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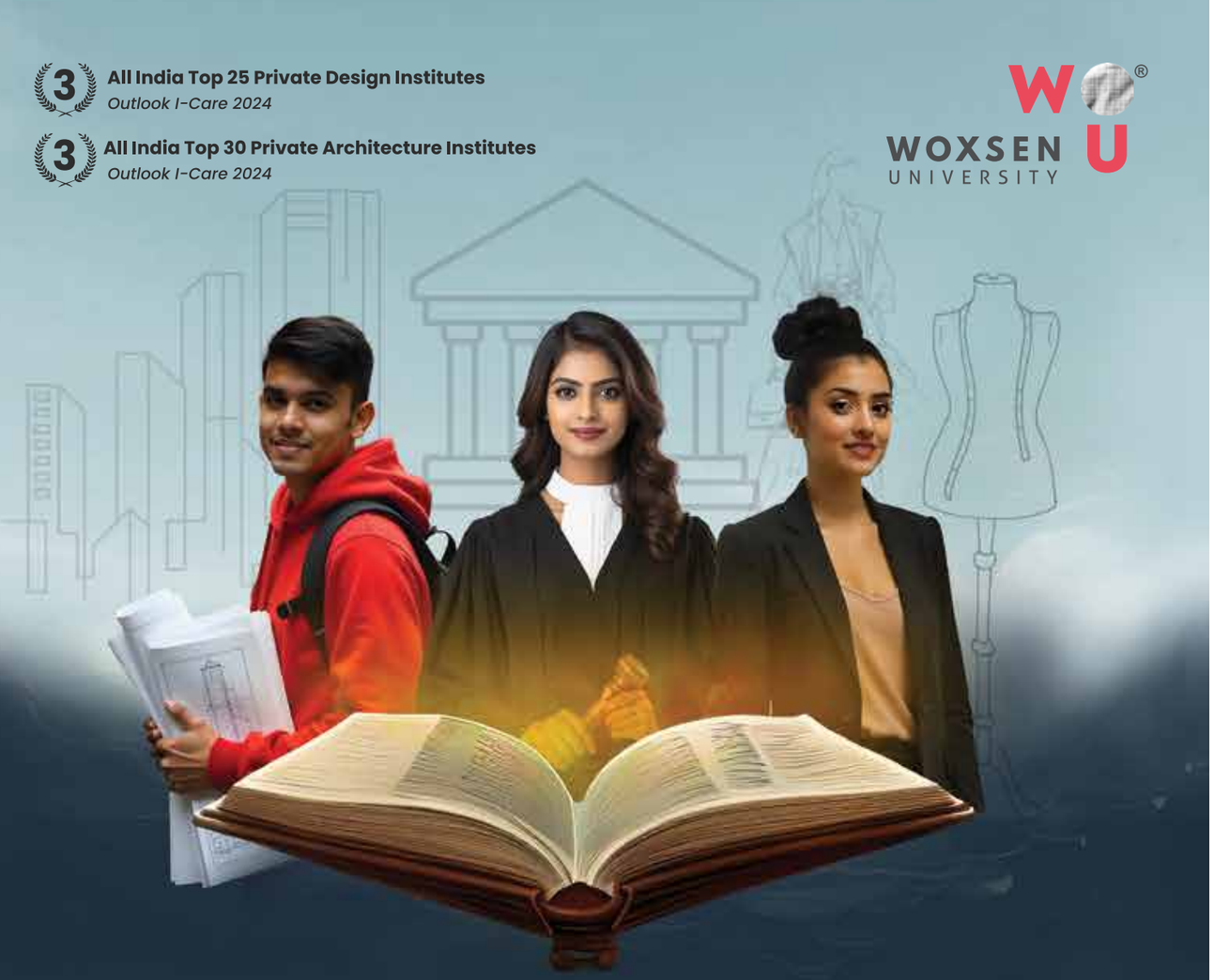
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LEGAL EDUCATION IN INDIA NEEDS URGENT REFORMS TO BRIDGE GAPS AND MEET GLOBAL STANDARDS

In a democracy, the rule of law is its backbone, and the quality of legal education determines how robustly this principle is upheld. As we step into an era of rapid globalization, digital transformation, and evolving societal structures, the role of legal professionals has become more intricate than ever. Law education is no longer confined to textbooks and courtroom procedures; it now encompasses a broad spectrum of interdisciplinary studies, technological advancements, and a keen understanding of social justice.

One of the fundamental aspects of a progressive legal system is the quality of its legal education. India has seen a significant transformation in law education over the past few decades. The establishment of National Law Universities (NLUs) was a game-changer, setting high academic and research standards. However, despite these advancements, there are glaring gaps that need immediate attention.

One of the most common criticisms of legal education is its over-reliance on theoretical knowledge. While understanding statutes, case laws, and legal principles is crucial, law schools must integrate practical exposure into their curriculum. Moot courts, internships, and legal aid clinics should not just be supplementary activities but core components of legal education. The future of legal practice demands lawyers who are not just knowledgeable but also adept at negotiation, mediation, and client counseling.

With the rise of Artificial Intelligence (AI), blockchain, and cybersecurity, the legal profession is undergoing a paradigm shift. The judiciary is moving towards digitization, and legal research is no longer confined to voluminous books. Unfortunately, many law schools still lag in integrating technology into their curriculum. Courses on legal tech, cyber law, data privacy, and artificial intelligence should be mainstreamed to prepare students for the future. Law schools should also focus on equipping students with skills in legal analytics, e-discovery, and digital forensics to stay relevant in the industry.

A legal degree is not just a means to a lucrative career but a responsibility towards society. The legal fraternity plays a pivotal role in upholding justice, human rights, and ethical governance. Law schools must instill a strong sense of ethics and social responsibility in students. Clinical legal education, pro bono work, and community service should be encouraged to help students understand the societal implications of law.

The legal landscape is no longer restricted by geographical boundaries. With an increasing number of multinational corporations, international trade agreements, and cross-border disputes, global legal expertise is in high demand. Indian law schools must incorporate international law, comparative legal studies, and foreign legal systems into their curriculum to produce globally competent lawyers. Exchange programs, international moot courts, and collaboration with foreign universities can further enrich legal education.

Reforming legal education is not just an academic necessity but a national imperative. Regulatory bodies such as the Bar Council of India (BCI) and the University Grants Commission (UGC) must work towards a holistic curriculum that balances theory with practice, integrates technology, and fosters ethical values.

The legal fraternity is at a crossroads, and the choices we make today will shape the justice system of tomorrow. It is time for legal education to evolve, ensuring that the next generation of lawyers is not just knowledgeable but also socially conscious, technologically adept, and globally competent. Only then can we truly uphold the principles of justice in their truest sense.

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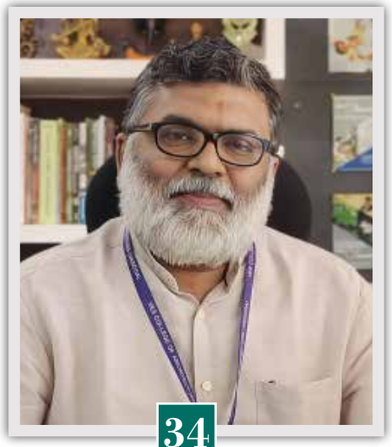

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EDTECH CAN BE THE GREAT EQUALIZER IN BRIDGING INDIA'S EDUCATIONAL GAPS

Shrinidhi RS
Founder and CEO of CherriLearn

Q The growth of EdTech in India has accelerated significantly, especially post-pandemic. How do you view the overall role of EdTech in addressing educational inequalities across rural and urban areas, particularly in the context of India's vast socio-economic diversity?

EdTech holds the potential to be a great equalizer in India's education system, bridging gaps that arise from socio-economic and geographical disparities. By making quality educational resources available online, students in rural areas can access the same learning opportunities as their urban counterparts. This is crucial in a country where access to qualified teachers and standardized resources often depends on location and economic background. The use of vernacular languages in digital content further ensures inclusivity, allowing students from diverse linguistic backgrounds to learn effectively.

However, the real challenge lies in reaching regions with limited digital infrastructure and ensuring that the affordability of these solutions matches the economic realities of rural families.

The rapid growth of educational technology (EdTech) in India is reshaping the landscape of learning, offering innovative solutions to bridge the long-standing divide between urban and rural education.

In a country marked by vast socio-economic diversity, the potential of EdTech to democratize access to quality education is immense. With digital platforms, students in the most remote areas can now tap into resources that were once the privilege of urban schools, leveling the playing field for millions of learners.

The COVID-19 pandemic acted as a catalyst, accelerating the adoption of digital education tools. However, the journey toward widespread digital inclusion is fraught with challenges. Issues such as inadequate digital infrastructure, limited internet connectivity, and the affordability of devices pose significant barriers, particularly in rural regions.

Despite these challenges, the opportunities that EdTech presents are undeniable, from personalized learning experiences to the ability to overcome traditional constraints of geography and resource availability.

Government initiatives, such as the National Education Policy (NEP) 2020, have laid the groundwork for digital learning's integration into the mainstream education system. The policy emphasizes the need for a blended approach, combining traditional and digital methods to create a more robust and inclusive education framework.

*In this interview with Education Post, **Shrinidhi RS,** Founder and CEO of CherriLearn, highlighted the critical role of EdTech in addressing these inequalities. He discussed how collaborations between the government and the private sector could enhance digital infrastructure and make technology more accessible to rural students.*

Mr. Shrinidhi's insights underscore the need for a concerted effort to harness the power of EdTech, ensuring that no student, regardless of their location, is left behind in the digital age of education.

Q With the National Education Policy (NEP) introduced back in 2020 promoting digital learning, what challenges and opportunities do you see for the EdTech industry in scaling quality education to rural regions, and what role can government policy play in enabling this?

The NEP 2020 has been a game-changer, emphasizing digital learning as a core part of education reform. The opportunities include the potential to scale personalized, localized education and increase teacher support through digital tools. However, challenges such as limited internet penetration, lack of device availability, and low digital literacy in rural areas persist.

Government policies can play a transformative role by strengthening digital infrastructure, such as expanding broadband access through BharatNet, and introducing subsidies for smart devices to make technology accessible to underprivileged students. Additionally, training programs for teachers to effectively use digital tools are essential to ensuring the scalability of these efforts in rural regions.

Q In the context of India's digital infrastructure, how do you think the EdTech industry can collaborate with government initiatives to bridge the digital divide, ensuring that rural students have equitable access to online learning?

Collaboration between the EdTech industry and government initiatives is critical for bridging the digital divide. Government programs like BharatNet, Diksha, and e-Pathshala are already paving the way for digital inclusion. The EdTech industry can complement these efforts by creating localized, low-bandwidth content optimized for rural users. Joint initiatives, such as public-private partnerships, can address infrastructure gaps while ensuring that rural schools receive the training and tools they need to adopt digital learning effectively.

For example, offering devices to students through subsidized programs or creating offline-compatible solutions can ensure equitable access to learning, even in areas with poor internet connectivity.

Q Given the rapid evolution of education technology, what shifts do you foresee in how EdTech companies will interact with traditional education systems in the coming years, and how can these interactions improve education outcomes at a national level?

The future of education in India lies in a hybrid model where EdTech complements traditional education. Schools and educators will increasingly use digital tools to enhance classroom learning, offering personalized learning paths, real-time assessments, and access to global resources. This integration can improve outcomes by addressing gaps in teacher-student ratios and standardizing the quality of education across regions. For instance, digital platforms can enable rural schools to access expert content and live sessions, reducing the dependency on local infrastructure or teacher availability. Over time, such collaborations can lead to a more inclusive and outcome-driven education system, benefiting students nationwide.

Q As EdTech continues to expand into rural markets, what do you believe are the key areas of policy support needed from the government to foster innovation while ensuring educational equity and quality?

Policy support should focus on three primary areas: infrastructure, affordability, and content localization. Expanding internet coverage and providing affordable digital devices are foundational to scaling EdTech solutions in rural markets. Policies promoting content creation in regional languages and alignment with local curricula can ensure relevance and effectiveness.

Additionally, regulatory frameworks that incentivize innovation while maintaining quality standards are necessary. For instance, offering tax benefits or grants for EdTech companies focusing on rural education can encourage investments in underserved areas. Finally, fostering partnerships between schools, NGOs, and EdTech platforms can create a collaborative ecosystem aimed at achieving educational equity.

Q Looking at the broader global landscape, what lessons can India's EdTech sector learn from other countries in terms of leveraging technology to improve access to education, and how can these insights inform future government-industry collaborations?

India can draw several lessons from global pioneers in EdTech. Countries like Finland emphasize integrating technology from an early age, ensuring digital literacy becomes a core skill. African nations have adopted innovative mobile-first approaches to deliver education in low-resource settings, a model that aligns well with India's rural context.

Another key takeaway is the importance of government-industry collaboration. For example, Singapore's EdTech ecosystem benefits from robust public-private partnerships that focus on teacher training and scalable technology solutions. By adopting similar models, India can enhance its approach to rural education, ensuring that technology serves as a tool for inclusion rather than deepening existing divides.

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__Prof. Aparna Surve,__ Director of the School of Architecture at DY Patil Deemed to be University, Navi Mumbai, shares her vision for the future of architectural education in India, highlighting the importance of a __"think globally, act locally"__ approach—where architects must preserve India's cultural heritage while leveraging emerging technologies like AI, AR/VR, and sustainable materials.

She addresses critical urban design challenges, such as the loss of human-scale design in expanding cities, and the role of architects in fostering community resilience and sustainable growth.

From curriculum innovations to leadership development, Prof. Surve discusses how architecture schools must integrate practical learning, research-driven inquiry, and multidisciplinary thinking to equip students for the future. As India continues its urban transformation, she tells Education Post's Prabhav Anand that architects will play a crucial role in shaping cities that are both technologically advanced and culturally rooted.

D Y PATIL DEEMED TO BE UNIVERSITY SCHOOL OF ARCHITECTURE NAVI MUMBAI

Q As the Director of the School of Architecture at DY Patil University, how do you envision the evolution of architectural education in India over the next decade?

In the coming times, architectural education in India will need to adopt a "think globally, act locally" approach. This entails a deep exploration of the rich and diverse socio-cultural tapestry of the Indian subcontinent, drawing from its heritage, traditions, and local wisdom to create context-sensitive designs. At the same time, it must actively engage with global transformative processes driven by technological advancements, climate change, and rapid urbanization, equipping future architects with the skills and knowledge to address both local and global challenges effectively.

Q With rapid technological advancements, how is your institution integrating emerging technologies like AI, AR/VR, and sustainable materials into the architectural curriculum?

The school's pedagogy has undergone a decisive shift toward harnessing the transformative potential of disruptive technologies in Architecture, Design, and Urbanism. Technological advancements have been seamlessly integrated into the teaching-learning process through tools such as computational design, robotic and digital fabrication labs for rapid prototyping, GIS and data analytics for urban design and planning, AI-driven design and analytical tools, and AR/VR applications that challenge the conventional grammar of architectural creation.

To further explore the impact of disruptive technologies on architectural practice, production, and pedagogy, the school has organized an international conference in collaboration with the Council of Architecture: Transformations -2025, in June 2025. This event will bring together global innovators, professionals, academicians, research scholars, and industry leaders on a shared platform to foster meaningful discussions. The insights generated from this conference aim to deepen the school's ongoing inquiry into disruptive technologies and their implications for architectural education and practice.

Q Having authored the 'Design & Planning Guidelines for Street Furniture & Signage' for Mumbai, what do you believe are the most pressing urban design challenges in Indian cities today?

At the time of publishing the Design & Planning Guidelines for Street Furniture & Signage for Mumbai, the city was in the early stages of high-density and high-rise urbanization, with relatively fewer infrastructure projects than what we witness today.

Today, with the unprecedented pace of urbanization, complex transit infrastructures such as multi-lane roadways, metro networks, flyovers, sea-links, expressways connecting cities across states, and airports., and rapid vertical growth, the human-scale design required for communities to operate and thrive sustainably has largely been lost. In this continually evolving and densifying



urban landscape—where diverse regional cultures intersect and coexist—there is a pressing need for an innovative system of signage, street furniture and network of public spaces.

This system must address the demands of integration, safety, communal harmony, and sustainable living while leveraging modern technologies and strategic planning. Such an approach can ensure that street furniture and signage not only enhance functionality but also foster a sense of belonging, improve navigability, and contribute to the well-being of urban communities.

Q In your opinion, how can architecture schools better prepare students to address global sustainability challenges through design and urban planning?

Students need to be sensitized to the causes, impacts, and mitigation of climate change on human settlements at both local and global scales. To address this, the school has incorporated necessary additions to the curriculum on environmental studies and sustainable development. Additionally, students are equipped with the latest software for environmental analysis and simulation in architectural design. Importantly, the school also engages students in the study of indigenous settlements across various climatic zones and regions of India, allowing them to learn from traditional wisdom to tackle modern-day challenges posed by climate change

Q Considering your extensive experience as a consulting architect and urban designer, how do you see the role of architects evolving in community building and social impact?

As India undergoes rapid urbanization, the role of architects and planners will become increasingly vital in shaping cities, housing, institutional buildings, commercial complexes, public amenities, and infrastructure projects. With advancements in technology, the accelerating pace of urbanization, and the growing challenges of climate change, architects and planners are compelled to innovative solutions through research and a multidisciplinary thinking tool. They would also need to perform a role of facilitators of sustainable, inclusive, and resilient environments by engaging with communities and other stakeholders.

Q Given your dual roles as an academic and a practicing architect, how do you balance theoretical knowledge with practical experience in your teaching approach?

I do believe that, architectural practices rooted in research and critical inquiry can make groundbreaking contributions to societal challenges through built-form and design interventions.



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Academia provides a platform to freely question established norms, explore innovative tools, and develop creative design solutions. Meanwhile, professional practice offers a real-world context to test these ideas, providing valuable feedback for further inquiry, experimentation, and research.

Q As a leader in architectural education, what strategies do you employ to mentor young architects and instill leadership qualities in them?

To inculcate leadership among students, an architecture institute should cultivate an environment that fosters empathy, critical thinking, and the confidence to challenge norms while supporting free expression through flexible curricula, interdisciplinary exploration, and open discourse. Equipping students with advanced computational, research, and AI tools—such as parametric modeling, simulation software, and data-driven design—is crucial for innovation and effective problem-solving. Hands-on learning through research projects, community engagement, and industry collaborations further refines their ability to face real-world problems. Additionally, by integrating sustainable design principles, climate policies, and green building strategies, students develop the ability to articulate and address challenges, shaping resilient and environmentally responsible architecture and design solutions.

Q How do you incorporate local cultural and historical contexts into the architectural education at DY Patil University to create designs that resonate with the community?

The institute integrates arts, crafts, and cultural mapping to explore traditional craftsmanship, indigenous techniques, vernacular designs and sustainable practices across the Indian subcontinent by way of conducting study tours conducted across various academic years and programs. This fosters an understanding of the socio-economic and environmental aspects of heritage while bridging tradition with contemporary architecture and design practices. Additionally, through urban design and planning projects, students analyze Navi Mumbai and the Mumbai Metropolitan Region (MMR), studying urban growth, housing, infrastructure, and environmental challenges. By combining research, fieldwork, and design interventions, they develop practical skills to address real-world urban issues while appreciating cultural and regional diversity in architecture and planning.

Q What are the most significant challenges you face in shaping the curriculum to meet the demands of the modern architectural landscape?

The school has proactively embraced key challenges by transcending disciplinary boundaries to develop dynamic learning platforms for students, seamlessly blending tradition with innovation, embedding sustainability and climate resilience at various levels of teaching-learning, fostering a robust research culture, keeping pace with emerging technologies, and cultivating leadership and entrepreneurship—particularly within the ever-evolving design domain.

Q Based on your expertise in urban design, where do you see the future of urban landscapes heading, particularly in the context of Indian metropolises?

The future of Indian metropolises depends on their ability to absorb rapid growth sustainably while minimizing environmental and cultural impact. Prioritizing transit-oriented, climate-resilient development with walkability, efficient public transport, and green infrastructure will be key to fostering inclusive and adaptable urban landscapes. EP

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ARCHITECTURE MUST GO BEYOND AESTHETICS IT SHOULD SOLVE REAL-WORLD PROBLEMS

Prof. Shaleen Sharma
Dean, School of Architecture
World University of Design, Gurugram



Prof. Shaleen Sharma, Dean of the School of Architecture at the World University of Design, believes that India's design education must undergo a significant transformation. Speaking with Prabhav Anand of Education Post, he highlights the widening gap between industry demands and academic curricula, urging institutions to embrace interdisciplinary learning and experiential methodologies.

Prof. Sharma further talks about the importance of integrating film studies into architecture education, as he believes that visual storytelling enhances spatial understanding. He also advocates for a connection between theory and practice through real-world engagements, ensuring that future architects are both creative and technically proficient.

Addressing sustainability, he stresses that responsible design must extend beyond materials to become an ingrained philosophy. With a focus on cultural authenticity and global adaptability, he calls for a curriculum that nurtures socially conscious, critically thinking architects poised to shape the future of design.

Q Your journey as an architect spans over two decades. How have you seen the role of design evolve over the years, particularly in the Indian context? How do you think design education has transformed in parallel with this shift?

India's design field has undergone remarkable transformation, emerging as a significant force in the global landscape. However, sustaining growth in this dynamic ecosystem is challenging as design education struggles to adapt to emerging technologies and industry demands. While institutions like the National Institute of Design maintain high standards, the overall educational infrastructure is insufficient to meet the rising demand for skilled professionals. This growing gap between industry needs and the quality of education is creating obstacles in the talent pipeline, potentially hindering India's global competitiveness. To address this, design education in India requires comprehensive reform, including updated curricula, industry collaborations, practical experience, and investment in modern tools to build a skilled workforce for the future.

Q You've made several documentaries on architecture, including "Garden of the Heart" on Joseph Allen Stein. How do you believe film as a medium contributes to the understanding and appreciating architecture, especially for design students who may not yet have real-world exposure?

Film and architecture are art forms that work in a given space and time, creating immersive experiences that engage human perception. Films serve as powerful tools for architectural storytelling, capturing not just the physical aspects of buildings but also their emotional impact, social context, and cultural significance. Through films, viewers can experience architectural spaces dynamically, understanding how light, shadow, movement, and human interaction shape our built environment. This visual medium can effectively communicate complex architectural concepts, from spatial relationships to urban dynamics, in ways that static drawings or photographs cannot. Making film studies mandatory in architectural education would enrich students' understanding of spatial narrative, visual composition, and the experiential qualities of architecture.

Q As an educator and a practicing architect, what key challenges do you observe in bridging the gap between theoretical design education and the practical application of architecture in the real world?

The integration of theoretical knowledge and practical application is fundamental to architectural education. This synthesis allows

IN DEPTH **INTERVIEW**



students to understand both conceptual frameworks and real-world constraints, creating more competent professionals. However, finding educators who excel in both domains remains a significant challenge. The ideal instructor combines academic expertise with hands-on experience, understanding how theoretical principles translate into built form. Institutions must actively recruit and develop faculty who can effectively bridge this gap, perhaps through partnerships with practicing architects and continued professional development programs.

Q At World University of Design, you've seen the integration of diverse design disciplines. How do you think cross-disciplinary learning, especially between architecture, product design, and media arts, enhances the design process for students?

The Core Curriculum Framework at School of Architecture, world University of Design embodies a transformative educational approach that dismantles traditional academic barriers, creating a dynamic learning ecosystem where knowledge flows freely across disciplinary boundaries. By intentionally designing an interdisciplinary environment, the framework breaks down the rigid walls that typically segregate academic domains. We believe in structuring educational environments that physically and conceptually encourage cross-pollination of ideas between different fields of study. This framework transforms education from a siloed experience to a vibrant, interconnected intellectual landscape where innovation emerges from the rich interactions between different domains of knowledge.

Q Design education often involves nurturing creativity but also demands technical precision. How do you balance fostering students' creativity with ensuring they acquire the rigorous technical skills needed in architecture and design?

Experiential learning methodology transforms architectural education by immersing students in real-world contexts, moving beyond traditional classroom boundaries. Through mandatory field studies at active sites requiring design intervention, students gain firsthand understanding of practical challenges and opportunities. Semester-long documentation projects in actual locations with live assignments provide sustained engagement with real architectural problems. By replacing conventional lectures with community engagement workshops, students develop crucial interpersonal skills and cultural sensitivity. Direct interaction with local communities and domain experts enriches their understanding of contextual demands, user needs, and practical constraints. This hands-on approach creates more competent, socially aware architects who understand the true impact of their work on communities.

Q In your opinion, what are the current trends in architecture and design education that should be prioritized for future growth? How should institutions adapt to these trends to stay relevant?

Architecture's enduring nature transcends ephemeral design trends, demanding an educational approach that prioritizes lasting solutions to fundamental urban challenges. While trends may captivate momentarily, authentic architecture must address deeper issues like sustainability, social equity, and community wellbeing. Architectural education should therefore focus on developing critical thinking skills, understanding human behavior, and creating resilient solutions that serve communities for generations. This approach prepares architects to tackle complex urban problems rather than chase fleeting aesthetic preferences.

Q With your international experience, particularly in South Asian design through your work in PRASADA, what cultural elements do you think should be emphasized more in India's design curriculum, to reflect the unique architectural heritage of this region?

Design authenticity emerges from a deep understanding of local context, where solutions are intrinsically tied to place and cultural identity. At SOA, the pedagogical framework emphasizes thorough contextual analysis before any design intervention. Students learn to read the subtle layers of site conditions, cultural patterns, climatic

factors, and local materials. This approach ensures that architectural solutions grow organically from their environment rather than being imposed upon it, creating meaningful spaces that resonate with their surroundings and serve their communities effectively.

Q Sustainability has become a key theme in design across sectors. How can design institutions better prepare students to approach sustainability, not just in terms of materials, but as a philosophy in architectural design?

Developing conscious architects requires cultivating a deep awareness of their role as stewards of both the environment and society. This mindful approach naturally leads to sustainable practices, as students learn to consider the full impact of their design decisions on ecosystems, resources, and future generations. By fostering this heightened consciousness during architectural education, we create professionals who instinctively integrate sustainable principles into their work, seeing them not as additional requirements but as fundamental aspects of responsible design. This holistic understanding ensures that sustainability becomes embedded in their design DNA rather than treated as a mere checklist item.

Q The role of technology in architecture has skyrocketed in recent years, from BIM software to VR/AR in design visualization. How should educational institutions balance the integration of these technological tools with traditional design thinking in architecture?

Technology has revolutionized architectural visualization, enabling students to create highly realistic representations of their design concepts. These digital tools serve dual purposes: as presentation mediums that communicate design intent with unprecedented clarity, and as exploratory instruments for testing and refining architectural solutions. By allowing students to choose their preferred visualization methods, whether digital or traditional, we enable clearer communication between student and educator, leading to more effective guidance and refined design outcomes. However, these tools should remain means to an end, supporting rather than driving the creative process.

Q How do you envision the future of design education in India, particularly in the field of architecture? Are there any emerging pedagogical trends or methodologies that you believe could redefine how we approach design education in the years to come?

The field of architectural education is growing with time and the challenges faced by our ever-growing urban issues. It is hence important now than ever that our students must be aware of the urban issues that we will face in the coming times. Our designs must cater to the issues that would come in the course of time. The longevity of design solutions will play very important role in the future. EP

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RESEARCH AND INDUSTRY COLLABORATION ARE THE PILLARS OF FUTURE-READY EDUCATION

Prof. Parimal Madke
Vice President, NIIT University, Neemrana

Higher education in India is undergoing a transformative shift, driven by rapid technological advancements, globalization, and policy reforms. At the heart of this transformation lies the need for research-driven learning, strong industry collaboration, and global competitiveness. **Prof. Parimal Madke,** Vice President of NIIT University, sheds light on these pressing issues in a conversation with Education Post's **Prabhav Anand.**

India's higher education sector has long grappled with challenges such as faculty shortages, outdated curricula, and limited industry alignment. However, institutions like NIIT University are taking bold steps to redefine learning by integrating research and development at the core of their academic approach. Prof. Madke emphasizes that every student in technology programs at NIIT University is engaged in R&D projects under faculty guidance, ensuring they not only acquire knowledge but also contribute to real-world problem-solving.

Industry collaboration plays a crucial role in bridging the gap between academic learning and practical applications. Prof. Madke highlights how NIIT University has pioneered industry-linked programs in partnership with leading organizations such as ICICI Bank, NIIT Technologies, and WNS. These collaborations allow students to gain hands-on experience, making them industry-ready upon graduation. He also stresses that higher education institutions must proactively engage with business leaders and incorporate the latest technological advancements into their curricula to stay relevant in an ever-evolving job market.

On the global front, Indian universities have immense potential to attract international students by offering world-class programs at a fraction of the cost compared to Western counterparts. However, Prof. Madke acknowledges that improving quality and aligning with global standards are essential to positioning Indian institutions as attractive destinations for higher education. The recent policy allowing foreign universities to establish campuses in India will further intensify competition, pushing domestic universities to elevate their academic offerings.

In alignment with the UGC's Institutional Development Plans, NIIT University is strengthening its research infrastructure, fostering global partnerships, and enhancing faculty development initiatives. Collaborations with institutions like the University of Indianapolis and Victoria University of Wellington aim to provide students with global exposure and academic mobility.

Addressing systemic challenges such as faculty shortages, Prof. Madke underscores the importance of flexible HR policies, incentivizing research output, and promoting digital learning tools to overcome infrastructural constraints.

As India's higher education landscape continues to evolve, institutions must embrace innovation, industry alignment, and international collaborations to remain competitive. In this exclusive interview, Prof. Parimal Madke offers valuable insights into how NIIT University is at the forefront of this change, setting new benchmarks for the future of higher education in India.

Q With your extensive background in education and R&D management, how do you envision the role of NIIT University in shaping the future of higher education in India, particularly in the context of rapid technological advancements?

We believe that research and development are central to shaping the future of higher education in India. As we move toward a more digitally integrated society, it is essential that educational institutions play a proactive role in fostering R&D that addresses real-world problems. Our R&D initiatives focus on addressing both industry-specific needs and societal challenges.

At NIIT University, we recognize the role of universities in pushing the boundaries of knowledge. Our faculty and students aim to develop innovative solutions to current technological challenges. They leverage their learning and knowledge to develop practical solutions through research and development. Every student in Technology Programmes is engaged in an R&D project under the guidance of the faculty, which leads to delivering technology solutions to specific problems and/or research publications.

Q How important is industry collaboration in higher education today, and what best practices can institutions adopt to bridge the gap between academic learning and industry needs?

As industries continue to evolve with new technologies, it's vital for educational institutions to equip students with both theoretical foundations and practical skills. Collaborating with industries helps close the skills gap by giving students exposure to real-world challenges and the latest technologies. To effectively bridge the gap between what students, learn in the classroom and what industries need, universities need to regularly engage with business leaders and stay in tune with industry trends.

At NIIT University, we address the skills gap by sending every student of every Programme for 6-month Industry Practice to partnering industry. The post-graduate programmes are co-created and delivered for specific organization. Programmes like the MBA (Finance and Banking) with ICICI Bank, MCA programme with NIIT Technologies, MBA (Business



Analytics) for WNS and MBA (Intelligent Data Sciences) with NIIT Technologies, NU ensures that students not only gain academic knowledge but also hands-on experience. Internships, industry projects, and access to cutting-edge tools and technologies give students valuable insights into the real world.

Q In the context of increasing globalization, how can Indian universities position themselves on the global stage, and what unique value do they offer to international students?

Higher education system in India is one of the largest and the price points are much low as compared to any Western country. This is a big advantage that can be leveraged to attract students globally. India's diversity and rich cultural heritage are added advantages. However, Indian universities will have to work hard to improve quality. With growing emphasis on innovation and technology, Indian universities can attract international students by offering cutting-edge programmes in fields of technology, engineering, business, and information technology. Universities can further strengthen their global presence by fostering international collaborations, offering exchange programmes, and ensuring that their curricula align with global industry trends and standards.

Q With recent policies allowing foreign universities to establish campuses in India, how do you see this influencing the higher education sector and what can Indian institutions learn from global practices?

Allowing foreign universities to establish campuses in India is a positive step as foster greater global competition and thus help in improving educational standards. It will provide Indian students access to world-class programmes without the need to study abroad, while also encouraging domestic institutions to elevate their academic offerings to remain competitive. Indian universities can learn from global practices by adopting advanced teaching methodologies, incorporating more research-driven curricula, and emphasizing interdisciplinary learning. At the same time, the foreign universities will have to work on their price points if they want to get a good share of enrolments from the local market.

Foreign universities bring valuable expertise in student support services, infrastructure, and industry partnerships, which Indian institutions can adapt to improve the overall student experience. This will also promote greater internationalization of campuses, enhancing the cultural diversity and global exposure that students receive.

Q The UGC has released guidelines for Institutional Development Plans to foster transformative growth within higher education institutions. Could you elaborate on how NIIT University is aligning its strategic initiatives with these guidelines, and what specific measures are being undertaken to enhance institutional development in line with national objectives?

Our university is focused on expanding research capabilities, forging global partnerships, and creating skill-oriented programmes that align with national goals and industry needs. We have recently entered into global collaborations with institutions like the University of Indianapolis (UINDY), USA and Victoria University of Wellington (VUW), New Zealand, which will provide global mobility to our students.

We are actively enhancing infrastructure to provide students and faculty with state-of-the-art facilities that support both learning and research excellence. Alongside this, the university is committed to faculty development programmes that empower educators with the latest teaching methodologies, research opportunities, and industry insights.

Q Despite the proliferation of higher education institutions in India, many, including premier ones like the IITs and IIMs, grapple with faculty shortages and inadequate infrastructure. What measures can be implemented to address these systemic challenges effectively?

Teaching career is not the preferred job option for young post-Graduates. They are lured by the work opportunities in industry. Regulation is also stringent in terms of specifying eligibility for faculty positions in universities. Thus, the universities find themselves in a bind between industry one hand and regulation on the other. This gives very little opportunity to innovate. Within these constraints also, it is possible to get good faculty. Universities can have more liberal HR policies that permit faculty to do consultancy, offer sabbatical leave more liberally, encourage them to go for research opportunities in overseas universities during summer, and create a reward system for research output. Universities should appoint Professors of Practice.

Expanding digital learning tools and hybrid education models can reduce the strain on physical infrastructure while maintaining high-quality education.

Also, forming partnerships with international institutions and industries can help share resources, expertise, and faculty. Streamlining administrative and regulatory processes can help speed up faculty hiring and infrastructure improvements, allowing institutions to tackle these challenges more effectively.

Q Reports indicate that the rapid expansion of higher education has led to a surge in graduates who struggle to find employment due to the subpar quality of education. What steps can be taken to align educational outcomes with job market requirements and improve the quality of higher education?

If there is one mantra that can help improve quality of graduates, it is universities engaging with industry as equal partner in higher education. Institutions should focus on updating curricula to reflect industry trends and emerging technologies. Collaborating with industry experts to design relevant, practical programmes will help bridge the skills gap. Additionally, emphasizing experiential learning through internships, projects, and industry partnerships will provide students with hands-on experience and better prepare them for the workforce. Strengthening career services and offering soft skills training such as communication, problem-solving, and teamwork can enhance employability.

Faculty development programmes should also be prioritized to ensure educators stay updated with industry standards and teaching methods. Finally, fostering innovation, entrepreneurship, and research within institutions can encourage students to develop critical thinking and creative problem-solving abilities.

Q India's higher education research ecosystem faces challenges such as limited R&D funding and weak industry-academia ties. With your background in R&D management, what strategies can be adopted to enhance research capabilities and foster innovation within universities?

India's higher education research ecosystem faces challenges of finding required resources for high-tech research. Equally true is the fact that the huge R&D infrastructure created by the Government is unable to deliver products for industry. It is also a fact that Indian industry invests scantly in R&D. Thus, all three sets of institutions function in silos. And the MNCs set up their industry R&D labs in India because there is no dearth of talent here. The first and foremost task on hand is remove silos and develop interconnections by which the knowledge workers across the three sets and infrastructure can be pulled together to work on delivering technology products and services as an integrated whole. Such R&D Labs-industry-academia partnerships will facilitate the transfer of knowledge and technology, creating opportunities for joint research projects and innovation.

Q Critics argue that current educational reforms, including the NEP 2020, might not sufficiently address the needs of marginalized communities, potentially widening social disparities. What initiatives do you believe are essential to ensure that higher education reforms promote true inclusivity and equity for all social groups?

To ensure this, several key initiatives are essential. From school level, there should be an effort to nurture talented among them who can scale greater heights. Effort should be in the direction of making them 'meritorious' rather than giving them patronage alone without demanding required rigor. Universities are already doing a lot in terms of special scholarships, and financial support. EP

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Prof. (Dr.) Anand Achari
Principal, Vivekanand Education Society's College of Architecture (VESCOA), Mumbai

Prof. (Dr.) Anand Achari, Principal of Vivekanand Education Society's College of Architecture (VESCOA), shares his profound insights on bridging the gap between theoretical knowledge and practical applications in architectural education with an insightful interview with Education Post's **Prabhav Anand.**

With a distinguished career as an architect, educator, and advocate for sustainability, Dr. Achari sheds light on topics ranging from green building certifications to integrating cutting-edge technologies like Building Information Modeling (BIM) into academia. He emphasizes the critical role of institutions in shaping future architects who are equipped to address global challenges like climate change through innovative and culturally sensitive design.

Q As you have experience in both practicing architecture and teaching students in this field, what are the key challenges you perceive in bridging the gap between theoretical knowledge and practical application in architectural education, particularly concerning environmental architecture and sustainability?

The key challenge here lies in ensuring that students not only grasp concepts but also learn to apply them effectively in real-world scenarios. Environmental architecture and sustainability require a nuanced understanding of site-specific challenges, material selection, and energy efficiency, which often cannot be fully addressed in a traditional classroom setting.

While theoretical lessons provide a foundation, the integration of hands-on experience, through workshops, internships, and live projects, is crucial. Encouraging collaboration with industry experts and promoting research-driven projects also helps students better understand sustainable practices in real-world contexts.

As educators, it's essential to continuously adapt our curriculum, integrating emerging trends in sustainability while fostering a mindset of innovation and problem-solving among our students.

Q With your involvement in various green building certification processes such as USGBC, IGBC, and GRIHA, how do you see the evolution of sustainable architecture practices in India over the past decade, and what are the critical factors driving or hindering its adoption in the mainstream architectural industry?

Over the past decade, sustainable architecture practices in India have seen significant evolution, with growing awareness about environmental impact and resource conservation. The adoption of green building certifications has been pivotal in driving this change.

More architects and developers are now recognizing the long-term benefits of sustainability, not only in reducing operational costs but also in enhancing the overall quality of life for occupants.

Critical factors driving this shift include government policies promoting energy-efficient designs, increasing awareness about climate change, and a growing demand from clients for environmentally responsible buildings.

However, challenges such as high initial costs, lack of skilled professionals, and resistance to change from traditional practices still hinder mainstream adoption. Bridging this gap requires continuous education, innovation in cost-effective sustainable materials, and stronger collaboration between architects, builders, and policymakers.

Q As a principal and educator, how do you ensure that your institution stays abreast of the latest advancements and trends in architecture, especially in the context of rapidly evolving technologies and methodologies such as Building Information Modeling (BIM) and parametric design?

At VES College of Architecture, we ensure that our curriculum remains relevant and dynamic by integrating the latest advancements and trends in architecture. This includes keeping pace with evolving technologies like Building Information Modeling (BIM) and parametric design, which are becoming integral to modern architectural practice.

We actively collaborate with industry experts, conduct workshops, and invite guest lecturers who are pioneers in these fields. Additionally, our faculty members are encouraged to pursue continuous professional development to stay updated. We also incorporate hands-on learning experiences through project-based assignments that involve the use of these technologies.

By fostering a culture of innovation and adaptability, we prepare our students to navigate the complexities of modern architecture. The integration of such tools into our teaching approach equips students with the skills needed to succeed in an ever-changing architectural landscape.

This ensures they are well-prepared to tackle the challenges of the future.



Q The concept of "Ekistics," which deals with human settlement and its environmental conditions, is central to your membership in the World Society of Ekistics. How do you integrate the principles of Ekistics into your teaching curriculum, and what role do you believe it plays in shaping the future of architectural practices, particularly in densely populated urban areas like Mumbai?

I believe that the principles of Ekistics are crucial in addressing the complex challenges of human settlements, especially in rapidly urbanizing cities like Mumbai. In our curriculum at VES College of Architecture, we integrate Ekistics by emphasizing a holistic approach to design that considers not only the built environment but also its social, economic, and ecological contexts.

We encourage students to explore how architecture can positively influence the quality of life within urban spaces, focusing on sustainability, social equity, and human well-being. By studying urban dynamics, land use, and environmental conditions, students learn to design spaces that foster community interaction while minimizing environmental impact.

In Mumbai's densely populated context, Ekistics plays a key role in shaping sustainable and inclusive architectural practices, ensuring that future urban development remains both livable and environmentally responsible. This philosophy prepares students to tackle the challenges of growing cities with innovative, people-centered design solutions.

Q In a country as diverse as India, with varying climatic conditions and cultural contexts, how do you approach the teaching of sustainable architecture to ensure that students develop solutions that are both environmentally



conscious and culturally sensitive?

In India's diverse climate and cultural landscape, teaching sustainable architecture requires a nuanced approach that blends environmental consciousness with cultural sensitivity. At our college, we focus on educating students about the interplay between local climate, traditional building techniques, and modern sustainable practices.

We emphasize region-specific strategies such as passive cooling, vernacular materials, and culturally relevant design elements that align with sustainability goals. Through case studies, field visits, and design projects, students learn to create solutions that respect both the environment and the local culture. This enables them to design buildings that not only reduce ecological footprints but also enhance the cultural identity of the spaces they shape.

As an advocate for environmental architecture, how do you navigate the challenges of balancing sustainability goals with economic constraints, particularly in projects where clients may prioritize cost-effectiveness over long-term environmental benefits?

I emphasize the long-term value of sustainable design by highlighting how energy-efficient, environmentally conscious buildings can lead to cost savings over time through reduced energy consumption and maintenance. Educating clients about the potential for increased property value and reduced operational costs helps in aligning sustainability with financial goals.

Additionally, I advocate for cost-effective materials and innovative design solutions that meet both environmental and budgetary requirements, ensuring that sustainability is not an added burden but a valuable investment. Ultimately, the key is to make clients see that sustainability isn't just a trend—it's an investment in their project's future.

Q With your involvement as a faculty member for organizations like USGBC and your credentials as a trainer and auditor for various green building certification systems, how do you see the role of education institutions like yours in shaping a new generation of architects who are not only proficient in design but also committed to addressing pressing global challenges such as climate change through their work?

By integrating green building certifications like USGBC, IGBC, and GRIHA into the curriculum, we equip students with the knowledge and tools to design in a way that addresses climate change and other global challenges. Our approach emphasizes the importance of sustainable design, energy efficiency, and environmental stewardship, preparing students to create buildings that have a positive impact on both people and the planet.

Educational institutions like VESCOA play a vital role in shaping young generation. who are deeply committed to addressing global challenges like climate change. As a USGBC member and certified trainer/auditor for green building systems, I witness firsthand the increasing demand for professionals who can design and create sustainable habitats.

Our curriculum integrates principles of sustainability, energy efficiency, and environmental ethics into the core of our architectural program. We empower students to explore innovative design solutions that minimize environmental impact, optimize resource use, and promote occupant well-being.

Through hands-on workshops, case studies, and industry collaborations, we cultivate a deep understanding of sustainable practices and a commitment to creating a more resilient future. By emphasizing the design and creation of sustainable habitats, we are shaping a new generation of architects who will lead the way towards a more sustainable built environment. EP

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Mr. Sandeep Munjal
Director, Vedatya



Amit Kapur
Managing Director of Vedatya

NOT JUST JOB-READY, MAKING STUDENTS LIFE-READY

In an era where academic qualifications alone no longer guarantee employability, Vedatya has emerged as a pioneer in bridging the gap between education and industry expectations. ***Amit Kapur,*** *Managing Director of Vedatya, and* ***Mr. Sandeep Munjal,*** *Director of Vedatya, talk to Education Post's* ***Prabhav Anand*** *about how their institution is revolutionizing specialized education in India. From securing international internships for 70% of students to introducing an innovative Personality Report Card for holistic development, Vedatya is setting new benchmarks in experiential learning.*

The leaders emphasize that a rigid, outdated approach to education no longer serves today's students. Instead, a dynamic, skills-oriented pedagogy – integrating technical expertise with essential soft skills like communication, leadership, and teamwork – is crucial. With tailored placement strategies, global collaborations, and a strong focus on inclusivity, Vedatya is preparing students not just for jobs but for life.

vedatya INSTITUTE

Q Your institute boasts an impressive record of 70% of students securing internships abroad. Could you shed light on how Vedatya establishes and nurtures these global partnerships, and how students are prepared to thrive in these diverse environments?

International internship placements have always been a strength for Vedatya, with a legacy of 25 years we have a wide network of partnerships with all the major global and domestic hospitality brands, a large number of our alumni are in senior positions, and the alumni network also supplements our capacity to secure high quality internship and placement opportunities for our students. International placements, especially in US and European countries requires learners to be articulate and exhibit highest professional standards, our faculty teams work with the students to get them ready to not just secure these internships but to do perform exceedingly well, ensuring great feedback and ongoing demand from employers.

Students go through a very structured approach that essentially gets them ready for global opportunities, the required operational skills and knowledge are quintessential elements of the curriculum, and it is the applied approach to delivery that ensures that the students are ready to hit the shop floor running.

Q Vedatya's initiative to provide a personality report card is truly pioneering. Can you explain how this unique evaluation works, and how it contributes to students' professional and personal growth?

The initiative is supported through an attitudinal framework that identifies key attitudinal elements that are recognized as critical success factors for growth in the chosen industry, the observational data is captured both in-class as well as out of class setting, shared with the student/ learner for reflection and appropriate personal effort. The analysis is also funneled into our mentor-mentee program for additional support and guidance. The 'attitudinal transcript' provides inputs for professional and personal growth, allows the faculty team to work more closely on any flagged attitudinal elements, ensuring that the students are not just job ready, but also life ready.

Q From premium job offers in the US and UK to budget-friendly opportunities in places like Bali and the Maldives, Vedatya's placement strategy seems highly customized. How does your team assess and align students' aspirations and capabilities with these diverse opportunities?

The year 1 of the program is focused on ensuring that students are ready to take on



internship roles, the internship exposure enables learners to find areas of interest and allows them to take decisions on career pathways, specialized pathways in year 3 of the program are structured to ensure that required focus is evident through curriculum elements such that the students are well received by the industry in job roles of choice, including management trainee positions. The right balance of strength in operational skills as against management & leadership competencies is what the program strives for. The students are empowered to make decisions around their career choices supported by a strong line-up of opportunities.

Q With industries demanding more than just technical skills, how does Vedatya strike a balance between imparting core subject knowledge and building soft skills like communication, teamwork, and leadership?

The right balance of strength in operational skills as against management & leadership competencies is what the program strives for. The soft skills development process starts right at the outset during our weeklong orientation and continues all the way through the program, there are focused courses like 'campus to corporate' that are embedded in the curriculum, the content on these courses evolves with the student progression, additionally a wide range of opportunities are enabled to develop and strengthen the varied skills and competencies required for a successful career.

Q Given your experience, how do you view the current state of specialized education in India? What needs to change at a systemic level to foster innovation and inclusivity in education?

India presents a unique opportunity when it comes to specialized education, higher education institutions are recognizing that a significantly large number of 'specially abled' learners are moving through the school system ready to have a chance to pursue higher education, but their needs, focus and requirements will need to be responded to, a dogmatic view of degree program structures, their delivery and pedagogy will not work. NEP has set the tone for changes and innovation in higher education, what we need is to move a step ahead and find opportunities and solutions for the special learners, ones that not only open doors for qualifications beyond the school level, but also those that possibly culminate in employment. Autonomous certificate courses offered by Vedatya in the domain of hospitality, design and culinary arts are one example of how institutions need to walk the talk when it comes to inclusivity in education.

Q In a country where employability often lags behind educational qualifications, how does Vedatya position itself as a leader in bridging the gap between academic learning and industry expectations?

The key lies in linking the program being offered with the industry specific requirements right at the outset, industry relevance needs to be an overarching theme that guides curriculum, learning outcomes & objectives, delivery pedagogy and eventually the validation of student learning through strong employability and acceptance by the industry.

Partnering with the industry in all facets of program development, curriculum vetting and where relevant co-delivery makes this happen. Offering program that can be run in a work-study mode, live projects and multiple other innovative approaches have enabled us at Vedatya to ensure that our qualifications remain industry relevant at all times.

Q Vedatya emphasizes students' overall well-being before preparing them for the job market. What specific initiatives or resources does the institute provide to ensure mental health, emotional support, and holistic growth?

Our approach towards students overall well-being draws from one of our institutional core values- 'learner centricity'. We recognize that it is our responsibility to get our students 'life ready' and not just 'job ready'. Initiative's like the attitudinal framework, mentor-mentee engagement and peer assisted learning models all play a crucial role in supporting year learners on an ongoing basis. The academic quality assurance framework that guides our processes and policies to recognizes the need to support learners as and when they face personal challenges, the mitigating circumstances policy ensures that personal life challenges are not just acknowledged but also supported, essentially ensuring that we remain enablers in the journey of students at Vedatya.

Q As the Managing Director of Vedatya, what is your vision for the institution over the next five years? Are there plans to introduce more niche courses, expand globally, or further innovate the educational experience?

In Vedatya, we are building an education institution that lasts beyond our lifetimes. Within the next 5 years, our goal is to expand to other cutting edge programs in the service industry. These programs include gaming and interaction design programs, AI programs that focus on the application on technology in business domains and nursing programs with special emphasis on customer service orientation.

Our global outlook will be in terms of continuing to provide job opportunities to our graduates in multiple international locations. This is what we have been doing for the last 2 decades and it's one of our core strengths. However, with India's demographic dividend and the aging population in the west, we see an even bigger opportunity. EP



THE MANAGEMENT STUDENTS SHOULD BE IN LINE WITH THE FAST CHANGING TECHNOLOGIES

Dr. Seema S. Shenoy
Director, SDM College of Business Management

Q Retail management and its industry have been your area of expertise. What things should management graduate heed if they opt retail management as study, both in the context of e-retail and offline retail?

The dynamics of retailing are changing rapidly on daily basis and as a management professional I would advise students to be foresighted and innovative. Whether it is E-Tailing or Offline retailing, both are evolving in terms of their strategies that are new and engaging, only then will customers be interested in buying from any online or offline stores. Quick commerce is the new mantra for success of both these retailers and Showcasing attractive offers coupled with customer relationship management are the two engaging strategies that have worked well for the retail sector time and again. Omni channel presence is also going to be the game changer in the coming years. As management graduates, students should be thorough in their knowledge about the latest retail formats and strategies that have helped in luring customers to generate sales and enhance the bottom line of businesses.

Q What challenges do you see in the management study, in current times and future as well?

The major challenge for management students in the current times and the future is to combat/align with technology. Today with advancement in technology, artificial intelligence and machine learning doing major part of the analytical jobs, a time may soon come when management jobs at the organisation level will also be handled with the help of software programmes. The management students should be in a position to be in line with the fast changing technologies and work an extra mile to adopt such technologies.

Q Would you please explain how do you ensure that each section and domain of the institute get proper attention and opportunity to thrive?

At SDM College of Business Management Post Graduate Centre for Management Studies and Research, Mangalore we have the culture of putting the students at the centre of all activities. From classroom learning to research, cultural to sports, management activities to co-curricular events, workshops to conferences, students are at the centre of planning and execution. What sets SDM unique is the culture of grooming students to become job creators rather than being job seekers. The institute leaves no stone unturned in ensuring that students are capable of identifying their domain of interest and chiselling them to pursue their interest as their career. This approach has helped us in crafting great individuals who contribute immensely to the society with their entrepreneurial acumen and top notch corporate performances. We have also seen students run successful NGO's, dance academies, digital marketing firms, take up career in politics, baking, agriculture, import export and entertainment industry.

Q Students of the institute completed Taster's Programme at Scotland, the U.K. Please point out about other accomplishment of students of the institute.

Our institute has signed a Memorandum of Understanding with City of Glasgow College, United Kingdom through which they got the opportunity to pursue a certificate course in Innovation and Productivity in City of Glasgow College, Scotland . This programme also enabled them to learn the nitty-gritty of innovation and broaden their horizons of learning. The seven day certification programme that involved continuous assessment has kindled in them an urge for learning and also enlightened them on new dimensions for thinking. The students also enjoyed city tour of London and visited various places in Scotland that made the experience more enchanting. The international study exposure has not just been helpful in learning new concepts but also students had the glimpse of new cultures. Students who were a part of the study tour were enriched in knowledge and their course certificate proved its worth in their placements. Everything included, the tour was fulfilling in more than one way.

Q Last year, the institute begun its Research Cell, a cell wholly dedicated towards research. Would you please tell us more about this cell?

Research initiatives at our institute have been phenomenal with several valuable research contributions by our faculty members published in reputed indexed journals. The awards received for research paper presentations have kept the faculty focus on research. What initiated us to start the research cell at the institute was growing student interest in research projects and research papers. It is noteworthy that the establishment of a dedicated research cell at our institute has fostered students to receive three Student Research Minor Projects from Karnataka State Council for Science and Technology for fifth time in a row and also completed one minor research project from Manipal University. Besides this, the students have also presented research papers in National and International Conferences and are now keen on learning new models and techniques for research. The institutes research cell has registered 9 research scholars who are meaningfully contributing to various areas of research.



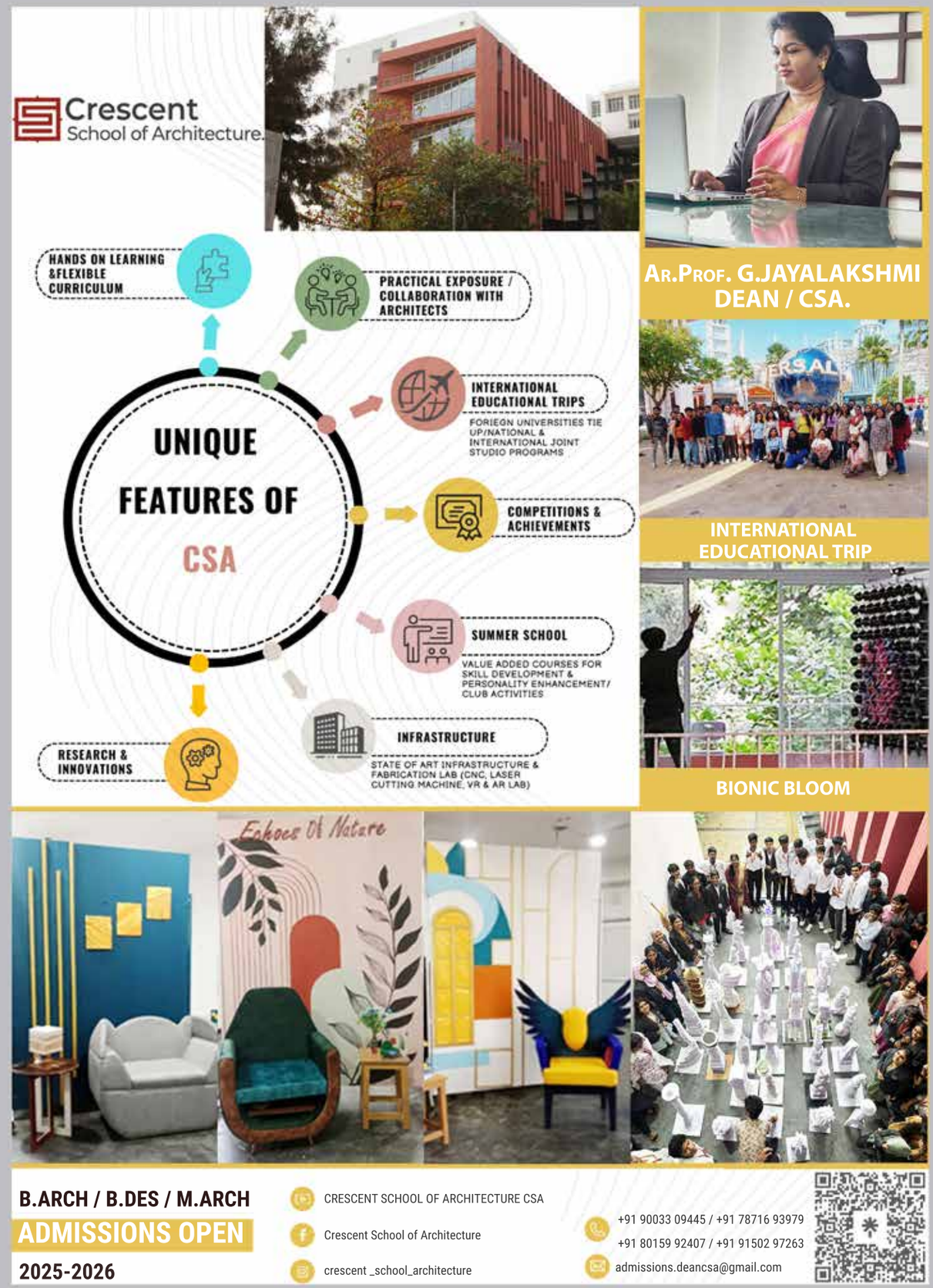
Q The institute is the foundational product of Padmavibhushan Dr. D. Veerendra Heggade. Please inform us about some other achievements of the institute.

Our Visionary leader Dr. D. Veerendra Heggade, Padma Vibhushan Awardee, is nominated as the member of Rajya Sabha recently. His wife Dr. Hemavathi Heggade is also honoured with Honorary Doctorate by Mangalore University for her notable services in the field of education and social service. Taking inspiration from our leaders our institute has also marched steadfast in the path of success. **Some major achievements of our Institute are as follows:**

1. Hundred percent admissions and results.
2. Consistency and continuity in bagging University ranks and Gold medals.
3. MOU with two foreign universities for certificate courses which has enabled students to complete Tasters Programme from City of Glasgow College, Scotland, U.K. and Grimsby University, U.K.
4. Faculty at the Institute have received several prestigious awards for research and academic achievements.
5. Over 25 MoU's signed with Institutions, NGO's and Companies of repute for exchange of knowledge and resources.
6. Sound vibes generated by students have won them several paid internships in India and Abroad.
7. Progressive placements and noteworthy entrepreneurial ventures by alumni.
8. In house E- journal published by the institute.
9. Authorised Microsoft partners-Active Edu Technologies offer Microsoft Certification and Badges to students.
10. Student Social Responsibility Initiatives have been commendable.
11. Tie up with Infosys spring board to provide certificate courses to students for Free.
12. Swayam couses are taken up students to enhance their skills

Q Please tell us the future aspirations of SDM College of Business Management

The future aspirations of our institute is to be in line with the New Education Policy and steer the institute as a Centre for Research and Professional Learning by tie –up arrangements with renowned Foreign Universities. EP





Dr BK Chakravarthy
Dean, School of Design Innovation, Mahindra University

DESIGN EDUCATION MUST MOVE BEYOND AESTHETICS **INNOVATION IS THE FUTURE**

Design is no longer just about creating visually appealing products – it is about driving systemic change, solving real-world problems, and integrating innovation at every step.

***Dr BK Chakravarthy,** Dean of School of Design Innovation at Mahindra University, is pioneering a new approach that blends cutting-edge technology, interdisciplinary collaboration, and a deep-rooted commitment to create societal impact.*

In an exclusive conversation with Prabhav Anand of Education Post, Dr Chakravarthy discusses how the school is redefining design education through experiential learning, industry partnerships, and global collaborations, such as its alliance with Pininfarina Design Academy. He shares insights into his acclaimed 'Chakku's 7Cs' framework, which cultivates holistic design thinkers capable of tackling complex, multi-dimensional challenges.

From integrating AI, AR, and VR into the curriculum to addressing India's renewable energy skill gap, Dr Chakravarthy emphasizes that the future of design lies in creating meaningful, sustainable solutions. Through real-world projects, social impact initiatives, and hands-on innovation, the School of Design Innovation is shaping the next generation of designers who will not only meet industry demands but also transform society.

Establishing the School of Design Innovation at Mahindra University marks a significant milestone. What motivated this initiative, and how do you envision its impact on the design education landscape in India?

The motivation behind founding the School of Design Innovation at Mahindra University stems from the need to shift from traditional design education to a more innovation-centric approach. Design is no longer just about aesthetics or function; it must drive systemic change and technological advancement. By embedding innovation at the core of design education, we aim to prepare students to address real-world challenges using design thinking, emerging technologies, and interdisciplinary collaboration. The school will equip students with the ability to create impactful solutions for industries, society, and the global economy.

Mahindra™ University
Global Thinkers. Engaged Leaders.

Q Your tenure at IIT Bombay saw the creation of the Shenoy Innovation Studio, fostering a culture of innovation among students and faculty. How are you integrating similar innovation-driven environments at Mahindra University?

At IIT Bombay, I founded Shenoy Innovation Studio that created a unique ecosystem where students, industry experts, and faculty engaged in hands-on innovation and problem-solving. At Mahindra University, we are building a similar but more expansive ecosystem that encourages experiential learning, industry collaboration, and entrepreneurship. Our labs and studios will integrate emerging technologies such as AI, AR, and VR, fostering a culture of innovation where students can work on live industry projects, incubate startups, and explore solutions for pressing societal challenges.

Q The 'Chakku's 7Cs' framework is central to your teaching philosophy. Could you elaborate on how each of these components —The Cause, The Context, The Comprehension, The Check, The Conception, The Craft, and The Connection— contributes to nurturing a holistic design thinker?

The Chakku's 7Cs—The Cause, The Context, The Comprehension, The Check, The Conception, The Craft, and The Connection—form the backbone of my teaching philosophy. This has evolved out of my innovation practice for over three decades.

- **The Cause:** Identifying a fundamental need or problem that drives the design process.
- **The Context:** Understanding the cultural, social, economic, and environmental factors influencing design.
- **The Comprehension:** Analyzing user insights and research to frame the problem accurately.
- **The Check:** Validating assumptions and ensuring feasibility through a structured product brief.
- **The Conception:** Generating and refining ideas to develop impactful design solutions.
- **The Craft:** Prototyping the chosen concept with technical precision, aesthetics, and material considerations.
- **The Connection:** Ensuring seamless user integration and delight for sustained product success.

This framework ensures that students develop into holistic design thinkers who can tackle complex, multi-dimensional problems effectively.



Q With the rapid advancement of technologies like AR, VR, and AI, how is the School of Design Innovation preparing students to seamlessly integrate these tools into their design processes?

The rapid evolution of AR, VR, AI, and other digital tools is reshaping design. At the School of Design Innovation, we emphasize 'tech-integrated design education' where students learn to leverage these technologies for prototyping, user experience enhancement, and product innovation. Our curriculum includes hands-on workshops, industry projects, and collaborations with technology partners to ensure students are well-versed in using these tools to create future-ready solutions.

The partnership with Pininfarina Design Academy offers a unique international perspective. How does this collaboration enhance the learning experience for students, and what specific opportunities does it present?

The partnership with Pininfarina Design Academy offers students exposure to global best practices in automotive, industrial, and interaction design. It provides access to international faculty, workshops, and live projects with one of the world's leading design firms. This collaboration enables students to develop a global design perspective, understand industry expectations, and work on real-world challenges at an international level.

Q Given the current skills shortage in India's renewable energy sector, as highlighted by recent reports, how can design education address such industry-specific challenges and contribute to developing practical solutions?

India's renewable energy sector is facing a skill gap, and design education can play a crucial role in bridging this divide. Through sustainability-focused design courses, interdisciplinary projects, and industry partnerships, we are training students to develop practical solutions for energy efficiency, renewable energy adoption, and sustainable product design. By taking support and guidance from our Centre for sustainability our students can contribute meaningfully to this critical sector.

Q Your projects, such as the maintenance-free letterbox for India Post and the domestic arsenic filter, exemplify design's role in societal impact. How are students encouraged to undertake projects that address pressing social issues, and what support systems are in place to facilitate this?

Projects such as the maintenance-free letterbox and the domestic arsenic filter demonstrate how design can create tangible societal benefits. At Mahindra University, we encourage students to work on social impact projects by integrating design with public policy, sustainability, and grassroots innovation. We provide mentorship, funding opportunities, and collaboration with NGOs, government bodies, and industries to ensure that student innovations reach the communities that need them most.

Q The Capstone Project is a pivotal component of your curriculum, focusing on real-world industry challenges. Can you share examples of such projects and how they bridge the gap between academic learning and industry expectations?

The rapid evolution of AR, VR, AI, and other digital tools is reshaping design. At the School of Design Innovation, we emphasize 'tech-integrated design education' where students learn to leverage these technologies for prototyping, user experience enhancement, and product innovation. Our curriculum includes hands-on workshops, industry projects, and collaborations with technology partners to ensure students are well-versed in using these tools to create future-ready solutions.

The Capstone Project is a key feature of our curriculum, where students collaborate with industry partners to tackle real-world design challenges. Examples include:

Industrial Design and Mobility

- Autonomous Delivery Vehicle – A compact, AI-powered urban delivery robot.

- Sustainable Micro-Mobility – E-bike concept using recycled and biodegradable materials.
- Inclusive Public Transport Seating – Ergonomic, adaptive seating for diverse user needs.

Interaction and Game Design

- AI-Powered Learning Game – An interactive game that adapts to students' learning styles.
- Immersive VR Therapy – A VR-based solution for stress and anxiety relief.
- Gesture-Based Smart Home Interface – Touchless control system for accessibility.

Communication and Animation Design

- ★ Augmented Reality Storytelling – An interactive AR experience for historical education.
- ★ Eco-conscious Branding Campaign – A visual identity for sustainable fashion brands.
- ★ AI-Generated Animation for Accessibility – Automated sign language animation for media.

Apparel and Textile Design

- Self-Cleaning Activewear – Smart textiles embedded with antibacterial technology.
- Modular Fashion System – Clothing that adapts to multiple styles and seasons.
- Biodegradable Workwear – Sustainable uniforms for industrial and service workers.

These projects help students bridge academia and industry by solving real-world design problems.

Q As design education evolves, what pedagogical approaches are you adopting to ensure that graduates are not only skilled designers but also critical thinkers and problem solvers ready to tackle complex global challenges?

To ensure that graduates are not just skilled designers but also critical thinkers and problem solvers, we are adopting:

- ❖ Project-based learning with real-world applications
- ❖ Interdisciplinary collaboration across design, engineering, and management
- ❖ Technology-integrated design education to keep up with industry advancements
- ❖ Design entrepreneurship modules to nurture future innovators and startup founders

Q Looking ahead, what are your aspirations for the School of Design Innovation in the next five years, and how do you plan to keep the curriculum and teaching methodologies aligned with the ever-changing demands of the design industry?

In the next five years, I envision the School of Design Innovation at Mahindra University becoming a global leader in design education, known for its:

- Cutting-edge research and innovation labs
- Strong industry-academia partnerships
- Socially impactful projects addressing India's pressing challenges
- Global collaborations that expose students to the best design practices worldwide

By continuously evolving our curriculum and teaching methodologies, we aim to produce designers who are innovators, problem solvers, and changemakers in an ever-evolving world. EP

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UNIVERSITIES SHOULD BE HUBS OF INNOVATION, NOT CENTERS OF ROTE LEARNING

Dr B Priestly Shan
Vice-Chancellor of Bengaluru's Alliance University

Higher education is at a crossroads, balancing the demands of a digital-first world with the need for hands-on learning and research-driven education. Under the leadership of **Dr B Priestly Shan,** Vice-Chancellor of Bengaluru's Alliance University, the institution has pioneered research in space science, immersive technologies, and sustainability. In an insightful conversation with Education Post's **Prabhav Anand**, Dr Shan discusses how universities must evolve by integrating digital tools, fostering interdisciplinary research, and strengthening industry collaboration. He highlights the need for increased research funding, agile policies, and a curriculum that prepares students for a rapidly changing world.

ALLIANCE UNIVERSITY

Q Dr Shan, under your leadership, Alliance University has initiated research centers in Space Science and Technology, Immersive Technologies, and Robotics. Could you elaborate on its impact on the university's research output and the opportunities they have created for students and faculty?

Alliance University has established specialized research centers, including the Center for Space Science and Technology, Sophisticated Testing and Instrumentation Center, Center of Excellence in Immersive Technologies, Center of excellence in Computer vision, Center for Advanced Materials and Manufacturing, and the Center for Sustainability and ESG Research transforming its research and education landscape.

These centers have significantly enhanced university's scholarly output, achieving a Field-Weighted Citation Impact (FWCI) of 1.91 and placing 60% of its publications in the Q1/Q2 journal percentiles globally.

Students benefit from hands-on learning, cutting-edge infrastructure, and exposure to emerging technologies, while faculty leverage increased funding and international collaborations, with 33.9% of research involving global partnerships, surpassing national averages.

The centers address real-world challenges, from disaster management and climate monitoring to sustainable energy and healthcare, while fostering innovation in space exploration, materials science, and AI applications.

These initiatives not only enhance academic excellence but also create a lasting societal and strategic impact, positioning Alliance University as a leader in global research and innovation.

Q The landscape of higher education is rapidly evolving with the advent of online learning and digital tools. How do you see the future of traditional universities adapting to this shift, and what role should they play in a predominantly digital learning environment?

The landscape of higher education is rapidly evolving with the rise of online learning and digital tools, and traditional universities must adapt to remain relevant and impactful. Reports from NASSCOM and core essence of National Education Policy (NEP) 2020 emphasize the need for universities to adopt blended learning models that combine classroom instruction with digital platforms, offering flexibility and accessibility.

With 85% of future jobs requiring digital skills, as highlighted by NASSCOM, universities must integrate AI-driven learning systems, modular programs, and certifications in areas like AI, cybersecurity, and data science to prepare students for Industry 4.0.



Initiatives like Digital India and SWAYAM advocate for technology-driven research and equitable access to education, pushing universities to focus on inclusion through local language content, affordable internet, and tools for differently-abled learners.

Traditional campuses will remain vital as hubs for experiential learning, interdisciplinary collaboration, and community building, which digital platforms cannot fully replicate.

By aligning with NEP 2020's vision and leveraging government and industry partnerships, universities can play a transformative role in fostering a digitally empowered and future-ready workforce while ensuring equity and excellence.

Q As a leader in academia with significant contributions to research and industry partnerships, what is your critique of the current state of research funding and support for higher education institutions in India? What changes would you advocate for?

India's research funding and support system for higher education institutions faces significant challenges that hinder its potential to become a global leader in research and innovation.

With Gross Domestic Expenditure on R&D at just 0.7% of GDP, far below global leaders like Germany and Japan, Indian universities — particularly state universities — struggle with limited funding, outdated infrastructure, and bureaucratic inefficiencies.

State universities, which form the backbone of India's higher education system, often rely heavily on government funding, which is inadequate to support advanced research, leading to a lack of modern equipment, skilled researchers, and interdisciplinary research ecosystems.

Additionally, teaching-research imbalances further exacerbate the issue, as faculty members are overburdened with teaching responsibilities, leaving little time or resources for impactful research.

The private sector's participation in funding research remains minimal, creating a dependency on government resources and hindering the commercialization of academic research.

Weak industry-academia linkages, a lack of technology transfer mechanisms, and insufficient incentives for researchers contribute to this gap. Administrative hurdles, such as time-consuming approval processes and a lack of streamlined systems for project management, further deter research progress.

Addressing these challenges requires a multi-pronged approach. First, India must increase its Gross Domestic Expenditure on R&D to at least 2% of GDP, as outlined in the Science, Technology, and Innovation Policy (STIP), ensuring balanced contributions from government and private sectors.

Public-private partnerships can play a pivotal role in enhancing infrastructure and funding translational research hubs to bridge foundational research with practical applications.

Simplifying administrative processes, such as establishing single-window clearances for approvals and fund disbursements, can alleviate delays and improve efficiency.

Strengthening academia-industry collaborations is essential to align research with market needs. This includes setting up technology transfer offices, encouraging joint projects, and creating industry-sponsored research positions.

Additionally, modernizing infrastructure by upgrading laboratories, acquiring advanced instruments, and creating collaborative spaces for interdisciplinary research is critical. Incentivizing faculty through sabbaticals, research allowances, and recognition for impactful contributions can motivate them to prioritize innovation, while workshops on advanced research methodologies and grant writing can enhance their capabilities.

Students should also be integrated into research ecosystems through credits for participation in projects, internships, and exposure to real-world applications.

Interdisciplinary research must be

STEM (Science, Technology, Engineering, and Mathematics) education plays a transformative role in addressing some of the most pressing global challenges, including healthcare, climate change, and technological inequality.

In healthcare, STEM advancements have revolutionized the development of solutions to global crises, such as the rapid creation and deployment of vaccines during pandemics, innovative biotechnologies, and AI-powered diagnostic tools.

These innovations not only improve disease management but also expand access to healthcare through tools like telemedicine, ensuring services reach even remote and underserved populations.

encouraged by breaking departmental silos and fostering collaboration across disciplines, supported by international partnerships to access global expertise and resources.

The National Education Policy (NEP) 2020 provides a transformative framework by emphasizing research-driven education, establishing research and development cells, and integrating research into curricula.

Through coordinated efforts by the government, universities, and private sector, alongside strategic investments and policy interventions, India can create a robust research ecosystem.

Aligning with NEP 2020's vision, these measures can empower universities, foster innovation, and position India as a global leader in R&D, driving socioeconomic growth and competitiveness in the knowledge economy.

Q There is an ongoing debate about the value of interdisciplinary education versus specialized programs. What is your stance on this issue, and how do you think universities should approach curriculum design to meet future societal and industry needs?

Interdisciplinary education fosters critical thinking, creativity, and adaptability by integrating knowledge from multiple fields, enabling students to address complex, real-world challenges like climate change, technological disruptions, and public health crises.

It nurtures skills such as collaboration, communication, and innovation, critical for navigating dynamic workplaces. However, specialized programs remain essential for roles requiring deep technical expertise and advanced knowledge.

The challenge lies in preventing over-specialization, which can limit adaptability and broader problem-solving capabilities. To bridge this gap, universities should adopt modular curricula, allowing students to combine core courses in their field with electives from other disciplines.

For instance, engineering students can explore sustainability or data science, while liberal arts students can study digital tools or business skills. Project-based learning is a key strategy, involving students in solving real-world problems that require interdisciplinary collaboration. Co-teaching by faculty from different disciplines reinforces the interconnectedness of knowledge and broadens perspectives.

The National Education Policy (NEP) 2020 promotes flexible degree structures, allowing students to explore varied interests and foster holistic development.

Internships, industry collaborations, and experiential learning further ensure that students gain practical insights and apply interdisciplinary thinking in professional contexts.

By combining specialized knowledge with interdisciplinary exposure, universities can prepare students to address the complex challenges of modern society while thriving in evolving industries.

Q With your experience in both engineering and biomedical fields, what are your thoughts on the role of STEM education in addressing global challenges such as healthcare, climate change, and technological inequality?

STEM (Science, Technology, Engineering, and Mathematics) education plays a transformative role in addressing some of the most pressing global challenges, including healthcare, climate change, and technological inequality.

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In the fight against climate change, STEM fields are at the forefront of developing renewable energy technologies, enhancing the efficiency of solar panels and wind turbines, and introducing cutting-edge solutions like carbon capture and storage.

Sophisticated data analytics and modeling further enable accurate climate predictions, helping societies prepare for and mitigate environmental risks. STEM also holds the key to addressing technological inequality by bridging the digital divide.

Equipping individuals with STEM skills empowers them to participate in the global digital economy, fostering innovation and enabling localized solutions to community challenges.

This democratization of technology and education through STEM promotes inclusivity and uplifts underserved regions.

However, achieving the full potential of STEM education requires investment in equitable access, infrastructure, and resources to ensure global participation. By fostering interdisciplinary collaboration, innovative thinking, and technical expertise, STEM education creates pathways for sustainable solutions to global issues, equipping future generations to navigate an increasingly interconnected and complex world.

Q The University Grants Commission (UGC) has released draft regulations outlining minimum qualifications for appointing and promoting teachers in universities and colleges, focusing on engineering and technology. As an academic leader in policy formulation, how do you assess the potential impact of these standards on faculty recruitment and development in technical education institutions?

The University Grants Commission's (UGC) draft regulations on minimum qualifications for appointing and promoting teachers in engineering and technology aim to enhance faculty quality by emphasizing advanced qualifications, research output, and industry experience.

While these standards can elevate academic benchmarks and foster innovation, they also risk incentivizing unethical practices in publishing and research. The pressure to meet stringent publication requirements for recruitment and promotion has, in some cases, led to predatory publishing, plagiarism, and the proliferation of low-quality research. Institutions in underserved regions may face additional challenges in attracting qualified faculty, exacerbating the reliance on shortcuts to meet criteria.

To address these concerns, the focus must shift toward assessing the quality and impact of research rather than sheer quantity, with mechanisms to curb predatory practices. Complementing these regulations with supportive measures such as faculty training, funding for impactful research, and industry-academia collaboration will ensure ethical, meaningful advancements in technical education.

Q Your involvement with organizations like CII in evaluating Low-Cost Automation projects highlights your commitment to practical applications of technology. What role do you see for Alliance University in advancing such projects, and how do they align with the university's mission of delivering world-class education?

Alliance University, committed to delivering world-class education, is well-positioned to advance low-cost automation projects by integrating them into its academic and research and innovation ecosystem.

These initiatives align with the university's mission to foster innovation and address real-world challenges, bridging the gap between theory and practice. The university has produced 201 patents as on date and signed MoU with NRDC for TRL level estimation and commercialization of patents.

By collaborating with industry stakeholders, the university co-develops cost-effective automation solutions tailored to the needs of small and medium enterprises, rural industries, and emerging sectors, promoting sustainable and inclusive growth.

Such projects provide students and faculty with hands-on experience, enhancing problem-solving skills, interdisciplinary collaboration, and exposure to practical applications of technology.

Embedding these initiatives into curricula and research further strengthens the university's role as a hub for applied research and innovation, preparing graduates to excel in a technology-driven world. Through these efforts, Alliance University contributes to economic development, technological advancement, and societal well-being while nurturing the next generation of global leaders and innovators.

Q Lastly, as an advocate for academic excellence, how do you think higher education can be made more accessible and inclusive, particularly for underrepresented and economically disadvantaged groups? What policies or initiatives do you see as vital in bridging this gap?

Making higher education more accessible and inclusive for underrepresented and economically disadvantaged groups requires a multifaceted approach that addresses financial, structural, and cultural barriers.

Financially, expanding scholarships, need-based aid, and low-interest education loans are vital to reducing the economic burden on students. Governments and institutions should also establish policies like fee waivers and subsidized tuition for economically disadvantaged students.

Structurally, enhancing infrastructure in remote and underserved regions, promoting digital inclusion through affordable internet and devices, and offering flexible learning modes, such as online and hybrid programs, can ensure access to quality education regardless of location.

Culturally, fostering an inclusive environment through mentorship programs, diverse representation among faculty and staff, and outreach initiatives targeting marginalized communities is essential.

Policies like reservation systems, bridge courses, and language support programs can further address disparities. Collaboration between governments, industries, and academic institutions to fund and promote vocational training, internships, and job-oriented programs is also critical.

These initiatives not only improve access but empower students to contribute meaningfully to society, helping bridge the gap and fostering a truly inclusive education system.

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LEGAL EDUCATION MUST GO BEYOND THEORY

PRACTICAL EXPERIENCE IS THE KEY TO EXCELLENCE

Dr. Ujwala S. Bendale
Dean, New Law College, Bharati Vidyapeeth (Deemed to be University), Pune

In an era where legal education is undergoing a profound transformation, institutions must strike a delicate balance between time-honored principles and the demands of a rapidly evolving landscape. At the forefront of this shift is **Dr. Ujwala S. Bendale**, Dean of New Law College, Bharati Vidyapeeth (Deemed to be University), Pune, who is championing a forward-thinking approach to legal education. Under her leadership, the institution seamlessly integrates technology, practical training, and academic rigor to prepare students for modern legal challenges.

In this insightful conversation, Dr. Bendale discusses with Education Post's **Prabhav Anand** about the role of technology in legal education, maintaining quality standards across law schools, the significance of hands-on experience, and faculty development strategies. From pioneering legal aid initiatives to fostering interdisciplinary research and embracing legal tech, her vision is clear—future lawyers must not only understand the law but also adapt to its evolving frameworks.

Q With the increasing influence of technology in various sectors, how is New Law College incorporating technological advancements into its curriculum to prepare students for modern legal challenges?

The integration of technology into legal education is no longer an option—it is a necessity. At New Law College, we recognize the growing influence of technology on the legal profession, and we are committed to equipping our students with the necessary skills to navigate this evolving landscape.

To achieve this, we have adopted a multi-faceted approach. First, we have incorporated practical training in legal tech tools within our core courses. Students receive hands-on experience with e-discovery platforms, legal research databases, and AI-powered document review software. Our goal is to move beyond theoretical discussions and ensure that students develop proficiency in these essential tools.

Additionally, we have a well-equipped Digital Library with an Online Public Access Catalogue, granting students access to an extensive collection of reference materials, law reports, journals, and periodicals. To encourage active engagement, we recognize the "Top User" each month, incentivizing students to maximize their use of e-resources.

We are also leveraging technology to enhance the learning experience. Blended learning approaches, smart boards, and online platforms have been integrated into our pedagogy. Furthermore, we invest in continuous professional development for our faculty, ensuring they are well-equipped to incorporate technology into their teaching methods.

Beyond the classroom, our Law Artigence Cell and Debate Society encourage students to explore critical issues such as algorithmic bias, access to justice in the digital age, and the impact of technology on legal frameworks. These initiatives provide students with a platform to engage in meaningful discourse and research on contemporary legal challenges.

By embracing these strategies, New Law College is committed to preparing our students not only to understand the law but also to harness technology in serving their clients and advancing justice in the digital age.

Q The proliferation of law schools has led to concerns about varying educational standards. What measures do you believe are essential to ensure consistent quality across legal institutions in India?

While the proliferation of law schools in India has expanded access to legal education, it has also raised concerns about inconsistencies in educational standards. Ensuring uniform quality across institutions requires a multi-pronged approach that combines regulatory oversight with internal institutional measures.

The Bar Council of India has been actively working to enforce rigorous accreditation standards, emphasizing not just infrastructure but also faculty qualifications, curriculum design, and assessment methodologies. Strengthening these regulatory frameworks is essential to maintaining quality across legal institutions.

Collaboration among law schools can also play a crucial role in elevating standards. Establishing platforms for faculty exchange, joint research initiatives, and curriculum development programs fosters a culture of shared knowledge and innovation. Additionally, standardizing assessment practices across institutions ensures that student learning outcomes are consistently evaluated. Developing common assessment frameworks and



providing faculty training on effective evaluation methods can help maintain academic integrity and fairness.

Transparency and accountability are equally critical. Law schools must regularly update and publish comprehensive information regarding faculty credentials, academic programs, curriculum structures, and student outcomes. This transparency empowers prospective students and stakeholders to make informed decisions about the quality of education being offered.

By implementing these measures, we can build a more robust and equitable legal education system in India—one that ensures all law graduates possess the knowledge and skills necessary to excel in the legal profession and contribute meaningfully to the administration of justice.

Q Legal education often emphasizes theoretical knowledge. How does your institution ensure that students gain practical experience alongside academic learning?

While a strong theoretical foundation is indispensable in legal education, practical experience is equally crucial for preparing students to meet the demands of the legal profession. At New Law College, we have implemented a comprehensive strategy to ensure that students gain hands-on experience alongside their academic learning.

One of our key initiatives is the Legal Aid Clinic, where students engage directly with clients, conduct legal research, and draft legal documents. This hands-on experience not only hones their practical skills but also instills a strong sense of social responsibility. Additionally, we have recently signed a Memorandum of Understanding with the Pune District Legal Services Authority to facilitate student-led initiatives, such as legal awareness campaigns in villages across Maharashtra. These initiatives provide students with valuable opportunities to apply their legal knowledge in real-world settings.

Moot court competitions are another integral component of our practical training. These competitions help students develop advocacy skills, legal research abilities, and oral argumentation techniques. The Moot Court Society at New Law College mentors and trains students for national and international moot court competitions, providing them with exposure to diverse legal issues and perspectives.

We also emphasize internships as a critical part of legal education. Through structured internship programs with leading law firms, corporate legal departments, and judicial offices, students gain firsthand experience of the legal profession's day-to-day operations. This exposure allows them to bridge the gap between academic learning and practical application.

Furthermore, our flagship event, the "Manthan Multilinguistic Client Counselling Competition," has been officially registered as a copyright, underscoring our commitment to innovation in legal education.

To provide further experiential learning, we organize regular visits to courts, tribunals, and other legal institutions, enabling students to observe legal proceedings firsthand. Additionally, we invite practicing lawyers, judges, and other legal professionals to deliver guest lectures and conduct workshops, offering students practical insights into various aspects of the legal field.

By integrating these practical experiences into our curriculum, we ensure that our graduates are not only well-versed in legal theory but also equipped with the skills and real-world exposure necessary to excel in the legal profession and contribute effectively to the administration of justice.

Q Recognizing the pivotal role of educators, what strategies are in place at your institution to attract, retain, and continually develop competent faculty members?

The quality of legal education is inextricably linked to the quality of its faculty. Recognizing this, New Law College prioritizes the recruitment and continuous development of faculty members through a comprehensive and strategic approach.

We foster a supportive and collegial work environment where faculty members feel valued and respected. We encourage open communication and provide opportunities for faculty members to participate in decision-making processes. We also recognize and reward faculty members for their contributions to teaching, research, and service. Continuous professional development is essential for faculty members to stay abreast of the latest legal developments and pedagogical innovations.

We provide faculty members with opportunities to attend conferences, workshops, and seminars. We also encourage them to pursue advanced degrees and engage in research and scholarship. The Internal Quality Assurance Cell organizes faculty development programs that provide training on teaching methodologies and the use of technology in education. We also support faculty members in their efforts to publish their research in peer-reviewed journals and present their work at conferences.

We encourage interdisciplinary collaboration and research. By fostering a culture of intellectual curiosity, we enable faculty to expand their expertise, and also create an environment where they are constantly learning.

By implementing these strategies, we aim to create a vibrant and supportive academic community that attracts and retains faculty members who ensure that our students receive a high-quality legal education.

Q How does the institution engage with the local community to address legal issues and promote awareness?

New Law College recognizes its responsibility to serve the local community and promote access to justice. We believe that legal education should not be confined to the classroom but should extend to addressing real-world legal issues and raising awareness about legal rights and responsibilities. We have implemented several initiatives to engage with the local community.

Firstly, our legal aid clinic plays a crucial role in providing free legal assistance to underprivileged individuals and marginalized communities. Our students, under the supervision of experienced faculty and lawyers, provide legal advice, which not only benefits the community but also provides our students with invaluable practical experience. We also organize legal literacy camps in rural and underserved areas in collaboration with local NGOs and community organizations. These camps provide basic legal education to individuals who may not have access to formal legal services. We also collaborate with local authorities to address specific legal issues faced by the community.

These campaigns focus on educating the public about their legal rights and responsibilities on various issues, such as domestic violence, consumer protection, and environmental law. We organize workshops, seminars, and street plays to disseminate legal information in an accessible and engaging manner. This helps students to develop a sense of social responsibility and understand the legal challenges faced by the local community.

We organize public lectures and seminars on contemporary legal issues, inviting experts from the legal profession, academia, and civil society. These events are open to the public and provide a platform for dialogue and discussion on important legal topics.

By engaging with the local community, we aim to contribute to the promotion of access to justice, the rule of law, and social justice. We believe that legal education should be a force for positive change in society.

Q Given the dynamic nature of law, how frequently is the curriculum reviewed and updated to reflect contemporary legal developments?

The dynamic nature of law necessitates a proactive and responsive approach to curriculum development. At New Law College, we understand that our curriculum must remain current and relevant to prepare our students for the ever-evolving legal landscape. We regularly review the BCI's curriculum framework and incorporate any necessary changes into our programs. Therefore, we have established a systematic and ongoing process for curriculum review and updates.

We conduct a formal, comprehensive curriculum review every year. This review involves a thorough evaluation of all courses, syllabi, and assessment methods. We assess the relevance of existing content, identify emerging legal trends, and incorporate new areas of law into the curriculum.

We are increasingly incorporating interdisciplinary perspectives into our curriculum. We recognize that legal issues are often intertwined with other disciplines, such as technology, economics, and social sciences. We encourage faculty members to collaborate with experts from other fields to develop courses and modules that address complex legal challenges.

We are committed to integrating practical skills training into our curriculum. We regularly review and update our clinical legal education program, moot court competitions, and internship opportunities to ensure that they provide students with relevant and up-to-date practical experience.

By implementing these strategies, we ensure that our curriculum remains dynamic, relevant, and responsive to the evolving needs of the legal profession and society.

Q Looking ahead, what are your aspirations for New Law College in the next decade, and how do you plan to achieve them?

Looking ahead, my aspirations for New Law College are to establish it as a leading institution for legal education and research in India, recognized for its commitment to academic excellence, innovation, and social responsibility. In the next decade, I envision New Law College as a centre for legal excellence, which will contribute to positive change in the legal profession and society.

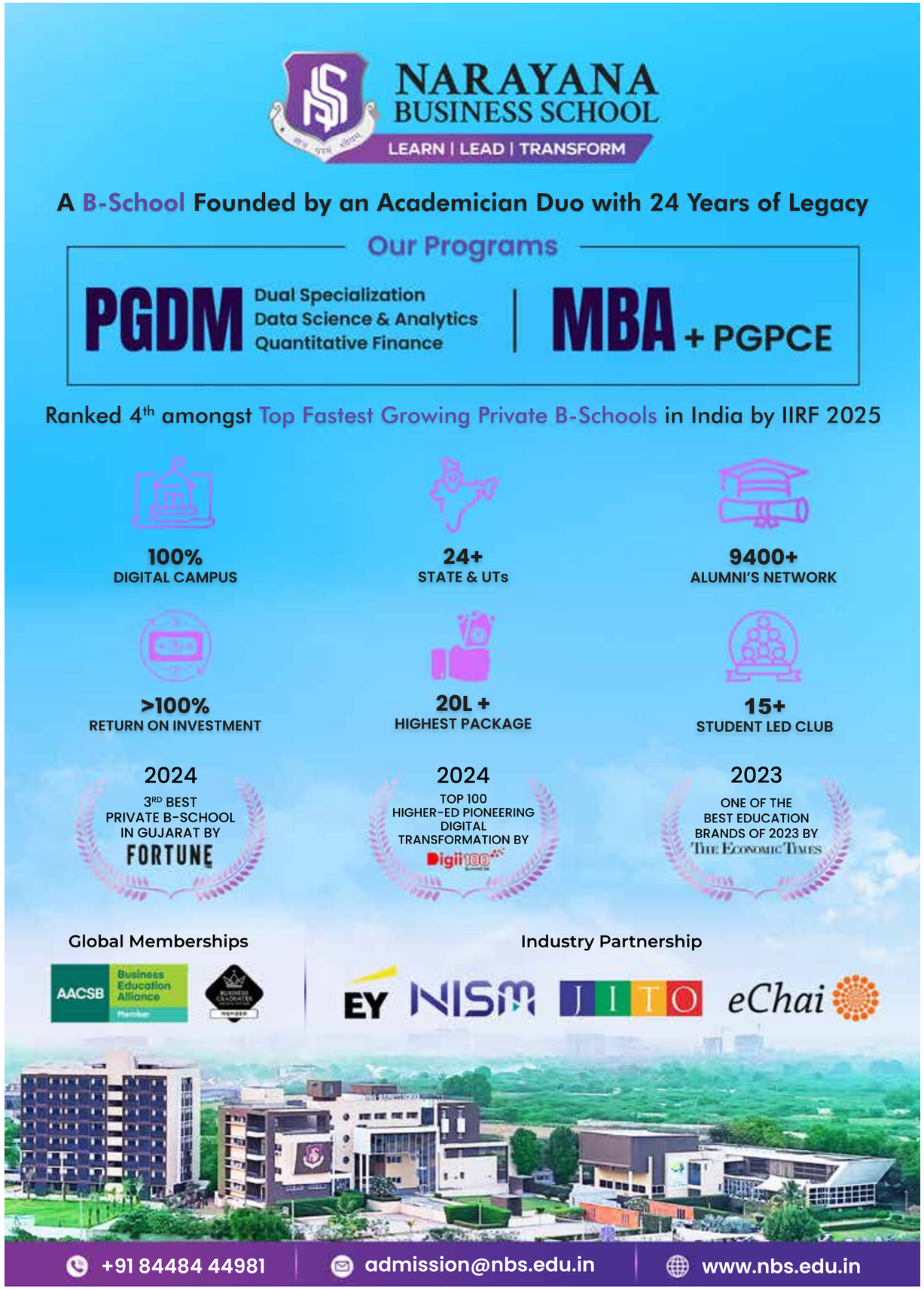
To achieve these aspirations, my team will focus on several key strategic priorities:

We seek to introduce interdisciplinary programs, and also refresher programs in association with the BCI. We will endeavor to provide bilingual education in English and regional languages.

We are working on expanding our global reach by establishing partnerships with leading international law schools and organizations. We seek to facilitate student exchange programs, internship and externship opportunities with international law forms and Courts.

We plan to organise moot court competitions in emerging areas related to AI, Cyber Law, ADR. We also plan to work on including AI tools to help users in various legal activities.

By implementing these strategies, I am confident that New Law College will achieve its aspirations and become a leading force in legal education and research in India and beyond. EP





Prof. Dr. Saleem Akhtar
Director, Academic Advisory Board
Asian Law College (ALC), Noida

OUR AIM IS TO ADOPT **INNOVATIVE APPROACHES TO LEGAL EDUCATION**

BY BRIDGING GAPS THROUGH ADVANCED ELECTIVES AND REAL-WORLD LEGAL PRACTICE

Legal education in India is evolving rapidly, demanding a shift from traditional classroom learning to a more dynamic, practice-oriented approach. ***Prof. Dr. Saleem Akhtar,*** *Director of the Academic Advisory Board at Asian Law College (ALC), Noida, has been at the forefront of this transformation. In an engaging conversation with Education Post's* ***Prabhav Anand****, he shares his vision for legal education, emphasizing the integration of scientific methodology, modern electives, and technological advancements to prepare future-ready legal professionals.*

With a deep understanding of law, Dr. Akhtar brings a unique perspective to legal education. He discusses how interdisciplinary learning enhances analytical skills, critical thinking, and adaptability – qualities essential for tackling emerging challenges in areas like intellectual property, environmental law, and corporate regulations. He also highlights the significance of clinical legal education, which bridges theoretical knowledge with hands-on experiences through moot courts, internships, and legal aid programs.

Drawing from his tenure at Aligarh Muslim University and leadership at ALC, Dr. Akhtar reflects on the challenges of modernizing legal education and the growing need for socially responsible lawyers.

Q Having played a pivotal role in designing the B.A. LL.B. five-year integrated courses for various law schools, what gaps in traditional legal education were you aiming to address, and how successful do you believe these integrated programs have been in bridging those gaps?

Being a member of B.A.LL.B. (five years integrated course) our aim were to adoption of innovative approaches of towards legal education, training, and legal processes through capacity building of the students and bridging the gaps through facilitating access to advanced elective courses in law.

Continuous engagement of students with the process and practice (law in action) of law in the professional, social, political and economic spheres of life by ensuring interaction between the persons manning institutions of the law and the consumers of justice. (At this stage introducing the 4 social non-law subjects + 4 clinical papers to bridge the traditional legal education and scientific training program including moot court).

Q Your academic journey transitioned from a background in science to law. How has your scientific training influenced your approach to legal education and research, particularly in areas like intellectual property rights and environmental law?

My journey started with science to law. As a science student my approach was critical analysis of subject and case law, technical or art of the advocacy, communication and research stills not only through class teaching sources (subject but also through practical training and engagement with industry, community and the state.

Q Under your leadership, ALC emphasizes modern elective subjects such as competition law, air and space law, and media law. What drives the inclusion of these contemporary subjects, and how do they prepare students for the evolving legal landscape?

Introduction of new and vibrant Courses for augmenting the capacity to undertake Consultancies and projects with state, national and International agencies etc to promote the and adoption of multidisciplinary approach in the research and study of law to develop greater synergy between classroom teaching, Conventional professionalism and alternative Practices in law. (Introducing the case law method in ALC.)

The vision of Asian Law College is to develop a positive attitude in students and make them realize that the lawyers are an integral part of the system of adjudication determination of policies and setting up of standards for regulations of various activities through relevant institutions.

Q The rapid advancement of technology poses challenges to traditional legal frameworks. How is ALC adapting its curriculum to address legal issues arising from technological innovations, and what role do you envision for legal professionals in this digital age?

As a head of the program, we have developed rigorous curriculum and pedagogy of teaching and clinical legal training programs that aims to produce highly competent Corporate lawyers, professionals and technical-legal lawyers from our school, who will be accepted by Corporate Business houses, Law firms and other legal institutions (Human rights Commission, Competition Law institution, Family Court mediation, Women Commission, NGT) etc. and bodies.



Q Reflecting on your tenure as Dean and Chairman of the Faculty of Law at Aligarh Muslim University, what were the most significant challenges you faced in modernizing legal education, and how did those experiences shape your vision for ALC?

One of the significant challenges which can be discussed here is the technological integration with legal field and academics. Now with the modern tools of research and technology the entire teaching pedagogy has to be aligned with the same. At ALC we provide them impetus through adequate and appropriate technological exposures and training.

Q As someone deeply involved in human rights and social security legislation, how do you integrate these critical areas into ALC's ethos, ensuring that graduates not only excel professionally but also contribute meaningfully to societal justice?

(i) Presently, our ALC Team to impart globalized legal education with a view to produce competent professionals, Business leaders, academics in law.

(ii) Our students to meet the Challenges of Complex Global business, environment.

(ii) To provide requisite inputs to bridge the gap between the corporate business processes and legal Compliances.

(iv) To help the judiciary in the effective discharging of its duty of dispensation of justice.

Lastly, the teaching methodology is entirely based on Continuous assessment of the students across of all Semesters which includes:

(i) S.C. and High counts old and new Case law analysis.

(ii) Project word

(iii) Seminars/moot Court etc.

(iv) Legal literacy Campus

(v) Legal Aid programs.

vi) Consumer's literacy programs.

Q With your extensive experience in clinical legal education, how does ALC balance theoretical knowledge with practical skills, and what initiatives are in place to provide students with real-world legal experiences?

ALC adopts a clinical approach to legal education which helps the student to integrate the theory with practical aspects through the different activities which are conducted round the clock on campus. The research culture is boosted and maintained through dedicated R & D Cell of the institute which offers seminar, conference, workshops, Training etc. to the students. The additional diplomas/ certification of ALC in unconventional areas like cyber law, IPR, fashion Law etc. maintain the competitiveness of the legal profession right from student college days. The yearly internships being given act as true guide to students in their journey from classroom to courtroom. Thus by adopting an approach which gives equal importance to both aspect of law theory and practical we are able to holistically prepare the legal professional of tomorrow. EP

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VESCOA-SOD Affiliated to MSBTE

Master Degree
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The VES College of Architecture is focused towards developing socio-cultural, environmental, technological, aesthetic & philosophical values in Architectural education. Creating a favourable environment for learning, innovation, integration & leadership has been the key focus of the institute.

At VESCOA, students are encouraged to participate actively in live projects through the Research Cell. The campus has provisions of facilities such as the Library, Labs, Workshops and other resources for utilization by the students. The institute makes a continuous effort to encourage our students to attend relevant Seminars, Workshops as well as take part in various competitions at the National and International levels.

COURSES OFFERED

1 BACHELOR OF ARCHITECTURE (B.Arch.)
Five year Full-Time Undergraduate Degree affiliated to UOM. (Intake:80)

2 MASTER OF ARCHITECTURE (M.Arch.)
Two Year Full-Time Post Graduate Degree affiliated to UOM
Master of Urban Design (Intake: 20)
Master of Landscape Architecture (Intake: 20)

3 DIPLOMA IN ARCHITECTURE
Three Year Full-Time Diploma recognised by COA and affiliated to MSBTE. (Intake:40)

4 DIPLOMA IN INTERIOR DESIGN & DECORATION
Three Year Full-Time Diploma recognised by COA and affiliated to MSBTE. (Intake:40)

5 DIPLOMA IN INTERIOR DESIGNING & DECORATIONS
Three Year Part-Time Diploma affiliated to MSBTE. (Intake:40)

6 MODULE COURSE IN INTERIOR DESIGNING WITH SPECIALIZATION
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7 VESCOA ABHIVRUDDHI - (CPD)
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VESCOA PEDAGOGY



The overall aim is to sensitize the students towards building sustainable human habitat & achieve excellence in education. VESCOA encourages students to spend time in campus and use all the resources like Library, Labs, Workshops and other resources.

VESCOA RANKING AND ADMISSION DETAILS

IIRF 2024	GHRDC 2024	GHRDC 2023	IIRF 2023
1st Rank Maharashtra State	2nd Rank Maharashtra State & Western Region	1st Rank Category of Promising Institute	10th Rank Maharashtra State
9th Rank All India Rank	3rd Rank Category of Excellence	4th Rank In Western Region	41st Rank All India Rank

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Prof. Dr. Mamatha P. Raj, Director of BMS College of Architecture, Design and Planning (BMSCA D&P), has been an integral part of the institution for 35 years. With her extensive experience in academia, research, and consultancy, she has played a pivotal role in shaping BMSCA D&P as a standalone institution with the support of BMSET management. The institution offers Bachelor of Architecture (B. Arch, since 1980), Master of Architecture in Habitat Design (M. Arch, since 2005), and Ph.D (since 2010). From 2025 onwards, the institution opens up with two new program offerings- Bachelor of Planning (B. Plan) and Bachelor of Design (B. Des, Interior Design).

Dr. Raj is a distinguished member of the 9th Executive Council of Visvesvaraya Technological University, Belagavi, Karnataka, and holds several prestigious positions in state and national academic bodies. Her contributions to the field of architecture have been widely recognized, with numerous accolades, recent ones being ARIKA 2024 Pinkprint Pioneer Award by IIA Odisha Chapter and Award by IIA Karnataka chapter 2025, in recognition of exceptional dedication to teaching and profession.

Her leadership is reflected in BMSCA D&P's consistent academic excellence, ranking 23rd in the NIRF 2024 at the national level and securing top university ranks at both undergraduate and postgraduate levels. She has mentored several award-winning student projects at UG and PG levels and is a research supervisor for doctoral program. She has been instrumental in implementing innovative pedagogical approaches that enhance learning experiences at BMSCA D&P.

A prolific researcher and academician, Dr. Mamatha has authored nearly 70 quality publications at national and international levels. She is invited as an expert speaker and jury member at prominent academic forums and serves on the Editorial Board and is a reviewer for several esteemed journals in architecture and urban studies. Dr. Raj is Member, Consultancy Cell, BMSCA D&P, undertaking projects of various scales. She spearheads several collaborations and MoUs with reputed organisations at national and international levels.



Prof. Dr. Mamatha P. Raj
Director, BMS College of Architecture, Design and Planning (BMSCA D&P)

EDUCATIONAL INSTITUTIONS SHOULD BRIDGE THE GAP BETWEEN ACADEMIA AND PRACTICE

Q Dr. Mamatha, BMSCA D&P has a rich legacy in architectural education. How has the institute evolved over the years under your leadership?

BMS College of Architecture, Design and Planning has been a pioneer in architectural education for over three decades. It has grown from being a department under BMS College of Engineering, Bengaluru to a standalone institution recognized by COA, AICTE, and affiliated with VTU, Belagavi. Over the years, we have introduced new academic programs, strengthened research and consultancy, and enhanced the student learning curve through industry collaborations and global exposure. I have seen BMSCA D&P being the preferred choice of admission by top performing students of 12th grade, top NATA ranks and PGCET toppers for UG and PG respectively. Likewise, they continue to perform well at their education at BMSCA D&P. Our students consistently secure top university ranks, win several awards and ranking 23rd in NIRF 2024 at the national level is a testimony to the quality education rendered.

Q BMSCA D&P offers students a unique educational experience. Could you elaborate on the various initiatives that ensure a holistic architectural education?

We strongly believe in an immersive & hands-on approach to learning. Our pedagogy integrates practical skills through live projects, hosting expert mentorship programs, conducting national and international study tours, and ensuring industry-academia interaction. We regularly host conferences, workshops, and guest lectures by renowned academicians and professionals from across the globe. Our students also engage in research, documentation, competition projects and heritage conservation initiatives, which provide them with real-world exposure and problem-solving abilities through carefully curated studio projects and regular participation in competitions.

Apart from academics we ensure an all-round development of students, hence we have well established units for Sports, NSS, NCC, Innovation Cell, Cultural Clubs and Alumni Cell.

Q The state-of-the-art infrastructure at BMSCA D&P is a major asset. How does it support technical education in Architecture, Design and Planning?

Our campus is designed to facilitate creativity, innovation and research. We have 14 advanced labs with latest equipment and softwares, a fully automated, digitised library with academic repository, material museum, and cutting-edge 3D printing technologies, I can proudly say that we are one of the few architectural institutions offering these facilities. The academic infrastructure includes studios and classrooms equipped with the latest technological aids. The college has a digital Innovation lab to enable students to experiment, innovate, and refine their design skills preparing them for the profession ahead. We provide a platform for interaction with industry professionals both nationally and internationally.

Q The introduction of B. Plan and B. Des (Interior Design) programs marks a significant expansion. What makes these courses relevant today, and why is BMS the best place to pursue them?

Urbanization and rapid technological advancements demand a multidisciplinary approach to design and planning. The B.Plan program will train students in sustainable urban development and infrastructure planning with opportunities to work in government and multinational organisations, while B.Des, (Interior Design) will nurture creativity in product, space, and visual designs, rendering opportunities for aspiring students to become independent entrepreneurs with this professional degree. Both the programs provide scope for further post graduation in related fields of expertise at both national and international levels.

BMSCA D&P, with its strong academic foundation since over three decades, extensive global networking, strong alumni base, industry connect and expert faculty force, makes it the ideal place for students to explore these fields and build successful careers.

Q Where do you see the institute in the next 5 years?

Our vision is to be a globally recognized Center for Excellence in architectural, design and planning education and readiness to integrate with the New Education Policy. Over the next 5 years, we aim to expand our research capabilities, foster more international collaborations, and integrate cutting-edge technologies into our pedagogy. We also aspire to contribute meaningfully to urban development, sustainable design, and policymaking through academic research and consultancy. I personally envisage a progressive stride of BMSCA D&P in the years to come to create responsible and smart professionals who are trained and equipped to face the challenges of real world scenarios!

Q What are your thoughts on the future of design and architectural education in India?

The future is dynamic, and education must evolve with emerging trends. We must equip students with interdisciplinary knowledge, digital expertise, and sustainable design thinking. Architectural education should emphasise the social, environmental, and technological aspects of design & planning. There is a need for collaborative learning across these disciplines to ensure sustenance and progress in the profession ahead.

Q What message would you like to convey to young aspirants considering a career in architecture, design & planning?

Architecture and Planning shape the cities we live in. These professions require passion, perseverance, and a constant desire to learn to evolve. I encourage students to embrace their aspirations, be open to innovation, and develop a strong foundation. At BMSCA D&P, we nurture young minds to become responsible architects, designers and planners who contribute meaningfully to society.

Q BMSCA D&P has upheld strong values over the years. What are the core principles that guide the institution?

Our core values revolve around integrity, innovation, inclusivity, and sustainability. We emphasize research-driven education, ethical professional practice, and a commitment to societal well-being. These core principles have shaped BMSCA D&P into a respected institution dedicated to fostering excellence in education imparted.

Q With AI, AR, and VR transforming the design industry, how do you see technical education adapting to these changes?

Emerging technologies are reshaping the way we design, visualize, and construct. At BMSCA D&P, we integrate advancements in technology through AI-driven design tools, AR/VR simulations, and parametric modeling into our pedagogy. These help students explore design possibilities beyond conventional methods and prepare them for the future. I personally ensure to conduct regular events of knowledge sharing through hands-on workshops on these aids for the benefit of students and faculty for continued updation of knowledge.

Q Academic institutions play a crucial role in addressing real-time urban challenges. How can architectural and planning education contribute to solving issues at various scales of habitat systems from everyday design to city planning?

Educational institutions should bridge the gap between academia and practice. Through studio projects, internships, and collaborative MoUs with government and private organisations, we empower students to develop innovative solutions that address urban issues. Our M. Arch program in Habitat Design encompasses a robust curriculum and pedagogy to address the issues of habitats in current times to make our cities a better place to dwell.

Q Thank you, Dr. Mamatha, for sharing your insights. Your leadership and vision continue to inspire students and professionals alike.

Thank you. It has been a pleasure to discuss the future of Architectural education, expanding horizons to Habitat Design, Interior Design, & Planning studies along with Research to embark on an enriching academic learning, which is the need of the current times.

I envisage BMSCA D&P to emerge as a Center of Excellence offering multidisciplinary education through collaborative learning on a global front.

BMSCA D&P vows commitment towards rendering quality education in Architecture, Habitat Studies, Interior Design, Planning and Research to create responsible professionals to contribute to the richness of this Nation!

EP

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ARCHITECTURE CONNECTS THE DOTS

HISTORY, SOCIETY, ENVIRONMENT

SHAPING A MORE CONSCIOUS AND CREATIVE WORLD

Prof. (Dr.) Vibhuti Sachdev
Dean and Director, GITAM School of Architecture, Visakhapatnam

Architecture is more than just designing buildings; it is about shaping societies, preserving heritage, and ensuring sustainable urban development. As the world faces rapid urbanization, climate change, and evolving technological advancements, the role of architects has expanded beyond traditional boundaries. Today, architectural education must evolve to prepare students not just to design but to think critically, engage with communities, and create meaningful, lasting impacts on the built environment.

In this insightful conversation with **Prof Dr Vibhuti Sachdev,** Dean and Director, GITAM School of Architecture, Vishakhapatnam and an esteemed architect, educator, and thought leader talks with Education Post's **Prabhav Anand**, to explore the challenges and opportunities in architectural education. Dr. Sachdev discusses the growing need for interdisciplinary learning, emphasizing how architecture intersects with urban planning, environmental sciences, sociology, and even psychology. She highlights the importance of heritage conservation, stressing that history should be seen as an asset rather than a liability in modern urban development.

Addressing gender inclusivity, Dr. Sachdev sheds light on the challenges women face in leadership roles within architecture and advocates for a more inclusive, diverse professional landscape. She also emphasizes the critical role of professors of practice in bridging the gap between academia and industry, ensuring that students gain real-world exposure. Furthermore, she underscores the urgent need for policy reforms in education—encouraging students to engage with municipal bodies, focus on regenerative design, and rethink what true development means.

Q Architectural education is evolving rapidly, with changing pedagogies and technological interventions. What, in your opinion, are the biggest gaps in how architecture is currently taught in India?

I think the biggest gap in architectural education in India is that we're not fully addressing our own needs and context. We tend to follow global technological advancements without adapting them to our local conditions.

Take air conditioning, for example. We've created this artificial bubble where we're essentially living in refrigerators. But if we paid more attention to our diverse climate and needs, we could develop many more passive design solutions that are not just energy-efficient but also healthier for us. This lack of contextual thinking is a major issue.

This, of course, impacts how we teach architecture. The market plays a huge role in shaping education because we often teach what's in demand. But I strongly believe education should be ahead of the industry—after all, our students are the architects of the future. Their focus should be on what's coming next, not just what's trending now.

To bridge this gap, we need to invest more in research and take a more thoughtful approach to our own architectural needs. We should be a little more "selfish" in a good way—thinking about our land, our climate, and our unique challenges rather than just borrowing solutions that were designed for completely different contexts. If we do that, we'll not only improve architectural education but also create more sustainable and meaningful architecture in India.

Q The rise of AI and ML is transforming various disciplines, including design and architecture. Do you see these technologies as a threat to traditional architectural practice, or do they present new opportunities?

Oh, I don't think technology is ever a threat. It all depends on how we use it—whether we make it work for us or let it dictate how we function. That's in our hands. I see technology as an opportunity rather than a challenge. It has transformed lives, made processes faster, and enabled us to achieve much more than ever before.

The impact of technology, especially in a country like ours, is massive. It has broken down barriers and made access to information easier than ever. But what's important is that we keep asking ourselves: Why are we using this technology? If we stay mindful of its purpose, we can ensure that we don't lose the things we truly value as a society.

For instance, just because Kindle exists doesn't mean we all have to give up physical books. Many of us still prefer the feel of paper in our hands. Similarly, AI might suggest certain design choices or patterns, but we should have the ability to push back and say, "No, that's not me. That's not the direction I want to take."



This is where resistance to blind technological adoption becomes crucial. AI and algorithms will keep throwing suggestions at us, predicting our preferences, and trying to define us. But we need to engage critically, challenge its assumptions, and essentially "teach" the technology. That's the real need of the hour—understanding AI, questioning it, and making it work in a way that aligns with our values and vision.

Q Many architects argue that AI-generated designs lack human intuition and cultural sensitivity. How should architectural education address this concern while embracing the benefits of AI?

The thing about AI is that we don't really know how it's going to evolve. We've created this technology, but unlike earlier innovations—where we could predict how a camera would function or what a computer could do—AI is different. We can't fully anticipate how it will generate solutions or how it will develop over time.

Things are changing incredibly fast. In the past, when we used Google, we would type a question, get multiple answers, and decide which one made the most sense. Now, AI is giving a single answer and saying, "This is the answer." Not only that, but it's also starting to dictate what questions should be asked in the first place. That's why we need to stay sharp and not lose sight of the original questions we set out to explore.

The key is to teach AI as quickly as possible because it will learn from us. While it's self-learning and generative, we still have a role in shaping its evolution. It's exciting, no doubt, but also overwhelming. The speed at which AI is advancing is mind-blowing, and whether we can keep up with it is something only time will tell.

Right now, there are two extremes in the debate. Some believe AI will eventually surpass human capabilities in design, while others argue that AI lacks emotional depth, cultural sensitivity, and intuition. But here's the thing—AI will learn these aspects, and in some cases, it might even do a better job than us. It could eliminate certain biases and assumptions that humans naturally carry.

So rather than resisting it, architectural education needs to focus on guiding AI's learning in the right direction—teaching it cultural context, human values, and the nuances of design that go beyond just data and algorithms. The goal should be to use AI as a tool to enhance creativity, not replace it.

Q Architecture has long been rooted in human-centric design and sustainability. With rapid urbanization, how can academia play a stronger role in shaping environmentally responsible architects?

First, I think we need to question the rapidity of urbanization itself. Do we always need to develop at such a fast pace? Should every city start looking the same? Increasingly, when we travel, we get this sense of déjà vu—cities are losing their unique character, blending into one another.

As Gandhiji said, "Speed is not of the utmost importance; it's the road you're traveling that matters." What's the point of moving fast if we're heading in the wrong direction? Some of the towns and cities that urbanized more slowly have retained more character, a richer urban landscape, and a deeper connection to their environment. So perhaps, instead of rushing, we should consciously decide what pace of development is actually beneficial.

Now, what can architectural education do? Here's a thought—what if each architecture school took an active role in shaping the city it is located in? Imagine if every student worked on real, tangible projects within their city rather than just hypothetical designs. These students, aged 18 to 23, are at the peak of their creative and intellectual energy. They're not just students; they're citizens, they can vote, they have a voice. Why not give them the chance to directly contribute to the spaces around them?

If every architecture school in the country engaged with its city's real-world challenges, we'd have 350+ institutions actively influencing urban environments in meaningful ways. That's an incredible untapped resource for positive change.

Universities could lead this movement with a spirit of seva bhav—a sense of service to the community. If higher education institutions start engaging deeply with their cities, it could transform urban development. It's an approach that doesn't just teach students—it empowers them to be the change their environment needs.

Q There is an ongoing debate about whether architectural education should focus more on theoretical foundations or practical, hands-on training. Where do you stand on this, and how can institutions strike the right balance?

That's an important question—but I actually think it's framed incorrectly. There's often this idea that theory and practice are in opposition, but that's not true at all. It's not an *either-or* situation—it's always *both*. No practice exists without theory.

Think about it—whenever you do anything, you instinctively ask yourself: *What am I doing? Why am I doing it? How am I doing it?* These fundamental questions form the basis of theory. Theory isn't some abstract concept floating separately from real-world application—it's embedded in everything we do.

The real issue, I believe, is that sometimes we teach theory without showing students *how* to apply it. That's where the disconnect happens. If students don't see a direct link between what they're learning and its practical implications, they might dismiss it as irrelevant or unnecessary.

So, instead of seeing theory and practice as separate, we should focus on *applied theory*—consciously bridging the gap in the way we teach. Every theoretical concept should be tied to its real-world application. When students understand *why* they are learning something and *how* it translates into architectural practice, that's when education truly becomes meaningful.

Q In recent years, we have seen a shift towards interdisciplinary learning. How important is it for architecture students to engage with fields like urban planning, environmental sciences, and computational design?

Oh, absolutely—it's crucial! But, you know, architecture has always been interdisciplinary. That's

why it's often called the mother of all arts. It naturally weaves together so many different fields—technology, sociology, history, geography, environmental sciences, even law and psychology. There's hardly a discipline that doesn't connect with architecture in some way.

That's also why architects tend to dabble in so many things. You can't design in isolation—you need at least a basic understanding of these other fields to make informed decisions. Every choice in architecture has ripple effects—it impacts the environment, society, and even the economy. So, you have to think holistically.

In fact, I'd go as far as saying that architectural education isn't just about training professionals—it's about shaping sensitive, creative, and aware human beings. If everyone had some exposure to architectural thinking, we'd probably have a more empathetic, well-rounded society!

At its core, architecture is about connecting dots—and the more dots you can see, the better your design solutions will be. So yes, interdisciplinary learning isn't just important—it's fundamental to the way architecture works.

Q India has a rich architectural heritage, yet modern urban development often overlooks historical and regional influences. How can educational institutions instill a stronger sense of heritage conservation in young architects?

Yes, this is something that really worries me—it's a huge concern. If you look at Europe, even in highly urban, cosmopolitan cities like London, the footprint of the past is very much intact. You'll find 200-year-old houses still being lived in, historic buildings repurposed into banks, cafes, galleries—you name it. But in India, we struggle to do the same. And that's heartbreaking.

I think the real issue is mindset. Developers often see history as a liability rather than an asset, and that needs to change. We need to start looking at conservation as sustainable development, not as an obstacle. If you preserve the past, you're actually practicing sustainability at its core.

And, honestly, these are very Indian values. Our traditional ways of living were deeply rooted in conservation—whether it was minimizing food waste in old kitchens, carefully using materials, or respecting the natural world. These values were built into our culture. But today, unless conservation is given economic value, it doesn't take off.

That's where education comes in. If we can teach young architects that heritage isn't just about nostalgia—it's about sustainability, economy, and cultural identity—then maybe we can shift the way development happens. Right now, too many people see an old haveli or a historic palace as something to demolish and replace with a high-rise. And that's a real tragedy.

Q There is a growing movement advocating for more women in architecture and design leadership. From your experience, what systemic changes are needed to make the field more inclusive?

That's a really good and timely question. We celebrate Women's Day, we talk about gender equality, but in reality, we still have very few women in architecture—especially in leadership roles.

Women bring something very unique to the table. And I'm not saying all women or that all men are the same—there are good and bad professionals in every field. But if we talk about what women, as a whole, contribute, there are distinct feminine qualities—nurturing, inclusivity, the ability to multitask, and a different pace of thinking. Women tend to carry people along with them, whether in families or professional spaces. We are the Ashtabhuji—like Durga, juggling multiple responsibilities at once!

But the real issue is value and visibility. Women's voices often don't carry the same weight in male-dominated spaces. In board meetings, for instance, I've often found myself being the only woman in the room. And sometimes, I hesitate—because the conversation is all about numbers, budgets, and development, and I wonder if bringing up mental well-being, or the impact of design on children or the elderly, would seem irrelevant. But I still push forward, because being heard is the first

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step toward change.

And inclusivity isn't just about gender—it's about everyone who is marginalized. We need to create spaces where not just women, but also people with disabilities, children, and other underrepresented groups have a voice. The reality is, we live in a society where men still dominate leadership positions, and much of women's contributions go unrecognized. That has to change—through policy, representation, and most importantly, shifting the mindset that women's perspectives are valuable, and not just an afterthought.

Q How has the role of a Pop Professor of Practice influenced the growth of entrepreneurship in our country, and in what ways can it support upcoming entrepreneurs in this industry?

I think in architectural education, it is crucial to have people who have real-world experience—architects who have actually built projects, worked on-site, and faced the challenges of execution. This is because architectural education today is not just a casual pursuit—it's a full-time profession.

Faculty members are under immense pressure to publish research, manage administrative responsibilities, and handle institutional commitments. These tasks are so time-consuming that it becomes nearly impossible to balance them with an active architectural practice. So, expecting full-time faculty to also practice at a high level is very difficult.

That's why having Professors of Practice—architects who are full-time practitioners but also engaged in education—is incredibly valuable. They bridge the gap between academia and industry, bringing real-world knowledge into the classroom. I personally see myself as an architect in education, rather than just an academic, and I strongly believe practicing professionals should have a more formal role in teaching.

At GSA, we are actively looking at bringing practicing architects into our teaching framework. This model not only makes education more relevant but also fosters entrepreneurship, as students learn directly from those who have navigated the industry's challenges. It's a very positive and necessary development.

Q Looking at the future of higher education in architecture, what are the key reforms you believe should be implemented at a policy level to better equip students for the challenges of the next few decades?

One of the most critical reforms should be teaching students how to generate work, rather than just finding jobs. Architecture is not a job-oriented profession in the conventional sense. Instead of waiting for opportunities, students must be encouraged to actively engage with urban issues—identifying problems in cities, proposing solutions, and working closely with municipal corporations and district authorities.

There's often a hesitation among students—this belief that politicians or city officials won't listen to them. But that's changing. We are now encouraging students to directly interact with civic bodies like the GVMC (Greater Visakhapatnam Municipal Corporation) and other municipal authorities, where they can intern, contribute, and make a difference. This real-world engagement fosters employability and societal relevance—two crucial aspects of architectural education. Students must believe that they can go out and change the world.

Another important shift needed in our education system is our approach to design. As we discussed earlier about inclusivity and diversity, we must rethink what constitutes development. Building high-rises isn't always the answer. Architecture should embrace regenerative design, which means sometimes architecture is about removing an element rather than adding one. Concepts like redevelopment, resilience, and sustainability should be central to our education system.

Lastly, the experience gap is a real issue in the industry. Companies demand experience, but fresh graduates struggle to get their foot in the door because they haven't been given practical exposure. This is where internships, live projects, and industry collaborations must become an integral part of the curriculum. By ensuring students graduate with hands-on experience, we can bridge this gap and truly prepare them for the challenges ahead. EP





EMPOWERING WOMEN, REVIVING TRADITION

BMUS AND STORY OF BIHAR'S RICH CRAFT LEGACY

The Bihar Mahila Udyog Sangh (BMUS) has become a pioneering force, reviving traditional crafts like Madhubani painting, Manjusha art, and Sikki grass work, empowering women entrepreneurs and restoring these cultural treasures to prominence, Education Post's Pragya Kumari finds.

Art and design have always been significant expressions of culture and identity, deeply influencing the way communities perceive themselves and communicate their values.

In Bihar, a state renowned for its rich cultural heritage, the Bihar Mahila Udyog Sangh (BMUS) has become a pioneering force, dedicated to reviving traditional crafts while empowering women entrepreneurs.

Established in 1995 by a group of visionary women, BMUS is the premier apex body for women entrepreneurs in the state, offering them a priceless platform to sell their products and services.

Under the leadership of Usha Jha today, BMUS continues to expand, recognizing lost crafts and promoting economic independence for women.

Jha herself deals in Madhubani painting, which is a craft with its own inherent mythological and cultural importance. Through her endeavor Petals Craft, she still makes and sells this symbolic craft both domestically and abroad.

"Madhubani painting stands out because of its vibrant colors, intricate detailing, and deep cultural narratives rooted in folklore and mythology. Unlike many art forms, it is traditionally practiced by women and has been passed down through generations. Similarly, Bihar's crafts are unique due to their connection with nature, sustainability, and historical significance," told Education Post.

She highlighted that Bihar boasts a rich cultural heritage of traditional crafts, but many of the artisans, especially women, are struggling because they have little access to markets, training, and economic independence.

"My passion for preserving our cultural legacy and empowering women economically motivated me to work in this sector. Through BMUS, we create opportunities for women artisans to sustain their craft, gain financial stability, and contribute to Bihar's economy," said Jha.

The Sangh has two major objectives: enabling women to become entrepreneurs and development at the community level. BMUS assists women in creating their own enterprises, providing support in developing their crafts into commercially viable businesses.

In essence, BMUS's vision is to have a strong and influential voice of women entrepreneurs in Bihar.

BMUS offers complete support to enable women entrepreneurs with multiple initiatives, including skill development programs for better craftsmanship, exposure to the market through exhibitions and online marketing to increase reach, and monetary help that facilitates them to reach microfinance and government schemes.

Sangh seeks to develop a successful ecosystem in which women entrepreneurs can expand, maintain, and scale their businesses successfully.

"BMUS runs awareness programs to educate artisans about business management and digital marketing, equipping them with the tools they need to thrive in today's market and gain financial independence. This empowerment not only contributes to the state's economic growth but also preserves and promotes some of Bihar's most treasured traditional crafts," Jha added.

Ambika Deo, founder of Ink.Company, a fashion apparel company that delivers high-quality customized t-shirts, hoodies, and polo t-shirts for startups, corporates, and individuals, said she has always believed that with the right support, women entrepreneurs can thrive and, in doing so, create wealth and employment opportunities for many people.

As an executive member of BMUS, Deo supports the team in managing various aspects of the events, workshops, and other initiatives organized by the organization.

"As an organization, we organize various events throughout the year to promote women entrepreneurs and their businesses. Many of these events receive support from government organizations in the form of financial aid and various schemes. To ensure smooth processing, additional information and documents need to be properly filed," Deo told Education Post.

Through Ink.Company, Deo aims to help startups and corporates understand the value of high-quality apparel for their teams and how it can strengthen their brand. She also aspires to create a globally recognized fashion brand from Bihar, known for its premium fashion products.

Reviving traditional crafts: A cultural renaissance

One of BMUS's most remarkable accomplishments has been its dedication to reviving Bihar's endangered traditional crafts. Through unwavering determination, the organization has breathed new life into exquisite art forms like Madhubani painting, Manjusha art, Sikki grass work, and Sujani embroidery. These once-dying crafts are now flourishing, reclaiming their rightful place at

the heart of Bihar's cultural landscape, shining brightly for the world to appreciate.

1. Madhubani Painting:

One of Bihar's most renowned traditional arts and world-famous for its complex design. Characterized by its bold lines, bright colors, and detailed patterns, the art form often illustrates mythological narratives, nature, and social subjects. With a timeline of over 2,500 years, Madhubani painting is of extreme cultural importance.

2. Manjusha Art:

A centuries-old narrative art form of Bihar enjoys a special place in the cultural heritage of the state. The painting technique is employed to retell folk narratives, myths, and religious legends with the help of bright colors, detailed patterns, and symbolic designs. The art form is traditionally executed on handcrafted paper or fabric, and its origin can be traced back to the glorious cultural past of the region.

3. Sikki Grass Work:

A traditional art that entails the making of fine handwoven products from the natural fibers of Sikki grass. The craft is known for its fine designs and bright colors, with craftsmen producing various products, including baskets, mats, dolls, and ornaments. Weaving Sikki grass is a skillful process that demands patience, and hence each product is distinctive.

4. Sujani Embroidery:

An age-old tradition in Bihar well known for an unorthodox mode of quilting. Sujani is distinct for its vibrancy of hues and its motifs of geometrics, generally bearing the tale of rural women and their lives.

5. Terracotta and handloom weaving:

Terracotta and handloom weaving are integral parts of Bihar's rich craft tradition, and both are critical components of the state's cultural identity. Terracotta crafts include intricate clay sculptures, pottery, and ornamental pieces, which at times depict local customs, religious motifs, and historical episodes.

Handloom weaving, on the other hand, in Bihar is well-known for its production of fine fabrics like silks and cotton cloth using age-old techniques that have been inherited over generations.

BMUS has not only revived ancient crafts but also introduced new designs and modern techniques, ensuring that these crafts remain preserved yet relevant.

Jha pointed to the interaction between traditional crafts and modern design in the market today.

"Traditional crafts have a timeless appeal, but to remain relevant, they must evolve. By integrating modern aesthetics, product innovation, and contemporary utility, we make these crafts more marketable. Designers today blend traditional motifs with modern fabrics, creating a bridge between heritage and contemporary fashion," she said.

The organization conducts workshops, training sessions, and seminars aimed at enhancing both business and technical skills. These initiatives are vital in enabling artisans to develop quality products, keep abreast of market trends, and acquire useful business management skills.

Dr Sadhana Jha is the Founder-Director of Ankuram Robo Pvt. Ltd. and also serves as the Executive Director of BMUS, assisting with the organization's various activities such as melas, training programs, seminars, and meetings.

Ankuram Robo Pvt. Ltd. provides training in robotics, artificial intelligence, and 3D printing to students aged 6 to 16 years.

"Since its inception, BMUS has been a vital platform for women entrepreneurs, providing them the opportunity to showcase their products and build networks for their businesses," said Sadhana.

BMUS's training schemes also include crucial areas like business management, marketing, and pricing, which prepare women to manage their enterprises successfully.

The training workshops expose women to new concepts, which assist artisans in integrating fresh approaches into age-old skills without compromising their cultural essence.

BMUS provides artisans with an opportunity to extend their market beyond local levels and gain global exposure through its association with national and international organizations to promote Bihar's craft worldwide, Jha said.

The project engages actively in trade fairs and exhibitions and brings artisans together with potential consumers.

Nikita Agarwal, founder of Kanjilal Funds and Securities House and an executive member of Bihar Mahila Udyog Sangh (BMUS), said, "I joined this platform to connect with women entrepreneurs and contribute to their financial growth."

"BMUS opened my vision to the vast potential of women-led businesses, where I saw women from diverse backgrounds stepping forward with remarkable entrepreneurial skills. Their passion and determination inspired me to work towards holistic empowerment, ensuring that women start their businesses and also sustain and scale them successfully," she added.

In her interactions with these entrepreneurs, Agarwal realized that while many women excel in their products and services, they often struggle with compliance, taxation, and financial management. Despite their talent and hard work, a lack of financial awareness frequently holds them back from maximizing their business potential.

"Through BMUS, I aim to bridge this gap by guiding women on investment strategies, business compliance, and financial planning, ensuring they are well-equipped to handle the financial aspects of their ventures," Agarwal told Education Post.

BMUS also leverages online marketplaces such as Amazon, Flipkart, and niche craft platforms to increase their visibility. Moreover, the organization fosters export operations through collaborations with international craft organizations and branding and storytelling efforts to showcase the cultural value of Bihar's crafts.

These initiatives make sure that the artisans' products find a global presence, generating new possibilities for development and recognition.

Sangh adopts a "Heritage with Innovation" strategy to assist artisans in meeting the need to preserve traditional skills with the demand to keep pace with contemporary market trends.

"This strategy encourages artisans to use organic and eco-friendly materials, catering to the growing demand for sustainable products. BMUS collaborates with designers to create fusion products, such as Madhubani art on sarees and home décor, blending tradition with contemporary styles," said Jha.

"The organization trains artisans in modern business skills, pricing strategies, and market trends to enhance their competitiveness. Digital storytelling is also encouraged to preserve the cultural essence of the crafts while making them more marketable in today's global marketplace," she added.

By enhancing digital marketing initiatives and increasing the online presence of its members, the Sangh aims to further promote Bihar's traditional crafts and women entrepreneurs. These efforts will help ensure that Bihar's handicrafts continue to thrive on the global stage.

"Digital marketing has transformed opportunities for women entrepreneurs. Earlier, they relied on local markets, but now, platforms like Instagram, Facebook, and Amazon enable them to sell across India and globally. BMUS trains women to leverage these platforms, empowering them to become independent business owners," said Jha.

The BMUS is a strong model of economic independence through art and design, together with culture preservation and social transformation.

The vision of BMUS is to establish BMUS as a national model for women-led craft entrepreneurship with a focus on empowering women and transforming the craft industry in Bihar.

The aim is to position Bihar as the world's haven for handcrafted products, assuring financial independence to thousands of women artisans.

BMUS also envisions developing a dedicated e-commerce platform for promoting the crafts of contemporary Bihar and ensuring that the traditional crafts of the region receive Geographical Indication (GI) protection to preserve their authenticity and heritage.

Through all these processes, BMUS attempts to effect change on a more permanent basis for the betterment of women and the craft sector.



NEED FOR LEGAL EDUCATION

TO INTEGRATE LAW, HUMAN RIGHTS, AND TECHNOLOGY

Legal education must embrace the multidimensional relationship between legal education, human rights and technology, ensuring that future legal professionals are prepared for the ever-evolving challenges, writes **Prabhav Anand**.

Imagine waking up in a world where artificial intelligence decides legal cases, social media platforms dictate the boundaries of free speech, and human rights are defined by digital transactions.

This is not a far-fetched dystopia but a reality rapidly unfolding before our eyes. The legal field, long grounded in tradition, is undergoing a seismic shift as technology reshapes its principles, interpretations, and applications. The increasing overlap between law, human rights, and technology presents both unprecedented opportunities and complex ethical dilemmas.

Legal education, however, has been slow to keep pace with these transformations. While law schools continue to emphasize classical legal doctrines, there is a growing need to integrate technological literacy and human rights perspectives into the curriculum.

The interplay between these domains has profound implications—ranging from privacy concerns in digital spaces to biases in algorithmic decision-making and the impact of artificial intelligence on justice systems.

Today's law students must be equipped not only with traditional legal acumen but also with a comprehensive understanding of technology's role in shaping legal frameworks and human rights protections.

The legal implications of technology extend far beyond mere regulatory compliance. They touch upon fundamental human rights, such as privacy, freedom of expression, and the right to non-discrimination. As digital platforms increasingly mediate human interactions, concerns about data protection, surveillance, algorithmic bias, and misinformation have grown exponentially. Lawyers, policymakers, and human rights advocates must now work within a framework that balances technological innovation with the protection of civil liberties. However, many legal education programs remain anchored in traditional methodologies that fail to adequately address these emerging complexities.

The disconnect between legal education and technological advancements poses a significant challenge. Future lawyers need to be equipped with not only legal knowledge but also technological proficiency and ethical sensitivity. Educational institutions must rethink their curricula to include modules on cybersecurity laws, digital rights, AI ethics, and the legal implications of emerging technologies. Only by fostering a new generation of legal professionals who can navigate the intricate relationship between law, human rights, and technology can society effectively respond to the digital era's unique legal challenges.

The Digital Transformation of Society and Its Legal Implications

The digital revolution has fundamentally transformed the way societies function, altering everything from communication and commerce to governance and healthcare.

Emerging technologies like AI, big data, and machine learning have introduced efficiencies that were once unimaginable, enabling automation, predictive analytics, and seamless connectivity.

However, with these advancements come legal and ethical concerns that demand a sophisticated and well-informed response. One of the most pressing issues in the digital transformation era is the question of data privacy and surveillance. As businesses and governments collect and analyze vast amounts of personal data, concerns over consent, data misuse, and digital rights violations have intensified. For instance, cases like the Facebook-Cambridge Analytica scandal demonstrated how personal data could be exploited for political manipulation, raising alarm bells worldwide about the need for stricter data protection laws.

Another legal implication of digital transformation is the rise of algorithmic decision-making. AI-driven systems are increasingly employed in judicial proceedings, hiring processes, and credit scoring, yet they often operate as "black boxes," with little transparency regarding how decisions are made.

Studies have shown that these algorithms can inadvertently perpetuate biases, reinforcing existing inequalities and discrimination. For example, an investigation into predictive policing algorithms found that they disproportionately targeted minority communities, exacerbating systemic racial profiling. In such cases, legal professionals must intervene to ensure that technological implementations align with constitutional principles of fairness and due process.

Beyond privacy and algorithmic bias, the legal ramifications of digitization also extend to intellectual property rights, cybersecurity, and the governance of decentralized technologies like blockchain. With the rise of cryptocurrencies and non-fungible tokens (NFTs), questions surrounding digital ownership and fraud prevention have become more complex. Without proper legal oversight, these technologies could facilitate illicit activities such as money laundering and tax evasion. Therefore, legal education must evolve to prepare future lawyers to tackle these multidimensional challenges, ensuring they possess the expertise to create robust, future-proof regulatory frameworks.

The Role of Legal Education in Bridging the Gap

Given the complexities introduced by technological evolution, legal education must undergo a fundamental transformation to remain relevant in the 21st century. Traditional law school curricula primarily focus on constitutional law, criminal law, and corporate law while largely overlooking the rapidly expanding domain

of technology law. This gap in legal education creates a significant barrier for future lawyers who will be required to address cybercrimes, data breaches, and AI-related ethical dilemmas in their professional careers. As such, institutions must take a proactive approach by integrating technology law, human rights in the digital space, and legal tech applications into their academic programs.

One way to bridge this gap is through interdisciplinary learning. Law schools should collaborate with technology departments to offer courses that provide students with foundational knowledge in emerging technologies like AI, blockchain, and cybersecurity. By equipping students with an understanding of these technologies, they can better analyze the legal and ethical implications of their use. For instance, courses on AI ethics can help future lawyers assess issues such as algorithmic accountability, ensuring that automated decision-making processes do not violate human rights.

Additionally, experiential learning should play a more prominent role in legal education. Law schools can establish legal tech incubators and clinics where students work on real-world cases involving digital rights and technology law.

These programs would allow students to gain hands-on experience by providing legal assistance in cases involving data privacy violations, online harassment, or AI discrimination. Furthermore, collaboration with industry experts, tech companies, and policymakers can provide students with practical insights into how laws are implemented in the fast-paced technological landscape.

Another crucial reform is updating legal research methodologies to incorporate AI-powered legal research tools. Platforms like ROSS Intelligence and LexisNexis are revolutionizing how legal professionals conduct research, streamlining case law analysis through machine learning. Familiarizing students with such tools can enhance their efficiency and analytical capabilities, making them more adept at handling complex legal matters in a digital age.

Challenges and Considerations

Despite the clear need for legal education reform, several challenges hinder its implementation. One major barrier is the resistance to change within academic institutions. Many law schools continue to follow traditional teaching methods that prioritize historical legal precedents over contemporary issues. The integration of technology-related subjects into the curriculum requires substantial investment in faculty training, infrastructure, and research resources. Without institutional commitment, these reforms remain difficult to execute.

Another significant challenge is the ethical implications of integrating AI and other digital tools into legal practice. While these technologies offer numerous benefits, they also pose risks of data privacy breaches and algorithmic bias. Lawyers must exercise caution when relying on automated legal research tools and AI-driven case analysis, as inaccuracies and biases in these systems could lead to unjust legal outcomes. Moreover, over-reliance on technology could diminish the human aspect of legal practice, where empathy, critical thinking, and moral judgment play a pivotal role.

Furthermore, legal education reforms must ensure that students develop a strong ethical foundation alongside technological proficiency. Ethical dilemmas in technology law, such as the responsibilities of social media platforms in curbing misinformation or the implications of facial recognition surveillance, require a nuanced understanding of both legal principles and moral considerations. By embedding ethical discussions into coursework, law schools can cultivate a generation of legal professionals who are not only tech-savvy but also deeply committed to upholding justice and human rights.

The convergence of law, human rights, and technology is reshaping the legal landscape at an unprecedented pace. As digital innovations continue to influence every aspect of life, the legal profession must adapt accordingly. Legal education plays a crucial role in preparing future lawyers to navigate this evolving terrain by integrating technology law, ethical considerations, and human rights into academic curricula.

By embracing interdisciplinary learning, fostering hands-on experience, and addressing ethical concerns, law schools can equip students with the skills necessary to address the complex legal challenges of the digital age. Policymakers, academic institutions, and the legal industry must collaborate to ensure that legal education evolves in tandem with technological advancements. Only by doing so can we build a legal system that not only facilitates innovation but also safeguards fundamental human rights, ensuring a just and equitable digital future for all. EP

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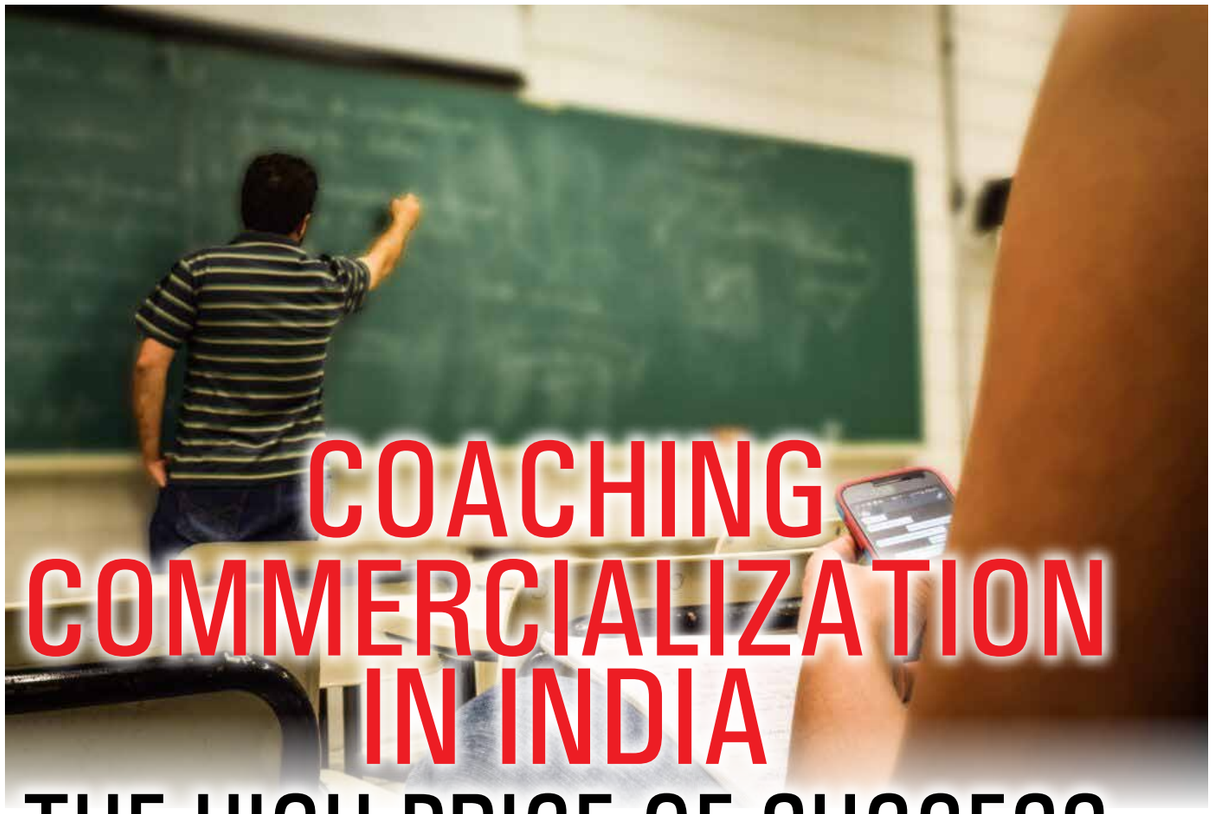
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COACHING COMMERCIALIZATION IN INDIA

THE HIGH PRICE OF SUCCESS FOR THE MIDDLE CLASS

Prabhav Anand

In recent decades, India's educational landscape has undergone a profound transformation, with coaching centers emerging as pivotal players in the academic journeys of millions. Once supplementary aids, these institutions have now become integral to mainstream education, often perceived as essential for success in competitive examinations. This evolution has led to the commodification of education, where learning is increasingly treated as a marketable product.

The coaching industry in India has experienced exponential growth, driven by the intense competition for limited seats in prestigious institutions and coveted government positions. In 2022, the market revenue of this sector was estimated at ₹58,088 crore, with projections suggesting it could reach ₹1,33,995 crore by 2028. This surge reflects not only the increasing number of such institutions but also the escalating fees they command.

Households are allocating a significant portion of their income to coaching services.

Data from the National Sample Survey's Household Consumption Expenditure Survey reveals that in 2022-23, households spent approximately 13.53% of their annual education expenditure on coaching and tutoring, up from 11.87% in 2011-12.

This trend underscores a shift towards the commercialization of education, where learning is packaged and sold, and success is often measured by the number of students clearing competitive exams. Institutions employ aggressive marketing strategies, making lofty promises of guaranteed success. The financial implications are profound, especially for rural households, which allocated about 15.32% of their annual education expenditure to coaching in 2022-23, a notable rise from 10.90% in 2011-12.

Beyond finances, the psychological impact on students is concerning, with the pressure to excel fostering a high-stress environment. In 2023, for instance, 28 student suicides were reported in Kota, Rajasthan — a city renowned for its dense concentration of coaching centers.

Recognizing these challenges, the Indian government has proposed the "Guidelines for Regulation of Coaching Centre 2024," aiming to create a balanced environment where coaching centers can function effectively without compromising student well-being or exploiting their aspirations. This collaborative effort seeks to ensure that education remains a holistic and enriching experience, rather than merely a product to be bought and sold.

The Proliferation of Coaching Centers

The rise of coaching centers in India is a direct response to the intense competition for limited seats in prestigious institutions and coveted government positions. Parents and students, driven by aspirations for academic excellence and secure futures, invest heavily in these centers. This trend is evident from the substantial growth in the coaching industry, which was valued at approximately ₹58,000 crore in 2024 and is projected to reach ₹1,33,995 crore by 2028.

This surge indicates not only the increasing number of such institutions but also the escalating fees they command.

Commercialization of Education

The commodification of education through coaching centres has transformed learning into a commercial enterprise. Institutions often employ aggressive marketing strategies, making lofty promises of guaranteed success. This commercialization of education often measures success by the number of students clearing competitive exams.

Dr. Palash Baruah, Associate Fellow at the National Council of Applied Economic Research (NCAER), observes, "The burgeoning number of students opting for private tuitions and coaching is a reflection of the significant changes in the education system today. Coaching provides supplementary benefits, but it's slowly turning into a 'shadow education' system in itself."

Impact on Students and Families

The families are willing to make significant financial sacrifices, often at the expense of other necessities, to afford coaching for their children.

Beyond finances, the psychological impact on students is concerning. The pressure to excel in competitive exams fosters a high-stress environment, leading to anxiety and, in extreme cases, tragic outcomes.

In Patna, the proliferation of coaching centers has significantly shaped the educational experiences of students and the perspectives of educators. The coaching culture has become deeply ingrained in the city's academic fabric, with thousands of students flocking to private institutes in the hope of securing a seat in India's most prestigious institutions. While these centers provide structured learning, students and professors alike express concerns over the commercialization of education and the immense pressure it places on young minds.

Ravi Kumar, a 17-year-old preparing for the IIT-JEE, described the intensity of the competition and the necessity of coaching in today's education system. "The competition is intense. Regular school doesn't cover the depth needed for these exams, so coaching becomes essential. However, the pressure is immense, and the financial strain on my family is considerable," he said. His story is not unique

— thousands of students in Patna spend their days moving from one coaching class to another, with little time for personal growth, creativity, or even rest.

Anjali Singh, an aspiring medical student preparing for NEET, shared a similar struggle. “Balancing school and coaching classes leaves little time for self-study or relaxation. While coaching centers provide structured guidance, the emphasis on rote learning often overshadows conceptual understanding,” she explained. Anjali’s concerns reflect a growing sentiment among students who feel trapped in a system that prioritizes exam scores over holistic learning.”

The rise of coaching centers in Patna has also drawn criticism from educators. Dr. Ashok Kumar, a professor in Patna College, spoke about the impact of private coaching institutes on formal education.

“The coaching industry has become a parallel education system. While it addresses certain gaps in formal education, it also commercializes learning, making it accessible primarily to those who can afford it,” he remarked.

His views highlight the socio-economic divide created by the booming coaching industry, where quality education is increasingly becoming a privilege rather than a right.

Professor Narendra Sinha, who has extensively studied coaching institutes in Bihar, emphasized the scale of this industry. “Coaching is the most thriving industry in Bihar, with around 3,000 private institutes operating and an estimated annual turnover of over □250 crore. This growth reflects a societal shift towards viewing education as a commodity,” he observed. His analysis underlines the fact that coaching has evolved beyond a necessity — it has become a business where success is measured not by learning outcomes but by the number of students enrolled and the fees collected.

These insights from students and educators shed light on the dual-edged nature of the coaching culture in Patna. While coaching centers undoubtedly provide much-needed academic support, their rapid commercialization has led to new challenges—financial burdens on families, mental health struggles among students, and an educational system that increasingly rewards memorization over critical thinking.

The ongoing debate over the role of coaching centers in education calls for urgent reforms that balance structured guidance with a more student-centric approach, ensuring that learning remains an enriching experience rather than merely a product to be sold.

Regulatory Measures and the Way Forward

Recognizing the challenges posed by the unregulated growth of coaching centers, the Indian government has introduced guidelines to regulate these institutions. The proposed “Guidelines for Regulation of Coaching Center 2024” suggest several measures:

- **Age Restrictions:** Prohibiting the enrollment of students younger than 16 years in coaching centers.
- **Advertising Ethics:** Banning misleading advertisements that guarantee specific ranks or outcomes.
- **Qualified Faculty:** Ensuring that tutors possess at least a graduate degree.
- **Operational Transparency:** Mandating coaching centers to maintain updated websites detailing tutor qualifications, course structures, fees, and refund policies.
- **Student Well-being:** Emphasizing the importance of mental health by recommending weekly offs, limiting daily classes to five hours, and incorporating co-curricular activities and counseling services.

These guidelines aim to create a balanced environment where coaching centers can function effectively without compromising the well-being of students or exploiting their aspirations.

The evolution of coaching centers in India reflects a broader shift towards the commercialization of education, where learning is increasingly viewed through a transactional lens. While these centers offer valuable support for competitive exams, it’s imperative to address the associated financial and psychological pressures. A collaborative effort involving regulatory bodies, educational institutions, and society at large is essential to ensure that education remains a holistic and enriching experience, rather than merely a product to be bought and sold. EP

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						ACTUAL VALUES OUT OF 100						
1	IIT-Kharagpur, Department of Architecture and Regional Planning, Indian Institute of Technology, Kharagpur	Kharagpur	West Bengal	1		81.00	81.00	76.00	79.00	75.00	78.40	**79.04**
2	IIT- Roorkee, Department of Architecture & Planning, Indian Institute of Technology, Roorkee	Roorkee	Uttarakhand	1		83.00	80.50	69.20	75.20	73.00	75.40	**77.11**
3	SPA - School of Planning and Architecture, Delhi	Delhi	Delhi	1		81.00	79.40	76.20	73.00	64.00	73.00	**76.52**
4	CCA-Chandigarh College of Architecture, Chandigarh	Chandigarh	Punjab	1		74.20	81.00	73.20	74.00	73.00	72.40	**75.45**
5	IIEST Shibpur, Department of Architecture and Planning, Shibpur	Shibpur	West Bengal	2		74.40	82.00	71.00	74.20	70.00	71.40	**75.03**
6	Indian Institute of Technology (BHU) Varanasi, Department of Architecture, Planning and Design, Varanasi	Varanasi	Uttar Pradesh	1		73.20	82.40	71.30	72.00	70.00	70.40	**74.49**
7	CET-College of Engineering Trivandrum, Department of Architecture, Thiruvananthapuram	Thiruvananthapuram	Kerala	1		77.60	75.70	69.50	74.40	70.20	74.20	**74.20**
8	NIT Calicut - National Institute of Technology, Department of Architecture and Planning, Calicut	Kozhikode	Kerala	2		73.80	75.90	72.70	72.60	73.30	72.00	**73.76**
9	NIT - Trichy, Department of Architecture, Tiruchirapalli	Tiruchirapalli	Tamil Nadu	1		73.70	71.70	75.70	72.40	75.00	73.00	**73.46**
10	NIT Hamirpur - National Institute of Technology, Department of Architecture, Hamirpur	Hamirpur	Himachal Pradesh	1		75.90	70.20	74.20	72.20	73.80	70.00	**73.00**
11	VNIT Nagpur, Department of Architecture & Planning, Nagpur	Nagpur	Maharashtra	1		75.30	72.20	70.00	72.00	72.50	74.00	**72.66**
12	Jamia Millia Islamia University, Faculty of Architecture and Ekistics, New Delhi	New Delhi	Delhi	2		73.80	73.40	71.00	73.20	67.60	71.00	**72.36**
13	School of Planning and Architecture, Bhopal	Bhopal	Madhya Pradesh	1		73.00	71.20	73.20	71.00	70.00	71.20	**71.92**
14	AMU-Zakir Hussain College of Engineering & Technology, Faculty of Architecture, Aligarh	Aligarh	Uttar Pradesh	2		74.00	72.70	68.20	71.00	70.60	70.20	**71.53**
15	MNIT- Malaviya National Institute of Technology, Department of Architecture and Planning, Jaipur	Jaipur	Rajasthan	1		73.60	71.50	68.40	70.30	70.40	71.00	**71.10**
16	School of Planning and Architecture, Vijayawada	Vijayawada	Andhra Pradesh	1		71.40	70.70	72.20	68.80	70.60	67.70	**70.67**
17	CSIR - Central Building Research Institute, Roorkee	Roorkee	Uttarakhand	2		71.00	69.50	71.20	67.80	74.20	67.70	**70.21**
18	Maulana Azad National Institute of Technology - Bhopal, Faculty of Architecture and Planning, Bhopal	Bhopal	Madhya Pradesh	2		70.60	68.20	69.00	71.80	69.40	71.70	**69.84**
19	NIT Patna - National Institute of Technology, Department of Architecture, Patna	Patna	Bihar	1		68.40	73.90	69.00	64.80	66.60	72.30	**69.48**
20	Guru Gobind Singh Indraprastha University, University School of Architecture and Planning, New Delhi	New Delhi	Delhi	3		68.60	69.20	67.00	69.10	74.40	69.70	**69.05**
21	Netaji Subhas University of Technology, Department of Architecture and Planning, New Delhi	New Delhi	Delhi	4		67.30	68.20	68.00	70.10	73.20	67.70	**68.59**
22	NIT Raipur - National Institute of Technology, Department of Architecture & Planning, Raipur	Raipur	Chhattisgarh	1		64.90	69.60	68.80	70.30	67.70	69.80	**68.23**
23	Anna University, School of Architecture and Planning, Chennai	Chennai	Tamil Nadu	2		65.40	64.50	68.40	72.10	74.30	69.50	**67.78**
24	Jawaharlal Nehru Architecture and Fine Arts University, School of Planning and Architecture, Hyderabad	Hyderabad	Telangana	1		67.40	64.50	69.60	67.80	68.30	69.00	**67.36**

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NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF INSTITUTE/ UNIVERSITY	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
25	Jadavpur University, Faculty of Architecture, Kolkata	Kolkata	West Bengal	3		66.40	65.50	66.00	69.60	65.70	72.40	**66.94**
26	Indira Gandhi Delhi Technical University for Women, Department of Architecture, Delhi	Delhi	Delhi	5		67.60	65.50	65.00	68.60	66.90	65.00	**66.47**
27	Maharaja Sayajirao University of Baroda, Vadodra	Vadodra	Gujarat	1		66.40	63.50	69.00	67.60	65.90	62.00	**66.03**
28	Rajiv Gandhi Institute of Technology, Department of Architecture, Kottayam	Kottayam	Kerala	3		64.70	62.50	67.00	68.80	66.70	67.50	**65.58**
29	University of Mumbai, Sir J.J. College of Architecture, Mumbai	Mumbai	Maharashtra	2		64.70	62.20	66.00	65.60	68.50	69.50	**65.11**
30	APJ Abdul Kalam Technological University, Thiruvananthapuram	Thiruvananthapuram	Kerala	4		63.90	62.40	67.00	65.60	67.90	64.50	**64.76**
31	Goa College of Architecture Campal, Panaji	Panaji	Goa	1		62.70	60.50	65.00	70.60	66.90	65.50	**64.33**
32	Andhra university, Department of Architecture, Visakhapatnam	Visakhapatnam	Andhra Pradesh	2		60.70	59.50	68.00	65.60	68.20	70.50	**63.88**
33	NIT Kozhikode-National Institute of Technology, Faculty of Architecture, Kozhikode	Kozhikode	Kerala	5		59.70	58.70	68.00	64.80	67.90	74.50	**63.57**
34	Dr. A.P.J. Abdul Kalam Technical University, Faculty of Architecture, Lucknow	Lucknow	Uttar Pradesh	3		59.30	61.20	63.80	67.00	70.10	65.30	**63.11**
35	Bundelkhand University, Institute of Architecture and Town Planning	Jhansi	Uttar Pradesh	4		63.90	63.50	61.40	59.60	65.00	63.50	**62.72**
36	Government Engineering College, School of Architecture and Planning, Thrissur	Thrissur	Kerala	6		62.10	61.80	64.80	59.60	66.70	61.10	**62.49**
37	School of Planning and Architecture, Mysore	Mysore	Karnataka	1		62.30	60.80	64.80	59.00	66.90	60.70	**62.19**
38	Shri Mata Vaishno Devi University, Faculty of Engineering, Katra	Katra	Jammu and Kashmir	1		59.80	61.80	63.80	62.20	63.90	59.50	**61.77**
39	Hemchandracharya North Gujarat University, Institute of Architecture, Patan	Patan	Gujarat	2		57.90	57.80	68.00	61.00	67.50	63.30	**61.51**
40	Gautam Buddha University, Department of Architecture and Regional Planning, Greater Noida	Greater Noida	Uttar Pradesh	5		58.90	57.50	69.00	55.90	64.70	66.50	**61.12**
41	MBM University, Department of Architecture, Jodhpur	Jodhpur	Rajasthan	2		59.70	57.50	64.00	59.90	64.90	63.20	**60.70**
42	Veer Surendra Sai University of Technology, Department of Architecture, Sambalpur	Sambalpur	Odisha	1		59.00	58.50	61.00	60.60	65.90	61.50	**60.24**
43	Mizoram University, Department of Planning and Architecture, Tanhril	Tanhril	Mizoram	1		60.10	58.50	59.00	60.60	59.90	64.00	**59.81**
44	Guru Nanak Dev University, Faculty of Physical Planning & Architecture, Amritsar	Amritsar	Punjab	2		60.70	57.50	60.20	62.00	60.10	54.50	**59.51**
45	Rajiv Gandhi Government Engineering College, School of Architecture, Kangra	Kangra	Himachal Pradesh	2		60.50	58.50	58.00	59.50	58.90	59.50	**59.15**
46	School of Architecture (SoAr-J), Jammu	Jammu	Jammu and Kashmir	2		55.50	60.80	59.00	59.50	61.90	58.00	**58.81**
47	Rajiv Gandhi Proudyogiki Vishwavidyalaya, School of Architecture, Bhopal	Bhopal	Madhya Pradesh	3		55.70	59.80	58.00	60.50	61.30	57.00	**58.44**
48	Sarvajanik University, AAERT & SSB Faculty of Architecture, SCET, Surat	Surat	Gujarat	3		56.00	58.70	58.00	59.50	58.90	59.10	**58.05**

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IIRF-2025 | BEST ARCHITECTURE COLLEGES (PVT.)

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF ARCHITECTURE COLLEGE (PRIVATE)	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
1	BMS College of Architecture, Design and Planning	Bengaluru	Karnataka	1		82.00	82.00	79.20	74.00	73.00	74.00	78.96
1	CEPT-Centre for Environmental Planning and Technology University	Ahmedabad	Gujarat	1		81.00	81.60	77.74	74.80	76.00	78.00	78.96
2	RVCA-RV College of Architecture	Bengaluru	Karnataka	2		80.80	81.70	74.30	78.00	75.00	81.10	78.86
2	ICFAI School of Architecture	Hyderabad	Telangana	1		79.80	79.80	77.80	78.60	76.00	79.00	78.86
3	MAHE-Manipal School of Architecture and Planning	Manipal	Karnataka	3		80.00	80.20	74.40	78.00	77.20	80.00	78.41
3	GITAM School of Architecture	Visakhapatnam	Andhra Pradesh	1		80.20	81.00	74.00	77.20	77.80	78.55	78.40
4	BIT Mesra-Birla Institute of Technology Mesra	Mesra	Jharkhand	1		80.00	79.20	75.00	75.00	78.20	79.80	77.89
4	School of Architecture and Planning, Woxsen University	Hyderabad	Telangana	2		77.00	80.00	76.00	78.00	78.00	78.60	77.89
5	VESCOA-Vivekanand Education Society's College of Architecture	Chembur, Mumbai	Maharashtra	1		80.00	79.90	76.00	73.20	72.00	78.00	77.38
5	Crescent School of Architecture	Vandalur	Tamil Nadu	1		79.40	77.30	79.00	71.00	75.90	81.10	77.37
6	MSRIT-M S Ramaiah Institute of Technology	Bengaluru	Karnataka	4		80.40	78.00	75.00	73.00	73.90	77.10	76.86
6	Balwant Sheth School of Architecture, NMIMS University	Mumbai	Maharashtra	2		79.40	79.00	74.60	72.70	75.58	76.90	76.85
7	Sushant School of Arts and Architecture, Sushant University	Gurugram	Haryana	1		80.00	77.00	71.00	74.00	76.00	81.10	76.31
7	BMSSA- BMS School of Architecture	Bengaluru	Karnataka	5		78.60	75.40	76.00	72.20	77.00	80.10	76.30
8	School of Architecture, DY Patil Deemed to be University	Navi Mumbai	Maharashtra	3		79.00	73.80	75.60	73.20	74.20	79.00	75.77
8	Bharti Vidyapeeth College of Architecture	Pune	Maharashtra	3		75.10	77.00	75.00	72.25	80.20	78.40	75.77
9	School of Architecture, Vellore Institute of Technology	Vellore	Tamil Nadu	2		77.00	79.20	72.00	71.40	72.00	76.00	75.24
9	SRM School of Architecture and Interior Design, SRM Institute of Science & Technology -SRMIST, Kattankulathur	Chennai	Tamil Nadu	2		79.00	75.00	73.10	72.00	75.00	76.00	75.24
10	Institute of Architecture & Planning, NIRMA University	Ahmedabad	Gujarat	2		75.40	73.20	72.00	74.80	77.00	80.00	74.53
11	SIT-Siddhganga Institute of Technology	Tumkur	Karnataka	6		77.10	71.70	74.00	73.00	73.40	76.70	74.19
12	Thiagarajar College of Engineering	Madurai	Tamil Nadu	3		74.40	72.20	75.80	74.00	62.00	77.00	73.26
13	CSPA-Chitkara School of Planning and Architecture	Rajpura	Punjab	1		71.60	73.70	75.00	71.50	61.60	81.00	72.65

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IIRF-2025 | BEST ARCHITECTURE COLLEGES (PVT.)

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF ARCHITECTURE COLLEGE (PRIVATE)	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
14	Dayananda Sagar College of Architecture	Bangalore	Karnataka	7		70.40	71.40	74.30	69.30	73.20	76.10	71.89
15	Kongu School of Architecture	Perumdurai	Tamil Nadu	4		71.00	69.00	71.00	72.00	72.40	75.70	71.09
16	Amity School of Architecture and Planning	Noida	Uttar Pradesh	1		69.40	69.20	72.00	69.80	73.80	75.80	70.73
17	Department of Architecture, Periyar Maniammai Institute of Science and Technology	Chennai	Tamil Nadu	5		69.40	68.20	71.30	70.40	72.20	76.00	70.32
18	Rizvi College of Architecture	Mumbai	Maharashtra	4		70.00	67.00	70.00	70.00	70.00	79.00	69.88
18	Thakur School of Architecture & Planning, Kandivali	Mumbai	Maharashtra	4		67.00	69.00	71.24	71.20	73.20	72.80	69.88
19	MITS Gwalior- Department of Architecture, Madhav Institute of Technology and Science	Gwalior	Madhya Pradesh	1		69.50	69.40	72.20	67.00	68.60	68.60	69.51
20	L S Raheja School of Architecture	Mumbai	Maharashtra	5		69.40	68.20	68.30	68.00	72.00	71.00	68.99
21	Piloo Mody College of Architecture	Cuttack	Odisha	1		68.00	69.00	71.10	68.00	61.20	70.00	68.47
22	UVCE-University of Visvesvaraya College of Engineering, Department of Architecture, Bangalore	Bangalore	Karnataka	8		67.40	68.00	69.30	67.00	66.20	73.00	68.17
23	IPS Academy, School of Architecture, Indore	Indore	Madhya Pradesh	3		65.40	67.00	69.20	69.00	69.00	71.00	67.78
24	Bharati Vidyapeeth's College of Architecture (BVCOA)	Navi Mumbai	Maharashtra	6		66.20	67.80	69.00	66.00	68.00	70.00	67.54
25	Department of Architecture, Planning and Design, Integral University	Lucknow	Uttar Pradesh	2		66.00	68.00	67.00	68.40	69.20	66.00	67.32
26	PCET's S.B. Patil College of Architecture & Design	Pune	Maharashtra	7		68.00	67.00	66.20	64.00	70.00	70.60	67.13
27	KITS-Kavikulguru Institute of Technology and Science	Nagpur	Maharashtra	8		66.00	67.20	66.90	66.00	69.00	68.00	66.86
28	Mahatma Education Society's Pillai HOC College Of Architecture	Raigad	Maharashtra	9		65.40	66.40	68.30	64.00	68.00	70.70	66.60
28	Poojya Dr. Shivakumar Swamiji School of Architecture	Gulbarga	Karnataka	9		65.20	67.00	65.30	66.00	70.30	71.00	66.60
29	Sathyabama Institute of Science & Technology, School of Building and Environment	Chennai	Tamil Nadu	6		62.00	67.00	68.30	69.20	65.20	69.40	66.36
30	IPSA - Indubhai Parekh School of Architecture	Rajkot	Gujarat	3		65.00	65.30	68.00	65.00	68.00	67.00	66.06
31	MEASI Academy of Architecture	Chennai	Tamil Nadu	7		67.40	64.00	66.30	65.20	68.40	64.00	65.84

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IIRF-2025 | BEST ARCHITECTURE COLLEGES (PVT.)

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF ARCHITECTURE COLLEGE (PRIVATE)	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
32	Kamla Raheja Vidyanidhi Institute of Architecture and Environmental Studies	Mumbai	Maharashtra	10		68.00	64.00	65.00	66.00	64.20	65.00	65.59
33	KLS Gogte Institute of Technology, Department of Architecture	Belgaum	Karnataka	10		65.00	65.00	66.20	64.40	64.00	70.00	65.42
34	BLDEA's V.P. Dr. P.G. Halakatti College of Engineering and Technology, School of Architecture	Vijaypur	Karnataka	11		64.20	67.00	65.00	64.00	64.20	65.00	65.09
34	Department of Architecture, Jawahar Lal Nehru Engineering College	Aurangabad	Maharashtra	11		64.00	65.00	67.00	63.60	66.00	66.00	65.09
35	Faculty of Architecture, Sri Sri University	Cuttack	Odisha	2		66.00	64.00	63.00	65.20	64.20	68.20	64.79
35	School of Architecture and Design, Lovely Professional University, Lovely-LPU	Phagwara	Punjab	2		61.80	68.60	64.10	64.00	66.00	64.20	64.79
36	School of Architecture and Planning, Kalinga Institute of Industrial Technology-KIIT	Bhubaneswar	Odisha	3		68.00	60.27	66.30	62.20	67.40	65.00	64.60
37	Karpagam Academy of Higher Education, Faculty of Architecture	Coimbatore	Tamil Nadu	8		64.00	64.00	67.70	61.00	68.00	60.00	64.33
38	Hindustan Institute of Technology and Science, School of Planning, Architecture and Design Excellence (SPADE)	Chennai	Tamil Nadu	9		61.00	66.00	63.58	65.60	67.00	62.60	64.05
38	WUD, World School of Planning & Architecture (WSPA)	Sonepat	Haryana	2		65.00	64.00	62.30	65.80	63.20	63.00	64.05
39	Faculty of Architecture, M.G.R. Educational and Research Institute	Chennai	Tamil Nadu	10		64.00	67.00	62.30	59.20	67.40	62.30	63.84
40	TKM College of Engineering, Department of Architecture	Kollam	Kerala	1		66.20	60.00	64.30	62.20	68.20	62.40	63.56
40	School of Architecture, K L University	Guntur	Andhra Pradesh	2		65.20	60.00	64.60	62.20	68.00	65.30	63.56
41	Meenakshi College of Engineering	Chennai	Tamil Nadu	11		61.00	69.00	62.30	57.20	62.00	67.40	63.22
41	Parul Institute of Architecture and Research, Faculty of Architecture, Parul University	Vadodara	Gujarat	4		62.40	63.30	64.10	62.40	65.00	63.00	63.22
42	School of Architecture & Design, Manipal University	Jaipur	Rajasthan	1		64.00	64.30	64.30	58.40	62.00	62.00	63.00
43	Poornima University, Faculty of Planning & Architecture	Jaipur	Rajasthan	2		61.20	63.90	63.00	62.00	63.00	64.40	62.72
43	Navrachana University, School of Environmental Design and Architecture	Vadodara	Gujarat	5		61.40	65.00	64.00	59.55	62.80	62.40	62.72
44	SCMS School of Architecture	Ernakulam	Kerala	2		60.20	60.00	69.30	61.20	64.20	61.00	62.50
45	Institute of Design, Planning & Technology (IDPT-SCET)	Surat	Gujarat	6		62.00	62.80	64.00	60.30	61.00	62.00	62.27

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IIRF-2025 | BEST ARCHITECTURE COLLEGES (PVT.)

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF ARCHITECTURE COLLEGE (PRIVATE)	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	INFRASTRUCTURE	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
46	BBD University, School of Architecture & Planning	Lucknow	Uttar Pradesh	3		61.00	64.00	65.00	57.60	61.20	59.00	61.92
47	Holy Crescent College of Architecture	Ernakulam	Kerala	3		58.50	59.00	67.50	65.20	59.20	60.80	61.65
48	Arvindbhai Patel Institute of Environmental Design, D.C. Patel School of Architecture	Vallabh Vidyanagar	Gujarat	7		62.00	61.00	61.30	59.00	62.00	62.30	61.18
49	Chandigarh University, University Institute of Architecture	Mohali	Punjab	3		58.40	61.00	67.30	56.20	61.20	61.40	60.93
50	Pillai HOC College of Architecture	Panvel	Maharashtra	12		57.40	58.00	68.30	59.20	63.20	60.00	60.65
51	SRM School of Environment Architecture & Design (SRM SEAD), Ramapuram Campus	Chennai	Tamil Nadu	12		60.00	58.20	64.50	58.40	62.90	59.00	60.37
52	School of Architecture, CHRIST University	Bangalore	Karnataka	12		63.00	57.00	60.30	57.20	64.20	61.30	60.07
52	School of Architecture, MES College of Engineering	Malappuram	Kerala	4		61.00	58.00	61.30	58.50	64.10	59.30	60.06
53	MIT School of Architecture, MIT Art, Design and Technology University	Pune	Maharashtra	13		60.80	61.00	61.30	56.20	61.20	51.30	59.63
54	Saveetha College of Architecture & Design, SIMATS Deemed University	Chennai	Tamil Nadu	13		60.30	57.00	63.00	59.20	64.00	48.80	59.34
55	Symbiosis Skills & Professional University, School of Architecture, Urban Development and Planning	Pune	Maharashtra	14		60.00	58.00	60.40	57.20	61.20	58.00	59.12
56	NITTE School of Architecture, Planning & Design	Bangalore	Karnataka	13		59.80	58.00	61.00	57.20	60.70	54.30	58.89
57	SVIT-Sardar Vallabhbhai Patel Institute of Technology, College of Architecture	Anand	Gujarat	8		56.40	56.20	65.00	58.20	61.00	54.30	58.56
58	Guwahati College of Architecture and Planning	Guwahati	Assam	1		60.00	57.50	60.30	55.00	60.00	55.00	58.34
59	CMR University, School of Architecture (SOA)	Bangalore	Karnataka	14		54.50	59.00	61.30	57.10	64.00	52.30	57.98
60	Chettinad Academy of Research and Education (CARE), Chettinad School of Architecture, Kanchipuram	Kanchipuram	Tamil Nadu	14		59.00	57.50	60.20	56.00	56.20	52.10	57.71
61	METs School of Architecture and Interior Design	Nashik	Maharashtra	15		55.40	55.20	63.00	57.20	61.20	54.00	57.51
62	Indus University, Institute of Design Environment and Architecture	Gandhinagar	Gujarat	9		54.70	57.00	60.50	58.00	58.00	56.00	57.29

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IIRF-2025 | BEST LAW COLLEGES (GOVT.)

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	EXTERNAL PERCEPTION AND INTERNATIONAL OUTLOOK	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
1	National Law School of India University	Bengaluru	Karnataka	1		84.50	84.50	73.00	80.00	75.80	78.40	**80.40**
2	National Law University	New Delhi	Delhi	1		84.60	80.90	73.20	77.00	74.00	75.70	**78.78**
3	NALSAR University of Law	Hyderabad	Telangana	1		81.80	78.20	72.00	78.20	73.00	76.10	**77.30**
4	Government Law College	Mumbai	Maharashtra	1		80.00	76.00	70.00	76.00	77.00	76.00	**75.88**
5	The West Bengal National University of Juridical Sciences	Kolkata	West Bengal	1		79.00	75.00	68.00	76.00	73.00	72.00	**74.38**
6	Faculty of Law, Jamia Millia Islamia	New Delhi	Delhi	2		76.80	73.00	69.00	73.00	71.20	71.00	**72.87**
7	Faculty of Law, University of Delhi	Delhi	Delhi	3		74.00	72.20	67.50	72.00	69.00	70.00	**71.27**
8	National Law Institute University	Bhopal	Madhya Pradesh	1		73.00	70.00	70.00	70.40	68.00	69.00	**70.58**
9	National Law University	Jodhpur	Rajasthan	1		70.00	72.60	68.80	70.00	69.00	70.20	**70.34**
10	Rajiv Gandhi School of Intellectual Property Law, IIT Kharagpur	Kharagpur	West Bengal	2		73.00	70.00	69.00	69.00	66.00	68.00	**69.94**
11	Faculty of Law, Aligarh Muslim University	Aligarh	Uttar Pradesh	1		71.00	70.40	68.00	70.00	64.60	69.80	**69.50**
12	Dr. Ambedkar Government Law College	Chennai	Tamil Nadu	1		73.70	69.00	67.00	69.00	60.00	69.00	**69.06**
13	Baba Saheb Bhimrao Ambedkar University	Lucknow	Uttar Pradesh	2		70.60	70.00	68.00	67.00	62.00	68.90	**68.58**
14	Dr. B. R. Ambedkar Law College	Visakhapatnam	Andhra Pradesh	1		69.00	68.20	68.50	68.00	63.00	69.00	**68.07**
15	Faculty of Law, Banaras Hindu University	Varanasai	Uttar Pradesh	3		62.90	70.10	69.20	73.00	59.00	66.70	**67.43**
16	Gujarat National Law University	Gandhinagar	Gujarat	1		65.60	65.90	68.90	71.00	60.00	70.10	**67.01**
17	Rajiv Gandhi National University of Law	Patiala	Punjab	1		66.30	66.50	67.00	68.00	64.00	68.20	**66.69**
18	Dr. B R Ambedkar National Law University	Sonipat	Haryana	1		67.00	67.20	65.00	67.00	62.00	68.60	**66.36**
19	Dr. Ram Manohar Lohiya National Law University	Lucknow	Uttar Pradesh	4		68.80	63.00	63.00	70.20	63.00	69.90	**66.01**
20	National Law University	Cuttack	Odisha	1		66.00	66.60	62.60	68.00	64.00	67.00	**65.68**

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NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	EXTERNAL PERCEPTION AND INTERNATIONAL OUTLOOK	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
21	National Law University and Judicial Academy	Guwahati	Assam	1		65.00	67.00	66.00	66.40	58.00	65.00	**65.35**
22	National University of Advanced Legal Studies	Kochi	Kerala	1		63.00	63.00	64.20	70.30	62.00	72.00	**64.89**
23	Maharashtra National Law University, Mumbai	Mumbai	Maharashtra	2		65.00	65.00	64.20	64.00	60.00	68.00	**64.50**
24	University School of law and Legal Studies	New Delhi	Delhi	4		65.00	67.80	60.00	66.00	60.00	59.00	**64.03**
25	Faculty of Law, University of Lucknow	Lucknow	Uttar Pradesh	5		67.30	59.00	63.05	68.90	59.60	59.70	**63.47**
26	National University of Study and Research in Law	Ranchi	Jharkhand	1		62.30	60.00	65.00	69.00	62.00	59.20	**63.03**
27	Maharashtra National Law University, Nagpur	Nagpur	Maharashtra	3		66.00	62.00	56.20	67.00	59.00	66.90	**62.69**
28	Karnataka State Law University	Hubli	Karnataka	2		62.00	63.00	64.00	64.00	56.90	60.00	**62.40**
29	University College of Law, Osmania University	Hyderabad	Telangana	2		61.00	63.00	60.00	62.40	62.00	62.00	**61.66**
30	Department of Law, University of Calcutta	Kolkata	West Bengal	3		59.80	67.10	61.00	60.30	55.00	57.00	**61.36**
31	The Tamilnadu Dr. Ambedkar Law University	Chennai	Tamil Nadu	2		61.60	60.10	58.70	63.20	63.60	62.00	**61.07**
32	Hidayatullah National Law University	Naya Raipur	Chhattisgarh	1		58.00	64.00	56.80	68.00	57.00	59.00	**60.75**
33	Damodaram Sanjivayya National Law University	Visakhapatnam	Andhra Pradesh	2		61.30	63.60	56.00	62.00	56.80	60.00	**60.47**
34	Guru Gobind Singh Indrapratha University	New Delhi	Delhi	5		63.80	60.00	58.60	60.30	56.20	57.00	**60.20**
35	Chanakya National Law University	Patna	Bihar	1		62.90	60.10	54.60	63.10	56.00	60.90	**59.88**
36	Panjab University	Chandigarh	Punjab	2		60.30	62.20	57.20	59.30	58.00	57.00	**59.59**
37	Himachal Pradesh National Law University	Shimla	Himachal Pradesh	1		61.70	59.60	58.00	59.00	56.80	57.00	**59.31**
38	SNDT Women's University	Mumbai	Maharashtra	4		59.90	60.00	56.20	59.60	58.00	59.60	**58.97**
39	Dharmshastra National Law University	Jabalpur	Madhya Pradesh	2		57.00	59.20	58.60	58.60	59.70	62.00	**58.68**
40	Sikkim Government Law College, Burtuk	Gangtok	Sikkim	1		60.00	58.20	58.70	58.00	55.00	58.00	**58.45**

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NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	EXTERNAL PERCEPTION AND INTERNATIONAL OUTLOOK	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
1	Jindal Global Law School	Sonipat	Haryana	1		84.30	84.20	73.00	77.10	72.00	72.90	**79.15**
2	Symbiosis Law School	Pune	Maharashtra	1		83.60	84.30	72.20	72.70	72.10	73.00	**78.20**
3	Bharati Vidyapeeth (Deemed to be University) New Law College	Pune	Maharashtra	2		80.00	82.00	75.50	73.00	73.00	72.00	**77.43**
4	ILS law College	Pune	Maharashtra	3		79.00	83.00	72.10	72.20	72.50	71.00	**76.52**
5	ICFAI Law School, ICFAI Foundation for Higher Education	Hyderabad	Telangana	1		77.90	74.00	76.00	78.00	71.50	74.00	**75.78**
6	Army Institute of Law	Mohali	Punjab	1		76.60	71.20	73.20	81.90	73.10	73.20	**74.85**
7	Law College Dehradun, Uttaranchal University	Dehradun	Uttarakhand	1		76.70	72.30	73.00	73.70	72.20	73.60	**73.83**
8	VIT School of Law	Chennai	Tamil Nadu	1		70.60	77.40	71.10	71.10	73.20	71.90	**72.77**
9	Institute of Law, NIRMA University	Ahmedabad	Gujarat	1		71.60	74.00	72.60	72.70	67.40	70.10	**72.12**
10	KIIT School of Law, KIIT Deemed to be University	Bhubaneswar	Odisha	1		71.30	72.40	72.50	70.00	66.50	70.90	**71.21**
11	SDM Law College and Centre for Post Graduate Studies & Research in Law	Mangaluru	Karnataka	1		65.90	72.50	73.90	69.70	69.50	73.00	**70.51**
12	ICFAI law School, ICFAI University	Dehradun	Uttarakhand	2		69.90	68.40	71.60	68.90	74.50	70.90	**70.15**
13	Lloyd Law College	Greater Noida	Uttar Pradesh	1		69.00	68.70	69.50	69.50	74.50	72.10	**69.76**
14	IFIM Law College	Bengaluru	Karnataka	2		68.80	71.20	69.50	67.10	67.70	71.10	**69.36**
14	AMITY Law School	Noida	Uttar Pradesh	2		70.00	68.50	70.50	66.00	73.50	69.26	**69.35**
15	Manikchand Pahade Law College	Aurangabad	Maharashtra	4		66.00	70.40	67.70	67.00	72.50	71.00	**68.46**
15	Asian Law College	Noida	Uttar Pradesh	3		68.00	67.50	68.70	65.50	74.60	72.00	**68.45**
16	BMS College of Law	Bengaluru	Karnataka	3		66.50	69.50	70.50	66.00	68.60	67.00	**68.18**
17	School of Law, Christ University	Bengaluru	Karnataka	4		69.00	68.70	68.70	63.20	70.50	65.00	**67.84**
18	M S Ramaiah College of Law	Bengaluru	Karnataka	5		67.00	67.50	68.50	67.00	65.50	70.00	**67.52**
19	D Y Patil Deemed to be University School of Law	Navi Mumbai	Maharashtra	5		66.00	69.30	70.50	63.00	67.50	63.00	**67.19**
20	ARMY Law College Pune	Pune	Maharashtra	6		67.00	66.60	68.70	61.20	71.40	68.50	**66.83**
21	JSS Law College	Mysuru	Karnataka	6		65.60	69.30	67.50	61.00	69.50	65.00	**66.49**
22	School of Law, UPES University	Dehradun	Uttarakhand	3		67.00	67.70	66.50	63.20	64.40	65.10	**66.16**
23	School of Law, G D Goenka University	Gurugram	Haryana	2		65.60	63.50	69.50	66.00	66.50	62.90	**65.80**
24	AMITY Law College	Mumbai	Maharashtra	7		63.20	67.00	66.50	66.60	65.50	63.00	**65.49**
25	School of Law and Justice, ADAMAS University	Kolkata	West Bengal	1		64.00	63.30	67.50	63.00	65.50	73.00	**65.13**
26	ICFAI law School, ICFAI University	Jaipur	Rajasthan	1		64.00	65.70	66.50	60.00	67.50	67.00	**64.82**
27	Dayananda Sagar University School of Law	Bengaluru	Karnataka	7		63.60	65.50	65.50	63.00	64.50	65.00	**64.54**

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NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	EXTERNAL PERCEPTION AND INTERNATIONAL OUTLOOK	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
28	Faculty of Law, PES University	Bengaluru	Karnataka	8		63.60	66.20	64.70	61.00	64.60	65.00	**64.26**
29	AMITY Law School, AMITY University	Ranchi	Jharkhand	1		63.00	65.60	65.10	62.00	64.50	63.00	**64.04**
30	Alliance School of Law, Alliance University	Bengaluru	Karnataka	9		65.20	62.30	64.90	61.20	66.50	62.80	**63.75**
30	School of Policy and Governance, Azim Premji University	Bengaluru	Karnataka	9		63.00	63.30	66.30	63.00	64.00	62.00	**63.75**
31	Department of Law, Prestige Institute of Management and Research	Indore	Madhya Pradesh	1		62.00	63.50	65.60	61.40	65.50	64.00	**63.43**
32	K.L.E Society's Law College	Bengaluru	Karnataka	10		61.00	64.30	64.10	61.00	64.50	67.00	**63.15**
33	AMITY Law School, AMITY University	Kolkata	West Bengal	2		62.10	61.20	64.10	63.10	67.50	62.00	**62.85**
34	RV Institute of Legal Studies	Bengaluru	Karnataka	11		60.00	63.50	64.50	61.00	65.50	63.00	**62.58**
35	Kirit P Mehta School of Law	Mumbai	Maharashtra	8		62.60	61.40	63.30	59.00	66.30	62.10	**62.16**
35	GITAM School of Law	Visakhapatnam	Andhra Pradesh	1		60.00	62.30	61.50	66.25	63.50	61.00	**62.16**
36	Rizvi Law College	Mumbai	Maharashtra	9		61.00	61.70	63.50	59.60	66.10	61.60	**61.91**
37	Career College of Law	Bhopal	Madhya Pradesh	2		61.90	60.20	62.50	59.00	66.70	64.00	**61.69**
38	Faculty of Law, Integral University	Lucknow	Uttar Pradesh	4		60.00	60.50	62.50	62.00	64.30	61.60	**61.38**
39	Saveetha School of Law	Chennai	Tamil Nadu	2		60.40	60.40	62.70	59.00	65.40	61.00	**61.09**
40	Acharya School of Law	Bengaluru	Karnataka	12		60.00	61.50	62.70	57.90	62.50	61.00	**60.87**
41	School of Law, Presidency University	Bengaluru	Karnataka	13		60.20	57.70	63.50	59.80	63.90	62.00	**60.60**
42	St. Joseph's College of Law	Bengaluru	Karnataka	14		60.00	60.20	61.30	57.60	64.50	60.80	**60.37**
42	SVKMs Pravin Gandhi College of Law	Mumbai	Maharashtra	10		58.25	59.50	63.60	59.50	63.50	60.00	**60.36**
43	IMS Law College	Noida	Uttar Pradesh	5		60.50	58.50	60.70	59.00	62.50	62.00	**60.08**
44	Bangalore Institute of Legal Studies	Bengaluru	Karnataka	15		59.60	60.10	59.50	57.00	64.50	61.30	**59.83**
45	MIT-WPU School of Law	Pune	Maharashtra	11		60.00	59.50	59.50	57.00	61.50	60.00	**59.45**
46	Faculty of Law, Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	3		59.90	59.50	60.50	55.00	59.50	59.00	**59.09**
46	Dr. B R Ambedkar College of Law	Bengaluru	Karnataka	16		60.00	58.50	58.50	60.00	60.60	56.00	**59.09**
47	Geeta Institute of Law	Panipat	Haryana	3		58.00	57.50	61.50	57.00	60.50	60.00	**58.77**
48	School of Law, Sushant University	Gurugram	Haryana	4		60.00	57.50	59.70	56.00	60.30	57.00	**58.53**
48	Teerthanker Mahaveer College of Law and Legal Studies	Moradabad	Uttar Pradesh	6		59.80	57.80	56.84	56.00	61.70	59.00	**58.23**
49	Birla School of Law, Birla Global University	Bhubaneswar	Odisha	2		58.60	57.40	58.80	55.20	58.80	58.00	**57.80**
49	School of Law, CT University	Ludhiana	Punjab	2		59.00	56.10	54.50	56.00	60.30	62.00	**57.24**
50	Veltech School of Law, Vel Tech Rangarajan Dr. Sagunthala R&D Institute of Science and Technology	New vellanur	Tamil Nadu	4		59.00	55.50	54.70	56.60	58.50	60.00	**56.94**

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IIRF-2025 | BEST DESIGN COLLEGES (GOVT.)

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	EXTERNAL PERCEPTION AND INTERNATIONAL OUTLOOK	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
1	NID Ahmedabad - National Institute of Design, Ahmedabad	Ahmedabad	Gujarat	1		83.00	81.00	77.20	80.90	76.20	80.20	**80.29**
2	NID Madhya Pradesh - National Institute of Design, Bhopal	Bhopal	Madhya Pradesh	1		82.60	80.40	73.80	76.00	79.00	80.00	**78.83**
3	IIT Bombay - Indian Institute of Technology, IDC School of Design, Mumbai	Mumbai	Maharashtra	1		79.00	77.80	73.20	85.10	73.00	80.10	**78.05**
4	IIT Delhi - Indian Institute of Technology, Department of Design, Delhi	New Delhi	Delhi	1		79.00	73.90	74.00	84.00	78.00	73.40	**77.00**
5	NID Andhra Pradesh - National Institute of Design, Guntur	Guntur	Andhra Pradesh	1		80.00	72.90	75.00	80.20	69.00	76.92	**76.16**
6	NID Haryana - National Institute of Design, Kurukshetra	Kurukshetra	Haryana	1		76.58	72.70	75.30	83.00	66.30	77.00	**75.52**
7	IIT Kanpur - Indian Institute of Technology, Kanpur	Kanpur	Uttar Pradesh	1		70.20	78.00	77.70	80.12	67.40	75.10	**75.26**
8	IIT Roorkee - Indian Institute of Technology, Department of Design, Roorkee	Roorkee	Uttarakhand	1		70.00	72.00	79.80	81.34	75.20	71.10	**74.65**
9	IIT Guwahati - Indian Institute of Technology, Department of Design, Guwahati	Guwahati	Assam	1		71.62	77.00	75.60	74.20	74.10	67.50	**74.06**
10	NID Assam - National Institute of Design, Jorhat	Jorhat	Assam	2		72.80	70.40	75.80	81.90	66.00	74.00	**73.71**
11	IIITDM Jabalpur - Indian Institute of Information Technology Design and Manufacturing, Jabalpur	Jabalpur	Madhya Pradesh	2		69.90	77.40	72.20	75.90	71.40	72.74	**73.45**
12	IIT Hyderabad - Indian Institute of Technology, Department of Design, Hyderabad	Hyderabad	Telangana	1		71.80	70.60	75.54	72.00	76.00	73.00	**72.70**
13	Delhi Technological University, Department of Design, Delhi	Delhi	Delhi	2		69.60	74.10	75.20	71.80	72.70	64.70	**72.08**
14	JNAFAU SPA - Jawaharlal Nehru Architecture and Fine Arts University, School of Planning and Architecture, Hyderabad	Hyderabad	Telangana	2		70.60	69.50	70.10	77.00	73.60	74.00	**71.66**
15	FDDI Noida - Footwear Design and Development Institute	Noida	Uttar Pradesh	2		68.80	69.90	73.56	77.50	66.60	71.20	**71.32**

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NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	EXTERNAL PERCEPTION AND INTERNATIONAL OUTLOOK	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
16	Punjab Engineering College, Chandigarh	Chandigarh	Chandigarh	1		69.20	74.20	66.90	75.00	69.10	70.30	**70.93**
17	Guru Gobind Singh Indraprastha University, New Delhi	New Delhi	Delhi	3		68.70	69.60	74.64	73.16	66.10	69.00	**70.60**
18	University of Mumbai, Garware Institute of Career Education and Development, Mumbai	Mumbai	Maharashtra	2		69.10	68.90	73.90	71.20	72.00	63.00	**70.13**
19	Netaji Subhas University of Technology, Department of Design, Delhi	Delhi	Delhi	4		68.12	69.80	67.30	72.00	73.70	70.00	**69.54**
20	Kerala State Institute of Design, Kollam	Kollam	Kerala	1		69.40	68.30	69.10	69.90	67.00	69.10	**68.93**
21	Tezpur University, Department of Design, Tezpur	Tezpur	Assam	3		68.30	67.30	68.00	73.10	65.40	70.10	**68.60**
22	Shri Mata Vaishno Devi University, School of Architecture & Landscape Design, Jammu	Jammu	Jammu & Kashmir	1		69.00	62.80	69.10	69.18	70.00	75.40	**68.03**
23	Utkal University of Culture - UUC Odisha, Bhubaneswar	Bhubaneswar	Odisha	1		66.34	64.00	67.00	71.20	76.00	69.40	**67.60**
24	The Maharaja Sayajirao University of Baroda, Faculty of Fine Arts, Vadodara	Vadodara	Gujarat	2		67.00	65.80	67.10	64.20	69.00	71.52	**66.78**
25	Swami Ramanand Teerth Marathwada University, Swarrnim, Institute of Design, Nanded	Nanded	Maharashtra	3		66.00	60.90	67.54	71.18	66.80	70.00	**66.15**
26	Gujarat University, School of Design, Ahmedabad	Ahmedabad	Gujarat	3		62.80	63.10	65.36	71.20	70.00	68.00	**65.59**
27	Central Institute of Technology, Department of Multimedia Communication and Design, Kokrajhar	Kokrajhar	Assam	4		61.80	63.90	66.40	70.16	66.10	65.10	**65.07**
28	Bundelkhand University, Institute of Architecture and Town Planning, Jhansi	Jhansi	Uttar Pradesh	3		62.18	62.00	69.40	69.20	65.60	60.36	**64.78**
29	CSJM - Chhatrapati Shahu Ji Maharaj University, School of Engineering and Technology, Kanpur	Kanpur	Uttar Pradesh	4		61.80	61.90	66.80	66.20	68.60	67.80	**64.45**
30	Gurugram University, Department of Engineering and Technology , Gurgaon	Gurgaon	Haryana	2		62.80	62.90	66.54	65.58	66.10	60.40	**64.09**

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						ACTUAL VALUES OUT OF 100						
1	Karnavati University, Unitedworld Institute of Design, Gandhinagar	Gandhinagar	Gujarat	1		83.40	83.44	75.80	79.00	75.80	77.00	**80.17**
2	Woxsen University, Woxsen School of Arts and Design, Hyderabad	Hyderabad	Telangana	1		82.72	80.50	77.50	79.40	77.50	77.30	**79.83**
3	Amity University, Amity School of Fashion Technology, Noida	Noida	Uttar Pradesh	1		80.30	82.40	77.50	76.00	78.40	77.50	**79.27**
4	NMIMS University, NMIMS School of Design, Mumbai	Mumbai	Maharashtra	1		82.80	80.32	78.90	75.10	71.30	75.30	**78.80**
5	IIFD Chandigarh - Indian Institute of Fashion and Design, Chandigarh	Chandigarh	Punjab	1		78.50	82.40	75.60	78.10	75.70	77.80	**78.56**
6	Manipal Academy of Higher Education, Manipal School of Architecture and Planning, Manipal	Manipal	Karnataka	1		80.80	77.68	77.80	79.20	71.70	74.30	**78.00**
7	Chitkara University, Chitkara School of Planning and Architecture, Patiala	Rajpura	Punjab	2		82.90	78.10	74.40	76.20	74.70	72.50	**77.61**
8	Parul University, Parul Institute of Design, Vadodara	Vadodara	Gujarat	2		79.60	76.32	78.60	76.20	73.70	73.30	**77.16**
9	MIT-ADT University, MIT Art, Design & Technology University, MIT Institute of Design, Pune	Pune	Maharashtra	2		81.60	77.00	72.74	77.20	73.50	72.30	**76.72**
10	Avantika University, Ujjain	Ujjain	Madhya Pradesh	1		79.00	75.30	73.90	79.40	71.10	77.50	**76.38**
11	UPES, School of Design, Dehradun	Dehradun	Uttarakhand	1		76.70	74.70	75.40	80.00	73.70	72.64	**75.91**
12	Nirma University, Institute of Design, Ahmedabad	Ahmedabad	Gujarat	3		78.40	70.00	74.40	82.54	73.90	72.90	**75.38**
13	AID - Apeejay Institute of Design, New Delhi	New Delhi	Delhi	1		72.30	75.80	75.40	74.40	76.70	77.20	**74.81**
14	Suryadatta Institute of Design, Pune	Pune	Maharashtra	3		73.70	71.00	76.40	75.90	74.70	79.90	**74.41**
15	B.S. Abdur Rahman Crescent Institute of Science and Technology, Crescent School of Architecture, Chennai	Chennai	Tamil Nadu	1		72.40	72.00	74.40	78.20	77.70	73.90	**74.10**
16	Poornima University, Faculty of Design and Arts, Jaipur	Jaipur	Rajasthan	1		71.00	72.40	74.10	78.96	73.70	74.20	**73.60**
17	Pearl Academy, Mumbai	Mumbai	Maharashtra	4		72.30	75.70	69.10	72.90	76.70	74.70	**73.12**
18	WUD- World University of Design, School of Design, Sonipat	Sonipat	Haryana	1		73.20	71.60	70.60	77.90	71.00	71.40	**72.68**
19	Manav Rachna International Institute of Research and Studies, School of Design, Faridabad	Faridabad	Haryana	2		70.70	71.60	72.80	72.90	74.70	73.92	**72.22**
20	IIFD Kolkata - Indian Institute of Fashion & Design, Kolkata	Kolkata	West Bengal	1		69.30	71.50	75.10	70.90	73.70	71.60	**71.76**

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						ACTUAL VALUES OUT OF 100						
21	LPU - Lovely Professional University, Jalandhar	Jalandhar	Punjab	3		70.40	68.70	74.10	73.90	71.70	70.60	**71.36**
22	BMS College of Architecture, Design & Planning, Bangalore	Bengaluru	Karnataka	2		69.70	70.78	72.10	72.00	73.70	67.40	**70.95**
23	CEPT University, Faculty of Design, Ahmedabad	Ahmedabad	Gujarat	4		69.00	69.70	69.80	72.90	74.70	70.60	**70.49**
24	DSU - Dayananda Sagar University, School of Design & Digital Transmedia, Bangalore	Bangalore	Karnataka	3		68.70	70.70	67.30	70.90	74.70	74.00	**70.10**
25	ACFA - Apeejay College of Fine Arts, Jalandhar	Jalandhar	Punjab	4		69.70	67.70	71.70	66.90	73.90	72.60	**69.72**
25	Amrita Vishwa Vidyapeetham, School of Arts, Humanities & Commerce, Kochi	Kochi	Kerala	1		67.70	69.30	71.00	70.10	72.70	70.60	**69.72**
26	Rishihood University, School of Design, Sonepat	Sonipat	Haryana	3		66.70	69.20	71.10	69.20	72.70	71.80	**69.42**
26	PES University, Faculty of Design, Bangalore	Bangalore	Karnataka	4		70.40	69.70	68.10	66.75	72.70	70.60	**69.42**
27	Pearl Academy West Campus, New Delhi	New Delhi	Delhi	2		66.90	69.80	70.10	71.60	67.70	67.60	**69.08**
27	TCE - Thiagarajar College of Engineering, Madurai	Madurai	Tamil Nadu	2		68.70	70.70	70.10	67.10	68.70	66.40	**69.08**
28	VIT - Vellore Institute of Technolgy, VIT School of Design (V-SIGN), Vellore	Vellore	Tamil Nadu	3		70.30	66.70	69.30	70.00	68.70	66.60	**68.77**
29	Vogue Institute of Art and Design, Bangalore	Bangalore	Karnataka	5		71.70	67.70	67.10	66.60	70.70	63.80	**68.38**
30	Anant National University, School of Design, Ahmedabad	Ahmedabad	Gujarat	5		67.90	68.10	66.60	68.60	68.50	70.60	**68.03**
31	Maharshi Karve Stree Shikshan Samstha (MKSSS), School of Fashion Technology(SOFT), Pune	Pune	Maharashtra	5		67.70	64.90	66.10	71.58	69.70	71.60	**67.70**
31	NIFD Global, School of Design, Bangalore	Bangalore	Karnataka	6		68.20	64.70	70.10	68.10	68.80	67.60	**67.70**
32	Institute of Design, Planning & Technology (IDPT-SCET), Sarvajanik College of Engineering & Technology, Surat	Surat	Gujarat	6		67.90	63.70	66.10	70.60	69.70	72.64	**67.37**
33	MIT-WPU, MIT World Peace University, School of Design, Pune	Pune	Maharashtra	6		68.70	67.10	65.30	64.60	66.70	71.50	**67.04**
34	BITSDES - BITS Design School, Mumbai	Mumbai	Maharashtra	7		65.70	61.70	68.00	73.60	70.70	65.60	**66.74**
35	Manipal University, Faculty of Science Technology and Architecture (FoSTA), Jaipur	Jaipur	Rajasthan	2		63.90	64.70	70.10	67.80	68.50	66.10	**66.45**

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IIRF-2025 | BEST DESIGN COLLEGES (PVT.)

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	EXTERNAL PERCEPTION AND INTERNATIONAL OUTLOOK	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
36	Pearl Academy, Bengaluru	Bengaluru	Karnataka	7		66.90	66.70	67.10	64.60	65.50	62.50	**66.13**
37	GLS University, GLS Institute of Design, Ahmedabad	Ahmedabad	Gujarat	7		66.70	62.86	66.10	68.60	67.70	63.60	**65.77**
38	IPS Academy, Institute of Fashion Technology, Indore	Indore	Madhya Pradesh	2		65.70	61.80	66.60	67.60	69.30	65.60	**65.47**
38	ISDI School of Design and Innovation, Mumbai	Mumbai	Maharashtra	8		65.50	65.30	68.10	63.80	64.10	63.60	**65.47**
39	Graffiti Institute of Fashion Technology, Indore	Indore	Madhya Pradesh	3		64.90	64.70	65.30	62.60	72.70	64.00	**65.15**
40	Amity University, Amity School of Fashion Technology, Lucknow	Lucknow	Uttar Pradesh	2		63.70	63.70	67.00	63.60	68.70	64.94	**64.83**
41	Pearl Academy, Jaipur	Jaipur	Rajasthan	3		64.70	62.04	65.30	65.60	66.70	65.00	**64.47**
41	AAFT - Asian Academy of Film And Television, Noida	Noida	Uttar Pradesh	3		64.80	64.30	66.10	65.20	63.70	58.60	**64.47**
42	Hindustan Institute of Technology & Science, School Of Planning, Architecture & Design Excellence (SPADE), Chennai	Chennai	Tamil Nadu	4		65.70	65.04	61.10	64.80	66.70	59.60	**64.13**
43	SRM Institute of Science and Technology, School of Architecture and Interior Design, Kattankulathur	Chennai	Tamil Nadu	5		63.90	59.70	62.66	64.60	70.70	70.90	**63.74**
44	Sushant University, School of Design, Gurgaon	Gurgaon	Haryana	4		66.60	60.50	63.28	63.30	63.70	63.60	**63.47**
45	Sathyabama Institute of Science and Technology, School of Building and Environment, Chennai	Chennai	Tamil Nadu	6		63.70	61.90	63.90	63.60	62.70	62.80	**63.13**
46	Acharya School of Design, Bangalore	Bangalore	Karnataka	8		61.70	60.90	64.84	65.60	62.70	61.20	**62.76**
46	JIET Institute of Design and Technology, Jodhpur	Jodhpur	Rajasthan	4		62.70	61.70	63.30	61.80	65.70	63.90	**62.76**
47	IIAD - Indian Institute of Art & Design, Delhi	Delhi	Delhi	3		60.70	58.70	63.70	66.60	68.30	64.00	**62.52**
48	Symbiosis Skills and Professional University, School of Architecture Urban Development and Planning (SAUDP), Pune	Pune	Maharashtra	9		61.70	59.70	63.80	63.80	64.70	62.50	**62.23**
48	PSG College of Arts and Science, Department of Costume Design and Fashion, Coimbatore	Coimbatore	Tamil Nadu	7		60.70	60.90	63.40	64.60	65.20	60.60	**62.23**
49	SIDT - Sasmira's Institute of Design and Textiles, Mumbai	Mumbai	Maharashtra	10		61.70	60.70	61.30	65.60	61.70	61.60	**61.95**

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						ACTUAL VALUES OUT OF 100						
49	Banasthali Vidyapith, Department of Design, Jaipur	Jaipur	Rajasthan	5		60.70	60.20	63.00	63.60	66.30	61.20	**61.95**
50	Jain University, School of Design, Media, and Creative Arts, Bangalore	Bangalore	Karnataka	9		61.30	59.70	62.10	63.30	62.30	63.90	**61.62**
50	Shoolini University, School of Design, Solan	Solan	Himachal Pradesh	1		59.70	61.50	63.10	63.60	63.10	58.76	**61.62**
51	Mahindra University, School of Design Innovation, Hyderabad	Hyderabad	Telangana	2		61.70	60.00	62.10	62.40	60.90	59.60	**61.25**
51	JD Institute of Fashion Technology, Bangalore	Bengaluru	Karnataka	10		58.70	61.10	65.00	60.40	61.90	61.30	**61.25**
52	SAGE University, School of Architecture Planning and Design, Bhopal	Bhopal	Madhya Pradesh	4		60.70	57.40	61.10	60.60	70.70	63.60	**60.94**
52	Alliance University, Alliance School of Design, Bangalore	Bengaluru	Karnataka	11		61.70	58.50	61.60	61.50	61.98	62.60	**60.94**
53	GD Goenka University, United World Institute of Design, Gurgaon	Gurgaon	Haryana	5		62.90	57.80	61.30	61.60	60.70	58.40	**60.62**
54	Navrachana University, School of Environmental Design And Architecture, Vadodara	Vadodara	Gujarat	8		61.80	56.70	62.70	61.60	58.70	60.60	**60.34**
54	School of Creative Studies, D Y Patil Deemed to be University	Navi Mumbai	Maharashtra	11		60.30	57.98	62.10	62.60	59.70	59.60	**60.33**
55	Graphic Era Hill University, School of Design, Dehradun	Dehradun	Uttarakhand	2		59.00	58.40	62.50	61.60	59.70	58.60	**59.97**
55	FLAME University, Pune	Pune	Maharashtra	12		59.70	58.50	59.70	60.90	63.70	60.60	**59.96**
56	Symbiosis International, Symbiosis Institute of Design, Pune	Pune	Maharashtra	13		58.10	58.90	58.10	60.90	65.70	61.60	**59.57**
56	CAD - Creative Academy of Design, Coimbatore	Coimbatore	Tamil Nadu	8		59.20	58.50	58.30	59.60	63.70	59.80	**59.31**
57	Pimpri Chinchwad University (PCU), School of Design, Pune	Pune	Maharashtra	14		58.20	56.50	60.30	58.10	64.70	62.94	**59.03**
57	TDV - The Design Village, Noida	Noida	Uttar Pradesh	4		57.10	59.00	60.40	58.62	63.70	57.60	**59.03**
58	O.P. Jindal Global University, Jindal School of Art and Architecture, Sonepat	Sonepat	Haryana	6		58.70	58.32	57.20	60.00	61.30	58.90	**58.72**
59	Symbiosis International, Symbiosis School of Planning Architecture and Design, Nagpur	Nagpur	Maharashtra	15		54.60	54.88	63.80	59.70	65.30	59.20	**58.45**

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IIRF-2025 | BEST DESIGN COLLEGES (PVT.)

NATIONAL RANK* (Based on Survey/ Perceptive and Secondary Research)	NAME OF INSTITUTES	CITY	STATE	STATE RANK		EMPLOYABILITY	TEACHING LEARNING RESOURCES	FACULTY	EXTERNAL PERCEPTION AND INTERNATIONAL OUTLOOK	PROJECTS AND CASE STUDY	INNOVATION	OVERALL WEIGHTED SCORE (OUT OF 100)
						ACTUAL VALUES OUT OF 100						
60	Chandigarh University, University Institute of Design, Chandigarh	Chandigarh	Chandigarh	1		58.20	57.50	57.30	57.60	62.70	58.80	**58.16**
60	TCET - Thakur College of Engineering and Technology, Mumbai	Mumbai	Maharashtra	16		58.20	55.70	58.30	59.80	59.70	61.10	**58.16**
61	MGM University, Leonardo Da Vinci School of Design, Aurangabad	Aurangabad	Maharashtra	17		57.20	56.50	56.26	58.60	65.70	58.40	**57.81**
61	VU - Vishwakarma University, Department of Design, Pune	Pune	Maharashtra	17		54.70	56.50	62.10	57.00	61.70	58.60	**57.81**
62	SGU - Sanjay Ghodawat University, School of Design, Kolhapur	Kolhapur	Maharashtra	18		53.60	54.70	62.40	60.00	60.70	58.50	**57.51**
62	Ajeenkya D Y Patil University, School of Design, Pune	Pune	Maharashtra	18		56.20	55.70	58.34	58.80	61.70	58.60	**57.50**
63	Atlas SkillTech University, School of Design & Innovation, Mumbai	Mumbai	Maharashtra	19		55.70	54.04	58.10	59.60	63.70	59.60	**57.26**
63	Babu Banarasi Das University, School of Architecture & Planning, Lucknow	Lucknow	Uttar Pradesh	5		57.70	53.70	57.20	57.60	63.90	60.24	**57.26**
64	Cindrebay School of Design, Bangalore	Bengaluru	Karnataka	12		54.00	57.00	57.60	57.60	61.70	59.60	**57.02**
64	CT Institute of Higher Studies, Department of Interior Design, Jalandhar	Jalandhar	Punjab	5		55.80	54.00	59.10	59.60	59.70	57.60	**57.02**
65	Dr. D.Y. Patil Vidyapeeth, Dr. D.Y. Patil School of Design, Pune	Pune	Maharashtra	20		56.10	54.00	58.10	57.60	60.34	59.60	**56.78**
65	KIIT School of Fashion Technology, Bhubaneswar	Bhubaneswar	Odisha	1		56.00	53.50	57.30	58.00	59.10	60.60	**56.51**
66	Jayoti Vidyapeeth Women's University, Jaipur	Jaipur	Rajasthan	6		52.60	51.70	61.26	59.14	60.70	58.60	**56.16**
67	Dr. M.G.R. Educational and Research Institute, Faculty of Architecture, Chennai	Chennai	Tamil Nadu	9		56.20	53.00	57.10	56.60	58.30	57.60	**55.91**
67	Integral University, Department of Architecture, Lucknow	Lucknow	Uttar Pradesh	6		54.70	54.30	57.10	57.50	57.70	56.90	**55.89**
68	IICD Jaipur - Indian Institute of Crafts and Design, Jaipur	Jaipur	Rajasthan	7		55.70	53.70	56.20	56.40	59.70	54.60	**55.65**
69	Heritage Institute of Technology, Kolkata	Kolkata	West Bengal	2		54.70	52.80	57.20	56.80	57.70	56.70	**55.42**
70	Ganpat University (GUNI), Faculty of Architecture Design & Planning, Mehsana	Mehsana	Gujarat	9		53.80	53.70	56.78	54.80	57.70	57.60	**55.10**

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Ar.Prof. G. Jayalakshmi is the professor and dean at crescent school of architecture.

Ar. Prof. G. Jayalakshmi is the professor and dean at crescent school of architecture, with over 20 years of experience in architecture and education. She was the first woman elected member to the council of architecture in new delhi and was recognised as one of the top 10 influential women academic leaders in india by higher education digest in 2022. She plays a key role in providing industrial exposure to students at crescent school of architecture.



Ar.Prof.G.Jayalakshmi
Dean / CSA

How would you guide the aspiring student designers and Architects to stay updated on the latest architectural trends and technologies?

"Exposure and experience" are crucial for staying updated in architecture and design. Engaging with dynamic students and faculty helps me remain current and embrace new ideas. At CSA, we believe "age is just a number," as our energetic students keep us informed about trends. Social media is invaluable for tracking the latest in design and architecture. With over 25 years of running my own practice, I leverage my experience to guide students in contemporary architectural education.

What are the biggest voids that you see between what is taught in architecture school and the demands of real-world practice?

The shift from architectural education to practice reveals gaps for aspiring architects. While programs focus on design theory and aesthetics, they often neglect practical execution, technical detailing, and construction processes. Additionally, there is typically little emphasis on budget considerations and project feasibility, resulting in unrealistic designs. At Crescent School of Architecture, we aim to bridge this gap by providing practical exposure and hands-on experience to our students, integrating theoretical knowledge with real-world application.

Crescent School of Architecture.

B.S. Abdur Rahman Crescent Institute of Science & Technology has been a leader in academic excellence since 1984. Our founder, B.S. Abdur Rahman, is a distinguished educator, entrepreneur, and philanthropist, he believed education was key to addressing socio-economic issues, founding several educational institutions that have benefited many students.

Our Pro - Chancellor, Abdul Qadir Buhari, is a visionary leader and philanthropist, he has greatly enhanced the Institute's academic and social development, showing a strong commitment to education and community engagement.

CRESCENT SCHOOL OF ARCHITECTURE

Crescent School of Architecture, established in 2010 and approved by the Council of Architecture, is part of B.S. Abdur Rahman Crescent Institute of Science & Technology. It aims to nurture aspiring architects and designers, leading significant reforms in architectural education over the past decade.

What are the unique mechanisms the institutes follow to achieve creative outputs from students?

Crescent School of Architecture encourages creativity and exploration among aspiring architects through flexible learning opportunities and a supportive infrastructure. With a faculty-to-student ratio of 1:10, students benefit from personalized guidance and frequent reviews with external architects, exposing them to real-life challenges. This approach fosters innovative discussions in both individual and group projects, reinforcing the belief that creativity can be cultivated through strong foundational knowledge.







EXTERNAL VIVA VOCE

MAHALAKSHMI - B.ARCH Ist YEAR - BATCH: 2024-2029

My first visit to Crescent School of Architecture was for my interview, I shared my passion for design. I was thrilled to secure a place on the vibrant campus, and the initial workshops and induction program exceeded my expectations, offering a great introduction to the course. The inspiring faculty and interactive sessions with seniors and peers fostered a supportive learning environment, making my first semester enjoyable and enriching. I'm eager to continue this journey in the upcoming semesters.



VR & AR WORKSHOP



PROF. AR. VIVEKANANDHAN
DESIGN CHAIR - CSA

In our Bachelor of Architecture (B.Arch) and Bachelor of Design (B.Des) programs, we prioritize practical learning through innovative projects and competitions, involving practicing architects to prepare them for real-world challenges.

- New design projects: Introduced each semester to inspire creativity and challenge students.
- Live competitions: We involve students in competition projects, which simulate real-world scenarios that allow students to apply their skills competitively.
- Faculty-led design: Faculty undertake the design exercises, before presenting the design projects to students to guide students better.
- Individual tracking: Personalized monitoring of each student's design process for tailored feedback and support.
- Mentorship opportunities: Connecting students with practicing architects through guest lectures and collaborative projects for valuable insights.

AR. SANGEETHA. S, PROFESSOR

Dean Ar.G.Jayalakshmi Madam has emerged as a dedicated leader and educator, profoundly shaping the academic and cultural landscape of the institution. With a wealth of experience in both academia and the field of architecture, she stands as a pillar of inspiration and progress within the Crescent School of Architecture.

Her contributions have not only enriched the academic environment but have also laid a solid foundation for future achievements, ensuring that the school remains at the forefront of architectural education. Her vision for the future includes continued innovation in architectural education, fostering a culture of creativity, and preparing students to meet the demands of an ever-evolving field. As she guides the school toward new horizons, her legacy of excellence, inclusivity, and community engagement will undoubtedly leave a lasting mark on the institution and its future leaders.



STUDENTS WORK - CSA

RV COLLEGE OF ARCHITECTURE (RVCA), BENGALURU



Shaping the future of the Built Environment

Architecture goes far beyond constructing buildings; it defines how individuals interact with spaces and experience their surroundings. As a fusion of artistic expression, scientific principles, and technological advancements, architecture is central to creating sustainable, functional, and aesthetically pleasing environments. With urban landscapes expanding rapidly and societal needs continuously evolving, architects today must possess a nuanced understanding of materials, structures, environmental sustainability, and cultural heritage to design innovative and responsible spaces.

A robust architectural education is essential in developing critical thinking, technical expertise, and a strong design sensibility. Beyond theoretical learning, architectural programs emphasize practical applications, research initiatives, and interdisciplinary collaboration, equipping students to tackle complex design challenges. As cities evolve and environmental concerns become increasingly significant, the demand for skilled architects capable of integrating sustainability, heritage conservation, and cutting-edge technologies has never been greater.

RV College of Architecture (RVCA), Bengaluru, is a distinguished institution renowned for its commitment to academic excellence and design innovation. Established under the aegis of the prestigious Rashtreeya Sikshana Samithi Trust (RSST), RVCA has carved a niche for itself as one of India's premier institutions for architecture.



Dr.Rakesh K.S.
Principal, RVCA

RVCA offers Five-year Bachelor of Architecture (120 intake), Two-year Master of Architecture - Urban Design (20), and Ph.D. programs, which are affiliated to Visvesvaraya Technological University (VTU) and recognized by the Council of Architecture (COA), New Delhi.

Commitment to Academic Excellence

At RVCA, academic rigor is the foundation of its educational approach. The institution offers a well-structured and dynamic curriculum designed to cultivate analytical thinking, design innovation, and technical proficiency. Students benefit from a pedagogy that integrates theoretical insights with hands-on learning experiences, ensuring they are well-prepared to address contemporary architectural and urban challenges. The syllabus is continually supplemented with inputs to align with global developments and technological progress, providing students with the skills required to thrive in an evolving profession.

Distinguished Faculty and Industry Mentors

RVCA is home to an exceptional faculty team comprising seasoned academicians and distinguished practicing architects. While the core faculty offers extensive knowledge and research expertise, the institution also invites accomplished industry professionals as visiting faculty to provide real-world insights. This unique combination of academic mentorship and industry exposure allows students to develop a well-rounded perspective on design, sustainability, and construction methodologies.

Cutting-Edge Infrastructure and Learning Facilities

Recognizing the importance of a well-equipped learning environment, RVCA provides state-of-the-art infrastructure to support both academic and extracurricular pursuits. The campus houses advanced design studios, an extensive architectural library, high-tech computer labs with advanced workstations, and dedicated spaces for model-making and material experimentation. Digital fabrication labs including Laser-cutting machines, CNC machines, AI-VR labs and 3D-printing facilities along with collaborative workspaces further enhance the learning experience, ensuring that students have access to the latest industry tools and technologies.

Strong Industry Connections and Practical Exposure

RVCA fosters robust industry partnerships, providing students with opportunities to interact with architectural firms, urban designers and planners, and leading professionals through guest lectures, workshops, and site visits. The institution actively encourages participation in prestigious design competitions, research projects, and collaborations with renowned architectural organizations. Such engagements not only expand students' horizons but also enhance their professional capabilities.

Students have been continually winning accolades in the Council of Architecture Awards for Thesis Excellence (B.Arch. & M.Arch. Urban Design), Solar Decathlon India competition, Asia Young Designers Awards (Nippon Paints), and Transparence competition (Saint Gobain).

RVCA has active collaborations with Hafele India, Gesix, Technospan, and Yuvaka Sangha. The institution also has academic collaborations with KU Leuven (Belgium), Haute Ecole d'ingenierie et d'architecture (Switzerland), Bern University of Applied Sciences (Switzerland), and Centre for Development Studies and Activities (CDSA, Pune).

RVCA is an institutional member of Indian Institute of Architects (IIA), Indian Green Building Council (IGBC), International Council on Monuments and Sites (ICOMOS), and Indian Plumbing Association. RVCA is also affiliated to the United Nations Academic Impact, Association of Collegiate Schools of Architecture (USA), and the Urban Affairs Association (USA).

Life beyond academics

Students at RVCA have a plethora of options to express their talents through artistic, literary, and cultural clubs. Numerous cultural and religious festivities happen around the year. The annual Exhibition is a much awaited-for event comprising of exhibition of the best student work spanning across all semesters, talks by renowned practitioners, and cultural performances.

A Legacy of Excellence Under RSST

The success of RV College of Architecture is a testament to the unwavering support and vision of the Rashtreeya Sikshana Samithi Trust (RSST). Dedicated to fostering educational excellence across disciplines, RSST has played a pivotal role in shaping RVCA into a premier institution that upholds rigorous academic standards, ethical values, and global competitiveness. With a legacy spanning several decades, RSST has fostered an environment that encourages innovation, interdisciplinary learning, and social responsibility.

Inspiring Future Architects

RVCA's alumni have made remarkable contributions to the field of architecture, both in India and globally. The institution remains dedicated to inspiring future architects who will lead the way in sustainable design, heritage conservation, urban development, and beyond. With an emphasis on research, design thinking, and technological integration, RVCA continues to set benchmarks in architectural education.

For aspiring architects looking for a transformative educational journey, RV College of Architecture, Bengaluru, offers the perfect platform to turn dreams into reality and shape the future of the built environment.

MATHEMATICS CHALLENGE

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

- composed by -
Teachers' Teacher , Maths Wizard



श्री श्री 1008 गणित गुरु गणितानन्द जी महाराज
संस्थापक - गणित मठ

CMT-2020/ 61 :

$$If\ m = \left\{\left(\frac{x\sqrt{x}}{1-\sqrt{\frac{y}{x+y}}}\right)+\left(\frac{y\sqrt{y}}{1+\sqrt{\frac{x}{x+y}}}\right)\right\};$$

$$n = x^3 \div \left(1 - y \div \sqrt{x^2+y^2}\right) + y^3 \div \left(1 + x \div \sqrt{x^2+y^2}\right);$$

$$and,\ \frac{n}{m} = p\left(x\sqrt{x} - x\sqrt{y} + y\sqrt{x} - y\sqrt{y}\right) + Q$$

$$= p\left(y\sqrt{y} - y\sqrt{x} + x\sqrt{y} - x\sqrt{x}\right) + R;$$

$$(where\ x \neq 0,\ y \neq 0)$$

$$then,\ \{m\,(Q+R)\} \div (np) = ?$$

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...a part of Ganitanand-Facts
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CMT-2020/ 62 :

$$If\ \frac{x^2}{y\sqrt{11}+z\sqrt{13}} = \frac{y^2}{z\sqrt{13}+x\sqrt{7}} = \frac{z^2}{x\sqrt{7}+y\sqrt{11}} = 101$$

then,

$$\frac{\sqrt{7}}{x+101\sqrt{7}} + \frac{\sqrt{11}}{y+101\sqrt{11}} + \frac{\sqrt{13}}{z+101\sqrt{13}} = ?$$

ANSWERS : CMT-2020/60: 140

Answers will be published in the next issue . You can ask any queries and send your solution to
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Mohali Campus: Plot No. 603, Industrial Area Phase 9, Mohali
Kolkata Campus: KB-22, SALTLAKE, Sector 3, Bidhannagar, Kolkata,

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