



# A REPORT ON THE RANKING OF Higher Education Institutions (HEIs) in RWANDA



# Final Report on Ranking of Higher Education Institutions in Rwanda

## Overview of Higher Education Scenario in Rwanda

In today's globally competitive environment, an educated population is a prerequisite for a country to take on technological challenges and development. Economy of every country always demands education to acquire new horizons and dimensions.

The Rwandan Education System has grown progressively by leaps and bounds especially in the last decade and a lot is being directed towards the development of the country's educational framework. The government of Rwanda has achieved this by the setting up of several higher educational institutions throughout the country. Over the years, the educational institutes in Rwanda have indeed embarked on many changes in terms of their structure and practices fueled by the call of globalization and technological revolution.

## Background

The Higher Education Council (HEC) is committed to develop a scientific tool to be used in ranking of Higher Educational Institutions (HEIs) in Rwanda. The purpose of this ranking exercise is to make higher education provisions more transparent for stakeholders and making a good ground for competitiveness for Higher Education Institutions (HEIs).

The HEC considered ranking of HEIs as an important activity because the process is expected to contribute to how each HEI stands vis a vis another with regard to a set of selected variables or parameters/sub parameters. The results of the ranking exercise are expected to inform stakeholders about the quality of education provided by an HEI based on the relative rank it achieves. This exercise is also expected to result in HEIs working harder to improve their rankings, become more competitive and in the process improve the quality of education in the country.

This is an endeavor to shed some light on the most significant ideas and developments taking place in the education sector of Rwanda, the challenges laying ahead and discovering the path for the future. We have attempted to bring into light the efforts and attempts made by HEIs to provide quality education and benchmark themselves globally.

***The survey results should be read not just to know the rating and ranking of HEIs but also to identify, assess and evaluate overall situation existing in the education sector in the country and plan for the future keeping these insights in mind.***

## Key Objective of the Assignment

The overall aim of this assignment is to develop a scientific tool that will be used in ranking of Higher Education Institutions of Rwanda. As a result of comparing international systems used in ranking of HEIs, benchmarks are developed, that can be used in the provisions of policies and regulations governing higher education in Rwanda, and in fulfilling the expectations from different stakeholders of higher education.

## Specific Objectives of Consultant regarding the Assignment

- Formulating a scientific methodology - Designing a tool in the form of a set of indicators with weightages, for ranking them in order to measure the quality of higher education in Rwanda.
- Clearly explaining the indicators, methods, reliability and relevance of the suggested indicators and framework to be used for ranking HEIs in Rwanda.
- Apprising stakeholders regarding the scientific tool and methodology, thus providing them information about quality of education being provided by HEIs
- Compiling a report showing the ranking with explanation notes.

## Pilot Study

Before presenting the final report on Ranking to HEC, the consultant decided to conduct a Pilot Study on the ranking exercise to get an idea of parameters and sub parameters relevant to the Higher Education Scenario in Rwanda, as this was the first time that a rating and ranking exercise was being conducted in Rwanda. The Pilot Study was conducted in close collaboration with HEC and academic experts in the area of Higher Education in Rwanda.

### *Objective of Pilot Study:*

- A pilot study was conducted with a sample of 23 Higher Education Institutions in order to understand the data provided by the HEIs and gain clarity with respect to relevance of parameters and sub parameters to be used as per the education scenario in Rwanda. Further, this exercise enables us to understand the distribution of weightages to various parameters and sub parameters for ranking the HEIs in an effective manner.
- The Pilot study helped us to present a sample result of rating and ranking to HEC to seek feedback which can be used for any further modification in the methodology applied.

## Main Study

After the pilot Study report was submitted, 6 more Institutes including University of Rwanda had submitted datasheet taking the total of the participating institutes to 29 HEIs.

10 HEIs had submitted their additional data following our email sent to them requesting for further clarification related to the data submitted by them. These 10 HEIs are:

- Institut Catholique De Kabgayi
- INES-Ruhengeri
- Ruli Higher Institute of Health Sainte Rose DeLima
- Sinhgad Technical Education Society
- Indangaburezi College of Education
- Mahatma Gandhi University
- Byumba School of Nursing & Midwifery
- INLAK (Independent Institute of Lay Adventists of Kigali)
- Rwanda Tourism University College
- The Open University of Tanzania, Ngoma, Rwanda

**The responses from these Institutes and inclusion of six more HEIs, has brought changes to the data and accordingly the Ranking has changed from Pilot Study.**

### **Methodology Used:**

The methodology, variables and indicators used in the Main Study of the ranking process are described below:

#### ***Step 1: Designing of Questionnaire –***

- The datasheet /questionnaire was designed based on the information required according to the current scenario of education sector in Rwanda while maintaining the International standards for ranking.
- For designing the questionnaire- past experience, research, views of education experts from Rwanda were taken into consideration, which was further deliberated upon, discussed and finalized by a consulting group representing academicians and experts from GHRDC.

### **Step 2: Determining Parameters –**

- Based on our past experience, and following the global trend for Ranking, the following parameters were proposed for ranking exercise of HEIs :-
  1. Infrastructure (Both physical & academic infrastructure and teaching aids).
  2. Faculty Research, Consultancy, Publications, Management/Executive Development Programmes.
  3. Admission, Curriculum & Delivery System.
  4. Placement, Industry Interface, USP (*unique selling points of the institutes*), Collaboration with National & Foreign Universities etc.
- Each of these parameters was further divided into a number of sub parameters for a more rigorous quantitative & qualitative analysis. (*A detail list of sub parameters under each of the above mentioned parameter is given below*).

### **Step 3: Sending Datasheet/Questionnaire to Institutes –**

- Questionnaires were sent to HEIs with a covering letter requesting them to submit the filled in datasheet within a stipulated time period.

### **Step 4: Data Collection –**

- Data was collected by the expert academic team in Rwanda.

### **Step 5: Verification of Data & Follow up actions –**

- During this process, each questionnaire was assessed in detail and checked for missing information, if any.
- Those institutes which did not provide complete data /information were sent emails requesting them to submit correct data/information.

### **Step 6: Designing Formula –**

- A trend analysis on Rwandan Higher Education scenario was derived based on the data submitted by the HEIs. Accordingly, the formula was designed and weightages were allocated considering the relevant parameters and sub parameters.

### **Step 7: Finalization of Results of the Main Study –**

- All data and points were analyzed to reach at the final results.

**A detailed list of parameters and sub parameters used in the Methodology is provided below:**

Parameters	Sub Parameters/Variables
Infrastructure (Physical)	Built-up area, number of classrooms, hostel on-campus and percentage of students provided accommodation, facilities for holding Institute wise events, overall ambience of the class rooms and the institutes in general.
Infrastructure (Academic)	Library Records, books, number of books added, national & international journals, e-journals database, etc. Use of books and journal for teaching. Overall atmosphere in the library including networking.
Infrastructure (Teaching Aids)	Learning aids, computing facilities in classrooms, internet accessibility, Student and faculty computer ratio, facility to submit students work online, Availability of ERP system and other equipments etc.
Faculty, Research, Consultancy, MDP/EDP& other programs etc.	Full-time teaching faculty, percentage of Ph.D., industry experience, ratio of students & faculty, Availability of International faculty, Availability of Ph.D./Fellow programs in the Institute & number of Ph.D. produced in that particular year, research & consultancy conducted by teaching faculties of the Institute, Management/Executive Development Programs conducted by teaching faculties of the Institute & Income generated from these programmes, Amount spent on salary & Faculty Development Programs for the teaching faculties of the Institute, number of publications / research papers, books, working papers written i.e. total research output by the teaching faculties, both national and international level conferences / seminars organized by the Institute, competency building & soft skills provided to the students, availability of courses/programmes in the Institute other than flagship programs, pedagogy used by the teaching faculties, research projects undertaken and patents (applied or received) as a part of research work undertaken by the Institute, publication of in house journal by the Institute etc.
Admission, Curriculum, Delivery Process	Availability of entrance test used by Institutes for admitting students (to check the quality of admitting students), percentage of International students admitted, percentage of curriculum devoted to core / elective / project work, course designed and offered, frequency of curriculum redesigning, fees structure etc.
Placement, Industry Interface, Unique Selling Points, & Networking	Percentage of students finally placed or employed in organizations (employment in both Domestic & International organizations are considered), average salary for domestic & international placements/employments, percentage of students opted for entrepreneurship, cost of education and return against investment (i.e. ratio of remuneration from employment to cost of education), Unique selling points of the HEIs, events organized in the Institute, Guest lecturer visiting HEIs, networking & industry interface, alumni meet, , National & International Accreditation, network or collaboration with both national and international Institutes/universities , etc.

## Distribution of Points for Ranking the HEIs

A total of 1000 points were considered to rank the Institutes. These 1000 points were distributed amongst the 4 parameters the following way. Though, during our pilot study we had changed the percentage of weightages from globally accepted practices to suit the Rwandan Education Sector, but after our team's presentation before HEC, it was suggested that we keep the percentage of weightages same as globally accepted practices. So the percentage of weightages we are following now is as follows:

Sl. No.	Parameters	Percentage of Weightage used for the Survey
1	Infrastructure (Physical & Academic)	23%
2	Faculty, Publications, Research, Consultancy, MDP & Other programmes	35%
3	Admission, Curriculum & Delivery System	15%
4	Placement , USP, Networking & Industry Interface	27%
	<b>Total</b>	<b>100%</b>

### Notes on the Parameters and Sub-Parameters:

#### Infrastructure (Both Physical & Academic):

For an Institute, physical infrastructure needs to be appropriately matching with the mandatory requirements or even more, matching with the numbers of the students/faculties and other users to make the whole environment education friendly. Also an Institute should provide all teaching aids and technical support to students to impart higher quality education to its students. Another key factor which differentiates one institute from another is 100% on campus hostel facility which provides opportunity for students to learn and grow with the access to teaching faculty, library and other resources throughout 24 hours in a day. The Institute should also have adequate facilities like auditorium, hall, open air theatre to hold events.

Availability of number of books in a library, number of books added in a year to the library, number of national/international journals etc. is some of the indicators of presence of well equipped academic infrastructure in an Institute. Besides the numbers, the quality of books/journals available in the library and usage of books/journals by both students and teaching faculties are also important. Availability of computer, internet facility, teaching aids, ability to access classroom work and assignments online etc add to the quality of infrastructure facilities of an Institute.

#### Faculty, Publications, Research, Consultancy, MDP & Other programmes:

In any education field, the teaching faculty plays a crucial role. The quality of education imparted by an Institution does depend on the quality of it's teaching faculty and ultimately it is reflected on the quality of the professionals the students are trained to become.

One of the biggest challenges being faced an Institute is to attract and retain well qualified faculty. In today's time besides teaching, the endeavor of the teaching faculties is also to get involved with research and interaction with industry or corporate sector so as provide wholesome quality education to the students.

Faculty qualification, experience, percentage of faculty having Ph. D, their input through writing books and papers, research carried out, patents applied, getting involved in publishing in-house journal etc – all these factors indicate the quality of teaching faculty an institute is having. These act as critical differentiating factors which influence the ranking of top institutes from the rest.

**MDP: Management Development Programmes** - these are programmes conducted by the teaching faculties of the Institute for corporate organizations to train the employees of that organization for developing their skills. By conducting such programmes Institutes can improve their relationship with the industry and corporate world which may help in providing placements or employments of it's students in these corporate sectors in future.

When we look at the holistic performance of an institute, Management Development Programmes (MDP) and consultancy are considered to be important components. MDP and consultancy are the strengths of an Institute which help it to create revenue for the Institute (from corporate) as well as maintain a strong relationship with the industry, while developing the reputation of the Institute in corporate world.

It should be noted that the teaching faculties are required to be trained periodically to keep them updated about latest developments in education and teaching techniques. So the Institutes need to invest on Faculty Development Programmes (FDP) regularly.

#### **Admission, Curriculum & Delivery System**

Admission of students in an Institute is a very critical issue as the Institute has to keep in mind the quality of the students admitted.

Students' background, profile, experience etc are some of the indicators which influence the quality of admission.

Availability of entrance tests used to admit students will help in determining the quality of students admitted.

Development and designing of curriculum is also an important process for an Institute. The institutes need to constantly evaluate the relevance of the course curriculum they are offering in the context of the present scenario of the industry and its requirements. The best way to do this is to involve industry professionals while designing the curriculum and the frequency of this change should match with the demand of the industry.

Introduction of new course curriculum, total number of programmes offered, elective subjects introduced to the curriculum, providing competency building skills to improve and develop the personality of the students, etc are some of the indicators which determine the quality of curriculum of an Institute.

#### **Placement, USP, Networking & Industry Interface:**

**Placement** - It means employment provided to the students after they complete their courses. Institutes may invite the corporate sector/industry to conduct job interviews in their campuses for the students who have completed or are going to complete their studies. This is beneficial for both the corporate sector as well as for the Institute.

**USP: Unique Selling Points** – these are the unique steps taken by the Institute to develop their brand and attract students or steps taken for the improving the quality of education for the benefits of the students.

**Networkin** - By networking we meant the collaboration with national or international institutes or universities. These collaborations may include teaching faculty exchange, students exchange, collaboration for joint research work, offering joint programmes/courses to students etc.

**Industry Interface** - It means the interaction the Institute is having with industry or corporate sector. Industry interaction is very crucial for the Institutes for providing placement or employment of the students graduated or passed from the Institutes.

Percentage of placement/employment of the students graduated or passed out, quality of the companies in which students are placed and remuneration offered by the companies are some of the most critical factors which indicate the quality of an Institute. A high remuneration offered to the students indicates that students have been trained or educated in a very efficient way by the institute and they have been groomed well to become ready for the industry. This helps in increasing the reputation of that institute in corporate world along with the quality of the students it produces. The stakeholders, too, look critically at this factor. The remuneration also determines the return against investment for the stakeholders which is the ratio of remuneration to the cost of education.

International placement is another indicator which reflects the Institute's global presence and acceptance.

It has now been globally accepted that the time has come for the Institutes to look towards grooming wealth creators rather than job seekers. To achieve this objective it is important for an Institute to establish separate academic wing for entrepreneurship and help to inculcate and encourage entrepreneurship skills in students.

It is a well known fact that education cannot be taught entirely only in a classroom. The need for strong networking with other National/International Institutes/Universities, industry, public professional bodies, etc becomes a key strength for the success of any Institute.

Accreditation of an Institute acknowledges a level of competence of an Institute besides identifying the areas of improvement. Both national and international accreditations are important for an Institute. National accreditation helps an institute to achieve the quality standards of mandatory requirements on a national basis while International accreditation helps an Institute to provide assurance of its quality on a global level. So there should be a proper national accreditation agency or organization to bring all the Institutes to a certain standard. Once this standard is achieved the Institutes should aspire to go for international accreditation.

The institutes should realize the importance of industry interface and therefore are taking several steps like inviting guest speakers from industry, paying stronger emphasis on alumni relationships, involving alumni/industry in various activities like admission, curriculum designing, placement etc. It is important for institutes to realize that there should be a strong collaboration between academics and industry and industry should be involved in education sector in a major way so that the demands and requirements of the industry are understood by the education sector and accordingly students are groomed and educated to suit those requirements.

***Mother Table of Ranking of 29 Higher Education Institutes (HEIs) in Rwanda***

<b>Rank</b>	<b>Name of the College / Institute / University</b>	<b>Infrastructure (Physical &amp; Academic) (230)</b>	<b>Faculty, Research, Consultancy, MDP/EDP &amp; Other Programmes (350)</b>	<b>Admission, Curriculum &amp; Delivery Systems (150)</b>	<b>Placement, USP, Networking &amp; Industry Interface (270)</b>	<b>Total (1000)</b>
<b>1</b>	University of Rwanda, Kigali, Rwanda	193	188.28	120.14	91	592.42
<b>2</b>	Kigali Independent University ULK, Kigali, Rwanda	183	175.91	90.3	134	583.21
<b>3</b>	Adventist University of Central Africa (AUCA), Kigali, Rwanda	154	162.57	90.5	128	535.08
<b>4</b>	INILAK (Independent Institute of Lay Adventists of Kigali, Rwanda)	160	150.99	96.88	101.38	509.24
<b>5</b>	INES - Ruhengeri, Rwanda	153	143.65	103.93	96.16	496.73
<b>6</b>	Institute of Agriculture, Technology and Education of Kibungo (INATEK), Kibungo, Rwanda	145	98.93	115	109.64	468.57
<b>7</b>	Protestant Institute of Arts and Social Sciences (PIASS), Butare, Rwanda	136	132.9	95.26	80.69	444.85
<b>8</b>	Institute of Legal Practice and Development, Nyanza, Rwanda	139	107.13	100	57	403.13
<b>9</b>	Catholic University of Rwanda, Rwanda	142	110.15	80.39	61.25	393.78
<b>10</b>	Institute Catholique de Kabgayi (Catholic Institute of Kabgayi), Southern Province, Rwanda	115	104.11	90.16	76.39	385.67
<b>11</b>	Mount Kenya University, Kigali, Rwanda	88	87.66	75	129.34	380
<b>12</b>	Kigali Institute of Management, Kigali, Rwanda	92	100.48	81.59	99.93	373.99
<b>13</b>	Rwanda Tourism University College (RTUC), Kigali, Rwanda	89	104.24	78.33	98.91	370.47
<b>14</b>	Institut Polytechnique De Byumba (IPB)	122	98.66	70.85	61.07	352.58

Rank	Name of the College / Institute / University	Infrastructure (Physical & Academic) (230)	Faculty, Research, Consultancy, MDP/EDP & Other Programmes (350)	Admission, Curriculum & Delivery Systems (150)	Placement, USP, Networking & Industry Interface (270)	Total (1000)
15	Indangaburezi College of Education (ICE), Ruhango	120	126.86	75	27.64	349.5
16	University of Kigali, Rwanda	109	120.56	61	37.01	327.57
17	Rwamagana School of Nursing and Midwifery	92	103.59	70	44.26	309.84
18	Sinhgad Technical Education Society – Rwanda (Stes - Rwanda)	85	110.63	90	21.33	306.96
19	Kabgayi School of Nursing and Midwifery, Muhanga	101	100.74	75.99	25	302.73
20	Institut Supérieur Pédagogique de GITWE, Nyanza	118	69.18	85.04	29	301.23
21	Nile Source Polytechnic of Applied Arts (NSPA), Rwanda	107	89.84	65	30.82	292.66
22	The Open University of Tanzania, Ngoma, Rwanda	101	84.91	61.69	31	278.6
23	Byumba School of Nursing & Midwifery, Byumba, Rwanda	112	90.08	65	8	275.08
24	Mahatma Gandhi University, Rwanda	96	85.23	73.13	0	254.36
25	Ruli Higher Institute of Health Sainte Rose De Lima, Kigali, Rwanda	120	68.1	65	0	253.1
26	Nyagatare School of Nursing & Midwifery, Nyagatare, Rwanda	72	71.67	95	0	238.67
27	Premier Ecde Teachers College, Kigali, Rwanda	68	80.03	63.13	25.66	236.81
28	Kibogora Polytechnic, Kibogora, Rwanda	110	71.37	51	0	232.37
29	Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kigali	88	35	5	43	171

**Rating according to Parameter 1 {Infrastructure (Physical & Academic)}**

***Subdivisions of Higher Education Institutes (HEIs) in Rwanda***

<b><i>Multiprogram Institutions Physically Present in Rwanda</i></b>		
<b>Rank</b>	<b>Name of the College / Institute / University</b>	<b>Infrastructure (Physical &amp; Academic) (230)</b>
<b>1</b>	University of Rwanda, Kigali, Rwanda	193
<b>2</b>	Kigali Independent University ULK, Kigali, Rwanda	183
<b>3</b>	INILAK (Independent Institute of Lay Adventists of Kigali, Rwanda)	160
<b>4</b>	Adventist University of Central Africa (AUCA), Kigali, Rwanda	154
<b>5</b>	INES - Ruhengeri, Rwanda	153
<b>6</b>	Institute of Agriculture, Technology and Education of Kibungo (INATEK), Kibungo, Rwanda	145
<b>7</b>	Catholic University of Rwanda, Rwanda	142
<b>8</b>	Protestant Institute of Arts and Social Sciences (PIASS), Butare, Rwanda	136
<b>9</b>	Institut Polytechnique De Byumba (IPB)	122
<b>10</b>	Institut Supérieur Pédagogique de GITWE, Nyanza	118
<b>11</b>	Institute Catholique de Kabgayi (Catholic Institute of Kabgayi), Southern Province, Rwanda	115
<b>12</b>	Kibogora Polytechnic, Kibogora, Rwanda	110
<b>13</b>	University of Kigali, Rwanda	109
<b>14</b>	Nile Source Polytechnic of Applied Arts (NSPA), Rwanda	107
<b>15</b>	Kigali Institute of Management, Kigali, Rwanda	92
<b>16</b>	Rwanda Tourism University College (RTUC), Kigali, Rwanda	89

### ***Campuses of Multiprogram Institutions Present in Rwanda***

Rank	Name of the College / Institute / University	Infrastructure (Physical & Academic) (230)
1	The Open University of Tanzania, Ngoma, Rwanda	101
2	Mahatma Gandhi University, Rwanda	96
3	Mount Kenya University, Kigali, Rwanda	88
4	Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kigali	88
5	Sinhgad Technical Education Society – Rwanda (Stes - Rwanda)	85

### ***Colleges Present in Rwanda***

Rank	Name of the College / Institute / University	Infrastructure (Physical & Academic) (230)
1	Institute of Legal Practice and Development, Nyanza, Rwanda	139
2	Indangaburezi College of Education (ICE), Ruhango	120
3	Premier Ecde Teachers College, Kigali, Rwanda	68

### ***Schools of Nursing and Midwifery Present in Rwanda***

Rank	Name of the College / Institute / University	Infrastructure (Physical & Academic) (230)
17	Ruli Higher Institute of Health Sainte Rose De Lima, Kigali, Rwanda	120
19	Byumba School of Nursing & Midwifery, Byumba, Rwanda	112
23	Kabgayi School of Nursing and Midwifery, Muhanga	101
25	Rwamagana School of Nursing and Midwifery	92
26	Nyagatare School of Nursing & Midwifery, Nyagatare, Rwanda	72

**Rating according to Parameter 2 {Faculty, Research, Consultancy, MDP/EDP & Other Programmes}**

***Subdivisions of Higher Education Institutes (HEIs) in Rwanda***

<b>Multiprogram Institutions Physically Present in Rwanda</b>		
<b>Rank</b>	<b>Name of the College / Institute / University</b>	<b>Faculty, Research, Consultancy, MDP/EDP &amp; Other Programmes (350)</b>
1	University of Rwanda, Kigali, Rwanda	188.28
2	Kigali Independent University ULK, Kigali, Rwanda	175.91
3	Adventist University of Central Africa (AUCA), Kigali, Rwanda	162.57
4	INILAK (Independent Institute of Lay Adventists of Kigali, Rwanda	150.99
5	INES - Ruhengeri, Rwanda	143.65
6	Protestant Institute of Arts and Social Sciences (PIASS), Butare, Rwanda	132.9
7	University of Kigali, Rwanda	120.56
8	Catholic University of Rwanda, Rwanda	110.15
9	Rwanda Tourism University College (RTUC), Kigali, Rwanda	104.24
10	Institute Catholique de Kabgayi (Catholic Institute of Kabgayi), Southern Province, Rwanda	104.11
11	Kigali Institute of Management, Kigali, Rwanda	100.48
12	Institute of Agriculture, Technology and Education of Kibungo (INATEK), Kibungo, Rwanda	98.93
13	Institut Polytechnique De Byumba (IPB)	98.66
14	Nile Source Polytechnic of Applied Arts (NSPA), Rwanda	89.84
15	Kibogora Polytechnic, Kibogora, Rwanda	71.37
16	Institut Supérieur Pédagogique de GITWE, Nyanza	69.18

### ***Campuses of Multiprogram Institutions Present in Rwanda***

Rank	Name of the College / Institute / University	Faculty, Research, Consultancy, MDP/EDP & Other Programmes (350)
1	Sinhgad Technical Education Society – Rwanda (Stes - Rwanda)	110.63
2	Mount Kenya University, Kigali, Rwanda	87.66
3	Mahatma Gandhi University, Rwanda	85.23
4	The Open University of Tanzania, Ngoma, Rwanda	84.91
5	Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kigali	35

### ***Colleges Present in Rwanda***

Rank	Name of the College / Institute / University	Faculty, Research, Consultancy, MDP/EDP & Other Programmes (350)
8	Indangaburezi College of Education (ICE), Ruhango	126.86
15	Institute of Legal Practice and Development, Nyanza, Rwanda	107.13
27	Premier Ecde Teachers College, Kigali, Rwanda	80.03

### ***Schools of Nursing and Midwifery Present in Rwanda***

Rank	Name of the College / Institute / University	Faculty, Research, Consultancy, MDP/EDP & Other Programmes (350)
17	Rwamagana School of Nursing and Midwifery	103.59
19	Kabgayi School of Nursing and Midwifery, Muhanga	100.74
23	Byumba School of Nursing & Midwifery, Byumba, Rwanda	90.08
25	Nyagatare School of Nursing & Midwifery, Nyagatare, Rwanda	71.67
26	Ruli Higher Institute of Health Sainte Rose De Lima, Kigali, Rwanda	68.1

**Rating according to Parameter 3{Admission, Curriculum & Delivery Systems}**

**Subdivisions of Higher Education Institutes (HEIs) in Rwanda**

<b>Multiprogram Institutions Physically Present in Rwanda</b>		
<b>Rank</b>	<b>Name of the College / Institute / University</b>	<b>Admission, Curriculum &amp; Delivery Systems (150)</b>
1	University of Rwanda, Kigali, Rwanda	120.14
2	Institute of Agriculture, Technology and Education of Kibungo (INATEK), Kibungo, Rwanda	115
3	INES - Ruhengeri, Rwanda	103.93
4	INILAK (Independent Institute of Lay Adventists of Kigali, Rwanda)	96.88
5	Protestant Institute of Arts and Social Sciences (PIASS), Butare, Rwanda	95.26
6	Adventist University of Central Africa (AUCA), Kigali, Rwanda	90.5
7	Kigali Independent University ULK, Kigali, Rwanda	90.3
8	Institute Catholique de Kabgayi (Catholic Institute of Kabgayi), Southern Province, Rwanda	90.16
9	Institut Supérieur Pédagogique de GITWE, Nyanza	85.04
10	Kigali Institute of Management, Kigali, Rwanda	81.59
11	Catholic University of Rwanda, Rwanda	80.39
12	Rwanda Tourism University College (RTUC), Kigali, Rwanda	78.33
13	Institut Polytechnique De Byumba (IPB)	70.85
14	Nile Source Polytechnic of Applied Arts (NSPA), Rwanda	65
15	University of Kigali, Rwanda	61
16	Kibogora Polytechnic, Kibogora, Rwanda	51

### ***Campuses of Multiprogram Institutions Present in Rwanda***

Rank	Name of the College / Institute / University	Admission, Curriculum & Delivery Systems (150)
1	Sinhgad Technical Education Society – Rwanda (Stes - Rwanda)	90
2	Mount Kenya University, Kigali, Rwanda	75
3	Mahatma Gandhi University, Rwanda	73.13
4	The Open University of Tanzania, Ngoma, Rwanda	61.69
5	Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kigali	5

### ***Colleges Present in Rwanda***

Rank	Name of the College / Institute / University	Admission, Curriculum & Delivery Systems (150)
1	Institute of Legal Practice and Development, Nyanza, Rwanda	100
2	Indangaburezi College of Education (ICE), Ruhango	75
3	Premier Ecde Teachers College, Kigali, Rwanda	63.13

### ***Schools of Nursing and Midwifery Present in Rwanda***

Rank	Name of the College / Institute / University	Admission, Curriculum & Delivery Systems (150)
1	Nyagatare School of Nursing & Midwifery, Nyagatare, Rwanda	95
2	Kabgayi School of Nursing and Midwifery, Muhanga	75.99
3	Rwamagana School of Nursing and Midwifery	70
4	Byumba School of Nursing & Midwifery, Byumba, Rwanda	65
5	Ruli Higher Institute of Health Sainte Rose De Lima, Kigali, Rwanda	65

**Rating according to Parameter 4 {Placement, USP, Networking & Industry Interface}**

**Subdivisions of Higher Education Institutes (HEIs) in Rwanda**

<b>Multiprogram Institutions Physically Present in Rwanda</b>		
<b>Rank</b>	<b>Name of the College / Institute / University</b>	<b>Placement, USP, Networking &amp; Industry Interface (270)</b>
1	Kigali Independent University ULK, Kigali, Rwanda	134
2	Adventist University of Central Africa (AUCA), Kigali, Rwanda	128
3	Institute of Agriculture, Technology and Education of Kibungo (INATEK), Kibungo, Rwanda	109.64
4	INILAK (Independent Institute of Lay Adventists of Kigali, Rwanda	101.38
5	Kigali Institute of Management, Kigali, Rwanda	99.93
6	Rwanda Tourism University College (RTUC), Kigali, Rwanda	98.91
7	INES - Ruhengeri, Rwanda	96.16
8	University of Rwanda, Kigali, Rwanda	91
9	Protestant Institute of Arts and Social Sciences (PIASS), Butare, Rwanda	80.69
10	Institute Catholique de Kabgayi (Catholic Institute of Kabgayi), Southern Province, Rwanda	76.39
11	Catholic University of Rwanda, Rwanda	61.25
12	Institut Polytechnique De Byumba (IPB)	61.07
13	University of Kigali, Rwanda	37.01
14	Nile Source Polytechnic of Applied Arts (NSPA), Rwanda	30.82
15	Institut Supérieur Pédagogique de GITWE, Nyanza	29
<b>Data not Provided</b>		
16	Kibogora Polytechnic, Kibogora, Rwanda	0

### ***Campuses of Multiprogram Institutions Present in Rwanda***

Rank	Name of the College / Institute / University	Placement, USP, Networking & Industry Interface (270)
1	Mount Kenya University, Kigali, Rwanda	129.34
2	Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kigali	43
3	The Open University of Tanzania, Ngoma, Rwanda	31
4	Sinhgad Technical Education Society – Rwanda (Stes - Rwanda)	21.33
<b>Data not Provided</b>		
5	Mahatma Gandhi University, Rwanda	0

### ***Colleges Present in Rwanda***

Rank	Name of the College / Institute / University	Placement, USP, Networking & Industry Interface (270)
1	Institute of Legal Practice and Development, Nyanza, Rwanda	57
2	Indangaburezi College of Education (ICE), Ruhango	27.64
3	Premier Ecde Teachers College, Kigali, Rwanda	25.66

### ***Schools of Nursing and Midwifery Present in Rwanda***

Rank	Name of the College / Institute / University	Placement, USP, Networking & Industry Interface (270)
1	Rwamagana School of Nursing and Midwifery	44.26
2	Kabgayi School of Nursing and Midwifery, Muhanga	25
3	Byumba School of Nursing & Midwifery, Byumba, Rwanda	8
<b>Data not Provided</b>		
4	Ruli Higher Institute of Health Sainte Rose De Lima, Kigali, Rwanda	0
5	Nyagatare School of Nursing & Midwifery, Nyagatare, Rwanda	0

**Overall Rating (All Parameters)**

**Subdivisions of Higher Education Institutes (HEIs) in Rwanda**

<b>Multiprogram Institutions Physically Present in Rwanda</b>						
<b>Rank</b>	<b>Name of the College / Institute / University</b>	<b>Infrastructure (Physical &amp; Academic) (230)</b>	<b>Faculty, Research, Consultancy, MDP/EDP &amp; Other Programmes (350)</b>	<b>Admission, Curriculum &amp; Delivery Systems (150)</b>	<b>Placement, USP, Networking &amp; Industry Interface (270)</b>	<b>Total (1000)</b>
1	University of Rwanda, Kigali, Rwanda	193	188.28	120.14	91	592.42
2	Kigali Independent University ULK, Kigali, Rwanda	183	175.91	90.3	134	583.21
3	Adventist University of Central Africa (AUCA), Kigali, Rwanda	154	162.57	90.5	128	535.08
4	INILAK (Independent Institute of Lay Adventists of Kigali, Rwanda)	160	150.99	96.88	101.38	509.24
5	INES - Ruhengeri, Rwanda	153	143.65	103.93	96.16	496.73
6	Institute of Agriculture, Technology and Education of Kibungo (INATEK), Kibungo, Rwanda	145	98.93	115	109.64	468.57
7	Protestant Institute of Arts and Social Sciences (PIASS), Butare, Rwanda	136	132.9	95.26	80.69	444.85
8	Catholic University of Rwanda, Rwanda	142	110.15	80.39	61.25	393.78
9	Institute Catholique de Kabgayi (Catholic Institute of Kabgayi), Southern Province, Rwanda	115	104.11	90.16	76.39	385.67
10	Kigali Institute of Management, Kigali, Rwanda	92	100.48	81.59	99.93	373.99
11	Rwanda Tourism University College (RTUC), Kigali, Rwanda	89	104.24	78.33	98.91	370.47
12	Institut Polytechnique De Byumba (IPB)	122	98.66	70.85	61.07	352.58
13	University of Kigali, Rwanda	109	120.56	61	37.01	327.57
14	Institut Supérieur Pédagogique de GITWE, Nyanza	118	69.18	85.04	29	301.23
15	Nile Source Polytechnic of Applied Arts (NSPA), Rwanda	107	89.84	65	30.82	292.66

Data not Provided						
16	Kibogora Polytechnic, Kibogora, Rwanda	110	71.37	51	0	232.37
<i>Campuses of Multiprogram Institutions Present in Rwanda</i>						
Rank	Name of the College / Institute / University	Infrastructure (Physical & Academic) (230)	Faculty, Research, Consultancy, MDP/EDP & Other Programmes (350)	Admission, Curriculum & Delivery Systems (150)	Placement, USP, Networking & Industry Interface (270)	Total (1000)
1	Mount Kenya University, Kigali, Rwanda	88	87.66	75	129.34	380
2	Sinhgad Technical Education Society – Rwanda (Stes - Rwanda)	85	110.63	90	21.33	306.96
3	The Open University of Tanzania, Ngoma, Rwanda	101	84.91	61.69	31	278.6
5	Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kigali	88	35	5	43	171
Data not Provided						
4	Mahatma Gandhi University, Rwanda	96	85.23	73.13	0	254.36
<i>Colleges Present in Rwanda</i>						
Rank	Name of the College / Institute / University	Infrastructure (Physical & Academic) (230)	Faculty, Research, Consultancy, MDP/EDP & Other Programmes (350)	Admission, Curriculum & Delivery Systems (150)	Placement, USP, Networking & Industry Interface (270)	Total (1000)
1	Institute of Legal Practice and Development, Nyanza, Rwanda	139	107.13	100	57	403.13
2	Indangaburezi College of Education (ICE), Ruhango	120	126.86	75	27.64	349.5
3	Premier Ecde Teachers College, Kigali, Rwanda	68	80.03	63.13	25.66	236.81

**Schools of Nursing and Midwifery Present in Rwanda**

Rank	Name of the College / Institute / University	Infrastructure (Physical & Academic) (230)	Faculty, Research, Consultancy, MDP/EDP & Other Programmes (350)	Admission, Curriculum & Delivery Systems (150)	Placement, USP, Networking & Industry Interface (270)	Total (1000)
1	Rwamagana School of Nursing and Midwifery	92	103.59	70	44.26	309.84
2	Kabgayi School of Nursing and Midwifery, Muhanga	101	100.74	75.99	25	302.73
3	Byumba School of Nursing & Midwifery, Byumba, Rwanda	112	90.08	65	8	275.08
<b>Data not Provided</b>						
4	Ruli Higher Institute of Health Sainte Rose De Lima, Kigali, Rwanda	120	68.1	65	0	253.1
5	Nyagatare School of Nursing & Midwifery, Nyagatare, Rwanda	72	71.67	95	0	238.67

**Overall Ranking**

**Overall Ranking of 29 Higher Education Institutes (HEIs) in Rwanda**

Rank	Name of the College / Institute / University	Infrastructure (Physical & Academic) (230)	Faculty, Research, Consultancy, MDP/EDP & Other Programmes (350)	Admission, Curriculum & Delivery Systems (150)	Placement, USP, Networking & Industry Interface (270)	Total (1000)
1	University of Rwanda, Kigali, Rwanda	193	188.28	120.14	91	<b>592.42</b>
2	Kigali Independent University ULK, Kigali, Rwanda	183	175.91	90.3	134	<b>583.21</b>
3	Adventist University of Central Africa (AUCA), Kigali, Rwanda	154	162.57	90.5	128	<b>535.08</b>
4	INILAK (Independent Institute of Lay Adventists of Kigali, Rwanda	160	150.99	96.88	101.38	<b>509.24</b>
5	INES - Ruhengeri, Rwanda	153	143.65	103.93	96.16	<b>496.73</b>
6	Institute of Agriculture, Technology and Education of Kibungo (INATEK), Kibungo, Rwanda	145	98.93	115	109.64	<b>468.57</b>
7	Protestant Institute of Arts and Social Sciences (PIASS), Butare, Rwanda	136	132.9	95.26	80.69	<b>444.85</b>
8	Institute of Legal Practice and Development, Nyanza, Rwanda	139	107.13	100	57	<b>403.13</b>
9	Catholic University of Rwanda, Rwanda	142	110.15	80.39	61.25	<b>393.78</b>
10	Institute Catholique de Kabgayi (Catholic Institute of Kabgayi), Southern Province, Rwanda	115	104.11	90.16	76.39	<b>385.67</b>
11	Mount Kenya University, Kigali, Rwanda	88	87.66	75	129.34	<b>380</b>
12	Kigali Institute of Management, Kigali, Rwanda	92	100.48	81.59	99.93	<b>373.99</b>
13	Rwanda Tourism University College (RTUC), Kigali, Rwanda	89	104.24	78.33	98.91	<b>370.47</b>
14	Institut Polytechnique De Byumba (IPB)	122	98.66	70.85	61.07	<b>352.58</b>
15	Indangaburezi College of Education (ICE), Ruhango	120	126.86	75	27.64	<b>349.5</b>
16	University of Kigali, Rwanda	109	120.56	61	37.01	<b>327.57</b>

Rank	Name of the College / Institute / University	Infrastructure (Physical & Academic) (230)	Faculty, Research, Consultancy, MDP/EDP & Other Programmes (350)	Admission, Curriculum & Delivery Systems (150)	Placement, USP, Networking & Industry Interface (270)	Total (1000)
17	Rwamagana School of Nursing and Midwifery	92	103.59	70	44.26	<b>309.84</b>
18	Sinhgad Technical Education Society – Rwanda (Stes - Rwanda)	85	110.63	90	21.33	<b>306.96</b>
19	Kabgayi School of Nursing and Midwifery, Muhanga	101	100.74	75.99	25	<b>302.73</b>
20	Institut Supérieur Pédagogique de GITWE, Nyanza	118	69.18	85.04	29	<b>301.23</b>
21	Nile Source Polytechnic of Applied Arts (NSPA), Rwanda	107	89.84	65	30.82	<b>292.66</b>
22	The Open University of Tanzania, Ngoma, Rwanda	101	84.91	61.69	31	<b>278.6</b>
23	Byumba School of Nursing & Midwifery, Byumba, Rwanda	112	90.08	65	8	<b>275.08</b>
27	Premier Ecde Teachers College, Kigali, Rwanda	68	80.03	63.13	25.66	<b>236.81</b>
29	Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kigali	88	35	5	43	<b>171</b>
<b>Data not Provided</b>						
24	Mahatma Gandhi University, Rwanda	96	85.23	73.13	0	<b>254.36</b>
25	Ruli Higher Institute of Health Sainte Rose De Lima, Kigali, Rwanda	120	68.1	65	0	<b>253.1</b>
26	Nyagatare School of Nursing & Midwifery, Nyagatare, Rwanda	72	71.67	95	0	<b>238.67</b>
28	Kibogora Polytechnic, Kibogora, Rwanda	110	71.37	51	0	<b>232.37</b>

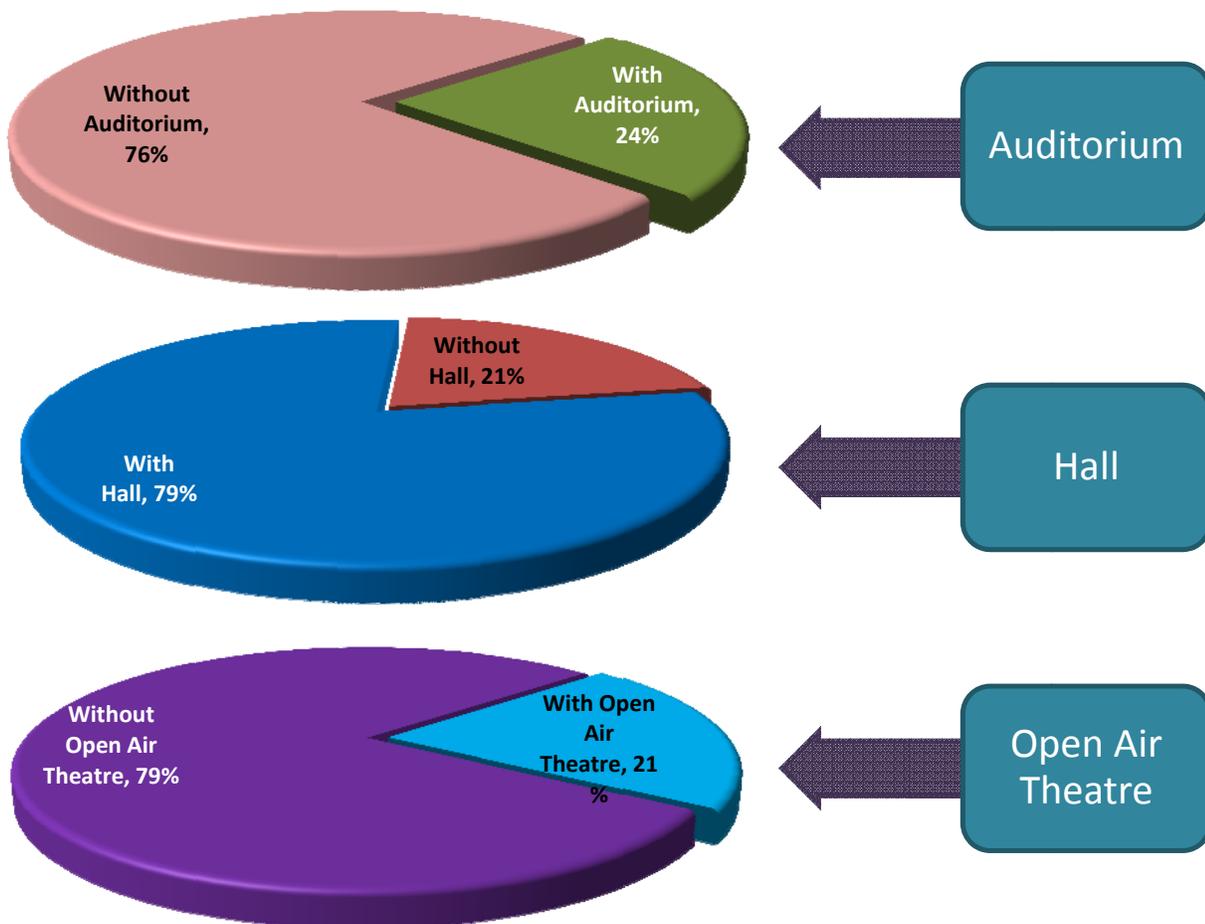
# Insights from Ranking Process

## 1. Infrastructure (Physical & Academic)

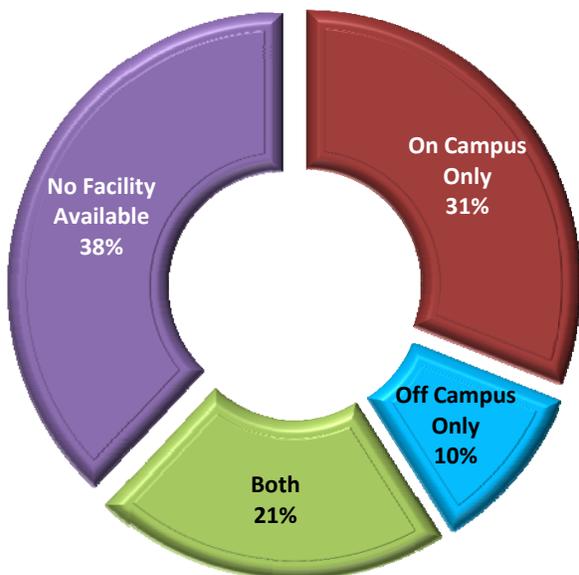
Following are some of the findings of the Ranking process in the area of Infrastructure (Physical/Academic):

- Only 38% HEIs have Built-up area of 10000 square meters or more.
- Only 24% HEIs have an auditorium.
- 79% HEIs have hall.
- 21% institutes have open air theatre.
- 52% HEIs have hostel on campus.
- 34% HEIs have more than 10000 books in their library.
- 38% HEIs have added more than 1000 books in the library during the year 2014.
- 76% HEIs have national journals and international journals in their library. 59% Institutions have E-journals.
- 86% institutions have internet facility in their campus.
- 24% institutes have Laboratory inside the campus, sponsored by industry.
- Institutes average student –computer ratio is quite less i.e. 1:0.15
- Faculty computer ratio is 1:0.71
- 66% Institutes have facilities where students can submit their work with the help of Technology i.e. through emails or online.
- 38% HEIs have implemented ERP.

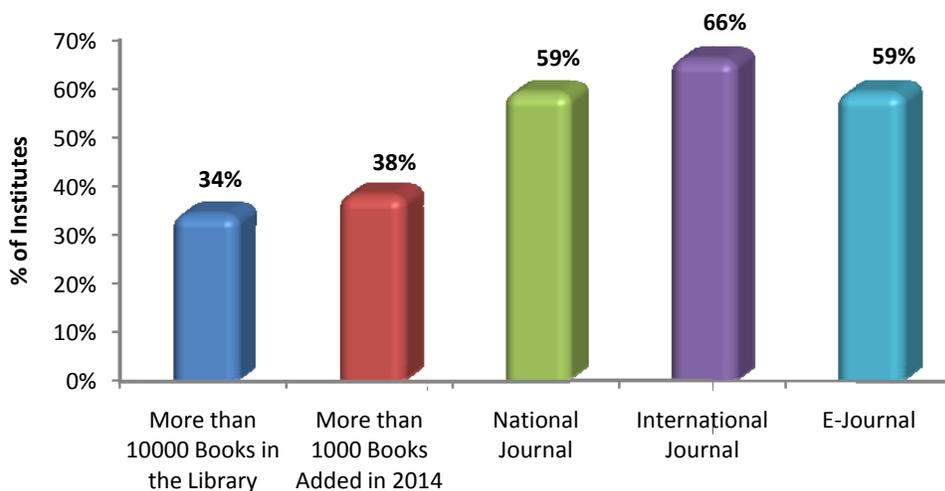
### Basic Infrastructural Facility:



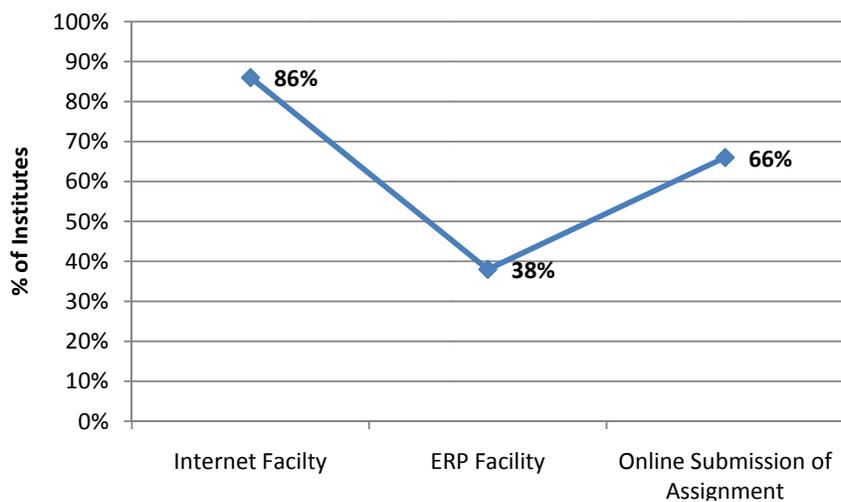
### Hostel Facility:



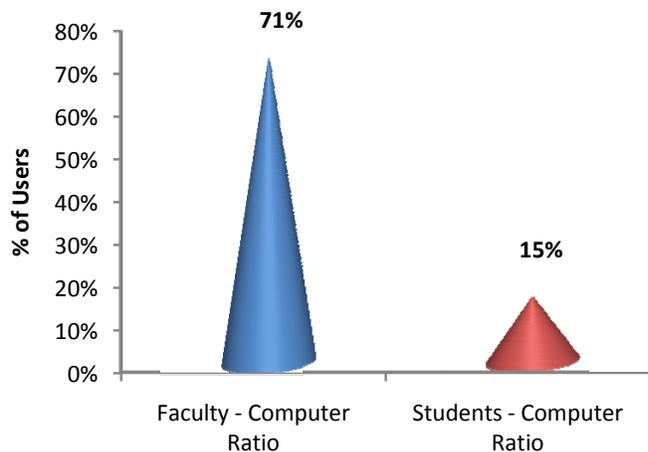
### Library Details:



### Online Operation and Supported Platform:



## Computer Facility to the Users:

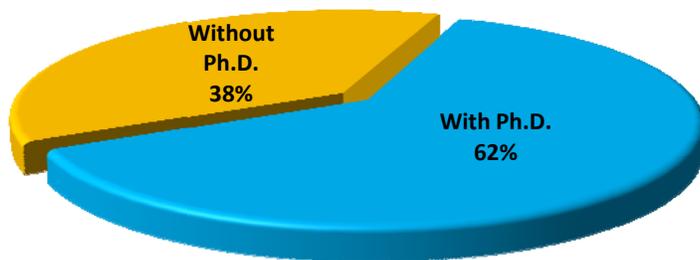
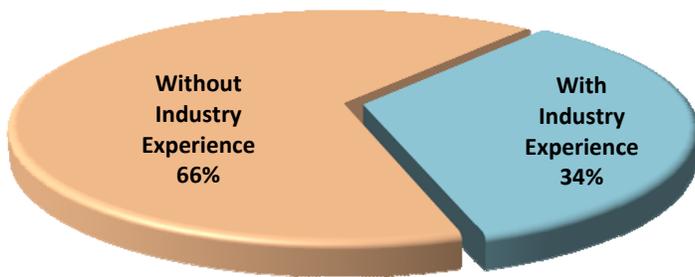


## 2. Faculty Research, Consultancy, Management/Executive Development Programmes & Other Programmes

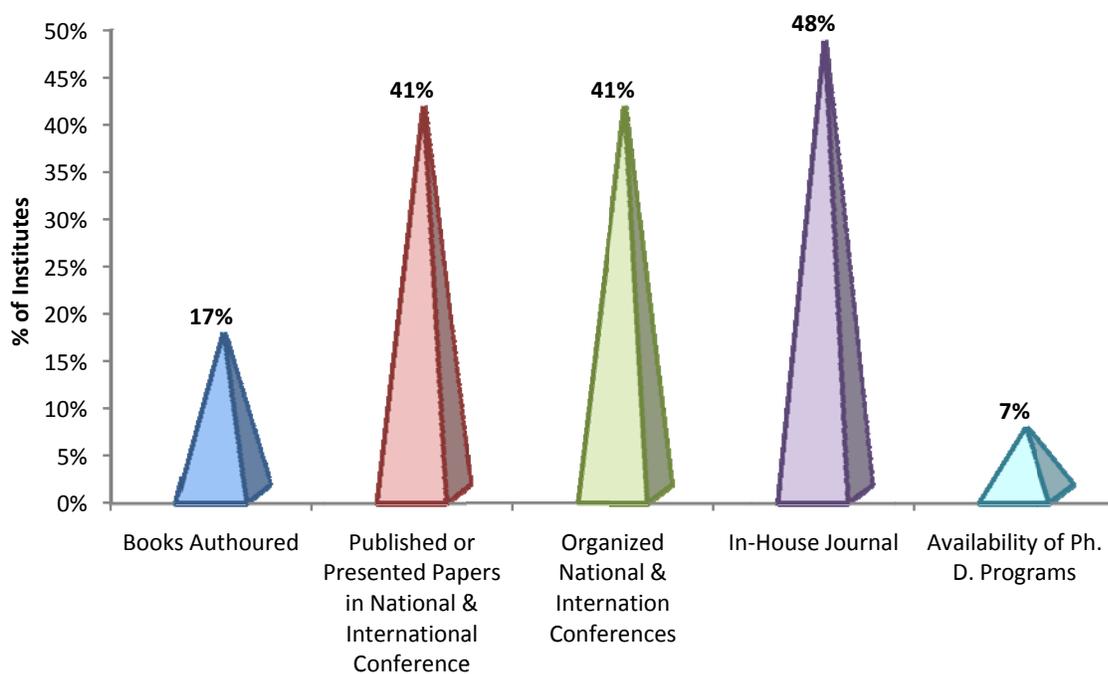
**Following are some of the findings of the Main Study in the area of Faculty Research, Consultancy, Publications, Management/Executive Development Programmes:**

- Only 62% of the HEIs have any faculty with Ph. D.
- Only 7% HEIs offer Ph.D. programs but No HEI has been able to produce any Ph.D. till now.
- 34% Institutes have employed faculty with industry experience
- In 17% HEIs, teaching faculty has authored books during 2014.
- In 41% HEIs, faculties have published or presented papers in national or international journal.
- 41% institutes have organized national or international conferences.
- 48% HEIs publish their own in-house journals
- Only 3% HEI has patent
- No HEI has applied for any patent during 2014
- 48% HEIs have Research Cells in their Institutes
- Only in 10% HEIs students are encouraged to engaged in research work by publishing papers in conferences /seminars
- 52% HEIs invest in faculty development programs
- 21% HEIs are involved in conducting Management or Executive Development programs
- 28% of the HEIs are providing consultancy work to industry
- 34% HEIs provide competency building activities to students.

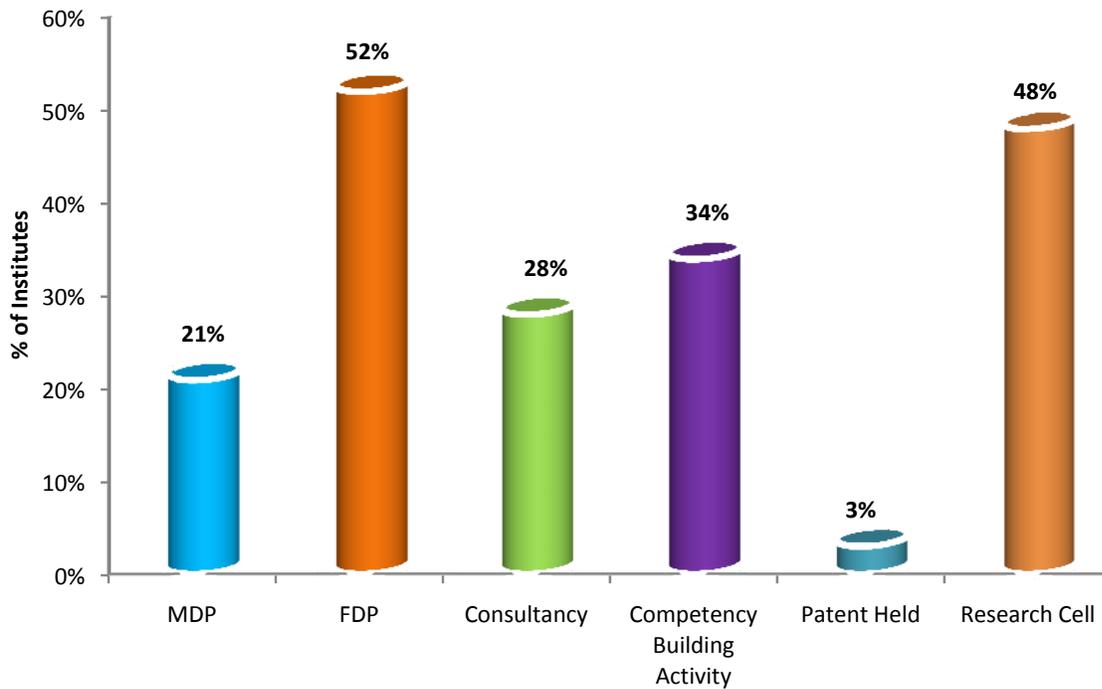
## Percentage of HEIs with Industry Experienced- Faculty & Ph.D. Faculty



## Research & Publication:



### MDP, FDP, Consultancy & Competency Building Programs:

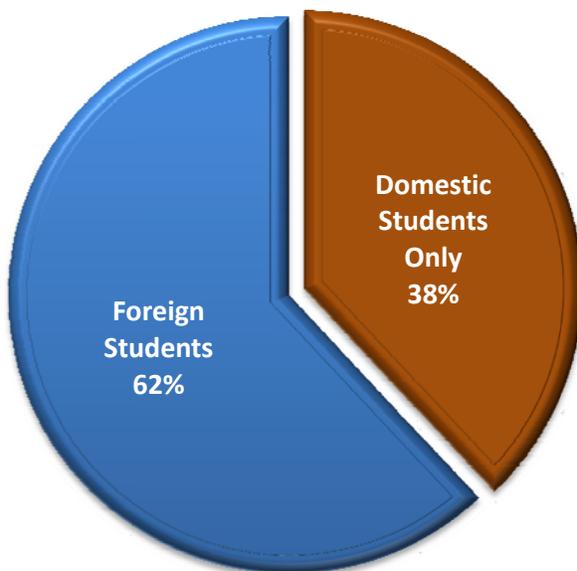


### 3. Admission, Curriculum & Delivery System

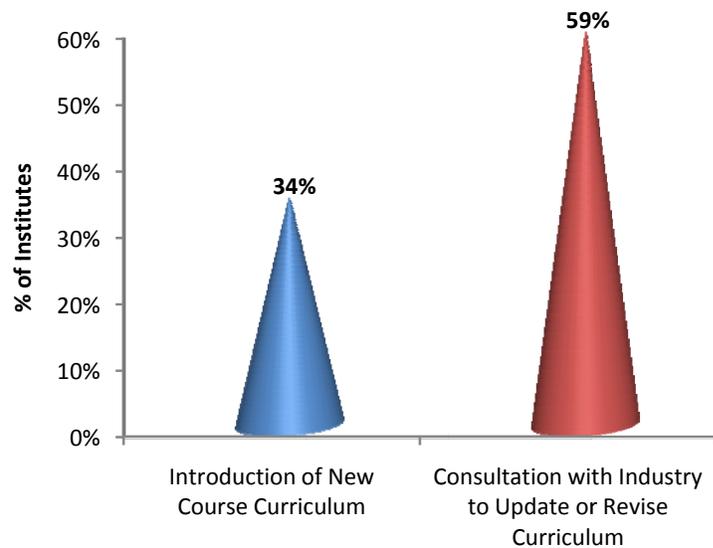
Following are some of the findings of the Ranking exercise in the area of Admission, Curriculum & Delivery System:

- 62% institutes had foreign nationals as their students.
- 34% institutes introduced some new course curriculum during 2014
- 59% HEIs consult industry to update or revise their course curriculum

### National & International Students Ratio:



## New Course Curriculum & consultation with industry to update or revise curriculum:

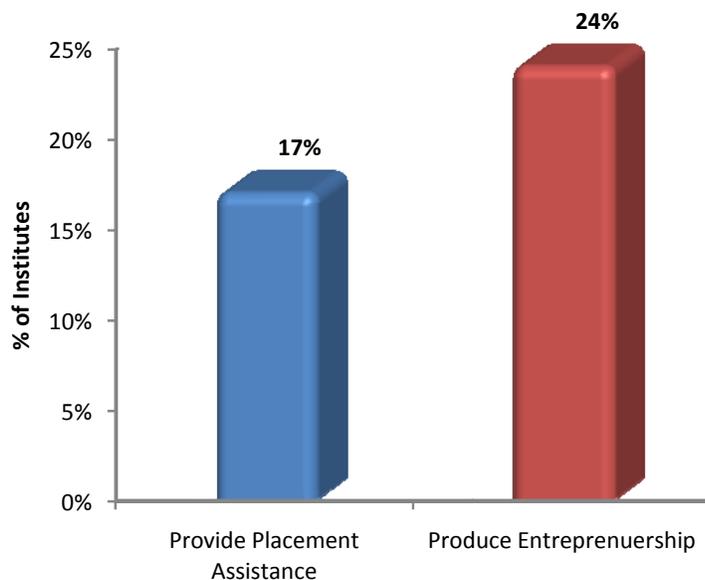


## 4. Placement, Industry Interface, Unique Selling Point, Collaboration with National & Foreign Universities etc.

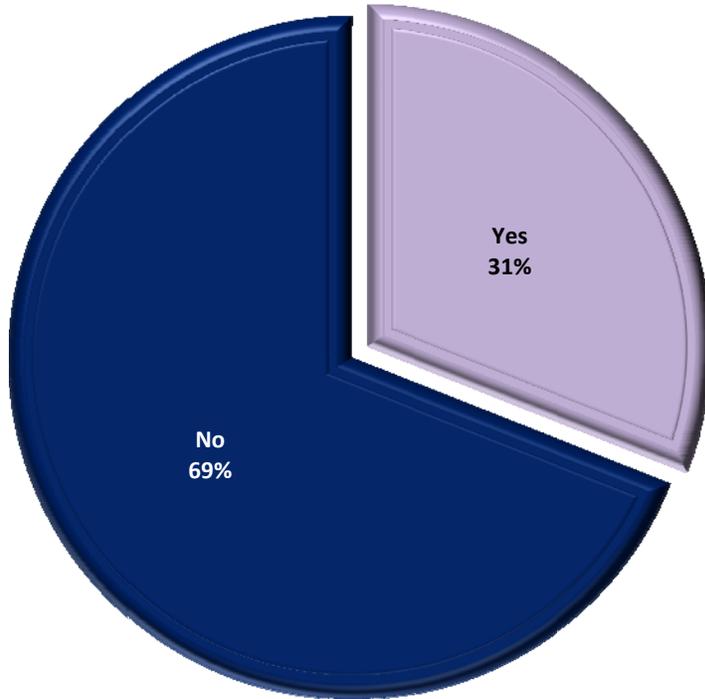
### Following are some of the findings of the Ranking exercise in this area:

- Only 17% HEIs provide placement assistance to students and only 14% HEIs have mentioned the salary offered to the students.
- 24% Institutes produce entrepreneurs
- 31% Institutes have Incubation centre
- 38% Institutes organize students related events
- 48% HEIs invite industry personnel to interact with their students
- 38% HEIs keep in touch with alumni and organize alumni meets
- 69% HEIs have networking with international universities/Institutes

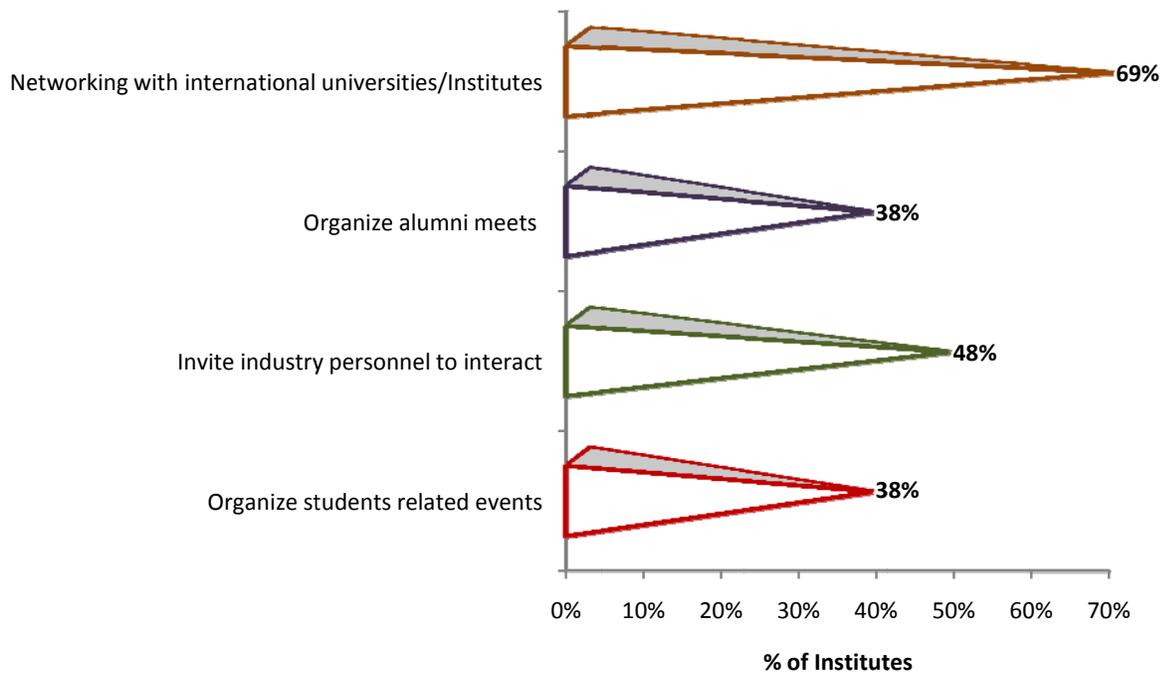
### Placement & Entrepreneurship details:



### Incubation Centre:



### Networking & Industry Interface:



## Challenges Faced During Ranking Process

- Data was incomplete in around 85-90% of the HEIs out of the datasheets received from 30 HEIs. We had sent emails requesting them to submit the missing information and got reply from 9 HEIs. Due to the absence of data, it was very difficult for us to assign weightages on those missing points and as a result, these Institutes missed out on certain scores. For example:
  - ❖ *14% of the HEIs did not provide any data on Built Up area of the institutes.*
  - ❖ *48% Institutes did not provide data for faculty-computer ratio and 28% did not provide data for student – computer ratio*
  - ❖ *66% Institutes did not provide any data on competency building activities*
  - ❖ *48% Institutes did not provide data about amount invested on Faculty Development program by the HEIs.*
  - ❖ *28% Institutes did not provide data on amount spent by HEIs on Faculty salary.*
  - ❖ *83% Institutes did not provide any placement data*
  - ❖ *97% Institutes did not provide any data on International placement*
- 29 Higher Education Institutions provided a mix of programs i.e. Diploma (3 years) programs, Undergraduate programs (4 years) and Post Graduate programs (2 years). It is challenging to rank different type of programs with different durations together under one category as need of infrastructural facilities, faculty qualification, student's education background profile etc are quite different from one category of program to another category.
- The institutes also provide a variety of subjects like Nursing & midwifery, engineering, Education, Tourism, Law etc. Each of these course subjects has different infrastructural, pedagogical, research or teaching faculty, placement or admission needs from one another. So weightages in the parameters should accordingly differ which was not possible to do as we were required to rank all the HEIs together.
- One University i.e. The University of Tanzania provides only open or distant learning courses which cannot be considered as regular course and it was challenging as well as not justifiable to a certain extent to rank this HEI along with other HEIs which provided regular classroom courses.
- Also there were 9 newly established HEIs -6 of which were established in 2013 and 3 Institutes were established in 2014. These HEIs are quite new and do not have any batch passing out yet and also will not have certain data like data regarding placement and average salary offered to students. So ranking them along with already established old institutes did not justify the full potential of these 9 newly established HEIs.
- 4 HEIs have scored 0 under the parameter: Placement, Industry Interface, USP & Networking as they did not provide any data for this parameter. The HEIs are:
  - Mahatma Gandhi University
  - Nyagatare School of Nursing & Midwifery
  - Ruli Higher Institute of Health Sainte Rose De Lima
  - Kibogora Polytechnic

# Unique and Innovative Practices Followed Globally in Various Areas/Fields:

## RESEARCH

A robust research system is essential to keep academics abreast with practice and bring relevance of the new knowledge for professional practice. Hence the quality of research work has a direct impact on the educational content of educational institutions throughout the world. Some of the unique practices being carried out in this area are as follows:

### FACULTY RESEARCH

- Globally, it is seen that institutes have 100% of the teaching faculty as Ph.D. holders. Institute may encourage the faculty who are not Ph.D. holder to enroll and pursue Ph.D. and are offered full support, by the institutes.
- Financial support may be offered by the institute to the faculty members to carry out research work.
- Workshops on instilling research minded approach may become a regular feature in the institute.
- “Internal faculty meeting” may become a platform for the teaching faculties to share and enhance their knowledge. Another feature is “Working Paper Committee” where peers/colleagues review the research work of a faculty & provide help and suggestions.
- Institute may tie-up with reputed International Institutes or Universities for sharing their learning and research related knowledge tanks, For Example: Many institutes have associated themselves with “Harvard University” to access their cases and other teaching materials. Faculty members are sent to such Institutes/Universities to learn and share best practices, conduct joint research programs and other assignments etc.

### STUDENTS RESEARCH

- Institute may involve students in research and writing research papers along with faculties. Students can be given opportunity to present their research related work nationally or internationally at various conferences, and seminars.
- Institute may establish simulated laboratories for students to acquire hands on training.
- Institute may also provide access to a wide range of industry research through important journals and E - data bases as well as high-end dedicated data server may allow the students to get a feel of realistic simulations of their study areas.
- Students may be encouraged to have a research minded approach, especially in professional courses like, Engineering, Medical, Management, Physics, etc. For example - In the first year, group of students may be made to conduct research on a small scale. They may conduct a pilot study to assess and determine the feasibility of the research topic, the result of which helps in the formulation of the hypothesis of the research study. After this, they may get involved in collection of data. A comprehensive and exhaustive analysis of the data would lead to the last stage of the research “Report Making”, i.e. summary and conclusion. These research studies may later be converted into research papers with the help of the faculty in-charge, and further be presented in conferences nationally or internationally.
- The Institute may bring out an **In-house Research Journal** that provides a platform for the faculties as well as students to exclusively voice their opinions and state their findings about the varied fields of studies.

## CURRICULUM

- For curriculum redesigning of the HEIs, academic council may take feedback from industry and placement department. The faculties involved in Management Development Program and Consultancy may also give feedback as they are in direct touch with the industry and have knowledge about the requirements of industry. Every year new elective subjects should be proposed by faculty from each area. Main courses also get revamped every year.
- Industry wide survey to collect various ideas/observations can help in redesigning the curriculum and making it more industry oriented.
- Institute may offer to the students Certification Courses jointly in association with certification programme by corporate. Institute may partner with several companies, based on their core competencies, to provide learning opportunities to students. These e.g. Philips, Genpact, HP, Hewitt and several others) offer custom–designed course on campus.
- Institute may dedicate certain percentage of curriculum delivery for industry professionals. For example-15% of each course teaching may be carried out by industry professionals.
- As a part of “**International Immersion Programme**”, students go for industrial tour to visit various educational universities for discussion and interactions with students/faculties.

## INDUSTRY INTERFACE

- Institutes may establish “**Centres of Excellence**”. Each centre may employ a patron (a very senior industry executive) along with a high powered advisory council of industry experts. They may decide on the thrust areas of each centre spanning across training programs, research consultancy and development of specialized electives.
- Business Conclave which are a platform to connect with the industry, may become a yearly activity of the institute.
- Institutes may get associated with Government or Industry for consulting in policy making as well as in capacity building as they have the necessary expertise and knowledge base. Institutes may also carry out research and impart technical skills to these agencies.
- Institute may set up “**Industry– Institute Cell**” to support small and medium size entrepreneurship firms by conducting training programmes, forming information hub and acting as a catalyst for interfacing with other associated organizations, which in turn, generate consulting opportunities for the Institutes.
- Faculty may undergo “**Industry Internship**” opportunities to strengthen their knowledge and skills.

## PLACEMENT

- Providing on-campus placement (employment) help to students is one of the main strengths of a HEI. Establishing a well-organized placement cell, forming a placement committee with a placement officer, involving students in inviting corporate to campus for recruitment, preparing and training students for placement etc. are some of the activities that a placement cell can carry out.
- “**International Placement**” reflects the global reorganization of the institute and quality of its students. For International placements, Institutes may target specific sectors in specific countries and accordingly prepare students for international placement through training in adaptability and mentoring about different cultural issues, foreign languages and country specific etiquette.

## ENTREPRENEURSHIP AND INNOVATION

- Institutes may aim to provide a support system such as “**Entrepreneurship Cell**” for the students to develop their creative ideas into business plans, so that they are motivated to come up with their own startups. Entrepreneurship Cell may conduct activities like seminar, workshop, idea generation competitions, inter institute business plan competitions, opportunity evaluation workshop, business model cum plan workshop, seminar on social entrepreneurship etc.
- Having an “**Incubation Centre**” in the institute helps in delivering hands on programme in entrepreneurship. Here students generate ideas, formulate business plan and launches business enterprises and manage their growth all in real time.
- Institutes may provide Leadership Project in association with International Institute/University for empowering entrepreneurs.
- Institutes may establish centres to support social entrepreneurship in collaboration with like-minded institutions and develop case studies and other research outputs based on such action research.

## NETWORKING

- Institutes may work towards getting International accreditation so as to receive global reorganization regarding quality of an institute.
- Students can be benefitted through international exposure in various forms such as -dual degree programme with International Institutes/university, semester & credit exchange programme , international students and faculty exchange programs may also be part of networking .
- Institutes should establish an active **Alumni Cell** and carry out activities like alumni meets, guest lectures, seminars and publishing newsletters. The Alumni Cell also may have a mentorship programme through which interested alumni can reach out to the current students to help them.

## SOCIAL SECTOR

- **Corporate Social Responsibility** may be formally introduced as a credit course and a part of the orientation for new students for getting sensitized to the prevalence and importance of being socially responsible.
- Many Institutes introduce students to **Rural Immersion Program** with the purpose to bring in the social aspect and raise awareness in students.
- With a mission to create an environmentally, socially and economically sustainable society Institutes may establish **Center for Ecology and Sustainability**. Such Centre should aim to provide leadership in this area as well as create a platform to promote dialogues and partnership with and among various stakeholder such as industries, development sector organizations, government, and academic institutions.
- Institutes may also conduct mandatory internship program for students where students need to do internship with a NGO. This exposure gives hands on experience to students on social issues. International NGOs, Grass root NGOs & donor organizations may also get involved.
- Institutes may plan to adopt one village or school for a time period and teach the villagers different skills and help in the education of the adopted school.

## STUDENTS DEVELOPMENT

- Institute should establish different “**Committees and Clubs**” like cultural club, sports club, books club, student’s advisory committee (to bridge the gap between students & management of the Institute), students placement committee and other functional clubs. Each club should have a faculty member involved in it. Selection of students may be done through based on psychometric test and interview. Students should be encouraged to arrange for corporate sponsorship for all these club activities.

- Institutes may organize **Annual International Festival** that offers an assortment of enriching and enthralling experiences for the students, inspiring the best of talents.
- **Outbound Project** to give importance on group dynamics, students may be taken out and do a project in groups.
- **Alumni Mentorship Programme** under which one alumnus may mentor a group of students for a certain period of time. Alumni may train the students about dos and don'ts of corporate life, counsel the students and help in grooming the students for corporate life.
- **Corporate Interaction Division** may be constituted in the Institute as a part of which students may organize weekly sessions to gain experiential learning by inviting senior corporate professionals & leaders to share their practical business experiences.
- Institute may organize **Boot Camp** for students. During the initial stage of the course, students may participate in a boot camp in a foreign location, where they may get an opportunity to learn, meet, and discuss with industry people from global practice and research.
- Students may undergo **Thomas Profiling** to indicate their suitability to different jobs/sectors.
- Institute should offer "**Pre Term Orientation**", which is type of bridge course in for the students before they start their actual course curriculum. This may be done through online activities after admission takes place.
- Institute may also focus on cross culture management and create multi-cultural ambience in classrooms.

## ***FACULTY DEVELOPMENT***

- Faculty Retreat—A yearly Faculty Development Program may be arranged where faculties choose a foreign country as a location for the retreat and a theme is decided for discussion. Other faculties from the local institutes of that location are invited and discussions and interactions happen on the chosen subject or theme. These discussions/interactions are then documented and published.
  - The institutes may establish Center of Excellence, where faculties are required to develop new, relevant courses; conduct research; mentor students; conduct seminars and set standards for excellence in their field.
-

Sample Questionnaire Used in the Ranking Process



**GLOBAL HUMAN RESOURCE DEVELOPMENT CENTRE PVT. LTD.**

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Website: [www.ghrdc.org](http://www.ghrdc.org)

**GHRDC-NEW MEDIA INSTITUTES SURVEY 2015 – INSTITUTES of RWANDA**

This datasheet / questionnaire have to be completed as per the instructions given below, for the period Jan 2014 to Dec 2014. It should include information related to .....programme only. The datasheet / questionnaire duly completed and approved by the head of the college/institute should be emailed to the email addresses given above by ..... GHRDC-New Media research / validation team may visit the college for validating data and information provided by the college.

***Please follow these instructions strictly:***

The data given by the institute will be treated as confidential and will be used for survey and ranking purpose only. You are therefore advised to fill in all questions / data / information given in the datasheet (supported by the evidence & documents wherever required), failing which we will not consider the validation of the data nor include the college in survey.

**1. BASIC DATA OF THE INSTITUTE**

This section elicits information for upgrading of our database and assists in classifying the College / Institute on various parameters such as age, location, affiliation, reach and specialization etc.

1.1 Name of the College / Institute / University:

1.2 Address:

1.3 Year Established:  1.4 Telephone:  1.5 Fax:

1.6 Email:  1.7 Website:

1.8 Director / Principal / Head Details / Vice Chancellor:

Name	Mobile No.	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>

Contact Person Details:

Name	Mobile No.	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>

Registrar Details:

Name	Mobile No.	Email
<input type="text"/>	<input type="text"/>	<input type="text"/>

**1.9 Affiliation and Association of your College / Institute: Please Tick (✓)**

University Department  Affiliated to University

Name of the University

Approved by HEC:  If Other (Please Specify the name):

**1.10 Institute Type (✓)**

Private  Government

Autonomous (Private)  Autonomous (Government)

**1.11 Activities (✓)**

Teaching Only  Integrated (Teaching + Research + Consulting)

**1.12 Is your Institute accredited by any National/ International / Regional Organization:**

Yes	No
-----	----

Name of the accreditation agency along with whether it is National/International/Regional and year of Getting accreditation:

Accreditation Under Process

## 2. INFRASTRUCTURE DATA

Infrastructure being the backbone of a College / Institute along with the teaching aids provides an ambience for effective learning.

**2.1 Built-up Area: (Sq. mts.)**

2.1.1 Total Built-up Area (Sq. mts.)(1Sq.m. =10.76 Sq ft)

2.1.2 Built –up area per programme

**2.2 Total Number of Classrooms:**

2.2.1 Number of classrooms per programme

**2.3 Facility for holding institute-wide events:**

Sl. No.	Facility for holding events in the College	Total Number	Sitting Capacity
2.3.1	Auditorium		
2.3.2	Hall		
2.3.3	Open Air Theatre		

**Auditorium** – having features like step sitting arrangements

**Halls** – must have sitting capacity of at least 100 people

**Open Air Theatre** – having a stage and sitting arrangements for conducting activities in open area

**2.4 Hostels: On Campus**

(Within the campus of the College / Institute):

Yes	No
-----	----

Number of Students      Percentage (%)

Number of students provided with accommodation  
**within campus**

--	--

**2.5 Hostels: Off Campus:**

Yes	No
-----	----

Number of Students      Percentage (%)

Number of students provided with accommodation **Off**  
**Campus** by the College / Institute

--	--

**(Managed by the Institute outside the College / Institute Campus only):**

**(Please provide complete details; [location, distance from the College / Institute, hostel warden, private houses or one single building etc](#))**

**(Please do not provide private arrangements of hostel accommodation if any)**

**2.6** Does the college have lab which is sponsored by industry?

Yes	No
-----	----

**2.7** If yes who has sponsored the lab? Please provide details about the lab.

Name of Sponsoring Company:

**Detail Information of the lab:**

Sl. No.	Type of Lab	Capacity	Year of Establishment
1			
2			

**LIBRARY---: KNOWLEDGE CENTER**

**Number**

2.8 Total books in the library

2.9 Books for each type of Faculty/Department of the Institute  
(eg...Books for Faculty of Engineering etc)

2.10 Books added during 2014 for each type of Faculty  
/department

**(Provide complete details)**

2.11 PLEASE PROVIDE THE NUMBER & LIST OF JOURNALS

Sl. No.	Journals	Number
2.11.1	National	
2.11.3	E-journal Database	

Sl. No.	Journals	Number
2.11.2	International	

2.12 Availability of high speed Internet/Broadband/Wi Fi

Yes	No
-----	----

2.13 Student –Computer Ratio

2.14 Faculty Computer Ratio

2.15 Submission of class work through emails & online assignments – is there a centralized portals for students & teachers to access?

Yes	No
-----	----

**If Yes, Please provide details.**

2.16 Availability of ERP System

Yes	No
-----	----

### 3. ACADEMIC FINANCIAL STRUCTURE

Financial Structure of a College / Institute is critical for success of its well being and pattern of financial utilization on faculty, faculty development and learning centers indicate the College / Institute's priority.

**3.1 Income & Expenditure Profile** (For the last one year: January 2014 – December 2014). **This information is important for the survey.**

Sl. No.	Income			Expenditure		
		%	Amount		%	Amount
3.1.1	<b>Fees from all the Students</b> (Total number of students multiplied by tuition fees per annum)			<b>Salary of the teachers/faculties</b> (Provide the list of faculty along with actual salary paid)		
3.1.2	<b>Government / Other Fund</b>			<b>Faculty Development</b> (It includes professional fees for participation in seminar / conference, travel cost, training cost direct or indirect)		
3.1.3	<i>Research Grant</i>			<b>Amount Spent on research</b>		
3.1.4	<b>Income from Executive Development Programme</b>					
3.1.5	<b>Income from Consultancy</b>					
	<b>Total</b>			<b>Total</b>		

## 4. ACADEMIC PROGRAMMES / PROCESS

While flagship programmes are the core activities of an Institute, some Institutes also offer Diploma or certification courses for enrichment and faculty engagement.

### 4.1 Flagship Programmes offered by your College / Institute

#### 4.1.1 Under Graduate Programmes:

Sl. No.	Name	Duration (Years)	Year in which the programme was first started in the College / Institute	No. of Students Graduated in 2014	Total No. of Students in 2014 Batch (1 <sup>st</sup> to 4 <sup>th</sup> Year Students)				
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	Total
1									
2									

#### 4.1.2 Post Graduate Programmes:

Sl. No.	Name	Duration (Years)	Year in which the programme was first started in the College / Institute	No. of Students passed in 2014	Total No. of Students in 2014 Batch (1 <sup>st</sup> to 3 <sup>rd</sup> Year Students)			
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	Total

#### 4.1.3 Post Graduate Programmes:

Sl. No.	Name	Duration (Years)	Year in which the programme was first started in the College / Institute	No. of Students Graduated in 2014	Total No. of Students in 2014 Batch (1 <sup>st</sup> to 2 <sup>nd</sup> Year Students)		
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	Total

#### 4.1.4 Diploma Programmes:

Sl. No.	Name	Duration (Years)	Year in which the programme was first started in the College / Institute	No. of Students Graduated in 2014	Total No. of Students in 2014 Batch (1 <sup>st</sup> to 3 <sup>rd</sup> Year Students)			
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	Total

### 4.2 Other programmes offered by the Institute (Certification programmes)

Sl. No.	Name of Programme	Duration	No. of Students

**4.3 Competency Building Activities:**

Sl. No.	Competency Building Activities (List of Soft Skills Curriculum only with duration of more than 3 months)	Duration

**4.4 Programme Delivery:**

New Course Curriculum introduced during Jan 2014 – Dec 2014 per programme (Please do not repeat if already introduced last year)		Duration
Name of Curriculum	Faculty/department	

4.5 How Often is curriculum revised

4.6 Last revised

4.7 By Whom (Institute/University/Regulatory authority)

4.8 Is the Industry consulted for curriculum designing?

Yes	No
-----	----

4.9 If “yes”, how often?

4.10 What % of curriculum time do you allocate for the following?  
(Please give full details about how did you arrive at this percentage)

Sl. No.	Course	Percentage (%)	Duration
1.	Core Course		
2.	Elective Course		
3.	Projects		
<b>Total</b>			

**4.11 Ph.D. / Fellow Program: (if any)**

4.11.1 In which year was the Doctoral/ Fellow Programme launched?

4.11.2 Name of the affiliated University

4.11.3 Ph. D. produced in 2014 (Number)  
(Please provide the list of Ph. D produced along with the year)

## 5. FACULTY DATA

The composition, educational qualification and industrial experience of faculty or critical differentiating factor between one College and another, so is the contribution to intellectual capital. The data in this section attempts to capture the diversity of activities that faculties get engaged in so as to enrich themselves and their College.

**5.1 Full Time Faculty Details:**

Total Faculty

Male Faculty

Female Faculty

Faculty – Students Ratio

See above responses

See above responses

Sl. No.	Department Name	Number of Full Time Faculty						No. of Full Time Faculty with Ph.D.
		Professor	Associate Professor	Assistant Professor	Senior Lecturer	Lecturer	Assistant Lecturer	

(Please provide the total number of faculty in each department separately)

Sl. No.	Name of Faculty	Title & Designation	Qualification	Department	Date of Appointment	Experience in Years		Salary
						Academia	Industry	

(Provide complete list of faculty members, date of appointment, title & their qualification, experiences and salary details)

**5.2** Has the Institute employed any International faculty (i.e. Faculty from Outside Rwanda), If Yes, (Please Provide list of faculty members, qualification, Designation, & Department details)

Sl. No.	Name of Faculty	Title & Designation	Qualification	Department

**5.3 Full Time Faculty (Industry Experience) (In Number):**

	Number (1 – 5 yrs)	Number (5 – 10 yrs)	Number (> 10 yrs)
Full Time Faculty (Industry Experience)			

**RESEARCH AND PUBLICATION**

Full Time Faculty Publications & Consultancy only for the period of **Jan 2014 – Dec 2014** (Please annex separately list of titles of books and refereed articles, along with name of author, name of publisher or journal or working paper and do not include magazines and newspapers)

**5.4 Book’s Publication (Give the list with name of the publisher and year of publication) (Only for the period of Jan 2014 – Dec 2014):**

Sl. No.	Name of Faculty	Title of the Book	Publisher’s Name	Year of Publication

**5.5 Paper Publication/presentation in Refereed Journal& Conferences (In number) (Only for the period of Jan 2014–Dec 2014):**

Sl. No.	Name of Faculty	Name of Refereed Journal/Title of Conference	National / International	Title of the Paper	Year of Publication

**5.6 Conference organized by the College/Institute (In number) (Only for the period of Jan 2014–Dec 2014):**

Sl. No.	Conference Title Name	National / International	Year in which conference was Organized

**5.7 College / Institute Journal:**

Does the College / Institute publish any Journal?

Title of Journal

5.8 Number of patents held by College / Institute during 2014

Name & Title of Patents	Year of Approval

5.9 Number of Patents applied during 2014

Sl. No.	Name & Title of Patents	Year in which patent was applied

5.10 Have any of the students published/presented research papers in conferences/seminars during 2014 (Apart from the summer project)? If "Yes", please provide the following details:

Sl. No.	Name of the Students	Title of the Paper	National / International	Year

5.11 Does the Institute have any Research cell? If Yes, Please provide the following details:

Sl. No.	Name of Department	No. of Faculty Involved	No. of Students Involved	No. Research Project undertaken in 2014

(Please provide the list of research projects)

## 6. MANAGEMENT/ EXECUTIVE DEVELOPMENT / IN-COMPANY PROGRAMMES

Executive or corporate Development Programme is now one of the integral parts of an Institute and it provides the opportunity to bring industry professionals inside the campus which is one of the major requirements of any Colleges / Institutes, however some Colleges / Institutes offer programmes to utilize the faculty resources for working executives in the Industry. In-company and Executive Development Programme enable faculty to interact with corporate executives/industry people and learn about real life problems, which enhance the quality of Business management education.

6.1 Do you have independent Physical Infrastructure for MDP / EDP Unit:

Yes	No
-----	----

**Management / Executive Development / In-company Programme (Jan 2014 – Dec 2014):**

6.2 (Please attach complete list along with the name of faculty assigned to each MDP / EDP)

Please attach copy of Advertisement /Brochures for MDP / EDPs:

Sl. No	Title	Duration (In Days)	On Campus	Off Campus	No. of Participants	Income (if any)
<b>Total</b>						

(Note: Give proper record of each programme, otherwise no weightage will be given)

## 7. CONSULTANCY

7.1 Total Revenue Earned:

(Refer 3.1.5 of the data sheet)

7.2 Consultancy Programme (Jan 2014 – Dec 2014) (Please attach complete list along with the number of faculty assigned to each Consultancy)

Sl. No	Name of Consultancy project	Organization	Number of Faculty Assigned	Income

## 8. ADMISSION PROCESS

(Students Admitted in 2014)

### 8.1 Students Admitted in 2014 (Please Provide a list Programme wise):

Sl. No.	Name of the Programme	No. of Seats	No. of Applications Received for Admission	No. of Students Admitted in 2014 (1 <sup>st</sup> Year)	No. of Male Students Admitted	No. of Female Students Admitted
8.1.1						
8.1.2						
8.1.3						

### 8.2 Does the Institute have any International (Foreign Nationals) Students? If Yes, how many

Sl. No.	Nationality	Programme	Percentage (%)

### 8.3 Admission Test: will be published as a part of survey report

Sl. No.	Entrance Test Name	Programme	Minimum percentage of marks required at +2/intermediate to be eligible for admission	Number of Students Admitted (2014)
8.3.1				
8.3.3				

### 8.4 Tuition Fees of Degree Courses will be published as a part of survey report

Name of the Programme	Tuition Fees	Other Fees	Boarding Fees	Total Fees

## 9. PLACEMENT

### PLACEMENT DETAIL OF 2014:

(Note: Supportive documents must be provided)

#### 9.1 Placement details of programme wise(Only for 2014):

Sl. No.	Name of the programme	Number of Students Graduated in 2014	Number of Students Placed	Average Domestic Salary
9.1.1				

#### 9.2 International Placement Details:

Sl. No.	Name of programme	Number of International recruiters visited campus	Number of students placed Internationally	Average Salary in US \$
9.2.1				

#### 9.3 Provide a list of students placed during 2014:

Sl. No.	Name of the Programme	Name of the Student	Name of the Company placed	Total CTC offered (per Annum)

Note: Please provide copies of offer letters of the students placed.

## 10. ENTREPRENEURSHIP

#### 10.1 Does your College / Institute have an Innovation / Incubation Centre:

Yes	No
-----	----

Number of Incubation Centre	Year of Establishment	Activities in the Incubation centre during 2014	Size of the students batch

#### 10.2 Number of students opted for Entrepreneurship & what field

Number of Students	Area of Entrepreneurship opted

[Add columns if required more]

## 11. INDUSTRY INTERFACE

Maintaining Industry Interface and Networking give the College / Institute an added value to organize events involving business leaders, serving alumni and also boost confidence with organizations to continue recruitment.

#### 11.1 Festival, Seminar, Conferences & etc. conducted by College/Institute Students:

Sl. No.	Name of the Festivals / Events	Name of the participants	Number of Events conducted of the period Jan 2014 – Dec2014

(Use separate sheet to give more details)

**11.2 Events organized by students during the year where industry representative participated:**

Sl. No.	Nature of Event	Duration (days)	No. of industry representatives participated

**11.3 Number of industry personnel / thought leaders who visited your Institute last year:**

CEOs  Top Executives  Middle Executives   
 Public Personalities  Academic Leaders from Leading Colleges

**12. ALUMNI PROFILE**

**12.1** Does Alumni Association exist:

If Yes, (Please Provide Registration details of Alumni Association)

**12.2** Number of Alumni meet held during   
**January 2014 – December 2014**

**13. NETWORKING**

Networking, MOU / agreements with other national and international Institutes/Universities and Professional Bodies (without MOU, no points will be given)

		Y	N	No. of MOU / Agreements	Name the School / Professional body
<b>13.1</b>	Joint programme with other international Institutes/University				
<b>13.2</b>	Exchange of Curriculum and Reading materials				
<b>13.3</b>	Exchange of students				
<b>13.4</b>	Exchange of Faculty (for teaching assignments) with foreign institutes				
<b>13.5</b>	Joint Research and Consultancy with other institutes or organizations				

**14. UNIQUE SELLING POINT (USP)**

Please mention the achievement / USP of your College / Institute, which establishes its uniqueness as a brand. (Please attach extra sheet of paper)

Place & Date:

Authorized Signature  
(Stamp)

Thank you for taking the time to respond.

Please courier the above questionnaire duly completed by ..... 2015  
 GHRDC, 547, Mandakini Enclave, Alaknanda, New Delhi, 110019 or email it to [globalhrdcentre@ghrdc.org](mailto:globalhrdcentre@ghrdc.org)

## Key Suggestions after Rwanda Survey Validation

1. The ranking comprised of Institutes which offer a variety of subjects like Nursing & midwifery, engineering, Education, Tourism, Law, general science or arts etc. Each of these course subjects has different infrastructural, pedagogical, research or teaching faculty, placement or admission needs from one another and accordingly the methodology and weightages assigned for the parameters should differ. This was not possible to implement, as we were required to rank all the HEIs together. Going ahead we should opt for separate ranking of Institutions under different categories.
2. The parameters used in the ranking process are globally accepted. Our research team go through the methodologies of various International and national rankings and study them in detail. The final parameters for a ranking process are decided based on the requirements of the education sector of a particular country and types of educational Institutes participating in that ranking process. Our organization has been involved in ranking process of Indian Institutions for last 2 decades and thus has immense expertise in this area.

### Some photographs from Validation Workshop





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#### ***Please follow these instructions strictly:***

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#### 1. BASIC DATA OF THE INSTITUTE

This section elicits information for upgrading of our database and assists in classifying the College / Institute on various parameters such as age, location, affiliation, reach and specialization etc.

1.1 Name of the College / Institute / University:

1.2 Address:

1.3 Year Established:

1.4 Telephone:

1.5 Fax:

1.6 Email:

1.7 Website:

1.8 Director / Principal / Head Details / Vice Chancellor:

Name

Mobile No.

Email

Contact Person Details:

Name

Mobile No.

Email

Registrar Details:

Name

Mobile No.

Email

**1.9 Affiliation and Association of your College / Institute: Please Tick (✓)**

University Department  Affiliated to University

Name of the University

Approved by HEC:  If Other (Please Specify the name):

**1.10 Institute Type (✓)**

Private  Government

Autonomous (Private)  Autonomous (Government)

**1.11 Activities (✓)**

Teaching Only  Integrated (Teaching + Research + Consulting)

**1.12 Is your Institute accredited by any National/ International / Regional Organization:**

Yes	No
-----	----

Name of the accreditation agency along with whether it is National/International/Regional and year of Getting accreditation:

Accreditation Under Process

## 2. INFRASTRUCTURE DATA

Infrastructure being the backbone of a College / Institute along with the teaching aids provides an ambience for effective learning.

**2.1 Built-up Area: (Sq. mts.)**

2.1.1 Total Built-up Area (Sq. mts.)(1Sq.m. =10.76 Sq ft)

2.1.2 Built –up area per programme

**2.2 Total Number of Classrooms:**

2.2.1 Number of classrooms per programme

**2.3 Facility for holding institute-wide events:**

Sl. No.	Facility for holding events in the College	Total Number	Sitting Capacity
2.3.1	Auditorium		
2.3.2	Hall		
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**Auditorium** – having features like step sitting arrangements

**Halls** – must have sitting capacity of at least 100 people

**Open Air Theatre** – having a stage and sitting arrangements for conducting activities in open area

**2.4 Hostels: On Campus**

(Within the campus of the College / Institute):

Yes	No
-----	----

Number of Students      Percentage (%)

Number of students provided with accommodation within campus

--	--

**2.5 Hostels: Off Campus:**

Yes	No
-----	----

Number of Students      Percentage (%)

Number of students provided with accommodation Off Campus by the College / Institute

--	--

**(Managed by the Institute outside the College / Institute Campus only):**

**(Please provide complete details; [location, distance from the College / Institute, hostel warden, private houses or one single building etc](#))**

**(Please do not provide private arrangements of hostel accommodation if any)**

2.6 Does the college have lab which is sponsored by industry?

Yes	No
-----	----

2.7 If yes who has sponsored the lab? Please provide details about the lab.

Name of Sponsoring Company:

**Detail Information of the lab:**

Sl. No.	Type of Lab	Capacity	Year of Establishment
1			
2			

**LIBRARY---: KNOWLEDGE CENTER**

**Number**

2.8 Total books in the library

2.9 Books for each type of Faculty/Department of the Institute (eg...Books for Faculty of Engineering etc)

2.10 Books added during 2014 for each type of Faculty /department  
(Provide complete details)

2.11 PLEASE PROVIDE THE NUMBER & LIST OF JOURNALS

Sl. No.	Journals	Number
2.11.1	National	
2.11.3	E-journal Database	

Sl. No.	Journals	Number
2.11.2	International	

2.12 Availability of high speed Internet/Broadband/Wi Fi

Yes	No
-----	----

2.13 Student –Computer Ratio

2.14 Faculty Computer Ratio

2.15 Submission of class work through emails & online assignments – is there a centralized portals for students & teachers to access?

Yes	No
-----	----

If Yes, Please provide details.

2.16 Availability of ERP System

Yes	No
-----	----

### 3. ACADEMIC FINANCIAL STRUCTURE

Financial Structure of a College / Institute is critical for success of its well being and pattern of financial utilization on faculty, faculty development and learning centers indicate the College / Institute's priority.

**3.1 Income & Expenditure Profile (For the last one year: January 2014 – December 2014). This information is important for the survey.**

Sl. No.	Income			Expenditure		
		%	Amount		%	Amount
3.1.1	<b>Fees from all the Students</b> (Total number of students multiplied by tuition fees per annum)			<b>Salary of the teachers/faculties</b> (Provide the list of faculty along with actual salary paid)		
3.1.2	<b>Government / Other Fund</b>			<b>Faculty Development</b> (It includes professional fees for participation in seminar / conference, travel cost, training cost direct or indirect)		
3.1.3	<b>Research Grant</b>			<b>Amount Spent on research</b>		
3.1.4	<b>Income from Executive Development Programme</b>					
3.1.5	<b>Income from Consultancy</b>					
	<b>Total</b>			<b>Total</b>		

## 4. ACADEMIC PROGRAMMES / PROCESS

While flagship programmes are the core activities of an Institute, some Institutes also offer Diploma or certification courses for enrichment and faculty engagement.

### 4.1 Flagship Programmes offered by your College / Institute

#### 4.1.1 Under Graduate Programmes:

Sl. No.	Name	Duration (Years)	Year in which the programme was first started in the College / Institute	No. of Students Graduated in 2014	Total No. of Students in 2014 Batch (1 <sup>st</sup> to 4 <sup>th</sup> Year Students)				
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	Total
1									
2									

#### 4.1.2 Post Graduate Programmes:

Sl. No.	Name	Duration (Years)	Year in which the programme was first started in the College / Institute	No. of Students passed in 2014	Total No. of Students in 2014 Batch (1 <sup>st</sup> to 3 <sup>rd</sup> Year Students)			
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	Total

#### 4.1.3 Post Graduate Programmes:

Sl. No.	Name	Duration (Years)	Year in which the programme was first started in the College / Institute	No. of Students Graduated in 2014	Total No. of Students in 2014 Batch (1 <sup>st</sup> to 2 <sup>nd</sup> Year Students)		
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	Total

#### 4.1.4 Diploma Programmes:

Sl. No.	Name	Duration (Years)	Year in which the programme was first started in the College / Institute	No. of Students Graduated in 2014	Total No. of Students in 2014 Batch (1 <sup>st</sup> to 3 <sup>rd</sup> Year Students)			
					1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	Total

### 4.2 Other programmes offered by the Institute (Certification programmes)

Sl. No.	Name of Programme	Duration	No. of Students

**4.3 Competency Building Activities:**

Sl. No.	Competency Building Activities (List of Soft Skills Curriculum only with duration of more than 3 months)	Duration

**4.4 Programme Delivery:**

New Course Curriculum introduced during Jan 2014 – Dec 2014 per programme (Please do not repeat if already introduced last year)		Duration
Name of Curriculum	Faculty/department	

4.5 How Often is curriculum revised

4.6 Last revised

4.7 By Whom (Institute/University/Regulatory authority)

4.8 Is the Industry consulted for curriculum designing?

Yes	No
-----	----

4.9 If "yes", how often?

4.10 What % of curriculum time do you allocate for the following?  
(Please give full details about how did you arrive at this percentage)

Sl. No.	Course	Percentage (%)	Duration
1.	Core Course		
2.	Elective Course		
3.	Projects		
<b>Total</b>			

**4.11 Ph.D. / Fellow Program: (if any)**

4.11.1 In which year was the Doctoral/ Fellow Programme launched?

4.11.2 Name of the affiliated University

4.11.3 Ph. D. produced in 2014 (Number)  
(Please provide the list of Ph. D produced along with the year)

## 5. FACULTY DATA

The composition, educational qualification and industrial experience of faculty or critical differentiating factor between one College and another, so is the contribution to intellectual capital. The data in this section attempts to capture the diversity of activities that faculties get engaged in so as to enrich themselves and their College.

**5.1 Full Time Faculty Details:**

Total Faculty

Male Faculty

Female Faculty

Faculty – Students Ratio

See above responses

See above responses

Sl. No.	Department Name	Number of Full Time Faculty						No. of Full Time Faculty with Ph.D.
		Professor	Associate Professor	Assistant Professor	Senior Lecturer	Lecturer	Assistant Lecturer	

(Please provide the total number of faculty in each department separately)

Sl. No.	Name of Faculty	Title & Designation	Qualification	Department	Date of Appointment	Experience in Years		Salary
						Academia	Industry	

(Provide complete list of faculty members, date of appointment, title & their qualification, experiences and salary details)

**5.2 Has the Institute employed any International faculty (i.e. Faculty from Outside Rwanda), If Yes, (Please Provide list of faculty members, qualification, Designation, & Department details)**

Sl. No.	Name of Faculty	Title & Designation	Qualification	Department

**5.3 Full Time Faculty (Industry Experience) (In Number):**

	Number (1 – 5 yrs)	Number (5 – 10 yrs)	Number (> 10 yrs)
Full Time Faculty (Industry Experience)			

## RESEARCH AND PUBLICATION

Full Time Faculty Publications & Consultancy only for the period of Jan 2014 – Dec 2014 (Please annex separately list of titles of books and refereed articles, along with name of author, name of publisher or journal or working paper and do not include magazines and newspapers)

**5.4 Book's Publication (Give the list with name of the publisher and year of publication) (Only for the period of Jan 2014 – Dec 2014):**

Sl. No.	Name of Faculty	Title of the Book	Publisher's Name	Year of Publication

**5.5 Paper Publication/presentation in Refereed Journal& Conferences (In number) (Only for the period of Jan 2014–Dec 2014):**

Sl. No.	Name of Faculty	Name of Refereed Journal/Title of Conference	National / International	Title of the Paper	Year of Publication

**5.6 Conference organized by the College/Institute (In number) (Only for the period of Jan 2014–Dec 2014):**

Sl. No.	Conference Title Name	National / International	Year in which conference was Organized

**5.7 College / Institute Journal:**

Does the College / Institute publish any Journal?

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Title of Journal

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**5.8 Number of patents held by College / Institute during 2014**

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Name & Title of Patents	Year of Approval

5.9 Number of Patents applied during 2014

Sl. No.	Name & Title of Patents	Year in which patent was applied

5.10 Have any of the students published/presented research papers in conferences/seminars during 2014 (Apart from the summer project)? If "Yes", please provide the following details:

Sl. No.	Name of the Students	Title of the Paper	National / International	Year

5.11 Does the Institute have any Research cell? If Yes, Please provide the following details:

Sl. No.	Name of Department	No. of Faculty Involved	No. of Students Involved	No. Research Project undertaken in 2014

(Please provide the list of research projects)

#### 4. MANAGEMNT/ EXECUTIVE DEVELOPMENT / IN-COMPANY PROGRAMMES

Executive or corporate Development Programme is now one of the integral parts of an Institute and it provides the opportunity to bring industry professionals inside the campus which is one of the major requirements of any Colleges / Institutes, however some Colleges / Institutes offer programmes to utilize the faculty resources for working executives in the Industry. In-company and Executive Development Programme enable faculty to interact with corporate executives/industry people and learn about real life problems, which enhance the quality of Business management education.

6.1 Do you have independent Physical Infrastructure for MDP / EDP Unit:

Yes	No
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Management / Executive Development / In-company Programme (Jan 2014 – Dec 2014):

6.2 (Please attach complete list along with the name of faculty assigned to each MDP / EDP)

Please attach copy of Advertisement / Brochures for MDP / EDPs:

Sl. No	Title	Duration (In Days)	On Campus	Off Campus	No. of Participants	Income (if any)
	<b>Total</b>					

(Note: Give proper record of each programme, otherwise no weightage will be given)

#### 7. CONSULTANCY

7.1 Total Revenue Earned:

(Refer 3.1.5 of the data sheet)

7.2 Consultancy Programme (Jan 2014 – Dec 2014) (Please attach complete list along with the number of faculty assigned to each Consultancy)

Sl. No	Name of Consultancy project	Organization	Number of Faculty Assigned	Income

## 8. ADMISSION PROCESS

(Students Admitted in 2014)

### 8.1 Students Admitted in 2014 (Please Provide a list Programme wise):

Sl. No.	Name of the Programme	No. of Seats	No. of Applications Received for Admission	No. of Students Admitted in 2014 (1 <sup>st</sup> Year)	No. of Male Students Admitted	No. of Female Students Admitted
8.1.1						
8.1.2						
8.1.3						

### 8.2 Does the Institute have any International (Foreign Nationals) Students? If Yes, how many

Sl. No.	Nationality	Programme	Percentage (%)

### 8.3 Admission Test: will be published as a part of survey report

Sl. No.	Entrance Test Name	Programme	Minimum percentage of marks required at +2/intermediate to be eligible for admission	Number of Students Admitted (2014)
8.3.1				
8.3.3				

### 8.4 Tuition Fees of Degree Courses will be published as a part of survey report

Name of the Programme	Tuition Fees	Other Fees	Boarding Fees	Total Fees

## 9. PLACEMENT

### PLACEMENT DETAIL OF 2014:

(Note: Supportive documents must be provided)

#### 9.1 Placement details of programme wise(Only for 2014):

Sl. No.	Name of the programme	Number of Students Graduated in 2014	Number of Students Placed	Average Domestic Salary
9.1.1				

#### 9.2 International Placement Details:

Sl. No.	Name of programme	Number of International recruiters visited campus	Number of students placed Internationally	Average Salary in US \$
9.2.1				

#### 9.3 Provide a list of students placed during 2014:

Sl. No.	Name of the Programme	Name of the Student	Name of the Company placed	Total CTC offered (per Annum)

Note: Please provide copies of offer letters of the students placed.

## 10. ENTREPRENEURSHIP

#### 10.1 Does your College / Institute have an Innovation / Incubation Centre:

Yes	No
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Number of Incubation Centre	Year of Establishment	Activities in the Incubation centre during 2014	Size of the students batch

#### 10.2 Number of students opted for Entrepreneurship & what field

Number of Students	Area of Entrepreneurship opted

[Add columns if required more]

## 11. INDUSTRY INTERFACE

Maintaining Industry Interface and Networking give the College / Institute an added value to organize events involving business leaders, serving alumni and also boost confidence with organizations to continue recruitment.

#### 11.1 Festival, Seminar, Conferences & etc. conducted by College/Institute Students:

Sl. No.	Name of the Festivals / Events	Name of the participants	Number of Events conducted of the period Jan 2014 – Dec2014

(Use separate sheet to give more details)

11.2 Events organized by students during the year where industry representative participated:

Sl. No.	Nature of Event	Duration (days)	No. of industry representatives participated

11.3 Number of industry personnel / thought leaders who visited your Institute last year:

CEOs  Top Executives  Middle Executives   
 Public Personalities  Academic Leaders from Leading Colleges

**12. ALUMNI PROFILE**

12.1 Does Alumni Association exist:  Yes  No

If Yes, (Please Provide Registration details of Alumni Association)

12.2 Number of Alumni meet held during   
 January 2014 – December 2014

**13. NETWORKING**

Networking, MOU / agreements with other national and international Institutes/Universities and Professional Bodies (without MOU, no points will be given)

		Y	N	No. of MOU / Agreements	Name the School / Professional body
13.1	Joint programe with other international Institutes/University				
13.2	Exchange of Curriculum and Reading materials				
13.3	Exchange of students				
13.4	Exchange of Faculty (for teaching assignments) with foreign institutes				
13.5	Joint Research and Consultancy with other institutes or organizations				

**14. UNIQUE SELLING POINT (USP)**

Please mention the achievement / USP of your College / Institute, which establishes its uniqueness as a brand. (Please attach extra sheet of paper)

Place & Date:

Authorized Signature

(Stamp)

Thank you for taking the time to respond.

Please courier the above questionnaire duly completed by ..... 2015

GHRDC, 547, Mandakini Enclave, Alaknanda, New Delhi, 110019 or email it to [globalhrdcentre@ghrdc.org](mailto:globalhrdcentre@ghrdc.org)