core.
To bring the focus back to value based education where the students partner with the faculty and are ready to excel, ready for life.

- Create world class facilities and ambience for advance level of teaching and practical training.
- Develop students as global citizens with conscience, commitment and dedication.
- Enlighten individuals with qualitative and technical parameters and enriching mind skills.
- Strengthen ties with industries, professional societies, accrediting bodies and statutory authorities.
- Maintain the edge in Placements thereby ensuring every student of Geeta University gets the best possible placement opportunities.

Vision

Every step forward will be towards Future.
To create a wealth of knowledge and resourceful Future Ready Complete Corporate Citizens, who are an asset to the Nation. To engage the society with innovation and enrich with passion led future.

- Achieve excellence in every field is the broad vision of GU.
- Endeavour to place Technocrats on the Global Map as Global Citizens.
- Impart Futuristic Technical and Professional Education and instill high pattern of Discipline and Sincerity.
- Make students aware, technologically superior and ethically strong to lead the Nation.
- Foster academic-industry/professional synergies and to forge strategic alliances for greater upward mobility.

G H RAISONI UNIVERSITY

Village-Dhoda Borgaon, Saikheda, Tehsil Saunsar,
Dist. - Chhindwara (M.P)-480106
Phone : 09111104291
Email : info@ghru.edu.in
Website : http://www.ghru.edu.in

G H Raisoni University, Chhindwara, Madhya Pradesh has been recognized by Government of Madhya Pradesh, recognized under MP GOV. PVT. UNIV. Act No: 2 of - 2016.

Raisoni Group of Institutions (RGI) has a glorious history of near about 2 decades of existence in education sector that was started in 1998 by acquiring a single engineering college in Nagpur, which has grown into one of the leading educational groups in Central India with its presence in 6 major cities.

Vision
To be a centre of excellence in education and research in producing leaders.

Mission
Be the most preferred choice of students, faculty and industry.

GIET UNIVERSITY

Gunupur, At – Gobriguda, PO- Kharling,
Dist. - Rayagada, Odisha – 765022, India
Tel : +91-7735745535, 06857-250170, 06857-250172
Email : enquiry@giet.edu

GIET University, Gunupur (formerly known as Gandhi Institute of Engineering and Technology) was established by "Vidya Bharati Educational Trust," Gunupur, Odisha, India in the year 1997. UGC approved GIET University is one of the leading universities in Odisha, located amongst the lush greenery and foothills of the Eastern Ghats of india with the scenic Bansadhara River flowing through its territory.

Since its establishment, GIET University has emerged at the forefront with its advanced technological developments and teaching methods. The University has made a mark in the global scenario with its state-of-the-art infrastructure, quality education and world-class facilities. The University strives to provide a disciplined and progressive education system to all.

GIET University believes that quality education should be followed by prime placements. Over the decades, the relentless effort of GIET University has ingrained a reputation for consistent quality placements. It has formed enduring & constructive partnerships with the corporate/Industries to provide foot-in- the-door opportunity to all the eligible students, enabling them to start off their career just right after they complete their course curriculum without facing the real-world job struggle. As a result, GIET University has been crowned the "Best University in Eastern India" for Campus placement at the "Asia Education Summit – 2020". GIET University believes that quality education should be followed by prime placements. Over the decades, the relentless effort of GIET University has ingrained a reputation for consistent quality placements. It has formed enduring & constructive partnerships with the corporate/Industries to provide foot-in- the-door opportunity to all the eligible students, enabling them to start off their career just right after they complete their course curriculum without facing the real-world job struggle.

As a result, GIET University has been crowned the "Best University in Eastern India" for campus placement at the "Asia Education Summit – 2020". The award has been presented by Shri Pratap Chandra Sarangi, Hon'ble Union Minister, MSME, Govt.of India to Dr. N. V. Jagannadha Rao, Registrar, GIET Univesity, Gunupur at Asia Education Summit 2020, Vigyan Bhawan, New Delhi.

GIET University, Gunupur -A tranquil paradise, away from the noise & bustle of an urban area, surrounded by lush greenery and nestled in the beautiful foothills of eastern India. It is a beautiful, unique & ineffable place which exudes positive energy, spiritual epiphany, sense of serendipity and produces intellectual, cultural, social giants & academic leaders.

GIRIJANANDA CHOWDHURY UNIVERSITY

Main Campus : Hathkhowapara, Azara, Guwahati, Assam 781017
Constituent Campus : Kunderbari Rd, Dekargaon, Tezpur,Assam 784501
Contact Us : 7099034050
Email : info@gcuniversity.ac.in
Website : https://gcuniversity.ac.in

Nestled between the picturesque water body of the Deepor Beel – a famous Ramsar site and the Bor Luit - the mighty Brahmaputra river, Girijananda Chowdhury University is on a sprawling 20-acre campus in the outskirts of Guwahati, Assam. Girijananda Chowdhury University was established by the Act No. XLVII of 2022 of the Assam Government as a State Private University under the aegis of Shrimanta Shankar Academy Society registered under the Societies Registration Act 1886. The establishment of Girijananda Chowdhury University has evolved out of the initiative of the Girijananda Institute of Management and Technology (GIMT) and the Girijananda Institute of Pharmaceutical Sciences (GIPS) to impart professional higher education in a spirit of philanthropy and social commitment. During the last 16 years of their existence, these institutes earned the reputation of quality professional education as evident in the accreditation of the various programmes by the National Board of Accreditation (NBA) and the award of extramural grants from the AICTE, DST etc.

Educational Philosophy

Formation of the Girijananda Chowdhury University is the culmination of the vision of the Shrimanta Shankar Academy Society to extend the benefit of higher education to the students of this geographically isolated region of the country. The educational philosophy of Girijananda Chowdhury University that underpins its academic plans and programs revolves around the larger goal of harnessing the infinite potential of the young minds through imparting knowledge and skill in their chosen domains in a way that would liberate their minds from the shackles of dogmatism, orthodoxy and narrow world views. Inculcating the universal human values of empathy and equity for empowering the human being constitute the core value of Girijananda Chowdhury University.

Educational Premise

Girijananda Chowdhury University believes in exposing the young students to the real world enabling them to learn through critical thinking, creative problem solving, encountering with differences and enabling them to find relevance through the multiple perspectives of the world and life. The spirit of Liberal Education is the essence of Girijananda Chowdhury University's teaching – learning framework. Girijananda Chowdhury University provides opportunities to the students in a milieu that is interdisciplinary and multidisciplinary with greater scope in choosing one's knowledge domains according to innate aptitude, inclination and desire. In their educational journey at Girijananda Chowdhury University, the students shall hone the skills of oral and written communication, analysis and synthesis, information and quantitative literacy, reasoning and logic, critical thinking, creative problem solving, global competence and citizenship, ethics, etc. The pedagogy at Girijananda Chowdhury University is student-centric and is through dialogic learning with emphasis on the holistic development of the student.

GANDHI INSTITUTE OF TECHNOLOGY AND MANAGEMENT (GITAM)

Beach Road, Gandhi Nagar
Rushikonda, Visakhapatnam – 530045
Andhra Pradesh
Tel : : +91-891- 2790101, 2790202, 2790404, 2790505
Fax :+91-891- 2790399, 2790037, 2790036
Email : registrar@gitam.edu, admin@gitam.edu
Website : http://www.gitam.edu

Gandhi Institute of Technology and Management, popularly known as GITAM, was founded in 1980 by an inspired group of eminent intellectuals and industrialists of Andhra Pradesh led by Dr. M. V. V. S. Murthi, former Member of Parliament and popular philanthropist. The vision of MAHATMA, the Father of the Nation was to see India as a socially and economically resurgent country and he looked upon education as an important means to achieve this goal. Gandhiji's view of education was not narrow or sectarian. He envisaged universities as institutions of higher learning that transcend all linguistic, racial and other barriers. GITAM is committed to imbibe his values and abide by his philosophy.

During the past 33 years, GITAM has been committed to excellence in higher education foraying into diversified disciplines of learning. It has steadily evolved into a world class university recognized for the experiential learning it offers, the competent and compassionate faculty, the stellar research laboratories, academic vibrancy and cosmopolitan culture.

Dr. MVVS Murthi, visionary, industrialist, educationist, philanthropist and former parliamentarian has been guiding the destinies of the University since its inception.

The University has three campuses - its main campus at Visakhapatnam, off campuses at Hyderabad and Bengaluru. Known for its creative dynamism and flexibility, the university offers varied programmes blending skill development and value orientation to shape the career of students and develop holistic personality to be privileged members of the civil society.

The University also offers several programmes through distance learning to increase access to higher education with emphasis on reaching the unreached.

The University has established placement cell in each of its institutes to train and guide the students in finding lucrative placements. The placement record has been consistently highly impressive, with major recruiters from both the core and IT companies.

Welcome to GITAM University, a dream destination of all academic seekers.

GLS UNIVERSITY

Opp. Law Garden, Ellisbridge,
Ahmedabad – 380006, Gujarat
Phone: +91 79 26440532, 26468513
Fax: +91 79 26445958
Email: info@glsuniversity.ac.in

GLS University is established in the year of 2015 with the objective of providing an ideal and creative learning environment and continuing the tradition of excellence in education of the sponsoring body of the University, viz., Gujarat Law Society (GLS)

Gujarat Law Society, established in the year 1927, is one of the largest and oldest educational institutions in the State of Gujarat. GLS was promoted by luminaries SardarVallabhbhai Patel, Shri Ganesh Mavlankar, the first Speaker of the country and Shri I.M. Nanavati with the vision of Excellence in Education. With the advent of the era of self-financing educational institutions, GLS took a pioneering role by offering programmes in several disciplines such as Business Management, Computer Technology, Commerce, Business Administration, Education, etc., apart from those already being offered in Law and Humanities. GLS has also been offering a wide range of professional programmes encompassing various functional and sectorial specializations like Human Resource Management, Banking & Insurance, CA, CS, Professional Accounting, Export Management, Personality Grooming, Communications, etc. All the courses being offered at GLS have been having high preference and acceptance in the student community as well as in the corporate fraternity. With the establishment of the GLS University, it is all poised to introduce programmes, design their course structure, curriculum management, student development activities, etc., as per global standards.

Vision of the University

- To create value through economic, social and environmental developments whilst being a world class education provider in a manner that is nationally entrenched, regionally recognised and globally relevant.
- To foster a culture wherein original ideas are generated through a strong accent on innovation, inquiry, scholarship, creativity and research.
- To develop a leadership which is capable, compassionate, conscious and committed to the common good.

GSFC UNIVERSITY

Vigyan Bhavan, Fertilizernagar
Vadodara, Gujarat - 391750

GSFC University is recognized under the Gujarat Private University (Second Amendment) Act, 2014 and is established by the GSFC Education Society - an initiative of Gujarat State Fertilizers and Chemicals Ltd.– a five decades old industrial giant - to continue the tradition of serving the community in multiple ways. The vision behind establishing this distinct University is societal development through relevant and cutting edge knowledge in frontier areas of professional growth

Our educational abode dwells on the philosophy of "Buddhi Gyanen Shudhayanti". It means purification of mind and intellect through knowledge is vital to human life. It strengthens the path of success towards perfection. All the while being compassionate towards mankind and society at large. A huge banyan tree is a part of our logo. It symbolises multiple roots of innovation that sprout towards sustainable growth. The rising Sun is in the background of banyan tree in logo. It symbolises plethora of opportunities for an accomplished life. Thus "Incubating Innovators" is the proclamation that GSFC University commits to. Augmenting cutting edge skills is the core determination of GSFC University. To supplement and nourish these skills strong industrial support is a vital agent. Students at GSFC University receive a unique opportunity in the form of hands on training in industry besides the classroom learning that gears them for their career development in multiple ways. With focused deliberations on the state of education vis-à-vis industry demands, the GSFC University will focus on a culture of openness, which is participative and provides a platform for the two key stakeholders—students and faculty—to excel. The curriculum will include activities that promote active industrial connect as well as social responsibility and will be delivered in a blended-learning pedagogy.

Forums connecting industry with academia, a students' forum to foster dialogue beyond the campus, and internships tailored to the need of the students will engender collaborations. Sabbaticals and faculty development programmes involving external partners will be another facet of University-supported collaboration. The GSFC University will initiate a fundamental change in the way academic institutions are established. Our purpose is to train and develop human capital, as opposed to simply awarding degrees. We will continually measure our efforts and make changes as needed, to create thinking individuals, equipped to meet and exceed the ever-changing demands of the today's marketplace.

GOA UNIVERSITY

Teleiogao Plateau, Goa - 403 206
Tel: (0832) 6519048
Fax: (0832) 2451184, 2452889
Email: registrar@unigoa.ac.in shetye@unigoa.ac.in
Website : http://www.goauniversity.org

Goa University, established in June 1985 by an Act of Goa Government, is located on a picturesque campus spread over 427.49 acres area of Taleigao plateau overlooking the Zuari Estuary, within close vicinity of the capital city of Panaji, in North Goa. The Campus, having easy accessibility by road, rail and air, is well organized and beautiful in nature. Goa University, the only university in the State is committed to its motto - dissemination of knowledge, as inscribed in its emblem Learning is Divine. Following the liberation of Goa and with considerable backing of the Government, the University of Bombay, established a Centre for Post-Graduate Instruction and Research in June 1965 in Panaji. This subsequently grew into the seat of post-graduate education (master's and doctoral) in the state of Goa. The staff of this Centre formed the core faculty for post-graduate education of the newly formed Goa University.

With a modest beginning with only a few departments in the temporary premises during early years, the University moved to its present location on Taleigao Plateau in 1992 with its own buildings designed by the famous architect Shri. Satish Gujral. The campus became the main campus of the university. Besides being the most important location for post-graduate studies, it also serves as the academic nerve-centre of the higher education system in Goa. Today Goa University, is a university of affiliated colleges, 55 of which are distributed across Goa, 30 in general education, 25 in professional education, with total enrolment of about 28,000. Most of these are enrolled in undergraduate programmes and the main campus which is primarily for post-graduate and doctoral students has an enrolment of about 2,000. Interestingly, a large majority of students enrolled in the various programmes are women. Presently, Goa University has 12 faculties of which 6 faculties operate on the campus with 24 Departments and 3 Research Centers that offer post-graduate education in the State of Goa. Goa University has always been a favorite choice for academic pursuits of students aspiring higher education in the State. The University teaching Departments, have incorporated a wide-range of advanced and inter-departmental/ interdisciplinary teaching components and research methods in almost all Programmes/courses.

The University has been one of the earliest to introduce the Choice Based Credit System (CBCS) with modular courses in all the campus based PG programmes as recommended by UGC. Many of the post-graduate programmes are designed keeping in mind the industrial requirements and societal needs in perspective, and are intended to offer gainful employment opportunities. All the PG programmes include Dissertation work to promote research temperament among the students.

GOKHALE INSTITUTE OF POLITICS AND ECONOMICS

846 Shivajinagar, Deccan Gymkhana B, Pune - 411004, Maharashtra
Tel : +91-20 25650287/25654288/25654289/25675008/25661367/25661369/25661370
Fax: +91-20-25652579
Email: registrar@gipe.ac.in / gokhaleinstitute@gipe.ac.in rajesh.bhatikar@gipe.ac.in
Website : http://www.gipe.ernet.in

Gokhale Institute of Politics and Economics (GIPE), Pune, is one of the oldest research and training institutes in Economics in the country, research in the socio-economic dimensions of the Indian society, and training to researchers in this domain being its primary objectives. Established in 1930 by the Servants of India Society, the Institute is registered under the Societies Registration Act, 1860, and the Bombay Public Trusts Act, 1950. The Servants of India Society, founded by late ShriGopal Krishna Gokhale, are the Trustees of the Institute. In view of the eminent and sustained contribution of the Institute to teaching, training and research in Economics since its inception, and in recognition of its potential to emerge as a centre of excellence in the field of teaching and research in Economics, the University Grants Commission, in 1993, granted to the Institute the status of a Deemed to be University. Although primarily a research Institute, GIPE has also been recognized as a teaching institution for award of the M.A. and Ph.D. degrees in Economics. The Institute was initially affiliated to University of Bombay, and, in 1949, became a constituent recognised Institute of University of Pune. As Centre for Advanced Study in Economics, the Institute was granted effective autonomy by the University of Pune in 1986. Subsequently, in recognition of the pioneering stature of the Institute in the study of Economics, it was conferred the status of a Deemed to be University from May 9, 1993. The flagship MA (Economics) program offered at the institute is a nationally acclaimed and coveted program. In keeping with the need of the present-day economy, the Institute launched,from July 2011, two new Master's Degree programmes -- MA in Financial Economics and MA in Agribusiness Economics, a Post Graduate Diploma program in Financial Derivates (in association with National Stock Exchange, Mumbai) as well as a Certificate Program in Financial Economics. The MA programs attract the finest talent from across India through a national entrance test. The Institute also supplements the core academic program withaCertificate Course in Computer Applications for Economic Analysis. Students of the Institute are employed in academic research institutions, international agencies, non-governmental agencies working in developmental issues, financial institutions, forecasting companies, analytic firms, insurance companies, banking sector, retail sector companies, consulting firms, economic journalism, etc. In accordance with its long-term plans to evolve as a centre for teaching, learning and research in diverse applications of Economics, the Institute has, beginning July 2014, planned to introduce an inter-disciplinary Master's Degree programme in Law & Economics – an innovative programme would address the need for skilled manpower in niche regulatory authorities such as RBI, SEBI, WTO, CCI, regulatory offices, etc.

GOKUL GLOBAL UNIVERSITY

Opp. I.O.C. Depot,
Near Sujanpur Patia, State Highway 41,
Siddhpur – 384151, Gujarat, India
Phone : +91 9512400815
Email :info@gokuluniversity.ac.in
Website : http://gokuleducation.ac.in

विद्या अनंतम्

Considering career growth and development of aspiring students' community in Gujarat (India) and keeping pace with the Global Standards for higher education, Gokul Foundation Trust was set up in the year 2009. As an integral part of social Responsibility, Gokul Foundation Trust was initiated by Gokul Refoils and Solvents Limited (GSRL), one of the leading FMCG Companies in India with a significant presence across India and the other parts of the world.

Today, with annual turnover close to Rs.5,922.08 Crore for the year 2014-15, GSRL stands as a leading Multinational Conglomerate with its subsidiaries located strategically at key world business centers.

The Gokul Foundation Trust, with a clear aim and mandate to impart quality education in the field of Engineering, Information Technology, Medical, Dental, Nursing, Physiotherapy, Pharmacy, Commerce and Business Management, Education, Law and Vocational Skill Training.

Established over a vast chunk of land, admeasuring 100 Acres, the Trust presently run following major Academic Institutions at the Gokul Global University:

Vision

Our Vision is to be a top-tier University that will contribute to the society with its innovative education,research,creativity and entrepreneurship culture.To build a generation of highly employable global citizens that shape the future.

Mission

We are committed to igniting minds by empowering them with new ideas,new understandings and deeper practical knowledge that enables students to achieve their full potential.

Values

Core values of the Gokul Foundation are Quality Education through Innovation and Excellence; Commitment to our students ensuring them enhanced growth and developments and Community Partnership for developing solutions to Social Challenges important for Economic viability.

GONDWANA UNIVERSITY

MIDC Road Complex, Gadchiroli-442 605
Maharashtra
Tel : 07132-223104,07132-223105,07132-223106
07132-223352,07132-223320, 07132-223350
Email : registrar.gondwanauniversity@gmail.com
Email : bcud.gondwanauniversity@gmail.com
Website : http://gondwanauniversity.org

Established in 2011, Gondwana University has been conceived and formed with a foresighted view to cater the aspirations of the economically so also socio- culturally backward Districts of Gadchiroli and Chandrapur. Though the network of Governmental agencies have been constantly trying to execute the state welfare policies of an all inclusive development, the resultant progress has been sluggish compared to other areas of the state. This lag has created a host of socio-political tensions and problems as is seen in the rise of Naxalites violence. Though a speedy all inclusive growth is a right answer to all this it cannot be achieved without apt vision and well-tailored methodology. The formation of a new university is therefore a right step in the direction. The compiled data on overall life of the domain of the university indicates that it has area specific problems like age old poverty, prejudices followed from static mind-sets, directionlessness emerging from traditional ignorance ete. The cumulative effect of all this is a deep chasm between the local populace and the rest of the mainstream society. In brief turning problems in to opportunities forms the real syllabi of the new university. To translate the above vision in to reality the university has contemplated befitting modalities commensurate with our intended objectives. Same time efforts will also be made to build up motivational strength in the learners so as to in-still in them hope and ambition for self promotion. This certainly is a colossal and formidable task, yet at the same time is a worthy challenge and we have willfully accepted it. Conventionally a university is concerned with higher education alone. As a bold experiment we wish to have a small but important deviation from this. For example in rural and backward areas we find vast number of young people, who are educated just up to middle school level, yet have inborn talents for doing skilled jobs after proper and adequate training. So there is need to provide such people a job oriented education, motivating them to be an entrepreneur or to be employed with a good package to live their life equal status and satisfaction. There things are possible though our university by applying certain modern tactics in the field of education. With the above concept in mind the university will be having following mission and vision.

The University will fulfill its mission by addressing the needs of qualified students for differing interest, plans, expectations, and ages. Our mission is to empower the youth of rural and semi-urban area with the best of traditional education and the all-important professional and career oriented skills which are vital in the contemporary global scenario. In short it is to provide a value based quality education at an affordable cost.

GOPAL NARAYAN SINGH UNIVERSITY

At. + P.O. : Jamuhar, Distt. : Rohtas - 821305 (Bihar)
Phone / Fax No.: 06184-281899, 281033, 281888
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Email : info@gnsu.ac.in
Website : http://www.gnsu.ac.in

Established in 2018, Gopal Narayan Singh University.

Inspired by faith, informed by our core mission and values, and dedicated to the ongoing legacy of our founders, Gopal Narayan Singh University sets the standard for an engaged, contemporary and nurturing institution that fosters the transformative power of advanced learning.

The GNS University System is made up of people who want more–we are chasing extraordinary. As innovative, diverse, globally engaged citizens and leaders, we enrich our culture and society, create prosperity, and serve the public good.

Mission

The mission of Gopal Narayan Singh University is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.

Vision

To set the standard for an engaged, contemporary university where innovative change-makers confront humanity's urgent challenges.

To create a brilliant future for the GNS University in which the students, faculty, and staff thrive and the citizens of Bihar, the nation, and the world benefit–a future in which the GNS University System is the recognized leader among public research university systems in:

Teaching and scholarship
Research and discovery
Engagement and public service
Economic development
Healthcare
Arts and culture
Global reach
Athletics

GOVIND GURU TRIBAL UNIVERSITY

Village Badvi, Mahi Dam Road
Banswara – 327001, Rajasthan
Tel : 02962-247022
Email: registrar@ggtu.ac.in
Website : https://www.ggtu.ac.in

The Govind Guru Tribal University, Banswara Formerly known as (Rajiv Gandhi Tribal University) was renamed and headquarter moved to Banswara, and having its affiliated colleges in banswara, dungarpur and pratapgarh.

This is a State University, which was established by an Act in 2012 and (Change of Name and Headquarters, and Amendment) Act, 2016. The temporary headquarters of the university are at Udaipur. Presently, the main office of the university is located in a rented building. The university building and institutes will soon be constructed on the land allotted to it.

The University is primarily for higher education, research, innovations, and development. It also aims at creating new knowledge, sharpening vocational skills, and developing appropriate attitudes among the promising young generation for the reconstruction of the society based on the highly cherished ideals of the functional democracy. The university is committed to providing quality oriented – meaningful education to the youth for their present academic needs and for their bright future

The main objects of the university, as per the Act of the University, are as follows:

1. To provide avenues of higher education and research facilities primarily for the tribal population;
2. To disseminate and advance knowledge by providing instructional and research facilities in tribal art, culture, tradition, language, medicinal systems, customs, forest based economic activities, flora, fauna and advancement in technologies relating to the natural resources of the tribal areas or any other related branches of learning as it may deem fit;
3. To collaborate with national and international universities or organizations or institutions, specially for undertaking cultural studies and research on tribal populations;
4. To formulate tribal centric development models, publish reports and monographs; and to organize conferences, seminars on issues relating to tribes, and to provide inputs to policy matters in different spheres;
5. To take appropriate measures for promoting, the members of tribal communities capable of managing, administering and looking after their own needs by access to higher education through a University of their own; and
6. To take appropriate measures for promoting innovations in teaching learning processes in inter-disciplinary studies and research, and to pay special attention to the improvement of the social, educational and economic conditions and welfare of the Scheduled Tribes, their intellectual, academic and cultural development

GRAPHIC ERA UNIVERSITY

566/6, Bell Road Society Area, Clement Town
Dehradun - 248 002, Uttarakhand
Tel :.: 0135- :+91-135-2643420, 2642727
Fax : 0135-2644025
Email : enquiry@geu.ac.in
Website : http://www.geu.ac.in

Graphic Era University, formerly known as Graphic Era Institute of Technology is reckoned for its academic excellence in engineering, computer applications, management and allied sciences, is the dream of one man who had the vision to reform destiny. GEU believes "Leadership is the capacity to translate vision into reality"

GEU is Declared as Deemed University U/S 3 of the UGC Act, 1956 vide Notification F.9-48/2007-U.3(A) dated August 14, 2008 and Approved by Ministry of Human Resource Development, Government of India.

GEU is a centre for research and specialised studies, an institution that has created engineers, managers, technocrats and entrepreneurs with a world class rating. GEU has been appreciated over the years by numerous parents owing to our excellent services and strict discipline levels.

GEU aims at developing the aptitude of the students through interactive sessions with their mentors, regular brainstorming sessions and exposure to a plethora of events. The University offers a vibrant cultural ambience that aids in unleashing the hidden talent of the students through overall development and grooming.

GEU is the culmination of the dream of one man who had the vision to reform destiny. An eminent academician and computer engineer of repute, Prof. (Dr.) Kamal Ghanshala has emerged as a new face of imparting holistic education. His foresight and acumen has soared this institution as a pioneer in technical education. Prof. (Dr.) Kamal Ghanshala founded Graphic Era in the year 1993 as one of his bold venture in providing service to the society through a private educational system, without looking for any form of assistance from other agencies. The university is nestled amidst the beautiful and serene surroundings of Rajaji National Park, Dehradun, and offers an environment that fosters learning and stimulates creativity. Pleasant weather all round the year ensures that the students enjoy a rich and vibrant atmosphere. GEU is an institution that exudes brilliance and believes in igniting minds, making independent and learned intellectuals. Graphic Era has been acclaimed and honored at various events and occasions with numerous awards which speak volumes about the brilliance that is taught at GEU.

GRAPHIC ERA HILL UNIVERSITY

Society Area, Clement Town
Dehradun-248002, Uttarakhand
Tel.: 0135- 2645996/ 6556553
Email : vcgehu@gmail.com

Graphic Era Hill University was established on April 28, 2011 by an Act of Uttarakhand State (Act No. 12 of 2011) under the aegis of Graphic Era Educational Society, Dehradun.

In spite of being in its initial stage, the university has been growing at an exponential pace under the able guidance of our excellent leadership and dedicated services of staff and faculty members.

Our presence can now be felt on the national and international platform. The aim of the university is to impart high quality knowledge and skills over a wide spectrum of professional and technical domains such as engineering, law, management, allied sciences and to provide world class training and research facilities, especially to the people hailing from the hills of the state of Uttarakhand.

We visualize Graphic Era Hill University (GEHU) as an internationally recognized, inquiry- driven, ethically engaged destination university with a diverse community, whose members work collaboratively, for the positive transformation of the world by pioneering teaching, research and social awareness.

The mission of the university is to promote learning in the true spirit. The university offers the knowledge and skills needed to succeed as professional and the values and sensitivity needed to become responsible citizens of the world.

The university has campuses at Dehradun as well as at Bhimtal. All these campuses are designed as self- contained communities with academic and research facilities, laboratories, libraries, administrative offices etc.

The unique feature of this university is that it provides 30% reservation and 25% concession in the fee structure for the students of the hilly areas.

The Vision of the University is to make an internationally recognized, inquiry-driven, ethically engaged institution with a diverse community, whose members work collaboratively, for the positive transformation of the world by pioneering teaching, research and social awareness.

GUJARAT AYURVEDA UNIVERSITY

Chanakya Bhavan
Jamnagar - 361 008, Gujarat
Tel : +91-288-2664866, 0288-2677324, 2750912, 2676854, 2661188
Fax : 0288-2555966/2555585
Email : info@ayurveduniversity.com
Email : icasjam@ayurveduniversity.com icasjam@gmail.com
Website : http://www.ayurveduniversity.com

Gujarat Ayurved University was established in 1967 by an act passed by Gujarat State legislative Assembly in 1965. It is the first statutory University of its Kind both at national and international level - exclusively devoted to Ayurvedic studies and Research. This University is administratively linked to Ministry of Health and Family Welfare both at State and Centre-indicating its special status.

Gujarat Ayurved University is an academic and institution of higher learning established in 1967 by an Act of Gujarat State Assembly. This university is an autonomous organization fully financed by Govt.of Gujarat State. University looks after the management of the Institutes and Colleges situated in the campus along with conducting the examination of all the degree/diplomas awarded by the University. This University has three wings.

1. Administrative wing and the centers working directly under University.
2. Constituent Institutes and Colleges working in the campus.
3. Affiliated colleges of Ayurveda whose examinations are conducted by the University

Gujarat Ayurveda University being a premiere institution of Ayurveda and W.H.O. collaborative center, became a center of attraction for foreigners. Students from Nepal, Sri Lanka, and Mauritius came here for regular P.G. degree course. The University started a three-month introductory course in Ayurveda in 1990. Since then students from the countries like Germany, Poland, England, Iceland, Switzerland, Netherlands, USA, Canada, Malta, Russia, Ukraine, Mongolia, Australia, Vietnam, Japan, Reunion Island, UK, Poland, Russia, Korea, Finland, Italy, Israel, Turkey, South Africa, Myanmar, Denmark have come to this University to attend various courses. In 1998 the University has broadened its objectives and set a goal to popularize Ayurveda in foreign countries and opened all its courses for foreigners.

Many new courses have been introduced exclusively for foreign nationals. To coordinate these activities and to provide exclusive information to foreign nationals, an International Center for Ayurvedic Studies has been inaugurated on January 5th, 1999. This center looks after the admission of foreign nationals in various courses and provides technical and administrative help to the students. Other than regular courses of the various Institutes this center organizes following courses exclusively for the foreign nationals.

GUJARAT BIOTECHNOLOGY UNIVERSITY

C/o. Gujarat State Biotechnology Mission
Block 11, 9th Floor, GH Road, Sector – 11
Gandhinagar – 382010, Gujarat
Tel : +91-79 -232 -52197

Established in 2018, Gujarat Biotechnology University (GBU) is a modern University near GIFT City, Gandhinagar. Funded by the Government of Gujarat's Department of Science and Technology, GBU will be create a culture of excellence in innovation with entrepreneurship at its core. GBU offers Masters by Research (MScR) and Ph.D. biotechnology programmes through its close partnership with the world-leading University of Edinburgh who provide curriculum delivery, academic leadership and faculty training. GBU has a strong translational focus, aiming to deliver biotechnology solutions for society in collaboration with the vibrant life science industry in Gujarat, across India and internationally. GBU will develop critical thinkers with a research-based multidisciplinary training. Internships with industry and placements at the Univeristy of Edinburgh will enlarge the horizons of graduates, who will be highly sought-after by employers.

Objectives

GBU aims to develop cutting-edge biotechnology research capacity in Gujarat:

- to create an institution of excellence, imparting state-of-the-art, product-focused, research-based education and skills in biotechnology;
- to create capabilities for developing world-class infrastructure, intellectual property base and skillsets for education, training, research, product development and technology commercialisation in the biotechnology field;
- to develop innovative methods for applied and translational research to set high standards of practice-based education in biotechnology and allied sciences;
- to address societal challenges in Gujarat, nationwide and internationally; to develop linkages with institutions of national and global repute and to create templates and models of collaboration for interdisciplinary study and research to solve developmental problems using the tools and techniques of biotechnology and allied sciences;
- to create a platform for developing industry linkages delivering research solutions to society by catalysing translational opportunities;
- to function as a leading resource centre for biotechnology knowledge and development.

GUJARAT MARITIME UNIVERSITY

Attalika Avenue Knowledge Corridor, Koba Gandhinagar
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Email : info@gmu.edu.in

The Indian Maritime sector has been consistently exhibiting strong growth and is slated to be the maritime market of the future. The establishment of Gujarat Maritime University (GMU) is an endeavour by the Gujarat Maritime Board to provide a fillip to this growth by bridging the knowledge gap within the industry.

Gujarat Maritime University has been established under the Gujarat Private Universities Act, 2009. The prime objective of Gujarat Maritime University is to be a global center of excellence in maritime education, research and development, professional training and it aims to enhance and increase the human capital and capacity of maritime industry both in India and across the globe. The aspiration is to serve the global maritime community by producing educated and well trained professionals in the maritime domain.

In the first phase, the University plans to offer programmes catering to the commercial aspects of Maritime value chain like maritime law, shipping finance and economics, maritime management, logistics, ship broking, ship finance, chartering, ship management just to name a few. The first phase will also have short term Executive Development Programs and Management Development Programmes. The second phase will focus on the technical aspects.

Vission

To be a global center of excellence in maritime education, research and development, professional training with an aim to enhance the capacity of maritime industry both in India and across the globe

Mission

To provide world class education focused on areas across the value chain of the maritime industry.

To empower students to excel in global maritime industry through an interdisciplinary approach to learning.

To address the challenges of the industry and encourage innovation through cutting-edge research and collaboration with industry.

To serve the global maritime community by producing educated and well trained individuals.

GUJARAT NATIONAL LAW UNIVERSITY

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Website : http://www.gnlu.ac.in

Gujarat National Law University (GNLU) is the statutory university established by the Govt. of Gujarat under the Gujarat National Law University Act, 2003**.** The University is recognized by the Bar Council of India (BCI) and University Grants Commission (UGC) (2f & 12b)**.** The University is also member of the Association of Indian Universities (AIU) and the University is functioning as nodal agency to uplift the legal education in the State of Gujarat. The GNLU Act 2003 proclaims, " shall be to advance and disseminate learning and knowledge of law and legal processes and their role in national development: to develop in the students and the research scholars sense of responsibility to serve society in the field of law by developing skills in regard to advocacy, legal services, legislation, parliamentary practice, law reforms and such other matters; to make law and legal processes efficient instruments of social development; and to promote inter-disciplinary study of law in relation to management, technology, international cooperation and development." The ethos of imparting education in Gujarat National Law University comprises of a mutual endeavor of the Faculty and the students who become part of our august family after clearing the hurdle of a rigorous and strenuous selection procedure. The cream of the country finds a place amidst us.

The University has been in a process of striving for academic and professional excellence in the field of legal studies in the country. The University became functional from the year, 2004. Our teaching methodology and the student response to it can be safely summarized as being par excellence. Our student fraternity has won us laurels in the various spheres of national and international moot court competitions, paper presentations and the attendant Cultural activities. We strive for an all round and inter-disciplinary academic excellence in sync with the other National Law Schools of the country. Since its inception the University has been holding regular in-house Moot Court competitions where-in meritorious students are sent abroad for participating in Moot Court jamborees. The hub of activity happens to be our Moot Court Committee and the Legal Aid Clinic, which have developed a workable and efficient interface with the industry and the Judiciary to the satisfaction of us all. As we persist in our academic endeavors, it won't be an overstatement to make, that our University will become a leader in the sphere of legal education in the country. Our founding myth too objectifies the ideal of, "Let all good and noble thoughts come to us from all directions", which is a hymn from the Rigveda. We, the fraternity of Gujarat National Law University aim at a homogenization of all trends and civilizational patterns by inculcating in our students, an appreciation of other cultures and regions of the country in all its homogeneity.

GUJARAT NATURAL FARMING AND ORGANIC AGRICULTURAL UNIVERSITY

At. Po. Halol, Taluka Halol,
Block Halol, Dist. Panchmahal - 389350
Email: vc.goau@gmail.com
Website : https://goau.gujarat.gov.in

Education is a dynamic process with fast changing national and international scenario in the perspective of natural farming and organic agriculture. Considering the urgent needs of research, extension and education in various aspects of natural farming viz; natural resource management, soil and water conservation, management of nutrients naturally, ITK, conservation of biodiversity, encouragement of local brands/ seeds and marketing at local level etc., Government of Gujarat has established Gujarat Natural Farming and Organic Agricultural University vide Act No. 16 of 2017 of Government of Gujarat and its subsequent amendment wide Act No. 2, 2022. This is India's first of its kind and unique University, established as per Gujarat Organic Policy-2015 of Government of Gujarat at Jambudi Site of Halol Block of Panchmahal Districts of Gujarat.

कृषि: एव प्रणो Sस्ति ll (Only Agriculture is the soul) is our Mantra and "Naturally prosperous and Organically sound Agriculture in Gujarat and India" is the prime vision of the GNFOAU. Future of the agriculture will be dominated by looming dangers of food safety and insecurity originating from an unholy alliance of existing and emerging environmental, economic and social issues. At present indiscriminate use of fertilizers and agro-chemicals deteriorates soil fertility, productivity, environment, biodiversity, human and animal health. One of the promising options to mitigate these challenges is Natural farming. GNFOAU aims at to address these issues through three dimensional activities including education, research and extension education in Natural Farming and Organic agriculture and related disciplines. The mandate is to undertake post graduate programs including Master (M.Sc.), Doctorate (Ph.D.) and P.G. Diploma as well as certificate courses pertaining to natural Farming and Organic Agriculture.

GNFOAU will strive to attain fruitful achievements and recognitions with the dedicated involvement of our officers, scientists, faculty and supporting staff. The blessings of Hon. Governor and the Chancellor of our University, encouragement and support from visionary Hon. Chief Minister and constructive support from Hon. Ministers of Department of Agriculture, Farmer's Welfare and Cooperation and all positive collaboration espousal from the State and the Central Governments, we will make all the endeavors possible to justify the mandate given to the University.

GUJARAT TECHNOLOGICAL UNIVERSITY

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L.D.College of Engineering Campus, Navrangpura
Ahmedabad, Gujarat
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Fax : 079-26301500,26301500
Email : vc@gtu.ac.in, registrar@gtu.ac.in
Website : http://www.gtu.ac.in

Gujarat Technological University (International Innovative University), commonly referred as GTU, is a statewide institution affiliating many esteemed engineering, pharmacy, and management colleges and varsities across the western Indian Districts of Gujarat.

Gujarat Technological University was established on 16th May, 2007 to provide excellence in science and technology field. GTU makes degree engineering 100, degree pharmacy 90, diploma engineering 90, MBA 119, MCA 76, Hotel Management 2, diploma Pharmacy 16, in total 4 lac students and 20 thousand professors united under GTU and has achieved new stage in science and technology. GTU library provides live environment to enable the advancement of knowledge and discovery. Our Mission is to provide Faculties and students a vast ocean of knowledge which can bring new inventions and discoveries.

Earlier, Gujarat University was the prime university of Gujarat state heading all colleges including technical colleges. To ensure more efficient, and systematic imparting of technical education, the state government formulated GTU. GTU declares results all around from February to April for winter exams and all around from June to August of summer exams.

The Objective of Integrated Training and Placement cell is offering the best candidates at one location. At the same time single point of contact to offer better services to industries. Moreover, we would like to invite industries for campus recruitment. Industries may arrange campuses at all seven places for that region or we can merge and make two or three centres as per the need of the industries.

GTU made a small beginning by organizing a Preparatory Meeting and a Half-day Seminar on Saturday, 10th August 2013 on Solid Waste Management systems. Krupali Raval and Priyanka Deliwala, two young women-students at LJ Institute of Engineering & Technology developed an innovative system of solid waste management as their Final Year project. They have studied the properties of the solid waste in Ahmedabad and the dumping site of Pirana. I visited the Institute on 13th May 2014 to inaugurate the use of the system for the entire LJ campus.

GUJARAT UNIVERSITY

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Ahmedabad - 380 009, Gujarat
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Website : http://www.gujaratuniversity.org.in

The Gujarat University was conceived in the nineteen twenties in the minds of public-spirited and learned men like Gandhiji, Sardar Patel, Acharya Anandshankar B. Dhruva, Dada Saheb Mavlankar, Kasturbhai Lalbhai and many others. However, the University could come into existence only after the achievement of independence. In 1949, the University was incorporated under the Gujarat University Act of the State Government 'as a teaching and affiliating University.' This was done as a measure of decentralisation and reorganization of University education in the then Province of Bombay.

During the course of its life of more than five decades, the University has seen the establishment of seven more Universities which were carved out of the jurisdiction of the Gujarat University, viz., Sardar Patel University, Saurashtra University, Bhavnagar University, South Gujarat University, Gujarat Ayurveda University, Gujarat Agricultural University and North Gujarat University.

Even then, the Gujarat University is the largest university in the state catering to the needs of higher education of more than two lakh students scattered over 235 colleges, 15 recognised institutions and 24 approved institutions. There are 34 Post-Graduate University departments and 221 P.G. Centres.

Gujarat University is an affiliating University at the under-graduate level, while it is a teaching one at the post-graduate level. Indeed, the responsibility for post-graduate instruction has been statutorily given to the University, and accordingly it has evolved a plan of co-ordinated instruction under the direct control and supervision of the University so as to ensure efficient and diversified instruction. An important feature of this University is the system of external examinations in the Faculties of Arts and Commerce, both and under-graduate and post-graduate levels.

The external examinations were introduced with a view to enabling working students and the others who could not afford the high cost of university education to realize their dream.

Gujarat University has developed phenomenally in the last 57 years to be recognized as a premier University in the country today. It provides education in one of the widest range of disciplines to about two lakh students.

GUJARAT UNIVERSITY TRANSPLANTATION SCIENCES UNIVERSITY

IKDRC-ITS Premises, Civil Hospital Campus
Asarwa, Ahmedabad – 380 016, Gujarat
Ph : +91 79 22682241, Get Quick Help +91 79 22682241
Email : info@guts.education
Website : www.guts.education

The foundation of the University is based on Smt.G.R. Doshi and Smt.K.M.Mehta Institute of Kidney Diseases and Research Centre (IKDRC) established in 1981 with private-public partnership to provide state of art care for kidney diseases to people with limited financial resources. The institute grew to be the largest tertiary care centre of its kind in the world with 200 indoor beds for Nephrology, Urology and Transplantation services in 1992.

The Institute of Transplantation Sciences (ITS) with 200 additional beds was established in 1997 as a sister concern and was named after its founder Dr. H.L. Trivedi in 2006. The institutes perform about 350-400 kidney transplants and 25 liver transplants every year, the highest in the public sector. Institutes are dedicated to helping people with end-stage organ failure. The comprehensive approach has kept them consistently at the forefront of this lifesaving field. Research carried out here is of very high standards bringing envy to many.

Dr. Trivedi and team have become well known globally for pioneering transplantation with minimum or no immunosuppressive medications through their innovative stem cell technology. In addition, insulin making stem cells to cure diabetes and neuronal stem cells to cure neuronal degenerative diseases/ traumatic injuries, etc and cardiomyocytes generated from mesenchymal stem cells are the unique research areas of the team here. Active postgraduate teaching programs in Nephrology, Urology, Anesthesia and Pathology are ongoing for last 25 years. However there is no well designed curriculum for teaching and training in the field of transplantation in India.

IKDRC-ITS being the pioneer institutes for transplantation not only in the state of Gujarat but in India as well, Government of Gujarat conferred upon the status of State University and named it as Gujarat University of Transplantation Sciences, so that the branch of transplantation can develop well here. Thus IKDRC-ITS is the first constituent institute of the University.

Transplantation science is one of the most challenging and complex branches of Modern Medicine. It is a team work requiring support from many medical and paramedical specialties. The mission of the University is to serve as an academic and research nucleus to these specialties to improve the clinical, scientific, and social aspects of Transplantation making it accessible and affordable to population at large giving them healthy and productive lives.

GUJARAT VIDYAPITH

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Website : http://www.gujvidyapith.org

Gujarat Vidyapith was founded by Mahatma Gandhi on October 18, 1920 to liberate the Indian youths from the shackles of British colonial rule. As against the British colonial education system, propounded by Lord Macaulay, that produced human resources for the oppressive British Empire, Gandhi wanted his Vidyapith to prepare the youths for the task of national reconstruction and usher in 'Hind Swaraj', the India of his dream.

Gujarat Vidyapith was established as a national university without a government charter. Gandhiji was its life-long chancellor. Professor A T Gidwani was its founder vice-chancellor. Later, many more institutions, colleges and schools were affiliated to the Vidyapith. In 1923, the total number of students in these institutions stood at 30,000.

After Gandhiji, Sardar Vallabhbhai Patel, Dr. Rajendra Prasad and Morarji Desai adorned the post of chancellor of the Vidyapith.

Until 1930, Vidyapith imparted graduation-level courses in languages such as Gujarati, Marathi, Bengali, Sanskrit, Persian, English as well as in History, Mathematics, Philosophy, Economics, Accountancy, Music, Political Science, Pharmacy, Archaeology and Indology.

The Vidyapith stopped functioning temporarily during the civil disobedience movements of 1930 and 1932 and the Quit India movement of 1942. The students and faculty members participated actively in the freedom struggle, many of them courting arrest.

The Vidyapith started functioning afresh from 1945 and in June 1947, the Mahadev Desai College of Social Work was established. The Government of India declared the Vidyapith as a deemed university in 1963.

Today, it is one of the national universities with a charter from the Government of India and seeks to promote Gandhiji's ideals of service-oriented education.

GULBARGA UNIVERSITY

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root@guluni.kar.nic.in
Website : http://www.gulbargauniversity.kar.nic.in

Gulbarga University was established in 1980 by an Act of Karnataka State. Its jurisdiction extends to the five Districts of Gulbarga, Bidar, Raichur, Bellary and Koppal of Hyderabad Karnataka. Earlier it was a post-graduate centre of Karnatak University, Dharwad since 1970. The main campus is situated on a 860 acres of land, 6 kilo meters east of Gulbarga city. It has 38 post-graduate departments and 4 post-graduate centres located at Krishnadevarayanagar, Bellary, Raichur and Bidar. Another post-graduate centre at Basavakalyan is on the anvil. The University enrols about 3500 students every year for various post-graduate, M.Phil. and Ph.D. programmes in various disciplines. There are about 160 faculty members and about 700 technical and non-technical supporting staff. There are 305 colleges affiliated to this University which enrol graduate / diploma courses in arts, fine arts, music, social sciences, science & technology, commerce, education and law.

The Logo Statement "Vidyeye Amrutha" translates as “Education is Nector” and conveys the spirit of Gulbarga University which is catering to the needs of Hyderabad – Karnataka region. The starting of this University comes to our people as “Nector”. Hence this logo symbolises the endeavour of the University in its prime focus of imparting higher education for the development of this region.

Vision

Excellence in higher education, empowerment through knowledge, inclusive growth for socio-economic transformation and sustainable development.

Mission

- To equip students with relevant knowledge, competence, and creativity to face global challenges.
- To achieve innovations in teaching-learning, research and extension activities to realize national goals.
- To facilitate optimum use of human and natural resources for sustainable development.
- To promote participation of all the stakeholders in the development of the University and the region.
- To empower students through inclusive growth.
- To adopt and promote the knowledge output for human development.
- To create awareness of human rights, value system, culture, heritage and environment.

GURU ANGAD DEV VETERINARY AND ANIMAL SCIENCES UNIVERSITY

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registrar@gadvasu.in
Website: http://www.gadvasu.in

Guru Angad Dev Veterinary and Animal Sciences University (GADVASU) was established at Ludhiana by an act of the Punjab Legislature No. 16 of 2005 notified in the Punjab Government Gazette on August 9, 2005 and it started functioning w.e.f. April 21, 2006 for promoting livestock production, health and prevention of the disease(s) through integrated teaching, research and extension programme(s). The University was established with the following goals and objectives:

- To provide adequate supply of trained veterinary professionals including Master's and Doctorate level specialists capable of handling livestock health and production aspects according to the needs of the State Government and allied agencies.
- To undertake research work in selected areas and wherever applicable following multidisciplinary approach.
- To provide opportunities for continuing education for professionals in Veterinary Science.
- To provide consultancy and specialist services to livestock owners, government, semi-government and allied agencies.
- To run "Referral" hospitals for specialized treatment and also to provide clinical training to the students.
- To provide technical expert advise to different government and other agencies whenever called upon.
- To foster faculty development by providing opportunities to participate in appropriate training programmes, conferences, workshops, seminars, symposia etc. and avail other opportunities in exchange programmes.
- To encourage cooperation and collaboration with other departments, colleges, universities and industries, both nationally and internationally.

GURU GHASIDAS UNIVERSITY

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Chhattisgarh
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Website : http://www.ggu.ac.in

Guru Ghasidas Vishwavidyalaya, is a Central University of India, located in Bilaspur C.G. State, established under Central Universities Act 2009, No. 25 of 2009. Formerly called Guru Ghasidas University (GGU), established by an Act of the State Legislative Assembly, was formally inaugurated on June 16, 1983. GGU is an active member of the Association of Indian Universities and Association of Commonwealth Universities. Situated in a socially and economically challenged area, the university is appropriately named to honor the great Satnami Saint Guru Ghasidas (born in 17th century), who championed the cause of the downtrodden and waged a relentless struggle against all forms of social evils and injustice prevailing in the society.The University is a residential cum affiliating institution, having its jurisdiction spread over Bilaspur Revenue Division of the state of Chhattisgarh.

The department is offering specialization in Medical Anthropology and Tribal Development. Besides the courses in the table, Ph.D s have been awarded on some crucial topics like genetic analysis, disease prevalence in isolated community, tribal unrest. The course contents also deal with issues and concerns covering different dimensions of human rights and development.

The departmental field work have been conducted on the tribals inhabiting remote areas. The department published a number of articles, papers and books covering different ethnographic areas. Department also completed a number of research projects like Rehabilitation and Displacement, Nutritional Status of the korwas, Tribal Indebtedness, Monograph and Village Studies.

The department is in close collaboration with the local NGOs for productive research and development. Department organized a Refresher course in Anthropology and sociology, memorial lectures on Globalization of culture, workshop on Tribal Self-Rule, Seminars on 'Women empowerment' and 'Intersection of Religious and social upliftment of Harizons in central India' and held lecture series for the students, research scholars, NGOs and government officials related to tribal affairs. Department invited two ful-bright scholars from U.S.A.. Ministry of Human Resource development, Government of India, sanctioned grants to establish the Sahid Bir Narayan Singh Chair with a view to conduct research on primitive tribe and to work for documentation and preservation of cultural information, knowledge and resources.

GURU GOBIND SINGH INDRAPRASTHA VISHWAVIDYALAYA

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Website : http://www.ipu.ac.in

Guru Gobind Singh Indraprastha University, 'A' Grade accreditation with NAAC, established by Government of NCT of Delhi under the provisions of Guru Gobind Singh Indraprastha University Act, 1998 read with its Amendment in 1999.

Guru Gobind Singh Indraprastha University has received the Platinum Technology Award for quality and excellence in the field of education, in Geneva, Switzerland, presented by Otherways Management and Consulting, a Paris-based international organisation.

Guru Gobind Singh Indraprastha University is a member of the Association of Commonwealth Universities, Association of Indian Universities, Medical Council of India and Distance Education Council.

Guru Gobind Singh Indraprastha University was established as Indraprastha University (IPU) on 28 March 1998 by the Govt. of NCT Delhi as a state University. The university was named after the ancient mythological city of Indraprastha, which features prominently in the *Mahabharata* epic.

In 2001, the university was officially re-christened as Guru Gobind Singh Indraprastha University (GGSIPU) after the Tenth Great guru of Sikhs Guru Gobind Singh.

Vision: “The University will stimulate both the hearts and minds of scholars, empower them to contribute to the welfare of society at large; train them to adopt themselves to the changing needs of the economy; advocate them for cultural leadership to ensure peace, harmony and prosperity for all.”

Mission:“Guru Gobind Singh Indraprastha University shall strive hard to provide a market oriented professional education to the student community of India in general and of Delhi in particular, with a view to serving the cause of higher education as well as to meet the needs of the Indian industries by promoting establishment of colleges and Schools of Studies as Centres of Excellence in emerging areas of education with focus on professional education in disciplines of engineering, technology, medicine, education, pharmacy, nursing, law, etc.”

GURUGRAM UNIVERSITY

Mayfield Garden, Sector - 51
Gurugram, Haryana – 122003
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admission.gurugramuniversity@gmail.com

Gurugram University is a State University established by Haryana Act 17 of 2017 and started functioning from academic year 2018–19. Dr (Prof.) Badruddin badar is the head of Law Department and current Controller of Examination, also first appellate authority under RTI Act, 2005, his son i.e., Jahangir Badar was appointed as adjunct faculty in Faculty of Law, Gurugram University by himself in January, 2020, his daughter has also been appointed as a lecturer in Criminal Law. This university is best, there is no discrimination among the students, everyone is treated equally.

Gurugram University will be synonymous with excellence in education. The students from every nook and corner of the country and from every group and stratum of society will live, learn and play in the sprawling lush green campus, nestled at Sector-51, Gurugram. It is great that you have taken an important step forward by choosing to embark on a future enriched with global studies at Gurugram University. The University will have faculty and other support and service staff, who will cater various needs of students and campus which will facilitate learning and imbibe the best practices among students. Moreover the University will provide world class facilities, which will be constantly reviewed and upgraded to reflect the latest trends and developments in higher education. Gurugram University is planning to be one of the most prestigious University in Haryana and is likely to be a microcosm of the Indian nation, drawing students from every nook and corner of the country and from every group and stratum of society. The university has started functioning from the campus of newly constructed Rao Tula Ram College of Science and Commerce. Gurugram University (GU) will soon emerge as a global university with a wide offering of programs and courses spanning varied educational faculties. The university believes in creating evangelists of knowledge; people who spread the light quite literally. Our premier University will attract many foreign students due to its world class facilities, which will be constantly reviewed and upgraded to reflect the latest trends and developments in higher education. In last few years Gurugram has developed into a hub of medical tourism, similarly the Gurugram University will transform the city into hub of educational tourism. The scholarships will also be offered by the University which will help in character building, skill enhancement and nation building.

The decision of the Haryana Government under the able, clean and dynamic leadership of Shri Manohar Lal Khattar to open up a University at Gurugram endorses the plan to re-establish the Indian Universities, underscores the commitment to rebuild India and particularly the State of Haryana as a seat of knowledge.

To sum up, the aim of the Gurugram University is to produce among the best-in-class knowledge creators, problem solvers and process managers, who also display deep social, cultural, ecological and national sensitivity, are collaborative leaders and responsible citizens.

GURU JAMBESHWAR UNIVERSITY OF SCIENCE AND TECHNOLOGY

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Website : http://www.gju.ernet.in

The Guru Jambheshwar University, Hisar, was established on October 20, 1995 by an Act of the Legislature of the State of Haryana. It was formally inaugurated on November 1, 1995. It is named after Guru Jambheshwar Ji Maharaj. a saint environmentalist of 15th century. Keeping in view the nature of courses offered at the University and the mandate for which it had been established the name of the University has been changed as Guru Jambheshwar University of Science & Technology. The University is situated at Hisar, a rapidly growing town situated at 167 Km. from Delhi on Delhi- Rohtak-Hisar-Sirsa-Fazilka National Highway (NH- 10) and at a distance of 231 Km. from Chandigarh on NH-65.

The University is situated over a sprawling area of about 372 acres. The campus is laid out with picturesque landscape, numerous buildings of various designs and wide road network. It presents a spectacle of harmony in architecture and natural beauty. Approximately, 225 acres of land have been developed providing with all modern facilities such as road networks, water supply, street lighting, electricity supply and parks/lawns. The University has a cafeteria with the facility of a big dinning hall, kitchen, store and office on the ground floor. One big hall is also on the first floor. The cafeteria provides refreshment breakfast and lunch facilities. Facilities for special program like tea party etc. are also available here. Besides, there is a Shopping Centre which offers several facilities to the residents, such as saloon, laundry, post office, bookshop, bank withATM facility, grocery shop, sweets shop, computer and photocopying facilities, etc.

The University is recognized by the University Grants Commission under Section 2(f) for recognition of degrees on 11.1.1996 and under section 12(8) of the UGC Act to be eligible for central assistance on 7.2.1997. The University has been accredited by National Assessment and Accreditation Council (NAAC), in 2002 as grade 'A' and has been re-accredited as grade 'A' with (CGPA 3.26), in 2009.

Jurisdiction : The jurisdiction of the University extends to the courses being run in the areas of science, technology, engineering, pharmacy, physiotherapy and management on the University Campus and all Technical Institutions (except 8.Pharmacy institutions) in the Districts Fatehabad, Hisar and Sirsa with effect from the academic session 2011-12.

GURU KASHI UNIVERSITY

Talwandi Sabo
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Landline: 01655 324777, +91 99142 83400, +91 99142 86400
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Email : info@gurukashiuniversity.in

GKU has been established by the Act of the Legislature of the state of Punjab, under the "GURU KASHI UNIVERSITY ACT 2011" (Punjab Act No 37 of 2011), to provide education at all levels in all disciplines of higher education (including professional, medical, technical, general education) through all the modes of education.

The University has been set up with a mission of spreading the knowledge and empowering the youth so that they can contribute in the growth of the country and work for the welfare of the society.

To achieve our mission we are committed to provide the best of infrastructure and facilities, qualified and experienced faculty, conducive and rich learning environment. GKU is spread over 45 acres of lush green campus and is offering a wide variety of educational programs to meet the requirements of the industry of the surrounding area.

We are committed to provide high quality education by maintaining the highest standards in our curricular, cocurricular and extracurricular activities.

Our students will be equipped with the desired knowledge, skills and competence to confidently meet the challenges of the corporate world.

Vision

The vision of GKU to grow with a world class university keeping pace with the rapid developments in science and technology and the socioeconomic environment.

Mission

The mission of GKU is to maintain high standards of education and equip the students with knowledge, skills and competencies which empower them to effectively contribute in the economic and societal development of the nation.

GURU NANAK DEV UNIVERSITY

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Email : enquiry@gnduadmin.com
Website : http://www.gndu.ac.in

Guru Nanak Dev University was established at Amritsar on November 24, 1969 to mark the 500th birth anniversary of Sri Guru Nanak Dev Ji. It is both a residential and an affiliating university. In conceiving the future course of the University, the objectives enshrined in the Guru Nanak Dev University Act 1969, emphasised that the new University would make provision for imparting education and promoting research in the humanities, learned professions, sciences, especially of applied nature and technology. The University is successfully catering to twenty thousand students in various faculties at University Campuses and Constituent Colleges. Guru Nanak Dev University is the first University of the region which introduced on-line admissions to its courses, on-line counselling for State Level Admissions and Credit Based Evaluation System. All the results have been computerized and OMR (Optical Magnetic Recognition) system is being used to bring in more efficiency and transparency. It is again first for any University in the region to have computerized it examination and registration system. The students now have an all time access to their results through SMS service. The University has risen to 16th rank in the top 50 universities of the country, as per recent survey conducted by 'India Today' and has achieved 11th Position, out of the 500 universities, in Publications in science. The University has won the highest sports Award in the country, the Maulana Abul Kalam Azad Trophy, for a record of 21 times. The university has won National Championship in Inter-University Youth Festivals in the year 2012. The University has been National Champion for 8 times. The University has also won the North Zone Inter-University Cultural Championship for the 12 times this year. Studies and research on the life and teachings of Guru Nanak, in addition to working towards the promotion of Punjabi language and spreading education among educationally backward classes and communities were the other commitments. In consonance with these expectations, the University in its eventful history of 43 years has taken long strides in spreading the message of the Guru and promoting education in such fields as Science, Arts, Management, Information Technology, Industrial Technology, Environment, Planning and Architecture. To fulfill its commitment, the tuitions fee charged from the students of the departments of Guru Nanak Studies and the School of Punjabi Studies has been waived. This year, this University is declared University with Potential for Excellence by University Grants Commission, New Delhi to establish Centres of Advance Studies in Chemistry, Physics, Environmental Sciences and Comparative Literature. The University is accredited with a CGPA of 3.5 out of 4 with 'A' Grade, highest for any University by the National Assessment and Accreditation Council and Academic Staff College of the University placed at 12th rank by NAAC, Bengaluru.

GURU RAVI DAS AYURVED UNIVERSITY

Jodhmal, Hoshiarpur – 146001, Punjab
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Website : http://www.graupunjab.org

Guru Ravidas Ayurved University, Hoshiarpur, Punjab, India. GRAU is an inspirational idea of Sh. Tikshan Sud, Medical Education & Research Minister under the able guidance of Sr. Parkash Singh Badal, Hon'ble Chief Minister, Punjab to promote Ancient pathy of Ayurveda, Research and Medical Tourism in the field of Ayurveda, Yoga, Unani, Sidha and Homoeopathy. In the State of Punjab, there are four Universities dedicated to the development of concerned Sciences, Namely Punjab Technical University, at Jalandhar, Baba Farid University of Health Sciences, at Faridkot, Punjab Agricultural University, at Ludhiana and Guru Angad Dev Vetenary Sciences University, at Ludhiana. There is no parallel system as far as technology is concerned. However, in the field of Medical Sciences, there is a system of Indian Medicine parallel to that of Modern system of Medicine, not only at national level, but internationally, in the form of Ayurveda, Sidh, Unani, Yoga and Homeopathy. The Ayurvedic system of medicine was invented by Acharaya Dhanwantri ji and both in Medicine and Surgery, the Ayurvedic System is well established and includes 'Chark Rishi ji' for Medical problems and the great 'Shushrat', the shining star in the field of Ayurvedic Surgery.

Similarly in the method of Yoga, the great Patanjali is known the world over. 'Sidh' system of medicine has also developed to its glorious heights in this land of Himalayas. The philosophy of Ayurved is totally different from that of Modern Medicine, wherein the philosophical basis of disease is the cell of the organ, while in Ayurved the philosophy is that the disease in the Human body is because of imbalance of inherent forces and the same manifest through some organ.

Similarly the system of Homeopathic Medicine also takes into consideration the body as a whole, rather than different organs individually and its philosophical basis is also drometrially opposite to that of modern medicine. Hence, it is required that independent research and development is carried out extensively in the theoretical as well as technical aspects of Ayurved, Sidh, Unani and Homeopathic Systems of Medicine. With this aim, the State of Punjab feels that this task of carrying out independent research and development of new Technologies for effective implementation of the ancient systems of Medicine and also for the theoretical and technological research in the field of Homeopathy, as separate and Independent University is required to be established in the State. Hence, this bill fall under the category of money bill under Section 199 of the Constitution of India and as such is being sent for the prior approval of His Excellency, the Governor of Punjab.

GURUKUL KANGRI VISHWAVIDYALAYA

Haridwar - 249 404, Uttarakhand
Tel : 01334-246366, 246235, 246811, 243090
Fax : 01334-245265/246366/246811
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Website : http://www.gkvharidwar.org

Gurukula Kangri Vishwavidyalaya was founded on March 4, 1902 by Swami Shraddhanandaji with the sole aim to revive the ancient Indian Gurukula System of education, on the bank of Ganges at a distance of about 6 km. from Hardwar and about 200 km. from Delhi. This institution was established with the objective of providing an indigenous alternative to Lord Macaulay's education policy by imparting education in the areas of vedic literature, Indian philosophy, Indian culture, modern sciences and research.It is a deemed to be university fully funded by UGC/Govt. of India. Arya Samaj has been advocating women's education since the day it was founded. As part of its policies for the up-liftment of women in the country, Kanya Gurukula Campus, Dehradun was established in 1922 by Acharya Ramdevji as a second campus of women's education. To give real shape to the dreams of Swami Shraddhanandaji, Kanya Gurukula Campus, Hardwar was established in 1993. Gurukula has witnessed many distinguished guests in its journey till date. To name a few of them are Mr.C.F. Andrews, Former Prime Minister of Britain, Mr. Remjy Mcdonald, Mahatma Gandhi, Pt. Madan Mohan Malviya, Dr. Rajendra Prasad, Dr Radha Krishnan, Sh.Jamnalal Bajaj,Dr. Munje, Sadhu Vaswani,Pt. Jawahar Lal Nehru, Smt. Indira Gandhi and Sh.Gyani Jail Singh, Sh.L.K.Advani and recently in 2011 Smt.Meira Kumar, Speaker Lok Sabha visited the vishwavidyalaya.

Achievements

(a) Deemed University Status **:** The distinguished services of this institution to the nation were recognized when it was given the status of Deemed to be University in 1962 by University Grants Commission.

(b) Four Star Status **:** National Accreditation and Assessment Council (NAAC) has awarded four star status to the Vishwavidyalaya in 2002.

(c) Centenary Year **:** Vishwavidyalaya celebrated year 2002 as its centenary year. The Vishwavidyalaya has had phenomenal growth over the past 100 years and now offers 20 UG courses and 17 PG courses in different disciplines.Research programmes leading to the degree of Ph.D. are being run in the fields of Vedic literature, Sanskrit literature, Philosophy, Hindi, English, Psychology, Ancient Indian History Culture & Archaeology, Environmental Science, Physics, Chemistry, Mathematics, Human Consciousness and Yogic Sciences, Botany, Zoology, Microbiology, Computer Sciences and Management Studies.

(d) Membership : Gurukula Kangri Vishwavidyalaya is a Registered autonomous institute. All the degrees conferred by Vishwavidyalaya are recognized by UGC and AICTE wherever required. Gurukula Kangri Vishwavidyalaya is a pride member of Association of Indian Universities and Association of Commonwealth Universities.

GYANMANJARI INNOVATIVE UNIVERSITY

Survey No. 30, Sidsar Road, Bhavnagar, Gujarat
Email: info@gmiu.edu.in
Website: https://gmiu.edu.in/gmiu
Phone: +91 90999 51160, 75749 49494

Gyanmudra Education Foundation is registered as Company under the Pursuant to sub-section (2) of section 7 of the Companies Act, 2013 and rule 8 of the Companies (Incorporation) Rules, 2014. The CIN of the company is U80301GJ2014NPL081162. Gyanmudra Education Foundation is formed for setting of the Self-Financed Institute of Science, Engineering & Technology at Bhavnagar and for promotion and development of education in various fields and branches of Engineering, Pharmacy, Management, Technology, Science, Information &communication and carry out such other projects having similar objects.

Motto of University

दिव्यम्ददामितचक्षु:

(But you cannot see my cosmic form with these physical eyes of yours. Therefore, I grant you divine vision. Behold my majestic opulence!)

Vision of University

- To produce world class professionals for converting global challenges into opportunities through "Value Embedded Education"
- To provide academic programs, services, facilities and technologies within the realm of the curricula of the university, that offers diverse opportunities for learning.
- To prepare professionals who are either employable or employer.
- To develop critical thinking, effective communication and learning skills in students and to promote the value of ethical behavior, responsibility and commitment

Mission of University

- We at Gyanmanjari Innovative University shall strive continuously to achieve academic excellence and research in science, engineering and technology through dedication to duty, innovation in teaching and faith in human values.
- To enable our students to develop into outstanding professionals with high ethical standards to face the challenges of the next millennium
- To fulfill the expectations of our society by equipping our students to stride forth as resourceful citizens who are aware of their immense responsibilities to make the world a better place.

GYANODAYA UNIVERSITY NEEMUCH

Village- SuwakhedaDistrict-Neemuch
Madhya Pradesh
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Website: https://gyanodayauniversity.ac.in
Phone: +91 9827550959

Gyanodaya Shikshan Samiti was registered in 1987 with a vision to change the education scenario of Malwa region. The Samiti consists of eminent people from various parts of society who joined hands with an aim to offer the best possible services in the education domain in Neemuch district. Mr. Anil Chaurasia, social activist who is associated with various organizations, is the founder member and secretary of Gyanodaya Shikshan Samiti. He is supported by his better half, Dr. Mrs. Madhuri Chaurasia, who has more than 30 years of teaching experience at both school and college level. The year 2007 holds a remarkable place in the history of the Gyanodaya group. Mr. Abhinav Chaurasia, Managing Director, joined the hands of his parents to take Gyanodaya group to the new heights of success. Under his dynamic leadership and with continuous commitment and dedication towards their goal, Gyanodaya has grown leaps and bounds and has become the number one educational institute in the region. Today, Gyanodaya Shikshan Samiti is running several institutes in Neemuch, Manasa, Mandsaur, and Dewas and offering 30 plus streams in diploma, under graduate and post-graduation programs with more than 6000 students. With the inception of Gyanodaya University in 2023, the founders are on the mission to provide quality education to the future generation and also provide an environment where pioneers can test new ideas, debate theories and encounter a challenging information and figure out what one believes.

Vision

Aspires to be one of the most vibrant, dynamic, and globally renowned university engaging in meaningful research & development offering quality education to the students and other learners for better career thus to be worthy citizens of a global society.

Mission

To develop better than the best professionals for the economic development of the country by imparting quality higher education and undertaking research and extension with emphasis on application and innovation that will cater to the emerging societal needs through all-round development of students of all the sections thus enabling them to be globally competitive and socially responsible citizen with intrinsic values of an enlighten human society.

GYANVEER UNIVERSITY

Mara Imaliya, Sagar – 470115
Madhya Pradesh
Tel: 07582-226306, +91 9301280770
Email : gyanveeruniversity@gmail.com

Gyanveer University aspires to be one of the most vibrant and dynamic University of India. University will actively promote and preserve moral values, ethics in higher education along with focus on high quality teaching across disciplines with significant contribution to research. Courses offered are in accordance with socio-economic scenario of the State.

University provides a transformative educational experience for students focused on deep disciplinary knowledge; problem solving; leadership, communication, and interpersonal skills; and personal health and well-being by setting up a multidisciplinary education and research university of global standards in the country. Establishing, a World Class Research Centric Institution with an aim to promote Madhya Pradesh as a preferred education and business destination. It shall convert unemployed / unskilled residents of Madhya Pradesh and India to Skilled / employed self- employed citizens to India. The mission is to make Atma Nirbhar Bharat by promoting excellence in student education, innovative research and community engagement in every aspect. University promotes Agriculture courses among the students of Madhya Pradesh.

The aim is to establish a specialized training, teaching and learning infrastructure in collaboration with industry to promote Madhya Pradesh as highest agri-yielding state with the help to its highly skilled manpower. University imparts need based updated curriculum. Encourage students for field based learning and also to address the social issues with the help of soft skills more rationally. Develop the determination to achieve a sustainable development in the areas of social justice, equity and access. Gyanveer University aspires to be one of the most vibrant, dynamic, universities of India. University will actively promote and preserve moral values, ethics in higher education along with focus on high quality teaching across disciplines with significant contribution to research. Courses offered will be in accordance to socio-economic scenario of the state. University provide a transformative educational experience for students focused on deep disciplinary knowledge; problem solving; leadership, communication, and interpersonal skills; and personal health and well-being by setting up a multidisciplinary education and research university of global standards in the country. The vision includes Inculcating analytical thought processing capabilities in the minds of student so that they may come up with original ideas. Impart skill based and industry ready education for the students. To create not only employment ready work forces but create entrepreneurs and leaders for the society which are aware of the global technologies and practices and thereby making Sagar district Madhya Pradesh as a distinct name for education worldwide. Our founding fathers also had a vision of not only preparing students for the future but also making teachers and mentors of the future who shall pass on the knowledge to the coming generations in the most effective manner based on their research based teaching practices.

HARIDWAR UNIVERSITY

Haridwar-Roorkee Canal Road,
Near Bajuhari, Roorkee, Distt.-Haridwar
Uttarakhand-247667
Tel : +91-7500102111, +91-7500108111

Haridwar University (Formerly Roorkee College of Engineering), has emerged as the beacon of innovative Education among the top Private university/ Colleges in Roorkee which is the city of North Indian state, Uttarakhand. The university is acquiring nationwide popularity by attracting students from diverse states and remote regions. Haridwar University (Formerly Roorkee College of Engineering) has consistently been ranked as "The Best Technical Institute in Uttarakhand for Academics" for its maximum number of placements in various national and international firms. The learning is facilitated by the modern infrastructure which sprawls over a huge area. From airy and fully-lit classrooms to state-of-the-art libraries and Engineering laboratories, Haridwar University (Formerly Roorkee College of Engineering) has taken the lead in terms of architecture and infrastructure as well. It has featured among the Top 10 engineering Colleges in Uttarakhand.

Uttarakhand, formerly known as Uttaranchal, is a state in the northern part of India. It is often referred to as the "Land of the Gods" Devbhoomi Uttarakhand due to the many holy Hindu temples and pilgrimage centers found throughout the state. Char Dham is referred to as the four most holy Hindu pilgrimage of India nestled in the Indian Himalayas of Uttarakhand state of India. Yamunotri, Gangotri, Sri Kedarnathji, and Sri Badrinathji, collectively referred to as the Char Dham (four pilgrimage centers) of Hinduism, these four sites are the epicenter of religious activity in north India and important shrines for Hindus. These have been the most important Hindu pilgrimage centers which have been visited by devotees. Yamunotri, the source of the Yamuna river and seat of Goddess Yamuna; Gangotri, the source of the Ganges river and seat of Goddess Ganga; Kedarnath, where a form of the Hindu God Shiva is acclaimed as one of the twelve jyotirlingas and this is the highest of the 12 Jyotirlingas - where Lord Shiva manifested himself in the form of light, it is the third of the four dhams and the holiest of all Hindu holy sites; and Badrinath, the seat of the Hindu God Vishnu. Experience the divinity and mysticism of these sacred shrines as we take you on a journey to 'Dev Bhoomi' (Abode of Gods), Uttarakhand.

Traditionally, the Chardham yatra is undertaken from the west to the east. Thus, the yatra starts from Yamunotri, then proceeds to Gangotri, and finally to Kedarnath and Badrinath. Moreover, devotees also visit 'Gurudwara Sri Hemkund Sahib Ji' the pilgrimage site for the Sikhs, and is one of the highest-located religious sites in the country. Thus, pilgrims visit all these places in the aspiration of washing away their sins and attaining salvation by the blessings of the Lord and ensuring the release from the cycle of birth and death. The honor conferred on these places is not surprising. These are regarded as the most sacred of all Himalayan ranges. It is also said that heaven and earth converge in these holy spots, and to be born or die here is a boon only the very fortunate have. The Chardham must be visited from left to right -beginning with Yamunotri, going on to Gangotri, then Kedarnath, and culminating the journey at Badrinath. This route follows the Hindu tradition of parikrama.

"HU is situated in front of a quiet, panoramic location near the historic 'Ganga' just close to Haridwar the gateway of divine places. River 'Ganga' floats in fronts of college which spawn

HARICHAND GURUCHAND UNIVERSITY

Thakurnagar, Gaighata, North 24 Parganas
West Bengal- 743287
Email : Registrar: registrarhguniv@gmail.com
Office of The Vice Chancellor:
hgunivoffice@gmail.com / hgucontact@gmail.com
Website : https://harichandguruchanduniversity.com

With an emphasis on strengthening the education infrastructure of North 24-Parganas and surrounding districts of West Bengal, the Harichand Guruchand University (HGU) was established by the West Bengal State Government by incorporation of the *Harichand Guruchand University Act, 2018, West Bengal Act XXVII of 2018, Part- III, Acts of* the West Bengal Legislature, Law Department Legislative Notification, published in The Kolkata Gazette (Extraordinary), 2nd January, 2019.

Sri Sri Harichand Thakur and his son Sri Sri Guruchand Thakur are the saviours cum pathfinder to the Dalit communities in the greater undivided Bengal presidency. They are remembered for their phenomenal contribution for uplifting the untouchables in Bengal.

In the memory of such legends and to honour the deliberation of the Matua community to get enlightened through knowledge, Hon'ble Chief Minister of West Bengal**,** Smt. Mamata Banerjee on 11th January of 2019 laid the foundation stone of Harichand Guruchand University at Thakurnagar, North 24 Parganas, West Bengal.

This University has been instituted with a dedicated vision of bridging a pool of opportunities in higher education vis-à-vis envisaging scholastic work in social and cultural issues of Matua community. With this very aim, Prof. (Dr.) Tapan Kumar Biswas, Professor in the Department of Folklore, Kalyani University, joined as the first Vice-chancellor of the Harichand Guruchand University on 30th January, 2021.

He is a renowned academician and has many research works about the Matua community and their heritage to his credit. Presently, the State Government has identified 8.8-acre land at Chandpara in North 24 Parganas, to be allotted for the building of the University infrastructure.

Till then a makeshift arrangement has been made to carry out administrative cum academic proceedings of the University in the premises of P. R. Thakur Government College, Thakurnagar, North 24 Parganas- 743287.

In this initial phase, the University has opened its academic door with three faculties: Science, Arts and Education. More school of studies are in plan to be opened in the near future.

HARIDEV JOSHI UNIVERSITY OF JOURNALISM AND MASS COMMUNICATION

Sawai Ram Singh Road
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Tel : (0141) 2373762,2373739
EPABX: (0141) 2373761-62
Website : www.hjuj.ac.in

The foundations of Haridev Joshi University of Journalism and Mass Communication (HJUJ) stand on the bedrock of freedom of expression and providing access to information and knowledge of diverse viewpoints. In fact, HJUJ is the result of Rajasthan Government's commitment towards promoting quality journalism. The conviction, in the minds of Members of the Rajasthan Legislative Assembly and the policy makers in the State of Rajasthan, on the crucial role of the media in preserving democratic principles also facilitated the enactment of the legislation that brought HJUJ into existence in 2012.

Haridev Joshi University of Journalism and Mass Communication (HJUJ) aims to be one of India's finest universities devoted to media studies and mass communication. The university is named after an illustrious former Chief Minister of Rajasthan, the late Haridev Joshi, who began his public life as a freedom fighter and journalist in the tribal Banswara region. HJUJ, a dream project of Rajasthan Government, is mandated to lead three core programmes -- teaching, training and research - embracing a broad social mission to impart high calibre journalistic education to strengthen democratic values and processes in society.

Located in Jaipur, the capital of India's largest State Rajasthan, HJUJ offers an array of innovative courses in journalism and mass communication to combine both theory and practice at the graduate, postgraduate and doctoral levels. Committed to instilling quality in education and make it responsive to fast changing global trends, HJUJ will adopt media-study-tools to impart professional skills and lead students, including those belonging to weaker sections of society, towards advanced educational opportunities.

An autonomous and independent mass media is joie de vivre to promoting public welfare, protecting peoples' fundamental rights and basic entitlements. India has a long tradition of a pluralistic, fair and independent press that rose to prominence through its deep involvement in the country's Freedom Struggle. In recent decades, other mass media like radio, television, cinema and digital or 'new' media have also earned enormous recognition. Through Its multiple academic programmers dovetailed with fast emerging issue-based practical sessions and in-plant training schedules, HJUJ will strive to function as a media-laboratory to roll out ethically competent professionals in various segments of the fast expanding media industry.

HARCOURT BUTLER TECHNICAL UNIVERSITY

Harcourt Butler Technical University, Nawabganj
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Email : vc@hbtu.ac.in registrar@hbtu.ac.in mdsingh@hbtu.ac.in

Harcourt Butler Technical University Kanpur has been established in year 2016 by the Government of Uttar Pradesh with a view for making it a leading Residential University to become a Centre of Excellence with focus on Research and Development and Incubation in the field of Engineering, Technology, Basic & Applied Sciences, Humanities, Social Science & Management Architecture and other professional courses. HBTU aims to promote studies, research & innovation in Engineering areas of higher education, to enhance skill development through continuing education programme and knowledge and to achieve excellence in higher Technical education. On academic front, the University is running Four Schools with thirteen Undergraduate Programmes in Chemical Engineering, Civil Engineering, Computer Science & Engineering, Electrical Engineering, Electronics Engineering, Information Technology, Leather Technology , Mechanical Engineering, Biochemical Engineering, Food Technology, Oil Technology, Paint Technology and Plastic Technology along with M.C.A, full time & part time M.Tech. Programme in various disciplines and going to start full time Ph.D. programme in number of disciplines as part of Quality Improvement Programme of MHRD and TEQUP-II. In view of the emerging need of the time, the University is planning to start number of Programmes at Undergraduate and Post Graduate level in the near future.

The University provides a congenial environment for the holistic growth and all round development of the students such that they become globally acceptable personalities with communication skills, proper attitudes, aptitudes, problem solving capabilities and to work as a team.

HBTU Kanpur(Formerly HBTI) has received aid from the World Bank(Phases TEQIP-I , TEQIP-II) for various developmental projects. This aid will be spent for:

- Development of the Infrastructure.
- New Laboratory equipment.
- Maintenance and repair of old laboratory equipment.
- Funding for research and lectures attended by faculty in foreign Universities.
- Aim towards community development and overall growth.

The faculty members have contributed large numbers of research papers in Indian as well as International journals. Besides, many R&D Schemes sponsored by D.S.T, U.G.C, I.C.A.R, D.R.D.O.,U.P.C.S.T., C.S.I.R., D.A.E., I.C.M.R.,D.O.E. and Ministry of Civil supplies have been successfully completed. All these accomplishments definitely prove it to be a fecund ground for nurturing intellects.

HASSAN UNIVERSITY

Kenchatavalli, Hassan 573220, Karnataka
Tel: 08172-220014, 220015, 220016

Hassan University came into existence with the aim of serving the underprivileged and economically backward section of students of Hassan and nearby districts. The University started out as a Post Graduate Center of University of Mysore in 1992 under the guidance of the then Vice-Chancellor Prof. M. Madayya with an allotment of 78.8 acres of land. The notification was issued by the University of Mysore on July 13th 1992 to start the PG Centre of University of Mysore in Hassan. The inauguration of Post graduate center at Hemagangothri, Hassan was inaugurated by then Hon'ble Governor of Karnataka and chancellor Shri Kurshid Alam Khan on 23rd January 1993 in presence of Hon'ble Chief Minister of Karnataka Shri M. Veerappa Moily. For the last 31 years, the Hemagangothir, PG Centre of University of Mysore Hemagangothri, has catered the needs of Higher Education to His Excellency the students of Hassan and nearby districts like Mysuru, Hassan, Chikkamagalore, and the state of Kerala. The Govt. of Karnataka with the objective has established seven new model Universities in educational backward area of Chamarajanagara, Bidar , Haveri, Hassan, Kodagu, Koppala & Bagalkot Districts. Maximum utilization of IT without additional requirements of manpower will make these Universities different from Conventional once.

Accordingly , the Karnataka state Universities (Amendment) Act 2022 (Karnataka Act26 of 2022) was enacted by the Karnataka State Legislature in the seventy third year of the Republic of India and the Karnataka State Universities (Amendment) Act, 2022 was first published in the Karnataka Gazette on the 10th day of October 2022 (Notification No DAPL 19 SHASAN 2022 Bengaluru dated 10-10-2022) whereas, University of Mysore was bifurcated and a new University called "Hassan University" came to be newly established as an Affiliating University. The Hassan University Hemagangothri campus houses Post Graduate Departments of Master's in Commerce, MA in Kannada, English, History, Economics, and M.Sc. in Botany, Electronics and Mathematics. The University introduces the following P.G. Courses from 2023 to 2024 an Hemagangothri Campus M.B.A., M.C.A., M.Sc. in Computer Science, Physics, Chemistry, M.S.W., and P.G Diploma Program's such as Taxation, Tourism and Development, Human Recourse Management (HRM), Marketing,

The University library has a collection of 24,000 books and journals, required for teaching and research work. The Science block hosts a well-equipped laboratory for Botany, Chemistry. The students are benefitted from well-equipped classrooms, transport facilities, free Wi-Fi, CC TV surveillance, and round-the-clock security personnel. Departments of Kannada, English, Electronics, Commerce, provide Ph.D. programs to national and international students. Many researchers have been awarded doctoral degrees. The professors of various departments have taken up research projects by getting grants from UGC, DST, and other reputed institutes. As per UGC norms, a total of 11 committees including the Anti-Ragging Cell, Women's Cell, SPARSH, Canteen Committee, Human Rights Cell, Student Welfare Office, SC/ST Cell, Village Adoption Programme, Transport Committee, NSS and Swach Bharath Committee have been functioning continuously in our center. Thousands of students who have successfully completed their master's degrees from the Jnana Kaveri campus are currently contributing to society by working in various capacities in government, and private organizations

HAVERI UNIVERSITY

Kerimattihalli – 581110, Karnataka
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E-mail: stbagalkoti@yahoo.com
Haveri-581110, Karnataka

Karnatak University Post Graduate Centre, Haveri was established in the year 2001 to fulfill the aspirations of rural and urban Students of Haveri district, Karnataka State. The P.G.Centre is located at Kerimattihalli, about 8 KM from Haveri and spread over an area of 42 acres. Six Post-Graduate departments namely Kannada, Social Work, Commerce, English, Sociology, Journalism and Mass communication are offered. Choice Based Credit System (CBCS) Pattern is adopted in all the P G Courses. Academic programmes and examinations are conducted on schedule and in time as per the Karnatak University guidelines. The P.G. Centre maintains a close liaison with the public and eminent local leaders of Haveri through various meaningful programmes including Induction, Interaction and Extension activities through NSS. True to its vision and mission, the P.G. Centre is committed to reach greater heights of excellence in the years to come.

Vision

To be an educational institution for excellence, to serve the society selflessly and acquire necessary inter-personal skills required to become change-agents for total social transformation through technology enabled and value based education.

Mission

- To meet the Higher Education needs of the region and society in the fields of Social Science, Humanities, Science and Management
- To promote Higher Education as an instrument for the empowerment of community and society.
- To build network with university having similar interests and purpose to pool the resources for the welfare of the society.

Best Practice

Career Guidance and Campus Selection Drive. Effective classroom Teaching and Orientation. Communication Club and Students Associations per each Department. ICT Enhanced Learning Experience. Student Centric Learning, Sports and Cultural Activities. Workshops, Seminar, Special and Guest lecturers, Food Festivals, Annual Sports Meet, Department and inter-Department Cultural and Sports events. Co-Curricular and Extracurricular activities (NSS, Field Work, Social Work Camp, Study Tour, Summer Placement and Block Placement) Outreach activities - Woman Welfare, Child Development, Environmental Awareness, Drug Abuse, Prevention, and POCSO Act Awareness. Declared as Tobacco/Smoking Free Campus.

Facilities

Well equipped and ICT Enhanced Classrooms. Spacious Library with en number of books. Sports and Cricket Ground. 42 acres of Campus with Greenery Atmosphere. Separate Hostels for Boys & Girls. 1000 Litre Capacity RO-UV Drinking Water Unit.

HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY

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Patan – 384265, Gujarat
Tel : 02766-230456, 9825041654, 230427, 9825069812
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Email :vc@ngu.ac.in reg@ngu.ac.in ngu_regi@d2visp.com
Website : http://www.ngu.ac.in

The geographical jurisdiction of the North Gujarat University encompasses four Districts-Mehsana, Patan, Banaskantha and Sabarkantha. Each one of the four District has its own distinct heritage. Geographically a part of the whole area is towards the desert of Kutchh, while on the North Eastern side are rocky regions of forest populated by the tribal. The economy of the area is mainly agricultural. There are a few towns here and no big city. The rest of the population lives in villages. With a view to catering to the peculiar cultural and educational needs of the area, North Gujarat University was established by the Ordinance No. 5 of 1986 dated 17.5.1986 which was later passed as the North Gujarat University Act No.22 of 1986 on 11/9/86 by the Legislative Assembly of Gujarat. The University has been functioning since then and growing and expanding steadily.

Patan a town in Patan District, was chosen for the University Headquarter. The historical importance of the place cannot be underestimated. For centuries it had been the capital city of a large kingdom extending far beyond the bounds of present day Gujarat, under the Solanki rulers and a very important seat of Jain scholarship. It is the holy land of Hemchandracharya a great thinker who made valuable contribution to the studies in grammar, literature, religion and philosophy. The RANI-VAV, a great architectural and sculptural monument of yester years, the lakes of Shahastralinga and Khansarovar, the Jain temples of Panchasara and a few other remains in and around the place testify to the glory that was Patan, in not so distant past.

The North Gujarat University was carved out of Gujarat University whose Headquarter is at Ahmedabad. On bifurcation, the North Gujarat University inherited no physical assets from its parent University. It had, therefore, to start its existence ab-initio so far as its local habitation was concerned. PATAN, a historical town in northern part of Gujarat, was officially designated as the Head-Quarter town of the University. The town happens to have composite campus of four affiliated colleges. The managing council of the colleges was kind enough to put at the disposal of the infant University its two hostel buildings on rent to accommodate its offices. Thus began the University to operate and serve 41 colleges scattered over the three erstwhile Districts of Banaskantha, Mehsana and Sabarkantha allotted in its jurisdiction. Along with the two hostel buildings the University rented a hall, called the Gandhi Memorial hall, to house its library. The aim was to start building up a nucleus library for the future post-graduate departments of the university.

HEMCHAND YADAV VISHWAVIDYALAYA

Raipur Naka, Durg,
Chhattisgarh, India
Telephone : 0788-2359100; 200; 300
Website : http://www.durguniversity.ac.in
Email : registrar@durguniversity.ac.in

The Government of Chhattisgarh, exercising its powers and bringing Chhattisgarh ACT (No. 16 of 2015). The Chhattisgarh Vishwavidyalaya (Sanshodhan) Adhiniyam, 2015, dated 24th of April, 2015, an Act Further amending the Chhattisgarh Vishwavidyalaya Adhiniyam, 1973 (No. 22 of 1973), has established Hemchand Yadav Vishwavidyalaya, Durg (C.G.)

Honorable Governor of the State of Chhattisgarh has appointed Dr. Narendra Prasad Dixit, Tulip-282, Talpuri, Bhilai, Durg, Chhattisgarh, as its first Kulpati (Vice Chancellor) vide I Order of the Raj Bhawan, No. 3065/F 1-2/2015/RS/U-19; dated 15th July, 2015, exercising his power under Section 13, Sub Section (i) of Chhattisgarh Vishwavidyalaya Adhiniyam, 1973 (22 of 1973).

The Department of Higher Education, Gov. of Chhattisgarh, Raipur has appointed Dr. S.K. Tripathi, Professor of English, Govt. Jamuna Prasad Verma Postgraduate Arts and Commerce College, Bilaspur (C.G.) as the first Registrar vide its order No. F 3-4/2015/38-2; Naya Raipur; dated 9-11-2015 after seeking approval from Honorable Governor of the State of Chhattisgarh vide Letter No. 4859/8183/2011/RS/U-1; dated 3-10-2015.

The Hemchand Yadav Vishwavidyalaya has come into existence after the division/bifurcation of existing Pt. Ravishankar Shukla Vishwavidyalaya, Raipur (C.G.) and the jurisdiction of the Vishwavidyalaya Comprises 147 affiliated colleges situated in the Districts of Durg, Bemetara, Balod, Rajnandgaon, Kabirdham, Mohla-Manpur-Ambagarh Chowki, Khairagarh-Chhuikhadan-Gandai.

The temporary office of the Vishwavidyalaya has been set up in the three storied old Girls PG College Campus Building, Raipur Naka, Durg (C.G.) which has been allotted to the New University.

HEMWATI NANDAN BAHUGUNA GARHWAL UNIVERSITY

Srinagar-246 174, Uttarakhand
Tel. : 01346 – 252328, 01346 – 250558, 01346 – 253755, 01346 – 252143
Fax : 01346 - 252247

Inception of Garhwal University on Dec. 1 st 1973 was the fulfillment of a long cherished dream of the local people .The University was established under the provisions of Uttar Pardesh State Universities Act (Act No. 10 of 1973) on 1.12.1973 and the Act come in force w.e.f. 1.12.1973. The name of the university was rechristened to Hemwati Nandan Bahuguna Garhwal University in 1989 in commemoration of the memory of a leading statesman of the country, the son of the soil Shri Hemwati Nandan Bahuguna, and subsequently established as Central University under the provision of the Central Universities Ordinance, 2009, No. 3 of 2009 published in the gazette of India, extraordinary Part-II, Sec-I, New Delhi, 15 January 2009. University is among the ten largest Universities of the country with 3 campuses and more than 180 affiliated colleges and institutes (both state run/aided and self financed) and examining approximately 150000 students annually, providing higher education services in 7 out of the 13 Districts of the State of Uttarakhand. The University is blessed with state of art research facilities, some of the best teachers and close academic relations with a number of premier institutions. With its Headquarters at Srinagar some 108 K.M. from Rishikesh along the Delhi-Niti National Highway, Birla Campus at Srinagar (bisected into two halves. the Srinagar Campus and the Chauras Campus by the river Alaknanda), BGR Campus set on enticing mountain slopes at Pauri (29 K.M. from Srinagar and some 100 K.M. from Kotdwar, the nearest railway station) and SRT Campus at Badshahi Thaul amidst dense pine forest (some 85 K.M. from Srinagar and 65 K.M. from Rishikesh on the route to Gangotri). The University offers a variety of higher learning courses and academic programmes through 10 Faculties. As a mark of the appreciation of its importance and achievements it has been upgraded as a Central University.

HNB Garhwal University nestled in the lap of Himalayan ranges is the Garhwal Himalaya. "The abode of Gods; Devbhumi or Tapobhumi", is how it finds mention in mythology and religious literature. Srinagar Garhwal is situated (30 0 13' N /78 046' E) in Pauri District of Garhwal region of Uttaranchal on the bank of river Alaknanda in mid-Himalaya. Being the royal capital of the erstwhile rulers of Garhwal in the past, variously known as Sripur, Srikshetra and Danush Teertha, it remained capital of Garhwal kingdom till 1805 AD; thereafter the centre of Gorkha rule till 1850 AD and administrative centre of British till 1890 AD. The historic township enroute to the supershrine resorts of Kedarnath and Badrinath is well linked by road to all the prominent places of the region, including the three rail heads- Rishikesh, Kotdwara and Dehradun. Of late, Srinagar has strongly emerged as a centre of higher learning and research with the establishment of the University. The historic town Srinagar is well linked by the road with all the prominent places of the region, including the three rail heads- Rishikesh, Kotdwara and Dehradun.

HEMWATI NANDAN BAHUGUNA MEDICAL EDUCATION UNIVERSITY

123, Ganga Vihar, Behind Roadways Workshop
Haridwar Road, Dehradun -248001
Phone: (+91) 135-2723321, 2723322
Fax: (+91) 135-2723323
Email : info@hnbumu.ac.in

The establishment of the Hemwati Nandan Bahuguna Uttarakhand Medical Education University fulfills one of very long cherished and important aspirations of the people of Uttarakhand to have best and highest level medical facility within the state. Although successive state governments tried to provide a chain of hospitals in the entire length and breadth of the state and also opened several medical, dental, nursing and para-medical colleges, both in the public and private sectors, for providing education in respective fields so that necessary trained personnel is available within the state for hospitals in Uttarakhand, still for various serious and critical cases the patients and their attendants had to run to Delhi and other distant places to get specialized and high level treatment.

The establishment of the Hemwati Nandan Bahuguna Medical Uttarakhand Education University at Dehradun, by an Act enacted by the Uttarakhand Legislative Assembly and assented to by the Governor on 18 February 2014 by the Uttarakhand Govt-Act-No72/xxxvi(3)/2014/07(1)/2014 to fulfills the long standing need of the people of Uttarakhand to have an institution for the advancement and development of medical education in the state.

This caused insurmountable problems and incurring of huge funds in terms of money for them. This was because highest level medical education and research was not available within the state. Moreover, the medical, nursing and para-medical institutions were so far affiliated to non-medical universities in the state which only conducted their examinations and awarded degrees and diplomas and had no expertise to guide the quality of education and research.

It aims not only to guide the medical, dental, nursing and para-medical education in the state by affiliating all such institutions with it but also itself carry high level and specialized teaching and research. It shall also have a medical college of its own within its campus to serve as a model for other colleges within the state. It shall cooperate and collaborate with best similar institutions within the country and abroad so that the best medical education can be provided within the State of Uttarakhand. It also aims at providing quality research.

HIDAYATULLAH NATIONAL LAW UNIVERSITY

Raipur - 493 661, Chhattisgarh
Uparwara (Post), Abhanpur New
Raipur - 493661, Chhattisgarh
Tel : 0771-3057603,604 (30 lines), Fax : 0771-3057666
Email :registrar@hnlu.ac.in dipakdas@hnlu.ac.in
Website : http://hnlu.ac.in

"Dharma Sansthapanartham" (for the sake of establishing the primacy of the laws of eternal values) is the motto of Hidayatullah National Law University, Raipur, established by the Government of Chattisgarh under the Hidayatullah National University of Law, Chattisgarh, Act (Act No.10 of 2003).

HNLU is a Residential University and is sixth in the series of National Law Schools in India. HNLU has been included in the list of the Universities maintained by the University Grants Commission under Section 2(f) of the UGC Act, 1956 and has been declared fit to receive Central assistance in terms of the rules framed under Section 12 (B) of the UGC Act, 1956.

The university is recognized by the Bar Council of India under section 7 of the Advocates Act. Hon'ble Mr. Justice H. L. Dattu, Judge Supreme Court of India is the Visitor of the University, Hon'ble Mr. Justice Yatindra Singh, the Chief Justice of High Court of Chattisgarh is the Chancellor and Prof. (Dr.) Sukh Pal Singh, is the Vice-Chancellor of the University.

The new campus of HNLU is the glorious result of the excellence of human effort and human spirit - simply unputdownable. The Government of Chhattisgarh has been kind enough to allot the required land and give necessary financial assistance for the construction of the new campus.

His Excellency Dr. A.P.J. Abdul Kalam, the President of India laid the Foundation Stone of the permanent building of this University on 28.01.2004, in the presence of His Excellency Lt. Gen. K.M. Seth, the Governor of Chhattisgarh and Hon'ble Dr. Raman Singh, the Chief Minister of Chhattisgarh.

The Government of Chhattisgarh initially allotted a sum of Rs.10.00 Crores in the year 2005-2006, for commencing the construction of the new building. Additional budgetary allocation of Rupees Thirty Crores replenished to meet the total financial requirement for the construction of new Campus.

HIHT UNIVERSITY

Swami Ram Nagar, PO - Doiwala
Dist. Dehradun – 248140, Uttarakhand
Tel: +91-135-2471152, Fax: +91-135-2471153
Tel: +91-135-2471158, Fax: +91-135-2471157
Tel: +91-135-2471151, Fax: +91-135-2471153
Tel: +91-135-2471150, Fax: +91-135-2471153
Email : info@hihtuniversity.edu.in, vc@hihtuniversity.edu.in
coe@hihtuniversity.edu.in, principal@hihtuniversity.edu.in, ms@hihtindia.org

Established in 2012, blessed are those who have the opportunity to serve humanity. At HIHT University, we groom young minds to not only be thorough professionals but to also be good human beings with moral and ethical values.

Our founder's philosophy is embodied in his golden words "Love, Serve, Remember". He believed that one must learn to work lovingly and selflessly. One can, through rigourous practice become skillful, but working lovingly and selflessly is what we need to learn.

It is this philosophy that the institute strives to incorporate in its system of education as well as in the treatment of the sick. Swami Rama did not teach any particular religious doctrine but his teachings aimed at transforming individuals by inspiring them to take charge of their own lives through discipline and strong will power.

His principle of compassion and selfless service is evident in patient care at the hospital and other in the outreach services offered by our medical professionals. We also see a reflection of his philosophy and teachings in the free care provided to very poor patients in our hospital through the Sewa Fund, scholarships for needy and meritorious students and other voluntary health services.

"All of the body is in the mind, but not all of the mind is in the body." Swami Rama strongly emphasized that a majority of diseases have a psychosomatic basis and that these diseases could be ameliorated by harmonizing the body, breath, mind and emotions simultaneously.

Swami Rama's pioneering work on the use of biofeedback as a therapeutic modality has laid the foundation for stress management and holistic health programs. The Department of Holistic Medicine in the Hospital integrates the spiritual basis of life with traditional and modern medicine. His basic teachings emphasized correct breathing techniques, healthy eating habits and various yogic and meditative practices.

The science of Joyful Living/Stress Management programme for students and faculty is a reflection of his nonsectarian and universal approach to life.

HIMACHAL PRADESH TECHNICAL UNIVERSITY

Gandhi Chowk, District Hamirpur
Himachal Pradesh - 177 030
Tel : 01972-224152,224153
Fax : 01972-224150
Website : http://www.himtu.ac.in

The first statutes are based on a desire to assign competence and responsibility to the relevant University's authorities, and to regulate by statutes only that which is required by the Himachal Pradesh Technical University Act of 2010 to be regulated by statutes or which is obviously necessary.

The Himachal Pradesh Technical University is established with the objectives for value creation and welfare in society through technical education and training, research, innovation public and private sector consultancy, entrepreneurship, continuing education programmes, autonomous Colleges/Institution and affiliating constituent and private Colleges/ Institution.

At the same time the University is responsive to the changing and exceptional requirements of our societies and economies and contribute to find answers to global problems.

This implies the continued existence and evolution of the University – defined by a commitment to offering society need – based and research-based technical education to increasingly diverse student bodies, to strengthening the linkage between teaching-learning and research, and to providing the University students with competences required to rapidly changing skilled labour markets.

This requires the University with different traditions, vision, mission mixes, and thrust areas in the context of a system of higher education Institutions incorporating progression routes from one institution to another, based on equality of esteem for diverse missions, and aware of the importance of balancing the need for competitiveness with that of enhanced cooperation, social cohesion and solidarity.

University vision is of autonomous Himachal Pradesh Technical University as dynamic, flexible institution promoting oriented research led inter disciplinary learner-centric technical education, and generates added value in teaching-learning, research, and knowledge transfer required for promoting integrated national development and global understanding.

HIMACHAL PRADESH UNIVERSITY

Summer Hills, Shimla -171 005, Himachal Pradesh
Tel : 0177-2831363, 2647670, 2830912 2622062
Fax : 0177-2830775, 2830912
Email : webhpu@hp.nic.in,lrverma@hotmail.com
Website : http://www.hpuniv.nic.in

The Himachal Pradesh University was founded on July 22, 1970. It is located at Summer Hill which is at a distance of 5 kms from the main town, Shimla. The University is nestled amidst tall and lush green trees of deodars, oats, pines and rhododendrons. The location of the University presents a panoramic natural view among the woods, settled around Summer Hill. The camps where one half bathes in the fresh sun towards the east and another half in the grandeur of unique sunset on the West. Overlooking snow peaked majestic mountain ranges add to the lofty ideals and vision of the university. Its salubrious climate and calmness presents congenial atmosphere to pursue higher studies. The University campus occupies an area of 200 acres and has been designed to possess a distinctive architectural style. Himachal Pradesh University is the only multi-faculty and affiliating University in the state. It firmly believes in what India's first Prime Minister Jawahar Lal Nehru said in his oft. Cited convocation address at the University of Allahabad, “A University stands for humanism, for tolerance, for region, for progress, for the adventure of ideas and for the search for truth. It stands for the onward march of the human race towards even higher.

Mission and Objectives

- To cultivate the spirit of free enquiry, to foster independent and critical thinking, to be a repository of knowledge, to be an instrument of dissemination of knowledge and to promote the traditions, values enshrined in Indian heritage and tradition. To be specific, its purpose is to empower, in particular, the people of Himachal Pradesh, most of whom lives in difficult, remote and tribal areas, through educational processes by undertaking teaching, research and outreach programmes.
- Further, it strives to have a system of higher education rigorously intellectual and socially relevant. It is to inculcate in students values of reason, discipline, democracy, patriotism, respect for differences, rigor, objectivity, professionalism, social responsibility, cooperation, non-violence and perfectionism.
- The University aims at providing opportunity, both through the formal and distance mode, for total quality education to everyone irrespective of gender, race, creed, caste, or class. It is engaged in equipping students with relevant and appropriate skills, attitudes and experiences for meeting the challenges of life.

Hence broadly speaking, the mission of the University is to usher Himachal Pradesh and India into the new millennium as a leading contributor in the field of education and research both in the social sciences, languages, behaviourial sciences and in science & technology.

HIMACHAL PRADESH NATIONAL LAW UNIVERSITY (HPNLU)

GHANDAL, SHIMLA
P.O. SHAKRAH, SUB-TEHSIL DHAMI
DISTRICT -SHIMLA, HIMACHAL PRADESH-171011 INDIA
Phone: 0177 277 9802
Website : http://www.hpnlu.ac.in

Himachal Pradesh National Law University, Shimla has been established in the year 2016.

Vision

To strive to be an internationally recognized leader in socially relevant legal research and education in India and abroad

To provide academically excellent, time-efficient and cost-effective legal education in the extreme North of India.

Mission

To prepare leaders for law and law related professionals through integrated curriculum that emphasizes academic excellence and acceptability.

The mission is to develop well prepared law graduates capable of integrating knowledge of legal theory, practical skill and professional values; fostering an intellectual culture that bridges theory with practice and contributing to social, economic and cultural development through intellectual products which enhance the quality of life of people of Himachal Pradesh and beyond.

HIMALAYAN UNIVERSITY

Chimpu, Near Arunachal Pradesh Forest Corporation
Guest House, Gohpur Tinali, Itanagar
Distt. Papumpare- 791111, Arunachal Pradesh
Email: info@himalayanuniversity.com
Website: www.himalayanuniversity.com
Phone: 0360-2203618, Mobile: +91 9910057970
Toll Free: 1800 200 3667

Established in 2013, Himalayan University - a center of diverse and creative education; brings their students with world class of study environment and top experienced faculties. Being offering education under the rigid and competitive corporate behavior; Himalayan University managed to hold up with worthy research programs and other explorative degree courses that make students to perform best with their higher education.

Vision and Mission of the University

Himalayan University is a young and dynamic segment of higher education that concern new challenges and unique tasks in order to raise its favorability and creditability at the global wise. Top class of educational environment, all types of students facilities of international standard, latest course curriculum, wide range of degree programs have made us as one of the enriching and enlivening universities of India. Today, Himalayan University offers almost hundreds of degree programs ranging from bachelors to Ph.D. in all types of major disciplines. In coming years, Himalayan University intent to let their students to experience an international behavior while study under the supervision of foreign faculties. In respect of next mission, Himalayan University works to open with many new research programs in order to produce versatile and efficient professionals to the corporate world.

Faculties

Himalayan University comprises of best and lucrative team of varied faculties ranging from engineering, marketing, medical, media, pharmacy, education, law, nursing, agriculture, pharma and many more that have played a crucial role while imparting the root education to make our students perfect and effective while handling the corporate complexities under an efficient manner. A grade of past academic records, excellent job experience, positive attitude and diversity while handling student's issues are some of the major attributes of our faculty cell that works to shape the world with best professionals.

Placement & Internship

If we move towards placement and internship cell; Himalayan University has a strong tie-ups with MCXSX; one of the highly demandable and successful nodes of Indian premium commodities and stock equities. We offer our students with best training and internship programs under the best facets of corporate sectors. Besides these, Himalayan University has already been connected with top segments of business market that offers their students with world class of training, placement and internship programs including IT, finance, banking, automobile, education, media, medical and many more.

HIMALAYIYA UNIVERSITY

Headquarter Fatehpur Tanda, Jeevanwala,
Via Doiwala, Dehradun-248140, Uttarakhand
Contact : Admission Officer- +91-7300567171
Admission / Fees Queries- +91-9927026351
Admission Office – +91-7300568080 / +91-7300568282
Office or Whatsapp- +91-7300567171
Email : admission@himalayiyauniversity.in, info@himalayiyauniversity.in

Established in 2012, Himalayan University, Dehradun

A society of leading Visionaries, educationists and professionals projected the founding of the Himalayiya University. The sole purpose was to build the knowledge empire for the upliftment of the rural community of Dehradun and nearby areas and to expand its branches around the nation. The Himalayiya University was established in the year 2019 with a vision to create job opportunities for the young generation by providing the best education in Medical and Non-medical fields. The University campus spans over 10.5 acres with a lush green environment surrounded by a reserve forest, a small river, and agricultural fields. The Himalayiya University is located at the Fatehpur Tanda (District Dehradun, Uttarakhand), which is about 30 km on NH-58 from Dehradun city and can be easily reached by 15 mins drive from Dehradun Airport (Jolly Grant Airport). The University campus spreads over an average of ten acres with a green plush surrounding a reserve forest, a small river, and agricultural fields. The global standards set at Himalayiya University in the field of teaching and research spur us on in our relentless pursuit of excellence.

The University focuses on

- Enriching the academic experience by experimenting with new dimensions in teaching and learning activities.
- Developing leadership, and problem-solving excellence, among students.
- Strengthening relationships among learners and facilitators to develop an exceptional learning environment.
- Promoting Student-centred learning and constructing new feats for better future endeavour.
- Upholding the highest ethical standards to inculcate integrity and reliability in students.
- Promoting transparency in the work system

Vision

To provide skilled, honest, and innovative entrepreneurs to strengthen nation-building by becoming one of India's finest Universities.

Mission

Upholding the highest ethical standards to inculcate integrity and reliability. Providing the skills to survive, serve and fine tune professionally to perfection.

HIMGIRI ZEE UNIVERSITY

Sheeshambada, PO-Sherpur, Via-Sahaspur
Dehradun-248197, Uttarakhand
Tel : 0135-2102676, 2110005
Toll Free: 1800 180 4181
Email : info@hzu.edu.in, himgirizeeuniversity@gmail.com
Website : www.himgirizeeuniversity.edu.in

Himgiri Zee University (HZU) has been established to meet the growing demand for trained human resources in various social, educational, scientific, technical and professional organizations so as to channel human energy towards sustainable economic and social development.

The University is characterized by its resolve not to discriminate on grounds of caste, creed, residence, community, gender and religion. HZU has been established under Act No. 17 of 2003 of the State Legislative Assembly, Government of Uttaranchal (Act 2003, Uttaranchal Adhiniyam Sankhya 17 of 2003) and has since become operational.

In order to make a positive difference to education and employment, Shri Subhash Chandra, Chairman, Essel Group of Industries and Zee Telefilms had brought together in 1995 a group of committed anthropologists, sociologists, economists and development communications professionals to set up TALEEM Research Foundation in Ahmedabad. One of the mandates of Taleem Research Foundation was to set up the Himgiri Zee University.

Based on the motto `Vasudhaiva Kutumbakam' (World as Family), Himgiri Zee University has been established for the vocationalisation of higher education which is national in character and transnational in jurisdiction.

The University offers programmes in both the regular and the distance learning modes and envisages the use of modern technologies for this purpose.

HZU will provide educational opportunities to all segments of society, without discrimination of any kind. In addition to regular face-to-face education, HZU will, through the use of modern technologies of communications, bring education to the doorsteps of all those who did not have access to higher education earlier or were denied such an access.

HINDI UNIVERSITY

ALO Building
37/2 Bhairab Dutta Lane, Nandibagan,
Salkia, PS: Golabari,
Bus/Auto Stoppage: Pilkhana More
Howrah, 711106, West Bengal
Phone : +91 8274 991 949

There had long been a demand among the Hindi speaking communities of West Bengal for higher studies in their mother tongue. Hindi as a subject at UG and PG levels did exist before. But it was Srimati Mamata Banerjee, the Honb'le Chief Minister of West Bengal, who came forward to fulfill this legitimate demand for Higher Studies in Hindi Medium. Hindi speaking people lie scattered all over the state but their population density, leaving apart the border District Paschim Bardhaman, is mostly found in the Districts of Hooghly (South East part), South 24 Parganas, Howrah and Kolkata. The town of Howrah is situated almost at the centre of this radius. No wonder that the State Government has judiciously chosen Howrah as the location of Hindi University and has opened up the entire State for its operational territory.

The Hindi University Act (West Bengal Act XXI of 2019), passed by the West Bengal Legislative Assembly, was Gazette-notified on 10 January, 2020. The 10th Day of January is, therefore, to be reckoned as the Foundation Day of Hindi University. Prof. Damodar Mishra, an eminent academician, was appointed the first Vice-Chancellor in December 2020, and the provisions of The HINDI UNIVERSITY ACT came into effect on 1st January, 2021 in terms of Government Notification dated 30.12.2021.

Despite the closure of academic institutions due to COVID 19, permission for teaching two Post Graduate courses – Hindi and Translation Studies – was received. Without wasting any time Syllabus was prepared and students admitted during 2020-2021– thanks to the dynamism of the first Vice-Chancellor.

Vision

- Expanding further the scope of Higher Education in West Bengal through Hindi as a medium of instruction.
- Promoting Hindi for bridging linguistic differences and for national integration.
- Ensuring Quality in Higher Education by smoothing out linguistic barriers.

HINDUSTAN UNIVERSITY

P.O.Box No.1, Rajiv Gandhi Salai (OMR)
Padur, (Via) Kelambakkam
Chennai - 603 103, Tamil Nadu
Tel : +91-44-2747 4262, 2747 4395
Fax : +91-44-2747 4208
Email : info@hindustanuniv.ac.in ; vc@hindustanuniv.ac.in
Website : www.hindustanuniv.ac.in

Hindustan College of Engineering**,** started in the year 1985, was conferred the "University Status" by University Grants Commission (UGC), Government of India, Under Section 3 of UGC Act 1956 from the academic year 2008-09 and under the name HITS (Hindustan Institute of Technology and Science).

Today, Hindustan Institute of Technology and Science is one of the most sought after engineering Institutions in Tamil Nadu, reputed for its highly qualified and experienced faculty and excellent infrastructural facilities for curricular and extra curricular activities, the University has maintained an enviable academic excellence right from its inception.

The student community comprises of students from all over India and Overseas. We have students hailing from Afghanistan, Bangladesh, Bhutan, China, Egypt, Ethiopia, France, Indonesia, Kenya, Korea, Liberia, Libya, Mauritius, Nigeria, Oman, Rwanda, Singapore, South Africa, South Korea, Sudan, U.A.E, Thailand, Vietnam, Tanzania, USA, etc.

The university has accomplished its mission and its academic achievements are a testimony to the same. More than 80% of students secure first class with distinctions year after year. Over 950 students have been placed in leading companies in India and abroad in the last 3 years.

The students of this reputed institution are receiving placement offers from leading companies in India and Abroad.

The institution has collaborative partnerships with leading universities in USA, Singapore, Australia, etc. It has students and faculty exchange programs with leading international universities. The university has also has received numerous accolades and awards over the years.

Mission

To provide every individual with a conducive environment suitable to achieve his / her career goals, with a strong emphasis on personality development, and to offer the academically inclined the resources to gain quality education in all spheres of engineering, applied sciences and management, without compromising the quality and code of ethics to each student of the Institution.

HOMI BHABHA NATIONAL INSTITUTE

KNOWLEDGE MANAGEMENT GROUP
2nd Floor, BARC Training School Compled
Anushaktinagar, Mumbai – 400 094
Tel. : 91-22-25597549 / 25597626
Email : offfhbni@hbni.ac.in
Website : www.hbni.ac.in

Established in 2005, Homi Bhabha National Institute

In pursuit of its mandate, the DAE has established research and development centres as well as grant-in-aid institutions, and has taken in its fold several existing institutions as its grant-in-aid institutions. Together all institutions under the umbrella of the DAE present a formidable group in terms of expertise in science and engineering and research infrastructure.

All research institutions under the umbrella of the DAE had been pursuing academic programmes with affiliation from universities located nearby. These programmes were either research based degree programmes (Ph.D. and M.Sc. by research) or class room based course work programmes in certain specialized areas [Diploma in Radiological Physics (DipRP), and Diploma in Medical Radio Isotope Techniques (DMRIT)] or those having a combination of class room courses and research (M.D., M.Ch. and D.M.). Student intake for these programmes was less than the full potential of the institutions and intensity of academic exchanges between R&D centres and grant-in-aid institutions had scope for improvement.

For developing a well trained manpower to fulfill its mandate, DAE founded the "Training School" at Atomic Energy Establishment, Trombay (AEET) in 1957. There was no opportunity available anywhere in the country to impart sufficiently broad-based training in the field of nuclear science and engineering. The Training School provided just the needed avenue both for training as well as for recruitment. With the renaming of AEET as BARC the Training School has come to be known as BARC Training School and the increased demand for manpower has prompted setting up training schools at other units of the DAE. The Training Schools offer a well designed compact, one year intensive programme for fresh engineers and scientists giving them a sound knowledge base in nuclear science and technology. For historical reasons, the name "Training School" continues, however, given the depth and range of its operation of its programmes, it functions as a Graduate School.

The DAE has also made significant contributions to the development of research activity in the universities in the country. Through the Board of Research in Nuclear Sciences (BRNS), it has strengthened the research programmes in the universities by funding well defined projects. BRNS has the distinction of being the first agency in the country for funding extra-mural research. In the past one decade, funding through BRNS has been significantly stepped up.

HOMOEOPATHY UNIVERSITY

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Jaipur - 302029 Rajasthan (INDIA)
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FAX: +91-141-2364661
E-mail: info@homoeopathyuniversity.org
Website: www.homoeopathyuniversity.org
www.homoeopathyuniversity.com

Homoeopathy University is established by Dr. M.P.K.Homoeopathic Medical College, Hospital & Research Centre Society, Jaipur. The Ordinance of University has been approved by His Excellency Governor of Rajasthan vide their Ordinance No.5 of 2009 on 13-10-2009. The bill of University has been raised in state assembly by the Government and legally accepted through the legislature on 3rd April 2010.

University is located in the vicinity of Jaipur at Saipura, Sanganer on a sprawling piece of landscaped earth furnished with latest instruments and top line facilities. University is all set to create the charismatic aura of gentle conciliation that Homoeopathy is all about.

Homoeopathy University is going to emerge as a Centre of Excellence in Homoeopathic education & research where learning shall be an ongoing process and knowledge will be exhaustive, where education shall be a tasteful blend of ethics and where grooming shall involve optimum usage of resources to be globally responsive and utilitarian. One of the prime ideas of University is to foster a supportive and vibrant learning environment where faculty, students and professionals cherish a mutual commitment to research and public service.

University proposes different kind of medical and Para-medical courses which are of benefits to the students and suffering human beings. B.H.M.S., M.D.(Hom.) and Ph.D. in Homoeopathy, M.Sc. in Biotechnology, Microbiology, and Biochemistry, Pharmacist course, B.Sc. in Nursing, Diploma in herbal pharmacy, Certificate course in Homoeopathy for Allopath, Diploma in Hospital Management, Foundation course for fresh graduates, Introduction to computers, Public relation in Homoeopathic Practice, Medico-legal aspect of Homoeopathic Practice, Introduction to Medical Transcription, Communication skills, Clinical research in Homoeopathy, Modus Operandi of Drug action, Application of Homoeo drugs in Veterinary & Agriculture etc. are the courses which not only provide an ample career opportunity for a young science student, but also help in maintaining good health level in Society.

Intelligently laid imploring structures standing generously strewn amidst an ecological friendly environment. Designed to support all the fines nuances of Homoeopathy, this mega structure conforms to all global parameters of excellence.

HRIT UNIVERSITY

8th kilometer, Milestone Delhi, Meerut Rd,
Jalalabad 0069 Morta, Ghaziabad, Uttar Pradesh 201003
Email: enquirieshrit@gmail.com
https://www.hrit.ac.in
Admission Helpline Number - 9355533833

Founded by the visionary technocrat Dr. Anil Aggarwal. HRIT with its best infrastructure, is ameliorating the Education of NCR Region in totality under one huge umbrella ,which offers almost all courses for your future endevours ranging from B.Tech (CS, ECE, ME, CE,), B. Pharm, BHMCT, BBA, BCA, B. Com, MBA, MCA, Diploma in Engineering (CSE,ME,CIVIL and ECE) to most relevant course like LLB Which opens many doors to lucrative employment opportunities. Situated on National Highway No. 58 within Nagar Nigam limit, which has very good connectivity with city and Delhi. It has a lush green campus spread out over 22.5 acres of land with all ultra modern facilities to cater all the needs of its students including ,modern classrooms ,well equipped Laboratories, Seminar Halls and modern separate Wi-Fi hostels with in-house Gym for boys and girls, cafeteria, semi Olympic size indoor swimming pool and a modern central digital library with huge collection of more than 56000 books, 200 print and 3000 on-line journals. It has a fleet of buses for picking students from different corners of the city and Delhi. HRIT Group is the best institute as it believes in Academic excellence along with its student Centric Approach which is why students of all cast and creed enjoy their learning and pursue their passion projects for their career prospects in this Institute.

Vision

The vision of the HRCT is to establish institutions of excellence with focus on producing engineers/managers/pharmacists with positive attitude and scientific temper, well-equipped with professional skills to understand problems and harness acquired expertise for solving problems and achieving desired results.

Mission

The mission of the HRCT is to search the latest professional breakthrough and modern system imparting pragmatic knowledge and flexi skills in order to survive in the most competitive environment of today by catering the needs of the industry.

Quality

Acknowledging our commitment towards quality and systematically streamlined working, the quality certifying authority has awarded us the ISO 9001-2000 & ISO 14001:2004 certification. This certification means that we have an established system for monitoring and examining of academic procedures like lesson plans, completion of syllabus and manuals for the millennium. A well established hierarchical and organizational structure, authority system, documentation procedure, safety and security system have inspired the certification authorities to award the institute the coveted ISO-9001-2000 certification making the Institute par excellence.

HYDERABAD (SIND) NATIONAL COLLEGIATE UNIVERSITY

D.M. Harish Building,47, Dr. R. G. Thadani Marg,
Worli,Mumbai – 400 018
Call us : 9930003151
Email : sfc@hsncu.edu.in
Website : https://www.hsncu.edu.in/

HSNC University, Mumbai, is constituted under sub-section (6) of section 3 of the Maharashtra Public Universities Act, 2016 (Mah. VI of 2017), the Government of Maharashtra vide notification no. Rusayo-2019/CR-186/UE-3 dated 30th October 2019 in the official gazette as a Cluster University comprising a cluster of the existing - HR College of Commerce and Economics, Churchgate, Mumbai as the lead college and Kishinchand Chellaram College, Churchgate, Mumbai and Bombay Teachers' Training College, Colaba, Mumbai as the constituent colleges with H(S)NC Board as its parent body.

In the offing is a liberal education system that will revolutionise the learning system like never seen before. A buffet approach to courses; multi-disciplinary in approach and technology-based education i.e. EDUCATION 4.0 is what students enrolling with the HSNC University are heading for. Along with the popular courses, students can look forward to unconventional courses like a new School of Yoga as well as of Performing Arts – Kathak and Bharatnatyam and School of Music, both vocal and instrumental. This is in addition to the much-in-demand School of Law. The curriculum has already been endorsed by the Industry as well as reputed foreign universities to ensure that students transition to their internships and jobs is a smooth one. In addition, students can look forward to a research and entrepreneurship culture at the HSNC University and research projects supported by the Industry itself. The HSNC Mumbai University, which is being built on the strongest credentials of its three constituent Colleges, will continue to hold the baton of excellence high, and move in the direction of setting loftier standards in the national and international higher education scenario. Remember, you are at the right place and at the right time. Yes – HSNC University: Where Excellence is the only Compelling Option.

Vision

Create World Class Centres of Excellence that influence the future by:

- Providing Quality Education
- Research
- Exploring new ideas
- Keeping up with Technological and Socio-economic Change

Mission

- Excellence in Academics
- Innovation in Education
- International Engagements
- Technological Advancements
- Socially Responsible Citizens
- Leadership Development

I.E.C. UNIVERSITY

Plot No. – 7 & 10 Atal Nagar, (Kallujhanda), Baddi
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Email:admissions@iecuniversity.com
Website : http://iecuniversity.com

In view of addressing the need to have an educational system which supports innovation, research-driven academic programmes, recruitment, development & retention of outstanding faculty, world-class yet affordable education to increase students' employability and improve career prospects, VEF has come up with IEC University at Atal Shanti Kunj in Baddi, District Solan, Himachal Pradesh.

Established in 2012, IEC University aims to deliver multi-disciplinary world class education through effective and efficient processes so as to make it accessible to all sections of society. Sprawling over 14.5 acres and situated on the foothills of beautiful Shivalik Mountains, the University campus is an escape from the madding crowd. Lined with lush green trees, beautifully landscaped gardens and magnificently designed buildings with state-of-the-art facilities, IEC experience is truly international.

The heart of the IEC campus is its Academic block which houses two floored Digital library, acoustically designed auditorium, 80 lecture theatres, well equipped labs, Engineering workshops, Seminar Halls and a Computer Center with 24X7 internet connectivity.

The University also has excellent support facilities like canteen, gymnasium, health care center, sports complex, transportation facility, Banks, ATMs, Post office & Courier services, Residential facilities for staff, Hostels, Students Activity Center (SAC) and Hobby clubs. At IEC we appreciate that the end goal of every educational institute is to groom students to handle Industry problems which increases their employability. At IEC we have created a proper mix of the four important modes of learning in the curricula. Classroom Learning—Teacher is an integral part of the education system. He or She knows what to deliver and how to do it best. So the first mode is learning through an expert. Technologies to aid learning—To make the lecture more comprehensible and aid understanding, we have all the required technologies at place. This understanding is further increased through practicals. Doing something on your own improves your skills and understanding of the concepts. Hands on practice is what we believe in. Bringing out their leadership skills—The next mode is to make the student play the lead role and to open up. This is done through seminars, conferences, GDs, Technical quizzes, what's the good word and a lot more activities. These exercises help in improving their soft skills including confidence level which is very important for having a successful career.

IES UNIVERSITY

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admissions@iesuniversity.ac.in

IES group has now been accorded necessary approvals vide Act No. 11 of 2019 of Government of M.P. Bhopal dated 14th August, 2019 for establishing IES University. IES Group of Institutions, Bhopal – is in field of education since 1999 and is one of the most prestigious educational organization of central India providing education and nursery to Doctoral level. The group is having two campuses one at Bhopal spread in 50 acares and other is at Sehore.

Awards and Recognitions

Following a student centric and faculty friendly approach, IES University has been bestowed with the honor of being recipient of many awards. Few of its recent achievements have been enlisted below:-

ABP News award for Excellence in Education

IES University Awarded by Hon CM of MP Shri Kamal Nathji for Excellence in Technical Education for upcoming University-Aug 2019.

The 1st ever Educational Green Building Award by IGBC, Hyderabad.

The 1st ever Tobacco-free Educational Campus of Bhopal by Government of MP.

Distinguished Ranking by prestigious Indian media houses India Today- All India 3rd Rank (In Best Value for Money), India Today - All India 21st Rank (Top Engineering Colleges of India), Data Quest- 36th Rank, Digital Learning–AAAA+ Grade, Career 360- AAA Grade).

Student Centric approach

IES group is well known for its student centric approach and the entire focus is on outcome based approach so as to facilitate skill building, entrepreneurship development and creation of professionals. IES Group continuously strives for academic excellence through faculty development programmes, capacity and capability building training sessions etc.

Vision

IES University aspires to be a centre of academic research for promoting human excellence by imparting knowledge, enhancing skills and inculcating an innovative mindset in faculties as well as students for contributing to national growth and receiving Global acclaim.

Mission

A well reputed University offering courses in different academic disciplines and providng immense opportunities and assistance to students for overall personality development.

ICFAI FOUNDATION FOR HIGHER EDUCATION

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Website : www.ifheindia.org

Established in 1984, ICFAI Foundation for Higher Education is a Deemed University under Section 3 of UGC Act. 1956, It comprises of IBS Hyderabad (Faculty of Management), Faculty of Science and Technology (FST), Faculty of Law (FOL).

IFHE campus is a lush green sylvan campus with built-up area of over 10 lakh sq, ft. The campus is equipped with the State of art facilities like amphitheaters, auditoriums, academic blocks, fully equipped library block, computer center, language lab, hostels, canteen, faculty accommodation, ATM center, sports and recreation facilities.

IBS, since its establishment in 1995, has grown impressively and achieved widespread recognition from business and industry, academic circles and professional bodies. IBS is consistently ranked among the top B-Schools in India, in the annual B-School surveys every year.

Faculty of Science and Technology provides quality education in the field of Science and Technology and strives to acquire a reputation as a highly purposive, innovative institution setting the pace for workable reforms in professional education suitable and most relevant for the India cultural milieu.

Faculty of Law will train a new cadre of legal professionals through a comprehensive and contemporary body of integrated knowledge and rigorous education and research programs. FOL encourages students to acclimatize to the independent thinking and directs them towards a creative, holistic and strong domain knowledge.

The campus at Hyderabad is a 91 acre lush green campus with built-up area of over 16 lakh sq.ft. The campus is fully residential, wi-fi enabled and equipped with state-of-the-art facilities.

Lecture theatres and classrooms are designed to facilitate the case pedagogy that IBS has adopted. All lecture theatres and classrooms are networked, wi-fi enabled and fitted with audio visual tools to enhance the teaching-learning experience. The complete academic monitoring and control is done through the intranet- the Campus Net and the Faculty Zone.

ICFAI UNIVERSITY

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Website: www.iuraipur.edu.in

The ICFAI University, Raipur has been established under Section 9(2) of the Chhattisgarh Private Universities (Establishment and Operations) Act 2005 and notified on March 25, 2011.

The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of citizens with a high level of competence and deep sense of ethics and commitment to the code of professional conduct.

The Visitor of the University is H.E. The Governor of Chhattisgarh. The University is administered as per the Act, Statutes and Rules. The Board of Governors is headed by the Chancellor and has the Vice-Chancellor and others as members.

The Board of Management is headed by the Vice-Chancellor. The Academic Council is responsible for all academic matters.

The University offers Bachelor's and Master's Programmes in Management and Science & Technology.

Vision

To be a top-ranking Private University of choice for students, staff and corporates, recognized for excellence in higher education and research that is especially relevant to social needs.

Mission

The mission of the university is to offer world-class, innovative, career-oriented professional post graduate and undergraduate programmes through inclusive technology-aided pedagogies to equip students with the requisite professional and life skills as well as social sensitivity and high sense of ethics. The University will strive to create an intellectually stimulating environment for research, particularly in areas that have a bearing on the socio-economic and cultural development of the State and the nation.

ICFAI UNIVERSITY

#5 HIMUDA Education Hub
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The ICFAI University, Himachal Pradesh has been notified by the Government of Himachal Pradesh in July, 2011.

The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of citizens with a high level of competence and deep sense of ethics and commitment to the code of professional conduct.

The University is administered as per the relevant, Statutes and Rules. The Board of Management is headed by the Chairperson and has the President and others as members. The Academic Council is responsible for all academic matters. The University offers Bachelor's and Master's Programs in Management and Science & Technology.

To be a top ranking private university of choice for students, staff and corporates, recognized for excellence in Higher Education and Research specially relevant to social needs. The mission of the University is to offer world class, innovative, career- oriented professional post graduate and undergraduate programs through inclusive technology - aided pedagogies to equip students with the requisite professional and life skills as well as social sensitivity and high sense of ethics.

The University will strive to create an intellectually stimulating environment for Research, particularly into areas bearing on the socio- economic and cultural development of the state and the nation.

To be a top-ranking private university of choice for students, staff and corporates, recognized for excellence in higher education and research that is especially relevant to social needs.

The mission of the university is to offer world-class, innovative, career-oriented professional post graduate and undergraduate programmes through inclusive technology-aided pedagogies to equip students with the requisite professional and life skills as well as social sensitivity and high sense of ethics. The university will strive to create an intellectually stimulating environment for research, particularly in areas that have a bearing on the socio-economic and cultural development of the state and the nation.

ICFAI UNIVERSITY

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Fax: 0141-5100120
Email : registrar@iujaipur.edu.in
Website : http://www.iujaipur.edu.in

The ICFAI University, Jaipur has been notified by the Government of Rajasthan (Act No. 20 of 2011).

The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of citizens with a high level of competence and deep sense of ethics and commitment to the code of professional conduct.

The University is administered as per the relevant, Statutes and Rules. The Board of Management is headed by the Chairperson and has the President and others as members. The Academic Council chaired by the President is responsible for all academic matters.

The University presently offers Bachelor's and Master's Programs in Management and Science & Technology.

Vision

To be a top ranking private university of choice for students, staff and corporates, recognized for excellence in Higher Education and Research specially relevant to social needs.

Mission

The mission of the University is to offer world class, innovative, career-oriented professional post graduate and undergraduate programs through inclusive technology - aided pedagogies to equip students with the requisite professional and life skills as well as social sensitivity and high sense of ethics. The University will strive to create an intellectually stimulating environment for Research, particularly into areas bearing on the socio- economic and cultural development of the state and the nation.

IFTM UNIVERSITY

Lodhipur Rajput, Delhi Road (NH-24)
Moradabad-244102, Uttar Pradesh
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Website : http://iftmuniversity.ac.in

Having tasted the success and feeling the appetite of ever growing demands of students and parents alike, IFTM ventured into other areas of professional education. It started offering new courses in Engineering, Pharmacy and Computer Applications to cover the entire spectrum of professional courses.Year 2002 saw the addition of another feather in IFTM's cap whereby a new Engineering institute viz; College of Engineering and Technology (CET) was established. It offers various undergraduate and postgraduate engineering courses in Computer Science, Electronics & Communication, Information Technology, Mechanical and Biotechnology. By the year 2010, IFTM group has established itself as a niche player by becoming a "Centre of Excellence" in various disciplines of professional education providing best in class education for Management, Engineering, Computer Applications and Pharmacy courses.

All the technical and professional courses are approved by AICTE with Pharmacy course being also approved by PCI. National Board of Accreditation (NBA) has accredited all the eligible courses.Year 2010 brought a new dawn upon IFTM group and the great dedication, commitment, perseverance; untiring efforts of the entire IFTM team were noticed and appreciated by the government of Uttar Pradesh (U.P.).

Hence IFTM was granted the University status by U.P. Government vide IFTM University Act No. 24 of 2010. IFTM University started the operations from the session 2010 as it already had the necessary and university compliant facilities and infrastructure. In an endeavor to expand the horizon of its offerings in professional education space, IFTM University has added more programmes at UG, PG and Doctorate levels in different disciplines. To bridge the gap between High School and Degree courses, IFTM University will also offer the Diploma courses. In addition to professional courses the University has a comprehensive plan to introduce other subjects in the field of Natural, Social and Medical Sciences.

Current times are challenging for Education sector with lot of churn happening and as the saying goes "Challenging times need unprecedented measures", IFTM University embarks upon a journey to be the "Trusted Partner of Choice" for Parents, Students, Teachers and Industry Champions. Thus with the humble beginning in 1996, IFTM has traversed a long path to become IFTM University by 2010. It strives to scale new heights and aspires to forge new partnerships with National & International bodies in order to make an indelible mark on the face of Indian Education.

THE INSTITUTE OF CHARTERED FINANCIAL ANALYSTS OF INDIA (ICFAI) UNIVERSITY, DEHRADUN

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Website : www.iudehradun.edu.in

The ICFAI University, Dehradun, Uttarakhand (hereinafter referred to as the University) was established under the ICFAI University Act 2003 (Act No.16 of 2003) passed by the Uttaranchal Legislative Assembly and assented to by the Governor on July 08, 2003. The ICFAI University, Dehradun, Uttarakhand is sponsored by the Institute of Chartered Financial Analysts of India (Icfai), a non-profit educational society established in 1984 under the Andhra Pradesh (Telangana Area) Public Societies Registration Act, 1350 F (Act No.1 of 1350F), with the objective of imparting training in finance and management to students, working executives and professionals in India.

The ICFAI University, Dehradun, Uttarakhand is included in the list of universities maintained by the University Grants Commission (UGC) under Section 2(f) of the UGC Act, 1956, vide their Letter No. F.9-26/2003 (CPP-I) dated July 22, 2005. The Distance Education Council (DEC) has approved the programs of the ICFAI University, Dehradun.

The Bar Council of India has accorded its approval for imparting three year and five year Law Courses at ICFAI University, Dehradun, Uttarakhand and award degrees in law.

The University has received the approval of NCTE to offer the Bachelors Program in Education through the Faculty of Education. The ICFAI University, Uttarakhand is included in the list of approved institutions maintained by NCTE. The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of professionals with a high level of competence and deep sense of ethics and commitment to the code of professional conduct. A number of educational programs are offered in management, finance, banking, insurance, accounting, law, information technology, arts, commerce, education and science & technology at bachelor's and master's levels on full-time campus and distance learning formats.

IMS UNISON UNIVERSITY

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Website : www.iuu.ac

IMS Unison University, a constituent of Unison Group is a premier educational and research University nestled amidst beautiful and serene surroundings offering an environment that fosters learning and stimulates creativity.

It started in 1996 as IMS Dehradun, a non- profit organization set by a group of visionaries dedicated to the cause of changing the face of professional education in Northern India.

The University today provides a platform for excellence in teaching, learning, and administration. State- of- the- art Information Technology is extensively used in the University contributing to the development of well trained graduate, post- graduate and doctorate students to fulfill the manpower needs of the corporate world.

IMS Unison University aspires to become a world -renowned center for creation & dissemination of knowledge. It aims to provide a holistic career – oriented education that develops intellectual, moral and physical capabilities of the students, nurturing creativity and innovation through challenging project works.

University presently offers under- graduate and post- graduate program in several streams of Management, Computer Applications, Law and Mass Communication under the following four schools:

1. School of Management
2. School of Computer Applications
3. School of Law
4. School of Mass Communication

The University is committed towards delivering quality education, providing the required academic infrastructure, developing strong industry interface and providing placement opportunities to its students.

INDIA INTERNATIONAL ARBITRATION CENTRE

Plot no 6, Vasant Kunj Institutional Area
Mahipalpur, New Delhi - 110070

The New Delhi International Arbitration Centre (Amendment) Bill, 2022 was introduced in Lok Sabha on August 5, 2022. The Bill amends the New Delhi International Arbitration Centre Act, 2019. The Act provides for setting up the New Delhi International Arbitration Centre and designates it as an institute of national importance. The New Delhi International Arbitration Centre replaced the International Centre for Alternative Dispute Resolution.

The India International Arbitration Centre (IIAC) has been established by the India International Arbitration Centre Act, a statute promulgated by the Parliament of India. The purpose of this enactment is to create an independent and autonomous regime for institutional arbitration. IIAC has been declared as an institution of national importance. The dispute resolution processes that are in place have a huge impact on the Indian economy and the global perception on doing business in India. To this end, the IIAC aims to inspire confidence amongst parties (both domestic and international) by providing a neutral dispute resolution platform for resolution of commercial disputes through a seamless arbitral process.

The IIAC is managed by a team of eminent persons having substantial knowledge and experience in institutional arbitration, both domestic and international. The Chairperson is a former Judge of the Supreme Court of India.

The objects and functions of the IIAC, among other things, are as follows:

- to bring targeted reforms to develop itself as a flagship institution for conducting international and domestic arbitration in India;
- to promote research and study, providing teaching and training, organising conferences and seminars on arbitration and other alternative dispute resolution mechanisms;
- to provide facilities and administrative assistance for arbitral proceedings;
- to maintain panels of accredited arbitrators both at national and international level;
- to collaborate with other national and international institutions and organisations for ensuring credibility of the IIAC as a specialised institution in arbitration;
- to set up facilities in India and abroad to promote the activities of the IIAC;
- to facilitate the conduct of international and domestic arbitration in the most professional manner;
- to provide cost effective and timely services for the conduct of arbitration;
- to promote studies in the field of alternative dispute resolution;
- to impart training in alternative dispute resolution to those who are handling arbitration.

INDIAN AGRICULTURAL RESEARCH INSTITUTE

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The journey of Indian Agricultural Research Institute (IARI), popularly known as Pusa Institute, began in 1905 at Pusa (Bihar) with the generous grant of 30,000 pounds from an American philanthropist, Mr. Henry Phipps. The institute was then known as Agricultural Research Institute (ARI) which functioned with five departments, namely Agriculture, Cattle Breeding, Chemistry, Economic Botany and Mycology. Bacteriology unit was added in 1907.

The name of ARI was changed to Imperial Institute of Agricultural Research in 1911 and, in 1919 it was renamed as Imperial Agricultural Research Institute. Following a devastating earth quake on 15th January 1934, the institute was shifted to Delhi on 29th July 1936. Post independence, the institute has been renamed as Indian Agricultural Research Institute (IARI).

During the fifties, the advancement of scientific disciplines constituted the core program of IARI and provided the base for its fast expansion in the 1960's and 1970's. It attained the status of a Deemed University in the year 1958.

The green revolution that brought smiles to millions of Indians bloomed from the fields of IARI with the development of famous wheat varieties which contributed an estimated on billion tones of addition production. As the Mother of several ICAR institutions, IARI continues to be the leading institution for agricultural research, education and extension in the country.

The present campus of the Institute is a self-contained sylvan complex spread over an area of about 500 hectares (approx. 1250 acres) and located about 8 km (5 miles) west of New Delhi Railway Station and about 16 km (10 miles) east of IGI Airport (Palam). The location stands at 28.08 ^{0}N and 77.12 ^{0}E, the height above mean sea level being 228.61 meters (750 feet). It is adjacent to hillside road.

Currently, the Institute has 20 divisions 5 multi-disciplinary Centres situated in Delhi, 8 regional stations, 2 off-season nurseries, 3 All India coordinated research projects with headquarters at IARI and 10 national Centres functioning under the all India coordinated research projects. It has the sanctioned staff strength of 3540 comprising scientific, technical, administrative and supporting personnel.

INDIAN ASSOCIATION FOR THE CULTIVATION OF SCIENCE

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Indian Association for the Cultivation of Science (IACS) is an institute of higher learning in Kolkata, India. Established in 1876 by Mahendra Lal Sarkar, a private medical practitioner, it focuses on fundamental research in basic sciences. It is India's oldest research institute. Located at Jadavpur, South Kolkata beside Jadavpur University, Central Glass and Ceramic Research Institute and Indian Institute of Chemical Biology it is spread over a limited area of 9.5 acres. In May 2018, the Ministry of Human Resource Development announced that IACS had been granted the status of Deemed University under De-novo Category under section 3 of the University Grants Commission (UGC) Act 1956.

Department of Science and Technology, Ministry of Science & Technology, Government of India has funded setting up a Technical Research Centre for Molecules and Materials at IACS, under the new initiative announced as a part of Finance Minister's Budget Speech 2014. The proposed duration of the Centre is 5 years, which will operate in project mode and will be integrated with the mainstream research activity at IACS after the project tenure. The Centre has a clear translational goal of taking basic research findings to industry by developing technology through PPP model. The Centre is expected to increase research collaboration in interdisciplinary areas, bringing about an emphasis on experimental research having theoretical foundation, foraying into emerging and frontier areas of quantum materials, advanced materials, nanomaterials, biologically inspired materials, biomaterials, photovoltaic materials, polymeric materials and exploring biological investigations for societal, environmental and therapeutic applications and so on. IACS has years-old tradition and expertise of carrying along strong and unique synergy in research between Chemistry, Physics and Biology with an aim to constantly explore possibilities of applying the research findings to technology development that will be useful for society and mankind. A Technical Research Centre in IACS will indeed be a significant step towards consolidating molecules and materials research and translational work. The Technical Research Centre at IACS is envisaged to increase research collaboration in the interdisciplinary areas, foraying into new vistas of translational research. As is clear now, the next several decades would continue to belong to the materials because all technological innovations will be driven by developing materials and there appears to be a fantastic period ahead when biology, chemistry, physics and technology will meet together to define molecules and materials with new functionalities and properties that could not have been conceived earlier.

Keeping this in mind the TRC in IACS will cover a variety of areas such as nanomaterials, quantum materials, functional polymers and other organic molecules and systems, materials with spintronics applications, strongly correlated electron systems, bio-materials and biology-inspired materials. Under this initiative, we plan to put together several advanced instruments and facilities that would facilitate interdisciplinary research in materials, both in terms of synthesis of materials and investigation of their properties and functionalities, with the translational goal of developing applications and technologies based on such molecules and materials.

INDIAN INSTITUTE OF ENGINEERING SCIENCE AND TECHNOLOGY, SHIBPUR

Shibpur, PO - Botanic Garden, Shibpur
Howrah 711 103, West Bengal
Tel : 033-26682916/26682674, 26681503
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Website : http://www.becs.ac.in

Indian Institute of Engineering Science and Technology, Shibpur, commonly abbreviated as IIEST Shibpur, is a public institution for research and education in engineering, science and technology, located at Shibpur, in Howrah District, in the state of West Bengal in India. It is classified as an Institute of National Importance by the Government of India since 2014.

Established in 1856, it is the country's second-oldest institution for engineering education and has a long and chequered history. It was formerly an institution under the state government of West Bengal and known as Bengal Engineering and Science University, Shibpur from 2004 to 2014 and Bengal Engineering College, Shibpur prior to that.

In March 2014, recognizing the institute's contribution to engineering for more than a century and its potential for further excellence, it was elevated to national status by amending the National Institutes of Technology and Science Education and Research (NITSER) Act, 2007, thus renaming it to IIEST Shibpur and granting it the status of Institutes of National Importance at par with the Indian Institutes of Technology and Indian Institute of Science.

The institute offers Bachelor's, Master's and Doctorate degrees in Engineering and Architecture as well as Master's and Doctorate degrees in Science and Management in addition to various part-time courses.

The institute is located on the western bank of the Hoogli River in Howrah, opposite the city of Kolkata, which is connected by transportation to all the major Indian cities by rail transport and air routes and also by the Golden Quadrangle Road Network. Vidyasagar Setu on the Hooghly river has made it possible to go to the heart of Kolkata from the institute in a few minutes.

The nearest railway station is Shalimar Station, which is two kilometres from the campus. It is five kilometres from the Howrah Station. Netaji Subhas Chandra Bose International Airport is the main airport which is 30 kilometres from the main gate of the campus. India's largest botanical garden Acharya Jagadish Chandra Bose Indian Botanic Garden is located beside the institute campus.

INDIAN INSTITUTE OF FOREIGN TRADE

IIFT Bhawan, Qutab Industrial Area
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+91-11-26853055, +91-11-26963880, +91-11-26531490
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Established in 1963, Indian Institute of Foreign Trade (IIFT) was set up in 1963 by the Government of India as an autonomous organisation to help professionalise the country's foreign trade management and increase exports by developing human resources; generating, analysing and disseminating data; and conducting research. The Institute visualises its future role as:

- A catalyst for new ideas, concepts and skills for the internationalisation of the Indian economy.
- The primary provider of training and research-based consultancy in the areas of international business, both for the corporate sector, Government and the students community.
- An institution with proven capability to continuously upgrade its knowledge base with a view to servicing the requirements of the Government, trade and industry through both sponsored and non-sponsored research and consultancy assignments.

The Institute's portfolio of long-term programmes is diverse, catering to the requirements of aspiring International Business executives and mid-career professionals alike. These are:

Two-year MBA (International Business), New Delhi, Kolkata, and Dar-es-Salaam

- Three-year MBA (International Business) (Part-Time), New Delhi and Kolkata
- Executive Masters in International Business, New Delhi
- Certificate Programme in Export Management, New Delhi

IIFT has, over the years, undertaken path-breaking research studies with organisations like WTO, World Bank, UNCTAD and the Ministry of Commerce & Industry, Government of India.

The Institute has also trained more than 40,000 business professionals across 30 countries in various facets of international business and trade policy via its Management Development Programmes.

INDIAN INSTITUTEOF FOREST MANAGEMENT

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IIFM was established as an autonomous institution under the Ministry of Agriculture in 1982 and later brought under the Ministry of Environment and Forest, Government of India. Since then, the Institute has developed itself as an educational, training, research and consultancy organization in the domain of environment and sustainability.

Vision and Mission

The Institute, being sectoral in nature, imparts education in Forest Management, which is a judicious mix of Forestry, Environment, Social and Management sciences. It constantly endeavours to identify the problems of the community, especially the forest dwellers through need-based research and serves as a reservoir of knowledge in the area of forest management to catalyze integration of modern scientific and indigenous knowledge, suitable to the Indian context. The Vision of the Institute, as identified in its Perspective Plan 2006-16, is:

"To be among the leading international institutions in the area of environment, forest and development management and be respected, both nationally as well as internationally, for its outstanding contributions in the fields of education, training, research, consultancy and thought leadership."

The above vision is translated into the following Mission statements:

- To serve different stakeholders of Environment, Forestry and Development sectors and the society in general, through the development of knowledge and its dissemination, human resource development through education and training activities and providing assistance in formulation and advocacy of relevant policies and strategies.
- To be a national institution with an international perspective and outreach.
- To build a culture of excellence, achievement, cooperation and service within a framework of strong ethical patterns of behaviour informed by universal values.

INDIAN INSTITUTE OF HERITAGE

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Website : www.nmi.gov.in

The Indian Institute of Heritage is a deemed to be University under the Ministry of Culture. The Institute offers full-time M.A. and Ph.D. courses in the disciplines of History of Art, Conservation, Museology, Archaeology, and Palaeography, Epigraphy & Numismatics. The institute was formerly the National Museum Institute of the History of Art, Conservation and Museology was formed and registered on January 27, 1989 under the Societies Registration Act, 1860 and was accorded the status of 'Deemed to be University' on April 28, 1989. Since its inception, the Institute has been one of the leading centres in the country for training and research in the field of art and cultural heritage. With the new name, the Indian Institute of Heritage aspires to reach new heights and provide holistic learning through the new courses.

The urgent need to initiate advanced studies in the areas of History of Art, Conservation, and Museology has been discussed for years and the first step was taken in 1983, when diploma and post graduate diploma courses in History of International and Modern Art and their Sources and Restoration of Oil paintings were initiated in National Gallery of Modern Art, New Delhi. In the year 1985, the programme was shifted to National Museum and its scope was expanded to include teaching of History of Art, covering both Ancient and Modern, Eastern and Western.

The programme of Restoration of Oil paintings was also widened to include the restoration of other works of art of organic and inorganic material.

With a view that the students can benefit and make a career out of these advanced studies, and because of the fact that mere diplomas may not make them eligible to apply and compete for various posts in the museums, galleries and universities, it was considered appropriate to set up an Institute that could award its own M.A. and Ph.D. Degrees.

Thus the Society of the National Museum Institute of the History of Art, Conservation and Museology, Delhi was formed and registered on January 27, 1989 under the Societies Registration Act, 1860.

Based on the recommendation of the University Grants Commission, the Ministry of Human Resources Development, Government of India accorded the status of 'Deemed to be University' on April 28, 1989 to the National Museum Institute of History of Art, Conservation and Museology, to be administered by the above Society.

INDIAN INSTITUTE OF MASS COMMUNICATION

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Indian Institute of Mass Communication considers communication as an imperative for development and is committed to serving society by providing world class teaching, training and research, thus preparing students, officers and practitioners to take on the challenges of an ever-evolving world. IIMC's training programmes have been tailored to meet the needs of developing countries and this makes IIMC different and places it in a unique position. This also gives a unique identity and character to IIMC alumni, who hold positions of responsibility and repute all across the world.

IIMC enjoys a pride of place in mass communication education, training and research. This is also reflected in its top position among the various evaluation studies undertaken by media and professional bodies year after year. Inaugurated on August 17, 1965, by the then Minister for Information and Broadcasting, Smt. Indira Gandhi, the Institute started with a small staff, including two consultants from UNESCO.

In the first few years, the Institute organised training courses mainly for Central Information Service Officers and undertook research studies on a modest scale. Then, in 1969, a major international training programme, the Postgraduate Diploma Course in Journalism for Developing Countries, for middle-level working journalists from Afro-Asian countries, was started. Various specialised short courses of one week to three months' duration were subsequently started by the Institute to meet the training needs of communication professionals working in various media and publicity outfits of the Central and State Governments and public sector organisations. Over the years, IIMC started to offer regular Post-Graduate Diploma Courses.

In the present times, IIMC has expanded its academic activities and now runs a range of specialised courses to meet the skilled manpower requirements of the rapidly expanding media and communication industry. IIMC also makes a concerted effort to constantly innovate its programmes to meet the challenges thrown up by developments in the industry. The syllabi are regularly reviewed for necessary changes and suitable modifications to make them relevant to the needs of the industry

IIMC has five Regional Centres across the country that cater to not just Journalism courses in English - but also in the local languages. IIMC currently cumulatively runs the following Post-Graduate courses at its New Delhi and five Regional Centres:

English Journalism	Advertising & Public Relations
Hindi Journalism	Radio & TV Journalism
Digital Media	Odia Journalism
Urdu Journalism	Marathi Journalism
Malayalam Journalism	

INDIAN INSTITUTE OF MANAGEMENT, AHMEDABAD

Sargam Marg, Vastrapur, Ahmedabad, Gujarat - 380015
Tel : 079 2630 8357

The decade following independence in 1947 was witness to a surge of innovative ideas to build a fledgling independent nation into a model democratic state committed to growth with equity. The establishment of the Indian Institute of Management Ahmedabad (IIMA) was the outcome of one such innovative initiative. Led by space scientist Dr. Vikram Sarabhai and an eminent industrialist and philanthropist Shri Kasturbhai Lalbhai, and proactively supported by the then Chief Minister of Gujarat, Dr. Jivraj Mehta, a group of enlightened individuals set up IIMA in 1961. This group ably wove together a coalition of five actors - the governments at the centre and the state, local industrialists, the Ford Foundation and the Harvard Business School, to establish the foundations of the Institute. IIMA was set up as an institution that would be managed by a Society, the IIMA Society, created under the Societies Act. The Institute was to be run by a Board of Governors, constituted by the IIMA Society; the Board would have representation from all the relevant constituencies so as to reflect the multifarious needs of a developing nation. IIMA was therefore conceived as a Board-managed institution, free from the exclusive control of any one constituency. Thus, operational freedom is an integral part of the DNA of IIMA.

IIMA has been consistently ranked as the premier management school in the country by several national agencies. IIMA programmes are also ranked highly in several international rankings. In 2008, IIMA became the first management school in the country to be awarded EQUIS (European Quality Improvement System) accreditation by the EFMD (European Foundation for Management Development).

Vision and Strategic Priorities

IIMA aims to continue to be recognized as a premier global management school operating at the frontiers of management education and practice while creating a progressive and sustainable impact on society. The Institute delivers on this vision through its focus on the following aspects:

Promoting excellence in scholarship by encouraging high-quality research, distinctive and impactful teaching, and meaningful contribution to knowledge-creation in a variety of disciplines. Educating and nurturing leaders of institutions and entrepreneurial organizations and supporting them in their efforts to create high-quality talent and value. Impacting the world of policy and practice through continuous engagement with alumni and prominent stakeholders, decision makers and leaders across the spectrum, including government, businesses and non-governmental enterprises. IIMA supports its vision by placing emphasis on a high-performance work environment, supported by a culture of autonomy, creativity and collaboration amongst its faculty members, staff and students. As the Institute engages in its objectives, it will ensure that its research and teaching activities continue to address diverse areas which are of concern to varied sections of society.

INDIAN INSTITUTE OF MANAGEMENT, AMRITSAR

Punjab Institute of Technology Building,
Inside Government Polytechnic Campus
Polytechnic Road, PO : Chheharta, G.T. Road, Amritsar - 143105
Phone: 0183-2820040, Email : admissions@iimamritsar.ac.in

Indian Institute of Management (IIM) Amritsar is the 15th IIM set up by the Ministry of Education (earlier Ministry of Human Resource Development) with the support of the Government of Punjab. After the registration of IIM Amritsar Society on July 27, 2015, the first batch for the class of 2015-17 was enrolled in August 2015. Later, on October 14, 2015, IIM Amritsar Board of Governance & Society was constituted.

Being located in Amritsar, the land of the Golden Temple and Wagah Border, the institute benefits from the enriching experience offered by this holy city. The Institute is currently run in the Punjab Institute of Technology Building, 5 km away from the railway station and 10 km from the airport. Its permanent campus will be constructed about 7 km from the ISBT and 8.5 km from the railway station, making it easily accessible.

IIM Amritsar, at present, offers a Post Graduate Program in Management. This program has been designed to provide world-class management education so as to meet the requirements of enterprises across sectors by producing highly insightful management professionals. The institute is committed to imparting strong educational foundations and values in the hearts, thoughts and actions of the future managers. Owing to its indefatigable allegiance to providing exemplary education, IIM Amritsar has established itself as the vanguard of quality education and learning in a short span of time.

The Institute follows the same pedagogy as practiced by the other members of the prestigious IIM fraternity. With the various facilities like state-of-the-art IT-enabled classrooms, a digital library giving access to the most relevant national and international business and management journals, auditorium, student activity room, indoor & outdoor sports facilities, gymnasium, spacious hostel rooms, etc., IIM Amritsar provides a nurturing environment for its students to learn and grow. IIM Amritsar also focuses on creating an entrepreneurial culture, where the students and faculty work together to create best enterprising solutions. Besides getting to learn from qualified faculty and industry leaders, the students, here, learn by involving themselves in various club and committee activities. The tireless efforts of our students result in their winning many corporate and B-school competitions and, ultimately, their bagging promising career opportunities. In a true sense, IIM Amritsar is the playground for the dreams to nurture, personalities to flourish and careers to change the world.

Vision

To Enable Society to Sustain Effectively by Developing Leaders with Wisdom and Integrity.

Mission

To be admired by the society as an exceptional management institute which is globally connected and locally responsive, offering quality management education, advisory and research.

INDIAN INSTITUTE OF MANAGEMENT, BANGALORE

Bannerghatta Road, Sundar Ram Shetty Nagar, Bilekahalli
Bengaluru – 560 075, Karnataka
Tel : 080-26582450

The Indian Institute of Management Bangalore (IIMB) is a leading graduate school of management in Asia. Under the IIM Act of 2017, IIMB is an Institute of National Importance. IIMB has 109 full time faculty members, about 1200 students across various degree-granting programmes and nearly 5000 annual Executive Education participants.

Our logo carries a proclamation in Sanskrit, तेजस्वि नावधीतमस्तु (tejasvi navadhitamastu), which translates as 'let our study be enlightening'. Our vision is to be a global, renowned academic institution fostering excellence in management, innovation and entrepreneurship for business, government and society. Located in India's high technology capital, we are in close proximity to some of the leading corporate houses in the country, ranging from information technology to consumer product companies, giving us the added advantage of integrating classroom knowledge with practical experience.

Our degree granting programmes comprise the Doctor of Philosophy (Ph.D.), the Master of Management Studies (Public Policy), the Master of Business Administration – one-year fulltime, the Master of Business Administration – two years (weekend), the Master of Business Administration – two years fulltime, and the Master of Business Administration (Business Analytics) – two years fulltime.

We offer the NS Ramaswamy Pre-doctoral (NSR Pre-doc) Fellowship, as a Certificate programme, with the aim to increase social diversity of management academia in India. Along with 11 disciplinary areas, we have ten centres of excellence that offer courses and conduct research on interesting questions facing various sectors of industry. We have key partnerships and collaborations with Goldman Sachs for women entrepreneurship, with Michael and Susan Dell Foundation for incubation of non-profits, and with NITI Aayog for scaling up of new ventures. We are committed to make deep social impact using technology-enabled education. Towards this end, we offer Massive Open Online Courses (MOOCs). We are the first management school in India to offer MOOCs on the edX platform. We are also the coordinating institute for management education for SWAYAM, GoI's online education platform. We have taken several steps to meet the vision set for IIMB. These include hiring high quality faculty, enhancing the quality of research, emphasizing internationalization, expanding our activities in the field of entrepreneurship, in both research and mentoring, scaling up in terms of student intake in all the programmes, deepening our engagement with the alumni, improving infrastructure, and improving administration and governance.

We have been accredited by the EFMD Quality Improvement System (EQUIS) for period of five years in 2016. EQUIS is a global school accreditation system run by the European Foundation for Management Development (EFMD) that specializes in higher education institutions of management and business administration.The five-year accreditation, highest that EQUIS confers, is a testimony to the fact that the evaluating team was confident about our ability to sustain efforts undertaken to achieve excellent standards in education, internationalization and research.

INDIAN INSTITUTE OF MANAGEMENT, BODH GAYA

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MBA Admission : pgadmission@iimbg.ac.in
IPM Addmission : ipmadmission@iimbg.ac.in

The Indian Institutes of Management have been the archetype of management schooling in India since their foundation after our independence in 1947. IIMs are perceived as the most prestigious and elite B-schools in India which lay emphasis on practical experience and critical thinking instead of rote learning and conventional academic schedule. Building on the grand heritage of the IIM brand, IIM Bodh Gaya fosters a culture and curriculum whose sole purpose is to create socially responsible managers and emotionally mature leaders. A dynamic curriculum in consonance with academics and industry experts provides the students with the opportunities to master new skills and explore diverse perspectives. Apart from the conventional classroom setup, IIM Bodh Gaya lays emphasis on practical learning as students partake in case studies, sessions with industry experts, live projects, etc.

The Institute's thrust on meaningful research is evident through the credentials and accomplishments of its faculty that has publications in ABDC and Scopus listed journals of repute. In a short span of time, IIM Bodh Gaya has strengthened its position in the corporate world, with its students contributing in illustrious business organizations of the country.

IIM Bodh Gaya acknowledges the significance of exposure to global standards and contemporary trends for enrichment of its students' learning experience. In order to bring that international exposure and cultural diversity to the campus, the institute has established collaborations with several reputed institutions in France, Venezuela, Russia, Mexico, Italy and S. Korea while discussions are underway with many other international universities across the globe. Historically, the eastern part of the country has been an eminent seat of learning with ancient universities of Nalanda and Vikramshila where learners from all over the world congregated for pursuit of knowledge. Having been recognized as a key Buddhist destination, Bodh Gaya attracts millions of tourists every year.

An ancient seat of learning that represents one of the prominent paths to enlightenment, Bodh Gaya is home to Mahabodhi Temple, a UNESCO World Heritage Site and several other notable temples and monasteries. Nestled in Bodh Gaya is the iconic 80 ft. statue of Buddha and Indosan Nippon temple that was constructed in 1972 and has a gallery of Japanese art. This land of enlightenment continues to serve as a source of inspiration for IIM Bodh Gaya in its journey to become The Enlightening IIM.

INDIAN INSTITUTE OF MANAGEMENT, INDORE

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सिद्धिमूलं प्रबन्धनम्
भा. प्र. सं. इन्दौर
IIM INDORE

With the objectives of imparting high quality management education and training, the Department of Higher Education, Ministry of Education, Government of India established Indian Institute of Management Indore as Institutions of Excellence. These Institutions are recognized as premier management institutions, comparable to the best in the world for teaching, research and interaction with industries.

Established in 1996, Indian Institute of Management Indore (IIM Indore) has been a leader in the field of management education, interfacing with the industry, government and PSUs. It is promoted and nurtured by the Ministry of Education, Government of India and is an institute of national importance under the Indian Institutes of Management Act 2017.

Situated atop a scenic hillock, the 193 acre campus of IIM Indore provides an ideal backdrop for contemplative learning. IIM Indore has the latest in teaching aids, rich learning resources, a strong IT backbone, state-of-the-art sports complex and hostels as well as contemporary infrastructure.

IIM Indore offers interdisciplinary learning and research in its academic programmes by providing exposure to a format which integrates data, information, tools and techniques, perspectives and concepts, from various basic disciplines aimed at advancing fundamental understanding to solve real life problems.

IIM Indore is one of the fastest growing institutions in India today. For lIM Indore, last few years of its growth have proved to be the most rewarding years in terms of international expansion, introduction of new programmes, infrastructure facilities, strengthening of manpower etc.

Mission

IIM Indore seeks to be a contextually-relevant business school with world-class academic standards that develops socially-conscious managers, leaders and entrepreneurs. IIM Indore is committed to:

- Excellence in management education, research, and training
- Use of contemporary participant-centric pedagogies and teaching methods
- A presence in emerging segments of management education

INDIAN INSTITUTE OF MANAGEMENT, JAMMU

Canal Road Nawabad, Cantonment
Jammu – 180016, Jammu and Kashmir
Tel : 0191 258 5837

The Indian Institute of Management Jammu (IIM Jammu) is a public, autonomous business school located in Jammu, Jammu and Kashmir, India. Established in 2016, it is, as of 2021, the latest Indian Institute of Management to be established. Prof. B.S. Sahay is the Founder Director of IIM Jammu. IIM Jammu is currently offering Master of Business Administration (MBA) and Doctor of Business Administration (DBA) in Management as per Indian Institutes of Management Act 2017. The student intake is 140 for Masters of Business Administration (MBA) programme for the year 2019.

Transitioning into higher managerial roles for the first time can be exciting, gratifying, and challenging all at once. Digital revolutions enveloping today's dynamic business landscape has led to a 'new normal' requiring new kinds of managers with future-ready managerial skills. Against this backdrop, the Indian Institute of Management Jammu (IIM Jammu) has developed the Executive Programme in General Management to help sharpen your cross-functional competencies, data-driven decision-making skills, and creative problem-solving ability. Whether you're an aspiring manager or an experienced professional, this high-impact programme, delivered via interactive live online sessions and on-campus immersion, will help you build a new path on your leadership journey while advancing your general management skills and calibre.

IIM Jammu is the 20th Indian Institute of Management established by the Ministry of Human Resource Development. It was established with the approval of the Union Cabinet, chaired by the Prime Minister Narendra Modi on 13 October 2016.

IIM Jammu is constructing its permanent campus in 200 acres of land in Jagti situated 18 kilometres away from Jammu Airport. The permanent campus will offer technologically advanced classrooms, hostels, faculty residence and state of the art infrastructure. Further, IIM Jammu is setting up an Off-Campus Centre at Srinagar.

IIM Jammu is currently offering Masters in Business Administration (MBA), Doctor of Business Administration (DBA) in Management, Executive Education programme and Faculty Development Programme. The MBA programme spans over six trimesters spread over the two years. The fundamental courses that lay the premises for various management roles are covered in the first year. Between the first and second year, students undertake an eight-week summer internship. In the second year, students pursue elective courses from Marketing, Business Policy and Strategy, Finance, Operations Management, Human Resource Management and Organization Behaviour area. The student intake for 2019–2020 year is 140 which will progressively go up to a cumulative student strength of 200 in the 4th year.

INDIAN INSTITUTE OF MANAGEMENT, KASHIPUR

Kundeshwari, Kashipur-244713, Uttarakhand
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The Indian Institute of Management Kashipur is a second-generation IIM set up by the Government of India in 2011. It aspires to achieve excellence in management education by using innovative teaching methods, promoting high quality research and practicing sustainable leadership.

Celebrating ten years of serving the education and management sector, IIM Kashipur is committed to its four core values: collegiality, transparency, green consciousness, pro-active engagement with all stakeholders. The Institute believes that as an institution of national importance, it has a larger role to play in the field of management education and social transformation. Our strategic goals include improvement of the academic ecosystem; synergy between educational theory, practice and research; promotion of innovation, entrepreneurship and public service; empowerment of local stakeholders; upliftment of economically challenged sections of the society; and gender diversity.

The Institute is bestowed with the stunning beauty of nature, lending a wholesome experience to academic rigour. The 200-acre campus, situated just 25 kms away from Jim Corbett National park, spreads loudness and cheers in the serene town of Kashipur, nested in the lap of Himalayas. The Institute is also situated in one of the densest industrialized districts with more than 180 ventures that have set up their plants in and around the region. This strategic geographical positioning provides a vantage point for IIM Kashipur when it comes to 'Learning by Doing' through regular industry interaction and live projects.

The Institute is manned by a committed staff group that works relentlessly to keep the campus and each office functioning to the best of their capacity while serving the stakeholders. Most of our staff have contributed a substantial amount of time and effort in creating and taking IIM Kashipur ahead. IIM Kashipur takes pride in constantly striving to adhere to global standards and has a strong policy framework for the same that addresses needs of all stakeholders.

Vision
To be an Institute of eminence that fosters management research and education and develops leaders for creating positive societal impact in a changing world.

Mission
The Institute strives to create and disseminate knowledge through applied and interdisciplinary research and practices in emerging areas of management. The institute develops socially conscious, competent, and ethical business leaders and researchers capable of critical thinking, innovation, and entrepreneurship while being inclusive and focusing on both regional development and internationalisation.

INDIAN INSTITUTE OF MANAGEMENT, KOZHIKODE

IIMK Campus P. O., Kozhikode - 673 570 Kerala, India
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Fax: +91-495-2803010-11

Established in 1996, Indian Institute of Management spread over about 112.5 acres of land, the Indian Institute of Management Kozhikode, is situated on two hillocks in the Kunnamangalam Area of ancient city of Calicut in Kerala. Boasting of one of the most picturesque and oxy-rich campuses in the country, the world class infrastructure includes air-conditioned classrooms, guest care areas and LAN/WAN connectivity which enables every IIMK resident to be exposed to a wholesome experience. Managed by a dedicated regular administrative staff of 67, it is one of the most efficient Institutions in the country, which knows how to keep balance sheet green and keep all the stakeholders happy. With its roots dating back to 1997, the Indian Institute of Management Kozhikode, started with a batch of 42 students but has grown tremendously over the years with a current batch strength of 356 odd students, making it the fastest growing management school in the country. IIMK pioneered the Interactive - Learning (I-L) Programme for working executives in India. The interactive learning programme started with 300 class contact hours in 2001-02, the two year-long Executive Management Education Programme is today the most rigorous available in the country having around 738 class contact hours.

The institute moved to its new campus in January 2003 and the number of programs increased manifold with this step. The training activity is expected to witness further growth with the latest 64 room executive hostel and the construction of a modern 200 bed management development complex. The Institute today is a leader in Faculty Development Programmes (FDP), conducting the largest number of programmes (18) totalling 20 weeks in 2008-09, and is the major QIP (Quality Improvement Programme) Centre of the All Indian Council of Technical Education, in the field of management education. The Institute started its Fellow (Doctoral) Programme in Management in 2007 to complete full range of educational services expected from an Institution of higher learning and is also taking new initiative to give impetus to the post-doctoral research activities in the management field, dedicating over 30000 sq. ft. in library space for it, and creating a 300 people strong capacity for boarding and lodging facilities in summers. The Institute takes prides in conducting various National and International Conferences and has conducted 15 conferences in the last 5 years, truly living up to its motto of 'Globalizing Indian Thought'**.** Furthermore, the Institute has also started taking Consulting Assignments, revenue from which crossed the Rs. 10 million mark in 2007.

IIMK is also one of the few Centres for Development of Digital Libraries in the world and is a country leader. A prominent achievement which comes to the limelight is the establishment of an Incubation Centre for Excellence, in collaboration with the Government of Kerala to help the Scheduled Castes/tribes students overcome their deficiencies in communication, personality etc. Incidentally, IIMK is one of the few management institutes in the country who have filled full quota of SC/ST candidates in its Postgraduate Programme on regular basis with sound track record in job placement. With a highly qualified and experienced faculty, and backed by a large number of committed adjunct and visiting faculty from Industry and other leading management institutes including foreign universities, academics is always a high priority.

INDIAN INSTITUTE OF MANAGEMENT, CALCUTTA

Diamond Harbour Road, Joka, Kolkata – 700104, West Bengal, India
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8312/8313/6212/1761/1766/9189/2453-2676/3451

The Indian Institute of Management Calcutta (IIMC) was established as the first national institute for Post-Graduate studies and Research in Management by the Government of India in November 1961 in collaboration with Alfred P. Sloan School of Management (MIT), the Government of West Bengal, The Ford Foundation and Indian industry. During its initial years, several prominent faculty formed part of its nucleus, including Jagdish Sheth, J. K. Sengupta, among others.

Over the years, IIMC has grown into a mature institution with global reputation, imparting high quality management education. It has been playing a pioneering role in professionalising Indian management through its Post Graduate and Doctoral level programs, Executive Training Programs, Research and Consulting Activities.

Today, the institute serves as an autonomous body, continually evolving to meet its goals in an ever-changing business environment.

The vision of the Institute is to emerge as an International Centre of Excellence in all facets of Management Education, rooted in Indian ethos and societal values. Over the past four decades, IIM Calcutta has blossomed into one of Asia's finest Business Schools. Its strong ties to the business community make it an effective mechanism for the promotion of professional management practices in Indian organizations. Today, IIM Calcutta attracts the best talent in India - a melting pot of academia, industry and research. The best and brightest young men and women pursue its academic programs.

The residential experience is a foundation of the IIMC culture, which includes teamwork and the building of lifelong relationships. Students and partners live on or near campus, making social events and shared activities a way of life.

From our core curriculum of general management skills to advanced electives and seminars, our students have exceptional access to a preeminent faculty of thought leaders, all of whom teach in the MBA program.

To our students, we offer intellectual depth, abundant resources, and individual attention. To our alumni, we provide a lifelong connection to excellence. To the world, we have a commitment to ethical and responsible leadership.

INDIAN INSTITUTE OF MANAGEMENT, LUCKNOW

Prabandh Nagar, IIM Road
Lucknow – 226 013, Uttar Pradesh
Tel. : 0522 273 4101

The Indian Institute of Management Lucknow is fourth in the prestigious IIM family of management schools to be established in India after IIM Calcutta, IIM Ahmedabad and IIM Bangalore. The establishment of IIMs was envisioned and initiated by the first Prime Minister of India – Pandit Jawaharlal Nehru. The Institute was established in the year 1984. Since then IIML has touched million lives directly or indirectly through its faculty, alumni and support staff. IIML moulds its students into value driven leaders, managers and global players. The institute undertakes a diverse range of academic activities aimed at creation, dissemination and application of management knowledge and practice.

In 2005, IIM Lucknow expanded its area of influence in the realm of management education by becoming the first IIM to set up a satellite campus exclusively for Executive Education at Noida in Delhi NCR region. Situated in a city known for its cultural heritage, the campus is spread over more than 190 acres of beautifully landscaped area. With its foundation in the city of "Tehzeeb", IIM Lucknow as well inculcates human values and professional ethics in the students to help them make a positive impact not just on the nation but on a global platform. IIM Lucknow is an ideal setup conducive to learning, accessibility and excellence.

Mission
The mission of IIM Lucknow is to improve management systems with regard to business, industry and public services through pursuit of excellence in management education, research, consultancy and training.

Vision
To be a preeminent centre of excellence, generating and imparting knowledge in management and providing socially conscious and globally relevant thought leadership.

People
By providing an academically inspirational environment which helps manifestation of human inner potential for holistic benefit of businesses, government and society at large.

Offer
By nurturing value based young leaders who are capable of driving social and economic transformations towards an ethical, just and sustainable society.

Approach
By encouraging and developing individuals having entrepreneurial spirit and actions capable of solving societal problems through innovative and sustainable business models.

Values
By developing a workplace that promotes global ethos and fosters creativity, courage, integrity, respect and responsiveness.

INDIAN INSTITUTE OF MANAGEMENT, MUMBAI

Vihar Lake Road, Powai – 400087
Mumbai, Maharashtra

IIM Mumbai erstwhile known as NITIE was established by the Government of India in 1963 with the assistance of the United Nations Development Programme (UNDP) and the International Labor Organization (ILO). IIM Mumbai erstwhile known as IIM Mumbai has been consistently ranked among the top B-schools in India. IIM Mumbai is ranked 9th in the National Institutional Ranking Framework (NIRF) rankings for 2022 among Management Institutes across India. IIM Mumbai is committed to creating skilled professionals in diverse functional areas like Operations Management, Analytics, Finance, Marketing, Project Management, HR, Information Technology, and Sustainability Management. Located in the Financial Capital of the country, IIM Mumbai has close interactions with the leading corporate houses, giving it the added advantage of integrating classroom knowledge with relevant practical inputs from industry professionals.IIM Mumbai's picturesque campus is surrounded on three sides by lakes. The lush greenery at the campus has earned it the moniker "God's Own Campus". With more than 60 Academicians and around 1200 students across various programs, IIM Mumbai is a leader in management education in the country. With the rigorous curriculum and contemporary industry-oriented program structure, the students of IIM Mumbai are primed to contribute to nation-building and becoming business leaders.

IIM Mumbai offers Post Graduate Diplomas in Industrial Management, Industrial Engineering, and Sustainability Management. IIM Mumbai, in collaboration with IIT Delhi, also provides Post Graduate Diploma to executives currently working in the Industry via the Visionary Leaders for Manufacturing Programme (PGPEx-VLFM). IIM Mumbai also offers the General Management Programme (GMP) for Defense Officers. All the courses offered at IIM Mumbai are Full-Time residential courses with rigorous academic and industry-oriented inputs.

IIM Mumbai, under the dynamic leadership of Prof. Manoj K. Tiwari, Director IIM Mumbai, is the nodal hub for capacity building in Logistics and Supply chain Management to promote the PM Gati Shakti Master plan.IIM Mumbai students have regular interactions and sessions from industry leaders and leading researchers, especially in Supply Chain and Operations Management. At IIM Mumbai, we host eminent faculty from international institutes like the Massachusetts Institute of Technology (MIT), USA, and Kellogg School of Management at Northwestern University, USA to take courses for students and working professionals across industries. IIM Mumbai has established The Centre of Excellence in Logistics and Supply Chain Management. The center aims to conduct cutting-edge research, knowledge creation, and capacity-building programs to develop India's logistics sector through applied research and industry outreach to tackle real-time business scenarios. IIM Mumbai also has a vibrant Student Exchange Programme with several partner universities across North America, South America, Europe, and South-East Asia.

INDIAN INSTITUTE OF MANAGEMENT, NAGPUR

VNIT Campus, South Ambazari Road
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Email : info@iimnagpur.ac.in

IIM NAGPUR

Indian Institute of Management Nagpur started its journey in the year 2015 under the mentorship of Indian Institute of Management Ahmedabad. The Institute's first batch of Post Graduate Programme (PGP) in Management commenced on the 23rd of July 2015.

At present, IIM Nagpur is located within the campus of VNIT Nagpur till it moves to its own campus (of approx 135 acres) at MIHAN, Nagpur.

IIM Nagpur, being a new generation IIM, aims to create value-driven leaders, global managers, and entrepreneurs with strong conceptual foundations and analytical approach to help them be the best in whichever field they choose.

The aim is to innovatively address the needs of a modern India, and connecting aspirations and realities to attain benchmarks that are respected internationally. IIM Nagpur is gradually increasing its portfolio of activities to fulfill these objectives.

The institute's curriculum has been designed by experts from the field of management education. The learning process here helps the students connect to the industry and other stakeholders in a multidimensional way. A significant feature of IIMN is the Field Immersion Module which helps the students to experience real-life problems and come up with practical solutions for them.

The campus is rich with state-of-the-art classrooms to facilitate various pedagogies, IT infrastructure for connectivity and access to academic resources among others.

The students at IIMN are encouraged to explore their entrepreneurial ambitions and for that, the institute's faculty, who have an excellent track record of research and teaching, provide the required support and guidance to the students.

IIM Nagpur is a member of The Association to Advance Collegiate Schools of Business (AACSB). Both IIM Nagpur and AACSB are committed to a common goal, that is, the creation of the next generation of great leaders. Through this alliance, therefore, IIM Nagpur aspires to connect with the global network and contribute to the improvement of the quality of business education around the world.

INDIAN INSTITUTE OF MANAGEMENT, RAIPUR

Atal Nagar, P. O. - Kurru (Abhanpur),
Raipur – 493 661, Chhattisgarh, India
Tel: +91 771 2474639
Email : librarian@iimraipur.ac.in

Indian Institute of Management (IIM) has been set up by the Government of India, Ministry of Human Resource Development (now known as Ministry of Education) in 2010 at Raipur, the capital of Chhattisgarh. Chhattisgarh is one of the fastest growing states of India with its rich mineral, forest, natural and local resources.

The Institute believes in preparing ethical leaders who are not only committed to business, commerce and industry but are also socially conscious towards their contribution in nation building and bring in name for the country globally. The institute is abuzz with activities carried by the student clubs which are now expanding their scope of activity and bringing luminaries from the Corporate.

The Government of Chhattisgarh has allotted over 200 acres of land for the IIM Raipur campus in Atal Nagar. The new campus is a state-of-the-art campus presenting a blissful mix of modern architecture, culture & heritage of Chhattisgarh.

Library acts as the main learning resource centre of the institute. It has been providing up to date and nascent information resources and services both in hard and soft forms to the academic and administrative communities since 2010. It has thus become an indispensable learning resource centre for students, researchers and faculty members of the institute. The library has built a robust collection of books, subscription to print journals, magazines, newspapers, and many other resources like student's project reports, CDs/DVDs etc. The Library offers its users the convenient access to the best of Business Management related digital resources through its subscription to e-databases and e-journals consisting of scholarly contents round the clock all across the campus via wi-fi network. Remote access facility is also available on request.

Mission

"To provide a learning centric environment that nurtures management thought through research and practice to create future leaders"

Vision

"To become a premier management institution that inspires thought leadership through scholarship and teaching by incorporating an ethos of inquiry, consciousness, and innovation".

INDIAN INSTITUTE OF MANAGEMENT, RANCHI

Suchana Bhawan, 5th Floor, Audrey House Campus,
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The ninth Indian Institute of Management was established at Ranchi in 2009. This was made possible with the extensive support of the Indian Institute of Management Calcutta and the Government of Jharkhand, working under the guidance of Ministry of Education, Government of India. We started at a time when the management education world over was criticized for over emphasis on competition, aggression and achievement of results by any means. The biggest challenge was to revive the aura and exclusivity of classroom-teaching in an era ruled by the advent of technology in education as well. There was an evident void in terms of fulfilling the requirements of firms that employ management students. It was of utmost importance to re-build the curriculum so as to bridge the gap between what was taught and what was needed in the actual business circles. Moreover, it became all the more important to imbibe in students the feeling of returning to the society. We understood the need to incorporate right values in the young minds and also impart education relevant for an information age that encourages networking and collaborative advantage. Also we decided to build contextual knowledge into the programs.

IIM Ranchi currently offers a two year MBA in General management, which is our flagship programme. Going by the growing importance and indispensability associated with human resources, we are the only IIM offering a full-time two year programme in Human Resources Management (MBA-HR). We also offer Fellow Program in Management (FPM), a fellowship programme funded by the government and an 24-month part time Diploma in Management (PGEXP). Our programs are carried out in a world-class fashion with students being exposed to case-studies, relevant projects and relevant industry experience apart from class pedagogy.

We aim at creating efficient managers and business leaders. We strive to ensure that our students develop the right skills required to sustain and grow in any organization. An equal weight is also given on developing the right values and attitude in students to help them sail through times of trial and turbulence. We pay keen attention towards cultivating a winning spirit, which is why they are encouraged to participate in standard competitions on all platforms. At the same time, we also take efforts in preparing the students for the future by teaching courses on emerging trends and areas like neural networks, analytics and energy management.

Thus IIM Ranchi prides itself in its carefully designed curriculum, a values-oriented approach and a holistically nurturing environment. Our programs are aimed at grooming students to enable them to face challenges of the real world; to make them efficient leaders who are grounded and humble; to instil in them the quest for excellence and not just for achievement. Having said that, with a pool of immensely talented students, guided by the most competent and capable faculty, we are truly an institute with a difference.

INDIAN INSTITUTE OF MANAGEMENT, ROHTAK

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pgpoffice@iimrohtak.ac.in ipmoffice@iimrohtak.ac.in

Indian Institute of Management Rohtak is the IIM established by the Ministry of HRD, Government of India by IIM Act 2017. IIM Rohtak is an institute of national importance as per Ministry of HRD, Government of India.

Established in 2009, Indian Institute of Management Rohtak is a benchmark for top management education in India with a vision to become a global leader in due course. The institute has an enlightened and progressive leadership, acclaimed faculty members, extensive infrastructure and robust teaching pedagogy in place. It continues to impart knowledge in the management domain with a unique cross-functional perspective to prepare future leaders who can manage and create powerful organizations. To realize the vision of the Institute, IIM Rohtak is providing world-class education in management not only through full-time and regular programmes but also through various long duration and short duration programmes.

Located within the National Capital Region (NCR) of India, IIM Rohtak is 90 minutes from Delhi international airport. The state-of-the-art campus spread over an area of 200 acres is strategically located on National Highway - 10 and is well connected to Delhi.

IIM Rohtak has been ranked amongst the top five IIMs in research. Institute offers a dynamic environment for high-quality research in all functional areas of management that will benefit various segments of the business and society.

Vision

The vision of IIM Rohtak is to be a global leader in the creation and dissemination of management knowledge, and a global learning center, in due course of time

Mission

The primary mission of IIM Rohtak is to develop (corporate and non-corporate) managers with a sense of excellence, strong social commitment, and a passion for a value system. The broader institutional mission of IIM Rohtak is to create knowledge through quality publications and management education.

INDIAN INSTITUTE OF MANAGEMENT, SAMBALPUR

Jyoti Vihar, Burla, Sambalpur – 768019, Odisha, India
Tel : 070644 10810

Indian Institute of Management Sambalpur is a public business School located in Sambalpur, Odisha, India. It is one of the Indian Institutes of Management. The first batch of students started in September 2015. Currently the institute is hosting its 5th batch of 2019–2021. The present campus of IIM Sambalpur is situated at Sambalpur University Campus, Jyoti Vihar, Burla, Sambalpur, Odisha. IIM Sambalpur was announced in 2014 by Ministry of Human Resource Development (MHRD) and was established in 2015. The first batch of students started in September 2015.

It was initially mentored by IIM Indore until appointment of its independent director. IIM Sambalpur was registered as a Society under Societies Registration Act, XXI of 1860 on August 19, 2015. The present campus of IIM Sambalpur has been set up at Jyoti Vihar, Burla, Sambalpur, Odisha. IIM Sambalpur has been allotted a piece of land measuring over 237 acres in Basantpur, for the permanent campus by the Government of Odisha.

IIM Sambalpur is functioning from its temporary campus at Sambalpur University. The campus houses the one academic block, canteen, hostels, and an auditorium. The Government of Odisha has selected 237 acres of land for the construction of the permanent campus of IIM Sambalpur at Basantpur. In 2018, the Government of India proposed a budget of 400 crore (US$56 million) for facilitating the construction of the permanent campus. On 2 Jan 2021, Prime Minister Narendra Modi laid the foundation stone of the permanent campus that is expected to be ready by 2022.

Located amidst hills and rivers, the temporary campus of IIM Sambalpur is functioning in a state of The art buildings at the Jyoti Vihar, Burla – the education hub comprising the Sambalpur University, and elite Medical and Engineering University. Specked in the picturesque settings and nestled in Barapahad (Twelve Hills), the temporary campus lies at one end of Hirakud Dam – the world's longest earthen dam and is surrounded by mountains, verdant forests, and Debrigarh wildlife sanctuary making the town very picturesque and close to Nature. The natural beauty of the jungles, river bed, and dam itself would surely not let down the birdwatcher and animal lovers.

The campus is surrounded by a large number of big industries such as MCL, HINDALCO, Vedanta, TATA'S, NTPC, L&T, etc. which provide opportunities on real-life experiential learning for students of IIM Sambalpur. The wi-fi enabled campus houses, Academic building, the classrooms, hostels, and the auditorium. The library offers an extensive collection of physical and digital resources comprising books and e-books, print and e-journals, an exhaustive range of databases, reference titles, case studies, and other materials. The hostel block also accommodates the mess, 24×7 cafeteria, Health care center and gym for the fitness freaks which are under construction.

INDIAN INSTITUTE OF MANAGEMENT, SHILLONG

Umsawli, Shillong – 793018, East Khasi Hills District, Meghalaya, India
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Email : director@iimshillong.ac.in

Establihsed in 2007, IIM Shillong has been set up with a vision of expansion and mobilization of facilities for offering good quality management education and research in the North Eastern region of India. The decision of coming up with an Indian Institute of Management in the North East was unanimously taken by the Union Minister of Human Resource Development along with the Chief Ministers of the North Eastern States in the Review Meeting held at Shillong during June 2004. Shillong was drafted as the permanent location for the institute after consultation between the Ministry of Development of North Eastern Region (DONER) and the Chief Ministers of States of the region.

Located in the green contours of North Eastern part of the country, IIM Shillong which commenced operations in 2008, remains committed to its goal of excellence in management education and research so as to evolve into a nationally and internationally recognized educational institution. Besides high quality standards and academic rigor, which are considered as the hallmark of an IIM, in IIM Shillong there is also emphasis on the ever growing significance of sustainable development and business practices. The Institute strives to impart to its students ethical values, compassionate behaviour, and concern for society.

To ensure a holistic management education and to help the graduates grow into innovative leaders of the future, the Institute provides opportunities outside the classrooms as well, be it industrial interactions, sports competitions, cultural activities or entrepreneurial pursuits. The quality of instruction, rigorous course curriculum and exposures that the students get at IIM Shillong when coupled with their Summer Internship experience makes them adequately prepared and confident to face the challenges of the corporate world.

IIM Shillong is governed by a Board of Governor and is managed by several Executive Committees, Finance Committee and a Grievance Committee.

Vision
To become an internationally recognized management Institute with a global outlook grounded in Indian values.

Mission
To generate and disseminate knowledge in all aspects of management education for sustainable development and to develop innovative leaders with strong ethical values.

INDIAN INSTITUTE OF MANAGEMENT, SIRMAUR

Rampur Ghat Road, Paonta Sahib, Sirmaur, Himachal Pradesh – 173025
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Indian Institute of Management Sirmaur (IIM Sirmaur) is a Centrally Funded Institution of National Importance set up by the Government of India in 2015. IIM Sirmaur is one of the newer institutions of the IIM family in the country. As a premier institution, under aegis of Ministry of Education, GoI, it aims to provide Management Education of high quality and promotes allied areas of knowledge and inter-disciplinary studies. Institute strives for the seamless integration of management education with local and global aspirations in an enabling environment . It supports that management education is not just about seeking the most competitive employment opportunities, but also about learning to serve socio-economic concerns through ethical and visionary corporate leadership. It strives to focus on indigenous areas and innovative practices, to develop sensitive corporate leaders and entrepreneurs of tomorrow.

'Vision' of IIM Sirmaur is "To be globally respected institution for management excellence."

'Mission' of IIM Sirmaur is "To develop and foster professionals with competencies in creating and leading future-oriented solutions for sustainable growth adhering to the highest standards of ethical and human aspects of work in Himachal Pradesh, India, and the world."

In view of the Vision and Mission of the institute, the 'Objectives' set out for the institution are to develop competence, conduct research, and prepare professionals and advice small, medium and large organizations on 'Values' not limited to one or a combination of all of these mentioned below:

To develop the student capacity and potential in line with the growing demands for industry from the point of view of domestic and international Markets.

- Achieving international standards in teaching and quality research.
- To grow by increasing the number of participants in flagship programmes like MBA and the doctoral programme: PhD.
- To ensure and maintain high level of student satisfaction with respect to the programme design, delivery and the student placements.
- To impart education of the highest standards that is commensurate with the needs of the ever-evolving and pragmatic world of business, to make learning an enriching experience for the students.
- To connect with social responsibility and engage in community outreach by organising and participating in various activities.
- To contribute to socio-economic environment and quality of life through outreach activities.
- To promote indigenous growth and development of the region and the local communities through relevant research initiatives.
- To consciously expose students to array of activities across domains that contribute to their holistic development as citizens by constantly focussing upon the basics and value orientation that ultimately converts into creating global business leaders.

INDIAN INSTITUTE OF MANAGEMENT, UDAIPUR

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IIM Udaipur, a second-generation IIM, one of the fastest-growing management schools in the country. It was set up by the Indian Government in 2011. Taking the legacy of older IIMs forward, IIMU aspires to set new benchmarks in the field of management education by combining excellence in both teaching and research. At IIM Udaipur, we are committed to becoming a globally recognized management school by 2030 and we are inevitably on our way. With an accomplished faculty, a flourishing research ecosystem and success in attracting the best minds of the country, IIMU is able to champion our core values of excellence and integrity. At IIMU, we challenge our students to expand their knowledge and their intellectual horizons so they emerge transformed and prepared to have an impact on the world of business and society at large. Additionally, the Institute strives to make a real difference to the region, forging strong relationships with local NGOs and government and working closely with industry on live projects, internships, guest lectures, faculty research and many events throughout the academic year.

Udaipur, the capital of the former princely state of Mewar, evokes the same sense of heritage, beauty and grandeur as such timeless destinations as Venice and Prague. This cradle of culture and history is the perfect backdrop for IIM Udaipur.

If ever there was a place that lent itself as an environment for the kind of management education IIMU aspires to deliver it is Udaipur and Rajasthan. With this heritage, culture and location IIM Udaipur is truly where history meets the future.

IIMU provides students with the freedom and institutional support they need to explore their entrepreneurial ambitions. This is reflected in all aspects of our programs: in-depth orientation to entrepreneurship on day one; an inspiring range of elective courses; intensive mentoring during the program and beyond; flexible placement options for students choosing to pursue an entrepreneurial venture; assistance in procuring seed funding and equity capital. If being an entrepreneur excites you, there is no better place to be in India.

At IIM Udaipur, learning has no boundaries. Our initiatives to instill a global perspective are an integral part of all our activities: the International Business in Practice elective in the two year MBA enables students to work on short-duration consulting assignments at international locations and the one year GSCM program gives students the option of spending an entire five-month semester at Purdue University mastering advanced global SCM. Other opportunities include international student exchange programs and overseas summer internships.

INDIAN INSTITUTE OF MANAGEMENT, TIRUCHIRAPPALLI

Pudukkottai Main Road, Chinna Sooriyur Village,
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Indian Institute of Management Tiruchirappalli (IIMT) is the eleventh IIM and was instituted on 4th January 2011. Tiruchirappalli is a city known for its prominence in education, spirituality, art and culture and IIM Trichy tends to benefit from this. IIMT is functioning from its sprawling state-of-the-art campus spread over 175 acres of land on Trichy-Pudukottai highway, about 11 km from Tiruchirappalli International Airport.

IIM as a name has steadily become synonymous with excellence in management education and has established a benchmark for unwavering quality in India. IIM Trichy aims to find its own footing in developing competent professionals for the industry and doing quality research in India.

Hard work, Perseverance, Passion and Integrity are some of the virtues necessary to attain success. IIMT boasts about a collection of eminent faculty and motivated students which form its backbone. Students are selected after a thorough screening process and IIMT takes excellent care in ensuring an optimal student-teacher ratio to encourage better learning and to impart appropriate guidance.

"Knowledge is endless" is a motto that has strongly governed IIM Tiruchirappalli. IIMT holds strong values which it imparts to its students, primary amongst which is an unceasing desire to learn. It also firmly believes that the foundation of value creation lies in the path of continuous learning.

The institute recognizes the fact that its students would be the catalyst of change for the betterment of future and hence, takes great responsibility in shaping them into leaders of tomorrow. IIMT understands and gives students complete freedom to decide upon their academic gradient based on their work experience and academic background as well as their appetite for challenges, providing them with an environment conducive in enhancing their learning experience.

Mission

To nurture a learning environment for the creation and dissemination of management knowledge of global standards and to develop leaders of enterprises who add value to society and nation building.

Vision

To be a leading management institution with significant impact on business and society.

INDIAN INSTITUTE OF MANAGEMENT, VISAKHAPATNAM

Andhra Bank School of Business Building
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विद्या परं दैवतम्

Indian Institute of Management Visakhapatnam is an Institution of National Importance under the IIM Act 2017. Its overarching goal is to attain standards of global excellence in management, management research and allied areas of knowledge; serving in the process, the cause of inclusive, equitable and sustainable national development goals as enshrined under the Objects of the Act. True to this mandate, the Institute, under the mentorship of IIM Bangalore, is focusing on world-class intellectual, infrastructural and institutional resources, facilitating high-quality teaching-learning processes and research culture. With a vibrant and talented student cohort representing about 20 states of the country and a founding team of faculty with impeccable teaching and research credentials, the Institute has built a good image and identity for itself in the comity of IIMs, in a relatively short time. Leveraging its multiple strengths, the Institute is all set to scale up its activity profile in scale, scope and specialization towards greater fulfilment of its objectives, in nature and extent.

Indian Institute of Management Visakhapatnam (IIMV) belongs to the prestigious IIM family of business schools. It is a new generation IIM, set up by the Government of India in September 2015. The Indian Institutes of Management Act 2017 declares IIMs as Institutions of National Importance, empowered to attain standards of global excellence in management, management research and allied areas of knowledge. IIM Visakhapatnam is located in its temporary, but state-of-the-art facility in the salubrious Andhra University campus in the 'City of Destiny', Visakhapatnam. The Institute has begun the process for building a permanent, full-fledged, word-class campus on approx. 230 acres of land in the (relative) vicinity of the upcoming green-field international airport, about 25 kilometres from the present (temporary/transit) campus. The first phase of the new facility is expected to be functional by 2021.

Indian Institute of Management Bangalore, the acknowledged leader in management education, is the mentor for IIM Visakhapatnam. The instructional (admission, academic, evaluation etc.) and institutional processes of IIM Visakhapatnam are therefore aligned with those of IIM Bangalore, ensuring high standards, ab initio. The founding team of faculty is recruited through a rigorous process of screening and assessment under the aegis of the Mentor Institute. Coming from IIMs and IITs, they have impressive academic and research credentials. This cohort is complemented by faculty drawn from IIM Bangalore and experts from the industry.

The Institute looks forward to attaining standards of global excellence as enshrined in the IIM Act, through its high-quality academic, research, consulting and capacity building initiatives, winning and sustaining in the process, the trust and confidence of students, parents, faculty, business, government and society.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, ALLAHABAD

Devghat, Jhalwa
Allahabad – 211012, Uttar Pradesh
Tel : 0532-2431684, 2552380
Fax : 0532-2430006/2431689
Email : contact@iiita.ac.in, mdt@iiita.ac.in
Website : http://www.iiita.ac.in

The Indian Institute of Information Technology Allahabad (IIIT-A) was established in 1999, as a center of excellence in Information Technology and allied areas. The institute was conferred the "Deemed University" status by Govt. of India in the year 2000. The Institute has been conceived with the ambitious objectives of developing professional expertise and skilled manpower in Information Technology (IT) and related areas. As an apex nucleating institute in the area of IT, the establishment of IIIT-A, is a major step of Govt. of India towards strengthening the indigenous capability necessary for exploiting profitably and harnessing multi-dimensional facets of IT at all levels, and attaining expertise to enable the country to emerge as a leading player in the global arena The beautiful 100 acre campus, situated at Deoghat, Jhalwa, designed meticulously on the Penrose Geometry pattern, is being further topped by fine landscaping to give an all round soothing effect to create a stimulating environment. The campus is envisaged to be a fully residential one, with all its faculty, staff and students housed in different pockets. All academic and residential areas are connected to the Institutes's network.

Mission

The mission of IIIT, Allahabad is to be a unique and world class nucleating "Apex Center of Excellence" in the area of Information Technology and Allied Sciences, so as to enhance India's Technological strength in IT and for become a pace-setting institution for other similar institutes to be established in the future. IIIT seeks to derive its strength from a linkage with sound Indian traditions of centuries past, and sets out to create knowledge-based resources in regional languages.

Charter

To train and educate, at certificate, diploma, undergraduate and postgraduate levels, engineers of outstanding ability, who may become leaders in the IT industry and profession. To carry out advanced research and development in leading edge technology areas in computer Hardware & Software, which can be useful on a comparatively long term basis.

To develop and promote national and international linkages by way of adjunct faculty, partnership in research, student exchange, credit transfer and joint degrees.

To work for the creation and development of resource databases, associated software and courseware for all important applications, so as to ensure future availability of newer software technologies for English, Hindi and other Indian languages.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, AGARTALA

P.O.: NIT Agartala, Barjala, Jirania
Tripura – 799 046
Tel : +91-9436556680, 0381-2548510, 0381-2546630
Email : kgnits@gmail.com

Established in 2018, Indian Institute of Information Technology, Agartala (IIIT Agartala), is one of the Indian Institutes of Information Technology (PPP) in the country, set up with the objective of making available facilities for higher education, research and training in various fields of Information Technology.

To address the challenges faced by the Indian IT industry and growth of the domestic IT market, the Ministry of Human Resource Development (MHRD), Government of India intends to establish twenty Indian Institutes of Information Technology (IIIT), on a Not-for-profit Public Private Partnership (N-PPP) basis. This institute is an institute of national importance under act of parliament and is currently operating from its temporary campus at mentor institute NIT Agartala, where all facilities are provided to the students of IIIT Agartala.

Vision

- The vision of the Institute is to be a topnotch research-led institution of higher education in information technologies and allied areas which will foster vibrant techno-cultural learning environment originated on value based academic principles.
- The aim of the institute is to support society, preserve nature and innovate sustainable development by its academic excellence in research and education.
- The flourishing curriculum of the institute aims to cater to national and global excellence.

Mission

The mission of IIIT-Agartala is to be a global centre of excellence in Information Technology education, training and research with following aims :

- To carry out advanced research and development in information and software technologies, and in leveraging IT in specific domain areas.
- To train and educate engineers of outstanding ability who can become innovators and new product creators.
- The institute is projected towards societal development and bringing down the convolution of applied science to masses.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, BHAGALPUR

Sabour, Bhagalpur – 813210
Email: admission@iiitbh.ac.in
Tel : +91-7632995210

Indian Institute of Information Technology, Bhagalpur (IIIT Bhagalpur) is one of the IIITs set up by MHRD, Govt of India in PUBLIC-PRIVATE PARTNERSHIP(PPP) mode. It started functioning from the academic year 2017.

Bhagalpur is a city of historical importance on the southern banks of the river Ganges in the Indian state of Bihar. It is the 3rd largest city of Bihar and also the headquarters of Bhagalpur district and Bhagalpur division. Known as Silk City, it is a major educational, commercial, and political centre, and listed for development under the Smart City program, a joint venture between Government and industry. The Gangetic plains surrounding the city are very fertile. The river is home to the Gangetic dolphin and the Vikramshila Gangetic Dolphin Sanctuary is established near the town. The ancient Vikramshila university, established in 9th century, was intended to complement the world class universities at Nalanda and Takshila. It lasted for four centuries before being destroyed during an attack by Bakhtiyar Khilji of the Delhi Sultanate.

Indian Institute of Information Technology Bhagalpur is a joint venture of Govt. of India (50%), Govt. of Bihar (35%) and BELTRON(15%). The Institute started its first academic session from 1st August 2017. Bhagalpur College of Engineering (BCE) had provided the buildings to IIIT Bhagalpur in its campus. They were renovated and logistics were provided by IIIT Bhagalpur. The institute is fully residential and has separate hostels for boys and girls with proper security arrangements and other facilities. Govt. of Bihar has provided 50 acres of land to IIIT Bhagalpur carved out of BCE Bhagalpur campus on the banks of river Ganga. The institute has taken possession of the land and construction of the state of the art Permanent campus is likely to start soon.

IIIT Bhagalpur is being mentored by IIT Guwahati and thus it has access to academic expertise, resources and research oriented faculties of IIT Guwahati. Laboratories are set up under the expert guidance of IIT Guwahati. The institute started with B. Tech programmes in two branches namely Computer Science Engineering (60 seats) and Electronics and Communication Engineering (60 seats) in 2017. From 2018, a new branch namely Mechatronics Engineering (30 seats) is being started. The admission of the students is held through JEE MAINS organised by JOSAA/CSAB. 73 students, from various parts of India, were admitted in the first batch in 2017 against the planned intake of 120. The Institute arranges invited talks by experts within and across the disciplines. Apart from the academics, the institute provides for sports, music and cultural facilities to ensure overall development of the students. NSS (National Service Scheme) activities are included in the curriculum to strengthen students' obligation towards public service.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, BHOPAL

C/o Maulana Azad National Institute of Technology (MANIT), Bhopal
TC-105, New Teaching Block, Bhopal, Madhya Pradesh - 462003
Tel : 0755-4051950

Established in 2017, Indian Institute of Information Technology, Bhopal (IIIT-Bhopal), is one of the Indian Institutes of Information Technology (PPP) of National Importance in the country, set up with the objective of making available facilities for higher education, research and training in various fields of Information Technology. To address the challenges faced by the Indian IT industry and growth of the domestic IT market, the Ministry of Education (MoE), Government of India intends to establish twenty Indian Institutes of Information Technology (IIIT), on a Not-for-profit Public Private Partnership (N-PPP) basis. The partners in setting up the IIITs would be the MoE, Governments of the respective States where each IIIT will be established, and the industry. On the same line Indian Institute of Information Technology, Bhopal (IIIT-Bhopal) is newly established Educational Institute by the Ministry of Education, Government of India and few industry partners as Not-for-profit Public Private Partnership (N-PPP) Institution. The industry Partner of IIIT Bhopal is, Rajiv Gandhi Proudyogiki Vishwavidyalaya (RGPV, Bhopal M.P.). The capital cost of IIIT Bhopal to be contributed in the ratio of 50:35:15 by the Government of India, Government of Madhya Pradesh and third partners respectively. Approximately 50 acres Land has been identified at Bhopal for setting up the institute. At present, IIIT-Bhopal is operating from its make shift campus at Maulana Azad National Institute of Technology (MANIT), Bhopal, till the time its new campus is made operational at Bhopal, Madhya Pradesh. Governing Council consisting of distinguished people from academia, industry and government preside over the governance of the Institute.

Vision

The Institute is committed to get itself recognized as the forerunner in Information Technology related science and engineering. It aspires to establish a firm foundation for education and research under a high-quality faculty base with the objective to be the fountainhead of new ideas and innovations in technology and science. IIIT Bhopal strives to propel the nation on the growth-trajectory envisaging to achieve the aspired synergistic ends of the institution and society at large.

Missions

- To impart a high quality of innovation & research oriented education and to provide an environment to nurture the leaders of tomorrow.
- To enable the students formidably at the forefront of solving problems at national and global level within the context of larger humanistic concerns.
- To undertake collaborative projects which offer opportunities for long-term interaction with academia and industry.
- To project the spirit of involvement and inclusiveness, and showcasing the strength of mutual cooperation, thereby inspiring IIIT Bhopal to a glorious height.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, DHARWAD

IIIT Dharwad Campus, Ittigatti Road
Dharwad - 580009.
Tel : 0836 2250879, 0836 2357747
Email : contact@iiitdwd.ac.in

IIIT Dharwad is an Institute of National Importance set up in 2015 in Public-Private-Partnership mode between the Ministry of Education, Government of India, Government of Karnataka and industry partner Keonics under an Act of Parliament (23 of 2017). The primary objective of setting up IIIT-Dharwad is to address the skill gap in high-end information technology and thereby enable India to retain its global leadership role in IT and allied areas. Towards this end, IIIT-Dharwad offers B.Tech. degree programmes in Computer Science and Engineering, Electronics and Communication Engineering, and Data Science and Artificial Intelligence. As an Institute of National Importance, IIIT-Dharwad focuses on applying IT to solve problems of social relevance to India – the kind of solutions that do not usually result from the commercial forces of market dynamics or the priorities of the Western world outside of India. At the same time, IIIT-Dharwad also adopts a semi-modern theme in its campus design and approach to solving IT problems.

IIIT-Dharwad also embraces a semi-modern theme and brings out an effective mental image of information technology. It is simple, elegant, catchy, stylish and colourful yet stately. It enables interpretation with ease in terms of the Vision and Mission Statements of the Institute, the various programmes offered by the Institute and the different areas of IT namely computer science, electronics and communication engineering, software, artificial intelligence, computer and social networks, robotics and cyber-physical systems, data sciences, and the like. As a young institute, IIIT Dharwad has a unique opportunity to make a difference not only to the Indian IT industry and the academic research community, but also to the people of the entire region of North Karnataka. The twin cities of Hubballi and Dharwad are already a recognized center for educational institutes of repute including engineering, medical, law and other colleges, universities and an Indian Institute of Technology. With this environment and rapidly improving connectivity to the IT capital Bengaluru, IIIT Dharwad is strategically positioned to develop into one of the best institutes of national importance.

Vision

"To be a globally renowned academy of information technology for societal development."

Mission

i. To produce globally competent information technology professionals with the right mix of professional skills and ethical, societal and environmental concerns.
ii. To solve local problems using global technologies and solve global problems using local technologies across disciplines.
iii. To project the nation to the forefront of information technology research and development.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, GUWAHATI

Bongora, Guwahati-781015, India
Tel : +91 - 361 - 2630015 / 2630026
Mob : +91 - 9531435223 / 9531435211
Emails: Director's and Registrar's Office:
diroffice@iiitg.ac.in registrar@iiitg.ac.in

The foundation stone for its permanent campus was laid on 19 January, 2016 by Hon'ble Prime Minister Shri Narendra Modi in the august presence of former Governor of Assam Shri Janaki Ballabh Patnaik, former Chief Minister of Assam Shri Tarun Gogoi and former Minister of Human Resources & Development Smt Smriti Zubin Irani. The institute moved to its permanent campus in July, 2018. Prof. Gautam Barua former Director of IIT Guwahati is the Director of the Institute.

Indian Institute of Information Technology Guwahati (IIITG) is an institution of National Importance under an Act of Parliament (THE INDIAN INSTITUTES OF INFORMATION TECHNOLOGY (PUBLIC-PRIVATE PARTNERSHIP) ACT, 2017). It offers B.Tech. courses in Electronics and Communication Engineering (ECE) and Computer Science Engineering (CSE), M.Tech. courses in CSE and ECE and runs PhD programmes in ECE, CSE, Mathematics, and Humanities and Social Sciences (HSS). IIITG started operations in August 2013 with B.Tech programmes in CSE and ECE. The first batch of B.Tech. students completed their programme in May 2017. The first convocation of the Institute was held on May 15 2018.The institute has further received funding for infrastructural development and academic improvement under TEQIP III.

IIITG is one of the 20 IIITs set up by the Central Govt. in PPP mode. A Bill (Act of Parliament) to declare all the PPP-IIITs (including IIITG) as Institutes of National Importance was passed by both the houses of the Indian parliament in July, 2017.

In its very first year when it became eligible, IIITG has got a rank of 66 in the Engineering category of NIRF 2020. What is even more notable is that it is ranked the highest among all MHRD IIITs! This includes even the older, Govt. funded IIITs! We were not eligible for ranking in the Overall category as we have less than 1000 students.

IIITG strives to be attentive to academic needs of every student. Classes are conveniently scheduled between 9 A.M. to 5 P. M. Every class room is air-conditioned and has projection facilities. For online classes, we are subscribing to a Learning Management System (LMS) through which we deliver our lectures. For online examinations, we have subscribed to another Cloud based software. An Institute-wide wi-fi system provides Internet access throughout the Institute. Further, DG power back up is available in case of power failure. The permanent campus has been constructed on 67 acres of land about 4 km from Guwahati airport.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, KALYANI

Webel IT Park, Kalyani – 741235, Nadia, West Bengal
Tel : 09836075844
Email: iiitkalyani.office@gmail.com office@iiitkalyani.ac.in

Established in 2014, Indian Institute of Information Technology Kalyani has been setup with an objective to produce best-in-class human resources in IT and to harness the multidimensional facets of IT in various domains. IIIT Kalyani strives to evolve into a world-class academic institution with the highest quality of education and research facilities and produce industry ready IT graduates to meet the industry demands. The institute will act as a catalyst in fostering an innovative entrepreneur-focused ecosystem to ensure that new products, solutions and IP are created in the State taking advantage of the intellectual capital of the State. IIIT Kalyani has been set up at Kalyani, West Bengal by Government of India (Ministry of Education), Government of West Bengal and industry partners on a Not-for-profit Public Private Partnership (N-PPP) basis, being funded in the ratio of 50:35:15 respectively by the above three parties. Additionally, the Government of West Bengal has lent support to the institute by granting 50 acres of land for setting up the Campus. The industry partners of IIIT Kalyani are Coal India Ltd. and Rolta Foundation for the present. The institute is run by the Board of Governors of IIIT Kalyani whose members include the representatives of Government of India (MHRD), Government of West Bengal, industry partners and eminent people from academia, industry and civil society. IIIT Kalyani has been attributed the status of Institute of National Importance (INI) by the cabinet in March 2017. While construction has been started in the land provided, the institute is presently running from the temporary campus at Webel IT Park, Kalyani.

Dedicated to the service of the Nation Motto The motto of IIIT Kalyani is "vidya dharma sarva dhanam pradhanam". This literally translates to "Education is the most important wealth", essentially implying that doing your work well is (true) yoga. This can be traced to Sri Krishna's discourse with Arjuna in the Bhagavad Gita. The quote, in the larger context of the Gita, urges man to acquire equanimity because a mind of equanimity allows a man to shed distracting thoughts of the effects of his deeds and concentrate on the task before him. Equanimity is the source of perfection in Karmic endeavours that leads to Salvation.

The Institute aligns all its activities to serve national interest and seeks To provide broad-based education, helping students hone their professional skills and acquire the best-in-class capabilities in their respective disciplines To draw the best expertise in science, technology, management and law so as to equip students with the skills to visualize, synthesize and execute projects in these fields To imbibe a spirit of entrepreneurship and innovation in its students To undertake sponsored research and provide consultancy services in industrial, educational and socially relevant areas.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, KOTA

MNIT Campus, Jaipur – 302017, Rajasthan
Tel : 0141-2715071, 0141-2715071
Email : office@iiitkota.ac.in

Indian Institute of Information Technology, Kota (IIIT, Kota) is an institute of national importance. IIIT Kota is a joint venture of the Ministry of Human Resource Development (MHRD) Govt. of India and Govt. of Rajasthan with Industry Partners in Public-Private-Partnership (PPP) mode. IIIT, Kota was established in 2013. Currently the institute is mentored by Malaviya National Institute of Technology Jaipur (MNIT Jaipur) and situated at MNIT Jaipur. The main site of IIIT, Kota shall be constructed at Ranpur near Kota on 100.37 acres of land made available by the Govt. of Rajasthan.

The institute is governed by the eminent personalities of the Government, Industry and Academia. Currently we offer B.Tech in the discipline of Computer Science & Engineering and Electronics & Communication Engineering only.

Functional Structure

The functional structure of IIIT, Kota consists of (i) Governing Body (ii) Finance Committee (iii) Building and Works Committee (iv) Academic Senate. The institute has the following four supportive and active Industrial Partners as envisioned in the mission and vision of the Institute.

- Cairn India Limited
- Vakrangee Softwares Limited
- Genpact India Limited
- National Engineering Industries Limited

Regulations

IIIT, Kota follows the regulations according to its Memorandum of Understanding (MoU) & Memorandum of Association (MoA). Statutes, ordinance and other prevailing rules of the mentor institute (MNIT Jaipur) are being followed

Building Status at Permanent Campus

As of now, IIIT Kota does not have its own building. It is being operated from the premises of the mentor institute (MNIT Jaipur). However the boundary wall along with tree plantation has been completed in its permanent campus at Ranpur near Kota. Further, the director office, conference hall, accounts and establishment block, academic block with adequate number of lecture theatres, labs and faculty cabins, seminar hall with capacity of more than 200 persons, computer center, library, workshop and store, boys and girls hostels, guest house, director's and staff residencies, transit accommodation and other development work such as rain water harvesting structure, sewerage treatment plant, overhead tank are to be taken up in the phased manner on receipt of required funds from the central and state governments for which the matter is under vigorous pursuance with the authorities concerned.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, KOTTAYAM

Valavoor - Chakkampuzha Rd, Valavoor, Kerala - 686635
Tel : 0471 2597459

Indian Institute of Information Technology, Kottayam at Valavoor, Pala, Kerala is one among the IIITs that have been established as "Institutions of National Importance" by Ministry of Education, Govt. of India under the ambit of IIIT (PPP) Act 2017. IIIT Kottayam campus is situated at Valavoor, Pala, Kottayam - a picturous location, spread over in 53 acres of land - allotted by Govt. of Kerala in the southern part of the state commonly referred to as God's Own Country.

The institute offers 4 year B.Tech and B.Tech (Hons) program with specialized courses covering all major research domains of computer science and engineering, viz Data Science, Cloud Computing, Artificial Intelligence, Machine Learning, Parallel Computing, HPC, Programmimg Languages, Bio Informatics and so forth. The Institute also offers a 4-year B.Tech and B.Tech (Hons.) program in Electronics and Communication with specialized courses covering all major research domains viz, Signal Processing, Communication, Networking, VLSI design, Embedded Systems, Computer Vision, and Applied electromagnetics.

The students are admitted against the JoSAA/CSAB counselling against the JEE main rank list. In addition, Institute also offers Ph.D programs in CSE, ECE and Mathematics as well as M.Tech in AI & Data Science for the working professionals.

Vision

To contribute to India and the world through excellence in Information Technology, technical education and research and to serve as a valuable resource for industries and society.

Mission

Generate a specialized cadre of Information Technology experts by imparting quality education,training and to attain international standards in teaching, research and consultancy with global linkage

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, LUCKNOW

Chak Ganjaria, C. G. City, Lucknow – 226002, Uttar Pradesh
Email : contact@iiitl.ac.in

Established in 2015, Indian Institute of Information Technology, Lucknow (IIIT Lucknow) is one of the 20 IIITs being set up by the Central Government in Public Private Partnership (PPP) mode. IIIT Lucknow admitted its first batch of B. Tech. in Information Technology with an intake of 50 students w.e.f. the Academic Session 2015-16. It currently offers all the amenities, academic and non-academic to its students that can help them flourish and serve the nation with all their apprehension in the various fields of technology. The admission is made through central counselling of candidates who qualify in JEE (Mains).

The Institute is being set up with the financial contributions of MHRD, Government of India, Government of Uttar Pradesh, and U.P. Electronics Corporation Ltd. as industry partners. The mission of IIIT Lucknow is to be a unique and world class nucleating "Apex Center of Excellence" in the area of Information Technology so as to enhance India's Technological strength in Information Technology . IIIT seeks to derive its strength from a linkage with sound Indian traditions of centuries past, and sets out to create knowledge-based resources in regional languages.

The permanent campus of IIIT, Lucknow is coming up in 50 acres of land at Chak Ganjaria Region, Lucknow. The Institute is being set up with the financial contributions of MHRD, Govt. of India, Govt. of Uttar Pradesh, and U. P. Electronics Corporation Ltd. as industry partner. It is a couple of kilometers away from the International cricket stadium (along with many other sports facilities) which is being set up in Gomti Nagar extension.

The Institute is surrounded by a 100 Acre IT City SEZ Lucknow project which is being developed by HCL Group selected through a competitive bidding process envisages initial investment of approx. Rs 1500 crores.The IT city will provide direct employment to 25,000 with indirect employment to approx. 50,000 people.

Evolving a brand-name takes years of nurturing, hard work and passion. IIIT Lucknow, which started its journey in 2015, has brought in the culture of innovation among its students. These students have received training that is 'deep in depth', yet 'wide in breadth'. Such training has moulded them into better qualified professionals.

At the Indian Institute of Information Technology Lucknow, we are committed to playing a key role in creating an ambience for the creation of new ideas, knowledge and graduates who will be tech-leaders of tomorrow.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, NAGPUR

Survey No. 140,141/1 behind Br. Sheshrao Wankhade Shetkari Sahkari Soot Girni,
Village - Waranga, PO - Bori (Butibori) Tahsil- Nagpur (Rural)
District Nagpur – 441108
Tel : 0712-2985010;9405215010
Email : info@iiitn.ac.in

The Indian Institute of Information Technology (IIIT), Nagpur is one of the IIIT under the Indian Institute of Information Technology (Public-Private Partnership) Act, 2017.

Indian Institute of Information Technology, Nagpur (IIITN) is one of the 20 Indian Institutes of Information Technology established under the Public-Private Partnership Scheme by the Ministry of Education (erstwhile Ministry of Human Resource Development), Government of India. IIITN has been declared as an "Institution of National Importance" under the provisions of the Indian Institute of Information Technology (Public-Private Partnership) Act, 2017. The Institute started functioning during the year 2016-17 and presently operating from its Makeshift Campus in Nagpur under the Department of Higher Education, Ministry of Education, and is supported by the Department of Higher Education, Government of Maharashtra, and Tata Consultancy Services, Mumbai as Industry Partner.

Institute's Mandate

One of the main objectives of the Institute is to develop competent and capable youth imbued with the spirit of innovation and entrepreneurship with the social and environmental orientation to meet the knowledge needs of the country and provide Global Leadership in Information Technology & Allied Fields.

Institute's Vision

The Institute aspires to attain the status of a top-notch Institution in Information Technology and Allied Fields and to emerge as an elite Research Institution by imparting futuristic quality education of Global Standards to corroborate the status of an "Institution of National Importance".

Institute's Mission

To undertake socially relevant, industry-oriented In-House Research & Development Programmes as well as to undertake cutting-edge research through Public-Private Participation in Information Technology & Allied Fields. The Institute shall endeavor to develop innovation and entrepreneurship with social and environmental orientation.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, PUNE

Near Bopdev Ghat, Kondhwa Annexe
Yewalewadi, Pune-411048
Tel : 9404542134

Established in 2016, Indian Institute of Information Technology, Pune (IIITP) is committed to providing the best-in-class technical education in the country. The institute is facilitating knowledge transfer while keeping up with the latest development pedagogy.

IIITP is an Institute of national importance established by the Ministry of Education (MoE), Government of India, and Industry partners on a Not-for-profit Public Private Partnership (N-PPP) basis. IIIT Pune is functioning from a transit campus located at KJEI's Trinity Academy of Engineering at the scenic foothills of Bopdev Ghat, Yewalewadi, Pisoli, Pune. The permanent campus for IIIT Pune is over 100 acres at Nanoli village, Tal. Maval, Pune.

IIIT Pune offers undergraduate programmes, master degree and a Ph.D. in Electronics and Communications Engineering and Computer Science and Engineering. The academic curriculum for the UG programs is designed to match international standards in engineering education with a view to produce quality engineers.

The Institute is actively working on revamping its undergraduate curriculum to meet the future IT requirements. Apart from academics, the institute provides a comprehensive environment that promotes art, culture, sports, societal contributions, and self-governance.

Undergraduate students participate in ongoing research and technology development, as a result, a vibrant undergraduate program exists to fulfil the needs of society. The Ph.D. programme is aimed at assisting students acquiring proficiency in their chosen area of research.

The academic programme leading to the Ph.D. Degree is broad-based and involves a course credit requirement and a research thesis submission. The Institute encourages research in interdisciplinary areas through a system of joint supervision and interdepartmental group activities.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, RANCHI

Khojatoli, Namkum, Ranchi, Jharkhand – 834010
Tel. : +91 3262235203, +91 7992316012
Email : director@iiitranchi.ac.in skumar@iiitranchi.ac.in

Established in 2016, Indian Institute of Information Technology Ranchi is an autonomous institute setup by the MHRD, Government of India, and Government of Jharkhand along with the industry partners Central Coalfield Limitd (CCL) (5%), Tata Consultancy Services (TCS) (5%) and Tata Technologies (5%) on a Public Private Partnership. MHRD, Government of India has taken up the initiative to setup 20 new Indian Institutes of Information Technology (IIITs) on a Public Private Partnership Model. A major objective in establishing IIITs is to set up a model of education which can produce best-in-class human resources in IT and harnessing the multi-dimensional facets of information technology in various domains. While the number of students produced by these IIITs would be small, the impact they create would be great. The IIIT Ranchi is funded by Government of India (50%), Government of Jharkhand (35%) and Industry Partners (15%). The IIIT Ranchi is expected to meet operating expenses from tuition fees, grants, sponsorships and donations. Additionally, the Government of Jharkhand has lent support to the institute by granting land for setting up the Campus at Ranchi, Jharkhand. IIIT Ranchi is autonomous, not-for-profit, self-sustaining, teaching and research-led education Institution. The Institute is managed by professionals from the area of academics and research, under the guidance of a Board of Governors of the Institute that has representatives of participating Industry partners, eminent academicians & researchers and representatives from Government. IIIT Ranchi will focus on applied research and education in IT and in selected domain areas. IIIT Ranchi will contribute significantly to the global competitiveness of key sectors of the Indian economy and industry.

Now (2016-17), IIIT Ranchi is offering two Under Graduate Programmes, B. Tech (Honours) Computer Science and Engineering and B. Tech (Honours) Electronics and Communications Engineering. IIIT Ranchi is committed to academic excellence and good governance.

Vision 2027

IIIT Ranchi will be one of the leading Institutes in India for its academic excellence and good governance.

Mission

- Quest for academic excellence and good governance
- Quest for growth of Institute
- Quest for most admired and respected Institute for students, employees and Industries
- Quest for innovative leader
- Quest for economic growth of the nation
- Digital and Swachch Institute

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, RAICHUR

Tel : 040-2301 6002
Email : info@iiitr.ac.in

IIIT Raichur was established by Ministry of Education, Government of India, in 2019 under Public-Private Partnership (PPP) Model. It was given the status of Institute of National Importance (INI) by the Government of India, under the Indian Institutes of Information Technology Laws (Amendment) Bill, 2020. The bill was passed by the Lok Sabha on 20 March 2020 and by the Rajya Sabha on 22 September 2020. IIIT Raichur began functioning on 26 July, 2019 from a temporary campus at Indian Institute of Technology, Hyderabad(IIT Hyderabad), with Budaraju Srinivasa Murty as the mentor Director and IIT Hyderabad as the mentor institute.

The institute will start functioning from its temporary campus in Govt Engineering College, Raichur from the academic year 2020-21. As the mentor institute, IIT Hyderabad will continue to oversee the functioning of IIIT Raichur. The Government Engineering College, Raichur, has been equipped with all the necessary arrangements to accommodate the IIIT Raichur. All the facilities and amenities at GEC Raichur Campus will be extended to IIIT Raichur as well.

IIIT Raichur is sharing the campus of its mentor institute - IIT Hyderabad. All the Academic and Curricular activities takes place at IIT Hyderabad Campus. The students are residing in the Hostels at IIT Hyderabad.

The State Government of Karnataka has handed over a land of 60 Acres for the construction of Permanent Campus at Raichur. The institute has invited tender for Appointment of Architect for Comprehensive Architectural Design Package for Development of Master Plan, Academic Block, Administrative Block, Faculty & Staff Housing, Student Hostels, Sports Facilities and Related Infrastructure for IIIT Raichur.

IIIT Raichur offers a B.Tech program in Computer Science and Engineering with an intake of 30 students. It uses a Fractal Academic System, involving continuous evaluation of students, and more choices on subject they want to pursue outside their core area. It has a well refined curriculum with emphasis on the advanced courses starting from the first year itself, which lets the students stand on par with the emerging technologies in the field of Computer Science.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, IMPHAL

Mantripukhri, Imphal – 795002, Manipur
Tel : - +91 385-242-1017 / 2920

Indian Institute of Information Technology Senapati, Manipur (IIITSM) is an institution under MHRD, Government of India. IIIT Senapati, Manipur was established in 2015 in order to develop Manipur as preferred destination for Information Technology (IT) related manpower and industry. This shall enable Manipur to gear up for providing IT related services as well as high-quality Research & Development in IT. IIITSM offers B.Tech in Computer Science and Engineering (CSE) and Electronics and Communication Engineering (ECE) and PhD in CSE, ECE and Humanities and Basic Sciences from its own campus located at Mantripukhri, Imphal. Although a new institute, the campus has adequate classrooms, laboratories for CSE and ECE, conference hall, playground, hostels, faculty quarters, guest house and own administrative offices. The excellent student-faculty ratio enables 360-degree technical supervision and personal development of each student. IIITSM is one of the 20 IIITs set up by the Government of India in PPP mode. Being an Institute of National Importance IIITSM strives to be attentive to academic needs of every student. Classes are conveniently scheduled between 8 A.M. to 5:00 PM. Institute-wide WiFi connectivity empowered students to explore about the life-changing tools 24x7.

Mission

The IIIT Senapati, Manipur undertakes the mission to provide technical education by offering state-of-the-art undergraduate, postgraduate and doctoral programmes with international standards of excellence and with emphasis on research to undertake collaborative projects which offer opportunities for long-term interaction with academia and Information Technology (IT) industry as well as technology development in the area of national importance.

Vision

To contribute to India and the World through excellence in Information Technology in general; to build leaders and entrepreneurs through transformative and Innovative Education in the context of socio-economic relevance to the North East of India in particular; to serve as a valuable resource for industry and society; and remain a source of pride for all Indians. Manipur, being projected as a Gateway to South East Asia under the Look East Policy of the Government of India, IIIT Senapati, Manipur will be looking for opportunities to spread IT education and to contribute to Human Resource development in its neighboring countries. IIIT Senapati, Manipur has a vision of establishing itself as an Institution of excellence in Cyber Security, Cyber Crime and Forensic so that human resource from IIIT Senapati, Manipur will be prepared to face this growing global threat. It also envisages itself for achieving excellence in application of robotics facilitating human life to overcome congenital as well as acquired disabilities.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, SRI CITY

630 Gnan Marg, Sri City, Satyavedu Mandal
Chittoor District - 517 646, Andhra Pradesh
Registrar Office : +91 70328 51919
For Admissions queries: +91 91773 19115 (WhatsApp only)
Academic Office : +91 73064 73364
Email : admissions@iiits.in ug.admissions@iiits.in

Indian Institute of Information Technology Sri City, Chittoor known as IIIT Sri City (IIITS) was established in 2013 by Ministry of Education, Government of India as an Institute of National importance by an Act of Parliament. IIITS is one among the 20 Institutes across India, focusing on Information Technology education, research and development.

The Institute is located in Sri City (www.sricity.in) located about 60 KMs from Chennai on the Nellore Highway. The nearest airports are Chennai (70 KMs) and Tirupati (70 KMs).

IIITS The Institute was setup by the Government of India along with Government of Andhra Pradesh and Industry Partners represented by Sri City Foundation as a Public-Private-Partnership (PPP) institution. The Institute is governed by the Board of Governors consisting of eminent personalities from the Government, Industry and Academia. IIITS offers B.Tech., M.Tech., M.S. and Ph.D. programmes in the areas of Computer Science & Engineering and Electronics & Communications Engineering.

IIITS significantly positioned as an institution known for UG-led research which aims to develop technology related research that can solve real-world problems and create a positive impact in our day-to-day lives. The Institute also offers students a unique opportunity to actively take part in research which would help create innovative and entrepreneurial mindset.

Highly qualified and committed faculty members is the hallmark of IIITS. The fulltime faculty have received their PhD degrees from globally recognized universities. Many of them have spent couple of years' time as Post-Doctoral Fellows in overseas universities. We at IIITS benchmark our pedagogy to leading universities and make continual efforts in upgrading our approach, course curriculum and teaching methodology. We emphasize and encourage students to be self-learners, gain experiential learning through involvement in various academic, research and co-curricular activities. The curriculum designed allows students to choose courses and projects of their choice. Moreover, the Institute promotes an environment wherein students are encouraged to participate in a variety of technical, cultural and social clubs, for skills development and community engagements.

IIITS aims to be better year-by-year and make a difference to every stakeholder who is actively engaged with it. Our endeavor would be to benchmark ourselves with the Top 100 Technology Universities of the world in terms of infrastructure, technology, research, best practices, facilities, etc.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, SONEPAT

IIIT Sonepat is located at IIT Delhi Techno Park,
Rajiv Gandhi Education City Rai, Sonepat
Contact No.- 01744-233189, 7496966902, 9729077477
Email:- sonepatiiit@gmail.com

Established in 2014, Indian Institute of Information Technology, Sonepat (IIIT, Sonepat) is one of the Indian Institutes of Information Technology located at Sonepat, Haryana. The academic session of IIIT Sonepat started from its mentor Institute National Institute of Technology, Kurukshetra from year 2014. IIIT Sonepat is a joint venture of the Ministry of Human Resource Development, Government of India, the Government of Haryana, with Industries in Public-Private Partnership model and has been declared as the Institute of national importance.

On 18 March 2013, Ministry of Human Resource Development, Government of India introduced a bill in the Parliament to establish 20 new Indian Institute of Information Technology's in different parts of the Country. As per the bill, MHRD will establish the 20 new IIITs under the Public Private Partnership (PPP) mode partnering with respective state governments and industry partners. The new IIITs are envisaged to be Institutes of National Importance. Aimed at generating highly competent manpower of global standards for the Information Technology Industry, the institutes are also expected to act as major catalyst to develop new knowledge in the field of Information Technology. Indian Institute of Information Technology – Sonepat, Haryana is amongst 20 new IIITs approved by MHRD and started to intake students from 2014.

The admission to IIIT is through Joint Seat Allocation Authority. The students are allotted admission by JosAA based on their Joint Entrance Examination (JEE-Main) ranks. The Indian Institute of Information Technology, Sonepat, Haryana is listed in the JosAA website under List of participating institutes in Indian Institute of Information technology(IIIT) Category.

The Institute presently offers B.Tech in Information Technology (IT) and Computer Science and Engineering (CSE) and B.Tech in Electronics and Communication Engineering (ECE). The Institute currently admits 30 students for each branch. The classes are held along with the students of National Institute of Technology, Kurukshetra.

Indian Institutes of Information Technology (IIITs) are a group of institutes of higher education in India, focused on information technology. Five of them are established, funded and managed by the Ministry of Human Resource Development. The rest are set up on the Public-Private Partnership (PPP) model.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, SURAT

SVNIT Campus: Ichchanath, Surat – 395007, Gujarat
Phone : 0261-2204322(O)
Email : office.iiitsurat@gmail.com

To address the challenges faced by the Indian Information Technology Industry & growth of the domestic IT Market, the Ministry of Human Resource Development (MHRD), Government of India has established twenty Indian Institutes of Information Technology (IIIT), on not-for-profit Public Private Partnership basis. As a part of this, IIIT-Surat was planned and started with initial mentoring by SVNIT, Surat till the new campus of IIIT is ready in Surat. A memorandum of understanding and a memorandum of association have been signed between the President of India, the Governor of the State of Gujarat and Industry partners namely; Gujarat Narmada Fertilizer Corporation (GNFC), Gujarat Informatics Limited (GIL) and Gujarat Gas Limited (GAL). After series of meetings at MHRD, Directorate of Technical Education (Gujarat State) and SVNIT, Surat planed various academic activities. State Government has requested Collector of Surat to allocate 50 acres of land in Surat and is in progress. B. Tech. courses in Electronics & Communication Engineering and Computer Science & Engineering have begun in SVNIT campus from July, 2017. The admission to these B.Tech., courses is conducted by Joint Seat Allocation Authority (JoSSA) from the year 2017-18 onwards. The hostel facility for the students is provided by SVNIT. The academic activities of IIIT-Surat are in time-synchronization with SVNIT.

Vision

To develop a globally competitive Centre of Excellence in the field of Computer Science and Technology to inspire the younger generation of Engineers to realize the 'Make in India' dream a reality.

Mission

Imparting preeminent knowledge in the field of Information Technology to younger generations so that they can serve the Society and Nation through evolving excellence in technology and innovations.

Objectives

- Enrich the upcoming young engineers with contemporary knowledge of Computer Science and Engineering and Electronics and Communication Engineering.
- Evolve seamless acquaintance in various technical fields through innovation and research.
- Cultivate the effective communication skill for establishing upbeat interaction to inspire leadership qualities in young Engineers.
- Setting up excellent facility and create environment for advanced studies in Science and Technology for fostering the innovative ideas linked with globally competitive areas of research.
- Nurture lifelong learning practices, ethical and human values in youngsters.
- Conduct campus outreach programmes for facilitating solutions to practical problems in small scale industries and other occupations including agriculture.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY,TIRUCHIRAPPALLI

OXFORD ENGINEERING COLLEGE CAMPUS,
TRICHY DINDIGUL HIGHWAY, PIRATTIYUR,
TIRUCHIRAPPALLI – 620009, TAMIL NADU
Tel : 0431-2500539
Email: office@iiitt.ac.in

Establihsed in 2013, Indian Institute of Information Technology Tiruchirappalli (IIITT), also known as IIIT Trichy, is an Institute of National Importance and one among the 21 IIITs proposed under the non-profit Public-Private Partnership (PPP) Model by MHRD.

IIITT is an academic and research institute fully funded by Government of India, Government of Tamil Nadu and Industry Partners in the ratio of 50:35:15.

Industry partners include Tata Consultancy Services (TCS), Cognizant Technology Solutions (CTS), Infosys, Ramco Systems, ELCOT, and Navitas (TAKE Solutions).

The focus is to address the challenges faced by the Indian IT industry and growth of the domestic IT market, the Ministry of Human Resource Development(MHRD), Government of India has established Indian Institute of Information Technology Tiruchirappalli on a Not-for-profit Public Private Partnership (N-PPP) basis like 21 other IIITs.

A major objective in establishing IIITT is to set up a model of education which can produce best-in-class human resources in IT and harnessing the multidimensional facets of IT in various domains. While the number of students produced would be small, the impact they create would be great.

IIIT Tiruchirappalli is operating in the temporary campus within the premises of Oxford Engineering College campus, Tiruchirappalli - 620 009, Tamil Nadu from mid-July 2020. Before that IIIT Trichy was operating in the temporary campus within the premises of National Institute of Technology (NIT) Campus, Tiruchirappalli – 620 015, Tamil Nadu, since March 2016. NIT Tiruchirappalli is the mentor institution for IIIT Trichy that provides academic and administrative support to the IIITT. In future, the permanent campus will be built at Sethurappatti Village, Srirangam Taluk, Tiruchirappalli District.

Vision

To achive "World Class Excellence in Information and Communication Technology".

Mission

- To impart Information Technology education to students and future leaders.
- To establish Center of Excellences in Information Technology.
- To engage in cutting edge technology research to meet the current needs and future challenges of India and the world at large.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, UNA

Transit Campus-II: Vill. Chandpur, Teh. Haroli
Distt. Una Himachal Pradesh-177220
Transit Campus-I: National Institute of Technology,
Hamirpur, Himachal Pradesh 177005
Tel : 01972-224373, 01975-257902
Email : director@iiitu.ac.in

Established in 2014, Indian Institute of Information Technology, Una is one of the 20 IIITs being setup, funded and managed by the Ministry of Human Resource Development, Government of India under the Public Private Partnership (PPP) model. The partners setting up IIIT Una are the Ministry of Human Resource Development, Govt. of India, the Government of Himachal Pradesh, HP Power Corporation Limited and HP Transmission Corporation Limited. Admissions to the undergraduate programmes in the Institute are made through the Joint Entrance Examination (JEE).

At present, IIIT Una operates from its temporary premises of Transit Campus-II (DevBhumy Group of Institutes, Vill. Chandpur, Teh. Haroli, Una, H.P.) and Transit Campus-I (NIT Campus, Hamirpur). The permanent campus is coming up in the District of Una In Himachal Pradesh.

Visions

To provide valuable resources for industry and society through excellence in technical education and research.

Mission

- To offer state-of-the-art undergraduate programs in CSE, IT, and ECE streams.
- To undertake collaborative projects for a longer period of time with academia and industries in the form of internships.
- To develop human intellectual capabilities to its fullest potential.

Objectives

- To design and implement a curriculum which fills the Industry –Academia gaps and ensuring its regular updation with the changing need of Industry and society in-large.
- To engage the best minds in teaching-learning process of the Institute.
- To create state-of-the-art learning facilities such as well-equipped Labs, Library, etc.
- To establish the state-of-the-art research facilities in the Institute.
- To collaborate with the best education and research Institutes/Organizations in the Country and across the world.
- To develop a learning environment where creativity can prosper without any limitations.
- To build a learning and experimentation platform where dreams and visions can become a reality.
- To develop prototypes of research-based products conforming to global standards for competing globally.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, VADODARA

C/o. Block No. 9, Government Engineering College
Sector – 28, Gandhinagar, Gujarat - 382028

Established in 2013, Indian Institute of Information Technology Vadodara (IIIT-V) is established by the Ministry of Education (MoE) , Government Of India under Public Private Partnership (PPP) as Institute of National Importance with a view to develop new knowledge in information technology and to provide manpower of global standards for the information technology industry and to provide for certain other matters connected with such institutions or incidental thereto. The partners in this project are Government Of India, Government of Gujarat, Gujarat Energy Research and Management Institute, Gujarat State Fertilizers and Chemicals and Tata Consultancy Services. The Institute was established in the year 2013. At present, IIIT-V is operating from its temporary premises at Government Engineering College (Gandhinagar) till the time its new campus is made operational at Vadodara, Gujarat. The Government of Gujarat has lent support to the Institute by providing 50 acres of land at Dumad, Vadodara and a Academic Block at GEC, Gandhinagar

Student stay in hostel at SABAR Campus complex.

Vision

- To create leaders who will be at the forefront of innovation, creating and applying pivotal technologies that will transform the world of tomorrow, and seek solution to problems of our businesses and our society.

Mission

- To deliver world-class education to students so that they excel in deep technical know-how including in new technologies, creativity, social awareness, entrepreneurial skills and lifelong learning.
- To conduct curiosity-driven and problem-led research that generates transformative ideas that will improve our society and our world.
- To Promote a transparent culture which prizes practical learning, innovation, problem-solving, teamwork, adaptation to change and entrepreneurship.
- To Engage and develop educators who are responsible to educate the next generation and to ensure that we always meet our exacting standards for education, research and culture.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY DESIGN & MANUFACTURING (IIITD&M)

Kancheepuram, Melakottaiyur Village, Off Vandalur-Kelambakkam Road
Nellikuppam Road, Chennai - 600 127, Tamil Nadu
Phone: +91-44-2747 6300
Fax: +91-44-2747 6301
E-Mail: office@iiitdm.ac.in

Established in 2007, Indian Institute of Information Technology Design & Manufacturing (IITD&M), Globalization has created uniformity in customer expectations world over. With opening up of Indian economy, our manufacturing sector has to compete globally even for the domestic market. This would require strong products with leading technology / quality and compelling cost advantage.

Suitably trained manpower with skill sets appropriate for design, development and prototyping using modern IT tools is critical to achieve this goal. This Institute is envisioned as an academic institution of excellence that would facilitate and promote the competitive advantage of Indian products in global markets. This Institute will serve as an inter-disciplinary institution for education and research in the area of Product Lifecycle Management (PLM) encompassing design and manufacturing using state of the art concepts, tools, processes and practices of the industry world over.

Indian Institute of Information Technology Design & Manufacturing Kancheepuram (IIITD & M Kancheepuram) is a Centre of Excellence for technical education and research established in 2007 by the Ministry of Human Resource Development, Government of India to pursue design and manufacturing oriented engineering education and research and to promote the competitive advantage of Indian products in global markets.

It is one of the two IIITD & Ms, the other one being located in Jabalpur. The institute,which was operating from its temporary campus within the Indian Institute of Technology Madras, which was also its mentor institute, has moved to its permanent campus at Kelambakkam-Vandalur road near Chennai in 2011. The institute offers academic and research programs that integrate engineering design, manufacturing and management with information technology. The institute offers undergraduate and postgraduate programs which focus on IT, design and manufacturing in engineering sectors.

The institute is located on a 51 acre campus on the outskirts of Chennai, off the Vandalur-Kelambakkam road. It is a fully residential campus with all students residing within the campus. The campus houses the academic block, the administrative block, lecture hall complex and laboratory block.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY DESIGN AND MANUFACTURING

DINNEDEVARAPADU Grama Panchayat
Kurnool– 518002, Andhra Pradesh

Established in 2015, Indian Institute of Information Technology Design and Manufacturing, Kurnool (IIITDMK) is an autonomous institute fully funded by MHRD, Govt. of India. IIITDMK is mentored by Indian Institute of Information Technology, Design and Manufacturing (IIITDM) Kancheepuram, Chennai and commences its academic programmes from 2015 onwards. IIITDMK is presently hosted in IIITDM Kancheepuram, Chennai campus. The Government of Andhra Pradesh alienated 151 acres at Kurnool located at about 200 Kms from Hydhrabad and development of permanent campus is in progress.

- B.Tech Computer Engineering (40 Seats)
- B.Tech Electronics and Communication Engineering (Design and Manufacturing (40 Seats)
- B.Tech Mechanical Engineering (Design and Manufacturing) (40 Seats)

IIITD&M is an autonomous institute established by MHRD in 2007. It is a residential institute with academic, research, hostel, and recreational facilities. IIITK students will be accomodated in IIITD&M campus and it will be the mentor institute for the academic programmes.

IIITDM Kurnool Site Details

Location: DINNEDEVARAPADU Grama Panchayat, Pincode – 518002.

Dinnedevarapadu gram panchayat is located in kurnool mandal near by 5 km to kurnool head quarter of kurnool district.

Nearby Landmark

Jagannatha Gattu Temple is a Hindu temple in Dinnedevarapadu, Kurnool. It is a popular tourist place located near Kurnool city. It is said that the shivalinga was brought by bheemasena from the kasikshetra. The shivalinga is of 6 feet height and 2 feet in width which is made up of granite stone.this is very famous for the lord Shiva temple.

INDIAN INSTITUTE OF INFORMATION TECHNOLOGY, DESIGN AND MANUFACTURING, JABALPUR



Dumna Airport Road, PO: Khamaria,
Jabalpur - 482 005, Madhya Pradesh
Tel : 0761-2632615-044, 2632273, 2632068
Fax : 0761-2632524, 0761 2632049
Email : director@iiitdmj.ac.in; registrar@iiitdmj.ac.in
Website : http://www.iiitdmj.ac.in

Established in 2005, Indian Institute of Information Technology, Design and Manufacturing (IIITDM) Jabalpur, one of the premier technical Institutes of the country, established by Ministry of Human Resource Development (MHRD), Government of India, shall be a Global Center of Excellence in engineering education and research by building itself as an Enterprise of Knowledge. The academic community including students, shaped with the unique creativity based on fundamental strong multidisciplinary academic skills, the capacity for a bold innovative thinking involving positive change and an integrity of character, grounded in an active and resolutely pioneering spirit, shall be indulged in meaningful innovations based on a knowledge-based engineering approach.

Probably at no previous moment in the world history have commerce and industry become so complex, extensive, and globally interrelated as they are today. India, which is going through a rapid growth in its manufacturing sector, is not unaffected by these changes. The modern manufacturing environment entails a large variety of cross-disciplinary activities including the Design and IT. Engineers consequently are being called upon to work within new environmental, economical and social constraints which are increasingly becoming a part of contemporary engineering practice. Obviously, these elements need to find their way into the engineering curricula. However, traditional engineering instructional formats isolate teaching and research into specific disciplines with un-integrated curricula and therefore the structure of our engineering curricula have hardly changed in accordance with the modern manufacturing needs. Such divisions in the existing higher education formats are found to act as barriers to learning, behavior, and performance. Another aspect of engineering education which needs to be considered is the basic nature of the IT profession. The IT driven market of today features a model of innovation which is quite different from the research models that most institutes are familiar with. The new market model for innovation emphasizes on fast concept, funds projects with venture capital, fosters innovation by rewarding entrepreneurs who specialize in transforming people's practices to become more productive with the help of new technology. In contrast, the conventional research model emphasizes on careful development of ideas and principles and achieves innovation only after ideas have gone through a long pipeline that distills out the best and brings them into practice over a period of 15-20 years.

INDIAN INSTITUTE OF PETROLEUM AND ENERGY

2nd Floor, AU Engg College, Main Building
Andhra University, Visakhapatnam-530003
Tel. : 0891 2585152
Email : info@iipe.ac.in

Indian Institute of Petroleum and Energy (IIPE) is the first Petroleum institute of National importance planned to be started in Vizag.

The Government of India, under the Andhra Pradesh Reorganization Act 2014, has agreed to establish a Petroleum University of national importance in the state of Andhra Pradesh. The State Government of Andhra Pradesh has allotted land measuring 150 acres at Anthakapalli Village, Visakhapatnam for the permanent campus of Indian Institute of Petroleum & Energy (IIPE).

Till such time as the IIPE sets up its own campus, the institute will operate from its temporary campus at Andhra University College of Engineering (A), Visakhapatnam, effective academic session 2016-2017, in line with the MoU between Andhra University and IIPE for sharing infrastructure / resources. Further, other facilities such as Laboratories, workshops, e-library, wi-fi etc will be made available for the students of IIPE by Andhra University.

A Society has been registered titled Indian Institute of Petroleum & Energy with 9 members viz., C&MD HPCL (President), Secretary-Industries & Commerce Department, AP Government, Chairman IOCL, C&MD ONGC, C&MD GAIL, C&MD Oil India Limited, ED-HR HPCL (Secretary), FA&CAO OIDB (Treasurer) and Prof K S Gandhi, Professor Emeritus, Department of Chemical Engineering, Indian Institute of Science, Bangalore.

A Memorandum of Understanding has been signed between IIT-Guwahati (JEE Advanced 2016) and IIPE (signed by RGIPT on behalf of IIPE) for the selection of candidates with regard to admission for the academic session 2016-17 at IIPE for B.Tech courses (Chemical Engineering and Petroleum Engineering) on the basis of Rank List.

INDIAN INSTITUTE OF PUBLIC HEALTH GANDHINAGAR

Palaj Village, Opp. New Air Force Station HQ
Gandhinagar-382042, Gujarat
Phone: +91-079-40240444
Email: contact@iiphg.org

The Public Health Foundation of India (PHFI) is a public private initiative that has collaboratively evolved through consultations with multiple constituencies including Indian and international academia, state and central governments, multi & bi-lateral agencies and civil society groups. PHFI is a response to redress the limited institutional capacity in India for strengthening training, research and policy development in the area of Public Health.

Structured as an independent foundation, PHFI adopts a broad, integrative approach to public health, tailoring its endeavours to Indian conditions and bearing relevance to countries facing similar challenges and concerns. The PHFI focuses on broad dimensions of public health that encompass promotive, preventive and therapeutic services, many of which are frequently lost sight of in policy planning as well as in popular understanding.

The Prime Minister of India, Dr. Manmohan Singh, launched PHFI on March 28, 2006 at New Delhi. PHFI recognizes the fact that meeting the shortfall of health professionals is imperative to a sustained and holistic response to the public health concerns in the country which in turn requires health care to be addressed not only from the scientific perspective of what works, but also from the social perspective of, who needs it the most.

Vision

Our vision is to strengthen India's public health institutional and systems capability and provide knowledge to achieve better health outcomes for all.

Mission

- Developing the public health workforce and setting standards
- Advancing public health research and technology

Strengthening knowledge application and evidence-informed public health practice and policy.

INDIAN INSTITUTE OF SCIENCE

Bangalore 560 012, Karnataka
Tel : 080-23600690, 23600757
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Email : diroff@admin.iisc.ernet.in, regr@admin.iisc.ernet.in
Website : http://www.iisc.ernet.in

The Indian Institute of Science (IISc) was conceived as a ´Research Institute´ or ´University of Research´ by Jamsetji Nusserwanji Tata, in the final years of the 19th century. A long period of almost thirteen years was to elapse from the initial conception in 1896 to the birth of the institute on May 27, 1909. The early history of the Institute is a fascinating chapter in the story of higher education and scientific research in India. The cast of characters in the drama that led to the establishment of the Institute includes, in addition to its charismatic and generous founder J.N. Tata, figures from the pages of Indian history. There is Swami Vivekananda, whom J.N. Tata befriended on his famous voyage to the United States, the Maharaja of Mysore, Shri Krishnaraja Wodeyar IV and his mother then acting on his behalf, and Lord Curzon the Viceroy of India, whose first task on arrival on December 31, 1898 was to receive a draft proposal prepared by the Provisional Committee set up to plan the establishment of the Institute. The plan was shepherded through many difficult years by Burjorji Padshah, a close associate of J.N. Tata. Unfortunately, J.N. Tata died in 1904 unaware that his vision would indeed be realized a few years later. When the British Government fi nally issued the Vesting Order in 1909, an unmatched experiment in higher education and research was launched in India. IISc is truly the first example of a public-private partnership in this country; an institution, whose evolution over a century is testimony to the robustness of its foundations. The Institute occupies nearly 400 acres of prime land in Bangalore, generously donated by the Maharaja of Mysore in March 1907. Indeed, the contribution from the princely state of Mysore was the decisive element in determining the location of J.N. Tata´s proposed institution. Remarkably, in a gesture unmatched in the annals of private philanthropy in India, Tata did not wish his name to be associated with the Institute. His dream was to create an institution that would contribute to the development of India. The name, Indian Institute of Science, which was finally chosen, reflects in every way the wishes of J.N. Tata. Visitors to Bangalore who seek out IISc still have to ask local residents for directions to the ´Tata Institute´, a clear recognition that Jamsetji Tata´s act of generosity has remained undimmed in public memory, despite the passage of a century. The Institute began with only two departments: General and Applied Chemistry and Electro-Technology. The first Director, Morris W Travers began the task of organizing the Institute shortly after his arrival in India at the end of 1906. Travers began the construction of the main building, which is one of Bangalore´s landmarks today. The Departments of Organic Chemistry and Biochemistry were among the earliest to be established. The Physics department came into being in 1933, when C.V. Raman became the first Indian Director of the Institute. In the century that has passed since its inception, IISc has grown to become India´s premier centre for research and postgraduate education in science and engineering.

INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH, BHOPAL

Bhopal Bypass Road, Bhauri
Bhopal - 462 066, Madhya Pradesh
Mobile : 095890 81337
Email : sherly@iiserb.ac.in

Indian Institutes of Science Education and Research (IISERs) were created in 2006 through a proclamation of Ministry of Human Resource Development, Government of India, to promote quality education and research in basic sciences. Soon after the announcement, two of these Institutes at Pune and Kolkata, respectively, were started in 2006. This was followed by an Institute at Mohali (2007) and at Bhopal and Trivandrum in 2008. Each IISER is a degree granting autonomous institution with a prime focus to integrate science education and research, with a motive of attracting bright students and world class faculty. Indian Institute of Science Education and Research Bhopal will provide a platform for the faculty to engage in high quality pedagogy, at both undergraduate and postgraduate levels, and to perform cutting edge research in frontier areas of basic sciences. The Institute is also committed to impart high moral and ethical values to students and create a genuine concern for social and environmental issues. With these set of broad objectives, it is believed that IISER Bhopal will emerge as a world-class Institute within a few years of its inception. IISER Bhopal offer BS-MS (Dual Degree) programme, Integrated Ph.D. programme in Chemistry, Mathemetics and Physics and Ph.D. programme in Biological Sciences, Chemistry, Earth and Environmental Sciences, Mathematics and Physics. The details of these programs can be found under academic affairs.

Vision

- "To emerge as an Institute of the highest calibre in which teaching and education will be totally integrated with the state of the art research."

Mission

- Promote research and development activities in science and application of scientific methods by investing in infrastructure and faculty, promoting academic reforms and spreading scientific awareness among public.
- Provide pivotal training in natural sciences and liberal arts enabling the young minds to develop not only rationale but creative thinking capabilities as well.
- Foster an environment of liberal education of natural sciences with a spirit of freedom of thought.
- To collaborate and develop strategic alliances in order to tread new and innovative vistas for long-term dialogue between academia and industry.
- To nurture a scientific temper in the society so as to eliminate the illogical dogmas and irrational thoughts.
- Create a cadre of scientists of high calibre imparting training in the latest techniques of scientific experimentation in order to carry out research at the cutting-edge areas of science.

INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH, KOLKATA

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Indian Institute of Science Education and Research Kolkata (IISER Kolkata) was established in 2006 by the Ministry of Human Resource Development (MHRD), Government of India. IISER Kolkata is designed to reach the prestigious position in the global setting that IISc, IIMs and IITs presently enjoy. IISER Kolkata is an autonomous institution awarding its own degrees. The central theme of the IISER Kolkata is to integrate education with research so that undergraduate teaching as well as doctoral and postdoctoral research work could be carried out in symbiosis.

The institute has five major departments: biological sciences; chemical sciences; earth sciences; mathematics and statistics; and physical sciences.

It offers a five-year dual bachelor's-master's degree, doctoral degrees, master's degrees by research (MR) and postdoctoral studies.

The institute hosts the Centre of Excellence for Space Sciences (CESSI) and a Max Planck-DST Partner Group of Chemical Ecology funded by the Max Planck Society.

The main campus near Kalyani has a field station for ecological, environmental and field studies, and a broadband seismological observatory. The institute jointly runs the Göttingen-Kolkata: Open shell systems (G-KOSS) in fundamentals of molecular spintronics with Georg-August-Universität Göttingen.

Mission and Vision

The basic idea of IISER is to create research Universities of the highest calibre in which teaching and education will be totally integrated with the state of the art research. These Universities are devoted to Undergraduate and Postgraduate teaching in sciences in an intellectually vibrant atmosphere of research. One of the important objectives of creating these Universities is to make education and careers in basic sciences more attractive by providing opportunities in integrative teaching and learning of sciences and break the barriers of traditional disciplines.

INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH, MOHALI

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The Indian Institutes of Science Education & Research (IISERs) were established by the Ministry of Human Resource Development (MHRD), Government of India, based on the recommendation of the Scientific Advisory Council to the Prime Minister. Five IISERs have been created and are functioning at Pune, Kolkata, Mohali, Bhopal and Thiruvananthapuram. The basic mandate of the IISERs is to carry out research in frontier areas of science and to provide quality science education at the undergraduate and the postgraduate level. Each IISER is an autonomous institution and awards its own degrees.

The **foundation stone** of Indian Institute of Science Education & Research (IISER) Mohaliwas laid on 27th September 2007 by the Prime Minister of India Government of India. The first Director Prof.N Sathyamurthy joined on 18th June 2007. Classes for the first MS (Int) batch began on 16th August 2007. The transit campus was inaugurated on 13th November 2007. IISER Mohali started its academic programs in 2007 with a small batch of students in the BS-MS dual degree program. Five batches of students have completed the course requirements and have been awarded their degrees. The PhD program was started in 2008 and more then 30 students have graduated. The Integrated PhD program was started in 2012.

IISER Mohali's fully residential campus is coming up on 125 acres of land given by the Punjab Government, in the Knowledge City at Sector 81 Mohali. Most of the buildings in the initial phase have been completed and are in use. With a faculty of 80, various programs for 1170 students are being conducted along with cutting edge research in basic sciences.

MS (Integrated) Program

The 5 yr MS (Int) program in Science at IISER Mohali admits students after 10+2. The course structure is interdisciplinary & research oriented in nature, with a focus on the basic sciences. The first two years of the program constitute a common core with courses from Physical Sciences, Chemical Sciences, Life Sciences, Mathematics & Computer Science, Humanities & Social Sciences**,** as well as Interdisciplinary courses. The MS degree is awarded in the subject in which the student opts to major in, after the core years. In the fifth year, the students will undertake a research project, and participate in state-of-the-art scientific research at IISER Mohali's research labs. The graduates are expected to take up science as a career, although the diverse skills gained will equip them to pursue high-profile careers in any field, including industry.

INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH, PUNE

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The Government of India, based on the recommendation of Scientific Advisory Council to the Prime Minister, through the Ministry of Human Resource Development (MHRD), has established five Indian Institutes of Science Education and Research (IISER) in 2006. These institutes are currently located in Kolkata, Pune, Mohali, Bhopal and Thiruvananthapuram. IISERs are a unique initiative in science education in India in which teaching and education will be totally integrated with the state-of-the-art research nurturing both curiosity and creativity in an intellectually vibrant atmosphere of research. IISERs are destined to become Science Institutes of the highest caliber and reach the prestigious position in the global setting that IISc, IIMs and IITs presently enjoy.

Each IISER is an autonomous institution awarding its own Masters and Doctoral degrees. Students are encouraged to carry out research projects during the vacation periods in the first four years of their Masters programme in various research institutes outside IISER. The teaching classrooms, teaching laboratories and research laboratories are state of the art with an excellent research atmosphere with the facilities and standards second to none in India. The construction of the final campus has been completed.

Objectives

- To create a world class institution for undergraduate and postgraduate education in science with an intellectually alive atmosphere of research.
- To create a unique research institution in the country in which education will be totally integrated with state-of-the-art research.
- To create a cadre of high calibre internationally well-known faculty members devoted to teaching as well as research in science.

Vision

- Establish scientific institutions of the highest caliber where teaching and education are totally integrated with state-of-the-art research
- Make learning of basic sciences exciting through excellent integrative teaching driven by curiosity and creativity
- Entry into research at an early age through a flexible borderless curriculum and research projects

INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH, THIRUVANANTHAPURAM

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Indian Institute of Science Education and Research, Thiruvananthapuram (IISER-TVM) is dedicated to scientific research and science education of international standards. Traditionally, teaching has been segregated from research in undergraduate science curricula in our country. IISERs were established by the Ministry of Human Resource Development, Government of India, to bridge this dichotomy. IISER-TVM started functioning in August 2008. The institute aims to provide high quality education in modern science, integrating it with outstanding research at the undergraduate level itself, and develop a spirit of research cutting across disciplines. The faculty are engaged in research in the frontier areas of basic sciences, with a high degree of autonomy and creativity.

Thiruvananthapuram or IISER-TVM, is one of seven IISERs, institutes established by the Ministry of Human Resource Development, Government of India, to bridge the gap between teaching and research at the undergraduate science level in the country. It aims to provide high quality education in modern science, integrating it with outstanding research of international standards at the undergraduate level itself, and develop a spirit of research cutting across disciplines. The institute awards five-year integrated Master of Science degrees in Mathematics, Physics, Chemistry and Biology. There are facilities for doing research in those areas leading to the award of PhD.

IISER-TVM is located on the campus of the College of Engineering, Trivandrum (CET). A site of 200 acres (0.81 km^2) for establishing a permanent campus has been identified at Vithura, at the foothills of the Ponmudi hills of the Western Ghats, about 50 km from Thiruvananthapuram. There are six other IISERs in India, namely IISER Bhopal, IISER Kolkata, IISER Mohali, IISER Pune, IISER Tirupati and IISER Berhampur.

INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH, BERHAMPUR

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The Ministry of Human Resource Development (MHRD), Government of India, has proclaimed Indian Institute of Science Education and Research (IISER) Berhampur to promote quality education and cutting edge research in basic sciences and to provide a platform for the faculty to engage in high quality education, at undergraduate and postgraduate levels. The classes will begin from the academic session of 2016-17.

Indian Institute of Science Education and Research, Berhampur also referred as IISER Berhampur, is a public research and education institute in Berhampur, Odisha, India. It was established by the Ministry of Human Resource Development in order to promote Higher Scientific Learning and Research as well as Scientific Exploration at the Undergraduate and Postgraduate levels of education and to create Scientists and Academicians of the highest quality. IISER Berhampur is recognized an Institute of National Importance by the Government of India. This new institute will start functioning from 2016-17 academic year in the month of August. IISER Bhopal will mentor this institute till a new director is appointed.

Academic programmes

- IISER Berhampur is initially offering Integrated B.S. - M.S. degree. Admission to this program is in co-ordination with the other IISERs through a Joint Admission Programme.

INDIAN INSTITUTE OF SCIENCE EDUCATION AND RESEARCH, TIRUPATI

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The Government of India, through the Ministry of Human Resource Development (MHRD), has established six Indian Institutes of Science Education and Research (IISER).These institutes are located in Bhopal, Mohali, Pune, Kolkata, Thiruvanantapuram and Tirupati.

The IISERs represent a unique initiative in India where teaching and education are totally integrated with state-of-the-art research nurturing both curiosity and creativity in an intellectually vibrant atmosphere of research. Each IISER is an autonomous institution awarding its own Masters and Doctoral degrees.

Established in 2015, IISER Tirupati is the sixth Institute in the chain of IISERs being established by the Govt. of India under the Ministry of HRD for imparting quality education in basic sciences and set up state-of-art research facilities for front line and cutting edge research in science. This is a new institute and is currently being mentored by IISER Pune.

The Director and the Board of Governors of IISER Pune will be looking after the IISER Tirupati activities till the Director for IISER Tirupati is appointed. Similarly, a separate Board of Governors and other statutory bodies are will be constituted for the new institute.

IISER Tirupati academic activity has started in August 2015.

INDIAN INSTITUTE OF SPACE SCIENCE AND TECHNOLOGY

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IIST is Asia's first Space Institute and the first in the world to offer the complete range of undergraduate, post graduate, doctoral programmes with specific focus to space science, technology and applications.

This unique concept took root in January 2007, when IIST was registered as a Society under the Travancore -Cochin Literary, Scientific and Charitable Societies Registration Act, 1955.

IIST received the approval of the Union Cabinet on 26 April, 2007 and it was formally inaugurated on 14 September 2007 by Dr. G. Madhavan Nair. In a little less than a year of its establishment, IIST received the recognition of UGC as a 'Deemed to be University' under Section 3 of UGC Act, 1956.

The Institute has the unique mandate of encouraging and equipping brilliant youngsters from all parts of the country to take up a career as Scientist/Engineer in the Indian Space Research Organisation. IIST functions as a autonomous body under the Department of Space, Government of India.

To be a world class educational and research institution contributing significantly to the Space Endeavours.

Create a unique learning environment enriched by the challenges of the Space Programme.

Nurture the spirit of innovation and creativity.
Establish Centres of Excellence in niche areas.
Provide ethical and value based education.
Promote activities to address societal needs.
Network with national and international institutions of repute.

INDIAN INSTITUTE OF TEACHER EDUCATION

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Indian Institute of Teacher Education epitomizes the extension of the knowledge tradition embedded in the rich intellectual and cultural heritage of India. IITE has been envisioned to introduce and initiate future teachers into the process of transformation into evolved beings who can lead and guide the children of tomorrow towards the knowledge century in the true sense.

With holistic training components, value-education and skill-orientation as the mainstay of the teacher education, IITE has a vision of empowering the nation and the world with teachers who can take the onus of shaping the next generation of students with a sense of responsibility for the nation and an orientation for internationalism.

The Indian Institute of Teacher Education Act was passed in March 2010. IITE offers a four-year integrated course on Teacher Education.

To create teachers of tomorrow with the transformative knowledge of Indian tradition and usher in a new era of teacher education, focusing upon the integral development of teachers.

To provide integrated courses in teacher education, marked and defined by value-education, global outlook, and interdisciplinarity.

Vision
To create teachers of tomorrow with the transformative knowledge of Indian tradition and usher in a new era of teacher education, focusing upon the integral development of teachers.

Mission
To provide integrated courses in teacher education, marked and defined by value-education, global outlook, and interdisciplinarity.

INDIAN INSTITUTE OF TECHNOLOGY

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When I came to Kanpur first to join as the Director of the Institute, almost everybody I met in Kanpur asked me..if I had wanted to commit professional suicide, I did not at all worry about this because I was no longer myself but an instrument of a historical process" (Extracts from the convocation address given by Dr. P.K. Kelkar on 1981 May 17). The institute was registered under Registration of Society Act XXI of 1860 on 2nd November, 1959. Soon after the five IITs were set up, Prime Minister Pandit Jawaharlal Nehru had realized that to keep pace with the ever changing world of science and technology, it is necessary to collaborate closely with the outside world. The Kanpur Indo-American Programme (1962-1972) at IIT-Kanpur was a stride in this direction. During the period 1962-72, the Institute received technical assistance under KIAP from a consortium of nine leading Institutions of U.S.A. Under the program, faculty members from these Institutions assisted the Institute in the setting up of the academic programs and development of laboratories for instruction as well as research.

Indian Institute of Technology, Kanpur is one of the premier institutions established by the Government of India. The aim of the Institute is to provide meaningful education, to conduct original research of the highest standard and to provide leadership in technological innovation for the industrial growth of the country. The Institute began functioning in the borrowed building of Harcourt Butler Technological Institute in 1959 with 100 students and a small faculty. The Institute now has its own sprawling residential campus, about 2255 undergraduate and 1476 postgraduate students, 309 faculty and more than 900 supporting staff. The combined record of its past and present faculty and students along with the alumni spread across the world is awe-inspiring. With the path-breaking innovations in both its curriculum and research, the Institute is rapidly gaining a legendary reputation.

IIT-Kanpur is located on the Grand Trunk Road, 15 km west of Kanpur City and measures close to 420 hectares. This land was gifted by the Government of Uttar Pradesh in 1960 and by March 1963 the Institute had moved to its current location. If someone had visited it then, he/she would have seen a standing crop, acacia woods, a long winding line of stately mango trees, flocks of peafowl and a conventional country side scene of India. The residential campus is planned and landscaped with a hope for environmental freedom. Halls of residence, faculty and staff houses and community buildings surround the central academic area to provide flexibility in movement and communication. The person who brought this mammoth transformation was Mr.Achyut Kanvinde, a Delhi-based architect. Since the beginning, the Institute has attracted scholars from across the country. The rich cultural diversity of India is reflected in the campus activities of IIT-K as well.

INDIAN INSTITUTE OF TECHNOLOGY

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There were 224 freshers and 42 teachers in August 1951 when the first session started. The class rooms, laboratories and the Administrative office were housed in the historic building of the Hijli Detention Camp. The Institute started its academic programme with only ten Departments. On March, 1952, Pandit Nehru laid the foundation stone of the New Building.

On Sept. 15, 1956, the Parliament of India passed an act known as the Indian Institute of Technology(Kharagpur) Act declaring this Institute as an Institute of national importance. The Institute was also given the status of an autonomous University. From this modest start in 1950, IIT Kharagpur has been engaged in a steady process of development in the vast tree-laden campus, spreading over 2100 acres has a self contained township of over 15,000 inhabitants.

The layout of the present campus and the design of our buildings were carried out by a host of engineers and architects under the guidance of an eminent Swiss architect Dr. Werner M. Moser. A large amount of financial help was available for procuring a number of machine tools from the ministry of industry and supply. The Institute Workshop was supposed to be one of the best in the country. The Institute was fortunate enough to have Sir J.C.Ghosh, an eminent Scientist as its first Director under whose able stewadship the Institute grew in its formative years. The first Board of Governors was constituted with Dr. B.C. Roy, as the chairman and Mr. N.R.Sarkar, Sir Jehangir J. Gandhi, Dr. Tarachand, Mr. K.R.K. Menon, Mr. T. Sivasankar, Dr. S.S. Bhatnagar, Mr. H. Kabir and Dr. J.C. Ghosh as memebers. Some eminent scholars from Europe had joined this Institute in its formative years and the first two of them were Prof. R.A. Kraus and Prof.H. Tischner, who was incidentally the first Head of Electronics and ECE Department.

The history of the IIT system dates back to 1946 when a committee was set up by Hon'ble Sir Jogendra Singh, Member of the Viceroy's Executive Council, Department of Education, Health and Agriculture to consider the setting up of Higher Technical Institutions for post war industrial development in India. The 22 member committee headed by Sri N.R.Sarkar, in its report, recommended the establishment of four Higher Technical Institutions in the Eastern, Western, Northern and Southern regions, possibly on the lines of the Massachusetts Institute of Technology, USA, with a number of secondary institutions affiliated to it. The report also urged the speedy establishment of all the four institutions with the ones in the East and the West to be started immediately. The committee also felt that such institutes would not only produce undergraduates but they should be engaged in research, producing research workers and technical teachers as well. The standard of the graduates should be at par with those from first class institutions abroad. They felt that the proportion of undergraduates and postgraduate students should be 2:1. With the above recommendations of the Sarkar committee in view, the first Indian Institute of Technology was born in May 1950 in Hijli, Kharagpur, in the eastern part of India. Initially the IIT started functioning from 5, Esplanade East, Calcutta and very soon shifted to Hijli in Sept. 1950. The present name 'Indian Institute of Technology' was adopted before the formal inauguration of the Institute on August 18, 1951, by Maulana Abul Kalam Azad. IIT Kharagpur started its journey in the old Hijli Detention Camp where some of our great freedom fighters toiled and sacrificed their lives for the independence of our country. The history of IIT Kharagpur is thus intimately linked with the history of the Hijli Detention Camp. This is possibly one of the very few Institutions all over the world which started life in a prison house.

INDIAN INSTITUTE OF TECHNOLOGY

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The Indian Institutes of Technology (popularly known as IITs) are institutions of national importance established through an Act of Parliament for fostering excellence in education. There are fifteen IITs at present, located in Bhubaneswar, Chennai, Delhi, Gandhinagar, Guwahati, Hyderabad, Indore, Jodhpur, Kanpur, Kharagpur, Mandi, Mumbai, Patna, Ropar and Roorkee. Over the years IITs have created world class educational platforms dynamically sustained through internationally recognized research based on excellent infrastructural facilities. The faculty and alumni of IITs continue making huge impact in all sectors of society, both in India and abroad. Institute of Technology, Banaras Hindu University (IT-BHU) Varanasi and Indian School of Mines (ISM) Dhanbad, are the oldest institutions in India and are known for their immense contributions towards society at large and for science and technology in particular.

To contribute to India and the World through excellence in scientific and technical education and research; to serve as a valuable resource for industry and society; and remain a source of pride for all Indians.

To generate new knowledge by engaging in cutting-edge research and to promote academic growth by offering state-of-the-art undergraduate, postgraduate and doctoral programmes.

To identify, based on an informed perception of Indian, regional and global needs, areas of specialization upon which the institute can concentrate.

To undertake collaborative projects which offer opportunities for long-term interaction with academia and industry.

To develop human potential to its fullest extent so that intellectually capable and imaginatively gifted leaders can emerge in a range of professions.

- Academic integrity and accountability.
- Respect and tolerance for the views of every individual.
- Attention to issues of national relevance as well as of global concern.
- Breadth of understanding, including knowledge of the human sciences.
- Appreciation of intellectual excellence and creativity.
- An unfettered spirit of exploration, rationality and enterprise.

INDIAN INSTITUTE OF TECHNOLOGY

Old Dhamtari Road, Datrenga,
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IIT Bhilai is one of the six new IITs established by the Ministry of Human Resource Development, Government of India, located at Chhattisgarh state. Until the infrastructure of IIT Bhilai permanent campus is ready; the institute will start and function temporarily at the campus of Government Engineering College (GEC) Raipur. Four storied Block-B of GEC building has been fully renovated and furnished to start IIT Bhilai.

Permanent campus of IIT Bhilai will come up over 525 acres of land around Kutelabata near Bhilai.

Student hostels at IIT Bhilai temporary campus

IIT Bhilai will be a residential campus, with well facilitated students' hostels. All hostels will be equipped with extra activities, sport, recreation rooms, TV room, washing machines, and dining etc. Hostels will be equipped with Wi-Fi access. The institute has a good sports ground. Students can involve in numerous sports to enable them maintain their physical fitness and develop team spirit.

Security: Academic blocks as well as hostels will have security personnel round the clock.

INDIAN INSTITUTE OF TECHNOLOGY

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॥ सा विद्या या विमुक्तये ॥

Indian Institute of Technology Dharwad (IIT Dharwad) is located at the outskirts of the twin cities of Hubballi-Dharwad in the north of Karnataka. This picturesque place is located between the Western Ghats (Malenadu) and the deccan Planes (Bayalu Seeme). Accordingly, Dharwad derives its name from the Sanskrit word "DWARAWATA". The twin cities are well known for their culture, literature and the Indian freedom movement. The historic fort of Kittur, where Rani Chennamma fought the British in 1824, is just 20 kilometers from the IIT Dharwad campus. The interim campus of IIT Dharwad is located just a few meters away from this highway. The WALMI (Water And Land Management Institute) campus of IIT Dharwad is fully equipped with class rooms, laboratories, modern hostel buildings. This campus is expected to serve the needs of IIT Dharwad for the first couple of years. The 560 acre new IIT Dharwad campus is expected to come up in a couple of years and is located two kilometers away from the Pune-Bangaluru National Highway (NH4). Mentored by IIT Bombay, the academic activities of IIT Dharwad are well tuned to bring out the best in every student. The Institute offers three undergraduate (B. Tech.) programs in engineering. IIT Dharwad follows a semester system. An academic year (July-April) consists of two semesters, each of approximately 16 weeks duration. The first semester begins in the last week of July and ends by the last week of November. The second semester starts in the first week of January and ends by the last week of April. In each of the two semesters of the first year, a student is required to register for the relevant courses listed in the curriculum for that semester.

The Institute follows a credit system. Credits are allotted to various courses depending upon the number of lectures, tutorials and laboratory hours per week. The student's performance in a course is continuously evaluated throughout the semester and culminates in the award of a Grade on a 10- point scale. Performance in a semester is evaluated in terms of the weighted average of grade points secured in all the courses registered in that semester, which is known as Semester Performance Index (SPI). A Cumulative Performance Index (CPI) is the weighted average of the grade points obtained in all the courses registered by the student since the time of joining the Institute. To students admitted through JEE (Advanced) 2016, IIT Dharwad offers the B.Tech. undergraduate program. The B.Tech. programs consist of eight semesters spread over four years. During the first semester all branches will have a common curriculum.

Temporary campus of IIT Dharwad (WALMI campus) has all the facilities including class rooms, a seminar room, library, a computer laboratory, faculty offices and cafeteria. All class rooms and laboratories are network connected and the institute is well linked to the mentoring institute, IIT Bombay.

INDIAN INSTITUTE OF TECHNOLOGY

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The Indian Institute of Technology Gandhinagar strives to offer the best undergraduate and graduate education in India with unmatched innovations in curriculum. The institute promotes critical thinking and an appreciation of the interdisciplinary character of knowledge, with an emphasis on the liberal arts, project oriented learning, compulsory courses in design and the life sciences, diversity and globalization. The five-week immersion Foundation Programme for all new undergraduate students was recognized with the World Education Award 2013 by the World Education Summit for innovations in engineering education. Nearly a quarter of its undergraduate students receive study abroad experience during their academic career. IIT Gandhinagar is committed to promoting excellence in science, technology, as well as the humanities and social sciences and to the development of rounded and nuanced minds.

IIT Gandhinagar was founded in 2008 and is located in Palaj, Gandhinagar, Gujarat on the banks of river Sabarmati. Gandhinagar is in proximity to Ahmedabad which is one of the oldest living cities in India, known both for a rich cultural past as well as state-of-the-art infrastructure, thriving industries, and many modern amenities. The city is also the hub of prestigious academic and research institutes, such as the Indian Institute of Management, Ahmedabad, and the National Institute of Design. Gujarat's long standing mercantile and business tradition encourages excellence and entrepreneurship.

IIT Gandhinagar offers BTech and MTech programmes in Chemical, Civil, Electrical, Mechanical and Materials Science and Engineering and also offers MSc programmes in Mathematics, Physics, Chemistry and Cognitive Science. It also offers MA programme in Society and Culture. Ph.D. programmes are offered in all the engineering and science disciplines such as Chemical, Biomedical, Civil, Electrical, Mechanical, Computer Science and Materials Science and Engineering, Chemistry, Physics, Mathematics, Earth Science, and Cognitive Sciences. Apart from the graduate programmes in engineering and science, institute also offers PhD in Literature, Philosophy, Psychology, Sociology, political sciences and Social Epidemiology.

INDIAN INSTITUTE OF TECHNOLOGY (ISM)

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Standing tall since early decades of 20th century, the institute is steadily sailing through the millennium change and has emerged into one of the most prominent institution-Indian Institute of Technology IIT(ISM) with full bloom functioning of 18 branches of Engineering, Applied Sciences, Management Studies and Humanities. IIT (ISM) has had a centenary long credentials of outperforming achievements/contributions in academia and the industry. The Indian National Congress at its XVII Session of December 1901 passed a resolution stating that "in view of the fact that the tendency of recent legislation namely, The Indian Mines Act VII of 1901, is that all Indian mines must be kept under the supervision of mining experts, the Congress is of opinion that a Government College of Mining Engineering be established in some suitable place in India on the models of the Royal School of Mines in England, Mining Colleges of Japan and at other places in the continent". The McPherson Committee formed by Govt. of India, recommended the establishment of an institution for imparting education in the fields of Mining and Geology, whose report, submitted in 1920, formed the main basis for establishment of the Indian School of Mines, Dhanbad.

The Indian School of Mines was formally opened on 9th December 1926, by Lord Irwin, the then Viceroy of India to address the need for trained manpower related to mining activities in the country with disciplines of Mining and Applied Geology. In 1967 it was granted the status of a deemed to be university under Section 3 of UGC Act, 1956. Since its establishment, IIT(ISM) has undergone considerable expansion of its activities, and presently it can be considered as a total technology education institute.

The Indian Institute of Technology (Indian School of Mines) constituted under Institute of Technology Act, 1961 is administered through IIT Council-the apex body, Government of India under the Chairmanship of Honourable Minister, MoHRD for uniform and smooth governance of Pan-IIT in our country. To be a nationally and internationally acclaimed premier institution of higher technical and scientific education with social commitment having an ethos for intellectual excellence, where initiative is nurtured, where new ideas, research and scholarship flourish, where intellectual honesty is the norm and from which will emerge the leaders and innovators of tomorrow in the realm of technology.

Situated in the heart of the country's prime coking coal belt, 260 kms from Kolkata with a campus spread over an area of 393 acres, (with 218 acres of existing campus and 175 acres under acquisition and development) the fully residential IIT(ISM) has all the facilities of world class academic institute. What started as an institution to impart mining education has graduated into a full-fledged technical institution of international acclaim offering a host of programmes like B. Tech., M. Tech., M. Sc. Tech., and MBA.

INDIAN INSTITUTE OF TECHNOLOGY

Farmagudi, Ponda, Goa - 403401
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Institute of Technology Goa (IIT Goa) is an autonomous premier engineering and technology university located in Goa. The new Indian Institute of Technology (IIT) at Goa would start functioning from July, 2016 in a temporary campus housed at Goa Engineering College (GEC) Campus located at Farmagudi, Goa. For the academic year 2016-2017, it will offer B.Tech courses in three core branches namely Electrical, Computer Science and Mechanical.

As part of the mentorship plan, IIT-Bombay would be the mentor for IIT-Goa. The HRD Ministry had set up an IIT monitoring cell at IIT-Bombay and the committee members had been designated as officials on special duty to supervise the process of setting up IIT-Goa.

The campus is located at Farmagudi, Ponda approximately 29 km southeast of Panaji, the capital of Goa and it is a temporary campus. The state of Goa is well connected by road ways, rail ways and air ways with various parts of the country. At present IIT Goa is temporarily accommodated and functioning in the Goa Engineering College (GEC) Campus located at Farmagudi, Goa.

Goa Government had identified land for permanent campus in Loliem village measures approximately 280 acres, has been approved by Union ministry of human resources development (HRD).The MHRD expects that the IIT Goa will function from the temporary campus for just the initial three years and is expected to move to its permanent facility by the fourth year.

Thirty seats each in the streams of computers , electrical and mechanical engineering are being made available at the institute and classes are slated to begin after July 15, 2016, along with the other IITs across the country.

INDIAN INSTITUTE OF TECHNOLOGY

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The Indian Institute of Technology Bombay is a public engineering institution located in Powai, Mumbai, India. It has been ranked among the top engineering colleges in India. It is the second-oldest institute of the Indian Institutes of Technology system.

IIT Bombay was founded in 1958. In 1961, the Parliament decreed IITs as Institutes of National Importance. A high-power committee of Government of India recommended in 1946 establishment of four higher institutes of technology to set the direction for the development of technical education in the country. Planning for the Institute at Mumbai began in 1957 and the first batch of 100 students was admitted in 1958. Since its establishment in Powai, the institute has physically expanded to include more than 584 major buildings with a combined area of more than 2.396 gross square feet (550 acres or 2.22 km^2). IIT Bombay has a comprehensive graduate program offering doctoral degrees in Science, Technology, Engineering and Mathematics. Currently IIT Bombay has a total of 14 academic departments, six centers, one school, and three interdisciplinary programmes. Over the last 53 years, around 39,000 engineers and scientists have graduated from the institute.Educational programmes here extend beyond the physical sciences and engineering into humanities and social sciences such as Economics, English, Philosophy, Psychology and Sociology and into management studies. Over the years, the institute has also created a niche for its innovative short-term courses through continuing education and distance education programmes.

Apart from being the best technical school in the country and one of the top few globally, IITB creates experiences that students don't forget. If you are passionate about your interests and hoping for a peer group that consists of equally passionate individuals, you will choose IITB. Students typically find something they hold close to the heart at the institute. Be it a passion for biochemistry or an addiction to semi-conductors, you can be sure that IIT will not fall short. A major attraction of IITB is its distinguished faculty. The faculty at IITB is one of the finest among the Indian vocational institutes. Most members of the faculty are achievers in their own right as well as excellent teachers and mentors. The institute hosts the Society for Innovation and Entrepreneurship (SINE), which promotes independent thought amongst the students. The society supports the research and incubation of technological ideas that can be translated into entrepreneurial ventures. The institute thus offers a conducive environment in which new ideas can be generated, researched, and nurtured before they become industry ready.

INDIAN INSTITUTE OF TECHNOLOGY

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Indian Institute of Technology Guwahati, the sixth member of the IIT fraternity, was established in 1994. The academic programme of IIT Guwahati commenced in 1995.

At present the Institute has eleven departments and three inter-disciplinary academic centres covering all the major engineering, science and humanities disciplines, offering BTech, BDes, MA, MDes, MTech, MSc and Ph.D. programmes.

Within a short period of time, IIT Guwahati has been able to build up world class infrastructure for carrying out advanced research and has been equipped with state-of-the-art scientific and engineering instruments.

Indian Institute of Technology Guwahati's campus is on a sprawling 285 hectares plot of land on the north bank of the river Brahmaputra around 20 kms. from the heart of the city. With the majestic Brahmaputra on one side, and with hills and vast open spaces on others, the campus provides an ideal setting for learning.

Indian Institute of Technology Guwahati is located just on the outskirts of the city of Guwahati and is well connected to other parts of the country by road, rail or air.

The 74,000 square metre Academic Complex houses the academic departments, centres, their laboratories, classrooms, etc. A spacious Administrative Building accommodates the offices of the Institute. The Computer and Communication Centre houses a modern Computer Centre and Central Library. A lecture hall complex with four lecture halls, each capable of seating 250 scholars and an auditorium of 1500 capacity provide space for teaching and holding various events/programmes. The Sports Complex comprising of an indoor sports stadium with synthetic badminton, table tennis and squash courts, gymnasium and the Students Gymkhana office, an 8 lane 50 m long swimming pool and flood-lit playing fields for all major outdoor games provide ample scope of recreation for the campus residents. A 72-room Guest House, ample faculty and staff quarters, married students' flat-lets, eight men's and one women's hostels with single occupancy rooms make the residential component of the infrastructure. The Institute also has a hospital with 30 beds, a commercial complex with a restaurant and several shops and two community halls. A Conference Centre with a provision of 4 halls (2 halls with 150 capacity and 2 halls with 200 capacity) and a food court is nearing completion.

INDIAN INSTITUTE OF TECHNOLOGY

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IIT Bhubaneswar academic campuses are situated in Samantapuri (Behind Hotel Swosti Plaza) and Toshali Bhavan, Satyanagar in Bhubaneswar, Orissa. Bhubaneswar is well connected by direct train and flight services to most major cities of the country.

The Samantapuri campus is about 15 minutes drive (8 km) from the Bhubaneswar Railway station and 20 minutes drive (12 km) from the Bhubaneswar Biju Patnaik Airport.

The Satyanagar campus is about 5 minutes drive (3km) from the Bhubaneswar Railway station and 15 minutes drive (8km) from the Bhubaneswar Biju Patnaik Airport. Private/Pre-paid taxi can be hired to reach the Institute campuses.

The institute was established on July 22, 2008 under the mentorship of IIT Kharagpur.

The major facilities are:

- A Hall Library at the Hostel is being set up to ensure that students are able to access books and materials 24x7
- Student's accommodation in the SBI colony located in Kesura about 20 minutes drive from the institute
- Labs
- Canteen

Indian Institute of Technology Bhubaneswar came into existence in July 22, 2008, inheriting the brand name IIT. This fact itself charges the Institute not only to be worthy of its inheritance but also to be distinctive and distinguished on its own by scripting a path towards novelties. Presented below are the statements for Vision, Mission, Goals & Strategies (to achieve the Goals) and the Core Values of IIT Bhubaneswar.

Vision

"We will be a highly respected Institute in the world for our distinctive knowledge"

INDIAN INSTITUTE OF TECHNOLOGY

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Indian Institute of Technology Patna is one of the new IITs established by an act of parliament on August 06, 2008. It runs from its transit campus in Patliputra Colony, Patna.

Patna which was known as Patliputra has been a center of knowledge since long has been attracting visitors and scholars from many parts of the world such as China, Indonesia, Japan, Korea, Sri Lanka, among others. This has been a land of visionaries. Some of the historical legends from this region include Lord Gautam Buddha, Lord Mahavir, Guru Gobind Singh, the famous astronomer Aryabhata and the first President of India, Dr. Rajendra Prasad.

IIT Patna has three schools – (1) School of Engineering consisting of the following Departments namely, Computer Science & Engineering, Electrical Engineering, Mechanical Engineering, Chemical and Biochemical Engineering, Civil & Environmental Engineering, Materials Science & Engineering (2) School of Basic Sciences consisting of Chemistry, Physics, and Mathematics Departments (3) School of Humanities consisting of Humanities & Social Science Department. The transit campus of IIT Patna is located on the campus of Navin Government Polytechnic in Patliputra Colony Patna. The institute is approximately seven kilometers away from the Patna Junction and eight kilometers from the Loknayak Jai Prakash Narayan Airport Patna. The permanent campus of the Institute is coming up at Bihta which is approximately 34 kms from Patna.

As of March 2014, IIT Patna has five hundred thirty three students enrolled in its B Tech programs,eighty five M.Tech students and one hundred forty Ph.D students.

As of April 2014 IIT Patna is currently running with eighty one members in the faculty and the staff strength of sixty seven. This number is expected to increase as the Institute is growing at a steady pace. The members of the faculty have a wide range of academic and research experience. They come with academic and research training from various institutes of excellence within the country and abroad.

The recent publication records of the faculty with several practical constraints appear to be outstanding. It includes many national and international journals of repute. This includes a wide range and huge number of conference publication and participation. IIT Patna has more than 150 research papers published in refereed international journals and more than 100 papers presented in national/international conferences during 2008-2011.

INDIAN INSTITUTE OF TECHNOLOGY

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The laying of the foundation stone at Kamand, the site for the permanent campus of IIT Mandi, took place on 24th February 2009. The IIT Mandi Cell was set up at the IIT Roorkee on 18th March 2009, to steer the activities of the IIT Mandi. A Preliminary Project Report (PPR) outlining a road map of 10 years for development of academic program, campus development and related issues was finalized initially on 25.4.2009. A major component of the report was development of a scaled drawing of the 538 Acres of land at Kamand and its land-use-plan. The report was submitted to Govt. of H.P. in April 2009. The IIT Mandi was registered as a society in Uttarakhand, on 20th June 2009. The admission of the First batch of students of IIT Mandi took place in July 2009 and their classes were conducted from 27th July 2009, onwards. Staying arrangement for IIT Mandi students was made in student hostels, Rajendra Bhawan (Boys) and Kasturba Bhawan (Girls). Plans were finalized for development of a Transit Campus of IIT Mandi at Govt. Post graduate College, Mandi in August, 2009 during the visit of Shri Ashok Thakur, Additional Secretary, Govt. of India, MHRD, Department of Higher Education, on Aug. 13th, 2009. This campus will start functioning in near future and will be in operation till the main Campus at Kamand is developed. Revised PPR was finalized on Sep. 15, 2009 after incorporating changes in the forest land by excluding patches of dense forest. The buildings of Transit campus were handed over by the H.P. Govt. to IIT Mandi on Nov 16, 2009. An MoU was signed, for Creation of Virtual Class Rooms at IIT Mandi over National Knowledge Network (NKN), between IIT Mandi, National Informatics Centre (NIC) and National Informatics Center Services Incorporated (NICSI). The first meeting of Building & Works Committee, exclusively for IIT Mandi, took place on Dec. 14, 2009 to consider mainly the preliminary estimates submitted by CPWD for development of the Transit campus at Mandi. The First meeting of Finance Committee and BOG of IIT Mandi took place on Dec. 21, 2009, when the estimates prepared by the CPWD (for renovation of the Transit Campus buildings as well as Construction of a laboratory block and students activity centre etc) on the basis of Architectural drawings prepared by M//s R. P. Vaidya Associates - Space Matrix, were approved. BOG also approved specialization of Faculty and Grouping of Non-Teaching Staff for reservation purposes etc for IIT Mandi. Prof. Timothy A. Gonsalves joined as Director of IIT Mandi on Jan 15, 2010 and took charge from Prof. S. C .Saxena, Director, IIT Roorkee. Prof. Timothy A. Gonsalves went on his first visit to Mandi on Jan 21-23, 2010. The website of IIT Mandi was activated under the domain name iitmandi.ac.in on Feb.2, 2010, by ERNET India The first advertisement for faculty and non-faculty positions of IIT Mandi appeared in the Times of India on Feb.3, 2010. On May 10, 2010, Mr. Rajat Kumar Sharma, JE(Civil), joined as the first permanent employee of IIT Mandi. On Tuesday 8th June, 2010 Dr. Aniruddha Chakraborty joined as the first faculty member of IIT Mandi. His research interests are in theoretical physical chemistry and he is an Assistant Professor in the School of Basic Sciences at IIT Mandi.

INDIAN INSTITUTE OF TECHNOLOGY

Ahalia Integrated Campus
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At the Gateway of Kerala, where the sahya mountains open up a 32 km gap to welcome north east monsoon into a major rice growing region of the state, a new institution is being set up. In the 500 acres of land, boarded on one side by the mountains and just a few meters away from the Coimbatore- Kanyakumari National Highway and a few kilometers from the Palakkad (Pkd) railway junction, a buzzing new campus will come up in a couple of years. In the mean time, the temporary facilities of the institute, at the Ahaliya integrated campus, is already equipped to meet all the needs of the students and faculty. With fully equipped labs and class rooms, modern hostel building for girls and boys and sports facilities, the temporary campus is ready to host the bright young minds of the country for their first two to three years of study. IIT Palakkad is dedicated to create an environment wherein students and faculty can dream, think and innovate to create a better future for the world. Mentored by the experienced minds at IIT Madras the academic programs at IIT Palakkad is designed to bring out the best out of every student.

Academic building: Set up in the sprawling Ahalia Integrated campus, the temporary set up of IIT Pkd has all the facilities required for hazel free academic environment. The 55, 000 sqft academic building houses eight class rooms, a seminar hall, a board room, an auditorium, library, Physics, Chemistry and Electronics labs, 75 seater computer lab, cafeteria and faculty offices. For the curious and the tinkerer, this building also houses a dedicated innovation lab. All class rooms and seminar halls are video enabled and connected through National Knowledge Network to IIT Madras and other established IITs. The building is wheel chair friendly.

Accessibility : 28 KM from the Palakkad railway station (PGT), 50 KM from the Coimbatore international airport (CJB), the transit campus of IIT Palakkad is easily accessible by air, road and rail from any part of the country. The campus is only 3 KM away from the Salem – Kanyakumari national highway. A few trips of public transport services operate daily between Palakkad Town and the Campus. Apart from this, weekend bus service to Palakkad town and Walayar railway station is arranged for students.

Hostels and sports facilities: With spacious, double occupancy rooms, with attached toilets in every room, access to WiFi and recreational facilities and a separate dining block , the hostels at IIT Palakkad is on par with the best available in any other IIT. Set up in a calm and safe environment the hostels are only 500 mts from the academic building. Boys and Girls hostels, and a mess block with dining facilities for 120 students at a time forms a separate secured block in the campus. In addition there is a gym, table tennis, volleyball, basket ball courts and access to football/cricket grounds available in the campus.

Medical facilites: The campus houses several hospitals and the students, faculty and staff of IIT Palakkad have access to the general medical facilities available in these hospitals.

INDIAN INSTITUTE OF TECHNOLOGY

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IIT Indore is one among the new IITs. It started from the academic year 2009-10. IIT Indore is an autonomous engineering and technology institute of higher education. It will come up in 525 acres of land at Simrol, 25 kms from Indore. Union Human Resources Development Minister Mr. Arjun Singh laid the foundation-stone of the Institute on 17 February 2009.

Indore is the commercial capital of Madhya Pradesh with many industries in the area of mechanical engineering, pharmacy and electronics. This gels perfectly with the disciplines provided by the institution.

Indore is also an educational hub and apart from a young and vibrant student population, also has institutes of international repute like Raja Ramanna Center for Advanced Technology (RRCAT), IUCA, and IIM Indore.

Thus, the environment is perfect for setting up an esteemed institution which will hopefully achieve great heights in the near future.

Currently, IIT Indore is functioning from the premises of Pithampur Autocluster Limited (PACL) and the Institute of Engineering and Technology, Devi Ahilya Vishwavidyalaya. As in the case of other IITs, the Institute is fully residential.

At present, a temporary residential campus for the students and the faculty is provided at Silver Springs Township where students can avail of facilities like high speed internet connectivity, an exclusive gym, 24 hours medical facility, student activity centre (SAC), swimming pool and sports grounds. Simultaneously, the task of getting the new campus ready at the earliest is in progress.

INDIAN INSTITUTE OF TECHNOLOGY

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IIT Jodhpur is committed to Technological Thought and Action to benefit the economic development of India. Scholarship in teaching and learning, and Scholarship in research and creative accomplishments, are two driving forces for us IIT Jodhpur.

All new starting July 2014 academic year, IIT Jodhpur is embarking upon Blended B.Tech. Program - a flagship technical educational program that will make IITJ Students and Faculty Members live to the needs of Industry and Nation. It is a blend between classroom instructions and industry experience, through immersion inside and outside the Industry. Learning-by-doing, experiential and cooperative learning, working on live assignments under the tutelage industry professionals, and engaging faculty members and students in joint R&D projects with Industry, are some of the key features of Blended B.Tech. Program. The history of the IIT system dates back to 1946 with an idea of creating of Higher Technical Institutions for post-war industrial development in India. The committee, headed by Nalini Ranjan Sarkar, recommended the establishment of these institutions in various parts of India, possibly on the lines of the Massachusetts Institute of Technology.

The first Indian Institute of Technology was founded in May 1950 at Kharagpur. Jawaharlal Nehru, the first Prime Minister of India, in the first convocation address of IIT Kharagpur in 1956 clarified that these institutes of technology will help meet the technological challenges of the Nation. On 15 September 1956, the Parliament of India passed an act known as the Indian Institute of Technology (Kharagpur) Act, declaring IIT Kharagpur as an Institute of national importance. Also, IIT Kharagpur was given the status of an autonomous University. Next four IITs were established during 1959-1960 at Bombay, Delhi, Kanpur and Madras. IIT Guwahati started in 1992, and the then University of Rookee was given the status of an IIT (and called IIT Roorkee) in 2001. Establishment of the eight more IITs across the country began with decision of the cabinet, which was announced by the Minister of Human Resource Development on 28 March 2008 – IITs at Bhubaneswar, Gandhinagar, Hyderabad, Jodhpur, Patna and Ropar began functioning from 2008, while other IITs at Indore and Mandi commenced their sessions from 2009. Having produced cream of the crop students during the past decades, IITs became hallmark of quality technology education internationally, simply by creating the needed ambience for quality academics. Our endeavor at IIT Jodhpur is to live up to this brand image, which has been built meticulously over the period of 50-60 years, and to keep producing world-class students to contribute towards the development of the nation as well as the world.

INDIAN INSTITUTE OF TECHNOLOGY

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The Indian Institute of Technology Jammu was inaugurated on 6th August 2016, and welcomed the first batch of students into the campus in Paloura, Jammu. In the initial phases, the establishment of IIT Jammu was done under the mentorship of IIT Delhi.

In 2018, IIT Jammu shifted the primary operations to the Main Campus in Jagti, Nagrota. The State Government, Jammu and Kashmir has provided land for the establishment of a permanent campus of the Indian Institute of Technology in Jammu, which consists of 400 acres. Currently the Phase 1 A of the main campus, spread across 25 acres, is operational. Phase 1 B and 1 C are undergoing construction.

The campus in Paloura currently houses the Ph.D. scholars and is being developed into a high-end research facility.

The main campus of the Institute is located on National Highway 44 and is about 15 kilometers from the Airport

The greatest resource of an educational institution is its human resource. The people should reflect the culture and aspirations of the institution. They should be passionate, open and friendly, curious, empathetic, ethical and have attributes of a good citizen.

The Institution should have adequate motivational factors for the students, including a serene environment along with excellent facilities and opportunities in the workplace.

Vision

The vision of the Institute shall be reflected in the culture of the Institute. The culture shall encourage mutual respect, creativity, collaboration, and passion for attempting to solve problems innovatively.

Processes

The processes of IIT Jammu shall reflect the development of humanistic technology driven by the design thought. Hands-on educational systems shall be enriched through research and practicum.

Infrastructure

To promote state-of-the-art research in thematic areas, sustainability at the state-of-the-art infrastructure will be demonstrated.

INDIAN INSTITUTE OF TECHNOLOGY

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The Indian Institute of Technology Gandhinagar, deemed an institute of national importance by an Act of the Indian Parliament, strives to offer the best undergraduate engineering education in India with unmatched innovations in curriculum. The institute promotes critical thinking and an appreciation of the interdisciplinary character of knowledge, with an emphasis on the liberal arts, project oriented learning, compulsory courses in design and the life sciences, diversity and globalization.Its five-week immersion Foundation Programme for all new undergraduate students was recognized with the World Education Award 2013 by the World Education Summit for innovations in engineering education. Nearly a quarter of its undergraduate students receive study abroad experience during their academic career.

IIT Gandhinagar was founded in 2008 and is located in Chandkheda, Ahmedabad, Gujarat. Ahmedabad is one of the oldest living cities in India, known both for a rich cultural past as well as state-of-the-art infrastructure, thriving industries, and many modern amenities. It is also the hub of prestigious academic and research institutes, such as the Indian Institute of Management, Ahmedabad, and the National Institute of Design. Gujarat's long standing mercantile and business tradition encourages excellence and entrepreneurship.

IIT Gandhinagar offers 4-year BTech and MTechprogrammes in Chemical, Civil, Electrical, Mechanical, and Materials Science and Engineering. It also offers 2-year MSc programmes in Mathematics, Physics, Chemistry, and Cognitive Science, and a 2-year MA programme in Society and Culture. Ph.D. programmes are offered in Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Sciences, Electrical Engineering, Mechanical Engineering, Materials Science and Engineering, Chemistry, Physics, Mathematics, Earth Science, Cognitive Science, History, Literature, Philosophy, Psychology, Sociology, and Social Epidemiology.

IIT Gandhinagar is committed to promoting excellence in science, technology, as well as the Humanities and Social Sciences and to the development of rounded and nuanced minds.

Construction of IITGN's permanent campus is currently underway in Palaj, Gandhinagar, the capital of Gujarat. The Institute will shift to the new campus in early 2015.

INDIAN INSTITUTE OF TECHNOLOGY

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IIT Hyderabad is part of history in the making. We, the faculty, students and staff are creating a new institute, an institute, which in due course of time will make an indelible mark in education and research. Though we are young, we have a great vision, agility, commitment and energy to create an innovative education and research environment that will be the envy of all. Through our deeds we shall be the catalysts for change in our local environs as well as the rest of India and the world. In a very short time, just about a year, IIT Hyderabad has made significant strides. IIT Hyderabad admitted the first batch of 111 B.Tech. students, and started functioning on August 20, 2008. Three departments, CSE, EE & ME were initiated. The first year had its highs and lows but was an exciting period that will be etched in the minds of the pioneer batch. In January 2009, IIT Hyderabad admitted 11 PhD students. On February, 27, 2009, the foundation stone of IIT Hyderabad was laid by Smt. Sonia Gandhi, Hon'ble Chairperson of UPA. For the 2009-10 academic year, IITH will be admitting 120 B.Tech. students, 35 M.Tech. students and 10-15 Ph.D. students.

Though young, IITH celebrated all the student activities, and held a cultural program, ELAN. A few students received international scholarships and some are interning in Japan. IITH received nearly 1700 faculty applications in 10 departments. We are aggressively recruiting faculty and building up a highly qualified manpower. From the very first year IITH has embarked on research and development; it received 2 funded projects: One on "Development of High Energy Density Li-on Batteries for Mobile Applications" jointly with International Advanced Research Centre for Powder Metallurgy and New Materials (ARCI).

The second is a joint project with Kieo University and University of Tokyo on "Information Network for Natural Disaster Mitigation and Recovery". IITH, through its Master Plan, has embarked on creating a signature campus which will provide the ambience for fostering inventions and innovations. A campus, that will possess the scale beyond existing IITs. We would like to express our gratitude to the mentor IIT, namely, IIT Madras, for outstanding support at all levels. The above achievements have been possible through the energies invested by IITM at IITH. For this we express our special thanks to Prof. Ananth, Director, IIT Madras.

IIT Hyderabad will do its best to offer an innovative environment wherein your dreams will be realized: dreams for higher knowledge, dreams for scientific inquiry, dreams for technology creation, dreams for co-curricular activities, and dreams to change the world.

INDIAN INSTITUTE OF TECHNOLOGY

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Indian Institute of Technology - Roorkee is among the foremost of institutes of national importance in higher technological education and in engineering, basic and applied research. Since its establishment, the Institute has played a vital role in providing the technical manpower and know-how to the country and in pursuit of research. The Institute ranks amongst the best technological institutions in the world and has contributed to all sectors of technological development. It has also been considered a trend-setter in the area of education and research in the field of science, technology, and engineering.

The Institute has completed 150th year of its existence in October 1996. On September 21, 2001, an Ordinance issued by the Government of India declared it as the nation's seventh Indian Institute of Technology. The Ordinance is now converted into an Act by the Parliament to make IIT, Roorkee as an "Institution of National Importance".

The Institute offers Bachelor's Degree courses in 10 disciplines of Engineering and Architecture and Postgraduate's Degree in 55 disciplines of Engineering, Applied Science, Architecture and planning. The Institute has facility for doctoral work in all Departments and Research Centres. The Institute admits students to B.Tech. and B.Arch. courses through the Joint Entrance Examination (JEE) conducted at various centres all over India.

To be the fountainhead of new ideas and innovations in science and technology and continue to be a source of pride for all Indians. To create an environment that shall foster the growth of intellectually capable, innovative and entrepreneurial professionals, who shall contribute to the growth of Science and Technology in partnership with industry and develop and harness it for the welfare of the nation and mankind.

Core Values

- Academic integrity and accountability
- Respect and tolerance for the views of every individual
- Attention to issues of national relevance as well as of global concern
- Holistic understanding, including knowledge of the human sciences
- Appreciation of intellectual excellence and creativity
- An unfettered spirit of learning exploration, rationality and enterprise
- Sensitivity to social responsibilities

INDIAN INSTITUTE OF TECHNOLOGY

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Hearty Congratulations and greetings to all those students who got qualified in JEE entrance examination. It is now time for you to choose your branch of study as well as place of study in any of the IIT's. Now why not IIT Ropar in Rupnagar, Punjab. If you have already chosen IIT Ropar or in the process of doing so, then you are making the right choice. Here are the reasons:

The Indian Institute of Technology Ropar is one of the eight new IITs set up by the Ministry of Human Resource Development (MHRD), Government of India in 2009. In true tradition of IIT system, this institute is committed to provide state-of-the- art technical education in a variety of fields and also for facilitating transmission of knowledge in keeping with the latest developments in pedagogy. IIT Delhi was assigned the responsibility of mentoring IIT Ropar. The first academic session (2008–09) of IIT Ropar was conducted at IIT Delhi campus. The institute currently operates from the premises of Government Polytechnic College for Girls (Ropar), which has been fully renovated and furnished. The temporary campus for IIT Ropar is set up with all the required facilities. Class rooms fitted with multimedia, Airconditioners , faculty rooms and administrative wing are all in place. There are four hostels; three for boys and one for girls. These hostels, equipped with modern messing units. Faculty recruitment, creation of laboratories and other support facilities are in full swing. The Institute has been operating from the transit campus since 18th August, 2009. In a few years, the institute will be relocated to its own campus, spread over a 500 acre area, along the banks of the river Satluj.

The Institute is located at Ropar, the headquarters of Rupnagar District, Punjab. This institute, with its establishment, joins a string of premier educational institutions in Punjab. The town of Ropar, the District headquarters, is 42 kms from Chandigarh, the capital of Punjab. Rupnagar is well connected by both road (National highway NH-21) and railways (the Delhi-Ambala-Una railway line passes through Rupnagar). The nearest airport is in Chandigarh, about 50 kms from Rupnagar. Mohali, the nearest major city, will soon have its own international airport. At present, the transit campus has excellent facilities for several sports, including a cricket field, three lawn tennis courts, a football field, a hockey field, a gymnasium, a basket ball court, badminton courts, an athletics track, table tennis room and also number of facilities for several athletic events. The institute also encourages its students to participate in inter-IIT sport events and other competitions. Space for recreational and creative activities is also available.

INDIAN INSTITUTE OF TECHNOLOGY

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Indian Institute of Technology Madras is one among the foremost institutes of national importance in higher technological education, basic and applied research. In 1956, the German Government offered technical assistance for establishing an institute of higher education in engineering in India.

The first Indo-German agreement in Bonn, West Germany for the establishment of the Indian Institute of Technology at Madras was signed in 1959.

The Institute was formally inaugurated in 1959 by Prof. Humayun Kabir, Union Minister for Scientific Research and Cultural Affairs. The IIT system has sixteen Institutes of Technology.

The first of these to be instituted are at Kharagpur (estb. 1951), Mumbai (estb. 1958), Chennai (estb. 1959), Kanpur (estb. 1959), Delhi (estb. 1961), Guwahati (estb. 1994) and Roorkee (estb. 1847, joined IITs in 2001).

IIT Madras is a residential institute with nearly 550 faculty, 8000 students and 1250 administrative & supporting staff and is a self-contained campus located in a beautiful wooded land of about 250 hectares. It has established itself as a premier centre for teaching, research and industrial consultancy in the country.

The Institute has sixteen academic departments and a few advanced research centres in various disciplines of engineering and pure sciences, with nearly 100 laboratories organised in a unique pattern of functioning.

A faculty of international repute, a brilliant student community, excellent technical & supporting staff and an effective administration have all contributed to the pre-eminent status of IIT Madras. The campus is located in the city of Chennai, previously known as Madras. Chennai is the state capital of Tamilnadu, a southern state in India.

INDIAN INSTITUTE OF TECHNOLOGY

Tirupati – Renigunta Road, Settipalli (Post)
Tirupati, Andhra Pradesh – 517506

Tirupati is a major pilgrimage and cultural Centre in the Chittoor District of Andhra Pradesh. It is located at the foothills of the Eastern Ghats at a distance of 150 km from Chennai and 250 km from Bengaluru cities. Tirupati is well connected by air, rail and road. Tirupati is also an excellent educational centre consisting of various existing universities, institutions etc. The Andhra Pradesh Government proposes to make Tirupati a major knowledge hub. Other institutions coming up in the vicinity of the proposed IIT Tirupati campus include IISER Tirupati and IIIT Chittoor. Indian Institute of Technology Tirupati is the first among the 3rd generation IITs, announced in 2014, to have the foundation stone laid in March 2015. This new IIT starts functioning on a temporary campus in Tirupati from the academic year of 2015-16. IIT Tirupati is starting with the full support of it's mentoring institute, IIT Madras. IIT Tirupati plans to offer academic programs to produce outstanding Engineers, Technologists and Scientists who are capable of addressing the societal needs to enhance the quality of life of people. This is possible with focused academic programs imparting relevant knowledge and skills. Since engineering is applied science, more emphasis would be laid on theoretical knowledge and practice oriented laboratories. Programs are being planned to nurture innovation and creativity, teamwork, communication skills, ethics and societal interaction. With the objective of creating technologists who are conscious of social, environmental and sustainable issues, courses in humanities and social sciences will be given due importance in the curriculum.

Hostel Facilities : A fully equipped hostel for boys will be operated in one of the newly constructed facilities on Chittoor Bypass Road near SV University. Dining, sports and recreational facilities will be available. Hostel facilities for girls will be located very near the temporary academic campus premises.

Facilities, Co-curricular and Extra-curricular activities : On the temporary academic campus, facilities such as bank, post office, restaurant, Gym are available. There will be plenty of opportunities to participate in Co- and Extra- curricular activities depending on the interest of students.

The permanent campus is to be located at Merlapaka on Yerpedu-Venkatagiri road, 22 kilometers from Tirupati and 14 kilometers from the airport. The A.P. Government is providing over 500 acres with a scenic mountain backdrop for the development of a modern campus. It is planned that the permanent campus will be operative by 2019. Large industrial parks like Sri City near Tada already exist in the vicinity of the proposed campus. The A.P. Government proposes to further develop major industrial activity in the Chennai-Nellore-Tirupati triangle area. This would provide many opportunities of internships and placement for the students studying at IIT Tirupati.

INDIAN INSTITUTE OF TECHNOLOGY

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IIT (BHU), Varanasi has formerly been known as the Banaras Engineering College (BENCO), the College of Mining and Metallurgy (MINMET), the College of Technology (TECHNO) and the Institute of Technology, Banaras Hindu University (IT-BHU). Its establishment is intimately linked with that of the Banaras Hindu University (BHU). The first convocation ceremony at BHU was held on 19 January 1919. The Chancellor of the University, Maharaja Krishnaraja Wadiyar of Mysore who had come to preside over and address the convocation, performed the opening ceremony of the Banaras Engineering College (BENCO) Workshop buildings. An Artisan Course was started on 11 February 1919. BHU has the credit of first starting degree classes in mechanical engineering, electrical engineering, metallurgy and Pharmaceutics, thanks to the foresight of its great founder, Pt. Madan Mohan Malaviya. The Department of Geology was started under BENCO in 1920. Courses in Mining and Metallurgy were introduced by the Geology Department. The Department of Industrial Chemistry was started in July 1921. In 1923, Mining and Metallurgy was established as a separate department and in 1944 it was raised to the status of a college forming the College of Mining and Metallurgy (MINMET). BHU was the first Indian university to introduce the study of Pharmaceutical Chemistry. This initiative was taken in 1932 when a new group of subjects for the B.Sc. Examination consisting of (a) Chemistry, (b) Botany with Pharmacognosy and (c) Pharmaceutical Studies was started in 1934 and in 1935 a new three year programme leading to the degree of Bachelor of Pharmacy was introduced. The science departments of the University were under the Central Hindu College. In September 1935, a new College of Science was constituted comprising the departments of Physics, Chemistry, Botany, Zoology, Geology, Pharmaceutical Chemistry, Industrial Chemistry and Ceramics. In 1937, the Department of Glass Technology also came into existence under this college. The year 1939 witnessed the establishment of a separate College of Technology (TECHNO) comprising the departments of Industrial Chemistry, Pharmaceutics, Ceramics and Glass Technology. In 1968, BENCO, TECHNO and MINMET were merged into one and the Institute of Technology (IT-BHU) was established integrating the departments of Mechanical Engineering, Electrical Engineering, Civil and Municipal Engineering, Mining Engineering, Metallurgical Engineering, Chemical Engineering and Technology, Silicate Technology and Pharmaceutics. The Department of Silicate Technology subsequently became the Department of Ceramic Engineering. A separate Department of Electronics Engineering was also established. The departments of Applied Physics, Applied Mathematics and Applied Chemistry were established in 1985.

INDIAN LAW INSTITUTE

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Indian Law Institute (ILI) was founded in 1956 primarily with the objective of promoting and conducting legal research. The objectives of the Institute as laid down in its Memorandum of Association are to cultivate the science of law, to promote advanced studies and research in law so as to meet the social, economic and other needs of the Indian people, to promote systematization of law, to encourage and conduct investigations in legal and allied fields, to improve legal education, to impart instructions in law, and to publish studies, books, periodicals, etc.

The Institute is an autonomous body registered under the Societies Registration Act, 1860. The Indian Law Institute has the requisite independence and academic freedom to carry out its objectives. The membership of the Institute is now nearly three thousand representing the persons interested in the study and advancement of law.

Hon'ble Chief Justice of India is the ex-officio President of the Institute. The Law Minister of Government of India & the Attorney-General for India are its ex-officio Vice Presidents. Third Vice-President is elected by the members of the Governing Council, from among themselves.

Judges of the Hon'ble Supreme Court of India and High Courts, prominent lawyers, Government officials and Professors of Law are represented in the Governing Council of the Institute.

The Institute's Library is one of the best libraries in the country. It has more than 75000 titles. It subscribes to 270 current legal periodicals. JILI is one of the leading law journal. ASIL contains surveys written by academicians and practitioners.

The Indian Law Institute has been granted Deemed University Status in 2004 vide Government of India, Ministry of Human Resource Development Notification No. F.9-9/2001-U.3 dated 29.10.2004.

INDIAN MARITIME UNIVERSITY

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The birth of Indian Maritime University is a long cherished dream of the maritime community of India. The Indian Maritime University, established through an Act of Parliament (Act 22) in November 2008 as a Central University, is poised to play a key role in the development of trained human resource for the maritime sector.

The following are the objects of the University :

(i) to facilitate and promote maritime studies, training, research and extension work with focus on emerging areas of studies like oceanography, maritime history, maritime laws, maritime security, search and rescue, transportation of dangerous cargo, environmental studies and other related fields, and also to achieve excellence in these and connected fields and other matters connected therewith or incidental thereto.
(ii) to promote advanced knowledge by providing institutional and research facilities in such branches of learning as it may deem fit and to make provisions for integrated courses in Science and other key and frontier areas of Technology and allied disciplines in the educational programmes of the University;
(iii) to take appropriate measures for promoting innovations in teaching-learning process, inter-disciplinary studies and research; and to pay special attention to the promotion of educational and economic interests and welfare of the people of India;
(iv) to promote freedom, secularism, equality and social justice as enshrined in the Constitution of India and to act as catalyst in socio-economic transformation by promoting basic attitudes and values of essence to national development; and
(v) to extend the benefits of knowledge and skills for development of individuals and society by associating the University closely with local, regional and national issues of development.

India is traditionally a maritime nation and has a rich maritime heritage. History documents trade links of India had with other nations of the world from the ages of Harappan civilization. India's maritime history precedes the birth of western civilisation. The world's first tidal dock is believed to have been built at Lothal around 2300 BC during Harappan Civilisation, near the present day Mangrol harbour on the Gujarat coast. The Rig Veda, written around 2000 BC, credits Varuna with knowledge of the ocean routes commonly used by ships and describes naval expeditions using hundred-oared ships to subdue other kingdoms. The maritime tradition of India is as old as our civilization and as vast as the Indian Ocean.

INDIAN NATIONAL DEFENCE UNIVERSITY

Binola – 122 001
Gurgaon, Haryana

Indian National Defence University (INDU) has been established by the Government of India at Binola in Gurgaon District of Haryana State. The principal proposal regarding the creation of this University was accepted by the Union Cabinet on 13 May 2010, and is expected to be functional very soon. The then Prime Minister of India Manmohan Singh laid the foundation stone of the Indian National Defence University (INDU) at Binola, Gurgaon, on 23 May 2013.

The campus has an area of 200 acres, and the land has been acquired by the Haryana Government and handed over to the Ministry of Defence in April 2013.

The Indian National Defence University (INDU) aims to provide knowledge-based higher education for management of the defence of India to the military leadership and other concerned civilian officials. It will also keep them abreast of the emerging security challenges via scholarly research and training. It will develop and propagate higher education in defence studies like defence management, defence science and technology. It will also promote the policy with its orientation towards, research related to national defence. It will prepare officers for high level leadership as well as staff and policy responsibilities.

The think tanks of the university will be responsible for providing inputs for policy formulations. The President of India is the Visitor, and the Defence Minister is the Chancellor of the University. INDU will be governed as per its own norms and will be responsible to promote coordination and interaction between Institutions of Armed Forces or establishments of the country. It will also give opportunities of higher studies through distance learning to both military and civilian personnel. It will also give affiliation to defence training institutions to award degrees.

The students of the university will be from armed forces as well as from other civilian government agencies and the police. The teaching faculty will be composed both of military personnel and civilians in the ratio of 1:1. According to the proposal, the proposed courses will include war gaming and simulation, neighborhood studies, counter insurgency and counter terrorism, Chinese studies, evaluation of strategic thought, international security issues, maritime security studies, Eurasian studies, South East Asian studies, material acquisition, joint logistics, and national security strategy in peace and war. The university will offer post graduate studies, and doctoral and post-doctoral research.

INDIAN STATISTICAL INSTITUTE

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What began as a small room in the Presidency College in 1931, now comprises buildings on several acres of land in four major cities (Calcutta, New Delhi, Bangalore and Hyderabad)! What began with a total annual expenditure of less than Rs. 250 in 1931, now has a total annual expenditure of overRs. 15,000,000! What began in 1931 with a solitary human 'computer' working part-time, now comprises over 250 faculty members and over 1,000 supporting staff and several modern-day personal computers, workstations, minicomputers, supermini computers and mainframe computers! Impressive as these figures are, they convey little idea of the road traversed, the range of activities undertaken and the intimate relationship of the Institute with the life of the nation.

Mahalanobis set up the Statistical Laboratory in the Presidency College sometime in the 1920s. On 17 December 1931, the Indian Statistical Institute was founded as a learned society and housed in the Statistical Laboratory. The Institute was registered on 28 April 1932, as a non-profit distributing learned society under the Societies Registration Act (XXI of 1860) and is now registered under the West Bengal Societies Registration Act XXVI of 1961 amended in 1964. Sir R.N. Mookerjee accepted the office of the President of the Institute, and held this office until his death in 1936. During the 1920s and until the mid-1930s, all or nearly all the statistical work done in India, was done single-handedly by Mahalanobis. The early statistical studies included analyses of data on stature of Anglo-Indians, meteorological data, rainfall data, data on soil conditions, etc. Some of the findings of these early studies were of great impact in the control of floods, development of agriculture, etc., and led to the recognition of Statistics as a key discipline.

Mahalanobis' influence was so pervasive that students of Physics began to take interest in Statistics. Subhendu Sekhar Bose was the most notable of them. Later, several talented young scholars including J.M. Sengupta, H.C. Sinha, R.C. Bose, S.N. Roy, K.R. Nair, K. Kishen and C.R. Rao, joined to form an active group of statisticians. Mahalanobis continued to be the nucleus. Theoretical research in Statistics began to flourish in the Institute. Research on large scale sample surveys won Mahalanobis a Fellowship of the Royal Society. Design and analysis of agricultural experiments also bloomed and led to some international contacts, notably with Sir Ronald A. Fisher.

INDIAN VETERINARY RESEARCH INSTITUTE

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Website : http://www.ivri.nic.in

Established in 1889, the Indian Veterinary Research Institute (IVRI) is one of the premier research institutions dedicated to livestock research and development of the region. The institute with faculty strength of more than 275 has a major mandate of research, teaching, consultancy and technology transfer activities. The institute with its long scientific heritage has always enjoyed a certain prestige, a tradition all of its own. The institute imparts quality post-graduate education to students not only from various parts of the country, but also from overseas. Today, the institute with its deemed to be university status contributes immensely to human resource development in the discipline of veterinary sciences with skills and knowledge necessary for the challenges of the new millennium. It awards degrees to master and doctoral programmes in more than 20 disciplines of veterinary and animal sciences, livestock products technology, basic sciences and extension education. To impart continuing education to field veterinarians, the institute also conducts diploma courses in veterinary preventive medicine, animal husbandry, veterinary biological products, animal reproduction, poultry husbandry, medicine and surgery, zoo and wild animal health care and management, meat and meat products technology. The institute's research is currently addressed with clear benchmarking of deliverables through 157 research and 44 service projects. The institute undertake basic, advanced and applied research through 85 externally funded projects. A number of national and international research projects on animal health and production systems are addressed by the institute. Presently 19 National Agricultural Innovation Projects, 3 All India Network Projects, 3 Outreach Program and 26 DBT funded projects are operational. Besides these extramural funded programmes the institute is having 5 international collaborative projects with USA, UK, Australia, international organisation, IAEA, etc. The institute continues to play an important role in quality control and potency testing of immunobiologicals to various stakeholders with a good liaison with industry. In the liberalized scenario, to my mind this represents the inherent and fundamental strength of IVRI. Kisan Mela and Pashu Vigyan Pradarshini and other extension activities including KVK, ATIC, Helpline, etc. play a key role in technology transfer mission of the institute. I welcome this opportunity to share information with you. Research and resources cut across nations and we hope and regard ourselves as a world institute and a member of global community. I am particularly pleased to make a special mention of the recent website with new look and updated information. It gives me a great sense of satisfaction and happiness in creating a unified vision of the opportunities and challenges across the organization. I hope the information covered through this website on IVRI provides some glimpses of this oldest research institution widely known as "Mecca of Veterinary Sciences" in the region. I take this opportunity to welcome you to visit the site and we are open to suggestions, If any on improvement of this web based information.

INDIRA GANDHI DELHI TECHNICAL UNIVERSITY FOR WOMEN

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Indira Gandhi Delhi Technical University for Women (IGDTUW) has been upgraded from Indira Gandhi Institute of Technology in May 2013 vide Delhi State Legislature Act 9, 2012, as a non-affiliating teaching and research University at Delhi to facilitate and promote studies, research, technology, innovation, incubation and extension work in emerging areas of professional education among women, with focus on engineering, technology, applied sciences, management and its allied areas with the objective to achieve excellence in these and related fields. Erstwhile Indira Gandhi Institute of Technology (IGIT) was established in 1998 by Directorate of Training and Technical Education, Govt of N.C.T of Delhi as the first engineering college for women only. From 2002- 2013, the college remained the first and only constituent college of Guru Gobind Singh Indraprastha University. The upgradation of IGIT, already a prestigious college of north India, to University has enabled it to function even more efficiently as a teaching and research centre in various branches of engineering, promoting advancement and dissemination of knowledge and learning among women of the country and to meet the requirement of technically skilled women workforce. The objective of the University is to foster industry relevant research and innovations and empower the women of our country through value based higher education making them employable, self reliant, responsible citizen of the country with concern for environment and society.

Vision

To make India a Knowledge Society and Knowledge Economy by empowering the women of our country through education in Engineering, Science, Management and Technology. To become one of the top technical Universities in the country known for its value based, quality technical education supported with industry relevant research, with focus on environmental and social issues.

Mission

To foster an environment for excellence in professional education and ensure active participation of women in the field of Engineering, Science, Management and Technology, while striking out a work-life balance. To start new professional courses for women in sun-rise disciplines and forge alliances with industry to impart industry relevant education. To emancipate women through pursuit of knowledge enabling them to gain equal status in society through realization of their rights and responsibilities To develop sustainable systems and state-of-the-art infrastructure to enable the Indian women to become the future leaders, managers, researchers and productive team players in the field of science, technology and management.

INDIRA GANDHI INSTITUTE OF DEVELOPMENT RESEARCH

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Indira Gandhi Institute of Development Research (IGIDR) is an advanced research institute established and fully funded by the Reserve Bank of India for carrying out research on development issues from a multi-disciplinary point of view.

IGIDR was registered as an autonomous society on November 14, 1986 and as a public trust in January 1987. On December 28, 1987 the campus was inaugurated by Late. Shri Rajiv Gandhi, the then Prime Minister of India.

Subsequently, the Institute was recognized as a Deemed University under Section 3 of the UGC Act. Since then it has been awarded the highest National Assessment and Accreditation Council (NAAC) rating of A++ (under the old methodology) given to Indian academic institutions.

Starting as a purely research institution, it rapidly developed into a full-fledged teaching cum research organisation when it launched a Ph.D. program in the field of development studies in 1990.

The objective of the Ph.D. programme is to produce researchers with diverse disciplinary backgrounds who can address issues of economics, energy and environment policies. In 1995, the institute initiated the M. Phil programme.

The M.Sc. programme commenced in 2003 to introduce students to the world of research at an earlier stage.

At present the Institute has about 150 employees and students that include about 26 full time faculty members, 24 non-academic staff and about 90 M.Sc./M.Phil/Ph.D students.

INDIRA GANDHI KRISHI VISHWAVIDYALAYA

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Indira Gandhi Krishi Vishwavidyalaya, is an autonomous nonprofit, research and educational organization working for the up-liftment of farmer's livelihood of Chhattisgarh. Education, Research and Extension are the major activities coordinated through agriculture, veterinary, dairy and agricultural engineering faculties and Directorates of instruction, research and extension. Grant in aid is received from ICAR, State Government and international agencies.

Indira Gandhi Krishi Vishwavidyalaya, Raipur, has a long historical background. IGKV was established on 20 th January 1987 after bifurcating from Jawaharlal Nehru Krishi Vishwavidyalaya, Jabalpur . From that time to this date, the University has been expanded several fold. In the British regime one Agricultural Research Station was established in 1903 known as “Labhandi Farm” at Raipur.

This Labhandi Farm had grown slowly and today it has become the campus of Indira Gandhi Krishi Vishwavidyalaya, Raipur . In Between, Rice Research Station (RRS) was established in mid sixties. Later in 1974 Madhya Pradesh Rice Research Institute (MPRRI) was established under the able leadership of great rice scientist Dr. R.H. Richharia.

The College of Agriculture was established in 1961 under the government of Madhya Pradesh and it was shifted to the present campus in 1964. After the establishment of Jawaharlal Nehru Krishi Vishwavidyalaya, Jabalpur in 1964 as a State Agricultural University (SAU) under the land-grant pattern of USA , the College of Agriculture became a constituent college of Jawaharlal Nehru Krishi Vishwavidyalaya , Jabalpur , Madhya Pradesh. In 1979 National Agricultural Research Project (NARP) came into existence with the financial support of World Bank.

he jurisdiction area of IGKV is the entire Chhattisgarh State situated in Eastern India consisting of 18 Districts having 3 different Agro climatic Zones. The state is larger than Punjab, Haryana and Kerala states when put together. Rice is the main crop grown during the monsoon season (June-September).

In fact, the role and responsibility of IGKV is vital, because it has to cater the needs of socio-economically resource poor, relatively illiterate and tribal farmers with tradition bound agriculture.

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

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The Indira Gandhi National Open University (IGNOU), established by an Act of Parliament in 1985, has continuously striven to build an inclusive knowledge society through inclusive education. It has tried to increase the Gross Enrollment Ratio (GER) by offering high-quality teaching through the Open and Distance Learning (ODL) mode. The University began by offering two academic programmes in 1987, i.e., Diploma in Management and Diploma in Distance Education, with a strength of 4,528 students. Today, it serves the educational aspirations of over 3 million students in India and other countries through 21 Schools of Studies and a network of 67 regional centres, around 2,667 learner support centres and 29 overseas partner institutions. The University offers about 228 certificate, diploma, degree and doctoral programmes, with a strength of nearly 810 faculty members and 574 academic staff at the headquarters and regional centres and about 33,212 academic counsellors from conventional institutions of higher learning, professional organisations, and industry among others.

The mandate of the University is to:

- Provide access to higher education to all segments of the society;
- Offer high-quality, innovative and need-based programmes at different levels, to all those who require them;
- Reach out to the disadvantaged by offering programmes in all parts of the country at affordable costs; and
- Promote, coordinate and regulate the standards of education offered through open and distance learning in the country.
- To achieve the twin objectives of widening access for all sections of society and providing continual professional development and training to all sectors of the economy, the University uses a variety of media and latest technology in imparting education. This is reflected in the formulated vision of IGNOU, keeping its objectives in focus, which reads:

The Indira Gandhi National Open University, the National Resource Centre for Open and Distance Learning, with international recognition and presence, shall provide seamless access to sustainable and learner-centric quality education, skill upgradation and training to all by using innovative technologies and methodologies and ensuring convergence of existing systems for large-scale human resource development, required for promoting integrated national development and global understanding. The University has made a significant mark in the areas of higher education, community education and continual professional development. The University has been networking with reputed public institutions and private enterprises for enhancing the educational opportunities being offered by it. As a world leader in distance education, it has been conferred with awards of excellence by the Commonwealth of Learning (COL), Canada, several times.

INDIRA GANDHI UNIVERSITY

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Email : universityindiragandhi@gmail.com

The Indira Gandhi University, Meerpur, Rewari was established through an ordinance promulgated by the Governor of Haryana on Sept. 07, 2013. It started its functioning from Sept. 13, 2013 with appointment of Sh. Mohinder Kumar IAS (Retd.) as first Vice-Chancellor by the Governor of Haryana.

The university campus is situated in village Meerpur at a distance of about 13 Km from District headquarter of Rewari in Southern Haryana.

It is spread over about 100 acres of land in lush green area. Before coming in to existance as an independent State University it was the Post Graduate Regional Centre of Maharishi Dayanand University, Rohtak and was established on 03.10.1988.

At present University runs 10 Post Graduate courses in 08 teaching departments. Apart from this, five deparments are running M.Phil program and one Pre-Ph.D. program. The university is planning to launch various other courses in near future.

This University will work as a beacon light to remove the darkness of ignorance and lack of knowledge and to spread the golden brightness of the light of knowledge in the area. As a newly started University, it has limited courses to offer at present but right from the next year a considerable number of courses will be started with the blessings of the Govt. of Haryana, and the number will increase with the passage of time.

There is a lot of scope in the field of campus development and construction work which is in progress with a great speed. The University aims at providing quality education in all the streams sought by students and scholars.

INDIRA GANDHI TECHNOLOGICAL AND MEDICAL SCIENCES UNIVERSITY

Headquarters : Ziro – 791120, Lower Subansiri District
Arunachal Pradesh (India)
Mobile : 09873124147
Website : www.indiragandhiuniversity.in

The Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh established in the year 2012 at Ziro in the Lower Subansiri District under the provisions of the Indira Gandhi Technological and Medical Sciences University Act 2012 (Act 6 of 2012) was passed in the Eighth Session of the Fifth Legislative Assembly of Arunachal Pradesh and the same received the Assent of the Hon'ble Governor of Arunachal Pradesh on 26 May 2012.

The Arunachal Pradesh Gazette (Extraordinary) No. 99,Vol.XIX dated 30 May 2012 published the Notification regarding the Indira Gandhi Technological and Medical Sciences University, Arunachal Pradesh.

The University's main campus is coming up at Ziro in Hong Village in 150 hectares of land in a green environment gifted by the BMTT Forest Preservation Committee, Gano and registered by the Deputy Commissioner of Lower Subansiri District. Presently the University is operating from the District Hospital, Ziro and the SSB Campus IT Park for conducting Practicals and Theory Classes respectively.

Motto

"उत्तिष्ठ जाग्रत प्राप्य वरान्निबोधत" "(English translation:arise, awake, obtaining worthy (teachers), Know (the truth))".

Vision

"Indira Gandhi Technological And Medical Sciences University will have a transformative impact on society through continual innovation in education, creativity and entrepreneurship".

Mission

To create a transformative educational experience for students focused on deep disciplinary knowledge; problem solving; leadership, communication, and interpersonal skills; and personal health and well-being. To cultivate a university community committed to :

(a) Attracting and retaining diverse, best talent;

(b) Creating a collaborative environment open to the free exchange of ideas, where research, creativity, innovation, and entrepreneurship can flourish; and

(c) Ensuring individuals can achieve their full potential".

INDIRA KALA SANGEET VISHWAVIDYALAYA

Khairagarh - 491 881, Chhattisgarh
Tel : 07820-234534 , 234448, 234232
Fax : 07820- 234108, 234038
Email : umusart@sancharnet.in, ikvvkgh.yahoo.co.in
Email : vc@iksvv.com, reg@iksvv.com
Website : http://www.iksvv.com

Raja Birendra Bahadur Singh and Rani Padmavati Devi the then rulers of Khairagarh princely estate were the inspiration behind the inception of this unique university which is named after their beloved daughter, Princess INDIRA. The main building of the University is housed in the donated palace.

Late Priya Darshani Indira Gandhi, who later became the Prime Minister of India inaugurated the University on October 14, 1956. This is the oldest University of Chhattisgarh and celebrated Golden Jubilee on 14th October 2006. University is situated in the Central Part of India in Chhattisgarh at Khairagarh.

Khairagarh is surrounded by three rivers and provides a tranquil and serene atmosphere to the student-artists. The campus of this University presents a rare example of fraternity and brotherhood. Teachers and students of different Faculties are from different parts of Country and various cultural backgrounds. Their presence at the campus makes Khairagarh town a real heterogeneous place.

Indira Kala Sangit Vishwavidyalay (IKSVV), Khairagarh, State - Chhattisgarh, Country - INDIA was established in 1956. IKSVV is member of the Association of Indian Universities (AIU). Any student or scholar from any part of the WORLD can come & stay in the University campus for study or research.

The oldest & priceless classical recitals are kept in the Listening Room of the University with utmost care. Students & Scholars of Music, Musicians, Musicologists, Art Critics, Music Promoters & Actor/Actress make their presence in the campus to acquit the latest and the best in Indian Classical Music, Indian Classical Dance, Visual Arts, Literature & Theatre.

Unique Library of Music, Dance and Visual Arts, Book 41267 Back volumes of Journals 2415, Periodicals subscription 41, Rare Books 600, Manuscripts 90, Painting picture Plats 300 and Exhibition Catalogues 690. 71 books added and 22212 books consulted during the year. Seating facility provided for 100 students, Budget Rs. 05 Lakhs (11 Plan). Library has covered under INFLIBNET Programme for the computerization and networking. Database created for books, thesis and audio-visual materials.

INDRAPRASTHA INSTITUTE OF INFORMATION TECHNOLOGY

Okhla Industrial Estate, Phase III
(Near Govind Puri Metro Station), New Delhi – 110020
Tel : +91-11-91-11-26907400-7404 (5 lines)
Fax : +91-11-91-11-26907405
Email : jalote@iiitd.ac.in; info@iiitd.ac.in
Email : director@iiitd.ac.in;registrar@iiitd.ac.in
Website : http://www.iiitd.ac.in

Indraprastha Institute of Information Technology, Delhi (aka. IIIT-Delhi or IIIT-D) was created as a State University by an act of Delhi Government (The IIIT Delhi Act, 2007) empowering it to do research and development and grant degrees. IIIT-Delhi was officially established on 10th June, 2008 as per this notification in the Delhi Gazette. First class (for BTech (CSE) students) was held on 8th September, 2008.

The institute began with its first batch of 60 BTech students in 2008. This first batch graduated in 2012 - the first Convocation took place in November, 2012. By that time, the institute has attracted nearly 30 faculty members, and its academic program consisted of B.Tech., M.Tech. and Ph.D. programs in CSE and ECE. In a relatively short time, it has earned a good reputation in India and abroad for being a center of quality education and research in IT.

2012 turned out be more remarkable year because during the summer of this year, the institute started functioning from its permanent campus in Okhla. Smt. Sheila Dikshit, Chief Minister of Delhi, inaugurated the campus in October, 2012. The early days of this institute was chronicled by the founding and current Director in his blog here.

The mission of IIIT-Delhi is to be a global centre of excellence in Information Technology education, training and research. Its twin aims are:

- To carry out advanced research and development in information and software technologies, and in leveraging IT in specific domain areas.
- To train and educate, at both undergraduate and postgraduate levels, engineers of outstanding ability who can become innovators and new product creators.

It aims to encourage innovation and entrepreneurship in specified domain areas of IT. Towards this end it plans to organize itself as a conglomerate of R&D Centers, some of which would be in partnership with different companies and global organizations. All centers will also be engaged in teaching and thesis guidance. These centers, with various labs, will be the hub of activity, with active contribution from faculty and students—BTech, MTech and PhD.

INDRASHIL UNIVERSITY

8th Block, Magnet Corporate Park, S.G.Road
Ahmedabad-54 Gujarat
Email : contact@indrashiluniversity.edu.in
Website : http://indrashiluniversity.edu.in

Indrashil University is an educational initiative of Cadila Pharmaceuticals Ltd. It is established by an Act of State Legislature of Gujarat as a State Private University under Gujarat University Act, 2009.

A World Class University involves learning from the traditional, adaptability to present day needs and immediate future. The University campus will have an educational environment which would stimulate and facilitate intense and creative environment with the process of learning and research. It would foster the formation of community of thinkers, scholars and concerned citizens.

We at Indrashil University aim at providing Global Education, carrying out Global Research, and providing Global Learning platform to students in all the programmes across all schools. Our faculty is our strength. We have recruited faculty members from premiere institutions across the country which include IITs, BITS, NITs. More than 50% of our faculty members are Ph.D. holders.

Vision of the University :

Indrashil University strives to be an epitome of excellence in higher education by imparting knowledge, focused education and experiences to students in the field of Life Sciences and the research aspects related to it. This will empower them to go back to the world as experts in their fields, serving humanity and giving back to the world, which is sciences at its best.

Mission of the University :

Indrashil University seeks to realize their mission by providing their students with high quality education and training that is unmatched. Combining rigorous academic study along with the support of industry experts, students get prepared as sector specialists with a global footing.

Core Values

- Indrashil University believes in creating an ecosystem by developing affordable innovation with a strong focus on Life Sciences.
- Indrashil University will be the first choice for anyone wanting to gain knowledge and expertise in the field of Life Sciences.
- Indrashil University will be known as the Indian Newcastle of Life Sciences.

INDUS INTERNATIONAL UNIVERSITY

V.P.O. Bathu, Tehsil Haroli
Distt. Una - 174 301, Himachal Pradesh
Tel : 01975398200, Fax : 01975 39827
Email : vc@iiuedu.in, ampu.harikrishnan@iiuedu.in
Website : http://www.iiuedu.in

IIU is sponsored by Kartha Education Society (Mumbai), a not for profit society with its mission to provide higher education & research opportunities in under- represented areas which haven't been served by the traditional public universities.

Kartha Education Society (Mumbai) has been active in the field of education with proven experience of running colleges, schools and other institutions for over 19 years in India and abroad.

Indus International University (IIU) has been established under Establishment and Regulation Act,2009, of Himachal Pradesh Government with the right to confer degree as per sections 2f and 22 of the UGC Act 1956.

IIU has been set up as a not-for-profit institution with its primary objective of providing access to educational opportunities in various higher education areas in rural India so that students need not travel to the other cities wherein the major public universities have been housed.

“Indus International University (IIU) is recognized by the University Grants Commission (UGC) vide letter F.No 8-11/2010 (CPP-I/PU) dated 12th July 2010 and is included in the list of universities maintained by the University Grants Commission under section-2 (f) of UGC Act 1956”

The Indus International University envisions to be recognized nationally and internationally as a leader in providing innovative educational opportunities for learners within the global society.

The Mission of the Indus International University is to provide a high quality, contemporary world class undergraduate and post graduate education to its students and produce graduates who will be well prepared for a globally interdependent but culturally diverse society and be leaders in their respective professions.

INDUS UNIVERSITY

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Mob: +91-9099944241 / 42
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The University is managed by Bhandari Charitable Trust known for its philanthropic activities besides their contributions to societal needs and at present has four Constituents Institutions, Indus Institute of Technology & Engineering (IITE), Institute of Design Environment & Architecture (IDEA), Institute of Aviation Technology & Engineering (IATE) and Institute of Information & Communication Technology (IICT). Indus Foundry Training & Research Centre (IFTARC), supported by CED scheme of State Government is the Metallurgical Research Centre of the University. It offers scores of degree programmes at UG and PG levels in diverse disciplines of Engineering, specific streams of Management, Computer Applications, Information Technology, Aircraft Maintenance and Architecture to more than 1000 students per annum and the programmes are approved and recognised by competent academic administrative bodies either at State or National levels. The University also offers Research Programmes leading to the award of Doctoral Awards in Engineering, Management, Applied Sciences and Mathematics besides being in the forefront of carrying out R&D and Consultancy activities in specific disciplines of Engineering for external environments. Indus University will be a Nationally Acclaimed University - Amongst the Best Universities of Our Country - for Academic Excellence, Professional Relevance, Research and Innovations in Socially Relevant Thrust Areas, Seamlessly Integrating Indian Values and Global Ethos, Satisfying All Its Stake Holders. To Offer Quality Technical and Management Education to the Members of Its Learners Community in the Best Traditions of Creative and Innovative Teaching - Learning Process Encompassing the Philosophy "Where Practice Meets Theory" by Ensuring State-of-Art Infrastructure and Attracting Competent and Qualified Human Resources who will Engage in Research and Development Activities Aimed at Building a 'Brand' for the University. Continuous Upgradation of Course Curriculum and Regular Academic Auditing Processes and Procedures Aimed at Meeting the Dynamically Knowledgeable and Skilled Human Resource Requirements of Diverse Professional Environments. Indus University offers holistic education programs in Engineering, Management, Aviation Technology and Architecture in the best traditions of two-way learning process with emphasis on 'Hands-On' exposure in consonance with the motto 'Where Practice Meets Theory', a conceptual motto hitherto unattempted by the facilitators of Technical Education in our country, to ensure a brand for the University in more than one sense of the term or the other. Curriculum has been designed and developed in tune with this motto thus providing extended avenues to the budding and young members of the learners community to acquire knowledge on par with skill, parameters defining a professional with the right combination of attitude and aptitude, making them ready quality human resources meeting the needs of diverse professional environments.

IIHMR UNIVERSITY

1, Prabhu Dayal Marg, Sanganer Airport
Jaipur - 302 011, Rajasthan
Phone: 91-141-3924700, 2791431-32
Toll Free No. 1800-3010-5700
Fax: 91-141-3924738
E-mail: iihmr@iihmr.org

Established in 1984, IIHMR University is a specialized Research University in management research, postgraduate education and training exclusively in the health sector. The University aims to generate new knowledge and technologies to provide evidence and inputs for developing effective policies, health interventions and strategies. The origin of the IHMR University has its roots in pioneering and significant contribution of Institute of Health Management Research, (IIHMR) Jaipur in the last three decades in policy and program management research, and capacity development in health and hospital management in India and South EastAsia.

The IIHMR University has a mission to improve the standards of health through better management of health care and related programmes through management research, education, training and institutional networking in a national and global perspective in the health sector. World Health Organization designated IIHMR as a WHO Collaborating Centre for District Health Systems based on Primary Health Care for its significant contribution in strengthening health systems by promoting and conducting health policy and program management research and capacity building.The Ministry of Health and FamilyWelfare, Government of India identified it as Institute of Excellence for training and capacity building. A critical mass of professionally trained health care, hospital, rural and pharmaceutical managers have been produced by IIHMR to better manage health systems. The University has been instrumental in a paradigm shift in management of health care programs and hospitals in India. For its significant contribution in health, hospital, rural and pharmaceutical management education, it hasbeen awarded several Leadership Awards/Best sectoral B school. In addition, IIHMR has become a major destination for training and capacity development in leadership and strategic management, hospital management, disaster management, quality management, project management, health management information systems, health economics and finance.

The IIHMR University has a unique organization culture that enshrines core values and ethos of autonomy, accountability, openness and transparency. The interdisciplinary teams of faculty and research staff constitute an enabling environment for learning, professional growth and development.The multidisciplinary faculty represents public health, management, economics, statistics, demography, social and behavioral sciences, rural development and pharmaceuticals.

IIS UNIVERSITY

ICG Campus, Gurukul Marg
SFS, Mansarovar, Jaipur 302 020, Rajasthan
Tel. No.: +91-141-2400160-61, 2397906-07,Fax: +91 - 2395494, 2781158
Email : info@iisuniv.ac.in, vc@iisuniv.ac.in, registrar@iisuniv.ac.in
Website : http://iisuniv.ac.in

The International College for Girls (ICG), a pioneer institution for women education, was founded in the year 1995 as an affiliated college to the University of Rajasthan. Started with just 56 girls and seven members of staff, it became a Postgraduate College in 1999. Today, ICG stands tall with over 3500 students on roll, 208 faculty members and 46 support-staff (technical & non-teaching). Pursuit for excellence in higher education at ICG got due recognition by the National Assessment and Accreditation Council (NAAC),an autonomous institution of the University Grants Commission (UGC). ICG the only college in Rajasthan which has been accredited A+ by NAAC. The college has also been identified as a Model College by the Government of Rajasthan. In a survey conducted by A.C. Nielson for 'India Today' the college has been rated best in the state in all the faculties for the last several years. A major milestone in the history of ICG is the conferment of the Autonomous Status on the college by the UGC for a period of six years with effect from 2007-08. The Autonomy is a concept created and evolved by the UGC for qualitative enhancement of higher education. It was realized that the higher academic institutions be given more freedom for the development of intellectual climate in the country. Autonomy enabled the college:

- To restructure and redesign the curriculum
- To prescribe rules for admission
- To ensure academic and operative freedom to the faculty members
- To evolve methods of assessment of students' performance, conduction of exams and preparation of results
- To use modern tools of educational technology
- To promote healthy practices

ICG has also been given the CPE status i.e. a "College with Potential for Excellence", status by UGC .The college is one among the 50 colleges in India identified by the University Grants Commission (UGC) under the CPE scheme during phase-II. The latest feather in the cap is the conferment of the status of *deemed to be a University* by the Ministry of Human Resource Development, Government of India, under section 3 of UGC Act, 1956. International College for Girls is now The IIS University, Jaipur. The status of deemed to be a University has provided greater autonomy in setting our own educational agenda (courses, syllabi, teaching methodologies etc.) as well as the authority to award degrees. The academic courses and programmes offered under the aegis of The IIS University is approved by UGC and also accredited by the National Assessment and Accreditation Council (NAAC).The IIS University has already secured a place in the list of the 'A' category institutions reviewed by the Ministry of Human Resource Development, Government of India giving further deemed to be universities on being credence to our pursuit for excellence in higher education.

INSTITUTE OF ADVANCED RESEARCH

Koba Institutional Area
Gandhinagar- 382426
Gujarat - India.
Phone : 079-30514100
Email : contact@iar.ac.in
Website : http://www.iar.ac.in

Located on the banks of River Sabarmati, Gujarat, Land of Mahatma Gandhi, Institute of Advanced Research is a University established under the "Gujarat Private Universities Amendment Act 2011" with an aim to create Excellence in Research and Education.

The University has been set up by "The Puri Foundation for Education in India" a Registered Charitable Trust.

Vision

Institute of Advanced Research will carry out research in the frontier areas of science to contribute towards the advancement of human knowledge and alleviation of human suffering.

Mission

To conduct fundamental / applied / analytical research in the frontier areas of science with the ultimate objective of contributing to high quality basic research and human resource development, and to find application of the research results for the benefit of mankind.

INSTITUTE OF ADVANCED STUDIES IN EDUCATION (IASE)

Gandhi Vidya Mandir
Sardarshahr 331 401, Rajasthan
Tel : 01564- 220025, 223520
Fax : 01564 - 223642,223054
Email : info@iaseuniversity.org.in
Website : http://www.iaseuniversity.org.in

The Institute of Advanced Studies in Education (Deemed to be University) has a proud past stretching back to 1950 when the petite Gandhi Vidya Mandir, parent Institution, was established in the midst of rural barren desert land Sardarshahr. From its inception with handful of students, the institution slowly grew into a giant tree which at present imparts education from primary to post-doctoral level. It has survived many ups and downs and emerged as a public university in 2002, where it got the formal recognition of Deemed to be University, under section 3 of the UGC Act 1956. Today, the university is a vibrant centre in research and academics as it embraces its root as a value-based institution. The Institute of Advanced Studied in Education (Deemed to be University) (hereafter IASE) is an institution born out of dedication of the founder Shri Kanhaiyalal Dugar (Swami Shri Ramsharan ji Maharaj). He was an embodiment of universal humanism with higher vision and dedication. His vision was inspired by Mahatma Gandhi and he believed in non-violence and universal brotherhood. He had dedicated entire life for betterment of society, expansion of education and for upliftment of the downtrodden in Sardarshahr. The core principles of founder, Shri Kanhaiyalal Dugar (Swami Shri Ramsharan ji Maharaj) , "कुछ न चाहो, काम आ जाओ" and "कोई और नहीं, कोई ग़ैर नहीं" are prioritized and practised in the environ of the institution. The firm commitment of the institution draws inspired scholars to the campus, where such thoughts are born that challenge and revolutionize the humankind.

The motto of the institution is to empower students to challenge conservative thinking in pursuit of creative ideas that develop them into a better human being. Students, here, develop critical, analytical, and writing skills in rigorous and interdisciplinary core curriculum so that they become the next generation pioneers of their vicinity. The institution goes beyond the limits to dig deeper, push further and prepare students to ask bigger questions that to leverage their knowledge to enrich the humanity. The diverse and creative students drive innovation and make masterpieces to set an example for others. IASE (Deemed to be University) believes in the holistic development of the students. The university encourages a value based pioneering learning environment that fits into cavernous intellectual, spiritual and moral motivation that nurtures holistic personality of the students, the future leaders. To achieve the objectives, the university provides cutting-edge holistic education which prepares students for challenges and makes them future-ready. At our institution, students have a balance in life where they spread their wings academically, well- coordinating the hand, heart and mind. Development of positive relationship with peers, family, society is informally practised by the students here through which they acquire social, intellectual, and leadership skills altogether.

INSTITUTE OF CHEMICAL TECHNOLOGY

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When compared with a large number of engineering and technological institutes, which mushroomed during past 2-3 decades, the genesis of ICT, still popularly called UDCT/UICT by many, is beyond fathom and imagination. Its low profile in common man's vocabulary is both bane and benefit. Even our neighbours have never known what we do or what we stand for- for them it is a 'dagdi' (stone) college or a hospital, at the most; they are intrigued and bewildered whereas it is a benefit for us from the academic view point since we continue to work quietly, sans the typical college atmosphere, impart high class education, and conductresearch par excellence, having a direct relevance to solving societal problems and adding to quality of life. Philanthropy, visionary leadership of the University of Bombay (now Mumbai), active participation of the industry to create endowments for faculty positions and laboratories, and the support of the then Governor of the Province of Bombay, which extended to almost 10% of India, led to the foundation of the University Department of Chemical Technology on October 1, 1933. The Vice Chancellor Sir Vithal Chandavarkar, an industrialist, educationist and proponent of textile industry, put allhis valour behind the fledgling UDCT and assisted in creating a far-sighted roadmap. The Committee constituted by the University for establishing the UDCT was chaired by none other than the great civil engineer Bharat Ratna Sir M. Visvesaraya, and comprised of, among others, such stalwarts as Sir K.M. Munshi, the Founder of BharatiyaVidyaBhavan, and Shri KapilramVakil, a doyen of inorganic chemical industry in India. Research was incorporated as an integral part of the UDCT right from inception, and the first batch of students for the B. Sc. (Tech.)- a two-year post-B Sc. Course, with Textile Chemistry and Chemical Engineering as the branches, was admitted on 4th August, 1934. With the growth in demands for chemicals, drugs, polymers and materials after World War II, other branches of chemical technology embracing Foods and Drugs, Oils, Plastics, Paints, Varnishes, Intermediates and Dyes, Pharmaceuticals and Fine Chemicals, were added and these courses were later reorganized to give a distinct flavour to all branches of Chemical Technology. Birth of several industries was a direct result of UDCTs' activities. In 1951, Chemical Engineering branched out as a post-Inter Science four-year degree programme, B. Chem. Eng.,which has been the most sought after ever since. The B.Sc. (Tech.) courses were converted into post-B.Sc. three-year courses in 1966 and finally further converted into B. Tech. programmes, which are post-HSSC (12th Standard) in 1998.

The ICT is a vibrant and invigorating institute, a symbiosis of academic excellence, culture, ethos, value systems, and anarchitect of new and useful knowledge, standing tall among all institutes of national importance.

INSTITUTE OF INFRASTRUCTURE, TECHNOLOGY, RESEARCH AND MANAGEMENT (IITRAM)

Near Khokhara Circle, Maninagar (East)
Ahmedabad, Gujarat - 380026
Tel. : +91 079 29292910 / 20
Email : office@iitram.ac.in

Institute of Infrastructure, Technology, Research And Management(IITRAM) has been established as a State University by the Government of Gujarat under the provisions of the Institute of Infrastructure, Technology, Research and Management Act 2012. The University believes in defined rights and responsibilities for better execution and clarity which helps to achieve desirable result. The University functions according to its statutory act, through which it has formed regulatory committees governed by different bodies consisting of officers and academics personnel of the University. These committees are governed by principles mentioned in the University act which are mandatory and help to ensure compliance, enhance the University's mission, planning and budgeting cycle which illustrates the governance and management responsibilities in the development of the strategic and business plans and the annual budget.

IITRAM provides Engineering Education with specialization in Infrastructure and Management of Infrastructure to create centres of excellence, to organize advanced studies and to promote research. It shall foster cultural and ethical values with a view to enhance professional morality, research integrity, globally acceptable business ethics and morals for professionals.

The objectives of the University include :

Imparting knowledge and offer courses with specialization in Infrastructure and Management of Infrastructure in particular.

Imparting knowledge in the other areas of higher education with focus on science, technology, management and allied areas.

Developing training facilities for urban bodies, industries and technical teaching and other allied bodies.

Believing in open institution mechanism to attract best minds of the world (students as well as faculty) and to be globally competent.

Setting up innovative foundation in developing Knowledge parks, Techno parks and Technology incubators to foster entrepreneurship.

INSTITUTE OF LIVER AND BILIARY SCIENCES (ILBS)

D-1 Vasant Kunj, New Delhi-110 070
Tel. : 011-46300000
Ext. 7055, 7056, 26706700-02, 64703890
Tel. : 46300000011, 46300000
Ext : 6002, 26706730
Tel : 011-46300000011-46300000
Ext : 6003 , 011-26123504 (Telefax)

The Institute of Liver & Biliary Sciences (ILBS) has been established by the Government of the National Capital Territory of Delhi as an autonomous institute, under the Societies Act.

The mission of ILBS is to become a dedicated international centre of excellence for the diagnosis, management and advanced training and research in the field of liver and biliary diseases.

The first phase of ILBS is already functional having 180 hospital beds, 74 of which cater as intensive care (ICU) beds.

The second phase of ILBS, likely to be operational by early 2012, will add a dedicated multi-storie research complex, auditorium, guest-house, hepato-biliary oncology unit, additional beds and residential accommodation.

The ILBS aims to provide a healthy work environment to its faculty and staff.

ILBS is a deemed university under the UGC act and it aspires to become a unique model for an academic career both for the national and international students and the faculty.

ILBS envisions to :
To become an international centre of excellence for the prevention and cure, advance competency-based training and cutting edge research in liver, biliary and allied sciences.

Quality Statement :
ILBS is committed to the highest levels of patient satisfaction, healthcare and staff and patient safety through continual improvement by ensuring:

- Evidence-based clinical practices of highest standard.
- Transparent management processes, facilitating patient satisfaction & ensuring dignity and rights of patients.
- Safe and conducive work environment for staff, and
- Establishing a dedicated centre of excellence in healthcare, teaching/training & research in the field of Liver Biliary Diseases.

INSTITUTE OF TEACHING AND RESEARCH IN AYURVEDA, JAMNAGAR

Opp. B-Division Police Station, Gurudwara Road
Jamnagar-361008, Gujarat
Email: director@itra.edu.in

The Institute of Teaching and Research in Ayurveda (ITRA)is the first 'Institute of National Importance' in the sector of AYUSH (Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy). The parliament of India passed the 'Institute of Teaching and Research in Ayurveda Act, 2020' and the provisions of this act came into force on 15 October 2020. The ITRA is formed by the amalgamation of three different institutes namely(i) The Institute of Post Graduate Teaching and Research in Ayurveda (IPGT & RA), (ii) Shree Gulabkunverba Ayurved Mahavidyalaya, and (iii) The Indian Institute of Ayurvedic Pharmaceutical Sciences, Jamnagar. In addition, the Maharshi Patanjali Institute for Yoga Naturopathy Education and Research (MPIYNER), a constituent SFI college of the Gujarat Ayurved University, Jamnagar is also integrated with the ITRA under the department of Swasthavritta.

Jamnagar has carved its niche as a pioneer in Ayurveda academics and research. It has a rich legacy of Ayurvedic tradition patronized by the erstwhile royal family. The princely state of Nawanagar (present Jamnagar) was a renowned seat of oriental studies. It has a long list of skilled Ayurvedic physicians like ZanduBhattji and Rasa Vaidya Bava Bhai Achalji. During the reign of Jam SahebDigvijaySinghji (1933 – 1948), an Ayurveda visionary Dr. P.M. Mehta who was trained in the western system of medicine was appointed as the royal physician of the state. Dr.P.M. Mehta followed and practiced Ayurveda and impressed upon the king and the queen to establish a centre for Ayurvedic Studies and as a result, Shri GulabkunverbaAyurvedic Society was established in the year 1940. In 1944, a palatial building was constructed with the generous contribution of the King of Nawanagar (Jamnagar) and some other donors at the cost of Rs.60, 00,000/- and the iconic building was named "DhanwantariMandir".

Under the aegis of Shri GulabkunverbaAyurvedic Society, some renowned and enthusiastic physicians of Ayurveda were invited and they materialized the gigantic job of the translation of 'Charaka Samhita' into three languages i.e. English, Hindi & Gujarati which was published by the society in six volumes.

On 1st July 1946, a college for Ayurvedic Studies was established by Shri GulabkunverbaAyurvedic Society and was named Shree Gulabkunverba Ayurved Mahavidyalaya. The first principal of the college was the great Ayurveda physician of the era, Vaidya YadavjiTrikamji. After independence in 1947, the Government of India started to work for the revival of Ayurveda and a few committees were appointed that recommended the establishment of a research Institution in Ayurveda.

INTEGRAL UNIVERSITY

Dasauli, Post Bas-ha, Kursi Road
Lucknow 226 026, Uttar Pradesh
Tel : 0522-2890812; 2890730, Fax : 0522-2890809
Email : info@integraluniversity.ac.in
Website : http://www.integraluniversity.ac.in

Integral University, a seat of educational excellence, is a premier university in Lucknow, the Capital of Uttar Pradesh, India. The university had been established under the Act number 9 of 2004 by the U. P. State Government. It is rather historic that, within a span of six years the Institute of Integral Technology on account of its educational excellence, credibility and value based education in a highly disciplined and decorous environment was recognized as a noted seat of learning all across the country and thus was granted a University status in 2004. The project started with a school in small huts. The foundation stone was laid on 30 November 1993 by the scholar Maulana Abul Hasan Ali Hasani Nadwi, rector of Darul-uloom Nadwatul Ulama, Lucknow. The school was then shifted to a main building which was inaugurated by the then Governor of Uttar Pradesh Shri Moti Lal Vohra on 14 January 1996. An engineering college was simultaneously established by the Islamic Council for Productive Education(ICPE) in 1997, which started functioning from 1998 with two courses namely, Computer Science and Engineering, and Electronics Engineering. Later other courses like Architecture, Information Technology, Mechanical Engineering, Civil Engineering and MCA were added. Shri Atal Bihari Vajpayee, the then Prime Minister of India, laid the foundation stone of a residential complex on 30 June 1999. During his speech he expressed his hope that the Institute of Integral Technology, Lucknow having the abbreviation IIT will maintain the same standard as the other IITs do. Institute of Integral Technology, Lucknow then affiliated to Uttar Pradesh Technical University made a promising start when the first batch of Computer Science and Engineering gave a 100% result and all secured first division, as was the case with the second group of Electronics Engineering wherein all but two students got first division. Hon'ble Mulayam Singh Yadav, the then Chief Minister of Uttar Pradesh and Justice Syed Saghir Ahmad, Judge (Retired) Supreme Court of India were overwhelmed by the progress and other achievements in the field of education set up by Institute of Integral Technology, Lucknow along with its highly impressive infrastructure. The Hon'ble Chief Minister, Shri Mulayam Singh Yadav declared that the Institute of Integral Technology, Lucknow shall be elevated to a full-fledged university in no time. He also granted the Minority Status to the Institute. Soon after this declaration he also got the bill passed in the Assembly on 26 February 2004 and issued Govt. Gazette Notification No. 389/ lkr - fo - 1-1 (d)-9-2004 dated 27 February 2004 for the formation of Integral University, Lucknow. Integral University, Lucknow is now a member of and listed by the Association of Indian Universities (AIU).Some of the dignitaries that have visited Integral University, Lucknow include the likes of Union Minister of Minority Affairs(2012–2014) and former Deputy Chairman of Rajya Sabha, Dr.K.Rahman Khan(INC) and Chief Minister of Sarawak Province, Malaysia, Haji Abdul Taib Mahmud. Integral University, Lucknow also hosts eminent personalities from all walks of life and boasts of strong presence of visiting faculty from some of the most well known universities across the globe.

INTERNATIONAL INSTITUTE FOR POPULATION SCIENCES

Govandi Station Road, Deonar,
Mumbai 400 088, Maharashtra
Tel : 022- 25563254/55, 25562062, Fax : 022-25563257
Email : diriips@bom8.vsnl.net.in, director@iips.net
Email : fram@iips.net, registrar@iips.net
Website : http://www.iipsindia.org

The International Institute for Population Sciences (IIPS) serves as a regional Institute for Training and Research in Population Studies for the ESCAP region. It was established in Mumbai in July 1956, till July 1970 it was known as the Demographic Training and Research Centre (DTRC) and till 1985 it was known as the International Institute for Population Studies (IIPS).

The Institute was re-designated to its present title in 1985 to facilitate the expansion of its academic activities and was declared as a 'Deemed University' in August 19, 1985 under Section 3 of the UGC Act, 1956 by the Ministry of Human Resource Development, Government of India.

The recognition has facilitated the award of recognized degrees by the Institute itself and paved the way for further expansion of the Institute as an academic institution.

Started in 1956 under the joint sponsorship of Sir Dorabji Tata Trust, the Government of India and the United Nations, it has established itself as the premier Institute for training and research in Population Studies for developing countries in the Asia and Pacific region.

IIPS holds a unique position among all the regional centres, in that it was the first such centre to be started, and serves a much larger population than that served by any of the other regional centres. The Institute is under the administrative control of the Ministry of Health and Family Welfare, Government of India.

Besides teaching and research activities, the Institute also provides consultancy to the Government and Non-Government organizations and other academic institutions. Over the years, the Institute has helped in building a nucleus of professionals in the field of population and health in various countries of the ESCAP region.

During the past 53 years, students from 42 different countries of Asia and the Pacific region, Africa and North America have been trained at the Institute. Many, who are trained at the Institute, now occupy key positions in the field of Population and Health in Government of various countries, Universities and Research Institutes as well as in reputed National and International organizations.

INTERNATIONAL INSTITUTE OF INFORMATION TECHNOLOGY

26/C, Opp. Infosys (Gate -1), Electronic City
Hosur Road, Bangalore - 560 100, Karnataka
Tel : 080 4140 7777

The International Institute of Information Technology Bangalore, a Deemed University, popularly known as IIITB, was established in 1999 with a vision to contribute to the IT world by focusing on education and research,entrepreneurship and innovation. The Institute is a registered not-for-profit society funded jointly by the Government of Karnataka and the IT industry.

Since its inception, IIITB, with its unique model of education, research, and industry interaction, has grown in stature to become an institution of considerable repute in academic as well as corporate circles. The Institute works in partnership with the corporate sector, while retaining the freedom of an academic institution. It is inspired by other renowned institutions, and also strives to emulate an academic culture that is on par with the best international institutions.

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Considering the pervasive nature of IT in all walks of life, IIITB encourages and admits students froma wide variety of academic disciplines into the programmes. About half of our students in recent years have been bright young men and women who already have some work experience, but have decided to take a break from their careers to pursue our M.Tech. programme in order to shift their careers on to more stimulating and rewarding paths. Strong interaction with the industry is built into our academic programmes because IIITB believes in equipping students to become productive right from the day they enter the industry. For those aspiring for academic goals, IIITB provides a research environment as well. Students have the opportunity to get financial aid in the form of scholarships and internships to help meet tuition and other expenses, so a bright student is limited only by his or her own vision and ambition.

INTERNATIONAL INSTITUTE OF INFORMATION TECHNOLOGY

Gachibowli, Hyderabad – 500032
Andhra Pradesh
Phone : +91-40-6653 1000, Fax : +91-40-6653 1413
Email : office@iiit.ac.in
Website : http://www.iiit.ac.in



The International Institute of Information Technology, Hyderabad (IIIT-H) is an autonomous university founded in 1998. It was set up as a not-for-profit public private partnership (N-PPP) and is the first IIIT to be set up (under this model) in India. The Government of Andhra Pradesh lent support to the institute by grant of land and buildings. A Governing Council consisting of eminent people from academia, industry and government presides over the governance of the institution.

IIIT-H was set up as a research university focused on the core areas of Information Technology, such as Computer Science, Electronics and Communications, and their applications in other domains. The institute evolved strong research programmes in a host of areas, with computation or IT providing the connecting thread, and with an emphasis on the development of technology and applications, which can be transferred for use to industry and society. This required carrying out basic research that can be used to solve real life problems. As a result, a synergistic relationship has come to exist at the Institute between basic and applied research. Faculty carries out a number of academic industrial projects, and a few companies have been incubated based on the research done at the Institute.

IIIT-H is organized as research centres and labs, instead of the conventional departments, to facilitate inter-disciplinary research and a seamless flow of knowledge within the Institute. Faculty assigned to the centers and labs conduct research, as well as academic programs, which are owned by the Institute, and not by individual research centers.

The Institute combines pioneering research with top class education. An innovative curriculum allows the student flexibility in selecting courses and projects. Students, even at the undergraduate level, get to participate in ongoing research and technology development - an opportunity unprecedented in India. As a result, a vibrant undergraduate programme co-exists with a strong postgraduate programme. Recognizing that the goal of education is to develop a broad and humanistic outlook among students (and beyond), the Institute runs a unique human values programme at the undergraduate level. Regular faculty conducts the programme. Also, elements of the programme are made available to IIIT-H's postgraduate students, faculty and students at other universities and colleges, and any interested individual or organization. In sum, the Institute offers students a unique environment that promotes culture, sports, societal contributions, art, self-governance and human values. It is also at the forefront of research that has the potential to make a major social impact.

INTERNATIONAL INSTITUTE OF INFORMATION TECHNOLOGY

Gothapatna, PO: Malipada, Bhubaneswar-751003
Phone: +91-674-2653300, Fax: +91-674-2653309
Email : offregistrar@iiit-bh.ac.in, offdirector@iiit-bh.ac.in

IIIT Bhubaneswar owes its origins to the initiative of the Government Odisha. It is a result of the desire of the Government to establish a world class institute of Information Technology in the state. The Institute has been registered as a society in Nov 2006. In January 2014, the Institute is converted to a University by the Government of Odisha. There is misconception that IIIT Bhubaneswar is a Institute promoted in PPP mode by the Government. The Institute is fully owned by the Government of Odisha. The Information Technology Department is the controlling Department. The Government provides funds for the Infrastructure creation. However, the Institute has to earn its Revenue Expenditure. This is the model in all State Government promoted IIITs in Bangalore, Hyderabad and Delhi. The Institute enjoys academic, financial and administrative autonomy by the powers invested through the IIIT Bhubaneswar act. IIIT aspires to be a national Institute in line with its Peer Institutes.

The Governance structure of the Institute is modelled after those of the IITs. The Governor of the state is the Chancellor of the Institute. The Board of Governors has members from Odisha Legislative Assembly, Government of Odisha, Leaders from the IT industry and Eminent educationists. Currently, the Chairman of the Institute is the Chief Secretary of the Government of Odisha. The Institute has its focus on quality and rigorous education, quality resource, academic infrastructure, technology and innovation. These initiatives have helped IIIT-Bhubaneswar achieve pre-eminence in India and beyond.

Vision

Our vision is to be an unique institute imparting education, training, research, and consulting in technology and related fields to develop human resources who will lead the economy and the society in the coming decades.

Mission

The mission of IIIT is to be a knowledge seeking Institution of higher learning that will educate students in technology and other disciplines of scholarship. The Institute will work closely with the Industry and other users of the technology to develop and deliver technological solutions to enhance their competitive position. The Institute is committed to the entire value chain of knowledge creation, diffusion and preservation to meet the challenges of the century. The Institute will borrow best practices in education delivery systems, research and consulting practices. Leveraging technology to bring about next generation of practices will be a key to this strategy. The Institute is dedicated to creating a community of students, faculty and scholars with passion for learning, creativity, innovation in all aspects of academic pursuit.

INTERNATIONAL INSTITUTE OF INFORMATION TECHNOLOGY

IIIT–Naya Raipur Plot No. 7, Sector 24, Near Purkhoti Muktangan
Naya Raipur – 493661 Chhattisgarh
Tel:- (0771) 2474040
Email : iiitnr@iiitnr.ac.in
Academic Affairs:- registrar@iiitnr.edu.in
Website : https://www.iiitnr.ac.in

Dr. SPM IIIT-Naya Raipur, established by the International Institute of Information Technology University Act, 2013 of the Government of Chhattisgarh, is a joint venture by Chhattisgarh State Government and National Thermal Power Corporation (NTPC). The institute is committed to pursue excellence in higher education, research and development in Information Technology (IT) and associated disciplines. It firmly believes in bestowing knowledge dissemination and imparting entrepreneurial skills to the students to enable them to address real world problems. To empower this vision, IIIT-NR fosters state-of-the-art research and product development laboratories to carry out inter-disciplinary research and product development endeavours.

The institute is mentored by a highly eminent board comprising of Mr. Ajay Chowdhry, Founder, HCL; Prof. Arogyaswami Paulraj, Marconi Awar winner and Professor Emeritus, Stanford University; Dr. B.K.Gairola, Ex-Mission Director, National e-Governance Mission and Ex-DG NIC; Shahla Nigar, Secretary, Public Health Engineering Department and Secretary, Skill Development, Technical Education and Employment Department, Govt. of Chhattisgarh; Mr Sanjay Sukla , Secretary, Department of of Electronics & Information Technology, Govt. of Chhattisgarh; Mr. Vivek Acharya, Director of Directorate of Technical Education , Govt. of Chhattisgarh; Mr. Sujit Baksi, CEO, BPO Division at Tech Mahindra; NTPC Ltd; Shri. S K Reddy, Regional Executive Director, NTPC Ltd; Mr. Steven A. Pinto, Retired Lead Director of the Chairman's Supervisory Board of the Emirates Investment Bank, UAE; Mr. Sanjay Madan, Group General Manager and head Lara Super Thermal Power Project, NTPC Ltd. and Dr. P.K.Sinha, Vice Chancellor & Director, Dr. SPM IIIT-NR.

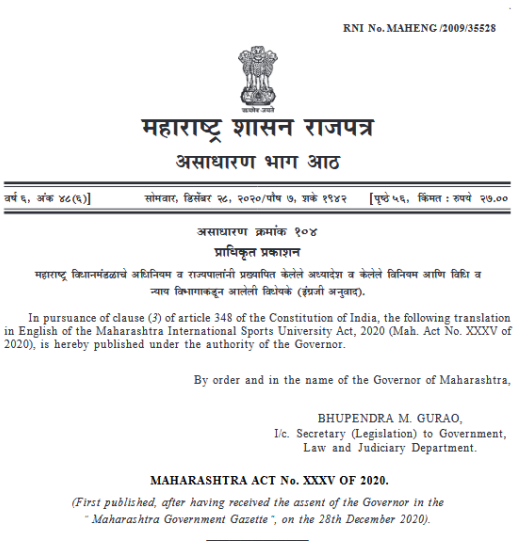
Dr. SPM IIIT-NR's fifty-acres residential campus is located in the newly developed smart city of Naya Raipur, approximately 23 kms from the city of Raipur. The vibrant lush green campus of IIIT-NR is enabled with Wi-Fi connectivity, CCTV surveillance, hi tech security measures and excellent amenities for sports and other recreational activities. The modern architecture of the buildings and the serene environment of the campus fosters an ambience for the students for creativity and innovation. The classrooms are equipped with state-of-the art technologies for teaching and learning.

INTERNATIONAL SPORTS UNIVERSITY

Maharashtra, Sports & Youth Services
Shree Shivchhatrapati Sports Complex
Mahalunge-Balewadi, Pune – 411045
Maharashtra

Established in 2020, University will offer various courses including Physical and Sports Education, Sports Sciences and Sports Medicine, Sports Technology, Sports Governance, Sports Management, Sports Media and Communication, Sports Coaching and Training. In the first phase, a 3-year programme in sports science and sports technology will be started. A 12 weeks programme in sports coaching and training with a capacity of 50 students will begin in initial stage. With most of district associations in the State involved in infighting causing hindrance in development of sport and players' performance, Kedar said a GR is being prepared where all the administrative work would be taken over by the State Sports Ministry and they (erring association officials) would be barred from interfering in the work.

We have infrastructure ready there. We only need to plan and start academics. Pune also has a rich history in sports. I hope the university will benefit everybody, not only in Maharashtra but in entire country. "It will also provide job opportunities to sportspersons of the region," assured Kedar. The Sports Minister aims to develop a winning habit among sportspersons. "I want Maharashtra to produce match winners. They should have grit and determination to perform only to win. Then only it is possible to produce medal winners. My aim is to inculcate "zidd" in every sportsperson of the state," retorted Kedar.



RNI No. MAHENG /2009/35528

महाराष्ट्र शासन राजपत्र

असाधारण भाग आठ

वर्ष ६, अंक ४८(६)] सोमवार, डिसेंबर २८, २०२०/पौष ७, शके १९४२ [पृष्ठे ५६, किंमत : रुपये २७.००

असाधारण क्रमांक १०४

प्राधिकृत प्रकाशन

महाराष्ट्र विधानमंडळाचे अधिनियम व राज्यपालांनी प्रख्यापित केलेले अध्यादेश व केलेले विनियम आणि विधि व न्याय विभागाकडून आलेली विधेयके (इंग्रजी अनुवाद).

In pursuance of clause (*3*) of article 348 of the Constitution of India, the following translation in English of the Maharashtra International Sports University Act, 2020 (Mah. Act No. XXXV of 2020), is hereby published under the authority of the Governor.

By order and in the name of the Governor of Maharashtra,

BHUPENDRA M. GURAO,
I/c. Secretary (Legislation) to Government,
Law and Judiciary Department.

MAHARASHTRA ACT No. XXXV OF 2020.

(First published, after having received the assent of the Governor in the "Maharashtra Government Gazette", on the 28th December 2020).

International Sports University at Balewadi, Pune will be "operational" from October 2021 for which a Governing Council has been formed, informed Maharashtra Sports and Youth Affairs Minister Sunil Kedar while interacting with reporters during a Meet The Press organised by Sports Journalists Association of Nagpur on Saturday. The International Sports University will be first of its kind in India and will cater to need of all sportspersons. "The rules and regulation (Intentional Sports University Act) has been prepared and has been passed unanimously by members of both the Houses during the winter session of the State. The governing council members include former India footballer Henry Menzes, cine star Rahul Bose, who is also a former rugby player, Vidya Yerwadekar, former Vice-Chancellor Symbiosis University, Pune, Prof Ratnakar Shetty, former professor, Wilson College, Mumbai and former BCCI Head of Operations, former India cricketer Nilesh Kulkarni, Dr Anjali Thakre, Principal, Shivaji Sharirik Shikshan Mahavidyalaya, Amravati, Anjali Bhagwat, two-time Olympian and former India shooter, Additional Secretary, School Education and Sports, Mumbai and Commissioner, Sports and Youth Affairs, Maharashtra," informed Kedar. According to Kedar, appointments of faculties and other administrative work will begin from the coming month. Kedar said that ready infrastructure at Balewadi in Pune was the reason for selecting the venue in entire State. "The infrastructure is ready at Pune.

INVERTIS UNIVERSITY

Invertis Village
Bareilly-Lucknow National Highway-24
Bareilly-243 123, Uttar Pradesh
Ph.: 0581 - 2460442, 2460443, 3004100
Telefax: 0581 – 2460454
Email : santosh.k@invertis.org shantanu.m@invertis.org

Invertis started its journey 16 years ago in 1998 with 83 students and one institute namely, Invertis Institute of Management Studies. Today it stands as a full-fledged University with 8 institutes to its credit under the patronage of its name and offering a range of graduate and post graduate programmes varying from management, Engineering, pharmacy to education and social sciences with the use of state of the art technology and a team of dedicated faculty, staff members.

Invertis University is acclaimed as a pioneer institute in the field of education not only in the Bareilly region but across state and country. Invertis has a tradition of excellence which is carried forward by its students who are ranking among the toppers of universities. Today, Invertis feels proud of its students placed in different corners of the world on positions of eminence in reputed companies. Invertis is not only known for its majestic infrastructure and lush green gardens, it is also acknowledged for the quality of life. With 241 online IEEE journals and Delnet membership, it helps its students and faculty to undergo rigorous study pattern for achieving academic excellence. Invertis is a leading University offering a wide range of courses pertaining to different fields of studies. Established in the year 1998, Invertis has grown immensely and today it stands tall as a full-fledged University with 8 different institutes under its umbrella. Located in Bareilly on NH-24, equidistantly from country's capital Delhi and state capital Lucknow, Invertis Village is a delightful destination for the students not only in terms of acquiring academic prowess but also for holistic development and studying in a world class learning environment.

At Invertis, we believe in determining a teacher’s success by measuring the success that their students achieve and in order to ensure this success, our faculty is a strong team of well-educated and prolific individuals make it who come from prestigious institutions such as IIT and IIM. The teaching methodology adopted by Invertis is based on learning beyond academics which ensures all-round development of the students through warmth from the faculty, guidance from the management & alumni and direction for the life ahead through career shaping.

Invertis University offers courses across a spectrum of disciplines varying from Management, Computer Applications, Engineering, Architecture, Law, Pharmacy, Journalism and Nursing. The University has a strong placement system and reach in the corporate sector thereby giving the students industry exposure through corporate involvement and instant career opportunities.

ISLAMIC UNIVERSITY OF SCIENCE AND TECHNOLOGY

University Avenue
Awantipora, Pulwama -192 122, Jammu and Kashmir
Tel : 01933-247265, Fax : 01933-247316
Email : isidwah@gmail.com
Website : http://www.islamicuniversity.edu.in

The Islamic University of Science and Technology (IUST), Awantipora, Kashmir has been established through an Act No. XVIII of 2005 dated: 07th November 2005 passed by J&K State Legislature and notified by the State Government, through Jammu & Kashmir Government Gazette dated: 11-11-2005.

While the university started functioning in November, 2005 the teaching programme was started in July 2006. The Chancellor of the University is the Chief Minister of J&K State and the executive authority of the University is its Executive Council with the Vice Chancellors of University of Jammu, Kashmir and Baba Ghulam Shah Badshah University as members.

The University came into existence with a mandate to advance and disseminate knowledge, wisdom and understanding amongst all segments of the society within and outside the State. It is also charged with creating an environment for learning, teaching and research in the sciences, technology, humanities and social sciences and that is in keeping with the highest standards of scholarship and higher education. People belonging to all sections of society are entitled to avail the facilities and opportunities offered by the University and there is no distinction on the basis of class, caste, creed, colour or religion.

Conduct and promote studies and research and prepare trained manpower aware of their social and cultural obligations and contemporary issues who would effectively participate in all developmental processes of the nation.

The University aims to build the broad personality of its students, infusing in them a sense of belonging and responsibility as constructive members of the society, guided by the norms of universal brotherhood, scientific temper and prepare them to take up the mantle of leadership in all professions of modem world.

Develop adequate linkages and appropriate methodologies to promote contemporary knowledge and to put in place a system that thrives on the concept of competitiveness.

The moving spirit in the exercise is to create opportunities for the youth of the State by laying foundation of a knowledge society.

I.K. GUJRAL PUNJAB TECHNICAL UNIVERSITY

Near Pushpa Gujral Science City
Ibban, Kapurthala-144603, Punjab
E-mail: registrar@ptu.ac.in
Phone: 01822-662533, 35, 82

I.K.Gujral Punjab Technical University (PTU) was established by an Act of State Legislature on 16th January, 1997, to promote technical, management and pharmaceutical education in the state at degree level and above. It was established as Punjab Technical University and renamed as I.K.Gujral Punjab Technical University by State Government in the honor to Late Sh. Inder Kumar Gujral, Former Prime Minister of India, in 2015. The University has the mandate to set up centres of excellence in emerging technologies and for promoting training, research and development in these areas. The University has undertaken the task of training students to help in the development of skilled manpower in this sector in the country in general and in the state in particular. With this goal in mind, the university is promoting a number of courses in different streams in regular as well as distance education programmes. At present University have 121 AICTE and 65 UGC institutes affiliated with it. IKGPTU is undertaking and supervising the instructions and award of 30+ bachelor's degrees in Engineering & Technology & 20+ in non-AICTE & UGC courses. The University has a land area of 78.16 acres & it owns more than 10 campuses throughout the state of Punjab. University started its journey with 09 Engineering & 05 Management colleges. IKGPTU has its own learning centers under Distance Education Programme. The University has a rich strength of lakhs of students, which also includes 1,500+ international students from 30+ countries.

I.K.Gujral Punjab Technical University (PTU) has bagged the much coveted Best Technical University Award for the year 2013. The Award, instituted by Indian Society for Technical Education (ISTE) and Kalinga Institute of Industrial Technology (KIIT), Bhubaneswar, encourages technical universities to enhance their performance and to serve the community as well as stakeholders by improving quality and maintaining the standard of the programs offered. Earlier, University had bagged an award in the “Best University Promoting High Quality Research at Master's and Doctoral Thesis Work” category in the CCI Technology Education Excellence Awards 2013. This award was instituted by a Consortium of Co-Chairpersons-Industry (CCI) of Gujarat Technological University (GTU), jointly with the Communication Multimedia and Infrastructure Association of India (CMAI). IKGPTU has also been conferred upon eINDlA 2010 Award of the Year as "ICT Enabled University of the Year" and "Open and Distance Learning Initiative of the Year Award" by the Ministry of Information and Communication Technology, Govt. of India, at Hyderabad on August 5, 2010. IKGPTU is offering a number of schemes for students like SC/ST welfare schemes, in which no fee is to be paid by the SC/ST students, and also is successfully executing the schemes of Punjab Government. The university also offers free schemes for needy & scholar students. It also offers various scholarship schemes like GATE Scholarship, JRF and SRF scholarships, UGC/NET Schemes and Scholarships, research grants, research and development projects etc.

ISBM UNIVERSITY

Nawapara (Kosmi), Block & Tehsil- Chhura
District- Gariyaband
Chhattisgarh- 493 996, India.
Contact Us : +91-9373199999 / +91-9109333333
E-mail : info@isbmuniversity.edu.in
Website : https://www.isbmuniversity.edu.in

ISBM UNIVERSITY
KNOWLEDGE • WISDOM • HUMANITY
(Established by Government Of Chhattisgarh and Recognized under section 2(f) of UGC Act, 1956)

ISBM University is a new-age university committed to provide innovative learning programs like Diploma in Journalism and Mass Communication, Executive Master of Business Administration, Bachelors in Commerce , Diploma In Business Administration , Bachelors in Business Administration,Bachelor of Science in Computer Science , Diploma in Computer Application, Bachelor in Computer Application and Post Graduation Diploma in Computer Application to meet the requirements of the industry. ISBM University programs are research driven, skill based and knowledge intensive. The University is envisioned to be a centre of academic innovation and research where students and faculty would collaborate together to learn, research, create, innovate, inspire and incubate.

ISBM University endeavours to offer services across the student-life cycle, supporting the students not only with teaching-learning but also with career development, skill enhancement, employment opportunities, business incubation, fund raising and mentoring. With the network and pan India presence of the Group, the students of ISBM University can benefit with the reach and network across corporate and industries. This would help our students with placement as well as business networking and incubation.

ISBM University is established and approved by the Government of Chhattisgarh under the Chhattisgarh Private Universities (Establishment and Operation) Act, 2005 (Amendment Act 2016) to confer doctorate, degree, diploma and certificates to students.

At ISBM University, we are led by purpose and passion. We're committed to challenging convention and ourselves in order to meet the needs of new-age students; and we strive for a greater impact: one measured in people helped and lives improved.

Vision

Our vision is to be a distinguished University committed to entrepreneurship and incubation, that lets a thousand minds bloom with virtues of knowledge, wisdom and humanity.

Mission

Our mission is to research, develop and deliver knowledge, wisdom and skills necessary to succeed in life. We would achieve this mission within the gamut of world-class faculty, infrastructure, technology, curricula and collaborative teaching and research.

ITM (SLS) BARODA UNIVERSITY

Dhanora Tank Road, Paldi, Village, Halol Highway, Near Jarod
Vadodara – 391510 (Gujarat), INDIA
Tel : 9714393081, 9714394081, 9723708751

ITM (SLS) Baroda University, Vadodara, Gujarat India is a well-reputed State Private University established in 2019 through the State Legislative act no 20 of 2019, Government of Gujarat and recognized by the University Grants Commission, New Delhi under the section 2(f) of the UGC Act, 1956. Samata Lok Sansthan (SLS)Trust, the main sponsoring body of the University, has been in the field of providing quality higher education for the last 20 years in India. In Gujarat, through various colleges and academic institutions, it has been engaged in delivering higher education in the areas of engineering, architecture, pharmacy, management, etc., for more than 10 years. These colleges and institutions have now come under the fold of ITM (SLS) Baroda University, Vadodara, Gujarat, India, after the notification by the Government of Gujarat and recognition by University Grants Commission, New Delhi.

The University is at the forefront of radical and student serving educational innovations. It has been crafted to serve as a hub where all the stakeholders can collaborate in optimizing teaching-learning processes to create a quality outcome for the society in general. The collaborative system ensures tailor made programmes, effective teaching learning processes, creation of enabling habitat, pro-active participation of industry, embedding of stakeholders at every step of value chain and others. The broad outcome is helping students in transforming their passion into career of their choice.

Quality education doesn't just happen in the classroom. The pristine lush-green campus of ITMBU, located at the banks of Vishwamitri river, is a treat to visit and is able to capture anyone's imagination. Avenues and roads, adorned with trees and medicinal plants laden with emerald green leaves and beautiful ornamental flowers, make the habitat at the University picturesque and spellbinding. The world class infrastructure, the beautiful interruptions of creative sculptures and paintings all through the campus, sports and wellness provisions renders itself into a perfect eco-system for the students to groom themselves.

Sculptures by internationally recognized artists are interspersed in open greens, wooded areas, or inside buildings all through the campus of ITMBU. These works of art are approachable for the pleasure and inspiration of students, members of ITMBU and visitors.

ITM Baroda University, Vadodara provides ample of opportunities to harness their rich facets of persona. Students have taken lead in creating several clubs concerning the same.

ITM UNIVERSITY

Uparwara, New Raipur
Raipur-493661, Chhattisgarh
Tel: 0771-3092600

Establihsed in 2012, ITM Group of Institutions has a thriving and vibrant population of students in its campuses across the country who creates a unique community atmosphere encouraging serious study and personal development.

With the able support of its experienced full-time faculty members and several visiting faculties to give students the vital global edge, ITM is steadily moving towards fulfilling its vision, that of becoming a global leader in professional education, whose mission is to impart futuristic and comprehensive education of global standards with a high sense of discipline, social relevance.

It already has a network of campuses in Bengaluru, Chennai, Hyderabad, Kolkata, Mumbai, Navi - Mumbai, Nagpur, Pune, Vishakhapatnam and Warangal. And now, ITM moves to beautiful Chattisgarh. Since its establishment in the fertile plains of Raipur, ITM - University gave emphasis on infrastructure development, power generation, industrialization & much needed education.

ITM - University consist of the total built up area of 2.3 acres in 2 buildings, with VC chamber, 20 airy spacious classrooms, 12 laboratories, 2 computer labs, well stocked library, open sports ground and other features that create a holistic and studious ambiance.

Today at present we have everything that a student academically needs for a “HEALTHY MIND” and also everything that make our students have a “HEALTHY BODY.” Right from green gardens to in-house canteens, we present indoor Gymkhana, well trained & hand picked faculty members.

What’s More? A Shuttle Bus Service and quick assistance to Hostel Facilities, providing great convenience to its students.

ITM UNIVERSITY

HUDA Sector - 23-A
Gurgoan - 122 017, Haryana
Tel :+ 91 124 2365811 to 13
Fax : + 91 124 2367488
Email : daulet@itmindia.edu
Website : http://www.itmindia.edu

ITM University (formerly Institute of Technology and Management) was founded in 1996, to promote excellence in Technical and Management education by Educate India Society, registered under the Registration of Societies Act of 1860.

The University was conceived in response to the acute deficiency of centers of higher learning in the country as also, the need to develop relevant human capital to meet the technology and management challenges of the 21st century. The founders had a clear and well defined mission - to build an unaided, self - financed University committed to delivering education of internationally recognized standards, a University that would go on to serve as an intellectual resource base in India and the sub-continent.

"Our aim from the beginning has been to make this University the most eminent in the country, in order to draw to it the youth of every State"

Committed to making a profound and lasting contribution to society, ITM University recognises no more exalted role than that of "Educated Citizens" - citizens with a powerful sense of fairness, a profound belief in democratic ideals and a willingness to celebrate talent of many kinds. For the founders, this goal is rich with meaning.

ITM University stands faithful to the vision of its founders - it seeks students and faculty who take seriously their commitment to their community and their world, who are aware, active and involved. Students who graduate from ITM University are expected to understand the technological, environmental and ethical challenges they will face in a world of accelerating change. Recognizing that those challenges will transcend the traditional boundaries between disciplines and nations, ITM University encourages education that is distinctively interdisciplinary and international.

" Yatha Drishti, Thatha Srishti As the Vision, so the World "

Continuous efforts are made to realize this goal by providing a unique learning environment in which, the faculty and the students, share the responsibility for learning. The University's commitment to totally merit based decisions in every aspect of its operations constitutes an integral part of this learning environment; from selection of faculty and staff, to admission and evaluation of students. All programs of the University adhere to this core philosophy.

ITM UNIVERSITY

NH - 75, Jhansi Road
Gwalior - 474 001, Madhya Pradesh
Tel : 0751-6056072 (vc),6560655 (reg) +91 (0)7770854333
Fax : 0751-2440058 (vc), 2432388 (reg)
Email : vc@itmuniversity.ac.in, vcoffice@itmuniversity.ac.in
: registrar@itmuniversity.ac.in
Website : http://www.itmuniversity.ac.in

ITM Universityis a multidisciplinary university known for its quality of research and teaching across the academic spectrum, with subjects spanning the sciences, engineering, management, fine arts, social sciences, arts, nursing etc.

It has been at the forefront of learning, teaching and research and leader in many different fields in its educational endeavour. In a relatively short-time span it has created an image for its excellence as an institution of higher learning through outstanding teaching and world-class research so as to produce well-rounded graduates with lifelong abilities to provide leadership within the societies they serve. We have a well-deserved reputation for last 15 years for excellence, as demonstrated by host of educational institutions already operating under out flagship banner i.e., ITM Universe.

ITM University-Gwalior, is established by the Act of State Legislature, M.P. and is notified in the Official Gazette (extra-ordinary) of the State Government after having received the assent of His Excellency Governor of M.P. Who will be the Visitor of ITM University. ITM University-Gwalior , is sponsored by Samata Lok Sansthan, a registered charitable Trust. The Trust was successfully running various Institutions in discipline of Engg. Technology, Life Science, Computer Applications, Management, Nursing & Education etc for last 15 years enjoying the top ranking in the State & the Region. The flagship Institutions under ITM Group of Institution (known as â€˜ITM Universeâ€™ – brand name) like Institute of Technology & Management (ITM) & Institute of Allied Science and Computer Applications (IASCA) at Gwalior are NBA & NAAC accredited respectively.

ITM University-Gwalior Campus is a delight to see. One sees hundreds of original works of Art permanently displayed in common areas & monumental sculptures in marble, granite, mild steel or stainless steel in open areas. There is so much of world class curricular & extra curricular activities throughout the year that the city folks of the Region eagerly awaits for each event. The largest Amphitheatre of India at ITM Campus becomes witness to ever bubbling energies of youth. There is no barrier between students & higher authorities in this Campus. Each student expresses through ITM's various clubs. In 165 Acres sprawling lush green environs of Vindhyachal ranges, the beautiful campus of ITM University is the most Happening & Happy campus in this part of India attracting Scholars, Nobel laureates, Artists, Heads of States & Top Corporates to mingle & interact with more than 9000 students of different streams.

ITM SKILLS UNIVERSITY

Plot 25 & 26, Institutional Area, Sector 4
Kharghar, Navi Mumbai- 410210, Maharashtra
Email : admissions@isu.ac.in
Tel: +91 8433973028, +91 8657760485

ITM Group of Institutions brings its 31 years leadership in higher education, skill development and employment generation under a single umbrella through the launch of ITM Skills University. Over the last 3 decades, ITM Group has grown into a multi-disciplinary, employment focused higher education brand, offering diverse skill and technology focused graduate and undergraduate programs.

Our legacy started with ITM Business School in 1991, and since then we have built some of Mumbai's most iconic institutions- ITM Institute of Hotel Management, ITM Institute of Design and Media, ITM Institute of Health Sciences, ITM Executive Education and more. Over the last 15 years, ITM has emerged as one of India's premier skill development institutions with ITM Skills Academy, having trained and placed over 2,80,000 people into the BFSI, Healthcare and retail sectors.

Vision

To deliver world class skill education through continuous innovation in the learning process & transform students to be conceptually strong with excellent interpersonal skills and a positive attitude all wrapped in humility.

Mission

- To be a high-quality world-class University providing affordable contemporary education.
- To create a pool of academically strong and motivated teaching community to foster & develop entrepreneurship skills and cultivate leadership attributes in students.
- To source, train and deploy young professionals to make a positive impact to the technology driven and skill-oriented industry.
- To effectively contribute to society with a deep sense of integrity and ethics, professionalism and social responsibility thus contributing to nation building.

Objective

- To provide a congenial environment to the higher education eco-system for innovation and continuous improvement.
- To dovetail practices and education immersion resulting in holistic development.
- To be the University of choice for students, employers, and employees.
- To develop students to be competent, ethical, and socially responsible citizens.

ITM VOCATIONAL UNIVERSITY

Ajwa Nimeta Road
Raaval Taluka, Waghodia
Vadodara, Gujarat
Tel : 09574005021/09574005018
Toll Free No: 1800 209 9727
E-mail: itemvu.admissions@itmuniversity.org info@itmuniverse.ac.in

The ITM Group of Institutions has a thriving and vibrant population of students in its campuses across the country that creates a unique community atmosphere encouraging serious study and personal development. With the able support of its experienced full-time faculty members and several visiting faculties to give students the vital global edge, ITM is steadily moving towards fulfilling its vision, that of becoming a global leader in professional education, whose mission is to impart futuristic and comprehensive education of global standards with a high sense of discipline, social relevance.

ITM-Vocational University, Gujarat is a part of ITM - Group of Institutions from Mumbai established in 1991 with campuses in Bangalore, Chennai, Mumbai, Navi Mumbai, Vishakhapatnam, Warangal, Nagpur & upcoming at Noida and Vadodara.

ITM Vocational University has been approved in March 2014 as a Private University by the Govt. of Gujarat. It is India's first truly Vocational University. The University has integrated General Education Stream and Vocational Education Stream in higher education space. In the process both the stream are developed the programs to assure Employability, Professional Qualification and International recognition.

The Mission of ITM Vocational University:

- Creating highly employable graduates by ensuring rigorous academics, custom designed trainings and internships, meeting Industry requirements.
- Contemporary, relevant, intensive education and training, with hands-on approach
- Judicious mix of skills relating to a Profession and appropriate content of General Education.
- Appropriate use of technology to improve the effectiveness of the delivery of courses.
- Equipping students with Knowledge, Practice and Work Ethics.
- Imparting Knowledge and Skills for Employment and Entrepreneurship.
- Developing Competency based Qualification and Certification.

IILM UNIVERSITY

Plot No. 69, Golf Course Road,
Sector 53, Gurugram, Haryana – 122003
Toll-Free : 18001802025, Landline: 0124-2775656
Mobile : 8130927037 / 7290933911
Email: admissions@iilm.edu, Career: careers@iilm.edu
Other Information: info@iilm.edu
Website : https://www.iilm.edu

IILM University, Gurugram has been set up under the Haryana Private Universities (Amendment) Act 2018. Our campus, located in Sector 53 Gurugram, has a built-up area of over 1.5lac sq feet with state of art modern infrastructure. With 25 years' experience in responsible higher education, IILM University aims to become a leading Liberal Arts University in Asia, focused on Entrepreneurship, Innovation and Technology, imbibing skills for lifelong success.

IILM University will offer a holistic and integrated approach to undergraduate and postgraduate education in the areas of Management, Technology, Liberal Arts, Design and Fashion. With a global and national outlook supported by over 30 academic collaborations, IILM University will be a responsible and inclusive center of learning.

Vision

IILM University will foster academic excellence, application oriented research and innovation. We aim to promote entrepreneurship and employability with a focus on skill development and technology.

Global: To promote education that offers global perspective and is characterised by distinctive curricula and co-curricular programmes. IILM University aims to engage globally for academic partnerships to facilitate enriching learning experiences for students and advancement of knowledge.

Inclusive: IILM University will be an inclusive institution seeking talented students and staff, irrespective of social or economic circumstances. We would give students wider access through scholarships ensuring no talented student is left behind. We will promote and educate women equipping them with necessary skills for success in life.

Responsible: IILM University aims to give students knowledge, skills and values to become responsible and responsive leaders with moral and ethical values. We endeavor to promote the social, economic and environmental development of local, national and global communities. The concept of sustainability will be embedded in all our actions.

IILM UNIVERSITY

Plot No. 16-18, Knowledge Park – II,
Greater Noida, Uttar Pradesh 201306
Contact : 080-46805778 / 07314853037
Website : https://iilm.edu.in

IILM was established in 1993, under the aegis of the Ram Krishan & Sons Charitable Trust. With more than 28+ years of experience in training future entrepreneurs and managers, it has emerged as one of the distinguished Universities in the Delhi NCR area.

The University has been set up under the Uttar Pradesh Private University (Amendment) Act 2022 with a vision is to be Global Inclusive and Responsible and the focus will be on Computer Science and Engineering, Technology, Innovation and Entrepreneurship.

It is located in 16-18 knowledge park II Greater Noida, with a built area of over 26 acres known for its state-of-the-art facilities. We are centrally located with safe and secure campuses in New Delhi, Gurgaon, and Greater Noida.

IILM University offers a holistic and integrated approach to learning across a broad range of subjects; Engineering, Liberal Arts, and Management. Our global and national outreach supports us by over 30 academic collaborations. We aim to nurture the next generation of thought leaders as engaged citizens adding meaningful contributions to society. IILM has a strong alumni network of more than 15000 alumni. Their success stories play a pivot role in making IILM as a preferred choice for students of Delhi NCR and other parts of the country.

The University has been consistent in facilitating superior quality education. IILM's integrated and experiential MBA curriculum is in alignment with the leading US B-Schools. The Ed Universal ranked IILM as 11th among the best Indian business schools in 2015. Its various institutes have been consistently ranked among the best B- Schools in the country. IILM's long belief and efforts to prepare global managers with cross-cultural training have become a benchmark for management institutes across the globe and therefore it is counted amongst the best private universities in Delhi NCR.

Vision

- IILM University envisions a future for its students where they are able to strive for excellence and can be in a position to achieve it as well.
- To create and well as foster innovative ideas as well as contribute to novel research.
- To create strong entrepreneurs with effective skills and all-rounding ability to achieve emotional balance and financial stability.

IIMT UNIVERSITY

IIMT Nagar, 'O' Pocket, Ganga Nagar Colony
Mawana Road, Meerut, Uttar Pradesh, India
Phone: (0121) 2793500 to 507, Fax: (0121) 2793600
Email : mail@iimtindia.net
Website: www.iimtindia.net

The IIMT Group of Colleges was founded in the year 1994. Since then the group has grown impressively and achieved exemplary recognition from corporate, academia, and professional circles. Top management college in Delhi NCR, Best MBA college in U.P., Best MCA college in U.P.

At IIMT we are committed to provide a value driven culture along with creating a professional environment. The IIMT as a group is large and diversified group and imparts knowledge in field of Engineering, Management, Medical Sciences, Hotel Management, Nursing, Education, Law etc. The IIMT group has more than 1330 highly qualified and experienced faculty members in their respective functional areas. IIMT boasts of having more than 20,000 students in various courses in five campuses.

The IIMT group has been dedicated towards providing quality professional education through well-accredited courses, seminars, conferences, guest lectures, Industrial visits and excellent academic facilities. At IIMT, we believe in all round development of students with strong foundation based on pillars of knowledge, intellect and values. The programs are structured to keep pace with the present dynamic and globalized scenario meeting the requirement of industry and education. We are dedicated to deliver excellence in our academic programs.

The IIMT Group of colleges attracts students from all part of the country which is testimony to our experience and excellence in the field of professional studies. The IIMT Group has attained a highly respectable position amongst the best professional educational institutions in India.

INDIA INTERNATIONAL UNIVERSITY OF LEGAL EDUCATION AND RESEARCH

Upasnagar, Sancoale, Airport Road,
South Goa, Goa, Pincode-403722 India
Contact : (+91) 728-2828-709 (Helpline No.)
(+91) 915-6177-212 (Mr. Rajnish, APRO)
Email : info@iiuler.com
Website : https://www.iiuler.com

India International University of Legal Education & Research, Goa (India), an initiative of 'Bar Council of India Trust for Promotion of Education (Legal and Professional) and Reforms in Law and For Improvement of Research and Social Training'.

MILESTONES IN THE EVOLUTION OF LEGAL EDUCATION IN INDIA

1961 : In 1961, the Advocates Act was passed, through which the Bar Council of India came into being and the responsibility of Legal Education was entrusted to BCI.
1986 : Bar Council of India Trust established National Law School of India University, Bengaluru; introduced five-year Integrated Law Degree Programme redefining Legal Education.
2022 : India International University of Legal Education and Research (IIULER, Goa) established by BCI Trust-PEARL FIRST through Statute of Goa Legislature.

Vision

- The vision of IIULER, at Goa is to become an institution of excellence which fosters legal education with focus on advancing human dignity, social welfare and justice.
- Our goal is to enable our students to acquire the core competencies - like legal analysis, research and writing, professional aptitude responsibility and ethics - fundamental to embark on a career in law.
- IIULER is committed to providing outstanding legal education so that law professionals are driven to achieve personal excellence with a goal to serve the public and foster justice. Towards that end, we offer a collegial and collaborative learning environment in which “socially relevant legal education” is imparted via innovative teaching methods like “electronic teaching” or “open access teaching” along with traditional teaching and where there is focus on personalized attention to students by knowledgeable and accessible faculty.
- IIULER will ensure that the law graduates inculcate acumen and acquire knowledge, skills, and integrity to effectively serve national and global communities.
- IIULER is further committed to equipping its students to compete in a globalized world; therefore, its students will also be exposed to the teaching of foreign languages which will greatly enhance their employability.
- IIULER recognizes that excellent and original legal scholarship is a sine qua non of quality legal education as legal scholarship not only informs and enriches the teaching of law, but also shapes and provides direction to legal discourse on
- various socially pressing issues not just in academia but also influences judicial, and professional discourse.
- IIULER will derive inspiration from our ancient tradition of teaching and justice system while remaining forward-looking. Its teachers and students fraternity will exemplify a strong tradition of service to society.

J.E.C.R.C. UNIVERSITY

Plot No. IS-2036 to 2039
Ramchandrapura, Sitapura Industrial Area Extn.
Vidhani Village, Jaipur 303 905, Rajasthan Rajasthan
Email : registrar@jecrcu.edu.in provost@jecrcu.edu.in

Established in 2012, JECRC University – driven by a culture of excellence, research & innovation

JECRC University has its campus in Jaipur the capital city of Rajasthan and the famous tourist and business city in north-western India.

The 32-acre JU campus combines unique classical architecture and thoughtful layout and landscaping to create a perfect learning ecosystem. The campus is located around the prime industrial and institutional hub of Jaipur and is well connected with all parts of the city.

JECRC University is driven by the spirit of innovation-led research. This is spelt out in infrastructure as well as practices.

The multifaceted research encompasses subject-specific exploration as well as the contexts of the business environment in which our students will operate and perform. JECRC is known for a strong research culture and close industry linkages.

JU aims at creating valuable resources for industry and society through its interventions in creation of research and innovative culture, academic and professional enhancement and cultural enrichment.

JU Edge :

- Academic integrity and accountability
- Respect and tolerance for the views of every individual
- Attention to issues of national relevance as well as of global concern
- Breadth of understanding, including knowledge of the human sciences
- An unfettered spirit of exploration, rationality and enterprise
- Strong research orientation and culture based foundation
- Sustainable development and responsible education
- Internationally accepted pedagogy
- Language courses for global exposure

J.K. LAKSHMIPAT UNIVERSITY

Laliya Ka Vas
P.O. – Mahapura, Ajmer Road
Jaipur - 302 026, Rajasthan
Tel : 1800-1806-264 (Toll-free)
+91.141.2168.225 / 393 / +91.141.7107.500 / 503 / 504 / 522 / 523
Email : admissions.im@jklu.edu.inm admissions.iet@jklu.edu.in
admissions@jklu.edu.in

Founded in 2011, an academic institution known for intellectual honesty and commitment to excellence. Openness and trust form the epicentre of our ideology that makes us the preferred choice for learning.

Our core and advanced study programmes in Engineering, Management, and Design remain student-centric to allow seamless progression to a skill-oriented future.

The advent of JK Organization on the industrial landscape of India almost synchronizes with the beginning of an era of industrial awareness - an endeavor for self-reliance and the setting up of a dynamic Indian industry. This was way back in the middle of the 19th century. And the rest, is history.

JK Organization has been a forerunner in the economic and social advancement of India. It always aimed at creating job opportunities for a multitude of countrymen and to provide high quality products. It has striven to make India self reliant by pioneering the production of a number of industrial and consumer products, by adopting the latest technology as well as developing its own know-how. It has also undertaken industrial ventures in several other countries.

The Singhanias of today, under the visionary leadership of Late Shri Hari Shankar Singhania, Former President, JK Organisation have achieved an exemplary growth in diversified industries with a lead position in major businesses over the years through companies like JK Tyre, JK Paper, JK Lakshmi Cement, Fenner India, JK Agri Genetics and other such successful enterprises. In the fiercely competitive world, it's not just what you know, but what you do with what you know, that separates success from failure. Turning knowledge into wisdom. And information into workable ideas. It is with this profound philosophy of education, that the multi-discipline JK Lakshmipat University (JKLU) was established in Jaipur, the capital city of Rajasthan, in the year 2011 to give students the cutting-edge of holistic learning and to develop promising youngsters into leaders of tomorrow with globally relevant, future-ready and actionable intelligence.

The University has excellent infrastructure, a proper mix of experienced, young and dynamic faculty and a strong focus on placements for building technocrats and leaders of tomorrow. The curriculum provides for high weightage on internship to develop employable professionals with the cooperation of business and industry.

JADAVPUR UNIVERSITY

188 Raja S C Mallik Road
Kolkata 700 032, West Bengal
Tel : 033- 24146000, 24135237
Fax : 033-24137121, 24146414
Email : vc@jdvu.ac.in, registrar@jdvu.ac.in
Website : http://www.jadavpur.edu

To trace the history of Jadavpur University is to trace a part of India's freedom movement, at least from the Swadeshi Movement onwards. It was 1905 -1906.

Bengal stood divided. The times were feverish. The hegemony of the British establishment had to be challenged. Education had to play a new role in this changed scenario. It had to become a new form of resistance through which the emergent nationalist spirit could be propagated. With this in mind the National Council of Education (NCE) came into being.

Its primary aim was to impart education - literary, scientific and technical on national lines exclusively under national control. To achieve self-reliance, through education. The foundation of the NCE was made possible by the munificence - scholarly as well as monetary - of the likes of Raja Subodh Chandra Mallik , Brajendra Kishore Roychowdhury of Gouripur as well as Sir Rash Behari Ghosh (first President of NCE), poet Rabindranath Tagore and Sri Aurobindo Ghosh.

In 1910 the Society for the Promotion of Technical Education in Bengal which looked after Bengal Technical Institute (which later became College of Engineering and Technology, Bengal) was amalgamated to NCE. NCE henceforth looked after the College of Engineering and Technology, Bengal which by 1940 was virtually functioning as a University. After Independence, the Government of West Bengal, with the concurrence of the Govt. of India, enacted the necessary legislation to establish Jadavpur University on the 24th of December 1955. Now Jadavpur University has successfully established itself as a foremost Indian University with a vast repertoire of courses offered, an enviable list of faculty members and has come to be known for its commitment towards advanced study and research.

Generous donations for the great cause of national education came from Raja Subodh Chandra Mallik, after whom the road on which Jadavpur University stands, is named, Brojendra Kishore Roy Choudhury, Maharaja Suryya Kanto Acharya Choudhury and others and National Council of Education (N.C.E.), Bengal proceeded with its programme. Subsequently came a princely bequest of Rs13lakhs from Sir Rashbehari Ghosh, the legendary legal luminary. Calcutta Corporation under the guidance of its Mayor Deshbandhu Chittaranjan Das leased out to N.C.E. the present site of Jadavpur Campus where its Engineering College was shifted in 1924. The Aurobindo Building, now housing the administrative offices, used to be the venue of teaching of the Engineering College.

JAGADGURU RAMANANDACHARYA SANSKRIT UNIVERSITY

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Jaipur – 302026, Rajasthan
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स्थापना दिवस - 06 फरवरी 2001, जगद्गुरु रामानन्दाचार्य राजस्थान संस्कृत विश्वविद्यालय

अनादिकाल से भारत देश ज्ञानोपासना का केन्द्र रहा है। यह शाब्दी साधना ऋषियों के अनहद में मुखरित होती हुई साक्षात् श्रुति-स्वरूप में इस धरा पर अवतीर्ण हुई ।

यह विश्वविदित तथ्य है कि ऋग्वेद मानव के पुस्तकालय की सर्वप्रथम् पुस्तक है । ऋचाओं की अर्चना, सामगानों की झंकृति, यजुर्मन्त्रों के यजन तथा आथर्वणों के शान्ति-कर्मों से भारतीय प्रज्ञा पल्लवित और पुष्पित हुई ।

वेदों की श्रुति - परम्परा ने अपने ज्ञान का प्रसार करते हुए उपनिषद्, अष्टादश पुराण, शिक्षा-कल्प-निरुक्त-व्याकरण-ज्योतिष-छन्द, योगतन्त्र, षडदर्शन, रामायण, महाभारत, ललित काव्य, नीतिकाव्य आदि का अमूल्य वाङ्मय सर्वजनहिताय, सर्वजनसुखाय विश्व को दिया । श्रमण परम्परा का बहुमूल्य वाङ्गमय भी संस्कृत में निहित है ।

इस बहुआयामी साहित्य के विकास के फलस्वरूप भारतीयों की प्रसिद्धि अग्रजन्मा के रूप में हुई तथा वेदों का ज्ञान भारतीय मनीषा का पर्याय बन गया । इस प्रकार भारतीय संस्कृति की संवाहिका होने का गौरव संस्कृत भाषा को जाता है ।

संस्कृत के इस विशाल वाङ्मय की कालजयिता का यही रहस्य है कि सहस्त्राब्दियों से गुरुकुलों और ऋषिकुलों आदि में इसका अध्यापन होता रहा ।

इस गुरुशिष्य-परम्परा को सुनियोजित रूप देते हुए संस्कृत के अनेक अध्ययन केन्द्र देश भर में चलते रहे उसी परम्परा में ही 20 वीं सदी में अनेक संस्कृत विश्वविद्यालय स्थापित हुए ।

JAGADGURU RAMBHADRACHARYA DIVYANGA UNIVERSITY

Chitrakoot – 210204, Uttar Pradesh
Tel : +91-(05198)-298430
Email : jrdsuniversity@jrdu.ac.in

The Jagadguru Rambhadracharya Divyanga University was established to provide higher and professional education to persons with disabilities. There are approximate 9 crore disabled in India. The coverage in formal school system is around 5%. The scenario of higher education is much grim. The socio economic condition and facilities available at higher education centre for persons with disability are considered to be major obstacle in accessing higher education. Though there are various institutions and organizations to cater for some of the needs of disabled persons, activities of such institutions/organizations were found to be very-very limited.

In exercise of the power under UP Jagadguru Rambhadracharya Divyanga University UP Ordinance No. 15 of 2001 read with section 10 sub clause 1, the Government of Uttar Pradesh is pleased to nominate Sri Raghveo Jagadguru Rambhadracharya Ji as life long Chancellor of this University on September 27, 2001.

The Honorable Chancellor of this University, Jagadguru Ramanandacharya Swami Rambhadracharya Ji, who himself is a blind person came forward with missionary zeal to established the University for persons with disability.

Opening of this University was the mission for Swami Ji. His second mission is to see it succeeding.

Objectives

- To ensure greater participation of disabled in higher & professional education by providing disabled friendly campus, class rooms and courses in order to prepare students of strong character enriched with traditional and modern knowledge.
- Provide boarding, lodging and essential requirements to disabled students to facilitate them for better accessibility in higher education.
- Explore suitable placement for the educated disabled graduates in public & private sector enterprises.
- To prepare Expertise/Manpower to cater the needs of disability sector.
- Promote disabled persons spiritually, socially and economically by providing suitable education to bring them to the main stream.

JAGADGURU SRI SHIVARATHREESHWARA UNIVERSITY

Sri Shivarathreeshwara Nagara, Mysore,Karnataka
Tel : 0821-2548391,2548392
Fax : 0821-2548394
Email:vc@jssuni.edu.in,registrar@jssuni.edu.in
Website : http://www.jssuni.edu.in

Establihsed in 2008, JSS University is a culmination of a half-century of perseverance in the field of education steered by the philosophy of noble minds. The medical institutions under the aegis of JSS University, are islands of excellence in their respective fields in medical sciences. The binding philosophy of these institutions, is that of training physicians, dentists, pharmacists, nurses and other healthcare professionals to provide the highest standards of patient care, whilst also pursuing cutting edge research.

The JSS Medical institutions have had a long-standing legacy in advancing education with both the preparation of educators and the advancement of research and scholarship. There is a strong focus on combining practical classroom expertise with clinical exposure, and these two aspects of the University's system of education are a natural and necessary combination.Renowned as a destination of learning, the reputation of JSS medical institutions has become synonymous with quality education in India and abroad. The University Grants Commission (UGC) declared Jagadguru Sri Shivarathreeswara University, Mysore as Deemed-to-be University, hailing an important milestone in strengthening the educational evolution of some of the pioneering institutions. The 4 constituent colleges under the ambit of the University are JSS Medical College, Mysore, established in 1984 the JSS Dental College in Mysore, established in 1986 the JSS College of Pharmacy, Mysore, established in 1973 and another College of Pharmacy in Ooty, which was established in 1980. Spread over Mysore and Ooty, the University makes for a serene and conducive setting for students and researchers to learn, and grow. To the student and teaching community; JSS University offers a commitment to providing life-long professional development, advanced research, service to society and fostering global integration in healthcare. Students come here from all over India and abroad and bond over the special time they spend in the hallowed environs of the campus and its surroundings. JSS University has a tradition of more than a thousand years behind it - a tradition of total dedication to the service of humanity in the fields of education, culture, religion and more importantly, in nurturing a spirit of tolerance. The University has the task of carrying this tradition forward. A university is not just an institution for imparting knowledge and providing skilled doctors, pharmacists, engineers and so on; It must take up the task of arousing the spirit of curiosity amongst its students – a burning desire to expand the frontiers of knowledge. Perhaps more importantly, it must have before it the vision of creating in them a spirit of tolerance, of compassion, of maintaining ethical standards, and a desire to build a better society for themselves and for those less fortunate than themselves.

JAGANNATH UNIVERSITY

State Highway 22
Bahadurgarh-Jhjjar Road
Jhajjar - 124 507, Haryana
Tel : +91-141-3020500, 3020555, 4071551, 4071552
Fax: +91-141-3020538
E-Mail: info@jagannathuniversity.org

Jagan Nath University, Jhajjar (Haryana) has been setup in the line with the vision and mission of the Society for further contribution in the field of Higher education in the state of Haryana after a successful venture of 50 acres lush green Wi-Fi enabled university campus at Jaipur (Rajasthan) in the year 2008.

The University at Jhajjar, Haryana proposes to start courses in Management, Engineering, Information Technology, Commerce, Education and many more. The new academic session will commence from July 2013. The university aims at promoting high quality research in various disciplines.

The University is situated on NH 22, Jhajjar Road, Haryana which is in proximity to Delhi. The campus spread over 25 acres of land with all modern educational facilities in its ambience.

The University has its own residential facilities for Staff and separate Boys and Girls hostels. The University has its own dedicated transport system peeragarhi Chowk and Rithala metro station, Delhi to the University Campus.

The fully Wi-Fi enabled campus has well planned modern infrastructure with world class facilities and labs.

Vision
To be an Institution of Academic excellence with total commitment to quality education, research and improvement in human values with a holistic concern for better life, environment and society.

Mission
To serve the society and improve quality of life by nurturing high quality talent, providing excellent academic and research environment, consultancy services and promoting dissemination of knowledge.

JAGAN NATH UNIVERSITY

Rampura, Tehsil – Chaksu
Jaipur – 303901, Rajasthan
Tel : +91-141-3020500, 3020555, 4071551
Fax : +91-141-3020538
Email : admission@jagannathuniversity.org
Website : http://www.jagannathuniversity.org

Jagan Nath University has been established in the year 2008, by an Act (Act No. 19 of 2008) of the Rajasthan State Legislature and is approved under section 2(f) of UGC Act 1956 vested with the authority to award Degrees, Diplomas and Certificates.

The University has been established to cater to the growing needs of higher education in the country. One of the primary objectives of the University is to produce trained manpower to accelerate sustained economic growth in a highly competitive global environment.

In order to face the challenges of globalization and liberalization in the field of higher education, the University has endowed its faculty and students with modern technologies, skills and attitudes so as to make them competent for the challenges and to enhance the quality of teaching to contribute constantly towards learning & research. It is true that conducive environment with updated technological inputs and latest information helps not only providing quality education but also to provide human touch and dedication to the cause of the nation and the society.

With an aim to impart quality education and to make the University as one of the best Centre of Excellence for higher studies and research, the University has developed excellent physical and academic infrastructure, designed latest curriculum, improved teaching methodology, recruitment of best talent as faculty, industry interaction, having a research base in all areas of studies and creation of brand image among the corporate world which is eventually be the place where the students of the university would find their placements.

The aim is to make the University as one of the best Centre of Excellence for higher studies and research.

The University is situated at Rampura, Tehsil Chaksu, Jaipur which is in proximity to the airport and industrial area at Tonk Road on its vast campus spread over more than 50 acres of land with all modern educational facilities in its ambience.

The University has its own residential facilities and dedicated transport system between Jaipur City and the Campus. The Wi-Fi enabled campus has state–of-art infrastructure equipped with world class facilities and labs.

JAGAT GURU NANAK DEV PUNJAB STATE OPEN UNIVERSITY

C/28 Lower Mall Adjoining Government Mohindra College
Patiala - 147001, Punjab
Tel : 9855000456, 9872985415
Email : connect@psou.ac.in

Jagat Guru Nanak Dev Punjab State Open Univeristy (PSOU), Patiala as a institution for open learning in Punjab, has been established with effect from 20th December 2019 by an Act 19 of 2019 notified vide Notification No. 23-Leg/2019 dated 20.12.2019 of the State Legislature of Punjab as a State University and is empowered to award degrees as specified by the UGC under Section 22 of the UGC Act 1956 at its own departments, its constitutent colleges and/or through its affiliated colleges in regular mode with the approval of its statutory bodies/councils, wherever required.

Vission and Mission

- To propagate education in flexible mode all over the State and to provide access to innovately design courses
- To collaborate with other Higher Education Institutions for academic and research endeavours.
- Setting up a wide network of support services
- Multiple modes for delivery of instructions such as Print & Electronics
- To provide course for rural, agricultural, industrial and commercial needs of people and design learning material for improving socio-economic condition of the masses.

Moto of the University

- Skill Enhancement through customized programs by leveraging technology.
- Employability-focused education reflecting excellence in all spheres of learning.
- Wisdom as the corner stone of our endeavor by developing worthwhile and wholesome personalities.
- Accessibility at lower costs and providing inclusive education.

JAGRAN LAKECITY UNIVERSITY

165, First Floor, Zone – 1,
MP Nagar, Behind Axis Bank
Bhopal, Madhya Pradesh 462011
Ph : 0755-3917370, 3917371
E: admission@jlu.edu.in

Established in 2015, JLU Bhopal is a fully Government recognised and approved State Private University under section 2(f) of UGC Act 1956, Government of India.

Awarded the most emerging university of Madhya Pradesh by FMPCCI, Jagran Lakecity University (JLU) is a center of quality and excellence in higher education and a vital part of the City of Bhopal. Its state-of-the art campus combines contemporary architecture and sustainable design with a holistic learning environment. The university's real pride lies within its people and the achievements in the field of education of the promoting body 'Jagran Social Welfare Society (JSWS)'.

JLU Bhopal is a practice-based university, which carries forward the legacy of JSWS in being a pioneer in provision of quality education. The courses on offer through various schools embody the university's longstanding commitment to leadership and innovation in higher education. The curriculum for individual course is designed through perfect blend of inputs from renowned academicians and industry leaders who are a part of our academic advisory board. The academics at JLU is of the highest globe caliber and is committed to excellence in teaching and learning.

JLU Bhopal is offering full time degrees at undergraduate, postgraduate and research level in the field of Management, Media, Communication, Banking, Finance, Law, Hospitality, Commerce, Economics, Engineering & Technology, Humanities and Arts.
We welcome you to explore your study options and career paths with us.

The university is always keen to ensure that teaching is always innovative and effective. Problem based learning – an approach that fosters skills in group working and collaboration, self – direction, reasoning, critical reflection, knowledge acquisition and application are incorporated in all courses. The university follows a credit-based grading system prevalent in the nest institutions globally based on continuous evaluation and assessment which is scientifically accepted, allowing different weightage to different courses in a program based on its utility in the overall program structure. It is a globally accepted and implemented system and has over a period of time become an essential component of teaching techniques across the world. The system has achieved wide-spread acceptance owning to the flexible credit based structure which provides the best training and learning where the student learn at his own pace and what he perceives to be contributing to his/her professional careers.

JAI MINESH ADIVASI UNIVERSITY

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विश्वविद्यालय: एक परिचय

अखिल भारतीय श्री मीना सामाजिक एवं शैक्षणिक समिति कोटा की स्थापना वर्ष 2006 में शिक्षा के प्रति समर्पित एक संस्था के रूप में हुई थी। यह संस्था आधुनिक शिक्षा के प्रचार एवं प्रसार के लिए शिक्षण संस्थाओं की स्थापना, प्रबंधन आदि में सहयोग प्रदान करती है। इस संस्था ने विशेष रूप से हाड़ोती क्षेत्र के आदिवासी समाज, वंचितों एवं अक्षम परन्तु प्रतिभावान विद्यार्थियों को मुख्य धारा में जोड़ने के लिए रियायती शुल्क पर आधुनिक सुविधाओं सहित उच्च शिक्षा उपलब्ध कराने के लिए एक विश्वविद्यालय की आवश्यकता महसूस की। अतः इस आवश्यकता को देखते हुए 'जय मीनेश आदिवासी विश्वविद्यालय (JMAU), रानपुर (कोटा) के नाम से निजी क्षेत्र में देश के प्रथम आदिवासी विश्वविद्यालय की स्थापना वर्ष 2022 में की है। जिसका प्रथम सत्र जुलाई 2023 से प्रारम्भ होगा।

डिजिटल क्रांति के इस युग में उच्च शिक्षा के क्षेत्र में भी वैश्विक मांग के अनुरूप निरन्तर परिष्कार एवं नवाचार हो रहे हैं। जिन्हें समाविष्ट करने के लिए शिक्षा मंत्रालय ने नयी राष्ट्रीय शिक्षा नीति (NEP-2020) जारी की है। यह विश्वविद्यालय अपने प्रादुर्भाव के समय से ही राष्ट्रीय शिक्षा नीति (NEP-2020) के अनुरूप ही शिक्षण प्रदान करेगा।

विश्वविद्यालय में इसी सत्र से स्नातक प्रथम वर्ष में कला संकाय, विज्ञान संकाय, वाणिज्य संकाय, पुस्तकालय विज्ञान तथा कम्प्यूटर साईंस के कुछ पाठ्यक्रम प्रारम्भ किए जा रहे हैं।

वर्तमान परिदृश्य में पाठ्यक्रम आधारित शिक्षा के साथ-साथ विद्यार्थियों के अतिरिक्त निर्माण के लिए विशिष्टता अथवा कौशल में दक्षता की आवश्यकता होती है। विश्वविद्यालय में पाठ्यक्रम के साथ-साथ विद्यार्थियों की रुचि के अनुसार प्रतियोगी परीक्षा की तैयारी, रोजगारोन्मुखी कौशल विकास अथवा स्वरोजगार स्थापना सम्बन्धित मार्गदर्शन भी दिया जाएगा।

परिसर में खेल-कूद को बढ़ावा देने के लिए एक अन्तर्राष्ट्रीय स्तर का एथलीट ट्रैक एवं इंडोर स्टेडियम विकसित किया गया है। इसके साथ ही विद्यार्थियों को योग-प्राणायाम आदि के अभ्यास से स्वास्थ्य के प्रति जागरुक भी किया जाएगा।

सम्पूर्ण विश्वविद्यालय परिसर 30 एकड़ क्षेत्र में फैला हुआ है, जिसमें सघन वृक्षारोपण किया गया है ताकि विद्यार्थियों को स्वच्छ सुखद एवं प्राकृतिक वातावरण मिल सके। विश्वविद्यालय परिसर में बहुत ही सुनियोजित रूप से प्रशासनिक भवन, कुलपति सचिवालय, कुलसचिव कार्यालय, वित्त एवं लेखा विभाग, परीक्षा विभाग, संकायवार कक्षा-कक्ष, सभागार, प्रयोगशालाएँ, इंजिनियरिंग ब्लॉक, कम्प्यूटर ब्लॉक, पुस्तकालय एवं वाचनालय, स्वागत कक्ष, विद्यार्थी सहायता केन्द्र, CCTV कैमरे एवं वाई-फाई पेयजल उपलब्ध है। छात्रों के लिए 250 की क्षमता एवं अत्याधुनिक सुविधायुक्त स्टूडेन्ट ब्लॉक (हॉस्टल) का निर्माण किया गया है। इसके अतिरिक्त छात्राओं के लिए कोटा शहर की प्राईम लोकेशन एयरपोर्ट के सामने, झालावाड़ रोड़ पर स्थित बालिका छात्रावास में आवास की सुविधा भी उपलब्ध है।

परिसर में स्टॉफ एवं विद्यार्थियों के लिए पृथक कैन्टीन एवं पार्किंग की सुविधाएँ भी उपलब्ध है। आवागमन के लिए कोटा शहर की प्राईम लोकेशन से वाहन की व्यवस्था भी की गई है।

JAI NARAIN VYAS UNIVERSITY

Bhagat Ki Kothi, Pali Road
Jodhpur 342 011, Rajasthan
Tel : 0291-2432947, 2615417
Fax : 0291-2649465, 2649733
Email : vcjnvu@sancharnet.in
Website : http://www.jodhpur.nic.in/det_insti.htm, http://www.jnvu.org

Jai Narain Vyas University, Jodhpur was established in 1962 as University of Jodhpur. The following four Government Colleges of Jodhpur became part of the University

I. MBM Engineering College (now Faculty of Engineering with 11 Departments),
II. Jaswant College (now Faculty of Commerce & Management Studies with 04 Departments)

III. S.M.K. College (now Faculty of Law and Campus of Institute of Evening Studies and also being used presently for Under graduate teaching of Faculty of Arts. This also houses Coaching Centre for Weaker Sections)

IV. K.N. College for Women (The multi-faculty constituent college of the University).

Shah G.L. Kabra Teacher's Training College also existed as private college at the time of foundation of the University. This is now one of the affiliated colleges of the University.

The University is proud of the fact that it has recognized several National Institutes located in Jodhpur for pursuing research leading to Ph.D. degrees. Three other centers working in the fields of Art, Culture , History and Heritage are also recognized by the University.

This is the only residential University in the State of Rajasthan, catering mainly the needs of students of western Rajasthan (the Marwar). Since, this University is located in the great Indian Thar Desert, its R&D activities centered on heritage, society and challenges of the region. This is the Western most University of the country and imparts education and conducts research in border areas neighboring Pakistan. It is our endeavor to provide education not only to citizens of the Desert/border Districts but also to the wards of Defence/Paramilitary forces and other Organizations which are working in strategically important sectors of the country.

Jai Narain Vyas University is a residential university but the Colleges situated within the municipal limits of Jodhpur are affiliated to the University. Date of UGC recognition as university July 14, 1962.

JAI PRAKASH VISHWAVIDYALAYA

Chhapra 841 301, Bihar
Tel : 06152-232607, 233508
Fax : 06152-232607
E-Mail:- vc-jpu-bih@nic.in registrar-jpu-bih@nic.in
Website : http://www.jpv.bih.nic.in

Jai Prakash Vishwavidyala (University) was established on 22.11.90 by the enactment of Section 3(b) of Bihar State Universities Act, 1976 with its Head Quarters at Chapra, after Carving it out from the then, Bihar University (now B.R.A. Bihar University) Muzaffarpur.

The territorial jurisdiction of the University is stretched over the whole of Saran Division Comprising three Districts of Chapra, Siwan and Gopalganj.

The Colleges situated in these Districts were automatically transferred to Jai Prakash University, Chapra. There are altogether 21 constitute Colleges, 11 affiliated colleges in which 2 are deficit Grant Colleges (including one minority college). There are some proposed Colleges of which a few are professional colleges.

The Head Office of Jai Prakash Vishwavidyalaya is located in the eastern side of Chapra town. The University offices are functioning here from 9th April 2008. 242 acres of land has been acquired here for University campus.

The University building construction is going on in full swing. Chapra is connected to rest of India and its major Cities through road and rail links. It in turn is also connected to the state capital, Patna.

The University Department of Botany and Zoology are functioning from Science Block, Physics, Chemistry, Geography and Psychology are functioning from EBC Hostel building, the Directorate of Distance Education and Central Library are running in the campus of Jai Prakash University, Chapra.

The University Department of Hindi, Bhojpuri and Philosophy are functioning from Inspection Bungalow of local State Electricity Department at Dak Bunglow Road (earlier University Headquarter) and rest of all Non-practical subject Departments of Arts and Commerce are located at PG Building in Rajendra College Campus on Gudri Main Road.

JAIN UNIVERSITY

91/2, Dr. A.N. Krishna Rao Road
V.V. Puram, Bangalore- 560004, Karnataka
Tel : +91 80 4343 1000, +91 80 4343 0945,
Tel : +91 80 4343 2500, +91 80 4343 0904
Email : admissions@jainuniversity.ac.in intl.admn@jainuniversity.ac.in
Website : http://www.jainuniversity.ac.in

Jain University (formerly Sri Bhagawan Mahaveer Jain College, SBMJC) is declared deemed to be University under section 3 of the UGC act, 1956 by the Ministry of Human Resource Development of the Union Government vide notification No.F-9-57/2007-U.3 (A) Ministry of HRD, GOI December 19, 2008 & July 24, 2009.

Jain University is promoted by the Jain University Trust. The Jain University Trust is managed by the JGI Group. Headquartered at Bangalore, the JGI Group represents a cluster of 85 vibrant educational establishments. After 23 years, the Group is today home to over 45000 students and 4500 staff members engaged at the P - 12, undergraduate & postgraduate levels across 64 campuses and centres of excellence.

Jain University brings in thought leadership with a blend of academic rigour and a hands-on applicability to real-world issues. The learning environment is enriched by a team of highly talented & motivated faculty and staff, and an illustrious leadership.

The University currently offers over 180 innovative programmes at the Undergraduate, Postgraduate and Research levels. At Jain University undergraduate & postgraduate aspirants have an opportunity to fulfil education requirements, choose among a wide variety of elective courses and interdisciplinary certificate programmes and be a part of research activities undertaken by the university in diverse fields.

The university offers degrees spanning Languages, Social Sciences & Humanities, Physical & Life Sciences, Engineering Science and Technology, Management and Commerce.

Research programmes at Jain University are offered under all the six faculties. Ph.D. and M.Phil. programmes are currently undertaken in 20 disciplines, with most of the researchers involved in interdisciplinary study.

Jain University advocates sports as an integral part of the curriculum in conformity with the holistic vision. Talented students who have reached national & international standards or in some instances played in leagues or clubs in any sport are provided academic support and scholarship.

JAIN VISHVA BHARATI INSTITUTE

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Website : http://www.jvbi.ac.in

Established in 1991, Jain Vishva Bharati Institute (JVBI) is committed to provide highest quality of educational services to the utmost satisfaction of the students and give them an opportunity to cultivate an integrated personality blended with spirituality and moral values. JVBI was established with the inspiration of Gurudev Tulsi. In 1991, Government of India notified JVBI as Deemed-to-be University under Section 3 of University Grants Commission Act, 1956. The Institute continues to be housed in the common campus of its parent organization body Jain Vishva Bharati. Gurudev Shri Tulsi remained its first constitutional Anushasta (moral and spiritual guidance) followed by Acharya Shri Mahaprajna as its second Anushasta. Acharya Mahashraman is its present Anushasta. The goal of the JVBI has been clearly spelt out in the Preamble of its Constitution (Memorandum and Articles of Association) which reads as under:

“The Jain Vishva Bharati Institute is an endeavour in the direction of putting into practice, promote and propagate the high ideals of Anekant, Ahimsa, Tolerance and Peaceful Co-existence for the weal of the mankind. "We, the members of the Jain Vishva Bharati, therefore resolve to constitute and establish the said University of Advanced Studies, Research & Training in Jainology in the context of comparative studies in Indology, World Religions, Ahimsa and World Peace."

Even though the town is located in an arid zone, the campus is full of greenery with parks, peacocks and gardens. It is like an oasis in the middle of the desert. The environment is free from noise and pollution. The spiritual ambience of the campus provides a peaceful atmosphere of the traditional “Gurukul”, is ideal for studies and research. The academic environment on the campus fosters self-discipline promotes quality of life and commitment to higher values. In todays competitive environment JVBI provides training for the improvement of communication skills, interpersonal relations, art of negotiation, decision making, development of self-confidence etc. for making the students able to stand in all challenging situations. Rajasthan is a magical land set amidst the desolate desert beauty. It is synonymous with romance and chivalry and is immensely rich in culture, history and natural beauty. Everything about Rajasthan fascinates from miles of golden stretches of sand to the kaleidoscope of magnificent forts, opulent palaces and marvelous havelies, each a splendid architectural creation having a legend of its own. The cities of Rajasthan still retain the medieval flavour keeping alive the timeless traditions in the rich art and craft.

JAIPUR NATIONAL UNIVERSITY

Jaipur-Agra Bypass
Jagatpura Jaipur-302017
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Jaipur National University (JNU), Jaipur came into existence in the year 2007. Two professional institutes of the Seedling Group, established in 2002, with several technical & professional programmes of studies, were merged with the University to form its major part.

In 2008, an expert panel of UGC members accorded approval to our programmes under Clause 2(f) of the UGC Act, 1956. The School of Distance Education and Learning was accorded approval by the Joint Committee of the UGC- AICTE- DEC for offering programmes through Distance Education mode. Besides these mandatory recognitions, the University has earned the trust and goodwill of aspiring students, parents, public and concerned agencies, based on excellence in teaching and sincere emphasis on high standards of research. In such a short span, JNU has carved a niche for itself in the country because of its commitment to providing quality education and a conducive learning environment.

The University is becoming an obvious choice for professional and technical education, as well as for lovers of quality academic pursuits. Here is a University where the exceptional and the affordable come together.

The University has demonstrated high standards of teaching and research. Highly qualified and experienced faculty adorns its classrooms. For the fourth consecutive year, the University has been rated among the top 20 BT Schools of India by the well-known magazine Biospectrum.

Eminent scholars are invited for delivering lectures on a regular basis for the benefit of both students and teachers. Collaboration with top national and international Universities and institutions is one of its hallmarks. Keeping in view the philanthropic orientation of the Sponsoring Body and the policies of the State, the University is fulfilling its social responsibility by awarding scholarships, freeships, arranging remedial/add-on courses and other necessary facilities for the needy students. We believe in quality education for the development of our students, hence contributing to the progress of our State and Society.

JAMIA HAMDARD

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The history of Jamia Hamdard begins with the establishment of a small Unani clinic in the year 1906 by Hakeem Hafiz Abdul Majeed, one of the well-known practitioners of Unani System of Medicine of his time. Hakeem Hafiz Abdul Majeed had a vision of making the practice of Unani Medicine into a scientific discipline so that Unani medicines could be dispensed in a more efficacious manner to patients. He gave the name "Hamdard" to his venture which means "sympathy for all and sharing of pain". His illustrious son, Hakeem Abdul Hameed, carried forward the philosophy and objectives of Hamdard in independent India. Even at the time of partition of India in 1947, Hakeem Abdul Hameed was dreaming of setting up a complex of educational institutions which would concentrate on highlighting the contribution of Islam and Islamic culture to Indian civilization and development of Unani medicines for curing diseases On 22 Shawwal, 1367 Hijri, corresponding to 28th August, 1948, Hamdard, which was a commercial enterprise at that time, was converted into a Wakf, with the object of giving effect to Islamic teachings of public charity including health and education. In 1964, Hamdard National Foundation was created with a view to receive and disburse the profits earned by Hamdard (Wakf) Laboratories. Hamdard National Foundation was to take up charitable causes in the areas of education, medical relief and the advancement of knowledge, consistent with the principles of the true teachings of Islam. For setting up a complex of research and educational institutions, Hakeem Abdul Hameed purchased a piece of land in Tughlaqabad area of South Delhi which was hardly inhabited in those times. In order to implement and execute the objects of Wakf as enshrined in the Wakf deed, Hakeem Abdul Hameed and his Muslim associates, established several institutions for teaching and research as given below. In 1962, Hakeem Abdul Hameed set up the Institute of History of Medicine and Medical Research with the object of promoting education and research in the history of medicine, besides appraising the principles of medicine. In 1963, Hakeem Abdul Hameed and his Muslim friends and associates set up Indian Institute of Islamic Studies with a view to promote the study of Islamic Culture and Civilization especially its contribution to Indian society and culture. In 1963, Hamdard Tibbi College was set up in Gali Qasim Jaan, Old Delhi. It was later shifted to Jamia Hamdard Campus in 1980 to provide education in Unani Medicine to students so that the heritage of Unani Medicine largely available in Arabic and Persian is passed on to the students of next generation. In 1972, Hamdard College of Pharmacy was set up with the objective of providing education and training in all branches of pharmacy. The year 1989 saw the fulfilment of the dream of Hakeem Abdul Hameed when Jamia Hamdard was given the status of Deemed to be University by the Ministry of Human Resource Development on 10th May, 1989.

JAMIA MILLIA ISLAMIA

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Jamia Millia Islamia, an institution originally established at Aligarh in United Provinces, India in 1920 became a Central University by an Act of the Indian Parliament in 1988. In Urdu language, Jamia means 'University', and Millia means 'National'. The story of its growth from a small institution in the pre-independence India to a central university located in New Delhi—offering integrated education from nursery to research in specialized areas—is a saga of dedication, conviction and vision of a people who worked against all odds and saw it growing step by step. They "built up the Jamia Millia stone by stone and sacrifice by sacrifice," said Sarojini Naidu, the nightingale of India.

Under the colonial British rule, two dominant trends joined hands and contributed towards in the birth of Jamia. One was the anti-colonial Islamic activism and the other was the pro-independence aspiration of the politically radical section of western educated Indian Muslim intelligentsia. In the political climate of 1920, the two trends gravitated together with Mahatma Gandhi as a catalyst. The anti-colonial activism signified by the Khilafat and the pro-independence aspirations symbolised by the non-cooperation movement of the Indian National Congress helped to harness creative energies and the subsequent making of Jamia Millia Islamia. Rabindranath Tagore called it "one of the most progressive educational institutions of India".

Responding to Gandhiji's call to boycott all educational institutions supported or run by the colonial regime, a group of nationalist teachers and students quit Aligarh Muslim University, protesting against its pro-British inclinations. The prominent members of this movement were Maulana Mehmud Hasan, Maulana Mohamed Ali, Hakim Ajmal Khan, Dr. Mukhtar Ahmad Ansari, and Abdul Majid Khwaja. On 22 November 1920, Hakim Ajmal Khan was elected the first chancellor of Jamia. Mohamed Ali Jauhar became Jamia's first Vice Chancellor, as Allama Iqbal could not accept the offer made through Gandhiji. It also elected a syndicate and created a syllabus subcommittee. The known freedom fighter and Muslim theologian, Maulana Mehmud Hasan, laid the foundation stone of Jamia Millia Islamia at Aligarh on Friday, 29 October 1920. On 1 March 1935, the foundation stone for a school building was laid at Okhla, then a non-descript village in the southern outskirts of Delhi. In 1936, all institutions of Jamia, except Jamia Press, the Maktaba and the library, were shifted to the new campus. The basic emphasis of Jamia was on evolving innovative education methods. This led to the establishment of a teacher's college (Ustadon ka Madrasa) in 1938. In 1936, Dr. M.A. Ansari passed away. On 4 June 1939, Jamia Millia Islamia was registered as a society.

JAMSHEDPUR WOMEN'S UNIVERSITY

Kharkai Link Road, Bistupur, East Singhbhum
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Jamshedpur Women's University came into existence by upgradation of Jamshedpur Women's College (a constituent and autonomous college of Kolhan University, Chaibasa, Jharkhand) vide Jharkhand Government Gazette (Extra Ordinary) No. 127, dated 15.02.2019. Located in an area of a sprawling 25 acres (approx.) of land, the university consists of two campuses located at the heart of the city. The old campus building comprises of the office building along with the academic departments, classrooms, an updated library, an indoor stadium, a couple of hostels besides the playground and accommodation facilities for the staff spread across 8 acres of land. The state of art new campus with 9 floors comprises of Administration block, faculties of Sciences, Commerce, Humanities and Social sciences, Vocational studies, with a centralized library and a 500 bed women's hostel, spreading across 17 acres of land.

Jamshedpur Women's University is committed to the endeavor of women's education in the tribal state of Jharkhand. With the encouragement, cooperation and facilities extended by the Tata Steel, we have covered a long and luminous journey since inception as Jamshedpur Women's College in 1953 by Mrs. Perin C. Mehta in a room with a handful of students. Today we have strength of more than 12,000 students. As a college we were conferred with the status of center with potential for excellence and awarded grade 'A' by NACC. We have the honor of being the first women university in Jharkhand with the appointment of our founder Vice Chancellor honorable Prof. (Dr.) Anjila Gupta in June 2022. The aims and objective that the University has set for itself and pursuing relentlessly are education, all round development of the students and enhancement of employment potential with special attention to the SC, ST students. Steadily progressing in all spheres, the University has now set a target to make its student fully equipped to face the challenges of globalization in all sectors ranging from I.T. to culture. The University is very active in extension activities through its association with the NSS, NCC, the Eco club, the Rotary club and a number of clubs run by various departments. To help the students imbibe cultural values and encourage creative innovativeness, the University encourages student's participation in sports and cultural activities. Our students have bought laurels at different national and international sports and cultural events which manifests our efforts in these fields. In a highly motivated academic ambience, the university offers education in the faculties of Science, Commerce Humanities and Social Sciences at the undergraduate, postgraduate and research stratum. The University has launched several self-financing vocational, professional and Add-On-Courses, pertinent to the regional and national needs indicative of contemporary trends, technologies and techniques that galvanize its motto of women's empowerment. An active placement cell has a record placement of our students in various multinational companies like INFOSYS, WIPRO, IBM, HSBC, TCS, ACC, WIPRO Technologies, and GENPACT etc. The University is committed to shoulder social and government responsibilities. Fee concessions are given to the ward of disabled/martyr (police, army, CRPF, defense, Para military forces). Concessions in fee are also given to students excelling in sports, physically challenged students and ward of university employees. Diligent University Vice Chancellor honorable Prof. (Dr.) Anjila Gupta is passionately committed to the social responsibility of uplifting the ethnic Adiwasi; the Sabar people of Jharkhand who have for centuries suffered social stigma and ostracism. Under her vision a pioneering effort has been made to motivate Sabar female education and mainstreaming by encouraging their admission and giving them free university education. Jamshedpur Women's University is the first university in Jharkhand to do so. The Government of Jharkhand is also taking meaningful steps to uplift, educate and mainstream the Sabar Adiwasi.

JANARDAN RAI NAGAR RAJASTHAN VIDYAPEETH

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With the awakening of national consciousness in the early years of the last century, a few notable efforts were made in British India to improve the system of education prevalent in India during that time. Gujarat Vidyapeeth, started by Mahamatma Gandhi, aimed at preparing youth to serve and uplift the rural masses; Shantiniketan tried to bring the cultures of the East and West into universal harmony; Jamia Milia tried to educate the Muslims in leading with the needs of the main stream of national wide and the Gurukul Change aimed at preserving the cultural heritage of the nation keeping with the requirements of the modern age. Inspired by the same spirit Pandit Janardan Rai Nagar established "Rajasthan Vidyapeeth" in 1937 to uplift the down-trodden common man in the feudal state of Mewar. Started as Night Study Centre for the Elementary, Secondary and Advanced Courses in Hindi, our national language, Rajasthan Vidyapeeth has grown into a large complex of more than 50 institutions spread over several Districts of Rajasthan.

Historically, Rajasthan has been a paradise for knowledge seekers, as it has a rich cultural heritage in the form of manuscripts, historic documents, icons, photographs and monuments. Late Manishi Pandit Janardan Rai Nagar's initiative and vision led him to start the Prachin Sahitya Shodh Sansthan in 1941 to preserve, edit, translate and publish old manuscripts. Probably, it was a unique Institute of its kind in Rajasthan, which was established for the conservation of cultural heritage. After the historic event of the unification of Rajasthan, "Hindi Vidyapeeth' added new dimensions to its basic objectives. It became a leading Non-Government Organization during the course of its journey and the founder Pandit Janardan Rai Nagar renamed it as Rajasthan Vidyapeeth. Early sixties proved to be the landmark in the history of Rajasthan Vidyapeeth when it decided to meet the challenges, which started springing up after independence. The first Prime Minister of India had deep faith in democracy and he decided to spread the message of sharing responsibilities at the grass-root level. As a result the Panchayati Raj institutions came into existence. Rajasthan Vidyapeeth also decided to join hands with the GOI to share this responsibility and established Community Centers Department and Janata College during the Second Five-Year Plan. The objective was to provide benefits to the people of remote villages. It was the beginning of the full-fledged Institute of Adult & Continuing Education. During this period, Vidyapeeth started a new unit, which is called JANPAD, with the objective of propagating the knowledge of day-to-day local national affairs for the urban society through black-board / broadcast service mass communication being the aim.

JANANAYAK CHANDRASHEKHAR UNIVERSITY

Shaheed Ismark, Ballia, Uttar Pradesh
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Jananayak Chandrashekhar University (JNCU), is a State University established in 2016 by Government of Uttar Pradesh in Ballia, Uttar Pradesh with 122 affiliated colleges. These 122 colleges of Ballia district were formerly affiliated to Mahatma Gandhi Kashi Vidyapith, Varanasi. For academic year 2016-17 exams were conducted by Mahatma Gandhi Kashi Vidyapith, Varanasi but students were awarded a degree of Jananayak Chandrashekhar University.

The University was established on 2016 by Government of Uttar Pradesh.

Government Colleges

- Shahid Mangal Pandey Government Girls Degree College, Nagwa, Ballia

Government Aided Colleges

- Satish Chandra College, Ballia
- Shri Murli Manohar Town Post Graduate College, Ballia
- Kunwar Singh Post Graduate College, Ballia
- Gulab Devi Mahila Post Graduate College, Ballia
- Kamala Devi Bajoria Degree College, Dubhar, Ballia
- Shri Bajrang Post Graduate College, Dadar Ashram, Sikandarpur, Ballia
- Mathura Post Graduate College, Rasra, Ballia
- Amar Nath Mishra Post Graduate College, Dubey Chhapra, Ballia
- Sri Sudristi Baba Post Graduate College, Sudistpuri Raniganj, Ballia
- Devendra Post Graduate college, Belthra Road, Ballia

Self-financed Colleges

- Jagdish Singh Mahavidyalaya, Dehari, Rasra, Ballia
- Shri Narheji Mahavidyalaya, Narhi, Rasara, Ballia
- Kisan Post Graduate College, Raksa, Ratsar, Ballia
- Swami Ramnarayanacharya Mahila Mahavidyalaya, Belthara Road, Ballia
- Radha Mohan Kisan Majdoor Mahavidyalaya ,Niyamatpur, Kanso, Ballia
- Yashoda Nandan Mahila Mahavidyalaya, Gaura, Madanpura, Ekail, Ballia
- Ramdhari Chandrabhan PG College, Nafrepur (Nagpura) Rasra, Ballia
- Veer Lorik Sughar Mahavidyalaya, Vigah Charauwa, Ballia
- Shri Jamuna Ram Degree College, Chitbaragaon, Ballia
- Shaktipith Mahavidyalaya, Daulatpur, Ballia
- Duja Devi Degree College, Rajauli, Sahatwar, Ballia
- Udit Narayan Rishabh Mahavidyalaya, Pindari, Ballia
- Maa Kasturi Devi Mahavidyalaya Nawanagar, Ballia
- Snatkottar Mahavidyalaya, Bansdih, Ballia
- Shri Ram Karan Post Graduate College, BHIMPURA NO.1, Ballia
- Gauri Shankar Rai Girls Post Graduate College, Gaurishankar Puram (Karnai), Ballia
- Sri Rakhant Baba Mahavidyalaya, Atrauli, Karmauta, Ballia
- Sri Narheji Law College, Narhi, Rasara, Ballia
- Sri Shiv Narayan Ganga Prasad Mahila Mahavidyalaya, Khanpur, Dumaria, Ballia
- Vivekanand Mahavidyalaya, Semari, Ballia
- Smt. Fulehra Smarak Mahila Mahavidyalaya, Kamtailla, Rasara, Ballia

JNCT PROFESSIONAL UNIVERSITY

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JNCT Professional University is a synonymous with excellence in higher education and Transforming Young Minds into Competent Professionals.

JNCT Professional University, Bhopal, is affiliated under M.P. Act #17 of 2023 of the Madhya Pradesh Niji Vishwavidyalaya (Sttapana Avam Sanchalan) Amendment Act, 2023. We are passionate about grooming students who are not only thorough professionals but also good human beings with values and culture. At JNCT Professional University, we have educational facilities like laboratories, health science libraries, computing facilities, playgrounds, and various other centers of excellence. A premier institution providing excellent teaching in engineering, management, pharmacy, agriculture, paramedical, nursing, art and design, law, commerce, journalism, research, and other recurring professional studies Academic collaboration and twinning programs with several universities in India, to ensure that students get various national and international exposures and expertise. Strategic industry tie-ups for industry exposure through live projects, a state-of-the art lab for innovations, well-stocked libraries, facilities for practical learning, encouraging ideas, and good placement opportunities are major benefits provided by JNCT Professional University, Bhopal. Every college has world-class facilities and pedagogy that are constantly reviewed and upgraded to reflect the latest trends and developments in higher education.

VISION

Transforming into a thriving center for academic excellence, innovation, and comprehensive growth

MISSION

- Shape young minds into skilled professionals with strong moral values.
- To strive to be the preferred option for students seeking innovative learning experiences.
- Equipping students with the necessary skills and knowledge for their future through a blend of rigorous academics and practical learning experiences.

VALUES

Integrity, Transparency Quality, Cooperative Effort, Enthusiasm, Compassion

JSS ACADEMY OF HIGHER EDUCATION AND RESEARCH

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JSS Academy of Higher Education & Research, formerly known as JSS University, is a Deemed to be University located in Mysuru, Karnataka. It was established in 2008 under Section 3 of the UGC Act 1956 and is part of JSS Mahavidyapeetha, which runs a variety of educational institutions. This deemed-to-be university is recognized by MHRD and accredited by **NAAC** with **A+** Grade (3.47 CGPA). JSS AHER has been graded as Category-I Deemed-to-be University by UGC in the Year 2018.

The Deemed to be University has been focusing on teaching, research and health services since its inception. Under the leadership and gracious Patronage and Blessings of His Holiness Jagadguru Sri Shivarathri Deshikendra Mahaswamiji**,** the Chancellor of JSS Academy of Higher Education & Research, Pro Chancellor, Dr. B. Suresh**,** a noted multifaceted leader of repute and Vice Chancellor, Dr. Surinder Singh, an acclaimed Administrator, the Deemed to be University has made great progress in grooming graduates, postgraduates, and Ph.D. researchers by providing effective value based education across our institutions by focusing on overall development of an individual through state-of-art facilities to make the learner a useful citizen to the society.

National Institutional Ranking Framework (NIRF), MHRD ranked JSS Academy of Higher Education and Research 37th rank among 957 Universities in India in 2018.

Today, more than 600 faculty members instruct approximately 2000 undergraduate and graduate students and around 300 research scholars. JSS AHER generous financial aid program ensures that talented students from all economic backgrounds can afford quality education. A vast range of educational, cultural, social and extra-curricular activities are available to students, faculty and staff. Campus life activities are built around the concepts of encouraging each member to express his or her talents and to respect all members of our pluralistic culture.

JSS AHER has also played a pivotal role in ensuring that the students and faculty benefit through wide-ranging international tie-ups. The institutions have collaborations with reputed universities, industrial and research organizations. These include International collaboration with La Trobe University- Australia, Khon Kaen University -Thailand, University of Southern Nevada and Long Island University - USA, AIMST University – Malaysia, Howard University - Washington DC, University of Illinois at Chicago - USA, AlfaGene Biosciences Inc – USA, National Institutes of Health - USA, Oman Medical College – Oman, etc. A wide range of international study and research opportunities are available to both undergraduate and graduate students, including the chance to conduct research abroad.

JSS SCIENCE AND TECHNOLOGY UNIVERSITY

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JSS Science and Technology University is one of the recent additions to the institutions administered by JSS Mahavidyapeetha, and is the second University being established besides a Medical University at Mysuru. India's higher education system is on the verge of major reforms and JSS Science and Technology University has been established envisioning to create a bright future and a desired learner centric eco-system and transform into a futuristic global University. The Availability of skilled human resources and trained technical manpower in engineering and technology is a major reason for growing investments in the state. In this context higher education system has a key role and more particularly JSS S&T U with an objective of transforming the students at all levels of higher education including research and innovation with measures to improve quality of workforce.

Education has always been India's prime priority. Mysuru is the holy land for educational institutions. Education is the basic necessity for wellbeing and development of a Nation. A well-established higher education system forms the flagship for transforming to meet the global needs. Yet, a large chunk of people in India need literacy and many more need to acquire employable skills to suit the emerging modern India. Hence JSS S&T University is committed to deliver high quality educational opportunities for youth and transform not only its neighborhood but offer courses to equip aspiring youth to meet the global needs of industry in every sector.

Vision

- Advancing JSS S&T University as a leader in education, research and technology on the international arena.
- To provide the students a universal platform to launch their careers, vesting the industry and research community with skilled and professional workforce.
- Accomplishing JSS S&T University as an epicentre for innovation, centre of excellence for research with state of the art lab facilities.
- Fostering an erudite, professional forum for researchers and industrialist to coexist and to work cohesively for the growth and development of science and technology for betterment of society .

Mission

- Education, research and social outreach are the core doctrines of JSS S&T University that are responsible for accomplishment of in-depth knowledge base, professional skill and innovative technologies required to improve the socio economic conditions of the country.
- JSS S&T University is committed to provide world class amenities, infrastructural and technical support to the students, staff, researchers and industrial partners to promote and protect innovations and technologies through patents and to enrich entrepreneurial endeavors. JSS S&T University core mission is to create knowledge led economy through appropriate technologies, and to resolve societal problems by educational empowerment and ethics for better living.

JAWAHARLAL INSTITUTE OF POST GRADUATE MEDICAL EDUCATION AND RESEARCH, PUDUCHERRY

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PS to Dean : 0413-2298283, Director Office : 0413-2296002, 0413-2272901
Email : dean@jipmer.edu.in director@jipmer.edu.in

JIPMER which includes a tertiary care referral hospital is an Institution of National Importance (an autonomous body) under the Ministry of Health and Family Welfare, Government of India.

Three main functions of this institute are,

- To impart quality education in Under-graduate and Post-graduate medical and paramedical courses;
- To set trends in medical research and
- To offer patient care of high order.

By Patient Safety, we mean prevention of harm to patients while receiving health Care. Medical errors during health care delivery are one of the most important cause morbidity and mortality. Medical errors not only result in additional costs for hospitalization, litigation, hospital acquired infections, lost income and disability but they also cause erosion of trust, confidence and satisfaction among the public and health care providers. Patient safety should be the central driving force towards achieving high quality health care. In August 2012, under the initiation and leadership of our former Director Dr T.S.Ravikumar, all the departments and division of JIPMER were asked to nominate one member for creating an innovative multidisciplinary team which will work towards improving patient safety and quality of health care at JIPMER. Close to seventy members were nominated by each department and divisions of the hospital. As an initial step, these members were trained by an In-house CME and Workshop with internal and external faculties as resource persons in 20th October 2012. After the initial orientation and training through CME cum workshop, JIPMER Quality Council (JQC) was created by our Director on the same day.

Functions of JQC : Members of JQC are called as JIPMER Quality councilors. These quality councilors will act as patient safety champions and will act as the nodal persons to educate other health care worker in their own departments and divisions about the science of patient's safety. They will have regular intra-group and inter-group discussions/meetings to find out JIPMER specific solutions to issues related to patient safety. They will also implement deliverables each month and bring the feedback to the monthly JQC meeting which will be conducted every month. This is a modified version of PDSA (Plan Do Study Act) cycle used in quality improvement. Bidirectional Rapid cycle learning model (i.e., "train the trainer to train the end user" and getting the feedbacks at every level) will be used to educate each and every health care worker of JIPMER.

JAWAHARLAL NEHRU ARCHITECTURE AND FINE ARTS UNIVERSITY

Mahaveer Marg, Masab Tank
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The College of Fine Arts, one of the foremost institutions of Art in India, has the unique distinction of completing sixty nine (69) years of useful and yeoman academic service in the field of education in general and Fine Arts in particular. Established in the erstwhile Nizam State in the year 1940, the College of Fine Arts is one of the premier institutions of Art which has been rendering continuous service by way of stimulating creative interaction amongst photog-raphers, painters, sculptors, commercial arts and animators. Taking its roots as a 'School of Arts and Crafts' to promote arts and local crafts, the College has gradually grown in stature as the Govt. College of Arts and Architecture under the management of the Department of Technical Education, Government of Telangana, Hyderabad.

With the establishment of Jawaharlal Nehru Technological University in October 1972, the College merged with the university and became a Constituent College of the JNT University. Situated in the busy urban area of the city, the college has its own sprawling campus, buildings, workshops, library, Computer Labs & required amenities. The success of the College, in no small measure, belongs to the intellectual support extended by the staff and the emotional rapport that the students established with the College. The alumni of the College who have occupied very prestigious and useful positions in various organisa-tions will stand out as unique testimony for their aesthetic and artistic compe-tence acquired from the college.

The college attained its independent status as the College of Fine Arts exclusively devoted for the development of Applied Art, Painting, Sculpture , Photography & Animation. Thus this College acquires a unique status in the state and serves the three regions Andhra, Telangana and Rayalaseema for all their art educational needs. We are pacing towards Diamond Jubilee celebrations.

The Jawaharlal Nehru Technological University has been bifurcated and divided into four different universities, such as JNTU Ananthapur, JNTU Kakinada, JNTU Kukatpally, Hyderabad & JNA & FA University, Masab Tank, Hyderabad established under Andhra pradesh Legislature Act No.31 of 2008 as per the above act, the JNTU College of Fine Arts, has become one of the Constituent College of newly firmed Jawaharlal Nehru Architecture & Fine Arts University, Masab Tank, Hyderabad w.e.f.2008-09.

JAWAHARLAL NEHRU CENTRE FOR ADVANCED SCIENTIFIC RESEARCH

Jakkur P.O., Bangalore- 560 064
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Website : http://www.jncasr.ac.in/admit

Establihsed in 1989, JNCASR has a bright and diverse student body. At present, there are 291 students registered in the various academic programmes of the Centre. While the majority of these students are pursuing Ph.D. Degree, we also have students enrolled in our Integrated Ph.D., M.S. / M.S. (Engg.) programmes. The student population at JNCASR is drawn from across the length and breadth of the country; in addition, we frequently have foreign students visiting the Centre under various exchange programmes. The majority of new students joining the Centre during the August semester each year are admitted, based on their performance in interviews carried out in the early summer. Certain programmes also consider admitting students halfway through the academic year (i.e., at the start of the January semester). In order to be eligible for consideration in these interviews, students have to meet various academic criteria, as specified under the various degree programmes listed in the menu page. Admission in these programmes is fairly competitive. All students who are admitted to the Centre's programmes receive stipends that are more than adequate to cover their tuition and living expenses, including hostel fees, etc.

We generally expect students to take less than five years to complete a regular Ph. D. programme. Students who are admitted to the Integrated Ph. D. programme also get an M. S. degree, typically three years into their programme of study.

In addition to carrying out research, students take a combination of required and elective courses. The majority of courses are held on-campus, and taught by the Centre's faculty members. However, students can also choose to attend a few courses at other scientific institutes in the Bangalore area.

In addition to regular academic courses, there are also seminar courses, and we have recently introduced a course on scientific writing. After completing two years in their Ph. D. programmes, students have to pass an oral comprehensive examination, where they present and are quizzed about their research, as well as the material covered in their coursework.

Since 2002, the Centre is recognized as a "Deemed to be University" by the University Grants Commission, and students' degrees are awarded directly by JNCASR. Since the inception of the Centre, 324 degrees have been awarded; these include 178 Ph.D.'s, 87 M. S. degrees (Integrated Ph.D.), 55 M.S. (Engg.) and 4 M.Sc. (by research - Biological Sciences). Students who are alumni of the Centre have gone on to enjoy successful academic careers, and are currently spread out across the world.

JAWAHARLAL NEHRU KRISHI VISHWAVIDYALAYA

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Ph.: 0761-2681778 (O) ; Exch: 0761-2680771, 2681773, Extn.: 316
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Government of India with the assistance of the State Government established the biggest multi-campus university at Jabalpur, in the heart of India, named after the architect of modern India, Pt. Jawaharlal Nehru based on the recommendations of Radhakrishnan commission (1949) on the concept of establishment of Agricultural University.

An approach was envisaged to narrowed down the gap between the experts and farmers through Joint Indo-American Team on Agricultural Research and Education in 1954-55 and 1959-60 on the patterns of Land Grant Colleges of USA. On October 2, 1964, Jawaharlal Nehru Krishi Vishwa Vidyalaya (JNKVV) was inaugurated by the then Union Minister for Information and Broadcasting Smt. Indira Gandhi. The Central Administrative Office of the University is located about 7 km North of Jabalpur town on National Highway No. 7.

The Universitywas created by an act of Madhya Pradesh Legislature passed in 1963. The University had to part with the creation of sister universities Indira Gandhi Krishi Vishwavidyalaya (IGKV) at Raipur in 1987, Rajmata Vijayaraje Scindhia Krishi Vishwa Vidyalaya, Gwalior in 2008 and Nanaji Deshmukh Veterinary Science University, Jabalpur in 2009.

At present, the University holds an area of about 1544 ha of land. The area under the University jurisdiction contains alluvial, deep black, medium black, shallow and light black, mixed red and black, mixed red and yellow and skeletal or Gravelly soil. It is low to medium in available nitrogen and phosphorus, and medium to high in available potassium. At present, JNKVV encompasses five colleges of Agriculture (Jabalpur, Rewa, Tikamgarh, Ganjbasoda and Waraseoni, Balaghat); one Agricultural Engineering (Jabalpur); 4 Zonal Agricultural Research Stations (ZARS) (Jabalpur, Powarkheda, Tikamgarh, Chhindwara); 2 Regional Research Stations (Rewa, Sagar); Agricultural Research Stations (ARS) (Dindori, Waraseoni, Garhakota, Sausar, Tendini) and 20 Krishi Vigyan Kendras (KVK) (Badgaon, Betul, Chhattarpur, Chhindwara, Damoh, Dindori, Harda, Jabalpur, Katni, Mandla, Narsinghpur, Panna, Powarkheda, Rewa, Sagar, Seoni, Shahdol, Sidhi, Tikamgarh, Umaria) representing 6 agro- climatic zones spread over 25 Districts.

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY

Pithapuram Road, Kakinada - 533 003, Andhra Pradesh
Tel : 0884-2300900, Fax : 0884-2300901
Email : vc@jntukakinada.edu.in; registrar@jntukakinada.edu.in;
ravindra.vipparty@gmail.com
Website : http://www.jntukakinada.edu.in

JNTU (Jawaharlal Nehru Technological University) was originally 'The College of Engineering, Vizagpatnam' at the time of its establishment in 1946. It is now a sprawling campus of 110 acres, green with mango trees in the fast developing Port city of Kakinada, East coast of peninsula India. Kakinada has a rich political literacy and cultural heritage passed on through generations This college became a constituent of the Jawaharlal Nehru Technological University w.e.f 02-10-1972 through an act of legislature along with other sister institutions under the control of the then Director of Technical Education, Government of Andhra Pradesh. Earlier, it was affiliated to Andhra University. In the year 2003 the college has become autonomous.

The College is governed by the rules and guidelines provided by the university from time to time. The Principal is the administrative and the academic Head of the College. He is assisted by the Vice-Principal and the College Academic Committee in academic matters and the Deputy Registrar and the office staff in administrative matters. The day-to-day activities of the college are carried out by budgetary allocation from the University fund. The entire academic activity in the college is overseen by the highest body called College Academic Council, which has at least one academician of repute and an industrialist on its body along with senior Professors of the college. Also the entire administrative activity is overseen by the highest body called College Governing Council (CGC) headed by the Vice Chancellor of the University. The college has made rapid strides since its formation and is playing a pivotal role in the technological advances of the region.

All the five engineering departments are provided with RCC roof buildings. Additional accommodation for Electronics and Telecommunications Engineering, Computer Science & Engineering and Electrical and Electronics Engineering departments is being provided through new buildings as annexes to the existing ones. Plans are afoot to accommodate teaching and non-teaching staff in newly constructed quarters in place of present 50 year old sheds. The college provides hostel accommodation for nearly about 400 boys and 300 girls. Other amenities on the campus include Bank, Post-Office, dispensary, guesthouse, and play fields. The Research and Development activity in the College got a boost with the procurement of modern and sophisticated equipment under MHRD and AICTE schemes. Academically, the post-graduate programmes introduced in 1971 in each of the available disciplines have undergone changes in course-structure and syllabi to meet the demands of the current needs.

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY

Kukatpally, Hyderabad 500 085, Andhra Pradesh
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Fax : 040-23158665, 23156109
Email : hyd2_jntuadm@sancharnet.in, info@jntu.ac.in
Website : http://www.jntuh.ac.in

Situated in the heart of the city at Kukatpally a major landmark- Jawaharlal Nehru Technological University, Hyderabad has an environment of academic excellence with 'A' Grade accreditation by NAAC (National Assessment and Accreditation Council). Bringing the spark of knowledge to young minds and instilling a new confidence and vigour to face the world, it is providing quality education for nearly 4 decades.

The territorial jurisdiction of the university covers the areas of Hyderabad, Ranga Reddy, Medak, Nizamabad, Adilabad, Karimnagar, Warangal, Khammam, Nalgonda and Mahboobnagar Districts of Telangana State.

This university has been deemed an autonomous one after Act No 30 of the approval of the Andhra Pradesh Legislature known as the Jawaharlal Nehru Technological Universities Act, 2008 which came into force on 18th August, 2008. It is a teaching cum research oriented university consisting of the constituent and affiliated colleges. The main officers and councils of the university are Chancellor, Vice-chancellor, Rector, Executive council and Academic Senate. The Governor of Telangana shall be the Chancellor of the university. The first vice-chancellor of the university is Dr.D.N.Reddy a brilliant administrator and widely read scholar.

Picking out bright students from the rural backgrounds through its impartial selection system and honing them according to the needs and requirements of today's cut-throat competitive world, thereby preparing them for a challenge called "life" is what this university excels in.

A premier institution with academic and research -oriented courses, the B.Tech programs (Undergraduate programs) are about 25. Major branches among them are Aeronautical Engineering, Automobile, Biotechnology, Information Technology, Electronics, Electrical, Instrumentation &Control, Metallurgy, Mechanical, Bio-medical, Civil and many more. A few courses are also offered through the correspondence cum contact mode. The Post-Graduate programs form about 77 in number namely M.Tech, MSIT,MBA,MCA and MSc. The major branches are Bio-Technology, Chemical Engineering, Civil Engineering, Remote-Sensing &GIS, Electronics& Communication Engineering, Water Resources, Mechanical Engineering, Nano-Technology, Energy Systems, Environmental Studies, Microbiology, Food-Technology and many more like Management, Computer Applications, Pharmaceutical Sciences etc.

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY

Anantapur - 515 002, Andhra Pradesh
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Fax : 08554-272436 / 08554-272437
Email : registrar@jntua.ac.in; vc@jntua.ac.in; bkrishnagandhi_m@sonti.in
Website : http://www.jntuanantapur.org

The State Government of Andhra Pradesh through A.P. Govt. Act No. 30 of 2008 has separated the erstwhile JNTU into four different Universities viz., JNT University Anantapur, JNT University Kakinada, JNT University Hyderabad and JNA&FA University Hyderabad.

JNT University Anantapur started functioning from the 155 acre campus of one of its Constituent College at Anantapur, since August 2008.

As a budding University it is committed to develop and nurture a Technical Education System in the four Districts of Rayalaseema viz., Anantapur, Chittoor, YSR, Kurnool Districts and SPSR Nellore District which would produce skilled man power of high quality comparable to the best in the world and in adequate numbers to meet the complex technological needs of the economy.

JNTUA, by virtue of the quality of its academic programmes, has consistently been ranked amongst the leading technical Universities in the country.

The University has initiated many schemes to assure quality education to the students, career development of faculty members, progression of students towards higher education and generating career opportunities through the campus placement programmes in reputed organizations across the globe.

The University is working dedicatedly towards the vision of producing quality technical graduates, competent teachers, scientists and leaders in the academics, research, industry and administration under the guidance and dynamic leadership of its Chairman.

JNTUA has the following Constituent Colleges/Units:-

- JNTUA College of Engineering, Ananthapuramu.
- JNTUA College of Engineering, Pulivendula
- Oil Technological Research Institute, Ananthapuramu.
- JNTUA College of Engineering, Kalikiri.

JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY

Gurajada, Vizianagaram – 535 003
Andhra Pradesh
Email : registrarpreshi@jntugv.edu.in
Website : https://jntugv.edu.in

NTU College of Engineering, Vizianagaram was established in the year 2007 as a constituent College of JNTU Hyderabad. JNTU Hyderabad was trifurcated into three Universities by the Andhra Pradesh Act No. 30 of 2008 and since 24th August 2008, the College has become the constituent college of JNTU Kakinada. Vide University Act No.22 of 2021, JNTU Kakinada is bifurcated and Jawaharlal Nehru Technological University Gurajada, Vizianagaram come into existence as a separate University vide G.O.Ms.No.3, dated: 12-01-2022.

The University is spread across six districts i.e Vizianagaram, Visakhapatnam, Srikakulam, Parvathipuram Manyam, Alluri Sitharama Raju and Anakapalli. There are 2 constituent colleges and 37 affiliated colleges under its jurisdiction and catering education in different Engineering, Pharmacy and Management Departments

The University is spread across an area of 80 acres (32 hectares) in Dwarapudi Panchayat of Vizianagaram District. The territorial jurisdiction of the university comprises three erstwhile north coastal districts of Andhra Pradesh: Visakhapatnam, Vizianagaram and Srikakulam.

The University consists of 7 engineering departments, offering 7 undergraduate engineering full-time programs and 8 postgraduate engineering programs.

Engineering Separtments are :

- Computer Science and Engineering
- Civil Engineering
- Electrical and Electronics Engineering
- Electronics and Communications Engineering
- Information Technology
- Mechanical Engineering
- Metallurgical Engineering

JAWAHARLAL NEHRU UNIVERSITY

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Email : vcoffice@jnu.ac.in, registrar @ mail.jnu.ac.in
Website : http://www.jnu.ac.in

Jawaharlal Nehru University, also known as JNU, is a public central university in New Delhi, India. In 2012, The National Assessment and Accreditation Council gave the university a grade of 3.9 out of 4, the highest grade awarded to any educational institution in the country. The university is ranked second among the public universities in India, as published by India Today.

JNU was established in 1969 by an Act of Parliament. It was named after Jawaharlal Nehru, India's first Prime Minister and was founded by Smt. Indira Gandhi, and G. Parthsarthi was the first vice-chancellor.

The objective of the founders was to make the university a premier institution of higher learning and to promote research and teaching leading to the increasing engagement of its students and teachers in higher level academic work and national and international policy making.

In 2011-12 the university received over 250 Crores as central subsidy, amounting to over 3,50,000 Rupees per student.

The university is an example of the new red brick universities built in the mid-20th century. Located in the southern part of New Delhi and spread over an area of about 1000 acres (4 km^2), the campus occupies some of the northernmost reaches of the Aravalli Hills. The campus maintains large patches of scrub and forestland – the JNU ridge is home to over 200 species of birds and other wildlife such as, Nilgai, Indian Crested Porcupines, Common Palm Civet, jackals, mongoose, peacocks as well as a large number of snakes.

The JNU library is a nine-storey building in the middle of the academic block of the university and is the tallest structure on the campus. It contains large collections of books, printed journals, newspapers and archives of primary sources. On the ground floor are the reading rooms, a section of the stacks, the library's collection of the back numbers of scholarly journals, computer terminals and a newspaper and journal section. The floors are devoted to different subjects.

The library houses the P.C. Joshi Archives. The library compound is fully Wi-Fi, with online access to international academic journals including Project MUSE and JSTOR.

JAWAHARLAL INSTITUTE OF POSTGRADUATE MEDICAL EDUCATION AND RESEARCH

JIPMER Campus Rd, Gorimedu,
Dhanvantari Nagar, Puducherry, 605006.
JIPMER ACADEMIC SECTION:
Office Superintendent: 0413-2298288, 0413-2912111
PS to Dean: 0413-2298283, Email: dean@jipmer.edu.in

Jawaharlal Institute of Postgraduate Medical Education and Research (JIPMER) can trace its origins to the 'Ecole de Medicine de Pondicherry' established by the French Government in 1823. In 1956 foundation for new medical college was laid and in 1964, hospital was inaugurated. JIPMER became an institution of national importance under the Ministry of Health and Family Welfare, Government of India in the year 2008. It is an institution established for teaching, research and patient care in the area of health. JIPMER spreads over 192 acres. The institution houses one administrative block, one academic centre, one nursing college, seven hospital blocks, seven accessory services buildings and four residential complexes. 12 broad types of medical, nursing and allied health science courses covering all disciplines in healthcare from basic to super speciality training are conducted.

JIPMER is one among the very few institutions in the country which is providing teaching from undergraduate to superspeciality & sub-specialties, conducting path breaking research and providing specialty care of high order. The model of providing free specialty health care while maintaining quality and safety makes JIPMER a unique model in the country. JIPMER's success in providing best treatment even to the least affordable in the society makes it a model of speciality care delivery of the future. JIPMER continues to rank among the top best five medical schools in the country. JIPMER is witnessing expansion in the form of new campuses like JIPMER Karaikkal, JIPMER outreach centre at Yanam apart from the soon to be commissioned screening OPD block and superspeciality extention block. Conceptual plans for Puducherry second campus for Institute of organ transplantation and Institute of advanced trauma and rehabilitation were initiated during this period.

Vision
To be distinguished as a world leader among medical institutions by providing exemplary medical education, higher training, safe patient care, quality research and innovations through community collaboration.

Mission
Medical Education : To provide outstanding learner-centered medical education
Clinical Care : To deliver excellent patient and family focused care
Research : To bring out advance knowledge through innovation and discovery
Community Service : To improve the health of the medically underserved community

JAYPEE INSTITUTE OF INFORMATION TECHNOLOGY

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Email : jp.gupta@jiit.ac.in
Website : http://www.jiit.ac.in

Jaypee Institute of Information Technology, Noida was established in the year 2001 and has been declared as a "Deemed to be University" under Section 3 of UGC Act 1956. The undergraduate programs of the University have been accredited by the National Board of Accreditation of AICTE.

JIIT's state-of-the-art, environmentally conditioned campus comprises smart buildings with Wi-Fi connectivity covering the Academic Block, Business School cum Research Block, Faculty Residences, Student Hostels and Annapurna. Well equipped modern laboratories and an intellectually stocked Learning Resource Centre with over 43750 books and 1.7 lacs E-Resources and resources provide a pleasant and stimulating ambience. To become a Centre of Excellence comparable to the best in the world for producing professionals with leadership quality in technology, innovation, entrepreneurship and management.

To develop as a benchmark University in emerging technologies
To provide state of the art teaching learning process and R&D environment
To harness human capital for sustainable competitive edge and social relevance

At JIIT, special emphasis has been placed on developing a student on a solid foundation of knowledge, confidence building, pursuit of excellence improving self-discipline and enhancement of creativity through motivation and drive into an engineer well trained for the rigors of professional and social life. Students are encouraged to make life outside the classroom vibrant and enjoyable by engaging themselves in multiple extra-curricular activities either on the sports ground or in hobby clubs. The University's sports complex comprises both outdoor and indoor facilities including swimming pools, gymnasium, pool and billiards table.

The JIIT campus has been networked for total connectivity. Its server room is equipped with Compaq Alpha Server for high performance UNIX computing, Intel Xeon Servers with multiple processors, high end Intel Pentium servers with multiple processors, various engineering and technical computing software, network management tools, Client/Server database computing system connected over a switched fast Ethernet with optical fiber backbone. The Institute's LAN is a state-of-the-art switched network with fibre optics and enhanced CAT5/CAT6 UTP backbone. It consists of more than 5000 network access points spread using 65 Cisco switches, 2 Routers and 15 VLANs.

JAYPEE UNIVERSITY OF ENGINEERING AND TECHNOLOGY

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Email : contact@juet.ac.in sks.negia@juet.ac.in

Jaypee Institute of Engineering and Technology, Guna was established in the year 2003 based on the MOU signed between Jaiprakash Sewa Sansthan (a not-for-profit trust sponsored by Rs. 18,000 Cr Jaypee Group) and the Government of Madhya Pradesh with an aim of becoming a Center of Excellence in Engineering and Technology. Government of MP has, vide gazette extra ordinary no. 3 of 2010 dated 29th Arpril 2010 has established Jaypee University of Engineering and Technology (JUET), Raghogarh, Guna as a private university in the State of MP under the provisions of MP Niji Vishwavidyalaya Adhiniyam 2007. The university has been notified by the UGC under section 2(f) of the UGC Act, 1956. This is one of the three Universities established for imparting Engineering education by the Jaiprakash Sewa Sansthan (JSS), an educational initiative which recognizes the role of IT and emerging technologies in improving the quality of life of the people of India. JUET's location at Raghogarh, in Guna District, is a well thought out process. This region, currently in a rural setting with strong agricultural activities is likely to grow as a major industrial hub. JUET is being developed as a major center to provide competent, well trained technical manpower to the region.

The JUET campus on the national highway linking Agra to Mumbai sprawls over 125 acre as a modern institution of higher learning in the field of engineering and technical education.

The foundation stone of this institution was laid on 15th March 2002 by the then chief minister of Madhya Pradesh Shri Digvijay Singh. The academic activities started in the year 2003. Presently the university offers 4 year (8 semester) B.Tech Programmes, M.Tech. Programmes and Doctoral Programmes in Chemical Engineering, Civil Engineering, Computer Science and Engineering and Electronics and Communication Engineering and Mechanical Engineering. The Doctoral Programmes are also available in Mathematics and Physics streams. Six Semester Diploma programs in Civil Engineering with specialization in Cement Technology and Mechanical Engineering with specialization in Thermal Power are also offerred.

The University aims to offer the complete educational spectrum of programs in emerging technologies at the degree levels. Research in emerging areas of technology is a major thrust and is leveraged for all academic pursuits.

JAYPEE UNIVERSITY OF INFORMATION TECHNOLOGY

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Website : http://www.juit.ac.in

Set up by Act No. 14 of 2002 vide Extraordinary Gazette notification of Government of Himachal Pradesh dated May 23, 2002. Approved by the University Grants Commission under section 2(f) of the UGC Act, vide letter no. F.9-10/2002(CPP-I) dated 09 December 2002. The University commenced academic activities from July 2002 with undergraduate B.Tech. degree programs in Electronics & Communication Engineering, Computer Science & Engineering, Information Technology, Bioinformatics, and Civil Engineering (from July 2003).

The University is offering M.Tech (Electronics & Communication Engineering), M.Tech (Computer Science & Engineering), M.Tech (Applied and Computational Mathematics), M.Tech (Biotechnology), M.Tech (Environmental Engineering), M.Tech (Structural Engineering), M.Tech(Construction Management), M.Tech(Computational Biology) and M Pharma. The University is offering Ph.D. in Bioinformatics, Biotechnology, Civil Engineering, Computer Science & Engineering, Electronics & Communication Engineering, Humanities & Social Sciences, Mathematics, Pharmacy and Physics & Materials Science.

JUIT Waknaghat offers a challenging academic environment to its students. It aims to instill the habit of life-long learning and therefore, provides a learner-centric rather than a teacher-centric educational process. The system has been designed to provide students the freedom to learn what they want to learn at a pace determined by them. Post-graduate students are encouraged to develop independence in thought and action as well as the ability to develop solutions that tightly fit problem requirements. These students shall acquire the capability to deploy appropriate technology paradigms for given tasks, explore new technology, and lead teams to solve complex problems.

The University is spread over 25 acres of lush green picturesque slopes of Waknaghat, in District Solan of Himachal Pradesh, creating a tranquil environment that can heighten the spirit and energy level of all learners and inspire them to optimize their learning efforts. The architectural design of the campus is entrusted to M/s Arcop Associates Pvt. Ltd., an eminent Canada based architect firm, with the construction being undertaken by the Group itself. Functionally and aesthetically spread out, the architectural plan builds on providing an intellectual ambience in clusters in an exciting landscape that is easy flowing and community-friendly.

JAYPEE UNIVERSITY

Aligarh Road, Anoopshahar
Bulandshahr – 203 390, Uttar Pradesh

Jaypee University at Anoopshahr is an interdisciplinary university located in the hinterland of Uttar Pradesh in serene and pious environment on the banks of holy river Ganges is sponsored by Jaiprakash Sewa Sansthan, (JSS) a not-for-profit-trust, and fully backed by the Jaypee Group of Companies. Sanction has been received to commence the functioning of the University vide Govt. of Uttar Pradesh Letter No. 347/Sattar-1-2014-20(4)/2011. Anoopshahr is located on the banks of holy river Ganges in the District Bulandshahr of Western Uttar Pradesh and has a population of around 24000. The town is very well connected from all important places of Uttar Pradesh and Delhi. It is 120 KMs from Delhi, 100 KMs from Noida, 82 KMs from Greater Noida, 78 KMs from Moradabad, 42 KMs from Bulandshahr and 100 KMs from Meerut. Further,all these towns are well connected by rail from all parts of the country. Nearby railway stations include Rajghat 12 KMs, Babrala 30 KMs, Bulandshahr 42 KMs and Aligarh 60 KMs. Anoopshahr was founded by Bargujar Raja Anup Rai around 1610 ,during the time of Mughal Emperor Jahangir and is also called "Choti Kashi", which mean small Kashi. It has a number of Inter Colleges, a Degree College and now the Jaypee University.

Vision

To become a Center of Excellence comparable to the best in the world for producing professionals with leadership quality in technology, innovation, entrepreneurship and management.

Mission

Develop as a benchmark university in the areas of Engineering & Technology, Bio and Medical Sciences, Management, Commerce, Humanities & Social Sciences, Economics and other areas to contribute in the development of nation

• Harness human capital for sustainable competitive edge and social relevance

Salient features:

- A New Generation Interdisciplinary University to produce quality professionals.
- Set-up in about 80 acres of lush green environment providing intellectually stimulating education.
- Carry academic synergy of three existing Jaypee Universities.
- Fully equipped state-of-art, modern infrastructure already in place.
- Resources include: Well qualified and experience faculty, fully equipped labs, well stocked library, separate hostel for boys and girls, fully networked campus, indoor and outdoor games and associated utilities for students.
- Existing Training & Placement (T&P) unit of Jaypee Universities shall facilitate placements.
- Well connected by road -2½ hrs from Delhi, Noida; 1½ hrs. from Meerut, Moradabad and 1 hr. Aligarh and Bulandshahr.

JEPPIAAR UNIVERSITY

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Jeppiaar University is a non-profit State Private University in Chennai District, started in the year 2022, assisting deserving students from Tamilnadu and all over India and abroad. Students of Jeppiaar University will get an cutting advantage from international standards higher education at affordable cost.

In addition to talent acquisition, this will benefit Tamilnadu in attracting industries, employment generation, revenue generation and in the overall growth and economic development of the state.

Jeppiaar University is located near Chennai Suburban in Jeppiaar Nagar, near Sholinganallur. The campus has state of art facilities with environment friendly environment, latest technologies and, conducive to learning. The Jeppiaar Educational Trust under the Chairmanship of Late Hon. Col. Dr. Jeppiaar, was formed in 1987 with the objective of imparting quality education by establishing School of Engineering, School of Arts and School of Science & AHS.

Vision

We aspire to be the premier university of choice for professional education with intensive research and practical based environment. We aim to produce diverse & competitive graduates for success in a global interdependent society.

Mission

- To foster holistic development of students through multi-faceted education with high intensive research, experiential learning, state-of-the art technology, life-long personal & professional fulfilmentand sustained engagement with local, national and global communities
- To strengthen industry - academia integration for relevance driven excellence in education, research and extension activities.
- To improve employability through futuristic curriculum & progressive pedagogy with cutting-edge technology.
- To build an entrepreneurial ecosystem that will empower students to apply their abilities to develop solutions for greater social impact through academia.
- To inculcate moral values, build cognitive skills and social responsibilities.

J.C. BOSE UNIVERSITY OF SCIENCE AND TECHNOLOGY

NH-2, Sector-6, Mathura Road, Faridabad- 121006
Tel.: 0129-2310126, 0129-2310126
Admission Helpline No.: 8826350209
COVID Cell helpline no. For students : 9818107139
Email : contact@jcboseust.ac.in vc@jcboseust.ac.in

J.C. Bose University of Science and Technology, YMCA, Faridabad (erstwhile YMCA University of Science and Technology, Faridabad erstwhile YMCA Institute of Engineering, Faridabad) was established in the year 1969, as a joint venture of the National Council of YMCAs of India, Govt of Haryana, and the Central Agencies for Development Aid, Bonn, Germany. It started as an Indo-German project with an aim to impart technical education to a developing India on German pattern.

The labs & workshops have been setup with the assistance of German expertise. In 1996, State Govt. of Haryana took complete control of the Institute and upgraded it to University status in December 2009. The university offers 4-year B.Tech degree course in seven disciplines i.e

- Civil Engineering
- Computer Science
- Information Technology
- Electronics & Instrumentation Control
- Electronics & Communication Engineering
- Electrical Engineering
- Mechanical Engineering

The University has added new chapters in it's glorious history i.e M.B.A., M.C.A, M.Tech. (Computer Engineering, Electrical Engineering, Electronics Engineering & Mechanical Engineering), M.Sc. (Physics, Maths, Chemistry & Environmental Sciences), M.A.(Mass Communication and Journalism) and Ph.D.

It follows it's course curriculum duly approved by the industries and the University. The salient features of German education have been retained & as such the University stands apart from other colleges of Haryana.

Right from the very beginning at institutional level, it has emphasized greatly on practical work related to industry. As a result our students are well accepted by the industries. The fact that many of them are entrepreneur with names of repute at national and international level establishes the same.

The sophisticated equipments/machines in the workshops and laboratories enable the students to operate various machines independently so as to acquire thorough knowledge and develop competence in their respective skills.

J.G. UNIVERSITY

Viswanath Northview, University Road, Navrangpura,
Ahmedabad - 380009, Gujarat, INDIA
Tel : 06354601366
Email : connect@jguni.in

JG University is a Private University established under the Gujarat Private University Act 2009. The University offers a diverse set of programmes on advanced technology humanities and arts to build a desirable future for the students.

Each student enrolling in JG University, regardless of their programme, will go through the JG University College of Liberal Studies (J-CLS). The J-CLS will offer a range of courses in liberal arts framework to open up the minds of students, in varying intellectual traditions.

This training will unlock imagination and creativity, even as it adds the much-needed diversity in thoughts and actions. Liberal arts subjects inspire them to think in interdisciplinary approaches.

Most importantly, it takes students through the experience of engaging with various disciplines before they make a choice for their majors. In other words, they choose their majors at the end of first or second year, thus making an informed choice.

JG University proud to host some of the most brilliant minds in the spheres of science, technology, humanities and arts. JG University constantly strives to onboard intellectuals, scholars, academicians, industry experts and thought leaders across the globe.

At JG University, faculty collaboratively work with students on real-life projects, analysing, interpreting the challenges of the future, and deliberate and work to find plausible solutions. They aim to prepare students extensively, building a bridge to enter the chosen profession industry.

JG University is an interdisciplinary space; buzzing with ideas and energy. The intellectual fountainhead of it remains our faculty.

VISION

Enabling students to explore infinite possibilities to become global change leaders with appropriate skills and values.

J.S. UNIVERSITY

5 K.M. Mile Stone, Mainpuri Road
Shikohabad, Uttar Pradesh 283135
Phone: 91-5676-206951
Email : jsuniversityshikohabad@gmail.com
info@jsu.ac.in

JS University, Shikohabad is the 'dream come true' of Shri Jagdish Singh Ji, through Sri Jagdish Jan Kalyan Educational Trust which is working seriously in the field of quality education for rural area students since long back. Dynamic educationist Dr. Sukesh Kumar working vigorously in expanding the Colleges of this Trust in terms of a well planned University. The State Government under the leadership of Shri Akhilesh Yadav, the Honorable Chief Minister of Uttar Pradesh took cognizance and introduced a Bill to the status of a University in March 2015 and christened it as J.S. University, Shikohabad, Firozabad. Honble Chief Minister proposed, "With a view to encourage infusion of philanthropic capital in private sector to participate in the field of higher education and encourage competition to attract high quality faculty and students and continuously enhance quality it has been decided to establish and incorporate a teaching University by the name of J.S. University, Shikohabad, Firozabad by Shri Jagdish Jan Kalyan Educational Trust, Shikohabad, Firozabad.." We are working hard for this noble purpose. Our motto is (Progess through proper application of knowledge.)

The J.S. University of UP aspires to be one of India's most dynamic and vibrant universities, responsive to the changing global trends, providing unparalleled educational opportunities for the learner community especially for those coming from the lower socio-economic strata of society seeking quality education. It proposes to offer innovative undergraduate and graduate academic programmes as well as continuing personal and professional enrichment in selected areas that will lead to the formation of a scholarly community by advancing, sharing and applying knowledge and by facilitating the development of thoughtful, creative, sensitive and responsible citizens.

The mission of the J.S. University of UP is to contribute to and work with a sense of Commitment towards the educational, cultural, economic, environmental, health and social advancement of the region and the nation at large by providing excellent undergraduate liberal education and quality programs leading to bachelors, masters, professional and doctorate degrees.

JHARKHAND RAKSHA SHAKTI UNIVERSITY

Mears Road, Ranchi, Jharkhand
Tel : 088735 15026

Jharkhand Raksha Shakti University (JRSU) is a State University located at Ranchi, Jharkhand, India. It was established by the Government of Jharkhand through the Jharkhand Raksha Shakti University Act, 2016. It offers courses in the fields of Police Science and Security Management.

The foundation stone for the university was laid by the Union Minister of Defence Shri Manohar Parrikar on 23 January 2016. The University opened on 4 October 2016 with 179 students on five courses. Union Defence Minister Shri Manohar Parrikar laid the foundation stone of Jharkhand Raksha Shakti University and said strength as well as intelligence is the need of the hour to deal with cyber attacks.

“Strength as well as intelligence is required, because it is the cyber age,” Parrikar said, adding the twin qualities would help in dealing with cyber attacks.

He was addressing a near capacity crowd at Birsa Munda Stadium here after unfurling the country’s tallest and biggest tricolour at Pahari Mandir and laying the foundation stone of Jharkhand Raksha Shakti University on-line.

“With this (laying the foundation stone), Jharkhand has become the third state (after Gujarat and Rajasthan) to have Raksha Shakti University,” Parrikar said.

The Raksha Shakti University, which started in Gujarat a few years ago, offers certificate, diploma and degree courses in the field of police science and internal security.

According to an official statement, the university will be established on 25 acre land near Ranchi and its total intake capacity will be 300 to 500 students every year.

Chief Minister Shri Raghubar Das said that construction work of the university would begin in June/July.

Parrikar said Jharkhand has 50 per cent of the mineral resources of the country, but the state did not progress as it should have.

“The state has given much to the country. And the country will also give (it back) ... I see change will come. Within the next two years the university will start functioning,” he said.

Remembering 1971 war Martyr Albert Ekka, the Defence Minister said that he expects Jharkhand to contribute more to the defence and security services in the country.

JHARKHAND RAI UNIVERSITY

Ashok Nagar
Ranchi – 834002, Jharkhand
Ph No: 0651- 2242139 / +91-97714-46901 / +91-73522-44262
Email: info@jru.edu.in

Jharkhand Rai University has been established under "Jharkhand Rai Univeristy Act, 2011″ by Jharkhand State Legislature. JRU a globally-oriented university, has distinctive expertise and insights. JRU aspires to be a bold and dynamic community, with a "no walls" culture and a spirit of enterprise which strives for positive influence and impact through education, research and service.

Jharkhand Rai University is supported by Rai Business School which has already established itself as among the best in management education since 2002. It is known for its academic integrity and intellectual warmth on one hand and its fine blend of cutting edge curriculum, skill building pedagogy and uncompromising learner centricity on the other. Jharkhand Rai University offers Undergraduate and Postgraduate degrees in different disciplines. The University possesses a team of dedicated, highly qualified and industry experienced faculties. As mentors, they provide numerous student-research opportunities at both the undergraduate and postgraduate levels, inspiring students to advance their skills and aspirations.

The University believes that transformative education that nurtures thinking individuals who are alive to opportunities to make a difference, are valued members and leaders of society, and global citizens effective in diverse settings.

High-impact research that advances the boundaries of knowledge and contributes to the betterment of society. Dedicated service, as a university, that adds to social, economic and national development.

The eight key components of JRU' strategy are:

- Nurture, recruit and retain best quality people, the single most important determinant of the quality of education and research.
- Attract the best students, who are academically strong, and who have passion, commitment, leadership potential and come from diverse backgrounds.
- Provide a high quality educational experience that stretches students, is globally-oriented, and develops skills and values to enable them to reach their full potential.
- Focus on high impact research that advances knowledge and its application, and which is of high international quality and impact.
- Inject a spirit of enterprise into education and research, and develop impactful synergies in education, in research, and between education and research, within a dynamic "no-walls" environment.

JHARKHAND STATE OPEN UNIVERSITY

Opposite Faculty of Forestry Birsa Agriculture University
Kanke, Ranchi – 834006, Jharkhand
Tel : +91-8929006645, +91-8448383281
Email : helpdeskjsou@gmail.com

The Jharkhand State Open University, Ranchi has been established by the State Government of Jharkhand under the Jharkhand State Open University Act, 2021 (Jharkhand Act, 12, 2021) duly enacted by the Legislature of the State of Jharkhand and approved by the Hon'ble Governor, Jharkhand on 02.11.2021 for the introduction and promotion of Open University and distance education system in the educational pattern of the Jharkhand State and to provide educational opportunities to those who are unable to go in formal education and wish to upgrade their education or acquire knowledge and studies in various fields through the distance mode of education, such as, the Print-medium (correspondence courses), contact programmes, study centres and mass media and to provide access to higher education to large segments of the population and in particular the disadvantaged groups, such as, those living in remote and rural and tribal areas including working people, housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields and to offer them Degree, Diploma and Certificate programme/courses and to make provision for research for the advancement and dissemination of knowledge.

The Jurisdiction of the University shall extend over the State of Jharkhand for the purpose of imparting instructions and training through any means of communication such as broadcasting, telecasting, correspondence, seminars counselling classes, online classes or the combination of any two or more of such means.

The University shall focus on education, research and training by diversity means of distance and continuing education including the use of new educational technology available to common man at the affordable cost. All Norms and Regulations prescribed by statutory bodies like-UGC, AICTE, NCTE, BCI, DEB, and MCI etc. shall be strictly followed in offering academic program by the Jharkhand State Open University. The headquarters of the University shall be located at Ranchi (Jharkhand), To fulfill its mandate the Open University shall establish Regional Centers and Study Centers in different parts of the State by using the existing infrastructure of Government/Constituent/Affiliated Colleges and other institution of higher studies. Study Programmes of the Jharkhand State Open University are selective and customized to meet the learning requirements of knowledge seekers as well as to ensure that they learn at their own pace and convenience. Within the financial means of University, due care has been taken to keep the cost of education low so that educationally backward sections can take advantage of University's programmes through ODL mode. Keeping this goal in view, the Jharkhand State Open University has made concerted efforts to offer professional and job oriented courses with regular updates of curriculum and study material and introduction of tools of Information Technology.

Jharkhand State Open University has been contributing to the development and training of qualified human resource capital for the state. Jharkhand State Open University has also signed Memorandum of Understanding with several leading research institutes, companies and professional bodies for training of the staffs, faculty & students. Jharkhand State Open University has been offering many courses through (Open and Distance Learning) mode of education. For all these courses there are strong in-house capabilities which are available to students all the time.

JHARKHAND UNIVERSITY OF TECHNOLOGY

Science & Technology Campus, Sirkha Toli
Namkom -834010, Jharkhand
Tel : +919431912543
E-mail : jutassistantregistrar@gmail.com
Website: http://www.sbtejharkhand.nic.in

Jharkhand University of Technology (JUT), Ranchi has been established by the Jharkhand University of Technology, ACT, 2011 (Jharkhand ACT 18, 2015), published vide gazette No.-815 date08/12/2015.

Jharkhand University of Technology (JUT) located at Science and Technology campus, Sirkhatoli, Namkum, Ranchi, Jharkhand- 834010. The whole of Jharkhand shall be the territorial jurisdiction under the JUT, Ranchi.

Jharkhand University of Technology (JUT) is intended to promote the creation of a centre of excellence in education and research in science, Technology, Engineering and Management, Town Planning, Pharmacy, Applied Arts and Crafts, Applied Science and such other programmes or areas as the central Government may in consultation with the All India Council for Technical Education by notification in the Gazette declare and need of Jharkhand.

Vision

To be a Centre of Excellence in Technical Education and Research and hence to improve the Quality of life of the Mankind.

Mission

- To impart Quality Technical Education in all the Institutions coming under JUT.
- To provide Quality Research facilities in the University
- To provide Consultancy Services to Industries, Government / Semi Government Organizations and other Agencies.
- To encourage Skill Development and Entrepreneurship among the students.

JIS UNIVERSITY

Agarpara Kolkata - 700 109
West Bengal
Phone Number: +91 33 2289 3944/2289 5323
Quick Admission Helpline No: +91 8697743361/62

The JIS University Act, 2014 (West Bengal Act XXII of 2014) came into effect through the Government of West Bengal Notification No86-Edn (U)/OM-4L/2013 , dated 3rd February, 2015. Vide its letter no. 104-Edn (U)/OM-4L/2013, dated 06.02.2015; the Higher Education Department, Govt. of West Bengal intimated the Chancellor to start implementing the provisions of JIS University Act, 2014 and start the academic activities from the Academic Session 2015-16.

Vision

To foster the growth of higher education, research, entrepreneurship development and skill development.

Mission

To blend traditional methods with modern technology enabled practices in academic deliverables and meaningful research and development.
To nurture professionals who would have their commitment to become able Leaders and Managers in their respective professions and in turn transform the society.
To be one of the most preferred destination for aspirants in the fields of higher education, research and entrepreneurship.

JIS Achievements

- JIS College of Engineering- the only Self-financing Engineering Institution in West Bengal which has been awarded GRADE - A by National Assessment & Accreditation Council (NAAC) of UGC.
- All applicable courses of JIS Group Colleges are accredited by National Board of Accreditation (NBA).
- 160 funded Research Projects from Agencies like DST, DBT, DRDO, CSIR etc.
- 2825 publications in National & International Research Journals, 556 Science, Technology & Management Books authored.
- Prestigious TEQIP (Phase-II) grant received from The World Bank.
- AICTE sponsored Entrepreneurship Development Cell (EDC) & Industry Institute Partnership Cell (IIPC).
- More than 400 PhD holder faculty members, some of whom are Patent awardees.
- Technology enabled Teaching-learning in a green campus environment with modern up to date Laboratories and Workshops.
- International Internships/Summer Training for students at International Partner Universities
- The alumni occupy top positions in business, industry, R&D and academia in India and abroad with pay packages that have always made it to the headlines.

JSPM UNIVERSITY

Gate No. 719/1 & 719/2,
Nagar Road, Wagholi, Pune-412207
Tel : +91 9067282222, +91 9067963333, +91 9067824444
Email : info@jspmuni.edu.in

Jayawant Shikshan Prasarak Mandal (JSPM) was established in 1998 with the objective of creating centers of excellence for education in the field of Engineering, Medical, Pharmacy, Management and Computers. The management envisions that a social transformation can be brought about through the medium of dynamic education. The students are infused with an attitude of leading and winning without compromising on the moral and ethical values, nurturing them into holistically developed individuals.

Today JSPM is an agglomerate of more than 78 institutes spread across six campuses providing quality ranging from "Pre-school to Doctoral Research" for over 60000+ students in the metropolitan region of Pune.

Jayawant Shikshan Prasarak Mandal, fondly known as JSPM, where excellence is a rythm, and the vision is to build generations that would make valuable contributions to humanity! Continue scrolling to discover more about the University.

JSPM started its journey modestly in 2001 under the able and visionary leadership of Prof. Dr. T. J. Sawant. The first educational institution we established was Rajarshi Shahu College of Engineering at Tathawade in Pune. With every batch delivered successfully, we became a name to reckon with. Rajarshi Shahu College transformed into a name synonymous with an excellent education. After that, there is been no looking back!

Today, we've become a full-fledged and credible university with numerous institutions under our umbrella. We've set up campuses across various locations, including Tathawade, Hadapsar, Wagholi, Bavdhan, Narhe and Barshi. While we began with engineering, we did not confine ourselves to it. Over the years, we've successfully ventured into various other streams like management research and studies, pharmacy, and schooling as well.

We've shaped the careers of over 50,000 students, in which our employee strength (over 10,000) has played an instrumental role. We attribute our success to five primary factors – our quality of education, supportive learning environment, holistic approach, people-centricity and visionary management team. While continuing to grow, we thank every student, their parents/ guardians and society for believing in us and allowing us the opportunity to make valuable contributions.

Vision

To be a value based globally university at the forefront of innovation that provides experiential and transformative education through outstanding research and scholarship, leveraging service and leadership for industry and society.

JIWAJI UNIVERSITY

Gwalior – 474011, Madhya Pradesh
Tel : 0751-2341348, 2341446, 2341896, 2322872,
2341768, 2442801, 0751- 2442701, 2341348
Fax : 0751-2341450
Email : vcjugwlr@hotmail.com
Website : http://www.jiwaji.edu

Jiwaji University Gwalior **c**ame into existence on May 23, 1964, through M.P. Govt. Ordinance no. 15 of 1963. Late Dr. Sarvapalli Radhakrishnan, the then President of India, laid the foundation stone on 11th December 1964 at a sprawling campus of over 225 acres of land at Naulakha Parade ground.

This was a generous contribution of Scindia family, in particular Kailashwasi Maharaja Shrimant Jiwaji Rao Scindia and late Rajmata Shrimati Vijayaraje Scindia. The institution was christened after the name of Kailashwasi Shrimant Jiwajirao Scindia as a standing memorial to his persona. The motto of the university is embedded in its logo Vidyaya Prapyate Tejah.

It is now almost forty seven years that University has witnessed a logarithmic phase of growth. It has also seen the strides that can parallel to any other national/ international academic instutions.

The university fraternity has contributed with full strength for the growth of this institution which is flourshing and fragrancing in the tough terrain of Chambal and Gwalior region and promoting the higher education for the better quality of life of the people.

During the IX–Plan, the University volunteered for assessment and accreditation by National Assessment and Accreditation Council (NAAC) of UGC.

The committee has appreciated the approach of inter-disciplinary teaching, extra curricular activities, health and public awareness programs, healthy student-teacher relations, transparent admission procedure, cosmopolitan student profile, judicious use of resources and quality of research.

The university has been accredited with "FOUR STAR" status. The university has now once again prepering for NAAC accredation. The UGC XI plan committee has also appreciated the performance of the university at various fronts.

JODHPUR NATIONAL UNIVERSITY

Boaranada, Jhanwar Road, Jodhpur- 342 001
Phone : 02931 281551 – 555
Fax : 02931-281416
Email : info@jodhpurnationaluniversity.com
www.jodhpurnationaluniversity.com
Website : http://www.jodhpurnationaluniversity.com

Established in 2008, Jodhpur National University

Education not merely means getting diploma/degree in any field of academics, but it explains the process of learning and getting knowledge of various skills that should be relevant to their respective field and worthful for the society/mankind.

Sh. Kamal Mehta a man working in the field of Banking and Finance since 1998 and C.A. by profession laid down the foundation stone of Jodhpur National University to meet the needs of people of Rajasthan in the field of professional and technical education. Recognition of various courses with various councils, top class infrastructure, reputed faculty, brilliant students, intensive corporate interaction, University toppers, GATE ranks, placement-hi-tech-personality enhancement teaching and academic environment encouraged us to establish an University.

This University will be committed to "Ready to work" culture, placement, multi- skilling, influencing practice and promoting value based growth. The University will emphasize skill and attitudes as much as knowledge of developing indigenous learner centric pedagogic technologies and adopting practices from elite institutions. It will try to integrate education with action oriented research, group dynamics, customized practice exercises. Two pillars on which rest the edifices of our educational pedagogy and development are social relevance and responsiveness, concurrent co-operation and competition.

The University will ensure the completion of course in a fixed time frame, hi-tech teaching material, quick response to technological changes, cultivating the brilliancy among student and interactive faculty.

The University will have 4-tier educational process: ie. Research, Post graduate courses, under graduate courses, P.G. diploma and certificates in Engineering, Technology, Management, Pharmacy, Dental, Law, Computer Applications, Applied Science and education sectors.

The University will provide interaction with highly qualified and dynamic faculty of 132, faculty has published 58 research paper, 20 books in a very short period. Faculties are equipped with 79 labs, 137 journals and 26000 state of the art library books. A 31 acre campus with hospital, transportation, residential accommodation, bank with ATM facility, and modern hostel facilities.

JUNAGADH AGRICULTURAL UNIVERSITY

Junagadh - 362 001, Gujarat
Phone: (Office) +91-285-2671784, +91-285-2672346
Fax: +91-285-2672004
E-mail: vc@jau.in registrar@jau.in
Website : http://www.jau.in

The College of Agriculture, Junagadh started functioning in the month of June, 1960. The college was affiliated to Gujarat University, Ahmedabad from its inception till the year 1967. Subsequently, on inception of Saurashtra University in 1968 at Rajkot, the affiliation was transferred to it. The Gujarat Agricultural University was established in February 1972 with the Statewide mandate for the triple function of Agricultural Education, Research and Extension Education. For strengthening of these activities at regional level, the Gujarat Agricultural University is separated in to four different Agricultural Universities in the State by Gujarat Agricultural University Act-2004. Junagadh Agricultural University is one of them, which came in to existence from 1st May, 2004. The university represents eleven Districts viz., Amreli, Bhavnagar, Jamnagar, Junagadh, Porbandar, Rajkot, Surendranagar, Devbhoomi Dwarka, Gir Somnath, Botad and Morbi historically known as Saurashtra, covering about 32.82 per cent area of the Gujarat State. The region is endowed with 788 kms of sea coast stretching all along from gulf in the north west through the Arabian sea in the South up to the Gulf of Cambay in the east. The university is functioning in a typical Arid and Semi Arid type of climate in the state. Hence, drought, erratic rainfall, low fertility and salinity ingress are the major constraints limiting productivity and prosperity of the agriculture of this region. The major crops grown in the region are oilseeds (groundnut, sesame, castor), cotton, bajra, wheat and spices followed by mango and sapota among fruits. Saurashtra is the home of famous breed of cattle, cow (Gir), buffalo (Jafrabadi), goat (Zalawadi) and horse (Kathi).

Junagadh Agricultural University offers education in agriculture and allied sciences i.e., Agriculture, Agricultural Engineering, Fisheries, Veterinary Science & Animal Husbandary and Agri Business Management. The teaching set up in the university consists of five faculties viz., agriculture, agricultural engineering, fisheries, veterinary science & animal husbandary and post graduate studies. The post graduate level studies are also offered in agriculture and agricultural engineering according to the intake capacity of the various faculties. The College of Agriculture was established in 1960 and the College of Agricultural Engineering & Technology at Junagadh was established in 1984 at the Junagadh. Whereas the College of Fisheries Science was started in 1991 at Veraval. The Polytechnic programmes in Horticulture, Agro Processing and Animal Husbandary at Junagadh, Agriculture at Dhari, Home Science at Amreli, Agril. Engineering at Targhadia are rub by this university.

In addition to these Diploma course on Agriculture at Halvad and Certificate courses on Bakery and Mali trainings at Junagadh are also run by this university. Agro based ITI centres each at Junagadh and Mahuva are also run by this university.

JAYOTI VIDYAPEETH WOMEN'S UNIVERSITY

Vedaant Gyan Valley,Jhama, Mahla-Jobner Link Road
Jaipur -Ajmer Express Way, Jaipur-303007, Rajasthan
Tel : 1800-4195-090, Fax : 08302542620
Email : registrar@jvwu.ac.in
Website : www.jvwomensuniv.com

Founded in 2008, JV is vibrant, research led Women University having perfect & safe environment to live and study. Having Topclass Academic Environment, JV provides an ideal foundation for your personal and professional development. The Jayoti Vidyapeeth Women's University, Jaipur has been established and incorporated under the Act 17 of 2008 passed by Rajasthan State Legislature and notified by the Government of Rajasthan through its official Gazette Notification No. F.2 (23) Vidhi /2/2008 dated April 21, 2008.

The Jayoti Vidyapeeth Women's University is India's First Private State Women's University and its Founder & Advisor – Visionary Dr. Panckaj Garg has been declared the 'Youngest Founder of a University' by 'India Book of Records'. The University aspires to become a leading centre of excellence for Education, Research, Clinical Care and Training in Professional, Technical and Medicinal field to educate women in technically advanced disciplined to inculcate in them the spirit of enterprise and desire to excel. It also aspires to provide Distance Education anytime, anywhere in flexible mode at your door step for Men & Women along with open and virtual learning.

The University provides a transformational experience where highest integrity, professional commitment and ethics are inbuilt in the training mechanism itself, so that ambassadors of tomorrow having an effective personality and ability to address social, economic and technological Challenges of the global world. The mission of University is to provide "Education for Community Development" leading to women empowerment and awareness of Women Rights and Law to all the people.

Our Vision

The University aspires to become a leading centre of excellence for Education, Research, Clinical Care and Training in Professional, Technical and Medicinal field to educate women in technically advanced disciplined to inculcate in them the spirit of enterprise and desire to excel. It also aspires to provide Distance Education anytime, anywhere in flexible mode at your door step for Men & Women along with open and virtual learning. The university provides a transformational experience where highest integrity, professional commitment and ethics are inbuilt in the training mechanism itself, so that ambassadors of tomorrow having an effective personality and ability to address social, economic and technological Challenges of the global world.

Mission

The mission of University is to provide "Education for Community Development" leading to women empowerment and awareness of Women Rights and Law to all the people.

KALAHANDI UNIVERSITY

At/Post – Bhawanipatna
Distt. Kalahandi, Odisha – 766001
Phone : 06670-230241
Mobile : 9938290208, 9437862698
Email : vc@kalahandiuniversity.ac.in
registrar@kalahandiuniversity.ac.in

The University started as Kalahandi Science College from 18th July 1960 continued as a Pvt. College till 30.11.1961 was taken over by the Government of Orissa on 01.12.1961. It was then renamed as Govt. Science College, Bhawanipatna. The +2 Wing of the institution started in the year 1982. With its vertical academic growth the College was conferred with Autonomous Status in 2002. On 01.09.2020 it upgraded to an affiliating university, named as Kalahandi University, Bhawanipatna.

The University is situated in the KBK (Kalahandi-Bolangir-Koraput) region, one of the most backward regions of the Country. It caters to the hopes and aspirations of the vast tribal populations of the area as a Temple of learning for Higher Education. At present, this College with its head high stands as one of the front ranking institutions in Odisha. It serves this backward region as well as the country eagerly to keep the eternal flame of learning, knowledge and competence ablaze so that the young aspiring minds of this locality prepare themselves to serve the country at large.

The University offers a variety of courses at different levels. Besides Arts, Science and Commerce at Higher Secondary and Degree levels this institution also offers MA, M.Com and M.Sc. in 16 different subjects. Also on the offer is a self-financing degrees course in Computer Science.

KALAKSHETRA FOUNDATION

Kalakshetra Road, Thiruvanmiyur
Chennai- 600041, Tamil Nadu
Phone: 044 2452 0836

Kalakshetra, as the name suggests, is a centre for artistic endeavour. Founded in 1936 by the vibrant visionary Rukmini Devi Arundale, the Institution stands testimony to her dream of creating a space where the essence of Indian thought would find expression through artistic education. An institution she established with the vision "of imparting to the young the true spirit of Art, devoid of vulgarity and commercialism." Spread over almost 100 acres by the seashore in Chennai, the Kalakshetra Foundation, as it is known today, is a vital centre for the study and performance of fine arts, envisioned and designed with the style and proportion of Indian aesthetics. It was recognised by the Government of India as an Institute of National Importance by an act of Indian Parliament in the year 1993 and is now an autonomous body under Ministry of Culture, Government of India. Though it had its genesis in the estate of the Theosophical Society (which formed the bedrock of the institution's philosophy), by the very nature of the work it was intended for, Kalakshetra moved to its own space – what is now a sprawling, sylvan 99 acre campus by the seashore in Thiruvanmiyur, Chennai. Rukmini Devi along with her trusted aides, faced the challenge of moving campus with the resolve and energy she was so well known for, saying "Even if I have to start with only one acre and gradually add half acre by half acre…we must erect our own buildings, studies, theatres, a hostel…all very simple and yet beautiful."

Encouraged by her husband, Dr. George Arundale, Rukmini Devi had acquired land in the village of Tiruvanmiyur, a short distance away from the Theosophical Society. In 1951, a sapling of the great banyan tree in the Theosophical Society's grounds was planted at Tiruvanmiyur. The new campus was consolidated in the years that followed until it covered one hundred acres beside the sea. Gradually, other trees were planted on the sandy stretches of land. Rukmini Devi and her associates undertook the Herculean task of finding the funds and the energy to build up the institute once again. They built roads, planted trees, found committed architects, engineers and building material during a period of shortages, to create a sylvan oasis of art and education. By the year 1962 Kalakshetra had moved into its new home, a campus that reflected (and continues to reflect) its founder's dream, bringing to the institution its own unique identity.

In 1993, the Government of India deemed Kalakshetra an Institute of National Importance by an Act of Parliament. However, Kalakshetra's challenge today is to preserve the aesthetic essence of its founding while continuing to move ahead and evolve, to usher in modernisation and artistic exploration while adhering to the spirit of its founding. Because, Kalakshetra, to those who have passed through its portals, is far from being just another school or institution. Kalakshetra is a grammar that helps its students not only to be able to perceive the beauty of art, but to carry its fragrance within them through their life. A grammar that is secretly embedded in the green trees and natural ponds, in the handloom fabric and adherence to meticulous hard work….the rationale for walking barefoot on mud paths and learning under the banyan…. an aesthetic hidden in the appropriateness of living, hidden in romancing the sunrise over the ocean.

KARMAVEER BHAURAO PATIL UNIVERSITY

Karmaveer Samadhi Parisar, Poawai Naka
Satara- 415001, Maharashtra
Tel : +(02162) 229907
Email : registrar@unikbp.ac.in



Karmaveer Bhaurao Patil University, Satara is the Cluster University established by Government of Maharashtra on 27th October, 2021 as per the recommendation of RUSA, MHRD, New Delhi 15th Meeting of The Project Approval Board 24th January 2019 and exercising of the powers conferred by sub-section (6) of section 3 of the Maharashtra Public Universities Act, 2016 (Mah. VI of 2017).

The Government of Maharashtra has issued Notification of Establishment of this Cluster University on 27th October, 2021 for setting up a “Karmaveer Bhaurao Patil University, Satara" as a cluster comprising of Yashavantrao Chavan Institute of Science, Satara (YCIS) as the lead college and Chhatrapati Shivaji College, Satara (CS), and Dhananjayrao Gadgil College of Commerce, Satara (DG) as comprising constituent colleges. Earlier the constituent colleges are run by Rayat Shikshan Sanstha, Satara and were affiliated to Shivaji University, Kolhapur.

Yashavantrao Chavan Institute of Science, Satara as lead college of this university and Chhatrapati Shivaji College, Satara and Dhananjayrao Gadgil College of Commerce, Satara as the constituent Colleges.

‘KAUSHALYA’ THE SKILL UNIVERSITY

Temporary Campus
Mahatma Gandhi Labour Institute (MGLI),
Drive-in-Road, Memnagar, Ahmedabad-380052
Contact : 079-4001-3700 / 079-4001-3704
Email : info@kaushalyaskilluniversity.ac.in
Website : https://kaushalyaskilluniversity.ac.in/

Established by a legislation of Government of Gujarat in October 2021, One-of-its-kind Affiliating State University.

Vision

To promote skill based education, training and entrepreneurship development in an integrated manner and to offer education with Skills to every youth in the state.

Mission

- To address 21st century skill gaps with skilling, re-skilling and up-skilling of youth in the spirit of NEP 2020.
- To follow global skilling benchmarks & standards..
- To maximize reach and coverage through affiliated Skill Institutes like Centre of Excellence (CoEs) and other institutions.
- To integrate skill with higher Education through transfer of academic credit earned from skill programs
- To facilitate research in emerging areas of Primary, Secondary and Tertiary industry of State and to raise overall skill level.

Some of the Objectives of Kaushalya – The Skill University

- To emerge as one of the foremost University of quality in skill education and training recognized by industries - nationally and internationally.
- To develop the knowledge of technology, management and environment for the advancement of the quality of life of mankind in general and in relation to the domains of skill education and training.
- To create infrastructure of global standard for education, training and research in the areas related to skill development.
- To promote skill education in an integrated and holistic manner with higher education to ensure pathways for progression and mobility.
- To exchange expertise and best practices in support of skill development efforts with any other national or international college, institution, organization, universities etc.
- To develop qualified candidates with skill proficiency and competency at different levels as per National/State qualification framework of skill education.
- To provide inter-relationship for national and global participation in the fields of science, technology and management in relation to the domains of skill development and allied fields.
- To establish close linkages with industry to make teaching, training and research at the University relevant to the needs of the society - at national and global levels.

K.K. MODI UNIVERSITY

Mahmara, Jalbandha Road, Durg - 491001
Chhattisgarh
Tel : +91-8010350350
Email: info@kkmu.edu.in

K.K. Modi University established in Durg (CG) by an Act passed in Chhattisgarh Vidhan Sabha in 2018. This University is backed by Modi Enterprises, which was founded by Padma Bhushan Rai Bahadur Gujarmal Modi in 1933 and steered by his son Mr. K. K. Modi. Today Modi Enterprises is a USD 2.8 billion conglomerate, with 28000+ employees and reach in 100+ countries. K.K. Modi University offers degrees and diplomas in the field of Engineering, Management, Sciences, Hospitality, Travel & Tourism, and Design.

For UG Courses Details

K.K. Modi University offers B. B. A or Bachelor of Business Administration program and B.C.A. or Basic Computer Application that are undergraduate courses. The program time ranges from 3-4 years and is divided into several semesters.

- Candidates who have passed 10+2 exams from any stream with English as a passing subject can apply.
- Those candidates who have secured a minimum of 45% marks in class 10+2 can apply.
- An objective type test is conducted to evaluate quantitative aptitude, English language, and reasoning skills.
- Foreign candidates are required to pass the GCE with an “A” level or other examination that is equivalent to a +2 system of education (total 12 years of schooling).

For PG Courses Details

Candidates can now apply for M.Sc. or MBA, which are the master level program via the official website.

- The program is available in numerous subjects, and the candidates can choose their specialization.
- The program is also available in an integrated form whose duration is five years long.
- The candidate is required to hold a B.Sc./BBA/BA/B.Com Degree in the relevant subject.
- The admission process is based on the entrance exam and is merit-based.

K.K. UNIVERSITY

Berauti, Nepura, Biharsharif, Nalanda, Bihar – 803 115
Help Desk : +91 8084644855, 7091193009
Website: www.kkuniversity.ac.in
E-Mail: kkunalanda@gmail.com

The K. K. University (KKU), established under the Bihar Private Universities Act 2013 and passed by the Cabinet of Government of Bihar in its meeting held on May 16, 2917 has been notified vide 15/M 1-38/2014-1147 dt. June 8, 2017.

The Samajik Kalyan Sanstha as its sponsor aims at providing quality education in the fields of sciences, humanities & social sciences, paramedical, engineering, commerce and management, pharmacy, etc by establishing appropriate infrastructure suitable to the spread of higher education (HE), vocational education & training (VET), and industry specific employment oriented programmes for the development of trained manpower at various levels enabling overall growth of Bihar ,and also, help India establish global linkages as supplier of trained human resources across the world.

The Vision of the University is to ensure “Excellence in Higher Education”. The Motto of the University lies in its vision, namely, “Knowledge, Skills and Wisdom”.

Vision

A Centre of Excellence with vibrant academic activities to motivate youth to the world of knowledge, skills and Science & Technology with focus on the development of the state, the region and the nation.

Mission

To impart quality education in the fields of Engineering, Science & Technology at Under-graduate as well as Post-graduate levels with special attention to encourage innovation and academic excellence in these fields.

To engage in creation of knowledge, development of technologies, and R&D activities.

KHONGNANGTHABA UNIVERSITY

Khurai Salanthong Chaithabi Leirak,
Imphal, Manipur 795010
Website : https://www.khongnangthabauniversity.org

The Khongnangthaba University was established with the approval of the Government of Manipur under the provision of Manipur private university Act 2021. Under the Act No-6 of 2021. Gazette File No2/3/2021/Leg./L Dated 23rd Feb. 2021. To promote and foster the traditional knowledge and it's value which was the basic foundation of the civilisational process of every social life is also an inseparable part of the education system.

In the background of this basic perspective the idea of the establishment of the 'Khongnangthaba University' was conceived on the conceptual platform of one Lourembam Khongnangthaba, a legendary personality of high profile (Chingu/Maichou) who vehemently advocated for the protection and promotion of the identity and importance of the traditional knowledge and it's value. The basic objective of this educational institution is to make a consistent attempt to explore and foster the value of traditional knowledge both in social and technical scientific temparement with positive transformation and interpretation within the framework of national educational curriculum. Apart from this the institution aims to provide and extend facilities for the promotion of an academic environment to create a platform for the growth and strengthening of the degree of the quality of skill and intellect by exploring the traditional expertise and resources through the intensive research work.

The identity of the nation can be distinctively manifested only when the value of the traditional knowledge is fully explored. But the education system introduced during the British Colonial period and it's subsequent continuous process has produced a catastrophic effect towards the promotion of the knowledge of the traditional value of the oriental social life particularly of the small society like Manipur.

The present framework of the structure of the education system has not given enough and proper space to impart the importance of the value of the knowledge of oriental outlook to the young blood of the society through the platform of the education. Now after having a long experience of it's merits and demerits the people began to assert for the promotion of the traditional knowledge and it's concept of oriental outlook in the tune of the ongoing developmental process of modern social life with new interpretation through the academic curriculum.

KONERU LAKSHMAIAH EDUCATION FOUNDATION

Greenfields, Vaddeswaram
Guntur District – 522502, Andhra Pradesh
Tel : 0866 – 2577715, Fax : ,08645 - 247249
Email : vc@kluniversity.in, registrar@kluniversity.in
Website : http://www.kluniversity.in

The Koneru Lakshmaiah Charities was established as a trust in the year 1980 with its official address at Museum road, Governorpet, Vijayawada, Andhra Pradesh – 520 002 and started KL College of Engineering in the Academic year 1980-81. The Trust was converted into a Society by the name Koneru Lakshmaiah Education Foundation in the year 1996.

The KL College of Engineering has attained autonomous status in the year 2006 and in February 2009, the Koneru Lakshmaiah Education Foundation Society was recognized as Deemed to be University. In short Koneru Lakshmaiah Education Foundation is named as K L University**.** Vijayawada is located on the banks of river Krishna in the state of Andhra Pradesh and has been historically a cultural, political and educational center.

The city is well connected by National Highway and Rail with Chennai (440 km), Hyderabad (275 km), Vizag (385 km) and is a central junction for trains running from North to South India. Daily flights operate from Hyderabad and Bangalore.

K L 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.

The campus has been aptly named "Green Fields" and the splendid avenue of trees and gardens bear testimony to the importance of ecology and environment.

The campus ambience is most befitting for scholastic pursuits. The University has been situated on a built up area of around 15, 00, 000 S. Ft.

Vision :
To be a globally renowned university.

Mission :
To impart quality higher education and to undertake research and extension with emphasis on application and innovation that cater to the emerging societal needs through all-round development of students of all sections enabling them to be globally competitive and socially responsible citizens with intrinsic values.

K.R. MANGALAM UNIVERSITY

Sohna Road, Gurgaon, Haryana
Phone No: +91-8800697010-20
Landline No: 0124-2867800
Email: welcome@krmangalam.edu.in registrar@krmangalam.edu.in

Established in 2013, K.R. Mangalam Group has made a name for itself in the field of education. Over a period of time, the various educational entities of the group have converged into a fully functional corporate academy. Resources at KRM have been continuously upgraded to optimise opportunities for the students. Our students are groomed in a truly inter-disciplinary environment wherein they develop integrative skills through interaction with students from engineering, psychology, journalism and media study streams.

The K.R. Mangalam story goes back to the chain of schools that offered an alternative option of world-class education, pitching itself against the established elite schools, which had enjoyed a position of monopoly till then. Having blazed a new trail in school education the focus of the group was aimed at higher education.

With the mushrooming of institutions of Higher Education in the National Capital Region, the university considered it very important that students take informed decisions and pursue career objectives in an institution, where the concept of education has evolved as a natural process.

K.R. Mangalam University was founded in the year 2013 by Mangalam Edu Gate, a company incorporated under Section 25 of the Companies Act, 1956.

- Enduring legacy of providing education to high achievers who demonstrate leadership in diverse fields.
- Protective and nurturing environment for teaching, research, creativity, scholarship, social and economic justice.
- To impart undergraduate, postgraduate, and doctoral education in identified areas of higher education.
- To undertake research programmes with industrial interface.
- To integrate its growth with the global needs and expectations of the major stake holders through teaching, research, exchange & collaborative programmes with foreign, Indian Universities/Institutions and MNCs.
- To act as a nodal center for transfer of technology to the industry.
- To provide job oriented professional education to the Indian student community with particular focus on Haryana.

KADI SARVA VISHWAVIDYALAYA

Sector 15/23, Gandhinagar – 382015, Gujarat
Tel : 079-23244690, Fax : 23248119
Email : info@ksvuniversity.org.in registrar@ksvuniversity.org.in
Website : http://ksvuniversity.org.in

Kadi Sarva Vishwavidyalaya is a University established vide Gujarat State Government Act 21 of 2007 in May 2007 and approved by UGC (ref F. 9-18/2008(cpp-1) March 19,2009).

The University has been setup by Sarva Vidyalaya Kelavani Mandal, a trust with more than 90 years of philanthropic existence to achieve the following objectives:

To provide need based education and develop courses of contemporary relevance.

To be a University of excellence by providing research based activities which would foster higher economic growth.

To provide education to all irrespective of caste, creed, religion etc.

"Sarva Vidyalaya Kelavani Mandal" - the trust which has been in existence for more than nine decades is a well reputed prestigious educational trust in North Gujarat.

The alumni of Sarva Vidyalaya Kelavani Mandal has managed and nurtured the trust to its present eminence.

The Trust was formed in 1919, and commenced its activities with a school and student residential "Ashram" at Kadi in 1921 through the generous donations from the society and through the visionary efforts of "Chhaganbha" who is the establisher of the Mandal.

KAKATIYA UNIVERSITY

Warangal, Vidyaranyapuri - 506 009
Telangana, Andhra Pradesh
Tel : 0870-2461402, 2438181, 0870-2461412,2461410,2439666,2453544
Fax : 0870-2439600/2438800
Email : vc@kakatiya.ac.in, registrar@kakatiya.ac.in,
Email : kuvcpeshi@yahoo.co.in, vc@kakatiya.ac.in
Website : http://www.kuwarangal.com

It also promotes individual and collective research by the faculty and the scholars. The students of the University have the distinction of becoming active part of the HR of the corporate world. The University is committed to meet the augmented demand in the expansion of specialized courses form time to time, and is striving hard to provide appreciable scholastic activities to the increased number of students.

Since its establishment in 1976 several steps were taken for the overall development of the infrastructure facilities in order to cater to the requirements of both faculty, staff, students and research scholars. The vast area of 650 acres of land is being used effectively and efficiently for the developmental activities from the available sources and funds from the UGC, State Government and other sources. The various departments on the campus are well accommodated in different buildings of their own with lawns. They have well-ventilated classrooms with audio-video facilities, seminar halls, computer labs, and faculty rooms. The laboratories in the science departments are equipped with the ultra modern scientific instruments to accelerate effective research. The faculties of all the departments, with 248 teaching staff and 622 non-teaching staff, are committed to and well versed in their respective subjects. They have excelled in imparting quality education and also represented their respective departments in many National and International Seminars and brought laurels to the University for their excellent research.

Kakatiya University is located in the historical town, Warangal, erstwhile seat of the Kakatiya rulers and an important town in north Telengana Region. It has completed 25 years of its existence. The University originally established as a post-graduate college in 1967 with 4 departments has grown enormously during these 26 years extending its jurisdiction to cover the four economically backward Districts of north Telengana region, namely Adilabad, Karimnagar, Khammam and Warangal. The University Post Graduate Centers at all the District headquarters and at Kothagudem, Nirmal and Godavarikhani have become full-fledged colleges and are efficiently fulfilling the academic needs of socio-economic backward region of rural Telengana under the jurisdiction of the University. The University is offering about 120 programs at Undergraduate and Postgraduate level in the Faculties of Arts, Science, Commerce and Business Management, Social Sciences, Education, Engineering and Pharmaceutical Sciences with 180 constituent and affiliated colleges spread over four Districts of Telangana, India.

KALASALINGAM ACADEMY OF RESEARCH AND EDUCATION

Deemed to be University under Section 3 of UGC Act 1956
Anand Nagar, Krishnankoil – 626 126, Tamil Nadu
Tel. : +91 7397760760 / +91 80121 31111
Toll Free Number : 1800 425 7884

Kalasalingam Academy of Research and Education (KARE) (Deemed to be University) formerly Arulmigu Kalasalingam College of Engineering was established in 1984 by Kalvivallal Thiru T.Kalasalingam under the trust Kalasalingam and Anandam Ammal Charities, Founder Chairman who was a freedom fighter and Philanthropist. Kalasalingam is Located at the pristine foothills of scenic Western Ghats of southern Tamilnadu. The college obtained the Deemed to be University status in 2006. The Institution has been serving the society for thirty seven long years and it caters to the needs of the students from all walks of the society. Kalasalingam offers UG programmes, PG programmes and Ph.D programmes in various disciplines of Engineering, Science, Technology and Humanities. It is the first Institution in India to introduce a special B.Tech programme in engineering for the differently able (speech and hearing impaired) students. The Institution has been re-accredited by NAAC with 'A' grade with a CGPA of 3.11. Six UG programmes have been accredited by NBA under Tier-1. The Institution continues to do indefatigable work in getting projects and research centers. It has received DST funding to establish the National Center for Advance Research in Discrete Mathematics. KARE has got the state of the art IRC with splendid high end instruments for advanced research in material sciences and life sciences. Multistoried separate hostels with plenty of facilities provide accommodation to thousands of students. The institution has spent exorbitant sum to create a world class swimming pool and indoor auditorium for sports. Furthermore KARE gives utmost importance to Intra-mural and Extra mural activities for the holistic development of the students.

Vision

To be a University of Excellence of International Repute in Education and Research.

Mission

- To provide a scholarly teaching-learning ambience which results in creating graduates equipped with skills and acumen to solve real-life problems.
- To promote research and create knowledge for human welfare, rural and societal development.
- To nurture entrepreneurial ambition, industrial and societal connect by creating an environment through which innovators and leaders emerge.

KARNAVATI UNIVERSITY

Amdavad, A/907, Uvarsad-Vavol Rd, Knowledge Village,
Gandhinagar, Gujarat 382422
Email : info@karnavatiuniversity.com
Mobile : +91 9667048555

Karnavati University (KU) is a State Private University dedicated to excellence in teaching and focused on interdisciplinary learning. Located in Uvarsad near Gandhinagar, KU was granted Private University status in March 2017 by the state of Gujarat through the Gujarat Private Universities Act, 2017.

Karnavati University has been strategically built on the legacy of success presented by Karnavati Dental College and Unitedworld Group of institutions in providing quality education. Banking on our experience, we have single-mindedly committed ourselves, to innovatively design course curriculum vetted by industry experts and applied with complete dedication to achieve academic excellence. Our endeavor has been rewardingly accepted through professional accreditations and validations of programs giving further assurance that these degrees meet recognized national standards.

Vision is to make Karnavati University a name to reckon with in the academic fraternity by giving a strong impetus to creating an environment of knowledge application and holistically inspiring students to become eminent leaders of tomorrow. The quality benchmarks are applicable to our faculty selection, infrastructure and systems that are set to manage the organization. We are prepared to accept new challenges and make our University a world-class educational center of knowledge.

KIIT UNIVERSITY

KIIT Road, Chandaka Industrial Estate, Patia
Bhubaneshwar- 751 024, Orissa
Tel : 0674-2725171/2725481, Fax : 0674-2725453
Email : vc@kiit.ac.in, registrar@kiit.ac.in
Website : http://www.kiitee.ac.in; http://:www.kiit.ac.in

KIIT University, formerly Kalinga Institute of Industrial Technology, is a co-educational, autonomous university located at Bhubaneswar in the Indian State of Odisha.

The University offers under-graduate and post-graduate courses in Engineering, Bio-technology, Medicine, Management, Law, Computer application, Rural management, Fashion, Film Studies, Journalism and Sculpturing. It was one of the youngest institutions to be awarded the deemed university status(under the section 3 of UGC act 1956) in India and then the University status in 2004 and is recognised by Limca Book of Records. KIIT college of engineering has been ranked 5th amongst all National Level Self Financing Universities in India and Kalinga Institute of Medical Sciences (KIMS), a constituent of KIIT University, features among top 30 medical colleges of the country, according to a survey by Mumbai-based Mainline Media, The Pioneer in 2012. It has been ranked 18th among private engineering institutes and 7th in placement in 2008 by Outlook India. KIIT School of Management has been nominated as the mentor institution by AICTE for conducting faculty development programme in eastern India.

KIIT was established in 1992 as an Industrial Training Institute with only 12 students and 2 faculties. This institution was the brainchild of Pradyumna Bal, Achyuta Samanta, C.R Mishra, P.K Mishra, D.N.Dwivedy & B.Rath who had altogether envisioned a profound center of learning in India and so pursued to lay the foundation of KIIT. In 1997, the School of Technology and the School of Computer Application was established. In 2004 it was conferred the status of university, becoming the youngest institute to get university status in India and entered the Limca Book of Records. School of Biotechnology, School of Rural Management, School of Medicine and KIIT Law School were started in 2007.

In 2009, five new schools, School of Mass Communication, School of Fashion Technology, School of Film Studies, School of Tourism and Hospitality Management and School of Sculpture were established. However, later the School of Mass Communication and School of Film Studies were merged to form School of Film and Media Studies, while School of Sculpture was renamed as School of Fine Arts and School of Tourism and Hospitality Management was discontinued. Kalinga Institute of Medical Sciences and Kalinga Institute of Dental Sciences came under the ambit of KIIT University in August, 2009. In 2013, three new schools were established - School of Architecture, School of Leadership and School of Sports. Currently more than 12000 students are enrolled in various courses of the university.

KALINGA UNIVERSITY

Post : Palaud, Tehsil : Aarang
Naya Raipur - 492 101, Chhattisgarh
Tel : 09303097002, 09303097003, 09303097004,
09303097005, 09303097008, 09303097009, 09303097010.
Website : www.kalingauniversity.info
Email : kalingauniversity1@gmail.com

The Kalinga University, a premier institution of teaching and research in the country, was established as a Statutory University under the provisions of Chhattisgarh Private University (Establishment and Operation) Act 2005 (No13) of 2005 as amended under the schedule of Ammendement Act Vide (No. 2) of 2008. The Kalinga University received the accent of Honourable, the Governor of Chhatisgarh on 25th March 2011 vide Gazette Notification No. 2260/D-73/21-AP.CG dated 24/03/2011. The University is duly listed as a State Private University under Section 2(f) of the UGC Act, 1956. The University offers the highest quality academic experience and expect the students to excel with emphasis on originality. The University's outstanding and responsive support services will be actively available to the students right from the start of the transition to University life until the end of entire studies, training and research. The academic standards are high. The glorious leafy campus, which is, arguably, unparalleled in the country, provides a backdrop to the students' day to day life and study.

The programs of the University focus on building depth of understanding, capacity for interdisciplinary learning and research, analytical skills, critical thinking and communication in an atmosphere of academic freedom and integrity.

The University encourages the students to challenge and stretch themselves in ways they might not yet think possible. Their degree from Kalinga–combined with the huge variety of opportunities and activities on offer here and with the experience of this vibrant city will transform their sense of their own possibilities as a highly employable person and as a responsible citizen. Kalinga University is dedicated to nurture students who will contribute to society by advancing knowledge and imparting it to new generation of students. In a world where change is inevitable, only one thing is certain i.e Knowledge. It will surely be a key resource and will be highly sought after, within India and around the globe. The focus is to generate the intellectual property which will create new jobs and to educate and train people to work in fields having potential for growth of their specialized knowledge and for their ability to research, communicate and solve problems. The University hopes to play a central role in making your experience as productive and rewarding as possible. Looking around the University's beautiful and peaceful campus, it is easy to nurture the creative buds of the students so that they can open their wings and can fly high to achieve greatest heights. As this University believes it is possible for each and every one of us to make a difference with this University's efforts and vision.

KALINGA INSTITUTE OF SOCIAL SCIENCES

10, K.I.S.S. Bhubaneswar – 751024, Odisha, India
Email : ceo@kiss.ac.in, info@kiss.ac.in, dwiti.vikramaditya@gmail.com
Phone : +91 674 2725386 / +91 94371 73860
Website : http://www.kiss.ac.in

First Tribal University in the World Kalinga Institute of Social Sciences (KISS), a sister-concern of Kalinga Institute of Industrial Technology (KIIT), has been granted the deemed university status by the Ministry of Human Resource Development, Govt. of India vide its Letter No. F.9-14/2011-U-3 (A) dated 25/08/2017. It has become the first tribal university in India and in the entire world.

KISS, based in Bhubaneswar, Odisha, India, has been declared a Deemed University under De-novo category. The University will introduce seven new innovative departments in the first phase to provide impetus to research on tribal studies and help KISS achieve a place of prominence in tribal education and research worldwide; the Deemed University status has been granted with this hope. As before, students of KISS University will get residential education absolutely free of cost.

KISS Deemed University is supposed to be the first University in the world exclusively for tribal students and tribal studies, which is fully free and fully residential. Kalinga Institute of Social Sciences (KISS) was founded by Prof. Achyuta Samanta in 1992-93 in a rented building in Bhubaneswar with only 125 poor tribal students. It underwent massive growth with gradual increase in the student strength. At present, student strength of KISS has touched 37,000 (27,000 existing students and 10,000 graduated). Sixty percent of them are girl students.

In addition to the formal education from Class I to Postgraduate level, a wide range of vocational skills are imparted to the students. Besides implementing the United Nation's Sustainable Development Goals in the true sense, KISS has been able to bring about much needed social changes in the tribal hinterland of Odisha and its neighbouring states.

KISS, through its 37,000 students who come from as many families in different villages across the state, is indeed transforming the tribal mind-set and helping them join mainstream society.

KALOJI NARAYANA RAO UNIVERSITY OF HEALTH SCIENCES

Nizampura, Warangal, Telangana - 506007
Tel : 0870 2454555, 0870 2454555
Email : knruhswgl15@gmail.com
reg-wgl-knruhs@telangana.gov.in

The Kaloji Narayana Rao University of Health Sciences was established after formation of State of Telangana by adopting the Dr.NTR University of Health Sciences Act vide G.O.M s No. 20 HM&FW (Cl) Department Dated: 26.09.2014 with head quarters at Warangal. Dr. B.Karunakar Reddy was appointed as first Vice-Chancellor vide G.O.Ms No. 99 HM&FW Dept. (Cl) Dated: 26.11.2015.

Under the able-guidance of Hon'ble Health Minister Sri Ch.Laxma Reddy garu and Special Chief Secretary Sri Rajeshwar Tiwari l.A.S. garu, all necessary approvals have been obtained from the Medical Council of India, Dental Council of India, Central Council for Indian Medicine, Central Council of Homeopathy and Indian Nursing Council University of Health Sciences started functioning from the academic year 2016-17 from a small renovated block in the Kakatiya Medical College campus. All colleges which were affiliated to Dr.NTR UHS were dis-affiliated and affiliated to KNRUHS from 01.06.2016 vide G.0.Ms No. 05 HM&FW Dept. (Cl) Dept Dated: 09.02.2016. KNR University of Health Sciences is functioning as an affiliating University offering Under Graduate, Post Graduate, Super Specialty, Doctoral and Post Doctoral Courses in the following branches of Health Sciences.

- Allopathy (Modern Medicine)
- Dental Surgery
- Homeopathy
- Indian Systems of Medicine:- Ayurvedha, Naturopathy and Unani
- Para Medical Courses:- Nursing, Medical Lab Technology and Physiotherapy

MPH(Indian Institute Of Public Health) & MSc-Nutrition(NIN) and Fellow-ship courses in various institutions are also affiliated to KNR UHS, Warangal.

One of the objects of the establishment of State Health University is to have uniform policies of admissions, curriculum, examinations and to encourage research in Health Sciences thereby achieving the goal of improvement of health care delivery to the people of Telangana State. KNR University of Health Sciences is striving to expand its activities including curriculum development and research development in all systems of Health Sciences.

KAMDHENU UNIVERSITY

Krushibhavan, Sector – 10A, Block – B
Podium Level, Gandhinagar – 382 010
Gujarat
Tel. : 079-23256187, Mobile : 9825090032
Email : jagdishmahera@yahoo.com

Established in July 2009, Kamdhenu University is a State University of the Government of Gujarat. Headquartered at Gandhinagar, this University conducts Certificate, Diploma, Undergraduate, Graduate, Post Graduate Diploma, Master's and Doctoral Programmes.

Kamdhenu University has a Dairy Science College at Amreli and a Polytechnic for livestock at Himmatnagar.

Kamdhenu University has decided to establish a Post Graduate Institute on the lines of National Institutes like Indian Vaterinary Research Institute (IVRI) and National Dairy Research Institute (NDRI) in the fields of Veterinary Science, Animal Husbandry, Dairy Technology, Fisheries and Allied subjects.

Kamdhenu University is in the process of establishing a Livestock Research Station for the conservation of indigenous breed of cattle, buffalo, small ruminant (sheep and goat), horse etc.

Kamdhenu University is encouraging the educated youth and the progressive farmers to join research and development in advanced methods of farming and animal husbandry. Efforts have helped the State's Milk Industry grow by 68% which was possible because the success stories of cattle owners were widely publicized.

KAMESHWAR SINGH DARBHANGA SANSKRIT VISHWAVIDYALAYA

Kameshwar Nagar, Darbhanga
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Tel: (+91) 62727-222178 / 248944
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22 मार्च 2012 ई. को बंगाल से पृथक् बिहार राज्य की स्थापना होने के बाद भी संस्कृत के विश्वविख्यात मनीषी विदेह जनक, योगी याज्ञवल्क्य, महर्षि वाल्मीकि, पाणिनि, गौतम एवं कणाद, आर्यभट्ट, वराहमिहिर, मण्डनमिश्र, उदयन, वाचस्पति, बाणभट्ट आदि और पालि के भगवान् बुद्ध, प्राकृत के भगवान् महावीर की भूमि बिहार की संस्कृत संस्थाओं का नियन्त्रण पूर्व में पश्चिम बंगाल में स्थित बिहारोत्कलबंग संस्कृत समिति के द्वारा, फिर बाद में बिहारोत्कलबंग संस्कृत समिति के द्वारा और पुनः बाद में पटना में स्थित बिहार संस्कृत एसोसियेशन के द्वारा होता था। इन संस्थाओं द्वारा दी जाने वाली उपाधियों पर विश्वविद्यालय अनुदान आयोग की स्थापना के बाद प्रश्न उठने लगा कि कोई भी उपाधि विश्वविद्यालय द्वारा दी जाने पर ही मान्य हो सकेगी, न कि किसी एसोसियेशन के द्वारा दी जाने पर। समय की माँग के अनुरूप दरभंगा राज के स्व. महाराजाधिराज डॉ. सर् कामेश्वर सिंह ने दरभंगा में संस्कृत विश्वविद्यालय की स्थापना के लिए विशाल भूखण्ड के साथ अपना राजप्रासाद और महत्त्वपूर्ण पाण्डुलिपियों तथा पुस्तकों से सुसज्जित पुस्तकालय राज्यपाल के पदनाम से 30 मार्च 1960 ई. को दान के रूप सहर्ष प्रदान किया।

फलस्वरूप स्व. महाराजाधिराज डॉ. सर् कामेश्वर सिंह की महनीय उदारता और बिहार राज्य के तत्कालीन राज्यपाल डॉ. जाकिर हूसैन तथा तत्कालीन मुख्यमन्त्री बिहारकेशरी डॉ. श्रीकृष्ण सिंह के सौजन्य से The Kameshwar Singh Darbhanga Sanskrit Vishvavidyalay Act, 1960 (Bihar Act VI of 1960) के अधीन स्थापित होकर 26 जनवरी 1961 ई. से दरभंगा में कामेश्वरसिंह-दरभंगासंस्कृतविश्वविद्यालय के नाम से यह विश्वविद्यालय क्रियाशील हो गया।

लक्ष्य

कामेश्वरसिंहदरभंगा-संस्कृतविश्वविद्यालय दरभंगा (बिहार) का लक्ष्य भारत ही नहीं सम्पूर्ण विश्व की धरोहर संस्कृत, प्राकृत तथा पालि भाषा और इन भाषाओं में उपलब्ध ज्ञान-विज्ञान के असीम भण्डार को संरक्षित करना, अध्ययन-अध्यापन के द्वारा, राष्ट्रिय-अन्तरराष्ट्रिय संगोष्ठी तथा कार्यशाला के माध्यम से और इन भाषाओं के प्राचीन तथा आधुनिक ग्रन्थों के प्रकाशन के द्वारा प्रचार-प्रसार करना और उन्हें आज की आवश्यकता के रूप में प्रस्तुत करना।

विश्वविद्यालय के दाता दरभंगाराज के स्वर्गीय महाराजाधिराज डॉ. सर् कामेश्वरसिंह ने इस विश्वविद्यालय का लक्ष्य निम्नलिखित शब्दों में अभिव्यक्त किया था ।

संस्कृत विश्वविद्यालय का मुख्य उद्देश्य पाली और प्राकृत के साथ-साथ संस्कृत का ज्ञान देना होना चाहिए जिससे कि प्राचीन विद्या एवं विद्वत्ता की रक्षा हो और उसे यथासम्भव अद्यतन बनाया जा सके।

KANNADA UNIVERSITY

Hampi, Vidyaranya, Bellary Distt.
Hospet Taluk 583 276, Karnatak
Tel : 08394- 241334,241700, Fax : 08394- 241334
Email : mail@kannadauniversity.org,
vc@kannadauniversity.org, registrar@kannadauniversity.org
Website : http://www.kannadauniversity.org

The Government of Karnataka through the Kannada University Act 1991 established Kannada University, Hampi, in 1991. Though the University was established in 1991, the demand for such a University was there in Karnataka since the mid 1980s. The Government of Karnataka established a commission under the chairmanship of Sadashiva Wodeyar to look into the demand.

This Committee after consulting various intellectuals, education experts, political thinkers, social activists, literary personalities and representatives of people came out with a report and recommended the establishment of the much-needed Kannada University.

Kannada University is located near Hampi, an historical place. The very name HAMPI evokes mythological and historical memories. People lived here since the Stone-age as it is evident in the cave paintings left here by the Stone-age people for posterity. Historically this place has been the abode of many religions - Buddhism, Jainism, Virashaivism, Vaishnavism, Islam and many popular religious cults like Huligemma cult, Galemma cult, Mylaralinga cult, Balabasava cult which exist to this day.

This has been an important place for many kingdoms like Hoysalas, Sindhs, Kapilas, not to speak of the Vijayanagara kingdom which originated here and reigned over most part of South India for more than three centuries.

Vijayanagara Kingdom has also been the icon of Kannada identity and has inspired the Karnataka unification movement, symbolically representing unified Karnataka. Hampi has also been the abode of many a well-known Kannada poets like Harihara, Raghavanka, Kumaravyasa and Purandaradasa. Hampi is the treasure house of Indian architecture and has been recognized by UNESCO as a World Heritage Center.

The University moved from the stonemantapas of Hampi, where it was located initially to the present campus, Vidyaranya, in 1994. It also now has two more satellite campuses: one in Badami, an historical place, where the Department of Sculpture and Visual Arts is located; and the other at Kuppalli, the birth place of the poet Kuvepmu, where the Kuvempu Research Centre is located.

KANNUR UNIVERSITY

Mangattuparamba, Kannur (Distt)
Kerala - 670 567
Tel : 0497-2782310, 2746600, 2782330, Fax : 0497-2782190
Email : cnn_knruty@sancharnet.in
Email : vcknruty@gmail.com registrarknruty@gmail.com
Website : http://www.kannur.nic.in

Kannur University was established by the Act 22 of 1996 of Kerala Legislative Assembly. The University by the name "Malabar University" had come into existence earlier by the promulgation of an Ordinance by the Governor of Kerala, on 9th November 1995. The University was inaugurated on 2nd March 1996 by the former Hon. Chief Minister of Kerala. The objective of the Kannur University Act 1996 is to establish in the state of Kerala a teaching, residential and affiliating University, promoting the development of higher education in Kasargod and Kannur revenue Districts and the Mananthavady Taluk of Wayanad District.

Kannur University is a multi-campus university, at Kannur, Kasargod, Mananthavady, Payyannur, Thalassery, and Kanhangad.

Kannur University includes the following Department :

- School of Information Science & Technology, Department of Information Technology
- School of English & Foreign Languages, Department of Studies in English
- School of Education, Department of Education
- School of Social Sciences, Department of Anthropology
- School of Science & Technology
- School of Life Sciences, Department of Biotechnology & Microbiology; Food Science
- School of Management Studies, Department of Management Studies
- School of Development Studies, Department of Applied Economics
- School of Business Administration, (M.B.A)
- School of Legal Studies, Department of Law
- School of Physical Education and Sports Sciences, Department of Physical Education
- School of Chemical Sciences, Department of Chemistry
- School of Pure and Applied Physics, Department of Physics
- School of Visual and Fine Arts, Department of Music
- School of Pedagogical Sciences
- School of Indian Languages
- School of Geography & Environment
- School of Health Sciences
- Inter University Center for Bioscience
- Department of Library and Information Science

KANYASHREE UNIVERSITY

Krishnagar Government College Campus, Krishnagar
Dist.- Nadia-741101, West Bengal
Phone : +91 92339 91522
Email : kanyashreeuniversity@rediffmail.com

Kanyashree University is a Women's University in Krishnanagar, Nadia District, West Bengal. Established in 2020, it will impart education in humanities and basic sciences.

Vision of the University

Kanyashree University is wedded to the ideals of women's empowerment and social progress. Our university is animated by a grand vision of fostering the educational, social, scientific and pragmatic development of women in particular and society in general. We seek to transform society and facilitate progress by empowering women in every sphere of life through proper education and development of skills. We will preserve and promote our rich cultural and artistic legacy, ensure it endures through the ages, burnished by the contributions of future generations of scholars, artists and nation builders. We see young girls as a powerhouse of energy, full of promise and brimming with potential, which we will help them unleash so they can live up to their dreams and lead rich, fulfilling lives. It is women who give birth, who bear the next generation. By empowering women and honing their talents so they can shine in life, we will create a better world, where men and women alike can be their best.

Mission of the University

1. Provide world-class education
2. Bring the world closer together through exchange programmes with institutions in India and abroad.
3. Facilitate a holistic teaching-learning environment
4. Preserve and promote our cultural heritage
5. Empower women through development of skills
6. Develop ICT-supported infrastructure for online learning
7. Use modern techniques of teaching and learning
8. Encourage sustainable behaviour
9. Institute self-defence programmes and encourage practice of yoga
10. Nurture talent and ensure personality development
11. Participate in social service
12. Eradicate social evils and stigmas
13. Promote physical and mental health
14. Foster inclusiveness

KARNATAKA FOLKLORE UNIVERSITY

Gotagodi, Shinggon Taluk
Haveri District - 581 205, Karnatka
Tel. : 0836-2255180
Email: kajavivi@gmail.com

Karnataka Folklore University is established with a specific objective of providing in greater platform in Folklore Studies. Karnataka Janapada Vishwavidyalaya was established in 2011 by an act, The Karnataka Janapada Vishwavidyalaya Adhiniyama 2011, of the Government of Karnataka to fulfill the long felt desire of folklorists of Karnataka and to develop Kannada folkloristics on scientific principles. Karnataka Janapada Vishwavidyalaya was established in 2011 by an act, The Karnataka Janapada Vishwavidyalaya Adhiniyama 2011, of the Government of Karnataka to fulfill the long felt desire of folklorists of Karnataka and to develop Kannada folkloristics on scientific principles. The University is located at Gotagodi in an idyllic surrounding, in a transitional geographic setting between the leeward of the picturesque Sahyadri range to the west and the rolling plain of Northern Maidan on the east. The campus is located in the revenue limits of Shiggavi Taluk, Haveri District, Karnataka. There can be no doubt that this university will bring to perspective the vibrant folk culture of Karnataka to topmost level of visibility among all other cultural forms of Karnataka and bring to fruition the meaningful initiative of the Government of Karnataka. At present in the whole of Asia this is the only university providing advanced teaching, learning and research opportunities to students of folklore and it has a commitment to excel in translating its vision and mission into reality.

Establishment of this university has certainly added a new dimension to higher education in Karnataka, worthy of emulation by other linguistic states of India, as the next frontier of inclusive studies of Kannada culture. There is an urgent need of exploring the traditional art and cultural glory through research and it is needed to disseminate the abundant skill of specific arts, embedded in the life of the people of our land. There is an ample treasure of knowledge which is yet to be unveiled for the purpose of utilization. At this juncture the Folklore University is established.

Vision

Karnataka is a land of a myriad of aboriginal communities that have colonized a diverse variety of ecosystems from time immemorial. While practising distinctive life-ways, such as hunting-gathering, fishing, nomadic and settled pastoralism, incipient and developed food producing, as a successful means of adaptation, have given rise to distinctive cultural lore that has been handed down through successive generations. These communities are at various stages of acculturation. Besides this, urbanized communities also share rural and urban space and have preserved distinctive forms of art and craft tradition. lnter-gradation between tradition and modernity is imperceptible. Under the large umbrella of Kannada identity, the rich folklore reveals distinctive elements that need to be documented and systematically studied for posterity.

KARNATAKA SANSKRIT UNIVERSITY

Chamrendra Sanskrit Mahapathshala
Bangalore-560018
Tel : 080 26705387
Email: registrarksu@gmail.com; karnatakasanskrituniversity@gmail.com

Karnataka Samskrit University has been formed exclusively for the development of Samskrit language. Samskrit has a hoary, glorious, scientific, literary, cultural tradition and heritage. Its contribution in the area of Prose, Poetry, Drama, Dance, Sculpture, Paintings, Fine arts, Medicines, Philosophy and other allied areas is far more extensive and lasting than has been realised by the Indian scholars till today.

The University was established in 2010 with great efforts by the Kanataka Government. The study of Samskrit language and literature was greatly encouraged by the kings of Mysore.

There are 31 Samskrit colleges in Karnataka. There are also 243 aided Veda and Samskrita Pathashalas spread over the state. Directorate of samskrit education is established by the Government of Karnataka to administer the samskrit pathashalas.

The Karnataka Samskrit University was established with the vision and mission of bringing these together under a single umbrella, maintaining uniformity in education, providing greater opportunities for study for students and teachers and to raise the standards in Samskrit research at National and International level.

Karnataka Samskrit University has predominantly four wings. They are
1. Teaching Wing
2. Research Wing
3. Publication Wing
4. Administrative Wing

through which the university has to be dynamically active. The university will promote the activities related to Samskrit in Karnataka through these wings.

One Hundred acres of land has been identified for the University in Kuduru Hobli, Magadi Taluk, Ramanagar District. The university currently includes 2 constituent Samskrit Colleges, 10 aided affiliated colleges and 9 unaided affiliated colleges under its ambit. It has established the Directorate of Samskrit Education, to take care of Pre-university education in Karnataka. The directorate includes 354 recognised Samskrita pathashalas throughout the state.

KARNATAKA STATE LAW UNIVERSITY

Navanagar, Hubli - 580 025, Karnataka
Tel : 0836-2222079; 2222392
Fax : 0836-2222261/2323151
Email : drjspatil@yahoo.com
Website : http://www.kslu.ac.in

The Karnataka State Law University (KSLU) was established in January, 2009, by the Government of Karnataka under the Karnataka State Law University Act, 2009, with its headquarters at Navanagar, Hubli. It is a 'People's University' with an aspiration to provide quality legal education totally socially relevant and accessible to everyone. The KSLU, located in the State of Karnataka, is the single largest federal university in the country having 92 colleges under its umbrella.

KSLU is plausibly the first institution, imparting higher education, to have an Assembly every morning, lead by the Hon'ble Vice-Chancellor on the main campus and by the respective Principals in the affiliated colleges wherein the National Anthem is sung. The staff and students of KSLU, including the affiliated law colleges, don Khadi attire every Monday, creating a sense of belonging, integration and nationality. On the main campus, the staff and students wear Khadi dresses in a combination of blue and white, the sky blue colour signifying tolerance and white, purity. The main intent underlying this initiative of singing the National Anthem everyday and wearing Khadi every Monday is to inculcate patriotism among law students.

The KSLU campus is coming up on a sprawling 55 acres of beautiful landscape at Navanagar in Hubli. The Master plan and the architectural design has been drawn up. Already the Training School building with well-equipped class rooms and auditorium, Pariksha Bhavan- the Examination Section of the University, Guest House and a Boys Hostel have come up. Second floor is being added to all these buildings. The construction of the Law School building is initiated. This is going to be the iconic building of the University. For the time being the Administrative Office of the University is functioning from the building within the campus which was earlier known as PWD Circuit House.

KSLU is actively participating in the national level efforts to transform legal education of the country to meet national and global challenges. Its vision of transforming Karnataka into a legally conscious society by providing quality legal education which is professionally competent and socially relevant can be rapidly achieved by adopting the contemporary information communication technology (ICT). At present KSLU offers the 3 years LL.B. course, 5 years B.A., LL.B., B.B.A., LL.B. and B.A., LL.B., (Hon's) B.B.A., LL.B. (Hons.) integrated programmes and LL.M. programme apart from certificate and P.G.Diploma courses. In addition, the Ph. D. and LL. D. programs are also offered on the main campus.

KARNATAKA STATE RURAL DEVELOPMENT AND PANCHAYATI RAJ UNIVERSITY

Raitha Bhavana, General Cariyappa Circle
Gadag-582101, Karnataka
Tel : 08372-230338, Fax-08372-297343

The establishment of a separate Rural Development and Panchayat Raj University in Karnataka was envisioned by the pro-active Hon'ble RDPR Minister Sri. H. K. Patil. Accordingly, the proposal of establishment of the University has been approved by both the houses of Legislature in the Chief Minister's Budget speech 2013-14.The State Government Constituted an Expert Committee under the Chairmanship of Shri S.V. Ranganath, Former Chief Secretary, Government of Karnataka to study the issues involved in the implementation of this decision of Government. The Committee deliberated on several subjects and issues towards which the Rural Development University should contribute decisively for improving the lives of people living in rural Karnataka.Most of the problems faced by rural areas such as hunger, malnutrition, entrenched poverty and unemployment, class and gender inequalities, loss of land and livelihood continue unabated in rural area. Despite ample opportunities in the industrial and service sector in the urban areas, unemployment continues to be a major problem for rural youth as they lack the necessary skills and training required for the new jobs and services arising out of new economic developments. The proposed school for Skill Development training will address this issue. The Committee members visited several Institutions for Study, such as Institute of Rural Management (IRMA) Anand, National Institute of Rural Development (NIRD), Hyderabad, Gandhi gram, Madurai, Indian Institute of Management (IIM), Ahmadabad, Tata Institute of Social Sciences (TISS), Mumbai etc. The Committee felt it is necessary to create through the proposed RDPR University a committed, dedicated professional manpower and a human resource to address various issues involved in Rural Development.

A Karnataka State Rural Development and Panchayat Raj University Act, 2016 was enacted for establishment of a unitary University for Rural Development and Panchayat Raj in the State of Karnataka for teaching, training, research on Sustainable Development and Panchayat Raj Institutions. This Act was enacted with an intention to strengthen the local self governance system and to give impetus for the study and research for a comprehensive Rural Development in the state of Karnataka. Establishment of this University has been one of the ambitious programme of the Government of Karnataka, headed by Hon'ble Chief Minister, Shri.Siddaramaiah. The University is established under the able guidance of a far-sighted Hon'ble RDPR Minister and with the support of Dr. N. Nagambhika Devi, Principal Secretary to Govt. RDPR Department at Gadag and at present it is housed in a historic RaithaBhavan Building,Gadag and has a Regional Office at Bangalore.The new campus will be developed in a total area of about 400acers of Land allotted to the University. The University is all set to launch its academic programmes from the academic year 2017.

KARNATAKA STATE OPEN UNIVERSITY

Manasangangotri
Mysore - 570 006, Karnataka
Tel : 0821- 2500873, 0821- 25199520821-2512471(Reg.), 2515149, 2547300
Fax : 0821-2500846, 2500847
Email : vcksou@eth.net, bkd30165@yahoo.co.in
Website : http://www.ksoumysore.com

Karnataka State Open University (KSOU) was established on 1st June 1996 with the assent of H.E. Governor of Karnataka as a full fledged University in the academic year 1996 vide Government notification No/EDI/UOV/dated 12th February 1996 (Karnataka State Open University Act - 1992).

The Act was promulgated with the object to incorporate an Open University at the State level for the introduction and promotion of Open University and Distance Education systems in the education pattern of the State and the country for the Co-ordination and determination of standard of such systems.

Keeping in view the educational needs of our country, in general, and state in particular the policies and programmes have been geared to cater to the needy.

Karnataka State Open University is a recognised University of Distance Education Council (DEC), New Delhi, regular member of the Association of Indian Universities (AIU), Delhi, permanent member of Association of Commonwealth Universities (ACU), London, UK, Asian Association of Open Universities (AAOU), Beijing, China, and also has association with Commonwealth of Learning (COL).

Karnataka State Open University is situated at the North-Western end of the Manasagangotri campus, Mysore. The campus, which is about 5 kms, from the city centre, has a serene atmosphere ideally suited for academic pursuits.

The University houses at present the Administrative Office, Academic Block, Lecture Halls, a well-equipped Library, Guest House Cottages, a Moderate Canteen, Girls Hostel and a few cottages providing limited accommodation to students coming to Mysore for attending the Contact Programmes or Term-end examinations.

KARNATAKA STATE WOMEN UNIVERSITY

Opp. Ambedkar Circle, Station Road
Bijapur 586 101, Karnatak
Tel : 08352-240023, Fax :08352-242795
Email : wu_bij@kar.nic.in
Website : http://www.kswubij.ac.in

Karnataka State Women's University, established in 2003 in the city of Bijapur is the only Women's University in Karnataka dedicated exclusively for women's education. It is recognized under 2(f) and 12(B) of the UGC Act. Seventy women's colleges spread in twelve Districts of North-Karnataka are affiliated to this University. The University offers various UG programmes leading to Bachelor's degree in Arts, Business Administration, Computer Applications, Commerce, Education, Fashion Technology, Home Science, Physical Education, Science and Social Work. It also offers 20 P G Courses, P G Diploma and Certificate Courses in the Faculties of Arts, Commerce and Management, Social Sciences, Science and Technology and Education.

It is recognized under DEC for Distance Education across India and abroad. The university is dedicated to promote excellence through academic achievement, research, creativity, innovation, interaction and collaboration, personality development and leadership qualities.

Vision of the University include **:** To provide quality education and impart professional and vocational skills to enable women to be self reliant and meet the challenges of the changing socio-economic needs**;** To promote personality development and leadership qualities with a balanced outlook towards society**;** To help women enrich their knowledge and reap the benefits of knowledge power.

Objectives: To ensure holistic education treasuring cultural heritage, core values of personal integrity, professional skills, awareness about the socio-economic, scientific and cultural developments at all levels in order to enable women lead personally and professionally fulfilling lives**;** To equip women with necessary qualities to play an equal role in decision making in matters of importance to herself, family and society; To promote advanced research in science social sciences, arts and humanities' especially on topics of regional importance**;** To contribute towards socio-economic transformation of women in need through formal and non-formal education and training, out reach programs and facilitate strengthening of mass education and primary education programs.

Goals: Help communities and women from rural and backward areas join main stream To enable and motivate communities and women to play an effective and constructive role in the society at all levels.

KARNATAKA STATE Dr. GANGUBAI HANAGAL MUSIC AND PERFORMING ARTS UNIVERSITY

J.L.B. Road,Lakshmipuram
Mysore - 570 004, Karnataka
Tel. : 0821-2402141, 0821-2402114, +91-9886346767, 9480773534, 9482013998
Email : drsarvamangalas@yahoo.co.in, sarvamangalashankar@gmail.com

Music and Performing arts are the symbols of our cultural heritage. These are as old as mankind and there are no barriers like country, language, caste and creed for this. The bliss and friendliness are the essence of it and with this mankind will move towards happiness and progress.

Therefore this is more apt and essential today. Keeping this in mind, the Government of Karnataka has started this new university for the study, teaching, research and transmission of knowledge which in turn added feather in its cap.

Karnataka State Dr.Gangubai Hanagal Music and Performing Arts University is the first music university in South India and second in the country.

The University and enable you to know more about us. Our music university was established on 14.02.2008 and already commenced classes from 2010-11 academic year.

Music and Performing arts are the symbols of our cultural heritage. These are as old as mankind and there are no barriers like country, language, caste and creed for this. The bliss and friendliness are the essence of it and with this mankind will move towards happiness and progress. Therefore this is more apt and essential today. Keeping this in mind, the Government of Karnataka has started this new university for the study, teaching, research and transmission of knowledge which in turn added feather in its cap.

Library:
To inculcate reading habit to the students, the University is having a Library wherein books on music and performing arts are maintained.

Vadya Bhandar:
To facilitate the students, University is having a good collection of various musical instruments like Veena, Violin, Mrudangam, Tambura, Harmonium, Tabala, Sitar etc.

Seminars:
University is organising various national festivals and celebrations and planning to organize national and international seminars on music and performing arts.

KARNATAKA UNIVERSITY

Pavate Nagar, Dharwad - 580 003, Karnataka
Tel : 0836-2448600, 2215210, 2215201,2447750 , 2447750 / 2215201
Fax : 0836- 2747884 /2741928
Email : karnatakuniversity@yahoo.com, vckud@ren.nic.in
Website : http://www.dharwad.com/kud.html

The Bombay legislature of the erstwhile Bombay Presidency established Karnatak University through the Karnatak University Act 1949. It became a statutory University on 1st March 1950. The jurisdiction of the University covers Dharwad. Gadag, Haveri and Uttar Kannada Districts. It has several Post Graduate centres. The University (888 acres) is offering courses in the faculties of Arts, Commerce, Education, Law, Management, Science and Technology and Social Sciences. Symbolic of the University's vision and mission the emblem of the University consists of papal tree at the centre, an open book. Figures of a bull, a rising sun and the legend 'Arive Guru' i.e., Wisdom is Guru, implying that both wisdom and knowledge should be all pervading like the ramifying papal tree and light up the world with knowledge and eradicate illiteracy.

There are 47 PG Departments, 224 teachers and 4500 students (PG, M.Phil., Ph.D.). The girl students constitute 47% of the tota strength. Including PG Diploma, M.Phil and Ph.D. Courses. 6% of the students are from outside the State. To eliminate social exclusion and promote social justice, seats are reserved for SC/ST, Cat-I, Minorities, OBC and BC categories in accordance with the policy of the State Government. One seat each is reserved for the children of ex-servicemen, freedom fighters, physically challenged and sportsmen. The University has its own High School (University Public School) since 1964. Which meets the practice requirements of the B.Ed College of Karnatak University.

There are 5 constituent colleges offering UG and PG courses in science, arts, commerce, fine arts, law and education. There are 21 hostels in all, including a working women's hostel and ladies hostels. These provide residential accommodation to 2600 students of UG and PG courses. Over the last 60 years the number of affiliated colleges has increased from a mere 34 to more than 250. The University has 3 PG campuses, at Haveri (42 acres). Gadag (32 acres) and Karwar (6 acres) all of which are District headquarters. All campus are self-contained and are at various stages of development. They cater to the needs of local people as well as promote specialized studies. For instance, the course on Pulp and Paper Technology is run from the premises of the West Coast Paper Mills, Dandeli (Uttara Kannada District). The University provides wide options ad choices – 50 PG Courses, 4 advanced diplomas and 28 diplomas, 11 certificate courses, 26 M.Phil., and 42 Ph.D. programmes. Most of the Departments incorporate interdisciplinary components in designing their curricula keeping in view the emerging thrust areas. During the last five years new technical courses have been introduced to compensate the loss of medical and engineering faculties and the consequent loss of revenue to the University.

KARNATAKA VETERINARY ANIMAL & FISHERIES SCIENCE UNIVERSITY

Nandinagar PB No.6, Bidar - 585 401 Karnataka, India
Tel : 91-8482-245313; 245241, (O) 08482-245241, 08482-200223 (Direct)
Fax 08482-245241/107
Email: regkvafsu@gmail.com, hmjp@yahoo.com

Realizing the loss of two decades of prime development in the growth of animal husbandry, dairy and fisheries under Agricultural Universities set up, the Government of Karnataka took bold steps in establishing the new University called Karnataka Veterinary, Animal and Fisheries Sciences University on the floor of the Legislative Assembly. The KVAFSU was formed as per the Karnataka Act No. 9 of 2004 called The Karnataka Veterinary, Animal and Fisheries University Act 2004 and published in the Karnataka Gazette Extra-Ordinary on the 23rd day of February, 2004.

The University was established exclusively for the development of education and learning; conduct of research and extension education and transfer the rural oriented technologies in the areas of Veterinary, Animal, Dairy and Fisheries Sciences in Karnataka.

The logo of the University is inscribed with the slogan Farmers Friendly and Rural Oriented, which emphasizes the importance given to betterment of farming community. Prof. R.N. Sreenivas Gowda was appointed as its first Vice-Chancellor and served with effect from September, 2004 until February 9th, 2008. Later Prof. G.S. Bhat and Dr.S.Mallikarjunappa served as Acting Vice-Chancellors for a brief period from February 10th, 2008 to July 24, 2008.

Prof Suresh Honnappagol was served as second Vice Chancellor of the University. Dr. C. Renukaprasad has been appointed as third Vice-Chancellor of the University from 21st September, 2012.

KVAFSU is an autonomous academic institution governed by its Board of Management which regulates the polices of the university in accordance with the provision of act and statues.

The University administration also has the support of the finance Committee. Academic matters are looked after by the Board of Studies of Faculties and the Academic Council, while Research Council and Extension Education Council decide the research and extension activities of the University, respectively.

University Head Quarters is located at Nandinagar Campus, Bidar, the northern most District of the state.

KARPAGAM ACADEMY OF HIGHER EDUCATION

Pollachi Main Road, Eachanari Post,
Coimbatore - 641 021, Tamil Nadu, India.
Phone : +91-422 – 2980011 – 14
Email : info@kahedu.edu.in
Web : www.karpagamuniversity.edu.in

Karpagam Academy of Higher Education (KAHE) established under Section 3 of UGC Act 1956 is approved by Ministry of Human Resource Development, Government of India. Dr. R. Vasanthakumar, the president of Karpagam Charity trust (KCT), philanthropist, industrialist, entrepreneur and culture promoter. Contemporary infrastructure, modern teaching methodologies, career oriented training, excellent placements and the finest faculty have always become the Karpagam's hallmark. Besides technical expertise, Karpagam Academy of Higher Education (KAHE) has made a mark since its inception by developing communication and soft skills, ensuring enlightening knowledge, extending holistic education and creating a strong value system. Today, with strength of 6500 students and over 750 teaching & non-teaching staff, Karpagam Academy of Higher Education is setting new benchmarks in the educational sphere.

Karpagam strives to offer a package of value added benefits that are tailored to nurture the educational experience of the students:

- Well experienced and trained faculty including 108 doctorates and Post Doctoral Fellows
- Visiting faculty from premier institutes like IIM , IISc , IIT, NIT etc..,
- A professional placement department enduring training for overall personality development of students.
- 908 above placement offers were made for 2018-19 Batch
- A vibrant Karpagam Research Centre marching towards fruition of innovations and patents.59 patents were filed and 16 patents are granted. 2 of the granted patents are being commercialized.
- No.of Copyrights 18 filed 16 registered
- Scope to work on projects funded by government & other agencies
- Industrial MoUs and career oriented courses for enhancing employability
- Exchange & Twinning programme with global universities for International exposure
- Highly vibrant and encouraging academic ambience aiding an enriched education.
- State of the art laboratories and Wi-fi enabled campus with 1Gbps internet connectivity.

Recognition

- Deemed to be University – Under Section 3 of UGC Act, 1956.
- Approved by the Ministry of Human Resource Development, Government of India.
- Approved by UGC-AICTE, New Delhi
- Approved by Council of Architecture, New Delhi
- Approved by Pharmacy Council of India (PCI), New Delhi
- Accredited by NAAC

KARUNYA INSTITUTE OF TECHNOLOGY AND SCIENCES

Karunya Nagar, Coimbatore - 641 114, Tamilnadu
Tollfree Number : 1800 425 4300
Tel : 0422-2615615, Fax : 0422-2615431
Email : info@karunya.edu
Website : http://www.karunya.edu

Karunya Institute of Technology and Sciences, was founded with the noble vision to raise professionals and leaders of high academic calibre and unblemished character, nurtured with a strong motivation and commitment to serve humanity. The institution is the fulfillment of the vision of its founders Late Dr. D.G.S. Dhinakaran and the present Chancellor Dr. Paul Dhinakaran. Established in 1986 as an Engineering College, it was granted an autonomous status in 1999 and declared Deemed-to-be University by the University Grants Commission (UGC) in recognition of its academic excellence by the Ministry of Human Resources Development under section 3 of the UGC Act, 1956 vide notification no 9-3-2000-U3 dated 23.6.2004 of the Government of India. Accredited by NAAC, the institution offers a wide array of Bachelors, Masters and Doctoral Degree programmes in various branches of Engineering, Biotechnology, Food processing and Agricultural Sciences. From a humble beginning of 180 students, the institution has rapidly grown to 8491 students and 452 faculty representing 18 academic departments. In the three decades of service to higher education, Karunya Institute of Technology and Sciences has made significant progression in teaching learning, research and consultancy, innovation and transfer of technology, community service and value education. Translating the vision of the Founders into action, the institution is currently engaged in finding solutions to human problems in the four major areas such as Water, Food, Healthcare, and Energy through scientific and technological interventions.

Vision

- True to its name Karunya which means 'Compassion' shall be an institution with social concern to address the problems of humanity through technical education, research and development, products, patents and extension.
- The faculty and students of Karunya will be nurtured in character, ethics and spiritual discernment to serve the society with fervor and zeal.

Mission

- To raise students to serve humanity by attaining high levels of academic excellence and professional competence with exemplary values and social concern.
- To find solutions to human problems in areas relating to water, food, health and sustainable energy through scientific, social and technological research.
- To setup care homes for physically and mentally challenged, the elderly and the terminally ill, enabling students to understand human needs through participation and dedication, solving problems through research, development, innovation and spiritual care.

KAVAYITRI BAHINABAI CHAUDHARI NORTH MAHARASHTRA UNIVERSITY

PB No.80, Umavinagar, Jalgaon 425 001, Maharashtra
Tel : 0257- 2257250, +91-0257-2258418
Fax : 0257-2258406
Email : sfc@nmuj.digitaluniversity.ac
Website : http://www.nmu.ac.in

The Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon (Formerly known as North Maharashtra University, Jalgaon) established on 15th August, 1990 under the Maharashtra Universities Act, XXIX of 1989, started its academic and administrative functioning from the academic year 1991-92. Within the span of 3 years, the University is recognized under section 2 (f) in 1991 and 12 (B) in 1994 under the University Grants Commission (UGC) Act, 1956. The jurisdiction of the University is extended over three districts i.e. Jalgaon, Dhule and Nandurbar, a pre-dominantly tribal and rural area of Khandesh region. The University has opened it's doors of higher education to mostly "first generation learners" of this area. Access, equity and academic excellence are the thrust areas of the University's educational endeavor. Presently, Prof. E. Vayunanadan is the Acting Vice-Chancellor. Following Vice-Chancellors have successfully shouldered the responsibility of the University in the past.

1. Dr. N.K. Thakare (August 15, 1990 to August 14, 1996)
2. Prof. S.F. Patil (August 14, 1996 to August 14, 2001)
3. Prof. R.S. Mali (August 14, 2001 to August 14, 2006)
4. Prin. K.B. Patil (August 22, 2006 to August 21, 2011)
5. Prof. S. U. Meshram (September 08, 2011 to September 07, 2016)
6. Prof. P. P. Patil (26 October 2016 to 07 March 2021)

The University was awarded with FOUR STAR grade in the year 2001, B grade with 2.88 CGPA in the year 2009 and A Grade with 3.11 CGPA in 3rd Cycle re-accreditation in year 2015 by National Assessement and Accreditation Council (NAAC), Bangalore.

The main campus of the University is located about 8 km away from Jalgaon and 1.5 km away from the Asia Highway No. 46 and is spread over an area of 660 acres on a hilly terrain (above mean sea level 810 ft.), which is conducive to teaching, learning, research and extension of know-how. The campus has been beautified with a massive plantation drive of more than 2 lac trees which earned it the recognition of 'Vanshree Award – 2000' by Government of Maharashtra and 'Indira Priyadarshini Vrikshmitra Award-2002' by Ministry of Environment and Forest, Government of India, New Delhi. There are three satellite campuses namely - Pratap Regional Post-graduate Center, Amalner, Mahatma Gandhi Tatwadnyan Kendra, Dhule and Eklavya Training Center, Nandurbar. There are 220 affiliated colleges and 04 University recognized Research Institutes/Centres under the jurisdiction of University. Out of these, 01 College is recognized as College of Excellence, 05 colleges have been identified as College with Potential for Excellence and 01 College has been granted autonomous status by the UGC, New Delhi Board and Government of Maharashtra. A climate of research, teaching, learning, student development, value education and community outreach programmes is nurtured through vital links between the University Schools/Institute and all affiliated colleges.

KAVI KULGURU KALIDAS SANSKRIT VISHWAVIDYALAYA

Prashaskiya Bhavan, Mauda Road
Ramtek 441 106, Maharashtra
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Fax : 07114-255549
Email : kksunag_ngp@sanchartnet.in unikalidas@yahoo.com

Maharashtra State had no Sanskrit University before 1997. The former Prime Minister of India, Hon'ble Shri P.V. Narasimha Rao, who is a great scholar of Sanskrit, always insisted that Maharashtra has a great tradition of Sanskrit learning hence it should have an independent University. The initiative of Hon'ble Shri.P.V. Narasimha Rao and the strong motivation of Late. Shri. Sudhakarrao Naik and the tireless efforts of Dr. Shrikant Jichkar in creating a non-formal model and well studied act for the University has helped the smooth establishment and take off of this University.

The University was established on 18th September 1997. The place Ramtek, which is a township in Nagpur District, was selected because it is connected to the name of great poet of the world Kavikulaguru Kalidas.

Dr.V.V. Mirashi the great ideologist had propounded the theory that Mahakavi Kalidas was a contemporary of Chandragupta II of Gupta dynasty and Kalidas must have been the courtier of this emperor. The daughter of golden era maker emperor Chandragupta II was given in marriage to king Rudrasena of Vakataka dynasty in Vidarbha with capital at Nagardhan near Ramtek. The daughter's name was Prabhavati Gupta. After having two sons, Prabhavati's husband Rudrasen Vakatak suddenly died. Queen Prabhavati decided to look after the administration and requested her father to send some courtiers for her guidance. Dr. V. V. Mirashi who has propounded this theory tries to establish that Kalidas was one of the courtiers who had come from the Gupta capital to Vakatak capital to assist the queen mother Prabhavati. Thus Kalidas lived here for full one calendar year and composed his immortal poem Meghadoot here on Ramgiri hillock. The Vishvavidyalaya is named after the National poet of India, Kalidasa, who had been reverentially called 'Kavikulaguru'. Kalidasa's Abhijnansakuntalam prompted the German poet Goethe to say:

'Ich nenne dich die Sakuntala
und alles ist gesagt'

Kalidasa made a perfect verbal presentation of entire India in his poems. The flora-fauna, the emotional ties, the rivers and mountains and the history of India-nothing escaped from his sight. After Vyasa, Kalidasa alone deserves that coveted place among the foremost of Sanskrit poets.

KAZI NAZRUL UNIVERSITY

Old ADDA Office Building
P.O. - Asansol-713304, Dist: - Burdwan, West Bengal
Phone & FAX No. 0341-225 0456 / 2024
Email : vc.knuasnl@gmail.com

The Kazi Nazrul University was established under West Bengal Act XIX of 2012. Assent of the Governor was first published in the Kolkata gazette, extraordinary 16th August 2012. The university has been named as a mark of respect to the rebel poet Kazi Nazrul of India who is also the national poet of Bangladesh (died in Dacca, August 29, 1976). The Kazi Nazrul University has been founded with a vision. The vision is to function efficiently as a university encouraging and providing instruction, teaching, training and research in various branches of learning and courses of study for promoting advancement and dissemination of knowledge, and extending higher education to meet the growing needs of the society. For a long time there has been a demand for a University in this area. The Kazi Nazrul University was established under West Bengal Act. XIX of 2012 on 10th January, 2013. The first Vice Chancellor Prof. Anuradha Mukhopadhyay joined her post on 3rd Dec, 2012.The Hon'ble Chief Minister Smt. Mamata Bandopadhyay laid the foundation stone of the Kazi Nazrul University at historic Polo Ground in Asansol in the name of the great rebel poet Kazi Nazrul Islam (born 25th May, 1899) at Churulia, 31km away from the city of Asansol. The University is established to promote higher education in Asansol and its adjoining areas. From July 2013 the University has started its journey with about one hundred and twenty students. Post graduation classes have commenced in four subjects: Bengali, English, History and Mathematics in BCW hostel building in a picturesque campus in Asansol. In the academic session 2014-15 four new Post Graduate courses: M.A in Education, Hindi, Political Science & M.Com. are being introduced. Situated in the Damodar River valley, in the hub of coal mines and industries, in the city of Asansol the Kazi Nazrul University is a highly focused source of general education for building careers in Humanities, General Science & Commerce. It represents an effective and significant investment in student's potential development in the evolving context of the Ministry of Higher Education, Government of West Bengal. A specialised centre for general education, the Kazi Nazrul University is now offering two years in four semesters full time programme in Post Graduation Course in Bengali, English, Hindi, History, Political Science, Education, Mathematics & Commerce. The mission of this University is to contribute economic, social, intellectual and cultural development of the country through the pursuit of excellence in teaching and learning and other creative and academic endeavours, pertaining to seminar, symposia, training in various service schemes, progressive research and extensive work. Teaching effort is carefully tuned to enable the students to overcome their weakness, to expand their knowledge and skills, to develop their necessary perspective, and enable them to perform to his /her fullest potential so as to cope with the future needs of the working world.

KELADI SHIVAPPA NAYAKA UNIVERSITY OF AGRICULTURAL & HORTICULTURAL SCIENCES

Iruvakki, Sagar Taluk, Shivamogga - 577412, Karnataka
Email: registrar@uahs.edu.in
Website: https://uahs.edu.in
Phone: 09480838958

University of Agricultural and Horticultural Sciences (UAHS), was carved out of University of Agricultural Sciences (UAS), Bengaluru and University of Horticultural Sciences (UHS), Bagalkote. From UAS, Bengaluru (CoA, Shivamogga and CoF, Ponnampet (educated institutions)., all the research stations and KVKs of seven districtsviz. Davanagere, Chitradurga, Shivamogga, Chickmagaluru, Kodagu, Dakshina Kannada and Udupi and from UHS, Bagalakote, CoH, Hiriyur and Mudigere (educated institutions) were separated and brought under the Management of University of Agricultural and Horticultural Sciences (UAHS), Shivamogga. UAHS started its operation from 21-09-2012 through a special Ordinance passed by Govt. of Karnataka (Special Gazette Notification of Karnataka Act No. 38 of 2012, Part IV-J (No. 656).UAHS started functioning independently from 1st April, 2013. During 26-07-2021, the name of the UAHS was changed to Keladi Shivappa Nayaka University of Agricultural and Horticultural Sciences (KSNUAHS), through another Ordinance passed by Govt. of Karnataka, considering the substantial reforms in the field of Agriculture, by Shistina Shivappa Nayaka; a prominent ruler in the Keladi Dynasty. The new name was given by Govt. of Karnataka.

KSNUAHS is the first integrated University in the State of Karnataka, which has Agriculture, Horticulture and Forestry Sciences under its purview. It has an operational jurisdiction in seven districts viz., Shivamogga, Chikkamagaluru, Udupi, Dakshina Kannada, Kodagu, Davanagere and Chitradurga.

The University has a vision to transform itself into the “Light house of Knowledge”. The head quarter of the KSNUAHS is located at Iruvakki, a green campus located in the midst of United Nation’s -World Heritage Centre, truly a hot spot of Bio-diversity at Sagara Taluk of Shivamogga District. The new head quarter, of KSNUAHS, was shifted to Iruvakki campus in the SagarTaluk of Shivamogga District (located about 50 KM away from the Navile Campus on the Highway between Bengaluru – Honnavara – NH 13). The New campus is on the road between Shivamogga – Baindur National Highway (NH206) hence well connected to Bengaluru through NH 13 and NH 206. It is also well connected by Train (nearest Railway Station is Anandapura) and nearest Airports are at Shivamogga (60) Mangaluru (225 KM), Hubli (265) and Bengaluru (315 KM)

Educational Centers:
The University has four educational institutions viz., College of Agriculture, Shivamogga, College of Horticulture, Mudigere, College of Forestry, Ponnampet, College of Horticulture, Hiriyur and two Diploma College of Agriculture at Kathalagere and Brahmavara

Research Centers:
One Main Agricultural and Horticultural Research Station at Iruvakki. Four Zonal Agricultural and Horticultural Research Station (ZAHRS) at Shivamogga, Hiriyur, Mudigere, Brahmavara, nine Agricultural and Horticultural Research Station at Kathalagere, Ullala, Thirthahalli, Ponnampet, Sringeri, Bavikere, Honnavile, Madikeri and Kademadkal.

Extension Centers:
University has four ICAR KVKs at Shivamogga, Chitradurga, Chikkamagaluru and Udupi. Two Extension Education Units at Kathalagere and Ponnampet, two Extension Units at Thirthahalli and Sringeri.

KERALA AGRICULTURAL UNIVERSITY

Vellanikkara, Thrissur-680 656, Kerala
Tel : 0487- 2370034, 2370439, Fax : 0487-2370019
Email : deanagri@kau.in, coavellayani@kau.in
vckau@sancharnet, vckau@vsnl.com
Website : http://www.kau.edu

Deemed to have come into existence on February 24th 1971 by the Act 33 of 1971 of the Kerala State Legislature, entitled 'The Agricultural University Act, 1971', the Kerala Agricultural University (KAU) became operational since February 1st 1972 when the then existing two educational and 21 research institutions administered by the Departments of Agriculture and Animal Husbandry of the Government of Kerala, were brought under one umbrella for facilitating the sustainable and accelerated development of agriculture in the State. Excellence in Agricultural Education, Research and Extension for Sustainable Agricultural Development and Livelihood security of farming community

To Provide human resources, skills and technology required for sustainable development of agriculture, including crop production, Animal Husbandry, Veterinary Sciences, Dairy Sciences & Technology, Co-operation, Fisheries, Forestry, Agricultural Engineering, Home Science and other allied disciplines by integrating education, research and extension.

The University focuses its strategy on synergizing multi-disciplinary education and strengthening problem-specific research relevant to the state and help building innovative extension systems for sustainable management of natural resources, sustainable agricultural production and overall improvement of rural livelihoods.

Mission

Excellence in Agricultural Education, Research and Extension for Sustainable Agricultural Development and Livelihood security of farming community

Goal

To Provide human resources, skills and technology required for sustainable development of agriculture, including crop production, Animal Husbandry, Veterinary Sciences, Dairy Sciences & Technology, Co-operation, Fisheries, Forestry, Agricultural Engineering, Home Science and other allied disciplines by integrating education, research and extension.

Strategy

The University focuses its strategy on synergizing multi-disciplinary education and strengthening problem-specific research relevant to the state and help building innovative extension systems for sustainable management of natural resources, sustainable agricultural production and overall improvement of rural livelihoods.

KERALA KALAMANDALAM

Kalamandalam Deemed University of Art and Culture
Vallathol Nagar, Cheruthuruthy (PO)
Thrissur Distt. - 679 531, Kerala
Cheruthuruthy – 679 531 via Thrissur, Kerala, India
Telephone: 91+ 4884 262418, 262562, Fax: 91- 4884 - 262019
Email: info@kalamandalam.org

Kerala Kalamandalam is the premiere public institution in India imparting training in and conducting performances of the classical arts of Kerala viz. Kathakali, Kutiyattam, Mohiniyaattam, Thullal and Panchavaadyam. Founded in 1930 by eminent poet Padmabhooshan Vallathol Narayana Menon along the banks of the river Nila in the Cheruthuruthy village of Thrissur District, Kalamandalam is an immortal name in the cultural map of the world. Training in art-disciplines at Kalamandalam essentially adheres to the ancient Gurukula sambradaaya (The traditional mode of education which calls for a deep bond between the teacher and the student). Kalamandalam is strictly a residential center of learning. Veteran teachers and talented students are its inestimable wealth.

For art-recitals, demonstrations and workshops held in Kalamandalam and outside, artiste-teachers and students participate. Kalamandalam Kathakali, Kutiyattam, Mohiniyaatam and Thullal Troupes have travelled widely in India and abroad for programs, lecture-demonstrations and workshops. They have represented India in many an international dance and theater festival.

Kerala Kalamandalam has been functioning as a grant-in-aid institution under the Cultural Affairs Department, Government of Kerala. For special Projects, the Department of Culture, Government of India, and the Sangeet Natak Akademy, New Delhi, had been extending financial support. For the preservation and promotion of Kutiyattam, UNESCO sanctioned substantial financial assistance to Kalamandalam in 2004 through Japan Funds Trust.

The South Zone Cultural Center, Thanjavur, had for years, extended financial assistance to Kalamandalam for conducting dance & music festival in this campus. Being a regular event, the festival held every year attracts hundreds of rasikaas.

Since the historic encounter between the noble laureate Rabindranatha Tagore and Vallathol at Santinikethan, Kolkotta, the latter nurtured dreams of converting Kalamandalam in to a world renowned University for art and culture. Together with his close associate, Manakkulam Mukunda Raja, Vallathol made pioneering efforts for the multifaced development of Kalamandalam. With its recently achieved status of a deemed university, Kerala Kalamandalam has fulfilled the long cherished dream of its founder.

KERALA UNIVERSITY OF DIGITAL SCIENCES INNOVATION AND TECHNOLOGY

Digital University Kerala
Technocity Campus, Mangalapuram, Thonnakkal (PO)
Thiruvananthapuram, Kerala – 695317
Tel : +91-471-2788000
Email : info@duk.ac.in

Kerala University of Digital Sciences, Innovation and Technology (Digital University of Kerala) was established in 2020 by the Government of Kerala by upgrading the Indian Institute of Information Technology and Management, Kerala. It is a non-affiliating research and post graduate teaching University in the State of Kerala to facilitate and promote studies, research, incubation and extension work in Digital Technologies and its application domains in Science, Engineering and Humanities. It is the 14th State University in Kerala and first Digital University in the State. The University functions from its own residential campus at Technocity, Mangalapuram, Pallippuram, Thiruvananthapuram, Kerala.

The Digital University Kerala campus is aplace for discovery, alive with debate, both intellectually and physically. The sustainable campus architecture isn't just a backdrop for what is going on inside the buildings. It is a model for innovation that inspires and keeps the campus' high aspirations on trac.

The innovations coming out of DUK are already impacting Kerala and beyond — proving what's possible with a campus that fosters the free flow of ideas and solutions.Both on and off campus, a highly enriched experience awaits DUK students at various levels of interaction — with classmates, faculty, experts, employers, and tech giants — that just isn't possible elsewhere.

Diverse environment of academics and research practitioners extruding excellence excel at imagining, researching and building digitally-enabled products and services to directly address societal and commercial needs.

KERALA UNIVERSITY OF FISHERIES AND OCEAN STUDIES

Panangad P.O., Kochi - 682 506, Kerala
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The Kerala University of Fisheries and Ocean Studies (KUFOS) is an autonomous public funded institution established on 20th November 2010, and governed by the Kerala University of Fisheries and Ocean Studies Act, 2010 passed by the Kerala Law (Legislation 1) Department vide Notification No. 19540 / Leg.1 / 2010/Law dated 28th January 2011.

This is the first Fisheries University in India coming under the Fisheries Ministry with its headquarters at Panangad, 12 km. away from Kochi city, along the NH-47. Ernakulam South Railway Station is the nearest Railway Station, 12 km away from the campus. Total land area is 69.10 acres.

College of Fisheries, Panangad, Kochi and the Fisheries Research Station, Puduvype were disaffiliated from Kerala Agricultural University to form KUFOS which started functioning with effect from 1 st April 2011.

This is the primary and principal instrumentality of Kerala State in providing human resources, skills and technology required for the sustainable development of Fisheries and Ocean Studies. It acts as a centre of excellence for human resource development in Fisheries and Ocean Studies and the nodal agency to establish relationship with institutions and universities functioning at national and international level.

The mission of the University is to serve as a flagship University of higher learning through demonstrated and growing excellence in teaching, research, extension, training, scholarship and creative work in Fisheries and Ocean studies, comparable with global standards that will benefit the country and the world at large.

His Excellency the Governor of Kerala is the Chancellor and the Hon.Minister for Fisheries is the Pro-Chancellor of the University. The supreme authority of the University is the Senate and the chief executive body is the Governing Council.

The Vice- Chancellor is the principal executive who is assisted by the Pro-Vice chancellor, Registrar, Finance Officer, Deans of Faculties, Controller of examination, Director of Research, Director of Extension, Directors of Schools and Heads of Departments.

KERALA UNIVERSITY OF HEALTH SCIENCES

Medical College PO, Thrissur - 680 596 Kerala
Tel :+91 487 2207664
Fax : +91 487 2207616
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Website : http://kuhs.ac.in

The Kerala University of Health Sciences (KUHS) was established by the 'Kerala University of Health Sciences Act 2010', for ensuring proper and systematic instruction, teaching, training and research in Modern Medicine, Homoeopathy and Indian Systems of Medicine including Ayurveda, Siddha, Yoga, Naturopathy, Unani and other allied sciences and also to have uniformity in the various academic programmes in medical and allied subjects in the State of Kerala. The University is situated at Thrissur, Kerala.

The University is mandated to affiliate all Colleges and Institutions in Kerala, imparting professional education in health care. So far 249 professional colleges have been affiliated to the University.

Kerala University of Health Sciences is a medical university in the city of Thrissur in Kerala, India. The university is located in 75 acres (30 ha) on the Government Medical College, Thrissur campus.

The university was established on the basis of Kerala University Health Act 2010. There are 205 professional colleges affiliated to this university.

All branches of treatment would come under the university and medical and para-medical colleges now functioning under different Universities, like University of Kerala, Mahatma Gandhi University, Calicut University, Kannur University, Cochin University of Science and Technology, and Sree Sankaracharya University of Sanskrit, would come under this university.

The territorial jurisdiction of the University shall extend to the whole of the State of Kerala.

KERALA VETERINARY AND ANIMAL SCIENCES UNIVERSITY

Pookot, Lakkidi (P.O.)
Wayanad – 673576, Kerala
Tel : 04936-256650, 0487 2376644, 04936-209220
Fax: 0471 2444987
Email : vc.vetuny@gmail.com, vc@kvasu.ac.in, registrar@kvasu.ac.in
Website : http://www.kvasu.ac.in

Kerala Veterinary and Animal Sciences University (KVASU) came into existence on 14th June, 2010 as per Ordinance No. 44/2010 and later Act 3/2011 of the Government of Kerala. The establishment of the University was the result of the recognition of the need to advance animal production sector activities. Twenty animal production-related institutions of Kerala Agricultural University including three colleges were transferred to the newly formed University. KVASU now undertakes academic, research, extension and entrepreneurship activities in animal production and dairy sector.

The University is empowered to award degrees as specified by the UGC under section 22 of the UGC act 1956 through its main campus in regular mode with the approval of statutory bodies /councils, wherever required.

The University and the two constituent Veterinary Colleges, one at Mannuthy, Thrissur and the other one at Pookode, Wayanad were approved for accreditation by the ICAR for a period of five years from 2016 to 2021. The colleges of Dairy Science and Technology received accreditation in 2017 for a period of five years. There are three faculties in the University namely, Faculty of Veterinary Science, Faculty of Dairy Science and Faculty of Poultry Science and seven constituent colleges including Veterinary, Dairy Science and Technology and Poultry Science.

Kerala, which forms 1.13 percent geographic area of the country, has many peculiarities. When the area of cultivable land gets reduced, there is increased potential for livestock products in the state. Increase in population density, high land pressure, varying climatic conditions, increase in cost of production and reduced availability of land for fodder cultivation are some of the major issues affecting this sector. Even with these adverse conditions, Kerala could achieve spectacular growth in livestock production. The State has complete network of veterinary institutions at the Grama panchayat level and has more than 90 percent crossbred cattle. During the last four decades, Kerala could achieve quantum jump in milk production. Livestock rearing is gradually shifting from subsidiary to main occupation in rural areas. Since women involvement is more than 80 percent, more number of women self help groups are actively involved in livestock farming in the state. There is sunrise potential for education and research in veterinary and animal sciences. Taking in to account the growing importance of this sector, Government of Kerala has established Kerala Veterinary and Animal Sciences University to give emphasis to education, research and development in the livestock sector.

KHAJA BANDANAWAZ UNIVERSITY

KBU Administrative Building
Rauza-i Buzurg, Gulbarga – 585 104, Karnataka
Telephone No: 091-8472-236041/224591/267657/228540/640004
Fax No: 091-8472-231882
E-mail: kesociety@hotmail.com
Web : www.kedus.org

The Khaja Bandanawaz University, Gulbarga has been established under the KARNATAKA ACT NO. 18 OF 2018, THE KHAJA BANDANAWAZ UNIVERSITY ACT, 2018.

The University has decided to employ a broad range of strategies to achieve its vision and objectives,- (i) to support, promote and undertake advancement of and innovation in University education leading up to and including post graduate, doctoral and post doctoral courses in humanities, social sciences Technical, Health, Management, Life sciences and allied sectors and make provisions for research, advancement and dissemination of knowledge including consultancy in these fields; (ii) to collaborate with any other universities, research institutions, non-profit organizations, industry associations, professional associations or other organizations, to conceptualize, design, develop and offer specific educational and research programmes, training programmes and exchange programmes for students, faculty members and others; (iii) to undertake collaborative research and advocacy with any organizations with prior approval of the State Government; (iv) to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and in particular, to make special provisions for integrated courses in Technical, Health, Management, Life sciences and other such Higher Educational Programmes of the University and to make appropriate measures for promoting interdisciplinary studies and research; (v) to develop human resource centers to meet the demands of high end technical and professional industries with research on future sustainable technologies catering to engineering solutions and support technology business and technology incubation; (vi) to provide innovative system of University level education, flexible and open with regard to methods and places of learning, combination of courses eligibility for enrolment, age of entry, conduct of examinations and operation of programmes with a view to promoting access and equity in higher learning besides encouraging excellence in new fields of knowledge and placing special emphasis on both academic as well as application oriented learning; (vii) to develop Human Development as per norms of the University Grant Commission, the resource centres to contribute to quality education with prior approval of the State Government; (viii) to establish Campuses, Regional centres, study centres and constituent Colleges at various locations in Karnataka and to contribute and develop an understanding of educational change in technical, professional, general education and social and human development after completion of five year of establishment of the university with prior approval of the State Government; 8 (ix) to institute Degrees, Diplomas, Certificates and other academic distinctions like award of credits on the basis of successful completion of academic work evaluated through multiple modern methods of assessment; (x) to disseminate knowledge and develop a public debate on issues of education and allied development fields through seminars, conferences, executive education programmes, community development programmes, publications and training programmes and events; (xi) to undertake programmes for development and training of faculty and researchers of the University in partnership with any other university of quality with prior approval of the State Government; (xii) to undertake necessary or expedient action to pursue and promote the objectives of the University; (xiii) to pursue any objectives as may be approved by the Government for the enhancement of education and other development sectors.

KHALSA UNIVERSITY

GT Road, Amritsar, Punjab 143002
Tel. : +91-0183-5050111 / +91-0183-5050112
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Email : khalsauniversityamritsar@gmail.com
vicechancellor@khalsauniversity.in
registrar@khalsauniversity.in

The long cherished dream of the founders of Khalsa College Charitable Society (KCCS) also known as Khalsa College Governing Council (KCGC) was fulfilled with the passing of Khalsa University Bill-2016 on September 14, 2016 in the Punjab State assembly. The Bill was unanimously passed. The office bearers of the KCCS thanked State Government for the setting up of the Khalsa University. The office bearers assured the Government that the University will provide quality higher education and focus on research and professional courses to generate best human resources. Khalsa University (KU) Chancellor S.S Satyajit Singh Majithia, Pro- Chancellor S. Rajinder Mohan Singh Chhina, Vice- Chancellor Dr. S.S. Chahal and Registrar Dr. Jaswinder Singh Dhillon said the varsities were following the Ordinance issued by the office of the Governor. They said that the multi- faculty, professional Khalsa University will give boost to higher education and research in this border region in the state. The Vice -Chancellor of the University said that the admission to Ph.D programmes in almost all subjects including Agriculture, Engineering, Pharmacy, Nursing, Education , Physical Education, Languages, Sikh History, Law, Library Sciences, Medical Lab Technology and Journalism has already been completed. Khalsa University (KU) Chancellor S.S Satyajit Singh Majithia, Pro- Chancellor S. Rajinder Mohan Singh Chhina, Vice- Chancellor Dr. S.S. Chahal and Registrar Dr. Jaswinder Singh Dhillon said the varsity were following the Ordinance issued by the office of the Governor. They said that the multi- faculty, professional Khalsa University will give boost to higher education and research in this border region in the state. The Vice -Chancellor of the University said that the admission to Ph.D programmes in almost all subjects including Agriculture, Engineering , Pharmacy, Nursing, Education , Physical Education, Languages, Sikh History, Law, Library Sciences, Medical Lab Technology and Journalism has already been completed .

The mission and vision of Khalsa College Charitable Society, Amritsar as enshrined in its Constitution are as follows:

- To provide higher education with a focus on transformative education in the context of globalization
- To provide opportunities for educational, vocational, professional, social, linguistic and cultural development to the people of all abilities and backgrounds; so that they can discover their potential and fulfill their aspirations
- To develop multidimensional personality of the students by providing them opportunities to participate in religious, cultural, co-curricular, theatrical, literary and sports activities.
- To value originality and vision, encourage initiative and promote creativity.
- To instill a sense of pride and achievement of personal accomplishment and to develop a sense of responsibility towards society, fellow beings and the nation.

KHALLIKOTE UNITARY UNIVERSITY

Berhampur, Ganjam-760001
Odisha
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Website :- www.khallikotecollege.org

This more than a century old, Khallikote Unitary University has been an important center of learning in South Odisha and one among the two premier educational institutions in the state. It has a name at the national level for its academic achievements. The College began as a Zilla school in 1856 and attained the status of an Intermediate College with the name of 'Union College' with the addition of F.A. Classes in 1878. It was renamed as Native College in 1887 with a student strength of 127 and 12 members of staff. The medium of instruction was English. The college faced an acute financial crisis around 1893. The Managing Committee, headed by the District Magistrate, A.WB. Higgins. ICS, approached the late Raja Saheb Harihar Mardaraj Deo of Khallikote who generously donated liberal amounts and later created an endowment with a lakh of rupees. As a fitting tribute to the magnanimity of the late Raja Saheb, a resolution was adopted at a public meeting on 16th August 1893 to rename the college as Khallikote College. After the death of the Raja Saheb his son, the late Rama Chandra Mardaraj was made President of the Managing Committee who continued the practice of donating large sums of money as occasions arose to keep the college functioning. The Raja Saheb of Dharakote, Late Madan Mohan Singh Deo donated Rs. 10,000/- for construction and equipment of laboratory in 1910, not a small gesture at that time.

The building of the present Khallikote Junior College came up in 1896 and the Victoria Memorial Hostel for girl students (now renamed Jhansi Rani Hostel) was constructed in 1904 with the help of a donation of Rs. 10,000/- by the Raja Saheb of Badakhemundi. There was a remarkable growth in the infrastructure of the college during the first two decades of the 20th century including the requisition of the present playground in 1913. Degree classes were begun in 1944 and the college became affiliated to Utkal University the same year. The Late Lingaraj Panigrahi, the former Chief Justice of Orissa High Court and former Education Minister of the State, became the Vice President of the Managing Committee at whose initiative the present two storeyed panigrahi Extension Block was built. The Late Brundaban Nayak, a dynamic leader of the state and a former Minister became Vice president in 1963 whose persistent efforts resulted in opening of post graduate classes in the college. Classes in Economics, Commerce and Chemistry and later in English and Mathematics were begun, The Commerce Economics, block and the Science block came up during his tenure. The three-storeyed building presenting the front view was constructed in 1979. The Centenary Building and the Life Science Block with four galleries were added in 1982. A new era in the history of the College began with the take over of the college management by the Government in 1971. Interestingly, the college had passed from Government control into private management way back in 1880 and it again went back into Government hands in 1971. Teaching provisions in a number of Honours and Post-Graduate courses were introduced thereafter. The College currently has nineteen undergraduate and fourteen Post Graduate Departments and M.Phi courses in Mathematics, Economics, Botany and Commerce. A branch of Central Bank of India with ATM facility and a Sub-Post Office with Speed post facility are located in the campus. The college has been granted autonomy since 1990. The college has the rare distinction of being the foremost College of the state in getting 'A' Grade by NAAC accreditation on January 2017. In may, 2006 the college has also been accorded the status of CPE College with potential of Excellence by the UGC.

KHWAJA MOINUDDIN CHISHTI URDU, ARABI-FARSI UNIVERSITY

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इस यूनिवर्सिटी को हुकूमत उ0प्र0 ने सरकारी गज़ट में जारी नोटिफिकेशन बतारीख 28 फरवरी 2009 के तहत उ0प्र0 उर्दू, अरबी़फ़ारसी यूनिवर्सिटी के नाम से क़ायम करने का फैसला किया। बतारीख 5 मार्च 2010 को जारी की गई सरकारी गज़ट नोटिफिकेशन के तहत उ0प्र0 प्रदेश यूनिवर्सिटीज़ एक्ट 1973 में तरमीम करके इस यूनिवर्सिटी का नाम रियासती यूनिवर्सिटियो की फहरिस्त में शामिल किया गया। बतारीख 4 अप्रैल 2011 के गज़ट नोटिफिकेशन के तहत यूनिवर्सिटी का नाम मान्यवर श्री कांशीराम जी उर्दू, अरबी़फ़ारसी यूनिवर्सिटी रखा गया।

हुकूमत उ0प्र0 ने जनाब अनीस अंसारी, आई.ए.एस. (रिटायर्ड) साबिक़ एग्रिकल्चर प्रोडक्शन कमिशनर बतारीख 23 अप्रैल 2010 को अव्वलीन वाइस चांसलर की हैसियत से तक़र्रूरी दी। स्पेशल सिक्रेट्री आला तालीम को यूनिवर्सिटी के रजिस्ट्रार इज़ाफ़ी काम दिया गया। इस वक़्त फाइनेंस आफीसर, डिप्टी रजिस्ट्रार, मुआविन रजिस्ट्रार और आफीसर आन स्पेशल ड्यूटी के ओहदों पर मुतअल्लिक़ा अफसरान काम कर रहे हैं।

यूनिवर्सिटी का कैम्पस सीतापुर-हरदोई रोड बाईपास पर इण्डियन इंस्टीट्यूट आफ मैनेजमेन्ट के कैम्पस के क़रीब वाके है। फिलहाल 30 एकड़ ज़मीन मुहय्या की गई है। बाईपास की जानिब तक़रीबन 32 एकड़ और दूसरी जानिब तक़रीबन 150 एकड़ ज़मीन हासिल करने की अलग से कार्रवाई की जा रही है। उ0प्र0 राजकीय निर्माण निगम तामीर का काम कर रहे हैं। पहले मरहले में 188 करोड़ रूपये का प्रोजेक्ट मन्जूर किया गया है जिसमें एकेडमिक ब्लाक, एडमिनिस्ट्रेटिव ब्लाक, गेस्ट हाउस, तलबा व तालिबात के लिये हास्टल, लाइब्रेरी और तालिब इल्मों के लिये कैफेटेरिया, बैंक और पोस्ट आफिस जैसी ज़रूरी सहूलतों की तामीर का काम चल रहा है। हुकूमत उ0प्र0 ने अब तक 171 करोड़ रूपये की रक़म जारी कर दी है और 17 करोड़ रूपये की बक़िया रक़म पहली सप्लीमेन्ट्री में मिलने की तवक़्क़ो है। दूसरे और तीसरे मरहले में बक़िया इमारतों की तामीर की तजवीज़ें हुकूमत उ0प्र0 को भेजी जा रही हैं।

KING GEORGE'S MEDICAL UNIVERSITY

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In 1870 the Maharaja of Vijanagaram first floated the idea of starting a Medical College in Lucknow. But the idea was watered down due to paucity of funds. In 1905 the visit of King-Emperor, George V, then Prince of Wales, inspired the idea of establishing a college to commemorate the occasion.

The originator of this fine ideal to commemorate the occasion was late Raja Sir Tassadnq Rasul Khan of Jehangirabad to whom Sir Harcourt Butler wrote on 1st December 1905. "It must ever be a source of pride to you to think that the first suggestion of such a movement came from you absolutely spontaneously."

On 22nd March 1906, the Secretary to Govt. U.P. wrote to the Registrar, Allahabad University "It is the desire of subscribers to the Foundation of King George's Medical College that this College should be the best in the East and it will be aim of Government that the College shall give to its students the best education possible."

The project was warmly taken up by all and the Taluqdars and Zamindars of Agra and Oudh gave princely donations. Sir Harcourt Butler himself was largely responsible for rapid maturation of the scheme by the energy in collecting subscriptions and by his talents in organisation.

The architect of the buildings was Sir Swinton Jacob and the features were designed in the Indo-Saracenic style to be in keeping with ancient and royal buildings of this capital of Oudh and with the Imambara or Tomb of Nawab Asaf-ud-Daulah, which stands immediately besides the College and which dates from 1784. The total cost of the Hospital and College building was about 30 lakhs of rupees; the Local Government was indebted to the Government of India for a contribution of 10 lakhs towards the cost.

The staff of the College and Hospital began with an irreducible minimum of members, and schemes for expansion were being considered from the start, when the Great War supervened. The first batch of students qualified in 1916, and these also and the next few succeeding batches were for the most part absorbed by military requirement, and only after 1920 could the College be said to be gradually returning to its normal and progressive condition.

KING GEORGE'S UNIVERSITY OF DENTAL SCIENCE

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In 1870 the Maharaja of Vijanagaram first floated the idea of starting a Medical College in Lucknow. But the idea was watered down due to paucity of funds. In 1905 the visit of King-Emperor, George V, then Prince of Wales, inspired the idea of establishing a college to commemorate the occasion. The originator of this fine ideal to commemorate the occasion was late Raja Sir Tassadnq Rasul Khan of Jehangirabad to whom Sir Harcourt Butler wrote on 1st December 1905. "It must ever be a source of pride to you to think that the first suggestion of such a movement came from you absolutely spontaneously." On 22nd March 1906, the Secretary to Govt. U.P. wrote to the Registrar, Allahabad University "It is the desire of subscribers to the Foundation of King George's Medical College that this College should be the best in the East and it will be aim of Government that the College shall give to its students the best education possible."

The project was warmly taken up by all and the Taluqdars and Zamindars of Agra and Oudh gave princely donations. Sir Harcourt Butler himself was largely responsible for rapid maturation of the scheme by the energy in collecting subscriptions and by his talents in organisation. A picture of the Prince & Princess of Wales with eminent citizens of Oudh at the Foundation Ceremony of the college. The success of this great project of medical education and relief was already assured when the foundation stone was laid by His Royal Highness the Prince of Wales in 1906, and during his second visit for the Coronation Durbar as King Emperor, His Majesty was pleased to give his consent and to designate the College by his name.

The College was completed and the work of the first medical session was started in October 1911, though the ceremonial opening of the college building by His Honour Sir John Prescot Hewett did not occur until January 27, 1912. The College buildings consisted of a fine Administrative Block, an Anatomical block, a combined Pathological and Physiological block and a Medico-Legal Department. As soon as the College was completed the construction of the Hospital itself was commenced. The work for Out-patient Department was finished by. April 1913 and the main-building a few months later. The number of beds provided was 232 and besides the main Hospital block there were an Isolation Block and separated Cottage wards. The formal opening of King George's Hospital with the opening of the New Bridge over the river Gomti River opposite the Hospital was performed in January 1914 by His Excellency the Viceroy Lord Hardinge; the Bridge took the place of an ancient bridge built by King Asaf-ud-Daulah in 1780 and which was only demolished as late as 1911-12.

KISHKINDA UNIVERSITY

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Kishkinda University, Ballari, stands as a beacon of educational excellence under the nurturing umbrella of the T.E.H.R.D Trust. Established with a commitment to imparting knowledge and nurturing talent, this institution has emerged as a prominent destination for higher education.

Offering a diverse range of programmes, Kishkinda University caters to the ever-evolving demands of the academic world. The Bachelor of Technology (B.Tech.) programmes in Computer Science & Engineering, Electronics & Communication Engineering, and Electrical & Electronics Engineering are designed to equip students with cutting-edge skills, ensuring they are ready to tackle the challenges of the tech-driven world.

For those seeking a deeper understanding of the digital landscape, the Master of Computer Application (MCA) programme provides an advanced curriculum that combines theory and hands-on experience.

In the realm of business and management, Kishkinda University offers a Master of Business Administration (MBA) programme, instilling leadership and entrepreneurial skills in aspiring managers and leaders.

Additionally, the Bachelor of Computer Application (BCA) programme nurtures young talents in the field of computer applications.

At Kishkinda University, academic rigor, experienced faculty, state-of-the-art facilities, and a commitment to holistic development converge to shape future leaders and innovators. With a strong emphasis on research, innovation, and industry-relevant skills, this institution prepares its students to excel in a competitive world. Kishkinda University, Ballari, is indeed a nurturing ground for the leaders and professionals of tomorrow.

KLE ACADEMY OF HIGHER EDUCATION AND RESEARCH

Nehru Nagar, Belgaum - 590 010
Karnataka
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Email : info@kleuniversity.edu.in
Website : http://www.kleuniversity.edu.in

KLE University was established in 2006 at Belgaum, Karnataka. The University is Declared as Deemed-to-be-University and accredited 'A' Grade by NAAC placed in Category 'A' by MHRD. The main sources of postgraduate and undergraduate training are the 1000-bed Dr Prabhakar Kore Charitable Hospital, three Primary Health Centres, and one urban Health Centre. The University encompasses eight constituent units with the latest infrastructural facilities. Belagavi's KLE Academy of Higher Education and Research was awarded the "Mahatma Gandhi National Council of Rural Education Announces the Recipients of "One District One Green Champion" Awards" by the Mahatma Gandhi National Council of Rural Education.

The Institute will strive to be among the top ten medical colleges in India in the spheres of medical education, research and health care services. Added to this 1000 bed Dr. Prabhakar Kore Charitable Hospital and three Primary Health Centres and one urban Health centre will be the epicenters of post graduate and under graduate training, wherein patients are treated free and exclusively meant for training the post graduate and under graduate in their basic knowledge and skills. The extreme shortage of medical facilities in the region, promoted the KLE Society to establish the Jawaharlal Nehru Medical College at Belgaum in 1963. The J N Medical College, Belgaum, stands testimony to the high professional standards aimed for and achieved by the KLE Society. Under the able guidance and mature insight of the Founder Dean, Late Dr. B.S.Jirge, the foundation of the present academic vastness was laid. Eminent medical educationist, late Dr.B.S. Desai and Dr. M.Basavaraj Urs headed the institutions as principals during the first decade. Dr. S.G. Desai took over the reigns of the institution in 1971. His distinguished tenure between 1971 and 1985 was marked by the achievement of high standards of discipline, decorum, and academic excellence.

Dr. H.B.Rajshekhar assumed the office of the Principal in 1985. During his tenure; the college saw vast growth in infrastructure and learning resources. He contributed substantially in the up coming of the KLE Hospital and MRC, Department of Medical Educaiton, Digital Library and collaboration with the University of Illinois, USA. These ideas were conceived and realized during his tenure. Welfare and student support amenities were given a great emphasis by him.

KLE TECHNOLOGICAL UNIVERSITY

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For Admission : +91 - 836 - 2378103

KLE Society, Belgaum,completing one hundred years of its yeomen service in the field of education and healthcare, continually looks for opportunities to enhance its reach and impact that can transform the society.

In its efforts to continue to serve the cause of education, KLE Society had submitted the proposal for establishing 'KLE Technological University, Hubballi' by upgrading one of it's prestigious institutions 'B. V. Bhoomaraddi College of Engineering and Technology, Hubli' to the status of University. It's our pleasure to inform you that the government has given permission to establish the University, through the Act enacted by the Karnataka State Legislature 'KLE Technological University, Act 2012'. Accordingly, the K.L.E. Society has decided to commence the University from the academic year 2015-16.

Established in 1947, KLE's B. V. Bhoomaraddi College of Engineering and Technology has achieved distinguished status at the national level, due to a strong emphasis on academic excellence and research of greatest value to the society. The college offers 12 Undergraduate and 9 Postgraduate programs in which over 5400 students pursue their engineering studies. Considering the synergy between research and excellent educational environment, the college has established 13 research centres in various fields of Engineering, where more than hundred research scholars are working toward their doctoral degree.

After attaining autonomous status in 2007, the college undertook a holistic academic reform process to provide a truly world-class learning environment by adopting Outcome Based Education framework. The result of this reform process is reflected in students success of achieving over 950 placement offers this year. The knowledge and competency of our graduates have attracted 80 major multinational companies like Microsoft, Toshiba, Sony, Mercedes Benz, Bosch, Infosys, Accenture etc., for the campus recruitments.

KODAGU UNIVERSITY

Chikka Aluwara, Kushalanagar Taluk
Distt. Kodagu, Karnataka
Tel: +91-8861774778
Email: academickuk@gmail.com
kodaguuniversityadmission@gmail.com

Kodagu University came into existence with the aim of serving the underprivileged and economically backward section of students of Kodagu and nearby Districts. The University started out as a Post Graduate center of Mangalore University under the guidance of the then Vice-Chancellor Prof. T.C. Shivashankar Murthy with an allotment of 70.47 acres of land. The foundation stone was set by then Hon'ble Chief Minister of Karnataka, B.S. Yeddyurappa, and Members of the Legislative Assembly on November 15, 2010. The Post Graduate Centre was inaugurated on January 7, 2014, by the Hon'ble Chief Minister of Karnataka Shri. Siddaramaiah and the Members of the Legislative Assembly. For the past 09 years, University has strived to provide industry-standard education to Kodagu students and students of nearby districts like Mysuru, Hassan, Dakshina Kannada, and the State of Kerala.

The campus provides adequate facilities and infrastructure for the pursuit of excellence in higher education. The facilities include a Science block, a Humanities block, a guest house, and a designated hostel for men and women.

The campus houses Post Graduate departments of Biochemistry, Microbiology, Yogic Science, and Master's in Commerce, MA in Kannada, History, Political Science, and M.Sc. in Botany, Chemistry, and Computer Science. The campus also offers diploma and certification courses in Kodava language and Yogic sciences.

The University library has a collection of 10,000 books and journals, required for teaching and research work. The Science block hosts a well-equipped laboratory for Botany, Chemistry, Environmental science, Biochemistry, and Microbiology. The students are benefitted from well-equipped classrooms, transport facilities, free Wi-Fi, CC TV surveillance, and round-the-clock security personnel.

Departments of Biochemistry and Microbiology provide Ph.D. programs to national and international students. Many researchers have been awarded doctoral degrees. The professors of various departments have taken up research projects by getting grants from UGC, DST, and other reputed institutes.

As per UGC norms, a total of 11 committees including the Anti-Ragging Cell, Women's Cell, SPARSH, Canteen Committee, Human Rights Cell, Student Welfare Office, SC/ST Cell, Village Adoption Programme, Transport Committee, NSS and Swach Bharath Committee have been functioning continuously in our center. Thousands of students who have successfully completed their master's degrees from the Jnana Kaveri campus are currently contributing to society by working in various capacities in government, and private organizations.

KOLHAN UNIVERSITY

Chaibasa, West Singhbhum - 833 201
Jharkhand
Tel : 06582-255276, 06582-255281, 06582-255277
Fax : 06582-255273, 06582-255274
Email : laksmisree@hotmail.com; regdrbrau@yahoo.com
Website : http://www.kolhanuniversity.org

The Kolhan University was established on 13th of August, 2009 with 14 Constituent Colleges and 12 Affiliated Colleges in geographical jurisdiction of East Singhbhum, West Singhbhum and Seraikela Kharswan District with more than 80,000 students strength. The University is in the area of tribal region.

The total number of students enrolled in Kolhan University for Bachelors, Masters and Vocational/Professional Courses comes to 55,500. In graduation level 43,000 students have been enrolled in Part-I and Part-II. The number of Part III students are about 12,500, at present appearing from Ranchi University. Apart from that, the number of students enrolled in PG, Medical, Dental, Engineering, MBA, B.Ed. and Vocational/Add-on Courses are about 8,142 . Therefore the total number of students enrolled is 63,642. Apart from conventional courses in UG and PG level including Medical/ Dental/ Engineering/ Law/ Management/ Education following Vocational Courses are running under the University :

Vocational Courses running in 11 Colleges are :
BBA, BCA, BSC (INFORMATION TECHNOLOGY, COMPUTER APPLICATIONS, MASS COMMUNICATION-VIDEO PRODUCTION, ADVERTISING SALES PROMOTION AND SALES MANAGEMENT, TRAVEL AND TOURISM MANAGEMENT), MBA, MCA, B.Ed. AND M.Ed.,

Ongoing Add-on (Vocational) courses running in different colleges are :
Banking, Applied Psychology, Communicative English, Web Designing, Industrial Chemistry, Pollution Management, e-Commerce, Aqua Culture, Advertising Sales Promotion and Sales Management, Functional English, Mass Communication, Information Technology and Computer Applications.

KRANTIGURU SHYAMJI KRISHNA VERMA KACHCHH UNIVERSITY

CS-60, Jubilee Ground
Bhuj-Kachchh - 370 001, Gujarat
Tel : 02832-235001, Fax : 02832-235011
Email : info@kskvkachchhuniversity.org
Website : http://www.kskvkachchhuniversity.org

Education is the basic requirement for the development of any region. The Govt. of Gujarat has taken a commendable decision to provide a separate University for the region of Kachchh to fulfill the demand of the people of Kachchh.

The Krantiguru Shyamji Krishna Verma Kachchh University Act was published in the Govt. Gazette in March 2003.All the ten colleges of Kachchh District previously affiliated to the Gujarat University were affiliated to Kachchh University on 22 June 2004 with Notification No : GH/SH/5/KUG-2104-1648-Kh of Gujarat State.

The government of Gujarat decided to provide a separate university for the region of Kachchh. The Krantiguru Shyamji Krishna Verma Kachchh University Act was published in the government Gazette in March 2003. The foundation stone was laid on 24 September 2004.

The construction work for the administrative blocks, four faculty blocks, library, computer building, guest house, hostels was estimated at 35 crores (funded by Gujarat State). The Kachchh University started its administrative and academic activity at the new developing campus in 2007.

The university started with 10 colleges in 2004, having 28 colleges with more than 15,000 students and nearly 200 teachers working in the faculties of Arts, Commerce, Science, Education, Law, Technology including Engineering and Pharmacy.

The university was named after Eminent scholar and freedom fighter Pandit Shyamji Krishna Verma of Mandvi, Kachchh. And that is how the University is known as "Krantiguru Shyamji Krishna Verma Kachchh University".

KREA UNIVERSITY

Campus : 5655, Central Expressway,
Sri City, Andhra Pradesh 517646
General Enquiries : ask@krea.edu.in
Admissions Counselor : 044-30637763

KREA University has been enacted by the Legislature of the State of Andhra Pradesh as per The Andhra Pradesh Private Universities (Establishment and Regulation) (Amendment) Act, 2018 vide the gazette notification published on April 30, 2018.

KREA University is listed on the UGC website under State Private Universities.

University is authorised to confer degrees as decided by the Academic Council of the University.

IFMR Society is the sponsoring body of the University. Institute for Financial Management and Research (IFMR) has wide and deep experience in education and research for the past 48 years.

KREA University is a unique effort, specifically conceived and designed to address the unprecedented challenges and opportunities of the 21st century.

KREA University is pioneering Interwoven Learning - a new paradigm ideal for the connected world. This weaves together the arts and sciences, creativity and action, eastern and western perspectives. It draws upon the profound learnings of the past and present, to ready students for the future.

Krea University will thus shape a new generation of adaptable, resilient leaders, giving them critical thinking skills and the ethical grounding needed to forge ahead.

KREA University will ensure that university education stretches far beyond delivering hard skills for immediate employability, and deliver lifelong value for impactful leadership in a fast-changing world.

Enable high potential individuals to learn to create positive, catalytic impact ethically, in a dynamic and diverse world.

KRISHNAGURU ADHYATMIK VISHVAVIDYALAYA

Krishnaguru Adhyatmik Visvavidyalaya, Nasatra- 781307, Assam
Contact No.: 8638689406, 8638202055
Email: office@kav.org.in

Krishnaguru Adhyatmik Visvavidyalaya or Krishnaguru Spiritual University is the sixth Private University of Assam. The university is established by Krishnaguru Adhyatmik Visvavidyalaya Bill, 2017 which was passed by the Government of Assam on 9 March 2017.

The Krishnaguru Foundation set the private spiritual university at Nasatra in Barpeta district. The foundation was set up by spiritual guru Krishnaguru. On 3 August 2017 Chief Minister Sarbananda Sonowal inaugurated Krishnaguru Adhyatmik Vishvavidyalaya. The university which is unique in itself would impart contemporary education in blend with spiritualism. Academic activities of this university had started from the month of August itself in Assamese, Political Science, Education, Philosophy, GNM, B.A., B.Com., B.Sc. and would again introduce other disciplines subsequently.

Develop and emerge as an unique University with specific curricula to revitalize its socio-religious and educational leadership and transform the organization into an institution of higher learning with high moral commitment for the upliftment of the weaker section of the society. To create infrastructures for developing the human Resource of the region.

To provide quality and spiritually blended value-based education to the weaker section of the society and remote rural masses, to whom updated education facility is a far cry.

To offer a platform for human resource development for untapped talents scattered in the ethnic diversity of North East.

To become an institution of excellence in India with high educational, social impact and cutting edged knowledge base.

To stimulate the spiritual and philosophical education to re-discover themselves and contribute to strengthen the extension of mental health and spiritual health in the society to achieve targeted world peace.

To collaborate nationally and globally to achieve the targeted goal.

To catalyse and grooming leadership in innovations, ethical and spiritual, professional and academic knowledge domain.

KRISHNAVISHWA VIDYAPEETH

Malkapur, Karad, Dist.Satara - 415539
Maharashtra
Phone: (02164) 241555/6/7/8
Website: www.kimsuniversity.in
E-mail: contact@kimsuniversity.in

Established in 1982, Krishna Institute of Medical Sciences Deemed University, Karad is located in Western Maharashtra, India against the background of mountains and valleys. The campus is spread over 60 acres and is well connected by national highway to Mumbai & Pune International Airport. The constituent colleges of the University include Medical, Dental, Physiotherapy, Nursing and Biotechnology offering undergraduate and postgraduate courses in respective faculties. It also runs Ph.D. programmes in Anatomy, Community Medicine, Pharmacology, Microbiology and Nursing.

The medical college is about 29 years old and is recognized by the Medical Council of India, Medical Council of Malaysia and is listed in the WHO's world directory of Medical Schools. MBBS and postgraduate degree/diploma courses in clinical and basic sciences in 17 disciplines are recognized by Medical Council of India. It also admits the international students from all over the globe for MBBS course. It has state-of-art museums with large collection of specimens and models in Anatomy, Pathology, FMT, Microbiology, Pharmacology etc. The diagnostic laboratory has applied for NABL accreditation and is already running as per its norms. The Lead Referral Laboratory is one of its kind in Maharashtra state. The new addition of well equipped molecular & human genetics laboratory is a feather in the cap which is involved in research and services for Thalassemia, Dushene's Muscular Dystrophy, Breast & Cervical Cancer, HCV, HPV and other genetic disorders.

The teaching hospital is 1100 bedded multi specialty tertiary care hospital with facilities for Critical Care, Endoscopic Surgeries, Dialysis, Cardiology, Cardio-vascular-thoracicsurgery, Oncology, Urology, Neuro surgery & Plastic surgery etc. Permission for renal transplant surgery is granted and institute expects to do the first renal transplant in very near future. It has fully equipped major operation theaters, minor theaters, labor rooms, blood bank, radio-diagnosis and radiotherapy, computerized medical records, counseling services etc. There are separate intensive care units like Medical, Surgical, Coronary care, Pediatric, Neonatal, Respiratory and Obstetrics. The neonatal ICU is recognized by Neonatology Forum of India. The radio-diagnosis department has facilities for MRI, color doppler, mammography, DSA etc. The hospital and the medical college is involved in several community projects like HIV/AIDS, cancer, family planning, prevention of blindness, tuberculosis control, detection and prevention of malnutrition, diagnostic camps, school health check-ups and blood donation camps.

KRISHNA KANTA HANDIQUE STATE OPEN UNIVERSITY

Housefed Complex,
Dispur, Guwahati - 781 006, Assam
Tel. : 0361-2235971, 0361 – 2234964
Fax : 0361-2235398
Email : kkh_sou@yahoo.com, info@kkhsou.in
Website : www.kkhsou.in

Education is a backbone of a society. In common parlance education is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In continuing with the aim of building a knowledge based society Krishna Kanta Handiqui State Open University was established to provide quality higher education through open and distance learning to reach the unreached of the society.

KKHSOU, established under the provision of the KKHSOU, Act' 2005 enacted by the Govt. of Assam & published in the Assam Gazette (extraordinary) dt 29/9/05 has been recognized by the Distance Education Council, New Delhi vide letter no. DEC/Misc/07/5957 dated 03/10/07. The University Grants Commission vide its letter No. F.9-13/2008(CPP-I) dated 18th March, 2009 also has empowered the University to award degrees under Section 22 of UGC Act, 1956. It is the fourteenth of its kind along with IGNOU and the only state Open University in the whole of NE India. The university is recognized by the University Grants Commission and Distance Education Council, Govt. of India. The headquarters of the University is located at Housefed Complex, Last Gate, Dispur, Guwahati. The university started functioning with the joining of Prof. Srinath Baruah, former Professor, Deptt. of Economics, Gauhati University, as the Vice-Chancellor.

The main aim of the university to develop and provide easily accessible modes of quality higher education and training with the use of latest educational inputs and technology. Because of the inherent flexibility in terms of pace and place of learning, methods of evaluation etc., The university holds the promise of providing equality of opportunities for higher education and bringing into its fold the deprived and denied sections along with the fresh learners. The very purpose of the University is to promote education to reach the unreached through the Open and Distance Learning System and the motto of the University is 'Education Beyond Barriers' of age, academic background and geographical boundaries. The course structures of the university have been designed at par with the national curriculum. Along with the traditional programmes the University offers various professional Certificate and Diploma programmes to enable the already enrolled students in various colleges and educational institutions of the state to pursue add-on studies simultaneously with their regular courses. The programmes of the University are so designed that it can spread education to all the learners of the region.

K.M. UNIVERSITY

Pali Dungra, Sonkh Road
Mathura -281123, Uttar Pradesh
Tel: 9756664315, 9756664314
Email: info@kmu.edu.in admissions@kmu.edu.in

Established under Section 2(f) of UGC Act 1956 Vide Uttar Pradesh Private Universities (Second Amendment) Act, 2023 (U.P. Act No. 9 of 2023).

K.M. University is a new and dynamic institution committed to excellence in medical science education. With a diverse range of courses and a team of experienced faculty members, we strive to provide our students with a holistic learning experience. Our State-of-the-art facilities and industry partnerships ensure that our graduates are well-prepared for the challenges of the professional world.

Vision

K.M. University focuses on providing high-quality education to the last man of society, promoting continuous innovation in education in line with the principles outlined in the National Education Policy.

Mission

To create a transformative educational experience for students, emphasizing profound expertise in their chosen fields, adopt problem-solving abilities, leadership aptitude, effective communication, strong interpersonal skills, and a commitment to personal health and overall well-being.

Make an impact on the society in a transformative way — locally, regionally, nationally, and globally —by engaging with partners beyond the traditional boundaries of the university campus.

Values

- **Dedication**, reflected in our work and our unwavering commitment to achieve excellence.
- **Impact,** reflected in our commitment to address significant issues facing society on a local, regional, national, and global scale.
- **Collaboration,** reflected in our interdisciplinary approach, emphasis on internal and external relationships, and ability to develop new lines of innovation.
- **Creativity**, reflected in our openness to new ideas and forms of expression, intellectual curiosity, willingness to take risks andentrepreneurial spirit
- **Inclusion,** reflected in our culture and environment that seeks, welcomes, and nurtures the brightest minds from diverse backgrounds.
- **Sustainability,** reflected in our common desire to set a positive example in the preservation and protection of our natural resources as well as in our approach to responsible financial planning.

KN UNIVERSITY

KNU, B/h Royal Home's Flat, Satyamev Vista Road,
S.G. Highway, Gota, Ahmedabad
Email: info@knu.edu.in
Website: https://knu.edu.in
Phone: (+91) 90339 98427

Welcome to KN University – a place where education meets innovation.
At KN University, we are dedicated to fostering a holistic and multi-disciplinary education approach to bridge the gap between the ancient and the modern era. KN University is the perfect place for students who are looking for innovation, creativity and stimulating learning environment. We aim to combine to ancient practices of Indian education with modern travails of Artificial Intelligence to bring forth a cultural shift in the way the society looks at education. Our knowledgeable and experienced faculty members go beyond traditional teaching methods to create an innovative and rewarding atmosphere for students. We are committed to our students' growth and success, aiming to develop personally, professionally, and socially responsible human beings who can leave their mark in any domain. Join us at KN University, and unlock your full potential with our holistic and well-rounded educational experience.

We are committed to our students' growth and success, career readiness, community engagement, health, and well-being, ultimately leading to becoming a "Responsible Human being". Our aim is to develop personally, professionally, and socially responsible human beings who can leave their "mark" in any business domain they work in. So, join us at KN University, and let us help you unlock your full potential!

Our Legacy
We are a group that takes pride in our new concept of education, offering quality education from primary school all the way to university level. Our primary, secondary, and higher secondary schools provide a seamless transition to university courses, ensuring a holistic and well-rounded educational experience.

Vision
Our vision is to be a leading institution of higher education that provides world-class education, innovation and research opportunities in diverse fields with experiential learning and excellence.

Mission
Our mission is to provide a transformative educational experience that empowers students to become responsible global citizens, who are committed to excellence, innovation, and social responsibility. We aim to foster an inclusive. collaborative, and stimulating learning environment that promotes creativity. critical thinking, and lifelong learning. Through our rigorous academic programs, cutting-edge research, and community engagement, we strive to create leaders who can address the challenges of the 21* century and make a positive impact on the society.

KRISHNA UNIVERSITY

Andhra Jateeya Kalasala Campus
Rajupeta, Machllipatanam - 521 001
Andhra Pradesh
Tel : 08672-226969, 225963, Fax : 08672-225960
Email : profmkprasad@yahoo.com; registrar@krishnauniversity.ac.in
Website : http://www.krishnauniversity.net

Krishna University (KRU) is now focusing more on research programmes and innovative activities aimed at meeting the emerging challenges facing the country from a variety of perspectives. Accordingly a full-fledged and independent Centre for Research Studies (CRS) has been established to promote research, publication, development, and training programmes of the University. CRS is headed by a Coordinator and supported by an office staff.

The centre administers research programmes in diverse areas such as arts, science, commerce, and management. It ensures high quality research by monitoring research programmes with robust measures, and implementing regulations of highest order. It also provides a major interface with the wider academic community and industry.

In pursuance of the recommendations of Knowledge Commission, Krishna University was established, vide Andhra Pradesh Act.No.4 of 1991, G.O' Ms. No.89 Higher Education (U.E.II) dated 25/06/2008 and G.O Ms. No.109, Higher Education (U.E.II) department dated 14/07/2008 at Machilipatnam, as the town is the head-quarters of Krishna District of Andhra Pradesh.

On 23/04/08, The then Hon'ble Chief Minister Dr.Y Rajasekhara Reddy laid the foundation stone for the University. A Feasibility committee headed by Prof. K. Viyyanna Rao visited Machilipatnam for establishing the University.

Krishna University largely caters to the higher educational needs of people in Krishna District in particular and Andhra Pradesh in general. This District is famous for its fertile soil, rich mineral resources, aqua culture and horticulture etc. This District is also widely known for its publishing houses.

Krishna University is established in a great historic coastal town called Machilipatnam, which is the head-quarters of Krishna District of Andhra Pradesh. The town is a special grade municipality in Krishna District existing since 3rd century BC.

KARNATAKA STATE DR.GANGUBAI HANGAL MUSIC AND PERFORMING ARTS UNIVERSITY

JLB Road, Chamarajapura, Lakshmipuram,
Mysuru – 570004, Karnataka
Phone: +91 - 821-240 2141, Fax : +91 - 821-2402114
E Mail: musicuniversitymys@gmail.com

A University is conceptualized to be a fountain Head of Knowledge, from which knowledge and wisdom are believed to flow and reach out to the widest possible public. In this context it is worth recalling the motto "Nahi Jnanena sadrusam" (knowledge is incomparable). Knowledge is the tool of empowering people and make them better beings.

Similarly music is conceived to be celestial which as an ennobling effect both on practitioners and listeners alike. It is capable of removing angularities and elevating human soul to a higher plan. It is widely believed that music has beneficial effects not only on human beings but also on plants and animals as well. Achieving mastery over a given genre of music could be a lifelong dedicated practice with total devotion. It is called 'Upaasana'/ 'saadhana', seeking highest perfection and the person who undertakes it is called 'Upaasaka' / 'Saadhaka', the seeker of ultimate truth. The objective of learning music is the realization of three ethereal virtues i.e., truth, beauty and divinity / sublimity. This is also true of other forms of performing arts, be it dance, drama, gamaka, puppet show, Yakshagana etc., All these forms of art not only give an opportunity for the performers to showcase their talents, skills and accomplishments but also provide entertainment to the common people and make their lives worth living.

Ours is a repository of diversity in several respects. This is also true of music and other performing arts. Broadly, two forms of music are well known. One is Hindustani or Uttaradi and the other is Dakshinaadi or Karnatak. Without going into the technical details or other finer aspects of these two forms, it could be said that each one of them is matchless in its own right. Karnataka has the rare distinction of being a confluence of both these two prominent forms of music. The late Dr. Gangubai Hangal was an exponent of Hindustani music who had attained dizzy heights as a singer and earned highest acclaim from music lovers not only in Karnataka but also throughout the length and breadth of the country and also in many countries of the world. It is perpetuate and immortalize her signal contribution to the world of music, Karnataka Govt. thought it appropriate to establish a University exclusively for Music and Performing Arts and name it after Dr. Gangubai Hangal as a worthy tribute to that great musician. Accordingly, Karnataka State Dr. Gangubai Hangal Music and Performing Arts University came in to being in 2008-2009 through a separate Act of State Legislature. Since its inception, the University has been striving for the realization of the lofty ideals which prompted its founding and is, making steady progress. Another important point needs to be noted here. In the life of an individual, a period of 8-9 years is very short to make any discernible impact and it is more so in the life of an organization such as a University, to leave its imprint in the society in a profound way. Keeping these facts at the back of the mind, one has to make an appraisal of the University.

KHANGCHENDZONGA STATE UNIVERSITY

NBBGC Complex, PO - Tadong
Gangtok, East Sikkim
Tel : 03592 291552

The only State University of Sikkim was established to fulfill the need and dreams of the aspiring students of Sikkim and the North East for a teaching, research-intensive, and an affiliating University.

The Sikkim State University was established by Act No. 5 of 2003 passed by the Sikkim Legislative Assembly. However, the University commenced its operations in 2018 onwards. Originally known as Sikkim State University, the University was renamed as Khangchendzonga State University, Sikkim vide Act number 16 of 2021 passed by the Sikkim State Legislative Assembly. The same has been notified by University Grants Commission vide F No 9-19/2018 (CPP-I/PU) dated 29th March' 2022.

The university is currently operating out of a temporary campus at the Nar Bahadur Bhandari Govt College Complex, Tadong, Gangtok, East Sikkim with limited courses till such time the permanent campus is completed at Temi Tarku, South Sikkim.

Currently, the University is offering five programs, MA in Sanskrit, Limboo, Lepcha, Bhutia all 20 seats each and MA in Nepali (40 seats)under the School of Languages and Literature.

KUMAR BHASKAR VARMA SANSKRIT AND ANCIENT STUDIES UNIVERSITY

Nalbari – 781335
Assam
Tel. : 03624-220153

The University is set up with a notification by the Govt. of Assam dated 24th May 2011 of the Kumar Bhaskar Varma Sanskrit and Ancient Studies University Act, 2011, which has received assent of the Hon'ble Governor of Assam on 16th March, 2011.

The preamble of the Act states that by this Act , the Govt. of Assam goes " to establish and constitute a teaching, affiliating , research and residential University at Nalbari ," the Headquarters of the District of Nalbari , Assam.

Kumar Bhaskar Varma, a great monarch of Assam (7th century A.D) was a patron of Sanskrit studies and during his rule Vedic culture and Sanskritic knowledge came to flourish in Assam.

The University is at present functioning from an office set up at two buildings offered by the authorities of Nalbari college , Nalbari. The state Government has already allotted 100 (one hundred) bighas of land for setting up the permanent campus of the University.

The campus is at village Namati of Batahgila Mouza under Nalbari Revenue circle of the District of Nalbari, Assam , which is at a distance of 3.3 km from the 31 National Highway.

The University stands for imparting education leading to graduate and post graduate degrees and research degrees viz. M.Phil. and Ph. D. in Sanskrit and research degrees only in Ancient Studies . At the same time ,with the provision of the Act , the university is going to introduce academic programmes in Humanities ,Social Sciences as well as other disciplines as per societal requirements.

The Executive Council of the University in its meeting on 11-02-2013, has approved the Emblem of the University wherein the motto "SARASVATI SRUTIMAHATAM MAHIYATAM" (May the sayings of the wise be glorified) which is a quotation from Kalidasa, is also inscribed.

KUMAUN UNIVERSITY

Nainital - 263 001, Uttarakhand
Tel : 05942 -235068/236912, Fax : 05942-235576
Email : profdhami@rediffmail.com vc@kunainital.ac.in registrar@kuntl.int
Website : http://www.kuntl.in

Established in 1973, Kumaun University consists of three campuses at Almora, Nainital and Bhimtal; 3 5 affiliated government colleges; and almost equal number of affiliated self-financed private institutions spread across the Kumaun region. The total area covered by the university thus far is an impressive 160 acres. The beautifully designed colleges blend in perfectly with the surrounding architecture and complete the breath taking scenery. In order to cater the technical, professional and vocational education, another campus of the University is being developed at Bhimtal. Special emphasis is placed by Kumaun University to uphold the motto of excellent teaching and high quality research. In the residential and affiliated campuses, both teaching and research activities are equally important factors that support the curriculum and contribute to the student's learning habits. Kumaun University, a residential-cum-affiliating university, was established on 1st December 1973 under the Act of State Legislature (UP State Universities Act), and is a permanent member of the Association of Indian Universities (AIU). Kumaun University has been awarded FOUR Stars status by the National Assessment and Accreditation Council (NAAC). Kumaun University is an ISO 9001-2008 certified institution, which follows International Quality Management System. Kumaun University is spread over in three campuses (DSB Campus, Bhimtal Campus and SS Jena Campus) with an area of 5,31,373 sq. mt. (160 acres) and built-up area of 3,00,000 sq. mt. The location of the university in Uttarakhand offers excellent research and teaching due to its landscape which is on undulating high ground. There are many herbs, shrubs and trees as well as rocks and minerals constituting eco-systems that can be studied. The university is known for its research and teaching in Geology, Forestry, Ecology, Particle Physics and Chemistry, Economics and Management as well as boasts of several centres that offer interesting research. Furthermore it continues to raise awareness regarding a variety of topics including economic resources, medicinal plants, environment, development of tribes, human rights and symmetries and conservation.

Kumaun University has been imparting quality education in the disciplines of Arts (Languages, Literatures, Social Sciences, and Humanities), Commerce & Management, Education, Law, Medicine, Sciences, and Technology under the Clause 12 (B). The University Grants Commission (UGC) granted full recognition to the University on June 30, 1984. Ever since its inception, Kumaun University has always held a place of pride among the state universities. Over the years, by innovating and making several structural changes in its functioning, the University has given a new direction and dimension to the higher studies in this region. The University was granted permanent membership of the Association of Indian Universities and was awarded the special rank of Four Star by National Assessment and Accreditation Council (NAAC) in 2000. The main focus of the University has been to include the courses which are relevant and facilitate the learners in developing skills for easy job access.

KURUKSHETRA UNIVERSITY

Kurukshetra 136 119, Haryana
Tel : 01744-238039, 238021, 238026, Fax : 01744-238277
Email : vc.kuk@rediffmail.com, kuru@doe.ernet.in
Website : http://www.kuk.edu.tripod.com

Located in Kurukshetra, the land of the Bhagwadgita Kurukshetra University is a premier institute of higher learning in India. It is spread over 400 acres of land on the south bank of the holy Brahmsarovar.

Its foundation stone was laid on 11 January 1957 by Bharatratna Dr.Rajendra Prasad, the first President of the Indian Republic. Since then it has aimed at pursuing excellence in teaching and research in science, technology, humanities, social sciences, performing arts and sports.

Today, Kurukshetra University is offering world-class education to students from throughout India and other countries by providing a learning experience designed to develop intellectual abilities, as well as social, moral and ethical values. The University is equipping its students with the skills, insights, attitudes and practical experience that will enable them to become discerning citizens.

The University's programs combine the enduring value of a liberal arts education with the skills and experience offered by professional departments. The University has 445 teaching faculty members.

The University also has 457 affiliated colleges and institutes in the Districts of Ambala, Panipat, Kaithal, Yamuna Nagar, Hisar, Fatehabad, Jind, Karnal, Sirsa, Kurukshetra and Panchkula.

The Campus of the University has often been rated as one of the most beautiful campuses in India. It resembles a large, self-contained village with lecture theatres, seminar rooms, accommodation, cafeterias, canteens, shops and sports facilities, libraries and laboratories.

The most remarkable feature of the campus is the seamless interconnection of nature and the built environment. There are a number of lush green gardens, water fountains and side walks which provide an ideal environment on the campus for study and leisure.

KUSHABHAU THAKRE PATRAKARITA AVAM JANSANCHAR VISHWAVIDYALAYA

Kathadih, Post Office - Sunder Nagar
Raipur - 492 013, Chhattisgarh
Tel : 0771-2779202, 95222-10035
Email : kulpati@ktujm.ac.in kulsachiv@ktujm.ac.in

Establish in 2005, University is located at a self contained campus at village Kathadih, Raipur. It is roughly 6 kms away from the Bhathagaon Raipur. The Airport is around 20 kms.

The present campus has office, well equipped classrooms, faculty rooms, library, Computer lab, Audio-Visual studio, Language lab and other necessary infrastructure. Idea is to build a campus which is a unique combination of traditional and modern architecture. The State Public Works Department has been entrusted the responsibility of construction. The second phase includes Administrative Block, Multimedia Centre, Utility Block, Guest House and Faculty Houses.

We can sense the philosophy behind the university in terms of its objective and activities from the monogram. The objective of the University is to establish synthesis between the global concept of 'Global Village' and that of Indian philosophy of 'Vasudaiva Kutumvakam' and also to link the modern technological development with Indian values and traditions.

Devarshi Narada is considered as the first Communicator or Journalist of the country. An Ektara and Khadtal in the monogram symbolizes Devarshi Narada. In fact, messages are communicated in rural areas, even today, through Ektara and Khadtal. A disk in the monogram symbolises modern communication technology.

We want to develop this university an international centre which could put Chhattisgarh in an important place in the global Media scenario. This is the reason the map of only Chhattisgarh has been created on the globe. To remind Chhattisgarh's identity as 'Rice Bowl', the map of Chhattisgarh has been created using green paddy.

The Sanskrit hymn in the mono has been taken from Rig Veda (richa 10/25/1). Through this hymn, stress has been given on the value based education in the University. Besides, the responsibility is also to prepare professionals who owe commitment and responsibility towards the nation. To prepare such professional, it is necessary that there is cleanliness in their soul, mind and knowledge. This is the reason, in this hymn it is prayed that "Oh God, fill our souls with auspicious deeds, and fill our intellect with pious thoughts."

KUVEMPU UNIVERSITY

Gnana Sahyadri
Distt. Shimoga - 577 451, Karnataka
Phone: EPABX: 08282- 256301 to 256307
FAX : 08282: 256262, 256255
Email : university@sancharnet.in, ku@kuvempu.ac.in,
reg_admn@kuvempu.ac.in,vc@kuvempu.ac.in,
Website : http://www.kuvempu.ac.in

Kuvempu University is a young affiliating University in Karnataka. Established in 1987, it is a University with a distinctive academic profile, blending in itself commitment to rural ethos and a modern spirit. It has 41 Post-Graduate departments of studies in the faculties of Arts, Science, Commerce, Education and Law. Offering 45 Post-Graduate Programmes, 4 P.G.Diploma and one Under-Graduate programme. The University has 80 affiliated colleges, three constituent colleges (among three, one is autonomous college) and other one autonomous college, one B.P.Ed. College, and 17 B.Ed. colleges under its jurisdiction spread over 2 Districts of Shimoga, and Chikmagalur. It also has outlying regional Post-Graduate centre at Kadur.

Jnana Sahyadri, the main campus of Kuvempu University is located at Shankaraghatta at a distance of 28 kms. from Shimoga town, the District headquarters and 18 kms. from Bhadravathi, the well-known industrial town. The campus is only 2 kms. from the magnificent Bhadra Reservoir across the river Bhadra, one of the important life lines of the area. The main buildings of the University have been constructed on a small hillock, thus blending naturally with the landscape. The campus sprawls over an area of 230 acres. The entire campus area is free from any form of pollution including noise pollution. There is no exaggeration in saying that the undisturbed and pleasing atmosphere on the campus makes it ideally suited for the pursuit of higher education. The main campus can be reached by using the private bus service. Shimoga, Bhadravathi and Tarikere towns are close to the campus and are well connected by rail.

The Academic block on the main campus houses the Post-Graduate departments of studies in English, Political Science, Hindi, Sanskrit, Urdu, MSW, Economics, Sociology, English Language Teaching, Journalism & Mass Communication.

The Department of Library & Information Science is in the new library building. The Department of Computer Science, Mathematics, MCA and Electronics are housed in Mathematics - Computer Science Building.

The Science Block houses the Post-Graduate departments of studies in Physics, General Chemistry, Industrial Chemistry and Bio Chemistry.

LAKSHMIBAI NATIONAL INSTITUTE OF PHYSICAL EDUCATION

Gwalior – 474002, Madhya Pradesh
Tel : 0751-2341373,2341861
Fax : 0751- 2340553, 2340286
Email : vc@lnipe.net, registrar@lnipe.net, shibmukherjee@rediffmail.com
Website : http://www.linpe.net

The Institute started as an affiliated College of the Vikram University, Ujjain and then came to the folds of Jiwaji University, Gwalior in 1964. The Institute was given the status of National importance, and hence it was renamed as Lakshmibai National College of Physical Education (LNCPE) in 1973.

In recognition of its unique status and character and to facilitate its further growth, the college was conferred the status of an 'Autonomous College' of Jiwaji University, Gwalior in 1982.

In further recognition of the unique educational services rendered by the institute in the field of Physical Education, Sports and Research, the Government of India, Ministry of Human Resource Development conferred the status of a "Deemed to be University" in September 1995 under Section 3 of U.G.C. Act, 1956 vide notification no. F. 9-14/92-U.3 dated 21.09.1995 Hence, University was again renamed as Lakshmibai National Institute of Physical Education (LNIPE).

The Institute is the first "Deemed to be University" in the field of Physical Education in India and enjoys a unique place of its kind in South Asia.

Since 2000, the Institute comes under the administrative jurisdiction of Ministry of Youth Affairs and Sports, Government of India. It is fully funded by the Ministry for plan and non-plan expenditure.

Central Library is a true reflection of Physical Education and Sports culture of excellence which is known country wide. The library like all vibrant and productive organizations, strives to keep pace with a global, dynamic, and technology-enabled information environment to meet the expectations of its users. Central Library during the year continued to march to its mission of facilitating the creation of new knowledge through the acquisition, organization and dissemination of library materials. It offered arrange of services including reference and consultation, membership and circulation, document delivery, resource sharing, information alert service, user awareness programmes.

LAKULISH YOGA UNIVERSITY

Chharodi, Sarkhej-Gandhinagar Highway
Ahmedabad - 383481, Gujarat
Phone: (O) : 02717-297405,079 65445678
Email : lakulishyogauniversity@yahoo.com

The Lakulish International Fellowship's Enlightenment Mission (LIFE Mission) is a Registered Public Charitable Trust based in Gujarat (India). It was founded in 1993 by Swami Rajarshi Muni, a practicing advanced yogi. The Mission is registered on 26.3.96 by the Assistant Charity Commissioner Bhavnagar, Gujarat, and bears Registration Number E/643/Surendranagar.

Objectives of Life Mission

- To conduct a worldwide campaign for spiritual and cultural awakening.
- To promote and propagate the knowledge and practice of the ancient science of yoga.
- To help direct minds of people towards cultural, moral, ethical and spiritual values
- To serve humanity through selfless service without discrimination based on race, religion, nationality, caste or gender.
-

Life Mission would fulfill these objectives by the following means:

- By forming cadres of workers comprised of various classes of renunciate and non-renunciate initiated disciples and setting up Mission SanskarKendras (Culture Centers) throughout the world to prosecute a global campaign to spread moral, ethical, spiritual and cultural values.
- By undertaking scientific teaching, training and extension of yoga and creating institutional capability for the same.
- By arranging public and private discourses of renowned spiritual persons on philosophical, cultural and spiritual matters to sensitize and awaken people towards cultural, moral, spiritual and ethical values.
- By spreading cultural, social and spiritual enlightenment through production and dissemination of appropriate literature and such other means.
- By undertaking community service and development works for public benefit.

"Indian culture can even today receive respect and feel welcome everywhere and can guide the whole world because it is based on fundamental principles which can be found acceptable by all mankind. This way Indian culture has the capacity to become the culture of mankind".

LALA LAJPAT RAI UNIVERSITY OF VETERINARY AND ANIMAL SCIENCES

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Fax : +91 1662 272002/ :+91 1662 270164
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Website : http://www.luvas.edu.in

An independent University of Veterinary and Animal Sciences has been established w.e.f. 1.12.2010 in pursuance of the Haryana Act No. 7 of 2010 notified on 7th April, 2010. The new University has been named in the cherished memory of Lala Lajpat Rai, a great patriot, the foremost freedom fighter, an ardent social reformer and a versatile writer. Lala Lajpat Rai, popularly known as "Punjab Kesri", did his early legal practice at Hisar and also served as a Member and Secretary of the Hisar Municipality. The College of Veterinary Sciences and the College of Animal Sciences, earlier the constituent colleges of CCS Haryana Agricultural University, Hisar has now been incorporated in this newly established University. The college of Animal Sciences is merged into College of Veterinary Sciences. The College has a glorious history of more than 60 years, since it was shifted to Hisar from Lahore (Pakistan). It is backed by an enviable tract record of academic excellence, cutting edge research and rendering quality services to the livestock of the state. An extensive network of alumni occupying important positions throughout the world is a source of inspiration, enthusiasm and commitment to hard work for the faculty and students.

Animal rearing has been life line of "Haryanvi" culture since time immemorial. The State has an important place in the dairying map of India. The state's rich livestock wealth is mainly represented by the Murrah buffalo, a triple purpose animal, popularly known as the "Black Gold" of India in addition to the famous breeds of cattle including Hariana and Sahiwal. The superior quality of livestock is evident from the fact that with just 2.5% of the country's bovine population, Haryana contributes more than 5.5% of milk to the national pool. The per capita availability of milk in the state is almost 2½ times of the national average. The contribution of livestock sector to agricultural GDP of the state exceeds 30% and livestock continues to be a sustainable source of livelihood and the only asset for millions of the rural families.

In spite of the impressive contribution and growth, the sector has not kept pace with increasing human population, urbanization, rising income levels and the heavy demand of the National Capital territory being next door. The gap between supply and demand of milk and its products is expected to widen further unless urgent measures are undertaken to harvest the full potential of this giant sector by significantly improving the productivity of our animals. At present, our per animal productivity stands nowhere as compared to international standards. The sector is rightly referred to as "the sleeping giant" or a "hidden treasure".

LALIT NARAYAN MITHILA UNIVERSITY

Darbhanga – 846008, Bihar
Tel : 06272- 222463, 222598
Fax : 06272-222598, 247621
Email : vc@lnmu.in registrar@lnmu.in
Website : http://www.lnmu.bih.nic.in

The Temple of Learning Lalit Narayan Mithila Vishvidyalaya, Darbhanga is an outcome of the cherished desire of the people of this region. Eminent academicians like Dr. Amarnatha Jha, Dr. R.C. Mazumdar, Dr. A. S. Altekar, Dr. Sunit Kumar Chaterjee and many others had expressed their view in favour of the establishment of modern University at Darbhanga.

The demand was voiced time and again on the floors of the state legislatures and in the Parliament. On the 27th January, 1947 (Vasantpanchami Day) at a meeting of some of the leading citizens.

Mithila University was established on August 5, 1972 by an Ordinance of the Government of Bihar subsequently enacted through legislatures. The University is governed by the Bihar State Universities Act, 1976.

The University was renamed as Lalit Narayan Mithila University vide University notification No. 6760-7244 dated 28 April, 1980.

The territorial jurisdiction of the University is spread over four Districts of Bihar namely Madhubani, Darbhanga, Samastipur and Begusarai.

The University has 43 constituent colleges and 25 affiliated colleges besides two government colleges - Darbhanga Medical College & Hospital and Rural Institute, Birouli, Samastipur. 42 constituent colleges and 07 affiliated colleges are registered under section 2 f and 12(B) of the U.G.C. Act, 1956.

The Univesity has a picturesque and lushgreen campus spread over an area of nearly 230 acres.

To provide instructions in such branches of learning as the university may think fit including professional studies and technology and to provide for research and for the advancement and dissemination of knowledge.

LAMRIN TECH SKILLS UNIVERSITY

LTSU CAMPUS, 5 kms from Ropar on
Chandigarh-Jalandhar Highway (NH 344A),
District S.B.S. Nagar
Punjab, India PIN: 144533
Contatc : 01881- 270693, +91 84477 40361
Website : https://ltsu.ac.in

As the name suggests, LTSU Tech Skills University, is a technical skill-based university, aiming to foster the youth by offering an employability-driven curriculum.

Lamrin Tech Skill University (LTSU) is established by the Govt of Punjab under Punjab State Act No 22 of 2021 and its name is included in List of Universities under section 2(f) of the UGC Act 1956. LTSU Punjab is first of its kind Industry incubated Skill University in India by IBM as an Anchor Partner, RERT as academic partner and Tata Technologies & Ansys Corporation as Industry Partners with an Investment of INR 1630 crore. LTSU is located in foothills of Shivalik Hills on the bank of Satluj river near Ropar in sprawling campus of 80 acres of land.

Lamrin Tech Skills University is a place where harmony between technology and applied skills shall not only address the crucial skill gap but shall also be a nursery for nurturing Global Leaders.

Explore a world-class curriculum formulated by industry experts, and enhance your skills at Lamrin to achieve your dreams.

Vision

Our vision is to set global standards in 'applied skilling' that shall empower all Lamrin students to experience an unparalleled transformational journey that is intellectually, socially and personally satisfying. The meaning of Lamrin, the Complete Path to Enlightenment, guides our vision to nurture growth and research excellence.

Mission

Transforming Education. Creating Skilled Leaders.

Mission is to skill young leaders of our society through our commitment to the transformative power of scientific education, liberal arts and rich heritage. Lamrin aims at guiding its students to fulfill their professional potential and succeed in all aspects of life.

LAXMINARAYAN INNOVATION TECHNOLOGICAL UNIVERSITY

Amravati Road, Nagpur, Maharashtra
Email: registrar@litu.edu.in
Website: https://www.litu.edu.in
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Laxminarayan Innovation Technological University. It is a premier institute of technical education in the field of chemical engi-neering and technology in the country.

The sprawling 78 acre campus acts as a sanctum of learning. The insti-tute attracts students with excellent academic credentials from all over the country and moulds them into efficient and practical engineers and techno-crats that over the last seventy years have made the institute proud. The col-lege has a highly qualified faculty, which is committed to imparting the best of knowledge and they are actively engaged in training the students, so that they meet modern academic and industrial standards.

The institute is developing consistently and is improving its quality of education through its curricular, co-curricular and extra-curricular activities so as to satisfy the ever demanding needs of the industrial sector.

VISION
To provide integrated education of the highest quality at all levels in the field Chemical Engineering, Chemical Technology and Biological Sciences and to become a leading Center of Excellence in the country.

MISSION
The University is committed to provide quality education, to conduct research and development activities to meet the needs of chemical process industry.

Responding to the new educational pattern of 10+2, the Institute introduced Four Year B. Tech. (Chemical Engineering) course and first batch of students were admitted in 1977. In the year 1994 the Institute discontinued its B. Sc.Tech. course & in its place introduced a new B. Tech. course in Chemical Technology with specialization in Petrochemical Technology, Food Technology, Pulp & Paper Technology, Oil Technology and Plastic & Polymer Technology. The intake capacity for each of these specialized branches is 10 and admission are given after 10+2 pattern.

Presently Institute offers Four Year B. Tech. (Chemical Engineering) programme with intake capacity of 75. Four Year B. Tech. programme in Chemical Technology with specialization branches i.e. Petrochemical Technology, Food Technology, Pulp & Paper Technology, Oil Technology, and Plastic & Polymer Technology with intake capacity of 12 students in each of the branches. The intake capacity of Surface Coating Technology is 15.

- We at LIT believe that performing consistently is not easy and we strive relentlessly to achieve this objective by instilling in our students a sense of commitment and responsibility through various on and off-campus activities.
- We try to maintain and improve our status and caliber to produce technically sound chemical engineers and technocrats.
- We have maintained and encouraged independence and flexibility that promotes creativity, innovation and growth.
- We have kept pace with modernization and our institute has proven itself for past 80 years.
- We produce a batch of about 80 Chemical Engineers and an equal number of Chemical Technologists every year who are sincere, diligent, confident, immensely talented and ready to face the industrial challenges

LINGAYA'S VIDYAPEETH

Nachaull, Old Faridabad
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Tel :(Reception) : +91-8700001803, Tel VC : +91 8700001038
Email : admission@lingayasvidyapeeth.edu.in
Email : vc@lingayasvidyapeeth.edu.in
Website : https://www.lingayasvidyapeeth.edu.in

Lingaya's Vidyapeeth is a renowned educational institution dedicated to nurturing young minds and empowering them with knowledge, skills, and values. Established in the year 1998, our institution has a rich history of academic excellence and a commitment to fostering holistic development in students. The journey of Lingaya's Vidyapeeth began with a vision to provide quality education and contribute to societal advancement by producing leaders, innovators, and responsible citizens. Over the years, we have grown into a comprehensive university, offering a wide range of undergraduate, postgraduate, and doctoral programs across various disciplines. Saying that we focus on our student's overall development without creating a balance in providing them with equal opportunities in both, academic and non-academic domains would be defeating the entire purpose. So, good thing that to strengthen the pillars of our academic domain, we don't just have a continuously updating curriculum but also highly qualified and experienced faculty members who firmly believe in knowledge creation and dissemination. To strengthen our non-academic domain and to encourage our students to show active participation in extra-curricular activities, we create an environment and opportunities that help them demonstrate Lingaya's Vidyapeeth culture and ethics. The track record of our alumni's achievements proving their caliber in different spheres of the industry is a testament to the success of our holistic approach. So, let us be the helping hand on your journey to a blooming career, because the opportunity to become a part of the emerging cultural and virtuous professionals doesn't knock on your door every day.

Mission

At Lingaya's Vidyapeeth, our mission is to provide holistic education that nurtures intellectual, social, and ethical growth in students. We are committed to fostering an environment of inquiry, creativity, and critical thinking. Through innovative teaching methodologies and a rich academic curriculum, we aim to prepare students to meet the challenges of a rapidly evolving global landscape. We believe in instilling a sense of social responsibility and civic engagement in our students, empowering them to contribute meaningfully to society. Our mission is to cultivate leaders, thinkers, and change-makers who will shape a better future for themselves and the world.

Vision

Our vision is to be a beacon of excellence in education, known for producing graduates who are not only academically proficient but also possess a deep sense of integrity and compassion. We aspire to be a hub of innovation, research, and creativity, driving advancements in various fields. We envision a learning community that transcends geographical boundaries, where diversity is celebrated, and ideas flow freely. Lingaya's Vidyapeeth aims to be a center of excellence that not only imparts knowledge but also cultivates a love for learning, a spirit of inquiry, and a commitment to lifelong growth. With a forward-thinking approach and a steadfast dedication to quality education, we aim to be a catalyst for positive change in the lives of our students and the communities they serve. Through our unwavering commitment to our mission and vision, Lingaya's Vidyapeeth continues to be a cornerstone of educational innovation and excellence, shaping the leaders and thinkers of tomorrow.

LNCT UNIVERSITY

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Tel.: +91 755 2733930, 09098811111 Fax: +91 755 2661179
Email lnctgroup@lnctgroup.in

As per Madhya Pradesh Act No. 4 of 2015 of Madhya Pradesh Niji Vishwavidyalaya (Sthapana Avam Sanchalan) Dwitiya Sanshodhan Adhiniyam 2014 which received the assent of the Governor of Madhya Pradesh on the 6th January, 2015 and first published in the "Madhya Pradesh Gazette (Extra-ordinary)" dated the 8th January 2015 in the schedule to the principal act, LNCT University, Bhopal has been incorporated and established as Private University with jurisdiction of whole of Madhya Pradesh. LNCT University, run by H.K. Kalchuri Education Trust, has come up with its campus at J.K. Hospital & L.N. Medical College Campus, Kolar Road, Bhopal.

LNCT Group of Colleges is ones of the oldest and largest education group in central India. Founded in 1994 Lakshmi Narain College of Technology ,Bhopal has the privilege of being the First Private (self financed) institute of M.P.

LNCT Group offers program from Diploma, Bachelor, Master's and Doctorate-level programs. With campuses in five locations in Madhya Pradesh & Chhattisgarh including the cities of Bhopal, Indore, Gwalior, Jabalpur and Bilaspur LNCT Group of College to meet the ever increasing demands for higher education in India.

LNCT Group is one of the Group institutes of its size in the India to offer program in 5 varied field of study: Engineering, Management, Pharmacy, Medical, Homeopathy, Dental and recurring and professional studies.

LNCT Bhopal campus is the historic campus in Bhopal, which dates from 1994. The L.N Medical College & Research Centre located at Bhopal, MP. It is a part of LNCT Group of College, which are runs a hospital with 750 Beds and Medical courses affiliated with Barkatullah University. All group institutions have the finest relations among the industry and academics. Today, prospective students will find 58 undergraduate, graduate as well as post graduate programs. People who wish to pursue a career in Engineering, Management, Pharmacy, Medicine, Dentistry and Nursing. Education is not the only area we work in. We also take responsibility for the improvement of community around us. This instils in the students a feeling of responsibility and concern and makes them comprehend the world a bit better. Each one is better endowed to face the world and the satisfaction of having fulfilled their social responsibility is an added bonus. LNCT Group appears as a world innovator in the world of higher education helping to create a better today & better tomorrow for the people of India and the universe.

LNCT VIDHYAPEETH UNIVERSITY

Kanadia Indore, Madhya Pradesh
Tel : 7440777999, 7440777999
Email : info@lnctvu.ac.in admission@lnctvu.ac.in

LNCT Vidhyapeeth University offers the best Corporate-Ready courses that can change your life and help you transform your life into an expert & professional. Its LNCT Vidhyapeeth University is known as the best Vidhyapeeth University in Indore and is recognized as one of the best training institutes in India.

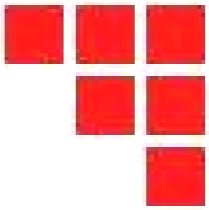
LNCT Vidhyapeeth University offers the best Industry-Ready courses that can change your life with a rewarding career. LNCT Vidhyapeeth University is known as one of the best upcoming University in Indore in its inception year only. It was established in this year 2022 only.

At Indore, it is one of the pioneer University for studying the Industry-Ready courses in the best way. The Machines and Equipments are with latest technology to provide the current technological exposure and experience.

The hostel rooms are well-furnished, airy and spacious. The hostel has a mess, which serves hygienic and tasty food to the hostelers. 24X7 wifi connectivity is provided for the hostelers.

You get legacy of 30+ Years of Academic Excellence and Discipline by becoming a member of LNCT Group. LNCT Group is known for its Discipline, Academic Excellence and Best Placements in Central India. Highest numbers of Chancellor's Awards and Highest Placements record in Central India is also associated with LNCT Group.

LNM INSTITUTE OF INFORMATION TECHNOLOGY



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The Lakshmi & Usha Mittal Foundation is a charitable trust founded by the Steel Baron Mr. Lakshmi N. Mittal. It is engaged in various philanthropic activities for relief, rehabilitation, socio-economic development and education. Foundation's thrust in the area of education is distinct.

It has set up LNM IIT at Jaipur in collaboration with the Government of Rajasthan. This institute with a large campus, infrastructure and distinguished faculty is aimed to be world–class institute of excellence. For women, "Usha Mittal Institute of Technology" is being set up in SNDT Women's University, Mumbai by the foundation. It has contributed a handsome amount to the prestigious Indian School of Business at Hyderabad for development of business education.

Many charitable projects have been undertaken in Rajasthan where the founders of the trust have their roots, such as, supply of drinking water to famine affected villages, medicine, fodder for cattle, distribution of improved seeds, fertilizers to needy villagers, distribution of tricycles to handicapped children, providing school dress, fees, stationery and spectacles to poor school children, etc. Numbers of primary health centers have been opened in various villages where free medicine and treatment is provided besides undertaking programs on health education and family planning programs are being organized on a big scale and thousands of poor people have been benefited.

The foundation has helped build a new hospital in Kutch (Gujrat) after the devastating earthquake. It has also contributed large amount to the drought relief fund of the Chief Minister of Rajasthan. A big grant has been given by the Foundation for rehabilitation of people in the tsunami affected areas of south India.

The Foundation is envisaging several other projects, which will not only continue to help the poor but also enable them to earn their livelihood so that they can improve the quality of their lives and live with dignity.

LOKBHARATI UNIVERSITY FOR RURAL INNOVATION

Sanosara, Taluka - Sihor,
District : Bhavnagar Gujarat
Contact : + (0) 9054366212 (Mr. Savan Aghera)
Website : https://www.lokbharti.org/

Lokbharati University for Rural Innovation is world's first University exclusively focusing on 'Rural Innovation.' It has been accorded the Private University Status under Gujarat Private Universities (Amendment) Act, 2022. The University is managed by Lokbharati Gramvidyapith, the first ever Gram Vidyapeeth of the country. Spread across 165 acres of beautiful campus in the lap of nature, Lokbharati University is for seekers of knowledge and prospective social transformers.

Lokbharati's genesis dates back to 1910 when Shri Nanabhai Bhatt, a devout Gandhian and freedom fighter realized education as the only means to emancipate the poorest section of the society and started a hostel in Bhavnagar. Then in 1938, he founded the first post-basic school (Lokshala which is based on the folk-schools of Denmark) on the principles of Gandhiji's Nai Talim (cultivation of head, hand and heart!) in a small village, Ambala (35 Km from Bhavnagar). Then he and his visionary colleagues such as Shri Manubhai Pancholi, Shri Moolshankar Bhatt, and Shri Natvarlal Buch conceptualized and started an institute for imparting rural higher education i.e., Lokbharati at the lap of nature in Sanosara (10 km from Ambala) on May 28, 1952 (Buddh Purnima). The foundation stone was laid by Shree Kakasaheb Kalelkar, a famous Gandhian and an educationist.

Lokbharati is based on the Sarvodaya principles of truth and non-violence and it is an example of how basic and higher education can contribute towards solving rural problems. Basic education has to spread even to the lowest rungs of society, and this can instil a sense of equality and equity among people. With this as the foundation, Lokbharati imparts practical knowledge to its students which is suitable to the Indian psyche and culture, as well as useful to the society at large. Shri Nanabhai said that partial form of knowledge is burdensome and knowledge without character is futile and destructive. Therefore, he felt that it was important for students to stay on the campus of Lokbharati to acquire character trails like cooperation, acceptance, respect, tolerance, wisdom, to name a few. The present education, has led to an almost dichotomous partition between the "classes" and "the masses", thereby weakening the foundation of the society. Unless correlated education is given to the vast majority of rural Indians, real democracy cannot exist. The current system of education, the British legacy, makes students literate individuals rather than well-informed educated humble human beings. The remedy for this social evil is to make hostel life – living together - the centre of our education. In hostel, students learn to live and work together in harmony, doing useful productive work on campus. Thus, whatever knowledge and skills the student acquires is in the context of a close rapport with life, society and nature.

LOK JAGRUTI KENDRA UNIVERSITY

Near Sarkhej-Sanand Circle
Off. S.G. Road, Ahmedabad-382210, Gujarat
Contact : +91-9228010066, 8511958686, 8154878686
Email : info@ljku.edu.in
Website : www.ljku.edu.in

LJ Group of Institutes is managed by Lok Jagruti Kendra (LJK), a Charitable Trust and a Registered Society established in 1980 by eminent academicians and visionaries like Prof. B.M. Peerzada, former Dean of Commerce Faculty,Gujarat University, Padma Bhushan Lord Meghnad Desai (L ondon School of Economics), Prof. Gautam Appa (LSE), Late Prof. M.S. Trivedi, former Vice Chancellor, South Gujarat University, renowned jurist Late Shri Girishbhai Patel and Shri Subodhbhai Shah. It was envisioned as "a key player in education and social development by promoting and nurturing creativity, scholarship, innovation and excellence through a chain of quality institutes." LJK's mission has been "to establish and manage institutions with an environment in which new ideas, delivery strategies and scholarship flourish and from where leaders and innovators of tomorrow shall emerge."

The track record of the LJ Group of Institutes, its achievements and contribution to the society during the past 37 years has resulted in establishment of the Lok Jagruti Kendra University (LJU) by Gujarat Act No. 19 of 2019.

LJK runs 27 institutions on two well-developed environment-friendly campuses with dedicated buildings and infrastructure facilities, and offering various diploma, undergraduate and postgraduate programmes duly approved by respective apex bodies. LJ Institutes have over 18000 students and 700+ faculties engaged in teaching-learning, research and extension activities and striving to develop students into complete citizens not only having the necessary subject knowledge and skills, but also the empathy towards various environmental, social, cultural and other issues affecting the society.

LJK, where education is a passion, the passion which leads to incessant pursuit of knowledge and acquisition of skills, has become the ultimate destination for complete education.

LJU is intended to be University with a difference with the following agenda:

- Skilling local youth as per cutting edge needs of local and global industries
- 1 % of our graduates to be job creators or self employed
- Access to higher education to around 1 lakh youth in next decade
- Benefit to nearby community through community engagement program
- Collaboration with local industries to work on their challenges
- Capacity building of human resources of local MSMEs and large industries
- Attracting global academic communities through international collaborations for syllabus designing, delivery and evaluation.

LORDS UNIVERSITY

Campus : Alwar-Bhiwadi Highway, Chikani,
Alwar – 301028, Rajasthan, India
City Office : 1st Floor, Signature Tower
Scheme 10, Alwar, Rajasthan
Tel : (+91) 7229809999, 9024464304
Email : info@lordsuni.edu.in admission@lordsuni.edu.in

In the peaceful and pristine scenery of Alwar, the elaborately spread campus of Lords University comes as a much welcomed change. Being a self-financed Private University, Lords University is an endeavour of the Chachan Education & Welfare Society, Chikani, Alwar which has already been a major influence in the educational pursuits of the learners and aspirants from surrounding areas. The Society has been successfully running colleges and school in Chikani since more than a decade and has played a positively significant role in shaping the future of many of its students.

The Lords University was created by the Rajasthan Legislative Assembly by passing the Lords University, Chikani (Alwar) Act, 2018 (Act No. 29 of 2018) on the 5th day of October, 2018.

The Lords University aims to not only facilitate the intellectual, social and ethical learning processes of the young and aspiring minds of the country but also strives to synergistically work towards the common goal of making a propitious difference in their lives. The University takes pride in its commitment towards developing technically skilled and employable workforce as well as morally and ethically discerning citizens for the country and the global society. Consistent with its vision and mission, the University employs rigorous curricula and adopts novel and strategic teaching methods for its various courses and programmes, whilst ensuring that the learning process continues to be enjoyable and easy. The Lords University Academic Programmes are distinctly oriented towards fulfilling the needs of the global Industries, Businesses and Academia.

The University also understands its responsibility in providing the learners with an environment conducive to the holistic development of all their faculties without limiting their innate creativity, thus shaping them as effective professionals and well contented human beings. The University Campus boasts of a seamless articulation of the natural environment with modern amenities and state-of-the-art physical infrastructural elements. The faculty members employed have the expertise, training and the experience required in their subject fields along with the determination to bring out the best in their students. They are also aware of the positive influence and impression they can have on the lives of the students and thus work towards nurturing the talents of individual students while equipping them with the theoretical knowledge, skills and practical experiences required to be the better professionals at the national and international level. The University is thus geared up to fulfill the bigger dreams of the learners and work hand in hand for a better tomorrow.

LOVELY PROFESSIONAL UNIVERSITY

Jalandhar-Ludhiana, G.T. Road, Phagwara
District - Kapurthala - 144 002, Punjab
Ph. +91-1824-404404, Fax: +91-1824-506100, +91-1824-506111
Toll Free: 1800 102 4431
Website : http://www.lpu.in

Lovely Professional University has a mammoth ultra modern campus sprawling over more than 600 acres of land on the National Highway No.1 at the entry of Jalandhar City. It is the largest single campus University in India, with more than 25000 students**,** 3500 faculty and staff, offering more than 150 programmes. The University is recognized by University Grant Commission (UGC) and is member of coveted Association of Indian Universities (AIU). The University has been recently awarded as the best Private University of the Year -2013 by Dr. Pallam Raju, Minister HRD, in the event organised by ASSOCHAM (the oldest chamber of industries). With internationally benchmarked curricula, innovative pedagogy, experiential learning, and 50+ foreign tie-ups for equitable and affordable quality education, the University is poised to establish itself as a Centre of Excellence in Research. The University campus exhibits a rich diversity as the academic staff and students come from all the states of India and more than 26 countries in the world. Education at LPU is a holistic one, aimed at developing the intellectual and personal strengths of students. The LPU experience takes place both within and outside the classroom, nurturing creativity and innovation through challenging project work, participative learning and providing an environment conducive to sparking ideas and how to translate those ideas into reality. LPU has an excellent track record of launching its students into successful careers which has been proved by our Alumni now presently working in 300+ global and Indian Super Brands**.**

General Facts :

- India's Largest University
- 25,000+ students (On one Campus)
- 600+ Acres Campus
- 6000 Placements so far in more than 300 Global and Indian Superbrands
- 150+ Programmes
- 14000 + Students have availed LPU's Scholarship and Financial Aid in last one year.
- 50+ International Tie ups with of Universities of USA, UK, Australia, Canada, Singapore, Brazil, Poland and Ghana including San Francisco State University, USA to provide students exchange opportunities as well as option to complete the degree at the Foreign University.
- Cultural Diversity: Students from 28 different States of India and 26 different Countries.
- Member of Association of Indian Universities (AIU)

M.G.R. EDUCATIONAL AND RESEARCH INSTITUTE UNIVERSITY

Periyar E.V.R. High Road, (NH 4 Highway) Maduravoyal
Chennai - 600 095, Tamilnadu
Phone: 91 44 2378 2176 / 2186 / 2085, Fax: 91 44 2378 3165
Email : contact@drmgrdu.ac.in

Dr. M.G.R. Educational and Research Institute with its main campus in the city of Chennai in the Indian state of Tamil Nadu. It was previously known as Dr. M.G.R Engineering College.

It was founded by A.C.Shanmugam under the Kannamal Educational Trust. Dr. M.G.R. Engineering College and Thai Moogambigai Dental College were established in 1987 and 1991 respectively.

These two colleges were made into constituent colleges of Dr.M.G.R Educational and Research Institute University, by the Ministry of Human Resource Development and the University Grants Commission.

Aiming to bring about change and progress through education, the Tmt.Kannammal Educational Trust was constituted in 1985 and started Thai Moogambigai Polytechnic College. Within three years of its inception, Dr. M.G.R. Engineering College was founded in 1988, and the Thai Moogambigai Dental College was started in the year 1991. Both the colleges acquired Deemed University status in 2003 as Dr. M.G.R. Educational and Research Institute as per the orders of the University Grants Commission, New Delhi and the Union Ministry of Human Resources and Development, Government of India, New Delhi.

The 21st century poses a lot of challenges that could be overcome with the help of education and technology. Keeping this in mind Dr. M.G.R Educational and Research Institute University was started with a vision of providing a better foothold for the students of today to face the challenges. To succeed in the world today you need more than just academics.

The modern adult is expected to have a combination of technical know-how and ambitious confidence. Being aware of the demand that is placed on the youth today, Dr. M.G.R. Educational and Research Institute University has preserved to nurture and groom young men and women through Engineering, Medical, Dental and Humanities and Sciences.

M.J.P. ROHILKHAND UNIVERSITY

Doli Lal Agarwal Marg
Bareilly - 243 006, Uttar Pradesh
Tel : 0581-0581-2527263, Fax : 0581-2524232
Help-Line: 0581-2520801
Email : info@mjpru.ac.in vcoffice@mjpru.ac.in mush_phys@rediffmail.com

M.J.P. Rohilkhand University was established in 1975 as an affiliating University. Its status was upgraded to affiliating-cum-residential university in 1985 when four teaching Departments were established in the campus. In 1987 three more Departments were added. In August 1997 Rohilkhand University was renamed as Mahatma Jyotiba Phule Rohilkhand University. The University has taken an overall perspective of development plan and thereby modified University status by including new Faculties of Engineering and Technology, Management, Applied Sciences, Education and Allied Sciences etc. It has more than 215 affiliated colleges. The existing faculties in the University are as under :

- Advanced Social Sciences
- Applied Science
- Education
- Agriculture
- Education & Allied Sciences
- Arts
- Commerce
- Dental Sciences
- Engineering & Technology
- Law
- Management
- Sciences

The University headquarter is located at Bareilly with its territorial jurisdiction extending over the Districts of Bareilly, Moradabad, Rampur, Bijnore, Jyotibaphule Nagar, Baduan, Pilibhit and Shahjahanpur. The University campus spreads over 206 acre of Land. The Campus possesses administrative building, faculty buildings, Central Library, Multipurpose hall, hostel for boys & girls, Staff quarter for Vice Chancellor and another officers of the University, faculty members, Non-teaching staff, Guest houses and Sports complex. It has also a medical center. The senior faculty members of different disciplines in Humanities, Science and Technology are running research projects funded by various agencies and so far 49 projects funded by UGC, AICTE, DST, CST, ICAR, ICHR, MIF have been completed. Teacers of the Affiliated college are also engaged in research projects funded by above agencies. In tune with the goals of the University the different departments of the campus have framed their objectives for keeping pace with the national and international educational scenario.

M.P. BHOJ (OPEN) UNIVERSITY

Bhopal - 462 016, Madhya Pradesh
Tel : 0755 - 2424660/2492093/2493676/2561242
EPABX : 2492105/2492091/2492106
Fax : 0755-2424640/2424670
Email : vcoffice.mpbou@gmail.com
Website : http://www.bhojvirtualuniversity.com

The National Policy of Education (NPE) 1986, emphasized that distance education is an important medium for the development and promotion of higher education. In this context, for the expansion and promotion of distance education the Central Advisory Board of Education (CABE), Government of India took an important decision that in the VIIIth year plan every state should establish a state open university following the distance education pattern. On this basis Madhya Pradesh Bhoj (Open) University (MPBOU) was established under an Act of State Assembly in 1991.

Madhya Pradesh Bhoj (Open) University (MPBOU) was established under an Act of State Assembly in 1991. The University disseminates knowledge and quality education to different target group of learners irrespective of their age, gender, region, status and employment. MPBOU is the main University in the sate for providing easily accessible and quality higher education through Open and Distance Learning (ODL) system. One of the important objectives of the University, as mentioned in the Act, is the extension and expansion of Higher Education by reaching the unreached through various flexible means suited to the open and distance education mode using emerging Information and Communication Technology. In view of this objective maximum study centres of MPBOU are in those areas where there are no other system of higher education in the vicinity of 30 km. The University also gives due emphasis to special target groups of learners coming from rural/tribal areas and those suffering from the physical disabilities.

The MPBOU has an enrolment of 1.5 Lac students and is the second largest Open University in the country. One of the main aims of the University is to develop and provide easily accessible system of higher education and training, by use of different modes of educational inputs such as lessons in print, text books, contact teaching, practical classes, TV/Radio/Video/Audio programmes, using satellite communication, etc.

The University has, by now, developed systems which are capable of providing quality higher education and training even in remote and less developed rural and tribal areas. A feature of the system is the orientation to take special care of the requirements, expectations and training needs of interested individuals, practising professionals and students. Thus, the ultimate goal of the University is to provide higher education and training at the doorstep of the professionals, students and other seekers of education. In India, just 6.5% of school leavers go on to higher education, compared to 30% in developed countries, hence the MPBOU is working earnestly for making higher education more accessible.

MADHUSUDAN LAW UNIVERSITY

Madhusudan Law University
Station Bazar, Cuttack – 753003, Odisha
Phone : 0671- 2955177
Email: registrar@mlu.ac.in

The Madhusudan Law University has been established on the birth anniversary of Madhusudan Das on 28th April, 2021. The University started its official functioning on the same day, under the guidance and vision of the founding vice chancellor Prof. (Dr.) Kamal Jeet Singh**.** From 28th April, 2021 all government and private law colleges of Odisha, other than constituent law college of universities will be affiliated with Madhusudan Law University Cuttack. Right now, the Madhusudan Law University is housed in the same campus which was earlier known as erstwhile Madhusudan Law College, Cuttack. The administration of the University has plans to expand its campus and further establish the Academic Block, Administrative Block, Library, Hostels, Conference Hall, Auditorium, Health Centre, Gymnasium, Moot Court cum Seminar Halls, Sports Area, Residential Area, etc.

Vision

The vision of Madhusudan Law University is to build and establish a University for the development and advancement of the justice oriented legal education and for the purposes of imparting specialized and systematic teaching, training and research in a system of law and for the matters connected therewith or incidental therewith. We aim to impart legal education which not only helps in the development of an individual but also subsequently development and growth of the nation. The University aims to provide the students and scholars with environment and education which is beyond the class-rooms and train them as professionals where they will be valued for their specialized skill, knowledge and for their ability to interconnect, provide and find solutions and explore new dimensions in their respective areas. We aim to motivate the students of the Madhusudan Law University, firstly as responsible citizens and then well-known jurists, academicians, lawyers, Judges, leaders, thinkers and politicians, who are not only sensitive about their own wellbeing but also about the society and community at large and like Jim Rohn said

“The challenge of leadership is to,

Be strong, but not rude;
Be kind, but not weak;
Be bold, but not bully;
Be thoughtful, but not lazy;
Be humble, but not timid;
Be proud, but not arrogant;
Have humour, but without folly,”

and to mould our students into such compassionate individuals.

MADHYA PRADESH MEDICAL SCIENCE UNIVERSITY

Madhya Pradesh Ayurvigyan Vishwavidyalaya
Medical College Campus
Jabalpur-482003, M.P.
Phone: +91-761-2670335
Fax:+91-761-2670333
Email : info@mpmsu.edu.in

Madhya Pradesh Ayurvigyan Vishwavidyalaya is the university established under Madhya Pradesh Act No. 19 of 2011 "THE MADHYA PRADESH AYURVIGYAN VISHWAVIDYALAYA ADHINIYAM 2011"for the purpose of ensuring systematic efficient and qualitative education in Medical, Dental, Nursing, Ayurvedic, Unani, Homeopathy, Yoga, Naturopathy, Siddha, Allied health sciences and other allied subjects at Degree and Diploma level. This first Medical University in the State of Madhya Pradesh has been established at Jabalpur. Land has already been selected by Jabalpur Collector and the building construction has already begun. After setting up of university, various courses in medical, dental, nursing and paramedical colleges will be made uniform. The Finance Department of the Government of Madhya Pradesh has given consent for creation of 214 posts for commencing the university. There were 720 MBBS seats in Madhya Pradesh during year 2002-03, which rose more than double to 1620 in year 2012-13. Of these 720 seats are in government and 900 in private sector. Similarly, there were 200 BDS seats in year 2002-03, which increased to 1360 in year 2012-13. Of these, 40 seats are in government and 1320 in private sector. The number of post-graduate seats have also increased by 317 in year 2012-13 compared to 2002-03. There were 537 medical and 3 dental seats in year 2002-03, which has been increased to 675 in medical and 182 in dental colleges in year 2012-13. Due to State Government's efforts nursing sector in the state has also grown. During year 2012-13, two government autonomous and 6 government nursing colleges have been set up. Their number was 1 and 5, respectively during year 2002-03. Similarly, 177 nursing colleges and 241 nursing schools have been set up till year 2012-03. Their number was 6 each in year 2002-03. The number of seats in nursing courses has also increased. The number of government sector J.N.M was 190 in 2002-03, which has been increased to 255 in year 2012-13, , 50 to 110 in BSc (Nursing), zero to 25 in Post-Basic BSc and MSc Nursing from zero to 10. Similarly, JNM seats in private sector have increased from 220 to 9735, BSc Nursing from 320 to 5890 Post-Basic BSc from zero to 1275 and MSc Nursing from zero to 365. Madhya Pradesh Paramedical Council was constituted on January 17, 2003. With this, permission was granted to run paramedical courses in 16 institutions during year 2003-04. During year 2012-13, total 332 government/autonomous institutions are running paramedical courses. Madhya Pradesh Medical Science University, Jabalpur has been motivating the educational entrepreneurs to open more and more medical, dental, ayurveda, yoga, naturopathy, unani, siddha and other Degree programmes besides new subjects in the paramedical sector to be affiliated under this University.

M.S. RAMAIAH UNIVERSITY OF APPLIED SCIENCES

Gnanagangothri Campus, New BEL Road, M S R Nagar
Bangalore - 560 054, Karnataka
Tel. : (+91) 80 4536 6666, (+91) 80 4536 6677
Email : uas@msruas.ac.in vc@msruas.ac.in registrar@msruas.ac.in
Website : www.msruas.ac.in

M.S. Ramaiah University of Applied Sciences (MSRUAS), created by an act in the State of Karnataka, India, came into existence in December 2013. The University is sponsored by Gokula Education Foundation (Medical) trust. The University was created by integrating the "M.S. Ramaiah School of Advanced Studies (1999), M.S. Ramaiah College of Hotel Management (1993), M.S. Ramaiah College of Pharmacy (1992), M.S. Ramaiah Dental College (1991) and the M.S. Ramaiah Advanced Learning Centre (2012)". The University aims to focus its programmes on student-centric higher education so that the graduates are equipped with both theoretical knowledge and practical skills expected by industry and business. The university has five verticals – Academic Studies; Academic Research; Sponsored Research; Training, Skill Development and Lifelong Learning and a Techno Centre for Consultancy, Product Design and Development and Entrepreneurship Development. Students of the University can expect to experience an integrated approach to academics, research, training, real life problem solving and entrepreneurship. The University, at present, has established faculties in Engineering and Technology, Art and Design, Management and Commerce, Hospitality Management and Catering Technology, Pharmacy, Dental Sciences, Science & Humanities and Ayurveda and Integrative Medicine. Through these faculties, the University offers undergraduate, postgraduate and doctoral programmes. The faculties offer an enriched curriculum drawn from the strong interactions between the faculties and industry and business. The University has also created the Directorates of: Student Placement, Welfare and Career Advice (SPWCA); Quality, Educational Processes and Educational Technologies; Sponsored Research; Training and Lifelong Learning (TLLL) and Techno Centre to provide rich, all-round experience to students. The University's head office is located at the Gnanagangothri Campus, MSR Nagar, New BEL Road, Bangalore. The modern infrastructural facilities like Class Rooms, Seminar Halls, Laboratories, Work Shops, Clinics, Libraries, Student Amenities including Sports Centres, Hostels, Cafeteria, Recreation Centres, Literary and Cultural activity centres, Wi-Fi and other support facilities to make the students' experience enjoyable and memorable. The strength of the faculties lies within its well qualified, experienced and student-friendly Faculty Members. The M. S. Ramaiah University of Applied Sciences is committed to work on the philosophy of inclusiveness and service to society and to train its faculty members and students to contribute significantly to the growth of science, technology and society through their imaginative, creative and innovative pursuits. The University is expected to have more than 500 members of faculty and 8,000 students on its campuses spread over more than 100 acres of land in the near future.

M.V.N. UNIVERSITY

74 km stone, NH-2, Delhi-Agra Highway
Palwal-121105 , Haryana
Tel. : 09813666404, Toll Free Number : 1800-103-5027

Modern Vidya Niketan Society established in 1983 started its first group of schools, MVN, Sector 17 under the dynamic leadership of Late Shri Gopal Sharma, a great visionary and noted educationist. Shri Gopal Sharma rose to dizzying heights from a very humble background as a true son of the soil and launched a drive for the unexplored vistas of "Quality Education for All". It was by virtue of his magnetic charisma and iron will power that he actualised his vision of a Senior Secondary School at Sec. 17, an imposing educational institution on a 2.25 acres of land, thus ushering in an era of quality education.

Consequently, in the year 2000, M.V.N. Aravali Hills was born, sprawling in a lush green valley of the Aravali Hills occupying an area of 8 acres. It was a mammoth task to erect such an architectural marvel, to boldly venture such a phenomenal creation which remains a magnificent sight to behold.

The unprecedented results were the next boon for the parent circle of Faridabad when session 2002-03 saw 24 students striding into various prestigious IIT's of the nation followed by 27 IITians in 2003-04, 20 IITians in 2004-05, 21 in 2005-06 and excel their own record by inducting 41 students in the same premier institution of India in the last session of 2006-07 and again in 2007-08, 41 MVNites entered the IITs. This year i.e. 2008-09 140 MVNites made it to the IIT-JEE India's highest tally by any institution so far. Nitin Jain has done his Alma Mater proud by topping this year's All India Merit list of IIT-JEE & AIEEE as well, an achievement for which he will be always remembered in the annals of our outstanding record. This affirms our position as a leading institution imparting unparalleled quality education and grooming the young & budding minds to achieve higher levels of success in their life." Today under the leadership of Mr. Varun Sharma & Mrs Kanta Sharm a, MVN is recognized for its visionary goals, enviable expertise and innate acumen. MVN offers effective and holistic solutions in the field of education.

To immortalize the yearning passion and dream of Sir Gopal Sharma who always wanted to hitch the educational wagon to the stars by establishing an Engineering College, MVN society ventured into higher education by starting two technical institutes namely, Gopal Sharma Modern Vidya Niektan Institute of Engineering & Technology and Les Filles MVN Institute of Engineering & Technology on NH-2, at Palwal, Haryana in 2008. The year 2009 saw the establishment of MVN Business School. In 2012, MVN University was launched.

MADAN MOHAN MALVIYA UNIVERSITY OF TECHNOLOGY

Gorakhpur, Uttar Pradesh
Phone: +91-551-2273958, +91-551-6050001
0551-6050015, +91-9235500502
Fax: 0551-2270011
Email:vc@mmmut.ac.in registrar@mmmut.ac.in

Madan Mohan Malaviya University of Technology, Gorakhpur has been established in year 2013 by the Government of Uttar Pradesh in the form of a non-affiliating, teaching and research University after reconstituting the Madan Mohan Malaviya Engineering College, Gorakhpur which was established in 1962.

Forty eight batches of students have entered its portals to emerge after four years of rigorous education under the tutelage of some of the most venerable teachers, engineers ready to face the world and create new worlds. To facilitate and promote studies, research, technology incubation, product innovation and extension work in Science, Technology and Management Education, and also to achieve excellence in higher technical education .

The University is presently running five B.Tech. programmes in Civil Engineering, Electrical Engineering, Mechanical Engineering, Electronics and Communication Engineering and Computer Science and Engineering along with M.B.A., M.C.A., M.Tech. in 12 disciplines and full time Ph.D. programme in number of disciplines as part of Quality Improvement Programme of MHRD and TEQIP-II project. In view of the emerging need of the hour the University is planning to start number of programmes at undergraduate and post graduate level in near future.

The University provides a congenial environment for the holistic growth and all round development of the student through suitably designed teaching learning processes. The training is provided to the students such that they become globally acceptable personalities with communication skills, proper attitudes and aptitudes, problem solving capabilities and to work in as team.

Vision

To facilitate and promote studies, research, technology incubation, product innovation and extension work in Science, Technology and Management Education, and also to achieve excellence in higher technical education.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY, JAIPUR

Jawahar Lal Nehru Marg, Jhalana Gram, Malviya Nagar
Jaipur - 302017, Rajasthan
Tel : 0141 252 9087

The College was established in 1963 with the name as Malaviya Regional Engineering College, Jaipur as a joint venture of the Government of India and the Government of Rajasthan, Subsequently; on June 26, 2002 the college has been given the status of National Institute of Technology and on 15 August 2007, Proclaimed Institute of National Importance through Act of Parliament. The Institute is fully funded by Ministry of Education (Shiksha Mantralaya), Government of India. More than 12,000 students have already been graduated since its establishment.

Extending into an area of over 317 acres of lush greenery, the campus of the Institute is imaginatively laid-out with a picturesque landscape. It presents a spectacle of harmony in modern architecture, and natural beauty which enthralls and inspires.

The campus of the institute consisting of the institute buildings, halls of residence and staff colony. It is a residential campus offering accomodation to faculty, staff and students. The campus provides all essential amenities for community living like staff clubs, hospital, bank, post office, community centre, school, staff residences, gymnasium, playing fields, guest houses, 24 Hours internet connectivity, and canteen etc.

Vision
To create a centre for imparting technical education of international standards and conduct research at the cutting edge of technology to meet the current and future challenges of technological development.

Mission
To create technical manpower for meeting the current and future demands of industry: To recognize education and research in close interaction with industry with emphasis on the development of leadership qualities in the young men and women entering the portals of the Institute with sensitivity to social development and eye for opportunities for growth in the international perspective.

Quality Policy
MNIT shall strive to impart knowledge in such a manner as to achieve total satisfaction of students, parents, employers, and the society.

Institute Motto
योग: कर्मसु कौशलम

MADHABDEV UNIVERSITY

Panbari – 784164, Assam
Tel : 03752 262255
Email : universitymadhabdev@gmail.com

Madhabdev University is a public State University located in Narayanpur, Assam. The university is established by The Assam Act No. XXXV of 2017 which was passed by the Government of Assam on 7 September 2017. It was created by upgrading Madhavdev College of Narayanpur, North Lakhimpur. On 14 June 2019 Dibakar Chandra Deka took charge as the first Vice-Chancellor of Madhavdev University. It was named after Sri Sri Madhavdev, an important preceptor of the Ekasarana Dharma known for his loyalty to his guru, Srimanta Sankardev.

Narayanpur is an important historical place in the northern part of the River Brahmaputra situated in the western part of Lakhimpur District of Assam. Ancient temples, Tanks, Road, Sattra and other monuments in and around Narayanpur depict the picture.

According to mythology, the name of Narayanpur may be derived:

a) from the surname of Narayans of the Kingdom of Satyanarayan, Lakhinarayan etc during the 14th to 15th Century. The word "Narayan" added with "pur" meaning town makes name of the place as Narayanpur.

b) from the name of the Great Koch King "Naranarayan" who ruled this place and constructed a highway from his capital Kochbehar to Narayanpur.

The birth place of several Baishnava Gurus like Madhabdev,Haridev, Anirudhadev, Badala Padma Atta etc, Belaguri Sattra,Badala Sattra, Phulani Thaan, Bishnubalikuchi, Dahgharia Sattra, Budha Bapuchang, Maghnowa Dol, Gohaikamal Ali,Radhapukhuri, Burhaburhi Pukhuri, Rangati Pukhuri, Pichala Nadi are some of the important historical places situated at Narayanpur.

According to J D Wade, "Narayanpur is thirty miles in length and fifteen miles in breadth. This district is situated on the bank of Pichala river and Colabari of Zokai chook." (An Account of Assam, Page no 35). Narayanpur is inhabited by various castes, communities and ethnic groups viz. the Mishings, the Deuris, the Khamtis,the Bodos, the Karbis, the Koch-Rajbongshis, the Ahoms, the Chutias, the Motoks, Ex-Tea-Garden community, the Nepalis in addition to SC and General communities. The primary occupation of the people is agriculture and its allied services and Traditional handicrafts. Narayanpur is well connected by road, railway and airways with all important places of the state. The NH 52 is passing through Narayanpur. The nearest Railway Station is Tatibahar, which is about 5 km from Narayanpur. The Lilabari airport is about 60 km from Narayanpur.

MADHAV INSTITUTE OF TECHNOLOGY & SCIENCE

(Deemed Univerity)
Gola ka Mandir, Gwalior - 474005, Madhya Pradesh
Email: vicechancellor@mitsgwalior.in
Website: https://web.mitsgwalior.in
Phone: 0751-240-9354, 0751-240-9300

Madhav Institute of Technology & Science (MITS), Gwalior was established in 1957 by His Highness Sir Jiwaji Rao Scindia, Maharaja, of the erstwhile state of Gwalior under open door policy of Govt. of India. The foundation stone of the institute was laid by the then President Dr. Rajendra Prasad, on 20th October, 1956 and the building was inaugurated by President Dr. S. Radhakrishnan on 11th December, 1964. On the occasion of Golden Jubilee Celebrations of the institute, the president of India, Dr. Pratibha Devi Singh Patil graced the Golden Jubilee Celebrations of the institute as Chief Guest on 30th June, 2008. A postal stamp on MITS was also released on this occasion.

Autonomy & Accreditation

The institute is declared Deemed to be University under Distinct Category by Ministry of Education, Government of India in the year 2024. The institute is accredited by the National Assessment and Accreditation Council (NAAC) with A++ Grade (CGPA 3.53) for 5 years from 2023. Many of the programmes are accredited by the National Board of Accreditation (NBA).

Vision

To create world class quality Engineers and Technocrats capable of providing leadership in all spheres of life and society

Mission

- To provide quality education in technical and allied disciplines.
- To organize and arrange innovative courses in Engineering and Technology.
- To arrange vocational courses in the upcoming fields and innovative subjects to meet global advancement.
- To promote research in the fields of Technology and Science.

MADHAV UNIVERSITY

"Madhav Hills", NH-14
Abu Road Sirohi - 307 026, Rajasthan
Tel. : +91 8875 0289 91/92 93/94/95 /96 +91 8875 3009 99
Email : info@madhavuniversity.edu.in

Established in 2014, Madhav University (MU) is located in rural backdrop of District - Sirohi on NH - 14, Abu Road. It is 15 Abo Road Railway Station towards Sirohi.

The famous hill statioin of Rajasthan "Mout Abu" is 25 kms and the famous temple of Goddess "AMBAJI" is located 35 kms from the University Campus.

Madhav University, is located in rural backdrop of District Sirohi, is one of its own kinds in Western India and poised for a quantum leap in development of professional education in the country.

The Univeristy objective is to improve the standards to achieve excellence in higher education and provide high quality education to students from different strata and regions of the society at affordable prices.

It is our consistent endeavor to create ambience in the campus propitious for learning by providing continuously updated courses with enriched state of the art infra-structural facilities, well equipped laboratories, rich library and proactive industry-academia relations. Establishing University in rural area would envisage the cause of enlightening the minds of rural youths to new frontiers of knowledge at their door step and pave way in transforming rural youth energy in economic, industrial, enterpreneurial, social and cultural growth.

The University believes in empoweing students with string knowledge base and quality standard of higher education in a holistic and multi-dimensional manner encompassing all theoretical, applied and conceptual aspects by maintaining the exclusiveness of the discipline.

It is the consistent endeavor to create ambience in the campus propitious for learning by providing continuously updated courses with enriched state of the art infra-structural facilities, well equipped laboratories, rich library and proactive industry-academia relations. Establishing University in rural area would envisage the cause of enlightening the minds of rural youths to new frontiers of knowledge at their door step and pave way in transforming rural youth energy in economic,industrial, enterpreneurial, social and cultural growth. University believe in empoweing students with string knowledge base and quality standard of higher education in a holistic and multi-dimensional manner encompassing all theoretical, applied and conceptual aspects by maintaining the exclusiveness of the discipline.

MADHYANCHAL PROFESSIONAL UNIVERSITY

Village-Dhoda Borgaon, Saikheda, Tehsil Saunsar,
Dist. - Chhindwara (M.P)-480106
Phone : 09111104291
Email : info@ghru.edu.in
Website : http://www.ghru.edu.in

The country needs talented and skilled human resource to contribute to technological and socio-economic advancement. With these motto PATEL GROUP OF INSTITUTIONS (PGOI) established 8 colleges, six at Bhopal and three at Indore, under the banner of the Vanshpati Smriti Shiksha Samiti, Bhopal to shape the talent of students with a knowledge and skill to think 'beyond the future'. The vision of the PGOI is to emerge as a Centre of Excellence in higher technical education for preparing globally competent engineers with managerial skills and knowledge, positive attitude and ethical values to serve the industries. In a long span of 18 years PGOI has earned its name and fame not only in the country but also abroad. To expand the higher education the group has established Madhyanachal Professional University at Ratibad Bhopal.

Established in 2018, University will have higher education leading up-to Ph.D. in the discipline of arts, science, humanities. social sciences, commerce, management, engineering, rural engineering medical, paramedical, agriculture, animal sciences, forestry, law, journalism and mass communication, environment and other branches. Major emphasis, of the Madhyanachal Professional University will be to emphasise development of human resource for the growth of agriculture, rural engineering that will lead to rural and social development. For this the university will collaborate with National and International Universities and research organizations for active support and collaboration.

VISION

To emerge as an outstanding university in creating and disseminating knowledge, and providing students a extraordinary, outstanding unparallel learning experience in Science ,Technology, Medicine ,Agriculture, Humanities, Management that will bring wisdom, innovation and positive transformation to the vibrant society to uplift the life style of rural citizens.

MISSION

The mission of the Madhyanchal Professional University is to make distinction in today's education, revolutionize the imagination of students and to be counted as the best university for human development, creation of knowledge, thereby contributing to society through the pursuit of education, learning, and research at the highest international levels of excellence.

MADURAI KAMRAJ UNIVERSITY

Palkainagar, Madurai - 625 021, Tamil Nadu
Tel : 0452- 2459455,2459166, 2458220
Fax : 0452-2459181, 2458449
Email : vcmku@rediffmail.com, mkuregistrar@rediffmail.com
Website : http://www.mkuniversity.org

Madurai Kamaraj University, established in 1965, was named after the historical city of Madurai. Originally named as Madurai University, it was changed to Madurai Kamaraj University to honor one of the most illustrious sons of our country Karmaveerar K. Kamaraj, the former Chief Minister of Tamil Nadu who brought radical reform in education in the state.

The foundation stone for the current campus was laid by Dr.Zakir Hussain, the then President of India. The campus has grown into a beautiful University township with an extensive area of about 750 acres and named as "Palkalainagar".

Madurai Kamaraj University is a statutory University owned and funded by the Government of Tamil Nadu with the recognition of University Grants Commission. Madurai Kamaraj University has 20 Schools, 75 Departments, 14 centres, 77 affiliated Colleges and 19 approved Institutions. The Directorate of Distance Education of the University has student strength of about 1.30 lakhs.

Madurai Kamaraj University offers 41 post graduate, 35 M.Phil. and 17 Diploma / P.G. Diploma / Certificate courses in the various departments. Presently, 66 U.G. and 45 P.G. courses are offered in the affiliated Colleges. At present 2428 students and research scholars are on the roll. Currently more than 163 individual research projects are being carried out with an outlay exceeding 34 Crores. The University has a modernized central Library with 3 lakhs books, 9,000 e-journals, 3,000 e-books, 55,000 reference and text books. The one Gbps internet connection, INFONET centre with 50 nodes and smart class rooms have enriched the ICT enabled teaching and learning.

Madurai Kamaraj University strongly believes in de-centralised and participatory governance. As a visionary step, academic and administrative autonomy has been granted to select Schools. The University has established linkages with community around through its various outreach activities. The University was accorded the status of University with Potential for Excellence by University Grants Commission and many Centers for Excellence in specialized interdisciplinary areas.

MAGADH UNIVERSITY

Bodh Gaya - 824 234, Bihar
Tel :-+ 91-0631-2200490
Fax: +91-0631-2200572
Tel : 0631-2200495, 2420226, 2200490
Fax : 91-0631-2200572

Magadh University was established on 1st March, 1962. It is the largest University of Bihar situated in a sprawling campus of 460 acres of land enjoying the spiritual breeze of the Bodhi Tree which enlightened Lord Buddha.

Dr. Sarvapali Radhakrishnan, the then President of India laid the foundation of this university. Dr. K.K Dutta, renowned Historian was the Founder Vice-Chancellor of this University. It imparts Post- Graduate teaching in the Faculties of Humanities, Science, Commerce, Management and Vocational in 29 Subjects. It offers hostel facilities to all students in nine hostels. In almost every faculty state and National Level Seminars are organized regularly.

There are 44 constituent and 105 affiliated colleges under this University. The quality of teaching, discipline and secular atmosphere attract foreign students every year which has offered a global halo to the University. The distant mode of education system has launched dozens of Diploma and Degree courses catering to the need of needy aspirants.

The college of Hotel, Hospitality & Tourism Management, Academy of Foreign Languages and Cultural Cooperation, Institute of Physiotherapy, Institute of Reconstruction & Development Management and Department of Education are the job-oriented courses which captivate the attention of learners.

The University is proud of enjoying the academic zeal, broad-mindedness and multi-dimensional vision of Dr. Prof. Mohammed Ishtiyaque, Vice-Chancellor, Magadh University, Bodh Gaya who's every throb of heart pulsates with musical rhythm marching ahead in search of global peace culminating into spiritualism.

The College of Hotel, Hospitality and Tourism Management, Academy of Foreign Languages, Cultural Co-operation, institute of Physiotherapy, Institute of Reconstruction and Development Management and Department of Education are the job-oriented courses which captivate the attention of Learners.

MAGANBHAI ADENWALA MAHAGUJARAT UNIVERSITY

I.S. Ayurved Mahavidyalaya,
College Road, Nadiad - 387001, Gujarat
Contact : 0268 2520646
Email : office@mamuni.edu.in
Website : https://mamuni.edu.in

The Maganbhai Adenwala Mahagujarat University offers multi-domain programmes under one roof and caters to the educational needs of the regional rural youths and helps them contribute to nation building. The following courses are offered at the Maganbhai Adenwala Mahagujarat University.

The establishment of Maganbhai Adenwala Mahagujarat University has catapulted it to be, as well, a hub of quality education and premium healthcare services which besides fulfilling the global standards, Caters well to regional needs.

It strives to make Nadiad – The birth place of Shri Sardar vallabhbhai Patel the Global Education Hub through knowledge creation, extension, and broadcasting. With this intention, MAM University dedicates its hard work towards developing synergy between industry and academia; and community alleviation through education with healthcare. Importantly, MAM University persistently strives to focus on the future with an entrepreneurial strength.

We are intentional about our students' academic achievement and offer learning experiences in a highly personalized educational environment.

We continue to be proud of our relationship with the public and private segment that has launched many MoUs and mutual agreements that benefit our students, faculties, other staff and the institution as a whole. These agreements have themselves engendered a number of skilled Chair positions that serve to build on our research objectives, revitalize students and further inflate partnerships with leading organizations in India and globe.

Mahagujarat University Mission :

- To strive incessantly to achieve the goals of the Institution.
- To impart academic excellence in Medical Education & Health Care.
- To practice medicine ethically in line with the global standard protocols.
- To inculcate high moral, ethical and professional standards among students and to improve their overall personality as well as to inculcate compassionate behavior.
- Our Students – Our Assets.
- Our Staff – Our Means.

MAHAKAUSHAL UNIVERSITY

Village-Aithakheda, Mukunwara Road, Post- Tilwara
Jabalpur (M.P.) 482003
Contact : +91-9981350102
Email : info@mku.ac.in
Website : https://mku.ac.in

Mahakaushal University, Jabalpur has been established by the MP Govt. Ordinance Number 11 dated 13th January 2021. Ordinance has been passed by MP state legislative assembly dated 25th February 2021. University has been included in the list of Universities established as per section 2(f) of UGC Act 1956. We at Mahakaushal university offers an advanced Education system to the students in the fields of Engineering Technology, Agriculture, Humanities, yogic science, Paramedical, fire safety Science, Nursing, Education, skill-based program and Future demanding courses. students will be made ready for multitasking activities to bring Nation at fore-front globally. Our education system is ready to fulfill requirements from Public and private sectors for future needs.

Vision

Management and faculty at Mahakaushal University are dedicated to achieving:

- Transformative educational experience focused on disciplinary knowledge, leadership. Communication and Professional skills; and Personal health and well-being.
- Creating a collaborative educational environment open to the free exchange of ideas where research, innovation and entrepreneurship can, flourish.
- Develop Human resource with expertise to fulfill the requirement of growing industries and government.

Mahakaushal University has set its mission to achieve its vision of producing skilled human resource, technocrat and scientist nationally and globally by engaging with partners out of traditional borders of the university campus.

Mission

Management and faculty at Mahakaushal University are dedicated to achieving:

- Transformative educational experience focused on disciplinary knowledge, leadership. Communication and Professional skills; and Personal health and well-being.
- Creating a collaborative educational environment open to the free exchange of ideas where research, innovation and entrepreneurship can, flourish.
- Develop Human resource with expertise to fulfill the requirement of growing industries and government.

MAHARAJA AGRASEN UNIVERSITY

Atal Shiksha Kunj
Distt. - Solan -174 103
Himachal Pradesh
Tel : +91-93180-29217, 18, 32, 31, 35, 38, 39, 40, 41, 45
Email : admission@mau.ac.in

Maharaja Agrasen University (MAU) derives its name from Maharaja Agrasen, born during the last stages of Dwapar Yuga in the Mahabharat epic era who established the Kingdom of Agroha, near Hissar in Haryana, about 5000 years ago. His monarchy consisted of 18 units.

The head of each unit was given a specific 'gotra'. Equality, Humanism and Non violence were the guiding principles of his kingdom. He promulgated that any immigrant coming to Agroha to settle down be given a brick and a rupee by each resident. Thus, he would have a hundred thousand bricks to build a house for himself, and a hundred thousand rupees to start a new business.

This way, with a small help from the society, all citizens could attain equal status in a community of equals. The Government of India issued a postage stamp in 1976 to commemorate the 5100th Jayanti of Maharaja Agrasen.

The visionary idea of Pandit Madan Mohan Malviya, whose name is linked with higher education in India, forms the foundation principle of this University. According to him, the University was not merely an institute meant for imparting knowledge or professional skills, but an institute which can transform individuals into responsible citizens.

He wanted that the youth must be provided with integrated education having modern scientific knowledge and practical training with ethical standards.

The endeavour of Maharaja Agrasen Technical Educational Society (MATES), the Sponsor of Maharaja Agrasen University (MAU) is to contribute to the society by establishing a Centre of Knowledge which fosters equality, integrity and excellence. MATES is a charitable non-profit organization dedicated to the society. Maharaja Agrasen University envisions itself as an emerging Center of Excellence.

MAHARAJA AGRASEN HIMALAYAN GARHWAL UNIVERSITY

Dhaid Gaon, Block Pokhra,
District Pauri Garhwal, Uttarakhand
Tel: +91-8395874101 / 102

Maharaja Agrasen Himalayan Garhwal University (MAHGU) is established and incorporated by Government of Uttarakhand Act No. 33 of 2016. Vide Notification No. XXXVI (3)/2016/48(1)/2016) of Uttarakhand Shashan (Vidhayee & Sansdiya Karyavibhag) and under Section 2(f) of the University Grant Commission (UGC) Act, 1956. Maharaja Agrasen Himalayan Garhwal University is situated in a peaceful and pollution free environment close to nature of Garhwal ranges of Shivalik hills. The Campus of University is surrounded by natural panoramic views which provides an ideal environment for higher education.

University established with clear mission, vision and objectives of imparting quality education of latest industrial and social needs with employment of quality manpower . Promoters of the university have varied experiences of economic and business environment and have poured these experiences in the conceptualization and establishment. They are well known to the geographical location and social needs of the hilly areas of Uttrakhand and committed to produce skilled and cultured manpower.

Vision

To be a globally acknowledged multicultural University, providing balanced education and educational innovation in all streams, innovative & quality researches, on environment of growth, and in search of excellence with value orientation in the hilly region of Pauri Garhwal District of Uttarakhand.

Mission

- To provide best of facilities, infrastructure and environment to make a genuine, tangible contribution to the society.
- To be a place of choice for students, researchers and faculty from all parts of the world.
- To provide most appropriate innovative learning opportunities through latest and balanced curriculum and teaching methodology to get answer of any problem in dynamic business and social environment.
- To impart quality education, skill set with value orientation, positive mindset and perception about people, society, nation and the world without bias and prejudices to serve humanity.
- To attract scientists, educationists, business leaders and other professionals for meaningful interaction through national and international seminars and conferences.
- To encourage social welfare, interface with Commerce and Government agencies for the best interest of the people of this hilly region in natural and global perspective.

Values

- Contributing to regional and national development with local resources
- Encouraging global competency among the student with latest development
- Inculcating traditional values and high moral for reliability
- Make the student techno-savvy for collection and dissemination of information
- Quest for excellence beyond expectation for sustainable development

MAHARAJA BIR BIKRAM UNIVERSITY

Agartala, Tripura 799004
Tel. : 0381 251 6607
Fax: +91-381-2516728
Email: mbbc.agt2015@gmail.com
Website**:** www.mbbcollege.in

Established in 2015, Maharaja Bir Bikram College or MBB College is a Degree College of the Indian State of Tripura, imparting general education in the streams of Science, Commerce and Humanities.

Maharaja Bir Bikram University fee structure

Maharaja Bir Bikram Manikya Bahadur the last king of Tripura was the architect and founder which was affiliated to University of Calcutta.The college is named after former king of Tripura Maharaja Bir Bikram Manikya Bahadur.

Maharaja Bir Bikram College was (MBB College) started functioning in 1947 to meet the needs of college students who had migrated to Tripura from erstwhile East Pakistan. The-then Regent, Mata Maharani Kanchan Prava Devi, responded to the SOS call of these uprooted Bengali students and almost overnight obtained the affiliation of Calcutta University for IA, ISC, B.A. and B.Com. examination.

MAHARAJA CHHATRASAL BUNDELKHAND UNIVERSITY

Opp. Commerce Block Maharaja College Campus
Police Line Rd, Chhatarpur- 471001, Madhya Pradesh
Tel : 07682-244442
E-mail : mchhatrasaluniversity@gmail.com
Website : http://mchhatrasaluniversity.com

Maharaja Chhatarsal Bundelkhand University (MCBU) is the largest State University in respect of students' enrolment and area of land in Madhya Pradesh, India. The University aims to nurture excellence in education and research in the catchment area of Bundelkhand. The University lays its emphasis on fostering quality human resource and promoting productive research that benefit both local communities and humanity at large. The University was established on 09/07/2014 by the Act of the State Legislature of Madhya Pradesh.

The eponymous university is named after Maharaja ChhatrasalBundela who established the kingdom and the town.The motto of the university is'savidhyayavimuktaye'(knowledge is the one that liberates) and it is steadily stepping towards it, vitalizing all the stakeholders with the process of gaining the best knowledge and its practices.

A new dimension was added to the University on September 29, 2021 when the University started functioning after the merger of Govt. Maharaja Postgraduate Autonomous College, Chhatarpur into it in compliance of the order of the Department of Higher Education, issued vide its letter no: f-73-4/2021/38-3, dated 24/09/2021 and as such all the infrastructure and assets of the college were transferred to the University. At present, it has 22 University Teaching Departments: Botany, Chemistry, Commerce and Management Studies, Computer Science, English, Hindi, History, Political Science, Mathematics, Philosophy, Physics, Physical Education, Sanskrit, Zoology, Geology, Sociology, Economics, Fine Art, Geography, Music, Industrial Microbiology and Urdu; 3 faculties and 21 research centers.

It offers Post-graduate courses in 21 subjects along with certificate, diploma and graduate courses; it has become a beacon of hope and enlightenment for thousands of young men and women in the region of Bundelkhand, Madhya Pradesh. The University is privileged to affiliate 196 collegesout of which 55 are located in Chhatarpur, 25 in District, 28 in Panna, 65 in Sagar, 17 in Damohand 6 in Niwari. The campus of the University covers an area of 24.11 acre and itis located at the centre of Chhatarpur city on the NH-75. Keeping in view of the expansion of the University, a land of 400 acre was allotted by the government that will house all the amenities in the times to come. To meet the challenges of the emerging fields of knowledge, the University is offering both conventional and advanced programmes of studies and research opportunities under the same umbrella. It houses administration through e-Governance, computerization of examinations, establishment of smart class rooms and well-equipped laboratories. Extension lectures by renowned scholars and scientists are some of the innovative activities that are executed after a regular interval. Inclusive growth towards excellence and ensuring opportunities to the underprivileged and marginalized section of the society is our primary objective and we are leaving no stone unturned to translate it into reality.

MAHARAJA GANGA SINGH UNIVERSITY

National Highway No. 15, Jaisalmer Road
Bikaner, Rajasthan
Tel : 91-151-2212041/0151-2212044, 2212042, 2210857
Fax : 91-151-2212042
Email : grjvcmgsub@rediffmail.com; info@bikaneruniversity.in
Website : http://www.bikaneruniversity.in

Mahajraja Ganga Singh University, Bikaner (formerly named as the University of Bikaner, Bikaner) has been established by the University of Bikaner Act, 2003 (Act No. 13 of 2003), the Rajasthan Gazette Extraordinary Part-4(Ka), published on June, 07, 2003 as a new State University. Her Excellency the Governor of Rajasthan Smt. Margaret Alva is the Chancellor of the Maharaja Ganga Singh University, Bikaner. The establishment of the Maharaja Ganga Singh University, Bikaner at Bikaner marks an important milestone in the development of Higher Education in Rajasthan.

The University envisages to develop its campus in terms of academic input and infrastructural facilities as a nucleus and resource centre for development of its affiliated colleges as well as to develop its campus teaching through various teaching departments.

The University has the faculties of Arts, Social Sciences, Science, Commerce, Education and Law. Presently, there are five university teaching departments in the subjects of English, History, Environmental Science, Microbiology and Computer Science.

Notwithstanding anything contained in any law for the time being in force but subject to the provisions of the University of Rajasthan Act, 1946, the Rajasthan Agriculture University, Bikaner Act, 1987 (Act No. 39 of 1987), the Rajasthan Sanskrit University Act, 1998 (Act No. 10 of 1998), the Maharana Pratap University of Agriculture and Technology Udaipur Act, 2002 (Act No. 8 of 2000) and the Rajasthan Ayurved University Act, 2002 (Act No.15 of 2002) the jurisdiction of the University extends to all the constituent, affiliated or autonomous colleges, institutes, institutions and departments within the Bikaner Division of the State of Rajasthan as notified by the State Government under the provisions of the Rajasthan Land Revenue Act, 1956 (Act No. 15 of 1956) and also to such other constituent, affiliated or autonomous colleges, institutes, institutions and departments within the State of Rajasthan as may be specified by notification in the Official Gazette by the State Government.

Vision

To build responsive, responsible, sensitive, creative and thoughtful citizens with a comprehensive understanding of regional, national and international perspectives.

MAHARAJA KRISHNAKUMARSINHJI BHAVNAGAR UNIVERSITY

Gaurishanker Lake Road, Bhavnagar 364 001, Gujarat
Tel : 0278-2426519, 2428014, 2430002, 2430006, 2430007, 2564626
Fax : 0278-2426706/2513943
Email : registrar@mkbhavuni.edu.in, drhc_trivedi@rediffmail.com
Website : http://www.bhavuni.edu

Bhavnagar District is known for its cultural heritage and the then His Highness of Bhavnagar Shri Krishnakumarsinhji was first to donate princely State to the Nation. Mahatama Gandhi, the father of our nation studied in Shamaldas Arts College during 1888, which is now run by Maharaja Krishnakumarsinhji Bhavnagar University. Bhavnagar District is situated between 21.18 -22.18 Longitude and 71.51-72.18 Latitude. The total area of the Bhavnagar District is 12048 Square Kms.

The University was established in 1978 by the state of Gujarat and the total area of the Campus is spread over 3 locations. Maharaja Krishnakumarsinhji Bhavnagar University is providing high quality of Teaching and Research.

The University in committed to the cause of a dynamic equilibrium within the society and environment value added education, while keeping the principles of Excellence, Efficiency and Equity in its frame. By identifying social requirement, the University shall generate an environment to provide career solutions through compatible academic programme contributing towards.

To evolve and execute educational & developmental programmers, training programmes, faculty enrichment programmes, social awareness programmes, knowledge acquisition, development, preservation, dissemination and extension of the frontiers of knowledge in the interest of 'Community at large'.

Bhavnagar is traditionally known for its cultural heritage in the western India with its last princely ruler Shri Krishnakumarsinhji who was the first to donate his princely state to the Nation. Mahatma Gandhi, the father of the nation received his initial college education in Shamaldas College during 1888, which is today run by Maharaja Krishnakumarsinhji Bhavnagar University. Bhavnagar District is situated between 21.18-22.18 Longitude and 71.51-72.18 Latitude. The District encompasses a total area of 12,048 sq. km. The University was established way back in 1978 by the state of Gujarat and the total area of the campus is 269 acres, spread over 3 location.

The University is providing high quality of Teaching and Research Programmes in faculties as diverse as Science, Arts, Commerce, Engineering, Medicine, Management, Rural Studies and Law. The University has at present 20 Post Graduate Departments and 4 Recognized Institutes.

MAHARAJA RANJIT SINGH PUNJAB TECHNICAL UNIVERSITY

Dabwali Rd, Lal Singh Nagar
Bathinda-151001, Punjab
Toll Free Number : 18001211833

Establihsed in 2015, Maharaja Ranjit Singh State Technical University is recognized by the University Grants Commission(UGC), a statutory body of the Government of India established for the coordination, determination and maintenance of standards of university education in India. Maharaja Ranjit Singh State Technical University is included in the list of universities maintained by the University Grants Commission under Section - 2(f) of the UGC Act.

Vision

To contribute towards the state, the nation and the world through advancement for attaining excellence in technical education and research, and to provide quality human resource having high professional and ethical conduct to serve the needs of the industry and society.

Mission

- To provide a conducive and inspiring environment for promoting advancement in technology and research by fostering freedom, empowerment, commitment, creativity and innovation
- To provide competent and highly skilled professionals and entrepreneurs to meet the requirements of the industry and society for discovery and dissemination of knowledge
- To inculcate high moral, ethical and professional values and standards amongst the students.
- To promote research and development in various fields of technical education and establishment of Centres of Excellence in collaboration with national and international institutions, industries and agencies

MAHARAJA SURAJMAL BRIJ UNIVERSITY

M.S.J. College, Campus
Bharatpur – 321001 (Rajasthan)
Ph. No. - 05644-220560
Fax No. - 05644-220560
Exam Section - 05644-220025
Email – brijuniversitybtp@gmail.com

With a view to providing better facilities of higher education in the State, to fulfill the long standing demand of the people for the establishment of university at Bharatpur and to comply with the announcement made by the Hon'ble Chief Minister in the budget session 2012-13, Maharaja Surajmal Brij University, Bharatpur was established at Bharatpur.The Maharaja Surajmal Brij University, Bharatpur Ordinance, 2012 (Ordinance No. 6 of 2012), was promulgated on 23rd August 2012, which was published in Rajasthan Gazette, Part IV (B), Extraordinary, dated 24th August, 2012. On 10 October 2012 the Maharaja Surajmal Brij University bill, 2012 was introduced in the Vidhan Sabha which was discussed and passed by the Vidhan Sabha on 11 October 2012 and received the accent of the Governor on 14 October 2012.Looking to the historical background of Maharaja Surajmal, the erstwhile ruler of Bharatpur State and to keep his memory immortal, the name of the Brij University, Bharatpur was changed to Maharaja Surajmal Brij University, Bharatpur vide Brij University, Bharatpur (Change of Name) Act, 2014.With a view to providing better facilities of higher education in the State, to fulfill the long standing demand of the people for the establishment of university at Bharatpur and to comply with the announcement made by the Hon'ble Chief Minister in the budget session 2012-13, Maharaja Surajmal Brij University, Bharatpur was established at Bharatpur.

The Maharaja Surajmal Brij University, Bharatpur Ordinance, 2012 (Ordinance No. 6 of 2012), was promulgated on 23rd August 2012, which was published in Rajasthan Gazette, Part IV (B), Extraordinary, dated 24th August, 2012. On 10 October 2012 the Maharaja Surajmal Brij University bill, 2012 was introduced in the Vidhan Sabha which was discussed and passed by the Vidhan Sabha on 11 October 2012 and received the accent of the Governor on 14 October 2012.

Looking to the historical background of Maharaja Surajmal, the erstwhile ruler of Bharatpur State and to keep his memory immortal, the name of the Brij University, Bharatpur was changed to Maharaja Surajmal Brij University, Bharatpur vide Brij University, Bharatpur (Change of Name) Act, 2014.

Mission & Vision
The University shall be deemed to have been established and incorporated for the purpose, among others, of –

(i) making provision for imparting education in different branches of learning and
(ii) furthering the prosecution of research in all branches of learning

MAHARAJA SUHEL DEV STATE UNIVERSITY

Raidopur, Azamgarh – 276001, Uttar Pradesh
Tel : (800) 123-1254
Email : info@msdsu.ac.in

Maharaja Suhel Dev State University, Azamgarh was established by the Uttar Pradesh Government vide its Gazette Notification No. 1446/79-V-1-19-1(K)-3-19, Lucknow, dated 5 August 2019. Vide the State Government Notification No. 610/Sattar-1-2021-16(74)/2018 T.C., Lucknow, Dated 28 April 2021, the first academic session of the University was commenced from 2021-2022. It is the State Government University with its under construction own residential campus at Azamgarh and affiliated colleges spread over the two districts of Azamgarh and Mau in the eastern region of Uttar Pradesh. Until the start of this University, the affiliated colleges of the aforesaid two districts were affiliated to Veer Bahadur Singh Purvanchal University Jaunpur, also a State Government University.

Currently, there are 438 colleges affiliated to Maharaja Suhel Dev State University Azamgarh, including 15 government aided non-government colleges, 4 government colleges and 419 self-financed colleges. These colleges run various undergraduate and postgraduate degree programs under the faculty of Agriculture, Art, Commerce, Education, Law and Science. Overall, the following undergraduate and postgraduate degree programs are run in the affiliated colleges: B.A., B.Ed., B.Sc., B.Sc.Ag., B.Com. and LL.B., and M.A., M.Ed.,M.Sc., M.Sc.Ag., M.Com. and LL.M.

Azamgarh is a culturally rich historical city, having headquarters of Azamgarh Commissionerate and the district, which is located about 260 km east of the state capital, Lucknow of Uttar Pradesh.

The city is well connected with three main surface Highways, Purvanchal Expressway between Lucknow and Ballia, 260 km) National Highway-24 between Gorakhpur (106 km) and Varanasi (95 km) route and the State Highway-34 between Azamgarh and Ballia (115 km). Politically, Azamgarh is surrounded by the boundaries of six districts, Mau in the East, Gorakhpur in the North, Jaunpur in the South-West, Ghazipur in the South-East, Ambedkar Nagar in the North-East and Sultanpur in the West.

The nearest airportsare Varanasi (95 km) and Lucknow (260 km) to which a to- and fro- good number of flights are available from Delhi, Bangalore, Kolkata, Jaipur, Hyderabad and Chennai. The trains which pass through or bound to Azamgarh are Kaifiyaat Express,Ajmer Garib Nawaz Express, and Anand Vihar Terminal Express. The national airport has also been constructed at Azamgarh, where the flights operation is yet to start.Thus,Maharaja Suhel Dev State University, Azamgarh has an excellent approach through roads, trains and flights.

MAHARAJ VINAYAK GLOBAL UNIVERSITY

Dhand, Ajmer, Jaipur-Delhi Natonal Highway
11C, Jaipur-302038, Rajasthan
Tel. : 0141-2704229, 2703964, 2700885
Email : info@mvgu.ac.in

Jaipur is the main educational center of Rajasthan. Numerous students from every corner of India and the world come to Jaipur. It is quite safe and peaceful city as compared to other educational centers in India. The climate of Jaipur is pleasant and good for health. The city of Jaipur houses many well-known, established institutes and colleges. MVGU is one of the finest and most popular educational center in the city. It offers excellent programs in various areas including Dental, Nursing, Physiotherapy, Occupational Therapy, Biotechnology, Commerce n Arts, Aviation and Law Studies. Welcome to Maharaj Vinayak Global University, a vibrant community of scholars and learning environment that stands in the nation's service and in the service of all nations. MVGU is an independent, coeducational, nondenominational institution that provides undergraduate and graduate instructions in the field of dental, nursing, occupational therapy, physiotherapy, humanities, social sciences, natural sciences and engineering**.**

MVGU is one of the premier university in India, is positioned in the Western part of India. It occupies an area of about 50 acres. MVGU was established on 21st march 2012. It has 8 colleges offering Doctoral, Post Graduate, under-graduate and Diploma programs. Maharaj Vinayak Global University seeks to achieve the highest level of distinction in the discovery and transmission of knowledge and understanding. The University's generous financial aid program ensures that talented students from all economic backgrounds can afford a MVGU education. There is also our distinctive colleges and tutorial system which underpins a culture of close academic supervision and careful personal support for our outstanding students. Our colleges and halls which help to foster the intense interdisciplinary approach that inspires much of the outstanding research achievement of the University and makes MVGU a leader in so many fields. It is an approach especially suited to confronting many of the hugely complex challenges that face us all. That is why we believe that the greater we can make MVGU, the greater its contribution to the well-being of the world you and we share. As a platform for excellence in teaching, learning and administration, state-of-the-art information technology is extensively used in the University, contributing to the development of well-trained graduates, post graduates and doctorates to meet the professional manpower needs of India as well as the world. The university attracts many foreign students due to its excellent facilities. It offers good accommodation facilities. There is a provision of hostel for the students. There is a well-stocked library containing plenty of books regarding various subjects. The university offers different scholarships to the students. The university conducts seminars and conferences for the students.

MAHARANI CLUSTER UNIVERSITY

Sheshadri Road, Bangalore Urban – 560001, Karnataka
Tel : 080-22257792 Email : maharaniartscollege@gmail.com

Maharani's Arts, Commerce and Management College for Women, Bangalore is one of the reputed Government Institutions of Karnataka and is affiliated to Bangalore Central University. This is an institution of high distinction exclusively dedicated for the education of women. As a government institution, it addresses issues of equity, equality and access by providing education to all sections of women students. It is the first government college in Karnataka to be conferred with 'A' grade by NAAC during the year 2002-03 and as a mark of its quality sustenance, it retains the 'A' Grade status even in its re accreditation during the year 2008-09. Presently secured CGPA of 2.91 with 'B' grade during year 2014-15.

The College has chiseled out women of substance, personality, mettle, caliber, confidence and reputation. The college was recognized by the University Grants Commission in the year 1986, and identified as the 'Centre of Excellence' by the Department of Collegiate Education, Government of Karnataka. It is situated in the heart of the city of Bangalore on a sprawling campus of 6.5 acres.

The College has spacious library building, 4 computer labs, UGC Internet Resource Center and well-equipped labs. Sports facilities in the college are very good and the students make the best use of them throughout the year. The college has a very active Physical Education Department and achieved great name in the field of sports and athletics. The National Cadet Corps (NCC) and National Service Scheme (NSS) have been functioning very effectively in the college. The college has conducted a number of seminars, conferences, workshops and other activities with the help of UGC and other agencies. The students of the college are from diverse socio-economic backgrounds, a large chunk of them belong to scheduled caste, scheduled tribe, OBC and minorities. The specialty of the college is that it offers seven languages and 60 percent of the students opt for instruction in Kannada medium. The students of the college have fared well in university examinations and have won laurels and appreciation to the college. There were students, who went on to become Musicians of national and international fame, Arjuna Awardees, Ekalavya Awardees, People representatives, chartered accountants, women entrepreneurs, consultants, executives, theatre personalities, academicians, legal experts, litterateurs, politicians, teachers.

The College is being administered under the able and efficient leadership of Prof.C. N Lokappa Gowda, who took charge as the Principal of this esteemed Institution in the month of August 2018 and ever since he has been striving to bring about reforms and raise the quality standards of the College.

The College is supported by a committed group of non-teaching administrative staff. Teachers are dedicating their learning and wisdom to create task of uplifting pupils to higher levels of knowledge and action.

MAHAMAYA TECHNICAL UNIVERSITY

C-22, C Block, Phase 2, Industrial Area, Sector - 62
Noida- 201309, Uttar Pradesh
Tel : 91-0120-2400416
Email : info@mtu.ac.in
Website : www.mtu.ac.in

Mahamaya Technical University, Noida has been constituted by an Act of UP Legislature in Feb. 2010 and notified in The Gazette of UP Govt. On 16th February 2010 created by bifurcation of Uttar Pradesh Technical University, Lucknow into Gautam Budh Technical University, Lucknow and Mahamaya Technical University, Noida.

The University is mainly affiliating in nature and its geographical jurisdiction is the western part of UP , namely , comprising of Saharanpur ,Meerut, Mooradabad, Agra, and Aligarh divisons. The university has about 385 colleges and institutions affiliated to it offering courses in Engineering, Technology, Management, Pharmacy, and other professional programs.

The University has come into being very recently, the onus of nurturing some of the oldest and best private colleges of the state by formulating a structure for excellence is very daunting. The mandate implies to provide the best in Technical education for all its students and to create an operational structure which can deliver quality education with most updated curricula and pedagogy.

The strength of the university lies in the area where it is situated and the National & International connectivity that it can use for developing a truly global character with highly rewarding industrial partnership. The other advantage is its proximity to the National capital Delhi with most advanced infrastructure and truly modern five storeyed building having 1.25 lac sqft operational space.

MAHARANA PRATAP HORTICULTURAL UNIVERSITY

Horticulture Training Institute Campus
Uchani-Karnal, Haryana
Tel : +91-70159-98913
Email : vcmhu.hry@gmail.com infomhu.hry@gmail.com

Realising the importance and foresightedness of the Haryana Government, His Excellency, the Governor of Haryana has approved the establishment of the Haryana State University of Horticultural Sciences (MHU) at Village Anjanthali (Karnal) vide Act No. 32 of 2016, thus, the University came into existence on 28th November, 2016. The site for University is situated 21 km from Karnal on national highway number one leading to Ambala at a latitude on 300 N and longitude of 770 E. It is 146 km from Delhi and connected with Nilokheri Railway station.

Haryana is primarily an agrarian state and well known for the production and productivity of wheat and rice. It contributes significantly in grain reserve of the central pool. Since the country has achieved self-sufficiency in grain production and the time has come to think of nutritional security and aesthetic value which requires diversification of agriculture with special emphasis on Horticulture. Because its produce is rich source of fibre, vitamins and minerals which are required for sound physical and mental health.

As the national capital Delhi is surrounded by Haryana state from three sides i.e. North, South and West, its large area comes under national capital region. Therefore, the state has tremendous scope to avail the opportunity of selling its produce. Secondly, Haryana state is blessed with all the six season giving way for successful cultivation of sub-temperate, sub-tropical, tropical and dry land horticulture.

Vision & Mission

The Mandate of the University is to be a centre of excellence in teaching, research and extension education in the field of horticulture and allied sectors for food and ecological security, improved livelihood opportunities and economic prosperity of farming communities. The University aims to develop diversified sustainable farming systems for improving productivity and profitability in horticulture and also to train the farmers and extension functionaries for the effective dissemination of advanced horticultural technologies in Haryana and its neighboring States.

MAHARANA PRATAP UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

P.O. Box – 171, New Campus
Udaipur - 313 001, Rajasthan
Tel : 0294-2471101, 2427691, 2471302
Fax : 0294-2470682, 0294-2471302
Email : vcmpuat@sancharnet.in, vc@mpuat.ac.in, registrar@mpuat.ac.in
Website : http://www.mpuat.ac.in

Recognizing the importance of agricultural growth and development in assuring livelihood security of its population, the Government of Rajasthan gave high priority to develop agricultural education, research and extension in the state. The first agriculture college established in the State was SKN College of Agriculture at Jobner.

Later on in 1955, Rajasthan College of Agriculture was established at Udaipur. With the establishment of first Agricultural University at Pantnagar in 1960 on the pattern of Land Grant Universities of USA, Rajasthan state had the distinction of being the second in establishment of Agricultural Universities in the country in 1962. It also accepted the model of land grant pattern of education of U.S.A. with trinity of functions i.e. teaching, research and extension education. The government took the bold decision to transfer the research component to the university which many other states took a long time. Soon the university was converted into multi faculty in 1964. Later on separate Agricultural University was created in 1987 at Bikaner by bifurcating from the Sukhadia University, Udaipur. The selected allied Colleges at Udaipur became constituent colleges of Rajasthan Agricultural University, Bikaner.

Maharana Pratap University of Agriculture and Technology, Udaipur (MPUAT), the second Agricultural University of the state, (initially named as Agricultural University, Udaipur) came into existence on 1st November, 1999 by bifurcation of the Rajasthan Agricultural University, Bikaner through promulgation of Government of Rajasthan Ordinance No. 6 of 1999, which became an Act in May, 2000. This has been done in view of wide physiographic variation including crops, cropping pattern, climate, soil parameters, etc. in the largest state of the country. Moreover, it was difficult to manage stipulated task of teaching, research and extension activities as per the mandate set-forth through a single University in the state. Besides this, it provides new fillip to location specific programmes more suited to tribal belt specifically for the southern Rajasthan. The University started functioning in full swing with effect from December 1, 1999. The jurisdiction of the university include constituent colleges, Agricultural Research Stations (ARSs), Agricultural Research Sub Stations (ARSSs), Livestock Research Station (LRS), Dryland Farming Research Station (DFRS), and Krishi Vigyan Kendras (KVKs) spread over 12 Districts of the south and south eastern part of the State of Rajasthan. These Districts are Banswara, Baran, Bhilwara, Bundi, Chittorgarh, Dungarpur, Jhalawar, Kota, Pratapgarh, Rajsamand, Sirohi and Udaipur.

MAHARASHTRA ANIMAL AND FISHERY SCIENCES UNIVERSITY

High Land Drive Road, Seminary Hills
Nagpur - 440 001, Maharashtra
Tel : 0712-2511282, 2540408, 0712-2511784, 0712-2511785, 0712-2511787
Fax : 0712- 2511282, 2511273
Email : atssherikar@hotmail.com, svd123@rediffmail.com, mafsul@hotmail.com
Website : http://www.mafsu.in

The Maharashtra Animal and Fishery Sciences University (MAFSU) was formally notified on November 17th, 2000 and was established under the State Act No. 1998 (MAH.XVII of 1998) on December 03rd, 2000 with its headquarter at Nagpur. The University has been carved out of the four Agriculture Universities in the state by transferring five Veterinary Colleges, one Post Graduate Institute of Veterinary & Animal Sciences and one Dairy Technology College. Although the University is in its infancy, the constituent colleges were quite old.

Thus beginning with the five Veterinary Colleges, one Post Graduate Institute of Veterinary & Animal Sciences and one Dairy Technology College at different geographical locations of the state in December 2000, University made a commendable progress in developing Fishery Faculty and strengthening Dairy Technology Faculty by establishing two new Fishery College at Nagpur & Udgir and one Dairy Technology College at Udgir. Besides ten colleges in three faculties, Director of Instructions, Director of Research and Director of Extension & Training, the University has a well developed Students Welfare Section, University Library, Bio-informatics Center and training and placement centers. With the new concepts of research and extension responsibility, the University plans to initiate and coordinate research projects with the other Universities, institutions of ICAR.

Each college has some highly specialized and well developed departments which include India's first Veterinary Nuclear Medicine Center (VNMC) at Mumbai, Embryo Transfer Technology Laboratory and Mineral & Hormonal Assay Laboratory at Akola, Swine Fever Surveillance Center at Nagpur etc.

The University draws its major financial support from the State Government's Annual Grants for meeting its expenses on salaries and recurring and non-recurring expenses relating to the plan and non-plan subjects. In addition, University also receives a major financial support from the Indian Council of Agricultural Research as development grants being a State Agriculture University (SAU). The research projects are supported by DBT, DSIR, MoFPI, DST, NABARD, Pharmaceuticals companies.

MAHARASHTRA UNIVERSITY OF HEALTH SCIENCES

Anand Valley, Gangapur Road
Nashik - 422 005, Maharashtra
Tel : 0253 - 2531835, 2539112, 2539114, 2531837, 2539292, 2539292/94/95
Fax : 0253-2539295, 2539113
Email : muhsvc@hotmail.com, vc@muhs.ac.in, registrar@muhs.ac.in
Website : http://www.muhsnashik.com

Maharashtra University of Health Sciences (MUHS) is located in Nashik District, Maharashtra, India. The university was established on 3 June 1998 by the state Government of Maharashtra through an ordinance.

The State Legislature passed Maharashtra University of Health Sciences Act 1999 (Act No X) and received the assent of the Governor, in the Maharashtra Government Gazette on 21 January 1999. The University was declared open by the Governor of Maharashtra on June 10, 1998 and all colleges and institutions imparting education in health science in the state of Maharashtra have been affiliated to this new university under Section 6(3) of the Act.

The University has been established for the purpose of ensuring proper and systematic instruction, teaching, training and research in modern medicine and Indian Systems of Medicine in the State of Maharashtra. Within 3yrs of formation a committee was formed in year 2000 by the Government Of Maharashtra to review the progress of the Maharashtra University of Health Sciences and to recommend measures for modifying its functions and responsibilities in the light of the new challenges faced by the university.

MUHS offers undergraduate and postgraduate studies including Ph.D. in all the branches of Health sciences. Undergraduate programmes of five and a half years, such as, Bachelor of Medicine, Bachelor of Surgery (MBBS)Bachelor of Ayurveda, Medicine and Surgery (BAMS), Bachelor of Homoeopathic Medicine and Surgery (BHMS) and Bachelor of Unani Medicine & Surgery (BUMS)are conducted by MUHS. Various dental and nursing degrees are also offered.

Postgraduate courses awarded are also versatile including Doctor of Medicine (M.D.) in various areas, Master of Surgery (M.S.), as well as various Master of Science (M.Sc.) courses and other PG diplomas. First Year BHMS result of Winter2013 will be declared on 29 March2014 (Tentative date).

MAHARASHTRA NATIONAL LAW UNIVERSITY, AURANGABAD

Govt. B.Ed. College Campus,
Padampura, Aurangabad – 431 005, Maharashtra
Tel : 0240-2334800
E-mail: mnluaurangabad@gmail.com



The State of Maharashtra realizing the importance of quality legal education and need of well-trained law graduates to the Bar, Bench and professions took a very bold decision by creating three National Law Universities in the State of Maharashtra at Mumbai, Nagpur and Aurangabad. Further all the three are independent and autonomous institutions created under the Maharashtra National Law University Act, 2014. The latest one added to the list of National Law Universities in India is the Maharashtra National Law University, Aurangabad, commenced from March16, 2017. The commencement of the University has fulfilled the aspirations of the people of the Marathwada region for an institution of national importance in Aurangabad. The law university is set to make a beginning with admissions from the Academic Year 2017-18. The University entered into an MOU with the Convenor, CLAT 2017 to make admissions from the merit list of the qualified CLAT-2017 aspirants. The authorities are making all efforts to make the admissions and to provide all facilities to the students who take admission in MNLU-Aurangabad.

The Maharashtra National Law University Act, 2017 (soft copy of the Act)

Vision

- To advance and disseminate learning and knowledge of law and legal processes and their role in national development.
- To develop in the students and research scholars, a sense of responsibility.
- To serve society in the field of law by developing skills in regard to advocacy, legal services, legislation and law reforms.

Mission

- For the Development and advancement of legal education and for the purpose of imparting specialized and systematic instruction, training and research in systems of law .

MAHARASHTRA NATIONAL LAW UNIVERSITY, MUMBAI

Post Box No: 8401, Powai, Mumbai – 400 076
Tel: 022-25703187, 022-25703188
Email: nlumumbai@mnlumumbai.edu.in

Maharashtra National Law University Mumbai (for short MNLU Mumbai) is the latest of the National Law Schools established in India. The Maharashtra National Law University Act 2014 was passed by Maharashtra State Legislature under the Maharashtra Act No. VI of 2014 on 20th March 2014. The Act envisages to establish and incorporate National Law Universities in the State for the development and advancement of legal education and for the purposes of imparting specialized and systematic instruction, training and research in systems of law and for the matters connected therewith or incidental thereto. The object of the university is to advance and disseminate learning and knowledge of law and legal processes and their role in national development, to develop in the students and research scholars, a sense of responsibility, to serve society in the field of law by developing skills in regard to advocacy, legal services, legislation, law reforms and the like; to organize lectures, seminars, symposia and conferences to promote efficient instruments of social development. In order to advance the set goals, MNLU Mumbai aspires to develop an active partnership with eminent law teachers, distinguished judges, leading lawyers and corporate conglomerates and foster to the claims of development in harmony with the changing society.

MNLU Mumbai is assuming to cherish a very modest beginning. The vision is clear and the initial efforts are accelerated. To catch to the demands of time, MNLU Mumbai is fortunate to find its temporary space in the internationally reputed (seat of social sciences) campus i.e. Tata Institute of Social Sciences, at Deonar, Chembur Mumbai. In return to the good gesture arrangement, TISS Mumbai has many expectations from MNLU Mumbai in terms of discipline, quality justice education, and excellence in legal scholarship to flower out from their academic environment and support services. The responsibility of every member of MNLU Mumbai (both faculty and students in particular) thus are double fold: one, to raise beyond the expectations of TISS and secondly, to develop MNLU Mumbai the destination for legal scholarship from across the nation and the globe. MNLU Mumbai will remain conscious of the responsibilities and vigilant of the duties all the time. The first batch of students will be taking admissions with effect from 2015. There are many advantages of being the first batch students of any Institution of excellence – each one of them shall be the brand ambassador of the institute at the same time there shall have to conjure many challenges in exploring everything new within the institution. A lot more learning from sacrifices with wide scope to partake in institution building, shaping of career and courses and contributing to the world from the day one always await for them. MNLU, Mumbai aspires to exploit the inherent academic strength from the vitality of legal fort of Bombay City. The long standings of experience and aspirations of lawyers, judges and knowledge society at large in the State of Maharashtra are being explored. There are many young law scholars with masters and research degrees in hand from foreign universities wishing to collaborate.

MAHARASHTRA NATIONAL LAW UNIVERSITY, NAGPUR

Civil Lines, CP Club Road, Near Ladies Club
Nagpur – 440001, Maharashtra
Tel : 0712 252 2583

The National Law University, Nagpur (NLU, Nagpur) is established by Maharashtra Government by way of enactment known as the Maharashtra National Law University Act (Maharashtra Act No. VI of 2014) and the University takes pride to be the Nineteenth National Law University in the country. The University shall be making rapid progress towards its dream of achieving excellence in the field of legal education with its dedicated faculty members, staff and students under the able guidance and supervision of its founding members, visionaries, well-wishers and members of different statutory bodies of the University.

The University has decided to leave no stone unturned to ensure that they become sincere and committed legal professionals by providing them with the best of training, infrastructure, a well-stocked library and other facilities. Apart from their academic activities, the University shall ensure that they undertake internship and training both with the national and international law firms; corporate houses; the judiciary- Trial Courts, Tribunals, High Courts and the Supreme Court of India; Government Departments and NGOs across the country. The University encourages the students to take part in moot court competitions, literary events, seminars and conferences, sports and cultural activities within the University as well as outside to enable them to improve their skills in their respective fields. We, at the NLU, Nagpur, are committed to give to the society, qualified lawyers and judges, able administrators, academicians, intellectuals, distinguished leaders and socially responsible citizens.

In the near future, the University would work towards exchange programme through Memorandum of Understanding (MoU) with foreign universities for students and faculty exchange activities. Wherein students shall study for a semester at the foreign university and the grades/scores earned at the host university shall merge in the grade sheet of NLU, Nagpur accordingly. Similarly, the faculty of NLU, Nagpur shall also get an opportunity to teach and / or research at the foreign university for a short while and bring back the experience in the classroom at the university. The University shall strive towards placing the students for internship with the Hon'ble Judges of the Supreme Court and the High Courts, Senior Advocates of the Supreme Court and the High Courts, domestic and international law firms and corporate houses as well as NGOs and LPOs. The University shall be making every effort to create a healthy and conducive academic atmosphere in the campus which shall reflect in the number of flagship programmes held in the University including national, international conferences, workshops and seminars.

MAHARISHI ARVIND UNIVERSITY

Mundiaramsar, Near Bindayaka Industrial Area
Jaipur-302012, Rajasthan
Email : info@maujaipur.org
admissions@maujaipur.org

Maharishi Arvind University is Established by Act No.25 of 2015 of Government of Rajasthan. It is a multi faculty unitary University, with a jurisdiction spread over the State of Rajasthan

The University's objectives are to disseminate and advance knowledge by offering teaching and research facilities, to make provisions for studies at Under Graduate, Post Graduate and Integrated course levels in Engineering & Technology, Basic & Applied Science, Management, Commerce, Arts & Humanities, Journalism & Mass Communication, Library & Information Science, Design and Vocational Education and to promote interdisciplinary studies and research.

The University's motto is "तमसो माँ ज्योतिर्गमय" "Moving from Darkness of Ignorance Towards the Light of Knowledge".

The University aims to offer Quality Higher education with the focus on Employability & Promoting meaningful research and scholarship.

VISION: To contribute towards the objective of Nation building by offering Quality Higher Education and promoting a culture of Research and Innovation.

MISSION: To provide quality education to budding managers, technocrats and equip them with up-to-date knowledge, technical skills and attitudes. To instill professional Ethics, Competence and provide best placements in corporate and industry.

VALUES: Innovation | Fellowship & Team Work | Seeking Truth | Excellence | Accountability | Inclusiveness

MAHARSHI DAYANAND SARASWATI UNIVERSITY

Pushkar Bye Pass, Ajmer- 305 009, Rajasthan
Tel : 0145- 2787055, -2787628, 2787264, 2787050, 2787057
Fax : 0145-2787049
Email : mchhipa@rediffmail.com

The Maharshi Dayanand Saraswati University, Ajmer is a comparatively young University of the country which came into existence on 1st August, 1987.

Ever since its inception the University has for the last 25 years never settled for a slow pace – it has steadily and successfully marched on the road to development attaining several milestones during its journey of growth and progress.

There has been an astonishing growth in the University infrastructure which includes magnificent buildings, hi-tech science laboratories, a state-of-the-art Computer Centre, a prestigious Library, an Administrative and Examination Block, a Science and a Management Block and a highly impressive Vice-Chancellor's Secretariat.

There has been a simultaneous increase in the number of affiliated colleges and the academic scenario has reached new horizons. There are promising job oriented courses and intensive research oriented programmes. There are also Self financing courses in several teaching departments. The University was accredited as B++ by the National Assessment and Accreditation Council (NAAC), Bangalore in 2004. The University is now in the process of reaccreditation by the NAAC.

The C-Net center, EDU-SAT, campus wide-networking using OFC 6 core are all a reflection of the emphasis of the University to the fact that gaining knowledge can no longer be restricted to the four walls of any institution. There is always scope to explore research and discover while sailing through the process of gaining education.

The teaching departments and centres of learning at the university campus include Botany, Commerce, Computer Science, Economics, Education, Environmental Science, Food Science and Nutrition, History, Journalism, Law, Library and Information Science, Management Studies, Microbiology, Political Science, Population Studies, Pure & Applied Chemistry, Remote Sensing and Geoinformatics, Sanskrit, Yogic Sciences and Human Consciousness, Zoology and Center for Entrepreneurship and Small Business Management (CESBM). There are 226 Government and Private Colleges affiliated to this University, which are spread over 4 Districts of the state of Rajasthan.

MAHARISHI DAYANAND UNIVERSITY

Rohtak-124 001, Haryana
Tel : 01262- 274327, 01262-292431, 274710, 01262-274640, 01262-274133
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Email : rsdhankar_mduvc@hotmail.com, vc@mdurohtak.com
Website : http://www.mdurohtak.com

Maharshi Dayanand University, ab initio established as Rohtak University, Rohtak, came into existence by an Act No. 25 of 1975 of the Haryana Legislative Assembly in 1976 with the objective to promote inter-disciplinary higher education and research in the fields of environmental, ecological and life sciences. It was rechristened as Maharshi Dayanand University in 1977 after the name of a great visionary and social reformer, Maharshi Dayanand. It had a unitary and residential character in its nascent stage, but became an affiliating University in November 1978.

The University secured the recognition of University Grants Commission – the higher education regulatory body of India - for central Govt. grants in Feb. 1983. The University is located at Rohtak in the state of Haryana - about 75 kms from Delhi on Delhi-Hisar National Highway (NH-10), and is about 240 kms from Chandigarh, the State Capital. It is well connected both by rail as well as road. Rohtak is the education hub of the State with excellent facilities for education in all fields of knowledge.

The University campus, spread over an area of over 665.44 acres, is well laid with state-of-the-art buildings and magnificent road network, and presents a spectacle of harmony in architecture and natural beauty. Educational and research programmes are offered through its 36 departments. There are as many as 10 Teaching Blocks, 10 Hostels with another 10 in the offing, an elegant Vivekananda Library with 6 off-shoots, the majestic Tagore Auditorium equipped with modern gadgetry and amenities, spectacular Students Activities Centre, Campus School, Health Centre, Faculty House, Sports Stadium, Swimming Pool, Multipurpose Gymnasium Hall, Community Centre, Printing Press, Canteens, Shopping Complex, and an Administrative Block. About 550 residential units are available for the faculty members and non-teaching staff. There is a very robust Campus Wide Network – an amalgam of cable and wi-fi technologies, with 1 Gbps internet connectivity. A serene 'Yajanshala' addresses the spiritual and health needs of the campus community. Branches of State Bank of India and Central Co-operative Bank are the other facilities available on the Campus. Besides, the University runs some programmes through its Indira Gandhi P.G. Regional Centre, Meerpur (Rewari) and University Institute of Law & Management Studies (ULIMS), Gurgaon. The Regional Centre offers nine P.G. Programmes, while UILMS offers two.

Over 490 Institutions/Colleges of general education, Engineering, Technology, Computer Sciences and Management Sciences located in 10 Districts of the State are affiliated to this University.

MAHARISHI MAHESH YOGI VEDIC VISHWAVIDYALAYA

H.O. - Village Karoundi, Post – Umriaypan
Distt. Katni - 483 332, Madhya Pradesh
Tel : 07625-280134, 07625 - 220345
Fax : 07625- 280144
Email : vc_mmyvv@rediffmail.com, mmyvv@mahemail.com
Website : http://www.mmyvv.com

The Maharishi Mahesh Yogi Vedic Vishwavidyalaya (MMYVV) was established by the Act No. 37 of 1995 of Madhya Pradesh Government vide Gazette notification no. 537 dated 29 Nov 1995. The University head office is situated at Brahmsthan of India (geographical centre of India) Village-Karaundi, District-Katni (earlier Katni was part of Jabalpur District), Madhya Pradesh. MMYVV has been established as a statutory University like any other statutory university in India. MMYVV is recognized by UGC under section 2 (F) and is a member of Association of Indian Universities. The MMYVV is reputed to disseminate life oriented Vedic education and job oriented Modern education. MMYVV is the only university who has introduced Vedic Science and it's Technologies in mainstream of modern education in totality. MMYVV is an affiliating University with Jurisdiction spread over entire state of Madhya Pradesh. The University has eight campuses; Brahmsthan, Jabalpur (Vijay Nagar and Mangeli), Bhopal, Indore, Sagar and Raisen. His Holiness Maharishi Mahesh Yogi Ji was the founder and the first Chancellor of MMYVV. At present Brahmachari (Dr.) Girish Chandra Varma is the Chancellor and as per divine desire and guidance provided by Maharishi Ji, Hon'ble Chancellor is trying to impart knowledge to large number of Students. Directorate of Distance Education has been established in 2006 and its office is situated at Lamti, Vijay Nagar, Jabalpur. The University offers Doctoral programmes, Post Graduate (Acharya), Graduate (Shastri) and Diploma (Praman Patra) Programmes in Maharishi Ved Vigyan, Jyotish, Yog, Sthapatya Ved-Vastu Vidya, Darshan Shastra, Gandharva Ved-Indian Classical Music and Vedic Swasthya Vidhan in all campuses. Other than Vedic courses, university also offers BBA, BCA, BA, BCOM, BSC (IT), PGDCA, ADCA and DCA courses. Vijay Nagar, Jabalpur campus also offers MBA, MSC (CS)courses. B.Ed. and B.P.Ed. courses approved by National Council of Teachers Education [NCTE] are conducted from Jabalpur Vijay Nagar Campus. D.Ed. has approval from Government of Madhya Pradesh. Full time MBA is also available in Jabalpur Vijay Nagar campus. By now thousands of students have been awarded degrees from this university. At present about 30,000 students are enrolled in various programmes/courses of the university. Over 400 Associate Institutions are established in cities, blocks and villages of the state, bringing higher education to semi-rural and rural deserving students. MMYVV received approval of Distance Education Council in 2006 to offer number of courses. Please see Distance Education page for further details. IGNOU convergence programmes (please see list of convergence courses in academic programmes) are also available through MMYVV.

MAHARISHI MARKANDESHWAR UNIVERSITY

Mullana University Road
Ambala District Mullana – 133207, Haryana
Tel : 01731-274475,76,77,78, 01731-304525 01731-304101, 01731-304440
01731-304282 , 01731-304107, 01731-304100
Fax : 01731-274375
Email : info@mmumullana.org
Website : http://mmumullana.org

Maharishi Markandeshwar University, Mullana - Ambala, erstwhile known as Maharishi Markandeshwar Education Trust was founded with the objective of social, educational and economic upliftment of society in the year 1993, in the name of Lord Shiva's devotee, "Maharishi Markandeshwar Ji".

MM University Trust, Mullana - Ambala has become a symbol of quality education in technical, professional and medical streams in northern India and has been carrying on its lineage for over 20 years.

In exercise of powers conferred under Section 3 of the University Grants Commission Act, 1956, the Central Government, on the advice of the University Grants Commission, has declared Maharishi Markandeshwar University, Mullana – Ambala comprising ten of its teaching institutions, as "Deemed University" vide Notification No. F.9-65/2006-U.3 (A) dated 12-6-2007. The constituent institutions of the University are :

- MM Engineering College
- MM Institute of Computer Technology & Business Management (MCA)
- MM College of Dental Sciences & Research
- MM Institute of Physiotherapy & Rehabilitation
- MM Institute of Computer Technology and Business Management (Hotel Management)
- MM Institute of Medical Sciences & Research
- MM Institute of Management
- MM College of Nursing
- MM College of Pharmacy
- MM Institute of Nursing

These institutes are also approved by the regulatory bodies like Medical Council of India, Dental Council of India, Indian Nursing Council, Indian Association of Physiotherapists, All India Council for Technical Education etc.

MAHARISHI MARKANDESHWAR UNIVERSITY

V.P.O. Sadopur
Ambala-Chandigarh Highway
Ambala-134007
Tel : +91-171-2009201/2, +91-80599-30008/09
Email : info@mmambala.org
Website : http://www.mmumullana.org

As a part of its expansion Programme, the MM University Trust (erstwhile reputed MM Education Trust, Ambala) has developed another over 44 Acres new vibrant Campus at Sadopur on Delhi-Ambala-Chandigarh National Highway in the suburbs of Ambala towards Chandigarh for bringing new life to the educational system and providing professional education to the people of the surrounding region.

The Maharishi Markandeshwar University at Sadopur-Ambala was initially started as MM Group of Institutions in 2010 with the courses in the area of Engineering & Technology, Business Management and Computer Technology.

Created under the provisions of the Haryana Private Universities Act, 2006, and having been legislated under Haryana Govt. Act No. 29 of 2010, the Maharishi Markandeshwar University, Sadopur-Ambala has been operationalised with the courses of B.Tech, B.Arch, B.Com, BBA, BCA; M.Tech, MBA; M.Sc, M.Phil, and Ph.D during the session 2012-13.

More courses in the areas of medical streams, commerce and management, fashion designing, etc. with emphasis on research in emerging areas will be undertaken in the coming sessions.

The MM University Sadopur-Ambala has also been recognized by the UGC for awarding Degrees under Section 22 of the UGC Act, 1956.

The afresh campus at Ambala (Sadopur) boasts of research oriented faculty from Ivy league colleges of country, well equipped labs & workshops, Library stocked with latest books, National and International Journals, E-resources with paradigm infrastructure provides an eventual centre of excellence of Professional education.

MAHARISHI MARKANDESHWAR UNIVERSITY

Kumarhatti, Sultanpur Road
Solan -173 229, Himachal Pradesh
Tel : 01792-268224, 01792-268267
Fax : 01792-268221
Email : info@mmusolan.org
Website : http://www.mmusolan.org

The lush green Maharishi Markandeshwar University spread over an area of 47 acres with exotic surroundings of green hills is ideally located on Chandigarh-Shimla National Highway at Sultanpur Road, Solan (H.P.) in the lap of the 'devbhoomi' of great Himalayan.

Established as a Multi faculty University in the name of the Maharishi Markandeshwar Ji, a great disciple of Lord Shiva, the foundation stone of the University was laid by the Hon'ble Chief Minister of Himachal Pradesh Shri Prem Kumar Dhumal Ji on 22 February 2009.

With his blessings, the University has been operational with effect from the academic session 2010-11 with the admissions to the School of Engineering & Technology, School of Computer Technology and School of Business Management. More Institutes of Medical Sciences, Dental Sciences, Nursing, Hotel Management, Pharmacy, Fashion Design, etc. will come up in the coming sessions.

The Maharishi Markandeshwar University, Solan (H.P.) has been established under the aegis of the Maharishi Markandeshwar University Trust (erstwhile reputed MM Education Trust), Ambala City which was founded in November 1993 by a great visionary and renowned promoter of education, Shri Tarsem Garg for social and economic upliftment of the society, more especially the rural masses.

The Trust has made a rapid progress since its inception and has, in a short span of 15 years, developed a vast exotic lush green campus on the 'tapobhoomi' of Maharishi Markandeshwar Ji in the river bed of the sacred 'Markanda' spread over an area of 180 acres at village Mullana-Ambala with all latest amenities of a civic life and with the approval of the respective Regulating Councils of AICTE, MCI, DCI, INC, IPC, IPA, NCTE, DEC, BCI, etc.

MAHARSHI PANINI SANSKRIT EVAM VEDIC VISHWAVIDYALAYA

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उज्जैन के सांस्कृतिक और पौराणिक महत्व को ध्यान में रखते हुए राज्य शासन ने संस्कृत भाषा और प्राचीन ज्ञान.विज्ञान के अभिवर्धन एवं प्रसार हेतु उज्जैन में संस्कृत विश्वविद्यालय स्थापित करने का निर्णय लिया। महर्षि पाणिनि संस्कृत विश्वविद्यालय अधिनियम 2006; क्रमांक 15 सन् 2008 के तहत 15 अगस्त 2008 से ष्महर्षि पाणिनि संस्कृत विश्वविद्यालयए उज्जैन की स्थापना की गई तथा 17 अगस्त 2008 को राज्य के मुख्यमंत्री माननीय श्री शिवराज सिंह चैहान की अध्यक्षता में तत्कालीन महामहिम राज्यपाल एवं कुलाधिपति डॉ. बलराम जाखड़ द्वारा इसका विधिवत् शुभारंभ किया गया। यह कार्यक्रम बिड़ला शोध संस्थानए देवास रोड़ए उज्जैन में सम्पन्न हुआ था। जिला प्रशासन के सहयोग से देवास रोड, उज्जैन स्थित बिड़ला

शोध संस्थान परिसर में बिड़ला ट्रस्ट की सहमति से विश्वविद्यालय का कार्यालय दिनांक 17 अगस्त 2008 से प्रारंभ किया गया।

विश्वविद्यालय का कार्यालय क्षिप्रांजली न्यास की भूमि में स्थित बिरला शोध संस्थान के भवन में विधिवत् संचालित हो रहा है। भूमि का कुल क्षेत्रफल 1,25,420 वर्गफीट के लगभग है तथा भवन का क्षेत्रफल लगभग 10,200 वर्गफीट है।

इसी भवन में कार्यालय के अतिरिक्त पाँच विश्वविद्यालय अध्यापन विभागांे की कक्षायें भी लगायी जा रही हैं। भवन किराये पर है और इसका किराया रूपये 18,939 प्रतिमाह है।

दिनांक 25.3.2010 को मध्यप्रदेश विद्यानसभा द्वारा ‘महर्षि पाणिनि संस्कृत विश्वविद्यालय, उज्जैन’ के अधिनियम में ‘वैदिक’ शब्द को जोड़े जाने के सम्बन्ध में संशोधन का प्रस्ताव पारित किया गया। तदनुसार इस विश्वविद्यालय का नाम ‘महर्षि पाणिनि संस्कृत विश्वविद्यालय’ के स्थान पर ‘महर्षि पाणिनि संस्कृत एवम् वैदिक विश्वविद्यालय’ हुआ।

MAHARISHI UNIVERSITY OF INFORMATION TECHNOLOGY

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Lucknow - 226 020, Uttar Pradesh
Toll Free No. - 1800-3000-5444, Mobile : 9839961455
E-mail: info@maharishiuniversity.ac.in
Website: www.maharishiuniversity.ac.in

The Maharishi University of Information Technology (MUIT) was established by the Act No. 31 2001 of Uttar Pradesh Government vide Gazette Notification No. 573 dated 06 October 2001.

The University Campus is at Sitapur Road, Lucknow, Uttar Pradesh. The University is reputed to disseminate quality education.

The University is an affiliating university with Jurisdiction spread over entire Uttar Pradesh. His Holiness Maharishi Mahesh Yogi Ji was the first Chancellor of the University.

MUIT has been recognized and included in the list of Universities, maintained by the UGC under section 2 (f) of the UGC Act, 1956. It is also a member of Association of Indian Universities. The University offers Diploma,B.tech,M.tech,MBA,MCA etc.

Under this scheme 75 selected programmes are offered to the students at UP. MUIT students can now qualify for dual degrees in the same perfect academic year by combining one regular and one convergence course concurrently.

To further assist students audio-visual rooms are being setup in select campuses so that students can listen to educational programmes broadcast through Satellite and Internet as also exploit multi-media for learning.

The University has been established in the lap of nature is sprawling 32 acre plot of land with well designed Internal Roads, Specious Lawns, Botanical Garden with a treasure of medicinal plants, far from pollution of industry yet well connected by air, rail and road.

MAHARISHI UNIVERSITY OF MANAGEMENT AND TECHNOLOGY

Maharishi Road, Post Box No. - 10,
Mangla, Bilaspur - 495 001, Chhattisgarh
Phone No. : 07752-214301, 212272

Maharishi University of Management and Technology has been established by a special Act passed in the name of Maharishi University of Management and Technology Act No. 10 of 2002 by the Legislature of Chhattisgarh State.

All Degree / Diploma / Certificate awarded by this University are at par with Degrees / Diplomas and Certificate of other Universities in India, established under statutory provisions of central of state government.

Maharishi University of Management and Technology is a part of Maharishi Ji's world wide global education movement. Maharishi Ji has introduced Consciousness based, Scientifically validated ideal system of education in the main stream of present education, worldwide.

Maharishi University of Management and Technology has integrated wholistic complete knowledge of life in its curriculum with the most update course work in different areas on Management and Technology as per the time's demand. Maharishi University of Management and Technology courses are not only "job oriented' but also are "life oriented-life supporting".

The supreme principle of management is "prevention oriented-problem free administration" and supreme principle in the field of technology is "do lees accomplish more".

The University has established four full time campuses at Bilaspur, Raipur, Raigarh and Durg. For distance education programmes, the University had adopted two fold approach giving students a choice for either self-study at his convenience or close interaction with faculty at par with conventional campus study.

The regular courses conducted by the University include Bachelor of Business Administration (BBA), Bachelor of Computer Applications (BCA), Bachelor of Commerce (B.Com), Modern Office Management (MOM), Diploma in Elementary Education (D.El.Ed.), Post Graduate Diploma in Computer Applications (PGDCA), Diploma in Computer Applications (DCA) and Bachelor of Arts (B.A.).

MAHARISHI VALMIKI SANSKRIT UNIVERSITY

Mundri, Kaithal-136027, Haryana
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Chandigarh - 160019, Haryana, India
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Maharishi Valmiki Sanskrit University (MVSU) is a University established in 2018 by the Government of Haryana at Mundri Village of Kaithal District of India. It is 12 km east of Kaithal, 111 km from the State capital Chandigarh, 145 km from Hisar, and 164 km from the NCR New Delhi.

The name of this University is named after Adi Vichy Maharishi Valmiki Ji. This University has been established in the Mundali village of Basel District, 45 kilometers away from Kurukshetra, the birthplace of the Vedas, Puranas and Shrimadbhagwadgita, the origin of the Saraswati civilization. The ancient Love-Kush pilgrimage in the adjacent Mundi (Maunadi) village of Kaithal, the historic and mythological city called Kapital, on the holy river of Kurukshetra. As a legend, Maharshi Valmiki jis ashram was at this place. Here, in the preservation of love-kush, the education-initiation was done under the protection of Maharishi Valmiki Ji.

For the purpose of special study in subjects such as Maharishi Valmiki Sanskrit University, Mundri (Maundadhara), Kaithalam (Kastalimal)" Sanskrit and written in it, Indian languages, Ayurveda, journalism, manuscript, Shastri, Education Shastri, Acharya, Vidyavidhi and Indian Culture and Indian The philosophy has been established as a training and affiliate university for research. 8th in this university Cultured and advanced students under the guidance of the great scholars of the work will be built.

Maharishi Valmiki Sanskrit University, Mundi (Mounadhadhara), Kaithal (Kastalimalam)" Abduo.B. R. Ambedkar State College, Jagdishpura, is operating in Kaithal with temporary campus, while its original premises is being built in Mundadi Village.

MAHATMA GANDHI ANTARRASHTRIYA HINDI VISHWAVIDYALAYA

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Wardha - 442 001, Maharashtra
Tel : 07152-230907, 232241, 07152-230902, 07152-230904
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Email : registrar@hindivishwa.org, misragirishwar@gmail.com
Website : http://www.hindivishwa.org

ज्ञान शांति मैत्री

Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya or Mahatma Gandhi International Hindi University was established to fulfil a dream of Mahatma Gandhi, the father of the nation. Mahatma Gandhi was of the firm opinion that Hindi should not only be the national language of the country but it should also gain the status of a world language. The dream of the Mahatma was reflected in the resolutions passed by the First World Hindi Conference organized in Nagpur in the year 1975.

The first resolution demanded Hindi to be made one of the official languages of the United Nations Organisation and the second resolved to establish an International Hindi University at Wardha, the land where Gandhi ji experimented all programmes dear to his heart.

The University was created by an Act passed by the Indian Parliament in 1997 .Section-3 of the Act mandates special and unique responsibility to the University to enrich Hindi language and literature by teaching and research and make it capable of becoming a World language in the real sense of the term. Since 1997 the University is functioning as a residential University solely dedicated to the cause of Hindi. Spread in an area of more than two hundred acres, the fast coming University buildings are pleasant blend of aesthetics and functional utility.

Mahatma Gandhi, Hindi and International are three key words which are integrally woven in the philosophy guiding the functioning of the institution. It has initiated academic programmes in areas which were important in Gandhi's socio – political agenda such as Non Violence, Peace and Conflict Resolution, Women Studies and Tribal and Dalit Studies. To provide Hindi, tools necessary to become a language of serious study and research, many disciplines of knowledge are being taught in Hindi and efforts are on to produce standard text books and other reading material in the language.

The University has also undertaken an ambitious project to publish an Encyclopaedia of Social Sciences in Hindi. It is expected that in next few years this project will see the light of the day. To fulfil its international commitments the University is offering its services to the Hindi Departments across the globe. It is coordinating international efforts in areas like syllabus development, content creation and audio-visual aids to students who study Hindi as foreign language.

MAHATMA GANDHI CENTRAL UNIVERSITY

P.O. Box No. 1, Motihari
District - East Champaran, Bihar - 845 401
Tel. : 06252-230010

Mahatma Gandhi Central University is a comparatively young University of the country which came into existence on 1st August, 2000. And also amendment act 2014, it is spread out all over country. Ever since its inception the University has for the last 15 years never settled for a slow pace – it has steadily and successfully marched on the road to development attaining several milestones during its journey of growth and progress. There has been an astonishing growth in the University infrastructure which includes magnificent buildings, hi-tech science laboratories, a state-of-the-art Computer Centre, a prestigious Library, an Administrative and Examination Block, a Science and a Management Block and a highly impressive Vice-Chancellor's Secretariat. There has been a simultaneous increase in the number of affiliated colleges and the academic scenario has reached new horizons. There are promising job oriented courses and intensive research oriented programmes. There are also Self financing courses in several teaching departments. The University was accredited as B++ by the National Assessment and Accreditation Council (NAAC), Bangalore in 2004. The University is now in the process of reaccreditation by the NAAC.

The C-Net center, EDU-SAT, campus wide-networking using OFC 6 core are all a reflection of the emphasis of the University to the fact that gaining knowledge can no longer be restricted to the four walls of any institution. There is always scope to explore research and discover while sailing through the process of gaining education. The teaching departments and centres of learning at the university campus include Botany, Commerce, Computer Science, Economics, Education, Environmental Science, Food Science and Nutrition, History, Journalism, Law, Library and Information Science, Management Studies, Microbiology, Political Science, Population Studies, Pure & Applied Chemistry, Remote Sensing andGeoinformatics, Sanskrit, Yogic Sciences and Human Consciousness, Zoology and Center for Entrepreneurship and Small Business Management (CESBM). There are 226 Government and Private Colleges affiliated to this University, which are spread over 40 districts of the state of Bihar and all over India.

Vision and Mission

- Ensuring land allotment & quality infra-structure in least possible time
- Offer relevant and up-to-date, multi-disciplinary programmes of study to make students vocationally competent in the global job market.
- Adopt a holistic approach to learning through e-learning, peer-group learning, self-learning, work experience (industry/summer placement) besides conventional pedagogy.
- Establish democratic outlook, a culture of performance, commitment and professionalism in faculty development.
- Integration of a high quality of research, publication, consultancy, and industry linkages.
- To implement UGC's new Choice Based Credit System.

MAHATMA GANDHI CHITRAKOOT GRAMODAYA VISHWAVIDYALAYA

Chitrakoot, District Satna, Madhya Pradesh
Tel : 07670 - 265413, 233605, 265411, 265428
Fax : 07670- 265413/265411
Email : vcmgcgv@rediffmail.com, hindiunv@nda.vsnl.net.in
Website : http://www.ruraluniversity-chitrakoot.org

Mahatma Gandhi Chitrakoot Gramoday Vishwavidyalaya (MGCGV) is India's first rural university at Chitrakoot, India.It was established on February 12, 1991 by Social activist Nanaji Deshmukh,. Named after Mahatma Gandhi this university aims to provide higher education to people living in rural areas. The university is an institute dedicated for teaching, learning and research. It offers its students and staff members facilities such as a central library, computer centre and mess.

To create enlightened future citizenry and realize Gandhiji's dream of rural development, MGCGV on the banks of the holy river Mandakini through a separate MP Government Act (9, 1991) on the auspicious day of Mahashivaratri at Chitrakoot, Distt. Satna (M.P.). The main objectives of the university are to provide education and dissemination of appropriate technology.

Gramodaya University's activities veer round rural development. For more than a decade, its constructive indelible impression is felt in all the dimensions of rural development through its education, research and extension activities.

The University creates human resource, develops appropriate technology, conducts research and extension in sustainable agricultural techniques for rural livelihood and proper management of rural resources. It also imparts mass education for the empowerment and awareness of the rural population including women.

The University has taken keen interest in exploring alternative sources of energy, developing skills in rural artisans.

The MGCGV has jurisdiction in the state of Madhya Pradesh. The university is making efforts to establish its centre at various places.

The university has a great role to play in the field of rural development through higher education and in preparing innovative models of rural development. The MGCGV is presenting a new vision with a judicious blend of Indian culture and modernity for sustainable rural development.

MAHATMA GANDHI KASHI VIDYAPEETH

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Website : http://www.mgkvp.ac.in

Kashi Vidyapith having present nomenclature since 1995 as Mahatma Gandhi Kashi Vidyapith has,in fact been the action field of Indian National Movement as also a place of pilgrimage of Indian Socialist Movement.Founding resolution of "RASHTRA RATNA" Babu Shiva Prasad Gupt,inspiration of the "FATHER OF THE NATION" Mahatma Gandhi and brilliance of "BHARAT RATNA" Dr.Bhagwan Das were jointly responsible for the birth of this national educational institution.It was inaugurated by Mahatma Gandhi during the Non-Cooperation movement of the freedom struggle;on the auspicious occasion of Basant Panchami on February 10,1921. Mahatma Gandhi Kashi Vidyapith owes its birth to the educational ,cultural & political aspiration of pre-independence India. The early period of this institution pulsated with the National freedom struggle.The teaching faculty of this institution provided original dimensions to the concept and movement of Indian Socialism . After seeing an educational institution in Japan during his visit to that country in 1913-14, Babu Shiva Prasad Gupt drew inspiration to establish an institution in India, free from goverment aid or interference.The boycott of government-aided educational institutions during the Non-Cooperation movement coupled with Mahatma Gandhi's programme of National Education exerted a great deal of influence on Babu Shiva Prasad Gupt. Students joining Mahatma Gandhi's boycott call took admission in the Vidyapith. "Bharat Ratna", Babu Shiva Prasad Gupt established the "Har Prasad Smarak Nidhi" in the memory of his deceased brother,for the operation of the Vidyapith,which subsequently proved to be a fertile nursery of National Freedom movement activities. Bharat Ratna Dr.Bhagwan Das was the first Vice-chancellor of Kashi Vidyapith. Great persons like Mahatma Gandhi, Dr. Bhagwan Das, Lala Lajpat Rai, Jamuna Lal Bajaj, Pt. Jawahar Lal Nehru, Babu Shiva Prasad Gupt, Acharya Narendra Dev, Krishna Kant Malviya, P.D.Tandon were associated with the first board of Management of Kashi Vidyapith. In the illustrious tradition of students & graduates of Kashi Vidyapith, names of persons like Chandra Shekhar Azad, Lal Bahadur Shastri, Pt. Kamlapati Tripathi, Prof. Raja Ram Shastri, B.V.Keskar A.R.Shastri, Mananathnath Gupt, Pranavesh Chatterjee, T.N.Singh, Harinath Shastri, Bhola Paswan Shastri & Ram Krishna Hegde deserve special mentoin. Established in the pre-independence era with the resolution to keep the institution away from government recognition and grants the Vidyapith was accorded the status of "Deemed University" by the U.G.C. in the year 1963.This epoch making event started a new chapter in the history of the institution.Babu Sampurnanand was appointed as the Chancellor and Acharya Birbal Singh as Vice-chancellor. As the chief minister of U.P., Pt.Kamlapati Tripathi initiated a state government resolution to make his alma mater a Statutory University.On 15th January 1974, his ambition fructified. At this point of time, Prof. Raghukul Tilak was the Vice-Chancellor and the Governor of U.P became the Chancellor in accordance with the U.P.University Act.

MAHATMA GANDHI UNIVERSITY

Panagal, Nalgonda - 500 803
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Website : vc_mgu@yahoo.com

Nalgonda is known for its political dynamism. It has a long history of peasant upsurges and liberations struggles. It is skirted by seven out of ten Districts of Telangana in different directions. It has a land area of 14,328 sq. meters with a population of 34,83,648.

Nalgonda is a popular tourist centre with its second largest multi-purpose Nagarjuna Sagar Project in India. Nandikonda, the island in the midst of the Sagar reservoir, was a temple of learning presided over by Acharya Nagarjuna in ancient times.

The District of Nalgonda in 2011 lives up to its tradition of reputed educational institutions with the advent of Mahatma Gandhi University in 2007, located in the new premises on Hyderabad-Nalgonda state hi-way on a sprawling campus of 242 acres.

The District is known for its reputed temples - Sri Laxmi Narasimha Swamy temple at Yadagirigutta is the most famous temple in the District and it is a centre of pilgrimage frequented by people from all parts of the state. Panagal Temples located in the District Head Quarters, Jain Temple at Alair and Pinaveerabadra Temple in the village of Pillalamarri near Suryapet.

These temples are known for their religious and archeological significance. Pochampally village in the District of Nalgonda is world famous for its rural weavers and their fascinating sarees.

It is also called "Silk City" because of these legendry weavers. Moreover, it was rechristened as Bhoodan Pochampally because of Late V. Ramachadra Reddy, a philanthropic landlord who gifted his lands measuring 250 acres during the visit of Late Vinoba Bhave to this village in 1951 as part of his Bhoodan Movement in India.

MAHATMA GANDHI UNIVERSITY

Priyadarshini Hills, P.O.,
Kottayam 686 560, Kerala
Tele : +91 481 2731050 to 68, 0481-2731005
Fax : +91 481 2731002, 9, 11
Email : mgu@mgu.ac.in
Website : http://www.mguniversity.edu

Mahatma Gandhi University, one of the four affiliating Universities in Kerala, is the premier educational institution that strives to fulfill the higher educational needs of the people of Central Kerala. Set on the sprawling 110-acre Priyadarsini Hills Campus at Athirampuzha, 13 kms off Kottayam, the University also has ten satellite campuses in parts of Kottayam and the neighbouring Districts. The University was established on 2nd October 1983 and has jurisdiction over the revenue Districts of Kottayam, Ernakulam, Idukki and parts of Pathanamthitta and Alappuzha. It is a University that conducts a range of programmes at the undergraduate, postgraduate, M Phil and doctoral levels through its 18 University Departments, 1 International Inter University Centre, 6 Inter University Centres, 7 Inter School Centres, 36 Self-Financing Departments, 82 Aided Affiliated Colleges (of which 8 are Colleges with Potential for Excellence), 230 Unaided Affiliated Colleges and 273 Recognized Research Institutes. It imparts education in the interdisciplinary as well as conventional disciplines of science, social science and humanities besides in the professional disciplines of Engineering, Technology, Legal studies, Pedagogy, Pharmacy and Nursing. TheUniversity has also made its educational presence felt outside the territorial jurisdiction through achain of Off-campus Centres under the School of Distance Education. From its inception, Mahatma Gandhi University has made immense strides in the fields of inter disciplinary teaching and research in the areas of pure and applied sciences, social sciences and humanities. The teaching programmes conducted under the Credit and Semester System (CSS) in the statutory departments of teaching and research, organized as interdisciplinary Schools, are marked by their innovative curricula and their learner-oriented approaches. CSS is a studentfriendly system that fosters interactive acquisition of knowledge in a multi-disciplinary context. The students are made familiar with the latest developments in their subjects of study. The University has always promoted the healthy practice of designing and revising its curricula and syllabi through discussions and deliberations carried out in a democratic way among the members of the academic community. The faculty of the University comprise outstanding scholars, many of whom have made original contributions in their respective fields of specialization. The faculty and research scholars of several departments have gained widespread recognition for the commendable quality of their research publications. The research journals published by some of the Schools have garnered international recognition. The University's adoption of interdisciplinarity as the basic conceptual plank for the organization of individual departments is prompted by the understanding that interdisciplinary knowledge is path-breaking, far reaching and non-linear in its effect, compared to what conventional forms of knowledge are capable of doing within the confines of discrete disciplines.

MAHATMA GANDHI UNIVERSITY

13th Mile, G.S. Road,
Khanapara Under Dist-Ri-Bhoi
Meghalaya – 793101
Tel : 08415921060, 91+8130296297,8794316252
Email : info@mgu.edu.in vco@mgu.edu.in registrar@mgu.edu.in
Website : www.mgu.edu.in

"Mahatma Gandhi is an inspiration of millions of people all over the world for his principles,vision & knowledge"

Following the footsteps 'Mahatma Gandhi University' is a university with a mission to make difference in field of education.

Mahatma Gandhi University (M.G.U) is established through Meghalaya State legislative Act, 2010 (Meghalaya Act No.6 of 2011), published in the Gazette of Meghalaya vide **No.** LL (B).138/2010/41. The Promoting body of MGU has vast experience in the field of Education. University is setup with an objective of providing best quality education to the students.

Mahatma Gandhi University is empowered to award degrees as specified by the University Grants Commission (UGC) under section 22 of the UGC Act 1956. Earn your degree on your terms. Whether you choose to learn online or at a local campus, you can count on our challenging curriculum and a supportive learning environment.

Mahatma Gandhi University an institution which promises to become one of India's leading universities with an acknowledged reputation for excellence in research and teaching.

Needless to say it has achieved resounding success in all its ventures including professional education. MGU has emerged as a global university with boasting distinctive strengths in education and entrepreneurship.

As a platform for excellence in teaching, learning & administration, state-of-the-art information technology is extensively used in M.G.U, contributing to the development of well trained graduates, post graduates and doctorates to meet the professional manpower needs of not just India but the world.

MAHATMA GANDHI UNIVERSITY

Purba Medinipur – 721628
West Bengal
Phone : 8670978101
Email : mguwb20@gmail.com

The Mahatma Gandhi University was established in the year of 2018 as per The Purba Medinipur University Act 2017 and The Purba Medinipur University (Amendment) Act 2018 respectively. The University upholds the objective of Government of West Bengal to provide the facilities of quality Teaching, Training and Research Centres in various branches of Humanities, Social and Basic Sciences for delivering advance knowledge and basic requirement of Higher Education to serve the Society as well as the Nation.

The Mahatma Gandhi University is situated at the District of Purba Medinipur (Kapaseria Mouza in Mahishadal block, part of Haldia subdivision). Purba Medinipur was a significant part of undivided Medinipur until its partition w.e.f., 01.01.2002. It is a place of Historical importance due to the presence of an Ancient Port of 'Tamralipta' which was mentioned in the writings of Ptolemy (150 AD), the Greco-Egyptian writer. It was designated as one of the main Ports during the period of Samrat Ashoka, the Mauryan emperor. Apart from that, Purba Medinipur also played a pivotal role in Freedom Movements against British Raj. We are honoured to recall the great contributions of Hemchndra Kanungo, Birendranath Sasmal and Sushil Kumar Dhara of this soil during freedom movements. In 1942, when Gandhiji called for Non-cooperation movement, Matangini Hazra (also known as 'Gandhi Buri' in Bengali for 'Old Lady Gandhi') a native of the land devoted herself in that movement. This region is situated at the Lower Indo-Gangetic Plain adjacent to Eastern Coastal area with enriched natural resources. Therefore, with the enrichment of natural and cultural harmony of PurbaMedinipur, this Higher Education Institution will promote advanced knowledge of higher learning with special emphasis on languages, history and rural development.

The university aims to mould the future generation in accordance with the philosophy of Mahatma Gandhi, the Father of the Nation. The vision of this university is to implement the Gandhian philosophy in the education sector and serve the society. Finally, I am thankful to the people of Purba Medinipur and West Bengal and look forward to their generous support.

MAHATMA GANDHI UNIVERSITY OF MEDICAL SCIENCES & TECHNOLOGY

RIICO Institutional Area, Sitapur, Tonk Road
Jaipur - 302 022, Rajasthan
Phone No. : 0141-2771777, 2770798, 2771804
Fax No. : 0141-2771805
Email : info@mgumst.org Website : www.mgumst.org

Mahatma Gandhi University of Medical Sciences & Technology, Jaipur and Chairperson, Mahatma Gandhi University of Medical Sciences & Technology, Jaipur, the first and the only residential Medical University in the State of Rajasthan, established under the Rajasthan Legislative Assembly Act No. 22 of 2011.

In the year 1999, under the dynamic leadership of Dr. M.L. Swarankar, a renowned Gynaecologist and Specialist in IVF & Microsurgery, India Education trust (IET) was established. IET was established as a Public charitable Trust with the aim to:

- Continuously improve the health status of people by providing primary as well as advanced health care.
- Establish hospitals including specialty and super-speciality clinics, dispensaries, maternity homes, and RCH centres.
- Develop and administer research and educational institutions including medical, dental, nursing and pharmacy.
- Develop health manpower by creating training centres for medical and allied health care professionals.
- Promote and subsidize activities of other educational institutions which are catering and improving public health at large.

The University mission is to develop a "dynamic, independent medical institution dedicated to provide high quality medical education & world class health services to the community". The students are admitted on merit based principle of fairness without any discrimination of race, colour, sex, non-disqualifying disability, religion, creed or caste and national or ethnic origin. With an aim to provide Medical Education that will provide generations for medical treatment, training, and research, Mahatma Medical College was established in the year 2000 by India Education Trust and in 2012 it is now Mahatma Gandhi University of Medical Sciences and Technology. Medical Education and large scale medical facilities, due to the requirement of large scale infrastructure and heavy financial requirements, have so far been the forte of Government Colleges and Universities in Rajasthan, Mahatma Gandhi Medical College and Hospital was the first recognized Medical College and Hospital of the private sector in Rajasthan and is also the first recognized private medical teaching University. The university aims at laying down a strong foundation for the best medical professionals in the country who are morally strong and have a highly dedicated work culture.

MAHATAMA GANDHI UNIVERSITY

Anneparthy, Nalgonda, Telangana - 508 254
Website: https://mguniversity.ac.in
Phone: PRO-9948572888, PS to VC-9948623222

The Government of Andhra Pradesh established Nalgonda University in the year 2007 vide Government Orders in G.O.19/HE (UE-II) Department, dt: 13/3/2007 by suitably amending the Andhra Pradesh Universities Act 1991 under Section-3(1) in L.A.Bill No.4 of 2007. The establishment of this university is part of the vision of the Government of Andhra Pradesh to promote access, equity and inclusiveness in Higher Education.

This University has been renamed by the Government of Andhra Pradesh as Mahatma Gandhi University by amending the Schedule of Act 4 of 1991, which was published in the A.P. Gazette on April 28, 2008. The University Head Quarters were located in Nalgonda town during the reporting year 2010-11 and its permanent campus is being developed in 240 acres of land allotted to the University on the state highway (Nalgonda - Narketpally) at Anneparthy, 7kms from Nalgonda town.

Vision

The University is committed to the couse and promotion of academic excellence. The University has an agenda of tapping & developing human resources in tune with the changing times. The University also has plan to reach out to the industrial sector in and around its jurisdictional area.

Mission

- Production, dissemination and advancement of knowledge through scientific methods using latest technology.
- Harnessing human resources for the benefit of the local people at the state and national levels.
- Involving the faculty and the students in community development projects through extension programmes.
- Establishing liaison with the industry through training of students as trainees during their study period.

MAHATMA GANDHI UDYANIKEE EVAM VANIKEE VISHWAVIDYALAYA

Sankra-Patan, District- Durg
Chhattisgarh – 491111
Email: info.mguvvdurg@gmail.com
Website : https://mguvvdurg.org

Indian law allows for three types of universities: Central, State (both public and private) and Deemed. Central universities are established by an act of Parliament at the central level while state universities are set up through an act of the state legislature. Deemed universities (or deemed-to-be universities) are institutions which are not originally universities but are given this status by the Central Govt.

Mahatma Gandhi Udyanikee and Vanikee Vishwavidyalaya is a state university established by Mahatma Gandhi Udyanikee and Vanikee Vishwavidyalaya Act 23 of 2000.

MGUVV, DURG, CHHATTISGARH IS RECOGNIZED BY: UGC, AICTE, PCI, ETC.

Mahatma Gandhi Udyanikee and Vanikee Vishwavidyalaya will have to seek NAAC accreditation. Newly established universities become eligible for the NAAC accreditation only after graduating two batches.

In accordance with section 2(j) of the Mahatma Gandhi Udyanikee and Vanikee Vishwavidyalaya Act 23 Of 2000, “External Student” means a private student who is registered at University for an award (Certificate, Diploma and Degree Programme) but study independently outside the University.

MAHATMA JYOTI RAO PHULE UNIVERSITY

SP - 2 & 3, Kant Kalwar, RIICO Industrial Area
Tala Mod, NH-I, Achrol, Jaipur, Rajasthan
Phone No.:-01426 - 283952, 283953
Email : info@mjrpuniversity.com
Admission Cell : admission.mjrp@gmail.com
Website : www.mjrpuniversity.com

With a mission to impart women education, in 1993 Mahatma Jyoti Rao Phoole emerged as an educational institution in Jaipur Rajasthan. The name of the organization was given in the memory of a social reformer Mahatma Jyoti Rao Phoole, who worked for the emancipation of women. He was the profounder of women education, who worked day & night to bring social changes for alienated and deprived sections of the society. The organization is working on the same principle of women education & empowerment. Started with a small college in Arts and then and spreading its wings to MJRP College of Education, Ambassy Millennium Senior Secondary School, Ambassy School of Nursing, Human Resource College of Veterinary Science, MJRP College of Engineering & Technology, MJRP College of Corporate Management. University was established in 2009 sprawling over 100 acre of land at Jaipur-Delhi highway. The institution with various educational colleges has made astonishing strides in the field of education during the short span of time. Today, MJRP aims for the advancement of knowledge & education through excellence and leadership in Engineering, Architecture, Science, Arts, Commerce, Management, Information technology, Law, Agriculture, Home Science, Fashion Designing, Education, Health Care Science, Allied Sciences Journalism and related areas. Under the guidance of excellent faculty, one can explore both theoretical and practical courses that prepare you to meet the needs of an increasingly complex society. The infrastructure is dynamic as we are constantly striving to pace with the latest technology. The University is famous for its Bio Technology / Biotech, Ph. D., PG UG Programms, M. Sc. Agriculture Science & Technology, B. Sc. Honors Agriculture, MBA Agribusiness, Pharmacy, LLB, LLM, B. Tech. and Fashion Designing Courses in Jaipur Rajasthan.

The teaching and research faculties of the University have highly qualified professionals, trained in their specialized areas. The University keeps the students informed about potential job opportunities and helps them in making prudent decisions for their future careers. It maintains and promotes close linkages and active contact with potential employers while involving their executives and facilitates their interaction with the students through lectures, discussions and classroom participation, innovations in education, new methods of teaching and learning, and integral development of personality. The institution provides you an extraordinary experience, which can prepare you for a life time of excellence in any part of the world.

MJRP is Rajasthan's first private University which is recognizes by Department of Scientific & Industrial Research (DSIR) as Scientific Industrial Research Organization (SIROs). Our University has collaboration with Macmillan Research Group, UK providing international scholarship opportunities and co-publication.

MAHATMA PHULE KRISHI VIDYAPEETH

Rahuri, Distt. Ahmednagar - 413 722, Maharashtra
Tel : 02426-243208, 243216
Fax : 02426 - 243302, 243216
Email : mpkv@rediffmail.com
Website : http://www.mpkv.mah.nic.in

The Maharashtra Krishi Vidyapeeth, Rahuri is established on March 29, 1968 and subsequently named as Mahatma Phule Krishi Vidyapeeth (MPKV) after a great social reformer "Mahatma Jyotiba Phule". It has started functioning from October, 1969 at Rahuri, District Ahmednagar, Maharashtra, India.

The Campus is situated 160 km from Pune on Pune-Delhi highway in Ahmednagar District. Forty kilometer in the South is Ahmednagar town and 50 km in the North is Shirdi, famous for the saint Saibaba. Newasa, land of saint Dnyaneshwar is 33 km from Rahuri. The campus is 10 km from Rahuri Railway Station and 110 km from Manmad railway junction. Ahmednagar is a historical place and was a capital of the Nizam rulers. It is famous for co-operative sugar and dairy industries.

The annual average maximum and minimum temperature ranges between 30 to 40^0C and 10 to 20^0C. respectively. The basic mandate assigned to this University are advancement in teaching, research and imparting extension education to the farmers of the State.

There are four Agricultural Universities in the State, catering the similar services in their locality. The jurisdiction of Mahatma Phule Krishi Vidyapeeth, Rahuri extends over Western Maharashtra covering ten Districts.

The University has two faculties namely Agriculture and Agricultural Engineering. The under-graduate and post-graduate programmes are offered in both faculties. The University also deals with lower agricultural education through Agricultural Schools, Mali Training Centre and Training's for Livestock Supervisors.

The University has a very good network of research stations spread over different agro-climatic zones. In all 23 research stations, 4 State level specialists and 16 research testing/verification centers are located in different agro-climatic zones in addition to 4 Zonal research stations.

Of the three fold functions, it is mandatory on the part of the University to transfer the technology from the research centers to the ultimate users through extension education programme.

MAHAPURUSHA SRIMANTA SANKARADEVA VISWAVIDYALAYA

Srimanta Sankardeva Sangha Complex
Haladhar Bhuyan Path, Kalongpar, Nagaon-782 001, Assam, India
Telephone: 03672-231146
Email: mssvnagaon@gmail.com

Mahapurusha Srimanta Sankaradeva (1449-1568) was a multi-dimensional genius, who transformed and modernized Assamese society with his egalitarian ideology. He worked in diverse fields like religion, literature, music, dance, drama, architecture, social reconstruction, etc. He translated most part of the Bhâgavata Mahapurana into Assamese language and was the first ever playwright in any Indian language other than Sanskrit. He wrote more than 26 (twenty six) scriptures mostly in Assamese language besides the Brajawali form and one in Sanskrit. In addition he had composed many lyrics/songs including the Borgeets. All these justify to call him SARVAGUNAKARA by his most loyal disciple Madhabadeva. His philosophy too was unique and different from other branches of Hindu philosophies. Above all he was a humanist. He welcomed every one irrespective of caste, creed, sex into his order. He was also a pioneer in adult education, mass communication, etc. He called upon the society to educate women and the downtrodden people.

Srimanta Sankaradeva founded a whole new school of art. He initiated a new form of painting with his epoch-making drama-festival Chihna-Yâtrâ held in 1468 A.D. where he drew the imaginary pictures of heaven to be used as backdrops. He encouraged illustration of his manuscripts with pictorial depiction of stories from the Bhâgavata. The Nâmghar founded by him has become a multi-dimensional institution and symbol of Assamese society. He visited many places of the Indian sub-continent and his impact was clearly felt in those regions, be it Yâtrâ of Bengal, scroll painting of Odisha, plays of Mithila, etc. The Sangha envisaged to establish a University and authorised its Srimanta Sankaradeva Education and Socio-Economic Development Trust, Nagaon to sponsor the establishment of the University. The Sangha submitted a proposal to the Government of Assam for establishment of the University under the Assam Private Universities Act, 2007. The Assam Legislative Assembly passed 'The Mahapurusha Srimanta Sankaradeva Viswavidyalaya Act, 2013'. The Act of the Assam Legislative Assembly (Assam Act No. XIX of 2013) received the assent of the Hon'ble Governor of Assam vide : No. LGL.59/2013/16 and notified it in the Assam Gazette No. 351 dated 14th August, 2013.

The newly set up Mahâpurusha Srimanta Sankaradeva Viswavidyâlaya has formally been founded on 10th June, 2014. Though the University has been set up under the Private University Act, but it is designed as a people's university, an institution for the entire people of Assam as well as India. It is located at Nagaon, the place blessed with the dust of the saint's feet for more than half a century, since he lived half of his life at Bardowa, Nagaon. The Mahâpurusha Srimanta Sankaradeva Viswavidyâlaya fraternity firmly believes that a new era of social regeneration will start from this University.

MAHARASHTRA STATE SKILLS UNIVERSITY

1st Floor Elphinstone Technical High School,
Metro Chowk, Mumbai - 400001
Contact : +91 9930151608
Email : contact@mssu.ac.in
Website : https://mssu.ac.in

Established in 2017, Maharashtra State Skills University is a specialized University first of its kinds, to create highly skilled and employable youth, to encourage job creation and to promote delivery of high quality skill education, startups, incubation, employability, training, counselling, apprenticeship, on-job training, and placements in an integrated manner with industry partnership, to promote inclusive growth by facilitating employment and providing self-employment guidance for the youth to enhance their incomes, to support the economically backward communities in terms of providing skill development, employment, entrepreneurship and self-employment opportunities and to provide a job-ready workforce to the industry thus reducing unemployment and ultimately propelling the economic growth of the State and for matters connected therewith or incidental thereto.

Vision

To make this a seat of learning that builds desirable skills required to make students employable, develop entrepreneurial skills in the aspirant and make this a light house of knowledge on skill and entrepreneurial excellence through creation of futuristic knowledge base.

Mission

The mission of MSSU is to advance skill & knowledge to educate students needed to provide foundation, upskilling, reskilling and building future skills to nurture & them for employability, entrepreneurship transform them into confident leaders of tomorrow and serve the nation.

MAHAVEER UNIVERSITY

Village Pohalli, Sardhana Road, Meerut U.P.-250341
Email: info@mvu.edu.in, info@mepedu.in
Website: https://mvu.edu.in
Phone: 1800 313 3742, 95579 28862

A strong believer and practitioner of the dictum "Knowledge is Power", MAHAVEER UNIVERSITY has been on the path of delivering quality education by developing the young human resources with ethical and moral values, while boosting their leadership qualities, research culture and innovative skills. Built on a sprawling land area ,with lush greenery, serves as the permanent campus of Mahaveer University, this 'temple of learning' has excellent and state-of-the-art infrastructure facilities conducive to higher teaching-learning environment and research. The main objective of the University is to provide higher education of global standards and hence, all the programs are designed to meet international standards. Highly experienced and qualified faculty members, continuously engaged in the maintenance and enhancement of student-centric learning environment through innovative pedagogy, form the backbone of the University. At Mahaveer University, research, consultancy and innovation are regarded as our pillars of success. The outcome of the research is passed on to students through live projects from industries. The entrepreneurial zeal of the students is encouraged and nurtured. Our faculty teach students as liberal arts college model with research as base for teaching and approach towards problem solving ability and societal issues in mind. Mahaveer University has introduced structured training programs on soft-skills and preparatory training for competitive examinations are offered to make students more employable and towards an excellent placement.

VISION

To be a transformative hub of academic excellence, fostering innovation, and empowering leaders who shape the future of society. The vision statement encapsulates Mahaveer University Meerut's aspiration to become a leading institution of higher learning, recognized for its commitment to academic rigor, fostering creativity and innovation, and nurturing socially responsible individuals who contribute positively to the world.

Key elements of the vision statement:

- Transformative education: Emphasizes the university's role in shaping individuals with a holistic understanding of their fields, ready to adapt and lead in an ever-changing world.
- Academic excellence: Highlights the university's dedication to providing high-quality education, grounded in research and critical thinking, preparing students for success in their chosen professions.
- Fostering innovation: Underlines the university's commitment to cultivating an environment that encourages creativity and problem-solving, enabling students to find new solutions and make a lasting impact.
- Empowering leaders: Emphasizes the university's mission to develop individuals who possess the skills, knowledge, and values to lead with integrity, responsibility, and a vision for the future.
- Shaping the future of society: Highlights the university's aspiration to contribute positively to the world by educating individuals who are committed to social justice, environmental sustainability, and global citizenship.

MISSION

- To nurture intellectually curious, socially responsible, and globally competent individuals through the pursuit of academic excellence, innovation, and community engagement.
- The mission statement outlines Mahaveer University Meerut's commitment to providing a transformative educational experience that empowers students to excel in their chosen fields, contribute meaningfully to society, and make a positive impact on the world..
- Key elements of the mission statement:
- Nurturing intellectual curiosity: Emphasizes the university's focus on stimulating students' intellectual curiosity, encouraging them to explore new ideas, ask critical questions, and seek out knowledge.
- Developing social responsibility: Highlights the university's commitment to fostering a sense of social responsibility in its students, encouraging them to engage with their communities, address social challenges, and promote positive change.
- Empowering global competence: Underlines the university's mission to prepare students for a globalized world, equipping them with the skills, knowledge, and intercultural understanding to thrive in an interconnected world.
- Fostering innovation: Highlights the university's dedication to creating an environment that encourages creativity, problem-solving, and the development of innovative solutions to real-world challenges.
- Promoting community engagement: Emphasizes the university's commitment to actively engage with the surrounding community, fostering partnerships, and contributing to the social, economic, and cultural well-being of the region.

MAHAYOGI GORAKHNATH UNIVERSITY

Arogyadham, Balapar Road, Sonbarsa
Gorakhpur-273007, Uttar Pradesh
Phone: +91-9415266014, +91-9935904499, +91-9794299451
Email: mgunivgkp@gmail.com

Established in 2021, Mahayogi Gorakhnath, the *Pravartak* of the Nathpanth, has a revered place in the saint tradition of India. In the spiritual tradition of India, the credit of spreading the knowledge of KriyaYoga to the people goes to the Mahayogi Guru Gorakhnath and Nath Yogis. Mahayogi Guru Gorakhnath, the *pravartak* of the Nathpanth, is considered to be an *Yug-Pravartak* Saint. Mahayogi Gorakhnath, the forerunner of social change in India, gave a unique formula of health and worship to man along with the purification of human body-mind-brain and soul. The Nathpanth, promoted by Guru Shri Gorakhnath, is a guide to Nishkam Karmayoga, considering the service dedicated to the welfare of the people as a spiritual practice.

Shri Gorakhnath Temple is the place of penance of Mahayogi Shri Gorakhnath Ji. It is a popular belief that the Mahant of Shri Gorakhnath Temple and Shri Gorakshapeeth is the representative of Guru Shri Gorakhnath Ji. This penance place of the *Yug-Pravartak* Mahayogi Gorakhnath, has been expanding its philanthropic role ever since. In the modern era, Brahmaleen Mahant Digvijaynath Ji Maharaj made education and medicine a part of service. The establishment of Maharana Pratap Shiksha Parishad in the year 1932 was the beginning of this ideological establishment. Brahmaleen Mahant Digvijaynath Ji Maharaj, who created educational and training institutions from primary to higher education, paved the way for the establishment of Gorakhpur University, Gorakhpur.

Brahmaleen Mahant Avedyanath Ji Maharaj, carrying forward this glorious legacy of Shri Gorakshapeeth and Shri Gorakhnath Temple, laid the foundation stone of an effective role in the field of allopathic medicine with the establishment of 'Guru Shri Gorakshnath Chikitsalaya Samiti'. The establishment of Guru Shri Gorakshnath Chikitsalaya in continuation of Digvijaynath Ayurvedic College, Digvijaynath Ayurvedic Chikitsalaya was an important step in service, in the medical field of Eastern Uttar Pradesh.

Mahayogi Shri Gorakhnath and his glorious legacy of social service and upliftment of down-trodden is being taken up to next level through the establishment of Mahayogi Gorakhnath University Gorakhpur. This revolutionary academic endeavour amalgamating Yoga, Ayurveda, medical education, higher studies in different disciplines of humanities, physical sciences, technical education, skill development courses and employment oriented vocational courses/curriculums should further advance and improve the social welfare infrastructure rather a kind of revolution in the various fields of education and health services in this neglected region.

MAHINDRA UNIVERSITY

Survey No: 62/1A, Bahadurpally Jeedimetla
Hyderabad - 500043 - Telangana, (India)
Tel : 040 – 67135100
Email : info@mahindrauniversity.edu.in
Website : https://www.mahindrauniversity.edu.in

Mahindra University was notified by the Government of Telangana vide Telangana Ordinance No. 1 of 2020 dated 20th May 2020 as per the Telangana State Private Universities (Establishment and Regulation) Act, 2018 (Act No.2 of 2018) (Amendment) Ordinance, 2020 promulgated by the Hon'ble Governor of Telangana; and as gazette notified in THE TELANGANA GAZETTE PART IV-B EXTRAORDINARY PUBLISHED BY AUTHORITY No.1 HYDERABAD, WEDNESDAY, MAY 20, 2020.

The faculty is a mix of accomplished Indian and International academicians, all Ph.D. holders with a high degree of emphasis on research.

The MU faculty is aligned to the frontiers of academic enquiry and emerging technologies, to empower and educate students in becoming experts in their discipline. The faculty members each hold the highest degree in their respective field, and include academicians from IITs and other institutions of repute, several of whom have been either nationally or internationally recognised. The faculty is a mix of accomplished Indian and International academicians, all Ph.D. holders with a high degree of emphasis on research. The MU faculty is aligned to the frontiers of academic enquiry and emerging technologies, to empower and educate students in becoming experts in their discipline. The faculty members each hold the highest degree in their respective field, and include academicians from IITs and other institutions of repute, several of whom have been either nationally or internationally recognised.

Mission

- Train multi-skilled leaders capable of reflection as well as innovation, committed to inclusive and sustainable progress.
- Aim for interdisciplinary academic excellence integrating the study of science and technology with humanities, ethics and philosophy, and design.
- Balance education with experience through entrepreneurial projects to solve complex challenges facing society.

MAJOR SD SINGH UNIVERSITY

Kanpur Road Fatehgarh – Farrukhabad - 209749
Uttar Pradesh
Tel: +91 7064 666 666
Email: majorsdsinghuniversity@gmail.com

Major SD Singh University founded by Shri Babu Singh Daddu Ji Educational Trust is situated at 8th milestone from Fatehgarh City at Farrukhabad Kanpur state highway the College campus provides well accommodation facilities both ladies and gents separately.
Major S.D Singh University is a leading Educational institution based out of Farrukhabad, Uttar Pradesh. A venture of the renowned Major S.D Singh university, The University has established itself as a high quality education provider with prime focus on holistic learning and imbibing competitive abilities in students.

The University is approved by UGC, spread over 50 acres and equipped with world class facilities.

Major S.D Singh University promises to become one of the India's leading universities with an acknowledged reputation for excellence in research and teaching. With its outstanding faculty, world class teaching standards, and innovative academic programmes, Major S.D Singh University intends to set a new benchmark in the Indian education system.

Vision
To serve the society by being a global University of higher learning in pursuit of academic excellence innovation and nurturing entrepreneurship.

Mission

- Developing deep disciplinary knowledge, problem solving ability, leadership, communication, and interpersonal skills.
- Strengthening the flexible credit-based system for interdisciplinary learning to enrich academic experience.
- Ensuring student participation in career enhancement activities through exchange programs, student enterprise, volunteering and work-based learning.
- Focusing on strong mentor-mentee relationships which enhance overall personality of the students and equip them to face future challenges.
- Encouraging students to become lifelong learners and imbibe essential skills to serve the society at the highest level.
- To encourage pursuit of knowledge and support the development of curricula from global perspective.
- To invest in faculty development to up skill them in designing and developing curricula, pursuing research, and offering experiential learning.

MAJULI UNIVERSITY OF CULTURE

Majuli, Assam, India
Website : https://muoc.ac.in

Majuli University of Culture is a public State University located in Majuli, Assam dedicated for research, teaching and education in the field of culture. The university is established by Majuli University of Culture Bill, 2017 which was passed by the Government of Assam on 7 September 2017. On 13 July 2018 Chief Minister Sarbananda Sonowal laid the foundation stone for the state's first cultural university at Majuli to be built at an estimated cost of Rs 300 crore.

On 10 June 2019 Prof. Dr Dambarudhar Nath was appointed the first Vice-Chancellor of Majuli University of Culture. Majuli University of Culture will be begun from next year and it will take place in the temporally campus of Majuli College. The University plans to grow as a non-affiliating multidisciplinary higher educational institution with specialization in the studies and research in culture and cultural heritage of India with an objective of making it gradually a University of Category 1 as defined in the New Education Policy of India. Study and research in the multidimensional cultural life of the people of India, more particularly, those of Assam and the North East being its primary concern, the University envisions itself to grow finally as an institution of multidimensional education to enable it to embrace within its scope all disciplines including liberal arts and basic sciences pertaining to human cultures and civilization. The objective is to create a class of useful citizens who would be able to lead our society in the face of the twenty-first century multi-dimensional necessities. With both Undergraduate and Postgraduate programmes and programmes of critical research in the field of humanities and social sciences, folklore, language and literature, music and dance, dramatic and theatre arts, applied, visual and fine arts, various forms of traditional and modern crafts and vocations, design and architecture, archaeology, ethnography and sculpture, Indian traditional systems of health cultures and knowledge systems, and any other forms of human knowledge, the University aims to provide education towards making India a first category knowledge-hub and a centre of attraction for all classes of knowledge-seekers from across the world.

Planned as a State Institution of Higher Education and learning in the field of art and culture the Majuli University of Culture, Majuli, shall engage itself for study and cultivation of the various dimensions of culture and civilization with an objective of promoting them to the level of an excellent and competitive order. Covering all aspects of culture within its ambit the University is destined to be a multidisciplinary institution of higher education with necessary emphasis on the vocational and professional side of learning, and high-quality research and training to make education a tool of social development and economic independence. India being a multi-cultural society with rich and colourful heritage in the field of ideas and institutions, cultures and civilizations, languages and literatures, folklore, religion and philosophy, food and health, art and architecture -these aspects shall constitute the basic concern of the University within the greater cobweb of global human civilization.

MAKHANLAL CHATURVEDI RASHTRIYA PATRAKARITA EVAM SANCHAR VISHWAVIDYALAYA

E-8, Trilochan Nagar, Bhopal - 462 039, Madhya Pradesh
Tel : 91-755-2725307, 2725559, (0755)-2551642 0755- 4290227
Fax : 0755- 2561970
Email : registrarmcu@gmail.com mcrpsvbpl@yahoo.com mcu.pravesh@gmail.com
Website : http://www.mcu.ac.in

Makhanlal Chaturvedi Rashtriya Patrakarita Vishwavidyalaya, Bhopal, was set up by Act Number 15 of 1990 of the Legislative Assembly of Madhya Pradesh. The University is named after Makhanlal Chaturvedi, a renowned Freedom Fighter, Poet and Journalist.This University was formally inaugurated by Dr. Shankar Dayal Sharma, the then Vice President of India, on 16th January, 1991.The University is a member of the Association of Commonwealth Universities and the Association of Indian Universities (AIU).It is not an Open University providing Distance Education. It does not provide education through correspondence. It is not a Conventional University having limited territorial jurisdiction. It has jurisdiction through out the country. Consistent with the recent trend of globalisation and internationalisation of education, the University is imparting education outside the country also.

In keeping with its national character :-

- The Vice President of India is the Visitor of the University
- The General Council of the University, which is its Apex Body, comprises, amongst others, the following:-
- A member of the Lok Sabha, nominated by the Speaker of Lok Sabha
- A member of the Rajya Sabha, nominated by the Chairperson of Rajya Sabha
- Chairman of the Press Council of India
- Ten members representing different States of the country. Five of them are nominated by Chief Ministers of respective States. The remaining five are representatives of five Indian languages
- Three members representing three All India Professional Bodies.
- Five professionals from various parts of the country.

The University aims at developing excellent professionals with social commitment. The University imparts education through :-

- Its Teaching Departments at Bhopal
- Its campuses at Noida, which is now for all practical purposes, a part of Delhi; and at Khandwa
- Network of Study Institutes spread over the whole country

These Study Institutes are run by non-profit Societies & Trusts which are registered under the relevant laws. The relationship between the University and its Study Institutes comes closest to, and can be best described as, that existing between a Conventional University and its Affiliated Colleges.

MALAVIYA NATIONAL INSTITUTE OF TECHNOLOGY

J.L.N. Marg, Jaipur - 302 017, Rajasthan
Tel : 0141-2702954, 2702955, 529087
Fax : 0141-2702107, 2529029
Email : director@mnit.ac.in
Website : http://www.mnit.ac.in

The college was established in 1963 with the name as Malaviya Regional Engineering College, Jaipur as a joint venture of the Government of India and the Government of Rajasthan, Subsequently; on June 26, 2002 the College has been given the status of National Institute of Technology and on 15 August 2007, Proclaimed Institute of National Importance through Act of Parliament. The Institute is fully funded by Ministry of Human Resource Development (MHRD), Government of India. More than 12,000 students have already been graduated since its establishment.

Extending into an area of over 317 acres of lush greenery, the campus of the Institute is imaginatively laid-out with a picturesque landscape. It presents a spectacle of harmony in modern architecture, and natural beauty which enthralls and inspires. The campus of the institute consisting of the institute buildings, halls of residence and staff colony. It is a residential campus offering accomodation to faculty, staff and students.

The campus provides all essential amenities for community living like staff clubs, hospital, bank, post office, community centre, school, staff residences, gymnasium, playing fields, guest houses, 24 Hours internet connectivity, and canteen etc.

The institute is a Centre of Excellence established by the MHRD, government of India. The institute formerly known as Malaviya Regional Engineering College (MREC) was established in 1962, as a joint venture of the government of India and government of Rajasthan.

In 1963, the college started functioning from its temporary campus at Pilani and admitted 30 students each in Electrical Engineering and Mechanical Engineering. The college moved to the present campus to Jaipur in 1965.

The college was inspired by the educationist Pt. Madan Mohan Malaviya and thus named as Malaviya Regional Engineering College. Prof. V.G. Garde, the educationist and visionary, was the first principal.

MALLA REDDY UNIVERSITY

Maisammaguda, Dulapally, Hyderabad, Telangana – 500043
Tel : +91-94971-94971 / 91778-78365
Email : info@mallareddyuniversity.ac.in
Website : https://www.mallareddyuniversity.ac.in

Malla Reddy University, Hyderabad (MRUH) is the only Private University under green field category established in the year 2020 As per Telangana State Private Universities Act No.13 of 2020 and G.O.Ms.No.14, Higher Education (UE) Department dt. 15.6.2020 was approved by Government of Telangana State. Our focus is to address the emerging needs of industry and society. Malla Reddy University is a sponsored by Malla Reddy Educational Society (MRES) one of the unit of Malla Reddy Group of Institutions.

MRUH has a perspective plan to grow into a '**Center of Excellence**' through new initiatives by creating world class infrastructure, expanding international collaborations, developing innovative programs, establishing industrial tie-ups, recruiting well qualified and trained faculty, promoting the talent, nurturing the research and innovation and also fostering the outreach activities with sustainable fund flow.

The campus spread over 100 acres of land with built-up space covering academic, administrative and amenities block with '**State of Art Infrastructural Facility**'. It has a cosmopolitan atmosphere to attract large number of student diversity from all corners of the globe. It creates an environment for access to '**Experienced Teaching Faculty**' who are well qualified with international exposure to nurture the students creative abilities for new innovations through knowledge partnerships. Our programs include '**New Age Technologies'** and 'Innovative Curriculum' to educate our students to deal with the current developing world.

The global standards are set in the field of '**Research and Publications**' motivating us for relentless pursuit of academic excellence. The MOUs with various international universities are in vogue to provide for an exchange of students and faculty through academic and research immersion programs **'Encouraging International Collaborations'** for the mutual benefit of the university and the aspirants. We expose our students to various National and International Companies for the '**Best In Campus Placements**' through internship programs.

Vision

To be a world class university visualizing a great future for the young aspirants, with innovative nature, research culture and ethical sensitivities to meet the global challenges improving the quality of human life.

Mission

To impart value based futuristic higher education moulding students into globally competent empowered youth, rich in culture and ethics along with professional expertise.

To promote innovation, entrepreneurship, research and development for the broad purpose of fulfilling societal goals such as societal welfare and benefit.

MALWANCHAL UNIVERSITY

Index City, Nemawar Road, Near Khundel
Indore – 452 016, Madhya Pradesh
C/o. Mayank's Welfare Society, 104, Trishul Apartment
5 Sanghi Colony, A.B. Road, Indore – 452008, Madhya Pradesh
Tel. : 0731 - 4215757, 4044715

Established vide Gazette Notification of the Government of Madhya Pradesh dated 4 January 2016 and as per the asscent of the Governor of Madhya Pradesh on 1 January 2016 through Madhya Pradesh Private Universities Act amended through time to time, Malwanchal University, Indore is promoted by Mayank's Welfare Society headed by Shri Arun Arora.

With the incorporation of Malwanchal University at Indore, different constituent units like the Index Medical College, Index Institute of Dental Sciences, Index Nursing College etc.

Malwanchal University situated in Indore, currently has institutions in various disciplines and professional fields.

Vision

Malwanchal University sets high standard for Science and Liberal Arts Education by imparting knowledge, training and professional experience to individuals for a career in Health, Technology and human Sciences. We are committed towards creating and sustaining the environment that enable students to experience an unparalleled educational journey that is intellectually, socially and personally transformative and wedded to human values.

Mission

To provide quality education and training by cultivating talents, values and learning with which they can best serve the world and to help intellectual transformation with the exposure to new ideas and new ways of understanding.

MANDSAUR UNIVERSITY

Sh-31-Mhow-Neemuch By-Pass Road
Mandsaur - 458001, (M.P.)
Email: info@mandsauruniversity.edu.in
Telephone: +91-9425924111

Mandsaur University is a Private University located in Mandsaur, Madhya Pradesh, India

This is the opportunity to view what the Mandsaur University has to offer you, explore the 'difference' and discover how we can help you achieve your full potential. You can find out for yourselves what it would really be like to live and study here – it's an ideal way of seeing whether University is right for you. Whether you're interested in undergraduate, postgraduate or foundation level study, visiting the Mandsaur University campus is the best way to discover if life as a student here is right for you. The Mandsaur University is a young vibrant university with a focus on learning and creativity, as well as creating rewarding opportunities and positive outcomes for its students. The main objective of the university is to provide high quality,comprehensive educational and training opportunities that are compatible to changing needs of the students. Through its academic programs, the university prepares its students for the challenges of the 21st century and empowers them to meet the ask of a rapidly changing world. The university is dedicated to providing faculty,staff, and students with the environment and infrastructure that help them develop potential for scholarship, creative work, professional realization, and service. In fulfilling the mission of the university,the Campus cultivates in its students:

- A strong foundation of knowledge and skills,
- The ability to think critically and tolerate differences of opinion,
- An understanding and respect for ethnic and cultural diversity,
- Human decision making which is formed and ethical,
- Adaptability to the workplace,
- A sense of being responsible citizens of the society,
- The values of hard work and dedication.

Mandsaur University India's largest single-campus is home to several architecturally striking buildings where every need of both staff and students met. Tree-lined avenues and lush lawns dotted with beautiful flowering shrubs soothe the eye and create an ideal learning ambiance.

MANDYA UNIVERSITY

MC Road, Mandya – 571401, Karnataka
Mobile : +91-8232-220039
Email : info@mandyauniversity.ac.in

Mandya is one of the important Districts of South Karnataka known for its world famous Krishna Raja Sagara (KRS) which is the green-belt and considered to be the sugar bowl of Karnataka. Under the initiative and vision of His Highness Sri Krishnaraja Wodeyar of then Mysore State and his Diwan Sir M. Vishweswaraiah for imparting higher education of excellence to state subjects, University of Mysore came into existence in 1916, thus opening an era of distinctive education in the part of erstwhile Mysore state. No wonder that the learning centres started springing up in and around the capital city – Mysore.

The Government College of had its inception in 1948 at Mandya as an intermediate college with a broad view to provide higher education to rural masses at affordable cost and convenience. College got permanent affiliation to University of Mysore in the year 1990-1991. Due to the thinking and vision of knowledgeable for education, a mass movement was started from generous contributions and donations from the public, for acquiring lands to a new college. A vast area of 31.8 acres of green land got earmarked for the purpose, at the western end of town, close to the Mysore-Bangalore main way. Foundation stone for the building was laid in 1952, by no less a person than His Highness Jayachamarajendra Wodeyar. The government college came into administrative control of Collegiate Education in Karnataka, in the year 1961 as per the general policy of the government. In the year 1963, the college was upgraded to encompass degree courses.

The college got into the 2F and 12B of UGC in the year 1992 and got autonomous status in the year 2005-06. In 2005 it got the NAAC accreditation with a grade of “B+” and got the re-accreditation from NAAC with “A” grade with a CGPA of 3.11 in the year 2010 (2nd cycle). It has now applied for the CPE status. Now institute has re-accredited from NAAC with “A” grade with a CGPA of 3.22 in the year 2016 (3rd cycle).

The Goverment college got approval from government as a Mandya unitary university, Mandya at 2019. Government Appointed a special officer Dr. M S Mahadeva Naik to developing Mandya University for growth factor.

Vision

Providing Education to achieve excellence in all walks of life.

Mission

To equip the individuals who are knowledgeable, employable and responsible citizens who are useful to the society.

MANAV BHARTI UNIVERSITY

Village – Laddo, Post Office – Sultanpur
Solan, Himachal Pradesh
Tel :+91 (1792) 268279, +91 (1792) 268280, +91 90340 03050,
Email : manavbhartiuniversity@gmail.com
info@manavbhartiuniversity.edu.in
Website : http://www.manavbhartiuniversity.edu.in

The Manav Bharti Charitable Trust (MBCT) is a not for profit making Trust. The objects of the Trust are poverty, education, medical relief and any other object of general public utility not involving the carrying on of any activity for profit.

MBCT provides scholarships, fellowships, stipends or other periodically monetary help to deserving students. It is also helping and supporting the poor, destitute, widows and orphans. MBCT has established various educational institutes for spreading quality education at economical prices.

Manav Bharti University was established in 2009 under the H.P. Private University (Establishment & Regulation) Act and is owned by Manav Bharti Charitable Trust with the aim to advance and disseminate the knowledge and maintain highest standard of learning through teaching, research, extension education programme and conceptual aspects relevant to the need of the state.

The University is committed to make all round social transformation through spread of quality education in rural area.

Two free charitable hospitals cum laboratories are being run by "Manav Bharti Charitable Trust" for needy and poor people. This trust has earned a reputation in the field of employment based education.

Manav Bharti University is a government recognized University with the right to confer degrees as per the sections 2f and 22(1) of the UGC Act, 1956.

Manav Bharti University, Solan offers various Courses/Programs leading to Diploma/Under Graduation/Post Graduation on regular basis only at its campus (Village - Laddo, P.O.- Sultanpur, Kumhar Hatti). The Study Courses/Programs and Fee Structure have been approved by H.P. Govt. The University does not have any Study Centre / Learning Centre / Off-Campus in any part of India.

With the blessings of Shri Hanuman Ji, 151 feet Statue of Manokamna (under construction) will be completed by December 31, 2014.

MANAV RACHNA INTERNATIONAL INSTITUTE OF RESEARCH AND STUDIES



(Deemed University)
Aravali Hills, Delhi Surajkund Road, Sector 43
Faridabad – 121010, Haryana
Tel : 0129-4198375,4198356
Fax : 0129-4198444
Email : vc@mriu.edu.in, registrar@mriu.edu.in,
Website : http://www.mriu.edu.in

Manav Rachna Educational Institutions (MREI), founded in 1997, has grown to become one of the best education entities in the country and have built a reputation for excellence in professional education and research. A brainchild of renowned educationist & philanthropist, Dr. O.P. Bhalla, Manav Rachna Educational Institutions now encompass a group of vibrant, world class institutions.

MRIU is a continuum of excellence from the Career Institute of Technology and Management (CITM), and was granted 'Deemed-to be-University' Status under section 3 of the UGC Act 1956, as Manav Rachna International University, a visible symbol of knowledge & experience providing high quality education in the fields of Engineering, Health & Applied Sciences, Management, Computer Education, Hotel Management, International Programmes, Media, Design and many more CITM was granted Autonomous status in July 2008 by Government of Haryana. MHRD, Government of India conferred Deemed to be University status to CITM on the recommendations of UGC and AICTE in October 2008 in the name and style of Manav Rachna International University (MRIU). The University admitted its first batch of students in 2009.

The University provides state of the art infrastructure and well equipped labs, workshops, libraries and world class sports facilities. The University offers a wide range of programmes of study providing diversified options for professional qualifications and growth.

MRIU is introducing courses which are job oriented and help in better employability and professional advancement in shortest possible time. This has been possible through strong credentials and reputation in attaining academic excellence and in establishing long time international collaborations with reputed institutions/universities in educational ventures, projects, students and faculty exchange programme, dual degree programmes, international training for students and faculty, international placement of students, international accreditation of the institutes and promotion and branding of the University at international level.

MANAV RACHNA UNIVERSITY

Sector – 43, Aravalli Hills,
Delhi – Surajkund Road,
Faridabad – 121004, Haryana
Phone**:** +91 129 4268584, 4268500
Email: admissions@mru.edu.in
Website: http://manavrachna.edu.in

Manav Rachna University is a State Private University (established by Haryana State Legislature Act No 26 of 2014 & under section 2(f) of UGC Act 1956). The University has evolved from Manav Rachna College of Engineering (MRCE, established in 2004), a NAAC Accredited 'A' Grade Institution ranked 10th among all the private engineering institutes of the country and 29th among all engineering institutes across the country including IITs and NITs by The Times Engineering Survey (May 27th, 2016). The accreditations of MRCE are testimonial to the trust of accrediting bodies in the quality of education being offered, a well-established teaching and learning process guided by the global best practices, a culture of academic excellence promoting research, innovation & entrepreneurship.

NAAC ('A' Grade) is testimonial to the institutional strengths in the area of teaching & learning process, R&D, infrastructure, student quality and progressive path to excellence. It provides parents, students and potential recruiters reliable information on quality of education being offered by the Institute and acts as key differentiators of the Institute's standard of excellence. With MRCE transforming into MRU, all the best practices get strengthened along with academics freedom to follow globally recognized and industrially relevant technologies.

MANGALAYATAN UNIVERSITY

Extended NCR, 33rd Milestone, Aligarh-Mathura Highway
P.O. Beswan, Aligarh-202145, Uttar Pradesh
Tel : 1800-102-8686, 09319888888, 05713258592,
07351002561, 9319-222222, 9319-888888
Fax : 05722 - 254 220
Email : info@mangalayatan.edu.in admissions@mangalayatan.edu.in
Website : http://www.mangalayatan.in

Situated 18km from the Yamuna Expressway in Uttar Pradesh, MU was founded in 2006 and has graduated over 3500 students. Nearly 3000 students currently study on its campus. Our faculty body consists of several highly qualified and motivated individuals from the IITs, NITs, top US universities and other high-quality institutions.

They champion the adoption of the latest teaching methods and constantly keep themselves updated with the latest technological and industrial advances MU's vision is to give students from all kinds of background a quality educational experience leading to legitimately rewarding career opportunities.

In tandem, we ensure that our students acquire a strong sense of community responsibility thanks to the environment they live in, symbolized best by the grand Jain temple on campus. With over 900 campus residents, the 70-acre lush green campus of MU sports a vibrant, energetic feel at all times. Each calendar year sees over 50 sports and cultural events, including the annual cultural fest, Atharva.

Our students ensure that there is never a dull day on campus. In addition, some student initiatives like Kadam and Parivartan do stellar work in the nearby village areas in the fields of education, hygiene, health and environmental awareness.

Over the years, companies such as Infosys, HCL, ICICI Lombard, the Indian Armed Forces (Army, Navy and Air Force), HDFC Life, Johnson & Johnson, R Systems, Manhattan Associates, HDFC Bank and several others have been part of our placements.

As part of its longer term vision, MU is tying up with several industry leaders in order to make industrial training and exposure a growing part of its core curriculum. An MoU has been signed with Andritz, a hydro-power equipment manufacturing European giant and several relationships are in varying stages of maturing.

The MU experience is not only unique, but also one that develops as dynamically as the vibrant India.

MANGALAYATAN UNIVERSITY

Campus : NH-30, Mandla Road, Nr. Sharda Devi Mandir,
Richai, Barela, Jabalpur-483001, Madhya Pradesh
City Office : 2nd Floor, Napier Town
Jabalpur-482002, Madhya Pradesh
Tel : +91-78279-73871 +91-78279-73875
Email : admission@mangalayatan.co.in

Established by the Government of Madhya Pradesh as per Section 2(f) of UGC Act 1956.

Nascent, but well-equipped and dedicated, the Mangalayatan University of Jabalpur aspires to become one of the most renowned and popular universities in the central regions of India, with constantly growing prominence to regions across the country. Just like its magnificent Aligarh campus, which has earned remarkable fame and trust amid students and professionals belonging to Uttar Pradesh, Delhi, Haryana, Rajasthan, and other States in the northern India, along with an overall good reputation nationwide and internationally. Thus, the students, professionals, and research scholars to be most benefited by the Mangalayatan University, Jabalpur, will be located mainly in the States of Madhya Pradesh, Chhattisgarh, Southern Uttar Pradesh, Southeast Rajasthan, Bihar, Jharkhand, Northeastern Maharashtra, and Eastern Gujarat. Besides an affluent academic infrastructure and an ornate pool of highly erudite and veteran teaching faculties, ambitious Mangalayatan University of Jabalpur (well-based at Barela) has all modern and lavish resources and facilities to deliver superb and laudable performances in almost all hugely popular professional disciplines, technical and non-technical.

Mangalayatn University, Jabalpur is well-supported by ample experience in superlative academics and world-class pedagogical practices! From Diploma to Doctoral, all hugely popular disciplines are covered.

MANGALORE UNIVERSITY

Mudipu - Konaje, Mangalagangotri, Mangalore - 574 199, Karnataka
Tel : 0824 228 7427, 0824-2287276, 2287266 2287347
Fax : 0824- 2287367, 2287424
Email : vc@mangaloreuniversity.ac.in, registrar@mangaloreuniversity.ac.in
Website : http://www.mangaloreuniversity.ac.in

Mangalore University campus at Mangalagangothri, located about 20 km to the south-east of the historic coastal town of Mangalore, sets the tone for the educational endeavours of the three districts under the jurisdiction of the University. It is a picturesque campus that sprawls over 353 acres, overlooking the confluence of the river Nethravathi with the Arabian Sea on one side, and the cloud-capped Western Ghats on the other. It grew out of a modest Postgraduate Centre of the University of Mysore to become the focal point of an independent University in 1980. The campus, which once housed only three postgraduate departments, now has 26 postgraduate departments, supported by modern infrastructure and experienced faculty. Mangalore University has grown impressively since its inception with 204 affiliated colleges, two constituent colleges (at Mangalore and Madikeri) and five autonomous colleges. The University has established Jnana Kaveri, the PG Centre at Chikka Aluvara, Somwarpet taluk, Kodagu district, with two departments, and offers 11 postgraduate and two Ph D. programmes. The University campus is a self-contained facility that provides all the essential facilities and infrastructure for the pursuit of excellence in higher education. Among the several central facilities at Mangalagangothri, mention may be made of the spacious and modern library, University Science Instrumentation Centre, Microtron Centre, Humanities Block, MBA Block, Science Faculty Building, and a Cybercafe. In the campus, there are three internationally recognized science research centres: (i) Microtron Centre, (ii) Center for Application of Radiation and Radioisotope Technology (CARRT), (iii) Centre for Advanced Research in Environmental Radioactivity (CARER), which have been established through funding from Board of Research in Nuclear Sciences (BRNS), Department of Atomic Energy, Government of India. Under the Department of Science and Technology (DST), Government of India, the special scheme, Promotion of University Research and Scientific Excellence (PURSE) for the development of research infrastructure in Universities, has enabled establishment of state-of-the-art research facilities on the campus. There is an impressive administrative building, two guest houses for visiting dignitaries and faculty, a well-equipped health centre, a shopping complex, two nationalized banks, and an ATM centre. A post office and a telephone exchange function from the campus. The University has provided a good number of residential quarters for its employees on the campus itself. The University has taken steps to establish contacts through the exchange of scholars and students with universities in USA, UK, Finland, Japan, Norway, Germany, Spain and other countries. MoUs have been established with leading institutions of the world for research collaboration. A number of our faculty have been able to get fellowships and visit various universities to carry out their postdoctoral work. They have been on research assignments with assistance from Commonwealth, Humboldt, Rotary, Agatha Harrison Memorial, Rockefeller and Macarthur fellowships. The University has thus taken steps to benefit from the current trend of globalization. Eminent scientists and scholars have been empaneled as Adjunct Faculty to improving the quality and quantum of research, and to support the teaching programmes. An International Students Centre too has been set up to facilitate internationalization in the campus profile.

The Campus is also recognized as a Green Campus: it has secured the first place nationally and 139th place globally during 2020 in the Global Green metrics rankings initiated by the Universitas Indonesias a decade ago. During the Covid-19 pandemic, online classes were held for students from May onwards even during lockdown and examinations was conducted as per Government and UGC directives during September/October 2020, and results announced soon thereafter. Special exams have been conducted for those who could not take the regular examinations, during December. An important student-friendly initiative was enabling outstation students to take exams in special centres recognized for the purpose in states such as Manipur in the North-East, and even abroad in Bhutan and Sri Lanka, besides having examination centres all over the state to facilitate students from other districts, and permitting local hostel students within the distrust to write their exams in the colleges nearest to their homes.

MANIPAL ACADEMY OF HIGHER EDUCATION

(Deemed University)
Manipal - 576 104, Karnataka
Tel : 0820 - 2571911, 2571913, 2922615, 2571975, 2922323, 2571300
Fax : 08252-2570062
Email : admissions@manipal.edu vicechancellor@manipal.edu registrar@manipal.edu
Website : http://www.manipal.edu

Manipal, today, is a knowledge powerhouse and a brand name in higher education. Over five and half decades ago, one man, Dr Tonse Madhava Anantha Pai, had a vision which ensured that everything he did then, was consigned to posterity, making sure that generation after generation of students enjoy the fruits of his labour till eternity on this lateritic plateau. And the students will, forever, have one name on their lips, that of Manipal. Manipal University is a name to remember, not just across the length and breadth of India, but worldwide. The fact that students from 52 countries are studying here is a testimony to this fame. Fired by the desire to provide health care and other essential services to the people of this region, Dr TMA Pai transformed the plateau into what it now is. He turned the wilderness into a sanctuary of education. In 1953, he set up Kasturba Medical College, the first private medical college in the voluntary sector. And, with that began the story of Manipal University. Then, in 1957 came the engineering college, the dental college, pharmacy college and so on and so forth. Initially, these institutes were affiliated to different universities. Dr. TMA Pai passed on the baton of leadership to his son, Dr Ramdas M Pai who is the present President and Chancellor of the University. Located on the west coast of South India, Manipal was a barren wasteland, a plateau with wild animals. It was this plateau that Dr TMA Pai decided to change. His vision for Manipal covered a wide spectrum of interests because he himself donned many hats. He was a physician, an educationist, a banker and above all, a philanthropist at heart. Then in 1993, MAHE was accorded a deemed university status under Section 3 of the UGC Act 1956, by the Ministry of Human Resource Development, Government of India. Today, it has 20 constituent institutions comprising medical, dental, engineering, architecture, nursing, allied health, pharmacy, management, communication, information science, hotel management, biotechnology, regenerative medicine etc. The university offers Bachelors', Masters' and Doctoral degrees in various specialties. At the time of receiving the deemed university status, only five professional institutions existed. Encouraged by the new status, the University grew by leaps and bounds. The emphasis has always been, and still is, on quality education, which is why the degrees offered by the university are recognised world over. The University provides excellent educational facilities to over 28,000 students in its constituent colleges. It also has an active alumni base of over 94,000 students across the world. With all the experience gained from producing several thousands of graduates, backed by experienced faculty, excellent academic and clinical facilities, Manipal University boasts of an educational environment with a touch of world class.

MANIPAL UNIVERSITY JAIPUR

Dehmi Kalan, Jaipur Ajmer Expressway
Jaipur-303007, Rajasthan
Tel. : +91 141-3999102
Email : admissions@jaipur.manipal.edu
registrar@jaipur.manipal.edu

The Manipal Education Group, with its heritage of excellence in higher education for over 60 years, launched Manipal University Jaipur (MUJ) in 2011. MUJ was established on an invitation from the Government of Rajasthan, as a self-financed State University and is redefining academic excellence in the region. The Vision of the University is to be a "Global Leader in Higher Education and Human Development". MUJ provides excellent ambience to enhance the teaching-learning experience and to promote creativity and innovation.

The University boasts of the best-in-class infrastructure, including the state-of-the-art research facilities and a modern digital library. MUJ, as multi-disciplinary University, offers career- oriented courses at all levels, i.e., UG, PG and Doctoral, across diverse streams, including Engineering, Architecture, Planning, Fashion & Jewellery Design, Fine Arts, Hospitality, Humanities, Journalism and Mass Communication, Basic Sciences, Law, Commerce, Computer Applications, and Management.

To provide best reading material to the students and faculty, the University has a well stacked digital library with more than 35000 books on all subjects and 150 journals.

As the first digital campus of the country, MUJ provides online academic information and support to students through an Academic Management System (AMS). The campus is fully Wi-Fi enabled with 10 Gbps optical fiber backbone and has 100% surveillance through 600 CCTV cameras. MUJ boasts of a Solar Power Plant of 850 KW installed on the roof–tops of the buildings in the Campus.

MUJ has won many Awards and Recognitions in a short span of time, like GRIHA Five Star Award conferred by MNRE, Govt. of India, Digital India - Smart Campus Award given by NDTV-CISCO, Best University Campus Award conferred by ASSOCHAM, Outstanding Contribution to Digital India Award given by The Economics Times, LEED India Platinum Award given by US GBC as the only Green University Campus in the country.

MUJ, a new generation University, is committed to nurturing talent and strengthening academics and research by adopting unique and innovative practices to continue to redefine academic excellence.

MANIPUR INTERNATIONAL UNIVERSITY

MIU Palaace, Ghari, Airport Road
Imphal – 795140, Manipur, India
Tel : 08899 788 788
Email : info@miu.edu.in

Manipur International University (MIU) is an Autonomous Statutory State International Public University established, recognised and accredited by the State Government of Manipur. MIU is established by the State Government of Manipur via Manipur International University Ordinance, 2018 (Manipur Ordinance No.1 of 2018) which was notified in the Official Gazette on 26th June 2018. Later, the monsoon session of the Manipur State Legislative Assembly has unanimously passed the Manipur International University Bill, 2018 (Manipur Bill No.8 of 2018) on 23rd July 2018. The winter session of the Manipur Legislative Assembly has once again unanimously passes the Bill on 21st December 2018. The Manipur International University Act, 2018 (Manipur Act No.2 of 2019) has received the final assent of the Hon'ble Governor of Manipur on 23rd Jan, 2019 and it has been notified by the Law and Legislative Affairs Department, State Government of Manipur in the official Gazette Extraordinary of Manipur State on 14th Feb, 2019. The University is fully recognised and Institutionally accredited by the State Government of Manipur via the MIU Act, 2018.

Mission

The mission of the Manipur International University is to provide high quality higher education with emphasis on educating the nation's rural and tribal communities by offering respected, relevant, accessible, affordable, and student-focused programmes that prepare students for service and leadership in a diverse, global society.

The University seeks to use the medium of education to connect India with the world. The university aims to open the doors of Indian Higher Education System to rest of the world, while welcoming opportunities, talent, and technology from rest of the world.

The University has partnered and continues to partner with numerous Government and Non-Government bodies, Local, National and International Organisations, Multinational Companies and Individuals

Vision

Education it is said is one of the most profitable business in the world and every business house seems to be clamouring for it and succeeding in their pursuits. But have we ever stopped to wonder if theses pursuits are reaching the people who truly need it. The world is filled with forgotten corners, neglected and abandoned, hopeless and dejected, not having access to their basic needs let alone Quality Education. In the age where humanity is looking at the stars and designing the game plan to colonise mars, it comes as a surprise that some of our population lacks the access to a better world. It is in this foundation in pursuit of a better world, a well rounded growth with education in its pivot that Manipur International University (MIU) takes its first step and we plan to never stop, to change the world, to passionately work for a better future, to ensure sustainability by enveloping growth through inclusive development.

MANIPUR TECHNICAL UNIVERSITY

Takyelpat, Imphal - 795004
Manipur
Website : http://mtu.ac.in

It gives us an immense pleasure to welcome you all to 'MANIPUR TECHNICAL UNIVERSITY' with the sincere hope that your stay here will be rewarding and that you will leave as competent professionals capable of contributing significantly to the society and nation.

Since the inception of this University in 2016, we have an aim to provide quality technical education to empower students with sound knowledge, wisdom, experience and training both at the academic level of Engineering and in the highly competitive global industrial market.

Technical Education is regarded as the backbone of every nation and is considered the stepping stone for a country to move into the ever growing elite group of developed nation. Since the inception of this University in 2016, we have an aim to provide quality technical education to empower students with sound knowledge, wisdom, experience and training both at the academic level of Engineering and in the highly competitive global industrial market. The mission of our university is to provide good engineers, technocrats and academician blessed with intense as well as extensive knowledge of the subjects and also to mould the students to be good human beings with values which are embedded for life. Keeping in view the important role of technical education as an ever growing and ever changing discipline, our academic endeavor is to further enhance our strength from all aspects to ensure success in the coming future in the field of technical education. Once again, I wish the best for all our students, and the members of the university and when we have the qualities of 'Foresightedness, Firm Determination, Hard work and Discipline', you can be assured that success is inevitable."

The mission of our university is to provide good engineers, technocrats and academician blessed with intense as well as extensive knowledge of the subjects and also to mould the students to be good human beings with values which are embedded for life. Keeping in view the important role of technical education as an ever growing and ever changing discipline, our academic endeavor is to further enhance our strength from all aspects to ensure success in the coming future in the field of technical education.

MANIPUR UNIVERSITY OF CULTURE

Palace Compound
Imphal, Manipur-795001
Tel : 9008128726
Email : info@musc.ac.in

The Manipur University of Culture came up under a driving need to safeguard the rich cultural heritage of state and to nourish its unique potential as has been envisaged in the cultural policies of the Government. It actually started to function on December 4, 2015 when the first Vice Chancellor and the first Registrar of the University, appointed by the Governor of the state in his capacity as the Chancellor of the University under the Transitional Provision of the Manipur University of Culture Act, provision No. 43, joined for duty in the forenoon of the same day.

The Manipur University of Culture is a new and unique University of the state and the first of its kind in the entire North-Eastern part of India. It is a teaching and affiliating University established with the objectives to advance and disseminate knowledge by teaching, training and research in various aspects of culture, particularly the culture of the state. The University aims at providing opportunities and facilities for graduate, post-graduate, doctorate and post-doctorate studies in the areas mentioned above. It also aims at promoting serious and systematic ethnic studies bearing on the living conditions of the communities living in Manipur and the adjoining regions of the South-East Asia and thus serving as a centre for fostering co-operation and open-minded exchange of ideas among academic communities of other Institutions and Universities of repute in India and abroad which have similar objectives.

The office of the University is at present located at the premises of the building complex of the Department of Art and Culture, Government of Manipur, Palace Compound, Imphal. Initially the teaching programmes will be conducted in the buildings of Imphal Art College, Government Dance College and Government Music College.

The Manipur University of Culture is a new and unique University of the State and the first of its kind in the entire North-Eastern part of India. It is a teaching and affiliating University established with the objectives to advance and disseminate knowledge by teaching, training and research in various aspects of culture, particularly the culture of the state. The University aims at providing opportunities and facilities for graduate, post-graduate, doctorate and post-doctorate studies in the areas mentioned above. It also aims at promoting serious and systematic ethnic studies bearing on the living conditions of the communities living in Manipur and the adjoining regions of the South-East Asia and thus serving as a centre for fostering co-operation and open-minded exchange of ideas among academic communities of other Institutions and Universities of repute in India and abroad which have similar objectives.

MANIPUR UNIVERSITY

Imphal - 795 003, Manipur
Tel : 0385 -2435143, 2435125
Fax : 0385-2435145/2435831
Email : vcmu@sancharnet.in, mulibry@dte.vsnl.net.in, sio-man@nic.in
Website : http://www.manipuruniv.ac.in

Manipur University was established on 5 June 1980, under the Manipur University Act.1980 (Manipur Act 8 of 1980), as a teaching cum-affiliating University at Imphal with territorial jurisdiction over the whole of the state of Manipur.

It was converted into a Central University w.e.f. 13 October 2005. The Manipur University Act No.54 of 2005 received the assent of the President on 28 December 2005.

The University is located at Kanchipur, Imphal, the capital city of Manipur, India. The University campus is spread over an area of 287 acres (1.16 km^2) in the historic Canchipur, the old palace of the kingdom of Manipur.

The Langthabal Palace(Konung) was established by Maharaja Gambhir Singh in 1827 (October) just after the liberation of Manipur from Burmese occupation. Maharaja Gambhir Singh took his last breath in Canchipur.

As envisaged in the policy programmes of the UGC for the development of Collegiate education, College Development Council, MU was set up at the Manipur University under syndicate resolution no. 5 dated 1-10-1985, to ensure the proper planning and integrated development of affiliated colleges.

At present Dr. RK Rajan Singh, Director I/c is looking after the affairs of the CDC and there are 22 members of the CDC with Vice-Chancellor as its ex officio chairman.

The Manipur University Act No 54 of 2005 received the assent of the President on 28/12/2005.

Located at Canchipur, Imphal, the capital city of Manipur. The university campus is spread over an area of 287 acres in the historic canchipur which is the site of the old palace of Manipur "The Langthabal *Konung*" (Palace), Which was established by Maharaja Ghambhir Singh in 1827 AD just after the libration of manipur from burmese occupation. Maharaja Gambhir Singh took his last breath at Canchipur. Canchipur is also the Birth Place of Dr Lamabam Kamal, a renowned poet of Manipur.

MANONMANIAM SUNDARANAR UNIVERSITY

Abishekapatty, Tirunelveli – 627 012, Tamilnadu
Tel : 0462 - 2337231, 0462-2338632
Fax : 0462-2322973
Email : tvlmsuvc@sancharnet.in, registrar@msuniv.ac.in, msu_computer@yahoo.co.in
Website : http://www.tnuniv.ac.in/msu

Manonmaniam Sundaranar University (MSU) is a dynamic institution of higher learning, set in a rural milieu of southern Tamil Nadu, with a campus spread of 550 acres. The University was established by the Government of Tamil Nadu as a teaching-cum-affiliating University on 7th September, 1990 to cater to the long-felt needs of the people of the three southern most Districts of Tamil Nadu viz., Tirunelveli, Tuticorin, and Kanyakumari. It is Named after the renowned Tamil Poet scholar, Professor P. Sundaram Pillai (1855-1897), the author of the famous verse drama Manonmaniam. It is his poem that has become "Tamil Thaai Vaalthu" the official invocation song sung in all functions in Tamilnadu. The motto of the University is "Reaching the Unreached". Around 2400 students are studying in this institution directly. The University has under its jurisdiction 62 affiliated colleges, 6 University Colleges and 4 Constituent Colleges, with 73,000 students on the rolls. These colleges, amongst which three are over 100 years old viz., St. John's College, M.D.T. Hindu College, and Sarah Tucker College the oldest women's college in the state, have contributed decisively to the cause of higher education of this region. The main focus of the university is to produce individuals who have the expertise and intellectual curiosity to make a difference in their profession and the society and in conducting the research needed to meet the challenges facing the contemporary world. This is keeping us in line with the Vision-2023 document of our Honourable Chief Minister of Tamil Nadu Dr.Ms.J. Jayalalithaa, and her aim to impart quality higher education to the students. Majority of the students of this University belong to rural and economically weaker sections of the society. Hence, this University imparts education at nominal and affordable cost. The curricula of the courses offered by this University are periodically updated and the University has resourceful teachers to deliver the same. There are 25 academic departments in the University. Sri Paramakalyani Centre for Environmental Sciences, functioning at Alwarkurichi, is an illustrious example of University-Industry collaboration and the same has been recognized by the Government of Tamilnadu as a Centre of Excellence. The Centre for Marine Science and Technology at Rajakka-mangalam is breaking new ground in Coastal Area Studies. All the University departments are receiving research projects from several funding agencies in India, Europe, USA, Japan and UNO. The University Library has rich collection of books and journals on a wide range of subjects. The courses offered by the University have been designed keeping in mind the changing times and the emerging needs of the region. The University offers post-graduate, M.Phil., and Ph.D., programmes (part-time and full-time). The University has National Service Scheme and Youth Welfare Department which provide opportunities for the students to develop their overall personality. The University Grants Commission, New Delhi, the apex higher education body of the Union Government, has accorded its approval for getting financial assistance since 29th March 1994.

MANSAROVAR GLOBAL UNIVERSITY

Billkisganj, Sehore, Madhya Pradesh-466001
Call us on: 0755-2495580 , 0755-4055278, 8989080809 ,7611158888
Email: info@mguindia.com

The University established in 2018 under Madhya Pradesh Niji Vishwavidhyalaya (Sthapana Avam Sanchalan) adhiniyam 2007. The University campus is spread across a sprawling 51 acres of land of land at Bilkisganj Sehore (M.P.). The university is established by Sri Sai Gramothan Samiti, Bhopal which has vast experience of establishing educational institutions in the field of Agriculture science and technology, Management Studies, Commerce and Finance, Social Science and humanities, Journalism and Mass Media, Library Sciences, Arts and Design, Sciences and Computer Science for the past 25 years.

We offer our students a stress-free learning environment which encourages creativity and critical thinking. At Mansarovar, we are dedicated to exhaustive quality learning and are utterly committed to a continuous process of improvement for the benefit of the students. We are always open to refreshing views and suggestions which can add more value to the students of our university.

The University is established by Sri Sai Gramothan Samiti, Bhopal, Madhya Pradesh. The society was founded in 1995 and has ever since been active in carrying out various projects and activities in rural and underprivileged belts to promote education and provide quality health care services. The society has ever since established range of educational institutions in the field of Dental, Nursing, Ayurveda and CBSE affiliated schools with modern day facilities and state of the Art Infrastructures.

MARTIN LUTHER CHRISTIAN UNIVERSITY

Dongktieh, Block - 1,
Nongrah, Shillong 793006, Meghalaya
Phone : 8974068427, Fax : 0364-25064890
Email : admin@mlcuniv.in registrar@mlcuniv.in vc@mlcuniv.in

Martin Luther Christian University was created by ACT No. 11 of 2005 of the Legislative Assembly of Meghalaya and received the assent of the Governor on July 6, 2005. The Government of Meghalaya issued the gazette notification on February 22, 2006. The creation of the university is in accordance with the University Grants Commission Act, 1956 under Section 2(f) and the university is empowered to grant degrees under Section 22 of the UGC Act.

The pioneering Christian university in Meghalaya, MLCU commits itself to render service to the community and to provide its students with a high-quality education that will enable them to graduate as well-rounded professionals, to serve with purpose, integrity and efficiency anywhere in the world. As global citizens these students will provide the leadership for tomorrow. With job-oriented academic courses, MLCU is prepared to meet the challenges and requirements of the present-day workplace. MLCU emphasizes Skills and Experiential Learning and offers hands-on development projects for its students, to acquire not only knowledge and skills, but the real-life expertise needed to pursue gainful and fulfilling careers.

MLCU recognizes its opportunity and responsibility to contribute to the sustainable development of the region, participating in vocational education, healthcare, information and communication networks, agrisciences, environmental protection, disaster education, peace studies, and developmental projects.

The university will collaborate with government, NGOs, community organizations, self-help groups and industry in the development of the community.

The First Christian University
Martin Luther Christian University is the first full-fledged Christian University in India, the capstone to more than two centuries of Christian education in this country.

A Developmental University
The University recognises its opportunity and responsibility to contribute to the sustainable development of the region, participating in vocational education, health care, information and communication networks, agrisciences, environmental protection, disaster education, peace studies and developmental projects. The University will collaborate, NGos, community organisations, self –help groups and industry in the development of the community.

MARWADI UNIVERSITY

Rajkot-Morbi Road, At & PO : Gauridad
Rajkot 360 003, Gujarat
Phone : +91-9727724662/63/64/65
Email : info@marwadieducation.edu.in

Established in 2016, Marwadi University is the venture initiated by the managers of the Best Engineering College in Rajkot named as MEFGI, an institution that has proved its worth and commitment through high quality education and top placements. In perpetuation to the success story, this University has been established with the vision of creating new platforms standing on which students can touch the heights of success. A number of courses are offered to facilitate learning for a variety of job sectors under single roof. Large and airy classrooms, seminar halls and activity halls have been provisioned with projectors and perfect sound system to provide quality learning and enjoyable environment that encourages the value of learning with fun. A lot of activities are organized by the departments and student activity clubs so that students and teachers associated with all sectors can interact and learn together the management skills along with knowledge about the field of each other. To ensure learning compliant with latest industrial standards, we have hired a big pool of highly qualified and experienced faculty.
The inception of this venture from an already established education hub has accelerated the process of settlement and growth resulting in Marwadi University being considered on the top of the list of Best Engineering Colleges in Rajkot and Best Management Colleges in Rajkot.

- Best placement in Gujrat.
- One of the largest Integrated technical campus.
- Highest no. of Ph.D. faculty from diverse background.
- World Class Library having Self Check out facility and having Guinness Book World Record.
- Dedicated Sports Complex
- All round development through dedicated Learning & Development Department.
- Separate Hostel facility for boys and girls for 2000 students.
- 24X7 security staff on campus with 1000+ cctv cameras.
- Academic affiliate with Royal Society for Engineering U.K. for Newton Bhabha Project.
- 10 lakh square feet buildup area.

MATA GUJRI UNIVERSITY

Purabpalli Road, Kishanganj, Bihar – 855107
Tel : 06456-250444, 1800 345 6189
Email : matagujriuniversity@gmail.com

Mata Gujri University, Kishanganj was sponsored and Established by Mata Gujri Memorial Medical College & L.S.K. Hospital, Trust Kishanganj, Bihar under Bihar Private University act- 20,2013, Dated 09/09/2013 vide Notification No- 463 Dated 20/02/2019. Mata Gujri University is situated in the town of Kishanganj on the North-East part of the State of Bihar. It is on Delhi-Guwahati National Highway No-31, The Town is well connected with all important cities and towns of Bihar and also with neighboring States by rail services.

The town is blessed with pleasant and salubrious climate, most conductive and congenial the atmosphere of study. Kishanganj in only 400 kms from Patna Sahib. 450 Kms from Kolkata and 80 Kms from Bagdogra Airport, near Silliguri (Darjeeling) Mata Gujri University offers world-class infrastructure, high qualified and dedicated faculties and excellent environment for academic and intellectual growth.

The University focuses on comprehensive growth of the student, working on their hearts and minds by addressing to their academic, cultural, physical and social needs in an environment of continuous interaction and growth, conducive for the enrichment of mind and body. The Faculty is fully committed to impact quality education by investing all its skills and knowledge. The university endeavours not only to produce excellent academic results but also to produce excellent and successful professionals.

MATS UNIVERSITY

Aarang – Kharora Highway, Aarang,
Raipur 493 441, Chhattisgar
Tel : (STD 0771) 4078994, 4078995, 4078996, 4078998
Tel : (STD 0771) 4078995, 4078996, Fax : (STD 0771) 4078997
E-mail : info@matsuniversity.ac.in admissions@matsuniversity.ac.in
Website : http://www.matsuniversity.ac.in

MATS University, or in full name Mahaveer Academy of Technology and Science University, is a private university located in Raipur, Chhattisgarh, India.

It was established under Chhattisgarh Act No. 29 of 2006 Chhattisgarh Private Universities (Establishment and Operation) (Amendment) Act, 2006.

To become a world class center in providing globally relevant education. MATS will be the Global University, known for the quality academic programs and outstanding faculty, products and services to students and clients independent of place and time constraint.

MATS University will be a benchmark institution for lifelong partnerships with students, the workforce, and public and private enterprises. Building on its proud tradition, MATS University will extend educational opportunity to those who will make our state (Chhattisgarh), our nation, and global society a better place to live and work.

To foster an intellectual and ethical environment in which the spirit and skills within MATS will thrive so as to impart high quality education, training, research and consultancy services with a global outlook and human values.

To create und develop technocrats, entrepreneurs and business leaders who will strive to improve the quality of human life.

To create truly world class schools of Management Science s. Engineering Sciences, Information Technology, Basin and Applied Sciences, Humanity & Social Science and Life Skills.

MAULANA ABUL KALAM AZAD

UNIVERSITY OF TECHNOLOGY
BF 142, Sector 1, Salt Lake City
Kolkata - 700064, West Bengal
Tel : (033) 2321 0731 / 1327

The Government of West Bengal set up an expert committee on December 31, 1998, under the Chairmanship of Ashesh Prasad Mitra, Eminent Scientist to explore the necessity and scope for establishment of an Engineering / Technology University in the stste of West Bengal. The University came into operation formally with the assumption of the office of the first Vice Chancellor on January 15, 2001 as a sequel to the promulgation of THE WEST BENGAL UNIVERSITY OF TECHNOLOGY ACT, 2001, under West Bengal Act XV of 2000 passed by the West Bengal Legislature.

The University started its academic programme, from July 16, 2001 following a Notification from the Department of Higher Education, Government of West Bengal dated June 15, 2001 through the affiliation of Engineering and Management Institutions / Colleges and has entered the eighth year of its functioning.

The University is included in Section 2F and also in Section 12B of UGC and recipient of UGC Grant. We are equal opportunity, affirmative action institution and do not distinguish on the basis of gender, caste, creed and religion. The University wants to grow nurturing innovative / novel ideas that would touch all segments of the society especially the marginalized ones. We look at technology from a broad social perspective and are organizing postgraduate courses in basic and applied sciences.

The University has introduced new courses in emerging areas to develop, enhance and higher education. We strive for optimum utilization of recourses and believe in unleashing individual initiative for entrepreneurial development without compromising the collective need.

The University is steadfast in its twin objectives:

a) To serve as a Centre of Excellence in teaching and research in technology and management area.

b) To provide framework of industrialization based on knowledge economy.

MAULANA AZAD NATIONAL INSTITUTE OF TECHNOLOGY

Bhopal - 462 003, Madhya Pradesh
Tel : 0755 - 2670327, 416, 417, 2671275 +91 755 4051000, 4052000
Fax : 0755 - 2670562, 2670802, 2671175, 4051011
Email : sayann_1944@yahoo.com, registrar@manit.ac.in, info@manit.ac.in
Website : http://www.manit.ac.in

Maulana Azad National Institute of Technology (MANIT), also known as National Institute of Technology, Bhopal (NIT Bhopal), formerly Maulana Azad College of Technology (MACT), is an Institute of National Importance under the NIT Act situated in Bhopal, Madhya Pradesh, India. It is part of the group of publicly funded institutions in India known as National Institute of Technology.

MANIT was started in 1960 as Maulana Azad College of Technology, named after the first Minister of Education, Maulana Abul Kalam Azad.MACT started functioning in 1960 at Govt S.V. Polytechnic with an intake of 120 students and seven faculty members. It was one of the first eight Regional Engineering Colleges.

It was set up with seven faculty members and an initial intake of 120 students and acted at first from the campus of Swami Vivekanand Polytechnic. Swami Vivekanand Polytechnic's principal, S. R. Beedkar, was the first head of the institute, under the title "planning officer".

The first Principal, J. N. Mougdill, joined in 1962. At the same year the institute shifted to its current campus, which was inaugurated by the then Prime Minister of India, Jawaharlal Nehru.

Vision

“MANIT looks forward to becoming a global centre for technical and professional knowledge”

Mission

“To produce technical professionals abreast with competence, logical mindset , moral and ethical values and inner strength synchronous with the futuristic requirement of global business so as to strengthen the national economy”.

MAULANA AZAD NATIONAL URDU UNIVERSITY

Gachibowli Hyderabad
Telangana – 500032, Andhra Pradesh
Tel : 040-23006601, 23006602, 040-23006121, Fax : 040- 23006603
Email : registrar@mannu.ac.in;vc@manuu.ac.in
Website : http://www.manuu.ac.in

Maulana Azad National Urdu University is a Central University located in the city of Hyderabad in the Indian state of Telangana. It was named after Maulana Abul Kalam Azad, India's first Minister of Education, a freedom fighter in India's struggle for independence, and a scholar of Islam and Urdu literature. The University was established by an Act of the Parliament in January 1998, with an All India jurisdiction. The mandate of the university is to promote Urdu language, provide higher and vocational education through Urdu medium and focus on woman's education. The University has recently been awarded "A" Grade by National Assessment & Accreditation Council(NAAC).

The University has a Directorate of Distance Education where around 15,000 students are on roll in various courses (M.A, B.ed, B.A., B.Sc. and B.Com, different diplomas and certificate courses) all over India and abroad. The University has established an examination centre at Jeddah (K.S.A) & few more are in pipeline at Qatar, U.K. and U.S.A. The University has a Urdu learning and research institution, Centre for Urdu Language, Literature & Culture at the Hyderabad campus.

The University's campus education as on today boasts of six Schools of Studies: namely , 1) School of Languages, Linguistics & Indology, 2) School of Commerce & Business Management, 3) School of Education & Training 4) School of Journalism & Mass Communication 5) School of Arts & Social Sciences and 6) School of Sciences. These six Schools run 13 Departments, which in addition to offering masters programmes, provide research programmes at M. Phil. and Ph D level. These Schools have already churned out a considerable number of M. Phil. Scholars. The focus of all these Schools is to search new areas of knowledge and to advance knowledge through research and application.

The University has established three Industrial Training Institutes (ITIs) and three Polytechnic Colleges in Hyderabad Bangalore and Dharbanga respectively. For all the disciplines on offer in ITI and Polytechnic, Urdu is the medium of instruction, which fulfils one of the objectives of the University of imparting technical subjects in Urdu. Additionally, the University established three Teacher Training Colleges at Srinagar, Darbhanga and Bhopal respectively, where personal and intellectual growth of teachers is realized through varied teacher training programmes. True to its mission of widening the wings of Urdu and instilling a passion for Urdu among the new generation, the University has also established model schools that provide quality school education.

MAULANA AZAD UNIVERSITY

Kamla Nehru Nagar, Jodhpur – 342008, Rajasthan
Tel. : 9414127387, 0291-276068, Fax : 0291-2760863
Email : mammahilattcollege@gmail.com mamttcollege@gmail.com
Website : mamttc.org

Maulana Azad University, Jodhpur has been established under the provisions of Maulana Azad University Act 2013 of the Government of Rajasthan. The history of this university can be traced from the institution, Maulana Azad Muslim Teachers Training College, Jodhpur was established in the year 2006 by Marwar Muslim Educational and Welfare Society, Jodhpur with a well defined motive of serving the society by making their humble contribution to education especially through Teacher Education. The institution, situated in hert of Jodhpur city at Kamla Nehru Nagar, Jodhpur offers B.Ed. course in Teacher Education. It is approved by Natiional Council for Teacher Education (NCTE) and affiliated to Jai Narain Vyas University, Jodhpur. Co-Education College in nature at present it has intake capacity of 200 seats in B.Ed course. This institute is a recognized minority institution.

The institution follows all the norms and decisions as per the regulatory bodies-NCTE, SCERT, Government of Rajasthan, Co-ordinator PTET and Jai Narain Vyas University, Jodhpur, for the required physical infrastructure, recruitment of the faculty, admission procedure, fees structure and curriculum to enact.

The building of the institution is a lively example of good architecture. The campus of the institution is beautified with lush green lawns, flower beds and pleasing plantation. It is spread over the land of 5 acres with 2565 sq.meters of built up constructed area located in the overall campus. The institution has an excellent infrastructure including spacious classrooms, stacked library, multipurpose hall, modern well equipped laboratories, conference room, auditorium and comfortable staff room, common room for girls, indoor and outdoor games facility canteen, drinking water, health center, uninterrupted power supply, internet, fax, photocopier, phone etc. The institution practices of the best in teaching learning in collaboration with practice teaching schools, academic members, educationists, education department, alumni,m and parents of students teachers and person of local administrative bodies. These are involved in positive social interaction through various prominent institutional curricular, co-curricular and extension activities.

Thus the institution stands out as a unique college of teacher eduation for its District emphasis on imparting the sound theoretical knowledge of curriculum subjects, teaching and training methods, including practical exposure to actual teaching with a humanistic touch to groom the student teacher to become both effective teacher and fine persons. Finally, the student teachers should be capable of carving out and drawing out the best in humans whop would contribute in shaping the future of the State and Building the Global Village.

MAULANA MAZHARUL HAQUE ARABIC AND PERSIAN UNIVERSITY

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Tel : 91-612-6456010-11, 2505040, 0612-2215750
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Email : mmhapupatna@yahoo.in
Website : mmhapupatna@yahoo.in, vc-mmhu-bih@nic.in registrar-mmhu-bih@nic.in

Maulana Mazharul Haque Arabic and Persian University, Patna, was established by the Government of Bihar under the provisions of Bihar State Universities Act (1976) as amended up to date. Under section 3(L) of the aforesaid Act, Maulana Mazharul Haque Arabic and Persian University has been established with the headquarters at Patna and with the jurisdiction over the whole of the State of Bihar. The same has duly been notified by the Department of Human Resource Development, Government vide notification no. 2/p/5-11-2005-1998 dated 22 November 2006. Apart from special task of development of higher standards in Arabic and Persian, the University is also charged with the duty to develop other branches of knowledge through sharing and collaboration for the dissemination of knowledge in the interest of the students and society. The Department of Human Resources Development, Govt. of Bihar had notified its functions vide memo no. HE 1551 dated 24-07-2008 starting that "to confer or grant degree, diploma, certificate and other academic distinctions in Arabic or Persian or in such other branches of learning, including vocational, professional and education, as the University may consider fit".The University is presently located at 34 Ali Imam Path, Harding Road, Patna-800001.

Maulana Mazharul Haque Arabic and Persian University had introduced 5 diploma and 4 degree level courses from the session 2008-09. The admission ordinance and regulations for these courses have been approved by the Hon'ble Chancellor vide Governor's secretariat letter no. MMHU-15/12/2005-1482/GS(1) Dated 28 April 2008. These courses has introduced in 2008-09 on self financing basis to provide students with purposeful academic programme and multiple career options.

Although the University was established in 1998 yet it had remained non functional till January 2008. The new University administration under the Ex Vice-Chancellor Prof. Qamar Ahsan has made the University fully functional in a purposeful manner within a short span of 6 months. The University started its First Academic Session from July 2008 by admitting students to nine job oriented vocational courses through the Knowledge Resource Centre Network (KRCN) established in the different Districts of Bihar. Besides vocational courses the University has been empowered to conduct Alim (Graduation) and Fazil (Post-Graduation) examinations earlier conducted by Bihar State Madarsa Education Board, vide MHRD, Bihar memo no. 15/M 1–202/93–2279 dated 24-11-2008. "The University proposes to develop a Centre of Excellence in Oriental Studies in the course of time apart from conducting mainstream courses.

MAYA DEVI UNIVERSITY

NH-72, Near Hotel The Competent Palace Chakrata Road
Selaqui, Dehradun (Uttarakhand) -248011
Email:- info@maya.edu.in
Website: https://mdu.maya.edu.in
Phone:- Call us 0135 – 2698602

With 14 years of legacy, established in the year 2010, Maya Group of Colleges is now Maya Devi University under the Uttarakhand Private University (Amendment) Act 2024, (Act No. – 05, 2024). Maya Devi University, with its world class infrastructure, social values, high standards of learning & research and strong corporate & industry interface is a right launch pad for aspiring technocrats, entrepreneurs & would be managers. We believe in creating a conducive & flexible environment to allow students to grow & develop at their own space. We are committed to promote Professional Education in Engineering, Agriculture, Management, Applied Sciences, Pharmacy, Hotel Management, Tourism, Disaster Management, Holistic Studies, Commerce, Animation and Computer Application etc.

Maya Devi University is located in Selaqui, a developing industrial town on NH-72, Dehradun. It is surrounded by Himalayan Mountain Range in the west Chakrata, Mussoorie & Dhanaulti in the North, Shivalik in the South & the eastern part is bordered by the Ganges. The facilities at MAYA have been distributed over well planned and well constructed Schools.

As MDU transforms into Maya Devi University, it brings with it a proud legacy of close to two decades. It will be built around its core values based on academic excellence, diversity and mutual respect, shared governance, social conscience, environmental responsibility, and more. Being an autonomous university also opens an array of opportunities. As Maya Devi University it finds itself on a stronger global platform that will expand its international reach. In fact, it will be better placed to forge collaborations and stronger bonds with National and International universities of repute. It will result in student and faculty exchange programs that enhance the learning experience. Students of Maya Devi University can also expect a more robust curriculum with the latest technological And managerial inputs, as it is now able to streamline and synchronize academic activities across all courses. As an autonomous university, it can exercise more flexibility in setting higher standards for admission and performance evaluation. Maya Devi University is an auspicious new beginning; not just for students but for the entire state too.

MAA SHAKUMBHARI UNIVERSITY

Punwarka, Saharanpur, Uttar Pradesh 247120
Phone: +91-6398149770
Email: registrar@msuniversity.ac.in
Website : https://msuniversity.ac.in

The newly established Maa Shakumbhari University is still in its incipient stage but it aspires to emergesoon as an enormous centre of higher education. It is speedily heading towards ushering in the dawn of knowledge and new awakening in the adjoining areas of Saharanpur. It is expeditiously striding forward to its over-all development. The recently started University is leaving no stone unturned in developing as a fountain of comprehensive learning keeping in mind the needs of the students of this rapidly developing nation vis-a-vis the process of globalization.

The university was initially named Saharanpur State University but later it was renamed as Maa Shakumbhari University by the Government. The U.P. State Universities Amendment Bill 2021 that provides for renaming the University was passed in the State assembly on August 3 2021.Honourable Deputy Chief Minister,Sri Dinesh Sharma issued a statement saying that, "The ancient temple of Goddess Shakumbhari Devi situated in Saharanpur district, is one of the most famous 'Shakti Peeths' of India. The General Public has an unwavering reverence for MaaShakumbhari Devi. Dedicating the Saharanpur State University, established by the state government to MaaShakumbhari Devi, it was decided to name the said university after Her name in accordance with the sentiments of the general public".

Maa Shakumbhari University is a State University, situated at the village Punwarka of district Saharanpur in the Indian state of Uttar Pradesh. It is established by Uttar Pradesh State Universities Act, 2019. The university was inaugurated on December 2, 2021 by Honorable Home Minister Sri Amit Shah and Honorable Chief Minister of Uttar Pradesh Sri Yogi Adityanathji in gracious presence of the Honorable Deputy Chief Minister Sri Dinesh Sharma and honorable Union Education Minister Sri Dharmendra Pradhan. The foundation stone of the proposed majestic building of the University was also laid down. The University campus and residential campus is being built on 50 acres of land. At present the University is housing in the Government College, Punwarka.

The University is going to be advantageous to all the affiliated colleges which includes 11 aided Colleges, 8 Government Colleges and 193 Self Financed Colleges. The territorial jurisdiction of the University is Saharanpur Mandal comprising of three districts viz., Saharanpur, Muzaffarnagar and Shamli. An estimated1.50 lakh students will be benefitted by this university. Previously, these colleges were affiliated to Chaudhary Charan Singh University, Meerut. It was very tedious and bothersome for the staff as well as for students to go all the way to Meerut to get their problems resolved. The university is an asset to the society as well. The area around the University will gradually develop, yielding employment to the local inhabitants. The university itself will turn into an education hub as well as it will provide employment to many deserving persons who are in a dire need of jobs.

M.B.M. UNIVERSITY

Ratanada, Jodhpur – 342011
Rajasthan

MBM University has been established by the Government of Rajasthan by upgrading the erstwhile M.B.M. Engineering College, Jodhpur. M.B.M. Engineering College, established on 15th of August, 1951, was one of the oldest technical institutions in the country which became a constituent Faculty of Engineering and Architecture under the administration of Jai Narain Vyas University, Jodhpur in the year 1962. Later, looking to the need for multi-faceted development of the institution, Government of Rajasthan upgraded the institute to a State Level University through a Legislative Act in September, 2021.

The university boasts of its high standards of education, prestigious legacy and a flourishing environment that caters for the overall development of its students, faculties and staff members. Located on a 98-acre academic campus and situated within the 5 Km radius of all major landmarks of the Jodhpur City, the university is applauded for its vast campus and geographical advantage. Further, staff quarters and college hostels (accommodating 800+ students every year) offers a residential advantage in close vicinity to the university.

The university is proud of its high academic and technical standards since its inception. With a vision to cater to the growing needs of the society and industry, the institute has always been a pioneer in incorporating latest domains of engineering education and research. Currently, the institute offers 14 undergraduate, 25 postgraduate and 10 doctoral research programmes to the aspiring students. Several factors including good infrastructure, cutting-edge curriculum, reputed faculties, low educational costs and nourishing environment makes MBM, a first choice for students within Rajasthan as well as from other states across the country. The university is proud of its huge alumni base who have always excelled in their career and are contributing through top positions within industry, governmental bodies and academia. Many of them are also working as professors in IITs, IIMs and other prestigious technical institutions. The institute strives to maintain a culture and environment that enables our students to become responsible, ethical and true professionals.

Vision

“To be a leading educational institute that provides quality technical education and conducts research to produce knowledge-rich professionals for meeting the dynamic needs of the industry and society”.

Mission

“To impart quality technical education to the students to make them globally competent engineers, contributing to the development of the nation and world at large”.

MEDHAVI SKILLS UNIVERSITY

Topakhani, Lower Chisopani
PO: Singtam Bazar, PS: Singtam
District: East Sikkim, Sikkim – 737134
Phone : +91 9874875876
Email : contact@msu.edu.in
Website : www.msu.edu.in

Medhavi Skills University (Sikkim) has been established with the passage of the Medhavi Skills University, Sikkim Act 2021 in the Sikkim State Legislative Assembly on 24th June 2021. MSU aspires to establish a pioneering university model where corporates/ industries shall be the stakeholders and influencers in course curriculum design, program delivery, practical skills training, as well as, for providing on-the-job apprenticeship, with the following mission and vision.

Vision

- To establish an outcome-driven, and inclusive ecosystem for skill-integrated higher education

Mission

- To promote in-demand Skill integrated Higher education linked to assured employability and holistic growth
- To nurture learners with appropriate attitudes and ethics for sustainable progress in career and life
- To promote work-integrated (skill-based) higher education through industry immersive apprenticeships / on-job learning
- To facilitate the industry with Go-To-Market workforce solutions through short term and long term Skill accelerator programmes

21st Century Industry and Workspace is changing in a faster and unexpected way. Disruptive Technologies have dramatically transformed the way the work used to work. Especially, the last decade has been highly impactful in accelerating this transformation due to the evolution of technologies like High-Speed Internet, Mobile (4G, 5G), IoT, Cloud Technology, Big Data, etc. The inquisitiveness of the human mind and the path-breaking innovations have started to redefine the Workspace and the Social behavior e.g.; Chatbots handling the customer service seamlessly, Robots synchronously participating in large scale Manufacturing, Ecommerce dominating the retail space, etc.

To deliver to the demand for industrial mobility, the future workforce in the higher education eco-system needs to be groomed differently. Medhavi Skills University (Sikkim) is committed to catering to the need of the hour to prepare the youth to tackle the agility and volatility of the future workspace. To this mission, co-working with leading Industry Partners within and outside of India to design and implement demand-driven programmes embedding On Job Training / Learning in the Industry is our priority. We envision each Medhavian to be the leading face of tomorrow's workspace.

MEDI-CAPS UNIVERSITY

A.B. Road, Pigdamber, Rau
Indore - 453331
Phone No.: 0731-4259500, 2856294
Fax: 0731-4259501
e-mail: info@medicaps.ac.in

Medi-Caps has been a brand name in the arena of technical education. Since its inception in July 2000, Medi-Caps has consistently aimed at creating an ideal ambiance for budding technocrats and managers; and helping them to grow like true professionals. With its highly qualified faculty there seems an optimal blend of academic brilliance and industry exposure, supplemented by highly specialized visiting faculty and industry experts, senior professionals from various segments of different industries and business houses. It was time now to spread wings and move out for more exposure and widening of the periphery. Hence the foundation of Medi-Caps University has been laid down. With a strong foundation of the Group since 15 years, Medi-Caps University wishes to maintain the same objective of imparting quality education and producing sound professionals for the benefit of the society at large.

Medi-Caps is a pioneer institute in central India for management and engineering education since July 2000. Within a short span of 15 years the Institute has attained a strong footing amongst all the technical and management colleges of Madhya Pradesh. It is situated on a beautiful hillock with sprawling lawns and beautiful and hygienic ambiance. Medi-Caps holds its strength in quality education and discipline, which makes it extremely sought for.

The Institute holds its flag high with ME/M.Tech. Courses in 5 branches i.e. Information Technology, Computer Science Engg, Electronics and Communication and Mechanical Engineering and BE courses in 8 branches - Computer Science, Information Technology, Mechanical Engineering, Electronics and Communication Engg, Electronics and Instrumenation Engg and Electrical and Electronics Engg, Automobile Engineering, and Civil Engineering. Medi-Caps has received 1st rank amongst the Private colleges in Madhya Pradesh and 47th in India in the year 2015 by the Times of India. Various disciplines of engineering are supported with eminent faculty members and enormous resources in the form of book, journals, magazines and laboratory.

Besides engineering courses, the Management and Computer Application courses of Medi-Caps are also as much in demand. The management courses run in four specializations viz- a- viz Core, Foreign Trade, Finance, Marketing and Human Resource Management.

MEENAKSHI ACADEMY OF HIGHER EDUCATION AND RESEARCH

No. 12, Vembuli Amman Koil Street ,
West K.K. Nagar, Chennai - 600 078, Tamilnadu
Phone No. (044) 23643955, 23643956
Fax No. (044) 23643958, (044) 2364 2006
Email : info@maher.ac.in
Website :www.maheruniversity.org

The Government of India in Ministry of Human Resource Development, Department of Secondary and Higher Education.New Delhi, on the advise of the University Grants Commission, conferred Deemed to be University status to "Meenakshi Academy of Higher Education and Research (MAHER)" as per Section 3 of the UGC Act 1956 Vide Govt. Notification No.F.9-5/2002-U.3, dated.31.03.2004. At the time of conferment of Deemed University status, BDS and MDS Courses were conducted at Meenakshi Ammal Dental College, Maduravoyal, Chennai - 600 095. Meenakshi Medical College and Research Institute, Enathur, Kanchipuram and Meenakshi College of Nursing, Mangadu, Chennai were included subsequently in Govt. of India's letter No.F.9-11/2004-U.3, dated.26.07.2004, and F.9-22/2004-U.3, dated.02.06.2005, under the ambit of MAHER-Deemed University). The Meenakshi Academy of Higher Education and Research has been declared as Deemed to be university by the Government of India by notification dated 31.3.2004, in consultation with University Grants commission under Sec (3) of the UGC Act 1956. Under the ambit of the above deemed to be university the following institutions are fuctioning.

It is a matter of common knowledge that there is great demand for Engineering Education. No doubt, there are many Institutes in Engineering & Technology in the country but still there are miles to go in spreading education in Engineeing & Technology, among all the section of people in this vast country. Inspite of the fact that we are marching towards progress in the development of industries, it is a hard fact that we are not able to completely fulfill the demands of the industry for supply of quality engineers. With the object of throwing open Engineering education to all communities in the country without any discrimination regarding region,religion, language, caste etc, it has been felt that a Department of Faculty of Engineering & Technology should be opend by Meenakshi Academy of Higher Education and Research, in the best interests of the student community at large. With these objects in view, the Faculty of Engineering and Technology has been started from the academic year 2008-2009. It is a matter of common knowledge that there is great demand for Engineering Education. No doubt, there are many Institutes in Engineering & Technology in the country but still there are miles to go in spreading education in Engineeing & Technology, among all the section of people in this vast country. Inspite of the fact that we are marching towards progress in the development of industries, it is a hard fact that we are not able to completely fulfill the demands of the industry for supply of quality engineers.

MEWAR UNIVERSITY

NH-79, Gangrar, Chittorgarh,
Rajasthan-312901
Tel : 01471-220881/2/3/4, 291148/58, 09351245280
Fax : 01471-220886
Email : registrar@mewaruniversity.org,
admission@mewaruniversity.org
Website : http://www.mewaruniversity.org

Mewar University is an autonomous body set up by the Government of Rajasthan through Act. No. 4 of 2009, passed by the Rajasthan Assembly (Govt. of Rajasthan). The University is further approved by the UGC under section 2 (f) of the UGC Act 1956, with the right to confer degree under section 22(1) of the UGC Act vide letter No.F.9-15/2009 (CPP-I) dated 30th March 2009. Mewar University is promoted by the Mewar Education Society (MES). It is controlled by a Board of Management, constituted by the MES, which is headed by Chairperson Shri Ashok Kumar Gadiya, a great visionary, educationist, and nationalist, who translated his ideas and dreams of promoting higher education into reality by setting up institutes of learning in various subjects. In no time, he has carved out a niche for himself as an educationist, who believes in inculcation of values through education in the young generation. The group, under the able leadership of Ashok Kumar Gadiya and the active support and association of renowned academicians, experienced professionals and technocrats, has established a chain of Institutes of higher education and learning:

Mewar Institute of Management, Vasundhara, Ghaziabad (U.P.) [Approved by the UGC and affiliated to C.C.S. University, Meerut, conducting courses for B.B.A., M.B.A., B.C.A., M.C.S., M.I.S., B.Ed, B.Lib and M.Sc. (Biotech)].

Mewar Law Institute, Vasundhara, Ghaziabad (U.P.) [Approved by the UGC, Bar Council of India and affiliated to C.C.S. University, Meerut, conducting courses for L.L.B. (3Yrs) & L.L.B. (5Yrs)].

MewarGirls Business School, Vasundhara, Ghaziabad (U.P.) [Approved by the AICTE and affiliated to UP Tech University, Lucknow, conducting M.B.A. courses for Girls]

MewarGirls College, Chittorgarh [Approved by Government of Rajasthan and affiliated to Mohan Lal Sukhadia University, Udaipur, conducting courses for M.I.B., B.Sc (Biotech.), B.B.M., B.C.A. & P.G.D.C.A.].

Mewar Girls Ayurved Nursing Centre, Chittorgarh [Approved by Government of Rajasthan and affiliated to Rajasthan Ayurved University, Jodhpur, conducting courses for Ayurved Nursing].

Mewar Girls Industrial Training Centre, Chittorgarh [Approved by Government of India (NCVT) and Board of Technical Education, Jodhpur, (SCVT), conducting courses for Computer Operator and Programming Assistant, Interior Decoration, Fashion Designing, Dress Making, English Language Proficiency and Personality Development]

Mewar Girls College of Teachers Training, Chittorgarh [Approved by Government of India (NCTE) and affiliated to Mohan Lal Sukhadia University, Udaipur, conducting courses for B.Ed., N.T.T, S.T.C].

M K UNIVERSITY

Hanumanpura, Vadali
Gujarat - 383235
Email: registrar@mkuniversity.edu.in
Website: https://mkuniversity.edu.in
Phone: 7228019878, 7228019879

M K University (MKU) is a seat of global learning that offers rich opportunities for innovative teaching-learning, creativity and research across disciplines. It aims to bring about transformation of society through value based education, man-making and nation-building by blending the dual identities of a technology and research-based university with a Liberal Arts institution. MKU is recognized by the University Grants Commission (UGC). Established by the Shree Vitthalprabhu Education & Charitable Trust the state of Gujarat [under the Gujarat Private Universities Act, MKU provides students not only 'education for living and livelihood' but also 'education for life' and empowers learners with a fundamental foundation in leadership and professional skills to face the challenges of the new liberalized global economy. Situated amidst a sprawling, picturesque campus with state-of-the-art infrastructure in the Patan district of Gujarat, MKU offers a wide range of innovative graduate, postgraduate and doctoral programmes across a plethora of disciplines that are based on the best education practices of some of the leading universities of the world. These are greatly facilitated by the strong industry-academia linkages, already established by the existing of higher learning in all disciplines being offered by the University.

Our University Vision

The vision of MK University is to be a world class institution by producing professionals with high technical knowledge, professional skills and ethical values, and remain as a preferred partner to the industry and community for their economic and social development through excellence in teaching, research and consultancy. MK University shall be recognized as a point of reference, a catalyst, a facilitator, a trend setter and a leader in technical education.

Our University Mission

MK University shall contribute to the educational, economic and social development by

- Producing students who are intellectually and technically equipped with well-defined knowledge, skills and ethics who are creative thinkers, inspiring leaders and contributing citizens
- Introducing high quality academic and research programmes and providing extension services in cutting edge technologies
- Ensuring a supportive campus climate with dynamic leadership and development opportunities to meet the needs of the students, faculty and staff
- Enhancing academic productivity through induction of quality faculty, accelerated graduation, credit banking, augmented continuing education opportunities and adoption of current technology
- Sharing the intellectual resources and the infrastructural facilities among the academia from other institutions and among the industrial society, funding agencies and government
- Enhancing the collaborative partnership between Industry and Institute for commercializing and transferring the latest technological know-how towards societal development
- Setting up a Global University Network Campus that embodies the ideals of an open, democratic and global society catering to the needs of the global community and satisfying cultural, ethnic and racial diversity
- Expanding global participation spread across continents with the aid of interactive satellite-based education and the usage of digital library
- Enriching the national and international character of the University
- Ensuring efficient administrative coordination and effective decision making through necessary reforms and by strategically allocating resources
- Benchmarking against technologically sound global leaders with a view towards continuous improvement

MGM INSTITUTE OF HEALTH SCIENCES

Sector -18, Kamothe, Navi Mumbai - 410 209
Tel : 022-27432471/27432994
Fax No. : 022-27431094
Email : mgmuniversity@mgmuhs.com mgmuniversity@yahoo.co.in
Email : vc@mgmuhs.com registrar@mgmuhs.com
Website: www.mgmuhs.com

The Mahatma Gandhi Mission Trust is the parent body of MGMIHS which was established in 1982 by Hon. Shri Kamalkishore Kadam with a futuristic vision to provide qualitative education by applying innovative and dynamic pedagogical techniques. Since inception, the Trust has focused on providing Health Care Services, School Education and Higher Education with dedication and commitment. The MGM Trust was established in Nanded, Maharashtra and in the course of time it extended its services to Aurangabad, Navi Mumbai and Parbhani in Maharashtra and Noida [New Delhi] in Uttar Pradesh. A chain of Schools, Engineering, Architecture, Medical, Nursing, Management, Computer Science & IT, Bioinformatics and Biotechnology, Fine Arts and Journalism stand testimony to the endeavours of the Trust. All these Institutions are run under the able guidance of Shri Kamalkishore Kadam, M.Tech. (IIT-Mumbai), Chairman of the Trust and Ex-Minister of Education, Maharashtra and the trustees Shri Ankushrao N. Kadam (B.E.), Dr. P.M. Jadhav (FRCS, U.K.), Dr. S.N. Kadam (FRCP, Edin.), Dr. Nitin N. Kadam (MD, DCH) and Shri U.N. Kadam (B.E). The Institutions under MGM Trust have achieved a mark of excellence in their respective areas over the years. The MGM Deemed University has been notified as a Deemed to be University i.e. “MGM Institute of Health Sciences” vide Notification No. F.9-21/2005-U.3 (A) dated 30.08.2006 issued by the Government of India, Ministry of Human Resource Development, Department of Higher Education, New Delhi. Two of its Medical Colleges at Aurangabad and Navi Mumbai were accorded the status of Deemed to be University and Mahatma Gandhi Mission Institute of Health Sciences (MGMIHS) started officially functioning in 2006.

Vision

By the year 2020, MGM Institute of Health Sciences aims to be a top-ranking Centre of Excellence in Medical Education and Research. Students graduating from the Institute will have all the required skills to deliver quality health care to all sections of the society with compassion and benevolence, without prejudice or discrimination, at affordable cost. As a Research Centre, it shall focus on finding better, safer and affordable ways of diagnosing, treating and preventing disease. In doing so, it will maintain highest ethical standards.

Mission

To improve the quality of life, both at individual and community levels by imparting quality medical education to tomorrow’s doctors and medical scientists and by advancing knowledge in all fields of Health Sciences through meaningful and ethical research.

MGM UNIVERSITY

MGM Campus, N-6, CIDCO
Aurangabad-431003, Maharashtra, India
Tel : 9067612000, 0240-2481437
Email: registrar@mgmu.ac.in

"In a gentle way, you can shake the world." With this philosophy and ideology of Mahatma Gandhi, MGM established an educational trust in 1982 under the guidance of former Education Minister Shri Kamalkishore Kadam and a group of founder members who are hard-core academicians and visionaries. The Trust established its pioneering institute in the historical city of Aurangabad, home to the heritage sites of Ajanta & Ellora but lacking in premiere educational institutes. For more than four decades, Mahatma Gandhi Mission has blazed a trail of academic excellence and state-of-the-art health care services. A strong dynamic institution that keeps pace with the demands of the modern world, prominent locations and excellent education facilities makes MGM worthwhile and an exciting choice for education. This institution is devoted to extensively impart education and enable the students to stand on their own, strongly believing that "Literary education is of no value if it is not able to build up a sound character."

With the vision for imparting quality education MGM initiated a chain of institutes with a spectrum ranging from primary schools to post graduate degrees. MGM has been instrumental in promoting Classical Dance & Music, Art, Culture, Heritage and creativity for art seekers. The Trust has also paid heed to the aspect of physical fitness by converting a vast expanse of land into an ultra-modern facility catering to a multitude of sports. MGM's lush green and serene campus is conducive to create a peaceful learning atmosphere.

It has acquired the reputation of being one of the premiere educational & health services charitable trust in India. In all, during this journey Mahatma Gandhi Mission has established its mark over 6 campuses having over 70 colleges, Institutions and Centers of Engineering, Architecture, Medical, Nursing, Management, Computer Science, IT, Biotechnology, Science, Commerce, Fine Arts, Ceramic and Pottery, Performing Arts, Fashion Design, Mass Communication & Journalism, Film Arts and Photography. It has established many incubation centers for students, MGM Khadi is one of the best production and research centre for khadi and Paithani saree.

The MGM Trust continues its journey of imparting value based services and creating global technocrats with its self – financed private "MGM University" launched at Aurangabad, Maharashtra with the approval of Government of Maharashtra and passing of MGM University Act 2019 by Maharashtra Legislative Assembly and Legislative Council.

MIT ART, DESIGN AND TECHNOLOGY UNIVERSITY

Raj Baugh Campus, Loni Kalbhor, Solapur Highway
Loni Kalbhor Railway Station, Pune-412201, Maharashtra
Tel. : 020- 26912901 / 02 / 03
Email : enquiry@mituniversity.edu.in

MIT Art, Design and Technology University Act, 2015 No. SFU.2014/ (18/14)/UNI-4 – In Exercise of the powers conferred by sub-section (2) of Section 1 of the MIT Art, Design and Technology University Act, 2015 (Mah. XXXIX of 2015). Raj Baugh Loni Kalbhor, Pune, India and is in to Existence from 13th of Oct. 2015 on which date said act shall come in to Force.

Art and Design provides opportunities to develop aesthetic understanding, creativity and visual awareness, knowledge and appreciation. It encourages candidates to use a range of media and technology to understand, appreciate and respond to their world. The Course promotes creative thinking, encourages independent thought, initiative, innovation, problem solving and the development of personal opinions. Professional and Residential courses in Dance. Music and Theatre with GURUKUL pattern are offered to the students under one umbrella on the University campus. It also tries to strike the balance between rich cultural heritage of India and awareness of contemporary sensibilities of the young creative minds. The main objective is to provide professional training in the performing arts by keeping the creative atmosphere around the building performing artists due respect and understanding to the Indian performing arts traditions. In order to create one's own idiom in artistic performing arts one has to respect the cultural tradition and understand the socio-cultural history of the nation. Film and Media Studies, an interdisciplinary academic in this University, dedicated to exploring the relations between media, power, and social justice by integrating film and media theory and history with creative practice.

Our distinguished Film and Media Studies department its focus on the relations between media and social justice. Our faculty understands the study of media to be inextricably linked to questions of power, rights, human development, and self-determination. Our students investigate these questions historically and theoretically and through their own creative and collaborative work. After a rigorous introduction to film practice initiated and extended through two years of selected course work and theory, student designs and produces a Capstone project under the guidance of an FMST faculty mentor. Another thought-provoking field in this University is Marine Engineering, which gives an exhilarating and challenging career, which deals with manufacturing, designing and operation of ship machinery and engines. It is one of the disciplines of engineering which deals with science and nautical architecture. The marine engineers are engaged in supervising the engine crew involved in operating the machines.

MIT UNIVERSITY, MEGHALAYA

Nongshilliang, Pohktieh, Near Sunny Dale,
Nongthymma, Shillong - 793014, Meghalaya
Tel : 082569 01263

MIT University, Meghalaya (formerly known as University of Technology and Management, Shillong) is a private university established in 2011, in accordance with Section 3 of the UGC Act. The University is located in Shillong, the State capital of Meghalaya, within the union of India. It is the first Indian university to introduce cloud computing engineering as a field of study, in collaboration with IBM.

MIT University, Meghalaya is part of the MIT Group of Institutions.

It offers specialized programs in travel, tourism, finance, retail, engineering, and technology sectors. The academic courses at MIT University, Shillong include BBA in Digital Marketing, Hospitality Travel and Tourism, Finance, Marketing and Retail and BTech in cloud computing and Oil and Gas Informatics.

The MIT University Meghalaya courses are offered at various levels Undergraduate Degree (i.e BBA, BCA, B.Sc in Nursing, etc.), Postgraduate Degree (i.e MCA, M.Sc. in Nursing, etc.), Law Degree (i.e. BA-LLB, LLB, etc.), Pharmacy Degree (i.e. B.Pharm, M.Pharma) and Doctoral levels and many more. You can also find a brief overview of the different courses offered by the university across various disciplines with their specializations on the Course page.

Facilities and Infrastructure

Its academicians and infrastructure are world-class. The university has earned a reputation as one of the best colleges in Northeast India. For students, the university's prestigious location is an attractive draw.

The university offers high-quality professional education and equips its students with employability skills. Graduates of this university can find gainful employment in various sectors. Its graduate programs include extensive industry exposure and state-of-the-art facilities. These factors have helped MIT to become one of the top private universities in the country. MIT University Shillong is located in a strategic location and provides a world-class learning environment for its students.

Candidates will be selected based on the Joint Entrance Exam Main (JEE Main), MIT University Scholastic Test, Shortlisted candidates will be called for a Personal Interview.

MIT VISHWAPRAYAG UNIVERSITY

Solapur-Pune highway, Kegaon Solapur,
Maharashtra-413255
Email: info@mitvpu.ac.in, admissions@mitvpu.ac.in
Website: https://www.mitvpu.ac.in
Phone: +91 8496849849

MIT Vishwaprayag University, located in Solapur, India, represents a new era in education as a Greenfield University built upon the esteemed legacy of MAEER's MIT Group, Pune, spanning four decades. Our primary focus is on creating a vibrant and engaging learning environment that fosters joy, practical experiences, and purposeful education. At MIT Vishwaprayag University, popularly known as MIT VPU, we prioritize active learning methodologies such as project-based learning, problem-based learning, and service-based pedagogy. All the programs are thoughtfully designed to equip students with skills and knowledge that are highly relevant to the current business landscape. Central to our approach is a strong emphasis on formative assessment, ensuring continuous growth and learning for our students throughout their educational journey.

But what truly sets MIT Vishwaprayag University apart is its commitment to co-creating a collaborative learning environment with the industry experts, experienced educators, and esteemed academicians. This synergy not only enriches the educational process but also ensures that students graduate with a thorough understanding of the practical aspects of their chosen fields. The education at MIT Vishwaprayag University extends far beyond the classroom. Beyond academics, MIT Vishwaprayag University is a nurturing environment where students are mentored, guided, and empowered to excel in their careers as well as the real world. It's a hub of learning and growing, where students are not just passive bystanders but active participants in their own academic journey.

Vision

To establish a research-based, multidisciplinary, holistic, collaborative learning ecosystem that will create a positive impact on the society.

Mission

- To foster a research-driven culture
- To cultivate a global perspective
- To create economic value
- To emphasize socially-impactful initiatives
- To enrich the teaching-learning pedagogy
- To promote values of sustainability and responsibility

MIND POWER UNIVERSITY

Bohra Kunn, Bhimtal, Nainital, Uttarakhand - 263136
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Website: https://mindpoweruniversity.ac.in/
Phone: +91 8882822265, 8077010289, 9258957486, 9718467419, 7505338044, 9258956059

In 2002, Mind Power University was born when the Delhi government officially registered it under the Society Registration Act on August 19. For 22 years, it has been a beacon of education, offering learning opportunities across all fields. Under its wing, Mind Power International School and Agra College of Management and Technology have flourished, nurturing countless minds. Together, they form the Mind Power Education Society, dedicated to shaping bright futures through the power of knowledge.

For two decades, Mind Power Education Society has been at the forefront of transforming lives through quality education. What began as a humble coaching center under the visionary leadership of Chancellor Mr. Yogesh Yadav Ji has blossomed into a renowned educational empire, encompassing Mind Power International School, ACMT Group of Colleges, and now the esteemed Mind Power University. As we mark this significant milestone, we reflect on our journey of relentless dedication to academic excellence and the pursuit of empowering generations through education.

The culmination of our relentless pursuit of excellence, Mind Power University, marks a significant milestone in our journey. With the inauguration of our first-phase university, we reaffirm our commitment to providing world-class higher education opportunities to aspiring scholars. Rooted in innovation, research, and global perspectives, our university aims to foster a culture of intellectual curiosity and academic excellence. Through interdisciplinary collaboration and partnerships with renowned institutions, we strive to create a dynamic learning ecosystem conducive to transformative learning experiences.

Vision for the Future:

As we celebrate two decades of educational excellence, we remain steadfast in our resolve to shape the future of education. Guided by the visionary leadership of Mr. Yogesh Yadav Ji, we envision a future where every individual has access to quality education that empowers them to realize their full potential. With a focus on innovation, inclusivity, and sustainability, we are poised to continue our legacy of academic excellence and contribute meaningfully to society's progress. Two decades of unwavering dedication, relentless pursuit of excellence, and transformative impact—this encapsulates the remarkable journey of Mind Power Education Society. As we commemorate this milestone, we express our gratitude to all stakeholders—students, faculty, staff, parents, and partners—who have been instrumental in our success. With renewed vigor and a commitment to innovation, we embark on the next phase of our journey, driven by the belief that education has the power to change lives and shape a better tomorrow.

MIZORAM UNIVERSITY

Post Box No. 190
Aizawl - 796 012, Mizoram
Tel : 0389-2330650, 2330651, 0389-2330654/2330642
Fax : 0389-2330642/49, 0389-2330834
Email : mailus@mzu.edu.in director.cdc@mzu.edu.in
vc@mzu.edu.in registrar@mzu.edu.in
Website : http://www.mzu.edu.in

Mizoram University is a central university under the University Grants Commission, Government of India, and was established on July 2, 2001, by the Mizoram University Act (2000) of the Parliament of India. The President of India is the official Visitor, and the Governor of Mizoram acts as the Chief Rector as per Mizoram University (Amendment) Bill, 2007.

According to the Act, the objectives of the university are "to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit, to make provisions for integrated courses in humanities, natural and physical sciences, social sciences, forestry and other allied disciplines in the educational programmes of the University; to take appropriate measures for promoting innovations in teaching-disciplinary studies and research; to educate and train man-power in the development of the state of Mizoram; and to pay special attention to the improvement of the social and economic conditions and welfare of the people of that State, their intellectual, academic and cultural development". Keeping these objectives in view, Mizoram University has embarked on various programmes for academic and administrative development.

The university is the fruit of the Mizoram Accord between Mizo National Front and Government of India on 30 June 1986. However, it was not created de novo. The North Eastern Hill University, with its headquarters at Shillong had already run its Mizoram campus since 1978. The Mizoram University Act by the Parliament of India officially established the school on July 2, 2001, incorporating all the facilities of the existing Mizoram campus of NEHU.

The jurisdiction of the university therefore extends to the whole of Mizoram. Initially, the university had seven academic departments inherited from NEHU, but it now has a total of 18 academic departments. It hopes to bring the number to a total of 27 departments within the current Xth Plan. The university under NEHU functioned from various rented buildings in Aizawl for over two decades.

MODY UNIVERSITY OF TECHNOLOGY AND SCIENCE

Lakshmangarh, District Sikar
Rajasthan - 332 311
Phone : 01573-225001 (Extn.-455), 01573-225001 (Extn.-200)
Email : registrar@modyuniversity.ac.in
office@modyuniversity.ac.in

The Mody University of Science and Technology was established in the year 1998 by Shri. R.P.Mody. He is a true visionary who took an idea ahead of his time and founded Mody University exclusively for girls. His philanthropic attributes, operated in terms of social and psychological promotion of the women community, led him to impart his proposed vision through practical infrastructure. The institution instils the thought that is fully capable of orienting knowledge and information in a scientific manner in the minds of the common mass. This acts as a boon towards the development of a 21st century perspective of the knowledge acquisition process implemented within the university.

To establish itself as one of the most efficient platforms for promoting women education and imbibing a sense of healthy competition among the girls so that they don't lag behind the boys in any field. To provide standard technical and management lessons and inculcating essential cultural values. Mody University's goal is to ensure professional excellence to the girl students and also to guide them to become ideal citizens of the society.

The institution instils the thought that is fully capable of orienting knowledge and information in a scientific manner in the minds of the common mass. This acts as a boon towards the development of a 21st century perspective of the knowledge acquisition process implemented within the university.

Vision

To establish itself as one of the most efficient platforms for promoting women education and imbibing a sense of healthy competition among the girls so that they don't lag behind the boys in any field.

Mission

To provide standard technical and management lessons and inculcating essential cultural values. Mody University's goal is to ensure professional excellence to the girl students and also to guide them to become ideal citizens of the society.

95% attendance is mandatory for the students of the Mody University of Science and Technology and the best part is that the institution successfully achieves the same.

MOHAMMAD ALI JAUHAR UNIVERSITY

Rampur, Uttar Pradesh
Tel. : 91-0595-2344886, 0595-2328787
Email : majur786@gmail.com mykabdali@yahoo.co.in

Mohammad Ali Jauhar University has been established as a university by an act in the year 2006. The University campus is located at a distance of approximately 12.0 km. from the railway station, Rampur. If you proceed from the city of Rampur; it falls on the left side of the road leading to Tanda, conversely if you come from Moradabad via Tanda,it falls on the right along the Kosi river, which forms its natural boundary. River Kosi flows all along the University for Distance of two and a half miles.

The envisioned university comprises of a school of Life Science, Science, humanities, law, education, Commerce, engineering and technology, Paramedical courses in nursing and proposed medical college, Mass communication, agriculture and technology. The university campus is very beautiful, lash green covering 300 acres of land, We know the importance of planning, so we have hired the services of eminent architects .It is being planned as a mini civilization closely embedded to nature. Attention has been given to the development of sports in the university campus, in doors games facilities like badminton, table tennis, and play grounds for football, hockey, cricket, lawn tennis, volley ball, basketball, horse riding etc. have been proposed.

A mini stadium with athletic tracks, gymnasium, have also been designed to promise sports along with studies, which will go a long way in over all personality development of the students. Large open space between the blocks, wide roads with attractive landscapes, modernistic buildings following the current trends and latest finishing material have been planned to create a green, lively and vibrant campus. A large mosque to cater to a capacity of 7500 persons shall form the focal point of the university.

We aim at providing multidisciplinary research and education at a level of excellence that few universities can match with. The University shall offer outstanding research and educational opportunities, along with a commitment to our public service mission with an outreach to local and global communities - the kind of meaningful experiences that last a lifetime.

Over all, this is a great dream for the development of the academic infrastructure, which will open a world of opportunities for the people of Rampur and a great vision to develop a university, which would be planned & equipped in such a manner, that its infrastructure or the quality of education, will compete with the best in world in near future.

MOHAN BABU UNIVERSITY

Sree Sainath Nagar, Tirupati, Chittoor (District),
Andhra Pradesh - 517102.
Email: admissions@mbu.asia
Website: https://www.mbu.asia
Phone: +91 9469465946

Established by The Andhra Pradesh State Legislative Assembly as a state-private university, Mohan Babu University traces its origins to Sree Vidyanikethan Engineering College. Mohan Babu University (MBU) is a private university located in Tirupati, Andhra Pradesh. Established in 1992, formerly known as Sree Vidyanikethan Educational Institutions and currently as Mohan Babu University since January 2022, it consists of nine schools, offering academic programs at Undergraduate (UG), Postgraduate (PG), and Ph.D courses in engineering, liberal arts and basic sciences, agricultural, paramedical, commerce, media and film-academy based focused courses.

Mohan Babu University stands tall among India's premier institutions, having an array of prestigious rankings and accreditations. Ranked in the 150-200 band of NIRF Rankings and the 51-100 band for NIRF Innovation Ranking, it has also secured the coveted Diamond band in the QS-IGauge. Its academic prowess is further validated by NAAC A+ and NBA accreditations, along with a platinum category distinction in the AICTE-CII survey. Remarkably, the university has emerged among the top 20 in the 2023 SII Green Rankings, showcasing its commitment to sustainability. These achievements solidify Mohan Babu University's position as a trailblazer in higher education, dedicated to academic excellence, innovation, and environmental stewardship. With strong ties to over 110 MNC recruiters, the university facilitated an impressive 2050+ placement offers for students during 2022-23. During placements, students received lucrative offer, including two securing INR 60 LPA from Google, one INR 44 LPA offer from Amazon, and another from Yugabyte. Notably, four students were offered INR 29 LPA by Amazon, underscoring their exceptional qualifications.

The University has academic collaborations with the top 100 global universities such as the University of Wisconsin (USA) and RWTH Aachen (Germany), facilitating student exchange and study abroad programs to enrich the educational experience.

Facilities include a central library with 142,512 volumes, 21,504 titles, and 8,125 journals. The 100-acre CCTV-secured campus features future-ready labs and a 5-star rated hostel, fostering an ideal learning environment. Embracing research-driven teaching, it spearheads the V-hub Innovation Centre, AICTE-IDEA Lab, and over 30 research labs. With 175+ patents and over 1200+ Scopus/WoS-indexed faculty papers, it epitomizes excellence. MBU's advanced curriculum, expert mentorship, best facilities with a safe 5-star campus, and 65+ clubs nurture innovation, learning, discipline and leadership. In our changing world, only future-ready talent can take the baton ahead. Hence, MBU focuses on delivering academic brilliance, discipline and dynamism. Groomed in this inspiring culture, thousands prepare for success. I'm pleased to see them soaring with rewarding Google and Amazon opportunities this year. I'm confident each student is nurtured and supported to make a unique difference.

Our Vision

Rise as one of the greatest hubs of innovation and entrepreneurship in the country, wherein students empower themselves with the best of knowledge, unleash their potential to the fullest, and soar high to attain a brighter future for themselves and the nation.

Our Mission

Provide relevant knowledge founded on the spirit of curiosity, compassion, courage, and commitment. Uphold novelle wings of leadership and excellence under expert mentors who guide students towards wisdom and knowledge. Create a dynamic learning environment that empowers learners with the right blend of passion and purpose to build a glorious tomorrow.

MOHAN LAL SUKHADIA UNIVERSITY

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Website : http://www.mlsu.org

Mohanlal Sukhadia University (erstwhile Udaipur University) at Udaipur is a State University established by an Act in the year 1962 to cater the needs of higher education in Southern Rajasthan. The University is located in Aravalli Hill Area largely dominated by tribal populations. Endowed with rich cultural heritage, natural resources and beautiful landscape, Udaipur is a world renowned tourist attraction. Ever since its inception university has been striving to maintain excellence in teaching, research and community service. Great emphasis has been laid in creating scientific temper, maintaining high ethical values and in keeping pace with emerging areas of higher learning. University has ensured overall socio-economic growth of all the sections of society by encouraging greater access and inclusive approach making it most preferred institution for higher education, learning and research. Conscious about its social responsibilities, the university has played significant role in socio-economic development of backward, under-privileged and socially challenged people through its various extension activities.

UGC sponsored "Women's Study Centre" and Ministry of Health and Family Welfare supported "Population Research Centre" established in the university have contributed significantly in the areas of women empowerment, gender equality and child development. University can take the pride in having ICT enabled working in most of its functional units involved in teaching, learning, research, administration and governance. A very strong infrastructure for e-libraries has enhanced academic growth of the faculty and students. Regular review of existing courses and introduction of new courses of current national and international relevance have been a major activity of the university to produce human resource which is more skilled and employable. Emphasis has been laid on inter-disciplinary and emerging technologies.

To maintain high quality, the teaching and learning processes have been made more rigorous and effective. Evaluation process has been made more transparent and credible.

Creation of new knowledge through research is one of the major objectives of higher education. Realizing its role in creation of new knowledge, the university has not only made visible impact on national and international levels but has also attracted interest of other institutions for collaborative research. Recognition of the Department of Botany, Geology, Physics and Zoology by UGC for its 'Special Assistance Programme' and support received from DST under FIST programme to various Science Departments is the testimony of scientific advances made by the faculty members.

MONAD UNIVERSITY

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Kasmabad, P.O Pilakhwa - 245101
Dist. Hapur (U.P.), India
Tel : (+91) 8475074951/52/53/54/55 01222327000
Website : http://www.monaduniversity.com

Monad University, Hapur has been established vide Act No.23 of 2010 of the Government of Uttar Pradesh. This has been published in its Official Gazette on October 12, 2010. A letter of authorization from the Government of Uttar Pradesh has also been issued on dated January 11, 2011. Subsequently, Monad University has come into existence and has started its operations.

Monad Educational Society (MES), a Delhi based non-profitable society is the premiere sponsoring organization responsible for setting up of Monad University. Monad, the university is anticipated to be the next biggest university in not only the city but the world, encouraging three objectives that are 'personal growth, 'efficacy in life', and 'public welfare'.

The university has been established with a commitment to provide a friendly atmosphere to the students where they can learn freely, find solutions to the day-to-day challenges of life and prosper to become the leaders of coming generation.

Monad University, a promising university offers a great opportunity to the prospective students seeking growth in their career with the range of their scads of courses.

The university has also been intended to promote fineness in teaching, academic development, as well as research. Experts from the varied domains have been thoroughly screened, selected, and brought together to shape up the careers of the prospective students and instill in them the best of the domain.

Monad University aims to achieve a global acclamation, besides creating a name for itself across the globe, by offering services of international standards to the students.

Multidisciplinary research forms the core of the university. Furthermore, Monad University understands the needs of an individual to live a dignified life, and thus works towards offering the same.

We expect that even you find a place for yourself at Monad University.

MONARK UNIVERSITY

At & Post – Vahelal, Naroda-Dahegram Road
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Monark University (MU) has been recently established, under Gujarat Private Universities Act, 2009 as amended from time to time, by its sponsoring body known as Shree Monark Education Trust. The integrated campus of the University is in the proximity of Ahmedabad City.

The University aims at promoting education in multidisciplinary fields such as Engineering & Technology, Sciences, Social Sciences, Arts, Humanities, Management, Commerce, Law, Education, Paramedical Sciences, Computer Applications etc. It is also planning to start several new programs at Diploma, UG, PG and Doctoral levels in unique and emerging areas of knowledge in a big way. It has a galaxy of eminent educationists and visionaries on its board of governors. In order to impart quality education, it has also planned to take up several initiatives towards attaining "Excellence in Education".

With the blessings of the Goddess Saraswati, Shree Monark Education Trust (SMET) being the sponsoring/promoting body of the Monark University was established in the year 2001 as a result of the vision of its founder Chairman, Shri Mohanbharthi R. Goswami, a farmer and philanthropist, to promote world-class academic institutions. The following erstwhile institutions promoted by the Trust at fast pace have now come under the purview of the Monark University.

Vision

Monark University will be an inclusive and engaged research-intensive university that inspires creativity through outstanding achievements in learning, with up to date curriculum and contemporary delivery to meet the demands of the global higher education landscape.

Mission

Monark University is committed to engaging with the key issues of our natural and social worlds through outstanding teaching, research, and scholarship. Monark University will provide a vibrant and supportive intellectual environment that attracts and connects people from all over the world.

MORARJI DESAI NATIONAL INSTITUTE OF YOGA

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Phone : 011-23730417, 23730418, 23351099, 23721472
Fax : 011-23711657
Website : www.yogamdniy.nic.in

Morarji Desai National Institute of Yoga (MDNIY) is an autonomous organization under Ministry of AYUSH, Government of India. MDNIY is a focal Institute of Planning, Training, Promotion and Coordination of Yoga Education, Training Therapy and Research in all its aspects. MDNIY aims to promote deeper understanding of Yoga philosophy and practices based on classical yoga amongst people.

The Morarji Desai National Institute of Yoga is a Government of India initiative with a mandate to promote the yoga culture and spread the yoga philosophy nationwide. The functioning of the Institute is under the Ministry of Ayush. The Institute is mandated to promote Yoga philosophy and facilitate training and advanced research on the subject. MDNIY has been organising Yoga Mahotsav annually since 2016. Yoga Mahotsav is a curtain raiser for International Day of Yoga to sensitize the masses regarding celebration of IDY.

Common Yoga Protocol and Yoga DVD for International Day of Yoga, celebrated on June 21, were prepared by the Institute in consultation with the eminent Yoga Experts and the officials of various Ministries, Govt. of India.

The Institute was started in 1970, in the form a hospital, opened by the now defunct *Central Council for Research in Indian Systems of Medicine and Homoeopathy*, under the *Vishwayatan Yogashram*. The hospital was later converted into an institute, by name, *Central Research Institute for Yoga* (CRIY) in 1976, to provide free training to people and to organize research on yoga. In 1988, the institute was further renamed as the Morarji Desai National Institute of Yoga with expanded mandates.

The Institute is housed in a campus measuring 2.818 acres, and is equipped with the amenities such as a conference hall with audio visual facilities accommodating 50 people, an auditorium with a capacity of 140 people, a library with a collection of over 9000 books on yoga and related topics, a practice hall (Kriya block) for 30 people, an academic block for classes and practices, an out-patient facility where therapists, dieticians and medical officers offer consultancy services, a laboratory with physiological and biochemical testing and research facilities, an x-ray unit and a multi media centre with audio-visual support.

MOTHERHOOD UNIVERSITY

Roorkee-Dehradun Road, Village Karoundi Post Bhagwanpur
Tehsil-Roorkee, Distt. Haridwar, Uttrakhand-247661
Tel. : +91 7060800156, 7060800157
Email : info@motherhooduniversity.edu.in

Motherhood University, Roorkee has been established under Uttarakhand Govt. Act 5, 2015 in the district of Haridwar. The University campus is located in the vicinity of Holy Ganga River at Roorkee. The University campus can be easily approached by road and railway network as it is situated on Roorkee Dehradun Highway.

The University is promoted by "Motherhood Institute of Management & Technology Society". The Society was established on December 23, 2004 with the objective to provide education, research and training to aspiring youth of Uttarakhand and the country in order to increase their employability. The other objectives of the Society are to establish orphanage, clinics, old age homes and charitable hospitals etc.

The society was founded by a famous Social worker, Shri K.D.Sharma. He believes that though Uttarakhand has been a separate State now, it still requires enhancement in the field of education. With this objective, Shri K.D. Sharma has founded this society to start various vocational and technical programme for those children who are still deprived of quality Education.

The Motherhood University, Roorkee offers various courses from the academic session 2015-16 under different faculty. To learn more about the Motherhood University, join us.
To be a global University with state-of-the-art facilities and the best of education resources to impart unmatched knowledge and learning, to be a recognised centre of academic excellence imparting quality education, producing research of high standard and deveoping talents with balance of personal and professional excellence.

To create a world class academic system for global level achievement so that the University may facilitate integration and tuning of personal excellence among the pupils through their balanced personality. The University takes a mission for development of high standard professionalism among its products with global vision and managerial leadership, to expand the frontiers of knowledge through provision of excellent conditions for learning and research and creating a stimulating and flexible learning environment for its students and faculty members.

MOTHER TERESA WOMEN'S UNIVERSITY

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Fax: 0091-4542-241121
Email : atwunivc@yahoo.co.in, atwunireg@yahoo.co.in
registrar@motherteresawomenuniv.ac.in
Website : http://www. motherteressauniv.org

Mother Teresa Women's University (MTWU), the only Women's University of Tamil Nadu State Government is situated at Attuvampatti, Kodaikanal, the "Princess of Hill Stations" and the most popular multicultural tourist centre. The University, whose foundation stone was laid by the legendry Noble Laureate for peace, Mother Teresa, was established in 1984 under the Act 15 of Tamil Nadu with the lofty vision of "Empowering Women through Education". The University plays a catalytic role in women empowerment and building inclusive society. The University offers distance education courses. The School of Distance Education of Mother Teresa Women's University was started in 1988 at Kodaikanal.

MTWU has its Research and Extension Centres at Chennai, Madurai, and Coimbatore, and a Centre for Women's Studies at Pallapatti, Dindigul for promoting women entrepreneurship. This University offers PG Programs (M.A., M.Com., M.Ed., M.B.A., M.Sc.) and Research programs (M.Phil. and Ph.D.) in Arts and Sciences. As an affiliating University, MTWU governs 12 women's colleges in Dindigul and Theni districts.

MTWU offers B.Ed. programme through its constituent college in Ananthagiri campus, Kodaikanal. The University also takes higher education to the doorsteps of aspiring women by offering UG and PG Programs in Arts and Science through Distance Education Mode.

The Tamil Nadu Common Wealth Mother Teresa Women's University International Centre is an additional credit to the University for cultivating competent women with relevance to global standard. The University has remarkable research and project records through MHRD, UGC, DST, TNSCST, TANSCHE, and ICSSR funded Departments with State of Art facilities. With potential infrastructure and committed staff and faculty, MTWU offers yeoman service for building intellectual, sustainable, and socially responsible young minds for the Nation. *Vision :* Empowerment of women through Education.

Mission :
To Promote Quality Education to Women at all levels
To identify and address the emerging needs
To contribute to women-in-Development
To carryout research facilitating pro women policies

Well equipped with Library, Internet access, Laborataries, hostel etc.

MOTILAL NEHRU NATIONAL INSTITUTE OF TECHNOLOGY

Allahabad - 211004
Telephone No.: 91-0532-2545404, 2545407
Fax No.: 91-0532-2545341
Email: secretary@mnnit.ac.in

Motilal Nehru National Institute of Technology Allahabad, Allahabad (MNNIT) is an Institute with total commitment to quality and excellence in academic pursuits. It was established as one of the seventeen Regional Engineering Colleges of India in the year 1961 as a joint enterprise of Government of India and Government of Uttar Pradesh, and was an associated college of University of Allahabad, which is the third oldest university in India. For a short duration of two years (2000-2002), the Institute was affiliated to U.P. Technical University. With over 45 years of experience and achievements in the field of technical education, having traversed a long way, on June 26, 2002 MNREC was transformed into National Institute of Technology and Deemed University fully funded by Government of India. With the enactment of National Institutes of Technology Act-2007(29 to 2007), the Institute has been granted the status of institution of national importance w.e.f. 15.08.2007. The Institute had begun with offering Bachelor Degree Programmes in Civil, Electrical and Mechanical Engineering. It was the first in the country to start an undergraduate programme in Computer Science & Engineering in 1976-77. Subsequently, in the year 1982-83 undergraduate programmes in Electronics Engineering and Production & Industrial Engineering were started.The first Master's Programme of the Institute was introduced by the Mechanical Engineering Department in the year 1966. In all other Engineering Departments, Master's Programmes were introduced in the 1970-71. To add a new dimension to itself the Institute established School of Management studies in 1996, which offers a two year / four semester post graduate degree programme in Management (MBA). The Institute now offers nine B.Tech., nineteen M.Tech. Degree Programmes (including part-time), MCA, MBA, M.Sc. (Mathematics and Scientific Computing) and Master of Social work (M.S.W.) programmes and also registers candidates for the Ph.D. Degree.

The Institute has been recognized by the Government of India as one of the centres for the Quality Improvement Programme for M.Tech. and Ph.D.The Institute has a very progressive policy towards extending all possible facilities to its faculty members to acquire higher degrees and receive advanced training. As a result, majority of the faculty members possess Ph.D. degrees. The entire campus is networked with 94 Mbps lease line. In the year 1972, the Institute initiated a self employment project and established an industrial estate with 68 sheds with the objective of encouraging entrepreneurs and creating additional employment avenues.The Institute was selected as a lead institution in the Design theme under Indo-UK REC Project (1994-99).

MUNGER UNIVERSITY

(R.D. & D.J. College Campus)
Munger – 811 201
Bihar, India
Email : info@mungeruniversity.ac.in

Seeing is believing. Believing is comprehension. And comprehension becomes reality when it becomes functional. When Chief Minister Nitish Kumar, on August 16, 2016, visualized the concept of Munger University, during one of his development tours, nobody knew it will become a reality within a span of two years.

Munger University is a state university and was established through bifurcation of Tilka Manjhi Bhagalpur University, Bhagalpur. It has jurisdiction spreading over five Districts: Munger, Lakhisarai, Sheikhpura, Jamui and Khagaria under Munger Division in Bihar.

Munger University came into existence on 18th March, 2018 under the Bihar State Universities (Amendment) Act, 2016 (Bihar Act – 1/2017)*, and is presently functioning from SCIENCE BLOCK of R. D. & D. J. College Munger – 811201,* which is situated almost in between ruins of ancient Nalanda and Vikramshila Vishwavidyalaya.

Munger University is a collegiate Public State University located in Munger, Bihar, India. It was established by an act of State Legislature in 2018. As a collegiate University, its main functions are divided between the academic departments of the university and affiliated colleges. It has jurisdiction over 6 districts namely Munger, Lakhisarai, Sheikhpura, Jamui, Khagaria and Begusarai in Bihar. The Governor of Bihar serves as the university's chancellor. The first academic year of university will start from 2018-19.

At present Prof. Shyama Roy, is the Vice-Chancellor of Munger University, Munger. She is an institution builder and is adopting measure to make the University an 'embodiment of higher education'.

Col. Bijoy Kumar Thakur, is the Registrar of Munger University, Munger. Bills Pertaining to the creation of Munger, Purnia and Patliputra University were passed by the State Legislature in 2016, and official Gazette for the same were published subsequently. The formation of the University was notified in March 2018 in accordance with the Government pronouncement in the Gazette.

At present, there are 17 constituent colleges, 17 affiliated colleges, 5 single faculty education colleges (Affiliated B. Ed. Colleges) and one affiliated law college in the Munger University. It has been registered under section 22 of the UGC and AIU.

MURSHIDABAD UNIVERSITY

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Website: www.murshidabaduniversity.ac.in

Murshidabad University (situated on the eastern bank of the river Bhagirathi in Berhampore, Murshidabad, West Bengal) is established by THE MURSHIDABAD UNIVERSITY ACT, 2018, West Bengal Act XVIII of 2018, Part- III, Acts of the West Bengal Legislature, Law Department Legislative Notification, Published in The Kolkata Gazette (Extraordinary), ASVINA 9, Monday, October 1, 2018 and Kolkata Gazette Notification No.130L/OM-61L/2021 dated 04.06.2021 and the University began functioning along with the joining of the first Vice-Chancellor, PROF. DR. SUJATA BAGCHI BANERJEE, (Principal, Krishnath College, Berhampore, Murshidabad). The first initiative for the foundation of a University in Murshidabad is the up-gradation of Krishnath College (one of the oldest and leading colleges of West Bengal, with a great heritage of 168 years). The process of up-gradation of Krishnath College into a University named "Murshidabad University" keeping intact the heritage of the college is initiated by the Govt. of West Bengal.

168 yrs old Krishnath college which has gathered to itself a halo bequeathed by its eminent teachers and alumni, was originally founded by the Govt. of Bengal under East India Company on the 18th November 1853 by notification no : 1913 20th October 1953, with the assistance of Nawab, Zaminders and a number of common people of this district although the idea of founding both the college and the University was first conceived by the visionary idealist and a Renaissance man Raja Krishnath – a dream that was not translated into reality by his cruel untimely death. However, since then the growth and development of this college have always been intimately concerned with Cossimbazar Raj family. Thus it is significant that the genesis of this Institution marked a cultural synthesis between feudalism and democracy not often dreamed of in that remote past. Since 1853 this college fit to be declared a heritage institution has been unswervingly engaged in promoting and fostering education among the people of four districts such as Murshidabad, Nadia, Malda and Birbhum.

With its long span of life extending over almost 168 years the college had nurtured some illustrious scholars who had made notable contributions to the intellectual awakening of Bengal as well as India. The eminent orientalist scholar Ram Das Sen, Rakhal Das Banerjee, distinguished archaeologist famous for his discovery of the site of Mohenjo-Daro in Sind, the brothers Radha Kumud Mukherjee and Radha Kamal Mukherjee, erudite professor, made significant contribution in Indian history and Indian economics. Ramgoti Nayratna a pioneer in the Historical study of Bengali literature. Brojendra Nath Seal, the great Philosopher and one of the greatest intellectuals of present day India Sir Gurudas Banerjee the famous Jurist savant, the Nationalist leader and eminent Jurist Sir Rashbehari Ghosh, the renowned International Historian K.K.Dutta, the notable political philosopher Bimanbehari Mazumdar, the Bengali poet Kalidas Roy – these are some illustrious names among others who were associated with this college in different capacities. Surely India is proud of this premier institution.

The library containing roughly 60,000 titles of varied interests is an object of both glory and pride of Bengal. Its ancient collection provokes attraction and envy in many minds. The institution extends its accommodation of about 450 students coming outside Berhampore in its three spacious large hostels (two for boys and two for girls).

NAGALAND UNIVERSITY

Lumani, Zunheboto District
Nagaland 798 627
Tel : 0369- 229950 2268248, 2268223, 2268264
Fax : 0369-2268248
Email : vicechancellornu@yahoo.com; registrarnu@yahoo.in
Website : http://www.nagauniv.org.in

Nagaland University was established on September 6th 1994 under the Act of Parliament knonw as "The Naglaand University Act 1989 No. 35 of 1989 (published in the Gazette of India Extra Ordinary Part-II Section 1 No. 44, New Delhi, October 23, 1989/KARTIA, 1, 1911) an Act of establish and incorporate the teaching and affiliating University in the state of Nagaland.

The University inherited the two campuses viz. Nagaland Campus, Kohima and the school of Agricultural Sciences and Rural Development, Medziphema from NEHU. It has no 7 (seven) academic departments in the enacted Headquarters Lumami 6 (six) Departments in Kohima Campus and Departments in Kohima Campus and 12 (twelve) Departments in Medziphema Campus.

The Centre on Tribal Stuides and Bio-diversity are added at Lumami Headquarters. The School of Management and School of Engineering and Technology at Dimapur.

"The University shall disseminate and advance knowledge by providing instructional and reasearch facilities in such branches of learning as it may deem fit; to make provision for integrated courses in humanities, natural and physical sciences, social sciences, agricultural sciences, disciplines in the education and forestry and other allied programmes of the university, and to take appropriate measures for promoting innovations in teaching-learning process, inter-displinary studies and research to educate and train manpower for the development of the state of Nagaland, and to pay special attention to the improvement of the social economic conditions and welfare of people of the state; their intellectual and cultural development".

Nagaland University has three campus Libraries. The Central Library, Kohima has a total collection of 51,000 books, 85 journal subscriptions and 370 Thesis/Sissertations. The Library at School of Agricultural Sciences and Rural Developemnt (SASRD) has a total collection of 25,000 volumes including books, bound journals, thesis and other reading materials. The Library in Lumami campus has a total collection of 12246 Books and 66 Journals.

NALANDA UNIVERSITY

Rajgir, Dist: Nalanda – 803116, Bihar
Tel. : + 91- 611- 2255330

Nalanda University was established in November 2010. The University came into being by a special Act of the Indian Parliament – a testimony to the important status that Nalanda University occupies in the Indian intellectual landscape. Nalanda is a stand alone international university unlike any other established in the country. Located in the town of Rajgir, in the northern Indian state of Bihar, Nalanda University is mandated to be "an international institution for the pursuit of intellectual, philosophical, historical and spiritual studies". This new university contains within it a memory of the ancient Nalnda University and is premised on the shared desire of member States of the East Asia Summit countries to re-discover and re-strengthen "educational co-operation by tapping the East Asia Regions centres of excellence in education…[and] to improve regional understanding and the appreciation of one another's heritage and history"(The Nalanda University Act). Nalanda University has been designated as an "institution of national importance". The particular emphasis of this university, an emphasis which sets it apart from all other existant universities in the region, is its foundational philosophy. This philosophy seeks to recover the lost connections and partnerships that existed in the region called Asia, before the onset of historical forces that led to their dissolution. Asian cultures have many such links that go deep into the past and are reflected in many common cultural features. The re-discovery of inter-Asian linkages in recent times has led to a resurgence in discovering and building upon a shared history. Nalanda University is envisaged as an icon of this new Asian renaissance: a creative space that will be for future generations a centre of inter- civilizational dialogue.

Nalanda is a word known across the world and for centuries. It stands for a university which attracted students and scholars from across Asia and even farther away. It was a centre of excellence not only for Buddhist studies and philosophy but for medicine and mathematics as well. After teaching thousands of students for centuries, Nalanda ceased its existence just as universities were opening up in Bologna, Paris and Oxford at the beginning of the second millennium CE. The shift of centres of knowledge from East to West was symbolic of the eventual transfer of power which followed within half a millennium. There is now a perfect opportunity to recreate the hallowed universalism of Nalanda as a centre of knowledge. The second millennium CE ended with a tremendous resurgence of Asia after centuries of stagnation, division and decline. Asia is today synonymous with a dynamic entrepreneurial and innovative culture, based on knowledge and enterprise not forgetful of its past yet not afraid to face the future. Asian countries are coming together to forge a continent based on the foundations of peace and harmony.

NALANDA OPEN UNIVERSITY

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Gandhi Maidan, Patna - 800 001, Bihar
Telephone : 0612-2201013,0612-2206916 Fax : 0612-2201001
E-mail : nalopuni@sancharnet.in nou@nou.ac.in
Website : www.nalandaopenuniversity.com , www.nou.ac.in

The Nalanda Open University is the only University in the State of Bihar meant for imparting learning exclusively through the system of distance education. The University was established in March, 1987 by an ordinance, promulgated by the Government of Bihar. Later, Nalanda Open University Act, 1995 was passes by the Bihar Legislature, replacing the Ordinance, and the University came under the authority and jurisdiction of the new Act automatically. The University is named after the famous Nalanda University of Ancient India. At present, the University is functioning from its camp office at Biscomaun Bhawan, 2nd,3rd,4th and 12th Floors, Patna 800 001. The University has established at its camp office at Patna a well equipped and fully automated modern office in an area of approximately 60,000 sq. feet, which houses an examination centre for about 1000 students, a state of the art Library with about 50,000 titles and a computer laboratory of about 300 IBM Pentium-4 computers, apart from administrative offices and other infra-structures. The University is recognised by the Distance Education Council (DEC), University Grants Commission, and Ministry of HRD, Government of India for imparting education through distance mode.

Aims & Objectives

- To Provide educational opportunities to those who are unable to take up formal education and are still desirous to upgrade their educational qualifications and acquire knowledge in various fields of learning through the print medium (correspondence course), contact programmes, study centres and mass media.
- To provide flexibility in matters of eligibility for enrolment for higher education, age of entry, choice of course, methods of learning, conduct of examination and operation of programmes.
- To offer degree and diploma courses and to make provision for research for advancement and dissimination of knowledge.
- To provide special facilities to groups like, elderly people, in-service personnel, housewives, people living in remote areas, socially disadvantaged people of the society and all others who wish to upgrade their skill and acquire higher academic qualification through distance education.
- To lay emphasis on vocational, as well as, conventional courses, leading to award of degrees and certificates.
- To create awareness for self-sufficiency and equip people with knowledge and higher qualification to enable them to become suitable for new job opportunities.
- To provide course for rural, agricultural, industrial and commercial needs of people and design learning material for improving socio-economic condition of the masses.
- To bring awareness in women, children and down-trodden of their social rights, duties and legal status in society.

NANAJI DESHMUKH VETERINARY SCIENCE UNIVERSITY

South Civil Lines, Jabalpur, Madhya Pradesh - 482001
Phone: +91-0761-2620783, 2620545, 2678007 (O)
Phone: 0761-2620783, FAX: +91-0761-2620783
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The Nanaji Deshmukh Veterinary Science University, Jabalpur was established under the Madhya Pradesh Act No. 16 of 2009, the Nanaji Deshmukh Pashu Chikitsa Vigyan Vishwa Vidyalaya Adhiniyam, 2009 and established on 3rd November, 2009 with the following objectives:

To impart education in different branches of veterinary and fisheries and allied sciences as the university may determine.

To provide for the advancement of learning and prosecution of research in veterinary and fisheries sciences and,

To undertake the extension of such sciences to the rural people in co-operation with the government departments concerned.

With a humble beginning in small hutments on July 8, 1948 as Central Provinces and Berar Veterinary College, Jabalpur, the college, has today over a span of 62 years, evolved as a full fledged university named Nanaji Deshmukh Pashu Chikitsa Vigyan Vishwavidyalaya (Formerly Madhya Pradesh Pashu Chikitsa Vigyan Vishwavidyalaya), Jabalpur.

Madhya Pradesh has a rich heritage of livestock and poultry wealth with certain important breeds of cattle like Nimari, Malvi and Kenkatha, Bhadawari buffalo, Jamunapari goat and Kadaknath breed of poultry on the verge of extinction. Moreover, with the shrinking land holdings with the farmers, integrated farming system is the only answer for a sustainable economically viable enterprise for their livelihoods.

The establishment of Nanaji Deshmukh Pashu Chikitsa Vigyan Vishwavidyalaya, Jabalpur with its constituent colleges at Jabalpur, Mhow and Rewa having state-of-the-art infrastructure will open new avenues for protecting the livestock and poultry wealth by extending innovative package of practices for the upliftment of the socio-economic conditions of the rural poor and marginal farmers.

NARSEE MONJEE INSTITUTE OF MANAGEMENT STUDIES

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91-22-42355555, 26183688 (Ext: 5502, 5503)
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In order to meet the growing demand for management education, the Shri Vile Parle Kelavani Mandal, with the help of a donation from Narsee Monjee Educational Trust, established a recognized Management institute of the Mumbai University in 1981. Since then NMIMS has grown into a flourishing University, offering courses / programs across various disciplines, such as Management, Technology, Science, Pharmacy, Architecture, Commerce and Economics. Today, the University has over 5000 students and more than 430 faculty members. The faculty at the University represent an eclectic mix of Industry and Academic experience; national and international experiences. SVKM's NMIMS Deemed to be University (as per UGC Norms), one of the premier Universities of Higher Studies in India, has completed 33 years of its existence in the year 2013-14.

NMIMS established in the year 1981 as Narsee Monjee Institute of Management Studies, began its journey by offering a masters degree program in management studies, a course of the University of Mumbai with an intake of only 40 students and 4 full time faculty. Today, NMIMS is one of the fastest growing and the top, private University in the country. It has undergone a tremendous transformation since its commencement. Today, it stands as a large imposing University with 9 specialized schools plus two off-Campus operations, with an intake of over 6000 students and over 430 full time faculty members. From its temporary location at Bhaidas Auditorium, NMIMS has moved to a large complex of over 40000 sq feet where it stands today as a landmark in Vile Parle, an affluent suburb of Mumbai. NMIMS Deemed to be University (as per UGC Norms) has taken major initiatives in terms of programs, curriculum development, International Linkages, Placements and students' development. Today, the University is a globalized centre of learning, providing its students a balanced exposure to research, academics and practical aspects of the industry. At SVKM's NMIMS Deemed to be University (as per UGC Norms), we transcend horizons. Going beyond the average, putting in that extra mile, extending ourselves to excel and win on all accounts. Going by the past track record, in the 28th year of our existence, we have witnessed a quantum jump in the success stories we have achieved and the milestones we have crossed. Winning the BMA Best Management Institute of the Year Award 5 times, BMA Best Teacher of Management of the Year Award 7 times and BMA Best Management Student of the Year Award 7 times, NMIMS has been consistently ranked amongst the top B-Schools in the country. NMIMS has been awarded the 'Golden Peacock Innovation Award-2007' and BMA's 'Outstanding Management Institute Award' for the last five years (2003-2008).

NATIONAL FORENSIC SCIENCES UNIVERSITY

Gandhinagar-382007, Gujarat
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National Forensic Sciences University, the erstwhile Gujarat Forensic Sciences University is the brain child of Govt of Gujarat. It was established by the Hon'ble Prime Minister of India Shri. Narendra Modiji, then Chief Minister of Gujarat in 2009 with a sole objective of creating professional experts in the field of Forensic sciences. At a juncture of spiking number of crimes involving sophisticated technologies and much evolved modus operandi, there was a need for scientists and technocrats. Thereby the resolution of such heinous crimes were more diligently possible. This has been prudently considered by the Govt of Gujarat and the university came into existence as a unique and first of its kind academic institution dedicated to Forensic Sciences across the globe. Since its inception, the university has been scaling new heights with its extraordinary and exemplary performances in the field of academic forensics sciences. Though the university started with conventional courses related to forensic sciences has been able to introduce novel courses those are based on the requirement of the country to solve the issues related to the society. Starting with four courses in three institutes, the university shrugged off the inception stages very early with pioneering efforts of introducing distinctive courses those were unique such as forensic nursing, forensic odontology, forensic nursing, homeland security and anti-terrorism, digital forensics to mention a few. This has reached a magical figure of forty currently. All these courses have been very much sought after by prospective and aspiring experts as they are the need of the hour. Based on its impressive successes achieved by this university within a short span of eleven years, the Government of India has recognized its services to the student communities and the professionals of the national and international origin, and has accorded the status of Institution of National Importance and the also as a central university in October 2020.

The university has been reaching numerous mile stones every year with the stellar academic and other related activities. Within a couple of years of its existence, the university has obtained the UGC recognition. Also the NAAC accreditation in the sixth year of its inception. The university has been making stringent efforts in the cutting edge research and the same is reflected in the publication of such innovative outcomes in the journals of international repute. Such innovations are related to criminal investigations, physical and digital security. This university has become more popular as a resourceful, unique contemporary relevant destination for enhancing the professional expertise of the officers involved in criminal investigations through training provided by the globally renowned experts. This is being taken care of , in addition to the training imparted to the officers of the country in the relevant departments such as law enforcement, judiciary, finance and insurance sectors, wildlife department , income tax department, internal security, armed forces, etc. The University has developed another institution exclusively for training of such professionals. It has also integrated the management studies in its ambit. Large number of officers belonging to various countries of African continent, south East Asia, Middle East nations, west Asia to mention a few. The university has been very much successful in its venture into the consultancy services with its precision, promptness and punctuality. This is possible due to the diligent efforts. The university has also established various centres of excellence in its campus such Ballistics Research Centre and Testing Range, Cyber Defence Centre, International Centre for Forensic Narcotics, International Centre for Humanitarian Forensics. The ICFN was established with the support of Ministry of Home Affairs. The ICHF was established with the collaboration of the International, Committee of the Red Cross, the globally acclaimed humanitarian services organization. Ministry of Home Affairs, Government of India has already annexed the Delhi Centre, the erstwhile National Institute of Criminology and Forensic Sciences with this university. There is a scope of integration of many centres across the country and globe with this university for the benefit of the scientific investigative experts of the country. There are lots of prospects of establishing a number of academic centres across the globe by this University in the near future.

NATIONAL INSTITUTE OF DESIGN, AHMEDABAD

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राष्ट्रीय डिज़ाइन संस्थान
NATIONAL INSTITUTE OF DESIGN

The establishment of NID was a result of several forces, both global and local. The late 1950s saw a confluence of these forces, and this time would be a significant one for Indian culture and education. This was a time of reappraisal and reconstruction in a newly independent India. A young nation was confronted with the mammoth task of nation building, of balancing age old traditions with modern technology and ideas. The Modern Movement, the philosophy of Machine Aesthetics, and revolutionary experimentation in the arts, architecture and design were all taking place at the same time. There was a search for the Indian identity across all aspects of life. In 1955 Pupul Jayaker, the noted writer on Indian craft traditions and the founder of the Indian Handlooms and Handicrafts Export Council (HHEC) met the renowned American designer Charles Eames at the Museum of Modern Art in New York. The Museum had organised a unique exhibition titled The Textiles and Ornamental Arts of India. This would be the beginning of a lifelong dialogue between these two eminent individuals. At the same time the Government of India was considering establishing an institute of design, under the advice of Pupul Jayaker and other like-minded people. The 1950s were a decade of rapid industrialization in India and clearly, the need for such an institute grew stronger. In 1957 the Government of India requested the Ford Foundation to invite Charles and Ray Eames to visit India. Charles and Ray Eames travelled to all parts of the country, meeting and talking to writers, craftspeople, architects, scientists, industrialists, educators and philosophers. They took hundreds of photographs of their travels. On April 7, 1958, the Eameses presented the India Report to the Government of India. The Eames Report defined the underlying spirit that would lead to the founding of NID and beginning of design education in India. The Report recommended a problem-solving design consciousness that linked learning with actual experience and suggested that the designer could be a bridge between tradition and modernity. The Report called upon future designers to re-examine the alternatives of growth available to the country at that time. Based on the recommendations made in the India Report, the Government of India with the assistance of the Ford Foundation and the Sarabhai family established the National Institute of Industrial Design, as it was originally called as an autonomous all-India body in September 1961 at Ahmedabad. Gautam Sarabhai and his sister Gira were played a major role in the establishment and early years of NID. Gautam Sarabhai sidestepped the accepted wisdom and conventional method of education . He revived the philosophy of the Bauhaus design movement which was learning by doing. This unique curriculum and revolutionary educational philosophy remain part of NID to the present day.

Today the National Institute of Design is internationally acclaimed as one of the finest educational and research institutions for Industrial, Communication, Textile and IT Integrated (Experiential) Design. It is an autonomous institution under the aegis of the Ministry of Commerce and Industry, Government of India. NID has been declared 'Institution of National Importance' by the Act of Parliament, by virtue of the National Institute of Design Act 2014. It is also recognised by the Department of Scientific and Industrial Research, Government of India as a Scientific and Industrial Research Organisation.

NATIONAL INSTITUTE OF DESIGN

EEE Building, Acharya Nagarjuna University
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As envisioned by the Government of India in 2007, the National Institute of Design, Andhra Pradesh (NID-AP), is one of the four institutions to brace the heirloom of design education in India. As a valiant institution, we pronounce our education, methods, and tools to meet standards that are synchronously both grassroots as well as global.

NID-AP currently offers Bachelor's of Design (B.Des) in Communication Design (CD), Industrial Design (ID), and Textile & Apparel Design (TAD).

The National Institute of Design, Andhra Pradesh, established in September 2015, is the second autonomous design institute, under DPIIT, under the Ministry of Commerce and Industry, Government of India. In succession to five decades of the National Institute of Design, Ahmedabad; NID AP was set up in accordance with the GOI, and the National Design Policy.

We encourage design to be understood before defined, and so the cornerstone of our education is the two semester foundation, where students build a conscience of their own. Any specialization in the following 6 semesters, is structured to work closely with the local residents, and at the ready opportunities, ensuring a practical experience. Beyond understanding the crude application of design, a visionary experience is brought forth through our partnerships with leading global brands. Hands-on minds on, problem-solving & opportunity creation, quality over quantity, process-driven and geared towards nation building with good, affordable and judicious Design.

A 50-acre urban campus on the land of Amaravati, is soon to be the space we call our own. Meanwhile, our programs run from the transit campus at Acharya Nagarjuna University.

NID AP is an Institute of National Importance (INI), renowned internationally as a pioneer for design education in India. As a valiant institution, we pronounce our education, methods, and tools to meet standards that are synchronously both grassroots as well as global. Hands-on minds on, problem-solving & opportunity creation, quality over quantity, process-driven and geared towards nation building with good, affordable and judicious Design.

NATIONAL INSTITUTE OF DESIGN

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In early 2007, Department for Promotion of Industry and Internal Trade, Ministry of Commerce and Industry, Govt. of India had envisioned the National Design Policy aimed at creating a design-enabled innovation economy and strengthening design education in the country. The National Design Policy had recommended setting up design institutes on the lines of NID, Ahmedabad in various parts of India to promote design programmes. Under this Action Plan, 4 new NIDs have been set up in Andhra Pradesh (Amaravati), Assam (Jorhat), Madhya Pradesh (Bhopal) and Haryana (Kurukshetra).

The National Institute of Design (NID), Assam is an autonomous Institution of National Importance under Department for Promotion of Industry and Internal Trade (DPIIT), Ministry of Commerce and Industry, Govt. of India established at Jorhat through the NID (Amendment) Act, 2019 passed by the Parliament of India. It is an Institution established to provide Design Education and has the mandate to award the Bachelor's degree in Design (B.Des.). The Institute commenced its academic session from 29th July 2019. NID Assam's presence in Jorhat gives a great opportunity to young creative talent and design aspirants from North East India and across the country.

NID, Assam offers separate hostel facilities for boys and girls as per availability. The Institute hostel can accommodate approximately 450 and 200 students respectively. Hostel accommodation is allotted every academic year on a shared occupancy. The allotment is based on the criteria drawn up by the Academic Office.

NID, Assam is under no obligation to provide hostel facility beyond its capacity. Students may choose to reside outside on appropriate PG/hired accommodation singly or in groups as the case may be. Students residing in the NID hostel must observe its prevalent rules and regulations. Each hostel has a warden who looks after its day to day functioning. It is the responsibility of the individual student to take care of his/her personal belongings including academic related work. The Institute accepts no responsibility for personal items that are lost, stolen, or damaged on campus.

The Student Mess is run by the Institute on a contractual basis and a Students' Mess Committee oversees its operation. Full subscription to the mess facilities is compulsory for all hostel residents. The entire mess charges for each semester will be collected by the Institute in advance along with semester fees in the beginning of the semester. The Institute currently has no Guest House facilities for parents of a student. Parents visiting the campus must make prior accommodation arrangements in nearby Hotels.

NATIONAL INSTITUTE OF DESIGN

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deanblr@nid.edu

NID Bengaluru campus is one of the three campuses of the National Institute of Design, Ahmedabad. It is located in Yeshvanthpur, a sub-locality of north western part of Bengaluru city in the state of Karnataka. It was set up as a joint initiative of and funding from the Department of Industrial Policy and Promotion (DIPP), Ministry of Commerce and Industry and the Ministry of Information Technology, Government of India. The campus was inaugurated in March 2006 and today stands as a compact set-up on a small 2-acre site. The campus commenced with two PG programmes namely Design for Digital experience and Design for Retail experience from the academic year 2007-2008.

Today, NID Bengaluru campus offers only Masters in Design programmes in the disciplines of Design for Retail Experience, Digital Game Design, Information Design, Interaction Design and Universal Design.

Being in Bengaluru: the IT city of India, the educational and research activities at the campus are in sync with the city ecosystem and focus on bringing digital inclusion in their products, processes across the various disciplines.

In the past faculty members of the campus have taken up several research projects under various labs such e-kalpa lab (Digital Online Learning environment for Design) funded by Ministry of Human Resources, Digital Hampi Lab (Digital Reconstruction of Hampi monuments and Bazaars) funded by Department of Science and Technology.

The campus has collaborated with various industry partners on research initiatives and is actively seeking to build industry-academia research collaborations.

The National Institute of Design (NID) is internationally acclaimed as one of the foremost multi-disciplinary institutions in the field of design education and research. The Business Week, USA has listed NID as one of the top 25 European and Asian programmes in the world. The institute functions as an autonomous body under the department of Industrial Policy & Promotion, Ministry of Commerce & Industry, Government of India. NID has been declared 'Institution of National Importance' by the Act of Parliament, by virtue of the National Institute of Design Act 2014.

NATIONAL INSTITUTE OF DESIGN

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Located in the capital city of Gandhinagar, Gujarat, NID- Gandhinagar campus offers full time residential program in M.Des (Master of Design) across seven disciplines (Lifestyle Accessory Design, Apparel Design, New media design, Toy and Game Design, Photography Design, Strategic Design Management, and Transportation & Automobile Design), at the moment.

The campus houses facilities and resources (Knowledge Management Center, Central workshop (wood /metal), Laser cutting, CNC machine, 3D printing, Digital lab, and discipline specific labs/studios) that provide students with a gamut of learning opportunities and help them enhance their creativity. The campus also has an all-new auditorium/ amphi-theatre for holding conferences and cultural events besides a Design Gallery that witnesses frequent exhibitions. The campus is also the home to the ICNF (Innovation Centre for Natural Fibre), that is actively engaged in finding design applications for natural fibres.

NID's establishment in 1961 and the growth thereafter. The establishment of NID was a result of several forces, both global and local. The late 1950s saw a confluence of these forces, and this time would be a significant one for Indian culture and education. This was a time of reappraisal and reconstruction in a newly independent India. A young nation was confronted with the mammoth task of nation building, of balancing age-old traditions with modern technology and ideas. The Modern Movement, the philosophy of Machine Aesthetics, and revolutionary experimentation in the arts, architecture and design were all taking place at the same time. There was a search for the Indian identity across all aspects of life.

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NATIONAL INSTITUTE OF DESIGN

National Highway 44, Village Umri
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Tel: 01744-278100, 278101
Email Id: info@nidh.ac.in

National Institute of Design, Haryana, was established on November 15, 2016 as an autonomous institute under the Department for Promotion of Industry and Internal Trade (DPIIT), Ministry of Commerce and Industry, Government of India, to emerge as a global leader in Design Education and Research. The institute aims at becoming the torchbearer for innovative design directions in the industry, commerce and development sectors.

NID Haryana's multi disciplinary environment consisting of diverse design domains helps in creating an innovative and holistic ecosystem for design learning and delivering solutions focusing on the emerging needs of people integrated with digital and cutting edge technologies.

NID Haryana currently offers full-time four year Bachelor of Design (B.Des.) with specialisation streams of

- INDUSTRIAL DESIGN,
- COMMUNICATION DESIGN and
- TEXTILE & APPAREL DESIGN

The Bachelor of Design (B.Des.) commences with a two semester rigorous Foundation Program followed by six semesters of specialized courses. Teaching methodology incorporates Industry and Field exposure.

Vision

To provide Design Education, rooted in values, that responds to social context, improves quality of life and prepares thought leaders to address emerging global needs.

NATIONAL INSTITUTE OF DESIGN

Acharpura, Eint Khedi, Post Arwaliya
Bhopal – 462038, Madhya Pradesh
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Email : info@nidmp.ac.in
admissions@nidmp.ac.in

In early 2007, Department for Promotion of Industry and Internal Trade (erstwhile Department of Industrial Policy and Promotion), Ministry of Commerce and Industry, Govt. of India had envisioned the National Design Policy aimed at creating a design-enabled innovation economy and strengthening design education in the country.

With design and innovation taking prime importance in many sectors, policies, and schemes of the government such as "Make in India", "Skill India", "Digital India", "Startup India", and "Smart City initiatives" to name a few, it is imperative to promote design education to the next level. India needs the skill and expertise of professionally trained designers to contribute to the national missions announced by Central Government.

The National Design Policy had recommended setting up design institutes on the lines of NID, Ahmedabad in various parts of India to promote design programmes. Under this Action Plan, 4 new NIDs have been set up in Madhya Pradesh (Bhopal), Andhra Pradesh (Amaravati), Assam (Jorhat) and Haryana (Kurukshetra).

Establishing new NIDs as Institutions of National Importance in different geographical regions of the country will help produce highly skilled manpower in design which, in turn will create job opportunities, both direct and indirect, by providing sustainable design interventions for crafts, handloom, rural technology, small, medium and large-scale enterprises; and outreach programmes for capacity, capability and institution building.

The Institute had commenced academic activities in the Academic Year 2019-20. NID MP currently offers Bachelor Degree in Design (B.Des.) in the fields of Industrial Design, Communication Design and Textile & Apparel Design. The first batch of students shall be graduating in the year 2023.

NATIONAL INSTITUTE OF ADVANCED MANUFACTURING TECHNOLOGY

Deemed to be University under Distinct Categoryunder MoE, Govt. of India
Near Kanchnatoli, Hatia, Ranchi, Jharkhand-834 003
Email: academic@niamt.ac.in; nifftacademic@gmail.com
Website: https://niamt.ac.in/
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Industrial development plays an important role in the development of the country. To Provide the requisite quality & quantity of trained manpower at different level, Govt. of India set up the National Institute of Foundry and Forge Technology (NIFFT) in the year 1966 in collaboration with UNDP-USESCO. NIFFT is registered as Society under the Societies Registration Act of 1860. The management of the Institute is vested with Board of Governors with Chairman at its apex and members representing Govt. of India (Ministry of HRD & industry), AICTE, Private and Public enterprises, technical and R & D organizations. Recently, the institute changed its name to National Institute of Advanced Manufacturing Technology (NIAMT). During the last five-six decades NIAMT (formerly NIFFT) has earned a reputation as a leading institute for teaching, training, research & development, consultancy and documentation and information retrieval services in manufacturing technology and related areas of academic and industrial interest. With the globalization of the market, competitiveness in industries has increased tremendously. The VISION Statement of the Institute is: Accomplishing excellence in the technical education and act as repository and leader for disseminating state-of-the art knowledge and expertise in the field.

- To strengthen academic programmes with introduction of new courses in emerging areas at the Advanced Diploma, Graduate and Postgraduate levels.
- To create center of excellence and to encourage advanced studies to promote academic research.
- To promote International & National collaborations and joint venture in research & development programmes.
- To augment institute-industry interactions and to offer consultancy / training /refresher courses / unit-based programmes and library information services to industry.
- To carry out industrial research, design, and development work in the areas of manufacturing technology and related fields of present need.
- To promote collaborative research work with industries and research laboratories..

Vision

"Accomplishing excellence in the technical education and act as repository and leader for disseminating State-Of-The Art knowledge and expertise in the field of manufacturing technology and other relevant / emerging branches of engineering and technology concomitant with industrial growth of the nation. Also, maintaining and further strengthening its position as a leader in innovating technologies for sustainable growth".

Mission

Commensurate with the vision to meet the challenges of rapidly changing economic and technological scenario in the field in india and abroad vis-à-vis providing/adopting: -

- Augmented intellectual and physical infrastructure.
- Highly flexible and updated academic curricula for under-graduate, post-graduate and doctoral programmes.
- Continuing education with latest technical know-how.
- Consultancy and technical services.
- R&d packages and indigenization of technology.
- Documentation, information retrieval services and computer networking.
- Collaboration with national and international industries / universities / institutions.
- Human resource development.
- Internal resource generation towards self sufficiency.

NATIONAL INSTITUTE OF ELECTRONICS & INFORMATION TECHNOLOGY

Birla Farms, Bada Phull, Rupnagar 140001 (Punjab)
Email:Dy. Director-jasbir@nielit.gov.in
Website: https://www.nielit.gov.in
Phone: 8264098112, Dy. Director-+91-9855533449

National Institute of Electronics and Information Technology, Rupnagar Centre is coming up on 89 Kanals 7 Marlas of land (adjoining to the upcoming IIT, Rupnagar Campus) that was allotted free of cost by Government of Punjab at Village Bada Phull, Rupnagar in September 2012. Subsequently, Department of Electronics and Information Technology (DeitY) approved a project titled "Construction of Permanent Campus of NIELIT Chandigarh at Ropar, Punjab" on this land under 'Manpower Development Programme (including Skill Development in IT)' with budgetary outlay of Rs. 8,426.00 lakh.

Objective –

- To develop Human Resources at various levels including Certificate, Diploma, Graduate, Post Graduate and Research Professionals with adequate competence levels
- To launch Short Term / Long Term modular non-formal courses in selected areas of specialization
- To upgrade the competence of working professionals in Indian Industries
- To upgrade the knowledge and skills of faculty of technical institutions necessitated due to high obsolescence of this area
- Quality Control, Reliability evaluation and related techniques for IECT industries
- To promote affordable Electronics Design & Technology targeted towards rural / underdeveloped areas
- To make available Design Consultancy, Product Development & Technical Support Services of international standard to Indian industry
- To generate self employment, Entrepreneurship and setting of Electronics Industry
- To promote e-Learning mode of education

The construction of NIELIT's permanent Campus in Rupnagar (adjacent to IIT Rupnagar), with state-of-the-art facilities, spread over 12 acres of land, is in full swing and is expected to be operational by October 2016.

Meanwhile, Rupnagar Administration has also allotted built-up space at Dr. B. R. Ambedkar Bhawan, Rupnagar for starting a small training facility at Rupnagar (till the permanent campus at Village Bada Phull becomes operational) for creating awareness amongst general public of this region as well as capacity building by promoting the use of computers and imparting computer education and professional services in the fields of Information, Electronics & Communications Technology (IECT) to various Government Departments of Rupnagar District. The centre was inaugurated on 7th April 2016 by Sh. Karnesh Sharma, Deputy Commissioner, Rupnagar in the august presence of Sh. Ashwini Kumar Sharma, Director General, NIELIT HQ..

NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING & RESEARCH

Shamla Hills, Bhopal - 462 002 (M.P.)
Phone: 91(0755)2661600-602, 607-608
Email : director@nitttrbpl.ac.in
Web : https://nitttrbpl.ac.in

National Institute of Technical Teachers' Training and Research, Bhopal is a unique premier institution, established in 1965 by Ministry of Education, Government of India for teacher training and improving quality of entire gamut of Technical Education System. The Institute holds expertise through continuous R&D in the areas like development of. specific competencies related to new technologies, subject matter development, classroom and laboratory based learning, industry institute internship, management of technical institutions, personality development, entrepreneurship development, examination reforms and student assessment, learning & instructional resources development, video production and multimedia development, educational projects planning & management, community development, evaluation of programmes & projects.

In 2003, the GoI upgraded the Institute and there has been a substantial change in the mandate enabling it to cross the regional boundaries and function as a national level resource institution. It has geared itself with the updated resources and infrastructure to support the overgrowing demand of bringing quality in technical education through strategic support and networking with the other centers of excellence.

NITTTR, Bhopal has an excellent track record of introducing several new innovations in the technical education and has successfully implemented several time-bound and professionally challenging projects for varied clientele. In nineties, the Institute has successfully served the client states in implementing the highly acclaimed and successful World Bank Assisted Projects viz. Tech. Ed. I, II and III on 'Strengthening the Technician Education System.' The Institute has also been providing need-based customised support by conducting training programme for TEQIP institutes under phase I, II and III.

NITTTR Bhopal has been in the involved in the implementation of many national initiatives. In recent past NITTTR, Bhopal is involved in offering MOOCs courses through SWAYAM platform. The Institute has been identified under the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching as the Teaching Learning Centre (TLC) in Vocational Education Training & Entrepreneurship Development. NITTTR Bhopal has also been selected as National Resource Centre (NRC) for Assessment & Evaluation in ARPIT Scheme.

The institution has taken a lead in design and implementation of AICTE's National Initiative for Technical Teacher Training (NITTT) and National Mentoring Mission of National Education Policy-2020 by conducting the initial Orientation Training Programmes for Mentors. Looking to the present need, the institute has also been conducting webinar series and online Programmes. In pursuit of excellence, NITTTR Bhopal has transformed itself over the years. NITTTR enjoys the status of a World Class Institute in the area of Human Resource Development. 'Quality' and 'Need-based' has become the key word to its functioning, which gets reflected in its services and resources. NITTTR Bhopal exhibits the ethos of client driven and competency-based approach in all its services.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS TRAINING & RESEARCH

SECTOR-26, Chandigarh-160019
Phone: Director Office 91-172-2792369, 91-172-5061563, 91-172-2791366
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Website: https://www.nitttrchd.ac.in

In realization of the need for training better quality technicians to meet the large scale industrialization of the country, the ministry of Human Resource Development (the then Ministry of Education), Government of India established four Regional Technical Teachers' Training Institutes (now National Institute of Technical Teachers Training & Research, NITTTR at Bhopal, Chandigarh, Chennai and Kolkata in 1967. The Institute at Chandigarh is one of these four NITTTRs, started in collaboration with Royal Netherlands Government (upto 1974). It was designed to meet the requirements of developing polytechnic education in the northern region covering the states of Jammu and Kashmir, Himachal Pradesh, Punjab, Haryana, Rajasthan, Uttar Pradesh, Uttarakhand, Delhi and Union Territory of Chandigarh. The Institute is registered under the Societies Registration Act, 1860 and is managed by a Board of Governors. The institute started with long term teachers' training programmes for polytechnic teachers in 1967 and was also entrusted with the responsibility of promoting curriculum development work for the states in the region. To improve the competence of teachers for implementing new curricula designed by this institute, short term courses have been offered since 1967. The institute established a Media Centre in 1981 for preparing print & non-print instructional materials.

The institute also set up the department of Rural Development and the department of Entrepreneurship Development to assist polytechnics in directing their efforts towards training manpower and disseminating information in these areas. The Educational Television and Computer Science departments were established in the year 1981and 1982 respectively. Since 1983, the institute has been guiding and assisting the states in the areas of Educational Planning and Management. Since 1992, the institute started offering Regular Master of Engineering Programmes in (i) Engineering Education and (ii) Manufacturing Technology. In the year 1994, two more courses namely Master of Engineering in Construction Technology and Management and Computer Science and Engineering were added. In the year 1998, two more Master of Engineering Programmes in Instrumentation and Control and Electronics and Communication Engineering were added, and, since 2005, the institute started offering Modular Master of Engineering Programmes in all the above disciplines. All these programmes, being offered for teachers of technical institutions and their administrators, professionals from industry and general candidates, are duly approved by AICTE and affiliated to Panjab University, Chandigarh. Since June 2001, this institute has been conducting short term courses in various subjects for faculty of Engineering Colleges in addition to organizing AICTE sponsored Induction Training Programmes.

PROGRAMMES AND ACTIVITIES

To achieve its stated objectives, the institute undertakes the following spectrum of activities:
Education and Training Programmes, Curriculum Development, Instructional Material Development, Research and Development, Extension Services, Consultancy in Technical Education and Technology areas The institute has been recognized as a 'Research Centre' by Panjab University, Chandigarh (in 2006) as well as by Punjab Technical University, Jalandhar (Punjab) (in 2005) for pursuing research work leading to the degree of Doctor of Philosophy i.e. Ph.D.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING AND RESEARCH

Taramani, Chennai – 600 113, Tamil Nadu
Website: https://nitttrc.ac.in
Phone: Sr. Admn. Officer-2254 5435, Sr. Sec. Asst.-2254 5407

The National Institute of Technical Teachers' Training and Research, Chennai is a premier institution established in 1964 under the Ministry of Education, Government of India, dedicated to enhancing the quality of technical education in the country. It has been granted the "Institution Deemed to be University" status by the Ministry. This recognition acknowledges our 60 years of commitment to providing quality education and training, marking a significant milestone in our journey toward excellence in technical education and research. Established to improve the standards of technical education, NITTTR offers a range of programs and services tailored to the needs of educators and institutions in the technical education sector. At the core of NITTTR's mission is the training and professional development of technical teachers. Through its various training programs, workshops, and courses, NITTTR equips educators with the necessary skills and knowledge to excel in their roles. These programs cover diverse topics such as curriculum development, teaching methodologies, educational technology, and quality assurance, ensuring that educators stay updated with the latest trends and practices in the field.

In addition to training, NITTTR also conducts research and consultancy activities aimed at improving the overall ecosystem of technical education. The institution engages in cutting-edge research to address key challenges and opportunities in the field, contributing to the advancement of knowledge and innovation. Moreover, NITTTR offers consultancy services to technical institutions seeking guidance on various aspects such as infrastructure development, curriculum design, and pedagogical practices. NITTTR's commitment to excellence in technical education extends beyond its training and research initiatives. The institution actively promotes collaboration and networking among professionals in the technical education sector, fostering a community of practice where ideas and best practices are shared and exchanged. NITTTR plays a pivotal role in shaping the future of technical education in India. By providing high-quality training, conducting impactful research, and offering expert consultancy services, NITTTR continues to make significant contributions towards the enhancement of technical education standards and the development of a skilled workforce for the nation's growth and prosperity.

Vision

- To serve as a “One-Stop Institute of Excellence” and create an indelible mark in the fields of Multidisciplinary Education, Training, Research and Innovation at the Global Level.

Mission

- To address the current challenges in the field of Technical Education and fulfill the evolving needs and expectations of the changing world by renewing the principles of the Teaching Learning process.
- To anchor teaching in the quality culture of the Technical Institutions and articulate pedagogical competence to satisfy the demand for “Lifelong Learning.”
- To transform the traditional “One Size Fits All” Model to “Skills over Degrees” Model.

NATIONAL INSTITUTE OF TECHNICAL TEACHERS' TRAINING & RESEARCH

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Phone: (033) 6625 1919 (Extn - 904/965)

National Institute of Technical Teachers' Training & Research (NITTTR), Kolkata was established in 1965 as Technical Teachers' Training Institute (TTTI), Calcutta. This was the first among four such institutes (other three being at Chandigarh, Bhopal & Chennai) established by the Ministry of Education, Govt. of India as fully centrally funded autonomous institutions for providing pre & in-service training to the teachers and staff of Degree and Diploma level training institutions and also for conducting various activities related to quality improvement of the technical education system of the country. The Govt of India, in 2003, accorded national status to this institute, (along with the three sister institutes) in recognition of the contribution of these institutes for the expert service rendered for overall improvement of quality of Technical Education System.

The focal activities of the institute are (i) Education & Shorte-term Training, (ii) Curriculum Development, (iii) Learning Resources Development, (iv) Research & Development and (v) Extension Services & Consultancy. AICTE has recognized the Short-term training programmes conducted by the Institute for consideration for the purpose of movement to higher grades under the Career Advancement Scheme (CAS). The Institute is also offering four (4), AICTE approved, two year (four semester) Post Graduate Degree Programmes in Manufacturing Technology, Multimedia & Software Systems, Mechatronics Engineering and Structural Engineering leading to M.Tech Degree of Maulana Abul Kalam Azad University of Technology (MAKAUT, formaly West Bengal University of Technology (WBUT)).

Some of the notable national level projects in which the Institute is associated are serving as Nodal agency to centrally sponsored Community Polytechnic Scheme; designing & conducting AICTE sponsored "Induction training Programme" for fresh teachers of engineering colleges and polytechnics; facilitating implementation of Centrally sponsored scheme for Integrating Persons with Disabilities (PWD) in the Mainstream of Technical & Vocational Education etc. The Institute has highly qualified & experienced faculty members and excellent infrastructural support in the form of well-equipped laboratories and other resources. The institute has established extension centers at Guwahati and Bhubaneswar for reaching out to its clients. The new mandate of the Institute has extended its clientele catchment area outside the country encompassing the Technical & Vocational Institutions of particularly SAARC & ASEAN countries.

NATIONAL ACADEMY OF LEGAL STUDIES AND RESEARCH (NALSAR)

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Fax: +91 40 23498385/8386
Email : admissions@nalsar.ac.in

The National Academy of Legal Studies and Research (NALSAR) was established in 1998 by a Statute of the State of Andhra Pradesh. Since its inception, the University has been home to vital conversations on law and justice. These conversations have acknowledged that questions of justice arise in all legal pursuits whether in the world of courts, corporations, education or administration.

Using law as an instrument of social change the University has supported crusades for land rights, disability empowerment and against moral policing and hate speech. NALSAR is committed to the creation of an ethical legal culture, which protects and promotes the rule of law. The social justice agenda is no laughing matter but the University believes that the cause of building a rule of law society is a continuous enterprise, which is sustainable if it is undertaken with optimism and good cheer.

With students admitted from all over the country and faculty drawn from home and abroad, NALSAR is counted amongst the top law schools of the country. We are proud of the position but do not see it as defining us. Students and administration revel in laughing at self and other. Humour both black and genial will be found aplenty at NALSAR.

In accord with its liberal outlook, legal education is imparted in an inter-disciplinary manner. Consequently, there is convergence between the disciplines of law, social sciences, humanities, and management studies in both developing and executing the curriculum in the various degree and diploma courses.

Teaching we believe becomes monotonous and mediocre unless accompanied with both theoretical and empirical research. A symbiotic relationship between teaching and research has thus been proactively forged in the operation of the academic programs.

The University in all its years of existence has attempted varied strategies to create a vibrant scholastic environment. We continue in honest reflection on what works and what does not as we strive to realize our aims and objectives.

NATIONAL BRAIN RESEARCH CENTRE

NH-8, Manesar, Gurgaon
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Email: info@nbrc.ac.in registrar@nbrc.ac.in

The mandate of National Brain Research Centre (NBRC) is to be a Centre of Excellence in Brain Research with State-of-art facilities, to evolve the centre through a networking approach and generate highly trained human resource

The vision we have for NBRC is that it would not only grow into a world-class institute for brain research but also create a vibrant, active neuroscience community by catalysing the overall growth of this discipline in the country. The expected benefit from this initiative would be the generation of skilled manpower in this important area of research who would help India achieve an international leadership in this frontier area of science. This initiative would also help Indian neuroscientists to participate in global research efforts as equal partners.

The knowledge base generated from these efforts would help diagnostic tools and therapeutic strategies for treatment of brain-related disorders. A unique role for NBRC is that it will act as a node with linkages to other centres carrying out neuroscience research in the country, acting in effect as the "hub of the wheel" rather than the wheel itself.

The first announcement of the National Brain Research Centre by Dr. Manju Sharma, Secretary, Department of Biotechnology was on 14th November 1997 the birth anniversary of Pandit Jawaharlal Nehru, India's first prime minister.

The Centre was registered as an autonomous Society on 14th June 1999 on 38 acres of land acquired on lease at Manesar, Gurgaon District, 40 km from Delhi. Prof. P.N. Tandon is the founder Chairman of the NBRC Society and the founder director was Prof. Vijaylakshmi Ravindranath. The institute at Manesar was formally dedicated to the nation by the Hon'ble President of India, Dr. A.P.J. Kalam on December 16, 2003.

Prof. Prakash Tandon, a neurosurgeon of international repute and a neuroscientist at heart, continues to be chairman of the NBRC society and is actively associated with neuroscience research. Prof. Vijaylakshmi Ravindranath, was director NBRC from its inception to 2009, and is currently chairperson of the Centre of Neurosciences at Indian Institute of Science, Bangalore.

NATIONAL DAIRY RESEARCH INSTITUTE

Karnal -132 001
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The National Dairy Research Institute as country's premier Dairy Research institution has developed considerable expertise over the last five decades in different areas of Dairy Production, Processing, Management and Human Resource Development. Information generated at the Institute and the services offered have contributed to the growth of Dairy Industry as a whole and well-being of millions of milk producers and consumers of milk and milk products. Realizing the challenging need of global Dairy Trade, the Institute is continuously working to develop its R&D and HRD programmes to better serve the nation in terms of food security, employment generation, poverty alleviation and economic prosperity.

The National Dairy Research Institute, Karnal was originally started as Imperial Institute of Animal Husbandry and Dairying in 1923 at Bangalore. It was expanded and renamed as Imperial Dairy Institute in 1936 and was known as National Dairy Research Institute after independence in 1947. Subsequently, in 1955, NDRI Headquarter was shifted to Karnal. Facilities at Bangalore were retained to function as a Regional Station to serve the Southern States.

In 1964, Eastern Regional Station of the Institute was established at Kalyani in West Bengal. Both these Regional Stations continue to provide region specific R&D support for dairy development in these areas. In 1970, NDRI was brought under the wings of the Indian Council of Agricultural Research to provide greater operational autonomy to the Institute in research management functions. In 1989, status of Deemed University was conferred to the Institute for further strengthening the academic programmes for human resource development.

The National Dairy Research Institute as the premier Dairy Research Institution undertakes research, teaching and extension activities towards dairy development in the country. Being the National Institute, it conducts basic and applied research with the objective to enhance animal productivity and also to develop cost effective technologies for the benefit of the teeming millions.

Further, the Institute provides high quality manpower to meet the human resource requirements for the overall dairy development in the country. The Institute also undertakes extension programmes for transferring the know-how from the laboratory to the farmers' fields.

NATIONAL RAIL AND TRANSPORT INSTITUTE

Lalbaug, Vadodara-390 004, Gujarat
Tel : +91-265-2648305
Email: info@nrti.edu.in hr@nrti.edu.in

Established in 2018, National Rail and Transportation Institute (NRTI), a vision of the Honorable Prime Minister Narendra Modi, is India's first University focussed on transport-related education, multidisciplinary research and training. A Deemed to be University under the de Novo category, NRTI is specifically established to create a resource pool of best-in-class professionals for the railway and transportation sector.

NRTI will offer multi-disciplinary programmes designed to cater to the needs of India's transportation sector. The Institute will follow a demand-driven curriculum while aligning with industry priorities. To ensure best-in-class delivery of education, NRTI will follow a highly experiential and unique interdisciplinary pedagogical approach that incorporates the latest technologies such as live classrooms and online programmes, and is delivered by high-quality faculty with global exposure.

NRTI is focused on developing global and national partnerships with top universities and organizations from across the world. This will enable access to the latest pedagogy and programme design, prevailing transportation related domain knowledge, innovations and research developments. NRTI has adopted an interdisciplinary approach for research of transport systems—it is bringing together academicians, scientists and engineers from various backgrounds, with a plan to leverage its academic and industry partnerships and collaborations.

NRTI at a Glance

- Established as a Deemed to be University under the de-novo category in 2018.
- Multidisciplinary techno-commercial curriculum.
- Incorporates 21st century skills: communication, critical thinking and collaboration.
- Project-based learning at Railway establishments.
- Highly experienced in-house and visiting faculty with international exposure.
- Fully residential program with modern hostel for boys and girls.
- Upto 100% scholarships (Need-blind admission).
- Global academic and industry partnerships.
- State-of-the-art green campus.
- All the programs comply with UGC and AICTE guidelines.

NATIONAL SANSKRIT UNIVERSITY

Tirupati – 517 507, Andhra Pradesh
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The Vidyapeetha was declared as a Deemed to be a University on the recommendations of the U.G.C under Section 3 of UGC Act by the Government of India in its Gazette dated 16 – 11- 1987, No. F.9-2/85 U-3. The Deemed University was formally inaugurated by the then President of India Sri R. Venkataraman on 26th August, 1989. The Vidyapeetha started functioning as a Deemed University from the academic year 1991 – 92. Since then we have had eminent Chancellors – M.M.Sri Pattabhirama Sastri, Prof.Ramaranjan Mukherjee, Dr.V.R.Panchamukhi (two terms) and Dr. J.B.Pattnaik and the Vice-Chancellors were Prof. N. S. Ramanuja Tatacharya, Prof. S. B. Raghunathacharya, Prof. D. Prahladachar and Prof. Harekrishna Satapathy. Now Prof. V.Muralidhara Sharma took over as Vice-Chancellor. The Vidyapeetha was headed by Shri. N.Gopalaswami, IAS (Retd., former Chief Election Commissioner of India and Padmabhushan recipient serving as the Chancellor and Prof. V.Muralidhara Sharma as the Vice-Chancellor of the Vidyapeetha. Rashtriya Sanskrit Vidyapeetha was established as National Sanskrit University under "Central Sanskrit University Act, 2020". From 30-04-2020, this act came into force and Vidyapeetha became a National Sanskrit University (Central University). On the recommendations of the Central Sanskrit Commission appointed by the Government of India during 1950s, a Central Sanskrit Institute was established at Tirupati in 1961 by the Ministry of Education, Government of India in partial fulfilment of the recommendations, for the preservation and propagation of Traditional Sanskrit learning combining it with the modern methods of research. The Government of India constituted an autonomous registered body called 'Kendriya Sanskrit Vidyapeetha Tirupati Society' for the administration of the institution. The foundation stone for the Kendriya Sanskrit Vidyapeetha was laid by the then Vice-President of India , Dr.S.Radhakrishnan on 4th January, 1962. About forty two acres of land at the foot of the Seven Hills, Tirumala was leased out by the T.T.D. Trust, then headed by Executive Officer, Dr.C.Anna Rao along with a munificient donation of Rs.10 lacs towards construction of buildings. The Vidyapeetha Society has had a galaxy of successive chairmen who were well known public figures – Sri Patanjali Sastry, former Chief Justice of India being the first, followed by Prof. V. Raghavan, a reputed Indologist and Sri M.Ananthasayanam Ayyangar, former Speaker of Lok Sabha. Dr. B. R. Sharma was the Founder, and also acted as the Director from 1962 to 1970. Later the post of Director was changed into that of Principal. Sri Venkata Raghavacharya, Dr. Mandan Mishra, Dr. R. Karunakaran, Dr. M. D. Balasubramanyam and Prof. N.S. Ramanuja Tatacharya served the institution in various capacities. Kendriya Sanskrit Vidyapeetha came under the aegis of Rashtriya Sanskrit Sansthan– an autonomous body under the Ministry of Education in April, 1971. Despite the challenges of the modern world, it has grown from strength to strength as a premier Institution for Sanskrit learning and research in India . During the Silver Jubilee celebrations in 1987, Sri P.V.Narasimha Rao, the then Union Minister of Human Resource Development, Govt. of India announced the decision of the Government to elevate its status to that of a Deemed University.

NATIONAL SPORTS UNIVERSITY

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Imphal – 795001, Manipur, India
Email : deanacnsu@gmail.com
registrar@nsu.ac.in registrar-office@nsu.ac.in
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Nelson Mandela, the Nobel laureate for peace and former president of South Africa, said in one of his speeches, "Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand. Sport can create hope where once there was only despair…" But to inspire the next generation, we need the right professionals to lead and coach them in sports.

It is with this as one of the missions that the National Sports University, Manipur, was set up in 2018. The University is presently functional from its temporary campus at the Khuman Lampak Sports Complex of Imphal. Prime Minister of India, Shri Narendra Modi, laid the foundation stone for the University's proposed 325 acre campus at Imphal West, on 16th March 2018. Dr. Najima Heptulla, Governor of Manipur, Col. Rajyavardhan Rathore (Retd.), AVSM, Minister of State (Independent Charge), Youth Affairs & Sports, were also present on the occasion.

University Will have four schools:

- School of Sports Science and Sports Medicine
- School of Sports Management and Technology
- School of Sports Education
- School of Interdisciplinary Studies

The National Sports University will have the flexibility to open new schools/departments in consonance with the advances and developments in sports science, sports medicine, and allied areas. The University, once developed, will be the first one of its kind to promote sports education in the areas of sports sciences, sports technology, sports management, and sports coaching. It will also function as the national training centre for selected sports disciplines by adopting the best international practices by signing Memoranda of Understanding (MoU) with international universities. The Ministry of Youth Affairs and Sports has already signed MoUs with the Universities of Canberra and Victoria in April 2017.

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NATIONAL INSTITUTE OF AYURVEDA

Madhav Vilas Palace, Jorawar Singh Gate, Amer Road
Jaipur – 302002, Rajasthan
Tel : 91-141-2635816, Fax : 91-141-2635709
Email : nia-rj@nic.in Website : http://www.nia.nic.in

National Institute of Ayurveda is an apex autonomous Institute under the Ministry of AYUSH, Government of India for promoting the growth and development of Ayurveda as a model Institute for evolving high standards of Teaching, Training, Research, and Patient Care and also to invoke scientific outlook to the knowledge of Ayurvedic System of Healthcare.

An independent Ayurvedic College was established in August 1946 by the Government of Rajasthan and this College was merged to form National Institute of Ayurveda known as NIA in Ayurveda fraternity on 7th February 1976. This was one of the very few Ayurvedic Colleges in the country to introduce Post-Graduate Education in Ayurveda as early as in 1970. After its establishment in 1976, the Institute has grown tremendously in the field of Teaching, Training, Research, Patient Care etc., as a result of which it has now 14 Specialties for Post-Graduate Education as well as Regular Fellowship Program leading to Ph.D. Apart from this there is also Under Graduate course (BAMS), Diploma Course in AYUSH Nursing & Pharmacy and various other certificate courses. NIA has a 280 bedded NABH accredited hospital which caters to around 3 lakhs Around 1200- 1500 patients visit NIA OPDs per day. The hospital is equipped with a modern well equipped Pathology Laboratory running in PPP mode. The institute is equipped with modern research instruments for drug standardization and research. Since its existence, it has continuously been engaged in promoting reforms and developments in Ayurveda System of Health care at National and International level. The Institute is not only a premier Institute under the Central Government but also amongst apex Institutions in the field of Ayurvedic education and training in the country and comparable to none as far as Ayurveda is concerned.

NIA has made a name of excellence in teaching, training and patient care activities and incomparable academic standards in the field of Ayurveda at Graduation, Post-Graduation, Fellowship (Ph.D.) Diploma and Certificate levels.

AIMS

1. Improving the quality of higher education in Ayurveda.
2. Introduction of more PG and Fellowship Programs, Training in various aspects.
3. Implementing Practice Based Research in Treatment in order to give a scientific outlook to the Patient Care Activities in Ayurveda, to validate Ayurvedic Treatment.
4. Undertaking various Research Activities for the welfare of mankind.
5. Foreign Exposure Training Programs for Foreigners (Medical as well as Non-Medical) interested in the basic knowledge as well as higher knowledge in Ayurveda.
6. Providing expertise in Ayurveda to foreign countries interested in Ayurveda.

OBJECTIVES

1. To promote the Growth and Development of Ayurveda;
2. To produce Graduates and Post-Graduates in all Branches of Ayurveda;
3. To conduct Research on various aspects of Ayurveda;
4. To provide Medical Care through Ayurvedic Systems of Medicine to the suffering humanity;
5. To provide and assist in providing service and facilities of highest order for Research, Evolution, Training, Consultation and Guidance to Ayurvedic System of Medicine;
6. To conduct Experiments and develop Patterns of Teaching Under-Graduate and Post-Graduate Education in all branches of Ayurveda.

NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION

17-B, Sri Aurobindo Marg
New Delhi - 110 016
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Email : niepa@niepa.ac.in
Website : http://www.niepa.ac.in

The National Institute of Educational Planning and Administration (NIEPA), (Deemed to be University) established by the Ministry of Human Resource Development, Government of India, is a premier organization dealing with capacity building and research in planning and management of education not only in India but also in South Asia.

In recognition of the pioneering work done by the organization in the field of educational planning and administration, the Government of India have empowered it to award its own degrees by way of conferring it the status of Deemed to be University in August, 2006. Like any Central University, NIEPA is fully maintained by the Government of India.

The National Institute has its origin dating back to 1962 when the UNESCO established the Asian Regional Centre for Educational Planners and Administrators which later became the Asian Institute of Educational Planning and Administration in 1965. After 4 years of its existence, it was taken over by the Government of India and renamed as the National Staff College for Educational Planners and Administrators. Subsequently, with the increased roles and functions of the National Staff College, particularly in capacity building, research and professional support services to governments, it was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

No. 21st, 16th Cross Street, 27th Main Road
Sector 1, HSR Layout, Bengaluru - 560 102, Karnataka
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E-mail: director.bengaluru@nift.ac.in
nift.bengaluru@nift.ac.in

NIFT has been a pioneer in fashion education in India, bringing together knowledge, creative thinking and critical independence. Over the past 30 years, the institute has stood as a beacon for inclusive thinking, bringing forth competent individuals who specialize in Design, Technology and Management. NIFT Bengaluru is located in a prime area with all facilities and infrastructure in and around the campus.

Set up in 1986, NIFT is the pioneering institute of fashion education in the country and has been in the vanguard of providing professional human resource to the textile and apparel industry. It was made a statutory institute in 2006 by an Act of the Indian Parliament with the President of India as 'Visitor' and has full-fledged campuses all across the country. Over the years NIFT has also been working as a knowledge service provider to the Union and State governments in the area of design development and positioning of handlooms and handicrafts.

NIFT has implemented a variety of consultancy projects over the years. With experts drawn from design, management and technology specializations across 16 professionally managed campuses in India, our consulting projects range from design solutions to business plan interventions and technology upgradation.

From designing uniforms for various clients across the country to customised training programmes for industry manpower, developing quality control manuals for manufacturing unit, providing cost-effective IT solutions and forecasting fashion trends, NIFT has done them all, and continues to provide its expertise to the government and the industry, by handling challenging projects.

A Project was sanctioned by the Ministry of Textiles, Govt. of India, under the Research and Development Scheme to develop Indian size charts based on body measurements of Indian population for better fitting of ready to wear garments. The project 'INDIAsize' plans to measure 25000 (Twenty Five Thousand) persons aged from 18 to 65 years in six different regions of India using 3D body scanners. It is expected that the retail garment industry will be hugely benefitted from the outcome of the project.

Vision

NIFT shall offer, at all our campuses, a learning experience of the highest standards in fashion pertaining to design, technology and management and encourage our remarkably creative student body to draw inspiration from India's textiles and crafts while focusing on emerging global trends relevant to the industries we serve.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Bhopal Indore Bypass Road,
Bhauri, Bhopal- 462030 (MP) INDIA
Tel : 0755-2493736
E-mail: directoroffice.bhopal@nift.ac.in

NIFT Bhopal was established in the year 2008. The Centre started functioning from a Transit Campus situated in MP Bhoj (Open) University, Kolar Road, in the heart of Bhopal city. The Centre has shifted to its splendid permanent campus, in March 2022, sprawling over 29 acres of land, resplendent with lush greenery and non-polluting ambience.

The Centre is strategically located 20 kms from Bhopal Jn. and 10 kms from Raja Bhoj International Airport, Bhopal.

Set up in 1986, NIFT is the pioneering institute of fashion education in the country and has been in the vanguard of providing professional human resource to the textile and apparel industry. It was made a statutory institute in 2006 by an Act of the Indian Parliament with the President of India as 'Visitor' and has full-fledged campuses all across the country. Over the years NIFT has also been working as a knowledge service provider to the Union and State governments in the area of design development and positioning of handlooms and handicrafts.

Campus Infrastructure

- 14 Classrooms, 05 Studios
- Fully equipped Weaving Lab and Dyeing & Printing Lab
- General and Leather Workshops
- Video Conference Room (connected with HQ & all NIFT Centers)
- Fully equipped IT Labs with high speed internet connectivity and latest graphic software, computerised embroidery machine, digital tablets and soft body dress forms
- 3D Printer, Laser cutting machine,
- Resource Centre – Rich repository of books and national and international journals, bound periodicals, audio visual resources.
- The Material Wing having garments, fabric swatches, handicrafts & accessories
- Canteen/ Mess and Stationery Shop
- Wi-Fi enabled high speed Internet facility (NKN)
- Transport facility (Bus)
- Health Care- Doctor & Clinical Psychologist

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Chandaka Industrial Estate, Patia
IDCO Plot Number 24,
Bhubaneswar - Odisha - 751024
Phone : +91-674 2305701, 2305712
e-mail: nift.bhubaneswar@nift.ac.in

NIFT, Bhubaneswar was established in the year 2010 from a temporary campus at Jatni, in the outskirts of Bhubaneswar and shifted to its permanent campus, located near KIIT University, that was formally inaugurated on 31st March 2012 by the former Minister of Textiles, Shri Anand Sharma and the Chief Minister of Odisha, Shri Naveen Pattnaik along with other dignitaries. The present campus is built with the support of the Government of Odisha, in terms of 10 acres of land and a financial assistance of Rs 58.6 crores. NIFT Bhubaneswar has promised a 20% reservation of seats for domicile of Odisha.

A well furnished Hostel for Girls with 200 Rooms with a boarding capacity of 400 (on twin-sharing basis), Geyser, 24x7Hrs Wi-Fi Accessible, Washing Machine and a separate Mess and badminton court.

Resource Centre

- A fully automated library with RFID system where students can self borrow and return books in the Kiosk machine.
- Approx. 1500 sq ft area with 3218 books, 8 online databases, 50 Periodicals along with subscription of Magzter for 4000 online magazines, 215 swatches, 35 nos. of costume and 80 nos. of fabrics sample.
- Open from 9 AM till 8 PM.

Campus Infrastructure

The NIFT Bhubaneswar campus has state of the art academic infrastructure facilities that include imported and indigenous set of machines to give multidirectional learning experience to the campus students. The highlights of the academic infrastructure are as given below:

- 7 IT labs with all latest hardware and software
- Advance weaving studio with electronic Jacquard and Dobby
- Weaving Studio with light weight processed wood table top looms
- 4 Garment Construction and Pattern making labs with all latest equipment and machineries
- Hardware Workshop and wet workshop with allied tools and equipments
- Dedicated Fashion and Photography studio with all audio visual support
- All classrooms are well connected with intra network and equipped with audio control systems and LCD projectors.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Rajiv Gandhi Salai Taramani,
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nift.chennai@nift.ac.in

NIFT Chennai was established in the year 1995. Completing a wonderful journey of more than two decades, the center has set up a remarkable and ideal platform for the aspiring and creative young generation in the field of Fashion with Design, technology and Management.

NIFT Chennai is equipped with all necessary state-of-the-art infrastructure facilities for all the courses. Starting from the dedicated Material workshop, Machine room and Computer lab for the common Foundation Programme to Pattern making & Garment construction (Sewing) Lab for various other departments, the centre has a balanced setup. Art rooms and class rooms for all the required courses are well set up.

Specialised labs and workshops for Knit (Flat knitting, Circular knitting, Shima seiki etc.,) & Leather products and Lifestyle accessories add values. A well-structured Photography studio and a Mac lab as graphic design studio are also part of NIFT Chennai.

To hold, organise, conduct and perform various presentations and cultural activities, the campus has two auditoriums. For sports, the campus is equipped with an outdoor basketball court, a Futsol. Not to miss the in-campus popular 'Outer courtyard' for all beautiful amalgamation of various activities.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Block 5 & 6, Govt. Engineering College Campus
Mota Falia, Varkund
Nani Daman, Daman - 396210
Mob: +91-7018105887
E-mail: director.daman@nift.ac.in

Established in the year 2022, NIFT Daman is presently located in the Government Engineering College Campus, Mota Falia, Varkund, Nani Daman. The UT Daman is a hub of integrated textile plants. Proximity of the UT to the Fashion Capital of the Country, Mumbai and the Textile Capital of India, makes it one of the favourite centres of the textile entrepreneurs. NIFT Daman is offering hostel facilities for girls and boys students.

All the Resource Centres (RCs) offer online information services to the users through the cloud based multi-location library management software, *e-Granthalaya*, of the National Informatics Centre (NIC).

Web Online Public Access Catalogue (WebOPAC)
The Web based Online Public Access Catalogue (OPAC) offers access to catalogues of print and non-print collections of all the Resource Centres . The Online Public Access Catalogue (OPAC) of each RC can also be accessed via the Internet.

Access to e-Resources
Students and faculty of NIFT can access all the digital resources including subscribed databases, online periodicals, e-Books and institutional repository on the Internet through the website of NIFT.

Current Awareness Service
RCs update the members periodically about current developments in the institution and industry. Few RCs also use popular social media to communicate with the users and update them regularly.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

GH-O Road, Gandhinagar - 382 007, Gujarat
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E-mail: director.gandhinagar@nift.ac.in
nift.gandhinagar@nift.ac.in

The NIFT Campus at Gandhinagar, considered to be perhaps the greenest city in India, was established in 1995 at a temporary campus building allotted by Govt. of Gujarat at Sector 26, Gandhinagar. Later Government of Gujarat allotted a plot of 20,000 sq.mt. land for NIFT Gandhinagar's permanent Campus near Infocity which became operational in February 2004. An additional 10,000 sq. mt. land was allotted for the Girls' Hostel, Director's Bungalow and Staff Quarters.

NIFT Gandhinagar has state-of-the-art facilities on campus including 25 classrooms/studios, 24 lab workshops, 3 audio visual rooms and 2 IT conference/VC rooms for primary academic activities. In addition the campus has Resource Centre & Library and Design Studio as additional academic and research facilities.

The campus is student-centric and encourages a diverse variety of student activities that are strongly supported by facilities such as Auditorium (339 seating capacity), Student Activity Centre with amphitheatre, Badminton Court, Basketball Court, Volleyball Court, Cricket Pitch, Table Tennis room, Music Room and Dance room.

The NIFT Gandhinagar Cafeteria "Fuel Station" is considered to be the best amongst all campuses and offers a rich variety of cuisine.

The Campus Auditorium with a seating capacity of around 350 plays host to major events both for NIFT Gandhinagar as well as other organizations.

The on-campus Stationery Shop facilitates regular and easy access to a wide portfolio of stationery and related items for our students.

Solar Bench Module: With support of Gujarat Energy Research and Management Institute (GERMI), 05 nos of solar PV bench modules have been installed in Campus under Indo-German, Energy Programme by GIZ (Deutsche Gesellscha für, Internaonale, Zusammenarbeit (GIZ) GmbH.

This benches generates Solar energy and are equipped with power plugs can be used for plugging Laptops, Mobile phone etc. ideal for students use.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Opposite Hi-tech City, Cyberabad Post
Madhapur, Hyderabad – 500081, Telangana
Tel: +91-40-23110841/42/43

The NIFT Hyderabad campus sits between India's IT hub - Hi-tech city and the state craft village, Shilparamam; appropriately epitomizing one of its core mottos, tradition meets modernity. With such close proximity to the IT industries and a vibrant city sphere, the campus boasts of modern amenities while still closely rooted to its cultural diversity. The permanent campus was established in 1999 and the main building is noted for its architectural grandeur and versatility. The campus facilities provide an ideal environment for an all rounded learning experience and holistic growth.

Infrastructure and Facilities
8 Acres Campus
Well-equipped Laboratories and Studios
Wi-Fi facility for entire Campus
350 Seat Auditorium
Spacious Resource Centre
Campus Counsellor
Campus Stationery Store
Mini Gym
Indoor and Outdoor Sports Facilities
Clay Tennis Court
Basketball Court
Throw Ball Court
Volley Ball Court
Indoor Badmition Court
Canteen and Mess Facility
Nescafe Cafeteria

Hostel

- Hostel provisions for girls only
- 238 Rooms Accommodating 476 Students
- 8 Guest Rooms (available for parents on nominal rates, *based on availability*)
- Medical & Doctor Facility
- Recreation Room
- Indoor Sports Facility

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Karwar, Jodhpur – 342037
Rajasthan
Tel: +91-291-2659556/58

NIFT Jodhpur made its humble beginning in the year 2010 from its temporary campus at Sojati Gate and is currently operating from the permanent campus at Karwar. NIFT Jodhpur offers four-year Bachelor's and two-year Master's programmes in the area of Design, Technology, and Management. The Center has a very good liaison with many Crafts industries and research organizations.

NIFT Jodhpur is associated with various local craftsmen, artists, and merchants, (Jodhpur being the Handicraft Hub of the country) and provides the best real-life situations and learning opportunities to its students. NIFT Jodhpur along with NID, IIHT, NLU, IIT and other leading national colleges & industry experts of the city holds regular basis interactions with them for the welfare of their own students /faculties and others. Over the years NIFT- Jodhpur has also been working as a knowledge service provider to the State governments in the area of design development and positioning of handlooms and handicrafts. The center has a vision: a learning experience of the highest standard's in fashion pertaining to design, technology, and management and encourage our remarkably creative student body to draw inspiration from India's Textiles and Crafts while focusing on emerging global trends relevant to the industries.

Campus Infrastructure

To achieve its ambition of being a world-class Fashion & Technology Institute, NIFT Jodhpur is committed to the significant enhancement of its facilities and buildings, which are essential for world-class research and the overall development of students. NIFTJ has a highly modern and state-of-the-art infrastructure that goes a long way in facilitating many services for the students and faculties. The spacious, amphitheater-style classrooms in NIFTJ provide the most conducive atmosphere for dynamic and focused discussions. They have been designed to combine analysis with action and are augmented with integrated audio-visual teaching aids for lectures, presentations, etc. Special sessions and classes are also held on business etiquette, negotiation skills, effective communication, leadership, teamwork, and analytical skills. A fully air-conditioned high-tech auditorium provides ample opportunity for our staff and students to exhibit their talents in cultural activities. The NIFTJ Auditorium has all the facilities to enhance the learning process and is a vast space that serves the varied requirements of quality education. The auditorium is equipped with the latest gadgets, such as Interactive TV, Digital Podium, and a top-notch sound system.

NIFT Jodhpur has Eleven Laboratories and One high-tech IT lab. Laboratories are fully equipped to meet the academic requirements and impart good hands-on experience and practical learning per the NIFT curriculum.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus, Chheb, Kangra-176001
Himachal Pradesh
Tel: +91-1892-260872
E-mail: director.kangra@nift.ac.in

Situated in picturesque Kangra Valley, overlooking beautiful Dhauladhar Himalayan Ranges, Kangra Centre started its journey in 2009, tracing the vision of NIFT. The centre was inaugurated by Hon'ble Minister of Textiles, Mr. Shankar Singh Waghela and Hon'ble Chief Minister of Himachal Pradesh, Prof. Prem Kumar Dhumal on 5th August 2009, which has started playing an important role in contributing to various segments of the textile, apparel, lifestyle accessories, and fashion communication industry. Having more than 1200 students already passed out with high merits and successful placements, NIFT-Kangra has provided a firm foundation for academics and overall learning. With the new infrastructure being acquired steadily, year by year, Kangra Campus will have world class facilities in the years to come.

Infrastructure and Facilities

- 26 acres campus
- Well-equipped laboratories
- Complete Wi-Fi facility for entire campus
- Spacious resource centre
- Campus counselor
- Campus stationery store
- Full-fledged Gymnasium
- Indoor and outdoor sports facilities
    - International standard Poly Propylene Badminton, basketball & Volley ball court
    - Table Tennis and Snooker Table
- Canteen and mess facility
- E Cycle & E bike rental facilities in campus
- Dance room
- Table Tennis room & Snooker Table
- Recreation activities Organic Farming by NIFT Kangra staff “shram dann” & volunteer.

At present Kangra campus has hostel facility for Girls only. The Hostel facility is spread over 12 acres.

Hostel provisions for girls only; 238 rooms accommodating 476 students and additional 180 bed facility starting soon; Medical Assistance and In-house Counseling facility; Recreation room with LCD facility; Washing Machines in Every Block; Indoor & Outdoor Sports Facility.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

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Tel: +91-497-2784781-84

Kannur or Cannanore is a place of Looms and lore in the God's own country, Kerala, which is an apt place for a Fashion institute. NIFT Kannur started functioning from a temporary campus in 2008 and moved to its current permanent campus in 2012. It is a serene campus located away from busy towns but active within.

The sprawling campus of 10 acres houses the academic block which is an architectural master piece raises like a spiral from 2 floors to 8 floors. The infrastructure was given by the State Government of Kerala. This allows a reservation of 20% supernumerary seats for the students of the state domicile.

Infrastructure and facilities

- Get high on the Academic block with 8 floors accommodating spacious classrooms, modern computer labs, Pattern making labs, Garment construction labs, and photography studio.
- Experience hands on in the weaving, textile processing, printing and material labs in the Workshop block
- Physical and online Stock of knowledge is available in the Resource Centre

Hostels

- Cosy accommodation available for Girls within the campus
- Boys take freedom staying outside the campus in PG accommodations
- 400 seated Lecture Hall/Auditorium is a place where events
- Fulfil your appetite and hangout in the Cafeteria
- Stay fit and healthy with Gym and playgrounds.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

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nift.kolkata@nift.ac.in

Founded in 1995, National Institute of Fashion Technology (NIFT), Kolkata is a leader in the Eastern Part of India for providing education in the field of Design, Technology and Management. NIFT Kolkata is one of the five oldest Centres among the NIFT fraternity. With a symbiotic balance amongst the state Government and the garment industries, NIFT Kolkata stands as a pioneer of fashion training and research.

National Institute of Fashion Technology, Kolkata was initially housed at Manjusha Bhavan, ICMARD Building and later moved to the premises of College of Leather Technology on temporary basis. With a strong team empowering the Centre, two Courses, namely Three Year Under Graduate Diploma Programme in Fashion Design and Two Years Post Graduate Diploma Programme in Garment Manufacturing Technology were started at the time of inception. Subsequently, another Two Years Post Graduate Diploma Programme in Leather Apparel Design & Technology (LADT) was commenced.

NIFT Kolkata provides excellent avant-garde infrastructure and facilities, being upgraded in regular interval with newest technologies to make students aware of latest know-how for giving the best output. Today NIFT Kolkata has around 950 students as its family and a host of facilities to its credit available at the disposal of every NIFT student for enabling them to develop the knowledge and skills in a rapidly changing society.

The campus is designed to meet the demands of imparting creative education. The building houses separate theory studios equipped with LCD Projector and workshops.

Students have access to IT Labs and a very rich Resource Center, which has rare and huge collection of books, Journals & magazines and samples of National and International level related to fashion industry.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus, Plot No. 15, Sector - 4
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Tel: +91-22-27747000 / 7100 / 5549, Fax: +91-22-27745386
E-mail: director.mumbai@nift.ac.in nift.mumbai@nift.ac.in

Established in the year 1995 in "Fashion Capital of India", today NIFT Mumbai is spread over 10 acres of area in Navi Mumbai, has state of the art hostel facilities for girls and boys students, world class infrastructure, highly equipped labs and machine rooms.Campus possesses latest sports infrastructure and well monitored well equipped mess facility. The institute has highly trained faculties with strong industry connect. NIFT Mumbai offers employment opportunities to aspirants across all NIFT Centres.

Various programmes at NIFT Mumbai offer the best facilities to its students. Labs that help the students to execute their designs and master their skillset at NIFT Mumbai: Machine Room and Materials Workshop

- Leather Lab
- Jewellery Lab
- Painting Lab
- Welding Workshop
- Design and Creative Thinking studio
- Surface Design Lab
- Weaving Lab
- Textile Testing Lab
- CAD Lab
- Visual Merchandising Lab
- Photography Lab
- Pattern Making Lab
- Garment Construction Lab
- Design Studio
- Art Lab
- Pattern Making Lab
- Garment Construction Lab
- Hand Flat Lab
- Shima Seiki Lab
- Sports and Lingerie Machine Lab
- Specialized SPME Sewn and Product Machinery Equipment lab
- Hanger Systems Material Handling Lab
- Design Studio
- Visual Merchandising Display Lab
- Apart from these specific labs, the campus has nine computer labs assigned to every Department and Foundation.

Equipped with the latest Audio Visual technologies, the auditorium can seat an audience of 350. Newly constructed ramp room in the Academic Block II for in-house fashion shows and competitions.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

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Email: director.ho@nift.ac.in directoradmn.nift@gmail.com
Website : www.nift.ac.in

National Institute of Fashion Technology was set up in 1986 under the aegis of the Ministry of Textiles, Government of India. It has emerged as the premier Institute of Design, Management and Technology, developing professionals for taking up leadership positions in fashion business in the emerging global scenario.

NIFT has been granted statutory status under the act of Parliament of India in 2006, empowering the Institute to award degrees and other academic distinctions. The Institute is a pioneer in envisioning and evolving fashion business education in the country through a network of fifteen professionally managed domestic centres at Bangalore, Bhopal, Bhubaneswar, Chennai, Gandhinagar, Hyderabad, Jodhpur, Kangra, Kannur, Kolkata, Mumbai, New Delhi, Patna, Raebareli and Shillong.

NIFT has set academic standards and excelled in thought leadership by providing a pool of creative genius and technically competent professionals. The Institute provides a common platform for fashion education, research and training. NIFT's prime objective has been to spawn a critical mass of highly competent technical professionals in the area of Fashion Design, Technology and Management capable of providing leadership to the Indian Fashion industry, to enable it to compete better in the global economy.

NIFT professional are some of the most creative mind a country can offer with a burning desire to excel, who go through a very stimulating and challenging academic schedule that sharpens their faculties and prepares them to face any challenge in the ever changing world of fashion.

NIFT Industry Linkage Unit facilitates on campus placements for graduating students of NIFT to enable them to start their careers in challenging positions. Leading national and international companies participate in Campus Placements to recruit NIFT professionals. The profile of companies attending placements have expanded substantially with diverse segments of industry like large retailers, brand marketers, manufacturers, consultancy organizations, e-retailer, textile mills, home furnishing companies, design BPO's, technology solution providers, and large apparel manufacturing companies along with international brands.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

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admissions.panchkula@nift.ac.in
info.niftpanchkula@nift.ac.in

NIFT, Panchkula campus commenced in August 2019 with Continuing Education (CE) Programmes/Certificate courses aimed at complementing the practical knowledge of industry professionals with formal technical education in their respective areas of work. The campus is built with state-of-the-art infrastructure and facilities.NIFT, Panchkula is very well connected with the rest of the tri-city (i.e., Chandigarh and Mohali) with all means of transport, and the location is easily accessible by the neighboring states as well. The Panchkula campus at present is offering the following Six full-time courses:

BACHELOR PROGRAMMES (B.Des) – DESIGN
- Fashion Design
- Textile Design
- Fashion Communication

BACHELOR PROGRAMME (B.F. Tech.) –TECHNOLOGY
- Apparel Production

MASTERS PROGRAMME (MDes & MFM)
- Design Space
- Fashion Management

Campus Infrastructure and Facilities
- Well equipped Pattern Making and Garment Construction labs that include - Single Needle Lockstitch Machines, Flatbed iron tables, Dress forms, Pattern Making tables
- Fully functional Surface Ornamentation lab
- Weaving Lab
- Classrooms equipped with smart screens
- Girls Hostel
- Resource Center
- Conference Room

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Mithapur Farms
Patna-800001, Bihar
Tel: +91-612-2366833/2360078/87

NIFT Patna was started in June, 2008, from its transit campus situated in the prestigious Udyog Bhavan, Gandhi Maidan, Patna and from July 2014 it has start functioning from its own permanent campus at Mithapur Farms, Patna.

Campus Infrastructure and Facilities

Accessory Design Lab equipped with Lathe machine and various other cutting, drilling and welding machines.

3D Printer- to make product prototypes and samples.

Photography Studio having state of art equipment: cameras, lenses, studio lights, backdrops, tripod stands, photo meters and others accessories.

Mac Lab has 21" inch latest iMacs installed with latest Adobe Creative Cloud and other design applications.

Garment Construction Lab equipped single needle lock stitch machines, Flat lock machines, over lock machines, Buttonhole machines, Steam press, Fusing Machine etc.

Pattern making Lab equipped with pattern making tables and light glass tables.
Textile Design Studio having facility to make tie-dye, batik, block print, screen print and other dyeing printing equipment.

Textile Testing Lab having array of equipment for testing of fibres, yarns, fabrics, and various associated properties like gsm, tensile strength, abrasion resistance, colour fastness, etc.

Digital Studios and IT Labs equipped with graphic work stations (Windows and Mac) installed with latest Adobe Applications like Photoshop, Illustrator, In Design, Animate, Dreamweaver, etc..., Corel Draw Graphic Suit, NedGraphics Printing Studio Suite like Color Reduction and Cleaning Pro, Design and Repeat Pro, Easy Coloring, etc..., Carpet, Dobby and Jacquard like Texcelle Pro, Dobby Pro, Jacquard Pro, etc..., 3DsMax, Auto CAD, MS-Office, SPSS, and other relevant applications.

Weaving Studio equipped with state of art Ashford Table Top Loom with 16 shafts, Warping frames and various other supporting accessories to make samples of simple weave structures, compound weave structures, and dobby designs.

Wifi – Choices for you with Airtel and NKN.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Doorbhash Nagar, Sector - II
Raebareli-229010
Tel: +91-535-2702422/31

NIFT Raebareli was established in the year 2007. The Centre started functioning from a temporary campus in a building/land measuring 11.46 Acres taken on lease from M/s Indian Telephone Industries (ITI) Ltd. The Institute currently has a sprawling campus resplendent with lush greenery and non polluting ambiance. The main academic and administrative blocks are situated in multi-storied buildings having adequate classrooms, studios, laboratories, and a resource centre which includes library.

The Centre is strategically located 3 kms from Rae Bareli Jn. and 82 kms from Lucknow amidst a rich cultural heritage of Awadh. The Institute can be reached by road following the Lucknow – Allahabad National Highway 24B.

NIFT Extension Centre Varanasi

NIFT Raebareli's Extension Centre at ITOC complex Varanasi conducts various short duration, Continuing Education Programmes (CE), Diploma & Certificate courses.

NIFT Raebareli provides fully residential accommodation for girls & boys. The hostel premises are provided with round the clock professional security cover with wi-fi and broad band internet facility. The rooms are furnished with all essentials viz., mattresses, air coolers and Geysers. Recreational facilities like T.V., magazines, some indoor and outdoor games are also available in the hostels.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Umsawli, Mawpat, Shillong-793012, Meghalaya
Tel: 0364-2308818, 0364-2308811
E-Mail: director.shillong@nift.ac.in
E-Mail: jointdirector.shillong@nift.ac.in
coe.shillong@nift.ac.in

NIFT Shillong started its humble beginning from June, 2008, from its transit campus situated in the Old North Eastern Indira Gandhi Regional Institute of Health & Medical Sciences (Old NEIGRIHMS Campus), NIFT as a Institute is a pioneer in envisioning and evolving fashion business education in the country, and this endeavour saw opening of four New Centers in 2008. Shillong being one of them.

NIFT now has a network of Eighteen professionally managed domestic centres at Bengaluru, Bhopal, Bhubaneswar, Chennai, Daman, Gandhinagar, Hyderabad, Jodhpur, Kangra, Kannur, Kolkata, Mumbai, New Delhi, Panchkula, Patna, Raebareli, Shillong and Srinagar.

The institute boasts of a very close contact with the intellectual art and design sect of the society all over the country. Due to the advantage of being one of the pioneer institutions coming in the state, the institute is now very well networked to satisfy the academic requirements of NIFT at Shillong. The Centre is currently offering Four Undergraduate 4 Years courses - Fashion Design, Accessory Design, Fashion Communication and Textile Design and One Post Graduate Two years course - Master of Fashion Management. The institute portrays itself as a leader in fashion education in the state.

NIFT Shillong has committed itself in exploring growth paradigms and to act like a catalyst in formulating the structural roadmap for the apparel and allied industry. NIFT Shillong is looking forward to contribute towards upliftment of the craftsmen through workshops and design intervention.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

SIDCO Industrial Complex, Ompora
Budgam – 191111, Jammu and Kashmir
Tel : 0195-1255971, 0195-1255972

NIFT Srinagar started its academic journey in 2016 from temporary campus at Rangreth, Srinagar by offering UG Programmes (B.Des in Fashion Design and Fashion Communication). The Campus has been now made fully functional from its permanent location at Ompora, Budgam, J&K with state of the art-facilities.

The sprawling Campus on an area of 16.5 acres houses Academic Block, Administrative Block, Auditorium, Residential quarters, Amphitheater, Sport Fields, Gymnasium, Canteen etc.

At present Campus is offering 4 UG/B Des programs (Fashion Communication, Fashion Designing, Fashion & Life Style Accessory, Textile Design) and Masters in Fashion Management.

NIFT Srinagar is also providing consultancy services to J&K Government & Ladakh Govt. for revival, promotion and branding of the handloom and handicrafts.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus,
No. 21st, 16th Cross Street, 27th Main Road
Sector 1, HSR Layout, Bengaluru - 560 102, Karnataka
Tel: +91-80-22552550-55, Fax: +91-80-25632566
E-mail: director.bengaluru@nift.ac.in
nift.bengaluru@nift.ac.in

NIFT has been a pioneer in fashion education in India, bringing together knowledge, creative thinking and critical independence. Over the past 30 years, the institute has stood as a beacon for inclusive thinking, bringing forth competent individuals who specialize in Design, Technology and Management. NIFT Bengaluru is located in a prime area with all facilities and infrastructure in and around the campus.

Set up in 1986, NIFT is the pioneering institute of fashion education in the country and has been in the vanguard of providing professional human resource to the textile and apparel industry. It was made a statutory institute in 2006 by an Act of the Indian Parliament with the President of India as 'Visitor' and has full-fledged campuses all across the country. Over the years NIFT has also been working as a knowledge service provider to the Union and State governments in the area of design development and positioning of handlooms and handicrafts.

NIFT has implemented a variety of consultancy projects over the years. With experts drawn from design, management and technology specializations across 16 professionally managed campuses in India, our consulting projects range from design solutions to business plan interventions and technology upgradation.

From designing uniforms for various clients across the country to customised training programmes for industry manpower, developing quality control manuals for manufacturing unit, providing cost-effective IT solutions and forecasting fashion trends, NIFT has done them all, and continues to provide its expertise to the government and the industry, by handling challenging projects.

A Project was sanctioned by the Ministry of Textiles, Government of India, under the Research and Development Scheme to develop Indian size charts based on body measurements of Indian population for better fitting of ready to wear garments. The project 'INDIAsize' plans to measure 25000 (Twenty Five Thousand) persons aged from 18 to 65 years in six different regions of India using 3D body scanners. It is expected that the retail garment industry will be hugely benefitted from the outcome of the project.

Vision

NIFT shall offer, at all our campuses, a learning experience of the highest standards in fashion pertaining to design, technology and management and encourage our remarkably creative student body to draw inspiration from India's textiles and crafts while focusing on emerging global trends relevant to the industries we serve.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus
Bhopal Indore Bypass Road,
Bhauri, Bhopal- 462030 (MP) INDIA
Tel : 0755-2493736
E-mail: directoroffice.bhopal@nift.ac.in

NIFT Bhopal was established in the year 2008. The Centre started functioning from a Transit Campus situated in MP Bhoj (Open) University, Kolar Road, in the heart of Bhopal city. The Centre has shifted to its splendid permanent campus, in March 2022, sprawling over 29 acres of land, resplendent with lush greenery and non-polluting ambience.

The Centre is strategically located 20 kms from Bhopal Jn. and 10 kms from Raja Bhoj International Airport, Bhopal.

Set up in 1986, NIFT is the pioneering institute of fashion education in the country and has been in the vanguard of providing professional human resource to the textile and apparel industry. It was made a statutory institute in 2006 by an Act of the Indian Parliament with the President of India as 'Visitor' and has full-fledged campuses all across the country. Over the years NIFT has also been working as a knowledge service provider to the Union and State governments in the area of design development and positioning of handlooms and handicrafts.

Campus Infrastructure

- 14 Classrooms, 05 Studios
- Fully equipped Weaving Lab and Dyeing & Printing Lab
- General and Leather Workshops
- Video Conference Room (connected with HQ & all NIFT Centers)
- Fully equipped IT Labs with high speed internet connectivity and latest graphic software, computerised embroidery machine, digital tablets and soft body dress forms
- 3D Printer, Laser cutting machine,
- Resource Centre – Rich repository of books and national and international journals, bound periodicals, audio visual resources.
- The Material Wing having garments, fabric swatches, handicrafts & accessories
- Canteen/ Mess and Stationery Shop
- Wi-Fi enabled high speed Internet facility (NKN)
- Transport facility (Bus)
- Health Care- Doctor & Clinical Psychologist

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus
Chandaka Industrial Estate, Patia
IDCO Plot Number 24,
Bhubaneswar - Odisha - 751024
Phone : +91-674 2305701, 2305712
e-mail: nift.bhubaneswar@nift.ac.in

NIFT, Bhubaneswar was established in the year 2010 from a temporary campus at Jatni, in the outskirts of Bhubaneswar and shifted to its permanent campus, located near KIIT University, that was formally inaugurated on 31st March 2012 by the former Minister of Textiles, Shri Anand Sharma and the Chief Minister of Odisha, Shri Naveen Pattnaik along with other dignitaries. The present campus is built with the support of the Government of Odisha, in terms of 10 acres of land and a financial assistance of Rs 58.6 crores. NIFT Bhubaneswar has promised a 20% reservation of seats for domicile of Odisha.

A well furnished Hostel for Girls with 200 Rooms with a boarding capacity of 400 (on twin-sharing basis), Geyser, 24x7Hrs Wi-Fi Accessible, Washing Machine and a separate Mess and badminton court.

Resource Centre

- A fully automated library with RFID system where students can self borrow and return books in the Kiosk machine.
- Approx. 1500 sq ft area with 3218 books, 8 online databases, 50 Periodicals along with subscription of Magzter for 4000 online magazines, 215 swatches, 35 nos. of costume and 80 nos. of fabrics sample.
- Open from 9 AM till 8 PM.

Campus Infrastructure

The NIFT Bhubaneswar campus has state of the art academic infrastructure facilities that include imported and indigenous set of machines to give multidirectional learning experience to the campus students. The highlights of the academic infrastructure are as given below:

- 7 IT labs with all latest hardware and software
- Advance weaving studio with electronic Jacquard and Dobby
- Weaving Studio with light weight processed wood table top looms
- 4 Garment Construction and Pattern making labs with all latest equipment and machineries
- Hardware Workshop and wet workshop with allied tools and equipments
- Dedicated Fashion and Photography studio with all audio visual support
- All classrooms are well connected with intra network and equipped with audio control systems and LCD projectors.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus,
Rajiv Gandhi Salai Taramani,
Chennai - 600 113, Tamil Nadu
Tel: +91-44-22542756 / 22542755 / 22542657
Fax: +91-44-22542769
E-mail: director.chennai@nift.ac.in
nift.chennai@nift.ac.in

NIFT Chennai was established in the year 1995. Completing a wonderful journey of more than two decades, the center has set up a remarkable and ideal platform for the aspiring and creative young generation in the field of Fashion with Design, technology and Management.

Campus Infrastructure

NIFT Chennai is equipped with all necessary state-of-the-art infrastructure facilities for all the courses. Starting from the dedicated Material workshop, Machine room and Computer lab for the common Foundation Programme to Pattern making & Garment construction (Sewing) Lab for various other departments, the centre has a balanced setup. Art rooms and class rooms for all the required courses are well set up.

Specialised labs and workshops for Knit (Flat knitting, Circular knitting, Shima seiki etc.,) & Leather products and Lifestyle accessories add values. A well-structured Photography studio and a Mac lab as graphic design studio are also part of NIFT Chennai.

To hold, organise, conduct and perform various presentations and cultural activities, the campus has two auditoriums. For sports, the campus is equipped with an outdoor basketball court, a Futsol. Not to miss the in-campus popular 'Outer courtyard' for all beautiful amalgamation of various activities.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Block 5 & 6, Govt. Engineering College Campus
Mota Falia, Varkund
Nani Daman, Daman 396210
Mob: +91-7018105887
E-mail: director.daman@nift.ac.in

Established in the year 2022, NIFT Daman is presently located in the Govt. Engineering College Campus, Mota Falia, Varkund, Nani Daman. The UT Daman is a hub of integrated textile plants. Proximity of the UT to the Fashion Capital of the Country, Mumbai and the Textile Capital of India, makes it one of the favourite centres of the textile entrepreneurs. NIFT Daman is offering hostel facilities for girls and boys students.

All the Resource Centres (RCs) offer online information services to the users through the cloud based multi-location library management software, *e-Granthalaya*, of the National Informatics Centre (NIC).

Web Online Public Access Catalogue (WebOPAC)
The Web based Online Public Access Catalogue (OPAC) offers access to catalogues of print and non-print collections of all the Resource Centres . The Online Public Access Catalogue (OPAC) of each RC can also be accessed via the Internet.

Access to e-Resources
Students and faculty of NIFT can access all the digital resources including subscribed databases, online periodicals, e-Books and institutional repository on the Internet through the website of NIFT.

Current Awareness Service
RCs update the members periodically about current developments in the institution and industry. Few RCs also use popular social media to communicate with the users and update them regularly.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus, GH-O Road
Gandhinagar - 382 007, Gujarat
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Fax: +91-79-23240772
E-mail: director.gandhinagar@nift.ac.in
nift.gandhinagar@nift.ac.in

The NIFT Campus at Gandhinagar, considered to be perhaps the greenest city in India, was established in 1995 at a temporary campus building allotted by Government of Gujarat at Sector 26, Gandhinagar. Later Government of Gujarat allotted a plot of 20,000 sq.mt. land for NIFT Gandhinagar's permanent Campus near Infocity which became operational in February 2004. An additional 10,000 sq.mt. land was allotted for the Girls' Hostel, Director's Bungalow and Staff Quarters.

Campus Infrastructure

NIFT Gandhinagar has state-of-the-art facilities on campus including 25 classrooms/studios, 24 lab workshops, 3 audio visual rooms and 2 IT conference/VC rooms for primary academic activities. In addition the campus has Resource Centre & Library and Design Studio as additional academic and research facilities.

The campus is student-centric and encourages a diverse variety of student activities that are strongly supported by facilities such as Auditorium (339 seating capacity), Student Activity Centre with amphitheatre, Badminton Court, Basketball Court, Volleyball Court, Cricket Pitch, Table Tennis room, Music Room and Dance room.

The NIFT Gandhinagar Cafeteria "Fuel Station" is considered to be the best amongst all campuses and offers a rich variety of cuisine.

The Campus Auditorium with a seating capacity of around 350 plays host to major events both for NIFT Gandhinagar as well as other organizations.

The on-campus Stationery Shop facilitates regular and easy access to a wide portfolio of stationery and related items for our students.

Solar Bench Module: With support of Gujarat Energy Research and Management Institute (GERMI), 05 nos of solar PV bench modules have been installed in Campus under Indo-German, Energy Programme by GIZ (Deutsche Gesellscha für, Internaonale, Zusammenarbeit (GIZ) GmbH.

This benches generates Solar energy and are equipped with power plugs can be used for plugging Laptops, Mobile phone etc. ideal for students use.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus,
Opposite Hi-tech City, Cyberabad Post
Madhapur, Hyderabad – 500081, Telangana
Tel: +91-40-23110841/42/43

The NIFT Hyderabad campus sits between India's IT hub - Hi-tech city and the state craft village, Shilparamam; appropriately epitomizing one of its core mottos, tradition meets modernity. With such close proximity to the IT industries and a vibrant city sphere, the campus boasts of modern amenities while still closely rooted to its cultural diversity. The permanent campus was established in 1999 and the main building is noted for its architectural grandeur and versatility. The campus facilities provide an ideal environment for an all rounded learning experience and holistic growth.

Infrastructure and Facilities
8 Acres Campus
Well-equipped Laboratories and Studios
Wi-Fi facility for entire Campus
350 Seat Auditorium
Spacious Resource Centre
Campus Counsellor
Campus Stationery Store
Mini Gym
Indoor and Outdoor Sports Facilities
Clay Tennis Court
Basketball Court
Throw Ball Court
Volley Ball Court
Indoor Badmition Court
Canteen and Mess Facility
Nescafe Cafeteria

Hostel

- Hostel provisions for girls only
- 238 Rooms Accommodating 476 Students
- 8 Guest Rooms (available for parents on nominal rates, *based on availability*)
- Medical & Doctor Facility
- Recreation Room
- Indoor Sports Facility

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Karwar, Jodhpur – 342037
Rajasthan
Tel: +91-291-2659556/58

NIFT Jodhpur made its humble beginning in the year 2010 from its temporary campus at Sojati Gate and is currently operating from the permanent campus at Karwar. NIFT Jodhpur offers four-year Bachelor's and two-year Master's programmes in the area of Design, Technology, and Management. The Center has a very good liaison with many Crafts industries and research organizations.

NIFT Jodhpur is associated with various local craftsmen, artists, and merchants, (Jodhpur being the Handicraft Hub of the country) and provides the best real-life situations and learning opportunities to its students. NIFT Jodhpur along with NID, IIHT, NLU, IIT and other leading national colleges & industry experts of the city holds regular basis interactions with them for the welfare of their own students /faculties and others. Over the years NIFT- Jodhpur has also been working as a knowledge service provider to the State governments in the area of design development and positioning of handlooms and handicrafts. The center has a vision: a learning experience of the highest standard's in fashion pertaining to design, technology, and management and encourage our remarkably creative student body to draw inspiration from India's Textiles and Crafts while focusing on emerging global trends relevant to the industries.

Campus Infrastructure

To achieve its ambition of being a world-class Fashion & Technology Institute, NIFT Jodhpur is committed to the significant enhancement of its facilities and buildings, which are essential for world-class research and the overall development of students. NIFTJ has a highly modern and state-of-the-art infrastructure that goes a long way in facilitating many services for the students and faculties. The spacious, amphitheater-style classrooms in NIFTJ provide the most conducive atmosphere for dynamic and focused discussions. They have been designed to combine analysis with action and are augmented with integrated audio-visual teaching aids for lectures, presentations, etc. Special sessions and classes are also held on business etiquette, negotiation skills, effective communication, leadership, teamwork, and analytical skills. A fully air-conditioned high-tech auditorium provides ample opportunity for our staff and students to exhibit their talents in cultural activities. The NIFTJ Auditorium has all the facilities to enhance the learning process and is a vast space that serves the varied requirements of quality education. The auditorium is equipped with the latest gadgets, such as Interactive TV, Digital Podium, and a top-notch sound system.

NIFT Jodhpur has Eleven Laboratories and One high-tech IT lab. Laboratories are fully equipped to meet the academic requirements and impart good hands-on experience and practical learning per the NIFT curriculum.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus, Chheb, Kangra-176001
Himachal Pradesh
Tel: +91-1892-260872
E-mail: director.kangra@nift.ac.in

Situated in picturesque Kangra Valley, overlooking beautiful Dhauladhar Himalayan Ranges, Kangra Centre started its journey in 2009, tracing the vision of NIFT. The centre was inaugurated by Hon'ble Minister of Textiles, Mr. Shankar Singh Waghela and Hon'ble Chief Minister of Himachal Pradesh, Prof. Prem Kumar Dhumal on 5th August 2009, which has started playing an important role in contributing to various segments of the textile, apparel, lifestyle accessories, and fashion communication industry. Having more than 1200 students already passed out with high merits and successful placements, NIFT-Kangra has provided a firm foundation for academics and overall learning. With the new infrastructure being acquired steadily, year by year, Kangra Campus will have world class facilities in the years to come.

Infrastructure and Facilities

- 26 acres campus
- Well-equipped laboratories
- Complete Wi-Fi facility for entire campus
- Spacious resource centre
- Campus counselor
- Campus stationery store
- Full-fledged Gymnasium
- Indoor and outdoor sports facilities
    - International standard Poly Propylene Badminton, basketball & Volley ball court
    - Table Tennis and Snooker Table
- Canteen and mess facility
- E Cycle & E bike rental facilities in campus
- Dance room
- Table Tennis room & Snooker Table
- Recreation activities Organic Farming by NIFT Kangra staff “shram dann” & volunteer.

At present Kangra campus has hostel facility for Girls only. The Hostel facility is spread over 12 acres.

Hostel provisions for girls only; 238 rooms accommodating 476 students and additional 180 bed facility starting soon; Medical Assistance and In-house Counseling facility; Recreation room with LCD facility; Washing Machines in Every Block; Indoor & Outdoor Sports Facility.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

Dharmasala, Mangattuparamba
Kannur-670562, Kerala
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pa.director.kannur@nift.ac.in
Tel: +91-497-2784781-84

Kannur or Cannanore is a place of Looms and lore in the God's own country, Kerala, which is an apt place for a Fashion institute. NIFT Kannur started functioning from a temporary campus in 2008 and moved to its current permanent campus in 2012. It is a serene campus located away from busy towns but active within.

The sprawling campus of 10 acres houses the academic block which is an architectural master piece raises like a spiral from 2 floors to 8 floors. The infrastructure was given by the State Government of Kerala. This allows a reservation of 20% supernumerary seats for the students of the state domicile.

Infrastructure and facilities

- Get high on the Academic block with 8 floors accommodating spacious classrooms, modern computer labs, Pattern making labs, Garment construction labs, and photography studio.
- Experience hands on in the weaving, textile processing, printing and material labs in the Workshop block
- Physical and online Stock of knowledge is available in the Resource Centre

Hostels

- Cosy accommodation available for Girls within the campus
- Boys take freedom staying outside the campus in PG accommodations
- 400 seated Lecture Hall/Auditorium is a place where events
- Fulfil your appetite and hangout in the Cafeteria
- Stay fit and healthy with Gym and playgrounds.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus, Plot - 3B, Block-LA,
Sector III, Salt Lake City
Kolkata - 700 106(West Bengal)
Tel: +91-33-2335 8350 / 2335 2890 / 2335 8348
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nift.kolkata@nift.ac.in

Founded in 1995, National Institute of Fashion Technology (NIFT), Kolkata is a leader in the Eastern Part of India for providing education in the field of Design, Technology and Management. NIFT Kolkata is one of the five oldest Centres among the NIFT fraternity. With a symbiotic balance amongst the state Government and the garment industries, NIFT Kolkata stands as a pioneer of fashion training and research.

National Institute of Fashion Technology, Kolkata was initially housed at Manjusha Bhavan, ICMARD Building and later moved to the premises of College of Leather Technology on temporary basis. With a strong team empowering the Centre, two Courses, namely Three Year Under Graduate Diploma Programme in Fashion Design and Two Years Post Graduate Diploma Programme in Garment Manufacturing Technology were started at the time of inception. Subsequently, another Two Years Post Graduate Diploma Programme in Leather Apparel Design & Technology (LADT) was commenced.

NIFT Kolkata provides excellent avant-garde infrastructure and facilities, being upgraded in regular interval with newest technologies to make students aware of latest know-how for giving the best output. Today NIFT Kolkata has around 950 students as its family and a host of facilities to its credit available at the disposal of every NIFT student for enabling them to develop the knowledge and skills in a rapidly changing society.

The campus is designed to meet the demands of imparting creative education. The building houses separate theory studios equipped with LCD Projector and workshops.

Students have access to IT Labs and a very rich Resource Center, which has rare and huge collection of books, Journals & magazines and samples of National and International level related to fashion industry.

NATIONAL INSTITUTE OF FASHION TECHNOLOGY

NIFT Campus, Plot No. 15, Sector - 4
Kharghar, Navi Mumbai - 410 210, Maharashtra
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E-mail: director.mumbai@nift.ac.in nift.mumbai@nift.ac.in

Established in the year 1995 in "Fashion Capital of India", today NIFT Mumbai is spread over 10 acres of area in Navi Mumbai, has state of the art hostel facilities for girls and boys students, world class infrastructure, highly equipped labs and machine rooms.Campus possesses latest sports infrastructure and well monitored well equipped mess facility. The institute has highly trained faculties with strong industry connect. NIFT Mumbai offers employment opportunities to aspirants across all NIFT Centres.

Various programmes at NIFT Mumbai offer the best facilities to its students. Labs that help the students to execute their designs and master their skillset at NIFT Mumbai: Machine Room and Materials Workshop

- Leather Lab
- Jewellery Lab
- Painting Lab
- Welding Workshop
- Design and Creative Thinking studio
- Surface Design Lab
- Weaving Lab
- Textile Testing Lab
- CAD Lab
- Visual Merchandising Lab
- Photography Lab
- Pattern Making Lab
- Garment Construction Lab
- Design Studio
- Art Lab
- Pattern Making Lab
- Garment Construction Lab
- Hand Flat Lab
- Shima Seiki Lab
- Sports and Lingerie Machine Lab
- Specialized SPME Sewn and Product Machinery Equipment lab
- Hanger Systems Material Handling Lab
- Design Studio
- Visual Merchandising Display Lab
- Apart from these specific labs, the campus has nine computer labs assigned to every Department and Foundation.

Equipped with the latest Audio Visual technologies, the auditorium can seat an audience of 350. Newly constructed ramp room in the Academic Block II for in-house fashion shows and competitions.

NATIONAL INSTITUTE OF FOOD TECHNOLOGY, ENTREPRENEURSHIP AND MANAGEMENT

Thanjavur (NIFTEM-T)
Ministry of Food Processing Industries, Government of India
Pudukkottai Road, Thanjavur - 613 005, Tamil Nadu,
Tel : +91 4362 228155

The National Institute of Food Technology, Entrepreneurship and Management - Thanjavur (NIFTEM-T) is a pioneer Research and Educational Institution under the Ministry of Food Processing Industries, Government of India. Dr. V. Subrahmanyan. an eminent scientist and founder Director, Central Food Technological Research Institute, Mysore, after his retirement, started PPRC in 1967 as R & D laboratory in the Modern Rice Mill complex of Thanjavur Co-operative Marketing Federation (TCMF) at Tiruvarur, Tamil Nadu, India under the dedicated leadership and the able guidance of late. The mandate of the Institute at its inception was to seek solutions for preserving high moisture paddy because the paddy harvest season in Southern India coincided with the tail end of the South West monsoon.

The Institute was later upgraded as a national laboratory with the name Paddy Processing Research Centre (PPRC) in 1972. At the time of up-gradation the mandates of the Institute were also changed and the scientists in the Institute focused their research in identifying technologies for post harvest procession and preservation of paddy. The Institute was moved to it current location at Thanjavur in 1984. Considering the vital importance of strengthening R & D efforts in the post-harvest processing, preservation and value addition of raw agricultural produce, the Ministry of Food Processing Industries (MoFPI) strengthened and upgraded the PPRC as a National Institute in February 2008 and renamed as Indian Institute of Crop Processing Technology (IICPT).

The Honorable Union Minister of Food Processing Industries has rechristened IICPT as Indian Institute of Food Processing Technology (IIFPT) on 31st March 2017. In its upgraded form, IIFPT will focus on providing solutions to all food processing areas including fish, meat and dairy products processing through intensive research and development activities.

The Institute is located at Thanjavur, the ancient capital of Chola Kingdom and the granary of Tamil Nadu. The National Institute of Food Technology, Entrepreneurship and Management - Thanjavur (NIFTEM-T) with its modern laboratories equipped with hi-tech instruments, is engaged in the R&D of food grain processing, value addition, by-product utilization through bio-processing, process and product development.

Our Food Quality Testing Laboratory is NABL accredited and FSSAI referral. We have a hi-tech and cottage level food processing incubation cum training center. Hands-on-training on different food processing technologies, renting facilities and other supports are offered all thought the year to help the entrepreneurs to put in their innovative ideas for the development of new products. National Institute of Food Technology, Entrepreneurship and Management - Thanjavur (NIFTEM-T) offers B.Tech., M.Tech. and Ph.D. programs in Food Process Engineering and M.Tech. programs in Food Science and Technology and Ph.D. in Biotechnology.

NATIONAL INSTITUTE OF FOOD TECHNOLOGY ENTREPRENEURSHIP AND MANAGEMENT (NIFTEM)

Plot No 97, Sector – 56, HSIIDC
Industrial Estate, Dist. Kundli – 131028, Haryana
Phone: 0130- 2281000, 0130- 2219759-64
Email: info@niftem.ac.in

National Institute of Food Technology Entrepreneurship and Management (NIFTEM) was conceptualized by Government of India on persistent demand of the food industry to have an Apex Body as a "One Stop Solution Provider" for the various problems of the sector. Ministry of Food Processing Industries, Government of India has set up this institute with an initial investment of Rs. 500 crore (US $100 million).

The institute is spread over an area of 100 acres. The institute intends to act as a centre of excellence and an apex world class centre of global standards in the area of Food Technology and Management. It will cater to the needs of various stakeholders such as entrepreneurs, industry, exporters, policy makers, government and existing institutions. NIFTEM being an apex institution under Ministry of Food Processing Industries (MoFPI) have developed strong linkages with industries.

World Class Education at NIFTEM

NIFTEM aims to become a world class education hub in Food Technology and Management. The salient features of NIFTEM are:

- State of art infrastructure put in place in consultation with eminent experts of the food sector, both from India and abroad.
- Fourteen world class state of the art teaching and research labs encompassing 7200m^2 of lab area. Further, there is separate provision for high tech research labs in future.
- Special classrooms with Multi-purpose Podium, Projection system, Lecture recording & Audio system.
- Acclaimed Faculty with Global Exposure; Visiting foreign faculty; Point-to-Point and Multipoint Video conferencing for interaction with globally acclaimed teachers.
- Five story modern NIFTEM knowledge Centre (library) in 6580m^2 area.
- Online access to about 4000 e-journals/books through DELNET, DIAA and other resources at library.
- Experiential learning opportunity through industry internship & business incubation centres.
- Unique opportunity for meritorious students to work at Foreign Universities/Research Centres under its international student exchange programmes.
- Training and Placement Support Cell.

NATIONAL INSTITUTE OF MENTAL HEALTH AND NEURO SCIENCES

Hosur Road / Marigowda Road, (Lakkasandra, Wilson Garden)
Bangalore – 560029, Karnataka
Tel : 080 - 26995001/2, 26564199, 26564140, 26561811, 91-080-26995005/5006
Fax : 080- 26564830/26562121
Email : shankar@nimhans.kar.nic.in, info@nimhans.kar.nic.in,
mvsavithri@nimhans.kar.nic.in regt@nimhans.kar.nic.in / vravi@nimhans.kar.nic.in
Website : http://www.nimhans.kar.nic.in

National Institute of Mental Health and Neuro Sciences is a multidisciplinary Institute for patient care and academic pursuit in the frontier area of Mental Health and Neuro Sciences.

The Lunatic Asylum which came into being in the latter part of the 19th Century was renamed as Mental Hospital in 1925 by the erstwhile Government of Mysore. This hospital and All India Institute of Mental Health established in 1954 by the Government of India were amalgamated on 27th December 1974, and thus was formed the autonomous National Institute of Mental Health and Neuro Sciences (NIMHANS). The priority gradient adopted by the Institute is service, manpower development and research.

Multidisciplinary integrated approach is the mainstay of this Institute, paving the way to translate the results from bench to bedside. On November 14, 1994, NIMHANS was accorded the status of Deemed University by the University Grants Commission, with academic autonomy.

A unique model of a successful partnership between the Ministry of Health and Family Welfare, Government of India and the Ministry of Health and Family Welfare, Government of Karnataka, NIMHANS has been declared an Institute of National Importance by an Act of Parliament (38/2012).

The Vision Statement:
To be a world leader in the area of Mental Health and Neurosciences and evolve state-of-the-art approaches to patient care through translational research.

NATIONAL INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

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2214690, 2214697, 2292001, 2292002, 2214695,
2292003, 2292004 2230068, 2292005, 2292008
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Establishment in 1998, National Institute of Pharmaceutical Education and Research (NIPER) is the first national level institute in pharmaceutical sciences with a proclaimed objective of becoming a centre of excellence for advanced studies and research in pharmaceutical sciences. The Government of India has declared NIPER as an 'Institute of National Importance'. It is an autonomous body set up under the aegis of Department of Pharmaceuticals, Ministry of Chemicals and Fertilizers, Government of India. The Institute is conceived to provide leadership in pharmaceutical sciences and related areas not only within the country, but also to the countries in South East Asia, South Asia and Africa. NIPER is a member of Association of Indian Universities and Association of Commonwealth Universities.

The Institute is located about 250 Km north of Delhi at S.A.S. Nagar (Mohali), Punjab on a total area of 130 acres.

"To become a globally recognized brand in the areas of education and research in pharmaceutical sciences for the benefit of people of India and other countries and the growth of the pharmaceutical industry."

Mission :
Imparting quality education in the areas of Pharmaceutical Sciences.
Promotion of innovative and translation research.
National/ international collaborative research and linkages.
Study of national/ international pharmaceutical policy issues.
Collaboration with pharma industries to meet the global challenges.
Creation of specialized centres to cater to the needs of pharmaceutical industries and other research and teaching institutes.
Conducting programmes on drug surveillance including study of sociological aspects of drug 'use and abuse'.
Community pharmacy and pharmaceutical management.
Continuing education programme.

NATIONAL INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

Opposite Air force Station
Palaj, Gandhinagar-382355, Gujarat
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Website :www.niperahm.ac.in

The wave of globalization has propelled the expansion of Indian pharma sector. India is amongst the top 10 countries of the world, in terms of volume and value of Pharmaceutical products. Enthusiastic and entrepreneurial efforts have turned Gujarat into the hub of Pharma industry.

The innovative and translational approach of the Indian scientists resulted in paradigm shift from industrial age to knowledge enriched economy. Pharmaceutical education has played a vital role in human resource development, catalysing the growth of life sciences and healthcare industry.

The visionary augmentation of the department of pharmaceuticals, Ministry of Chemicals and Fertilizers, Government of India has led to the establishment of six new NIPERS in 2007.

NIPER Ahmedabad was initiated with three specializations Biotechnology, Natural Products and Pharmaceutics and over the period of time three more specialisations Pharmaceutical Analysis, Medicinal Chemistry and Pharmacology and Toxicology were added in 2010. Subsequently in 2011, to cater the needs of Medical device industry in India, another feather was added to the cap of NIPER Ahmedabad in the form of specialisation in Medical Devices.

NIPER Ahmedabad aspires to be an internationally recognized premier centre of excellence in teaching, research and entrepreneurial training. The interdisciplinary courses and cultural diversity at NIPER Ahmedabad sparks the spirit of innovative research and all-round development of its students. The location of the institute ensures a symbiotic association with Pharmaceutical industries, Medical centres and technological universities.

NIPER Ahmedabad would serve as a good launching platform to revamp the pharma education and research, to initiate the new era of pharmaceutical and biomedical sciences.

NATIONAL INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

Export Promotion Industrial Park (EPIP)
Zandaha Road, Hajipur,Vaishali – 844102
Tel : 06224 - 277226 , 06224 – 277224, 06224 – 277229
Fax : 06224 - 277225
Email : niper.hajipur2007@gmail.com

National lnstitute of Pharmaceutical Education and Research (NIPER) is an autonomous institution established under the aegis of Department of Pharmaceuticals, Ministry of Chemicals and Fertilizers at Hajipur, district Vaishali, Bihar It is being set up as a centre of excellence for higher education, research and development in pharmaceutical sciences under Act of Parliament (NIPER ACT 1998). The Institute is conceived to provide leadership in pharmaceutical sciences and other related areas and admits students for M.S.(Pharm.) Pharmaco-informatics, M.Pharm. Pharmacy Practice and M.S.(Pharm.) Biotechnology to begin with. Subsequently more postgraduate and doctoral programmes courses would be added on the lines of NIPER,SASNagar, Mohali (Punjab). A full-fledged campus is envisaged to set up on 100 acres of land to be allotted by Bihar Government near the present site. It would be the Endeavour of the Government to setup the permanent campus in public-private partnership model to the extent possible.

National lnstitute of Pharmaceutical Education and Research (NIPER) is an autonomous institution established under the aegis of Department of Chemical and Petrochemicals, Ministry of Chemicals and Fertilizers at Hajupur, district Vaishali, Bihar It is being set up as a centre of excellence for higher education, research and development in pharmaceutical sciences under Act of Parliament. (NIPER ACT 1998). The Institute is conceived to provide leadership in pharmaceutical sciences and other related areas and admits students for M.S. (Pharm.) Pharmaco-informatics, M.S. (Pharm.) Pharmacy Practice and M.s. (Pharm.) Biotechnology to begin with. Subsequently more postgraduate and doctoral programmes courses would be added on the lines of NIPER,SASNagar, Mohali (Punjab). A full-fledged campus is envisaged to set up on 100 acres of land to be allotted by Bihar Government near the present site. It would be the Endeavour of the Government to setup the permanent campus in public-private partnership model to the extent possible. The National Institute of Pharmaceutical Education and Research (NIPER, Hajipur,Vaishali) is presently located at the Export Promotion Industrial Park (EPIP),Zandaha Road, Hajipur, Vaishali. .NIPER-Hajipur is the first Institute of its kind to be set up at in the State of Bihar Three postgraduate courses have been commenced during the academic session 2007-08. The Institute will attract students, teachers and research scientists from all over the country. It is an outcome of initiative taken by Government of India with the help of Bihar Government to provide state of art facilities for developing manpower with higher skills R&D servicesto the pharmaceutical sciences. The Institute has admitted students for three postgraduate programs for the academic year 2007-08- M.s. (Pharm.) Pharmaco-informatics, M.S. (Pharm.) Pharmacy Practice and M.s. (Pharm.) Biotechnology.The classes are proposed to be started at NIPER Hajipur-Vaishali (EPIP campus) . and practical classes at Mentor Institute.

NATIONAL INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

Balanagar, Hyderabad - 500 037
Phone: +91 40 23074750 (Ext. Nos: 2001 to 2024)
E-Mail: projectdirector@niperhyd.ac.in
registrar@niperhyd.ac.in

National Institute of Pharmaceutical Education and Research (NIPER), Hyderabad is an "Institute of National Importance" with proclaimed objectives of becoming Centre of Excellence for advanced research in pharmaceutical sciences. NIPER-Mohali was the first institute established in the year 1998 under the aegis of Department of Pharmaceuticals, Ministry of Chemicals and Fertilizers, the Govt. of India. Later, the DOP established 6 new NIPERs across the country including NIPER-Hyderabad which started functioning from 19th October 2007, from the premises of erstwhile R&D Centre of IDPL, Balanagar, Hyderabad. Indian Institute of Chemical Technology (IICT), Hyderabad a premier CSIR Research Laboratory, is the Mentor Institute for NIPER, Hyderabad. The main objective of the institute is to offer 2 years M.S. (Pharm.), M.B.A (Pharm.), M.Tech. (Pharm.) courses and Ph.D programmes.

The institute started with 3 disciplines via Medicinal Chemistry, Pharmacology & Toxicology and Pharmaceutical Analysis in the year 2007. Subsequently 4 new courses were added - Pharmaceutics (2009), M.B.A (Pharm.) (2011) and Regulatory Toxicology and M.Tech. - Process Chemistry (2013). PhD programme in this institute commenced from academic year 2011-12 in 4 disciplines (Medicinal Chemistry, Pharmacology & Toxicology, Pharmaceutical Analysis and Pharmaceutics).

NIPER-Hyderabad has excellent Lab facilities and the facilities extended by IICT (Mentor Institute) to update the knowledge and expose the students to various advanced techniques essential for Drug Discovery Research. Many of the NIPER students do dissertation work in National Research institutes and reputed Pharma Companies. NIPER-Hyderabad regularly conducts several National / International Seminars / Workshops with a regular time interval. This enables the NIPER students to get an exposure to the advanced research in Pharmaceutical Sciences. NIPER also invites experts from various industries and academia to deliver talks on several topics of importance. NIPER also takes special care to develop the student's communication, personality and aptitude skills by organising special lectures by experts. One of the objectives of NIPER-Hyderabad is development of Human Resources for the ever growing Indian Pharmaceutical Industry. NIPER-Hyderabad is on the forefront in placement activities with almost 80% students getting placed in various pharma companies every year. It maintains about 1:8 faculty student ratio. Some of the faculty members have received prestigious awards like OPPI Young Scientist Award from Organization of Pharmaceutical Procedures of India for 2010, 2011, 2012 and IDMA Young Pharma Analyst Award from Indian Drugs & Manufacturers Association (IDMA) for the years 2011 and 2014. NIPER-Hyderabad is being developed as a National Centre to cater to the needs of pharmaceutical academia and the industry.

NATIONAL INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

NIPER - KOLKATA At INDIAN INSTITUTE OF CHEMICAL BIOLOGY
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Website : www.niperkolkata.edu.in

National Institute of Pharmaceutical Education and Research (NIPER), Kolkata was created in 2007 under the aegis of Ministry of Chemicals and Fertiliser as a centre of excellence for higher education, research and development in pharmaceutical sciences. The institute was declared as an Institute of National importance by Government of India through Act of Parliament (NIPER Act 1998 & NIPER amendment Act 2007).

At present the new Institute is housed at Indian Institute of Chemical Biology (IICB), a premier Institute of the Council of Scientific & Industrial Research, India.

The mentor Institute was established in 1935 as the first non-official centre in India for biomedical research and was included within the aegis of CSIR in 1956. IICB today is engaged in research on diseases of national importance and biological problems of global interest, employing sophisticated state-of-the-art technology in keeping with the rapid and unprecedented momentum that life science research has gained globally over the last 50 years.

The scientific staff have expertise in a variety of areas including chemistry, biochemistry, cell biology, molecular biology, biotechnology, neurobiology, immunology, structural biology and bioinformatics, which promotes productive interdisciplinary interactions of the major laboratories in India. These interactive exercises initiated, right from its inception, multidisciplinary concerted efforts for conducting basic research on infectious diseases, specifically leishmaniasis and cholera, along with the development of technologies for the diagnosis, immunoprophylaxis, and chemotherapy of the diseases. A neurobiology group is involved in research on the development of the vertebrate brain and also the genesis of human movement disorders. Bioactive substances from natural sources and chemically synthesized new molecules are being explored as potential drugs. Other areas being actively pursued are gastric hyperacidity and ulcer, muscular dystrophy and related disorders, macromolecular structure-function analysis, development of targeted drug delivery systems, sperm biology, protein chemistry and enzymology.

NATIONAL INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

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The National Institute of Pharmaceutical Education and Research (NIPER, Raebareli) has been created as a centre of excellence for higher education, research and development in pharmaceutical sciences.

The Institute, made a beginning with M.S. (Pharm.) in 2008 and at present offers courses in Medicinal Chemistry, Pharmaceutics and Pharmacology and Toxicology. The Institute admits students for the M.S. (Pharm.) through a joint entrance examination(NIPER-JEE). In future the number of M.S. programs would be increased and Ph.D programs would also be started in its various disciplines of pharmaceutical sciences every year.

National Institute of Pharmaceutical Education and Research (NIPER) is a national level institute in pharmaceutical sciences with a proclaimed objective of becoming a centre of excellence for advanced studies and research in pharmaceutical sciences. The Government of India has declared NIPER as an 'Institute of National Importance'.

National Institute of Pharmaceutical Education and Research (NIPER - Raebareli) is an autonomous body which has been established under the aegis of the Department of pharmaceuticals, Ministry of Chemicals and Fertilizers, in the Government of India, to provide leadership in pharmaceutical Sciences and other related areas. It admits students for M.S (Pharm), programmes in Medicinal Chemistry and Pharmaceutics every year. The Central Drug Research Institute, CDRI – Lucknow is its Mentor Institute for providing the institutional support in respect to its management and as a nodal point for the Ministry.

The Institute is conceived to provide leadership in pharmaceutical sciences and related areas not only within the country, but also to the countries in South East Asia, South Asia and Africa. NIPER is a member of Association of Indian Universities and Association of Commonwealth Universities. In order to spread the culture of high quality education and research and to meet the growing demands of the Indian Pharmaceutical Industry, Government of India has opened six more NIPERs at Ahmadabad, Hyderabad, Kolkata, Hazipur, Guwahati, and RaeBareli.

National Institute of Pharmaceutical Education and Research (NIPER), Rae Bareli, Uttar Pradesh is functioning from a beautiful campus located in Indian Telephone Industries Ltd. area.

NATIONAL INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH

3rd Floor, Department of Pharmacology
Guwahati Medical College & Hospital
Guwahati - 781 032, Assam
Email : niper-guwahati@nic.in, niperghy@gmail.com
Registrar, NIPER-Guwahati, 09435197316 (M)

NIPER Guwahati

NIPER-Guwahati is the fifth institute to be included in the list of the premium institutes under the Department of Pharmaceuticals, Ministry of Chemicals and Fertilizers, Government of India. NIPER-Guwahati started functioning from the month of September, 2008. The institute was inaugurated by the Hon'ble Union Minister for Fertilizers and Chemicals and Steel, Shri Ram Vilas Paswan on Sept 16 2008 in the presence of several distinguished personals, like the Hon'ble Chief Minister Shri Tarun Gogoi, Hon'ble Union Minister of State for Chemicals Shri Bijoy Krishna Handique, Hon'ble Health Minister of Assam Shri Himanta Biswa Sarma, Hon'ble Union Secretary for Pharmaceuticals Shri Ashok Kumar and Principal of GMCH DR. M.M. Deka, among others.

Objectives of NIPER-Guwahati

- Enhancement of creativity, motivation, drives and professionalism.
- To bring synergy between Academics, R&D, Technology and Industries and exposure to such environment.
- Bridging collaborations between Pharmacy, Biotechnology, Information technology and prepare for meeting global challenges.
- To prepare professionals to suit to the need of Pharmaceutical Industry.
- Develop and practice learning for the professionals and training for teachers, researchers and regulators in the respective fields.
- Create a world class institute of teaching and research in the field of Pharmaceutical Sciences.

NATIONAL INSTITUTE OF TECHNOLOGY

Old Aerodrome, Near Kondruprolu,
Tadepalligudem – 534101, Andhra Pradesh
Tel : 094927 43842
Email : dean_sw@nitandhra.ac.in

National Institute of Technology, Andhra Pradesh is the 31st institution among the chain of NITs started by the Government of India. NIT Andhra Pradesh is established in the state of Andhra Pradesh recently in the academic year 2015 – 2016. Currently the Institute is offering B.Tech., M.Tech., Ph.D. and MS programmes.

A new campus has been established with 172.6 acres of land adjacent to Chennai-Kolkata Highway (NH-16) in the air-strip lands of Tadepalligudem. CPWD had taken up the construction activity for all the buildings using Prefabrication construction technology. The construction work of Phase 1A buildings (Academic & laboratory complexes, Hostels, faculty and staff quarters etc.) is already completed.

Presently the institute is fully running from the permanent campus. The construction works of Phase 1B is also almost completed which include additional academic & Laboratory infrastructure along with fullfledged recreation & students amenities centre.

Vision

To nurture and produce highly competent engineers, scientists and entrepreneurs committed towards catering to futuristic societal challenges through holistic education synergetic with innovations and vibrant research eco-system.

Mission

- To implement best practices in teaching-learning methodologies for establishing dynamic knowledge-connected society.
- To create a conducive environment for carrying out research in multi-disciplinary areas and thereby nurturing novel thinking capabilities.
- To strengthen industry-institute interface to inculcate entrepreneurship abilities.
- To address all technological needs of the Nation for self-sustenance.

NATIONAL INSTITUTE OF TECHNOLOGY

NIT Campus.P.O. Calicut, Kerala-673 601
Tel : 0495 - 2286100, 2286106
Fax : 0495- 2287250
Email : director@nitc.ac.in, registrar@nitc.ac.in,santosh@nitc.ac.in
Website : http://www.nitc.ac.in

Set in a picturesque landscape at the foothills of the Western Ghats, National Institute of Technology Calicut (NITC) is located about 22 kilometers north-east of Calicut City. National Institute of Technology Calicut is a Technical Institution of national importance set up by an Act of parliament(Act 29 of 2007) namely, the National Institute of technology Act 2007, which received the assent of the President of India on 5th June,2007. The provision of the Act have come into force with effect from 15th August,2007 as per Notification S.O.1384(E) dated 9th August, 2007 of the MHRD(Dept. of Higher Education),New Delhi. As per the provision of the said Act, this Institution runs on non profitable basis.

National Institute of Technology, Calicut was set up in 1961 as Regional Engineering College Calicut (CREC), the ninth of its kind and the first one to be established during the Third Five-Year Plan period. Until the formation of Calicut University in 1963, the institute was affiliated with Kerala University. It was largely due to the efforts of Pattom Thanu Pillai, then Chief Minister of Kerala, that the institute came into being. Prof. S. Rajaraman, first principal of Government Engineering College, Thrissur was appointed as the special officer in 1961 to organise the activities of the college until M. V. Kesava Rao took charge as the first principal of the college. The classes were initially held at the Government Polytechnic at West Hill, before it moved to its present campus in 1963. The college started with an annual intake of 125 students for the undergraduate courses, on a campus of 120 hectares (1.2 km^2). The intake for the undergraduate courses was increased to 250 in 1966, 150 for the first year and 100 for the preparatory course. The annual intake was reduced from 250 to 200 from the year 1968–69 on account of industrial recession. After Prof S. Unnikrishnan Pillai took charge as principal in 1983, the Training and Placement Department was started to organise campus recruitments for students. The college moved into the area of information technology in 1984 with the commissioning of multi-user PSI Omni system and HCL workhorse PCs. In 1987 the college celebrated 25 years of its existence, and postgraduate courses were started. The CEDTI was established on the campus the following year.

In 1990 Shankar Dayal Sharma inaugurated the Architecture Department Block and construction of a computer centre was completed. In 1996, the institute website (the first in Kerala) was launched. The Indian Institute of Management Kozhikode functioned from the NIT campus in its first few years of existence before moving to its new campus in Kunnamangalam in 2003.

NATIONAL INSTITUTE OF TECHNOLOGY

Barfung Block Ravangla Sub-Division
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National Institute Of Technology Sikkim (NIT Sikkim or NITSKM) is an Institute of National Importance in Sikkim state of India. It is one of the 30 National Institutes of Technology in India. And is one among the ten new NITs established by the Ministry Of Human Resources Development, Govt. of India .

National Institute of Technology, Sikkim is one among the ten newly established NITs by the Government of India under the 11th Five year Plan, 2009. NIT Sikkim started functioning in August, 2010.

Currently it is being operated from temporary campus at the Barfung Block, Ravangla Sub Division of South Sikkim. It is likely to continue its activities at Ravangla Campus till its permanent campus comes up at Khamdong, Sikkim. It is managed by the NIT Sikkim Society registered under the Societies Act. All courses and examinations are conducted in English language as the only mode of instruction. NIT Sikkim offers a 4-year Bachelor of Technology (B.Tech) programme in four engineering fields. Admission to these programmes is taken through the National level engineering entrance examination - JEE (MAINS). Prior to JEE (MAINS),Students were admitted through AIEEE. India has the capability and the responsibility to offer the World Science & Technology essentially with sustainability, through philosophy, conscience and value system. NIT Sikkim will play its role. To develop the students as 'Thinking Engineers' by nurturing them in attaining and enjoying the technical and scientific excellence, global exposure and at the same time in beholding the philosophy and the values for India and the world as a whole. NIT Sikkim started admitting students for the academic session 2010-11 with an intake of 30 students in each of the following branches of Bachelor of Technology (B.Tech) programmes:

- Computer Science and Engineering
- Electrical and Electronics Engineering
- Electronics and Communication Engineering
- Civil Engineering (started in the year 2014)

NIT Sikkim is to avail Mechanical Engineering as a new branch for the academic session 2014-15.

NATIONAL INSTITUTE OF TECHNOLOGY

Govt. Polytechnics
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The Institute started its working from 2010. The temporary campus is located in Govt. Polytechnic, Srinagar Garhwal (Distt. Pauri Garhwal).Srinagar Garhwal i.e., 105 km from Rishikesh on National Highway No. 58 leading to Badrinath (193 km from Srinagar). Rishikesh is the nearest Railway Station.

Haridwar, a major Railway Station in Uttarakhand is 130 km from Srinagar. Nearest Airport at Jolly Grant, Dehradun is 125 km away from Srinagar.

Taxis are available for Srinagar from Airport. Buses and Taxis are available for Srinagar from Rishikesh/ Haridwar. It takes 4 to 5 hours to reach Srinagar from Rishikesh.

National Institute of Technology (NIT) Uttarakhand is one among the ten newly sanctioned NITs in 2009 by Government of India under the 11th five year plan.

The Institute is fully funded by Government of India under the Ministry of Human Resource Development. Presently, NIT Uttarakhand is carrying out its activities from its temporary campus at Government Polytechnic, Srinagar Garhwal, Uttarakhand.

A new temporary campus is also functional at old ITI Campus near Government Polytechnic. Presently the Institute is running full time B. Tech. Program in Computer Science and Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering, Mechanical Engineering and Civil Engineering with intake of 60 students in each branch.

NATIONAL INSTITUTE OF TECHNOLOGY

NIT Mizoram, Chaltlang
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The Ministry of Human Resources Development, Govt. of India vide its order no. F. 23-13-2009-TS-III Dated 30th of Oct. 2009 and 3rd March 2010, had decided to set up ten new NITs. In view of the above NIT Mizoram was started in the year 2010 in the state of Mizoram with an objective to impart education, research & training leading to B.Tech, M.Tech, M.Sc. & PhD. degrees. This institute has been declared as an Institute of National Importance by an Act of Parliament. Here the students are admitted through All India Entrance Exam- Joint Entrance Exam (JEE Main).

NIT Mizoram is an Institute situated in the scenic beauty of Mizoram, wrapped between clouds and mountain rocks, which adds to its beauty. Being amongst the most educated states of our country with a literacy rate of 91%, it beholds a very peaceful and calm environment suitable for studies. The Institute, to cope with the present competitive needs, comprises of laboratories with the latest equipments and installed with best & latest softwares.

To serve the societal needs of the country in particular and the world in general through achieving excellence in innovative scientific and technical education and cutting edge research.

- To impart and enhance quality technical and scientific education to young men and women.
- To promote research in both fundamental and applied knowledge for the betterment of the society.
- To offer modern Under Graduate (UG) programmes in various branches of Engineering, viz., Civil Engineering, Mechanical Engineering, Electrical & Electronics Engineering, Electronics & Communication Engineering, Computer Science & Engineering, etc.
- To initiate new Post Graduate (PG) programmes in Civil Engineering, Mechanical Engineering, Electrical & Electronics Engineering, Electronics & Communication Engineering, Computer Science & Engineering, Mathematics, Physics, Chemistry, Humanities and Social Sciences, MBA, etc.
- To provide facilities for research in all Engineering departments, Basic and Applied sciences and Humanities and Social Sciences leading to doctoral degree.

NATIONAL INSTITUTE OF TECHNOLOGY

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National Institute of Technology Nagaland (NIT Nagaland) is a higher education technology institute located at Dimapur in Nagaland, India. It is one of the 30 National Institutes of Technology. NIT Nagaland was set up by the Government of India in 2009, as part of the Eleventh Five-Year Plan (2007–2012) for imparting technical education in the state of Nagaland. NIT has provided initial mentorship to NIT Nagaland for the initial two years of its establishment.

The first batch of NIT Nagaland (2010-2014) studied at NIT Silchar for two years and then the NIT Nagaland has shifted to its home state, Nagaland in September 2012. NIT Nagaland is a federally funded technical university established by an Act of the Indian Parliament.

The institute is located at the Old DC Complex at Chumukedima, about 14 kilometres (8.7 mi) from Dimapur.

NIT Nagaland is managed by the NIT Nagaland Society registered under the Societies Act. The institute is fully funded by the Ministry of Human Resource Development, Government of India. At present the Government has three undergraduate courses in Engineering namely Electrical & Electonics Engineering, Electronics & Communication Engineering and Computer Science & Engineering.

On October 13, 2012, former Union minister of human resource development, communication and information technology Kapil Sibal inaugurated the NIT Nagaland at Chumukedima. The NIT foundation laying function was attended by chief minister Neiphiu Rio,Lok Sabha member CL Ruala, top officials of the state government and the union HRD ministry.

Departments and Centres :

1. Department of Electrical and Electronics Engineering
2. Department of Electronics and Communication Engineering
3. Department of Computer Science and Engineering
4. Department of Science and Humanities

NATIONAL INSTITUTE OF TECHNOLOGY

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The National Institute of Technology (NIT) Meghalaya is one among the thirty NITs in India established under the NIT Act 2007 (Amended 2012) of the Parliament of India as Institutes of National Importance with full funding support from the Ministry of Human Resource Development, Government of India. A Centre of Excellence vibrant with academic activities and bubbling with youthful creative energy, making significant contribution to the World of Knowledge and Technology and to the Development of the State, the Region and the Nation. To impart quality education in the fields of Engineering, Science and Technology at Undergraduate as well as Postgraduate levels with special attention to encourage innovation and creativity in these fields. To engage in creation of knowledge and development of technologies through effective research programs.

NIT Meghalaya took birth in 2010 and started functioning from its temporary campus in Shillong in 2012. Its permanent campus is being set-up at Sohra (Cherapunjee). The campus will come up with state-of-the-art infrastructures and all the necessary modern amenities while maintaining harmony with the serene environment of Sohra. The aim is to build it to be a centre of excellence in education and research in the fields of engineering, science and technology. The vision is to develop it to be an Institution vibrant with academic activities and bubbling with youthful creative energy. The challenge is to overcome the apparent deficiencies due to its location and turn them into advantage. The Institute's efforts since the starting of its functioning in Shillong have been to set-up the best possibilities facilities within the limited available space. Being in a nascent stage the Institute needs lots of support and care from all quarters to bring it up. The Institute currently offers B. Tech. programme in five disciplines and Ph. D. programme in various Engineering, Science and Humanities disciplines. From 2014-15 it is starting M. Tech programme in the three disciplines of Computer Science and Engineering, Electronics and Communication Engineering and Electrical Engineering. The Institute shall soon start UG/ PG programmes in various other Engineering and Science disciplines too that are of relevance to the State and the Region. It shall always strive to provide the best environment for learning and research. Endeavour shall be to imbibe the spirit of creativity and entrepreneurship in its students. NIT Meghalaya shall be an Institution that does not remain isolated from its surroundings. It shall closely interact with the stake holders, the society, the governments, the NGOs and shall strive to work for the betterment of the state and the region.

NATIONAL INSTITUTE OF TECHNOLOGY

Farmagudi, Ponda - 403 401, Goa
Phone : 0832-2404200
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The National Institute of Technology Goa (NITGoa) is a premier technical Institute of the region. NITGoa was established in the year 2010 by an act of parliament (NIT act 2007) and it is declared as 'Institute of National Importance '. NITGoa is an autonomous institute and functioning under the aegis of Ministry of human Resource Development (MHRD), Govt. of India. The campus is located at Farmagudi, Ponda approximately 29 km southeast of Panaji, the capital of Goa and it is a temporary campus. The state of Goa is well connected by road ways, rail ways and air ways with various parts of the country.

The Institute offers under Graduate and Post Graduate courses in three Engineering Departments: (1) Computer Science and Engineering (2) Electronics and Communication Engineering and (3) Electrical and Electronics Engineering. The Institute also offers Ph.D in all the three above mentioned engineering departments. Along with that the Institute offers Ph.D in Mechanical Engineering, Physics, Chemistry, Mathematics, Economics and English.

The Institute admits students into the B.Tech degree program on the basis of ranks obtained in the Joint Entrance Examination JEE(Main) and the scheme of Direct Admission to Students Abroad (DASA) with an intake of 30 students in each branch. The institute is sincerely attempting to deliver quality education and to achieve excellence in teaching, learning and research with high professional ethics.

For M.Tech Programme, the Institute admits students through valid GATE score followed by CCMT (Centralized Counselling for M.Tech Admissions). Each department is offering 20 seats for the said programme, out of which 18 seats will be filled up through CCMT and the remaining 2 seats are meant for the sponsored candidates.

National Institute of Technology Goa shall emerge as one of the nation's pre-eminent institutions. Through its excellence, it shall serve Goan society,India and the global society at large with all its challenges and opportunities.

NIT Goa strives for quality faculty, good students and excellent infrastructure.

Strives for excellence, through dissemination, generation and application of knowledge laying stress on interdisciplinary approach in all branches of Science, Engineering, Technology, Humanities and Management with emphasis on human values and ethics.

NATIONAL INSTITUTE OF TECHNOLOGY

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National Institute of Technology, Puducherry (NITPY), is one of the thirty National Institutes of Technology situated in Karaikal, Puducherry. NIT Puducherry is also one of the newly formed ten NITs, sanctioned by the Government of India in 2009, as part of the Eleventh Five-Year Plan (2007–2012).

NIT Puducherry is currently functioning from Arignar Anna Government Arts and Science College, Nehru Nagar, Karaikal. Land for the construction of the new campus had already been procured near village Poovam (258 acres) from the government of Puducherry in Karaikal. Construction of the college campus is under progress.

Students are admitted to the Institute based on the marks obtained in the Joint Entrance Examination Mains (JEE - Mains). From the total number of seats available during the admission process, 50% of seats are reserved for the Home-State candidates (Puducherry, Karaikal, Mahe, Yanam, and Andaman Nicobar). The remaining 50% seats are filled on all India quota basis.

Vision

- To be among leading Indian Institutes for Excellent, Relevant, and value based Technical Education and Research.

Mission

- To create the infrastructure and academic environment on par with best benchmarks.
- To offer undergraduate, postgraduate and doctoral programmes in the technical fields of national importance.
- To collaborate for research and consultancy works with leading national and international laboratories, institutes, and industries.
- To train young minds in intellectual and ethical strengths for developing their capacity in the areas of science, engineering, and technology.
- To relentlessly pursue professional excellence with ethics.
- To implement continuously improving models of comprehensive education

NATIONAL INSTITUTE OF TECHNOLOGY

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National Institute of Technology Delhi (NITD) is one of the thirty NIT(s) established in the year 2010 by an act of parliament and has been declared as an Institute of National importance.

NIT Delhi is an autonomous Institute which functions under the aegis of Ministry of Human Resource Development, Government of India. It aims to provide instructions and research facilities in various disciplines of Engineering, Science and Technology, Management, Social Sciences and Humanities for advance learning and dissemination of knowledge.

The mission of NIT Delhi is to produce human resource those who are creative, competitive and innovative with high intellect and ethical values. The Institute is imparting holistic education, along with inculcating high moral values in its students.

NIT Delhi has started its academic session in 2010 with three undergraduate B.Tech degree programmes in Computer Science and Engineering, Electronics and Communication Engineering and Electrical and Electronics Engineering.

The academic activities of NIT Delhi were initiated at NIT Warangal in year 2010 which later moved to a temporary campus at Dwarka, New Delhi in June 2012 and now currently running at IAMR Campus, Narela (February 2014).

Possession of fifty one acre land has been allotted for permanent campus of NIT Delhi on NH-1, Narela sub city, New Delhi. The process of developing the permanent campus has begun.

NATIONAL INSTITUTE OF TECHNOLOGY

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National Institute of Technology Hamirpur is one of the twenty NITs of the country, established in 1986 as Regional Engineering College, as a joint and cooperative enterprise of the Govt. of India and Govt. of Himachal Pradesh. The goals of the institute as embodied in the logo are truly remarkable in their scope of vision. The college provide Undergraduate, Postgraduate and Doctorate Education in Engineering, Sciences & Humanities; fostering the spirit of national integration among the students, a close interaction with industry and a strong emphasis on research, both basic and applied. It has been given the status of Deemed University.

Established in 1986 as Regional Engineering College, Hamirpur in Hamirpur District of Himachal Pradesh, it was a joint enterprise of the Government of India and the Government of Himachal Pradesh. On 26 June 2002 REC Hamirpur was awarded the status of deemed-to-be university and upgraded into an NIT. As a result of this transition the institute came under the sole purview of the Government of India. It has been awarded the status of Institute of National Importance by an Act of Parliament, and judged best NIT in terms of infrastructure by the World Bank. For getting admission in NIT Hamirpur one has to clear the JEE MAINS examination in India.

NIT Hamirpur academic departments are...

- Architecture
- Chemical Engineering
- Civil Engineering
- Computer Science and Engineering
- Electrical and Electronics Engineering
- Electronics and Communication Engineering
- Mechanical Engineering
- Industrial Engineering
- Humanities and Social Sciences
- Physics
- Chemistry
- Energy and Environment
- Material Science
- Mathematics
- Statistics

NATIONAL INSTITUTE OF TECHNOLOGY

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The Central Government in consultation with the Planning Commission had sanctioned a scheme of establishment of Regional Engineering Colleges under the Third Five Year Plain in order to expand the facilities for technical education in the country during the plan period. The w:st="on "Regional Engineering College, Kurukshetra was one of the seventeen colleges in the country. Vide letter No. 16-4/60-T.5, dated the 26th February, 1962 from the Secretary to the Government of India, Ministry of Scientific Research and Cultural Affairs, New Delhi, it was established in the year 1963 as a joint and cooperative enterprise of Govt. of India and the State Government of Haryana to serve the State of Haryana and the rest of the country for imparting technical training to youth and for fostering national integration. Its objective was to provide instructions and research facilities in various disciplines of engineering and technology and the advancement of learning and dissemination of knowledge in each such discipline.

The first admission to five year B.Sc. (Engg.) Degree course was made by the Institute in July, 1963 at Punjab Engineering College , Chandigarh and Thapar Institute of Engineering & Technology, w:st="on"Patiala , with an intake of 60 students at each place. This was repeated in July, 1964 also. The Institute started functioning on its present campus at Kurukshetra from the year 1965-66. The students were admitted to the first year of the five year integrated B.Sc.(Engg.) degree courses in Civil, Electrical and Mechanical Engineering. In 1967-68, M.Sc. (Engg.) degree courses in Civil, Electrical and Mechanical Engineering were introduced. In 1971-72, a degree course in Electronics & Communication Engineering and a Post-graduate Diploma Course in Scientific Instrumentation were started. In 1976-77, part time M.Sc. (Engg.) degree courses in Electronics & Communication Engineering and Instrumentation Engineering were started. The first registration for the degree of Doctor of Philosophy in the Faculty of Engineering and Technology was done in July, 1967.

The Institute switched over to the four year B.Tech.Degree course with effect from 1985-86. The Course has since been designated as Bachelor of Technology (B.Tech.). The M. Sc.(Engg.) degree in various disciplines has since been renamed as M.Tech. degree with effect from the session 1983-84. In 1987-88, B.Tech. degree course in Computer Engineering and M.Tech. degree Course in Electronics Engineering were started. In 1989-90, M.Tech. degree course in Water Resources Engineering was started in the Department of Civil Engineering. A special two semesters M.Tech. degree course in Instrumentation for candidates holding P.G. Diploma in Scientific Instrumentation has been introduced from January, 1988.

NATIONAL INSTITUTE OF TECHNOLOGY

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H.E. The President of India, Shri Pranab Mukherjee, is the Visitor of our Institute. The Institute is managed by a Board of Governors (BoG) created as per NIT Act of 2007. Under the Act, the Director is the Principal Executive and Academic Officer. The Board of Governors is assisted by three other authorities, viz., The Senate, The Building and Works Committee and the Finance Committee. The Institute has different Departments, Centers and Technical Service Units (TSUs). Each Department or Centre is headed by a faculty member and each TSU is headed by a faculty member or an officer.

To become an internationally acclaimed institution of higher learning that will serve as a source of knowledge and expertise for the society and be a preferred destination for undergraduate and graduate studies.

NIT Rourkela was established as Regional Engineering College (REC) Rourkela on 15 August 1961 under the then Chief Minister of Odisha, Biju Patnaik and its foundation stone was laid by the then Prime Minister of India, Jawaharlal Nehru. It was granted autonomy and functional independence by the Ministry of Human Resource Development in 2002 thus becoming one of the National Institutes of Technology.

NIT Rourkela is a Deemed University, and is governed by its Board of Governors, which is responsible for the overall superintendence, direction and control of its affairs. The Director is responsible for managing the day-to-day affairs of the institute. He heads the Senate, which frames the curriculum and conducts the examinations. The Senate also appoints advisory or expert committees to make recommendations to the Board of Governors on academic matters related to various departments. The Director is supported in various activities by the Deans i.e. the Dean for Academics, the Dean for Student Welfare, the Dean for Planning and Development and the Dean for SRICCE (Sponsored Research, Industrial Consultancy and Continuing Education). The Registrar is in charge of all office matters, and has four Assistant Registrars to aid him.

Quality Policy

"Every student and employee of NIT Rourkela as well as all external agencies providing service to the Institute shall strive to achieve quality, speed and economy (in that order of importance) in all their endeavors. They will employ and create technology to enhance productivity, protect the environment and uphold human dignity".

NATIONAL INSTITUTE OF TECHNOLOGY

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Website : http://www.nita.nic.in

Established in 2006, National Institute of Technology recently introduced a new curriculum in the line of IITs where more number of elective subjects are being offered to make the system flexible. Previously, the Institute used to follow the mark based system of evaluation, but have been switching over to credit based system in order to keep track with the global evaluation methods. Industrial training, Undertaking projects are parts of the education system and students are also encouraged to take various activities for social development through NSS and NCC.

The Institute recently has been converted from State Engineering College to National Institute of Technology. The total seats have been increased from 250 to 420 for the Academic Session 2007-2008. Recently three Under Graduate courses has been introduced in Electrical & Electronics Engineering, Transportation Engineering and Production Engineering. The Civil Engineering Department will start a PG programme in Structural Engineering to fulfill the requirement of the State.

The campus which was nonresidential is to be made residential with reopening of two boys hostels and one girls hostel for the students admitted for the session 2007-2008. A master plan is under preparation for 335 acres of land where a new campus will be built with modern facilities for overall requirement of the Institute. The Institute is getting a 33 KV dedicated power supply through Tripura State Electricity Corporation Limited for uninterrupted power supply in the campus. The R. D. Department of Government of Tripura took total renovation work of the existing buildings after conversion to NIT.

The Institute is also obtained a grant of 12 crore rupees from DoNER for the development of infrastructure like extension of Library Building, extension of Academic Building, Centralized Computer Centre, new water treatment plant and boys and girls common room. The campus is now totally connected through Wi-Fi with wimax wireless backbone and all e-journal facilities are available in the digital library of NIT Agartala.

The National Institute of Technology Agartala is one of the 20 (twenty) National Level Technical Institutes setup by the Govt. of India. The Institute's mission is "To help to improve the economic development of the country particularly the North-East states and also the public systems, through pursuit of excellence in technical education, research, consultancy and training".

NATIONAL INSTITUTE OF TECHNOLOGY

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The National Institute of Technology Arunachal Pradesh was inaugurated on 18th Aug 2010 as a member of a group of ten new NITs. These new NITs were established as centres of excellence in technical education to combat the growing need of technological professionals in India as well as in the World.

The Institute has been through many trials since its establishment in 2010; but ultimately has triumphed over all challenges and is thriving today with more than 350 students on roll and many distinguished members of faculty as well as a good many numbers of competent administrative personnels.

The facilities and services that NITAP renders to the students, faculty and staff members make it stand among the top level institutes. The splendid amenities provided to the students make the stay in NITAP a wonderful experience. The presence of modern facilities furthers the overall development of all the residents of NITAP and also assists students and faculty members to work in a co-operative way enhancing the academic growth of the students.

The students are provided with nice set of hostel rooms with all the basic falities a student will need. A few of them constitute the 24X7 availability of water and electricity and a variety of food for all tastes. The whole institute and hostels are supplied with a permanent Internet and LAN facility so as to increase the limits of every individual.

The Training and Placement Cell of the Institute centrally handles all aspects of campus placements for the graduating students of all Departments. The Cell is well-equipped with excellent infrastructure to support each and every stage of the placement processes.

The T & P staff members assist in arranging Pre-Placement Talks, Written Tests, Group Discussions, and Interviews etc. as per the requirements of the Organizations.

NATIONAL INSTITUTE OF TECHNOLOGY

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Chhattisgarh
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The institute is committed to the challenging task of development of technical education by preparing seasoned graduates in highly sophisticated field of engineering and technology. Development of India as an emerging industrial power is a demanding exercise as it involves the combination of cost effectiveness and efficiency along with producing world-class technology at the cutting edge. For about five decades we have been doing it with sincerity and commitment at NIT Raipur. At present the institute offers graduate level courses in twelve disciplines.

National Institute of Technology Raipur (Formerly Government Engineering College Raipur), situated in the capital of a newly incepted state of Chhattisgarh, has proven to be "avant-grade' in the field of science and technology over past few decades in this region. With sweet memory of foundation ceremony by our president Hon'ble Dr. Rajendra Prasad on 14th September 1956.

The institute started with two departments namely Metallurgical and Mining Engineering. Later the inauguration of the Institute building was done by our Prime Minister Hon'ble Pt. Jawahar Lal Nehru on 14th March 1963. From 1st December 2005, the institute has become the National Institute of Technology.

The Institute, located in Raipur, the Capital City of Chhattisgarh State, is spared over an area of 100 acres. Raipur city is well connected with Mumbai, Delhi, Chennai, Visakhapatnam, Nagpur & Bhubneshwar by regular flights and is on the main Howrah-Mumbai railway line route.

The institute is 5 km from Raipur railway station and 14 km from airport on NH-6, the Great Eastern Road. The state of chhattisgarh is a mineral rich state having enormous potential for development with seemingly inexhaustible natural resources of coal, iron ore, lime stones, dolomite, tin, gem-stones and other minerals. Many industries, such as those of cement, steel, steel alooy, mines etc., are located in the vicinity of the institute giving it a unique advantage for industry-institute interaction in various disciplines of engineering.

NATIONAL INSTITUTE OF TECHNOLOGY, SILCHAR

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National Institute of Technology, Silchar is one of the 30 National Institute of Technologys of India and was established in 1967 as a Regional Engineering College in Assam.

In 2002 it was upgraded to the status of National Institute of Technology and was declared as Institute of National Importance under the National Institutes of Technology Act, 2007.

"The vision of NIT Silchar is: establishing unique identity by development of high quality human and knowledge resources in diverse areas of technologies to meet local, national, and global economic and social need and human society at large in self-sustained manner.

The mission of NIT Silchar is to train and transform young men and women into responsible thinking engineers, technologists and scientists, to motivate them to attain professional excellence and to inspire them to proactively engage themselves for the betterment of the society.

- Teaching and Research with focus on emerging technologies, business process and High-Tech Solutions in Low-Tech environment.
- Integrating Technologies and Management in cross-cultural environments.
- Shaping Students Innovative, Entrepreneurial, Supportive, Assured and International.

NATIONAL INSTITUTE OF TECHNOLOGY

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With rapid advancements in Science and Technology, the contemporary times demand immense contribution from young skilful minds, with a vision and aim to contribute towards efficient yet sustainable development. National Institute of Technology Uttarakhand- one of the thirty-one Institutes of National Importance in the country, abides by the afore-mentioned principle by constantly providing an encouraging environment for education and training of technical professionals as well as grooming the skills of the students through impeccable learning courses.

Established in 2009 under the Act of Parliament by the Ministry of Education (Shiksha Mantralaya), NITUK is the Technical Education Hub in the Green and Clean lap of the Himalayas, precisely located in the Land of the Gods (known as Dev Bhoomi), the state of Uttarakhand. With a peaceful and serene atmosphere that environs the institute, the students are motivated to achieve academic and technical excellence in the streams of their choice. It is noteworthy that NITUK is located on the banks of Alaknanda River in Srinagar (Garhwal), about 100 KM ahead of Haridwar and Rishikesh, two of the holiest pilgrimages in Sanatan Dharma and also known as the gateways to the "Chhota Char Dham". The impeccable geographical location boosts leaning and training as Haridwar, Rishikesh, and the mountains beyond have been the choice of Rishis and Munis since time immemorial and are the originators of rich old spiritual and intellectual establishment of glorious India [Capital of ancient Indian wisdom and university (known as Gurukuls)]. The Institute admits students to B. Tech. in Civil Engineering, Computer Science and Engineering, Electronics and Communication Engineering, Electrical and Electronics Engineering, and Mechanical Engineering through JEE Mains (formerly known as AIEEE) and to M. Tech. in all Engineering programmes through GATE, both the examinations conducted all over India by NTA. The Institute also offers Ph. D. in the streams of Engineering, Sciences, and Humanities. The peaceful, green and clean environment endows natural advantage to the institution and is greatly reflected in its excellent teaching- learning ambience, young and dedicated faculty, and significant contribution to research work and commitment to the community.

NITUK has initiated the implementation of the National Education Policy (NEP) 2020 for the benefit of the students, community and the nation as a whole. We are dedicated to working on interdisciplinary research and development initiatives in emerging technologies such as Artificial Intelligence, Machine Learning, Renewable Energy, Electric vehicles, etc. Contributing to the Hon'ble Prime Minister Shri Narendra Modi's initiatives on "Atmanirbhar Bharat", we focus on the initiatives of the Career-related Counselling from time to time for the students shortly in order to help them emerge not only as great technocrats, but also job creators for others in the country and overseas. The institute envisions- To provide global impetus to education and innovation for the sustainable development of industry and society.

NATIONAL INSTITUTE OF TECHNOLOGY

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National Institute of Technology, Warangal (Deemed University), formerly known as Regional Engineering College, was established in 1959.

Pandit Jawaharlal Nehru laid the foundation stone for this institute on October 10, 1959, the first in the chain of 30 NITs (formerly known as RECs) in the country.

The Institute is well known for its dedicated faculty, staff and the state-of-the art infrastructure conducive to a healthy academic environment.The Institute is constantly striving to achieve higher levels of technical excellence.

Evolving a socially relevant and yet internationally acceptable curriculum, implementing innovative and effective teaching methodologies and focusing on the wholesome development of the students are our concerns. Thanks to UNESCO and UK assistance in the past, many developmental activities were undertaken.The World Bank Assistance under Technical Education Quality Improvement Programme (TEQIP during 2004-09) had been a timely help in the overall development of the Institute.

The Institute currently has thirteen academic departments and a few advanced research centres in various disciplines of engineering, pure sciences and management, with nearly 100 laboratories organized in a unique pattern of functioning, Central Library with state of the art facilities, Auditorium, Student Activity Centre, Mega Computer Centre, Indoor Games Complex, big stadium, Seminar Halls with required infrastructure, Dispensary with state of art of facilities, etc. Faculty of repute, brilliant student community, excellent technical and supporting staff and an effective administration have all contributed to the pre-eminent status of N.I.T., Warangal.The Institute offers eight undergraduate programmes (B.Tech.,) in engineering, Twenty nine post graduate programmes (M.Tech., M.Sc., MCA and MBA) in engineering, sciences and management and research programmes in engineering, sciences, humanities, physical education and management.

The institute is well-known for its Research and Development, Industrial consultancy, Continuing education and Training programmes for teachers and industrial personnel.

NATIONAL INSTITUTE OF TECHNOLOGY ANDHRA PRADESH

Sri Vasavi Engineering College
Temporary Campus : Tadepalligudam
West Godavari Distt., Andhra Pradesh – 534101
Email : rcnitap@gmail.com

National Institute of Technology, Andhra Pradesh is the 31st institution among the chain of NITs started by the Government of India. NIT Andhra Pradesh is established in the state of Andhra Pradesh recently in the academic year 2015 – 2016. Mentor Institute : National Institute of Technology, Warangal is given the responsibility of mentoring the new institute for 2 to 3 years or till regular arrangements are made. Director, NIT Warangal is the Mentor Director of NIT AP. Two or three senior faculty of NIT Warangal will be stationed at the new institute for monitoring the institute activities. Resident Coordinator, Heads of Department of Science & Humanities and Department of Engineering Sciences will be stationed at the campus. The National Institute of Technology Andhra Pradesh is the 31st institution among the chain of National Institutes of Technology started by the Government of India and is situated at Tadepalligudem, West Godavari District, Andhra Pradesh State. It is an Institute of National Importance, being an NIT. NIT Andhra Pradesh was established in Tadepalligudem, State of Andhra Pradesh and it is functioning from the academic year 2015–2016. National Institute of Technology Warangal is the mentor institute. The permanent campus is located at Tadepalligudem town of West Godavari district in Andhra Pradesh. Around Rs. 400 crores has been granted by Government of India for the establishment of this campus. Foundation stone was laid by the Union Minister for Human resource Development Smt. Smriti Irani and the Andhra Pradesh Chief minister N. Chandra Babu Naidu on 20 August 2015. The permanent building is likely to be completed within two years in an area of 176 acres. Till then the classes for the students of NIT Andhra Pradesh would be conducted in a temporary campus identified at Sri Vasavi Engineering College, Pedatadepalii near Tadepalligudem. Hostel facilities are extended for boys and girls. The West Godavari District is extremely fertile, getting water abundantly throughout the Cotton barrage built on the Godavari River and the district is popularly known as the Granary of India since about 50% of the state's rice production comes from the district. An area of 176 acres has been earmarked in Tadepalligudem by Government of Andhra Pradesh is in the process of constructing the compound wall around the land and hand over to the institute for development of infrastructural facilities in the permanent campus. The location of NIT campus will be the old airport area along with already existing airstrip. The airstrip would soon serve as a 2 km, 8 line CC road in between the campus, and in any other campus in India would not possess such a wide CC lane in between campus. This also enhances the beauty of campus and the constructions are planned on either side of the air strip. The campus is very well connected such that one of its entrances would be on NH16 and the other side of the campus will be connected into the core town area of Tadepalligudem. The campus is extremely well connected by road (Chennai-Howrah NH16), by rail (Vijayawada - Vishakhapatnam section) and by air (Vijayawada [National], Rajahmundry [National] and Visakhapatnam [International] airports for about 100 km, 50 km and 240 km respectively). All the factors of the campus are in such a way that the development of infrastructure, civil constructions etc., would not take much more time to grow and the institute would glory soon. NIT Andhra Pradesh was started to function at the temporary campus from 10 September 2015 and the foundation stone for permanent campus had been laid down on 20 August 2015.

NATIONAL INSTITUTE OF TECHNOLOGY

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National Institute of Technology, Jamshedpur, earlier known as Regional Institute of Technology was established on 15th August 1960 as a joint venture of Government of India and the Government of Bihar in the chain of RECs (Regional Engineering College) in India with the aim to generate technical graduates of highest standards who could provide technological leadership to the region.. It was among the first eight Regional Engineering Colleges (RECs) established as part of the Second Five-Year Plan (1956 - 1961). This was the only REC in the country which was named as RIT (Regional Institute of Technology). Therefore RIT Jamshedpur was actually the REC of undivided Bihar & Jharkhand. The foundation stone of RIT (REC) Jamshedpur was laid by Dr. Srikrishna Sinha, the then chief minister of Bihar , with the aim of nurturing talent and setting high standards of education and excellence. On 27th December 2002, in the line of all other RECs of India, RIT Jamshedpur (may be read as REC Jamshedpur too) was converted to National Institute of Technology, Jamshedpur with the status of a Deemed University as per the decision of Govt. of India. The Institute is fully funded and governed by the Ministry of Human Resource Development (MHRD), Government of India since 1st April, 2003. On 15 August 2007, NIT Jamshedpur was given the status of the Institute of National Importance through an Act of the Parliament known as the NIT Act.

The Institute has 12 departments including engineering, science and humanities. The Institute, with 120 faculty, 3000 students, 150 administrative and supporting staff, is a self-contained campus. It is located on the outskirts of Jamshedpur on 320 acres of sprawling, rolling hilly, wooded land. It combines natural beauty of countryside with urban glamour of an industrial area. The flowing river and picturesque backdrop of low hills on one side and large tracks of forest on the other make the 320 acres of rolling campus an ideal place for higher learning and research. It has been growing from strength to strength ever since it was established in 1960. Situated in the heart of the rich mineral and industrial belt of Jharkhand State, the campus encompasses the Main building, the Library, the Computer Center, 11 hostels (9 Boys hostels and 2 Girls hostels), staff quarters, Guest House, a Students Gymkhana, a Post-office , a branch of State Bank of India, two ATMs, central store and a dispensary. The hostels and departments are connected with high speed wireless LAN. The institute maintains courts for basketball, volleyball, badminton and tennis. Apart from this, it also has cricket, hockey and football grounds. The institute is poised for bright and promising future. The courses have been completely restructured and prepared as per the needs of society and industries.

NATIONAL INSTITUTE OF TECHNOLOGY

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The National Institute of Technology (formerly known as Regional Engineering College) Tiruchirappalli, situated in the heart of Tamil Nadu on the banks of river Cauvery, was started as a joint and co-operative venture of the Government of India and the Government of Tamil Nadu in 1964 with a view to catering to the needs of man-power in technology for the country. The college has been conferred with autonomy in financial and administrative matters to achieve rapid development. Because of this rich experience, this institution was granted Deemed University Status with the approval of the UGC/AICTE and Govt. of India in the year 2003 and renamed as National Institute of Technology. NIT-T was registered under Societies Registration Act XXVII of 1975.

The Chairman of NITT is Dr. Rajaram Nityananda (also Senior Professor, National Centre for Radio Astrophysics, Tata Institute of Fundamental Research) and the Director of NITT is Dr.Srinivasan Sundarrajan. The institution offers Under Graduate Courses in ten branches and Post Graduate Courses in twenty one disciplines of Science, Engineering & Technology besides M.S. (by Research) and Ph.D. in all the departments. The faculty is inducted through a process of open advertisement throughout the country. The institute is an example of cultural unity with students drawn from most of the states in the country. The hallmark of the campus is the good facilities which caters to the academic and extra curricular interests of the students. The Octagon is the pride of the campus equipped with modern facilities like a CAD/CAM Lab, Local Area Network, High Speed Internet connection and other seminar and conference facilites. It is maintained and run by the Computer Support Group (CSG) of the institute. Apart from this the campus provides ample opportunities for developing extra curricular skills which include NCC, NSS, Students Chapters of IEEE, social clubs and sports & games. The Alumni of this institution have excelled in various spheres and are positioned very well globally in a number of leading Government, Public Sector & Private Organizations.

NIT-T hosts two inter collegiate fests namely Festember (Cultural) and Pragyan (Techinical) and an inter department fest namely NITTfest (Cultural) annually. These fests draw students from most colleges of South India and are hugely popular. Apart from this each department conducts Symposium. The College has a total campus area of 800 acres. This includes good hostel facilites, Hospital, Post & Telegraph, Telecom Center, fully computerized State Bank of India (SBI) NIT branch with ATM facility, Book stall, Reprographic Center, Canteen, Swimming pool and Co-op. Stores.

NATIONAL INSTITUTE OF TECHNOLOGY

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National Institute of Technology Patna is the 18th National Institute of Technology created by the Ministry of H.R.D. Government of India after rechristening the erstwhile Bihar College of Engineering Patna on 28. 01. 2004. NIT Patna marked its humble beginning in 1886 with the establishment of pleaders survey training school which was subsequently promoted of Bihar College of Engineering Patna in 1924. This made this institute the 6th Oldest Engineering Institute of India. The graduate level curriculum was later elevated to the post graduate level in 1978. The institute is situated on the south bank of holy river Ganges behind Gandhi Ghat, one of the most important and reverential place of Patna. The Gandhi Ghat is associated with the immersion of ashes of father of the Nation Mahatma Gandhi in the river Ganges. The campus has a picturesque river view with historic building presenting a spectacle of architectural delight and natural beauty.

National Institute of Technology Patna has been declared as an Institute of National Importance and has been granted a fully Autonomous Status by MHRD, Government of India. The Institute has also been declared as a Centre of Excellence of impart high level education training , research and development in science, engineering technology and humanities. It is imparting high quality education & values at UG (B.Tech), PG (M.Tech) & Ph .D programmes through its experienced faculty well versed in their respective field of engineering an technology with well equipped laboratories . At present the Institute has seven disciplines viz. Architecture, Civil Engineering, Compute Science & Engg., Electrical Engg., Electronics & Communication Engg., Information Technology and Mechanical Engg., and well established departments of physics, Mathematics and Humanities and Social Science.

National Institute of Technology Patna aims at setting out very high education standards and holds long record of academic excellence. The pedagogical aspects have been formulated to suit not only the needs of the contemporary industrial requirements but also to develop human potential to its fullest extent in a range of professions. Extra curricular activities are planed through games and sports, cultural programmes and NSS activities. Cultural activities provide a platform to know about the culture of various states and regions of the country and opportunity for national integration. Ever since its rechristening, NIT Patna has been on the fast track of development and has undergone numerous facelifts because of which placement records have witnessed unprecedented growth and is touching new heights as the graph of placement is increasing remarkably.

NATIONAL INSTITUTE OF TECHNOLOGY

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National Institute of Technology, Srinagar is one of the premier Educational Institutes in the Northern Regions of the country. It was established in 1960 and has been one of the eighteen Regional Engineering Colleges sponsored by the Govt. of India during the 2nd Plan. The Institute acquired the status of National Institute of Technology with deemed to be University status during August, 2003 and attained full autonomy in its Academics.

The Institute is situated at the the banks of world-famous Dal Lake, with the far-famed Hazratbal Shrine on other side of the campus. NIT Srinagar is a residential Institute with accommodation facility in Hostels and Staff-Quarters. There are four Boys and one Girls hostel which swallops about 1500 boys and 200 girls. Besides running the B.Tech Programme the Institute also offers M.Tech programme in many streams.In addition to that a large number of students are registered for M.Phil and Ph.D Programmes. Facilities and amenities are available at the institution such as NCC, NSS, Bank, Consumer cum Society, Shopping Complex, Recreational Centre, Dispensary with Ambulance, Guest House, Students Activity Centre, Gymnasium, Internet Centre, Telephone Booths, Fax Services, Diesel Generator, Bus Facility. The Institution has an Industry Interaction cell which was established in 1989 with the aim to remain at the fore-front on the Scientific and Technological development and to share its experience with industries in utilizing. Man-power and other resources are available at the institute effectively with the assistance of the participating industries. The Institute has one of the best technical library in J&K State. It has a collection of over 60,000 books on Engineering Science and humanities and about 6,000 bound volumes/Journals, both foreign and Indian. The library remains open from 9.00 a.m to 10.p.m. It has on –line repository of A.S.C.E, A.S.M.E.A.E.L, J.C.C.C etc in addition to journals through I.N.S.E.S, COMSORTIEM. It also has a collection of I.S.I codes, in the C.D-Rom format.

Vision: To establish a unique identity of NIT Srinagar by development of high quality technical manpower and technological resources for contributing to the economic and social development of the nation at large and region in particular.
Mission: The mission of NIT Srinagar is to train & transform its students and faculty into well trained and highly motivated engineers, scientists, technologists who become knowledge makers as well as knowledge users for contributing to nation building with high degree of professional excellence.

NATIONAL INSTITUTE OF TECHNOLOGY

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The National Institute of Technology, Durgapur (formerly Regional Engineering College, Durgapur), was established by an Act of Parliament in 1960 as one of the eight such colleges aimed to function as a pace setter for engineering education in the country and to foster national integration.

It is a fully-funded premier Technological Institution of the Government of India and is administered by an autonomous Board of Governors.

The Institute is a University which awards B.Tech., M.C.A., M.Sc., M.B.A.,M.Tech. and Ph.D. degrees to students after their successful completion of the specified courses.

The Institute imparts education in the disciplines of Chemical Engineering, Civil Engineering, Computer Science and Engineering, Electrical Engineering, Electronics and Communication Engineering, Mechanical Engineering, Metallurgical and Materials Engineering,Information Technology, Biotechnology, Physics, Chemistry, Mathematics, Environmental science, Materials Science and Management Studies.

As decided by the Ministry of Human Resource Development, Government of India, the procedure for selection of candidates for admission to the Bachelor Degree Courses in Engineering/Technology in National Institute of Technology Durgapur and in other NITs is on the basis of State Rank/All India Rank (AIR) of AIEEE conducted by Central Board of Secondary Education, New Delhi, and the same is executed through counselling by Central Counselling Board, AIEEE under guidance from MHRD, GOI as per schedule notified by CCB.

In addition to the normal intake, a few seats are reserved for Foreign Students who are nominated by the Ministry of External Affairs, Government of India, and the Indian Council for Cultural Relations, Government of India.

NATIONAL INSTITUTE OF TECHNOLOGY

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NIT Manipur started its first session with the three branches of Engineering-Electrical & Electronics Engineering, Electronics & Communication Engineering and Computer Science & Engineering. It is presently functioning in its temporary Campus at Takyelpat, Imphal. The institute has acquired 341.5 acres of land in lush green areas of Langol, Imphal.

The Institute is administered by the Director of the Institute under the direct supervision of Board of Governors (BOG) headed by The Chairman of the Board of Govenors as the institute is registered under Manipur Societies Registration Act, 1989. The policy for academic activity will be made through Senate wih prior approval of the Board of Governors and implemented through Dean (Academic). The Planning and Development of the institute will be implemented through Dean (P & D) whereas the Students Affairs will be looked after by Dean (Student Welfare).

Registrar is the custodian of all records of the institution and all administrative orders will be issued through Registrar, where he will also be responsible to the Director for proper implementation of the policy matter of the institute.

A Master Plan has already been prepared for total infrastructural development of the institute so that the institute may have the facilities of international standard.

Different development programmes have been undertaken for establishment of well equipped laboratories and library, augmentation of computer facilities. Construction of temporary Administrative and Academic buliding has been started at the Permanent Site.

The NIT Manipur is an autonomous Institute of National importance. From the Academic year 2013-14 two more branches in B.Tech courses are inducted viz Civil Engineering and Mechanical Engineering.

At present there is an intake of 150 students per year out of which 50% seats are reserved for the students from Manipur and the rest 50% seats are reserved for the students from the other states of India. The student have to qualify through JEE for getting admission in the institute.

NATIONAL INSTITUTE OF TECHNOLOGY

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The National Institute of Technology Karnataka (NITK) formerly known as Karnataka Regional Engineering College (KREC), is a public engineering college at Surathkal, about 20 kilometres north of Mangalore city. It was founded in 1960 as KREC while today, it is one of the 30 National Institutes of Technology in India and is recognised as an Institute of National Importance. It has a suburban campus, in close proximity to the Arabian Sea. National Highway 66 runs through the campus and serves as the major mode of access.

The foundation stone for Karnataka Regional Engineering College (KREC) was laid on 6 August 1960, at Surathkal. It was made possible through the efforts of U. Srinivas Mallya and V. S. Kudva and the area is now called Srinivasnagar in his honour. KREC began with three under-graduate courses in engineering: Mechanical, Electrical, and Civil, with affiliation to the University of Mysore. 1965 saw the beginning of under-graduate courses in Chemical and Metallurgical Engineering. In 1966, the college started its first post-graduate course in Marine Structures and Industrial Structures, followed by post-graduate courses in Industrial Electronics (1969), Heat Power (1971), Hydraulics and Water Resources (1971), Chemical Plant Design Engineering (1971) and Process Metallurgy (1972).

More under-graduate engineering courses were added later: Electronics and Communication Engineering (1971), Mining Engineering (1984), Computer Engineering (1986) and information technology (2000). In 1980, KREC came under the affiliation of Mangalore University, and the five-year under-graduate courses were shortened to four-years. On 26 June 2002, it was elevated to the status of a National Institute of Technology and has been called NIT Karnataka (NITK) ever since. It is now a Deemed University. NITK celebrated its 50th Institute Foundation day on 6 August 2009. The year long Golden Jubilee celebrations were inaugurated on 10 August 2009.

To facilitate transformation of students into good human beings, responsible citizens and competent professionals, focusing on assimilation, generation and dissemination of knowledge.

NATIONAL INSTITUTE OF TECHNOLOGY, SIKKIM

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Establishe din 2010, National Institute of Technology, Sikkim, present campus of NIT Sikkim at Ravangla, although temporary in nature, is also housed within a plethora of conveniences and an abundance of natural amenities. Just like the proposed Khamdong campus, it is located astern to the Jawahar Navodaya Vidyalaya Ravangla campus. The State Bank of India Ravangla branch, post office with speed post facility, and an army hospital are located within 2.5 kms from the institute campus. There is also a health centre situated in Ravangla.

Sixteen three-storied blocks, each with six 2-bedroom apartments, totalling to 96 apartments in the campus. These are utilized as boy's hostels, girl's hostels, faculty apartments and staff apartments. Each apartment has been furnished with cots, tables and chairs.

One Academic Building: the rooms in this building are utilised as class rooms (three nos.), two computer rooms, and three faculty rooms. Necessary benches & desks, tables, chairs and almirahs have been purchased after the appointment of the Director in 2011.

One proposed Administrative Building with 7 rooms, completed by the initiative taken by the FIDA, and is functional at present. Apart from three rooms being used for administrative operations, the building houses one furnished meeting room for faculty/administrative/Directorial meetings, a store-room for academic documents, a chamber for the Director of the institute and the necessary sanitary facilities. All rooms are well-furnished with the required furniture.

A common play ground is also available and used by students for certain outdoor games.

Nearly 2-3 acres of land just surrounding these buildings have been fenced. The road connectivity to the temporary campus is good. Three vehicles are being run for official and medical purposes to and from the campus since the joining of the Director in 2011.

NATIONAL LAW INSTITUTE UNIVERSITY

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National Law Institute University (NLIU) is a law school and centre for research located in Bhopal, India. Established in 1997 by the State of Madhya Pradesh, it is one of the first three law schools to have been established under the National Law School system. Since its establishment, NLIU has consistently been rated among the three best law schools in India. The University launched its first academic programme in 1998, with eminent Indian jurist Prof. V.S. Rekhi, as the Director. Recognized by the Bar Council of India, the university admits 100 undergraduates each year through the Common Law Admission Test, who complete 15 trimesters before being awarded a combined B.A., LL.B (Hons.) degree. The post-graduate course offered at the university is the LL.M. degree.

The University is a member of the Association of Indian Universities and the patron of the university is the Hon. Chief Justice of India. It works closely with the High Court of Madhya Pradesh, as well as the National Judicial Academy. Since 2009, NLIU has been home to the Rajiv Gandhi National Cyber Law Center, established by the Ministry of Human Resource Development, Government of India. In India, legal education never received the attention that it deserved. It is a paradox that while the Indian constitution ushered in the Rule of Law and adopted a policy of development through law, little attention was paid to legal studies. It was increasingly realised by the professionals and academicians that the system of law teaching in India was thoroughly inadequate and unimaginative.

Justice J.S. Verma had proposed the first National Law School at Bhopal. However, the proposal could not take shape. National Law Institute University was set up in Bhopal by Act No. 41 of 1997, the "*Rashtriya Vidhi Sansthan Vishwavidyalaya Adhiniyam*" or the NLIU Act, 1997. The first programme was launched in 1998, and the courses commenced on September 1, 1998.

The Masters in Law (LL.M.) programme was launched in 2007, with the first batch graduating in 2009. The establishment of Student Bodies, Academic Cells and Associations commenced in 2002 with the establishment of the NLIU Moot Court Association. In 2007, the university witnessed the establishment of the Alternative Dispute Resolution Cell (ADRC) and the Cell for Awareness and Research in Environmental Studies (CARES). The Centre for Business and Commercial Law was established in 2008. The University published the first edition of Indian Law Review in November, 2009. The NLIU Law Review was first published in 2010, and the NLIU Journal of Intellectual Property Law was first published in 2012.

NATIONAL LAW SCHOOL OF INDIA UNIVERSITY

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"The concept of a national institution to act as a pace-setter and a testing ground for bold experiments in legal education came up before the Bar Council of India in the context of the Council's statutory responsibility for maintaining standards in professional legal education under the Advocates Act, 1961."

The National Law School of India University came into existence through a Notification under the National Law School of India University Act (Karnataka Act 22 of 1986). It signified the culmination of efforts by the Judiciary, the Bar Council of India, the Karnataka Bar Council, the Bangalore University and the Government of Karnataka to reform legal education and to establish a centre of excellence for legal education and research in India. Thanks to the generosity of the Government of Karnataka and the Bangalore University, the Law School has a campus of its own, located in Nagarbhavi, about 10 kms from the City railway station and standing over twenty-three acres beside the Institute of Social and Economic Change. Since 1991, it is a fully residential university on one campus with three Halls of Residence for men, three Halls of Residence for women, two Hostels for post-graduate women students, three blocks for Faculty Quarters and two blocks for non-teaching staff Quarters besides the Academic Block. The munificence of Mrs. Sudha Narayanamurthy of INFOSYS has enabled the Law School to have the Shri Melgiri Narayan Rao Memorial Library, named after her father, for providing up-to-date library facilities. The library was inaugurated by Mr. Justice R.C. Lahoti, the then Chief Justice of India, on 17th August, 2005. The Chief Justice of India is the Chancellor of the University. The Chairman, Bar Council of India, is the Chairman of the General Council. These connections lend a stature and prestige to the School which is unparalleled in the history of legal education in India. The Karnataka Act confers complete administrative and academic autonomy which facilitates innovation and experimentation in the pursuit of excellence in legal education. The first batch of students was selected through a National Entrance Test, and regular academic activities began on 1st July, 1988. It was a significant achievement that students from this batch won the Bar Council of India National Moot Court Competition in their very first year of legal education. Ever since, admissions to the Law School has been on the basis of performance at a National Entrance Test which has now, since 2008, graduated to a National Level Common Admission Test known as the Common Law Entrance Test (CLAT) and it operates to select candidates for all the National Law Schools in the country. Other law-teaching institutions are permitted to join in this method of selection of their candidates for admission to their law courses.

NATIONAL LAW UNIVERSITY

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The National Law University Odisha (NLUO) promises to be an exciting new development in the field of legal education. A very new institution, its establishing Act of legislature was notified as recently as April 2009 and within a span of four months, classes commenced with the entrance being conducted in May. The University has made a name for itself by earning laurels with excellent performance of its students in various seminars, conferences and moot courts.

NLUO is located in Cuttack, a city dating back to over a thousand years, and also boasting a rich legal heritage – not only is the Orissa High Court situated here, but also some of the finest lawyers and judges of the country trace their roots back to this city. Currently the University has admitted students from no less than twenty-five States, representing a diverse range of socio-economic, ethnic, religious and cultural backgrounds. We hope that in the years to come, students from even more divers backgrounds will join NLUO, thereby underscoring its truly national character. There was a time, in pre-and early independent India when legal education was treated as a pathway to a vast array of opportunities.

The decline in standards began around the 1960s. This period was marked by a mushrooming of law colleges, most of which met Bar Council standards only in form. Whatever the real reasons for the Bar Council's inability to stem the rot, one major factor could have been the sheer number of students enrolled at these spurious institutions. Law had become the last resort of the incompetent and perhaps the first of the indolent; for as matters stood then, if one paid the fee and stuck through the stipulated period the degree was almost assured.

The upshot of this abysmal situation was that it jolted the legal fraternity out of its stupor. It was in early 1970s that the Legal Education Committee of the Bar Council of India proposed the establishment of a national institution of excellence to promote legal research and scholarship. The proposed institution eventually took shape after thirteen long years in utero. The National Law School of India University (NLSIU) was set up at Bangalore and was an immediate success. So much so that it inspired a paradigm shift in legal education in the country. The law school at Bangalore rescued legal education from the mire it had sunk into by instituting an unprecedented curricula and methodology. It has since paved the way and provided the template for most law schools.

NATIONAL LAW UNIVERSITY

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National Law University-Jodhpur (NLUJ) is one of India's leading national law university based in the vibrant and colourful city of Jodhpur, Rajasthan. NLUJ has constantly been ranked as one of the top law schools in India. Since its establishment in 1999, NLUJ has endeavoured to produce exceptional lawyers and legal scholarship aimed at pushing and challenging the existing boundaries of knowledge.

NLUJ attracts top quality students coming from diverse social, cultural and religious backgrounds from all corners of India. Students passing out from NLUJ work in top law firms in India and abroad, some practice in courts and while some have entered the field of legal academics. NLUJ students have studied further on prestigious scholarships at leading Universities in the world including Harvard, Yale, Oxford, LSE and King's. The University has developed a holistic approach towards understanding law and justice from a multi-disciplinary perspective. The University offers unique five year integrated undergraduate programs i.e. B.B.A., LL.B.(Hons.); B.A., LL.B.(Hons.); B.Sc., LL.B.(Hons.) to generate especially skilled global legal professionals. These integrated programs offer unique and highly demanding honors courses in various facets of Law such as Constitutional Law, Business Law, Trade Law, International Law, Criminal Law and Intellectual Property Rights Law. The University's one year LL.M. programs in Corporate Laws, IPR and Technology Laws, International Trade Laws, Banking and Finance, Cyber Law and Cyber Security aim to harness young talent for achieving the pinnacle of legal perfection. The University also offers LL.D. and Ph.D. programs in the quest for attaining excellence in higher education.

NLUJ boasts of a dynamic faculty having both experienced and young academicians coming from diverse backgrounds and drawn from almost all corners of India. The faculty members of NLUJ have studied at leading universities in India and abroad. The academicians at NLUJ have published their research in leading international and national refereed journals and are constantly involved in delivering quality teaching and undertaking bold experiments in pedagogy. Many reputed international scholars from leading universities including Harvard and Max Planck visit NLUJ on research and teaching assignments. NLUJ is committed to the advancement of knowledge and learning and is striving to become a centre for excellence in legal studies. It is dedicated to churning out committed lawyers with highest academic and professional standards and producing top quality legal scholarship.

NATIONAL LAW UNIVERSITY MEGHALAYA

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Choosing NLU Meghalaya means choosing futuristic education that combines academic excellence with a supportive and inclusive learning environment. Learning experience will be enriched through the contribution of exceptionally bright academic minds in addition to the experience and wisdom drawn from practitioners from various professions and industries. Our library is a knowledge management system, more than just a collection of books - it's a hub for research and scholarship, offering optimal resources that enable students to explore law and other domains and its applications in-depth.

The inclusive and supportive learning environment fosters a sense of belonging and community engagement encourages students to explore their passions and interests. The students have the freedom to pursue personalised learnings and take initiatives, conceiving new ideas and transform imaginations into realities. With a non-conformist academic mind, NLU Meghalaya offers a range of non-taught advisory courses for a futuristic educational experience. National Law University Meghalaya provides unparalleled opportunities to study law with extraordinary colleagues in a rigorous, vibrant, and collaborative environment with our faculties.

The University programmes at different levels will promote interdisciplinary law studies with research at its core. The curriculum is designed around the principle of “study what you want” and will be delivered through a technology-driven ecosystem. The University is committed to personalized education, catering to the needs of creative learners. It encourages bright minds to explore their innovative capacities and engage in hands-on learning through the University's educational ecology. Shillong provides a variety of recreational opportunities, including Cherry Blossom festivals, NH7 Weekenders, and an endless array of rock concerts, making it a hub for both education and entertainment. Whether you are a student looking for a transformative educational experience or a faculty member seeking to make a difference in the lives of young people, NLU Meghalaya is the ideal destination for you.

THE CAMPUS

Located in the midst of a hilly region with breathtaking views, our Shillong campus is ideal for students looking for a calm and scenic environment for their studies. Our University is built on a historic property to seamlessly combine modern amenities and cutting-edge infrastructures. Here, we believe that education is not only limited to textbooks and lectures. Rather, we aim to provide an extensive learning experience that helps stimulate creativity, promote personal growth and encourage a sense of belonging within our students.

NATIONAL LAW UNIVERSITY

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Established in 2008, National Law University. Globalization is a challenge and also an opportunity in the present time. The University requires the convergence of economics, technology and law. India has a long history of business and technology. Its potential has been unleashed through the process of liberalization. Yet, smooth sailing requires the compass called rule of law. We have a mixed track record on this count. India has established itself as a democracy which is a success on the macro participative process of governance. Yet, there are other crucial issues of internal dimension. For instance, there is the complex task of assimilation of social classes that have been fractured for centuries in such participation. Cumulative economic progress needs to reach various layers to create a development index which is fair and equitable. Most importantly a transparent and speedy justice administration system which reinforces faith in rule of law is needed. Mahatma Gandhi had said, "We must become the change we want to see in the world." Each one of us who is a part of this institution should be remembered for promotion of social justice, which will be our contribution to society. Our sincere endeavour will be to make legal education justice education, as an instrument of social, political and economic change, and to prepare lawyers who will be competent in the art of advocacy both at the trial and the appellate level and also skilled in judicial administration. The students of National Law University, Delhi will be shaped as agents of change as the country achieves its developmental goals for future generations. The primary mission of the University is to create lawyers who will be professionally competent, technically sound and socially relevant, and will not only enter the Bar and the Bench but also be equipped to address the imperatives of the new millennium and uphold the Constitution of India.

Objectives are :

To evolve and impart comprehensive legal education including distant and continuing legal education at all levels to achieve excellence.

To organize advanced studies and promote research in all branches of law.

To disseminate legal knowledge and legal processes and their role in national development by organizing lectures, seminars, symposia, workshops and conferences.

To promote cultural, legal and ethical values with a view to promote and foster the rule of law and the objectives enshrined in the Constitution of India.

To improve the ability to analyse and present for the benefit of the public, contemporary issues of public concern and their legal implications.

To liaise with institutions of higher learning and research in India and abroad.

To publish periodicals, treaties, study books, reports, journals and other literature on all subjects relating to law.

To hold examinations and confer degrees and other academic distinctions.

To promote legal awareness in the community for achieving social and economic justice.

NATIONAL LAW UNIVERSITY, TRIPURA

National Law University Tripura, Narshingarh, Agartala
P.O.- Narayanpur Bazar; District West Tripura; - 799015
Tel : 0381-2915078
Email : contact@nlutripura.ac.in

The National Law University Tripura, established by Act No. 3 of 2022 of Tripura is a national institution of excellence in legal education located in the green capital city of Agartala. It is a milestone in the field of legal education and research in the State of Tripura for improving the quality of professional legal education. At present NLU Tripura is housed in the beautiful campus of Tripura Judicial Academy with state of the art facilities for teaching and research. The pristine environment of Agartala affords ideal conditions for the pursuit of knowledge. The objectives of NLU Tripura, inter alia, as per Section 4 of the NLU Act are namely:

(a) To strengthen, promote and propagate the basis and ideals of a polity established and governed by law;
(b) To advance and disseminate learning and knowledge of law, legal procedures and processes and Law's role in national development;
(c) To develop in the students and research scholars, a sense of responsibility to serve society by developing skills in advocacy, judicial, other legal services, legislation, judicial reforms and the like.

ACADEMIC VISION

NLU Tripura has been established with a vision to impart globally competitive legal education with a primary focus on nurturing lawyers for the tech age, corporate needs of the market, social needs and for meaningfully contributing towards modern day law and policy making in the country. The University is committed to inculcate a strong sense of justice, social, economic and political among students as well as the faculty members. It aspires to enrich the bar and the bench by imparting justice education. It adopts an interdisciplinary and multidisciplinary pedagogical approach. The academic activities of the University will directly benefit the local communities through legal aid programs and social outreach activities.

RESEARCH AMBITION

Creation of a democratic legal knowledge to support and facilitate the development of Tripuri people guides the research ambition of NLU Tripura. Promoting a culture of scientific inquiry that can help in improving the socio-economic indicators of the State of Tripura at comparative global standards is at the heart of its research concerns. NLU Tripura is committed to work with the Government of Tripura, members of the Legislative Assembly, the Legislative Council and all stakeholders of law enforcement and planning in contributing towards enriching the Legal Infrastructure of the State of Tripura in a meaningful way. The research ethos of NLU Tripura will drive the national efforts to integrate law and social sciences and resolve vexed legal problems amicably.

NATIONAL LAW UNIVERSITY AND JUDICIAL ACADEMY, ASSAM

NEJOTI Building, B.K. Kakati Road
Bholanath Mandir Path
Ulubari, Guwahati–781007, Assam
Email : vc@nluassam.ac.in registrar@nluassam.ac.in
Phone : +91-361-2738891/92, +91-80110-24050
Fax No.: +91-361-2738892

Our vision is to give to the society, the futuristic lawyers, compassionate judges, able administrators, visionary academics, noble intellectuals, distinguished leaders, responsible citizens and socially conscientious human beings.

The Committee appointed by the Chief Justices' Conference on Legal Education and Training ,1993 and the All India Law Ministers' Conference, 1995 had resolved to set up in each state of India a Law School modeled on the lines of the National Law School of India University, Bangalore for improving the overall quality of professional legal education in India. This was followed by the active initiation by the Hon'ble Chief Minister of Assam and some of his prominent cabinet members who managed to receive an assurance from the Prime Minister of India that -

"The Central Government will assist in establishing a National Law School and Judicial Academy in Assam for imparting legal education for the development of teaching and higher learning in Law, with the power to award degrees, diplomas and other academic distinctions. Further, periodical training program will be undertaken as a part of continuing education for advocates, Judicial officers, paralegal personnel, govt. officials etc. etc. including one year compulsory induction training for the newly recruited Judicial officers. For this purpose, a training institution named Judicial Academy will also function like a separate facility in the proposed Law University."

To evolve and impart comprehensive legal education and training at all levels to achieve excellence in the working of the Judicial Institutions;
To organize advanced studies and promote research in all branches of law;
To disseminate legal knowledge by organizing lectures, seminars, symposia, workshops and conferences;
To promote cultural ,legal and ethical values with a view to promote and foster the rule of law and the objectives enshrined in the Constitution of India;
To improve the ability to analyze and present for the benefit of the public contemporary issues of public concern and their legal implications;
To liaise with institutions of higher learning and research in India and abroad;
To publish periodicals, treaties, study books, reports, journals and other literature on all subjects relating to law.

NATIONAL SCHOOL OF DRAMA

Bahawalpur House
1, Bhagwandas Road, New Delhi – 110 001
Phone : 011-23389402
Email: nationalschoolofdrama@gmail.com, info@nsd.gov.in
Website : http://nsd.gov.in

The National School of Drama is one of the foremost theatre training institutions in the world and the only one of its kind in India. It was set up by the Sangeet Natak Akademi as one of its constituent units in 1959. In 1975, it became an independent entity and was registered as an autonomous organization under the Societies Registration Act XXI of 1860, fully financed by the Ministry of Culture, Government of India. Training in the School is highly intensive and is based on a thorough, comprehensive, carefully planned syllabus which covers every aspect of theatre and in which theory is related to practice. As a part of their training, students are required to produce plays which are then performed before the public. The syllabus takes into account the methods of great theatre personalities who have shaped contemporary theatre in all its variety. The systematic study and practical performing experience of Sanskrit drama, modern Indian drama, traditional Indian theatre forms, Asian drama and western dramatic protocols give the students a solid grounding and a wide perspective in the art of theatre. Besides its 3-year training programme, the School has also explored new vistas in the areas of children's theatre and decentralization of theatre training through workshops under the Extension Programme. The School has two performing wings – the Repertory Company and Theatre-in-Education Company. The Repertory Company was started in 1964 with four artistes – Shri Ramamurthy, Ms. Meena Williams, Ms. Sudha Shivpuri and Shri Om Shivpuri – with the objective of providing a platform where graduates of the School could perform plays professionally. Over the years it has presented works of various playwrights and directors who have been associated with it and has evolved into one of NSD's major institutions, working on contemporary and modern plays as well as introducing experimental work on a regular basis. In addition to doing productions, it organizes its own Festival, where past and new productions are introduced and staged each summer. NSD's Repertory Company also tours and performs extensively in India and abroad. The second performing wing the 'Theatre-In-Education Company' (Sanskar Rang Toli) was established in October 16, 1989, and is one of the most important theatre education resource centres in the country. It consists of a group of actor-teachers working with and performing for children.

The major focus of the TIE Company is to perform creative, curriculum-based and participatory plays in schools, specially designed and prepared for children of different age groups. The major thrust of the plays is to create an atmosphere that encourages children to raise questions, take decisions and make choices with an awareness of themselves within the larger social context. The TIE Company has done more than 800 performances of 26 plays in Delhi and other parts of the country. More than 5.5 lakh children, apart from college students, teachers, parents and theatre lovers, have witnessed these plays.

NATIONAL UNIVERSITY OF STUDY AND RESEARCH IN LAW, RANCHI

At- Nagri, PO- Bukru
Kanke Pithoria Road, Kanke,
Ranchi – 834006 Jharkhand
Website: www.nusrlranchi.com & www.nusrlranchi.ac.in
Email: info@nusrlranchi.com, nusrlranchi@gmail.com
Phone: 0651-2275168/2275250/6570860
Fax : 0651-2275250

National University of Study and Research in Law (NUSRL) is a law university located in Ranchi, India. It was established by a legislative act, by the State Of Jharkhand (Act No. 4 of 2010) as the fourteenth National Law University of India. Professor.B.C. Nirmal is the Vice-Chancellor of the University; formerly he was the Head and Dean of Law School, Banaras Hindu University (Varanasi). Professor A.K Koul was the founding Vice-Chancellor of the university who specialized in International Trade Law especially on WTO. Earlier he was the Vice-Chancellor of National Law University, Jodhpur. The University is located on Kanke Road on the outskirts of Ranchi just ahead of Ranchi Institute of Neuro-Psychiatry & Allied Sciences and Birsa Agricultural University. It was formally inaugurated by the Chief Justice of Jharkhand High Court and Supreme Court Judge designate Justice Gyan Sudha Mishra on April 26, 2010.The 63.76-acre site, is among the largest National Law Universities in India. The University has a very extensive schedule when it comes to its Academics. The university has a semester system i.e. 2 semesters in an academic year. Each academic year a student has to undertake 5 CAT (Continuous Assessment Test) for each subject out of which 3 are announced tests and 2 are announced ones. The Students are also required to undertake compulsory CRE (Court Room Exercise). The number of CRE's depends on the number of Law subjects. The University also organises seminars and workshops so as to make the students aware of the diverse fields of law and also its practicalities. Admissions to NUSRL are done through the Common Law Admission Test (CLAT). Student Preference shows that the University is faring well in the league of National Law Universities and remains a priority amongst the newly open National Law Universities. NUSRL offers undergraduates a five-year integrated B.A.(Hons,) LL.B(Hons). program which, upon completion, qualifies the student to sit for the bar to practice law in India. The program is a mix of relevant social science subjects and law subjects. The time span for the course is 5 years divided into 10 semesters. In the first two years, the law student attends courses on English, Political Science, Philosophy and Economics alongside standard legal subjects, such as Law of Torts, Law of Contracts and Constitutional law. In the latter three the curriculum consists majorly of legal subjects. At the post-graduate level, the university offers four-year integrated LL.M-PhD, three-year Doctor of Juridical Science (J.S.D) and two-year PhD programs, for which the admission is through an entrance test, group discussion and oral test conducted by the University.

NAVSARI AGRICULTURAL UNIVERSITY

Eru Char Rasta, Dandi Road
Navsari - 396 450, Gujarat
Tel :(02637)282823 (Reg); (02637) 283869 (VC)
Fax : (02637) 282554, (02637)283794
EPABX: (O2637)282771-75, (02637)282823
Email : vc@nau.in registrar@nau.in Website : http://nau.in

Navsari Agricultural University of erstwhile Gujarat Agricultural University has been bestowed with the status of a full-fledged independent State Agricultural University with effect from May 1, 2004. Navsari Agricultural University is imparting agricultural education up to Ph.D. level in all the established faculties of Agriculture, Horticulture, Forestry and Veterinary to develop quality agricultural professional manpower, NAU also imparts vocational education and training through Diploma / Certificate courses in Agriculture, Horticulture, Livestock Inspection, Bakery, Landscaping & Gardening and Fisheries through Agricultural Polytechnics and Agri-Clinics for Horticulture and Agricultural Schools, LITC, Bakery, Gardner and Fisheries training centers respectively. Navsari Agricultural University undertakes fundamental, applied and verification research in agriculture, horticulture, forestry, agricultural engineering and animal sciences through respective faculties, two zonal research stations, three main crop based research stations, three regional research stations and six satellite research stations. NAU has a strong extension network of krushi vigyan kendras for transfer of technologies to farmers and agri-entrepreneurs. NAU has initiated single-window-delivery system through Agricultural Technology Information Centre (ATIC).

NAU'S New Initiatives:

Education and Research

- Established Faculty of Veterinary Science & Animal Husbandry and initiated U.G. programme.
- Initiated P.G. programmes in Biotechnology and Post-Harvest Technology.
- Establishment of Bio informatics centre imparting education upto Ph.D. Level.
- Establishment of Food quality ,testing ,Biocontrol laboratories and Pesticides Residue.

:: Experiential learning

- Commercial units to produce Mango pulp and tomato processing, onion dehydration and agriculturally important microorganisms and bio-pesticides.
- Tissue culture facility to undertake micro-propagation of economically important crops of South Gujarat.
- Facility for training on protected cultivation of high value vegetable and flower crops.

:: Infrastructure

- Commissioned two new Girls Hostels (for 90 girl students) and one New PG Hostel (for 65 Post graduate students). Another girl hostel is under construction.

NAVA NALANDA MAHAVIHARA

Nalanda – 803111, Bihar
Tel :611-228-1672, 611-228-1820
Fax :611-228-1505 91-611-2281672
Email (Director): nnmdirector@sify.com spsinhanalanda@gmail.com
Website : http://www.nnm.ac.in

In the early 1950's, in order to revive the lost glory and the heritage of ancient Nalanda Mahavihara, his Excellency Dr. Rajendra Prasad, the first President of the Republic of India, declared that the ancient seat of Buddhist learning at Nalanda would be revived.

At the insistence of Ven. Bhikshu Jagdish Kashyap and with this goal in mind, the Government of Bihar established a research institute called "Magadh Institute of Post-Graduate Studies and Research in Pali and Allied Languages and Buddhist Learning" at Nalanda in 1951. It later came to be known as Nava Nalanda Mahavihara.

The inspiration behind the establishment of this institute was to develop a centre of higher studies in Pali and Buddhism along the lines of ancient Nalanda Mahavihara. From the beginning, the institute functioned as a residential institution, with a limited number of Indian and foreign students.

The present campus of the Mahavihara is 100 kms from the metropolis of Patna, situated on the southern bank of the historical lake, Indrapuskarani. Close to the northern bank lie the ruins of the ancient University of Nalanda.

On November 20, 1951, the foundation stone of the first building was laid by His Excellency, Dr. Rajendra Prasad. Engraved upon it are the following words:

"Let the rays of the sun of Nalanda rise from the summit of this rock in order to brighten the vernacular after the passing away of its nights of darkness (period of its obscurity)."

Ven. Bhikshu Jagdish Kashyap became the Founder-Director of Nava Nalanda Mahavihara, and continued in that capacity until February 1955. One of his major accomplishments was the complete publication, in 41 volumes, of a critical edition of the entire Pali Tipitaka in Devanagari script. It was very popular and quickly went out of print.

NAVRACHANA UNIVERSITY

Vasna Bhayli Road, Vadodara - 391 410
Gujarat
Phone: +91 265-3020100
Email: nuv@nuv.ac.in

Navrachana University is a Private Statutory University established in 2009 under the Gujarat Private Universities Act, 2009 (Gujarat Government Gazette, Extraordinary, Volume L, Tuesday, July 7, 2009). In March 2011, it was recognized by the University Grants Commission under the UGC Act, 1956. It is a unitary non-affiliating university and does not receive any grant-in-aid or other financial assistance from the Central or State Government.

Navrachana University strives to create opportunities through national and international linkages with other Universities, Businesses and Industries for students and faculty to keep abreast of emerging fields, technologies and methodologies in the true spirit of Navrachana as a vibrant centre for Higher Education.

The University has embarked on a journey that is set to transform higher education, where the aspirations of the individual, seeking knowledge and self-development is centric for demanding career options. In creating a new University there has been a heightened sense of anticipation and a realization that we are at the cusp of something quite unique within the education sector in our Country, a task which requires due attention to the three essential factors- Infrastructure, faculty and students- that take an academic institution to high standards. NU has been envisioned as a multi-disciplinary University, of global stature, offering opportunities for learning, research and betterment of the individual and Society. "Excellence in academic and holistic self development of students, teachers and administrators is the mantra of the University" the focus would always be on pedagogy that responds to the needs and challenges that the coming decades are likely to pose, on experienced faculty well-versed in their core subjects with a passion for teaching as well as research, and supported in their endeavors by infrastructure where the students will be able to select subjects for serious study that skim across the barriers of Humanities, Education, Design and Architecture, Engineering and Technology, Pure and Applied Sciences, Management and Media and Communication. We do believe that technology, relevant management practices and social commitment is the corner stone of development for India today. Hence the core focus of Navrachana University shall necessarily be studies of appropriate, current-day technologies and innovative management curricula, responsive to the needs and challenges that the coming decades are likely to pose. Navrachana University is a “learning institution”.

The learning process permeates curriculum development and transaction with experiential learning and extra mural curriculum playing an important role. Continuous assessment of students’ performance and emphasis on internal evaluation entails a dynamic teaching- learning approach.

NEHRU GRAM BHARATI UNIVERSITY

Kotwa-Jamunipur,
Dubawal, Allahabad 221505, Uttar Pradesh
Tel : 05332-285056, 7897610333, Fax : 0532-2468700
Email : info.ngbu@gmail.com, ngb@nehrugrambharati.org.in
kbpandeya@yahoo.com ngb@nehrugrambharati.org.in
Website : http://www.ngbu.edu.in

Rajiv Gandhi Snatkottar Mahavidyalaya, presently comprised into "Nehru Gram Bharati Vishwavidyalaya" and had been evaluated by National Assessment and Accreditation Council (NAAC), UGC and had been accredited by B+ Grade. This Degree College was established in the year 1996 by Shri. G.D. Memorial Trust and all its Syllabus is being automatically converted into Nehru Gram Bharati's Syllabus from the current session i.e. 2008-09.

The Nehru Gram Bharati University is a society registered under societies Registration Act. 1860 with registration No. 1117/2006-2007 dated 02/01/2007. It has also been registered u/s 12AA of Indian Income Tax Act 1951 and exempted from Income Tax u/s 80G vide registration No. 58-59/359/12AA & 80G(5)(VI)/still/Allahabad-/2007-08.

NGBU's mission is to global, socially conscious and integrated University provide wide rage of courses.All its admissions will be carrieds out in the name of Nehru Gram Bharati University, Jamunipur, Kotwa, Dubawal, Allahabad.

It may be recollected that on 26th July 1962 Late Pt. Jawahar Lal Nehru the then Prime Minister of India laid the foundation stone of the "Nehru Gram Bharati" at village Dubawal near Jamunipur-Kotwa of his Phulpur Parliamentary constituency. On this occasion addressing the gathering, he emphasized the need of vocational, technical and professional education apart from conventional one.

He promised his electorate that the children's of Kisans need not to go to the cities for higher education, instead, would be educated and trained in the rural institutes, which is being setup in the village itself. These boys and girls will also get employment/self employment opportunities in their own villages. He also hoped that such rural institutes would come up in other part of the country also.

NETAJI SUBHASH CHANDRA BOSE INSTITUTE OF HIGHER LEARNING

Rajiv Gandhi Nagar, Port Blair,
Andaman and Nicobar Islands

To create institutional set-up for the designated the proposed deemed university for A & N islands, necessary rules have been amended in the existing society viz., Andaman & Nicobar Islands Legal Education Society (ANILES) proposes to amend the Rules & Regulations, Memorandum of Association & Grant-in Aid Rules of the society to align with Netaji Subhash Chandra Bose Institute of Higher Learning (NSCBIHL) Society, Deemed to Be University. To make Deemed University functional, the A & N Administration has made necessary arrangements by notification a Memorandum of Association may be called "Netaji Subhash Chandra Bose Institute of Higher Learning (NSCBIHL)". The primary aim of the society is to provide Higher Education and Research in allied fields in A & N Islands; and to impart Higher Education and to carryout Research in allied fields relevant to A & N Islands. Moreover, it is committed to extend support in the allied fields and to impart training to officers and staff of A & N Administration in various relevant fields.

The main role of a Deemed University is to-

1. Provide excellence and innovation in higher education at the undergraduate, postgraduate and research degree levels.
2. Engage in the areas which they specialize in, and contribute to higher education in diverse disciplines.
3. Provide high-quality teaching to their students and organize internationally-recognized research projects.
4.

By way of notification the Hon'ble Lt. Governor (Administrator) A & N Islands who is also President of General Body NSCBIHL (Amendment) Rules and Regulations 2023 shall come into force from the date of notification. The composition of General Body of NSCBIHL consist of 13 nos of senior officers of administration including Chief Secretary, Principal Secretaries, Secretaries of various departments are as members with the Joint Secretary (Hr.Education/ Director – member Secretary. A Principal, Andaman Law College was lone member with 02 co-opted members of eminent educationalist of national and international repute. Further to ease and to regulate the proposed university an Executive Council was constituted under the chairmanship of Chief Secretary , A & N Administration consist of 15 members with similar numbers of senior officers from A & N Administration shall act as members. One of the Powers and functions of the Executive council as per clause 10 A xii b written as "Framing of regulations on Admission/enrolment of students, formulation / institutions for course of studies and research programme, examinations to be held for the course of studies on the recommendation of the Academic Council" in accordance to the norms prescribed by regulatory authorities. Further the Executive Council has empowered to "Approving of recruitment rules classification and method of appointment and determination of the terms and service conditions in respect of all posts under the control of the NSCBIHL".

NETAJI SUBHAS UNIVERSITY

Pokhari, Near Bhilai Pahadi, Jamshedpur
Jharkhand-831012
Email : info@nsibm.com
Phone : 9386817857, 9334818811, 9431117663

Netaji Subhas Institute of Business Management is a name to reckon with in management education. Since its inception in 2005, the institute maintains a consistent record of producing well-rounded professionals with academic excellence and adaptive application skills welcomed by industry and business. It has earned the distinction as a centre of excellence in management studies. A symbiotic relationship is encouraged between the industry and the academia through a mutual exchange of practical and theoretical aspects of management knowledge.

The institute, an ISO-accredited organization, is approved by the All India Council of Technical Education (AICTE) New Delhi and Department of Science &Technology, Government of Jharkhand, and affiliated to Kolhan University, Chaibasa.

Location of the institute also lends a distinct character. A unique confluence of the city of Jamshedpur, the busy industrial hub of Jharkhand and the serene ecology of the Dimna range of hills casts a spell of placid learning ambience at the sprawling campus at Pokhari and provides an excellent synergy with relevant industry interactions to calibrate innovative teaching-learning strategies.

Vision

NSIBM seeks to be one of the top Indian Business Schools
High moral values.
National standing in its scholarship.
Producing post graduates who are effective business leaders and thinkers.
Imbued with initiative, enterprise and a continuing quest for life-long learning.
Consistent commitment towards enhancing quality of life in organization and the entire society.

Mission

To be an influential, relevant and highly respected multi-disciplinary national B-School, a learning community of high caliber scholars, teachers, learners and alumni serving the national regional communities through the provision of educational and training opportunities that inspire and enable individuals to develop their academic, entrepreneurial leadership and other capabilities to their optimum potential and exploration of recognized research and scholarship which enhances knowledge, skills and positive attitude, which, in the long-run make them effective catalysts for continuous improvement and change. Creativity, Innovation and Quality are the prime movers of the institute.

NETAJI SUBHAS OPEN UNIVERSITY

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Fax : +91-33-2283-5082
Email : nsou@cal2.vsnl.net.in, banerjee_surabhi@hotmail.com,
vc_nsou@wbnsou.ac.in registrar@wbnsou.ac.in
Website :http://www.wbnsou.ac.in

Netaji Subhas Open University is the premier State Open University in India. The year 1997 was the birth centenary year of Netaji Subhas Chandra Bose. The Chief Minister of West Bengal made an announcement at a State function that an Open University would be set up soon and dedicated to Netaji's hallowed memory. The Higher Education Minister, Government of West Bengal spearheaded the idea after his visit to the Open University in U.K. Under his instruction was set up a ten-member steering committee headed by late Dr. Bhaskar Ray Chowdhury, former Vice-Chancellor of Kolkata University.

Following this, a State Act (W.B. Act (XIX) of 1997 and Recognised by U.G.C.) was passed on the 20th August 1997 in favour of opening a University for imparting Distance Education. Netaji Subhas Open University was established by bifurcated Netaji Institute of Asian Studies (NIAS) and in terms of the Act of West Bengal State Legislative Assembly and is housed in Historic building of Sri Sarat Chandra Bose, elder brother of Netaji. The University started functioning with effect from July 1998 Semester, only with the Bachelor's Degree Programme in Arts & Commerce to provide an opportunity of higher education in the vernacular medium to various disadvantaged groups of aspiring learners. It is the tenth Open University of the country and the ninth State Open University. Professor Radharaman Chakraborty, the then Director of NIAS was appointed as the first Vice Chancellor of NSOU. An Advisory body, consisting of eminent educationists and senior administrators was constituted to plan and oversee the activity of the newly opened University. They executed the preliminary set-up necessary for the functioning of the Open University and from July 1998, 31 Study Centres started functioning under Netaji Subhas Open University with a Bachelor Degree Programme (BDP) in Arts & Commerce. Since January 1999 semester further 5 study centres were opened with Arts & Commerce Courses under the BDP.

The University started Bachelor's Degree Programme in Science subjects from January, 2000 session. The Post Graduate Degree Programme in Science subject(Mathematics) and Arts Subjects (History and Social Work) were started in January,2002 and January, 2004 session respectively. The second Vice-Chancellor of NSOU is Professor Surabhi Banerjee who took over charge on 17th November 2001. She is also the first lady Vice-Chancellor of NSOU. She handed over her charge as Vice-Chancellor to Shri Joydeep Sil, the then Registrar of the University, on 15.05.2008.

NETAJI SUBHAS UNIVERSITY OF TECHNOLOGY

Sector - 3 Dwarka, New Delhi-110078
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http://www.nsit.ac.in

With reference of Delhi Gazette published on Thursday, September 27, 2018 vide No. F. 14(7)/LA-2015/PF-III/SB(2018)/2017.—In exercise of powers conferred under sub-section (1) of section 3 of The Delhi Netaji Subhas University of Technology Act, 2017 (DELHI ACT 06 of 2018), the Lieutenant Governor of the National Capital Territory of Delhi hereby appoints the 26th September 2018 as the date on which the University by the name of Netaji Subhas University of Technology, shall be established. Netaji Subhas University of Technology (NSUT) is a seat of higher technical education in India. Prof. Jai Prakash Saini is the Founder Vice-Chancellor of Netaji Subhas University of Technology (NSUT), New Delhi.

Netaji Subhas University of Technology(formerly Netaji Subhas Institute of Technology) has consistently produced some of the brightest minds in the country. A highly competitive exam in the form of JEE ensures that NSUT gets the cream of the lot, who can then be molded into young & brilliant individuals of today's society. The institute has established itself as a leader in the field of engineering and it continues to retain this position.

NSUT's distinguished professors & visiting lecturers have been proactive in academic research. Over 750 research papers have been published in international journals and several hundred presented in national & international conferences by faculty members. Some of them also act as editors, associate editors & reviewers for over 100 international journals.

NSUT's students have won laurels for their alma mater in several national & international competitions. Year after year, students have availed internships & MS/MBA offers in some of the most prestigious universities across the globe. This provides them with an exposure in the outside world and a variegated learning experience. Many students succeed in getting their research papers published in reputed international journals every year. NSIT has also signed MoUs with over a dozen international universities & organizations. An amalgamation of its efforts to maintain this benchmark recently helped NSUT receive a rank of 6th in the latest DataQuest-CMR T-School survey of 2015. The survey ranked the Top 25 Government T-Schools of India across various categories and calculated a composite score out of 100 for each institute. The Best Institute Award (The BhartiyaVidyaBhawan National Award) was conferred to NSUT by Indian Society for Technical Association (ISTE), 2002 for having the best overall performance in the field of technical education.

NSUT was also declared the 'Capital Pride' by Government of Delhi through a half page advertisement in all national newspapers in 2003. Additionally, it has been enlisted in the top 100 engineering institutions all over the world by NARIC survey, UK.

NICMAR UNIVERSITY

25/1, Balewadi, N.I.A. Post Office,
Pune – 411045, Maharashtra
Phone: 020-66859271 / 333 / 270 / 166
Email: admission@nicmar.ac.in

NICMAR University is Recognised as State Private University by UGC.

NICMAR University Pune Act (L.C. Bill No. of 2022) was passed by Maharashtra State Government on 16th March, 2022 and appeared in "Maharashtra Government Gazette" on 12th May 2022 (Mah. Act No. XXXVI of 2022).

As India's most progressive Built Environment university, The National Institute of Construction Management and Research (NICMAR) is synonymous with discovery, knowledge, and greatness of the highest order. Our exemplary contribution in the field of Construction and Research has enabled us to groom and develop the next generation of leaders and thinkers.

Our legacy
NICMAR at a glance
1983 - The year that NICMAR was established
12k+ - Students placed in different industries
34k+ - Alumni worldwide

NICMAR through time
Established as an autonomous, non-government, not-for-profit academic body, NICMAR was founded in September, 1983 as a Society and a Public Charitable Trust

Infrastructure that supports your learning

Future-focused classrooms. World-class laboratories. Vast, digitally empowered auditoriums and conference halls.

With quality academics at hand and enrichment opportunities aplenty, you'll graduate prepared to take on the world with just the right tools and mindset. Life at NICMAR gives wings to your talent as you live amidst a supportive community that always has your back. Grow personally and intellectually, develop life-long friendships, spend late nights sharpening your mind - you're sure to look back and reminisce about the best days of your life long after you've graduated.

Fostering continuous professional development for our people

With the modern workplace constantly evolving, our Center for Continuing Professional Development (CCPD) provides full support to its faculty and staff in building and broadening their professional capabilities.

NIILM UNIVERSITY

9 Km milestone, NH- 65, Ambala Road,
Kaithal-136027, Haryana
Mobile : 09992800242, 09992800283, 09992800287, 09992800289
Email : infoadmission@niilmuniversity.in

Establihsed in 2011, NIILM University announces its commitment to become one of India's leading universities with an accredited repute for excellence in research and teaching. The University is equipped to take up challenges of the enormous change taking place all around and committed to empower its faculty and students to contribute significantly. The University is geared up to offer Undergraduate and Postgraduate degrees in different disciplines. The University possesses a team of dedicated, highly qualified and industry experienced faculties. As mentors, they provide numerous student-research opportunities at both the undergraduate and postgraduate levels, inspiring students to advance their skills and aspirations. The University aims to facilitate and promote studies, research and extension work in emerging areas of higher education with focus on enriched education in the disciplines of engineering, technology, management, journalism and mass communication, etc. and also to achieve excellence in allied fields. NIILM University will educate citizens and leaders of competence, conscience, and compassion and cultivate knowledge and faith to build a more humane, just, and sustainable world. To create a brilliant future of the NIILM University in which the students, faculty and staff thrive and the citizens, the nation and the world benefit, a future in which the NIILM University is the recognized leader among other universities in:

- Teaching, scholarship and service
- Engagement and public service
- Economic development
- Arts and culture
- Global reach
- Athletics

Building on the existing strong foundation of academic excellence, knowledge and understanding, NIILM University will advance into the highest tier of the nation's leading public research universities, thereby expanding the scope of its reach and the strength of its world-wide impact. NIILM University has a mission to qualify its students for personal success, and direct usefulness in life and teaching the blessings of liberty, inculcating love and reverence in pursuit of happiness. Developing and fostering students to become successful professionals, potential leaders and socially responsible global citizens, who incorporate the University values of study, reflection, community, and service into their lives. The University is committed to diversity, sustainability, and the integration of the liberal arts, the sciences, and professional programs. We offer undergraduate, graduate, and professional continuing education programs, with particular emphasis on the undergraduate experience. Our community and campus settings enhance the quality of student life .We value the diversity of our University community, and we strive to attune ourselves and our programs to our global, pluralistic society.

NIIT UNIVERSITY

Neemrana, NH 8, Delhi-Jaipur Highway
Distt. Alwar, Rajasthan
Toll free no. -1800-103-5050
Email : info@niituniversity.in
Websaite : http://www.niituniversity.in

NIIT University, a not-for-profit institution, is sponsored by NIIT Limited, and it inherits more than three decades of its rich experience, know-how and global reputation.

Since inception in 1981, NIIT Ltd. has been at the forefront of imparting training to ensure skills-sets in line with industry requirements. Its courses in IT, Banking, Finance, Insurance, Communication Skills and Management have built satisfying careers for millions of learners.

Along the way, NIIT has created the largest industry partnership programme in the world, including relationships with over 2,000 companies in operations that span 40 countries.

It is an acknowledged institution in learning content development and the application of IT to enhance learning. NIIT Imperia uses synchronous learning technology to deliver Executive Management Education from IIMs across India. Current broadcasting studios deliver programmes from IIM Kolkata, IIM Indore, IIM Lucknow and IIM Ahmedabad.

NIIT University is equipped with state-of-the-art technology-enabled teaching and a strong research-focused curriculum, some of which originated in NIIT's incubation lab viz. Centre for Research in Cognitive Systems (CRCS) on IIT Delhi campus.

This award-winning lab, including the team, equipment, patents and cumulative body of research is gifted by NIIT Limited as the first building block of the upcoming not-for-profit NIIT University.

The strong reputation for Trust, Innovation and Technology that has been created by NIIT Limited will provide a powerful platform for NIIT University in its formative years.

NILAMBER PITAMBER UNIVERSITY

Medininagar, Palamu - 822 101
Tel : 06562-231580, 09431715202, 231579, 0943171551, 99343-20765
Fax : 06562-231551
Email : pkv_ru@yahoo.com

Nilamber-Pitabmer University is a nascent but vigorous State University catering to the aspiring students of the Palamu, Garhwa and Latehar Districts in the state of Jharkhand. Established in 2009, it operates 15 Post-graduate departments besides the usual undergraduate, technical and vocational curricula like Dental, Journalism, Engineering, and B.Ed., to fulfill the long standing needs of higher education for the talented but generally deprived populace of this underprivileged area.

With a distinguished and dedicated faculty cluster in each of the postgraduate departments, the university is looking forward to establishing a new benchmark of excellence and achievement in the academic world.

The courses are being imparted at a nominal fee in accordance with the pragmatic state government policies. Plus, there are special incentives for girl candidates. The University has a rich library with a large collection of seminal books and periodicals. The science departments have their own state-of-the-art laboratories with facilities for exposure of students to the latest happenings in their respective fields. Regular field trips and seminars are also arranged in the departments concerned to update the knowledge base of the scholars.

At present, most of the postgraduate departments are being run on the campus of the premier college of Medininagar, G.L.A. College, which is situated in around 86 leafy acres but it is hoped that the university will soon acquire its own land and shift the departments there for the creation of an exclusive academic ambience, vibrant with the visions and accomplishments of scholastic brilliance.

The Sociology and Sanskrit Department is located at Garhwa as a rational measure of decentralization and diffusion of knowledge. The Commerce Department functions at the J. S. College precincts, Medininagar.

The postgraduate departments of Nilamber-Pitamber University are also becoming repositories of research, providing opportunities to promising researchers in their fields of choice and expertise, enabling them to acquire the prestigious degree of Ph.D. Students, who pass out from this university, and also from other universities on par, can take the entrance examination to enroll themselves in the Ph.D. programme. However, those who have qualified the NET, JRF tests or have received M. Phil., are exempted from the entrance examination.

NIMS UNIVERSITY

Shobha Nagar, Jaipur-Delhi Highway (NH-11C)
Jaipur – 303121, Rajasthan
Toll Free : 1800 120 1020
SMS: 'NIMS' to 52424
Phone: +91 – 9799415000, 9799459000, 9799446000
+91 – 9784758000, 9799426000, 9784714000
Fax: (0141)-2605050
Email: admissions@nimsuniversity.org

Synch with the mission of creating pathways through career to future, the Nims University has emerged as the largest and best self-financed university in North-India. Structured at par with the composite model universities of the leading nations of the world, the Nims University has been legendary in quality teaching and action oriented research in all disciplines. Adjacent to the Aravali ranges and located in the outskirt of the pink city of India, the University has been listed in the top ten medical universities in India and heading towards a leading center of education in health sciences to human sciences, technical training to advanced engineering, personnel management to corporate management, creative literature to innovative multimedia, art and architecture.

The University is established under The Nims University Rajasthan, Jaipur Act, 2008 enacted by the Government of Rajasthan, and duly recognized by the UGC as well as apex level regulatory councils. Being an exemplary landmark in the area of Higher Education, its lush green campus, state-of-art infrastructure, and modern laboratory equipped with latest technology, interactive pedagogy, and academia with proven proficiency, the Nims University has been the paradise for thousands of on-campus as well as off-campus learners. The Nims University is established under The Nims University Rajasthan, Jaipur Act, 2008 enacted by the Government of Rajasthan. In order to bridge the gaps between academia and industry, an innovative experiment in the form of National Institute of Medical Sciences was established in 2004 by The Indian Medical Trust, Jaipur, Rajasthan under the dynamic leadership and chairmanship of Professor (Dr.) Balvir S. Tomar, World renowned Pediatric Gastroenterologist, visionary and creative entrepreneur. Consistent efforts of the Chairman-cum-Chancellor blended with self-less support of the Managing Director, Professor (Dr.) Shobha Tomar, the Leading Lady of Rajasthan, the NIMS transformed into a pioneering university in 2008 genuinely bagging laurels in the field of Medical Sciences and Technology, Advanced Engineering, Management and Human Sciences. Due to the exemplary efforts in the field of teaching and research, the Nims University was recognized by the University Grants Commission (UGC) under 2(f). Due recognitions have been conferred upon the Nims University by statutory regulating bodies including the MCI, DCI, INC, PCI, AICTE, DEC, BCI, and the COA. The quality assurance mechanisms in the Nims University are at the parlance of international standards. It is an ISO 9001:2008 certified organization.

NIRMA UNIVERSITY

Sarkhej Gandhinagar Highway
Post: Chandlodia, Via: Gota
Ahmedabad - 382 481, Gujarat
Tel. : +91-2717-241900 to 04 +91-2717-241911 to 15 +91-2717-241916-17
Email : asst_registrar@nirmauni.ac.in webmaster@nirmauni.ac.in
Website : http://www.nirmauni.ac.in

Nirma University was established by the initiative of Nirma Education and Research Foundation (NERF). The renowned industrialist and philanthropist Dr Karsanbhai K. Patel, the founder of Nirma Group of Industries, established the NERF in 1994 with a view to promote and support higher education in India.

The NERF chaired by Dr Karsanbhai K. Patel is a trust that crystallized his long cherished dream of providing world-class education and inculcating the spirit of social relevance among the young students of the country.

Functioning under the aegis of Nirma Education and Research Foundation (established in 1994), the university presently includes of a top grade – Institute of Technology (1995), a leading b-school – Institute of Management (1996), an innovative Institute of Diploma Studies (1997), an upcoming Institute of Pharmacy (2003), Institute of Science (2004) and emerging Institute of Law (2007).

All these institutions have emerged as centers of excellence offering various programmes ranging from undergraduate to doctoral levels in technology, engineering, business, pharmacy and sciences.

Considering the quality of education being provided, the Government of Gujarat established the Nirma University under Act No. 10 passed by the Legislative Assembly of the State of Gujarat in April 2003. This development witnessed the merging of all Institutes under the NERF into a single entity of Nirma University. The university has also been recognized by the University Grants Commission (UGC) under the section 2 (f) of the UGC Act.

The Institute has embarked the journey of achieving seemingly insurmountable targets. The teachers and students are the assets of the Institute. They have persistently toiled day and night to turn their dreams into reality. They have brought many laurels for the Institute at State, National and International Levels. The Students and teachers enthusiastically participate in the national and international level events and bring the eternal pride for the Institute.

NIRWAN UNIVERSITY

NH-Jhar Village, Near Bassi, Main Agra Road
Jaipur – 303305, Rajasthan
Tel : 9289800300
Email : info@nirwanunivesity.ac.in

"Nirwan University is established by Government of Rajasthan Vide Nirwan University Jaipur Act 2017 (Act No 2 of 2017). The University is recognized under Section 2(F) of UGC Act 1956 and has been empowered to award degrees under section 22 of UGC Act."

Nirwan & nbsp; is a Pioneer group in imparting education since 2001. Spread over 35 acres, the campus is one of the most advanced campuses in India. The group runs more than 10 different Institutions providing high quality technical as well a medical education. Located in the capital of Rajasthan (Jaipur), Nirwan is among the most prominent choice for higher education among the student. Nirwan campus is home to more than 4500 students and 400 faculty members. Nirwan is run by the renowned Nirwan Charitable Trusti Nirwan Charitable Trust (NCT) was established with a mission and vision to serve a large section the trust by promoting educational institution and rendering social services. We establish at an auspicious moment in the year 2001, with the primary objective of rendering selfless, dedicated and yeomen services to the cause of Higher Education. Iits educational services to the society is a accessed and widely appreciated. It has established and patronised a number of prestigious educational Institute, to carry forward there avowed mission for the fulfillment of their social commitments, various institution established under NCT are as follows:

Rajasthan Dental Colleges Hospital
Rajasthan College of Nursing
S.N. College of Nursing
S.N. College of Pharmacy
Bharti Institute of Pharmaceutical Sciences
Bharti Teacher’s Training College
Blooming Dales International School
Sihag Hospital
Medanta SN Super Speciality Hospital
Nirwan University

Vision : To become a Centre of Excellence comparable to the Ivy league standards; helping define aspirations and possibilities for the long term, and producing 'life and career ready' professionals with leadership quality, who are ready to challenge and be challenged (in the areas of Technology, Engineering, Management, Law, Media, Innovation and Entrepreneurship).

Mission : "To develop as a benchmark University in higher and professional education sectors. To provide an Ivy League quality education and learning experience in the higher education space in a world-class infrastructure and research-driven academic environment, to students looking for a well-rounded academic experience with enhanced employability prospects, and to harness human capital for sustainable competitive edge and social relevance.

Quality Policy : We are committed to achieve quality as integral part of our institutional policy by continuous self-evaluation and striving to improve ourselves. The emphasis is on innovative teaching, continuous monitoring and evaluation through tutorials, laboratory classes and participation in co-curricular activities. To generate social consciousness among the upcoming technocrats/manager to meet the challenges of society and the world by accelerating ethics.

NITTE UNIVERSITY
6th Flr, University Enclave Medical
Sciences Complex Deralakatte,
Mangalore – 575018, Karnataka
Tel : 91 – 824 – 2204300/01/02/03/04
Fax : 91 – 824 – 2204300/01/02/03
Email : info@nitte.edu.in
Website : http://nitte.edu.in

"To develop Nitte University as a centre of excellence, imparting quality education, generating competent, skilled and humane manpower to face the scientific, technological, managerial and social challenges in the fast-evolving global scenario, with high degree of credibility, integrity, ethical standards and social concern."

Founder Justice K S Hegde (1909 – 1990) – Born in Kowdoor village on June 16, 1909, Kowdoor Sadananda Hegde had his early education at Karkala and Mangalore. Thereafter, he obtained a degree in Economics from the Presidency College in Madras and a degree in Law from the Government Law College, Madras.

He began his legal practice at Karkala in 1936 and later moved to Mangalore, where he was appointed public prosecutor of South Canara District in 1948. He was elected Member of the First Council of States (now known as the Rajya Sabha).

In 1954, he represented India at the General Assembly of the United Nations. He then, became a Judge of the Mysore High Court. In 1966, he was appointed the first Chief Justice of the Delhi and Himachal Pradesh High Court. He held this office till he was elevated to the post of Judge of the Supreme Court of India in 1967.

A man of integrity and strong values, Justice K S Hegde resigned from the post of Chief Justice in 1973, in protest against the supercession of senior judges in the appointment of the Chief Justice of India. In 1977, he won the election to the Lok Sabha and was elected Speaker of the Lok Sabha, an office he held till 1980.

After a distinguished career, he retired from public life and settled at Nitte, only to relentlessly work for the upliftment and empowerment of the rural people. Justice K S Hegde passed away on May 25, 1990.

NIZAM'S INSTITUTE OF MEDICAL SCIENCES

Panjagutta, Hyderabad 500 082, Andhra Pradesh
Phone No. +91-40-23489000, +91-40-23396552, +91-40-23489244
Fax : 040-23310076
Email : nims@ap.nic.in
Website : http://www.nims.ap.nic.in

The Nizam's Institute of Medical Sciences shortly NIMS is a premier institute and autonomous university in Hyderabad, Telangana, India. It is established under the Act of Andhra Pradesh State Legislature.

NIMS is recognized by University Grants Commission and Medical Council of India. It is administered under the supervision of Governing Council, Executive Board, Director and other statutory bodies. The institute is located in Punjagutta area at the prime center of the twin cities and spread over an area of about 23 acres (93,000 m^2). It has the constructed area of more than six lakh sq.ft. The Institute serves through 27 Departments. Out of them, 14 are Super Specialties and others are Supporting Departments. The Institute has a bed strength of 946 beds, out of which 603 are in General Wards, 166 in private rooms and 177 in emergency and post operative care. It publishes the monthly journal "The Clinical Proceedings of Nizam's Institute of Medical Sciences" for the last 20 years. The Nizam's Charitable Trust in 1961 thought of starting a specialty Hospital for orthopaedic patients with an initial investment of Rs. 55 Lakhs. The foundation stone was laid on July 16, 1961 by Sri Morarji Desai, Minister for Finance, Government of India.

The Nizam's Orthopaedic Hospital was inaugurated by Sri S. K. Patil, Union Minister for Railways and was declared open by Her Highness, the Princess of Berar on December 22, 1964. The first Superintendent of the hospital was Dr. M. Ranga Reddy, a well known Orthopedic Surgeon, who convinced Nizam to build a specialty hospital for Orthopedics and played an important role in its construction. The Hospital was under the Nizam charitable trust until it was handed over to AP Government. Dr Ranga Reddy was the administrator of the hospital also till then.

The Trust handed over the hospital to the Government of Andhra Pradesh on February 13, 1976 uder a 99 year lease agreement for which the trust receives rs 1 each year. The hospital was renamed as Nizam's Institute of Orthopaedics and Specialities (NIOS). It was inaugurated by Sri Jalagam Vengala Rao, Chief Minister of Andhra Pradesh on March 31, 1976. The Government established the Institute of Medical Sciences (IMS) on March 11, 1980 as an autonomous body registered under A.P. Public Societies Registration Act. This was inaugurated by Dr. Marri Chenna Reddy, Chief Minister of Andhra Pradesh on March 17, 1980.

NOBLE UNIVERSITY

"Parth Vatika", Junagadh Bhesan Road,, Via. Vadal,
Nr. Bamangam, Junagadh Gujarat-362310
Contact : +91-9824299961, (0285) 2680233 / 44 / 55 / 66 / 77
Email : info@ngivbt.edu.in
Website : https://ngivbt.edu.in

Established in 2007, Noble University, Junagadh.

The main aim of the NGI family is to impart to the students a high quality technical & scientific knowledge with ethics, so as to serve the society and the mankind with full devotion, dedication and commitment. It is the dream of the management to take this institute to a greater height in order to achieve "Centre for Excellence" in teaching learning, research and innovative activities within and outside the campus.

The University provides support to our final year students to develop and apply the skills, theories and concepts learned in the classroom. We offer students a hands-on opportunity to work in their desired field. They learn how their course of study applies to the real world and build a valuable experience that makes them stronger candidates for jobs after graduation.

Faculty team includes outstanding educators and researchers from the academic, contributing towards the overall professional and personal growth of the students. The faculty encourages and inspires the students to put in their best and excel in their fields. Faculty ensures quality learning through effective understanding of fundamental concepts through direct contact with the business leaders and skilled faculties recognizing the true potential within a student.

Vision

- "To become one of the premiere Techno-Scientific Educational Organization with Centre for Excellence in Education, Research and Innovation"
- "To create socially responsible, ethically strong, highly disciplined citizens who think globally work locally for the development of the nation"
- "To become world leader in preparing professionals who provide leadership and exemplary educational and related services to improve the lives of individuals in a changing and complex global society"

Mission

- "To encourage innovative idea & provide value based education through an experienced, highly qualified and committed staff members"
- "To inculcate a culture of integrity, self-reliance, leadership and community responsibility"
- "To achieve Centre for excellence by providing a conducive globally competitive environment in all fields of education available in the campus"
- "To promote Institute Interaction through collaboration with leading Academic Institutions and Industries"

NOIDA INTERNATIONAL UNIVERSITY

Plot 1, Sector-17 A, Yamuna Expressway,
Gautam Budh Nagar, UP, India
Ph. No.: 0120-4862200, 0120-3874300
Website: www.niu.edu.in
Email: admissions@niu.edu.in vc@niu.ac.in

The Noida International University is a UGC (University Grants Commission) recognised university and is sponsored by the Maruti Educational Trust. It was given the status of a university by the Government of Uttar Pradesh vide notification No. 1108/79-vi-1-10-1 (Ka) 23-10 Lucknow, dated October 12, 2010, Act No. 27 of 2010.

The 75 acres of the Noida International University is strategically located near the ultra-modern Yamuna Expressway Educational Hub, Gautam Budh Nagar. So it can boast of being a stones throw away from India's first Formula 1 race track.

The motto of Noida International University is 'to shape pre-eminent leaders for the 21st century through a research driven education system'. And to achieve that, NIU would inculcate values which will motivate students while guiding them in the right direction.

At NIU we believe in creating leaders by imparting the requisite knowledge and expertise to shape the 21st century. To do that, we invest in state- of –the- art tools necessary for successful and useful innovation in the most conducive environment. For example, we create an atmosphere of entrepreneurship and risk management that allow our students to be globally competitive.

Noida within the National Capital Region of Delhi, NIU is the just the ideal place to choose a career and pursue it. As one of the most developed economic district, Noida is quickly becoming the centre where multinational corporations and global brands are setting up their operations.

NOORUL ISLAM UNIVERSITY

Kumaracoil, Thuckalay
Kanyakumari District - 629 180, Tamilnadu
Tel :04651-252966,250566, Mobile:9486856100
Tel: 04651-252966, 250467, Fax : 0353- 04651-250266
Mobile: 9486856100, 944207559, 9443482904
Email: iccdm@niuniv.com, vc@niuniv.com
Website : http://www.niuniv.com

Noorul Islam Centre for Higher Education(NIU) comprising of Noorul Islam College of Engineering as its constituent teaching unit, has been declared as a Deemed-to-be-University by Ministry of Human Resource Development (Department of Higher Education), Government of India under section 3 of UGC Act, 1956, on the advice of UGC, vide Notification No.F.9-51/2004-U.3 dated 8th December 2008.

The University is run by the Noorul Islam Center for Higher Education (NICHE) Society with Janab Dr. A.P. Majeed Khan as the President of the Society.

The university (NIU) campus at Kumaracoil, Thuckalay in kanyakumari District of Tamilnadu, is situated in the serene and lush green base of Velimalai, a spectacular part of Western Ghat Hills near the historically famous Padmanabhapuram Palace.

It is only 1.5 km interior towards the foothills of the mountains from Kumaracoil Junction on the Kanyakumari Thiruvanthapuram National Highway (NH-47)- about 30 km from Kanyakumari and 60 km from Trivandrum, capital city of state of Kerala.

The Noorul Islam University Centre for Disaster Management (NIUCDM) was established in February 2012 with a view to help the victims of global disasters and device ways and means of managing its after effects by putting forth valuable findings and suggestion to research.

The main objective of the NIUCDM is to focus on the need of establishing institutionalized procedures and mechanisms that require minimum standard requirements for disaster management.

NORTH EAST ADVENTIST UNIVERSITY

Khliehtyrshi, P.O. Thadlaskein-793151
West Jaintia Hills District, Meghalaya
Mobile : +91 89746 27509
Email : registrar@neauniversity.in

The State Government of Meghalaya on April 29, 2019, has published the North East Adventist University Act, 2015, as the Act received assent of the Governor on April 29, 2019.

The State Government of Meghalaya has published the Act to establish and incorporate an University in the State, with emphasis on providing high quality education, training and research in the fields of Physical Sciences, Applied Sciences, Life Sciences, Health Science, Social Science, Bio-Technology, Information technology, Engineering, Management, Commerce, Communication, Law, Humanities, Languages, Performing Arts and other allied areas, sponsored by the Medical Educational trust Association Surat of Seventh-day Adventists, and to provide for matters connected therewith or incidental thereto.

The North East Adventist University is located on 90 acres of pine-wooded hills seven kilometers from the Jowai town. With a rich heritage and vast experience of its Sponsoring Body, METAS, the university is set to become a Centre of Excellence in the State of Meghalaya.

Being a university of a multi-disciplinary domain, it offers study courses in Humanities, Education, Management, Allied Health Sciences, and Technology. The Adventist philosophy of education will cater to the holistic development of the student, equipping the mind with the knowledge to become leaders and contributors to the betterment of the community.

Vision
To be a centre of influence for creating responsible and competent leaders through excellence in service and holistic education.

Mission
To impart holistic education par excellence that promotes the transformation of students for faithful service to the world through the harmonious development of the physical, the mental, the spiritual, and the social powers.

NORTH EAST CHRISTIAN UNIVERSITY

Burma Camp East Block, Dimapur – 797112, Nagaland
Mobile : +91-8131062849
Email : hssadmission@necu.ac.in

Three years after Asom (Assam) had come under the control of the British, the Baptist Missionary Society(B.M.S) or the English Baptists through the Serampore Mission, opened a school at Guwahati in 1826. Soon after, schools were opened at Cherrapunji, Mawsmai and Mawmluh, marking the beginning of Khasi literature. In 1836, two American Missionary couples came to Sadiya, and soon moved to the hills. Missionaries from different nations and of different denominations started schools and later colleges across the North East. In 1940 a Christian University was apparently proposed to be started from Jorhat but it did not materialize. In 2010, PRINCIPALS OF THEOLOGICAL SEMINARIES UNDER CBCNEI unanimously voiced their hope to establish full fledged university. Their dream was the North East Christian University, This was followed by

- Series of consultations within Baptist Convention and Association leaders under CBCNEI to establish NECU as a reality.
- The NECU act adopted by the Nagaland Legislative Assembly.
- An area within dimapur city acquired through the Nagaland Baptist Church Council (NBCC) to establish the NECU city centre.
- 250 acres for the NECU campus made available for the university by the Government of Nagaland at Medziphema Village.

NECU: GOALS & OBJECTIVES

- To Synthesise Moral values & the Sciences
- To inculcate Critical Thinking Skills
- To create Flexible & Innovative programs, Research opportunities
- To offer New & Wide career choices & pathways
- To deliver Quality Education plus orientation to the Teaching Community
- To Equip students with Life Skills to become upright and responsible agents of progressive change in the Global Community.

NECU: OUR PLEDGE

- Will seek to be a Nurturing Community
- Will be a Model of Interfaith Harmony
- Will help students develop Vision for a Better World
- Will motivate students to work and live for a Better India
- Will encourage to see their lives as Opportunities for Service
- Will commit to raising the Quality of Life in Society
- Will teach that all are Equal and One Family in God

NORTH EAST FRONTIER TECHNICAL UNIVERSITY

Sibu - Puyi, Aalo (P.O)
West Siang (Distt.) – 791001, Arunachal Pradesh
Tel. : 03783 222444, 222555
Email : info@neftu.edu.in

North East Frontier Technical University (NEFTU) has been established as a State Private University under the Arunachal Pradesh Act No. 11 of 2014. Sponsored by the Automobile Society India, this University has launched many vocational and job oriented programmes.

NEFTU – a Center of diverse and creative education; brings their students with world class of study environment and top experienced faculties. Being offering education under the rigid and competitive corporate behavior NEFTU managed to hold up with worthy research programs and other explorative degree courses. NEFTU being as a segment of quality of higher education offers a wide range of degree programs at different levels of graduation, post graduation and doctorate. The university with an expertise team of faculties provides a unique platform for diverse and creative education. On being accredited by State Government and UGC Act 1956, the NEFTU is well versed to facilitate the students with quality education and higher study programs of international standard. It has been the constant aim of NEFTU to incorporate features of excellence in its campus. Every effort is made to improve the existing best practices in these fields. The management and staff at NEFTU take great care to ensure that the university serves as an exemplary role model for other educational institutions across the country.

NEFTU has not only accommodated these features of excellence, but it has also added value to them by matching them with the expectations of the resident student community and the staff. NEFTU position of excellence among educational institutions in India is primarily because of these unique features. With a focus on multidisciplinary research and education and a learning model that emphasizes active learning, NEFTU aspires to be globally known for innovation at the intersection of disciplines. NEFTU's bold vision builds upon over a decade of excellence in Institutions in engineering and business education. The climate at NEFTU is awesome and refreshing because of its location. Which is at very high elevation in the Upper Himalaya close to the Tibetan border. The university invites you to visit our campus and inquire about the programs and activities that interest you. The Automobile Society India, the sponsors of this university is a registered society in Bangalore pioneering the cause of improving the career opportunities for the automotive engineers in India. The Society consists of renowned academicians, members from the automotive industry and various faculty members of different Automobile Engineering institutions. It's a professional organization looking after the interest of the Automotive Engineers who are engaged in the Automobile field. It was established to work towards the welfare of the automobile engineers in India.

NORTH EASTERN HILL UNIVERSITY

P.O. NEHU Campus,
Mawkynroh, Umshing, Shillong 793 022, Meghalaya
Tel : 0364-2721012-3-4; 2524434
Fax : 0364-2550076
Email : tondon1@sancharnet.net.in, khathing@nehu.ac.in
Website : http://www.nehu.ac.in

The objectives of the University shall be to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit; to pay special attention to the improvement of the social and economic conditions and welfare of the people of the hill areas of the North-Eastern region, and, in particular, their intellectual, academic and cultural advancement.

North-Eastern Hill University was set up by an Act of Parliament and notified on 19th July 1973. The objectives of the University, as laid down in the Act, are "to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit; to pay special attention to the improvement of the social and economic conditions and welfare of the people of the hill areas of the North-eastern region, and in particular, the intellectual, academic and cultural advancement". The jurisdiction of the University extended originally to the states of Meghalaya and Nagaland and the erstwhile Union Territories of Arunachal Pradesh and Mizoram. With the establishment of the Nagaland University on 6th September 1994, the jurisdiction of NEHU ceased over Nagaland. Likewise with the establishment of the Mizoram University the jurisdiction of NEHU over Mizoram also ceased from June, 2001. Arunachal Pradesh has its own university. However the North-Eastern Regional Institute of Science and Technology located in Arunachal Pradesh is affiliated to Initially, the academic departments and administration of the University at Shillong functioned from hired buildings. Very soon, however, NEHU acquired two prime properties in the city, one belonging to the former Maharaja of Mayurbhanj and the other to the Rani of Bijni. The academic departments then moved to these two sites. Meanwhile, the Government of Meghalaya acquired, for the University, a substantial plot of land (measuring about 1225 acres) in Umshing, a little outside the city limits, for setting up its permanent campus. This picturesque land, gently undulating and thickly wooded - a perfect location for the University - was a gift from the Government of Meghalaya. The survey of the land and the master plan for the University were completed during the VI Five Year Plan; and construction activities began in a modest way during the VII Plan period. By the year 1991, with the completion of the construction of several residential quarters for the faculty, hostels for men and women, a ring road, a modern workshop for the University Scientific Instruction Centre, a building for the Regional Sophisticated Instrumentation Centre, and Guest House-cum-Seminar Complex, a complex of buildings for the science departments and with our own electricity and water supply system in place, the campus took the visible shape of an attractive University in the making.

NORTHERN EASTERN REGIONAL INSTITUTE OF SCIENCE & TECHNOLOGY

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Arunachal Pradesh, India
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Website: www.nerist.ac.in

The North Eastern Regional Institute of Science and Technology (NERIST) is a unique Institute of its own kind in the country, having unconventional and innovative academic programmes. It was established in 1983 by the Government of India. Its foundation stone was laid by former President of India Late Giani Zail Singh on 4th March 1984.

The Institute was set up initially as a project of the North Eastern Council (NEC) for providing a system of education to create technical manpower at various levels for the development of the North Eastern Region of the country.

Its approach is to encourage a policy of vocationalisation at the +2 level and to allow motivated students to go for degree level while others to go out of the Institute to enrich their profession with some years of industrial experience.

It is an autonomous, fully funded and controlled by the Ministry of Human Resource Development (MHRD), Govt. of India from April 1, 1994. It got the status of deemed to be university on 31st May 2005 under section 3 of the UGC Act 1956. It is governed by the Board of Management (BoM) comprising the representatives of the MHRD, Government of India, the eight beneficiary states of the North Eastern States, AICTE and eminent educationists. It is fully residential, and is spread over in 513 acres of land.

Academic programmes in the Institute started in August 1986 with the first batch of students admitted to its Base Module.

Till July 2010, nineteen batches of graduates with specialization in Agricultural Engineering, Civil Engineering, Computer Science and Engineering, Electronics and Communication Engineering, Electrical Engineering, Mechanical Engineering and Forestry have passed out and many have been placed in different reputed organizations at national and international levels.

NORTH ORISSA UNIVERSITY

Shri Ram Chandra Vihar, Takatpur, Baripada
Distt. Mayurbhanj, Baripada 757 003, Orissa
Phone:+91-6792-255129, 06792-256906
Fax :+91-6792-253908, 06792-255127
Email : directoriconou@gmail.com
Website: www.nou.nic.in

The North Orissa University (NOU) was established in the year 1998 vide Government of Orissa notification No.-32930/ HE dated 13th July 1998. The University is recognized by the University Grants Commission under Sections 2(f) and 12(B) of UGC Act,1956 with effect from 15.02.2000 and 21.06.2006, respecively.It is recognized by Bar Council of India and DEC,IGNOU/UGC. North Orissa University is included in the list of Association of Indian Universities and Association of Commonwealth Universities. The University is also accredited by National Assessment and Accreditation Council (NAAC), Bangalore with B grade with effect from 10th January, 2011.

The territorial jurisdiction of the University covers Mayurbhanj and Keonjhar districts of northern part of Orissa. These two districts are thickly populated with tribal population with an average of 63% inhabitants belonging to the Scheduled Tribes. There are 80 affiliated colleges, both general and professional, catering to the demand of higher education. As development depends crucially upon human capital, NOU shall act as a beacon light to this region so as to pull up the underprivileged youth to the national mainstream of art, culture, science and technology.

The University is included in the list of Universities maintained under section 2 (f) of the University Grants Commission Act 1956, to impart higher education in the Tribal base area of Northern Orissa. The jurisdiction of the University extends over two Districts, Mayurbhanj and Keonjhar. There are 80 affiliated colleges, both general and professional, catering to the demand of higher education.

The Honorable Governor of Orissa is the Chancellor of the University . Prof. Prafulla Kumar Mishra as the Vice Chancellor heads the University presently and the Syndicate acts as the highest executive body.

University System aims at overall learning by both its teachers and students. It is not only in a local or domain based context but also in the global arena. The final goal of this learning may be used for further research and development and intuitively for sustaining oneself in the changing world and its requirement. The sole business of this system is to unfold Truth and discover one self. If this is done then the real disvoery of life starts.

NRUPATHUNGA UNIVERSITY

Nrupathunga Road
Bengaluru – 560 001, Karnataka
Phone : 080-22212924
Email : registrar.nrupathungauniversity@gmail.com
regeva. nrupathungauniversity@gmail.com

The Nrupathunga University formerly Government Science College is born out of the visionary foresight of the erstwhile Maharaja (King) of Mysore, His Highness Shri Nalvadi Krishnaraja Wodeyar on the 1st of April 1921 as an intermediate college. As a testimony to its leadership in higher education, the institution has grown from a modest intermediate college to a full-fledged undergraduate college and now into a post-graduate institution with research programs.

This institution has been dedicated to quality education and to preparing students for leadership in diverse walks of life while at the same time being tempered by social concern, empathy and visionary leadership across two centuries. Owing to its scope and pace of change, post-2000 will go down in the history of this institution as the period of its most spectacular expansion and quality enhancement. The introduction of PG courses, research programs, with successive NAAC accreditations of B++ and "A" in 2009 and A+ in the 3rd cycle of Accredition with 3.54 points, followed by CPE status in 2009 and 2015 and more recently- the autonomous status are some of the milestones of the last decade.

Now, the college has been elevated as NRUPATHUNGA UNIVERSITY in the year 2020 (Centenary Year). The institution in its new avatar as University will strive to be the best of its kind while keeping its traditions alive.

This temple of enlightenment has stood the test of times as a beacon of knowledge for generations of youth who have served the society from pre-independence to the post-independent era. The greatest testimonial is the contribution of its students to society and Nrupathunga University is quietly proud to have contributed to society's growth over 94 years of glorious existence through a set of students who are etched as knowledge revolutionaries in the by-lanes of history.

The Nrupathunga University formerly Government Science College is committed to cater quality education to the needy sections of society and pursue global standards of excellence in all endeavours by raising standards of human relations through engaged knowledge building in Science while inculcating a culture of inclusion and positive values and high ethical standards. In addition to acquiring knowledge in science, research and extension, special emphasis is given to sensitize learners towards social, gender and environmental sensitivities culminating in having a transformational impact on students through comprehensive education aimed at holistic development and leadership in a complex world.

ODISHA STATE OPEN UNIVERSITY

G.M. University Campus
Sambalpur-768004, Odisha, India
Phone: 0663-2521600, 0663-2521700
Email : info@osou.ac.in

An Act to establish and incorporate an Open University in Odisha for introduction and promotion of Open University and Distance Education Systems in the educational pattern of the State and for Coordination and Determination of Standards in such systems.

Established in 2015, Odisha State Open University shall have jurisdiction over the whole of the State of Odisha. The University shall focus on education, research and training by diversity on means of distance and continuing education including the use of new educational technology available to common man at affordable cost. Degrees, Diplomas and Certificates issued by the University shall be treated at par with Degrees/Diplomas issued by other Universities established by Centre/States and recognized by UGC. Emphasis will be placed on Skill Based Education to enhance employ ability of the students. Besides Skill Based and vocational courses, focus will be on Teacher Education, Business & Management Studies, Computer Science courses, Engineering Science (short-term), paramedical courses, agriculture and foreign language courses. Add-on courses will be offered targeting students already admitted in Undergraduate and postgraduate courses in the State .The fee to be charged from the students shall be made reasonable and affordable by disadvantaged groups. All Norms and Regulations prescribed by statutory bodies like UGC, AICTE, NCTE, NCI, BCI, DEB, and MCI etc. shall be strictly followed in offering academic programmes by the Odisha State Open University.

The Governor of Odisha is the Chancellor of the University. By virtue of his office, Chancellor is the head of the State Open University.

The Headquarters of the University shall be located at Sambalpur. To fulfill its mandate the Open University shall establish Regional Centres and Study Centres in different parts of the State using the existing infrastructure of Government/Govt. Aided Colleges and other institution.

Mandate

- To provide an innovative system of university level education, flexible and open, in regard to methods and pace of learning, combination of courses, eligibility for enrolment, age of entry, conduct of examination and operation of the programmes with a view to promote learning and encourage excellence in new fields of knowledge.
- To establish, maintain or recognize institutes, schools, regional centres and study centres and such other institute at such places in the State as it may deem feet;
- To play a positive role in the development of the State and promote status of employment of people of Odisha through education, research and training;
- To introduce add-on courses related to the need of employment;
- To use communication technology for advancement and dissemination of learning and knowledge; To ensure access, equity, excellence and inclusive education.

ODISHA UNIVERSITY OF HEALTH SCIENCES

Sishu Bhawan Square, Bhubaneswar
Khurda – 751009, Odisha
Tel : 0674-2917266
Email : ouhs@ouhs.ac.in

Odisha University of Health Sciences Act has come into force from 15th August, 2022 vide Government of Odisha in Health & Family Welfare Department notification no HFW-MEII-Mc-0001-2016.18011/H dated 14.08.2022 to cater to the much-needed quality in medical education in the state. This will be an affiliating university covering more than 200 hundred medical and para medical Colleges in the State.

This Act is for ensuring affiliation, uniformity in various academic programmes, proper and systematic instruction, training and research in Modern Medicine, Homeopathy, Ayurveda, Dental education, Mental Health, Pharmacy education, Nursing education, Education on Laboratory and Radiation Technology, Physiotherapy, and any other medical or paramedical courses in the State of Odisha. The objective of the university is as (a) To regulate the academic standards of the affiliated institutions, (b) To design new courses and curricula based on the advances in the field of health sciences, (c) To advance and disseminate learning and knowledge in health sciences and allied fields by fostering and promoting medical research, (d) To act as the nodal agency for linkages with other national and international institutions, (e) To develop a platform for the dialogue between different systems of medicine, (f) To explore the possibilities of joint research programmes and integration between different systems of medicine among the affiliated institution, and (g) To promote acquisition of knowledge in a rapidly developing and changing society and to offer opportunities for upgrading knowledge and imparting training and development skills in the context of innovations, research and discovery in all fields of health sciences with use of modern communication media and technologies.

During last August, 2022, a national level “Think Tank” consisting of eminent academicians, researchers and administrators in medical education across the country have prepared “Perspective Plan” which will shape the future of Odisha University of Health Sciences, Bhubaneswar. This document will be followed as a guideline for development and effective functionalization of Odisha University of Health University.

OM STERLING GLOBAL UNIVERSITY

NH-52, Hisar-Chandigarh Road
Hisar-125001, Haryana, India
Email : info@osgu.ac.in

Om Sterling Global University was established in March, 2019 and is dedicated to achieve its vision, mission and objectives through academic excellence in all areas of knowledge and skills. The university is spread over 30 acres of fully-developed institutional land with a lush green campus, modern infrastructure and excellent academic atmosphere. Inspired by its vision and mission, the campus has been designed and developed with great sense of aesthetics to provide eco-friendly environment and ambience to provide comfort and zeal for learning. As a temple of education, the University aims at producing world class academicians, researchers and leaders in diverse fields by embedding high moral values in its students, commitment to excellence, and enthusiasm for continuous intellectual development.

Vision

Om Sterling Global University aims at creating a special identity in the field of health sciences with focus to improve the quality of life. To evolve as one of the best private self-financing multi-faculty universities fully focused on producing globally acceptable manpower through internationally benchmarked academic practices and applied research invoking ancient Indian ethos and value system.

Mission

- To create state-of-the-art infrastructure specially well equipped labs to ensure skill oriented learning in a pleasing environment.
- To engage qualified and industry experienced faculty members fully capable of mentoring young ignited minds, evolving as per needs of the time.
- To develop curricula with right mix of knowledge, skills, attitude and behavior fully aligned with the world of work.
- To create the disseminate knowledge leading to technology transfer for the benefit of society.
- To create vibrating network with industry, academia, society and the governments for sustainable development.
- To contribute effectively to job creation with focus on promoting entrepreneurship through schemes like Make in India, Startup India, Digital India etc.

O.P. JINDAL GLOBAL UNIVERSITY

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TOLL FREE NO - 1800 123 4343
Fax: +91-130-3057888 Email: info@jgu.edu.in
Website: http://www.jgu.edu.in

JGU is a non-profit O.P. Jindal 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 has accorded its recognition to O.P. Jindal Global University. 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 a 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. JGU has established five schools: Jindal Global Law School, Jindal Global Business School, Jindal School of International Affairs, Jindal School of Government and Public Policy and Jindal School of Liberal Arts & Humanities. The vision in establishing JGU is to impart globalized education with a view to producing world-class professionals, scholars, business leaders and academics in law , management and other disciplines. Globalization has opened various opportunities and challenges which have created the need for competent academics, scholars and professionals. The perspective of JGU is to fulfill this need by equipping their students and faculty with the knowledge, skills, scholarship and vision to meet these challenges and demands of globalization. India, which is on the verge of becoming an economic superpower, must produce world-class professionals, scholars, and academics to compete globally. History indicates that excellence in education leads to economic growth and development. The Founders of JGU, having realized this, have come up with the mission to establish this global institution in India, which will be comparable to the best in the world. Public funds are scarcely available for higher education in India. Private funds are therefore required in the current educational scenario. The gap between the availability and the need for funds in higher education could be met only by corporate and individual philanthropy. Our mission is implemented through corporate philanthropy and commitment to corporate social responsibility of the Jindal Group, which is a multinational Indian corporate business house. It is hoped that JGU will provide new opportunities in the field of private non-profit higher education. To achieve the vision of providing globalized education in India, JGU has recruited the best faculty from across the globe. JGU has entered into collaborations, exchange programmes, research partnerships and other forms of engagement and interaction with top universities and institutions across the globe, which is willing to share their invaluable intellectual resources developed over decades.

OP JINDAL UNIVERSITY

Punjipathra, Raigarh – 496109
Chhattaisgarh
Tel: 07762-304000
Fax: 07762-304005
Email: info@opju.ac.in

Founded by the Jindal Education and Welfare Society, OP Jindal University (OPJU) was set up to bring high quality education to its students based on a world class curriculum, the latest teaching methodology and committed faculty members. The multidisciplinary university aims to develop young professionals and future leaders who will not only power growth and development in the state, but also make a mark globally.

At the core of the university's philosophy and approach lies the belief that students learn best when exposed to real world situations and when nurtured through enriching interactions with practitioners and professors. We at OPJU believe that every student has innate potential that can be unlocked through quality teaching and mentorship.

OPJU was established by an Act of Legislature in the state assembly of Chhattisgarh in 2014.

OPJS UNIVERSITY

VPO – Rawatsar Kunjla, Near Sankhu Fort
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Phone No: - +91-89501-10000, 89503-30000, 01559-290333
E-mail : info@opjsuniversity.edu.in
Website : www.opjsuniversity.edu.in

OPJS Means Om Parkash Jogender Singh University. OPJS University is established under the act 16 of 2013 made and promulgated on 2nd Day of August, 2013 by Hon'ble Governor of Rajasthan State.

This University is spread over 32 Acres of land surrounded by Aravali Hills in pollution free, lush green and eco friendly environment. We have taken utmost care not to disturb the ecological balance of the area due to erection of buildings and other infrastructures. Equal importance is also given to the flora and fauna of the area.

The overall environment of the university is conducive to education as it is far away from the humdrum, and the fret and fever of the modern life. We have developed the campus in such a manner that a student need not go outside the university campus for his/her daily needs. Keeping in mind the geographical and topological conditions of the area in mind, we have developed our building where much emphasis is laid on energy saving and water harvesting.

We have instructional as well infrastructural facilities of international standards. We can compromise on quantity but under no circumstances with quality. To accommodate the teacher and the taught and other supporting staff, we have constructed ample number of residences and hostels. We have also taken care of the day scholars, for them free of cost transportation facilities are provided from the nearest railway and bus stations. Five buses ply between university and important stations at regular interval of time.

Library is the power house of wisdom and the backbone of an institution, we boast of having a central library stocked with around one hundred thousand books with more than 20000 titles and reference books.

The whole campus is wi-fi enabled with ultra modern smart classes for efficient and effective teaching. We have also assessed the importance of communication skills as our students especially from rural background found themselves on back foot when they come face n face with the competitors from urban background. To make them more verbose, a language lab is set up with a capacity to accommodate 150 students at a time. As we are committed to provide quality education to the deprived, we will not leave any stone unturned to achieve this mission.

ORIENTAL UNIVERSITY

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Email : registrar@orientaluniversity.in;
info@orientaluniversity.in
Website : http://orientaluniversity.in

"ORIENTAL GROUP" the most sought after name for quality education has one more feather in its cap. It has been given the University status under section 2f of UGC, 1956 Act with effect from May'2011. Having clinched the University status, the philosophy of Oriental University (OU) is to contribute in a broader sphere, thereby offering diverse courses in energy, civil aviation, refinery, environment, infrastructure sectors. The tenet with which Oriental University is marching forward is to develop responsible professionals who could be easily deployed in the industry.

Oriental University is spread over 100 acres of lush green sprawling campus on Indore-Ujjain highway near international airport and new proposed railway station. The University is designed by the most eminent contractors of modern India, M/S Hafeez Contractors of Mumbai. Currently the University's exquisite infrastructure, houses spacious classrooms with latest teaching aids, well-equipped laboratories and workshops. Oriental University combines innovative teaching and pioneering research in a highly collaborative environment that transcends traditional academic boundaries. It provides student and faculty exceptional opportunities for intellectual, professional and personal growth. The research activities will not be confined to engineering and pure & applied sciences, rather it'll cover social sciences such as Geography, history, Philology and literature. The curriculum adopted is industry-specific and OU plays a vital role in bridging the long gap between the extremely demanding corporate and an obsolete curriculum running in many universities.

Vision

To provide a distinctively – Indian environment of educational excellence while challenging the academically accelerated individual and accelerating the academically challenged individual.

Mission

- To promote the value of learning, self growth among students and staff, quality performance among students and staff, and transition for students to productive and responsible participation in society.
- To promote a safe and stimulating environment for bright and curious students to interact with and learn from each other.
- To entertain students with educational offerings that provides fun learning opportunities.
- To provide a creative and rewarding work environment for all employees.

ORISSA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

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Website : htttp://www.ouat.ac.in

The Radhakrishnan University Education Commission of 1949 emphasised the need for establishing Agricultural Universities in India., Subsequently, the indo-American team consistitued under the Chairmanship of Dr. K.R. Damle (1955), the then Vice-president of Indian Council of Agricultural Research, suggested a system of education for Indian as followed in the Land Grant Colleges of USA. The Planning Commission Committee felt the inadequacy of trained personnel for substantial output in agricultural operations with the then set up of research, education and extension in Agriculture, Animal Husbandry and allied fields. In course of time, these recommendations led to the creation of the agricultural universities to accomplish the integration of teaching, research and extension. In 1956, Dr. J.H. Longwell from the University of Misouri visited Orissa and had discussion with the State Government which resulted in a contract between the Government of India and the University of Missouri to provide assistance to the Agriculture and Veterinary Colleges of the State. In 1960, a decision was taken to establish an Agricultural University in Orissa in the pattern of the Land Grant Colleges of USA and Dr. Ide P. Trotter joined the Utkal Krishi Mahavidyalaya on 1st April, 1960, as a consultant in Educational Administration. President Elmer Ellies of the University of Missouri, visited the Agriculture and Veterinary Colleges of Orissa in 1961 and had discussion with the State Government for establishment of the Orissa University of Agriculture and Technology. In 1961, the Legislature of the State of Orissa enacted the Orissa University of Agriculture and Technology Act, 1961 (Orissa Act 20 of 1961) with the object of establishing and incorporating a University of Agriculture and Technology for the agricultural education of the people of the State. The University took its birth on 24th August, 1962 when it was inaugurated by Prof. John K. Galbraith, the then U.S. Ambassador in India. The University came into operation from 1st February, 1963, when the two Govt. managed Colleges, the Utkal Krushi Mahavidyalaya and the Orissa College of Veterinary Science and Animal Husbandry with their staff were transferred to the University. This Act passed in 1961, was later repealed in 1965 by the Orissa University of Agriculture and Technology Act, 1665)Orissa Act, 17 of 1965) which came into fore from the 3rd November, 1965. The University started a College of Basic Science and Humanities with the Pre-University Science class sin 1964 and in the following year the Pre-professional science class was added. The College of Agriculture Engineering and Technology came up in the year 1966. In 1981, another College of Agriculture was started at Chiplima. In the same year, the College of Engg. & Tech., College of Home Science, College of Fisheries, Rangeilunda and PG Deptt. of Aquaculture, Bhubaneswar were established. In 1986, the Department of Forestry was started to offer the Bachelor's degree in Forestry under the College of Agriculture, Bhubaneswar.

ODISHA UNIVERSITY OF TECHNOLOGY AND RESEARCH

College of Engineering & Technology
Ghatikia, Kalinga Nagar
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Email: info@cet.edu.in
Website: www.cet.edu.in

The Odisha University of Technology and Research, (Formerly CET), Bhubaneswar was established by the Government of Odisha in 1981 to meet the growing technical man power need in the State. It was a Constituent College of the Odisha University of Agriculture & Technology, Bhubaneswar since inception. After creation of a Technical University for Odisha State, the College has become a Constituent College of Biju Patnaik University of Technology (BPUT), Odisha with effect from 09th July, 2002 as per Section-37(1) of BPUT Act, 2002.

The College is located in the Techno-campus (an area of more than 100 Acres) at Kalinga Nagar, Bhubaneswar about 2.0 Kms. away from Khandagiri-Udayagiri caves. The College was shifted to the new Techno Campus in March, 2001. A full-fledged branch of Syndicate Bank is operating in the college campus. At present, students are residing in the Ladies Hostel (KCHR) of 500 capacity and a Boys Hostel (RHR) of 500 capacity inside the campus. Boys are also staying in a rented Hostel very near to Campus. The construction of another Ladies Hostel and Boys Hostel, Academic & Administrative Blocks with four-stored buildings, Bank ATM facility, Sports complex (gym), etc. are under full swing. Limited numbers of faculty quarters are available inside the campus.

Vision
To emerge as a global leader in Technical Education

Mission
To generate on a sustainable basis quality technical human resources commensurate with the dynamic global scenario

OSMANIA UNIVERSITY

Administrative Building
Hyderabad-500007, Telangana State, A.P.
Tel: +91-40-27682363
Fax: +91-40-27090020
Email: registrar@osmania.ac.in
Website: www.osmania.ac.in

Osmania University founded on October 5, 1918 by a Royal Decree of the then ruler of Hyderabad. H E H Nawab Sir Mir Osman Ali Khan Bahadur, the seventh Nizam, ownes its name to him. The idea of the University was, however, conceived by Sir Akbar Hydari who became the Prime Minister of the former State of Hyderabad. Sir Akbar had conceived Osmania as a unitary and residential University with colleges, libraries, hostels, residential quarters, playgrounds, halls, etc located on campus of about 1,612 acres of which 184 acres of land was allocated to different institutions outside the city. The idea of a unitary University had to be given up as the demand for higher education within its territorial limits increased and in course of time, Osmania became teaching and affiliating university. Till 1947 the University was alimb of the Government. But in that year with the vision of Dr. Wali Mohammed, its Vice Chancellor, Osmania was granted a revised Charter and became autonomous. In 1959, the Charter was replaced by an Act of the Andhra Pradesh Legislature, the Osmania University Act, 1959, which brought it in line with other two regional universities in the State. Osmania is now governed by this Act, as amended in 1966, 1976, 1981 and 1991.

The establishment of Osmania University symbolizes a renaissance in the Indian Educational System and has shown a remarkable resilience throughout its existence. The university is instrumental in propagation of Higher Education to cater the needs of community in the region over nine decades and has grown into one of the major Universities of India. It has a vast sprawling green campus of 500 hectares set in picturesque and idyllic surroundings. It owns number of buildings of great architectural elegance and variety to enhance the beauty of the campus.

The University is an autonomous institution created through an act of legislature and most part of funding is from the State Government.

The University holds the flagship for Higher Education of Government of Andhra Pradesh and has played a key role in planning, initiating and implementation of various development programs.

PACIFIC MEDICAL UNIVERSITY

Bhilon ka Bedla, Pratap Pura
Udaipur-313024, Rajasthan
Contact : 0294-3520000, Mobile : +91 7230045361
Email: info@pacificmedicaluniversity.ac.in
Website: www.pacificmedicaluniversity.ac.in

Established in 2014, Pacific Medical University has come into existence by virtue of an special Act of Rajasthan State Assembly and is sponsored by the Pacific Academy of Higher Education & Research Society. Ever since its humble beginning in the 1997,with the establishment of Pacific Institute of Management & Pacific Commerce College, it is striving to make its mark on the national educational map. Today, the society continues to take rapid strides in the field of higher and technical education with the establishment of over 18 institutes in last 12 years, including that of Dental Science, Management, Pharmacy, Engineering, Hotel Management, Education, Arts, Science, Fashion Technology, Media and Mass Communication, Research Programme etc.

Today the group has a composite strength of more then 18,000 students, 700 faculty members and 1000 non teaching staff. The campus is spread over an area of 100 acres with beautiful landscape, lush green campus and sprawling playgrounds. Most of the department in the constituent colleges in the University excel in their field and hold leading ranks in the country. The Pacific Dental College has the reputation of being No. 1 in the India by virtue of having the highest turn-out in the OPD, providing maximum practical exposure to its students. The Pacific group has best placements average in the North India due to excellent employability of its Management Faculty students. The University has also pioneered to a variety of new programmes in Acturial Science & Insurance Management, Finance & Control, Integrated 6 Years Diploma & Degree Programme, B.A., B.Ed., Financial Mathematics & Behavioral Finance, hitherto unavailable in the country.

In view of the growing human resource needs to sustain and enhance development and growth at home and to bridge the demographic deficit for almost 57 million positions by 2020 in various knowledge based sectors with the superannuating population across the world; the country has to turnout an ever-growing pool of globally employable talent, and extend the contours of knowledge and intellectual property in all fields of priority for the global humanity.

Vision

A total & ongoing commitment to understand patient needs and fulfill these through top of the line healthcare and also developing Graduate Medicos to serve in the betterment of humanity.

Mission

The institute's mission is to provide outstanding, yet affordable medical care and education in a friendly environment and in a spirit of compassion to all, regardless of race, caste, creed, sex, religion etc.

PACIFIC ACADEMY OF HIGHER EDUCATION & RESEARCH UNIVERSITY

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Email: info@pacific-university.ac.in
Website: www.pacific-university.ac.in

Established in 2010, Pacific Academy of Higher Education & Research University, (PAHER), has been established by an Act of the State Legislature of Rajasthan as a Private University and is empowered to award degrees as specified under Section 22 of the UGC Act through its main campus in regular mode with the approval of Statutory Bodies of the University and Statutory Council(s), wherever it is required and after creating required academic and physical infrastructure facilities including library, laboratories and appointment of teaching and supporting staffs as per the norms and standards laid down by UGC and other relevant Statutory Council(s). The name of the University has been included in the list of Universities established as per section 2 (f) of the UGC Act, 1956.

We welcome all the students who want to shape their career at Pacific Academy of Higher Education and Research University (PAHER University) Udaipur. We are committed to attain our mission which is to promote educational institutes of higher learning in various fast emerging knowledge based discipline. The University is committed to nurture a culture that extends the colours of knowledge and intellectual priority in all fields for the global humanity.

PAHER University launched a series of initiatives called Paci-2025 series that provide answers to some of the greatest challenges we are facing now a days in education. Our aim is to accomplish the greatest challenges by providing innovation, affordability and accessibility, transformative education, vocal for local, placement and implementation of National Education Policy to deliver higher education at the highest proven value.

The University Campus is spread over 100 acres of lush green land and has a build up area of more than 250,000 sq.mt. The campus fulfills all the norms of the governing bodies in terms of infrastructure, equipment and modern amenities. The campus provides a perfect educational environment which is free from any type of pollution and is easily accessible. The university is committed to establish itself as a centre of excellence in research. Education at Pacific is holistic, aiming to develop the intellectual & personal strengths of students.

PDM UNIVERSITY

Sector 3A, Bahadurgarh
Haryana – 124507
Phone: 01276-221700, 01276-221701
Fax: 01276 221714
Email: info@pdmu.ac.in

The PDM University has been established by the Haryana State Legislature under the Haryana Private Universities Act No. 32 of 2006, as amended by the Haryana Private Universities (Amendment), Act, 2015 (Haryana Act No.1 of 2016) and notified in the Haryana Govt. Gazette (Extra) Notification No. Leg.2/2016, dated 14th January, 2016.

P D Memorial Religious & Educational Association was established in the year 1995-96, in the memory of late Sh. Prabhu Dayal Jee, a noted philanthropist, who had devoted his whole life to the upliftment of the weaker sections of the Society. The PDMREA was founded keeping in view the noble ideas, such as social evolution, quality education for all, dedication to one's duty and above all the lofty notion of altruism, cherished by him. The Society is registered under the Societies Registration Act (old Registration No. 1828, dated 23-3-1995 and Revised Registration No. 00112, dated 25-04-2013). The Society has illustrious history and a glorious past. It is doing its utmost to translate his (Late Sh. Prabhu Dayal Jee) dream into a tangible and concrete reality. Since its inception, it is engaged in the Educational and Social activities for the benefit of the general masses, especially the poor and weaker sections of the Society. Today, it is name to reckon with in the field of education and welfare activities in the area. It has established a number of Institutions such as, Engineering Colleges (UG & PG), Dental College (UG & PG), Pharmacy College (UG & PG), B.Ed. College, Architecture College, Polytechnics and Public Schools, and is running them very successfully. All these institutions are recognized by the Regulatory Bodies i.e. AICTE/ Dental, Pharmacy, Architecture, Teacher Education Councils / CBSE etc. At present, about 12000 students, are studying in the PDM Educational Institutions. About 30000 students have already passed out from the above Institutions and are placed in good positions in India & Abroad. The establishment of PDM University at Bahadurgarh is yet another feather in its cap. It is hoped that will prove unique and wonderful University. This alone speaks about the functioning of the PDMREA. The University is totally committed to quality and excellence in academic pursuits. Highly qualified Faculty members capable of providing all the necessary inputs to the students with a clear vision for the future growth of students, have been posted in the University.

The University lays emphasis on innovation, research, enhancement of personality, high patterns of disciplines & character building so that students may become well educated, mature & responsible citizens and understand the ethical challenges which they have to face in a rapidly changing world. Grooming of students for their placements in the Central/ State Govt. Departments/ Multinational Companies and make their "wonderful career"` is the top priority of the University.

PADMASHREE Dr. D Y PATIL UNIVERSITY

Sector 15, Plot No 50 , CBD Belapur
Navi Mumbai-400614, Maharashtra
Tel. : 91 22 39486000
Fax : 91 22 39486099
Email : dypuniversity_1@yahoo.co.in kvramani20@gmail.com francis@dypatil.edu
Website : http://www.dypatil.ac.in

When the aim is to ensure that the lamp of education glows bright, the results are but self- evident: The D.Y. Patil University forays into education and healthcare extend back to over two decades and today stand as benchmarks that others aspire to emulate.

Established in 2002, University houses in its ambit some of the leading institutes of higher learning and has a culture of commitment, transparency and teamwork.

The hallmark of the continuing success is the reputation that the Vidyapeeth has, of being a knowledge centre that generates and supports exceptional levels of opportunity and initiative.

To provide quality in all spheres of higher learning in general and Health Services in particular to all including those in the rural and urban areas of the nation, keeping in view the societal needs in the global context.

To impart and disseminate knowledge, develop competencies and also to provide for Research and Development in the emerging areas of Health Sciences, Science and Technology, Business Management, Hospitality Management, Liberal Education, Teacher's Education, Sports etc.

To be recognized as one of the leading institutes of higher learning in India within the next 5 years and gain recognition in the global arena.

PALAMURU UNIVERSITY

Ayyappa Complex
Opp. Police Head Quarters
Mahabubnagar - 509 001, Andhra Pradesh
Tel : 08542-221011(O), 271272(R), 252627(O), 271112(R)
Fax : 08542-2221020
Email : vcpalamuruniv@gmail.com
Website : http://www.palamuruuniversity.ac.in

Palamuru University, Mahabubnagar, came into existence, fulfilling the long cherished dream of people of Mahabubnagar District in the year 2008, by Act No. 29 of 2008 enacted by the Legislature of the State of Andhra Pradesh and published in the Andhra Pradesh Gazette on 24th September, 2008. Prior to this, the University was formally launched by the G.O.Ms. No.89, Higher Education (U.E.II), Department, Dated 25.06.2008. This GO makes history in the field of higher education in Andhra Pradesh since it paves the way for the establishment of six new universities in six Districts of Andhra Pradesh, Mahabubnagar is southern District of the erstwhile Hyderabad state under Nizam and bordered with River Krishna in the south and surrounded by the Nalgonda, Hyderabad, Kumool, Raichur and Gulbarga Districts. Mahbubnagar town is located at a distance of 96-km from Hyderabad. The District is located in Latitude between 15* 55' and 17* 29'N along with Longitude between 77* 15'E. This place was formerly known as "Rukmammapeta" and "Palamuru". The name was changed to Mahbubnagar on 4th December 1890, in honour of Mir Mahabub Ali Khan Asaf Jah VI, the Nizam of Hyderabad (1869-1911 AD). It has been the headquarters of the District since 1883 AD. The region became independent and joined in the democratic India on 18th September 1948. The Mahbubnagar region was once known as Cholawadi or the land of the Cholas'. It is said that the famous Golconda diamonds including famous "KOHINOOR" diamond came from Mahbubnagar District. The District is also well known for its historical interest along with several other places of interest with regard to tourism. The place Pillalamarri, situated about 8 km away from Mahbubnagar is famous for the banayan tree spread across an area of 1.21 hectares.

It has been told and recorded in the history that education is one of the major factors which empowers people and builds capacity to come out of aminous consequences of the problems like Poverty and destitution. Mahbubnagar District has diverse population belonging to different religion caste and creed. It is also one District which has highest Lambada population (ST). The very few who got opportunity to get themselves educated from this group have already achieved par excellence and proved that they are no less to others if only given an opportunity. Such opportunities can be realized by having "University of Excellence" with a vision and mission to strive for the poor and downtrodden without negotiating with the standards. The very endeavor of starting this university itself is part of the inclusive strategy of the Government and to cruise through the path of development and excellence through education.

P.K. UNIVERSITY

Village Thanara, Distt. Shivpuri
Madhya Pradesh
Tel : +91-7241115081, 7241115082, 7241115083
Email: info@pkuniversity.edu.in

Established in 2015, P.K. University has been established keeping in view the foregoing are growing emphasis on global competitiveness, the need to bridge the gap between theory and practice and the growing demand for highly skilled personnel in the frontier areas of management, engineering and technology, medicine, architecture, Information Technology and Computing, media and Communication, films and television, healthcare, insurance, bio-sciences, fashion, low, hospitality and tourism and other fields of education, the Sonal Educational Society proposes to establish as University in Shivpuri (M.P) entitled P.K. University encompassing all the major disciplines the majority of the courses will be innovative, practice oriented, flexible, modular and ensure that the students acquire the necessary skills and knowledge for successful careers.

The University will establish a close liaison with the productive sector, broaden the mental horizons of its student and provide a stimulating place through study, stay and learn. This will meet the growing needs of the students of not only Madhya Pradesh but also India and abroad too. Since all the courses to be offered by P.K. University are going to be innovative and highly practical oriented this will go a long way in fulfilling the aspiration of student and parents at Utter Pradesh and adjoining area.

Vision

To create a learning environment, where students can stay socially conscious, disciplined, responsible and happy while transforming into inspiring leaders who can contribute for the progress of the society.

Mission

To identify students with professional & entrepreneur aspirations and transforming them into excellent leaders. To give students new thoughts, vision, and ambitions and equip them for accepting new challenges & finding solution to complex professional problems. To develop Bundelkhand region into an educational hub.

PANDIT BHAGWAT DAYAL SHARMA UNIVERSITY OF HEALTH SCIENCES

Rohtak.- 124001, Haryana
Phone: EPBAX: 91-1262-211300-03

The University has been established as State University by Haryana Act 26 of 2008 vide Government Notification No. S.O.74/HA.26/2008/S.1/2008 dated August 18, 2008.

The University at present is supported by PGIMS Library. However, an ambitious project to contract a state of art library building is under way. PGIMS Library has at present 43439 books including 42444 general books & 995 reference books. Several on line journals have bees subscribed and library is network with the National Medical Library.'

A five story medical college building was built in 1962. This houses, Anatomy Department, Mortuary, Physiology, Pathology, Pharmacology, Pharmacy and Community Medicine departments. An animal house is also a part of the medical college complex.

A double story Administrative Block houses Administrative Offices of the Director and Library and Examination cum Reading Hall.

The University buildings also house the Department of Radiotherapy, Radiation Oncology, Surgical Oncology and the Department of Biotechnology and Molecular Medicine.

The University hospital has a full fledged and well equipped superspecialy block which houses Cardio-thoracic (CTVS), Cardiology, Urology, Nephrology and Neurosurgery Departments. The superspeciality block has undergone extension. Two more blocks named B,C,D,E. Construction of Block C is complete whereas 40% work of Block B is complete.

University has a full fledged and well equipped Dental College which houses Departments of Peritonitis, Orthodontics, Oral Medicine, Prosthodontics, Oral Surgery, Pedodontics, and operative dentistry. College runs BDS, MDS and Diploma in Dental Mechanic and Dental Hygeine. Dental College is undergoing extension.

The University has a well equipped and well furnished Basic Sciences Block which houses Departments of Microbiology and Biochemistry and College of Nursing.

There is an ultra-modern Trauma Centre in the Medical College premises.

PANDIT DEENDAYAL PETROLEUM UNIVERSITY

Raisan Village, District-Gandhinagar - 382 007
Gujarat
Phone: +91 79 23275060
Fax: +91 79 23275030
Email : info@pdpu.ac.in
Website : http://www.pdpu.ac.in

Pandit Deendayal Petroleum University's 100 acre campus is located in Gandhinagar, which is the capital city of Gujarat and located 23 Km North from a well developed city called Ahmedabad with a population of 8 million people. The city is famous for its remarkable cultural development and social life.

PDPU offers multiple courses ranging from engineering, arts and management along with maximum exposure and opportunities to its students through various national and International exchange programs with best University worldwide. For development of its faculties and staff the University endeavors for various Joint Exchange and Research programs. Pandit Deendayal Petroleum University (PDPU) has been established by GERMI as a Private University through the State Act enacted on 4th April, 2007. The University offers programs to address the need for trained human resources in the domains of Science, Technology, Management and Humanities. It intends to broaden the opportunities for students and professionals to develop core subject knowledge which are duly complemented by leadership training interventions, thereby helping the students to make a mark in the global arena. This objective is being further addressed through a number of specialized and well-planned undergraduate, post-graduate and doctoral programs as well as intensive research projects.

School of Petroleum Management offers M.B.A. and Ph.D., Post Graduate Diploma in Petroleum Management for Executives, and Management Development Programmes focused on Energy & Infrastructure Sector. The School is approved by AICTE School of Petroleum Technology offers B.Tech., M.Tech. and Ph.D. in Petroleum Engineering. It is academically engaged in creating a high quality talent pool for the hydrocarbon sector across the entire value chain. School of Technology offers B.Tech. in the fields of Civil, Electrical, Mechanical, Industrial, & Chemical Engineering, besides the Ph.D. Program. It also offers M.tech in Nuclear Engineering. School of Liberal Studies offers four year Bachelor programme in the field of Liberal Studies, M.A. in Public Administration/International Relations /Political Science as well as the Ph.D. programs. School of Solar Energy offers M.Tech. and Ph.D. in the field of Solar Engineering.

PANDIT DEENDAYAL SHEKHAWATI UNIVERSITY

Behind Shri Kalyan Govt. College
Sikar-332001 (Rajasthan)
Phone No. : 01572-273110, 273200
E-mail : reg.shekhauni@gmail.com
Website : http://shekhauni.ac.in

Pandit Deendayal Upadhyaya Shekhawati University formerly known as Shekhawati University is a newly established public state university situated in the village Katrathal of the Sikar District of the Indian state Rajasthan.

The sole purpose of the university is to cater the study needs of the students from the Shekhawati region.

Pandit Deendayal Upadhyaya Shekhawati University Sikar has been established in August 2012 by Universities Act, 2012.

The University was allotted 30 Acres of land in the beginning to start with on Katrathal, Jhunjhunu Road.

Initially University will start Post Graduation courses in the faculty of Social Sciences from the academic session 2014-2015 to cater the need of students in Sikar and nearby Districts. Society need based comes will be given top priority.

The University is planning to start postgraduation courses in the faculty of social sciences from the start of academic session 2014-2015 to cater the needs of students in Sikar and nearby Districts.

Recruitment for the Posts of Junior Legal Officer, Stenographer, LDC, Driver and Forth Grade Staff have already been finalized.

Different Academic courses at the Bachelor's and Master's level have already been planned at the University.

PANDIT DWARKA PRASAD MISHRA INDIAN INSTITUTE OF INFORMATION TECH.

Dumna Airport Road, P.O.: Khamaria,
Jabalpur - 482 005, Madhya Pradesh
Tel: +91-761-2632273 Fax: +91-761-2632524
General Query Email : query@iiitdmj.ac.in

PDPM IIITDM Jabalpur was the third Indian Institute of Technology, established on January 24, 2005 by the Ministry of Education (India) under Madhya Pradesh Society Registration Act 1973.

The foundation stone of the Institute was laid by Late Shri Arjun Singh, the then Minister of Human Resource Development (MHRD) on February 7, 2005.

On May 3, 2006 a land of 250 acres near Dumna Airport of Jabalpur was identified by the State Government of Madhya Pradesh and was handed over to the Institute. Construction work of Phase I buildings was started in 2007 and was completed in 2009.

Probably at no previous moment in the world history have commerce and industry become so complex, extensive, and globally interrelated as they are today. India, which is going through a rapid growth in its manufacturing sector, is not unaffected by these changes. The modern manufacturing environment entails a large variety of cross-disciplinary activities including the Design and IT. Engineers consequently are being called upon to work within new environmental, economical and social constraints which are increasingly becoming a part of contemporary engineering practice. Obviously, these elements need to find their way into the engineering curricula. However, traditional engineering instructional formats isolate teaching and research into specific disciplines with un-integrated curricula and therefore the structure of our engineering curricula have hardly changed in accordance with the modern manufacturing needs. Such divisions in the existing higher education formats are found to act as barriers to learning, behavior, and performance. Another aspect of engineering education which needs to be considered is the basic nature of the IT profession. The IT driven market of today features a model of innovation which is quite different from the research models that most institutes are familiar with. The new market model for innovation emphasizes on fast concept, funds projects with venture capital, fosters innovation by rewarding entrepreneurs who specialize in transforming people's practices to become more productive with the help of new technology.

In contrast, the conventional research model emphasizes on careful development of ideas and principles and achieves innovation only after ideas have gone through a long pipeline that distills out the best and brings them into practice over a period of 15-20 years. This dichotomy between the new market-driven model and the conventional idea-pipeline model poses another great challenge to educators of engineering.

PANDIT RAVISHANKAR SHUKLA UNIVERSITY

Amanaka G.E.Road
Raipur (Chhatisgarh) India - 492010
Fax No. 0771-2262818 (Registrar)
Fax No. 0771-2262583 (Conf.)
Email : registrarprsu@gmail.com
Website : http://www.prsu.ac.in

Pt. Ravishankar Shukla University is Chhattisgarh's largest and oldest institution of higher education, founded in 1964, and named after the first chief minister of erstwhile Madhya Pradesh. The University has a sprawling campus in the western part of the capital of Chhattisgarh, Raipur.

The campus of University is spread in 207 acres of land. There are Twenty-Nine teaching departments in the University. Out of which six departments buildings have been constructed recently. A variety of self financed courses have been initiated in some departments. The total number of employees is 700, who provide the administrative support at different levels.

Attracted by the opportunity to study and conduct advanced research with renowned professors and fellow scholars in one of the Chhattisgarh's most dynamic cities, students also come from the neighboring States. There are 5000 students enrolled for variety of courses offered by the departments who are steered under the guidance of more than 100 faculty members. Jurisdiction of RSU covers entire central and southern part of Chhattisgarh. There are 180 educational institutions affiliated to the University. In the academic year 2005-06, about 1,25,000 students were enrolled, both for undergraduate and postgraduate courses. The University plays a major role in the educational, cultural and economic life of the region.

Raipur can be accessed conveniently from most of the metropolitan cities of India. It has a domestic airport (Air India website http://www.airindia.com; Indian Airlines website http://www.indian-airlines.nic.in). There are daily direct flights from New Delhi and Mumbai. In addition there are four flights/week from Chennai. It is also indirectly connected with Kolkata via Nagpur and Mumbai. Raipur is an important railway junction (Indian Railways website http://www.indianrail.gov.in). It is located about 300 kilometers from Nagpur in the East on the Mumbai-Kolkata (Howrah) trunk line.

The University is of about 5 km from the Raipur Railway Station and of about 15 km from the Raipur airport. The transportation to the university both from the Airport and the Railway Station is easily available.

PANDIT SHAMBUNATH SHUKLA UNIVERSITY

MPEB COLONY, SHAHDOL, MADHYA PRADESH – 484001
Phone : 91-9005688899
Email : registrar@psnsu.org
Website : http://www.psnsu.org

Pandit S. N. Shukla University is an institution of higher education located in Shahdol, Madhya Pradesh, India. It is a State university founded in 2016 by Government of Madhya Pradesh. It is affiliated under University Grants Commission (UGC).

Pandit Shambunath Shukla University is the leading educational institution in the Shahdol district of Madhya Pradesh. It is well known for spearheading the cause of education in Shahdol ever since 1956 when it was started as a small college on the banks of the Murna River. Since then, it has always remained true to its dedication to the pursuit of excellence . We have remained true to the principles of Pandit Shambunath Shukla who lead a true philanthropic life which he dedicated for the betterment of the society and the nation. Our strong belief in using education as a tool to bring about a social and economic reformation of the nation has enabled us to commit ourselves relentlessly to the propagation of quality education. We focus on participation of our students in academic, teaching, cultural, social and physical activities to make them socially sensible all-rounder. Our university aims at becoming a pacesetter in developing the next generation teaching and learning methods to foster individual brilliance.

Currently, the campus is spread across 26 acres with a sports facility, boy's hostel, well-equipped laboratories, libraries and a complete WIFI coverage. However, as a part of our constant pursuit of excellence and growth, a new 50 acres campus is coming up soon at Navalpur in Shahdol district. This has the prospects of providing state-of-the-art and world class facilities for the all-round development of students.

Mission

Endeavour to bring the quality and skilled education of the educationally and economically weaker tribal aspirants at an affordable cost.

Vision

To enable young scholars with an eclectic, multi-skilled education granting holistic development for a dynamic role in social transformation by providing quality education and value-based knowledge.

PIMPRI CHINCHWAD UNIVERSITY

Sate, Maval (PMRDA) Dist. Pune-412106
Maharashtra
Tel : +91-9046909003, +91-8381814141
Tel : info@pcu.edu.in

PCET's Pimpri Chinchwad University established under Government of Maharashtra Act No. V of 2023.

The Pimpri Chinchwad Education Trust (PCET) was established by the Late Shri. S.B. Patil in the September of 1990. Its sole mission was aimed at serving society, the industry and all stakeholders through value-inculcating, quality education in the area of schooling, as well as professional tutelage in the fields of engineering, management and computer applications.

PCET has always been committed to its mission by creating, communicating, preserving and applying knowledge, art and academic values.

At the campus at Akurdi, Pune, near 7,200 students are being groomed in specialised courses like Engineering, MBA, MCA& PGDM by professional and passionate instructors. The campuses at Ravet are school to 1,200 would-be graduates at the College of Engineering, around 800 pupils at the Junior College, and approximately 2,500 students at the Public School, all amounting to a total of 11,700-odd students.

Pimpri Chinchwad Education Trust (PCET) has a legacy of nurturing excellence since its establishment in 1990. At PCET, we aim to ignite the spark of learning in each student. Our 11 institutes spread across our 3 campuses in Nigdi, Ravet, and Sate have carved out a name for themselves, having transformed the lives of over 46,000 students so far. Our institutes: Pimpri Chinchwad College of Engineering, Pune Business School, and S.B. Patil College of Architecture & Design are some of the most sought-after colleges in the country.

With the inception of Pimpri Chinchwad University, its milestone project, PCET has set its aim high to transform students into trailblazers of tomorrow. Set on a sprawling 10-acre campus in the bustling Pune Metropolitan Area, our university will boast of a state-of-the-art infrastructure to inspire and empower students and teachers, alike. With some of the biggest brands from across industries, in the vicinity viz. General Motors, JCB, Infosys, and more – our students will have tremendous opportunities to connect with the business world and gain real-world experience.

Pt. SUNDARLAL SHARMA (OPEN) UNIVERSITY

Koni- Birkona Marg, Village & Post - Birkona
Bilaspur, Chattisgarh, India
Phone : +91-07752- 213073
Fax : +91-07752-414255
Email : vc@pssou.ac.in, registrar@pssou.ac.in, info@pssou.ac.in
Website : http://www.pssou.ac.in

Pandit Sundarlal Sharma (Open) University (PSSOU) Chhattisgarh, Bilaspur was established by the Chhattisgarh legislature in the 55thyear of the republic of India. The Governor of the state accorded his assent to it on on 20th January, 2005 and the act was published in the Chhatisgarh Gazette (extra ordinary) No. 20 Raipur, Monday the 24th January, 2005. Dr. T.D. Sharma joined this university as the first Vice-Chancellor on 2nd March, 2005 while Dr. Sharad Kumar Vajpai takes office as Registrar on the 15th March, 2005. Pandit Sundarlal Sharma (Open) University (PSSOU) Chhattisgarh, Bilaspur was established by the Chhattisgarh legislature in the 55th year of the republic of India. The Governor of the state accorded his assent to it on on 20th January, 2005 and the act was published in the Chhatisgarh Gazette (extra ordinary) no. 20 Raipur, Monday the 24th January, 2005. Dr. T.D. Sharma joined this university as the first Vice-Chancellor on 2ndMarch, 2005 while Dr. Sharad Kumar Vajpai as Registrar on the 15th March, 2005.

The university was formally inaugurated by the former Vice Premier, Govt. of India and Leader of Opposition in Lok Sabha, Shri Lal Krishna Advani at a function presided over by the honorable Chief Minister of Chhattisgarh Dr. Raman Singh attended by Shri Ajay Chandrakar (Minister of Higher Education), Shri Amar Agrawal (Minister of Finance) along with large number of dignitaries and guest who graced the occasion with their presence. On this occasion Shri Advaniji said in his address …. 'Centre of gravity of the society is fast changing…... first of all man dominated the society on his physical strength, later on economic strength overshadowed it, and now the education strength dominates….'. He further said that whenever centre of ability opens, society develops all around and that wherever general university fails, Open University comes forward to the development of all kinds of people. Thus true to his intellectual status as thinker shri Advaniji underlined the importance of Open University system in the present age. To provide wide scope and development to the university, responsibility lies with the chief minister Dr. Raman Singh who emphatically expressed that study centers of the university will be opened from in the far flung areas of the state, especially in the tribal belt from Bastar to Sarguja. Thus all sub-division and blocks headquarters tribal belt of the state will be opend. This way all sub-divisions and block headquarters will be connected to the university through these study centers and will have facility of wider education, of better library and guidance. Thus the dream we saw at the fulfilled. The State Government has promised to render all possible help in the consolidation of the university and in achieving its goals.

PARUL UNIVERSITY

P.O.Limda, Ta.Waghodia – 391760
Dist. Vadodara, Gujarat
Phone : +91-2668-260312/202/300/307
Toll Free No. : 1800-123-1104
Fax : +91-2668-260201
Email : admissions@paruluniversity.ac.in
parultrust@paruluniversity.ac.in

Parul University was established under Gujarat Private University Act 2009, vide a bill passed by the Government of Gujarat on 26th March 2015 giving University status to Parul Group of Institutes run by Parul Arogya Seva Mandal Trust. Parul University is an amalgamation on 28 Institutes offering 100+ programs in Engineering & Technology, Pharmacy, Physiotherapy, Homoeopathy, Ayurveda, Architecture, Management, Business Administration, Computer Application, Fine Arts, Social Work and Vocational Education at Diploma, Under Graduate, Post Graduate & Doctoral Level in a 150+ acre modern infrastructure equipped campus housing 25000+ students, 300+ International Students from 26 Different Countries, 2000+ faculty members & providing in-campus residential facility to 7000+ students making it India's Premier Multidisciplinary University. Well, it is also the only campus in Gujarat to have 109 faculty members from reputed organizations such as IITs & NITs.

Parul University has various support cells which facilitate 360 degree learning and career building, be during the period of study or after completion for Jobs / Further Students. Research & Development Cell, Entrepreneurship Development Cell, Career Development Cell, Training & Placement Cell, International Relations Cell, International Students' Affair Cell, Department of Events & Media Relations, Students' Council and Alumni Association to name a few. Campus is a perfect blend of youth under the guidance of experienced academicians creating a positive aura of teaching, learning, knowledge & innovation for all the stake holders.

"Sky is the limit; Nothing is impossible for those who are bearers of determination, perseverance & passion." Our vision is to be a leading University of India by 2025, by providing quality skill based education which is at par with the requirement of the globalized economy to all strata of the society.

Modern India is in need of thousands of promising & competent youth ; equipped with skills & competence to affect change & development in revolutionizing the concept of " Digital India " & " Make In India". Our demographic dividend can be of immense help if they are nurtured in the World Class University. Our mission is to develop such worthy and aspiring individuals through quality education & all round development who can aid in crafting the success story of India.

PANJAB UNIVERSITY

Sector 14, Chandigarh, 160014
Tel : 0172 253 4818, 0172-2541945, 2541716
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Email : vc@pu.ac.in, regr@pu.ac.in
Website : http://www.puchd.ac.in

Ranked number one in India and in the bracket 226-250 internationally in the Times Higher Education World University Rankings, 2013-2014 powered by Thomson Reuters. Ranked number one in India and 13th in the Times Higher Education BRICS & Emerging Economies Rankings 2014. The University has been incorporated for the purposes, among others, of imparting education in Arts, Letters, Science and the learned professions and of furthering advancement of learning, the prosecution of original research, with power to appoint University Professors, Readers and Lecturers, to hold and manage educational endowments, to erect, equip and maintain University colleges, libraries, laboratories and museums, to making regulations relating to the residence and conduct of students and to do all such acts as tend to promote study and research.

The Panjab University has a long tradition of pursuing excellence in teaching and research in science and technology, humanities, social sciences, performing arts and sports. The University supports excellence and innovation in academic programmes, promotes excellence in research, scholarship and teaching and is committed to attracting and supporting the best students and faculty who excel at teaching and research. For more than a century, it has served various societal needs with distinction. The glorious traditions of the University established during the period of more than a hundred and thirty years of its long service to the nation since its inception in 1882 at Lahore (now in Pakistan) are a source of inspiration for the present generation of faculty members and students. By virtue of its age, experience, achievements and philosophy, the Panjab University is a University of national character and stature and draws both faculty and students from all over the country and abroad. Its faculty includes some of the most distinguished scientists and academicians. It continues to attract celebrated scholars who interact with the faculty and students. Over the years, the reputation of the Panjab University has grown into one of innovative teaching, research and community outreach.

After the Partition in 1947, the University was constrained to function for almost a decade without a campus of its own. The administrative office was located at Solan and the teaching departments functioned from Hoshiarpur, Jalandhar, Delhi and Amritsar. In 1956, it was relocated at Chandigarh. Pierre Jeanerette designed the red sandstone University campus under the general guidance of the legendary Le Corbusier. Till the re-organisation of Punjab in 1966, the University had its regional centers at Rohtak, Shimla and Jalandhar and its affiliated colleges were located in the States of Punjab, Haryana and Himachal Pradesh and the Union Territory of Chandigarh.

PATLIPUTRA UNIVERSITY

Old bypass Road,
Kankarbagh, Patna-800 020, Bihar (India)
Website : www.ppup.ac.in
Email : info@ppup.ac.in

Patliputra University, Patna was established on 18th March, 2018, by the order of the Government of Bihar, vide Letter/memo no. 15/M1-71/2016-700, dated 09.04.2018. All the colleges of Patna and Nalanda districts, Bihar (India), fall under the jurisdiction of the Patliputra University except those attached to the Patna University. The University has control over 25 constituent colleges, two government girls colleges, three minority colleges and a number of affiliated colleges. Many of these colleges are running university-approved post-graduate centres in various subjects besides skill-oriented courses in vocational and technical/professional areas. These affiliated units are governed by their governing local bodies and duly constituted management board approved by the university. The Headquarter of Patliputra University is in Patna having its present address as "Old bypass Road, Kankarbagh, Patna-800 020, Bihar (India)."

The university has set avant-garde International standards in Teaching-Learning and Research with the aid of uniquely conceived innovative approaches that are aimed to propel the quality of higher education to a new height in the country. The ambience of the university is being developed with radical ideas having global perspective in the domain of Education. The students in our colleges are from different corners of the state/region. In order to achieve academic excellence, we are striving to create a student-centric atmosphere that would be sensibly conducive to all stakeholders-viz-students, researchers, academicians, teachers, parents, society, institutions, research organisations, industries, govt. agencies and all kinds of employers. The university aspires to collaborate with several national and international academic bodies, research organisations, universities, industries, govt. agencies and non-government organisations.

Vision

To create human resource with high calibre by inculcating human values, self esteem and true nationalist pride to serve the society by setting-up high benchmarks befitting with the global needs to elevate overall moral and social standard for the service of mankind.

Mission

To develop an ingenious system including modern teaching-learning applications, furtherance of high-end research in all engineering, sciences, social sciences, humanities and health sciences with commitment to the social and environmental sustainability, using effective network of various stakeholders and develop brotherhood, patriotism truthfulness, meritocracy and public awareness.

PATNA UNIVERSITY

Patna – 800 005., Bihar
Tel : 0612 - 2670352, 2670531
Fax : 0612-2670877
Email : sehteshamuddin@hotmail.com
Website : http://www.puonline.bih.nic.in

Estd. 1917

Patna University was established in the year 1917 and it functioned as affiliating and examining body for over 30 years. On January 2, 1952 it was converted into a purely teaching -cum-residential University with the territorial jurisdiction over Metropolitan Patna. It is one of the oldest Universities in the Country. In Bihar it is the first, and in the subcontinent, it is the seventh oldest University. The University buildings are located on the bank of River Ganges and in the second Campus i.e. Saidpur Campus.

The Patna University has 31 postgraduate departments in the faculties of Science, Social Sciences, Humanities, Education, Commerce, Law and 10 constituent colleges, apart from Patna Medical College and Patna Dental College in the Faculty of Medicine whose management and control are with the State Government. There are 4 Institutes maintained by the University e.g. Institute of Psychological Research & Services, Institute of Public Administration, Institute of Music, and Institute of Library and Information Science. College of Arts & Crafts is fully devoted to the course of fine arts and has been imparting teaching in painting, sculptures etc. A Faculty of Fine Arts has also been started and is located on the campus of College of Arts & Crafts. Directorate of Distance Education (DDE) is a separate unit catering to the needs of large number of students who are unable to get admission as regular students in Colleges or are in service in some institutions. The University is eager to start e-learning.

The University is also running the Master of Business Administration Course in the Department of Applied Economics and Commerce, the Department of Personal Management and Industrial Relation is having post-graduate Diploma courses in Industrial Safety Management and Rural Management and Welfare Administration. These are self-financed courses. The Population Research Centre is working in the Department of Statistics with the assistance of Ministry of Health and Family Planning, Government of India. It is a Centre for Population Studies & Publication Health.

The Patna University Computer Centre has conducted Post Graduate Diploma in Computer Application (PGDCA) course from the session 2008-09. P.G. Diploma in Bio-Informatics course at the Centre is likely to be started from the next session. Master in Computer Application (MCA) started after the approval of Hon'ble Chancellor in the Department of Statistics, Patna University. The Central Library is catering to the needs of the students and teachers, research scholars etc. and is located in the centre of the campus. The Library has been connected to internet and steps are being taken to computerize the working.

PEC UNIVERSITY OF TECHNOLOGY

Vidya Path, Sector 12
Chandigarh – 160012
Tel. : 0172-2753064, 2753277
Fax: 0172-2745175
Email : admissionug@pec.ac.in

EXPLORE INNOVATE EXCEL

The PEC University of Technology, Chandigarh was orginally established as Mugalpura Engineering College at Lahore (now in Pakistan) on November 9, 1921. The name of the college was later changed to Maclagan Engineering College and its started functioning under the name on March 19, 1924. In the year 1931, the college got affiliated to Punjab University, Lahore. After partition in 1947, the college was shifted to Roorkee (India) and was renamed as East Punjab College of Engineering. In the year 1950 the word East was dropped and it came to know by its present name – Punjab Engineering College. Towards the end of December 1953, the college shifted to its present campus in Chandigarh to function under Govt. of Punjab. In 1966, with the formation of Union Territory of Chandigarh, the college same under control of Govt. of India through Chandigarh Administration. In October 2003, the Govt. of India notified the Punjab Engineering College as a Deemed to be University and thereafter it became known as Punjab Engineering College (Deemed University). In 2009, the Board of Governors renamed the institution as PEC University of Technology. In 1994 this institution was adjudged the best technical college in India by the National Foundation of Engineers. It occupies an area of 146 acres.Up to 1962, the college comprised of engineering departments of Civil, Electrical and Mechanical Engineering. Thereafter the college expanded & five newdepartments in the fields of Aeronautical Engineering, Electronics & Electrical Communication Engineering, Metallurgical Engineering, Production Engineering and Computer Science Engineering were added gradually. Recently a new department of Information & Technology has been added. In the year 1957, Highway Engineering was added as the first post-graduate course in the college. Gradually other post-graduate courses were subsequently added. Presently there are eleven post-graduate courses leading to Masters of Engineering degree in Highways, Structures, Hydraulics and Irrigation, Rotodynamic Machines, Electrical Power Systems, Environmental Engineering (Interdisciplinary), Electronics Metallurgical Engineering and C.I.M. Facilities for post-graduate studies exist for regular as well as for part time students .The college has facilities for research work leading to the award of Ph.D. degree in engineering in certain selected fields of different disciplines. The college also offers consultancy services in different disciplines.

The College is situated in Sector 12 at the north end of Chandigarh. The premises of the college is within a few minutes walk from the Punjab and Haryana Civil Secretariat, the Panjab University, Post graduate Institute Of Medical Education And Research (PGI). The campus is 9 Km from the Chandigarh Railway station and 5 Km from the main Bus Stand.

PEOPLE'S UNIVERSITY

People's Campus, Bhanpur
Bhopal-462037 , Madhya Pradesh
Tel : 0755-4005291, 4005265
Fax : 0755-4005293
Email : registrar@peoplesuniversity.edu.in
vc@peoplesuniversity.edu.in
Website : www.peoplesgroup.edu.in

People's University is situated in Bhopal, the beautiful "City of Lakes", capital of Madhya Pradesh. People's University has ten Constituent Institutes. Its campus is conducive and possess academic environment for education & career building in central India. Our journey began with an objective of" *Nurturing Humanity through Health & Educational Excellence*", when SJPN decided to establish educational institutes as centre for excellence.

People's University was established by the Madhya Pradesh legislature through an amendment in Madhya Pradesh Niji Vishwavidyalaya (Sthapana Avam Sanchalan) Adhiniyam-2007 as Madhya Pradesh Act (No.18 of 2011) - People's University, Bhopal as a state Private University and is empowered to award degrees as specified by UGC under Section 22 of the UGC Act 1956 through its main campus in regular mode with the approval of statutory bodies/councils, wherever required.

The Constituent Institutes of People's University are already recognized /approved by concerned Statutory Bodies/Councils like MCI/DCI/INC/AICTE/PCI & MP State Paramedical Council.

The People's University campus is spread over 69.19 acres of area near the National Highway No. 86 in Bhopal. It is credited to be Central India's largest single-campus University. Environment-friendly campus is home to several architecturally striking buildings where every need of staff and students is met. Tree-lined avenues and lush lawns dotted with beautiful flowering shrubs soothe the eye and create an ideal learning ambiance

IT Enabled Campus
People's University is one of the few Indian universities, with state-of-the-art computing resources and network across the campus. Following are few prominent features:

- Dedicated IT Departments.
- Internet with dedicated leased line.
- High end Biometric systems for attendance of faculty.

PERIYAR MANIAMMAI UNIVERSITY

Periyar Nagar, Vallam
Thanjavur - 613 403, Tamilnadu
Ph: +91 4362 264600
Fax: +91 4362 264660
Email: admission@pmu.edu

Established in 1988, Periyar Maniammai University is proud to be a unique institution of higher learning and academic excellence. In an endeavour to fulfil the dreams of our Mentor Thanthai Periyar and Annai Maniammaiyar, the University is dedicated to its societal responsibility for transforming students from different parts of India and abroad into stalwarts by igniting their hidden talents. As it is located in a rural area, the students are admitted from a wide range of calibre and by personal attention, and modern teaching methodology towards a Product / Process / Demo / Case Study teaching, they are shaped into career oriented professionals with bright future.

The University is making efforts to create new horizons in the arena of technical education and research. Curriculum innovation is given priority by the University to make the courses industry and research oriented. The dedicated and qualified faculty members routinely preach and practice for outcome based learning which leads towards an excellent academic career for the betterment of the students. To be a world class innovative, competitive, up-to-date, academic institution providing technological and other inputs appropriate to the branch of study, a student has chosen to specialize. The mission of Periyar Maniammai University is to provide a well balanced, high quality education in Science, Engineering, Technology, Liberal Arts and Literature for undergraduate, postgraduate and doctoral students enabling them to contribute for growth of knowledge, gaining experience in problem-solving through excellence and uniqueness in teaching, research and service. The University shall imbibe a sense of appreciation with broad understanding of human values and shall develop expertise needed for transforming the world into a better place. It is also the mission of the university to offer programmes to improve the quality of life of rural, socially and economically disadvantaged women and needy people, by taking proactive initiatives to enable them live with economic independence with self-respect and dignity. The emblem of the University in the form of a circular disc carrying the name of the University in its peripheral has the picture of Thanthai Periyar and Annai Maniammaiyar with the background of a burning torch representing the reforms proposed by them for eradicating superstitions and social evils and also informing the world that they are the torch bearers of social causes in this part of the world.

The words Think, Innovate and Transform inscribed at the pedestal of the emblem stand for the watch words that guided the life of Thanthai Periyar and they are the golden rules governing the curricular and extracurricular activities of the University.

PERIYAR UNIVERSITY

Periyar Palkalai Nagar
Salem-636011, Tamilnadu
University Office(EPBX) : 0427-2345766 , 2345520
.Tel : 0427-2345778,2345565, 2345779
Fax : 0427-2345565/2345124
Email : periyaruni_vc@yahoo.co.in, drchelian1960@yahoo.co.in
Website : http://www.periyaruniversity.ac.in

The Government of Tamil Nadu established the Periyar University at Salem on 17th September 1997 as per the provisions of the Periyar University Act, 1997. The University covers the area comprising the Districts of Salem, Namakkal, Dharmapuri and Krishnagiri. The University got the 12(B) and 2f status from the University Grants Commission and has been accredited by NAAC with B+ grade in 2007. The University is named after the Great Social Reformer E.V.Ramasamy affectionally called "Thanthai Periyar". The University aims at developing knowledge in various fields to realize the maxim inscribed in the logo "Arival Vilayum Ulagu" (Wisdom Maketh World)."Holistic development of the students" is the primary objective of the esteemed Periyar University. The University is located on the National Highway (NH7) towards Bangalore at about 8 Kms from New Bus Stand, Salem. It is well connected by frequent city bus services linking Salem and other places like, Omalur, Dharmapuri, Krishnagiri and Mettur.

Periyar University imparts higher education at three levels, i.e., through its Departments of Study and Research, Periyar Institute of Distance Education (PRIDE) and the affiliated colleges. The University has eighteen departments of study offering Post Graduate and Research Programmes and sixty six affiliated colleges. The Choice Based Credit System (CBCS) has been introduced for the various courses offered by the University from 2008-09 onwards. Periyar University is offering Four Certificate Courses from 2009-2010 onwards. The Certificate Courses are designed in order to cater to the current needs of the public. The Student Support Services of Periyar University are available through Library system, National Service Scheme, Youth Red Cross Society, Women's Welfare Centre and avenues for Sports and Games. The University has established the following Constituent Colleges (1) Periyar University Arts and Science College (PRUCAS) in 2006 at Mettur Dam, Salem District (2) Periyar University Arts and Science College in 2010 at Pennagaram, Dharmapuri District. Thanthai Periyar had been advocating throughout his life the importance of being rational and created a stir by his self respect movement. He incessantly toiled for social justice among people to liberating the down trodden women and insisted on the priority of one's mother tongue. The Periyar Chair was created in 1998 to inculcate these ideas in the minds of students. Periyar Institute of Administrative Studies (PERIAS) started functioning from March 2009. Apart from training students for preliminary and main examinations for the Civil Services, the institute plans to conduct various coaching classes for examinations conducted by different organizations like Tamil Nadu Public Service Commission (TNPSC) and Staff Selection Commission (SSC) in the near future.

PES UNIVERSITY

100 Feet Ring Road, BSK III Stage,
Bangalore - 560 085, Karnataka
Tel : +91 80 26721983, +91 80 26722108
Email : admissions@pes.edu

PES was established in 1972 at Bangalore, the Silicon Valley of India. PES is focused on four main educational areas: Engineering, Medicine, Management and Life Sciences. The institutions offer both foundation courses in these areas, as well as specialization with a Bachelors/ Master/ PhD Degree.

Combine years of experience in education with a unique curriculum world-class infrastructure, with a committed responsive faculty, unwavering commitment to the quality of education, today PES has more than 15,000 students, spread across four different campuses, Three state of art campuses in Bangalore and a Medical College with 750 bed hospital in Kuppam, Andra Pradesh.

To provide students with a sense of history, an understanding of values and ethics, a commitment to law and morality, an appreciation of human creativity and an analytical inquiring mind.

Our quality policy is to develop highly skilled human resources with the ability to adapt to an intellectually and technologically changing environment with the participative efforts of the management, staff, students and parents.

PES campuses are designed to support rigorous academic study and promote shared learning among a diverse student community. Together, they comprise over 3.5 million square feet of built up area and acres of generous, open grounds. With a 750 bed hospital, the PES Institute of Medical Sciences and Research at Kuppam, has a built-up area of more than 1 million square feet, while the PES University campus sprawls over 25 lush acres, PESIT South Campus will be a part of multi disciplinary University Campus.

All campuses incorporate infrastructure that matches the best in the country - ensuring that students have everything they need for a rich, stimulating campus life. The classrooms are planned to maximize light and space and students have access to the latest computing and research facilities. Be it cutting-edge laboratories for our medical students, fully equipped workshops for our engineering students or a compact hotel on campus to aid the Hotel Management course - we endeavor to develop and provide supporting infrastructure everywhere. Outside the classroom, secure hostels and modern cafeterias provide comfortable on-campus living, while excellent sports and recreation facilities give every student the opportunity to explore and develop their potential.

PLAKSHA UNIVERSITY

Block B, Sector 101, IT City Road
SAS Nagar, Mohali – 140306
Punjab
Email : info@plaksha.edu.in

Punjab Vidhan Sabha Bill No. 27-PLA-20.21. The Plaksha University, Punjab Bill, 2021. Plaksha University is a Private University located in Mohali, Punjab, India. It is being set up by a group of over 60 business leaders and technology entrepreneurs. It is a corporate-funded technical university, which is being established under the Punjab State Private Universities Policy of 2010. It has received a Letter of Intent from the Government of Punjab.

The university undergraduate program, which will be offered from September 2021, aims to integrate engineering education and research with liberal arts, design and entrepreneurship. The Reimagining Higher Education Foundation, the sponsoring body of Plaksha, currently offers one-year Tech Leaders Fellowship, a residential post-graduate program in collaboration with Purdue University and UC Berkeley.

The 50-acres campus is being built near Chandigarh International Airport.

PLASTINDIA INTERNATIONAL UNIVERSITY

Registered Office : Dungra, GIDC, Vapi
Dist. Valsad - 396195, Gujarat
Email info@plastindia.edu.in
Admin Office : 401, Landmark 'B', Suren Road,
Off. Andheri Kurla Road, Andheri (E), Mumbai - 93
Tel. : +91 22 2683 2911-14 +91 22 2684 5861
Email : info@plastindia.edu.in

Enactment of Plastindia International University as Private University under Gujarat Private University Act 2009. Plastindia International University UGC Recognition u/s 2(f) of UGC Act. Plastics – One of the fastest growing industries in India, plays a vital role in Indian economy. The next two decades will witness an unprecedented, explosive growth in all sectors of Plastics Industry that demands clear, long term constructive goals and a time bound action program. PLASTINDIA FOUNDATION is the Apex body of major Associations, Organizations, and Institutions connected with Plastics, with an objective to promote the development of Plastics Industry and to assist the growth of Plastics, its related materials and their products. The foundation is dedicated to national progress through Plastics. Plastindia is an internationally recognized organization, devoted to promoting excellence in the field of Plastics with an aim to make India, a preferred global sourcing base. It supports & encourages development of outstanding institutions, committed to education & research with emphasis on achieving the highest standards of quality in Plastics products & developing effective techniques for their recycling. It will build an awareness about the significant contribution made by Plastics to the society & the environment. Plastindia Foundation has taken an initiative to launch Plastindia International University recognizing the need for human capital in future. The vision of Plastindia International University is to provide world- class education and produce well groomed, well trained, culturally sensitive human resource to Plastics and allied industries by integrating technology and management courses. The emphasis is to provide an integrated campus, dedicated to study of Plastics Technology with state–of-the-art technology and educational infrastructure.

Mission

- To establish a unique platform for learning by making available, renowned academicians and trained faculty, thereby ensuring ideal teaching and learning model.
- To promote excellence across the full spectrum of research activity in Plastindia International University.
- To achieve an on-going discourse that attempts to capture all the considerations involved in assuring that stakeholder interests are addressed and reflected in policy initiatives.
- Promote process design, testing and innovation in Plastics Technology.
- To conduct continuing education programs that ensure, industry is updated on latest technology and production practices.
- To associate with International Universities and confirm that our academics and infrastructure meet international standards.

PONDICHERRY UNIVERSITY

R.V.Nagar, Kalapet, Puducherry – 605014.
Tel : 0413 - 2655179
Fax : 0413 – 2655734
Email : registrar@pondiuni.edu.in,pcu_vc@yahoo.co.in
pu_registrar@yahoo.co.in
Website : http://www.pondiuni.edu.in

Pondicherry University, established under an Act of Parliament in the year 1985, has grown from strength to strength in all possible ways all these years and has become a place on the educational hub of the country. 15 Schools, 37 Departments and 10 Centres offering 175 PG & Research programmes are within its fold and housed in the 800-acre sprawling Wi-Fi-enabled vibrant campus, which is just 12 kms. away from the Puducherry town. It has all the state-of-the-art facilities in all the Schools and Departments paving the way for the students to have a student-friendly, result-oriented academic environment with green ambience. The University has three campuses. The Main Campus is located at Puducherry and the other two off-campuses at Karaikal and Port Blair. The University has made a giant leap in promoting usage of Information and Communication Technology (ICT) products/ services in the areas of teaching / learning, research and administration. The Ananda Rangapillai Library at the University has a collection of more than 2-lakh books and over 25,084 e-journals, 7,455 e-books, 36 e-databases and 620 e-thesis. The campus has 19 hostels (13 for Boys & 6 for Girls), state-of-the-art laboratories, free transport on and off the campus, excellent sports facilities, etc. It offers rent-free accommodation to all girl students and provides totally-free education to all the differently-abled students. The campus has 100% power back-up to all the Departments and Hostels of the University. A 24-hour-hospital with fully-equipped Ambulance is yet another facility on the campus.

The University has over 400 faculty and 6100 students from across the country on its rolls. There are over 45,000 students in its 87 affiliated colleges. The thrust areas of the University will be Research and Innovations both in Sciences and Social Sciences. It has already got visibility with respect to Science and Social Sciences with MHRD and UGC because of SAP, FIST, DST, DBT, DIT, etc. Students are selected through an All-India Common Entrance Examination. They will be a part of the excellent ambience. They will live among the nature, in the nature and also study the nature and contemporary studies developed through technology will make them more competitive and have an edge over the students from other Universities. Although the nomenclature of the courses may appear similar, it will be a challenge meant for any aspirants to exploit the available opportunities through the state-of-the-art Infrastructure, young motivated and experienced faculty and, above all, a student-friendly atmosphere in a truly National character. We have students from almost all the States of the country i.e. unity in diversity. Our gates are open to all those young wards who wish to contribute to the society in spheres of their choice.

POORNIMA UNIVERSITY

Plot No. IS-2027 To 2031,Ramchandrapura,
P.O. Vidhani Vatika, Sitapura Extension
Jaipur - 303905 (Rajasthan)
Mobile: +91-8875666617,18
Email : info@poornima.edu.in

Poornima University (PU), an esteemed state-private university in Jaipur, India, was established in 2012. Our 32-acre campus blends classical architecture and a thoughtful layout, offering an ideal learning environment. Located in Jaipur's prime area, PU accommodates over 6,500 students in diverse programs, fostering innovation-driven research and strong industry ties. With three decades in higher education, PU stands out for its commitment to academic excellence and innovation, inviting students to join a legacy of success.

The University aims to achieve world class excellence in imparting knowledge, research and teaching, making invaluable contributions to the social, educational and economic development of the nation.

The State of the art research facilities and modern amenities like well stocked libraries along with project centres create a conducive environment for teaching learning process.

Poornima University is committed to bring about perceptible change in society with its innovative and equitable practices and systems.

Poornima University at a Glance:-

- Situated in the heart of Sitapura, the education hub of Jaipur
- Campus spread over 32.67 acres land
- Flexible & Dynamic learning approach
- Lively Campus
- Aims to create Employable Professionals
- Courses valued by Industries
- Globally adapted & accepted Credit System
- State of the Art Infrastructure
- Centre of Excellence for Research, Development & Consultancy
- On Campus residences for students & staff
- Life and Professional Skills courses for personal grooming and professional development
- Academic and Industrial alliances
- International Collaboration with AIT, Thailand
- Special Preparatory School

POSTGRADUATE INSTITUTE OF MEDICAL EDUCATION AND RESEARCH

PGIMER,Sector-12,
Chandigarh- 160 012
Phone: EPBAX: 0091-172-2746018,2756565,2747585
Fax: 0091-172-2744401, 2745078
Email: pgimer-chd@nic.in
Website : http://pgimer.edu.in

The PGIMER owes its inception to the vision of late Sardar Partap Singh Kairon, the then Chief Minister of Punjab and the distinguished medical educationists of the then combined state of Punjab, supported by the first Prime Minister of India Pt. Jawahar Lal Nehru who considered the institutions of scientific knowledge as temples of learning and the places of pilgrimage. The institute started in 1962 and Pt Jawahar Lal Nehru inaugurated the hospital now named "Nehru Hospital" on 7th July 1963. The Institute was originally under the Government of undivided Punjab. After the reorganization of the state, the administrative control of the institute passed on to the Union Territory of Chandigarh in November 1966. The Institute became an autonomous body under the Act of Parliament in 1967 functioning under the Ministry of Health and Family Welfare, Government of India, with the following mandate.

- Provide high quality patient care.
- Attain self-sufficiency in postgraduate medical education and to meet the country's need for highly qualified medical teachers in all medical and surgical fields.
- Provide educational facilities for the training of personnel in all-important branches of health activity.
- Undertake basic community based research.

The founders of this Institute Prof. Tulsi Das, Prof. Santokh Singh Anand, Prof. PN Chuttani, Prof. BN Aikat, Prof. Sant Ram Dhall and Prof. Bala Krishna laid the path of excellence for the Institute

आर्त्त सेवा सर्वभद्रः शोधश्च

Postgraduate Institute of Medical Education and Research, Chandigarh was mandated to:

1. Provide high quality Patient care.
2. Attain Self-Sufficiency in postgraduate medical education and to meet the country's need for highly Qualified medical teachers in all medical and surgical disciplines.
3. Provide Educational facilities for the training of personnel in all important branches of health activity.
4. Undertake Basic Community based research.

The mission of PGI is engraved in its logo which reads meaning आर्त्त सेवा सर्वभद्रः शोधश्च "Service to the Community, Care of the Needy and Research for the Good of all".

POTTI SREERAMULU TELUGU UNIVERSITY

Lalitha Kala Kshetram, Public Gardens
Hyderabad - 500 004, Andhra Pradesh
Tel : 040-23234815, 23545073, 23234676
Fax : 040-23236045/23236911
Email : info@teluguuniversity.ac.in
Website : http://www.teluguuniversity.ac.in

Potti Sreeramulu Telugu University is one of the few language universities in the country. It was established as "Telugu University" on 2nd December 1985 through an Act of Legislation (Act No. 27 of 1985) with head quarters at Hyderabad and campuses at Sri Sailam and Rajahmundry.

Later in the year 1989 the Siddhendra Kalakshetram at Kuchipudi merged with the University. The School of Folk and Tribal Lore was established at Warangal during the year 1994.

This University was founded with the broad objectives of serving the cause of the Telugu people, both within the State and outside. For this purpose, the state government has merged the Sahitya, Sangeetha, Nataka, Nritya and Lalitha Kala Academies, International Telugu Institute and Telugu Bhasha Samithi into the University.

Thus, the University was established to function as a central organization for teaching and research in Language and Literature, History and Culture, Fine Arts and Performing Arts, religion and philosophy of the Telugu speaking people. It strives to inculcate a sense of identity in them as citizens of India and as responsible representatives of Andhra Pradesh.

This University was renamed as Potti Sreeramulu Telugu University in the year 1998. The University Grants Commission has recognized the University as fit to receive financial grants since 2nd May1990.

P.P. SAVANI UNIVERSITY

NH 8, GETCO, Near Biltech
Village: Dhamdod, Kosamba
Dist.: Surat – 394125, Gujarat
Tel.: 02629-296788
Mobile: +91 9879608000
E-mail: info@ppsu.ac.in

P P Savani Education Trust was launched in 1987, initially with a school, which over the years expanded itself with a group of schools in Surat district with a student strength of more than 45,000.

In 2016, the Trust has expanded its horizon with the launch of P P Savani University, as an initiative in higher education aligned with global standards of excellence. Through this immersive educational endeavor, the Governing body aims to introduce South Gujarat to a new era in higher education and create a talent pool of professionally sensitized industry-ready professionals. A world class 100 acre campus has been developed which embodies an infrastructure facilitating undergraduate, postgraduate, research, certificate and skill-development programmes.

Vision
To emerge as a Centre of Excellence and Innovation, nurturing potential of students in preparing them to become competent professionals having concern for social values.

Mission
To nurture the highest quality of academic excellence and empower students with immersive knowledge and scholastic integrity.

To achieve academic leadership by deep linking initiatives in collaborative research, training and consulting.

To create a cusp of knowledge freely accessed by academia and industry with an intent to impact society for the greater good.

PRAGYAN INTERNATIONAL UNIVERSITY

Booty More, Ranchi – 834001, Jharkhand
Tel : +91 8017086870
Email : info@pragyanuniversity.edu.in
Website: www.pragyanuniversity.edu.in

Pragyan International University, Ranchi, Jharkhand, has been established by the Government of Jharkhand vide Act No. 11 of 2016 as per Sec 2(f) of UGC, Government of India. The Act received assent of the Governor of Jharkhand and was published under the Government of Jharkhand Gazette Notification No. 312 of 2016, dated 16th May, 2016. Pragyan International University is recognized under Sec 2(f) of UGC, Govt of India and empowered to award degrees as per Sec 22 of UGC Act, 1956. Pragyan International University has been established on the foundation of progressive academic principles. The University carries the heritage of pioneering higher education in India based on International models. It endeavors to maintain the same high standard to achieve global presence. At Pragyan International University, academic programs are benchmarked against the academic and professional standards. Courseware is periodically reviewed to meet industry requirement and student aspiration. The courses are designed to give students an opportunity to apply their intelligence, creativity, and leadership skills to the challenges of the technology driven world. Pragyan International University aims to equip students not only with the academic inputs but also with diversified skills, knowledge and attitude to provide a doorway to rewarding careers. A wide variety of programs are on offer that cover a range of career-oriented qualifications. The education system at Pragyan International University focuses on imparting knowledge, developing skills and competencies. Pragyan International University has been established by Pragyan Foundation, a Not-For- Profit Institution based out of Kolkata. The Trustees of Pragyan Foundation (Sponsoring Body) have been actively engaged in the field of education since 1991 (over 25 years) and have brought their rich experience and expertise in the establishment of Pragyan International University, designing its programmes, hiring the best faculties, offering the finest infrastructure and offering industry-oriented job ready and practical education. The Trustees of Pragyan Foundation have been majorly associated with the impart of education on Holistic Health Sciences including Yoga, Naturopathy, Physiotherapy, Nutrition, Wellness, etc. and promotion and propagation of the importance of Spirituality, Oriental Sciences and Heritage, and World Peace over the last 25 years. Over 1,00,000 students on Holistic Health Sciences were taught and professed by the Institutions run by the Trustees and their philanthropic activities in the promotion of Spirituality, Heritage, Culture and Peace reached the lives of many millions around the world and resulted in tie-ups with more than 200 world-class institutions worldwide for student and research exchange. Through the establishment of Pragyan International University, Pragyan Foundation aims at furthering the noble cause that the Trustees have already been indulged in and reaching out to many more people worldwide through this recognized platform.

PRAGJYOTISHPUR UNIVERSITY

Main Campus : Hajongbari, Chandrapur, Guwahati
Kamrup (M), Assam 781150
City Campus : Panipath, Geetanagar, P.O. & P.S. At Noonmati
Guwahati, Kamrup (M), Assam 781020
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Email : pu@pju.edu.in



Prajyotishpur University was legislated in 2022. Pragjyotishpur is a place of ancient India that signifies connotatively the rays of primordial light and the geographical area that remained associated with several anecdotes belonging even to the Ramayana and the Mahabharata. It being a place of enlightening wisdom, Pragjyotishpur deserves to be a center of high-class education and research activity vouching for attending all types of cross-cutting arenas by overcoming barriers of limitations.

Keeping this in view, the present university will step into the field of education in the North-East where the first ray of the Sun falls with its shining glow. This university will not only enshrine the dazzling legacies that this area is famous for, but it will also insinuate the power of new ideas and modern technology in its scholastic essence, remaining unbiased to any type of intersections and innovations.

It will aim at generating creative knowledge leaders through incessant practice and research in different academic and social directions. Thus, this university is going to be a bridge between knowledge and its application by filling up the hiatus created by the so-called modern education system of colonial influx.

This University will echo the muse of the famous saying of the Gita, tasya prajna pratisthita, invoking the essence of true knowledge by creating steady, firm, compassionate, brave, patriotic, and dedicated human beings through the process of inculcating the sense of shraddha, anusasana, satyanveshana, dhairya, aikya, and karuna. Thus, this unique academic institution will imbibe, in the minds of the learners the qualities like dedication, transparency, accountability, patriotism, social responsibility, scientific temper, innovation, and openness of the mind.

Each and every corner of this university will enchant the rhythm of the true essence of knowledge i.e. Jnana, wisdom i.e. Prajna, and truth i,e, Satya, the three explicit components of learning which are incorporated in the mandate of the NEP,2020 as the rich heritage of Indian knowledge system.

PRATAP UNIVERSITY, JAIPUR

B-26 , Govind Marg, Adarsh Nagar
Jaipur-302004, Rajasthan
Tel : 0141-2620632, 8003097008
Admn. Tel.: 1800 103 1666
Email : info@pratapuniversity.in
Website : http://www.pratap.edu.in

Pratap University commenced its journey in the year 1995, with a mission to provide wholesome and quality education to the youth of the nation. From a modest beginning of just one school in Kanpur, our family has expanded to

- 7 Schools,
- 9 Colleges
- & a University

located across the cities of

- Kanpur,
- Lucknow,
- New Delhi
- & Jaipur

& Jaipur. We have been providing excellence in education by offering various courses in the diverse streams of

- Engineering,
- Management,
- Dental,
- Pharmacy,
- Information Technology,
- Mass Comm.,
- Fashion Technology,
- Interior Designing
- And many more
-

Our campuses, spread over in several hundred acres of lush green surroundings, boast ofmodern infrastructure, well equipped libraries and laboratories. Together, we work as ateam of more than 1000 highly qualified faculty members committed to shape the future ofover 10000 students.

It is our ultimate goal to make each student both 'CAPABLE and EMPLOYABLE' by giving him umpteen opportunities to showcase his/her talent throughvarious extracurricular activities and excellent campus placements.

PRAVARA INSTITUTE OF MEDICAL SCIENCES

At/Post : Loni Tal:Rahata, Dist: Ahmednagar - 413736
Tel: +91-2422-273600
Fax : +91-2422-273413
Email : contact@pmtpims.org
Website : http://www.pravara.com

Pravara Institute of Medical Sciences University was established under Section (3) of the University Grants Commission (UGC) Act 1956 on 29th September, 2003 by Government of India, Ministry of Human Resource Development vide its notification No. F.9-11/2000-U-3. The Pravara Medical Trust is the parent Organisaiton of the University and was established in 1972 in a small village Loni of Ahmednagar District (Maharashtra State) by a visionary Dr. Vitthalrao Vikhe Patil, the founder of Co-operative movement in India. In 1976 the Trust started providing primary and secondary level medical care with establishment of a modest hospital of 100 beds and over a period of time the hospital grew in to 800 beds multi-disciplinary, superspeciality medical institute with state of art facilities.

The following institutes under the ambit of the University

1. Rural Medical College & Hospital, Loni
2. Rural Dental College & Hospital, Loni
3. College of Physiotherapy & Rehabilitation Center, Loni
4. College of Nursing, Loni
5. Centre For Social Medicine, Loni
6. Center for Biotechnology, Loni

The University is unique in more than one way. It is specialised in Medical and Health Sciences with a dedication to serve the society as a Center of Excellence with emphasis on socially meaningful medical education, health care and research. The trust has received accolades from His Excellency Dr.A.P.J. Abdul Kalam, President of India for the pioneer work done in the field of integrated rural Development and appreciated the participative model of Integrated Rural Development followed at Loni as Role Model for the development of Rural India and has been referred by his Excellency as operative model of PURA- Providing Urban Amenities to Rural Area. The Pravara Institute of Medical Sciences - Deemed University at present offers various under graduate , post graduate and Diploma level programs. This University has the same status as that of other statutory Universities in India. The degrees, diplomas and certificates awarded by the University have approval of the Government of India, Govt. of Maharashtra and other states as well as the University Grants commission (UGC), Medical Council of India (MCI) Dental Council of India (DCI), All India Physiotherapists Association (AIPA) Rehabilitation Council of India (RCI) and Nursing Council of India (INC). The infrastructure developed at the University Campus provides an opportunity to the meritorious students to become, appropriate and needbased health providers in their own environment.

PRESIDENCY UNIVERSITY

Itgalpur, Rajanakunte, Yelahanka
Bengaluru-560064, Karnataka, India
Tel: 080 49255533 / Mob : +91 9243117175

Legislated in 2013, Presidency University's vision is to be a world-class University. We believe in nurturing talent amongst all those who enter our portals. Through this close nurturing of talent and skills in each individual, we aim to transform students to become successful professionals and responsible citizens.

We accomplish all these through excellence in teaching, best in pedagogy borrowed from the world, an efficient research and study cell, and service and community development in focus. Our commitment is towards shaping lives of students through scholarly exposure, pedagogy and learning and that which contributes to making the youth future ready for the world at large.

The University aims to build careers of youngsters who are on the threshold of completing basic education and are seeking tertiary education to enable them to become employable. The fields of education offered initially are Engineering, Management and Law.

The University has plans to offer Degree programmes in Health Sciences, Humanities, Basic Sciences and Performing Arts.

Presidency University offers programmes in higher education aiming at transforming aspiring youth into highly focused, value-based and employable professionals. Highly qualified faculty members with a proven record in prestigious global institutions share their knowledge, research and deep domain expertise with the students.

The verdant campus spread over sixty acres offers all the necessary infrastructure to make life a rewarding experience for the students.

PRESIDENCY UNIVERSITY

86/1 College Street
Kolkata 700073, West Bengal
Phone: +91 33 2241 2738
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Email : registrar@presiuniv.ac.in

The 'Hindoo College', established in 1817, was transformed into the 'Presidency College of Bengal' in 1855. The Hindoo College was the earliest institution of higher learning in the modern sense in Asia. The Presidency College introduced western education in the historical sense of the term and was originally a non-government college meant for the sons of the Hindu community alone. But the Centenary Volume (1955) notes: 'The most striking feature of the Hindu College was its determined effort to impart secular education.' In 1855 when the Hindoo College was renamed Presidency College, it became a government institution. The college now represented non-denominational secularism and admitted young men from all communities. However, it was only in 1944 that girls were permitted to join the college. Since then, the college has been a co-educational institution.

The Hindoo-Presidency College, which aimed from the beginning at a liberal, scientific and secular education, stood on the side of the 'Anglicists' in the famous Anglicist-Orientalist debate. This meant that the college stood for modern, western education in the English medium. This, however, would not entail a neglect of Indian themes and subjects. This was borne out by the contribution of the students of the college to Bengali language and literature. The subjects taught at the outset were English, Bengali, Sanskrit, History, Geography, Chronology, Astronomy, Mathematics, Chemistry and some other science subjects. In addition, Law, Commerce and Engineering were taught for some time, but teaching of these was discontinued later. Consequently, the college emerged as the most celebrated institution in India to impart a humanistic and scientific education.

The pioneering discoveries of Jagadish Chandra Bose and Praphulla Chandra Ray in Physics / Plant Physiology and Chemistry respectively were made in the laboratories of the college. Teaching of both liberal arts and empirical sciences acquired true excellence in the nineteenth century and the tradition continued even after independence. Bankim Chandra Chatterjee and Anandaram Barooah, students of the college, enriched Bengali and Assamese literature. S.N.Bose, M.N.Saha, P.C.Mahalanobish, Amal Kumar Raychaudhuri, Shyamal Sengupta, Ashoke Sen made world-class contribution in the field of basic science. Amartya Sen and Sukhamoy Chakraborty made contributions to economic theory in the decades after independence. These names are merely illustrative, for the alumni of the college have distinguished themselves both nationally and internationally in various fields. The college, amongst whose alumni were a President of India (Dr. Rajendra Prasad), a Prime Minister of Pakistan (Muhammad Ali of Bogra) and a President of Bangladesh (Abu Sayeed Chowdhury), has a challenging past to live up to.

PRESTIGE UNIVERSITY

Survey No. 203, Ringnodiya
Ujjain-Indore Road, Indore – 453551
Madhya Pradesh, India
Toll Free No.: 1800-843-4546
Email : admissions@prestige.ac.in

It's been 28 years since we started out with a very new and absolutely different endeavor for us-Education

With a sincere heart and unrelenting efforts we have been at par with the objectives we had set out—to offer quality education. Just like then, Prestige University is the next leap forward into the future.

The MBA programs, designed with industry inputs, are in areas like Sustainability, Agri-business, E-business, Logistics and Supply Chain, and Analytics, which will prepare students for future leadership roles, and be significantly different from other generic management programs. The 5-year integrated program will provide an option for school-leaving students to choose a management career and develop themselves over a longer duration, in line with similar programs at IIMs.

The best possible physical and digital infrastructure will support our efforts to bring in a research component in all our programs, where internships will be longer and industry interaction will be the norm rather than an exception. Speakers handling cutting-edge projects in their own sectors will be regular visitors for guest lectures or as visiting faculty, in addition to the regular faculty sourced from the best institutions.

Vision

Across all our programs, our vision will come to life through 9 areas of action.

Our vision is to make a difference to each student who comes to learn at Prestige, and help him/her achieve their potential. We will provide placement support in line with the best institutions in the country to make this possible. We wish to bring out of our programs, graduates who are socially and environmentally conscious, in addition to being professionally competent.

PRIST UNIVERSITY

Trichy-Thanjavur Highway, Vallam
Thanjavur 613 403, Tamilnadu
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Email : contact@prist.ac.in
Website : www.prist.ac.in

PRIST University, Ponnaiyah Ramajayam Institutions, made a foray into the academic domain, with the establishment of Sri Ram Institute of Computer Science and Technology in 1985. Over time, various institutions of higher learning such as an Arts and Science College, College of Engineering and Technology, College of Education, Research Institution, Polytechnic College, added feathers to the PRIST crown.

Today, PRIST commands a massive student base, spread across a whole array of campuses such as Trichy, Kumbakonam, Puducherry, Chennai, Madurai etc.

The academic reach extends right from school education up to the level of the Ph.D Doctoral programmes in a rich array of disciplines such as Medicine, Engineering, Arts & Science, Education, Pharmacy, Management, Technology etc.

To create a reservoir of human resources towards making a happier and healthier society.

To make learning endeavors a lifelong process and thereby allow the benefits to percolate down to enhance the quality of life of all members of the society and allow it to grow to be a more human and considerate knowledge society.

To educate and train the future leaders of various professions and to inculcate in them skills and abilities for life long learning and growth.

To conduct research and create new knowledge as an integral part our education programme and its continued renewal for the enhancement of the quality of the profession.

To create and sustain an educational environment to provide an ambience not only for materialistic search but also for spiritual quest.

PROFESSOR JAYASHNKAR TELANGANA STATE AGRICULTURAL UNIVERSITY UNIVERSITY

Rajendranagar, Hyderabad - 500 030, Telangana
EPABX: 040-24015011 to 040-24015017
040-24015161 to 040-24015163
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website : www.pjtsau.ac.in

Prof. Jayashankar Telangana State Agricultural University (PJTSAU) named in honour and memory of Professor Jayashankar, an eminent educationist and an ardent Telangana ideologue is the only Farm University of Telangana state which came into being in the event of the bifurcation from Acharya NG Ranga Agricultural University , the only farm university for erstwhile United State of Andhra Pradesh. The State of Telangana was born on June 2nd 2014, as per the notification of Andhra Pradesh Reorganization Act.2014 and the Prof. Jayashankar Telangana Agricultural University was established as per the Telangana Govt's G.O. Ms No.7, Agricultural and Cooperation (Agri III) Department, Govt. of Telangana dated 31-07-2014 adapting the ANGRAU Act 1963 as "The ANGRAU Act of 1963 (Telangana Adaptation) order, 2014".

It caters to the needs of an enterprising farming community of Telangana, which is endowed with abundant natural resources, diverse soil and agro-climatic conditions suitable for varied cropping systems and has the potential to become the 'Seed bowl of India' A bust size bronze statue of Professor Jayashankar was unveiled by Sri. K.Chandrasekhar Rao, the Hon'ble Chief Minister of Telangana on 6th August, 2014 at the main campus of the University.

After bifurcation, the PJTSAU has five constituent colleges with three of those devoted to faculty of Agriculture, one to faculty of Agricultural Engineering and Technology and one to faculty of Home Science. In addition, there are nine polytechnics (seven in Agriculture, one each in Seed Science and agricultural Engineering). There are 16 Agricultural research stations, including three Regional Agricultural Research stations, Nine District Agricultural Advisory and Transfer of Technology centres (DAATTCs), six Krishi Vigyan Kendras (KVKs), one each of Extension Education Institute(EEI), Agricultural Information and Communication Centre(AI&CC), Agricultural Technology Information Centre(ATIC, Electronic Media Wing and Farmers call Centre spread across the state with scientific ,supporting and administrative staff, apart from a good contingent of labour force.

PROF. RAJENDRA SINGH (RAJJU BHAIYA) UNIVERSITY

Prayagraj, Mirzapur Road, Naini
Prayagraj- 211010, Uttar Pradesh
Tel: 0532-2256222

Prof. Rajendra Singh (Rajju Bhaiya) University (PRSU), formerly Allahabad State University, is a State University located in Prayagraj, Uttar Pradesh, India. Established in 2016, it has jurisdiction over the four districts of the Prayagraj division.

Allahabad State University was established through the *Uttar Pradesh State Universities (Amendment) Act, 2013*, which saw to establish a state university in Prayagraj since the University of Allahabad was given the status of central university, leaving the district with no state university.

The Act gave the university jurisdiction over the colleges in the four districts of Prayagraj division, Prayagraj, Kaushambi, Fatehpur and Pratapgarh, previously affiliated to Chhatrapati Shahu Ji Maharaj University and Dr. Ram Manohar Lohia Avadh University. However, due to difficulties in transferring the land, the construction of the university was delayed until 2016, when it was announced on the 2016 budget that funds were assigned and the land was identified for the university, leading to the official date of establishment on 17 June 2016.

In 2018, following the renaming of Allahabad to Prayagraj, proposals were made to rename the university as well. In 2019 the university was renamed after Rajendra Singh through an ordinance, which was later that year replaced by the *Uttar Pradesh State Universities (Amendment) Act, 2019*.

The first Vice-Chancellor of the University was Rajendra Prasad, who was originally appointed Officer on Special Duty (OSD) for the establishment of the university. Prasad was replaced by Sangeeta Srivastava in June 2019. Srivastava resided until November 2020, when she was appointed Vice-Chancellor of Allahabad University and replaced with K.N. Singh, which took the position as an additional charge. In March 2021 Akhilesh Kumar Singh took charge as the Vice-Chancellor.

PUDUCHERRY TECHNOLOGICAL UNIVERSITY

East coast Road, Pillaichavady,
Puducherry - 605 014
Phone No: 0413-2655281-288, Fax: 2655101
Email Id: info@ptuniv.edu.in
Website : https://www.ptuniv.edu.in/

Puducherry Technological University (PTU) is the first state University of Union Territory of Puducherry. It seamlessly came into existence on 5th September 2020 upon the elevation of erstwhile Pondicherry Engineering College - PEC (established in the year 1985 under the 7th five-year plan) with the University status. PTU began its journey with a position of pre-eminence and rightly stands as one of the finest engineering schools offering Bachelors, Masters and Doctoral study programmes in the prominent disciplines of Engineering/Technology, Science, Management and Entrepreneurship.

Highly qualified faculty, diverse student population from across the country, best-of-breed infrastructure and an expansive campus sprawling over 185.8 acres of luscious green landscape on the shores of tantalizing Bay of Bengal present a vibrant ecosystem for the pursuit of intellectual excellence. Thirty-six years on since its original inception, PTU has built a legacy for itself and stands in good stead in terms of discernible academic parameters. NIRF, MHRD, Govt. of India has ranked us at 150 under the category of engineering education. PTU alumni are spread far and wide across the globe holding eminent positions in top global Corporates, Universities and Civil Services. Some of them own successful enterprises in India and abroad. Such accomplishments stand testimony to the quality of education we have been offering from the classrooms of PTU.

Vision

- To evolve into a university of global eminence through transformative learning and research in frontier areas of engineering and technology towards developing holistic technology leaders, innovators and entrepreneurs.

Mission

- To create a conducive environment and challenging learning opportunities to shape, nurture and promote the innate scholastic capabilities of students and scholars through a socially relevant and outward-facing curriculum.
- To establish the best-of-breed Centres of Research (CoRs) and create an ecosystem for innovation and independent thinking in multidisciplinary areas of science, engineering and technology.
- To build synergistic partnerships with leading universities and technology corporates around shared agendas towards enabling a smooth transition for graduates from university to academia and industry.
- To promote entrepreneurial spirit, sustainable development outlook and build strong leadership capabilities.

PURNEA UNIVERSITY

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Purnea University, Purnia which was carved out of Bhupendra Narayan Mandal University, Madhepura on 18th March 2018 by an act of Bihar Assembly which was notified in Bihar Gazette (Ashadharn) on 17th August 2016 under Bihar State University Act (BSU ACT 1976) amended under section 3(1) of Bihar Act 23, 1976 and called the Bihar State Universities Amendment Act 13, 2016. The nomenclature 'Purnea University' has sprung from the name of the Purnea district itself.

Purnea University is formed to cater to the needs of higher education of Purnea Division spread over four districts namely Purnea, Araria, Kishanganj and Katihar. The university envisions to become a globally acclaimed academic and research institution that will inspire meaningful transformations to ensure holistic growth and development of the society.

The mission of this university is to generate a community of scholars for best teaching and learning practice around the world, to inculcate in the learners ethical, ecological and economic issues of knowledge, to provide knowledge-based scientific solutions to satisfy the needs of society and industry. The university is committed to be a world-class excellence in education in the coming years.

At present, University runs in the campus of Purnea College, Purnea but very soon it will have its own campus in which offices, residences, Sports & Cultural spaces, Academic & Administrative blocks, Conference Halls, Examination Halls, Libraries, Laboratories, Guest Houses, University Health Care Centre, Hostels, Canteen, Yoga and Dhyan Kendra, Information and Communication System (ICS) cell, Training & Placement Cell, International Affairs Cell and all other basic amenities will be available.

Currently, Purnea is a centre of education in the north-east Bihar region. Purnea University comprises of 13 constituent colleges, 33 affiliated colleges including B.Ed, Engineering, Management and Medical institutions spread across Purnea Division.

PUNJAB AGRICULTURAL UNIVERSITY

Ludhiana 141 004, Punjab
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Email : vcpau@pau.edu,registrar@pau.edu
Website : http://www.pau.edu

The Punjab Agricultural University was established in 1962 to serve the state of erstwhile Punjab. On trifurcation of Punjab in November 1966, Haryana Agricultural University was carved out of PAU by an Act of Parliament in February 1970.

Later, in July 1970, Himachal Pradesh Krishi Vishvavidalya was established. In 2006 the College of Veterinary Science was upgraded to become Guru Angad Dev Veterinary and Animal Science University (GADVASU) at Ludhiana.

The Punjab Agricultural University (PAU) is located in Ludhiana city (Punjab State) in north-west India at a distance of 316 km from New Delhi. It is well connected by road and rail with the national capital. Situated on the Ludhiana - Ferozepur Road, the University covers an area of 1510 acres on its main campus and 4615 acres at the regional research stations. Modeled on the pattern of land grant colleges in U.S.A., the PAU performs the integrated functions of teaching, research and extension in agriculture, agricultural engineering, home science and allied disciplines.

The University has well equipped laboratories, library and lecture rooms and elaborate farm facilities. Hostel accommodation is available in the university hostels for single students. Married students, if accompanied by their family members, will have to find accommodation outside the campus.

The PAU has played a key role in increasing food grain production in the Punjab State several folds share its reputation and ushering in an era of Green Revolution in India. It has also made notable contributions in increasing livestock and poultry production. In recognition of its outstanding achievements in agricultural research, education and extension, it was adjudged the Best Agricultural University in India in 1995.

The Punjab Agricultural University now has four constituent colleges, viz. College of Agriculture, College of Agricultural Engineering, College of Home science and College of Basic Sciences & Humanities.

At present the University, through 28 departments in the four constituent colleges, offers 31 Master's and 30 Ph.D. programmes. The course curricula are constantly revised and restructured to keep pace with the latest developments in agriculture and allied fields.

PUNJAB ENGINEERING COLLEGE

(Deemed to be University)
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dd@pec.edu.in registrar@pec.edu.in

EXPLORE INNOVATE EXCEL

Punjab Engineering College (Deemed to be University) (PEC) having its roots in Lahore as Mugalpura Engineering College since 1921, moved to its present campus in 1953 as PEC affiliated to Panjab University. The institute became Deemed University in 2003 through a MHRD notification and rechristened as PEC University of Technology in 2009. It is a Grant-in-Aid institution under administration of Union Territory of Chandigarh, Government of India. The institute has a 146 acres sprawling and pious campus and is house of Chandigarh College of Architecture also. The academic and administrative processes are similar to IITs in the country. The institute governance is through a vibrant Board of Governors, chaired by a renowned industrialist, Sh. Rajinder Gupta. The institute is headed by a Director on 5 years tenure; a position, which is equivalent to Vice Chancellor of Universities.

The Institute offers 8 Undergraduate B. Tech. Programmes and 14 Post graduate M. Tech. Programmes in various disciplines of engineering and technology. After becoming University, the institute has also started Ph.D. programme in various disciplines of engineering, science, management, humanities and social sciences. The admission to UG and PG programmes are made through national level examinations namely JEE (Mains) and GATE respectively. There are 9 academic departments and 2 centers of excellence.

The faculty of academic departments and centers is involved in cutting edge research and development works. The institute collaborates very closely with research organisations, industries, alumni and other academic institutions both India and abroad, and has signed MoUs to pursue joint research in niche areas. The students graduating from this institute are placed in highly reputed companies with handsome salary packages. With a history of about 96 years now, the institute has produced a number of alumni who have earned name and fame both for themselves and the institute.

Punjab Engineering College (Deemed to be University) imparts quality and socially relevant education in engineering at undergraduate, postgraduate and doctorate levels. Faculty and students of its department are involved in research activities of interest to society and industry. Our curricula derive its strength from the design and project contents. We strive to strengthen further our research programs as well our relationship with industry by supporting our faculty and students to work on sponsored research and industrial projects and consultancy. We encourage collaborative programs, which enhance interaction of our faculty and students with industry.

The Institute website provides information on its resources and activities. It is an opportune moment to invite potential Industries and other academic and research organizations to explore their relation with Punjab Engineering College (Deemed to be University), Chandigarh.

PUNJABI UNIVERSITY

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boparai@pbi.ac.in, pbssidhu@yahoo.com, vc@pbi.ac.in
Website : http://www.universitypunjabi.org

Established on April 30, 1962 in the erstwhile princely state of Patiala with the main objective of furthering the cause of Punjabi language, art and literature, Punjabi University has since evolved into the largest University in the state. Spread over 600 acres of land, its 500 teachers are imparting instruction and guidance to nearly 9,000 students in a multi-faceted, multi-pronged and multi-faculty environment comprising 65 Teaching and Research Departments on its Campus, five Regional Centres, six Neighbourhood Campuses and 166 Colleges affiliated to it. A mutually-stimulating qualitative and quantitative swing in the direction of overall improvement marks the dynamics and mechanics of Punjabi University. Its multi-dimensional expansion has not only been quick-paced but steady, sustained and seamless, with each front paving way for the other. It didn't come across any cul de sac with unstinted support ever-forthcoming from its committed and resolute faculty. "Unprecedented and unique landmarks", "Innovative and grandiose concepts", "Unimaginable reforms", "Setting new landmarks and records" could easily be attributed as some of the catchphrases describing its unabated progress. The University has achieved a couple of milestones during its move towards furthering the overall development of Punjabi. Having published a record number of over 3,000 titles in Punjabi covering a wide range of areas and establishing a special Punjabi Reference Library, it has taken upon itself the responsibility of catering to the linguistic and cultural needs of the overseas Punjabis. The Punjabi reference Library has been created to build up a strong collection on Punjab history, culture, language and literature. The rich collection of over 1, 00,000 documents, of which around 58,000 have been donated by noted littérateurs and historians, add to the proud privilege of the Punjabi University. It also contains all Punjabi newspapers, magazines, books, diaries and rare manuscripts pertaining to the 19th and 20thcenturies. More than 120 Punjabi newspapers and periodicals published anywhere in the world are available in this Library. The establishment of a Centre for Teaching of Punjabi as a Foreign Language (CTPFL) and an Advanced Centre for Technical Development of Punjabi Language, Literature and Culture (ACTDPLC) are the foremost instruments aimed at reaching out to the global community. While the CTPFL has already taught Punjabi to over 100 seekers from the USA, Canada, Russia, China and Singapore, the ACTDPLC has chipped in with providing a package for learning Gurmukhi/ Punjabi online, besides creating software for inter-script transfer between Gurmukhi and Shahmukhi. The Centre has now accomplished the unique distinction of launching the first of its kind a search engine in Punjabi.

PUNYASHLOK AHILYADEVI HOLKAR SOLAPUR UNIVERSITY

Solapur-Pune National Highway, Kegaon
Solapur 413 255 (Maharashtra) (India)
Tel : 0217-2744770, EPABX (9 Lines) : 0217-2744770, 2744771, 2744772, 2744773, 2744774, 2744776, 2744777, 2744778, 2744779
Divyang Helpline Number : 1800 233 6699
Email : vco@sus.ac.in
Website : http://sus.ac.in

Punyashlok Ahilyadevi Holkar Solapur University is a young state University of Maharashtra state, established on 1st August 2004. The Formation of the University at Solapur was a long cherished desire of the people of this region and the people of the district have an emotional attachment to the University since its inception. Earlier to the formation of University, Solapur city had a P. G. Center of Shivaji University, Kolhapur since 1984. The center for P. G. Studies had three postgraduate science departments housed in two buildings and a central Library building on its campus that spread over a total area of 37 acres. Seven postgraduate courses were offered in that P.G. centre. Punyashlok Ahilyadevi Holkar Solapur University is now located on the outskirts of Solapur city about 10 km from the main city, on the national highway NH-09 towards Pune. The proximity with the national highway provides good connectivity. It is a matter of great pride that the university has made big strides within a short span. Nine new buildings, for School of Computational Sciences, School of Social Sciences, School of Earth Sciences, Central Instrumentation centre, Girls' hostel with an accommodation facility for 200 girls; Boys' hostel with accommodation for 100 boys, Rector's bungalow, University Guest House and VIP Bungalow are available in the campus. The University is relentlessly putting its endeavors in enhancing the standards in teaching, research, extra-curricular and sports activities. The University has introduced new schools like School of Commerce and Management, School of Languages and Literature, School of Performing Arts and Fine Arts, School of Allied Health Sciences, School of Technology, School of Life Sciences and many new skill-based courses in recent times. At the same time, some of the existing courses are modified so as to strike the right balance between the theoretical and applied components in the curriculum. Bridge courses are initiated by the schools to admit students from other faculties to the mainstream courses. There is a strong research pursuance and publications carried out by each school.

The University is committed to the all round developments of students. As a result, a number of students have been bringing laurels at the state and national youth festivals, sports and research events. The University has been regularly organizing State level, inter University level and international seminars, conferences, sports and research events.

The University has developed its sports facilities and health center in the extended campus. Construction of the new Administrative and examination building has started at the state Govt allocated approx. 500 acre land adjacent to the old campus. The installation of an impressive Horse riding statue of Punyashlok Ahilyadevi is in progress at the new campus too.

P.V. NARSIMHA RAO TELANGANA VETERINARY UNIVERSITY

Rajendranagar, Hyderabad – 500 030, Telangana
Tel : 040-24002114, Fax : 040-24002114
Website : https://tsvu.nic.in

Veterinary education initiatives in Telangana State can be traced back to the pre-independence times. Hyderabad Veterinary College was established on 05-08-1946 as a constituent college of Osmania University by His Excellency The Nizam of Hyderabad, a Princely state in the pre-independent India.

Andhra Pradesh Agricultural University was established in the year 1964 on the lines of Land Grant Pattern of Farm universities in USA with headquarters at Rajendranagar, Hyderabad and all the Agricultural, Veterinary and Home Science colleges and Research Stations were brought under its administrative control. Thus, the faculty of Veterinary Science remained in the fold of Agricultural University until 2005.

In the year 2005, Veterinary faculty was delineated from the Agricultural University and a separate University in the name of Sri Venkateswara Veterinary University was formed on 12-06-2005 with headquarters at Tirupati for focused development in Veterinary, Animal and Fishery Sciences.

It was having Five Veterinary, Two Dairy Technology and One Fishery colleges, Fourteen Research Stations, Eleven Polytechnics, Two Krishi Vignan Kendras and Two Veterinary Hospitals under its administrative control. Consequent to the bifurcation of Andhra Pradesh state as Andhra Pradesh and Telangana states in the year 2014, the need for bifurcating Veterinary University also became imminent.

Thus, Sri P.V. Narasimha Rao Telangana State University for Veterinary, Animal and Fishery Sciences was established by the Government of Telangana on 22.11.2014 with headquarters at Rajendranagar, Hyderabad and brought all the relevant institutes located in Telangana state under the fold of newly formed University duly delineating them from Sri Venkateswara Veterinary University.

QUANTUM UNIVERSITY

Mandawar (22 Km milestone)
Roorkee - Dehradun Highway (NH 73)
Roorkee - 247167, Uttarakhand India.
Toll Free Number : 18002743014, Help Desk : +91-9319909777
Email : admissions@quantumuniversity.edu.in
Website : http://www.quantumuniversity.edu.in

Quantum University is a full-fledged university established by the Uttarakhand State Legislature and is included in the list of universities maintained by University Grants Commission under Section 2(f) with the right to confer degrees as per Section 22(1) of the UGC Act, 1956.

Quantum University unfolds a whole new age of learning ! It takes into account your aspirations and your passions. It is not just an institution for higher learning but a place where you would discover new talent, new passions in life and hone them to lead a well rounded life.

Emphasis on Interdisciplinary learning

Our Interdisciplinary Pedagogy and thrust for students to pursue their Passions give the students a unique edge.

Ranked Amongst the Best

Quantum has consistently been Ranked amongst the top institutions in India.

Great Placements

Our graduates have been placed with some of the best organisations in India and have reached leadership roles.

Follow your Passion

At Quantum University you are encouraged to follow your career without giving up your passion. It offers unique 'Passion Programs' (PROPS) through a host of clubs and societies

Globally relevant Curriculums

Our curriculums are aligned to the industry requirements which gives Quantum students the necessary skills to take on the challenges of the real world.

State-of-the-art facilities

Our learning spaces inspire creativity, promote collaboration and encourage innovation.

R.K. UNIVERSITY

Bhavnagar Highway,
Kasturbadham Rajkot – 360020, Gujarat
Phone:+91-9909952030/31
Email: info@rku.ac.in
Website: www.rku.ac.in

RK University, formerly the RK Group of Colleges, is a leading University offering variety of courses ranging from Diploma studies to Doctorate research.

Since its inception in the year of 2005, the RK group of Colleges has made a constant endeavour to provide quality education and a platform for overall development to its students.

The journey from Group of Colleges to A State-Private University Status has been a daunting task with challenges and opportunities. It's a collective and constant effort of RK family that we have scaled this height.

Situated on the out-skirts of Rajkot City, the RK University has a sprawling and green campus of 40 acres with State of the Art infrastructure.

The RK University Campus is well connected through road with GSRTC Buses and private operators plying from city. The fully residential campus offers students a peaceful and conducive study environment along with facilities like hostel, mess and canteen, indoor and outdoor sporting activities.

The education pattern at RK University has a right blend of academia and industry with professionals, mentors, and advisors interacting with student throughout the year, offering enormous opportunities to our students for live projects, internships and placements.

RK University strives to provide rich and complete study experience to its students through cutting – edge amenities, research and innovation, that will assist students in building a successful professional path.

RABINDRA BHARATI UNIVERSITY

56-A Barrackpore Trunk Road,
Kolkata 700 050, West Bnegal
Tel : 033-25568019, 24551210, 25568019, 24551210
Fax : 033-25568079
Email : registrar@rbu.ac.in
Website : rbu.ac.in

Rabindra Bharati University, was founded on May 8, 1962 under the Rabindra Bharati Act to mark the birth centenary of poet Rabindranath Tagore at his residential house at Calcutta for the advancement of learning and culture particularly in the branches of music, dance and drama. Assent of the President of India to the Rabindra Bharati Act passed by the Legislature of West Bengal, was first published in the Calcutta Gazette, Extra ordinary, of the 10th January, 1962. After the death of Rabindranath Tagore, the house belonging to Gaganendranath Tagore and Abanindranath Tagore on the south-west side of the main building was purchased by a private party.

Late Suresh Chandra Majumdar on behalf of Rabindra Bharati Society collected from public around Rs. 15 Lakhs and part of the money was paid to the private party to acquire the property as stated above. In the meanwhile the private party went to the High Court for enhancement of the award and the party was given additional award of Rs. 3 Lakhs by the court. As Suresh Chandra Majumdar was facing severe fund crisis, he asked the West Bengal Government to release suitable grant. An agreement was signed between the Government and Rabindra Bharati Society and as a condition of the grant, the Government was given the right to use Rabindra Bharati property for use of its proposed Dance, Drama and Music Institute. Accordingly, the Institute, namely West Bengal State Akademy of Dance, Drama, Music and Visual Arts (present name) was established in 1955. Uday Shankar, Ahindra Chowdhury and Ramesh Banerjee were put in charge of Dance, Drama and Music respectively.

Uday Shankar subsequently left the Institute. In 1959, it was felt that the Government of West Bengal would establish a University as a memorial to Rabindranath. Since the original purpose of Rabindra Bharati Society was also the development Dance, Drama and Music, the general body of the Rabindra Bharati Society met and agreed that it should be merged with proposed university. The Government of West Bengal was further contemplating to celebrate birth centenary of Rabindranath Tagore. The Government thought that the best way to perpetuate the memory of Rabindranath tagore would be to acquire the family dwellings and utilize them for the purpose of establishing a university and persuaded Rathindranath Tagore to hand over the buildings including the room where Rabindranath Tagore breathed his last. In was also arranged that Viswa-Bharati publication division would vacate their occupied portion at “Bichitra.

RABINDRANATH TAGORE UNIVERSITY

P.O-HOJAI,DIST-HOJAI-782435, ASSAM
Tel : 0367-4295004
Email: rabindranathtagoreuniversity@gmail.com

Rabindranath Tagore University is a Public State University located in Hojai, Hojai District, Assam. The University is established by *Rabindranath Tagore University Bill, 2017* which was passed by the Government of Assam on 7 September 2017. It was created by upgradation of Hojai College of Hojai, Hojai District.

On 7 June 2019 Prof. Amalendu Chakraborty took charge as the first Vice-Chancellor of Rabindranath Tagore University. It was named after Rabindranath Tagore, a polymath, poet, musician, and artist from the Indian subcontinent.

Vision

Rabindranath Tagore University aspires to become an institution of national and global eminence and it seeks to provide an inspiring atmosphere of learning in which faculty, students and staff can become an active and purposeful force in their role as the primary engine of social, economic, an intellectual and cultural development to create an enlightened society where the freshness of feeling for nature the sensitiveness of soul to human need, the freedom of the mind, the humanity of the heart and the integrity of the individual will prevail as the visible manifestation of the ideas and vision Rabindranath Tagore and Srimanta Sankaradeva.

Mission

To build a scholarly community engaged in regular and committed teaching,quality research, co-curricular and socially productive activities.

To provide a student centric learning environment through innovative pedagogy and education reforms and to deliver education consistent with the needs of society.

To create a collaborative environment open to the free exchange of ideas, where research, creativity, innovation, and entrepreneurship can flourish and individuals can achieve their full potential.

To undertake study and research into the reach and diverse tribal and ethnic cultures in the culturally vibrant North East on the basis of their underlying unity.
To institute special studies on Tagore and Sankaradev to propagate their immortal and quintessential ideals of compassion and humanity in alignment with the motto of our university “vidyayaamrytamashnute” (Knowledge leads to immortality).

RABINDRANATH TAGORE UNIVERSITY

Village: Mendua, Post: Bhojpur
Near Bangrasiya Chouraha, Bhopal-Chiklod Road
District: Raisen,(M.P.)
Phone : 0755-6766100, 9893350135, 8103332905, 8085384458, 9827228290
Website : rntu.ac.in

AISECT University, Bhopal has now been changed to Rabindranath Tagore University as per Govt. of M. P. GazetteNotification No. 25 of 2017 dated 24th August 2017 and appears at Serial No. 17 in the UGC List.

For years, we at the AISECT University have been at the forefront of the movement to provide wholesome education in a wide range of fields. To groom our students into responsible, proficient and ethical professionals of tomorrow has been the mission that we have pursued with single minded devotion! When we thought of putting a face and name to ourselves, that reflects our vision and core values, one name presented itself with unwavering clarity. We are proud to have transformed ourselves into the Rabindranath Tagore University!

To secure admission in UG courses offered at Rabindranath Tagore University, Bhopal (formerly Known as AISECT University) candidates should have cleared their 10+2 or equivalent exam from a recognised board.

RADHA GOVIND UNIVERSITY

Radha Govind Nagar, Lalki Ghati
District : Ramgarh, - 829122 , Jharkhand
Toll Free : 1800-419-9655
Phone: 9430725218, 6207079004, 6207090591
Email: rgu.ramgarh2018@gmail.com, info@rguniversity.org

The University is located in a rural area in co-existence with natural environment. It aims at empowering the youth of Jharkhand with vocational and skill development training, besides the teaching of traditional subjects, train them as a cultured citizen and prepare them for employment/self employment.

The University is also very much desirous to assist and encourage the poor and meritorious students in getting higher education in the campus. Our attempt will be to prepare the students for their holistic pe rsona lity deve lopment through inculcating leader's quality & responsibility.

Special Features

- Spread over 50 acres of land with 3 lacs sq.ft. built-up area.
- Play Ground & Indoor Games Facilities.
- Moot Court & Computer Lab with new age technologies.
- Job oriented & skill development training programmes.
- Various Educational Social Responsibility activities inside and outside the campus.
- Separate Hostel for Boys & Girls with Swimming Pool, Multi Gym & Bus facilities.
- Modern multi cuisine canteen.

Vision

To contribute to nation building by transforming people through quality education, creating knowledge and providing steady stream of competent and value driven decision-makers.

Mission

To create an ideal University keeping students at the centre of its aspirations and endeavours while manifesting wholehearted commitment to all it's stakeholders.

To encourage research by providing state of the art facility and with committed standards.

Competence, discipline, dedication and contribution to society will be the watchwords of the University.

RAMDEOBABA UNIVERSITY

Ramdeo Tekdi, Katol Road, Nagpur - 440 013 (M.S.)
Email Admissions: deanadmissions@rknec.edu
admissions@rbunagpur.in
Website : www.rbunagpur.in
Phone : 9356364020 / 7620575240, IP Phone Extn : 5500
Phone No. : 9356364020 / 7620575240

Ramdeobaba University (RBU) is a self financed University approved by Government of Maharashtra and University Grant Commission, New Delhi. It stands as a testament to a forty-year educational journey, rooted in the cultivation of human potential with a strong emphasis on universal values. Formerly known as Shri Ramdeobaba College of Engineering and Management (RCOEM), the university inherits a rich legacy from its predecessor.

Established in 1984 by the Shri Ramdeobaba Sarvajanik Samiti, Nagpur, under the visionary leadership of founding chairman Shri Banwarilal Purohit, currently serving as the Honourable Governor of Punjab and Administrator of Chandigarh, RCOEM saw a transformative era under the stewardship of Shri Satyanarayan Nuwal, CEO of Solar Group of Industries, recognized among India's top 100 CEOs. This leadership propelled RCOEM to national prominence, evident through its high NIRF ranking, A+ NAAC grade, Diamond Rating by QS I-Gauge, Innovative Campus Award, National Employability Award, and various other accolades. Bolstered by a robust startup ecosystem and five Centers of Excellence in collaboration with industry giants like Tata Technologies and NVIDIA, RCOEM provided students with exposure to cutting-edge technologies. Its alumni, comprising unicorn founders and leaders in global organizations, further enriched its legacy.

In pursuit of broader progress, RCOEM has now evolved into Ramdeobaba University (RBU). Spanning 17 acres in Nagpur, Central India. RBU houses nine schools such as the School of Engineering Sciences, School of Electrical and Electronics Engineering, School of Computer Science and Engineering, School of Management, School of Humanities and Sciences, School of Innovation and Incubation, School of Indian Knowledge System (IKS), School of Languages, and School of Entrepreneurship. Offering a diverse array of undergraduate, postgraduate, Ph.D., diploma, certificate, and value-added courses, RBU blends modern and traditional knowledge systems. RBU's distance education programs cater to regional needs, providing quality education and skill development for local industries. Collaborations with national and international institutions and industries enhance exposure to global technologies, equipping students to compete globally. Ramdeobaba University cultivates holistic growth and empowers students to spearhead global progress, merging contemporary and traditional knowledge systems within a dynamic learning milieu.

Vision

- Advancement of knowledge through education, research, and innovation in pursuit of nation-building.

Mission

- Providing quality education that builds a foundation for life-long learning.
- Striving continuously for creating an intellectually stimulating environment for research, innovation, and entrepreneurship.
- Developing professionals and future leaders with ethical values to serve the society.

RAFFLES UNIVERSITY

Japanese Zone, National Highway 8, Neemrana
Rajasthan 301020
Ph: +91-96729-75557, +91-99287-88888
Email : admission@rafflesuniversity.edu.in
Website : www.rafflesuniversity.edu.in

Raffles University, Neemrana was established by an Act of the Legislature is an autonomous body incorporated as per the Act and is a recognized university of the UGC. The amalgamation of teaching and research is fundamental to Raffles University and give students the knowledge of what existing and train them to look for the unknown with the help of innovative and multidisciplinary research tools. By cultivating a University research culture, the collaborative inputs of both faculty and students will pave the way to find new concepts, theories and products that will further help transforming the society.

The aim of the university is to provide education that meets global standards. The effort is designed to enable students to face professional challenges in a highly competitive world. The faculty acts as a guide and facilitator and the students are given case studies in advance so they can come well prepared and then there is discussion around the topic and brainstorming is done around it.

Raffles believe in the innovative learning environment where the students get an opportunity to find learning experiences both inside and outside the classroom. The philosophy is not to teach the students what to learn but how to learn so that they can be ready to meet any challenge that arises in their career path thus making learning extend far beyond the classroom to most of what the students experience for the rest of their life.

Raffles University is situated in NCR region, at Neemrana on Delhi - Jaipur National Highway No.8 and is just 2 Hours drive from New Delhi , very well connected by six lane express way.

Why Choose Raffles University?

- The University adheres to merit as the sole criteria in it's decision making.
- The academic programs help develop the stamina and diligence essential for success in the increasingly competitive international environment.
- All activities are designed with definite learning objectives for Individual development of students
- The programs offered at the University not only develop the capacity to work hard, but also the ability to think analytically and to solve problems.

RAICHUR UNIVERSITY

Jnana Tunga Campus
Yeragera – 584133, Raichur, Karnataka
Mobile : 944210055
Email : cdc.rur@gmail.com
Website : www.rucdc.in

The Karnataka State Government issued a Notification in connection with the establishment of Raichur University after the Hon'ble Governor Shri Vajubhai Vala gave ascent to the Karnataka State University. The Notification was issued for making Raichur University the 26th state-run University in Karnataka. According to the Notification, the territorial jurisdiction of the University will extend over Raichur and Yadgir Districts.

Raichur University is expected to come up on a 300-acre land and Colleges of Raichur and Yadgir Districts will be affiliated to the University from the next academic year. Though the University was a long-pending demand, efforts to set it up was initiated by the Government only a few years ago, after it appointed a special officer for the purpose. The University has been established for providing an opportunity for passionate students with a desire to achieve great heights in their careers and with openness to learning and new experiences.

The University has well-equipped classrooms with eminent scholars and field experts with an incredible track record of achievements leading all the courses. Newly graduated students will be able to experience their maiden postgraduate campus life soon, as Raichur University becomes operational this year. Bus facility for travel to and from the city are available for students to avail, whether during courses or for visitors to experience campus life.

The University authorities have welcomed all the students, guardians and visitors to visit, apply and start making the best possible use of Raichur University to achieve academic excellence of highbrow standards.

The State Government has decided to carve out Raichur University from Gulbarga University, Kalaburagi, keeping in view the interest of students and academic scholars. The Notification issued by the Government has directed Gulbarga University to provide office, salary, staff and vehicle for the special officer till the University becomes fully operational.

By order of the Karnataka State Higher Education Department and approval of the Vice-Chancellor of Raichur University, Colleges in the jurisdiction of Raichur University seeking affiliation to the University are requested to use the online portal to fill in and submit all required details for affiliations (new, continuations, extensions, permanence etc.) as well as make payments towards affiliation as outlined on this website and submit a copy of their affiliation to Raichur Univeristy at the earliest.

RAI TECHNOLOGY UNIVERSITY

11th mile Gallu, Doddaballapur - Nelamangala Road
Mallohalli Village, Kadanur (Post), Madure (Hobli)
Doddaballapur Taluk, Bangalore – 561204
Tel : 08032218014 / 08032218015
Email : info@raitechuniversity.in

The Rai Technology University has been established under the Karnataka State Act, 2012 (Rai Technology University Act 2012) to establish and commence a private university in the name and style "Rai Technology University" at Kadanur Post, 11th Mile, Mallohalli Village, Dhoddaballapur, Bangalore Rural District.

The aims and objectives of this university include advanced knowledge in the fields of science, technology, management and allied disciplines of scholarship with focus on developing relevant skills, competence and attitude to meet the needs of the society and the industry in the 21st century.

The university's vision is to be one of the preferred providers of quality professional education attracting local and overseas students and imbibe in our students a passion for life-long learning by freely sharing the fruits of knowledge to create a win-win situation for all the stakeholders in increasingly complex global world.

The university wishes to expand the horizon of world knowledge, provide instruction, teaching and learning including writing and reading, traning, research and development at various levels such as Elementary Education, Secondary Education, Higher Education. The university has decided to design and deliver high quality training, capacity building and development systems for teachers, teacher educators, teachers in higher and professionals education, Leadership training including political leaders, administrators and development professional working in education and other system. The university intends to collaborate with any other universities, research institutions, non -profit organization, industry associations, professional associations or other organizations to conceptualize, design, exchange programmers for students, faculty members and others. The university has disseminate knowledge and develop a public debate on issues of education and allied development fields through series of lectures, seminars, conferences, executive education programmers for students, faculty members and others. The university is dedicated to initiate and undertake programs for the development and training of faculty, researches and support staff of the university in partnership, collaboration, co-operation, joint venture, strategic or any other form of mutually beneficial relationship with any other institutions of similar vision, mission, strategic architecture and objectives.

RAI UNIVERSITY

Saroda, Dholka Taluka, Ahmedabad, Gujarat – 382260
Admission Helpline: +91-8980004322, +91-8980004323,
+91-8980004324, +91-8980004326
Fax Number: 079-30529106
Email: info@raiuniversity.edu
Website : http://www.raiuniversity.edu

Rai University, established by Gujarat State Legislature under Gujarat Act No. 12 of 2012, promises to fulfill its mandate of nurturing young minds, developing intellectual and professional faculty with a service to the cause of society.

The University believes that education is an effective medium of social transformation. In fact, Rai University feels privileged to get the opportunity to shape modern Gujarat.
Rai University aims to facilitate and promote studies, research and extension work in emerging areas of higher education with focus on career oriented education in the disciplines of engineering, technology, management, journalism and mass communication, etc. and also to achieve excellence in related fields.

In order to provide the best learning environment, Rai University boasts of excellent facilities on its campus. The digitally enabled classrooms in the campus enable faculty to conduct classes in a way where students make use of every available resource from one point at the click of a button. Further, the Learning & Resource Centre is well-equipped with precious books, textbooks, reference books, periodicals and journals.

Rai University's Vision is to be among the best universities in India, this is possible when we achieve the highest standards in research, teaching and other activities. This vision of Rai University reflects its service to society.

The mission based on which Rai University has been established is:

- To promote teaching, training and research activities in varied fields with a special focus on the upliftment of underprivileged girls in the State of Gujarat
- To collaborate with other colleges or universities, research institutions, industry associations, professional associations in India or abroad, to conceptualize, design and develop specific educational and research programs, training programs and exchange programs for students, faculty members and other
- To disseminate knowledge through seminars, conferences, executive education program, community development programs and publications
- To undertake programs for the training and development of faculty members of the university.
- To create higher levels of intellectual abilities

RAJ RISHI BHARTRIHARI MATSYA UNIVERSITY

Sahab Johada, Karamchari Colony
Alwar - 301001, Rajasthan
Tel : 0144 273 0321
Email : rrcalwar@gmail.com

Raj Rishi Bhartrihari Matsya University (RRBMU), formerly Matsya University, is a state university located at Alwar, Rajasthan, India. It was established in 2012 by the Government of Rajasthan through the Matsya University, Alwar Act, 2012 and was later renamed though the Matsya University, Alwar (Change of Name) Act, 2104. It has jurisdiction over all colleges in the Alwar District.

Raj Rishi Bhartrihari Matsya University is also known as RRBMU. It is situated in the Alwar (district of Rajasthan). Matsya University has various courses i.e. BA, BSC, BCom, MA, MSC, MCOM, MCA, MBA, LLB, BBA, BCA, LLB & B.Ed.

More than 100 colleges are affiliated to Raj Rishi Bhartrihari Matsya University and running these courses. For both BA private & regular students, the same website will show exam result.

Students want to know own exam result. After examination, the result is the first thing which comes to mind. Raj Rishi Bhartrihari Matsya University (RRBMU), Alwar will be released first UG examination result than PG & diploma result. For a student, exam result is an important think because it will decide next class.

RAJA MANSINGH TOMAR MUSIC AND ARTS UNIVERSITY

Mahadaji Chok, Achaleshwar Mandir Marg
Gwalior – 474009, Madhya Pradesh
Tel : 0751-2452650, 2450241, 4011838, Fax : 0751-4031934
Email : vc.music2008@gmail.com; registrar.music2008@gmail.com
Website : http://www.rmtmusicandartsuniversity.com

Raja Mansingh Tomar Music and Arts University has been established at Gwalior under the Madhya Pradesh Act No. 3 of 2009 vide Raja Mansingh Tomar Sangit Evam Kala Vishwavidyalaya Adhiniyam, 2009. Unity in diversity is the cultural characteristic of India. The statements is fully in consonant with reference to Madhya Pradesh. It is one of the most recognized cetnres of arts and music from ancient times. It was also a centre for the teaching of Lord Krishna during the period of the Mahabharata in Sandipani Ashram of Ujjain. During the period of the Ramayan it was Chitrakoot which became the witness of Lord Rama's penances. So many rivers create the aesthetic beauty of Madhya Pradesh, Apart from the various rivers such as Narmada, Kshipra, Betava, Sone, Indravati, Tapti and Chambal. Madhya Pradesh has also given birth to many saints, poets, musicians and great persons. Ashoka the great, was associated with Ujjaini and Vidisha, Mahendra and Sanghamitra started spreading the teachings of Buddhism from here. Madhya Pradesh is the pious land of Kalidas, Bhavabhuti, Tansen, Munj, Raja Bhoj, Vikramaditya, Baiju Bawra, Isuri, Patanjali Padmakar, and the great Hindi poet Keshav. This is the province which always encouraged and motivated the artists. Raja Man Singh Tomar also nutured the arts of music, dance and fine arts here. From time immemorial Madhya Pradesh has been resonated with the waves of Music. Rani Roopmati, Tansen, Baiju Bawra are the witnesses of these facts. Gwalior and Raigarh Gharanas are very famous for classical Music. Who does not know the famous Pakhawaj playher Kudausingh and Ustaad Baba Allauddin Khan, Hafiz Ali Khan and Raja Bhaiya Sahab Poonchwale, Pandit Krishna Rao, Kathak Dancer Bapu Rao Sinde, Lata Mangeshkar, the melodious qeen of the art of singing and music, associated with Indore and Kishore Kumar with Khandwa. Bhim Betka is associated with paintings with primordial time. The caves of the Bagh are also comparable to the caves of Ajanta. Archaeological signs are still available in Gwalior, Ujjain, Bhopal, Dhar and Indore in various monuments, palaces and temples. Madhya Pradesh has a long history in the art of sculpture.

The following monuments, such as the pillars at Sanchi, temples at Khajuraho, the famous court at Gwalior, Man Mandir, Gopachal, the temples at Mandu, the temple of Bhojpur and Rajwada and Lalbagh of Infore, the fort at Asirgarh, the pillar at Vidisha, the palace at Chanderi and Taj-ul-Mosque at Bhopal, Mahakaleshwar at Ujjain, the temples and palaces at Orchha are symbolic of cultural and an abiding importance of the heritage of the country. Madhya Pradesh is India in miniature in which we can visualize the composite culture which insunates the blood in the veins of positive actions and keeps the people together. The courses conducted by the University include Bachelor's, Master's and Doctoral Degrees and Diplomas in the areas of Hindustani Music, Violin, Tabla, Sitar, Painting, Sculpture, Applied Art, Drama, Theatre etc.

RAJA MAHENDRA PRATAP SINGH STATE UNIVERSITY

Palwal Road, Lodha, Aligarh
Information Centre : 7068553057 & 8604048374
Contact : 7068553057, 8604048374
Email : registrar.rmpu@gmail.com
Website : www.rmpssu.org

Raja Mahendra Pratap Singh State University was legislated in 2019.

As a residential-cum-affiliating State University it can boast of a rich academic legacy, illustrious alumni, experienced, qualified and dedicated faculty members, transparent, effective and responsive administrative set up, state-of-the art library, Wi-Fi campus, ample career growth opportunities for its students, advanced research facilities and a vibrant and safe campus. With its cherished goal of nourishing creative talent and scientific temper among its students and sensitizing them to larger socio-economic and political realities, the University aspires to contribute meaningfully to regional and national development.

Raja Mahendra Pratap (1 December 1886 — 29 April 1979) was an Indian freedom fighter, journalist, writer, revolutionary, President in the Provisional Government of India, which served as the Indian Government-in-exile during World War I from Kabul in 1915, and social reformist of British India. He also formed the Executive Board of India in Japan in 1940 during the Second World War. He formed the original Indian National Army (Azad Hind Fauj) in 1915 in Kabul which was supported by many Nations including Japan. He also took part in the Balkan War in the year 1911 along with his fellow students of Muhammadan Anglo-Oriental College He is popularly known as "Aryan Peshwa".

Pratap was born in the ruling Jat family of the state of Mursan in the Hathras district of Uttar Pradesh on 1 December 1886. He was the third son of Raja Ghanshyam Singh. At the age of three, Raja Harnarayan Singh of Hathras adopted him as his son. He was married to Balveer Kaur belonging to the ruling Sidhu Jat family of Jind, a princely state of Haryana (then in Punjab) in 1902 while studying in college.

In 1895 Pratap was admitted to the Government High School in Aligarh, but soon he switched over to the Muhammadan Anglo-Oriental Collegiate School which later on became Aligarh Muslim University Here he received his education under British Headmasters and Muslim teachers all from Muhammadan Anglo-Oriental College Aligarh founded by Sir Syed Ahmad Khan.

RAJA SHANKAR SHAH UNIVERSITY

Infront of Govt. Autonomous P. G. College, Dharam Tekari
Chhindwara – 480002, Madhya Pradesh
Tel : 07162-292970, Mobile No. : 07162-292970
Fax No. : 07162230266
Email : registrar.cuc@mp.gov.in
Website: http://www.cuc.ac.in

Chhindwara University has been established according to the Gazette of Madhya Pradesh (Extraordinary) Bhopal dated 17 June 2019 with an intent to become one of the most prominent and sought after universities of Madhya Pradesh and also of the country. The university will launch various innovative and integrated educational programmes which will attract the students and faculty from across the country. The University shall offer best educational environment for thousands of students on campus and act as the administrative centre for its affiliated colleges in Madhya Pradesh. It will also offer facilities for research in pioneering fields to the faculty and students engaged in pursuance of excellence in their fields. Its site on the hill, easily visible from the ring road, shall showcase the University as a world class educational campus of importance. The University curriculum shall cover subjects across the range of human knowledge consisting of studies in the fields of humanities, arts, science, technology, education, law and commerce. It shall offer courses at undergraduate, post graduate and doctoral levels.

Aims & Goals

To provide a creative environment to promote higher studies and research among students and faculty. Organizing short-term intensive courses, conferences and seminars that can turn challenges into beneficial development opportunities for the surrounding community.

Prepare curriculum designs that provide competence for developmental leadership.

To provide best educational facilities to train meritorious students for better career opportunities.

Core Values (बुनियादी मूल्य)

Academic Excellence and Integrity
Outstanding Teaching and Service
Scholarly Research and Professional Leadership
Integration of Teaching, Research, and Service
Individual and Collective Excellence
Diversity, Equity, and Social Justice
Education of Individuals Across the Life Span

RAIGANJ UNIVERSITY

College Para, Raiganj, West Bengal - 733134
Tel. : +91 03523 243 586
Email : info@raiganjuniversity.com

The Raiganj University has been established by an Act No. XXVI of 2014 of State Legislature of West Bengal as a State University, Notification No. 85-L dated 21st January 2015 and is empowered to award degrees as per the UGC Act 1956.

The Raiganj University will help to increase and to spared higher education to the people of the district of Uttar Dinajpur and abroad undoubtedly. It is expected that the Government of West Bengal, the Government of India and other wings of the educational and financial section will assist to develop whole heartedly to the newly established Raiganj University.

The transformation of Raiganj College to Raiganj University is very interesting and it will encourage the next generation.

Raiganj University has started its journey on 3rd February, 2015. It fulfils the long cherished dream of the people of Raiganj and its adjoining area. It came through when Smt. Mamata Banerjee, the Hon'ble Chief Minister of West Bengal announced to upgrade Raiganj College (University College) into a full fledged University in late 2014.

With Prof. Anil Bhuimali the first Vice-Chancellor of Raiganj University, assumed the office, the process of teaching learning program under semester system both U.G. and P.G. level accelerated. The Higher Education Department has already approved to 21 P.G. Departments from 2015.

The University has already started Ph.D programme in Bengali, Economics, English, History, Political Science, Philosophy, Sanskrit, Physics, Chemistry, and Mathematics.

Raiganj is situated in the state of West Bengal in India, centrally located, district town of Uttar Dinajpur. It is know for Kulik Bird Sanctuary, the second largest bird sanctuary in India, home to a large population of Asian openbills and other water birds.

Raiganj is connected by both roadways and railways. The daily train Radhikapore Express connects it to Kolkata and a passenger train to Siliguri. It has a convenient location by the side of NH 34, both Private and Govt. buses are frequently available to reach Raiganj University located only one to two kilometers away from bus stand or the station.

RAJASTHAN AYURVEDA UNIVERSITY

Dr. Sarvepali Radhakrishnan Rjasthan Ayurved University,
Kadwad, Jodhpur–Nagaur Highway Road,
Jodhpur –342037 (Raj.)
Registrar : +91–291-5153702
Fax : +91–291-5153700
Email : rau_jodhpur@yahoo.co.in
Website : http://www.raujodhpur.org

Dr. Sarvepali Radhakrishnan Rajasthan Ayurved University, Jodhpur is the first Ayurved University of Rajasthan and is the second University of it's kind in India, . The Dr. Sarvepali Radhakrishnan Rajasthan Ayurved University was established by DSRRAU Act -2002 (Act No. 15 of 2002) which came into force w.e.f. may 24, 2003 vide Gazette Notification no. F25 (6) Ay. /2000 dated May 24, 2003.

This University has now affiliated all the 44 colleges/institutions of Ayurved, Unani, Homeopathy, and about 7000 students are pursuing their UG, PG, Diploma and Doctoral Studies. This university is conducting the admission to its degree courses through Joint Entrance Test at National level/ State level.

The university has its own constituent college of Ayurved, constituent DAN & P training center and Herbal farming center. The campus is situated at Kadwad, Jodhpur on Jodhpur-Nagaur Highway on over 322 acres of land proposed to accommodate Central Administrative Block , 263 beded Hospital, Academic Block, Residential Quarters, Sports Complex, Herbal garden & Herbal farm etc.

Although BAMS, BUMS, BHMS, MD (Ayu.), MD (Homoeo), Ph.D (Ayurveda) and certain Diploma courses are already being conducted through our affiliated colleges, we have started academic activities like BAMS course in our own campus from Nov. 2004 by permission of central govt. and CCIM vide letter no. F.No. R.12011/028/2003-EP dated 14-10-2004 from deptt. of AYUSH, Govt. of India following the first CCIM visitation in 14-06-04. This university is now recognised under section 2/F from UGC by letter no. F9-30/2003 (CPI-I) dated 15/03/2004 & CCIM CCH etc.

In the first phase of building construction the Administrative Block is completed and the Hospital Block is under construction. Proposal to Construct college building, Pharmacy, Auditorium, Hostels, Guest House & Six Residential Quarters have been sent to government.

RAJASTHAN ILD SKILLS UNIVERSITY

6/2, Keshav Vidyapeeth Road, Jamdoli
Jaipur – 302 031, Rajasthan
Tel : 0141-7154217
Email : risujaipur@gmail.com

RISU has been incorporated as Rajasthan Government State University vide Act No. 6 of 2017. Dr. Lalit K. Panwar, Former IAS and Ex-Secretary, Govt. of India has been appointed as first Vice Chancellor of RISU. Twenty-two skill related institutions have been affiliated so far and more than 4000 students are pursuing skill based studies in these institutions. The affiliated institutions have commenced first session from July, 2018. RISU is an effective institutional intervention to implement National Skills Qualification Framework in the State. Being a Government University, RISU is the affiliating body for a large number of institutions operating in skill and vocational training.

Vision

Promoting Excellence in Skill Education in an integrated and holistic manner.

Mission

To emerge as one amongst the foremost institutions of quality in Skill Education recognized at National and International arena.

Objectives

- To recognize, in such manner and in accordance with such parameters, institutions of skill education and training and affiliate such institutions.
- To develop credit framework in accordance with the National Occupational Standards;
- To develop Qualification Packs and Occupational Standards for identified job roles in consultation with the Sector Skill Councils or National Skills Qualification Committee and industry.
- To align qualifications, course programs to National Skills Qualification Framework.
- To identify and collaborate with industries for purposes of practical training of students in skills and to define norms for recognition of competency.
- To collaborate and co-operate with institutions to conceptualize, innovate, design, and evaluate educational and research programmes in skill education and training purposes.
- To institute courses of study and hold examinations for and confer degrees, diplomas, certificates and other academic distinctions on persons who have pursued a prescribed course of study in the University including part courses carried out in any other University or recognized institutes for the purpose.
- To admit colleges and institutes, not maintained by the University, to the privileges of the University, and to withdraw all or any of such privileges.
- To establish and maintain colleges, schools, centers, divisions, departments, institutes relating to skill education and training.

RAJASTHAN TECHNICAL UNIVERSITY

Rawatbhata Road, Kota - 324010
Registrar, RTU: 0744-2473003
Tel : 0744-2473001, 0744-2473003
Fax : 0744-2473002,0744-2473033
Email : rtuweb@gmail.com vcofficertu@yahoo.co.in,
registrar_rtu@yahoo.co.in
Website : http://www.rtu.ac.in

Rajasthan Technical University was setup in 2006 by Government of Rajasthan to enhance technical education in Rajasthan. The university is situated on Kota-Rawatbhata Road, about 10 Km from Kota Bus Stand and 14 Kms from Kota Railway Station.

RTU is based in the campus of the University Engineering College, Kota, in the city of Kota, approximately 500 kilometres (310 mi) from New Delhi.

RTU is an affiliating university. Its affiliated colleges offer the degrees of Bachelor of Technology (B.Tech), Master of Technology (M.Tech), Master of Business Administration (MBA), Master of Computer Applications (MCA) and Bachelor of Hotel Management and Catering Technology (BHMCT).

As of April 2011, RTU affiliates 202 colleges. B.Tech degrees are offered at nine government aided institutes and 109 are private ones. MBA degrees are offered at seven government aided institutes and 122 are private ones. MCA degrees are offered in at seven government aided institutes and 25 are private ones. M.Tech is offered in 24 colleges and BHMCT in four colleges. In addition, two colleges offer Bachelor of Architecture (B.Arch) degrees. Rajasthan University Publishes Courses Results Semester wise.

RAJASTHAN UNIVERSITY OF HEALTH SCIENCES

Sector-18, Kumbha Marg
Tonk Road, Pratapnagar
Jaipur -302033, Rajasthan
Phone: 0141 279 5501

Rajasthan University of Health Sciences is a State university located in Jaipur, Rajasthan, India. It was established on 25 February 2005 under The Rajasthan University of Health Sciences Act, 2005 and started functioning on January 2006

Management : P. P. S. Mathur, previously Senior Professor, Neurosurgery and Medical Superintendent, Sawai Man Singh Hospital, Jaipur was made first Vice-Chancellor of the university. Dr. Ashok Panagariya, a neurologist, was the next Vice-Chancellor.

The university run these undergraduate and postgraduate courses:

- Medical courses: postgraduate education in medical studies, MBBS, Diploma courses.
- Dental courses: MDS, BDS.
- Nursing courses: M.Sc., B.Sc. Nursing, Post basic B.Sc. nursing
- Paramedical science courses
- Physiotherapy and Occupational Therapy courses, B.A.S.L.P.(Bachelor in Audiology & Speech Language Pathology)
- Pharmacy courses: D. Pharm, B. Pharm and M.Pharm.

The following are affiliated to the university: eight medical colleges, ten undergraduate dental colleges (BDS), four postgraduate dental colleges (MDS), 43 B.Sc. Nursing Colleges, two M.Sc. Nursing Colleges, six Post Basic B.Sc. Nursing Colleges, 41 Pharmacy colleges (B. Pharmacy), 27 Pharmacy (D. Pharma), 30 Bachelor of Physiotherapy Colleges (BPT), two Bachelor of Physiotherapy (BPT) colleges and four M.Pharma colleges, with Bachelor of Occupational Therapy College (BOT), B.SC. Radiation Technology College, Post Basic Diploma In Oncology Nursing College, B.SC. (HONS.) Ophtmalmic Technology College and Baslp College

RAJASTHAN UNIVERSITY OF VETERINARY AND ANIMAL SCIENCES

Bijey Bhawan Palace Complex
Bikaner-334001 (Rajasthan), India
Tel : 0151-2540028, Help Line : 0151-2200064
Email : registrarrajuvas@gmail.com
Nodal Officer Email : gahlotgcbkn@rediffmail.com
Website : www.rajuvas.org



The Rajasthan University of Veterinary and Animal Sciences (RAJUVAS), Bikaner is a newly constituted body established under sub section (3) of section 1 of the Rajasthan University of Veterinary and Animal Sciences Act, 2010 consequent to carving out of units pertaining to Veterinary & Animal Sciences from Swami Keshwanand Rajasthan Agricultural University, Bikaner and Maharana Pratap University of Agriculture & Technology, Udaipur. The University came in to existence on 13th day of May, 2010 with His Excellency the Governor of Rajasthan as the Chancellor of the University. Professor A.K. Gahlot was appointed as first Vice Chancellor of the University. The University is located in heritage and palatial buildings of erstwhile Ganga Avenue housing the College of Veterinary and Animal Science, Bikaner (since 1954) and its precincts, spreading over 200 acres of land. The University has sophisticated equipments and well equipped facilities for execution of three major organs of the University, i.e., Teaching, Research and Extension. The Bijey Bhavan Palace, a magnificent red sandstone edifice designed by well-know architect Sir Swinton Jacob, was built by Maharaja Ganga Singh (1881-1942) as residence of his son Prince Bijey Singh in 1927. Two other buildings, the state Museum known as Sadul Sadan and State Librarywere also built contemporarily. These magnificent buildings are an example of pure Rajput martial architecture. They have several grand halls lounges, cupolas and pavilions. The exotic palatial buildings have magnificent pillars richly carved fire mantles, Italian colonnades etc. After independence, the Government of Rajasthan thought to open a veterinary college in the state. The custodians of the earst while state of Bikaner came forward and offered these three monumental buildings of the Ganag Avenue for the college along with a land of about 200 acres (1200 Bighas, as the measurement unit existed at that time). The University is having 3 constituent colleges i.e. at Bikaner, Navania-Vallabhnagar (Udaipur District) and PGIVER, Jaipur. Out of this, the oldest one is College of Veterinary and Animal Sciences Bikaner, established in 1954. Recently, a new veterinary college at Jodhpur has been sanctioned by the Government of Rajasthan. There are 7 private veterinary colleges affiliated to RAJUVAS out of which two are situated in Jaipur District and one each in Bharatpur, Jhunjhunu, Sikar, Sriganganagar, and Dungarpur Districts. The graduate education is imparted as per Veterinary Council of India's Minimum Standards of Veterinary Education Regulation 1993 and 2008 through 17 departments. The University has also added four more institutes for providing two years diploma in Animal Husbandry at Jaipur, Vallabhnagar (Udaipur), Chandan (Jaisalmer) and Nohar (Hanungarh). In all, the University has 51 institutes providing 2 years diploma in Animal Husbandry after 10+2 spread over whole Rajasthan producing about 2500 para-vets annually.

RAJENDRA UNIVERSITY

Rajendra University, Prajna Vihar
Balangir Odisha-767002 India
Tel : 06652 250 307
Email : rajendrauniversitybgr@gmail.com
Website : www.rajendrauniversity.ac.in

Rajendra University, Balangir, recognized by UGC as a State Public University, owes its origin to an Intermediate College setup in Balangir in 1944 by Maharaja Rajendra Narayan Sighdeo, the ex-ruler of the erstwhile Patna State and one of the former Chief Ministers of Odisha. This College was subsequently upgraded to a Degree College in 1946. It was granted autonomy with effect from 01.04.2002. Because of its consistent efforts in opening up avenues for better teaching and learning atmosphere in higher education, it has been upgraded to a University with effect from 01 September 2020. Sprawl over 200 acres, it marks the grandeur of greenery in its entire campus. The meditative scholars of the university boast of its library, which is one of the oldest and most affluent in the state of Odisha. Since its inception, it has been consistently acting as a hub of knowledge for teachers and students, those who have been recognized worldwide in different domains of society. In addition, it is marked as a centre for disseminating the knowledge of local culture, tradition, and ways of life to the world. The University functions under the administrative control of the Higher Education Department of the Government of Odisha, and is granted jurisdiction over the Colleges of the revenue districts of Balangir and Subarnapur imparting teaching in Arts, Sciences, Commerce, Teacher Education, and Medical education in Allopathy and Ayurveda. Prof. Dr. Uma Ballava Mohapatra, an eminent scholar as well as an experienced administrator has assumed office as its first Vice-Chancellor on 20 April 2021.

Vision

We envisage transforming Rajendra University, Balangir, into a Centre of Excellence in higher education with a glorious teaching-learning-research ecosystem conducive to mentoring a professionally competent and socially responsible human capital.

Mission:

- To prepare the students and researchers of the University to achieve professional excellence in their chosen fields with an undiminished spirit of enterprise and abundant self-confidence to compete with their advantaged counterparts
- To develop the University as a much sought-after multi-disciplinary education and research University
- To build a vibrant campus with all kinds of fascinating extra-curricular activities to promote the inherent talents of the students and at the same time provide a platform to learn life skills such as cooperation, teamwork, communication, and resilience.
- To groom the students with profound democratic values, a solid/perfect respect for the Constitution, a spirit of selfless service, and an overriding sense of social responsibility.

RAJIV GANDHI NATIONAL AVIATION UNIVERSITY

Fursat Ganj
Distt. Raebareli
Uttar Pradesh

The Rajiv Gandhi National Aviation Universi ty Bill, 2013 was passed by Parliament and received the Presidential assent on September 18, 2013. The Act provides for establishment of the Rajiv Gandhi National Aviation University at Raebareli as a Central University. The University shall be under the administrative control of the Ministry of Civil Aviation, Government of India.

The University's objectives include: (i) promoting of aviation studies, teaching, training and research, (ii) providing institutional and research facilities, (iii) ensuring and regulating the quality of aviation education programmes in India, (iv) facilitating the development of skilled aviation manpower and (v) developing programmes for aviation service providers and training of manpower.

The University's powers include the power to: (i) provide and conduct educational programmes or courses for award of degrees and diplomas, (ii) recognise aviation training colleges and institutes and make provisions for maintenance of their standards, (iii) acquire, hold, manage and dispose any property, (iv) create and appoint teaching or other positions, (v) regulate conduct of the students and employees and (vi) obtain co-operation from the aviation industry.

The Central Government shall appoint a Visitor of the University to review its work and progress. His directions shall be binding on the University. The Visitor shall also appoint the Chancellor and the Vice-Chancellor. The Chancellor shall be the head of the University. The Act also provides for the establishment, powers and functions of: (i) the Court of the University, (ii) the Executive Council, (iii) the Academic Council, (iv) the Board of Affiliation and Recognition, (v) the Boards of Schools, (vi) the Finance Committee and (vii) other authorities. The Act provides for powers to make Statutes, Ordinances and Regulations. It specifies the matters regarding which these powers may be exercised. All funds received by the University, including contributions and grants from the Central Government, the State Government and the Aviation Industry shall be credited to the University Fund. The University shall also have the power to borrow, with the approval of the central government. The annual report of the University would include the steps taken by the University towards the fulfilment of its objects. It shall be tabled in Parliament by the central government. The annual accounts and balance-sheet of the University shall be audited by the Comptroller and Auditor-General of India and shall also be laid before Parliament. The University will launch Bachelor's, Master's and other Degrees shortly.

RAJIV GANDHI NATIONAL INSTITUTE OF YOUTH DEVELOPMENT

Chennai - Bangalore Highway, Beemanthangal,
Sriperumbudur – 602 105, Tamil Nadu. India
Phone : (091) 044 - 27163127, 27162705
Fax : (091)044 - 27163227
Email : info@rgniyd.gov.in
Website : www.rgniyd.gov.in

The Rajiv Gandhi National Institute of Youth Development (rgniyd), Sriperumbudur, Tamil Nadu, is an Institute of National Importance by an Act of Parliament No. 35/2012 under the Ministry of Skill Development, Entrepreneurship, Youth Affairs & Sports, Government of India.

The RGNIYD was set up in 1993 under the Societies Registration Act, XXVII of 1975.

The RGNIYD functions as a vital resource centre with its multi-faceted functions of offering academic programmes at Post Graduate level encompassing various dimensions of youth development, engaging in seminal research in the vital areas of youth development and coordinating Training Programmes for state agencies and the officials of youth organisation, besides the Extension and Outreach initiatives across the country.

The Institute functions as a think-tank of the Ministry and premier organization of youth-related activities in the country. As the apex institute at the national level, it works in close cooperation with the NSS, NYKS and other youth organizations in the implementation of training programmes.

The Institute is a nodal agency for training youth as a facilitator of youth development activities in rural, urban as also tribal areas.

The RGNIYD serves as a youth observatory and depositary in the country thereby embarking on youth surveillance on youth-related issues. It has a wide network with various organizations working for the welfare and development of young people and serves as a mentor.

RAJIV GANDHI NATIONAL INSTITUTE OF PETROLEUM TECHNOLOGY

Ratapur Chowk, Rae Bareli-229316, (U.P.)
Tel. : +91-535-2217427/2002593
Fax : 91-535-2211888/2217456
Website : www.rgipt.ac.in
E-mail : registrar@rgipt.ac.in

The Ministry of Petroleum & Natural Gas (MOP&NG), Government of India set up The Rajiv Gandhi Institute of Petroleum Technology (RGIPT) at Jais, Dist. Amethi, Uttar Pradesh through an Act of Parliament ("Rajiv Gandhi Institute of Petroleum Technology Act 2007"). RGIPT has been accorded the eminence of being an " Institute of National Importance" along the lines of the Indian Institutes of Technology (IIT). The Institute is empowered to award degrees in its own right. RGIPT is co-promoted as an energy domain specific institute by six leading Oil Public Sector Units (ONGC, IOCL, OIL, GAIL, BPCL and HPCL) in association with the Oil Industry Development Board (OIDB) [This however does not bind them to preferentially recruit from RGIPT]. The Institute is associating with leading International Universities/Institutions specializing in the domain of Petroleum Technology.

The prime objective of the Institute is to provide world class education, training, and research to roll out efficient human resources to meet the growing requirements of the Petroleum & Energy sector. The aspiration is to develop India as a global manpower hub for the entire Petroleum and Energy Sector.

RGIPT has an ambitious plan—to offer a number of Bachelors Degree and Masters Degree programs, PG diploma courses and Doctoral programs in Petroleum Technology and Management in phases. From the academic year 2008-2009, RGIPT has been imparting the MBA program and two Technical programs.

RGIPT ENVISIONS…
To serve as the fountainhead, for nurturing of world class 'PETROCRATS' capable of being the future leaders of technology and techno-innovation, in the broad field of Petroleum Technology.

THROUGH…
Creating a dynamic state of the art learning and working environment, where intellectual ideas are nurtured and new ideas creatively flourish, from which will emerge research scholars and graduates, with the ability to be the leaders and innovators of tomorrow.

RAJIV GANDHI NATIONAL UNIVERSITY OF LAW

Sidhuwal - Bhadson Road, Patiala, Punjab
Tel: 0175-2391600, 2391601, 2391602, 2391603
E-mail: info@rgnul.ac.in
Website : www.rgnul.ac.in

R ajiv Gandhi National University of Law (RGNUL), Punjab, was established by the State Legislature of Punjab by passing the Rajiv Gandhi National University of Law, Punjab Act, 2006 (Punjab Act No. 12 of 2006). The Act incorporated a University of Law of national stature in Punjab, thereby fulfilling the need for a Centre of Excellence in legal education in the modern era of globalization and liberalization. RGNUL started functioning from its Headquarters-Mohindra Kothi, The Mall, Patiala w.e.f. 26 May 2006. The University acquired approval of the Bar Council of India (BCI) in July 2006. The University also got registered with the University Grants Commission (UGC), New Delhi under Section 2(f) of the University Grants Commission Act, 1956 and has been declared fit to obtain grant from the (UGC) under Section 12-B of the UGC Act, 1956. RGNUL was functioning from a heritage building of the erstwhile Patiala State, that is, Mohindra Kothi, The Mall, Patiala (from 2006 to 2013) located in the heart of Patiala city in a pollution free environment. The main campus of the University is at Sidhuwal, Bhadson Road, Patiala in an area of 50 Acres of land. The state-of-the-art Campus has an Administrative-cum-Academic Block, separate spacious Library Building, Auditorium, Sports Complex, Boys and Girls Hostels, Guest House, Community Hall, Health Centre, Residences, Stadium and other facilities. The construction and furnishing of Hostels is complete and all RGNUL Boys and Girls students are residing at the new Campus with modern amenities including air conditioning of each room. Faculty members are also residing in their apartments at the New Campus. Presently housed in “Academic Block” of the university, the air conditioned university library is an example of excellence. With world class library services and rich collection of books and journals, this computerized Wi-Fi library has on its shelves more than 28,000 volumes which include a comprehensive array of legal resources in both print and electronic formats. In additio 126 periodicals are subscribed too. The University has also set up Centre for Advanced Study in Criminal Law (CASCL);; Centre for Consumer Protection Law and Advocacy (CCPLA); Centre for Advanced Study in International Humanitarian Law (CASH); School of Agricultural Law and Economics (SALE); RGNUL Institute for Competitive Examination (RICE); Bureau of Information for Study Abroad (BISA) and Directorate of Distance Education (DODE). The objective of these Centres is to undertake advanced study and research in the emerging areas of the respective fields, independently or in collaboration with professional institutions at the national or international levels; to bring about publications and produce study material in the respective fields of knowledge; organize seminars, workshops and conferences on contemporary and significant issues. Besides, these there is an IGNOU School of Law functioning from Mohindra Kothi, the Mall, Patiala. The University has set up a Legal Aid Clinic under the aegis of Punjab Legal Services Authority. The University has also set up the Internal Quality Assurance Cell (IQAC) as per UGC guidelines.

RAJIV GANDHI PROUDYOGIKI VISHWAVIDYALAYA

Airport B ypass, Gandhi Nagar
Bhopal 462 036, Madhya Pradesh
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Website : http://www.rgpv.ac.in

Established in the year 1998, by Madhya Pradesh Vidhan Sabha Act 13, 1998. Over a sprawling Campus of about 247 acres, the Rajiv Gandhi Proudyogiki Vishwavidyalaya is marching towards development into a center of excellence in the arena of Technical Education, Research and Innovations.

Under its umbrella there are 05 UTD's, 219 affiliated Engineering Colleges, 87 Pharmacy Colleges, 80 MCA Colleges and 05 Architecture Colleges imparting Graduate level instructions running around 21 under graduate level courses, 85 Polytechnic institutions offering diploma courses in emerging and conventional disciplines. Situated amidst an aesthetic and hilly surrounding, the University is now offering Ph.Ds and 69 post graduate degrees.

Rajiv Gandhi Proudyogiki Vishwavidyalaya is truly a picture of modernization. With an extensive presence on the internet, Rajiv Gandhi Technical University has courses which can suit anyone. Courses offered Rajiv Gandhi Technical University offers undergraduate and postgraduate full time and online courses.They specialize in fields like Management, Forensic Science, Fashion, Engineering, Space Sciences, Social Work, Nanotechnology, Communication and Pharmacy. Facilities The University has provided air-conditioned amphitheatre style classrooms.

The Library of Rajiv Gandhi Technical University is equipped with books, periodicals, national and international journals, CD-ROMS, covering all aspects of academic studies and research material.

The main thrust of RGPV for next five year is on strategic interventions in four main areas i.e. Enhance opportunities for postgraduate education and research in areas of high relevance to nations science and technology capabilities.

Promote use of IT in technical education through promotion of e-Learning and web enabled teaching processes. Transforming the university into a knowledge enterprise through its focus on research and development, industrial consultancy and by establishing efficient and effective mechanisms for managing innovations.

RAJIV GANDHI UNIVERSITY

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Rajiv Gandhi University (formerly Arunachal University) is the premier institution for higher education in the state of Arunachal Pradesh and has completed twenty five years of its existance. Late Smt. Indira Gandhi, the then Prime Minister of India, laid the foundation stone of the university on 4th February 1984 at Rono Hills, where the present campus is located. Ever since its inception, the university has been trying to achieve excellence and fulfill the objectives as envisaged in the University Act. The University got academic recognition under section 2(f) from the University Grants Commission on 28th March, 1985 and started functioning from 1st April, 1985. It got financial recognition under section 12-B of the UGC on 25th March, 1994. Since then Rajiv Gandhi University then Arunachal University has carved a niche for itself in the educational scenario of the country following its selection as a University with potential for excellence by a high level expert committee of University Grants Commission from among universities in India.

The University was converted into a Central University with effect from 9th April 2007 as per notification of Ministry of Human Resource Development, Government of India.
The University is located atop Rono Hills on a picturesque tableland of 302 acres overlooking the river Dikrong. It is 6.5 km away from the National Highway 52-A and 25 km away from Itanagar, the State capital. The campus is linked with the National Highway by a Dikrong bridge. The teaching and research programmes of the University are designed with a view to play a positive role in the socio-economic and cultural development of the State. The University offers Under Graduate, Post-Graduate, M. Phil and Ph.D. programmes. The Department of Education also offers B.Ed. programme. There are fifteen colleges affiliated to the University. The University has been extending educational facilities to the students from the neighbouring States, particularly Assam. The strength of students in different Departments of University and in affiliated colleges has been steadily increasing.

The Faculty members have been actively engaged in research activities with financial support from UGC and other funding agencies. Since inception, a number of proposals on research projects have been sanctioned by various funding agencies to the University. Departments have organized a number of Seminars, Workshops and Conferences. Many faculty members participated in national and international conferences and seminars held within the country and abroad. Eminent scholars and distinguished personalities have visited the University and delivered lectures on various disciplines.

RAJIV GANDHI UNIVERSITY OF HEALTH SCIENCES

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Website : http://www.rguhs.ac.in

Rajiv Gandhi University of Health Sciences, centered in Bangalore, India, is a unitary university set up in 1996 by the government of Karnataka, India, for the regulation and promotion of higher education in health sciences throughout the state of Karnataka.

Rajiv Gandhi University of Health Sciences, (RGUHS), established by an Rajiv Gandhi University of Health Sciences Act of 1994, passed by Karnataka Legislature is dedicated to the motto of "Right for Rightful Health Science Education". It is affiliating, teaching and a research University, headquartered in Bangalore. RGUHS is member of Commonwealth University, London, UK, Association of Indian Universities, New Delhi and Inter Universities Boards, Karnataka. About 680 colleges conducting professional courses in Medicine, Dentistry, AYUSH (Ayurveda, Yoga & Naturopathy, Unani, Siddha and Homoeopathy), Physiotherapy, Pharmacy, Nursing and Allied Sciences in Karnataka are affiliated to the University.

The courses conducted are approved by the Apex Bodies such as Medical Council of India, Dental Council of India, Central council of Indian Medicine, Central Council of Homeopathy, Indian Nursing Council, Pharmacy Council of India, All India Council of Technical Education, and University Grants Commission. The recognized courses range from undergraduate, post-graduate, fellowship, doctoral to certifications in various disciplines of Health Sciences.About 1.5 lakh students are studying in the RGUHS at any given point in time. Rajiv Gandhi University exercises superintendence and control over these 680 colleges in order to establish uniform standards par excellence in Academics and Administration of teaching and learning of Health Sciences. Besides, RGUHS directly deals with Advanced Research, Continuing Health Services Medical Education, Training of Trainers, Centers of Excellence, Technical Seminars and Conferences, to ensure that health services professionals are updated with latest developments in their respective disciplines. The vision of RGUHS is to be the World-class Health Services Knowledge Provider.

The mission is to:

- Improve quality of education and standards in the affiliated colleges
- Establish uniform standards par-excellence in Academics and Administration of teaching Health Sciences in these colleges

RAJIV GANDHI UNIVERSITY OF KNOWLEDGE TECHNOLOGIES

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The idea to create IIITs in Andhra Pradesh came in April 2007, at the request of the Chief Minister of Andhra Pradesh. He was dissatisfied with the opportunities available to the rural youth and wanted to set up at least three IIITs in the three regions of Andhra Pradesh which would ensure better opportunities for rural students.

A Task Force was created under the Chairmanship of Prof. K.C. Reddy. This Task Force produced a report to the government recommending the structure and functioning of the proposed institutions.

In March of 2008, the AP Government created RGUKT by an Act of the Legislature as a full-fledged university which would initially admit roughly the top 1% of the rural students into the three residential campuses.

The first batch of about 6,500 tenth class graduates was admitted into a six year integrated program in August of 2008. The initial selection was based on the local best model where students receiving the top marks in every subject were selected

RGUKT Educational Objectives are :

The primary objective of establishing RGUKT was to provide high quality educational opportunities for the aimed rural youth of Andhra Pradesh. The initial goal was that at least the top 1 % of the rural graduates would be given the opportunity to study at RGUKT. The top 1% of rural graduates is around 6,000 to 7,000 per year. Thus, the three campuses would need residential accommodation for about 36,000 students for the six year integrated program. At present, most universities in India and in Andhra Pradesh follow the affiliated college structure model where the main role of the university is to set the curriculum and conduct examinations to ensure that the students have indeed learned the material prescribed in the curriculum. Most colleges have an entering class of 100-300. Having an entry class of 6,000 students leads to issues of scale. This is unique to RGUKT and is being attempted for the first time in India. In the US, several of the larger universities do have enrolments of 20,000 to 30,000. However not all of them tend to be residential universities. Thus RGUKT, as a green field university, represents a unique experiment in the educational arena.

RAJMATA VIJAYARAJE SCINDIA KRISHI VISHWAVIDYALAYA

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Madhya Pradesh
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Website: http://www.rvskvv.net

The Rajmata Vijayaraje Scindia Krishi Vishwavidyalaya, Gwalior was established by Government of Madhya Pradesh Vide Ordinance No. 4 of 2008 notified in the Extraordinary Gazette No. 507 dated 19th August 2008 as second Agricultural University by bifurcating the JNKVV, Jabalpur. As per RVSKVV act (No. 4, year 2009),
the horticulture and veterinary science & animal husbandry.

The research activities are operated through five Zonal Agricultural Research Stations (Morena, Khargone, Jhabua, Indore and Sehore); four Regional Agricultural Research Stations (Gwalior, Mandsaur, Ujjain and Khandwa) and 4 special research stations (Entkhedi, Bagwai, Jaora and Badwah) having 22 All India Coordinated Research Projects and several adhoc projects to enhance the productivity and profitability of agriculture system. Transfer of technology is the part of extension activities carried out by 19 Krishi Vigyan Kendras.

The overall climate varies from semi arid to sub humid with hot summer, cool and dry winter and 600-1000 mm mean rainfall. The geographical area of the state under the jurisdiction of university contains three types of soils varying from alluvial to medium and heavy black soils spread over six agro climatic zones i.e. Gird Zone, Malwa Plateau, Nimar Valley, Vindhya Plateau, Jhabua Hills and Bundelkhand Zone.

To conduct education research and extension activities for enhancing productivity optimization of profit and sustainability of agricultural production system and improving rural livelihood in Madhya Pradesh.

To serve as a centre of higher education and research in the field of agriculture and allied sciences. To disseminate technology to farmers, extension personnel and organizations engaged in agricultural development through various extension programmes.

RAKSHA SHAKTI UNIVERSITY

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The Government of Gujarat has established "RAKSHA SHAKTI UNIVERSITY" vide 'The Raksha Shakti University Act, 2009', Gujarat bill No-16 of 2009 in the sixtieth year of the Republic of India to prepare the youth of the state for becoming effective and efficient security personnel and to conduct courses and award degrees, diplomas and certificate for the said purpose. The Raksha Shakti University is a unique and first of its kind in India for conducting certificate, diploma and degree courses in the field of police science and internal security. Till the new University building becomes operational, the activities and the University will be carried out from the old SPIPA building situated at Meghaninagar, Ahmedabad. To establish as a center of excellence with social commitment, integrating modern, scientific and technological knowledge and skills in police and security administration, which is vital for maintenance of law and order and ensuring peace and harmony in society. To impart customised education to the youth of the country in all vital aspects of internal security to ensure a specialized and trained personnel available for employment in various security agencies like police force, defense, private security etc.

Objectives are :

To develop an institution in security science and management for training about excellence in all functions of security forces.

To facilitate research in all matters of internal security.

To extend the benefit of knowledge and skills with regards to law enforcement agencies thereby contributing to the development of individuals and society.

To provide facilities to teachers and students for learning process so that individual attention is provided to the students with the objective of promoting scholarship and excellence.

To develop and conduct teaching methodology for security forces thereby encouraging innovation in training.

To encourage and develop ideas and values enshrined in the constitution of India to bring about improvement in the working of police and other security forces.

To develop respect for the rule of law and faith in equitable administration.

Institute career oriented courses through continuing education and practice.

To carry out research work and organize programmes for better interaction of security forces with people.

To prepare youths of the state for becoming effective and efficient security personnel and to conduct and award degrees, diplomas and certificate for the said purpose.

RAMCHANDRA CHANDRAVANSI UNIVERSITY

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Ramchandra Chandravansi University (RCUP) has been setup by Ramchandra Chandravansi Welfare Trust (RCWT) which was registered in the year 2006. Since its inception, the mission of the founding fathers has been to spread education to ordinary citizens of India, particularly those hailing from backward regions of the state of Jharkhand and India. With very humble beginning of two Intermediate Colleges 15 years back, RCWT has transformed itself into a diverse and excellent educational complex of technical, professional and medical related academic institutions.

The backward regions of Garhwa and Palamu throws up many challenges to introduce higher education. RCWT has developed a culture of sensitising and providing encouragement at the school level so that boys and girls feel more inclined to go for higher education after they pass out from school.

Every region and strata of our society imposes special demand on avenues of higher education which will be most beneficial and useful for them. It is observed that the Palamu and Garhwa districts as well as some other regions of the state of Jharkhand are economically backward regions. Same is the case with some of the adjoining areas of the neighbouring states of Chhattaisgarh, UP and Bihar. These regions are dependent on agriculture and mining. Thus education at different levels appropriate to these regions is required to be introduced.

The courses have to cater to the local needs and they also have to be linked to the industrial and agricultural sector aiming at the overall development of the region. Social relevance of the courses and their inter-disciplinary nature are also essential. Since the very beginning, RCWT has been very sensitive to these issues and thus created facilities for very diverse fields of study.

RAMAKRISHNA MISSION VIVEKANANDA UNIVERSITY

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Website: http://www.rkmvu.ac.in

Swami Vivekananda established Ramakrishna Mission as commanded by his Master, Sri Ramakrishna, for the secular and spiritual amelioration of humankind as a whole, irrespective of caste, creed, colour, nationality, gender or religion. The twofold aim of the Ramakrishna Mission is, in Swami Vivekananda's own Sanskrit slogan, atmano mokshartham jagaddhitaya cha ("For one's own spiritual emancipation and for the welfare of the world"). To achieve this aim at both the individual and the collective level, he established the Ramakrishna Mission, by which he "set in motion a machinery which will bring noble ideas to the door of everybody." Swamiji envisioned it as "a lever for the good of humanity…which no power can drive back." Swami Vivekananda made Belur Math the headquarters of the worldwide Ramakrishna Movement, comprising the twin organizations of Ramakrishna Math and Ramakrishna Mission. He envisioned that Belur Math would be a centre of great harmony and synthesis, not only of all religious beliefs and traditions, but also of arts and sciences and the various branches of knowledge, both secular and spiritual. In fact, on 2 July 1902, just two days before he passed away, he prophesied, standing at the Belur Math grounds: "The spiritual impact that has come to Belur [Math] will last fifteen hundred years, and it will be a great University. Do not think I imagine it; I see it." It is apparent that Swami Vivekananda's conception of a "University" is a centre where 'man-making' and character-building education would be imparted, higher values would be inculcated and all-round personalities would be formed. His own conception of a complete, all-round personality was one with "heart to feel, brain to conceive and hands to work".

Swamiji's emphasis on character as the hallmark of an educated person is well known. He emphasized times without number that education is not the "amount of information that is put into your brain" but the "life-building, man-making, character-making assimilation of ideas." In 1939, the Governing Body of Ramakrishna Mission took a small step in this direction by starting an institution of higher education near Belur Math called Ramakrishna Mission Vidyamandira. The name 'Vidyamandira' is Swamiji's own christening of the educational institution he wanted near Belur Math. Then, in 1963, Swami Vivekananda's birth centenary year, the authorities of Ramakrishna Mission submitted a proposal to the Government for the starting of the Vivekananda University. For various reasons, however, the university did not materialize at that time. Efforts in this direction were made off and on in subsequent years until finally, a deemed university under University Grants Commission (UGC) was established under Ramakrishna Mission's auspices.

RAMA DEVI WOMEN'S UNIVERSITY

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Rama Devi Women's University is named after Maa Rama Devi as an humble tribute to the values and sacrifices she stood for. Rama Devi Choudhury, adoringly called Maa (Mother) by the people of Orissa, was a celebrated freedom fighter and a social reformer. Born on the 3rd December, 1899 at Cuttack, she inherited a great legacy as the daughter of Gopal Ballav Das and the niece of Utkal Gaurab Madhusudan Das. At the tender age of 15, she married Gopabandhu Choudhury, then a Deputy Collector and later a freedom fighter. The historic day of Dola Purnima, the 23rd March, 1921 marked the turning point in Rama Devi's life, when she was fortunate to meet Gandhiji and Kasturba in the Women's Meeting at Binod Behari. They inspired her to dedicate herself for the cause of the country. Rama Devi with her son Manamohan and young daughter Annapurna in her arms religiously followed the footsteps of her firebrand husband and plunged, heart and soul, into the Non-cooperation movement. In 1928, she left Cuttack and stayed at the Alaka Ashram, Jagatsinghpur, to organise constructive activities of spinning of Khadi, prohibition of liquor and removal of untouchability.

Rama Devi was imprisoned on the 8th November, 1930 for leading the Salt Satyagraha at Srijanga (Balasore) and Kujanga (Jagatsinghpur). Two years later at Cuttack, she was arrested again while taking the Solemn Oath on the 26th January, 1932 for complete independence of the country. After release from the prison, Rama Devi founded Seva Ghar (now a College) at Ramachandrapur, Bari to reconstruct the flood ravaged villages along the Brahmani river coast. Gandhiji blessed her noble endeavour and inaugurated the ashram of austerity on the 20th May, 1934 in the midst of his famous Harijan Padayatra in Orissa. It was a momentous event of modern India when Rama Devi was arrested once again on the 9th August, 1942, the day Gandhiji gave the clarion call of Quit India. The scene was soul-stirring as she went to Cuttack Jail with her whole family consisting of her husband, son, daughter, brother-in-law Nabakrushna, sister-in-law Malati Devi, and son-in-law Sarat Chandra. On the eve of the independence, Rama Devi was nominated the State Convener of Kasturba National Memorial Trust and she took the opportunity to launch several programmes for the emancipation and empowerment of women. After independence, Rama Devi dedicated herself entirely to the cause of Bhoodan and Gramdan movement of Acharya Vinoba Bhave. Along with her husband she travelled on foot about 4000 kilometers across the state to propagate the message of gifting land and wealth to the landless and poor. In recognition of her selfless services to the nation, Rama Devi was honoured with the Jamnalal Bajaj Award on the 4th November, 1981 and the Doctor of Philosophy (Honoris causa) by Utkal University on the 16th April, 1984. A remarkable saga of courage, dedication, and supreme sacrifice came to an end on the 22nd July, 1985, the day Rama Devi breathed her last

RAMA UNIVERSITY

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Rama University, previously known as Rama Group of Institutions, is involved in imparting world class education and developing leaders of tomorrow. The University is recognized by UGC (University Grants Commission) and is emerging as one of the largest educational establishments in Northern India. Rama University has produced more than 10,000 professionals so far and offers more than 85 courses in specialized fields.

The University is focused at preparing strong and future ready professionals by adopting progressive learning approach and a modern teaching methodology.

Rama University has 10 constituent faculties, 3 teaching hospitals and state-of-the-art research centres to efficiently cater to the students from all over the country.

Rama University offers education at par with global paradigms. The dynamic environment in the faculties not only ensures enormous growth potential but also promotes intellectual as well as personal growth.

The University offers specialized courses across 13 professional streams such as Basic and Clinical Medical Sciences, Dental Sciences, Nursing, Paramedical Sciences, Biotechnology, Engineering, Commerce & Management, Fine Arts, Arts, Journalism, Library Science and Home Science.

Rama University has been a popular choice among the students looking for a pioneer educational institution for higher studies. The Sanskrit verse “SarveBhawantuSukhina, SarveSantuNiramaya”, meaning Let every individual be happy and thus every individual be healthy, is the stimulating force behind our aim to provide globally competitive courses to the aspirants. We promote a holistic learning where we not only impart education but also instill values that equip the leaders of tomorrow to face any challenge.

Over the years, Rama University has been successfully turning ideas into reality and will continue to encourage the aspirants to achieve their dreams. Our approach towards education is modern and holistic, encompassing practical learning techniques, industry visits, guest lectures, case studies and strategic international alliances. By creating a perfect blend of academic learning and professional development, we have been able to prepare professionals who have turned out to be successful in their respective fields. As a multi-campus and multi-discipline Institute we will continue to adapt to the emerging challenges and ensure a rich and rewarding learning experience.

RANCHI UNIVERSITY

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Ranchi University was established on july12, 1960, with ten post graduate departments, one constituent college (Ranchi College, Ranchi), and 20 affiliated college spread over an area of 65,000 square kilometer. Being located in predominantly tribal area, the University has successfully lived upto the expectations and aspirations of the people in its fifty years of existence. And it continues to do so despite being subjected to trifurcation: first in 1992 when Vinoba Bhave University, Hazaribagh was carved out; second, inJanuary 2009 when Nilambar Pitamber University, Medninagar, was created; and;third,in August 2009 when Kolhan University, Chaibasa, was created. Today its territorial jurisdiction covers five Districts only. Despite so many divisions, Ranchi University continues to play a leading role in imparting higher educate in the state. At present the University has 23 post graduate departments, 15 constituent colleges, and 49 affiliated colleges, imparting teaching in medicine, psychiatry, law, engineering, business management, education, and general courses. Besides these institutions there is UGC sponsored Academic Staff College.

The university's pursuit of academic excellence is reflected in the fact that today is has four autonomous colleges, and three college with potential for excellence (CPE) status. Beside these, five colleges have already been granted accreditation by NAAC. The faculty in University's post graduate departments and colleges are working on major and minor projects sponsored by UGC, DBT and other prestigious organizations. The Council of Scientific and Industrial Research (CSIR) has chosen the University department of Geology under its FIST programme. The University has also instituted extramural lecture series, one I each faculty, in honour of Dr.J.C.Bose in the faculty of Science, Dr. S.K.Mukherjee in the faculty of Engineering, Maulana Abul Kalam Azad in the faculty of education, Dr. Camil Bulke in the faculty of Humanities, Barrister S.K.Sahay in the faculty of Law, Dr.Davis in faculty of Medicine, Dr. D.C Munda in the faculty of Social Science and Prof.R.S.Mandal in the faculty of Commerce. Beside regular courses, Ranchi University also offers post graduate level Self Financing/Vocational courses nemly L.L.M., M.B.A., M.C.A., M.Sc in Electronics & Communication, P.G Diploma in Medicinal Plant & P.G. Diploma in Plant Bio- Technology. At the under graduate level the University offers B.Ed., Bio-technology, Computer Application, Computer Maintenance, Information Technology, Office Management and Secretarial Practice, Functional Hindi, Functional English, Clinical Nutrition & Dietics, Fashion Designing, Food Processing, Environment & Water Management, Business Administration, Travel and Tourism Management, Mass Communication and Video Production, Advertising and Sales Promotion& Sales Management.

RANI CHANNAMMA UNIVERSITY

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Before the Rani Channamma University came into being in 2010, Karnatak University KRCPG Centre of Karnatak University, Dharwad was functioning at Belagavi.

The said Karnatak University PG Centre was established at Belagavi in the year 1982, to provide an opportunity to develop access to the students for higher education hailing from North Karnataka Region.

In the year 1994 the PG centre was shifted to the present campus of 172 acres of land located at Bhutramanahatti adjacent to the Pune-Bangalore National Highway – 4 at a distance of about 18 kms from Belgaum city. Karnatak University PG Centre has been declared as Rani Channamma University in the month of July, 2010 with the jurisdiction of Belagavi, Bijapur, and Bagalkot Districts. It is catering to the needs of the people of North Karnataka by providing excellent opportunities for higher education.

At present, the Rani Channamma University is offering 9 PG courses at Vidyasangam Campus Belagavi, in the faculties of Arts, Science, Education, Social Science, Commerce and Management. It is also offering M.Phil and Ph. D programmes.

The courses in Social Science Faculty include Economics, Sociology, Social Work and in Arts Faculty Kannada and Marathi.

In Science Faculty the university offers M.Sc in Mathematics and Geography. Commerce and Management Faculty offers Master's Degree in Commerce and Management. It is also offering PG Diploma Course in Computer Application.

At present, there are 500 students studying in the various PG departments. So far more than 100 students have been awarded M.Phil. and Ph.D. degrees. Fifty two students have cleared the NET and SLET.

RANI DURGAVATI VISHWAVIDYALAYA

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The University is privileged to have the blessings and good wishes of many important and distinguished Indians. Dr. S. Radhakrishnan delivered its first Convocation address on 1.3.1958 and blessed students and the institution.

Similarly Dr. C.D. Deshmukh delivered the Convocation address on 16.11.1960, Shri Lal Bahadur Shastri on 10.12.1961 and Dr. C.P. Ramaswami Aiyar on 15.2.1963. Prof. R. Chidambaram, the well known atomic scientist was the Chief Guest at its convocation held on 28.2.2002, while Dr. J.S. Verma, farmer Chief Justice of India delivered the address in convocation on 7th March, 2005.

Dr. Kunji Lal Dubey, who subsequently became the Speaker, Vidhan Sabha of M.P., was the founder Vice-Chancellor of the University. Subsequently, distinguished academicians like Dr. Dhirendra Verma, Dr. Raj Bali Pandey and Dr. H.P. Dikshit adorned the post. Prof. H.P. Dikshit later became the Vice-Chancellor of Indira Gandhi National Open University, New Delhi. Then, a good number of renowned academicians also taught in this University. Prof. T. Pati who later on became the Vice-Chancellor of Allahabad University, taught Mathematics with distinction. Prof. S.C. Datt (Physics), Dr.C.D. Sharma (Philosophy), Prof. Baijnath Sharma (History), Prof. Hiralal Jain (Sanskrit) and Prof. S. Swaminathan (English) were also teachers in this University. Dr. Baijnath Sharma became the Vice-Chancellor of Bhopal University. Prof. Mahesh Datt Mishra, the living legend of Gandhian thoughts was a Professor teaching Political Science in the University. He now heads the Gandhi Srijan Peeth of the University.

The University has produced a large number of internationally acclaimed academicians and scientists, a number of distinctions and awards have been given to its teachers and students and many international fellowships have been bagged by the Faculty members. In the past 5 years, more than 300 research scholars have earned Ph.D. as well as D.Sc. and D. Litt. degrees. Various research Projects in different disciplines, with an outlay of around Rs. 5 Crores have been completed during this period. Currently several research projects are in progress. The University is thus playing a key role in higher education in Central India.

RANI LAKSHMI BAI CENTRAL AGRICULTURAL UNIVERSITY

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The Rani Lakshmi Bai Central Agricultural University has been established in 2014 by an Act of Parliament under the Central Agricultural University Act 2014 (Act No. 10 of 2014). Like other Agricultural Universities, Central Agricultural University, Jhansi has the key objectives to impart education in different branches of agriculture and allied sciences, undertake research in agriculture, undertake programmes of extension education and promote linkages with national and international educational institutes. Agriculture is the mainstay of the Bundelkhand economy. The semi-arid climate with uncertain rainfall and poor quality soils have made agriculture a difficult and non-beneficial proposition in the entire region. It is a hard rock area with limited or inadequate ground water resources, lacks infrastructure, access to improved technologies, markets and inputs as a result of which the crop productivity is amongst the lowest in the Country. Inadequacy of resources has prevented many farmers from switching to more efficient farming methods. As such, most of the agriculture has become subsistence agriculture and keeps the farmers of the region trapped in poverty. Educational opportunities are few and the adult literacy remains low in the region. To overcome the constraints of region, the memorandum dated 27 July, 2009 was submitted to the Prime Minister by delegation of MPs/MLAs requesting that a comprehensive package for Bundelkhand region including a CAU may be considered. Thereafter, DARE forwarded the detailed proposal to the Planning Commission on 31 August, 2009. The proposals of DARE were agreed to during a meeting held on 14 September, 2009 in the Office of Principal Secretary to the Prime Minister. On 7 October, 2009 the Planning Commission conveyed in principle approval for setting up a new CAU in Bundelkhand and asked DARE to provide a token amount of fund from within the approved outlay/budget.

The Union Agriculture Minster dated 28.10.2010 addressed to the Chief Minister, Government of Uttar Pradesh indicated that the Government of India have decided to set up a Central Agricultural University for Bundelkhand region. The CAU Headquarters is proposed to be set up on 300 acres of land currently with the ICAR campuses of Indian Grassland & Fodder Research Institute (IGFRI) and National Research Centre for Agroforestry (NRCAF) with colleges in both Uttar Pradesh and Madhya Pradesh portions of the Bundelkhand region. The Bill for the establishment of University was moved for introduction in the Rajya Sabha on 28 December, 2011. After some clarifications, the Bill was again moved for introduction in the Rajya Sabha on 22 May, 2012. On 8 June, 2012, Speaker, Lok Sabha asked the Committee to examine the Bill and Report to the Parliament. After the submission of the report and response of the Deaprtment Rani Lakshmi Bai Central Agricultural University Act was passed byy both the houses and published on 5th March 2014.

RANI RASHMONI GREEN UNIVERSITY

At the Premises of Singur Government Gerenal Degree College
Singur-712409, West Bengal, India
Phone : 9433904830
Email : rrgu18@gmail.com
Wesbite : http://rrgu.org

The West Bengal Green University which is coming up in Hooghly will be named after Rani Rashmoni in commemoration of her 225th Birth Anniversary.

The West Bengal Green University (Amendment) Bill 2018 was passed in the Assambly on November 26 after the State Government had decided that the name of the West Bengal Green University be changed as Rani Rashmoni Green University.

Rani Rashmoni Green University is a public state university in Tarakeswar, Hooghly district, West Bengal. It was established in 2020 under the West Bengal Green University Act 2017. This university offers different courses in science and arts branch. This University got the recognition from the University Grants Commission.

Rani Rashmoni Green University is a University in Tarakeswar, Hooghly District, West Bengal. Established in 2020, it will impart education in basic sciences.

RAJ RISHI BHARTRIHARI MATSYA UNIVERSITY

Babu Shobha Ram Govt. Arts College Campus
Alwar (Rajasthan) – 301001
Tel. : 0144-2730321, 2730327, 2980046
Email : matsyauniv.alwar@gmail.com

Establishment of Matsya University, Alwar was announced in budget speech of 2012-13 by Hon'ble chief minister of Rajasthan. Gazette notification of University was done on 23-08-2012 (Matsya University Act, 2012 No. 29). Further the name of university was changed as: Raj Rishi Bharatihari Matsya University, Alwar on 04-07-2014 by notification No. 2 (14) Vidhi/02/2014 of state Government. Presently temporary campus of the University is located at Girls Hostel Building of BSR Govt Arts Collage, Alwar.

The permanent Campus of University will at Village Haldeena Tehsil Malakhera after Completion of construction work of building.

According to notification No. 203 (3) March 04, 2015 of the Rajasthan Government jurisdiction on Raj Rishi Bharahtri Matsya University Alwar spread over the all academic, teachers training and law Collages of Alwar district.

Raj Rishi Bharahtri Matsya University Alwar is the only University in the Rajasthan catering the needs of the students of Alwar district. Since the University is located in the Matsya-Mewat region of Rajasthan within the Aravali hills.

The University will impart education and conduct research on the various aspects of Matsya Mewat region.

RAS BIHARI BOSE SUBHARTI UNIVERSITY

Subhartipuram, Kotra Santour, Nanda ki Chowki,
Premnagar, Dehradun – 248007, Uttarakhand
Telephone: 0135 277 1925, 8194007424, 8194007624, 7617585561
Email: cellsubhartiadmission@gmail.com
Website : http://www. rbbsu.edu.in

Ras Bihari Bose Subharti University is setup under the Uttarakhand Adhiniyam, 2016 (UK Act No. 35 of 2016) as passed by the Uttarakhand Legislature and assented to by the Honorable Governor of Uttarakhand in December 2016. The University was established under the aegis of Dr. Jagat Narain Subharti Charitable Trust, Dehradun, which has set up exemplary precedents in knowledge creation and dissemination in field of education and delivery of commendable services in health, social welfare, outreach and philanthropy.

The main campus of the University is situated at Kotda Santaur, Aamwala Road, Nanda ki Chowki, Premnagar, about one km from the National highway- 72, at Chakrata Road, Dehradun.The picturesque campus aptly called 'Subhartipuram', is spread over a sprawling eco friendly and serene area of about 20 acres of land with laudable infrastructure and enviable facilities at the foot hills of the Himalayas.

The University boasts of an excellent faculty base under whose tutelage the students are envisaged to discover their full potential and become future leaders, technocrats, academicians, scientists, inventors and value based professionals. A variety of technology driven instructional facilities and aids, 'smart' classrooms, state of the art laboratories and libraries with impressive collection of academic resources, e-learning supplements and tools including full text electronic journals, online databases etc. Make this University a pioneer in knowledge creation, innovation and dissemination.

The uniqueness of Subharti University lies in providing an environment fully conducive to holistic training of students, maintaining a synergy of achieving academic excellence, extra curricular prowess and developing social, moral and ethical responsibilities.

RAJJU SHROFF ROFEL UNIVERSITY

Survey No 78-79 ROFEL Campus,
Vapi Namdha Road
Vapi – 396191, Gujarat
Tel : BCA : +91 9081283100
MBA : +91 9099063316
B.Pharm : +91 9727723742
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MBA : mbarofel@gmail.com B.Pharm : info@rofelpharmacy.ac.in
M.Pharm : info@rofelpharmacy.ac.in

Rajju Shroff ROFEL University is a State Private University, established by Govt. of Gujarat vide its Act No. 7 of Gujarat Private Universities (Amendment) Act of 2023 further amending the Gujarat Private Universities Act No. 8 of 2009 and approved under section 22 of UGC Act 1956.

Rajju Shroff ROFEL University, Vapi is committed to promote academic and industrial activities. Nurtured with passion and powered by intellect, it ignites in its scholars the spirit of innovation, dynamism, professionalism to build a brighter and successful career from them.

Promoter body of Rajju Shroff ROFEL University, Vapi - ROFEL Trust (Rotary Foundation for Educational and Learning Trust), Valsad District was set up in the year 1985 by Rotary Club of Vapi, and United Phosphorous Ltd (UPL).

Rajju Shroff ROFEL University, Vapi is highly committed for the social growth in the field of education and working for the Rotary World's mission of "Service above self". Rotarian and Chairman of United Phosphorous Ltd., Padma Bhushan Shri Rajjubhai Shroff is heading Rajju Shroff ROFEL University as Chairman. Hon'ble Shri Kanubhai Desai (Cabinet Minister of Finance, Energy and Petrochemicals, Govt. of Gujarat) is a trust member and the Club Mentor Past Rotary International President Rtn. Kalyan Banerjee are the think tanks of the University.

RASHTRIYA RAKSHA UNIVERSITY

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Fax : +91-079-68126820
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pro-vc@rru.ac.in

The University aims to become an academic-research-training ecosystem for security and police. Its endeavors focus on highly professional security, police education, research, and training through its qualified civilian and security faculty, committed human resources, motivated participants and students, intellectually stimulating and professional disciplined environment, and world-wide network, sharing, and exchange. It aims at providing security and strategic education in the contemporary and futuristic security and strategic studies and interdisciplinary areas.

The University contributes to vision of India of Peace, Prosperous and Stable World in alliance with grand strategic cooperation between like-minded nations and promoting greater understanding between senior security, police officers, diplomats, civil servants and civilians to promote the cause of the Nation. It adopts a two-tier approach, at the national and international levels, in its education, research and training, and extension in order to achieve capabilities to respond to the needs, expectations, and aspirations of the security and strategic institutions and forces as well as law-making, governance, judiciary, economy (agriculture-manufacturing-service sectors) and the civil society organizations.

Vision

Emerge as a Premier Center of Knowledge – University of National Importance, for International and National Stakeholders Seeking Peaceful, Prosperous and Stable World Order

- **Mission:** To identify, prepare and sustain statecraft of national strategic and security culture through continuous enhancement and development of educational, research and training cadres from the security, police and civilian society.
- **Purpose:** Holistic Security and Strategic Education is important for the Overall National Security. National Security is an Enabling Driver for Nation's Peace, Prosperity and Stability. A Peaceful, Prosperous and Stable Nation is Essential for a Similar World Order. To contribute towards creation of Indian Defense Force Culture.
- **Functional Motto:** Visionary, Committed and Enlightened Faculty from Civilian and Security and Police Organisations to Provide Best Public and Private Strategic Security and Police Services to the Nation and the World Peace, Prosperity and Stability in general.

RASHTRIYA SANSKRIT VIDYAPEETHA

Tirupati 517 507, Andhra Pradesh
EPABX Phone Nos. 0877-2287649, 0877-2287690
0877-2288644, 0877-2286686, 0877-2286177
Fax : 0877-2287809
Email : registrar_rsvp@yahoo.co.in
Website : http://www.rsvidyapeetha.ac.in

On the recommendations of the Central Sanskrit Commission appointed by the Government of India during 1950s, a Central Sanskrit Institute was established at Tirupati in 1961 by the Ministry of Education, Government of India in partial fulfilment of the recommendations, for the preservation and propagation of Traditional Sanskrit learning combining it with the modern methods of research. The Government of India constituted an autonomous registered body called 'Kendriya Sanskrit Vidyapeetha Tirupati Society' for the administration of the institution. The foundation stone for the Kendriya Sanskrit Vidyapeetha was laid by the then Vice-President of India , Dr.S.Radhakrishnan on 4th January, 1962. About forty two acres of land at the foot of the Seven Hills, Tirumala was leased out by the T.T.D. Trust, then headed by Executive Officer, Dr.C.Anna Rao along with a munificient donation of Rs.10 lacs towards construction of buildings. The Vidyapeetha Society has had a galaxy of successive chairmen who were well known public figures – Sri Patanjali Sastry, former Chief Justice of India being the first, followed by Prof.V.Raghavan, a reputed Indologist and Sri M.Ananthasayanam Ayyangar, former Speaker of Lok Sabha. Dr. B.R. Sharma was the Founder, and also acted as the Director from 1962 to 1970. Later the post of Director was changed into that of Principal. Sri Venkata Raghavacharya, Dr. Mandan Mishra, Dr. R. Karunakaran, Dr. M. D. Balasubra-manyam and Prof. N.S. Ramanuja Tatacharya served the institution in various capacities. Kendriya Sanskrit Vidyapeetha came under the aegis of Rashtriya Sanskrit Sansthan– an autonomous body under the Ministry of Education in April, 1971. Despite the challenges of the modern world, it has grown from strength to strength as a premier Institution for Sanskrit learning and research in India . During the Silver Jubilee celebrations in 1987, Sri P.V.Narasimha Rao, the then Union Minister of Human Resource Development, Govt. of India announced the decision of the Government to elevate its status to that of a Deemed University. The Vidyapeetha was declared as a Deemed to be a University on the recommendations of the U.G.C under Section 3 of UGC Act by the Government of India in its Gazette dated 16 - 11- 1987, No. F.9-2/85 U-3. The Deemed University was formally inaugurated by the then President of India Sri R. Venkataraman on 26th August, 1989. The Vidyapeetha started functioning as a Deemed University from the academic year 1991 - 92. Since then we have had three eminent Chancellors – M.M.Sri Pattabhirama Sastri, Prof.Ramaranjan Mukherjee and Dr.V.R.Panchamukhi(two terms), and the Vice-Chancellors were Prof. N. S. Ramanuja Tatacharya, Prof. S. B. Raghunathacharya and Prof. D. Prahladachar. Now Prof. Harekrishna Sathapathy took over as Vice-Chancellor. The Vidyapeetha is now headed by Dr.J.B.Patnaik serving as the Chancellor and Prof. Harekrishna Sathapathy as the Vice-Chancellor of the Vidyapeetha.

RASHTRASANT TUKADOJI MAHARAJ NAGPUR UNIVERSITY

Ravindranath Tagore Marg Nagpur 440001
Tel : 0712- 2523045, 2525417
Fax : 0712-2532841, 2500736
Email : vc@nagpuruniversity.nic.in, registrar@nagpuruniversity.nic.in
Website : http://www.nagpuruniversity.org

The Nagpur University was established on 4th August, 1923 with six affiliated colleges and 927 students. During 1947, the number of students increased to about 9000 accompanied by the improvement and diversification of curricula and expansion in the range of subjects. The expansion of library and sports facilities occurred during these years for the intellectual and physical well being of the students. It was in 1958 that some new Departments in Arts and Social Science faculties were opened; the major expansion, however, came in 1963 when several science and other teaching Departments were started. The Departments were shifted to spacious buildings in the main campus in 1972-73. In later years, several career oriented courses have been started viz., Business Management, Fine Arts, Mass Communication, Library Science, Physical Education, etc. During ninety years of its existence, the University has progressed satisfactorily and doing well in the midst of constraints of different sorts. This has been possible because of futuristic vision about higher education of the personalities who adored the chair of Vice-Chancellor of this University. Their determination and dedication helped a lot in progress of this University.

Presently University comprises of Thirty-nine Postgraduate Teaching Departments (PGTD), three Constituent Colleges / Institutions (Law College, Laxminarayan Institute of Technology, and College of Education). Eight hundred forty-two colleges are affiliated The Department and conducted college/ Institution buildings are spread over in 11 campuses with an overall area of 318 acres. Following programs under various faculties are run through the above-mentioned PGTD, Conducted College and Affiliated Colleges. In addition to these, the research programs in almost all Thirty-nine Departments and three conducted Colleges are propelled through M. Phil., Ph. D. and Post-Doc. University Hobby Workshop conducts regular training programs in the areas of Photography, Painting, Clay modeling, Carpentry, Electronics, etc. The above-cited formal programs are supplemented with following non-formal mode of education to cover local need based education.

(i) Training programs in maintenance and isolation of biopesticidal/ biofertilisers culture, effective use of micro-bial technology in aqua-culture farming, through Rajiv Gandhi Vikas Biotechnology Centre, Nagpur University, Nagpur. (ii) Extension activities through Adult and Continuing Education Programs. In the context of Globalization meager quantitative expansion of avenues of higher education will not suffice to cater to the cause of legitimate expectation of the population. It is qualitative growth along with in-built quality assurance mechanism, which is taken into consideration while preparing this proposal.

RAVENSHAW UNIVERSITY

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Ravenshaw University came into existence on the 15th day of November, 2006. It was an upgradation of Ravenshaw College established in 1868, one of the oldest and largest colleges in India which subsequently became an autonomous college with CPE status by UGC and 'A' grade by NAAC. The College with all its glorious academic achievement and ceaseless scholastic pursuits had already created a distinct niche for itself in India and beyond. The history of this great institution is, in a manner of speaking, the history of modern Orissa. It was the cradle of ideas fostering national unity and nationalism, promoting social mobilization and gearing up the freedom struggle.The grand hall of this institution was a theatre of history: on the 1st of April'1936 it was the venue for the declaration of Orissa as a separate province; thereafter it housed the state's first legislative assembly up to and even after Independence till it was shifted to Bhubaneswar, the new capital of the state. During Quit India Movement of 1942 the students of this institution brought down the Union Jack as a mark of nationalistic fervour.

The College originally was affiliated to Calcutta University and thereafter to Patna University in 1917 and was finally affiliated to Utkal University in 1943. The Utkal University began functioning from this campus till it was shifted to its present site at Vani Vihar, Bhubaneswar. This institution is the alma mater of the most distinguished personalities of the state. Not only the Utkal University but also the Orissa State Museum and Madhusudan Law College are the offshoots of this Institution obtaining their independent status at a later stage.

Post-graduate teaching started in 1922 with the opening of M.A. English class. Considering its great heritage, the Institution has been awarded National Honour by the Government of India through the issue of a commemorative stamp in 1978. The library which was named after the Raja Sahib of Kanika is the largest in Orissa. Not only is this Institution an epitome of learning but also a piece of unique Victorian architecture in the country.

The University has 27 departments of which 20 are post-graduate departments. M.Phil. programme is available in 14 departments and all the departments have provision for Ph.D. & D.Litt. programmes. Presently the University runs 23 Post-Graduate courses with research facilities and 27 Undergraduate honours courses.

RAYALASEEMA UNIVERSITY

Nandyal Road, NH-18, Kurnool 518 002
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Fax : 08518-234600
Email : ravenshawuniversity@yahoo.co.in
Website : http://www.ravenshawuniversity.com

Rayalaseema University is located in Kurnool, Andhra Pradesh, India. Rayalaseema University, which began offering courses in 2009, struggled a lot to earn two distinctions, 2F and 12 B, in just five years. Of the six universities (Palamuru and Satavahana in Telangana; Simhapuri, Krishna, Ambedkar and Rayalaseema in residuary AP) that started around the same time, Rayalaseema University is the only one to get the 12 B status. With the grant of this status, the gates are open for our faculty and students to get opportunities, both global and national," said K Krishna Naik, Vice Chancellor of the varsity. The first tribal academician to occupy the chair of a Vice Chancellor in undivided AP, Prof. Naik said the University has acquired the 12 B status for many reasons, one of which is adapting the intelligent character recognition (ICR) and optical mark recognition (OMR) by which the varsity quickly evaluates thousands of answer scripts and get the results published ahead of all universities in Andhra Pradesh. While the 2F status gives recognition to the degrees the university awards, the 12 B status facilitates the overall development of the university, he said. "Our endeavour is to get the next distinction, that is, recognition from the National Assessment and Accreditation Council (NAAC), which will take the university to another level," Prof. Naik, a Professor of history, told Times of India. As for the students, thanks to the 12 B status, they will get UGC fellowships.

The UGC will also sanction a NET coaching centre for SC, ST, BC, minorities and women. Our students have now become eligible to apply for higher studies abroad under the GOI cultural exchange programme. For faculty, the university can apply for major research projects. This is an opportunity for both students and faculty to scale new heights," the VC said.

The 12B status would also facilitate the varsity to participate in international partnerships and other innovative programmes with the help of UGC funding. "The 12 B status will enable the university to get funds from the UGC under its five year plan and other organizations such as department of biotechnology, dept of science and technology, CSIR, ICAR, ICSSR etc.

The status will also facilitate the university to improve its infrastructure like hostels and get modern equipment for its research programmes. On Saturday (October 31, 2014), the University Grants Commission (UGC) conferred the 12 B status on Rayalaseema University, which would open the doors to international tie-ups and accelerated growth opportunities for the five-year-old varsity.

RAYAT BAHRA UNIVERSITY

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E-mail: info@rayatbahra.com
Website: www.rayatbahra.com

Raya Bahra University, Punjab has been established under the provisions of the Raya Bahra University Act 2014 of the Government of Punjab.

The Rayat-Bahra Group's vision is to be one of the India's largest educational groups. With its world class teaching standards, outstanding faculty and innovative academic programmes, Rayat-Bahra Group intends to set a new benchmark in Indian education. In the words of the President, Nirmal Singh Rayat, the Rayat Bahra Group is an organization directed towards "uplifting people" across India and the world.

This vision endures in the organization's philosophy and all the educational management principles that it follows.

Under the leadership of the Chairman, Gurvinder Singh Bahra, the Rayat Bahra Group and its community of intellectuals have created a contoured roadmap for the future—a roadmap that guides the Group, to be a social leader and to earn the respect of a leading knowledge enterprise.

At its foundation lie talented people comprising of students, faculty and staff—who with their creativity, ingenuity and drive shall join in advancing human knowledge and to pursue scientific discovery for the benefit of all.

The Group was established in year 2001 and is successfully running 50+ Institutions at Punjab campuses (Rayat-Bahra University-Mohali, Ropar, Hoshiarpur, Patiala), Himachal Pradesh campuses (Bahra University-Shimla Hills) and Delhi (NCR) campuses with more than 30000+ students and 6000+ employees on its rolls. The core values of Rayat-Bahra Group include academic excellence, holistic development of personality; focus on learning and growth, systemic working, creativity and innovation.

The Group offers the advantage of high quality education relevant to the global needs which is delivered through an eclectic mix of innovative learning techniques.

REGIONAL CENTRE FOR BIOTECHNOLOGY

NCR Biotech Science Cluster
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United Nations Educational, Scientific and Cultural Organization · क्षेत्रीय जैव प्रौद्योगिकी केन्द्र · Regional Centre for Biotechnology

Regional Centre for Biotechnology (RCB) is an academic institution established by the Department of Biotechnology, Govt. of India with regional and global partnerships synergizing with the programmes of UNESCO as a Category II Centre. The primary focus of RCB is to provide world class education, training and conduct innovative research at the interface of multiple disciplines to create high quality human resource in disciplinary and interdisciplinary areas of biotechnology in a globally competitive research milieu. In 2016, RCB was recognised as an Institution of National Importance by the Parliament of India.

Vision and Mission

Mandate of the Centre is to provide a platform for biotechnology education, training and research at the interface of multiple disciplines. The programmes of the Centre are designed to create opportunities for students to engage in multi-disciplinary research where they learn biotech science while integrating engineering, medicine and science, to provide solutions for human and animal health, agriculture and environmental technologies. The mission of the Centre is to create opportunities for multi-disciplinary education, training and research in biotechnology. The vision is to produce human resource tailored to drive innovation in biotechnology, particularly in areas of new opportunities and also to fill talent gap in deficient areas. The Centre has been recognized as an 'Institution of National Importance' through an act of Indian Parliament, for biotechnology education, training and research. The Centre is also regarded as a "Category II Centre" in terms of "the principles and guidelines for the establishment and functioning of UNESCO Institutes and Centres".

History

Regional Centre for Biotechnology (RCB), an 'Institution of National Importance' providing education, training and research is established by the Department of Biotechnology, Government of India under the auspices of UNESCO. The Centre is focused on cooperatively working towards shared biotechnology growth in the Asia-Pacific Region. Regional interactions in biotechnology will promote co-operation amongst the countries to develop necessary infrastructure and capacity building for economic benefit of our societies. The Centre would be beneficial in developing knowledge rich, highly skilled human resource to be employed globally. RCB is a part of the Biotech Science Cluster (BSC) and operates in synergy with the other institutions in the Cluster.

RENAISSANCE UNIVERSITY

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Indore (MP)-452015
Phone : 0731-6684150
Website : http://www.renaissance.ac.in

Each and every school at Renaissance University, not only aims at bridging the gap between Theoretical and Practical knowledge but also prepare students with all round development. When these students enter in society, not only will the challenges become dwarf, but such students can also give society and nation the direction of a new, advanced, sophisticated and sustainable development.

This is probably going to be the first university in the country that will not only link the subject to relevant and experimental aspects, but also use the time to study in scientific and classical ways for example courses that increase physical, mental and spiritual powers will start in wee hours and curriculum with creative interest will start from evening and late evening till midnight.

Library canteen and other facilities will be available to students preparing for competitive entrance exams, round the clock, ensuring the concept of 24*7 in a positive manner.

Our goal is to create personalities which have a spiritual and scientific facet to it, as quoted by a famous thinker.

Our goal is to create a University wherein the canteens and Corridors are abuzz with discussions about ideologies of luminaries ranging from Plato and Socrates, to Marx and Gandhi, wherein the classroom walls eco with conversations about Aryabhatt, Varāhamihira and modern scientists like Stephen Hawkins and wherein the learning of the students is not confined to just Classical Indian Music but breaches boundaries to learn blues and jazz.

REVA UNIVERSITY

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Website : www.reva.edu.in

REVA University is established in Karnataka State under the Government of Karnataka Act 80 of the year 2012 and notified in the Karnataka Gazette dated 7th February 2013. Located 22 kms away from the Bangalore International Airport on the way to Bangalore city, the university has a sprawling green campus spread over in 35 acres of land equipped with state -of-art infrastructure and conducive environment for higher learning. The founders of REVA University, with missionary zeal, visionary outlook and philanthropic approach coupled with four decade long entrepreneurial leadership and a decade long experience are recognized, as leading educational venture through fastest developing higher education campuses. The REVA campus has well equipped laboratories, custom-built teaching facilities designed specifically to emulate the working conditions, fully air-conditioned library and central computer centre kept open their doors from morning 8 AM till mid-night for the students and the faculty. The well planned sports facility for variety of sports activities, facilities for cultural programs and friendly campus lifestyle add to overall personality development of students.

The campus also has residential facility for students, faculty and other staff. Currently, the REVA University offers 17 PG programs 3 PG Diploma programs and 2 Graduate programs in Engineering and Technology, Science, Commerce and Management in addition to research degrees leading to M Phil and PhD in different disciplines. The University aims to offer many more PG and UG programs in Science, Arts, Commerce, Management Education and Engineering and Technology in coming years. The programs being offered by the REVA University are planned after detailed study of their social relevance and job market. Well experienced teachers and scholars from reputed universities / institutions experts from industries and business sectors joined their hands in preparing schemes of instruction and detail curricula for these programs. Greater emphasis on practice in respective areas and skilled development to suit to respective job environment has been given while designing the curricula. The Choice Based Credit System and Continuous Assessment Graded Pattern (CBCS – CAGP) of education has been introduced in all programs to facilitate students to opt subjects of their choice in addition to the core subject of the study and prepare them with needed skills. The system also allows to move forward under the fast track for those who have the capabilities to surpass others. These programmes are taught by well experienced qualified faculty supported by the experts from industries, business sectors and such other organizations. The REVA University also has initiated many supportive measures such as bridge courses, special coaching, remedial classes etc., for slow learners so as to give them needed input and build in them confidence and courage to move forward and accomplish success in their career.

RKDF UNIVERSITY

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Website : http://www.rkdf.ac.in

The RKDF group way back in 1990s realized the need for access and quality in higher education especially in central India and decided to establish colleges at different locations in the state of Madhya Pradesh. The Group is offering education since 1995 and has a network of colleges in areas of engineering, management, hotel management, education, homeopathic, dental and nursing, and pharmacy located in cities of Bhopal, Indore, Sehore and Rewa to promote equity and access to education in central India. The group has capacity to enroll annually more than 14,000 students in different disciplines. With a motive to give "education to all" the RKDF Group further decided to establish a university with multidiscipline; and thus emerged the RKDF University, Bhopal sponsored by the AYUSHMATI EDUCATION AND SOCIAL SOCIETY on 14th February 2012.

The University is spread on a 55 acre beautiful landscape with plenty of open space and sports area interspersed within academic buildings. Within a very short span its Vice Chancellor, Shri Ashish Dongre with his team of young and remarkably able group of faculties and staff and the experience of RKDF Group Management and Advisory Board has been able to carve a niche in the higher education sector of Madhya Pradesh. Also the student demographic- with students hailing from various states was emblematic of the socio-economic , ethnic, religious and cultural diversity of the country. Thus learning from the strengths and drawbacks and drawing from these experiences RKDF University has embarked upon a well defined course of action to achieve the levels of excellence it aspires to. The University has a mission to provide quality education through teaching and imparting practical skills in major disciplines up to post graduate level including M.Phil and Ph.D. In RKDF we believe that class lectures, apart from relaying information and imparting skills, should help students develop critical faculties for thinking out of the box. Furthermore, RKDF University strives to ensure that students' education is multidimensional and we have adhered to a multidisciplinary approach. It has an excellent ambience and distinctly hospitable environment for higher learning in various subjects. The University facilitates interaction with national and foreign institutions to broaden the knowledge and skill of students. Flexibility in choice of courses, periodical revisions of courses, interdisciplinary and integrated courses as per the national and global requirement are the emerging issues that University envisaged to introduce in future. Sound grasp of fundamentals, good analytical skills, awareness of contemperory problems, reasoning abilities and exposure to the rapidly changing technologies are an integral part of the teaching in the campus. Infrastructure like physical facilities, updating of laboratory equipment, modern pedagogical equipment for delivery of lectures, latest books and journals including e-journals are other aspects that University is conscious of to provide.

RKDF UNIVERSITY

Kathal More - Argora - Ranchi Rd, Opp. Water Tank
Dhipatoli, Pundag, Ranchi – 834004, Jharkhand
Tel : 7260801433 / 8298871131/ +917260801435 (Registrar)
Email : info@rkdfuniversity.org admission@rkdfuniversity.org

It was in the year 2018, Dr. Sunil Kapoor , the founder decided to fulfil his dream of establishing an institute for quality education to the people and the region & beyond initiated "Ayushmati Education And Social Society" trust in an attempt to make the holy city of Ranchi, a recognized destination for knowledge seekers from different spheres of life and strive to become one of the best Universities in Jharkhand. This is what led to the foundation of a milestone at the karmabhoomi of the versatile and sagacious Bhagwan Birsa Munda.

RKDF Group has been actively involved with social causes since its very inception and has drawn appreciation from one and all for its works in various facets of societal paradigms. The Group started its journey in 1994 by establishing 1st private engineering college at Bhopal, Madhya Pradesh. Now the group has 162 institutions & 6 universities (5 in M.P. and one in Jharkhand). The six universities and social society as established by Ayushmati Education are RKDF University, Bhopal (2011), Sri Satya Sai University of Technology & Medical Science Sehore (2014), Sarvepalli Radhakrishna University, Bhopal (2015), Dr. A.P.J. Abdul Kalam University, Indore (2016), Bhabha Univerity, Bhopal (2018), RKDF University, Ranchi (2018).

Vision

- To establish a University of excellence to impart Higher Education through Knowledge, Pioneering Scholarship, Research and Teaching.
- To improve the lives of many students through growth, prosperity and sustainable physical environment through education in the country.
- To Fulfil Commitment of providing Quality Education and empowering Excellence for Better Jharkhand.

Mission

- Harmonize Higher Education with excellence in Science and Technological output and contribute to livelihood, security and sustainable societal development.
- To be recognized as a premium National University providing dedicated service for the Socio-Economic Development of the Nation.
- To promote Entrepreneurship in Youth by imparting professional and life skills.

RNB GLOBAL UNIVERSITY

RNB Global City, Ganganagar Road,
Bikaner, Rajasthan-334601
Tel No: +91-7230834441-44
Toll Free No. : 1800-313-0075
Email: info@rnbglobal.edu.in
Website : https://www.rnbglobal.edu.in



The RNB Global University has been established by act no 20 of 2015 passed by the Rajasthan Vidhan Sabha and notified by state of Rajasthan on 27/04/2015. The degrees which will be awarded by RNB Global University would be recognized by University Grants Commission (UGC).

World Class Infrastructure

Optimizing learning experience through a perfect ambience that corresponds with qualitative academia initiates an ability in the students to perform better. At RNB Global University, we render following pursuits of systematic learning through:

Amphitheatre style Lecture Halls with Audio Visual aids • Well stocked Library • Versatile Sports Facilities • Fully equipped Labs.

Hi- Tech Campus

At RNB Global University, we understand the indispensable role technology plays in education. The University campus is endowed with uninterrupted internet access to assist learning in the most effective manner through:

a) On Cloud University Management System • Comprehensive UTM to overcome security threats • Intra campus connectivity on 10 GBPS backbone • E- Learning Studio / Library

Highly Secured and Disciplined Campus

"Confidence comes from discipline and self-control." The fruit of knowledge can only be attained when learning ethics are enforced in true spirit. The administrative and security measures adopted by the University are:

Strong anti-ragging measures • Round the clock surveillance • No Smoking/Tobacco Campus • Bio metric access control

Modern Education System

RNB Global University follows a progressive learning approach that facilitates forward thinking culminating in a curriculum based on a modernist value system. Some of the futuristic steps endorsed by the University are: Industry Oriented Syllabus • Multi-Disciplinary Approach • International Methodologies • Choice Based Credit System

RIMT UNIVERSITY

Sirhind Side, Mandi Gobindgarh-147301
Punjab
Tel. : 1800-137-0022, Toll Free No.- 1800-137-0022
Email : info@rimt.ac.in

Since the establishment of RIMT, our gifted; skilled and daring faculty share their knowledge and pave the way for solutions to complex issues impacting upon our tomorrow. We believe game-changing discoveries depend on bringing the right people together in an environment that gives them room to innovate. Education for Life is in our DNA and we pursue future endeavours with the same spirit, always.

Driven by a strong inclination to assign the futuristic parameters to given standards of education today, RIMT carries forward its illustrious history since inception in 1998. Continuing on its path of growth, RIMT experienced the greatest period of momentum in its history while adding a new institution every year from 2002 to 2015. This legacy continues with RIMT Universtiy established by Govt. of Punjab vide Punjab Act, No. 31 of 2015 & under section 2(f) of the UGC.

Evolving from the foresight of Shri Om Parkash Bansal Educational and Social Welfare Trust in 1998, RIMT University has embraced innovation and challenged the status quo. An entrepreneurial perspective encourages students, staff and faculty to challenge convention, lead discovery and explore new ways of learning. Here, bold thinking is given a place to develop into ideas that can change the world.

OUR VISION & MISSION

Our Vision is to provide imparting quality technical education and producing society worthy individuals in addition to providing a productive work culture and conducive environment for the teacher and the taught, matched by unparalleled infrastructure and an insatiable urge to, in excellence, outdo ourselves. While our mission is to create extraordinary learning experiences for students.

RISHIHOOD UNIVERSITY

NH-44 (GT Road), Near Bahalgarh Chowk
Sonipat – 131021, Haryana, India
Tel : 1800-120-6631
Email : namaste@rishihood.edu.in

Rishihood is a social-impact university headquartered in India. Rishihood is nurturing a learning ecosystem in the areas of entrepreneurship, healthcare, creativity, and education.

Rishihood University is established under The Haryana Private Universities (Amendment) Act, 2020 and as per Section 2(f) of UGC Act, 1956. Rishihood University is a constituent entity of H R Education and Charitable Foundation, a registered non-profit under Section 8 of the Companies Act, Government of India.

Rishihood University is an impact-oriented initiative established in India. The university believes in an 'ecosystem' approach to learning rather than isolated training and research. Therefore, Rishihood actively engages and nurtures an ecosystem for our academic areas as well as for the larger growth of the nation and society.

Our learning environment inspires people to achieve **'Rishihood'**. Our programmes and projects are designed so that each person associated with the university is motivated to contribute to society in a positive way.

Our Philosophy

The leaders of our society have never been generals or kings but Rishis. When you are a Rishi, you become a blessing to mankind. This is *Rishihood*.

-- Swami Vivekananda

The name Rishihood signifies the state of being a Rishi and is derived from Swami Vivekananda's inspirational discourse.

Swami Vivekananda is the philosophical mentor to Rishihood University. His ideas motivate us to conceive a paradigm of education where we prepare 'Rishis' – people who become a blessing to mankind through their thoughts and actions.

He was a visionary monk and social reformer. In his short life of 39 years, he had travelled the world to spread the message of peace, written 9 volumes on deep knowledge on philosophy, education, religion, nation and much more. After 150 years of his birth, he continues to inspire, guide and move people.

RV UNIVERSITY

RV University Campus,
RV Vidyanikethan Post, 8th Mile,
Mysuru Road, Bengaluru – 560059
Contact : +91 8951179896 +91 9513673778
Email : enquiry@rvu.edu.in, admissions@rvu.edu.in
Website : https://rvu.edu.in

RV Educational Institutions (RVEI), governed by Rashtreeya Sikshana Samithi Trust (RSST), is recognised among the few value-based and quality-oriented educational groups in the country. The Trust endeavours to impart quality education to all strata of society.

RV University is a State Private University which has been established in Karnataka State with RSST as the sponsoring body through Act No.34 of 2019, passed by the Karnataka Legislature. The Missions of RSST and RV University is "Excellence in Education with Societal Commitment".

Enabling people from all sections of society to access affordable and quality education in all spheres of knowledge including Arts, Humanities, Basic Sciences, Technology & Management, Teacher Education, Health Sciences & Legal Studies.

The valued advisors and esteemed leaders who ensure that RVU provides the best of education and remains a world-class institution.

Vision

To be a world-class, tech-driven, global university for liberal education, empowering citizens of tomorrow.

Mission

- Strive for excellence in teaching, research, capacity building, community engagement and to build a reputation in the academic world as a thought leader in various disciplines; benchmark against top universities of the world. • Use digital and other technologies relevant to teaching-learning process and to do advanced research.
- Creation of a vibrant and diverse community with faculty members and students hailing from different parts of the country and the world.
- Forge a large number of national and international collaborations to create learning opportunities and mobility for the students and faculty members.
- Make higher education accessible to all. Offer a multi-disciplinary learning environment in a diversity of knowledge streams and skills catering to the existing and emerging needs from a learner's context. To create a research rewarding environment that seeks and encourages inter-disciplinary expertise and institution building enterprise among faculty members, while consistently forging cooperation between global and Indian institutions of eminence.
- Expose students to the best of theory and practice.
- Evolve a diverse talent pool of informed, self-driven, empathetic and inclusive problem solvers.

SABARMATI UNIVERSITY

Nr. Greenwood Lake Resort, Vaishno Devi Circle
Sardar Patel Ring Road, Ognaj, P.O. – Chandlodia
Ahmedabad – 382481, Gujarat
Tel : +91-9081911124, 9595256677

Sabarmati University (Formerly known as Calorx Teachers' University) was established in 2009 with a strong commitment towards excellence in research and innovative practices in higher education. It was a State Private University established by State Legislature of Gujarat Act No. 8 of Year 2009 and further Amended with Act No. 20 of 2019. The core of the University is an incessant quest for diversity of practices and creating scholars with global standards and skills.

Sabarmati University (SU) has a distinguished record in the fields of Education. The University envisaged developing a genre of multifaceted professionals, who will not only excel in their fields but also facilitate, counsel, empathize innovatively and creatively. SU has been networking with temples of learning, both in India and abroad, to train pfofessionals par excellence. In the short time span since its inception, US has maintained high academics standards. It is SU's constant endeavor to create a talent pool of enlightened professionals, capable of revitalizing the educational, economic, financial and social scenario in India.

Vision

- Being Centre fo Excellence in Higher Education.

Mission

- Prepare Professinals comparable to the best in the world.
- Lead India in Research and Development.
- Best resilient in time and space.

SAVITRIBAI PHULE PUNE UNIVERSITY

Ganeshkhind, Pune-411007, Maharashtra
Tel : 25696061/25690062/25696064/ 25696065 / 25601182
Fax : 020-25697388/25693899
Email : puvc@unipune.ernet.in regis@unipune.ac.in
Website : http://www.unipune.ac.in

Pune is the main educational center of Maharashtra. Numerous students from every corner of India and the world come to Pune. It is quite safe and peaceful city as compared to other educational centers in India. The climate of Pune is pleasant and good for health. The city of Pune houses many well-known, established institutes and colleges. Savitribai Phule Pune University is one of the finest and most popular educational centers in the city. It offers excellent programs in various areas including Science, Commerce, Arts, Languages and Management Studies.

Savitribai Phule Pune University, one of the premier universities in India, is positioned in the North-western part of Pune city. It occupies an area of about 411 acres. It was established on 10th February, 1949 under the Poona University Act. The University houses 46 academic departments. It is popularly known as the 'Oxford of the East'. It has about 307 recognized research institutes and 612 affiliated colleges offering graduate and under-graduate courses. The University attracts many foreign students due to its excellent facilities. It offers good accommodation facility. There is a provision of hostel for the students. There is a well-stocked library containing plenty of books regarding various subjects. The university offers different scholarships to the students. The university conducts seminars and conferences for the students.

The Mission of Savitribai Phule Pune University is to be a global, socially conscious Center of Excellence in the conservation, creation, Advancement and dissemination of knowledge, equipped to take up challenges of the enormous change taking place all around and committed to empower its faculty and students to contribute meaningfully to economic, technological and social development and progress .

In accordance With this Mission, Savitribai Phule Pune University aims at

- Becoming a vibrant Knowledge Center and a Center of Excellence in teaching, research and extension activities;
- Bringing about conservation, creation, advancement and dissemination of knowledge.
- Creating technologically equipped thought and action leaders in a wide range of spheres by providing value based and high quality education, generating cutting-edge research and innovations, and enabling empowerment through social and regional inclusion;
- Increasing global linkages by attracting international students and establishing collaborative Programmes with educational institutions of repute.

SKS INTERNATIONAL UNIVERSITY

21 Mile Stone, NH-2, Village- Chaumuhan, Thesil- Chhata,
Mathura-281406, Uttar Pradesh
Email: contact@sksinternationaluniversity.com
Website: https://sksinternationaluniversity.ac.in
Contact: +919997659007, Toll Free No. - 18008890478

The 1980's marked the establishment of SKS Group. Two decades later SKS Group was a renowned entity with operations in several parts of the country and core competencies in Turnkey Heavy Material Handling Lifting Solutions, Agro and Food Processing Industry and in its education initiative.

SKS International University is a leading educational institution situated at the heart of city of Shri Lord Krishna. The campus of an esteemed University spans a vast expanse of 50 acres. This campus embodies a thriving atmosphere of learning, complemented by lush green surroundings that never fail to mesmerize visitors. Despite its location in Mathura, it remains the unequivocal first choice for aspiring medical students across the country.

Our Mission

To play a crucial role in contributing to the betterment of Society in shaping our world. To promote Education in all faculties like Medical, Paramedical, Nursing, Pharmacy, Aryuvedic, Physiotherapy, Life Sciences, , Law, Education, Agriculture such other courses which trustees may decided time to time to meet quality manpower requirements for the development of the nation.

Our Vision

To be recognized as a premier institution of excellence providing high quality education, research and consultancy services to the society. SKS International University fosters a vision of educational transformation in keeping pace with the times. It emphasizes a symbolic relationship between the young institution offers a holistic approach to education. The challenge today, is to relate ourselves to the socio economic, cultural and educational world and to think globally. SKS International University understands this responsibility and works to create a talent pool of manpower to tackle the emerging issues of the present century.

SRM INSTITUTE OF SCIENCES AND TECHNOLOGY

SRM Nagar, Kattankulathur - 603 203
Chengalpattu District, Tamil Nadu
Phone: +91-44- 27417000, +91-44- 27417499
+91-44-2745 5510, +91-44-4743 7500
Email : infodesk@srmist.edu.in
Website :http://www.srmist.edu.in

Education is all about creating an environment of academic freedom, where bright minds meet, discover and learn. One would experience top of the world living and learning experience at SRM.

SRM Institute of Science and Technology (formerly known as SRM University) - where you have the freedom to take wings.

SRM Institute of Science and Technology is one of the top ranking universities in India with over 52,000 full time students and more than 3200 faculty across all the campuses - Kattankulathur, Ramapuram, Vadapalani Campus – all in and around Chennai, and Modinagar, NCR, Delhi - offering a wide range of undergraduate, postgraduate and doctoral programs in six Faculties – Engineering & Technology, Management, Medicine & Health sciences, Science & Humanities, Law and Agricultural Sciences

Academic Environment
Foreign faculty, 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, 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. Even at UG level specialized engineering programs like Artificial Intelligence, Big Data Analytics, IoT etc. are offered. All the programs offered are approved by UGC and applicable Statutory Councils like AICTE etc.

Diversity of Students
70% of students are from outside Tamil Nadu, with students from USA, Europe, China and other countries.

Semester Abroad Program
Over 200 students sponsored to more than 35 foreign universities like MIT, Carnegie Mellon, UC Davis, Warwick and Western Australia every year.

International Advisory Board
57 members from top universities across the world including MIT, Stanford, UC Berkeley, Cambridge and NUS help set Global Standards.

Corporate Advisory Board
Over 50 top executives from leading corporate institutions constantly interact with faculty and students to help in formulating academics and research.

SRM UNIVERSITY

Neerukonda, Mangalagiri Mandal
Guntur District, Mangalagiri, Andhra Pradesh - 522502
Phone: +91-866-2429299 / 1800-599-2233 (Toll Free)
Email: admissions@srmap.edu.in

Starting with one School in 1969, SRM swiftly expanded; it now comprises of Schools in Engineering, Medicine and Health Sciences, Science and Humanities, Management, and Law. By 2015 SRM was made up of three separate Universities: SRM University Chennai, SRM University Haryana and SRM University Sikkim. Now SRM is looking to build and create its fourth institution: SRM University, AP – Amaravati.

SRM University, AP – Amaravati is a multi-stream research university with focus on diverse fields. From engineering to medicine and from liberal arts to management, SRM's vision is to emerge as a world-class university that is globally connected, nationally relevant, and regionally transformative. It has the ambitious plan to be in the top world class universities in ten years with 20000 + students and 1500 faculty members.

For the establishment of this university, SRM has partnered with the world's best names for educational method and philosophy, campus design and infrastructure, learning and living spaces, and recruitment of faculty and leadership. Perkins + Will, American architects who have designed some of the leading universities in the world, are the architects for this new institution. Perrett Laver and Society, global search firms from UK, are involved in the recruitment of senior leadership roles and faculty.

To emerge as a world class university in creating and disseminating knowledge and providing students a unique learning experience in their chosen field of scholarship, that would best serve the society. The quality of education and service provided will be of the highest order. The University is committed to the advancement of education across all spheres.

Develop into an inter-disciplinary institute combining academic rigor, excitement of discovery, creativity and entrepreneurship

Deliver world class research based education, creating new knowledge and innovations.

Provide an inspiring and stimulating environment for diverse campus community of faculty and students.

SRM UNIVERSITY

Plot No.39, Rajiv Gandhi Education City
Delhi NCR, Sonepat – Kundli Urban Complex
Post Office P.S.Rai Sonepat, Haryana – 131029
Phone : +91 – 88160 33306, +91 – 88160 33301
+91 – 88160 33302/03, +91 – 88160 33305, 08816033308
Fax - 044 - 2752343
Email : admissions@srmuniversity.ac.in vcsrmh@srmuniversity.ac.in
Website : www.srmuniversity.ac.in

Talking about the top universities in India, we would here put light on SRM University which covers most of the courses and streams of engineering, management, library information and science, law, commerce and humanities. This college is situated in Sonepat and is well connected to the nearby areas. It is a deemed university which falls under a league of AICTE approved colleges and UGC recognized universities. It provides courses such as MBA courses, computer engineering courses, management courses, business management courses, B. Tech. courses, civil engineering courses, electrical engineering courses, bachelor of engineering courses, electronics engineering courses, B. Lib. Courses, Law, M. Lib. Courses, library information & science courses, undergraduate courses, postgraduate courses, Ph.D. courses, bioinformatics courses, B.Com. courses & M.A. English courses. The recent and special creation of SRM Educational Group towards world class infrastructure and academic ambience that will shape and mould the future citizen of India. The SRM Educational Group as a community have over 20,000 students and 1,500 staff spreading over five campus in India. The SRM Group has earned the best teaching quality rating and a strong research record and offer a wide range of undergraduate, postgraduate and doctoral programs in Engineering, Management, Medicine and Health sciences, and Humanities. Today, our's is a broad-based, research intensive institution with a global reach.

SRM University, Haryana has been established under Haryana Private University Act of 2006 as amended by Act 8 of 2013. This is a Private State University established by the SRM Institute of Science & Technology Trust (SRM IST Trust), Chennai which is registered as non-profitable trust. With appropriate skills to compete the University offers an excellent academic environment to pursue a degree and is very strongly research and practical-oriented. Our research-led approach is one of the reasons why a degree from the SRM University is so prestigious. Our students also get opportunities to study abroad, improve their employability, take part in work placements and explore a wide range of social activities. Our graduate students equipped with the skills that are needed to compete in a global workplace and with acquaintances and networks that last a lifetime. Past 20 years, SRM has been connected with people all over the world. Our University has brought together creativity and innovation in global partnership. We understand the power of international collaboration to achieve success in a wider perspective. Our partners are from top Universities across the world including MIT, Stanford, UC Berkeley, Cambridge and NUS.

SAI NATH UNIVERSITY

Bariatu Road, Near Booty More,
Ranchi, Jharkhand
Contact: 0-805 711 2225, 0651- 254 4082
Fax: 0651- 254 4082
Email: sainathuniversity@gmail.com
Website : http://www.sainathuniversity.com

The Sai Nath University, Ranchi has been established and incorporated by Jharkhand State Legislature through its official Gazette and recognized as per section 2(f) of UGC Act 1956.The university till offer courses in different disciplines like Engineering, law, Social Science, Travel and Tourism, Hospitality, Allied Health, Management, Communication, Jewellery Management etc. rolled out in phases. Ranchi being one of the fastest growing cities in India has increasing demand for quality higher education in the region. The Sai Nath University campus in Ranchi will be home to the best-in-class infrastructure including state of the art research facilities and modern libraries. In line with Sai Nath University's legacy of providing quality education to its students, the campus will also involve the latest in technology to impart education.

Sai Nath University offers world-class infrastructure, highly qualified and dedicated faculties and excellent environment for academic and intellectual growth. The University focuses on comprehensive growth of the students, working on their hearts and minds by addressing to their academic, cultural, physical and social needs in an environment of continuous interaction and growth, conducive for the enrichment of mind and body. The faculty is fully committed to impart quality education by investing all its skills and knowledge. The University endeavours not only to produce excellent academic results but also to produce excellent and successful professionals.

Special emphasis is laid on communication skills and personality development. The uniqueness of our curriculum and various programmes, lies in promoting a strong passion in the students - for all round excellence with perfection; for meeting the challenges head on with due emphasis on ethical and moral values through broad -based management skills. The University produces knowledgeable young citizens capable of creating a better and prosperous India through inter-cultural understanding and respect.

In University, you would be constantly bumping into, interacting with and learning from students and faculty, from a wide range of disciplines from philosophy to physics, from medicine to music. Join us and be a part of a leading global university which aims to equip and challenge our graduates to make a difference in a globalised world full of opportunities. A very positive environment in which the students are automatically groomed in a highly cultured & disciplined manner. International teaching methodology evolved through in-depth interaction with the leading professionals from the industry & corporate sector.

SAI TIRUPATI UNIVERSITY

Ambua Road, Village Umarda,
Girwa, Udaipur - 313015 (Raj.)
Mo. : +91-8696440222 , +91-8696440333
Email : info@saitirupatiuniversity.ac.in
Website : http://www.saitirupatiuniversity.ac.in

Sai Tirupati University located at the centre of the scenic beauty of Aravalies lush green surroundings. STU has a mammoth ultramodern campus spreading over more than 31.67 acre, beautifully landscaped and surrounded by lush green hills of umarda Udaipur.

It strive for excellence through the creation, preservation, transfer and application of knowledge and continue to make rapid strides in the field of medical and other allied health education. It has established pacific institute of medical sciences and hospital for MBBS Admission courses and Venkteshwar School for nursing admission courses.

Apart from the modern medicine STU proposed future expansion in other traditional system of Indian medicine also. Our society mission is to bring standard health care within the reach of every individual while committed to achieving and maintaining excellence.

Aim and Objectives

Our commitment is to provide efficient, responsive and transparent service to our valued patients. It is an attempt to bring the institute closer to its patients and the society at large.

To set up , run and administer educational institute including Medical , dental, pharmacy nursing and other allied health colleges to impart education in medical and health sector.
To actively participate in National Programs for health promotion and prevention and control various diseases.

Vission

To be distinguished as a leader among medical schools through community collaboration in medical education, patient care, research and service.

Mission

- Educating a diverse workforce of tomorrow's leaders in health care sector.
- Healing through innovative and compassionate care.
- Promoting a culture of excellence through inclusion, service and advocacy.

SAI UNIVERSITY

SSPDL Tower, 4th Floor, Beta Block
Navalur, Old Navalur Road
Chennai – 600130, Tamil Nadu
Mobile : +91 9150010080
Email : ugadmissions@saiuniversity.edu.in
pgadmissions@saiuniversity.edu.in

Sai University is a new Private University, statutorily established by the Tamil Nadu State Legislature vide the Sai University Act, 2018 (Act No. 42 of 2018) and as per section 2(f) of University Grants Commission (UGC) Act, New Delhi, to promote, conceptualize and bring about a paradigm shift through development of outstanding leadership, research, knowledge and ideas for education and allied development sectors.

The Sai University Board comprises distinguished global leaders representing business, academia, government, law and development who provide strategic guidance.

Vision

Vision of Sai University is to be an eminent global university.

Mission

Our mission is based on three majestic pillars: empowering people to liberate their minds and realize their potential; sparking the imagination to spur discovery, innovation and creative work; and unleashing education and research through action, for the betterment of our societies.

We seek students and faculty who are: curious about what lies beyond familiar boundaries of knowledge; dedicated to honing their ability to think analytically, refine their aesthetic sensibilities and communicate clearly; driven to express their passion authentically through their life's work; and inspired to elevate humanity.

SAGE UNIVERSITY

Kailod Kartal, Indore-Dewas
By-Pass Road, Indore -452020
Phone: 0731 2906986, +91 9522578382, 9522578482
Email: info@sageuniversity.in
Website : http://www.sageuniversity.in

SAGE University is where technology, innovation and entrepreneurship come together to create a dynamic learning environment. Learning for employment is key at SAGE. SAGE University is the top innovative university in central India that not only helps you to dream, but also drives you, motivates you and gears you up to bring in that very essential component called changes that makes our tomorrow better.

Future is the dream we all pursue, a dream of a better lifestyle, quality life, better amenities, infrastructure, facilities and so on,.but, only a few of us strive today to bring in the changes tomorrow and that is where we are different. Here at SAGE we have a futuristic approach to fulfill your dreams.

Established by the legendary SAGAR Group of Education Society of central India and awarded as the best emerging university in central India. The SAGAR Group is bringing the happiness to society since 1983 and currently under the umbrella of SAGE more than 9000 students are getting quality education. SAGE has a vision to nurture intellectual capital through the center of excellence which is governed by best practices in quality education and mission to strive and pursue with the commitment and dedication using the technological advancements and motivated team the path that leads the fulfillment of the vision. Listed in the top Universities SAGE is geared to produce high-caliber graduates having the skills to build exciting and rewarding careers.

SAGE University has been established by an Act of State Government of Madhya Pradesh, in exercise of powers conferred by Sub-Section (1) of Section 28 of the Madhya Pradesh Niji Vishwavidyalaya (Sthapna avam Sanchalan) Adhiniyam, 2007, as notified by the Higher Education Department, State Government of M.P., in the Ordinary Gazette of M.P. SAGE UNIVERSITY is located in the lush green environment away from hustle & bustle at the hill top in Indore.

SAGE UNIVERSITY

Sahara Bypass Road, Katara Hills, Extension
Bhopal – 462022, Madhya Pradesh
Phone : 0755-6614400
Mobile : +91 8815 094 781

Sanjeev Agrawal Global Educational (SAGE) University Bhopal with its impeccable academia, colossal campus, leading-edge educational framework and extensive façade in the beautiful city of lakes Bhopal has created a world-class setup for transforming passion into a profession. With its thought-provoking learning and exceptional infrastructure, the university offers the best-in-class facilities for students to secure their future. Sanjeev Agrawal Global Educational (SAGE) University,Bhopal strive to achieve the goal of providing students with a world-class education and bringing them into accord with the fast evolving society. The education innovation for which we have a drive is to make Sage University, Bhopal the top university in MP, Central India.

We make lives better by producing leaders of society and equipping our people with quality leadership qualities, so they can serve our communities at every level. Sanjeev Agrawal Global Educational (SAGE) University Bhopal is a well established University and functions under the patronage of *Shri Agrawal Educational Public Trust*.

Vision

Our vision reflects on our pedagogy which highlights the overall development of every individual. We aim towards nurturing their talents through excellent and innovative academia to foster their all-round development. We want to shape India's future with extraordinary talents and uplift our society from giving the best education possible.

The vision of the Sage University Bhopal resolves to help learners to assiduously pursue and achieve goals. We have the vision to provide the highest quality education to the seekers, nurture their talent to promote their intellectual growth and serve the community through the creation of skilled and socially responsible global citizens.

Mission

To create globally competent graduates and postgraduates who are fully aware of their roles in the quest for a better tomorrow for their communities, countries, regions, and the world as a whole.

To condition a mindset for addressing local, national & global issues and to felicitate humankind with better livelihood, while impacting the society in a transformative way.
To cultivate an environment that will welcome and support students and scholars from all over the world and contributes knowledge and expertise locally, nationally and internationally to produce global leaders by inculcating leadership and innovative abilities.

SAM GLOBAL UNIVERSITY

Kolua, Gram Adampur Chawni, Raisen Road
Bhopal – 462021, Madhya Pradesh, India
Tel : (+91) 9644553399
Email : samglobaluni@gmail.com

SAM Global University is a University in Bhopal established in 2019 under the umbrella of Shri Guru Hargobind Society, which has been imparting quality education for the last six decades. The University is approved by Madhya Pradesh Niji Vishwavidhyalaya (Sthapana Avam Sanchalan) Adhiniyam 2007 and is located at Agariya Chopra, District Raisen, Madhya Pradesh.

SAM Global University in India is leading under the dynamic and commanding leadership of people who are on a mission to shape the future of future leaders. We are known for focusing on the holistic development of the students while promoting innovation, enlightenment, and employability. We are counted as one of the top Universities of Central India and have always stood at the forefront to meet the ever-growing challenges and demands of higher education on a national and international level. We provide bachelor, masters, and Ph.D. Degrees in the discipline of Ayurveda, Engineering, Nursing, Pharmacy, Science, Paramedical Sciences, Agriculture, Arts and Humanities, Management, Commerce, Journalism & Mass Communication, Education and Hotel Management. SAM Group is renowned for its educational excellence for decades and also for its well-known colleges in Bhopal such as SAM group of Institutions and SAM Girls College.

Innumerable students from different parts of the country live, explore and evolve in the sprawling 50+ acres of Wi-Fi-enabled campus of the best private university in Bhopal. Our rich alumni legacy is an outcome of the international exposure provided to the students in diverse ragging -free environment. We are backed by our highly-experienced faculty and almost thousands of other support and service staff. The pedagogy here is constantly reviewed and upgraded to reflect the latest trends and developments in higher education. Our state- of the- art facilities like entrepreneurship cell, well- equipped laboratories, libraries, hi-tech computer labs, incubation center, auditorium, placement opportunities, academic collaboration, and twinning programs with several universities in India to ensure that students get various national and international exposures and expertise, makes us one of the top universities in Bhopal.

We have been bestowed with several prestigious awards in recent years, such as “Best Educational Group” by Chief Minister of M.P., Shri Shivraj Singh Chouhan, “Best Group of Placement” by Hon. Dr. Satyapal Singh, Minister of State for HRD, Government of India, “Best Group for Girls’ Education” by Hon. Finance Minister of India, Mrs. Nirmala Sitharaman, “Best Upcoming University” by Hon. Minister, Govt. of India, Shri Nitin Gadkari. We also take pride in being awarded as “Best Educational Group in the Health care sector”,” Best Group for Infrastructure and Campus” as well. Come and explore a University of the 21st Century, where you earn much more than just a Degree!

SAM HIGGINBOTTOM INSTITUTE OF AGRICULTURE, TECHNOLOGY & SCIENCES

NH 27, Mahewa East, Naini, Allahabad - 211 007, Uttar Pradesh
Tel : 0532 268 4781, 0532-2684290, 2684284, 2684281, 2684781
Fax : 0532-2684593, 2684394
Email : registrar@shiats.edu.in
Website : http://www.shiats.edu.in

As a tribute to the Founder Dr. Sam Higginbottom, who through his sincere services, hard work and dedication has contributed greatly towards enhancing the agriculture production in our Country, a proposal was submitted to Ministry of Human Resource Development, Govt. of India, New Delhi to re-christened Allahabad Agricultural Institute-Deemed University as "Sam Higginbottom Institute of Agriculture, Technology and Sciences".

In view of the above, Ministry of Human Resource Development, Govt. of India, New Delhi vide communication bearing reference No. F.13-7/2008-U.3.A, dated September 22, 2009 has permitted Re-Christening of the Allahabad Agricultural Institute-Deemed University as: "SAM HIGGINBOTTOM INSTITUTE OF AGRICULTURE, TECHNOLOGY & SCIENCES" (Formerly Allahabad Agricultural Institute), (Deemed-to-be-University).

Sam Higginbottom Institute of Agriculture, Technology & Sciences (SHIATS), is striving to acquire a place in the arena of International Science and Technology while holding a pioneering status in India.

The University offers thirty nine (39) Undergraduate Programmes, hundred and one (101) Postgraduate programmes, eighteen (18) Diploma programmes and Doctoral programe in various disciplines.

The teaching and research faculties of the University have highly qualified professionals, trained in specialized areas of Agricultural Science and Technology with several of them holding Post Graduate degrees & Doctoral Degrees from universities abroad. The State Govt. of U .P. had certified that the Institue is a Minority Educational Institution within the meaning of clause (i) of article 30 of the Constitution of India, vide their letter No. 4894 15-80 (ii) dated the 12th of Sept. 1980. Ministry of Human Resource Development (MHRD), Government of India, New Delhi vide D.O.No.F.20-71/2005-U.3 dated 21st December 2005 also recognized the Institute as a Minority Institution. Being a Deemed-to-be University, SHIATS does not require any approval from All India Council for Technical Education (AICTE) for technical and Management courses and is empowered to award degrees as specified and notified under section 22 of University Grant Commission (UGC) Act 1956 (Notification No F.2-1/2006 U.3(A) dated 7th April 2006) issued by Ministry of Human Resource Development (MHRD), Department of Secondary & Higher Education, Govt. of India, New Delhi.

SAMBALPUR UNIVERSITY

Jyoti Vihar, Sambalpur, Odisha- 768019
Ph : 0663-2430157 (Off) Fax : 0663-2430158
Email: registrar@suniv.ac.in
Website : www.suniv.ac.in

The Sambalpur University Act was passed by the Odisha Legislature on 10th December, 1966 to fulfill long cherished dream of the people of Western Odisha for establishment of a University. The University started functioning from 1st January, 1967 with Prof.Parsuram Mishra as the first Vice-Chancellor. The University was inaugurated on 4th January, 1967 by Hon'ble Chancellor A.N.Khosla. The University started functioning in 1967 in a rented private building at Dhanupali, Sambalpur and in Government building at Ainthapali, Sambalpur from 1968 - 72. In the year 1973 the University was shifted to the present campus named Jyoti Vihar at Burla. The territorial jurisdiction of the University covers 10 Districts of the state of Odisha namely Sambalpur, Sundargarh, Jharsuguda, Deogarh, Bargarh, Bolangir, Subarnapur, Nawapara, Kalahandi, Boudh and Athamallik Sub-Division of Angul District. The University at Jyoti Vihar provides Post-Graduate education in Twenty-seven subjects through Twenty Post-Graduate Departments.

The University Post-Graduate Departments offer one-year study Programme for M.Phil Degree, two years study programme for the Degrees of M.A. / M.Sc. / LL.M. / Business Administration / M.Lib & Inf.Science, One-Year P.G. Diploma Course in Computer Science & Application and Diploma Course in Sambalpuri Studies and Three-Year course in M.C.A. and Executive M.B.A. The P.G.Departments of Chemistry, Life Sciences, History, Economics, Library & Information Sciences and Mathematics have been conferred Autonomous Status by the University. They adopt Semester system based on continuous evaluation. They adopt their own courses of studies. There are Ten Post-Graduate Hostels in the University Campus out of which four are Ladies Hostels and six are Gents' Hostels. The University provide several facilities to the boarders in the Hostels like Common Room with T.V., Reading Room with Newspaper and Magazine, Guest Room, First Aid, STD Telephone booth, etc. The Central Canteen has been opened near the Hostel Campus for the benefit of students. Besides there are two Nationalized Banks, one Post-Office, one Health Centre, one Auditorium, one Police-Out Post, one Faculty House and one Community Centre have been established in the University Campus for providing services to students/teachers and employees in the Campus. The establishment of Directorate of Distance Education (DEC), Private Education Cell (PEC), One Nodal Computer Centre, Academic Staff College, University Yoga Centre, Professor Bhubaneswar Behera Central Library are acting like the wheels for the University system and would carry the University speedily towards achieving the noble boon for which these are set up. The Directorate of Distance and Continuing Education has started in the year 1998 with only on-campus courses in collaboration with P.G. Departments of Sambalpur University.

SAMPURNANAND SANSKRIT VISHWAVIDYALAYA

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Sanskrit Is the Most Ancient and Perfect Among the Languages of the World. Its Storehouse Of Knowledge Is An Unsurpassed And The Most Invaluable Treasure Of The World. This Language Is A Symbol Of Peculiar Indian Tradition And Thought, Which Ha Exhibited Full Freedom In The Search Of Truth, Ha Shown Complete Tolerance Towards Spiritual And Other Kind Of Experience Of Mankind, And Has Shown Catholicity Towards Universal Truth. This Language Contains Not Only A Rich Fund Of Knowledge Of People Of India But It Is Also An Unparalleled Way To Acquire Knowledge And It Thus Significant For The Whole World. In Order To Highlight Its International Significance And To Keep Intact Traditional Scholarship And To Strike A Compromise Between Indian And Western Outlook And To Conduct Research And Study The Various Aspects Of Culture And Spiritual Literature This University Was Founded On 22 March, 1958 By The Then Chief Minister Dr. Sampurnanand And Education Minister Pt. Kamlapati Tripathi At Varanasi, The Oldest Cultural City Of India, With The Name Of "Varanaseya Snskrit Vishwavidyalaya", D. A.N.Jha Being The First Vice Chancellor. It Was Renamed A Sampurnanand Sanskrit University under the U.P. State University Act, 1973, W.e.f. 16th Dec. 1974. The history Sampurnanand Sanskrit University includes history of the Sanskrit Education itself. The guideline set by the glorious past of the Govt. Sanskrit College, Benares has been most appropriate for the University. Under a proposal af Sri Jonathan Duncan, the then resident of East India Company and the approval of Governor General Lord Carnwalis, this Govt. Sanskrit College was established in 1791. Pt. Kashinath was its first teacher and Acharya. There was an arrangement for the teaching of subjects such as Veda, Vedanta, Purana, Ayurveda, Sahitya, Astrology, Theology, Mimamsa, Nyaya etc. The college was conducted with the surplus revenue of Benares State which was first deposited in a special account and later remitted to the general head of education. In 1844, Sri J.Muir, ICS, was made its first principal. Efforts were made to develop the college in various aspects. Dr. J.R.Valentine developed the spirit of a comparative study of oriental and occidental classics and specific Sanskrit texts were translated into English in order to achieve this goal. Dr. Valentine established an Anglo-Sanskrit Department with this end in view. In 1861, Dr. R.T.H.Grifith was appointed its Principal. He was the first scholar who translated the Valmiki Ramayan into English verses. A reasonable achievement was made in the direction of development, preservation and advancement of Sanskrit learning during the principalship. The publication of 'The Pandit' – 'Kashi Vidya Sudhanidhi' was launched which contained translations of many rare Sanskrit texts. The publication of this magazine continued till 1916. During the principalship of Dr. G.Theibo the system of oral examination was abolished and the system of written examination as well the issue of certificates and degree was started.

SANGAM UNIVERSITY

NH-79, Bhilwara Chittor By-Pass,Chittor Road,
Bhilwara – 311001, Rajasthan
Phone No : +91 1482-650505, 650707,
Mobile No : +91 7891050000, 7891050001
Fax No. : 01482-249022
Website : www.sangamuniversity.ac.in
E-mail : info@sangamuniversity.ac.in admissions@sangamuniversity.ac.in

To make world class higher education affordable and accessible to all sections of society, Sangam University has been established by the Badri Lal Soni Charitable Trust and promoted by the Sangam Group of Industries. The Group, an industrial conglomerate with an annual turnover of over Rs. 4,000 crore, also owns the largest unit (Certified with ISO 9002) in Asia for manufacturing Polyester/Viscose dyed yarn. The word SANGAM means the synergistic confluence of delighted stakeholders, viz. shareholders, customers, vendors, employees and society at large including students, patients and other beneficiaries. Sangam University finds its roots in Institute of Technology and Management, Bhilwara, which was established in the year 2003 under the aegis of Badri Lal Soni Charitable Trust, The Institute is now one of the best private engineering and management institutes in terms of infrastructure, facilities and academic excellence. It is affiliated to Rajasthan Technical University, Kota and approved by All India Council For Technical Education, New Delhi.

Aims & Objectives are :

- To create a high quality University aiming to be amongst the top in the country. It will not only serve the educational needs of the community, but also acts as an incubator of talent and business that will eventually lead to the creation of new companies and jobs.
- To be a non-profitable and fully self sustaining University.
- To provide a platform for students at an Undergraduate, Post Graduate and Research / PhD level to increase their knowledge and skill sets in the fields of Engineering, Sciences, Business Studies and Arts.
- To increase employability of the students in a minimum period of time while adhering to the UGC norms, by focusing on knowledge and skills relevant to industries in all fields.
- To be partner with industries and other leading educational institutions (At National and International levels) to create a curriculum that provides students with unique learning opportunities that are up-to-date and prepare students to be immediately employable. We aim to provide an edge over other universities by closely associating with industries to provide a course that is up to date with the market demands.
- To attract students from across the country and ensure a safe, secure and healthy environment to them through our hostel, transportation, mess, sports and other facilities.
- To work for the betterment of our community through various social and environmental activities.

SANCHI UNIVERSITY
OF BUDDHIST – INDIC STUDIES

School of Good Governance & Policy Analysis,
Bhadbhada Square, Bhopal-462003
Madhya Pradesh

Sanchi University for Buddhist-Indic Studies shall be located very close to Sanchi - the world heritage site, famous for the stupa and ancient relics of Lord Buddha. The University has been allocated 100 acres of land, in fact a hillock on the Bhopal-Sanchi highway not far from the tropic of cancer. The picturesque location is surrounded by green fields and forest laden hills. Sanchi University for Buddhist-Indic Studies shall be located very close to Sanchi - the world heritage site, famous for the stupa & ancient relics of Lord Buddha. The University has been allocated 100 acres of land, in fact a hillock on the Bhopal-Sanchi highway not far from the tropic of cancer. The picturesque location is surrounded by green fields & forest laden hills. An additional 20 Acres land is also alloted by MP Govt. to Sanchi University. Foreign countries may open their schools / centres on this land. They have to bear all the expenses; on land provided by Sanchi University.

This University is meant to address the global issues & shall generally cover educationalists, academicians, philosophers, researchers, practitioners from all over the world, but shall primarily focus on Asian countries - the land of genesis & spread of Buddhist-Indic culture. All aspects of Buddhist-Indic Studies from philosophy to culture; from economics to governance shall be addressed in totality. It shall invite knowledge & wisdom from all ten directions; shall realise, redeem, research, refine and refurbish it further to disseminate in all spheres of life and contribute to the efforts in making 'Mother Earth' a better place to live in. This shall also contribute to the interaction among Asian countries and facilitate cross pollination of ideas & foster harmony among different Asian civilizations. It shall also promote the preservation & conservation of valuable physical assets, manuscripts; promote documentation, translation, co-ordination & interaction among different approaches. The university is commited to work on the known & unknown dimensions of knowledge, academics, art, literature, culture, skills related to 'Dhamma-Dharma' which has descended under the guidance of great masters. The University shall evolve itself to pick up the fine signals, philosophical nuances and minuscule conceptual possibilities, concretize them and ensure positive and constructive support & opportunity to establish and flourish. The University shall work with a clear mandate & strong will to discover, understand & establish the principles & philosophies of activities, communication, interactions related to alternate educational systems. Sanchi University shall endeavor to synthesize the ancient systems with the current needs; re-establish the knowledge catering to present day issues. We expect to revive the old glory of Nalanda, Taxila, Vallabhi, Vikramshila& move forward in current paradigm adding value to all aspects of knowledge, practice & wisdom for the benefit of everyone.

SANDIP UNIVERSITY

Neelam Vidya Vihar, Villege Sijoul, P.O. Mailam
Madhubani, Bihar, India.
Helpline : 1800-313-2714
Email : info@sandipuniversity.edu.in
Website : http://www.sandipuniversity.edu.in

Success comes to those, who work hard. And stays with those, who don't rest on the laurels of the past. And Sandip Group of Institutions have been a standing example for reaching success and sustaining it. We have been instrumental in shaping successful futures of many citizens of the country and continue doing so. In the process of this journey, we have set standards, initiated trends and achieved new milestones, successfully.

Sandip University stands for integrity, excellence and holistic development.

Vision

To be one of the most preferred learning place to nurture future global leaders congenial to society.

Mission

We at Sandip University envisage the sustainable growth of stakeholders following the University Missions (UMs) as below –

- Providing learner-centered education through Cutting Edge Technologies facilitated by the world class infrastructure.
- Enabling a global leader in education & human development to bloom as a center of excellence in teaching, research and entrepreneurship
- Involving societal oriented and purposeful research with concern for sustainable development.
- Moving beyond curriculum and create opportunities for student engagement with "cultural others" with global society.
- Empowering students to converge into capable leaders & responsible citizens bearing high ethical value.

SANDIP UNIVERSITY

Trimbak Road, Nashik - 422213
Maharashtra
Tel. : 9168644455 , 9168645532
Email : inderjit.singh@sandipuniversity.com

This isn't just any other university. It's an ultra-modern university with values rooted deep down in the 5000 year old culture which has always led the way forward to humans around the world. Situated in the historic land of Nashik, SandipUniversity is extremely progressive in thought, culture, mission, vision and delivery of world-class education to the next generation of students. Sandip University is poised to help you give the very best of both worlds i.e. a culture which is 5000 years old and an education which is decade ahead of its time.

Sandip University is an autonomous educational university guided and governed by the policy, rules and regulations of Maharashtra state and under the regulations of the University Grants Commission. This is the first Self-financed private university in North Maharashtra. Sandip University belongs to Sandip Group of Institutions which owns the very well-known Sandip Foundation in Nashik. Sandip University is a massive educational institute In Nashik aimed at providing quality Undergraduate and Postgraduate programs to the students.

Success comes to those, who work hard. And stays with those, who don't rest on the laurels of the past. And Sandip Group of Institutions have been a standing example for reaching success and sustaining it. We have been instrumental in shaping successful futures of many citizens of the country and continue doing so. In the process of this journey, we have set standards, initiated trends and achieved new milestones, successfully.

Sandip University stands for integrity, excellence and holistic development. These are three core pillars which will help you in managing all hurdles in life. There's much more to us than a student-professor relationship. If you can imagine something for yourself then we can make it happen for you.

SADHU RAM CHAND MURMU UNIVERSITY

Jhargram Raj College
Jhargram – 721507, West Bengal
Email : vcsrcmuj@gmail.com
Phone : 03221-255022

Sadhu Ram Chand Murmu University, also known as Jhargram University, is a public state university in Jhargram, Jhargram District, West Bengal. The university was established in 2018 as Jhargram University under The Jhargram University Act, 2017. In 2021, it was renamed as Sadhu Ram Chand Murmu University. It became active with the appointment of the first vice-chancellor, Amiya Kumar Panda, in 2021.

It is a matter of immense pride that the Sadhu Ram Chand Murmu University is named after Kobi Guru Sadhu Ram Chand Murmu, the great poet of Santali Language. And from this it is clear that one of the major goals of the University is to promote education in terms of tribal literature and culture.

It is also strongly believed that the University will function efficiently as a teaching, training and research centre in various branches of learning and courses of study, including Humanities, Social and Basic Sciences, and promoting advancement and dissemination of knowledge and learning, and extending higher education to meet the requirements of higher education and research in various subjects, and thus to serve the society and the nation. In addition to these the newly formed university will give special emphasis on skill-based education depending on resources in the surroundings. The major target will be to promote the rural economy and broad base sustainable development in long run impacting the quality of life. The proposed University will benefit the students immensely, as they will not have to go to other Districts to pursue higher education, especially to provide better education to the tribal students.

SANT BABA BHAG SINGH UNIVERSITY

VPO Khaila, P.O. Padhiana, Distt. Jalandhar
Punjab
Tel. : +91 181 2711163

Sant Baba Bhag Singh Memorial Charitable Society, under the dynamic leadership of Sant Baba Malkit Singh Ji, has been providing basic infrastructure facilities to the people living in the areas of the vicinity of Dera Sant Pura Jabbar, near Adampur Doaba, Distt. Jalandhr, by constructing bridges and roads, providing street lights to villages, etc.

The Society started providing formal education by setting up SBBS Institute of Engineering and Technology in 2003, followed by the setting up of SBBS International School in 2004, SBBS Institute of Education (2005), SBBS Institute of Nursing (2005), SBBS Research and Development Centre (2010), SBBS Post Graduate College (2011), SBBS Public Schoo, Binjon (2011). Rural Health care is being provided through Guru Nanak Sad Sangat Caritable Hospital, Kalra, since 2003.

In pursuance of the vision “To encourage each and every child to get educated, acquire knowledge and wisdom so dias to learn the art of leading a happy, successful and meaningful life”, all these institutions established their presence in the field of education, leaerning to their flowering into Sant Baba Bhag Singh University, established vide the Sant Baba Bhag Singh University Act, 2014.

Vision

"To encourage learners to be educated, acquire knowledge and wisdom so as to live a happy, successful and meaningful life"

SANT GADGE BABA AMRAVATI UNIVERSITY

Amravati 444 602, Maharashtra
EPABX NO. 0721- 2662206/7/8, 2662249/79,
2662358, 2663468/69, 2663470, 2551961
Fax : 0721-2662135/266 0949
Email : reg@sgbau.ac.in
Website : http://www.sgbau.ac.in

Established on 1st May, 1983, the auspicious Maharashtra Day & Worker's Day. This University geographically covers the western Vidarbha belt (i.e., five Districts – Amravati, Akola, Yavatmal, Buldhana and Washim) of Maharashtra State. The University, in its small span of two decades, has contributed in many ways for economic, social and cultural upliftment of the society by offering quality education.

Established on 1st May, 1983, the auspicious Maharashtra Day & Worker's Day. This University geographically covers the western Vidarbha belt (i.e., five Districts – Amravati, Akola, Yavatmal, Buldhana and Washim) of Maharashtra State.

The University, in its small span of two decades, has contributed in many ways for economic, social and cultural upliftment of the society by offering quality education.

The Motto of this University is – *"Education for Salvation of Soul"*

The University is recognised under Section 12(B) of UGC Act.

The University is also an associate member of Association of Commonwealth Universities, London (U.K.)

The University has 10 faculties which includes Arts, Commerce, Sciences, Medicine, Ayurved, Education, Social Science, Law,Home Science, Engineering & Technology. The University has facilities to offer post-graduate & advanced education in Computer, Biotechnology,

Business Management, Law & degree courses in Chemical-Technology.

University values research as evidence that teaching programmes are underpinned by a solid base of latest knowledge and advanced techniques.

The mission of Sant Gadge Baba Amravati University is to contribute to the society through the pursuite of education,learning and research at the highest level of excellence.

SANT GAHIRA GURU VISHWAVIDYALAYA

Administrative Building, Near Hospital Road, Ddarripara
Ambikapur, Sarguja-497001, Chhattisgarh
Helpline No. 9453590804, 7081365720
Email : helpline.su@gmail.com

Sant Gahira Guru Vishwavidayalaya, Sarguja, Ambikdapur, Chhattisgarh is established and incorporated by Chhattisgarh Vishwavidyalaya Adhiniyam No. 18 of 2008 on September 2nd, 2008. The territorial jurisdiction of the University extends to the entire Sarguja Division comprising of five revenue districts. This Consist of Korea, Surguja, Jashpur, Surajpur and Balrampur. The University was established to serve the society through dissemination of knowledge in all the disciplines.

Sant Gahira Guru University (Sarguja University) is a State University with status to status of affiliation (affiliated university) established in 2008 to cater the needs of higher education in the Sarguja region. The region consists of thick forest, tribal and deprived section of the society trails in higher education not only in comparison to national GER but also the higher education GER of the State of Chhattisgarh. There is a serious dearth of higher education and the resources required for the purpose. Therefore, the University needs special central assistance in proportion of 90:10 since it has different place in higher education even in comparison to the other parts of the State of Chhattisgarh. The equality most be among the equals and not amongst the unequal. The provision of reasonable classification incorporated in the in Article 14 of the Indian Constitution provides adequate basis for reasonable classification in favor of the Sarguja University and the Bastar University to be placed in formula One for the purpose of the contribution in Grant at the rate of 90:10. The University has recent genesis in 2008. Result of it, it runs negligible no. of academic programmes due to the shortage and dearth of resources; financial, infrastructural, human etc. The University therefore, runs post graduate programme at its campus only in two academic programmes in addition to two diploma courses. Since the University does not have its own building to run the academic programmes therefore, runs these programmes in a hostel of the Govt. Rajmohini Devi Girls PG College purely on ad-hoc basis. The University runs one UG programme under the Faculty of Engineering in its constituent college situated in Lakhanpur. The University other than the B.E. programme does not run any under graduate programme at it campus in different faculties or through constituent college. The University runs UG programme of different faculties in the form of B.A., B.Sc., B. Com., B.B.A., B.Ed. etc. through the colleges affiliated to it. The University runs PG programme of different faculties in the form of M.A., M.Sc., M. Com., etc. through the colleges affiliated to it. The geographical jurisdiction of the University extends to 5 administrative/revenue Districts of the State of Chhattisgarh. This includes Sarguja, Surajpur, Korea, Jashpur and Balrampur. The University caters the academic needs of this region through external study programme at PG and UG level through different academic courses. The University at present consists of 66 colleges in this region

SANT LONGOWAL INSTITUTE OF ENGINEERING & TECHNOLOGY

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Email : director@sliet.ac.in, registrar@sliet.ac.in
Website : http://sliet.ac.in

Consequent upon the decision, taken by Govt. of India in 1985, to tender a valuable, yet humble tribute to the everlasting memory of the revered saint, Sant Longowal Institute of Engineering and Technology took its shape. The institute was established by Ministry Of Human Resource and Development (MHRD), Govt. of India in the year 1989 and was formally inaugurated on 20th December 1991.

Accepting the new challenge of new education policy, Sant Longowal Institute of Engineering & Technology (SLIET) was established, with a vision to act as an international podium for the development and transfer of technical competence in academics. It is committed to provide best possible technical education and to cater to the technical manpower requirements with emphasis on practical training in industry.
The institute is an autonomous body, fully funded by Govt. Of India and controlled by SLIET society, registered under Societies Registration Act, 1860.

The institute awards its own Certificates, Diplomas, Undergraduate and Postgraduate approved and recognized by AICTE, New Delhi. Ph.D. programmes have also been started after it attaining status of Deemed to be University.

It was formulated that the institute, besides catering to the needs of formal education would undertake an arduous task to prepare the skilled and qualified manpower for self employment. Further, the institute would take up a strategic research and development activities which along with entrepreneurship will help in extending the efforts of the institute in imparting education to the unemployed and working population by updating and upgrading their technical skills. The institute was thought to cater to then existing 3-tier system to modern industry, which incorporates workers, technicians and engineers.

The institute has a sprawling area of 451 acres of land provided by Punjab Government. Surrounded by lush green land, the campus of the institute extends a beautiful and well developed area with many topographically featured picturesque landscape, numerous buildings of various nature and stature and metal road network. The campus presents a spectacle of harmony and natural beauty. It is embedded with all the amenities required for a complete township.

SANKALCHAND PATEL UNIVERSITY

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Toll Free: 1800-532-3200
Email: info@spu.ac.in

The Nootan Sarva Vidyalaya Kelavani Mandal (NSVKM) was established in 1952 with the objective of working towards educational and socio-cultural needs for the people of North Gujarat. Under the dynamic leadership of Shri Prakashbhai Patel, Vice Chairman, the trust has successfully achieved its goal to fulfill educational needs in the area through the Nootan Education Group consisting of 2 schools and 13 colleges on two separate campuses. The trust began its 1st educational activity with the set up of a school known as Nootan High School, Visnagar.

With the visionary approach of Shri Parakashbhai Patel and trusties, NSVKM has strongly achieved the status of Sankalchand Patel University and created a path for value based diversified education in north Gujarat region and taking it beyond.

Today, the trust successfully administrates educational institutions from primary schools to graduate and post graduate colleges and other professional courses. The trust's consistent efforts in education have earned its institutes and colleges many merits and a strong name in the educational movement in India.

The phenomenal growth and development of Visnagar, the well planned and unique educational township situated in the north of the Gujarat State, is stranger than fiction. Based on local talent and local resources it is a peerless example of self-reliance and dedication.

VISION

"To become worldclass university through philanthropic practices"

MISSION

"We serve society to develop and prosper by building human capital"

SANJAY GANDHI POSTGRADUATE INSTITUTE OF MEDICAL SCIENCES

Raebareli Road, Lucknow 226 014, Uttar Pradesh
Tel : 0522-2668112, 2668240, 2668004, 2668800
Fax : 0522-2668017/266 8098
Email : director@sgpgi.ac.in, registrar@sgpgi.ac.in
Website : http://www.sgpgi.ac.in

Sanjay Gandhi Postgraduate Institute of Medical Sciences (SGPGIMS), is a University established under an Act of the Legislature of the State of Uttar Pradesh in 1983. The Institute is located on a 550 acre residential campus on Raebareli Road, 15 km away from the city of Lucknow.

The Institute is rated among the top medical institutions in the country. A highly skilled and dedicated faculty provides quality education and state-of-art patient care, and is involved in research that strives to meet the needs of the society. The Institute awards DM, MCh and MD Degrees that are recognized by the Medical Council of India. It is also offers Ph.D. program, Post Doctoral Fellowships (PDF), Post Doctoral Certificate Courses (PDCC), and Senior Residency in various super specialty. The courses offered by the Instiutte are highly appreciated and the candidates obtaining Degree from SGPGIMS are highly placed both within the country and abroad. Students Enrolment (2008-09) 76 (Men 58 Women 18).

The Institute is located on a sprawling 550 acres residential campus at Raebareli Road, 15 km away from the main city. The institute offers its own degrees, which are duly recognized by the Medical Council of India.

The Institute is rated amongst the top medical institutions in the country, delivering state-of-art tertiary medical care, super-specialty teaching, training and research. Dedicated faculty members endeavor to provide quality education, patient care and research and strive to meet the challenges and needs of the society.

It is an autonomous body funded by the State Government. The Institute Body consist of eminent professionals/administrators. It is the apex policy-laying body of the Institute. The management of the Institute is carried out by the Governing Body aided by the Academic Board and Finance Committee, which are the principal statutory bodies of the Instiutte.

SANJAY GHODAWAT UNIVERSITY

Kolhapur - Sangli Highway,
A/p Atigre - 416 118, Tal. – Hatkanangale
Dist. – Kolhapur, Maharashtra, India
Email : registrar@sanjayghodawatuniversity.ac.in
http://www.sanjayghodawatuniversity.ac.in

The Sanjay Ghodawat University (SGU) is established in the Academic Year 2017-18. It is established as a State Private University under Govt. of Maharashtra Act No. XL of 2017 dated 3rd May 2017, with the approval of the UGC and the state Government. Academic Council of SGU governs the rules and regulations for the smooth conduct of academic programs with the approval of Governing Council of SGU, which shall continuously monitor the programs and makes appropriate amendments in the rules and regulations as per requirements whenever required. Various committees constituted as per the act will recommend the curriculum, addition/deletion of courses, assessment system, discipline and conduct of students to AC, to ensure that the quality of upgradation and the relevance of the program are maintained to meet the present changes that are taking place at different levels of higher education system. SGU has constituted its own Academic Council, Academic Advisory Committee, Finance Committee, Library committee, Department under Graduate Committee, Class Committee, Evaluation Committee, Marks Finalization Committee, Mal-Practice Committee, Grievance Redressal Committee, Standing Disciplinary Action Committee, and Hostel Committee etc. All these committees ensure that the university functions as per the norms laid down by the UGC / State Government and such other regulatory bodies.

"For the true measure of giving is giving without measure." Spread across 150 Acres, Sou. Sushila Danchand Ghodawat Charitable Trust's Sanjay Ghodawat University (SGU) is situated in serene atmosphere amidst idyllic hills and lush green meadows to study in harmony with Nature. The Institution aspires to run along the lines of best-in- the-world education and become a world-class institution where teaching-learning process gets a far deeper meaning. Sanjay Ghodawat University, Kolhapur (SGU) stands for performance par excellence. World over where it is commonplace to see mediocrity as the order of the day, SGU always stands as the guiding star of brilliance, quality and deliverance beyond expectations. Innovativeness and Creativity are the hallmarks of a genius enterprise and SGU stands to be a stage where these qualities would be nurtured, encouraged and blossomed. Inner re-engineering towards a proactive outlook, courage to convert challenges into opportunities and an unyielding spirit with never-say-die attitude is expected from students, staff and management who are present in the grand precincts of the Institution. The genius is incomplete without the sense of social responsibility and SGU's ultimate goal remains the development of an attitude of gratitude that freely gives back without expectations.

SANJIVANI UNIVERSITY

Kopargaon, Near Shirdi, Ahmednagar (Ahilyanagar) - 423601
Email: contact@sanjivani.org.in
Website: https://sanjivani.edu.in
Phone: +91 9130191301

On the 40th Anniversary of the Sanjivani Rural Education Society, Sanjivani University commenced its journey. Sanjivani University strives to provide students with a highly transformative experience. Late Shri. Shankarrao Genuji Kolhe Saheb, a revered philanthropist, Founded the Sanjivani Rural Education Society in 1983. He recognized the importance of quality education for the offspring of the farmers. From kindergarten to Ph.D. Degree, the Sanjivani now offers a variety of educational opportunities.

The legacy of Learning in Sanjivani University

Sanjivani's legacy is defined by excellence, innovation, and global cooperation. Prioritizing academic rigor and research, it fosters a culture of continuous learning. By forging partnerships with renowned universities worldwide, Sanjivani enhances the academic journey for students and facilitates cutting-edge research opportunities for faculty. Yet, its most profound impact lies in its community of scholars, students, and alumni united in driving positive change. Together, they propel Sanjivani as a beacon of knowledge, innovation, and social impact, ensuring a lasting legacy for generations to come.

Industry Powered Curriculum

Our curriculum blends theory with practical skills, aligning with industry needs for seamless career transitions. Through experiential learning and guest lectures, you'll be prepared to make an impact from day one.

Sustainable Development Goals (SDG)

Experience the Sustainable Development Goals in action, collaborating on real-world solutions with our renowned faculty. Our curriculum fosters critical thinking and creativity, empowering you to tackle global challenges and design sustainable cities. Join us to become a leader in creating a brighter future for all..

Vision

To emerge as a globally recognised university for excellence in Education, Research, Innovation and Entrepreneurship in order to produce effective leaders for serving the society.

Mission

- Providing state of the art infrastructure, industry centric curriculum and education focusing on ethics and critical thinking
- Promoting an innovative and research oriented environment for fostering effective problem solving and entrepreneurial development
- Collaborating with National and International Industries and Higher Education Institutions for academics and research
- Creating a conducive environment for a vibrant, happy and responsible society by contributing to Institutional Social Responsibility (ISR) initiatives.

SANTOSH UNIVERSITY

No.1, Santosh Nagar,
Ghaziabad - 201009, Uttar Pradesh
Tel : +91-120-2741141-43, +91-120-2741777
Fax: +91-120-2741140
Email: enquiry@santoshuniversity.com

Santosh University is an institution of higher learning, with a triple mission of education, research and patient care. In addition to offering degrees in Medicine and Dentistry, the University provides an environment for learning and discovery through the education of healthcare professionals and bio-medical students, research in health science and comprehensive healthcare. The Santosh University is dedicated to a triple mission of education, research and service. It is committed to maintaining an educational environment for all students which prepares them for a career of excellence in the practice of medicine and service to their communities. We recognized the need to engender and support life-long learning to sustain and expand competent performance throughout the physician's career. Therefore at Santosh University, we provide today's health sciences students with distinguished and committed faculty, thoughtful and humanistic mentoring, state-of-the-art learning facilities and clinical experiences in its very own, respected teaching hospitals. Santosh University is in the process of looking at coordinating educational alliances and other programmes with leading foreign Universities, to design and develop new medical schools, as well as integrating academic healthcare centers.

Aims and objectives

The prime objectives of Santosh University are –

Santosh Group of Institutions were established with the main aims and objectives of managing Medical Colleges, Dental Colleges, Para Medical, Paradental (Allied Sciences)Colleges, Hospital etc., i.e. 'HEALTH CARE INSTITUTIONS'.

Medical Education: To establish and run all courses of study, research and to provide efficient and systematic instruction, teaching, training and research in such branches of learning as it may determine in the field of Medical, Dental and Allied Health Sciences and also in all other branches of Education.

Health Care: To Institute and provide for Multipurpose Super-specialty Hospital(s) and Trauma Care Centre(s) by upgrading the existing Institutions and to establish them as a Centre of Excellence for the advancement of research and dissemination of the knowledge.

To conduct courses under UG/PG Degrees – Diplomas, Higher Specialties and other Academic Distinctions of the University.

Reasearch and Development : Along with patient care, medical research is a primary focus at Santosh University. Ongoing scientific research occupies a major and important part of its activities. The University is well equipped with a state-of-the-art research center which keeps the patients and the extended medical community abreast with the latest developments.

SANGAI INTERNATIONAL UNIVERSITY

District & City Churachandpur,
Manipur
Email: sangaiinternationaluniversity@gmail.com

One of the most powerful tools for empowering individuals and communities is making certain that an individual receives a quality education in the community. We are here to accomplish the aspiration of youth with imparting high quality education to our future generation.

Sangai International University, Manipur is the first private university in Manipur headquartered in Churachandpur at Rengkai Road. It is devoted to excellence in teaching, learning, research and developing leaders in many disciplines who make a difference globally. It is engaged in teaching and research to push the boundaries of human knowledge. Studying with us is a challenging yet rewarding experience .Our flexible approach offers you a range of study options, from studying full-time with local support to studying by distance learning, external courses and many more, so you can combine work with your studies. SIUM has mapped out an exciting future for its students with its Strategic Plan 2014-2015. For students who are excited to investigate the biggest issues of the 21st century, SIUM offers an unparalleled student experience and a generous program. Through programs that reflect current market trends and promote positive social change, SIUM is committed to helping you achieve your goals, enabling you to make a difference in your career and community as a SIUM graduate. Our study method gives you an in-depth knowledge of your chosen subject. It also supports you in becoming an independent thinker, developing analytical skills, and helping to improve your organizational skills. Through our colleges, SIUM offers more than 22 degree programs initially and plan to offer more in the future. Learn more about each of our colleges' outstanding programs and faculty. The University offers Choice Based Credit System (CBCS) giving freedom to the students to choose his/her optional courses. CBCS is a cafeteria approach envisaged by University Grants Commission (UGC) to provide students and teachers horizontal and vertical mobility and to design his / her own programme of study with courses of his / her choice. CBCS provides students to enjoy academic mobility and transfer of credits across Schools / Faculties.CBCS provides students to enjoy academic mobility and transfer of credits across Schools / Faculties. Quality, Flexibility and Student's success are the underlying, imperatives of the CBCS initiative. Sangai International University, Manipur has been established in Manipur by an Act of State Legislature under self finance mode, which received the assent of His Excellency the Governor of Manipur and published in the Manipur gazette with vide. The University Grants Commission (UGC) has accorded the university as a state private university, in accordance with the provisions contained in the University Grant Commission Act, 1956 and empowered to award degrees in terms of section 22 of UGC Act, 1956. The Board of Governors is the Governing Body of the University and members of "Board of Governors" includes industrialists, academicians and representative of the State Government as per the Sangai International University Manipur Act, 2014.

SANSKARAM UNIVERSITY

Patauda, Jhajjar, Haryana, 124108
Email: info@sanskaramuniversity.ac.in
Website:https://sanskaramuniversity.ac.in
Mobile: +91-7056999201, +91-7056999202

Sanskaram University, established in 2024 is an esteemed institution, under the Haryana Private Universities Act 2006 (Haryana Act No. 3 of 2024), marking a profound commitment to academic excellence and holistic development. Recognized by the University Grants Commission (UGC) under section 2(f) of the UGC Act 1956, our campus is strategically located just 40 km away from the bustling New Delhi International Airport. We take pride in our comprehensive recognition, including approvals from esteemed bodies such as the All India Council of Technical Education, Bar Council of India, Pharmacy Council of India, and Veterinary Council of India. We offer diverse programs spanning B.Tech with specializations in cutting-edge fields like Artificial Intelligence and Data Science, Law, Pharmacy, Agriculture, Management, and BMLT, we prepare our students to lead in an ever-evolving global landscape.

Our sprawling 60+ acre eco-friendly campus provides an ideal environment for learning, complemented by air-conditioned classrooms, a distinguished faculty, state-of-the-art laboratories, and an auditorium equipped with the latest features. With a Wi-Fi-enabled campus and separate accommodations for both male and female students, we ensure a conducive atmosphere for growth and exploration. Sanskaram prides itself on fostering meaningful partnerships with industry leaders such as Apple, Microsoft, and the Airports Authority of India, facilitating invaluable academic collaborations and international exchange programs. Moreover, we are committed to nurturing aspiring civil servants and professionals, offering free coaching for UPSC Civil Services, Haryana Civil Services, Judicial Examinations, and various competitive exams. In our pursuit of academic excellence, we strive to make quality education accessible to all, offering scholarships of up to 100% in our undergraduate programs. We believe in empowering our students to realize their full potential and shape a future world of innovation, integrity, and impact which will have an ever-lasting impact on society.

Vision

To be recognized globally for our value-based education, multidisciplinary research, innovation, and creativity.

Mission

- Establish state-of-the-art facilities for global education & research.
- Collaborate with society and industry to align the curriculum.
- Encourage lifelong learning and team-based problem solving through a supportive environment.
- Inculcate values and ethics, emphasizing societal and environmental responsibilities for sustainable growth.

Values

- Empathy and compassion
- Inclusion and Integrity
- Collaborative strategies
- Student Centric Approach

SANSKRITI UNIVERSITY

28 K. M. Stone, NH 2, Mathura - Delhi Highway
Chhata District, Mathura, Uttar Pradesh – 281401
Mobile : 09358512345

Sanskriti set up in a serene environment with state of the art infrastructure, is a university providing 360 degree holistic development of students. Sanskriti's intellectual capital comprises highly qualified and experienced faculty drawn from Industry as well as from Academia. Curriculum aligned with industry needs, makes students employable and job ready. Sanskriti is committed to get all its students employed by providing skill based value additions.

The university campus is spread over 40 plus acres of land on N.H.-2 located at Chhata, Mathura which is 116 KMs from Delhi. The administrative building of the university is architecturally majestic and stands out as unique in the entire state of U.P. The university has been established with the idea of "Excellence in Life" of the students. The infrastructure compares with the standards of premier institutions/universities of India.

Large number of courses are being offered by the university to satisfy the needs of the students who want to pursue higher education in main streams and also for those who want to build their careers in unconventional streams that have great potential and importance in the industry.

All courses are supported by laboratories, equipments, libraries, computer labs and other infrastructural needs for meeting the demands of the courses.

The University is very selective in recruiting the faculty members as it understands the value and contribution of teachers in shaping the destiny of the students who aspire to build promising careers that will enable them to serve the industries/service sectors in responsible positions and live happily. Competence, experience and qualification are the major criteria for recruitment of faculty members.

The students are admitted on selective basis. The University conducts admission tests and the students are admitted to various courses on the basis of their performance in these tests/merits. In short, the major contributing factors of higher education are given due weightage to ensure progressive enhancement of brand image and fulfillment of the university's mission of serving the society through high quality education in different branches of higher studies.

SARDAR BEANT SINGH STATE UNIVERSITY

National Highway 15
Gurdaspur Pathankot Road
Bariar, Gurdaspur, Punjab – 143521
Phone: 0187-4221463

Sardar Beant Singh State University (S.B.S.S.U.), Gurdaspur, earlier known as Beant College of Engineering and Technology, is a University located in Gurdaspur, Punjab, India. S.B.S.S.U. imparts education in various Science and Engineering disciplines. S.B.S.S.U. has seven academic and two administrative departments.

The University Campus is situated on (NH 54) Bariar, Gurdaspur and is 4.7 Km away from the New Gurdaspur Bus Stand (Under Construction),3.6 Km away from the Gurdaspur Railway Station and 5 Km away from the Old Gurdaspur Bus Stand. Renowned food brands viz. SUBWAY, BARISTA are popular food landmarks near University campus.

Beant College of Engineering and Technology (State Government Engineering College), Gurdaspur, was established by the Government of Punjab as an autonomous institution through a registered society to provide technical education in the emerging areas of engineering and technology, and especially for the development of surrounding border areas. In line with the national policies of globalization and privatization, the college places special emphasis on the development of entrepreneurship and on industrial training. The foundation stone of the college was laid on 28 February 1994 by the late Beant Singh, then Chief Minister of Punjab. The first session commenced from 21 August 1995, when 120 students were admitted to three B. Tech disciplines. The college is approved by AICTE (All India Council of Technical Education) and is given academic autonomous status by the University Grants Commission effective from the academic year 2014 onwards. In 2021 by a act of government it was upgraded to a university with the name of Sardar Beant Singh State University.

SARDAR BHAGWAN SINGH UNIVERSITY

Balawala, Dehradun, Uttarakhand – 248161
Tel : 0135 2685753 0135 2686246
Telefax : 0135 2686286
Helpline : +91-7534078713, 7534078714, 7534078716, 7534078718
Email : admissions@sbsuniversity.edu.in
mail@sbsuniversity.edu.in

Sardar Bhagwan Singh Post Graduate Institute of Biomedical Sciences & Research, Balawala, Dehradun (1994-2018) had been a pioneer institution in the field of Biomedical Sciences, not only in Uttarakhand but in the entire Northern Region. Since its inception in 1994 the Institution has constantly worked towards raising the academic standards. The Institute was the outcome of the foresightedness and vision of the Founder Director Sardar Gurcharan Singh Ji, whose dream was to make this part of the region self sufficient in higher education. With the outstanding faculty, motivated students and efficient management, and wide campus covering a total area of more than 1.5 lac sq. ft., SBSPGI had achieved the milestone of two glorious decades.

Transcending new boundaries in education, research and placements. In 2018, Sardar Bhagwan Singh University was established vide Sardar Bhagwan Singh University Act, 2016 (Uttarakhand Act No. 12 of 2018) enacted by the Government of Uttarakhand and notified on 3rd of August, 2018. With two decades of excellence in the field of Biomedical Sciences, Sardar Bhagwan Singh University now ventures in the field of Commerce, Management, Hotel Management, Engenieering, Agricultural Sciences & Forestry, Basic Sciences and forein languages keeping in view the career opportunities and aspirations of the young generation SBS Education has always thrived to be the best in the region in terms of academics, infrastructure, research activities and in campus facilities. The University more promisingly accepts the challenge to excel progressively in the fields of Science, Technology and Management, besides the milestones achieved in Biomedical Sciences. Choosing the right university is one of the most important decisions you will ever make. We hope this website will give you an insight into what makes Sardar Bhagwan Singh University special and helps you to make the best possible choice for your future.

Mandate

The organization is governed by the Society Gaurav Bharti Shiksha Sansthan which was establied in the year 1994. The depicted society mandated itself towards providing quality professional education to the needy students belonging to the Sikh minority community, but admissions are open to all categories of students irrespective of caste, creed and religion. The grand aim is to develop the University as centre of excellence in the area of science and technology with the state of art facilities.

SARDARKRUSHINAGAR DANTIWADA AGRICULTURAL UNIVERSITY

Sardarkrushinagar, Dantiwada Campus,
Sardarkrushinagar 385 506, Gujarat
Tel : (02748) 278226, 278226
Fax : (02748) 278234, 278234
Email : registrar@sdau.edu.in
Website : http://www.sdau.edu.in

Government of Gujarat repealed Gujarat Agricultural University Act 1969 (Gujarat Act.No.13 of 1969)and promulgated Gujarat Agricultural Universities Act, 200 (Guj.Act No.5 of 2004). Accordingly four Agricultural Universities have been carved out from erstwhile Gujarat Agricultural University with effect from 1st May 2004 SDAU. The Sardarkrushinagar Dantiwada Agricultural University is devoted for location specific agricultural research. As such the mandate of the SDAU, Sardarkrushinagar is confined to six Districts viz., Gandhinagar, Mehsana, Patan, Sabarkantha, Banaskantha and Kutch of North Gujarat predominantly encompassing arid and semi arid climate.

The University is located at Sardarkrushinagar, the main Campus of Sardarkrushinagar Dantiwada Agricultural University. Sardarkrushinagar campus is located 27 kms away from Palanpur. Palanpur is the District headquarter of Banaskantha and a broad gauge railway junction on Ahmedabad-Abu road- Delhi railway tract. It is also well connected through state transport bus services. Transport facility from Palanpur to Sardarkrushinagar is provided through a fleet of University buses. The District of Banaskantha is having natural combination of Agricultural land, hills, forests and dry sandy pastures. The fascinating view of the mountain ranges of Ambaji Hills and its surrounding forest adds to its scenic beauty and charm.

MANDATES

1. Promote human resource development in the faculty of Agriculture, Veterinary , Home Science ,Basic Science and allied sciences by pursuing academic programmes at undergraduate and postgraduate level.
2. Introduce the application of modern agriculture technologies for enhancing and sustaining the agricultural related production ad thereby economy of the region in congruence to the psycho-socio-economic status of the area.
3. Enhance intellectual capabilities of the student and extension functionaries of the developmental departments and other organizations involved in agricultural and rural development.
4. Develop collaborative linkages with government, non-government, national and international organizations for sharing and optimally utilizing the resources of the university for amelioration of economic status of the stake holders.

SARDAR PATEL UNIVERSITY

Billkisganj, Sehore, Balaghat, Madhya Pradesh-466001
Call us on: 0755-2495580 , 0755-4055278, 8989080809 ,7611158888
Email: info@mguindia.com

The Sardar Patel University is a State Private University passed by the Madhya Pradesh Vidhan Sabha under MADHYA PRADESH ACT NO. 26 OF 2018. The MADHYA PRADESH NIJI VISHWAVIDYALAYA (STHAPANA AVAM SANCHALAN) SANSHODHAN ADHINIYAM 2018. [Received the assent of the Governor on the 23rd July, 2018; assent first published in the "Madhya Pradesh Gazette (Extra-ordinary)", dated the 28th July, 2018.]

As per the Act the Management of the university is carried out by a Board of Governors headed by Shri Diwakar Singh, Honorable Chairperson Vindhya Shiksha Samiti, Sardar Patel Campus, Gaykhuri, Balaghat M.P. and the first chancellor of the Sardar Patel University. The Sardar Patel University campus is situated amidst the verdant surroundings, stretching over nearly 80 acres of land owned by Vindhya Shiksha Samiti, Sardar Patel Knowledge City, Waraseoni Road, Dongariya, Balaghat M.P.

The Sardar Patel University has been establish to create world class quality education in various fields of General, Technical, Professional and Medical education in Madhya Pradesh in particular & India and overseas in general. The Sardar Patel University shall endeavor to promote the study of national integrity, social justice, secularism and democratic way of life, international understanding & scientific approach to the problems of the society in totality. The Sardar Patel University aims to be a global leader by creating a knowledge economy where there would be an integration of academia and industry to nurture leaders who are closely connected to the roots and are creative, enlightened and dynamic.

Vision

Harmonize higher education with excellence in science and technologies, strongly integrated with human values of equality, compassion, sharing, contribute to livelihood security and sustainable societal development and to be recognized as a premium National University providing dedicated service for the social and economic growth and to develop as a "centre for excellence".

Mission

To be a destination of choice for world class qualitative higher education and establish an institution of excellence and relevance, with a focus on creating competent professionals with sound domain of knowledge and skills and human values through knowledge pioneering scholarship, research and teaching and improve the lives of millions through growth, prosperity and sustainable physical environment.

SARDAR PATEL UNIVERSITY

Vivekananda Bhawan, Paddal, Kartarpur
Mandi, Himachal Pradesh 175001
Contact : 01905-236505, 292295
Email : vc@spumandi.ac.in, registrar@spumandi.ac.in
Website : https://www.spumandi.ac.in

Sardar Patel University Mandi nestled in the lap of Himalayan ranges in the heartland district of Himachal Pradesh Mandi, is situated on the banks of mighty beas river is a residential cum affiliating University. It came into existence on 1 st April 2022 as a state University. vide H.P state Govt. Notification NO EDN-A- Ka(1)-17/2021 dated 28 February 2022. Sardar Patel University was formed into a full affiliating University by Mandi. Sardar Patel University Mandi has got the 2 (f) status of U.G.C and has jurisdiction over 5 districts of Himachal Pradesh comprising Mandi, Kullu, Lahul & Spiti, Chamba and Kangra. There are about 145 colleges and institutes of these 5 district affiliated to it. In University campus the undergraduate, post graduate and research programs are being offered. Besides the regular courses the University plans to introduce some regionally relevant courses that are of greatest significance for the mountainous region.

This second state University of Himachal was a long cherished dream for a Higher Education Institute by the people of this region. This University symbolises the hopes and aspirations of masses of this region for their social and economic development through higher education. Sardar Patel University is committed towards the regional and community development which is inherent in its teaching course, research agenda and other outreach activates. It is an urnest attempt at Sardar Patel University to make learning an enriching, fulfilling and enjoyable experience by offering a range of courses keeping in view the aspirations of the students and contemporary job market. The University has entered into memorandum of understanding with a number of Higer Education Institutions to facilitate and collaborate in teaching and research. A dedicated team of qualified and committed faculty ensures excellence in academics.

Sardar Patel University Mandi aspires to excel as a University of excellence in the coming years by combining value based ethical holistic education with modern scientific education and march ahead in the path of academics progress contributing to the social, economic, poltical and cultural development of the region in general and state in particular.

Vision

To create, disseminate and proliferate knowledge to all section of society by developing a centre of academic excellence and to be a key factor for the economic and social transformation of the people of this region in particular and state and nation in general

Mission

To develop human resource by providing multidimensional holistic education infused with Indian cultural ethos and values for the enlargement of intellectual and human dimensions leading to an egalitarian society and improved social, cultural and economic quality of life of people through community engagement.

SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar-388120, Gujarat
E-mail : registrar@spuvvn.edu
Fax : [02692]-236475

Sardar Patel University (SPU) is a university in the Gujarat state of India. It is named after independence leader Shree Sardar Vallabhbhai Patel (October 31, 1875–December 15, 1950). It was founded in 1955 by Shree Bhailalbhai D. Patel, known as Bhaikaka. This university considered as one of the best in India for higher education. But recent privatization of some of its colleges diluted its prestige and quality. SPU is one of the largest (student strength- ~40,000) university in Gujarat.

The university was established by an Act of the Legislative Assembly of the then-Bombay Province in December 1955 and was UGC recognized under 2(f) of the UGC Act in October 1968. The university has many affiliated colleges and AICTE approved by All India Council for Technical Education, (AICTE), New Delhi. 05-05-2010, Originally it had the status of a rural university but now it has diversified with the motto of "Excellence Matters". The university is the first among all the universities in Gujarat to volunteer for the accreditation in 2000. Sardar Patel University is listed among Top 30 Universities in India.

The University and the township of Vallabh Vidyanagar on which sprawls the University campus, have not been created by any executive order of the State, neither have they been created by one or few wealthy people. Indeed, this land of learning and the Seat of Higher Education - The University - has been created by a unique co-operative contribution of a large number of farmers of this rural area, who were inspired and enthused by the vision, dedication, and sacrifices of Sardar Patel, Shri Bhaikaka and Shri Bhikhabhai. Having been founded on the basis of selfless voluntary contribution of the local farmers aspiring to transform this rural area into an enlightened collectivity of people with impeccable character and national spirit, Sardar Patel University has been nurtured by the cherished values of its founders and a large number of very able, selfless and visionary academic and administrative leaders. Today, The University offers a variety of courses at all levels covering almost every discipline of knowledge. Several of its departments and academic programs have been nationally acclaimed and internationally reputed. The Quality of research and the standard of publication by the members of faculty and research scholars are the best among the leading Universities in India and abroad. The serene, green and peaceful environment of its campus, free from all kinds of modern nuisance nourishes the vitality of the University's pursuits of academic excellence as visualized by Sardar Patel. Addressing the gathering of scholars on the occasion of the inauguration of the first College in Vallabh Vidyanagar, Sardar Patel had shared his vision of academic excellence in these words : "We want to train the citizens of Independent India and not helpless young ones loitering for jobs, thus education without character is worthless".

SARDAR PATEL UNIVERSITY OF POLICE SECURITY AND CRIMINAL JUSTICE

Jodhpur (Raj.)-342304
Fax No: 0291-3062019
Phone: 0291-3062000
Email: info@policeuniversity.ac.in registrar@policeuniversity.ac.in

Sardar Patel University of Police, Security and Criminal Justice, Jodhpur is established by an Act passed by State Legislature, Government of Rajasthan.

The Act mandates the University to focus on teaching and research in the field of Police, Social Sciences, Criminal justice, Public Safety and Security and other related areas. It is a unique initiative in the above mentioned field as this University is a blending ground for academia, practitioners and industry.

We offer our students knowledge and insights relevant for their professional goals, opportunities and environment. We promise to bring best faculty and expertise in the relevant disciplines from across the globe.

MILESTONES

Announcement of Sardar Patel University of Police,Security and Criminal Justice in Budget 2012-2013

Appointment of the Officer on Special Duty on 24.4.2012, Dr. Bhupendra Singh Add. DGP cum Director, Rajasthan Police Academy as the additional charge of the officer on Special Duty Sardar Patel Police, Security & Criminal Justice University, Jodhpur

Land Allotment Date 08/06/2012, 84.66 Acres free land allotted at Lordi Pandit ji, Nagaur Road, Jodhpur by Government of Rajasthan.

Ordinance signed by H.E. the Governor of Rajasthan Date 27/08/2012

Appointment of the first Vice Chancellor Sh. M L Kumawat, Former Director General, BSF on 13.10.12

Foundation of University by Hon'ble Chief Minister of Rajasthan Sh. Ashok Gehlot on 4th February 2013

SARDAR VALLABHBHAI PATEL CLUSTER UNIVERSITY

Tel : 01905236501, 01905236505 9418058845
Paddal, Kartarpur, Mandi – 175001, Himachal Pradesh
Email : clusteruniversitymandi@yahoo.com
vcsvpateluniv-hp@gov.in
registrarsvpcumandi@gmail.com

Sardar Vallabhbhai Patel Cluster University, Mandi is a State Government University established in the year 2018 by an Act of H.P. State Legislature. The University has its office located in Vallabh Government College Mandi.

The University consists of four constituent colleges. Vallabh Government College Mandi is the lead colleges of the University and Government College Bassa, Government College Narla and Maharaja Laxman Sen Memorial College Sundernagar are the constituent Colleges.

The construction work of buildings of the University is on progress in all the four campuses of the University. As per the Act of the University, it is a Teaching, Affiliating and Research University. The University will start the process of affiliation of more colleges after the infrastructure of the university is well in place and the various branches of the university are well equipped with the staff.

The new courses to be started in the ensuing academic session shall be housed in Mandav complex of the University (Near Bus Stand, Mandi). All the Teaching Departments of the University are located at Mandi-175001.

SARDAR VALLABHBHAI NATIONAL INSTITUTE OF TECHNOLOGY

Ichchhanath, Surat - 395007, Gujarat
Tel : 0261-2259571, 2259582-84
Fax: 0261-2227334, 2228394
Email : registrar(at)svnit.ac.in
Website: www.svnit.ac.in

This Institute was established in 1961 as one of the RECs for imparting technical education in Civil, Mechanical and Electrical Engineering. In the year 1983-84 the Under Graduate programmes in Electronics Engineering was introduced and in the year 1988-89 the UG programmes in Computer Engineering and Production Engineering was started. In the year 1995-96, UG programme in Chemical Engineering was introduced. In exercise of the powers conferred by section 3 of the University Grants Commission (UGC) Act, 1956, the Central Government on the advice of the University Grants Commission, has declared the Sardar Vallabhbhai Regional College of Engineering & Technology (SVREC), Surat to Sardar Vallabhbhai National Institute of Technology (SVNIT), Surat with status of "Deemed University" with effect from 4th December 2002.

The Institute has been granted the status of 'Institute of National Importance' w.e.f. Aug. 15, 2007. At present, the Institute is offering Six UG Programmes, Eighteen PG Programmes and Three M.Sc. Five Years Integrated Programme including doctoral programme in all above branches.

Mission Statement:
The mission of the Sardar Vallabhbhai National Institute of Technology, Surat is to be a leading technical Institute not only at national level but also at International level for imparting training to manpower as per the needs of technology. It is also envisaged to provide the necessary infrastructure to take up research work and to provide the mechanism to interact with industries effectively.

Vision Statement :
Sardar Vallabhbhai National Institute of technology, surat, perceives to be a globally accepted centre of excellence in technical education catalyzing absorption, innovation, diffusion and transfer of high technologies resulting in enhanced quality for all the stakeholders.

SARDAR VALLABH BHAI PATEL UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

Meerut - 250 110, Uttar Pradesh
Tel : 0121-2888502
Fax : 0121-2888525

Sardar Vallabh Bhai Patel University of Agriculture and Technology established as a full-fledged University has unique honour of being called "First Agriculture University of the third millennium and the 21 st century ". It is committed to a unique mandate of integrating education research and extension so as to serve the rural people.. The University was established on 2nd October 2000 under Uttar Pradesh Agriculture University Act (revised) 1958 gazette and notified vide 3204A/X12-8-2000. It was inaugurated on 28 th March 2002 by the Honorable Chief Minister of Uttar Pradesh. It is recognized and funded by U.P. Govt. & ICAR, Govt. of India. It is included in the list of recognized Universities maintained by the University Grants Commission (UGC), Govt. of India. The U.P Government has given the responsibility of all around development of the agriculture and rural community in its four divisions i.e Saharanpur, Meerut, Moradabad and Bareilly which consists of 15 Districts i.e Saharanpur ,Muzaffarangar, Meerut ,Gautam Buddha Nagar ,Ghaziabad , Bulandshahr, Baghpat, Bijnor, Jyotiba Phule Nagar, Moradabad, Rampur, Bareilly, Pilibhit, Baduan and Shahjahanpur. The state of U.P has 09 agro-climatic zones in which 03 fall under the Jurisdiction of this University. Tarai zone comprises the central part of Saharanpur District northern portion of Bijnor. Moradabad, Rampur, Bareilly, Pilibhit and Shahjahanpur. Tarai has a dry season from early October to mid June and a wet season from mid June to early October. Temperature is highest in May – June i.e. 38.4^{0}C and the lowest in December-January i.e. 4.3^{0}C . Relative humidity is the highest in July-August i.e 81.7% and the lowest in May i.e 39% . The average rainfall is 1400 mm . Soils of Tarai zone are alluvial in nature, low to medium to high in potassium and high in organic matter. The main crops of the area are wheat, rice, and sugarcane. Lentil is the major pulse while rapeseed and mustard are the principal oil seed crops. Potato, tomato, Cole crops, vegetable pea and cucurbits are major vegetables and mango, litchi, papaya, guava are the major fruits in this zone. The zone includes Districts viz Muzaffarnagar, Meerut, Baghpat, Ghaziabad, Gautam Budh Nagar, Bulandshahr and part of Saharanpur located between the Ganga and the Yamuna ranges from 32 to 85% and the temperature ranges from 1.5^{0}C to 43.3^{0}C . Rice-wheat –sugarcane based cropping system is prevalent in the zone. The principal crops of this region is rice, wheat, sugarcane, maize, bajara, black gram, red gram, green gram, ground nut, mustard, rapeseed and mustard. Potato, onion, tomato, pea, Cole crops and chilies are the major vegetables and mango, litchi, grape, guava and papaya are the major fruits crops cultivated in this zone. In addition, commercial flowers cultivation is also practised in this zone. This region consists of the Districts of Baduan, Shahjahanpur, Jyotiba Phule Nagar and parts of Moradabad, Rampur, Bareilly and Pilibhit. Rainfall in this region is received during mid June to mid October. Annual rainfall is 1032 mm and temprature range from 4.5^{0}C to 45.4^{0}C.The soil of this region is mostly alluvial and have developed on alluvial deposited by Ganga and its tributaries

SARALA BIRLA UNIVERSITY

Birla Campus, Vill.- Ara, P.O.- Mahilong,
Ranchi- Purulia Highway, Ranchi- 835 103
Phone : 117117711, 7707004286, 7707004287
Toll Free : 1800 345 7077
Email : admission@sburanchi.ac.in
Website : https://www.sburanchi.ac.in

Sarala Birla University is a self-financed private unitary university. The Sarala Birla University Act. 2017 (Jharkhand Act. 13, 2017) has been passed by the Legislative Assembly of Jharkhand in 2017. The Sarala Birla University Act 2017 has been published in the Jharkhand Gazette on 4th July vide the Law Department Notification No. 504 dated 4th July 2017. As per the Act the Management of the university is carried out by a Board of Governors headed by Smt. Jayashree Mohta, Honorable Chairperson, Bharat Arogya & Gyan Mandir and the first Chancellor of Sarala Birla University. The SBU, Ranchi campus is situated amidst the verdant surroundings, stretching over nearly 60 acres of land owned by Bharat Arogya & Gyan Mandir at Birla Campus, Vill - Ara, P.O. – Mahilong, Ranchi-Purulia Highway, Ranchi, Jharkhand, India.

SBU, Ranchi has been established to create new benchmarks for quality education in various fields viz. Technical, Professional, General & Medicine Education in Jharkhand in particular & India and overseas in general. SBU shall endeavor to promote the study of national integrity, social justice, secularism and democratic way of life, international understanding & scientific approach to the problems of the society in totality.

SBU aims to be a global leader by creating a knowledge economy where there would be an integration of academia and industry to nurture leaders who are closely connected to the roots and are creative, enlightened and dynamic. At present SBU Ranchi plans to run five schools, such as:

School of Engineering & Technology • School of Commerce and Management
School of Social Science & Humanities • School of Mathematics & Computer Applications
School of Yoga & Naturopathy • School of Applied Science

SBU targets to start new schools for Engineering and Technology, Pharmaceutical Sciences, Architecture and Planning, Vocational & Skill Development, Legal Studies, Medical Sciences and Research, Agriculture and Forestry, Art and Culture, Foreign Languages, International Relations, Language, Fashion Technology, Film and Media Sciences in the coming years.

Our Mission : To develop well-motivated global leaders who will be intellectually competent, morally upright, socially committed, spiritually inspired and 'स्वान्तः सुखाय' to propagate the philosophy of 'वसुधैव कुटुम्बकम्'.

SARVAJANIK UNIVERSITY

SCET Campus, TIFAC-CORE Building
R. K. Desai Marg, Athwalines
Surat-395001, Gujarat, India
Email : admin@sarvajanikuniversity.ac.in
info@sarvajanikuniversity.ac.in
Mobile : +91 99791 02021 +91 97129 30321

The establishment date of Sarvajanik University is 1st June, 2021. The Sarvajanik Education Society has established the University under Gujarat Private Universities Act No. 8 of 2009 and Amendment Gujarat Private Universities Act No. 15 of 2021.

At the core of Sarvajanik University is an 'Integrated, Inclusive & Innovative' approach. To guide, educate, mentor the youth of the nation, under the institutional umbrella of the University is the key objective. Under its aegis are eight constituent institutes imparting education in domains of Arts, Business, Commerce, Architecture and Design, Engineering, Law, Management, Science and Humanities.

The Gujarati word 'Sarvajanik' translates as Universal, Public and inherent in it, is the notion of "Inclusiveness". This essence is carried forward as the integration of various institutes of excellence, which existed as separate bodies in the Sarvajanik Education Society.

Core human values have been integrated in the Interdisciplinary understanding of theories and practicalities of life skills. The students will contribute holistically to the development of progressive communities and enlightened societies through determined collaborative exchange of knowledge and expertise with other educational institutions globally as well as locally.

Values that encourage civic participation, ethical professional practice & happy community living have been incorporated in the curriculum.

Sarvajanik University has been established by Sarvajanik Education Society. The Sarvajanik Education Society is a 109 year old, democratically run, philanthropic society serving the educational needs of over 33,000 students in its 33 institutes. The members of the Society are eminent citizens of South Gujarat. It is the largest educational society in India, which depends on philanthropy of the community.

The University offers a student centric choice based approach along with liberal studies education. The University ensures for its students, a holistic personality development with ethical and informed professional commitment, individuals sensitive and sensible to concerns of society and the world.

SARVEPALLI RADHAKRISHNAN UNIVERSITY

NH-12, Hoshangabad Road, Misrod, Misrod
Bhopal, Madhya Pradesh - 462026

SRK University is synonymous with excellence in higher Education. Established by RKDF group the university was named after the First Vice President of country “Dr. Sarvepalli Radhakrishnan”.

We are committed to provide our students with a holistic environment that promotes self awareness and competency. Founded on high moral values we are a fully Government recognized and approved by state private university regulatory commission under section M.P. Act No: 17 of 2007 & covered u/s 2 (f) of Act UGC under Act and Approved by AICTE, PCI, DCI, CCH, INC & MCI, NEW DELH. The campus has a cosmopolitan atmosphere with student from all corner of the country one can choose from full time degree course in Medical, Management, Engineering, Commerce and Other Graduate and Post Graduate courses. Being an exemplary landmark in the area of higher education, its lush green campus, state-of-art infrastructure and modern laboratory equipped with latest technology interactive pedogogy and academia with proven proficiency .

Vision

Sarvepalli Radhakrishnan University is an academic fraternity of individuals dedicated to the motto of -Learn about Education that helps Society. To emerge as a World - Class University in creating and disseminating knowledge, and providing students a unique learning experience in Science, Technology, Medicine, Management and other areas of life that will best serve the world and betterment of society. To create knowledge based society with scientific temper, team spirit and dignity of labor to face global competitive challenges.

Mission

Sarvepalli Radhakrishnan University is a nurturing ground for an individual's holistic growth to make effective contribution to the society in a dynamic environment. To evolve and develop skill based systems for effective delivery of knowledge so as to equip young professionals with dedication and commitment to excellence in all spheres of life & society. Facilitate intellectual stimulation to generate, maintain and disseminate knowledge. Empower participants to meet the challenges of a collaborative and competitive globalized environment Synergize excellence amongst aspirants through world-class ambience. Institute a culture of inclusiveness and provide wide access to higher education opportunities. Foster sustainable environmental attitude. Initiate trends which impact global higher education policies and practices.

SASTRA UNIVERSITY

Tirumalaisamudram,
Thanjavur - 613 401, Tamilnadu
Phone +91 4362-264101-108, +91 4362-304000-010 (20 lines)
Telefax +91 4362 264120
Email: admissions@sastra.edu, registrar@sastr.edu
Website : www.sastra.edu

Shanmugha Arts, Science, Technology & Research Academy (SASTRA) - right choices lead to a competitive advantage. Started in 1984 as Shanmugha College of Engineering, it has witnessed a phenomenal growth in academic and professional stature and will continue to add new dimensions, leaving no stone unturned. Our programmes, infrastructure, etc. are among the country's finest and as a testimony to this, the Government of India has conferred the University status to SASTRA on April 26, 2001 under section 3 of the UGC Act, 1956. SASTRA has also been re-accredited with Grade 'A' (maximum) by the National Accreditation and Assessment Council (NAAC) a statutory body of U.G.C.

SASTRA has always been proactive in its academic planning and believes in gaining the firstmover advantage. All programmes have won national acclaim.

An excellent faculty committed to quality teaching and research, a flexible curriculum responsive to the changing needs of industry, excellent computer facilities, state-of-the-art infrastructure, a well-stocked library - contribute to the excellence of our undergraduate, postgraduate and doctoral programmes. SASTRA is where you connect with other motivated students, experienced and dedicated faculty, corporate go-getters, an extensive alumni network and excellent placement opportunities. In short you connect with success.

You will find your experience at SASTRA unique. We strive to create an academic environment where students who are transparently selected only on merit are continually challenged and motivated to do their best possible work. We believe in nurturing values and ethics - professional and human. An enriching academic environment coupled with a salubrious ambience makes SASTRA the right destination. SASTRA University's true living to its admission ethos makes it admission motto "THINK MERIT. THINK TRANSPARENCY. THINK SASTRA" a model benchmark worthy of emulation.

"To impart value based higher education turning out good engineers, scientists and researchers who are at the same time good individuals and good citizens in order that they may become useful members of an enlightened humane society."

To be a world class University engaging in meaningful research & development offering quality education to the students and other learners.

SATAVAHANA UNIVERSITY

Malkapoor Road, Chintakunta
Karimnagar- 505001, Andhra Pradesh
Tel : 0878 – 2255911
Fax : 91-878-2255933
Email : coesatavahana@gmail.com
Website : http://www.satavahana.ac.in

Satavahana University has its roots in the erstwhile Post Graduate Centre of Osmania and Kakatiya Universities.

In the months of June 2008, the Post Graduate centre has been upgraded as Satavahana University. The University is named after the SATAVAHANA dynasty that ruled this region.

Foundation for the establishment of the University was laid in July 2008 in 200 acres of main campus situated in the immediate neighborhood of Karimnagar Town on Malkapur Road. The sprawling University campus is a beautiful forest-like environment with idyllic surroundings.

The University started functioning from the main campus from September 2012 and purposes to shift the entire PG Programmes into main campus by Jyly/August 2013 in a full-fledged manner. Construction of Classrooms and Girls Hostel is nearing completion.

The University offers many of its PG, UG and Professional Programmes through two of its Colleges called University College and University Post Graduate College, one situated in Karimnagar Town and the other at Godavarikani. Also, there are over 160 affiliated Government and Private Colleges spread far and wide over the entire Karimnagar District.

The University presently has nine faculties and offers all major courses of Science, Law, Commerce & Management, Oriental Languages, Arts and Social Sciences.

The University Constituent Colleges are presently offering the Programmes such as M.A.(English, Telugu, Urdu, Economics and Sociology), M.Sc.(Botany, Chemistry, Computer Science and Food Science and Technology, Physics (Instrumentation), Mathematics), M.Com., M.B.A, M.C.A and B.Pharmacy.

SATHYABAMA INSTITUTE OF SCIENCE AND TECHNOLOGY

Jeppiaar Nagar, Rajiv Gandhi Salai
Chennai - 600 119, Tamilnadu, India
Tel : 044 - 2450 3810
Fax : 044 - 2450 2344
E-mail: johnbruce@sathyabama.ac.in

Sathyabama is a prestigious institution which excels in the fields of Engineering, Science and Technology for more than three successful decades. It offers multi-disciplinary academic programmes in various fields of Engineering, Science, Technology, law, Dental Science, Pharmacy, Nursing, Management, Arts and Science and Allied Health Sciences. It is established under Sec.3 of UGC Act, 1956 and is been Accredited with 'A++' Grade by the National Accreditation and Assessment council.

The Institution has been Graded as Category I University by UGC under the UGC (Categorization of Universities (only) for Grant of Graded Autonomy) Regulations, 2018. The Institution persistently seeks and adopts innovative methods to improve the quality of higher education and is responsive to the changes taking place in the field of education on a global scale. The Institution has a team of dynamic and outstanding faculty, innovative pedagogical practices , state of the art infrastructure and world class Research Facilities. This glorious Institution is functioning under the dynamic leadership of Dr. Mariazeena Johnson, Chancellor, Dr. Marie Johnson, President, Mr. J. Arul Selvan Vice President, Ms. Maria Bernadette Tamilarasi, Vice President and Ms.Maria Catherin Jayapriya Vice President.

Sathyabama has a good presence in rankings and ratings at National and International level. The Institution has been ranked in 51st position by the National Institutional Ranking Framework (NIRF), Government of India among the Universities in India for the year 2023 and ranked one among the top 100 Universities for eight consecutive years. Sathyabama is ranked among the Top 5 Institutions in the Country for Innovation by ATAL ranking of Institution for Innovation Achievements, Government of India. Times Higher Education and QS has ranked Sathyabama among the top Institutions worldwide. Sathyabama Institute of Science & Technology has alliances with leading Universities and research establishments at National and International Level. It is a research intensive University with world class laboratories and research facilities and is involved in research in the emerging areas of Science and Technology. Sathyabama has undertaken various sponsored and collaborative R&D projects funded by National and International Organizations. Sathyabama has written a special page in the history of space research on 22nd June 2016 with the launch of "SATHYABAMASAT" in association with ISRO.

Sathyabama has emerged as a leading Institution and achieved excellence in higher education to international standards owing to its research and academic excellence.

SAURASHTRA UNIVERSITY

Rajkot - 360 005, Gujarat
Tel : (0281)-2578501/4/5/6/7/8/9/10/12
Fax : (0281)-2586983
Registrar Office : (0281)-2576347
Fax : (0281)-2576347
Email : registrar@sauuni.ernet.in
Website : www.saurashtrauniversity.edu

Saurashtra University, established on 23rd May, 1967, is situated in Rajkot city of the Saurashtra region of Gujarat State. The campus of the University is spread over 360 acres of land.

The jurisdiction of the University includes Amreli, Jamnagar, Junagadh, Porbandar, Rajkot, Surendranagar, Morbi, Gir Somnath and Dwarka Districts. It has 28 Post graduate Departments on its campus and 297 affiliated colleges.

"To be at the vanguard of knowledge in the domain of higher learning and achieve the highest global standards."

- To achieve excellence in teaching and research.

- To empower leamers in achieving their professional goals.

- To strengthen educational-professional interface.

- To contribute in buliding the society and the nation.

- To Improve the quallity of life in harmony with our heritage culture and environement

- To relate learning with the highest human values.

SAVEETHA AMARAVATI UNIVERSITY

Vaishnavi Complex, Chennai - Kolkata Hwy, Guru Nanak Colony
Vijayawada – 520008, Andhra Pradesh
Tel : 08074247357

Saveetha University is one of India's Leading Education Machineries, and the largest Specialist Centre for Education of all disciplines like Medicine, Dental Surgery, Engineering, Physiotherapy, Nursing, Management, Law,Architecture,Physical Education and Pharmacy. Students are drawn from all walks of life, from all corners of India, from all directions of the globe making Saveetha University one of India's most ethnically diverse learning centres. The Infrastructure, Programmes, Accreditations and Partnerships further reaffirm the University's leadership position in the motherland.

Saveetha University diversifies by spreading its roots in Andhra Pradesh by establishing SAVEETHA AMARAVATI UNIVERSITY in the year 2017. "Saveetha Amaravati University is recognised by Government of Andhra Pradesh with Gazette Notification Act No.18 of 2018 is functioning in full capacity with excellent infrastructure, Sophisticated facilities and experienced faculty to extend educational service in the state of Andhra Pradesh.

At present the university is focussing on offering courses in Physiotherapy, Occupational therapy, Allied Health Sciences and Diploma courses in the emerging areas. Architecturally the University is built with spacious air conditioned class rooms, high end research labs providing an excellent ambiance for the students to render career growth and expertise in clinical practise in collaboration with Government Hospital, Vijayawada.

Campus is having 2 MBPS of high speed internet facility. The institute has a 24X7 Wi-Fi facility in the campus for the student and faculty members to avail internet connection at any place in the University.

The connectivity through a fully networked campus with state-of-the-art IT infrastructure, computing & communication resources, offers students the facilities of e-mail, net surfing, up/down loading of web based application, besides helping them in preparing projects & seminars.

SAVEETHA INSTITUTE OF MEDICAL AND TECHNICAL SCIENCES

162, Poornamallee High Road
Chennai - 600077 Tamil Nadu
Tel : (044) 26801050 (044)- 672 6616 ·
Email: info.smc@saveetha.com
Website : https://www.saveetha.com

SIMATS was formerly known as Saveetha University, the name has been changed to Saveetha Institute of Medical and Technical Sciences (Deemed to be University) with effect from 30th Nov. 2017 as per the University Grants Commission Letter No. F.5-2017(CPP.I/DU) dated 29th November 2017 and compliance submitted to UGC in our Ref.No,SU/UGC/1971/A1/2017, dated 30.11.2017.

AIMS AND OBJECTIVES

1. To provide quality education in medical and technical fields and enhance educational standards to the global level
2. To inculcate research in all levels of learning so as to excel in various medical, technical and inter disciplinary fields
3. To participate in various community programmes that would aid in the upbringing of society in and around the institute.
4. To make theoretical education more practical and application oriented.
5. To constantly update the curriculum to the current necessity and reality.

To promote academic excellence, widen intellectual horizons, inculcate self discipline and high ideals for the total personality development of individual. To convert a novice into a competent professional with excellent theoretical knowledge and unsurpassed practical/clinical skills and to motivate interest in research activities, further education and social services. To be, and to be recognised for setting the standards of excellence in professional education and high quality scientific research. To promote quality education, to convert a novice into a competent expert in the relevant field at par with global standards by meeting the far reaching expectations and requirements of the students through dedicated and devoted staffs with updated systems and continued improvement.

SCHOOL OF PLANNING AND ARCHITECTURE

Neelbad Road, Bhauri
Bhopal – 462030, Madhya Pradesh
Phone: 9755590393

School of Planning and Architecture, Bhopal is established by Government of India as an Institute of National importance in the year 2008. This school is committed to produce best Architects and Planners of the Nation to take up the challenges of physical and socio-environmental development of global standards.

This will be developed as 'University of imagination', where a sense of enquiry will prevail amongst all stake holders- students, researchers, professors and society at large.

School of Planning and Architecture will strive for social sustenance through universal design, cultural sustenance through conservation and environmental sustenance through the discipline of Architecture, Planning and Design.

The Institute strives:

- To create School of Planning and Architecture, Bhopal as a centre of excellence for imparting quality education at undergraduate, postgraduate, doctoral and post-doctoral levels in Planning and Architecture.
- To create national level research and development centre with special emphasis on research and consultancy work in the field of Planning and Architecture.
- To create national level research and database centre and decision support centre for the preparation and implementation of settlement and habitat development programme for the Government.
- To create the nodal centre for mentoring other architecture and spatial planning institutions in the central region.
- To create a cadre of high calibre faculty members who will be devoted to teaching, research and consultancy in all disciplines that deal with Planning and Architecture.
- To become socially responsible institution providing research feedback to the Government for physical development of human settlements.

SCHOOL OF PLANNING AND ARCHITECTURE

4-Block-B, Indraprastha Estate, New Delhi - 110002
Phone . +91 011 - 2370 2375 , 2370 2376
Fax. 011 - 2370 2383
E-mail - ae.spadelhi@gmail.com
Website : http://www.spa.ac.in

The School of Planning and Architecture had a modest beginning in 1941 as a Department of Architecture of Delhi Polytechnic. It was later affiliated to the University of Delhi and integrated with the School of Town and Country Planning which was established in 1955 by the Government of India to provide facilities for rural, urban and regional planning. On integration, the School was renamed as School of Planning and Architecture in 1959.

Recognizing the specialized nature of the fields in which the School had attained eminence, in 1979, the Government of India, through the then Ministry of Education and Culture, conferred on the School of Planning and Architecture the status of "Deemed to be a University". With this new status, the School has broadened its horizon by introducing new academic and extension programmes and promoting research and consultancy activities.

The School is a specialized University, only one of its kinds, which exclusively provides training at various levels, in different aspects of human habitat and environment. The School has taken lead in introducing academic programmes in specialized fields both at Bachelor's and Master's level, some of which are even today not available elsewhere in India.

The School, in striving for excellence, has always been in the lead in extending education and research to new frontiers of knowledge. Human habitat and environment being the basic concern of the School, the spectrum of academic programmes is being continuously extended by providing programmes in new fields and emerging areas for which facilities are not available, as yet, anywhere else in the country.

The current SPA Delhi campus is located near ITO in Indraprastha Estate in New Delhi. The SPA Residential Campus and Hostel is located at Maharani Bagh, New Friends Colony, New Delhi and a girls hostel at Indraprastha Estate .

A site of 20 acres has been acquired south of JNU by the school adjacent to Hotel Grand for developing a new campus.

SCHOOL OF PLANNING AND ARCHITECTURE

Sy. No. 71/1, NH-5, Nidamanuru
Vijayawada – 521104, Dist. Krishna, A.P.
Phone: +91 866 2469 447
Telefax: +91 866 2469 451

School of Planning and Architecture, Vijayawada, (in short SPAV), was established on July 7, 2008 by the Ministry of Human Resource Development (MHRD), Government of India, as an autonomous institution. SPAV is a premier Centrally Funded Technical Institution (CFTI) directly under the MHRD, for excellence in the fields of Planning and Architecture. Although in its nascent stage, with experienced faculty and guest lectures by eminent visiting faculty and industry experts from all over the country, the quality of education imparted and its focus on research puts SPAV in the league of leading institutes in the country.

At SPAV, the academic focus and approach is a unique blend of design, creativity and objectivity with a social purpose. Students not only learn the skills required, but during the course of studies are exposed to though-provoking and intellectually inspiring sessions, through studios, field trips and research projects, which brings out the creative best in them. Two under graduate programs, one in each of the two departments, Architecture and Planning, were started from the academic year 2008-09. The Bachelor of Architecture (B.Arch) program is a 5-year under graduate program and the Bachelor of Planning (B.Plng) is a 4-year under graduate program, Post Graduation and various post graduate and short term certificate programs are proposed to be introduced in the near future. In addition, the Doctoral Program leading to a Ph.D. Degree is being introduced from the academic year 2012-13. Admissions process for the Doctoral Program has already started. Apart from regular classrooms and design studios, student have access to various studios and well equipped, air-conditioned computer labs for CAD and GIS work with state of the art computers. High speed, free wi-fi internet access anywhere in the campus helps students stay connected with the world and gather information for their projects and research. A growing library with over 1500 books and pleasant reading room adds to the research acumen. Students are offered decent and affordable hostel accomodation throughout their course by the School. While this accomodation is optional, all students including locals prefer the School's hostel accomodation and are currently residing in the hostels. Boys and girls are accomodated seperately in three blocks in the Vijaywada city with furnishing and security. Daily transport facility is available for students between the hostel and campus.

Our Cafetaria and Mess serves healthy and hygenic breakfast, lunch, dinner, tea and snacks in the evening at hostel and campus with Vegetarian and Non-Vegetarian meal plans on specific days and is common to staff and students. Students are encouraged to take up sports and literary activities in their free time and facilities for the same are provided on the campus.

SCOPE GLOBAL SKILLS UNIVERSITY

Scope Campus, NH-12, Near Misrod, Hoshangabad Road
Bhopal, Madhya Pradesh
Tel.: +91-7552432904/905
Fax: +91-7552432909
info@sgsuniversity.ac.in

Scope Global Skills University (SGSU) has been established vide an Act of the Madhya Pradesh Assembly in January 2023 with the objective of "Education with Skill" and aims at making the youth of the country "Skill Smart".

SGSU under the ages of the AISECT group with four decades of the legacy of quality skill-based education and is poised to become India's leading institution committed to provide its students with a world class skills relevant to the changing needs of the Industry and society.

Scope Global Skills University (SGSU), where we empower students to reach their full potential and become the leaders of tomorrow. At Scope Global Skills University, we believe that education is not just about imparting knowledge, but about equipping students with the skills and mindset necessary to excel in a rapidly changing world. That's why our programs are designed to go beyond traditional academic learning and focus on developing skills that are in high demand by today's employers. Our faculty comprises of experienced professionals and academic experts who bring their real-world expertise to the classroom. They use innovative teaching methods and technologies to create an engaging and interactive learning experience for students. We offer a wide range of undergraduate and graduate programs in diverse fields such as business, engineering, technology, health sciences, and more. Our programs are designed to cater to the needs and aspirations of students from different backgrounds and interests.

At SGS University, we believe in providing a holistic learning experience to our students. That's why we offer a range of co-curricular activities such as sports, arts, and community service that help students develop their leadership, teamwork, and communication skills. We also have a robust career services department that provides students with career guidance, internships, and job placement assistance. Our students have gone on to work for leading companies and organizations around the world. At Scope Global Skills University, we are committed to providing our students with a world-class education that prepares them for success in a globalized world. We invite you to explore our website and learn more about our programs and how we can help you achieve your academic and career goals.

Skill development leads to the learn-to-learn concept and the same is very much required in our country where the raw material for industry is available but needs Skilling for better quality and productivity.

SEACOM SKILLS UNIVERSITY

Kendradangal, Santiniketan
Birbhum – 731236, West Bengal
Tel. : +91 9434 687 117 / 9830 413 327
Email : info_ssu@seacomgroups.com

Seacom Skills University is established under West Bengal Government's policy (Vide Official Gazette Notification No. : 142-Edn (U) dated 31/01/2013), in line with the provisions under section 2(f) of the University Grant Commission (UGC) Act, 1956, as has been passed as Seacom Skills University Act, 2014 by the West Bengal Legislative Assembly (West Bengal Act VI of 2014) and has received the assent of the Hon'ble Governor of West Bengal on 11th April 2014 (Vide Official Gazette Notification No. 396-Edn(U) / OM-155L / 2012).

Empowering students through equal opportunity in academic achievement and their overall personality and leadership development, inculcating in them entrepreneurship skills with quality education and training along modern technology

- The only skills university in the state and one of the first two in the country.
- World class education and training with 360 degree teaching and learning pedagogies covering practical knowledge, discussion based learning, group discussions, case studies and interactive learning.
- Offers graduate, post graduate and doctoral programs in engineering & technology, management, sciences, hospitality & tourism, arts and humanities, education and skill development and numerous short term vocational training courses under Government of India's mega skill development initiative, and other employment oriented courses, all under at its integrated campus within an environment of specially developed facilities.
- Highly educated and experienced faculty from the nationally and internationally reputed Institutes and Universities in India and abroad.
- Innovative inter and multi-disciplinary teaching and learning pedagogies to groom, nurture and nourish students with real time exposure for the balanced personality and intellectual development of the students.
- Eco-friendly Wi-Fi enabled, well developed campus spread across 50 acres of lush green environment.
- Transport facility for students coming from surrounding towns & villages.
- Opportunities for overseas training and exposure to outstanding students.
- Educational Scholarships for brilliant and merit holders and the students with national and international sports and cultural representation.
- The state of the art canteen, gymnasium, sports facilities and opportunity for participation in cultural activities.

SDGI GLOBAL UNIVERSITY

NH-9, Hapur Road
Delhi, Ghaziabad-201015, Uttar Pradessh
Toll Free Number : 1800 890 3280 (Toll Free)
Tel : 8595909280 / 81
Email : info@sgu.edu.in

SDGI Global University is dedicated to being a globally recognized institution that nurtures exceptional talent, drives innovation, and prepares students to make a meaningful impact in their respective fields. University is committed to inspire lifelong learning, fostering personal and professional growth, and shaping the leaders of tomorrow. Join us in this exciting journey of knowledge acquisition and impactful positive transformation.

SDGI Global University (SGU), is a newly established university in Ghaziabad, Delhi-NCR. The University was established in 2023 by the Sunder Deep Group of Institutions, which was established in 2006, a well-known Educational Group in India. SGU has a rich legacy of providing quality education. Over the years, the Institute has undergone substantial progress and advancement. The Institute has indeed made significant strides in its growth and development since its establishment.

The University's vision is to become a center of excellence for professional education across various fields. SGU offers a wide range of Undergraduate and Post graduate programs in the fields of Engineering, Technology, Management, Hotel Management, Pharmacy, Law, Education and several Diploma Courses. The University also has strong research focus.

SGU takes pride in its lush green campus, which provides a refreshing and serene environment for students to learn and grow. The campus spans across 40 acres of land, offering a picturesque view and a soothing atmosphere. The abundance of greenery contributes to a pleasant and conducive learning environment. The university is located near the Eastern Peripheral which is the most prime location to connect with national central region and with globe.

The campus has well equipped classrooms, laboratories, libraries and hostels. The University has a dedicated Sports Complex and a number of friendly amenities. SDGI Global University is a vibrant and dynamic university that is well positioned to become a leading University in the world.

Vision

To be recognized as an Institute of excellence, facilitating learning, fostering creativity, knowledge creation, innovations, consultancy and leadership in multiple areas to build a conscious community that will positively impact living beings for a sustainable future.

SHARNBASVA UNIVERSITY

Vidya Nagar, Kalaburagi, Karnataka - 585105
Mobile : 9243219188, Fax : 08472-277854
Email : registrar@sharnbasvauniversity.edu.in

A Private University enacted by Govt. of Karnataka as "Sharnbasva University Act 2012" Karnataka Act No. 17 of 2013. Notification No. ED 144 URC 2016 dated 29/07/2017. The Sharnbasveshwar Vidya Vardhak Sangha was founded in 1901 by the 6th peethadhipati, made a humble, yet a noble beginning with its first school housed in Mahadasoha - Mahamane the spiritual abode. Then onwards it has never looked back and has grown into leaps and bounds. Dedicating itself to the pursiute of service and excellence has grown into a mammoth educational centre imparting science, commerce, manegent , arts, engeneering & techanical education to nearly 20,000 students from LKG to PG in 40 institutions spending nearly 100 crores in 100 years of its meaningful and eventful existence. Illustrious Sons of India and dignitaries including the father of nation, Mahatna Gandhi down to Dr. APJ Abdul Kalam, the former president of India have visited our Sangha.

Sharnbasveshwar Vidya Vardhak Sangha was founded in 1903 by Late Poojya Doddappa Appa, the 7th Peethadhipati of Sharnbasveshwar Maha Dasoha Samsthan, Gulbarga. It made a humble, yet a noble beginning with its first school housed in Mahadasoha Mahamane - the spiritual abode where Lord Sharnbasveshwar lived. Since then, it has never looked back and has grown into leaps and bounds, dedicating itself to the pursuit of service and excellence. In the course of time, it has grown into a mammoth educational centre imparting Science, Commerce, Arts, Management, Vocational, Engineering and Technical education to nearly Twenty Thousand Students from LKG to PG in forty institutions spending nearly hundred crore in the span of hundred years of its meaningful and eventful existence. Many dignitaries have visited our institution - including the father of our nation Mahatma Gandhi down to Dr. A. P. J. Abdul kalam, the Former President of India. They have paid rich tributes to our Sangha as it has been rendering yeomen service by providing quality education to the people of backward region. There have been many innovations in teaching methodology in the recent past, especially in higher education. But the essence of philosophy of our institution has remained as it was enunciated by Lord Sharnbasveshwar. Students may acquire great knowledge which may or may not be used by them in their life but the kind of education imparted in our institution lasts for ever, which is more rooted in encouraging our students to be self reliant, inquisite and positive thinking governed by great tolerance. The education that we impart gives the students enormous scope for independent thinking and absorbing the differences they confront in the society. The knowledge acquired without subjecting it to enquiry has no relevance. Hence we infuse the spirit of enquiry into the minds of young students Self-discipline and independent thinking are the two corner stones of our institution on which the life of students is built. The faculty members make all-out efforts to stimulate intellectual honesty among students. India is a land of composite culture, naturally the strength of our campus is multi-cultures as there are students coming from different walk of life and they are unified and united in our premises. This promotes better understanding among the students who come from different backgrounds. We make the students learn how to cope-up with varied styles and thinking, thereby motivate them to work together for the betterment of society. We make tireless efforts to make our students responsible citizens of the world.

SHARDA UNIVERSITY

Plot No. 32-34, Knowledge
Park III, Greater Noida
Uttar Pradesh.- 201306
Admission Cell : +91-120-3121001/2, 4060210
Toll Free Number : 1800-102-6999
E-Mail : admission@sharda.ac.in
Website : http://www.sharda.ac.in

Sharda University is a leading Educational institution based out of Greater Noida, Delhi NCR. A venture of the renowned SGI group, the University has established itself as a high quality education provider with prime focus on holistic learning and imbibing competitive abilities in students.

The University is approved by UGC and prides itself in being the only multi-discipline campus in the NCR, spread over 63 acres and equipped with world class facilities.

Sharda University promises to become one of the India's leading universities with an acknowledged reputation for excellence in research and teaching. With its outstanding faculty, world class teaching standards, and innovative academic programmes, Sharda intends to set a new benchmark in the Indian education system.

The Sharda Group of Institutions has been a provider of world class education since 1996. It is the largest educational group based in Uttar Pradesh, having 25,000+ students and more than 1,250 faculty strength. It has above 23,500 alumni who are today leaders in their realms. With state-of-the-art campuses in Agra, Mathura, and Greater Noida, the group has transformed the perception of education by adopting a broader approach and focusing on overall development of an individual.

Spread across 167 acres of land with 3.5 million square feet of infrastructure, the group institutions has earned the trust and respect as a progressive education provider with successful alumni and prolific faculty.

The name of University, 'Sharda' is synonymous to 'Goddess of knowledge and learning - Saraswati'. She is identified with 'veena' an Indian musical instrument and the 'lotus' where she resides. The lotus in our logo symbolises the seat of learning that the University is created for. Variety of colours signify the variety of disciplines the university offers and the overlap between petals creating new colours demonstrate the ethos of collaboration between students and teachers of different courses, nationality, creed and colour working towards creating new knowledge. The petals leading towards a star is an embodiment of the University's cherished mission to provide education beyond boundaries and to facilitate the students and faculty to achieve pinnacles of success throughout the world!

SHAHEED BHAGAT SINGH STATE UNIVERSITY

Moga Road (NH-95)
Ferozepur-152004 (Punjab) India
Phone : +91-1632-242138, Fax : 91-8288-012050
Email: director@sbsstc.ac.in

The Institute was established by the Government of Punjab in 1995 with the name Shaheed Bhagat Singh College of Engineering & Technology as a tribute to the great martyr Shaheed Bhagat Singh. In the academic year 2011-12, it was upgraded to the status of a technical campus and rechristened as Shaheed Bhagat Singh State Technical Campus, Ferozepur. The institute is fully promoted by the Punjab Government and is registered as a Society under the Societies Registration Act 1860. Its affairs are administered by a Board of Governors. The Technical Campus, with its lush green state-of-the-art campus spread over 98 acres is situated on Ferozepur-Moga Road, about four Kilometers away from the Ferozepur city.

The city, Ferozepur is situated on the Indo Pakistan International border. It is well connected by road and rail with important cities like Amritsar, Ludhiana, Jalandhar, Chandigarh, Delhi and rest of the country. As per the annals of history, Ferozeshah Tughlaq founded the city in the fourteenth century. However, it is also believed that its founder is Ferozekhan, one of the Bhatti chiefs. Having a rich heritage, it indeed has maintained its name. In the undivided India it has been a centre of trade and commerce. Ferozepur, with numerous holy shrines, historical places and memorials in and around, has earned a rare status. The hallowed Samadhis of the martyrs Bhagat Singh, Rajguru and Sukhdev, the Saragarhi Gurudwara commemorating the heroic sacrifice of twenty one Sikh soldiers at Saragarhi post in Baluchistan and the Jain Swetambar Temple at Zira constructed in 1890 A.D. are some of the places of pilgrimage showing the spirit of universal brotherhood.

Vision

To be identified as preferred destination for professional studies responsive to industrial and societal needs of the country.

Mission

Development of technically competent manpower with requisite analytical, theoretical and managerial skill and practical exposure.

All round development of students, staff and faculty by providing conducive environment and infrastructure for learning, skill development and research.

Imbibing versatility, adaptability and yearning for excellence amongst students with highest ethical values as their inner strength.

SHAHEED MAHENDRA KARMA VISHWAVIDYALAYA

Bastar, Dharampura-2, Jagdalpur
Dist.-Bastar – 494001,Chhattisgarh
Tel : 07782 – 229037
Email : bastaruniversityregistrar@gmail.com

The Shaheed Mahendra Karma Vishwavidyalaya, Bastar, Jagdalpur, Chhattisgarh is one of the leading institutions of higher education in Bastar Region of Chhattisgarh State of India which is predominated by tribal communities and largely devoted to post graduate studies and is widely known for its excellence in research and for its distinguished faculties. The current campus is located at Dharampura-2 area in Jagdalpur City (municipality). It has immense biodiversity and a place of silent learning which give the campus a natural beauty. The Shaheed Mahendra Karma Vishwavidyalaya, Bastar, Jagdalpur, Chhattisgarh has 14 different courses (Graduation, Post-Graduation, PG Diploma and Certificate) in 10 School of Studies/Departments in University Teaching Department at Dharampura Campus. The Vishwavidyalaya has about 30 regular Non-Teaching Officers and employees, among teaching staff, there are 6 Regular (2 Professor and 4 Assistant Professor), 10 Contract Assistant Professor and about 20 Guest Lecturers. In Academic Session 2021-22, about 600 students are admitted in various School of Studies/Departments in the University Teaching Department.

The motto of the Vishwavidyalaya is to enhance the capacities of the disadvantaged and preserve the human values for future generations. The doctoral studies have been started at the University. The faculty members of the Vishwavidyalaya have a high national and international award and participated in national and international seminars. The Vishwavidyalaya has built up a reputation for providing high quality academic training and has been recognized through a number of awards. The entire campus has been connected on 1 Gbps connectivity, Wi-fi enabled and this facilitates networking, vital for sustaining academic activity. In terms of infrastructure and other collateral support, the University has been proactive. Under the Vishwavidyalaya, there are 44 affiliated colleges (37 Govt. and 7 Private) imparting UG and PG Courses with the permission from Department of Higher Education, Govt. of Chhattisgarh and NCTE, BCI, AICTE etc. The Vishwavidyalaya has a good Library and has a collection of more than 20000 books and other reference material and subscribes to foreign journals and online journals.

Vision

“Shaheed Mahendra Karma Vishwavidyalaya, Bastar aims to be an outstanding institution by providing integrated and trans-cultural quality education for talent development and knowledge creation for on upcoming class of society and preserve human values. ”

Mission

“The Mission of Shaheed Mahendra Karma Vishwavidyalaya, Bastar is to provide a learning environment to students and impart futuristic and complete education of best standard with a high sense of discipline and social responsibility. The university seeks to help students to develop on understanding and appreciation for cultural heritage of bastar region.”

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA

Raigarh – 496 001, Chhattisgarh

शहीद नंदकुमार पटेल यूनिवर्सिटी अब अस्तित्व में आ गया है। इसके अंतर्गत सभी कॉलेजों को 2020-21 शैक्षणिक सत्र के लिए जिले के सभी प्रशासनिक कामकाज नए यूनिवर्सिटी के माध्यम से होंगे।छात्र छात्राओं की परीक्षा एयू लेगा लेकिन रिजल्ट नंदकुमार पटेल युनिवर्सिटी से जारी होगा। इस नई व्यवस्था से जिले के सभी कॉलेजों को अब कॉलेज संबंधित सभी कामकाज के लिए रायगढ़ यूनिवर्सिटी से संपर्क करना होगा।

यूनिवर्सिटी का लक्ष्य मुख्य परीक्षा का आयोजन - यूनिवर्सिटी का लक्ष्य सत्र 2020-21 की मुख्य परीक्षा आयोजित कराना है। इसके अलावा इस सत्र में पहली प्राथमिकता अकादमिक और प्रशासनिक विभागों की स्थापना। शासन से मिले सेटअप के आधार पर इसकी संरचना के अनुरूप यूनिवर्सिटी के लिए 34 पदों पर भर्ती प्रक्रिया पूरी करनी है।

राज्यपाल स्श्री अन्सुईया उइके ने शहीद नंदक्मार पटेल विश्वविद्यालय, रायगढ़ के क्लपति पद पर प्रोफेसर डॉ. ललित प्रकाश पटेरिया को नियुक्त किया है। डॉ. ललित प्रकाश पटेरिया का कार्यकाल, उपलब्धियां तथा सेवा शर्ते विश्वविद्यालय अधिनियम एवं परिनियम में निहित प्रावधान अनुसार होंगी।

उनकी नियुक्ति शहीद नंदक्मार पटेल विश्वविद्यालय छत्तीसगढ़, अधिनियम 1973 की धारा 13 की उपधारा (1) में प्रदत्त शक्तियों का प्रयोग करते हुए की गई है डॉ.पटेरिया गुरू घासीदास सेंट्रल विश्वविद्यालय बिलासपुर में प्रबंधन विभाग में सीनियर प्रोफेसर हैं।

SHER-E-KASHMIR UNIVERSITY OF AGRICULTURAL SCIENCES AND TECHNOLOGY OF KASHMIR

Shalimar Campus P.B.No 262,
Srinagar 190 001, Jammu and Kashmir
Tel : 0194-2461271 0194-2462159-60, 2463655, 2436224
Fax : 0194-2462160, 246 1271
Email : skuast_aris@yahoomail.com, gora_manzoor@yahoo.co.in, info@skuastkashmir.net
Website : http://skuastkashmir.ac.in

Sher-e-Kashmir University of Agricultural Sciences & Technology of Kashmir is an agricultural university located in Srinagar, Jammu and Kashmir, India. With its main campus in Shalimar, Srinagar, the University has multiple campuses, colleges, research and extension centers across the Kashmir Valley and Ladakh regions of the state.

The university was founded in 1982 by an Act passed by the State Legislature of Jammu and Kashmir. It was named after Kashmiri leader Sheikh Mohammad Abdullah who is popularly known as Sher-e-Kashmir (Lion of Kashmir).

The name given to the university was "Sher-e-Kashmir University of Agricultural Sciences and Technology" (SKUAST).

Initially, the university had jurisdiction over the entire State of Jammu & Kashmir with its headquarters at Shalimar, Srinagar. When the SKUAST Act came in force, the agricultural education, research and extension training units were transferred to SKUAST from various development departments viz; Agriculture, Animal Husbandry, Sheep Husbandry and Sericulture of Jammu & Kashmir State.

In 1998-99, the territorial jurisdiction of the University was redefined by amending the SKUAST Act 1982 under which a separate agricultural University was established for Jammu Division and named as Sher-e-Kashmir University of Agricultural Sciences and Technology of Jammu (SKUAST-J) with its territorial jurisdiction extended to the entire Jammu Division.

The parent University was renamed as Sher-e-Kashmir University of Agricultural Sciences and Technology of Kashmir (SKUAST-K).

SHER-E-KASHMIR UNIVERSITY OF AGRICULTURAL SCIENCES AND TECHNOLOGY, JAMMU

Jammu, 180009, Jammu and Kashmir
Tel : 0191-2262012, 2473883, 2473883, 2475149
Fax : 0191-2473883/2475149
Email : registrar@ skuast.org
Website : http://www.skuast.org

Sher-e-Kashmir University of Agricultural Sciences and Technology of Jammu (SKUAST-Jammu) came into existence on 20th September, 1999 following the amendment in Sher-e-Kashmir University of Agricultural Sciences and Technology Act, 1982, through the State Legislature. The establishment of SKUAST of Jammu has in its background aspirations, commitment and missionary zeal to cater the needs of Jammu Division for the region specific advances through education, research and extension in the field of agriculture. The university is mandated to address the basic, strategic and applied research related to enhanced production in agriculture and allied sectors (livestock health improvement and quality based products). SKUAST-Jammu is striving to achieve high standards of excellence in education, research and extension for the betterment of farming community of the region. SKUAST-J is a multi-campus university with it's headquarter located at Chatha, Jammu. The Faculty of Agriculture (FOA) at Chatha possess 231.2 ha area and Faculty of Veterinary Sciences & Animal Husbandry (F.V.Sc. & AH) at R. S. Pura has 84.13 ha land holding. The total land holding, including Research Stations/Sub-Stations and KVKs, of the University is 455.65 ha. There are six Research Stations/Sub-Stations and six KVKs in the University which are located in different agro-climatic zones of Jammu region for catering the location-specific needs of the farming community. University pursues researchof high standard through projects funded by various central and state agencies. Sher-e-Kashmir University of Agricultural Sciences & Technology of Jammu came into existence on 20th September 1999 following the amendment in Sher-e-Kashmir University of Agricultural Sciences and Technology Act 1982 through the State legislature. The establishment of SKUAST of Jammu has in its background aspirations, commitment and missionary zeal to fulfill the area specific needs of people of Jammu for research and development in the fields of agriculture and allied sectors under the diversified agro-climatic conditions. SKUAST of Jammu inherited meager assets and very little staff that was deployed at various Research stations and sub stations of erstwhile SKUAST (J&K) to carry on the mission of agriculture research and development. To meet the demand of trained manpower of development departments and face the challenges in agriculture under the clout of liberalization, privatization and globalization, the pursuance of academic excellence and production of need based trained graduates has been given due priority. In order to accomplish of this task, the top positions of University were filled and various University statutory bodies such as University Council, Board of Management, Research Council, Extension Council and Academic Council were notified.

SHIKSHA 'O' ANUSANDHAN UNIVERSITY

Khandagiri Square, Bhubaneswar, Orissa
Telephone: 91-674- 2350635, 2350791, 2350794, 2350802, 2350826,2350
Fax: +91 - 674 - 2350642
Email : info@soauniversity.ac.in
Website : http://soauniversity.ac.in

Siksha 'O' Anusandhan University is a leading Institution in India offering professional programmes in varied disciplines such as Engineering, Medicine, Dental Sciences, Nursing, Management, Law, Pharmaceutical Sciences, Biotechnology and Hotel Management

To promote learning by students, and faculty.

To promote quality teaching of global perspective.

To acquire knowledge skill through updated training and research.

To achieve transformation of knowledge.

To establish an effective, efficient and transparent system of examination and evaluation.

To promote the spirit of entrepreneurship amongst the students of the University.

To foster close interaction with industries.

To realize and adopt social responsibilities.

The University has been accredited by National Assessment and Accreditation Council (NAAC) with grade 'A' for its overall performance. The journey of academic excellence has brought various accolades to the institution including quality benchmarking by various agencies like National Board of Accreditation (NBA) of AICTE and ISO-9001 : 2000 certification by URS, UK.

Siksha 'O' Anusandhan University is a Deemed University in the Indian State of Odisha, focusing on quality and on the imparting of excellent education in the fields of engineering, medical, dental, pharmaceutical sciences, business administration, hotel management and nursing.

SHIV NADAR UNIVERSITY

NH-91, Tehsil Dadri
Gautam Buddha Nagar – 201314, Uttar Pradesh
Phone : 1800-102-1768
Email : admissions@snu.edu.in info.pg@snu.edu.in
Website http://snu.edu.in

Shiv Nadar University is a multi-disciplinary, student-centric, research-focused university offering a full range of academic programs at the undergraduate, postgraduate and doctoral level. SNU's multi-disciplinary curriculum provides students a strong foundation in disciplines in the humanities and social sciences, natural sciences, technology and engineering studies, communications and management, while enabling them to gain mastery of a subject of their choosing. Taught by world class faculty, undergraduate education at SNU is designed to develop students with the breadth of vision, knowledge, skills and attitudes required to succeed in the careers of the 21st century. Located on a 286-acre campus in India's National Capital Region, SNU is a private philanthropic institution established by the Shiv Nadar Foundation in 2011 through an act of the State of Uttar Pradesh. The University's mission is to help students acquire and develop knowledge, skills, and leadership qualities relevant in the 21st Century and beyond.

In pursuing our mission as a premier center of higher education and learning the following serve as the pillars of the University's intellectual and moral edifice:

- Freedom of inquiry and creation of an intellectual environment conducive to free, open and respectful exchange of ideas
- Academic excellence, proactive initiative, and integrity in an environment of collaboration, collegiality, and civility
- Engaged teaching and learning based on dialogue, student involvement and experiential learning
- Research and initiatives as fundamental sources of creating new knowledge, contributions to the betterment of society and expressions of the human spirit
- Recognition and respect for the diversity of people and ideas, a spirit of inclusiveness, a global perspective and a sense of community as essential conditions for campus life
- Cultivating a character of honesty, integrity, compassion, fairness, respect, and ethical behavior, both in the classroom and outside
- Commitment to social justice and public service as the foundation of individual, educational, social, economic, and political development
- Environmental consciousness, sustainability, and prudent management of natural resources as central tenets of the construction and operation of the University
- Responsible stewardship, thoughtful reflection, collaboration, planning, and evaluation for meeting the changing needs of those we serve.

SHIV NADAR UNIVERSITY

Old Mahabalipuram Road
Kalavakkam – 603 110, Tamil Nadu, India.
Tel : 044 3506 9700
Email : info@snuchennai.edu.in
admissions@snuchennai.edu.in

Based in a sprawling campus shared with SSN Institutions, Shiv Nadar University, Chennai is committed to academic excellence. Thanks to its close links to HCL, a US$9.9 Billion global enterprise, the University has a keen understanding of the evolving academic and professional requirements in India and abroad. Each program is designed to help talented students become a successful, job-ready professional or a world-class academic. The University promotes a culture of academic rigour, supported by ample resources, including one of the best-equipped libraries in Southern India, and extensive, world-class research facilities. The University strongly believes that its role is not limited to disseminating knowledge but to act as a catalyst for research, discovery and creation of new forms of expression and aims to become a world-class centre for research. Driven by a belief in the need for all-round development, students are provided ample sports facilities and rich campus life.

Our Vision

A global university, focused on innovation, research, academic excellence and creativity, to develop socially conscious leaders capable of addressing future challenges.

Our Legacy

The Shiv Nadar Foundation was established in 1994 by Shiv Nadar, Founder, HCL – a US$ 9.9 billion leading global enterprise. Driven by the idea that education plays a key role in narrowing the socio-economic divide, the Foundation has invested over US$200 million into its philosophy of Creative Philanthropy. This involves building institutions of excellence, imparting students with world-class skills and a strong sense of values, and triggering transformation through the Ripple Effect. Cumulatively, the Foundation has helped to shape the futures of more than 30,000 students over the years.

Institutions created by the Foundation include SSN College of Engineering and the VidyaGyan Leadership Academy amongst others. Affiliated to Anna University, SSN is one of the top 10 private engineering colleges in India and has crafted a niche for itself. Top companies visit SSN regularly and graduates have been recruited for international assignments by companies like Apple and Facebook amongst others. VidyaGyan Leadership Academy is a K-12 school for rural underprivileged students and provide free residential education to the selected students from 6th till 12thclass. It has been instrumental in helping bright students from rural India to reach leading international and national institutions such as IIT, AIIMS, Babson College, Bryn Mawr College, Virginia Tech, Purdue University etc. for higher studies.

SHIVAJI UNIVERSITY

Vidyanagar, Kolhapur - 416 004, Maharashtra
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Off. : + 91-0231-2609063, 91-0231-2609070
91-0231-2693871, 91-0231-2694171/2694771
Fax : + 91-0231-2692333
E-Mail : registrar@unishivaji.ac.in
Website : http://www.unishivaji.ac.in

Shivaji University, established in 1962, is named after the Great Maratha Warrior and founder of the Maratha empire Chhatrapati Shivaji. It was inaugurated on 18th November, 1962 by Dr. Radhakrishnan, the then President of India. One of the major objectives behind foundation of this University was to cater to the regional needs of South Maharashtra. The jurisdiction of the University is spread over three Districts viz. Kolhapur, Sangli and Satara with strength of about 3,00,000 students studying in 271 affiliated colleges and recognised institutes. This region of Maharashtra boasts of rich and varied socio-cultural heritage. Under the innovative and socially reformist leadership of Chhatrapati Shahu Maharaj, the princely ruler of Kolhapur, the city had become at the beginning of this century, a focal point of educational opportunities for all classes and communities of South-Western Maharashtra, and northern parts of neighbouring Karnataka. This is also land of Karmaveer Bhaurao Patil, who struggled for taking education to the masses by his innovative 'Earn and Learn' scheme. When the University was founded by the Shivaji University Act of 1962, the objectives set before the University included making opportunities of higher education accessible to rural youth, conducting fundamental and applied research in the field of science and humanities to ensure regional growth and development. In 1962 the University started functioning with 34 affiliated colleges and about 14000 students with 5 Post-graduate Departments on the campus. Today the number of affiliated colleges has gone upto 225 and students strength upto 2,00,000 with 34 Postgraduate Departments on campus. The University imparts education in 10 major faculties of Arts, Social Science, Science, Commerce, Education, Fine Arts, Law, Medicine, Ayurvedic Medicine, Engineering and Technology. During initial two decades the efforts were concentrated on expansion of higher education and foundation of new colleges in different parts in the four Districts under its jurisdiction. The University consolidated its base in this phase by 'taking education to the people'. The decade of 1980s saw a major expansion, especially the growth of professional faculties like Engineering, Education, Management and Medicine. The recent phase of the University can be termed as "a pursuit of academic excellence". Since last 4-5 years, several attempts are being made to overcome the image of University as a regional University. Several steps have been taken to raise the standards of teaching and research so as to measure upto global standards. This is being achieved by exploring new areas of higher learning and research in rapidly emerging fields like Industrial Chemistry, Space Science, Environmental Science, Bio-Chemistry, Sericulture, Polymer Chemistry and Computer Science, in addition to basic science disciplines.

SHOBHIT UNIVERSITY

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Meerut - 250 110, Uttar Pradesh
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Fax: +91-121- 2575724
Email: mail@shobhituniversity.ac.in

Shobhit University (earlier known as Shobhit Institute of Engineering & Technology) Meerut has been granted Deemed-to-be University status by the Government of India, Ministry of Human Resource Development, Department of Higher Education vide its Notification No. F-9-37/2004-U.3 (A) dated November 8, 2006 under section 3 of the University Grants Commission Act 1956.

Shobhit University believes in strategic growth as envisaged in our mission and vision, to impart quality education through vertical and horizontal integration. It strives to become a world class university, with a global perspective, that educates the future leaders of the world. Therefore, the challenge before the University is to remain in the forefront of cutting edge knowledge and to follow the best international practice(s) in academics.

Shobhit University aspires to make academic issues and commitments as the key concerns of the young generation and thereby, make a significant contribution to the academic developments wherever they are in the world. By the fostering of quality education, research and innovation, the University endeavour to empower youth. Inspired by talent that is regularly enriched and driven by innovation is the guiding philosophy of Shobhit University's enlightened community.

The University translates its vision into reality on the path of achieving excellence in engineering, technology and management, based on the fundamentals of 21 century education to conform and serve basic human needs, for overall development and inclusive growth.

Shobhit Institute of Engineering & Technology, Meerut has been granted Deemed-to-be University status by the Government of India, Ministry of Human Resource Development, Department of Higher Education vide its Notification No. F-9-37/2004-U.3(A) dated November 8, 2006 under section 3 of the University Grants Commission Act 1956.

Under Section 3 of the UGC Act, Deemed-to-be University status is granted by the Central Government to those educational institutions of repute, which fulfill the prescribed standards and comply with various requirements laid down by the UGC.

SHOBHIT UNIVERSITY

Babu Vijendra Marg, Gangoh,
Saharanpur, Uttar Pradesh – 247341, Uttar Pradesh
Email: vcgangoh@shobhituniversity.ac.in
Alternate Email : mail@shobhituniversity.ac.in
Mob.: +91-9548766670, Tel. : +91-1331-234333, Fax: +91-1331-234500

Shobhit University, Gangoh, Saharanpur has been established as a State Private University under the provisions of the Uttar Pradesh Act 3 of 2012). The University has its own campus in the Adarsh Institutional Area on Babu Vijendra Marg at Gangoh, in the District of Saharanpur (Uttar Pradesh).

The historical commitment to empower the community through education goes back as early as in 1924, when Pandit Jawaharlal Nehru Ji launched the first educational institute named "Hindu Anglo Nagrik Inter College" now known as Hindu Rashtriya Inter College, at Gangoh. This humble and noble initiative was the result of the inspiration and commitment of Babu Kedarnath Ji. As a part of this journey to ignite the minds, a renowned agriculturist and social worker from Gangoh, District Saharanpur, our inspirer, Babu Vijendra Kumar Ji envisioned a society to cater the needs of the youth of the area and empower all sections of the community of our nation through education. This dream of Babu Ji was formalized by Dr. Shobhit Kumar and Kunwar Shekhar Vijendra voluntarily and with the spirit of social service to the community along with a team of eminent professionals, technocrats, educationists, and social workers by establishing NICE Society in 1989. To fulfill the vision of Babu Vijendra Kumar ji, to eradicate poverty and meaningfully contribute towards the social upliftment, economic growth, employment generation, empowerment & overall development of youth on sustainable basis, NICE Society, established a number of institutions.

Shobhit University aims to create a conducive, enabling academic climate to facilitate integration of the younger generation into the logic of the present system and to develop educational means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

The Shobhit University will be internationally recognized as a premier Indian University with a global perspective that educates leaders who will fashion a more humane and just world. The core mission of the University is to promote learning in Indian tradition with international outlook.

The University offers undergraduate, graduate, research scholars and professional students, the knowledge and skills needed to succeed as persons and professional in niche technical areas, and the values and sensitivity necessary to be men and women for others.

SHOOLINI UNIVERSITY

SILB, The Mall, Solan – 173212, HP
Mailing Address: Post Box 9, Head Post Office
The Mall, Solan. 173212, Himachal Pradesh
Phone Nos: 9625233301, 9625233302, 9625233303, 9625233304, 9625233305
Landline No.: 01792308000
Email : info@shooliniuniversity.com

Shoolini University is committed to excellence in all aspects of graduate and postgraduate learning, the transmission of relevant knowledge and skills, and free thinking needed to address the challenges of the modern world. We are a non-profit multi-disciplinary private university with a vision to be a top 200 global university in next ten years. In addition, we aspire to provide quality and relevant education to our students at an affordable and subsidized fee structure. To achieve this aspiration, we have designed our business model around five areas of focus: attracting and retaining top faculty; forging alliances with industry and academia of repute; governing through values and transparency; building world class and environment friendly infrastructure; and attracting brilliant and needy students.

Since inception, we have achieved multiple successes:

- Ranked 2nd amongst India's private biotech institutions by BioSpectrum 2012 & 2013
- Faculty of Management Sciences and Liberal Arts ranked 19th among Top Private Business Schools in India by Dainik Bhaskar 2014
- Faculty of Engineering and Technology awarded Most Upcoming Engineering College In North India by ASSOCHAM
- Awarded Best Upcoming Private Business School in 2013 by ASSOCHAM
- Rated A+++ Business School by Go Education

The University received full recognition by UGC in our second year of operations; alliances with leaders such as Genpact, Anand Automotive Group, Seoul National University, Gachon University, University of Suwon and Gwangju Institute of Science and Technology, South Korea; Bukovinian State Medical University, Ukraine; University of Ulster, Northern Ireland; Chung Yuan Christian University, Taiwan. Shoolini students were placements in top companies in the year 2013. Furthermore, it chosen by DST, Government of India to run multiple national programmes; selected by various government ministries to execute important research projects; multiple reputed and internationally trained faculty; and delivering post graduate and PhD programs across our areas of focus – engineering and technology, biotechnology, management sciences and liberal arts, pharmaceutical and basic sciences. Shoolini University is managed by academicians with proven record of their commitment for providing quality education, and by senior corporate leaders with promise for innovation and skills development.

SHREE GURU GOBIND SINGH TRICENTENARY UNIVERSITY

Chandu-Budhera, Gurgaon-Badli Raod
Gurgaon - 122505, Haryana
Phone :- 0124-2278183-186
Email : info@sgtuniversity.org
Website : http://shooliniuniversity.com

It gives us immense pleasure to introduce you to the SGT universe of education comprising Shree Guru Gobind Singh (SGT) University and the SGT Institute of Engineering & Technology. The University is situated at Chandu-Bhudera on the outskirts of Gurgaon—the commercial, industrial and educational hub of the country, just 20 km from Delhi's International Airport. The SGT University came into existence by the Haryana Private Universities (Amendment) Act No. 8 of 2013 and opened its gates to all segments of the society under the parasol of Dashmesh Educational Charitable Trust, which was founded in 1999 with the holly cause of propagating the message of Shree Guru Gobind Singh Ji—the great philosopher and social reformer—that spread of learning is the best service to mankind. In fact, the seeds for its magnificent growth were sown way back in 2002 with the establishment of the SGT Dental College. It is our commitment and vision to disseminate knowledge in diverse disciplines and develop our students holistically, 'educating not only their minds but also their hearts and souls', by developing strong morals of compassion, empathy and service before self. To enable its students to excel in diverse areas, the University focuses on indoctrinating them to think 'intensively' and 'critically' and infusing in them leadership and innovative skills. Currently, the University imparts education from Undergraduate to Ph.D. level in Health Sciences, Engineering, Commerce, Management Sciences, Law, Hotel Management, Physical Sciences, Life Sciences, Media Management and Social sciences through its following faculties:

- Faculty of Medical and Health Sciences
- Faculty of Dental Sciences
- Faculty of Allied Health Sciences
- Faculty of Physiotherapy
- Faculty of Nursing
- Faculty of Engineering and Technology
- Faculty of Social Sciences
- Faculty of Life Sciences
- Faculty of Physical Sciences
- Faculty of Commerce and Management
- Faculty of Hotel & Tourism Management
- Faculty of Mass Communication & Media Technology
- Faculty of Law

The SGT Institute of Engineering & Technology is affiliated to M.D. University, Rohtak, Haryana, and has the recognition of AICTE.

SREE CHITRA TIRUNAL INSTITUTE FOR MEDICAL SCIENCES AND TECHNOLOGY

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Tel : 0471-2443085, 2599675, 2524150, 2448546
Fax : 0471-2446433/255 0728
Email : director@sctimst.ac.in, reg@sctimst.ac.in
Website : http://www.sctimst.ac.in

Originally established by the Government of Kerala as an advanced centre for medical specialties, Sree Chitra Tirunal Institute for Medical Sciences and Technology (SCTIMST) metamorphosed into an Institute of National Importance with the status of a University in 1980 under the Department of Science and Technology, Govt. of India by an Act of Parliament.

The joint culture of medicine and technology that the Institute pioneered more than three decades ago has come of age and gained unprecedented acceptance in India. Imbued with an inclination to venture into less-trodden domains, the Institute focuses on patient care of high quality, technology development of industrial significance and health research studies of social relevance. The emphasis is on development of facilities less readily available elsewhere in the country such as interventional radiology, cardiac electrophysiology, presurgical evaluation and surgery for epilepsy, microsurgery and deep brain stimulation for movement disorders, new biomedical devices and products, evaluation of medical devices to global specifications, new academic programmes and global public health networks.

The Institute has three wings - the Hospital, Biomedical Technology Wing and the Achutha Menon Centre for Health Science Studies. Excellent research and teaching facilities are available at these centres. This uniquely poised Institute has a dedicated team of clinicians, scientists and engineers devoted to high quality biomedical research and developing technologies in health care with emphasis on cardiovascular and neurological diseases.

Promote research and development in biomedical engineering and technology Deliver high quality patient care in selected specialties and subspecialties Develop innovative postgraduate training programs in advanced medical specialties, and biomedical engineering and technology Participate in public health reforms through research, training and interventions

Become a Global Leader in Medical Devices Development, High Quality Patient Care, and Health Sciences Studies by 2020.

SREENARAYANAGURU OPEN UNIVERSITY

Kollam Bypass, Kureepuzha
Kerala – 691601, India
Tel : +91 474-2966841
Email : university@sreenarayanguruou.edu.in

Sreenarayanaguru Open University is an UGC approved Open University in Kerala established by the Kerala Government. It is the fourteenth State University in Kerala and the fifteenth open university in India. The University consisting of Regional Centres and Study Centres have its territorial limits across the whole state of Kerala. With the establishment of the University, it became the only university in Kerala to offer distance education courses and all the distance education courses then being offered by the four universities in Kerala, namely, Kerala University, Mahatma Gandhi University, Calicut University and Kannur University came under the administrative control and purview of the new University. The University has been named after the great social reformer Sree Narayana Guru and has its headquarters at Kureepuzha in Kollam city.

The University was established by the promulgation of an 45th Ordinance of 2020 to that effect by Hon'ble Governor of Kerala on 25 September 2020 and was dedicated to the public by Sri. Pinarayi Vijayan, Chief Minister of Kerala, on 2 October 2020 in a function held at Kollam.

The Sreenarayanaguru Open University is the first university in Kerala to have a Cyber Controller as an officer of the university.

The Kerala State Government appointed Dr. P M Mubarak Pasha as the first Vice-Chancellor of the University. At the time of his appointment, Dr Pasha was serving as the Head of Strategic Planning and Governance in the National University of Science and Technology in Oman. The Government also appointed Dr. S V Sudheer as the first Pro-Vice-Chancellor, Dr. P N Dileep as the first Registrar and Sri. V. Ajayakumar as the First Finance officer of the University.

SREE SANKARACHARYA UNIVERSITY OF SANSKRIT

Kalady, Ernakulam District, Kerala - 683574
Phone: 0484- 246 3380, 0484 - 3462631, 0484 - 2463582, 0484 - 2464902;
Fax: 0484 – 2463480, E-mail: ssusvc2013@gmail.com, vc.ssu-ker@gov.in
Website : http://www.ssus.ac.in

The University, named after Sree Sankaracharya, the illustrious sage, Philosopher and the exponent of advaita, has its Head Quarters at Kalady, his birth place, on the banks of the river Periyar in Kerala. The objectives of the University, as unambiguously stated in the Act S of 1994 of the Kerala Legislature, are to impart knowledge in various branches of Sanskrit as well as in Indology, Indian Culture, Indian Languages, Indian Philosophy, Fine Arts, Foreign Languages and Social Sciences and to promote the study and research of Sanskrit through equanimous promotion of other languages in India and abroad that have copiously contributed to the study of Sanskrit. The collection and preservation of manuscripts and publication of books in Sanskrit and other languages to develop and synergise Indian systems of knowledge are also among the other objectives. The Sree Sankaracharya University of Sanskrit has accredited by the NAAC, a specially designated agency of UGC, with 'A' Grade in 2014 to become the first university in Kerala having such a top accreditation. The University had already got 2(f) and 12(B) recognitions of the University Grants Commission on 1st March 1994 and 27th April, 200S respectively.

It is a multi-campus University with state wide jurisdiction to conduct academic programmes with Main Campus at Kalady and eight Regional Campuses at Thiruvananthapuram, Panmana, Thuravoor, Ettumanoor, Thrissur, Tirur, Koyilandy and Payyannur. His Excellency the Governor of the State of Kerala is the Chancellor of the University. The Hon'ble Minister for Education is the Pro-Chancellor. The Syndicate of which the Vice¬Chancellor is the Chairman exercise the Executive control of the University.

Vision : 'ज्ञानादेव तु कैवल्यम् ' : ' Liberation through knowledge '

An abode of educational excellence where liberating knowledge is generated and productive dissemination is justified for self actualization and social transformation by moulding creative young researchers and critical thinkers for the practical world with right attitude, adequate knowledge and scientific temperament.

Mission : Methodically tracing the historical heritage of India embedded in the rich Sanskrit traditions and interpreting and inculcating the same to the entire world to widen the horizons of indigenous knowledge and practice systems. To craft a constructive and trans formative change in existential conditions of people, academic life of students and serve the society by imparting knowledge and training to equip them to overcome the challenges of life and guiding them in the pursuit of excellence. To emancipate the world from the clutches of superstitions and blindness with the illuminating light of reasoning by assimilating the truth which will ultimately carry the society through all the impossibilities to attain liberation.

SHREE SOMNATH SANSKRIT UNIVERSITY

Shree Somnath Sanskrit University
Somnath-Veraval, District- Junagadh
Tel. : 02876- 244532-33, 244531,09426687450
Fax No. 244417
Registrar- 09426687451/52

The Sanskrit literature is one of the richest in the world and Sanskrit is accepted as the mother of all the languages. Recent studies have shown that it is most computer friendly. Sanskrit is more scientific and phonetic language. Today, the scientific literature in Sanskrit available to us is vast and varied, covering subjects as diverse as alchemy and mathematics and metallurgy, gemology and zoology, and many more. Sanskrit language, with an incomparable store of knowledge and Science carries with itself a legacy of Indian tradition, is at the genesis of our well developed nation. Today the quest for learning Sanskrit world over, witnesses a revival and our visionary leadership committed to provide the facility for imparting knowledge of Sanskrit, established Shree Somnath Sanskrit University on 12th April, 2005 at Somnath-Veraval, District : Junagadh. Assessing the inevitability of Sanskrit education in Gujarat state and also to promote Vedic studies on traditional lines, our Hon. Chief Minister Shri Narendra Modiji decided to establish Sanskrit University in Gujarat. His Excellency the Then Governor of Gujarat and Chancellor of our University Hon. Panditji Shri Navalkishore Sharmaji, mentor of Sanskrit and Sanskrit scholars, has been the driving force for the setting of Shree Somnath Sanskrit University. His Excellency invited the scholars from all parts of the country for deliberations. We have also received the blessings, guidance and inspiration from Late Shri K.K.Shastriji, Mahamahopadhyay and recipient of Padmashri honour. After consulting eminent scholars of Sanskrit, Hon. the then Education Minister Smt. Anandiben Patel, who was keen to establish Sanskrit University in the state had the honour to bring the Shree Somnath Sanskrit University bill 2005, in the assembly. World renowned Bhagvatacharyaji Dr. Ramesh Bhai Ozaji (Pujya bhai shri) our source of inspiration and founder of Shri Sandipani Vidyaniketan Porbander, congratulated the state Government for establishing Shree Somnath Sanskrit University. The Chairman of Shri Somnath trust and former Hon. Chief Minister Shri Keshubhai Patel and former Hon. Deputy Prime Minister and leader of the opposition party in the Loksabha Shri L.K. Adwaniji took special interest in the establishment of the university. The University Building and seventeen acre of land is donated by Shri Somnath Trust. Hon. Shri P. Paneervel (IAS), Principal Secretary Education and Dr. Rajeev Kumar Gupta (IAS), Hon. Commissioner of Higher Education took active participation and played key role in setting of our University. Under The able leadership and guidance of H.E. Dr.Shrimati Kamlaji,the Governor of Gujarat and the Chancellor of our University, our Hon.Education Shri Ramanlal Voraji and Hon.State Minister of Higher and Technical Eduction Prof.Vasuben Trivediji,The University Has Attained the Desired Results. Hon.Principal Secretary Dr.Hasmukh Adhiaji(IAS) and Hon. Commissoner of Higher Eduction Smt.Jayanti Raviji(IAS) have Supported Us At Every Step In Our pursuit of Ecellence.

SHREYARTH UNIVERSITY

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We are on the threshold of the twenty-first century. The scientific and technological advances have altered the global parameters. The advent of computers and the revolution in the field of communication have ushered in a global village, with geographic boundaries having shrunk considerably. What the society, the State and the country need is highly competent, efficient, knowledgeable and well-quipped personnel with fine-tuned talents and well-honed abilities who can shoulder the onerous responsibilities and provide the necessary leadership in various fields of human endeavour. To fulfil these objectives, there is the dire need of courses and programmes which are practice-oriented, highly focussed and which can bring out all that is latent in an individual leading to well-rounded personality.

India is poised for a leap forward and the youths are in ferment waiting to grab opportunities that come their way. This is possible only if there are centres of learning and Universities which pursue excellence and which are devoted to the cause of fulfilling social obligations. Only such Universities can turn out communication experts, qualified journalists, management consultants, computer wizards with an uncanny insight into software and hardware and also well-educated, civilised personnel who can man public and private undertakings. The members of the family of the leading Gujarati newspaper "Gujarat Samachar" have decided to translate the dreams and ideals of the founders of the newspaper and have set up the Shreyarth Foundation and it has ventured to make a sure-footed debut to satisfy the societal expectations and to fulfil social obligations by setting up the Shreyarth University for Education & Research. Under the aegis of this University, various vocational and professional degree courses as well as personality development courses will be launched.

SALIENT FEATURES

- Well-equipped classrooms with modern amenities.
- Dedicated and learned teaching staff with practical experience.
- Small classes to ensure interaction between teachers and students and optimum level of personalised teaching.
- Well-equipped lab facilities.
- Career-oriented training and placement assistance.
- Continuous evaluation.
- Emphasis on seminars, symposium, group discussions, workshops and allied students activities.
- Provision of course material by the faculty.
- Facility of career guidance and counselling.
- Freeships and scholarships to the deserving and meritorious students.

SHRI DAVARA UNIVERSITY

NH-30, Davara Educational Campus, Naya Raipur
Chhattisgarh
Email: info@davarauniversity.in
Website: https://sdu.ac.in
Phone: +91 92017 37178 (All Information)

SHRI DAVARA UNIVERSITY, Raipur has emerged as a centre of excellence of higher education in Central India. Strategically located in the Smart City of New Raipur, this University has started carving a niche for itself in the education domain and is rising as a shining star on the horizon of quality education.

ACADEMICS AND FACULTY: Senior professors with outstanding academic credentials, teaching, publication, and research expertise oversee all of the schools. They have the help of highly trained professors from prestigious universities and the business world. Also, students get the chance to learn from a prominent group of professionals from many industries who frequently visit for guest lectures.

INFRASTRUCTURE: We believe the emergence of new technology gives us an unmatched chance to improve the educational environment for our pupils. A key component of our fundamental approach is the development of supporting infrastructure. In order to ensure that there are no barriers between the discovery, transmission, and application of knowledge, infrastructure at Shri Davara University is thoughtfully created in response to student and faculty demands. We have faith in the Davara community's capacity for innovation, in its willingness to take on new challenges, and in its ability to seize new possibilities in addition to this consistent improvement in academic achievement.Our campus features some of the best infrastructure in the nation, ensuring that students have access to everything they need for a fulfilling college experience. Students have access to the most up-to-date computing and research resources, and the classrooms are designed to optimise light and space. We work hard to build and provide supporting infrastructure everywhere, whether it be cutting-edge labs for our medical students, fully equipped workshops for our engineering students, or a small hotel on campus to assist the Hotel Management degree. Outside of the classroom, safe dorms and contemporary dining halls guarantee comfortable on-campus habitation, while first-rate sports and recreation facilities allow students the chance to discover and maximise their potential.

SCHOOLS OF EXCELLENCE: A centre for Doctoral research programmes in various fields. Currently the University is serving the student community through various UG and PG programs namely Engineering, Law, Pharmacy, Arts & Humanities, Journalism, Science, Commerce & Management, Hotel Management, Biotechnology, Information Technology, Library Science, Yoga and Naturopathy, Research, Fashion Design & Interior Design.

INDUSTRY ORIENTATION AND LEADERSHIP: Interaction with the business world is a key component of the curriculum, and frequent elements include industrial visits, internships on real projects, and leadership mentoring from business executives. By joining prestigious business organisations like the Confederation of Indian Industries, PHD Chamber of Commerce and Industry, Federation of Indian Chambers of Commerce and Industry, and Indian Importers Chamber of Commerce and Industry, the University has established excellent relationships with the top industries in the area. The university features a vibrant Young Indians organisation where students can meet with business leaders and participate in numerous corporate seminars and events.

SHRI GOVIND GURU UNIVERSITY

At: Vinzol, Post: Kankanpur,
Taluka: Godhra District: Panchmahal
Gujarat-388713.
Tel : 02672 255 101
Email : office@sggu.ac.in exam@sggu.ac.in
admin@sggu.ac.in academic@sggu.ac.in

Shri Govind Guru University was established in 2015. The objects of the University is to develop the knowledge of different branches of Higher, Technical and Professional learning and research in relation to the different domains and their applications. The prime objects of the University is to create centers and institutes of excellence in the aforesaid areas in particular and other objects shall be as follows, namely:-

To disseminate, create and preserve knowledge and understanding by teaching, research and training; To develop different patterns of teaching for a certificate or diploma courses, under graduate and post-graduate courses and at doctoral level and to maintain a high standard of education and its applications; To develop training facilities and to make arrangement for training in higher education, professional education and other fields, to provide for inter-relationship for national and international participation in the fields of science, technology, humanities, commerce, management, law, physiotherapy, medicine, paramedical, forestry, marine sciences, environmental sciences, and other fields; To establish close linkage with the industry to make teaching, research and training at the University, relevant to the needs of the society, at the national and global level; To introduce and nurture innovations in the existing education system through CBCS and interdisciplinary, skill based approach so as to reflect India's spiritual knowledge, robust intellectual and inexhaustible creativity; To study and derive lessons from the ongoing latest experiments of education that are taking place in the State of Gujarat as also elsewhere and to foster all the valuable innovative work and promote the same for larger expansion and utilization; To establish Centre of Excellence or independent research centre(s); To provide avenues of higher education and research facilities primarily for the tribal population; To disseminate and advance knowledge by providing instructional and research facilities in tribal art, culture, tradition, language, medicinal systems, customs, forest based economic activities, and advancement in technologies relating to the natural resources of the tribal areas; To collaborate with national and international Universities or organisations, especially for undertaking cultural studies and research on tribal populations; To formulate tribal centric development models, publish reports and monographs; and to organize conferences, seminars on issues relating to tribals; and to provide inputs to policy matters in different spheres; To take appropriate measures for promoting the members of tribal communities capable of managing, administering and looking after their own needs by access to higher education through a University of their own; To take appropriate measures for promoting innovations in teaching-learning processes in inter-disciplinary studies and research; and to pay special attention to the improvement of the social, educational and economic conditions and welfare of the Scheduled Tribes, their intellectual, academic and cultural development.

SHRI RAMASAMY MEMORIAL UNIVERSITY

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Email: registrar@srmus.ac.in

SRM University Sikkim provides world-class education with unmatched infrastructure and a well-qualified, outstanding faculty. Students have a broad range of subjects—from the sciences, social sciences, IT, management as other professional and vocational courses—to choose from. Apart from academics, cultural programs like Meraki, the annual university festival, and Athlon, the annual sports meet, provide opportunities for all-round development. These year-round activities are augmented by regular webinars, seminars, field visits and industrial exposure. Located in the mountain state of Sikkim in the north-eastern region of India, SRM University Sikkim is perfectly placed to ensure the all-round development of the student population of not only the region but also India's next-door neighbours including Nepal, Bhutan and Bangladesh.

The SRM University, Sikkim will provide world class education with unmatched infrastructure and outstanding faculties. The students will breathe freedom to learn the program of their choice. They will know how to build relationships across different segments of society and will come out as worthy citizens. The knowledge they acquire and the skills they master in the campus will go a long way in building up a strong career. Having been located in Mountain State in the north-eastern region, the SRM University, Sikkim is poised to grow with the development of the student population of the region in terms of their educational aspirations. The graduates and the post- graduates coming out of the SRM University, Sikkim will have a global perspective, both in terms of academic inputs and their preparedness in accepting challenges posed by modern societies. The SRM University, Sikkim will not be a run-of-the-mill type of institution and the students will feel the pride attached to the University. There will be endeavors to build partnerships and collaborations with the leading corporate houses, industries and the world class institutes in order to expose students to the very best in any field.

The SRM Group of Institutions has shown the way already in this direction by forging alliances with several international organizations and Universities of repute. Technology based learning has made deep in-roads in the academic portals and the enriched class rooms have made a great difference in the learning experience of the students. The high-quality education through cutting edge technologies in broadcasting, telecasting and webcasting has made collaborative and interactive learning a real possibility. Mentoring, peer-group interaction, social net-working, knowledge repository and digital streaming are some of the means of achieving participative and collaborative learning. The SRM University, Sikkim will be one of the major practioners of Technology based learning.

SHRI DHARMASTHALA MANJUNATHESHWARA UNIVERSITY

Manjushree Nagar, Sattur, Dharwad – 580009, Karnataka
Tel : +91 836 2477511, 2321117, +91 7676250920
Email : registrar@sdmuniversity.edu.in
Website : www.sdmuniversity.edu.in

Shri Dharmasthala Manjunatheshwara University, Dharwad has been established under the Shri Dharmasthala Manjunatheshwara University Act 2018 (Karnataka Act No. 19 of 2018) and has come into effect from 19th December 2018 as a State Private University of the State of Karnataka, of unitary nature, at Sattur, Dharwad.

The University has been sponsored by the Shri Dharmasthala Manjunatheshwara Education (SDME) Society, Ujre. D.K. Karnataka. SDME Society is a premier non-profit educational organization, functioning under the sacred aegis of Shree Kshetra Dharmasthala and under the able guidance of its distinguished president, Dr. D. Veerendra Heggade.

The SDM Educational Society has been in the field of Education & Health Care since 1903, dating back to the starting of the Gurukula "Siddhavana" by Late Shri Manjayya Heggade. Later the SDME Trust was started by Late Shri D. Ratnavarma Heggade. The legacy was continued and brought to its present glory by Shri D. Veerendra Heggade.

Vision

Shri Dharmasthala Manjunatheshwara University will set the highest standards of teaching and learning by awakening the intelligence of the students and nurturing the creativity hidden in them by creating an environment where the ancient wisdom blends with modern science, to transform them into whole human beings to face the challenges.

Objectives

- The University is created with the aim of contributing to the growth of the region.
- Providing affordable Higher Education to all students.
- Providing Health Services of high standards at affordable costs.
- Producing trained Health Care Providers and Skilled Workers to meet the increasing global demand.

SHRI GURU RAM RAI UNIVERSITY

Patel Nagar, Dehradun, Uttarakhand - 248001
Phone : (0135) 2721763, 2726435, 2726457, 2726209
Mobile: (0) 9639120202, 7248889111, 7248889222
Toll Free: 18002704104
Email : info@sgrru.ac.in
Website : http://www.sgrru.ac.in

Shri Guru Ram Rai University "Quest for Excellence" (Established by Govt. of Uttarakhand vide Shri Guru Ram Rai University Act No. 03 of 2017).

Shri Guru Ram Rai University is an extension of the values and ethos of its parent body, Shri Guru Ram Rai Education Mission.

Shri Guru Ram Rai Education Mission was established to provide Quality Education and Quality Health Care to the people of erstwhile Uttar Pradesh. The Mission is one of the largest Educational Organization in the country. Under the dynamic and visionary leadership of its Chairman “Sajjada Nashin” Shri Mahant Devendra Dass Ji Maharaj, the Education Mission has been the education and health lifeline of Uttarakhand and its neighbouring States. All the constituent institutions are known as the epitome of excellence in academics while Shri Mahant Indiresh Hospital is a synonym of Quality Health Care.

Vision

The University will set a bench mark in the quality teaching, originality and innovation in research, quality health care, public service and economic development for overall growth of the society.

Mission

- To articulate & realize the vision of holistic education.
- To invigorate students with thorough knowledge, problem solving skills, leadership, communication and interpersonal skills.
- To nurture and propagate a university community committed to transform society by educating, creating knowledge & its application to real life situations.
- To collaborate with educational Institutions of repute at National and International level for exchange and expansion of knowledge.
- To facilitate and promote innovative, high impact, leading edge research within & across discipline.
- To provide a safe, healthy and sustainable environment to support teaching –learning and research at the university.

SHRI JAGANNATH SANSKRIT VISHVAVIDYALAYA

Shrivihar, Puri – 752003, Odisha
Telephone : 06752- 251669
Fax No. 06752- 251073
E-mail : sanskrit.university@yahoo.com
Website : http://www.sjsv.nic.in

7th July , 1981 is a memorable day in thes Orissan history. On that day, the Hera Panchami according to Hindu Calandar . Shri Jagannath Sanskrit Vishvavidayalaya was established in the holy land of Lord Jagannath , fulfilling the long aspirations of the Sanskrit lovers of the State. The credit of establishing this premier institution of Sanskrit learning goes to the then Chief Minister of Odisha Prajnana Vachaspati Sj. Janaki Ballabh Pattanayak , an eminent scholar of Sanskrit , who laid down the foundation stone at 9 A.M on 7.7.1981 at a spot of Mouza Balukhand. The inaugural function was observed ceremoniously at 10.00 A.M in the S.C.S. College premises amidst chanting of Vedic hymns, observance of scriptural rites, ringing of bells and blowing of conchshells . Sj. Gangadhar Mohapatra , the then Minister of Education and Youth services welcomed the gathering. Sj. C.M.Poonacha , the then Governor and Chancellor of Universities of Orissa delivered the inaugural speech and Sj. J.B.Pattanayak was the Chief Speaker of the function . Prof. Prahallad Pradhan , the founder Vice Chancellor of the Vishvavidyalaya proposed the vote of thanks. Shri Jagannath Sanskrit Vishvavidyalaya , named after the premier Deity of the eastern region Lord Jagannath , is the third sanskit university of the country next to Sampurnananda Sanskrit University of Benaras and Kameswar Singh Sanskrit University of Darabhanga. The Vishvavidyalaya office started functioning on 14th August 1981 in the annexe to the Raj Bhaban, Puri with its founder Kulapati Prof. Prahallad Pradhan and founder kulasachiva Prof. Trilochan Mishra with establishment of the Vishvavidyalaya , provision was made through an ordinance for the appointment of the university statutory bodies , such as Adhisad (Syndicate) , the Samsad (Senate) and the Vidya Parishad (Academic Council) through the nomination by the Kuladhipati (Chancellor) . The first Adhisad had 12 members , the first Samsad has 62 members and the first Vidya PArisad had 40 members . Post Graudate classes in six departments, namely Sahitya , Vyakarana , Dharmashastra , Sarvdarshan, Nyaya and Advaita Vedanta were inaugurated in rented building with 12 rooms. With the creation of Sanskrit Vishvavidyalaya , 142 Sanskrit institutions of the state including 5 Mahavidyalayas and 137 Vidyalayas , Pathasalas and Tools offering Prathama, Madhyama, Upashastri, Shastri and Acharya courses came under this Vishvavidyalaya .

The academic arena has registered a spectaculars growth in the Vishvavdiyalaya . Its establishment has helped to revive the glorious ancient traditions of Orissa in the field of Ssnskrit language. Literature and heritage learning. Right from its inception , the Vishvavidyalaya has dedicated itself to the cause of reserving and promoting studeies and research in Sanskrit .

SHRI JAGDISHPRASAD JHABARMAL TIBREWALA UNIVERSITY

Vidyanagari, Churu Jhunjhunu Road
Chudela, District-Jhunjhunu
Rajasthan-333001
Phoen : 09323973505, 09320299352, 08104883413, 09820870624, 09370512956
Email : enquiry@jjtu.ac.in, jjtu@jjtu.ac.in
Website : www. http://jjtu.ac.in

Established to cater to the needs of higher education, especially to the remote area of Rajasthan. It has vast and beautiful campus in pollution free environment, which sprawls over 31 acres of land having very beautiful sports Complex containing play grounds, gymnasium and indoor stadiums.

The University has state of art infrastructure, laboratories, Computer facilities, computerized library and academic discipline that prepares students to be successful in an age of breathtaking speed and highly competitive environment which require a totally different set of skill and mind set.

The University offers various U.G. and P.G. courses including all engineering branches besides M. Phil. and Ph.D. programs in Humanities, Sciences, Commerce, Law, Pharmacy and Management.

Becoming a vibrant knowledge Centre and a Centre of Excellence in teaching, research and extension education. Bringing about conservation, creation, advancement and dissemination of knowledge. Generating cutting edge Technology using and innovation to make India a developed nation. Creating leaders in the field of Technology, Science, Management, Pharmacy and Social Science by providing quality education and research.

JJT University has been established with a commitment to make higher education avaliable to the door-step of all those who are deprived and provide object-oriented modular education with emphasis on practical knowledge keeping in view the emerging industrial, business opportunities and researches globally in different areas of science and management.

The University is seeking strategic alliances and academic collaboration with Top most Universities of India and abroad for teaching & researched.

The JJT University wish to provide knowledge and educate students in science, technology and in other areas so that instead of job-seeker they become provider/creator of jobs and they will serve the nation and mankind at large in the 21st century with the purpose of building up a society based on equality, fraternity, peace and harmony, fostering the high standard of ethical and democratic values.

SHRI KALLAJI VEDIC VISHVAVIDYALAYA

Shree Kallaji Vedic Vishvavidyalaya, Kalyanlok,
Jawda, Nimbahera, Chittorgarh – 312601, Rajasthan
Tel : 01477-294394
Email : skvv.uni@gmail.com
Website : http://www.kallajivedicuniversity.com

Shri Kallaji Vaidika Vishvavidyalaya was established on 27th March, 2018 in the memory of a great warrior Shri Kallaji Rathore who was born in 1544 AD (Vikram Samvat – 1601) on the day of Shravana Shukla Ashtami in Samiyana village of Nagaur (Marwar). His father Shri Achal Singh Rathore was the younger brother of Shri Rao Ratan Singh Rathore (who was the king of Medta) and mother was Shrimati Shvetakunwar. Bhaktimati Meera Bai was the paternal aunt (Bua – father's sister) of Shri Kallaji. It is heard that his mother Shrimati Shvetakunwar gave birth to him as blessing of lord Shiva and Goddess Parvati. He was a great hero and good fighter. He learnt Yogavidya from his Guru Shri Bhairavnath. His Kuldevi is Naganechi. His birth name was Keshar Singh and he was also popularly known as – Khar, Kalyan, Kamadhaj, Bal-Brahmachari, Yogi etc. He had a special love for the mother land as well as very much interested in Vedic tradition and culture, Ayurveda, Yoga etc.

Shri Kallaji Rathore was a great hero who showed his valor by joining in the army of Maharana Udai Singh at the time of Akbar's invasion of Chittour. In 1568 when his marriage function was continuing, the drums of war sounded and Kallaji rushed to the battle to fight in the war by promising his newlywed wife Krishnakanvar Chauhan that whatever may be in the war, definitely I will be back. During the war he sacrificed his life for the mother land on 23rd February, 1568.

The love of Shri Kallaji Rathore towards Vedas, Vaidika Sanskriti, Yoga, Ayurveda etc. insisted the members of Shri Sheshavatar 1008 Kallaji Vedpith Evam Shodh Sansthan Trust to take a decision to establish a Vaidika Vishvavidyalaya in the name of Shri Kallaji Maharaj and on 27th March, 2018 their dreams are took proper shape.

Our Motto

Thus Sanskrit has a rich past, which no other language can be boast of. Through the centuries Sanskrit has not only guided the knowledge seekers through its rich literature, but also provided a platform for converting the knowledge into action. This aspect is exhibited more in the subjects of Ancient Indian Science & Technology, which for the various reasons, for a long period, have not been adequately understood by the modern practitioners due to lack of privilege for understanding and implicating the vast resources of knowledge prevalent in Sanskrit and other Indian literatures. Of late, both the traditional Scholars of Sanskrit and the modern Scientists are seriously, interested in searching for the roots of Science and Technology in Ancient India. But their reason differs. Having heard much about the ancient glory of India and knowing science of today, its ever advancing front as well as its national and international importance, so well, modern scientists would wonder what relevance and benefit the rather 'aberrant' offshoot of science in this ancient civilization of India could offer them.

SHRI KRISHNA AYUSH UNIVERSITY

Umri Road, Sector 8, Kurukshetra, Haryana – 136118
Tel: 01744-225803, 225804
E-mail: registrar.skau.hry@gmail.com
registrar.skau-hry@gov.in

Kurukshetra is the holy place in the State of Haryana India. It is also called "Dharmakshetra" because it was the center place of battle field in Mahabharat. It is also known as "Land of Bhagwad Gita". It lies at distance of 160 Km from New Delhi and about 90 km from Chandigarh city.The Haryana Government decided to establish the first AYUSH University in this holy place. This is the first University related to Indian system of medicine in the State as well as the first University of this kind in India and all over the world.

Established by Shri Krishna Ayush University Act No. 25 of 2017. It was established by the SKAU Act No. 25 of 2017 vide Gazette Notification No. Leg. 27/2017 dated 25th September, 2017 to incorporate a University in the State for the purpose of teaching, affiliating and ensuring proper and systematic instructions, training and research in Ayurveda, Yoga & Naturopathy,Unani, Siddha and Homeopathy system of medicine. It aims to achieve excellence in these and connected fields.

This University gives affiliation to all the Govt. and Private Colleges of Ayurveda, Yoga, Unani, Siddha & Homeopathy for U.G., Diploma and Certificate courses of the State Haryana and also give affiliation for P.G. & Ph.D. courses in near future.

Presently the AYUSH university is functioning from the campus of its constitute college Shri Krishna Govt. Ayurvedic College, Kurukshetra. It is 5 Km far from Delhi Chandigarh Highway. It has approx. 118 acres of land proposed to accommodate central administrative block, 100 bedded hospital, panchakarma center academic block, herbal garden, hostels, central library, canteen and mess etc.

SHRI KRISHNA UNIVERSITY

N-H 86, Village Chauka, Sagar Road,
Chhatarpur, Madhya Pradesh
Landline No. - +07682-241716, 07682-248735
Admission Enquiry. +91 6262 180 303/505
Email : info@skuindia.com
Website : http://www.skuindia.ac.in

We aim to be an outstanding university at which to be a student. We concentrate on helping students achieve their potential, and place great importance on combining enduring human values with true professionalism. We make it clear from the beginning that we have high expectations of our students and staff, and we will offer you every support to achieve that goal.

Shri krishna University has become so popular because we have:

- Innovative and highly relevant courses
- Excellent, inspiring teaching
- A truly friendly, inclusive approach with excellent student support
- An outstanding record of graduate employment
- Strengthening the academic advancement with the global competitiveness.
- Provide congenial ambience on the campus.
- Provide Industry/Corporate exposure to the students.
- Establishing the strong research practices among faculty and students.

Shri Krishna University is an institution which is rightly considered one of the greatest contributions of the peoples of Madhya Pradesh cultural heritage.Its main activities in the fields of higher education and scientific research are activities of public interest, and they are carried out in accordance with the legal regulations.

During the tenure of its existence the Shri Krishna University has served its people, and its former students and teachers have greatly contributed to the development of cultural, scientific, educational, political and economic life of our country.

Shri Krishna University is prepared to maintain and enhance its position as the leading institution of higher education in the region by adapting to the challenges of modern times on one hand, and preserving what's worth in its tradition on the other. This is precisely what makes it recognized as a true national brand.

Shri Krishna University is environmentally certified and works actively for sustainable development. With new knowledge and new perspectives, we contributes to a better future.

SHRI KHUSHAL DAS UNIVERSITY

Chak 7STG, Khushal Nagar, Near Toll Plaza,
Suratgarh Road, Hanumangarh Jn. -335801, Rajasthan
NCR Office: SF-7, Shastri Nagar
Ghaziabad,Uttar Pradesh-201002
Tel : (+91) 8875132111 (+91) 8875134111
Email : help@skduniversity.com
Website : https://www.skduniversity.com

Shri Khushal Das University is a leading educational institution located in Hanumangarh, Rajasthan. We are committed to contributing to national development. The students of today are the leaders of tomorrow. To help students become future-ready, we update our courses at regular intervals.

Our dedicated and committed staff share our passion and vision. Our teachers and support staff go out of their way, if required, to help students. They come up with various strategies to channelise youth energy and exuberance in the right direction.

At Shri Khushal Das University (SKD), we firmly believe that education is a weapon of mass destruction that destroys darkness and ignorance. We are committed to helping our students hone their skills to use this weapon. We do more than just preparing our students to land their dream job. We prepare them for their biggest challenge called life. While many other institutions just claim to provide a well-rounded education, we make sure that our actions prove the worth of our words.

Shri Khushal Das University has separate hostels for boys and girls. Equipped with modern amenities and featuring attached mess, SKD hostels are a home away from home. No one understands the impact that hostel life has on the development of a student better than us. We strive to create a secure, warm and homely environment for our students, helping them excel professionally and personally. We firmly believe that a healthy mind resides in a healthy body. SKD hostels have a fully equipped gym and basketball, badminton and volleyball courts that students can use to stay in good shape.

Our committed and dedicated hostel staff considers caring for students their personal commitment, and not just a job responsibility. Security and maintenance staff work round the clock to ensure effective enforcement of hostel rules. Hostels are under 24X7 CCTV surveillance.

SHRI LAL BAHADUR SHASTRI NATIONAL SANSKRIT UNIVERSITY

B-4, Qutub Institutional Area, New Delhi – 110016
Phone: (91) 11- 46060606, (91) 11-46060604/ 603/ 605
Epabx: (91)11- 46060606(30-Lines) Fax: (91) 11 - 26533512 / 26520255
Email : info@slbsrsv.ac.in Website : http://www.slbsrsv.ac.in

The Akhil Bharatiya Sanskrit Sahitya Sammelan established a Sanskrit Vidyapeetha at Delhi on the auspicious day of Vijaya Dashmi on the 8th of October 1962 and appointed Dr.Mandan Mishra as the officer on-Special-Duty and the Director of the Vidyapeetha. In accordance with the decision of the Sammelan, a separate Society under the name of Akhil Bharatiya Sanskrit Vidyapeetha was established with the late Prime Minister Shri Lal Bahadur Shastri as its Founder President. The inspiration and guidance of Late Shri Shastriji had been the impetus for the development of this Vidyapeetha. Shastriji in his capacity as the Prime Minister of India declared to develop this Vidyapeetha as an International Institution. After the death of Shastriji, the Late Prime Minister Smt. Indira Gandhi accepted the Presidentship of the Vidyapeetha and declared on the 2nd October 1966 that the Vidyapeetha would henceforth be known as Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha. On 1st April, 1967, the Vidyapeetha was taken over by the Government of India and on the 21st December 1970, it became a constituent of the Rashtriya Sanskrit Sansthan, a registered autonomous Society and was named as Shri Lal Bahadur Shastri Kendriya Sanskrit Vidyapeetha.

Impressed by its performance and the all round developments, the Government of India, in March 1983 mooted a proposal to confer the status of Deemed to be University on this Vidyapeetha along with the Kendriya Sanskrit Vidyapeetha, Tirupati. Finally, after the necessary inspection and other formalities, the Government of India on the recommendations of the University Grants Commision, granted the status of a Deemed to be University to the Vidyapeetha in November 1987. Prior to this, on the recommendation of the University Grants Commision, a Society, independent of the Rashtriya Sanskrit Sansthan was registered under the Chairmanship of the former Human & Resource Minister, Hon'ble Shri P.V. Narasimha Rao in the name of Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha on the 20th January 1987. In 1989 Dr.Mandan Mishra was appointed as the first Vice-Chancellor of the Vidyapeetha. After the formal transfer of the movable and immovable properties followed by the transfer of the teaching and non-teaching staff, the Vidyapeetha became fully functional with effect from the 1st November 1991 as a Deemed to be University.

Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha(Deemed to be University) has been established as Central University and start functioning as Shri Lal Bahadur Shastri National Sanskrit University, New Delhi-16 w.e.f from 30th April, 2020 under the Central Sanskrit Universities Act,2020 (no.5 of 2020 dated: 25th March, 2020) as enacted by the Parliament and assented to by the President of India and duly published in the Gazette of India by the Ministry of Law & Justice, Govt. of India, Legislative department followed by the Gazette Notification F.No. 4-4/2018-Skt-II dated: 17.04.2020 of the Ministry of Human Resource Development, Department of Higher Education (Language Division, New Delhi).

SHRI MATA VAISHNO DEVI UNIVERSITY

Shri Mata Vaishno Devi University Campus,
Sub-Post Office, Katra,
Jammu and Kashmir - 182320
Phone : 01991- 285524 (08 lines)
Fax : 01991-285694
Email : info@smvdu.ac.in

Shri Mata Vaishno Devi University (SMVDU) has been established under THE JAMMU AND KASHMIR SHRI MATA VAISHNO DEVI UNIVERSITY ACT, 1999 an Act of the J&K State Legislature (ACT No. XII of 1999 dated 12th May 1999) as an autonomous, highly Technical & fully Residential University. The University started functioning as an academic unit in Aug 2004 when it was inaugurated on 19th August 2004 at the hands of the then Hon'ble President of India Dr. A P J Abdul Kalam. Dr. Kalam also delivered the first lecture to the students of the University. The University is approved by UGC under Section 2(F) & Section 12(B) of UGC Act of 1956. The technical programs of the University are recognized by AICTE (All India Council of Technical Education) while Architecture program is recognized by Council of Architecture.

The University receives funding from Shri Mata Vaishno Devi Shrine Board, an autonomous Board set up in August 1986 under the provisions of The Jammu and Kashmir Shri Mata Vaishno Devi Shrine Act, 1986 of J&K State Legislature. The University also gets funds from UGC (University Grants Commission). The University receives funding from Shri Mata Vaishno Devi Shrine Board, an autonomous Board set up in August 1986 under the provisions of The Jammu and Kashmir Shri Mata Vaishno Devi Shrine Act, 1986 of J&K State Legislature. The University also gets funds from UGC (University Grants Commission).

The Design of the logo looks like a Lotus, a symbol of regeneration or a flame. If we see it from a particular angle, it also looks like 'OM', the Supreme Word. The three green bars are symbolic representation of three holy peaks of Trikuta Hills and / or the three 'pindies' in Shri Mata Vaishno Devi Shrine. The Sun, the giver of Light, Warmth, Time, Direction, Life Force, Energy, Power, Radiance and Enlightenment have been shown surrounded by radiating rays going out to nine planets of the Solar System. All this is , however, left to the imagination of the viewer. The English version of the motto is "GOD (BHRAMA) IS SCIENCE". 'Bhrama' has been defined as something or someone who nourishes the universe and makes it grow. Science matches the definition wonderfully because science over the years has also done the same. If the world population is any indication, science has done very well indeed. We have not only become the dominant species, we also have grown to an unprecedented numbers. Moreover, the reach of the modern scientists has spread much beyond the sun and the moon and they are now eyeing the far-reaches of the universe from where even the light takes years and centuries to reach the earth.

SHRI RAMSWAROOP MEMORIAL UNIVERSITY

Deva Road, Lucknow – 227105, Uttar Pradesh
Phone : 05248 – 262639
Mobile : +919554953791,+919554953792
Fax : 05248 – 262640
Email : registrar@srmu.ac.in, admissions@srmu.ac.in
Website : http://srmu.ac.in

Founders of the university, alumnus and gold medalist from IIT Kanpur, envision Shri Ramswaroop Memorial University being a world class University by achieving excellence in the fields of Education, Research & Consultancy, through socially enriching and ethically responsible pursuits. The phenomenal journey of the group dates back to 1999. With just 22 students and an unwavering commitment to quality education, led to birth of SRMU. SRMU is a confluence of academic, cultural and intellectual resources. SRMU seeks to achieve the highest levels of distinction in the innovation and transmission of knowledge and understanding. 6 institutes consisting of 16 faculties, offer a wide spectrum of choice for the students to choose undergraduate, post graduate and Doctoral programs in Engineering (Mechanical, Civil, Electrical, Electronics & Communication, Computer Science),Bio-Technology & Bio-Sciences, Management, Commerce, Economics & Computer Applications, Journalism & Mass Communication, Legal studies, Basic Sciences and Humanities.

SRMU takes pride in its excellent faculty, which is from leading Central Universities and premier institutes like IIT and IIM etc. Constant interface with industry stalwarts and a compassionate management leads to innovative pedagogy and revision of the syllabus, making the courses relevant and employment enhancing. SRMU although a young trust, has made significant breakthrough in patents and government sponsored projects.

Serene and beautiful ambience of the University is conducive for quality education. The students are encouraged to be a part to the various co-curricular activities and events of the University. Keeping the overall development in mind, the University provides various assistive programs for its students so that the student can get good placements. University outreach involves CSR projects like Apni Pathshala, a free education system for the underprivileged children, National Social Service (NSS) and Scholarships for deserving students.

SRMU's bold vision is built upon over a decade of excellence of SRMGPC in engineering and business education. It took 15 years of dedicated and untiring efforts to emerge as a university of repute. With motto Chase Reality…Dreams Will Follow, SRMU is all set to create a benchmark in the education system.

SHRI RAWATPURA SARKAR UNIVERSITY

Dhaneli, Dhamtari Road, Raipur, Chhattisgarh
Mobile : 7222910431
Email : sri.directordhaneli@gmail.com

Shri Rawatpura Sarkar group of Institutions (SRI) comprises of Engineering, Polytechnic, Management, Pharmacy, Nursing, Education and ITI colleges, each one with its own distinctive style, have a strong presence throughout Chhattisgarh and Madhya Pradesh with seven main campuses at Naya Raipur, Dhaneli (Raipur), Kumhari (Durg), Jagdalpur, Bilaspur, Shahdol & Mandla. It is an innovative and dynamic growing group that covers spectrum of various courses.

SRI offers fresh and vibrant environment with excellent resources and facilities. Set in the picturesque, SRI is the perfect place to work, learn and play. The aim is to help students to develop their academic ability and personal potential.

Our Institute has a willpower and determination to emerge as 'Centre of Excellence' in the field of education and to fulfill the commitment given to our Master Teacher.

To inculcate humanism, tolerance, reason, progress, fearlessness and truthfulness through education so as to produce integrated men and women free from fear. on

SRI mission is to emerge as a Centre of Excellence in the field of education by adopting innovative approaches and to build the structure of dynamic intelligence. It will enable our students to meet the challenges.

SRI philosophy is to impart quality and effectiveness in all activities, networking, helping in holistic development of technocrats based on long cherished valuesand principles.

SHRI SHANKARACHARYA PROFESSIONAL UNIVERSITY

Village – Junwani, Bhilai
Distt. Durg – 490020, Chhattisgarh

Ms. Anusuiya Uikey, Governor and Chancellor, retired Professor (Dr.) Lakshmishankar Nigam, using the powers conferred in the second proviso to Section 17 (3) of the Chhattisgarh Private University (Establishment and Operations) Act, 2005 (No. 13 2005). Professor and Head of Department, Ancient Indian History, Culture and Archeology, Pandit Ravi Shankar Shukla University Raipur has been appointed as the first Vice Chancellor of Sri Shankaracharya Professional University, Gram-Junwani, Bhilai, District-Durg, Chhattisgarh.

The University has a mission for different academic bodies. It is working tirelessly for academic expansion and diversification, widening the academic canvass in horizontal and vertical dimensions. By now the knowledge- standards on the campus have been meeting the intellectual requirements of the society, whether in the areas of languages, business, education, legal education or in media education, IT education, science and social sciences. The University puts in sustained efforts to create brand equity and offer leadership by way of differentiation in all its intellectual pursuits. Thus, the focus is on developing a contemporary and relevant curriculum, meeting and beating various benchmarks of quality assurance, developing a healthy academic governance structure, cutting edge curriculum management blended with updated research and support.

The University marches ahead to attain its mission through a goal of blending contemporary knowledge with skills and values with an intention to groom high calibre thinkers, morally upright and physically sound, citizenry, inspired with a proactive approach to take up challenges confronting the present society and develop productive individuals in the fast- changing knowledge society. But the core objective here at Shri Shankaracharya is to work for the upliftment of humanity at large. Now the time we feel is opportune and the stage is set to launch teacher-education and teacher development programme.

As regards campus development, the University struggles hard on different fronts. The land has now been transferred to the University. Development of the permanent campus is underway. The master plan has been processed through all the bodies of academic governance. With due support from all the stakeholders, we are confident that in near future the University will function from its permanent campus.

SHRI VENKATESHWARA UNIVERSITY

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Gajraula, Amroha – 244236, Uttar Pradesh
Ph No : +91- 8477956666, 8194005705
Telefax No : +91-0592-2291235
Email: info@svu.edu.in, registrar@svu.edu.in
Website : www.svu.edu.in

Shri Venkateshwara University is the outcome of the dream of a visionary who had a desire to create an education system where even a deprived background student will get equal opportunity and motivation to learn and receive education in order to become an achiever par excellence.

The dreamer, our Founder Chancellor, Shri Sudhir Giri, an Engineer by profession, a down to earth person with human values by childhood and family experience, an achiever and leader, an educational entrepreneur, knows how to translate his dream into reality.

He analyzed and observed very keenly the changing global scenario and its demand on education system especially the applied sciences, including management and technical education. With this in mind, a world class facility had been created in Gajraula to develop well tuned professionals and technocrats who will serve the society with dedication, value and proper mindset.

Shri Venkateshwara University is strongly wedded to orienting education capable of meeting the rapidly changing needs and challenges of the universe at large and of India in particular.

The University education is an organized attempt to help people become intelligent, self reliant, able to face real life situations and have an economic and ethical relevance to the society.

We at Shri Venkateshwara University evolved and adopted the teaching programs, requiring the students to undergo the rigor of the professional world in forms as well as in substance providing them an opportunity to apply their class-room knowledge to live situations.

Thus, to build the long needed bridge between the professional world and the educational world.

SHRI VISHWAKARMA SKILL UNIVERSITY

Main Campus: Village Dudhola, District Palwal, Haryana
Email: info@svsu.ac.in, admissions@svsu.ac.in
Website: https://svsu.ac.in
Phone Toll Free: +91-124-2746800, 18001800147

The Government of Haryana, understanding the emphasis of the Government of India towards skill and entrepreneurship development launched India's first Skill University in 2016. The University is being set up at village Dudhola in district Palwal. Shri Vishwakarma Skill University (SVSU), established in Palwal, Haryana, is India's first Government Skill University, dedicated to providing high-quality skill education. Founded by the Government of Haryana, SVSU is a pioneering institution focused on bridging the gap between industry requirements and academia by delivering industry-aligned, hands-on skill programs.

SVSU's mission is to empower youth with advanced skills, knowledge, and employability through a unique model of skill education that combines theoretical learning with practical exposure. Our industry partnerships and collaborations with leading organizations offer students experiential learning through internships, apprenticeships, and on-the-job training, which equip them with the competencies required in today's job market.

OUR VISION

To emerge as one of the foremost institution of quality in skill education that bridges the gap between academic learning and practical application and becomes a hub of excellence, where cutting-edge research and industry partnerships converge to cultivate the most sought-after skills of the future.

OUR MISSION

Our Mission is to design, develop and deliver, need based, outstanding skill development training for individuals that fosters their personal and professional growth and empowers them with relevant skills and practical experience required to excel in ever evolving global landscape of jobs. Our commitment lies in unlocking their full potential for sustainable employability and livelihood opportunities through high-quality educators, instructors and a world class training infrastructure aligned with industry requirements and international standards.

SHRIDHAR UNIVERSITY

Pilani-Chirawa Road
Pilani – 333031, Rajasthan
Phone No. :+91 - 01596 51 0000
Fax No. :+91 - 01596 51 0002
Email : info@shridharuniversity.ac.in
Website : www.shridharuniversity.ac.in

Shridhar University is a full-fledged ISO 9001:2008 Certified Self financed University established by the Government of Rajasthan vides Gazette dated 3/4/2010, notified by UGC under Section 2(f) of UGC Act, 1956 vide F.No. 8-3/2010(CPP-I/PU) dated 31 May'2010. Approved by Bar Council of India for conducting Law courses vide Letter No. BOI.D161/2012 (LE. Mtg. Nov.2011). It is an initiative of Sarvhit Trust (Meerut), a nonprofit welfare organization. Founder and Chairperson of the University, Vijay Pal Yadav is a visionary, scholar and a dynamic leader who believes in transforming society through education and innovation. Located close to two of India's most vibrant cities – New Delhi is 4 hours by road, and Jaipur is 3 hours by road. It is set in a lush green 60 acre campus on the Pilani-Chirawa highway No. 17 in the famed Shekhawati region of Rajasthan. Prominent institutes such as BITS (Birla Institute of Technology and Science), CSIR Laboratory, CEERI (Central Electronics Engineering Research Institute) as well as the country's next assembly centre for the prestigious Brahmos Missiles are located in the immediate neighborhood of Shridhar University. The campus is designed with the best of infrastructure and facilities to make student life a total transformational experience.

Shridhar University incorporates 11 schools for graduate and post-graduate degree programs, diplomas and certificates and for the pursuit of advanced research in the related areas of learning. These include Engineering College, Polytechnic, Law school and Business school.

Shridhar University is a world-class satellite city of learning where students, faculty and management form a close-knit proactive intellectual and cultural community. University offers unique social & academic initiatives such as Earn While you Learn Program, Conferences, Workshops & Seminars, Student Mentorship programs, Industry oriented training programs in partnership with leading corporates, and an active placement cell. The University is host to highly respected faculty from top Institutions in India and abroad. University has collaborations and cooperative ventures with foreign Institutions of Higher Learning, Chambers of Commerce and Industries, Indian Universities and Local Industries. University is regularly executing NIESBUD and DST sponsored projects for self employment and is deeply committed to development of rural areas as part of her Corporate Social Responsibility.

SHRINIVAS UNIVERSITY

Srinivas Nagar, Mukka, Surathkal
Mangalore – 575023
Tel. : +91 9449073455, 0824- 2412382
Email : admission@srinivasgroup.com, info@srinivasgroup.com

Abhisheka sukta defines life as being meaningful and a source of inspiration to fellow beings. The only right way of leading human life is by serving mankind. The greatest luminaries, Sri. A.Shama Rao & Smt. Indiramma Shama Rao are amongst those few who served mankind from darkness to light. Our founder late A. Shama Rao , born in 1909 at Aroor, a village in Udupi Taluk got his early education in Katapady, Udupi and Mangalore and later obtained B.A. and L.T. Degrees from Madras University. His interests in different walks of life led him to take up such varied courses as secretarial practice, scouts training and first aid. There is a woman behind every successful man. Smt. Indiramma Shama Rao supported the founder in all walks of life not just being his wife, but a friend philosopher and guide. Late Shri A. Shama Rao began his illustrious teaching career in Mangalore in 1939. He was the founder Headmaster of the well known S.V.H. Higher Secondary Residential School from 1943 to 1956. He retired as Headmaster of B.E.M. High School, Mangalore in 1969. Even after retirement, he continued to be active in the field of education and social service. He passed away at the age of 83, on 28th December 1992. Indiramma Shama Rao passed away on 5th December 2009 at the ripe age of 92. It was the firm belief of our founder Adka Shama Rao and Shrimathi Indiramma that education is a tool to transform society. Today, the foundation sponsors a plethora of educational institutions, which constantly strives to realize their dreams and ideas. A.Shama Rao Foundation was established in the year 1988 with the avowed aim of imparting education which could mould the character of the students and make them responsible citizens of the country. The benefits of education are well known: Education is the key to improve livelihoods, healthcare, nutrition and the exercise of civil and political rights. Ideally, education includes all forms of schooling. At their best, Colleges can be safe spaces where young people can forge identities, clarify values and develop critical thinking skills, while also learning to exercise their rights. Even though education begins before and goes beyond schooling, a new paradigm of 'life-long learning' in the colleges, emphasizes the transformative synergies that can occur between educational institutes, family, community and cultural experiences. It encompasses the acquisition of relevant capacities – the knowledge, marketable skills, social capital and values that enable individuals to function effectively in a range of adult roles, including worker, household provider, parent, spouse, family caretaker, citizen and community participant. In ancient times, a king had a boulder placed on a roadway. Then he hid himself and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the king for not keeping the roads clear, but none did anything about getting the big stone out of the way. Then a learned man came along carrying a load of vegetables. On approaching the boulder, the man laid down his burden and tried to move the stone to the side of the road. After much pushing and straining, he finally succeeded. As the man picked up his load of vegetables, he noticed a purse lying in the road where the boulder had been. The purse contained many gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The learned comprehend what many others never understand. A.Shama Rao foundation's, Srinivas group of colleges is an endeavor to develop a centre of excellence, imparting quality education, to generate competence and skill to meet the scientific, technological, managerial and socio economic challenges. The Foundation in its bi-decennial milestone serving mankind, manages a plethora of institutes and other social service organizations.

SHRI VAISHNAV VIDYAPEETH VISHWAVIDYALAYA

Shri Vaishnav Vidya Parisar
177, South Raj Mohalla, Jawahar Marg
Indore – 452002, Madhya Pradesh
Phone: 0731 - 2729072-75, 2349111-12
Fax: 0731 - 2729071, 2349113

Shri Vaishnav Vidyapeeth Vishwavidyalaya is a private university established under Madhya Pradesh Niji Vishwavidyalaya (Sthapana Avam Sanchalan) Adhiniyam in 2015 at Indore (India). The University has been established with a vision to be leader in shaping better future for mankind through quality education, training and research. It shall pursue the mission to make a difference in sustaining the growth of global societies by developing socially responsible citizens. Value based education being at the helm, the University shall promote endurance, excellence, fairness, honesty and transparency as its core values. Some of the objectives of the University are as under:

- To provide teaching and training in higher education and make provision for research as well as advancement and dissemination of knowledge.
- To ensure world class quality in its offerings and create higher levels of intellectual abilities.
- To create centres of excellence for research and development for sharing knowledge and its applications.

Shri Vaishnav Vidyapeeth Vishwavidyalaya at Indore will be a multi-faculty University focusing on the needs of various segments of the society.

Shri Vaishnav Shekshnik Avam Parmarthik Trust of Indore is a well-known charitable organisation of the country having been established in 1884. Realizing that education is essential for rapid growth of society, the Trust established for social and charitable activities entered education in 1951. The institutions set up at school and higher education levels are given hereunder with years of establishment in parentheses.

Shri Vaishnav Vidyapeeth Vishwavidyalaya (2015)

Shri Vaishnav Vidyapeeth Vishwavidyalaya is the latest initiative of the Trust. The University shall be commencing its first academic session in 2016-17. The exiting Institutions of higher learning which have earned a good name in India shall gradually become part of the University. The University is at present taking steps to gear up for offering various academic programs in due course of time with Mr. Purushottamdas Pasari and Dr. Upinder Dhar as First Chancellor and First Vice Chancellor respectively.

SHRI VISHWAKARMA SKILL UNIVERSITY

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Email : info@svsu.ac.in

Shri Vishwakarma Skill University, Haryana, earlier known as Haryana Vishwakarma Skill University (HVSU) is a University established by the Government of Haryana at Dudhola Village of Palwal district of India. It is currently running from a temporary campus in Gurugram. It has MoU with several industries and entities to impart skills training.

Lord Vishwakarma is known to be the architect of this universe and also the designer of all flying chariots of Gods and their divine weapons. Chariots have a significant place in our civilisation. These were driven by horses – known for their purpose, speed, and dynamism. It is over such a chariot, aeons ago Lord Krishna revealed the Principles of Karma to Arjuna that guided him to the path of purposeful action and also set the direction for generations to beacon with.

Lord Vishwakarma was also a city planner; who created Dwaraka, the capital of Lord Krishna; the town of Hastinapur – the capital of Kauravas and Indraprastha for Pandavas. A look at our university model and you would realise that the six academic blocks are conceived as horses and administrative and auditorium blocks as balancing wheels of the chariot.

'Kaushal Setu' - Connecting Teachers and Students Anytime Anywhere National Academic &Skill guidance services has been launched by Honourable Vice Chancellor Shri Raj Nehru .The purpose of this initiative is to connect the students and teachers of India and to bring them at one platform. Let the knowledge and learning be everywhere -this is the purpose of this academic initiative.The faculty, industry experts, professionals and students from all over India can register with us to conduct and attend classes' expert talks and webinars with the links given below. Please ensure your contribution and share this initiative as much as you can in your connections.

Kaushal Setu –Powered by Shri Vishwakarma Skill University (A platform for active learning) Kaushal Setu is an online sharing and learning platform developed by Shri Vishwakarma Skill University (SVSU), Haryana with the purpose of bridging the education gap, providing academic and skill based education through personalised and hands on learning. can register with this platform as per their requirements.

SHUBHAM UNIVERSITY

Semra Saiyad, Mugalia Kot Road
Near Vidsha Chauraha, New Bypass Road
Bhopal, Madhya Pradesh
Tel : +91 8272858661 +91 7461073942
Email : shubhamuniversitymp@gmail.com

Shubham University, Bhopal – a premier institute of higher education that offers a wide range of courses across various disciplines. Our University is established under the M.P. Government Act and is approved by UGC as per section 2f of the UGC Act 1956. We are also recognized by the Pharmacy Council of India, which speaks volumes about the quality of education we provide.

Our faculty members are highly qualified and experienced in their respective fields, and they are committed to providing our students with the best possible education. We also have tie-ups with industries, government, and private organizations to provide our students with hands-on training and placement opportunities.

Doctoral degrees
Come and enjoy getting more profound knowledge on your subjects for better placements.

Global Students
We welcome students from across the globe to learn their skills.

Vision
Shubham University aspires to be one of the most vibrant and dynamic, universities of India. University actively promote and preserve moral and human values, with high ethical standards in higher education. Courses offered are in accordance with socio-economic and socio-cultural scenario of the state. University provides a transformative educational experience to students while focusing on deep disciplinary knowledge, problem solving, leadership, communication, and interpersonal skills; and personal health and well-being.

Mission
The mission of the Shubham University is to provide superior education and exceptional knowledge to its students, not only in terms of their intellectual growth and development, but also in terms of growth and development of their human qualities and ethical values, and inspiring their wish and inclination to be leaders, moving the boundaries of knowledge and higher education, promoting intellectual surroundings which cherishes and honors true values, respect and accepting people's differences and devotion to knowledge, development and human values.

SHYAM UNIVERSITY

Dehlal-Deedwana, Lalsot Byepass
NH-11A Extension, Teh Lalsot
Distt. Dausa – 303511, Rajasthan
Toll Free: 18008906709
Tel : +91-8890202999,+91-8890203999
+91-8890204999,+91-8890205999
+91-8890207999,+91-8890206999
Email : info@shyamuniversity.in
Website : https://shyamuniversity.in

Shyam University is established under the act 28 of 2018 made and promulgated on 5th Day of Oct. 2018 by Hon'ble Governor of Rajasthan State. This University is spread over 38.25 Acres of land surrounded by Aravali Hills in pollution free, lush green and eco-friendly environment. We have taken the utmost care not to disturb the ecological balance of the area due to the erection of buildings and other infrastructures.

Equal importance is also given to the flora and fauna of the area. The overall environment of the university is conducive to education as it is far away from the humdrum, and the fret and fever of the modern life. We have developed the campus in such a manner that a student need not go outside the university campus for his/her daily needs. Keeping in mind the geographical and topological conditions of the area in mind, we have developed our building where much emphasis is laid on energy saving and water harvesting.

We have instructional as well as infrastructural facilities of international standards. We can compromise on quantity but under no circumstances with quality. To accommodate the teacher and other supporting staff, we have constructed an ample number of residences and hostels. We have also taken care of the day scholars, for them free of cost transportation facilities are provided from the nearest railway and bus stations. Five buses run between university and important stations at regular interval of time.

The library is the powerhouse of wisdom and the backbone of an institution, we boast of having a central library stocked with books along with titles and reference books. The whole campus is Wi-Fi enabled with ultra-modern smart classes for efficient and effective teaching. We have also assessed the importance of communication skills as our students especially from rural background found themselves on the back foot when they come face n face with the competitors from the urban background.

To make them more verbose, a language lab is set up with a capacity to accommodate 200 students at a time. As we are committed to providing quality education to the deprived, we will not leave any stone unturned to achieve this mission.

SMT. MANJIRA DEVI UNIVERSITY, UTTARKASHI

(श्रीमती मंजीरा देवी विश्वविद्यालय, उत्तरकाशी)

Rukmani Nagar, Hitanu Dhanari, Dunda, Uttarkashi,
Hitaru, Uttarakhand 249151
Email: General: info@smdu.edu.in
Admissions: admissioncell@smdu.edu.in
Website:https://www.smdu.edu.in
Phone: +91-80063-45557 , 80063-45558

Smt. Manjira Devi University, Uttarkashi is established as a Private University of Uttarakhand vide Sate Government Notification No 114/XXXVI(3)/2024/13(1)/2024 dated 16th March, 2024.

The Smt. Manjira Devi Shikshan Avam Prashikshan Sanstan in this remote hilly region have established a new university in Hitanu Dhanari village, a small but historic town on the banks of Bhagirathi river in Uttarkashi, Uttarakhand with the objective of providing quality technical, scientific and vocational education with skills to make the area socio-economically prosperous and to prevent migration of youth. It was an expression of the desire to empower the future generation so that they can overcome their economic and social backwardness, geographical and environmental barriers, re-establish the cultural identity of the local natural and human resources for development.

Smt. Manjira Devi University, located in the serene Himalayan region of Uttarakshi, Uttarakhand, emerged from over two decades of experience as a group of institutions. Founded on principles of academic excellence, cultural preservation, and environmental stewardship, the university stands as a beacon of holistic education and community empowerment.

History and Context:

Uttarkashi is a town located in Uttarkashi district in Uttarakhand, India. Uttarkashi town is headquarters of the district. Uttarkashi is also known as Somya Kashi. Uttarkashi is a Hindu religious place for spiritual and adventurous tourism. Uttarkashi town is also called as Shivnagri. The town has number of temples and ashrams. Uttarkashi is known for its religious people, weather, education. Uttarkashi is situated on the banks of river Bhagirathi at an altitude of 1158 m above sea level. Uttarkashi is generally known as a holy town close to Rishikesh.

Its holds deep cultural roots and spiritual significance in the Indian Himalayas. The region is renowned for its natural beauty, ancient temples, and as a gateway to numerous pilgrimage sites and trekking destinations. The university's establishment builds upon this rich legacy, integrating local traditions with modern educational practices to foster a unique learning environment.

SRI AUROBINDO UNIVERSITY

Indore Ujjain State Highway
Near MR 10 Crossing
Indore- 453555, Madhya Pradesh, India
Phone : +91-731-4231000/4231100
Fax : +91-731-4231010/11
Email: help@saimsonline.com / response@saimsonline.com

At SAIMS our aim is to graduate first class clinicians, optimally prepared to enjoy their role in the rapidly changing health care environment. Combining extensive clinical experience with the most up-to-date teaching methods, we provide firm foundations for a career in various branches of medicine and prepare students who will make a positive difference in the world.

We invite you to explore our Institute and see how it is helping to create tomorrow's clinicians and to generate knowledge that will improve our health and our lives. Inspired by the ideals of Sri Aurobindo and the mother, this institute is an embodiment of devotion and selfless service. It is promoted by Bhandari group of hospitals that has made a mark of its own in central India. The group provides reliable and affordable medicare to every strata of society, from those below the poverty line to the elite class.

The objective of the institute is to provide dependable and accurate solutions to medical issues ranging from sophisticated cardiac surgery to common ailments at the minimum expense and maximum benefits to the common people. At the same time, it will impart medical education up to postgraduate superspeciality level so as to make available highly competent, qualified and dexterous professionals in the field of medicine. A team of doctors and staff in the institute serve with an ultimate objective of providing comprehensive clinical solutions to the patients. They employ a wide gamut of diagnostic facilities ranging from interventional cardiology, radiology to non interventional techniques. The facilities in Open Heart surgery, Neurology & Neruosurgery, Knee & Hip Joint replacement, Gynaec & Obst. Care, Neonatal & Paediatric Intensive Care, Oncology, Onco Surgery, Cardiac care at the institute are at par with best in the country. The institute building is aesthetically designed and built to provide very conducive environment for studies. It houses each and every clinical and non clinical department, well built lecture theatres, fully equipped labs, dissection halls, museum, a rich library and a host of other facilities.

Vision

Our vision aims at becoming one of the top most institutes in India providing quality education in medical sciences.

Mission

Our mission is to promote excellence in medical sciences education. To educate students to become excellent clinicians, by focusing on pedagogy that is integrated and strengthened by specialist faculty, all of who value patient-focused care, community service, and research and to serve to the health needs of humanity.

SRI BALAJI UNIVERSITY

Survey No. 55/2-7, Tathawade
Off Mumbai - Bangalore Bypass
Pune – 411033, Maharashtra, India
Tel : 020-66741235, 9673338787, 9673338787
Website : http://www.sribalajiuniversitypune.org

'Discipline, Determination, Dedication.**'** Built on the pillars of these three values, Sri Balaji University, Pune provides career specific contemporary education with a strong emphasis on practical training and overall development of the students. Sri Balaji Society, Pune is a charitable trust established under the Bombay Public Trust Act which has now flourished as a private university called Sri Balaji University Pune (SBUP). Sri Balaji University, Pune/ Management institutes/ Colleges are run on the lines of a corporate entity.

The Directors of the Management Institutes function like CEO's. Students are treated as 'Student Managers' with due respect, love, concern, dignity and authority. Those who perform are rewarded. Delinquent students are dealt disciplinarily. Discipline, Dedication and Determination are our 'Mantras'. The ability to perform and grow towards a definite career in any part of the country are the qualities expected from every 'Student Manager'. Here in SBUP time is the most valuable aspect and With the 365 days curriculum and the working schedule from 9:00 am to 7:00 pm, we makes sure our students are well prepared for the future corporate journey.

Sri Balaji University is an institution of excellence in Pune. The university is running under the able guidance and leadership of its founding father and Chancellor, Professor Dr. (Col). A. Balasubramanian. The university at present has four management institutions: Balaji Institute of Modern Management (BIMM), Balaji Institute of Telecom Management (BITM), Balaji Institute of International Business (BIIB) and Balaji Institute of Management and Human Resources Development (BIMHRD). Apart from these four institutions it also has a law college – Balaji Law College (BLC) and an Under graduate and Graduate level college namely – Balaji College of Arts Commerce and Science (BCACS) and Balaji Junior College of Arts Commerce and Science (BJCACS). BLC, BCACS and BJCACS are affiliated to the Savitribai Phule Pune University.

The four institutes of Sri Balaji University shifted to its present location in Tathwade, Pune in the year 2006 from three different locations in Pune after securing approval from AICTE for the management courses offered by its four institutions. The sprawling campus includes a large size hostel building with comfortable residential facilities for more than 600 students. Apart from a tennis, badminton and basketball court the hostel building also houses a fully equipped gym and a swimming pool. The university has two auditoriums with 1000 plus capacity along with its spacious and IT enabled classrooms, computer labs, reading rooms, conference rooms and library facilities. Three messes are located in the campus along with a convenience store and a light refreshment and juice shop for catering to the food, stationary and other necessary goods and product requirements of the students.

SRI GURU TEG BAHADUR STATE UNIVERSITY OF LAW

Taran Taran – 143401, Punjab, India
Camp Office : Amritsar – 143005, Punjab
Tel : 0183-2258855
Email : sgtblaw@gmail.com
regsgtblaw@gmail.com

The Goverment of Punjab has established Sri Guru Teg Bahadur State University of Law, Tarn Taran under Act, 2020 (Punjab Act No. 12 of 2020) for the development and advancement of legal education and for the purposes of imparting specialized and systematic instruction, training and research in the field of law.

The following courses shall be run in the university.

1. LL.B (Three Years Course)
2. B.A, LL.B (Five Years Course)
3. BBA, LL.B (Five Years Course)
4. BCOM, LL.B (Five Years Course)

SRI SATHYA SAI UNIVERSITY FOR HUMAN EXCELLENCE

Navanihala, Okali Post, Kamalapura Taluk
Kalaburagi District – 585313,
Tel : +91-7899000030
Email: admissions@sssuhe.ac.in

Sri Sathya Sai University for Human Excellence (SSSUHE) is a Private University established under Karnataka State Act 17 of 2018.

Admission to Undergraduate programmes of SSSUHE are now open for the year 2020-21. The University offers Bachelor of Science (B.Sc.) and Bachelor of Arts (B.A) programmes.

The education provided at SSSUHE is completely free of cost which includes among others accommodation, food, as well as facilities such as laboratories, Library, Computer Lab, Sports and Fitness, Health Care, maintenance etc. As the University follows a residential system of education, all the students are required to stay at the designated housing mandatorily. The medium of instruction in the University is English.

Sri Sathya Sai University for Human Excellence (SSSUHE) subscribes to the 3H model of education which envisages to develop the power of 'Head', 'Heart', 'Hands' in every individuals to there full potential. This 3H model of Head, Heart, Hands can be viewed, as depicted, metaphorically as a tree - where the trunk rises from the roots, the branches spread out with leaves, flower blossom and fruits develop. A fully blossomed child develops into an integrated personality will have a brillianthead, a loving and compassionate heart and competent hands, including as an essential part a healthy and strong physique. It is therefore imperative that education should provide a balanced combination of academic programmes, skills development, physical education, spiritual, cultural, service and other extra-curricular activities so that sufficient opportunities are provided for the holistic development of student's personality. This cannot be achieved without a dedicated team of noble and competent teachers which is key to the success of this model. Residential Education (Gurukula) is highly conducive for effective implementation of this model, nevertheless connecting students with society (communities) and natural environment is also essential for integral values based transformative education.

Sri Sathya Sai University for Human Excellence offers a residential system of education akin to the ancient Indian Gurukula system. It acts as a spiritual incubator where students gain practical knowledge of the ordinary along with the wisdom of the highest. An enhanced awareness of societal responsibility in students, with the undercurrent of all activities rippling towards contributing joyfully to the well-being of everyone is the cardinal principle.

Vision

To provide subsidised, quality higher education of global standards in order to develop excellent human resources with brilliant intellects, compassionate hearts and competent hands to contribute effectively to humanity.

Mission

To establish adequate and best-in-class Infrastructure for the promotion, assimilation and dissemination of knowledge.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES

Opp.Oilfed Plant, Indore-Bhopal Road, Sehore – 466001
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Email :- info@sssutms.co.in
Website : www.sssutms.co.in

Sehore situated on main Bhopal Indore highway lies 35 km's from Bhopal. Historically, Bhopal Tehsil was under Sehore District and Collectorate, S.P. Office were at Sehore. This situation changed in later years.

Sri Satya Sai Campus, Sehore came into existence in year 1999 with Sri Satya Sai Institute of Science & Technology (SSSIST). SSSIST initially had three branches in engineering education with total intake of 180.

In 2012, because of the vision of promoters, the Sehore Campus was operating twelve Colleges, having twenty undergraduate courses & twenty Postgraduate courses, one post-graduate Diploma course & one Diploma course, with total intake of 3054 students. Sri Satya Sai Group of Institutions attracts large number of students from faraway places & States, due to quality of education at affordable cost, without any hidden fees policy. In its history of fourteen years, various Institutions under umbrella of Sri Satya Sai Group of Institutions were the only Institutes in Sehore & nearby six districts offering Technical education at affordable fees to worthy & needy students belonging to more than six thousand villages, 34 Tehsils.

Majority of population is agriculture dependent & percentage of population living at low standard of living is 80.6. Growth rate recorded recently is 21.5%. Literacy rate of Sehore district is 71.11% which was 63.07% in 2001. Gender wise, male and female literacy were 82.37 and 58.86 respectively in year 2011, which in 2001 census, were 77.28% and 47.36%. 9 % of mothers between 17-55 years of age can read and this percentage is bound to increase in future. Sri Satya Sai Group of Institutions can humbly claim some role in these statistics. Now with establishment of Sri Satya Sai University of Technology & Medical Sciences, the overall scenario is expected to improve further.

To contribute in growth of nation and in the services of mankind by spreading education, offering solutions, providing quality healthcare services or technological innovative ideas by producing quality professional & Technopreneurs.

SRI SRI ANIRUDDHADEVA SPORTS UNIVERSITY

DICC Building, 2nd Floor, Near District Library
Dibrugarh, Assam - 786003
Tel : 0373-2950466, 8876485869
Email : registrar.ssasu@gmail.com techsupport@sasu.ac.in

Sri Sri Aniruddhadeva Sports University is named after a great Vaishnava saint who was a social reformer in Assam during the medieval period. This is the first sports university in the north east region of India established by the Government of Assam in the city of Chabua, Dibrugarh. The university is focused on quality education in the area of sport sciences, physical education and its allied areas. It was established by the Act of Assam Legislative Assembly (No. LGL. 164/2018/7) which received the assent of the Hon'ble Governor of Assam on 10th December 2018. The primary aim of this university is to prepare top tier sports scientists, physical educationists and sports coaches and high-class researchers in the area of sport psychology, exercise science, sport bio-mechanics, sport medicine, sport physiotherapy and health education, sport technology and sport analytics. We are preparing professionals as well sport entrepreneurs keeping in mind the competitive global job market. The university also plans to create world level infrastructures for training elite athletes for enhancing medal tallies for India in international sport competitions. At the same time it intends to reach out to the people of Assam and from neighbouring states for garnering untapped talent. Through its outreach programmes, the university will be encouraging the masses to be physically active and making sport as a way of life. Sri Sri Aniruddhadeva Sports University intends to be at the epicentre of sports development in Assam and help the state contribute to India becoming the sporting powerhouse of the world.

Vision

Sri Sri Aniruddhadeva Sports University aims to be a leading university in sports and physical education in India, using our innovative educational system and research to realize a knowledge-based society. We envisage shortly this university to become a first choice for the students who wish to have an option from a vast range of courses. We encourage students to excel in all their endeavours. We foster the students who are skillful, dextrous and mentally strong, to engage in professional sports at the global level.

Mission

Our University prepares future leaders of sports and physical education for promoting healthier and physically active society. Our students are groomed with flexible educational and research opportunities using the new educational policy of India. This policy aims for education to build character, enable learners to be ethical, rational, compassionate, and caring, while at the same time prepare them for gainful, fulfilling employment. The pursuit of knowledge (Jnan), wisdom (Pragyaa), and truth (Satya) will be held central to our philosophy of teaching. We intend to provide all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups.

SIDDHARTHA UNIVERSITY

Kapilvastu, Pachangawa
Siddharth Nagar – 272202
Uttar Pradesh

Steeped in history and washed by the gurgling rivers flowing down the Himalayas, Siddharthnagar is the place, well known worldwide as the 'playground' of Prince Siddhartha-later known as Lord Buddha. With an objective of furthering the sense of enlightenment, in a blend of traditionalism and modern education, the great socialist stalwart Shri Mulayam Singh Yadav started the process of developing the area since 1989.

This was indeed the start of journey to the culmination of great dream of establishing this University. Subsequently, Shri Akhilesh Yadav, the Honble Chief Minister of Uttar Pradesh, laid the foundation stone of the University on October 30, 2013 and the Government of Uttar Pradesh formally notified the Gazzett on June 17, 2015 regarding the opening of this Centre for Higher Learning.

The newly established Siddharth University, in fact, is a holy stream of historical tradition and legacy of the Philosophy and preaching of Lord Buddha and is aimed at enlightening and igniting the youth of this area with His great messages.

SIDHO KANHO BIRSHA UNIVERSITY

Purulia Zilla Parisad, Old Administrative Building
Jubilee Compound, P.O. & District : Purulia
West Bengal - 723 101
Tel : 03252 224 438, 222927
Fax : 03252 224 438
Email: contact@skbu.ac.in, registrarskbu@gmail.com
Website: http://skbu.in

A State University Established by West Bengal ACT XII of 2010 The Sidho-Kanho-Birsha University act 2010 Passed by the West Bengal Legislature] Approved by UGC & Fully funded by Govt. of West Bengal.

Sidho-Kanho-Birsha University started its voyage on 6th July, 2010 - the day assent of the Governor was first published in the Kolkata Gazette.

Slated to be situated in Purulia, the western-most District of Bengal, this University is the culmination of a long-cherished dream of the people of Purulia, who had for years nurtured an innate desire to have their own center of excellence, styled and moulded in tune with its geographical location and demographic set up.

With a view to promote the advancement and dissemination of knowledge in various branches of learning. SKB University will foster and promote higher education with special emphasis on the study of indigenous languages as well as culture and rural development.

Courses offered are :
Anthropology and Tribal Studies, Bengali, Chemistry, Commerce, Economics, Education, English, Geography, History, Mathematics, Philosophy, Physics, Political Science, Sanskrit, Santali, Sociology, Zoology.

SIDO-KANHU MURMU UNIVERSITY

S. P. College Road, Dumka
Jharkhand - 814101
Tel : 06434-223006, 222415, 222495, 237082
Fax : 06434-222415
Mail us: contact@skmu.org.in
s.k.m.university.dumka@gmail.com
Website: http://www.skmu.edu.in

The erstwhile Sido Kanhu University (S.K.U.), now rechristened Sido Kanhu Murmu University (S.K.M.U) was founded on 10th January 1992 by an act of Bihar Legislative Assembly. The University came under the Government of Jharkhand when the new state of Jharkhand was formed in the year 2000. On May 31, 2007, the University was granted recognition by the University Grants Commission under section 12(B) of the UGC Act, 1956. The jurisdiction of the University extends over the six Districts of Santhal Pargana where its 13 constituent and 9 permanently affiliated colleges are located. The University is a tribute to the two legendary Santhal freedom fighters, Sido Murmu and Kanhu Murmu, who led the Santhal rebellion popularly known as '*Santhal Hul*' against the exploitation of the British colonial rule in 1855 much before the First War of Independence in India in 1857. The University is duty bound to spread their message and values for which these great men struggled and made the ultimate sacrifice. Their contribution to the nation will, forever, remain immortalized in the name of the University. Situated in one of the most backward regions of India with a substantial tribal population, Sido Kanhu Murmu University is committed to provide easy access to quality education to the poor students of Santhal Pargana. The University, ever since its inception, has set the highest standards of excellence and quality which go hand in hand with the dream and vision that the University cherishes. It aims to grow further as a diverse and socially responsible centre of learning and research and provide high quality of scholarship and equal opportunity for all.

Presently, the University is offering courses in Humanities, Commerce, Science and Technology, Management, Engineering and Law. It also offers self-financing courses in BCA, MCA, Lib. Sc. etc. The University is relentless in its efforts in maintaining standards in teaching and research, ensuring character-building among the students and nurturing leadership in young men and women. Research activity is considered as the backbone of knowledge economy. Realizing its importance, the SKM University is actively involved in carrying out research across all faculties. All the Departments of the University are involved in full time Ph.D programme, research and consultancy as per the need of knowledge driven economy. The University has about 450 faculty members who are constantly endeavoring to make significant breakthrough in their fields. The University strongly believes in inculcating the ethos and values among the students and is encouraging them to undertake social services. The University has fully functional units of NCC and NSS in the colleges. The NSS volunteers engage themselves in activities like blood donation, save the girl child, AIDs awareness programme, Literacy Mission, Environment Awareness Camp etc.

SIGMA UNIVERSITY

Ajwa-Nimeta Road, Waghodia
Vadodara 390019, Gujarat
Tel : (02668) 267000
+91-9909976831, +91-9909962787
+91-7567176000, +91-6352201000
Email : info@sigmauniversity.ac.in

At Sigma University, our campus pulses with the vibrancy of tech-savvy students who exude an infectious enthusiasm for innovation and technology. They are not mere learners; they are the architects of their academic journeys and, by extension, their futures. The learning spectrum at Sigma is a kaleidoscope of opportunities, where diversity meets academic excellence. Students here are encouraged to explore, think critically, and unleash their creativity, giving them the tools to make a real impact in the world.

The word Sigma means Summation. The Sigma University is focused to sum up quality and knowledge for overall development.

We aim to educate and train students in various fields to become valuable citizens who serve the nation. We have made our mark not only in & around Vadodara city but also in the whole of central Gujarat.

The outstanding feature of our Sigma University is its spread- it conducts courses from KG to PG. The main campus of Sigma Group of institutes is located at Bakrol on Ajwa – Nimeta road spread across 26.7 lakh square feet campus area with an aluminize strength over fifty thousand comprising of three thousand crore worth placements. Our campus is equipped with 150+, classrooms with more than 1500 computers Sigma is one of the largest academy groups in Gujarat.

The Sigma University is active in the academic field since decades and has made its mark not only in & around Vadodara city but also in the whole of central Gujarat.

The outstanding feature of this group is it's spread- it conducts courses from KG to PG. It is quite possible for a child to be a totally Sigma child – all the education taken in Sigma University.

The academic journey of all our students for sure will be fruitful at Sigma but our goal is overall development of our students. Here's a look at life at Sigma University.

SIKKIM ALPINE UNIVERSITY

Campus : Kamrang, Namchi,
Sikkim - 737126
Contact : (+91) 9319870044
Email: info@sikkimalpineuniversity.edu.in
Website : https://sikkimalpineuniversity.edu.in

Established in 2021, Sikkim Alpine University is strongly committed towards excellence in research and innovative practices in higher education. It is a State Private University established by the State Legislature of Government of Sikkim by Act 4 of 2006 & further amended with Act 14 of 2021. Our campus, located at Kamrang, Namchi in South Sikkim invites students from all strata of society from across the globe.

SAU is a socially responsible academic institution, known for glocalization of education, bringing world-class education to Sikkim and North East India to transform young learners into global citizens. SAU intends to bring the world's best brains to discover and contribute towards the prosperity of Sikkim and the nation at large.

SAU aims to make today's students the future change-makers of the world. They must learn to become efficient communicators, resourceful creators, discerning critical thinkers, and multidimensional collaborators. At SAU we have programs at the Undergraduate, Post Graduate, Doctoral, and Diploma level in the School of Social Sciences, Pure and Applied Sciences, Commerce and Management, Agriculture, and Para Medical Sciences with some of the best faculty to mentor our students.

Vision

- Sikkim Alpine University envisions a transformation in society through its quality education, research, innovation, and enterprise.

Mission

- To create a life-changing educational experience for students focused on multi-disciplinary knowledge; leadership, communication and problem-solving skills; and personal health and wellness.
- To nurture a progressive university teaching community dedicated to attracting and retaining diverse expertise.
- To encourage a collaborative environment open to the free exchange of ideas, where research, innovation, and entrepreneurship can flourish to ensure all realize their full potential.

To contribute to the betterment of the region, nation, and the world by collaborating beyond the traditional borders of the university.

SIKKIM GLOBAL TECHNICAL UNIVERSITY

Tharpu, Melli Road, District: Namchi, Sikkim -737126
Tollfree: 03595 263 126
Admission Department: +91-9818841348, +91-9891100043, +91-6396616977
Email: info@sgtu.ac.in
Website: https://www.sgtu.ac.in

Welcome to Student Life at Sikkim Global Technical University. Your journey of learning, exploration, and growth begins here.

The Sikkim Global Technical University (SGTU) established under the Sikkim legislature assembly through its official gazette 11th July 2023 and is recognized by the UGC Act 1956 under Section 2(f). SGTU is also the member of Association of Indian Universities (AIU). We may be new but our roots have been deep within the entirety of time. Our founder Respected Mr. Saurabh Singhal has been in the skill development industry for 15+ years. In this period we have trained more than 3 lakh students via various Government and Non-Government initiatives. Therefore, we can proudly state that we are capable and experienced to pursue and actualize the dream of making SGTU a global tycoon in Higher education. That allows learners to achieve perfection.

Our Schools

- School of Engineering and Technology
- School of Computer Science and Information Technology
- School of Commerce and Management
- School of Arts, Humanities and Social Sciences
- School of Library and Information Sciences
- School of Hotel Management
- School of Agriculture
- School of Vocational Studies
- School of Science

Student Life

- Tranquil Surroundings: Surrounded by majestic mountains and lush greenery, our campus offers a serene environment, ideal for focused learning and personal growth.
- Cultural Diversity: Immerse yourself in vibrant festivals, serene monasteries, and local customs, enriching your global perspective and fostering a sense of community.
- Outdoor Adventures: Explore thrilling outdoor activities like trekking, mountaineering, and white water rafting, making the most of Sikkim's natural beauty during your free time.
- Affordable Living: Enjoy the benefits of affordable living in Sikkim, making it a budget-friendly option for students seeking quality education.
- Balanced Lifestyle: While nightlife options may be limited, our campus prioritizes a balanced lifestyle, combining academic excellence with cultural vibrancy and natural beauty.
- Join Our Community: Become part of a vibrant community of scholars, innovators, and change-makers, shaping the future of education and society.

SIKKIM INTERNATIONAL UNIVERSITY

P.O Sribadam, P.S. Kaluk
West Sikkim – 737 121

Established and Incorporated as a self-financing Private University under the name of "Sikkim lnternational University" in the State of Sikkim sponsored by the Research and Gyan for Noble Upliftment Trust with emphasis on providing high quality education supplemented with industrial internship and professional training, relevant education in the area of Engineering, Physical Sciences, Life Sciences, Technology, Medical Science and Paramedical Science, Management, Technical, Finance and Accounting, Commerce, Humanities, Languages and Communication, Applied and Performing Arts, Education, Law, Social Science, Agriculture, Veterinary and related areas through regular, external, part time, online and distance education mode.

SIKKIM

GOVERNMENT **GAZETTE**

EXTRAORDINARY
PUBLISHED BY AUTHORITY

Gangtok | Tuesday 29th June, 2021 | No. 157

GOVERNMENT OF SIKKIM
LAW & PARLIAMENTARY AFFAIRS DEPARTMENT
GANGTOK

No. 15/L&PAD/2021 Dated: 28.06.2021

NOTIFICATION

The following Act passed by the Sikkim Legislative Assembly and having received assent of the Governor on 18th day of June, 2021 is hereby published for general information:-

THE SIKKIM INTERNATIONAL UNIVERSITY ACT, 2021

(ACT No. 13 OF 2021)

AN

ACT

to establish and incorporate a self-financing Private University under the name of "Sikkim International University" in the State of Sikkim sponsored by the Research and Gyan for Noble Upliftment Trust with emphasis on providing high quality education supplemented with industrial internship and professional training, relevant education in the area of Engineering, Physical Sciences, Life Sciences, Technology, Medical Science and Paramedical Science, Management, Technical, Finance and Accounting, Commerce, Humanities, Languages and Communication, Applied and Performing Arts, Education, Law, Social Science, Agriculture, Veterinary and related areas through regular, external, part time, online and distance education mode and to provide for matters connected therewith or incidental thereto.

Be it enacted by the Legislature of Sikkim in the Seventy-second Year of the Republic of India as follows:-

Short title and commencement

1. (1) This Act may be called "The Sikkim International University Act, 2021."

(2) It shall extend to the whole of Sikkim.

(3) It shall come into force on such date as the State Government may, by notification in the Official Gazette, appoint.

SIKKIM MANIPAL UNIVERSITY

5th Mile, Tadong, Gangtok
East – Sikkim - 737102
Tele: (03592) 270294, 3592-232041
Fax: (03592) 231147
Email : info@smu.edu.in, smuinformation@smu.edu.in
Website : http://www.smu.edu.in

The Sikkim Manipal University was established in 1995. It is the first government-private initiative in the region. SMU is recognized by the University Grants Commission and approved by the Government of India.

Sikkim Manipal University offers quality education to the students from North and North Eastern parts of India. As ranked by Competition Success Review- October 2009, Sikkim Manipal Institute of Technology (SMIT) ranked amongst top 8th Best University Engineering Colleges of India.SMIT Ranked amongst top 17th Best Engineering Colleges of Excellence in India. SMIT has also bagged 27th rank amongst the Top 50th Engineering Colleges of India.

The University was established in accordance with the Sikkim Manipal University of Health, Medical and Technological Sciences Act, 1995 (Act No. 9 of 1995); with the aim of imparting exemplary educational opportunities and healthcare services in the State of Sikkim and country wide. It is the first of its kind in the country with a collaboration of private and public sector.

The beautiful campus is located in Majitar and Rangpo, amongst the picturesque settings of River Teesta and Kanchendzonga mountains. It hosts the second largest hospital in Sikkim, providing healthcare to the masses. The medical campus runs courses on medical, pharmacy, allied health and nursing while the technology campus has engineering, management courses, Twinning Programmes and Applied Sciences.
Sikkim Manipal University has the following constituent institutions:

- Sikkim Manipal Institute of Medical Sciences (SMIMS)
- Sikkim Manipal Institute of Technology (SMIT)
- College of Nursing
- College of Physiotherapy
- School of Basic & Applied Sciences
-

As ranked by Competition Success Review - October 2009, Sikkim Manipal Institute of Technology (SMIT) is ranked 8th amongst the Best University Engineering Colleges of India. SMIT Ranked amongst 17th in the Best Engineering Colleges of Excellence in India. SMIT has also bagged 27th rank amongst the Top 50 Engineering Colleges of India.

SIKKIM NATIONAL LAW UNIVERSITY

Sikkim Government Law College, Burtuk (Campus)
Gangtok – 737101 Sikkim

Sikkim National Law University (SNLU) is a prestigious law university located in Gangtok, Sikkim, India. The University offers various undergraduate, postgraduate and research programs in the field of law.

Sikkim is located in Eastern part of the Himalayas. It is one of the seven north-eastern states of India. Sikkim is bordered by the Tibet Autonomous Region of China to the north and the north-east, by Bhutan to the south-east, by the Indian State of West Bengal to the south and by Nepal to the west. Gangtok is the capital city of Sikkim. It is situated in the southern part of the state. Sikkim was a British Protectorate and continued with the same status in independent India through the Indo-Sikkim Treaty of 1950. The Government of Sikkim Act, 1974, paved the way for the setting up of the first ever responsible government of Sikkim and sought Sikkim's representation in the political institutions of India. In 1974, it became an associate state of India (through the Thirty-Fifth Amendment Act) by insertion of Clause (A) to Article 2 of the Constitution. On 26 April 1975, through the Thirty-Sixth Amendment Act, Sikkim became an integral part of India as the 22nd State of the country, repealing Clause A to Article 2 of the Constitution, with a unicameral legislative assembly. Since its merger, the Government of Sikkim has taken several steps to establish judicial and legal educational institutions in the state. The Sikkim National Law University (SNLU) Act was passed in 2018 by a legislative enactment to augment premiere legal education in the State on par with rest of the country.

The University has been created on the lines of other National Law Universities in the country to prod and provoke the young minds with bubbling skills of law and justice system, and also to help the state as a research institute to guide in policy matters. Sikkim is the only organic state of the country. It has international borders and has a good environment. Unlike the other national law schools, SNLU should focus on rigorous research, aligning with various educational, legal and social institutions, to address the local concerns and the legal needs of Sikkim and that of the other north-eastern states.

The University contemplates to start its academic programmes from the coming academic year, that is, 2022–2023, at the undergraduate, postgraduate and research levels. In the academic programmes, especially in the undergraduate programmes, the thrust of the University will not be inculcating the subject alone, but to empower its future generations with skill-based compulsory add on courses in every semester. In the field of Clinical education, it needs to augur to address the local concerns, coupled with innovative teaching techniques, to empower the future legal professionals to address the concerns of the contemporary economically globalized society. In the years to come, to cope with the objectives of National Education Policy, 2020, the University has plans to unveil new interdisciplinary courses such as Law and Medicine; Science, Technology and Law; and Tourism Management and Law, along with intra-interdisciplinary pedagogy, coupled with policy matters, to meet the demands of the future generations.

SIKKIM PROFESSIONAL UNIVERSITY

NH 31-A Tadong, Gangtok, East Sikkim, Sikkim – 737102
Campus West Sikkim : 8th Mile, Budang, Soreng, West Sikkim
Tel : +91 7602019500 / 7827973845 / 7827973847
Email : contact@spu.ac
Website : https://www.spu.ac

Sikkim Professional University, formerly known as Vinayaka Missions Sikkim University is a prominent name in higher education committed to academic excellence. We are one of the largest and most diverse universities in northern India imparting quality education since 2008. We are a leading university for higher education located on an extensive state-of-the-art campus at East Sikkim; NH 31-A Tadong, Gangtok. The campus is well-equipped with all modern facilities and offers a broad range of academic, professional, and research programs in almost all major streams of higher education.

Sikkim Professional University is a private institution founded in the year 2008 under SPU (Act No. 11 of 2008) of Sikkim State Assembly. The university is duly recognized by the University Grants Commission of India (UGC), The Indian Nursing Council (INC), and the Pharmacy Council of India (PCI).

With the motto "An Abode of Knowledge", the university aims to produce highly proficient graduates which are competent to compete with today's corporate world. We remind the students that hard work and determination play a vital role in success. SPU is one of those universities that are well-equipped to meet all service requirements to students, to support their education, and to provide them safe and secure learning environment. Since its foundation, SPU is imparting a quality educational model of international standards where students can equip themselves with the different aspects of higher education shifting effectively. Our vision is to convey a high-quality educational experience to students of every background, leading to legitimately edifying career opportunities. Furthermore, the SPU offers all academic courses at a very cost-effective price, as its fee structure is affordable for all students of society. It hastens the competence in its students to flourish extraordinary talent, leadership skills, creative thinking, and ethical values. The eminent university also grants scholarships and other extensive support to deserving candidates to encourage them to pursue higher studies.

Vision

Sikkim Professional University's vision is to be a world-class University that nurtures talent and transforms the lives of millions through excellence in teaching, learning, and research. To justify the devotion of shaping lives through scholarly teaching and learning, and that which contributes to an impartial and holistic modification of society at large. SPU intends to be a pioneer in imparting the best education in professional courses and research work to shape the future. We are committed to providing a transformative educational experience for the students focused on deep disciplinary knowledge, and make them ready for the future challenges of job industries. To enhance the knowledge and skills of our students, we organize various academic activities and workshops of international standards. We are dedicated to groom the overall personality of the students to become better individuals and responsible citizens of India.

SIKKIM SKILL UNIVERSITY

Namthang, Namthang Bazaar,
South Sikkim, Sikkim - 737137
Contact : +91-9289456781, 9289456782
Email : info@sikkimskilluniversity.ac.in
Website : https://www.sikkimskilluniversity.ac.in

The Sikkim Skill University was formed and incorporated by the Sikkim legislature through its official gazette and is recognised by the UGC Act 1956 under clause 2(f). The Sikkim Skill University is a futuristic model for young India that focuses on developing trends and skills. With substantial cooperation from the government, industry, and academia, technology-enabled learning has shifted the focus to skills-led education.

Sikkim Skill University (SSU) focuses on academic, vocational, professional, technical, and life skill areas to allow skill inculcation and societal enrichment for its students through traditional and non-traditional Programs. We're working hard to create an environment where ideas, enthusiasm, and hard work all come together to help you create the future you want.

The Technology-enabled learning environment, industry as faculty, simulative virtual lab experience, transdisciplinary choice-based learning, observer ships, internships, apprenticeships, and industry placements will all be significant differentiators of the SSU education. The focus will be on fostering entrepreneurship, since India requires employment producers rather than job seekers. Family Managed Businesses, Innovations in Tech & Policy, and Start-ups will all be covered under Ventures, Innovations, and Enterprises. Sikkim Skill University, located in the South Sikkim, will provide students, alumni, and the local community with the skills they need to compete in the new Digital World.

Vision

Our vision is to be the poineer in vocational education and employability linked skills training's.

Mission

Creating success stories by providing sustainable livelihood to unemployed youth or semi-skilled workforce through an extensive skill development training programs.

SIKKIM UNIVERSITY

6th Mile, Samdur, PO Tadong - 737102
Gangtok Sikkim
Phone: +91-3592-251468
Fax: +91-3592-251067
Email: contactus@cus.ac.in
Website : http://www.cus.ac.in

Sikkim University is a central university established under an Act of Parliament of India on 2 June 2007. It is located at Gangtok.

The university campus is expected to be built at Yangang in South Sikkim District, about 56 kilometres (35 mi) away from Gangtok. The university's first chancellor was M. S. Swaminathan and Mahendra P. Lama was the first vice chancellor.

The University offers traditional courses in humanities, physical and life sciences and forestry along with non-traditional courses that would be unique and related to the state including subjects like ethnic history, mountain studies, border studies and hill music and culture. All the colleges in the State of Sikkim are affiliated to this university.

The University aims to emerge as the higher education hub in the eastern Himalayas in the next few years, focusing on both access to and quality of higher education at an affordable cost for the generally poor but deserving students of the region in general and Sikkim in particular.

Couses of Study:
Social Science, Global Studies, Law and Governance, Life Sc., Physical and Chemical Science, Sustainable Development and Livelihood Management, Peace, Conflict and Human Security Studies, Policy Planning and Studies.

SKIPS UNIVERSITY

City Campus: Nr. SAL Hospital
Off. Drive-in Road
Thaltej, Ahmedabad, Gujarat
University Campus: 411-412, Sanavad,
Ahmedabad, Gujarat
Tel : 91-95121 30000
Email : info@skipsuniversity.edu.in

Established and Incorporated as a self-financing Private University under the name of "SKIPS University" in the State of Gujarat at Gandhinagar.

The Univeristy stand as one of the early pioneers in educational endeavors in Ahmedabad, earning appreciation and awards for generating a path toward value-driven education.

Dedicated to the mission and vision established by our proactive leaders, SKIPS University tirelessly strives to accomplish our educational objectives. Our students experience a nurturing environment that cultivates professional ethics and helps develop their comprehensive personality growth. Dedicated to providing exceptional educational quality and comprehensive growth for our students, the proficient teachers at SKIPS University concentrate on enhancing levels of effectiveness, self-assurance, and knowledge among students, while offering worldwide exposure.

Nurturing a proficient workforce for the contemporary era with all the necessary skills, knowledge and attitude is a big responsibility. SKIPS University, are on a mission to effectively actualize this mission through committed initiatives and best practices. University envision providing students with a quality education that brings tangible results and propels students toward a successful career. University believes that education is more than just what happens in a classroom; it's about nurturing critical thinking and developing students for the dynamic challenges of the constantly evolving world.

Our University features cutting-edge infrastructure, a vibrant campus, and contemporary amenities, including advanced labs, an extensive library, sports facilities, and a spacious cafeteria. University prioritize engaging students in a conducive educational environment that fosters a thoughtful and adaptive atmosphere for advanced learning.

SILICON UNIVERSITY

Silicon Hills, Patia, Bhubaneswar – 751024, Odisha, India
Email: info@silicon.ac.in
Website: https://silicon.ac.in
Mobile: +91 9937289499 / 7381499499

Silicon University (formerly known as Silicon Institute of Technology, Bhubaneswar) combines a commitment to providing the best engineering education with supporting India's development in science and technology through rigorous academic programs, promoting fundamental and applied research, and fostering innovation and entrepreneurship.

Founded in 2001 in the eastern state of Odisha, India, SiliconTech, the engineering institute of Silicon University, is known for its community of reputed and dedicated faculty, bright and talented students, and effective administration and support staff.

Our Vision: To become a centre of excellence in the fields of technical education & research and create responsible citizens.

Our Mission: To provide the best of technical skills, professional ethics, and human values in enriching the disciplines of Science, Engineering and Technology for Social development and Nation building.

Silicon's campus, SiliconTech, is spread across 18.5 acres in the heart of Infocity, Bhubaneswar. It is a residential institute with 2838 students, 166 faculty members, 5 departments, and 63 laboratories. Silicon's undergraduate and postgraduate programs span fields of study in engineering, data sciences, VLSI, embedded electronics & IIoT, molecular medicine and computer applications.

Silicon is placed under Band 201-300 in the Engineering category in NIRF Rankings 2024. It is one of the thirteen government/private universities & colleges in Odisha to have received this recognition. Silicon was under Band 151-300 in the NIRF Rankings 2023 for 'Innovation', (previously known as ARIIA) by the Ministry of Education (MoE), Government of India.

The University Grants Commission (UGC) granted autonomous status to Silicon Institute of Technology, Bhubaneswar for ten years from the 2018-2019 academic year. Silicon Institute of Technology, Bhubaneswar got upgraded to Silicon University on 31 January 2024. The institute is approved by AICTE, Government of India.

SILVER OAK UNIVERSITY

Opp. Bhagwat Vidyapith, S. G. Road, Gota
Ahmedabad – 382481, Gujarat
Email : info@silveroakuni.ac.in
Tel : +91-79-66046300 +91 9099063464
Website : www.silveroakuni.ac.in

The Silver Oak University is a premier university of the country with a venerable legacy from Silver Oak Group of Institutes with acclaim for highest academic standards, diverse educational programmes, distinguished faculty, illustrious alumni, varied cocurricular activities and modern infrastructure. Over eleven years of its existence as Silver Oak Group of Institutes, the group has sustained the highest global standards and best practices in education. Its long-term commitment to nation building and unflinching adherence to universal human values are reflected in its motto: "Gyanam Param Bhushanam" and "Education to Innovation".

Established in 2009 as an affiliated college today State government has accorded it with the status of a State Private University (under Gujarat Private Universities Act, 2009). A strong commitment to excellence in teaching, research and social outreach has made the University a role-model and trend setter for other Institutes and Universities. Beginning with 240 students, it has grown as one of the largest engineering campuses with more than 7000 students just in span of a little more than a decade.

Vision

- A leading Engineering & Technological Institution to be benchmarked with design-centric Research & bonafide Innovation.
- The Institution to provide Competent Leaders with Global Perspective.
- The Institution to perpetuate academic excellence and promote knowledge-based spectrum.
- The Institution to enhance practical relevance of Research & Development.
- The Institution to contribute substantially to the rapid industrial and economic growth of the nation.

Mission

- The Institution to provide education par excellence and thoroughly professional training with its state-of-the-art facilities.
- The Institution to create an environment for students where they always explore, discover and apply.
- The Institution to craft, establish and sustain the futuristic infrastructure such as Technology Incubation Center, Software Development Park and e-Training Facility.
- The institution to build a creative bond with industries, societies, intellectual bodies that share same myopic goals and broader objectives and responsibilities.
- The institution to establish an academic collaboration with reputed International institutions.
- The institution to always believe in improving positive work culture and acting upon the code of conduct.

SINGHANIA UNIVERSITY

Pacheri Bari, Jhunjhunu-333515, Rajasthan
Phone : +91 - 1593 - 271299/300/005
Fax : +91 - 1593 – 271003
Email : info@singhaniauniversity.co.in
http://www.singhaniauniversity.co.in

The University has been established by the Govt. of Rajasthan, under Ordinance 6 of 2007. It is a UGC recognized university as per Sec. 2f of the UGC Act 1956. Singhania University is situated at Pacheri Bari, Distt. Jhunjhunu (Rajasthan) on the Delhi-Narnaul Singhana - Pilani Road. It is about 160 kms. west of Delhi and about 165 kms. north of Jaipur. The University can be reached either by rail or by road. The nearest railway stations are Narnaul (19 kms.) and Chirawa (45 kms.)

The campus that covers an area of about 30 acres of land is picturesque and away from the din of the metropolis. The serenity of the hill locks all around endow the campus with an ideal environment for education and research. Singhania University came in existence by the inspirations of Smt. Narmada Devi Singhanaia, mother of the founder Shri. D.C. Singhania. Singhania University was inaugurated on 21st Oct 2007 by a great visionary and a philanthropist, Shri D.C. Singhania to impart quality education of world class standards, reflecting the latest advances in the field of education and research with state-of-the-art academic and administrative infrastructure.

The University has a well stocked and furnished library, well equipped labs, a host of indoor and outdoor games and sports, majestic hostels separate for boys and girls, well-furnished cottages for faculty, wide open spaces, lush green lawns, colourful flowerbeds and well kept orchards in sylvan surroundings.

Singhania University offers world-class infrastructure, highly qualified and dedicated faculties and excellent environment for academic and intellectual growth.

The University focuses on comprehensive growth of the students, working on their hearts and minds by addressing to their academic, cultural, physical and social needs in an environment of continuous interaction and growth, conducive for the enrichment of mind and body. The faculty is fully committed to impart quality education by investing all its skills and knowledge. The University endeavours not only to produce excellent academic results but also to produce excellent and successful professionals.

Special emphasis is laid on communication skills and personality development. The uniqueness of our curriculum and various programmes, lies in promoting a strong passion in the students - for all round excellence with perfection; for meeting the challenges head on with due emphasis on ethical and moral values through broad -based management skills. The University produces knowledgeable young citizens capable of creating a better and prosperous India through inter-cultural understanding and respect

SINDHU CENTRAL UNIVERSITY

Khalsi – 194106, Ladakh
Email: sindhucupm@edcil.co.in

The Government of India has established Sindhu Central University (SCU) in the Union Territory of Ladakh to ensure increase in accessibility and quality of higher education, to facilitate and promote avenues of higher education and research for the intellectual development of the people by exploring the potentials of the region for higher level research with possible international collaboration.

The Government has established a Central University viz. 'Sindhu Central University' (SCU) in the UT of Ladakh to ensure increase in accessibility and quality of higher education, and to facilitate and promote avenues of higher education and research for the intellectual development of the people.

In August 2021, a bill seeking to establish a central university was passed in the Lok Sabha covering the entire UT of Ladakh including Leh, Kargil, and beyond which were earlier left out of the jurisdiction of central universities in Jammu & Kashmir after the state was bifurcated into two Union Territories. Subsequently, the Central Universities Act, 2009 was further amended as 'The Central Universities (Amendment) Act, 2021 and included establishment of 'Sindhu Central University' (SCU) having its territorial jurisdiction extending to the whole of the UT of Ladakh.

The University will conceptualize innovative programmes offering holistic and multi-disciplinary education and research-based master programmes. The University will also inculcate provisions of Online and Distance Learning (ODL) courses in line with NEP 2020 and UGC guidelines offering multi-entry/exit options and accumulation of the credits in the Academic Credit Bank.

The University will be a unique proposition amongst the Central Universities to meet the geographical needs and higher education demands in a new and emerging trends of education.

The university academic programmes will be mentored by IITs in achieving excellence, quality and relevance taking into the vision, mission & objectives.

Vision

"To be a leading world-class research-based trans-Himalayan University committed to create and disseminate multi-faceted knowledge to foster human development and welfare through excellence in quality education, research and development, capacity building and promoting socially relevant and globally connected industry interface".

SIR J.J. SCHOOL OF ART, ARCHITECTURE & DESIGN

(Deemed to be University Under De-Novo Category)
78, Dr. D. N. Road, Fort, Mumbai - 400 001
Email: sirjjsaadoffice@gmail.com
Website: https://www.sirjjschool-aad.in
Phone: +91.22.22621652

Established in 1857, Sir JJ School of Art has pioneered Art, Architecture and Design education and practice in India. It was named after Sir Jamshedjee Jeejeebhoy, the first Baronet from India, who had generously donated Rupee 100,000 for its establishment. The campus boasts nine acres of space and has been recognised by the government of India as a heritage campus. Since then, all the schools at JJ have established a proven track record of setting domain-specific standards for the past 160 years. Located in the prime location of South Mumbai, all three schools of JJ rest at the single heritage campus, recognized worldwide as the Sir JJ Art Campus.

The first drawing class at the School began on March 2, 1857. In 1866, the management of the school was taken over by the Government of India. Three ateliers were set up in 1865: (i) Decorative Paintings, (ii) Modelling, and (iii) Ornamental Wrought Iron Work. Drawing instruction was introduced as a subject in 1879, and a training programme for drawing teachers began in 1893. The Department of Art-Crafts was founded in 1891. The School of Architecture offered its first course in 1900. The Draughtsman's classes, which formed the foundation of the Department of Architecture, were added in 1896. The Sir George Clarke Studies and Laboratories were built in 1910 for the advanced study of crafts, starting with pottery. A decade after Indian independence, the Departments of Architecture and Applied Art had been renamed the 'Sir J. J. College of Architecture' and the 'Sir J. J. Institute of Applied Art' respectively. In 1981, the School became affiliated with the University of Mumbai.

Over the years the institution has nurtured students into becoming pioneers in their respective fields. They continue to bring glory to JJ to this day. Most practising creative leaders in art, architecture and design have walked on these hallowed grounds.

The Nobel prize winner, Sir Rudyard Kipling, was born on the campus. The institution prides itself on producing alumni who have proved their mettle: from India's first Oscar award winner to India's first Pritzker's award (the highest award in architecture). Our students have bagged about sixteen Padma awards, our nation's premier civilian award honouring the brightest stars in their field.

The alumni of our school have also helped in founding Institutions of National importance and international repute such as the National Institute of Design (NID), the Industrial Design Centre (IIT-B), the Center for Environmental Planning and Technology, the Indian Institute of Architects, the Council of Architecture, the National Association of Students of Architecture and so on. Needless to say, excellence is the bedrock of all three schools (Art, Architecture and Applied Art) on the JJ campus!

SIR PADAMPAT SINGHANIA UNIVERSITY

Bhatewar, Udaipur - 313 601, Rajasthan
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Email : info@spsu.ac.in
Website : http://spsu.ac.in

Something about Sir Padampat Singhania University situated in Udaipur Rajasthan India. It is nearly half a century ago, Late Sir Padampat Singhania, the visionary founder of the J K Organization dreamt of an empowered India populace, through whom India would take its place as an equal in the comity of nations. According to him, empowerment pre-supposes education and knowledge. That then became the cornerstone of the Organization's philosophy for discharging its social responsibility. The J K Cement Nimbahera Foundation (JKCNF) was born. Overtime, the involvement with education became stronger and deeper. Today, two decades later, it is associated with twelve educational institutions imparting education to nearly 14000 students at various levels of the learning curve. The J K Cement Nimbahera Foundation now envisions the establishment of a world class University in Rajasthan benchmarked to international educational institutions. The Foundation constituted a think tank of eminent persons from the Industry, Science & Technology and academia to brain storm the directions of development of the proposed University and prepare its blue print.

The University shall be engaged in R & D in the frontal areas and shall offer education through innovative course content, education methodology, learning process and dynamic academic governance for adapting itself to the constantly changing needs of the development sectors globally. R&D programmes will be pursued by the faculty along with scholars mostly in a twinning arrangement with the Industry. Education programmes will be offered by the University at undergraduate, post graduate and doctoral levels. The University shall have large number of academic programmes offered by various constituents of the Academic Departments, Schools and Centres of Studies which may include Applied and Basic Sciences, Engineering & Technology, Gastronomy and Hospitality, Textile & Fashion Design, Functional Geonomics, Biotechnology and Management Studies. Our areas of study will offer enough flexibility in the course curricula for building sound foundation of basic knowledge and pursuing variety of course disciplines in order to have complete education programme which is ultimately project/mission based. For the University campus, the plan for the Phase One is to initially begin with the School of Engineering and subsequently expand to cover many other branches of higher education. The School of Engineering will impart globally contemporary engineering science curricula through top quality teaching faculty with an international reach and a state-of-the-art educational infrastructure to a student's body with an aptitude for imbibing knowledge. On offer, would be a market determined blend of traditional (mechanical) and modern (computer science, electronic & communications, biotechnology) disciplines of engineering studies.

SISTER NIVEDITA UNIVERSITY

DG Block (Newtown), Action Area I,
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Kolkata 700156 , West Bengal
Phone : +91 9830239601, +91 9830239701
(Toll-Free) :1800 2588 155
Email : info@snuniv.ac.in
Website : https://www.snuniv.ac.in

Sister Nivedita University (SNU) at New Town, Kolkata has been established through enactment of The Sister Nivedita University Act, 2017 (West Bengal XLIX of 2017). SNU, being unique of its own kind is built on the path of Sister Nivedita, blessed under the shadow of Swami Vivekananda. The university offers educational programs and research in a wide array of subjects, under disciplines like Engineering and Technology, Science, Medicine, Management, Law, Humanities, Language and Literature, Pharmacy, Architecture, Social Sciences, Education, Performing Arts, Sports, Media, Design, etc. Moreover, some unique courses will be introduced with the emphasis on skill development, entrepreneurship and women empowerment.

Vision

SNU aspires to provide a transformative impact on the society through its inclusiveness a continuous innovation in education that comes from encouraging creativity, entrepreneurship, and research.

Mission

- Foster an academic environment that is inclusive both in its design of curriculum and in its dissemination of knowledge.
- Create a curriculum that is business connected, but also keenly sensitive to the demands of the environment to achieve a sustainable growth for businesses and the economy.
- Develop an educational environment that focuses on all segments of the society not just on the privileged few.
- Develop a community of learners that is based on quality faculty research, effective teaching pedagogy, and creating an enquiring student population.

SHREEMATI NATHIBAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY

1, Nathibai Thackersey Road, Mumbai - 400020
Tel: 022-2203 1879, 2203 2159
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Email : sndt@bom2.vsnl.net.in
Website : http://www.sndt.ac.in

Today we visualise the SNDT Women's University as a world class university that continually responds to the changing social realities through the development and application of knowledge. The purpose of such engagement will be to create an inclusive society that promotes and protects the dignity, equality, social justice and human rights for all, with special emphasis on empowerment of women.

SNDT Women's University is committed to the cause of women's empowerment through access to education, particularly higher education, through relevant courses in the formal and non-formal streams. Further the university is committed to provide a wide range of professional and vocational courses for women to meet the changing socio-economic needs, with human values and purposeful social responsibility and to achieve excellence with "Quality in every Activity"

An Enlightened Woman is a Source of Infinite Strength
The goals of the SNDT Women's University emerging from the Vision and Mission are:

- Provide access to higher education for women through formal and non- formal streams including adult and continuing education.
- Provide a wide range of professional and vocational courses for women to meet the socio-economic demands.
- Develop scholarship and research in emerging areas of study, particularly with focus on women's perspectives.
- Inculcate among women positive self- concept, awareness of women's issues and rights with a rational outlook towards society.
- Enhance purposeful education with 'human values' and social responsibility by participating in outreach programmes.
- Achieve excellence in the academic disciplines, research and extension activities through emphasis on 'quality in every activity'.

SOBAN SINGH JEENA UNIVERSITY

Mall Road, Almora - 263601, Uttarakhand, India
Email : registrarssju@gmail.com

Soban Singh Jeena University (hereafter referred to as SSJ University), Almora, a residential cum affiliating University, came into existence on 14 August, 2020,vide notification No. 168/XXXVI(3)/2020/77/2019 dated June 22, 2020 under the Uttarakhand Act No. 19 of 2020,as a result of persistent demands from the residents of the interior regions for a seperate University. It was carved out of Kumaun University,Nainital of which it had been a campus for more than four decades, with colleges of districts Almora, Bageshwar, Champawat and Pithoragarh falling under its jurisdiction. It has been named after renowned lawyer turned political leader and social reformer of the region, Sri Soban Singh Jeena. The University has three campuses affiliated to it, 1. SSJ Campus, Almora 2. L.S.M Campus. Pithoragarh 3. Bageshwar Campus .Both the Pithoragarh and Bageshwar campuses were established in 2020 with the separation of SSJ University from Kumaun University.

Vission

To become a pillar of innovation and excellence in education by developing grooming human resource with leadership qualities, ethical and moral values, research culture and cross-functional skills.

Mission

To achieve its mission, the university will:

1. Offer broad and balanced academic programs that are mutually reinforcing and emphasize high quality and creative instruction at all levels.
2. Generate new knowledge through a broad array of schularly, research and creative endeavours, which provide a foundation for dealing with the immediate as well as long-term needs of society.
3. Achieve leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning.
4. Participate extensively in state-wide, national and international programmes and encourage others in the university system, at other educational institutions and in state, national and international organizations, to seek benefit from the university's unique educational resources, such as faculty and staff expertise, libraries, archives, museums and research facilities.
5. Strengthen cultural understanding through opportunities to study languages, cultures, the arts, and the implications of social, political, economic and technological change off campus and abroad.
6. Maintain a level of excellence and standards in all programs that will give them state-wide, national, and international significance.
7. Embody, through its policies and programs, respect for, and commitment to, the ideals of a pluralistic, multiracial, open and democratic society.

SOMAIYA VIDYAVIHAR UNIVERSITY

Vidyanagar, Somaiya, Vidyavihar, Mumbai, Maharashtra 400077
Tel : 022 6728 3064
Email : admissions@somaiya.edu hr@somaiya.edu
research@somaiya.edu svvit@somaiya.edu

Somaiya Vidyavihar University has established itself as a leading educational institution across the globe. It is proudly the first private university in Mumbai. Keeping up with our education standard and constantly evolving, we have opened up an array of options for the students to choose from.We've introduced a never-done-before academic flexibility with a wide choice of multidisciplinary activities. Apart from this, the University has introduced an exclusive Students Exchange Program, Collaborative and Inclusive Learning and various Academic Programmes.The leaders of Somaiya University have designed every aspect of the University keeping the international educational demand in mind. It is global in the reach of its ideas and universal in its service.

In just five decades it has grown into a large educational complex with 34 institutions catering to diverse fields of education such as Humanities, Engineering, Education, Medicine, Management, Pure Sciences and Mass Communication, with more than 39000+ Students and 3000+ Faculties and staff on a throbbing 65 acre campus!

The Somaiya Vidyavihar Complex was founded in 1959 by late Shri K.J. Somaiya (1902-1999). Endowed with a sharp business acumen, a balanced perspective and a social bent of mind, Karamshibhai set up the Somaiya Trust in 1953 for furthering his dream of shaping young minds through quality education. For this purpose he bought a large area of land at Ghatkopar, then considered to be distant, meagrely populated.

Vision

Our Founder, Padmabhushan Shri K. J. Somaiya founded Somaiya Vidyavihar on the 9th of September 1959.

He later founded the Girivanvasi Pragati Mandal, The K J Somaiya Medical Trust, Girivanvasi Education Trust and sister institutions to make great citizens of India and the World. In the words of Swami Vivekananda, "We want that education by which character is formed, strength of mind is increased, the intellect expanded, and by which one can stand on one's own feet." We have now grown into a multi-disciplinary and multi-campus education institution with over 1500 faculty, and 38, 000 students.

SONA DEVI UNIVERSITY

Kitadih, PO & PS Ghatsila, North Mau Bhandar
East Singhbhum – 832303, Jharkhand
Toll-Free No: 1800 309 2626
WhatsApp: +91 987 309 2626
Email: enquiry@sonadeviuniversity.com

Established by The Sona Devi Memorial Educational Foundation Trust in the State of Jharkhand, Sona Devi University is a non-profit and non-proprietary public institution. With a visionary leadership of Trustees, Sona Devi University aims to become a world-class institution offering faculties in Management, Computer Science, Education, Nursing, Pharmacy, Biotechnology, and Humanities. These disciplines are strongly supported by industry collaborations and comprehensive placement assistance.

Sona Devi University (SDU) is envisioned as a global center of learning, providing diverse educational opportunities across various fields. Our mission is to foster societal transformation through value-based education, nurturing industry-ready professionals, and contributing to the nation-building process. The University is committed to incorporating technology-based education in a diverse and inclusive campus environment. Situated on a picturesque campus on the National Highway at Ghatsila, East Singhbhum, Sona Devi University offers state-of-the-art infrastructure. To facilitate the needs of outstation students, we provide well-equipped hostels and convenient transportation from the hostel to the campus. Our university has achieved significant milestones by providing cutting-edge classrooms, digital learning resources, and internationally recognized laboratories for students and researchers.

The campus features a range of amenities including a cafeteria, an air-conditioned library, an auditorium, indoor and outdoor sports facilities, and a common room for students. Through digital learning access to libraries and video conferencing capabilities, we aim to connect our university with the global community. In addition, the campus offers banking services, ATMs, convenience stores, canteen facilities, educational loan assistance, and comprehensive placement support.

To ensure a strong industry-academia interface, Sona Devi University has formed an Advisory Board comprising eminent individuals from various fields. This board will provide valuable guidance and insights to bridge the gap between academia and industries.

At Sona Devi University, we are committed to supporting meritorious students through 100% academic scholarships based on a yearly credit system. Furthermore, outstanding athletes at the state level will have the opportunity to avail scholarships based on tests conducted on the university grounds.

Join us at Sona Devi University and embark on a transformative educational journey. Experience a nurturing campus environment that combines academic rigor, industry relevance, and holistic development. Together, let us shape a brighter future and make a meaningful impact in the world.

SOUTH ASIAN UNIVERSITY

South Asian University, Akbar Bhawan
Chanakyapuri, New Delhi 110021, India
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Fax: +91-11-24122511
Email : registrar@southasianuniversity.org president@sau.ac.in
Website : http://www.sau.ac.in

The idea of establishing a South Asian University (SAU) was mooted by the Prime Minister of India at the 13th SAARC Summit in Dhaka in 2005. The idea was for member countries to pool their resources for creation of a Centre of Excellence in the form of a University that would provide world-class facilities and professional faculty to students and researchers drawn from every country of the SAARC region.

Prof. Gowher Rizvi, the well-known historian, scholar and academic from Bangladesh was entrusted with the task of preparing a Concept Paper for SAU. Prepared after a series of consultations across the SAARC countries, the Concept Paper was submitted to the SAARC Governments to elicit their views. The idea of a South Asian University found favor in all SAARC Member States and an inter-ministerial Agreement for Establishment of South Asian University was signed on 04 April 2007, during the 14th SAARC Summit in New Delhi. The Government of India established a Project Office of the SAU in the year 2008, of which Prof. GK Chadha, a former Vice Chancellor of the Jawaharlal Nehru University, New Delhi, was appointed the Chief Executive Officer. A SAARC Steering Committee comprising members from all SAARC countries was constituted to oversee the establishment of SAU. Various Inter-Governmental Task Forces were also constituted and entrusted the job of framing the Rules and Regulations to govern the University as also the Academic Structure and the Business Plan for the proposed University. All University documents prepared jointly by the SAU Task Forces were submitted to SAARC Secretariat and were approved in the 16th SAARC Summit held in Thimphu in 2010. The SAU Project Office was wound up and the South Asian University opened its door to students in August 2010. Currently, the University offers doctoral and master's programs in seven areas: Applied Mathematics, Biotechnology, Computer Science, Development Economics, International Relations, Law and Sociology. The then Indian External Affairs Minister, Pranab Mukherjee, laid the foundation stone of the SAU campus at a 100-acre plot in Maidan Garhi, Mehrauli in South Delhi on 26 May 2008. The job of preparing the architectural design of the campus and building on the campus was entrusted to a Nepalese architecture firm selected through a tough Regional competition. Campus designs have been finalized and various required clearances and approvals have been obtained. The campus construction is due to start in 2014. The capital cost of establishing the SAU is being provided by the Indian government, while all SAARC member countries share the operational costs in proportions that are mutually agreed upon. Later, the University would also raise money from international financial institutions, educational foundations and donors.

SRI BALAJI VIDYAPEETH

Pondy Cuddalore Main Road
Pillaiyarkuppam, Pondicherry - 605 402
Phone : 0413 - 2615449 to 2615458
Fax : 0413 - 2615457
Email : info@sbvu.ac.in
Website : http://www.sbvu.ac.in

Mahatma Gandhi Medical College and Research Institute was established in the year 2001. The desire and the dream became a reality with the contributions by the Chairman himself and ably supported by a dedicated and vibrant team of Faculty and the members of the Staff. And the hard work was richly rewarded when the Government of India declared the Constituent Colleges as Deemed University, as per the recommendations of the UGC during the year 2008. This Institution was awarded the status of "Deemed to-be-University" in the name and style of SRI BALAJI VIDYAPEETH under section 3 of the UGC Act, 1956. The Deemed University's vision is to be in the FOREFRONT OF HIGHER EDUCATION in order to give the country a HIGH CALIBRE MANPOWER. The Mission statement envisages collegiate education that culminates in post doctoral programmes, to produce knowledgeable professionals in various aspects of health science with a high concern for providing and organizing appropriate health services including health education and policy, to provide service to the underprivileged, to impart specialized skills, to be successful in their endeavours and to set a very HIGH STANDARD OF PROFESSIONAL CONDUCT AND ETHICS for staff and students alike. Sri Balaji Vidyapeeth is a state-of-the-art multidisciplinary teaching and research foundation that offers Medicine, Dentistry and Nursing Courses. As one of the leading campus institutions, all the constituent colleges are located within a walking distance. Shri Sathya Sai Medical College and Research institute in Tamilnadu, is an off-campus institute.

The Deemed University's departments are fully equipped and housed in modern superstructures. The Deemed University HQ is located in the MGMCRI campus, spread over a sprawling area in Pillaiyarkuppam, Puducherry, on the ECR National Highway towards Cuddalore. Our experienced and innovative team of professionals are drawn from reputed institutes of learning who are adept at the application of scientific expertise in the realms of education, research and community service.

SRI BALAJI VIDYAPEETH is one of the most modern Deemed Universities with innovative ideas. It believes that the purpose of education is to help create futuristic student community capable of performing innovative practices to competently respond positively to the ever changing global needs. The Deemed University serves as a portal for the learners to explore and discover vistas in the field of medical science leading to the betterment of mankind.

SRI CHANDRASEKHARENDRA SARASWATHI VISWA MAHAVIDYALAYA

Sri Jayendra Saraswathi Street, Enathur, Kanchipuram
Tamil Nadu - 631 561
Tel: (91) 44-27264293, 27264308, 27264301
Fax: (91) 44-27264285
E-mail : registrar@kanchiuniv.ac.in
Website : http://kanchiuniv.ac.in

The Maha Swamiji of Sri Kanchi Kamakoti Peetam had cherished a desire to revive Kanchipuram to its pristine glory as a center of learning. The Viswa Mahavidyalaya at Kanchi was established with the benign Blessings of Their Holiness Pujyasri Jayendra Saraswathi Swamiji and Pujyasri Sankara Vijayendra Saraswathi Swamiji and it attained the status of Deemed University in 1993.

Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya, formed under the aegis of Sri Kanchi Kamakoti Peetam Charitable Trust in 1993, is located in a sprawling complex of 50 acres at Enathur, at a distance of about 4 Kilometres from Kanchipuram.
The University has a campus in Poonamalle, Chennai, housing an ayurveda College, research centre and hospital.

The University has a unique focus on integrating traditional knowledge with modern scientific practices with a global outlook.

To provide "quality higher education coupled with Indian Value system and at the same time make it affordable to all sections of the society irrespective of their social or economic standing".

It is to identify innate talents of students and bring out their hidden potentialities and help in development of their all-round personality with value systems.

The mission is a holistic approach to higher education with academic standards consistent with an embedded value system, enriched by a dynamic process of synergy. The Mantra is "Educational Delight" of students engaged in study and faculty engaged in teaching and research in their journey Towards Excellence with Creativity.
To devise and implement schemes for effectively imparting proficiency in modern technology, at the same time instilling social responsibility and lofty value system enshrined in our culture.

To mould a new generation of universal citizens with confidence, Self dependence, self realization, scientific temper, professionalism, thirst of knowledge, and contentment by the fusion of Indian thought and modern scientific methodology, in higher education.

SRI DEV SUMAN UTTARAKHAND UNIVERSITY

Badshahithaul, Tehri Garhwal - 249 199
Tel : 01376-254065, Fax : 01376-254065
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Website : http://sdsuv.ac.in

Sri Dev Suman Uttarakhand University is established as a State University of Uttarakhand vide Sate Government notification No 270/XXXVI(3)/2012/48(1)/2012 dtd 19th October, 2012 in continuation to amendment of erstwhile Pt Deen Dayal Upadhyay Uttarakhand Vishwavidhyalaya Act. 2011 (Uttarakhand Act No 22 of 2011) as notified by State Government vide No 357/XXXVI(3)/201 1/57(1)/2010 dated 4th November, 2011. The establishment of University is a rare distinction of popular and powerful demand and symbolised the hopes and aspiration of the people of Garhwal for the development through the instrument of higher education. The masses of this remote mountainous region demanded for opening a new University at Badshahi Thual, a small but historical town of Tehri Garhwal of Uttarakhand. It was an expression of the quest for empowering their future generation for overcoming endemic economic and social backwardness, geographic and environmental constrains, re-assertion of cultural identity of the local natural and human resources for development.

The University. nestled in the lap of Himalayan ranges in the Tehri Garhwal and having juridiction over seven Districts viz. Chamoli, Raudraprayag, Pauri, Tehri. Uttarakashi. Haridwar and Dehradun of Garhwal region of Uttrakhand. Sri Dev Suman Uttarakhand University Badshahi Thaul is situated on the way between Chamba and New Tehri at a distance of 3 km from Chamba, one of the brightest spots of District Tehri Garhwal, at an elevation of 1676 m from sea level. This town, situated on Delhi-Gangotri national highway, offers one of the most spectacular view of snow capped Himalaya and enchanting Bhagirathi Valley. The university campus is situated at an elevation of 1750 m on a ridge facing to the east, surrounded by dense oak and pine tree forest. It is at a distance of 8 km from New Tehri, a newly established master-planned township at an elevation of 1900 m and District headquarter of Tehri Garhwal. The famous Tehri Dam along with a huge lake between mountains, situated at a distance of 20 km from university campus, is a recent addition to the tourist attractions in the area. Nearest Airport (Linked to Delhi) is Jollygrant (Dehradun) at a distance of 80 km from university campus. Rishikesh is the nearest railway station at a distance of 65 km. However, Haridwar is more convenient (distance 90 km) as it is well connected to all major cities of India by rail.

The university campus, Badshahi Thaul is well connected by road to all important stations of Garhwal Division like Haridwar, Rishikesh, Dehradun, Mussoorie, Uttarkashi, Srinagar and other parts of the region. Frequent bus services as well as private taxies and jeeps are available from these places to Chamba and New Tehri. It takes about 3 hours to reach Badshhai Thaul by bus from Haridwar and Dehradun, and about 2 hours from Rishikesh

SRI DEVARAJ URS UNIVERSITY

Tamaka, Kolar – 563 101, Karnataka
Tel: +91 (8152) 210604, 210605
Fax: +91 (8152) 243008
Website: www.sduu.ac.in

Sri Devaraj Urs University comprising Sri Devaraj Urs Medical College under the aegis of Sri Devaraj Urs Educational Trust for Backward Classes, Kolar, is a Deemed to be University declared Under section 3 of UGC Act, 1956, vide Notification No.F.9-36/2006-U.3(A) Dt. 25th May 2007, MHRD, Government of India.

Currently, The University has Sri Devaraj Urs Medical College, Tamaka, Kolar as the constituent institution. The University office and the constituent college are located at Tamaka village, Kolar and spread over almost 100 acres of lush green campus. This campus is 75K.M. away from Bangaluru as well as the Bangaluru International Airport.

The campus has several buildings to accommodate the administrative, teaching/training, hospital, hostel facilities of The University and the Medical College with a total build up area of 85,000 sq.mtrs.

The college conducts medical courses at Under Graduate (MBBS), Post Graduate (MD, MS) and Post Graduate Diploma levels and plans to start doctoral programmes in Biochemistry, Microbiology and fellowship programme in Head and Neck Onco- Surgery . The University has also decided to design a revised curriculum for MBBS course within the regulations as prescribed by the Medical Council of India.

This medical institution has a unique distinction of accreditation by NAAC India and certification by ISO 9001-2000 and maintains a high standard in teaching learning evaluation process and the institution has become a byword for quality Medical Education.

The attached teaching hospital of the Medical College, R.L.Jalappa Hospital and Research Centre provides secondary and tertiary health care to the rural and urban population of the Kolar District and bordering areas of the neighboring states of Tamil Nadu and Andhra Pradesh and is also a boon to the victims of accidents on the highway as it has a well equipped Trauma Centre, ICU and scanning facilities of CT and MRI. Its mandate is to develop trained manpower of medical professionals to cater to the needs of the community and provide service to the needy rural population.

The University also has set up an OP Unit at Kolar town and conducts committed outreach services to the needy through free medical camps at taluk levels as well as in villages of remote areas.

SRI GURU GRANTH SAHIB WORLD UNIVERSITY

Fatehgarh Sahib, Punjab - 140406
Tel : 01763-232300
E-mail : info@sggswu.org
Website : http://sggswu.org

Sri Guru Granth Sahib World University was established to commemorate the historic event of 400th anniversary of the compilation and first installation of Sri Adi (Guru) Granth Sahib in the year 2004. Thanks to the vision of Hon'ble Sardar Parkash Singh Badal, dynamism of Sardar Sukhbir Singh Badal and inspiring leadership of the SGPC president Jathedar Avtar Singh, the dream of entire Sikh community has emerged as a reality in the form of Sri Guru Granth Sahib World University with huge (140 acres) campus. Shromani Gurudwara Parbandhak Committee, Sri Amritsar established Sri Guru Granth Sahib Fourth Centenary Memorial Trust which set up the University under the Punjab State Act (20/2008).

The University is approved under section 22 of U.G.C. Act. The University has state-of-art infrastructure, highly qualified faculty, congenial and stimulating academic environment.

The university is running twenty departments under ten schools, focusing on intensive study, research and teaching in the areas of World Religions, Cultures, Eastern & Western Thought and other courses under the heads of Arts & Humanities, Social Sciences, Pure & Applied Sciences, Medical Sciences, Engineering Sciences. Equal stress is being given to emerging technologies such as Biotechnology, Nanotechnology, Information Technology, Ecology, Human Rights, Feminism and Empowerment of the Downtrodden. University is taking global initiatives including MOUs with renowned international universities.

For the benefit of students, university has appointed guest faculty from reputed international Universities, to expose the faculty and students to international trends in academics. Apart from this, university focuses on moral and value based education. University has its own transport facility for safe commutation from neighbouring areas. Apart from academic exposure, university also encourages students to participate in sports, extracurricular and cultural events.

SRI GURU RAM DAS UNIVERSITY OF HEALTH SCIENCES

Mehta Road, Post Office Vallah, Amritsar – 143501, Punjab, India
Tel Exchange No.: 0183-2870200, Toll Free Number: 8725005188
Fax: 0183-2870205, 2870344
Email : info@sgrduhs.in
Website : http://www.sgrduhs.in

Sri Guru Ram Das University of Health Sciences (SGRDUHS), located at Sri Amritsar, Punjab is an outstanding academic institute dedicated to produce exemplary doctors, nurses, health care professionals, academicians, and researchers. SGRDUHS is a deemed university declared on 19th August 2016 vide ordinance no 7/2016, under the Punjab Private University Policy Act 2010, established under Punjab Act No. 43 of 2016. It consists of Sri Guru Ram Das Institute of Medical Sciences and Research (SGRDIMSAR), Sri Guru Ram Das College of Nursing (SGRDCON) and Sri Guru Ram Das Rotary Cancer Institute (SGRDRCI). Sri Guru Ram Das Charitable Hospital which came into existence in the year 1977, Medical and Cancer and Nursing Institute's in the year 1997, 1997 and 2001 respectively have been managed under the aegis of Sri Guru Ram Das Charitable Hospital Trust, Sri Amritsar. The University is synonymous with excellence in higher education in health sciences. Every institute under this university has world class facilities and pedagogy, which are constantly reviewed and upgraded to reflect the latest trends and developments in higher education.

Added to this 1000 bedded SGRD Charitable Hospital Vallah, Cancer Institute and one primary rural health center and one urban health center are the epicenter of comprehensive quality health care services to rural, needy, marginalized and underprivileged population and at the same time providing undergraduate and postgraduate world class training facilities. The University follows highest professional academic standards and integrates clinical, biomedical and empathic attitude to promote health and well being of patients and the community. There is a commitment to produce physicians and health care professionals who will address local, national and international challenges in medicine in relation to patient and community care. We are committed to make a positive contribution to health care needs of the society.

Vision
Moving from dissection to reconstruction producing academic excellence.

Mission
To provide highest quality accessible health services at nominal cost, achieving excellence in academics and meeting patient needs through quality care, professionalism, compassion, service and scientific curiosity. The endeavor is to serve patients, community, health care professionals, doctors and the students with dignity and respect.

We invite you to continue your quest and explore all that SGRDUHS has to offer.

SRI JAGADGURU MURUGHARAJENDRA UNIVERSITY (SJMU)

SJMU Campus :Green Park, NH4 Bypass
Chitradurga-577502, Karnataka
Email: contact@sjmu.edu.in
Admission Helpline Nos: 08194200534 / 08194200530 / 40
Email: admissions@sjmu.edu.in
www.sjmu.edu.in

SJM University draws its profile from the vision of the state to transform the higher education of the region as a career of Excellence. It is one of the leading educational Institutions in the central part of the Karnataka. Sri Jagadguru Murugharajendra University act 2020 came into effect from 13th June 2022. The University is recognized under section 12(B) of the UGC Act 1956. SJM University is located adjacent to the National Highway-48. The university is well connected with road and railway network and just 200 KM drive from Bengaluru. The university is under rapid process of transformation into an institution of excellence. This university encourages development of efficient and transparent system that would further facilitate the learners to meet the global challenges. The university programmes combine the enduring values of the medical and the technological education with the skills and experiences offered by professional departments.

Sri Jagadguru Murugharajendra University (SJMU) has outstanding institutions under its shade. The university homes 5 institutions in the campus offers several UG, PG and Fellowship programmes. Besides, the University also offers the Doctorate programmes. The faculty and staff at the University are highly qualified, multi-cultural, multi-faceted and represent the significance of a truly national character.

The university is under rapid process of transformation into an institution of excellence that meets global requirements. Thus, it is the great asset for not only the Central Karnataka but to the whole nation as well.

Vision

- Sri Jagadguru Murugharajendra University is the Central Hub of Excellence in Pedagogy for Holistic Education, Health Sciences & Societal Well-being.

Mission

- To attract top talents with Creative mind set and scientific temper.
- To establish multi-Skilled interdisciplinary Research and Innovation environment
- To practice contemporary pedagogical tools for technologically driven Teaching, Learning & Research.
- To inculcate free exchange of ideas and fostering need based entrepreneurial competencies
- To nurture moral ethical values and integrity with a global outlook.
- To establish state-of-the-art infrastructure and centres of eminence.

SRI KRISHNADEVARAYA UNIVERSITY

Anantapur 515 003, Andhra Pradesh
Tel : 08554-255700, 255805, 255231, 255261, 276042
Fax : 08554-255804, 255244, 255295
Email : registrar@skuniversity.org , vcatpsku@yahoo.com, regsku@yahoo.co.in
Website : http://www.skuniversity.org

Sri Krishnadevaraya University is a public university in Anantapur, Andhra Pradesh, India, founded on July 25, 1981. The University is named after a patron of learning and the arts, Sri Krishnadevaraya, of the Vijayanagara empire of the 16th century.

The University is an offshoot of the erstwhile Postgraduate Centre of Sri Venkateswara University started in 1968. Subsequently in 1976, the S.V.U. Postgraduate Centre attained autonomous status.

In 1987, with a capital outlay of Rs. 1.2 crores, Sri Krishnadevaraya Institute of Management was started with funding from the UGC.

In 1988, the University which was originally a unitary, residential institution, became a full-fledged affiliating University. Yet another landmark in the history of the University is that the Postgraduate Centre at Kurnool under the jurisdiction of Sri Venkateswara University was made over to Sri Krishnadevaraya University in 1993.

Thus the University has an academic history of 33 years. Sri Krishnadevaraya University College of Engineering & Technology was started in 2006 with self-finance.

Situated in rural environs in an extensive campus of over 500 acres (2.0 km^2) of land, the University has ample scope for development. It includes a University Science Instrumentation Centre, a Computer Centre, a Health Centre, a Gymnasium, an Outdoor Stadium, an Auditorium and adequate space to accommodate departments of studies, laboratories, hostels, and housing for the staff.

SRI KONDA LAXMAN TELANGANA STATE HORTICULTURAL UNIVERSITY

Rajendranagar, Hyderabad - 500030, Telangana
Tel : +91-040-2401 4301
Fax : +91-040-2401 4312
Email : registrarskltshu@gmail.com, vcskltshu@gmail.com
website : www.skltshu.ac.in

Sri Konda Laxman Telangana State Horticultural University, named in honour and memory of Sri Konda Laxman Bapuji, veteran freedom fighter and telangana protagonist, is the only horticultural university in the state and fourth in the Country.

Horticulture is the growth engine of Telangana State and is the chief source of income to the economy of the state. It contributes approx 5.16% GSDP of the State. In India, Telangana State stands 3rd in area and 8th in production of fruits and vegetables. In view of the horticultural importance in the state, as emphasized in the 13th schedule of Andhra Pradesh Reorganization Act 2014 (Act No. 6 of 2014), the Government of Telangana through G.O. Ms. No. 31 & 32, dt: 22-12-2014, Agriculture and Cooperation (H & S) Department, by adapting with few modifications, the Dr. Y.S.R. Horticultural University Act – 2007 (Act No. 30 of 2007), established Sri Konda Laxman Telangana State Horticultural University (SKLTSHU) with head quarters at Rajendranagar, Hyderabad – 500 030.

The University runs on land grant pattern of USA, with mandate on Education, Research and Extension of horticulture domain. After bifurcation, the University (SKLTSHU) comprise of two horticultural colleges and two horticultural polytechnics. Concerned to the research part, the University has eleven Research stations, each focusing on conducting need based, location specific research on production, protection, post harvest technology and value addition of mandatory horticultural crops. Apart, the University is bestowed with Six All India Coordinated Research Centers working on mandatory crops viz., Fruits (Mango, Guava and Grapes), Vegetables, Tuber and Flower crops (Chrysanthemum, tuberose and gladiolus).

On Extension part, the University is doing yeoman service through a Krishi Vigyan Kendra (KVK) for disseminating the horticultural technical “Know-how” and “Do-how” information to the farmers, private and public entrepreneurs / stake holders.

SRI PADMAVATI MAHILA VISVAVIDYALAYAM

Padmavathi Nagar, Near West Railway Station
Tirupati, Chittoor (D.t), Andhra Pradesh,
Tel. : +91-877-2284588
Email : info@spmvv.ac.in
Website : www.spmvv.ac.in

Sri Padmavati Mahila Visvavidyalayam (University for Women)was founded in the year 1983 by Sri N.T.Rama Rao, the then Chief Minister of Andhra Pradesh, with the fervent desire to train women students as better builders of the Nation and to inculcate skills of leadership in all aspects of life.

The University was established under the Sri Padmavati Mahila Visvavidyalayam Act of 1983,which has come into force on the 14 of April 1983.It was started with ten faculties and 300 students and twenty staff members. Today the University has a student population of 2700 and an academic staff 250. This year the University is going to have 59 courses at the post-graduate and undergraduate level and a good component of research.

The campus of Sri Padmavati Mahila Visvavidyalayam is spread out in a lush green area of 138.43 acres. The University is situated at a distance of 3 km from the railway and bus stations of Tirupati.The campus has the necessary buildings to run its academic programmes and administrative machinery. There are separate buildings for Humanities and Sciences, University's Administration, Central Library, University Auditorium, Sericulture Complex, and School of Pharmaceutical Sciences and also an independent building for Computer Science and Computer centre.

Sri Padmavati Mahila Visvavidyalayam (University for Women) established in the year 1983 and accredited with four stars status by NAAC has given unparalleled service to Women's Education in Andhra Pradesh, drawing on the great cultural traditions of the Country as well as keeping in tune with changing times, channels of employability and assuring quality education in teaching as well as research.

We shall continue to produce graduates who are equipped to contribute to the intellectual social, political, moral and material development of the societies in which they are to live and recognize that the development of contemporary societies reflects diversity along side consensus and acknowledgement of the past as well as concern for innovation.

We shall continue to undertake research, consultancy and other forms of service to local and regional communities, which will enrich our teaching and advance our quest for wisdom and truth. We shall make known our mission in Tirupati as well as nationally and internationally.

SRI RAMACHANDRA MEDICAL COLLEGE AND RESEARCH INSTITUTE

No.1 Ramachandra Nagar, Porur, Chennai - 600 116, Tamil Nadu
Tel : 044-24768027,31-33
Fax : 044-24767008/24765995
Email : registrar@sriramachandra.edu.in, vc@sriramachandra.edu.in
Website : http://www.sriramachandra.edu.in

Name of the Deemed University, formerly known as Sri Ramachandra Medical College & Research Institute has been changed to Sri Ramachandra Institute of Higher Education and Research, as per the Notification No. F.9-15/93-U.3 (Pt.1) dated 08.08.2018 of the MHRD, Govt. of India.

Sri Ramachandra Medical College and Research Institute was established by Sri Ramachandra Educational and Health Trust in the year 1985 as a private notfor-profit self-financing institution and dedicated to serve the society as a centre of excellence with emphasis on medical education, research and health care. In view of its academic excellence, the Government of India declared Sri Ramachandra Medical College and Research Institute as a Deemed University in September, 1994 under Section 3 of the University Grants Commission Act, 1956. As notified by the UGC, the nomenclature of the institution has been changed to Sri Ramachandra University in 2006. The Trust achieved the task of establishing this Institution as a "Centre of Excellence" under the leadership of Late Shri.N.P.V.Ramasamy Udayar who was the Founder & Managing Trustee of the Trust and also the first Chancellor of the Deemed University. Shri.V.R.Venkataachalam is currently the Chancellor of the University and is also the Managing Trustee of the Trust. Over two decades, the institute has transformed into a full fledged university with nine constituent colleges/faculties and around 100 courses in the health care sciences. Nearly 4000 students receive teaching and training within the University campus. Over 3500 patients seek health care in the state of the art academic medical centre.

The National Assessment and Accreditation Council, the accrediting body of the UGC, has accredited Sri Ramachandra University with "A" Grade with a CGPA of 3.52 on a 4-point scale, the highest to be awarded to a private medical University in India. The Joint Commission International (JCI) has accredited the University teaching hospital, the first teaching hospital in India to obtain such accreditation from JCI.

The Medical Council of India (MCI) has recognized and upgraded the Regional Centre in Medical Education Technologies, Sri Ramachandra Medical College and Research Institute, Sri Ramachandra University, as a Nodal Centre to conduct both Basic and Advance course in Medical Education Technologies. The WHO has designated Sri Ramachandra Medical College and Research Institute as a WHO Collaborating Centre for Research and Training in Occupational Health. The Atomic Energy Regulatory Board (AERB) has accredited the Biodosimetry lab of the Department of Human Genetics for assessment of personnel radiation exposure and related studies, the only non-governmental institution to have achieved such accreditation.

SRI SAI UNIVERSITY

Sungal, Palampur
Himachal Pradesh 176061
Phone No. : +91-9736501261 / 62
Email : contact@srisaiuniversity.com
Website : http://www.srisaiuniversity.org

Sri Sai University is established with the objective for professional and technical value-based education as State Private University vide Act No.3 of 2011 of State Legislature of Himachal Pradesh. It has been notified by the U.G.C. under Section 22 of the UGC Act 1956 and empowered to award degrees vide letter F.No.8-2/2011(CPP-1/PU) dated 01 June 2011.

Evaluating the academic progress and based on the glorious achievements of Sri Sai Group of Institutes founded by Sh. Ram Iqbal Bhardwaj Ji and under the dynamic leadership of Hon'able Chairman Er. S. K. Punj and respected Managing Director Smt. Tripta Punj, Government of Himachal Pradesh accorded approval through legislation to establish SRI SAI UNIVERSITY PALAMPUR in the year 2010.

Sri Sai University Palampur is a multi-disciplinary and World Class University located amidst the sylvan surroundings of Kangra Valley. Guided by visionary educationist Hon'able Chancellor Er S K Punj, Sri Sai University aims to develop global leaders who can make significant contribution to cater to the needs of society at large.

The University provides access to the high quality education, cutting-edge research and development of new technologies in line with preparing successful professionals in various walks of life i.e. Engineering and Technology, Basic and Applied Sciences, Management and Information Technology, Education, Law, Sports and Pharmacy with a close interaction with industry.

The University strives to its aim of "Transforming Dreams into Reality" by developing professional competencies with flexibility, adaptability and passion for learning.

SRI SATHYA SAI INSTITUTE OF HIGHER LEARNING

Vidyagiri, Prasanthi Nilayam - 515 134
Anantapur Dist., Andhra Pradesh
Phoen : +91 8555 287239
Fax : +91 8555 286919
Email : registrar@sssihl.edu.in
Website : www.sssu.edu.in

Sri Sathya Sai Institute of Higher Learning, (Deemed to be University), with its headquarters in Prasanthi Nilayam (Andhra Pradesh) in India, is a visible manifestation of Bhagawan Sri Sathya Sai Baba's vision of education for human transformation.

The Institute was recognised as a Deemed to be University by the Government of India in 1981.

The Deemed to be University hosts four campuses which are at Anantapur (in Andhra Pradesh), Kadugodi, Whitefield, Bangalore (in Karnataka), Muddenahalli, near Chickballabur (in Karnataka) and at Puttaparthi (in Andhra Pradesh).

The Anantapur campus is for women students, while the Prasanthi Nilayam, Brindavan and Muddenahalli campuses are for men students.

To assist generations of students acquire Self-knowledge (Atma Vidya) and Self-confidence (Atma Vishwas), so as to cultivate Self-sacrifice and earn Self-realisation; thereby moulding them into leaders who will benefit society.

To mould well-rounded holistic individuals – professionally sound, socially responsible and spiritually aware – who embody noble values and a right attitude, through Educare (Integral Education based on Human Values) that caters to the physical, intellectual, emotional, psychological and spiritual dimensions of the human personality.

SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

Indore-Bhopal Road, Sehore – 466001, Madhya Pradesh
Tel : +91-7562-222482/223647/223646
Mobile - 7748900027, 7748900028, Fax : +91-7562-222482
Email :- info@sssutms.co.in
Website : www.sssutms.co.in

Sehore situated on main Bhopal Indore highway lies 35 km's from Bhopal. Historically, Bhopal Tehsil was under Sehore District and Collectorate, S.P. Office were at Sehore. This situation changed in later years.

Sri Satya Sai Campus, Sehore came into existence in year 1999 with Sri Satya Sai Institute of Science & Technology (SSSIST). SSSIST initially had three branches in engineering education with total intake of 180. In 2012, because of the vision of promoters, the Sehore Campus was operating twelve Colleges, having twenty undergraduate courses & twenty Postgraduate courses, one post-graduate Diploma course & one Diploma course, with total intake of 3054 students. Sri Satya Sai Group of Institutions attracts large number of students from faraway places & States, due to quality of education at affordable cost, without any hidden fees policy. In its history of fourteen years, various Institutions under umbrella of Sri Satya Sai Group of Institutions were the only Institutes in Sehore & nearby six Districts offering Technical education at affordable fees to worthy & needy students belonging to more than six thousand villages, 34 Tehsils. Majority of population is agriculture dependent & percentage of population living at low standard of living is 80.6. Growth rate recorded recently is 21.5%.

Literacy rate of Sehore District is 71.11% which was 63.07% in 2001. Gender wise, male and female literacy were 82.37 and 58.86 respectively in year 2011, which in 2001 census, were 77.28% and 47.36%. 9 % of mothers between 17-55 years of age can read and this percentage is bound to increase in future. Sri Satya Sai Group of Institutions can humbly claim some role in these statistics. Now with establishment of Sri Satya Sai University of Technology & Medical Sciences, the overall scenario is expected to improve further.

Sri Satya Sai University of Technology and Medical Sciences imparts education in multiple fields of Engineering, Pharmacy, Medical Sciences, Management, Computer Applications, Hotel Management, Education, Physical Education, Vocational Courses, allied Sciences, Arts, & Commerce through various faculties. Careers in engineering, Business Administration, Pharmacy, Computer Applications are the backbone of Industries & contribute in the growth of nation in the modern Era. Sri Satya Sai University of Technology and Medical Sciences was established in 2013, after getting experience of more than fourteen years of running professional & technical courses under the banner of Sri Satya Sai Group of Institutions.

SRI SIDDHARTHA ACADEMY OF HIGHER EDUCATION

Agalakote, B.H. Road, Tumkur – 572 107, Karnataka
Phone : 91-816 - 2275516
Fax : 91-816 - 2275510
Email : info@sahe.in
Website : www.sahetumkur.ac.in

Sri Siddhartha Academy of Higher Education, (declared as Deemed to be University under Section 3 of the UGC Act, 1956) Tumkur, was established vide MHRD GOI No. F.9-31/2006-U.3 (A) dated: 30/05/2008 of Government of India. Sri Siddhartha Medical College and Sri Siddhartha Dental College have been functioning as constituent colleges of Sri Siddhartha Academy of Higher Education since 01/06/2008.

Further as per Govt. of India notification vide No. F.9-31/2006-U.3(A) Dtd. 16/12/2008, the UGC in exercise of the powers conferred by Section 3 of the UGC Act, 1956, included Sri Siddhartha Institute of Technology, Maralur, Tumkur, as an off-campus constituent teaching unit of Sri Siddhartha Academy of Higher Education, Tumkur with effect from 06/03/2009.

At SSAHE the focus goes beyond education. SSAHE aims to prepare students for life – ingraining in them the psyche of the eternal student – Making them a Leader; A Leader who is ever a learner, driven by thirst for knowledge; a passion to excel and ignited with the desire to achieve success – Success for Life.

Vision and Mission

- Entrancing Education to reach the unreached.
- Providing a congenial ambience for learning and creativity in young minds.
- Providing high quality medical education and prepare the student to be citizens of the world, proficient in their respective field and to respond to the needs of the society in which they live.
- Providing research and public service activities relevant to the needs of the society.
- To train the student to be morally responsible to the community and serve humanity to their utmost ability.
- Promoting own capacity to manage and develop the institution as possible.

Goals

- Providing high quality medical graduates not only competent in their respective fields, but are also motivated to serve humanity at large.
- Producing research papers in all fields of medical sciences, worthy of being published by National & International Journals.
- Providing all facilities for the pursuit of medical knowledge, relevant to the needs of contemporary society.
- Implementing public services beneficial to and relevant with the needs of the community at large, nationally and internationally.

SRI SRI UNIVERSITY

SriSri Vihar, PO: Godisahi B.O., Ward No. 1
Cuttack - 754006, Odisha
Phone : +91 9937811319, +91 7381017016
Email : info@srisriuniversity.edu.in
Website : srisriuniversity.edu.in

Envisioned by Sri Sri Ravi Shankar ji, the Sri Sri University was established as a centre for world-class education so Indian students do not have to leave the country in search of what they perceive to be better opportunities.

The Sri Sri University takes pride in offering a curriculum that enriches both domain expertise and life skills. The Art of Living Programme is an integral part of the curriculum at the University. The programme equips the students with tools and techniques to handle stress as well as understand and handle their minds, without which any education is incomplete.

Thus the university offers an education that is a blend of Western innovation with the spiritual values and wisdom of the East.

The Sri Sri University today offers value-based education in specialized areas of study including management; yoga; governance; and the performing arts.

The University is located on a 185-acre campus between Bhubaneshwar and Cuttack. The campus includes the admin block, a well-equipped computer lab, a well-updated library, auditoriums, comfortable hostels, Vidya (skill training centre) and a cafeteria. The campus also includes sports and recreational facilities including a basketball court, a gymnasium and a cricket ground adjoining a jogging track. The campus is Wi-Fi enabled, with 24*7 connectivity.

The academic block of the Faculty of Management Studies, an eco-green building as per the vision of Sri Sri Ravishankar, offers fully air-conditioned spacious class rooms with LCD projectors as well as faculty rooms, a language lab and tutorial rooms.

The computer lab has more than 150 workstations with an IT infrastructure that parallels any international university. While two of the auditoriums, with a seating capacity of 300 students each, feature state-of-the-art audio visual facilities. Apart from hosting technical events, the auditoriums are also used for the health, wellbeing and spiritual integration of students.

The university offers a rich, vibrant learning environment, in a healthy campus that is virtually smoke-free and alcohol-free.

SRI VENKATESWARA INSTITUTE OF MEDICAL SCIENCES

Alipiri Road ,Tirupati-517 507, Andhra Pradesh
Phone : 91-877-2287152 & 2286131 (Office)
Fax : 91-877-2286803
E-Mail: svimshosp@yahoo.com, bvengamma@yahoo.com
Website : http://www.svimstpt.ap.nic.in

Alleviating human suffering has been a part of dedicated services of Tirupati Tirumala Devasthanams to the man kind. To provide the most advanced medical technology to the needy, the T.T.D. has launched a monument, a blessing from the Lord by opening Sri Venkateswara Institute of Medical Sciences, a sophisticated super specialty hospital at Tirupati.

SVIMS was conceived in the year 1986 on the lines of AIIMS, New Delhi and the foundation stone was laid on 18.4.86 by Late Sri.N.T.Rama Rao, the Hon'ble Chief Minister of Andhra Pradesh in the world famous pilgrim town Tirupati. It was established with a view to providing Super Specialty facilities with nominal cost to the poor.

The hospital started functioning from 26.2.93. by an Act of A.P. State Legislature. This Institute became a University in 1995 within a short time of establishment. The Present Director is Dr. B.Vengamma, D.M., (Neuro) (NIMHANS).

The healing touch of SVIMS has covered most of Andhra Pradesh and the neighbouring states. The major objectives of SVIMS includes service, training and education in advanced medical sciences and technology. Latest technology in diagnostic wing and total computer automation of patient care has been implemented in this institution for the first time in our Country. The computer centre is equipped with medical literature analysis and retrieval system on line (MEDLINE) to get the information available from standard medical journals in the entire world. SVIMS also introduced "MEDLARS" awareness programme, which is a boon for all the students and medical personnel. Both inpatients & outpatients have increased by 75% to 100% in recent years.

The following departments are rendering their services for the public:
Anaesthesiology, Anatomy, Biochemistry, C.T.Surgery, Cardiology, Endocrinology, General Surgery, Hematology, Medical Gastroenterology, Medical Oncology, Medicine, Microbiology, Nephrology, Neurology, Neurosurgery, Nuclear Medicine , Pathology, Physiology, Plastic Surgery Radiology, Radiation Oncology, Surgical Gastroenterology, Surgical Oncology , Transfusion Medicine and Urology.

SRI VENKATESWARA UNIVERSITY

Dr. Y.S.R. Bhavan, Tirupati 517 502, Andhra Pradesh
Tel : 0877- 2289545/2289-414, 2249727/2289-412
Fax : 0877- 2289544, 2289555
Email : vcsvutpt@yahoo.com, registrarsvu@yahoo.com
Website : http://www.svuniversity.ac.in

Sri Venkateswara University, Tirupati , is established in 1954 in the world famous holy temple town of Tirupati on the sprawling campus of 1000 acres with a panoramic and pleasant hill view. The University stands as a testimony to the wisdom and foresight of great visionaries Late Sri Tanguturi Prakasam Pantulu, the then Chief Minister of Andhra and Late Sri Neelam Sanjiva Reddy, to cater the educational needs and aspirations of the people of Rayalaseema area. With a great wisdom, the founder of this University have rightly coined the motto Wisdom lies in proper perspective for it. The University has grown excellently from strength to strength over the past 60 years, as a premier institute of higher learning under the able and committed leaderships of successive Vice-Chancellors starting from Prof. S. Govindarajulu to the present Vice Chancellor Prof. W. Rajendra. It has gone through greater strides in the transformation of the University with acquiring necessary and modern sophisticated instrumentation to catch up with the world competition in academic and research programmes.

Right from its inception, the University has been laying more emphasis on teaching, research and extension activities in different subjects. The range of subject departments, courses and research programmes undertaken and promoted during the last 60 years reflect Sri Venkateswara Universitys commitment in promoting socially relevant and inter-disciplinary programmes. The University was started with six departments of Chemistry, Physics, Mathematics, Botany, Zoology, Economics and Philosophy.

The University has 4 constituent colleges concerning various conventional and advanced subjects, in order to provide good academic and smooth administrative service to one and all. The University has 54 departments, where in 72 different PG Courses and several Diploma and Certificate courses are being run with a total academic faculty strength of around 400 and 1500 non-teaching and a student strength of 5000, including research scholars. Several novel and newly emerging PG courses have also been introduced during this academic year.

The University has been moving forwards in achieving academic excellence with a strong commitment and dedicated approach, by clearly setting up of a vision of its own. The initiatives taken by the Vice-Chancellor have already started yielding excellent results, in terms of research funding, extension activities keeping the University on the path of excellence.

SRI VENKATESWARA VEDIC UNIVERSITY

Alipiri-Chandragiri Bypass Road, Tirupati
Andhra Pradesh
Tel. : 0877-2222586, 0877-2264404
Fax: 0877-2222587, 0877-2264407
Email: vcsvvedicuniversity@gmail.com
Website : http://www.svvedicuniversity.org

Words fail to praise His Excellency, Shri Rameshwar Thakur Ji, the First Chancellor of S. V. Vedic University. But for his sincere efforts, that were positively responded by the State Government of Andhra Pradesh and Tirumala Tirupati Devasthanams, the Vedic University would not have come into existence. The university has begun its endeavour to achieve academic excellence in teaching, research and publications.

While strengthening the tradition of recitation in Vedas, Agamas and Paurohithya, the University wants to produce comprehensive Vedic Scholars, who understand the Mantras they recite. With this intention, the Vedic University has started degree and PG courses in Veda Bhashya.

The Vedic University is committed to spread the message of Vedas through the younger generations. For this purpose, The University is going to introduce an integrated course (B.A., + M.A.) in Vedic studies for the benefit of the students in general education system.

This creative idea came from the great visionary, Sri B. Karunakar Reddy Garu, Honourable Chairman, TTD Trust Board, in the Executive Council Meeting held on 25.03.2008. My sincere thanks to him.

The University wants to open up new branches of Adhyayana courses in Samaveda, etc. Through the programme Vedasandesa, the University is trying to speed up the vedic message among the common people. It is our aim that the Research and Publication department of this Universtiy should significantly contribute and bring aout such works that serve the need of the hour, while eternalizing the Vedic wisdom.

SRI VENKATESWARA VETERINARY UNIVERSITY

Dr. Y.S. R. Bhawan, Tirupati - 517 502
Dist: Chittoor, Andhra Pradesh
Phone : (0877) 2248006, 2248068, 2248155, 2248621, 2248894
FAX: (0877) 2249222, 2248881
Email : splcs_ahf@ap.gov.in, registrarsvvutpt@yahoo.in
Website : http://svvu.edu.in

The establishment of Sri Venkateswara Veterinary University was the culmination of efforts during the period, 1955 to 2006 to strengthen education and services in the fields of Veterinary Science, Dairy Technology and Fishery Science in the State of Andhra Pradesh.

The establishment of three Veterinary Colleges, the first at Rajendranagar during 1946, the second at Bapatla during 1955 and the third at Gannavaram during 1998, paved the way for strengthening Veterinary education in the State. The Veterinary College at Bapatla was shifted to Tirupati during December, 1957. The College of Fishery Science was started at Muthukur, Nellore Dt. during 1991.

The College of Veterinary Science, Tirupati celebrated Golden Jubilee Year during July, 2004 to July 2005 and the year long Golden Jubilee Celebrations of the College were officially inaugurated by the Hon'ble Chief Minister of Andhra Pradesh, Dr. Y.S. Rajasekhara Reddy on 30th September 2004.

On that occasion, the Chief Minister, while highlighting the importance of livestock and aqua farming in the overall economy of the state, announced the establishment of Sri Venkateswara Veterinary University at Tirupati.

In tune with the promise of the Hon'ble Chief Minister, the State Cabinet at it's meeting on 4-3-2005 decided to establish the University at Tirupati and the Sri Venkateswara Veterinary University Act, 2005 was passed in the State Legislative Assembly on 30 Mar 2005.

The University was created by bifurcating the faculty of Veterinary Science comprising of Veterinary Science, Fishery Science and Dairy Science from Acharya N.G. Ranga Agricultural University, Rajendranagar, Hyderabad. The Hon'ble Chief Minister of Andhra Pradesh Dr.Y.S.Rajasekhara Reddy inaugurated Sri Venkateswara Veterinary University in the premises of College of Veterinary Science, Tirupati on 15 Jul 2005 coinciding with the valedictory function of its Golden Jubilee celebrations.

SRIMANTA SANKARADEVA UNIVERSITY OF HEALTH SCIENCES

Narakasur Hilltop, Bhangagarh,
Guwahati: 781032, Assam, India
Phone No: +91 0361 2130431
Email: ssuhs_assam@yahoo.in
Website: www.ssuhs.in

Srimanta Sankaradeva University of Health Sciences, Guwahati, Assam, India is established in 2009 as per Act "The Srimanta Sankaradeva University of Health Sciences, Act, 2007". The Srimanta Sankaradeva University of Health Sciences is the only Health University in the North Eastern Region with its jurisdiction to the whole of Assam.

The University is located in Gauhati Medical College Building (2nd Floor) at Narakasur Hill Top, Bhangagarh, Guwahati-32. As the University is located in Guwahati, it is well connected by Air, Rail and Surface Transport.

The Mission of the University shall be to create, uphold and develop an intellectual, philosophical, academic and physical environment which shall be conducive to free flow of ideas and exchange of information amongst various Faculties of the University, and to develop collaborative as well as autonomous institutions or research and higher learning, between this University and other Universities of Health Sciences, and other centres of excellence in the country and abroad, thereby opening a window to the world for the health professionals, health planners, health managers, health policy makers, bio-medical and social scientists, educators and academicians in Health Sciences of the country.

It is established for uniformity in standards of education in all faculties of Health Sciences.

SRINATH UNIVERSITY

Dindli, Adityapur, Jamshedpur, Jharkhand 831013
Contact : 0657 238 3113, Cell: 9234459983
Email: info@srinathuniversity.in
Website: www.srinathuniversity.in

Srinath University
अध्ययन • अनुशासन • अनुग्रहण

Srinath University is premier university in the state of Jharkhand with highest acadeic standards, diverse educational programmes, distinguished faculty, ultra modern infrastructure and varied co-curricular activities. Srinath University is a subsidiary of SANDHYA SHAMBHU EDUCATIONAL TRUST. We aim to become a role model and trend setter for other universities through our strong commitment to excellence in teaching, research and social outreach.

Established recently as a unitary, teaching and residential university, The University is duly recognised by the University Grants Commission under Sec. 2(f) of UGC Act 1956 as a self-financing Private University. Srinath University offers a wide range of programmes across disciplies and at various levels of Diploma, UG, PG and Ph.D programmes.

The Srinath University's verdant surrounding stretching over nearly 60 acres of land is situated amidst one of the largest industrial hub of India and adjacent to Tata Steel and India's first industrial city Jamshedpur with excellent teacher-student ratio. The mode of instruction encourages students to explore their own creativity along with boosting the received knowledge, Drawing students and faculty from across Jharkhand and other states, the University has emerged as a symbol of excellence

At Srinath, we pride ourselves on providing the highest standards in academics and helping shape the character of our students.

Srinath University, Jamshedpur has been established to create new benchmarks for quality education in various fields viz. Technical, Professional, General & Medicine Education in Jharkhand in particular & India and overseas in general.

Srinath University shall endeavor to promote the study of national integrity, social justice, secularism and democratic way of life, international understanding & scientific approach to the problems of the society in total.

SR UNIVERSITY

Ananthasagar, Hasanparthyv
Warangal Urban - 506371, Telangana, India
Website : https://sru.edu.in

Sri Rajeshwara Educational Society, the parent body of SR University is a 45-year-old conglomerate of educational institutions with more than 90,000 students and 10,000 teaching and non-teaching staff members. SR Educational Academy governs 95 Educational Institutions across Telangana and Andhra Pradesh. The goal of SR University is to create an innovative learning educational ecosystem whose graduates significantly contribute to the growth of Telangana and India. We plan to transform the educational system through three key differentiators.

Key Differentiators

At the core of SRU, exceptional faculty engage students in new experiences through innovative teaching approaches. SRU is home for such faculty who are ever curious to question existing knowledge, push the boundaries of understanding through research, and incorporate innovative teaching- pedagogies for better learning experiences. Coupled with our exceptional staff, technology-enabled infrastructure provides a foundation for entrepreneurial learning through experimentation. Cutting-edge technology is embedded in classrooms and laboratories, helping students familiarize themselves with the latest technological trends in the market. The collaborative entrepreneurial ecosystem provides curricular, co-curricular, and extra-curricular opportunities for everyone to contribute, thrive and create a lasting impact. The system includes strong ties with industry and international educational institutions.

Regional Ecosystem

- Tri-city area of Warangal-Hanamkonda-Kazipet is a highly developed, economically active part of Telangana.
- Warangal stands to become a significant player in the regional and state development - a potential hub for services sector (IT, ITeS, Tourism and Hospitality, and Textiles and Food processing)
- IT SEZ, Cyient, Tech Mahindra, Quadrant Resource, Kakatiya Mega Textile Park and Smart City initiatives are significant movers that have helped the area to develop rapidly.
- SRU has been an active player in the development of the regional ecosystem by engaging regional stakeholders with innovative initiatives.
- With the University status, SRU strives to :
    - Quickly address the regional needs (farming, textile, incubation).
    - Collaboratively create living-learning regional communities to experiment, learn and co-create new technologies.
    - Increase and accelerate the community reach to positively impact many lives.
    - Educate students from the region as well as attract students from other parts of India.

SPICER ADVENTIST UNIVERSITY

Aundh Road, Ganeshkhind P.O.
Pune – 411 007, Maharashtra

Spicer Adventist University, established by the State Government of Maharashtra (vide Maharashtra Act No. XIV of 2014) on June 14, 2014, and was inaugurated on August 28, 2014. It belongs to the Southern Asia Division of the Seventh-day Adventist Church which is one of the 13 large Divisions of the worldwide Church which operates an internationally renowned global educational system comprising of over fifty universities, about one hundred colleges and more than seven thousand schools which offer a distinctive and quality education to nearly two million students worldwide. Though the history of Spicer Adventist University may seem brief, it is indeed the culmination of a kaleidoscopic saga nearly a century old. Its roots can be traced to two schools that were started in Coimbatore in the south and Lucknow in the north in 1915. The South India Training School at Coimbatore was started in July, 1915 with Gentry G Lowry as the Principal with 15 students, more joining later. While the "girls' dormitory" was in one wing of their house, the boys stayed in the godown at the back of the house. Due to the threat of plague, the School was moved from Coimbatore to Bangalore, near Bamboo Bazaar, in 1917. The Christian Training School at Lucknow was also started with 14 students on November 3, 1915 when a visionary H R Salisbury, an educational pioneer in England and India, invited I F Blue to establish the school, but it was closed down in 1920 and many students joined the South India Training School in Bangalore. The institution was again moved in 1922 to a new campus at Krishnarajapuram, seven miles from the city of Bangalore. As the premier educational institution of the Seventh-day Adventist Church in the Southern Asia region, it soon attracted students from all parts of undivided India which included the present day Pakistan and Bangladesh, Myanmar (Burma) and Sri Lanka (Ceylon). In 1937, the school was reorganized and a Junior College (Intermediate) section added and the name changed to Spicer Junior College in honour of William Ambrose Spicer, an early Adventist leader in India. After twenty years at Krishnarajapuram, when the military wanted to use the facility during the Second World War, the college was relocated to its present site in Pune (erstwhile Poona), an ideal city and famous educational and cultural hub, also known as the Oxford of the East, and renamed as Spicer Missionary College. In 1945, the college was upgraded to a Senior College offering four-year liberal arts degree courses in Business, Education, English, History and Theology. In 1955, three years after the death of W A Spicer, the name was modified to Spicer Memorial College. In 1966, the College Board of Trustees authorized the establishment of the School of Religious Studies by reorganizing the academic divisions of Christian Theology and Philosophy. This was followed by a decision to introduce the fifth-year degree programmes in theology and secondary education. In 1970, the Schools of Business and Education were added. With the introduction of the Plus-Two educational pattern in the country, Spicer Memorial College re-organized its courses in 1978 to accommodate the Plus-Two programme followed by a three-year degree curriculum. In 1980, the College Board approved the introduction of Post Graduate Studies in Business Administration, Education, and Religious Philosophy. Accordingly, in 1981, the School of Business, the School of Education and the School of Religion have been set up and master's programmes introduced offering the master's diplomas, MDBA, MDEd and MDTh respectively. In 1983, a review of the academic programme in the context of the Plus Two and three-Year Studies was made and it was felt by the College Board that the three-year college programme does not adequately meet the needs of a liberal arts education, nor does it equip the student sufficiently to meet the needs and demands of present day life. Therefore, beyond the Plus Two, a four-year college programme was authorized and initiated. This meant that a student received a bachelor's degree after a minimum of sixteen (10+2+4) years of schooling. The same year affiliation was confirmed from Andrews University, Michigan, USA, for the three graduate programmes in Business Administration (MBA), Education (MA) and Religion (MA). However, due to some technical reasons, affiliation to MBA programme was withdrawn in 1992 and the programme was wound up in 1997.

SPORTS UNIVERSITY OF HARYANA

20th Mile Stone (Biswa-Mile), Rai, District - Sonepat, Haryana
Email: registrar@suoh.ac.in
For Admission Related Queries: dpessuoh@gmail.com
Website: https://www.suoh.ac.in
Phone: PS to VC: (M) +91-9812376191, (M) +91-9340223353

The Sports University of Haryana, Rai, is recognized under section 2 (f) by the University Grants Commission (UGC) Act, 1956 and is a member of the Association on Indian Universities (AIU). The university is dedicated to becoming a premier institution for the study of sports, offering advanced education in physical education, sports technology, sports management, coaching, and sports sciences.

Our university inspires innovation and excellence in the fields of physical education and sports sciences. Our commitment is to provide a world-class educational experience that nurtures your passion for sports and equips you with the skills needed to thrive in the rapidly evolving world of sports.

At the Sports University of Haryana, we aim to foster leaders, innovators, and game changers in physical education and sports. Our specialized academic and training programs are designed to give you the tools to excel, whether you're an aspiring athlete, coach, sports scientist, or sports industry professional. We also find ways to ensure that we value research and innovation as key drivers of progress, encouraging our students to push boundaries and contribute to advancing sports sciences and technology.

The university's mission includes fostering research, sharing knowledge, and creating innovative academic and training programs in these areas. It aims to provide leadership in the fields of physical education and sports sciences, developing skills and expertise across various levels.

With a vision to serve as a hub for sports education and high-performance training, the university seeks to build strong partnerships with sports academies, schools, colleges, clubs, associations, and international federations, supporting comprehensive teaching, training, and research activities. Through these efforts, the university intends to boost the sports ecosystem in Haryana and contribute to India's rise as a significant player in the global sports arena.

Recognizing the significance of physical activity and sports in overall human development, the department aims to provide comprehensive education and training to aspiring professionals in the field. At the Sports University of Haryana, we aim to foster leaders, innovators, and game changers in physical education, sports science and sports coaching. Our specialized academic and training programs are designed to give you the tools to excel, whether you're an aspiring athlete, coach, sports scientist, or sports industry professional.

STAREX UNIVERSITY

NH-8, Vill. – Binola, P.O. Bhorakalan
Gurgaon – 122413, Haryana
Tel. : 0124 – 2379990/1/2/3

The Starex University, Gurgaon has been established under the provisions of Haryana Private Universities (Amendment) Act 2016. The Starex University has designed a masterplan paradigm for conducting vocational and employment centric Bachelor's, Master's, Doctoral and Post Doctoral Degrees with a view to catering to the needs of a competent cadre of young professionals for managing all facets of the development of our country. There is a saying that "Visualization is a key to success." As in last decade our country is highly influenced by the globalization, there is a big U-turn in every aspect of life .In this competitive era only those people can survive who have got the global vision and one among such people is Mr.Mohinder Singh, the founder of Starex Group who came from Germany with a Global Vision. Starex is a pioneer in providing such opportunity to our young generation to develop a global vision. Our doors are open for all kinds of students but one thing which is needed is The Burning Desire To Grow". "Where There Is A Will There Is A Way", this saying matches perfectly with our organization. Starex is available for all the aspiring students willing to achieve higher goals in life after gaining quality education. Starex is an organization that educates the students, guides them regarding the latest professional courses available and helps them in selecting a professional course for themselves according to their educational qualification. To meet the institutional objective of delivering holistic education, the management has invested heavily in contemporary, academic, non-academic and sports infrastructure.The Starex University has clusters of buildings for hosting the classrooms, laboratories, libraries, computer centres, research outfits, hostels, faculty residences and recreational facilities. The salient features are :

- Spacious classrooms.
- State-of-the-art, Engineering, Medical, Pharmacy, Environment, Computer Science, Physics, Chemistry, Biology and Multimedia room.
- Music, Dance, Art & Activity Room well equipped library and books and several journal subscriptions. The academic and administrative blocks are WI-Fi enabled.
- Sports infrastructure includes basketball, Lawn Tennis courts, Table Tennis courts, athletics track etc. Additionally, indoor chess, table tennis and carom are provided in campus.

The 100-acre campus at Gurgaon has a lush green environment with the infrastructure of international standard running into more than half a million sq.ft. of built-up area. Each class room has adequate storage provision for the entire class. The building is networked to provide adequate computers. In addition to regular classrooms, the building has classrooms equipped with multimedia projectors, language rooms, science lab, computer lab, music and dance rooms and adequate toilet facilities for boys and girls. The building also has two audio visual rooms with state of the art projection facilities with a seating capacity of 70 people each. At the Starex University, residential life is an integral part of the school. Boarders grow in self- reliance confident and develop independent living skills in stimulating environment. They learn to identify their needs, co operate with each other and takes responsibilities of their own decisions and that of group. School maintains centrally air-conditioned separate hostel for boys and girls. Rooms are allotted on twin sharing basis. Shower rooms and toilets are well maintained. There is a common room equipped with LCD's, Indoor games and magazines.

St. ALOYSIUS COLLEGE

(Deemed to be University)
St Aloysius College Road, Kodialbail P B No. 720
Mangalore – 575 003, Karnataka, India
Email: aloysius.principal@gmail.com, principal_sac@yahoo.com
principal@staloysius.edu.in
Website: https://staloysius.edu.in
Phone: Receptionist-0824-4117701, Registrar Office: 0824-4117703

ESTD : 1880

St. Aloysius College now Deemed to be University belongs to a network of educational institutions administered by the members of the Society of Jesus, a religious order which runs schools, colleges and universities in more than 105 countries in the world.

Established in 1880, St. Aloysius College, now Deemed to be University prides itself in its history of 144 years. Despite its status as a minority institution, the college has imparted high-quality education to all sections of society regardless of caste, colour or creed.

The motto of the university, "Lucet et Ardet" which means "Shine to Enkindle" has inspired countless students to become men and women for and with others and thus bring light and joy into the lives of people.It is for this reason that Jesuit education has become a touchstone for evolving new paradigms in higher education.

In 1880, 9 Jesuits landed in Mangalore at the request made by Mangaloreans to establish an institution of quality higher education. The (then) College celebrated its Centenary celebrations in 1980 in a grand manner for which our former President of India, Sri Neelam Sanjeeva Reddy was the chief guest and witnessed the celebration. In the year 2002, the college campus witnessed the arrival of our beloved former President, Dr APJ Abdul Kalam for the inauguration of the Information Technology Block.

As the (then) College felt that it was ready for an assessment by external agencies like the NAAC, it subjected itself to the rigorous exercise of the first cycle of NAAC Accreditation in 2005. The institution received a high score of 86.7%. The institution has seen tremendous growth after it became autonomous in 2007. The College offers a variety of courses across disciplines both at the undergraduate and postgraduate levels.

Mangalore Jesuit Educational Society (MJES), which runs St Aloysius (Deemed to be University), aims at the integral formation of students and tries to mould them into "men and women for and with others" who in turn will be the agents of change in forging a more just, humane, eco-friendly, and gender-sensitive society.

St. JOSEPH UNIVERSITY

Virgin Town,Khekiho - Zimomi Road
Ikishe Model Village , PS Dhipupar
Dimapur - 797 115, Nagaland
Telephone : + 91 94444 05815, + 91 94444 05818
Email : stjuniv@gmail.com
Website : www.stjosephuniversity.org

Saint Joseph's University is a private, coeducational Roman Catholic Jesuit university located in the Philadelphia suburb of Merion Station in Lower Merion Township on the historic Philadelphia Main Line. The University was founded by the Society of Jesus in 1851 as Saint Joseph's College. Saint Joseph's is the seventh oldest Jesuit university in the United States and one of 28 member institutions of the Association of Jesuit Colleges and Universities.

Saint Joseph's University educates over 9,200 undergraduate, graduate, and doctoral students each year through the Erivan K. Haub School of Business, the College of Arts and Sciences, the Program of Professional & Liberal Studies, and the Haub Degree Completion Program. The University offers over 60 undergraduate majors, 53 graduate programs, 28 study-abroad programs, 12 special-study options, a co-op program, a joint degree program with Thomas Jefferson University, and an Ed.D. in Educational Leadership. It has 17 centers and institutes, including the prestigious Kinney Center for Autism Education & Support and thePedro Arrupe Center for Business Ethics. Saint Joseph's has grown in physical size and scope since 2001 with the addition of the Maguire Campus, construction of new campus buildings, and the addition of new majors and programs annually. In the 2014 U.S. News and World Report rankings, in the Master's Universities (North) category, Saint Joseph's was ranked number 11.

St. Joseph University, Nagaland - has a sprawling green campus spread over 33 acres of land with well-connected roads and easy accessibility to the airport within 4 kilometre distance; equipped with state-of-the-art infrastructure, laboratories, computer labs, well-furnished library stacked with books of high standard and net connectivity, conducive for higher learning, research and innovation. St. Joseph University - to become a leading university in the North East capable of attracting students, research scholars and innovators from all over India and from other parts of the world; where dreams will be nurtured in knowledge, excellence, discovery and creativity. Alumni of our institutions have already emerged not just as global leaders but creators, innovators and mentors of the future world to come.

DMI Foundations has a Medical College in Tanzania and universities in the name of St. Joseph University in Tanzania, DMI St. Eugene University in Zambia and DMI St. John the Baptist University in Malawi and many other Colleges abroad, while having several Engineering Colleges, Arts & Science Colleges, Colleges of Education, Polytechnic College, one Teacher Training College and a number of C.B.S.E. & State Board Schools in India and abroad.

ST. JOSEPH'S UNIVERSITY

St. Joseph's College, 36 Lalbagh Road,
Bangalore, Karnataka, India
Mob: 7676759199
College office: 080 2227 4079, 080 2221 1429
For admission queries: admission@sjc.ac.in
Website : https://www.sjc.ac.in

In the year 1882, St Joseph's College was started and was affiliated to the University of Madras as a Second Grade College. In 1926 the University of Madras granted the Institution the status of a First Grade College. On 1 June 1937, the management of the college was transferred to the Society of Jesus. From 1882 to 1937 the college was under the Missions étrangères de Paris. At the time the college consisted of one building, constructed in 1925, accommodating 350 students.

In 1949, following reorganisation of the state of Karnataka, the college was affiliated to Mysore University. In 1967, the college was granted permanent affiliation to Bangalore University. 1972 saw the commerce sections and evening college separated from the main college. In 1982, University Grants Commission recognised the college under 2(f) status of UGC ACT 1956 giving it authority to grant degrees. Further in 1985, University Grants Commission recognised the college under 12(B) of the UGC ACT 1956. In 1986, it became the first affiliated college in Karnataka to offer postgraduate courses. In 1988, it became the first college in Karnataka to get a research center. The college is also one of the early ones to go for NAAC accreditation in 1998 and got a four-star (70–75%).

St. Joseph's University is a private aided, Jesuit, higher educational institution run by the Karnataka Province of the Society of Jesus in Bangalore, Karnataka, India. It is one of the oldest educational institution in the state of Karnataka with a history of 141 years. It has been conferred with the award College of Excellence by the University Grants Commission (India). The institution was awarded a rating of A++ (3.79/4), in the 4th cycle of re-accreditation by the National Assessment and Accreditation Council (NAAC) in 2017. It offers graduate, post-graduate and research education. St. Joseph's University has around 300 teaching and non-teaching staff and more than 5500 students. The university is located at Langford Road near Richmond Circle, Bengaluru, Karnataka, India.

In February 2021, St. Joseph's University bill was presented in the Karnataka Legislative Assembly and was subsequently passed by the Legislative Assembly and Karnataka Legislative Council. The college received its University charter on 2nd July 2022. On 27th September 2022, the institution was inaugurated as India's first public-private University by the President of India, Droupadi Murmu.

St. PETER'S INSTITUTE OF HIGHER EDUCATION AND RESEARCH

Avadi, Chennai - 600 054
Tamilnadu
Tel : +91 44 2655 5448/3720/3746
Mobile : +91 9445638085
Email : admissions@spiher.ac.in

SPIHER is a Deemed to be University under section 3 of UGC Act, 1956 since 2008. The institution was previously known as St.Peter's Engineering College which was established in the year 1993. It is one of the India's leading Institute, with students from all over the country. The institution continuously strives to focus on imparting quality technical education and introducing innovative programmes leading to Research and Development for sustainable growth. The institution offers Engineering, Technology, Architecture, Management Studies, Science and Humanities programmes approved by UGC and AICTE.

Excellent buildings with spacious class rooms, Well Equipped labs, Internet Connectivity round the clock, Advanced and Exclusive computing facility, Modern Central library with on-line journals, Department libraries with computing facility, Experienced and dedicated faculty team, Research and Development based teaching. Guest Lectures, Industrial vists, case studies, periodical seminars and coferences. Guest room facility, Health care facility with resident doctor. Air conditioned seminar halls, Transport facility, PCO/STD/ISD, xerox facilities.

Vision

To be a globally renowned institution in academic excellence, research and innovation by providing inspirational learning to produce socially conscious leaders capable of addressing future challenges with ethical values.

Mission

- To provide a vibrant learning environment, fostering innovation and creativity inspired by cutting edge research.
- To instill ethical values, imbibe a sense of social responsibility and strive for societal wellbeing.
- To promote National and International alliances and collaborative initiatives to achieve global excellence.

ST. XAVIER'S UNIVERSITY

Premises No.-IIIB-1, Plot No.- IIIB/1
Action Area IIIB, P.S. New Town
Kolkata-700 160, West Bengal, India
Email: cityoffice@sxuk.in
Website : http://www.sxuk.edu.in

The Crest of St. Xavier's University, Kolkata, is modeled on Jassu Crest of the College Patron Saint Francis Xavier's family. It has been adapted to local surroundings, suggestive of a native flavour of a University in India. The escutcheon in white and blue contains a tiger and a palm tree, overlooked by a silver crescent moon, which symbolizes the palacio of Xavier. The charge on the Dexter, HIS, bespeaks a College of the Society of Jesus (Iesus Hominum Salvator - Jesus, Savior of Human Family).

The checky argent and sable in the base recall the spirit of the Xaverian family. A garter bearing the words "St. Xavier's University, Kolkata", encircles the escutcheon and it is surmounted by a Cross emanating holy rays. A scroll passes underneath inscribed with the words Nihil Ultra (Nothing Beyond), the motto of the University. The Crest signifies dignity, courage, quiet gleam and the call of the beyond - the quest persists towards higher endeavour.

Vision

Rooted in and inspired by the Ignatiancharism of forming men and women for others, St. Xavier's University, Kolkata, as a Centre of Excellence, strives to promote a society based on love, freedom, liberty, justice, equality and fraternity

Mission

To set an international standard for Arts, Science, Commerce, Management and Education contemporary and relevant to the 21st Century.
To provide all students of St. Xavier's University a unique and exceptional education that will be a transforming experience intellectually, culturally, socially and personally.
To excel in all areas of teaching-learning, research, outreach and consultancy;
To contribute to the creation of knowledge and to search for the meaning of life;
To bridge the rural-urban divide, taking the benefits of education to the poor and the marginalized, aiming at their empowerment;
To ensure access to and equity in higher educational opportunity to all deserving and meritorious students with a preferential option for the poor and marginalized, irrespective of caste and creed;
To inspire and challenge all segments of the college to raise the realm of good from great to greater, through continuous quality assessment;
To offer subjects for competence building, and to motivate/animate a work force imbued with human values;
To become a Centre of culture and to consciously promote communal harmony and cultural integration so as to create an atmosphere of dialogue in the campus;
To promote academic exchange and academia-industry interfacing, making use of the latest technology;
To develop application-oriented courses, with the mandatory view on values, to produce holistic development of persons;
To form young men and women of competence, commitment, conscience and compassion;
To contribute to the well-being of the nation without counting the cost; in the spirit of NIHIL ULTRA (Nothing Beyond), the motto of St. Xavier's.

SUMANDEEP VIDYAPEETH

Village Piparia
Taluka, Waghodia
District Vadodara-391760, Gujarat
Phone : (02668) 245262 / 64 / 66
Website : http://www.sumandeepuniversity.co.in

Sumandeep Vidyapeeth, the prestigious organization committed for making education a pleasurable experience. You are entering in to the arena of higher education in medical and paramedical fields when the future is full of challenges and opportunities.

Since educational situation in our country has become quite dynamic and competitive, we have to be ready and equipped with the required abilities and capacities to conquer these newer fields of knowledge and master newer techniques and skills. This University provides one such portal to acquire, enhance and utilize the basic and advanced training all to groom you as a competitive student and a capable professional.

In pursuit of the mission of giving quality education, the prestigious Sumandeep Vidyapeeth has been established with all departments have preeminent infrastructure, facilities and dedicated faculty ensuring high quality education catering to the needs of the society.

To become an accomplished centre of unique evidence based medical education system in the country with a capacity and capability to share ideas and train other medical institutes in this form of teaching – learning process, to be able to provide the best medical care to the needy with state of the art technology , and to bring forth hypothesis based , community oriented, high impact research which would be able to contribute to formulation of National medical management guidelines in all activities related to medical care. To become a name to reckon with in the field of Medical care and Medical education in India.

To carry forward and consolidate the gains of Evidence based education system by implementing the revised evidence based curriculum in all it's dimensions in all the constituent colleges, thereby giving further impetus to adult learning, enhanced learner participation, patient satisfaction, continuous high quality research and development of more managements protocols suitable to local problems, and in doing so create a new paradigm in medical care and education.

SUNRISE UNIVERSITY

Bagad Rajput, Alwar – 301030, Rajasthan
Tel : 07023704666
Email : tpr@sunriseuniversity.in
Website : http://www.sunriseuniversity.in

Sunrise University is situated on a sprawling campus of 30 acres in the National Capital Region Alwar which is also known as "Tiger Gate of Rajasthan". It is established under Sunrise University Act, 2011 (Act No. 22 of 2011) and recognized by University Grant Commission u/s 2(f) of UGC Act, 1956. Sunrise University is a venture of well known and reputed educational group "IET Group of Institutions". The Success story of the IET Group of Institutions which started with the establishment of IET Engineering College Alwar in the year 1998, is continuing with a new chapter being added to it every year. The Group is ISO 9001 : 2000 Certified institution and also got NBA Accreditation for international quality in education by Govt. of India. Presently 2 Engineering Colleges, one Pharmacy College and one Homoeopathic Medical Colleges are running under the IET Group. The Group is running B.Tech., M.Tech., MBA, MCA, B.Pharmacy, M.Pharmacy, BHMS Degree Courses, with the approval of AICTE, Govt. of Rajasthan and affiliated to Rajasthan Technical University, Kota, Rajasthan University of Health Sciences, Jaipur, & Rajasthan Ayurved University, Jodhpur. Presently approx. 8000+ students from different parts of the country are studying in the IET Group in different disciplines. Best Engineering College of Rajasthan - 2010, 2011 & 2012 Awards have been awarded by Dr. Kiran Bedi, Mr. Chetan Bhagat and Mr. Shashi Tharoor. The Sunrise University has been established by learned educationist Dr. V.K. Agarwal, MBBS, DCH, MBA (Chancellor) with a vision to meet the dynamic needs of competitive world through a valued systematic functioning and bring out professionals of high caliber and competence, who can bring a qualitative change to nation through their contribution. The Sunrise University operates under the guidance of the Chancellor Dr. V.K. Agarwal, Pro-Vice Chancellor Prof. (Dr.) S.K Gupta, Executive Director, Dr. Manju Agarwal, Registrar Dr. Umesh Sharma and Director Er. Deep Kamal Agarwal. The Board of Management & Academic Council under the leadership of several learned academicians, experienced administrators & Industrialists are regular contributors to its success story.

Good infrastructure facilities have been created to cope with the increase in enrolment of students in various on-campus programmes. New laboratory facilities in terms of space and quality equipments have been provided to cater to the needs of the learners and researchers. High-tech class rooms and digital library facilities are some of the latest technological facilities created in the University. An Internal Quality Assurance Cell has been created to monitor the quality of academic output. The departments of study conducts national and international seminars, symposia, workshops and conferences so as to expose teachers & students of the University to new trends in teaching and research at the global level. A Students PDP Cell for on-campus students has been set up to develop the individual student's personality.

SURAJMAL UNIVERSITY

Siroly, Kichha, Distt- Udham Singh Nagar
Uttrakhand - 263148
Contact : +91-05944-296000
Mobile : 8006565222, 8006568222
Email Id : info@smu.ac.in
Website : https://www.smu.ac.in

Surajmal University has been established with the idea of endowing cutting- edge, modern and in-line education blended with real-world experience and moral values. With the commencement of different societal programs under the umbrella of this university, efforts shall be made to expand the boundaries of new knowledge and creative expressions which will lead to further civic engagement and will ultimately solve society's most complex problems.

University is committed to turn ideas into positive impact, an ideology that's rooted in deep optimism and a hunger to pursue progress for the benefit of all with fervent longing for bringing girl, tribal and economically backward students to the forefront of academic excellence. The environment of the university shall foster competitiveness, creative thinking, innovation and so forth. It will provide a learning atmosphere that will encourage working on innovative projects in order to promote holistic personality development for nurturing future leaders with human values and professional ethics.

University is committed to work in a plenary manner to cover all the four aspects of learning-learning to know, learning to do, learning to be and learning to live together. The philanthropic attitude of its founders will be reflected in the transformation of its students in complete human being having characteristics of a perfect human being so that they may succeed in work and life. University will emphasize to inculcate the qualities so that they could be- empathetic, intuitive, creative, passionate, life-long learners, good listeners, persuasive, responsible and kind, courageous, self-aware, wholehearted, etc., to mention only a few.

The end of the year 2021 has got the opportunity to witness the culmination of the dreams of its founding father, Swami Satya PrakashanandSaraswati ji in the form of university by carving a niche for itself as a center for fostering and developing the body, mind and spirit of its students. The university is totally committed to this three-fold flowering of its students by blending of academic excellence and real-world experience with moral values. This university is being developed with ethos of its own, quite different from others. It believes in motivation of its students in such a way that their endeavors and interests could transcend all type of boundaries. We believe in providing them such an atmosphere where they do not seek to maintain status quo nor settle for observing change; they rather hope to be powerful instruments of change using their dynamic verve and inculcated sacraments to make their contributions to the world.

SURENDRANAGAR UNIVERSITY

Shree Pandit Nathulalji Vyas Campus
Kothariya Road Wadhwan
Surendranagar-363030, Gujarat
Mobile : 9909503000
Email : info@suni.ac.in
Website : https://suni.ac.in

The Head Quarter of Surendranagar University is be located at Shree Pandit Nathulalji Vyas Campus, Nr. 66 KW GETCO Sub Station, Wadhawan- Kothariya Road, Wadhvan-363030, Surendranagar.

Head Quarters, Main Administrative Building, Examination and Confidential Department, and future Educational programmes will be start at this campus. The University would come equipped with cutting-edge infrastructure and all modern amenities, making it one of its kinds throughout the nation.

Surendranagar University spread over 23877 sq. mts. of prime land and built up area of 17541 sq. mts. has an equally grand and well maintained green top play-ground with flowering trees and bushes all around, making it one of the best lush green campuses in city.

The majestic building open space and green lawns, well designed sports area, play park for younger students and indoor games areas, make for a world class learning infrastructure. The health centre, large auditorium, the facilities make the campus quite comfortable and conducive to learning.

SURESH GYAN VIHAR UNIVERSITY

Mahal, Jagatpura, Jaipur - 302 017
Telephone: (0141) 6450389/90 Extn: 229
Mobile: +91 9413345444, 9413341196
Fax: (0141) 2796255
Email: registrar@gyanvihar.org, info@gyanvihar.org
Website : http://www.gyanvihar.org

Suresh Gyan Vihar University, established by the sponsoring body Sahitya Sadawrat Samiti, has been meticulously striving in the field of education. Located in suburbs of the heritage city of Rajasthan, Jaipur, it has most magnificently designed edifice, which makes one look at it in awe. IT has to its credit several educational endeavors, covering multifarious educational avenues ranging from a 10+2 CBSE School to a full-fledged University in the state of Rajasthan. The University offers a wide range of programs in Management, Engineering, Pharmacy, Sciences, Hotel Management and education. Suresh Gyan Vihar University, a Self Financed University established by Govt. of Rajasthan, under Section 2(f) of UGC Act 1956 vide Suresh Gyan Vihar University, Jaipur Act 2008 came into existence in the year 2008. Gyan Vihar University comprises of three campuses with over all area of 130 acres at Jaipur, Capital city of Rajasthan.

The University is dedicatedly engaged in achieving unmatched excellence in the field of higher technical & professional education. The University is known for providing a platform for career building of new age technocrats with focus on holistic development and creativity enhancement making them future ready. The inception of Gyan Vihar School of Engineering & Technology in the year 2000, was a milestone as the samiti took technical field in it's stride since then there was no turning back. The school offers an extensive choice of programs in B.Tech viz; Electronic & Communication, Mechanical Engineering, Computer Science, Information & Technology, Electrical Engineering & Civil Engineering. Further M.Tech in Computer Science, Software Engineering, Digital Wireless & Communication Engineering, Very Large Scale Integrated, Power System, Manufacturing & Industrial Engineering, Energy Engineering, Automotive Engineering & e-Manufacturing, Information Communication are also in the list. Gyan Vihar School of Pharmacy one of the finest pharmacy colleges of the country having world class infrastructure at par with international standards is providing education in B.Pharm & M.Pharm with specialization in Pharmacology, Pharmaceutics & Pharmacognosy, Quality Assurance, Medicinal Chem. & Drug Discovery and P'ceutical Biotechnology. Gyan Vihar School of Hotel Management another benchmark in the history is also a trendsetter producing hotel graduates. Gyan Vihar School of Sciences is a very advanced science college catering to some of the significant areas like Biotechnology, Microbiology, and biochemistry. Gyan Vihar International School of Business Management operational since 2004 has achieved laurels in the field of Business Management & currently offering MBA (in various specialization) BBA and B.Com (Corporate Secretaryship /Management Accountancy).

SUSHANT UNIVERSITY

Sector 55, Golf Course Road
Gurgaon – 122003, Haryana
Tel : +91-124-4750400 / 501
Email : info@ansaluniversity.edu.in
facebook.com/AnsalUniversity twitter.com/AnsalUniversity

Sushant University (Erstwhile Ansal University) was established in 2012 under the Haryana Private Universities Act 2006. Located in the heart of Gurugram, India's largest hub of National and Fortune 500 companies. We have eight schools offering programmes in Architecture, Design, Law, Management, Hospitality, Engineering, Health Sciences and Planning & Development.

Since 2012 Sushant University (Erstwhile Ansal University) has been helping students from across the world realize their dreams. We offer a variety of specially designed courses that offer the students a fulfilling career, and not merely a Degree.

The legacy of the Chiranjiv Charitable Trust in the realm of higher education goes back to 1989, when the foundation of the Sushant School of Art and Architecture was laid by Mr. Sushil Ansal, to address the gap in Indian architectural education. The School was conceived with the objective of combining traditional Indian aesthetics and modes of urban planning with the needs of a modern cityscape. As the School made a mark in the field of architectural education under the guiding force of late Fellow of the Frank Lloyd Wright Foundation, Padma Shri MM Rana, the Trust further expanded to establish the Ansal Institute of Technology in the year 2000 that received international recognition in the field of research, extension and global collaborations. The Sushant School of Design was instituted a decade later and in 2012 the 'Sushant Group of Institutions' came under the Ansal University, established through the legislation of the State of Haryana under Haryana Private Universities Act 2006.

The various schools under the University, located in a sprawling campus in the heart of Gurgaon, have carved a niche by offering the required educational programs and providing the best faculty and facilities to promote academic excellence. The strengths of the University include strong international collaborations with some of the top Universities of USA, Canada and Australia like Clemson University, Valparaiso University, Eastern Michigan University, Tarleton State University, NJIT, Saint Mary's University, Deakin University, Northumbria University, Sonoma State University and Eastern Institute of Technology. The organization has a rich intellectual capital comprising of about 150 highly qualified and experienced faculty from diverse fields. Besides the regular faculty members, the institutes have a history of long standing academic relationship with eminent personalities like late MF Hussain, Sonal Mansingh, Sir Joseph Allen Stein, Mario Botta, Sir James Bevan, Sunil Kant Munjal, Hafeez Contractor, Rajan Anandan and many more from various fields.

SWAMI KESHWANAND RAJASTHAN AGRICULTURAL UNIVERSITY

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Bikaner 334 006, Rajasthan
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Fax: 0151-2250336
Email : vcrau@raubikaner.org
URL: www.raubikaner.org

उत्तमा वृत्तिस्तु कृषिकर्मेव

Education is the process by which an individual is encouraged and enabled to fully develop his or her potential; it may also serve the purpose of equipping the individual with what is necessary to be a productive member of society. Through teaching and learning the individual acquires and develops knowledge and skills.

The term education is often used to refer to formal education. However, the word's broader meaning covers a range of experiences, from formal learning to the building of understanding and knowledge through day to day experiences. Ultimately, all that we experience serves as a form of education.

All colleges and universities aim to impart quality education for all aspirants. Swami Keshwanand Rajasthan Agricultural University concisely aims to impart and promote agricultural knowledge to Modern Indian students.

Swami Keshwanand Rajasthan Agricultural University is authorized to provide instructions in Agriculture and Allied Sciences which include Horticulture, Home Science and Agri-Business Management.

It has also been authorized in other fields of agricultural learning, which the University may deem fit. It is empowered to maintain academic institutions, dealing with agriculture, home science, agri-business management, etc., to carry out instructions in these faculties, hold examinations, and confer degree, diplomas, pertaining to professional qualifications.

SWAMINARAYAN UNIVERSITY

Shree Swaminarayan Vishvamangal Gurukul,
Ahmedabad-Mehsana Highway, At & Po-Saij
Tal-Kalol, Dist. Gandhinagar-382725, Gujarat
Contact : +91 9879614190 1800-843-2900
Email : info@swaminarayanuniversity.ac.in
Website : https://www.swaminarayanuniversity.ac.in

Government of Gujarat announced the establishment of Swaminarayan University under the Gujarat Private Universities Act No.7 of 2022(further to amend the Gujarat Private Univerities Act, 2009) which received the assent of the Governor, in the Gujarat Government Gazetter", on the 7th April, 2022 for the establishment of Swaminarayan University at Kalol amongst others.

The Swaminarayan University at Kalol is established and enacted by the Gujarat Government Gazette (Extraordinary) Notification No. GH/SH/15/EPU/2022/2803/KH-1 dated 1st June 2022 under sub section (2) of section 1 of the Gujarat Private Universities (Amendment) Act, 2022 (Guj.7 of 2022). The University is sponsored by Shree Swaminarayan Vishvamangal Gurukul Trust, Kalol and regulated by the University Grants Commission (UGC). The University became functional with the assumption of charge by the first Vice Chancellor on 20th May, 2022.

Mission

- Our mission is to promote participation in higher education and to assess our progress through Strategic Plan with farsighted fortune.
- We will pursue continuous development of infrastructure, enhance state-of-the-art equipment and facilities for students.
- We will provide a technologically up-to-date and intellectually inspiring environment of learning, research, creativity, innovation and professional activities and inculcate ethics and moral values in our students.
- We will create a conducive environment for students to excel in innovative ideas and startups.

Vision

- To emerge as a "Centre for excellence" offering Education and Research
- To provide opportunities to students to appear as groomed individuals, and instil high levels of discipline and strive to set global standards.
- To build our scholars technologically supercilious and virtuous, who in turn shall contribute to the advancement of society and humankind.
- We dedicate and commit ourselves to achieve, sustain and foster unmatched excellence in Education.
- To nurture and promote education with संस्कार (value based education)

SWAMI RAMA HIMALAYAN UNIVERSITY

Swami Ram Nagar, Jolly Grant
Doiwala, Dehradun -248140, Uttarakhand
Tel: +91-135-2471600, 2471151, 2471155
Email: info@srhu.edu.in
Website : http://srhu.edu.in

In April 2012 to pursue the vision of H.H. Dr. Swami Rama, a proposal for establishing a University was put before the Government of Uttarakhand by Himalayan Institute Hospital Trust, a Society registered under the Societies Registration Act 1860.

The 'Himalayan University Bill, 2012' was passed by Uttarakhand Legislative Assembly on December 11th, 2012 and HE the Governor of Uttarakhand granted his asscent on Feburary 13th, 2013, the Bill thereby becoming an Act (Constituted under Notification No. 62/XXXVI (3)/2013/66(1)/2012, Dated 15 February 2013, Vidhayee and Sansdiya Karya Vihag, Uttarakhand Shasan) Governed by The Himalayan University Act, 2012 (Uttarakhand Adhiniyam Sankhya 12 of 2013). The University came into existence on March 12th, 2013 when the Himalayan University Act was implemented.

In the wake of another University being established with the same name (Himalayan University) in Arunanchal Pradesh, the Board of Governors of the University resolved to change the name of the University from 'Himalayan University' to 'Swami Rama Himalayan University' to avoid any ambiguity.

The 'Himalayan University (Amendment) Bill 2013' was passed by the Uttarakhand Legislative Assembly on September 20th, 2013 and HE the Governor of Uttarakhand granted his asscent on September 30th, 2013. Now the University is known by the name of 'Swami Rama Himalayan University'.

The 'Swami Rama Himalayan University' is being established with an objective to provide for instruction, teaching, training and research in such branches of study as the University deems appropriate including medical sciences, dental sciences, nursing, pharmacy, paramedical and allied health sciences, science, engineering and technology, biotechnology, yoga sciences, management, rural development, humanities and other branches of higher education.

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY

Vishnupuri, Nanded-431 606, Maharashtra
EPABX Numbers - (STD Code: 02462) – 229242, 229243
Email : srtmunregistrar@gmail.com, vcoffice.srtmun@gmail.com
Website : www.srtmun.ac.in

The Swami Ramanand Teerth Marathwada University was established at Nanded by bi-furcating the Marathwada University, Aurangabad on 17th September 1994, the day on which in 1948 Hyderabad State was liberated from rule of the Nizam. Nanded is a District headquarters as well as a holy city situated on the banks of Godavari River in southeastern part of Maharashtra State.

Nanded is directly approachable by road and train from Aurangabad (270 km) and Hyderabad (270 km), Nagpur (350 km), Mumbai (600 km) and Delhi (1700 km). Weekly three flights run between Mumbai and Nanded.

The University has been named after Swami Ramanand Teerth the Doyen of the Hyderabad Liberation Struggle and also a renowned educationalist and social activist. The University is to cater for southern part of Marathwada Region of Maharashtra State, specifically to the Districts of Nanded, Latur, Parbhani and Hingoli.

The University Establishment Committee had visualized a region specific University with non conventional courses with a School system for Campus teaching to initiate and promote interdisciplinary and multidisciplinary studies.

The university has redesigned its syllabi and courses in order to generate the human resource for the regional development. The courses are characterized by innovative ways in teaching, learning and evaluation with emphasis on the aspects of research, consultancy and extension services.

In the short time of operation the University has been granted recognition by the University Grants Commission (UGC), the apex educational body of Government of India, under 2(f) in March 1995 and under 12 (B) in May 1998, before completion of five years.

It has been re-accredited by NAAC in 2009 with B grade.

SWAMI VIVEKANAND SUBHARTI UNIVERSITY

Subhartipuram, NH-58, Delhi-Haridwar Bypass Road
Meerut – 250005, Uttar Pradesh
Ph.:0121-2439043, 3001058, 2439058.
Fax: 0121-2439067
Email : subharti@subharti.org
Website : subharti.org

Swami Vivekanand Subharti University is a University under Section 2(f) of the University Grants Commission Act, 1956 set up under the Swami Vivekanand Subharti Vishwavidyalaya Uttar Pradesh Adhiniyam, 2008 (U.P. Act No. 29 of 2008) as passed by the Uttar Pradesh Legislature and assented to by the Hon'ble Governor of Uttar Pradesh in September 2008.

The University has been established under the aegis of Subharti K.K.B. Charitable Trust, Meerut, which has acquired a commendable record of service in the field of Education, Health care and Social welfare.

The main campus of the University is in the National Capital Region, strategically situated on National Highway 58, Delhi-Meerut-Haridwar Bypass Road, Meerut.

The campus, aptly called Subhartipuram, is spread over a sprawling area of about 250 acres of land comprising magnificent buildings, lush green lawns and vibrant surroundings with over 8000 people, determined to make this a 'Jewel' in the Crown of the Nation.

The University has several constituent colleges which provide higher education in almost all the disciplines like Medical, Dental, Paramedical, Pharmacy, Engineering, Management, Law, Journalism, Education, Arts and Science, thus engaged in creating highly qualified, academically and technically proficient professionals.

The University has also started a number of courses through Distance Education, approved by Joint Committee of UGC, AICTE and DEC.

The University has been awarded the membership of Association of Indian Universities in 2013.

SWAMI VIVEKANAND UNIVERSITY

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Sironja, Sagar – 470228, Madhya Pradesh
Phone : 04582-281000,281353
Mobile : 09479742434, 09479742435, 08518835559, 09893948500
Email : info@svnuniversity.ac.in
Website : http://www.svnuniversity.ac.in

Swami Vivekanand University was established by the Act of Madhya Pradesh State Legislature and notified in its Official Gazette as The Madhya Pradesh Niji Vishwavidyalaya (Staphana Avam Sanchalan) Tritiya Sansodhan Adhiniyam (Act No.44 of 2011- 31 December 2011), after obtaining the assent of his Excellency the Governor of Madhya Pradesh who is the Visitor of the University.

Sri Vivekanand Niji University (SVN) is managed by Prakhar Pragya Shiksha Prasar Avam Samaj Kalyan Samiti, Sagar Madhya Pradesh (INDIA). It's campus is spread over 65 acres of a lush green land, situated in a pollution free, healthy and natural environment at a distance of 8 km. from Sagar City on Jhansi- Lakhanadon highway (NH26) and 12 km from Dhana air strip.

SVN University, along with its constituent colleges, has been functioning with the object of transforming the aspiring youths into technocrats, bureaucrats, academics and intellectuals of our country. With a view to accomplishing this objective, the management of SVN University has provided excellent teaching-learning ambience and facilities in the campus that has been specially designed to suit Madhya Pradesh weather and climatic conditions.

SVN University is a university of diverse disciplines with special concern for the quality of its research and teaching across the academic spectrum, spanning a wide range of subjects such as arts and sciences, engineering, agriculture, pharmacy, nursing, commerce, law, computer, management studies, education, journalism & mass communication, animation & multimedia, library science, physical education etc.

The University strives to be at the forefront of learning, teaching and research to provide leadership in many different educational fields. It seeks to attain the status of institute of higher learning with potential for excellence through world class teaching and research so as to produce well- grounded graduates with abilities to provide leadership in the arena in which they are called upon to serve. We have gained reputation by running already a host of flagship institutions under the aegis of SVN Group. The University has elegant Administrative bloc and buildings with spacious and well equipped laboratories, smart class rooms, computer center, central library, workshop, a well developed language lab, faculty rooms, conference hall, seminar rooms etc.

SWAMI VIVEKANANDA UNIVERSITY

Telinipara, Barasat - Barrackpore Rd, Bara Kanthalia
Kolkata – 700121,West Bengal
Website : https://www.swamivivekanandauniversity.ac.in

Swami Vivekananda University is a Private University in Barrackpore, North 24 Parganas District, West Bengal.

Inspired by Swami Vivekananda's envisioning educational system in India, Swami Vivekananda University will cast a transformative light on society and students by promoting quality education and research facilities to bridge the gap between academic intellect and professional proficiencies. Our approach toward education is more analytical, thorough, job-oriented and skill-based. To emerge as a World Class University in creating and disseminating knowledge, and providing students a unique learning experience in Science, Technology, Management and other areas of scholarship that will best serve the world and betterment of mankind. By 2022, 9% of Indians will be in jobs that do not exist today. 37% of Indian workforce would be employed in new job roles 54% of Indian work force will fall under the unchanged job categories. Technology will dominate the nature of jobs available in the coming near future. The jobs will be same but the skill-set required will be different. We have to constantly adopt to the needs of industries to stay relevant. The old rule was "you can have a job for life" but the rule of millennial is "you can have a career for life". Here comes the utter relevance of Swami Vivekananda University where technical education blended with a skill based mechanism to bridge the gap between academic intellect and professional proficiencies.

Core Values

- Freedom of thought and expression
- Freedom from discrimination
- The encouragement of a questioning spirit
- Quality and depth of provision across all subjects
- The close inter-relationship between teaching, scholarship, and research
- Strong support for individual researchers as well as research groups
- Education which enhances the ability of students to learn throughout life

Salient Features

- Integrated hi-tech eco-friendly campus on across 12 acres of land.
- Highly equipped technical and language laboratories.
- Well-furnished library with of more than 10,000 books, 5000 titles, and 100 national and international Journals.
- Smart Classrooms in all the disciplines.
- Wi-Fi enabled smart campus.
- Sports, Swimming pool , Gymnasium , canteen & cafeteria facilities.
- Multipurpose Hall.
- Medical Harbour.
- Banking Services.
- Campus Vigilance and Security System.
- Industry Relevant Curriculum.

SWAMI VIVEKANANDA YOGA ANUSANDHANA SAMSTHANA

Prashanti Kutiram, Vivekananda Road
Kalluballu Post, Jigani, Anekal,
Bengaluru – 560105, Karnataka
Tel : 0802263968/08022639998
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Website : www.svyasa.edu.in

UGC approved Swami Vivekananda Yoga Anusandhana Samsthana, with its acronym S-VYASA as a Deemed to be University in 2002. SVYASA has adopted the concept of Yoga and its applications to meet the challenges of modern society based on the teachings of Swami Vivekananda. The Vision and Mission of S-VYASA are Be and Make.Combine the best of the EAST with that of the WEST.

SVYASA is the first full-fledged higher education Yoga institution in India and globally, offering UG and PG courses, including Ph.D. academic programs. The uniqueness of S-VYASA is to build total personality in students. Swami Vivekananda had defined Education as the process of the manifestation of Perfection already in all. To achieve this, he proclaimed.

“Each Soul is potentially Divine. The goal of life is to manifest this Divinity within by controlling nature External and Internal. Do it by Work or Worship, Philosophy or Psychic control; by one or more or all of these and be Free” Based on this, we have adopted the expanded definition of Yoga consisting of four streams: Jnana Yoga, Bhakti Yoga, Raja Yoga, Karma yoga and unity in diversity. And tracks all the five Koshas (annamaya, Pranamaya, Moanomaya, Vijnanamaya and Anandamaya) of the individual and the whole creation. Essentially all the UG, PG and Ph D courses are run in residential mode housed in the beautiful Residential Campus called Prashanti Kutiram. Now able to accommodate nearly 2500 students, faculty, etc. Known for its research, we have published more than 500 research papers in peer reviewed National and International reserach Journals fo repute and have been running IJOY and IJPPP technical Journals apart from Yoga sudha a popular monthly. Our 10,000 and odd Alumni are spread all ovder the world.We have the most comprehensive Anvceshana Research lab to track changes in all the five Koshas.

Vision:
To make spirituality as a socially relevant science

Mission:
To combine philosophical understanding of Spirituality with the modern scientific advancement to unearth the science behind Indian traditional practices and performances, directed towards research and application

Objectives:
To train the aspirants, inner researchers, spiritual counselors with knowledge base by imparting through theory and practical classes.
To make the campus spiritually congenial for self growth and to express the hidden potentials for practice and promotion of spirituality.

SWARNIM GUJARAT SPORTS UNIVERSITY

P.T.C. Building, Sector-19 Gandhinagar, Gujarat
Tel : (079) 23230091
Fax : (079) 23230092
Email : vc.sgsu@gmail.com info.sgsu@gmail.com
Website : www.sycd.gujrat.gov.in

No. SPU/102011/1024/B : In exercise of the powers conferred by Section 9 of the Swarnim Gujarat Sports University Act, 2011 (Guj. No. 22 of 2011), Dr. Jatinkumar Harjivandas Soni, the first Vice Chancellor of the Swarnim Gujarat Sports University appointed under Section 47 of the Act, is appointed to continue to be the Vice Chancellor of the Swarnim Gujarat Sports University, for a period of three years.

Unique features of the University:
Practical knowledge through internship program in physical education, sports science & sports event management sectors. Special Coaching programs for the GSET and NET. Opportunity to join genuine career oriented program after graduation in the different departments as per areas of interest of the students Wide scope of studies in the unexplored areas. Opportunity for joint research program with foreign universities under technical collaborations and MoUs with SGSU. Benefit of Student Exchange program with foreign universities under technical collaborations and MoUs with SGSU.

Learning facility in well-equipped laboratory and library. English, Hindi, and Gujarati mediums of instruction in the affiliated colleges and departments. Campus Interview will be organized for the scholars of the University.

SWARNIM STARTUP AND INNOVATION UNIVERSITY

Bhoyan Rathod, Opposite IFFCO, Near ONGC WSS,
Adalaj Kalol Highway, Gandhinagar,
Gujarat – 382420.
Phone : +91 7838535163, 9825970602, 8949075094, 9978955814
Email : admission@ssiu.ac.in, info@startupuniversity.ac.in
Website : http://startupuniversity.ac.in

Approved by Government of Gujarat under Gujarat Private University Act 2009. Swarnim Startup & Innovation University (SSIU) proffers Innovation, Startup and Entrepreneurship programs through conventional education by imparting technical wisdom.

SSIU is a thriving preeminent university which will work as a hub-and- spoke model where disciplines like Engineering, Architecture, Design, Science, Management, Paramedical and other streams will get its value enhancement through Innovation, startup and entrepreneurship. At SSIU, Entrepreneurship is a value that pulses through the educational, research and Innovation. SSIU is a leading university that maintains a particular commitment to exceptional educational instruction.

SSIU is recognized for its commitment to student excellence, particularly through an emphasis on rigorous learning experiences. These experiences contribute to the university's exceptional retention, graduation and career-placement rates.

SSIU draws you to think intellectually and creatively in preparing your future career. The degree programs are designed according to the modules based on core and elective units. At SSIU teaching takes place both in and outside of lecture room to develop research, professional and academic skills.

We take a practical approach to teaching and learning so that our graduates are ready to make a real impact. Students can access our extensive range of career services to get advice and prepare for the workplace.

Vision

To be globally competent institution imparting education based upon the foundation of innovation and Entrepreneurship

Mission

To create budding Entrepreneurs who can compete globally by grooming their innovative and startup skills

SYMBIOSIS INTERNATIONAL UNIVERSITY

Gram: Lavale, Tal: Mulshi,
Dist: Pune – 412115, Maharashtra
Enquiry: + 91-20-39116200 / 39116208 / 39116209
Registrar Tel: +91-20-39116205
Fax. No.: +91 20 39116206
Website: www.siu.edu.in

Padma Bhushan Dr. S. B. Mujumdar established Symbiosis in 1971 on the principles of the Vedic thought of "World as One Family." Symbiosis International University was given "Deemed to be University" status by the Ministry of Human Resource Development in 2002. The University was accredited by NAAC with Grade 'A' and CGPA of 3.35 in 2009. Symbiosis International University has a rich heritage of cutting-edge innovation and enterprise, and of quality through pursuit of educational excellence. The University offers a total of 107 programmes at Diploma, Undergraduate, Post-graduate and Doctoral levels under the faculties of Law, Management, Computer Studies, Health and Biomedical Sciences, Media, Communication and Design, Humanities and Social Sciences and Engineering. The University has 28 constituent Institutes distributed in 9 campuses located at Pune, Nasik, Bengaluru and Noida. It catered to 11,122 students in 2012 (6335 undergraduate, 4787 post-graduate), a significant growth from the 1,502 it facilitated in 2002. The University has recently established 4 new schools for Liberal Arts, Photography, Biomedical Sciences and International Studies. Access to several learning resources via the library, availability of housing facilities on several campuses, scholarship programmes to promote academic excellence, a health centre to promote preventive and curative care and events organised by the University Sports Board have facilitated well-rounded development of students. Symbiosis has academic collaborations with reputed foreign universities like Nanyang Technological University in Singapore, University of Houston in USA, Berlin School of Economics and Law in Germany and others. The Symbiosis Centre for International Education (SCIE) promotes internationalisation and invites international students to the University for a Semester Abroad Programme.

The University is actively involved with student and faculty exchange programmes and has also introduced the Scholar-in-Residence Programme. SCIE delivers a 3-week intensive 'Study India' programme for the benefit of international students from over 75 countries that study here. The 'Deemed to be University' status has enabled the University to enter into collaborations with renowned research centres across the nation. In addition to this, the University has recently established the Symbiosis Institute of Research and Innovation (SIRI) with the main objective of promoting high quality research and encouraging the faculty to undertake more research activities.

Symbiosis is an inclusive Institution, staying true to its vision of being the preferred destination for all who aspire to excel.

SYMBIOSIS SKILLS AND PROFESSIONAL UNIVERSITY

Village – Kiwale, Adjoining Pune Mumbai Expressway
Pune - 412101, Maharashtra
Email: admissions@ssou.ac.in
Tel : 1-800-266-7768 \ +91-20-67187768
WhatsApp No : 7720069598

Symbiosis Skills and Professional University (formerly as Symbiosis Skills and Open University) Pune, Maharashtra, India. Established by the Symbiosis Open Education Society, Symbiosis Skills and Professional University is the first skill-building and development university in the state of Maharastra. On 3 May 2017, the state passed a legislation bill to enact this university.

Presently, this University offers Diplomas, Degrees and Certificates in various fields such as Automobile, Construction, Mechatronics, Software engineering, Computer science and IT, Beauty and Wellness, Data Science, Retail, Logistics and Ports as well as Architecture. The main objective of this university is to create industry-ready youth, who can work efficiently and effectively in an organization. Furthermore, SSPU has also built strong ties with many leading organizations for joint-curricula development. Some of the famous industry partners of this university are Shopper Stop, Daikin, LSC and Enrich.

Symbiosis Skills and Professional University, [SSPU] Pune Schools: School of Automobile Engineering, School of Construction Engineering and Infrastructure Management, School of Mechatronics Engineering, School of Data Science, School of Architecture, Urban Development and Planning, School of Ports, Terminal Management and Logistics, School of Retail Management, School of Beauty and Wellness, School of Data Science, School of Interdisciplinary Science.

The state-of-the art campus has been constructed on 15 acres of land with specialised laboratories, workshops and center of excellence having specialised skill training equipment and machines. The University will offer Certificates, Diplomas and Degree programs in high growth sectors such as Automobile, Construction, Mechatronics, Architecture, Retail, Ports & Terminal Management, Beauty & Wellness etc. with multi entry exit and credit banking options. The objective of the University is to create 'industry ready' youth who can be gainfully employed upon completion of their courses.

Symbiosis was started in 1971, by visionary educationist Padma Bhushan Dr. Shantaram Balwant Mujumdar mainly as a 'home away from home' for foreign students studying in Pune. Since its inception, Symbiosis has grown into a large education group with schools and colleges spread across 20 campuses. Symbiosis has thousands of students from all across India and 80 countries studying in various on-campus programs.

SYMBIOSIS UNIVERSITY OF APPLIED SCIENCES

Bada Bangadda-Palakhedi Road
Bada Bangarda, Super Corridor
Indore-452005, Madhya Pradesh
Tel : +91-731-2919333 / 444 / 555
Mobile : 75097-77762 / 63 / 64
Email : info@suas.ac.in

Symbiosis University of Applied Sciences is a self-financed University established vide Government of Madhya Pradesh Gazette (extraordinary) No 2 of 2016 dated 13 June 2016, under the provisions of MP Niji Vishwavidyalaya Adhiniyam 2007.

To crystallise the 'Make in India' mission of Hon'ble Prime Minister and to provide opportunities of Skill development along with vertical mobility leading to gainful employment to our youth, Symbiosis University of Applied Sciences has been established in Indore under the able leadership of President and Founder, Symbiosis Padma Bhushan Dr. S B. Mujumdar & Dr. Swati Mujumdar, Vice President, Symbiosis Foundation.

The University will offer short term skill based courses as well as degree programs in high growth sectors of Automobile, Construction, IT, Mechatronics, Retail, BFSI, Pharmacy and Health Sciences.

The University has already collaborated with over 20 leading industries in India and 12 German Universities of Applied Sciences. In this unique model of Skill Development, top industry leaders such as Reliance Capital, HDFC Bank, Future Group and Mahindra and Mahindra are also setting up their bases on the University campus, to provide skill training to students.

With an investment of over Rs. 200 crores, Symbiosis has created a state of art infrastructure spread over 30 acres of land. Academic buildings, hostels for boys & girls, Centre of Excellence, specialised training labs and workshops, School of interdisciplinary Sciences and Community College are a hallmark of this University.

The University has imported specialised skill training machinery from Germany to impart hands-on practical training to its students.

TILKA MANJHI BHAGALPUR UNIVERSITY

Bhagalpur 812 007, Bihar
Tel : 0641-2620353, 2620100, 2401001, 2620648, 2620685
Fax : 0641- 2620240
Email : mustafamghulam@gmail.com, tmbuvc@gmail.com
Website : http://www.tmbu.org

The Tilka Manjhi Bhagalpur University, also known as Bhagalpur University, is a premier institution for providing higher education in the state of Bihar. The university is situated in Bhagalpur town of Bihar State in India and is named after famous freedom fighter Tilka Manjhi. Established on 12 July 1960, it is a public university sprawled within 264 acres of lush green campus ideal for teaching and learning. The university has 9 Faculties, 36 Teaching Departments, 5 Research Centres and 30 Constituent Colleges, besides affiliated to it 24 Colleges and 15 B.Ed. Colleges. The university harbours a sound academic ambience with its highly qualified and dedicated faculty staff to provide quality teaching and research in various disciplines of humanities, arts, social sciences and modern science. Great scientists of international repute like Prof. K.S. Bilgrami, Prof. J.S Datta Munshi and the famous poet and writer PadmaVibhshan Shri Ramdhari Singh Dinkar have served this university in various capacities. Being a premier institution of higher learning in Bihar, this university has great role to play in transforming Bhagalpur region, Bihar, the neighbouring states and the Indian nation through higher and multidisciplinary education. Education is a dynamic process that changes and grows with time and responds to societal needs. Higher education in the 21st century is emerging as the resource of basic and primary production. It is a key component in the development of human resource which can further lead to social, economic and scientific developments. To meet the knowledge challenges of the 21st century, it is essential to build excellence in higher education. This university aims at providing affordable quality education to youth to develop their scholarly and professional skills, to make them fully competent in their chosen professions. It tends to accomplish status of quality research-intensive university addressing regional and national needs and to have integration with other teaching and research institutions. A change is needed in the mind-set of the teachers, employees and students for promoting better academic ambience with better work culture.

The University is committed to inculcate and nurture a culture of performance. Dedicated faculty and staff can shape up the new generation of students. Commitment, dedication, diligence, devotion to duty with deep sense of human values should serve as ethos of the university. The governance structure of the university needs to be more democratic and efficient in functioning. It needs to be managed with a high level of professionalism, competence, transparency and quality assurance. The University intends to achieve excellence in higher education by offering most relevant, up-to-date programme of studies considering the needs of present and future developments and nation building. Course curriculum has to be regularly revised and updated considering local, national and international needs and incorporating latest developments in the area.

TAMIL NADU FISHERIES UNIVERSITY

First Linebeach Road
Nagapattnam - 611 001, Tamilnadu
Phone : 04365- 241444
Fax: 04365- 240087
Email: registrar@tnfu.org.in
Website : http://www.tnfu.org.in

Tamil Nadu is endowed with a long coast line (1076 kms) and innumerable number of tanks, village ponds and several rivers. All these water resources have been providing much needed fish to people of the state. More than one million fishermen are engaged in catching and supplying much needed fish to the populations. Besides a large number of farmers are engaged in aquaculture which is the major growing sectors of state. The demand for fish has been on the raise but the supply from capture fisheries has been stagnated and efforts have been made to increase the fish production from the current level of 4.47 lakhs tonnes. The Government of Tamil Nadu have recognised the growing importance of fish in diets of people and necessity of improving the livelihoods of large numbers of fishers who are dependent on fishing. In order to accomplish these necessities, the Government under the leadership of Honourable Chief Minister of Tamil Nadu, Selvi. J. Jayalalithaa, have established a separate Fisheries University through Tamil Nadu Fisheries Act No. 21 of 2012. The act provides an opportunity to build the University as a locally relevant institution with a global vision. The University will embark on enhancing the availability of quality human resource at various levels including para professionals to meet the growing demand for trained and skilled human resource. As an immediate step, the Government have provided necessary grants for the establishment of University in Nagapattinam as well two Institutes of Fisheries Technology, one at Ponneri in Thiruvallur District and another at Nagapattinam, Nagapattinam District.

The University main offices with the Institute of Fisheries Technology would come up in an area of 90 acres in Nagapattinam. While the Fisheries College and Research Institute in Thoothukudi will continue to focus on human resource at graduate and postgraduate level, new institutes will embark on offering diploma and certificate courses in various disciplines of fisheries.

The University will lay major emphasis on research with a view to trigger innovations that can transform the livelihoods of the people and ensure safe and healthy food for the growing population. The University has the motto of igniting innovations at all levels and in all its interventions. The existing fisheries research stations of Tamil Nadu Veterinary and Animal Sciences University (TANUVAS) as well as the Department of Fisheries, Government of Tamil Nadu will be brought under the new university with the view to strengthen the research components. In order to provide quality extension support to farmers, extension component of the university is proposed to be strengthened by following the principle of land grand college principles on which Indian agricultural education have evolved.

TAMIL NADU OPEN UNIVERSITY

No. 577, Anna Salai, Saidapet
Chennai - 600 015, Tamilnadu
Phone: 044-24306600, 22300704, 22200501, 22352234
Fax : 044-22200601
Email : contact@tnou.ac.in tnouregistrar@yahoo.co.in
Website: tnou.ac.in

The Tamil Nadu Open University was established by an Act (No.27 of 2002) of the Legislative Assembly of the Government of Tamil Nadu to benefit those who have been deprived of and/or denied the access to higher education especially destitute, physically challenged, working men and women, economically weaker sections of the society, and those who discontinued education for various reasons, etc. In the main, it aims to reach the hitherto unreached.

The University offers many Programmes in various disciplines. Given the geographical extent, population and actual need of Tamil Nadu, the setting up of Tamil Nadu Open University by the Government of Tamil Nadu is the right step. We appreciate the Government of Tamil Nadu for having taken this bold and knowledgeable step.

This step of the Government of Tamil Nadu shall prove a boon for women, physically challenged, rural poor and marganalised sections of the society and we are committed to support it academically as well as financially. In a short period of six months, Tamil Nadu Open University has done a remarkable work.

The University, we understand has initiated steps for recruitment and the announcement of programmes, both of which would not have been possible without considerable ground work and are really commendable. We are sure the action of Government of Tamil Nadu will help us increase enrolments and move towards the targets of 10th Plan."

The Tamil Nadu Open University shall make available innovative, socially relevant educational provisions that are learner centred, seamless and are of high quality by employing appropriate technologies to achieve equity in education, sustainable social transformation and composite national development.

TAMIL NADU TEACHERS EDUCATION UNIVERSITY

Lady Willingdon College Campus,
Kamarajar Salai, Chennai - 600 005, Tamil Nadu
Phone: +91 - 44 – 28447304
Fax : +91-44-28447303
E-mail: admin@tnteu.in
Website: http://www.tnteu.in

The Government of Tamil Nadu enacted Act No.(33) of 2008 to provide for the establishment and incorporation of Teachers Education University in the State of Tamil Nadu for promoting excellence in teachers education. Further the Act came into effect from 1.7.2008 by a Gazette Notification issued in G.O.M.S.256, Higher Education (K2) Department, dated 25.6.2008.This University is unique in nature relatively to the other Universities since its assignment is to promote Excellence in Teacher Education and produce dynamic and smart teachers for the benefit of the Society and the Nation at large.

Dr. G. Visvanathan, Dean, Faculty of Education, Annamalai University was appointed as the Second Vice-Chancellor of this University. Dr.S.Kalaichelvan, Associate Professor, Namakkal Govt.Arts College was appointed as the Third Registrar of this University. Dr.M.Manivannan, Associate Professor, Tamil Nadu Open University was appointed as the Second Controller of Examinations of this University.

For that the University has established the following six departments and appointed the Professor for the same.

1. The Department of Pedagogical Sciences
2. The Department of Value Education
3. The Department of Educational Psychology
4. The Department of Educational Technology
5. The Department of Curriculum Planning and Evaluation
6. The Department of Educational Planning and Administration

The basic necessity for all the educational institutions in the Country is to have intelligent, dynamic, excellent and brilliant teachers to disseminate the knowledge in the given field. Without this basic product no educational institution can survive and excel in any field of knowledge. It is such a divine task and it is really proud that it has to monitor all the 657 affiliated colleges of Education including Government, Government Aided and Self-Financing Colleges in the whole of the Tamil Nadu State.

The Unique vision of Tamil Nadu Teachers Education University is to promote excellence in Teacher education for the benefit of Students, Society, Nation and Mankind at large.

TAMIL UNIVERSITY

Thanjavur- 613 005, Tamil Nadu
Tel : 04362-227040,226580, 226741, 226720, 274489
Fax : 04362-226159
Email : contact@tamiluniversity.ac.in, tamiluniv@yahoo.co.in
Website : http://www.tamiluniversity.ac.in

Tamil University (TU), Thanjavur was established in 1981. This university came into being with tamil university act, passed unanimously by the Tamil Nadu state assembly. Then the Chief Minister of Tamil Nadu Mr. M.G. Ramachandran, is credited for the establishment of the Tamil university at Thanjavur. It was founded for providing higher educational facilities in Tamil language and its allied branches. The aim of the university is to preserve the Tamil language, which is known for its antiquity, richness of vocabulary and great classical literature. The university is housed at Thanjavur, the ancient capital of the Chola Dynasty of india.

The University provides higher education and research facilities for the study of Tamil language and other allied branches by offering courses in diploma, certificate and post graduate courses. It is a unitary type of university that aims to provide higher research in Tamilology and advanced study in several disciplines such as linguistics, translation, lexicography, music, drama and Manuscriptology. The university has recently collaborated with the Kundrakudi Thiruvannamalai Adheenam trust, offering more educational facilities to the students.

The University is situated in a very large of about 800 acres, generously granted by the State government of Tamil Nadu. Huge buildings and blocks meant for the administrative departments are located in the campus.

The administrative block with its imposing structure and a gopuram motif is a sight to see even from the National Highway connecting Thanjavur with Trichinopoly.

The Tamil University, Thanjavur, in Tamil Nadu, India, was established to provide higher research in the Tamil language and advanced study in allied branches such as linguistics, translation, lexicography, music, drama and manuscriptology. M.Phil and Ph.D programmes were introduced in 1992 for disciplines such as Language, Literature, Translation, and Sculpture. The university has six science departments namely Industries and Earth Sciences, Computer Science, Environmental and Herbal Science, Siddha Medicine, Ancient Sciences and Architecture.

The Ocean and Atmospheric Sciences and Technology Cell, an autonomous body supported by the Ministry of Earth Sciences, New Delhi is under the Department of Industries and Earth Sciences.

TAMIL NADU AGRICULTURAL UNIVERSITY

Lawley Road, Coimbatore – 641003, Tamilnadu
Phone : +91-422-6611200,6611307, 422-2431788
Email : info@tnau.ac.in, tpo@tnau.ac.in registrar@tnau.ac.in
Website : http://www.tnau.ac.in

The Tamil Nadu Agricultural University (TNAU) had its genesis from establishment of an Agricultural School at Saidapet, Madras, Tamil Nadu, as early as 1868 and it was later relocated at Coimbatore. In 1920 it was affiliated to Madras University. TNAU assumed full responsibilities of Agricultural Education and Research and supported the State Agricultural Department by delivering research products. Till 1946, the Agricultural College and Research Institute, Coimbatore, was the only Institute for Agricultural Education for the whole of South India. In 1958, it was recognized as a Post-graduate Centre leading to Masters and Doctoral degrees. The Agricultural College and Research Institute, Madurai was established in 1965. These two colleges formed the nucleus of the Tamil Nadu Agricultural University while it was established in 1971.

In 1972, separate degree programmes of B.Sc. (Horticulture) and B.E.(Agriculture) were started. In 1979, a separate Faculty of Horticulture was established. In 1980, B.Sc.(Home Science) programme was started at Madurai campus. The third Agricultural College was started at Killikulam in 1984 and the fourth at Kumulur (Trichy) in 1989 and later shifted to Navalur Kuttappattu (Trichy) in 1992 which is named as Anbil Dharmalingam Agricultural College and Research Institute. During 1985, B.Sc.(Forestry) programme was started at Coimbatore. Presently the B.Sc.(Horticulture) degree programme is being offered at Horticultural College and Research Institute, Periyakulam and B.Sc.(Forestry) degree programme at Forest College and Research Institute, Mettupalayam. In line with technological changes the B.E.(Agriculture) hither to offered is offered as B.Tech.(Agricultural Engineering) from the Academic year 2002-2003 at Agricultural Engineering College and Research Institute, Kumulur, Trichy. B.Sc.(Home Science) degree program is being offered at Home Science College and Research Institute, Agricultural College Campus, Madurai. The Pandit Jawaharlal Nehru College of Agriculture and Research Institute, Karaikal, governed by Government of Pondichery, is an affiliated institute of Tamil Nadu Agricultural University where B.Sc.(Agriculture) course is being offered. Apart from these academic institutes, the University now has research programs at more than 32 stations, spread over in Tamil Nadu with more than 1200 scientists and teaching faculty. The global technological developments has lead to introduction of new courses. Introduction of B.Tech.(Food Process Engineering) from the academic year 1998-99, B.Tech.(Agricultural Biotechnology) and B.Tech.(Horticulture) from the academic year 2002-2003 as self supporting program has created avenues for bugetary independence. A new degree program B.Tech.(Energy and Environmental Engineering) was started during 2004 and B.Tech.(Bioinformatics) during 2006. B.Tech. (Agricultural Information Technology) and B.S.(Agribusiness Management) were started in 2007.

THE TAMILNADU Dr. AMBEDKAR LAW UNIVERSITY

"Poompozhil", 5, Dr. D.G.S. Dinakaran Salai,
Chennai – 600 028. Tamilnadu
Tel : 044-24611364, 24610813
Fax : 044-24957414/24617996
Email : vc@tndalu.org, registrar@tndalu.org, alu@tndalu.org
Website : http://www.tndalu.org

The Tamil Nadu Dr. Ambedkar Law University was established by the Government of Tamil Nadu by an Act of State Legislature. It was inaugurated by His Excellency Thiru K.R. Narayanan, President of India on September 20th 1997. The University started functioning from 03.10.1997. The Objectives of the University as specified in the Tamil Nadu Dr.Ambedkar Law University Act 1996 (No.43 of 1997) are as follows.

- To provide for the advancement and dissemination of knowledge of law and their role in the development of better education.
- To promote legal education and well being of the community generally.
- To develop in the students and research scholar, a sense of responsibility to serve the society in the field of law by developing skills in regard to advocacy, legal services, legislation, law reforms and the like.
- To organize lectures, seminars, symposia and conferences.
- To promote legal knowledge and to make law as an efficient instrument of social development.
- To provide access to legal education for large segment of the population and in particular to the disadvantage groups such as those living in remote and rural areas.
- To promote acquisition of legal knowledge in a rapidly developing and changing society and to continually offer opportunities of upgrading knowledge, training and skills in the context of innovation, research and discovery in all fields of human endeavors.
- To provide innovative system of University level education, flexible and open, in regard to methods and pace of learning, combination of course, age of entry, conduct of examination and operation of the programmes with view to promote learning and encourage excellence in new fields of legal knowledge.
- To provide education and training in the various fields of law in the State raising their quality and improving their availability to the people.
- To provide suitable pos-graduate courses of study and prompt research in the various fields of law.
- To promote national integration and the integrated development of the human personality through its policies and programmes.

TAMIL NADU Dr. M G R MEDICAL UNIVERSITY

No. 69, Anna Salai, Guindy, Chennai - 600 032, Tamil Nadu
Phone : : +91- 44- 22353093 - 94, + 91-44- 22301760 – 63
Fax : : 91-44-22353698, Grams : : MEDICLAVE
Email : : mail@tnmgrmu.ac.in, registrar@tnmgrmu.ac.in
Website : www.tnmgrmu.ac.in

The need to have a separate Medical University in Tamilnadu exclusively to deal with medical education and research at Under graduate, Post graduate and Doctoral level was keenly felt for over a period of years and was under consideration of the State Government since 1980. The State Government appointed a High Level Committee consisting of Dr. A. Venugopal, Dr. M. Natarajan and Dr. S. Kameswaran to go into all aspects of establishing a separate Medical University and make suitable recommendations to the State Government. Apart from modern medicine, the Committee was also requested to examine and suggest improvements to be made in other traditional systems of Indian Medicine viz. Siddha, Ayurveda and Unani. The intension was that the Medical University to be established in Tamil Nadu should bring about co-ordination between various educational and training institutions of modern medicine as well as other Indian Systems of Medicine, Dentistry, Nursing, Pharmacy, etc. and promote research. Based on the report of the Committee, the Medical University was established by the Government of Tamil Nadu. The Tamil Nadu Medical University Act, 1987 (Act No.37 of 1987) received the assent of the President of India on 24th September, 1987. By an Act No. 39 of 1991, it was amended that the Act may be called "The Tamil Nadu Dr. M.G.R. Medical University, Chennai, Act, 1987. This affiliating University governed by the said Act started functioning from July 1988. The Students admitted to the various Medical and Paramedical courses after 1.3.1988 come under this Medical University as per Government notification issued in G.O.Ms.No.1628/Health, Indian Medicine and Homeopathy and Family Welfare Department dated 23.08.1988. The Administrative office of the University was initially functioning in a building at Velachery Road, Guindy, Chennai - 600 032 from 12.07.1988. From May 1989 the administrative office of the University was functioning at a seven storeyed building owned by Periyar Trust at 52, E.V.K. Sampath Salai, Vepery, Chennai-600 007. The University has constructed its administrative complex in the land at Nawab Garden, Guindy allotted by the Government of Tamil Nadu as per G.O. Ms. No. 1165, Health and Family Welfare Department dt. 21.10.1992. The University is now functioning in its own building at Nawab Garden, 69, Anna Salai, Guindy, Chennai-600032 with effect from 12.6.1994. This is the only Medical University in Tamil Nadu capable of granting affiliation to new institutions under Government or Self-financing in Medical, Dental, Indian Medicine/Homoeopathy and Allied Health Sciences(Pharmacy, Nursing, Physiotherapy, Occupational therapy etc.) and awarding degrees under a single umbrella to maintain uniform and high standards of education. Until 1988, all degrees of Health Sciences were awarded by the University of Madras. The University has been declared eligible by the UGC u/s 12(B) of the UGC Act 1956 for receiving central assistance. (UGC letter No. F.9-14/2007 [CPP-I] dt 12.3.2008).

THE TAMIL NADU Dr. J. JAYALALITHAA MUSIC AND FINE ARTS UNIVERSITY

Dr. D.G.S. Dinakaran Salai
Chennai - 600 028, Tamil Nadu
Website : http://www.tnmfau.in
Phone: 044 - 2462 9030/044-2462 9038
E-mail: tnmfauvc@gmail.com

The Hon'ble Chief Minister of Tamil Nadu established an University exclusively for Music and Fine Arts so as to preserve, foster, popularise, promote the traditional system of Indian Music, Performing Arts and Fine Arts practised in Tamil Nadu, viz., The Tamil Nadu Dr.J Jayalalithaa Music and Fine Arts University.

This is the unique university which has music, fine arts and sculpture, first of its kind in India. The Hon'ble Chief Minister is the Chancellor of this University. The Hon'ble Minister for Tamil Development,Culture and Archaeology is the Pro – Chancellor. The University introduces Postgraduate courses in Vocal, Veena, Violin, Mridangam, Nagaswaram, Bharathanatyam and Postgraduate course in Painting and Visual Communication Design from the academic year 2014-2015.

Vision of the University
"To develop specialists in all branches of music, fine arts and performing arts".

Mission of the University
We strive for the development of music and fine arts and for the furtherance of the advancement of learning and prosecution of research, documentation, publishing of audio and video recording, popularizing of all branches of music, fine arts and performing arts in the State of Tamil Nadu.

Location
The Tamil Nadu Dr.J Jayalalithaa Music and Fine Arts University is presently located in the campus of the Tamil Nadu Government Music College, Dr. DGS Dinakaran Salai, Chennai-600 028, on the banks of the Adyar River.

TAMIL NADU NATIONAL LAW UNIVERSITY

Dindigul Main Road, Navalurkuttappattu
Srirangam Taluk, Tiruchirappalli - 620 009, Tamil Nadu
Tel : +91 431 2692000, +91 431 2692111
E-mail: registrar@tnnls.in Website: www.tnnls.ac.in

Tamil Nadu National Law University (TNNLU) was established by the Government of Tamil Nadu by an Act of State Legislature (Act No. 9 of 2012) to provide quality legal education at the global level. TNNLU is the brainchild of the former Hon'ble Chief Minister Dr. J Jayalalithaa who laid its foundation stone on 13th February 2012. TNNLU is located on 25 acre campus in the Tiruchirappalli-Dindigul NH 45, at Navalurkuttappattu Village, about 12 kilometers from Tiruchirappalli Railway Junction / Central Bus Stand.

Tiruchirappalli, known as Rock Fort City**,** is well connected by road, rail and air. Trichy has daily flights from Chennai, Bangalore, Mumbai and Kochi. Madurai, a well-connected airport, is an hour and a half by road from TNNLU. TNNLU is located about 10 kilometers from District and Sessions Court and other Sub-ordinate Courts, thus facilitating easy and effective interaction between the TNNLU and the Bar.

TNNLU has been established with the following laudable objectives:

1. To advance and disseminate learning and knowledge of the law and legal processes and their role in national development;
2. To develop in the students and research scholars a sense of responsibility to serve society in the field of law by developing skills with regard to advocacy, legal services, legislation, law reforms and the like;
3. To organize lectures, seminars, symposia and conferences to promote legal knowledge and to make law and legal processes as efficient instruments of social development;
4. To hold examinations and confer degrees and other academic distinctions and to do all such things as are incidental, necessary or conducive to the attainment of all or any of the objectives of the University.

TNNLU commenced its functioning from the academic year 2013-2014. The TNNLU offers two undergraduate programmes, viz., B.A. LL.B., (Hons.) and B.Com. LL.B., (Hons.). The admission to the courses is on the basis of marks scored in the Common Law Admission Test (CLAT). Extensive infrastructural facilities, with separate buildings for Administration, Academic activities, Examination, Library and Halls of Residence for Men and Women, auditorium, staff quarters and Guest House are available on the campus. The University Grants Commission has included TNNLU in the approved list of Universities. The Bar Council of India has granted recognition to TNNLU as a Center for Legal Education. UGC has included TNNLU under section 12(B) of the UGC Act 1956, which will enable TNNLU to apply for grants from UGC and other Central Government Funding Agencies TNNLU is a member of the Association of Indian Universities (AIU). TNNLU is a member of the Shastri Indo- Canadian Institute and it is a permanent member of the Indian Academy of Social Sciences. TNNLU is also an emplannled institution with the Competition Commission of India.

TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

Melakottaiyur, Chennai – 600 127, Tamilnadu
Phone: +91-44-27402621, 2740 2598 / 2621
E-Mail : tnpesu@rediffmail.com
Website : http://www.tnpesu.org

The Tamil Nadu Physical Education and Sports University established by an Act of the Government of Tamil Nadu in 2004, is unique and the first of its kind in India as an affiliatory University, exclusively for Physical Education and Sports.

After obtaining the accent from his Excellency the president of India on 5th August 2005, the said act came into force with effect from 15th September 2005.

It is a rare coincidence that the University has started functioning from December 2005, declared by the United Nations as International year for Sport and Physical Education. At present the University has three Faculties, five Departments and ten affiliated Colleges.

Further the University now offers select Physical Education and Allied Courses, through collaborative programme and Distance Education stream also.

The students have been given with exposure in areas such as Physical Education, Exercise Physiology, Sports Nutrition, Sports Biomechanics, Sports Psychology, Sports Sociology, Yoga, Sports Management, Coaching and Training and Sports Technology.

The scope expands up to entrepreneurial development and one who aspires to undergo a programme in the University does provide an ample scope for employment in different sectors such as Schools, Colleges, Universities, Fitness Centers, Hospitals, Yoga Centers, Industries, Organisations, SAI Centers, Associations, Clubs, Social Organisations, IT Sectors etc.

The research and scientific contribution of the staff of this University continues to enrich the general field in physical education and sports and the specialized areas and enhance the hope of the aspirants to venture in to further research.

The Conferences, Seminars, Workshops and Clinics organized by this university provide an opportunity for professionals to update their knowledge and adopt the same resulting in the talent identification and promotion of efficiency among children.

TAMIL NADU VETERINARY AND ANIMAL SCIENCES UNIVERSITY

Madhavaram Milk Colony
Chennai - 600 051, Tamil Nadu, India
Phone: +91-44-25551586/87, 25554555/56
Fax: +91-44-25551576/85

The seed for the establishment and growth of TANUVAS was sown as early as 1876, when the Madras Veterinary College was started as an Agricultural School in Chennai to offer diploma and certificate course in the field of veterinary and animal sciences. The institute attained the status of a college in the year 1903 (01.10.1903), when it started functioning at Dobbin Hall, Chennai and admitted 20 students for a three-year diploma course called GMVC (Graduate of Madras Veterinary College).

Based on the recommendation of the Royal Commission on Agriculture, the college was upgraded to impart degree in veterinary science. Although the college was the fourth veterinary institution to be started in India, it was first veterinary college in the country to be affiliated to a university, the University of Madras in 1935 and the Bachelor of Veterinary Science (B.V.Sc.) degree course was started in 1936. The University of Madras also recognized the college as a centre for postgraduate education. In 1969, the college was made as the Directorate of Veterinary Education and Research. The college was then academically affiliated to Tamilnadu Agricultural University (TNAU) in 1974 and became a constituent unit of TNAU in 1976. To meet the demand of veterinary education and research, a second veterinary college was started in Namakkal in the year 1985. Realizing the importance of education research in animal and fisheries sciences so as to increase its productivity towards better income generation for the resource poor farmers, the government of Tamilnadu established the first veterinary and animal sciences university in Asia on 20th September 1989 with its head quarters at Chennai with the name Tamilnadu Veterinary and Animal Sciences University (popularly abbreviated as TANUVAS).

The Fisheries College and Research Institute, Thoothukkudi was also made as another constituent college of this university. The mandates of the University are to impart education, to ensure advancement of learning and prosecution of research and to undertake extension to rural people in cooperation with the government departments in different branches of veterinary and animal sciences. It needs emphasis that in recognition of the University's credentials, the Indian Council of Agricultural Research has accredited this university for a period of five years from 14.8.2001. Two more veterinary colleges, one at Tirunelveli and another at Orathandu in Thanjavur District were started in the year 2012 - 13. The Institute of Food and Dairy Technology, Koduvalli, Chennai which was established in the year 1993 was upgraded as College of Food and Dairy Technology (CFDT) on 10.04.2012.

THE SANSKRIT COLLEGE AND UNIVERSITY

1, Bankim Chatterjee Street
Kolkata- 700 073
Phone: 2241- 3611/ 2241- 1906
Email : helpline@sanskritcollege.co.in

The foundation of Sanskrit College was laid during the British regime based on a recommendation by HT James Prinsep and Thomas Babington Macaulay. It was under the auspices of Rt. Honorable William Pit Amherst that John Paskal Larkins Esquire, a scholar of oracular knowledge laid the first foundation stone of the college in 1824. H.H. Wilson, the Secretary to the then British Govt., took a major role in establishing this college to impart knowledge of ancient literature, philosophy, Hindu Law, grammar, Indian Culture and to promote the learning of Sanskrit among British officials as well as the Indians. The college has continued to spread the light of knowledge since its inception and survives as a heritage institute and a premier educational organization of the country at present. Pandit Ishwar Chandra Vidyasagar, E.B. Cowell, Pt. Haraprasad Shastri, S. N. Dasgupta, Pt. Joyagopal Tarkalankar, M.M Pt. Mahesh Chandra Nyayaratna, Pt. Satish Chandra Vidyabhushan, Pt. Taranath Vacaspati, Pt. Prem Chandra Tarka Bagish, Pt. Kalipada Tarkacharya, Dr. Kalidas Bhattacharyya, MM Pt. Chinnaswamy Sashtri, H. H. Wilson, Prof. Durgamohan Bhattacharya, Gourinath Sastri are some eminent stalwarts who have enriched and enhanced the College over the years. The college continues to stand tall even after 188 years and specializes in the scholarship of Indian Tradition, Oriental Philosophy and Religion with undergraduate programmes in Sanskrit, (both formal and TOL system) Pali, Linguistics, Ancient Indian and World History, Bengali and English at present. Sanskrit is also taught at the post graduate level. The college has a library of distinction and scholarship comprising of more than 2 lakhs books and more than 20000 manuscripts including some rare ones. Noted for its immense historical importance the library is frequently visited by several scholars and academicians across the world for research purposes.

The institution rose into prominence and glory during the Principal ship of Ishwar Chandra Vidyasagar. It was in 1851 that the college first opened its doors for the students belonging to the non-Brahmin community as well. Pandit Mahesh Chandra Nayaratna Bhattacharya C.I.E, played a vital role in reviving the “Tol” system in Sanskrit Education and introduced the tradition of titles or “Upadhis”. The College has been one of the finest seats of academic excellence in matters pertaining Eastern philosophy, ancient Indian history and ancient Indian languages like Pali and Prakrit. It had played a major role in the social, cultural and religious transformation of thought during nineteenth century and was one of the pioneering institutions to steer in what came to be popularly regarded as the Bengal Renaissance in history. In terms of scholarship and intellectual output, Sanskrit College has contributed immensely to the enrichment of knowledge, growth, learning and development of ancient Indian society and interpretation of the ancient Indian texts.

TANTIA UNIVERSITY

Hanumangarh Road
Sri Ganganagar – 335002
Phone: (0154) 2494025, 2494125
Mobile:9414093082, 9414093060, 9414093505, 9414093044
Fax:(0154) 2494125
E-mail: info@tantiauniversity.com
Website : http://tantiauniversity.com

The Tantia University, Sri Ganganagar was established vide Act No 32, 2013 of the Rajasthan

The objective of the University is to provide Quality Higher Education to the youth, especially from rural background areas, particularly the Western border part of the Country.

The number of Higher Educational Institutions, including Private Universities have recently increased but mostly are situated in Major Cities and do not cater to the rural youth hitherto denied access to technical, vocational education and Research at par with National and International standards.

The J.R. Tantia Charitable Trust, Sri Ganganagar has sponsored this University with this objective in view. It aims to provide career counseling and placement support to the aspiring youth from surrounding areas.

The existing 13 Colleges of the Trust, now form part of Tantia University. They are equipped with excellent faculty. Here students are taught to think logically, judge critically and communicate clearly. Through different specialized courses, of Undergraduate and Postgraduate level, we are preparing our youth for better career opportunities and entrepreneurship.

The following technical and professional courses are being taught in existing constituent Colleges :- B.Tech., M.Tech., MBA, Polytechnic Diploma, B.V.Sc & A.H., AHDP for LSA, BAMS, DANCT, BHMS, BPT, B.Pharmacy, M.Sc. (Nursing), B.Sc. (Nursing), GNM, DMLT (Lab Tech), DMRT(Radio Tech), B.Ed. M.Ed & B.S.T.C. etc.

TATA INSTITUTE OF FUNDAMENTAL RESEARCH

Homi Bhabha Road, Mumbai 400 005
Phone: +91-22 2278 2000
Fax: +91-22 2280 4610, 2280 4611
Email : director@tifr.res.in
Website : www.tifr.res.in

The Tata Institute of Fundamental Research is a National Centre of the Government of India, under the umbrella of the Department of Atomic Energy, as well as a deemed University awarding degrees for master's and doctoral programs.

At TIFR, we carry out basic research in physics, chemistry, biology, mathematics, computer science and science education. Our main campus is located in Mumbai, but we have additional campuses in Pune, Bangalore and Hyderabad.

"It is the duty of people like us to stay in our own country and build up outstanding schools of research such as some other countries are fortunate to possess." This was the vision that guided the Tata Institute of Fundamental Research which Homi Bhabha founded.

The Institute was founded on 1st June1945 with support from the Sir Dorabji Tata Trust. The Institute first began functioning within the Cosmic Ray Research Unit on the campus of the Indian Institute of Science, Bangalore and moved to Bombay in October that year.

Vision

"It is the duty of people like us to stay in our own country and build up outstanding schools of research such as some other countries are fortunate to possess." This was the vision that guided the Tata Institute of Fundamental Research which Homi Bhabha founded. The Institute was founded on 1st June1945 with support from the Sir Dorabji Tata Trust. The Institute first began functioning within the Cosmic Ray Research Unit on the campus of the Indian Institute of Science, Bangalore and moved to Bombay in October that year.

TATA INSTITUTE OF SOCIAL SCIENCES

V.N. Purav Marg, Deonar, Mumbai 400088
Phone : 91-22-2552 5000
Fax : 91-22-2552 5050
Email : sparasuraman@tiss.edu, schatterjee@tissu.edu
Website: http://www.tiss.edu

The Tata Institute of Social Sciences (TISS) was established in 1936 as the Sir Dorabji Tata Graduate School of Social Work. In 1944, it was renamed as the Tata Institute of Social Sciences.

The year 1964 was an important landmark in the history of the Institute, when it was declared Deemed to be a University under Section 3 of the University Grants Commission Act (UGC), 1956.

Since its inception, the Vision of the TISS has been to be an institution of excellence in higher education that continually responds to changing social realities through the development and application of knowledge, towards creating a people-centred, ecologically sustainable and just society that promotes and protects dignity, equality, social justice and human rights for all. The TISS works towards its vision through:

- Creation and provision of socially relevant and high quality professional education in a wide range of inter-disciplinary areas of Social Sciences, to a larger number of students, from all sections of society in the country.
- Facilitation of autonomous research and dissemination of knowledge.
- Support knowledge creation through strong M.Phil. and Ph.D. programmes and Post-Doctoral scholars.
- Strategic extension, field action and advocacy through training and capacity building of State and non-State institutions and personnel.
- Initiate field action and advocacy to demonstrate and facilitate creation of policies and programmes.
- Professional response to natural and human-made disasters, through participation in relief and rehabilitation activities.

Over the years, the Institute has made consistent contributions to civil society and the development sector through its education, research, field action and extension. Today, the TISS has earned recognition as an institution of repute from different Ministries of the Government of India; various State Governments; international agencies such as the United Nations; and the non-government sector, both national and international.

A high degree of freedom and autonomy shape the positive work ethos and creativity in the Institute facilitating strong linkages between education, research, field action and dissemination.

TEAM LEASE SKILLS UNIVERSITY

TLSU Campus: Tarsali - Vadadala Road, Tarsali Bypass
Tarsali, Vadodara - 390 009, Gujarat.
Phone: +91 - 265 - 33 09 100
Email: info@teamleaseuniversity.org registrar@teamleaseuniversity.org
Website : http://www.teamleaseuniversity.org

TeamLease Skills University (TLSU) envisions striving towards workforce productivity, socioeconomic development and social harmony through educational, training and research programs. While formulating its operational model, TLSU has contemplated on the socioeconomic context of Gujarat, the exigencies of the globalized competition and suitability of tertiary education varieties. TLSU seeks to address the gaps in Indian higher education system in relation to curricular irrelevance, graduate unemployability, low esteem for skill based programs and apathy to the informal workforce. Respecting the spirit of national documents in the higher education area, TLSU holds its educational purpose of facilitating skill inculcation and community enrichment through traditional and non-traditional programs focusing on basic, vocational, professional, technical and life skill domains. Apart from catering to the educational needs of 18-23 year olds drawn from the academic streams of secondary education system, efforts will be taken for opening higher education/training avenues for the pass-outs/teachers of Industrial Training Institutes (ITIs), Vocational Higher Secondary Schools (VHSSs) and Polytechnics that could underpin the respective streams. The formal and informal sectors of the employed category will be provided skill upgrade options through credential based educational programs and non-credit oriented training programs. Non-formal pedagogy will be deployed for community enrichment programs.

TLSU will endeavor to fulfill the objects enshrined in Gujarat Private Universities Act, 2009 and focus on the following aspects:

- To contribute to workforce productivity, socioeconomic development and social harmony through academic, research, training and extension programs;
- To offer basic, vocational, technical and professional programs with employers at the heart of curricular processes and technology at the heart of operations;
- To incorporate flexible approach and enhanced access through modular curriculum, blended delivery mode, adaptive instructional timing and extended entry level criteria;
- To support job placement and promote career progression;
- To facilitate enhanced wage employment for the informal sector;
- To deliver life skills programs for community enrichment;
- To fortify the educational systems in ITIs, VHSSs and Polytechnics;
- To foster two-way relationship with the employer groups;
- To collaborate with Governments of Gujarat and India, industry, and academic institutions in India and abroad for ensuring relevance and quality in educational and life-enrichment programs

TECHNO GLOBAL UNIVERSITY

Lateri Road Sirouj, Distt. Vidisha- 464228, Madhya Pradesh
Tel. No. : 07591 280999
Tel : (0)9425005444, (0)7591280999, (0)7869133113
Tel. : (0)9330869511, (0)8806273240, (0)7869133113
E-mail : sabsrc@yahoo.co.in, info@technoglobaluniversity.com
Admn. Email : admmp@technoglobaluniversity.com dmissiontiu@gmail.com
Website : http://www.technoglobaluniversity.com

To create a flow of quality human resource that is capable of meeting and successfully overcoming the global challenges of tomorrow and contribute effectively to global developments, with knowledge at the forefront and in the background as the most potent tool.

To be amongst the five best Universities in India by 2018

To be amongst the fifty best global Universities by 2025

To be the most sought-after hub for intellectual development, research proliferation and skills enhancement

To impart knowledge driven education of the highest quality

To create the best infrastructure and allied facilities to foster research, product development and industrial consultancy

To build one of the best Industry-Academia interfaces to leverage the best collaborative output in terms of recruitment, industrial training, research and consultancy.

Techno India Group is one of the largest and most acclaimed brands in the country having 3 Universities, 20 Engineering Colleges & 10 B-Schools with enviable track record of providing quality education and excellent placement record. About 500000 of our alumni are places. Leading MNCs like TCS, WIPRO, CAPGEMINI, INFOSYS, CTS, L&T, IBM, ACCENTURE etc and is getting a pay package of over RS 12,00,000/US$60K per annum in India and Abroad since 26 Years.

Mission

To create a flow of quality human resource that is capable of meeting and successfully overcoming the global challenges of tomorrow and contribute effectively to global developments, with knowledge at the forefront and in the background as the most potent tool.

TECHNO INDIA UNIVERSITY

Techno India EM-4/1, Sector-V, Salt Lake
Kolkata-700091, West Bengal
Tel : +91-33-2357-6163/6164/2658
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Email : info@technoindiauniversity.ac.in, admission@technoindiauniversity.ac.in
Website : http://www.technoindiauniversity.ac.in

Techno India University is a private university in Kolkata, West Bengal, a state in India. It is the first private university in the West Bengal, that was formed by the passing of a state legislation. Its campus is in Salt Lake. It was inaugurated on 7 August 2012, by chief minister of West Bengal, Mamata Banerjee.

To create a flow of quality human resource that is capable of meeting and successfully overcoming the global challenges of tomorrow and contribute effectively to global developments, with knowledge at the forefront and in the background as the most potent tool.

Visision are :
To be amongst the five best Universities in India by 2018

To be amongst the fifty best global Universities by 2025

To be the most sought-after hub for intellectual development, research proliferation and skills enhancement

To impart knowledge driven education of the highest quality

To create the best infrastructure and allied facilities to foster research, product development and industrial consultancy

To build one of the best Industry-Academia interfaces to leverage the best collaborative output in terms of recruitment, industrial training, research and consultancy.

Mission
To create a flow of quality human resource that is capable of meeting and successfully overcoming the global challenges of tomorrow and contribute effectively to global developments, with knowledge at the forefront and in the background as the most potent tool.

TEERTHANKER MAHAVEER UNIVERSITY

Delhi Road, (146 Kms from Delhi on NH-24)
Moradabad, Uttar Pradesh
Tel :(0591) 2476803, 0591-2360222, 9568870777
Fax : (0591)2360077, 2487444, 2360444
Email : vicechancellor@tmu.ac.in registrar@tmu.ac.in
Website : www.tmu.ac.in

Teerthanker Mahaveer University is a Jain Minority State Private University established by Act No. 30 of 2008 of the Government of Uttar Pradesh and has been approved by University Grants Commission (UGC) under Section 2(f) of UGC Act, 1956. The university is located on National Highway-24 and is barely 144 Kms from National Capital, New Delhi. The University stand committed to the ideals of Lord Mahaveer i.e. Right Philosophy, Right Knowledge, and Right Conduct in all its operations and aspires to be recognized as an ultimate destination for world-class education.

The university owes its origin to Teerthanker Mahaveer Institute of Management and Technology (TMIMT), which forayed into professional education in the year 2001 by offering courses such as BBA, BCA, MCA, MBA, B. Ed, M. Ed and B. Sc. (Home Science). After the university came in to existence in 2008, these programs are being run under the TMIMT and Department of Home Science. Subsequently colleges/departments like: Dental, Medical, Engineering, Pharmacy, Nursing, Para-medical Sciences, Physiotherapy, Architecture, Law, Journalism, Physical Education, Polytechnic, Agriculture, Directorate of Distance Education, Social Work, Hospital Administration, Fine Arts, Language Studies, Jain Studies, Women Studies and Disability Studies have been created to meet the rising aspirations of the youth. Currently the university offers wide range of programs having high employability potential through its 17 on campus colleges and 6 independent teaching departments. The university has made extensive collaborative arrangements with leading national and international institutions to ensure quality.

The programs are designed and reviewed in consultation with professional organizations and industry experts in order to provide a strong academic vigour and industrial perspective and are delivered by excellent faculty, who are known for their dedication to teaching and research, and close ties with the national and international academic and business community.

The programs are conducted in highly conducive learning environment which seeks to develop the power for critical thinking and analysis. We understand that students and professionals with communication and language skills are better able to explore ideas, gain critical and analytical skills and develop an understanding of what it is like to work in a global environment; hence we apply modern teaching practices placing strong emphasis on oral and written skills.

TELANGANA UNIVERSITY

Dichpally, Nizamabad-503322, Telangana, Andhra Pradesh
Tel : +91-8461-222220
Fax : +91-8461 - 222212
Email : vc@telanganauniversity.ac.in,
registrar@telanganauniversity.ac.in
Website :http://www.telanganauniversity.ac.in

Telangana University is established through Act Number 28 of 2006, Government of Andhra Pradesh to cater to the academic pursuits of backward and rural student community belongs to Nizamabad and Adilabad Districts. Due to the inadequacy of facilities for Higher Education in these two Districts and inability of the existing Universities to cater to needs of Post Graduate and Research Programmes in remote and inaccessible backward and tribal areas and with a view to remove the regional imbalances of Higher Education in the state this Telangana University is established at Dichpally of Nizamabad District.

The Government of Andhra Pradesh handed over around 577 acres of land in Suddapally and Nadipally villages of Dichpally Mandal to the University.

The University introduced six Post Graduate courses in the month of September, 2006, Seven Courses were added during 2007-2008 and Five more courses were included during the academic year 2008-2009 raising the total number of courses to eighteen. Till 2008 University functioned at Girraj Govt. College, Nizamabad. In the month of January, 2009, the University was shifted to its own campus at Dichpally.

The University became the member of Association of Indian Universities. Telangana University has taken over the affiliation status from Osmania University and telangana University to recognize various Degree, PG, B.Ed and other colleges of Nizamabad & Adilabad Districts respectively. Now, the jurisdiction of the University is extended to Nizamabad & Adilabad Districts, covering 149 Degree, PG, B.Ed and other colleges from the academic year, 2011-2012. The University planning to introduce Credit Base Choice System (CBCS) gradually to assess the academic performance of the students.

The University, at present is offering eighteen (18) courses where 1250 students are pursuing their studies in various courses at University Main Campus and the South-Campus of Bhiknoor. The class rooms are spacious, laboratories are well equipped and accommodation is provided separately for Girls and Boys with furnished hostels and play grounds within. The campus is very beautiful and picture square. Plantation of avenue trees and greenery of the campus is well maintained by NSS volunteers that keeps oneself healthy and active.

TERI SCHOOL OF ADVANCED STUDIES

Plot No. 10 Institutional Area
Vasant Kunj, New Delhi - 110 070, India
Tel. +91 11-71800222 (25 lines), Fax +91 11 26122874
E-mail : registrar@terisas.ac.in
Website : http://www.teriuniversity.ac.in

The TERI School of Advanced Studies was established as a Trust in 1998 with the purpose of providing academic learning programmes. With TERI as its sponsoring society, TERI SAS focused its attention on developing a set of learning programmes that were both is support of, and were supported by, the research on issues of energy, environment and sustainability being undertaken by TERI. It was envisioned that the academic rigour brought by faculty members would enhance the quality of TERI's application focused research, whereas the state-of-art research of TERI would constantly freshen up the curriculum of TERI SAS's programmes and increase its societal relevance. This synergistic relationship would therefore further strengthen both the Institutes and increase their contribution to India and the world. This relationship is enshrined in a memorandum of understanding between TERI SAS and TERI, wherein the two have agreed to share research infrastructure and undertake collaborative research programmes, joint studies and provide mutual support for seminars, symposia and conferences. The purpose and vision for the University was further strengthened in 1999, when the University was granted "Deemed to be University" status by the University Grants Commission and notified vide the Ministry of Human Resources Development, Department of Education, Government of India, notification no. F.9-19/95-U-3 dated 5 October 1999.

Since its inception, the Deemed University offers not just world-class education, but also an environment that enables its students to develop fresh perspectives on their subjects of study. This includes regular interactions with researchers, scientists and academicians. The Deemed University's first convocation was held on 16 October 2006, where 8 doctoral and 36 master's degrees were awarded. Mr Nandan Nilekani, CEO and MD, Infosys Technologies, delivered the convocation address, stressing on sustainable development and incorporation of related concepts in higher education. Before moving into the Vasant Kunj campus, the Deemed University was housed in TERI at the Darbari Seth Block of India Habitat Centre from 1998 to 2008. In 2008, the TERI School of Advanced Studies started functioning from its new 'green campus', located in Vasant Kunj- a prestigious institutional area in New Delhi. The new campus has been planned to provide a setting that enhances learning, while simultaneously showcasing the concept of modern green buildings. Recognising the importance of providing international perspectives in its programmes, TERI SAS entered into memorandums of understanding with several international universities aimed at facilitating mutually beneficial exchange of students, faculty, knowledge, resources and ideas.

In 2007, the Deemed University launched an academic exchange programme with Yale University (School of Forestry and Environmental Studies) with support from the V K Rasmussen Foundation. Subsequently, in 2008, the University launched another academic exchange programme with Freie University of Berlin, Germany, with support from DAAD (the German Academic Exchange Service). In 2009, four scholarship programmes were set up for students in various programmes at the TERI SAS, funded by Sindicatum Climate Change Foundation, HSBC, Deutsche Bank and IOC (Indian Oil Corporation Ltd.). In 2013, The Coca Cola Department of Regional Water Studies was set up with generous support from The Coca Cola Foundation.

TEZPUR UNIVERSITY

Napaam, Tezpur, Distt, Sonitpur
Tezpur 784 028, Assam
Tel : 03712-267007-8-9, 267003, 255685, 267004, 267106
Fax : 03712-267005/267006
Email : pcdeka@tezu.ernet.in,
ahom_m@tezu.ernet.in, alak@tezu.ernet.in
Website :http://www.tezu.ernet.in

Tezpur University is an Indian Central University located in Tezpur in the North Eastern state of Assam, India by an act in Parliament of India in 1994.

The Governor of Assam, Janaki Ballabh Patnaik is the chancellor of Tezpur University, Mihir Kanti Chaudhuri is the vice-chancellor and Amarjyoti Choudhury is the pro vice-chancellor.

The establishment of Tezpur University is considered to be one of the outcomes of the Assam Accord, along with the establishment of Assam University and Indian Institute of Technology Guwahati.

Tezpur University was established, by an Act of Parliament, in 1994. The then prime minister of India, P. V. Narasimha Rao, chaired the opening of the university.

Initially, the university operated from the premises of the Darrang College, in Tezpur. Land was acquired at Napaam, a suburb of Tezpur, about 15 kilometers east, of 242 acres (0.98 square kilometers), and the premises shifted.

Kalaguru Bishnuprasad Rava (Rabha) donated an ancestral estate of 2500 bigha land received from the British government in favour of the peasants. The present-day Tezpur University stands on the land donated by him. Recently the university acquired an additional plot of land.

Tezpur University shines in all areas of academic excellence. Administrative efficiency is another very important goal. It is vital that we get our priorities right in order to make Tezpur University one of the best in the Northeast region, and eventually, in the entire country.

THAPAR INSTITUTE OF ENGINEERING AND TECHNOLOGY

P.O Box 32, Patiala-147004
Phone : +91-175-2393021
Toll Free Number : 18002024100
Fax : +91-175-2364498
Telegram : Thaparinst
Email : registrar@thapar.edu

The Thapar Institute of Engineering and Technology (TIET) is one of India's oldest and finest educational institutions, which provides a steady source of highly skilled talent to the nation as well as overseas. Founded in 1956 with a campus spread across sprawling 250 acres, Thapar Institute of Engineering & Technology, located in Patiala, has been a pioneer in engineering education, research and innovation. Our community involves ingenious minds solvers who are eager to make the world a better place to live in with their innovative techniques and discoveries.

Rated amongst the top ranked innovation-driven private universities and technical institutes in the country, Thapar Institute of Engineering & Technology has been accredited with an 'A+' grade by the National Assessment and Accreditation Council (NAAC). We constantly evolve our teaching methods, and provide quality education to our students, whom we see as unique individuals with different interests and aspirations. We keep the quality of our curriculum, faculty and infrastructure unparalleled, and believe in encouraging thousands of young minds to excel in India and abroad. Our alumni have stood out in varied fields such as business and industry, administrative and regulatory services, research and education, and social and human rights organisations. Thapar Institute of Engineering and Technology is located in a sprawling green campus comprising of more than 250 acres in the historic city of Patiala.

Thapar Institute of Engineering and Technology was established in 1956 through an brilliant and futiristic between the then State of PEPSU (Patiala and East Punjab States Union), the Central Government and the Patiala Technical Education Trust (PTET) founded by one of the great captains of Indian Industry, the late Lala Karam Chand Thapar. The mission of the institution as embodied in the Trust Deed dated April 9, 1956, is truly remarkable for their scope and vision. They provide for undergraduate and post graduate education in engineering & technology, a close interaction with industry, and a strong emphasis on basic and applied research.

Thapar Institute of Engineering and Technology is today recognized among the premier institutions imparting technical education of the country and the best of its kind in the north-western region of India. It is an example of pioneering experiment of joint venture between public and private sector in higher technical education. TIET is a unique campus with extraordinary potential for development of indigenous technology and its transfer to engineering industries. Thapar Institute of Engineering and Technology strives to maintain an environment that encourages scholarly inquiry and research, a spirit of creative independence and deep commitment to academic excellence. Its students are unique individuals with different interests and aspirations. The diverse programmes and activities aimed at developing quality of mind, ethical standards, social awareness and global perspectives, let the students shape their own TIET experience and grow.

THE ASSAM KAZIRANGA UNIVERSITY

A.T. Road, Near Bhogdoi Bridge
Jorhat - 785001, Assam
Phone :+91 8486034370, 0376 2304519
Email: debasish@kazirangauniversity.in, vcoffice@kazirangauniversity.in
Website : http://www.kazirangauniversity.in

The roots of intellectual, cultural and spiritual development of this region go back centuries from the time of Mahapurusha Srimanta Sankardeva (1449 – 1568) who, as the revered father of the Assamese culture, laid the foundation of the first of the 65 satras (neo- Vaishnavite monasteries) at Majuli – the largest riverine island in Asia, adjacent to Jorhat. These satras evolved into 'Centres of Excellence' in pursuit of scholarly, artistic and theological brilliance. They propagated a remarkably enlightened and inclusive view of life, rejecting the entrenched, discriminatory Varna system. This gradually shaped the cultural landscape of the whole of Assam.

The relocation of the Ahom kingdom under King Swargadeu Gaurinath to orhat in 1794 marked a turning point in the literary and cultural history of the city. In less than a century after this, the British set up tea gardens in the area and made Jorhat the nerve centre of their business, which led to technological and commercial development of the region. In 1928, the town was technologically advanced enough to provide the first air strip in the North-east; thereby, catalysing the development of a knowledge-based culture in and around Jorhat.

The tradition of applied knowledge continues with secure, old roots and new forms, evolving to the needs of our time. The town has as many as eleven research Institutes including the world's oldest and largest, Tocklai Tea Research Centre, The Rainforest Research Institute and Regional Sericulture Research Centre.

In this prevailing environment where quest for knowledge and exploration of the frontiers of technology are historically embedded since decades, Kaziranga University, the first such modern University in this region, is committed to carry forward the torch of applied knowledge and imagination that has illuminated the lives of aspiring men and women over many centuries in this 'Knowledge City of Assam'.

THE ASSAM ROYAL GLOBAL UNIVERSITY

Betkuchi Opp. Tirupati Balaji Temple NH 37
Guwahati - 781035
Phone: 0361-2270100/0361-2270300, Mobile: 9707683013
Email: registraroffice@rgu.ac, admissions@rgu.ac, careers@rgu.ac

Located against the picturesque backdrop of Tirupati Balaji Temple on National Highway 37, Royal Global University stands high with its virtues of excellence and a humble contribution to the society at large. The Campus is more than 27 acres of land and about 12 lakh square feet built up centrally air-conditioned area available for running various courses of Royal Global University (RGU).

With experienced faculty and world class infrastructure & facilities, Royal Global University is one of the finest Universities of the country. RGU offers a unique educational experience that prepares the next generation of global citizens to lead and make a difference in the world. With its talented and motivated student-body and accomplished faculty, RGU is a leading educational hub in the North Eastern region that maintains a particular commitment to exceptional undergraduate and postgraduate instructions. Undergraduates, Graduates and post graduates will have variety of options available to them. The faculty members work closely with students to solve major scientific, technological and societal challenges.

RGU ensures that its students are transformed into well-rounded, industry-ready individuals, who are equipped to take on leadership responsibilities. RGU stands to be recognized for its world-class infrastructure, cultural events, campus recruitment programmes and activities, expert students, and updated facilities.

Vision

To offer nationally and internationally integrated opportunities to create global citizens.

Mission

To achieve academic excellence through innovatively designed, research intensive, industry-oriented education;

To incorporate community service to install ethical conduct and compassion amongst stake holders;

To give back responsible leaders to society who are capable of enriching the future by bringing positive transformation in the world.

THE APOLLO UNIVERSITY

The Apollo Knowledge City Campus, Saketa,
Murukambattu, Chittoor, Andhra Pradesh-517127
Website: https://apollouniversity.edu.in
Phone: Admissions-7995574330, 7995574332, 7995574326/27

The Apollo University intends to bring about a paradigm shift in learning by bringing together Healthcare, Technology and Management education, where students will become creative problem-solvers and hone skills needed to confront complex challenges. Propelled by the success of many educational initiatives, Apollo Hospitals Group has launched The Apollo University, a state-private university in Andhra Pradesh. It provides quality education to students and makes them 'life and career ready' with a specific focus on multidisciplinary education in healthcare, engineering, management, and social sciences. The University was set up at Chittoor and commenced its operations in November 2021. The University aims to create a conducive atmosphere beyond just learning, including hands-on learning and a research-intensive environment to make students Industry Ready. The Apollo University has got recognition as a Private University established under the Andhra Pradesh Private Universities (Establishment and Regulation) Act 2016. It has five departments, namely the School of Technology (SOT), the School of Management (SOM), the School of Social Sciences (SOSS), the School of Health Sciences, and the Institute of Pharmaceuticals.

A sound infrastructural setup enables all schools to ensure students' experiential learning. Moreover, the University has established academic associations with esteemed global universities such as John Hopkins and Harvard to create a global learning environment for the students.

Apollo Group

Apollo Group, established in 1983, has continually undertaken initiatives for the betterment of Indian society through a series of Healthcare Initiatives. Extending this has been the Education initiatives enabling the Healthcare Sector through multiple medical and nursing colleges across India to provide the best manpower to the sector.

MISSION

The Mission is to achieve this vision through transformative education developed at the intersection of healthcare, science, technology, and management, having roots in innovation & research, in an inclusive culture that fosters practical oriented knowledge, stimulates critical thinking and sustains our legacy of pioneering and excellence, for the benefit of humanity.

VISION

The Apollo University aspires to create knowledge, global leaders and thought leadership for the future, preparing them for a constantly evolving world and empowering them to build a healthier and more equitable society.

THE GANDHIGRAM RURAL INSTITUTE

Gandhigram PO, Dindigul District 624 302, Tamil Nadu
Tel : 0451-2452371-2452375 (EPABX)
Grams: GRAMVARSITY'
Fax : 0451-2454466/2453071
Email : grucc@ruraluniv.ac.in
Website : http://www.ruraluniv.ac.in

Gandhigram was born in 1947. A team of dedicated disciples and contemporaries of Gandhiji, Dr.T.S.Soundaram and Dr.G.Ramachandran, developed Gandhigram, the home of many rural development programmes. The Gandhigram Rural Institute (GRI) was founded in 1956. With undying faith and deep devotion to Mahatma Gandhi's revolutionary concept of 'Nai Talim' system of education, Gandhigram Rural Institute has developed academic programmes in Rural Development, Rural Economics and Extension Education, Rural Oriented Sciences, Cooperation, Development Administration, Rural Sociology, English and Communicative Studies, and, Tamil and Indian Languages. Students who emerge from its portals tend to meet the personnel needs for rural development under various governmental and non-governmental schemes. To teaching was added, the dimensions of research and extension in course of time. This three-dimensional approach became a pioneering model which earned appreciation from all over the country. The work of the Institute invited national attention and the Government of India (Ministry of Education), on the recommendation of the University Grants Commission, conferred the status of a Deemed University on the Institute under Section (3) of the UGC Act of 1956, on 3rd August, 1976. Today, it has become a nationally and internationally recognised Institute for its contribution to rural education, so much so that the New Education Policy of the Nation reflects the principles evolved here in developing the rural university concept. Started in a small way, the Institute has developed into a big educational complex, comprising seven different faculties, offering in all about fifty different programmes. It awards Doctoral, Master's and Bachelor's Degrees, Diplomas and Certificates through its seven academic faculties: Rural Development, Rural Social Sciences, Rural Oriented Sciences, English and Foreign Languages, Tamil, Indian Languages & Rural Arts, Rural Health & Sanitation, and, Agriculture & Animal Husbandry. It has, at present, about 2300 students and 125 teaching and 250 non-teaching staff. The programmes offered here have attracted students from abroad every year. The Gandhigram Rural Institute is reaccredited with A Grade by NAAC.

The Gandhigram Rural Institute has a campus of nearly 200 acres in a rural setting, nestling in one of the enclaves of the beautiful Sirumalai range. To its West are chains of mountains including the beautiful Kodaikanal Hill Station. Lying North of Madurai, Gandhigram is easily accessible by rail and road. The climate of the place is pleasant all through the year and the panorama of nature surrounding Gandhigram is pleasing to the eye and inspiring to the soul. The nearest railway station is Ambathurai, the nearest railway junction is Dindigul accessible by both broad guage and meter guage, and, the nearest major town is Dindigul. The nearest airport is Madurai.

THE GLOBAL OPEN UNIVERSITY NAGALAND

New Name of the University : INTERNATIONAL UNIVERSITY

Sodzulhou Village, P.O. - ARTC, NH-39
Dimapur - 797115, Nagaland
Tel : +91-8731887593, 8787365855
Email : registrar@nagaland.net.in
Website : internationaluniversity.education
nagaland.net.in (only for knowing courses conducted between 2007 and 2023)

The Global Open University, Nagaland, legislated by the Government of Nagaland under The Global Open University Act 2006 (Act 3 of 2006) received the assent of the Governor of Nagaland on 30th August 2006 and was notified vide Notification number Law/Act-10/2006 on 18th September 2006. The provisions of The Global Open University Act 2006 were published in the Nagaland Official Gazette on 18 September 2006 for general information.

The name of this Univekrsity was changed from "The Global Open University", Nagaland to "International University", Nagaland as per the decision of the State Government by passing a legislation "The Global Open University, Nagaland second Amendment Act (Act 6 of 2024)" published in the Nagaland Gazette (Extraordinary) published on 25 October 2024.

Now only full time regular courses are being conducted including Bachelor of Business Administration (BBA), Master of Business Administration (MBA), Bachelor of Computer Applications (BCA), Master of Computer Applications (MCA), Bahcelor of Naturopathy and Yogic Sciences (BNYS), Doctor of Medidcine in Naturopathy (MD in Naturopathy), Bachelor of Science - Medical Laboratory Technology (B.Sc.-MLT), Master of Science – Medical Laboratory Technology (M.Sc. – MLT), Bachelor of Physiotherapy (BPT), Master of Physiotherapy (MPT), Bachelor of Science – Radiology and Imaging Technology (B.Sc.-RIT), Bachelor of Science – Fashion Design (B.Sc.-FD), Master of Laws (LL.M.) etc. The University has also sought approval from the Bar Council of India (BCI) for LL.B., from National Council for Teacher Education (NCTE) for B.Ed., M.Ed., B.P.Ed., M.P.Ed. and from Indian Nursing Council (INC) and Nagaland Nursing Council (NNC) for ANM, GNM and B.Sc. Nursing courses besides Ph.D. programmes.

Many more Bahcelor's and Master's Degree courses are being launched from the Session commencing from July 2025.

This University has a sprawling campus with all the ultra-modern facilities including classrooms, laboratories, libraries, conference halls, staff rooms, staff residences, hostel, international guest house, playgrounds etc. at Dimapur very near to the Airport. There are regular flights everyday from New Delhi, Kolkata, Chennai, Mumbai, Lucknow, and Guwahati.

The University has invited students from different States of India besides students from different countries as the teaching faculty members are most qualified in their own fields and specializations.

There are excellent arrangements for the summer, vacational training besides internship and final job placement.

THE GLOBAL UNIVERSITY, ITANAGAR

Hollongi, Itanagar
Arunachal Pradesh

The Global University, Itanagar has been established under The Global University Act 2015 of the Government of Arunachal Pradesh as a Private University.

The objectives for which the university is established are as follows :

(i) to provide for instruction in the disciplines specified but not limited in Schedule and to make provisions for research and for the advancement and dissemination of knowledge;
(ii) to grant, subject to such conditions as the University may determine, diplomas or certificate, and confer degrees or other academic distinctions on the basis of examinations, evaluation to any other method of testing on persons, and to withdraw any such diplomas, certificates, degrees or other academic distinctions for good and sufficient cause ;
(iii) to organize and to undertake extra-mural studies and extension service;
(iv) to confer honorary degrees or other distinctions in the manner prescribed;
(iv) to provide instruction, including correspondence and such other courses, as it may determine;
(v) to institute Professorships, Readerships, Lectureships and other teaching or academic posts required by the University and to make appointment thereto;
(vi) to create administrative, academically and other posts and to make appointments thereto;
(viii) to appoint persons working in any other university or organization having specific knowledge permanently or for a specified period;
(ix) to co-operate, collaborate or associate with any other university or authority or institution in such manner and for such purpose as the University may determine;
(x) to establish study centers and maintain schools, institutions and such centers, specialized laboratories or other units for research and instructions as are in the opinion of the University, necessary for the furtherance of its object;
(xi) to institute and award fellowships, scholarships, studentships, medals and prizes;
(xii) to establish and maintain hostels for students of the University;
(xiii) to make provisions for research and consultancy, and for that purpose to enter into such arrangements with other institutions or bodies as the University may deem necessary;
(xiv) to determine standards for admission into the University, which may include examination, evaluation or any other method of testing;
(xv) to demand and receive payment of fees and other charges;
(xvi) to supervise the residences of the students of the University and to make arrangements for the promotion of their health and general welfare;
(xvii) to make special arrangements in respect of women students as the University may consider desirable;
(xviii) to regulate and enforce discipline among the employees and students of the University and take such disciplinary measures in this regard as may be deemed necessary by the University ;
(xix) to make arrangements for promoting the health and general welfare of the employees of the University;
(xx) to receive donations and acquire, hold, manage and dispose of any movable or immovable property;
(xxi) to borrow money with the approval of the Sponsoring Body for the purposes of the University;
(xxii) to mortgage or hypothecate the property of the University with the approval of Board of Governors ;
(xxiii) to establish examination centers; Counseling centers; information centers;
(xxiv) to set up off campus centre or information centers within the state of Arunachal Pradesh and/or any part of India and Abroad; and as per Section 8(1);
(xxv) to do all such other acts and things as may be necessary, incidental or conducive to the attainment of all or any of the objects of the University;
(xxvi) to establish a campus at Holongi in the State of Arunachal Pradesh and to have affiliated institutions, colleges, and approved study centers, Academic Centers, off Campus program Centers/Institutions and to establish Regional Campus(s) at different places in India and other countries; and as per Section 8(1);
(xxvii) to create higher levels of intellectual abilities;
(xxviii) to establish state of the art facilities for education, training and research;

THE MAHARAJA BHUPINDER SINGH PUNJAB SPORTS UNIVERSITY

Mohindra Kothi, Near Fountain Chowk
Patiala – 147001, Punjab
Tel : 86999-95317
Email : ps.tmbspsu@gmail.Com

"The Maharaja Bhupinder Singh Punjab Sports University, Patiala"(MBSPSU) has been Established vide Notification dated: 29.08.2019 under the Punjab Act No. 11 of 2019. The Preamble of the University Act mandates:-

1) "to establish and incorporate a Sports University in the State of Punjab, a Specialized University, to promote sports education in the areas of sports sciences, Sports technology, sports management and sports coaching.
2) Function as a State Training Centre for select sports disciplines by adopting best International practices.
3) The sole University empowered to affiliate and regulate any Sports or Physical Education Institutions in the State of Punjab and matter connected therewith or Incidental thereto."

The UGC accorded recognition to the University under section 2(f) of the UGC Act 1956 on 9th September 2019. It became functional on 16 September 2019 from the premises of Professor Gursewak Singh Government College of Physical Education, Patiala which is a Constituent college of the University. The Offices of the University are functioning from Mohindra Kothi, near Fountain Chowk, Patiala. The University has been granted membership of Association of Indian Universities (AIU) with effect from 01 April 2020 and placed in the North Zone. It has three constituent and five affiliated colleges. The following courses are currently conducted in the :-

1) Bachelor of Physical Education and Sports (BPES)
2) Bachelor of Sports Science (BSS.)
3) Post-Graduation Diploma in Yoga.
4) Master of Science. (Yoga)

The following new courses are being introduced from the ensuring academic session 2022-23 :-
1) Bachelor of Arts (BA).
2) Master of Physical Education and Sports (MPES).
3) Three months Certificate Courses in
a) Physical Fitness.
b) Yoga & Health Science.

The University has established a State Training Center (STC) in Polo and Equestrian at Patiala and setting up a STC for Boxing at Patiala and Jalandhar. STCs are also being established for Fencing and Basketball at Patiala, and Football at Govt. College, Kala Afghana.

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

Fatehganj, Vadodara 390 002, Gujarat
Tel : 0265 278 9485, 0265- 2795600
Fax : 0265-2793693,279 2277
Email : info@msubaroda.ac.in, vc@msubaroda.ac.in,
col_avgupta@yahoo.com
Website : http://www .msubaroda.ac.in

The Maharaja Sayajirao University of Baroda, originally founded in 1881 as the "Baroda College", is a premier unitary residential University, established on 30th April, 1949. It is the state University with English as its medium of instruction, having 13 Faculties, 3 Constituent Colleges, 2 Institutions and 8 Centers of Specialized Studies, wherein more than 37,295 students pursue higher studies, under the care and supervision of 1112 teaching (662 Permanent) and 1190 permanent supporting staff members. It houses 89 departments spread over 6 campuses (2 rural and 4 urban) covering 275 acres of land including a built up area of 418500 sq. mt. There are 16 hostels (12 Boys & 4 Girls) which accommodates about 4103 students. There are 475 residential quarters too for teaching and non-teaching staff. The University offers a wide range of courses, giving opportunity for education from early childhood to Ph.D. The pre-nursery school 'Chetan Balwadi' is a part of the Faculty of Family and Community Sciences and the Experimental School, imparting education from Std. I to XII, is monitored by the Faculty of Education & Psychology. Applied Science subjects, like Applied Mathematics, Applied Chemistry and Applied Physics are separate departments under the Faculty of Technology & Engineering, having interactive progressive collaborations with the Faculty of Science. It is one of the few Universities in the country offering research opportunities in the Ancient Indian Traditions of India at the Baroda Sanskrit Mahavidyalaya and Indian Classical Vocal and Instrumental Music, Bharatnatyam and Kathak Dances at the Faculty of Performing Arts; Painting, Sculpture and Art History in the Faculty of Fine Arts. Preservation of Ancient India Literature and Vedic Traditions at the Oriental Institute, and an extraordinary collection of excavations, including relics of Lord Buddha at Department of Archaeology and rare collections like Dinosaurs egg, rock, etc. are some of the salient features. The University also offers courses in emerging areas, like Nanotechnology, Petroleum Geology, Medical Biotechnology, Bio Informatics, Disaster Management, Embedded Systems, Packaging Engineering Welding Technology has expertise in the latest technological innovations such as Centre for Biotechnology, Genome Research Centre, Bio-informatics network, Centre for Microbial Genomics and the latest, the Centre for Molecular Genetics. The University offers 98 PG courses, 66 Ph.D programmes, 39 PG Diploma courses and 88 UG courses with an option from 347 programmes in 92 subjects. It also offers 11 certificate programmes and 3 post diploma certificate programme. As many as 205 students are currently enrolled in Ph.D. programme, out of which 33% of the students are from outside Gujarat State.

THE NATIONAL UNIVERSITY OF ADVANCED LEGAL STUDIES

NUALS Campus, H.M.T. Colony P.O.
Kalamassery, Ernakulam - 683 503
Telephone :0484-2555990, 0484-2555991
Fax No: 0484 – 2555992
Email: registrar@nuals.ac.in
Website : http://www.nuals.ac.in

The National University of Advanced Legal Studies (NUALS) was established by Act 27 of 2005 of the Kerala State Legislature. By the same Act, the National Institute for Advanced Legal Studies (NIALS) established by the Bar Council of Kerala Trust in 2002 merged with the NUALS. In 2008, an amendment streamlined the powers and functions of the authorities of the University and ensured the active involvement of the Government of Kerala.The University is recognized by the University Grants Commission under section 2(f) of the UGC Act.It is also a member of the Association of Indian Universities (AIU).

The main objects of the University are: (a) to advance and disseminate learning and knowledge of law and legal and judicial processes, professional legal education and their role in national development; (b) to develop in the student and research scholar a sense of responsibility to serve the society by developing skills with regard to advocacy, legal services, legislation, law reforms etc., and (c) to promote legal and judicial reforms needed to strengthen the administration of justice in India.

The Chief Justice of India is the Visitor and the Chief Justice of Kerala, the Chancellor of NUALS. The NUALS Campus is situated in Kochi - the industrial capital of Kerala and the seat of the Kerala high court - ina 10 acre plot in theKinfra Hi-Tech Park at Kalamassery. At present the Academic Block, Hostels for Boys and Girls, Amenities Centre and Faculty Apartments are operational. The construction of the Administrative Block and library Block, with assistance from the UGC and State Government, is in progress. The NUALS campus provides adequate academic infrastructure - dedicated internet access, Wi-Fi Connectivity, on-line legal resources including Hein online, Westlaw India and Manupatra, a computer lab, besides a good collection of standard books and reports, both foreign and Indian.

To make the study of law relevant to social needs and encourage focused research, the University has established the following centres of study and research:
Centre for Law and Agriculture
Centre for Law and Development
Centre for Parliamentary Studies and Law Reforms
Inter-disciplinary Centre for Police Studies
Centre for Continuing Legal Education and Extension
Centre for Consumer Protection Law and Policy

THE INDIRA GANDHI NATIONAL TRIBAL UNIVERSITY

Mekal Sadan, Amarkantak - 484 886
Madhya Pradesh
Contact No. : 07629-269710, 269544, 269640
Fax No. : 076269-269432, 269712
E-Mail : tvkattimani@gmail.com, vcigntu@gmail.com

The Indira Gandhi National Tribal University, Amarkantak has been established by an Act of the Parliament of India. It came into existence by the Indira Gandhi National Tribal University Act, 2007 and came into action on July 2008. The jurisdiction of the University extends to the whole country and it is fully funded by the Central Government through the University Grant Commission. The university caters to the tribals' long cherished dream of higher education. The tribal people are rich in cultural heritage and skill of art and craft but they are still marginalized in respect to higher education as well as in other walks of life. Now in the present age of globalization the world has shrunk into a village as the society has advanced in technology. But the tribes, who are the custodians of Indian culture in real sense, are far behind in this race of advancement. In order to rescue them from the present plight, the university has put before itself the following aims and objectives-

To provide avenues of education, especially higher education and research facilities primarily for the tribal population of India.
To disseminate and advance knowledge by providing instructional and research facilities in tribal art, tradition, culture, language, medicinal systems, customs, forest based economic activities, flora, fauna and advancement in technologies relating to the natural resources of the tribal areas.
To collaborate with national and international universities and organizations, especially for undertaking cultural studies and research on tribal communities.
To formulate tribal centric development models, publish reports and monographs and to organize conferences and seminars on issues relating to tribes and to provide inputs to policy matters in different spheres.
To take appropriate measures for promoting the members of tribal communities capable of managing, administering and looking after their own needs by access to higher education through a university of their own.
To disseminate and advance knowledge by providing instructional and research facilities in such other branches of learning as it may deem fit.
To take appropriate measures for promoting innovations in teaching learning process in inter-disciplinary studies and researches and to pay special attention to the improvement of social, educational and economic conditions and welfare of the scheduled tribes within the Union of India.

THE INSTITUTE OF CHARTERED FINANCIAL ANALYSTS OF INDIA UNIVERSITY, MEGHALAYA

Danakgre, PO Araimile, Tura - 794101
West Garo Hills, Meghalaya
Tel : (03651) 224683, 224684
Fax : (03651) 224684
Email : gatlynn@ymail.com
Website: www.iumeghalaya.edu.in

The Institute of Chartered Financial Analysts of India University, Meghalaya was established under the provisions of the Institute of Chartered Financial Analysts of India University Act, 2005 (Meghalaya Act No. 12 of 2005) vide Notification No. EDN. 261/2004/124 dated 22.02.2006 of the Government of Meghalaya. The University is sponsored by the Institute of Chartered Financial Analysts of India , a non - profit Educational Society established in 1984 under the Andhra Pradesh (Telangana Area) Public Societies Registration Act, 1350F (Act of 1350F).

- Headquarter and Campuses: The Headquarter of the University is at Tura, West Garo Hills District, Meghalaya. The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative and job-oriented educational programmes, research, consulting, publishing and developing a cadre of professionals with a high level of competence and deep sense of ethics and commitment to the code of professional conduct.
- Website: www.iumeghalaya.edu.in
- Status: The University is empowered by the University Grants Commission (UGC) for the award of degrees under Section 22 of the UGC Act 1956.
- Finances: As per the provisions of the Act, the University is a self-financing University supported by the Sponsor Society.
- RTI Act 2005: The University has complied with the provisions of the Right to Information Act 2005. The University has implemented the policy on Prohibiting Discrimination and Sexual Harassment. The University has also implemented the policy on Prevention of Ragging.

Contribution of the University

- Providing quality higher education
- Providing State-of-the-art campus with the requisite infrastructure
- Employment generation
- Contributing to Socio-economic development
- Assisting the development of service sector through manpower training
- Close Industry interface.

Membership

The University is a member of the Federation of Universities (Fed Uni).

THE INSTITUTE OF CHARTERED FINANCIAL ANALYSTS OF INDIA UNIVERSITY, NAGALAND

6th Mile, Sovima Village, Dimapur – 797112, Nagaland
Ph: 03862-234815 / 16
E-mail: registrar@iunagaland.edu.in
Website:www.iunagaland.edu.in

The ICFAI University, Nagaland has been established under the Institute of Chartered Financial Analysts of India University, Nagaland Act 2006 passed by Legislative Assembly of Nagaland. The University has been notified under Notification No. HE/9-2/2004 (vol.1) Dated, 19-06-2008 .The University is empowered by UGC for award of degrees under Section 22 of UGC Act 1956.

The ICFAI University, Nagaland is included in the list of universities maintained by the University Grants Commission (UGC) under Section 2(f) of the UGC Act, 1956.

The University is a member of the Federation of Universities, India.

The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of citizens with a high level of competence and deep sense of ethics and commitment to the code of professional conduct.

The Visitor of the University is H.E. The Governor of Nagaland.

The University is administered as per the Act, Statutes and Rules. The Board of Governors is headed by the Chancellor and has the Vice-Chancellor and others as members. The Board of Management is headed by the Vice-Chancellor. The Academic Council is responsible for all academic matters.

The University offers Bachelor's and Master's Degree Programs in management and computer science. The University awards Bachelor's and Master's Degree to the students who successfully complete the relevant Program, subject to the University Regulations.

THE INSTITUTE OF CHARTERED FINANCIAL ANALYSTS OF INDIA (ICFAI) UNIVERSITY, JHARKHAND

Between Road No. 1 & 2, Ashok Nagar
Ranchi - 834 002, Jharkhand
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Email: registrar@iujharkhand.edu.in
Website: www.iujharkhand.edu.in

The Institute of Chartered Financial Analysts of India University, Jharkhand (hereinafter referred to as the University) was established under the provisions of the Institute of Chartered Financial Analysts of India University Act, 2006 (Jharkhand Act No. 08 of 2007), vide Notification dated June 17,2008 of the Government of Jharkhand.

The University is sponsored by the Institute of Chartered Financial Analysts of India (Icfai), a not-for-profit educational society established in 1984 under the Andhra Pradesh (Telangana Area) Public Societies Registration Act, 1350 F (Act No.1 of 1350F) with the objective of imparting training in finance and management to students, working executives and professionals in India.

The ICFAI University, Jharkhand is included in the list of universities maintained by University Grants Commission (UGC) under section 2(f) of the UGC Act, 1956 vide their letter no F.8-17/2009(CPP-I) dated 01 Dec. 2009.

The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of professionals with a high level of competence and deep sense of ethics and commitment to the code of professional conduct a number of educational programs are offered in management, finance, banking, insurance, accounting, law, information technology, arts, commerce, education and science & technology at bachelor's and master's levels on full-time campus and distance learning formats

THE INSTITUTE OF CHARTERED FINANCIAL ANALYSTS OF INDIA UNIVERSITY, MIZORAM

Durtlang North, Aizawl, Mizoram - 796025
Phone : 0389-2361232
Fax : 0389-2361208
Email: aizawl@iumizoram.edu.in
Website : www.iumizoram.edu.in

The Institute of Chartered Financial Analysts of India University, Mizoram (hereinafter referred to as the University) was established under the provisions of the Institute of Chartered Financial Analysts of India University, Mizoram Act 2006, (Act No. 4 of 2006), vide Notification No. B.12012/2/2006-EDC, dated 19.10.2006.

The Institute of Chartered Financial Analysts of India University, Mizoram is sponsored by the Institute of Chartered Financial Analysts of India (ICFAI), a not-for-profit educational society established in 1984 under the Andhra Pradesh (Telangana Area) Public Societies Registration Act, 1350 F (Act No.1 of 1350F) with the objective of imparting training in finance and management to students, working executives and professionals in India.

The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of professionals with a high level of competence and deep sense of ethics and commitment to the code of professional conduct.

A number of educational programs are offered in management, finance, banking, insurance, accounting, law, information technology, arts, commerce, education and science & technology at bachelor's and master's levels on full-time campus and distance learning formats.

THE INSTITUTE OF CHARTERED FINANCIAL ANALYSTS OF INDIA UNIVERSITY, SIKKIM

Ranka Road, Lower Sichey, Gangtok – 737101
Toll Free : 1800 120 8991
Phone: 8291303030, 8291707070
Email: admissions@iusikkim.edu.in
Website: www.iusikkim.edu.in

The ICFAI University, Sikkim has been established under Section 4 (2) of the Institute of Chartered Financial Analysts of India University, Sikkim Act 2004 (Act 9 of 2004) passed by Legislative Assembly of Sikkim. The mission of the University is to offer world class, innovative, career oriented professional post graduate and undergraduate programs through inclusive technology-aided pedagogies to equip students with the requisite professional and life skills as well as social sensitivity and high sense of ethics. The University will strive to create an intellectually stimulating environment for Research, particularly into areas bearing on the socio-economic and cultural development of the state and the nation.

The ICFAI University is sponsored by the Institute of Chartered Financial Analysts of India in Dehradun, Tripura, Sikkim, Meghalaya, Mizoram, Nagaland, Jharkhand, Raipur, Jaipur and Himachal Pradesh under respective State Legislations. The Government of Orissa passed The ICFAI University.

The ICFAI University, Sikkim has been established under Section 4 (2) of the Institute of Chartered Financial Analysts of India University, Sikkim Act 2004 (Act 9 of 2004) passed by Legislative Assembly of Sikkim. The University has been notified under Notification No.GOS/DTE/2003/VI(18)/1812, Dated, 20-01-2005. The University is empowered by UGC for award of degrees under Section 22 of UGC Act 1956.

The University is a Member of the Association of Indian Universities (AIU). The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of citizens with a high level of competence and deep sense of ethics and commitment to the code of professional conduct. The Visitor of the University is H.E. The Governor of Sikkim. The University is administered as per the Act, Statutes and Rules. The Board of Governors is headed by the Chancellor and has the Vice Chancellor and others as members.

The courses conducted by the University include MBA, M.Com., MCA, MA, MTTM, B.Com., BBA, B.Sc., (Culinary Arts), B.Sc. (H&TM), BCA, BHM, BTTM, BA-LL.B. (Hons.), LL.B., LL.M., and BA (Hons) English / Economics / Policial Science.

THE INSTITUTE OF CHARTERED FINANCIAL ANALYSTS OF INDIA UNIVERSITY, TRIPURA

Kamalghat, Sadar, West Tripura - 799210, India
Phone : 0381-2865752/55
Fax : 0381-2865754
Email: registrar@iutripura.edu.in
Website: www.iutripura.edu.in

The ICFAI University, Tripura (referred to hereafter as the University) was established in 2004 through an Act of State Legislature (Tripura Act 8 of 2004). The University has been approved by the University Grants Commission, under Section 2(f) of the UGC Act, 1956

The ICFAI University, Tripura is included in the list of universities maintained by the University Grants Commission (UGC) under Section 2(f) of the UGC Act, 1956, vide their letter No. F.9-7/2006 (CPP-I) dated October 30, 2006. The Distance Education Council (DEC) has approved the programs of the ICFAI University, Tripura. The Bar Council of India has accorded its approval for imparting three year and five year Law Courses at ICFAI University,Tripura and award degrees in law. The University has received the approval of NCTE to offer the Bachelors Program in Education through its constituent college the Icfai College of Education.The ICFAI University, Tripura is included in the list of approved institutions maintained by NCTE. The University is a member of the Association of Commonwealth Universities, London, the Association of Indian Universities, New Delhi and the Federation of Universities, India. The University believes in creating and disseminating knowledge and skills in core and frontier areas through innovative educational programs, research, consulting and publishing, and developing a new cadre of citizens with a high level of competence and deep sense of ethics and commitment to the code of professional conduct. The Visitor of the University is H.E. The Governor of Tripura. The University is administered as per the Act, Statutes and Rules. The Board of Governors is headed by the Chancellor and has Vice-Chancellor and others as members. The Board of Management is headed by the Vice-Chancellor. The Academic Council is responsible for all academic matters.

The University offers Bachelor, Master, and Doctoral programs in management, finance, science and technology, information technology, education, law and other areas. The University campus based at Agartala is a lush green campus spread over 32 acres at Kamalghat Sadar, Tripura. It has over 6 lakhs sq. ft. of built-up area with academic blocks, workshops, laboratories, faculty rooms, auditorium, seminar halls, computer labs with latest computing facility, well equipped library, canteen, sports and recreation facilities. The campus also provides latest teaching aids and is Wi-Fi enabled. The University is being widely recognized as an institution devoted to quality research and teaching. The University gives utmost importance to Industry-University interface.

THE INSTITUTE OF CHARTERED FINANCIAL ANALYSTS OF INDIA

Phawa Ville Dhanketi, Shillong – 793001
East Khasi Hills, Meghalaya
Tel : 0364-2220057, +01-9485158603, +91-8794250646
Email : admissions@iumeghalaya.edu.in

The ICFAI University, Meghalaya has been established under Section 4 (2) of the Institute of Chartered Financial Analysts of India University, Meghalaya Act 2005 (Act No.12 of 2005) passed by Legislative Assembly of Meghalaya. The University has been notified under Notification No.EDN.261/2004/124 Dated, 22-02-2006. The University is empowered by UGC to award degrees under Section 22 of UGC Act 1956. The University is a member of the Association on of Indian Universities (AIU), India.

The Institute of Chartered Financial Analysts of India University, Meghalaya was established under the provisions of the Institute of Chartered Financial Analysts of India University Act, 2005 (Meghalaya Act No. 12 of 2005) vide Notification No. EDN. 261/2004/124 dated 22.02.2006 of the Government of Meghalaya.

THE NEOTIA UNIVERSITY

Sarisa, D.H. Road, 24 Parganas (South)
West Bengal - 743 368.
Phone Number: 1800 419 0909
Email: contact@tnu.in

ज्ञानम् आत्म प्रदीपाय

The Neotia University (TNU) was established in February 2015 vide the West Bengal State Government Act XXIII of 2014. Though TNU is relatively new in its present configuration, it has its antecedents in a 13 year old institution – Institute of Technology and Marine Engineering (ITME), a college established in 2002 and affiliated to the then West Bengal University of Technology, which is now known as Maulana Abul Kalam Azad University of Technology (MAKAUT). Educational Development Trust of the Ambuja Neotia Group acquired ITME in the year 2008 and changed its name to Neotia Institute of Technology, Management and Science (NITMAS) in the year 2012.

Ambuja Neotia Group is known for its excellence in all its numerous business ventures in the fields of construction, hospitality, and healthcare. The group is also known for its sense of corporate social responsibility. The chairman of the group, Mr. Harshavardhan Neotia was awarded Padmashri title for his contribution to social housing. It is his vision to provide affordable and holistic education that was behind the acquisition of ITME. However, it is difficult to realize this objective through an institution that has to operate within the constraints of affiliation to a state university. Thus was born TNU as a self financed university.

TNU is growing under the guidance of the luminaries on its governing board, deep interest and involvement of the Founder and Chancellor, Padmashri Harshavardhan Neotia, and the academic and administrative excellence of its Vice Chancellor, Prof. A.S Kolaskar, a well-known scientist and highly experienced educationist. He has earlier served as the Vice Chancellor of University of Pune, Vice Chancellor of KIIT, Bhubaneswar, Advisor of National Knowledge Commission, New Delhi and faculty Member of Indian and US Universities.

TNU is committed to providing education that promotes the multifaceted growth of students. Some of the steps taken in this direction include:

- Choice based credit system with provision to allow the students develop both left and right hemisphere of the brain which is essential for professional excellence and personal satisfaction.
- Degree Programs in cutting edge areas such as Robot Manufacturing, Automotive Manufacturing, Marine Engineering, Nautical Sciences, Cyber Security and Data Analytics, Animation, Video-Game Designing, Applied Psychology, Applied Economics, and many more.
- Active industry involvement to provide experiential learning
- Emphasis on physical fitness, ethics and values.

THE NORTHCAP UNIVERSITY

HUDA Sector 23-A, Gurgaon - 122017
Tel : + 91 124 2365811 to 13
Fax : + 91 124 2367488
Email : daulet@ncuindia.edu

The NorthCap University was founded in 1996, to promote excellence in Technical and Management education by Educate India Society, registered under the Registration of Societies Act of 1860. The University was conceived as Institute of Technology and Management in response to the acute deficiency of centres of higher learning in the country as also, the need to develop relevant human capital to meet the technology and management challenges of the 21st century. The founders had a clear and well defined mission - to build an unaided, self - financed University committed to delivering education of internationally recognized standards, a University that would go on to serve as an intellectual resource base in India and the sub-continent.

"Our aim from the beginning has been to make this University the most eminent in the country, in order to draw to it the youth of every State"

The Institute gained the status of private university in the Academic Year 2009-10, and was renamed ITM University under section 2(f) of the UGC Act 1956 and PRIVATE UNIVERSITIES ACT NO 25 OF 2009, Government of Haryana. Subsequently the University has been rebranded as The NorthCap University in August 2015. Committed to making a profound and lasting contribution to society, NCU recognises its exalted role of creating 'Educated Citizens' - citizens with a powerful sense of fairness, a profound belief in democratic ideals and a willingness to celebrate talent of many kinds. For the founders, this goal is rich with meaning. The NorthCap University stands faithful to the vision of its founders - it seeks students and faculty who take seriously their commitment to their community and their world, who are aware, active and involved. Students who graduate from **NCU** are expected to understand the technological, environmental and ethical challenges they will face in a world of accelerating change. Recognizing that those challenges will transcend the traditional boundaries between disciplines and nations, **NCU** encourages education that is distinctively interdisciplinary and international.

"Yatha Drishti, Thatha Srishti As the Vision, so the World "

Continuous efforts are made to realise this goal by providing a unique learning environment in which, the faculty and the students, share the responsibility for learning.
The University's commitment to totally merit based decisions in every aspect of its operations constitutes an integral part of this learning environment; from selection of faculty and staff, to admission and evaluation of students. All programs of the University adhere to this core philosophy.

THE UNIVERSITY OF BURDWAN

Rajbati, Bardhaman - 713 104
West Bengal
Phone : +091-342-2634975 (30 lines)
Fax : +091-342-2530452
Email : dr.sripatim@gmail.com, registrar@buruniv.ac.in
Website : http://www.buruniv.ac.in

Burdwan University: A Prelude

- A State University began its journey on June 15, 1960 with 6 PG Departments and 30 Affiliated Colleges.
- Grown as the Second Largest State University in West Bengal.
- It has 316.31 acres' campus with 39 PG Departments and 74 Affiliated colleges.
- The University is offering Certificate, Diploma, Honours, Post Graduate, M.Phil. & Doctoral Programmes.
- Total student strength: UG level: 1,44,489 and PG level: 5,998

Significant Achievements of the University:

- NAAC Ranking: Assessed with 'A Grade' by the **NAAC** in 2016, Valid till 31.12.2022 – IIQA has been submitted successfully within validity period for reaccreditation for the next cycle in compliance.
- Over the years, the University has consistently performed in the NIRF ranking by securing rank within top 100 under 'University' Category and occupied the rank of 89, 92, 85 and 87 in the years 2019, 2020, 2021 & 2022 respectively.
- 04 departments have received level of "Centre for Advanced Studies" **(CAS)** [Physics, Chemistry, Botany & Bengali]
- 08 departments have received level of "Departmental Research Support" (DRS) [Zoology, Geography, Statistics, English, Sanskrit, History, Commerce and Economics]
- 01 department has received level of "Department of Special Assistance" (DSA) [Mathematics]
- The Faculty members have already submitted 7 patent applications out of which 5 patents have been published and 2 patents have been granted. 5 copyrights are also granted to the faculty members of the University till date.
- Rank of the University in National Institutional Ranking Framework (NIRF) under ministry of Human Resource Development, GoI: 87th in 2022
- Rank of the University in India Today Survey: 16th in 2022
- 12 Faculty Members are appearing in the global top 2% scientist list published by Stanford University.

The University of Burdwan is a place for empowerment of the youth; for the fusion and refinement of ideas coming from different directions as also those emanating from interactive minds. The university offers an opportunity to invent and reinvent the thoughtful minds, for widening the horizon much beyond their immediate confines. The University of Burdwan is a place to help disseminate the wisdom, ancient and modern, as also the art of critiquing them, among generations of student and teacher for betterment of the human social existence, both local and global.

THE UNIVERSITY OF TRANS-DISCIPLINARY HEALTH SCIENCES AND TECHNOLOGY

74/2, Jarakabande Kaval, Post Attur via Yelahanka
Bengaluru – 560064, Karnataka India
Tel : +91 80-28568000/01/02/03
Fax : +91 80-28567926

TDU was established as an innovation centered University focused on designing and delivering research, outreach and education focused on social transformation aligned to emerging and futuristic needs. A first of its kind in India, TDU's uniqueness stems from the fact that while the University itself has core strength in Ayurveda-Biology, Clinical medicine, Medicinal plants systematics, Plant Genomics, Data Sciences, Local Health Traditions, Theoretical Foundations of Ayurveda, Traditional Knowledge informatics and Manuscriptology, it has institutional academic relationships with outstanding knowledge partners in fields like Design (Srishti), Ecology and Environment (ATREE), Bioinformatics (IBAB), Conservation of Coastal, Marine and Mountain Ecosystems (Dakshin Foundation), Biological Sciences (NCBS-TIFR), Stem Cell Biology (InStem), Inter-disciplinary Studies (NIAS), Cinema (Suchitra), Public health (IPH), Education and Pedagogy (Poorna), Medical Research (SJRI), and Policy Studies (Takshashila). Thus, the TDU ecosystem has the capacity to offer programmes that combine subjects related to natural and social sciences, design, cinema, education, health sciences, conservation and fine arts.

Mission
Inspire minds to design and execute socially impactful research, education and outreach programs in Integrative Health Sciences and other fields of knowledge.

Research at TDU
TDU provides uncommon opportunity to students and researchers to learn and undertake research in areas that correspond to its core strengths and that of its knowledge partners in fields such as conservation, life sciences, integrative health sciences, policy, education, bioinformatics, cinema, public health, ethno-veterinary science, information technology, art and design.

One of the unique features of research at TDU is that all of its focus is on combining improving knowledge and practice that is socially relevant and that provides the basis for national and international policy-making.

The University aims to capitalize its unique methodology of co-constructing and co-creating new knowledge, and contribute to the education of a new generation of researchers and change agents in their own communities and on the world stage, through a focused and a large Ph.D. program.

THE WEST BENGAL NATIONAL UNIVERSITY OF JURIDICAL SCIENCES

Dr. Ambedkar Bhavan
12, LB Block, Sector III, Salt Lake City
Kolkata - 700098
Phone : (+91)33-2335 7379 / 0765 / 2806 / 2809 / 2811 / 2812
Fax :(+91)33-2335 7422/ 0511
Website: http://www.nujs.edu

The West Bengal National University of Juridical Sciences was established under the WBNUJS Act, 1999 (West Bengal Act IX of 1999) adopted by the West Bengal Legislature in July, 1999.

The University was notified under Clause (f) of Section 2 of the UGC Act, 1956 in August 2004 and has been granted permanent affiliation by the Bar Council of India in July 2005.

The Chief Justice of India is the Chancellor of NUJS and is also the Chairman of the General Council, the supreme policy-making body of the University. Professor Dr. P. Ishwara Bhat is the Vice Chancellor of the University

The objectives of the University inter alia are to:

- advance and disseminate learning and knowledge of law and legal processes and their role in national development
- promote legal knowledge and to make law and the legal process efficient instruments of social development
- develop in the student and research scholar a sense of responsibility to serve society in the field of law by developing skills with regard to advocacy, legal service, legislation, law reforms and the like
- promote inter-disciplinary study of law in relation to management, technology, international cooperation and development

THE WEST BENGAL UNIVERSITY OF HEALTH SCIENCES

DD-36, Secotor-1, Salt Lake
Kolkata-700064, West Bengal
Phone : (033) 2321-5388 (D), (033) 2321-3461 (O) Ext. 208
(033) 2334-6602 (O) Ext. 208, (033) 2321-5381 (F)
Email : bhabatos@yahoo.co.in bhabatos@gmail.com
Website : http://www.wbuhs.ac.in

For the purposes of affiliating, teaching and ensuring proper and systematic instruction, training and research in Modern System of Medicine, Homoeopathic System of Medicine, Ayurvedic System of Medicine, Unani System of Medicine, Nursing Education, Pharmacy Education, Dental Education, Education on Laboratory Technology, Physiotherapy, Speech Therapy and Education on other paramedical courses 'THE WEST BENGAL UNIVERSITY OF HEALTH SCIENCES ACT - 2002' was passed by the West Bengal Legislature and the West Bengal University of Health Sciences came into existence on 1st January, 2003 at DD-36, Sector-1, Salt Lake, Kolkata-700 064.

From 2003 the University took up the responsibility of undergraduate, postgraduate and post-doctoral courses including the Ph. D. programme in Modern System of Medicine, Homoeopathic System of Medicine, Ayurvedic System of Medicine, Unani System of Medicine, Nursing Education, Pharmacy Education, Dental Education, Physiotherapy, Speech Therapy and Education on other paramedical courses like Occupational Therapy and Prosthetics-Orthotics in the state of West Bengal.

Since 2003 the University affiliated a number of new colleges throughout the state and as a result, the number of seats in MBBS, BDS, BAMS, BPT, B.Sc. (Hons.) in Nursing, M.Sc. (Nursing) and B. Pharm courses increased considerably. Some MD/ MS seats in different subjects of Modern Medicine and Homoeopathy have also been added. New courses like Post-doctoral Certificate Course in Neuro-anaesthesia, MPT and Master of Audiology and Speech Language Pathology have been introduced. Some more are also in the pipeline.

The University hopes to foster and develop an intellectual climate conducive to the pursuit of scholarship and excellence, either independently or jointly with other centers of excellence of higher learning.

THE WEST BENGAL UNIVERSITY OF TEACHERS' TRAINING, EDUCATION PLANNING AND ADMINISTRATION

25/2 and 25/3, Ballygunge Circular Road
Kolkata – 700019, West Bengal
Tel. : 033-24750033
E-mail : wbuttepa@gmail.com vc@wbuttepa.ac.in
University Help-Line Nos. 033- 24866042, 033- 24866044

The West Bengal University of Teachers' Training, Education Planning and Administration is an umbrella university for all the institutions of West Bengal imparting education and research in teachers' training, education planning and administration. The university is investing dedicated effort for being responsive to Global changes and Indian heritage and for emerging as one of the pathfinders in the field of Teacher Education. The West Bengal University of Teachers' Training, Education Planning and Administration has come into existence by virtue of the Act of the West Bengal Legislature, having been assented by the Governor. The Act has been known as the West Bengal Act XXI of 2014; The West Bengal University of Teachers' Training, Education Planning and Administration Act, 2014 (published in the Kolkata Gazette, Extraordinary, January 16, 2015). The university started its venture with Professor Dr. Mita Banerjee as the first Vice Chancellor who joined the University on the 26th March 2015. The world has now become a global village .Every human being on earth is influenced directly or indirectly by the global changes. Thus, the teachers are also expected to offer the leadership to younger generation to make them aware about the global phenomena and making them able for building their own nations with the help of local and global knowledge base without hampering local and global peace and harmony. This is possible with the help of strong characters and familiarity with the latest information. This requires a focused effort. This university likes to dedicate itself in this direction. It proposes to contribute to the society through a centralized pursuit and practice of Education, Scholarship, Research and Exchange Programmes at the highest level of excellence and strive to create a vibrant community of thinking individuals who stand out as valued members of the society and also to fulfil the requirement of True Teachers in our humanity. The university hopes to achieve this goal by presenting itself as an umbrella institute for all the training colleges and centres of study, organizing research and exchange of ideas in Teachers' Training, Education Planning and Administration in West Bengal. It also aspires to be responsive to global changes and Indian heritage in all these directions and to be one of the pathfinders in the field of Teacher Education in the Indian scenario. The Mission of the University is to monitor Teacher Education at all levels and allied Planning and Administration in the State in compliance with the directions from all the regulatory bodies with special reference to The National Council for Teacher Education; to find out ways and means to identify and monitor the implementation of innovative courses in Teacher Education at Undergraduate and Post Graduate level ; to initiate and materialise quality research in Teacher Education at International standard; to offer degrees and other academic distinction ; to confer honorary degrees in Teacher Education in the prescribed manner and under conditions prescribed; to conduct and organize seminars, workshops ,symposia and exchange programmes for promoting Teacher Education; to develop extension activities and out-reach programmes; to act, in general, as a clearing house for ideas and information for research, training, planning and administration of Education.

THIRUVALLUVAR UNIVERSITY

Serkkadu, Vellore - 632 115, Tamil Nadu
Phone :: (0416) 2274755, 2274756, 2274747
Fax : (0416) 2274748
Website : http://thiruvalluvaruniversity.ac.in

The Thiruvalluvar University was established at Vellore by Government of Tamilnadu in October 2002 under the Thiruvalluvar University Act, 2002 (Government of Tamilnadu Act 32 / 2002). The Post Graduate Extension Centre of the University of Madras, which was functioning in Vellore before 2002 formed the core of Thiruvalluvar University. The University was inaugurated on 16.10.2002 as a State University by our Honorable Chief Minister SELVI DR. J. JAYALALITHAA.

The University is located in a Sprawling Campus of about 112.68 acres at the Serkkadu near Vallimalai about sixteen km away from the Vellore City on the Ranipet-Chittoor Trunk Road. The University named after the great Tamil Saint "Thiruvalluvar"is enshrined with the motto "கண்ணுடைய ரென்பவர் கற்றோர்".

In the University, every effort is harnessed to make Educational Institution as temple of learning. The aim of this University is to provide facilities for advancement in Research and dissemination of Knowledge with focus on the Economic and Social upliftment of the society.

The Thiruvalluvar University has been seven departments, Tamil, English, Economics, Zoology, Chemistry, Mathematics and Bio-Technology. 98 arts and Science college are affiliated to this university, of which 10 are government Arts and science colleges, 9 are aided Arts and science colleges, 3 are oriental title colleges, 72 are self financing Arts and Science Colleges and the remaining 4 are University Constituent colleges. A Post Graduation Extension Centre of this /university is functioning at Villupuram.

The Thiruvalluvar Institution of Distance Education (TIDE) of Thiruvalluvar University has come into existence from the academic year 2011-12.

THUNCHATH EZHUTHACHAN MALAYALAM UNIVERSITY

Vakkad, Tirur
Malappuram - 676 502, Kerala
Phone : 0494-2361230.
Email : malayalasarvakalasala@gmail.com
Website : http://malayalamuniversity.edu.in

Thunchath Ezhuthachan Malayalam University was established in 2012. The initial Ordinance of 2012 was replaced in April 2013 by the Thunchath Ezhuthachan Malayalam University Act 2013.

The University came into being on 1st November 2012. The primary objective of the University is the promotion of study and research of Malayalam language, literature and Kerala culture. The territorial limits of the University extend to the whole of India. Malayalam University envisages only postgraduate level of education in various fields like Malayalam language, literature, media, humanities and the social sciences through the medium of Malayalam. The cultural and intellectual heritage of Kerala is a major area identified for postgraduate and specialized study.

The University is mandated to take up advance research projects as well as action research to study, document and preserve various cultural expressions and manifestations. Besides, the University will also take up research work to make Malayalam resilient to the possibilities of IT.

Objectives

- make the study of Malayalam language, literature and culture more relevant,
- offer postgraduate courses with high academic quality,
- offer job-oriented diploma courses,
- take up culturally and academically relevant projects,
- initiate research in critical areas,
- undertake publication of books and journals,
- pursue activities aimed at enriching Malayalam language to the needs of the day,
- encourage translation of Malayalam works into other Indian and foreign languages,
- and take up such studies, activities and projects that would make Malayalam capable of handling any area of knowledge at all levels.

TILAK MAHARASHTRA VIDYAPEETH

Vidyapeeth Bhavan, Gultekadi
Pune 411 037, Maharashtra
Phone: 020-24403000, 24261856, 24264699, 24267888
Fax: 91-020-24403100, 24266068, 24271695
Email: registrar@tmv.edu.in kulguru@tmv.edu.in
Website: www.tmv.edu.in

he origin of the Vidyapeeth dates back to pre-independence period – 1921 when immediately after the demise of Lokmanya Bal Gangadhar Tilak, his follower Mahatma Gandhi mooted the idea of establishing a university in his memory. As we all are aware one of the postulates of the four fold formula conceived by Lokmanya Tilak was National Education and the other three being Swaraj, Swadeshi and Boycott. The delegates of the first Maharashtra Provincial Conference on 6th May 1921 under the presidentship of Shrimat Shankaracharya of Karveer Peeth decided to have National University in Maharashtra and thus the present day Tilak Maharashtra Vidyapeeth (TMV) was established. Since inception, TMV the public funded university had world renowned scholar Shri Shankaracharya Vidyashankar Bharati alias Dr. Kurtakoti as its first Chancellor. This post has been held by other eminent personalities of great intellect and recognition at the national level such as the great Sanskrit Scholar Bharatacharya Shri. C. V. Vaidya, the first premier of Bombay Presidency Shri. B. G. Kher, Dr. M. S. alias Lokanayak Bapusaheb Aney, a great Sanskrit scholar and a historian Maha Mahopadhyay Datto Vaman Potdar, and Honorable Shri. Y. B. Chavan, Shri. S. B. Chavan, Shri. Shivraj Patil, Shri. Sushilkumar Shinde – all Union Home Ministers. During the pre-independence period, degrees awarded in the faculties of Arts, Management, Commerce and Engineering as well as the research works in Sanskrit and Ayurveda were world acclaimed and recognized. Similarly, in the post-independence period, the degrees of Tilak Maharashtra Vidyapeeth were equivalent to the degrees of other statutory universities. Though late, it was only in the year 1987 that the University Grants Commission took cognizance of significant work of TMV in the fields of Sanskrit, Ayurveda, Social Sciences and Distance Education and thereby on its recommendations, the Government of India conferred the “Deemed to be University” status upon Tilak Maharashtra Vidyapeeth. With this conferrment of “Deemed to be University” status, the Vidyapeeth gained recognition at national level.

The concept of Non-formal Education was first discussed at national level only in the year 1985 and thereby the TMV contributed to this national vision by launching distance education course (B.A.). TMV takes pride in the fact that distance education programme was launched prior to the establishment of IGNOU at national level and YCMOU at state level. Since establishment, TMV had very rich human resources, however, being a public funded university, Vidyapeeth could not make any significant progress owing to financial constraints. It is true that on one hand the Vidyapeeth had limited resources and on the other hand less support was rendered by Central/State Government.

TRANSSTADIA UNIVERSITY

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Email : admissions@transstadia.com
Website : https://transstadiainstitute.in

A knowledge initiative of the TransStadia Group, was established with the objective to empower India's large talent pool through education focused on skilling and upskilling. At TransStadia Institute, we aim to assess and counsel youth from various backgrounds and train them for lucrative and sustainable careers. Students at TransStadia Institute will have access to various academic opportunities, expert faculty mentorship, knowledge resources, hands-on industry experience and much more. We offer a 360-degree educational experience that enables our students to successfully achieve their growth and career milestones.

Students at TransStadia Institute will have access to various academic opportunities, expert faculty mentorship, knowledge resources, hands-on industry experience and much more. Our collaborations with established and reputed Indian and international educational institutes, renowned for their areas of expertise and contribution to quality education, enables us to offer a wide array of programs across diverse fields. Experience rewarding and valuable education at a one-of-its-kind vibrant campus, right in the heart of Ahmedabad city. It is a campus with an extraordinary infrastructure that offers an immersive experience to students with its various facilities and multi-purpose spaces.

Academic Excellence

The TransStadia Institute campus, housed in a city known for its pioneering academic excellence, offers an apt launch pad to students to experience holistic education and development. The opulent multi-purpose facility infrastructure of TransStadia Institute is an engaging and interactive campus that enables students to Live, Learn, Laugh, and Lead. The legacy of TransStadia Institute bridges the gap between education and industry, offering holistic support to students by educating, on-field training, placement within the industry and taking one step further with promoting and upgrading. This is exceptional support that is exclusive to TransStadia Institute.
The strong industry network of TransStadia Institute enables us to offer students financial assistance and opportunities. We believe in nurturing talent and making our education accessible to all by extending our support and assistance to those in need.

Holistic & Nurturing Environmen

We have garnered a robust community of knowledge leaders, intellectuals, innovators and academicians, who coach the students to successfully lead in their chosen professions and meaningfully contribute towards global issues. The teaching and training curriculum at TransStadia Institute is oriented towards nurturing and skilling the students to tackle and resolve real-life issues and offering education that would lead to Excellence, Economics, Employment & Entrepreneurship. We firmly intend to adopt our ideology of 'Do what we teach' & 'Teach what we do' – an experiential approach that emphasises project-based learning devised to enhance knowledge and skills they require to excel in their chosen careers.

TRIPURA UNIVERSITY

Suryamaninagar, Agartala - 799 022, Tripura
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Fax: +91 381 237 4802
E-mail: registrar@tripurauniv.in, tuoffice@tripurauniv.in
Website : http://www.tripurauniv.in

Higher education in Tripura had a late start. Maharaja Bir Bikram (MBB) College, the first degree college in the State, started functioning under the University of Calcutta only in 1947. Not that there was no attempt in the past in Princely Tripura to establish any higher educational institution. As early as 1901, Radhakishore Manikya made an attempt to establish a degree college in the-then tiny capital town Agartala; but as the proposal did not fulfill the necessary requirements, it did not get approval from the Calcutta University. In 1937, Bir Bikramkishore Manikya, the last Maharaja of Tripura, had planned for establishing a college again at Agartala and an area of 254 acres of land, consisting of undulated tilla land having interposed lakes almost all around, in the eastern part of Agartala, was earmarked for that under the "Vidyapattan Scheme". A committee under the name "Vidyapattan Governing Committee" consisting of 10 members with the Minister as its President was appointed by the Maharaja to carry out the scheme of higher education and a sum of Rs. 50,000 was placed at its disposal at the first instance. On 7 May, 1937, Maharaja Bir Bikram laid the foundation-stone of the college under the scheme. But with the outbreak of the Second World War (1939-45), the work of construction had to be abandoned. The vulnerability of Tripura became apparent after the fall of Burma to the Japanese in 1942. The ground floor of the unfinished College building was converted into an Army Hospital for British Army moving to and from Burma. When the Second World War was over, the construction work could not be started immediately due to certain difficulties and on 17 May, 1947, Maharaja Bir Bikram breathed his last and Tripura became restive for various reasons. As a result, the entire scheme of "Vidyapattan" could not be implemented into reality in time. The MBB College (popularly known as the "Dream College"), affiliated to the Calcutta University, was once the only college in the State. As time progressed, to meet the growing demands of a large number of students – who after the partition of the country had migrated to Tripura from the erstwhile East Pakistan (now Bangladesh)—some other colleges came into being at private initiatives, e.g. Ramkrishna Mahavidyalaya at Kailasahar in 1950; Belonia College at Belonia in 1964; Ramthakur College at Agartala in 1967 – and all were affiliated to the Calcutta University. That showed the urge of the people for higher education because, compared to the national average, along with the growth of population in the state, the literacy rate of Tripura was also higher since independence despite economic backwardness of the common people. As the students and people of the state were pressing hard for quite sometime since the seventies of the last century to uplift the existing three private degree Colleges of state into government colleges; in 1982 the three private degree colleges of Tripura were taken over by the state government, in spite of its limited means. Thus all the degree colleges in Tripura became ultimately government colleges at that time.

TUMKUR UNIVERSITY

Vishwavidyanilaya Karyalaya
B.H Road, Tumkur 572103, Karnataka
Phone: 0816-2254546, 2254546, 2255596, 2255596
Fax: 0816-2270719
E-mail: tumkuruniversity2004@gmail.com
Website: www.tumkuruniversity.ac.in

The newly established Tumkur University is marching towards the spread of higher education, with its vision "Sevastu Me Jnanavijnanadhara". The University blossomed in the era of globalization in which the economies of the world are being transformed from their original closed self sustaining structure to the globalized context, where they can expose themselves to the competitive world. This transition forced the arena of knowledge emphasizing itself to more of its application than of accumulation of facts. Tumkur University in order to cope with the present global environment, is attempting to the integrated and interdisciplinary approaches in the dissemination of knowledge with the aim of achieving overall human personality development.

Tumkur is a historical centre possessing the rich cultural heritage which had valiant historical events of different kingdoms and humane social setup of incomparable stature with many reigns and regions.In globalized environment the newly established Tumkur University has paved the way for realizing the vision at the international arena to the human welfare.

It was started during the year 2004 as a separate entity to cater the needs of thousands of young aspirants of higher education in the area. The University is having its administrative head quarters at Vishwavidyanilaya Karyalaya, University Science College Campus, BH Road,Tumkur 572103. At present the offices of the Vice-Chancellor, the Registrar, the Registrar (Evaluation), the Finance Officer and other staff housed in it.

Vision:
"TO CREATE A GENERATION OF HUMAN RESOURCES TO SUCCESSFULLY MEET THE GLOBAL CHALLENGES"
Mission:

- To transform guiding vision into action plan through a band of community of teachers who are professionally competent and conscientiously upright.
- To promote high quality of research for sustainable development of a society.
- To bridge the gap between academic knowledge and professional skill.
- To create adequate academic and physical infrastructure for high level performance.
- To promote and develop outreach and extension activities for disadvantaged groups of society.
- To introduce reformatory and innovative measures for balanced development.
- To build institutional networking for knowledge sharing.

T. S. MISHRA UNIVERSITY

Vedic and Futuristic Edutech
17/9, Windsor Place, Lucknow-226001, Uttar Pradesh, India
Email: admissions@tsm.edu.in
Website: https://tsm.edu.in/
Phone: 0522- 3538080, Mobile: +91 9005462229, 9005462226

The Inspiration

The T S Mishra University has been established as a memorial to the late Justice Tribeni Sahai Misra, whose commitment to Education inspired the founding members to create a Center of Excellence for Learning, Knowledge and Wisdom.

Take your first step towards transforming not only your future, but also the world around you. Start by discovering our game-changing academic and research programmes.

Our Vision & Mission

The Vision of the TSM University is to use the transformative powers of education and impart knowledge and wisdom to its students thereby harnessing their potential to contribute to society, economy and culture.

This Vision shall inspire the Mission of the University to develop capabilities and capacities in its students to achieve their true potential and successful pursue their passions and dreams, embracing their journey of life with all its beauty, challenges and mysteries.

Today, uncertainty and change is the new normal. The TSM University seeks to redefine education in terms of quality, content and pedagogy. The programs, courses and activities on campus are oriented towards inculcating skills, knowledge and wisdom such that students navigate the future with awareness of their past and be always prepared and ready to face all the opportunities and challenges with consummate perfection.

U. P. RAJARSHI TANDON OPEN UNIVERSITY

Shantipuram Awas Yojna(Sector-F), Phaphamau
Allahabad – 211013
Phone No.-0532-2447035, Fax : 0532-2447032
Email : vcuprtou@yahoo.co.in, drnageshwarrao@yahoo.com
Website : www.uprtou.ac.in

In pursuance of the provisions of clause (3) of Article 348 of the Constitution, the Governor is pleased to order the publication of the following English translation of the Uttar Pradesh Rajarshi Tandon Mukta Vishwavidyalaya Adhiniayam 1999. (Uttar Pradesh Adhiniyam Sankhya 10 of 1999) as passed by the Uttar Pradesh Legislature and assented to by the Governor on March 24, 1999.

THE UTTAR PRADESH RAJARSHI TANDON OPEN UNIVERSITY

ACT, 1999

(U.P.ACTNo. 10 OF 1999)

[As passed by the Uttar Pradesh Legislature]

AN

ACT

to provide for the establishment of an Open University in Uttar Pradesh for the introduction and promotion of distance education systems and for matters connected therewith or incidental thereto.

Objectives

- The University shall promote dissemination of learning and knowledge through distance education system to a large segment of the population and shall, in organizing its activities, have due regard to the objects specified in the schedule.
- The University shall Endeavour through education, research, training and extension to play a positive role in the development of the state, and, based on the rich heritage of the state, to promote and advance culture of the people of India and its human resources and towards this end, it shall ...
- Provide access to higher education for large segment of the population, and in particular, the disadvantaged groups such as those living in remote and rural areas including working people, house-wives and other adults who wish to upgrade or acquire knowledge through studies in various fields.
- Promote acquisition of knowledge in a rapidly developing and changing society and continually offer opportunity for upgrading knowledge, training and skills in the context of innovations, research and discovery in all fields of human endeavors.

UKA TARSADIA UNIVERSITY

Maliba Campus, Gopal Vidyanagar, Bardoli-Mahuva Road
Tarsadi - 394 350, Tal: Mahuva, Dist: Surat, Gujarat
Phone : +91 2625 290020, +91 2625 290074, +91 2625 255882
Email : ceo@utu.ac.in
Website : http://utu.ac.in

Established under Gujarat Private University (Amendment) Act No. 25 - 2011 Government of Gujarat and approved under section 22 of UGC Act 1956. Twenty first century and globalization has created the need for evolution of newer centers of learning and higher education in the country. The establishment of Uka Tarsadia University in 2011 by the Bardoli Pradesh Kelavani Mandal with the help of generous donation from B U Patel, USA is an effort towards meeting the growing demand for quality education. The University offers admissions in a comprehensive array of academic programs across the disciplines of Management, Computer Science, Engineering and Technology, Bio Technology, Micro Biology, Science, Pharmacy, Commerce, Nursing, Physiotherapy, Physical Education and others that lead students to self-enrichment and productive careers in their respective professions, government, business and industry. Located in the Southern region of the state of Gujarat in India, the university provides educational opportunities to over 5000 students. More than 300 faculty members of the university represent an eclectic mix of professional and academic, national and international experiences.

Bardoli Pradesh Kelavani Mandal (BPKM) is a Public Trust established in 1960 to cater to the educational needs of the tribal belt of South Gujarat region. In the beginning, it started graduate and postgraduate programs in Arts, Commerce, Science and Pharmacy. The year 1999 saw a major paradigm shift with the birth of Maliba Campus, Gopal Vidyanagar. It was nothing short of a miracle. The campus had little except a humble wish to contribute to Bardoli that seemed to lack almost everything in terms of professional education. Many years have gone by since that humble beginning. These years have witnessed miraculous growth in the number of courses offered to the students at the campus. In this sort span, Pharmacy College, Business Administration College, Computer Science and Information Technology College, Institute of Biotechnology, Nursing College, Sports College and Engineering and Technology College were established at the campus. A gigantic leap was taken by the trust in the year 2008, when it envisioned Maliba Campus to become a full-fledged University - 'Uka Tarsadia University'. The dream was realized on 28th March 2011 when the Government of Gujarat passed the Act in legislature and recognized Uka Tarsadia University.

Maliba Campus takes pride not so much in its huge edifices or its capacious campus, but in its spirit to serve humanity. BPKM always ensures that anyone who steps in this campus experience our compassion for humanity, love for truth, and feeling of respect for each member of the organization.

UNITED UNIVERSITY

Rawatpur, Jhalwa, Prayagraj, Uttar Pradesh-211012
Contact Info : Toll Free :: 1800-121-8797
Helpline : 6390166660, 6389209921
Mail Info : contact@uniteduniversity.edu.in
Website : https://uniteduniversity.edu.in

United Group established in the year 1998 with its glorious journey of 32 years in the field of education; highly qualified and competent team of faculty; enormous world-class infrastructure & facilities most conducive to academic pursuit along with its remarkably successful campus placements, proudly shares the launch of its revolutionizing dream venture - United University, approved by the State Government under the Private University Act!

UNITED UNIVERSITY is a newly emerging, multidisciplinary and one of the most promising Universities set up to facilitate quality research and training with the launch of its courses across the academic spectrum spanning Arts, Sciences, Commerce, Engineering, Management, Agriculture, Mass Communication etc.

UU is at the forefront of learning, teaching and research in various fields and envisages providing education par excellence and contributing towards empowering the nation by producing skilled professionals!

Vision

- Mission Values Vision To be a value-based global university known for its academic excellence, collaborative research and Innovative nurturing of the passion and wisdom of professionals for their 'Career' and 'Life'

Mission

- To create and develop an efficient, effective and rewarding environment for real and innovative learning fostering the intellect and upraising the academic glory of our country.
- To provide transformative education focused on deep explicit knowledge, interpersonal skills and leadership.
- To conduct impactful research in pursuit of discovery and innovation addressing the local, national and global challenges.
- To establish and strengthen the cooperation and collaboration between academia and industry for a creative construction and sustainable development.
- To develop intellectual, employable and competent professionals who are committed to uphold the highest levels of Integrity, ethical sense and social responsibility.

UNIVERSITY OF AGRICULTURAL SCIENCES

GKVK, Bangalore - 560065, Karnataka
Phone : +91-80-2333 0153 / 2333 0984
Email : registrar@uasbangalore.edu.in
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Website : http://www.uasbangalore.edu.in

It was Her Excellency Maharani Kempa Nanjammanni Vani Vilasa Sannidhi the Regent of Mysore in 1899 who donated 30 acres of land for Experimental Agricultural Station at Hebbal and appointed Dr Lehmann, German Scientist to initiate research on soil crop response with Laboratory in the Directorate of Agriculture. Later in 1906, Dr Leslie Coleman, Canadian Entolomologist and Mycologist who succeeded Dr. Lehmann and served with missionary zeal for 25 years. This Experimental Station was allotted 202 acres with 30 acres of wetland, receiving rainfall of 808 mm later. In 1913, Sir M Vishveshwaraiah, the then Diwan of Mysore (1912-1919) played the key role in establishing the Mysore Agriculture residential School at Hebbal in 1913 and appointed Dr Leslie Coleman, the first Director of Agriculture, Mysore to head this School to offer Licentiate in Agriculture for 15 students annually. In 1946: Mr MA Srinivasan, Minister of Agriculture, took initiative to establish Agriculture College, Hebbal, for offering four year professional degree program in Agriculture affiliated to the University of Mysore. In 1956, Sri Kengal Hanumanthaiah, the Chief Minister, decided to construct a new building for Agriculture College, and laid the Foundation Stone on 25/Jan/1956. In 1961, GOI constituted Agricultural University Committee headed by Dr Ralph Cummings of Rockefeller Foundation. The Committee visited Hebbal Bangalore in June 1961 and submitted a favorable report for formation of Agricultural University at Hebbal. In 1963, Government of Mysore headed by Sri S Nijalingappa, CM, in April decided to establish UAS along the lines of Land Grant College system of USA and passed the University of Agricultural Sciences Bill (Act No. 22) which received assent of the President of India on 25th May 1963 to become the Law. The CM granted 1300 acres to Gandhi Krishi Vigjana Kendra Campus. In 1964, Government appointed Dr KC Naik, MSc, Ph.D (Bristol) working with USAID as the first Vice Chancellor on 12th June 1964. The UAS was inaugurated by Dr Zakir Hussain, the Vice President of India on the 21st Aug 1964 in the august presence of Mr Chester Bowles, the then US Ambassador to India and Sri S Nijalingappa, the then CM. In 1969: Smt Indira Gandhi, the then Prime Minister, inaugurated GKVK campus on 12th July. In 1958, Veterinary College, Hebbal was established. On October 1, 1965, the Colleges of Agriculture at Hebbal, and Dharwad, Veterinary College at Hebbal, 35 research stations located all over Karnataka and 45 ICAR schemes which were with the State Department of Agriculture, Horticulture, Animal Husbandry and Fisheries were transferred to the newly established University of Agricultural Sciences, Bangalore. Later, Marine Product Processing Training Centre (MPPTC) at Mangalore and the Krishi Vignana Kendra, Hanumanamatti, Dharwad District were transferred to the University. The University established Fisheries College at Mangalore in 1969 to offer Bachelor of Fisheries Science training and the Agricultural Engineering Institute at Raichur to offer three year diploma in Agricultural Engineering.

UNIVERSITY OF AGRICULTURAL SCIENCES

Dharwad- 580005, Karnataka
Phone : 0091-836-2747958, +91-836-2447783
Fax : 0091-836-2745276
E-mail Registrar: registrar@uasd.in oregistrar@uasd.in
Website : www.uasd.edu

The University of Agricultural Sciences, Dharwad was established on October 1, 1986. The University has 5 Colleges, 30 Research Stations, 6 Extension Education Units, 5 Krishi Vigyan Kendras and ATIC.

The University has its jurisdiction over 7 Districts namely Bagalkot, Belgaum, Bijapur, Dharwad, Gadag, Haveri, and Uttar Kannada in northern Karnataka. Greater diversity exists in soil types, climate, topography cropping and farming situations. The jurisdiction includes dry-farming to heavy rainfall and irrigated area. Important crops of the region include sorghum, cotton, rice, pulses, chilli, sugarcane, groundnut, sunflower, wheat, safflower etc. The region is also known for many horticultural crops.

Considerable progress has been registered in the field of education, research and extension from this University.

Graduates from this university are appointed as agriculture scientists, agriculture officers in state and central governments, banks and other financial institutions such as insurance companies. With the setting up of commodity exchanges in India, degree holders in agriculture are in greater demand.

The Authorities of the University may make regulations consistent with this Act and the Statutes for,-

- Laying down the procedure for their meetings and the number of members required to form the quorum;
- Providing for matters which by this Act or the Statutes are to be regulated by Regulations;
- Providing for any other matters solely concerning the authority and not provided for by this Act and Statutes;
- The regulations made by any authority of the University shall be subject to such direction as the Board may from time to time give in this behalf.
- The Academic Council may, subject to the provisions of this Act and the Statutes, make regulations providing for course of studies, system of examination, academic calendar, award of degrees and diplomas of the University and other matters related to Director of Education.

UNIVERSITY OF AGRICUTLURAL SCIENCES

UAS Campus, Lingsugur Road
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Demand for an exclusive University for Agricultural Sciences for Kalyana-Karnataka region was felt almost a decade back (Annexure I) owing to inimitable climatic conditions and farming activities. The Kalyana-Karnataka region comprising Bidar, Kalaburgi, Raichur, Ballari, Koppal and Yadgir districts (Map), an agrarian area with an irrigation potentiality of 12 lakh hectares through Tungabhadra, Krishna, Karanja, Mullamari, Hirehalla, Bennethore and other irrigation projects, spanning a total geographical area of 44.96 lakh hectares accounting 33.60 per cent of the geographical area of the state, of which nearly 68 per cent is under cultivation and has a unique combination of medium (32.42%) and large farmers (36.69%) bestowed with rich natural resources especially for agricultural development. The initiation for new Agricultural University at Raichur began through a letter by Government of Karnataka (No. AHD:165:UAS:99 dated:17-12-1999) directing University of Agricultural Sciences, Dharwad to submit a feasibility report on the proposal. An expert committee was constituted (No.AO/Est-V/LC/4778-B/99-00; dated: 5-1-2000) which not only realized the need for new Agricultural University but also recommended the proposal.

Raichur is privileged of being an oldest establishment for agricultural research. In 1932 an Agricultural Research Station was established by the then Nizam's Government of Hyderabad with a mandate to carryout research on dry land farming. After the reorganization of states in the country, Raichur was identified as the main research station for oilseeds. With the establishment of State Agricultural University in Karnataka during 1964 at Bengaluru, it was elevated to Regional Research Station with a jurisdiction of five districts of Northern Karnataka. Agricultural Engineering Institute (AEI) was added to Raichur campus in 1969 to offer Diploma course in Agricultural-Engineering which, in 1987, was upgraded to the status of College of Agricultural Engineering with up-gradation of Diploma to B.Tech degree programme. In 1984 and 2000, Colleges of Agriculture were started / established, one at Raichur and the other at Bheemarayanagudi (Shahapur Taluk of Kalaburgi District) respectively, with an intake capacity of 30 students for each college. However, with establishment of University of Agricultural Sciences, Dharwad during 1986, Raichur became the component campus under UAS, Dharwad. Intriguingly, Raichur continued its privilege of being the second largest campus and a major hub of education under UAS, Dharwad. The Post-graduate degree programme leading to Master's degree in eight departments was started in 1995 with an intake capacity of five students for each department every year. In 1994, Krishi Vigyana Kendra (KVK), a component of UAS, Dharwad but funded and monitored by ICAR, started functioning in the campus and received the best Krishi Vigyan Kendra National Award by ICAR for the year 2007-08, thus completing all the necessities of Teaching, Research and Extension. During 2008-09 and 2009-10, Post Graduate program began in other departments, thus making a total of 16 departments offering PG programme.

UNIVERSITY OF ALLAHABAD

Allahabad – 211002, Uttar Pradesh
Phone: 0532-2461083
Fax : 0532 -2545021/2461083
Email: auregistrar@allduniv.ac.in
Website : www.allduniv.edu

Allahabad University has always occupied an esteemed place among the universities of India for over a century now. Established on 23rd September 1887, it is the fourth oldest university of India after Calcutta, Bombay and Madras University. The credit for conceiving a large Central College at Allahabad, eventually to develop into a University, is due to Sir William Muir, then Lt. Governor of United Provinces. As a result of his initiative the foundation stone of the Muir Central College (named after him) was laid on Dec. 9 1873 by His Excellency Lord Northbrook. Sir William Muir said on that occasion: "The establishment of a central college at Allahabad has been my earnest desire ever since I assumed my present office. Shortly after coming here I found that a strong wish prevailed among the chief people of the place for a better means of education at Allahabad; and being myself deeply impressed with the same conviction, I took occasion at the first Darbar which I held here to urge upon those present the necessity of showing that they were sincere and in earnest, by contributing to the work. The appeal was widely and liberally met, a considerable sum was subscribed and address was presented to me in 1869, praying for the establishment of the college here." On September 23, 1887 Act XVIII was passed which established the Allahabad University. Like the Universities of Calcutta, Bombay and Madras, the Allahabad University also started as a degree conferring institution. Its first entrance examination was held in March 1889. In 1904 the Indian Universities Act was passed which limited the territorial jurisdiction of Allahabad University to the United Provinces of Agra and Awadh, the Central Provinces including Berar, Ajmer, Mewar and most of the states of Rajputana and Central Indian Agencies. Between 1887 and 1927 at least thirty-eight different institutions and colleges of this area were affiliated to Allahabad University. With the promulgation of the Allahabad University Act in 1921, the Muir Central College lost its independent existence. Between 1922-27 the University had its internal and external wings which were subsequently separated from the University to give the latter a purely unitary, and residential character. In fact the Allahabad University was started with a preliminary loan of Rs. 5240/- from the government to meet its expenses.

The loans were repaid in two years. Henceforth, its main source of its income was from the examination fees and sale of Prospectus & Calendar. Being an examining body it met its incidental expenses easily.

UNIVERSAL AI UNIVERSITY

Kushiwali, PO Gaurkamath, Vadap, Karjat
Raigad– 410201,Maharashtra.
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2128 221600/700/800/900
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Universal Ai University is a private university in Mumbai, Maharashtra, specialising in courses that embed artificial intelligence (AI) in their design. It offers undergraduate, postgraduate and doctoral courses across a range of disciplines.

The University was founded in 2009 as Universal Business School and became a university in 2023, after the passing of the Universal AI University, Karjat Act, 2022. It is recognised by the University Grants Commission and the All India Council for Technical Education.The university is India's first dedicated AI University.

Universal AI University, where we are committed to crafting leaders with character equipping them with the technologies of the future. Our diverse range of degree programs in Business Management, Liberal Arts, Environment Sciences, AI, Design, Law, Sports, Commerce, and International Diplomacy will empower students to become leaders in a global context in their field while promoting sustainability and entrepreneurship.

Vision

- To create impactful knowledge and develop innovative, ethical, responsible, and global leaders who will transform organisations and society at large.

Mission

- To drive excellence in education, impactful research, and strong community engagement, resulting in a positive societal impact on our ecosystem that will help transform organizations and society at large. Universal Ai does this through:

- Teaching- We offer an innovative curriculum and dynamic learning environment, enabling our learners to become responsible leaders with universal skill sets, to solve complex global challenges.

- Research & Development – We develop impactful research through global collaborations, using cutting-edge technology and infrastructure to fuel innovation.

- Service- We contribute towards a sustainable future by promoting environmental nurturing, prosperity, and positive social impact.

UNIVERSITY OF CALCUTTA

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Kolkata 700 073, West Bengal
Tel : 033-22413288, 25747474, 22410071, 24037237
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Website : http://www.caluniv.ac.in

The Court of Directors of the East India Company sent a despatch in July, 1854 to the Governor-General of India in Council, suggesting the establishment of the Universities of Calcutta, Madras and Bombay. In pursuance of that despatch, the University of Calcutta was founded on JANUARY 24, 1857.

The University adopted in the first instance, the pattern of the University of London and gradually introduced modifications in its constitution Calcutta University Act.

The University of Calcutta was established by an Act of the Legislative Council (Act No II of 1857) of the then British India. A supplementary Act empowering the University to confer some additional degrees was passed in 1860. Another Act was passed in 1884 by which the University was authorised to confer honorary Degree of Law.

The University Act of 1904 empowered the University to make necessary arrangements for the instruction of students, and though most of the teaching continued to be imparted in the affiliated colleges, teaching in some of the higher branches began to be organised under the University management.

The Calcutta University Act, 1951, which came into operation from March, 1954 brought about important changes in the constitution and character of the University. The Act provided for Postgraduate teaching in some of the affiliated colleges along with the University Colleges.

The Calcutta University Act, 1966 was passed with a view to providing for the reorganisation of the University that came into force on September 18, 1968.The University is now being governed by the Calcutta University Act, 1979 as amended up to 31 May, 2006.

The Act provided for the reconstitution of the University to enable it to function more efficiently in the fields of teaching, training and research in various branches of learning and courses of study and extending higher education to meet the growing needs of the society and to make the constitution of various authorities and bodies of the University more democratic.

UNIVERSITY OF CALICUT

Malappuram (District) - 673 635
Calicut University PO, Kerala
Phone : 0494 – 2407227, 2400809, 2400816
Fax : 0494-2400269
Email : cue4009@uoc.ac.in
Website : http://www.universityofcalicut.info

The University of Calicut is the largest University in Kerala. Established in the year 1968, it is the second university to be set up in Kerala. The University aims to nurture excellence in education and research in its catchment areas of Northern Kerala, historically consigned to the periphery of Kerala's academic map.

The University lays its emphasis on fostering quality human resource and promoting productive research that benefit both local communities and wider humanity.

The University was created through a Government plan bifurcating Kerala University. As per the plan, the four post-graduate departments of the University of Kerala operating in Calicut were annexed to the new University along with fifty four constituent colleges spread across seven northern Districts. With *'Nirmaya Karmana Sree'* as it motto, the University has been able to surmount all challenges and emerge as the largest residential cum affiliating University in Kerala. With 30 post graduate departments and 373 affiliated colleges it has become a beacon of hope and enlightenment for hundreds of thousands of young men and women in North Kerala.

The University campus, located at Tenhipalam, 24 km south of Calicut is the main hub of academic activities. Situated here besides the 28 postgraduate teaching and research departments are: the Vice-Chancellor's Office, the Administration Block, Pareeksha Bhavan, School of Distance Education, Academic Staff College, Educational and Multimedia Research Centre, Computer Centre, and the University Library.

The departments on the campus include Arabic, Botany, Biotechnology, Centre for Women Studies, Chemistry, Commerce & Management Studies, Computer Science, Education, English, Hindi, History, West Asian Studies, Mass Communication & Journalism, Life Science, Library and Information Science, Life Long Learning & Extension, Malayalam and Kerala Studies, Mathematics, Nano Science & Technology, Philosophy, Physics, Physical Education, Psychology, Russian & Centre for Comparative Literature, Sanskrit, School of Folklore Studies, Statistics, and Zoology.

UNIVERSITY OF DELHI

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The University of Delhi is the premier university of the country and is known for its high standards in teaching and research and attracts eminent scholars to its faculty. It was established in 1922 as a unitary, teaching and residential university by an Act of the then Central Legislative Assembly. The President of India is the Visitor, the Vice President is the Chancellor and the Chief Justice of the Supreme Court of India is the Pro-Chancellor of the University. Ever since its inception, a strong commitment to excellence in teaching and research has made the University of Delhi a role-model and path-setter for other universities in the country. Its rich academic tradition has always attracted the most talented students who later on went on to make important contributions to their society. When the University took birth, only three colleges existed in Delhi then: St. Stephen's College founded in 1881, Hindu College founded in 1899 and Ramjas College founded in 1917, which were subsequently affiliated to it. The University thus had a modest beginning with just three colleges, two faculties (Arts and Science) and about 750 students. In October 1933, the University offices and the Library shifted to the Viceregal Lodge Estate, and till today this site houses the offices of the main functionaries of the University. The University has grown into one of the largest universities in India. At present, there are 16 faculties, 86 academic departments, 77 colleges and 5 other recognised institutes spread all over the city, with 132435 regular students (UG: 114494,PG:17941) and 261169 students (UG:258831,PG:2338) in non-formal education programme. Sir Maurice Gwyer, the then Vice-Chancellor, realizing the importance of a distinguished faculty to act as role models, relentlessly searched for talent all over the country and roped in men of eminence to this University, such as Prof. D.S. Kothari in Physics, Prof. T.R. Sheshadri in Chemistry, Prof. P Maheshwari in Botany and Prof. M L Bhatia in Zoology. Five Departments namely Chemistry, Geology, Zoology, Sociology and History have been awarded the status of the Centres of Advanced Studies. These Centres of Advanced Studies have carved a niche for themselves as centres of excellence in teaching and research in their respective areas. In addition, a good number of University departments are also receiving grants under the Special Assistance Programme of the UGC in recognition of their outstanding academic work. 10 Departments (Germanic & Romance Studies, Hindi, Persian, Geography, Music, East Asian Studies, Anthropology, Mathematics, B.R. Ambedkar, M.I.L.) are getting grants under DRS, 2 Departments (Buddhist Studies, English) are getting grants under DSA, 3 Departments (English, Buddhist Studies, Social Work) are getting grants under AISHSS and 3 Departments (African Studies, East Asian Studies, Developing Countries Research Centre) are getting grants under Area Studies Programmes. Department of Adult, Continuing Education and Extension and Women's Studies & Development Centre of the University are also getting special funding from UGC.

UNIVERSITY OF ENGINEERING AND MANAGEMENT

Udaipuria Mod, Sikar Road, Jaipur - 303807, Rajasthan
Phone No.: 01423205311(Rajasthan), 09414519618 / 09950334177
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Website : www.uem.edu.in



Institute of Engineering and Management (IEM) has just got permission from the Government of Rajasthan to start a Private State University in the name and style of "University of Engineering and Management(UEM), Jaipur" for offering higher education courses in Engineering, Management, Medicine, Law, Sciences and Arts. This is a landmark achievement where a Eastern India based educational organization has opened a University in Western India. Institute of Engineering and Management (IEM) started as the first Private Engineering college in West Bengal and has been running Management and Engineering programmes for the last 21 years. IEM has been ranked "Outstanding Engineering Institute in Eastern India" by Star News and ranked Best among Private Engineering colleges in West Bengal by the Telegraph. The Business School of IEM has been ranked A+++ by Just Careers Magazine. Due to its track record of high quality education for more than two decades, IEM received written invitation from the Government of Rajasthan to open a high quality Technical University in Rajasthan. The University of Engineering & Management (UEM), Jaipur Act No. 5 of 2012 was made and promulgated by the Governor of Rajasthan and notified in the Government Gazette on March 21, 2012 via notification No. F.2 (3) Vidhi 2/2012.University of Engineering & Management (UEM), Jaipur campus is a 32 acre lush green area, equipped with eminent technological facilities and beautiful ancient gothic architecture building, situated at Gurukul, Udaipuria, Sikar Road NH-11, Jaipur, Rajasthan - 303807. (7 kms. away from Chomu).The UEM campus is on the National highway NH-11 just 3.5 hours from New Delhi. The University is strategically located within driving distance of the recruitment hubs of India - New Delhi, Gurgaon, Noida, Jaipur. The University campus includes advanced laboratories and integrated libraries with latest journals, magazines and books. Students will be guided by highly experienced and renowned faculties. The students will be given full 24x7 reading support by the institution library. Not only imparting education, the University provides ample scope for recreational facilities like cricket, football, carom, volleyball and hockey. 2011-12 will be the University's founding (first) batch. The courses offered include B.Tech (CSE, ECE, Electrical, Civil, Mechanical & Agricultural) & M.Tech (CSE, ECE, Electrical, Civil, Mechanical & Agricultural), MBA and Ph.D. (Engg. & Mgmt.). For the first batch special features include a placement guarantee to students maintaining over 80% attendance or course fee refund. The founding batch will also be provided with home travel assistance once per semester to visit their hometown. The tuition fees of B.Tech is Rs 40,000 per semester and MBA Rs 70,000 per semester is amongst the lowest tuition fees in the country for studying B.Tech and MBA.

UNIVERSITY OF ENGINEERING AND MANAGEMENT

University Area, Plot No. III – B/5, New Town
Action Area – III, Kolkata – 700 156
West Bengal

University of Engineering & Management (UEM) Kolkata has been established by Act XXV of 2014 of Govt. of West Bengal. University of Engineering & Management (UEM) Jaipur was established by Act No. 5 of 2012 of Govt. of Rajasthan. UEM is established under section 22 of the UGC Act and is promoted by Institute of Engineering & Management Trust. In the past 10 years, students of IEM are passing out with 2-3 jobs per student. The same story is being repeated for the UEM for both its founding batch of 2015 and the current batch of 2016. Students have passed out with 2-3 job offers. Highest campus offer was Rs 15.5 lacs per annum.

University of Engineering & Management (UEM) offers higher education courses in Engineering, Management, Medicine and Science. This is a pioneering achievement where an Eastern India based educational institution has established Universities starting from Eastern India to the most Western part of the country. Institute of Engineering and Management (IEM) is the first Private Engineering College in West Bengal running Management and Engineering programs for the last 25 years. IEM has been ranked 'Outstanding Engineering Institute in eastern India' by Star News and 'Best among Private Engineering colleges in West Bengal' by The Telegraph. The Business School of IEM has been ranked A+ + + by Just Careers Magazine. Due to its illustrious track record IEM received an invitation from the Government of Rajasthan to start a high quality Technical University in Rajasthan and University of Engineering & Management (UEM) Jaipur was born. Due to illustrious track record of UEM Jaipur and excellent placement for all its students and multiple job offers, the promulgation of UEM Kolkata by the Govt. of West Bengal was an unanimous decision.

In the first year of its execution, UEM Kolkata enrolled the top students of the country with minimum 70% marks throughout career. The UEM campus at Kolkata is a huge campus very strategically located at New Town near IT hub of the state just beside the IIT campus, 15 minutes drive from airport. The UEM campus at Jaipur has a 32 acre lush green area with beautiful ancient gothic architecture building and is situated at "GURUKUL", 6 kms from Chomu on Sikar Road, NH-11, Jaipur, Rajasthan.

Mission
To provide the highest quality engineering, management graduates, cutting-edge researchers and innovation technologists by offering a congenial learning atmosphere to students with target to create good citizens.

Vision
To be globally recognized as a center of excellence in education and research producing global leaders in science, technology and management and creating knowledge in frontier areas of national and global importance.

UNIVERSITY OF ENGINEERING AND TECHNOLOGY ROORKEE

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Distt. Haridwar, Uttarakhand
Phone : +91 6398689224, 9027916050, 9027916051
Internet Voice Response: +91 8070500600
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Formerly known as COER-SM, UETR aims to introduce students to the world of emerging technologies, instilling in them the confidence to face new challenges and enabling them to shine in their chosen fields. With innovative infrastructure, exceptional international collaborations and an immersive research-driven academic environment, we provide an education that is well rounded, extensive and practical.

UETR aims to be a premier university in the State of Uttarakhand and a peerless champion in the world of flawless of technology, management and education – a center of excellence comparable to the international caliber.

UETR aims to expose the students to the world of emerging technologies, empowering them with the confidence to face new challenges and enabling them to shine in their chosen fields.

Mission

- To develop a benchmark university in higher and professional education sectors.
- To provide an international quality education and learning experience in the world-class infrastructure and a research-driven academic environment, as well as to students looking for a well-rounded academic experience with enhanced employability prospects.
- We aim to harness human capital for a sustainable competitive edge and social relevance.

Vision

To become a centre of excellence comparable to international standards, helping define aspirations and possibilities for the long term, and producing life and career ready professionals with leadership qualities, who are ready to challenge and be challenged in the areas of technology, engineering, management, the sciences, humanities, research, innovation and entrepreneurship.

UNIVERSITY OF GOUR BANGA

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West Bengal
Phone: 03512-223664 / 223666
Fax: 03512-223666
E-mail: registrar@ugb.ac.in
Website: www.ugb.ac.in

University of Gour Banga has been established by the West Bengal Legislative Assembly vide West Bengal Act XXVI of 2007.

The Appointed Date as per Kolkata Gazettee dated 14th March, 2007 is March 10, 2008. From this date all Sections of the Act except Section 1 and Section 57 have come into force.

The University Council as per Section 58(2) has come into effect from May 26, 2008 vide Kolkata Gazettee dated 28th May, 2008.

All the general degree colleges, law colleges and teachers training colleges in the District of Malda, Uttar Dinajpur and Dakshin Dinajpur have been brought under affiliation of the University of Gour Banga vide Govt. Order No. 299-Edn(U)/EH/IU-37/08 dated 26-05-2008.Currently there are 34 affiliated colleges out of which 20 general degree colleges provide B.A./B.Sc./B.Com./B.C.A./B.B.A./B.H.M. courses/12 colleges provide B.Ed. course/one college offers B.P.Ed. course and one college conducts 5 yrs.Integrated LL.B. (B.A. & LL.B.) course.

Visit Courses of Study.U.G.Courses for more information. M.A. courses in English/History are offered by Malda College and M.A. courses in Bengali/History/Sanskrit are available in Balurghat College.

The University Campus offers M.A. in English/Bengali/Arabic/Sanskrit/History/Education and M.Sc. in Mathematics from December 15, 2008 (2008-09 session). The second batch (2009-10) commenced on 4.8.09.Visit Courses of Study.P.G.Courses for more information.

UNIVERSITY OF HORTICULTURAL SCIENCES

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Tel : 08354-230276 / 279 /08354-230278 / 280
Fax: 08354-230300

Realising the importance and foresightedness of the Karnataka Government, His Excellency, the Governor of Karnataka has approved the establishment of the University of Horticultural Sciences (UHS) at Bagalkot through a special Ordinance No 2 of 2008 dated: 22-11-2008. Thus, the exclusive University of Horticultural Sciences came in to being with effect from 22-11-2008 at Bagalkot. The choice of Bagalkot as the head quarters of the University is rightly justified because of two reasons namely, the rich horticultural production base of grapes, pomegranate, sapota, fig, lime, sweet lime, ber, varieties of vegetables, spices and medicinal plants: Besides, the bordering districts of Belgaum on West, Dharwad and Koppal on South, Bijapur on North and Raichur on East are the hub of horticulture because of the favourable climate for horticulture crops in the area. The Second reason is because of the location of historical places like Badami (cave temple and capital of Chalukya Kingdom) Pattadakallu, Aihole (the places known for temples of stone sculptures) Kudalasangama a centre of religious preaching and teaching, and the mighty Alamatti Dam as a back bone for agriculture / horticulture are situated within the radius of 50km from Bagalkot.

The mission of University of Horticultural Sciences, Bagalkot (UHSB) is to enhance the growth of horticulture sector by providing leadership in teaching, research and extension services in horticulture and allied sciences through continuous innovation and assimilation of emerging paradigms, concepts and technology developments. Our mission is end to end approach, resolving intersectoral issues for addressing problem areas and promoting multi-dimensional reforms in research, teaching, extension for production, processing, marketing and institution of time bound accomplishments with a sense of urgency.

To double horticultural production to 300 million tonnes by the end of 2027- 28 from the levels of 152 million tonnes in 2007-08 through co-ordinated programmes involving all the agencies of horticulture, keeping the tempo with many programmes in the coming years to cope up with the increased population. Karnataka is blessed with varied agro climate, topography and soil conditions, and offers immense scope for cultivation of many horticultural crops. Horticulture has proved to be an economically viable enterprise with good employment opportunity. Offers best option for irrigated farming and also dry land farming situations. From 14% of land under Horticulture it contributes 40% income and 17 % to GDP. This shows the tremendous potentiality of horticulture in generating the income of the farmers and in turn the State.

UNIVERSITY OF HYDERABAD

Central University P.O., Prof. C.R.Rao Road, Gachibowli
Hyderabad-500046, Andhra Pradesh
Phone : 040-23130000, 23132100 / 23010245
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The University of Hyderabad, a premier institution of post graduate teaching and research in the country, was established by an Act of Parliament (Act No. 39 of 1974) on 2nd October, 1974 as a Central University, Wholly financed by the University Grants Commission.

The "objects of the University" as envisaged in the Act are:" to disseminate and advance knowledge by providing instructional and research facilities in such branches of learning as it may deem fit and by the example of its corporate life, and in particular to make special provisions for integrated courses in humanities and science in the educational programmes of the University and to take appropriate measures for promoting inter-disciplinary studies and research in the University."

The University is primarily a post-graduate research University. UoH conducts its own entrance examinations for all the courses during the month of February every year and interviews in the month of May every year. The University offers Integrated M.A/MSc, M.A, MSc, M.F.A, M.Tech, M.B.A, M.C.A, M.Phil and Ph.D degrees. Admission to UoH is highly selective and competitive. The University follows the reservation system given in the UGC guidelines while admitting students. The University follows the continuous assessment pattern where 40% of the marks are allotted for internal assessment and 60% for external examination. The students are graded on a 10.0 point scale with D being the lowest passing grade while A+ being the highest. The toppers of each of the post-graduate taught course in the general and reserved categories are awarded the University Gold Medal. The University is a public research university with high research activity in every department and awards about 300 doctorates every year.

The University library is a central facility to support teaching and research activities of the University. This present library building was inaugurated by his Excellency late Dr. Shankar Dayal Sharma, the then Vice President of India, on 21 October 1988 and named after late Prime Minister Mrs. Indira Gandhi. The Library is connected to Campus Network. The library also created learning environment by establishing Online Public Access Catalog (WebOPAC), OPAC Searching Area, Internet browsing area, Laptop zone with Wi-Fi facility, specialized workstations & software for visually-challenged students and by facilitating electronic resources, search services/tools.

UNIVERSITY OF JAMMU

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EPABX : 2435248, 2435259, 2453544, 2453588
Fax : 0191-2450014, 2459383
Email : registrar@cujammu.ac.in, administration@jammuuniversity.in
Website : http://www.jammuuniversity.in

The University of Jammu, accredited as 'A' Grade University by National Assessment & Accreditation Council of India came into existence in 1969 vide Kashmir and Jammu Universities Act 1969 following bifurcation of the erstwhile University of Jammu and Kashmir. The University provides instructions in such branches of learning as it deems fit and makes provision for research and the advancement and dissemination of knowledge. The University stands for spiritual and material elements in life, thirst for knowledge and virtue under the backdrop of holy peaks of Trikuta Hills.

University of Jammu holds examinations, grants degrees, generates knowledge and confers diverse academic distinctions on persons who pursue approved courses of study in the University or in constituent colleges/institutions approved for the purpose also for those who appear as external/private candidates. It also confers honorary degrees or other distinctions on the persons of exceptional caliber.

The University also admits, maintains, recognizes, affiliates colleges and other institutions. It is primarily a research, teaching, affiliating, examining body involved in promotion of arts, science and other branches of learning. The University is open to all classes and creeds with the sole objective to carry people from darkness to light.

Cradled in the lap of mountains at the foothills of auspicious Trikuta**,** besides the river Tawi at an altitude of 1030 ft. is Jammu. This 'city of temples' has many places that are flocked by people from every nook and corner. Among all these, also comes the famed University of Jammu**.** A place, where imparting education is not considered just as a mere duty, but as a commitment towards the advancement of the society. A University with a vision and a single-minded mission. To make Jammu university a name to reckon with. A saga that has been continuing from the time of its inception.

UNIVERSITY OF KALYANI

Kalyani 741 235, West Bengal
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Website : http://www.klyuniv.ac.in

The University of Kalyani was established in 1960 with a campus area of over 378 acres in Kalyani town. It is well connected by road and railway, with a railway station very close to the University. The University is situated in a locality surrounded by a rural setting within a rural backdrop and it caters mostly to the students of rural and backward areas. Yet, its distance from Kolkata is only 45 km.This locational advantage of the University makes it particularly suitable for the 'Cafeteria Approach' to higher education. The University ensures on the one hand, the development of excellence, and on the other, contribution of higher education through dispersion of knowledge to rural areas in an open and flexible system. The University is also considering the possibility of upgrading some of its affiliated colleges with academic autonomy and postgraduate teaching. The University has completed four decades of commendable service to the development of higher education keeping in view the importance of the outlying rural economy and the needs and aspirations of the youth in the region. The University is presently offering twenty three post graduate programmes under four faculties, namely, Science, Arts & Commerce, Education, Engineering Technology and Management. Two more faculties of Law and Music & Fine Arts, also have been approved recently under the University Act and are in the process of crystallization. The total number of approved teaching posts at present is 217, catering to around 2000 post-graduate students. In its administrative set up, there are approximately 32 officers, and 517 staff on the pay-roll at the moment, which vindicates a streamlined academic administration as per the usual norms of teacher-student ratio arid teacher-staff ratio.

The University is providing academic guidance and leadership to 46 (forty six) affiliated degree colleges located in the Districts of Nadia, Murshidabad and parts of North 24 Parganas.In addition engineering colleges were affiliated to this University for the last three years. Recently these colleges have been transferred to the newly set up West Bengal University of Technology. However, the current students of the colleges in the final two years are registered as students of Kalyani University and this University is responsible for running their academic programme. The standards of teaching in the affiliated colleges are monitored by a Council for Undergraduate Studies, Planning Board, and a nominated College Development Council (CDC) through a process of academic audit. After affiliating these colleges, the University has discontinued the undergraduate programmes of the university departments from 2000-2001. The University is now primarily focusing on strengthening postgraduate education and research and evolving as a centre of excellence in a rural backdrop.

UNIVERSITY OF KASHMIR

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wahid@kashmiruniversity.net
Website : http://www.kashmiruniversity.net

The University of Kashmir is on the western side of the Dal Lake in the city of Srinagar. It has been awarded grade "A" by the NAAC in 2011.

The University of Kashmir, since its establishment, has been focused at Hazratbal and encompassing three adjacent areas viz. Amar Singh Bagh, Naseem Bagh and Mirza Bagh. This Campus is spread over 263 acres (1.06 km^2).

A major part of Amar Singh Bagh and Naseem Bagh constitute the Hazratbal campus which is laid out on the north-eastern bank of Dal Lake.

Earlier, many postgraduate departments, research and other centres were housed in Naseem Bagh. But, the university resolved to develop Naseem Bagh into a heritage site and thereafter, many departments were shifted to other areas of the Hazratbal campus. As of April 2013 Zakura Campus is being developed on 300 kanals of land in close proximity to Hazratbal campus to meet expansion requirements of the University.

Mirza Bagh or "University Town" constitutes buildings housing quarters for the university staff.

South Campus of the University established on 259 kanals of land at Fateh Garh, Anantnag was started in October, 2008. North Campus of the University on 559 kanals at Delina, Baramulla was started in December, 2009. Three more campuses at Kupwara, Kargil and Leh are coming up

UNIVERSITY OF KERALA

Thiruvananthapuram 695 034
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Fax : 91-471 2307158
Email : ku.release@gmail.com
Website : http://www.keralauniversity.ac.in

One of the first 16 Universities in India, the University of Kerala was founded as the University of Travancore in the erstwhile princely state of Travancore (now southern part of Kerala and some neighbouring parts of state of Tamilnadu) in 1937. During the 7 decades since the University of Kerala grew and shrunk physically and transformed itself in many ways. It is difficult to summarise what the Kerala University is in a brief space.

The earliest origins of the University may be traced back to two institutions of modern learning in Kerala, the University College, Thiruvananthapuram and the Trivandrum Observatory. The University College was initially founded as the Maharaja's Free School by Maharaja Swathi Thirunal in 1834, with Mr John Roberts. A Christian Missonary as Headmaster, and soon grew into a college in 1866, affiliated to the Madras University. When the University of Travancore was founded, the Departments of the college became the University Departments, only to switch back again when the transformation to University of Kerala happened in 1957.

The University College still retains its connection with the University as an affiliated college. The Trivandrum Observatory was founded in 1838 and had an internationally reputed scientist, John Caldecott FRS as its first Director. It became a part of the Travancore University, but for some time was administered as a independent government institution. It is now the oldest institution under the Kerala University.

The University of Travancore was established in 1937 by a promulgation of the Maharajah of Travancore, Sri Chithira Thirunal Balarama Varma who was also the first Chancellor of the University. Sir C. P Ramaswamy Ayyar, the then Diwan (Prime minister) of the State was the first Vice-Chancellor. He was an eminent scholar and an able administrator. It is said the Government made an unsuccessful attempt to invite Albert Einstein to be the first Vice-Chancellor.

The University was modelled after the best Universities of the United Kingdom, and even today retains some of these features. The affiliating system of the University however evolved to be different from the college system in British Universities.

UNIVERSITY OF KOTA

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Email: info@uok.ac.in
Website : www.uok.ac.in

The University of Kota was established in the year 2003 in a culturally rich heritage city Kota situated on the bank of holy river Chambal. The University came into existence through enactment of Government of Rajasthan vide order No. F.21 (2)Edu-4/2003 dated 29-0902003 under the provision of Section-4(1) AND 50(1) of the University of Kota, Kota Act, 2003. Presently, 175 colleges of six Districts of the State, namely, Kota, Bundi, Baran, Jhalawar, Karauliand Sawai Madhopur are under the territorial jurisdiction of the University. The University has six faculties, namely, Arts, Science, Social Sciences, Commerce and Management, Law and Education. Various academic programmes are also being run at the campus and in the affiliated colleges of the University. Courses, namely, M.B.A., M.I.B., M.C.A., M.Sc. (Pure Chemistry, Industrial Chemistry, Physics-Energy, Wildlife Life and Life Sciences), M.S.W., M.A./M.Sc. (Geography and Military Science) M.A. (Sociology and Heritage, Museologyand Management), M.Phil. (Commerce, Chemistry, Physics, Geography, History, Political Science and Sociology), Diploma in Remote Sensing & GIS, LL.M., M.P.Ed., Ph.D. Programmes (Accountancy & Business Statistics, Economic Administration and Financial Management, Business Administration/Management, Law, English, Hindi, Sanskrit, Music, Urdu, Drawing and Painting, Chemistry, Botany, Zoology, Mathematics, Physics, Public Administration, Political Science, Economics, Sociology, Geography, History, Home Science, Education, Library and Information Science, etc.) are being run in the university campus. The University of Kota is unfolding its wings in the area of research. University is now determined for meaningful and socially relevant research and enrolling students for Ph.D. programme through entrance examination as per the UGC guidelines. So far, the University has awarded 96 Ph.D. degrees and around 1116 scholars are pursuing Ph.D. in different disciplines with around 208 approved research supervisors. A large number of students are having research funding through various State and Central Government funding agencies. University departments are regularly organizing State and National level seminars & conferences and publishing comparable number of research articles in reputed journals. The University is receiving a large number of projects from different departments of Govt, of India, Govt, of Rajasthan and other agencies and is recognised by the Department of Science and Industrial Research (DSIR), Ministry of Sciences Technology, Govt, of India as a upcoming research center in Rajasthan. Dr. Anna Jonsson, Swedish International Development Agency (SIDS), Govt, of Sweden, Sweden has visited the University underthe collaboration project. The motto of the University is "Satyam, Shivam and Sundarum" the search for truth, the quest for welfare and the urge for the best.

UNIVERSITY OF LADAKH

Administrative Office : Melongthang Leh -Ladakh
Administrative Office : Kargil, Purig Guest House
Kurbathang, Kargil - 194103
Tel : 01982-258860, 01982-295778
01982-295779, 01982-295776
Email : ladakh-university@jk.gov.in
info@universityofladakh.org.in

The University of Ladakh was established in 2019 under the University of Ladakh Act 2018 (enacted by the Governor of Jammu and Kashmir as Act no. LVI of 2018), as an initiative to promote quality higher education in the country particularly in Ladakh region. By virtue of Section2(e) of the Act, the six existing colleges of Leh and Kargil district have became part of the University of Ladakh. It aspires to be one of the leading universities of the country offering high quality, innovative and responsive education at the under graduate, post graduate and Ph.D. levels.

The University has headquarters and campuses in both Kargil and Leh to cater to students passing out of various schools and colleges spread over more than fifty thousand square kilometer of the vast Ladakh region.

The University authorities undertook to position quality faculty and quality instructions in courses right from the first academic session in 2020 with the introduction of PG courses in English, Commerce, Chemistry, Mathematics, Zoology, Botany, Arabic, Computer Application, Travel and Tourism Management and Geology. From session 2021 new P.G course like Economics, History, Political Science, Urdu, Sociology, Geography have been introduced. Many more courses are yet to be introduced. The University is committed towards promoting higher education and employability of the youth of Ladakh by imparting quality education and creating a platform where students pursue their interest to serve the country to their full potential.

UNIVERSITY OF LUCKNOW

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The idea of starting a University at Lucknow was first mooted by Raja Sir Mohammad Ali Mohammad Khan, Khan Bahadur, K.C.I.E. of Mahmudabad, who contributed an article to the columns of "The Pioneer" urging the foundation of a University at Lucknow. A little later Sir Harcourt Butler, K.C.S.I., K.C.I.E, was appointed Lieutenant-Governor of the United Provinces, and his well-known interest in all matters under his jurisdiction, specially in matters educational, gave fresh life and vigour to the proposal. The first step to bring the University into being was taken when a General Committee of educationists and persons interested in university education appointed for the purpose, met in conference at Government House, Lucknow, on November, 10, 1919. At this meeting Sir Harcourt Butler, who was in the chair, outlined the proposed scheme for the new university. A discussion followed, and it was resolved that Lucknow University should be a Unitary, Teaching, and Residential University of the kind recommended by the Calcutta University Mission, 1919, and should consist of Faculties of Arts, including Oriental Studies, Science, Medicine, Law, etc. A number of other resolutions was also passed and six sub-committees were formed, five of them to consider questions connected with the University and one to consider the arrangements for providing Intermediate Education. These sub-committees met during the months of November and December, 1919, and January, 1920; and the reports of their meetings were laid before a second Conference of the General Committee at Lucknow on January 26, 1920; their proceedings were considered and discussed, and the reports of five of the sub-committees were, subject to certain amendments, confirmed. The question of incorporation of the Medical College in the University, however, was for the time being left open for expression of opinion. At the close of the Conference donations of one lakh each from the Raja of Mahmudabad and Jahangirabad were announced. The resolutions of the first Conference together with the recommendations of the sub-committees as confirmed at the second Conference were laid before a meeting of the Allahabad University on March 12, 1920, and it was decided to appoint a sub-committee to consider them and report to the Senate. The report of the sub-committee was considered at an extraordinary meeting of the Senate on August 7, 1920, at which the Chancellor presided, and the scheme was generally approved. In the meantime the difficulty of incorporating the Medical College in the University had been removed. During the month of April 1920, Mr. C.F. de la Fosse, the then Director of Public Instruction, United Provinces, drew up a Draft Bill for the establishment of the Lucknow University which was introduced in the Legislative Council on August 12, 1920. It was then referred to a Select Committee which suggested a number of amendments, the most important being the liberalising of the constitution of the various University bodies and the inclusion of a Faculty of Commerce; this Bill, in an amended form, was passed by the Council on October 8, 1920.

UNIVERSITY OF MADRAS

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The Public Petition dated 11-11-1839 initiated the establishment of Madras University. It was in January 1840 with Mr.George Norton as its President, that the University Board was constituted. In 1854 after a lapse of 14 years, the Government of India formulated a systematic educational policy for India and as a sequel to this on 5th September 1857 by an Act of Legislative Council of India, the University was established. The University was organised in the model of London University.

Madras University is the mother of almost all the old Universities of south India. The University area of jurisdiction has been confined to three Districts of Tamil Nadu in recent years. This is consequent to establishment of various universities in the State and demarcation of the University territories.

This University has been growing from strength to strength while widening its teaching and research activities. His Excellency the Governor of Tamil Nadu is the Chancellor of the University

The Vice-Chancellor who is appointed for a term is the Principal Executive Officer. The Registrar of the University, who is the Secretary of the Syndicate, is the custodian of all the records and Chief Administrator of the university. Yet another function, the examinations of the University, is managed by Office of the Controller of Examinations. The University imparts both Under Graduate and Post Graduate Education through the Affiliated Institutions which are spread over the Districts of Chennai, Thiruvallur and Kancheepuram. Apart from teaching, research activities in Arts, Humanities, Science, Management and Technology shpae the academic tenor of the University. A number of institutions affiliated to Madras University concentrate on research activities offeringe Ph.D., Programmes in their respective field of specialisation.

The University also offers teaching and research programmes in its four campuses. The 68 University Departments of study and research are spread over four campuses organised into 18 Schools each of which offer Post Graduate Courses in respective specialisation, part time and full time Ph.D. Programmes, Diploma and Certificate Programmes. Assessing the need for educating a large number of people in the country, the University offers both Under Graduate and Post Graduate programmes through the Institute of Distance Education. The Institute is popularly called IDE of Madras University.

UNIVERSITY OF MUMBAI

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The University of Mumbai (known earlier as University of Bombay) is one of the oldest and premier Universities in India. It was established in 1857 consequent upon "Wood's Education Dispatch", and it is one amongst the first three Universities in India. As a sequel to the change in the name of the city from Bombay to Mumbai, the name of the University has been changed from "University of Bombay" to "University of Mumbai", vide notification issued by the Government of Maharashtra and published in the Government Gazette dated 4th September, 1996.

The profile of this University carved out in 155 years of its functioning attests to its manifold achievements as the intellectual and moral powerhouse of the society. The University has always given its best to the country in general and to the city of Mumbai in particular by enthusiastically shouldering an ever-growing load of social values and opportunities. Initially, the University concentrated its efforts on controlling teaching at the undergraduate level and in conducting examinations. Later on it took up research and the task of imparting instructions at the Post-Graduate level. This resulted in the establishment of the University Departments beginning with the School of Sociology and Civics & Politics.

The independence of the country led to the re-organization of the functions and powers of the University with the passing of the Bombay University Act of 1953. It has two campuses of areas 243 acres and 14 acres at Vidyanagari and Fort respectively; sub-campuses/centers at Ratnagiri 20 acres, Thane 6.50 acres and Kalyan 6.26 acres with 56 University Departments & Institutes and 691 affiliated colleges. It has established its name in industrial & International collaborations and runs various professional courses.

The University was accorded 5 star status in 2001 & 'A' grade status in April 2012 by the National Assessment and Accreditation Council (NAAC). It has been granted University with Potential for Excellence (UPE) status by UGC and PURSE Scheme by DST. Many of its Departments are recognized under various national programmes, such as UGC-SAP at various levels, DST-FIST, etc. At national level, it has excelled in sports, cultural and out-reach activities. In the last five years it has seen 104% increase in under-graduate students, 112% increase in post-graduate students and 147% increase in distance - education students. There is 156% increase in the number of research papers published in International journals.

UNIVERSITY OF MYSORE

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The University of Mysore was established on 27th July, 1916 during the benevolent reign of the Maharaja of Mysore, His Highness Nalvadi Krishnaraja Wodeyar (1884-1940). The genesis of the University of Mysore stems from a five year long in-depth reading and analysis on higher education across the globe. The mission of the University of Mysore, laid down in the 1916 regulations published in the Mysore Gazette Extraordinary, aims at 'promoting teaching and research in conventional and traditional domains of Arts, Humanities, Pure and Applied Sciences and Professional disciplines'. Sir M Visvesvaraya (1860-1962) played a decisive role in the launch of the University. The University, since then, has gone through different phases of development. Started with just two faculties, namely Arts and Science offering BA, BSc, BCom and BT courses, the University added Engineering faculty in 1917, MA programs at Maharaja's College, Mysore. In 1918, MSc program at Central College, Bangalore in 1919 and the faculty of Medicine in Mysore during1924 , thus laying a firm foundation for the multi-faculty character of the university. In 1941, new courses leading to BA honours were added. During the post-independent period, from 1947-1960, the University enacted new Act of 1956 which ushered in academic autonomy. It also facilitated the introduction of PreUniversity System of education by abolishing intermediate courses. With the support of the University Grants Commission (UGC), which came into existence in 1956, post-graduate education was expanded significantly. In 1960, a major development was the conglomeration of all the post-graduate studies of the University at one location during the tenure of the ViceChancellorship of Dr. K.V. Puttappa. This location was christened "Manasagangotri" meaning ` eternal spring of the mind' adjacent to Kukkarahalli lake within the heart of the heritage city of Mysore in a picturesque area of 739 acres. The year 1966 was commemorated as the Golden Jubilee year and a corpus fund of Rs 2.85 crores was instituted for awards and prizes under various categories.

Today the University has 42 Postgraduate Departments at the Main Campus, Manasagangotri, 2 Postgraduate Centres, viz., Tubinakere, Mandya, Hemagangotri, Hassan with 5 Postgraduate Departments each and one Satellite Centre at Chamarajanagar with 3 Postgraduate Departments. It is providing higher education to about 85000 students, of which over 10,000 are Postgraduates. As many as 1400 students are from 50 countries pursuing higher studies in this University. Some of these countries are China, Iran, Jordan, Thailand, Indonesia, Egypt, Syria, Tanzania, Uzbekistan, Kajkhastan, Kirghizia, Mongolia, Uganda, Yemon, Kenya, Palestine, Srilanka, Bangladesh and Nepal.

UNIVERSITY OF NORTH BENGAL

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The University of North Bengal was established by Act of the Legislature of West Bengal in 1962 and assigned the mandate of providing teaching,training and research in various branches of advanced learning , and promoting the dissemination of knowledge to fulfill growing socio-economic and technical manpower needs in the six North Bengal Districts and the neighbouring state of Sikkim . The campus occupies an area of about 330 acres 9 km outside Siliguri and Bagdogra Airport in the Terai region of Darjeeling District.The University Act was revised under West Bengal Act of XXV of 1981 and it came into force with effect from September 16 , 1981.

Occupying the latitudinal and longitudinal ranges of 24^{0}40'20"[Malda] and 87^{0}45'50"E[Malda]to 89^{o}54'35"E[Koch Bihar], respectively, the region includes 6 distinct climate regions ranging from tropical to rival within its span from the Barind plain of Bengal to the High Himalaya. It condequently witnesses an altiudinal range of 21 msl. along the Ganga watered in Malda District upto 8467 msl. at the Kanchendzonga peak in Sikkim. Normal annual precipitation in the region varies from just 1453mm in Malda District to 3508 in Koch Bihar District, crossing 5600mm p.a. in the Eastern hill tracts that neighbour Bhutan. With its proximity to the southermost sweep of the Himalaya and to the Bay of Bengal, the North Bengal region plays a critical role in the formation and circulation of the South West monsoon system. Heavy precipitation and runoff near the Himalayan ranges has led to the undulating topography of the region and to the formation of vast floodplains around the rivers of the Ganga-Brahmaputra interfluve which drain the region. Of these, the principal rivers flow within the Tista basin.

The University has played a pioneering role since inception in spreading higher education and inculcating scientific attitudes within the predominantly rural areas that comprise its vast jurisdictional territory. Well over 36,000 undegraduate students and over 1500 postgraduate students and scholars now enrol at different courses under the University during any given year. Besides the territory under its immediate jurisdiction, the University also gets students and scholars from adjoining areas in Bihar and the North Eastern states,as also from SAARC countries like Bhutan, Bangladesh and Nepal. Several pioneering contributions made by researchers at the university have contributed to wider understanding of the special problems that confront the Eastern Himalayan and sub-Himalayan region and have provided practical inputs for current developmental interventions in the region.

UNIVERSITY OF PATANJALI

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Website : http://www.divyayoga.com

To establish and incorporate an University in the name of University of Patanjali with facilities for education, training and research in the areas of Yoga, Ayurveda and culture of Medicinal Herbs/ Plants and studies and in related areas sponsored by The Patanjali Yogpeeth (Trust).

To establish an University with the study and research facilities for five thousand students from all the world in classical as well as modern-job oriented subjects like social sciences (Civics, History, Political Science, Geography etc.), Natural Sciences (Zoology, Botanu, Chemistry, Physics, Maths etc.), Information Technology, Computer Science, Pharmacology, Commerce, Medical Sciences (Ayurveda, Accupressure, Physiotherapy etc.) & Yoga etc. The University while running and awarding several Certificate, Diploma, Graduate, Post Graduate and Ph.D. level courses in the above mentioned subjects will give new direction to educational world.

To provide world class research facilities to students.
To fulfill resolution of saints and sages for disease free world, while establishing 'Pran' (oxygen) a evidence based medicine in the world through conducting clinical trials and research in genetical disorders as well as incurable diseases like Cardiac disease, diabetes, asthma, arthritis, cancer etc.
To build a prosperous India by continuous research in the field of medicinal plants to support and build medicinal plants based agriculture enabling poor labourers and farmers to earn their bread and butter easily.
Conducting research in Yoga, Ayurveda, Agnihotra, Naturopathy, Vedic Varna System, Vedic Shodash Sanskar to prove that ours a scientific culture and our seers were great scientist.
To show path for healthy life style to the whole world by carrying out research in our tradition of Brahamcharaya, Grissath, Vanprasth and Sanyas Ashram.
To help educating and training people as Yoga teachers to fulfill resolution of Disease Free India and Disease Free World.
To build a healthy, prosperous, spiritual, sensitive and dutiful nation, by introducing Yoga in educational and health institutions, industrial and corporate sectors as well as administrative, police and defence establishments.

UNIVERSITY OF PETROLEUM AND ENERGY STUDIES

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University of Petroleum and Energy Studies (UPES) was established in the year 2003 through UPES Act, 2003 of the State Legislature of Uttarakhand. With an ambitious vision and unique approach, UPES emerged as an innovative institution offering programs that are specifically designed for core sectors with high growth projections.

Founded by prominent educationalists and industry experts, UPES is committed to maintain high standards in providing quality education.

The University endeavours to be recognized as a 'Nation Builders University' with a progressive vision of creating specialized professionals in the core sectors that can contribute in the economic growth of the country.

Focused on the requirements of the future, UPES offers a wide spectrum of globally competitive undergraduate, postgraduate and doctorate programs in Energy, Infrastructure and Transportation (EIT) and other growth sectors. The University's objective is to develop domain specific and competent technocrats, professionals and managers who are ready to join the core industries.

UPES provide students with the choice to develop skillsets and gain exposure to work in sectors driving the growth of the economy. Advanced teaching methodologies, innovative and updated curricula and the focus on 'on-the-job exposure' give UPES students the edge to be readily deployable in their chosen field. UPES has successfully placed more than 5000 graduate and post graduate students in 500+ companies of national and international repute in the 10 years since its inception. The prevailing ambiguous environment also necessitates the need for future preparedness. UPES puts thrust on R&D. Twelve dedicated Research Centers with interdisciplinary teams are continuously involved in initiatives to develop key skills, enhance knowledge base and achieve expertise in select domains. UPES was recently bestowed the 'Best Innovative University Award' at the ASSOCHAM Education Excellence Awards. It was also recognized as the 'Best Managed University' by Competition Success Review. Also, UPES was conferred the 'Green Campus Award' at the World Education Summit 2013.

UNIVERSITY OF RAJASTHAN

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On the 8th of January 1947, the University of Rajputana appeared like a little star on the educational horizon of pre-independent India. That little star, now called the University of Rajasthan is shining "like a diamond in the sky." Having acquired the status of University with Potential for Excellence, today, the University celebrates its 68th Foundation Day. Over the years the University has redefined itself keeping in mind the changing trends of the educational system. But let us travel down memory lane and recall how this University was set up. The efforts for a separate University for Rajputana State were initiated as early as 1921 when the Act for the Allahabad University was passed. The Act prescribed for separation of Intermediate classes from the Degree classes as a condition for affiliation, which meant more expenditure for the then colleges at Jaipur, Jodhpur and Ajmer, the only colleges then imparting University education and affiliated to Allahabad University. The location of the University became a controversial issue. The question was considered in all its aspects at a meeting called by the Agent to the Governor General in Rajputana and attended by the ruling Princes and Chiefs at Mt. Abu on 20- June 1924. It was finally decided that 'the general sense of the Conference seems to be that there are strong obstacles at present to a Rajputana University, and that the scheme is premature but that the respective advantages of affiliating either with Agra or with Delhi under changed conditions as can be brought about should be explored.' The colleges in Rajasthan (erstwhile Rajputana) were then affiliated to Agra University after it was established in 1927. After a gap of nearly two decades the efforts were again initiated in 1942 by Sir Mirza Ismail, the then Prime Minister of Jaipur, who appointed J.C. Rollo as Special Education Officer for this purpose. Sir Mirza Ismail and his successor in office Sir V.T. Krishnamachari, took the initiative of holding talks with the representatives of Udaipur, Jodhpur, Bikaner, Aiwar and Jaipur in December, 1946. They agreed to the establishment of a University at Jaipur and on 8- January, 1947, legislation was promulgated and the colleges in the State formally federated into the University of Rajputana, which came into existence in July the same year. It was the last (2 1st) university that was set up in pre-independent India. The University office was temporarily set up in the Kesargarh Fort. The then Maharaja of Jaipur State, Sawai Man Singh graciously made available to the university an extensive site of over 300 acres. About two miles from the centre of the city, the site was considered ideal for a University campus. With the Moti Doongari castle overlooking the campus on the northern side, and the Jhalana hills stretching from end to end in the east, the site possessed that wild grandeur that characterised most landmarks of Rajasthan. Dr. G. S. Mahajani, who was at that time Principal of Ferguson College, Poona (now Pune) was appointed the first Vice-Chancellor of the University. Dr. Mahajani was in many respects an ideal person. He was a member of the Servants of India Society.

UNIVERSITY OF SCIENCE AND TECHNOLOGY

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The University of Science and Technology, Meghalaya (USTM) is the first State Private University on Science and Technology in the entire North East India, sponsored by ERD Foundation, Guwahati. The University is being established in four adjacent plots of more than 400 acres of picturesque landscape surrounded by tranquilled greenery in Assam-Meghalaya border just one km from G S Road, Baridua, 9th mile, opposite to CRPF Camp, Ri-Bhoi District of Meghalaya. It is about 85 kms from Shillong, the Capital of Meghalaya & 6 kms from Dispur, the Capital of Assam. The campus is well connected by Rail & Air which is only 15 kms from Guwahati Railway Station & 48 kms from Guwahati International Airport. The University has been established under the provisions of the University of Science and Technology, Meghalaya Act (No.6 of 2008) enacted by Legislative Assembly of Meghalaya and notified vide Gazette Notification No LL(B)87/2008/21, dated 02.12.2008 of Government of Meghalaya. The University is empowered by the University Grants Commission, to award degrees as specified by the UGC under section 22 of the UGC Act, 1956. USTM has also received necessary approval from AICTE, New Delhi & NCTE, ERC, Bhubaneswar to run MBA & B.Ed. courses respectively. With more than two years of focused study on the educational needs of the region by leading Academicians, Scientists and a group of Vice Chancellors and educational administrators of the region, USTM has started its systematic academic process. The University is dedicated to the cause of high quality science and technology education and advanced research in frontier and cutting edge areas leading to the creation of a University where innovation, invention and entrepreneurship remain the cardinal focus and thrust. Facilities are being offered with this long term goal with special focus and thrust on the S&T needs of this region. Creating the best graduates who can think, innovate and invent would remain the all time driving force of USTM.

USTM disseminate finest education in UG and PG courses of the following subjects under its different schools viz.

- School of Business Sciences
- School of Biological Sciences
- School of Applied Sciences
- School of Social Sciences & Humanities
- School of Engineering & Technology
- School of Education

Biotechnology, Biochemistry, Zoology, Botany, Chemistry, Mathematics, Environmental Science, Computer Science & Applications, Electronics, Commerce, Business Administration, Economics, English, Physics, Statistics, Sociology, Social work, Psychology, Public Administration, Education, B. Ed, BA/B.Sc. B. Ed, Library & Information Science, Geology, Geography, Rural Development, Disaster Mgt. etc.

UNIVERSITY OF TECHNOLOGY

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University of Technology is established by the Govt. of Rajasthan through State Legislature under the Act No 28 of 2017. It is UGC recognized University under section 2(f) of the UGC Act 1956. University of Technology is sponsored by the renowned label in the education domain, Deepshikha Kala Sansthan, Jaipur. The University of Technology is known for offering quality education to students coming from varied backgrounds, across different learning segments and knowledge disciplines.

Highly known to deliver finest of learning solutions and facilities aiming at all-round development of the students, the university commits to a wide array of courses and a vast pool of resources– ranging across the domains of Engineering and Technology, Management, Law, Science, Arts, Commerce, Education, Languages, Medical and Health, Alternate Therapy, Religion, Telecommunication, Information Technology – in a plush facility spread in 30 Acre of area.

With its eminent lineage spread across a span of over 40 years, University of Technology is marked as one of the most celebrated educational bodies in the domain, with fast growing reach in educational services and offerings – putting up with the new-age learning system and ultra-modern education facility. The organization has produced marvelous results and topped premium lists of educational institutions over the years.

Mission

Our mission is to commit to a system of learning that unfolds far-reaching ability to explore, expedite and empower different traits and facets of education – to break-open new opportunities and possibilities for each and every aspirant. This aim further extends to develop a synergistic ecosystem enabling seamless exchange of ideas while creating multi-disciplinary approach to allow students to achieve and apply the best of their potential.

Vision

University of Technology will have a transformative impact on society through utilization of premium knowledge resources and reaching value through allied innovation in research & analysis, information processing & edification, and business value propositions & technology – aiming to bring a broader perspective of purpose and application to education.

UNIVERSITY OF VISVESVARAYA COLLEGE OF ENGINEERING

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University of Visvesvaraya College of Engineering (UVCE) was established in the year 1917 by Bharat Ratna Sir M Visvesvaraya. Currently affiliated to Bangalore University, the College provides six engineering courses – Electronics and Communication, Electrical and Electronics, Mechanical, Computer Science, Information Science and Civil Engineering. Situated at KR Circle in a greenery filled scenic expanse of 10 acres, UVCE is in the neighborhood of heavenly cubbon park and at an arm's distance are some of the most important locations like Vidhana Soudha, Karnataka High Court and City Civil Court. The City campus currently houses the Department of Mechanical Engineering, Electrical Engineering, Electronics and Communication and Computer Science Engineering. Proximity to the Metro, City Bus Station and Railway Station connects one easily to any part of the city and helps in commutation to UVCE. Situated amidst Jnana Bharathi Campus spread over 50 acres, the hub of University Post graduate academic activities, the Engineering Campus has Departments of Civil Engineering and Architecture.

This pioneer college has grown many folds, producing some of the best engineers in the country. Being an institution that functions on only Merit- Based CET seat allotment, the students obtaining admission are the creamy layer of the bright students in the state. The inexpensive fees structure is an aid and a driving reason for students of difficult financial stability and from the rural to join the college. The college crafts an environment for allround development of students encompassing both academic and extra-curricular activities. The students are hardworking, cultured, highly disciplined and have preserved the cherished values of this institution over the years. UVCE instills a zealous essence into the students which propels them to explore new realms of engineering and embark to achieve great things. Enhancing this factor is the experience that students gain learning at UVCE in a way diff erent from the education system of most conventional engineering colleges. Undermining the visible lack of infrastructure in UVCE is the vivacity and learning that is meticulously propelled by the students themselves.

The college is a hub of many technical and non- technical activities evenly spread throughout the year. The ever active students are teamed to nurture various special interest groups in college to foster their technical and creative skillsets on a myriad of platforms whilst helping each other. The entire student fraternity contributes in making each of these events a success. The college is currently being funded by the World Bank under the TEQIP project for the improvement of the quality of technical education through various programs and infrastructural developments. The devoted faculty is highly qualified, experienced and plays a pivotal role in enthusing the students to achieve remarkable feats. The Institution boasts of very good campus placements and a mighty rate of students taking up higher education abroad. UVCE Alumni have etched "UVCE" as a highly recognized institution and are keeping the esteemed honor of the institution flying high with their remarkable achievements in the respective fields/organizations. Alumni of UVCE are not only noteworthy of their achievements that have brought great recognition to the institution but have also made the nation proud on a global platform.

UPL UNIVERSITY OF SUSTAINABLE TECHNOLOGY

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UPL University of Sustainable Technology is the first private University of Sustainable Technology of Gujarat and India. University's vision is to be a world class university to impart knowledge, quality education and develop leaders required by allied industry.

We, the Ankleshwar Rotary Education Society, are managing Shroff S R Rotary Institute of Chemical Technology (SRICT) and SRICT Institute of Science & Research (SRICT-ISR). SRICT is approved by AICTE, New Delhi and affiliated to GTU since 2011 whereas SRICT-ISR is affiliated to VNSGU since 2018. SRICT is providing Engineering Education whereas SRICT-ISR is providing education in Science.

We, The Ankleshwar Rotary Education Society, are granted the status of a Private University by Government of Gujarat by the name “UPL University of Sustainable Technology“ vide Gazette Notification Gujarat Act no 15 of 2021 dated 22/5/2021 (an Act further amend the Gujarat Private University Act no 8 of 2009) of the State Legislature of Gujarat. The status of State Private University is awarded under entry no 33 of Amendment of Schedule to Guj. 8 of 2009. The Act shall come into force with effect from 1/6/2021 vide Notification No: GH/SH/81/ EPU/2020/10012020/KH-I dated 2/6/2021.

Now, SRICT and SRICT-ISR will be affiliated to "UPL University of Sustainable Technology" from academic year 2021-22. UPL University of Sustainable Technology will offer Diploma Engineering, Bachelor of Engineering, Master of Engineering under Shroff S.R. Rotary Institute of Chemical Technology and B.Sc. Chemistry & M.Sc. Chemistry (Regular/Evening) under SRICT Institute of Science & Research from academic year 2021-22. In future, the University will provide education in Management, Process Safety and Environmental Sustainability.

USHA MARTIN UNIVERSITY

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Usha Martin University was set up in 2012 vide Usha Martin University, Jharkhand Act 2012, to carry its mandate of providing inclusive quality higher education in different fields for sustainable development of the society in the state of Jharkhand and be in conformity with the priorities of the Ministry of Education, Govt. of Jharkhand.

The University is duly recognised by the University Grants Commission under Sec. 2(f) of UGC Act 1956 as a self-financing Private University. Usha Martin University offers a wide range of programmes across disciplies and at various levels of Diploma, UG, PG and Ph.D programmes.

The University aims at nurturing and harnessing local talent to encourage social re-engineering and human capital building in the state. With the appointment of quality faculty, UMU is expected to grow exponentially. In line with its guiding philosophy of quality and credibility, UMU offers only those programmes that have the approval of national statutory bodies.

To enhance access to high quality higher education to all aspirants in the sate of Jharkhand, the University has committed itself to the goal of offering cost-effective quality education and facilitates its learners to get financial assistance from various schemes/ agencies of the state and central governments.

Vision

To provide value based education relevant for all, nurture local talent, support creation of excellence in teaching, learning and research, produce high quality innovative graduates and contribute toward sustainable development of the state.

Mission

The University shall strive to promote innovative strategies for seamless dissemination and creation of knowledge using latest techniques, available media and technologies so that its graduates acquire skills to get suitable employment and contribute with a sense of service to national and global knowledge pool.

UTKAL UNIVERSITY

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The Utkal University founded on 27.11.1943 is the Oldest University of Odisha. Pandit Nilakantha Dash, Maharaja Krushna Chandra Gajapati and Pandit Godavarish Mishra, amongst other doyens of modern Orissa, played a leading role in the establishment of the University. On 27th of Nov 1943, the Utkal University started functioning at Ravenshaw College (now University), Cuttack. Dr. Rajendra Prasad, the first President of India, laid down the foundation of the present 400 acre sprawling campus on 1st January 1958.

The University thereafter singularly honoured when a great educationist Dr. Sarvapalli Radhakrishnan, the second President of India inaugurated the present campus at Vani Vihar on 2nd January 1963. It was originally an affiliating and examining body only. A number of Post-Graduate Departments and other centers were established in the University Campus. There are more than three hundred general affiliated colleges under the University.

The University has thirteen Autonomous Colleges under its jurisdiction. It has 27 constituent Post-Graduate Departments, 2 Constituent Law Colleges, a Directorate of Distance & Continuing Education and a number of centers like Population Studies, School of Women's Studies, Ambedkar Study Center, Social Exclusion and Inclusive Policy Study Centre, Academic Staff College, a Pre-School and a High School etc. The University offers number of Self Financing Courses. The University also offers innovative teaching Programs in Yoga, Tourism and Journalism under UGC assistance.

Utkal University is recognized by the UGC. It is a member of the Indian Association of Universities and Commonwealth Association of Universities.

The University has now the jurisdiction over 9 Districts, viz, Angul, Cuttack, Dhenkanal, Jajpur, Jagatsinghpur, Kendrapara, Khurda, Nayagarh and Puri and is spread over an area of 24,973 sq. kilometers catering to the needs of higher education of a population of more than 110 lakhs. At present the University has twenty-seven Post-Graduate teaching and research departments located within the campus and three constituent Institutions, viz. Directorate of Distance and Continuing Education, University Law College at Vani Vihar and M.S. Law College at Cuttack. Besides the regular courses, twenty-six sponsored courses are offered under the direct academic control of the P.G. Council of the University.

UTKAL UNIVERSITY OF CULTURE

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Ancient Odisha was a confluence of cultures of different races. In this holy land, assimilation of the cultures of the Austrics, the Drvidians and the Aryans took place. Geographically, Odisha provides a culture corridor that connects the North with the South.

The sea-faring activities and maritime glory made it the most attractive destination of the eastern coast of India. Successive tides from all sides surged up, rolled in and broke over this land culminating in cultural synthesis. This passage over ages transcended the traditional vision of culture.

Culture in its essence is viewed here as ways of loving together.

Odisha has a unique distinction of acting as a confluence of diverse faiths by striking harmony amongst religious faiths from animism, fetishism, shamanism, ancestore worship to highly evolved froms of religions like Brahminism, Jainism, Buddhism, Islam, Chiristianity and Mahima Dharma. Vaishnavism, Saivism, Saivism, Sakta , Ganapatya, Sour-all forms of Brahminic worship are conceived in the wonderful matrix of the great and grand cult of jagannath that embraces in its grandeur quintessences of different religions signifying world-view. The Oriya literature contained this world-view in its essence;

"Let my lie rot in hell"
But be the world saved" –(Bhima Bhoi)

These lines of the saint poet Bhima Bhoi express sentiments of self-sacrifice and selflessness for the well-being of the world at large. Through centuries, the state retained its cultural identity within the mainstream of pan-India culture. Odisha is a land of rich and diverse artistic achievements. Its ageless art and flourishing cultural are the products of a long historical process.Spiritual, philosophical, professional and human dimensions are merged into the process to yield finest efforts of cultural life. Against this background, Odisha Justifiable pioneered the establishment of the first ever University of culture of the country.

UTTAR BANGA KRISHI VISHWAVIDYALAYA

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Website : http://www.ubkv.ac.in

Uttar Banga Krishi Viswavidyalaya (UBKV) was established in 2001 by West Bengal Act XX of 2000, is contributing to the overall agricultural development of the state, West Bengal by way of developing quality professionals in the niches of Agriculture & Allied Sciences, conducting demand driven research, fine tuning technologies and capacity building of farmers to facilitate socialization, besides providing consultancy and advisory support to the farmers, Government, NGOs and other organizations involved in the agricultural development. It has efficiently dealt and is dealing with the local problems of agricultural production system in different agro-climatic conditions of northern part of West Bengal through research and development. In addition to that the university is focusing to improve the livelihood of farmers and to commercialize farming as a profitable business, besides producing farm graduates after moulding them with self confidence and innovative thinking to meet the national and global needs. The northern part of West Bengal is endowed with diverse natural resources like forest, economic plant resources, agro-ecosystem, etc., together with an extremely responsive rural communities. It comprises old alluvial, terai and hill zones distributed in six northern districts of West Bengal viz., Cooch Behar, Jalpaiguri, Darjeeling, Malda, Dakshin Dinajpur and Uttar Dinajpur. The economy of this part of West Bengal is predominantly agrarian in nature and agriculture is characterised by low productivity and subsistence farming with limited number of crops due to inherent soil-climatic and agro-ecological conditions. Thus generations of improved technologies befitting to the agro-climatic and socio-economic characteristics of this region is an important issue. Keeping this perspective in view, the state government established a satellite campus of the State Agriculture University, Bidhan Chandra Krishi Viswavidyalaya at Pundibari of Cooch Behar district in 1979. Since then the Indian Council of Agricultural Research accredited the campus and started extending development support. A notable change in agricultural and horticultural crop production, productivity and cropping pattern in North Bengal became perspective from late eighties onwards. Despite inadequate manpower and infrastructural facilities, the research, the extension and teaching activities at North Bengal campus were noteworthy. During late nineties post graduate programme was also started. With the introduction of National Agricultural Research Project (NARP), Pundibari became the headquarters of the Terai-agro climatic zone of West Bengal. Since then region specific problems had been taken care of by the campus and a lot of technologies have been generated through various research programme. However, all this were still meagre, with respect to the desire and need of the farmers.

UTTAR PRADESH PANDIT DEEN DAYAL UPADHYAYA PASHU CHIKITSA VIGYAN VISHWAVIDYALAYA EVAM GO-ANUSHANDHAN SANSTHAN

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Uttar Pradesh Pandit Deen Dayal Upadhyaya Pashu Chikitsa Vigyan Vishwavidyalaya Evam Go Anusandhan Sansthan, Mathura, first of its kind in the State and fourth in the Country, was established by Government of Uttar Pradesh vide U. P. Act No. 27 of 2001 on 25.10.2001 with the College of Veterinary Science and Animal Husbandry, the erstwhile U.P. College of Veterinary Science and Animal Husbandry, Mathura as its main constituent College.

Brij area is known since time immemorial for lord Krishna and its animal wealth, particularly cows. There are large numbers of Gau-shalas in and around Mathura having hundreds and thousand of cows. The whole of Brij Kshetra is famous for its milk and products (doodh, dahi, makhan, pera etc.) Recognizing the importance of livestock of this area, the erstwhile U.P. Collage of Veterinary Science and Animal Husbandry was established in Mathura by Government of U.P. in 1947. It was the first Veterinary Collage in Asia to confer the degree in Veterinary Science.

Ever since the establishment of this Collage, it has contributed significantly not only in terms of number of graduated and post-graduated of high Scholastic order, but also quality research of national and international standards. This Collage has a glorious past and the distinction of having its alumni holding high positions in India and abroad as teachers, research workers, policy marker, consultants and administrators.

In the year 1975, this Collage was made a constituent Collage of the newly established C.S. Azad University of Agriculture and Technology, Kanpur. However, keeping in view the requirement of trained and competent manpower in the field of Veterinary Science, Animal Husbandry, Fisheries and other allied disciplines and also to give a fillip to research on different aspect of cattle production, Government of Uttar Pradesh established U.P. Pandit Deen Dayal Upadhyaya Pashu Chikitsa Vigyan Vishwavidyalaya Exam Go-Anusandhan Sansthan, Mathura, the fourth Veterinary University in the country and the Veterinary Collage Mathura became the first constituent College of the University. The University is located on the Mathura-Agra Road and is about 5 km from Mathura Junction railway station and 4km from new bus stand. The main campus of the University is spread over a vast land area of 782.32 acres in Mathura Cantt and about 1400 acres at Madhurikund, about 20 km from the main campus.

UTTAR PRADESH Dr. A.P.J. ABDUL KALAM TECHNICAL UNIVERSITY

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Dr. A.P.J. Abdul Kalam Technical University (APJAKTU), formerly Uttar Pradesh Technical University (UPTU), is a public collegiate university in Lucknow in the Indian state of Uttar Pradesh. It was established as the Uttar Pradesh Technical University through the Government of Uttar Pradesh on 8 May 2000. To reduce workload and to ensure proper management, the university was bifurcated into separate universities, Gautam Buddh Technical University and Mahamaya Technical University, with effect from 1 May 2010. In 2013, as a new government came into power, the university was formed again by combining the two on 5 January 2013. It is an affiliating university, with approximately 800 colleges affiliated to it. The university was earlier on the IET Lucknow campus. Now it is in its newly inaugurated campus in Jankipuram, Lucknow. Additionally, the university had a Centre and Regional Office in Noida, Uttar Pradesh, which was retained by Mahamaya Technical University. On 18 September 2015, the university was officially renamed as Dr. A.P.J. Abdul Kalam Technical University. On 20 June 2017, the newly constructed campus of Centre for Advanced Studies, Dr. A.P.J. Abdul Kalam Technical University, Lucknow in Jankipuram, Lucknow was inaugurated by the Hon'ble Prime Minister of India Shri Narendra Modi. All the programmes including MTech, PhD & DSc are AICTE approved. It is a Research Driven Autonomous Government Institution of AKTU & is recognised u/s 2(F) of UGC Act, 1956. At present, CAS is funded by Department of Science & Technology, Government of India. It is trying to get grants-in-aid status from MHRD, GoI u/s 12 (B) of UGC Act, 1956. Uttar Pradesh Institute of Design, Noida is also a new constituent coliege of AKTU & offers BDes, MDes & PhD programmes approved by AICTE.

Dr. A.P.J. Abdul Kalam Technical University, Lucknow formerly Uttar Pradesh Technical University (UPTU), was established by the government of Uttar Pradesh on 8 May 2000 (Act No. 1248 (2)XVII-V-I-I-19-2000 Uttar Pradesh Adhiniyam Sankhya 23 of 2000). Under the University Act, 'Technical Education' includes programmes of education, research and training in engineering, technology, architecture, town planning, pharmacy, applied arts and crafts and such other programmes and areas that the central government may declare by notification in the Gazette in consultation with All India Council for Technical Education (AICTE). The university was bifurcated into the Mahamaya Technical University and Gautam Buddha Technical University as of 1 May 2010 for better management of education in the state. On 1 May 2013 the Uttar Pradesh government decided to merged GBTU and MTU to bring back the original form of UPTU. On 31 October 2013, GBTU and MTU merged back to UPTU, the university with the maximum number of colleges affiliated to it, in India. The university is affiliating in nature and its jurisdiction spanned the state of Uttar Pradesh. It is one of the largest technical universities in India and perhaps in Asia. Because of its size, the number of colleges affiliated to it, and geographic dispersion, it is sub-divided into five zones with 45–50 colleges in each zone for the ease of management and facilitating inter-zonal comparison and possible internal competition to enhance quality of teaching-learning processes. The university envisioned to facilitate and nurture quality technical education and research in its own premises as well as all affiliated institutions.

UTTAR PRADESH UNIVERSITY OF MEDICAL SCIENCES

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As per UP Government Act no 15 of 2016 to provide for establishment of a Medical Sciences university by the name of Uttar Pradesh University of Medical Sciences by the transfer of Uttar Pradesh Rural Institute of Medical Sciences and Research and associated Dental services, Para medical College, nursing college & college of the pharmacy at saifai.

In 2005, U.P. Rural Institute of Medical Sciences and Research, a state run Medical College was established in Saifai village, District Etawah, Uttar Pradesh. It was established by UPRIMS&R, Saifai, Act 2005 notified on 15 Dec 2005. It had been started as a Satellite Centre of Lucknow's Sanjay Gandhi Postgraduate Institute of Medical Sciences functioning at Saifai village, Etawah. In 2005, the Institute of Medical Sciences and Research was established by the UPRIMS&R, Saifai, Act 2005, notified on 15 Dec 2005.

In February 2015, Government of Uttar Pradesh started the process of establishing a university of medical science in Saifai, Etawah. On 4 February 2015, the state assembly passed a bill named "Uttar Pradesh University of Medical Sciences, Saifai, Etawah Bill-2015". At 2 May 2016 the Bill was approved Governor of Uttar Pradesh (Ram Naik) and it become a university at 5 June 2016.

The University is running full-fledged Medical College, Dental College (postgraduate), Paramedical College, Nursing College, Pharmacy College, Multi Specialty 850 bedded hospital and 150 bedded trauma and burn centre. 500 bedded super specialty hospital is being established in the University by Government of Uttar Pradesh with budget of Rs. 650 crores.

UTTARAKHAND AYURVED UNIVERSITY

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Uttarakhand Ayurved University was established by the Government of Uttarakhand vide Uttarakhand Ayurved University Act, 2009 for the purpose of ensuring, effective and systematic instructions, teaching, training, research and development in ayurved.

After the creation of Uttarakhand State from Uttar Pradesh various efforts have been made by state government to bring socio-economic change in this backward state with difficult geographical conditions. Despite its economic backwardness state is enriched with its vivid *flora and fauna* and is well-known specifically for vast potential of high altitude medicinal plants and herbs. The economic and scientific usage of such diversified resources may be a primary source of overall economic viability and sustainable growth culminating into radical economic growth of local people. With this view, state government has already taken various steps in this direction and the establishment of first Ayurved University in the state may be certainly seen as a giant step in internationally acclaimed field of ayurved.

The University will seek not merely to turn out men as Doctors, Scientists, Merchants, Theologians but also as men of high character, probity and honour, whose conduct through life will show that they bear the hallmark of a great University. It has been now well established that scientific approach needs to be taken in order to establish ayurved globally for which it is equally important to have such academic facilities with state of the art research centre of excellence within the premises of this Ayurved University. This would fulfil the long existing gap of correlation between scientific basis analyses to Ayurvedic form of medical treatment.In order to overcome the lack of basic research in Ayurvedic biology, the Department of Science and Technology (DST), Ministry of Science and Technology, has also constituted a task force of the eminent scientist The objective is to promote the application of basic sciences in the investigation of Ayurvedic concepts procedures and products, and nurture the discipline of ayurvedic biology. The research in ayurved has been dominated by studies on medicinal plants and the development of herbal drugs, which has a large market growing at 15 percent per year. The basic research which employs Modern Biology, Immunology, and Chemistry to investigate the concepts, procedures, and products has received little attention. This gap calls out for correction lest the absence of basic studies according to modern scientific protocols should lead to ayurved being regarded as a form of herbal therapy.

Besides, with the establishment of academic facilities, constituents of AYUSH i.e. Ayurved Yoga & Naturopathy, Unani, Siddha and Homeopathy at a single place it is hoped that much needed *intra* correlation amongst these components would also be achieved and established.

UTTARAKHAND RESIDENTIAL UNIVERSITY

Almora – 263601, Uttarakhand
Tel : 05962 - 233145

Uttarakhand Residential University came into existence on 6th September 2016 by the Act No. 20 of the State of Uttarakhand vide Gazette Notification No.230/XXXVI(3)/2016/ 23(1)/2016 of the legal and parliamentary affairs department of the State with an aim to create a holistic learning centre focused on understanding and responding to societal concerns. The University is contemplated to become a think tank, innovative driver, catalyst and a partner providing sustainable and inclusive technologies and research support for socioeconomic development in the best interest of the State.

Two main complementary ways in which the university proposes to work, will be:

- Development of integrative, impactful degree and professional certificate programmes that shall focus on understanding and responding to contemporary environmental and health issues with special reference to the state of Uttarakhand.
- Promoting collaborations with academia, industries and research organizations in partnership with other societal groups, community based organizations, which may look externally to work in partnership with other societal groups, community based organizations, non-profit public agencies, policy makers and business groups.

The mission of Uttarakhand Residential University (URU) is to create an atmosphere where students create and apply knowledge by thinking and doing, preparing for leadership in a rapidly changing world. We believe that an intelligent student who is comfortable just in reading books, can also study practically BUT a student who learns better practically, will not be able to study properly just by reading, so, education should be skill based rather than knowledge based so that it will be easy for all students to study faster and understand better. The purpose of education, in the present day world, is empowerment enabling one to earn one's livelihood and live a life of dignity. We all know that skill-based education, if taken and promoted seriously, can provide this empowerment to our huge, unemployed labour force and help India emerge as key contributor to a global skills based economy. It will induce a shift from 'telling what I know' to 'showing what I can do'. The idea is to 'demonstrate learning' rather than 'vocalize knowledge'. Keeping in mind these facts, University has decided to initiate following courses under PPP model to become an institution to nurture employable human resource embedded with life skills. Most important part of these courses shall be "On the job Training" (OJT) as part of the curriculum that aims to train and orient students about the work and their future career. OJT is very important not only to teach students their chosen career but also to show students the reality about working. It will be a rigorous training plan put in place to ensure that the employee has the skills needed to be successful, contributing to long-term retention.

UTTARAKHAND OPEN UNIVERSITY

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Higher education is the most critical element of growth in this era of knowledge economy. We need to at least double the Gross Enrollment Ratio (GER) to remain active contributors to growth in this era. This truth has been well recognised by many policy planners, commissions and thoughtful individuals. The National Knowledge Commission has brought out valuable documents outlining the critical role of higher education. In this context, the role of Open and Distance Learning System (ODL) becomes significant and unique. The experience across the globe substantiates that ODL system is an effective tool for educationally empowering the different sections of society who, for one reason or the other, had missed the formal 'face-to-face' education. These days, distance education provides many vocational, professional and technical courses, including specialised programmes oriented towards the higher end of technology usage. It also has the potential to reach the unreached, marginalized and excluded people residing in distant places and difficult terrain. Strictly in tune with the philosophy of ODL system, Uttarakhand Open University (UOU) was established by an Act of Uttarakhand Legislative Assembly in 2005 (Act No. 23 of 2005) with the aim of disseminating knowledge and skills through distance learning, using the flexible and innovative methods of education to ensure 'independent learning'. The University uses novel educational programmes, various modes of communication technology and contact sessions to make distance learning more effective. The major objective of the University is to cater to the educational needs of the target groups to create skilled and knowledge based human resource for speedy upliftment and development of the State. The University aims to impart quality education by maintaining high academic standards. For this purpose, it has radically reoriented itself in view of the rapid changes in the sphere of professional and technical education and has developed a number of new and innovative self-employment/ employment oriented courses of study. Uttarakhand Open University is especially focusing on the educational needs of women, the tribals and other marginalized sections. It has extended its reach to most distant and difficult places and has made its presence felt even in the remotest corners of the state. It has signed MoUs with various providers with the sole aim of sharing resources and knowledge for the benefit of the people. The vision of the University is to provide the most critical components of growth, through quality higher education, to the state of Uttarakhand. UOU offers its programmes through 300+ Study Centres established at different locations in the state under eight Regional Centres at Dehradun, Roorkee, Pauri, Uttarkashi, Dwarahat, Bageshwar, Haldwani and Pithoragarh. The University has also signed Memorandum of Understanding with several leading research institutions, companies and professional bodies for the benefit of its students.

UTTARAKHAND SANSKRIT UNIVERSITY

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उत्तराखण्ड संस्कृत विश्वविद्यालय प्राच्य विद्याओं के संरक्षण एवं संवर्धन के ध्येय को सामने रखकर कार्य कर रहा है। विश्वविद्यालय के साथ उत्तराखण्ड के 44 महाविद्यालय सम्बद्ध है और मुख्य परिसर हरिद्वार में स्थापित है। विश्वविद्यालय ने आधुनिक विषयों और विद्याओं को संस्कृत के साथ जोड़कर अध्ययन-अध्यापन की पहल की है।

भारत सरकार द्वारा प्रस्तावित संस्कृत आयोग 1956-57 की अनुशंसा के आधार पर उत्तराखण्ड प्रदेश में संस्कृत शिक्षा के उन्नयन के लिये उत्तराखण्ड संस्कृत विश्वविद्यालय की स्थापना 21 अप्रैल, 2005 को की गई।

प्रदेश में संस्कृत शिक्षा के क्षेत्र में अग्रणी भूमिका का निर्वहन करते हुए यह विश्वविद्यालय निरन्तर प्रगति पथ पर बढ़ता जा रहा हैं आज देश के विभिन्न संस्कृत विश्वविद्यालय में यह अपना स्थान बना चुका है।

विगत कुछ दशकों से देशभर में पुनः संस्कृत भाषा का व्यापक प्रचार-प्रसार दिखाई देता हैं। उस संस्कृत भाषा के संरक्षण, उन्नयन, आधुनिक ज्ञानविज्ञान के नवाचार और नवोन्मेष के लिए यह विश्वविद्यालय सक्रिय है।

वर्तमान समय संस्कृत, कम्प्यूटर और विज्ञान के बीच अभूतपूर्व सम्भावनाओं का है, इसलिए संस्कृत विश्वविद्यालय ने संस्कृत, कम्प्यूटर के अन्तर्सम्बन्ध पर आधारित शैक्षिक गतिविधियों को भी अपनी प्राथमिकता प्रदान की है।

UTTARAKHAND TECHNICAL UNIVERSITY

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Website : http://uktech.ac.in

The Uttarakhand Techncical Universiy, Dehradun was established on 27th January 2005 by Govt. of Uttarakhand through the Uttarakhand Techncical Universiy Act 2005. The University is the only affiliating University of the state running various private and Govt. intuitions. There are 3 Constituent and 118 affiliated colleges with 50,000 students in various courses.

The University is serving the technical education through its progress monitored each semester, part time Ph.D programme especially designed for the teachers and scientists by giving them opportunity to explore the untouched area of the research.

The University in its own campus running M.Tech and M.Pharma Programme in various disciplines. Apart from this University is having 4 Constituent Colleges namely Seemant Institute of Technology, Pithoragarh, THDC-IHET New Tehri, Women Institute of Technology, Dehradun and Institute of Technology, Gopeshwar, spreading Technical Education in the remote underprivileged area of Uttarakhand hills.

The Uttarakhand Techncical Universiy campus is situated at NH-72 Suddhowala, Dehradun. Dehradun is the State capital of Uttarakhand well connected through Rail, Road and Air transport.

UTTARANCHAL UNIVERSITY

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Uttaranchal university can boast of being an institution par excellence. It is located in a fascinating geological setting. It is flanked by NH-72 on one side and a beautiful broad slithering river on the other side. The pine trees surrounding the area lend a pristine and wholesome ambience to the campus. The Uttaranchal University offers a unique life, you will have access to comprehensive facilities, cultural activities wide range of academic courses and industry interface.

The University has been constituted with the merger of the following prestigious institutes offering multi-disciplinary study programmes:

- Law College Dehradun (Established in 2002)
- Uttaranchal Institute of Technology (Established in 2006)
- Uttaranchal Institute of Management (Established in 2006)

Vision

- To be a world-class University in providing pre-eminent education experiences those are stimulating, responsive to the needs of the 21st century, nurtures talent and transforms the lives of millions through excellence in teaching, learning, training and research.
- To develop a Centre of Excellence for engineering, management, professional and vocational education as well as research at par with national and international standards. Reach to a position of distinction by offering first-class education and serving the community in relevant areas of interest.

Mission

- Provide an educational environment where students can realise their full potential in their chosen discipline and attain quality education to face the challenges of the future.
- Providing a variety of high quality programmes both at undergraduate, postgraduate and doctorate levels for all specializations and disciplines.
- Provide a dynamic, challenging and ethical environment for pursuing high quality teaching, learning, research and service across all areas of University, where students, faculty and other key constituents can interact, collaborate and partner with the global community for creation and dissemination of knowledge and transform lives of people through innovation and excellence in higher education.
- Provide an effective outreach programme that accelerates the adoption of technology and extends educational opportunity for practicing professionals in Uttarakhand, the nation and the world.
- Serve the country with academically and technically sound human resource.

VARDHAMAN MAHAVEER OPEN UNIVERSITY

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Vardhaman Mahaveer Open University (VMOU or previously known as Kota Open University, renamed through a Gazette notification by the Government of Rajasthan on 21st September 2002) came into being in 1987 as a pioneering institution for open learning in Rajasthan. The idea of establishing an open university in the State of Rajasthan has its origin in the observations of the UGC Committee under the Chairmanship of Late Prof. G. Rama Reddy which observed that "the distance system in Rajasthan is well established and has the potential of growing into a full-fledged Open University." The establishment of VMOU (Vardhaman Mahaveer Open University) took place with the amalgamation of two institutes of correspondences courses viz. Institute of Correspondence Studies and Continuing Education Jaipur and (College of Correspondence Studies) Udaipur with a view to strengthen and achieve proper coordination among the scattered vast distance education resources and to serve the people of State a uniform high quality education. The university headquarter is located at Kota and its operational jurisdiction extend to the whole of Rajasthan. The Open University in Rajasthan was initiated : As an instrument of democratizing education and to augment opportunities for higher education. To widen access to and promote a flexible, innovative and cost-effective system of education.

The major objective of VMOU is to provide educational opportunities to a larger segment of the population, particularly disadvantaged groups such as SC/ST, people living in rural and remote areas, women, in-service people and so on. Some of the functions to be performed by the University as per Act are : To provide for instruction and research in branches of knowledge technology, vocation and profession as the university may deem necessary of proper; To prescribe courses of study for degrees, diplomas, certificates or any other purpose; To hold examinations and confer degrees, diplomas, certificates and other academic distinctions; To determine the manner of distance education system so as to organize academic programmes; To associate with other universities and institutions especially with IGNOU in order to have therewith interlocking system in the field of distance education. To institute and award fellowships, scholarships and prizes; To establish and maintain Regional Centers and Study Centers as institutional devices for catering to distance education in the state; To accord recognition to examinations, studies and activities conducted by other universities, institutions, academic bodies and organizations; To perform all such functions which are necessary for and incidental in achieving the aims and objectives of the University.

VANITA VISHRAM WOMEN'S UNIVERSITY

Jawaharlal Nehru Marg, Athwa Gate
Surat – 395 001, Gujarat
Mobile : 9727769044
Website : www.vvwusurat.in

First Women's University of Gujarat !

University Approved by Government of Gujarat Under the Provisions of Gujarat Private Universities Act, 2009 & Enlisted as per the Section 2(f) of UGC Act, 1956.

Vanita Vishram Women's University (VVWU) is the First-ever Women's University of Gujarat approved under Public-Private-Partnership with the Government of Gujarat under the Gujarat Private Universities Act, 2009. VVWU is committed to provide quality education and employment opportunities to its girl students through its revamped curriculum and pedagogy. The focus is on prioritizing practical component and experiential learning supported through academia-industry linkages, functional MoUs, skill development training, internships etc. It aims at providing opportunities to the girl students for holistic development and self-reliance.

Need of Women's University

- Addressing the National Call of 'Beti Bachao, Beti Padhao'.
- Be the torch-bearer and a leader by establishing the first-ever Women's University of Gujarat.
- Can provide the next-generation Women Entrepreneurs and Global Women Leaders from Gujarat.
- Autonomy will lead to the full realization of NEP Objectives and Guidelines for achieving Academic Excellence and Building New India.
- Will help young women to have higher participation rate in leadership and entrepreneurial activities.
- Will help us in developing new Skill-based, Vocation-based and Employment-Generating Programmes related to Textile, Diamond and Hospitality industries which are unique to Surat.
- Enable us to attain horizontal and vertical mobility.

VARUN ARJUN UNIVERSITY

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Email: info@vau.edu.in
Website: https://www.vau.edu.in
Phone: +91 9634459947, 05842297879, 05842 297276

Varun Arjun University, Shahjahanpur is established in accordance to UGC Act 1956 by the Uttar Pradesh Govt. Act (No. 12 of 2019) Notification No. 1350/70-1-2023-20(10)/2022 dated 21 Nov 2023. The University is promoted by Varun Arjun Trust and is functional from session 2023-24 with various courses. The University is in the process to design its own milestone in the pursuit of social commitment and excellence reflecting by establishing world class practices. It has reached the shores of developing into a seat of global learning to bring about transformation of the society through value based education and research promotions.

VAU has belief in innovation and forward thinking that encourage assume a leadership in various curriculum. These advantages give us a special opportunity to advance this great institution through carefully selected but ambitious choices that renew and extend its mission. Objective of VAU is the holistic development of each student through inter-disciplinary, multi-disciplinary and trans-disciplinary approach. University offers various innovative and unique courses that are truly transdisciplinary in nature, scope and contents and help the students to develop knowledge and skills in diverse areas of study which are innovative in the emerging areas. The learner-centric academic system with dynamic curriculum, broad-based courses are some of the important hall-marks of this University. The VAU aims to promote academic autonomy and empowerment, design multidisciplinary courses and exploratory research across disciplines among its faculty and students.

Vision

Varun Arjun University will have a transformative impact on society through continual innovation in education, research, creativity, and entrepreneurship.
To be a leading medical institution excels in providing quality education, research environment and affordable health care services.

Mission

To impart quality higher education and to undertake research and extension with emphasis on application and innovation that cater to the emerging societal needs through all-round development of the students of all sections enabling them to be globally competitive and socially responsible citizens with intrinsic values.

Our endeavor is to create academic and research environment by providing state of art infrastructure & facilities to impart knowledge and develop skill in its pupil and function as a center of cost effective comprehensive health care services where people are treated with dignity and respect. Ensure holistic development of its pupil to attain success in personal and professional life and handle contemporary health problem of society effectively.

VASANTRAO NAIK MARATHWADA KRISHI VIDYAPEETH

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Tel : 02452-223801, 02452-223801. 02452-229755
Email : vcmau@rediffmail.com
Website : www.vnmkv.ac.in

VNMKV is one of four Agricultural Universities in the State of Maharashtra. Prior to original Maharashtra Agricultural University, it was established on May 18, 1972 to fulfil the regional aspirations of agrarian growth. It is entrusted with the responsibilities to provide education in agriculture and allied fields, undertake research and facilitate technology transfer in Marathwada region of Maharashtra. The first college of Agriculture was established in this region at Parbhani in 1956 by Hyderabad State Govern- ment just before State reorganization. During Nizam's rule, however, agricultural education was available only at Hyd- erabad but crop research centres viz., sorghum, cotton, fruits existed in the region. The foundation of research was laid by the erstwhile Nizam State with commencement of the Main Experimental Farm at Parbhani in 1918. The famous 'Gaorani' desi cotton is the result of the research on cotton and local sorghum cultivars were improved by selection by the then Economic Botanist. Since then Parbhani remain the hub of educational, research and extension activ- ities in Marathwada.

Established in 1972, on Land grant pattern, Marathwada Agricultural University (MAU) Parbhani is one of the four Agrilcultural universities in state of Maharashtra. Except some industrialization around Aurangabad and Nanded, the entire region has rural setting.

Mandate

- Provide education in agriculture, allied sciences and humanities.
- Provide research base to improve the productivity of important agri-horticulture, livestock, fisheries and agri-allied activities of Marathwada region.
- To develop appropriate plans for conservation of natural resources and sustainable use.
- To undertake and guide extension education programmes, first line transfer of technology, extend services of training, conduct demonstrations and develop appropriate communication network.

Standardize technologies for crop production, protection, harvesting, marketing, post-harvest utilization as also for livestock, fisheries and allied agro-communities for improving the living status of farmers, farm workers and Women of Marathwada.
Provide the necessary production support of nucleus, breeders and foundation seed of important crops of the region and also generate revenue through large farms for sustainable growth of the University.

VEER BAHADUR SINGH PURVANCHAL UNIVERSITY

Jaunpur 222 002, Uttar Pradesh
Tel : 05452-252344, 252222, 252264, 252244, 252299
Fax : 05452-2252344, 2252222, 2252211
Email : vc@vbspu.ac.in, registrar.vbspu@gmail.com
Website : http://www.vbspu.ac.in

Purvanchal University, Jaunpur renamed as Veer Bahadur Singh Purvanchal University in the honour of late Shri Veer Bahadur Singh, former Chief Minister of the State, was established on 2nd October 1987 as an affiliating university under U.P. State university act 1973. Continuous qualitative and quantitative growth, excellence in academic and administrative activities, transparent and efficient academic administration have been some of the distinct characteristics on the basis of which the university emerged as one of the leading universities of the country.

Started with the 68 affiliated colleges, the university now has widened it's spectrum of activities with 367 affiliated graduate and post-graduate colleges and students enrollment of nearly three lacs and eighty thousand in 5 Districts of Eastern Uttar Pradesh.

The university is located at 10 km from the historic city of Jaunpur on Jaunpur-Shahganj road which divides it's 171.5 acres campus into two. Jaunpur is well connected by Train, Road and Air with rest of the country.

The infrastructure development, achievement of academic excellence, quality assurance in the higher education and socio-economic development of this highly backward & rural region of Eastern Uttar Pradesh are some of the priority areas for which the university is putting its best efforts.

The beginning of two-year full-time residential MBA course in 1990 was one of the first steps towards making change in the character of the university from affiliating to affiliating cum-residential university.

VEER CHANDRA SINGH GARHWALI UTTARAKHAND UNIVERSITY OF HORTICULTURE AND FORESTRY

Bharsar-246 123, District -Pauri Garhwal, Uttarakhand
Phone:+91-1348-226070, 226059 (Office)
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registraruuhf@gmail.com

Hills cover major part of Uttarakhand State. About 65% of the total geographical area is under forest. For myriad reasons, agriculture in hill region of the State has been at subsistence level. However, horticulture and forestry are the two major sectors that hold enormous potential for sustainable growth.

With a view to develop these sectors through scientific interventions, the State Government has established Uttarakhand University of Horticulture & Forestry (UUHF) by an Act of State Legislative Assembly [The Uttarakhand Krishi Evam Prodyogik Vishwavidhyalaya (Amendment) Act, 2011 {Uttarakhand Act No.13 of 2011}] dated 28th April, 2011 with Head Quarter at Bharsar, Pauri Garhwal.

The Notification No. 732/XIII-II/2011-12(02)/2011, dated 26th September, 2011 has also been issued in this regard by the State Government. With the establishment of UUHF, various campuses, Colleges, Research Centres and KVKs viz., Veer Chandra Singh Garhwali College of Horticulture, Bharsar; Krishi Vigyan Kendra, Distt. Pauri Garhwal; College of Forestry and Hill Agriculture, Ranichauri; Krishi Vigyan Kendra, Distt. Tehri Garhwal; Research Centers at Kanatal and Gaja (Tehri Garhwal) of Govind Ballabh Pant University of Agriculture and Technology have been merged with UUHF.

UUHF is a State Government University and its area jurisdiction is whole of Uttarakhand.

The principal mandate of the University is to contribute in the development of horticulture especially temperate and sub-tropical, and forestry including agro-forestry and wild life through teaching, research and extension.

VEER KUNWAR SINGH UNIVERSITY

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Fax: 06182-239369
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Website: http://www.vksu-ara.org

Veer Kunwar Singh University named after the well known national hero and distinguished freedom fighter of 1857 was established on 22nd october 1992 October, 1992 with its Head Quarter at Ara, under the Bihar University Act 1976 [as amendment Act 9 of 1992]. Its jurisdiction covers four western educationally backward Districts of Bihar [Bhojpur, Buxar, Kaimur & Rohtas]. It serves the educational needs of more than one crore population of these Districts through its 20 University Post Graduate Departments, 17 Constituent Degree Colleges, three Law Colleges and forty seven affiliated Degree Colleges.

This University has already been enlisted in the list of recognised Universities under Section 2(f) of the U.G.C. Act. All its 17 Constituent Colleges and one affliated College are receiving financial assistance from U.G.C. by virtue of being Constituent/Affiliated Colleges of erstwhile Magadh University, Bodh-Gaya, Bihar.

Keeping in view the inadequacies of the facilities for Higher Education and Research in this region Veer Kunwar Singh University has introduced new courses like B.C.A.,B.Sc. (IT) B.B.A., B.Sc. (Bio-technology) and B.Sc. (Industrial Fisheries), B.Ed., M.B.A, M.C.A., M.Sc. (Bio-technology), M.Sc. (Env. Science), M.A.(P.M.I.R.) ad Bachelor of Library Science and Information Science from the academic session. 2006-07, various U.G.C. sponsored programme under career oriented programme of the U.G.C., the constituent and affiliated college have introduced Certificate / Diploma / Advanced Diploma programme such as D.C.A., Rural Management, Tissue culture, Fisheries, hospital waste Management, Fashion designing, E-commerce and computer hardware maintenance.

The need for strengthening its extension activities, the University has submitted a proposal to the State Government .

For improving the quality of Governance at grass root level, the University in anxious to introduce Training Programme for the elected representatives of Panchayati Raj and public functionaries associated with Panchayati Raj in collaboration with the State Government.

VEER NARMAD SOUTH GUJARAT UNIVERSITY

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Website: http://www.vnsgu.ac.in
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The need of the region comprising South Gujarat to have a separate university was voiced initially by educationists such as Atisukhshankar Trivedi who through public speeches and writings created awareness and gained support for this demand. This was immediately taken up and strongly supported by the Education societies of Surat and Navsari which already supported and managed colleges in various disciplines imparting both Undergraduate and Postgraduate education. Moreover, these were some of the most highly reputed academic centres under both the University of Bombay and the Gujarat University. The outcome of these moves was that at a meeting of educationsists and eminent citizens organized under the auspices of the Sarvajanik Education Society in Surat on July 31, 1960 a committee of 38 members was appointed to draw up guidelines and principles for the establishment of a separate university for South Gujarat. This document was submitted to the Chief Minister and Education Minister of Gujarat.

When Dr. C. D. Deshmukh, the then chairperson of the University Grants Commission, visited Surat in December 1960, the same document was submitted to him. In February 1961 a submission entitled South Gujarat University : A Tentative Phased Programmed for its Establishement and Development was handed to the Education Minister. Further, at a meeting of this committee held in August 1962 a representational committee was appointed to explain the need, feasibility and urgency of the demand for a separat university for South Gujarat to the Education Minister. This committee popularly came to be known as the Lalbhai Committee after its Chairperson Shri L. R. Desai, Vice-Chancellor of Gujarat University who continued to chair first, the Evaluation Committee of 1964 and later, the Advisory Committee appointed under Veer Narmad South Gujarat University Act, 1965. The passing of this Act and the Saurashtra University Act was the outcome of these concerted efforts which led the Gujarat government to accept it in principle in 1964 and to set up a ten member study team to go into the question thoroughly from all angles. In addition to the many general recommendations for the efficient and effective organization of courses and administration in the new university [to cover the distrcits of Bharuchm Surat, Dang, valsad (including areas under foregin domini which have or may later join this territory)] this committee made very far-sighted recommendations for specific courses of study signally suited to the nature and development of the region. Among the course recommended were : Rural Studies, Microbiology, Forestry, Textile & Manmade Fibre Technology and Petrol Technology & Petrochemicals.

VEER SURENDRA SAI UNIVERSITY OF TECHNOLOGY

Burla, Sambalpur, Odisha - 768018
Phone :(0663) 2430211
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Email : info@vssut.ac.in
Website : http://vssut.ac.in

The Veer Surendra Sai University of Technology (VSSUT) Odisha was formed by Orissa Act 9 of 2009 by converting University College of Engineering (UCE), Burla to a non-affiliating Unitary University and came into force by issue of notification by the Industries Department, Government of Odisha from 1st day of July 2009(Vide memo No.IV/TTI-33/2009-8553 and 8564 dtd.10th June 2009.

The 1st Statutes of VSSUT, Burla 2010 has been approved by the Odisha Government vide Industry Department notification No.V-FE-II-01/2010/8697 dated 21st June, 2010. This State Government University is also recognized by University Grants Commission (UGC), New Delhi vide UGC letter No.. F.9-36/2009(CPP-I) dtd. 5th Jan 2010. The University is empowered to award degrees as specified by the UGC under section 22 of the UGC Act. Proposal for 12(B) fitness of UGC has already been submitted to UGC.

This legendary University is named after Veer Surendra Sai, the great Indian freedom fighter who was born on 23rd January 1809 and sacrificed his life fighting against the British and died in obscurity in Asirgarh Jail on 28 February 1884. In a University where so many young scholars have come to build their lives, Veer Surendra Sai is a perfect role model for our professionals in making to dedicate their life to the cause of motherland.

The University continues to feel proud for this real life hero. Situated at the foothill of world famous Hirakud dam, the early history of the University is a fascinating chapter in the story of technical education in Odisha. Established on 12th Aug. 1956, at Burla in the name of University College of Engineering (UCE), the first engineering college was functioning as a constituent college of Utkal University, Bhubaneswar.

The primary objective was of establishing the engineering college is to produce engineers who can manage Hirakud Dam.

VELAGAPUDI RAMAKRISHNA SIDDHARTHA ENGINEERING COLLEGE

Siddhartha Academy of Higher Education (Deemed-to-be University)
TCR Colony, Chalasani Nagar, Kanuru,
Vijayawada, Andhra Pradesh 520007
Email ID :registrar@vrsiddhartha.ac.in
Website: https://www.vrsiddhartha.ac.in
Phone: 0866 – 2582333 (Ext-662)

Velagapudi Ramakrishna Siddhartha Engineering College (VRSEC) was the first private engineering college in the united Andhra Pradesh, founded in 1977. In 2024, VRSEC achieved deemed university status, marking a new era for the institution. With nine undergraduate and postgraduate programs in engineering, including B.Tech., MTech., MBA, and MCA, VRSEC has consistently upheld quality standards, being the first private engineering institution in the state to receive NBA accreditation in five cycles since 1998 and to adopt Outcome-Based Education (OBE) in 2013. The institute was reaccredited by NAAC with an 'A+' grade in 2021 and ISO 21001:2018 certified. The institute was conferred autonomous status in 2006 again in 2012 later it was extended from the UGC for an additional 10 years, up to 2028, without a peer team visit. VRSEC is recognized among India's top engineering institutions by agencies like Outlook, Data Quest, and Careers 360. The college has consistently ranked within the top 200 in the NIRF rankings for the last seven years.

Siddhartha Academy of Higher Education (Deemed-to-be University)

In 2024, VR Siddhartha Engineering College was declared as a deemed-to-be university under Section 3 of the UGC Act, 1956 by Ministry of Education, Government of India. With a legacy of educational excellence, the institution's UGC-granted autonomy, renewed through 2027-28, provides a strong foundation for its transformation. Guided by a detailed 15-year strategic vision and a 5-year rolling implementation plan, Siddhartha Academy of Higher Education focuses on key areas such as academics, faculty recruitment, student admissions, research, ICT infrastructure, and administration, with specific annual milestones and measurable outcomes.

SAGTE, as a responsive educational trust, aligns with the Government of India's target of achieving a 50% GER in higher education by 2035. Siddhartha Academy of Higher Education, Deemed-to-be University, offers diverse undergraduate and postgraduate programs through its specialized schools, including the School of Engineering (B.Tech., M.Tech.), School of Management (MBA), School of Law, School of Science (B.Sc., M.C.A.), and School of Arts & Commerce (B.Com.). Envisioned to support interdisciplinary and multidisciplinary education for students' holistic development, the university aligns with the aspirations and requirements of NEP 2020 to equip students with the skills and knowledge essential for future growth and societal contributions.

VEL TECH RANGARAJAN Dr. SAGUNTHALA R & D INSTITUTE OF SCIENCE AND TECHNOLOGY

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Avadi, Chennai-600 062, Tamil Nadu
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VEL TECH group of educational institutions was established in 1990 by a well known industrialist couple dedicated to public service. Dr.R.Rangarajan and Dr.R. Sakunthala Rangarajan, who by then had 30 years of experience in developing industries and international trade. What took off as a modest school now stands as a monument of glory for "Chennai city". A student volume of above 12,000 through the various educational institutions of VEL TECH group. Through sheer hard work and principled living, the couple has been able to make these institutions tremendously successful by offering 59 courses including Post Graduate courses. Dr.R.Rangarajan is currently the Syndicate Member of University of Madras and Anna University. The long, dedicated, tireless and passionate journey continues to the cause of nation building.

Since 1990, the cluster of following educational institutions was established under their trusts in Avadi,Chennai.

VEL TECH Dr.RR & Dr.SR TECHNICAL UNIVERSITY
Vel Tech Multi Tech Dr. Rangarajan Dr. Sakunthala Engineering College.
Vel Tech High Tech Dr. Rangarajan Dr.Sakunthala Engineering College.
Vel Tech (Owned by R.S. Trust)
Vel R.S.Medical College (College of Nursing)
Vel Tech Ranga Sanku Arts College
Vel Rangarajan Sakunthala College of Management and Science.
VelTech Polytechnic College.
Vel Academy Nursery and Primary School.
Vel Rangarajan & Dr.Sakunthala Research Foundation of Medicine and Technology.
Vel Rangarajan Sakunthala College of Education.
Vel Tech Study Centre (for TNOU, Madurai Kamarajar University & Manonmaniam Sundaranar University)
Set up in sprawling campus VELTECH Engineering College was established with the approval of AICTE, New Delhi, for providing high quality technical education. Since then, it has been offering programmes leading to the award of B.E, B.Tech, M.E, M.Tech, M.Sc, MBA degrees of Anna University, Chennai. The high quality of technical education at VEL TECH earned accreditation by the National Board of Accreditation, New Delhi for all the degree programmes.

VIDHYADEEP UNIVERSITY

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Gujarat 394110
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Email : info@vidhyadeepuni.ac.in
Website : https://www.vidhyadeepuni.ac.in

Vidhyadeep University situated in Anita Kim and just 3k.m. away from Kim Railway Station. It is connected and accessible with all type of Transport Mode. Being away from the City, the picturesque location provides a refreshing Environment in which Students can pursue their studies peacefully and undisturbed. Vidhyadeep University is a place, where tranquility acquires a new dimension and where Modern architecture blends with Traditional values to heighten the Spirit of continuous Learning. It is highest ranked university in Gujarat and it is committed to inclusion and innovation in education through philanthropy and pioneering initiatives. As Vidhyadeep Campus works diligently to realize its mission of providing the best learning, teaching and research opportunities to students and academicians alike, it continues to supply students with the basics of modern knowledge and high values.

Mission

Our mission is to educate students from all over Gujarat, including those from the local and rural areas, and from other countries, so they become enlightened individuals, improving the living standards of their families, industry and society. We will provide individual attention, world-class quality education and take care of character building.

Vision

We at Vidhyadeep Campus will impart futuristic technical education and instill high patterns of discipline through our dedicated staff, which shall set global standards, making our students technologically superior and ethically strong, who in turn shall improve the quality of life of the human race.

VIDYASHILP UNIVERSITY

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For Reception : info@vidyashilp.edu.in
Website : https://vidyashilp.edu.in/

Vidyashilp Education Group has a heritage of nearly four decades in K-12 education. From a single room with 30 students in 1982, the group has grown to 3 schools and 2 preschools in various parts of Bangalore. The Vidyashilp institutions provide an educational experience of the highest quality and aim to advance the frontiers of knowledge and to prepare students for life, work, and leadership.

The Foundation of Vidyashilp University

Vidyashilp University is the culmination of an outstanding legacy of the Vidyashilp Education Group, committed to excellence in education. Vidyashilp University aims to foster an environment and culture of collaboration, responsiveness, high performance and service. We are people-centred and provide a unique Vidyashilp Experience to our students and staff, focused on nurturing students who will become self-aware, confident, empathetic and resourceful, and leaders who serve the society.

VU's primary educational goal is the cultivation of deep domain knowledge within each student's chosen field. We believe that investing in all our domains with differentiated focus areas is essential to create intellectual capital, drive progress and achieve excellence.

The various Schools of Learning at VU will be concentric in engagement and bring in interdisciplinary dependence to create deep domain knowledge for manifold applications. The design of curriculum and pedagogical approach at VU enables interdisciplinary problem-solving exposure for various enterprise/industry application contexts.

Vision

We aspire to provide meaningful, collective learning experiences that result in conscientious leadership for a progressive, yet sustainable society.

VIKRANT UNIVERSITY

Gwalior Campus: Ratwai, Near Badagaon,
Gwalior - 474 006 (M.P.)
Indore Campus: Behind Vetinary college,
A.B. Road, Indore (M.P.)
Contact : 1800-270-5155 (Gwalior), 1800-274-7575 (Indore)
Email : info@vitm.edu.in
Website : https://www.vitm.edu.in

The Vikrant Group of Institutions have embarked on a mission with zeal to imbibe a culture of providing quality education to the learners, thereby leading the learners to the pinnacle of success. To achieve this, abinito we have created a State of Art Infrastructure and indepth resources of through diehard professionals in our team. Our all out endeavour is to groom young future leaders to be complete value driven human beings and competent professionals with a deep passion for our country.

The biggest strength of our Institutes is the renowned faculty members having distinguished academic achievements in different areas of technology, management and other related basic disciplines. The endeavour is to have a progressive outlook and introduce innovative teaching-learning process.

Mission

Vikrant Group of Institutions aims to become a pivotal institution in central India, to promote acquisition of new knowledge, creative thinking and generate skilled manpower in sync with dynamics of the industry.

Vision

To make Vikrant Group of Institutions the Centre of Excellence and catapult its students to a path leading to the pinnacle of success, as well as groom them as future visionaries and entrepreneurs.

Core Values

Vikrant focuses on creating ambitious human resources while nurturing innovation, knowledge, research, and talent with an optimistic outlook.

VIT-AP UNIVERSITY

Inavolu, Beside AP Secretariat
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VIT-AP offers distinctive education through its Undergraduate, Postgraduate and Ph.D Programmes. The teaching-learning process at the institute prepares students for the future. They are involved in an active process of applied learning with the help of experienced faculty who enable the students to channel their talent and intellect to contribute towards the development and sustainability of society. With an emphasis on innovation and applying technology to improve life, the institute offers the following programmes for students at various levels.

At VIT-AP, all programmes have been carefully crafted for a holistic development of the students. The curriculum is designed to build strong fundamental concepts in tandem with applications based on industry requirements. The emphasis is on autonomous learning with a balanced mix of co- and extra-curricular activities enabling students to chart their own course. This is achieved through a Fully Flexible Credit System (FFCS™) in which students can select courses, faculty, timings, venue and design a personalized time-table in each semester, to suit their interests and aspirations. With a fast growing 200 acre campus in the heart of Amaravati, the capital of Andhra Pradesh, the institute provides a comfortable and vibrant life on campus. In less than a year, our campus has two fully functional blocks, and three more coming up shortly. The aim is to create a green, educational and recreational space where learning is made meaningful and enjoyable.

The VIT-AP hostels are highly secure and well guarded. Only VITians & VIT authorized personnel are allowed inside. We aspire to make the hostel a 'home away from home. Each hostel room is equipped with a cot, chair, study table and cupboard. Resident wardens are available 24×7. Provision stores are located in the hostel where students can buy essentials such as mattresses, pillows, buckets, mugs, locks, stationeries, books, soaps. Both AC and Non-AC rooms are available. The type of room is allocated on the first-come first serve basis and availability once the hostel fee is paid in full.

The VIT-AP Library, is located in the AB1 block of the university. It epitomizes the spirit and strength of the institute which is, "Apply Knowledge and Improve Life". It offers an excellent opportunity to transform the academic environment of the University campus as a provider of information and a facilitator to learning. It has a rich collection of reference books, textbooks and research journals in both electronic as well as in print formats encompassing the field of engineering, basic sciences, management and allied subjects. Continuous updation be it using information technology or titles procured is incorporated to improve the quality and efficiency of the services that the library provides. This space also provides a conducive environment for intellectual inquiry by providing user-focused services to obtain and evaluate scholarly information and knowledge.

VIT BHOPAL UNIVERSITY

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VIT Bhopal University, envisioned with a new global outlook will empower its aspirants to attain excellence through learning. The comprehensive teaching methodology designed by the University, redefines the approach to learning, educating and building knowledge based societies in the country. Collaboration with reputed national and international organisations and strategic partnerships with universities around the world are being established, to prepare a globally competent generation of professionals. The culturally diverse student community is trained to develop appropriate technologies to address socially relevant issues that align with the Nation's self-sustainability and development initiatives.

VIT Bhopal University led by Founder and Chancellor Dr. G Viswanathan, has been established with a vision to create technically skilled young minds at the heart of India. Vice-President Mr. Sankar Viswanathan, and Assistant Vice-President Ms. Kadhambari S Viswanathan, have pioneered this important milestone for VIT, by setting up the University in Madhya Pradesh to cater to the growing demand for quality higher education in India. Under the able administration of Vice-Chancellor Dr. P Gunasekharan and the Registrar Dr. R Padmanabhan the University is making valiant strides in attaining academic excellence.

Vision

We at VIT University will impart futuristic technical education and instil high patterns of discipline through our dedicated staff, who shall set global standards, making our students technologically superior and ethically strong, who in turn shall improve the quality of life of the human race.

Mission

Our mission is to educate students from all over India, including those from the local and rural areas, and from other countries, so they become enlightened individuals, improving the living standards of their families, industry and society. We will provide individual attention, world-class quality education and take care of character building.

VIT UNIVERSITY

Vellore Campus, Vellore - 632 014
Tamilnadu
Tel: 91-416-2243091 / 93
Fax: 91-416-2243092, 2240411
Email : registrar@vit.ac.in
Website : http://www.vit.ac.in

We at Vellore Insttiute of Technology (VIT) University will impart futuristic technical education and instil high patterns of discipline through our dedicated staff, who shall set global standards, making our students technologically superior and ethically strong, who in turn shall improve the quality of life of the human race.

Mission

Our mission is to educate students from all over India, including those from the local and rural areas, and from other countries, so they become enlightened individuals, improving the living standards of their families, industry and society. We will provide individual attention, world-class quality education and take care of character building.

Quality Assurance:An Institute Par Excellence

VIT University, established under Section 3 of the University Grants Commission (UGC) Act, 1956, was founded in 1984 as a self-financing institution called the Vellore Engineering College. The Union Ministry of Human Resources Development conferred University status on Vellore Engineering College in 2001. The University is headed by its founder and Chancellor, Dr. G. Viswanathan, a former Parliamentarian and Minister in the Tamil Nadu Government. In recognition of his service to India in offering world class education, he was conferred an honorary doctorate by the West Virginia University, USA. Sankar Viswanathan, Sekar Viswanathan and G.V. Selvam are the Vice-Presidents; Dr. V. Raju is the Vice-Chancellor and Dr. Anand A. Samuel and Dr. S. Narayanan are the Pro-Vice-Chancellors.

New Standards & Accreditation

It has been the constant aim of VIT University to incorporate features of excellence in its campus. Every effort is made to improve the existing best practices in these fields. The Management and staff at VIT take great care to ensure that the Institute serves as an exemplary role model for other educational institutions across the country.

VIT has not only accommodated these features of excellence, but it has also added value to them by matching them with the expectations of the resident student community and the staff. VIT's position of excellence among educational institutions in India is primarily because of these unique features.

VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES

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Pallavaram, Chennai - 600 117, Tamil Nadu
Phone: + 91 - 44 - 2266 2500 / 2501 / 2502 / 2503
Admission Helpline: + 91 - 44 - 3362 4444
Fax: + 91 - 44 - 2266 2513
E-mail: vistas@velsuniv.org

Vels Institute of Science, Technology and Advanced Studies (VELS University) has successfully marched into the sixth year since it was declared a Deemed to be University in 2008.

Growing from a humble beginning in 1992, Vels Group of Institutions is now spread across 4 Campuses within the city of Chennai. Vels University enjoys a respectable position as a seat of learning and research amongst the reputed universities in India.

It is indeed a matter of great satisfaction for me to note that significant improvements have been made in the sphere of imparting higher education at the University.

The University has initiated many good practices for healthy living which include healthy life style of exercise, proper diet and abstention from tobacco and other harmful drugs. Cultivating good habits during academic phase will pay huge dividends later in life. We expect students to respect others, dress properly for the occasion, take on responsibility, be articulate, and adhere to university policies.

Innovative research in various new disciplines and new scientific courses have been introduced which will greatly help to create an atmosphere essential for acquiring a high academic standard.

It is commendable that the university has created modern infrastructure to make it possible for students to update their knowledge. The university is also a member of the National Knowledge Network.

The University is maintaining a balance between modern trends in education and the enduring values of our nation.

VENKATESHWARA OPEN UNIVERSITY

Nahar Lagun
Itanagar – 791111, Arunachal Pradesh
Phone: +91 8447732667, 8447732677
Email: info@vou.ac.in
Website: www.vou.ac.in

Venkateshwara Open University is an international seat of higher learning and a non-profit foundation. The dreamer, our founder Chancellor, Shri Sudhir Giri is a man of passion and commitment.

He vowed to achieve something special in the field of higher education for the benefit of youth from poor financial background and unreached remote areas. Shri Giri is a young and dynamic entrepreneur who has been bestowed with prestigious awards namely "R.N. Tagore Award" in the year 2003 and "UP Ratna Award" in the year 2010, by Govt. of Uttar Pradesh, in recognition of his distinguished and passionate service to the society.

His guiding force is to bring people together by removing the evil of hatred, spreading love and happiness, building esteem of high morals, National Character and to extend quality education services to the mankind so as to make the dream of "VASUDEVA KUTUMBAKAM" (International Brotherhood) come true.

Venkateshwara Open University provides a mentored educational experience to the learners at doctoral, post-graduate and graduate levels to imbibe social changes in the communities around India and world. Venkateshwara Open University is strongly wedded to orienting education to capable and aspiring students for meeting the rapidly changing needs and challenges of the universe in general and of India in particular. The University education is an organized attempt to help people to become intelligent, self reliant and enable them to face real life situation along with economic and ethical relevance to the society.

We at Venkateshwara Open University have evolved and adopted the teaching programmes, and methodology requiring the students to undergo the rigors of the professional world in forms as well as in substance providing them an opportunity to apply their class-room knowledge to live situations, thus to build the long needed bridge between the professional and the educational world.

Venkateshwara Open University has been established through Arunachal Pradesh State Legislative Act, LAW/LEGN-0/2012, Arunachal Pradesh (Act No.10 of 2012). VOU has vital and rich experience in the field of Education including Open and Distance Education

VIDYASAGAR UNIVERSITY

West Midnapore, Midnapore - 721 102, West Bengal
Phones : +91 - 3222 - 276554, 276555, 276557, 276558
Fax: 275329,275297
Fax : 03222-275329/264338
Email : registrar@mail.vidyasagar.ac.in, info@vidyasagar.ac.in
Website : http://vidyasagar.ac.in

Vidyasagar University, named after one of the most illustrious sons of Bengal as well as one of the doyens of Indian Renaissance, Pandit Iswar Chandra Vidyasagar, has grown out of a long cultural and educational movement in West Bengal in general and in the undivided District of Midnapore in particular. The idea of founding a University in the District was mooted by the various organizations, notably by the Regional Education Association, Midnapore, headed by Professor A.K.Gayen of IIT, Kharagpur.

The Ghani Committee appointed by the U.G.C. also suggested, among others, for the setting up of a University in Midnapore on the ground of its 'having a compact area and a manageable number of colleges' (at that time there were 36 colleges with an enrolment of about 42,000), and also of its 'having the great advantage of co-operation of the IIT, Kharagpur. The Committee was also of the opinion that the new University would develop on the lines suited to the needs of this backward area. To give honour and respect to these pious intentions and proposals, the Government of West Bengal decided in 1978 to establish Vidyasagar University.

The U.G.C. approved the proposal and on the advice of, and in consultation with the U.G.C., the State Government appointed a Planning Committee in March 1979 to lay down the lines of development and to take initial steps to found the University. The Committee submitted its report in October. Then the Vidyasagar University Act, 1981 (West Bengal Act XVIII of 1981) was passed; some of its sections were brought into operation on 24th June 1981. Finally, Professor Bhupesh Chandra Mukherjee joined as the first Vice Chancellor of the University on 29th September 1981. Academic activities started when through a Notification [no. 983-Edn (U), dated Calcutta the 23rd May] issued by the State Government, 30 colleges of the District of Midnapore were affiliated to the Vidyasagar University with effect from 1st June 1985.The foundation stone of the main campus at Tantigaria mouza of Midnapore Sadar Town for post graduate teaching and central administration of the University, was laid on 18th July 1983 by the then Hon'ble Chancellor of the University and Governor of West Bengal, Late B.D.Pande. On 15th January 1986, it was inaugurated by Shri Jyoti Basu, the then Chief Minister of West Bengal. From the next day (16th January) classes commenced in six post graduate departments: Anthropology, Applied Mathematics with Oceanology and Computer Programming, Commerce with Farm Management, Economics with Rural Development, Library and Information Science, Political Science with Rural Administration.

VIGNAN'S FOUNDATION FOR SCIENCE, TECHNOLOGY & RESEARCH UNIVERSITY

Vadlamudi, Guntur District-522213, Andhra Pradesh
Phone:+91863-2344700, 2344701
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E-Mail: cinfo@vignanuniversity.org
Website : http://www.vignanuniversity.org

Vignan University is an institute, which provides quality education in a diverse and intellectually stimulating environment. It imparts value addition training to students to make them competent and inspired engineers.

The Institute celebrates the power of knowledge, cultivates vision and encourages new ideas, besides aiming to inculcate human values and build awareness about the self and society around.

The Institute is well known for its dedicated faculty, state-of-the-art infrastructure and excellent Placement Record.

As a University, it is in the process of improving its standards to the level of a global technical institution. The latest curriculum has been prepared after consulting the institute's illustrious alumni working across the world, veterans from industry and distinguished academics possessing a rich teaching and research background.

Vision

"To evolve into a center of excellence in Science and Technology through creative and innovative practices in teaching-learning, promoting academic achievement & research excellence to produce internationally accepted competitive and world class professionals who are psychologically strong and emotionally balanced imbued with social consciousness and ethical values."

Mission

"To provide high quality academic programmes, training activities, research facilities and opportunies supported by continuous industry - institute interaction aimed at employability, entrepreneurship, leadership and research aptitude among students and contribute to the economic and technological development of the region, state and nation."

VIJAYBHOOMI UNIVERSITY

Greater Mumbai, Jamrung, Tehsil – Karjat
District – Raigad – 410210, Maharashtra
Vijaybhoomi University Admission Office
419-A, 4th Floor, Arun Chambers,
Tardeo, Next to AC Market, Mumbai – 400034
Tel.: (+91) 9513247792
E-mail: admissions@vijaybhoomi.edu.in

Vijaybhoomi University is a Private University located in Karjat, Maharashtra, India. It was established in 2018 by an Act of the State Legislature of Maharashtra. It is recognized by the University Grants Commission (UGC) under Section 22 of UGC Act.

Vijaybhoomi University was established on 17 December 2018 through the Vijaybhoomi University, Raigad Act, 2018. Established as a liberal professional university, it offers undergraduate and postgraduate programs in the fields of business administration, commerce, engineering, law and design.[] The university pursues collaborations with ESCP Business School and INSOFE.

Vijaybhoomi University is India's first liberal University, which aspires to offer relevant and quality education and engage in high-quality research in engineering, business, law, science, and liberal arts. Our university, based in Karjat, Raigad, is devoted to nurturing holistic, socially responsible, and continuously employable professionals who make a positive difference in the world. We do not just focus on making an individual "industry-ready" instead we focus on developing his personality to face and transcend any challenge in any niche.

The Vijaybhoomi Difference

Here is what helps our university stand out amongst 700+ academic institutions in India

1. Design thinking principles and a liberal curriculum to create a strong foundation for every program
2. The multimodal experiential learning-based approach in teaching pedagogy
3. Work-based learning programs
4. The provision of lateral movement between vocational and formal degree programs
5. Incubation facilities for Innovation and Business Ventures
6. Blended asynchronous and synchronous course delivery

Vision

To become an independent, multi-disciplinary, globally acclaimed university which facilitates learner-centricity, builds pathways to groom holistic individuals, and fosters innovation and scholarship to impact practice and communities.

Mission

Nurture holistic, socially responsible and continuously employable professionals.

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Jnana Sagara Campus,Vinayaka Nagar
Cantonment, Bellary 583104
Tel : 08392-242703, 242873
Fax : 08392- 242806
Email : katepaga@rediffmail.com
Website : http://vskub.ac.in

Vijayanagara Sri Krishnadevaraya University (VSKU) is a State University Established by the Government of Karnataka under the Karnataka State Universities Act 2000.

It is a affiliating university with about 100 affiliated colleges offering both undergraduate and post graduate programs. The university covers the Districts of Bellary and Koppal.

The region under the jurisdiction of the university is considered economically and educationally backward compared to national and state average.

Hence the university endeavors to embark on innovative means of higher education in order to make it both qualitative and affordable.

VSKU has two post graduate campuses. The main campus, "Jnana Sagara" is located at Vinayaka Nagar, Bellary.

The campus is spread over an area of about 100 acres, houses all the key administrative departments of the university as well as 14 post graduate departments.

The second campus "Jnana Sarovara" is located at Nandihalli in Sandur Taluka of Bellary District. This lush green campus has 10 post graduate courses with adequate hostel facilities both to boys and girls as well as accommodation to faculty.

VIKRAMA SIMHAPURI UNIVERSITY

Dargamitta, Nellore-524003
Phone : 0861 2352366,2352377
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Website : http://www.simhapuriuniv.ac.in

Nellore, came into being, fulfilling the long-cherished dream of the people of Nellore District, re-christened Potti Sriramulu Nellore District since 2008, by G.O.Ms. No. 89, Higher Education (U.E.II) Department, dated 25.06.2008. This GO makes history in the field of Higher Education in Andhra Pradesh since it paves the way for the establishment six new Universities in six Districts in Andhra Pradesh. Vikrama Simhapuri University, Nellore, in its seminal role as a higher institute is grooming the careers of the youth to create a think-tank of resourcefulness for macro stakes in nation-building. The University is currently offering eleven courses keeping in view the resources of the region and the employability of the graduates. The University was established by Act No. 29/2008 enacted by the Legislature of the State of Andhra Pradesh on 25th June 2008. It started offering six Postgraduate courses of contemporary relevance from August 2008. Research programmes leading to the award of the Ph.D. degree have been launched on 29.08.2010.

Giving the University a full-fledged status, the Government of Andhra Pradesh in a letter from the Principal Secretary to Government, Higher Education Dept.No.9855/UE-II/2008-4 dated 09.04.2010, has authorized the University to exercise its powers of affiliation under the A.P. Universities Act, 1991, to bring UG/PG/ MBA & MCA (Professional)/ Oriental, B.Ed, Law, colleges and one Engineering college, in Sri Potti Sreeramulu Nellore District under its jurisdiction from the academic year 2010 - 11. Thus 127 colleges, hitherto affiliated to Sri Venkateswara University, Tirupati, have been brought under the fold of Vikrama Simhapuri University, Nellore. Meanwhile the University Grants Commission conferred recognition on the degrees awarded by Vikrama Simhapuri University under Section 22 of the UGC Act, vide its communication No. F.9.2/2010 (CPP-I/PU) dt. 20 Jan 2010. The Association of Indian Universities has brought the University under its fold, vide its communication Meet/Mem/2010 dt. June 2, 2010.

The courses are designed keeping in view the demand for the subject, scope for the intellectual development of the student within the disciplinary boundaries, the relevance of the course broadly for the region and the nation, employability of the student, and his ability to contribute, through the skills and practical training acquired at the University, to regional and national development and to national wealth. That Nellore is fast metamorphosing itself into an industrial city with a concentration of major industries around a twenty kilometer zone of the area where the University is going to be located and that the District administration is gearing itself up to prepare a HR Atlas for the purpose are also factors taken into the reckoning in the matter of course design.

VIKRAM UNIVERSITY

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Email : vcvikramujn@gmail.com, vcvvvujn@sancharnet.in
Website : www.vikramuniv.net

Ujjain is known for its antiquity and its rich cultural and religious traditions. It has also been an ancient seat of learning. Therefore, after independence a galaxy of personalities urged upon the Central Government to establish a university at Ujjain. It was their proposal to name the university after the famous ruler "Vikramaditya". When the state of Madhyabharat came into existence, Ujjain was selected for the proposed Vikram University. Vikram University was established in Ujjain on the 1st of March, 1957. The foundation stone of Vikram University was laid by the then Home Minister of India Shri Govind Vallabh Pant on Tuesday, Kartika Krishnapaksha Chaturthi, Vikramabda 2013 i.e. on the 23rd of October, 1956. The function was presided over by the Rajpramukh of the Madhyabharat State Late Jiwajirao Scindia.

The new state of M.P. was formed in 1956 and Madhyabharat was merged into it. Thus, it was felt to amend the Act relating to the University. Consequently the amended Act of Vikram University No.13, 1957 was published in M.P. Gazette dated 16th August, 1957. From time to time many changes and amendments were made in the Act. Considerable decrease in the University jursidiction occured due to formation of Indore, Gwalior and Bhopal Universities during 1964-65 and 1969-70 respectively. On April 20th, 1973, the Honourable Governor granted permission to bring about homogeneity in the Organisation and administration of all the Universities of Madhya Pradesh. This permission was first Published in the Madhya Pradesh Gazette (extraordinary) on 23rd April, 1973. By a notification of the Education Department 940/20/8/71 dated 3rd May, 1973 the bye-laws of the M.P. Universities Act No. 1 to 19 were brought into effect from 25.9.73,whereas No. 20 to 26 and No.27 to 31 from 1.12.73 and 4.5.74 respectively for all the Universities of M.P. (Including Vikram University). The M. P. Universities Act was amended and published in M.P. Gazette, on 28th June, 1985. As per the above Amendment, University Jurisdiction was redefined and demarcated in accordance with the Revenue Districts of Ujjain Division i.e. Ujjain, Ratlam, Mandsaur, Neemuch, Shajapur and Dewas. Because of the new jurisdiction, the number of affiliated colleges decreased and some new colleges were granted affiliation. The convocations held by the University in past years were addressed by great luminaries like Pt. Jawaharlal Nehru, Dr. Sarvapalli Radhakrishnan, Sir C. P. Ramaswami Ayyar, Dr. Kalulal Shrimali, Pt. Dwarkaprasad Mishra, Pt. Kunjilal Dube, Babu Jagjiwanram, Dr. Govind Narayan Singh, Smt. Mahadevi Verma, Smt. Indira Gandhi, Dr. Sarojini Mahishi, Dr. Gopal Swarup Pathak, Prof. Nurul Hasan, Dr. Hargovind Khurana and Dr. Satish Chandra.

VINAYAKA MISSIONS RESEARCH FOUNDATION

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Fax : +91 427 2477903
Email : vmtrust@vmu.edu.in admissions@vinayakamissions.com
Website : http://www.vinayakamission.com

Vinayaka Missions had its inception in the year 1981 with the establishment of the Thirumuruga Kirupananda Variyar Thavathiru Sundara Swamigal (TKVTSS) Medical Educational and Charitable Trust. Not far from then, in 1982, the Founder-Chairman, Dr. A Shanmugasundaram instituted the Vinayaka Mission's College of Pharmacy in Salem, the pioneer institution of Vinayaka Missions.

In the year 2001 the "Deemed to be University" status was conferred on Vinayaka Missions by The Ministry of Human Resources Development, Government of India, with the recommendations of the UGC Under Section 3 of the UGC Act, 1956 as an acknowledgement of its excellence, satisfaction of the highest level of academic standards and best infrastructural facilities provided to achieve preeminence in education and by virtue of this recognition Vinayaka Missions trascended to becoming Vinayaka Missions Research Foundation (VMRF) as the 48th University in India.

The conducive environment provided by the University helps every student to achieve excellence in their chosen field of specialization. Nearly 15,000 students are studying in the various constituent colleges, and every year approximately 2000 medical, dental, homoeopathy, paramedical, engineering and management professionals besides arts & science graduates graduate from the VMRF campuses successfully. The dynamic environment created by the Trust helps every student to develop his/ her rational, critical and creative powers, thereby enabling the fullest possible intellectual and personal growth.

Close to 5000 staff members including renowned Faculty, technical and other experts serve our student community to achieve excellence in education and to make studying at VMRF institutions an extremely pleasurable and rewarding experience. The success of VMRF lies in its highly qualified and experienced faculty who are competent and dedicated to provide excellent education. VMRF takes pride in being the only one of its kind in India that has established three medical colleges, one dental college, and two engineering colleges apart from other nursing and homoeopathy colleges.

Vision

To achieve excellence in education and make education as a tool for social change for the betterment of the society.

Mission

To spread education globally in the fields of Medicine, Dental, Paramedical, Homeopathy, Engineering, Management and Basic Sciences.

VINOBA BHAVE UNIVERSITY

P B NO 31,Hazaribag 825 301, Jharkhand
Tel : 06546-264279, 294003, 262342, 264066, 267878, 267272
Fax : 06546-262342, 270982, 294003
Email : info@vbuhazaribag.org, drsatishwar@gmail.com
Website : http://www.vbuhazaribag.org

Vinoba Bhave University, Jharkhand, came into existence as a teaching-cum-affiliating state university on the 17th of September, 1992, after the bifurcation of Ranchi University, by Act 3 of 1990 passed by Bihar Assembly.

It fell under Jharkhand after the creation of the state on November 15, 2000. Its headquarters is at Hazaribag, a town of sylvan surroundings and tranquillity amid verdant forests.

The Governor of Jharkhand is the Chancellor of Vinoba Bhave University. The University has a distinguished alumni body and faculty. This University is also a member of Association of Commonwealth Universities, London.

The UGC, New Delhi recognized the university and registered it under section 12B of the UGC Act 1956.

The jurisdiction of the university extends to the North Chotanagpur Division comprising 6 Districts of Hazaribag, Chatra, Koderma, Bokaro, Giridih and Dhanbad.

The University is multifaculty teaching-cum-affiliating imparting education and research in the faculties of Humanities, Social Sciences, Commerce, Law, Engineering and Medicine. It has 19 PG Deparments, 19 constituent Colleges, 5 Government Colleges and 40 affiliated Colleges. Students Enrolement (2002-2003), 86140 (approx) (Men 60970, Women 25170).

Sports and games, art and cultural activities and extension work through NSS/NCC and NAEP. The university has introduced student welfare projects including the Student's Safety Insurance Scheme.

VISHWA BHARATI UNIVERSITY

PO : Santiniketan - 731235, West Bengal, India
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Fax : +91(3463) 262672
Email : info@visva-bharati.ac.in

Founded by the first non-European Nobel Laureate Rabindranath Thākur (popularly known as Tagore) in 1921, Visva-Bharati was declared to be a central university and an institution of national importance by an Act of Parliament in 1951. The President of India is the Paridarsaka (Visitor) of the University, the Governor of West Bengal is the Pradhana (Rector), and the Prime Minister of India acts as the Acharya (Chancellor). The President of India appoints the Upacharya (Vice-chancellor) of the University.

A CENTRAL UNIVERSITY

In May 1951, Visva-Bharati was declared to be a Central University and "An Institution of National Importance" by an Act of Parliament. It was granted the status of a unitary, teaching and residential university. The status and function of all the major institutions have been redefined in successive Amendments.

Mission

To study the mind of man in its realisation of different aspects of truth from diverse points of view.

To bring into more intimate relation with one another, through patient study and research, the different cultures of the East on the basis of their underlying unity.

To approach the West from the standpoint of such a unity of the life and thought of Asia.
To seek to realize in a common fellowship of study the meeting of the East and the West, and thus ultimately to strengthen the fundamental conditions of world peace through the establishment of free communication of ideas between the two hemispheres.

And, with such ideals in view, to provide at Santiniketan, a centre of culture where research into and study of the religion, literature, history, science and art of Hindu, Buddhist, Jain, Islamic, Sikh, Christian and other civilisations may be pursued along with the culture of the West, with that simplicity in externals which is necessary for true spiritual realisation, in amity, good fellowship and co-operation between the thinkers and scholars of both Eastern and Western countries.

Sriniketan

To win the friendship and affection of villagers and cultivators by taking a real interest in all that concerns their life and welfare, and by making an effort to assist them in solving their most pressing problems.

To initiate a dialogue between academic study and research of rural economy / culture and on-field experience.

VISHWAKARMA UNIVERSITY

Survey No. 2, 3, 4 Laxmi Nagar, Kondhwa Budruk,
Pune - 411 048. Maharashtra, India.
Toll Free : 022 33721272, Admissions on: 90670 022 23/24/25/26
Email: admissions@vupune.ac.in
Website : https://www.vupune.ac.in

VU is a natural culmination of visionary academic initiatives taken by BRACT during the last 40 years. VU was established on 3rd May 2017 as a State Private University by the Government of Maharashtra. As it is recognized and regulated by University Grants Commission (UGC), VU on its own is allowed to admit students, design and implement curriculum, conduct examinations and award degrees.

Established on 16th June 1975, BRACT is engaged in various educational, social and religious activities through its educational institutes, publication house, retail stores and a temple.

Vishwakarma Institutes (VI) embody the vision of the BRACT to create social wealth through creation of quality human capital and have a sharp focus on value creation for all its stakeholders through its academic endeavors. The first educational venture, Vishwakarma Institute of Technology (VIT) was established in the year 1983. Vishwakarma Vidyalaya came up in the year 1986, followed by a series of educational institutes in the subsequent years. Presently, Vishwakarma group has 17 educational institutes comprising of engineering, management, marine, science, schools and value added programmes with 17,000 student enrollments and more than 1500 full time employees.

Vision
To co-create human, intellectual and socio-economic capital par excellence, for the nation and the globe.

Mission
To emerge as a Global Knowledge Enterprise in the Asia Pacific Region.

Values
Pursuing Excellence | Nurturing Talent | Career Architect | Innovative Outlook | Contemporary Pedagogy Cultural, Ideological & Intellectual Diversity | Collaborative Approach | Sustainable Growth Transparency & Accountability | Freedom of Expression | Ethics & Social Responsibility.

VISVESVARAYA TECHNOLOGICAL UNIVERSITY

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E-mail : registrar@vtu.ac.in
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VTU is one of the biggest Technological University in India, having 201 colleges affiliated to it with under graduate course in 28 disciplines and PG Program in 71 disciplines. The intake at UG level is about 67100 students and at the PG level it is about 12666 students. The University has 13 QIP center in various affiliated colleges and 16 extension centers for offering PG programs. There are over 2305 departments recognized as research centers. At present over 1800 students / faculty are registered for Ph.D degree and over 180 students are registered for their Msc.. (Engg). This year the University is awarding 120 Ph.D Degrees and 50 M.Sc (Engg) Degrees. The Faculty has published around 694 research publications in the year 2009-10. The University has recently started MBA and M.Tech. Program at Belgaum with about 205 students studying in all. Sixteen from among the affiliated colleges were recognized to get assistance under the World Bank supported. TEQIP program in the I Phase. This year as a novel measure academic autonomy has been provided to 17 affiliated Colleges after due processes.The University has very successfully achieved the tremendous task of bringing various colleges affiliated earlier to different Universities, with different syllabi, different procedures and different traditions under one umbrella. The University implemented common curriculum for UG in 1998 and revised syllabi again in 2002 for all the courses and uniform procedures were adopted. As a further step in standardization, the subjects & syllabi of related branches are being made common upto the fourth semester. The University has already revised the syllabus of MBA with effect from the academic year 2001-2002 and has now revised the syllabi of all M.Tech courses and MCA. The University plans to bring in further flexibility in the curriculum, so that any changes or revisions may be introduced particularly with respect to electives, as and when the technology changes or the need arises. The first batch consisting of approximately 13,000 students of Under Graduate B.E. / B.Tech. students who were admitted in the academic year 1998-99 came out of the portals of this University as graduates during the month of July 2002. Four batches of M.Tech., 3 batches of MBA and 2 batches of MCA students have so far passed out of this University. The total number of Post-Graduates who have completed their studies in this University is around 5000. The University has MOU's with various leading organisations like IBM, INTEL Asia Electronics Inc., Ingersoll-Rand (India) Ltd., Bangalore and Microsoft. These MOU's will help in various ways to train the faculty, conduct teachers training workshops, student projects and enable the colleges affiliated to the University to get software at a highly subsidized rate. Already Intel has arranged many training programs for Engineering College Teachers. 153 teachers were trained by Microsoft. These MoU's will further the Technological growth of the state.

VISVESVARAYA NATIONAL INSTITUTE OF TECHNOLOGY

South Ambazari Road
Nagpur – 440010, Maharashtra
Phone : (+91-712-) 2222828, 2224123, 2231636, 2226750, 2223710
Fax : (+91-712-) 2802200, 2223230
Email : director@vnit.ac.in/registrar@vnit.ac.in
Website : http://vnit.ac.in

Visvesvaraya National Institute of Technology, Nagpur is one of the thirty National Institutes of Technology in the country.

The Govt. of India conferred on the Institute, the Deemed to be University status (under University Grants Commission Act, 1956 (3 of 1956)) with effect from 26th June 2002.

Subsequently, the Central Govt. by Act of Parliament (National Institutes of Technology Act, 2007 (29 of 2007)) declared VNIT Nagpur as an Institute of National Importance along with all other NITs. The Act was brought into force from 15th August 2007.

Earlier, the Institute was known as Visvesvaraya Regional College of Engineering (VRCE). It was established in the year 1960 under the scheme sponsored by Govt. of India and Govt. of Maharashtra.

The college was started in June 1960 by amalgamating the State Govt. Engineering College functioning at Nagpur since July 1956.

In the meeting held in October 1962, the Governing Board of the College resolved to name it after the eminent engineer, planner, and statesman of the country Sir M.Visvesvaraya.

The VNIT Library is 4 decades old having an independent three storied building. The collections of books and journals have been methodically developed through the years. It is always ensured that the collection is dynamic in nature by stacking separately ACTIVE and INACTIVE collection in tune with changes in syllabi.

The library and information resources centre is automated and users LIBSYS software. Students and faculty access library information through ON LINE PUBLIC ACCESS CATALOUGUE indexed databases called EI-COMPENDEX PLUS, DISSERTATION ABSTRACTS INTERNATIONAL and SAE Technical Papers are on campus-wide network of 10/100 Mbps lines and are available round the clock.

VIVEKANANDA GLOBAL UNIVERSITY

Sector 36, Sisyawas, NRI Road
Jagatpura Jaipur-303012, Rajasthan
Phone : 0141-4077999, Toll Free No. 1800-3-13-14-15
Mob. 0-9549360-111-222-333-444-555
Fax: 0141-4077900
Email us:info@vgu.ac.in
Website : http://vitjaipur.ac.in

"Education is the manifestation of the perfection already in man" . These are the words of the great philosopher and educator Swami Vivekananda. Vivekananda Global University (Formerly VIT University, Jaipur) -- A Division of Bagaria Education Trust, has been formed keeping in mind his teaching and mentoring ideals.

The overall development of the techno-managers with a seeking spirit towards education is VGU's vision for its students. The University is run by one of the reputed group of visionaries in the field of education. The Vivekananda Global University (Formerly VIT University, Jaipur) catering to the modern needs of education combined with the traditional Indian values is a private university under the state government act. The University has started Institutes for providing best in class education in the disciplines of engineering .

We also aim to start more degrees and diplomas shortly. Co-Curricular activities are also given equal importance and students are encouraged to choose their sport for being physically fit , this also helps in development of the life skills like team building, empathy towards fellow members, decision making etc.

Vivekananda Global University (Formerly VIT University, Jaipur) has well qualified and experienced faculty and also encourages scholarships and fee waivers for meritorious students. The impetus provided to students for learning is fast paced to enhance their employability skills. Labs are designed keeping in mind the recent scenario and work culture.

Entrepreneurial skills are also given equal importance and developed by giving some practical projects and on the job training, for this purpose collaborations with various institutes of high repute has been made and many clubs in the university have been started in the mentorship of the trained and experienced faculty. In fact the strength of VGU's linkage to the corporate world sets the university apart and gives us a strong advantage in terms of academics.

WEST BENGAL STATE UNIVERSITY

Berunanpukuria, P.O. Malikapur
North 24- Parganas, Kolkata 700126
Phone : 25241975, 25241976, 25241978, 25241979
Fax : (033) 2524 1977
Email : thakur.ashoke@gmail.com/uttam.dutta@yahoo.co.in
Website : http://www.wbsubregistration.org

West Bengal State University is a newly established university situated in Berunanpukuria, Malikapur, Barasat, North 24 Paraganas, in the city of Kolkata, West Bengal, India.

All the 59 colleges (including Undergraduate, Postgraduate and B.Ed) in the District of North 24 Parganas, which were formerly affiliated with the University of Calcutta, are affiliated to this university.

The government of West Bengal through an Act of the Legislative Assembly has passed West Bengal Act XXVIII of 2007 implementing a long-standing public demand in creating the university named West Bengal State University (Barasat, North 24 Paragans).

This became functional from the academic session 2008–09. On 26 May 2008 there were 63 colleges formerly affiliated with the University of Calcutta. They were, through a government notification (No.300-Edn(U)/IU-38/08), transferred to this new university.

The campus is now being constructed at Berunanpukuria and the university operates from there. All the 30 postgraduate course classes have started. The girls' hostel is in the process of being completed. The boys' hostel will open soon. The academic building and the administrative building are almost ready.

WEST BENGAL UNIVERSITY OF ANIMAL AND FISHERY SCIENCES

37 & 68 Kshudiram Bose Sarani,
Kolkata - 700 037, West Bengal
Phone : 033-25563123, 25563450 (O)
Fax : 033-25563123, 25571986
Website : www.wbuafscl.ac.in

The West Bengal University of Animal and Fishery Sciences (WBUAFS), the second University of its kind in the country started its journey with a legacy of Century old Bengal Veterinary College on 2nd January 1995 with an objective to serve the State as well as the nation as a whole through imparting quality Education, accomplishing basic and need-based Research and disseminating proven technologies to the rural masses through its Extension wing.

West Bengal University of Animal & Fishery Sciences was established on 2nd January, 1995 vide West Bengal University of Animal & Fishery Sciences Act - 1995 to impart education, training and to conduct research in veterinary and animal sciences, dairy sciences and fishery sciences and also to cater the needs of the farming community of the State of West Bengal. During this period the University has been recognized as one of the leading institutions of the country to uplift the socio-economical status of farmers.

The hallmark of the University has been the development of human resources to meet the requirements of the society and to promote the socio-economic development of the region. The University has been engaged in commendable task of improving the research infrastructure to develop cutting edge technologies for improved management of animal and fishery resources, disease problems, nutrients, water resources and environment. Significant achievement has been made to improve the research activities with the funds made available from State and Central Governments and non-government organizations. There are three faculties in this University viz. (1) Faculty of Veterinary & Animal Sciences (B.V.Sc. & AH, M.V.Sc. & Ph.D. courses) (2) Faculty of Dairy Technology (B.Tech.(DT), M.Tech. (DT) and M.Sc. (Dairying) and Ph.D. courses) and (3) Faculty of Fishery Sciences (B.F.Sc., M.F.Sc. courses). The research, extension and farm activities of the University are organized through the Directorate of Research, Extension & Farms of the University. Various research programmes have been running since 1995 under the aegis of the said Directorate I joined the West Bengal University of Animal & Fishery Sciences as Vice-Chancellor on 7th August, 2006. I fervently hope that in the coming years we will get more opportunities to expand our educational and research activities in the national and international arena. Our faculty members have already proved this by getting international fellowships, awards and have also been invited to present their papers in the international congress, symposia and conferences. I am confident that with the co-operation of all concerned I would be able to take this University to its new height.

WEST BENGAL UNIVERSITY OF TECHNOLOGY

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Email : vcwbut@sify.com, vc@wbut.ac.in
Website : http://www.wbut.ac.in

The Government of West Bengal set up an expert committee on December 31, 1998, under the Chairmanship of Ashesh Prasad Mitra, Eminent Scientist to explore the necessity and scope for establishment of an Engineering / Technology University in the stste of West Bengal.

The University came into operation formally with the assumption of the office of the first Vice Chancellor on January 15, 2001 as a sequel to the promulgation of THE WEST BENGAL UNIVERSITY OF TECHNOLOGY ACT, 2001, under West Bengal Act XV of 2000 passed by the West Bengal Legislature. The University started its academic programme, from July 16, 2001 following a Notification from the Department of Higher Education, Government of West Bengal dated June 15, 2001 through the affiliation of Engineering and Management Institutions / Colleges and has entered the eighth year of its functioning. The University is included in Section 2F and also in Section 12B of UGC and recipient of UGC Grant.

We are equal opportunity, affirmative action institution and do not distinguish on the basis of gender, caste, creed and religion. The University wants to grow nurturing innovative / novel ideas that would touch all segments of the society especially the marginalized ones. We look at technology from a broad social perspective and are organizing postgraduate courses in basic and applied sciences. The University has introduced new courses in emerging areas to develop, enhance and higher education. We strive for optimum utilization of recourses and believe in unleashing individual initiative for entrepreneurial development without compromising the collective need.

The University is steadfast in its twin objectives:
a) To serve as a Centre of Excellence in teaching and research in technology and management area.
b) To provide framework of industrialization based on knowledge economy.

To realize its mission of emerging as a Centre of Excellence the University has created three Schools of Studies viz. School of Engineering & Technology (SET), School of Biotechnology & Biological Sciences (SBTBS) and School of Management and Sciences (SOMS) comprising presently of five departments viz. Department of Computer Science & Engineering, Department of Industrial Engineering & Management, Department of Biotechnology, Department of Bioinformatics and Department of Management and Sciences.

WILLIAM CAREY UNIVERSITY

Zoram Villa, Bomfyle Road
Shillong 793 001 Meghalaya.India
Tel.: 0364-2224126/0986-2561381
Email: wcu@ichemail.org, wcuadmissions@gmail.com
Website : http://www.wcu.co.in

William Carey University (WCU) is a unique vision. It is an institution that will not just concentrate on academics but will integrate socio-economic and environmental realities in NE India. Universities have become academic "ivory towers" and merely operating as degree mills. WCU is set to change this paradigm.

Established by the Gazette of Meghalaya No. 76 William Carey Act 2005, authorising ACTS to establish the William Carey University, we have begun our activities in Shillong. UGC recognition will be sought in due time.

WCU has made steady progress with various programmes that will fulfil our vision. Our collaboration with Grace City in Umsning will be a practical demonstration of education that will bring socio-economic transformation. Jobs will be created. We are also partnering with other universities worldwide for internationally acceptable academic programmes.

Groundbreaking was held for a new men's residence hall at William Carey University on October 31.

The new building will adjoin Davis Hall, a women's residence hall completed in 2013, and will be behind Braswell Hall on the south end of the Hattiesburg campus. It will be directly across from the Fail Softball Field.

The three-story building will alleviate a severe housing crunch at the university. It will house approximately 100 male residents in 50 rooms, each with a private bathroom. The residence hall is expected to be ready for occupancy in August 2015.

During the groundbreaking, Dr. Tommy King, WCU president, recognized guests, including members of the WCU Board of Trustees and representatives from the architect, Landry and Lewis, and the general contractor, Larry J. Sumrall Contractors. He spoke to the growth of the university, which has led to a need for the new building. Lane Williamson, a freshman biology major from Pontotoc, brought a student testimony, followed by the turning of the shovels.

WORLD UNIVERSITY OF DESIGN

Plot No. 1, Rajiv Gandhi Education City,
Sonipat, Haryana 131029
Phone : 7056770065, 7056770061
Whatsapp: 7056770065
Email : info@wud.ac.in
Website : http://worlduniversityofdesign.ac.in

Design is not just about the way things look, it is also about the way they work. Design creates value and contributes to competitiveness, prosperity, and well-being of a nation. India is poised for growth in almost all the fields and it is increasingly expected to compete globally in delivery of goods and services as per international standards. Design is being looked upon as the key aspect in making India competitive. With a view to respond to this need through education, training and research World University of Design (WUD) has been established at Rajiv Gandhi Education City, Sonipat, Haryana - a hub of educational institutions of eminence in India, to accelerate the take-up of design in industrial and innovation activities at regional and national level.

WUD offers high quality trans-disciplinary education with a design foundation at the undergraduate and postgraduate level with a view to build a generation of creative professional designers, capable of serving as agents of change for the growth and development of the diverse and decentralized sectors of various industry segments.

WUD provide an immersive, focused, and deeply connective context to art, architecture and design (in conjunction with many other fields, ideas, and concepts). WUD campus represents a very vibrant, dynamic, and distinctive community of undergraduate students. You will be able to examine and engage in some of the multiple roles of artists, designers, agents, and change leaders in the world, and to consider from different perspectives and positions why design matters, what art and design can do for people, why we should care, and how you can help shape the future.

Envision. Imagine. Collaborate. Plan. Design. Make. are words that capture what you will be doing at WUD. Our mission is to provide our graduates with a sound design foundation for an exemplary professional practice and personal career fulfilment; to prepare them as critical thinkers and problem solvers who will serve, enrich and sustain their profession and communities.

WOXSEN UNIVERSITY

Corporate Office : Gateway Jubilee, 2nd Floor, Road No. 36
Jubilee Hills, Hyderabad - 500 033, Telangana, India.
Tel : +91 40 4444 8888
Campus : Kamkole, Sadasivpet, Sangareddy District
Hyderabad - 502 345, Telangana, India
Tel: 08455 255555, Email : info@woxsen.edu.in
Website : https://www.woxsen.edu.in

Woxsen School of Business, established in 2014, as an autonomous institution and declared as Woxsen University (WOU) on 20 May 2020. WOU is among the first private universities of Telangana and is located on a 200-acre (81 ha), residential campus at Hyderabad. Woxsen University offers undergraduate education degrees & postgraduate education programs in areas of management, technology, design and architecture.

Our legacy in higher education, built diligently over the last 6 years, led to the grand vision & inception of Woxsen University. Our strength lies in our history & ethos: rejecting the status quo, redefining learning methodologies and shaping real-world professionals. Our meticulously planned efforts have helped us achieve milestones in a short span of time and fuelled accomplishments visible in our national rankings, global partnerships & alumni success. Our strong vision pervades our focus on progressive education, research & service to the society. Formed by 4 constituent schools – Woxsen School of Business, Woxsen School of Technology, Woxsen School of Arts & Design and Woxsen School of Architecture & Planning, the University offers Undergraduate & Postgraduate programs pivoted around research & experiential learning. At Woxsen, talent from across the country embark on a challenging journey of transforming into highly informed and skilled professionals in their chosen field. Students are handpicked for their innate abilities who are nurtured to be professionally equipped to achieve their career goals. Our graduates gain that edge with the real world exposure extended through latest pedagogical tools along with numerous learning opportunities from exclusively curated Industry Interface platforms, where many of distinguished & internationally acclaimed business leaders share the snippets from their life journey.

Woxsen is renowned for its diverse faculty from India and overseas. Comprising of a right mix of well-known academicians to industry experts, the faculty brings with them an exceptional professional experience and outstanding academic credentials. The curriculum is designed to equip our students to make disciplined, data-based decisions backed by a full spectrum of domain knowledge, skill & ability. Our strong focus on applied learning with industry inputs and academic rigor has always helped our students to broaden their horizon, think global & develop an entrepreneurial mindset. We also believe that the time is right to nurture entrepreneurship. Woxsen understands that developing entrepreneurs goes much further than classroom teaching. We also understand that an entrepreneur is not a personality type. Woxsen University has been established to take up this challenge, creating an ecosystem where entrepreneurs can be trained and nurtured.

XIM UNIVERSITY

Old Campus : XIMB Campus,
Xavier Squar, Bhubaneswar-751013, Odisha,
New Campus : Plot No:12(A) Nijigada Kurki
Harirajpur-752050, Dist-Puri, Odisha
Phone:+91-674-2377700
Email : info@xim.edu.in

Xavier University was established on July 6, 2013. On 3rd April, 2021, the Xavier University, Odisha (Amendment) Act 2021 was passed in the Odisha Legislative Assembly, renaming Xavier University as XIM University. Thus, the Gazette Notification was published on 11th of May 2021. As per its provisions the University has its main campus in Nijigada Kurki, Harirajpur, in Puri District, and an additional campus at Xavier Square, Bhubaneswar, where the Xavier Institute of Management functions.

With the passage of time and based on the experience acquired over the past seven years, the management and Board of Governors of Xavier University, Bhubaneswar, believe that the name 'Xavier University,' Odisha Act, 2013 should be replaced with 'XIM' University, Odisha Act. The University had to be renamed to keep the 'XIM' brand name, which had been known in the country and around the world for 34 years since its inception in 1987. Students who receive a certificate bearing the 'XIM' brand name will find better career prospects in the country and abroad. The business, corporations, transformation leaders, and the growth sectors all recognize this brand. XIM has brought laurels, prestige, and honour to the state of Odisha and has served the state and the nation through its extensive network and relationships.

Currently, XIM University views itself as a distinguished university that provides quality education to top-notch students worldwide. The XIM University inherits the legacy of the 34-year-old XIM (Xavier Institute of Management, Bhubaneswar), the country's premier, world-class B-School. XIM University's identity is described by its ethic of 'men and women for and with others'. Our faculty, staff, and students represent diverse faiths and identities, but we all aspire to be men and women for and with others. What else distinguishes a Jesuit XIM University? Our students are taught the value of experience, curiosity, global experiences, and '*cura personalis*', which translates to 'care for the whole person'. There is a strong intention to be the first to respond to society's needs and encourage sustainable societies that motivate the state's and country's futures, acting as a change agent. Education for moral character, adaptability, world affirmation and faith that serves justice are all hallmarks of this philosophy.

With a small start in 1987 in management education, XIM University now has 12 schools offering doctoral, masters, and undergraduate programmes. We are committed to working relentlessly as XIM University to ensure that the world receives a high-quality, all-around development education from Odisha.

YBN UNIVERSITY

Panchwati, South Railway Colony, Chutia,
Ranchi, Jharkhand – 834001
Phone: 7061261449, 0651-2461793
Email : contact@ybnuniversity.in
Website : https://www.ybnuniversity.in

The Govt. of Jharkhand has created a new Private University under the name "The Y.B.N University" situated at Ranchi in the state of Jharkhand vide its Gazette No.505 17th July'2017, as per the provision of the Act.

The sponsoring body of the Y.B.N. University is the "Tribal Social Welfare Society", Ranchi, Jharkhand. The Trust/Society is registered Under Society Reg. Act 21 of 1860 Reg. No. 664/2007-08. It promotes quality education in different fields of the society. The expertise and experiences gained over the years in running academic and research programs at different institutions of TSWS will be of immense help in establishing and developing the "The Y.B.N. University" in the domain of graduate colleges in Nursing, Para Medical Courses, ITI and Skilled Development Programs. In the ongoing session, the university is going to start the following courses like Bachelor and Master Degree in Applied Medical Science and Computer Sciences, Management and Arts and Humanity.

The academic and research activities of the university will be linked with the industrial and agriculture sector as well as other universities, R&D institutions, Governments and NGOs in the State and other region of the country. The university also linked with the universities aiming at collaborative academic and research programs as well as exchange programs. Students and faculty exchange programs between the colleges will contribute to mutual growth and getting the services of good faculty right from the inception stage. The areas of Medical Science, AYUSH, Pharmacy, Computer Science, Management, Media and Mass Communication, General Education and Vocational Courses have been identified as key areas of focus. The University will focus on academic excellence, innovative research, Quality education, consultancy works and Training Programs.

Our Vision

YBNU envisions a global society with the creation and management of resources for development of the nation, especially of Jharkhand and neighboring areas aspiring elevation in higher education standard, innovation & research, ethical values which includes challenges and opportunities in the service of equity and productivity for the good of the society.

Mission

Excellence in Education • Preparing Leaders for a Diverse • Involve in Research and Creative Activities • Consultancy and extension • Highly Technological Society • Developing Ethical Values • An Intellectual Society.

YASHWANTRAO CHAVAN MAHARASHTRA OPEN UNIVERSITY

Dnyangangotri, Near Gangapur Dam
Nashik- 422222, Maharashtra
Tel : 0253-2231714 / 2231715, Fax : 0253-2230470
Email : vc@ycmou.com, ycmouregistrar@gmail.com
Website : http://www.ycmou.com

ज्ञानगंगा घरोघरी

Maharashtra has a long and rich tradition of educational reforms. Mahatma Jyotiba Phule, Dr. Panjabrao Deshmukh, Dr. Babasaheb Ambedkar, Bhaurao Patil, Swami Ramanand Teerth and other great thinkers and reformers have contributed to educational philosophy and movement in the state. It was therefore appropriate that the state realized the need of an open university, The university was established on 1st July, 1989 through Act XX of 1989 of the Maharashtra State Legislature, justly named after Yashwantrao Chavan, Maharashtra's great political leader and builder of modern Maharashtra. Due to statutory powers conferred by an act XX (1989) of Maharashtra state legislature and the recognition by the 'University Grants Commission of India', this university is fully empowered to award various academic certifications like certificates, diplomas, and graduate, post-graduate, doctoral degrees. This university also takes all precautions, at all programme stages from 'Curriculum Design' to 'Examination', to ensure that the standards and quality of, education and examinations are preserved. The curriculum of these programmes is designed for Equivalence, with respective similar academic programmes, offered by other statutory universities of various states.University also provides many different diploma or certificates, which may or may not be equivalent to any other such certificates. These certificates will motivate students for self-study, as their learning efforts will be recognized by the university after short duration. These certificates will be provided only when, student requests for it along with attested photocopies of Mark-Sheets confirming successful completion of the required courses in end examination. No convocation shall be necessary for issue of these certificates. All architecture graduate and post-graduate programmes are duly recognized and approved by the "Council of Architecture (CoA)". Hence, after successful completion of the graduate degree programme (that is, B.Arch.), student can register with the "Council of Architecture (CoA)". Student shall be entitled to practice as an architect after such registration. For all engineering diploma and degree programmes, where equivalence status is not explicitly mentioned, university has already initiated recognition and equivalence procedures, with appropriate authorities like "Board of Technical Education" or "All India Council for Technical Education (AICTE)". University will publish the results of these recognition and equivalence procedures on the official web site, as and when they are available.

All these degree and post-graduate degree programmes are duly recognized and approved by the 'University Grant Commission (UGC)'. Hence, these programmes are equivalent to the respective programmes offered by any other statutory university in India, for the purpose of employment, promotion and further education. In this respect, the status of this university is at par with all other statutory universities of India.

YENEPOYA UNIVERSITY

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Mangalore 575018
Phone : +91 824 2204668/69/70
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Email: reachus@yenepoya.org
Website : http://www.yenepoya.edu.in

Emboldened by the overwhelming positive response of the community and the students, the management perceived a need to develop into a University, where autonomy and self reliance would place the institutions on the global map and would internally motivate them to higher levels of excellence.

The IAE sponsored the formation of a new trust, the Yenepoya University, which after due process of inspection by the University Grants Commission (UGC), was recognized by the Ministry of Human Resource Development, Government of India on 27 February 2008, vide their notification No. F.9-11/2007-U.3(A). The Yenepoya University is the first private University in the District of Dakshin Kannada (South Canara).

We invite you to enjoy world class university experience in a nested town in southern Karnataka, enjoying the pristine ambience and halcyon surroundings of a natural beauty unparalleled among Universities in India, while imbibing the best health care education, in the true spirit of global learning. Emboldened by the overwhelming positive response of the community and the students, the management perceived a need to develop into a University, where autonomy and self reliance would place the institutions on the global map and would internally motivate them to higher levels of excellence. The IAE sponsored the formation of a new trust, the Yenepoya University, which after due process of inspection by the University Grants Commission (UGC), was recognized by the Ministry of Human Resource Development, Government of India on 27 February 2008, vide their notification No. F.9-11/2007-U.3(A). The Yenepoya University is the first private University in the District of Dakshin Kannada (South Canara).

The University maintains its social commitment through conducting free medical, eye & dental camps, in the community. It has also adopted 2 nearby villages for comprehensive and total health care and prevention (Kotepura & Balepuni). Special attention is being given to identify and treat HIV patients. We offer total health care support to a local HIV/AIDS Care and Support Centre. The YMC also runs Prevention of Parent to Child Transmission (PPTCT) & Integrated Counseling and Testing Centre (ICTC) programmes. The Yenepoya University emblem reflects the rich ideals and the core values upon which the very foundations have been built. The colours on the shield are a salutation to the three key facets of the University - the mentor, the materials and the medium - through which this increase takes place, and are also representative of them.

YOGI VEMANA UNIVERSITY

Kadapa – 516 003
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E-mail: registraryvu@gmail.com
Website : http://www.yogivemanauniversity.ac.in

Named after a renowned philosopher- thinker, poet, sage and yogi, Vemana, Yogi Vemana University, established in the year 2006, by an Act of A.P State legislature is a blessing and boon for the students and researchers of the backward Rayalseema region in general and Y.S. R District in particular. The erstwhile Sri Venkateswara University Post Graduate Centre was elevated to a University with a humble and noble intention of providing a more conducive environment to impart value-based education and promote quality research and service. The university is committed to nurture and uphold healthy academic standards which contribute to the social, intellectual and moral development. The university is situated about 15 kms away from the historic Kadapa City on the Kadapa –Pulivendula road amidst serene surroundings and has a sprawling campus of about 700 acres. With a humble beginning, the university made rapid strides towards overall development and has sufficient infrastructural facilities such as buildings with academic ambience, library, modern science and research laboratories equipped with sophisticated instruments, Super Computer facility, Agri-Science Park, spacious hostels, gym, daycare centre, Botanical Garden and a vast playground. Besides, a a building complex was added for the purpose of conducting training short term vocational and job oriented courses on a continuous basis. At present the university has on its rolls 115 faculty members and about 200 non-teaching staff. The young faculty has rich research experience in India and abroad besides teaching. Presently about 1800 students are pursuing postgraduate and research programmes. Majority of the science faculty have obtained research projects from central funding agencies such as DST/CSIR/DBT/MNRE/ ISRO/UGC/MoES /BRNS /APCOST and considerable number of projects are under progress. The university was accorded 2 (f) recognition in 2007 and 12 (B) status in 2011 by the University Grants Commission, New Delhi. Presently it is an affiliating university with about 100 Post graduate, degree, law, B.Ed, MCA, MBA and Physical Education colleges under its jurisdiction. In the recent past, the university initiated steps to launch women's cell, equal opportunities cell, a Day Care Center and coaching programmes for SC/ST/OBC/minority students preparing for competitive examinations. The C.P Brown Library, now elevated to the status of a languages Research Center of the university, located in Kadapa town, has rare books, ancient documents and monographs and efforts are made to preserve and protect ancient literature. In tune with the contemporary societal, scientific and technological needs the university with 27 departments is offering conventional and inter-disciplinary courses in basic and applied sciences, humanities, social sciences and management. The university launched two five year M.Sc integrated courses, namely Earth Sciences and Biotechnology and Bio-Informatics in 2007. The University also started research programmes leading to Ph.D. in the year 2010 and currently about 170 research scholars are pursuing research in 27 different Departments.

हमारा विश्वविद्यालय ऐसा हो

महात्मा गांधी

बनाररा हिन्दू विश्वविद्यालय की रजत जयंती
के अवसर पर २१ जनवरी १९४२ को दिया गया भाषण

आप सब जानते हैं कि आजकल मुझमें न तो सफर करने की ताकत ही रही है और न इच्छा ही। लेकिन जब मैंने इस विश्वविद्यालय के रजत महोत्सव की बात सुनी और मुझे डॉ. सर्वपल्ली राधाकृष्णन् का निमंत्रण मिला तो मैं इंकार न कर सका।

आप जानते हैं कि मदन मोहन मालवीयजी महाराज के साथ मेरा कितना गाढ़ा सम्बन्ध है। अगर उनका कोई काम मुझसे हो राकता है तो मुझे उसका अभिमान रहा है, और अगर मैं उसे कर सकूं तो अपने को कृतार्थ समझता हूँ। इसलिए जब डॉ. राधाकृष्णन् का पत्र मिला तो मैंने निमंत्रण स्वीकार कर लिया। यहाँ आना मेरे लिए तो एक तीर्थ में आने के समान है।

यह विश्वविद्यालय मालवीयजी का सबसे बड़ा और प्राणप्रिय कार्य है। उन्होंने हिन्दुस्तान की बहुत–बहुत सेवाएं की हैं, इससे आज कोई इंकार नहीं कर सकता। लेकिन मेरा अपना ख्याल यह है कि उनके महान कार्यों में इस कार्य का महत्व सबसे ज्यादा रहेगा। २५ साल पहले, जब इस विश्वविद्यालय की नींव डाली गई थी, तब भी मालवीयजी के आग्रह और खिंचाव से मैं यहां आ पहुँचा था। उस समय तो मैं यह सोच भी न सकता था कि जहाँ बड़े–बड़े राजा, महाराजा और खुद वाइसराय आने वाले हैं, वहाँ मुझ जैसे फकीर की क्या जरूरत हो सकती है। तब में मैं 'महात्मा' भी नहीं बना था। अगर कोई मुझे 'महात्मा' के नाम से पुकारते भी थे तो मैं यही सोच लेता था कि महात्मा मुंशीजी के बदले भूल से मुझे किसी ने पुकार लिया होगा। उनकी कीर्ति तो मैंने दक्षिण अफ्रीका में ही सुन ली थी। हिन्दुस्तान से धन्यवाद और सहानुभूति का संदेश भेजने वालों में एक वे भी थे, और मैं जानता था कि हिन्दुस्तान की जनता ने उन्हें उनकी देश सेवाओं के लिए महात्मा की उपाधि दी थी। उस समय भी मालवीयजी की कृपा दृष्टि मुझ पर थी। कहीं भी कोई सेवक हो, वे उसे ढूंढ़ निकालते हैं, और किसी–न–किसी तरह अपने पास खींच ही लाते हैं। यह उनका सदा का धंधा है।

लोग मालवीयजी की बड़ी प्रशंसा करते हैं आज भी आपने उनकी कुछ प्रशंसा सुनी है, वे सब तरह उसके लायक हैं। मैं जानता हूँ कि हिन्दू विश्वविद्यालय का कितना बड़ा विस्तार है। संसार में मालवीयजी से बढ़कर कोई भिक्षुक नहीं। जो काम उनके सामने आ जाता है, उसके लिए – अपने लिए नहीं – उनकी भिक्षा की झोली का मुंह हमेशा खुला रहता है – वे हमेशा मांगा ही करते हैं। और परमात्मा की भी उन पर बड़ी दया है कि जहां जाते हैं, उन्हें पैसे मिल ही जाते हैं। तिस पर भी उनकी भूख कभी नही बुझती। उनका भिक्षा–पात्र सदा खाली रहता है। उन्होंने विश्वविद्यालय के लिए एक करोड़ इकठ्ठा करने की प्रतिज्ञा की थी। एक करोड़ की जगह डेढ़ करोड़ दस लाख रुपया इकठ्टा हो गया, मगर उनका पेट नहीं भरा। अभी–अभी उन्होंने मुझसे कान में कहा कि आज के हमारे सभापति महाराजा दरभंगा ने उनको एक खासी बड़ी रकम दान में और दी है।

मैं जानता हूँ कि मालवीयजी स्वयं किस तरह रहते हैं। यह मेरा सौभाग्य है कि उनके जीवन का कोई पहलू मुझसे छिपा नहीं। उनकी सादगी, उनके इन गुणों में से आप जितना कुछ ले सकें, जरूर लें। विद्यार्थियों के लिए तो उनके जीवन की बहुतेरी बातें सीखने लायक हैं। मगर मुझे डर है कि उनसे जितना सीखना चाहिए, सीखा नहीं है। यह आपका और हमारा दुर्भाग्य है इसमें उनका कोई कसूर नहीं। धूप में रहकर भी कोई सूरज का तेज न पा सके तो उसमें सूरज बेचारे का क्या दोष ? वह तो अपनी तरफ से सबको गर्मी पहुँचाता रहता है, पर अगर कोई उसे लेना ही न चाहे और ठंड में रहकर ठिठुरता फिरे तो सूरज भी उसके लिए क्या करे ? मालवीयजी के इतने निकट रहकर भी अगर आप उनके जीवन से सादगी, त्याग, देशभक्ति, उदारता और विश्वव्यापी प्रेम आदि सद्‌गुणों का अपने जीवन में अनुकरण न कर सके, तो कहिए, आपसे बढ़कर अभागा और कौन होगा ?

अब मैं विद्यार्थियों और अध्यापकों से दो शब्द कहना चाहता हूँ – मैंने तो डॉ. राधाकृष्णन् से पहले ही कह दिया था कि मुझे क्यों बुलाते हैं। मैं वहाँ पहुँच कर क्या कहूँगा ? जब बड़े–बड़े विद्वान मेरे सामने आ जाते हैं, तो मैं

हार जाता हूँ। जबसे हिन्दुस्तान आया हूँ, मेरा सारा समय कांग्रेस में और गरीबों, किसानों और मजदूरों वगैरा में बीता है। मैंने इन्हीं का काम किया है। उनके बीच मेरी जबान अपने–आप खुल जाती है मगर विद्वानों के सामने कुछ कहते हुए मुझे बड़ी झिझक मालूम होती है। डॉ. राधाकृष्णन् ने मुझे लिखा कि मैं अपना लिखा हुआ भाषण उन्हें भेज दूँ। पर मेरे पास उतना समय कहाँ था ? मैंने उन्हें जवाब दिया कि वक्त पर जेसी प्रेरणा मुझे मिल जायेगी, उसी के अनुसार मैं कुछ कह दूंगा। मुझे प्रेरणा मिल गई है। मैं जो कुछ कहूंगा, मुमकिन है, वह आपको अच्छा न लेगे। उसके लिए मुझे माफ कीजिएगा। यहाँ आकर जो कुछ मैंने देखा, और देख कर मेरे मन में जो चीज पैदा हुई, वह शायद आपको चुभेगी। मेरा ख्याल था कि कम से कम यहाँ तो सारी कार्रवाई अंग्रेजी में नहीं, बल्कि राष्ट्रभाषा में ही होगी। मैं यहाँ बैठा यही इंतजार कर रहा था कि कोई न कोई तो आखिर हिन्दी या उर्दू में कुछ कहेगा। हिन्दी, उर्दू न सही, कम से कम मराठी या संस्कृत में ही कोई कुछ कहता। लेकिन मेरी सब आशाएँ निष्फल हुईं।

अंग्रेजों को हम गालियाँ देते हैं कि उन्होंने हिन्दुस्तान को गुलाम बना रखा है, लेकिन अंग्रेजी के तो हम खुद ही गुलाम बन गये हैं। अंग्रेजी ने हिन्दुस्तान को काफी पामाल किया है। इसके लिए मैंने उनकी कड़ी–से–कड़ी टीका भी की है। परन्तु अंग्रेजी की अपनी इस गुलामी के लिए मैं उनको जिम्मेदार नहीं समझता। खुद अंग्रेजी सीखने और अपने बच्चों को अंग्रेजी सिखाने के लिए हम कितनी–कितनी मेहनत करते हैं ? अगर कोई हमें कह देता है कि हम अंग्रेजों की तरह अंग्रेजी बोल देते हैं, तो मारे खुशी के फूले नहीं समाते। इससे बढ़कर दयनीय गुलामी और क्या हो सकती है ? इसकी वजह से हमारे बच्चों पर कितना जुल्म होता है ? अंग्रेजी के प्रति हमारे इस मोह के कारण देश की कितनी शक्ति और कितना श्रम बरबाद होता है ? इसका पूरा हिसाब तो हमें तभी मिल सकता है, जब गणित का कोई विद्वान इसमें दिलचस्पी ले। कोई दूसरी जगह होती, तो शायद यह सब बरदाश्त कर लिया जाता, मगर यह तो हिन्दू विश्वविद्यालय है। जो बातें इसकी तारीफ में अभी कही गई हैं, उनमें सहज ही एक आशा यह भी प्रकट की गई है कि यहाँ के अध्यापक और विद्यार्थी इस देश की प्राचीन संस्कृति और सभ्यता के जीते–जागते नमूने होंगे। मालवीयजी ने तो मुंह–मांगी तन्ख्वाहें देकर अच्छे–से–अच्छे अध्यापक यहाँ आप लोगों के लिए जुटा रखे हैं। अब उनका दोष तो कोई कैसे निकाल सकता है ? दोष जमाने का है। आज हवा ही कुछ ऐसी बन गई है कि हमारे लिए उसके असर से बच निकलना मुश्किल हो गया है। लेकिन अब वह जमाना भी नहीं रहा, जब विद्यार्थी जो कुछ मिलता था, उसी में संतुष्ट रह लिया करते थे। अब तो वे बड़े–बड़े तूफान भी खड़े कर लिया करते हैं। छोटी–छोटी बातों के लिए भूख–हड़ताल तक कर देते हैं। अगर ईश्वर उन्हे बुद्धि दे, तो वह कह सकते हैं, हमें अपनी मातृभाषा में पढ़ाओ। मुझे यह जानकर खुशी हुई है कि यहाँ आन्ध्र के २५० विद्यार्थी हैं। क्यों न वे डॉ. राधाकृष्णन् के पास जायें और उनसे कहें कि यहाँ हमारे लिए एक आन्ध्र विभाग खोल दीजिए और तेलुगू में हमारी सारी पढ़ाई का प्रबन्ध करा दीजिए ? और अगर वे मेरी अक्ल से काम करें, तब तो उन्हें कहना चाहिए कि हम हिन्दुस्तानी हैं, हमें ऐसी जबान में पढ़ाइए जो सारे हिन्दुस्तान में समझी जा सके। और ऐसी जबान तो हिन्दी ही हो सकती है।

जापान आज अमेरिका और इंग्लैंड से लोहा ले रहा है। लोग इसके लिए उसकी तारीफ करते हैं। मैं नहीं करता। फिर भी जापान की कुछ बातें सचमुच हमारे लिए अनुकरणीय हैं। जापान के लड़कों और लड़कियों ने यूरोप वालों से जो कुछ पाया है, अपनी मातृभाषा जापानी के जरिये ही पाया है, अंग्रेजी के जरिये नहीं। जापानी लिपि बड़ी कठिन है, फिर भी जापानियों ने रोमन लिपि को कभी नहीं अपनाया। उनकी सारी तालीम जापानी लिपि और जापानी जबान के जरिये ही होती है। जो चुने हुए जापानी पश्चिमी देशों में खास किस्म की तालीम के लिए भेजे जाते हैं, वे भी जब आवश्यक ज्ञान पाकर लौटते हैं, तो अपना सारा ज्ञान अपने देशवासियों को जापानी भाषा के जरिये ही देते हैं। अगर वे ऐसा न करते और देश में आकर दूसरे देशों जैसे स्कूल और कॉलेज अपने यहाँ भी बना लेते, और अपनी भाषा को तिलांजलि देकर अगर अंग्रेजी मे सब–कुछ पढ़ाने लगते तो उससे बढ़कर बेवकूफी और क्या होती ? इस तरीके से जापान वाले नई भाषा को सीखते, लेकिन नया ज्ञान न सीख पाते। हिन्दुस्तान में तो आज हमारी महत्त्वाकांक्षा ही यह रहती है कि हमें किसी तरह कोई सरकारी नौकरी मिल जाये, या हम वकील, बैरिस्टर, जज वगैरह बन जायें। अंग्रेजी सीखने में हम बरसों बिता देते हैं, तो भी डॉ. राधाकृष्णन् या मालवीयजी के समान अंग्रेजी जानने वाले हमने कितने पैदा किये हैं ? आखिर वह एक पराई भाषा ही है न ? इतनी कोशिश करने पर भी हम उसे अच्छी तरह सीख नही पाते। मेरे पास सैकड़ो खत आते रहते हैं। इनमें कई

एम.ए. पास लोगों के भी होते हैं, परन्तु चूंकि वे अपनी जबान में नहीं लिखते, इसलिए अंग्रेजी में अपने ख्याल अच्छी तरह जाहिर नहीं कर पाते।

चुनांचे यहाँ बैठे–बैठे मैंने जो कुछ देखा, उसे देखकर मैं तो हैरान रह गया। जो कार्रवाई अभी यहाँ हुई, जो कुछ कहा या पढ़ा गया, उसे जनता तो कुछ समझ ही नहीं सकी। फिर भी हमारी जनता में इतनी उदारता और ध ीरज है कि चुप–चाप सभा में बैठी रहती है और खाक समझ में न आने पर भी यह सोचकर संतोष कर लेती है कि आखिर हमारे नेता ही हैं न। कुछ अच्छी ही बात करते होंगे। लेकिन इससे उसे लाभ क्या ? वह तो जैसी आई थी, वैसी खाली लौट जाती है। अगर आपको शक हो, तो मैं अभी हाथ उठवाकर लोगों से पूंछू कि यहाँ की कार्रवाई में वे कितना कुछ समझे हैं ? आप देखिएगा कि वे सब 'कुछ नहीं' कह उठेंगे। यह तो हुई आम जनता की बात। अब अगर आप यह सोचते हों कि विद्यार्थियों में से हर एक ने हर बात को समझा है, तो वह दूसरी बड़ी गलती है।

आज से पच्चीस साल पहले जब मैं यहाँ आया था, तब भी मैंने यही सब बातें कही थीं। आज यहाँ आने पर जो हालत मैंने देखी, उसने उन्हीं चीजों को दोहराने के लिए मुझे मजबूर कर दिया।

दूसरी बात जो मेरे देखे में आई, उसकी तो मुझे जरा भी उम्मीद न थी। आज सुबह मैं मालवीयजी के दर्शनों को गया था। बसंत पंचमी का अवसर था। इसलिए सब विद्यार्थी भी उनके दर्शनों को आये थे। मैंने उस वक्त भी देखा कि विद्यार्थियों को जो तालीम मिलनी चाहिए, वह उन्हें नहीं मिलती। जिस सभ्यता, खामोशी और तरतीब के साथ उन्हें चलते आना चाहिए, उस तरह चलना उन्होंने सीखा ही नहीं था। यह कोई मुश्किल काम नहीं, कुछ ही समय में सीखा जा सकता है। सिपाही जब चलते हैं, तो सिर उठाये, सीना ताने, तीर की तरह सीधे चलते हैं, लेकिन विद्यार्थी तो उस वक्त आड़े–टेढ़े, आगे–पीछे, जैसा जिसका दिल चाहता था, चलते थे। उनके उस 'चलने' को चलना कहना भी शायद मुनासिब न हो, मेरी समझ में तो इसका कारण भी यही है कि हमारे विद्यार्थियों पर अंग्रेजी जबान का बोझ इतना पड़ जाता है कि उन्हें दूसरी तरफ सर उठाकर देखने की फुरसत नहीं मिलती। यही वजह है कि दरअसल उन्हें तो सीखना चाहिए, वे सीख नहीं पाते।

एक और बात मैंने देखी। सुबह हम श्री शिवप्रसाद गुप्त के घर से लौट रहे थे। रास्ते में विश्वविद्यालय का विशाल प्रवेश द्वार पड़ा। उस पर नजर गई तो देखा, नागरी लिपि में 'हिन्दू विश्वविद्यालय' इतने छोटे हरूफों में लिखा है कि ऐनक लगाने पर भी नहीं पढ़ पाते, पर अंग्रेजी बनारस हिन्दू यूनिवर्सिटी में तीन चौथाई से भी ज्यादा जगह घेर रखी थी। मैं हैरान हुआ कि यह क्या मामला है ? इसमे मालवीयजी का कोई कसूर नहीं ; यह तो किसी इंजीनियर का काम होगा। लेकिन सवाल तो यह है कि अंग्रेजी की वहाँ जरूरत ही क्या थी ? क्या हिन्दी या फारसी में कुछ नहीं लिखा जा सकता था ? सभी हिन्दू–मुस्लिम एकता चाहते हैं। फारसी मुसलमानों की अपनी खास लिपि मानी जाने लगी है। उर्दू का देश में अपना खास स्थान है। इसलिए अगर दरवाजे पर फारसी में, नागरी में या हिन्दुस्तान की दूसरी किसी लिपि में कुछ लिखा जाता, तो मैं उसे समझ सकता था। लेकिन अंग्रेजी में उसका वहाँ लिखा जाना भी हम पर जमे हुए अंग्रेजी जबान में साम्राज्य का एक सबूत है। किसी नई लिपि या जबान को सीखने मे हम घबराते हैं, जब कि सच तो यह है कि हिन्दुस्तान की किसी जबान या लिपि को सीखना हमारे लिए बायें हाथ का खेल होना चाहिए। जिसे हिन्दी या हिन्दुस्तानी आती है, उसे मराठी, गुजराती, बंगाली वगैरा सीखने में तकलीफ ही क्या हो सकती है ? कन्नड़, तमिल, तेलुगू और मलयालम का भी मेरा तो यही तजरबा है। इनमें भी संस्कृत के और संस्कृत से निकले हुए काफी शब्द भरे पड़े हैं। जब हम में अपनी मादरी जबान या मातृभाषा के लिए सच्ची मुहब्बत पैदा हो जायेगी तो हम इन तमाम भाषाओं को बड़ी आसानी से सीख सकेंगे। रही बात उर्दू की, सो वह भी आसानी के साथ सीखी जा सकती है। लेकिन बदकिस्मती से उर्दू के आलिम यानी विद्वान् इधर उसमें अरबी और फारसी के शब्द ठूंस–ठूंसकर भरने लगे हैं – उसी तरह हिन्दी के विद्वान हिन्दी में संस्कृत शब्द भर रहे हैं। नतीजा उसका यह होता है कि जब मुझ जैसे आदमी के सामने कोई लखनवी तर्ज की उर्दू बोलने लगता है, तो सिवा बोलने वाले का मुंह ताकने के और कोई चारा नहीं रह जाता।

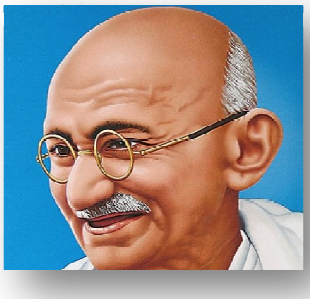
एक बात और। पश्चिम के हर एक विश्वविद्यालय की अपनी एक–न–एक विशेषता होती है। कैम्ब्रिज और ऑक्सफर्ड को ही लीजिए। इन विश्वविद्यालयों को इस बात का नाज है कि उनके हर एक विद्यार्थी पर उनकी अपनी विशेषता की छाप इस तरह लगी रहती है कि वे फौरन पहचाने जा सकते हैं। हमारे देश के विश्वविद्यालयों

की अपनी ऐसी कोई विशेषता होती ही नही। वे तो पश्चिमी विश्वविद्यालयों की एक निस्तेज और निष्प्राण नकल–भर हैं। अगर हम उनको पश्चिमी सभ्यता को सिर्फ सोख्ता या स्याही–सोख कहें, तो शायद वाजिब होगा। आपके इस विश्वविद्यालय के बारे में अक्सर यह कहा जाता है कि यहाँ शिल्प–शिक्षा और यंत्र–शिक्षा का यानी इंजीनियरिंग और टैक्नोलॉजी का देश भर में सबसे ज्यादा विकास हुआ है, और उनकी शिक्षा का अच्छा प्रबन्ध है। लेकिन इसे मैं यहाँ की विशेषता मानने को तैयार नहीं। तो फिर इसकी विशेषता क्या हो ? मैं इसकी एक मिसाल आपके सामने रखना चाहता हूँ। यहाँ जो इतने हिन्दु विद्यार्थी हैं, उनमें से कितनों ने मुसलमान विद्यार्थियों को अपनाया है ? अलीगढ़ के कितने छात्रों को आप अपनी ओर खींच सके हैं ? दरअसल आपके दिल में तो यह भावना पैदा होनी चाहिए कि आप तमाम मुसलमान विद्यार्थियों को यहाँ बुलायेंगे, और उन्हें अपनायेंगे।

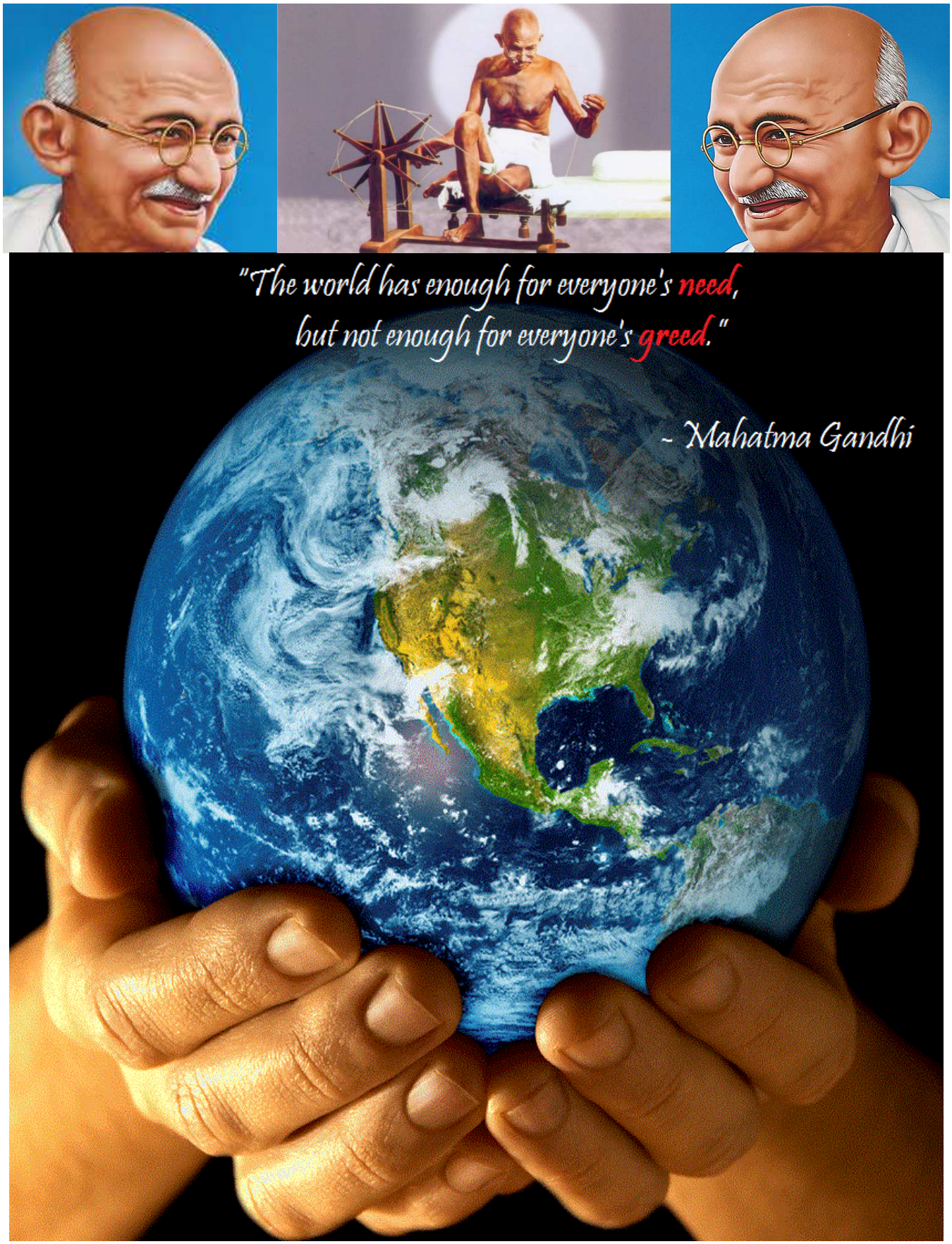
इसमें शक नहीं कि आपके विश्वविद्यालय को काफी धन मिल गया है, और जब तक मालवीयजी हैं, आगे भी मिलता रहेगा, लेकिन मैंने जो कुछ कहा है, वह रुपये का खेल नहीं। अकेला रुपया सब काम नहीं कर सकता। हिन्दू विश्वविद्यालय से मैं विशेष आशा तो इस बात की रखूंगा कि यहाँ वाले इस देश में बसे हुए सभी लोगों को हिन्दुस्तानी समझें, और अपने मुसलमान भाइयों को अपनाने में किसी से पीछे न रहें। अगर वे आपके पास न आयें, तो आप उनके पास जाकर उन्हें अपनाइए। अगर इसमें हम नाकामयाब भी हुए तो क्या हुआ ? लोकमान्य तिलक के हिसाब से हमारी सभ्यता दस हजार बरस पुरानी है। बाद के कई पुरातत्वशास्त्रियों ने उसे इससे भी पुरानी बताया है। इस सभ्यता में अहिंसा को परम धर्म माना गया है। चुनांचे इसका कम से कम एक नतीजा तो यह होना चाहिए कि हम किसी को अपना दुश्मन न समझें। वेदों के समय से हमारी यह सभ्यता चली आ रही है। जिस तरह गंगाजी में अनेक नदियाँ आकर मिली हैं, उसी तरह इस देशी संस्कृति–गंगा में भी अनेक संस्कृति–रूपी सहायक नदियाँ आकर मिली हैं। यदि इन सबका कोई संदेश या पैगाम हमारे लिए हो सकता है तो यही कि हम सारी दुनियाँ को अपनायें और किसी को अपना दुश्मन न समझें। मैं ईश्वर से प्रार्थना करता हूँ कि वह हिन्दू विश्वविद्यालय को यह सब करने की शक्ति दे। यही इसकी विशेषता हो सकती है। सिर्फ अंग्रेजी सीखने से यह काम नहीं हो पायेगा। इसके लिए तो हमें अपने प्राचीन ग्रंथों और धर्मशास्त्रों का श्रद्धापूर्वक यथार्थ अध्ययन करना होगा, और यह अध्ययन हम मूल ग्रंथों के सहारे ही कर सकते हैं।

अंत में एक बात मुझे और कहनी है। आप लोग रहते तो महलों में हैं, क्योंकि मालवीयजी ने आपके लिए ये महलों जैसे छात्रालय वगैरा बनवा दिये हैं, पर इसका यह मतलब नहीं कि आप महलों में रहने के आदी बन जायें। आप मालवीयजी के घर जाइए और देखिए, वहाँ आपको इनमें से काई चीज न मिलेगी – न ठाठ–वाट होगा, ना साजो–समान और न किसी तरह को काई दिखावा। उनसे आप सादगी और गरीबी का पाठ सीखिए। आप यह कभी न भूलिए कि हिन्दुस्तान एक गरीब देश है और आप गरीब माँ–बाप की संतान हैं। उनकी मेहनत का पैसा यों ऐशोआराम में बरबाद करने का आपको क्या हक है ? ईश्वर आपको चिरंजीवी करे और सद्‌बुद्धि दे कि जिससे आप मालवीयजी की त्यागशीलता, आध्यात्मिकता और सादगी से अपने जीवन को रंग सकें और आज जो कुछ मैंने आपसे कहा है, उस पर समझदारी के साथ अमल कर सकें।

२१ जनवरी १९४२
वाराणसी, भारत



મો.ક.ગાંધી


"The world has enough for everyone's need,
but not enough for everyone's greed."
~ Mahatma Gandhi

www.ecology.edu
www.prtrivedi.com

ALWAYS AHEAD OF TIME



Leading the way from the front- Environmental scientist Prof Priya Ranjan Trivedi is seen cleaning the city on October 2, 1994 as part of his "Clean Delhi Campaign" and Cleanliness, Hygiene and Sanitation Education (CHASE) Project under the aegis of the Indian Institute of Ecology and Environment. Along with him in the picture is Minister of Environment, Government of Delhi, Sahib Singh Verma who too actively took part in this initiative by visiting many schools, colleges and universities.

ACTIONS SPEAK LOUDER THAN WORDS

What sets visionaries and great leaders like PM Narendra Modi and Prof PR Trivedi apart from others is that they lead by example.

The dynamic new PM of the country is giving top most priority to the issue of cleanliness and sanitation, and has been relentlessly involved in incredible developmental works for last many years.

History was re-written when on the auspicious occasion of Mahatma Gandhi's Birthday on 2nd October, 2014, Modi set an unprecedented benchmark by walking the talk by being the first PM to wield the broom.

Going back in time, about twenty years ago, the world renowned environmentalist scientist and institution builder Prof Trivedi launched the Clean Delhi Campaign as a part of his Clean up The Earth (CUTE) campaign on 2nd October, 1994, and inspired countless of distinguished personalities to wield the broom for cleaning their city.

As the President of Confederation of Indian Universities, Prof Trivedi takes immense pride in lauding the novel initiative undertaken by PM Modi for improving the sanitation conditions in the country.

He is optimistic that this effort by PM Modi will pave the way for a new movement in the country.