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The decision to allow foreign universities to set up campuses on Indian soil marks a significant turning point in the country's higher education landscape.

While critics continue to raise concerns about cultural dilution or unequal access, the long-term benefits of this move far outweigh the drawbacks. For a country with one of the world's youngest populations and an increasingly global outlook, the presence of international institutions is a natural and much-needed evolution.

It is an initiative that promises to raise academic standards across the board.

Foreign universities, especially top-ranked institutions, bring with them global best practices in pedagogy, research, and industry collaboration. Their entry could force Indian institutions to re-evaluate outdated curricula, adopt innovative teaching methods, and focus more intently on research — areas where our country has traditionally lagged.

These campuses will provide Indian students access to world-class education without the financial and emotional strain of going abroad. Not every talented student can afford to study in the US, UK, or Australia. The local presence of foreign universities can democratize access, offering opportunities to a broader section of society. It also opens doors for Indian faculty and researchers to collaborate with global peers, fostering an exchange of ideas that enriches everyone involved.

From an economic perspective, the move is also strategic. The outflow of billions of dollars annually in foreign education fees is a loss to the Indian economy. By allowing top institutions to set up shop within the country, that capital stays within India, potentially creating jobs, boosting infrastructure, and encouraging knowledge-based investments.

Moreover, foreign campuses in India will accelerate the internationalization of Indian higher education. They are likely to attract students from neighboring countries and beyond, turning India into a regional educational hub. This enhances the country's soft power, positioning it not just as a knowledge consumer but as a global knowledge producer.

Of course, the government must regulate this transition wisely. Safeguards are necessary to ensure quality, protect affordability, and prevent commercial exploitation. But with a robust framework in place, the presence of foreign universities can complement rather than compete with Indian institutions.

In a rapidly globalizing world, isolation is not an option. India must embrace collaboration, innovation, and diversity in education.

Opening the doors to foreign universities is not about surrendering to Western models but about enriching the Indian academic ecosystem. If done right, it's a win for students, educators, and the nation at large.

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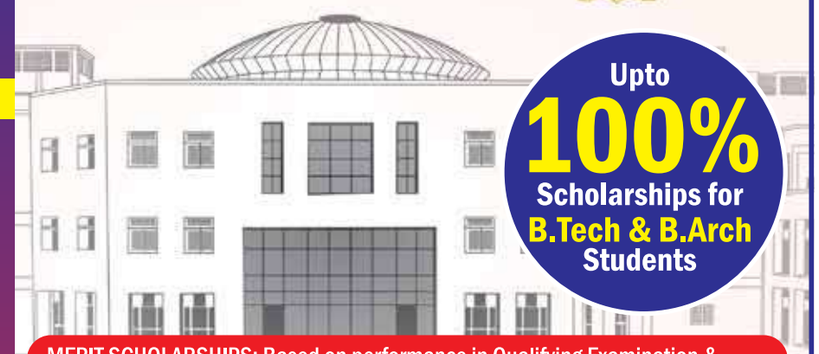
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CONTENTS



12

A successful student is one who's prepared not just for work, but for life

Dr. Parag Kalkar
Pro-Vice Chancellor
Savitribai Phule Pune University (SPPU)



26

Businesses aren't built on Excel sheets they're built with money in the account and people on the field

Ashish Gupta
Founder and CEO, FretBox



32

We place students at the heart of every academic and institutional initiative

Dr. Amol Gawande
Director
Dr. D. Y. Patil B-School, Pune

CONTENTS

CONTENTS



38

If there is a will, there is always a way, even in government institutions

Dr. Prashant R. Nair
Head-Internal Quality Assurance Cell (IQAC), Amrita Vishwa Vidyapeetham, Coimbatore



48

We are not just educating minds; we are shaping lives and societies

Dr. Shivani V. Patil
Vice President & Pro-Chancellor D Y Patil Deemed to be University Navi Mumbai



56

We're not producing graduates, we're preparing thinkers who build what hasn't been built yet

Er. Onkar Bagaria
Chief Executive Officer Vivekananda Global University (VGU), Jaipur



62

Education must expand minds, nurture values, and inspire contribution beyond just degrees

Mrs. Alka Das
Chancellor of BBD University and Co-Founder of the BBD Educational Society



68

The Unfinished Work of Education: A Vision Rooted in Access, Equity, and Innovation

Professor Madhulika Kaushik
Vice Chancellor, Usha Martin University



74

A University Must Be Purpose-Driven, Not Just Another Institution

Prof. Atul Khosla
Vice Chancellor, Shoolini University



78

Education must prepare students to contribute effectively in professional environments

Dr. R. D. Patidar
Vice-Chancellor, OP Jindal Univesity, Raigarh



82

Education must not just prepare students for careers, but for meaningful lives

Dr. Uma Ananda
Vice-Chancellor Woxsen University



88

Harnessing Sunlight to Transform Pollution A Groundbreaking Step Toward Carbon-Neutral Fuels

Professor Indrajit Shawn
Chemistry Department, Hindustan Institute of Technology and Science (HITS), Chennai



92

We don't just grant degrees: we build solution-oriented professionals from day one

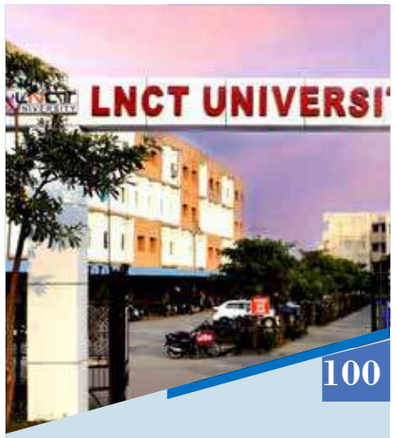
Sardar Gurvinder Singh Bahra
Chairman, Rayat Bahra Group



96

Bringing Education to Life means transcending traditional classrooms through technology and real-world impact

S.P. Saju Bhaskar
Founder and President, Texila American University (TAU)



100

Redefining Higher Education for a Transformative Tomorrow : A Conversation with LNCT University

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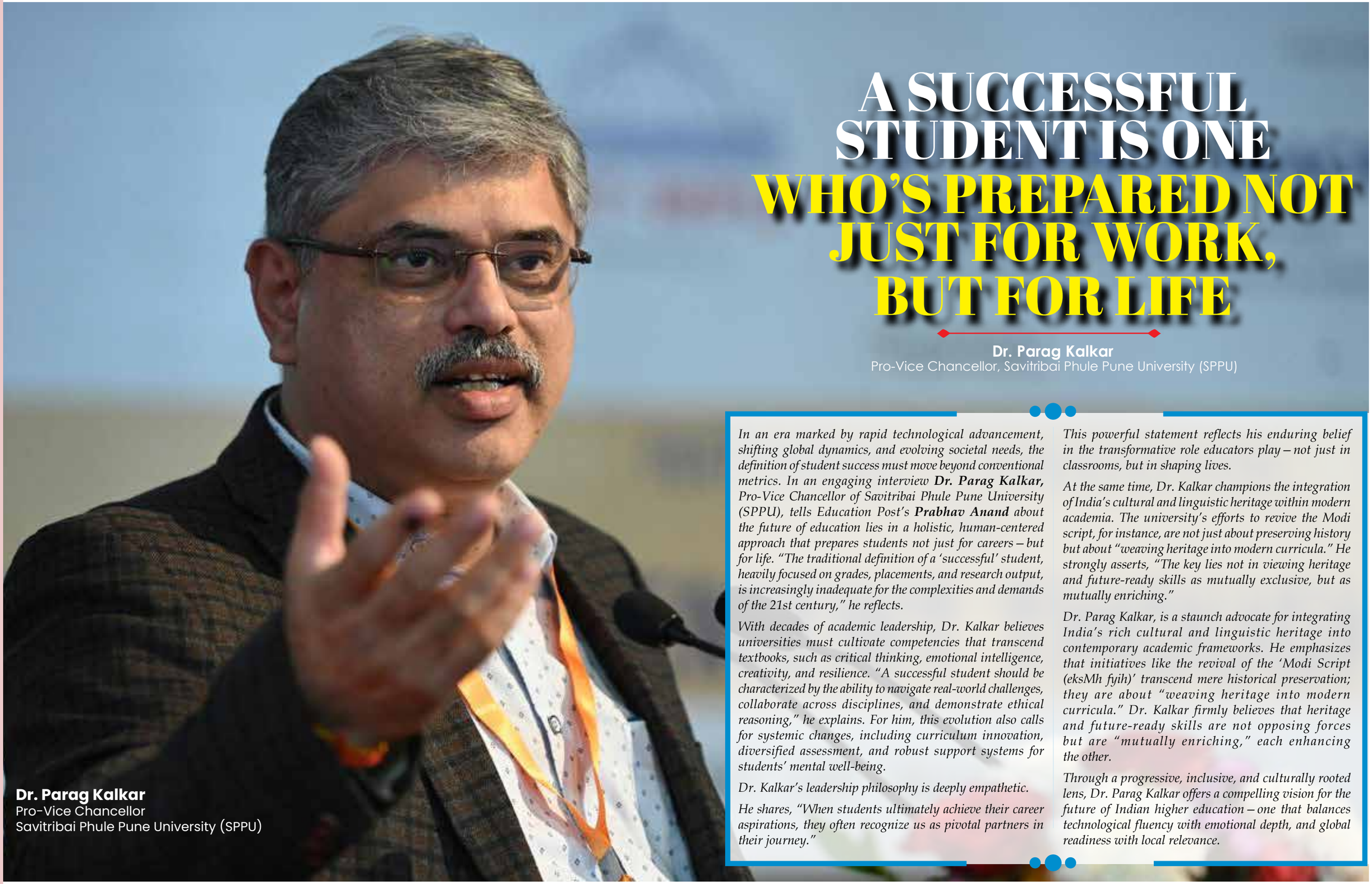
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COVER **INTERVIEW**



Dr. Parag Kalkar
Pro-Vice Chancellor
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A SUCCESSFUL STUDENT IS ONE WHO'S PREPARED NOT JUST FOR WORK, BUT FOR LIFE

Dr. Parag Kalkar
Pro-Vice Chancellor, Savitribai Phule Pune University (SPPU)

In an era marked by rapid technological advancement, shifting global dynamics, and evolving societal needs, the definition of student success must move beyond conventional metrics. In an engaging interview ***Dr. Parag Kalkar,*** *Pro-Vice Chancellor of Savitribai Phule Pune University (SPPU), tells Education Post's* ***Prabhav Anand*** *about the future of education lies in a holistic, human-centered approach that prepares students not just for careers – but for life. "The traditional definition of a 'successful' student, heavily focused on grades, placements, and research output, is increasingly inadequate for the complexities and demands of the 21st century," he reflects.*

With decades of academic leadership, Dr. Kalkar believes universities must cultivate competencies that transcend textbooks, such as critical thinking, emotional intelligence, creativity, and resilience. "A successful student should be characterized by the ability to navigate real-world challenges, collaborate across disciplines, and demonstrate ethical reasoning," he explains. For him, this evolution also calls for systemic changes, including curriculum innovation, diversified assessment, and robust support systems for students' mental well-being.

Dr. Kalkar's leadership philosophy is deeply empathetic.

He shares, "When students ultimately achieve their career aspirations, they often recognize us as pivotal partners in their journey."

This powerful statement reflects his enduring belief in the transformative role educators play – not just in classrooms, but in shaping lives.

At the same time, Dr. Kalkar champions the integration of India's cultural and linguistic heritage within modern academia. The university's efforts to revive the Modi script, for instance, are not just about preserving history but about "weaving heritage into modern curricula." He strongly asserts, "The key lies not in viewing heritage and future-ready skills as mutually exclusive, but as mutually enriching."

Dr. Parag Kalkar, is a staunch advocate for integrating India's rich cultural and linguistic heritage into contemporary academic frameworks. He emphasizes that initiatives like the revival of the 'Modi Script (eksMh fyih)' transcend mere historical preservation; they are about "weaving heritage into modern curricula." Dr. Kalkar firmly believes that heritage and future-ready skills are not opposing forces but are "mutually enriching," each enhancing the other.

Through a progressive, inclusive, and culturally rooted lens, Dr. Parag Kalkar offers a compelling vision for the future of Indian higher education – one that balances technological fluency with emotional depth, and global readiness with local relevance.

Q Your journey from being a student to becoming the Pro-Vice Chancellor of one of India's most prestigious universities is remarkable. Looking back, was there a defining moment during your education or early career that shaped your vision for academia and leadership?

I come from a family deeply rooted in academia; both my parents served as professors, instilling a profound appreciation for education from my childhood. This background has significantly influenced my cultural orientation towards my academic career. Holding an academic position offers a valuable opportunity to engage with the student community, to guide and facilitate their approaches to career and life planning. Interacting with students provides educators with experiential learning into their aspirations and enable us to bridge the gap between their current circumstances and future ambitions through the higher education teaching and learning process. I have always believed that while students may sometimes exhibit unconventional thinking, it is our responsibility as teachers to provide guidance and steer them. The journey from classroom learning to professional success is heavily influenced by educators' guidance, mentorship, and support. Students may occasionally lack clarity regarding their future careers, potentially being influenced by peer groups. However, ultimately, educators must recognize the paramount importance of their students' career paths, especially when they seem to deviate from a productive trajectory. Our role and responsibility are to steer them back on course and assist them in achieving their career goals. There is a fundamental distinction between managing human beings and operating machines. When working with the student community, we must exercise heightened awareness and strive to understand their perspectives. While there isn't a standardized approach to this task, I believe that a human-centered approach, coupled with empathy, is crucial for long-term success. When a student ultimately achieves their career aspirations, they often recognize us as valuable partners in their journey.

Q Maharashtra is home to some of India's most prestigious universities, including SPPU, IIT Bombay, and TISS. However, students from other states often flock to Delhi, Karnataka, or Tamil Nadu for higher education. In your view, what makes Maharashtra uniquely positioned as an academic hub beyond just rankings and infrastructure? Are there policy-driven advantages, industry collaborations, or cultural factors that set it apart?

As an academic leader, I believe the traditional definition of a "successful" student, heavily focused on grades, placements, and research output, is increasingly inadequate for the complexities and demands of the 21st century. While these metrics remain important indicators of certain aspects of academic achievement, a more holistic and future-oriented definition of student success must evolve.

Maharashtra has a blend of industry, academia, and cultural inheritance of educational reforms. My University is named after the first lady teacher in India – Savitribai Phule - a pioneer whose struggles were instrumental in bringing women into education. She along her husband Mahatma Jyotiba Phule established the first school for women in 1848 in Pune. Hence, the development of academic infrastructure and thoughtful governance puts Maharashtra distinctly ahead of other states. This has led to Savitribai Phule Pune University (SPPU) becoming a preferred destination for students, attracting a significant number not only from India but also from various countries around the globe.

Here's how I envision this evolution:

Beyond Cognitive Mastery: Embracing Holistic Development

The 21st century demands more than just domain-specific knowledge. A successful student should be characterized by:

- **Critical Thinking and Problem-Solving:** The ability to analyze information, evaluate arguments, and devise creative solutions to complex, real-world problems. This goes beyond rote learning and emphasizes application and innovation.
- **Creativity and Innovation:** The capacity to generate new ideas, approaches, and solutions. Universities should foster an environment that encourages experimentation and divergent thinking.
- **Communication and Collaboration:** Effective communication across diverse audiences and the ability to work collaboratively in teams are crucial in an interconnected world. This includes both verbal and written communication, as well as digital literacy.
- **Digital Literacy and Technological Fluency:** Navigating the digital landscape, understanding data, and utilizing technology effectively are essential skills for almost every career path.
- **Emotional Intelligence and Self-Awareness:** Understanding one's own emotions and those of others, demonstrating empathy, and building strong interpersonal relationships are vital for personal and professional success.
- **Resilience and Adaptability:** The ability to bounce back from setbacks, learn from failures, and adapt to rapidly changing circumstances is increasingly important in a dynamic world.
- **Ethical Reasoning and Social Responsibility:** Understanding ethical frameworks, making responsible decisions, and contributing positively to society are crucial aspects of a well-rounded and successful individual.
- **Lifelong Learning and Intellectual Curiosity:** Cultivating a passion for continuous learning and the ability to independently seek knowledge and adapt to new information throughout their lives.



The Role of the University in Fostering this Evolved Success:

Universities must adapt their approaches to cultivate these broader competencies:

- **Curriculum Innovation:** Designing curricula that integrate interdisciplinary learning, problem-based learning, experiential learning, and opportunities for developing soft skills.
- **Pedagogical Shifts:** Moving beyond traditional lectures to embrace active learning methodologies, collaborative projects, and personalized learning approaches.
- **Assessment Diversification:** Employing a wider range of assessment methods that evaluate critical thinking, problem-solving, creativity, and communication skills, beyond traditional exams.
- **Co-curricular Engagement:** Recognizing and valuing the role of extracurricular activities, internships, community engagement, and student



organizations in developing holistic skills.

- **Support Services:** Providing robust support for students' mental health, well-being, and career development, recognizing that these factors significantly impact their overall success.
- **Faculty Development:** Equipping faculty with the skills and knowledge to foster these 21st-century competencies in their students.
- **Industry and Community Partnerships:** Building stronger connections with industry and the wider community to provide students with relevant experiences and insights into future career pathways.
- **Data-Informed Approaches:** Utilizing data not just for grades and placements, but also to understand students' development across these broader success indicators and to tailor support accordingly.

Shifting the Narrative:

As academic leaders, we need to actively communicate this evolved definition of success to students, parents, and employers. We must showcase the value of these broader competencies alongside traditional academic achievements. A "successful" student in the 21st century is not just one who earns high grades, but one who is well-equipped with the skills, knowledge, and character to thrive in a complex and rapidly evolving world, contributing meaningfully to society and leading a fulfilling life. This requires a fundamental shift in how we define, measure, and cultivate student success within our institutions.

Q You spearheaded a collaboration to teach the Modi script, preserving Maharashtra's linguistic heritage. While commendable, critics argue that higher education should prioritize future-forward skills like AI and data analytics over historical preservation. How do you justify the inclusion of such programs in a fast-paced, tech-driven world?

As a professor deeply involved in both our rich heritage and the imperative of future-forward learning, I believe Indian universities stand at a unique and advantageous crossroads. The key to striking a harmonious balance lies not in viewing these as mutually exclusive, but rather as mutually enriching and integral facets of a holistic education. Here's how we can achieve this delicate yet crucial equilibrium:

1. Integrating Heritage into Modern Curricula:

- **Contextualizing Modern Knowledge:** Instead of treating heritage as a separate subject, we can weave it into contemporary disciplines. For instance, when teaching mathematics or science, we can highlight the significant contributions of ancient Indian scholars like Aryabhata or Brahmagupta. This not only preserves their legacy but also demonstrates the historical roots of modern concepts, fostering a deeper appreciation for our intellectual lineage.
- **Language and Literature as Cultural Anchors:** Promoting the study of classical and regional languages and literatures is vital. Initiatives like the Modi script revitalization are crucial for connecting students with historical documents and understanding evolving linguistic landscapes. This can be integrated with modern linguistic studies, comparative literature, and even computational linguistics.
- **Arts, Philosophy, and Social Sciences as Heritage Bearers:** These disciplines inherently explore our cultural fabric. We need to encourage critical engagement with our history, philosophy, art forms, and social structures, fostering a nuanced understanding of our past and its relevance to the present. This can be done through interdisciplinary courses connecting history with contemporary social issues, or philosophy with ethical considerations in technology.

2. Leveraging Technology for Heritage Preservation and Dissemination:

- **Digital Humanities Initiatives:** Embracing digital tools for archiving, documenting, and disseminating heritage is paramount. This includes creating digital libraries of ancient texts, virtual reality experiences of historical sites, and interactive platforms for learning about art forms. The Modi script initiative itself benefits immensely from digital tools for preservation and learning.
- **AI and Heritage:** Artificial intelligence can be employed for tasks like deciphering ancient scripts, analyzing historical data, and even creating immersive simulations of past environments. This not only aids preservation efforts but also makes heritage more accessible and engaging for younger generations.

3. Fostering Innovation Rooted in Local Context and Wisdom:

- **"Make in India" with a Heritage Lens:** Encouraging innovation that draws inspiration from traditional knowledge systems, sustainable practices, and indigenous technologies. For example, traditional



water management techniques can assist modern irrigation solutions, or ancient medicinal knowledge can inspire pharmaceutical and medical research. The traditional methodology used has scientific basis which could benefit the contemporary technologies used in the area of agriculture, architecture, metallurgy etc.

- **Design Thinking Inspired by Craft Traditions:** Integrating traditional crafts and artisanal knowledge into design and engineering curricula, can lead to unique and culturally relevant product development and foster appreciation for local skills. Traditional methods offer eco-friendly alternatives or solutions to contemporary approaches and can contribute to the preservation of environment.
- **Social Innovation:** An example of a social innovation could be addressing challenges faced in preservation of our heritage sites. Encouraging students to develop innovative solutions for preserving heritage sites, promoting cultural tourism responsibly, and



addressing the challenges faced by traditional artisans. Such approaches generate involvement of people in their local environment in addition to enhancing local employability.

4. Creating Interdisciplinary Research Hubs:

- **Bridging Disciplines:** Establishing research centers that bring together scholars from the humanities, social sciences, science, technology, and design to work on projects that intersect heritage and innovation. For example, a project could focus on using AI to analyze ancient agricultural practices for sustainable farming solutions today.
- **Community Engagement:** Encouraging research that involves local communities in heritage preservation and innovation processes, ensuring that both benefit from the collaboration.

5. Cultivating a Mindset of Respect and Inquiry:

- **Promoting Critical Thinking about Heritage:** Encouraging students to engage with heritage not just with reverence but also with critical analysis, understanding its complexities, contradictions, and evolving interpretations.
- **Fostering a Culture of Experimentation and Adaptation:** While honoring tradition, we must also empower students to question, experiment, and adapt existing knowledge and practices to forge innovative solutions.

In conclusion, the balance lies in recognizing that our heritage is not a static relic but a vibrant source of wisdom, inspiration, and identity. By creatively integrating it into modern curricula, leveraging technology for its preservation and dissemination, and fostering innovation rooted in our unique context, Indian universities can mold graduates who are not only equipped with cutting-edge skills but also deeply rooted in their culture, capable of contributing meaningfully to both national progress and global advancement. This requires a conscious and concerted effort from academicians, policymakers, the community, and students alike, fostering a synergistic relationship between the past and the future.

Q While Maharashtra has a thriving academic ecosystem, outstation students sometimes face challenges such as language barriers, high cost of living, and competitive admission processes. What specific policies or initiatives should universities and the state government implement to make Maharashtra a more inclusive and attractive destination for students from diverse regions? How do you see institutions like SPPU playing a role in bridging these gaps?

The well-being of students and faculty is an important aspect developing a thriving ecosystem in higher education. While it is generally believed that the students and faculty welfare often takes a backseat, it is not completely true. We in SPPU believe that a healthy environment fuels academic excellence and propels the institution to the higher academic levels resulting in development of the society and the nation. However, there is always room for improvement with the dynamic developments in technology and changing life styles and the thus University needs to make some significant modifications to truly foster both well-being and vibrant learning of faculty and students. Here's how I envision it:

I would like to cultivate a university ecosystem where well-being is intrinsically linked to academic pursuit, fostering a community of resilient, engaged, and thriving individuals who have equitable access to learning

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opportunities and the freedom to explore their potential. This can be achieved by the Sapta-Sutra – or seven steps as follows :

First would be developing new infrastructure – One of the important requirement of students and faculty, working towards academic excellence is the need of housing in or in the vicinity of the university campus. Pune city has grown tremendously in past 20 years with travel taking away productive time. The universities across the state should be working on infrastructure improvement.

- Improving campus hostel and housing facility
- Improve sports and other facilities by creating a complete township

Second step would be a dedicated well-being infrastructure – Covid pandemic has taught an unforgettable lesson. Importance of health and being healthy. The universities should focus on

- Establish a dedicated "Centre for Well-being and holistic support" that would house a multidisciplinary team of counselors, psychologists, wellness coaches, and potentially even financial and career advisors.
- Mandate regular mental health awareness workshops and destigmatize seeking help. Implement policies that offer faculty "personal days" to address personal needs without academic or professional penalty.
- Ensure that mental health services are readily accessible, affordable and culturally sensitive.

Third step would be Integrating Well-being into the Curriculum and Pedagogy – It is important for holistic development of the students that curriculum and pedagogy integrate all aspects of life, work and play cannot be isolated from each other – integration is required. Very often faculty are not adept and students are not able to cope up and for that the following measures can be taken

- Encourage and support faculty in incorporating elements of well-being into their courses. This could include mindfulness exercises, discussions on stress management relevant to the discipline, or assignments that promote self-reflection and care.
- Provide pedagogical training for faculty on specialized teaching and creating inclusive and supportive learning environments.
- Incentivize the development of courses specifically focused on well-being, resilience, and life skills, making them accessible as electives across all disciplines.

Fourth step is Flexible and Accessible Learning



Opportunities – as mandated by NEP2020 learning opportunities have to flexible and students should be given freedom to learn what they love the most. This would require the universities to

- Invest significantly in creating diverse learning modalities. This includes robust online learning platforms, hybrid models, flexible scheduling, and modular course options. Expand access to open educational resources (OER) and create more opportunities for self-paced learning.
- Implement clear policies that support flexible study and work arrangements, especially for students facing personal challenges.
- Ensure that technology and digital resources are accessible to all students
- Promote the recognition of prior learning and offer pathways for students to gain credit for non-traditional educational experiences.

Fifth step would be fostering a Culture of Community and Belonging – The role of university beyond education is contributing towards nation building. The nationalist spirit could be inculcated in the students by fostering a Culture of ownership – to start with belonging to the university and help building it, eventually leading to nation building. The universities need to

- Actively promote the formation of student and faculty support networks, mentorship programs,

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and peer support initiatives.

- Create physical and virtual spaces that encourage interaction, collaboration, and a sense of community.

Sixth step is looking after faculty well-being and Work-Life Balance.

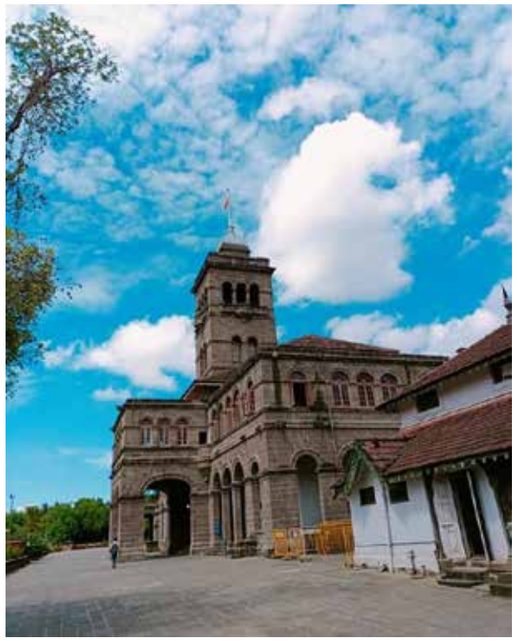
- The university has to recognize that faculty well-being directly impacts the student experience and therefore policies that promote reasonable workloads, provide adequate research support, and offer opportunities for professional development focused on both their discipline and well-being need to be implemented
- Guidelines for workload expectations, including teaching, research, and administrative duties have to be redefined from time to time.
- Promote a culture that respects work-life boundaries.
- Support the faculty in their critical times.

Seventh step would be freedom and easy access to learning. A healthy environment fosters a sense of psychological safety, which is crucial for academic freedom and open inquiry. When students and faculty feel supported and their well-being is prioritized, they are more likely to take intellectual risks, explore diverse perspectives, and engage in critical thinking without the burden of excessive stress or mental health challenges. Students from diverse background and varying needs can engage more fully when learning is accessible in multiple formats and when they have the support they need to thrive.

By implementing these urgent changes, universities can move beyond simply pursuing academic excellence and instead cultivate a holistic learning environment where well-being and academic achievement are mutually reinforcing, ultimately empowering both students and faculty to flourish.

As a leader in one of India's most prestigious universities, you must navigate administrative, political, and bureaucratic challenges. What is your take on implementation of NEP 2020 policy in SPPU? What lessons did it teach you about the intersection of academia and governance?

The core idea is that the curriculum has been revised to be more holistic and relevant to the current



educational landscape by strategically incorporating several key elements:

In the recent past implementation of NEP 2020 has been challenging from the academic perspective of making structured and academic changes. The bigger challenge is and was to reorient the stakeholders' mindset from a rigid academic infrastructure to a more flexible and accommodating one.

1. National Education Policy (NEP) and State Steering Committee Guidelines:

- **National Education Policy (NEP):** This is a comprehensive framework for education in India, aiming to transform the education system at all levels. It emphasizes a multidisciplinary and holistic approach, promotes critical thinking, creativity, and the integration of Indian knowledge systems. The syllabi update is a direct response to the NEP's vision and recommendations.
- **State Steering Committee Guidelines:** The State Steering Committee is a state-level body responsible for overseeing and guiding the implementation of educational policies within the specific state (in this case, likely Maharashtra, given the context of Pune). Their guidelines provide the specific directives and interpretations of the NEP that are relevant to the state's educational context. This ensures that the national policy is effectively adapted and implemented at the local level.

In essence, adhering to these mandates ensures that the updated syllabi are aligned with the broader national



educational vision and the specific needs and priorities of the state.

2. Integration of Generic Indian Knowledge Systems (IKS):

India has an enormous volume of scientific knowledge that has lost in the modern context. It is imperative that the rich intellectual and cultural heritage of India be understood by every citizen. Thus including IKS in the curricular framework ensures that all students are exposed to the legacy left by our ancestors. This could include:

- Introducing students to core Indian philosophical concepts, thought systems, and worldviews.
- Integrating traditional Indian values, ethics, and principles of righteous conduct.
- Scientific and Technological Contributions from ancient India- Highlighting historical advancements in fields like mathematics, astronomy, medicine (Ayurveda), metallurgy, and architecture from India.
- Art, Culture, and Traditions: Incorporating elements of Indian art forms, music, dance, literature, and cultural practices to foster appreciation and understanding of India's diverse heritage.
- Sustainable Practices: Exploring traditional Indian knowledge related to environmental conservation, agriculture, and resource management.

The inclusion of generic IKS aims to connect students with their roots, instill a sense of pride in their heritage, and provide a broader context for their learning across various subjects.

3. Subject-Specific Indian Knowledge Systems (IKS):

This involves integrating relevant aspects of Indian knowledge directly into the curriculum of individual subjects. Examples could include:

- **Mathematics:** Exploring the contributions of Indian mathematicians like Aryabhata and Brahmagupta.
- **Science:** Discussing ancient Indian concepts in physics, chemistry, and biology.
- **Social Sciences:** Incorporating indigenous perspectives on history, economics, and political science.
- **Languages:** Studying classical Indian languages and their rich literary traditions.
- **Environmental Science:** Examining traditional ecological knowledge and conservation practices.

By weaving IKS into specific subjects, the curriculum aims to provide a more contextualized and culturally relevant understanding of the subject matter, demonstrating that knowledge has diverse origins and evolutions.

4. Cutting-Edge Technologies and Latest Advances in Domain Knowledge:

This refers to the most current and advanced technologies that are shaping the modern world. Integrating these into the syllabi ensures that students are equipped with the skills and knowledge necessary to thrive in the 21st century. Examples include:

- Artificial Intelligence (AI) and Machine Learning (ML)
- Data Science and Big Data Analytics
- Cybersecurity
- Biotechnology and Genetic Engineering
- Renewable Energy Technologies
- Nanotechnology
- Robotics and Automation

Latest Advances in Domain Knowledge: This emphasizes the need to keep the core subject content up-to-date with the most recent discoveries, research findings, and evolving theories within each discipline. This ensures that students are learning the most relevant and accurate information.

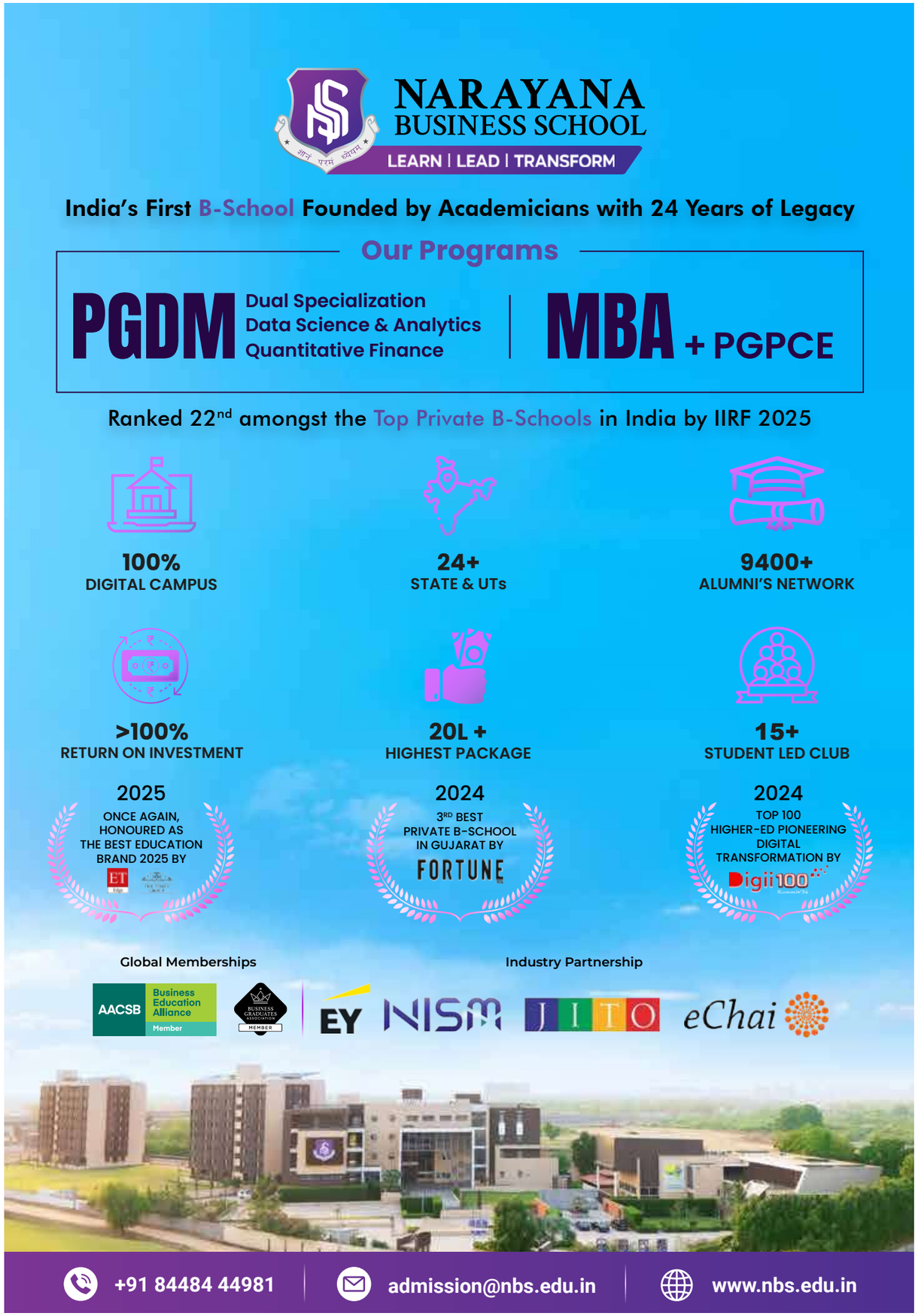
The inclusion of cutting-edge technologies and the latest advances ensures that the curriculum is forward-looking, prepares students for future challenges and opportunities, and fosters innovation and critical thinking in contemporary contexts.

In summary, this updated syllabus represents a significant shift towards a more integrated, culturally grounded, and future-oriented education system. It aims to provide students with a strong foundation in their heritage while simultaneously equipping them with the knowledge and skills needed to excel in a rapidly changing world.

I would like to end with a quote by Swami Vivekananda:

"Two gifts are especially appreciated, the gift of learning and the gift of life. But the gift of learning takes precedence. One may save a man's life, and that is excellent; one may impart to another knowledge, and that is better."

My University believes in nurturing students into citizens capable of giving the gift of learning and gif of life. EP





BUSINESSES AREN'T BUILT ON EXCEL SHEETS

THEY'RE BUILT WITH MONEY IN THE ACCOUNT AND PEOPLE ON THE FIELD

Ashish Gupta
Founder and CEO
FretBox

In a world where digitization is transforming every facet of campus life, one often-overlooked space is finally getting its much-needed tech upgrade: hostels. In this exclusive conversation, we dive into the journey of *Fretbox*, a student-focused SaaS startup that is quietly reshaping how universities manage hostel operations and enhance student living experiences. At the center of this movement is **Ashish Gupta,** the founder and CEO talks with Education Post's **Prabhav Anand**, who speaks with clarity, conviction, and a no-frills understanding of what it takes to build something meaningful from scratch.

FretBox isn't trying to be flashy—it's solving real problems. From maintenance requests and grievance redressals to visitor logs, fee payments, and hostel room bookings, FretBox is creating a unified digital infrastructure for hostel administration. The platform is used daily by students, wardens, and university administrators, and has already been adopted by institutions like Thapar University, Chitkara University, and others.

What sets Ashish and his team apart is their relentless customer-centric approach. Instead of dictating features, they listen—really listen—to students and wardens alike, iterating quickly based on real-time feedback.

This interview uncovers how FretBox navigates the complex Indian education landscape, manages competition from bigger tech players, balances growth with retention, and stays true to the student community it serves.

Ashish Gupta, a technologist turned entrepreneur, emphasizes fundamentals that are often lost in startup noise: sales matter, Excel sheets don't build companies, and success lies in execution, not just ideas. His reflections offer sharp insights for aspiring founders and a fresh perspective on building a sustainable SaaS business rooted in empathy, resilience, and deep user connection.

This isn't just another startup story—it's a case study in how focus, humility, and persistence can quietly build something powerful.

Q Many startups emerge with the promise of solving real-world problems but fail in execution due to unforeseen challenges. When you first conceptualized your platform, what were the most pressing issues in hostel management that you identified?

This project was deeply personal to me, as it was my first independent venture after 14 years of experience working with multinational companies across India, the UK, and the Middle East. One of the biggest challenges I observed early in my career was the gap in training and communication. A product's success heavily depends on how well its value is communicated to the end user—especially when the user base is diverse and operates at multiple levels.

Many startups fail not because of a lack of innovation but due to inadequate customer education. They focus heavily on sales but neglect the crucial aspect of ensuring that their users understand and effectively utilize the product. Recognizing this early on, we took a different approach and established a dedicated Customer Success Team. Their primary responsibility was to ensure that our clients—hostel supervisors, security wardens, and administrators—were well-trained and comfortable with our platform.

We implemented a structured 30-day on-boarding program, where our team provided hands-on guidance, including campus visits to train hostel staff directly. This investment in customer education paid off significantly, as our users ranged from highly intellectual PhD holders to professionals with military or management backgrounds. Each group required a tailored approach to training. By ensuring they felt engaged, empowered, and confident in using our system, we created a strong foundation for seamless adoption and long-term success.

Q Hostel management solutions have existed for years, with many institutions relying on traditional ERP systems to handle operations. In a market already populated with such software, what specific technological or operational advantages does your platform offer that make it a necessity rather than just another option?

There is a common misconception that comprehensive hostel management solutions already exist. However, when we started our research, we found that less than 2% of institutions had any dedicated ERP system for hostel operations. Most institutions had digital solutions for academics but were still managing hostels manually—using WhatsApp groups, paper-based registers, and fragmented communication tools.

The issue wasn't that institutions were resisting change; rather, they weren't aware of an efficient, scalable solution. To bridge this gap, we worked closely with wardens, administrators, and security personnel to understand their pain points. Their insights directly shaped the product features we developed.

For example, a major challenge was the hostel leave approval process. Traditionally, students had to submit paper applications or send emails to wardens, who would then call parents for confirmation. After approval, the signed document had to be handed over to security before the student could leave. This process was time-consuming and inefficient.

We streamlined this entire workflow by integrating it into our platform. Now, a student can apply for leave through the app, and the parent instantly receives a WhatsApp notification with approval buttons. Once approved, the system notifies the security team automatically—eliminating paperwork, reducing delays, and making the process seamless for everyone involved.

By modernizing outdated methods with an intuitive digital solution, we provided institutions with a tool that wasn't just an upgrade but a complete transformation of their hostel management system.

Q Universities and hostel administrations often resist new technology due to bureaucratic processes, budgetary concerns, and reluctance to shift from traditional methods. What were the biggest hurdles you faced while convincing institutions to adopt your platform?

You've touched on a critical challenge here. Whenever a new product is introduced, understanding the market segment is crucial. Take, for instance, how Kia entered the Indian market. They spent three years studying consumer preferences before launching their first SUVs, knowing that younger buyers preferred sporty designs over sedans.

Similarly, when we introduced our platform, we initially targeted institutions that were already investing in technology. We analyzed which universities were willing to modernize their systems and who their decision-makers were. However, there were some early missteps. We approached institutions in cities like Bhopal and Indore, where technology adoption was slower, and we struggled to gain traction.

A turning point came when we met Dr. Dhruv Galgotiya. He made the decision to implement our solution in just four minutes. This experience helped us refine our approach—we developed strict filtering criteria to assess whether a potential client matched our vision for technological progress. If an institution met these criteria, we pursued discussions; if not, we didn't waste resources.

This strategy dramatically improved our success rate. While many companies struggle with conversion rates as low as 2-3%—meaning they close deals with only a handful of clients out of hundreds of pitches—we achieved an 80-90% success rate because we focused on institutions that were genuinely ready for change. By aligning ourselves with forward-thinking decision-makers, we overcame resistance and accelerated adoption.

Q Many startups struggle to find the balance between offering an affordable solution and maintaining a financially sustainable business model. Given that educational institutions often have limited budgets for software solutions, how have you structured your pricing model to be both accessible to your clients and profitable for long-term business growth?

Pricing is a critical factor in any market, but in India, where customers are highly price-sensitive, it becomes even more crucial. When selling software solutions domestically, the challenge lies in offering a price point that institutions find affordable while ensuring the business remains financially viable.

We've observed that many companies in our space initially acquire customers but fail to sustain operations due to under-pricing, leading to service failures. Unlike traditional ERP models that require a large upfront investment—often in the range of ₹20-50 lakh, plus ongoing maintenance and training costs—we adopted a SaaS (Software as a Service) model. This means institutions don't have to bear heavy onboarding or development expenses. Instead, they pay a flat monthly fee, typically ₹20,000 to ₹50,000, which covers the entire solution. This pricing structure allows institutions to experiment with our platform without committing to significant capital expenditure.

Of course, some clients still try to negotiate, but we maintain a clear boundary—if pricing drops below a sustainable threshold, we cannot compromise on service quality. Short-term losses or discounted rates for the first few months may be acceptable, but long-term viability requires maintaining a balance between affordability for institutions and financial health for the company. This approach ensures that we can continue delivering high-quality service without compromising the business's future.

Q No software solution is perfect from the start, and user experience plays a crucial role in product evolution. Have you encountered any significant instances where critical feedback from students or hostel administrators led to a major change or redesign in your platform?

Absolutely, we actively seek feedback, reaching out to customers every couple of weeks to ensure everything is working smoothly. For example, just today, a university reported that a particular form was too complicated. We immediately reviewed it, because if users struggle, the software isn't fulfilling its purpose.

Early on, we acknowledged that we weren't hostel management experts. While I had been a student and technologist, I had never been a warden. So, we relied on real user insights to shape the platform. A major turning point was with Thapar University, which has over 10,000 students. They suggested a more streamlined process for hostel booking within the same university. Recognizing its potential for large institutions, we invested heavily in developing this feature. Soon after, multiple universities adopted the exact same solution.

This iterative approach—listening, adapting, and implementing—has been key to making Fretbox a truly user-centric platform.

Q The tech industry is highly competitive, and larger companies with extensive resources can enter the market at any time. If a well-funded competitor, such as an established ERP provider or a major tech firm, decides to aggressively expand into this niche, how does your company plan to maintain its edge and ensure that you are not outpaced by industry giants with greater financial backing?

Enterprise sales are built on relationships as much as product value. While a strong product gets you in the door, long-term success depends on trust, service quality, and ongoing innovation. We maintain our edge by staying deeply embedded in university systems—our platform is used daily by thousands of students and administrators, making switching costly and inconvenient.

Competitors may enter, but unless they offer a significantly better product or drastic price reductions, institutions will likely stay. If clients

hear about new features elsewhere, they often ask us to integrate them, reinforcing our adaptability and customer commitment.

Q While digitalizing administrative processes is a significant leap forward, technology is constantly evolving. Looking ahead, what do you see as the next major transformation in hostel management? Do you envision integrating artificial intelligence, Internet of Things (IoT), or other innovations to further revolutionize how hostels are managed and enhance student living experiences?

The evolution of hostel management has never been just about technology. Hostels have existed for centuries—even in the time of Lord Krishna, we hear stories of his experiences in the Gurukul system. Over the years, hostels have improved with better infrastructure and amenities, but at their core, they remain a place where students form friendships, build relationships, and create lifelong memories.

So, rather than just focusing on technological advancements, we are looking deeper into how we can enhance those social and communal experiences. Of course, AI and IoT can bring efficiency, and we will integrate them wherever they add value. If AI can automate certain processes or if data-driven decisions can improve student living conditions, we will certainly embrace those innovations. However, our primary goal is to strengthen the student community itself—ensuring that technology serves to enhance human experiences rather than replace them.

One of our next big steps is to develop a platform that fosters stronger student communities. We want to go beyond just digitalizing processes and move towards creating an ecosystem where students can connect, interact, and engage more meaningfully. This is where we believe the real transformation in hostel management lies—not just in automation but in improving the overall student experience.

Q What growth strategies does Fretbox plan to implement in the near future, and are there any upcoming funding rounds or partnerships in the pipeline?

When it comes to funding, our existing customers have shown strong confidence in us. They continue to support us financially, helping sustain and grow the business. Building and selling in India has been challenging—the cost of product development and selling software is high compared to the revenue generated. However, we are prepared for it.

Currently, our existing investors are contributing more funds, and a couple of new investors are keen to join. That said, we are not looking to raise an excessively large amount of capital. We are securing only what is essential for product development and business growth.

In terms of growth, we have set an ambitious goal—on March 1st, The Economic Times covered our vision of partnering with 100 universities in India. While we are excited about this target, we are also mindful of ensuring the success of our existing customers. Our focus is not just on expansion but also on maintaining the 100% retention rate that we have achieved so far.

For us, true success will be ensuring that none of our customers churn. If we can manage that while growing to 100 universities this year, we will consider ourselves successful in every possible way.

Q As a founder and CEO, what valuable insights or advice would you share with new entrepreneurs and startup founders who are embarking on their own entrepreneurial journeys? What key lessons have you learned that could help guide them?

The most important lesson for new entrepreneurs is that sales drive everything. Whether you create your own product or work with others' products—like Amazon and Flipkart, which primarily provide a platform—what truly matters is generating revenue. Sales keep the business alive.

Another crucial insight is that businesses are not built on Excel sheets; they are built with real money in the bank and teams actively working in the field. If you want to succeed, you need a dedicated team that stands by you through every challenge—whether it's extreme heat, cold, or long travel—meeting customers and collecting feedback. Only then should you commit to entrepreneurship. EP

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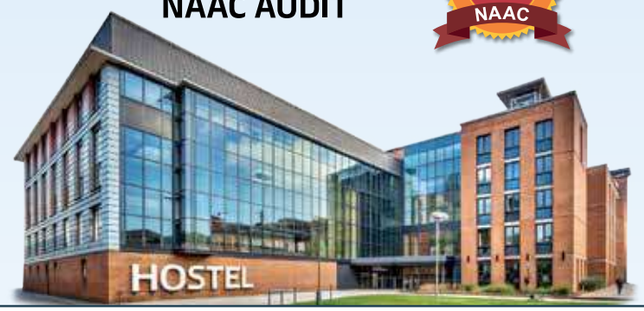
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WE PLACE STUDENTS AT THE HEART OF EVERY ACADEMIC AND INSTITUTIONAL INITIATIVE

Dr. Amol Gawande
Director, Dr. D. Y. Patil B-School, Pune

In a candid and inspiring conversation, **Dr. Amol Gawande**, Director of Dr. D. Y. Patil B-School, Pune, shares how his leadership philosophy—anchored in student-centricity and strategic innovation—has been the cornerstone behind the institution's rising national stature and NBA accreditation. "Our core belief is that students should be at the center of all academic and institutional initiatives," he emphasizes with Education Post's **Prabhav Anand**, adding that the B-School's mission is not only to educate but to empower.

Dr. Gawande sheds light on a curriculum shaped by interdisciplinary learning—blending AI, technology, sustainability, and behavioral sciences—and rooted in practical exposure through business simulations, internships, and mentorship. "Thinking out of the box," he notes, is not just encouraged but systematically nurtured.

From fostering entrepreneurship through a vibrant Startup and Innovation Cell to forging global collaborations and enhancing faculty excellence, Dr. Gawande's vision reflects a future-ready, globally competitive academic environment.

DYP DPU
Dr. D. Y. Patil B-School, Pune
Center for Fellow Program in Management (FPM)

Q Dr. Gawande, under your leadership, Dr. D. Y. Patil B-School, Pune has achieved significant milestones, including NBA accreditation and impressive national rankings. Could you elaborate on the strategic initiatives and leadership philosophies that have driven this trajectory of excellence?

At Dr. D. Y. Patil B-School, Pune our journey of excellence reflected in achievements like NBA accreditation and strong national rankings is driven by a clear strategic vision and student-centric leadership philosophy. Our core belief is that students should be at the center of all academic and institutional initiatives. We strive to enhance their learning experience and develop them into confident, industry-ready professionals through innovative pedagogy & heutagogy and holistic development. We actively promote "thinking out of the box" and foster a culture where students take the lead in various institutional initiatives be it industry interaction platforms or social impact projects, nurturing leadership and responsibility. Our curriculum is rooted in multi and inter-disciplinary education, blending domains such as artificial intelligence, analytics, technology, behavioral sciences, and sustainability. This equips students to tackle real-world challenges with agility and depth. In alignment with global trends, we offer international exposure through collaborations, exchange programs, and cross-cultural learning experiences, enabling our students to develop a global outlook and compete in a borderless world. Importantly, our growth has been quality and competency driven. We emphasize continuous improvement through curriculum benchmarking, faculty development, and outcome-based learning. These efforts have led to consistently strong placement outcomes, with students excelling in top national and international organizations. Our leadership remains committed to fostering a future-oriented, globally competent, and innovative-driven academic environment, aligned with the evolving needs of industry and society.

Q In today's rapidly evolving business landscape, how does DYPBS ensure its curriculum remains aligned with industry demands? Specifically, how are interdisciplinary courses and practical experiences integrated to prepare students for contemporary challenges?

At Dr. D. Y. Patil B-School, Pune we have established a dynamic curriculum revision process that ensures our programs stay closely aligned with industry needs. This process is highly collaborative,



we actively involve internal and external stakeholders, including students, faculty, alumni, entrepreneurs, and industry experts. Through regular Program Assessment & Advisory Committee meetings, we assess current trends and emerging industry requirements. Alumni and corporate leaders share valuable insights into the evolving job market, while students and faculty provide feedback on academic effectiveness and expectations. We've also introduced a strong interdisciplinary approach by integrating elements from AI, technology, behavioral sciences, communication, and data analytics into our management courses. This allows our students to develop a broader, more adaptable skill set. Additionally, practical exposure and lifelong learning experience is a major focus. We embed internships, live projects, business simulations, aptitude training, domain training, corporate meets and mentorship programs into the curriculum to give students real-world experience. These components ensure that our graduates are not only knowledgeable but also industry-ready, agile, and equipped to handle contemporary challenges with confidence. Ultimately, it's this blend of relevance, innovation, and hands-on learning that drives our curriculum strategy.

Q With the establishment of the Entrepreneurship Development Cell and the Incubation Centre, how does the B-School foster a culture of innovation among students? Can you share success stories that highlight the impact of these initiatives?

Dr. D. Y. Patil B-School, Pune believes in celebrating innovation and empowering entrepreneurship. With this perspective, Dr. D. Y. Patil B-School, Pune has taken a significant step in nurturing intrapreneurial and entrepreneurial mindset of students with the establishment of its pre-incubator cell in the name of Dr. D. Y. Patil B-School, Pune Startup and Innovation Cell (DYPBS S&IC) under Government of India's Ministry of Education's Institution Innovation Council. This initiative is designed to harness the creative potential of students and faculty members, enabling them to transform their innovative ideas into successful startups. Since its inception, DYPBS S&IC has made remarkable strides, resulting in incorporation of six innovative startups (Furry Oasis, Creative Compass, Earthwise Innovations, Krushnam Exports and YR VERMICOMPOST and WT Media Pvt. Ltd.) under Government of India's Ministry of Corporate Affairs. DYPBS Startup and Innovation Cell is a significant step in fostering a culture of innovation and entrepreneurship within the institution. With a commitment to providing the necessary support, resources, and mentorship, this initiative has already yielded remarkable results with the incorporation of six innovative startups. As the cell continues to evolve and expand, it promises to be a driving force for positive change in the world of innovation and entrepreneurship. Institute's Startup and Innovation Cell have been established to promote innovation in the Institution through multitudinous modes leading to innovation and advancing the eco-system. The students run the cell to practice and encourage entrepreneurship in the institute communities and explore entrepreneurship as a career option. Faculty representatives are the facilitator to help the students develop an entrepreneurial mindset and refine their leadership skills

Q DYPBS has forged international partnerships and facilitated student exchange programs. How do these global collaborations enhance educational experience, and what future plans are in place to expand international engagement?

At DYPBS, we strongly believe that global exposure is essential for shaping well-rounded, future-ready business professionals. Our international collaborations with universities and institutions across different countries such as USA, UK, Germany etc. bring immense value to our students and faculty alike. These partnerships enable student exchange programs, international internships, collaborative research, and guest lectures by global faculty. Students gain cross-cultural competencies, exposure to diverse business environments, and an understanding of the best global practices, skills that are indispensable in today's interconnected world. We also encourage joint projects and virtual classrooms, allowing our students to collaborate with peers from different cultural and academic backgrounds. This not only broadens their perspective but also enhances teamwork, adaptability, and innovation. Looking ahead, we are actively working to expand our global footprint. Our plans include dual-degree programs, faculty exchange initiatives, and global immersion programs that offer deeper experiential learning. We are also exploring partnerships with institutions in emerging economies to offer a more diverse global learning context. Ultimately, our goal is to ensure that every DYPBS graduate carries

DYPBS approach to student development is holistic, structured, and continuous, beginning with a comprehensive induction and foundation program that helps students transition smoothly into B-School life by introducing them to core academic, professional, and interpersonal expectations. Throughout the year, we blend rigorous teaching-learning processes with experiential learning. Students engage in live projects, domain-specific training, aptitude training, and communication skill enhancement programs all designed to bridge the gap between theory and industry practice. We also conduct structured soft skills workshops, mock interview sessions, mock presentations, and pre-placement training modules that prepare students for placement and real-world challenges.

a truly global outlook, ready to contribute meaningfully to any international business environment.

Q Recognizing the pivotal role of faculty in academic excellence, what measures has DYPBS implemented to promote faculty development and research output? How do these efforts translate into improved student learning outcomes?

Faculty are the backbone of any academic institution, and at DYPBS, we have taken several proactive steps to foster their continuous development and enhance research output. We regularly organize faculty development programs (FDPs), workshops, and certifications in collaboration with national and international academic bodies. These initiatives keep our faculty updated on emerging trends, teaching methodologies, and technological tools. To promote research, we offer financial support for attending conferences, publishing in reputable journals, and pursuing research projects. We've also established an internal research center and a committee that provides guidance, design and execute research initiatives on proposal writing, data analytics, and interdisciplinary research. Faculty are encouraged to collaborate with industry and international institutions to ensure research is both impactful and relevant.

These efforts directly enhance student learning outcomes. When faculty engage in active research, they bring real-time insights, case studies, and critical thinking into the classroom. Exposure to research-led teaching encourages students to question, explore, and innovate. Moreover, students often participate as research assistants, gaining hands-on experience in data analysis and academic writing. In essence, by investing in faculty growth, we're building a vibrant academic environment that inspires both teaching, excellence and student success.

Q Beyond academic rigor, how does the B-School support the holistic development and well-being of its students? What programs or initiatives are in place to ensure students are equipped with the necessary soft skills and resilience for their professional journeys?

At DYPBS, we believe that education extends far beyond classroom instruction. Our approach to student development is holistic, structured, and continuous, beginning with a comprehensive induction and foundation program that helps students transition smoothly into B-School life by introducing them to core academic, professional, and interpersonal expectations. Throughout the year, we blend rigorous teaching-learning processes with experiential learning. Students engage in live projects, domain-specific training, aptitude training, and communication skill enhancement programs all designed to bridge the gap between theory and industry practice. We also conduct structured soft skills workshops, mock interview sessions, mock presentations, and pre-placement training modules that prepare students for placement and real-world challenges. These are complemented by Summer Internship Programs (SIP), which provide practical exposure and industry insights early in their academic journey. Beyond academics, we promote active involvement in extracurricular activities, student clubs, and community initiatives. These opportunities develop leadership, creativity, and team-building skills. Our mentorship model pairs students with faculty and industry mentors, offering personalized guidance and emotional support. Well-being initiatives, including counseling and stress management sessions, ensure students build resilience along with competence. Together, these initiatives create a vibrant ecosystem that nurtures emotionally intelligent, confident, and career-ready professionals prepared for today's dynamic business world. EP

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EVEN IN GOVERNMENT INSTITUTIONS



Dr. Prashant R. Nair
Head-Internal Quality Assurance Cell (IQAC), Amrita Vishwa Vidyapeetham, Coimbatore

In an era where higher education is rapidly evolving to meet the demands of a dynamic global landscape, internal quality assurance has emerged as a cornerstone for academic excellence and institutional credibility. ***Dr. Prashant R. Nair,*** *Head-Internal Quality Assurance Cell (IQAC), Amrita Vishwa Vidyapeetham, Coimbatore, brings invaluable insight into the processes, challenges, and future of quality assurance in Indian higher education. With years of experience in NAAC, NBA, and NIRF-related activities, Dr. Nair has been instrumental in shaping effective quality practices that blend tradition with innovation.*

In this exclusive interview with Education Post's ***Prabhav Anand****, Dr. Nair shares a ground-level perspective on why institutions must be self-aware of their academic DNA, how the NEP 2020 is redefining teaching and research priorities, and what the road ahead looks like with the rise of AI, transparency, and micro-credentials. Through his candid reflections, he underscores the importance of leadership, accountability, and efficient institutional processes to enhance learning outcomes and educational impact. From addressing the performance gap in lesser-known government institutions to decoding the real impact of NEP 2020, he offers sharp, experience-backed commentary on institutional "DNA", research-teaching balance, and the road to becoming a world-class academic ecosystem. He also delves into the growing role of technology – particularly AI, blockchain, and micro-credentials – in driving transparency and efficiency in internal quality assurance systems.*

What sets this interview apart is Dr. Nair's honest and unfiltered take on issues often glossed over in academic discourse. He calls for pragmatism, smart administration, and purposeful alignment of faculty strengths with institutional goals – while reminding us that transformation is possible when there is both will and vision.

Q As the head of the Internet Quality Assurance Cell (IQAC) at Amrita Vishwa Vidhyapitham, how do you define quality in the rapidly evolving landscape of higher education? What measures do you implement to ensure that quality assessment remains dynamic rather than just a formality?

In the context of higher education, I like to distinguish between two fundamental dimensions of quality—quality by design and quality by conformance. Quality by design refers to embedding excellence into institutional processes right from the outset. When your systems—be it academic delivery, research practices, governance, or student engagement—are robust and thoughtfully designed, quality becomes an inherent output. On the other hand, quality by conformance is about ensuring adherence to established benchmarks and standards, which is equally essential.

At Amrita Vishwa Vidyapeetham, we see quality as an all-encompassing concept. It cuts across academics, administration, research, innovation, finance, governance, extension activities, and overall student experience. It's not siloed into departments—quality has to be institutional and cultural.

In this respect, the NAAC accreditation process is particularly significant. Despite some recent criticisms, I believe NAAC's methodology is rigorous and offers a 360-degree evaluation framework that pushes institutions to introspect and evolve. Of course, like any large-scale system, there may be occasional anomalies, but those are exceptions—not reflections of the framework's strength. The process is comprehensive and compels institutions to integrate continuous improvement into their DNA. For us at Amrita, quality is not a checkbox exercise—it's a commitment to excellence that we live by every day.

Q One of the major criticisms of Indian higher education is the gap between academic training and industry expectations. This disparity poses a significant challenge for today's generation of students. How does your institution ensure that the curriculum and teaching methodologies are aligned with industry needs while still maintaining academic rigor?

Yeah, so it's not like industry and academia have been operating in silos. Especially when you look at top-tier institutions in India, including Amrita Vishwa Vidyapeetham, there has always been active engagement with the industry. The relationship is very much there—but it needs a lot of proactiveness. If the industry takes one step toward you, as an academic institution, you've got to take three. That kind of initiative is crucial.

Now, the problem sometimes lies in the internal bureaucracy. Let's say you want to revise the syllabus, introduce a new elective, or launch a new minor specialization—it has to pass through layers like the Board of Studies, the Academic Council, and so on. And in many cases, the momentum gets lost in the system. So, that slows things down.

At Amrita, we've made a conscious effort to break out of that. We've had a Directorate of Corporate and Industry Relations since as far back as 1996 or 1997—so we've been engaging with the industry for nearly three decades now. And not just for placements, though that's obviously important. Our engagement goes much deeper—through centres of excellence, industry-sponsored labs, research collaborations, industry-led electives, and even professors of practice joining our faculty.

I remember back in 2005—almost 20 years ago—I was just starting out as a young faculty member, and we already had an Infosys-designed elective in our curriculum. That kind of integration with industry didn't just start now; it's been in our DNA for years. So yes, at Amrita and in several other leading institutions, we've been very proactive in aligning with industry needs without compromising on academic depth

Q Regarding the Professor of Practice (POP) initiative introduced by the UGC, do you think this could be a milestone for the Indian education system? It has the potential to bridge the gap between academia and industry.

Yeah, yeah—no doubt about it. I think the Professor of Practice model can add tremendous value to higher education in India—if it is implemented effectively and proactively. That's the key. You can't just issue an appointment letter, take a photo, put it up on your website, and then forget about it. That doesn't serve the purpose.

The real value comes when you actively engage the professor of practice. These are professionals from the industry—they've got targets, deliverables, their own schedules. If you want them to contribute meaningfully, you have to go after them. Institutions must chase them, follow up, say: "Please come, take this course for us," or "Let's collaborate on this module." And more importantly, we—on the academic side—have to be flexible. We can't expect them to operate within rigid timetables or



bureaucratic red tape. If they're offering their time, we must adapt our systems to accommodate them.

I think that's where the real challenge lies. Industry professionals are open to engaging—they see it as a win-win. They know the kind of skills students need when they graduate. But it's up to academic institutions to be proactive and build those bridges. If we don't take that initiative, then we're just wasting the opportunity. From an academic point of view, I'd say it's a game-changer—but only if done right.

Q Amrita Vishwa Vidyapitham has gained international recognition through various global rankings and collaborations. So from your perspective, what are the biggest hurdles that Indian universities face in competing on global stage and how can they overcome these challenges?

Yeah, that's actually a very good question. See, if you look at the top-tier institutions in India—like the IITs, IIMs, IISc, ISIs—they already have very strong global recognition. And I would say even several top private and deemed-to-be universities—maybe around 100 to 150 institutions—are already doing quite well globally in terms of rankings, collaborations, and reputation.

But beyond that, for the rest of the institutions, there's still a long way to go. And now, with the evolving scenario, we have to understand that market forces are going to play a huge role. I recently attended the QS India Summit in Goa, and what I heard there was quite eye-opening. Nearly 10 foreign universities are at various stages of entering India—some have already begun operations, some are in the process. For instance, Deakin and Wollongong have set up campuses in GIFT City. University of Southampton is starting a campus in Delhi NCR, probably by this June or July. Even universities from the UK and Malaysia are looking to set up shop.

So, we're staring at a future where foreign education is going to be available right here in India. Students won't need to go abroad for a global degree—they'll get the same brand, the same curriculum, within the country. Of course, there will always be students who want to migrate, and that's a different motivation. But for the rest—those who are purely looking for quality education—the competition is going to be stiff.

What that means is, unless Indian institutions—especially the mid-tier and emerging ones—evolve and constantly upgrade across all parameters of quality, they're going to find it very difficult to survive. It'll be a very level playing field, and only the best will thrive.

We are already seeing signs of this shift—many institutions are struggling with zero or very low enrollments. And with UGC now planning to grant more autonomy and university status to top-performing autonomous colleges, the number of players in the higher education landscape will rise, but only those who focus on quality and relevance will sustain.

So yes, competing globally isn't just about rankings—it's about staying relevant, being agile, and truly offering value to students. Otherwise, survival itself will become a challenge.

Q Given your impressive background in mentoring teams that excelled in national competitions, including recognition from Prime Minister Narendra Modi, what changes do you believe should be made to hackathon organization or follow-up processes to ensure that great ideas lead to lasting innovation and business success instead of just being one-time contests?

Yeah, that's actually a very important and relevant question. See, over the last 7–8 years, I've been mentoring a lot of students in hackathons, and I can tell you from experience that these platforms really bring out the best



in them. What's interesting is—most of the students who do well in these are not necessarily gold medalists or 10 pointers. They're average students who are just very passionate, very hands-on, and want to build something real.

Many of my mentees have gone on to get offers from companies like Microsoft, Google, or admissions into top universities like Stanford, Georgia Tech, Carnegie Mellon—purely because of the practical skills and innovation mindset they've demonstrated through hackathons. So in that sense, hackathons are definitely working.

But having said that, the real challenge is what happens after the hackathon. A lot of brilliant ideas just stop at the competition stage. There's not enough structured support to take it further—like mentoring, incubation, funding, or industry connects. And I keep saying this—everyone can't become an entrepreneur. It's risky, it takes guts, and many of our students or even parents are risk-averse. So even among thousands of good ideas, only a handful may actually move forward.

So if we really want these hackathons to translate into startups or impactful innovations, then institutions need to create that ecosystem—follow-up support, incubation cells, maybe even industry partners who can pick up and scale these ideas. Otherwise, it's just a one-off success story and we lose that momentum. That's the gap we still need to bridge.

Q Let's discuss rankings, specifically global rankings. India has over 1,100 universities, with even more expected to emerge in the future. While greater numbers are welcome, only a select few manage to achieve a place on global ranking lists. In your opinion, what systematic changes are necessary to transform Indian higher education into a more competitive force on the global stage?

Yes, this is something we've all been thinking about. See, global rankings like Times Higher Education, QS, or Shanghai—they're heavily research-centric. The major parameters are research output, internationalization, and perception. These three dominate the scoring system.

Now, the issue is—most of our Indian institutions, especially affiliated colleges, are not built for that. You can't expect a regular teaching institution to suddenly bring in hundreds of international students or produce high-impact papers and patents. It's just not practical.

That's why NEP 2020 rightly talks about three types of institutions—research universities, teaching-focused institutions, and the hybrid ones that do both. Honestly, only the research and some hybrid institutions are in a position to enter global rankings. The others simply don't fit those criteria.

That's also why the NIRF was started. Because global rankings don't reflect our Indian context—things like placements, social outreach, or inclusivity. For instance, in the US, I've studied and worked there—there are no placement cells like we have here. You go to a career office, maybe get a few leads, and that's it. But in India, the placement system is a major benchmark—so NIRF takes that into account.

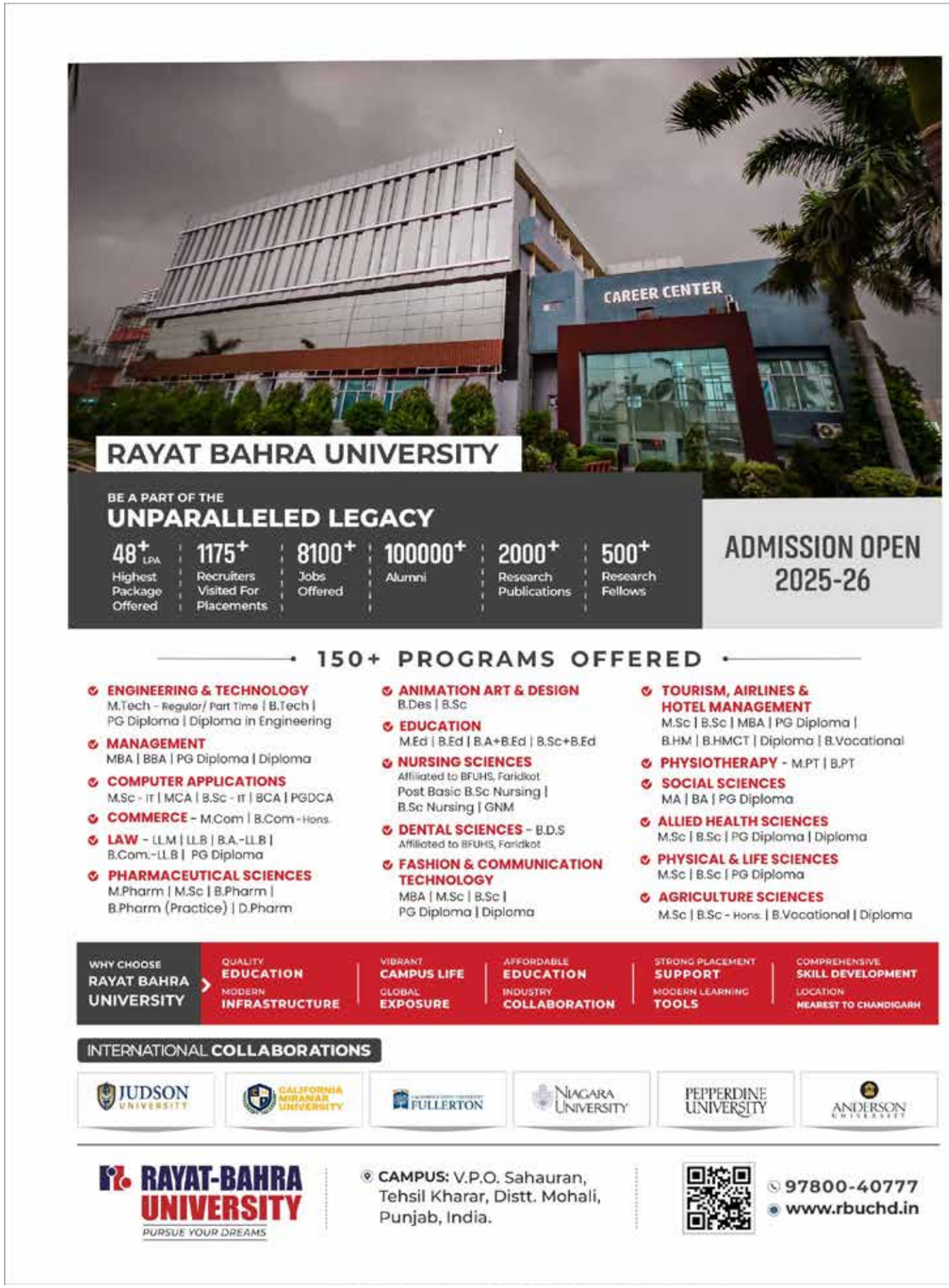
So to become globally competitive, we need systemic changes: we need to build more research-oriented universities, push for international collaborations, invest in PhDs and high-quality faculty, and most importantly, create an environment that supports deep, continuous research—not just teaching. It's a long-term game, but with the right focus, we can get there.

Q There has been a noticeable post-pandemic surge in EdTech solutions compared to traditional online education systems. As physical campuses regain their importance, I am curious about the long-term value of EdTech in higher education. Can it truly replace traditional universities in the future?

See, I personally feel that online education, blended learning, hybrid models—all of that is definitely here to stay. Micro-credentials, digital certifications, these trends will only grow. But at the same time, I don't think they can completely replace traditional education. They will complement, they will supplement—but not replace.

Q During the pandemic, we all moved online. At that time, there was a lot of talk—will students only come to campus for a couple of months, just for labs? Will everything else go online forever? But none of that really happened, right?

Because education is not just about content delivery. It's a holistic experience—there's a social, emotional, and human connection involved. That can't be replicated entirely online. I mean, just look around—everyone is still building new campuses, new hostels, academic blocks. Physical infrastructure is expanding, not shrinking. So brick-and-mortar universities are here to stay.



Now, that doesn't mean we go back to the old ways completely. Flexibility is important. UGC has allowed up to 40% of a program to be delivered online—through SWAYAM or NPTEL and the like. But tell me honestly, how many top universities are really doing that 40% online? Barely any. Maybe a few electives here and there, we give equivalence to online courses—but that's a small chunk of the full degree.

It's possible to use online elements more in engineering, but in arts, humanities—and definitely not in health sciences—it's just not feasible. Practical learning needs physical presence. Labs, workshops, projects—they can't be replaced by a tool or a screen.

Yes, some EdTech tools are helpful—no doubt about that. I myself use certain tools in class. Maybe earlier I was using 10% of them, now I use 20%. I might show a virtual simulation, use a video, or an interactive module. It helps students understand better, especially in technical subjects. But these tools are just that—tools. They can aid the learning process, not replace the teacher-student interaction.

And one more thing—I'm not in favor of things like ChatGPT being used for writing assignments. That kills creativity. I always tell my students—use technology wisely, not as a shortcut.

So yes, EdTech has a role, and a growing one. But in my view, it will always remain a supplement, not a substitute.

Q I have observed that many employers find undergraduates are increasingly lacking essential skills such as problem-solving, critical thinking, and industry-specific expertise. This deficiency may stem from various factors, including the prevalence of online education. Do you think that higher education institutions focus too much on academic knowledge and not enough on employability? If this is the case, how can we bridge that gap?

Yeah, so I think most of the top institutions—I'm talking about the top 100 or 150 colleges—they are all focusing on employability. This is actually a general concern across higher education, not specific to any one place. But from what I've seen, especially in institutions like Amrita, we've built this right into the system.

For example, at Amrita, we don't call it "soft skills"—I don't like that term. We call it "life skills." Because these are not soft anymore—they're essential. Whether you're a BTech, BA, BSc, or MCA student, you go through life skill courses every semester—two credits, three credits, or even four credits depending on the program. These are focused on things like communication, problem solving, leadership, volunteering, logical thinking, all of that. And these are real 21st-century skills.

And it's not just us. Most of the top institutions, especially autonomous ones and private universities, have made employability a core focus. They're bringing in value-added courses, skill-based training, and certifications. Now, the challenge comes more for affiliated colleges. Because their curriculum is controlled by the affiliating university, they can't just add new courses easily. But many good affiliated colleges are taking the initiative—they offer these as value-added programs outside the regular curriculum.

Of course, these programs need investment. Like take foreign languages, for example—how many colleges have someone in-house who can teach French or German? You'll need to hire someone from Alliance Française or Goethe-Institut, and that costs money. So colleges have to decide—do we want to invest in this? Maybe the student can pay part of it, but the institution also needs to pitch in. That mindset has to be there.

And I can tell you from experience—I'm part of many IQACs and Boards of Studies across institutions. I see many affiliated colleges trying hard to improve employability. They may not have autonomy, but they are still running skill development, ability enhancement, and value-added programs. The ones that aren't doing well are often the ones not ready to invest in such initiatives.

So yeah, I think the direction is right. Most good institutions are now very conscious of employability. The effort is there. What's needed is a strong will—especially to back these initiatives financially and academically. That's what will bridge the gap.

Q Many lesser-known government colleges and universities are not performing to their full potential and are lacking in various areas, such as innovative ideas, initiatives, infrastructure, and more. What do you think these institutions should focus on to improve their reach and facilities, in order to match the offerings of private universities, beyond just financial aspects?

Yeah, money is definitely a factor—no doubt about that. But see, more than money, I strongly believe that if there's a will, there's a way. You take some of the better-performing government universities—many of them have had visionary leaders who really fought hard.



I mean, they had to deal with a lot—bureaucracy, red tape, the entire government machinery—but still, they pushed through change.

Now, one thing I always say is this—you have to understand your DNA. What are you as an institution? Let's say you have 100 faculty members, and maybe only five or six are research-focused, the rest are more teaching-oriented. Then you're not going to become a research university overnight. That's just not realistic. So you have to first accept and understand what kind of institution you are.

And NEP 2020 is very clear on this. If you're a teaching-centric college, then do that well—focus on outcomes, focus on quality teaching, produce great graduates. That itself is a huge contribution. On the other hand, if your faculty base is more research-aligned—say 60 to 70 out of 100 are research-active—then sure, aim to become a research-focused institution.

So what I'm saying is, government institutions need to assess themselves honestly. If there's a mix, maybe you can go hybrid—support both teaching and research, but strategically. The problem is, everybody wants to be everything, which doesn't work.

And this is a million-dollar question, right? How do you balance teaching, research, and administration? Honestly, there's no fixed formula. No magic 30-30-40 rule. Each institution has to figure it out based on their strengths. But whatever path you choose—own it, commit to it. If you're teaching-focused, excel at that. Place your students well. Build outcomes. That itself will lift the brand of the college.

Let's be clear—an affiliated government college is never going to become an IIT. It's just not going to happen. But that doesn't mean it can't be excellent in its own domain. You play to your strengths. That's the key.

Q If you had to predict the next big transformation in internal quality assurance practices over the next decade, what would it be? And do you foresee AI blockchain or micro credential playing a major role in ensuring education policy?

Yeah, so I think we're clearly moving into an era of transparency. That's going to be the biggest transformation. Look, I know NAAC was in the news recently—and for the wrong reasons—but all these developments are actually pushing us towards a more transparent ecosystem. Despite all the bureaucracy, the government is doing a lot on the ICT front. They're talking about One Nation, One Data Portal. Now, I don't know when exactly that's going to materialize, but the idea is solid.

What they're aiming for is a single unified dataset. Whether it's NAAC, NIRF, NBA, or whatever new forms these bodies take in the future—there should be one dataset that all of them use. So if you submit data once, it gets used across the board. No duplication, no confusion, and most importantly—no manipulation. Because once that kind of integration happens, it'll be very hard to fudge anything.

Take research, for instance. Today, if you say you've published something, nobody's asking for your paper directly. They just go to Scopus or Web of Science and check it. Tomorrow, for research funding, they might just directly pull records from the government's PFMS portal. So again—transparency is the direction.

From an IQAC standpoint, I think institutions really need to get their act together. We have to automate, and not just for the sake of it, but in a way that actually makes processes efficient and reduces the burden on faculty. I keep saying this—faculty are not file-makers. Their job is teaching, research, mentoring, innovation—not clerical work. So let's not waste their time. Instead, IQACs should have proper administrative staff, even hire MBAs if needed, people who know how to handle documentation and compliance smartly.

Now coming to AI and blockchain—yeah, these are buzzwords, and they'll probably play a role. But I'm cautious. AI can be a great tool, especially for detecting fraud or automating workflows, but I'd rather take a wait-and-watch approach. Let's see how it evolves and where it genuinely adds value.

Micro-credentials, though—that's going to come in much sooner. Already, there's talk about fractal credits, modular learning, all of that. But again, recognition matters. Just any certificate from any platform won't cut it. If you want academic credit, it has to be from approved platforms like SWAYAM, NPTEL—ones that are officially recognized. Coursera and others might be okay, but only if they're tied to a framework that's accepted by the system.

So yeah, change is coming. Some parts we embrace immediately, some we evaluate carefully. But the mindset has to be proactive and ready to adapt.

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Dr. Shivani V. Patil
Vice President & Pro-Chancellor
D Y Patil Deemed to be University
Navi Mumbai

"In today's world, a university must be more than just a center of academics—it must be a catalyst for social change," says **Dr. Shivani V. Patil,** Vice President & Pro-Chancellor of D Y Patil Deemed to be University, Navi Mumbai. This powerful sentiment underpins her transformative leadership, which blends innovation, inclusivity, and purpose into the fabric of higher education.

In this conversation with **Education Post**, Dr. Patil shares how her vision—deeply inspired by Chancellor Dr. Vijay D. Patil—is driving world-class educational infrastructure, empowering women leaders, and nurturing students to become not just professionals but responsible global citizens. Citing landmark initiatives like the LEED Platinum-rated Centre of Excellence, mentorship programs for women, and outreach to rural India, she affirms: "We are not just educating minds; we are shaping lives; and societies."

Through her passionate narrative and unwavering commitment, Dr. Shivani V. Patil reflects a leadership model that is both strategic and deeply human—one that is redefining university education in India.

D Y PATIL UNIVERSITY
PUNE I AMBI
॥ ज्ञानधीनं जगत् सर्वम ॥

Q What are your roles and responsibilities as the Pro-Chancellor and Vice-President of D Y Patil University?

As the Pro-Chancellor and Vice-President of D Y Patil University, my role is multifaceted and revolves around shaping the university's strategic vision and ensuring its successful implementation. I work closely with our academic and administrative teams to maintain the highest standards of education while fostering an environment that encourages innovation, creativity, and holistic growth.

Guided by the visionary leadership of our Chancellor and President, Dr. Vijay D. Patil, I am inspired and supported in my endeavors to drive the university toward global excellence. It is under his aegis that I oversee key initiatives that enhance the university's global standing, from academic programs to infrastructural upgrades like the iconic Centre of Excellence, which embodies his unwavering commitment to redefining education in India.

Additionally, I am deeply involved in the day-to-day affairs of the campus, ensuring that opportunities for personal and professional development enrich every student's experience. Dr. Vijay D. Patil's emphasis on integrating academic rigor with extracurricular and co-curricular activities has been a cornerstone of our approach, enabling us to nurture well-rounded individuals.



Furthermore, I advocate for creating an inclusive and supportive campus culture, aligning with the University's vision of empowering students to explore their potential and pursue their passions. It is both a privilege and a responsibility to work alongside Dr.Vijay Patil's leadership, channeling his dream of transforming education into reality.

Q How do you ensure that the university stays ahead in delivering a global-standard educational experience?

Ensuring that D.Y. Patil University stays ahead in delivering a global-standard educational experience is deeply rooted in the visionary leadership of Dr. Vijay D. Patil, Chancellor and President. Our dream has always been to redefine education in India, creating a transformative environment that fosters innovation, critical thinking, and holistic development.

One of the most remarkable manifestations of this vision is the recently unveiled "Centre of Excellence" at our Navi Mumbai campus. This state-of-the-art facility, designed by the renowned British architectural firm Foster + Partners, is a symbol of educational innovation and sustainability. It stands as a testament to environmental stewardship, earning the prestigious LEED Platinum rating from the US Green Building Council. We envisioned this space not merely as a building but as a platform that offers students a world-class educational experience within India, eliminating the need to go abroad.

The University also boasts a cutting-edge Human High-Performance Centre under the School of Sports, Exercise & Nutrition Sciences. This facility is equipped with advanced technology, including enabling students to conduct cardiopulmonary graded exercise tests and submaximal tests with precision. This center not only supports academic research but also sets a benchmark in sports science education in India.

In addition to world-class infrastructure, we emphasize innovation and collaboration to stay ahead. New-age programs in artificial intelligence, data analytics, and sustainability reflect our commitment to aligning education with global trends and emerging industries. Partnerships with internationally renowned institutions further facilitate student exchange programs, joint research initiatives, and access to a global network of expertise.

At D.Y. Patil University, the focus goes beyond academics. Experiential learning opportunities such as internships, live projects, and exposure to cutting-edge infrastructure ensure that students are not only skilled professionals but also responsible global citizens. This holistic approach, and unwavering commitment to the youth of India, empowers our students to make a meaningful impact in their chosen fields while shaping the future of education in the country.



Q You are an icon of strength and success for women. How do you use your platform to empower women in education and leadership?

As a woman in a leadership position, I am acutely aware of the importance of representation and the impact it can have on inspiring others. At D.Y. Patil University, we strive to create opportunities for women to excel in both education and leadership. This begins with ensuring an inclusive environment on campus, where women feel empowered to take up challenges and grow into leadership roles.

We actively promote initiatives that support women in pursuing advanced education, research, and entrepreneurship. For instance, we've introduced mentorship programs where female students can connect with successful women leaders across industries, gaining guidance and inspiration. Faculty members are encouraged to engage in leadership training and capacity-building programs, ensuring their professional growth aligns with global standards.

Personally, I believe empowerment also comes from breaking stereotypes and redefining what success looks like for women. I aim to lead by example, demonstrating that it's possible to balance multiple roles while making a significant impact in education and society. My platform allows me to advocate for equal opportunities and champion policies that remove barriers for women, whether they are students, faculty, or professionals.

Q What is your long-term vision for D Y Patil University, especially in today's rapidly evolving educational landscape?

As a woman in a leadership position, I am acutely aware of the importance of representation and the impact it can have on inspiring others. At D Y Patil University, we strive to create opportunities for women to excel in both education and leadership. This begins with ensuring an inclusive environment on campus, where women feel empowered to take on challenges and grow into leadership roles.

Guided by the visionary principles that firmly believe in the power of women's empowerment, we actively promote initiatives that enable women to break barriers and thrive. Our unwavering commitment to fostering equality and creating platforms for women to succeed resonates deeply in all our programs and policies.

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Personally, I believe empowerment also comes from breaking stereotypes and redefining what success looks like for women. I aim to lead by example, demonstrating that it's possible to balance multiple roles while making a significant impact in education and society. My platform allows me to advocate for equal opportunities and champion policies that remove barriers for women, whether they are students, faculty, or professionals. With Dr. Vijay D. Patil's steadfast support and belief in this cause, we are building a legacy of empowering women to lead and succeed.



You've worked with several NGOs focused on educating children from slums and rural areas. What inspired you to champion this cause, and what impact have you seen so far?

This dedication to societal betterment is deeply rooted in the values instilled by the founders of D Y Patil University, Padmashri recipient, Dr. D.Y. Patil Sir, our beloved Dada, and the Co-Founder, the Late Dr. Pushpalata Patil Ma'am. They were true champions of philanthropy, who believed in using education as a tool to uplift society. Their tireless efforts to make quality education accessible to all and their unwavering empathy for those in need have left an indelible legacy. I have had the privilege of closely witnessing their work and being a part of their mission to create a more equitable and educated society. Their values continue to inspire me every day in my journey.

Through the initiatives I've been a part of, I've seen children from disadvantaged backgrounds break free from the cycle of poverty, pursue higher education, and contribute meaningfully to their communities. These success stories reaffirm my belief in the importance of bridging the education gap.

This work has also influenced how we approach education at D Y Patil University. We regularly conduct outreach programs, offering scholarships, free skill-development workshops, and mentorship for students from rural areas. By providing them with access to quality education and resources, we are not just changing individual lives—we're contributing to the broader development of society.

Moreover, our commitment to societal welfare extends beyond education. Through the establishment of the DY Patil Hospital and Research Centre, a 1660-bedded charitable hospital, we provide free medical services to those who need them the most. Additionally, the Dr. Vijay Patil Yojana, a healthcare scheme launched , has benefitted many patients to date, ensuring that healthcare is within reach for underserved communities. These initiatives, alongside our educational outreach, reflect the holistic approach to social change that we continue to champion—transforming lives through both education and healthcare. This commitment to making a difference is a direct reflection of the values passed down by our founders and serves as a constant reminder of the power of education and healthcare to transform lives.

How can private educational institutions contribute more effectively to social change, especially in rural education?

Private educational institutions gather the resources through hard work, dedication, expertise, and networks to drive meaningful social change. By focusing on outreach, inclusivity, and collaboration, they can play a pivotal role in bridging the education divide in rural areas. One of the most effective ways to do this is through partnerships with local schools, NGOs, and government agencies to enhance the quality of education and infrastructure in rural communities.

At D.Y. Patil University, our efforts in this regard are deeply inspired by the visionary leadership of Chancellor and President, Dr. Vijay D. Patil. Our belief in education as a transformative force drives our mission to extend the benefits of quality education to underserved communities. Dr. Vijay D. Patil's dedication to societal betterment has always emphasized empowering rural India through impactful educational initiatives.

Guided by this vision, our university has undertaken various initiatives, including adopting rural schools, organizing teacher training programs, and providing access to technology and digital tools. Scholarships and financial aid programs ensure that talented students from underprivileged backgrounds can access higher education without financial barriers.

Beyond academics, private institutions like ours contribute to rural development by offering vocational training and skill development programs, empowering individuals to pursue meaningful careers and improve their standard of living. By aligning our efforts with Dr. Vijay D. Patil's commitment to creating lasting social impact, we aim to uplift rural communities and build a more inclusive and equitable society.

You are a visionary leader, a mother, and a wife. How do you balance these multifaceted roles while driving significant change in education and philanthropy?

Balancing multiple roles is undoubtedly challenging, but I believe that passion and purpose make it manageable. My family and I share a common vision of contributing to education and society, which creates a strong foundation of mutual support and understanding. Dr. Vijay D. Patil, the President and Chancellor of D Y Patil University, has been a pillar of support in every endeavor. His belief in my abilities and his shared dedication to the betterment of society inspire me to excel in all aspects of life.

Time management is crucial—I ensure that every aspect of my life, from professional responsibilities to personal commitments, gets dedicated focus and attention. Delegating responsibilities and trusting my team also helps me balance the demands of leadership.

Ultimately, I see these roles as interconnected rather than separate. My experiences as a mother and wife deeply influence my leadership style, fostering empathy and resilience. Similarly, my work in education and philanthropy inspires my family to think beyond themselves and contribute to society. Having a mentor & a lifetime guide like Dr. Vijay D. Patil, who shares the same values and vision, has made this journey more fulfilling and impactful. Together, we aim to create a legacy that touches lives and drives positive change.

With advancements in technology and education, how do you see the role of universities evolving in the next decade?

With advancements in technology and education, the role of universities in the next decade will be transformative. These institutions will evolve from traditional centers of academic learning into dynamic hubs for innovation, collaboration, and lifelong learning. Technology will drive much of this change, enabling personalized learning through AI and immersive experiences via virtual reality classrooms. The way students learn and engage with knowledge will undergo a radical shift.

However, while embracing these technological advancements, universities must continue to nurture essential human skills such as critical thinking, empathy, and creativity, which are irreplaceable by technology. At D Y Patil University, we are preparing for this future by integrating cutting-edge technologies into our curriculum and creating an environment that values diversity, inclusion, and sustainability.

Under the guidance of Dr. Vijay D. Patil, who has always emphasized the importance of blending innovation with ethical responsibility, universities like ours will not only shape the workforce of tomorrow but also cultivate values and principles that guide societal progress. Through this approach, universities will truly become catalysts for social change. EP



Professor (Dr.) Sanjay B. Chordiya
Founder President & Chairman
Suryadatta Education Foundation (SEF)

In an era marked by digital disruption and global realignment in education, **Professor (Dr.) Sanjay B. Chordiya,** *Founder President & Chairman of Suryadatta Education Foundation (SEF),* stands as a towering figure committed to reshaping India's academic landscape. In this interview with Education Post's Prabhav Anand, Dr. Chordiya reflects on his journey from the corporate corridors of Bajaj Tempo Ltd. to establishing one of India's most dynamic educational ecosystems—Suryadatta Group of Institutes.

With a multidisciplinary framework spanning preschool to PhD, Dr. Chordiya emphasizes how Suryadatta integrates AI, industry collaboration, and global partnerships while holding tight to core values like ethical leadership, critical thinking, and sustainability. Drawing from experiences at institutions like Harvard, MIT, and Stanford, he underscores that India is not just catching up—but setting global benchmarks, particularly through the NEP 2020.

An environmentalist at heart, Dr. Chordiya explains how sustainability is woven into Suryadatta's pedagogy and campus culture. He also offers insights into how institutions must lead by example in ecological responsibility and innovation readiness.

What emerges is a vivid portrait of a leader determined to produce not just employable graduates—but globally competent, socially responsible changemakers. ♦

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WE'RE NOT PRODUCING GRADUATES, WE'RE PREPARING THINKERS WHO BUILD WHAT HASN'T BEEN BUILT YET



Er. Onkar Bagaria
Chief Executive Officer
Vivekananda Global University (VGU), Jaipur

*In a thought-provoking exchange with Education Post's **Prabhav Anand**, **Er. Onkar Bagaria**, Chief Executive Officer of Vivekananda Global University (VGU), Jaipur, sets the tone for a new era in higher education—one that doesn't just confer degrees but cultivates creators, thinkers, and problem-solvers. "We don't ask, 'What will you become?' We ask, 'What will you create?'" he asserts, capturing the ethos that drives VGU's meteoric rise.*

Under his dynamic leadership, VGU has secured NAAC A+ accreditation, launched Rajasthan's first Atal Community Innovation Centre, and incubated over 138 startups. Bagaria emphasizes that "innovation must work in the world, not just in theory," and that "entrepreneurship is not a postscript to education, it's a pedagogy." This interview explores how VGU embeds research, nurtures rural innovators, and redefines institutional agility—demonstrating that genuine transformation stems not just from ambition, but from alignment, access, and accountability.

Q In an era where knowledge is abundant but depth is rare, how is VGU reimagining academic frameworks to go beyond degree acquisition and truly cultivate original thinkers and problem solvers?

At VGU, we're not in the business of producing graduates, we're in the business of preparing thinkers who can navigate ambiguity and build what hasn't been built yet. Our academic structure is intentionally multidisciplinary, integrating industry-connected learning with deep domain expertise. Students engage in hands-on problem solving, collaborative research, and real-world projects from day one.

We use a "T-shaped" learning model that equips them with breadth across fields and depth in their chosen discipline. With 168 state-of-the-art labs and over 431 industry experts visiting annually, our classrooms mirror the complexity of real-world workspaces. In fact, 96% of our students complete internships before they graduate, because applied learning is not an exception here; it's the norm.

At the heart of our academic philosophy is a simple belief: transformation begins within. We don't ask, "What will you become?" We ask, "What will you create?" Because at VGU, the future doesn't start in the boardroom or the lab, it starts with you.

Q With VGU securing the NAAC A+ accreditation under your leadership, what structural or cultural changes within the institution do you think were most pivotal but least visible to the outside world?

Accreditation outcomes are public. But what fuels them is deeply cultural. At VGU, we made quality not a milestone, but a habit. We decentralized governance, embedded continuous feedback loops, and empowered every department to align academic delivery with long-term institutional vision.

The Internal Quality Assurance Cell (IQAC) became a dynamic catalyst, not just a reviewer. We restructured how faculty engage with innovation in pedagogy, how students co-own their learning journeys, and how alumni and industry voices influence curriculum. With 190 PhD faculty and over 18,600 enrolled students, it required both agility and alignment. The visible outcome was an A+ grade. The invisible shift was a system that now breathes responsiveness and accountability.

Q VGU hosts the Atal Community Innovation Centre – the first in Rajasthan. How do you envision such grassroots-level innovation hubs influencing rural and semi-urban student ecosystems over the next five years?

True innovation doesn't always begin in metros. It often starts in small towns, rooted in local challenges and insights. With the ACIC at VGU, we're creating a platform that brings access, mentorship, and capital to students who historically stayed outside the entrepreneurial conversation.

Over the next five years, we envision this as a micro-innovation economy, where students



from rural and semi-urban backgrounds become founders, product designers, and problem solvers. Already, 138 startups have been incubated through our ecosystem, supported by a ₹3.12 crore annual seed fund. These ventures often emerge from first-generation learners, many from hostel communities, currently housing over 2,500 students, and transform lived challenges into scalable solutions. ACIC is not just a facility, it's a signal that inclusion and innovation can, and must, coexist.

Q You've seamlessly blended entrepreneurship with academia. In your view, how should Indian universities reframe the idea of 'campus startups' beyond incubation – especially in Tier-2 and Tier-3 cities?

Entrepreneurship is not a postscript to education. It's a pedagogy. At VGU, we treat it as a core outcome of learning, regardless of whether the student is in engineering, humanities, or design. For universities beyond the metros, this means going beyond incubation centers. It means early-stage risk-taking, mentorship embedded in curriculum, and student-led venture funding from within the institution.

Our own startup fund supports ideas even before they formalize. In fact, our students have launched over 138 startups across disciplines, supported by mentorship from 431+ annual industry visitors. Events and platforms like our 168 annual campus engagements become more than cultural celebrations, they become ideation hubs. The ecosystem must support experimentation, failure, and reinvention. Because the next generation of founders will emerge from places where support exists before success.

Q As a research scholar yourself, how do you ensure that a spirit of rigorous inquiry permeates through all levels at VGU – from undergraduate classrooms to executive boardrooms?

Rigorous inquiry is not a top-down agenda. It must be cultural. At VGU, we embed research thinking into undergraduate classrooms through guided projects, problem-based assessments, and access to live labs. Faculty lead by example, publishing, collaborating across disciplines, and engaging in sponsored research with industry relevance.

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sustainability labs to tech incubation hubs, that allow students to move from curiosity to contribution. Over 364 patents have been filed, 3,689 research papers published in Scopus & SCI journals, and ₹9 crore worth of research projects initiated, driven not just by institutional ambition but student curiosity. Even in leadership, we rely on data-driven decisions and evidence-based governance. Because an institution that asks better questions will always produce sharper outcomes.

Q Many universities today claim to foster innovation, but often innovation becomes a buzzword. At your institution, how do you distinguish genuine innovation from performative efforts, especially when measuring outcomes of funded or incubated projects?

At VGU, innovation has to translate. We measure it not by slogans, but by outcomes, patents filed, ventures funded, revenue generated, and jobs created. Our incubation models, like VGU-TBI and ACIC, are outcome-linked with clear metrics around market traction and societal relevance.

Every funded project undergoes feasibility vetting, mentorship mapping, and milestone-based evaluation. We also track post-incubation sustainability, not just MVP launches. With 138 startups, 364 patents, and international certifications completed by 6,987 students, our focus is clear: innovation must work in the world, not just in theory. It's not a showcase, it's a system. One that encourages risk, supports execution, and stays accountable to impact.

Q VGU has grown remarkably fast. Growth often brings dilution or mission drift. How do you maintain institutional agility without compromising on values or the original vision of the university?

Agility without alignment is chaos. At VGU, we scale with structure. Our growth has been guided by a deep commitment to Swami Vivekananda's philosophy, education as transformation, not transaction. We've decentralized operations but centralized purpose.

Every expansion, be it a new school, a new vertical, or a new geography, is tested for cultural fit and long-term alignment. With over 17,800 alumni globally and 276 students representing us in national-level sports, our ecosystem is growing. But our north star hasn't changed. Regular strategic reviews, stakeholder alignment, and tech-enabled systems help us stay nimble. Most importantly, our leadership stays close to the ground, engaging directly with students, faculty, and stakeholders. Growth here isn't about adding more. It's about adding meaningfully.

And that meaning is anchored in a belief that institutions don't shape people, people shape institutions. "It Starts With You" isn't a tagline, it's a lens through which we view leadership, learning, and legacy. Our agility comes not from policy but from purpose. A purpose built around every student, every faculty, every changemaker who dares to lead.

Q As a member of multiple advisory and policy-level groups, what systemic shifts do you believe are urgently needed in India's university governance models to truly empower next-gen edu-leaders like yourself?

India's education landscape is on the cusp of reinvention. But the systems must now catch up. University governance needs to evolve from process-obsessed to outcome-driven. We need to give institutions, not just public but private, greater autonomy to design, experiment, and lead.

Leadership development within academia is still underinvested. We need to actively mentor faculty into institutional builders. Governance boards should include industry, alumni, and student voices. Accreditation must move from compliance audits to capability audits. VGU's NAAC A+ rating, global publications, and consistent placement record, 70% every batch, are proof that quality can emerge from innovation, not regulation alone. The future of education won't be delivered by policy directives, it'll be built by people bold enough to challenge legacy models and patient enough to replace them with better ones. EP

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	85.01% to 90%	12,000	50,000	35,000	12,000	8,000
	80.01% to 85%	10,000	40,000	25,000	10,000	6,000
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EDUCATION MUST EXPAND MINDS, NURTURE VALUES, AND INSPIRE CONTRIBUTION BEYOND JUST DEGREES



Mrs. Alka Das
Chancellor of BBD University and Co-Founder of the BBD Educational Society

"Education must evolve beyond degrees—it must empower students to lead with conscience and creativity." This powerful belief underscores the inspiring journey of **Mrs. Alka Das**, Chancellor of BBD University and Co-Founder of the BBD Educational Society. In a candid and insightful conversation with Education Post's **Prabhav Anand**, Mrs. Das talks about the philosophy that drives BBD University: education as a transformative ecosystem rather than a transactional model.

With a foundation in law and business, her leadership blends strategic governance with a deep ethical compass. From embracing the vision of the **National Education Policy (NEP) 2020** to championing entrepreneurial mindsets in academia, she emphasizes, *"Entrepreneurship in higher education is about innovation with impact."*

Through this interview, readers will witness how Mrs. Das redefines leadership—not as hierarchy, but as a culture of accessibility, empathy, and long-term societal contribution. Her words resonate with conviction: *"Leadership is not about control, but about creating resilient, responsive systems that serve learners first."*

This is not just an interview—it's a blueprint for what modern education in India can aspire to be.

BBD UNIVERSITY

Q You began this journey not just as an administrator, but as a visionary co-founder. Looking back, what were the early moments that shaped your personal resolve to build an institution like BBD University from the ground up?

The resolve to build BBD University was born out of both reflection and responsibility. In the early days, I often found myself contemplating the transformative power of education—not just as a means to employment, but as a force that shapes minds, uplifts societies, and drives national progress. One defining moment was witnessing the gap between potential and opportunity among youth in Tier 2 and Tier 3 cities. Bright, capable students often lacked access to quality, holistic education that nurtured both intellect and character.

Our vision, therefore, was not merely to establish another academic institution, but to create an ecosystem—a university where learning transcends classrooms and fosters innovation, ethics, and societal contribution. The inspiration came not only from national models but also from global universities where interdisciplinary learning, research, and student empowerment were deeply integrated.

Building BBD University was our response to the educational challenges India faced—and continues to face. It was about creating a platform that blends academic rigor with values, technology with humanity, and tradition with modern relevance. Every early decision—from faculty recruitment to curriculum design—was guided by this foundational commitment to meaningful education.

Q With a unique background in both law and business, how have your academic experiences personally influenced the policies, governance structure, and decision-making processes within BBD University?

My academic grounding in law instilled a deep respect for structure, accountability, and the importance of procedural integrity—principles that directly shaped our university's governance model. At the same time, my business education emphasized strategic thinking, innovation, and stakeholder-centric decision-making.

At BBD University, this dual perspective helped us craft policies that are both legally sound and operationally agile. Whether it's transparent administrative processes, data-driven decision-making, or fostering an entrepreneurial ecosystem on campus, every layer of

governance reflects a blend of legal clarity and business foresight. This integration has allowed the University to evolve as a responsive, ethical, and future-ready institution.

Q You've been recognized as a leading woman entrepreneur in the education sector. How have you navigated the challenges of leadership in a traditionally male-dominated space, and what does entrepreneurship mean to you in the context of higher education?

Leadership in a traditionally male-dominated space requires not just resilience, but clarity of purpose. I chose to see challenges not as obstacles, but as opportunities to redefine the norms. Rather than conform, I focused on building credibility through consistency, compassion, and competence—qualities that I believe are essential to leadership in any field.

To me, entrepreneurship in higher education is about innovation with impact. It's about creating systems that empower students, encourage academic risk-taking, and challenge conventional models of learning. At BBD University, we've approached education as a dynamic enterprise—where creativity, inclusivity, and societal relevance guide our journey. Being an entrepreneur in this space means constantly asking: How can we do this better—for our students, our faculty, and the world they will shape?



Q In your view, what key policy changes—either at the institutional or national level—have had the most significant impact on students today? How has BBD University adapted to or even anticipated these shifts?

One of the most transformative policy shifts in recent years has been the introduction of the National Education Policy (NEP) 2020. Its emphasis on flexibility, multidisciplinary learning, skill development, and holistic education marks a decisive move away from rigid, exam-centric models. This has had a profound impact on how students engage with their education and envision their future.

At BBD University, we were early adopters of many of these principles. We restructured our curricula to allow for greater academic mobility, introduced interdisciplinary electives, and strengthened our focus on research, innovation, and experiential learning. By aligning institutional strategy with national priorities, we have aimed to not only adapt to change—but to lead it. In doing so, we've equipped our students not just for today's job market, but for tomorrow's world.

Q As Chancellor, how do you personally stay engaged with student life on campus, and how do you ensure that BBD's large and diverse student body still feels connected to the core values you envisioned?

Staying connected with students is not just a responsibility—it's a privilege. Despite the scale of the institution, I make it a point to remain visible and accessible, whether it's through open forums, cultural and academic events, or informal campus visits. I also regularly engage with student leaders, faculty mentors, and alumni to understand the evolving needs and aspirations of our student community.

What binds a diverse student body is a shared sense of purpose. From the beginning, we've embedded our core values—integrity, innovation, inclusion, and impact—into every layer of campus life. Whether it's through community outreach programs, interdisciplinary research opportunities, or student-led initiatives, we ensure that our values are not abstract ideals but lived experiences. The goal is to create an environment where every student feels seen, heard, and inspired to grow—not just academically, but as thoughtful contributors to society.

Q The higher education sector saw major disruption post-COVID and amidst evolving tech landscapes. How did your leadership philosophy evolve during this time, and what personal learnings did you carry forward?

The post-COVID era was a defining moment—not just in operations, but in educational philosophy. It challenged traditional boundaries and demanded an urgent reimagining of how we deliver learning, build community, and support student well-being. My leadership evolved to become more adaptive, empathetic, and future-oriented.

We embraced technology not as a substitute, but as an enabler of greater inclusivity, flexibility, and access. Hybrid learning, digital literacy, and virtual collaborations became essential tools. But beyond infrastructure, I focused on humanizing leadership—ensuring that our students and faculty felt supported, heard, and empowered in uncertain times.

This period reaffirmed that leadership in education is not about control, but about creating resilient, responsive systems that serve learners first. At BBD University, it deepened our commitment to building an institution that evolves with the world while staying rooted in values that shape responsible global citizens.

Q Do you believe that universities should operate with an entrepreneurial mindset? If so, how do you cultivate this at BBDU—among faculty, administrators, and students alike?

Yes, I strongly believe that modern universities must embrace an entrepreneurial mindset—not merely in the commercial sense, but as a culture of innovation, agility, and problem-solving. In today's rapidly evolving world, education must prepare students not just to seek opportunities, but to create them.

At BBD University, we cultivate this spirit at every level. Among faculty, we encourage research with real-world application, interdisciplinary collaboration, and continuous professional development. Within our administration, we've embedded a model of dynamic governance—open to experimentation, digital transformation, and feedback-driven change.

For students, we've created dedicated platforms like incubation centres, start-up boot camps, innovation cells, and entrepreneurship courses that foster creative thinking and critical inquiry. But more importantly, we encourage them to take initiative—whether it's launching a start-up, leading a community project, or presenting original research. Our aim is to empower every learner to think independently, act boldly, and contribute meaningfully to society.

Q As someone who has built a multi-disciplinary university with a pan-India presence, what legacy are you most passionate about leaving behind—and what unfinished goals continue to drive you today?

The legacy I'm most passionate about is creating an institution where education is not confined to degrees, but expands minds, nurtures values, and inspires societal contribution. I want BBD University to be remembered as a place that empowered generations—not just to succeed professionally, but to lead with purpose and integrity.

Building a multi-disciplinary ecosystem was a step toward that vision—breaking silos between disciplines, encouraging cross-pollination of ideas, and fostering well-rounded thinkers. But what continues to drive me is the unfinished goal of deeper inclusion and global relevance. I aspire to see BBDU become a global hub of innovation, diversity, and thought leadership, where students from every background find not just knowledge, but identity and direction.

Ultimately, my goal is to ensure that our work today builds not just careers, but a more thoughtful, equitable, and enlightened society for tomorrow.

Closing Message:

At its core, education is not about institutions—it is about people, purpose, and progress. As I reflect on this journey, I remain humbled by the privilege of shaping young minds and building a community of learners, thinkers, and leaders.

BBD University was never just a project—it was a commitment to nation-building through education, a promise to give students the tools to navigate complexity with clarity, and the courage to lead with conscience.

While much has been accomplished, our work is far from over. As we move forward, my focus remains on nurturing inclusive excellence, strengthening global collaborations, and leveraging technology to make education more accessible, relevant, and transformative.

The future of higher education lies not just in information, but in imagination and inspiration. And I believe that universities like ours must lead the way—not by following trends, but by setting new benchmarks for what education can truly achieve. EP

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In an age when higher education is constantly being redefined by technology, policy, and market forces, **Professor Madhulika Kaushik,** Vice Chancellor of Usha Martin University, stands as a powerful voice for inclusive, learner-oriented reform. With over four decades of leadership across institutions like IGNOU and WOU, she brings deep insights into the transformation of Indian education—especially open and distance learning. "There is still room for openness in the system," she notes, "and progressive evolution of autonomy to enable institutions to carve their distinctive positioning."

In this insightful conversation with Education Post's **Prabhav Anand,** she explores the transformative power of technology in education, the urgent need for institutional autonomy, and the role of universities in shaping not just careers but mindsets.

At Usha Martin University, her focus remains clear: "Academic rigor, relevance to the world of work, and skill development must be embedded into the university's core." From advocating technology as "the universal enabler," to nurturing entrepreneurial mindsets in smaller towns, and promoting women's leadership in academia, Prof. Kaushik emphasizes that the most powerful inspiration remains "the vast amount of unfinished work... to create equitable opportunities for quality higher education."



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Professor Madhulika Kaushik
Vice Chancellor, Usha Martin University

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Q You have served in key leadership roles across institutions like IGNOU, WOU, and now Usha Martin University. How has your perspective on the evolution of higher education in India — particularly open and distance learning — changed over the last four decades? What reforms do you believe are still overdue?

There have been significant changes over the years in the Higher education ecosystem, especially since the implementation of the National Education Policy 2020.While the regulation for Open and Online education has evolved over time, marked improvements in OBE and learner orientation have been made, there is still room for openness in the system and progressive evolution of autonomy to the higher education institutions to enable them to carve out their distinctive positioning and competitive advantage.

Q Usha Martin University is relatively young but growing steadily. As Vice Chancellor, how are you shaping its identity in a competitive educational landscape, and what core values are you embedding in its academic architecture?

The university has steadily built its reputation on the core value of adherence to quality teaching learning processes, good governance and focus on research and innovation. Academic rigor, consistent updating of curriculum to maintain relevance to changing times and world of work, focus on skill development and employability are some of the core values we have constantly tried to incorporate.

Q Your tenure at IGNOU saw the development of some of the largest open learning programs in management. How do you envision leveraging technology-enabled learning in the post-pandemic era, especially for tier-2 and rural learners?

I envision technology as the universal enabler, especially in the context of higher education. You only have to look back and appraise the type of access and reach to higher education opportunities that has been enabled by technologies like ICT, satellite enabled interactive learning, active learner support through learning management system as well as newer pedagogies like online teaching models which enable faculty access and mobilization from any corner of the country and indeed the world in a real time synchronous basis. Institutions can access the best of academic talent and research aptitudes regardless of their location and the term academic collaboration has taken a new expanse and dynamic on account of technology supported access and interaction. In addition, technology has accelerated the development and use of open education resources, development and large scale use of open source software and made the phenomenon of MOOC's possible. Add to



that the development of the entire field of learner analytics, and big data information of industry and community needs for competencies, that has immense promise for education planning for an evolving world.

Q You have designed and taught specialized courses in consumer behavior, financial services marketing, and small business management. What real-world market trends do you believe academia is still failing to integrate into business education?

The last 20 years have been marked with massive change coupled with fast changes in the way business organizations and industrial establishments now operate- emerging technologies, rapid and comprehensive digitalization, AI applications and analytics have changed the way we work, live and behave as consumers, perhaps irreversibly. Academia need to be very closely tuned in to the real world situations and trend as these evolve and incorporate this capacity to constantly be able to not only adapt to changes but to be able to drive change among their learners. Critical thinking, working in teams, creative and innovative solution development are core competencies that teachers need to build through immersive and more hands on learning.

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Q Entrepreneurship remains a key national focus under various government schemes. From your experience, how should universities go beyond incubation centers to genuinely cultivate entrepreneurial mindsets, particularly among students from non-metropolitan backgrounds?

As a relatively recent practices, incubation and entrepreneurial education initiatives are very welcome developments at Universities. Conscious attempts to nurture creativity, open competition among young students on brainstorming for new ideas on creative solutions to problems in their own regional or local environment, early exposure to solving issues among local business practices through connect with these business concerns would go a long way in exposing learners from smaller cities to become aware of the emerging possibilities and their own role on being able to tackle a solution seeking approach.

Q You've been a strong academic voice in multiple national boards and planning committees. How do you assess the current level of women's participation in academic leadership and policy-making in India? What are some invisible barriers still holding them back?

Women in higher education have come a long way; the journey however has not been easy. The general ecosystem for women's leadership in higher education is much better now than a few decades ago and the participation in leadership and decision making roles has certainly gone up significantly both in institutional leadership and corporate boardrooms.

The things that still hold women back are conscious development of leadership competencies, large prevalence of socio-cultural gender attitudes and patriarchy, work life balance and the still evolving power-responsibility balance within Asian families

Q Finally, on a personal note — with over 44 years of experience in academia, what has kept you inspired through changing tides of educational policies, technologies, and student expectations? Could you share a moment or milestone that particularly shaped your educational philosophy?

The single most important inspiration has been the vast amount of unfinished work that still needs to be accomplished to create an equitable opportunity for quality higher education for the common learner here and the opportunity to be able to plunge in and to actually be able to make a difference.

As I look back, I now feel that my transition to the world of open, distance and online education, significantly changed my personal approach and philosophy, towards openness, access, use of technology and learner orientation. EP

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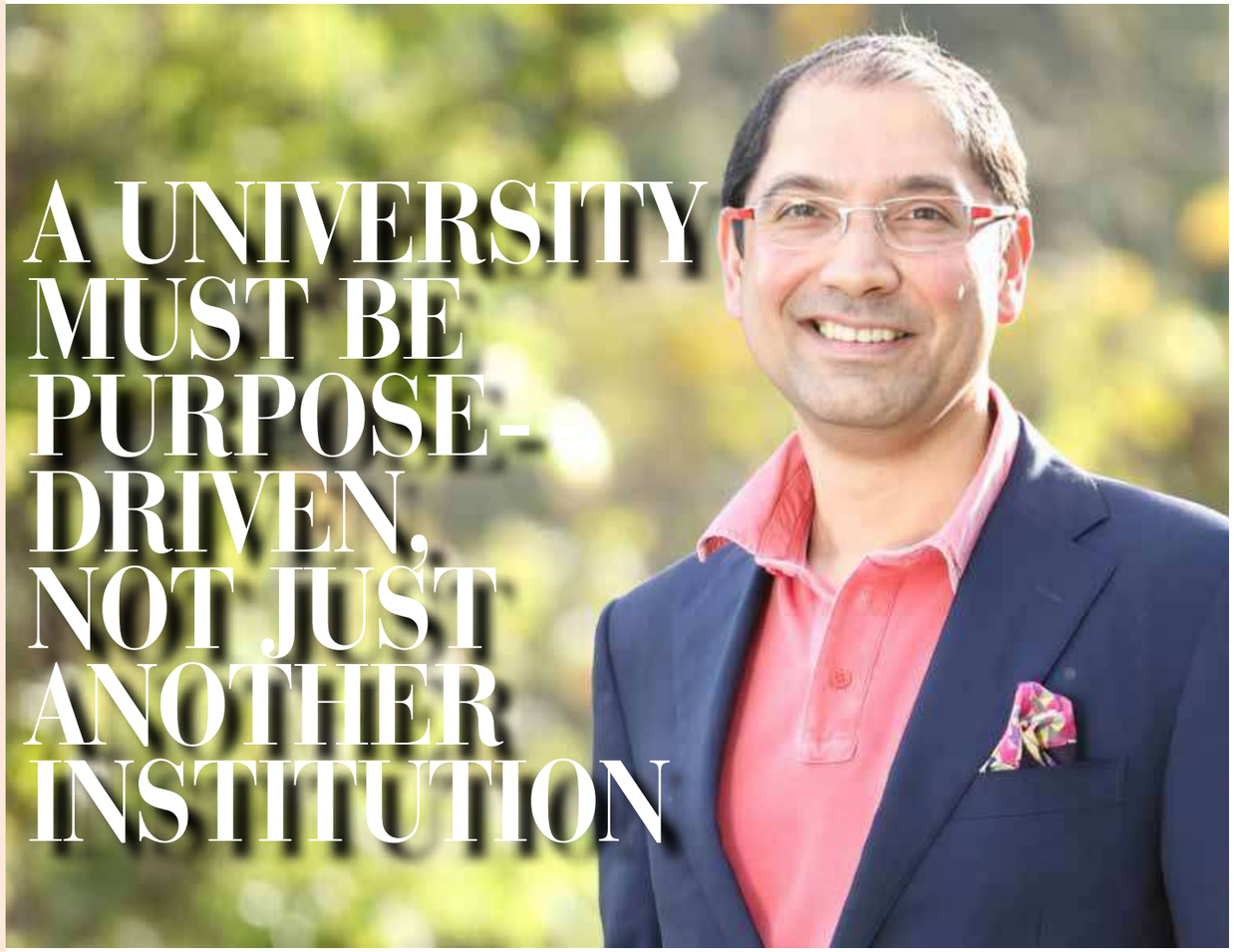
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Prof. Atul Khosla
Vice Chancellor, Shoolini University, Solan

"We set out to create a purpose-driven, research-centric university that could stand shoulder to shoulder with the best in the world," says **Prof. Atul Khosla,** Vice Chancellor of Shoolini University, in a compelling and insightful conversation with Education Post's **Prabhav Anand**. Prof. Khosla's transition from global consulting firms like McKinsey and Oliver Wyman to the Himalayan hills of Solan has resulted in a transformative academic model that fuses global best practices with local relevance. Under his leadership, Shoolini has emerged as India's No.1 private university in global rankings for citations per faculty.

His belief that "this is not just tech adoption; it's a transformation in how we prepare students to lead with knowledge, purpose, and values," underscores a unique approach to digital learning, research, and interdisciplinary education. With over 1,600 patents, an h-index of 149, and innovations like Siqandar.ai, Shoolini is rewriting the narrative for Indian universities.

Shoolini University

Q You've seamlessly transitioned from the boardrooms of McKinsey and Oliver Wyman to the academic corridors of Shoolini University. How has your global consulting background redefined your approach to running a university in the Indian context?

My years with McKinsey and Oliver Wyman exposed me to the highest standards of strategic thinking, operational excellence, and a relentless focus on measurable impact. These principles have been foundational in shaping my approach to building and leading Shoolini University.

At Shoolini, we set out to create not just another academic institution, but a purpose-driven, research-centric university that could stand shoulder to shoulder with the best in the world. Drawing from my consulting experience, we built a model anchored in innovation, agility, and performance- hallmarks of leading global organisations.

We made research the foundation of our identity, and today, it defines who we are. Shoolini ranks among the top universities globally in citations per faculty and has earned recognition in international rankings such as QS and Times Higher Education. Shoolini is now globally ranked for citations per faculty and holds the distinction of being the No. 1 private university in India in both QS and Times Higher Education (THE) world rankings. This success is not accidental, it reflects a deliberate strategy to nurture a culture of curiosity, collaboration, and excellence.

In the Indian context, our journey has shown that it is possible to blend global best practices with local relevance. We've demonstrated that a university can become a hub of cutting-edge research, social impact, and innovation-led growth even in a Himalayan town.

Q Shoolini has been making strides in creating a research-first ecosystem, despite being a young private university. What specific structural or cultural shifts did you implement to nurture this research DNA across disciplines, especially in a non-metro setting?

At Shoolini, building a research-first ecosystem meant redefining norms and aligning with global standards from the very beginning, despite being a young university in a non-metro setting. We mandated Scopus-indexed publications for all PhD scholars and required at least one foreign examiner for thesis evaluation- steps that reinforced academic rigour and international credibility.

To strengthen research capacity, we hired postdoctoral scholars early on, invested in advanced labs, and fostered interdisciplinary and global collaborations. Research became a cross-disciplinary expectation, from biotech to management to humanities, and we actively promoted undergraduate research, peer-reviewed publishing, and applied innovation.

This cultural shift was driven by a shared belief that education must be value-driven and relevant to society. Faculty and students embraced this vision, contributing to real-world problem-solving through research. Today, we're proud to have filed over 1,600 patents and achieved an h-index of 149, reflecting our deep commitment to innovation, societal impact, and academic excellence.

Q You've led the development of a dynamic education technology platform at Shoolini. In a landscape crowded with digital initiatives post-COVID, what makes your platform fundamentally different—not just in tech, but in philosophy and student outcomes?

The post-COVID era accelerated digital adoption, and at Shoolini, we embraced it as an opportunity to reimagine education at its core, not merely digitize it.

Our platform delivers a holistic learning experience that blends academic rigour with real-world application. We've integrated AI-driven analytics to personalize learning while maintaining a human-centric approach focused on empathy, inclusion, and accessibility.

What makes us different is our commitment to values-based education. Students engage in socially relevant projects that foster ethical reasoning, civic responsibility, and emotional intelligence.

We also emphasize industry integration through live projects, expert sessions, and field visits. A standout innovation is Siqandar.ai, an AI tool



developed by our students to help peers prepare for viva voce- an example of how our platform nurtures innovation with real academic impact.

This is not just tech adoption; it's a transformation in how we prepare students to lead with knowledge, purpose, and values.

Q India's higher education often emphasizes degrees over skills. Your introduction of a skills-based curriculum challenges this norm. How do you measure the success of this transition in real terms– placements, innovation, or otherwise?

At Shoolini, we are strategically focused on enhancing the employability of our students. This focus guides the evolution of each department's curriculum through regular annual review and updates, with input from senior academicians, industry professionals, practitioners, and alumni through our Boards of Studies. This unique tripartite collaborative effort is yielding strong results.

Our robust internship programs, along with post-internship debriefings, evaluations, and feedback from industry partners, help us continually refine the skill sets our students need to be future-ready.

To prepare students for the job market or entrepreneurial pursuits, Shoolini has fostered a culture of holistic development through sports, NCC, NSS, cultural events, and a wide range of extracurricular activities throughout the year.

Q Shoolini's international collaborations range from top-tier European institutions to Asian partners. In your view, what should a university gain beyond the obvious academic exchange–especially in terms of shaping a future-ready student cohort?

We are living in an interdependent world- truly a global village, especially with the advent of technology that enables continuous learning and connection across borders. At Shoolini, we believe that each of our global collaborations offers students valuable opportunities to pursue specialized education abroad and acquire skills that prepare them to thrive as global citizens.

Regular faculty exchanges and digital access to international learning platforms are helping our students broaden their horizons, deepen their understanding of global issues, and participate in joint research projects with foreign universities. These international collaborations have significantly fostered cultural understanding, innovation, and global networking.

Our faculty continuously innovates and encourages students to develop interdisciplinary skills to gain deeper knowledge, refined understanding, and new competencies relevant to today's societal needs.

Moreover, regular interactions with faculty from diverse disciplines help ensure that our curriculum remains well-rounded, globally relevant, and pedagogically sound.

Q With NEP 2020 emphasizing multidisciplinary education, how do you avoid turning 'interdisciplinarity' into a buzzword? What checks do you have to ensure it's pedagogically robust and not just repackaged traditional content?

As I mentioned earlier, multidisciplinary education is not just a buzzword at Shoolini, it is a core principle we actively uphold. Fortunately, we have faculty members who are open to new ideas and constantly seek innovative ways to enhance student learning through interdisciplinary collaboration.

Many of our new academic programs have emerged from such efforts and have been thoughtfully integrated into our syllabi. These initiatives are further supported by interdisciplinary research projects involving both faculty and students from various departments.

We have established a rigorous and ongoing curriculum review system to identify areas where an interdisciplinary approach adds value and to incorporate those elements effectively. Each department also actively engages with professional bodies to gather industry-relevant feedback. Additionally, students from diverse academic backgrounds regularly participate in conferences and workshops organized across departments, keeping them in touch with current trends and industry needs.

Importantly, we do not rely on superficial repackaging of content. Our commitment to continuous curriculum evaluation and integration of industry feedback ensures that pedagogy remains dynamic, application-oriented, and far beyond theoretical instruction.

Q Many private universities struggle with credibility and long-term vision. Shoolini, under your leadership, seems to buck the trend. What institutional safeguards or governance models have you established to ensure continuity beyond leadership transitions?

Thank you so much for your observation. What I believe, however, is that it is the commitment to the institution, its vision rooted in the larger public interest, and a deep understanding of why we run this university that truly makes the difference. Credibility is nothing but the outcome of continuous efforts to stay focused on one's goals. For us at Shoolini, that goal has always been to build an institution of excellence, where students become instruments of positive change and better human beings.

Excellence is not a destination; it is a continuous process and an attitude of becoming better every day. A university is a dynamic institution that must constantly evolve by learning, unlearning, and relearning new, relevant, and innovative ideas, and embedding them into the entire system.

Founded by Prof. P.K. Khosla, a respected academician and former Vice Chancellor, Shoolini was envisioned as a research-driven institution rooted in academic values and public purpose- an ethos that continues to guide our journey.

At Shoolini, we are supported by a diverse and experienced Board of Trustees providing strategic direction and ensuring that the university's mission, vision, and values are upheld. Every decision is made in the best interests of the institution and its stakeholders, especially the students.

Our robust governance framework clearly defines roles, responsibilities, and accountability, enabling effective decision-making, transparency, and strong stakeholder engagement.

We also have a well-thought-out succession plan to identify, mentor, and prepare future leaders, ensuring continuity, preserving institutional values, and minimizing disruption during leadership transitions.

Q Given your involvement with the Indian Institute of Mass Communication (IIMC) and your deep interest in public discourse, what role do you see universities playing in rebuilding trust in science, facts, and democratic values in today's polarized world?

My work with IIMC has reinforced my belief that universities must go beyond academics; they must actively uphold truth, scientific temper, and democratic values. In a polarized world flooded with misinformation, we have a responsibility to make science accessible, research relevant, and discourse civil.

At Shoolini, we do this by focusing on real-world research, encouraging open dialogue, and equipping students with critical thinking skills. We see universities as platforms not just for knowledge creation, but for restoring public trust in facts, reason, and the democratic spirit of inquiry. EP



EDUCATION MUST PREPARE STUDENTS TO CONTRIBUTE EFFECTIVELY IN PROFESSIONAL ENVIRONMENTS

Dr. R. D. Patidar
Vice-Chancellor, OP Jindal Univesity, Raigarh

*O.P. Jindal University, Raigarh, stands as a premier institution with strong roots in industry-academia collaboration, reflecting the legacy of the Jindal Group. In our special university-focused edition of Education Post, we had the privilege of speaking with **Dr. R. D. Patidar,** the Vice-Chancellor of OP Jindal Univesity, Raigarh, whose unique experience in both industry and academia is shaping a new era of practical, outcome-driven education. In this insightful conversation led by Education Post's **Prabhav Anand**, Dr. Patidar shared how OPJU is bridging the gap between theoretical learning and real-world application through initiatives like semester-long internships, international partnerships, and NEP-aligned reforms.*

He emphasizes, "We have implemented a semester-long industry internship model... this has significantly enhanced employability and problem-solving abilities." Advocating for educational reform, he also notes, "A single-window regulatory system would streamline accreditation and enhance transparency." His leadership is propelling OPJU toward becoming a hub of innovation, research, and global academic excellence.

Q Dr. Patidar, your professional journey combines academia and industry. How has your experience at Jindal Steel & Power Ltd. influenced your approach to academia, and what insights have you brought from the industry to OP Jindal University?

My experience in both academia and industry has given me a well-rounded perspective on how to bridge the gap between theoretical knowledge and practical application. One of the key takeaways from my tenure at Jindal Steel & Power Ltd. has been the need for higher educational institutions (HEIs) to integrate project-based learning and long-term industrial internships. At OP Jindal University, we have implemented a semester-long industry internship model for final-year engineering and management students, providing them with real-world exposure. This initiative has significantly enhanced their employability and problem-solving abilities. Our focus on live projects and industry collaborations has resulted in excellent placements for our students in leading multinational companies with competitive compensation packages.

Q As the Vice Chancellor of OP Jindal University, you've implemented an outcome-based framework. How has this approach enhanced the learning experience for students, and what specific outcomes or achievements are you particularly proud of under this framework?

OPJU has proactively embraced the National Education Policy (NEP-2020) by integrating various academic advancements such as research and internationalization, Institutional Development Plans (IDPs), accreditation quality benchmarks, the Academic Bank of Credits (ABC), and the integration of the Indian Knowledge System (IKS). We have also modified our ordinances as per NEP guidelines to ensure a flexible and multidisciplinary learning environment.

With well-defined Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs), we offer specialized undergraduate, postgraduate, and research programs. Regular assessments and feedback mechanisms ensure continuous improvement. The systematic mapping of COs, PSOs, POs, and PEOs helps us refine our programs to align with industry needs and academic excellence.

Q Collaboration with industry is crucial. Could you explain how OPJU forms partnerships with multinational corporations, and can you share examples of collaborations that have benefited both the university and industry partners?

OPJU stands out as a higher education institution deeply rooted in industry-academia collaboration. Education must ultimately prepare students to contribute effectively in professional environments. Keeping this philosophy at the core, OPJU has established partnerships with over 100 reputed institutions and industries worldwide.

These collaborations provide our students with extensive internship opportunities, hands-on training, and direct access to industry experts. Our students regularly engage with the Jindal Group of Companies and other corporate partners, which not only enhances their practical skills but also facilitates employment in reputed organizations.

Q If you had the authority to modify one policy in the education sector, what would it be? Would you focus on accessibility, quality enhancement, or innovation in teaching methods?

If I had the power to reform one key aspect of our education system, I would advocate for a single-window regulatory system for all higher education institutions. The current framework,



with multiple accreditation and regulatory bodies, often creates unnecessary complexity and delays in decision-making. Establishing a single umbrella organization for higher education governance would streamline accreditation, enhance transparency, and improve the overall efficiency of academic institutions. This reform would allow universities to focus more on innovation, research, and quality education rather than procedural formalities.

Q What are your aspirations and goals for OP Jindal University, and how do you envision the university contributing to the broader educational landscape in the coming years?

OPJU has earned significant accolades in the academic year 2022–2023, receiving prestigious awards and recognition. Our aim is to further elevate our academic standing by implementing best practices and fostering a culture of excellence.

We have recently submitted our Self-Study Report (SSR) to the National Assessment and Accreditation Council (NAAC) and are confident of achieving a commendable grade. In the coming years, we plan to expand our campus infrastructure, enhance research and innovation ecosystems, and attract global collaborations. I strongly believe that creating a research-driven academic environment will empower both faculty and students to contribute meaningfully to knowledge creation and societal development.

Q Could you tell us a little about your background and what influenced your decision to pursue a career in academia?

My academic journey has been fueled by an innate passion for learning and knowledge dissemination. Engineering and technology have always intrigued me, but I realized early on that my true calling lay in shaping young minds and fostering innovation. This realization steered me toward academia, where I could bridge the gap between theoretical knowledge and its practical application in industries. My tenure in both industry and academia has reinforced my belief that education should be dynamic, industry-relevant, and forward-thinking.

Q Who has been the most significant influence in your life, both personally and professionally?

Personally, my family has been my pillar of strength, instilling in me the values of perseverance, discipline, and integrity. Professionally, I have been inspired by visionary leaders in both academia and industry who have redefined education through innovation and excellence. Their ability to transform institutions and drive meaningful change has motivated me to constantly strive for improvement in my own leadership journey. EP

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It Starts With You

EDUCATION MUST NOT JUST PREPARE STUDENTS FOR CAREERS, BUT FOR MEANINGFUL LIVES



Dr. Uma Ananda
Vice-Chancellor, Woxsen University, Hyderabad

"Education must not merely prepare students for careers—it must prepare them for meaningful lives." With this thought-provoking conviction, **Dr. Uma Ananda,** Vice-Chancellor of Woxsen University, sets the tone for an inspiring conversation with Education Post's **Prabhav Anand**. A Venezuelan-born academician, scholar, and cultural diplomat, Dr. Ananda brings a rare blend of intellectual depth and global perspective to Indian higher education.

From leading policy discourse in Europe to shaping sustainable education models in India, her journey is one of cultural fluency and visionary leadership. In this exclusive interview, she delves into how Woxsen is breaking away from rote models through competency-based learning, nurturing "intellectual empathy" in a competitive world, and re-centering liberal arts in a STEM-driven landscape.

"Performance matters," she notes, "but without purpose, it risks becoming hollow." Her insights offer a compelling roadmap for universities striving to be relevant, inclusive, and ethically grounded in the 21st century.

WOXSEN UNIVERSITY

Q Dr. Ananda, your academic and diplomatic journey spans continents and cultures—from Latin America to Europe and now India. How has this global perspective shaped your strategic vision for Woxsen University in a time when universities are striving to redefine their role beyond national borders?

My global journey, across Venezuela, the UK, Spain, North Africa, and now India, has deeply shaped how I perceive education's role in the 21st century. Experiencing diverse social, political, and educational systems firsthand has taught me the value of cross-cultural understanding and adaptability. At Woxsen, this perspective is central to our vision: we are committed to fostering global unity through inclusive education, ethical leadership, and interdisciplinary thinking. I see Woxsen as a space where innovation is not just a buzzword but a daily practice, one that prepares students to engage meaningfully with a fast-changing, interconnected world.

Q In your view, how can Indian universities break free from legacy models of rote learning and embrace the kind of transformative, humanistic education that aligns with both the NEP 2020 and the United Nations Sustainable Development Goals?

Rote learning stifles curiosity and limits the potential of young minds. At Woxsen, our Polaris vision reflects a new model, integrating Competency-Based Education and Project-Based Learning to encourage mastery over memorization. We emphasize interdisciplinary learning, ethical reasoning, and digital fluency, all aligned with NEP 2020 and the SDGs. This isn't just reform, it's a cultural shift, one that sees education as a transformative force capable of producing socially responsible and globally aware individuals.

Q Your research spans diverse domains like migration, oriental studies, and the arts. How do you envision integrating such interdisciplinary themes into mainstream university curricula without diluting academic rigor?

The key lies in relevance and rigor coexisting. My academic work across migration, orientalism, and the arts has shown me that real-world problems don't come neatly packaged by discipline. At Woxsen, we embed interdisciplinary modules that maintain scholarly depth while encouraging students to connect dots across fields. Whether it's a course that explores migration through art or sustainability through data science, our goal is to cultivate intellectual curiosity alongside analytical discipline.

Q Given your expertise in Development Studies and Sustainability, what specific steps is Woxsen University taking to prepare students to become ethical leaders in an era defined by climate change, digital disruption, and geopolitical instability?

Our strategy is to prepare students not just for careers but for meaningful lives. We incorporate sustainability and climate consciousness directly into our curriculum. Through experiential learning, be it community projects, sustainability labs, or leadership modules, students are encouraged to take ethical stands and think critically. Skill-based certifications and real-world simulations help them navigate uncertainty with agility, compassion, and a global mindset.

Q While global rankings and accreditations remain key metrics of success, you've spoken of "intellectual empathy" in academic discourse. How can universities cultivate this sensibility in a hyper-competitive educational ecosystem that often prioritizes performance over purpose?

Intellectual empathy is the cornerstone of true learning. It allows students to engage not just with ideas, but with people behind those ideas. At Woxsen, we foster this through inclusive pedagogy, reflective



assignments, and collaborative projects that highlight diverse perspectives. It's about creating space where competition doesn't overshadow compassion. Performance matters, but without purpose, it risks becoming hollow. We aim to graduate thinkers who lead with both brilliance and humanity.

Q Woxsen University is increasingly being recognized for its emphasis on innovation and inclusivity. Can you share how your background in cultural diplomacy is influencing institutional policies to ensure education remains accessible and empowering across diverse socio-economic backgrounds?

Having served in diplomatic and academic roles across continents, I've seen how education can either bridge or widen divides. At Woxsen, we're committed to the former. We champion inclusive admissions, provide scholarships, and design curricula that reflect a plurality of voices. My experience in cultural diplomacy helps shape policies that are both globally resonant and locally rooted. Diversity isn't just about numbers, it's about ensuring everyone feels seen, heard, and empowered.

Q With increasing debates on the decolonization of education, how do you strike a balance between global standards and the incorporation of indigenous knowledge systems and philosophies, especially in a multicultural context like India?

Decolonizing education is about more than removing colonial content; it's about restoring dignity to local knowledge while maintaining global relevance. At Woxsen, we strive to create this balance by integrating indigenous philosophies, like Gandhian thought- into contemporary discourse, alongside international best practices. The goal is to offer students a grounded yet expansive worldview. India, with its multicultural richness, offers a unique opportunity to lead in this space.

Q As a scholar of Odissi dance and Gandhian thought, how do you see the role of arts and philosophy evolving within the modern STEM-dominated university ecosystem? Should universities reimagine liberal education not just as a supplement but as a central axis of intellectual development?

Absolutely. The arts and philosophy are not peripheral, they are essential. My own journey through the world of Odissi and Gandhian studies has taught me that expression, ethics, and aesthetic sensibility are foundational to human development. At Woxsen, we're reimagining liberal education as a core pillar, interwoven with business, technology, and science. Whether through creative projects, storytelling, or philosophical inquiry, we aim to shape not just competent professionals, but reflective, empathetic individuals. EP



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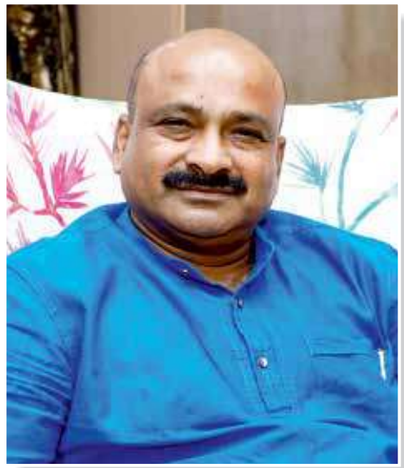
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HARNESSING SUNLIGHT TO TRANSFORM POLLUTION

A GROUNDBREAKING STEP TOWARD CARBON-NEUTRAL FUELS

Professor Indrajit Shawn
Chemistry Department, Hindustan Institute of Technology and Science (HITS), Chennai

Q What inspired your team to focus on converting CO_2 into fuel, and why was acetaldehyde chosen as the target hydrocarbon?

With several years of experience in materials chemistry, we felt a strong responsibility to contribute toward addressing pressing global challenges such as climate change. Our primary motivation stems from the dual urgency to reduce excess anthropogenic CO_2 emissions and to develop sustainable energy solutions. By converting CO_2 into valuable fuels using solar energy, we aim to simultaneously tackle carbon mitigation and renewable energy production—essentially achieving two goals with one approach. Acetaldehyde, a C_2 hydrocarbon, along with methane (a C_2 product), was selected due to its significance as a platform molecule in the chemical industry and its potential as a precursor to liquid fuels. The successful formation of acetaldehyde also demonstrates the capability of our system to promote C–C bond formation, which remains a major challenge in the field of CO_2 reduction.

Q Can you break down, in simple terms, how the ZnS/ZIS photocatalyst works and what makes the direct Z-scheme mechanism so revolutionary?

The ZnS/ZnIn2S4 system forms a direct Z-scheme heterostructure in which two semiconductors are coupled in a way that retains their intrinsic redox capabilities while effectively addressing the issue of charge recombination. Unlike conventional type-II heterojunctions, this configuration maintains high-energy electrons and holes in their respective conduction and valence bands, facilitating efficient charge separation and robust redox reactions. Moreover, our novel approach of interfacial strain engineering further optimizes the band structure, enhancing visible-light absorption and accelerating charge carrier migration. These combined effects significantly improve the photocatalytic efficiency of the ZIS system under solar irradiation.

Q Your paper mentions a 200x increase in efficiency over traditional methods—what were the key factors that enabled such a dramatic leap?

This significant improvement in efficiency was driven by several key innovations:

(i) Strain-induced band gap engineering, which enabled improved alignment and effective separation of charge carriers;

At a time when the world is grappling with rising carbon emissions and the urgent need for clean energy, a pioneering discovery from the Chemistry Department of Hindustan Institute of Technology and Science (HITS), Chennai, is offering a ray of hope—literally through sunlight. In a significant research collaboration with National Taiwan University and Academia Sinica, **Professor Indrajit Shown** has led the development of a novel photocatalytic system that can convert carbon dioxide (CO_2)—a major greenhouse gas—into renewable hydrocarbon fuels using only visible light.

At the core of this innovation lies a specially engineered ZnS/$ZnIn_2S_2$ (ZIS) heterostructure, designed through a one-pot hydrothermal method. What makes this system revolutionary is the implementation of a direct Z-scheme mechanism, enabling it to mimic and outperform natural photosynthesis. Through strain-induced band gap engineering and tailored catalyst surfaces, the system achieves a staggering 200-fold improvement in efficiency compared to conventional ZnS methods. The result: selective production of acetaldehyde (C_2H_2O)—a valuable compound for fuel and chemical industries—purely from CO□ and sunlight.

The implications of this breakthrough are far-reaching. It addresses multiple United Nations Sustainable Development Goals (SDGs), including Affordable and Clean Energy (SDG 7), Climate Action (SDG 13), and Responsible Consumption and Production (SDG 12). More importantly, it paves the way for scalable, decentralized fuel production in regions with abundant solar resources—like India.

In an exclusive interview with Education Post's **Prabhav Anand**, Professor Shown explains the science behind this innovation, the significance of international collaboration, and how AI is accelerating the discovery of even more efficient catalysts. He also shares how this research can integrate into India's clean energy roadmap, potentially powering rural areas and industrial zones alike with solar-driven fuel technologies.

This is not just a story of academic excellence, but a powerful example of how chemistry, climate action, and global cooperation can converge to create real-world impact.



(ii) A direct Z-scheme architecture, which preserves the strong redox potentials essential for high-performance photocatalysis; and

(iii) A tailored catalyst surface, designed to promote selective CO_2 adsorption and facilitate the formation of C_2 hydrocarbons.

Furthermore, in situ DRIFT spectroscopy was instrumental in identifying and optimizing critical reaction intermediates, allowing us to elucidate the underlying mechanism and differentiate pathways leading to both C_1 and C_2 product formation.

How did the collaboration with National Taiwan University enhance the project, and what unique strengths did each institution bring to the table?

Our collaboration with National Taiwan University (NTU) and Academia Sinica significantly enhanced the project's scope and impact by integrating advanced analytical capabilities, in situ spectroscopic techniques, and extensive expertise in catalysis and materials science. While HITS led the development of innovative catalyst design and synthesis strategies, NTU contributed critical mechanistic insights and high-resolution characterization. This synergistic partnership not only accelerated our research progress but also deepened the scientific rigor and quality of the overall work.

This research aligns with multiple UN SDGs. How do you see this breakthrough impacting global sustainability goals in practical terms?

Our work directly contributes to UN SDG 7 (Affordable and Clean Energy), SDG 13 (Climate Action). By converting CO2 into fuels using sunlight, we offer a carbon-neutral path for chemical manufacturing and transportation fuels, especially in regions heavily reliant on fossil energy. With further scale-up, this could reduce carbon footprints and enable decentralized renewable energy solutions globally.

What were some of the major challenges—technical or otherwise—that you faced during this project, and how were they overcome?

Key challenges in this work included achieving selective multi-carbon product formation, enhancing quantum efficiency beyond that of natural photosynthesis under visible light, and ensuring long-term stability of the photocatalyst. These obstacles were addressed through advanced material design strategies—such as interfacial strain engineering and strategic doping—combined with real-time spectroscopic studies to monitor and guide reaction pathways. Collaborative efforts also played a crucial role in overcoming technical and instrumentation-related limitations, enabling comprehensive investigation and optimization.

What are the next steps in translating this photocatalytic system from lab-scale innovation to real-world deployment?

Our next steps involve scaling up the photocatalytic system by integrating it into practical reactor designs, enhancing its long-term operational stability, and coupling it with solar concentrators to maximize light utilization. We are also exploring hybrid systems that combine CO_2 capture technologies with our catalytic platform and collaborating with engineers to develop pilot-scale modules tailored for industrial application. Partnerships with industry will be essential to successfully translate these advances into real-world solutions. In parallel, we are developing a complementary system for photochemical CO_2 reduction and nitrogen fixation aimed at cost-effective, solar-driven green urea production.

You mentioned the use of AI to explore even more efficient photocatalysts. Could you elaborate on how AI is being integrated into this line of research?

AI and machine learning are playing a transformative role in accelerating our research by predicting optimal material compositions and reaction conditions, significantly reducing the need for extensive trial-and-error experimentation. We are developing digital twin models trained on datasets from previous experiments to uncover correlations between structural features, electronic properties, and catalytic performance. This approach enables more efficient screening and design of promising new catalyst candidates.

In the long run, how viable is this method as a large-scale energy solution, especially in developing countries with high CO_2 emissions?

This method holds significant promise, particularly for regions like ours, where abundant solar energy can be harnessed to address both energy and environmental challenges. It is adaptable for decentralized, low-cost solar fuel generation and can be integrated into existing CO_2 emitting infrastructures. By utilizing non-precious materials and operating under ambient conditions, the technology is inherently scalable and economically viable, offering a clean, sustainable solution to mitigate emissions while producing fuel.

Given India's ambitious renewable energy targets, how do you envision this research contributing to the nation's clean energy roadmap?

Our technology aligns seamlessly with India's decarbonization goals and the expanded use of solar energy. By converting waste CO_2 into value-added fuels, green hydrogen from water, or green urea using sunlight and earth-abundant materials, we offer a complementary solution for waste-to-wealth and solar fuel production through artificial photosynthesis. This technology can be integrated into carbon capture facilities, chemical plants, and rural solar platforms, driving both clean energy generation and rural development. EP



WE DON'T JUST GRANT DEGREES

WE BUILD SOLUTION-ORIENTED PROFESSIONALS FROM DAY ONE

Sardar Gurvinder Singh Bahra
Chairman, Rayat Bahra Group

"In today's world, academic excellence alone does not guarantee employability," stated **Sardar Gurvinder Singh Bahra** during a conversation with Education Post's **Prabhav Anand**. This insightful remark sets the stage for a thought-provoking dialogue with the visionary Chairman of the Rayat Bahra Group. As the gap between traditional education and industry expectations continues to widen, Bahra's institution has taken bold steps to future-proof its students through curriculum co-creation with industry leaders, mandatory real-world internships, and innovation-driven Centers of Excellence.

"We teach students how to think, adapt, and innovate," he emphasized, highlighting their AI-powered personalized learning paths and interdisciplinary focus. Whether addressing youth migration issues in Punjab and Himachal or integrating healthcare and education to uplift communities, Bahra is committed to consistency in values: Quality, Accessibility, and Innovation.

Q In recent years, there's been a noticeable gap between university output and industry requirements. How has the Rayat Bahra Group restructured its curricula or partnerships to ensure students are not just employable but industry-ready from day one?

At Rayat Bahra Group, we recognized early on that academic excellence alone does not guarantee employability. The future belongs to institutions that integrate industry into the very fabric of their academic structure. To that end, we have taken a three-pronged approach:

- Curriculum Co-creation: Our programs are developed in collaboration with industry leaders from sectors such as IT, pharma, automotive, healthcare, and fintech. Industry professionals serve on our academic boards to ensure course content aligns with emerging skill demands.
- Mandatory Internships and Live Projects: Each student is required to undergo internships and capstone projects with companies. This hands-on exposure helps them hit the ground running post-graduation.
- On-Campus Centres of Excellence: We've set up specialized labs and innovation centres in collaboration with organizations like TCS – Tata Consultancy Services; Larsen & Toubro (L&T); KPMG; Microsoft; Antier (Decentralizing the World – Blockchain Solutions); NextGen powered by CTPL.io; NestorBird; Sunstone Eduversity; upGrad; HCLTech; Royal Enfield. These facilities allow students to learn on real-world tools and technologies.

The result is a student who isn't just a degree-holder, but a skilled, solution-oriented professional from day one.

Q You've built a multi-disciplinary educational and healthcare ecosystem across regions. How do you ensure that the core values of quality, accessibility, and innovation remain consistent across such diverse institutions?

Whether it's an engineering campus in Mohali or a hospital, the soul of the Rayat Bahra Group is rooted in three unwavering pillars: Quality, Accessibility, and Innovation.

- Quality is ensured through continuous faculty upskilling, NAAC accreditation frameworks, and global benchmarking practices.
- Accessibility is our social mission. We offer generous scholarships, have rural outreach programs, and conduct community health camps to ensure no deserving student or patient is left behind due to financial constraints.
- Innovation is encouraged through institutional R&D clusters, student start-up incubation, interdisciplinary hackathons, and the integration of technology in both our academic and healthcare delivery models.

Every institution under our banner reflects these values—because we believe consistency in values is the bedrock of trust and excellence.

Q Punjab and Himachal Pradesh continue to face the challenge of youth migration and brain drain. What role do you believe universities like yours should play in reversing this trend and creating meaningful local opportunities for students?

This is a deeply personal mission for us. Our youth leave not for lack of talent, but for lack of opportunity. At Rayat Bahra, we're reversing this trend by bringing global opportunities to the local doorstep:

- Start-up Culture: Through our incubation hubs and entrepreneurship cells, we're empowering students to create jobs rather than seek them—right from our campuses in Punjab and Himachal Pradesh.
- Skilled Workforce Development: We've introduced skill-focused verticals aligned with NEP 2020 and the Skill India Mission, ensuring students are prepared for high-value roles in industries that are



growing in our own backyard.

- Industry-Academia-Startup Convergence: We've created partnerships with MSMEs and industrial corridors to facilitate local recruitment and R&D collaboration, so students see a viable and vibrant future within the region.

The goal is simple: create a local innovation ecosystem that's so robust that our best minds choose to stay, grow, and lead here.

Q As someone leading both education and healthcare ventures, how do you see the convergence of these sectors evolving—especially in terms of integrating public health awareness, research, and professional education?

We stand at a historic intersection where education and healthcare are no longer parallel paths—they're converging into one interdisciplinary domain. At Rayat Bahra, we are driving this convergence by:

- Integrating Public Health in Curricula: Whether it's engineering, management, or life sciences, our students are taught to think with a public health lens—understanding the societal impact of their discipline.
- Medical Research and Teaching Hospitals: Our healthcare institutions double as training grounds for future doctors, nurses, and allied professionals. This integration ensures that our healthcare education is rooted in live, community-based practice.
- Digital Health Innovation: We are working at the intersection of AI, health data, and bioengineering—training students to lead the next revolution in diagnostics, telemedicine, and preventive care.

As the world moves towards holistic well-being, our institutions are designed to produce not just professionals—but healthcare changemakers.

Q With AI, automation, and digital platforms rapidly transforming education delivery, how is the Rayat Bahra Group reimagining the learning experience to remain future-ready and relevant in an increasingly tech-driven academic landscape?

We no longer teach students what to think—we teach them how to think, adapt, and innovate. The Rayat Bahra Group is aggressively reimagining the learning experience by:

- Digital Classrooms to AI-Driven Personalization: We've moved beyond smart boards to smart pedagogy. AI-powered platforms help personalize learning paths for each student based on their strengths and pace.
- Hybrid Learning Models: We've adopted a blended learning approach, combining online flexibility with the richness of in-person mentorship and experiential learning.
- Future-Tech Curriculum: Courses in AI, blockchain, data science, IoT, and augmented reality are embedded across disciplines. This ensures every graduate is digitally fluent and future-ready.
- Faculty 5.0: Our faculty development programs ensure that educators are co-learners in this tech transformation, equipped with tools and mindset to guide the next generation.

In this tech-driven world, our mission is to produce adaptive, ethical, and innovation-driven learners who will thrive in uncertainty and lead with confidence. EP

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BRINGING EDUCATION TO LIFE MEANS TRANSCENDING TRADITIONAL CLASSROOMS THROUGH TECHNOLOGY AND REAL-WORLD IMPACT

S.P. Saju Bhaskar
Founder and President, Texila American University (TAU)

Immersive technology, global accreditations, and interdisciplinary learning are no longer aspirational—they're the new foundation of modern medical education. At the forefront of this evolution is Texila American University (TAU), under the visionary leadership of its Founder and President, **S.P. Saju Bhaskar**. From integrating AI and virtual reality into clinical training to aligning with global standards and national priorities like AI-driven drug discovery, TAU is setting benchmarks across continents. In an exclusive interview with Education Post, **Prabhav Anand** delves into Mr. Bhaskar's strategic vision, the challenges of cross-border education, and the future-forward initiatives shaping the university's next decade.

TEXILA AMERICAN UNIVERSITY

Q As the Founder and President of Texila American University (TAU), you've overseen its expansion across multiple countries. What have been the most significant challenges in maintaining a consistent educational standard across diverse cultural and regulatory landscapes?

Expanding TAU across various countries has required navigating diverse regulatory frameworks and cultural contexts. To maintain consistent educational standards, we've established a centralized quality assurance system and localised academic governance that ensures business process uniformity while allowing for localized adaptations as per the effective regulations. Regular audits and quality assurance measures help us uphold our commitment to excellence globally.

Q TAU has achieved multiple accreditations, including recognition from the Accreditation Commission on Colleges of Medicine (ACCM) and the Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP). How have these accreditations influenced the university's international reputation and the opportunities available to your graduates?

Accreditations from ACCM and CAAM-HP have significantly enhanced TAU's international credibility, affirming our adherence to global medical education standards. These recognitions have opened pathways for our graduates to pursue licensure and postgraduate opportunities in various countries, including eligibility for exams like the USMLE and MCC.

Q In a recent discussion, you emphasized the importance of integrating technology, such as AI and virtual reality, into medical education. How is TAU implementing these technologies to enhance the learning experience, and what impact do you foresee on the future of medical training?

TAU is actively incorporating AI-driven learning platforms and virtual reality simulations into our curriculum to provide immersive, hands-on experiences. These technologies allow students to practice clinical procedures in a risk-free environment, enhancing skill acquisition and confidence. We believe this integration will produce more competent and adaptable medical professionals.

Q The Union Budget 2025 highlighted investments in AI for drug discovery and the establishment of centers for upskilling. How do you envision these initiatives aligning with TAU's mission, and what role can the university play in supporting such national objectives?

TAU's mission aligns closely with these initiatives, as we are committed to advancing medical research and education through technology. We aim to collaborate with governmental bodies to contribute to AI-driven drug discovery projects and establish upskilling centers that equip healthcare professionals with cutting-edge competencies.

Q Beyond traditional medical programs, TAU offers a range of online and distance learning courses. How do you ensure that these programs maintain the same level of rigor and engagement as on-campus offerings, especially in fields that are traditionally hands-on?

We ensure parity between online and on-campus programs by employing interactive digital platforms,



virtual labs, and real-time assessments. Our distance learning curricula are designed to be as comprehensive and engaging as traditional classes, with continuous support from experienced faculty to facilitate effective learning outcomes.

Q With the global shift towards interdisciplinary education, is TAU exploring collaborations between its medical and business faculties to prepare students for the evolving healthcare industry? If so, could you provide examples of such initiatives?

Yes, TAU is fostering interdisciplinary collaborations to prepare students for the multifaceted healthcare industry. We offer programs that combine medical education with business management principles, equipping graduates with the skills needed to navigate healthcare administration and policy-making effectively.

Q Given the rapid advancements in medical technology and practices, how does TAU's curriculum stay current? What mechanisms are in place to ensure that students are learning the most up-to-date information and techniques?

TAU maintains curriculum relevance through regular reviews by academic committees comprising industry experts and faculty. We integrate the latest medical research findings and technological advancements into our courses, ensuring that students are trained in contemporary practices and methodologies.

Q TAU's vision emphasizes "Bringing Education to Life." How does this philosophy manifest in the day-to-day experiences of your students and faculty?

"Bringing Education to Life" is realized through experiential learning approaches, including clinical rotations, community engagement, and research projects. Students and faculty collaborate on real-world healthcare challenges, fostering a dynamic educational environment that transcends traditional classroom boundaries.

Q As an entrepreneur in the education sector, what trends do you foresee shaping the future of global medical education, and how is TAU positioning itself to lead in this evolving landscape?

Emerging trends such as personalized learning, telemedicine, and AI integration are reshaping medical education. TAU is at the forefront by adopting these innovations, developing flexible learning models, and expanding our global partnerships to provide students with diverse and future-ready educational experiences.

Q Reflecting on your journey with TAU, what initiatives or achievements are you most proud of, and what aspirations do you hold for the university's next decade?

I take pride in TAU's growth into a globally recognized institution with a diverse student body and robust academic programs. Looking ahead, we aspire to expand our research initiatives, enhance technological integration in education, and continue producing healthcare professionals who make meaningful contributions worldwide. EP

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Diploma | Diploma (LE) Mechanical Eng. | Mech. (Electric & Hybrid Vehicles)
M.Tech Computer Science & Engineering
BCA (Hons.)
BCA (Hons.) Data Science | Cyber Security | (AI & IoT) | Mobile Application & Web Tech | Full Stack Devp.
B.Sc. (Hons.)
B.Sc. (Hons.) Forensic Science
B.Pharm
B.Pharm (LE)
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3 RANKED Among Top Engineering Colleges of Rajasthan CSR - GHRDC 2023
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REDEFINING HIGHER EDUCATION FOR A TRANSFORMATIVE TOMORROW
A CONVERSATION WITH **LNCT UNIVERSITY**

"In today's world, higher education must move beyond employability metrics—it should foster critical thinking, creativity, and adaptability," reflects the leadership at **LNCT University**. This forward-thinking vision defines the institution's commitment to building a student-centric, globally aligned yet culturally rooted academic ecosystem. In an exclusive interview with **Education Post**, LNCT University highlights its efforts in experiential learning, interdisciplinary research, and faculty development. As they put it, "Digital transformation must rethink pedagogy, not just deliver content," and "Student well-being and curiosity must be at the core of education." Their roadmap offers inspiration for universities nationwide.

With rapid shifts in global work environments and skill demands, how should universities redefine the purpose of higher education beyond just employability metrics?

Universities must evolve to nurture holistic development. Beyond employability metrics, higher education should:

- Foster critical thinking, creativity, and adaptability to prepare students for uncertain futures.
- Cultivate ethical and global citizens by embedding societal and environmental responsibilities in curricula.
- Prioritize lifelong learning, empowering students to continue evolving beyond their degrees.



National Education Policy 2020 emphasizes flexibility and interdisciplinarity–but in practice, these ideals are often difficult to implement. What are the real-world challenges and opportunities in building such a dynamic academic ecosystem?

The ideals of flexibility and interdisciplinarity face challenges such as:

- Resource Constraints: Lack of funding for infrastructure and diverse faculty recruitment.
- Resistance to Change: Legacy systems resist rapid transformation.
- Opportunities: Collaborations with industries and global institutions can accelerate dynamic ecosystems, ensuring academic alignment with evolving skill demands.

In your experience, what does a truly 'student-centric' university look like today–beyond slogans–and how can institutions move from legacy systems to transformative learning models?

A truly student-centric university:

- Prioritizes personalized learning journeys, leveraging technology for adaptive education.
- Promotes student well-being with robust mental health support and flexible academic pathways.
- Legacy systems can evolve by focusing on experiential learning, interdisciplinary projects, and active student participation in decision-making.

Internships, live projects, and field exposure are crucial, but many universities struggle with consistent industry integration. How can academia create meaningful, long-term synergies with industry that go beyond MoUs and placement drives?

To build meaningful industry partnerships:

- Establish joint research labs and innovation hubs with industry stakeholders.
- Integrate industry mentors into teaching and curriculum design.
- Focus on solving real-world problems through long-term collaborations beyond placement metrics.

There's growing concern that higher education is becoming too transactional. How can institutions reignite the value of curiosity, ethical inquiry, and research-driven learning in their core mission?

To reignite curiosity and research-driven learning:

- Introduce open-ended inquiry-based projects that encourage exploration over rigid outcomes.
- Promote interdisciplinary research, blending technology, humanities, and sciences.
- Recognize and reward ethical behavior, fostering a culture of integrity and responsibility.

Technology in education often means adding tools–but rarely rethinking pedagogy. How can digital transformation be used not just to deliver content but to fundamentally redesign learning journeys?

Digital transformation must move beyond content delivery by:

- Encouraging active learning with simulation tools, gamified platforms, and virtual labs.
- Training faculty in pedagogy tailored to a tech-enhanced environment.
- Creating collaborative online learning communities to blend global and local perspectives.

As universities scale and diversify, maintaining academic quality and faculty development becomes a challenge. What innovative models do you believe are essential to retain teaching excellence and academic integrity in large institutions?

Innovative models for faculty development and academic integrity include:

- Continuous professional development programs for teachers.
- Peer-review systems and technology integration to monitor quality standards.
- Decentralized campus models with local academic boards ensuring standardization.

With the push toward global rankings and international visibility, how can Indian universities maintain cultural rootedness while aspiring for global academic standards and recognition?

Indian universities can achieve this by:

- Incorporating Indian knowledge systems, ethics, and values into modern curricula.
- Offering bilingual programs that enhance accessibility while maintaining international relevance.
- Building exchange programs with global universities to create a balanced educational perspective. EP





UNIVERSITY BEYOND WALLS

HOW COMMUNITY ENGAGEMENT CAN REDEFINE HIGHER EDUCATION IN INDIA

Prabhav Anand

In the heart of rural West Bengal, a group of IIT Kharagpur students gathers under a modest tin-roofed structure, their laptops open, surrounded by eager children from the local village. This isn't a typical classroom; it's Jagriti Vidya Mandir, an English-medium school established by the Gopali Youth Welfare Society (GYWS), a student-run NGO from IIT Kharagpur. Here, education transcends textbooks, fostering a symbiotic relationship between the university and the community.

This scene is emblematic of a broader shift in Indian higher education—a movement towards community engagement that blurs the lines between academia and society. Traditionally, Indian universities have been perceived as ivory towers, isolated from the communities that surround them. However, a growing number of institutions are challenging this notion, integrating community engagement into their core missions.

The National Education Policy (NEP) 2020 underscores this transformation, emphasizing the role of higher education institutions (HEIs) in community participation and social responsibility. By fostering partnerships between universities and local communities, the NEP aims to create a more holistic and socially responsive educational ecosystem.

Community engagement in Indian higher education is not entirely new. Programs like the National Service Scheme (NSS), established in 1969, have long encouraged students to participate in community service. However, these initiatives often existed on the periphery of academic life, seen as extracurricular rather than integral to the educational experience.

The NEP 2020 marks a paradigm shift, positioning community engagement as a central pillar of higher education. It advocates for experiential learning, where students apply academic knowledge to real-world challenges, fostering a sense of social responsibility and civic consciousness. This approach aligns with global trends, where universities are increasingly seen as catalysts for social change.

A study published in the Journal of Educational Planning and Administration highlights the growing emphasis on community-engaged service learning in Indian HEIs, particularly in the post-COVID era. The research underscores the importance of integrating technology-enabled approaches to enhance the effectiveness and reach of community engagement initiatives.

Case Studies: Universities Making a Difference

IIT Kharagpur: Gopali Youth Welfare Society (GYWS)

The GYWS, initiated by IIT Kharagpur students, exemplifies how academic institutions can directly impact local communities. Through Jagriti Vidya Mandir, the society provides free education, uniforms, and transportation to underprivileged children. This initiative not only benefits the community but also offers students practical experience in project management, teaching, and social entrepreneurship.

Pondicherry University: PU SHARE

PU SHARE is a student-led organization at Pondicherry University that engages in various social initiatives, including supporting local orphanages, organizing blood donation drives, and providing free tuition classes. Their annual event, "INSPIRE," promotes and fundraises for these activities, fostering a culture of social responsibility among students.

University of Hyderabad: Bol Hyderabad 90.4 FM

Bol Hyderabad, the university's community radio station, serves as a platform for students and faculty to engage with the local community. It broadcasts educational content, cultural programs, and discussions on social issues, thereby extending the university's reach beyond its campus.

Babasaheb Bhimrao Ambedkar University (BBAU), Lucknow: River Yoga Campaign

BBAU's 'River Yoga' campaign at Gau Ghat combines environmental awareness with health and wellness. The initiative involves daily yoga sessions followed by cleaning efforts along the riverbanks, engaging students, local citizens, and army personnel. Vice-Chancellor Prof. R.K. Mittal emphasized the importance of integrating health, societal responsibility, and environmental care.

Impact on Students and Communities

Community engagement initiatives offer students experiential learning opportunities that enhance their academic and personal development. By working on real-world problems, students develop critical thinking, leadership, and communication skills. A study in the Asian Journal of Community Engagement notes that such programs foster meaningful partnerships between HEIs and communities, preparing students for future careers and civic engagement.

For communities, these collaborations bring tangible benefits, such as improved education, health services, and infrastructure. They also empower community members by involving them in decision-making processes and fostering a sense of ownership over local development projects.

Despite the promising developments, several challenges hinder the widespread adoption of community engagement in Indian higher education. These include limited funding, lack

of institutional support, and the need for faculty training in community-based pedagogy. Additionally, measuring the impact of such initiatives remains complex, requiring robust assessment frameworks.

To overcome these obstacles, HEIs must integrate community engagement into their strategic plans, allocate dedicated resources, and establish partnerships with government agencies and NGOs. Policy support, as outlined in the NEP 2020, is crucial for creating an enabling environment that encourages and sustains community engagement.

The idea of the university has always been rooted in the pursuit of knowledge—but the 21st century demands more. It demands relevance. It demands responsibility. And most importantly, it demands connection. In India, where the education system is often accused of being detached from real-world challenges, community engagement represents both a solution and a revolution. By stepping beyond campus walls, universities are beginning to reclaim their role not only as centers of academic excellence but as agents of social transformation.

Community engagement in higher education redefines the very purpose of learning. No longer is knowledge confined to lecture halls or research papers; it becomes a tool for change, a bridge between theory and practice, and a platform for students to find meaning in their education. As Professor Rajesh Tandon, founder of Participatory Research in Asia (PRIA), famously said, "Universities are not islands; they must be harbors of hope for society." This ethos resonates deeply in a country grappling with inequality, climate crises, and rapid urban-rural shifts. If universities can direct even a fraction of their intellectual and human capital toward local problems, the ripple effects would be monumental.

Moreover, this engagement is reciprocal. While students gain hands-on experience and develop empathy, communities gain access to resources, skills, and ideas they might otherwise never encounter. The process challenges hierarchies of knowledge, validating grassroots wisdom and local voices. It promotes mutual learning, where villagers and vice-chancellors, students and street vendors, all contribute to a shared understanding of



development and progress.

However, meaningful community engagement cannot be built on goodwill alone. It requires vision, structure, and sustained investment. Universities must move beyond tokenistic outreach programs and embed social responsibility into their curricula, research agendas, and governance models. Faculty members need to be incentivized and trained to adopt community-based teaching methodologies. Students must be given the space, support, and credit to undertake projects that solve real problems outside the classroom.

The National Education Policy (NEP) 2020 offers a roadmap, but the real transformation will come from the bottom up—from committed educators, motivated students, and forward-looking administrators who recognize that learning doesn't stop at the campus gate. Institutions such as IIT Kharagpur, Pondicherry University, BBAU Lucknow, and many others have shown that it is possible to merge academic rigor with social relevance.

As we envision the future of higher education in India, one thing becomes clear: universities must evolve into community universities—spaces where learning is not just about degrees, but about dignity; not just about employability, but about empowerment.

The question is no longer whether community engagement should be part of university life. The question is whether we can afford a higher education system that isn't deeply engaged with the community. In a country as vast, diverse, and complex as India, the university beyond walls may be our most powerful tool for building a more equitable and enlightened society.

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1 RANKED Among Private Universities in Jharkhand IIRF - 2023

2 RANKED Among Global top 100 innovative Universities WURI 2023

4 RANKED Among Indian Universities for Quality of Education Impact Ranking 2023

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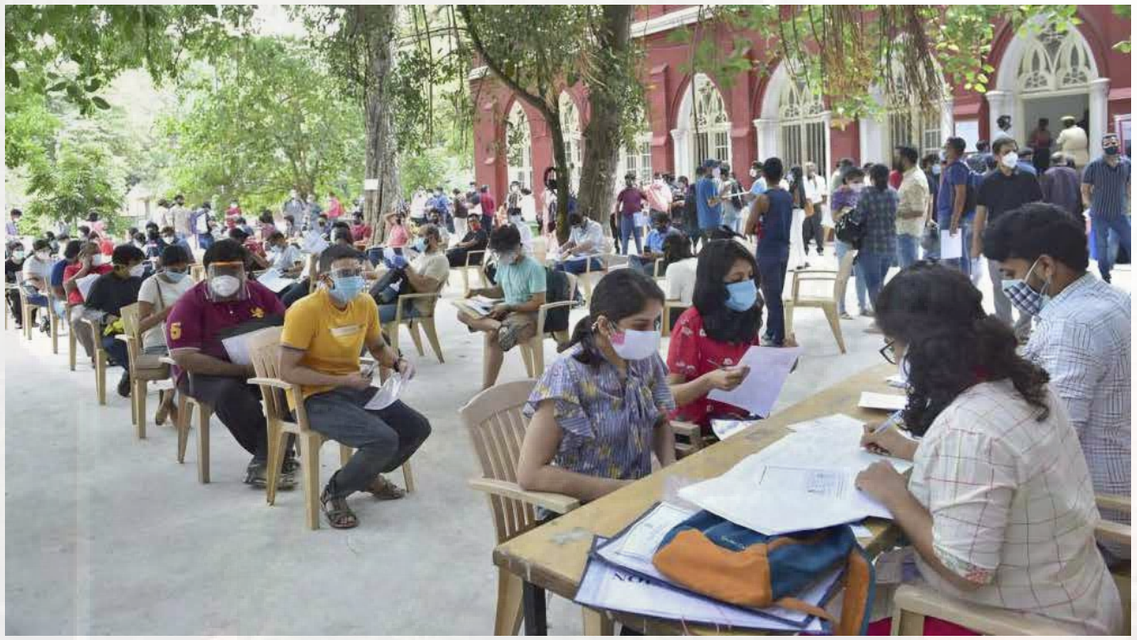
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NEP ON CAMPUS
REFORM OR RHETORIC?

Prabhav Anand

In July 2020, amid the global upheaval of the COVID-19 pandemic, India revealed its first comprehensive education reform in over three decades—the National Education Policy (NEP) 2020. This ambitious blueprint aimed to revolutionize the country's education system, emphasizing flexibility, inclusivity, and a holistic approach to learning. For higher education, the NEP promised a transformative shift: multidisciplinary curricula, increased Gross Enrollment Ratios (GER), and the integration of technology to democratize access to quality education.

The policy's vision was clear: to create an education system that not only imparts knowledge but also fosters critical thinking, creativity, and a sense of responsibility among students. It sought to bridge the gap between academia and industry, ensuring that graduates are well-equipped to meet the demands of a rapidly evolving job market. Moreover, by promoting regional languages and incorporating India's rich cultural heritage into the curriculum, the NEP aimed to make education more relatable and rooted in the country's diverse ethos.

However, as the policy enters its fifth year, questions arise about its tangible impact on the ground. While some institutions have embraced the reforms, others grapple with infrastructural challenges, resistance to change, and a lack of clarity in implementation strategies. The disparity in adoption rates across states and institutions raises concerns about the policy's efficacy and the potential widening of educational inequalities.

This feature delves deep into the NEP's journey from policy to practice, examining its successes, challenges, and the road ahead. Through interviews with educators, students, and policymakers, we aim to provide a comprehensive overview of the NEP's impact on India's higher education landscape.

The Vision

NEP 2020 envisions a paradigm shift in India's higher education system. Key objectives include:

- Multidisciplinary Education: Encouraging institutions to offer flexible curricula that allow students to choose subjects across disciplines.
- Increased GER: Aiming to raise the Gross Enrollment Ratio in higher education from 27% (as of 2019-20) to 50% by 2035.
- Technology Integration: Leveraging digital platforms to enhance learning experiences and accessibility.
- Equity and Inclusion: Ensuring that education is accessible to all, irrespective of socio-economic backgrounds.
- Research and Innovation: Promoting a culture of research and critical thinking within academic institutions.

The Implementation

1. Multidisciplinary Approach

Institutions like the Indian Institutes of Technology (IITs) and Indian Institutes of Science Education and Research (IISERs) have pioneered interdisciplinary programs, allowing students to combine engineering with humanities or sciences with arts. However, many traditional universities, especially in states like Tamil Nadu, maintain rigid admission criteria, limiting students' ability to pursue diverse academic interests.

2. Digital Initiatives

The establishment of the National Digital University (NDU) in 2023 marked a significant step towards digitalizing higher education. Operating under a hub-and-spoke model, NDU collaborates with partner institutions to offer online courses, aiming to make quality education accessible nationwide.

3. Quality Assurance

To uphold academic standards, the NEP emphasizes the importance of accreditation. In line with this, Mumbai University debarred 229 colleges from admitting students for the 2025-26 academic session due to the absence of National Assessment and Accreditation Council (NAAC) accreditation or the lack of mandated College Development Committees.

4. Infrastructure and Faculty Shortages

While Uttar Pradesh is set to inaugurate 71 new government degree colleges for the 2025-26 academic session, challenges persist. Many of these institutions face faculty shortages, with over 1,000 assistant professor positions awaiting recruitment. In the interim, existing staff from other institutions are expected to manage teaching responsibilities.

Dr. Anjali Mehta, a professor at Delhi University, shares, "The NEP's vision is commendable, but its implementation requires clarity. Faculty members need training to adapt to interdisciplinary teaching methods."

Ravi Kumar, a final-year engineering student, remarks, "The flexibility to choose electives from other departments has enriched my learning experience. However, not all faculties are supportive of this change."

According to the Times of India report, Santosh Kumar Gangwar, Governor of Jharkhand, emphasized the need for effective task forces to implement the NEP, urging universities to conduct regular reviews and workshops to raise awareness about the policy's benefits.

Challenges Ahead

1. Regional Disparities

States like Bihar face criticism for the NEP's implementation. Sudhakar Singh, Buxar MP, labeled the policy as "anti-poor," arguing that its emphasis on a commercialized education model might marginalize vulnerable communities.

2. Administrative Hurdles

Nagpur University's Institutional Development Plan, mandated under the NEP, remains incomplete due to administrative inertia and vacant top-level positions, highlighting the challenges in policy execution.

3. Resistance to Change

The reintroduction of the Four-Year Undergraduate Programme (FYUP) has met with protests, reminiscent of the backlash it faced during its initial rollout in 2013-14. Critics argue that the extended duration may not be feasible for all students, especially those from economically weaker sections.

The National Education Policy 2020 presents a visionary roadmap for India's higher education system. While strides have been made in areas like digital integration and promoting interdisciplinary studies, challenges in infrastructure, faculty training, and equitable access persist.

For the NEP to realize its full potential, a collaborative effort involving policymakers, educators, students, and communities is essential. Continuous feedback, adaptive strategies, and a commitment to inclusivity will determine whether the policy serves as a genuine reform or remains rhetorical.

As India stands at the cusp of educational transformation, the journey of the NEP serves as a testament to the nation's aspirations and the collective responsibility to shape a future-ready academic landscape.



RISE OF FOREIGN UNIVERSITIES IN INDIA

BOON OR THREAT TO INDIAN INSTITUTIONS?

Pragya Kumari

A historical shift unfolds as India welcomes foreign universities, echoing its ancient academic legacy while balancing the promise of global education with the need to protect domestic institutions.

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character — that is the goal of true education."
– Dr Martin Luther King Jr.

India's higher education environment is stirring with a new energy, especially with the introduction of National Education Policy (NEP) 2020. The country is inviting world-class foreign universities with open arms to set up campuses on its land, marking a bold move in reshaping the future of education.

The aim is to provide Indian students global exposure while being at home, to raise academic standards, and to restore India's lost glory as a global hub of learning. The move is not only about new campuses and foreign names, but it's about reclaiming the nation's legacy.

India's centuries-old legacy in the field of education has always been unmatchable. With educational hubs like Nalanda and Takshashila attracting scholars from China, Korea, Japan, and beyond, ancient India was once the beacon of global knowledge.

These institutions were more than centers of learning; they were thriving ecosystems of dialogue, ideas, and innovation.

However, historical disruptions, ranging from colonial occupation to internal decline and policy neglect, led to a steady erosion of India's position as a knowledge powerhouse. Over time, the luster of these academic institutions faded.

Today, despite having an extensive network of universities, the country sees thousands of its brightest minds migrating overseas every year in pursuit of superior education. This phenomenon, known as brain drain, has long troubled policymakers and educationists alike.

The NEP 2020 presents a turning point in reversing this trend. Among its several visionary reforms, one of the most transformative is the move to allow globally reputed foreign universities to establish campuses in India.

In January 2023, the University Grants Commission issued a draft regulation permitting such institutions (ranked within the top 500 globally) to set up operations in India. The intent is clear: to make world-class education accessible at home and foster healthy competition that propels Indian universities to raise their standards.

Early responses to this policy signal promising changes. Australia's Deakin University and University of Wollongong have announced plans to open campuses in GIFT City, Gujarat.

Dr Ravi Kumar Jain, Director of the School of Management at IILM University, Gurugram, emphasizes that while the arrival of foreign universities presents an exciting academic opportunity, the process must be guided by thoughtful regulation and long-term vision.

According to him, "It brings with it global best practices, Western academic constructs, innovative pedagogies, and healthy competition that can push Indian institutions to elevate their standards. While we embrace such collaborations, it is crucial to ensure that our indigenous institutions remain protected and empowered, to be not just globally competitive but also deeply rooted in local relevance."

He highlights the need for blending ancient Indian wisdom with modern frameworks, integrating holistic education models with futuristic technologies like AI and quantum computing, and creating learning environments that are both technologically advanced and culturally resonant.

The University of Birmingham from the UK is exploring options, and New York University has reportedly entered into discussions. These signals of interest mark the beginning of what could become a new chapter in India's higher education story.

Foreign universities bring with them globally recognized curricula, advanced research methodologies, student-centric pedagogy, and a culture of innovation.

Their presence in India means that Indian students can now access top-notch international education without incurring the financial or emotional burden of relocating abroad. This not only offers savings for families but also creates broader access to quality education.

Collaborations with these institutions can foster a more dynamic academic ecosystem. Indian students would benefit from global exposure, diverse cultural interactions, and the opportunity to engage in international research networks.

Exposure to cross-disciplinary thinking, problem-solving, and experiential learning can sharpen students' critical thinking and creativity, attributes essential for navigating the modern global workforce.

A direct benefit would be the reduction in brain drain. When students find global-quality education in their own country, their inclination to seek it elsewhere reduces significantly.

Such collaborations are already showing results. Professor Prakash Gopalan, President of NIIT University, highlights how their international partnerships with institutions like the University of Indianapolis and Victoria University of Wellington are shaping global-ready students.

He remarks, "By bringing in global best practices, breakthrough research, and innovative learning models, foreign universities add momentum to India's already thriving academic landscape… The key lies in collaboration over competition."

As foreign campuses set up state-of-the-art facilities and bring in world-class faculty, students who would otherwise have pursued degrees abroad may now choose to remain in India. This could enhance the country's intellectual capital and retain talent that can contribute to national growth.

Economic implications are also significant. Foreign campuses will generate employment, spur infrastructural development, and even promote educational tourism.

Their collaboration with Indian industries can lead to the emergence of research hubs and innovation clusters, boosting India's standing in the global academic and technological space.

However, the influx of foreign universities into India also presents a complex array of challenges. One of the main concerns is that elite foreign universities may draw away the best students and faculty from Indian institutions.



Domestic universities, already grappling with funding constraints, rigid regulations, and limited autonomy, may find it difficult to compete, thereby widening the gap between institutions.

Cost is another critical issue. If foreign institutions replicate their original fee structures in India without adequate scholarships or financial aid systems, they risk becoming accessible only to the affluent.

Equally important is the need for curriculum relevance. Many of the programs designed for Western contexts may not address the unique economic, social, or cultural needs of Indian students.

Foreign universities must make deliberate efforts to align their offerings with local realities, both in content and pedagogy. Understanding and integrating local contexts can enrich academic engagement and ensure real-world applicability.

Maintaining consistent quality and integrity of these foreign campuses will be essential. Regulatory bodies like the UGC must create clear guidelines and robust monitoring systems to ensure that only credible, high-quality institutions are allowed entry.

The risk of subpar foreign institutions exploiting the "international" tag for marketing and profit must be mitigated. Without strict oversight, the entry of such institutions could dilute rather than enhance the education ecosystem.

There is also apprehension about the commercialization of education. Some worry that foreign universities may prioritize revenue over academic excellence and treat Indian campuses primarily as profit centers.

Education as a public good must be preserved, and mechanisms must be put in place to ensure that commercial motives do not override the mission of nurturing minds and generating knowledge.

Dr Nihar Amoncar, Pro Vice Chancellor of IILM University, Greater Noida, draws parallels with India's economic liberalization of 1991.

He said, "Global competition in the Indian higher education market can only fortify the Indian academic ecosystem… Some took this change in their stride, adapted, adopted, and tasted unprecedented success; others who did not or could not respond withered away."

He believes that the key lies in how Indian universities respond to this change. Instead of fearing foreign institutions, they should look inward to reinvent their pedagogies, invest in faculty development, improve research output, and build meaningful global collaborations.

This collaborative spirit can create synergies that lift the entire higher education sector. Indian institutions can benefit from joint degrees, student and faculty exchanges, and shared research projects.

Successful models already exist: the Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs) have forged academic ties with top global institutions like MIT, Stanford, and Harvard. These partnerships have helped elevate their academic profile without compromising their core identity.

Looking ahead, the success of this foreign university initiative will hinge on careful policy implementation. Regulatory agencies must act as vigilant gatekeepers, ensuring transparency, accountability, and alignment with India's educational vision. The policy must be dynamic, open to stakeholder consultation, and grounded in periodic reviews.

Foreign institutions, in turn, must engage with India not just as a market, but as a partner. Their integration must go beyond brick-and-mortar campuses to include Indian faculty recruitment, scholarships for deserving students, contextual research, and active engagement with local communities and industries. A socially conscious, inclusive approach will be the hallmark of meaningful engagement.

The emergence of foreign universities in India is both a window of opportunity and a test of foresight. If managed wisely, it could herald the rise of India as a global academic powerhouse, "a modern-day Nalanda." If mishandled, it risks creating exclusivity, eroding trust, and compromising educational values.

India stands at a historic juncture. The chance to reclaim its identity as a global center of learning is within reach. Whether this promise is realized will depend not only on the ambition of foreign universities or the vision of policymakers, but also on the collective will of Indian institutions, educators, and civil society to build a world-class, inclusive, and future-ready education system.

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IIRF-2025 | TOP 50 CENTRAL UNIVERSITIES

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	CENTRAL UNIVERSITIES	CITY	STATE	STATE RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
						PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	
1	JNU - Jawaharlal Nehru University	New Delhi	Delhi	1		243.0	219.6	200.5	158.0	73.8	60.6	39.4	**994.89**
2	DU - University of Delhi	New Delhi	Delhi	2		236.1	219.3	197.3	165.8	73.6	61.7	40.1	**993.86**
3	BHU - Banaras Hindu University	Varanasi	Uttar Pradesh	1		241.6	218.3	199.6	158.5	73.4	60.8	40.1	**992.35**
4	JMI - Jamia Millia Islamia	New Delhi	Delhi	3		239.6	219.9	196.5	160.9	72.9	61.0	39.7	**990.48**
5	UoH - University of Hyderabad	Hyderabad	Telangana	1		243.3	216.5	197.6	160.9	71.2	60.0	39.4	**988.93**
6	AMU - Aligarh Muslim University	Aligarh	Uttar Pradesh	2		239.9	213.3	198.2	168.0	69.9	59.1	39.4	**987.82**
7	CUP - Central University of Punjab	Bathinda	Punjab	1		236.8	217.4	199.9	162.6	70.0	60.0	40.1	**986.80**
8	Central University of Himachal Pradesh	Dharamshala	Himachal Pradesh	1		239.9	220.5	199.9	156.8	69.0	59.6	39.4	**985.21**
9	IGNTU - The Indira Gandhi National Tribal University	Amarkantak	Madhya Pradesh	1		240.9	216.8	199.6	157.3	70.0	60.0	39.5	**984.09**
10	RPCAU - Dr. Rajendra Prasad Central Agricultural University	Pusa	Bihar	1		233.0	217.4	195.9	168.0	70.0	59.1	39.2	**982.69**
11	Pondicherry University	Puducherry	Puducherry	1		230.7	218.3	196.8	162.6	70.5	60.0	39.7	**978.57**
12	CURAJ - Central University of Rajasthan	Ajmer	Rajasthan	1		239.9	215.5	193.9	157.8	68.7	59.8	39.7	**975.26**
13	RGU - Rajiv Gandhi University	Itanagar	Arunachal Pradesh	1		238.5	218.3	188.8	152.2	70.5	61.9	41.5	**971.78**
14	CUG - Central University of Gujarat	Gandhinagar	Gujarat	1		234.8	214.9	195.1	159.0	68.7	58.7	39.2	**970.33**
15	CUH - Central University of Haryana	Jant-Pali Village	Haryana	1		234.4	213.6	190.8	162.6	68.2	58.9	39.8	**968.27**
16	CUTN - Central University of Tamil Nadu	Thiruvarur	Tamil Nadu	1		236.5	215.5	190.2	155.9	69.8	59.6	39.2	**966.64**
17	Visva-Bharati University	Santiniketan	West Bengal	1		231.7	206.4	193.1	161.7	71.6	60.0	39.4	**963.79**
18	Central University of Kerala	Kasaragod	Kerala	1		238.2	218.7	188.2	152.0	68.0	58.3	39.4	**962.64**
19	Babasaheb Bhimrao Ambedkar University	Lucknow	Uttar Pradesh	3		228.3	215.5	195.9	156.8	69.0	57.9	37.7	**961.10**
20	Central University of Andhra Pradesh	Anantapur	Andhra Pradesh	1		234.8	199.8	192.5	162.6	70.3	59.3	39.8	**959.08**
21	CUO - Central University of Odisha	Koraput	Odisha	1		226.5	210.5	193.1	155.9	69.0	60.2	39.5	**954.62**
22	Hemvati Nandan Bahuguna Garhwal University	Srinagar	Uttarakhand	1		229.6	213.6	183.4	153.4	69.9	59.8	39.8	**949.46**
23	IMU - Indian Maritime University	Chennai	Tamil Nadu	2		231.7	208.3	189.1	157.6	66.0	57.4	38.4	**948.35**
24	Tezpur University	Sonitpur	Assam	1		225.5	207.3	191.1	161.4	67.0	56.9	38.1	**947.29**
25	Mizoram University	Aizawl	Mizoram	1		229.6	201.1	188.5	161.7	68.2	56.6	36.6	**942.22**

*Page 6

*Page 6

IIRF-2025 | TOP 50 CENTRAL UNIVERSITIES

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	CENTRAL UNIVERSITIES	CITY	STATE	STATE RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
						PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	
26	Central Agricultural University	Imphal	Manipur	1		229.6	211.7	182.8	157.8	64.0	55.1	38.0	**939.04**
27	Rajiv Gandhi National Aviation University	Raebareli	Uttar Pradesh	4		229.6	206.1	190.8	152.0	65.0	56.5	37.1	**937.11**
28	Central University of Jammu	Jammu	Jammu & Kashmir	1		230.3	210.5	183.1	152.9	64.5	56.5	37.1	**934.95**
29	NEHU - North Eastern Hill University	Shillong	Meghalaya	1		226.9	199.8	185.6	155.4	66.6	59.1	39.5	**932.91**
30	EFLU - English and Foreign Languages University	Hyderabad	Telangana	2		227.2	208.6	181.6	156.6	64.5	56.1	37.1	**931.77**
31	MANUU - Maulana Azad National Urdu University	Hyderabad	Telangana	3		221.7	207.3	185.4	155.4	65.4	55.7	39.4	**930.28**
32	Central University of Karnataka	Kadaganchi	Karnataka	1		230.7	202.0	182.5	151.7	66.0	56.7	38.8	**928.41**
33	Dr. Harisingh Gour Vishwavidyalaya	Sagar	Madhya Pradesh	2		223.5	202.0	184.5	157.8	64.8	56.6	37.7	**926.82**
34	Nagaland University	Lumami	Nagaland	1		225.2	210.5	182.8	152.9	63.0	53.1	36.6	**924.03**
35	Mahatma Gandhi Central University	Motihari	Bihar	2		231.3	201.1	177.4	151.7	65.9	56.5	38.6	**922.46**
36	Sikkim University	Gangtok	Sikkim	1		221.7	198.2	188.2	162.2	61.0	54.0	34.8	**920.15**
37	Assam University	Silchar	Assam	2		228.6	206.4	174.2	147.4	62.0	58.3	39.7	**916.56**
38	University of Allahabad	Prayagraj	Uttar Pradesh	5		226.2	205.5	174.8	144.4	68.5	57.0	38.0	**914.32**
39	Central University of Kashmir	Ganderbal	Jammu & Kashmir	2		227.9	195.4	179.4	148.1	66.0	59.6	36.0	**912.35**
40	Manipur University	Imphal	Manipur	2		217.6	201.1	179.1	151.7	67.0	56.5	37.2	**910.25**
41	IGNOU - Indira Gandhi National Open University	New Delhi	Delhi	4		232.0	193.2	174.2	152.2	63.5	57.3	36.0	**908.40**
42	The Central Sanskrit University	New Delhi	Delhi	5		227.6	191.3	175.9	149.1	69.0	55.7	37.1	**905.67**
43	Rani Lakshmi Bai Central Agricultural University	Jhansi	Uttar Pradesh	6		222.8	193.8	179.9	148.1	64.4	56.9	36.6	**902.44**
44	Tripura University	Agartala	Tripura	1		223.5	197.3	175.1	148.8	63.0	55.7	37.7	**901.00**
45	Central University of Jharkhand	Ranchi	Jharkhand	1		226.2	194.8	175.4	146.4	63.5	55.9	36.6	**898.70**
46	Sindhu Central University	Melongthang Leh-Ladakh	Ladakh	1		219.3	191.6	175.9	155.4	64.0	54.8	36.0	**897.07**
47	South Asian University	New Delhi	Delhi	6		217.6	188.8	174.8	158.5	63.0	56.5	36.6	**895.83**
48	Nalanda University	Rajgir	Bihar	3		221.1	188.5	175.6	152.9	64.0	54.8	36.0	**892.93**
49	Central Tribal University of Andhra Pradesh	Vizianagaram	Andhra Pradesh	2		215.9	190.1	171.4	155.1	65.0	56.7	37.7	**891.86**
50	Central University of South Bihar	Gaya	Bihar	4		219.3	188.5	171.4	152.9	64.0	56.5	37.7	**890.36**

*Page 6

*Page 6

IIRF-2025 | TOP 50 AGRICULTURE & HORTICULTURE UNIVERSITIES

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	NAME OF THE UNIVERSITY (Agriculture and Horticulture)	CITY	STATE	STATE RANK		WEIGHTED SCORE OUT OF 100 (DISTRIBUTED ACROSS 6 DIMENSIONS)						OVERALL NDEX SCORE
						TEACHING LEARNING RESOURCE & PEDAGOGY(TLRP)	RESEARCH	INDUSTRY INCOME & INTEGRATION (III)	EMPLOYABILITY & SUPPORT (ES)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	
1	ICAR-Indian Agricultural Research Institute, New Delhi	New Delhi	New Delhi	1		23.1	23.0	17.0	13.1	6.9	6.0	**89.00**
2	Punjab Agricultural University, Ludhiana	Ludhiana	Punjab	1		23.0	23.1	16.8	12.4	6.8	5.9	**87.95**
3	Tamil Nadu Agricultural University, Coimbatore	Coimbatore	Tamil Nadu	1		22.1	22.6	17.5	12.4	6.8	5.9	**87.20**
4	G.B. Pant University of Agriculture & Technology, Pantnagar	Pantnagar	Uttarakhand	1		21.8	22.8	16.8	12.3	6.8	5.9	**86.44**
5	University of Agricultural Sciences, Bangalore	Bangalore	Karnataka	1		21.5	20.9	17.6	12.9	6.7	5.9	**85.48**
6	Sher-e-Kashmir University of Agricultural Science & Technology, Srinagar	Srinagar	Jammu & Kashmir	1		21.2	20.3	17.0	13.0	6.8	6.0	**84.27**
7	Chaudhary Charan Singh Haryana Agricultural University, Hisar	Hisar	Haryana	1		21.2	20.1	17.0	12.4	6.8	5.9	**83.45**
8	Orissa University of Agricultural & Technology, Bhubaneswar	Bhubaneswar	Orissa	1		19.7	21.4	16.6	12.1	6.8	6.0	**82.64**
9	Dr. Rajendra Prasad Central Agricultural University, Samastipur	Samastipur	Bihar	1		20.0	20.2	16.9	12.2	6.6	5.8	**81.70**
10	Assam Agricultural University, Jorhat	Johrat	Assam	1		19.5	19.3	16.7	12.1	6.9	6.1	**80.61**
11	Dr. Yaswant Singh Parmar University of Horticulture & Forestry, Solan	Solan	Himachal Pradesh	1		19.3	19.3	16.3	12.2	6.7	5.9	**79.74**
12	Anand Agricultural University, Anand	Anand	Gujarat	1		19.3	19.8	16.3	11.5	6.4	5.6	**78.84**
13	Ch. Sarwan Kumar Himachal Pradesh Krishi Viswavidyalaya, Palampur	Palampur	Himachal Pradesh	2		19.3	19.2	16.0	10.9	6.6	5.8	**77.90**
14	Acharya NG Ranga Agricultural University, Guntur	Guntur	Andhra Pradesh	1		18.7	19.0	16.4	11.4	6.4	5.5	**77.36**
15	Kerala Agricultural University, Thrissur	Thrissur	Kerala	1		18.6	19.3	16.2	11.0	6.2	5.4	**76.54**
16	University of Agricultural Sciences, Dharwad	Dharwad	Karnataka	2		18.8	18.9	15.1	11.5	6.2	5.3	**75.84**
17	Central Agricultural University, Imphal	Imphal	Manipur	1		18.5	18.7	16.1	10.6	5.9	5.2	**75.09**
18	Bidhan Chandra Krishi Viswa Vidhyalaya, Mohanpur	Mohanpur	West Bengal	1		18.5	18.8	14.8	11.3	5.9	5.1	**74.33**
19	Sher-e-Kashmir University of Agricultural Science & Technology, Jammu	Jammu	Jammu & Kashmir	2		18.5	18.9	15.0	10.6	5.8	5.0	**73.77**
20	Navsari Agricultural University, Navsari	Navsari	Gujarat	2		18.1	17.9	14.8	11.3	5.9	5.2	**73.19**
21	Professor Jayashankar Telangana State Agricultural University, Hyderabad	Hyderabad	Telangana	1		18.3	18.2	14.6	10.9	5.8	5.1	**72.89**
22	Indira Gandhi Krishi Viswa Vidhyalaya, Raipur	Raipur	Chhattisgarh	1		17.9	18.3	14.4	11.0	5.8	5.1	**72.45**
23	Maharana Pratap University of Agriculture & Technology, Udaipur	Udaipur	Rajasthan	1		18.0	18.0	14.6	10.9	5.7	5.0	**72.16**
24	Mahatma Phule Krishi Vidyapeeth, Rahuri	Rahuri	Maharashtra	1		17.8	17.8	14.6	10.6	5.7	5.2	**71.55**
25	University of Agricultural Sciences, Raichur	Raichur	Karnataka	3		17.6	17.9	14.1	10.7	5.7	5.0	**70.85**

*Page 6

*Page 6

IIRF-2025 | TOP 50 AGRICULTURE & HORTICULTURE UNIVERSITIES

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	NAME OF THE UNIVERSITY (Agriculture and Horticulture)	CITY	STATE	STATE RANK		WEIGHTED SCORE OUT OF 100 (DISTRIBUTED ACROSS 6 DIMENSIONS)						OVERALL NDEX SCORE
						TEACHING LEARNING RESOURCE & PEDAGOGY(TLRP)	RESEARCH	INDUSTRY INCOME & INTEGRATION (III)	EMPLOYABILITY & SUPPORT (ES)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	
26	University of Horticulture Science, Bagalkot	Bagalkot	Karnataka	4		17.4	17.7	14.1	10.5	5.6	4.9	**70.28**
27	Narendra Deva University of Agriculture & Technology, Faizabad	Faizabad	Uttar Pradesh	1		17.6	17.8	14.0	10.1	5.6	4.9	**69.87**
28	Jawaharlal Nehru Krishi Viswa Vidyalaya, Jabalpur	Jabalpur	Madhya Pradesh	1		17.6	17.3	14.1	10.4	5.4	4.8	**69.50**
29	Dr. YSRHU (APHU), Venkataramannagudem	Venkataramannagudem	Andhra Pradesh	2		17.2	17.6	13.6	10.4	5.5	4.8	**69.07**
30	Junagarh Agricultural University, Junagarh	Junagarh	Gujarat	3		17.0	16.7	13.7	10.5	5.6	5.1	**68.57**
31	Bihar Agricultural University, Sabour, Bhagalpur	Bhagalpur	Bihar	2		16.7	17.2	13.7	10.2	5.4	4.8	**68.07**
32	Rajmata Vijayaraje Scindia Krishi VishwaVidyalaya, Gwalior	Gwalior	Madhya Pradesh	2		16.4	17.3	13.8	10.1	5.4	4.8	**67.80**
33	Vasantrao Naik Marathwada Krishi Vidyapeeth, Parbhani	Parbhani	Maharashtra	2		16.7	16.9	13.6	10.1	5.5	4.8	**67.52**
34	Swami Keshwanand Rajasthan Agricultural University, Bikaner	Bikaner	Rajasthan	2		16.9	16.5	13.4	9.9	5.4	5.0	**67.17**
35	University of Agriculture & Horticulture Sciences, Shimoga	Shimoga	Karnataka	5		16.4	16.6	13.4	10.2	5.4	4.9	**66.91**
36	Agriculture University, Kota	Kota	Rajasthan	3		16.5	16.5	13.5	9.9	5.5	4.8	**66.65**
37	Dr. Punjabrao Deshmukh KrishiViswaVidyalaya, Akola	Akola	Maharashtra	3		16.5	15.9	13.6	10.0	5.5	4.8	**66.32**
38	Chandra Shekhar Azad University of Agricultural & Technology, Kanpur	Kanpur	Uttar Pradesh	2		16.4	16.8	13.5	9.7	5.1	4.5	**66.03**
39	Dr. Balasahib Sawant Kokan KrishiVidyapeeth, Dapoli	Dapoli	Maharashtra	4		16.4	16.5	13.2	9.7	5.3	4.7	**65.74**
40	Sardar Krushinagar Dantiwada Agricultural University, Dantiwada	Dantiwada	Gujarat	4		16.6	16.1	13.0	9.9	5.3	4.5	**65.24**
41	Sardar Vallabhbhai Patel University of Agriculture & Technology, Meerut	Meerut	Uttar Pradesh	3		16.3	16.5	12.8	9.6	5.2	4.6	**64.97**
42	Sri Konda Laxman Telangana Horticultural University, Hyderabad	Hyderabad	Telangana	2		16.0	16.3	13.0	9.5	5.3	4.5	**64.50**
43	SKN Agriculture University, Jobner	Jobner	Rajasthan	4		16.4	16.1	12.6	9.5	5.1	4.4	**64.10**
44	Agriculture University, Jodhpur	Jodhpur	Rajasthan	5		16.0	16.3	12.6	9.5	5.0	4.4	**63.76**
45	Uttar Banga Krishi Viswavidhyalaya, Cooch Behar	Cooch Behar	West Bengal	2		16.3	15.8	12.4	9.6	5.0	4.5	**63.45**
46	Birsa Agricultural University, Ranchi	Ranchi	Jharkhand	1		15.9	15.8	12.4	9.6	5.0	4.4	**63.16**
47	Banda University of Agricultural and Technology, Banda	Banda	Uttar Pradesh	4		15.8	15.6	12.6	9.4	5.0	4.4	**62.71**
48	Rani Lakshmi Bai Central Agricultural University, Jhansi	Jhansi	Uttar Pradesh	5		15.8	15.5	12.4	9.3	4.9	4.4	**62.20**
49	Maharana Pratap Haryana Horticultural University, Karnal	Karnal	Haryana	2		15.6	15.4	12.3	9.3	5.0	4.3	**61.83**
50	VCSG Uttarakhand University of Horticulture & Forestry, Bharsar	Bharsar	Uttarakhand	2		15.5	15.5	11.8	9.4	4.8	4.5	**61.49**

*Page 6

*Page 6

IIRF-2025 | TOP 50 VETERINARY AND FISHERIES UNIVERSITY

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	NAME OF UNIVERSITY / INSTITUTION (Veterinary Sciences & Fisheries)	CITY	STATE		WEIGHTED SCORE OUT OF 100 (DISTRIBUTED ACROSS 6 DIMENSIONS)						OVERALL NDEX SCORE
					TEACHING LEARNING RESOURCE & PEDAGOGY(TLRP)	RESEARCH	INDUSTRY INCOME & INTEGRATION (III)	EMPLOYABILITY & SUPPORT (ES)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	
1	ICAR - National Dairy Research Institute, Karnal	Karnal	Haryana		23.15	23.00	16.88	12.96	6.85	6.08	**88.91**
2	Indian Veterinary Research Institute, Izatnagar, Bareilly	Izatnagar	Uttar Pradesh		23.05	22.60	16.72	12.30	6.72	5.96	**87.35**
3	Central Institute of Fisheries Education, Mumbai	Mumbai	Maharashtra		21.90	22.50	16.70	12.23	6.75	5.99	**86.07**
4	Tamil Nadu Veterinary & Animal Sciences University, Chennai	Chennai	Tamil Nadu		21.30	21.20	16.92	12.60	6.77	6.03	**84.82**
5	Guru Angad Dev Veterinary and Animal Sciences University, Ludhiana	Ludhiana	Punjab		21.05	20.25	16.50	12.30	6.77	6.04	**82.91**
6	Sri Venkateswara Veterinary University, Tirupati Andhra Pradesh	Tirupati	Andhra Pradesh		20.13	19.60	16.60	12.00	6.80	5.96	**81.09**
7	Maharashtra Animal & Fishery Sciences University, Nagpur	Nagpur	Maharashtra		19.85	19.55	16.18	11.43	6.40	5.68	**79.09**
8	West Bengal University of Animal & Fishery Sciences, Kolkata	Kolkata	West Bengal		19.90	19.55	15.80	10.80	6.40	5.61	**78.06**
9	Kerala Veterinary and Animal Science University, Pookode	Pookode	Kerala		19.15	19.53	15.92	10.86	6.13	5.45	**77.03**
10	Karnataka Veterinary, Animal & Fisheries Sciences University, Bidar	Bidar	Karnataka		19.10	19.05	15.82	10.55	5.89	5.24	**75.64**
11	Rajasthan University of Veterinary & Animal Sciences, Bikaner	Bikaner	Rajasthan		19.10	18.75	14.48	11.16	5.89	5.17	**74.54**
12	Lala Lajpat Rai University of Veterinary and Animal Sciences, Hisar	Hisar	Haryana		18.70	18.58	14.48	10.80	5.76	5.22	**73.54**
13	Nanaji Deshmukh Veterinary Science University, Jabalpur	Jabalpur	Madhya Pradesh		18.45	18.23	14.12	10.85	5.74	5.12	**72.51**
14	Tamil Nadu Dr J Jayalalithaa Fisheries University, Nagapattinam	Nagapattinam	Tamil Nadu		18.35	17.75	14.26	10.52	5.65	4.98	**71.51**
15	Kerala University of Fisheries and Ocean Studies, Panangad, Kochi	Kochi	Kerala		18.10	17.75	13.78	10.56	5.36	4.91	**70.46**
16	P.V. Narsimha Rao Telangana Veterinary University, Hyderabad	Hyderabad	Telangana		18.03	17.50	13.56	10.16	5.41	4.80	**69.45**
17	Dau Shri Vasudev Chandrakar Kamdhenu Vishwavidyalaya, Durg	Durg	Chhattisgarh		17.30	17.25	13.28	10.31	5.46	4.84	**68.44**
18	Bihar Animal Science University, Patna	Patna	Bihar		17.28	16.50	13.42	9.90	5.41	4.89	**67.39**
19	UP Pandit Deen Dayal Upadhyay Pashu Chikitsa Vigyan Vishwavidyalay Evam Go-Anusandhan Sansthan, Mathura	Mathura	Uttar Pradesh		17.05	16.75	12.78	9.80	5.28	4.70	**66.36**
20	Kamdhenu University, Gandhinagar, Gujarat	Gandhinagar	Gujarat		17.05	16.54	12.60	9.60	5.06	4.50	**65.35**

*Page 6

*Page 6

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IIRF-2025 | TOP 50 RESEARCH EXCELLENCE (NON-IT & NON-ENGG.) INSTITUTIONS

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	UNIVERSITIES/UNIVERSITY LEVEL INSTITUTION, INSTITUTION OF NATIONAL IMPORTANCE (NON IT & NON ENGG. STREAM)	CITY	STATE/UT	STATE/ UT RANK		WEIGHTED SCORE OUT OF 100 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
						RESOURCE AND INFRASTRUCTURE	RESEARCH IMPACT (QUALITATIVE AND QUANTITATIVE PUBLICATION)	NURTURING SCIENTIFIC INTEGRITY	GRANTS AND CONTRACTS	OUTREACH AND INCLUSIVITY	IPR AND PATENTS	EXTERNAL PERCEPTION	
1	Indian Institute of Science, Bangalore	Bengaluru	Karnataka	1		17.5	17.4	11.5	12.0	7.7	7.6	7.5	**81.25**
2	All India Institute of Medical Sciences, New Delhi	New Delhi	Delhi	1		17.4	17.5	11.4	11.4	7.6	7.6	7.5	**80.31**
3	Homi Bhabha National Institute	Mumbai	Maharashtra	1		16.6	17.0	11.9	11.4	7.7	7.5	7.3	**79.44**
4	Indian Agricultural Research Institute	New Delhi	Delhi	2		16.4	17.2	11.4	11.3	7.7	7.4	7.3	**78.66**
5	Jawaharlal Institute of Postgraduate Medical Education and Research, Puducherry	Puducherry	Puducherry	1		16.2	15.4	12.0	11.9	7.6	7.5	7.4	**77.89**
6	Institute of Chemical Technology	Mumbai	Maharashtra	2		16.0	14.8	11.6	12.0	7.7	7.6	7.4	**77.06**
7	Jawaharlal Nehru Centre for Advanced Scientific Research	Bengaluru	Karnataka	2		16.0	15.1	11.5	11.4	7.6	7.3	7.5	**76.42**
8	Academy Scientific and Innovative Research, Ghaziabad	Ghaziabad	Uttar Pradesh	1		14.8	16.1	11.2	11.1	7.7	7.5	7.4	**75.82**
9	Postgraduate Institute of Medical Education and Research, Chandigarh	Chandigarh	Chandigarh	1		14.9	15.1	11.4	11.0	7.4	7.5	7.4	**74.68**
10	National Institute of Mental Health and Neurosciences, Bangalore	Bengaluru	Karnataka	3		14.6	14.3	11.3	10.8	7.9	7.4	7.3	**73.56**
11	National Institute of Pharmaceutical Education and Research, Mohali	Mohali	Punjab	1		14.4	14.3	11.0	10.9	7.6	7.4	7.3	**72.85**
12	Sree Chitra Tirunal Institute for Medical Sciences and Technology, Thiruvananthapuram	Thiruvananthapuram	Kerala	1		14.4	14.8	11.0	10.5	7.1	7.3	7.2	**72.35**
13	National Institute of Pharmaceutical Education and Research, Kolkata	Kolkata	West Bengal	1		13.8	14.7	10.7	10.5	7.3	7.4	7.3	**71.78**
14	Indian Institute of Science Education and Research, Thiruvananthapuram	Thiruvananthapuram	Kerala	2		13.9	14.5	11.1	10.4	7.3	7.0	6.9	**71.11**
15	Indian Institute of Science Education and Research, Kolkata	Kolkata	West Bengal	2		14.0	14.1	10.8	10.5	7.0	7.3	7.1	**70.79**
16	National Institute of Pharmaceutical Education and Research, Ahmedabad	Ahmedabad	Gujarat	1		14.4	14.3	10.9	9.9	7.5	6.8	6.7	**70.57**
17	Jadavpur University	Kolkata	West Bengal	3		14.0	13.9	10.9	9.6	7.5	7.2	7.1	**70.24**
18	Indian Institute of Science Education and Research, Pune	Pune	Maharashtra	3		13.8	14.5	11.1	9.9	7.2	6.6	6.5	**69.63**
19	National Institute of Pharmaceutical Education and Research, Hyderabad	Hyderabad	Telangana	1		13.8	14.5	10.7	9.6	7.3	6.8	6.7	**69.35**
20	Indian Statistical Institute, Kolkata	Kolkata	West Bengal	4		13.4	13.3	10.7	9.9	7.0	7.4	7.4	**69.03**
21	University of Delhi, Delhi	Delhi	Delhi	3		14.0	14.1	10.4	9.9	6.8	6.7	6.7	**68.74**
22	Regional Centre for Biotechnology, Faridabad	Faridabad	Haryana	1		13.8	13.3	11.0	10.4	7.1	6.6	6.5	**68.52**
23	National Institute of Pharmaceutical Education and Research, Hajipur	Hajipur	Bihar	1		13.3	14.0	10.1	10.4	7.0	6.6	6.6	**67.90**

*Page 6

*Page 6

IIRF-2025 | TOP 50 RESEARCH EXCELLENCE (NON-IT & NON-ENGG.) INSTITUTIONS

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	UNIVERSITIES/UNIVERSITY LEVEL INSTITUTION, INSTITUTION OF NATIONAL IMPORTANCE (NON IT & NON ENGG. STREAM)	CITY	STATE/UT	STATE/ UT RANK		WEIGHTED SCORE OUT OF 100 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
						RESOURCE AND INFRASTRUCTURE	RESEARCH IMPACT (QUALITATIVE AND QUANTITATIVE PUBLICATION)	NURTURING SCIENTIFIC INTEGRITY	GRANTS AND CONTRACTS	OUTREACH AND INCLUSIVITY	IPR AND PATENTS	EXTERNAL PERCEPTION	
24	National Forensic Sciences University, Gandhinagar	Gandhinagar	Gujarat	2		13.4	13.7	10.5	9.5	6.8	7.0	6.6	**67.58**
25	Banaras Hindu University, Varanasi	Varanasi	Uttar Pradesh	2		13.4	13.7	10.4	9.9	6.9	6.8	6.3	**67.31**
26	National Institute of Pharmaceutical Education and Research, Guwahati	Guwahati	Assam	1		13.4	13.8	10.3	9.6	6.9	6.7	6.4	**67.04**
27	Indian Institute of Science Education and Research, Bhopal	Bhopal	Madhya Pradesh	1		13.2	13.7	10.3	9.8	6.9	6.6	6.3	**66.78**
28	National Institute of Pharmaceutical Education and Research, Raebareli	Raebareli	Uttar Pradesh	3		13.7	13.1	10.3	9.6	7.0	6.6	6.3	**66.54**
29	Rajiv Gandhi Institute of Petroleum Technology, Jais, Raebareli	Raebareli	Uttar Pradesh	4		12.8	13.5	10.2	9.6	6.8	6.8	6.6	**66.32**
30	Jamia Milia Islamia	New Delhi	Delhi	4		13.0	13.3	10.4	9.7	7.0	6.4	6.3	**66.09**
31	All India Institute of Medical Sciences, Bhopal	Bhopal	Madhya Pradesh	2		13.1	12.8	10.2	9.9	7.2	6.2	6.1	**65.48**
32	All India Institute of Medical Sciences, Raebareli	Raebareli	Uttar Pradesh	5		12.6	13.3	10.2	9.6	7.0	6.3	6.2	**65.27**
33	University of Hyderabad	Hyderabad	Telangana	2		13.0	12.6	9.9	9.3	7.1	6.4	6.3	**64.71**
34	Indian Institute of Science Education and Research, Tirupati	Tirupati	Andhra Pradesh	1		12.8	12.9	10.1	9.4	6.9	6.2	6.1	**64.42**
35	Indian Institute of Petroleum & Energy, Visakhapatnam	Visakhapatnam	Andhra Pradesh	2		12.6	12.7	9.9	9.8	6.8	6.2	6.1	**64.12**
36	Aligarh Muslim University, Aligarh	Aligarh	Uttar Pradesh	6		12.7	12.7	10.0	9.3	6.9	6.1	6.0	**63.75**
37	Indian Institute of Science Education and Research, Berhampur	Berhampur	Odisha	1		12.7	12.1	10.1	9.4	6.8	6.2	6.1	**63.46**
38	Institute of Teaching and Research in Ayurveda, Jamnagar	Jamnagar	Gujarat	3		12.6	12.9	10.0	9.1	6.3	6.1	6.0	**63.08**
39	All India Institute of Medical Sciences, Jodhpur	Jodhpur	Rajasthan	1		12.6	12.6	9.8	9.1	6.6	6.1	6.0	**62.83**
40	All India Institute of Medical Sciences, Rishikesh	Rishikesh	Uttarakhand	1		12.7	12.3	9.6	9.3	6.3	6.2	6.1	**62.59**
41	National Institute of Food Technology Entrepreneurship and Management, Kundli	Sonepat	Haryana	2		12.6	12.6	9.5	9.0	6.4	6.1	5.9	**62.14**
42	All India Institute of Medical Sciences, Patna	Patna	Bihar	2		12.3	12.5	9.5	9.3	6.3	6.0	6.1	**61.91**
43	All India Institute of Medical Sciences, Bhubaneswar	Bhubaneswar	Odisha	2		12.6	12.5	9.2	9.0	6.5	6.0	5.9	**61.67**
44	Rani Lakshmi Bai Central Agricultural University, Jhansi	Jhansi	Uttar Pradesh	7		12.6	12.5	9.6	8.7	6.3	5.9	5.8	**61.48**
45	All India Institute of Medical Sciences, Raipur	Raipur	Chhattisgarh	1		12.2	12.1	9.8	9.0	6.2	6.0	5.9	**61.27**
46	All India Institute of Medical Sciences, Deoghar	Deoghar	Jharkhand	1		12.6	12.3	9.3	9.5	6.2	5.6	5.5	**61.05**
47	Dr. Rajendra Prasad Central Agricultural University, Samastipur	Samastipur	Bihar	3		12.6	12.2	9.1	8.9	6.4	5.9	5.8	**60.84**
48	All India Institute of Medical Sciences, Nagpur	Nagpur	Maharashtra	4		12.6	12.1	9.3	8.9	6.3	5.7	5.6	**60.52**
49	All India Institute of Medical Sciences, Kalyani	Kalyani	West Bengal	5		12.2	11.8	8.7	8.9	6.3	6.2	6.1	**60.22**
50	All India Institute of Medical Sciences, Bibinagar	Bibinagar	Telangana	3		12.4	12.1	9.0	8.8	6.1	5.9	5.8	**60.02**

*Page 6

*Page 6

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- RESOURCES & INFRASTRUCTURE
- PRACTICAL TRAINING
- PERFORMANCE OUTPUT
- TEACHING QUALITY
- OUTREACH & INCLUSIVITY

FOR METHODOLOGY

VISIT

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IIRF-2025 | TOP 50 SPORTS UNIVERSITIES

ALL INDIA RANK* (Based on Survey Perceptive & Secondary Research)	SPORTS UNIVERSITY	CITY	STATE		WEIGHTED SCORE OUT OF 100 (DISTRIBUTED ACROSS 5 DIMENSIONS)					OVERALL INDEX SCORE
					RESOURCES & INFRASTRUCTURE	PRACTICAL TRAINING	PERFORMANCE OUTPUT	TEACHING QUALITY	OUTREACH & INCLUSIVITY	
1	National Sports University, Imphal	Imphal	Manipur		22.90	22.90	17.88	13.08	13.23	**89.99**
2	Swarnim Gujarat Sports University, Desar	Desar	Gujarat		22.90	23.00	17.80	12.93	12.90	**89.53**
3	Lakshmibai National Institute of Physical Education, Gwalior	Gwalior	Madhya Pradesh		22.25	22.50	17.68	13.07	13.38	**88.88**
4	Bihar Sports University, Nalanda	Nalanda	Bihar		22.00	22.80	17.69	12.59	13.11	**88.18**
5	The Maharaja Bhupinder Singh Punjab Sports University, Patiala	Patiala	Punjab		21.78	21.90	17.69	13.14	13.11	**87.61**
6	Tamil Nadu Physical Education and Sports University, Chennai	Chennai	Tamil Nadu		21.63	21.63	17.68	13.01	13.01	**86.94**
7	Sri Sri Aniruddhadeva Sports University, Dibrugarh	Dibrugarh	Assam		20.35	21.85	17.69	12.81	13.11	**85.81**
8	Mahatma Gandhi Kashi Vidyapeeth, Varanasi	Varanasi	Uttar Pradesh		21.40	20.44	17.64	12.50	12.96	**84.94**
9	Delhi Sports University, Delhi	Delhi	Delhi		20.50	20.60	17.58	12.51	12.87	**84.06**
10	Jamshedpur Women's University, Jamshedpur	Jamshedpur	Jharkhand		20.18	20.20	17.78	12.53	12.92	**83.60**
11	Panjab University, Chandigarh	Chandigarh	Chandigarh		19.98	20.25	17.48	12.42	12.75	**82.88**
12	University of Mumbai	Mumbai	Maharashtra		19.95	20.47	17.38	12.03	12.60	**82.43**
13	Dr. B.R. Ambedkar University, Agra	Agra	Uttar Pradesh		19.90	19.88	16.92	11.84	12.66	**81.20**
14	University of Rajasthan, Jaipur	Jaipur	Rajasthan		19.50	19.70	16.86	11.76	12.63	**80.45**
15	Savitribai Phule Pune University, Pune	Pune	Maharashtra		19.35	19.90	16.32	11.60	12.54	**79.71**
16	Rani Durgavati Vishwavidyalaya, Jabalpur	Jabalpur	Madhya Pradesh		19.20	19.59	16.32	11.58	12.45	**79.14**
17	Chaudhary Charan Singh University, Meerut	Meerut	Uttar Pradesh		19.30	19.40	15.80	11.54	11.82	**77.86**
18	Kurukshetra University, Kurukshetra	Kurukshetra	Haryana		19.18	19.40	15.86	11.30	11.73	**77.46**
19	Rabindranath Tagore University, Hojai	Hojai	Assam		19.10	19.53	15.84	11.15	11.40	**77.01**
20	Guru Nanak Dev University, Amritsar	Amritsar	Punjab		19.05	18.74	15.76	11.36	11.67	**76.58**
21	Mahatma Jyotiba Phule Rohilkhand University, Bareilly	Bareilly	Uttar Pradesh		18.90	18.95	15.34	11.33	11.54	**76.05**
22	Dr. Ram Manohar Lohia Avadh University, Ayodhya	Ayodhya	Uttar Pradesh		18.75	18.85	15.36	11.07	11.48	**75.51**
23	Maharshi Dayanand University, Rohtak	Rohtak	Haryana		18.68	18.65	15.32	11.06	11.27	**74.97**
24	Manipur University, Imphal	Imphal	Manipur		18.55	18.55	15.20	10.97	11.27	**74.53**
25	Bharathiar University, Coimbatore	Coimbatore	Tamil Nadu		18.38	18.35	15.12	11.00	11.18	**74.02**
26	Bharathidasan University, Tiruchirappalli	Tiruchirappalli	Tamil Nadu		17.70	18.45	14.96	10.92	11.15	**73.18**
27	Mahatma Gandhi Unversity, Kottayam	Kottayam	Kerala		18.38	17.68	14.90	10.85	10.80	**72.60**

*Page 6

*Page 6

IIRF-2025 | TOP 50 SPORTS UNIVERSITIES

ALL INDIA RANK* (Based on Survey Perceptive & Secondary Research)	SPORTS UNIVERSITY	CITY	STATE		WEIGHTED SCORE OUT OF 100 (DISTRIBUTED ACROSS 5 DIMENSIONS)					OVERALL INDEX SCORE
					RESOURCES & INFRASTRUCTURE	PRACTICAL TRAINING	PERFORMANCE OUTPUT	TEACHING QUALITY	OUTREACH & INCLUSIVITY	
28	Sri Padmavati Mahila Vishvavidyalayam, Tirupati	Tirupati	Andhra Pradesh		18.23	17.98	14.84	10.58	10.65	**72.27**
29	Hemchandracharya North Gujarat University, Patan	Patan	Gujarat		17.98	18.10	14.66	10.47	10.35	**71.56**
30	Pandit Deendayal Upadhyaya Shekhawati University, Sikar	Sikar	Rajasthan		17.75	17.65	14.56	10.35	10.74	**71.05**
31	Vijayanagara Sri Krishnadevaraya University, Bellary	Bellary	Karnataka		17.38	17.28	14.46	10.49	10.76	**70.35**
32	Dr. B. R. Ambedkar University, Srikakulam	Srikakulam	Andhra Pradesh		17.33	17.35	14.08	10.43	10.67	**69.85**
33	Bundelkhand University, Jhansi	Jhansi	Uttar Pradesh		17.33	17.38	14.05	10.20	10.64	**69.58**
34	Acharya Nagarjuna University, Guntur	Guntur	Andhra Pradesh		17.20	17.35	14.04	10.02	10.50	**69.11**
35	Calicut University, Calicut	Calicut	Kerala		17.23	17.25	13.84	10.01	9.90	**68.22**
36	Gulbarga University, Kalaburagi	Kalaburagi	Karnataka		17.18	16.85	13.64	10.02	9.90	**67.59**
37	Vidyasagar University, Midnapore	Midnapore	West Bengal		16.48	16.88	13.66	9.99	10.19	**67.18**
38	Sant Gadge Baba Amravati University, Amravati	Amravati	Maharashtra		16.85	16.75	13.64	9.75	9.75	**66.74**
39	Maharshi Dayanand Saraswati University, Ajmer	Ajmer	Rajasthan		16.80	16.18	13.60	9.93	9.90	**66.41**
40	Veer Bahadur Singh Purvanchal University, Jaunpur	Jaunpur	Uttar Pradesh		16.23	16.38	13.26	9.88	9.75	**65.49**
41	Guru Ghasidas Vishwavidyalaya, Bilaspur	Bilaspur	Chhattisgarh		16.60	15.85	13.24	9.72	9.60	**65.01**
42	Barkatullaah University, Bhopal	Bhopal	Madhya Pradesh		16.23	15.88	13.20	9.29	9.80	**64.38**
43	Maharaja Ganga Singh University, Bikaner	Bikaner	Rajasthan		16.00	15.65	13.06	9.60	9.60	**63.91**
44	Karnataka State Akkamahadevi Women University (Formerly "Karnataka State Women's University), Vijayapura	Vijayapura	Karnataka		15.95	15.60	13.05	9.51	9.45	**63.56**
45	Central University of South Bihar, Gaya	Gaya	Bihar		15.98	15.63	12.84	9.29	9.35	**63.08**
46	Hemvati Nandan Bahuguna Garhwal University, Srinagar	Srinagar	Uttarakhand		16.08	15.40	12.86	9.06	9.29	**62.68**
47	Hemchand Yadav Vishwavidyalaya (Earlier known as Durg Vishwavidyalaya), Durg	Durg	Chhattisgarh		15.70	15.35	12.84	8.82	9.30	**62.01**
48	Chaudhary Bansi Lal University, Bhiwani	Bhiwani	Haryana		15.73	15.38	12.46	8.99	9.00	**61.55**
49	Kakatiya University, Warangal	Warangal	Telangana		15.75	14.90	12.38	8.96	9.15	**61.14**
50	Chaudhary Ranbir Singh University, Jind	Jind	Haryana		15.55	14.85	12.06	8.82	8.94	**60.22**

*Page 6

*Page 6

IIRF-2025 | TOP STATE GOVERNMENT UNIVERSITY (METRO)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	UNIVERSITY	REGION	CITY	STATE		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
						PLACEMENT PERMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	RESEARCH (VOLUME, INCOME AND REPUTATION)	INDUSTRY INCOME AND INTEGRATION	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERATIONAL OUTLOOK (EP& IO)	
1	Jadavpur University, Kolkata	Metro	Kolkata	West Bengal		240.59	219.60	198.78	165.08	70.97	59.46	38.84	**993.32**
2	Anna University, Chennai	Metro	Chennai	Tamil Nadu		237.85	218.97	198.78	162.65	71.87	61.18	39.87	**991.16**
3	COEP Technological University, Pune	Metro	Pune	Maharashtra		239.22	212.69	198.21	170.42	68.57	59.46	39.98	**988.55**
4	Savitribai Phule Pune University, Pune	Metro	Pune	Maharashtra		239.56	217.71	197.92	169.20	65.17	57.75	39.98	**987.30**
5	Delhi Technological University, Rohini	Metro	New Delhi	Delhi		230.65	217.40	197.64	172.85	68.37	58.61	39.24	**984.75**
6	NALSAR University of Law, Hyderabad	Metro	Hyderabad	Telangana		237.50	212.37	196.21	167.50	67.37	58.43	39.98	**979.38**
7	National Law University, Dwarka	Metro	New Delhi	Delhi		237.50	218.34	194.21	157.07	68.87	60.83	41.13	**977.95**
8	Guru Gobind Singh Indraprastha Vishwavidyalaya, Dwarka	Metro	New Delhi	Delhi		237.16	219.91	195.92	162.65	66.17	55.52	38.84	**976.18**
9	Netaji Subhas University of Technology (NSUT), Dwarka	Metro	New Delhi	Delhi		236.82	218.97	195.64	165.08	64.37	55.95	38.27	**975.10**
10	University of Agricultural Sciences, Bengaluru	Metro	Bengaluru	Karnataka		236.48	213.63	191.92	165.08	66.37	58.61	38.84	**970.93**
11	Madras University, Chennai	Metro	Chennai	Tamil Nadu		236.13	213.63	191.35	169.93	64.37	55.86	38.27	**969.55**
12	University of Visvesvaraya College of Engineering, Bengaluru	Metro	Bengaluru	Karnataka		236.82	219.91	190.21	160.22	65.37	56.89	38.84	**968.27**
13	Calcutta University, Kolkata	Metro	Kolkata	West Bengal		232.71	220.85	189.35	161.68	67.37	56.03	38.73	**966.73**
14	University of Mumbai, Mumbai	Metro	Mumbai	Maharashtra		232.36	207.03	187.64	167.50	68.17	56.03	38.84	**957.59**
15	Gujarat University, Ahmedabad	Metro	Ahmedabad	Gujarat		237.85	209.86	187.64	165.08	64.17	54.06	37.70	**956.36**
16	Jawaharlal Nehru Technological University, Kukatpally, Hyderabad	Metro	Kukatpally,Hyderabad	Telangana		234.08	204.20	187.07	169.93	64.37	56.03	38.73	**954.42**
17	National Law School of India University, Bengaluru	Metro	Bengaluru	Karnataka		227.22	201.06	185.35	174.79	66.17	55.91	38.27	**948.78**
18	The West Bengal National University of Juridical Science, Kolkata	Metro	Kolkata	West Bengal		227.91	210.49	185.35	167.50	62.87	56.03	37.13	**947.29**
19	Indraprastha Institute of Information Technology, New Delhi	Metro	New Delhi	Delhi		223.80	205.77	184.21	169.93	64.37	56.03	37.70	**941.82**
20	Delhi Pharmaceutical Sciences & Research University, Pushp Vihar	Metro	New Delhi	Delhi		222.77	210.49	182.78	165.08	61.38	54.32	36.56	**933.37**
21	Smt. Nathibai Damodar Thackersey (SNDT) Women's University, Mumbai	Metro	Mumbai	Maharashtra		228.94	202.63	177.36	157.79	59.08	53.64	35.99	**915.42**
22	Jawaharlal Nehru Architecture and Fine Arts University, Hyderabad	Metro	Hyderabad	Telangana		227.91	196.04	175.36	160.22	59.08	52.44	34.27	**905.31**

*Page 6

*Page 6

IIRF-2025 | TOP STATE GOVERNMENT UNIVERSITY (METRO)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	UNIVERSITY	REGION	CITY	STATE		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
						PLACEMENT PERMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	RESEARCH (VOLUME, INCOME AND REPUTATION)	INDUSTRY INCOME AND INTEGRATION	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERATIONAL OUTLOOK (EP& IO)	
23	Tamilnadu Dr. M.G.R. Medical University, Chennai	Metro	Chennai	Tamil Nadu		223.80	190.70	173.36	156.82	58.58	51.07	39.98	**894.30**
24	Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur	Metro	Nagpur	Maharashtra		224.48	189.12	172.79	157.79	57.48	51.75	39.87	**893.29**
25	Bangalore University, Bangalore	Metro	Bangalore	Karnataka		210.77	191.32	173.36	162.65	60.38	55.61	35.41	**889.50**
26	Tamilnadu Veterinary & Animal Sciences University, Chennai	Metro	Chennai	Tamil Nadu		210.43	194.15	172.50	156.58	59.38	52.61	39.85	**885.49**
27	West Bengal University of Animal and Fishery Sciences, Kolkata	Metro	Kolkata	West Bengal		208.37	193.84	170.79	156.34	58.68	51.75	34.84	**874.61**
28	Gujarat Technological University, Ahmedabad	Metro	Ahmedabad	Gujarat		208.37	189.44	169.93	157.79	60.38	51.75	35.41	**873.08**
29	Tamil Nadu Dr. J.Jayalalithaa Fisheries University, Chennai	Metro	Chennai	Tamil Nadu		210.77	186.30	169.36	154.15	58.98	50.55	37.13	**867.24**
30	Institute of Infrastructure Technology Research and Management, Ahmedabad	Metro	Ahmedabad	Gujarat		203.92	185.35	169.36	163.13	59.38	50.29	34.50	**865.94**
31	Gujarat University of Transplantation Sciences, Ahmedabad	Metro	Ahmedabad	Gujarat		202.20	185.98	167.93	157.79	57.28	51.24	34.84	**857.27**
32	Indira Gandhi Delhi Technical University for Women, Kashmere Gate	Metro	Delhi	Delhi		210.09	181.58	165.93	152.94	56.78	49.52	36.56	**853.40**
33	Rajiv Gandhi University of Health Science, Bengaluru	Metro	Bengaluru	Karnataka		200.83	185.35	165.93	155.37	58.38	50.38	34.27	**850.52**
34	Tamilnadu Dr. Ambedkar Law University, Chennai	Metro	Chennai	Tamil Nadu		198.09	190.38	166.79	148.08	57.38	50.04	34.27	**845.03**
35	Ayush and Health Sciences University of Chhattisgarh (Pt. Deendayal Upadhyay Memorial Health Science and Ayush University of Chhattisgarh), Raipur	Metro	Raipur	Chhattisgarh		206.66	182.53	165.65	153.30	56.08	45.75	33.70	**843.67**
36	P. V. Narsimha Rao Telangana Veterinary University, Hyderabad	Metro	Hyderabad	Telangana		203.23	180.96	163.93	150.51	57.08	49.78	36.56	**842.05**
37	Professor Jayashankar Telangana State Agricultural University, Hyderabad	Metro	Hyderabad	Telangana		196.38	185.04	163.93	144.68	57.38	54.32	37.70	**839.44**
38	West Bengal University of Teachers, Training, Education Planning and Administration, Kolkata	Metro	Kolkata	West Bengal		203.23	178.44	163.65	152.94	53.38	47.81	37.53	**836.98**
39	Delhi Skill and Entrepreneurship University, Dwarka	Metro	New Delhi	Delhi		199.81	186.30	163.08	145.66	56.48	47.64	33.70	**832.65**
40	Maharashtra State Skills University, Mumbai	Metro	Mumbai	Maharashtra		194.66	182.21	163.08	145.66	59.38	50.89	34.27	**830.15**

*Page 6

*Page 6

IIRF-2025 | TOP STATE GOVERNMENT UNIVERSITY (URBAN)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	UNIVERSITY	REGION	CITY	STATE		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
						PLACEMENT PERMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	RESEARCH (VOLUME, INCOME AND REPUTATION)	INDUSTRY INCOME AND INTEGRATION	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERATIONAL OUTLOOK (EP& IO)	
1	Harcourt Butler Technical University, Kanpur	Urban	Kanpur	Uttar Pradesh		236.13	211.43	189.07	162.65	70.37	51.49	40.21	**961.36**
2	Panjab University, Chandigarh	Urban	Chandigarh	Chandigarh		226.54	212.06	189.07	160.22	69.17	59.80	43.30	**960.16**
3	King George's Medical University, Lucknow	Urban	Lucknow	Uttar Pradesh		227.22	213.63	188.50	162.65	68.27	59.29	39.58	**959.14**
4	Andhra University, Visakhapatnam	Urban	Visakhapatnam	Andhra Pradesh		237.16	209.86	186.50	163.62	63.37	54.49	37.98	**952.99**
5	University of Lucknow, Lucknow	Urban	Lucknow	Uttar Pradesh		231.34	204.20	186.50	169.93	65.37	55.43	38.84	**951.62**
6	Utkal University, Bhubaneswar	Urban	Bhubaneswar	Odisha		234.42	204.52	185.35	166.78	62.08	54.15	38.44	**945.74**
7	Punjab Agricultural University, Ludhiana	Urban	Ludhiana	Punjab		227.22	206.09	183.64	166.53	63.37	56.03	37.13	**940.02**
8	Tamilnadu Agricultural University, Coimbatore	Urban	Coimbatore	Tamil Nadu		228.25	202.00	183.64	165.81	64.37	56.21	38.27	**938.55**
9	IIEST, Shibpur (Erstwhile Bengal Engineering College), Shibpur	Urban	Shibpur	West Bengal		224.48	205.77	183.64	159.25	67.57	57.92	38.84	**937.48**
10	Laxminarayan Innovation Technological (LIT) University, Nagpur	Urban	Nagpur	Maharashtra		226.54	204.20	183.36	161.19	66.37	56.03	38.84	**936.54**
11	Odisha University of Agriculture & Technology, Bhubaneswar	Urban	Bhubaneswar	Odisha		231.68	203.26	183.07	166.29	60.38	53.46	37.36	**935.50**
12	Cochin Unviersity of Science & Technology, Ernakulam	Urban	Ernakulam	Kerala		220.37	203.58	183.93	169.93	63.37	56.03	37.19	**934.40**
13	Chandra Shekhar Azad University of Agriculture & Technology, Kanpur	Urban	Kanpur	Uttar Pradesh		227.57	204.20	180.78	165.08	61.08	53.21	37.53	**929.44**
14	Jawaharlal Nehru Krishi Vishwavidyalaya, Jabalpur	Urban	Jabalpur	Madhya Pradesh		220.37	206.09	180.78	166.53	62.38	53.21	38.44	**927.80**
15	Sher-e-Kashmir University of Agricultural Science & Technology, Kashmir	Urban	Kashmir	Jammu and Kashmir		225.85	202.48	180.50	162.16	63.37	54.32	37.70	**926.39**
16	University of Agricultural Sciences, Dharwad	Urban	Dharwad	Karnataka		220.37	201.69	181.07	165.71	62.38	55.86	37.70	**924.78**
17	I.K. Gujral Punjab Technical University, Jalandhar	Urban	Jalandhar	Punjab		219.34	202.00	182.21	165.08	63.37	54.32	37.13	**923.46**
18	Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal	Urban	Bhopal	Madhya Pradesh		216.94	203.26	180.21	169.93	63.37	52.61	35.99	**922.32**
19	Jawaharlal Nehru Technological University, Vizianagaram	Urban	Vizianagaram	Andhra Pradesh		219.00	201.69	178.79	170.17	61.38	53.46	36.39	**920.87**
20	National Law University, Jodhpur	Urban	Jodhpur	Rajasthan		216.94	201.06	178.21	167.50	63.37	55.26	37.13	**919.49**
21	Dr. A.P.J. Abdul Kalam Technical University, Lucknow	Urban	Lucknow	Uttar Pradesh		230.65	197.92	177.36	160.22	61.68	54.32	36.21	**918.36**
22	Sardar Vallabh Bhai Patel University of Agriculture & Technology, Meerut	Urban	Meerut	Uttar Pradesh		215.23	201.06	177.36	166.29	64.37	55.18	37.24	**916.73**
23	Gujarat National Law University, Gandhinagar	Urban	Gandhinagar	Gujarat		225.17	194.78	177.07	160.46	64.37	55.18	37.13	**914.16**
24	Navsari Agricultural University, Navsari	Urban	Navsari	Gujarat		230.65	194.78	176.79	158.77	61.88	53.46	36.73	**913.05**
25	International Institute of Information Technology (IIIT), Bhubaneswar	Urban	Bhubaneswar	Odisha		213.51	204.20	177.07	163.13	62.08	56.03	35.99	**912.02**

*Page 6

*Page 6

IIRF-2025 | TOP STATE GOVERNMENT UNIVERSITY (URBAN)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	UNIVERSITY	REGION	CITY	STATE		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
						PLACEMENT PERMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	RESEARCH (VOLUME, INCOME AND REPUTATION)	INDUSTRY INCOME AND INTEGRATION	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERATIONAL OUTLOOK (EP& IO)	
26	Kamdhenu University, Gandhinagar	Urban	Gandhinagar	Gujarat		227.22	193.52	176.22	165.08	60.88	52.78	34.84	**910.54**
27	Guru Angad Dev Veterinary & Animal Sciences University, Ludhiana	Urban	Ludhiana	Punjab		221.05	197.29	176.22	163.38	61.38	53.72	36.21	**909.25**
28	Hidayatullah National Law University, Raipur	Urban	Raipur	Chhattisgarh		223.80	194.78	175.79	163.13	60.88	53.98	35.70	**908.05**
29	Anand Agricultural University, Anand	Urban	Anand	Gujarat		220.37	197.29	175.36	165.08	59.88	52.95	35.41	**906.34**
30	Maharana Pratap University of Agriculture & Technology, Udaipur	Urban	Udaipur	Rajasthan		222.08	194.78	175.36	160.46	61.38	51.92	34.73	**900.71**
31	International Institute of Information Technology, Naya Raipur	Urban	Naya Raipur	Chhattisgarh		211.80	194.78	175.07	168.72	60.38	53.46	35.07	**899.28**
32	Makhanlal Chaturvedi National University of Journalism & Communication, Bhopal	Urban	Bhopal	Madhya Pradesh		214.20	194.78	174.79	162.65	61.38	54.66	35.41	**897.87**
33	National Law Institute University, Bhopal	Urban	Bhopal	Madhya Pradesh		211.80	192.08	175.36	167.50	61.38	53.46	35.19	**896.77**
34	Sher-e-Kashmir University of Agricultural Science & Technology, Jammu	Urban	Jammu	Jammu and Kashmir		223.11	186.61	172.50	160.22	58.38	52.78	38.27	**891.87**
35	Maharashtra Animal & Fishery Sciences University, Nagpur	Urban	Nagpur	Maharashtra		210.77	205.15	173.64	154.15	59.98	51.92	35.01	**890.63**
36	Birsa Agricultural University, Ranchi	Urban	Ranchi	Jharkhand		208.37	191.64	175.36	160.22	61.38	55.18	35.99	**888.13**
37	University of Mysore, Mysuru	Urban	Mysuru	Karnataka		215.23	188.50	171.65	156.58	60.58	52.86	38.84	**884.23**
38	Acharya Narendra Dev University of Agriculture & Technology, Faizabad	Urban	Faizabad	Uttar Pradesh		215.23	191.64	171.65	155.37	58.88	52.86	37.53	**883.15**
39	National University of Advanced Legal Studies (NUALS), Ernakulam	Urban	Ernakulam	Kerala		204.95	188.50	171.93	163.62	62.38	53.46	37.13	**881.96**
40	Rajasthan Technical University, Kota	Urban	Kota	Rajasthan		208.37	188.50	171.93	167.50	58.48	51.07	34.39	**880.23**
41	National Law University and Judicial Academy, Guwahati	Urban	Guwahati	Assam		208.37	191.64	172.22	156.34	60.38	53.46	36.56	**878.96**
42	University of Horticultural Sciences, Bagalkot	Urban	Bagalkot	Karnataka		217.28	191.95	170.22	154.15	58.38	50.89	34.27	**877.15**
43	Nanaji Deshmukh Veterinary Science University , Jabalpur	Urban	Jabalpur	Madhya Pradesh		209.06	192.27	170.22	158.77	60.38	50.89	34.27	**875.85**
44	Madhya Pradesh Medical Science University, Jabalpur	Urban	Jabalpur	Madhya Pradesh		204.95	191.64	171.36	155.61	60.38	50.89	36.56	**871.38**
45	Chhattisgarh Kamdhenu Vishwavidyalaya, Durg	Urban	Durg	Chhattisgarh		213.51	188.50	170.79	150.51	59.08	51.75	35.99	**870.12**
46	Madan Mohan Malaviya University of Technology, Gorakhpur	Urban	Gorakhpur	Uttar Pradesh		204.60	188.50	169.65	157.79	61.48	50.89	35.41	**868.32**
47	Agriculture University, Jodhpur	Urban	Jodhpur	Rajasthan		210.09	185.67	169.08	149.42	62.08	49.18	37.70	**863.20**
48	Hemvati Nandan Bahuguna Medical Education University, Dehradun	Urban	Dehradun	Uttarakhand		213.51	183.78	168.79	151.97	57.28	51.32	35.41	**862.07**
49	Maharashtra National Law University, Nagpur	Urban	Nagpur	Maharashtra		208.37	188.50	168.50	155.37	54.38	50.89	34.27	**860.28**
50	Atal Medical and Research University (Formerly Himachal Pradesh University of Health Sciences), Mandi	Urban	Mandi	Himachal Pradesh		201.52	188.50	167.93	151.24	62.38	51.75	35.41	**858.73**

*Page 6

*Page 6

IIRF-2025 | TOP STATE GOVT. UNIVERSITY (SEMI-URBAN / RURAL)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	UNIVERSITY	REGION	CITY	STATE		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE: 1000
						PLACEMENT PERMANCE (PP)	TEACHING LEARNING RESOURCES & PEDAGOGY (TLRP)	RESEARCH (VOLUME, INCOME AND REPUTATION)	INDUSTRY INCOME AND INTEGRATION	PLACEMENT STRATEGIES & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERATIONAL OUTLOOK (EP& IO)	
1	G. B. Pant University of Agriculture & Technology, Udham Singh Nagar	Semi-Urban/Rural	Udham Singh Nagar	Uttarakhand		233.74	219.28	198.78	170.66	70.37	59.46	39.98	**992.27**
2	Assam Agricultural University, Jorhat	Semi-Urban/Rural	Jorhat	Assam		235.45	221.48	198.21	163.96	70.89	60.15	39.93	**990.06**
3	Visvesvaraya Technological University, Belagavi	Semi-Urban/Rural	Belagavi	Karnataka		237.50	220.54	197.92	162.65	68.17	59.12	39.98	**985.89**
4	Puducherry Technological University, Puducherry	Semi-Urban/Rural	Puducherry	Puducherry		238.53	216.77	197.35	163.62	68.37	58.43	39.98	**983.06**
5	Guru Jambheshwar University of Science and Technology, Hisar	Semi-Urban/Rural	Hisar	Haryana		228.94	216.77	197.06	168.23	69.82	60.32	40.90	**982.04**
6	Sri Venkateswara University, Tirupati	Semi-Urban/Rural	Tirupati	Andhra Pradesh		230.65	216.14	194.78	167.02	69.07	62.80	39.98	**980.45**
7	Choudhary Charan Singh Haryana Agricultural Univeersity, Hisar	Semi-Urban/Rural	Hisar	Haryana		226.54	211.74	194.21	167.99	69.37	62.89	41.18	**973.92**
8	Kerala Agricultural University, Thrissur	Semi-Urban/Rural	Thrissur	Kerala		237.50	219.28	190.78	161.44	67.27	56.89	39.58	**972.75**
9	Sri Venkateswara Institute of Medical Sciences, Tirupati	Semi-Urban/Rural	Tirupati	Andhra Pradesh		236.48	209.23	189.92	166.53	65.37	57.75	39.93	**965.21**
10	National Law University, Cuttack	Semi-Urban/Rural	Cuttack	Odisha		236.13	213.63	188.78	163.13	65.27	56.89	39.18	**963.03**
11	Dr. Y.S. Parmar University of Horticulture & Forestry, Solan	Semi-Urban/Rural	Solan	Himachal Pradesh		231.34	201.06	186.50	172.85	64.37	56.03	38.27	**950.42**
12	U.P. Pandit Deen Dayal Upadhyaya Pashu Chikitsa Vigyan Vishwavidyalaya Evam Go-Anusandhan Sansthan, Mathura	Semi-Urban/Rural	Mathura	Uttar Pradesh		224.48	201.06	185.07	172.36	66.37	56.46	38.38	**944.19**
13	Jawaharlal Nehru Technological University, Anantapur	Semi-Urban/Rural	Ananthapur	Andhra Pradesh		224.82	208.60	185.07	168.96	62.87	55.61	37.13	**943.07**
14	Banda University of Agriculture & Technology, Banda	Semi-Urban/Rural	Banda	Uttar Pradesh		226.20	206.40	181.93	161.92	60.38	56.89	38.50	**932.21**
15	Rabindranath Tagore University, Hojai	Semi-Urban/Rural	Hojai	Assam		227.57	204.83	181.93	163.86	61.68	53.46	37.70	**931.03**
16	Maharshi Dayanand University, Rohtak	Semi-Urban/Rural	Rohtak	Haryana		213.51	190.07	175.36	167.50	63.37	56.21	37.70	**903.72**
17	Mahatma Gandhi Unversity, Kottayam	Semi-Urban/Rural	Kottayam	Kerala		216.94	191.64	174.22	165.08	62.38	55.18	37.13	**902.55**
18	Chaudhary Sarwan Kumar Himachal Pradesh Krishi Vishvavidyalaya, Kangra	Semi-Urban/Rural	Kangra	Himachal Pradesh		224.14	190.38	173.36	155.37	60.38	52.61	39.30	**895.53**
19	Islamic University of Sciences & Technology University, Awantipora,Pulwama	Semi-Urban/Rural	Awantipora,Pulwama	Jammu and Kashmir		208.37	191.64	172.22	162.65	61.38	53.46	37.24	**886.96**
20	Himachal Pradesh Technical University, Hamirpur	Semi-Urban/Rural	Hamirpur	Himachal Pradesh		208.37	189.75	169.08	151.73	58.98	50.72	36.56	**865.18**
21	Dr. B.R. Ambedkar National Law University, Sonipat,	Semi-Urban/Rural	Sonipat,	Haryana		198.09	188.50	167.36	157.07	56.38	53.12	34.84	**855.36**
22	Lala Lajpat Rai University of Veterinary & Animal Sciences, Hisar	Semi-Urban/Rural	Hisar	Haryana		201.52	185.35	165.93	157.79	57.38	50.04	34.27	**852.29**
23	Tamilnadu National Law University, Navalurkottapattu	Semi-Urban/Rural	Navalurkottapattu	Tamil Nadu		208.72	185.35	165.93	145.66	57.38	50.04	36.21	**849.29**
24	Uttar Pradesh University of Medical Sciences, Saifai	Semi-Urban/Rural	Saifai	Uttar Pradesh		206.66	177.19	165.93	152.94	58.98	48.32	37.70	**847.72**
25	National Law University, Tripura	Semi-Urban/Rural	West Tripura	Tripura		203.23	185.35	165.65	148.08	58.38	50.89	34.84	**846.43**
26	The National Law University of Meghalaya, Shillong	Semi-Urban/Rural	Shillong	Meghalaya		202.20	187.55	163.93	145.66	56.38	50.89	34.16	**840.78**
27	Keladi Shivappa Nayaka University of Agriculture and Horticultural Sciences, Shivamogga	Semi-Urban/Rural	Shivamogga	Karnataka		208.03	175.93	163.65	150.51	56.78	47.72	35.41	**838.04**
28	Thunchath Ezhuthachan Malayalam University, Tirur	Semi-Urban/Rural	**Tirur**	Kerala		197.06	188.18	163.65	145.66	57.68	48.32	34.27	**834.82**
29	Manonmaniam Sundarnar University, Tirunelveli	Semi-Urban/Rural	Tirunelveli	Tamil Nadu		204.95	175.62	163.08	151.00	56.88	47.90	34.39	**833.79**
30	Swarnim Gujarat Sports University, Desar	Semi-Urban/Rural	Desar	Gujarat		205.97	168.39	163.08	154.40	54.78	48.07	36.56	**831.24**

*Page 6

*Page 6

IIRF-2025 | TOP 50 DEEMED UNIVERSITY (OVERALL)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	DEEMED UNIVERSITIES (GOVT. & PVT.)	STATE	STATE RANK	STATUS	ALL INDIA PVT RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
							PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY(TLRP)	RESEARCH(RS)	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT	FUTURE ORIENTATION	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK(EPIO)	
1	Indian Institute of Science (IISc), Bengaluru	Karnataka	1	Govt.			238.5	219.9	200.2	160.2	73.9	60.8	40.0	**993.56**
2	Indian Agricultural Research Institute, (IARI), Pusa-New Delhi	Delhi	1	Govt.			240.2	219.0	199.9	158.3	73.5	61.7	39.9	**992.49**
3	Homi Bhabha National Institute, Mumbai	Maharashtra	1	Govt.			237.8	221.5	199.6	159.3	72.5	60.7	39.9	**991.37**
4	Indira Gandhi Institute of Development Research, Mumbai	Maharashtra	2	Govt.			239.6	217.1	197.9	160.0	73.8	61.3	40.6	**990.27**
5	University Institute of Chemical Technology, Mumbai	Maharashtra	3	Govt.			231.7	214.3	196.2	169.9	72.4	61.7	42.2	**988.29**
6	Jawaharlal Nehru Centre for Advanced Scientific Research, Bengaluru	Karnataka	2	Govt.			232.0	217.4	196.2	169.2	70.6	60.8	41.0	**987.25**
7	Indian Institute of Foreign Trade (IIFT)	Delhi	2	Govt.			228.9	220.5	196.2	167.3	71.7	60.2	41.2	**986.03**
8	Tata Institute of Social Sciences (TISS), Mumbai	Maharashtra	4	Govt.			235.8	216.8	199.6	158.6	72.6	60.7	39.9	**983.87**
9	Defence Institute of Advanced Technology (DIAT), Pune	Maharashtra	5	Govt.			231.3	216.8	196.2	163.4	71.6	61.0	41.1	**981.34**
10	North Eastern Regional Institute of Science & Technology, Itanagar	Arunachal Pradesh	1	Govt.			229.6	215.8	190.8	167.3	72.0	62.2	41.5	**979.14**
11	Indian Institute of Space Science and Technology (IISST), Thiruvananthapuram	Kerala	1	Govt.			235.4	216.8	191.6	159.5	72.8	61.5	40.3	**977.97**
12	National Institute of Food Technology Entrepreneurship & Management (NIFTEM), Sonepat	Haryana	1	Govt.			242.3	216.8	188.5	152.7	72.9	62.2	41.1	**976.41**
12	Birla Institute of Technology & Science (BITS), Pilani	Rajasthan	1	Pvt.	1		232.0	217.1	191.7	162.9	72.0	61.3	39.4	**976.40**
13	National Brain Research Centre (MBRC), Gurgaon	Haryana	2	Govt.			233.0	216.1	189.1	162.2	70.7	63.3	40.0	**974.40**
14	Manipal Academy of Higher Education (MAHE), Manipal	Karnataka	1	Pvt.	2		228.9	211.7	193.1	163.1	71.8	63.4	41.2	**973.24**
15	Tata Institute of Fundamental Research, Mumbai	Maharashtra	6	Govt.			233.0	218.3	195.4	154.2	70.8	59.8	40.1	**971.57**
15	International Institute of Information Technology, Hyderabad	Telangana	1	Pvt.	3		229.6	218.7	195.4	158.8	69.5	59.5	40.2	**971.56**
16	Shiv Nadar (Institution of Eminence Deemed to be University) , Greater Noida	Uttar Pradesh	1	Pvt.	4		235.4	213.3	193.9	160.2	68.9	59.3	38.8	**969.91**
17	O P Jindal Global University, Sonipat	Haryana	1	Pvt.	5		239.6	207.3	193.1	162.4	67.9	57.7	40.0	**967.90**
17	International Institute of Information Technology, Bengaluru	Karnataka	2	Pvt.	6		233.0	215.8	191.1	161.6	67.8	58.8	39.8	**967.90**
18	Thapar Institute of Engineering & Technology, Patiala	Punjab	1	Pvt.	7		239.9	219.3	186.2	156.6	68.9	56.4	39.6	**966.81**
19	Vellore Institute of Technology (VIT), Vellore	Tamil Nadu	1	Pvt.	8		239.2	219.9	191.4	155.4	65.0	56.5	38.3	**965.64**
20	Amrita Vishwa Vidyapeetham, Coimbatore	Tamil Nadu	2	Pvt.	9		236.5	218.7	188.5	157.3	66.8	57.2	39.4	**964.36**
21	Indian Veterinary Research Institute, Izatnagar	Uttar Pradesh	1	Govt.			238.5	217.7	187.6	155.1	68.4	56.3	39.1	**962.74**
22	National Dairy Research Institute (ICAR), Karnal	Haryana	3	Govt.			235.1	220.9	189.9	154.9	67.5	54.4	38.6	**961.20**
23	Kalinga Institute of Industrial Technology (KITT), Bhubaneshwar	Odisha	1	Pvt.	10		238.5	211.4	189.1	153.7	75.2	52.0	40.2	**960.09**
24	Punjab Engineering College (PEC), Chandigarh	Punjab	1	Govt.			236.8	210.5	191.9	152.2	73.0	53.1	41.1	**958.66**

*Page 6

*Page 6

IIRF-2025 | TOP 50 DEEMED UNIVERSITY (OVERALL)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	DEEMED UNIVERSITIES (GOVT. & PVT.)	STATE	STATE RANK	STATUS	ALL INDIA PVT RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
							PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY(TLRP)	RESEARCH(RS)	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT	FUTURE ORIENTATION	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK(EPIO)	
25	Narsee Monjee Institute of Management Studies (NMIMS), Mumbai	Maharashtra	1	Pvt.	11		232.7	211.4	191.9	155.4	70.8	54.5	41.0	**957.65**
26	Birla Institute of Technology (BIT), Mesra	Jharkhand	1	Pvt.	12		228.9	212.1	187.4	152.9	70.8	60.3	43.3	**955.67**
27	National University of Educational Planning and Administration, New Delhi	Delhi	3	Govt.			239.6	213.9	173.4	157.8	70.8	58.8	40.4	**954.65**
27	Indian Law Institute, New Delhi	Delhi	4	Govt.			238.5	213.6	181.6	158.3	66.5	57.1	39.0	**954.65**
28	Siksha 'O' Anusandhan, Bhubaneswar	Odisha	2	Pvt.	13		234.8	207.0	188.5	157.1	69.8	55.7	38.8	**951.66**
29	ICFAI Foundation for Higher Education (IFHE), Hyderabad	Telangana	2	Pvt.	14		236.5	209.9	186.2	158.8	67.2	51.4	38.7	**948.62**
30	D.Y Patil Deemed to be University, Navi Mumbai	Maharashtra	2	Pvt.	15		240.2	209.9	183.4	155.4	65.8	54.6	38.2	**947.34**
31	Sri Balaji Vidyapeeth, Pillaiyarkuppam	Puducherry	1	Pvt.	16		239.6	209.9	182.8	154.9	65.0	55.0	38.0	**945.05**
32	International Institute for Population Sciences, Mumbai	Maharashtra	7	Govt.			234.8	210.8	186.5	146.1	64.8	59.2	40.4	**942.62**
32	Bharati Vidyapeeth, Pune	Maharashtra	3	Pvt.	17		235.4	213.6	184.5	148.8	65.8	56.9	37.5	**942.62**
33	Dr. D.Y. Patil Vidyapeeth, Pune	Maharashtra	4	Pvt.	18		236.8	204.5	190.2	152.2	63.7	54.7	38.4	**940.54**
34	Forest Research Institute, Dehradun	Uttarakhand	1	Govt.			234.8	212.1	189.1	151.2	63.0	51.4	37.4	**938.87**
34	Symbiosis International, Pune	Maharashtra	5	Pvt.	19		234.1	208.3	191.9	149.8	64.5	53.3	37.1	**938.87**
35	S.R.M. Institute of Sciences and Technology, Kancheepuram	Tamil Nadu	3	Pvt.	20		233.0	210.8	189.6	151.0	63.0	52.7	36.6	**936.71**
36	Jamia Hamdard, New Delhi	Delhi	1	Pvt.	21		234.1	207.3	188.2	148.1	64.0	54.0	40.0	**935.65**
37	Periyar Maniammai Institute of Science & Technology (PMIST), Thanjavur	Tamil Nadu	4	Pvt.	22		234.8	211.1	182.8	145.7	62.7	55.9	39.9	**932.81**
38	Institute of Liver and Biliary Sciences (ILBS), New Delhi	Delhi	2	Pvt.	23		233.0	213.0	175.4	151.7	61.4	56.5	39.3	**930.27**
38	Christ University, Hosur Road, Bengaluru	Karnataka	3	Pvt.	24		233.0	207.7	177.9	154.9	60.0	57.1	39.6	**930.27**
39	TERI School of Advanced Studies, New Delhi	Delhi	3	Pvt.	25		232.7	210.5	174.2	151.5	63.8	56.3	38.8	**927.74**
39	Banasthali Vidyapith, Banasthali	Rajasthan	2	Pvt.	26		230.3	209.9	180.5	150.5	63.1	55.8	37.6	**927.74**
40	B.S. Abdur Rahman Crescent Institute of Science and Technology, Chennai	Tamil Nadu	5	Pvt.	27		229.6	208.3	179.4	157.6	60.0	53.9	38.0	**926.67**
40	Kalinga Institute of Social Sciences, Bhubaneswar	Odisha	3	Pvt.	27		231.07	209.2	178.6	152.9	62	54	38.3	**926.66**
41	Academy of Maritime Education and Training (AMET),	Tamil Nadu	6	Pvt.	28		233.0	198.2	179.9	155.4	61.5	57.8	38.1	**924.01**
42	Janardan Rai Nagar Rajasthan Vidyapeeth (JRNRV), Udaipur	Rajasthan	3	Pvt.	29		233.7	200.4	182.8	150.8	63.0	54.7	37.1	**922.47**
43	Sri Ramachandra Institute of Higher Education and Research, Chennai	Tamil Nadu	7	Pvt.	30		234.4	203.3	178.5	151.7	62.0	54.0	37.4	**921.22**
44	Avinashilingam Institute for Home Science & Higher Education for Women(Coimbatore)	Tamil Nadu	8	Pvt.	31		230.0	204.8	178.8	150.5	63.3	53.2	37.7	**918.28**
45	Jain Global Campus, Ramanagara	Karnataka	4	Pvt.	32		230.0	204.2	177.1	150.5	62.7	53.7	37.6	**915.72**
46	Graphic Era, Dehradun	Uttarakhand	1	Pvt.	33		229.6	202.5	175.5	148.8	63.3	54.8	38.2	**912.68**
47	Sathyabama Institute of Science and Technology, Chennai	Tamil Nadu	9	Pvt.	34		226.5	201.1	177.4	150.5	62.5	55.7	37.4	**911.02**
48	Maharishi Markandeshwar Institute of Medical Sciences and Research, Ambala	Haryana	2	Pvt.	35		233.0	197.9	177.1	148.3	61.2	55.4	36.6	**909.54**

*Page 6

*Page 6

IIRF-2025 | TOP 50 DEEMED UNIVERSITY (OVERALL)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	DEEMED UNIVERSITIES (GOVT. & PVT.)	STATE	STATE RANK	STATUS	ALL INDIA PVT RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
							PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY(TLRP)	RESEARCH(RS)	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT	FUTURE ORIENTATION	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK(EPIO)	
49	Hindustan Institute of Technology & Science, Chennai	Tamil Nadu	10	Pvt.	36		231.3	202.6	177.4	145.7	60.7	54.1	36.7	**908.48**
50	JSS Academy of Higher Education & Research, Mysuru	Karnataka	5	Pvt.	37		233.0	197.9	171.4	151.7	62.4	53.1	37.2	**906.79**
51	National Museum Institute of History of Art, Conservation and Musicology, New Delhi	Delhi	5	Govt.			231.0	195.4	179.9	148.6	60.5	52.7	36.8	**904.91**
52	Central Institute of Fisheries Education, Mumbai	Maharashtra	8	Govt.			233.0	193.5	174.2	145.7	63.5	55.2	37.7	**902.80**
53	Sam Higginbottom University of Agriculture, Technology & Sciences, Allahabad	Uttar Pradesh	2	Pvt.	38		229.6	194.8	174.2	148.6	62.5	54.5	35.7	**899.85**
54	Lingaya's Vidyapeeth, Faridabad	Haryana	3	Pvt.	39		229.6	193.5	171.4	150.5	62.5	54.1	36.0	**897.63**
55	Deccan College of Post-Graduate & Research Institute, Pune	Maharashtra	9	Govt.			224.1	197.3	171.4	152.9	61.5	53.5	35.4	**896.08**
56	Saveetha Institute of Medical and Technical Sciences, Chennai	Tamil Nadu	11	Pvt.	40		231.0	196.0	174.2	145.7	60.7	53.0	34.3	**894.80**
57	Datta Meghe Institute of Higher Education & Research (formerly Datta Meghe Institute of Medical Sciences), Wardha	Maharashtra	6	Pvt.	41		229.6	197.0	177.1	145.7	61.3	48.4	34.3	**893.29**
58	Gandhi Institute of Technology and Management (GITAM), Visakhapatman	Andhra Pradesh	1	Pvt.	42		230.0	194.8	176.4	143.2	60.6	52.2	34.0	**891.24**
59	Sri Sathya Sai Institute of Higher Learning. Anantapur	Andhra Pradesh	2	Pvt.	43		229.6	192.6	171.9	145.7	61.5	53.5	34.3	**889.00**
60	KLE Academy of Higher Education and Research, Belgaum	Karnataka	6	Pvt.	44		226.5	189.1	175.1	143.7	60.1	52.3	39.3	**886.09**
61	Sant Longowal Institute of Engineering and Technology (SLIET), Sangrur	Punjab	2	Govt.			226.2	189.8	174.2	143.2	59.5	51.4	40.0	**884.32**
62	Dr. M.G.R Educational and Research Institute, Chennai	Tamil Nadu	12	Pvt.	45		226.9	189.1	172.2	143.2	59.1	52.3	39.9	**882.66**
63	Kalasalingam Academy of Research and Higher Education, Virudhunagar	Tamil Nadu	13	Pvt.	46		226.2	187.6	171.4	143.7	60.0	53.8	38.3	**880.88**
64	D.Y. Patil Educational Society, Kolhapur	Maharashtra	7	Pvt.	47		225.5	186.6	168.2	145.7	59.2	53.3	39.9	**878.33**
65	Vinayaka Missions Research Foundation, Ariyanoor	Tamil Nadu	14	Pvt.	48		219.3	189.8	171.4	143.6	59.5	53.1	39.9	**876.51**
66	Jaypee Institute of Information Technology, Noida	Uttar Pradesh	3	Pvt.	49		220.7	187.6	165.6	147.4	61.5	52.3	40.0	**874.99**
67	Manav Rachna International Institute of Research & Studies, Faridabad	Haryana	4	Pvt.	50		212.8	192.9	174.8	142.5	60.9	50.6	39.4	**873.85**
67	Lakshmibai National Institute of Physical Education, Gwalior	Madhya Pradesh	1	Govt.			212.8	194.2	171.9	142.0	60.4	52.7	39.8	**873.85**
68	NITTE University, Mangalore	Karnataka	7	Pvt.	51		217.6	186.9	169.9	142.0	62.2	54.1	38.8	**871.67**
69	Gujarat Vidyapith, Ahmedabad	Gujarat	1	Govt.			217.6	186.6	168.8	142.6	60.5	53.4	39.9	**869.32**
70	B.L.D.E., Bijapur	Karnataka	8	Pvt.	52		219.3	185.7	167.6	142.0	60.3	52.8	39.9	**867.60**
71	Indian Institute of Mass Communication (IIMC)	Delhi	6	Govt.			222.8	183.5	169.9	141.5	59.3	52.0	36.0	**864.97**
72	Meenakshi Academy of Higher Education and Research, Chennai	Tamil Nadu	15	Pvt.	53		219.7	192.0	168.5	139.6	58.5	51.4	34.3	**863.88**
73	Shanmugha Arts, Science, Technology and Research Academy (SASTRA), Thanjavur	Tamil Nadu	16	Pvt.	54		215.9	183.5	171.6	143.7	58.4	50.9	37.2	**861.26**

*Page 6

*Page 6

IIRF-2025 | TOP 50 DEEMED UNIVERSITY (OVERALL)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	DEEMED UNIVERSITIES (GOVT. & PVT.)	STATE	STATE RANK	STATUS	ALL INDIA PVT RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
							PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY(TLRP)	RESEARCH(RS)	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT	FUTURE ORIENTATION	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK(EPIO)	
74	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai	Tamil Nadu	17	Pvt.	55		213.5	183.5	169.9	144.4	59.9	52.4	35.8	**859.43**
75	Pravara Institute of Medical Sciences, Ahmednagar	Maharashtra	8	Pvt.	56		212.8	187.2	171.4	140.6	58.9	51.8	35.4	**858.11**
76	Tilak Maharashtra Vidyapeeth, Pune	Maharashtra	10	Govt.			216.9	186.0	168.5	137.5	59.9	50.2	37.5	**856.51**
77	Vels Institute of Science, Technology & Advanced Studies (VISTAS), Chennai	Tamil Nadu	18	Pvt.	57		214.5	185.7	168.8	134.9	63.7	49.7	37.7	**854.92**
78	Central Institute of Higher Tibetan Studies, Varanasi	Uttar Pradesh	2	Govt.			210.8	189.8	167.1	137.2	60.6	51.2	37.1	**853.70**
79	Gurukula Kangri, Haridwar	Uttarakhand	2	Govt.			213.2	186.3	162.8	139.6	60.6	51.1	37.7	**851.19**
80	Gandhigram Rural Institute, Gandhigram	Tamil Nadu	19	Pvt.	58		217.6	182.5	162.8	137.5	58.7	51.8	37.4	**848.40**
81	Karpagam Academy of Higher Education, Coimbatore	Tamil Nadu	20	Pvt.	59		215.9	180.3	161.9	139.5	58.9	51.2	37.9	**845.68**
82	Karunya Institute of Technology and Sciences, Coimbatore	Tamil Nadu	21	Pvt.	60		212.5	183.5	161.1	140.0	58.5	50.4	37.2	**843.08**
83	Ramakrishna Mission Vivekananda Educational and Research Institute, Howrah	West Bengal	1	Pvt.	61		211.1	182.5	163.4	137.8	58.9	50.0	37.7	**841.38**
84	Vignan's Foundation for Science, Technology and Research, Guntur	Andhra Pradesh	3	Pvt.	62		212.5	181.6	159.9	139.5	58.4	50.0	36.6	**838.44**
85	The LNM Institute of Information Technology, Jaipur	Rajasthan	4	Pvt.	63		209.4	180.3	159.9	139.6	58.9	51.1	38.2	**837.35**
86	Institute of Advanced Studies in Education, Churu	Rajasthan	1	Govt.			209.1	180.0	162.8	138.6	58.7	50.3	37.0	**836.35**
87	Krishna Vishwa Vidyapeeth (formerly Krishna Institute of Medical Sciences), Karad	Maharashtra	9	Pvt.	64		212.5	173.4	157.1	143.0	60.6	48.1	40.0	**834.59**
88	Dayalbagh Educational Institute, Agra	Uttar Pradesh	4	Pvt.	65		213.9	182.5	156.2	138.7	57.7	45.6	37.6	**832.19**
89	MGM Institute of Health Sciences, Navi Mumbai	Maharashtra	10	Pvt.	66		210.4	174.0	163.4	138.1	58.4	48.2	37.8	**830.40**
90	Kerala Kalamandalam (Vallathol Nagar), Thrissur	Kerala	1	Pvt.	67		210.8	178.4	162.8	136.3	54.2	48.3	37.5	**828.35**
91	St. Peter s Institute of Higher Education and Research, Chennai	Tamil Nadu	22	Pvt.	68		212.8	168.7	167.6	137.4	54.9	47.1	37.1	**825.71**
92	Sri Devraj Urs Academy of Higher Education and Research, Kolar	Karnataka	9	Pvt.	69		209.1	168.5	167.6	137.2	55.2	49.7	36.9	**824.10**
93	Jain Vishva Bharati Institute, Nagaur	Rajasthan	5	Pvt.	70		209.7	169.6	164.8	137.6	57.0	46.7	37.2	**822.74**
94	Sri Chandrasekharandra Saraswati Vishwa Mahavidyalaya, Kancheepuram	Tamil Nadu	23	Pvt.	71		208.4	168.4	162.2	139.8	56.4	48.6	37.4	**821.13**
95	IIS, Gurukul Marg, Jaipur	Rajasthan	6	Pvt.	72		207.3	175.6	156.2	137.6	58.5	48.4	36.3	**820.04**

*Page 6

*Page 6

All India Rank* (Based on Survey, Perceptive & Secondary Research)	DEEMED UNIVERSITY (Good for B.Tech, M.Tech & other Research Programs)	CITY	STATE	STATE RANK	ZONE	ZONE RANK
1	Indian Institute of Science (IISc)	Bangalore	Karnataka	1	South	1
2	Indian Agricultural Research Institute, Pusa	New Delhi	Delhi	1	North	1
3	Homi Bhabha National Institute	Mumbai	Maharashtra	1	West	1
4	Defence Institute of Advanced Technology	Pune	Maharashtra	3	West	2
5	Institute of Chemical Technology	Mumbai	Maharashtra	2	West	3
6	Punjab Engineering College	Chandigarh	Punjab	2	North	2
7	International Institute of Information Technology, Hyderabad	Hyderabad	Telangana	2	South	2
8	National Institute of Food Technology Entrepreneurship & Management (NIFTEM)	Sonepat	Haryana	1	North	3
9	Birla Institute of Technology & Science	Pilani	Rajasthan	1	North	4
10	Shiv Nadar (Institute of Eminence) Deemed to be University	Dadri	Uttar Pradesh	1	North	5
11	International Institute of Information Technology (BLR)	Bangalore	Karnataka	5	South	3
12	Thapar Institute of Engineering & Technology	Patiala	Punjab	1	North	6
13	Manipal Academy of Higher Education	Manipal	Karnataka	2	South	4
14	Vellore Institute of Technology	Vellore	Tamil Nadu	1	South	5
15	S.R.M. Institute of Sciences and Technology	Chennai	Tamil Nadu	2	South	6
16	Birla Institute of Technology (BIT)	Mesra	Jharkhand	1	East	1
17	ICFAI Foundation for Higher Education	Hyderabad	Telangana	1	South	7
18	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	3	South	8
19	Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha	1	East	2
20	Bharati Vidyapeeth	Pune	Maharashtra	4	West	4
21	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	2	East	3
22	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	4	South	9
23	Jamia Hamdard	New Delhi	Delhi	2	North	7

*Page 6

All India Rank* (Based on Survey, Perceptive & Secondary Research)	DEEMED UNIVERSITY (Good for B.Tech, M.Tech & other Research Programs)	CITY	STATE	STATE RANK	ZONE	ZONE RANK
24	Symbiosis International	Pune	Maharashtra	5	West	5
25	Periyar Maniammai Institute of Science & Technology (PMIST)	Thanjavur	Tamil Nadu	5	South	10
26	Graphic Era	Dehradun	Uttarakhand	1	North	8
27	Hindustan Institute of Technology and Science (HITS)	Chennai	Tamil Nadu	14	South	11
28	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	Tamil Nadu	7	South	12
29	Sant Longowal Institute of Engineering and Technology (SLIET)	Sangrur	Punjab	3	North	9
30	Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu	6	South	13
31	Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur	Rajasthan	2	North	10
32	Christ, Hosur Road	Bangalore	Karnataka	4	South	14
33	Banasthali Vidyapith	Banasthali	Rajasthan	3	North	11
34	JAIN	Ramanagara	Karnataka	3	South	15
35	Manav Rachna International Institute of Research & Studies	Faridabad	Haryana	2	North	12
36	Lingaya's Vidyapeeth	Faridabad	Haryana	3	North	13
37	The LNM Institute of Information Technology	Jaipur	Rajasthan	5	North	14
38	Sri Sathya Sai Institute of Higher Learning	Anantapur	Andhra Pradesh	2	South	16
39	Shanmugha Arts, Science, Technology and Research Academy (SASTRA)	Thanjavur	Tamil Nadu	9	South	17
40	Sam Higginbottom University of Agriculture, Technology & Sciences	Allahabad	Uttar Pradesh	2	North	15
41	Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	8	South	18

*Page 6

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	DEEMED UNIVERSITY (Good for Medicine & Allied Courses)	CITY	STATE	STATE RANK
1	Sri Balaji Vidyapeeth	Pillaiyarkuppam	Puducherry	1
2	Dr. D.Y. Patil Vidyapeeth	Pune	Maharashtra	1
3	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	1
4	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	1
5	Institute of Liver and Biliary Sciences, ILBS	New Delhi	Delhi	1
6	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	2
7	JSS Academy of Higher Education & Research	Mysuru	Karnataka	1
8	Maharishi Markandeshwar Institute of Medical Sciences and Research	Ambala	Haryana	1
9	Bharati Vidyapeeth	Pune	Maharashtra	2
10	D Y Patil Deemed to be University	Navi Mumbai	Maharashtra	3
11	KLE Academy of Higher Education and Research	Belgaum	Karnataka	2
12	Datta Meghe Institute of Medical SciencesDatta Meghe Institute of Higher Education & Research (DMIHER), Wardha	Wardha	Maharashtra	5
13	Jamia Hamdard	New Delhi	Delhi	2
14	Saveetha Institute of Medical and Technical Sciences	Chennai	Tamil Nadu	3
15	Manipal Academy of Higher Education	Manipal	Karnataka	3
16	Pravara Institute of Medical Sciences	Ahmednagar	Maharashtra	4
17	Meenakshi Academy of Higher Education and Research	Chennai	Tamil Nadu	4
18	D.Y. Patil Educational Society	Kolhapur	Maharashtra	6
19	Vinayaka Mission's Research Foundation	Ariyanoor	Tamil Nadu	7
20	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	5
21	Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	6
22	Krishna Vishwa Vidyapeeth	Karad	Maharashtra	8
23	Kalinga Institute of Medical Science	Bhubaneswar	Odisha	2
24	MGM Institute of Health Sciences	Navi Mumbai	Maharashtra	7
25	BLDE Bijapur	Bijapur	Karnataka	5

*Page 6

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	DEEMED UNIVERSITY (Good for Arts, Science, Research & Humanities)	CITY	STATE	STATUS
1	Tata Institute of Social Sciences, TISS	Mumbai	Maharashtra	Govt.
1	Bharati Vidyapeeth	Pune	Maharashtra	Pvt.
2	Indira Gandhi Institute of Development Research	Mumbai	Maharashtra	Govt.
3	Jawaharlal Nehru Centre for Advanced Scientific Research	Bengaluru	Karnataka	Govt.
4	National Brain Research Centre	Gurugram	Haryana	Govt.
5	National University of Educational Planning and Administration	New Delhi	Delhi	Govt.
6	International Institute for Population Sciences	Mumbai	Maharashtra	Govt.
7	Tata Institute of Fundamental Research	Mumbai	Maharashtra	Govt.
8	ICAR-National Dairy Research Institute	Karnal	Haryana	Govt.
9	O P Jindal Global (Institute of Eminence) Deemed to be University	Sonipat	Haryana	Pvt.
10	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	Pvt.
11	Indian Veterinary Research Institute	Izatnagar	Uttar Pradesh	Govt.
12	TERI School of Advanced Studies	New Delhi	Delhi	Pvt.
13	Banasthali Vidyapith	Banasthali	Rajasthan	Pvt.
14	Jamia Hamdard	New Delhi	Delhi	Pvt.
15	National Museum Institute of History of Art, Conservation and Musicology	New Delhi	Delhi	Govt.
16	Christ, Hosur Road	Bengaluru	Karnataka	Pvt.
17	JAIN	Ramanagara	Karnataka	Pvt.
18	Forest Research Institute	Dehradun	Uttarakhand	Govt.
19	Narsee Monjee Institute of Management Studies, NMIMS	Mumbai	Maharashtra	Pvt.
20	Sam Higginbottom University of Agriculture, Technology & Sciences	Allahabad	Uttar Pradesh	Pvt.
21	Gujarat Vidyapith	Ahmedabad	Gujarat	Govt.
22	Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur	Rajasthan	Pvt.
23	Avinashilingam Institute for Home Science & Higher Education for Women	Coimbatore	Tamil Nadu	Pvt.
24	Ramakrishna Mission Vivekananda Educational and Research Institute	Howrah	West Bengal	Pvt.

*Page 6

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	DEEMED UNIVERSITY (Good for Arts, Science, Research & Humanities)	CITY	STATE	STATUS
25	Graphic Era	Dehradun	Uttarakhand	Pvt.
26	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	Tamil Nadu	Pvt.
27	Gandhi Institute of Technology and Management, GITAM	Visakhapatnam	Andhra Pradesh	Pvt.
28	The LNM Institute of Information Technology	Jaipur	Rajasthan	Pvt.
29	Deccan College of Post-Graduate & Research Institute	Pune	Maharashtra	Govt.
30	Shanmugha Arts, Science, Technology and Research Academy, SASTRA	Thanjavur	Tamil Nadu	Pvt.
31	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	Pvt.
32	ICFAI Foundation for Higher Education	Hyderabad	Telangana	Pvt.
33	Manipal Academy of Higher Education	Manipal	Karnataka	Pvt.
34	Sant Longowal Institute of Engineering and Technology, SLIET	Sangrur	Punjab	Govt.
35	Bharath Institute of Higher Education & Research	Chennai	Tamil Nadu	Pvt.
36	Central Institute of Fisheries Education	Mumbai	Maharashtra	Govt.
37	Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha	Pvt.
38	Symbiosis International	Pune	Maharashtra	Pvt.
39	Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	Pvt.
40	S.R.M. Institute of Sciences and Technology	Chennai	Tamil Nadu	Pvt.
41	Meenakshi Academy of Higher Education and Research, MAHER	Chennai	Tamil Nadu	Pvt.
42	Sri Sathya Sai Institute of Higher Learning	Anantapur	Andhra Pradesh	Pvt.
43	Kalasalingam Academy of Research and Education	Virudhunagar	Tamil Nadu	Pvt.
44	Lakshmibai National Institute of Physical Education	Gwalior	Madhya Pradesh	Govt.
45	Jain Vishva Bharati Institute	Nagaur	Rajasthan	Pvt.
46	Saveetha Institute of Medical and Technical Sciences	Chennai	Tamil Nadu	Pvt.
47	Institute of Advanced Studies in Education	Churu	Rajasthan	Govt.
48	Manav Rachna International Institute of Research & Studies	Faridabad	Haryana	Pvt.
49	Karpagam Academy of Higher Education	Coimbatore	Tamil Nadu	Pvt.
50	Vinayaka Mission's Research Foundation	Ariyanoor	Tamil Nadu	Pvt.

*Page 6

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Executive MPH
Bachelor of Public Health
B.Sc. Environment & Sustainability

School of Creative Studies
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B.Sc. Fashion & Apparel Studies
B.Sc. Multimedia, Animation & VFX

School of Medicine
MBBS/MD/MS/DM/M.Ch/Fellowships

School of Dentistry
B.D.S/M.D.S

School of Ayurveda
BAMS/M.D/M.S

School of Physiotherapy
BPT/MPT

School of Occupational Therapy
BOT/MOT

School of Allied Health Sciences
B.Sc./M.Sc.

School of Nursing
B.Sc. Nursing/M.Sc. Nursing

B.Sc. Forensic Sciences

School of Law
BA.LLB/BBA.LLB (Hons.)/
B.Com LLB / LLB/LLM

School of Architecture
B.Arch/M.Arch
B.Sc. Product Design
B.Sc. Interior Design
Bachelor of Visual Arts

School of Pharmacy
B.Pharm/D.Pharm/M.Pharm

School of Hospitality & Tourism Studies
B.Sc. Hospitality/B.Sc. Culinary Studies/
B.Sc. Cruise Line Studies/
B.Sc. Event Studies
M.Sc. Tourism Studies

School of Engineering (RAIT)
B.Tech/M.Tech/MBA.Tech/Ph.D
B. Tech. Cloud Computing
B. Tech. Nano Science & Technology
B. Tech. Cyber Security & Digital Forensics

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BA Languages
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IIRF-2025 | THE NEW AGE PRIVATE UNIVERSITIES (OVERALL)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	THE NEW-AGE UNIVERSITY	CITY	STATE	STATE RANK	ZONE	ZONE RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
								PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	
1	Ashoka University	Sonepat	Haryana	1	North	1		242	216.8	202.2	163.4	68.6	59.1	40.1	**992.1**
2	Dhirubhai Ambani University	Gandhinagar	Gujarat	1	West	1		241.6	212.7	200.8	165.6	70	60	40	**990.58**
3	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	1	South	1		242	217.7	200.5	164.3	66.8	58.3	40	**989.53**
4	Azim Premji University	Bengaluru	Karnataka	2	South	2		241.6	215.5	200.5	162.6	69.4	59.1	39.2	**987.95**
5	Nirma University	Ahmedabad	Gujarat	2	West	2		238.5	217.1	200.5	160.7	70	60	39.4	**986.18**
6	Woxsen University	Hyderabad	Telangana	1	South	3		240.9	204.2	200.5	165.1	69	60.8	40.6	**981.06**
7	Ahmedabad University	Ahmedabad	Gujarat	3	West	3		239.9	212.4	197.6	162.6	69	59.1	38.8	**979.49**
8	Chitkara University	Patiala	Punjab	1	North	2		239.9	210.5	197.3	165.1	68.8	58.3	38.3	**978.12**
9	Mahindra University	Hyderabad	Telangana	2	South	4		239.6	219.9	197.1	157.8	67.8	56	38.8	**976.98**
10	Amity University	Noida	Uttar Pradesh	1	North	3		239.2	219	195.6	160.7	66	55.7	39.3	**975.5**
11	XIM University	Bhubaneswar	Odisha	1	East	1		239.2	219	195.1	160.2	66	56.5	38.3	**974.27**
12	M.S. Ramaiah University of Applied Sciences	Bengaluru	Karnataka	3	South	5		238.9	211.3	194.8	160.2	68	59.1	38.3	**970.51**
13	Dayananda Sagar University	Bengaluru	Karnataka	4	South	6		238.5	213.6	194.2	166.3	64	55.7	36.6	**968.88**
14	JSS Science and Technology University	Mysuru	Karnataka	5	South	7		238.9	208.6	192.8	161.2	68.5	58.9	38.8	**967.63**
15	Shoolini University	Solan	Himachal Pradesh	1	North	4		238.9	208.9	192.2	160.2	69	57.8	39.4	**966.44**
16	Centre for Environmental Planning and Technology University	Ahmedabad	Gujarat	4	West	4		238.9	207.3	191.9	161.7	67	58.2	39.9	**964.9**
17	BML Munjal University	Gurugram	Haryana	2	North	5		238.2	212.4	191.6	157.6	67	57.7	37.7	**962.09**
18	Adamas University	Kolkata	West Bengal	1	East	2		238.2	217.4	191.1	149.1	68	57.7	39.6	**961.07**
19	ICFAI University	Dehradun	Uttarakhand	1	North	6		237.8	209.2	190.8	156.3	68.5	57.6	39.3	**959.54**
20	Lovely Professional University	Phagwara	Punjab	2	North	7		237.2	209.9	190.8	157.8	67	57.2	38.3	**958.07**
21	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	2	North	8		236.8	219.9	190.6	158.3	62	51.4	36.6	**955.59**
22	ICFAI University	Jaipur	Rajasthan	1	North	9		236.8	207.7	189.4	152.9	68.3	58.1	38.5	**951.63**
23	Sikkim Manipal University	Gangtok	Sikkim	1	North East	1		236.5	204.2	189.4	160.2	65	56.5	38.7	**950.51**
24	Alliance University	Bengaluru	Karnataka	6	South	8		235.8	201.1	188.5	156.2	69	59.1	39.6	**949.3**
25	Bennett University	Greater Noida	Uttar Pradesh	2	North	10		235.4	215.5	187.4	148.1	68	56	37.7	**948.11**
26	Chandigarh University	Mohali	Punjab	3	North	11		234.4	204.2	187.4	155.4	68	56.5	38.6	**944.48**
27	LNCT University	Bhopal	Madhya Pradesh	1	Central	1		233.7	204.2	187.4	156.2	67	55.9	38.8	**943.27**
28	Brainware University	Kolkata	West Bengal	2	East	3		233.7	201.1	186.8	160.2	65	56.3	38.3	**941.34**

*Page 6

*Page 6

IIRF-2025 | THE NEW AGE PRIVATE UNIVERSITIES (OVERALL)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	THE NEW-AGE UNIVERSITY	CITY	STATE	STATE RANK	ZONE	ZONE RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
								PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	
29	Galgotias University	Greater Noida	Uttar Pradesh	3	North	12		229.6	201.1	186.2	160.2	67.8	56.4	38.3	**939.58**
30	PES University	Bengaluru	Karnataka	7	South	9		229.6	199.5	186.2	156.8	67.8	58.3	38.8	**937.03**
31	Navrachana University	Vadodara	Gujarat	5	West	5		226.9	201.1	186.2	158.5	68	57	38.4	**936.01**
32	Presidency University	Bengaluru	Karnataka	8	South	10		227.2	201.1	185.6	158.8	66.4	57.4	38.4	**934.91**
33	Manipal University	Jaipur	Rajasthan	2	North	13		226.2	205.8	185.1	155.9	66	56.5	37.7	**933.11**
34	Sri Sri University	Cuttack	Odisha	2	East	4		226.9	205.8	185.1	144.7	70	58.4	40.1	**930.91**
35	D Y Patil International University	Pune	Maharashtra	1	West	6		228.9	204.2	185.1	146.6	69	56.2	39.5	**929.54**
36	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	14		229.6	197.9	185.1	151.3	67	59.5	37.7	**928.12**
37	MIT Art, Design & Technology University	Pune	Maharashtra	2	West	7		226.2	197.9	185.1	156.8	66	57.4	37.7	**927.09**
38	Karnavati University	Gandhinagar	Gujarat	6	West	8		224.8	201.1	184.8	154.4	66	57.8	37.1	**926**
39	G.D. Goenka University	Gurugram	Haryana	3	North	15		222.8	199.5	184.8	160.2	64	56.3	37.2	**924.77**
40	O.P. Jindal University	Raigarh	Chhattisgarh	1	Central	2		222.8	206.1	184.8	152.9	64	53.7	38.8	**923.12**
41	Teerthanker Mahaveer University	Moradabad	Uttar Pradesh	4	North	16		221.9	205.1	185.6	149	67	56.8	38.2	**921.93**
41	Sharda University	Greater Noida	Uttar Pradesh	4	North	16		223.1	204.8	184.5	148.4	66.2	57.2	37.7	**921.92**
42	NIIT University (NU)	Neemrana	Rajasthan	3	North	17		219.3	201.1	183.9	157.8	67	54.7	37.1	**920.89**
43	Uttaranchal University	Dehradun	Uttarakhand	3	North	18		219.3	202.9	183.9	155.1	64	58.3	36	**919.56**
44	ITM University	Gwalior	Madhya Pradesh	2	Central	3		222.8	201.7	183.9	151.1	64	56.4	37.7	**917.58**
45	Shree Guru Gobind Singh Tricentenary University	Gurugram	Haryana	4	North	19		219.3	201.7	183.8	155.4	66	54.8	36.6	**917.52**
46	Babu Banarasi Das University	Lucknow	Uttar Pradesh	5	North	20		221.4	201.7	183.4	157.6	62	52.3	36.4	**914.62**
47	VIT Bhopal	Bhopal	Madhya Pradesh	3	Central	4		219.3	203.3	180.5	156.6	65	52.8	36	**913.42**
48	Rayat Bahra University	Mohali	Punjab	4	North	21		219.3	201.1	180.5	152	65	56.2	37.1	**911.18**
49	GLA University	Mathura	Uttar Pradesh	6	North	22		219.3	201.1	180.5	152.9	63	54.8	36.6	**908.21**
50	Ganpat University	Mehsana	Gujarat	7	West	9		212.5	204.2	180.2	149.5	67.1	57.4	36	**906.91**
51	Sir Padampat Singhania University	Udaipur	Rajasthan	4	North	23		212.5	201.1	180.2	154.5	65.2	55	36.7	**905.21**
52	Swarrnim Startup and Innovation University	Gandhinagar	Gujarat	8	West	10		212.5	207.3	180.2	153.2	62.2	55.9	33.8	**905.11**
53	Sangam University	Bhilwara	Rajasthan	5	North	24		212.5	197.9	180.2	152.9	66	56.5	36	**902.07**
53	Sangam University	Bhilwara	Rajasthan	5	North	24		212.5	197.9	180.2	152.9	66.0	56.5	36.0	**902.07**
54	University of Engineering and Management	Kolkata	West Bengal	3	East	5		212.5	204.2	180.1	152.2	63.9	51.5	37.7	**902.06**

*Page 6

*Page 6

IIRF-2025 | THE NEW AGE PRIVATE UNIVERSITIES (OVERALL)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	THE NEW-AGE UNIVERSITY	CITY	STATE	STATE RANK	ZONE	ZONE RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
								PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	
55	Integral University	Lucknow	Uttar Pradesh	7	North	25		215.6	204.2	180.1	138.7	68.5	54	38.2	**899.27**
56	Mody University of Science and Technology, Lakshmangarh, Sikar	Sikar	Rajasthan	6	North	26		217.6	202.6	180.1	143.2	62	57.2	34.3	**897.04**
57	Oriental University	Indore	Madhya Pradesh	4	Central	5		224.5	194.8	180.1	145.9	62	52.4	34.3	**893.91**
58	Vivekananda Global University	Jaipur	Rajasthan	7	North	27		221.1	197.9	179.9	135.9	66	53.1	37.7	**891.64**
59	Manav Rachna University	Faridabad	Haryana	5	North	28		214.2	194.8	177.1	154.2	61	54	34.3	**889.43**
60	Parul University	Vadodara	Gujarat	9	West	11		216.6	194.8	176.8	148.1	62	55.2	34.8	**888.24**
61	Martin Luther Christian University	Shillong	Meghalaya	1	North East	2		214.2	191.6	176.5	153.4	63	54	34.3	**886.99**
62	Sushant University	Gurugram	Haryana	6	North	29		214.2	188.5	176.5	160.2	65.9	48.6	31.6	**885.52**
63	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	8	North	30		214.2	197.9	176.5	137.6	65.9	57.1	34.8	**884.13**
64	JK Lakshmipat University	Jaipur	Rajasthan	9	North	31		213.2	205.1	176.2	139.6	61	51.4	34.4	**880.89**
65	Usha Martin University	Ranchi	Jharkhand	1	East	6		210.8	191.6	175.9	145.7	63	56.5	36	**879.51**
66	William Carey University	Shillong	Meghalaya	2	North East	3		213.2	191.3	173.1	148.1	60	56.1	35.4	**877.16**
67	Poornima University	Jaipur	Rajasthan	10	North	32		210.8	188.5	173.1	150	62.2	53.7	37.2	**875.51**
68	Chitkara University	Solan	Himachal Pradesh	3	North	33		207.3	188.5	172.5	149.1	64	54	37.1	**872.48**
69	The Institute of Chartered Financial Analysts of India (ICFAI) University	Gangtok	Sikkim	2	North East	4		210.8	188.5	172.5	155.4	60	51.4	31.8	**870.34**
70	ICFAI University	Raipur	Chhattisgarh	2	Central	6		211.5	192.3	172.2	144.2	62.8	49.3	34.3	**866.45**
71	Ajeenkya D Y Patil University	Pune	Maharashtra	3	West	12		210.8	193.8	172.2	141.8	60.2	52.3	34.4	**865.43**
72	Mangalayatan University	Aligarh	Uttar Pradesh	8	North	34		207.3	189.1	171.4	148.1	61	50.8	36	**863.74**
73	Suresh Gyan Vihar University	Jaipur	Rajasthan	11	North	35		210.8	189.4	169.9	143.2	62	51.4	35.4	**862.17**
74	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	12	North	36		207.3	191.6	169.9	141	62	51.3	36.6	**859.81**
75	University of Science & Technology	Ri-Bhoi	Meghalaya	3	North East	5		207	186.6	169.9	144.9	63.1	51.4	35.4	**858.37**
76	The Indira Gandhi Technological & Medical Sciences University	Ziro	Arunachal Pradesh	1	North East	6		206.3	185.4	169.6	148.6	61	50.8	34.8	**856.51**
77	Techno Global University	Shillong	Meghalaya	4	North East	7		210.8	186	169.6	140.8	61	52.3	34.3	**854.72**
78	Amity University	Patna	Bihar	1	East	7		210.8	188.5	169.6	143.2	56	50.4	33.8	**852.32**
79	ICFAI University	Baddi, Solan	Himachal Pradesh	4	North	37		203.9	188.5	169.1	136.7	64	52.3	36	**850.39**
80	JIS University, Agarpara	Kolkata	West Bengal	4	East	8		204.6	186	169.1	144	58.9	51.8	34.8	**849.09**

*Page 6

*Page 6

IIRF-2025 | THE NEW AGE PRIVATE UNIVERSITIES (OVERALL)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	THE NEW-AGE UNIVERSITY	CITY	STATE	STATE RANK	ZONE	ZONE RANK		WEIGHTED SCORE OUT OF 1000 (DISTRIBUTED ACROSS 7 DIMENSIONS)							OVERALL INDEX SCORE
								PLACEMENT PERFORMANCE (PP)	TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH	INDUSTRY INCOME & INTEGRATION (III)	PLACEMENT STRATEGY & SUPPORT (PSS)	FUTURE ORIENTATION (FO)	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO)	
81	Assam Don Bosco University	Guwahati	Assam	1	North East	8		200.5	188.5	169.1	142.5	58	53.6	35.5	**847.7**
82	Amity University	Raipur	Chhattisgarh	3	Central	7		203.9	185.4	169.1	143.2	59	50.6	34.8	**845.95**
83	The Assam Kaziranga University	Jorhat	Assam	2	North East	9		203.6	186	168.5	145.7	58	50	34.3	**845.94**
84	Sikkim Professional University	Gangtok	Sikkim	3	North East	10		203.2	185.4	165.6	143.2	60	51.4	34.8	**843.69**
85	Symbiosis University of Applied Sciences	Indore	Madhya Pradesh	5	Central	8		200.8	182.5	165.6	145.7	62	51.8	35.3	**843.68**
86	CT University	Ludhiana	Punjab	5	North	38		203.6	183.5	165.6	137.9	60	55.8	36	**842.38**
87	Himalayan University	Itanagar	Arunachal Pradesh	2	North East	11		203.9	195.7	165.6	138.4	53	49.1	35.6	**841.29**
88	Assam Down Town University	Guwahati	Assam	3	North East	12		200.5	190.4	165.6	139.8	57.6	49.8	35.9	**839.58**
89	Techno India University	Kolkata	West Bengal	5	East	9		202.5	186.9	165.6	138.4	58	51.4	34.8	**837.72**
90	Shridhar University, Pilani	Jhunjhunu	Rajasthan	13	North	39		200.5	182.2	165.6	142	55.7	53.1	35.4	**834.58**
91	Amity University	Kolkata	West Bengal	6	East	10		197.4	185	165.6	132.2	60.7	54.8	37.7	**833.51**
92	ITM University	Raipur	Chhattisgarh	4	Central	9		200.5	181.9	165.6	135.9	56	54.8	37.1	**831.92**
93	North East Frontier Technical University	West Siang	Arunachal Pradesh	3	North East	13		199.5	188.2	165.6	133.5	59.3	48.8	34.3	**829.2**
94	Mahatma Gandhi University	Ri-Bhoi	Meghalaya	5	North East	14		198.1	175.9	165.6	143.2	59	51.4	34.4	**827.67**
95	Birla Global University	Bhubaneswar	Odisha	3	East	11		196.7	186.3	165.6	137.9	58.1	48.1	33.7	**826.4**
96	Amity University	Ranchi	Jharkhand	2	East	12		200.1	182.2	165.6	138.4	54	52.3	31.4	**824.04**
97	TeamLease Skills University	Vadodara	Gujarat	10	West	13		197.1	182.2	165.4	131.1	61	51.4	34.8	**822.96**
98	University of Engineering and Management	Jaipur	Rajasthan	14	North	40		200.5	185.4	165.4	129.1	60	46.7	33.8	**820.84**
99	Arunachal University of Studies	Namsai	Arunachal Pradesh	4	North East	15		196	182.2	163.6	140.8	56.9	47.1	33.1	**819.83**
100	Swami Vivekanand Subharti University	Meerut	Uttar Pradesh	9	North	41		197.4	182.2	163.6	135.9	59	48	32.6	**818.73**
101	Seacom Skills University	Birbhum	West Bengal	7	East	13		195.7	179.1	163.4	136.5	57	49.7	34.8	**816.12**
102	GSFC University	Vadodara	Gujarat	11	West	14		191.9	175.9	163.4	143.2	56	50.8	33.1	**814.36**
103	Techno Global University	Vidisha	Madhya Pradesh	6	Central	10		188.5	172.8	163.4	145.7	59	49.7	34.3	**813.25**

*Page 6

*Page 6

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	PRIVATE UNIVERSITY (Good for B.Tech/M.Tech Programs)	CITY	STATE	STATE RANK	ZONE	ZONE RANK
1	Dhirubhai Ambani University	Gandhinagar	Gujarat	1	West	1
2	Mahindra University	Hyderabad	Telangana	1	South	1
3	Dayananda Sagar University	Bangalore	Karnataka	1	South	2
4	JSS Science and Technology University	Mysuru	Karnataka	2	South	3
5	Bennett University	Greater Noida	Uttar Pradesh	1	North	1
6	PES University	Bengaluru	Karnataka	3	South	4
7	Chitkara University	Patiala	Punjab	1	North	2
8	Nirma University	Ahmedabad	Gujarat	2	West	2
9	Brainware University	Kolkata	West Bengal	1	East	1
10	O P Jindal University	Raigarh	Chhattisgarh	1	Central	1
11	NIIT University (NU)	Neemrana	Rajasthan	1	North	3
12	ADAMAS University	Kolkata	West Bengal	2	East	2
13	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	4	South	5
14	AMITY University	Noida	Uttar Pradesh	2	North	4
15	Shoolini University	Solan	Himachal Pradesh	1	North	5
16	LNCT University	Bhopal	Madhya Pradesh	1	Central	2
17	ICFAI University	Dehradun	Uttarakhand	1	North	6
18	Ahmedabad University	Ahmedabad	Gujarat	3	West	3
19	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	7
20	Woxsen University	Hyderabad	Telangana	2	South	6
21	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	1	North	8
22	ICFAI University	Jaipur	Rajasthan	2	North	9
23	Sri Sri University	Cuttack	Odisha	1	East	3
24	Babu Banarasi Das University	Lucknow	Uttar Pradesh	3	North	10
25	Presidency University	Bangalore	Karnataka	5	South	7
26	Sikkim Manipal University	Gangtok	Sikkim	1	North-East	1

*Page 6

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	PRIVATE UNIVERSITY (Good for Medicines & Allied Courses)	CITY	STATE	STATE RANK	ZONE	ZONE RANK
1	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	1	South	1
2	M S Ramaiah University of Applied Sciences	Bengaluru	Karnataka	2	South	2
3	Dr. Chandramma Dayananda Sagar Institute of Medical Education and Research	Bengaluru	Karnataka	3	South	3
4	Shree Guru Gobind Singh Tricentenary University	Gurugram	Haryana	1	North	1
5	Adichunchanagiri University	Mandya	Karnataka	4	South	4
6	Maharishi Markandeshwar University	Ambala	Haryana	2	North	2
7	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	1	North	3
8	Sharda University	Greater Noida	Uttar Pradesh	1	North	4
9	NIMS University	Jaipur	Rajasthan	2	North	5
10	Indira Gandhi Technological and Medical Science University	Ziro	Arunachal Pradesh	1	North-East	1
11	Sikkim Manipal University	Gangtok	Sikkim	1	North-East	2
12	Teerthanker Mahaveer University	Muradabad	Uttar Pradesh	2	North	6
13	Tantia University	Sri Ganganagar	Rajasthan	3	North	7
14	Maharishi Markandeshwar University	Solan	Himachal Pradesh	1	North	8
15	Geetanjali University	Udaipur	Rajasthan	4	North	9
16	Shri Venkateshwara University	Gajraula	Uttar Pradesh	3	North	10
17	Integral University	Lucknow	Uttar Pradesh	4	North	11
18	Sri Guru Ram Das University of Health Sciences	Sri Amritsar	Punjab	1	North	12
19	Adesh University	Bathinda	Punjab	2	North	13
20	Saveetha Amaravati University	Vijayawada	Andhra Pradesh	1	South	5
21	Pacific Medical University	Udaipur	Rajasthan	5	North	14
22	Sai Tirupati University	Udaipur	Rajasthan	6	North	15
23	Ras Bihari Bose Subharti University	Dehradun	Uttarakhand	1	North	16
24	Bareilly International University	Bareilly	Uttar Pradesh	5	North	17

*Page 6

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	PRIVATE UNIVERSITIES Good for Arts, Science, Research & Humanities	CITY	STATE	STATE RANK	ZONE	ZONE RANK
1	Ashoka University	Sonipat	Haryana	1	North	1
2	Azim Premji University	Bangalore	Karnataka	1	South	1
3	O.P. Jindal Global University	Sonipat	Haryana	2	North	2
4	Ahmedabad University	Ahmedabad	Gujarat	1	West	1
5	Shoolini University	Solan	Himachal Pradesh	1	North	3
6	Flame University	Pune	Maharashtra	1	West	2
7	AMITY University	Noida	Uttar Pradesh	1	North	4
8	Sikkim Manipal University	Gangtok	Sikkim	1	North-East	1
9	Lovely Professional University	Phagwara	Punjab	1	North	5
10	Chitkara University	Patiala	Punjab	2	North	6
11	Nirma University	Ahmedabad	Gujarat	2	West	3
12	M.S. Ramaiah University of Applied Sciences	Bangalore	Karnataka	2	South	2
13	Dayananda Sagar University	Bangalore	Karnataka	3	South	3
14	JSS Science and Technology University	Mysuru	Karnataka	4	South	4
15	Brainware University	Kolkata	West Bengal	1	East	1
16	Sri Sri University	Cuttack	Odisha	1	East	2
17	BML Munjal University	Gurugram	Haryana	3	North	7
18	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	1	North	8
19	William Carey University	Shillong	Meghalaya	1	North-East	2
20	O P Jindal University	Raigarh	Chhattisgarh	1	Central	1
21	ADAMAS University	Kolkata	West Bengal	2	East	3
22	Navrachana University	Vadodara	Gujarat	3	West	4
23	Galgotias University	Greater Noida	Uttar Pradesh	2	North	9
24	LNCT University	Bhopal	Madhya Pradesh	1	Central	2
25	St Joseph's University	Bangalore	Karnataka	5	South	5
26	Babu Banarasi Das University	Lucknow	Uttar Pradesh	3	North	10
27	ICFAI University	Dehradun	Uttarakhand	2	North	11
28	ICFAI University	Jaipur	Rajasthan	1	North	12
29	Chandigarh University	Mohali	Punjab	3	North	13
30	MIT Art, Design & Technology University	Pune	Maharashtra	2	West	5

*Page 6

ICFAI UNIVERSITY

The ICFAI University, Mizoram

ADMISSIONS OPEN-2025



Programs offered

BBA | BBA (H & T) | B.Com
BCA | BSW
MBA | M.Com | MA (Economics)
MA (English) | MA (Pol.Sc.) | MA (Education)
MA (History) | MA (Mizo & CS) | MA (Sociology)
MSW | M.Sc (Geog)

MERIT SCHOLARSHIPS based on performance in qualifying examination & Semester-wise performance in respective programs

NJY Merit Scholarships up to 50% of Program Fee | Placement & Internship Offered Relaxation Quota for outstanding Sports Persons and Cultural Artists

HIGHLIGHTS

• To provide high quality, value-based, career-oriented education for students. • To facilitate students in understanding, developing, integrating and applying both core and specialized concepts and practices. • To provide students with stimulating and learning friendly atmosphere to utilize a higher level of their intellectual capacity, required to specialize in the respective areas of study. • To produce energetic, effective, efficient and ethical professionals to meet the desired needs of the dynamic world and serve the society.

/IcfaiuniversityMizoram

For details & eligibility, please visit: www.iumizoram.edu.in

For details, please contact
Campus: The ICFAI University, Mizoram, Durtlang North, Aizawl, Mizoram - 796 025.

ICFAI GROUP

● 11 Universities ● 9 B-Schools ● 9 Law Schools ● 7 Tech Schools ● 3 Pharma Schools ● 4 Decades in Flexible Learning

IIRF-2025 | TOP 15 THE NEW-AGE EMERGING UNIVERSITIES (PVT.)

ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research)	THE NEW AGE EMERGING UNIVERSITY	CITY	STATE	STATE RANK	ZONE	ZONE RANK		WEIGHTED SCORE OUT OF 100						OVERALL INDEX SCORE
								TEACHING LEARNING RESOURCE & PEDAGOGY	RESEARCH	INDUSTRY INCOME & INTEGRATION	PLACEMENT STRATEGY & SUPPORT	FUTURE ORIENTATION	EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK	
1	SRM University AP	Guntur	Andhra Pradesh	1	South	1		22.45	22.30	16.88	12.60	6.78	5.92	86.92
2	Adichunchanagiri University	Mandya	Karnataka	1	South	2		21.85	22.30	16.86	12.32	6.82	5.95	86.09
3	KREA University	Sri City	Andhra Pradesh	2	South	3		21.25	21.30	17.08	13.04	6.85	5.99	85.51
4	University of Technology	Jaipur	Rajasthan	1	North	1		21.03	20.83	16.72	12.45	6.84	6.02	83.88
5	Vidyashilp University	Bengaluru	Karnataka	2	South	4		19.65	20.33	16.82	12.30	6.90	6.11	82.11
6	Pimpri Chinchwad University	Pune	Maharashtra	1	West	1		19.98	19.53	16.58	12.30	6.47	5.66	80.52
7	Mall Reddy University	Hyderabad	Telangana	1	South	5		19.15	19.35	16.68	11.57	6.64	5.61	79.00
8	IIMT University	Meerut	Uttar Pradesh	1	North	2		19.10	19.33	15.46	11.76	6.36	5.57	77.57
9	Dr. D. Y. Patil Dnyan Prasad University	Pune	Maharashtra	2	West	2		18.93	19.18	15.20	11.51	6.06	5.23	76.09
10	Dr. C V Raman University	Khandwa	Madhya Pradesh	1	Central	1		18.53	18.70	14.94	11.55	6.06	5.30	75.07
11	World University of Design	Sonipat	Haryana	1	North	3		18.30	18.39	14.80	11.25	5.98	5.22	73.95
12	Vishwakarma University	Pune	Maharashtra	3	West	3		18.20	18.25	14.40	10.85	5.82	5.30	72.82
13	IES University	Bhopal	Madhya Pradesh	2	Central	2		17.83	18.00	14.60	10.76	5.74	5.03	71.94
14	Mangalayatan University	Jabalpur	Madhya Pradesh	3	Central	3		17.90	17.70	14.12	10.65	5.60	4.97	70.94
15	Netaji Subhas University	Jamshedpur	Jharkhand	1	East	1		17.40	17.50	14.10	10.62	5.59	4.90	70.11

*Page 6

*Page 6



EXPLORING EDUCATION THE 'BHARATI' WAY

BHARATI VIDYAPEETH

DEEMED TO BE UNIVERSITY, PUNE



Bharati Vidyapeeth, the parent body of Bharati Vidyapeeth (Deemed to be University) was established on 10th May 1964, by distinguished educationist Dr. Patangraoji Kadam, with a mission of promoting 'Social Transformation Through Dynamic Education'. Since its establishment, it has maintained the highest standards and has proliferated inventive practices in the education sector.

During the last 6 decades,with an objective of making educational opportunities available to the deprived sections of the country, Bharati Vidyapeeth has established a large number of educational institutions in the rural areas. Bharati Vidyapeeth with a very moderate beginning in a short span of time has grown leaps and bounds having its major campuses in New Delhi, Navi Mumbai, Pune, Solapur, Kolhapur, Sangli, Karad, Satara and Panchgani.

Today it is one of the largest educational organizations in the country that imparts education right from the pre-primary to the doctoral level. The spectrum of Bharati Vidyapeeth institutions of higher education spans across all professional disciplines which include the colleges of Medicine, Dentistry, Nursing, Audiology, Optometry, Ayurved, Homeopathy, Physiotherapy, Engineering, Architecture, Management, Law, Pharmacy, Hotel Management and Catering Technology, Environment Education, Physical Education, Health Management, Biotechnology, Radiology and Imaging Technology.

DISTINCTIVE FEATURES OF BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)

Performing arts, Visual arts, Photography, Arts, Commerce and science etc. The colleges are affiliated to various universities including Bharati Vidyapeeth (Deemed to be University), University of Pune, University of Mumbai, Shivaji University Kolhapur and Indraprastha University, Delhi.With high emphasis to promote research activities and to create a research culture on its campuses, Bharati Vidyapeeth has established fifth specialized research institutes in the areas of Health Related Sciences, Biotechnology, Information Technology, Applied Chemistry and Social Sciences.

Bharati Vidyapeeth (Deemed to be University) came into existence in April, 1996, when the Ministry of Human Resource Development, Government of India, in exercise of the powers under section 3 of the University Grants Commission Act conferred the status of University to 12 institutions of Bharati Vidyapeeth. Subsequently, Government of India, vide its various notifications brought several other Institutions of Bharati Vidyapeeth under the ambit of this university

The remarkable academic expanse of Bharati Vidyapeeth (Deemed to be University) in the field of higher education was possible only because of the visionary leadership, constant guidance and successive mentorship of Hon'ble Chancellor Dr. Shivajirao Kadam, Pro.

Vice Chancellor, Hon'ble Dr. Vishwajeet Kadam, and Vice Chancellor, Dr. Vivek Saoji. Today all the educational institutions are well acclaimed for their academic excellence. With a humble beginning, today the university has 29 constituent units, with 3 schools, 2 off campus departments and 3 centers under 12 different disciplines.Thus, catering to the students from rural as well as urban and metro Cities.

Bharati Vidyapeeth has a legacy of managing hospitals dedicated for the society at large. University runs two Medical Colleges attached with Hospitals in Pune as well as in Sangli. Hospital in Pune is 1071 bedded Super Specialty Hospital and the one in Sangli is a 950 bedded hospital. These hospitals are NABH and NABL accredited The University also has 3 Dental Hospital with 960 Chairs, Ayurveda Hospital with 200 Beds, and Homeopathy Hospital with 100 beds. It is pleasure to mention that the clinical trial of Covishield vaccine was undertaken at Bharati Hospital in Pune, based on its report, it has been approved to use for the public. The hospital at Pune has now been equipped with the latest diagnostic and therapeutic facilitieshaving more than 125 critical care or ICU beds

DISTINCTIVE FEATURES OF BHARATI VIDYAPEETH (DEEMED TO BE UNIVERSITY)

1. Bharati Vidyapeeth (Deemed to be University) is one of the multi- faculty, multidisciplinary and multi-campus Deemed to be University in India
2. Bharati Vidyapeeth (Deemed to be University) is one of the multi- faculty, multidisciplinary and multi-campus Deemed to be University in India
3. The University is ranked 78th by NIRF in 2024 in the University category
4. Interactive Research School for Health Affairs has been recognized as an ICMR Collaborating Centre of Exce lence for research in mother and child health.
5. The university has State-of-the-art BSL-3 Virology Testing Lab One of the first in any University setup
6. The University offers 160programmes under 12 faculties. All professional programmes are approved by respective Statutory Councils.
7. The high quality of all around education has attracted many students from all over India and 50 countries to pursue their studies. Presently there are 25000+ students enro led into various programmes offered by the University.
8. Behind the reputation of the University are the solid credentials of experienced 1700 + faculty members, imparting quality education.
9. University constantly encourages and facilitates its faculties to be actively engaged in academic research and publications besides their teaching assignments by establishing colaborative and interdisciplinary research links with industries and institutions around the world. Faculty members are among top 2% scientist globa ly, More than 200 patents are published and granted in last five years and around 7.000 publications in Scopus databases with h-index of 102. University has received Research Grants from various agencies worth more than Rs. 50 crores in last 3 years (ICMR, DBT, DST, ICSSR, AYUSH etc.)
10. Excelence in academics with NEP implementation, interactive teaching pedagogy, flexible learning environment and proven quality assessment methods.
11. As part of dissemination of knowledge, University organizes International and National Conferences, Seminars, Workshops etc. on recent and upcoming themes.
12. Learning Resource Centre (Libraries) has an excelent co lection of books, print journals, e-journals, and magazines etc. which are regularly being expanded by adding latest publications. Augmented infrastructural facilities including smart classrooms, tools for blended learning, laboratories equipped with latest technologies, free accessibility to WiFi, lush green campuses, adequate recreational facilities, on campus residential accommodation etc.
13. Excelent placements record for its students across faculties and has known industry endorsements. University is committed to engage for the welfare of the society through various schemes of Outreach Programmes and Field Works.
14. The University's Centre for Distance and Online Education offers 17 programmes through distance mode and 3 courses through on-line mode. About 11,000 students are taking education through either modes of teaching at this Centre.
15. The University emphasis the significance of sports, cultural events and NSS programmes amongst its students and encourages them to participate in various events organized by the University on continuous basis.

SHRI DHARMASTHALA MANJUNATHESHWARA UNIVERSITY

Shri Dharmasthala Manjunatheshwara University

Sattur, Dharwad-580 009, Karnataka



Shri Dharmasthala Manjunatheshwara University (SDM University) was established on 19th December 2018 as a State Private University at Sattur, Dharwad. SDM University was established under Shri Dharmasthala Manjunatheshwara University Act 2018 and this University has been sponsored by Shri Dharmasthala Manjunatheshwara Educational Society (SDM Educational Society), Ujire, Dakshina Kannada District, Karnataka State.

SDM University sets the highest standard of teaching and learning, awakening the intelligence of the students and nurturing the creativity hidden in them by creating an environment where the ancient wisdom blends with modern science to transform them into human being to face the challenges. The University functions with the mission to ensure the journey of education is inspiring, pleasant and enjoyable to attract best of the Teachers and Students. The objective of the University is to transform the students of today to be a Leaders of tomorrow, a better human being and to produce passionate teachers.

Poojya Shri D. Veerendra Heggade Hon'ble Chancellor:



Our Chancellor is also the President of SDM Educational Society. Poojya Shri Heggade is a multi-dimensional individual, social reformer, educationist, philosopher & philanthropist. A visionary Leader with a dream to start a Centre of Excellence in Medical Education and Healthcare for the people of North Karnataka Region at an affordable cost.

He has contributed over 55 years in the field of Religion, Education, Social Service, Economic and Cultural development.

Dr. Niranjan Kumar, Vice Chancellor:



An eminent Plastic & Reconstructive Surgeon by profession is leading Shri Dharmasthala Manjunatheshwara University, Dharwad as its founding Vice Chancellor. Dr. Niranjan Kumar is also the Medical Director of SDM Medical College & Hospital and Director of SDM Craniofacial Surgery & Research Centre. Under his able leadership, SDM University and its Constituent Institutions are growing at rapid pace.

CONSTITUENT INSTITUTIONS OF SDM UNIVERSITY

- **SDM College of Medical Sciences & Hospital**
- **SDM College of Dental Sciences & Hospital**
- **SDM College of Physiotherapy**
- **SDM Institute of Nursing Sciences**
- **SDM Research Institute for Biomedical Sciences**
- **SDM College of Pharmaceutical Sciences**

SDM College of Medical Sciences & Hospital was established in 2003 under the able leadership of the great Visionary Leader, Poojya Shri D. Veerendra Heggade, the Hon'ble Chancellor of SDM University who wished to start an advanced Medical Education and healthcare facilities in North Karnataka region.

Medical College offers MBBS (Undergraduate Degree) and MD & MS (Postgraduate Degrees) in 22 Specialties in Pre-Clinical, Para Clinical and Clinical subjects. These courses are recognized by the National Medical Commission, New Delhi. The College also offers M.Ch., DM, Ph.D., and Fellowship Programs.



SDM Hospital has total 1250 beds comprising multi-speciality and super specialty services with 1500 OPD patients daily. SDM Hospital has stood as epitomes of excellent patient care providing affordable healthcare services to the public with most modern hospitals, ultra-modern diagnostic laboratories, Imaging department with MRI, CT, Ultrasonography and conventional Radiology services augmented with Digital services.

SDM College of Dental Sciences & Hospital was established in 1986 with a mission to improve oral health of the local population. Since its inception, the institute has moved from strength-to-strength from humble beginning to a state-of-the-art hospital and teaching facility today.



The Hospital & Institute have been successfully serving the community with relevant mission and visions. The Vision of the Institution is Learner centered education, patient centered service and community oriented research of excellence.

The College has 9 specialty departments functioning with state-of-the-art facilities and providing the best possible quality dental care to the public. The college enrols 100 undergraduate students and 45 postgraduates in the respective specialty each year.

SDM College of Physiotherapy was established in the 1996 and the outpatient department was started functioning in September 1997. Later in 2003 the college and the outpatient Department shifted to a state-of-



the-art department in SDM College of Medical Sciences & Hospital Campus. We are very proud that SDM College of Physiotherapy has completed glorious 29 years by giving excellent professionals to the society. The College is now affiliated to Shri Dharmasthala Manjunatheshwara University. The College has well qualified & experienced staff with different specialties to provide knowledge and skills to the students. Modern Lecture Halls, most advanced audio-visual aids and state of the art library which has got traditional books, journals and digital learning facilities.

The College provides Hostel facilities with hygienic Mess and other amenities within the campus. In addition to these facilities, the campus has well equipped indoor and outdoor sports facilities including swimming pool. A 1200 capacity auditorium is also available for the students for convocation, annual days, cultural activities, conferences and such other programs. Regular Peripheral Posting for Students at Old Age Homes & Special Schools and Public Health Physiotherapy camps are regularly conducted in and around Hubli – Dharwad.



SDM Institute of Nursing Sciences was established in the year 2006 under Shri Dharmasthala Manjunatheshwara Educational Society, Dharwad. The Institute is affiliated to Shri Dharmasthala Manjunatheshwara University, Dharwad which is a unique multi-disciplinary State Private University. This University is the culmination of vision of our founder, Poojya Shri D. Veerendra Heggade, Hon'ble Chancellor. It is one of the renowned Nursing Institute imparting quality nursing education in northern part of Karnataka.

In the rapidly changing education scenario and healthcare delivery system and development in information and communication technology, the nursing education has become more dynamic than ever before. Institute believes that Nursing education we impart should develop imagination of the students.

SDM Research Institute for Biomedical Sciences was established in 2019 with specialized research facilities. The well-equipped basic research laboratory, Clean Room, and highly qualified & experienced faculty to unravel the mysteries of various unmet medical needs particularly, non-communicable diseases through innovative thinking, creative problem solving and cutting edge technologies. The institute is intending to conduct research in the advanced and emerging areas of modern science with innovation and initiative for indigenous technology & product development for the betterment of mankind.



SDM College of Pharmaceutical Sciences was established in 2023 with the humble beginning to meet the demand of the Pharmaceutical Science aspirants of North Karnataka Region. This College is affiliated to Pharmacy Council of India, New Delhi and a Constituent Institution of Shri Dharmasthala Manjunatheshwara University. The College now functioning in SDM Dental College Campus with a state-of-the-art facility like Laboratories, Class rooms, Library, Sports facility, Pharmaceutical gardens and well qualified & experienced Teaching faculty.





Constituent Institutions of Shri Dharmasthala Manjunatheshwara University, Sattur, Dharwad

COURSES DETAILS

SDM College of Medical Sciences & Hospital, Dharwad (Recognized by NMC, New Delhi)

1 MBBS

2 MD / MS / Diploma:

- MD Anatomy
- MD Physiology
- MD Biochemistry
- MD Pathology
- MD Microbiology
- MD Pharmacology
- MD Forensic Medicine
- MD Community Medicine
- MD General Medicine
- MD Paediatrics
- MD Dermatology
- MD Psychiatry
- MD Anaesthesiology
- MD Radio-diagnosis
- MD Hospital Administration
- MD Emergency Medicine
- MD Respiratory Medicine
- MS General Surgery
- MS Ophthalmology
- MS Orthopaedics
- MS Oto-rhino-laryngology
- MS Obstetrics & Gynaecology

3 Diploma

- Diploma in Public Health

4 MCh & DM:

- MCh Plastic & Reconstructive Surgery

- MCh Paediatrics Surgery
- DM Nephrology

5 Fellowship Programmes in Medical Faculty

- Neonatal Intensive Care
- Minimally Invasive Surgery (Gynaecology)
- Reproductive Medicine
- Consultation-Liaison Psychiatry
- Rhinology
- Orthopaedic Trauma
- Arthroplasty
- Critical Care Medicine

6 Allied Health Sciences Programs

- BSc Renal Dialysis Technology
- BSc Medical Laboratory Technology
- BSc Medical Imaging Technology
- BSc Optometry
- Bachelor in Audiology & Speech Language Pathology
- BSc Emergency and Trauma Care Technology
- BSc Medical Records Technology
- BSc Respiratory Therapy
- BSc Anaesthesia & Operation Theatre Technology

7 MBA in Hospital Administration

8 Certificate Courses in Allied Health Sciences (Post CMLT/DMLT/B.Sc.)

- Blood Bank Technology
- Advanced Certificate in Medical Microbiology Laboratory Technology

SDM College of Dental Sciences & Hospital, Dharwad (Recognized by DCI, New Delhi)

1 BDS

2 MDS Program in:

- MDS Oral Medicine & Radiology
- MDS Conservative Dentistry & Endodontics
- MDS Oral & Maxillofacial Surgery
- MDS Prosthodontics and crown & Bridge
- MDS Public Health Dentistry
- MDS Orthodontics & Dentofacial Orthopaedics
- MDS Periodontology
- MDS Paediatric & Preventive Dentistry
- MDS Oral Pathology & Microbiology

3 Fellowship Programmes in Dental Faculty:

- Cleft Lip & Palate (Oral Surgery)
- Forensic Odontology
- Oral implantology

SDM College of Physiotherapy, Dharwad (Recognized by Govt. of Karnataka)

1 Bachelor of Physiotherapy

2 Master of Physiotherapy:

- MPT Musculoskeletal Disorders
- MPT Neurological and Psychosomatic Disorders
- MPT Cardiorespiratory Disorders
- MPT Community Physiotherapy
- MPT Paediatrics
- MPT Sports
- MPT Obstetrics & Gynaecology (OBG)

SDM Institute of Nursing Sciences, Dharwad (Recognized by Indian Nursing Council, New Delhi)

1 B.Sc. Nursing

2 M.Sc. Nursing:

- M.Sc. (N) in Medical Surgical Nursing
- M.Sc. (N) in Community Health Nursing
- M.Sc. (N) in Child Health (Paediatrics) Nursing
- M.Sc. (N) in Obstetrics and Gynaecological Nursing
- M.Sc. (N) in Mental Health (Psychiatric) Nursing

3 Diploma in Nursing (DGNM)

4 General Duty Healthcare Assistant (GDHA)

SDM Research Institute for Biomedical Sciences, Dharwad

- M.Sc. - Biomedical Science
- M.Sc. - Computational Biology
- M.Sc. - (by Research) Medical Science
- M.Sc. - Human Genetics

SDM College of Pharmaceutical Sciences, Dharwad (Recognized by Pharmacy Council of India, New Delhi)

B. Pharm

Ph.D. Programs:

- Medical
- Dental
- Physiotherapy
- Medical Surgical Nursing Sciences
- Biomedical Sciences

ICFAI UNIVERSITY

The ICFAI University, Nagaland

ADMISSIONS OPEN 2025



Programs offered

BBA (Major / Minor) | B.Com (Major / Minor) | BA (Major / Minor) | BCA (Major / Minor)

MBA | M.Com | MCA | MA (Economics) | MA (English)

MA (Pol.Sc.) | MA (Education) | M.Lib.Sc (Integrated)

Ph.D. (Management | Pol.Sci. | English)

MERIT SCHOLARSHIPS based on performance in qualifying examination & Semester-wise performance in respective programs

HIGHLIGHTS

• To provide high quality, value-based, career-oriented education for students. • To facilitate students in understanding, developing, integrating and applying both core and specialized concepts and practices. • To provide students with stimulating and learning friendly atmosphere to utilize a higher level of their intellectual capacity, required to specialize in the respective areas of study. • To produce energetic, effective, efficient and ethical professionals to meet the desired needs of the dynamic world and serve the society.

For details & eligibility, please visit: www.iunagaland.edu.in

For details, please contact

Campus: The ICFAI University, Nagaland, 6th Mile, Sovima Village, Chumoukedima, Nagaland – 797115

ICFAI GROUP

● 11 Universities ● 9 B-Schools ● 9 Law Schools ● 7 Tech Schools ● 3 Pharma Schools ● 4 Decades in Flexible Learning

ADVERTORIAL

SRM UNIVERSITY AP
Andhra Pradesh

SRM UNIVERSITY-AP, AMARAVATI

REVOLUTIONISING THE LANDSCAPE OF NEW-AGE EDUCATION



SRM University-AP, Amaravati, established in 2017, stands out in the tapestry of tertiary education institutions as a beacon of new-age education, academic excellence and research innovation. The university boasts an education system that is globally connected, nationally relevant, and regionally transformative, with a vision and mission that emphasise the creation of knowledge, the promotion of interdisciplinary learning, the fostering of innovation, and the encouragement of social responsibility.

For the year 2025, the university was ranked No.1 in the National, South Zone, and State levels as "The New-Age Emerging University" by the Indian Institutional Ranking Framework (IIRF) under the Private University category. Outlook magazine has also recognised the university as one of the Iconic Institutions to Look Out For in 2025. These prestigious accomplishment is a testament to the avant-garde teaching and learning practices that set SRM University-AP apart in tertiary education.

New-age Pedagogy for New-age Learning

With a strategic goal of achieving academic excellence, the university has built a new-age curriculum around Outcome-Based Education (OBE), ensuring that students acquire both theoretical knowledge and practical skills aligned with their personal goals and societal needs.



The curriculum is both flexible and interdisciplinary, offering students a broad range of courses. Equal weightage is given to Core courses, specialisations and electives as well as minor courses, open electives, ability enhancement courses, value-added courses, skill enhancement courses, internships, and projects. Courses are regularly updated by incorporating feedback from all stakeholders, including faculty, students, BoS members and industry experts. This ensures that courses align with national guidelines such as the National Credit Framework and are prepared to implement the National Education Policy (NEP).

The university's pedagogy has incorporated active learning strategies such as role-playing, debates, Think-Pair-Share activities, group discussions, presentations, and case studies to foster an engaging classroom environment. A thorough assessment model is employed, which includes continuous evaluation through assignments, quizzes, and projects alongside midterm and end-of-semester exams, providing a comprehensive picture of student performance.

With a strong emphasis on employability and entrepreneurship, industry-related courses, internships and real-world projects provided by the university enabled students to develop skills that prepare them for the workforce. Entrepreneurship is further supported through specialised courses, incubation programs, and innovation-based learning.

Strong Industry-Academia Core

To strengthen the relationship between academia and industry, SRM University-AP has established a dedicated Directorate of Academia-Industry Relations, collaborating with leading companies and organisations. These partnerships expose students to real-world challenges, industry practices, and opportunities for internships and placements, helping them gain a deeper understanding of the professional landscape and build valuable networks. The close association also ensures the curricula remain relevant and responsive to industry needs.

In the last year, 15+ MoUs were signed with industrial partners facilitating projects, skill enhancement programmes and internships for students, enhancing their technological and social skills acumen. Additionally, the university invites industry professionals to teach as co-faculty members alongside regular faculty or to join the faculty as Professors of Practice. Currently, the university has 25 Professors of Practice in its faculty pool, with 20 - 40% of courses taught by industry experts.

Innovative & Evolving Research Culture

Being a premier research-intensive institution, SRM University-AP has cultivated an environment that champions research excellence through innovative pedagogy, an updated curriculum, and cutting-edge research infrastructure. The fundamental objective of the university is to foster a research culture vital for equipping students for advanced studies and entrepreneurial endeavours.

Research is an integral part of students' learning experience. The Undergraduate Research Opportunities Programme (UROP) ensures that every student actively participates in meaningful research projects or gains invaluable insights through industry or academic internships. The UROP encourages students to engage in a research project from the second and third years of their degree and participate in publishing papers, research articles,



patents, and conference publications. In addition to other graduate outcomes, the UROP aims to motivate students to select research as one of their desired career paths.

The university's Technology Transfer Cell is a vital link between scientific innovation and commercial application. The Cell caters to the growing needs of its students and faculty regarding managing and commercialising intellectual property (IP), focusing on transforming groundbreaking inventions into products and services that address real-world problems.

The dynamic research environment is enhanced by seven Interdisciplinary Research Centres of Excellence and over 80 advanced laboratories equipped with state-of-the-art facilities. With a strong emphasis on interdisciplinary pedagogy and an unwavering commitment to new-age education and research, SRM AP provide students with



exceptional global exposure, fostering innovative analysis and research practices that ignite the entrepreneurial spirit and inspire groundbreaking ideas.

Rising globalisation stipulates the promotion of entrepreneurship and innovation, providing future generations with ample opportunities. With an exclusive directorate for Entrepreneurship and Innovation and support from subsidiary student bodies, the university trains students to develop incredible innovations through frequent Boot Camps, seed funding, hackathons, mentoring, and networking with other entrepreneurs.

Global Academic Community

SRM AP has an expert faculty pool of 450+ accomplished academicians, 9000+ research scholars and students from 30+ countries and 28 states of India. All onboard faculty are recruited from top-tier institutions in India and abroad and have notable industry or research experience, with 40% of the faculty having international experience in teaching or research. With PhD and Postdoc experience from various international and national institutes of excellence, the expert faculty implement active, project-based, blended, and flip learning, ensuring that students are industry-ready and graduate as skilled professionals.

Stanford University recognises five of its professors as the top 2% of highly cited scientists worldwide in the fields of energy and biotechnology. Faculty members have garnered various recognitions, with achievements such as the Bhaskar Award, Hiyoshi Young Leaf Award, CII 4R Award 2024 under Excellence in Innovative Solutions for Sustainable Waste Management by Research & Academic Institutions, and the Young Scientist Award from the Biotech Research Society of India, among others, that further highlight their expertise and dedication in their respective fields.

Students and scholars from around the globe make the academic ecosystem rich in cultural diversity and inclusivity, harbouring students who become world leaders and ambassadors of the next generation.

Engagement with Global Universities

A standout feature of SRM AP, Amaravati's academic ecosystem is its focus on future-oriented, cutting-edge domains such as Artificial Intelligence. With more than 100 partnerships worldwide, it has strengthened its research and pedagogy through historic collaborations, such as one with Carnegie Mellon University's School of Computer Science (CMU SCS), one of the world's leading centres for AI research. Collaborations like this enable joint research, student internships, AI lab development, curriculum enrichment, and faculty development initiatives, collectively enhancing the university's technological edge and academic rigour.

The university also inked partnerships with 100+ international institutions and organisations, facilitating opportunities for faculty and student exchange programmes, global immersion programmes, semester abroad programmes, and transfer programmes, enabling positive networking and global exposure to its academic community. Initiatives like 'Destination Japan' provide opportunities for students to join the global workforce, with the rate of international placements growing exponentially.

Learning Beyond the Classroom

As an emerging new-age university, SRM AP provides a holistic education that nurtures well-rounded, seasoned professionals with sound technical and social skills. Extracurricular clubs and societies keep the passion and spirit of the young generation thriving at the university. Multiple clubs and societies under the broad umbrella of arts and culture, welfare, entertainment, and skill development direct students' strengths and potential through the multifarious innovative pathways available.

The university has a dynamic sports infrastructure and ecosystem that nurtures young and talented athletes into national and international champions. The university is home to two Olympians and several national champions, paving the way as a new-age, expansive institute focusing on academic excellence and integrated education.

World-class Infrastructure

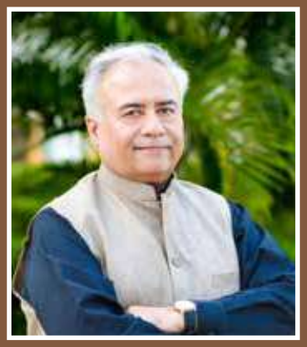
The state-of-the-art infrastructure of SRM AP caters to learning in every space in both formal and informal settings. The architecture is designed in a way that fosters a modern culture of learning that is multi-dimensional, global, social, experiential, and interactive. From traditional classrooms to active, problem-based environments for adaptive learning, the latest technology for hybrid curricula, instant feedback and immersive simulation environments, the campus comprises various educational settings advocating an engaging learning experience. The Active Learning Centres (ALCs) and sophisticated classrooms with cutting-edge digital technology enable active participation and digital learning.

With an unwavering commitment to innovation, academic excellence and holistic education, SRM University-AP provides a vibrant and inclusive environment that fosters skilled graduates, ethical citizens and pioneering leaders. Focusing on student-centric pedagogy, dynamic curriculum, and strategic global partnerships, the university paves the way for new-age education while equipping students to become capable professionals who contribute to meaningful societal growth.



"SRM University-AP, Amaravati, redefines new-age education by fostering a future-ready ecosystem where knowledge meets purpose. We will continue to empower young minds to lead, create, and transform the world."

- Dr P Sathyanarayanan, Pro-Chancellor



"At SRM University-AP, we go beyond the conventional. With innovation at our centre and excellence as our compass, we empower students to think boldly, act responsibly, and shape a future driven by knowledge, purpose, and passion. At SRM AP, education transforms the lives of our students and the world."

- Prof. Manoj K Arora, Vice Chancellor

ADVERTORIAL

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JSS Science and Technology University (JSS STU), established in 2016 in Mysuru, stands as a hallmark of educational excellence. With its roots dating back to 1963 as Sri Jayachamarajendra College of Engineering (SJCE), a prestigious constituent college of JSS STU, the university upholds a rich legacy of six decades in delivering high-quality technical education. JSS STU is committed to advancing education in science, technology, engineering, and management, while fostering a culture of research, innovation, and societal impact. It empowers students with the skills and mindset needed to confront and overcome global challenges.

With over 6,000 students pursuing 17 undergraduate and 35 postgraduate programs across Engineering, Science, and Management disciplines, JSS STU has emerged as a premier research destination housing 280+ PhD scholars who tackle pressing global challenges.

Academic Excellence and Recognition

The university's dedication to educational excellence is validated through prestigious national and international accreditations from NBA, AICTE, and NAAC. JSS STU's academic prowess is further demonstrated by exceptional rankings: 22nd nationally and 8th in Karnataka among private engineering colleges, 4th nationally and 8th in Karnataka among private universities (IIRF 2024), and a coveted QS I-Gauge Diamond Rating. These accolades, alongside strong NIRF and ARIIA framework rankings, underscore the institution's unwavering commitment to quality education, research, and innovation.

The academic portfolio seamlessly blends foundational engineering disciplines with cutting-edge programs in Data Science, Artificial Intelligence, Business Analytics, and specialized MBA offerings, preparing graduates for future industry demands.



Strategic industry partnerships elevate the learning experience, with Tata Consultancy Services (TCS) collaborating on the industry-supported BE program in Computer Science and Business Systems (CSBS), directly aligning curriculum with IT sector requirements. Additional industry partnerships with HP, Robert Bosch, Nokia, QNX, Mercedes Benz, Dassault Systemes, and PI Square Technology ensure students gain exposure to real-world applications and current industry practices.

Hands-on learning is prioritized through specialized facilities including UD Trucks India, Schneider, QNX, and Circuitronica labs, alongside the Centre of Excellence in Rubber Technology developed in partnership with the Indian Rubber Institute (IRI). These state-of-the-art facilities bridge the gap between theoretical knowledge and practical application, providing invaluable industry exposure.

Sustainable Campus and Modern Infrastructure

The university's sprawling 102-acre campus exemplifies sustainability leadership with a plastic-free environment, rainwater harvesting, and an impressive 595-kW solar power plant. State-of-the-art facilities include modern laboratories, comprehensive library, health centers, and a Super Computing Facility, creating an inspiring learning environment.





Research and Innovation Excellence

Research excellence is evident with over 75% of journal publications in prestigious Q1 and Q2 categories, while 32% contribute toward Sustainable Development Goals. The SJCE Science and Technology Entrepreneurship Park (STEP) has nurtured 70+ startups over five years, conducting 50+ development programs impacting 2,000+ participants.

Industry Integration and Global Reach

JSS STU's curriculum is meticulously aligned with industry requirements, emphasizing practical engagement through projects, internships, and field experiences. Strategic collaborations with international and national universities, supported by MoUs with academic and industry partners, provide students with global perspectives and mobility opportunities.

Career Success Guaranteed

The university's robust placement ecosystem







connects students with over 400 recruiting companies. Comprehensive pre-placement training programs focus on business decision-making, soft skills, and industry readiness, ensuring graduates excel in competitive markets. Regular workshops and seminars by industry experts provide current market insights.

The JSS STU Advantage

JSS Science and Technology University represents more than education—it's a transformative journey combining six decades of proven excellence with innovative approaches. The unique blend of spiritual values and modern pedagogy creates leaders who are technically competent, ethically grounded, and globally minded.





Whether seeking technical education, research opportunities, entrepreneurial guidance, or holistic development, JSS STU provides the perfect platform to realize potential and shape successful futures.

Join the JSS STU legacy—where tradition meets innovation, and dreams become reality.

Vibrant Campus Life

Beyond academics, JSS STU fosters holistic development through 25+ active clubs including Linux Club, CSI, IEEE, Google Developer Club, and various technical societies. This vibrant community encourages leadership development, extracurricular engagement, and personal growth.

Excellence in Human Resources

With 300+ dynamic and experienced faculty members and a powerful alumni network exceeding 25,000 professionals, JSS STU offers an unparalleled educational ecosystem. Faculty engage in continuous learning through industry visits, conferences, and professional development programs, ensuring cutting-edge knowledge transfer.





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How Vidyashilp University is Redefining Higher Education in India

In 1982, a small classroom in Bangalore marked the quiet beginning of the Vidyashilp Education Group. With just 30 students, the Group was founded on an idea far ahead of its time—that education must shape itself around the learner, not the other way around.

Four decades later, that belief continues to guide every decision. Today, Vidyashilp runs three schools and two preschools across Bangalore and is known for its thoughtful, student-centred approach to learning. Vidyashilp University is the natural next step in this journey—a higher education institution created to nurture the next generation of changemakers who are prepared to serve the complex, interdisciplinary, and ever-changing needs of tomorrow.

Here, students are not just trained for a job market—they are nurtured to think critically, act empathetically, and grow into confident, self-aware individuals who can lead with depth and clarity.

Redefining Learning for the Future

Each Academic School at Vidyashilp University is designed to respond to the way the world actually works—interconnected, dynamic, and solution-oriented.

The School of Computational and Data Sciences equips students with more than just technical know-how. Alongside core data skills—like statistical analysis, artificial intelligence, and machine learning—students also explore ethics, behavioural sciences, communication, and problem-solving. The aim is to produce thinkers who understand the numbers and know how to communicate with the people behind them to drive the best results.

The School of Liberal Arts and Design Studies fosters the ability to question, reflect, and imagine. Students engage with ideas that challenge assumptions and broaden perspectives. This isn't about learning for exams. It's about learning for life. The curriculum helps students think critically across domains and develop their creative voice in a world that needs nuance.

The School of Business Studies reflects the shift from traditional business to digital-first economies. As industries evolve through data, automation, and global connectivity, this School trains students to lead in the age of Digital Business. The focus is on adaptability, innovation, and responsible leadership—skills that matter more than ever.

The School of Legal Studies and Governance is rooted in the understanding that law intersects with everything—technology, psychology, economics, society. The program takes an interdisciplinary approach, encouraging students to look beyond legal codes and think about how law applies in real, complex settings.

Across these schools, students can pursue a range of interdisciplinary programs designed to cross traditional boundaries:

- B.Des. – Communication Design
- B.M.S. (Hons. with Research) – Digital Business
- B.A. (Hons. with Research) – Psychology
- B.A. (Hons. with Research) – Economics
- B.Tech. (Hons.) – Computer Science & Engineering (Data Science)
- B.A., LL.B. (Hons.) / B.M.S., LL.B. (Hons.)

Real-World Impact Through Interdisciplinary Learning

Knowledge today doesn't exist in silos—and neither should education. At Vidyashilp University, interdisciplinary learning is embedded into everything. Students work across domains, often collaborating with peers from different programs on real-world challenges that need a wide-angle lens.

One student-led project, VURA, is a conversational robot that uses natural language processing and machine learning to support business decisions. Built by undergraduate students, it blends business insight with AI prototyping to make data analysis accessible and adaptive.

Another group created a forensic toolkit that combines law, AI, and forensic science. It includes a portable UV scanner for capturing tamper-proof evidence at crime scenes and an AI-based facial sketch tool that turns verbal witness descriptions into visual leads. These projects started in classrooms—but expanded through interdisciplinary collaboration and real-world focus.

Then there's MEERA, a patient-support robot for hospitals. Built by a team of psychology, engineering, and design students, it detects patient emotions and responds accordingly. The project brings together empathy, sensor design, and AI to support emotional well-being in clinical care.

Students also designed LACTO, a milk analyser built with IoT sensors and AI logic. It assesses milk quality in real-time and calculates pricing—removing ambiguity and ensuring farmers are paid fairly. The solution addresses a long-standing problem in India's dairy supply chain, blending tech, economics, and design thinking.

These aren't side projects. They are part of how learning happens at Vidyashilp University. Many emerge from assignments or collaborative modules—and continue to evolve with faculty guidance and peer contribution.

A Campus That Mirrors the Real World

The interdisciplinary experience at Vidyashilp University goes beyond academic programs. A vibrant campus culture, built around student-led clubs, adds depth to the learning journey. These clubs are not just extracurricular—they're extensions of the classroom where skills are tested, refined, and brought to life.

Take Anushka Chhabria, a first-year Digital Business student who runs MadebyNushy, a fast-growing crochet label. Her coursework teaches her brand strategy and digital marketing. The Fashion Club gives her a platform to explore, experiment, and build a community around her passion.

There are students studying business who run home-baking ventures—and lead the Culinary Club, turning what they learn in pricing and operations into real, tangible businesses. These students don't have to wait until graduation to build something—they're already doing it, with support from peers and mentors across domains.

Whether it's music, robotics, photography, trekking, art, or entrepreneurship—clubs are where ideas are prototyped, tested, and refined. They foster leadership, creativity, and collaboration in real settings.

A New Kind of Graduate

The world no longer rewards narrow expertise alone—it demands breadth, adaptability, and the ability to connect the dots across domains. The aim at VU is to shape individuals who can see the bigger picture—who understand that solving a real problem often means combining knowledge from multiple domains.

Students here have the opportunity to engage across disciplines. Some explore behavioural psychology to strengthen their design thinking. Others use data analysis to inform legal arguments or apply digital tools to test business ideas.

Not everyone takes the same route—but the environment encourages a mindset that values curiosity, collaboration, and connecting ideas across domains.

A Different Kind of University

What truly sets Vidyashilp University apart is not just what is taught—but how it's taught, and why. There is no one-size-fits-all model here. Every program is designed with flexibility, dialogue, and mentorship at its core.

Faculty aren't just instructors—they're co-learners and collaborators. Assignments are not rote tasks—they're invitations to solve real challenges. And students are not just exam-takers—they're creators, builders, and thinkers who are already shaping the world around them.

In a world that keeps changing, Vidyashilp University doesn't prepare students for what was. It prepares them for what could be.

Because the future belongs not to those who stay in lanes, but to those who build the bridges between them. Not to the most qualified, but to the most curious. And not to those who wait to be told what to do, but to those bold enough to begin.



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