

Exploring Dual Degree Programmes in Indian Management Education- Analyzing Awareness, Willingness and Students' Expectations

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Abstract— In today's era, all Higher Educational Institutes (HEIs) are pressing for outcome-based education (Singh, 2020) in terms of employability, skill development and entrepreneurship development. The dual degree Programmes can be of great help in doing so. These Programmes are aimed at enhancing the learners' employability (Culver, 2012) in the global context through an extensive international exposure. In the year 2020, the National Education Policy was introduced in India so as to address the issues related to employability, skill development etc. This in turn would provide them with a meaningful and satisfying life. The essence of this policy (UGC, 2022) is to make education more flexible, learner centric, holistic and experiential. In the current landscape of higher education (Knight, 2011) the Joint Degree, Dual/Double Degree Programmes etc. have a major role to play in the holistic development of the learners. The same is manifested in the increasing number and types of such Programmes in the world. Keeping pace with the time and emerging trends, the University Grants Commission (UGC, 2022) has delineated guidelines on Dual Degree Programmes in India. The subsequent Gazette Notification (UGC,

Acad-Collab-Regulations, 2022) facilitates the introduction of Twinning Programmes, Joint Degree Programmes and Dual Degree Programmes in India. The present research work is an attempt to understand the concept of dual degree Programmes, the awareness about it and the students' willingness to pursue dual degree programme. The study further emphasizes on the objectives of pursuing dual degree programme and factors to be considered while taking admission in such Programmes. The researchers have studied the challenges, and opportunities therein, students' perspective and their expectations from such Programmes in Indian management education. It is observed in research work that, students perceive dual degree programmes as a crucial steps towards securing a meaningful employment, in turn a successful career and not just as an academic endeavor. In dual degree programmes, the students are looking for conceptual clarity, its application in real life situations and skill development. Return on investment, skill enhancement, enriched career opportunities and long-term earning potential are major considerations for pursuing dual degree. In addition to this, the present research work makes an attempt to provide a framework for its constructive and effective implementation in higher educational institutions (HEIs) more specifically management education in India.

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Keywords- Dual Degree; Employability; Entrepreneurship Development; Joint Degree; Skill Development; Twinning Programmes

1. Introduction

In the recent past it has been observed that, (Lasch, 2023) the countries and universities across the world are working on the internationalization of higher education. The same is reflected in the policies and strategies formulated for developing their higher education and research systems. The Indian National Education Policy (NEP, 2020) has led emphasis on the implementation of significant reforms in its education system aimed at nurturing international research, innovations and collaborations in the field of higher education. In furtherance to it, the Government of India (GoI) issued a gazette notification (UGC, Acad-Collab-Regulations, 2022) thereby paving the ways for offering dual degree/joint degree/twinning Programmes in India.

A. Definitions

1. Dual Degree Programmes: It is an educational framework wherein a learner can pursue two fulltime academic Programmes either in physical mode or in a hybrid mode offered by Indian Higher Educational Institutions. (UGC, Guidelines, 2022)
2. Joint Degree Programmes: It is an educational framework wherein.
 - i. the syllabus is jointly designed by Indian and Foreign Higher Educational Institution
 - ii. After successful completion of such Programmes the degree will be awarded by Indian Higher Educational Institutions and the partnering foreign Higher Educational Institutions will offer certificates to the learners. (UGC, Acad-Collab-Regulations, 2022)
3. Twinning Programmes: It is a collaborative arrangement wherein learners admitted in Indian Higher Educational Institutions can pursue their Programmes partly in India and partly in the Foreign Educational Institution. After successful completion of the said programme the degree will be awarded by the Indian Higher Educational Institution. (UGC, Acad-Collab-Regulations, 2022)

In the current global scenario, an increasing number of universities and institutes (CIGE, 2014) across the world are multiplying their international

activities to achieve the holistic development of the learners. The dual degree/joint degree Programmes facilitate multidimensional partnerships amongst such universities/institutes. In addition to this, (Peterson, 2015) such Programmes offer benefits like increased employability of the learners, generation of revenue for the institutes, improvement in the quality through exchange of good practices etc. The double degree Programmes (Chen X., 2007) facilitate honing the interdisciplinary skills and ensuring the holistic development of the learners. The Dual Degree Programme Model (Nader Asgary, 2010) followed by foreign higher educational institutions are superior in terms of providing academic, intellectual and experiential learning; this in turn will lead to the creation of global business leaders and responsible citizens. In Germany (Allworden, n.d.), the dual degree Programmes can be combined with vocational training. In such programme's applied knowledge is an integral part of the learning process wherein the students are taught at two different locations namely the higher education institution and the company's premises.

There are three reasons that have led to increased interest in joint and double degree Programmes world over namely; (Knight, Joint and Dual Degree Programmes: Vexing Questions and Issues, 2008) a) increased demand for higher education especially in overseas HEIs, b) enhanced ICT that facilitates virtual mobility and collaboration amongst HEIs across the world and c) the perception of HEIs related to their reputation and status that comes with such collaborations.

B. International Prospects in Dual Degree Programmes

One of the valid question raised by HEIs and their stakeholders in case of international collaborations is: (Daniel D. Denecke, 2010) what benefits will it offer to the learners, HEIs and faculty members (teachers)? Some of the benefits of such collaborations for the learners, HEIs and faculty members (teachers) are as follows:

For The Learners:

- Holistic personal development
- Enhanced opportunities in academics and research
- Research network

- Improved job scenario

For HEIs and Faculty Members:

- Recognition as a global HEIs imparting quality education
- Enhanced overseas learners' enrolment and the resultant increase in revenue
- An encouraging educational environment originates from different cultural experiences
- Sharing the state of art equipment and resources

The major challenges in joint degree and dual degree programme (Daniel Obst, 2011) offered by HEIs are i) legal issues, ii) drafting a syllabus, iii) transfer of credits and the award of degree/ certificate, iv) academic calendars, v) student enrolment procedure, vi) fee structure, vii) language problem, viii) getting sufficient funding, ix) viability etc.

A notable difference between international degree Programmes, namely dual/double degree Programmes and joint degree Programmes is primarily based on the degree awarded. In case of double or dual degree program (Lasch, 2023), the partnering institutions confer two separate degrees post successful completion of the degree program. The UK Higher Education Statistics Agency (HESA) (Cader, 2022) classifies UK Transnational Education (TNE) delivered in India into the following categories:

1. Blue Category – This TNE category includes a validation model wherein it involves validation of a program developed and delivered in India and the same is done by a UK University.
2. Grey Category: It consists of joint and dual degrees and there is a provision of taking franchisee. In this model, joint and dual degrees involve partnerships between UK universities and Indian institutions where students may receive degrees from both institutions.
3. Pink Category: This category refers to the Programmes that are delivered online. It facilitates access of Indian and UK University's courses to the students by leveraging the digital platforms.

In Germany, the educational system ((Kapil

Uderani, 2023) is divided into five stages; Early childhood; Primary; Secondary; Tertiary; and Continuing. With a view to keep pace with the time, India has introduced reforms in the education system through NEP and it also reflects similar stages.

The landscapes of international dual and joint degree Programmes in Europe and Australia are marked by their cooperative approach, (Georgiana Mihut, 2015) wherein the foreign universities are seen as equal partners. However, several key differences exist therein. And they are as follows:

European Context:

- Funding and support- European Programmes receive significant attention and financial support from the European Commission through schemes like Horizon 2020, Erasmus + etc. Erasmus Mundus supports 121 joint and dual degree program within Europe and Australia.
- Collaborative pathways- Australia has come up with different ways that facilitates the non-Australian's entry in its higher education institutions. Unlike many European Programmes, it includes sequential collaboration between partnering institutions.
- Sub-degree studies- May international students in Australia's bachelor's degree Programmes have either completed their sub-degree i.e. diplomas in polytechnics and private colleges.

The University of Madras (UNOM) has implemented learner centric practices to create responsible citizens and professionals. (Madras-University, 2021) Some of them are as follows:

1. University Students Advisory Bureau (USAB): It acts as a facilitator that helps the undergraduate and postgraduate students in respect of coaching, training program, career guidance and counseling, placement etc.
2. The Gender Lab for Inclusiveness and Diversity Education (GLIDE): It is the first such lab in the country that conducts online workshops on gender sensitization for young men and women. These workshops are aimed at preventing gender based discrimination and violence.

2. Literature Review

The literature regarding dual degree Programmes was gathered by the researchers from various databases like Scopus, Research gate, Taylor and Francis, Google Scholar etc. The summary of review of literature is as follows:

(Betty J. Ruth, 2000) The study was carried out to compare MSW MPH dual degree Programmes and only MSW. The sample was randomly selected using an alumni base. The observation was not much difference was observed in salary package. Both groups were satisfied with their career. The researchers agreed that more research is required to know the differences and impact on social work.

(Sherrill, 2004) The article has explored career choice of medical students as medical institutes are offering MD/ MBA dual degree program. Students pursuing dual degree MD/MBA program were surveyed and interviewed. The main objective of the students was to get leadership opportunities and to get medical as well business training to have diverse career. The two main factors considered for medical career are personal and societal. The variables considered for study are career and innovation opportunities, career interest, skills and abilities, leadership opportunities in medicine, willingness to influence future of medicine, independence, intellectual stimulation, course contents of management program, desire to retain influence on medical practice, willingness of authority, prestige of degree, to gain additional education, job security and income prospects. Structured interview tool was used. Forty students were interviewed. Ethnographic qualitative analysis software was used to analyze the data. The main finding of the data analysis is career and innovation opportunity, to make difference in medicine, enhancement of skills and abilities and consistent in career interest are main influencing factors to choose dual degree programme MD/MBA.

(Knight, 2011) The paper focuses on clarification about differences between joint, double and consecutive degree Programmes and gives conceptual framework of definitions. On one side, these Programmes are treated as exchange and mobility Programmes, on the other side there is double counting of academic work and kind of academic fraud. The study is carried out in the USA and European countries. The independent variables considered for the study are Quality assurance,

Qualification, Competencies required, Ethical value, Legal framework of collaborating countries, Time frame required, and Language barrier, the dependent variable is success of the dual degree programme. The findings of the study are universities in USA prefer to offer joint degree programme at undergraduate level whereas European universities prefer at graduate level. The objective on priority is internationalization and cultural exchange in the two countries.

(Steven M. Culver, 2012) The article throws light on strengths and weaknesses of existing engineering graduate dual degree Programmes. The stakeholders considered were students, faculty, alumni and employers who have hired them. The study discusses about factors of value addition in dual degree. The major findings are students prefer to study at home institution first and then move to foreign institution, alumni agreed that they got good positions on career due to dual degree and were satisfied. The employers emphasized that better leadership and team work skills were developed in the students completing dual degree Programmes. The primary motivation of the students is to travel and experience the culture of different countries and become independent. The outcome of the dual degree programme is that students get a global perspective, flexibility and confidence. The faculty member gave the opinion that dual degree is value addition in resume and students become more marketable.

(Helms, 2014) The report covers profiles and perspectives of joint and dual degree Programmes offered in the USA. A survey is conducted at US universities and qualitative data is gathered through interviews to know about features of Programmes. The observation is that international collaborative degrees are part of strategic planning. The enrolment rate is high of non-US students.

The issues related to academics are teaching methodology, course equivalence, and legal and safety issues. Joint degree Programmes are more challenging than dual degree. The top countries coming forward for collaboration are China, Turkey, Germany and South Korea. 36% of institutions have well established procedure to implement such Programmes.

(James Paul Holloway, 2015) The research work focuses on challenges in execution of dual degree Programmes. The survey was carried out in USA to

know the preparedness of institutions to implement dual degree Programmes. It studies whether dual degree programme is a part of institute's strategic planning and execution. After graduation, the students found more opportunities to utilize language and intercultural agility acquired.

(Abdulhadi, 2016) The news article informs about UGC announcement about offering dual degree Programmes at UG and PG level on 12th April 2022. To align the vision of NEP 2020 which focuses on multidisciplinary and flexible mode of education dual degrees are introduced by UGC through which many opportunities and career prospects will be open.

(DUAL DEGREE CONSORTIUM AGREEMENT between MICHIGAN STATE UNIVERSITY IIT Madras, 2016) Researchers have referred to the MoU to understand the terms of agreement between two universities from different countries. The points considered in the agreement are course requirements, programme process, award of degree and standards applicable to the students.

(Ahmed Abu Zaid, 2016) The article takes overview of dual degree MD, Ph.D. program as there is requirement of medicine and research education. It is offered in Saudi Arabia. The finding is that the MD Ph.D. dual degree program is having good outcome.

(Matthews, 2017) The research work is carried out in Australia. A comparison is made between the perception of single degree and dual degree science undergraduate students.

The variables considered were importance, extent of inclusion and assessment of outcomes, improvement, confidence level, future use. The graduate learning outcomes were emphasized.

(Gürbüz, 2020) The article has considered dual degree between Turkish university and university of New York. The study is qualitative in nature. The group of students and faculty members is considered. It has explored the impact on development of students after year abroad on the parameters like personal, linguistic, cultural and academic development. The finding of the study is there is positive impact of year abroad for the students' development on all four parameters. But, there is a contradictory statements by students and faculty. Students gave opinion that there is improvement in language skills but faculty said that students have not benefited as much expected.

(Calvin J. Kersbergen, 2020) The article throws light on the perception of students of MD Ph.D. programme. Though interested in the area of research, few apply for this dual programme and female students are much less. Qualitative approach is used in this study. The factors considered were career and life goals, general knowledge. The participants were willing to have career in clinical work, research and teaching. Tuition remission and increased grant access were found to be positive factors. Duration, excessive research training were limitations.

(Commission, 2022) The University grant Commission (UGC) has issued circular giving clear cut guidelines for implementing two academic Programmes at the same time other than Ph.D degree. At the backdrop of National education Policy 2020 which focuses on flexibility in education system, internationalization and enjoyable learning, distance and online education Programmes are on rise in India. Now the students can pursue two academic Programmes together which assists in fulfilling the objectives of NEP 2020. It promotes students' holistic development in academic and non- academic areas. Equal weightage has to be given to Arts Science, curricular extra- curricular activities. As per guidelines, students can pursue two Programmes, the class timings must not overlap. There can be a combination of one regular programme and one open and distance learning mode through institutions recognized by UGC, statutory council or government of India. (Dr. Katja Lasch, 2023) The document gives guidelines for student exchange, dual, double and joint degree Programmes. It has given information about changing scenario in higher education in India. With the implementation of credit transfer system, the structure gets revised, exit pathways are incorporated. According to NEP 2020, the focus is on internationalization of education. Thus, there is a rise in students exchange, faculty exchange MoUs as well as dual degree Programmes. The comparative study has been done in Germany and India dual degree (called double degree in Germany) Programmes. In dual degree Programmes, both HEIs offer certificates after completion, in joint degree programme, one certificate is offered. Students must fulfil study requirements of both universities and exam adjustments are required. The success of the programme depends upon well-established partnership among HEIs involved. Further it throws light on various challenges in implementing dual degree Programmes.

(F, 2023) The article gives various pros and cons of studying dual degree. Students' reviews are considered. It gives opportunity to go in depth in two subject areas simultaneously. It helps to save time and money. But more hard work and commitment is necessary to complete both degrees.

(Nader Asgary M. R.) The article has carried out cost benefit analysis of UG and PG Dual Degrees. It has investigated comparative model of international education focusing on one way and two-way dual degree Programmes. After completing cost benefit analysis, the researchers have concluded that dual degree Programmes has high potential in future with great outco (Sheila W. Chauvin, 2023) The article has studied perception and motivation of four-year MD MPH dual degree programme at Tulane University. It is a good initiative between medicinal and public health Programmes. The findings of the study are that there should be more awareness of the program among the students. Students have agreed about broader perspective and increase in opportunities due to simultaneous studies.

C. Research Gap:

1. The existing literature has covered definitions, challenges, and guidelines related to dual and joint degree Programmes, but there is a research gap regarding the perspectives of Indian students specifically.
2. The National Education Policy (NEP) 2020 emphasizes internationalization, flexibility, and a multidisciplinary approach in education. The research recognizes a gap in understanding how dual degree Programmes align with these key aspects of the NEP.
3. While the study focuses on dual degree Programmes, there is a need to explore specific opportunities and challenges within the context of management education.
4. The research gap also involves a lack of a detailed study on the expectations of Indian students when pursuing dual degree Programmes.

Considering these research gaps the researchers decided to undertake a comprehensive study that considers various dimensions such as academic, professional, and personal development.

D. Dual Degree Programme and Stakeholders perspective

(Josephine Fleming, 2010) This article presents findings from an Australian Learning and Teaching Council project focusing on Australian dual degree Programmes. Interviews were conducted with employers from 30 engineering-focused organizations, ranging from small to large firms, to gather their views on hiring graduates with engineering dual degrees. The respondents indicated that recruiters prioritize graduates' engineering skills and academic performance over whether they hold a single or dual degree. However, employers also acknowledged that dual degrees provide graduates with a broader skill set that could be beneficial to the organization in the long term. While graduates are expected to concentrate on engineering tasks during the initial years of employment, those with dual qualifications, especially in engineering and business, could see faster promotions. (Steven M. Culver P. W., 2011) this study presents findings from focus groups at Lund University in Sweden, aimed at understanding the perceptions of stakeholders involved in graduate-level double-degree Programmes in engineering. These groups included current students enrolled in double-degree Programmes, faculty teaching these Programmes, and recent alumni. Additionally, a focus group was conducted with undergraduate students preparing to study in the US the following year. The results show that both students and alumni recognize tangible benefits in earning double degrees. However, Swedish faculty were less convinced, especially when distinguishing between the technical and professional advantages and the benefits derived from international experiences, which could be obtained through other means. (Steven M. Culver I. K., 2012) studied dual degree Programmes for Graduate-level engineering Programmes. Researchers studied the strengths and weakness of existing formalized Programmes at the graduate level in engineering through surveys and focus groups involving four key stakeholder groups: current students in dual- or joint-degree Programmes, faculty teaching these courses, recent alumni, and employers who have hired or might hire graduates from these Programmes. Drafts of the survey were created by assessment and survey specialists in collaboration with administrators and graduate faculty from the United States, Italy, Germany, and Sweden, all of whom were actively engaged in international collaborations. The results revealed a generally positive perception of these Programmes across all groups of stakeholders, with a

notable student demand. However, the benefits were more pronounced in personal development rather than professional advancement. Additionally, employers were often unclear about the nature of dual-degree Programmes and did not necessarily see graduates as having increased marketability. ((Paražinskaitė, 2013) research findings indicated that joint degree program diplomas might not be viewed as an advantage by employers unless certain key aspects are addressed by the program designers. However, there are undeniable strengths, such as proficiency in foreign languages, international experience, and the innovation and creativity of employees, which would be considered beneficial during the selection process for technical support-related positions.

E. Objectives of the study:

- i) To study the concept of Dual Degree Program in the context of higher education in the domain of Management in India.
- ii) To study the parameters/factors considered for admission in Dual Degree Programmes.
- iii) To find out the awareness about dual degree Programmes and willingness of students to pursue it.
- iv) To study the alignment of Dual degree Programmes with achieving the objectives of National Education Policy (NEP) 2020
- v) To understand challenges and opportunities of dual degree Programmes in India
- vi) To analyze students' perspective and expectations from dual degree Programmes.
- vii) To suggest suitable framework for acceptability and success of dual degree Programmes in India

3. Research Methodology

The researchers gained deeper insights into dual degree Programmes through extensive literature review which includes research papers, articles, gazette notifications, guidelines from academic regulatory bodies from India. It has also facilitated the identification of variables for this research work.

Research Design

Research design encompasses the set of methods and approaches employed by researchers to conduct their intended research. It serves as a concise overview of the study's population, sampling methodology, data collection techniques, and eventual data analysis. A well-crafted research design aims to reduce bias and yield reliable and genuine outcomes.

The research is characterized as descriptive and focuses on the population of postgraduate students pursuing management education in deemed to be universities in Pune Region, Maharashtra (India).

A. Population of the study

The universe of this research encompasses students enrolled for postgraduate programme in Management Institutes in deemed to be universities in Pune Region, Maharashtra (India). Considering the presence of seven deemed to be universities in this region (UGC, Deemed to be university Application portal, 2024) and the significant student population therein, infinite population is considered.

B. Sample for the study

The researchers explored various methods for determining the sample size in their study, especially when dealing with a very large or unknown population. The acceptable methods such as Krejcie and Morgan table, statistical formulae for infinite population is also referred while determining the sample size.

- An acceptable sample size of 384 with a 5% margin of error and a 95% confidence level.
- Cochran's formula.
- Utilizing the formula $(Z \text{ score})^2 \times \text{standard deviation} \times (1 - \text{standard deviation}) / (\text{margin of error})^2$ (Qualtrics, 2022).

All the methods recommend sample size of 384 as acceptable for infinite population. A sample size of 384 has been deemed acceptable based on the above methods. However, the researchers distributed questionnaires to 492 respondents, and successfully collected data from 476 respondents out of 492, nine questionnaires were incomplete, and seven respondents did not revert. Thus, ineligible for inclusion in the study.

D. Sampling Technique

As it was impossible to reach out to the entire PG student, so researchers have used a combination of non-probability sampling technique namely the convenience sampling and snow ball sampling method for data collection. Data was collected from 476 respondents.

1. Primary Data

A structured questionnaire was formed and circulated to students studying post graduate programme in management institutes under deemed to be universities in Pune region. A pilot study involving 78 students from the aforesaid institutes was conducted. Informal discussions were held with them, and their feedback was integrated before finalizing the questionnaire. To ensure reliability, Cronbach's alpha was computed, and content validity assessments were performed to verify the questionnaire's validity.

2 Secondary Data

Secondary data for the research was obtained from a variety of sources, including research papers, journals, articles, newspapers and online resources.

4. Data Analysis

In the formulation of the questionnaire, the primary variables are identified based on the review of existing literature and the examination of secondary data. This aligns with the guidelines set forth by the University Grants Commission (UGC) also. For data analysis, both MS Excel and SPSS were utilized. The researchers employed a Chi-square test for hypothesis testing, and the results are presented in frequency tables along with descriptive statistics.

A reliability test, specifically Cronbach's alpha using the internal consistency method, was conducted. The calculated value of Cronbach's Alpha is 0.902 and Cronbach's Alpha Based on Standardized Items is .904. Given that a Cronbach's alpha value exceeding 0.70 is considered acceptable (Cortina, 1993), it can be concluded that the data collected through the questionnaire is reliable. The questionnaire drafted was shown to 6 experts to validate the content. Reliability and validity tests were conducted to assess the appropriateness of the questionnaire.

Initially, a summary of case processing reveals that valid cases were identified, encompassing data collected from 476 postgraduate students. The value of 'N,' representing the total number of cases, remains at 476, as all collected cases were included for subsequent data analysis.

**Table 1 :
Case Processing Summary**

		N	%
Cases	Valid	476	100.0
	Excluded ^a	0	.0
	Total	476	100.0

**Table 2:
Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.902	.904	13

**Table 3 :
Region**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rural	29	6.1	6.1	6.1
	Semi Urban	84	17.6	17.6	23.7
	Urban	363	76.3	76.3	100.0
	Total	476	100.0	100.0	

**Table 4 :
Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	260	54.6	54.6	54.6
	Female	216	45.4	45.4	100.0
	Total	476	100.0	100.0	

**Table 5 :
Family Annual Income**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 Lac	240	50.4	50.4	50.4
	5L-10 L	148	31.1	31.1	81.5
	10 L-15 L	57	12.0	12.0	93.5
	15 L and above	31	6.5	6.5	100.0
	Total	476	100.0	100.0	

A. Demographic Profile

The majority of participants, numbering 363, reside in urban regions, while 84 respondents are from semi-urban localities, and 29 respondents are from rural areas.

Among the respondents, 260 students, constituting 54.6%, identified as male, while 216 individuals, accounting for 45.4%, identified as female

Most of the respondents, comprising 50.4%, fall into the category of annual income less than 5 Lacs, while 148 student respondents belong to the 5 Lacs to 10 Lacs income category.

Table 6 :
Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-22	17	3.6	3.6	3.6
	22-25	308	64.7	64.7	68.3
	25 and above	151	31.7	31.7	100.0
	Total	476	100.0	100.0	

Awareness and wish for pursuing Dual degree

Table 7 :
Awareness Dual Degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 (No)	23	4.8	4.8	4.8
	2 (Yes)	453	95.2	95.2	100.0
	Total	476	100.0	100.0	

Table 8 :
Wish to pursue Dual degree

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 (No)	28	5.9	5.9	5.9
	2 (Yes)	448	94.1	94.1	100.0
	Total	476	100.0	100.0	

Age: The demographic distribution of respondents provides valuable insights into the age groups participating in the survey.

The majority, comprising 308 respondents, falls within the 22-25 age category, suggesting a significant presence of individuals in the early stages of their adult lives, likely pursuing or considering higher education options. Additionally, 151 respondents belong to the 25 and above age group.

Out of the total respondents, 453 students, accounting for 95.2%, demonstrate awareness of the dual degree program, while 23 individuals, representing 4.8%, lack awareness about it.

A total of 448 student respondents, constituting 94.1%, express the desire to pursue the dual degree program, while 24 individuals, making up 5.9%, do not wish to pursue it.

A. Hypothesis Testing:

H0: Students are not aware of dual degree programme and do not wish to pursue.

H1: Students are aware about dual degree programme and wish to pursue.

Table 9 :
Case Processing Summary

			Cases			
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Awareness for Dual Degree * Wish to pursue Dual degree	476	100.0%	0	.0%	476	100.0 %

Table 10 :
Awareness for Dual Degree and Wish to pursue Dual degree Cross tabulation

Count		Wish pursue Dual degree		
		1	2	Total
Awareness Dual Degree	1	7	16	23
	2	21	432	453
Total		28	448	476

Table 11 :
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	26.315 ^a	1	.000		
Continuity Correction ^b	21.861	1	.000		
Likelihood Ratio	14.704	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	26.260	1	.000		
N of Valid Cases ^b	476				
a. 1 cell (25.0 %) have expected count less than 5. The minimum expected count is 1.35.					
b. Computed only for a 2x2 tab					

Due to the calculated chi-square value being 26.315 at 1 degree of freedom with a 95% confidence level, surpassing the tabulated value of 3.841, the null hypothesis is rejected.

Therefore, it can be inferred that the students are aware of the dual degree Programmes and wish to pursue the same.

B. Descriptive Statistics-Parameters considered for dual degree programme

Thirteen key variables were identified as criteria/factors considered for admission into the Dual Degree program. The analysis aimed to understand students' perspectives and expectations/objectives related to the Dual Degree. Respondents were queried on these aspects using a 5-point Likert scale, ranging from strongly disagree (assigned a value of 1) to strongly agree (assigned a value of 5). The descriptive statistics outlining the findings are detailed below. It can be affirmed that most of the participants express strongly agree and agree regarding the parameters of skill development and placement opportunities, as evidenced by the higher mean values for these two criteria. Respondents emphasized the significance of skill development in the dual-degree program, considering it a crucial factor in their decision to select and pursue the program. Similarly, placement opportunities garnered the second-highest mean value, indicating its importance to the students. Notably, respondents indicated that infrastructure facilities received the lowest mean value in their assessments.

Table 12 :
Descriptive Statistics-parameters Considered For Dual Degree Programme

	N	Mini mum	Maxi mum	Mean	Std. Deviation	Varian ce
Fees and other cost	476	1	5	4.12	.950	.902
Placement opportunities	476	1	5	4.47	.780	.608
Skill Development	476	1	5	4.50	.744	.554
Compatibility of Programmes	476	1	5	4.16	.767	.588
Eligibility Criteria	476	1	5	4.16	.862	.742
International and domestic exposure	476	1	5	4.12	.873	.761
Reputation/Goodwill	476	1	5	4.29	.841	.707
Security and safety	476	1	5	4.25	.803	.645
Infrastructural Facilities	476	1	5	4.05	.843	.711
Syllabus content	476	1	5	4.12	.758	.575
Scholarships	476	1	5	4.19	.845	.714
Faculty expertise	476	1	5	4.17	.816	.666
Co- Curricular extracurricular activities	476	1	5	4.27	.831	.691
Valid N (list wise)	476					

Table 13 :
Skill Development

Frequency	Percent	Valid Percent	Cumulative Percent
7	1.5	1.5	1.5
30	6.3	6.3	7.8
150	31.5	31.5	39.3
289	60.7	60.7	100.0
476	100.0	100.0	

It can be concluded that most respondents are supportive of the results of Skill development, given that the mean values for most outcome parameters fall within the range of 4 to 5. Notably, it is noteworthy that a significant number of respondents strongly agree, agree, or express neutrality, particularly concerning the skill development preference for choosing the dual degree programme. It came about most important parameter for choosing dual degree Programmes.

Table 14 :
Placement Opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	7	1.5	1.5	1.5
	3	43	9.0	9.0	10.5
Valid	4	136	28.6	28.6	39.1
	5	290	60.9	60.9	100.0
	Total	476	100.0	100.0	

It can be inferred that the majority of respondents express support for the outcomes related to placement opportunities, as indicated by mean values within the range of 4 to 5. Significant number of respondents who strongly agree, agree, or remain neutral, especially in terms of the preference for placement opportunities when choosing the dual degree program. This underscores the importance of placement opportunities as a second crucial parameter influencing the choice of dual degree Programmes.

C. Objectives to pursue dual degree Programmes

Pursuing a dual degree program often involves a combination of academic, professional, and personal objectives. It's interesting to note that most respondents, with a frequency of 396, have expressed a desire to pursue the dual degree program for skill enhancement. This suggests a strong emphasis on acquiring practical and applicable skills, which could potentially enhance their professional capabilities.

Table 15 :
Objectives To Pursue Dual Degree Programmes

Objectives / reasons	Frequency of Multiple choices preference of respondents	Percentage of Multiple choices preference of respondents
Return on Investment (ROI) / Placement opportunities	320	67.3
Lesser time required	183	38.5
Skills Enhancement	396	83.2
Enhancing employability prospects	220	46.2
Extensive International Exposure	227	47.7
Exposure to diverse cultures	220	46.2
Multidisciplinary Approach	256	53.8
Analytical Thinking	234	49.2
Network abilities and connections	256	53.8

In addition to this, the consideration of return on investment (ROI) / placement opportunities as an important objective indicates that students are also mindful of the potential economic benefits associated with the dual degree program.

This pragmatic approach suggests that students are not only focused on academic or skill development but are also evaluating the program's long-term value in terms of career advancement and financial gains

A. Factors considered while taking admission in dual degree programme:

It's indeed fascinating to observe the multifaceted motivations behind pursuing dual degree Programmes. The respondents' emphasis on placement opportunities (440 respondents) as a primary factor highlights the practical and career-centric aspect of their decision-making process. This suggests that students are not only seeking academic enrichment but are also strategically aligning their educational choices with future employment prospects.

The recognition of skills development (382 respondents) as a significant factor further reinforces the idea that students are looking for tangible, applicable skills that can directly contribute to their professional success. This aligns with the broader trend in education where there is an increasing emphasis on practical, hands-on learning experiences.

Table 16 :
Factors Considered While Taking Admission In Dual Degree Programme

Factors considered for dual degree	Frequency of Multiple choices preference of respondents	Percentage of Multiple choices preference of respondents
Fees and other associated costs	309	64.9
Placement opportunities	440	92.5
Skills development	382	80.3
Compatibility of Programmes	175	36.8
Eligibility criteria	169	35.5
International / domestic exposure	205	43.1
Institution reputations and goodwill	183	38.5
Security/safety	190	40
Infrastructural Facilities	161	33.8
Syllabus contents	227	47.7
Exposure to co-curricular Activities and Extra Curricular Activities	147	30.8
International Collaborations	176	36.9
Availability of Scholarship	183	38.5
Funding by Government to the course	156	32.8
Faculty Expertise	175	36.8

Moreover, the consideration of fees and associated costs (309 respondents) as the third important parameter indicates that students are also pragmatic about the financial aspects of their education. This could suggest a growing awareness among students regarding the return on investment (ROI) in terms of both skills acquired and potential career opportunities.

B. Alignment of Dual degree Programmes with achieving the objectives of National Education Policy (NEP) 2020

After going through the features of Dual Degree Programmes, it is observed that Dual degree Programmes align closely with India's National Education Policy (NEP) 2020 in several ways.

NEP promotes flexibility in course choices and

multidisciplinary approach to education so that students can explore diverse fields of education, Dual degree Programmes inherently provide this flexibility by allowing students to pursue two different area of specialization simultaneously with mobility and credit transfer, promoting a broader and more versatile lifelong educational experience. The focus of NEP is on holistic education that integrates humanities and sciences, fostering a well-rounded understanding of various disciplines. The dual degree Programmes are framed for integration across various disciplines.

The aim of NEP is to equip students with skills that enhance their employability, adaptability, research mind-set and innovation in a rapidly changing job market. Dual degree Programmes encourage research and project work across various disciplines that equip the students with diverse skill sets, making them more versatile, enhancing their research aptitude, creativity, innovation which makes them employable.

NEP 2020 aims to bring Indian education to global standards through internationalization. Dual Degrees collaborate with universities across globe and align with international educational practices, making Indian degrees more recognizable and respected globally.

C. Challenges

Ensuring the quality assurance and sustainability of dual degree Programmes has various challenges and considerations. These include preventing the double counting of academic work and navigating the ethical dimensions associated with determining the necessary academic workload and competencies for granting joint degree Programmes. Mitigating academic fraud, ensuring the recognition of qualifications, and operationalizing the Programmes efficiently are crucial aspects. Joint degree Programmes may take longer to complete and incur higher costs, necessitating a well-established partnership between the two Higher Education Institutions (HEIs) involved.

The integration of two education systems becomes complex due to cultural, linguistic, and pedagogical differences. Successful implementation requires coordination and support from both partnering higher education institutions (HEIs), with equal weightage given to the contributions of each university. In addition to this, the challenges such as planning the

academic calendar, ensuring course equivalence by considering the educational systems of both the countries, and defining prerequisites, course mapping, and designing contents for a skill-based curriculum must be overcome. The development of progressive learning outcomes, explicit interdisciplinary opportunities, and the establishment of a credit transfer policy are essential components.

Addressing eligibility criteria, determining the fees' structure and sharing policy between both HEIs, and identifying value addition for each university are critical considerations. Language of instruction, strategic planning, securing funding, obtaining accreditation, and ensuring regulatory compliance are additional factors that contribute to the success of joint degree Programmes. Overcoming differences in quality assurance procedures, establishing effective administrative leadership, structure, and staffing, aligning faculty policies and practices, facilitating student mobility, and incorporating the inclusion and assessment of graduate outcomes complete the comprehensive landscape of challenges and opportunities associated with joint degree Programmes. This illustration underscores the multifaceted nature of efforts required for the successful execution and sustenance of collaborative academic initiatives.



Fig. 1. Challenges in Dual Degree Programmes

5. Findings, Suggestions, Conclusions

A. Major Findings

It is observed that students view their dual degree Programmes not just as academic pursuits but as

steppingstones towards securing a meaningful employment post their graduation. Institutions that actively collaborate with industries, offer internship Programmes, and provide career guidance services may be particularly attractive to students seeking excellent placement prospects. The recognition of practical skill development as a crucial parameter highlights the shift towards a more hands-on and applied approach to education. Students are not just looking for theoretical knowledge but also its practical aspects, real-world skills that can make them valuable contributors in the workforce. Dual degree Programmes that incorporate experiential learning, industry projects, or internships can be particularly appealing. The consideration of return on investment (ROI) indicates that students are conscious of the financial aspects of their education. They are most likely to assess the cost benefit ratio in a dual degree programme, both in terms of enhanced career opportunities and long-term earning potential. Institutions that demonstrate a strong track record of successful placement, career progression/ opportunities, skill enhancement, emphasis for return on investment and considerate about fees may have a competitive advantage.



Fig. 2 : Outcome

B. Suggestions

Based on the findings of the this research work the authors have proposed A Dual Degree Programme Framework- SHIKSHA (Students' Holistic Improvement in Knowledge of Social Science, Humanities and Analytics) that facilitates students' multi-dimensional skill development in the field of management. SHIKSHA, the framework has tried to align students' expectations in terms of skill development, career and placement opportunities, and the consequent return on investment (ROI) from dual degree programmes and what institutions should focus on so as to attract large number of students to these degree programmes. In addition to this, the framework will assist the HEIs in providing academic flexibilities to students and ensuring efficiency in the operational aspects of implementing the dual degree programmes offered by them by assisting their expectations and perspectives.

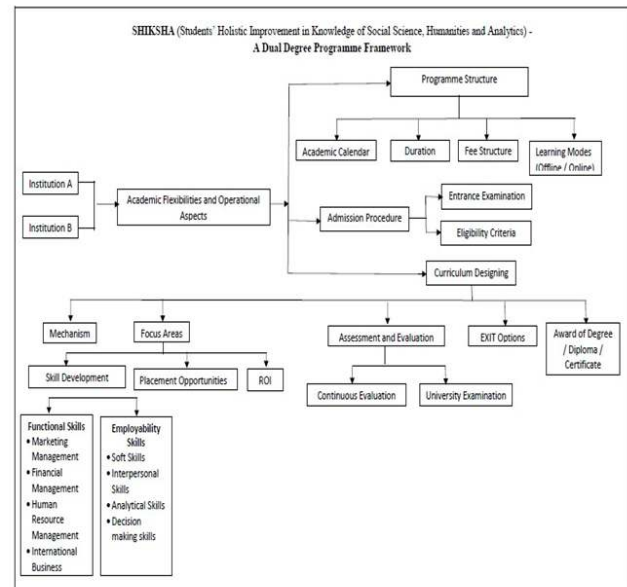


Fig. 3 : SHIKSHA – A Dual Degree Programme Framework

C. Further scope of study

This research work attempts to study the Dual degrees Programmes perspective and expectations of one of the important stakeholder's i.e. students in management institutes under deemed to be universities in Pune region, India. This study can be further extended to other stakeholders like employers, alumni, educational institutes management, parents and regulatory authorities as well as for different categories of universities like central universities, state universities, deemed (to be University) in India and even done abroad also. The study can be extended to other undergraduate, post graduate courses and for different professional courses.

D. Significance/Scope of the study

This study assists in understanding the concept of dual degree programme, level of awareness among students about Dual Degree Programmes and their willingness to enroll in such Programmes for management education. Even study highlights the challenges and opportunities associated with Dual Degree Programmes in India for management education. Students' perspectives and expectations regarding Dual Degree Programmes, parameters/factors, and objectives are also studied in the research work. Study proposed a framework for success and effectiveness of dual degree Programmes in India for management education.

Conclusion

The students enrolled for dual degree Programmes is a unique group i.e. positive risk takers and high achievers. Their motivational level is very high to learn two Programmes simultaneously. The most influencing factors to pursue dual degree is to get international exposure, skillset, ROI and career enhancement, willingness to make a difference and prestige of dual degree. These insights provide valuable information for programme administrators and educators, allowing them to tailor the dual degree programme to meet the specific needs and expectations of the students. It may be beneficial to incorporate elements that emphasize skill development and highlight the potential for a positive ROI to attract and retain students in the programme. Understanding these varied objectives can help educational institutions design and structure dual degree Programmes that cater to the diverse needs and motivations of students, ultimately enhancing the overall educational experience.

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