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"We are not just Builders of systems We are shapers of futures"

**Dr. Mukesh D. Patil**
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A conversation with
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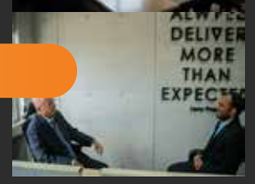




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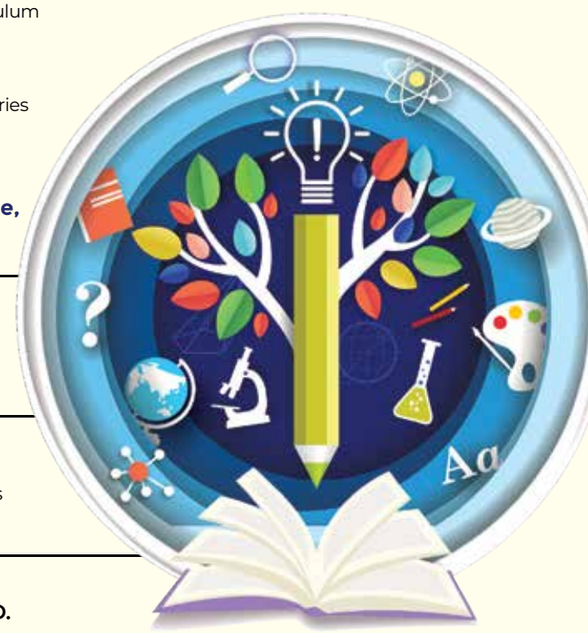
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# ENGINEERING'S WANING ALLURE
# SHIFT IN ASPIRATIONS

**For** decades, engineering has been a default career path for millions of Indian students, often driven less by passion and more by perception. The engineering tag was synonymous with job security, middle-class mobility, and societal prestige. But recent data and evolving trends suggest that this once-unquestioned route is now undergoing a course correction. The numbers speak volumes, but beneath them lies a deeper story of shifting aspirations, changing market dynamics, and a redefinition of success.

According to the All India Survey on Higher Education, undergraduate engineering enrolment declined from over 40 lakh in 2016-17 to just under 37 lakh in 2020-21. AICTE's figures further confirm the slump: the number of sanctioned seats has dropped to a decade low, with nearly 2.26 lakh seats lying vacant in 2023-24. Core branches like civil, mechanical, and chemical engineering are among the hardest hit, even as computer science and related streams remain relatively resilient.

What explains this steady exodus from engineering? For one, the job market no longer holds the same promises. The once-buoyant IT sector, which absorbed a significant chunk of engineering graduates, has slowed down. Hiring from campuses has dropped dramatically from 26% in FY22 to just 10% in FY24. Core sectors have not expanded fast enough to absorb the surplus of graduates being churned out annually. This imbalance has bred disillusionment among students who find themselves underemployed or forced to make the move into unrelated fields after graduation.

Then there's the oversupply problem. At the height of the engineering boom, colleges mushroomed across the country, many offering subpar infrastructure and outdated curricula. As job placements faltered, these institutions struggled to fill seats, leading to a 9% drop in the number of AICTE-approved colleges over the last seven years. While the central government lifted its moratorium on new engineering seats in 2023, the response from students has remained lukewarm, signaling that the root issue is not quantity, but quality.

A significant cultural shift is also underway. Today's students are more informed and pragmatic. They evaluate the return on investment, not just in monetary terms, but in personal fulfillment. Alternate disciplines, ranging from data science and business analytics to liberal arts, are gaining popularity. Parents, too, are becoming more open to unconventional career paths, a departure from the "engineer or nothing" mindset of the past.

Yet, to declare the decline of engineering as a crisis would be premature. What we are witnessing is a recalibration. Disciplines like artificial intelligence, robotics, and environmental engineering continue to attract bright minds. The demand hasn't vanished, it has become more discerning.

The challenge for institutions and policymakers is clear: focus on depth over breadth. A modernized, industry-aligned curriculum, robust faculty recruitment, and stronger placement networks could restore faith in engineering, not as a fallback, but as a deliberate choice. The age of blind ambition is fading; the age of informed aspiration has begun.

**Rohit Wadhwaney**
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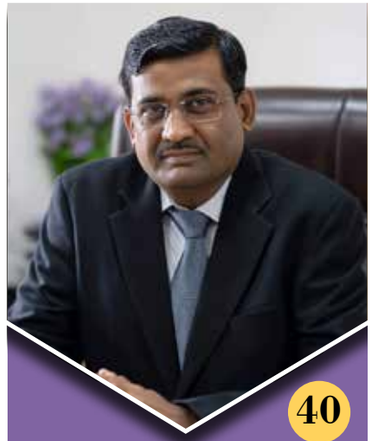


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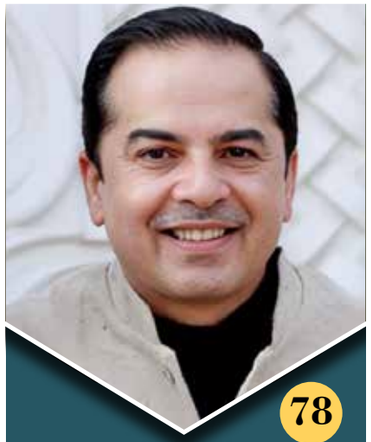
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# ROCK MECHANICS IS THE CARDIOLOGY OF ROCKS

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**Prof. T.N. Singh**
Director, IIT Patna

When we talk about engineering excellence meeting regional transformation, the story of **Prof. T. N. Singh**, Director of IIT Patna, stands as a powerful testament. A geoscientist by training and an expert in the niche but impactful domain of Rock Mechanics, Prof. Singh's academic journey began humbly—from the steel town of Bhilai to the prestigious corridors of Banaras Hindu University (BHU), and eventually to leadership roles at institutions like IIT Bombay and Mahatma Gandhi Kashi Vidyapith. Now at the helm of IIT Patna, he is not only leading a rapidly evolving institution but also contributing to the larger vision of Bihar becoming a thriving education hub.

In this insightful conversation with Education Post's **Prafull Pandey**, Prof. Singh reflects on his personal and professional journey, the evolving relevance of traditional engineering disciplines, and the growing impact of IIT Patna. He talks passionately about the potential of Rock Mechanics, the future of core engineering branches, and how institutions like IIT Patna are bridging the gap between education and employability. He also sheds light on industry collaborations, dual degree initiatives with IIMs, and how Bihar's startup ecosystem is gaining momentum. This interview is more than a glimpse into a director's vision—it's a roadmap for the future of engineering education in India.





### Q Could you tell us how this journey began and what challenges you faced along the way?

Thank you very much. The journey was far from easy, and in fact, I believe no journey worth taking is ever simple. Coming from a humble background, I faced both educational and financial challenges. However, with my parents' blessings and determination, I progressed steadily. My early schooling began in Bhilai, where my father worked at the Steel Plant. Later, I moved to Varanasi and studied at Central Hindu Boys School, then pursued my higher education—BSc, MSc, and PhD—from Banaras Hindu University (BHU).

### Q Can you please explore a bit about your teaching career?

I began my academic career as a faculty member in the Department of Mining Engineering at BHU (now IIT BHU). After ten years, I joined IIT Bombay as an Associate Professor and later became a full Professor in 2006. In 2018, I was appointed Vice Chancellor of Mahatma Gandhi Kashi Vidyapith in Varanasi for a three-year term. Post-VCship, I returned to IIT Bombay, and soon after, I was appointed Director of IIT Patna on 23 August 2021.

### Q Your expertise lies in Rock Mechanics—a subject many aren't familiar with. Could you elaborate on it?

Rock Mechanics, or Shail Abhiyantriki in Hindi, is essentially the cardiology of rocks. It deals with understanding the internal behavior of rocks—what lies beneath the surface. This field plays a vital role in construction, mining, energy, and tunneling. Whether it's coal mining, hydropower tunneling, or nuclear waste disposal, rock mechanics ensures structural stability and safety.

### Q Is Rock Mechanics offered as a course at IITs?

Absolutely. IIT Patna offers M.Tech in Rock Mechanics. Other IITs like IIT Delhi and BHU also run similar programs. It's a highly specialized subject with immense applications, yet not widely known to the public.

### Q You mentioned that the demand for core engineering branches like Civil and Electrical is declining compared to Computer Science. What's your take on this?

That's correct. In the post-COVID era, disciplines like Data Science and AI have gained popularity. However, traditional branches like Civil and Mining are still vital. In fact, there's a shortage of experts in areas like Rock Mechanics, forcing us to bring consultants from Norway, Australia, etc., for critical infrastructure projects in India.

### Q Coming to IIT Patna—how has your experience been leading an institute in a state like Bihar?

It was indeed challenging, especially since I had no prior familiarity with the region or campus. But I saw potential. Today, IIT Patna is ranked 1191 in the Times Higher Education global rankings and between 455–460 in



Asia. Among the second-generation IITs, our placement record is among the top three.

### How has the institute evolved under your leadership?

When I joined, we had 2200 students. Today, we have over 4000. Faculty strength has increased from about 101 to 175. We've launched several M.Tech and hybrid programs, including in-demand fields like Machine Learning and Executive Management. We collaborate with top faculty across India, including retired IIT and IIM professors.

### There's a buzz about Patna becoming an education hub in North India. What's your view?

With premier institutions like IIT Patna, NIT Patna, and upcoming centers of IIM Bodh Gaya, Amity University, Footwear Design Institute, and others, Patna is on track to become an educational nucleus. Medical and engineering colleges are expanding too.

### What about the gap between education and employment? Will corporate industries be attracted to Bihar?

It's already happening. Hotels like Hyatt have opened in Patna, indicating growing interest. Bihar has immense agricultural resources. If we develop supply chain management industries and promote GI-tagged products like Bhagalpuri silk or Makhana, Bihar can attract substantial investment. Moreover, our students are already proving themselves globally.

### IIT Patna has signed MoUs with IIMs. Could you explain that?

We have active MoUs with IIM Bodh Gaya and IIM Mumbai, offering dual degrees. Our students can pursue B.Tech at IIT and MBA at IIM without appearing for CAT. This integrated path saves time and ensures quality education at both ends.

### Are there efforts in place for promoting startups and innovation in Bihar?

Yes. Bihar's startup policy has taken off. We've partnered with the state's Department of Industries to support early-stage innovators through incubation, funding (□10–15 lakhs), and mentorship. Our aim is to nurture ideas into viable businesses, particularly in agriculture, energy, and sustainability sectors. EP



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## THE JOURNEY OF DR. SOMNATH PATIL

In an era where higher education is undergoing rapid transformation, few leaders stand out for their clarity of vision, commitment to innovation, and deep sense of social responsibility. **Dr. Somnath Patil,** Pro-Chancellor of Dr. D. Y. Patil Dnyan Prasad University, Pune (DYPDPU), is one such rare edupreneur whose work speaks not just of institutional progress, but of national impact.

Dr. Patil's journey is one of aspiration anchored in compassion. Driven by the dream of empowering India's youth through meaningful education, he laid the foundation of Dr. D. Y. Patil Dnyan Prasad University, Pune in 2024, a university envisioned not just as a place of learning, but as a launchpad for livelihoods. Within just two years, under his dynamic leadership, the university has emerged as one of India's most promising academic institutions, widely recognized for its rapid rise, innovative pedagogy, and learner-centric ecosystem.

Currently serving as Pro-Chancellor of DYPDPU, Secretary of Dr. D. Y. Patil Unitech Society, and Director of the DPU Foundation for Innovation, Incubation & Entrepreneurship, Dr. Patil brings together academic excellence, entrepreneurial foresight, and technological adaptability. His educational qualifications a bachelor's in information technology, an MBA from Regis University, Colorado, and a Ph.D. in Management form the backbone of his multidisciplinary leadership style.

A firm believer in the power of technology and data, Dr. Patil has spearheaded complete digitization across university systems from ERP to health information platforms enhancing transparency, efficiency, and responsiveness.

His commitment to sustainability is equally noteworthy, with all university campuses transitioning toward solar power and becoming free from single-use plastics.

What truly sets Dr. Patil apart is his role as a pioneer of the startup and innovation ecosystem in academia. Recognizing the critical need to bridge the gap between classroom concepts and market realities, he established the DPU Unitech Foundation, which has helped create a thriving entrepreneurial culture on campus. Under his guidance, startups like Drinkos Pvt. Ltd. and BustyBites have evolved from student research projects into impactful ventures, with many more in sectors such as agri-tech, food processing, SaaS, and med-tech following suit.

In recognition of his transformative work, Dr. Patil was honored with the 'Edupreneur of the Year 2021' award by the CEGR, a testament to his exceptional contributions to the education sector.

At his core, Dr. Patil is more than an academic leader, he is a visionary technocrat, a pragmatic strategist, and a deeply empathetic environmentalist. Whether it's empowering students, mentoring faculty, or building institutions that reflect both excellence and equity, his mantra remains clear: "To accomplish great things, we must not only act, but also dream; not only plan, but also believe."

This exclusive interview with Education Post offers a deep dive into the mind and mission of a leader who is reshaping the future of higher education one idea, one initiative, and one inspired generation at a time.

**Q You've led one of the most expansive digitisation efforts in Indian private education—introducing ERP systems, health information platforms, and data-driven academic tools across institutions. Could you walk us through how you evaluate the return on these investments, not just financially, but in terms of student learning outcomes and operational efficiency?**

Digitisation, for us, has never been a standalone project, it has always served as a strategic enabler. Our vision extended beyond simply automating tasks; it was about fundamentally transforming how we engage with students, faculty, and operational processes. The implementation of ERP systems, integrated health information platforms, and AI-driven analytics has fostered a transparent, agile, and learner-centered ecosystem.

We evaluate the return on these investments across three key dimensions. First, in terms of operational efficiency, tasks that once required days can now be completed in hours. Automation has significantly streamlined processes like admissions, fee collection, faculty management, and academic reporting.

Second, when it comes to student learning outcomes, our use of analytics enables real-time tracking of performance trends, allowing us to implement tailored remedial measures that have led to measurable improvements in student success and engagement.

Lastly, in the area of strategic decision-making, having access to clean and organized data empowers us to make accurate academic and infrastructural forecasts. For instance, resource allocation is now guided by actual demand rather than assumptions.

These outcomes represent more than just financial returns, they form the foundation for delivering high-quality education in the digital age.



**Q Your educational philosophy draws heavily from Western institutions - emphasizing small group learning, case studies, and the "thinking process" over rote memorization. Where do these models find resistance in Indian classrooms, and what cultural or structural adaptations have you found essential?**

My belief in experiential and inquiry-based learning is deeply inspired by global best practices, particularly small group discussions, flipped classrooms, and case-based teaching. However, we must acknowledge that these methodologies often face resistance in Indian academic settings, largely due to legacy systems that continue to reward rote memorization and standardization.

Among the major challenges we encounter are large class sizes, which limit the possibility of personalized engagement. Additionally, rigid syllabi imposed by affiliation structures often leave little room for innovation or pedagogical flexibility. Another significant barrier comes from parental expectations and societal norms, which tend to prioritize grades over the development of real-world skills.

To address these challenges, we have adopted a multi-pronged approach. This includes faculty training, curriculum redesign, and the introduction of heutagogy and hybrid learning models that blend traditional content with application-based learning. We also focus on shaping student mindsets early by incorporating critical thinking modules, entrepreneurship bootcamps, and problem-solving projects right from the first year.






Adaptation is indeed crucial, but it must be accompanied by cultural empathy. Change in educational practice cannot be imposed; it has to be nurtured thoughtfully and over time.

**Q University-based startup ecosystems often struggle to convert ideas into sustainable businesses. Could you share a case study where the DPU Unitech Foundation for Innovation and Incubation supported a venture that made a tangible market or social impact?**

This challenge is not unique to India, academic institutions around the world often face the same disconnect: innovative projects and research emerge within the university ecosystem, but very few manage to transition from lab to land. We recognized this gap early and took proactive steps to address it through the establishment of DPU Unitech Foundation, a Section 8 company dedicated to nurturing the startup culture within our university ecosystem.

Our incubation model focuses on building a full-stack support system for early-stage innovators. Through our Foundation for Innovation and Incubation, we offer more than just space, we provide structured mentorship, technical and regulatory guidance, piloting opportunities within our own institutional ecosystem, funding facilitation, and access to a network of industry experts and potential investors. The aim is to reduce the burden of early-stage struggle, allowing student and faculty-led startups to focus on innovation and scalability.

Two standout success stories are Drinkos Pvt. Ltd. and BustyBites, which transformed their academic research on therapeutic food supplements into a functional snacking brand catering to the wellness segment. What started as a research project is now a growing startup with distribution partnerships and a strong presence.

Beyond these, our incubation center actively supports startups across diverse sectors food processing, SaaS, med-tech, agri-tech, and more. Our objective is not merely to foster entrepreneurship but to ensure that innovations born in classrooms and labs translate into real-world value economically, socially, and culturally.

**Q While private universities are increasingly chasing NAAC grades and research indexes, meaningful academic inquiry often gets sidelined. How does DYPDPU ensure that research is not just produced for rankings but actually contributes to knowledge or policy?**





We firmly believe that research should be purposeful, not performative. At DYPDPU, our emphasis is on nurturing a culture where academic inquiry is guided by relevance, curiosity, and meaningful impact.

To ensure that research genuinely contributes to knowledge and policy, we have taken several focused steps. One major initiative has been the funding of thematic research clusters around national priorities such as healthcare access, renewable energy, and rural education. These clusters help channel efforts into areas that matter most to society.

We've also established an internal review system where research proposals are evaluated not just on their publication potential, but on their applicability to real-world issues. This helps keep our research grounded and aligned with societal needs.

Additionally, we actively build partnerships with policy bodies, think tanks, and industry stakeholders. These collaborations ensure that our research findings are not confined to academic circles but are positioned to inform decisions at a broader policy level.

Several of our research papers have already been cited in policy drafts and even adopted by civic bodies. That, to me, is the real benchmark of success, not just an H-index.

**Q With a growing number of private universities being questioned for aggressive admissions strategies and online program credibility, how do you uphold transparency and ethical practices at DYPDPU especially while expanding rapidly?**

Ethics and scale are not mutually exclusive, in fact, they must coexist. As DYPDPU continues to expand, our most effective safeguard against ethical lapses has been the integration of digitization with strong accountability mechanisms.

To uphold transparency and maintain ethical standards, we have implemented a centralized admission system equipped with automated checks and audit trails. This ensures that the process remains fair, consistent, and traceable at every step. Additionally, we conduct third-party compliance audits to verify that our marketing and outreach efforts are fully aligned with UGC norms.

We have also established a student grievance portal that enables real-time redressal, ensuring that students' voices are heard and addressed promptly.

At DYPDPU, every admission is governed by merit, transparency, and a zero-tolerance policy towards malpractice. Our credibility rests on trust and that trust is built not through claims, but through consistent, ethical practice.

**Q The DYPDPU network spans institutions across disciplines and cities. In your view, what core philosophy unites this vast structure? And how do you balance growth with maintaining quality and academic autonomy across campuses?**

At the heart of every DYPDPU institution lies a common mission: "Empower through Education, Inspire through Innovation." This philosophy acts as a unifying thread across all our campuses, regardless of their location or discipline.

To maintain cohesion and quality, we have established a Group Level Quality Cell that monitors academic benchmarks. We also offer common faculty training modules focused on ethics, innovation, and pedagogy, and promote cross-institutional student engagement through mobility programs and inter-campus hackathons.

At the same time, we respect institutional autonomy. Our governance model balances local context with a shared strategic vision, ensuring growth without compromising academic integrity.

**Q There have been discussions about expanding DYPDPU's presence internationally. What factors determine your readiness to enter a global education market, and how do you ensure that your global outreach does not merely replicate the Indian model, but evolves from it?**

Global expansion is not about exporting the Indian model; it's about learning, adapting, and co-creating with international ecosystems. Our readiness is based on academic reputation and internal benchmarking, curriculum maturity and faculty expertise, and legal,



cultural, and regulatory understanding of the host country. We ensure global programs have distinct academic identities by integrating local case studies, global mentors, and dual accreditation. Globalization without contextualization becomes branding. Our aim is transformation.

**Q From short-term executive programs to full-fledged academic partnerships, how does DYPDPU select global collaborators? What ensures these tie-ups are truly enriching for students and not just branding exercises?**

At DYPDPU, we adopt a 'quality-over-quantity' approach when it comes to global collaborations. We believe that true partnerships must go beyond mere symbolism or branding and instead offer tangible value to our students and faculty.

Before signing any Memorandum of Understanding (MoU), we rigorously evaluate the potential partnership by asking three fundamental questions: Is there meaningful faculty-to-faculty engagement? Are students receiving genuine exposure, such as internships, credit transfers, or access to advanced research labs? And finally, is there scope for joint knowledge creation between institutions?

If a proposed collaboration does not meet these criteria, we politely decline it. For us, enrichment comes from lived academic and cultural experiences, not just from having an exchange on paper.

**Q You oversee academic institutions. How do you maintain ethical guardrails especially university admissions intersect in digitised systems?**

Our digital systems are designed with transparency, traceability, and checks. Every transaction be it admission, assessment, or feedback is logged, timestamped, and encrypted.

We also have a plan to use AI to detect anomalies and patterns that might indicate irregularities.

But the biggest safeguard is our institutional culture one that refuses to compromise on values. Ethics, ultimately, is a choice we make daily, and we've chosen integrity.





**Q Initiatives like free medical camps and rural education programs are commendable, but also financially demanding. How do you strike a sustainable balance between your group's philanthropic initiatives and its financial health?**

Philanthropy is not an afterthought; it is a foundational value. But sustainability comes from integration, not isolation. For instance, our free medical camps double as training grounds for our medical students. Our rural education programs are linked with faculty outreach credits. We engage alumni and ISR for continued funding. Impact is maximized when service is embedded into strategy. That's our model.

**Q You're often described as a responsive and innovation-friendly leader. But with such a vast network, how do you ensure meaningful two-way communication between management and faculty, or even between administration and students?**

Leadership must be visible and available. I conduct monthly digital townhalls, visit campuses regularly, and run a "Voice to Vision" platform where faculty and students can pitch ideas directly to me.

Additionally, we have a plan to introduce AI-based sentiment analysis tools on feedback surveys to proactively address dissatisfaction. Communication is not just about dissemination, it's about dialogue.

**Q While scale allows for shared resources and brand strength, innovation often requires decentralization. How do you decide when to let individual colleges experiment versus when to enforce a standardized approach across the group?**

Our rule is simple: Standardize outcomes, democratize execution.

We set clear goals for graduate attributes, student experience, and social impact, but leave it to the institutions to decide how to achieve them. This way, innovation flourishes without diluting accountability. This balance ensures accountability without stifling even creativity.

**Q With the recent downturn in startup funding globally, has the DYPDPU incubation model evolved to support more frugal, social, or mission-oriented startups rather than just VC-style tech ideas?**

We have shifted our focus toward mission-driven and frugal innovations. We actively support startups that solve real social problems especially in health tech, agri-tech, and rural logistics.

The new incubation model emphasizes Low-cost MVPs, Government grants and CSR funding and Collaborations with NGOs over VCs. The goal is not valuation; it is validation through impact.

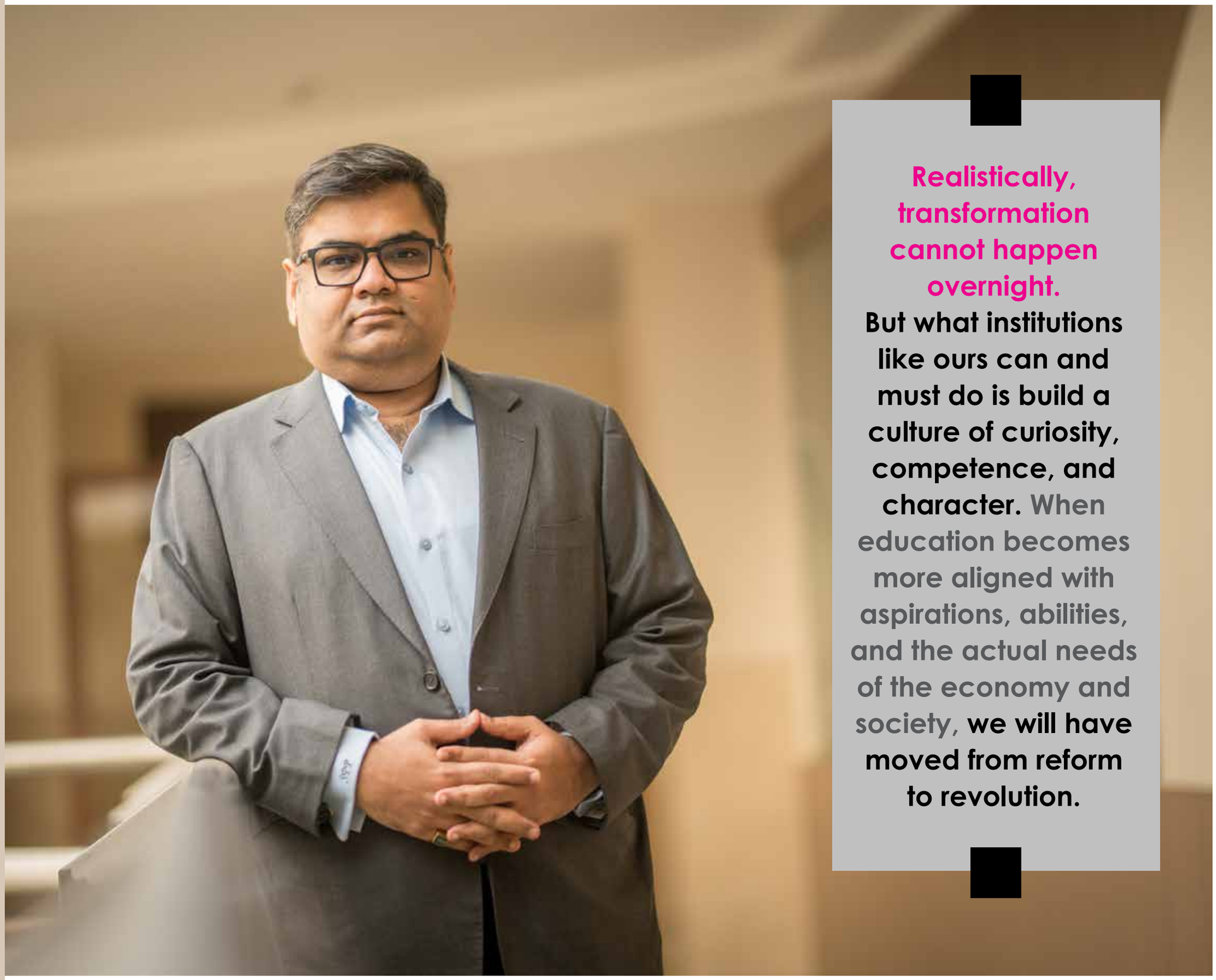
**Q Intellectual property generation is increasing in universities, but very few reach the market. How do your institutions bridge the gap between academic research and market adoption?**

It's a well-recognized challenge: while universities are increasingly producing patents and intellectual property, the journey from the lab to the marketplace often falters due to the absence of structured translational pathways.

At DYPDPU, we've taken deliberate steps to institutionalize innovation-to-market frameworks. Our approach focuses on early commercialization planning during the research phase itself, rather than treating IP as an outcome to be monetized later.

**Key elements of our strategy include:**

- Establishment of a dedicated Technology Transfer & Commercialization Cell that works closely with our faculty and researchers to identify marketable potential early on. This team facilitates patent filings, prototype development, and industry matchmaking.



**Realistically, transformation cannot happen overnight.**

**But what institutions like ours can and must do is build a culture of curiosity, competence, and character. When education becomes more aligned with aspirations, abilities, and the actual needs of the economy and society, we will have moved from reform to revolution.**





- Industry-academia collaboration models, where we co-create research with business partners who are stakeholders in the outcomes. This ensures that innovations are aligned with real-world demands and have a ready ecosystem for adoption.
- Startup incubation pipelines, through our DPU Foundation for Innovation and Incubation, which allow promising research ideas to be incubated into products or services by student or faculty-led startups.

To truly bridge the gap, research must be seen as a continuum from concept to consumer. Our goal is not just to increase the number of patents filed, but to increase the number of lives transformed by those innovations. That is how we define meaningful IP creation.

**Q Having worked across multiple dimensions of Indian higher education—from policy to pedagogy, digitalisation to entrepreneurship—what do you think is the most deep-rooted issue still plaguing our system? And what, realistically, can institutions like yours do about it?**

One of the most persistent and deeply entrenched issues in Indian higher education is the disconnect between academic learning and real-world applicability. While our institutions produce millions of graduates annually, a significant percentage of them still lack the skills, confidence, or mindset required for meaningful employment or entrepreneurial ventures.

This disconnect is not due to lack of talent, it is due to an outdated educational architecture that continues to prioritize rote memorization over problem-solving, theoretical knowledge over experiential learning, and uniformity over innovation. We have, for far too long, equated educational success with examination performance rather than with capability development.

**At DYPDPU, we view this challenge not as a constraint, but as a call to reform and reimagine. Here's how we are addressing it:**

- **Curriculum Transformation:** We are embedding outcome-based education models that focus on employability, critical thinking, and interdisciplinary knowledge. Our programs are co-designed with industry experts and regularly updated to reflect evolving trends in technology, business, and society.



- **Skill Integration:** Alongside core academics, we integrate digital certifications, soft skills, language enhancement, and entrepreneurial thinking into the mainstream curriculum. Students are exposed to tools like AI, design thinking, coding, and financial literacy irrespective of their discipline.
- **Experiential Learning:** We have moved beyond classrooms. Through simulation labs, live projects, internships, capstone projects, and community outreach programs, students gain practical exposure. They learn to apply, adapt, and lead traits that employers and society need.
- **Faculty Reorientation:** Faculty members are being upskilled through training in blended teaching methods, curriculum design, and mentorship practices that foster student-led inquiry rather than top-down instruction.
- **Startups and Innovation:** Through our incubation center, we give students the confidence that their ideas matter. They are encouraged to be creators, not just consumers of knowledge.

Realistically, transformation cannot happen overnight. But what institutions like ours can and must do is build a culture of curiosity, competence, and character. When education becomes more aligned with aspirations, abilities, and the actual needs of the economy and society, we will have moved from reform to revolution.

In the end, the future of education in India depends not on policies alone, but on principled leadership and purposeful implementation and we are fully committed to being that force of change. India has talent. What we need is transformation and we are committed to leading it. EP




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# EDUCATION MUST REMAIN FUNDAMENTALLY HUMAN, EVEN IN THE AGE OF TECHNOLOGICAL TRANSFORMATION

**Prof. A. N. Santosh Kumar**
Vice Chancellor, JSS Science and Technology University, Mysuru

At the helm of JSS Science and Technology University, Mysuru, **Prof. A. N. Santosh Kumar** brings a rare blend of academic depth, administrative clarity, and a futuristic outlook. His leadership is marked by a deep commitment to balancing foundational scholarship with cutting-edge innovation. From embedding AI ethics in engineering curricula to pioneering industry-integrated learning ecosystems, Prof. Kumar envisions a university that is both globally relevant and locally impactful. In this conversation with Education Post's **Prabhav Anand**, he discusses how NEP 2020, micro-credentials, and human-centric technology are redefining higher education in India.





**Q With your journey from academia to university leadership, how has your vision for higher education evolved? In light of rapid technological changes and policy reforms like NEP 2020, how do you balance traditional academic values with the growing demand for innovation and employability?**

My path as a professor, Controller of Examinations, and Vice Chancellor has been to find a balance between tradition and modernization in Education. As a faculty member, I promoted critical thinking and disciplinary rigour. As Controller, I saw personally how rigid evaluation procedures frequently inhibited creativity, exposing the conflict between maintaining academic integrity and encouraging originality. With my experience, I believe that both fundamental principles and flexible frameworks are necessary for absolute brilliance. As a Vice Chancellor, I am currently experiencing NEP 2020 and technology advancements as opportunities to rethink education, maintaining our dedication to academic depth and ethics while creating systems that are adaptable enough to accept industrial collaboration, transdisciplinary learning, and AI-driven pedagogy.

We incorporate enduring principles into modern frameworks, such as redefining assessments to incorporate projects along with evaluations, employing AI for individualized learning without substituting mentorship, and coordinating research with Industry needs while maintaining fundamental scholarship. We may combine literature with digital humanities or ethics with data science thanks to NEP's interdisciplinary flexibility, which ensures that employability comes from intellectual agility.

**Q In a world increasingly shaped by AI, how do you envision the role of universities evolving beyond just knowledge dissemination to become active centers for ethical and critical reasoning?**

Our development in the AI era as an engineering education-driven institution goes beyond knowledge transfer; we are turning into ethical innovation hubs. AI ethics are deeply embedded in the code we write, the systems we design, and the data we use; engineering disciplines are particularly positioned to spearhead this change. Imagine computer engineers checking facial recognition algorithms for racial bias, robotics students navigating automated vehicle liability frameworks, electrical teams developing energy systems that promote fair access, and biotechnologists protecting the privacy of genomic data.

This will be implemented through the creation of "AI-Responsibility Labs," where engineers and policymakers co-design solutions, and incorporate "Ethical Impact Assessments. As the Vice Chancellor, I've been promoting this through faculty training in "Tech Ethics by Design," corporate partnerships that require ethical compliance, and research that measures social risks in engineering systems. Our graduates will not only create artificial intelligence, but they will also be moral engineers who recognize the ethical principles.

**Q JSS STU has been at the forefront of integrating industry partnerships into academic models. How do you balance the immediate demands of employability with the long-term goals of foundational research and academic depth?**

Our partnership policy and Industry Institute Partnership Cell (IIPC) are designed to transform industry participation into a driving force for academic performance and employability. With stipends of ₹35,000 per month, the 8-week industrial training is followed by 8–10 months of industry-based project work, forming a purposeful continuum where foundational research and practical skills complement each other. This staged approach is essential: although the long-term project requires research-grade rigor under collaborative faculty-industry supervision, the initial training develops technical proficiency. For example, a biotech intern could advance new enzyme kinetics research and optimize a fermentation process for a partner company, providing both academic and business value.

Most importantly, the conversion of internships into full-time positions validates that our graduates




solve industrial and societal problems. As the Vice Chancellor, I adopt three essentials to enforce this balance: 1) All industry initiatives must have objectives for research that are in line with the dissertation; 2) Faculty co-supervision should ensure academic standards; and 3) intellectual work must be encouraged through Stipends and Incentives. Employability and academic depth are not competitors, but rather products of the same demanding ecosystem, which results in industrial relationships from transaction placements into "living labs" where theoretical knowledge will be tested, enhanced, and elevated.

### Q While rankings and accreditations often reflect institutional prestige, what deeper, less quantifiable metrics do you personally consider crucial in evaluating a university's success?

Although rankings and accreditations provide applicable standards and recognitions, they often serve as an external indicator of an institution's achievement. I've discovered from my experience as the Vice Chancellor that the fundamental indicators are the students' intangible growth and the institution's enduring principles. Publication numbers, industry salaries, and infrastructure—metrics in which IT institutions thrive by nature—are rewarded by rankings. However, they overlook many significant factors, such as how well the graduates handle ethical challenges when implementing AI, whether they work across disciplines to address climate issues, or if they maintain their curiosity after years of technical training.

The transition from internships to full-time positions also shows that the industry values the judgment and flexibility we impart, in addition to technical skills. The development of ethical reasoning in robotics laboratories, the persistence of study in quantum computing seminars, and the societal impact of projects, such as biotech students developing functional foods for malnutrition, are the criteria that I believe are most important. While rankings may indicate recognition, a university's purpose is determined by the courage of its ideas and the character of its graduates.

### Q As we see a global trend towards modular, micro-credential-based learning, how should traditional degree-granting institutions recalibrate their pedagogical and assessment models to stay relevant?

Traditional degrees are not threatened by the worldwide trend toward modular, micro-credential learning; instead, it presents a chance to rethink them as dynamic ecosystems of expertise. By integrating micro-credentials into degree frameworks and developing "Contextual Stackable Pathways," our university is recalibrating to meet the demands of local (48.84%), regional (49.53%), national (57.90%), and global (60.84%) communities. Utilising our 1,500 courses as a modular library, industry-aligned badges—like AI Ethics for international markets, Quantum Computing for national innovation, or Biotech Compliance for regional health systems—become essential parts of bigger academic programs. In terms of pedagogy, this replaces lectures with "just-in-time" learning, where students obtain credentials through industry challenges, project-based sprints, and simulations. This is like our long term internships, which serve as de facto micro-credentials that are verified by stipends and job conversions.

Competency matrices replace assessments, and portfolios—such as a robotics prototype and its ethical impact analysis in local and global contexts that students use to show their competence. Importantly, we protect academic depth by needing micro-credentials to advance to "capstone synthesis," in which students incorporate modular skills into research at the thesis level that tackles multi-scale problems. This is being driven in three ways: 1) mapping industry and geographic needs to credential stacks; 2) educating faculty on modular pedagogy; and 3) enabling our IIPC to collaborate on credential design with international partners, national agencies, and local SMEs. The outcome? - Degrees that are rigorous and contemporary at the same time—graduates with specialized credentials and the knowledge to bridge local and international boundaries."

### Q With JSS STU venturing into areas like Cybersecurity and IoT, how do you ensure that curriculum evolution does not outpace faculty development and pedagogical maturity?

Our recent One Week Faculty Development Programme on 'A Practical Approach to Cybersecurity and Digital Forensics' demonstrates our commitment to treating curricular evolution and faculty development as interconnected engines as we expand into cybersecurity and IoT. Before scaling advanced courses, this FDP, which is co-hosted with IIT Guwahati's E&ICT Academy and sponsored by MeitY, makes sure faculty members are proficient in real-world threat intelligence. This is a good example of our three-tiered synchronisation approach: The first is proactive upskilling through elite partnerships (such as IITG/MeitY), where faculty members acquire practical knowledge of cyber threat mitigation, IoT vulnerabilities, and digital forensics. The second is a progressive curriculum integration: FDP learnings will be included in modules on adversarial machine learning and IoT security analytics in new laboratories such as our Machine Learning Laboratory and Big Data Analytics Laboratory.

Third, industry validation: during their internships, students will use concepts they learned in capstone projects, co-designed by our IIPC partners, such as cybersecurity companies. This is achieved by: 1) requiring all core faculty members to finish these FDPs before the start of new courses; 2) binding department funding to KPIs for upskilling; and 3) utilizing MeitY-sponsored initiatives to match national cybersecurity priorities. This makes programs like the IITG FDP the cornerstone of responsible innovation by ensuring that our curriculum remains innovative without compromising competence.

### Q Digital learning platforms are reshaping accessibility, but they also risk diluting mentorship and academic intimacy. What's your stance on preserving the 'human' aspect of education in the era of tech-led transformation?

In my capacity as vice chancellor, I firmly believe that digital learning platforms have transformed educational access, removing socioeconomic and geographic obstacles like never before. They provide the three essential foundations of today's information economy: flexibility, scalability, and inclusion.

But even as we embrace these developments, we must be careful not to sacrifice the human element of education—the emotional intelligence fostered by in-person contacts, the impromptu idea sharing, the subtle mentoring, and the inspiration derived from shared physical locations.

At our university, mentorship is facilitated by technology, not replaced by it. Our stance is clear: maintain academic intimacy by fostering hybrid



ecosystems in which digital instruments enhance human connections. Our long-term industry internships, for example, continue to be physically integrated; students collaborate with mentors who assess not only technical proficiency but also moral discernment and teamwork.

Our university is leading the way in a hybrid framework where human connection is still invaluable, and technology platforms drive efficiency in material delivery. This is achieved through individualized advising, small-group mentoring, and a lively campus community. We remain consistent in our belief that education must remain fundamentally human in the face of technological change, fostering empathy, curiosity, and interpersonal development. In the end, education's core is in the deep relationships that mould a student's path, not in the ways it is delivered. That human touch is essential, rather than just valuable.

**Q In the current global context, how can Indian technical universities like JSS STU become not just followers of international trends but original contributors to global academic thought and research?**

As Vice Chancellor of JSS STU, I think that the key to becoming a unique global contributor is to take advantage of our special circumstances strategically. We need to make significant investments in specialized research areas where India has a unique advantage, like tropical agriculture technology, low-cost healthcare innovation, and economical AI solutions, while also cultivating deep interdisciplinary clusters that connect engineering, social sciences, and indigenous knowledge systems.

For example, the creation of the International Chair on Bioethics and our collaboration with the Centre for Science and Technology of the Non-aligned and Other Developing Countries (NAM S&T Centre) are revolutionary milestones toward becoming a unique worldwide contributor. By using these platforms, we will lead the development of context-specific technologies that tackle the specific challenges faced by developing countries, such as AI in agriculture or genomics in public health. By promoting South-South knowledge co-creation through NAM S&T, we will establish JSS STU as a center where institutions from the Global South collaborate to create solutions instead of adopting Western approaches.

JSS STU may progress from implementing global trends to defining them by empowering our faculty through robust international sabbaticals and industry collaborations, redesigning curricula to prioritise research methodology and intellectual property generation from the undergraduate level and establishing truly equitable global partnerships where we co-create knowledge rather than merely adopt it. This will ultimately position JSSSTU as a crucible for solutions that address both local challenges and global sustainable development goals, making it possible to shape international academic discourse with unique, contextually relevant thought leadership. EP



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# DISRUPTION IS NO LONGER THE EXCEPTION, IT IS THE NEW NORM

## DR. DEEPENDRA JHA'S VISION FOR A FUTURE-DEFINING UNIVERSITY

**Dr. Deependra Jha**
Vice Chancellor, Manav Rachna University, Faridabad

"Disruption is no longer the exception, it is the new norm," declares **Dr. Deependra Jha,** Vice Chancellor of Manav Rachna University, as he outlines his bold and future-centric vision for higher education. In an era marked by technological leaps and rapid transformation, Dr. Jha stands out as a leader who is not just responding to change but actively shaping it.

From pioneering the Department of 21st Century Learning to embedding phenomenon-based and interdisciplinary approaches across programmes, his leadership reflects a commitment to authentic, adaptable, and industry-relevant education. "Employability is not just about ticking boxes—it's about building the capacity to navigate change," he affirms, emphasizing the deeper purpose behind skilling initiatives.

This insightful conversation, conducted by Education Post's **Prabhav Anand**, delves into Dr. Jha's unique approach to implementing NEP 2020, fostering a collaborative academic culture, and instilling outcome-based thinking across the institution—making Manav Rachna University not just future-ready, but truly future-defining.





**Q Your leadership at Manav Rachna University coincides with an era of disruptive change in education. How are you leveraging interdisciplinary research and emerging tech (like AI/ML, quantum, or sustainability sciences) to make the university not just future-ready, but future-defining?**

At Manav Rachna University, we are not just adapting to change, we are actively shaping it. As I often say, disruption is no longer the exception, it is the new norm. The pandemic taught us that education can no longer remain bound to conventional models. It pushed the world into reimagining how, where, and what we learn.

Now, with technologies like artificial intelligence, robotics, quantum computing, and sustainability-led innovation redefining the workplace, we must prepare students for an uncertain and evolving future. The skills needed today may not hold relevance five years from now. What remains critical is the ability to think critically, learn continuously, and adapt swiftly.

To address this head-on, we established the Department of 21st Century Learning. This is not just an academic unit but a strategic response to the future. It equips our students with design thinking, problem-solving, digital fluency, and adaptability. At the same time, we are embedding interdisciplinary research across departments to break academic silos and foster innovation that mirrors real-world complexity.

We are also introducing phenomenon-based learning across programmes, where students engage with real-world phenomena by drawing knowledge from multiple disciplines. This approach cultivates deeper understanding, nurtures curiosity, and equips learners to connect ideas in a more meaningful and impactful way. It aligns with our larger mission to make learning authentic, relevant, and future-focused.

**Q Many Indian universities continue to struggle with employability versus knowledge creation. How is Manav Rachna University balancing its focus on deep academic inquiry with the industry's pressing demand for 'job-ready' graduates?**

At Manav Rachna University, we understand that employability is a key concern for both students and parents, and we take that responsibility seriously. But for us, employability means much more than securing a job. It means preparing students to thrive in an ever-evolving landscape, where change is constant and opportunities are dynamic.

To address this, we have developed our own Skill Competency Framework, built after benchmarking global models. This framework is structured around three core skill buckets. First, domain expertise, which ensures a strong academic foundation. Second, functional competencies such as data analysis, financial literacy, and IT tools. And third, behavioural and life skills, including critical thinking, communication, emotional intelligence, and design thinking. These are the real differentiators in today's dynamic work environment.

Employability is not just about ticking boxes. It's about building the capacity to navigate change. Our students engage in social internships, hands-on projects, and real-world case work that exposes them to diverse challenges beyond the classroom.

Almost every program has strong industry integration. We co-create, co-develop, and co-deliver courses with industry experts. Many of these courses are also co-certified. This approach helps students stay aligned with evolving industry needs while also building the mindset to learn, unlearn, and relearn throughout their careers.

**Q Your background in physics and computational modeling is rare among academic leaders. How does your scientific mindset influence**



**administrative decision-making, especially in a policy-heavy environment like Indian higher education?**

I believe in outcome-based education, but more importantly, I believe in outcome-based philosophy. This philosophy is not only for education but applies to every aspect of life. It's grounded in four key elements:

The first is "say what you do," which means setting clear targets and being transparent about your intentions. The second is "do what you say," which is about acting on those commitments and using innovative pedagogies to help learners truly understand.

The third element is "prove it." You need to measure your actions to see if they align with the targets you've set. Not everything can be measured directly, but there are always ways to assess the impact through rubrics or other tools. The fourth element is "improve it." After measuring, you look at the results (whether positive or negative) and use that data to make improvements. This cycle is ongoing and applies to everything, from curriculum to leadership.

My background in physics and computational modeling has shaped my data-driven decision-making approach. I believe in making decisions based on evidence, validated by trends, rather than relying on hypotheses that may not hold up over time. However, I also recognize that the people I work with are not machines, they have different mindsets, moods, and circumstances. So, while I focus on data, I also prioritize a supportive, healthy environment that fosters productivity and engagement.

I lead by example. I don't just ask my team to implement ideas; I work alongside them, demonstrating the process and approach. Through collaboration and participation, we align on goals, ensuring that everyone moves in the same direction with a clear vision of the future.

**Q India's National Education Policy 2020 emphasizes holistic and multidisciplinary education. How are you ensuring that this policy translates from paper to practice at Manav Rachna—especially for engineering, law, and management programs?**

At Manav Rachna, the principles of the National Education Policy 2020 are not confined to documents. They are implemented in spirit and action. Holistic and multidisciplinary learning is embedded into the very fabric of our academic culture. Every student, whether from engineering, law, or management, is required to undertake a compulsory interdisciplinary project. In one such project, for example, an engineering student may develop a prototype, a law student examines the intellectual property aspects of the innovation, and a management student creates a business model around it. They are not working in isolation or handing over tasks from one to the other. They function as one team from the start, engaging together and learning through shared perspectives. This is how we simulate real-world problem-solving where disciplines converge.

The same philosophy extends to our faculty ecosystem. Each week, members from different departments present their research or ideas before the academic community. These interactions often lead to new collaborations, where an engineering idea finds a policy perspective through law or a market perspective through management. This culture instills the mindset of interdisciplinarity not just in theory but in everyday teaching and learning, and this is passed on to students in classrooms and becomes a way of working and thinking.

**Q In your view, what is the one fundamental reform Indian private universities still need—but rarely talk about—in order to match global academic benchmarks?**

A fundamental reform needed in Indian private universities is a shift in mindset towards continuous innovation in teaching and learning. The role of educators today is not just to impart knowledge, as information is now accessible to everyone. Instead, the focus should be on inspiring and guiding students.

At Manav Rachna, our faculty members are already challenging the status quo by exploring new teaching methodologies, fostering interdisciplinary collaborations, and embracing innovative pedagogies. This shift is not just about keeping up with change but leading it.

The key is to start with the 'why' before addressing the 'how' and 'what.' Understanding the purpose behind teaching and learning is critical to creating impactful experiences for students. By continuously evolving, educators can ensure they remain relevant and effectively prepare students for the future. This mindset shift is what will help Indian private universities meet global academic standards.

**Q With the growth of digital universities and global collaborations, do you see a future where students design their own degrees across continents and disciplines? If so, how is Manav Rachna preparing to stay relevant in such a decentralized educational ecosystem?**

Absolutely, I believe the future of education lies in a more flexible and personalized model where students can design their own academic journeys. This is no longer a distant idea—it's already taking shape. At Manav Rachna, we are creating opportunities where students can begin their degree here and complete a part of it at a partner university abroad. For example, students from our B.Tech and Law programs have the option to pursue a segment of their studies at institutions like Temple University in the USA and Waikato University in New Zealand.

These experiences offer global exposure and reflect the larger shift towards modular and interdisciplinary learning. I also foresee a system where students accumulate credits from multiple sources, including academic institutions and real-world industry experience, depending on their interests and goals.

With more than 100 academic

partnerships across the globe, we are working closely with each university to offer meaningful experiences—whether in research, student exchange, or blended learning. Our aim is to prepare students for a world that values adaptability, choice, and continuous learning.

**Q Academic autonomy is often spoken of, but seldom fully practiced. What are the real barriers you've faced—regulatory or cultural—in empowering faculty and students with greater academic freedom?**

Academic autonomy is about empowering institutions to make decisions that best serve their students and faculty, giving them the flexibility to innovate and stay relevant in a constantly evolving education landscape. It allows institutions to design curricula, set academic standards, and conduct research without excessive external interference.

The real barriers to academic autonomy are more cultural than regulatory. While regulatory bodies have become more flexible, the challenge lies in changing mindsets within the institution. It's about cultivating a culture where both faculty and staff take ownership of their roles and responsibilities.

We invest in capacity-building programs to help faculty and staff develop the necessary skills and knowledge to take on greater responsibilities. This not only ensures that they are equipped to manage change but also builds a strong sense of accountability within the institution. If everyone embraces this mindset, the concept of academic autonomy will naturally evolve and bring about positive change.

**Q As someone who has served both in top academic and administrative roles, what metrics do you personally use to measure whether a university is succeeding—not just surviving—in the 21st-century educational landscape?**

The metrics to measure the success of a university today are centered around the value it brings to students and the larger community. It's not just about holding a position or being respected due to authority; it's about the impact you have. Students today respect those who bring value to their lives, who can help them grow, and who contribute to their development.

We have set clear goals, which defines our purpose and what we aim to achieve. If you cannot clearly define your objectives, it is hard to know whether you are on the right track. Defining who you are and why you exist is the first step toward creating meaningful impact.

Quality is not about ticking boxes, it is about attention to detail and a commitment to doing things well. Whether it's research, teaching, or preparing students for the workforce, the goal is to continuously improve and ensure that the education provided is relevant and of the highest standard.

Global competitiveness is another critical metric. Universities must ensure that students are exposed to international best practices and industry standards. We also encourage our faculty members to stay relevant by gaining hands-on experience through internships, ensuring they can bring real-world knowledge back to the classroom.

Additionally, every student at Manav Rachna participates in community service, fostering a sense of responsibility and a broader perspective on their role in society. This is key to shaping individuals who are not just academically competent but also socially aware.

To truly succeed, a university must create an environment where students, faculty, and staff feel valued and engaged. Happiness and satisfaction within the institution directly influence learning and contributions. Therefore, while rankings and accreditation play their role, the real success lies in how effectively the institution fosters personal growth, community impact, and global readiness. EP




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# WE ARE NOT JUST BUILDERS OF SYSTEMS
# WE ARE SHAPERS OF FUTURES

**Dr. Mukesh D. Patil**
Principal, Ramrao Adik Institute of Technology (RAIT)
DY Patil Deemd to be University, Navi Mumbai

In this candid and visionary conversation, **Dr. Mukesh D. Patil**, Principal of Ramrao Adik Institute of Technology (RAIT), DY Patil Deemed to be University, Navi Mumbai, shares deep insights from his two-decade journey in academia and research with Education Post's **Prabhav Anand**. A doctorate from IIT Bombay and a mentor to scores of postgraduates and PhD scholars, Dr. Patil reflects on the transformation of engineering education from rote-centric instruction to experiential, problem-driven learning. He advocates for metaphorical teaching inspired by control theory, purposeful research aligned with societal needs, and curriculum modernization anchored in faculty upskilling and long-term vision. Emphasizing the need to shift from "what to think" to "how to think," he calls for institutions to support diverse career pathways rooted in purpose. As he rightly notes, "We are not just builders of systems—we are shapers of futures."





**Q With over two decades of academic experience, a doctorate from IIT Bombay, and a rich body of research and patents to your name, you have witnessed the evolution of engineering education in India from a close vantage point. How would you describe this transformation—both in pedagogical approach and institutional ethos—and how has your own philosophy of education adapted alongside it?**

With over two decades in academia and having earned my doctorate from IIT Bombay, I have indeed been fortunate to witness and participate in the transformation of engineering education in India. This journey has been both humbling and inspiring.

Pedagogically, we have moved from rote learning and examination-centric instruction to a more learner-focused, application-driven approach. Earlier, engineering education heavily emphasized theoretical knowledge with limited emphasis on real-world application. Today, there is a conscious shift towards experiential learning, interdisciplinary problem-solving, and industry-oriented projects. The rise of digital tools, MOOCs, and simulation-based environments has also democratized access to quality learning and encouraged self-paced exploration.

On the institutional ethos front, the change is equally significant. There is now a greater emphasis on innovation, entrepreneurship, and global collaboration. Institutes are no longer seen merely as centers for awarding degrees, but as ecosystems for research, societal impact, and continuous innovation. The NEP 2020, with its emphasis on flexibility and holistic development, is a clear reflection of this progressive mindset.

As for my own philosophy of education, it has evolved to become more student-centric, inclusive, and forward-looking. I now view education not just as the transmission of knowledge, but as the cultivation of curiosity, character, and capability. I actively encourage interdisciplinary exploration, design thinking, and the ethical application of technology. My focus has shifted from teaching "what to think" to nurturing "how to think"—a shift I believe is crucial for preparing students for the uncertainty and complexity of the future.

In essence, while the core values of rigour and integrity remain unchanged, the methods, priorities, and purpose of engineering education have matured—just as I have, alongside it.

**Q Engineering education in India is often critiqued for being too theory-heavy and not aligned with real-world systems thinking. Given your expertise in systems and control, how can concepts like feedback systems, robustness, or fractional-order control be used as pedagogical metaphors to redesign the way we teach engineering problem-solving to undergraduates?**

Engineering education in India has long been critiqued for being overly focused on theory, often at the cost of real-world relevance and integrative thinking. However, I believe that systems and control theory offers a rich vocabulary and conceptual framework that can actually transform our pedagogical approach, especially in teaching problem-solving.

For instance, take the concept of a feedback system. At its core, feedback is about learning from output and adjusting inputs accordingly. This can be a powerful metaphor for iterative learning—encouraging students to design, test, reflect, and improve. Instead of viewing failure as an endpoint, we can frame it as an essential signal in a feedback loop, leading to refinement and resilience.

Robustness, a foundational concept in control theory, teaches us that systems must perform reliably even in the presence of uncertainty or disturbances. This idea can help shift our curriculum from idealized textbook scenarios to real-world ambiguity, preparing students to work in environments where parameters are not always known, and conditions are rarely perfect.

Even advanced topics like fractional-order control, which involve memory and non-local behavior, can be used as metaphors for the long-term and interconnected nature of engineering systems—where present decisions are influenced by historical data and have future implications. It's an elegant way to show students that problem-solving isn't just about immediate outputs, but about designing systems that evolve sustainably over time.



Ultimately, by integrating these control-system concepts into the language and structure of pedagogy, we can teach students not just how to solve problems, but how to model complexity, embrace iteration, anticipate uncertainty, and design for adaptability. That, to me, is real-world engineering.

**Q In your experience as a mentor to over 65 postgraduates and numerous Ph.D. scholars, what gaps do you observe in the research orientation of engineering students? How can we shift from a 'publication-driven' culture to a 'problem-driven' research ethos, particularly in applied domains like automation or intelligent systems?**

Having mentored over 65 postgraduate students and several Ph.D. scholars, I've observed a recurring pattern: while our students are intelligent, hardworking, and technically capable, many initially approach research with a publication-driven mindset rather than a problem-driven one. This is often shaped by academic incentives—where metrics, impact factors, and paper counts are emphasized more than the depth, relevance, or societal value of the research.

In applied domains like automation or intelligent systems, this gap becomes more evident. Students may focus on incremental algorithmic improvements or simulations without critically asking: Whose problem am I solving? Is this scalable? Can it be deployed outside the lab? This disconnect can limit innovation and the real-world applicability of research.

To shift toward a problem-driven research ethos, we need to realign both mentorship and institutional frameworks:

- **Contextualize research early:** Encourage students to engage with industry, local communities, or emerging societal needs. When research is grounded in a real problem—be it in manufacturing, healthcare automation, or sustainable systems—it naturally gains purpose and direction.
- **Redefine success metrics:** As mentors, we should value depth over volume. A single well-executed, field-deployed solution can be more impactful than multiple theoretical papers with limited application. Institutions, too, need to recognize and reward translational research.




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- **Emphasize systems thinking:** In intelligent systems, a solution doesn't exist in isolation. Training students to think in terms of end-to-end systems, integration challenges, feedback dynamics, and user interaction fosters a more holistic and impactful research mindset.
- **Foster interdisciplinary exposure:** Real-world problems rarely fall neatly into disciplinary silos. When students collaborate with peers from domains like biology, economics, or design, they begin to view research as a means to solve problems, not just as a technical exercise.

In my own mentoring approach, I try to cultivate curiosity, empathy for the end-user, and a mindset of continuous refinement. The goal is not just to produce research outputs, but to shape researchers who solve meaningful problems—and who see their work as part of a larger system of innovation and impact.

**Q With the increasing focus on emerging areas such as AI, IoT, and Cyber-Physical Systems, many institutions tend to jump into trends without the foundational ecosystem. How do you ensure that at RAIT, curriculum modernisation goes hand-in-hand with faculty upskilling, lab infrastructure, and long-term research direction?**

At RAIT, we are very conscious of the fact that true curriculum modernization must be systemic, not superficial. Emerging areas like AI, IoT, and Cyber-Physical Systems are indeed critical to the future of engineering—but adopting them meaningfully requires a well-integrated ecosystem. We ensure this alignment through a three-pronged approach:

- **Faculty Upskilling as a Strategic Priority:**

  Any new inclusion in the curriculum is preceded or paralleled by structured faculty development. We regularly organize FDPs, industry-led training, and collaborations with premier institutions to ensure our faculty are not just familiar with emerging tools and technologies, but can also contextualize them for deep learning. We also incentivize certifications and active research in these domains.

- **Infrastructure Aligned to Learning Objectives:**

  Upgrading lab infrastructure is not about purchasing the latest tools, but about creating hands-on, problem-solving environments. For instance, in IoT and CPS, our labs are designed to support interdisciplinary experimentation—combining hardware platforms, communication protocols, and data analytics. These labs are used not only for coursework but also for student innovation and funded research projects.

- **Long-Term Research and Academic Direction:**

  We don't chase trends—we identify core thematic strengths, such as intelligent automation and control, and build emerging technologies around them. This ensures that curriculum changes are not isolated events, but part of a coherent research and innovation strategy. Our Centres of Excellence, research groups, and student teams are all aligned with this broader vision.

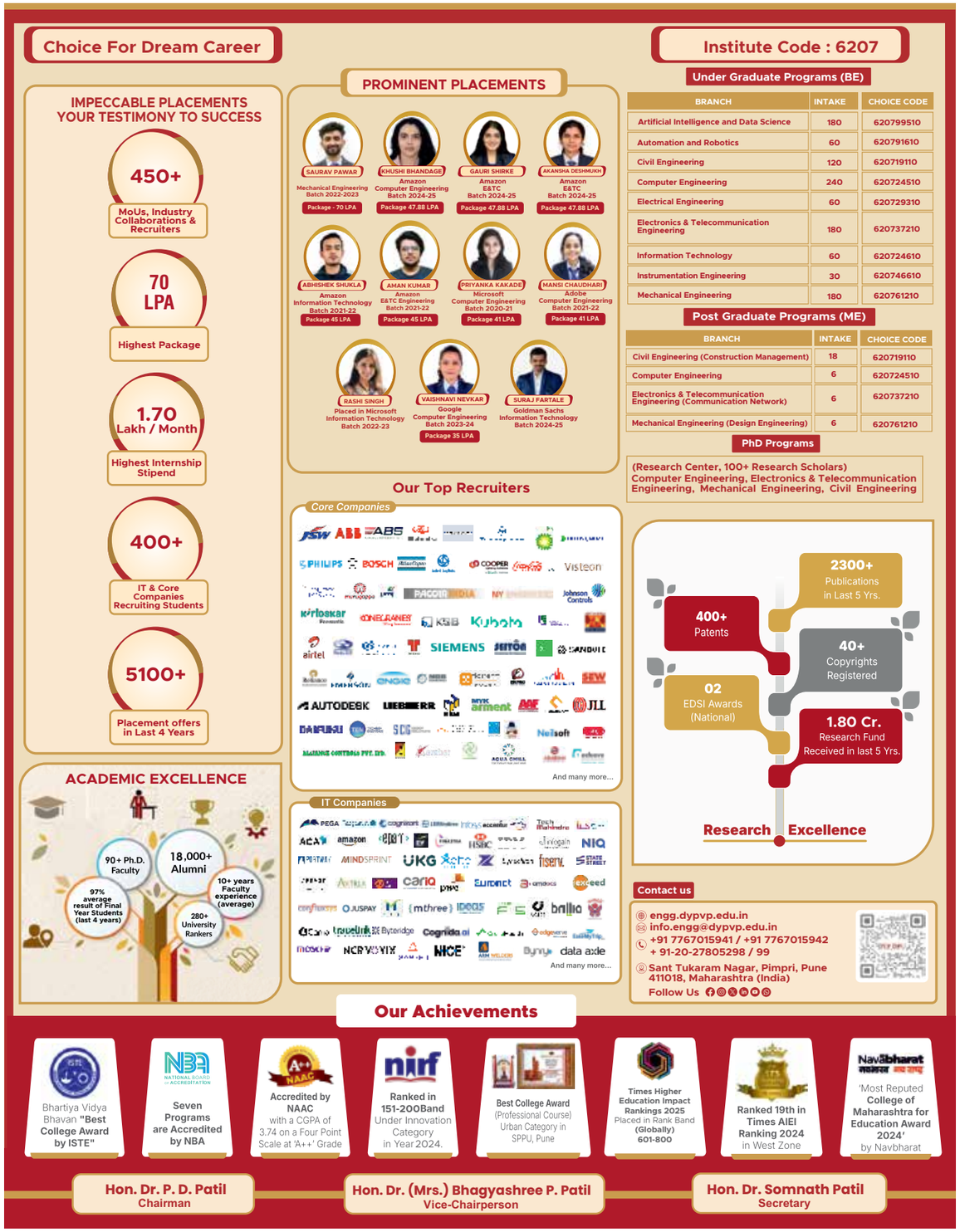
In summary, at RAIT, curriculum modernization is never standalone—it is synchronized with faculty capability, infrastructure readiness, and our institutional research vision. That's what allows us to stay relevant while remaining academically grounded.




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**Q You've been actively involved in intellectual property with several Indian and international patents. Do you believe Indian engineering institutes have cracked the code for fostering innovation-led IP creation, or are we still replicating Western models? What is your view on building a sustainable "academic-IP-entrepreneurship" pipeline in Indian i While Indian engineering institutes have made significant progress in the realm of intellectual property, I would say we are still in the early stages of truly institutionalizing innovation-led IP creation. There is growing awareness, yes—more patents are being filed, IP cells are being set up, and incubation centres are becoming common. But in many cases, we are still adopting Western models without fully adapting them to our local academic, industrial, and socio-economic realities.**

In India, the academic-IP-entrepreneurship pipeline often gets disrupted at one of three stages:

- Ideation to IP: Many student and faculty innovations remain undocumented or are published without considering protection. We need to cultivate a culture of IP awareness early—at the undergraduate level—and embed it into project work and hackathons, not just as a post-research formality.
- IP to Prototype: Even when patents are filed, few make it to viable prototypes. This is where support for design validation, seed funding, and interdisciplinary collaboration becomes crucial. Without these, patents remain academic exercises rather than stepping stones to impact.
- Prototype to Enterprise: Here lies the biggest gap. We need stronger institutional linkages with startups, investors, and industry mentors who can guide students and researchers through the entrepreneurial journey. Most importantly, institutes must be flexible and bold enough to support risk-taking, offer incubation time, and allow for alternative success metrics beyond publications.

At RAIT, we are actively working to bridge these gaps by strengthening our IPR cell, encouraging industry-collaborative research, and creating structured pathways for students to take their ideas from lab to market. The goal is not just more patents, but more purpose-driven, scalable innovations that address real-world problems.

**Q In the context of your recent AI Conclave, where the theme was "AI for Societal Sustainability," how do you view the ethical and philosophical responsibilities of engineers in shaping technological futures? Should engineering education incorporate more structured exposure to the socio-humanistic consequences of technology?**

The theme of our recent AI Conclave—"AI for Societal Sustainability"—was deliberately chosen to emphasize a critical, and often overlooked, dimension of technology: its impact on people, communities, and values. As engineers, we are not just builders of systems; we are shapers of futures. And with that comes a profound ethical and philosophical responsibility.

Especially with technologies like AI, which are capable of influencing decision-making, employment, privacy, and even social equity, the line between technical and ethical design is rapidly blurring. Engineers today must understand not only how a system works, but whom it serves, who it excludes, and what long-term consequences it may create.

That is why I strongly believe that engineering education in India—and globally—must incorporate structured exposure to the socio-humanistic dimensions of technology. This isn't just about including a course on ethics as a checkbox. It's about embedding critical thinking, systems impact analysis, and cross-disciplinary perspectives throughout the curriculum.

At RAIT, through initiatives like the AI Conclave, industry dialogues, and interdepartmental collaborations, we are encouraging students and faculty to think beyond algorithms—to people, policies, and planetary well-being. We are also promoting ethics-by-design principles in AI and automation projects, and fostering dialogue between engineers and social scientists.

**Q Leadership in engineering institutions is no longer about administration—it now involves vision-setting, alliance-building, and fostering research ecosystems. Based on your leadership journey, what unique leadership frameworks or models do you believe work best in Indian private universities?**

You're absolutely right—leadership in engineering institutions today goes far beyond administration. It's about vision-setting, alliance-building, and creating a thriving academic and research ecosystem. In my leadership journey, especially within a private university context, I've found that no one-size-fits-all model works. However, certain principles and frameworks have proven consistently effective in the Indian context:

### 1. Vision-Driven, Value-Centered Leadership

A compelling vision must be rooted in local relevance and global aspiration. At RAIT, we focus on aligning our institutional vision with emerging societal needs—such as sustainability, digital transformation, and inclusive innovation—while staying true to our core values of academic integrity, student empowerment, and societal impact. A leader must articulate this vision clearly and consistently, so that faculty, students, and staff see themselves as co-owners of that journey.

### 2. Distributed and Empowered Leadership

In private universities, agility is an advantage. I believe in decentralizing decision-making—creating empowered academic units, research clusters, and innovation cells led by motivated faculty. This not only builds ownership but accelerates responsiveness to new opportunities, whether in curriculum, industry collaboration, or research.

### 3. Triple Helix Model of Innovation

For private institutions, sustainability lies in active engagement with industry and government. I follow an adapted Triple Helix framework—academia, industry, and government working together. Through strategic MoUs, joint research initiatives, and policy dialogues, we ensure that our work is not siloed but connected to national and regional development goals.

### 4. People-First Culture

Ultimately, the strength of any institution lies in its people. My approach is centered around mentoring faculty, supporting young researchers, and creating growth pathways for staff and students. Recognition, autonomy, and purpose are far more powerful motivators than hierarchy or control.

### 5. Evidence-Based and Adaptive Management

In a dynamic environment, intuition must be complemented with data-driven decision-making. Whether it's student feedback, research performance, or placement outcomes, I believe in constantly measuring, reviewing, and iterating policies. Adaptability is key—especially as technologies and student expectations evolve rapidly.

In summary, effective leadership in Indian private universities demands a blend of vision, inclusion, agility, and ecosystem thinking. It's about transforming institutions from teaching factories into innovation hubs—where excellence is not only measured by grades or rankings, but by the institution's ability to impact lives meaningfully.

**Q Many engineering students today are torn between pursuing higher education, entering the tech workforce, or building startups. From your vantage point, what role should institutions play in helping students not just choose a path, but align it with a purpose-led engineering mindset?**

This is a question I encounter often, and it's very reflective of the crossroads at which today's engineering students find themselves. Whether it's higher education, joining the tech industry, or venturing into startups, these choices are increasingly complex—not just professionally, but personally. From my vantage point, the role of an institution is not to prescribe a path, but to equip students with the clarity, confidence, and conscience to choose one that aligns with both their capabilities and their sense of purpose.

**At RAIT, we approach this in three important ways:**

### 1. Expose Students to Diverse Possibilities Early

Many students make career decisions based on limited exposure or societal pressures. Through structured internships, industry immersion, research projects, and entrepreneurship cells, we help students experience the real nature of each path before committing to one. Mentorship plays a vital role here—not just from faculty, but also from alumni and professionals across sectors.

### 2. Integrate Purpose into the Learning Process

We believe technical education must go beyond problem-solving to problem-framing with purpose. Whether a student becomes a researcher, a software developer, or an entrepreneur, they must ask: What am I building, and why does it matter? This mindset is cultivated through interdisciplinary learning, ethics modules, and real-world projects that are socially or environmentally relevant.

### 3. Support Customized Growth Pathways

Institutions must be flexible enough to support multiple definitions of success. For some students, that might mean preparing for GATE or GRE; for others, it may be ideating a product with commercial potential. Our role is to offer structured support—be it advanced labs, innovation grants, or collaborations with higher education and startup ecosystems—while reinforcing a culture that respects each pathway equally.

Ultimately, the goal is to help students choose a direction not out of convenience or conformity, but out of conviction. When purpose becomes central to that decision, they don't just become engineers—they become engineers of change. EP






# DIGITAL IS NOT A REPLACEMENT FOR PRINT, BUT A POWERFUL COMPLEMENT TO IT

**Saurabh Mittal**
CFO, S Chand Group

In a time when the education landscape is undergoing rapid transformation, S Chand Group—one of India's most respected and long-standing educational publishers—is setting benchmarks not just in content delivery, but also in financial resilience and digital innovation. In this exclusive interview conducted by Education Post's **Prabhav Anand,** Saurabh Mittal, the Chief Financial Officer of S Chand Group, shares valuable insights into the company's strategic direction, operational discipline, and long-term vision.

From becoming a net debt-free company to reporting its highest-ever operating cash flows, Mittal details how the group achieved this through "fiscal discipline, financial prudence, and a relentless focus on eliminating wasteful costs." He also discusses how S Chand is navigating the challenges of the National Curriculum Framework, expanding its digital footprint through platforms like S Chand Academy, and leveraging investments in EdTech ventures such as ixamBee and Smartivity Labs.

As Mittal rightly puts it, "Integrity is non-negotiable" and "Vision drives alignment"—principles that continue to guide S Chand's journey into the future of education.





S. CHAND GROUP

**Q S Chand has recently become net debt-free and reported its highest-ever operating cash flows. What were the key financial strategies and decisions behind these achievements, and how do they reflect the company's preparedness for future expansion?**

We became Net Debt free in March, 2024 (Q4FY24) and we had given guidance of staying Net Debt Free for 3 quarters in FY25. Our annual results for FY25 would be announced on May 23rd where more details about how FY25 went would be shared. We are confident of improving our FY24 performance in FY25 as well.

We have come a long way from being a Net Debt company a couple of years ago to being a Net Debt free company. This has been a journey of fiscal discipline, financial prudence and relentless focus on eliminating wasteful costs from the company. This journey involved many decisions including rationalizing our work force, introducing efficiencies in our marketing and sales spends and focusing relentlessly on costs. All these steps have ensured that we reach this goal and continue to remain Net debt free.

As for future expansion, I would like to share that we are moving to a modern warehousing facility and plan to move to an integrated printing facility over the next 12 months which should ensure that our growth parameters get sufficient resources from the warehousing and printing for the next decade. We have taken these steps since we see significant growth coming ahead for the company in the future.

**Q With the implementation of the new National Curriculum Framework in 2023, how has S Chand adapted its publishing model to stay relevant and aligned with the new educational mandates? What were some of the major roadblocks you had to overcome?**

With the rollout of the new National Curriculum Framework in 2023, S Chand has undertaken a strategic transformation of its publishing model to stay aligned with the evolving educational landscape. Recognizing the shift toward a competency-based and experiential learning approach—epitomized by the Holistic Progress Report Card released by the National Assessment Centre (NAC)—we have restructured our content development processes to reflect the foundational principles of the NCF.

To aid this transition, we've launched teacher training initiatives and created resources that support discovery-based, inclusive learning environments. However, key challenges included the uneven rollout of the NEP across states and universities, leading to fragmented content needs and inefficient production due to low enrolments in some regions. Despite these hurdles, we continue to innovate and support educators through this paradigm shift.

**Q Your YouTube channel, S Chand Academy, has crossed over 21 million views. How do you see the integration of digital platforms transforming your business model, and what's your vision for balancing physical publishing with digital education in the years ahead?**

Our YouTube channel, S Chand Academy, crossing 25 million views reflects the growing role of digital platforms in education and affirms our commitment to blended learning. We see digital integration not as a replacement for print, but as a powerful complement. We have adopted digital printing technologies, enabling Print-On-Demand and efficient production for smaller volumes. We're expanding digital offerings through curriculum solutions - Mylestone, SmartK, Solid Steps, and MyZen , and online test preparation through TestCoach (CUET-UG) and partnership with Speedlabs (NEET/JEE) . This dual strategy allows us to cater to varied learning needs, ensuring students and educators benefit from the best of both digital and physical worlds.

**Q You've spoken previously about plans to consolidate S Chand's subsidiaries. What parameters determine whether a subsidiary should be integrated or spun off, and how do such decisions tie into the company's larger operational and financial goals?**

We have undergone restructuring in our corporate structure over the past 5 years with the mission to reduce the number of subsidiaries for a company our size. We take a call on consolidating subsidiaries based on various factors like Size in terms of manpower and financials, Business Need, Taxation benefits etc of the subsidiary. If we feel that our compliance costs are overweighing the benefits that one can accrue from having a subsidiary, then we can take a call

on the same. With all these things in mind, we go ahead and take a call on the sustainability of the subsidiary in our corporate structure.

**Q Having been with the company since 2006, you've seen S Chand evolve through several phases. How have you influenced the financial culture within the organization, and what leadership lessons have stayed with you throughout this journey?**

Influencing the financial culture within an organization requires intentional leadership that aligns values, behaviours, and decision-making processes with sound financial principles. Reflecting on this journey, several key leadership lessons have been instrumental in shaping a robust financial culture which include-:

- Lead by Example
- Communicating a Clear Vision and Values
- Foster Transparency and Open Communication within teams
- Promote Accountability and Recognition
- Encourage Continuous Learning and Development
- Adapt to Change and Innovate

**Reflecting on this journey, some of the most enduring leadership lessons that have stayed with me are as follows-:**

- Integrity is Non-Negotiable: Upholding ethical standards builds credibility and trust, essential components of a strong financial culture.
- Empathy Enhances Engagement: Understanding and addressing the needs and concerns of team members fosters a supportive environment conducive to financial success.
- Vision Drives Alignment: A compelling vision aligns efforts and motivates individuals to work towards common financial objectives.
- Consistency Builds Confidence: Consistent actions and decisions reinforce stability and reliability, key attributes in financial management.

**Q The education sector has faced considerable shifts, particularly during and after the pandemic. How has S Chand restructured or recalibrated its strategies in response to these market disruptions?**

The pandemic brought major disruptions to the education sector, and S Chand responded by recalibrating its strategies to stay resilient and forward-looking. With steep increases in paper prices impacting margins—rising as much as 40–50% in a year, we are working towards regaining our pre-COVID margin levels. To adapt to changing market dynamics, we've accelerated our digital transformation—investing in e-books, online learning tools, and interactive apps—while continuing to deliver high-quality print resources. By leveraging economies of scale, we maintain affordability without compromising on quality, positioning ourselves for long-term stability in a rapidly evolving educational landscape.

**Q S Chand has invested in EdTech ventures such as ixamBee and Smartivity Labs. What role do these investments play in your broader business strategy, and how do you evaluate the long-term value and synergy of such partnerships?**

Our investments in EdTech ventures like ixamBee and Smartivity Labs are part of S Chand's broader strategy to future-proof our business and diversify into high-growth, tech-enabled segments of education. These ventures allow us to tap into emerging areas like government exam prep and STEM-based experiential learning, which complement our core publishing business. We're not looking to exit these investments in the near term. Instead, we see them as long-term strategic plays. Smartivity, for instance, has shown strong growth with a 52% revenue increase and EBITDA turning positive in FY25. We're optimistic about its next funding round, which could revalue our stake. Similarly, ixamBee gives us exposure to the fast-growing test prep market.

**Q As you look ahead, what are the key areas of focus for S Chand over the next five years? How do you see the company shaping or influencing the future of education in India?**

Over the next five years, S Chand's focus will center on driving innovation in line with NEP 2020, shaping the future of education through curriculum-aligned content, teacher empowerment, and digital transformation. The rollout of the new National Curriculum Framework presents a major opportunity, and we are responding with over 500 new titles designed to reflect its learner-centric philosophy. We're also expanding into key areas such as AI-driven content monetization. Operationally, we remain focused on improving working capital efficiency and cash flows, while continuing to innovate responsibly. Beyond publishing, we aim to highlight the industry's broader contribution—through job creation, skill development, and educational equity—ensuring that S Chand not only adapts to change but actively helps shape India's educational future. EP



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# WE'RE NOT JUST CHASING RANKINGS

## WE'RE BUILDING RELEVANCE THROUGH RESEARCH AND INNOVATION

**Prof. (Dr.) Chander Prakash**
Group Pro-Vice Chancellor, Rayat Bahra University, Mohali

*"Excellence is not an accident – it's engineered through systems, culture, and consistent leadership," says **Prof. (Dr.) Chander Prakash**, a thought leader in Indian higher education and the current Group Pro-Vice Chancellor of Rayat Bahra University, Mohali. His words encapsulate the heart of an inspiring journey that spans decades of academic leadership across premier institutions like NMIMS, Chandigarh University, LPU, and now Rayat Bahra. In this exclusive interview with Education Post's **Prabhav Anand**, Dr. Prakash shares how a clear, data-driven, and purpose-led approach has allowed him to transform institutional ecosystems – from establishing high-impact research hubs to driving global benchmarking in rankings and accreditations.*

*Under his stewardship, Rayat Bahra University is evolving into a future-ready academic institution, where research and innovation are not just goals but a part of the university's cultural DNA. "We're not just chasing rankings – we're building relevance," he asserts, detailing initiatives like SPARK 2025 and the NXG R&i-Hub. His insights offer not just a roadmap but a compelling call to action for universities seeking excellence in the 21st century.*





**Q You've held key leadership roles across some of the most dynamic private universities in North India, and now at Rayat Bahra University, you're leading research, rankings, and accreditations. Reflecting on your journey so far, what personal experiences have most shaped your approach to institutional development and academic leadership?**

Thank you for the thoughtful question. My journey through institutions like Chandigarh University, Lovely Professional University, NMIMS, and now Rayat Bahra University has been deeply transformational — not just professionally, but personally. One of the most defining experiences was leading the research and development Cell, where we established a very strong research ecosystem that leads to very high quality research output in terms of publication, IPR, and Research projects and significantly improved global rankings within just a few years. It taught me that a clear vision, coupled with data-driven execution and the empowerment of faculty and students, can create exponential institutional change. It also reinforced my belief that excellence is not an accident — it's engineered through systems, culture, and consistent leadership. Another pivotal experience was my engagement with national bodies like NAAC as an assessor and chairperson. This gave me a panoramic view of how diverse institutions across India function, and what truly drives long-term quality — it's leadership alignment, policy clarity, and accountability across every academic and administrative layer.
At Rayat Bahra University, my focus has been to institutionalize a robust research and innovation ecosystem that doesn't just chase rankings but builds relevance. We're integrating entrepreneurship, start-up support, and global collaborations with a research-centric academic framework. These initiatives stem from my core belief that universities must serve as engines of societal progress and innovation — not just repositories of knowledge. Ultimately, my approach to institutional development is rooted in three principles: purpose-driven leadership, evidence-based strategy, and a relentless pursuit of quality. These principles are shaped by both challenges overcome and milestones achieved across the universities I've served — and continue to guide my vision forward at Rayat Bahra University.

**Q Since joining Rayat Bahra University, what have been the most immediate changes or interventions you've introduced to align the university with national and global standards in research, innovation, and quality education? Could you share a few early indicators of impact or momentum you are witnessing?**

At Rayat-Bahra Group, I established the *Next-Gen Research and Innovation Hub (NXG R&i-Hub)*—a centralized division integrating eight critical verticals: Research & Development, PhD Degree Cell, IPR Cell, Rankings & Accreditation, Networking & Collaboration, IQAC, Sponsored Projects & Consultancy, and an in-house Publication House, which has successfully published over 100 ISBN books through the Raja Rammohun Roy National Agency in alignment with NAAC standards. I also spearheaded NIRF data submissions, centralized research governance, and fostered a unified ecosystem across campuses to support collaborative academic advancement. Notably, I established a Centre for Research on Additive Manufacturing, sponsored under the DSIR-PRISM scheme (Rs. 25 lakhs), further strengthening our applied research focus. Since joining Rayat Bahra University, my immediate objective has been to align the institution with national and global benchmarks in research, innovation, and quality education. This began with structuring a centralized Research and Innovation Directorate, streamlining all functions related to research funding, publications, patents, and incubation under a cohesive strategic model. As a result, faculty engagement in research proposals and student-driven innovations has seen remarkable growth. We introduced a ranking-centric approach using KPIs tailored to frameworks like NIRF and QS I-Gauge, driving measurable improvements in citation metrics and international collaborations.
In parallel, we launched *SPARK 2025*, an institutional initiative that merges start-up incubation, IPR awareness, and industry engagement. I observed an significant increase in research project submissions, research publication and over 100 patents filed, establishment of new Centres of Excellence, and enhanced institutional participation in global academic platforms. These early milestones reflect a deep cultural shift—from conventional academic delivery to a future-ready, research-led, innovation-centric university ecosystem. At Rayat Bahra University, we are not




just aspiring to meet benchmarks—we are building a blueprint for institutional excellence.

**Q Every institution has its unique challenges. Compared to your past roles at other University's, what specific institutional or cultural shifts are you focusing on at Rayat Bahra to build a more research-intensive and globally competitive academic environment?**

Every institution presents its own set of opportunities and challenges, and at Rayat Bahra University, the focus has been on cultivating a unified culture of research, innovation, and academic excellence across all campuses. Unlike my previous roles where systems were already partially mature, here I've prioritized building a research-intensive ecosystem from the ground up. This includes driving a cultural shift from teaching-centric to research-integrated pedagogy, introducing structured incentives for faculty publications and patents, and embedding research KPIs into departmental performance. We've also centralized critical functions—research, IPR, PhD governance, and consultancy—under the *Next-Gen Research & Innovation Hub (NXG R&i-Hub)* to eliminate silos and accelerate outcomes. Another key shift is our emphasis on global benchmarking—aligning with NIRF, QS, and THE frameworks—while fostering international collaborations and high-quality academic publishing through our in-house ISBN publication house. The goal is not just to increase output but to instill a mindset of excellence, global relevance, and societal impact—making research a shared institutional responsibility rather than an individual pursuit.

**Q You've been a strong advocate for fostering a research ecosystem backed by funding, policy reforms, and faculty engagement. At Rayat Bahra University, what is your roadmap for developing sustainable research infrastructure, and how are you planning to integrate it with government and industry-led initiatives?**

At Rayat Bahra University, my roadmap for developing a sustainable research infrastructure is centered around three pillars: **policy-driven structure**, **funding enablement**, and **industry-government convergence**. The first step has been the establishment of the *Next-Gen Research & Innovation Hub (NXG R&i-Hub)*, which integrates R&D, IPR, rankings, sponsored projects, and PhD governance into a centralized system—eliminating fragmentation and enabling faster decision-making. To sustain this framework, we have introduced research incentive policies, seed grant schemes, and publication support mechanisms to actively engage faculty and scholars. On the funding front, we're institutionalizing proposal writing cells, mentoring support, and collaborative workshops to enhance the university's participation in national schemes like DST-FIST, SERB, ICSSR, AICTE MODROB, and DBT-BIRAC. A recent example is our successful collaboration with the DSIR under the PRISM scheme, we established a Centre for Additive Manufacturing which eEqually critical is industry alignment. We are forging partnerships with technology clusters, MSMEs, and sector-specific R&D labs to co-create research agendas, offer live problem statements, and build translational labs that serve both academic and industrial needs. The ultimate vision is to evolve Rayat Bahra into a hub where faculty, students, government, and industry co-develop sustainable, high-impact solutions with global relevance—making research not just a vertical, but the very backbone of the university's growth and reputation.

**Q You've personally driven some of the highest patent filings and start-up successes in Indian higher education. What lessons from those experiences are you bringing into Rayat Bahra University's entrepreneurship framework? How are you enabling a startup culture here—especially for students and first-generation innovators?**

Having led some of the highest patent filings and start-up enablement records in Indian higher education, one core lesson I bring to Rayat Bahra University is that *innovation thrives when the ecosystem is inclusive, incentive-driven, and execution-oriented*. At previous institutions, we achieved success by removing bureaucratic hurdles, offering handholding from idea to IP, and creating a culture where students saw innovation not as an extracurricular activity—but as a viable career path. At Rayat Bahra University, I've embedded these learnings into a structured entrepreneurship framework through the *Next-Gen Research & Innovation Hub (NXG R&i-Hub)*. We've established dedicated cells for IPR, start-up incubation, and industry co-creation—all under one roof. Our flagship initiative, *SPARK 2025*, is designed to ignite entrepreneurial thinking among students and faculty by offering ideation bootcamps, rapid prototyping labs, IP filing support, and investor connects. Importantly, we are creating an enabling environment for first-generation innovators—those without legacy capital or exposure—through seed funding, innovation fellowships, and bilingual mentorship programs. We've already seen student teams move from idea to prototype, with huge number of patents filed and several ideas in the pipeline for incubation and commercialization. Our mission is to make Rayat Bahra University a launchpad where entrepreneurship is not limited to the business school but is deeply embedded across engineering, life sciences, humanities, and beyond—empowering every student to think like a problem-solver, innovator, and changemaker.

**Q In your experience, research visibility is often a long game involving strategy, policy, and mindset. What specific research policies are you prioritizing at Rayat Bahra University to improve metrics like citations, Scopus-indexed publications, or international collaborations? How do you view the balance between quantity and quality in research output?**

Absolutely, research visibility is not built overnight—it requires a deliberate convergence of **policy, ecosystem, and academic mindset**. At Rayat Bahra University, we're prioritizing research policies that are both aspirational and actionable. First, we've introduced a **structured research incentive policy** that rewards faculty not just for quantity, but for quality—encouraging publications in high-impact SCIE and Scopus-indexed journals, and incentivizing highly cited papers. Second, we've created a **Centralized Research Publication and dissemination Cell** under the *NXG R&i-Hub* to assist faculty with journal selection, manuscript review support, and collaborative authorship—particularly to avoid predatory journals and push toward ethical, impactful publishing. Third, we're expanding **international collaborations** by formalizing MoUs with global institutions, initiating joint calls for proposals, and promoting co-authored publications to enhance visibility and citation impact. To improve metrics like citations and h-index, we're

organizing **scientific writing workshops**, citation strategy sessions, and publishing guidance at the departmental level, along with regular monitoring through Scopus, WoS, and Google Scholar dashboards. We're also integrating research contributions into faculty appraisal systems to ensure long-term accountability and alignment. As for the balance between quantity and quality—my philosophy is clear: *quantity may earn visibility, but quality earns credibility*. We must encourage faculty and scholars to publish less, but publish better. At Rayat Bahra University, our goal is not just to increase numbers, but to build a reputation for **credible, high-impact research that speaks across borders and disciplines**.

**Q Rankings like NIRF, QS, and THE (Times Higher Education) are more than just scorecards—they reflect deeper institutional health. From your current lens at Rayat Bahra University, how do you approach rankings in a way that doesn't compromise academic integrity but still pushes performance benchmarks year after year?**

You're absolutely right—rankings like NIRF, QS, and THE are not just metrics; they are mirrors reflecting the overall health, vision, and credibility of an institution. At Rayat Bahra University, I view rankings as strategic tools—not as end goals, but as performance compasses that guide our progress. My approach is rooted in building *authentic academic capacity* that naturally translates into improved rankings. We focus on strengthening fundamentals: high-quality research, robust teaching-learning systems, strong graduate outcomes, and meaningful internationalization.
To ensure we uphold academic integrity, we've institutionalized a **data-driven, department-level KPI system** where performance is tracked transparently and aligned with national and global benchmarks.
Our ranking strategy is not about chasing numbers—it's about embedding excellence into the DNA of our ecosystem through continuous improvement, faculty empowerment, and evidence-based policy.
What makes the approach sustainable is our focus on **real outcomes over cosmetic metrics**—prioritizing quality publications over quantity, genuine industry collaborations over MoUs on paper, and long-term academic partnerships over transactional ones. This way, we create a culture where rankings become a *byproduct of quality*, not a distraction from it. At Rayat Bahra University, we aim to rise in rankings not by shortcuts, but by substance—and that's what makes our growth both credible and enduring.

**Q With the rise of NEP 2020 and a growing emphasis on multidisciplinary learning, how do you see your role evolving in ensuring Rayat Bahra University adapts to these policy shifts while also staying relevant in a global academic context? How are you personally contributing to shaping this transition from policy to practice?**

NEP 2020 is a transformative blueprint for Indian higher education, and I see my role at Rayat Bahra University as a catalyst in turning its vision into actionable, scalable outcomes. The policy's emphasis on multidisciplinary education, research integration, and flexibility aligns closely with the institutional reforms we're driving through the *Next-Gen Research & Innovation Hub (NXG R&i-Hub)*. My focus has been on building structures that break academic silos—encouraging collaboration across engineering, management, health sciences, humanities, and emerging tech domains. To operationalize NEP at the ground level, we've launched multidisciplinary research clusters, introduced flexible credit-based course structures, and are initiating joint degree programs and innovation-centric minor specializations. Personally, I am driving this transition through curriculum design reforms, mentorship of faculty-led innovation projects, and by fostering national and international academic collaborations that align with global standards of education and research. I'm also deeply involved in capacity-building initiatives—organizing faculty development programs on outcome-based education, research writing, and entrepreneurial pedagogy—ensuring our educators are equipped to deliver on the NEP promise. More importantly, we're integrating global perspectives into local execution—by promoting joint publications, co-supervision with international faculty, and student exposure to cross-disciplinary problem-solving challenges. In essence, I see NEP 2020 not as a compliance document, but as an opportunity to reimagine education. At Rayat Bahra University, my role is to ensure that this reimagination is bold, inclusive, and globally relevant—turning policy into practice with measurable impact and long-term institutional transformation. EP




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In a disruption-and-innovation-driven world, there are very few at the intersection of science, technology, education, and national development. **Prof. Prabhat Ranjan** is one of them. A nuclear fusion scientist, space tech innovator, teacher, and policy maker, he has quietly and significantly influenced some of the most ambitious scientific achievements of India over the last four decades.

With an education at Netarhat School, IIT Kharagpur, and the University of California, Berkeley—where he conducted research on nuclear fusion at the renowned Lawrence Berkeley Laboratory—Prof. Ranjan defied convention to come back to India at the height of his international academic career in an exclusive conversation with Education Post's **Prafull Pandey**. It was a lifelong commitment to building the nation: from spearheading the ADITYA fusion reactor project and serving as an advisor to ISRO's Chandrayaan mission, to guiding TIFAC, India's leading technology think tank under the Department of Science and Technology.

As founding Vice Chancellor of D Y Patil International University, Pune, he is still guiding the next generation of change-leaders, while advocating technology for healthcare, agriculture, accessibility, and beyond. The recipient of awards including Bihar Gaurav Samman, Maharashtra Ratna Gaurav Puraskar, and listed among the Top 100 Great IITians, Prof. Ranjan's tale is not merely one of science—it's one of service, vision, and unwavering dedication to India's future.

In this special report, we explore the inspiring story, learning, and vision of a person who is convinced that India's journey towards a $5 trillion economy is laid out through science and inclusive innovation.



# VISIONING INDIA'S FUTURE

## A CONVERSATION WITH **PROF. PRABHAT RANJAN** ON **INNOVATION, EDUCATION, AND NATION BUILDING**

**Prof. Prabhat Ranjan**
Founding Vice Chancellor of D Y Patil International University, Pune





### Q Prof. Ranjan, you've been involved in modeling space systems with ISRO. What were some critical gaps you identified?

During my time with ISRO, one recurring concern was the imbalance between system developers and data analysts. Often, the same team responsible for building complex space systems was expected to handle the data modeling too — which proved inefficient. We proposed creating two distinct teams: one for system development and the other dedicated to analyzing the data. Universities can play a critical role here by partnering with ISRO to analyze non-critical mission data and derive meaningful insights.

### Q You served as the founding Vice-Chancellor of D Y Patil International University. What inspired you to take that leap?

While preparing India's Technology Vision 2035, I placed education at the top of all roadmaps. It has a generational impact and is foundational to national success. When the D Y Patil Group started a new university in 2018, I saw a unique opportunity: to shape it from scratch, free from bureaucratic constraints. Unlike my previous experience at DA-IICT (funded by Reliance), this venture had limited resources but abundant freedom — and that allowed us to innovate boldly.

### Q What were some of the landmark innovations implemented at your university?

We pioneered a flexible track-based computer science curriculum in 2019 — adopted by AICTE and used to develop seven new national programs. Our work in digital fabrication and 3D printing led to the creation of 107 AICTE IDEA Labs, with 327 more underway. Our biomedical engineering program removed the conventional requirement for mathematics, opening doors for non-traditional learners. We were among the first to launch an MBA in Digital Business and are proud to offer India's first B.Tech in Semiconductor Engineering — a field now booming nationally.

Across your roles — academic, scientist, policymaker, and administrator — which one do you cherish the most?

I see myself primarily as a researcher. Even while leading universities, I continued my scientific work. My current focus is nuclear fusion, an area I believe will shape humanity's energy future. I'm also involved with the Chandrayaan mission, AI applications, and chronic health innovations. After an initial private nuclear fusion venture faced funding issues post-Ukraine war, I'm now building a new initiative with Indian partners — with promising traction.

### Q How do you prepare students for industries that don't even exist yet?

**We introduced a progressive internship model:**

1st year: Rural Internship – engaging with ground-level realities.

2nd year: Design Project – applying observations to tangible solutions.

3rd & 4th years: Industry and Research Internships.

Additionally, our track-based system allows students to customize their learning in emerging domains like AI, semiconductors, or biotech — with tracks being dynamically added, removed, or updated to stay aligned with global trends.

### Q Your work in assistive technology is widely respected. Could you share a story that moved you?

One story that always stays with me is of Neha Gharal, a young girl with severe cerebral palsy. She couldn't walk, speak, or use her hands effectively. I developed a gesture-based remote using simple hand movement — suddenly, she could control her TV and fan independently. The first thing she did? She asked everyone to leave the room. That newfound independence transformed her life.

Another was Kesu, an IIM-Ahmedabad alumnus who suffered a brain-stem stroke. Using a brain-computer interface we developed, he regained his voice through blogs. His wife wrote to me, "You gave him a second life."

### Q How do you balance cutting-edge innovation with inclusive design?

My process is deeply personal. I do most of my research on my bed, often at midnight, when the world is quiet. That's where I prototyped my first brain-computer interface. I'm now heading the Bureau of Indian Standards Committee for these technologies. Our focus is now expanding to include children with learning difficulties and educational neuro-assistive tools.




## Q You often speak of India becoming a $5 trillion economy. What are the 3 biggest levers to get there?

**The three pillars I see are:**

1. Infrastructure
2. Manufacturing
3. Semiconductors

India has already become the 4th largest economy in terms of GDP and 3rd largest by Purchasing Power Parity. At the IAEA nuclear fusion meet in 2023, I predicted that India will become the world's largest economy by 2047. We're on the right track — geopolitically, economically, and scientifically.

## Q As someone listed among 100 Great IITians, how do you see the role of elite institutions in nation-building?

I believe in a level playing field. Less than 1% of students go to IITs — should the rest be excluded from nation-building? Absolutely not. IITs have a responsibility to solve real-world problems, but innovation can come from anywhere. We need collaborative models where government, private institutions, and individuals work together — regardless of brand name.

## Q What advice would you give to future tech leaders and policy makers?

First, learn to foresee the future using structured foresight methods. And second, keep your "head above the clouds, but feet firmly on the ground." Vision must be grounded in real-world needs. Without both, no leadership can succeed.

## Rapid Fire with Prof. Ranjan

### One book that changed your life?

**Vedic Mathematics** — It sparked my love for numbers at a young age.

### Most underrated Indian innovation?

**Brain-Computer Interface systems** — especially those we developed at a fraction of global costs but with limited commercial support.

### Proudest moment as a teacher?

**Whenever a student surpasses me** — especially those who chose the social sector inspired by our work.

### One field more scientists should focus on?

**Nuclear Fusion** — the future of clean, limitless energy.

### AI: Threat, Tool, or Opportunity?

**Definitely an Opportunity.** I even started making music videos with AI — and people now say I have a good voice!

## Closing Thoughts

Prof. Prabhat Ranjan is not just a scientist or educator — he is a futurist, a visionary, and a deeply human innovator. His work, from rural India to nuclear labs, from assistive tech to semiconductor engineering, is shaping India's future — one idea at a time. EP



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# TODAY, PRACTICAL SKILLS ARE NOT JUST DESIRABLE

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**Dr. Vikas Upadhyaya**
Head of Department, Electronics and Communications Engineering, NIIT University, Neemrana

"Gone are the days when a faculty member's role was just to teach in the classroom and leave," says **Dr. Vikas Upadhyaya,** Head of Department, Electronics and Communications Engineering, NIIT University highlighting a powerful shift in the role of educators in shaping future technologists. In this interview, Dr. Upadhyaya—Associate Professor at NIIT University and a mentor to multiple industry-backed student innovations—discusses with Education Post's **Prabhav Anand** about the evolving landscape of engineering education. From redefining Very-Large-Scale Integration (VLSI) curriculum to embracing simulation-physical hybrid models and embedding research from the second year onward, he provides a blueprint for integrating theory with real-world applications. The conversation also talks about the ethics in AI, interdisciplinary startup ecosystems, and the transformative power of mentorship. Dr. Upadhyaya's vision offers not just commentary, but direction for institutions striving to align with India's strategic tech missions while cultivating agile, innovation-driven graduates.





**Q With your deep involvement in VLSI design and real-world student projects, how do you see Indian engineering curricula evolving to close the gap between theoretical knowledge and industry-grade implementation–especially in high-precision domains like semiconductor design?**

I'd like to begin by saying this gap between theoretical knowledge and practical application isn't new—it's been part of engineering education for decades. However, what's changed drastically in the 21st century is the pace and complexity of technological evolution. Especially in domains like VLSI and semiconductor design, we're seeing a level of innovation and precision that we've never experienced before in human history.

Given this rapid advancement, the expectation from an engineering graduate has also transformed. Today, it's no longer enough for students to just grasp theoretical concepts—they must know how to apply them. Practical skills are now not just desirable; they're essential.

In most engineering curricula, including ours at NIIT University, every course traditionally comes with an associated lab. But what's encouraging is that these labs themselves are evolving. It's not just about doing an experiment anymore—it's about thinking innovatively, solving real-world problems, and in many cases, integrating multiple disciplines into a single project.

We now see more project-based learning, where students go beyond the scope of a textbook or a single subject. They're expected to think critically, collaborate, and innovate—skills that align much more closely with industry expectations. And in high-precision fields like VLSI, this hands-on, integrated approach makes a world of difference in bridging the gap between classroom learning and real-world application.

**Q UGC has also implemented a policy regarding the Professor of Practice (PoP), which is based on industry experience. What are your thoughts on this?**

I think it's a very welcome move. Professors of Practice bring real-world industry experience directly into the classroom, which significantly enhances students' practical learning. In academia, we now have two strong pillars—academic researchers and industry practitioners. While researchers contribute to theoretical depth, PoPs add the applied perspective. This dual support helps shape students' thinking in both innovative and implementation-driven ways, especially when it comes to hands-on lab work and real-world problem solving.

**Q You've guided projects that received backing from premier institutions like DRDO. What do you believe are the core qualities in mentorship that foster a culture of breakthrough innovation at the undergraduate level?**

Today, I believe the role of a faculty member goes beyond delivering knowledge—we're here to *inspire*. When I involved second-year students in a DRDO-supported project, the work naturally became multidisciplinary—combining optical communication, electronic devices, circuit design, and more. That kind of integration is powerful.

As mentors, our job is to present real challenges to students—not just answers—so they're motivated to solve problems. And more importantly, we must encourage curiosity. When students start asking the right questions, that's when true innovation begins.

**Q As India pushes forward with semiconductor self-reliance under initiatives like "India Semiconductor Mission," how should engineering institutions reimagine VLSI education beyond traditional CAD tools to meet this strategic national vision?**

Traditionally, India's role in VLSI was largely focused on testing rather than design. But with the India Semiconductor Mission and strong industry collaboration, we're now seeing progress in *fabrication* as well.

This shift means VLSI education must evolve. It's no longer enough to teach just CAD or EDA tools for design and synthesis—we now need to prepare students for the *fabrication side* too. That requires building the right infrastructure, even at the university level, to simulate real fabrication environments and support hands-on learning aligned with the national vision.



**Q In an era where digital simulation often replaces physical prototyping, how do you strike a balance between hands-on experimentation and virtual design environments when training students in electronics and robotics?**

We're training students in electronics and robotics here, and when we look at current trends—especially in robotics—we see the growing use of *digital twin* technology. In this, we simulate the entire environment where the robot will operate, test everything virtually, and only then move to deployment.

But deploying directly into the real world is never a good idea. That's where the balance comes in. Whether in academia or industry, the first step is simulation—where the risk of failure is low. But once that's done, we must take the next step: *prototyping and product development*. The simulation must be converted into a real, meaningful application, tested on the ground. Only then can it evolve into a usable product.

**Q Considering your work on sensor-based automated vehicle detection, how do you address the ethical dimensions and privacy implications of deploying image processing and AI in surveillance and smart infrastructure?**

The kind of work we did was essentially in the public domain—detecting vehicles on roads—which means it involves public spaces. So placing surveillance cameras there cannot really be called unethical.

However, when we move into AI, especially areas like computer vision and machine learning—which I've been working on—the ethical dimension becomes more critical. In such applications, *user consent* must be taken, and that's where ethics come into play.

You'll notice that wherever CCTV cameras are placed, there's usually a sign indicating that the area is under surveillance. That transparency is important. Also, AI systems shouldn't be a *black box* to the user. The process of how data is being collected and used should be open and understandable. That's something we're experiencing now and definitely need to take seriously.

**Q Your mentorship spans electronics, robotics, and image processing. In your view, how can universities foster truly interdisciplinary project ecosystems without diluting domain depth–especially in rapidly converging tech spaces?**

If I talk about my own research journey, I started in VLSI, then moved into computer vision, machine learning, and working with different sensors. This transition helped me develop a broader perspective—using technologies from one discipline in another. That's exactly the kind of approach we're encouraging here at the university.

We're incubating several student-led startups on campus, and I'm actively contributing in that space too. The idea is to build *interdisciplinary teams*—bringing together students from computer science, electronics and communication, and even those with an understanding of management.

This kind of ecosystem—where domain expertise is combined rather than diluted—is the reason we've seen successful innovations emerge, even though the university was only established in 2009.

**Q Given NIIT University's model of integrating sustainability, innovation, and technology, how do you see the role of a professor evolving in shaping not just curriculum, but student mindsets and future tech leadership?**

This is something I was trying to highlight earlier. Gone are the days when a faculty member's role was just to teach in the classroom and leave. In the 21st century, students are looking more for *mentors* than traditional teachers—because knowledge is now available everywhere, whether it's Google or AI-based systems.

So, as a faculty member, I see my role as presenting *problems* to students—challenges that make them think, apply their minds, and evolve in their understanding. And while we encourage interdisciplinary learning, we must ensure that the *foundation* is very strong. Only with a solid base can students confidently move from one discipline to another without losing depth.

**Q What institutional or pedagogical changes do you believe are essential to nurture a stronger research mindset in undergraduate engineering students, especially those entering core domains like electronics and embedded systems?**

Developing a research-driven mindset shouldn't be something we wait to introduce in the third or final year, which has been the traditional approach in engineering. Things are changing now.

At NIIT University, for example, we start involving students in research right from the undergraduate level. Recently, I worked on a consultancy project with a company in Maharashtra, where we developed a computer vision-based system for a biomedical application. The students involved with me were in their second and third years of engineering.

This early involvement helps students not only understand research better, but also prepares them for the industry from day one. They learn how to apply research and also how to build products and processes—skills that are crucial when they step into the professional world.

**Q Like artificial intelligence, including chatbots and GPT, there are many AI tools that are commonly used today. For tech students interested in entrepreneurship or starting their own startups, what advice would you give? What important factors should they keep in mind to succeed in their entrepreneurial careers and ventures?**

The role of AI, in my view, is similar to the advent of computers. When computers first emerged, it became essential for everyone to learn how to use them in order to perform meaningful tasks and enhance their capabilities. We are experiencing a similar shift with artificial intelligence today. Regardless of the field—be it engineering or another domain—having a basic understanding of AI is becoming crucial.

Whether using platforms like ChatGPT or exploring entrepreneurship and innovation, it's important for everyone to familiarize themselves with these tools. However, I would like to offer a word of caution: while it's beneficial to utilize AI, one must be careful not to let it stifle your creative thinking. Instead of merely typing a prompt and copying the response, treat AI as a helpful resource. Use it for guidance and information, and then apply your own innovative ideas to build upon that foundation. EP



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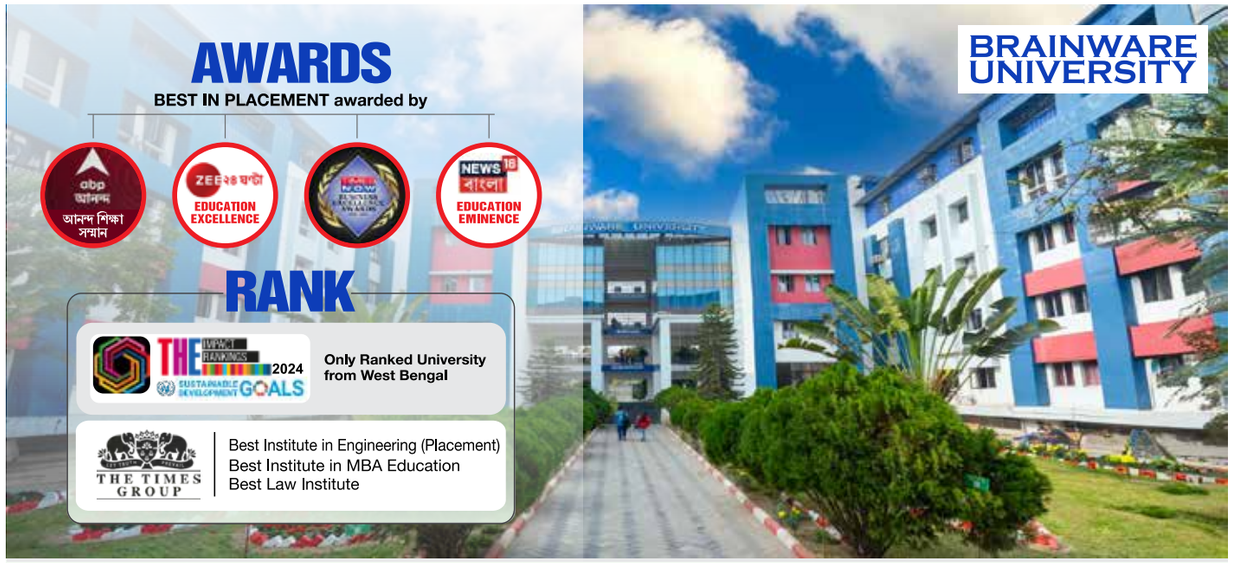



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# MICROSCOPY IS NO LONGER ABOUT MAGNIFYING

## IT'S ABOUT SEEING THE UNSEEN, IN SMARTER WAYS

**Amarjeet Singh Tak**
Head Research and Microscopy, ZEISS India

In an era where microscopy is no longer confined to magnifying the unseen but is evolving into a fusion of AI, digital workflows, and real-world problem-solving, the urgent need to reimagine science education is clear. From the lack of access to high-end tools in academia to the industry's demand for application-ready talent, the gaps are many—but so are the solutions. In this thought-provoking interview, **Amarjeet Singh Tak**, Head of Research and Microscopy at ZEISS India, explores how stronger academia-industry partnerships, co-developed curricula, and hands-on learning can revolutionize research in India.

Speaking to Education Post's **Prabhav Anand**, he emphasizes, "Microscopy is no longer just about magnifying small things—it's about seeing the unseen, in smarter ways." He also touches on the importance of emotional intelligence and mentorship in science, noting, "A microscope can show you the structure of a material, but it takes emotional intelligence to see the structure of a team." The conversation offers a compelling roadmap for integrating innovation, mindset, and collaboration into the future of Indian scientific education.





**Q As a leader in the microscopy domain with deep engagement in industrial research and diagnostics, how do you perceive the current gap between academia and industry in microscopy education and R&D in India? What steps can bridge this divide effectively?**

There's no denying the gap is real and visible. While India has a large base of bright students and researchers, access to high-end microscopy tools and real-world industrial problems is limited in academia. On the other side, industry often struggles to find talent that's ready to work on cutting-edge, application-driven research from day one.

To bridge this divide, we need stronger partnerships between academia and industry. At ZEISS, we're already collaborating with several institutions through our Centres of Excellence, where students not only get access to advanced microscopy systems but also gain hands-on exposure to industry projects. We need more public-private models, internship-driven curricula, faculty-industry immersion programs, and even co-developed elective courses. The more academia and industry co-create, the smaller the gap becomes.

**Q With increasing integration of AI, digital workflows, and non-destructive analysis in microscopy, how should Indian higher education institutions update their science and engineering curricula to stay relevant for the industry of tomorrow?**

Microscopy is no longer just about magnifying small things, it's about seeing the unseen, in smarter ways. Today, AI can detect features in a sample faster than a trained expert, digital workflows enable remote collaborations, and non-destructive techniques allow real-time inspection without damaging the sample. This is where the future lies.

Our education system must reflect this shift. Institutions need to introduce modules on AI and image analytics specifically for microscopy, cloud-based data management, and practical training on interdisciplinary techniques like correlative microscopy. Exposure to industrial case studies say, how semiconductors are inspected or how biological samples are digitally reconstructed can bring immense value. The curriculum must evolve from theory-heavy to application-rich.

**Q Given your extensive work in promoting innovation and your insights into India's demographic and defense R&D challenges, how can India harness its young scientific talent pool to emerge as a global hub for advanced material and biological research using microscopy?**

India has a unique advantage: a young population that's curious, ambitious, and digitally savvy. To convert this into global leadership in materials and biological research, we need to give our talent the right ecosystem.

First, access to students and early-career researchers must be exposed to high-end tools, especially in Tier-2 and Tier-3 cities. ZEISS is working with many government and private institutions to decentralize access to world-class microscopy solutions.

Second, mentorship our scientists needs guidance on how to ask the right research questions and link their work to societal or industrial impact. And third, global exposure collaborative programs with international labs and publishing in peer-reviewed journals should be incentivized. If we enable this, India can not only keep pace but lead.

**Q You've blended business strategy with scientific thinking and even elements of mysticism. Do you believe our current education system encourages such interdisciplinary thought? If not, how can we foster this mindset in young researchers and educators?**

Frankly, not yet but we're getting there. Our education system traditionally boxed students



into silos: science, commerce, or arts. But the most transformative ideas happen at intersections when biology meets data science, or when physics borrows from philosophy.

To foster this mindset, we need to reimagine how we teach. Let students question, explore, and connect. Bring guest speakers from different walks of life, encourage cross-departmental projects, and let art students work with engineering prototypes. At ZEISS, I often speak to young teams about how business intuition, scientific rigor, and a sense of wonder call it mysticism can co-exist. It's not about diluting depth but expanding horizons.

**Q In your leadership journey across B2B and B2C domains, what have you observed about the role of institutional collaboration between med-tech companies like ZEISS and educational institutes in shaping real-world, application-oriented learning experiences?**

Collaboration isn't just a buzzword, it's a necessity. When institutions open their doors to industry partners, the results are tangible: students work on real samples, not just textbook examples; they solve problems that matter to healthcare, agriculture, or defense sectors; and they learn to think in terms of outcomes, not just marks.

ZEISS has co-created programs with medical colleges where students analyze pathological slides using AI-enabled microscopes, and with engineering colleges where material defects are traced to production design. These collaborations help students understand how theory transforms into impact. And for companies like us, it brings fresh thinking and long-term relationships.

**Q As someone invested in coaching and leadership development, what role do you think mentorship and emotional intelligence should play in shaping India's next-generation scientific leaders, especially in tech-driven domains like life sciences and material research?**

A microscope can show you the structure of a material, but it takes emotional intelligence to see the structure of a team, a problem, or a possibility. Science may begin in the lab, but leadership begins within.

Mentorship plays a crucial role here. It's not just about guiding someone's career it's about nurturing their confidence, resilience, and ethical compass. Emotional intelligence helps our young scientific minds manage complexity, collaborate across disciplines, and stay curious even in the face of failure.

We need to institutionalize mentorship to make it part of PhD programs, research labs, and even corporate internships. At ZEISS, we actively mentor young talent, not just in technology but also on mindset. Because the future of science isn't just smart, it's human.



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# THE FUTURE OF EDUCATION LIES IN **OUTCOME-BASED, FINANCIALLY INCLUSIVE, WORK-INTEGRATED LEARNING MODELS**

**Mr. Kuldip Sarma**
Co-Founder & Pro-Chancellor, Medhavi Skills University, Sikkim

*"We are not just awarding degrees; we are creating social mobility and dignity of labor."* This powerful vision, shared by **Mr. Kuldip Sarma**, Co-Founder and Pro-Chancellor of Medhavi Skills University (MSU), sets the tone for a transformative approach to higher education in India. In an exclusive conversation with *Education Post*'s **Prabhav Anand**, Mr. Sarma speaks about how MSU is reshaping the education-employment interface through its pioneering "Learn & Earn" model, integrated on-the-job training, and globally benchmarked pedagogy.

With strategic collaborations spanning the defence sector to global certifying bodies, his leadership reflects a rare fusion of social entrepreneurship and policy-level impact. "The future of education lies in outcome-based, financially inclusive, and work-integrated learning," he affirms. From driving rural student empowerment to enabling international mobility, Mr. Sarma's journey exemplifies a bold new paradigm in skill-based education.





**Q Medhavi Skills University is known for redefining the interface between education and employability. How do you see the university education ecosystem evolving in the next decade, especially in terms of 'learning-to-earning' models?**

Medhavi Skills University has already established robust 'learning-to-earning' pathways through integrated On-the-Job Training (OJT) and long-term internships, enabling students to earn while gaining industry experience. The next step is deepening this model by co-creating curricula with industry partners and expanding sector-specific apprenticeship degrees. As the future of education leans toward outcome-based learning, MSU is driving the evolution by aligning academic credits with real-time workplace performance. With our students engaged in active OJT across sectors like healthcare, IT, and logistics, we are redefining higher education to be more responsive, employability-focused, and financially inclusive.

**Q You've forged significant partnerships with defence forces and public sector units – a rare move for a private skills university. What strategic gaps in the traditional university system are you addressing through these collaborations?**

Our partnerships with the defense forces and public sector units stem from a deep commitment to nation-building. We focus on empowering uniformed personnel, veterans, and their families through outcome-driven skilling and academic pathways aligned with their service experience. These collaborations ensure dignified second-career opportunities and support economic resilience for those who have served the nation. Rather than addressing gaps in traditional education, our model complements national priorities by integrating work-integrated learning and recognizing real-world experience—honoring service while enabling lifelong learning and professional growth.

**Q India is witnessing a surge in private universities, yet very few focus on 'social impact' in real terms. What does social entrepreneurship in the context of higher education mean to you, and how is Medhavi operationalizing it?**

At Medhavi Skills University, social entrepreneurship in higher education means democratizing access to quality, employment-linked learning for underserved communities. We are operationalizing this by integrating education with work through our unique "Learn & Earn" model, which enables students from rural or low-income backgrounds to gain industry-relevant skills while earning a livelihood. Our programs are co-designed with employers, ensuring 100% placement-linked pathways. MSU is not just awarding degrees; we are creating social mobility and dignity of labor. This is our commitment to impact, building a workforce that uplifts not just individuals, but entire communities.

**Q In your experience advising NSDC and collaborating with 22+ state governments, what are the top three policy-level blind spots that still hinder scalable, skill-based university education in India?**

From my experience with NSDC and various state governments, three major gaps still hold back the growth of skill-based university education in India:

1. **Lack of Integration Between Vocational and Academic Systems:** Even after NEP 2020, skill-based and academic education still run on separate tracks. There's no easy way for students to move from skill training to degrees, which limits their career growth.
2. **Slow Implementation of the National Credit Framework (NCrF):** Though the NCrF is meant to allow students to earn and transfer credits from different learning formats, most states and institutions haven't fully adopted it. So, the system doesn't yet support flexible and lifelong learning.
3. **Weak Industry Incentives for Work-Based Learning:** Industries are still hesitant to offer real, work-integrated learning opportunities. There's a lack of clear financial support or policies that reward them for partnering with universities to train students on the job.

To truly scale skill universities, we need better coordination between education and skill departments, smoother credit transfer systems, and stronger industry partnerships.

**Q The idea of 'international equivalency' is gaining traction, especially among Indian students looking for global mobility. How has MSU's approach to pedagogy ensured global recognition, and what challenges did you overcome to achieve this?**

At Medhavi Skills University (MSU), we view international equivalency as essential for empowering Indian youth with global work mobility. Through our Skill Hub for International Employment (SHINE) initiative and our role as an authorized centre for exams like IELTS, TestAS, TestDAF, Pearson VUE, TORFL, ALPT, and more, we integrate globally recognized assessments into work/apprenticeship integrated pathways.

Our pedagogy blends industry-aligned curricula with international testing, ensuring students graduate with credentials valued worldwide. This approach has enabled




MSU learners to pursue training and employment abroad with greater confidence and credibility.

Overcoming regulatory complexities and infrastructure demands, we built a scalable and secure testing ecosystem by partnering with top global certifying bodies/Universities. Today, MSU stands as a bridge between Indian aspirations and global standards, equipping students not just to qualify but to compete internationally.

**Q The Medhavi Aspire program operates across 50+ disciplines. In a time when micro-credentials and nano-degrees are becoming popular, how do you ensure these offerings are not just trend-based but truly transformative for employability?**

In today's dynamic job market, true employability stems from strategic workforce development. As the industry outreach arm of Medhavi Skills University, Medhavi Aspire plays a pivotal role in this transformation. By offering compliance-free, cost-effective HR and skilling solutions, including training, manpower outsourcing, and payroll management, we help industries save significantly while building a reliable talent pipeline. Through government-backed skill development projects, companies can onboard student trainees as agile, job-ready resources. Backed by a specialized team with deep industry expertise, we empower businesses with productive, future-ready manpower, ensuring our solutions are not just services, but catalysts for sustainable workforce growth.

**Q You were recently honoured with the Global Entrepreneurship Award for Social Impact. Could you walk us through a moment – perhaps a student story or a community breakthrough – that captures what this recognition truly means to you?**

Receiving the Global Entrepreneurship Award for Social Impact is a humbling recognition of our mission at Medhavi Skills University, to nurture entrepreneurs who become job creators and leaders of tomorrow. One story that truly captures this vision is that of H. Lalchhandama from Aizawl. At just 22, he transformed his dream of owning a restaurant into reality after undergoing training at our Aizawl centre. With hands-on experience in customer service, food and beverage skills, and real-world internships, he gained the confidence to start his own multi-cuisine restaurant. Today, he not only runs a thriving business but has also earned the respect of his community, serving his food at government events. His journey exemplifies the kind of impact we aim to create i.e empowering young minds with skills, self-belief, and the ability to give back to their communities through entrepreneurship.

**Q There's often a perceived disconnect between academia and industry. From your partnerships with corporates like Maruti Suzuki, HDFC, and AEQUS, what lessons should traditional universities draw to remain relevant and future-ready?**

We believe the future of higher education lies in outcome-based, industry-integrated learning. Under the Medhavi Foundation (the parent body of MSU), our partnership with the NASSCOM Foundation is skilling over 10,000 college students in their second and final year, preparing them with future-ready digital and professional competencies. Upon completion, these students gain access to upgraded academic programs that lead to improved employability. Similarly, through HDFC Parivartan (A CSR project allocated to Medhavi Foundation), we're driving inclusive education and social development by integrating life skills and community-focused learning. These initiatives showcase a shift from degree-centric to skills-first models. Traditional universities must take note that relevance in the 21st century depends on the ability to adapt, collaborate with industry and civil society, and deliver programs that align with both current job market needs and future societal challenges. Universities must evolve from knowledge providers to career enablers to truly remain future-ready. EP



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# WE'RE PREPARING STUDENTS FOR JOBS THAT DON'T EXIST YET

**Prof. Maneek Kumar**
Dean, School of Engineering and Technology, BML Munjal University, Gurugram

At BMU, experiential learning is not a slogan or a buzzword — it's our academic DNA," asserts **Prof. Maneek Kumar**, Dean of the School of Engineering and Technology at BML Munjal University (BMU). In a candid and thought-provoking conversation with Education Post's **Prabhav Anand**, Prof. Kumar unpacks how BMU is dismantling traditional silos in engineering education and rebuilding them with interdisciplinary, future-ready frameworks. From integrating AI into core engineering programs to collaborative projects with medical institutions for real-world impact, he emphasizes that "students are treated as creators and collaborators, not passive recipients."

The interview explores how BMU blends physical and virtual labs, reimagines assessments, and instills innovation portfolios as new benchmarks of success. As Prof. Kumar notes, "We're preparing students for jobs that don't exist yet." This conversation is a must-read for anyone passionate about the evolution of engineering education in India and beyond.





**Q BML Munjal University emphasizes experiential learning inspired by the legacy of the Hero Group. From a Dean's perspective, how do you ensure this vision gets effectively translated into engineering pedagogy and not just marketing rhetoric?**

At BMU, experiential learning is not a slogan or a buzzword — it's our academic DNA. Inspired by the university's founding principles and Hero group's legacy of inspiring innovation and inculcating entrepreneurial mindset, we embed real-world challenges into the curriculum. This is achieved through live industry projects, industry-immersion through practice school, design thinking hackathons and sprints, and co-teaching by industry professionals.

Our students work closely with mentors from leading companies like MG motors, Siemens, Nebula9.ai, to name a few, gaining exposure to the emerging technologies and practical problem-solving. These collaborations ensure that learning is deeply contextualized in current industry needs.

Our faculty development programs equip educators to facilitate labs, fieldwork, and simulations that mirror professional environments. Success is measured not just by grades, but through innovation portfolios, peer-reviewed projects, and startup incubations—ensuring that the vision of experiential learning is not merely promoted, but lived and evaluated in every classroom and lab.

**Q In an age where AI is redefining job roles even before students graduate, how is your curriculum future-proofed to tackle these rapid disruptions, particularly in core engineering disciplines like mechanical or civil?**

We're rethinking and reengineering engineering education to prepare students for jobs that don't exist yet. At BMU, even in foundational core disciplines like Mechanical and Electronics Engineering, we've integrated AI, Data analytics, Digital twin technologies, and IoT into the core curriculum, and the students of Computer science too are exposed to basic elements of the core engineering disciplines. Our approach ensures that students aren't just learning traditional concepts or learning in silos of their own discipline—they're engaging with the tools and technologies across disciplines that define the future of work, which has become more multi-disciplinary.

To keep our programs future-ready and industry-aligned, we actively consult with domain experts through our Industrial Technical Advisory Board. This diverse pool of professionals from companies like Siemens, Nebula9.ai, and RNSEL helps us co-design curricula, update learning outcomes, and identify emerging skills across industries. Our AI in Core Engineering vertical ensures that automation, intelligence, and interdisciplinary application are not electives—they are essential components woven into every learning track. AI herein is not just taught as a tool, but the students are made to debate and understand the ethical aspects of its use too.

**Q Engineering education in India often faces criticism for producing degree-holders, not problem-solvers. What structural or philosophical reforms have you implemented at BML to bridge this gap?**

We've implemented both structural and philosophical reforms to shift from rote learning to problem-based, outcome-driven engineering education.

**Structurally, we have:**

- Introduced a T-shaped learning model, combining deep domain expertise with broad interdisciplinary skills like systems thinking, ethics, team-work and communication.
- Reformed assessment to go beyond exams, incorporating open-ended challenges and hackathons, live design projects, industry-problem solving, and capstone projects that tackle real-world



societal or industrial issues.

- Created platforms for students to lead and organize hackathons and innovation sprints, which are embedded into the academic calendar and supported by faculty and industry mentors.

**Philosophically, we emphasize:**

- Learning by doing, not memorizing—reflected in every course design.
- Treating students as creators and collaborators, not passive recipients, thereby ensuring active learning happens.
- Embedding a culture of responsibility, impact, and innovation in how we define engineering success.

This dual reform approach ensures that our graduates are equipped with strong technical foundations and real-world problem-solving mindsets—prepared not just for today's industry needs, but tomorrow's challenges.

**Q You've spoken in the past about the importance of interdisciplinary learning. How do you create meaningful intersections between engineering, business, and liberal arts at BML Munjal? Could you share a real example where this approach led to tangible student outcomes?**

Interdisciplinarity at BMU isn't theoretical—it's institutional. Our students and faculty from Engineering, Management, Liberal Arts, and Law collaborate on real-world challenges that lie at the intersection of technology, society, and policy. The undergraduate engineering students, in addition to the flexibility to select majors as a part of their core-specialization, can also opt for minors and open-electives from other schools and disciplines to give them a widened view of the technology horizon. This not only complements their technical skills, but also helps them with an understanding of working in diverse teams. Such meaningful engagement is not just limited to the four-walls of the university, it extends beyond.

For instance, through a collaboration with Dayanand Medical College & Hospital (DMC&H), BMU faculty and students are co-developing a mobile application for the early detection and prognosis of Autism Spectrum Disorder. This project blends AI algorithms, user interface design, and medical expertise, demonstrating how computing and healthcare can merge to create impactful diagnostic tools.

Similarly, in partnership with Sankara Nethralaya Eye Hospital, our students are working on predicting surgical outcomes in retinal procedures using a multi-stage deep learning approach. Such initiatives not only sharpens students' machine learning skills but also deepens their understanding of how data-driven insights can transform clinical decisions in ophthalmology.

**These efforts complement a wide range of interdisciplinary courses:**

- **Liberal Arts + AI:** Digital Storytelling, Human-Computer Interaction
- **Business + AI:** Predictive Analytics, AI in Supply Chain
- **Law + AI:** Legal Tech, IPR in the Age of AI

Whether it's building an AI-powered mental health chatbot or applying deep learning to improve surgical outcomes, our students learn to solve, communicate, and scale innovations that matter. That's interdisciplinarity in action—built into the structure of BMU's academic vision.

**Q How do you evaluate the relevance of lab work in today's hybrid education model? Are virtual labs a compromise, or do you see them evolving into legitimate, scalable tools for engineering training?**

We view virtual labs not as a compromise, but as a complement. While physical labs build muscle memory and hands-on intuition, virtual labs offer repeatability, remote access, and integration with simulation tools. At BMU, we've created a hybrid lab ecosystem where students can run experiments online, validate them physically, and analyze results using AI-powered analytics—mirroring how modern R&D works across geographies

**Q At a time when global collaboration is becoming non-negotiable in R&D, how is the School of Engineering and Technology cultivating a global outlook—be it through partnerships, exchanges, or curriculum innovation?**

Global collaboration is a core strategic pillar at BMU, woven into our vision for future-ready, globally aware engineers and innovators. Our partnerships span leading universities, research organizations, and industries across the world.

We have active collaborations with top institutions such as Newcastle University (UK), Birmingham City University (UK), Milwaukee School of Engineering (MSOE), University of Leeds, and a cultural-educational MoU with the Okinawa-India Friendship Association (Japan). These partnerships enable joint research, faculty and student exchange, and collaborative course design that brings global insights into our classrooms and labs.

Industry and institutional alliances with global leaders like Asian Association of Transfusion Medicine (AATM), Siemens, Reliance New Solar Energy Ltd., Metalman Fabtech LLP, and Nebula9.ai, Visionify, allow our students and faculty to work on real-world problems through internships, innovation labs, and co-mentored projects.

Through initiatives like the Global Grand Challenges, hackathons, Seminars, BMU students engage with multicultural teams on worldwide issues such as climate resilience, healthcare, and responsible

AI. Our programs are infused with globally benchmarked case studies, international immersion and internships, and virtual exchange modules, ensuring students gain a global mindset alongside technical competence.

This commitment ensures that BMU graduates are not only industry-ready but also globally relevant, culturally fluent, and ethically grounded.

**Q There's a quiet shift from traditional placements to entrepreneurial mindsets in top engineering institutions. How do you mentor or identify students who show startup potential, and what kind of ecosystem have you built around them?**

At BMU, we don't wait for the final year to talk about entrepreneurship—we seed it from the first semester itself. Through foundational courses like 'Joy of Engineering' and 'Design Thinking', students begin by identifying pressing societal problems and conceptualizing solutions. Many of these classroom ideas evolve into proof-of-concepts (PoCs) and, some eventually, into viable startups. The projects with potential are seed-funded by the school to help them prototype their ideas and engage in market studies. A few of the seed funded projects like Smart Eye, which is developing low cost assistive technologies to empower the visually impaired, has already got good market recognition and have been featured by Media Brief and Data Quest.

Our students participate in pitch days, maker spaces, and live innovation challenges, while being mentored by industry experts, startup founders, and investors. We conduct regular workshops, hackathons, and entrepreneurial seminars to instil a creator's mindset and practical business thinking.

To support student-led innovation, BMU has a policy that allows students to pursue their startups alongside their academic journey, recognizing that learning happens both inside and outside the classroom. This flexibility is a crucial enabler for early-stage founders.

**We've built a robust startup ecosystem with support for:**

- Seed funding opportunities for prototyping and market analysis
- IP and product development mentorship
- Access to Hero Group's venture network and external investors

This multi-pronged approach ensures that entrepreneurship at BMU is not a side activity—it's a mindset, a curriculum, and a culture. Our goal is to graduate not just job seekers, but job creators and innovation leaders.

**Q Finally, looking ahead five years, what is your biggest bet on the evolution of engineering education in India—and what is BML Munjal University doing today to be ahead of that curve?**

Our biggest bet? That the future of engineering in India will be human-centered, AI-powered, sustainability infused, Bio-inspired and ethically grounded. As technology permeates every aspect of life, India will need a new generation of engineers—those who not only innovate but also build inclusively, think critically about automation, and operate confidently and ethically within global and societal systems.

**At BML Munjal University, we're already laying the foundation for this transformation through:**

- Ethics-integrated skill-powered tech education that ensures students grapple with the moral dimensions of innovation.
- Cross-disciplinary minors that allow cross-pollination between engineering, liberal arts, business, and law.
- AI Centres of Excellence and industry-aligned labs, such as those supported by Hero Motocorp, Siemens, Shell, AATM, and Reliance New Solar Energy Ltd.
- Personalized learning paths, where students chart their academic journeys based on interest, aptitude, and career goals.

We believe the best way to prepare for the future is to actively shape it—and that's exactly what we're doing.



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# WE FOSTER A CULTURE IN WHICH AMBITION STEMS FROM VALUES, NOT EGO



**Dr Silpi Sahoo**
Chairperson, SAI International Education Group

"We are not just educating children to make a living—we are educating them to live life meaningfully and joyfully." With this guiding philosophy of late Founder Dr. Bijaya Kumar Sahoo, **Dr. Silpi Sahoo,** Chairperson of SAI International Education Group, continues to transform the landscape of Indian education by embedding happiness, empathy, and purpose at the heart of learning. In an inspiring conversation with *Education Post's* **Prabhav Anand**, she opens up about how SAI International, SAI Angan, and SAI International Residential School are redefining academic excellence through a holistic, child-centric approach.

From initiating over two dozen vocational clubs that align with NEP 2020, to organizing transformative student-led platforms like SAIMUN, SAITED, and UNWIND, Dr. Sahoo speaks about empowering students to lead with intention and compassion. "We foster a culture in which ambition stems from values, not ego," she says. Her leadership reflects a deep commitment to developing not just bright minds but kind, resilient, and globally conscious individuals. Through immersive learning, mentorship systems, and happiness curricula, Dr. Sahoo's vision is shaping not just classrooms—but futures.





SAI International
SAI International Education Group

**Q You've often spoken about creating a learning environment that nurtures happiness, purpose, and emotional well-being alongside academic excellence. At SAI International, SAI Angan, and SAI International Residential School, how do you ensure that this ethos is not just aspirational but actively embedded in day-to-day classroom experiences? Could you share examples where this approach has positively impacted student engagement and performance?**

Our beloved Founder, Dr. Bijaya Kumar Sahoo, would frequently say, "We are not just educating children to make a living, we are educating them to live life meaningfully and joyfully." This belief informs teacher training, planning in the classrooms, and design in assessments. All teachers are attuned to teach hearts before they teach minds. Essentially, happiness, purpose, and emotional balance aren't extracurricular at SAI—they are woven into the very essence of how and why we teach.

There is a fine line between being aspirational and aspirational in a manner which overpowers or distorts one's self worth. At SAI International, SAI Angan, and SAI International Residential School, we tread this line very carefully and sensitively. Our goal is not to drive children into a competition, but to guide them to reach for something more than individual achievement—to reach with intention, compassion, and vision for the world that they serve.

We foster a culture in which ambition stems from values, not ego. Whether through project based education that solves authentic problems, leadership experiences that emphasize teamwork rather than competition, or emotional health initiatives that develop resilience, we teach our students to aspire big but with both feet on the ground and their hearts in the right place. It is not only our privilege but also our responsibility as teachers to ignite ambition, but to forge character, so that every child's dream works towards more good, not stress. In this way, we make sure that the ethos of excellence accompanies delight and dignity.

Happiness at SAI Angan, SAI International, and SAI International Residential School is not a respite from learning, it is integral to it. From mindfulness rituals and morning circles that emotionally ground the students, to the carefully designed Happiness Curriculum that fosters empathy and resilience, each day is a place to learn and develop both intellectually and emotionally. An important aspect of this is the Happiness Club, which is up and running in all classes, through which students practice reflective exercises, gratitude journals, expressive arts, and respectful peer discussions that emphasize emotional well-being. Complemented with choice-instruction projects, wellness centers, and celebration of each child's strengths, this approach has resulted in enhanced student motivation, confidence, and enjoyment of learning.

**Q SAI has implemented over two dozen clubs—ranging from TV production and fine arts to Banking & Insurance and Beauty & Wellness—fully echoing NEP 2020's emphasis on vocational learning. How do you evaluate the long-term impact of these programs on students' career readiness and life skills? Do you have alumni success stories that illustrate this holistic, vocational-embedded approach?**

Vocational learning is critical at SAI International to prepare students for post-academic life. As aligned with NEP 2020, we have added more than two dozen clubs- from TV production and fine arts, to environment and AI, providing students with real-world exposure and practical know-how. They enhance confidence, creativity, and career preparedness. The effect is evident, alumni have started businesses, become AI specialists in leading companies, some of them are part of national media organizations, and entered industries such as fintech and design, many times inspired by what they did in school. These lessons not only inform careers, they inform purpose filled lives. Our alumni Nikita and Nishita Baliarsingh, Nexus Power

Founders are Forbes Under 30, dynamic leaders, and sustainability supporters.

**Q Events like SAIMUN, SAITED, and UNWIND have grown into platforms that nurture leadership, entrepreneurship, and critical thinking. As Chairperson, how do you support students in taking ownership—from ideation to execution? What systems are in place to measure their growth through these initiatives, and how have these events evolved under your stewardship?**

Such events as SAIMUN, SAITED, and UNWIND are so much more than school events, these are immersive, student-organized platforms that best demonstrate the NEP 2020 spirit and the very essence of 21st-century education. At my initiative, such programs have become more inclusive, entrepreneurial, and future-focused. At their heart lies a student-centric approach, where learners lead every phase, from ideation to execution, supported by systems like mentor feedback loops, self-assessment journals, and peer reviews. These tools don't just measure event outcomes. They reflect student growth in leadership, problem-solving, collaboration, and adaptability.

What makes these platforms truly transformative is the real world exposure they offer. We have had the privilege of hosting some of the world's most distinguished minds—Prof. Lewis Dartnell, TED Speaker and Scientist (2016); NASA Astronaut Dr. Jack D. Fischer (2017); Prof. Aliasgar Q Contractor and Angel Investor Dr. Srikanth Sundararajan (2018); Shri Sandip Das, Former Head of Reliance Jio (2019); Dr. Prashant Mohapatra, Vice Chancellor, UC Davis (2021); and more recently, Shri Appavuraj Ramachandran, Chairman – CEPTAM, DRDO; Shri Athithan Gopalaswamy, Former DG, DRDO–CAIR; and Padma Shri Dr. S. Nambi Narayanan, Former Director at ISRO (2024).

At SAITED, student innovations walk hand-in-hand with entrepreneurs' showcases, with young minds engaging with scientists, entrepreneurs, and changemakers, gaining insight, mentorship, and the confidence to think outside the box. These events are not so much about planning and implementation, they are about transformation. They provide the confidence to lead, the ability to adapt, and most critically the unshakable faith that their voices, ideas, and actions have the power to create a better, brighter world.

**Q In forums such as SAITED 2024 and multisensory cultural initiatives (e.g. Dashavataar themes), you've advocated for immersive, experimentation-driven learning. How are SAI schools integrating such practices across age groups—from preschool to grade 12—and what underlying philosophy guides the transition between developmental stages?**

At SAI International, experiential and immersion-based learning is not an isolated practice, it is a seamless, age-compatible process that keeps progressing with the learner. Events such as SAITED, Confluence, and the SAI Olympics are exemplary instances of such philosophy in action. From highlighting student inventions, experiencing cultural confluence, or demonstrating sportsmanship through multi-disciplinary Olympic-type events, every platform provides a different avenue for students to learn by doing, experiencing, and leading.

In SAI Angan preschool, it starts with play-based, multisensory learning. Through music, movement, storytelling, art, and sensory exploration, children embed large ideas in happy and significant ways. Ideas like the Dashavataar aren't simply told—they're acted out, painted, danced, and emotionally related to, allowing children to develop a foundation of expression, empathy, and curiosity.

With increasing age, students move into primary and middle school where learning is more inquiry-based. Cultural and academic topics are developed through projects, real-world simulations, and interdisciplinary learning. Throughout experiences such as Confluence, students learn through cultural storytelling, thematic exhibitions, and collaborative performances that foster global empathy and creative confidence. Through the SAI Olympics, sports converge with science and strategy where children compete but also discover data analytics, teamwork dynamics, and the importance of resilience.

By high school, the process is student-directed and meaning-focused. In spaces such as SAITED, students develop and share authentic innovations, interact with entrepreneurs and leaders, and engage in challenging dialogue. Learning is problem-solving, prototyping, pitching, and developing skills for the real world. These activities are not after-school activities—they are integral to how students implement their knowledge and define their purpose. Unifying all of this is a philosophy of development that takes students from exploration,






through inquiry, to independence. At each step along the way, the question we ask is: What does the child require at this point—and how can we motivate them to take it further? By following this journey, learning becomes intensely individual and transformative. By the time a child graduates from SAI, they bring not only knowledge, but clarity, creativity, and the courage to excel in any part of the globe.

**Q SAI is recognized for global immersion programs, internships, and industrial visits that deepen students' learning. How do you balance these rigorous academic and experiential components with emotional counselling and flexible scheduling (post-pandemic)? What systems do you have to monitor student well-being and maintain resilience amidst heightened expectations?**

At SAI International, we think that education should develop the mind, body, and spirit equally. While our global immersion programs, internships, and industry visits expose students to real-world scenarios, they also foster flexibility, global citizenship, and cultural sensitivity, the skills necessary for students to thrive in today's interconnected world. These experiences enable learners to move beyond their comfort zone, practice cross-cultural conversation, and return home with increased perspectives and greater empathy.

To balance this exposure with academic rigor and emotional health, we adhere to the 8:8:8 model, 8 hours of intense academics, 8 hours of co- and extracurricular enrichment activities, and 8 hours of rejuvenating sleep. This framework lends itself to not only performance but also sustainable development. For our day boarding students, we are also careful that they get a good amount of time at home. That is why we strongly advocate for the responsibility of school and parents in partnership to guide, support, and elevate every child as a whole.

One of the pillars of our support system is the Mentor-Mentee Programme, where every student is paired with a mentor. Academic advice, emotional support, particularly during tests such as board exams, as well as monitoring individual development, is done by them. Whether it is academic intervention, motivation, or just someone to confide in, the mentor becomes a source of strength that can always be counted on.

This is also backed by trained councillors, emotional wellbeing dashboards, and a culture of normalising seeking help. What we do at SAI isn't just prep children for examinations—prep them for life. With balanced habits, purposeful exposure, trusted guidance, and compassionate care, we help each learner become a resilient, globally conscious, and confident leader ready to make an impact.

**Q Your addresses—such as at the Founder's Memorial Series and as Vice President of ARISE 2025—have emphasized compassionate, purpose-driven leadership and inclusive community building. How do you cultivate these values among educators and the SAIoneer community? Looking ahead, what initiatives are you nurturing to reinforce values like empathy, inclusion, and social responsibility among students?**

In the future, we are cultivating a variety of thoughtful initiatives that integrate empathy, inclusion, and social responsibility into daily learning. One such initiative is mentorship through dialogue, where students have rich conversations with teachers and peers and learn to explore multiple viewpoints and develop emotional strength.

Our Happiness Clubs, available in all grades, provide students with a secure, reflective environment to be themselves, engage in happy activities, and develop emotional intelligence. Moments of connection help students feel confident, kind, and connected.

Through CSR initiatives, students take part in active community development—whether through environmental movements, health and hygiene campaigns, or awareness drives. This allows them to put theory into practice, developing a strong sense of civic responsibility and purpose.

Our annual Founder's Memorial Lecture Series, open to both students and parents, reinforces our commitment to values-based learning. Over the years, we've had the honour of hosting eminent thought leaders like Devdutt Pattanaik, Amish Tripathi, and Dr. Prashant Mohapatra, whose insights have helped students reflect on mythology, identity, education, and purpose through a contemporary lens.

At SAI, our ambition is to develop leaders who not only think deliberately, but feel and act intentionally. EP




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# WE BELIEVE IN TRANSFORMING ENGINEERING EDUCATION INTO A MISSION-DRIVEN, IMPACT-ORIENTED JOURNEY

**Mr. Sudarshan Raju M**
Secretary of M.S. Engineering College, Bengaluru

At the heart of Bengaluru's thriving innovation ecosystem, M.S. Engineering College (MSEC) stands out not merely for academic excellence but for its powerful integration of technology, entrepreneurship, and social purpose. Under the visionary leadership of **Mr. Sudarshan Raju M,** Secretary of MSEC, the institution has emerged as a fertile ground for applied research, student-led innovation, and community-impacting engineering projects. Whether it's brain–computer interfaces or robotic langurs designed to solve urban challenges, the college exemplifies a mindset where innovation is anchored in empathy and practicality.

Spearheading the transformation from traditional pedagogy to outcome-based, interdisciplinary education aligned with NEP 2020, Mr. Raju has also championed student startups, international collaborations, and hands-on consultancy work that bridges academia with industry. His approach is not just about producing engineers—but shaping ethical innovators who are globally competent and locally rooted.

In this engaging conversation with Education Post's **Prabhav Anand**, Mr. Raju reflects on fostering a problem-solving culture, embedding global relevance, and building what he calls a "Shantiniketan of Technology."





**Q You've championed applied research like the brain–computer interface and robotic langur projects. How did you foster a mindset among faculty and students to continuously identify real-world problems and translate them into feasible engineering projects?**

At M.S. Engineering College, our approach to innovation is deeply rooted in relevance and realism. We constantly encourage our faculty and students to be problem identifiers before becoming solution providers. Through ideation bootcamps, mentorship forums, and close industry connect, we've built an ecosystem where innovation stems from lived realities. Projects like the Brain–Computer Interface and Robotic Langur were born out of student-led curiosity and structured mentorship. We reward interdisciplinary inquiry and ensure that every lab is not just a learning space but an incubation ground for impactful ideas.

**Q You've backed student startups with seed funding alongside DST grants and TBI strategy. What are the key success factors you look for in an early-stage engineering venture, and how does the college assist beyond financial support?**

The true spirit of engineering lies in entrepreneurship. Our trust has backed early-stage ventures that demonstrate three key traits—problem-market fit, technical viability, and ethical scalability. We provide hand-holding beyond funding—connecting students with alumni mentors, patent advisors, prototype labs, and even initial customer leads. With DST support, our model is to nurture the spirit first, the structure next. The success of startups from our students is a testament to this.

**Q As Secretary, you've facilitated consultancy training and external engagement. Can you share an example where a college-led consultancy project transformed into a broader educational or entrepreneurial outcome?**

We believe consultancy must go beyond deliverables—it should lead to domain development and capability enhancement. At MSEC, faculty-led consultancy projects have led to curriculum redesign, advanced training modules, and IP creation. For example, our engineering faculty developed automated safety modules for a regional industry cluster, which not only brought technical transformation to the MSME sector but also offered hands-on exposure for our students. Such engagements demonstrate how academia, when integrated with field challenges, can catalyze societal and industrial progress.

**Q MSEC has adopted outcomebased education and implemented NEP 2020. How are you reshaping traditional engineering pedagogy to encourage interdisciplinary thinking and innovation under the new policy?**

We view NEP 2020 not as a policy directive but as an opportunity to reimagine engineering education. We've embedded interdisciplinary electives, project-based assessments, and multi-language learning platforms. Our outcome-based framework is now mapped to not just academic success but to attributes like empathy, collaboration, and innovation. Through faculty upskilling, international benchmarking, and AI-integrated classrooms, we're creating engineers who are future-ready, society-conscious, and globally aligned.

**Q The trust aspires to make MSEC internationally renowned. Beyond accreditation, what strategic international partnerships, research linkages, or global programs are underway or planned to elevate the college's global footprint?**

Our trust envisions MSEC as a global knowledge partner. We've initiated tie-ups with foreign universities for joint research, faculty




exchange, and dual-degree programs. We are also part of consortia that work on AI ethics, sustainable technology, and digital health. Accreditation is important, but we go beyond it—embedding global perspectives into rural innovations. Internationalization for us means local roots and global wings.

**Q Several projects, such as the robotic langur and underwater vehicle, directly address societal needs. How do you balance pursuing cutting-edge technologies with ensuring they serve local communities and social relevance?**

Technology must first serve humanity. We pursue frontier projects only when their relevance to local or national challenges is evident. The Robotic Langur, for instance, addresses urban safety without harming ecology. Our underwater drones aim to support coastal conservation. Our students are trained to ask, "Who benefits?" before "What's next?" This principle ensures that while we remain technologically forward, we never lose our human compass.

**Final Note:**

At M.S. Engineering College, we are creating not just job-seekers but solution creators, value leaders, and socially aware engineers. The journey ahead is exciting, and our trust is committed to nurturing a campus that feels like a Shantiniketan of Technology—a harmonious blend of knowledge, innovation, and service.



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# EDUCATION IS NOT CHARITY; IT'S OUR DUTY TO STAND BY EVERY STUDENT WHO DARES TO DREAM

**Vikash Chauhan**
Director, Educamy (Patna)



**Vikash Chauhan,** the visionary founder of Educamy, is quietly revolutionizing the way competitive exam preparation is approached in Bihar. From offering free coaching, food, and shelter to underserved students, to reaching the remotest villages with educational support, his mission is rooted in empathy and accessibility. In this conversation with Education Post's **Prabhav Anand**, Vikash shares how his team empowers aspirants beyond just academics—offering emotional guidance and career clarity. His story isn't just about education; it's about restoring belief in every student's potential, regardless of background or financial means.

**Q Let's start with your journey — what inspired you to establish Educamy, and what gap were you trying to fill in Patna's coaching ecosystem?**

When we started Educamy, our main motivation was to address a key challenge which we noticed among students, despite the enthusiasm and efforts of the vast majority of students, they still lacked a competition-oriented and strategically driven learning process. Being a teacher with more than a decade of experience, I observed that a lot of students struggle with their basic concepts. We strongly believe that if they are nurtured in the right direction, they would be able to deliver exceptional results. That is what led to the foundation of Educamy, bringing together a result-driven team focused on quality, concept-based teaching.

**Q Patna is often called the "Kashi of coaching." In your view, what makes Patna such a magnet for competitive exam aspirants, especially for exams like NEET, JEE and other competitive exams?**

I believe the key factor is the high IQ level and determination of students from Bihar. There is a deep-rooted culture of hard work and perseverance here, and students often rise above limited resources to achieve remarkable success. If you look at top ranks in exams like IIT-JEE, NEET, or even UPSC, you'll find a significant representation from Bihar. A recent film like 12th Fail also reflects this very spirit, it's inspired by stories of students who persist against all odds.
It is this commitment that makes Patna a powerful hub for competitive exam preparation. And with the right mentoring and ecosystem, these students don't just dream big, they deliver.

**Q We often see that institutes in places like Kota or metro cities like Delhi spend heavily on marketing and create a hub-like image. This can intimidate students, especially those facing financial constraints or mental health challenges. How does Educamy support students outside the classroom?**

At Educamy, we have intentionally kept our classroom size limited to just 35-40 students. This ensures personalized attention and fosters a strong teacher-student connection that goes beyond academics.
While we focus on core subjects which are Maths, Physics, and Chemistry, we also prioritise the importance of helping students build essential life skills and navigate personal and emotional challenges. Many of our students come from different towns of Bihar for the first time after their 10th or 12th and naturally face mental pressure. Understanding this, we have mental health professionals on board so that if a student is dealing with any issues beyond academics, they have someone to talk to without hesitation.
A dedicated mental health expert regularly interacts with students to help them manage stress and exam pressure effectively. This holistic approach ensures that students not only adjust smoothly to their new surroundings but also stay focused, balanced, and confident throughout their academic journey.

**Q Many large coaching institutes often make unrealistic promises, showcasing celebrity faculty who rarely teach in classrooms. How is Educamy different from such institutions?**

We believe that the core of education lies in meaningful classroom teaching, not in flashy branding. Unfortunately, many large coaching institutes have turned education into a marketing exercise, promoting celebrity faculty who rarely, if ever, interact directly with students.

At Educamy, we practise a completely different approach. Since day one, we've ensured that every faculty member we showcase is someone who is actively involved in classroom teaching and student mentoring. There is complete alignment between what we promise and what we deliver. Our commitment is for the authenticity, transparency, and providing real value through hands-on, consistent engagement with our students.

**Q Running a coaching institute in Patna is challenging, especially after COVID, with the rise of online learning. Did you ever imagine becoming a lifeline for so many small-town students chasing big dreams? How do you envision their journey toward success?**

Yes, coaching in Patna has become tougher, especially post-COVID. One major shift we have observed is a decline in students' patience and study discipline. While online learning gained significant traction during the pandemic, its effectiveness, particularly for high-stakes competitive exams like JEE and NEET has been limited.

These exams are among the toughest ones in India and demand deep conceptual clarity and strong application skills. Online platforms can surely offer support, but they cannot replace the physical classroom-based learning experience, where real-time interaction with teachers helps bridge the conceptual gaps and strengthens application-based understanding among students.

This is why at Educamy, we have focused on in-person learning. Honestly, we never imagined we'd become such a vital support system for students from smaller towns. But watching them grow, overcome barriers, and chase big dreams with confidence, is what drives us every single day.

**Q We often hear that students from rural Bihar are outperforming their urban counterparts in competitive exams. Do you think rural Bihar now shows a stronger hunger to succeed than metro cities?**

Absolutely, students from rural Bihar often have very few options — their only real strength is the power of education. And we are glad that we have had students enrolling at Educamy whose parents came to Patna for the very first time just to support their child's education and nourish their dreams. This journey isn't just about academics; it's about a generation determined to rise beyond limitations that once felt permanent. I've seen families sell their land just to pay for their child's coaching fees. That is the level of sacrifice and trust they place in us, and we see it as our responsibility to honour that trust. To guide, to support, and to turn those silent hopes into real success stories. This is why we are extremely mindful that no student is misled or given any false hope. If parents are putting their faith — and often their life savings — trusting us as an institution, it becomes our moral responsibility to deliver on every commitment we make. It is a responsibility we take very seriously.

**Q Many institutes follow batch segmentation — where top-performing students are separated into elite batches, while others are placed in lower-tier groups. How does Educamy address this practice?**

It surely is a fact that students' IQ levels would vary, and their learning styles and problem-solving approaches would differ from each other. However, we consciously avoid any kind of visible batch segregation. All students learn in the same classroom environment to ensure no one feels inferior or left behind.

And instead of dividing them, we focus on individual support. If a student faces challenges in a particular subject or topic, we offer extra classes specifically tailored to their needs.

As an institution, the idea is to deliver result-oriented learning without creating a hierarchy that discourages students. We want every students to feel valued and capable, no matter where they start from.

**Q How do Bihar's coaching institutes differ from those in places like Delhi and Kota? What can Bihar-based institutions learn or improve from them? And how does Educamy's fee structure compare to top-tier institutes in terms of value and return on investment for families?**

Many top educators in Delhi and Kota come from Bihar and Uttar Pradesh, yet the coaching ecosystems there offer more structured mentorship, advanced testing systems, and stronger competitive exposure. Bihar-based institutes can bridge this gap by investing in quality teaching, consistent academic delivery, and better exam alignment. At Educamy, we've taken that leap — building research-driven modules, result-oriented teaching, and partnerships with top publishers behind leading IIT-JEE content.

Since most of our students come from rural or Tier-3 regions, our fee structure is designed to be flexible, with installment options to ease financial stress. Our focus is not just affordability, but delivering strong, result-oriented education. We aim to deliver high-quality, outcome-focused education that justifies every rupee a parent spends, who have placed their invaluable trust in us, ensuring true return on investment.

**Q There's a lot of buzz around words like "toppers," "rankers," and "success." But tell us honestly — is the coaching industry today still truly focused on real learning, or has it been overtaken by this noise around rankings and results?**

Look, I won't deny that every coaching institute wants toppers. It's natural — everyone wants their students to secure the best possible ranks. But the problem lies in using these ranks as the only measure of a student's worth. Personally, I believe in offering qualitative education. We must prepare students in a way that beyond academics, they can be prepared to tackle social pressures, emotional stress, and the challenges that life throws at them. I have seen many students who have made it to IITs and landed impressive packages, yet they are still not satisfied and unhappy with their life. So, clearly, cracking IIT or NEET cannot be the only definition of success.

Over the years, I've realized that real education is not just about ranks — but it's about building resilience, self-awareness, and emotional intelligence. When we focus on qualitative learning, students naturally begin to understand what education means truly and how it should shape their lives.

**Q Do you have any standout success stories from Educamy — perhaps something unexpected or deeply moving?**

At Educamy, our primary mission is to help students crack some of India's toughest exams —IIT-JEE and NEET, and we have seen remarkable results. We are immensely proud of our students like Yogesh Didwani and Aadarsh Kumar, who secured seats at IIT. They are a testament to the power of structured mentoring and focused preparation. But we are equally proud of all our students — those who may not have reached IIT or AIIMS, but who discovered their direction, built confidence, and gave their absolute best along the way.

We believe, success comes in many forms. One story that continues to stay with me is of a young girl who joined us under pressure to pursue MBBS. She lacked the academic basics and was overwhelmed, almost ready to give up. Instead of forcing her down the same path, we slowed things down, gave her one-on-one attention, and helped her rebuild her foundation. Over time, she not only found her clarity, but she went on to become a doctor and we cannot be any more proud.

At Educamy, we stand for meaningful mentorship. Our goal is to help students rise — not just through ranks, but through self-belief, clarity, and the courage to pursue what truly fits them. Whether it's engineering, medicine, or another path entirely, we are not just their coaching centre; we are the air beneath their wings.

**Q Finally, what would be your message to a student from a small village in Bihar who dreams of cracking exams like JEE or NEET, but is discouraged by pressure or the cost of preparation?**

We are actively running a mission to reach students in the remotest corners of Bihar — places where formal coaching institutes have never been able to reach.

Our team goes there, identifies talented students, and supports them through local NGOs. Our teachers work directly with these children, focusing on building a strong foundation in basic education.

For any student who truly wants to study, we at Educamy will stand with you — not just as a guide, but as the wind beneath your wings. Financial limitations will never come between a determined student and quality education. That is our unwavering promise. EP



# FINANCIAL LITERACY NOT JUST ABOUT KNOWLEDGE, **BUT THE CONFIDENCE TO TAKE EARLY CONTROL**

**CA. Manish Mishra**
Founder and CEO, GenZCFO

For today's teens, money isn't just about pocket change or saving up for a new phone—it's about navigating student loans, side hustles, digital wallets, and a flood of flashy financial advice on social media. **CA Manish Mishra,** Founder and CEO of GenZCFO, knows this all too well. In a candid conversation with Education Post's Prabhav Anand, he talks about why financial literacy for Gen Z needs a serious upgrade. It's no longer enough to know how to budget or save—students need to understand credit behavior, taxes, investing, and the risks behind that "buy now, pay later" button.

From simple frameworks like the 50-30-20 rule to the overlooked power of compounding, Mishra breaks down how young earners can start smart. He also shares how GenZCFO is making finance fun and relatable—through gamification, bite-sized lessons, and real-life simulations—to help students build financial confidence, not just literacy. This is money talk that truly speaks Gen Z's language.





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**Q Financial literacy is often reduced to basic budgeting and saving tips. However, in today's dynamic economic environment, young adults face complex financial decisions early in life—be it student loans, investment opportunities, or credit management. How do you define financial literacy for the Gen Z generation, and why is it critical for students right after completing their 12th grade?**

This idea of financial education for Gen Z goes beyond just learning to balance a check-book or save pocket money; it's about understanding the whole round aspect of how money operates in today's dynamic economy. For students completing their 12th grade, it is at this juncture that they are standing at the elementary level when it comes to making serious decisions related to finances: choosing a particular course for higher studies, borrowing education loans, moving away from home for studying, or even engaging in freelance gigs or side hustles. Without a solid grasp of financial concepts such as interest rates, budget management, credit behavior, taxes, and investing, these decisions can take years or a lifetime to pay off in terms of financial struggle.

Gen Z was born in a digital-first world, where one could become financially independent at an early age and easily make financial mistakes. They are bombarded with fin-tech applications, investment advice on social media, and buy-now-pay-later schemes that all sound sweet on the surface but cost a little more in the long haul. That is why financial literacy must cover the fundamentals of budgeting, saving, and debt management, as well as awareness of modern economic tools and risks.

**Q Despite the growing importance of financial literacy, most school curriculums still do not integrate essential financial concepts. In your experience, what are the three most overlooked yet crucial financial principles that students must grasp before entering college or their first job?**

Admittedly, there is a difference in the financial realities of students and the kind of education they receive. The students tend to be ill-prepared for the actual responsibilities of adulthood, and two principles always seem to elude students when it comes to financial affairs.

The first principle is compounding power. This subject is life-changing when learned early on. Most do not even realize that little savings and investments in their late teens or early twenties can be associated with having made several fortunes. The second is credit literacy. Students need to understand how credit cards work, what credit scores are, and how their current financial behavior—missed payments, overspending, or defaults—can affect their future access to loans, rental agreements, or even jobs. Unfortunately, credit education is almost absent from school curricula.

Most students are not knowledgeable about budgeting and handling cash flow. They should know how to prepare a simple budget, keep track of expenses, and separate needs from wants.

**Q Many students step into financial independence with their first salary, but poor money management often leads to debt traps or missed investment opportunities. What are the biggest mistakes young earners make with their first pay-check, and how can they avoid them?**

Getting your first pay-check is always an exciting milestone; however, without the right financial approach, the day can also become the start of unhealthy money patterns. One of the key mistakes young earners make is developing spending habits at the expense of saving. When the moment comes to reward oneself with the latest gadget or plan a quick weekend getaway from work, priorities of financial planning often take the back seat. While rewarding oneself for hard work is essential, it shouldn't draw away from efforts toward establishing a financially soaring future instead.

Therefore, we recommend one simple but effective framework: the 50-30-20 rule. Under this rule, 50% of your income is allocated to needs, 30% to wants, and 20% to savings and investments. Getting into this habit early helps create wealth and fosters a sense of responsibility regarding financial management.

**Q While self-learning through social media and online resources is common, it often lacks depth and structure. How can structured financial education—whether through schools, workshops, or digital platforms—help bridge the financial knowledge gap**

**among young adults? What role does GenZCFO play in this mission?**

However, students may learn to invest in crypto or start with SIPs but not learn the underlying principles or risks involved, which can lead to poor choices. Structured financial education, with a clear and progressive curriculum from basics to advanced, nurtures real-world application in learning.

At GenZCFO, we are trying to close this gap by developing content that is action-oriented, relatable, and closest to Gen Z's way of learning. It involves gamification, real-life case studies, and perfectly designed bite modules to create fun for our scholars. We do not teach just what to do but also why it matters, for building the confidence of learners in finance rather than just literacy.

By combining foundational knowledge with various tools for critically evaluating financial trends, structured education moves the passive consumer of content to the informed processor of decision-making. Making sense of finance will not stop there; GenZCFO believes that hustling will make it fun, enabling young adults to take control of their future.

**Q Many students perceive finance as 'complicated' or 'not for them,' leading to a lack of proactive learning. What are the psychological or systemic reasons behind this reluctance, and how can educators or policymakers make financial education more engaging and relatable for young minds?**

Students usually perceive finance as the most tiresome, difficult subject in school, or solely for commerce students or parents who go to work. These all come from a really large system; finance is taught in ways abstract and loaded with jargon, with very little to no regard for the reality of daily lives. Psychologically speaking, even the fear of making a mistake or being judged as if they fail to understand financial terminologies is placed into the reluctant dimension of students.

Using gamification, challenges, and interactive simulations will also break complex ideas into manageable learning experiences.

Policymakers and educators should make financial literacy part of core education for all streams and part of life readiness rather than restricting it to commerce education. When students understand the "why" behind the "what," they are much more likely to engage.

**Q With financial independence starting earlier than before—through freelancing, internships, and side hustles—how can parents and educators guide students in building financial discipline from a young age? Are there any specific frameworks or tools that work best for this demographic?**

Today, students are earning money earlier than ever, thanks to freelancing, content creation, and internships. However, they need economic guidance because early incomes can lead to detrimental financial habits. Parents and educators play a crucial role in helping them inculcate disciplined financial habits.

Setting financial goals and budget tracking toward achievement is the first concern. Instead of vague declarations that "money should be saved," adults should empower children by applying practical frameworks such as the 70-20-10 rule or goal-based budgeting.

However, teaching confidence to students for their financial management would be the goal. The more quickly this idea comes about, the more likely it is that it will carry itself into adulthood's most eminent ways of thinking and resilience.

**Q As the financial landscape evolves with the rise of cryptocurrency, decentralized finance, and AI-driven investments, do you think traditional financial literacy models are becoming outdated? How should financial education evolve to stay relevant for the next generation?**

Yes—the traditional financial literacy models have outgrown their use. While basic tenets such as budgeting and saving still hold generation after generation, they are relics of an earlier time that no longer reflect the realities of a digitised first-life youth today.

Financial education must stay current with the times. This means using and explaining digital financial tools, understanding how blockchain works, and teaching students how to assess high-risk investments critically. Equally important is the continued discussion around online scams, data privacy, and financial misinformation, as they have become part of everyday life.

It will have to be dynamic, tech-charged, and contextually relevant financial education for the next generation. When we blend old wisdom with new-world tools, we don't just educate; we empower future-ready citizens who can thrive in a constantly evolving financial ecosystem. EP



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# INDIA@2047

## A MESSAGE FROM THE ARCHITECT OF MODERN INDIA NITIN GADKARI TO THE NATION'S YOUTH AND EDUCATORS

**Dr. Shashi Pandey Sharma**
Co-Founder, Time2Grow Media and Author of the Coffee Table Book
The Architect of Modern India: Nitin Gadkari

**India** today stands at the cusp of transformation — driven by visionary leadership, sustainable infrastructure, and innovation at every level. In this context, my recently published coffee table book, The Architect of Modern India: Nitin Gadkari, released by Garuda Prakashan, pays tribute to a leader whose developmental work is not only transformative but deeply rooted in service to the nation.

This coffee table book reflects Shri Nitin Gadkari Ji's tremendous work for society, economic development, and empowerment of farmers. It brings out the essence of his inclusive approach — where infrastructure is not just about roads, but about rural connectivity, water conservation, green energy, road safety, waste management, and nation-building at scale. For students, it is a book full of real-world lessons in leadership, sustainability, and innovation.

### A Leader with a Vision for All

In The Architect of Modern India: Nitin Gadkari, I have traced his political journey from ABVP to RSS and BJP, and highlighted his collaborative vision with Hon'ble Prime Minister Shri Narendra Modi Ji to build India as the world's No. 1 economy under the vision of 2047 through unmatched infrastructure development.

His contributions include Fastags, Sagarmala, Bharatmala, Setu Bharatam, Parvatmala, and satellite-based monitoring of highways — all designed to make Indian travel faster, safer, and more efficient. He has transformed the lives of rural citizens through Gram Sadak Yojanas, empowered farmers by redefining them as not only Annadatas but also Urjadatas and Bitumen-Datas, and driven the adoption of biofuels, green mobility, and waste-to-wealth models.

### A Message to School Leaders, Principals & Educators

Let this coffee table book serve as more than a tribute — let it be a learning tool. I appeal to all school owners, principals, educators, and institutional heads to introduce students to the story of Nitin Gadkari Ji. His model of development is not only about building roads but about connecting people, empowering communities, and preserving the environment.

Let our educational spaces encourage students to think like nation-builders. Let us highlight the kind of leadership that drives social equity, innovation, and economic progress.

### A Call to Civil and Mechanical Engineering Students

To students pursuing civil, mechanical, and infrastructure engineering, The Architect of Modern India: Nitin Gadkari offers a blueprint for your imagination. This is a call to you to:

- Design infrastructure that is safe, smart, and sustainable
- Think about biofuels, renewable energy, and eco-friendly road construction
- Innovate in areas such as water conservation, traffic solutions, and road safety
- Develop ideas that improve connectivity in rural and remote regions

Gadkari Ji has shown how engineering can serve the nation. Now it's your turn to take inspiration and lead the next wave of development with purpose and responsibility.

### A Wake-Up Call for the Youth

This coffee table book is also a wake-up call for the youth of India — to think big, to think green, and to think ahead. As India prepares to lead the world, our students must carry forward the legacy of innovation, sustainability, and service.

The Architect of Modern India: Nitin Gadkari is more than a visual journey. It is a call to action — to build, to dream, and to lead.

### Closing Message

Let every student read this book and understand how one man's vision can reshape a nation. Let every school discuss how policy and engineering, when rooted in empathy, can bring real change. Let every institution teach that nation-building starts with ideas — and grows with action.

Let us all contribute to a modern, empowered, and inclusive India — just as The Architect of Modern India: Nitin Gadkari has envisioned.

***Jai Hind!***



# ‘WHERE DO WE GO?’: 1,900 GOVT SCHOOLS IN J&K LACK GIRLS’ TOILETS, HALF WITHOUT DESKS

## SOME GIRLS WALK HOME MIDDAY OR SUFFER IN SILENCE AS SCHOOLS LACK TOILETS; EDUCATION MINISTER GIVES 4-MONTH DEADLINE TO FIX GAPS.

**Amin Masoodi**

In Jammu and Kashmir’s government-run schools, a silent crisis brews — one that rarely makes headlines but daily erodes the dignity of thousands of young girls. For many of them, attending class means enduring long hours without access to a basic, essential facility: a separate toilet.

Some walk home in the middle of the day. Others stay silent, battling discomfort and shame. Their education, health, and self-esteem are the collateral damage of an overlooked infrastructural failure — one that speaks volumes about the gendered neglect embedded in the system.

A staggering 1,900 government-run schools in the Union Territory continue to operate without separate toilets for girls, while nearly half lack basic furniture like benches and desks, according to a grim official review of school infrastructure.

The data came to light during a high-level meeting chaired by Education Minister Sakina Itoo, who reviewed the availability of basic amenities in schools across the Union Territory. The minister was informed that 8.5% of schools still remain without electricity, and nearly 50% are functioning without adequate seating arrangements for students.

Adding to the crisis, at least 184 so-called “Hanging Schools”—institutions that were upgraded over the years without the creation of sanctioned teaching staff—are currently functioning through temporary or “internal” arrangements.

“Sometimes we avoid drinking water just to make it through the school day,” said Rukhsana Bano, a Class 9 student of a government school in Kupwara. “There is no girls’ toilet in our school, and it’s humiliating to ask permission to go outside or to nearby homes. Many girls just stay home during their periods.” She told Education Post.

### Minister’s directives amid glaring gaps

Taking note of the situation, Minister Itoo issued strict directives to Chief Education Officers (CEOs) across districts. She ordered that all schools must have separate functional toilets for girls within four months. Additionally, she directed that Heads of Institutions (HoIs) be designated as estate officers for their respective schools, responsible for both maintenance and ensuring basic facilities.

“Basic dignity and infrastructure for students cannot be compromised,” Itoo told Education Post.

“The dignity and well-being of our girl students can no longer be ignored. I have made it a priority mandate — within four months, every school must ensure separate, working toilets for girls. We are also holding school heads directly accountable for infrastructure and maintenance — they must now act, not wait,” Itoo added.



Commenting on the lack of facility, a girl student said, “Education feels like a punishment, not a right,” said Nazima Shafi, a Class 8 student from Anantnag. “We are taught about dignity in our textbooks, but where is that dignity when girls have no private place to relieve themselves?

Iqra Jan, a Class 10 student from Baramulla echoed her concerns, “They say schools are temples of learning, but ours feels more like a storeroom forgotten by the system.”

“We sit on cold floors for hours and try to concentrate, but it’s hard when your back hurts and the room is damp,” she added.

### Schools without buildings, electricity

The review meeting held recently also highlighted that a number of government schools still operate out of rented accommodations due to lack of permanent buildings. Minister Itoo instructed both Directors of School Education — Jammu and Kashmir divisions — to submit proposals for the construction of school buildings within available funds. The aim is to ensure every school has its own building and sufficient classrooms.

She also asked the directors to share a list of schools that are either building-less or lack key infrastructure with the Project Director of Samagra Shiksha, J&K, so that funding proposals can be presented to the Project Approval Board.

### Desks missing in half the schools

The minister was further briefed that only 50% of schools have adequate desks for students. She directed divisional heads to assess and compile district-wise data on desk shortages and formulate proposals for procurement, noting that funds for the purchase of desks are already available with district CEOs.

“Procurement must be expedited so that students are no longer forced to sit on floors,” she stressed.



### A systemic issue

The infrastructural deficiencies, particularly the lack of gender-sensitive amenities like girls’ toilets, underscore long-standing gaps in the education sector in J&K. Experts say such deficits not only affect learning outcomes but also discourage female students from attending school, particularly in remote and rural areas.

Meanwhile the Education Department has pledged swift remedial action, but whether it meets the four-month deadline for toilets and desks remains to be seen. As the region continues to grapple with educational disparities, the spotlight is now firmly on whether policy will finally translate into action on the ground.



# FUTURE OF LEARNING

## ARTIFICIAL INTELLIGENCE, HUMAN POTENTIAL, AND LIFELONG EDUCATION

**Dr. Akash Agarwal**
Faculty (Management) & HoD, Department of Applied Sciences & Humanities,
Rajkiya Engineering College, Kannauj, Uttar Pradesh, India

**Imagine** a classroom where a 10-year-old in a rural Indian village, struggling with fractions, effortlessly unlocks their mysteries. Her AI tutor, a patient guide, adapts to her visual learning style, presenting problems as vibrant geometric puzzles in her regional language. Picture a 45-year-old textile worker in Coimbatore, using her evening commute to master renewable energy engineering through bite-sized, AI-curated lessons perfectly tailored to her pace and prior knowledge. Envision a university professor in Delhi collaborating with AI to craft immersive simulations, transporting students not just to ancient Mesopotamia to debate governance, but also to the Indus Valley Civilization to explore the nuances of indigenous urban planning.

These are not distant fantasies. These are glimpses of our rapidly evolving educational reality, heralding a profound shift that rivals the invention of the printing press itself. Artificial Intelligence (AI) is poised to democratize learning, making it deeply personalized, universally accessible, and lifelong. However, this monumental transformation comes with a crucial caveat: AI is an exceptionally efficient servant, capable of amplifying human potential beyond our wildest dreams. However, it risks becoming a dangerous master if it supplants the very essence of human learning—our innate capacity for creativity, critical thinking, ethical reasoning, and empathetic connection.

This article delves into AI's transformative role in education, examining its unprecedented potential to unlock human capabilities within both Indian and global contexts. It explores the ethical imperatives required to ensure AI serves humanity's learning journey, rather than subjugating it. For policymakers, academics, students, and the informed public in a dynamic nation like India, the stakes are profoundly high, and the opportunities are truly unprecedented.





### The Educational Renaissance: AI as a Catalyst for India's Future

With its often-standardized curricula and rigid timelines, traditional education is increasingly misaligned with a world defined by relentless technological disruption and evolving socio-economic demands. AI is driving nothing short of an Educational Renaissance, fundamentally redefining how, when, and where learning occurs. This shift holds particular promise for a diverse and populous nation like India.

The numbers speak volumes: the global AI in education market, valued at USD 5.88 billion in 2024, is projected to surge to USD 30.28 billion by 2029, boasting a staggering compound annual growth rate of 31.2% (India Today, 2025). India's National Education Policy (NEP) 2020 has strategically embraced AI, emphasizing digital literacy, coding, and computational thinking as core competencies across all educational levels (EY India, 2025). This foresight positions India at the forefront of leveraging AI for educational transformation.

### Personalized Learning: A Revolution in Equity and Inclusivity

AI's remarkable ability to analyze vast datasets—from individual learning styles and cognitive biases to emotional cues and performance metrics—enables hyper-personalized education at scale. Consider Aisha, the rural Rajasthan student who struggled with traditional physics texts. Her AI tutor, powered by large language models, expertly reframed concepts through interactive simulations of planetary motion, even incorporating analogies from her local environment. Such tailored pathways are crucial for bridging the persistent gaps in access and ability that often plague diverse educational landscapes, offering every learner, irrespective of their background or location, a genuine chance to excel.

"AI-driven personalized learning is not just about efficiency; it is a powerful stride towards educational equity, ensuring every student has a pathway to success tailored to their unique needs."

Recent empirical evidence strongly supports this paradigm shift. A comprehensive study published in Cogent Education (Kyambade et al., 2025) found that AI-driven personalized learning systems improved student outcomes by 20-30% compared to traditional methods. These positive effects were particularly pronounced for underserved populations and learners with diverse needs. Locally, research from Karnataka, India (Roy & Swargiary, 2024), specifically demonstrated that AI-driven personalized learning platforms significantly improved mathematics achievement and student engagement in rural and urban schools. Furthermore, a ground-breaking 2024 pilot program in Sweden showed that when integrated with weekly human teacher interactions, AI tutors resulted in a 30% improvement in students' socioemotional outcomes (Shoukat et al., 2025). By dynamically aligning content with individual cognitive and affective needs, AI fosters equity and rigor, ensuring no learner is left behind due to a 'one-size-fits-all' approach.

### Amplifying Educators, Not Replacing Them: The Pedagogue's New Ally

The true power of AI in education lies not in automation that displaces human roles, but in augmentation that profoundly empowers them. By intelligently handling repetitive, data-intensive, or administrative tasks—such as automated grading of objective assessments, personalized feedback generation, intelligent scheduling, or curating vast digital resources—AI frees educators to focus on their uniquely human and higher-order roles: inspiring genuine curiosity, fostering deep collaborative learning, nurturing ethical reasoning, and providing socio-emotional support.

A veteran chemistry professor at IIT Bombay, Dr. Elena Martinez, aptly notes: "AI generates practice quizzes and can even explain complex mechanisms in multiple ways. However, I guide students to connect intricate chemical reactions to real-world sustainability challenges like plastic waste management or pharmaceutical development. That is where critical thinking is ignited, and true learning happens."

Leading Indian edtech companies are already implementing advanced AI solutions where learners receive self-generated quizzes during lessons, tailored to a deep understanding of individual struggle areas, with real-time suggestions for supplementary materials in regional languages (EY India, 2025). This level of personalization allows teachers to view dashboards showing specific developmental focus areas for each student, fundamentally transforming the pedagogical relationship from an instructor-centric model to a learner-centric partnership.

### Lifelong Learning: Education as a Continuous Tapestry

In an era where the shelf-life of skills is shrinking—technical competencies often have a half-life of 2-5 years, as highlighted by the World Economic Forum's (WEF)

2025 Future of Jobs Report—lifelong learning is no longer a luxury but an absolute necessity. The WEF also reports that technology and automation will change 23% of all jobs by 2027, with 69 million new job categories emerging (WEF, 2024).

AI enables 'just-in-time' and 'just-for-me' education, delivering the knowledge and skills needed exactly when needed. During a break, an emergency room nurse in Bengaluru can learn new telemedicine protocols or AI-powered diagnostic tools via AI-guided modular courses. A retiree in Lucknow can master digital literacy through voice-activated online banking and communication tutorials. Learning thus becomes seamless, deeply integrated into daily life and career trajectories, blurring traditional lines between formal and informal education.

This shift fosters "microlearning" and "skill stacking," revolutionizing professional development. For instance, a graphic designer in Gurugram might learn AI-driven animation techniques through a two-week online course, earning a verifiable digital badge recognized by employers globally. Data indicates that over 40% of global employers now recognize micro-credentials, a significant jump from 15% in 2020, reflecting a clear shift towards skills-based hiring (Educational Technology Review, 2025).

## The Human Core: What AI Cannot Replicate

For all its computational prowess, predictive analytics, and conversational fluency, AI fundamentally lacks the soul of learning—the spontaneous spark of human insight, the profound resilience born of intellectual struggle, the joy of shared discovery, and the moral compass guiding our actions. As philosopher Hannah Arendt profoundly argued, education is "the point at which we decide whether we love the world enough to assume responsibility for it." This inherently human responsibility for the future, for ethical conduct, and creative progress cannot, and must not, be outsourced to algorithms.

## The Irreplaceable Human Element: Empathy, Mentorship, and Ethical Grounding

Human teachers provide much more than mere dissemination of knowledge; they offer invaluable mentorship, genuine empathy, moral guidance, and the ability to inspire. A comprehensive 2024 study published in Educational Psychology Review found that strong teacher-student relationships significantly predict long-term academic motivation, psychosocial well-being, and career choices, far beyond the capabilities of even the most sophisticated algorithmic interventions (Smith & Lee, 2024). When a student overcomes self-doubt through a teacher's encouragement or learns the nuances of teamwork and negotiation through peer debate, these profoundly human moments define the irreplaceable heart of education.

"AI should support human decision-making and intellectual development, rather than undermine or replace it, highlighting the importance of respecting human rights and cultural diversity in AI technology design and use." – UNESCO (2024)

UNESCO's 2024 AI Competency Frameworks for Teachers and Students powerfully emphasize that "AI should support human decision-making and intellectual development, rather than undermine or replace it," highlighting the importance of respecting human rights and cultural diversity in AI technology design and use.

## Creativity, Critical Thinking, and Emotional Intelligence: The Uniquely Human Edge

As AI continues to master analytical tasks, pattern recognition, and even complex problem-solving in well-defined domains, uniquely human attributes like creativity, abstract reasoning, synthesizing novel ideas, questioning fundamental assumptions, and imagining radically new possibilities become paramount. Education must therefore pivot to prioritize the cultivation of creative problem-solving, interdisciplinary thinking, and emotional intelligence (EQ).

Recent research published in the International Journal of Artificial Intelligence in Education warns of "algorithmic bias in educational systems," demonstrating how AI can perpetuate societal inequalities if not carefully designed (Baker & Hawn, 2022). A concerning 2024 study by Chinta et al. revealed instances where AI grading systems consistently scored essays written by Black students lower than those of White students with comparable content. This stark finding underscores the urgent need for human oversight and robust ethical frameworks.

While AI can optimize a mathematical solution or generate artistic variations, only humans can ask, "What does this solution mean for society?", "How does this artwork make us feel?", or "What are the ethical implications of this technological advancement?"

## A Roadmap for Stakeholders: Navigating the Future

Successfully harnessing AI for the future of learning demands a coordinated, multi-stakeholder approach.

- Policymakers: Shaping an Ethical and Equitable Future
- Regulate Data Use: Enact comprehensive, education-specific privacy and data governance laws to protect learner data from exploitation and misuse, drawing on lessons from concerning incidents reported in 2024 (e.g., UK Parliament, 2024).
- Recognize Micro-Credentials: Standardize national frameworks for AI-validated micro-credentials and digital badges to facilitate agile skill development and career progression, building on the increasing employer recognition observed globally since 2020.
- Ensure Digital Equity: Make significant public investments in robust digital infrastructure (broadband, affordable devices) to bridge the persistent digital divide, especially in rural and underserved areas, a challenge also highlighted in Indian reports on AI in school education (ICRIER, 2025).
- Monitor Impacts: Fund long-term, interdisciplinary research and longitudinal studies on AI's cognitive, social, and psychological effects on learners across different ages and socio-economic strata.
- Emulate Best Practices: Finland's 2024 AI in Education Framework emphasizes human oversight, ethical design, and extensive teacher training—a model India can adapt (Finnish Ministry of Education, 2024). The Indian government's partnership with the World Economic Forum through the "India Skills Accelerator" program demonstrates a proactive commitment to systematically bridging skill gaps (CoinGeek, 2025).
- Educators: Redefining Roles as Learning Architects

**Educators must proactively evolve from content dispensers to facilitators, mentors, and learning architects. This necessitates cultivating new competencies:**

- AI Literacy: Understanding AI tools' capabilities, limitations, and ethical implications, as emphasized by recent frameworks (Annapureddy et al., 2025).
- Data Fluency: Interpreting learner analytics to inform pedagogical strategies and provide targeted support.
- Human Connection: Prioritizing and strengthening the uniquely human aspects of teaching—empathy, mentorship, emotional support, and fostering collaborative environments.

**UNESCO's AI Competency Framework for Teachers (2024) provides structured guidance for this transition, defining the knowledge, skills, and values teachers must master in the age of AI.**

- Students: Active Navigators and Critical Thinkers

**Students must be empowered to become active partners and critical navigators in their learning journey. This involves cultivating:**

- AI Literacy: Recognizing AI's strengths, weaknesses, and potential biases (Opetushallitus, 2024).
- Critical Thinking and Verification: Developing robust skills to critically evaluate AI-generated outputs and information, verify sources, and question assumptions.
- Resilience and Adaptability: Embracing continuous learning and adapting to rapid technological and societal changes.
- The Public: A Shared Responsibility for Collective Flourishing

Citizens are vital in shaping AI's ethical and equitable integration into education. This can be achieved through active participation in public forums, supporting community learning hubs that leverage AI, and advocating for policies that ensure equitable access and ethical deployment. Libraries, community centers, and non-governmental organizations can leverage AI tools to create inclusive learning spaces that empower all segments of society.

## Conclusion: The Indomitable Human Heart of Learning

Artificial intelligence is not destined to be education's master but rather a powerful, transformative tool to amplify human potential profoundly. It possesses unprecedented capacity to personalize learning at scale, empower educators to focus on higher-order tasks, and truly make education a dynamic, lifelong pursuit for every individual. However, the quintessential essence of learning—the innate spark of curiosity, the profound growth born of intellectual struggle, the joy of shared discovery, and the cultivation of empathy and critical consciousness—remains, and must remain, profoundly human.

As we meticulously shape this future, we must internalize the profound wisdom of B.B. King: "The beautiful thing about learning is that no one can take it away from you." AI can immeasurably enhance this inherent beauty, democratizing access, breaking down traditional barriers, and opening minds to new vistas of knowledge and skill. However, our paramount responsibility is to ensure that AI rigorously serves humanity's grandest dreams and aspirations, rather than dictating or diminishing them.

For policymakers, academics, students, and the discerning public in India and beyond, the task is straightforward yet monumental: to ethically and strategically harness AI as a potent servant of human potential, to diligently guard against its inherent risks and overreach, and to meticulously build a learning ecosystem where every individual, regardless of background, can not only thrive but also contribute meaningfully to a more knowledgeable, equitable, and humane future.

The future of learning is unequivocally ours to shape—let us ensure it remains profoundly, resiliently, and creatively human.

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# NOT-SO-COMMON BREED OF ENGINEERS

Siddharth Verma

In a world increasingly shaped by innovation, the spotlight often falls on the well-trodden paths of engineering: the mechanical maestros, the electrical wizards, the civil architects of our skylines. But beyond these familiar frontiers lies a fascinating landscape of lesser-known engineering disciplines, each a vital cog in the machinery of modern life, pushing boundaries in surprising and impactful ways. These are the unsung heroes, the niche innovators, whose unique skills are quietly revolutionizing industries, solving complex problems, and shaping our future in ways many might not even realize.

## Beyond the Beaten Path: Unveiling Engineering's Hidden Gems

Forget everything you thought you knew about engineering. While the fundamental principles of problem-solving, design, and analysis remain constant, the applications are as diverse as human ingenuity itself. Let's delve into some of these intriguing, least-known engineering career options, exploring their unique contributions and the vibrant opportunities they offer.

### 1. Sports Engineering: The Architects of Athletic Prowess

Ever wondered about the science behind a golf ball's perfect dimples, a running shoe's springy sole, or a swimmer's record-breaking swimsuit? That's the realm of Sports Engineering. These innovators don't just love sports; they dissect them, applying principles of mechanical engineering, materials science, and biomechanics to enhance athletic performance, prevent injuries, and elevate the spectator experience.

**What they do:** From designing cutting-edge equipment like carbon-fiber tennis rackets and aerodynamic cycling gear to developing motion-sensor technology for performance analysis and creating realistic sports simulations, sports engineers are at the forefront of athletic innovation. They tackle problems like reducing drag, optimizing impact absorption, and even designing smart stadiums.

**Impact:** Their work directly contributes to breaking world records, improving athlete safety, and making sports more accessible and enjoyable for everyone. Imagine a future where every piece of athletic gear is perfectly tailored to an individual's biomechanics, unlocking unprecedented potential.

**The Journey:** A bachelor's degree in mechanical engineering, materials science, or a related field, often complemented by a master's in sports technology, forms the foundation. They find roles with major sports equipment manufacturers, professional sports teams, research institutions, and even in specialized sports biomechanics labs. Salaries for experienced professionals can range significantly, often starting around $70,000 and reaching well over $120,000 annually, depending on specialization and impact.

### 2. Food Engineering: From Farm to Fork, Reimagined

If you've ever enjoyed a ready-to-eat meal, a perfectly preserved snack, or a plant-based meat alternative, you've benefited from the genius of Food Engineers. These culinary chemists and process perfectionists ensure the safety, quality, and sustainability of our food supply.

**What they do:** Food engineers blend chemical, mechanical, and agricultural engineering principles to design and optimize processes for food processing, production, preservation, packaging, and distribution. They innovate in areas like extending shelf life, developing new food products with improved nutritional profiles, designing efficient food manufacturing plants, and ensuring stringent food safety standards. Their challenges include sustainable food production, waste reduction, and meeting the demands of a growing global population.

**Impact:** Their work is crucial for global food security, public health, and the development of sustainable food systems. They are the silent guardians ensuring your plate is not just delicious but also safe and responsibly sourced.

**The Journey:** A bachelor's degree in Food Engineering, Chemical Engineering, or Agricultural Engineering is typical. Career paths can lead to roles as Food Innovation Technologists, Process Development Technologists, or Quality Assurance Managers within major food and beverage companies, research institutions, and government agencies. Entry-level salaries can start around $45,000-$60,000, with experienced professionals earning upwards of $100,000.

### 3. Pyrotechnic Engineering: Masters of Controlled Spectacle

Ever been mesmerized by a dazzling fireworks display, or thrilled by explosive special effects in a blockbuster movie? Behind that breathtaking spectacle is a Pyrotechnic Engineer. These individuals are masters of controlled explosions, blending chemistry, physics, and safety protocols to create unforgettable moments.

**What they do:** Pyrotechnic engineers design, develop, test, and safely execute fireworks displays for entertainment (concerts, theme parks, sporting events) and specialized applications (aerospace, defense). They meticulously plan sequences, select appropriate chemical compositions, and implement rigorous safety measures to ensure precise timing and breathtaking visual effects. In aerospace, they design crucial components for spacecraft separation and ejection systems.

**Impact:** They bring awe and wonder to millions, crafting the explosive artistry that defines major celebrations and cinematic magic. Their precision and safety expertise are also vital in critical aerospace applications.

**The Journey:** While some roles, like display operators, might start with certifications and experience, a bachelor's degree in Chemical, Mechanical, or Aerospace Engineering is essential for research and design roles. Career progression for engineers often involves moving into design, R&D, and project management for large-scale displays or specialized applications. The market for pyrotechnics, especially in entertainment, is experiencing steady growth (around 4.5% CAGR). Salaries can vary widely, from hourly rates for operators ($30-$65/hour) to well over $100,000 for experienced engineers in specialized sectors.

### 4. Nanoengineering: Building the Future, Atom by Atom

Imagine creating materials, devices, and systems by manipulating matter at the atomic and molecular level. That's the groundbreaking work of Nanoengineers. Operating at the scale of nanometers (one billionth of a meter), they are pioneers in a world unseen by the naked eye.

**What they do:** Nanoengineering combines principles from electrical, chemical, materials, and biological engineering to design and fabricate structures with novel properties. They develop everything from highly efficient solar cells and targeted drug delivery systems to microscopic sensors and advanced computing components. Problems they solve include creating stronger, lighter materials, improving diagnostic tools, and revolutionizing energy storage.

**Impact:** Nanoengineering is poised to transform virtually every industry, from medicine and electronics to energy and manufacturing, opening doors to unimaginable possibilities and solving some of humanity's most pressing challenges.

**The Journey:** A bachelor's degree in engineering with a specialization in nanotechnology, or a related field like Materials Science or Electrical Engineering, is the

starting point. Many pursue master's or Ph.D. degrees for research and development roles. They work in universities, R&D labs, manufacturing industries, and private tech firms. Salaries for nanoengineers can average around $110,000, with potential for significant growth as the field matures.

### 5. Biomechatronics Engineering: Bridging Biology and Robotics

When the realms of human biology meet cutting-edge robotics and artificial intelligence, you find Biomechatronics Engineers. These interdisciplinary experts design devices that interact with and enhance biological systems, often blurring the lines between human and machine.

**What they do:** Biomechatronics engineers apply principles of biology, neuroscience, mechanics, electronics, and computer control to develop sophisticated devices like prosthetic limbs that respond to neural signals, exoskeletons for rehabilitation, and advanced medical robots. They tackle challenges in human-machine interface, bio-inspired design, and creating systems that seamlessly integrate with the human body.

**Impact:** Their innovations are profoundly changing lives for individuals with disabilities, revolutionizing rehabilitation, and pushing the boundaries of human potential and medical intervention.

**The Journey:** Typically, a bachelor's in Biomedical Engineering, Mechanical Engineering, or Robotics with a specialization in biomechanics is required, with master's or PhDs highly valued for research and development. They are employed by medical device companies, research hospitals, academic institutions, and forensic engineering firms. Salaries for biomechanical or mechatronics engineers average around $100,000, with senior roles commanding significantly more.

## The Unseen Guardians: More Niche Engineering Paths

Beyond these five, several other engineering disciplines are making significant, yet often overlooked, contributions:

- **Fire Protection Engineering:** These experts design and implement systems to safeguard lives and property from fire, analyzing fire dynamics, designing sprinkler and alarm systems, and developing evacuation plans. They are the silent guardians ensuring our buildings are safe. Salaries average over $100,000.
- **Agricultural Engineering:** They bring engineering solutions to the challenges of food production, from designing efficient irrigation systems and automated farm machinery to optimizing crop yields and managing agricultural waste. Their work is vital for sustainable farming and feeding the world. Salaries average around $85,000, with an 8% job outlook.
- **Building Services Engineering:** Also known as MEP (Mechanical, Electrical, Plumbing) engineers, they design and manage the internal environmental systems of buildings – ensuring comfort, safety, and energy efficiency. They are the unseen forces that make modern buildings habitable and sustainable. Salaries vary by region but can range from $70,000 to over $130,000 for experienced professionals.
- **Process Engineering:** Distinct from chemical engineering, process engineers optimize and design industrial processes to transform raw materials into finished products efficiently and safely. They are the architects of industrial efficiency, ensuring smooth and cost-effective production in diverse sectors like food, pharmaceuticals, and manufacturing. Average salaries are around $82,000, with clear career progression paths.
- **Computational Engineering:** These engineers leverage high-performance computing, advanced algorithms, and often AI to model, simulate, and solve complex engineering problems across various disciplines. From predicting weather patterns to simulating crash tests or protein folding, they provide insights unattainable through traditional experimentation. Their skills are highly sought after in tech and research, with average salaries around $76,000 and strong growth potential tied to AI and data science.

## A Future Forged in Niche Innovation

The world of engineering is far more expansive and dynamic than commonly perceived. These least-known career options are not just obscure specializations; they are critical frontiers of innovation, each addressing unique challenges and offering immense potential for impact. They require a blend of specialized knowledge, interdisciplinary thinking, and an unwavering commitment to solving complex problems.

For aspiring engineers, exploring these hidden gems can unlock truly unique and rewarding career paths. It's a reminder that sometimes, the greatest opportunities lie just beyond the well-trodden path, waiting to be discovered by those with the vision to look deeper.

***Which of these lesser-known engineering feats surprises you the most?***



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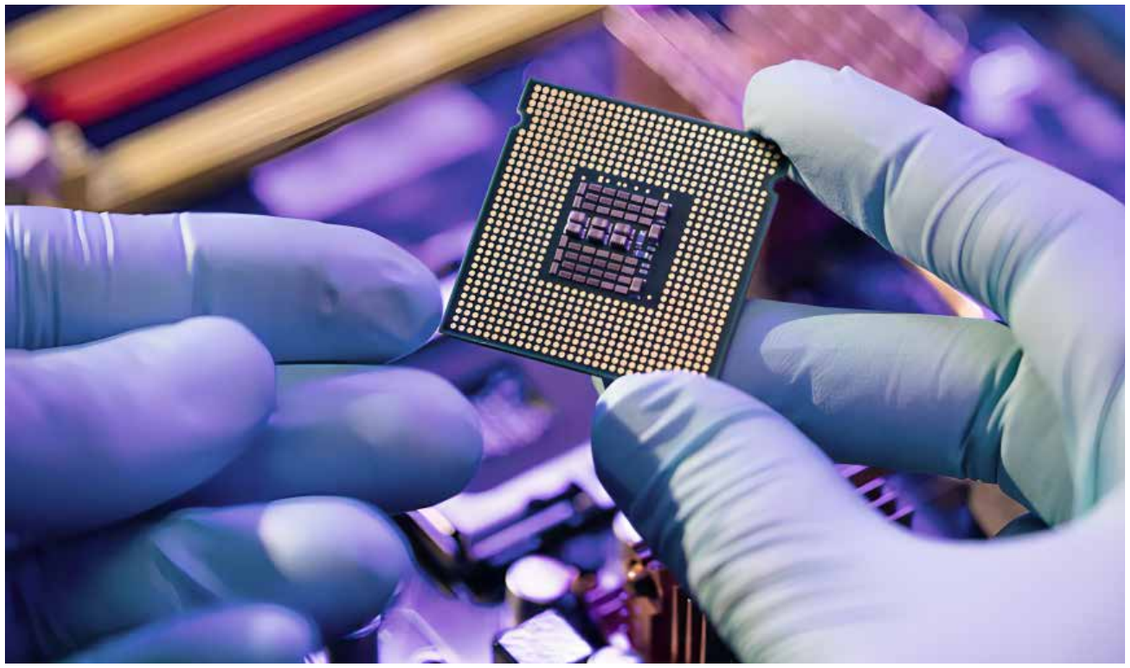
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# BEYOND JUGAAD

## HOW FRUGAL ENGINEERING FROM INDIA IS RESHAPING GLOBAL DESIGN THINKING

**Prabhav Anand**

For years, the word "jugaad" sat uneasily in the vocabulary of modern innovation. In India, it often conjured images of makeshift solutions—motor pumps tied with rope, plastic bottles repurposed into phone holders, wooden carts turned into vehicles powered by diesel engines. Ingenious, yes. Elegant, rarely. To many in formal engineering or Western corporate circles, jugaad signified everything that formal innovation was not: messy, unstructured, unreliable. It was the language of the street, not the lab.

### And yet, something curious began to happen.

As the world began to face mounting crises—climate change, economic inequality, pandemic supply chain collapses—the traditional models of innovation started to falter. Building billion-dollar labs or running decades-long R&D cycles was no longer agile enough, nor accessible to most of the world. In the shadows of this realization, India's grassroots approach to innovation began to shine. What was once considered an act of local desperation—this so-called "jugaad"—began to be studied, adapted, and even adopted across the world, particularly in developing nations and now increasingly in the West.

But in India itself, something more profound was already underway. Engineers, designers, scientists, and entrepreneurs were not just relying on jugaad as a patchwork skill—they were elevating it. They were converting the spirit of improvisation into a rigorous, repeatable design methodology. The term that began to replace jugaad was "frugal engineering." Not just doing more with less, but designing from the ground up with limited resources, cultural relevance, and maximum social impact as the starting point—not an afterthought.

Today, frugal engineering out of India is influencing the way Fortune 500 companies design products, the way public health systems think about accessibility, and the way developing countries frame innovation. From low-cost medical devices to portable energy systems, from modular vehicles to clean-tech solutions, India's innovation ethos is pushing the world to rethink its assumptions: not everything valuable has to be expensive; not all innovation needs complexity.

This isn't a story about glorifying poverty or glamorizing scarcity. It's a story about how constraints, when paired with creativity and empathy, can create a new vocabulary of engineering—one that the world is increasingly listening to.

### Designing for the Bottom Billion

The essential shift in frugal engineering is that it




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doesn't ask "How can we make this cheaper?" after a product is already designed. Instead, it begins by asking, "What do people really need—and how can we create it with what we already have?" It is not cost-cutting; it is cost-conscious design from conception.

Take, for example, India's development of low-cost healthcare technologies. Devices like portable ECG machines, hand-held ultrasound scanners, and basic dialysis equipment were designed not only to reduce price but to ensure they function in environments with intermittent electricity, low digital literacy, and limited infrastructure. These products are not budget versions of Western devices—they are context-specific, intelligent adaptations made for entirely different user conditions.

In many cases, the innovations born out of such environments have found surprising resonance globally. A handheld ECG machine developed for use in Indian villages is now being used in rural clinics in Africa and mobile health units in the American Midwest. The same frugal innovations that were once seen as "developing world solutions" are proving to be globally relevant—especially in areas where healthcare inequality persists despite economic development.

## When Constraints Inspire Elegance

What sets frugal engineering apart from mere improvisation is its commitment to reliability, user-centered design, and sustainability. There is elegance in its efficiency. Engineers working within the frugal model often think modularly—creating systems that can be easily repaired or upgraded without needing an expensive supply chain or specialized labor.

Whether it's a refrigerator that runs without electricity made from terracotta, or a bicycle-powered washing machine built for tribal communities, these designs don't sacrifice dignity for affordability. On the contrary, they embody it. They reflect a worldview where engineering is not just about pushing technical limits, but about extending the reach of solutions to those who need them most.

One of the most iconic examples is the story of a low-cost sanitary pad-making machine developed by a school dropout in southern India. His innovation has not only provided employment for thousands of women but has helped normalize menstrual hygiene in regions where it was once taboo. His machines now operate in over 20 countries. That is the power of frugal engineering—not just invention, but systemic transformation.

## A Global Shift in Perspective

Multinational companies have taken notice. Many now operate R&D labs in India not just for outsourcing, but to learn from local design thinking. Western corporations are beginning to understand that designing $50,000 machines for a $500 need is no longer sustainable—or ethical.

Design schools across Europe and the U.S. are incorporating "frugal innovation" modules in their curriculum, citing Indian case studies and collaborations. Governments are investing in frugal labs and low-cost tech incubators. This shift represents a broader evolution in global innovation priorities—from exclusivity and efficiency toward inclusivity and adaptability.

Frugal engineering also aligns deeply with the goals of sustainability. In a world plagued by wasteful production and planned obsolescence, frugal solutions are inherently more circular, more environmentally conscious. They are, in essence, blueprints for regenerative design.

## The Critique: When Frugality Becomes a Buzzword

Of course, not all is perfect. One of the key criticisms of the frugal innovation movement is that it can be romanticized. There is a thin line between empowering low-cost innovation and celebrating poverty. In some instances, frugal products lack regulatory approval or standardized safety protocols, and their scaling can be inconsistent. Without strong institutional support, grassroots innovations may remain local, unable to find funding or infrastructure to grow.

Furthermore, the Western adaptation of frugality sometimes veers into appropriation—replicating the model without acknowledging the structural inequalities that made such innovation necessary in the first place. The narrative must be handled with nuance: frugal engineering is not about celebrating scarcity, but about demonstrating how creativity thrives despite it.

India is now at a tipping point. Its frugal engineering model is mature enough to lead global innovation dialogues, but it must also evolve. Scaling these innovations will require stronger partnerships between academia, government, and industry. Intellectual property frameworks need to protect grassroots inventors. Standardization must not come at the cost of cultural specificity.

What remains critical is that the spirit of frugal engineering—the human-centered design, the ecological mindfulness, the cultural intelligence—is not lost as it enters boardrooms and billion-dollar portfolios. The soul of the innovation must travel with the technology.

Frugal engineering from India isn't about scrapping by with less—it's about designing with intention. It's a powerful reminder that innovation doesn't need excess, but insight. That world-changing ideas don't always come from billion-dollar labs, but often from rural workshops, urban slums, and village schools.

As the world moves toward uncertain futures—with climate challenges, shrinking resources, and growing inequalities—India's frugal innovation story offers more than hope. It offers a method. A model. A mindset.

One that asks, not how much more we can build, but how wisely we can engineer what we already have.




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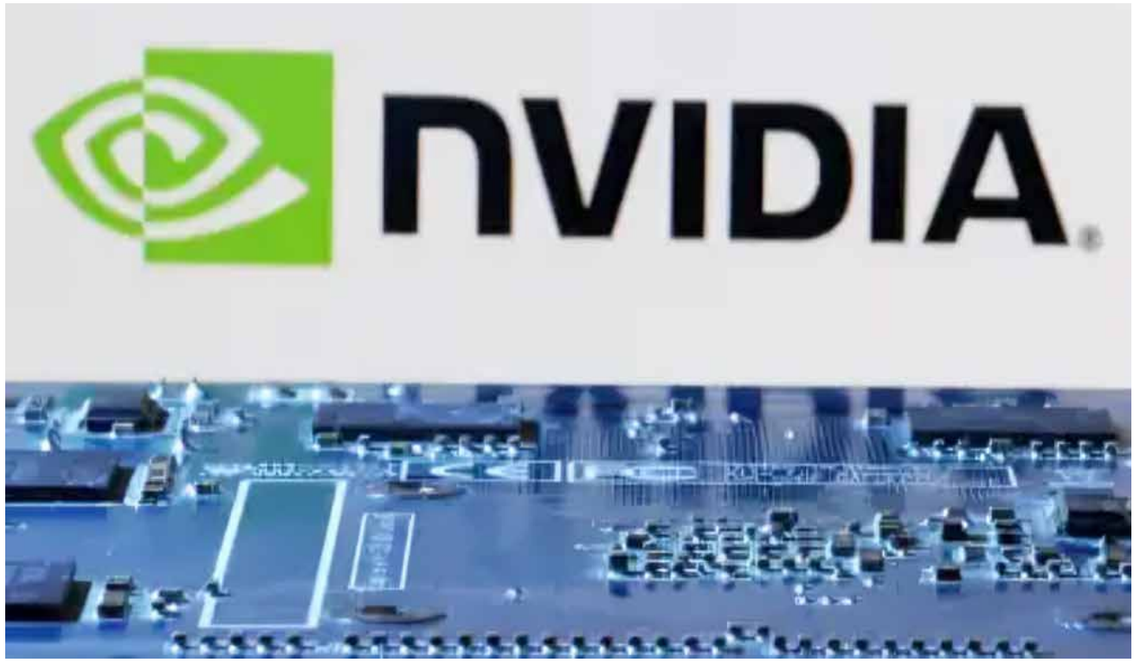
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# CAN INDIA BUILD ITS OWN NVIDIA?

**Prabhav Anand**

At a packed conference hall in New Delhi earlier this year, tech leaders, government officials, and academics gathered around one pressing question: Can India build its own NVIDIA? Not metaphorically. Literally. A homegrown AI hardware powerhouse that could anchor the country's ambitions in the age of artificial intelligence, the same way NVIDIA powers the digital dreams of Silicon Valley.

For decades, India has been known as the global back office of the tech world. Its strength lay in software services, not silicon. While Indian engineers wrote code for the world, the world built chips for India. But this dynamic is now under siege from a new wave of AI-driven geopolitics. In a world increasingly defined by compute power, chip sovereignty has become as critical as oil was in the last century. The semiconductor shortage during the COVID-19 pandemic and the current AI boom have only sharpened this reality.

India's response has been assertive. The government has launched the $10 billion India Semiconductor Mission. Tata Group is setting up massive chip assembly and packaging facilities. Institutions like IIT Madras are developing open-source RISC-V processors under projects like Shakti and Vega. The Centre for Development of Advanced Computing (C-DAC) has long pioneered indigenous computing infrastructure with projects like the PARAM supercomputers. And most recently, the government has announced plans to build India's own Graphics Processing Unit (GPU) architecture—within a span of 3 to 5 years.

Yet, building a GPU is not just a technical or industrial project. It is a complex, long-drawn game of innovation, ecosystem orchestration, capital infusion, and geopolitical maneuvering. Unlike software, where a bright idea and a skilled coder can spark a revolution, AI chips demand multi-billion dollar fabs, decades of design IP, access to cutting-edge lithography equipment, and perhaps most importantly, control over the supply chain from materials to manufacturing.

Despite the optimism, many insiders acknowledge the reality: India is late to this race. NVIDIA, AMD, and Intel have had a multi-decade head start. But that doesn't mean the race is over. If India can strategically harness its strengths—talent, policy support, and scale—while navigating its weaknesses—manufacturing lag, IP gaps, and ecosystem fragmentation—it might not just catch up. It might redefine the rules of the game altogether.

The Long Road from Software to Silicon

India's success story in the software industry is legendary. From Infosys to TCS, Indian IT firms revolutionized the global outsourcing model. But AI hardware is a different beast. It's not about service contracts—it's about sovereignty. And here, India is trying to shift from being a consumer of foreign compute to becoming a creator of indigenous platforms.

This transition is both ambitious and necessary. AI models, especially large language models (LLMs), require thousands of high-performance GPUs for training. Access to these GPUs, often manufactured and controlled by U.S.-based giants, is becoming the bottleneck in India's AI aspirations. Training a state-of-the-art model requires not just data and algorithms—but enormous compute power. NVIDIA's A100 and H100 chips have become gatekeepers of progress.

India's answer to this is multipronged. The plan includes setting up thousands of GPU servers across the country, backed by the government and private players. But more importantly, it aims to design and manufacture a domestic GPU architecture—one that could, in time, form the backbone of Indian AI innovation.

Government officials have publicly stated that India will have its own GPU in the next few years. The vision is bold: a sovereign, scalable AI chip ecosystem that could serve national interests and eventually become globally competitive. But that road is fraught with challenges.

## Building Blocks Are in Place—but Scattered

India does not start from zero. In fact, there are credible building blocks. The Shakti processor project at IIT Madras has shown that India can design its own CPUs. The Vega series, developed under C-DAC, is built on open-source RISC-V architecture. There are efforts in semiconductor packaging and assembly, especially through Tata's upcoming facilities. And supercomputing efforts like PARAM show that India can integrate large-scale hardware for scientific computing.

However, putting these pieces together into a unified, scalable, and competitive AI hardware ecosystem is easier said than done. Design expertise is scattered. Foundries are still in their infancy. Even when India can design a chip, it must rely on Taiwan or South Korea for fabrication. And most crucially, it lacks a comprehensive semiconductor supply chain—from silicon wafers to EUV lithography tools.

## Can India Leapfrog with a New Playbook?

The harsh truth is this: catching up with NVIDIA on its own turf may not be feasible in the short term. NVIDIA has spent decades building proprietary GPU architectures, an industry-defining CUDA software stack, and a developer ecosystem that spans every corner of the AI world. Trying to beat NVIDIA at its own game may be like trying to beat Google in search—technically possible, but strategically naïve.

What India can do, instead, is leapfrog. Just as it did with digital payments and mobile internet, India can look for newer paradigms in AI hardware. That could include neuromorphic chips, photonic computing, or application-specific AI accelerators tailored to Indian needs—like edge devices for agriculture, healthcare, or multilingual NLP.

Moreover, India can carve out niches where its comparative advantages shine—cost-effective chip design talent, a massive AI developer base, and an urgent domestic need for compute sovereignty. If it can't build an NVIDIA, maybe it can build something beyond NVIDIA.

## The Role of Policy and Public Investment

None of this can happen without the government's sustained backing. Semiconductor manufacturing is among the most capital-intensive industries on the planet. Just one leading-edge fab can cost upwards of $20 billion. India's initial outlay under the Semiconductor Mission is around $10 billion—enough to seed the ecosystem, but not enough to sustain it.

Incentives, partnerships, and IP creation must go hand in hand. The focus should not just be on building hardware but nurturing a full-stack ecosystem—EDA tools, compiler infrastructure, developer support, open-source models, and hardware-software co-design labs.

India will also need to navigate the global chip politics with finesse. The U.S. is unlikely to transfer critical lithography technologies. China is already under sanctions. The Netherlands and Japan, home to critical toolmakers, are caught in the crossfire. In this landscape, India must forge its own path—possibly by aligning with open-source communities, neutral players, and public-private partnerships.

## A Cautious Optimism, Not Blind Faith

It's tempting to be swept away by the rhetoric of self-reliance and technological nationalism. But India's journey to build an NVIDIA-like entity will be long, uncertain, and bumpy. Success isn't guaranteed. There are plenty of failed semiconductor dreams across the globe—Turkey, Brazil, Russia have all tried and stumbled.

What makes India different is its scale, talent, and timing. The AI revolution is still unfolding. Compute demand is exploding across sectors. The government is willing to spend. And Indian entrepreneurs are showing increasing appetite for hardware ventures—once seen as too slow and capital-heavy for the startup crowd.

But time is limited. The next five years will be critical. If India can demonstrate early wins—a viable GPU, a strong AI-accelerator startup, a functional domestic compute cloud—it could change the perception of India as merely a service economy to a sovereign AI hardware power.

Building an Indian NVIDIA is not just about creating a chip. It's about reshaping India's position in the global technology order. It's about sovereignty, strategy, and ambition. And like any good story of nation-building, it demands more than engineering—it demands vision, patience, and courage.

As the AI era matures, countries will no longer be judged just by their coders but by the compute they control. If India wants to lead this future, it must get its hands dirty with silicon. Because in the coming decades, whoever controls the chips may very well control the narrative.



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OPINION








# FROM METRO RAILS TO MEGA TUNNELS

## ENGINEERING MARVELS THAT CHANGED INDIA

**Pragya**

From underground metros to sky-high bridges, Indian engineers are crafting bold, record-breaking infrastructure that is transforming mobility, connectivity, and national identity across the country, finds Pragya Kumari.

"Great dreams of great engineers are always transcended into reality, with vision and persistence." - Dr APJ Abdul Kalam (Aerospace engineer, former President of India)

India, a nation known for its cultural richness and centuries-old heritage, is also home to some of the most ambitious engineering feats of the 21st century. Behind the rapidly expanding skyline, sprawling highways, and interconnected metros lies the silent work of Indian engineers, whose contributions continue to shape the country's infrastructure landscape.

These marvels are more than concrete, steel, and glass. They stand as bold testaments to India's determination, innovation, and technical prowess.

From underground metro networks to mountain tunnels, modern India is being built by minds and hands that refuse to settle for anything less than extraordinary.

Engineering in India is not only about structure and systems. It is about imagination, discipline, and vision; it is not just engineering, it is an art form crafted through persistence and purpose.

### The Delhi Metro: More than just a transit system

When the first phase of the Delhi Metro was inaugurated in 2002, few could imagine the transformation it would spark. Not only did it revolutionize urban transport in the capital, but it also became a model for metro systems across India.

Clean, efficient, and punctual, the Delhi Metro broke away from the chaotic and crowded image typically associated with Indian public transport. But the true marvel lies beneath the surface, both literally and metaphorically.

Building an underground metro in one of the world's most congested and historically sensitive cities came with immense challenges. Engineers had to consider delicate archaeological zones, unstable soil, and dense traffic overhead, all while maintaining precision and speed.

Much of the credit goes to the legendary engineer E Sreedharan, famously known as the "Metro Man of India." His leadership combined technical discipline with moral integrity. Under his guidance, the Delhi Metro was completed on time and within budget, setting a new standard for urban infrastructure in India.

Today, the Delhi Metro spans over 390 kilometers with more than 280 stations, serving millions of commuters daily. Its success has inspired similar networks in Mumbai, Bengaluru, Kochi, Hyderabad, and several other cities.

### The Atal Tunnel: A beautiful engineering feat through the Himalayas

The Atal Tunnel, nestled in the treacherous terrain of the Pir Panjal range in Himachal Pradesh, is a remarkable engineering achievement. It provides year-round access between Manali and the Lahaul-Spiti Valley, an area previously cut off for nearly six months due to heavy snowfall.

At 9.02 kilometers long and located at an altitude of over 10,000 feet, it is the world's longest highway tunnel at this height. The project not only reduced the distance between Manali and Leh by 46 kilometers but also shortened travel time by around four hours.

However, the numbers reveal only part of the story. Engineers had to work under extreme conditions that included sub-zero temperatures, frequent landslides, and oxygen-deficient air. Using advanced techniques such as the New Austrian Tunneling Method, they carved through solid rock and unpredictable soil.

The tunnel features high-end safety systems, including fire detection units, state-of-the-art ventilation, and emergency exits. Completed in 2020 despite pandemic-related delays, the Atal Tunnel stands as a symbol of engineering resilience and capability in one of the world's most unforgiving environments.

### Statue of Unity: A monument of scale and precision

When the Government of India unveiled plans for the world's tallest statue, many were suspicious of Sardar Vallabhbhai Patel's 182-meter monument. The creation of a structure almost double the height of the Statue of Liberty in a remote corner of Gujarat seemed highly ambitious.

Nevertheless, in only 46 months, that skepticism was silenced. The Statue of Unity is not just a monument; it is a case study in engineering precision and logistics. The statue had to withstand high wind speeds, earthquakes, and long-term weather erosion.

Construction required more than 70,000 metric tons of cement and concrete, about 6,500 metric tons of structural steel, and 1,800 metric tons of bronze cladding. Indian engineers worked in collaboration with global advisors on logistics, coordinated design, and structural engineering.

To ensure safety and durability, complex wind tunnel tests were conducted so the statue could withstand winds up to 180 kilometers per hour. The final structure includes a high-speed lift, a gallery at 153 meters, and a state-of-the-art view deck that provides a captivating view of the Narmada River.

Beyond its symbolic value, the statue has greatly promoted local tourism and created hundreds of jobs, proving that symbolic engineering can also have a practical effect. At such scale and precision, this was not only a structural triumph, it was sculptural artistry.

## Chenab Bridge: Bridging the Impossible

One of the most amazing infrastructure projects in recent Indian history is the Chenab railway bridge in Jammu and Kashmir. Rising above the deep gorge of the Chenab River, the bridge stands 359 meters above the water, making it the world's highest railway bridge and even taller than the Eiffel Tower.

The bridge is part of the Udhampur-Srinagar-Baramulla Rail Link Project, which aims to connect the Kashmir Valley with the rest of India. The engineering challenges were staggering. The area is mountainous, seismically active, and exposed to high-velocity winds.

Steep cliffs and difficult logistics added further complications. Engineers had to use sophisticated methods such as incremental launching and cable cranes to move and place construction material.

A special corrosion-resistant steel was used, and the bridge was designed to handle temperature variations between minus 20 and 45 degrees Celsius while being explosion-resistant and seismically stable.

When trains begin running across the Chenab Bridge, it will not just be an engineering victory but also a symbol of national unity, connecting remote communities and integrating the region into the country's economic and social mainstream.

The soaring arc of the bridge across a deep Himalayan chasm is not only a work of infrastructure but also a line drawn in defiance against gravity, an elegant expression of technical poetry.

Delhi Metro, Atal Tunnel, Statue of Unity, and Chenab Bridge are not the only engineering feats that stand out. The Mumbai Trans Harbour Link, still under construction, is set to be the longest sea bridge in India, connecting Mumbai and Navi Mumbai across the bay.

The Eastern Peripheral Expressway, completed in record time, has become a model for green highways with solar-powered lighting, rainwater harvesting systems, and acoustic barriers.

Another engineering icon, the Bandra-Worli Sea Link in Mumbai, showcases India's growing expertise in marine construction and complex cable-stayed bridge design. Each of these projects demonstrates that Indian engineers are not merely catching up to global benchmarks; they are helping define them.

In each concrete column, each tension cable, there is more than design; there is design thinking, spatial imagination, and the discipline of creators.

## Making Indian engineering unique

India's engineering achievements are not just about scale or cost-efficiency. They embody the spirit of innovation under constraint. Unlike many developed nations, Indian engineers often work under tight budgets, limited resources, and challenging terrains.

This has fostered a culture of frugal innovation, where every rupee is stretched without compromising safety, durability, or quality. Indian engineers bring a rare combination of rigorous academic grounding, strong analytical thinking, and real-world pragmatism.

Many of the country's mega infrastructure projects are being executed by graduates of IITs, NITs, and top engineering colleges, whose training blends global best practices with localized understanding. This blend of efficiency and ingenuity, paired with vision and cultural context, has elevated Indian engineering into a craft.

## Looking ahead: Engineering the future

India's future relies heavily on the vision and execution power of its engineers. With high-speed rail corridors, river-linking missions, nationwide renewable energy grids, and artificial intelligence integrated into infrastructure systems, the upcoming decade will demand even greater creativity and precision.

The shift towards sustainability is also changing the engineering landscape. Green buildings, climate-resilient urban planning, and electric mobility solutions are no longer distant ideas; they are integral to India's development playbook.

Government-led initiatives such as "Make in India," "Digital India," and "Gati Shakti" are catalyzing a new age of industrial and infrastructure growth, placing engineers at the heart of national transformation. And as these visions take shape, engineering will increasingly blur with design, creativity, and civic artistry.

## Monuments to mindpower

From tunneling through snow-covered mountains to sculpting towering statues that redefine skylines, Indian engineers have shown time and again that they can turn the seemingly impossible into reality.

These engineering marvels are not just structures; they are reflections of national vision, resilience, and intellect. In the evolving story of modern India, engineers are not just builders of bridges, tunnels, or metros.

They are shaping the foundation of the country's future. And in doing so, they are proving a deeper truth: "Engineering is not just a science; it is also an art."



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IIRF-2025 | BEST ENGINEERING COLLEGES (GOVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF INSTITUTION / UNIVERSITY (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | IIT Bombay - Indian Institute of Technology | Mumbai | Maharashtra | 1 | | 135.71 | 135.71 | 132.85 | 134.42 | 132.28 | 124.71 | 123.99 | **934.84** |
| 2 | IIT Delhi - Indian Institute of Technology | Delhi | Delhi | 1 | | 135.42 | 136.28 | 131.14 | 132.42 | 134.06 | 127.85 | 127.14 | **933.54** |
| 3 | IIT Madras - Indian Institute of Technology | Chennai | Tamil Nadu | 1 | | 135.18 | 136.25 | 130.85 | 132.28 | 133.74 | 127.42 | 126.92 | **932.12** |
| 4 | IIT Kharagpur - Indian Institute of Technology | Kharagpur | West Bengal | 1 | | 135.02 | 136.16 | 130.35 | 132.25 | 133.42 | 127.42 | 125.85 | **930.53** |
| 5 | IIT Kanpur - Indian Institute of Technology | Kanpur | Uttar Pradesh | 1 | | 134.72 | 136.05 | 130.19 | 131.94 | 132.99 | 127.05 | 125.74 | **928.86** |
| 6 | IIT Guwahati - Indian Institute of Technology | Guwahati | Assam | 1 | | 134.58 | 135.96 | 130.14 | 131.59 | 132.88 | 126.85 | 124.71 | **927.57** |
| 7 | IIT Roorkee - Indian Institute of Technology | Roorkee | Uttarakhand | 1 | | 134.41 | 135.85 | 129.91 | 131.52 | 132.71 | 126.55 | 124.28 | **926.37** |
| 8 | IIT BHU - Indian Institute of Technology (BHU) | Varanasi | Uttar Pradesh | 2 | | 134.28 | 135.74 | 129.71 | 131.42 | 132.22 | 126.41 | 123.85 | **925.16** |
| 9 | IIT Hyderabad - Indian Institute of Technology | Sangareddy | Telangana | 1 | | 134.15 | 135.68 | 129.55 | 131.26 | 131.91 | 125.28 | 123.87 | **923.83** |
| 10 | IIT Patna- Indian Institute of Technology | Patna | Bihar | 1 | | 134.06 | 135.46 | 129.29 | 131.09 | 131.75 | 124.85 | 123.14 | **922.33** |
| 11 | IIT Ropar - Indian Institute of Technology | Ropar | Punjab | 1 | | 133.86 | 135.29 | 128.88 | 130.86 | 131.55 | 125.01 | 123.42 | **920.93** |
| 12 | IIT Jodhpur- Indian Institute of Technology | Jodhpur | Rajasthan | 1 | | 133.78 | 135.14 | 128.66 | 130.61 | 131.42 | 124.78 | 123.25 | **919.73** |
| 13 | IIT Indore - Indian Institute of Technology | Indore | Madhya Pradesh | 1 | | 133.46 | 135.01 | 128.51 | 130.44 | 131.38 | 124.55 | 123.12 | **918.42** |
| 14 | Institute of Chemical Technology (ICT) | Mumbai | Maharashtra | 2 | | 133.19 | 134.84 | 128.29 | 130.14 | 131.26 | 124.45 | 123.07 | **916.93** |
| 15 | Anna University | Chennai | Tamil Nadu | 2 | | 133.06 | 134.74 | 128.21 | 129.96 | 130.54 | 124.18 | 122.74 | **915.68** |
| 16 | HBTU - Harcourt Butler Technical University | Kanpur | Uttar Pradesh | 3 | | 133.01 | 134.56 | 127.99 | 129.14 | 130.35 | 124.14 | 122.69 | **913.91** |
| 17 | IISST - Indian Institute of Space Science and Technology | Thiruvananthapuram | Kerala | 1 | | 132.85 | 134.45 | 127.77 | 128.96 | 129.99 | 123.85 | 122.57 | **912.61** |
| 18 | IIT Gandhinagar - Indian Institute of Technology | Gandhinagar | Gujarat | 1 | | 132.76 | 134.31 | 127.62 | 128.72 | 129.99 | 123.57 | 121.42 | **911.32** |
| 19 | DTU- Delhi Technological University | Delhi | Delhi | 2 | | 132.56 | 134.15 | 127.44 | 128.57 | 129.39 | 123.84 | 121.42 | **910.12** |
| 20 | IIT Mandi - Indian Institute of Technology | Mandi | Himachal Pradesh | 1 | | 132.44 | 134.06 | 127.32 | 128.27 | 128.57 | 122.85 | 121.42 | **908.43** |
| 21 | NSUT - Netaji Subhas University of Technology | New Delhi | Delhi | 3 | | 132.42 | 134.01 | 127.14 | 128.02 | 127.14 | 122.85 | 121.42 | **907.07** |
| 22 | ABVIIITM- ABV Indian Institute of Information Technology & Management | Gwalior | Madhya Pradesh | 2 | | 132.35 | 133.84 | 127.11 | 127.14 | 128.57 | 121.42 | 119.99 | **905.29** |
| 23 | COEP Technological University (Formerly College of Engineering Pune) | Pune | Maharashtra | 3 | | 132.15 | 133.78 | 126.72 | 127.71 | 125.71 | 121.42 | 119.99 | **903.61** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (GOVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF INSTITUTION / UNIVERSITY (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 24 | CIPET Ahmedabad- Central Institute of Plastic Engineering & Technology | Ahmedabad | Gujarat | 2 | | 131.98 | 133.58 | 126.64 | 127.52 | 125.71 | 121.42 | 118.57 | **902.27** |
| 25 | Jadavpur University - Faculty of Engineering and Technology | KolKata | West Bengal | 2 | | 131.86 | 133.26 | 126.32 | 127.39 | 125.71 | 119.99 | 120.61 | **900.97** |
| 26 | IIT (ISM) Dhanbad - Indian Institute of Technology | Dhanbad | Jharkhand | 1 | | 131.71 | 133.11 | 126.11 | 127.25 | 123.57 | 121.99 | 120.57 | **899.78** |
| 27 | MNNIT Allahabad - Motilal Nehru National Institute of Technology | Prayagraj | Uttar Pradesh | 4 | | 131.58 | 132.96 | 125.95 | 127.07 | 121.42 | 122.58 | 120.28 | **898.02** |
| 28 | NIT Calicut- National Institute of Technology | Kozhikode | Kerala | 2 | | 131.44 | 132.85 | 125.82 | 126.87 | 121.42 | 121.42 | 119.99 | **896.62** |
| 29 | IIIT Allahabad- Indian Institute of Information Technology | Prayagraj | Uttar Pradesh | 5 | | 131.35 | 132.74 | 125.58 | 126.71 | 121.42 | 119.99 | 120.01 | **895.17** |
| 30 | NIT Tiruchirappalli - National Institute of Technology | Tiruchirappalli | Tamil Nadu | 3 | | 131.22 | 132.56 | 125.41 | 126.45 | 121.42 | 119.99 | 119.57 | **894.02** |
| 31 | IIEST Shibpur- Indian Institute of Engineering Science & Technology | Shibpur-Howrah | West Bengal | 3 | | 131.01 | 132.41 | 125.25 | 126.27 | 119.99 | 121.42 | 117.14 | **892.2** |
| 32 | NIT Delhi- National Institute of Technology | Delhi | Delhi | 4 | | 130.75 | 132.28 | 125.12 | 126.01 | 119.99 | 119.99 | 118.57 | **890.88** |
| 33 | NIFTEM Sonipat- National Institute of Food Technology, Entrepreneurship and Management | Sonipat | Haryana | 1 | | 130.62 | 132.15 | 124.91 | 125.85 | 119.99 | 118.57 | 118.57 | **889.38** |
| 34 | IIITDM Jabalpur- Indian Institute of Information Technology Design & Manufacturing | Jabalpur | Madhya Pradesh | 3 | | 130.48 | 131.96 | 124.78 | 124.32 | 120.09 | 120.15 | 119.28 | **887.77** |
| 35 | NITK Surathkal - National Institute of Technology | Mangalore | Karnataka | 1 | | 130.35 | 131.78 | 124.57 | 124.15 | 119.85 | 120.07 | 118.57 | **886.41** |
| 36 | DIAT- Defence Institute of Advanced Technology | Pune | Maharashtra | 4 | | 130.21 | 131.56 | 124.42 | 123.98 | 119.71 | 119.89 | 118.57 | **885.3** |
| 37 | NIT Hamirpur- National Institute of Technology | Hamirpur | Himachal Pradesh | 2 | | 130.06 | 131.42 | 124.21 | 123.81 | 119.54 | 115.71 | 118.81 | **882.56** |
| 38 | VNIT - Visvesvaraya National Institute of Technology | Nagpur | Maharashtra | 5 | | 129.92 | 131.25 | 124.07 | 123.65 | 118.99 | 115.71 | 118.57 | **881.33** |
| 39 | IIITDM- Indian Institute of Information Technology Design & Manufacturing | Kancheepuram | Tamil Nadu | 4 | | 129.76 | 131.09 | 123.21 | 123.48 | 119.14 | 119.14 | 115.71 | **880.13** |
| 40 | IIT Bhubaneswar- Indian Institute of Technology | Bhubaneswar | Odisha | 1 | | 129.64 | 130.94 | 123.07 | 123.31 | 119.07 | 117.14 | 115.71 | **878.4** |
| 40 | Rajiv Gandhi Institute of Petroleum Technology | Amethi | Uttar Pradesh | 6 | | 129.49 | 130.78 | 122.92 | 123.15 | 118.57 | 118.57 | 117.51 | **878.39** |
| 41 | CIPET Bhubaneswar- Central Institute of Plastic Engineering & Technology | Bhubaneswar | Odisha | 2 | | 129.36 | 130.62 | 122.77 | 122.98 | 114.28 | 117.99 | 117.14 | **875.06** |
| 41 | University of Delhi | Delhi | Delhi | 5 | | 129.21 | 130.48 | 122.64 | 121.42 | 119.99 | 117.31 | 117.14 | **875.06** |
| 42 | CIPET Lucknow- Central Institute of Plastic Engineering & Technology | Lucknow | Uttar Pradesh | 7 | | 129.06 | 129.99 | 122.49 | 119.99 | 119.14 | 119.14 | 117.14 | **872.52** |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 42 | GGSIPU- Guru Gobind Singh Indraprastha University | New Delhi | Delhi | 6 | | 128.92 | 129.99 | 122.14 | 121.42 | 118.57 | 117.51 | 117.14 | **872.51** |
| 43 | NIT Rourkela- National Institute of Technology | Rourkela | Odisha | 3 | | 128.81 | 129.99 | 122.14 | 119.99 | 115.71 | 117.14 | 115.71 | **868.66** |
| 43 | Zakir Husain College of Engineering and Technology, AMU | Aligarh | Uttar Pradesh | 8 | | 128.61 | 129.42 | 121.99 | 121.42 | 116.54 | 115.29 | 115.99 | **868.66** |
| 44 | Dr. B. R. Ambedkar National Institute of Technology | Jalandhar | Punjab | 2 | | 128.49 | 129.65 | 121.81 | 121.94 | 114.28 | 114.99 | 114.28 | **867.46** |
| 45 | JMI- Jamia Millia Islamia | New Delhi | Delhi | 7 | | 128.38 | 129.48 | 121.65 | 121.42 | 115.71 | 114.28 | 112.85 | **866.17** |
| 46 | IIT Palakkad- Indian Institute of Technology | Palakkad | Kerala | 3 | | 128.24 | 129.31 | 121.48 | 121.42 | 115.28 | 114.28 | 111.42 | **864.82** |
| 47 | IIT Tirupati- Indian Institute of Technology | Tirupati | Andhra Pradesh | 1 | | 128.08 | 128.99 | 121.32 | 121.42 | 114.28 | 114.28 | 112.57 | **863.68** |
| 48 | IIT Jammu- Indian Institute of Technology | Jammu | Jammu & Kashmir | 1 | | 127.85 | 128.57 | 121.02 | 121.14 | 115.71 | 114.28 | 112.44 | **862.54** |
| 49 | G. B. Pant University of Agriculture and Technology (College of Technology) | Pantnagar | Uttarakhand | 2 | | 127.74 | 128.79 | 120.99 | 119.99 | 115.54 | 114.85 | 112.28 | **861.41** |
| 49 | Visvesvaraya Technological University | Belagavi | Karnataka | 2 | | 127.58 | 128.59 | 120.85 | 121.14 | 114.28 | 113.68 | 114.14 | **861.41** |
| 50 | College of Engineering Trivandrum (CET) | Thiruvananthapuram | Kerala | 4 | | 127.44 | 128.42 | 120.58 | 120.77 | 115.22 | 113.99 | 111.99 | **860.08** |
| 51 | NIT Warangal- National Institute of Technology | Warangal | Telangana | 2 | | 127.28 | 128.28 | 120.49 | 120.54 | 114.98 | 113.81 | 111.57 | **858.89** |
| 52 | Maulana Azad National Institute of Technology | Bhopal | Madhya Pradesh | 4 | | 127.04 | 128.09 | 120.31 | 120.35 | 114.78 | 113.42 | 111.64 | **857.47** |
| 53 | IIITDM Kurnool- Indian Institute of Information Technology, Design & Manufacturing | Kurnool | Andhra Pradesh | 2 | | 126.82 | 127.84 | 119.99 | 120.05 | 114.57 | 113.28 | 111.28 | **855.66** |
| 54 | IIT Bhilai- Indian Institute of Technology | Bhilai | Chhattisgarh | 1 | | 126.65 | 127.64 | 119.85 | 119.85 | 114.28 | 113.07 | 110.71 | **854.23** |
| 55 | G. B. Pant Engineering College | Pauri | Uttarakhand | 3 | | 126.35 | 127.42 | 119.64 | 119.64 | 114.07 | 112.85 | 110.85 | **852.69** |
| 56 | NIT Jamshedpur- National Institute of Technology | Jamshedpur | Jharkhand | 2 | | 126.14 | 127.21 | 119.42 | 119.42 | 113.71 | 112.42 | 110.71 | **851.05** |
| 57 | IIT Dharwad- Indian Institute of Technology | Dharwad | Karnataka | 3 | | 125.82 | 127.01 | 119.18 | 119.21 | 113.49 | 112.35 | 110.35 | **849.38** |
| 58 | NIT Durgapur- National Institute of Technology | Durgapur | West Bengal | 4 | | 125.67 | 126.71 | 118.92 | 118.92 | 113.35 | 112.14 | 110.21 | **847.76** |
| 59 | BIT Sindri, Department of Higher Technical Education | Dhanbad | Jharkhand | 3 | | 125.48 | 126.49 | 118.71 | 118.71 | 112.99 | 111.99 | 109.99 | **846.26** |
| 60 | IIT Goa- Indian Institute of Technology | Goa | Goa | 1 | | 125.21 | 126.28 | 118.49 | 118.49 | 112.92 | 112.85 | 108.57 | **844.85** |
| 60 | National Institute of Technology (NIT), Kurukshetra | Kurukshetra | Haryana | 2 | | 124.99 | 126.07 | 118.28 | 118.57 | 112.85 | 112.85 | 111.91 | **844.84** |
| 61 | National Power Training Institute | Durgapur | West Bengal | 5 | | 124.77 | 125.95 | 117.92 | 117.92 | 112.35 | 111.99 | 109.39 | **841.71** |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 61 | NPTI- National Power Training Institute-Northern Region | New Delhi | Delhi | 8 | | 124.42 | 125.68 | 118.71 | 117.85 | 111.64 | 111.42 | 111.42 | **841.71** |
| 62 | JNTU College of Engineering | Hyderabad | Telangana | 3 | | 124.24 | 125.47 | 117.59 | 117.49 | 111.92 | 113.21 | 108.78 | **839.23** |
| 62 | NIT Patna- National Institute of Technology | Patna | Bihar | 2 | | 124.12 | 125.37 | 117.57 | 117.49 | 112.71 | 111.42 | 111.42 | **839.22** |
| 63 | Malaviya National Institute of Technology | Jaipur | Rajasthan | 2 | | 123.67 | 124.75 | 117.18 | 116.98 | 111.55 | 109.14 | 108.38 | **833.98** |
| 64 | National Institute of Advanced Manufacturing Technology, Ranchi | Ranchi | Jharkhand | 4 | | 123.47 | 124.52 | 116.75 | 116.84 | 111.19 | 109.14 | 108.09 | **832.26** |
| 65 | Indraprastha Institute of Information Technology | New Delhi | Delhi | 9 | | 123.18 | 124.31 | 116.67 | 116.47 | 110.98 | 109.14 | 107.92 | **830.74** |
| 66 | NIT Raipur- National Institute of Technology | Raipur | Chhattisgarh | 2 | | 122.85 | 123.99 | 116.48 | 115.71 | 110.57 | 111.99 | 107.61 | **829.45** |
| 66 | NIT Uttarakhand - National Institute of Technology | Srinagar, Pauri | Uttarakhand | 4 | | 122.42 | 123.71 | 116.57 | 116.72 | 111.42 | 109.99 | 108.51 | **829.45** |
| 67 | NIT Arunachal Pradesh- National Institute of Technology | Jote/Itanagar | Arunachal Pradesh | 1 | | 122.58 | 123.78 | 116.08 | 115.58 | 110.07 | 111.99 | 107.25 | **827.61** |
| 67 | NIT Srinagar- National Institute of Technology (J & K) | Srinagar | Jammu and Kashmir | 2 | | 122.28 | 123.57 | 115.97 | 115.54 | 111.42 | 110.11 | 111.42 | **827.6** |
| 68 | NIT Silchar- National Institute of Technology | Silchar | Assam | 2 | | 122.07 | 123.31 | 115.61 | 114.99 | 109.57 | 109.88 | 106.79 | **823.4** |
| 68 | RGIT Kottayam- Rajiv Gandhi Institute of Technology | Kottayam | Kerala | 5 | | 121.85 | 123.14 | 115.41 | 114.97 | 110.28 | 108.85 | 110.42 | **823.39** |
| 69 | Rajkiya Engineering College | Kannauj | Uttar Pradesh | 9 | | 121.59 | 122.85 | 115.24 | 114.44 | 109.12 | 108.24 | 106.35 | **819.69** |
| 70 | College of Agricultural Engineering and Technology- Punjab Agricultural University | Ludhiana | Punjab | 3 | | 121.34 | 122.64 | 114.94 | 114.19 | 107.14 | 107.99 | 105.71 | **816.96** |
| 71 | Govt. College of Technology | Coimbatore | Tamil Nadu | 5 | | 121.14 | 122.45 | 114.75 | 113.97 | 107.14 | 107.14 | 105.71 | **815.45** |
| 71 | North Eastern Regional Institute of Science & Technology | Itanagar | Arunachal Pradesh | 2 | | 120.89 | 122.19 | 114.51 | 113.99 | 107.57 | 107.71 | 108.08 | **815.45** |
| 72 | University Institute of Chemical Engineering and Technology, Panjab University | Chandigarh | Punjab | 4 | | 120.62 | 122.01 | 114.31 | 113.45 | 108.11 | 107.28 | 105.54 | **813.16** |
| 73 | University College of Engineering Osmania University | Hyderabad | Telangana | 4 | | 120.42 | 121.81 | 114.11 | 112.85 | 107.85 | 107.85 | 104.85 | **811.44** |
| 73 | NIT Goa- National Institute of Technology | Goa | Goa | 2 | | 120.24 | 121.61 | 113.88 | 112.85 | 108.57 | 107.72 | 107.14 | **811.44** |
| 74 | Sardar Vallabhbhai National Institute of Technology | Surat | Gujarat | 3 | | 119.92 | 121.38 | 113.65 | 112.65 | 107.39 | 106.57 | 104.87 | **808.31** |
| 75 | Jorhat Engineering College | Jorhat | Assam | 3 | | 119.81 | 121.19 | 113.45 | 112.31 | 107.21 | 106.28 | 104.68 | **806.88** |
| 76 | NIT Andhra Pradesh- National Institute of Technology, Tadepalligudem | Tadepalligudem | Andhra Pradesh | 3 | | 119.59 | 120.98 | 113.25 | 112.28 | 106.91 | 105.71 | 104.42 | **805.41** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (GOVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF INSTITUTION / UNIVERSITY (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 76 | Central Food Technological Research Institute | Mysuru | Karnataka | 4 | | 119.25 | 120.75 | 113.01 | 111.88 | 108.68 | 106.85 | 105.85 | **805.42** |
| 77 | NPTI Nagpur- National Power Training Institute | Nagpur | Maharashtra | 6 | | 118.99 | 120.52 | 112.81 | 111.67 | 106.49 | 105.67 | 104.07 | **802.03** |
| 78 | Dr. APJ Abdul Kalam Institute of Technology | Tanakpur | Uttarakhand | 5 | | 118.82 | 120.32 | 112.59 | 111.49 | 105.71 | 105.71 | 103.85 | **800.5** |
| 78 | NIT Mizoram- National Institute of Technology | Aizawl | Mizoram | 1 | | 118.62 | 120.07 | 112.37 | 111.12 | 106.88 | 105.71 | 107.14 | **800.5** |
| 79 | JNTU College of Engineering | Kakinada | Andhra Pradesh | 4 | | 118.32 | 119.91 | 112.17 | 110.91 | 105.81 | 104.85 | 103.45 | **797.31** |
| 80 | NIST Berhampur- National Institute of Science & Technology | Berhampur | Odisha | 4 | | 117.99 | 119.64 | 111.92 | 110.62 | 105.49 | 104.64 | 102.85 | **795.24** |
| 81 | Rajasthan Technical University - University College of Engineering | Kota | Rajasthan | 3 | | 117.78 | 119.42 | 111.72 | 110.39 | 104.85 | 104.28 | 102.42 | **793.42** |
| 82 | Orissa School of Mining Engineering | Kendujhar | Odisha | 5 | | 117.57 | 119.21 | 111.54 | 110.18 | 104.85 | 104.14 | 102.14 | **792.07** |
| 83 | Govt. College of Engineering | Kannur | Kerala | 6 | | 117.28 | 118.97 | 111.28 | 109.88 | 104.71 | 104.28 | 102.59 | **790.62** |
| 83 | University Institute of Chemical Technology, North Maharashtra University | Jalgaon | Maharashtra | 7 | | 117.07 | 118.77 | 111.12 | 109.99 | 105.71 | 104.28 | 103.51 | **790.61** |
| 84 | College of Engineering | Bhubaneswar | Odisha | 6 | | 116.85 | 118.55 | 110.89 | 109.45 | 104.35 | 104.85 | 102.22 | **788.17** |
| 84 | University College of Engineering, Punjab Technical University | Patiala | Punjab | 5 | | 116.57 | 118.31 | 110.89 | 109.91 | 104.28 | 104.48 | 103.99 | **788.17** |
| 85 | Indira Gandhi Delhi Technical University for Women (formerly Indira Gandhi Institute of Technology) | New Delhi | Delhi | 10 | | 116.44 | 118.09 | 110.47 | 109.08 | 103.95 | 103.42 | 100.57 | **784.47** |
| 85 | NIT Meghalaya- National Institute of Technology | Shillong | Meghalaya | 1 | | 116.27 | 117.95 | 110.47 | 108.99 | 104.14 | 102.85 | 103.28 | **784.47** |
| 86 | MMMUT Gorakhpur- Madan Mohan Malaviya University of Technology | Gorakhpur | Uttar Pradesh | 10 | | 116.08 | 117.87 | 110.24 | 108.69 | 103.35 | 101.99 | 101.35 | **782.06** |
| 87 | Rajiv Gandhi University - Faculty of Engineering and Technology | Papumpare | Arunachal Pradesh | 3 | | 115.89 | 117.74 | 110.09 | 108.51 | 103.21 | 101.65 | 100 | **780.54** |
| 88 | Odisha University of Technology and Research (Formerly College of Engineering & Technology) | Bhubaneswar | Odisha | 7 | | 115.72 | 117.58 | 109.92 | 108.32 | 102.71 | 100 | 100 | **778.61** |
| 88 | University College of Engineering BIT Campus, Anna University | Tiruchirappalli | Tamil Nadu | 6 | | 115.57 | 117.42 | 109.75 | 108.14 | 102.85 | 100.77 | 102.04 | **778.61** |
| 89 | Government Model Engineering College | Kochi | Kerala | 7 | | 115.34 | 117.19 | 109.54 | 107.99 | 102.42 | 101.42 | 100.42 | **777.02** |
| 89 | NIT Manipur- National Institute of Technology | Imphal | Manipur | 1 | | 115.17 | 117.02 | 109.38 | 107.99 | 103.57 | 101.35 | 101.28 | **777.01** |
| 90 | JNTU University College of Engineering | Vizianagaram | Andhra Pradesh | 5 | | 114.99 | 116.85 | 109.21 | 107.57 | 102.07 | 101.71 | 100.11 | **774.8** |
| 90 | Sant Longowal Institute of Engineering and Technology | Sangrur | Punjab | 6 | | 114.82 | 116.68 | 109.11 | 107.77 | 102.71 | 101.25 | 101.28 | **774.8** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (GOVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF INSTITUTION / UNIVERSITY (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 91 | IET Lucknow- Institute of Engineering & Technology | Lucknow | Uttar Pradesh | 11 | | 114.64 | 116.49 | 108.85 | 107.21 | 101.64 | 101.99 | 99.14 | **772.36** |
| 91 | Mahatma Gandhi Institute of Technology | Hyderabad | Telangana | 5 | | 114.45 | 116.31 | 108.68 | 107.11 | 102.48 | 101.77 | 101.42 | **772.36** |
| 92 | NIT Nagaland- National Institute of Technology | Dimapur | Nagaland | 1 | | 114.28 | 116.14 | 108.49 | 106.85 | 101.21 | 100.28 | 99.28 | **769.4** |
| 93 | JIET School of Engineering and Technology for Girls | Jodhpur | Rajasthan | 4 | | 114.11 | 115.97 | 108.32 | 106.68 | 100.99 | 99.14 | 98.57 | **767.62** |
| 94 | Government Engineering College Palakkad | Palakkad | Kerala | 8 | | 113.92 | 115.78 | 108.14 | 106.49 | 100 | 100 | 97.71 | **766.17** |
| 94 | NIT Agartala- National Institute of Technology | Agartala | Tripura | 1 | | 113.74 | 115.59 | 107.97 | 106.32 | 100.65 | 100 | 100.28 | **766.17** |
| 95 | Government College of Engineering | Amravati | Maharashtra | 8 | | 113.57 | 115.42 | 107.78 | 106.14 | 100.35 | 99.42 | 98.42 | **764.23** |
| 96 | Mizoram University - School of Engineering and Technology | Aizawl | Mizoram | 2 | | 113.39 | 115.24 | 107.61 | 105.97 | 100 | 99.21 | 98.28 | **762.9** |
| 97 | NIT Puducherry- National Institute of Technology | Puducherry | Puducherry | 1 | | 113.21 | 115.07 | 107.42 | 105.71 | 99.92 | 99 | 98.07 | **761.58** |
| 98 | University Department of Chemical Technology, Sant Gadge Baba Amravati University | Amravati | Maharashtra | 9 | | 113.02 | 114.88 | 107.25 | 105.42 | 99.71 | 98.78 | 97.85 | **760.14** |
| 99 | Assam University - Triguna Sen School of Technology | Silchar | Assam | 4 | | 112.85 | 114.71 | 107.07 | 105.42 | 99.5 | 98.57 | 97.14 | **758.94** |
| 100 | Guru Jambheshwar University of Science and Technology - Dept of Computer Science and Engineering | Hisar | Haryana | 3 | | 112.64 | 114.49 | 106.85 | 105.21 | 99.28 | 98.35 | 97.42 | **757.58** |
| 101 | Sree Venkateswara University College of Engineering | Tirupati | Andhra Pradesh | 6 | | 112.45 | 114.31 | 106.68 | 105.02 | 99.07 | 98.14 | 97.14 | **756.24** |
| 102 | NIT Sikkim- National Institute of Technology | Sikkim | Sikkim | 1 | | 112.28 | 114.14 | 106.49 | 104.85 | 98.85 | 97.92 | 96.57 | **754.87** |
| 103 | Indian Institute of Carpet Technology | Bhadohi | Uttar Pradesh | 12 | | 112.07 | 113.92 | 106.28 | 104.64 | 98.64 | 97.71 | 96.74 | **753.48** |
| 104 | Jodhpur National University | Jaipur | Rajasthan | 5 | | 111.88 | 113.74 | 106.09 | 104.45 | 98.42 | 97.57 | 96.57 | **752.19** |
| 105 | JNTU College of Engineering | Anantpur | Andhra Pradesh | 7 | | 111.68 | 113.54 | 105.89 | 102.85 | 98.21 | 99.34 | 96.42 | **749.96** |
| 105 | LBS Institute of Technology for Women, Poojappura | Thiruvananthapuram | Kerala | 9 | | 111.42 | 113.28 | 105.64 | 103.99 | 98.14 | 97 | 99.42 | **749.95** |
| 106 | Indira Gandhi Institute of Technology | Sarang | Odisha | 8 | | 111.25 | 113.09 | 105.45 | 103.81 | 97.71 | 96.78 | 95.92 | **747.62** |
| 107 | Ambedkar Institute of Advance Communication Technologies & Research | New Delhi | Delhi | 11 | | 111.07 | 112.92 | 105.28 | 103.64 | 97.42 | 96.57 | 95.71 | **746.31** |
| 108 | Puducherry Technological University (Formerly Pondicherry Engineering College), Puducherry | Puducherry | Puducherry | 2 | | 110.98 | 112.74 | 105.09 | 103.28 | 97.28 | 96.35 | 95.54 | **744.98** |
| 109 | Thanthai Periyar Govt. Institute of Technology | Vellore | Tamil Nadu | 7 | | 110.68 | 112.54 | 104.92 | 103.14 | 97.07 | 96.14 | 95.35 | **743.52** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (GOVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF INSTITUTION / UNIVERSITY (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 110 | Rajasthan College of Engineering For Women | Jaipur | Rajasthan | 6 | | 110.49 | 112.35 | 104.74 | 102.99 | 96.85 | 95.85 | 95.15 | **742.21** |
| 111 | University Institute of Engineering and Technology, Kurukshetra University | Kurukshetra | Haryana | 4 | | 110.31 | 112.17 | 104.57 | 102.85 | 96.57 | 95.71 | 94.71 | **740.87** |
| 112 | HIT Haldia-Haldia Institute of Technology | Haldia | West Bengal | 6 | | 110.11 | 111.97 | 104.38 | 102.74 | 96.42 | 95.5 | 94.28 | **739.56** |
| 113 | Tezpur University - School of Engineering | Sonitpur | Assam | 5 | | 109.92 | 111.78 | 104.19 | 102.55 | 96.21 | 95 | 94.28 | **738.16** |
| 114 | Pandit Deendayal Petroleum University | Gandhinagar | Gujarat | 4 | | 109.71 | 111.57 | 103.99 | 102.35 | 96 | 95 | 94.28 | **736.85** |
| 115 | Govt. Engineering College, Barton Hill | Thiruvananthapuram | Kerala | 10 | | 109.52 | 111.38 | 103.82 | 101.97 | 95.78 | 95.71 | 92.85 | **735.35** |
| 115 | Uttar Pradesh Textile Technology Institute | Kanpur | Uttar Pradesh | 13 | | 109.32 | 111.18 | 103.64 | 101.98 | 96.62 | 95.88 | 94.28 | **735.34** |
| 116 | University Institute of Engineering and Technology, Maharshi Dayananda University | Rohtak | Haryana | 5 | | 109.11 | 110.97 | 103.42 | 101.78 | 95.35 | 94.42 | 93.78 | **732.74** |
| 117 | Faculty of Technology and Engineering, The Maharaja Sayajirao University of Baroda | Vadodara | Gujarat | 5 | | 108.92 | 110.78 | 103.24 | 101.59 | 94.42 | 94 | 93.57 | **730.97** |
| 118 | JNTU Hyderabad , University College of Engineering, Science & Technology | Karimnagar | Telangana | 6 | | 108.71 | 110.57 | 103.04 | 101.39 | 94.92 | 94 | 93.38 | **729.95** |
| 119 | University Science Instrumentation Centre, University of Kalyani | Nadia | West Bengal | 7 | | 108.52 | 110.38 | 102.85 | 101.21 | 94.71 | 93.78 | 93.2 | **728.63** |
| 120 | Dr. Baba Saheb Ambedkar Technological University | Raigad | Maharashtra | 10 | | 108.31 | 110.17 | 102.64 | 100.99 | 94.5 | 93.57 | 93 | **727.13** |
| 121 | JNTUA College of Engineering | Pulivendula | Andhra Pradesh | 8 | | 108.11 | 109.97 | 102.45 | 100.81 | 94.28 | 93.35 | 92.81 | **725.76** |
| 122 | Maulana Abul Kalam Azad University of Technology, West Bengal | Nadia | West Bengal | 8 | | 107.92 | 109.78 | 102.28 | 100.64 | 93.71 | 93.14 | 92.61 | **724.29** |
| 123 | The National Institute of Engineering | Bengaluru | Karnataka | 5 | | 107.71 | 109.57 | 102.07 | 100.42 | 93 | 92.92 | 92.42 | **722.55** |
| 124 | College of Technology and Engineering, Maharana Pratap University of Agriculture and Technology | Udaipur | Rajasthan | 7 | | 107.49 | 109.38 | 101.88 | 100 | 93.64 | 92.71 | 92 | **721.24** |
| 125 | College of Agricultural Engineering and Technology-CCS Haryana Agricultural University | Hisar | Haryana | 6 | | 107.31 | 109.18 | 101.71 | 100 | 93.42 | 91.42 | 92.02 | **719.75** |
| 126 | Vishwakarma Govt. Engineering College | Ahmedabad | Gujarat | 6 | | 107.11 | 108.99 | 101.52 | 99.88 | 92.85 | 91.42 | 91.42 | **718.28** |
| 127 | University College of Engineering | Villupuram | Tamil Nadu | 8 | | 106.92 | 108.82 | 101.35 | 99.71 | 91.42 | 91.42 | 91.42 | **716.56** |
| 128 | Dr. Bhimrao Ambedkar Engineering College of Information Technology | Banda | Uttar Pradesh | 14 | | 106.74 | 108.64 | 101.17 | 99.42 | 91.42 | 91.42 | 88.57 | **714.56** |
| 129 | Indira Gandhi Engineering College | Sagar | Madhya Pradesh | 5 | | 106.54 | 108.45 | 100.97 | 99.28 | 90.28 | 90.57 | 90 | **712.97** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (GOVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF INSTITUTION / UNIVERSITY (GOVERNMENT) | CITY | STATE | STATE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 130 | Govt. College of Engineering and Ceramic Technology | Kolkata | West Bengal | 9 | | 106.14 | 108.14 | 100.79 | 99 | 91.42 | 90 | 90 | 711.55 |
| 131 | University College of Engineering | Arni | Tamil Nadu | 9 | | 106.14 | 107.99 | 100.57 | 98.95 | 88.57 | 90 | 90 | 709.56 |
| 132 | College of Engineering (University Department, Anna University) | Chennai | Tamil Nadu | 10 | | 105.85 | 107.57 | 100.42 | 98.78 | 90 | 89.42 | 89.14 | 708.24 |
| 133 | West Bengal University of Animal and Fishery Sciences | Kolkata | West Bengal | 10 | | 105.71 | 107.42 | 100.11 | 97.17 | 91.88 | 91 | 89.04 | 706.97 |
| 134 | Govt. College of Engineering and Research | Pune | Maharashtra | 11 | | 105.14 | 107.54 | 100.07 | 97 | 91.71 | 90.57 | 88.85 | 705.61 |
| 135 | Ch. Devi Lal Memorial Govt. Engineering College | Sirsa | Haryana | 7 | | 105.05 | 107.19 | 99.71 | 96.71 | 91.42 | 90.85 | 88.67 | 704.03 |
| 135 | College of Engineering Kottarakkara | Kollam | Kerala | 11 | | 105.21 | 107.18 | 99.71 | 96.64 | 91.28 | 90.32 | 89.14 | 704.02 |
| 136 | Gurukula Kangri Vishwavidyalaya (Faculty of Engineering) | Haridwar | Uttarakhand | 6 | | 105.02 | 106.99 | 99.54 | 96.42 | 91.17 | 90.25 | 88.28 | 702.6 |
| 137 | Kamla Nehru Institute of Technology | Sultanpur | Uttar Pradesh | 15 | | 104.82 | 106.81 | 99.35 | 96.2 | 90.97 | 90.07 | 88.11 | 701.23 |
| 138 | Rajeev Gandhi Memorial College of Engineering and Technology | Kurnool | Andhra Pradesh | 9 | | 104.64 | 106.64 | 99.18 | 96 | 90.78 | 89.71 | 87.92 | 699.88 |
| 139 | Mahatma Jyoti Rao Phule University | Jaipur | Rajasthan | 8 | | 104.45 | 106.45 | 99 | 95.71 | 90.6 | 89.71 | 87.74 | 698.54 |
| 140 | Mahatma Gandhi Mission's Jawaharlal Nehru Engineering College | Aurangabad | Maharashtra | 12 | | 104.25 | 106.28 | 98.82 | 95.57 | 90 | 89.54 | 87.57 | 697.12 |
| 141 | Institute of Engineering & Technology, MJP Rohilkhand University | Bareilly | Uttar Pradesh | 16 | | 103.91 | 105.99 | 98.57 | 95.42 | 90.25 | 89.35 | 87.38 | 695.57 |
| 142 | USTM, University of Science & Technology Meghalaya | Ri- Bhoi | Meghalaya | 2 | | 103.88 | 105.92 | 98.48 | 95.28 | 88.57 | 88.57 | 87.21 | 693.91 |
| 143 | Guru Nanak Dev University - Faculty of Engineering | Amritsar | Punjab | 7 | | 103.49 | 105.71 | 98.28 | 94.57 | 88.57 | 89 | 87.02 | 691.93 |
| 144 | Deenbandhu Chhoturam University of Science and Technology | Murthal | Haryana | 8 | | 103.49 | 104.57 | 98 | 95 | 87.14 | 88.57 | 85.71 | 689.04 |
| 145 | Dibrugarh University - Institute of Engineering & Technology | Dibrugarh | Assam | 6 | | 103.11 | 104.28 | 97.85 | 94.28 | 88.57 | 88.57 | 85.71 | 687.6 |
| 146 | Govt. College of Engineering and Textile Technology | Berhampore | West Bengal | 11 | | 103.11 | 102.85 | 97.77 | 94.28 | 89.35 | 88.47 | 86.5 | 685.84 |
| 147 | University College of Engineering | Thiruvananthapuram | Kerala | 12 | | 102.92 | 102.85 | 97.6 | 94.42 | 87.14 | 88.28 | 86.31 | 684.24 |
| 148 | Dr. Ram Manohar Lohia Awadh University - Institute of Engineering Technology | Faizabad | Uttar Pradesh | 17 | | 102.74 | 102.28 | 97.42 | 92.85 | 89 | 88.77 | 86.57 | 682.13 |
| 148 | Kalyani Govt. Engineering College | Nadia | West Bengal | 12 | | 102.85 | 102.85 | 97.48 | 91.21 | 89.42 | 88.57 | 89 | 682.13 |
| 149 | Jalpaiguri Govt. Engineering College | Jalpaiguri | West Bengal | 13 | | 102.35 | 101.99 | 97.07 | 91.42 | 88.64 | 88.57 | 85.71 | 678.34 |
| 150 | University Institute of Technology | Burdwan | West Bengal | 14 | | 102.14 | 101.42 | 96.88 | 90 | 91.42 | 87.57 | 85.71 | 676.09 |

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| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF INSTITUTES (IIITs) | CITY | STATE |
|---|---|---|---|
| 1 | Atal Bihari Vajpayee Indian Institute of Information Technology and Management | Gwalior | Madhya Pradesh |
| 2 | Indian Institute of Information Technology, Allahabad | Prayagraj | Uttar Pradesh |
| 3 | Indian Institute of Information Technology, Design and Manufacturing, Jabalpur | Jabalpur | Madhya Pradesh |
| 4 | Indian Institute of Information Technology, Design and Manufacturing, Kancheepuram | Kancheepuram | Tamil Nadu |
| 5 | Indian Institute of Information Technology, Guwahati | Guwahati | Assam |
| 6 | Indian Institute of Information Technology, Tiruchirappalli | Tiruchirappalli | Tamil Nadu |
| 7 | Indian Institute of Information Technology, Design and Manufacturing, Kurnool | Kurnool | Andhra Pradesh |
| 8 | Indian Institute of Information Technology, Vadodara | Vadodara | Gujarat |
| 9 | Indian Institute of Information Technology, Lucknow | Lucknow | Uttar Pradesh |
| 10 | Indian Institute of Information Technology, Kota | Kota | Rajasthan |
| 11 | Indian Institute of Information Technology, Dharwad | Dharwad | Karnataka |
| 12 | Indian Institute of Information Technology, Sri City | Sri City | Andhra Pradesh |
| 13 | Indian Institute of Information Technology, Bhopal | Bhopal | Madhya Pradesh |
| 14 | Indian Institute of Information Technology, Una | Una | Himachal Pradesh |
| 15 | Indian Institute of Information Technology, Sonepat | Sonepat | Haryana |
| 16 | Indian Institute of Information Technology, Kalyani | Kalyani | West Bengal |
| 17 | Indian Institute of Information Technology, Kottayam | Kottayam | Kerala |
| 18 | Indian Institute of Information Technology, Ranchi | Ranchi | Jharkhand |
| 19 | Indian Institute of Information Technology, Nagpur | Nagpur | Maharashtra |
| 20 | Indian Institute of Information Technology, Pune | Pune | Maharashtra |
| 21 | Indian Institute of Information Technology, Manipur | Manipur | Manipur |
| 22 | Indian Institute of Information Technology, Raichur | Raichur | Karnataka |
| 23 | Indian Institute of Information Technology, Surat | Surat | Gujarat |
| 24 | Indian Institute of Information Technology, Bhagalpur | Bhagalpur | Bihar |
| 25 | Indian Institute of Information Technology, Agartala | Agartala | Tripura |

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Bharati Vidyapeeth

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| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF AUTONOMOUS/ AFFILIATED COLLEGE | CITY | STATE | STATE RANK | ZONE | ZONE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | RV College of Engineering | Bengaluru | Karnataka | 1 | South | 1 | | 121.99 | 117.19 | 118.19 | 111.45 | 115.67 | 121.94 | 121.94 | **825.56** |
| 2 | BMS College of Engineering | Bengaluru | Karnataka | 2 | South | 2 | | 121.71 | 120.34 | 118.05 | 107.17 | 113.97 | 121.08 | 109.79 | **820.03** |
| 3 | KIET Group of Institutions | Ghaziabad | Uttar Pradesh | 1 | North | 1 | | 120.28 | 111.77 | 118.05 | 111.74 | 115.68 | 121.79 | 123.65 | **814.89** |
| 4 | Dayananda Sagar College of Engineering | Bengaluru | Karnataka | 3 | South | 3 | | 120.28 | 112.05 | 117.48 | 111.17 | 110.54 | 122.08 | 125.51 | **811.97** |
| 5 | Ramaiah Institute of Technology | Bengaluru | Karnataka | 4 | South | 4 | | 119.14 | 111.84 | 117.48 | 110.41 | 108.78 | 121.35 | 124.01 | **807.23** |
| 6 | PSG College of Technology | Coimbatore | Tamil Nadu | 1 | South | 5 | | 118.85 | 111.34 | 117.42 | 109.88 | 108.15 | 119.04 | 122.47 | **803.56** |
| 7 | K.S. Rangasamy College of Technology | Namakkal | Tamil Nadu | 2 | South | 6 | | 117.28 | 110.81 | 117.34 | 109.38 | 107.19 | 118.94 | 122.65 | **798.93** |
| 8 | B.N.M Institute of Technology | Bengaluru | Karnataka | 5 | South | 7 | | 115.85 | 110.05 | 117.07 | 109.01 | 106.44 | 118.47 | 122.55 | **793.95** |
| 9 | Maharaja Agrasen Institute of Technology | Delhi | Delhi (NCT) | 1 | North | 2 | | 115.42 | 110.34 | 116.92 | 107.31 | 105.87 | 118.01 | 122.34 | **790.91** |
| 10 | Jawaharlal Nehru New College of Engineering | Shivamogga | Karnataka | 6 | South | 8 | | 115.21 | 109.95 | 116.91 | 107.11 | 105.78 | 117.84 | 121.74 | **789.42** |
| 11 | Malnad College of Engineering | Hassan | Karnataka | 7 | South | 9 | | 114.71 | 109.84 | 116.89 | 106.87 | 105.97 | 117.44 | 121.15 | **787.85** |
| 12 | Maharaja Surajmal Institute of Technology | New Delhi | Delhi (NCT) | 2 | North | 3 | | 114.42 | 109.47 | 116.87 | 106.74 | 105.71 | 117.27 | 120.85 | **786.32** |
| 13 | Coimbatore Institute of Technology | Coimbatore | Tamil Nadu | 3 | South | 10 | | 114.28 | 109.12 | 116.72 | 106.61 | 105.44 | 117.01 | 120.34 | **784.82** |
| 14 | TKM College of Engineering | Kollam | Kerala | 1 | South | 11 | | 113.28 | 109.01 | 116.58 | 106.44 | 104.97 | 116.14 | 119.91 | **781.84** |
| 15 | PSNA College of Engineering & Technology | Dindigul | Tamil Nadu | 4 | South | 12 | | 113.14 | 108.82 | 116.48 | 106.25 | 104.69 | 115.71 | 118.81 | **780.33** |
| 16 | Bharatiya Vidya Bhavans Sardar Patel Institute of Technology | Mumbai | Maharashtra | 1 | West | 1 | | 112.99 | 108.62 | 116.11 | 106.01 | 104.44 | 115.52 | 118.57 | **778.71** |
| 17 | Kamaraj College of Engineering and Technology | Madurai | Tamil Nadu | 5 | South | 13 | | 111.99 | 108.52 | 116.01 | 105.77 | 104.28 | 114.84 | 117.87 | **775.88** |
| 18 | Dr. D.Y. Patil Institute of Technology | Pune | Maharashtra | 2 | West | 2 | | 111.71 | 108.31 | 115.72 | 105.55 | 103.14 | 114.58 | 117.41 | **773.62** |
| 19 | G. Pulla Reddy Engineering College (Autonomous) | Kurnool | Andhra Pradesh | 1 | South | 14 | | 110.71 | 107.98 | 115.42 | 105.32 | 102.91 | 114.39 | 117.14 | **770.48** |
| 20 | Siddaganga Institute of Technology | Tumkur | Karnataka | 8 | South | 15 | | 110.42 | 107.87 | 115.38 | 104.92 | 102.71 | 114.05 | 116.81 | **768.95** |
| 21 | M S Engineering College, Bengaluru | Bengaluru | Karnataka | 9 | South | 16 | | 110.42 | 107.75 | 115.18 | 104.75 | 101.58 | 113.69 | 116.29 | **767.44** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (PVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF AUTONOMOUS/ AFFILIATED COLLEGE | CITY | STATE | STATE RANK | ZONE | ZONE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 22 | G H Raisoni College of Engineering, Nagpur | Nagpur | Maharashtra | 3 | West | 3 | | 110.14 | 107.55 | 115.01 | 104.44 | 101.42 | 113.29 | 116.14 | **765.75** |
| 23 | Vidyavardhaka College of Engineering | Mysuru | Karnataka | 10 | South | 17 | | 107.71 | 109.42 | 113.35 | 100 | 111.42 | 115.71 | 118.57 | **763.54** |
| 24 | M Kumarasamy College of Engineering | Karur | Tamil Nadu | 6 | South | 18 | | 107.71 | 101.42 | 113.28 | 107.14 | 109.99 | 118.57 | 119.99 | **760.52** |
| 25 | Bharati Vidyapeeth's College of Engineering | Delhi | Delhi (NCT) | 3 | North | 4 | | 107.42 | 102.14 | 112.87 | 106.49 | 107.17 | 117.45 | 120.47 | **758.08** |
| 26 | SDM College of Engineering and Technology | Dharwad | Karnataka | 11 | South | 19 | | 107.42 | 111.92 | 112.58 | 94.85 | 105.57 | 115.71 | 118.57 | **756.84** |
| 27 | Ajay Kumar Garg Engineering College | Ghaziabad | Uttar Pradesh | 2 | North | 5 | | 106.85 | 101.35 | 111.72 | 107.35 | 105.71 | 115.87 | 120.98 | **754.09** |
| 28 | Channabasaveshwara Institute of Technology | Gubbi | Karnataka | 12 | South | 20 | | 105.71 | 104.28 | 111.44 | 102.85 | 107.14 | 116.77 | 119.68 | **751.64** |
| 29 | Muffakham Jah College of Engineering and Technology | Hyderabad | Telangana | 1 | South | 21 | | 104.57 | 103.71 | 111.15 | 103.42 | 107.14 | 115.71 | 118.57 | **748.36** |
| 30 | Thiagarajar College of Engineering | Madurai | Tamil Nadu | 7 | South | 22 | | 104.42 | 102.21 | 110.81 | 102.85 | 107.14 | 116.77 | 119.97 | **745.49** |
| 31 | RMK Engineering College | Kavaraipettai | Tamil Nadu | 8 | South | 23 | | 103.71 | 101.42 | 109.01 | 102.14 | 112.85 | 118.57 | 118.57 | **742.87** |
| 32 | D. Y. Patil College of Engineering and Technology | Kolhapur | Maharashtra | 4 | West | 4 | | 103.28 | 100.85 | 107.72 | 102.14 | 109.99 | 115.71 | 115.71 | **736.07** |
| 33 | Meenakshi College of Engineering (MCE) | Chennai | Tamil Nadu | 9 | South | 24 | | 103.14 | 104.28 | 107.59 | 101.28 | 101.71 | 110.34 | 115.68 | **733.59** |
| 34 | DY Patil College of Engineering, Akurdi | Pune | Maharashtra | 5 | West | 5 | | 102.85 | 97.14 | 107.09 | 105.71 | 107.14 | 118.57 | 114.28 | **732.4** |
| 35 | Lloyd Institute of Engineering and Technology | Greater Noida | Uttar Pradesh | 3 | North | 6 | | 102.28 | 106.92 | 106.74 | 102.85 | 98.07 | 106.48 | 105.89 | **730.74** |
| 36 | Shirpur Education Society's, R.C Patel Institute of Technology | Shirpur | Maharashtra | 6 | West | 6 | | 101.85 | 104.28 | 104.45 | 101.42 | 100 | 112.85 | 118.57 | **728.22** |
| 37 | Dr. N. G. P. Institute of Technology | Chennai | Tamil Nadu | 10 | South | 25 | | 101.85 | 105.71 | 104.02 | 100 | 105.71 | 107.14 | 108.57 | **725.72** |
| 38 | Annamacharya Institute of Technology & Sciences, Rajampet | Rajampet | Andhra Pradesh | 2 | South | 26 | | 101.71 | 98.92 | 103.74 | 101.42 | 104.28 | 117.14 | 117.14 | **722.23** |
| 39 | Vignan's Institute Of Information Technology | Visakhapatnam | Andhra Pradesh | 3 | South | 27 | | 101.57 | 100 | 103.59 | 94.28 | 114.28 | 115.71 | 115.71 | **718.84** |
| 40 | Sanjivani College of Engineering | Kopargaon | Maharashtra | 7 | West | 7 | | 101.14 | 101.42 | 102.74 | 95.71 | 109.99 | 109.79 | 113.47 | **715.61** |
| 41 | Nutan Maharashtra Institute of Engineering & Technology | Pune | Maharashtra | 8 | West | 8 | | 100.85 | 100 | 102.17 | 100 | 107.14 | 108.57 | 108.57 | **713.94** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (PVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF AUTONOMOUS/ AFFILIATED COLLEGE | CITY | STATE | STATE RANK | ZONE | ZONE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 42 | Bapuji Institute of Engineering and Technology | Davangere | Karnataka | 13 | South | 28 | | 100.42 | 97.35 | 101.87 | 101.42 | 107.14 | 104.62 | 114.25 | **710.37** |
| 43 | Don Bosco Institute of Technology, Bangalore | Bengaluru | Karnataka | 14 | South | 29 | | 100.42 | 96.28 | 101.74 | 101.42 | 107.14 | 107.14 | 108.57 | **708** |
| 44 | Acharya Institute of Technology | Bengaluru | Karnataka | 15 | South | 30 | | 99 | 97.35 | 101.29 | 102.42 | 105.71 | 105.71 | 105.99 | **705.8** |
| 45 | Shri Ram Murti Smarak College of Engineering And Technology, Bareilly | Bareilly | Uttar Pradesh | 4 | North | 7 | | 98.71 | 95.71 | 101.28 | 101.42 | 105.99 | 107.14 | 109.99 | **703.44** |
| 46 | Vidya Jyothi Institute of Technology | Hyderabad | Telangana | 2 | South | 31 | | 98.71 | 96 | 101.14 | 100 | 107.14 | 105.71 | 107.14 | **701.14** |
| 47 | Padmabhooshan Vasantraodada Patil Institute of Technology | Sangli | Maharashtra | 9 | West | 9 | | 97.42 | 97.14 | 100.99 | 94.28 | 109.99 | 112.85 | 109.99 | **698.95** |
| 48 | Arulmigu Meenakshi Amman College of Engineering | Kanchipuram | Tamil Nadu | 11 | South | 32 | | 96.14 | 95.71 | 100.88 | 95.71 | 107.14 | 112.85 | 115.71 | **696.33** |
| 49 | Kumaraguru College of Technology | Coimbatore | Tamil Nadu | 12 | South | 33 | | 96.14 | 95.71 | 99.37 | 98.57 | 105.71 | 109.99 | 111.42 | **694.51** |
| 50 | Velalar College of Engineering and Technology | Erode | Tamil Nadu | 13 | South | 34 | | 96 | 95.5 | 99.21 | 98.57 | 105.71 | 108.57 | 108.57 | **692.32** |
| 51 | Pimpri Chinchwad College of Engineering | Akurdi | Maharashtra | 10 | West | 10 | | 96 | 94.28 | 98.71 | 98.57 | 102.85 | 111.42 | 112.85 | **690.75** |
| 52 | Bhilai Institute of Technology | Durg | Chhattisgarh | 1 | Central | 1 | | 95.85 | 94.28 | 98.57 | 97.14 | 100 | 114.28 | 114.28 | **688.81** |
| 53 | Kongu Engineering College | Perundurai | Tamil Nadu | 14 | South | 35 | | 98.57 | 92.85 | 98.57 | 95.71 | 100 | 105.71 | 111.42 | **685.07** |
| 54 | G Pullaiah College of Engineering and Technology | Kurnool | Andhra Pradesh | 4 | South | 36 | | 94.28 | 91.42 | 98.38 | 100 | 105.71 | 104.28 | 111.42 | **682.71** |
| 55 | Birla Institute of Technology (Patna) | Patna | Bihar | 1 | East | 1 | | 94.28 | 94.28 | 97.67 | 97.14 | 104.28 | 102.85 | 107.14 | **680.21** |
| 56 | BMS Institute of Technology | Bengaluru | Karnataka | 16 | South | 37 | | 92.85 | 94.28 | 97.64 | 95.71 | 103.99 | 102.85 | 105.71 | **675.53** |
| 57 | Jeppiaar Institute of Technology | Chennai | Tamil Nadu | 15 | South | 38 | | 92.71 | 97.14 | 97.42 | 93.85 | 101.42 | 100 | 101.42 | **673.52** |
| 58 | Thangavelu Engineering College | Chennai | Tamil Nadu | 16 | South | 39 | | 94.28 | 95.71 | 96.97 | 97.14 | 91.42 | 100 | 95.71 | **670.73** |
| 59 | Ramco Institute of Technology | Rajapalayam | Tamil Nadu | 17 | South | 40 | | 92.28 | 94.28 | 96.17 | 94.28 | 98.57 | 100 | 101.42 | **665.75** |
| 60 | Sri Muthukumaran Institute of Technology | Chennai | Tamil Nadu | 18 | South | 41 | | 92 | 94.57 | 95.72 | 94.28 | 98.57 | 98.91 | 100 | **664.23** |
| 61 | IES College of Technology | Bhopal | Madhya Pradesh | 1 | Central | 2 | | 90.57 | 91.42 | 95.21 | 95.71 | 102.85 | 102.85 | 101.42 | **662.13** |
| 62 | Hyderabad Institute of Technology and Management | Hyderabad | Telangana | 3 | South | 42 | | 92.85 | 94.28 | 94.78 | 91.42 | 94.28 | 100 | 94.28 | **657.27** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (PVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF AUTONOMOUS/ AFFILIATED COLLEGE | CITY | STATE | STATE RANK | ZONE | ZONE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 63 | St. Joseph's College of Engineering | Chennai | Tamil Nadu | 19 | South | 43 | | 92.85 | 94.42 | 94.64 | 88.57 | 95.71 | 98.57 | 97.14 | **654.79** |
| 64 | Sri Indu College of Engineering & Technology | Hyderabad | Telangana | 4 | South | 44 | | 92.85 | 95.14 | 92.78 | 88.57 | 97.14 | 95.71 | 91.42 | **651.19** |
| 65 | Erode Sengunthar Engineering College (Autonomous) | Erode | Tamil Nadu | 20 | South | 45 | | 88.28 | 93.14 | 92.78 | 94.28 | 94.28 | 98.57 | 98.57 | **649.03** |
| 66 | B V Raju Institute of Technology | Narsapur | Telangana | 5 | South | 46 | | 88.28 | 93.71 | 92.57 | 91.42 | 100 | 97.14 | 94.28 | **647.21** |
| 67 | Karnatak Law Society's Gogte Institute of Technology | Belagavi | Karnataka | 17 | South | 47 | | 88.25 | 92.85 | 92.42 | 91.14 | 98.57 | 97.14 | 98.57 | **645.8** |
| 68 | Heritage Institute of Technology | Kolkata | West Bengal | 1 | East | 2 | | 88 | 91.42 | 92.28 | 91.42 | 98.57 | 95.71 | 96 | **641.99** |
| 69 | Yeshwantrao Chavan College of Engineering | Nagpur | Maharashtra | 11 | West | 11 | | 88 | 91.14 | 90.92 | 91.42 | 95.71 | 97.14 | 98.68 | **639.6** |
| 70 | Ballari Institute of Technology and Management | Bellary | Karnataka | 18 | South | 48 | | 92.85 | 90 | 90.5 | 88.57 | 94.28 | 94.28 | 92.85 | **638.47** |
| 71 | MLR Institute of Technology | Dundigal | Telangana | 6 | South | 49 | | 91.42 | 90.28 | 90 | 87.14 | 97.14 | 95.71 | 91.42 | **635.71** |
| 72 | Tulsiramji Gaikwad - Patil College of Engineering and Technology | Nagpur | Maharashtra | 12 | West | 12 | | 87.14 | 90 | 88.57 | 90 | 98.57 | 98.57 | 97.14 | **632.97** |
| 73 | Vikrant Institute of Technology and Management, Indore | Indore | Madhya Pradesh | 2 | Central | 3 | | 87.57 | 89.28 | 88.57 | 91.14 | 95.71 | 94.28 | 95.71 | **630.35** |
| 74 | Mepco Schlenk Engineering College | Sivakasi | Tamil Nadu | 21 | South | 50 | | 87.85 | 89.28 | 88.14 | 88.57 | 98.57 | 92.85 | 95.71 | **627.97** |
| 75 | Rizvi College of Engineering | Bandra | Maharashtra | 13 | West | 13 | | 87.71 | 91.42 | 88.07 | 88.42 | 89.21 | 87.57 | 89.34 | **622.17** |
| 76 | Vivekananda Institute of Technology | Bengaluru | Karnataka | 19 | South | 51 | | 88.57 | 90 | 88.07 | 85.71 | 87.14 | 95.71 | 87.14 | **619.97** |
| 77 | Chaitanya Bharathi Institute of Technology | Hyderabad | Telangana | 7 | South | 52 | | 88.57 | 87.14 | 87.57 | 90 | 90 | 87.14 | 87.85 | **617.97** |
| 78 | Dr. Ambedkar Institute of Technology | Bengaluru | Karnataka | 20 | South | 53 | | 87.57 | 86.72 | 87.64 | 85.71 | 87.42 | 97.14 | 95.71 | **615.79** |
| 79 | BK Birla Institute of Engineering and Technology | Pilani | Rajasthan | 1 | North | 8 | | 88 | 91.42 | 87.64 | 82.85 | 87.14 | 88.57 | 85.71 | **613.81** |
| 80 | Chandigarh Group of Colleges Landran Campus | Landran | Punjab | 1 | North | 9 | | 87.28 | 85.57 | 87.57 | 85.78 | 89.14 | 92.85 | 92.85 | **611.75** |
| 81 | Thadomal Shahani Engineering College | Mumbai | Maharashtra | 14 | West | 14 | | 87.28 | 87.14 | 87.45 | 84.28 | 85.71 | 88.57 | 91.42 | **608.35** |
| 82 | Noida Institute of Engineering and Technology (NIET) | Greater Noida | Uttar Pradesh | 5 | North | 10 | | 86.85 | 85.42 | 87.28 | 85.71 | 85.71 | 87.42 | 88.57 | **605.17** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (PVT.)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | NAME OF AUTONOMOUS/ AFFILIATED COLLEGE | CITY | STATE | STATE RANK | ZONE | ZONE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (III) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 83 | Shri Sant Gajanan Maharaj College of Engineering | Shegaon | Maharashtra | 15 | West | 15 | | 86.78 | 85.42 | 87.14 | 85.71 | 85.71 | 85.71 | 85.71 | 603.33 |
| 84 | The Oxford College of Engineering | Bengaluru | Karnataka | 21 | South | 54 | | 86.71 | 86.85 | 87.14 | 81.42 | 84.28 | 84.28 | 85.71 | 599.01 |
| 85 | Rajalakshmi Engineering College | Chennai | Tamil Nadu | 22 | South | 55 | | 86.71 | 86 | 86.85 | 81.71 | 85.14 | 83.71 | 81.42 | 596.61 |
| 86 | Gayatri Vidya Parishad College of Engineering | Vishakhapatnam | Andhra Pradesh | 5 | South | 56 | | 86.57 | 86.57 | 86.71 | 80 | 82.85 | 83.14 | 81.71 | 593.73 |
| 87 | Shanmuganathan Engineering College | Arasampatti | Tamil Nadu | 23 | South | 57 | | 85.71 | 87.14 | 86.71 | 74.28 | 84.28 | 84.28 | 83.71 | 588.11 |
| 88 | Geethanjali College of Engineering and Technology | Hyderabad | Telangana | 8 | South | 58 | | 86.42 | 85.14 | 86.62 | 74.28 | 84.28 | 83.71 | 84.57 | 586.11 |
| 89 | Excel Engineering College (Autonomous) | Komarapalayam | Tamil Nadu | 24 | South | 59 | | 86.28 | 85.71 | 86.37 | 72.85 | 84.28 | 84.28 | 81.42 | 584.05 |
| 90 | CMR Institute of Technology | Hyderabad | Telangana | 9 | South | 60 | | 87.14 | 88.57 | 86.28 | 67.14 | 85.71 | 80 | 81.42 | 581.87 |
| 91 | Anand Institute of Higher Technology | Chennai | Tamil Nadu | 25 | South | 61 | | 86.28 | 85.42 | 86.28 | 71.57 | 83.42 | 80.85 | 81.42 | 580.1 |
| 92 | J K K Munirajah College of Technology | Gobi | Tamil Nadu | 26 | South | 62 | | 86.28 | 81.42 | 86.28 | 72.32 | 82.85 | 81.42 | 81.42 | 574.8 |
| 93 | Rajeev Institute of Technology | Hassan | Karnataka | 22 | South | 63 | | 86.14 | 80 | 86.28 | 74.68 | 77.14 | 82.85 | 80 | 572.57 |
| 94 | SKN Sinhgad College of Engineering | Pandharpur | Maharashtra | 16 | West | 16 | | 86.14 | 84.28 | 86.28 | 74.28 | 71.43 | 68.57 | 72.85 | 567.89 |
| 95 | NSHM Knowledge Campus, Durgapur | Durgapur | West Bengal | 2 | East | 3 | | 86 | 85.71 | 85.71 | 71.43 | 74.28 | 68.57 | 67.14 | 565.45 |
| 96 | Kongunadu College of Engineering and Technology | Trichy | Tamil Nadu | 27 | South | 64 | | 85.71 | 82.71 | 85.42 | 71.43 | 74.28 | 67.14 | 70 | 560.15 |
| 97 | Mahaguru Institute of Technology | Alapuzha | Kerala | 2 | South | 65 | | 85.71 | 85 | 85.14 | 71.43 | 65.71 | 67.14 | 67.11 | 558.26 |
| 98 | Pimpri Chinchwad College of Engineering & Research | Pune | Maharashtra | 17 | West | 17 | | 85.42 | 85.71 | 84.85 | 71.71 | 64.11 | 64.1 | 66.11 | 556.48 |
| 99 | Vivekanandha College Of Engineering For Women | Namakkal | Tamil Nadu | 28 | South | 66 | | 84.28 | 84.28 | 84.28 | 71.14 | 74.28 | 62.85 | 61.43 | 554.03 |
| 100 | Dayananda Sagar Academy of Technology and Management | Bengaluru | Karnataka | 23 | South | 67 | | 85.28 | 84.28 | 82.85 | 68.57 | 68.57 | 65.71 | 67.14 | 550.65 |
| 101 | Shree Sathyam College of Engineering and Technology | Salem | Tamil Nadu | 29 | South | 68 | | 85.71 | 84.28 | 81.42 | 69.43 | 74.28 | 60 | 61.43 | 549.19 |
| 102 | CPJ Institute of Management & Technology | Narela | Delhi (NCT) | 4 | North | 11 | | 80.85 | 82.57 | 81.42 | 68.57 | 77.14 | 72.85 | 74.28 | 547.77 |

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IIRF-2025 | BEST ENGINEERING COLLEGES (UNDER PVT. UNIVERSITIES)

| ALL INDIA RANK* (Based on Survey, Perceptive & Secondary Research) | ENGINEERING COLLEGES UNDER UNIVERSITY PROGRAM | CITY | STATE | STATE RANK | ZONE | ZONE RANK | | PLACEMENT PERFORMANCE (PP) | TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP) | RESEARCH OUTPUT (RO) | INDUSTRY INCOME & INTEGRATION (II) | PLACEMENT STRATEGY & SUPPORT | FUTURE ORIENTATION | EXTERNAL PERCEPTION & INTERNATIONAL OUTLOOK (EPIO) | OVERALL INDEX SCORE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Birla Institute of Technology and Science (BITS Pilani) | Pilani | Rajasthan | 1 | North | 1 | | 122.57 | 122.85 | 120.71 | 121.42 | 126.22 | 125.71 | 125.71 | **858.91** |
| 2 | SRM Institute of Science & Technology | Chennai | Tamil Nadu | 1 | South | 1 | | 122.14 | 119.99 | 120.85 | 121.42 | 125.71 | 126.28 | 124.28 | **853.1** |
| 3 | Vellore Institute of Technology | Vellore | Tamil Nadu | 2 | South | 2 | | 122.85 | 117.14 | 122.85 | 123.99 | 122.85 | 121.42 | 121.42 | **851.52** |
| 4 | Manipal Academy of Higher Education | Manipal | Karnataka | 1 | South | 3 | | 118.57 | 111.42 | 121.42 | 127.14 | 131.16 | 129.99 | 130.55 | **847.49** |
| 5 | Dhirubhai Ambani University | Gandhinagar | Gujarat | 1 | West | 1 | | 117.85 | 114.85 | 119.99 | 122.85 | 128.57 | 127.99 | 127.84 | **841.59** |
| 6 | Thapar Institute of Engineering & Technology | Patiala | Punjab | 1 | North | 2 | | 117.14 | 109.71 | 118.42 | 127.41 | 129.99 | 129.24 | 129.24 | **837.31** |
| 7 | International Institute of Information Technology (Hyderabad) | Hyderabad | Telangana | 1 | South | 4 | | 116.71 | 115.14 | 118.28 | 121.28 | 121.99 | 127.99 | 127.99 | **832.67** |
| 8 | Shiv Nadar Deemed to be University, NCR | Dadri | Uttar Pradesh | 1 | North | 3 | | 115.85 | 121.42 | 118.28 | 119.99 | 118.57 | 119.99 | 114.28 | **830.5** |
| 9 | International Institute of Information Technology (Bengaluru) | Bengaluru | Karnataka | 2 | South | 5 | | 115.85 | 118.28 | 118.14 | 114.71 | 122.42 | 129.06 | 127.14 | **828.47** |
| 10 | Birla Institute of Technology (Mesra) | Mesra | Jharkhand | 1 | East | 1 | | 117.14 | 114.28 | 118.14 | 114.28 | 125.71 | 125.71 | 125.71 | **823.76** |
| 11 | LNM Institute of Information Technology | Jaipur | Rajasthan | 2 | North | 4 | | 115.28 | 113.59 | 118.14 | 114.17 | 122.81 | 129.14 | 128.57 | **820.27** |
| 11 | Bharati Vidyapeeth (Deemed to be University) College of Engineering | Pune | Maharashtra | 1 | West | 2 | | 115.28 | 112.85 | 118.14 | 115.89 | 121.42 | 128.57 | 128.57 | **820.26** |
| 12 | Amrita Vishwa Vidyapeetham | Coimbatore | Tamil Nadu | 3 | South | 6 | | 112.71 | 113.14 | 117.99 | 114.28 | 124.14 | 127.14 | 125.71 | **814.19** |
| 12 | The ICFAI Tech School, Hyderabad | Hyderabad | Telangana | 2 | South | 7 | | 112.42 | 112.99 | 117.71 | 117.14 | 122.85 | 124.11 | 124.28 | **814.19** |
| 13 | KJ Somaiya School of Engineering | Mumbai | Maharashtra | 2 | West | 3 | | 112.28 | 112.74 | 117.42 | 112.08 | 124.28 | 125.71 | 125.71 | **808.91** |
| 13 | Mahindra University | Hyderabad | Telangana | 3 | South | 8 | | 112.28 | 112.85 | 117.21 | 112.85 | 121.85 | 125.71 | 127.14 | **808.91** |
| 14 | JSS Science and Technology University | Mysuru | Karnataka | 3 | South | 9 | | 112.14 | 114.28 | 117.14 | 105.71 | 122.85 | 128.57 | 126.99 | **803.92** |
| 14 | Kalinga Institute of Industrial Technology (KIIT) | Bhubaneswar | Odisha | 1 | East | 2 | | 111.99 | 112.85 | 116.85 | 109.99 | 124.28 | 124.28 | 122.85 | **803.92** |
| 15 | Graphic Era | Dehradun | Uttarakhand | 1 | North | 5 | | 111.85 | 112.74 | 116.74 | 109.75 | 123.65 | 119.99 | 123.47 | **801.12** |
| 15 | Woxsen University | Hyderabad | Telangana | 4 | South | 10 | | 111.85 | 112.85 | 116.74 | 109.69 | 122.15 | 120.84 | 124.42 | **801.11** |

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IIRF-2025 | BEST ENGINEERING COLLEGES (UNDER PVT. UNIVERSITIES)

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16 | Ramrao Adik Institute of Technology, D Y Patil Deemed to be University | Navi Mumbai | Maharashtra | 3 | West | 4 | | 111.85 | 112.18 | 116.72 | 109.17 | 120.47 | 119.37 | 123.04 | **797.6** |
| 16 | Sathyabama Institute of Science and Technology | Chennai | Tamil Nadu | 4 | South | 11 | | 111.71 | 112.02 | 116.57 | 109.88 | 120.71 | 118.74 | 123.02 | **797.6** |
| 17 | SRM University-AP | Guntur | Andhra Pradesh | 1 | South | 12 | | 110.99 | 110.28 | 116.28 | 108.24 | 118.98 | 125.71 | 125.71 | **794.19** |
| 17 | Nirma University | Ahmedabad | Gujarat | 2 | West | 5 | | 109.99 | 112.74 | 116.21 | 106.85 | 119.21 | 124.65 | 125.62 | **794.19** |
| 18 | B.S. Abdur Rahman Crescent Institute of Science and Technology | Chennai | Tamil Nadu | 5 | South | 13 | | 109.57 | 111.75 | 116.17 | 106.44 | 118.87 | 123.48 | 122.85 | **789.96** |
| 18 | PES Institute of Engineering | Bengaluru | Karnataka | 4 | South | 14 | | 109.57 | 111.42 | 116.14 | 107.14 | 117.45 | 122.41 | 125.91 | **789.96** |
| 19 | Lakshmi Narain College of Technology & Science (LNCT) | Bhopal | Madhya Pradesh | 1 | Central | 1 | | 109.28 | 110.87 | 116.05 | 106.27 | 116.67 | 120.97 | 125.48 | **786.36** |
| 19 | Dayananda Sagar University | Bengaluru | Karnataka | 5 | South | 15 | | 109.14 | 110.94 | 115.24 | 106.21 | 117.78 | 122.99 | 125.28 | **786.36** |
| 20 | O P Jindal University | Raigarh | Chhattisgarh | 1 | Central | 2 | | 109.14 | 109.01 | 115.02 | 105.71 | 116.84 | 122.85 | 124.74 | **781.82** |
| 20 | Parul University | Vadodara | Gujarat | 3 | West | 6 | | 108.99 | 108.32 | 115.01 | 106.72 | 117.47 | 122.72 | 124.21 | **781.82** |
| 21 | Alliance University | Bengaluru | Karnataka | 6 | South | 16 | | 108.99 | 107.94 | 114.94 | 105.71 | 118.79 | 121.42 | 119.22 | **778.63** |
| 21 | College of Engineering Roorkee (COER) | Roorkee | Uttarakhand | 2 | North | 6 | | 107.71 | 107.42 | 114.85 | 106.91 | 121.07 | 121.25 | 121.37 | **778.63** |
| 22 | Bennett University | Greater Noida | Uttar Pradesh | 2 | North | 7 | | 107.57 | 107.07 | 114.78 | 105.19 | 119.99 | 119.02 | 119.37 | **773.68** |
| 22 | Chitkara University | Rajpura | Punjab | 2 | North | 8 | | 107.57 | 107.32 | 114.78 | 105.28 | 118.81 | 119.28 | 119.28 | **773.68** |
| 23 | Amity University | Noida | Uttar Pradesh | 3 | North | 9 | | 107.57 | 105.88 | 114.77 | 104.21 | 118.37 | 118.49 | 118.24 | **769.32** |
| 23 | Jamia Hamdard University | New Delhi | Delhi | 1 | North | 10 | | 107.42 | 106.27 | 113.35 | 104.79 | 118.59 | 119.28 | 119.99 | **769.33** |
| 24 | NMIMS University | Mumbai | Maharashtra | 4 | West | 7 | | 106.85 | 105.65 | 113.35 | 104.12 | 117.99 | 118.15 | 117.47 | **765.14** |
| 24 | Shoolini University | Solan | Himachal Pradesh | 1 | North | 11 | | 104.85 | 106.14 | 113.34 | 106.11 | 118.22 | 118.57 | 117.41 | **765.15** |
| 25 | BML Munjal University | Gurugram | Haryana | 1 | North | 12 | | 104.85 | 105.17 | 112.92 | 103.95 | 118.42 | 117.59 | 118.08 | **760.38** |
| 25 | Brainware University | Kolkata | West Bengal | 1 | East | 3 | | 104.71 | 105.71 | 112.78 | 104.35 | 117.41 | 116.85 | 117.85 | **760.38** |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | Gandhi Institute of Technology and Management ( GITAM ) | Vishakhapatnam | Andhra Pradesh | 2 | South | 17 | | 104.28 | 105.85 | 112.44 | 101.42 | 117.35 | 116.84 | 117.84 | **755.88** |
| 26 | Shanmugha Arts Science Technology & Research Academy (SASTRA) | Thanjavur | Tamil Nadu | 6 | South | 18 | | 104.14 | 104.61 | 112.35 | 105.88 | 112.31 | 115.98 | 117.14 | **755.88** |
| 27 | Christ University | Bengaluru | Karnataka | 7 | South | 19 | | 103.99 | 103.97 | 112.14 | 105.64 | 109.99 | 114.12 | 114.42 | **751.39** |
| 27 | Periyar Maniammai Institute of Science & Technology | Thanjavur | Tamil Nadu | 7 | South | 20 | | 103.85 | 104.28 | 112.07 | 105.54 | 109.79 | 114.01 | 114.87 | **751.39** |
| 28 | Maharishi Markandeshwar University | Mullana | Haryana | 2 | North | 13 | | 103.85 | 104.12 | 112.05 | 105.42 | 109.99 | 112.85 | 106.44 | **748.24** |
| 28 | Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology | Chennai | Tamil Nadu | 8 | South | 21 | | 103.14 | 103.85 | 112.02 | 106.29 | 109.84 | 112.78 | 109.05 | **748.25** |
| 29 | Galgotias College of Engineering and Technology | Greater Noida | Uttar Pradesh | 5 | North | 14 | | 102.42 | 103.35 | 112.01 | 105.99 | 109.28 | 112.28 | 108.28 | **745.2** |
| 29 | Lovely Professional University | Jalandhar | Punjab | 3 | North | 15 | | 102.42 | 103.71 | 111.99 | 105.64 | 109.49 | 111.64 | 108.49 | **745.2** |
| 30 | Adamas University | Kolkata | West Bengal | 2 | East | 4 | | 102.42 | 102.99 | 111.57 | 105.71 | 108.71 | 111.42 | 107.57 | **742.85** |
| 30 | Jain University | Bengaluru | Karnataka | 8 | South | 22 | | 101.71 | 103.65 | 111.29 | 105.59 | 108.92 | 111.22 | 109.99 | **742.85** |
| 31 | GLA University Mathura | Mathura | Uttar Pradesh | 5 | North | 16 | | 100.57 | 102.71 | 110.94 | 105.28 | 108.28 | 110.71 | 106.99 | **737.23** |
| 31 | The ICFAI Tech School Dehradun | Dehradun | Uttarakhand | 3 | North | 17 | | 100.57 | 102.92 | 110.58 | 105.07 | 108.49 | 111.34 | 107.21 | **737.24** |
| 32 | Hindustan Institute of Technology and Science | Chennai | Tamil Nadu | 9 | South | 24 | | 100 | 102.35 | 110.42 | 104.85 | 107.71 | 109.99 | 106.42 | **733.75** |
| 32 | Sikkim Manipal Institute of Technology, SMU | Sikkim | Sikkim | 1 | North-East | 1 | | 100 | 102.57 | 109.17 | 105.61 | 108.87 | 109.71 | 106.71 | **733.75** |
| 33 | Presidency University | Bengaluru | Karnataka | 9 | South | 23 | | 99.28 | 102.14 | 108.17 | 104.57 | 107.57 | 110.78 | 105.99 | **728.86** |
| 33 | SRM University | Sonepat | Haryana | 3 | North | 18 | | 98.57 | 103.49 | 103.88 | 105.27 | 108.45 | 114.77 | 113.72 | **728.86** |
| 34 | ITM University | Gwalior | Madhya Pradesh | 2 | Central | 3 | | 98.42 | 103.41 | 103.35 | 104.92 | 108.05 | 112.32 | 112.04 | **725.64** |
| 34 | NIIT University | Neemrana | Rajasthan | 3 | North | 19 | | 98.28 | 104.08 | 102.45 | 105.01 | 109.05 | 113.84 | 109.32 | **725.65** |
| 35 | Chandigarh University | Mohali | Punjab | 4 | North | 20 | | 97.85 | 103.02 | 102.34 | 104.85 | 109.99 | 114.01 | 106.17 | **722.6** |
| 35 | Navrachana University | Vadodara | Gujarat | 4 | West | 8 | | 97.85 | 103.49 | 102.07 | 104.55 | 109.79 | 114.47 | 105.88 | **722.6** |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 36 | D Y Patil International University | Pune | Maharashtra | 5 | West | 9 | | 97.57 | 102.85 | 102.02 | 105.71 | 108.05 | 113.49 | 101.79 | **720.05** |
| 36 | The ICFAI Tech School Jaipur | Jaipur | Rajasthan | 4 | North | 21 | | 97.57 | 102.27 | 101.45 | 106.52 | 107.84 | 114.78 | 102.85 | **720.04** |
| 37 | Manav Rachna University | Faridabad | Haryana | 4 | North | 22 | | 97.57 | 101.15 | 101.42 | 105.71 | 108.57 | 113.98 | 102.57 | **717.26** |
| 37 | University of Petroleum and Energy Studies (UPES) | Dehradun | Uttarakhand | 4 | North | 23 | | 96.71 | 101.42 | 101.39 | 105.62 | 110.59 | 114.57 | 102.28 | **717.26** |
| 38 | G D Goenka University | Gurugram | Haryana | 5 | North | 24 | | 96.71 | 100.65 | 101.05 | 105.71 | 111.59 | 113.34 | 95.28 | **713.7** |
| 38 | Jaypee Institute of Information Technology (Main Campus) | Noida | Uttar Pradesh | 6 | North | 25 | | 96.71 | 100.22 | 100.99 | 106.51 | 108.08 | 111.88 | 102.85 | **713.7** |
| 39 | Babu Banarasi Das University | Lucknow | Uttar Pradesh | 7 | North | 26 | | 96.57 | 99.5 | 100.99 | 105.59 | 109.64 | 111.71 | 100 | **711.14** |
| 39 | Mody University of Science and Technology (SET) | Lakshmangarh | Rajasthan | 5 | North | 27 | | 95 | 100.65 | 99.41 | 105.71 | 112.55 | 113.41 | 102.85 | **711.14** |
| 40 | B.G.S Institute of Technology, Adichunchanagiri University | B.G. Nagara | Karnataka | 10 | South | 25 | | 95 | 100 | 99.17 | 104.45 | 112.85 | 113.21 | 100 | **707.56** |
| 40 | CV Raman Global University | Bhubaneswar | Odisha | 2 | East | 5 | | 95 | 99.41 | 99.17 | 104.28 | 115.32 | 113.14 | 99.71 | **707.55** |
| 41 | ICFAI University, Himachal Pradesh | Baddi, Solan | Himachal Pradesh | 2 | North | 28 | | 95 | 99.71 | 99.05 | 104.14 | 110.71 | 111.91 | 100 | **704.99** |
| 41 | Koneru Lakshmaiah Education Foundation University | Vaddeswaram | Andhra Pradesh | 3 | South | 26 | | 94.85 | 99 | 98.98 | 103.99 | 113.99 | 112.57 | 99.01 | **704.99** |
| 42 | Amity University, Jaipur | Jaipur | Rajasthan | 6 | North | 29 | | 94.85 | 98.71 | 98.77 | 103.57 | 111.71 | 112.28 | 98.42 | **702.33** |
| 42 | Integral University, Lucknow | Lucknow | Uttar Pradesh | 8 | North | 30 | | 94.71 | 98.42 | 98.72 | 103.85 | 112.99 | 111.54 | 98.71 | **702.33** |
| 43 | Oriental University, Indore | Indore | Madhya Pradesh | 3 | Central | 4 | | 94.57 | 98 | 98.62 | 102.99 | 111.28 | 111.71 | 97.85 | **699.27** |
| 43 | University of Engineering and Management | Kolkata | West Bengal | 3 | East | 6 | | 93.42 | 97.71 | 98.51 | 104.74 | 112.28 | 111.42 | 98.14 | **699.27** |
| 44 | KU College of Engineering and Technology | Warangal | Telangana | 5 | South | 27 | | 93.28 | 97.42 | 98.45 | 102.57 | 110.71 | 111.14 | 97.28 | **694.8** |
| 44 | MVN University | Palwal | Haryana | 6 | North | 31 | | 93.28 | 97 | 98.41 | 102.85 | 111.71 | 110.85 | 97.31 | **694.79** |
| 45 | School of Engineering and Technology, Sangam University | Bhilwara | Rajasthan | 7 | North | 32 | | 90.85 | 96.88 | 98.27 | 102.71 | 110.14 | 112.28 | 96.85 | **689.87** |

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 45 | Usha Martin University | Ranchi | Jharkhand | 2 | East | 7 | | 90.42 | 97.31 | 98.22 | 103.71 | 111.14 | 110.28 | 94.28 | **689.87** |
| 46 | Dharmsinh Desai University - Faculty of Technology | Nadiad | Gujarat | 5 | West | 10 | | 90.28 | 96.14 | 98.07 | 101.57 | 109.57 | 109.99 | 96.28 | **684.73** |
| 46 | NITTE Meenakshi Institute of Technology | Bengaluru | Karnataka | 11 | South | 28 | | 89.57 | 95.97 | 97.88 | 102.04 | 111.69 | 109.77 | 97.07 | **684.73** |
| 47 | Poornima Institute of Engineering and Technology, Jaipur | Jaipur | Rajasthan | 8 | North | 33 | | 89.14 | 95.57 | 97.84 | 101.14 | 108.99 | 109.42 | 95.85 | **680.46** |
| 47 | The ICFAI Tech School, Jharkhand | Ranchi | Jharkhand | 3 | East | 8 | | 88.14 | 95.71 | 97.74 | 101.75 | 109.99 | 109.14 | 97.64 | **680.46** |
| 48 | Amity University, Ranchi | Ranchi | Jharkhand | 4 | East | 9 | | 88 | 95 | 97.64 | 100.57 | 108.42 | 108.85 | 95.28 | **676.02** |
| 48 | Suresh Gyan Vihar University | Jaipur | Rajasthan | 9 | North | 34 | | 86.57 | 95.45 | 97.12 | 101.51 | 109.54 | 109.05 | 97.65 | **676.02** |
| 49 | MIT Art, Design & Technology University | Pune | Maharashtra | 6 | West | 11 | | 86.42 | 97.78 | 96.41 | 99.02 | 106.57 | 106.02 | 94.08 | **671.68** |
| 49 | Sambalpur University Institute of Information Technology (SUIIT) | Sambalpur | Odisha | 3 | East | 10 | | 85.57 | 97.04 | 95.7 | 98.45 | 111.22 | 108.08 | 98.08 | **671.68** |
| 50 | ICFAI University, Raipur | Raipur | Chhattisgarh | 2 | Central | 5 | | 85.42 | 95.32 | 95.48 | 99.71 | 107.28 | 105.71 | 97.14 | **666.8** |
| 50 | Sri Sri University | Cuttack | Odisha | 4 | East | 11 | | 85.42 | 95.77 | 92.98 | 100 | 109.34 | 107.92 | 99.08 | **666.81** |
| 51 | Amity University, Kolkata | Kolkata | West Bengal | 4 | East | 12 | | 85 | 94.8 | 90.55 | 99.75 | 111.22 | 109.37 | 98.17 | **662.18** |
| 51 | Assam Down Town University | Guwahati | Assam | 1 | North-East | 2 | | 85 | 94.57 | 90.21 | 100.14 | 110.42 | 110.69 | 98.9 | **662.17** |
| 52 | ICFAI University, Tripura | Agartala | Tripura | 1 | North-East | 3 | | 84.85 | 94 | 88.77 | 99.28 | 111.42 | 108.84 | 97.14 | **657.23** |
| 52 | Aditya University | Surampalem | Andhra Pradesh | 4 | South | 29 | | 84.42 | 93.94 | 88 | 99.8 | 111.74 | 110.61 | 98.48 | **657.23** |
| 53 | CT University | Ludhiana | Punjab | 5 | North | 35 | | 84.14 | 95.14 | 86.85 | 98.72 | 109.99 | 108.75 | 97.14 | **653.71** |
| 53 | Amity University, Patna | Patna | Bihar | 1 | East | 13 | | 83.57 | 94.2 | 86.34 | 100.32 | 108.89 | 111.79 | 98.9 | **653.72** |
| 54 | Bhagwant University | Ajmer | Rajasthan | 10 | North | 36 | | 83.42 | 92.62 | 86.34 | 99.47 | 108.69 | 109.99 | 97.94 | **648.91** |
| 54 | Karunya Institute of Technology and Sciences | Coimbatore | Tamil Nadu | 10 | South | 30 | | 83.28 | 92.82 | 85.2 | 99.71 | 108.98 | 111.89 | 99.02 | **648.91** |
| 55 | Malla Reddy Vishwavidyapeeth, Malla Reddy Technical Campus | Hyderabad | Telangana | 6 | South | 31 | | 83.28 | 91.27 | 83.48 | 99.85 | 108.75 | 111.69 | 98.65 | **643.98** |

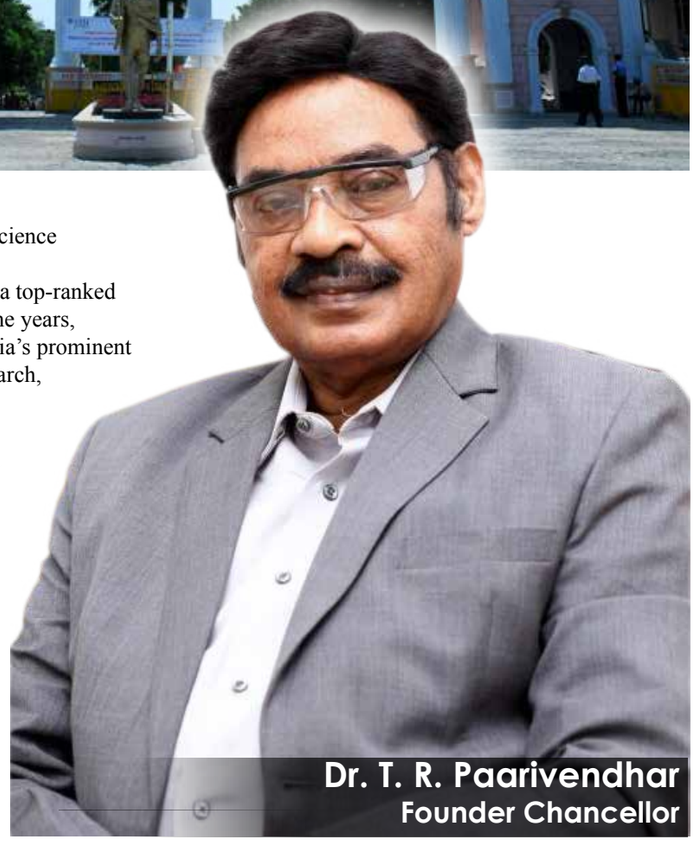
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# DRIVING INNOVATION, RESEARCH, AND CAREER OUTCOMES

## SRMIST'S VISION FOR HIGHER LEARNING



Dr. T. R. Paarivendhar
Founder Chancellor

Founded in 1985, SRM Institute of Science and Technology has evolved from a distinguished affiliated college into a top-ranked multidisciplinary university. Over the years, SRMIST has emerged as one of India's prominent private universities with a strong focus on research, innovation, and postgraduate education.

Today, the institution serves over 70,000 students, supported by more than 4,500 faculty members across six campuses spanning 460 acres and over 15 million square feet of built-up area. Its international presence is also significant, with over 1,000 students from 40+ countries and 260+ exchange students on short-term academic visits.

### Advanced Infrastructure for Learning and Innovation

SRMIST's infrastructure supports this vision through high-end facilities, including FabLab; iOS Development Centre, set up in partnership with Apple and Infosys; and the iMac Lab, equipped with 240 high-performance systems. The university also maintains an Innovation and Incubation Centre, that fosters entrepreneurial thinking among students. The SRM Research Park, named after Nobel laureate Sir C.V. Raman, anchors R&D initiatives in engineering, medical sciences, defense technologies, and social innovation.







Dr. P. Sathyanarayanan
Pro-Chancellor (Academics)

### Multidisciplinary Academic Structure

The academic structure of SRMIST is both comprehensive and diverse. The Faculty of Engineering and Technology comprises departments across disciplines like Automobile, Architecture, Biomedical, Biotechnology, Civil, Chemical, Chemistry, Computational Intelligence, Computing Technologies, Data Science and Business Systems, Electronics and Communication, Electronics and Instrumentation, Electrical and Electronics, Food Process, Genetic Engineering, Mathematics, Mechanical, Mechatronics, Networking and Communications, and Physics & Nanotechnology.

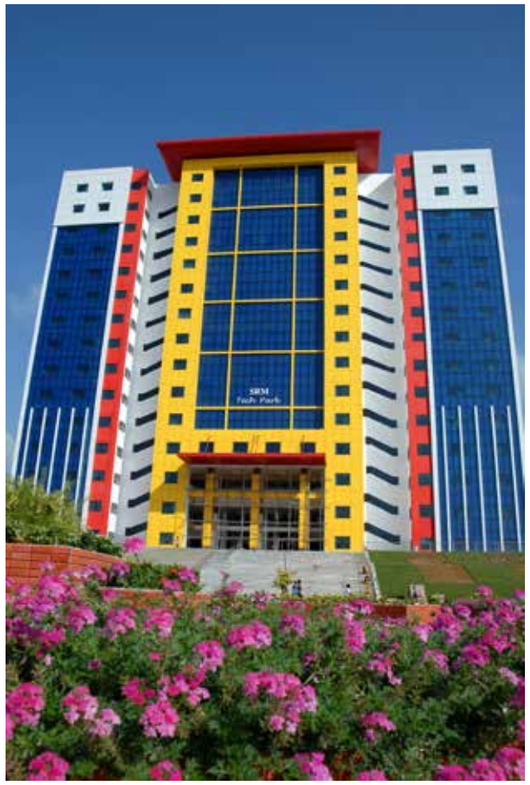
Beyond engineering, SRMIST is home to faculties in Science and Humanities, Law, Management, Medicine, Dental, Pharmacy, Nursing, Public Health, Occupational Therapy, Physiotherapy, and Agricultural Sciences.

### Excellence in Research and Innovation

SRMIST's postgraduate education is distinguished by a research-driven model. Over the past two and a half years, the institution has published 21,555 research papers across various databases, including over 20,528 papers indexed in Scopus. These publications have collectively garnered 2.43 lakh citations, reflecting a strong research impact with a Scopus h-index exceeding 176 and an average citation index of 9.4. The university has also filed 1,120 patents, of which 598 have been published and 485 granted. In addition, it has secured 14 copyrights, three trademarks, and two industrial design.

### Centers Driving Research Excellence

Several high-impact research centers support SRMIST's growing research ecosystem. These include the Nanotech Research Center (NRC), REACH (Research in Environment, Sustainability Advocacy and Climate Change), SRM-DBT Life Sciences Platform (in collaboration with the Government of India's Department of Biotechnology), Medical Research Centre (MRC), IIISM (for Ayurveda, Siddha, and Unani studies), High-Performance Computing Cluster (HPCC), Centre for Advanced Concrete Research (CACR), Center of Excellence for Electronics Cooling






and Computational Fluid Dynamics Simulation Lab (CEEC), Earthquake Research Cell, Center for Statistics, and the SCIF portal for centralised research access. The SRM Medical College Hospital and Research Centre houses the Neuro-Otology and Vestibular Laboratory, supporting advanced clinical diagnostics and rehabilitation, and the Centre for Clinical Trials and Research (CCTR).

## Centres of Excellence and Major Research Projects

SRMIST has also established 18 Centres of Excellence in areas such as Electric Mobility, Translational Medicine & Research, Autism, Social Entrepreneurship, and Defence & International Studies. Specialised centres include the Center for Immersive Technologies, Nanotechnology Research Center, iOS Development Center, and a 5G Use Case Lab funded by the Department of Telecommunications, Government of India. To date, SRMIST has undertaken 663 funded research projects worth over ₹292 crore, supported by leading national and international agencies such as ICMR, DST, ANRF, DBT, CSIR, MNRE, MoES, MoEF&CC, BRNS, and the Royal Norwegian Embassy, among others.

## Startup and Innovation Ecosystem

SRMIST actively nurtures a culture of entrepreneurship. Its Bootstrappers' Research Council (BRC) is part of the Startup India Seed Fund Scheme with ₹3 crore support from DPIIT. Additional incubation support is extended through BIRAC and BIONEST, with ₹10 crore sanctioned












at SRM Medical College. Notable ventures include Abinava Rizel (₹200 crore investment in electric motor manufacturing), Torus Robotics (₹15 crore defense contract for unmanned ground vehicles and axial flux motors), Paperplane (digital hospital systems integrated with Whatsapp, secured $1 million), Monkwish (AI-driven skilling and upskilling platform, raised $3 million), and Sytolab (developers of India's first 3D bioprinter). In total, over 100 startups have been incubated, 88 prototypes developed, and 26 student/faculty-led ventures launched.

## Career Outcomes and Industry Placements

In the academic year 2024–25, over 12,925 job offers were secured by students, with recruitment from more than 1,700 companies, including global industry leaders. The highest salary package offered was ₹65 LPA, with over 44 international offers and 202 students receiving packages above ₹20 LPA. Top recruiters included Amazon, Google, Wells Fargo, Pfizer, JP Morgan, and Flipkart. Specialised signature programs, such as one from the Computer Science department, saw students receiving packages up to ₹11 LPA. This success is supported by a curriculum that integrates internships, entrepreneurship, and industry exposure.

## Alumni Impact Across Sectors

The alumni network of SRMIST spans across 29 countries and includes over two lakh members. SRMIST's alumni include distinguished names across industries: Mr. Sriram Krishnan (B.Tech





ADVERTORIAL









IT, 2005) – Senior Policy Advisor for AI at the White House; Dr. Kavitha Ayappan (M. Tech Information Security and Cyber Forensics, 2001) - AVP - CyberSecurity & CISO, Cholamandalam Investment and Finance Company Limited; Mr. Deepan Chakkravarthy (MBA, 2010) - International Chess Player; Mr. Prithviraj Thondaiman (MBA, 2012) - Gold Medalist, Asian Games 2023; Mr. Ravi Kunduru (B.E. CSE, 1995) - CEO, QurHealth; Dr. Nikita Hari (Masters in PED, 2011) – Scientist, entrepreneur, and futurist, Head of Teaching and Research Design Support Group (TDSG); Dr. Baby Sam Samuel (MBA, 2000) - Director - Administration, Customer and Exam Support, NYC Citywide Administrative Services; and Dr. Vikram PSJ (MS, 2014) - Senior Consultant, ENT and Head & Neck Surgery, SRM Institutes for Medical Science, Chennai. Contributions from alumni exceed ₹40 lakhs annually, with continued involvement in mentoring and institutional development.

## Student Life and Campus Culture

Beyond academics, SRMIST fosters an active campus culture. Events such as Milan (one of India's largest cultural festivals, attracting over 50,000 participants), Aaruush (a premier techno-management fest, collaborating with DRDO, Medisim VR, and others), Panacea and Thaandav (for Health Sciences), Jhalak (intra-college contests). Initiatives like Butterflies (school outreach) and student platforms like Shuru and Rendezvous support creative engagement.

## Sports Infrastructure and Achievements

SRMIST also promotes sporting excellence. The institution has trained over 390 national and 40 international athletes and produced 13 chess grandmasters. It was ranked in the Top 20 among over 500 institutions in the 2024 Khelo India Games and was recognised as the Best University for Sports Promotion at the Sportstar ACES Awards 2024. Facilities include competition-grade aquatic complexes, indoor stadiums, tennis courts, cricket nets, etc.

## National and Global Rankings

In the NIRF Rankings 2024, it secured the 12th position in the University category and 21st overall, with discipline-specific excellence seen in Architecture and Pharmacy, both ranked at 11th. The Outlook iCare Rankings 2025 placed SRMIST at 3rd among the Top 200 Private Engineering Institutes. On the global stage, SRMIST made significant progress in the Times Higher Education Impact Rankings 2025, reflecting its commitment to the UN Sustainable Development Goals. It moved up from the 601–800 band in 2024 to the 401–600 band in 2025 in the THE World University Rankings. Specific SDG-related rankings include 96th in Clean Water and Sanitation, 201–300 in Affordable and Clean Energy, 101–200 in Sustainable Cities and Communities, and 301–400 in Partnerships for the Goals.

The university's research output continues to be a strong differentiator, with faculty publishing in prestigious journals such as The Lancet (Impact Factor 202+), and SRMIST ranking first among private universities in India in the Nature Index. In the Times All India Engineering Institutes Rankings 2025, SRMIST was ranked No.1 among the Top 175 Engineering Institutes, featured among the Top 125 Private Institutes, the Top 70 in Placements, and the Top 30 in Research Capability, underscoring its comprehensive academic and research excellence.

## NEP 2020 Alignment and Global Programs

SRMIST's global initiatives are aligned with NEP 2020 through its Interdisciplinary










Experiential Active Learning (IDEAL) curriculum. This model offers students full flexibility via a choice-based credit system, with a wide range of forward-looking courses in design thinking, innovation, Intellectual Property Rights (IPR), and entrepreneurship. Active partnerships include the Semester Abroad and Faculty Abroad Programs with institutions like UC Berkeley, Teesside University, etc.

## Community Engagement and Sustainability

The university is deeply engaged in social outreach activities. Presently, we have adopted 12 villages under the schemes of Unnat Bharat Abhiyan and regularly conduct several programs related to the rural development. Furthermore, the NSS division organises various events related to the attainment of anti-drug society and other socially relevant topics. The SRM Autism Centre of Excellence plays a pioneering role in integrating children with autism into mainstream education. As a voluntary commitment the university is set to attain NetZero by the year 2050 and attained an international standard, ISO14001:2015 for the Environmental Management System.

Our campus also maintains a rich green cover with over 95,614 mature trees, palms, shrubs, and other vegetation, contributing significantly to oxygen generation and environmental sustainability. Further, 120 tonnes of recyclable items are recovered from the solid waste and promoted for the circular economy in the last one year. To minimise the vehicular emission, we have introduced 55 Bharat Stage VI buses and 12 battery operated cars. The institution is ranked 3rd in India by UI GreenMetric, with over 2,300 research publications related to the UN Sustainable Development Goals.

In conclusion, SRMIST's integrated ecosystem, spanning engineering & technology, health sciences, management, law, humanities, and agriculture, supports interdisciplinary collaboration and research-led education.

In its remarkable 40-year journey of institution building, SRMIST has demonstrated a strong commitment to preparing students as global citizens capable of addressing today's complex global challenges.







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2025
ONCE AGAIN, HONOURED AS THE BEST EDUCATION BRAND 2025 BY ET

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3RD BEST PRIVATE B-SCHOOL IN GUJARAT BY FORTUNE

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# B.N.M. INSTITUTE OF TECHNOLOGY (BNMIT)




**B.N.M. Institute of Technology (BNMIT)** stands as a beacon of academic excellence, consistently striving towards the advancement of education and innovation. Over the years, BNMIT has carved a niche for itself in the realm of technical education, fostering a culture of academic brilliance and nurturing future leaders in various fields of engineering and technology. This write-up delves into the remarkable academic performance and notable achievements that have characterized BNMIT's journey.

Academic Performance: BNMIT prides itself on its unwavering commitment to academic excellence, reflected in its stellar academic performance. The institution maintains high standards of teaching and learning with innovative practices like Project based learning with emphasis on skill development , facilitated by a distinguished faculty comprising experienced educators and industry experts. Through innovative pedagogical approaches like flipped classroom approach, PBL, Active learning strategies and Technology integration in TL, BNMIT ensures that students receive a comprehensive understanding of theoretical concepts coupled with practical applications.

The academic programs at BNMIT are designed to instill critical thinking, problem-solving skills, and a spirit of inquiry among students. Emphasis is placed on fostering interdisciplinary learning, enabling students to explore diverse areas of study and gain a holistic understanding of their chosen field. This interdisciplinary approach not only enhances the academic experience but also prepares students to tackle real-world challenges with confidence and competence.

BNMIT's commitment to academic excellence is further underscored by its state-of-the-art infrastructure and modern facilities. The institution provides students with access to cutting-edge laboratories, research centers, and libraries equipped with a vast repository of academic resources. Such resources facilitate experiential learning and







research endeavors, allowing students to delve deeper into their areas of interest and contribute meaningfully to the academic community.

Notable Achievements and Milestones: BNMIT has achieved numerous milestones and garnered recognition for its exceptional contributions to the academic and research landscape. Some of the notable achievements include:

1. **Accreditation and Affiliations:** BNMIT is affiliated with Visvesvaraya Technological University (VTU) and approved by the All India Council for Technical Education (AICTE). The institution holds accreditation from prestigious bodies such as the National Board of Accreditation (NBA) and the National Assessment and Accreditation Council (NAAC), reaffirming its commitment to quality education.
2. **Research and Innovation:** BNMIT encourages a culture of innovation and research excellence among its faculty and students. The institution has established research centers and collaborations with industry partners to facilitate cutting-edge research in areas such as computer science, electronics, mechanical engineering, and more. Several faculty members and students have received accolades for their research contributions at national and international forums.
3. **Academic Partnerships and Collaborations:** BNMIT has forged strategic partnerships with leading academic institutions, research organizations, and industry players to enhance academic exchange and collaborative initiatives. These partnerships provide students with opportunities for internships, industrial training, and collaborative projects, enriching their learning experience and fostering industry-relevant skills.
4. **Student Achievements:** BNMIT takes pride in the accomplishments of its students, who have excelled in various academic, co-curricular, and extracurricular activities. Students have participated and won accolades in national and international competitions, hackathons, technical symposiums, and sports events, showcasing their talent and competitive spirit on a global platform.

In conclusion, BNMIT stands as a testament to academic excellence, driven by its unwavering commitment to quality education, research, and innovation. Through its exemplary academic programs, state-of-the-art infrastructure, and collaborative endeavors, BNMIT continues to nurture the next generation of leaders and innovators poised to make significant contributions to society. With a rich legacy of achievements and a steadfast dedication to excellence, BNMIT remains at the forefront of technical education, inspiring and empowering generations of students to realize their fullest potential.



# CHANNABASAVESHWARA INSTITUTE OF TECHNOLOGY-GUBBI

## Partnering in Academic Excellence
## A Center of Excellence in Education and Innovation





**With** a vision to establish a center of excellence in education and related fields, and to enhance the quality of life through leadership and academic excellence, Sri G. S. Basavaraj, Former Member of Parliament from Tumakuru, founded the Sri Channabasaveshwara Swamy Rural Education Society (CRED Society) in 2000. Building upon this foundation, Sri G B Jyothi Ganesh, Honourable MLA from Tumakuru City Constituency, Secretary and MD, CIT Group of Institutions played a pivotal role in establishing Channabasaveshwara Institute of Technology (CIT) in 2001, with the objective of providing quality technical education to students.

CIT is affiliated with Visvesvaraya Technological University (VTU), approved by AICTE, and recognized by the Government of Karnataka. Spread across 25 acres of lush green land in Gubbi-Tumakuru, the campus offers a serene learning environment that fosters creativity and academic excellence. "Students from across the country choose CIT as their preferred destination for higher education," stated Sri G B Jyothi Ganesh, Secretary and Managing Director, CIT Group of Institutions and Dr. D S Suresh, Director, CIT Group of Institutions and Principal CIT Gubbi. They further emphasized that CIT has become a sought-after institution for engineering education due to its strong values, shared goals, and commitment to excellence.

### The other institutions under the umbrella of CIT Group are:

- **Nightingale Institute of Nursing**
- **CITRIS, Tumkur – Research wing of CIT**
- **CIT Polytechnic, CIT Campus, Gubbi**
- **CIT Public School, CIT Campus, Gubbi**
- **CIT First Grade College, CIT Campus, Gubbi**
- **CIT- PU College, CIT Campus, Gubbi**

### CIT's Commitment to Academic Excellence

Channabasaveshwara Institute of Technology (CIT) has established itself as one of Karnataka's premier institutions, renowned for delivering high-quality technical education. The institute offers seven undergraduate programs with a total intake of 600 students in UG, including branches in Computer Science Engineering (CSE), Information Science Engineering (ISE), Electronics and Communication Engineering (ECE), Electrical and Electronics Engineering (EEE), Civil Engineering (CV), Mechanical Engineering (ME), and Artificial Intelligence & Data Science (AD).

In addition to its robust UG offerings, CIT also provides postgraduate programs in ECE, CSE, and MBA, supported by recognized research centers in six disciplines: CSE, ECE, EEE, ME, Chemistry, and Mathematics.

Currently, the CIT Group of Institutions proudly nurtures a vibrant academic community of over 3,000 students, spanning the entire educational spectrum — from Kindergarten (KG) to Doctoral (Ph.D.) programs. This holistic ecosystem reflects CIT's commitment to providing quality education at every stage of learning, fostering intellectual growth and all-round development.

The well-developed infrastructure at CIT includes state-of-the-art classrooms, well-equipped laboratories, and advanced computer center housing over 1,000 computers. The campus also features an Amphitheatre, an air-conditioned auditorium, seminar halls, and a state-of-the-art boardroom. Additionally, students have access to a learning center and library with an extensive collection of over 90,000 books and digital library.

To enhance academic and administrative efficiency, CIT has established the Internal Quality Assurance Cell (IQAC), which promotes continuous improvement in institutional performance. The institute also places a strong emphasis on industry-oriented training; ensuring students are well-prepared for employment opportunities.

"To nurture creativity and innovation, CIT has set up a 'Centre for Creativity in Engineering,' along with Start-up incubation facilities, a Data Center, and a Private Cloud," said Dr. D S Suresh, Director and Dr. Shantala C P, Vice-Principal and Head, Dept. of CSE. They further added that CIT frequently organizes faculty development programs, workshops, seminars, symposiums, hackathons, and hands-on training programs, which instil scientific curiosity and transform students into competent professionals ready to meet industry demands.

CIT has received numerous prestigious awards, with one of the recent recognitions being the Best Brand in recognition of academic performance by, IIRF, New Delhi for the year 2025. Education & Institutional Excellence Award by Edu Awards on 25th October 2024 and Institutional Cash Award for the Second Time during the "Achievers Day Function" held on 26th June 2024 along with the Inaugural of 25th VTU Athletic Meet 2023-24 held at VTU Regional Office, Mysore.

CIT was awarded a 4-star rating by the Institution's Innovation Council (IIC) of MHRD for the academic year 2024-25, recognizing its excellence in fostering innovation and entrepreneurship.

Additionally, CIT serves as a recognized examination center for some of the nation's most competitive exams including GATE, JEE (Main & Advanced), NEET, SSC, LIC, Railway Board, and many others contributing to its academic prominence.

### R&D Initiatives at CIT

Channabasaveshwara Institute of Technology (CIT) is deeply committed to fostering a culture of research, innovation, and technological advancement. Through its advanced Research Centers and dedicated Centres of Excellence, CIT empowers students and faculty to actively engage in cutting-edge innovations and explore real-world applications of emerging technologies.

### Key R&D Initiatives at CIT:

- **Brain-Computer Interface (BCI) Research & Development**
- **IoT and Embedded Systems Research & Development**
- **IOS-MCN R&D Center in collaboration with Bharat 6G Labs**
- **Aero-Vision Drone Lab – A Centre of Excellence (CoE) sponsored by AICTE.**

CIT has been instrumental in generating research grants and funding of over □2 Crores through prestigious agencies such as AICTE and VGST, reflecting its strong emphasis on innovation and academic research.

### CIT's Legacy of Academic Excellence:

#### VTU Rank Holders

CIT has a longstanding tradition of academic excellence, consistently securing top ranks at Visvesvaraya Technological University (VTU) year after year. These achievements reflect the institute's rigorous academic



environment, dedicated faculty, and the hard work of its students.

## Recent Notable Achievements:

Ms. Himaja S (1CG21CS048) from the Dept. of CSE was honoured with a Gold Medal for securing the highest percentage of Marks among SC/ST students in UG Engineering Studies, from VTU, Belagavi during the 25th Annual Convocation on 4th July 2025.

Mr. Mohammed Sufiyan (1CG21EE014) FROM EEE Dept. secured the 7th Rank and was honored at the 25th Annual VTU Convocation held in Belagavi on 4th July 2025.

Ms. Dedeepya M (1CG20EE007) FROM EEE Dept. secured the 8th Rank and was honored at the 25th Annual VTU Convocation held in Belagavi in 2024.

Mr. Ujwal Raj Ratna (1CG19CV042) FROM received a Gold Medal from VTU, Belagavi, instituted by Er. S.M. Panchagatti, under the "Son of a Govt. Primary School Teacher" category for scoring the highest marks in Civil Engineering during the 23rd Convocation on 1st August 2023.

In addition to these accolades, CIT students have earned 20+ VTU Ranks in recent years across various disciplines.

## CIT Academic Research Center

CIT Research Center announces the successful Ph.D. completion of ten scholars and for the year 2025, Three Research Scholars, under the Guidance of Dr. Shantala C P were awarded with Doctorate Degree (Ph.D) during the 25th Annual VTU Convocation held in Belagavi on 4th July 2025.

1. **Dr. Jyothi K S**
2. **Dr. Rashmi C R**
3. **Dr. Sowmya M N**

## Clubs, Societies, and Global Collaborations at CIT

CIT actively fosters a vibrant and holistic learning environment through its association with prestigious professional societies such as ISTE, IEEE, IEI, and IETE. Complementing these are a range of student-driven clubs—including the Open-Source Club, SAE Club, ASCE Club, and IDEAAS Club—which provide dynamic platforms for students to enhance technical skills, collaborate on real-world projects, and engage in experiential learning.

Further enriching the academic experience, CIT has established collaborations and signed MoUs with reputed global universities and multinational companies, facilitating knowledge exchange programs, joint research initiatives, and global exposure for both students and faculty.

## CADC (Career Advancement and Development Cell)







## Launchpad to a Successful Career

At Channabasaveshwara Institute of Technology (CIT), placements are not merely an outcome of securing a Job. They are the culmination of a well-orchestrated journey involving structured training in emerging technologies, personalized mentorship, and strong industry collaborations.

The Career Advancement and Development Cell (CADC) in CIT plays a crucial role in preparing students to navigate the evolving demands of the job market. Under the guidance of Dr. Shantala C. P., Director of CADC, and Dr. Chetan Balaji, Training and Placement Officer, the cell empowers students with essential skills, industry exposure, and the confidence needed to thrive in professional environments.

Through a blend of on-campus and off-campus placement drives, CIT ensures its students gain access to diverse and rewarding career opportunities, positioning them for success in leading organizations.

## Placement Highlights of 2024-25 Batch

- **100+ placement opportunities annually.**
- **90% placement rate for eligible students.**
- **Highest CTC: ₹14.5 LPA.**
- **Median CTC: ₹5.00 LPA.**

## Top Recruiters

Z-Scalar, Hashed-In, Deloitte, IDFC First Bank, UST Global, BOSCH, HCL, Wipro, Infosys, TCS, Cognizant, Mphasis, Speridian Technologies, Accord, Shobha Developers, PRDC, and more.

CIT CADC was honoured with the "Excellent Placement Performance" Award for B. Tech students at the FWA and Skill Conclave 2022, held on July 31, 2022, in New Delhi, for securing 544 offers.

To celebrate the success of its students and express gratitude to industry partners, CIT organizes an annual "Placement Offer Day", a special event recognizing recruiters and applauding the achievements of placed students.

Thus, at Channabasaveshwara Institute of Technology (CIT), Gubbi, excellence isn't an aspiration—it's a way of life. From nurturing innovation in classrooms to bridging academia and industry through structured training, CIT ensures every student is empowered to meet the demands of tomorrow's workforce.

Our strong academic foundation, dynamic placement training, and a wide spectrum of opportunities have enabled thousands of students to step confidently into successful careers.

These commitments by CIT reflect a professional, structured, and forward-thinking approach to showcasing its vision, state-of-the-art infrastructure, and outstanding placement opportunities—solidifying its status as a premier destination for technical education.

HINDUSTAN
INSTITUTE OF TECHNOLOGY & SCIENCE
(DEEMED TO BE UNIVERSITY)

# HITS
## WHERE INNOVATION MEETS EXCELLENCE!



**Hindustan Institute of Technology and Science (HITS),** located in Chennai, Tamil Nadu, India, is a premier institution that fosters a dynamic culture of academic excellence, innovation, and leadership. Established in 1985, HITS has, over four decades, evolved into a leading multidisciplinary university renowned for its holistic approach to education, state-of-the-art infrastructure, and global partnerships.

In 2008, the University Grants Commission (UGC) conferred HITS with the esteemed "Deemed to be University" status, marking a significant milestone in its legacy of educational excellence. Founded by Dr. K.C.G. Verghese, a visionary educationist, HITS is built on the enduring motto: "To make every man a success and no man a failure." This guiding philosophy continues to inspire and steer the institution under the able leadership of Dr. Anand Jacob Verghese, Chancellor of HITS, whose commitment to transformative education empowers students to reach their fullest potential.

## Accreditations and Recognitions

- HITS holds the prestigious NAAC A+ accreditation, placing it among the top-tier institutions in India. The university is also accredited by, NBA (National Board of Accreditation), AICTE (All India Council for Technical Education), IET (Institution of Engineering and Technology) - UK.
- HITS has also been awarded the coveted Diamond Rating by QS I-Gauge and consistently performs well in both NIRF and THE Impact Rankings. Reputed media surveys such as India Today, Times Engineering, The Week, and Times Now have ranked HITS among the leading private universities in India.
- In recognition of its 40 years of service to education, merit-based scholarships are offered across disciplines to reward and support deserving students.

## Academic Excellence and Industry-Driven Curriculum

HITS offers a wide spectrum of undergraduate, postgraduate, and doctoral programs through its specialised schools:

### School of Engineering and Technology

**Programs:** Aeronautical, Aerospace, CSE, AI & DS, AI & ML, Cyber Security, IoT, Blockchain, Cloud Computing, ECE, Semiconductor Tech, Biomedical, EEE, Mechanical, Mechatronics, Robotics, Automobile, Civil, Biotechnology.







**Dr. Anand Jacob Verghese**
Chancellor, HITS Chennai

### School of Planning, Architecture & Design Excellence

**Programs:** Architecture, Industrial Design, Game Design, Fashion Technology, Communication Design.

### School of Management

**Programs:** Aviation Management, Banking & FinTech, Digital Marketing, Hotel & Tourism Management, Hospital Management, Logistics, HR, Finance, Media & Entertainment, Sports Management.

### School of Law

**Programs:** B.A. LL.B., B.B.A. LL.B., LL.M.

### School of Liberal & Creative Arts

**Programs:** Visual Communication, Design, Commerce, Liberal Arts, Visual Arts.

### School of Basic & Applied Sciences

**Programs:** Food Technology, Computer Applications, Nanoscience, Mathematics, Chemistry, Applied Psychology, Christian Studies, Physical Education.

### School of Health Sciences

**Programs:** Optometry, Physiotherapy, Pharmacy, Allied Health Sciences.

## Research, Innovation, and Intellectual Capital:

HITS is home to over 16 Research and Skill Centres, including pioneering domains such as:

- Underwater Robotics
- Clean and Green Energy
- Hydrogen Fuel
- Defence Technologies
- Aviation and Automotive Research

To date, over 6,100 research publications and 219 patents have been filed. Five HITS faculty members have been listed in Stanford University's Top 2% Global Scientists Ranking, highlighting its international research footprint.

## Entrepreneurship and Incubation

HITS fosters a vibrant innovation and start-up culture through:

- **Hindustan Entrepreneurship and Innovation Centre (HEIC) –** Offering seed support, mentoring, and scale-up opportunities.
- **Bay Range Innovation and Incubation Council (BRIIC) –** A Section 8 Company supporting deep-tech start-ups through funding, facilities, and global market access.

Students are encouraged to innovate, collaborate, and develop solutions that have both commercial viability and social impact.

## Global Engagement and Strategic Collaborations

HITS has established strategic academic collaborations with over 150 institutions in 42 countries, including:

- Cranfield University, UK
- Dongguk University and GCU, South Korea
- Trier University, Germany

Through these partnerships, students participate in exchange programs, joint research, dual degrees, and global internships, ensuring their readiness to thrive in international environments. Additionally, HITS partners with industry leaders like Boeing, IBM, Royal Enfield, GARC, SankaraNethralaya, and the Logistics Sector Skill Council to deliver cutting-edge, industry-aligned programs.

## Digital Transformation and Future-Ready Learning

HITS is committed to integrating AI, Machine Learning, Data Science, and emerging technologies across all disciplines. It offers hands-on learning through centres of excellence, digital platforms, advanced simulation labs, and AR/VR-enabled learning tools.

## Student Life and Leadership Development

A thriving campus life includes:

- International conferences and symposiums
- Cultural festivals and student clubs
- Athletics and sports excellence
- Leadership programs and social outreach

Students graduate from HITS not just with academic knowledge but with a global perspective, industry exposure, and ethical grounding, ready to make meaningful contributions to society.

With a proud legacy and future-forward vision, Hindustan Institute of Technology and Science (HITS) continues to set benchmarks in higher education, innovation, research, and societal impact. Anchored in values, and driven by excellence, HITS is truly a place ***"Where Innovation Meets Excellence."***




# MALNAD COLLEGE OF ENGINEERING

**N**estled in the serene district of Hassan, where the ancient temples of Belur, Halebidu, and Shravanabelagola stand as testaments to Karnataka's rich heritage lies the Malnad College of Engineering (MCE), located midway between Bengaluru and Mangaluru on NH-75. Hassan enjoys an annual rainfall of about 900 mm, contributing to its lush green surroundings. This temperate climate provides a perfect backdrop for students to immerse themselves in their studies and extracurricular activities. Hassan city is well known as poor man's ooty. Hassan is also home to the Master Control Facility for INSAT Satellites, highlighting its importance in India's space endeavors. The synergy between the historical, cultural, and scientific significance of the district and MCE's educational environment creates a unique and enriching experience for students. Established in 1960, MCE is more than just an educational institution; it is a symbol of visionary leadership and community spirit. Initially affiliated to University of Mysore, then to Visvesvaraya Technological University, Belagavi in 1998 and in the year 2007, MCE earned Autonomous Institution status. Presently, MCE is offering nine UG and five PG programs with state of the art facilities. The institute currently has all its eligible programs accredited by the NBA and has secured an 'A' grade from NAAC.

***Everything has a past, a present and a FUTURE. So does MCE,***

*1960…… The year it all began. It was the concerned citizens of Hassan, Coorg and Chikkamagalur districts who realised the need for a cluster of Educational Institutions in the 'Malenadu' region. Thus formed was a committee under the Chairmanship of the then Divisional Commissioner Shri Shafi Darashaw and Shri Chandappa Patel, the then Deputy Commissioner as Convener and then Hassan district social reformers. MCE was formally opened on the 1st of September 1960 by the then Chief Minister Shri B D Jatti, under the chairmanship of Shri Annarao Ganamukhi, the then Deputy Commissioner, Hassan. In their vision was the Malnad College of Engineering (MCE), which was to be constructed in 41.28 acres of land on the then northern outskirts of Hassan city as a joint venture of The Government of India, the then Government of Mysore under Malnad Technical Education Society (MTES®) Hassan.*
*The institute has articulated the vision statement as inspirational and forward-thinking, providing a clear and compelling direction for the organization and the vision is:*

**To be an institute of excellence in engineering education and research, producing socially responsible professionals.**

As a mark of Silver Jubilee Celebrations of MCE, a Silver Jubilee Hall was built and now it is being utilized as modern Indoor Shuttle Badminton facility and also the college is endowed with state of the art sports facilities. An auditorium of 1500 capacity is









being used for various cultural events of the college. The institute utilizes renewable energy sources with roof top solar power generation of 125 KvA in the campus. Further, rainwater harvesting system is installed for all the building in the campus.

## Education

MCE fosters a "learn how to learn" culture and motivates students with the tagline, "Enjoy the process of learning at Malnad College of Engineering". The institute is dedicated to offer top-notch education with highly committed faculty, state-of-the-art lab facilities and the ambiance that supports student growth and societal impact. It also ensures that its curriculum evolves in tandem with technological advancements to keep students at the forefront for industry developments.

## International Collaborations at MCE….

MCE has collaborations and MoUs with several foreign universities and industries. The most recent MoUs include partnerships with Western Sydney University and Federation University, Australia, along with various industries. These partnerships enhance the institution's global connect, offering students with international exposure and foster collaborative research and development opportunities.






## Research and Innovation at MCE….

The research centers at MCE annually produce over 20 Ph.D. scholars. It has a strong presence in the NIRF rankings under the band of 101-150 for NIRF Innovation during the year 2022-23. MCE houses the AICTE-IDEA Lab, awarded as the best Mentor Institute and Host Institute. The DST-FIST Lab, BOSCH Rexroth Lab facilities and funding from DST, VGST, AICTE, SERB and KSCST further strengthened its research capabilities. The institute offers Junior Research Assistant positions for the young budding engineers and a Centre for Research & Consultancy to enhance research activities and consultancy services. The institute has received about Rs. 27 Crores funding support from Technical Education Quality Improvement Programme (TEQIP Phase I, II and III). Further, MCE was listed among the top 200 engineering education institutes across India to produce higher quality and more employable engineers.

## Extracurricular Activities at MCE..

MCE offers a wide range of extracurricular activities that contribute to the holistic development of students. These activities include sports, cultural events, and technical clubs, etc., providing students with opportunities to explore their interests and talents beyond academics. MCE was the first college to start





Physical Education (PE) as a credit course, emphasizing the importance of physical fitness and sports. The 'Divya Chaitanya' initiative focuses on improving mental health through yoga and meditation, helping students achieve mental clarity and overall well-being. This initiative has resulted in students excelling in various domains, including winning medals at zonal, state, and national levels.

The college hosts around twelve clubs under technical, cultural, and social categories, includes Eco Club, Leo Club, Literary Club, Rotaract club, DevOps Club, IUCEE, Science Association, SoUL, The Technical Club, SAE Collegiate club, NSS, Scouts and Guides and Cultural team. The SAE (Society of Automotive Engineers) Collegiate Club students participate in national activities, which are funded by alumni, and have been awarded for best design in structural and electric vehicle (EV) design simulations. At MCE, extracurricular activities play a vital role in nurturing well-rounded individuals who are prepared to contribute positively to society.

## Alumni of MCE..

With a strong alumni base of more than thirty thousand since its inception, they feel and treat MCE as their second home. The mantra of MCE Alumni, "Contribute time, money, or expertise; giving back is an opportunity," reflects their commitment to support the institution and its current students. MCE boasts a robust alumni network that holds yearly alumni meets within India and across the globe. One significant initiative by the alumni is "Chaitanyasethu," which helps students meet and transfer knowledge through lecture programs, project expos, and education on advancements in technology. As part of Chaitanyasethu, the "Make in MCE" initiative serves as a bridge between alumni and students, supporting projects through funding and mentoring. This initiative focuses on innovation, research and start-ups. Additionally, alumni organize business events to bridge gaps between alumni entrepreneurs and MCE's budding engineers.



Apart from exchanging their expertise, many alumni have initiated scholarships to help underprivileged students pursue their education. An Alumni Tower, estimated of Rs. 12 crores is being built in the campus with their contribution.

## Scholarships and Support at MCE....

Students receive support through scholarships from Institution, MTES, 'M' Foundations, individual alumni, and faculty. Additionally, MCE supports start-ups and incubation centers, fostering an environment of innovation and entrepreneurship through Make in MCE, AICTE-IDEA lab and ME-RIISE. This comprehensive support system helps students pursue their educational goals and encourages the development of new ventures and research initiatives.

## Training and Placement at MCE....

The Training and Placement (T&P) Cell at MCE is instrumental in bridging academia with industry. The students are trained for soft and life skills, ensuring they are well-prepared to meet industry demands. MCE offers career orientation training that equips students with the skills necessary for a successful career in the corporate world. T&P also provide necessary Pre-Placement Training from experts from various industries/ corporate, training, senior students and Alumni. This training addresses different dimensions of individual development, helping students become well-rounded professionals. Prominent recruiters visit our campus include BEL, Mercedes Benz, Robert Bosch, Samsung, Infosys, TCS, TDPS, Wipro, Deloitte, Dish Network, Zscaler, and more, with the highest CTC reaching 22 LPA.

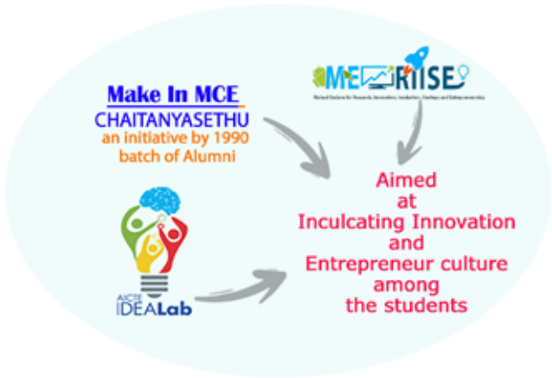
In addition to these activities, it involves in mentoring students for opportunities in higher education, entrepreneurship and internship in coordination with incubation centre: ME-RIISE, MAKE in MCE, AICTE-IDEA lab and by Alumni. The cell celebrates student successes, such as high placement rates, and hosts events like annual "Best Project of the Year" competition.







Malnad College of Engineering is indeed a beacon of educational excellence, innovation, and community spirit. It continues to build on its rich legacy while looking forward to a future of even greater achievements and contributions to society. With its focus on holistic development, robust support systems, and commitment to fostering innovation and social responsibility, MCE stands out as a leading institution dedicated to shaping the next generation of engineers and professionals.



# RV COLLEGE OF ENGINEERING (RVCE)






**RV College of Engineering (RVCE)** established in 1963 is one of the earliest self-financing engineering colleges in the country. The institution is run by Rashtreeya Sikshana Samithi Trust (RSST) a not-for-profit Trust. RVCE is an Autonomous college. Currently, the institution offers 14 Bachelor, 14 Master Programs and all the departments have Research Centres, affiliated to Visvesvaraya Technological University (VTU) Belagavi.

Recent awards and achievements include – NAAC accreditation 'A+' grade, Ranked 99th in the Country by National Institutional Ranking Framework (NIRF-2024), "Engineering College of the Year-2023" by the Higher Education Review Magazine, Ranked 7th in the country & 2nd in Karnataka – IIRF Ranking (2023), Ranked 6th among the top 10 of 100 Pvt. Engg. Colleges in the Country by Education World Magazine-24. Ranked 1501+ in Times Higher Education World University Rankings-2024. Ranked 1001+ in Computer Science and 1501+ Rank in Engineering category in THE World University Rankings-2024, Ranked 1501+ in Impact Ranking in THE World University Rankings-2024, Ranked 601+ in THE World University Rankings (Asia)-2024, and NPTEL (Local Chapter) "AAA" Rating.

RVCE has to its credit over 1700 national and international journal publications, 73 filed patents, out of which 65 were published patents, 45 granted patents and executed over Rs. 30 crores of sponsored research projects and consultancy in the last five years.




RVCE is one of the first institutions implemented National Educational Policy during 2020. Focus is on OBE, experiential learning, choice-based subjects, skill development labs, industry-based labs to enhance learning of students. The institution has established 27 Centres of Excellence and Competencies in niche areas of science and technology, in collaboration with Industries and premier institutions. Focus of these centers are publication of technical papers in refereed national and international journals, executing funded research projects and consultancy works from industries.

RVCE has implemented Outcome Based Education (OBE) emphasising on experiential learning, research-based learning and skill-based learning. Memory based learning is slowly being replaced by innovation, problem solving and project-based learning. Information and Communication Technology is in the forefront for effective teaching-learning process. In this context, new pedagogy methods, new technologies, collaborative and interdisciplinary research has become very important. The new schemes of Govt. including Digital India, Start-up India, Make in India are indicators of changes in the incubation and start up ecosystem. Thus, developing new products, processes and systems enhances visibility of India in international fore and improving economic growth and prosperity of the Nation.

Placement opportunities of students have increased over a period with more than 250 companies visiting the campus. Median Salary is Rs. 10.50 Lakhs and highest salary being Rs.92.50 Lakhs is offered for 2024 batch. Internship conversion to full time placement is on the rise every year, for UG and PG students.

All the eligible UG and PG programs have been accredited by NBA multiple Times. Six UG Programs and 1 PG program have been accredited for six and five years by NBA recently.

International collaborations with THWS- Germany, Dortmund University of Arts & Science-Germany, Rosenheim Technical University of Applied Sciences–Germany, RWTH Aachen University–Germany, and Florida International University-Miami, USA has fuelled the growth of the institution leading to faculty and student exchange, collaborative research in the niche areas of science and technology.

The institution has 25 Professional Associations for student and faculty technical enrichments and networking.



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VIDYASHILP UNIVERSITY

# EDUCATION THAT SHAPES ITSELF AROUND THE LEARNER



## 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.

# VIDYAVARDHAKA COLLEGE OF ENGINEERING (VVCE)



Vidyavardhaka College of Engineering (VVCE), Mysuru, popularly referred as VVCE, is one of the prestigious engineering colleges established in 1997 by Vidyavardhaka Sangha which was established in 1949 by great visionaries viz., Sri K Puttaswamy and Sri Sahukar Channaiah. VVCE has grown in leaps and bounds since its inception. VVCE has achieved a distinction as one of the best technical and management education centers in Karnataka. VVCE is affiliated to Visvesvaraya Technological University (VTU), Belagavi with autonomous status from the academic year 2020-21, Approved by UGC & AICTE, New Delhi and recognized by Government of Karnataka. The college is situated in the western part of the Heritage City of Mysuru, on an elevated sprawling campus of 23 acres.

The Institute has been accredited by NAAC with an 'A' Grade and by NBA, New Delhi, ranked in NIRF (rank band: 251-300) in the year 2022. Also, the Institute has received "Gold rating" & "The Institute of Happiness" award by QS – I Gauge which speaks volumes about the quality of education VVCE provides to its students.

The college has an annual intake of 1340 at the undergraduate level and 336 at the postgraduate level with a total student population of over 5000. In addition, VVCE has set up research centers in 9 departments to promote research activities in frontier areas and to offer doctoral programs. There are over 160 research scholars pursuing PhD programs in these research centers.

The growth of any educational institute depends on the quality of Faculty and Infrastructure. VVCE is blessed with excellent infrastructure and well qualified, experienced, and committed faculty members who have great passion towards their profession. VVCE provides a highly conducive teaching and learning environment for both staff & students.









The Board of Studies in respective Departments, Academic Council and Board of Governors have been constituted as per the norms of statutory bodies and meetings are held regularly complying with the norms. In addition, Industry Academia Advisory Board has been constituted to guide each Department to move in the right direction to achieve vision of the Department & Institution and to collaborate with industry for mutual benefits. The curriculum is thoughtfully designed to meet the highest academic and industry standards, Technologies ensuring comprehensive and up-to-date learning. VVCE has seen many milestones heralding all round development of the Institute. Each classroom is fitted with LCD projectors and CCTV surveillance. Lecture capture provision is provided in 46 classrooms for overall improvement of faculty as well as sharing of lecture videos to students for better understanding. VVCE has set up an incubation facility to promote start-up culture for budding engineering & management entrepreneurs. VVCE has over 30+ student-led clubs for holistic personality development of every student. The training and placement department prepares students to be Industry ready. As a testimony, the placements of our students in reputed companies have been increasing year-on-year, over 80% of eligible students being placed and the highest placement package is INR 41 lakhs.

VVCE students have bagged University ranks and gold medals in core disciplines in the past. Faculty members and students of VVCE regularly conduct national level hackathon events in the campus and VVCE student teams keep winning cash prizes and goodies from Industry sponsors. The Institute periodically conducts international conferences on recent & new trends in Engineering & Management. The University Innovation Fellows program with Stanford University, USA and collaboration with IUCEE (Indo-Universal Collaboration





for Engineering Education) is a testimony to international collaborations and achievements benefiting our students & faculty members.

VVCE is distinct in the student support system which has helped with success and satisfaction of students. Institute has designed & implemented policies that facilitate the overall development of students. **The student support system includes:**

1. VVCE Scholarships and Tuition Fee Waiver Scheme (Rs 100 lac)
2. Free bus & Mobile canteen facility
3. Conduction of Open Day
4. Laptop Borrowing Facility for Students
5. Free Incubation Facility
6. Monthly Student Council Meeting and Continuous Assessment Meetings
7. Continuous Performance Enhancement Measures
8. Student Performance Analysis
9. Parent Student Teachers Meeting
10. Effective Mentoring System
11. Peer tutoring
12. Interactive classrooms teaching
13. One-minute meditation
14. Leadership training program
15. Free Coaching for Higher Studies (GATE) & coaching for UPSC exams
16. Effective training programs & career guidance
17. Inculcation of Research Culture at UG Level
18. Effective Induction Program for First Year Students
19. Student Clubs and Professional Societies - 30+ Students clubs for co-curricular and extra-curricular activities.
20. Incentives for paper publication, financial assistance for participating in cultural, Sports and to carry-out novel projects.
21. Seven Buses for Free Commuting & for Industry Visits
22. Accident Insurance policy



**In addition, the following are the faculty-centric best practices:**

1. Laptops for every faculty
2. Best Teacher & Researcher Awards
3. Financial incentives for
   - Paper publication/ Conference/Seminar/ Workshop
   - Obtaining Research funds
   - Professional Membership
   - 50% tuition fee waiver for in-house faculty pursuing PhD
   - Promotion of consultancy
4. Outbound training for faculty
5. Faculty Industry Immersion Program

**The best practices of the Institute are as follows:**

1. VVCE-Happiness Day on first Thursday of every month
2. Conduction of Open Day for the benefit of PU students & parents
3. Conclaves – With Management, Faculty and Students for strategies & new ideas
4. External Academic Audit
5. Triangular Feedback for faculty improvement

In pursuit of its visionary objectives, VVCE consistently embraces advancements in academics and administration, positioning itself as a pioneering force in engineering and management education, setting new standards.



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PROGRAMMES WITH INDUSTRY-RELEVANT SPECIALIZATIONS

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**B.Tech.** - Aerospace Engineering
**B.Tech.** - Automobile Engineering ( Electric Mobility in association with GARC)
**B.Tech.** - Biotechnology
**B.Tech.** - Civil Engineering
**B.Tech.** - Computer Science and Engineering
**B.Tech.** - Artificial Intelligence & Data Science
**B.Tech. CSE** (Artificial Intelligence & Machine learning in collaboration with IBM)
**B.Tech. CSE** (Cyber Security in collaboration with IBM)
**B.Tech. CSE** (IoT / Block Chain / Cloud Computing & Virtualization In Collaboration with IBM)
**B.Tech.** - Information Technology
**B.Tech.** - Mechanical Engineering
**B.Tech.** - Mechatronics Engineering
**B.Tech.** - Robotics and Artificial Intelligence
**B.Tech.** - Electrical & Electronics Engineering (Artificial Intelligence)
**B.Tech.** - Electronics & Communication Engineering (Electronics Manufacturing Technology / Data Science)
**B.Tech.** - Semiconductor Technology
**B.Tech.** - Biomedical Engineering
**M.Tech.** - Aeronautical Engineering (Avionics / Aircraft Maintenance Engineering)
**M.Tech.** - Defence Technology (Aerospace Technology / Communication Systems & Sensors)
**M.Tech.** - Mechanical Engineering ( Design of Mechanical Systems / Digital Manufacturing)
**M.Tech.** - Robotics & Mechatronics Engineering
**M.Tech.** - Automobile Engineering (Specialization: Smart Mobility in association with GARC)
**M.Tech.** - Civil Engineering (Structural Engineering and Construction Management / Sustainable Environmental Engineering)
**M.Tech.** - Computer Science and Engineering (Data Science and Engineering / Artificial Intelligence / Cyber Security)
**M.Tech.** - Electrical and Electronics Engineering (Smart Grid and Electric Vehicle Technology)
**M.Tech.** - Electronics and Communication Engineering (Digital Image Processing / Embedded and Real Time Systems / Radars / Microelectronics and VLSI Design)
**M.Tech.** - BioTechnology

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# SRM University-AP

## Shaping the Future with Engineering Excellence



**SRM University-AP** is a multidisciplinary research-oriented university of national and international repute located in Amaravati, the emerging capital of Andhra Pradesh. As a leading educational institute that combines lucrative scholarships, revamped curricula, entrepreneurial heritage, innovative research, and pioneering faculty, SRM University-AP envisions creating a novel learning environment in tune with the requirements and aspirations of a 21st-century society.

The Times All India Engineering Institute Ranking Survey 2024 has recognised SRM University-AP as the top emerging engineering institute in India in three categories.

### School of Engineering & Sciences: Technology with an Edge of Innovation

The School of Engineering and Sciences (SEAS) at SRM University-AP offers a strong focus on interdisciplinary learning, research-driven programmes, and global partnerships. SEAS serves as a foundational pillar for the varsity's mission to develop technologically adept, industry-ready, and innovation-focused graduates.

Currently, the School offers B.Tech. and Ph.D. programmes in Computer Science and Engineering (CSE), Electronics and Communication Engineering (ECE), Electrical and Electronics Engineering (EEE), Civil Engineering (CE), and Mechanical Engineering (ME). In addition, the CSE, ECE, ME, and Environment and Science Engineering departments offer industry-oriented M.Tech. programmes.

Each of these programmes is structured to align with industry-ready skills that cater to the evolving demands of science and technology. In line with the National Education Policy (NEP), the School integrates open electives, skill-based modules, minors, and mandatory courses such as the Entrepreneurial Mindset and Emerging Technologies, encouraging students to shape their educational pathways in accordance with their aspirations and promoting flexibility and autonomy within the academic structure.







### A Global Faculty Pool

SEAS is an academic abode with 300+ faculty recruited from top-tier institutions in India and abroad with PhD. The school also hosts a diverse range of professors of practice and visiting industry experts alongside regular faculty. 20% of courses are taught by industry/foreign faculty, providing distinct global exposure to students and insights into real-world market and industry requirements.

### Redefining Research and Innovation

The School of Engineering and Sciences has an astounding research portfolio and is known for its cutting-edge research supported by over 70 high-end research laboratories and 7+ interdisciplinary research centres. These facilities are equipped to facilitate innovation in areas such as Nanotechnology, Renewable Energy, Metallurgy of Gold and Silver Alloys, Geospatial Technology, Bioinformatics, Materials Genome, Drone Technology, Thermal Management, Artificial Intelligence, IoT, Data Science, etc.

SEAS faculty and researchers have contributed significantly to SRM AP's larger research portfolio, which includes more than 3000 Scopus/WoS-indexed publications. Select departments within SEAS have been recognised under the DST-FIST programme, supporting advanced instrumentation and infrastructure. Research grants have also been awarded by agencies such as the Department of Science and Technology (DST), Indian Space Research Organisation (ISRO), and the Ministry of Mines, in collaboration with Titan, Amara Raja Batteries, and other industry partners.

The School of Engineering and Sciences at SRM AP maintains a strong emphasis on student-led innovation and participatory learning. Students are involved in technical clubs, interdisciplinary forums, and innovation projects, often guided by faculty mentors. Annual flagship events such as technical fests, innovation conclaves, and project exhibitions provide students with platforms to present research prototypes and real-world solutions.

Faculty members within SEAS have been recognised among the top 2% of scientists globally by Stanford University, underscoring the School's contributions to global scientific advancement.

## Entrepreneurship and Industry Engagement

The School of Engineering and Sciences is not just educating students but also cultivating innovators and trailblazers to join the global entrepreneurship ecosystem. The university business incubator, Hatchlab Research Centre (HRC), has inked 20+ MoUs with reputed companies and investors, producing 40+ successful startup ventures. These startups span across sectors like edtech, AI-based services, and sustainable engineering.

In addition to incubation support, SEAS students have participated in Entrepreneurship Boot Camps and ideation challenges aimed at building business acumen and design thinking skills. The pre-incubation process includes prototype development, pitch mentoring, and exposure to investor networks. The HRC is recognised by the Ministry of MSME and MeitY as a Centre for Innovation and supports startups with seed grants of up to □5 lakh.

## Landmark Collaboration with International Institutes

A global partnership with Carnegie Mellon University's School of Computer Science (CMU SCS), USA, provides SEAS with new opportunities for joint research initiatives, AI lab development, curriculum enhancements, research internships for SRM AP students, and faculty capacity-building programs, enriching our academic ecosystem. This pioneering partnership represents a significant milestone in advancing AI education and research.

## Placements and Higher Studies

SEAS has a proven track record of 100% placement and a 100% higher acceptance rate of studies at top QS-ranked universities worldwide. The number of Marquee, Super Dream and Dream offers received by the students display a steady growth every year, which is a testament to the skilled workforce nurtured at SRM AP. A strong collaboration with 1000+ recruiters, including renowned MNCs including Barclays, Microsoft, Toshiba, BOSCH, etc., guarantees the students' placement success.

The School of Engineering and Sciences at SRM University-AP is committed to academic excellence, innovation, and expanding knowledge horizons. The school strives to empower the next generation of researchers, educators, and industry leaders to push the frontiers of technology and drive meaningful societal change.



*"The School of Engineering and Sciences stands apart through seamless participatory learning, a meticulously structured curriculum, state-of-the-art facilities, and collaborations with reputed global universities. Here we pursue sustainable development of technology and innovation."*

***Prof. CV Tomy***
*Dean*
*School of Engineering and Sciences.*




# MATHEMATICS CHALLENGE

## CMT – SERIES PROBLEMS – by GANIT MATH (गणित मठ)

### *CMT-2020/65:*

Composed by:
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Determine the value of:

$$16\cot^2(\alpha-\beta-\gamma)+3$$

given that,

$$\sqrt{3}\sin\alpha\sin 2\beta+3\sin\alpha\cos 2\beta+\sin 2\beta\cos\alpha+$$
$$\sqrt{3}\cos\alpha\cos 2\beta+4\sqrt{2}\sin 3\gamma+4\sqrt{2}\cos 3\gamma=$$
$$\sqrt{2}\sin 2\beta\sin 3\gamma+\sqrt{2}\sin 2\beta\cos 3\gamma+\sqrt{6}\cos 2\beta\sin 3\gamma+$$
$$\sqrt{6}\cos 2\beta\cos 3\gamma+4\sqrt{3}\sin\alpha+4\cos\alpha=$$
$$\sqrt{6}\sin 3\gamma\sin\alpha+\sqrt{2}\sin 3\gamma\cos\alpha+\sqrt{6}\cos 3\gamma\sin\alpha$$
$$+\sqrt{2}\cos 3\gamma\cos\alpha+4\sin 2\beta+4\sqrt{3}\cos 2\beta=$$
$$A$$

, where A is a positive real number satisfying

$$\begin{vmatrix} A-4 & -4 & -4 \\ -4 & A-4 & -4 \\ -4 & -4 & A-4 \end{vmatrix}=0$$

, and $\alpha,\beta,\gamma\in\left(0,\frac{\pi}{2}\right)$

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If $x^2+y^2=\alpha$ and $xy=\beta$, then find the value of: $x^{16}+y^{16}$, $x^{15}+y^{15}$ and $x^{12}+y^{12}$ in terms of $\alpha$ and $\beta$ in the simplest form.

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### *Answers:*

CMT-2020/63: **0** CMT-2020/64:

$$\pm\sqrt{\left(\frac{b}{a}\right)^2+\left(\frac{c}{a}\right)^2-1}$$

Answers will be published in the next issue. You can ask any queries and send your solution to: Email: ganitmath.india@gmail.com, M: +91 8826337312.
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Among Private Institutions in the Prestigious Nature Index Journals Across the Country
*(1st Apr 2024 to 31st Mar 2025)

**485** Granted Patents

**14** Centres of Excellence

**13** Research Centres

**225+ Crores** Fund Raised by Deep Tech Startups



## #SRMplacements2025

**12925+** Job Offers

**1734+** Recruitment Drives | **65 LPA** Highest Salary | **44+** Global Offers

**203+** 20 LPA & Above | **202+** Global Capability Centres (GCC)

& Counting



**SRMIST No. 1 IN ALL INDIA RANKING**

**INDIA TODAY**

Top General (Private) University

Most Improved General University

Offering the Highest Number of PhDs in the Past 3 Years

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Category 1 with 12B Status

nirf
(2024) 12th Ranked University

QS I-GAUGE PLATINUM
QS I-Gauge Platinum Rated

QS
(2026) World Ranking One among 54 Indian Institutions

THE WORLD UNIVERSITY RANKINGS
(2025) World Ranking One among 107 Indian Universities

SHANGHAI RANKING
(2024) World Ranking Ranked 5-7 in Indian Universities

SRM INSTITUTE OF SCIENCE AND TECHNOLOGY, SRM Nagar, Kattankulathur, Chengalpattu District, Tamil Nadu - 603 203