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STUDYING ABROAD

THE GREAT RETHINK

For years, studying abroad was treated almost like a graduation ceremony for India's middle class. If your ward got into a university in the UK, Canada, Australia or the US, it meant progress. It meant opportunity. It meant you had "made it."

That dream is now being questioned, and for good reason.

The biggest reason is money. A foreign degree today is not just expensive. It can leave families financially stretched for years. Tuition fees have gone up sharply across major destinations. Rent, food, transport and health insurance costs have climbed too. For many Indian families, a foreign education now means taking massive loans, selling assets or spending retirement savings.

And students are beginning to ask a very practical question. Is it even worth it?

A few years ago, the answer was easier. A foreign degree almost guaranteed better job prospects, a pathway to immigration and higher salaries. Today, the situation is far less certain.

Visa policies keep changing. Countries that once aggressively welcomed international students are tightening rules. Canada has capped permits. The UK has made post-study migration harder. Australia has become stricter on scrutiny and finances. In the US, immigration uncertainty remains tied to politics and election cycles.

For Indian students, this creates a strange situation. You are expected to spend lakhs on education without any guarantee of stability afterward.

That uncertainty matters because most Indian students going abroad are not rich. They are middle-class students making calculated risks. Families are willing to sacrifice if there is clarity at the end of the tunnel. Right now, there isn't.

At the same time, something else has changed inside India itself.

Foreign universities are entering the country. Indian private universities are improving infrastructure, research partnerships and placements. Online learning and global collaborations have made access to international education less exclusive than before.

This does not mean Indian higher education has suddenly become world-class across the board. It hasn't. Many universities still suffer from outdated teaching, poor research culture and weak industry exposure. But the gap is narrowing in some sectors, especially business, technology, design and data sciences.

For students, this creates more options than existed earlier.

There is also a cultural shift happening quietly. Earlier, going abroad itself was seen as success. Now students are looking more closely at outcomes. They are comparing debt versus salary. They are asking whether a one-year master's degree abroad justifies a ₹60–80 lakh investment. They are noticing stories of graduates struggling to find jobs overseas while working part-time to survive.

Parents are noticing too.

None of this means studying abroad has lost value. The best global universities still offer extraordinary exposure, research opportunities and networks that India cannot fully match yet. For some careers, such as advanced research, academia, or specialized sciences, international education remains hugely important.

But the blind rush is fading. And that may actually be healthy.

Indian students should go abroad because the course, university and career path genuinely make sense not because of social pressure or outdated assumptions from another era.

The question is no longer, "Can we send our child abroad?" It is becoming: "Should we?"

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COVER **INTERVIEW**



WHEN **INDIA** LEADS THE WORLD, **VIT** SHOULD LEAD INDIA

Dr. Govindasamy Viswanathan (GV)
Founder & Chancellor
Vellore Institute of Technology (VIT)

Long before Vellore Institute of Technology became a globally recognised Institution of Eminence, its foundation was shaped by a simple but powerful conviction — that quality education should never remain limited to metropolitan cities or privileged communities. In this deeply reflective cover conversation with Education Post's **Prabhav Anand, Dr. Govindasamy Viswanathan,** *Founder & Chancellor, Vellore Institute of Technology (VIT)* speaks not merely as an educationist, but as a nation-builder who has spent decades transforming the aspirations of rural India into stories of global success. "Education must uplift individuals, strengthen communities, and contribute to national development," he says, a philosophy that continues to define

VIT's remarkable journey from a single engineering college in Vellore to one of India's most respected multi-campus universities.

What makes Dr. Viswanathan's journey extraordinary is the rare blend of public service, political leadership, and academic vision that shaped his approach to higher education. Having served in Parliament, state governance, and national committees before building VIT, he understood early that education was not just about employability, but about social mobility, citizenship, and dignity. That understanding helped him create an institution where "access should not depend on geography or economic status," opening doors for thousands of first-generation learners through initiatives like STARS and UHET. Under his leadership, VIT has emerged as a symbol of academic rigour, global collaboration, cutting-edge research, and unmatched placement success while still retaining a deeply human and inclusive ethos.

Today, with campuses across India and an ambitious international expansion through VIT Mauritius, the university reflects Dr. Viswanathan's larger dream of positioning Indian higher education on the global map. Yet, despite the rankings, research milestones, and international recognition, his vision remains firmly rooted in service. "When India leads the world, VIT should lead India," he says — a line that captures both his ambition and his unwavering faith in the transformative power of education.

Your journey spans grassroots politics, national governance, and institution-building. How did your early exposure to parliamentary policymaking shape your understanding of education as a tool of nation-building rather than merely skill development?

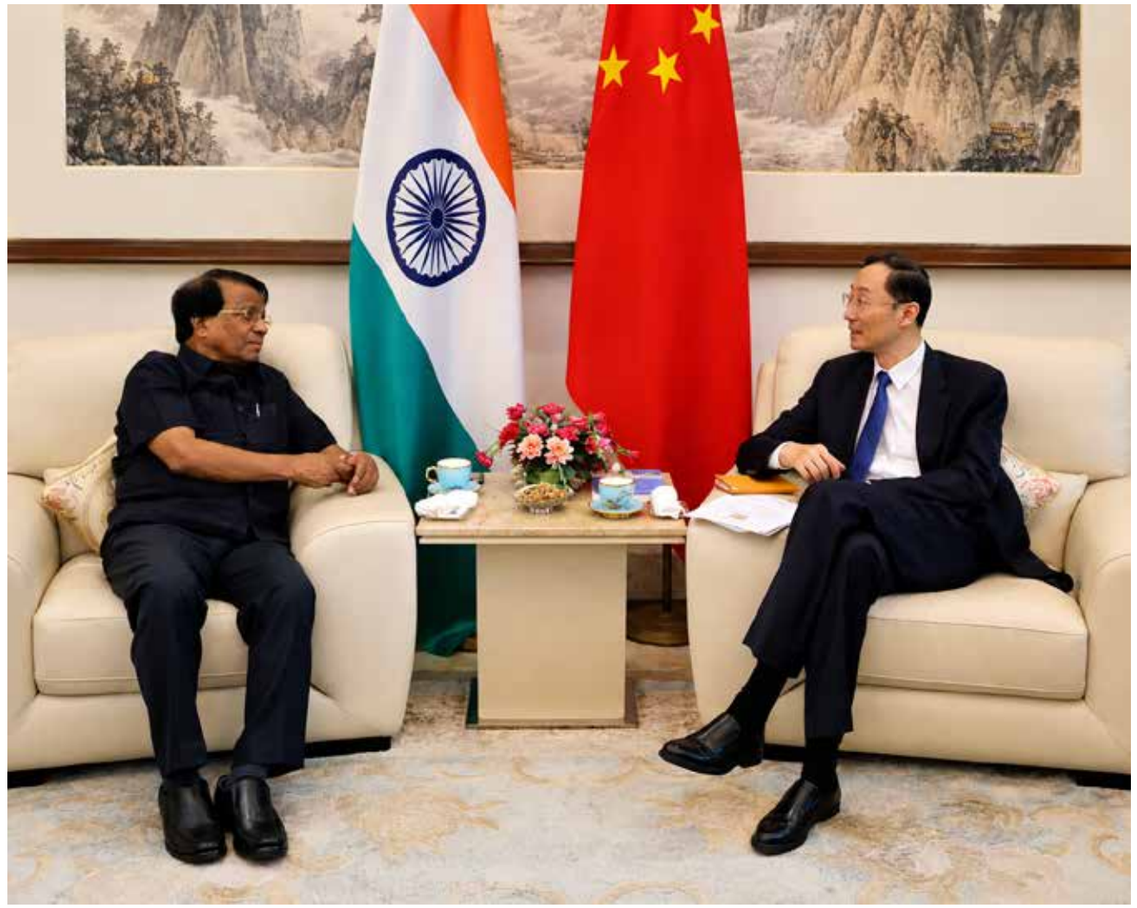
My early education in village schools, followed by studies at Voorhees College and Loyola College, shaped this intellectual growth and strengthened interest in public life. I cleared the civil services examination and entered politics at a young age, serving two terms in the Lok Sabha and later in the Tamil Nadu Legislative Assembly and cabinet. These experiences gave deep insight into the needs of society, especially the importance of education for rural youth. The decision to start an Engineering College arose from a strong desire to expand opportunities for young people in my home district. Through perseverance and a commitment to quality, the college evolved into Vellore Engineering College, later Vellore Institute of Technology, now a reputed multi-campus institution known for teaching, research and innovation.

Having witnessed India's socio-economic transitions from the 1960s onwards, what structural gaps in higher education compelled you to envision an institution like VIT in a historically underserved region such as Vellore?

The 1980s presented a moment of change. India was beginning to explore private participation in higher education. A new generation of families sought modern professional education for their children. Economic reforms had created additional demand for engineers and technical professionals. Tamil Nadu had started to see new private engineering colleges, yet Vellore district still lacked one.

We recognised this gap and felt a responsibility to create opportunities for young people in this region. The decision to enter the field of higher education was shaped by personal experience, professional exposure, and a clear understanding of emerging national needs. The idea of an engineering college in Vellore took root from these reflections.

My strong belief that education could transform society and that access should not depend on geography or economic status. My own life had shown how learning could change a person's circumstances and developed a conviction that my



region needed an institution that would offer high quality technical education within a supportive environment.

VIT's rise from a single engineering college to an Institution of Eminence within four decades is rare in global academia. What governance philosophies and decision-making frameworks were critical in sustaining quality while scaling at such speed?

The transformation of Vellore Engineering College into Vellore Institute of Technology marked a major shift in the journey of the institution. It was not only a change in name but a reflection of the college's steady movement toward academic excellence, diversification, and a broader vision. Through the 1990s, VEC continued to strengthen its programmes, expand its facilities, and reinforce its culture of discipline and academic rigour. Students consistently performed well in university examinations, and the college earned a growing reputation for quality technical education.

As the institution matured, we recognized the need for an academic environment that would go beyond undergraduate teaching. As a Chairman of the college, I wanted to create a space where research, postgraduate studies, international collaboration, and interdisciplinary learning could flourish. This vision required a university model. The growth achieved during the first decades, along with the trust of families and the dedication of faculty, laid the foundation for this transition.

In 2001, Vellore Engineering College was accorded university status and became Vellore Institute of Technology. This recognition allowed the institution to design its own academic programmes, create research structures, and expand into new disciplines.



The shift marked the beginning of VIT as a comprehensive institution with a wider mission and a stronger academic identity.

You have consistently emphasized academic rigour alongside inclusivity. How does one balance meritocracy with social equity without compromising either, especially in a competitive higher education ecosystem?

At Vellore Institute of Technology, we strive to create a level playing field where every student can excel, regardless of their background. By balancing meritocracy with social equity, we aim to nurture talent and promote inclusive growth. We follow a multi-dimensional evaluation process that considers factors beyond academic scores, including extracurricular achievements, professional experiences, and socio-economic background. Alongside this, merit-based and need-based scholarships are provided to offer financial support to deserving students. By embracing diversity and promoting equity, we foster a vibrant academic community where everyone can thrive.

Your background in economics, law, and management is unusually interdisciplinary for an education leader. How has this multidimensional academic grounding influenced institutional policies at VIT?

I am fortunate to be an interdisciplinary education background. It has allowed approaching problems from the multiple angles and making decisions that balance competing interests. Economics teaches me to prioritize resources effectively; law gave me the experience of compliance and fairness, while management skills motivate me to drive for innovation and growth.

In an era where rankings increasingly drive university behaviour, how do you ensure that global benchmarks remain a means to excellence rather than an end in themselves?

The growth of VIT over four decades required



strong leadership as well as continuity. Now, I work closely with the Vice Presidents who oversee day-to-day operations. Their role is to ensure that the mission and vision of the institution remain central to every decision. The next generation of leadership helps, maintain the academic standards, student focus, and values that shaped the early years of VEC.

We are confident that the institution will continue to be guided ethically and professionally, and that the commitment to students will remain the core principle. The presence of a strong leadership team ensures that VIT can expand into new areas while honouring its founding philosophy.

VIT is well aware of the ranking process and continuously tries to strike a balance between global benchmarks and its institutional mission. The university prioritises student learning, pedagogy, research, and social impact rather than focusing solely on rankings. It also believes in a holistic evaluation system by considering multiple perspectives, including alumni success, industry partnerships, and community engagement, instead of limiting itself only to ranking criteria.

The institution follows a transparent and accountable approach through regular practices to measure its progress, strengths, and weaknesses while adapting to changing needs. At the same time, VIT continues to invest in research infrastructure, faculty development, and student support systems to further strengthen and enhance its academic ecosystem.

VIT has built one of India's strongest international academic networks. Beyond mobility and MoUs, what should "meaningful internationalisation" look like for Indian universities aspiring to global relevance?

Vellore Institute of Technology has grown from a modest engineering college into a respected multi-campus university system. Its campuses in Vellore, Chennai, Amaravati, Bhopal, and Bengaluru bring together students from across India and from more than eighty countries.

The campuses offer a diverse and inclusive environment that encourages academic excellence and personal growth. Students gain exposure to a broad range of ideas and cultures, which strengthens their confidence and prepares them for leadership in a global setting.

VIT's academic quality has been recognised through national and international rankings. It has consistently featured among the top Indian institutions in the NIRF rankings. In Engineering & Technology subject, VIT are ranked 142nd in the world as per the QS World University Ranking by Subject 2025. VIT also has placed it within the 501 to 600 bracket globally in the Shanghai Academic Ranking of World Universities. The institution's high score of 3.66 out of 4.0 in NAAC accreditation reflects its sustained commitment to quality.

Research remains central to VIT's identity. The university encourages faculty to pursue relevant and meaningful research in collaboration with industry and international partners. A large number of VIT faculty members are included in the list of the top two percent of scientists in the world, as published by Stanford University. The institution's strong research environment has enabled doctoral scholars and faculty teams to work on innovative projects across disciplines.

VIT's placement record stands out. Students receive structured guidance, resources, and opportunities that prepare them for a dynamic job market. Nearly all eligible students secure placement before completing their programme. The institution's strong global partnerships and agreements with hundreds of universities support student exchange, collaborative research, and opportunities for international study. Alumni of VIT hold leadership positions worldwide and remain closely connected to the institution through outreach and social initiatives.

Research output at VIT has grown exponentially, with global recognition for faculty impact. How do you cultivate a research culture in a system traditionally focused on teaching and examinations?

Cultivating a strong research culture remains a key focus at VIT. The institution provides faculty development through training programmes, mentorship, and resources that help faculty members develop research skills and interests. It also offers research incentives by recognising and rewarding faculty for their research output, impact, collaborations, funded projects, and patents. In addition, seed funding grants are provided



to facilitate internal funding for research projects, conferences, and collaborations.

Student involvement is also strongly encouraged, with students participating in research projects, internships, and presenting papers at conferences. The university further strengthens its research ecosystem through industry partnerships and collaborations with industries, start-ups, and research organisations.

VIT also facilitates research by reducing teaching load, allowing faculty members to focus more on research and innovation. The institution encourages interdisciplinary research through cross-departmental and cross-institutional collaborations. At the same time, research projects and case studies are integrated into the curriculum to create a more research-oriented academic environment.

Your decision to establish VIT's first offshore campus in Mauritius marks a strategic shift. What lessons from India's higher education journey are you most confident exporting globally?

As VIT entered its forty-second year, the institution decided to extend its academic model beyond India. The establishment of VIT Mauritius marked the first step in this direction. The aim is to bring its experience in engineering and technology education to the African region. The campus will follow the same principles and academic philosophy that guided VIT's growth in India. It will provide a learning environment that values inclusivity, diversity, and high academic standards.

The decision to set up VIT Mauritius reflects the institution's confidence in its model and its aspiration to contribute to global higher education. It also shows how far the institution has travelled from its early years as a small engineering college in Vellore.

Having served in key legislative committees on defence, external affairs, and constitutional amendments, how do you view the role of universities in shaping informed citizenship and democratic responsibility today?

Universities play an important role as catalysts in shaping informed citizenship and democratic responsibility. Institutions must facilitate critical thinking and analysis by encouraging students to question, debate, engage in open discussions, and express their opinions freely. Universities should also empower students to become active, informed, and responsible citizens who can contribute meaningfully to society.

We emphasise the importance of integrating community service and social responsibility into the academic environment. At VIT, this vision is reflected through support for student-led projects, clubs, and initiatives that promote social impact and encourage students to engage with real societal challenges.

Through initiatives like STARS, UHET, and CSRDRS, you have institutionalised philanthropy rather than treating it as charity. How can universities embed social responsibility structurally into their academic models?

From VIT, three important initiatives taken for the benefit of the community development. The CSRD department executed the professional social work by linking research with local needs and creating support system for sustainable development. Till date, it has





reached 60000 beneficiaries in four districts Viz. Vellore, Thiruppathur, Ranipet and Thiruvannamalai which includes Tribal and underprivileged people.

Two important scholarship initiatives reflect this commitment. One is "Support The Advancement of Rural Students (STARS)" scheme, launched in 2008, provides complete financial support to meritorious students of all districts from government schools in states where VIT campuses are located. Students receive full fee waivers along with hostel and basic medical facilities. The aim is to enable students from rural and disadvantaged backgrounds to access quality higher education without entrance exam.

The other one is "Universal Higher Education Trust (UHET)" initiative, started in 2014, provides financial assistance to economically disadvantaged students in the Vellore region who wish to pursue higher education. This effort has contributed to improving the gross enrolment ratio in the district. These initiatives demonstrate our conviction that education must remain accessible to those who need it most.

India is witnessing rapid technological disruption alongside widening socio-economic disparities. What responsibilities do large private universities have in ensuring technology-led growth does not become exclusionary?

Responsibilities of educational institutions are to ensure affordable and equitable access to education for marginalized groups. They should also encourage research and development that prioritises social impact and inclusivity.

Educational institutions must further focus on technology's social implications, ethics, and governance.

As a lifelong learner yourself, how should Indian higher education reimagine faculty development to remain relevant in a fast-evolving global knowledge economy?

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gradation and knowledge sharing. Faculty members should be trained to leverage technology for innovative teaching and research. Institutions should also facilitate global exposure through research collaborations, conferences, faculty development programmes, and regular workshops and training sessions on emerging trends.

Research incentives are equally important through support for research projects, publications, and patents. There should also be a clear focus on global partnerships with international universities, faculty exchange programmes, and collaborative research.

Drawing from your leadership across education, culture, and public life, what qualities do you believe future university leaders must possess beyond academic credentials?

I strongly believe that higher education in India has vast potential for growth. A large number of young people still do not have access to quality higher education, and we are committed to expanding opportunities for them. We hope to make education more inclusive and believe that this will improve livelihoods and support national development.

We wish to see Indian universities gain recognition in developed countries and attract students from around the world. Our goal is for VIT to be counted among the top one hundred institutions in engineering and technology. I believe that when India leads the world, VIT should lead India.

My journey reflects the strength of personal conviction and the transformative power of education. From my childhood in a small agricultural village near Vellore to building one of India's respected universities, my life demonstrates how determination, clarity of purpose, and honesty can shape institutions that serve society for generations. My early experiences, the lessons of hard work from my parents, exposure to diverse environments at Loyola College, and engagement with public life all contributed to a vision that placed education at the centre of human progress.

The establishment and growth of VIT were not sudden events, but the result of steady effort, careful planning, and an unwavering belief that young people deserve opportunities regardless of their background. The academic quality, student welfare, and integrity remained central to every stage of the institution's expansion. My role in servicing the Education Promotion Society for India also shows our commitment to improving the broader higher education system, not just one institution.

Looking back at four decades of building VIT and empowering thousands of first-generation learners, what unresolved challenge in Indian higher education continues to concern you the most—and where do you see the greatest opportunity for reform?

Higher education in India faces several structural challenges. Access remains a concern for many families due to rising costs. Regulatory frameworks remain complex, and institutions must navigate strict guidelines while striving for innovation. Attracting and retaining talented faculty is also important for maintaining academic quality.

VIT responded to these challenges through a combination of planning, academic focus, and responsible governance. The institution revises its curricula regularly, taking into account industry requirements and emerging trends. Faculty and industry experts from leading global universities contribute to this process, ensuring that students receive relevant, updated knowledge.

Faculty development is a continuous priority. Regular training programmes, opportunities for conferences, and support for research help retain high quality teachers. VIT offers competitive benefits to ensure that faculty can focus on academic excellence and continuous improvement. The regulatory environment posed unique challenges. Indian higher education continues to be governed by detailed rules and limited space for institutional autonomy. To address these long- standing issues, I played an active role in national policy discussions.

Today, VIT stands as a reflection of the values that shaped my life. The institution carries forward my belief that education must uplift individuals, strengthen communities, and contribute to the development of the nation. My vision remains rooted in service and the hope that institutions like VIT will help India to play a leading role in global education. EP

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AI WILL REPLACE TASKS, NOT HUMAN JUDGEMENT IN WEALTH MANAGEMENT



Dr. Arindam Banerjee
Professor (Finance) and Program Director, SP Jain London School of Management

As wealth management evolves beyond serving only the ultra-rich, Dr. Arindam Banerjee Professor (Finance) and Program Director, SP Jain London School of Management believes India is standing at a critical turning point. In this interview with Education Post's Prabhav Anand, he says the future of the industry lies in combining "the convenience of an app with the empathy of a human conversation." From AI-driven advisory services to the growing importance of behavioural finance and ESG investing, Dr. Banerjee argues that wealth managers must become "teachers and translators first, salespeople last." He also stresses that Indian business education must shift from rote learning to "guided practice on problems that genuinely matter" to prepare globally competitive finance professionals.

Q Wealth management is no longer limited to ultra-rich clients. How do you see India adapting to the rising demand from young and mass affluent investors entering financial markets through digital platforms and fintech apps?

India is witnessing a quiet democratization of financial advice. A salaried person in the late twenties in tier 2 Indian city can now access the same goal-based planning frameworks once reserved for HNIs in Mumbai or Delhi. Fintech platforms have collapsed traditional barriers, minimum ticket sizes, paper-heavy onboarding and advisor inaccessibility. The next phase is harder: moving beyond transactions to genuine advice. The future winners will be firms that combine the convenience of an app with the empathy of a human conversation, treating mass affluent investors as long-term relationships rather than acquisition metrics. Regulation, financial literacy, and adviser training will determine how durable this shift becomes.

Q Globally, wealth management now requires a mix of financial expertise, behavioural understanding and tech skills. What major gaps do you see between Indian finance graduates and professionals working in global financial hubs?

Indian graduates are technically sharp, they can build a Discounted Cash Flow (DCF) model, decode a balance sheet, and price derivatives. The gaps appear elsewhere. Behavioural finance is rarely taught as a discipline; cross-border regulation receives minimal attention; client-facing communication is treated as a soft skill rather than a core competency. Add limited exposure to applied tools such as Python for portfolios, NLP for sentiment, Bloomberg in real workflows and the readiness gap widens. Global hubs assume judgement under uncertainty, multicultural fluency, and ethical reasoning as baseline. Indian education must move from teaching answers to teaching how to ask better questions.

Q With millennials and Gen Z expected to inherit significant wealth in the coming years, how must wealth managers change their approach toward client trust, communication and investment advisory?

This generation has grown up with information abundance and institutional skepticism. They will not accept opaque commissions, jargon-heavy reports, or quarterly check-ins as a service standard. They expect transparency by default — fees explained, conflicts disclosed, performance benchmarked honestly. They want digital dashboards alongside meaningful conversations, and portfolios that reflect their values, not just their risk tolerance. Trust, for them, is built through consistency and candour, not pedigree. Wealth managers who survive this transition will be teachers and translators first, salespeople last. The advisor's edge will be helping clients think clearly when markets, narratives, or family dynamics get noisy.

Q As global economic uncertainty continues, how important is it for Indian wealth management professionals to understand international markets, geopolitics and cross-border financial planning?

It is no longer optional. An Indian client today may hold US tech stocks, send children abroad to study, run a business with Chinese suppliers, and inherit property in the Gulf. Their financial life is global even if their tax residence is not. A wealth manager who cannot interpret a Fed decision, a tariff change, or a sanctions regime will misprice risk and miss planning opportunities. Cross-border tax, FEMA compliance, currency hedging, and estate structuring across jurisdictions are becoming everyday questions. Geopolitical literacy is now as fundamental as understanding a mutual fund factsheet — and far harder to fake.

Q AI and automation are rapidly changing financial services. Do you believe technology will replace traditional financial advisors, or will human judgement remain central to wealth management?

AI will replace tasks, not advisors. Screening, reporting, portfolio rebalancing, document review — these will increasingly run on algorithms, and rightly so. But the heart of wealth management is helping a client decide whether to sell during a panic, how to handle a sudden inheritance, or whether to fund a child's risky venture. These are judgement calls under genuine uncertainty, embedded in family dynamics and personal values. Machines can summarize; they cannot counsel. The advisors who thrive will use AI to handle breadth so they can deliver depth — pairing computational power with the irreplaceable craft of human conversation.

Q India produces thousands of finance graduates every year, yet employability remains a concern. What changes are



needed in business education to prepare students for careers in modern wealth management?

The curriculum needs less memorisation and more apprenticeship. Students should work through live case studies — actual 10-Ks, real market events, simulated client meetings with feedback. They should learn AI tools alongside accounting standards, behavioural finance alongside derivatives, and ethics as a working discipline rather than a single chapter. Communication, both written and spoken, deserves equal weight with quantitative skill. Internships should demand reflection, not just attendance. Faculty must include practitioners who have managed portfolios and lost sleep over them. Ultimately, employability comes from judgement, and judgement is built only through guided practice on problems that genuinely matter.

Q Sustainable and ethical investing are gaining momentum globally. Do you think Indian investors are genuinely becoming more conscious about ESG-based investments, or is it still largely a market trend?

The picture is split. Younger investors, family offices, and institutional pools are showing genuine conviction — driven by climate awareness, governance scandals, and a sense that capital should reflect personal values. For much of the retail market, however, ESG still functions as a label that helps a fund get noticed rather than a lens that changes what is owned. The decisive factor will be measurement integrity. As disclosure standards improve and greenwashing gets exposed, conviction will either deepen or collapse. India has the talent, regulators, and corporate momentum to lead — but only if substance, not marketing, is allowed to win. EP

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ENGINEERING EDUCATION MUST EVOLVE FROM DEGREES TO LIFELONG LEARNING ECOSYSTEMS



Dr. K.N. Subramanya
Principal & Professor, Department of Industrial Engineering and Management,
RV College of Engineering, Bengaluru

As industries evolve faster than traditional academic structures, the future of engineering education is being shaped by adaptability, interdisciplinary learning, innovation, and lifelong skill development. In this insightful conversation, **Dr. K.N. Subramanya,** *Principal & Professor at RV College of Engineering,* shares his vision for transforming engineering institutions into dynamic learning ecosystems that go far beyond classroom teaching and placements. From micro-credentials and AI-driven learning to industry co-creation and innovation-led education, he discusses how institutions can prepare graduates for uncertain and complex real-world challenges. In this interview, conducted by Education Post's **Prabhav Anand,** explores how India's engineering education system is gradually evolving toward a more flexible, application-oriented, and socially responsible future.

Q Higher education has traditionally revolved around fixed degrees and timelines, but industries today evolve faster than academic cycles. In your view, how must universities fundamentally redesign themselves to shift from static degree models to dynamic, lifelong learning ecosystems?

Institutions of higher learning must fundamentally reimagine themselves not merely as degree-awarding bodies, but as lifelong learning ecosystems that continuously evolve alongside industry and societal needs. One of the key changes required is the introduction of micro-credentials, enabling learners to accumulate smaller and flexible certifications that complement regular degrees while enhancing their knowledge and employability. Curricula must also be revised frequently to reflect rapid industry shifts and emerging technologies instead of remaining tied to outdated syllabi.

AI-driven learning will play a crucial role in tailoring educational pathways according to each student's career goals, skill gaps, and pace of learning. At the same time, competency-based education should become central, allowing students to demonstrate practical skills rather than just theoretical knowledge. This can be achieved through strong industry-academia collaboration and the development of state-of-the-art infrastructure. There is also a growing need for co-created curricula, where institutions partner with companies to design courses that align directly with emerging roles and technologies.

Another important aspect is the integration of embedded work-learning cycles, where periods of academic study alternate with real-world projects so that education and employment continuously reinforce one another. Learners should also have lifelong access to institutional resources, courses, and professional networks whenever they need to reskill or upskill. In addition, global learning networks can help institutions collaborate across borders and offer shared platforms through which learners can access expertise from multiple institutions.

Alongside technical competencies, equal emphasis must be placed on human-centric skills such as critical thinking, creativity, collaboration, and ethical reasoning, as these remain relevant even as industries continue to evolve. Breaking down disciplinary silos is equally important, enabling students from fields such as computer science to seamlessly access modules in design, psychology, or sustainability and become more versatile and future-ready.

Q There is growing discourse around "competence over credentials." How can institutions like RV College of Engineering transition from evaluating students through exams to assessing real-world problem-solving, adaptability, and applied skills in a measurable way?

RV College of Engineering has introduced various academic reforms and innovations in curriculum, assessment, and evaluation to ensure the holistic learning of students and to focus more on competence over credentials. A Choice-Based Curriculum designed in clusters has been implemented starting from the first year, along with interdisciplinary and cluster-based labs and electives in higher semesters. The institution has also adopted ICT-enabled and active learning pedagogies, including the use of AI tools, to make learning more practical and industry-oriented.

Idea Labs and Design Thinking Labs based on Sustainable Development Goal (SDG) themes have been introduced, where the final examination is conducted in exhibition mode. Internships, interdisciplinary mini-projects, and major projects are carried out in Centers of Competence, Centers of Excellence, and industries to provide students with hands-on exposure and real-world problem-solving experience. Faculty members also adopt innovative pedagogies in the teaching-learning process to encourage adaptability and applied learning.

In addition, one course each in the odd and even semesters is offered through MOOCs such as NPTEL, along with industry electives. Minor and Honours degrees are also offered to students from the fifth semester onwards through additional credits. Activity Points under AICTE guidelines and induction programs are provided to all students, while activities such as dance, photography, sports, NCC, NSS, music, yoga, Universal Human Values (UHV), and Indian Knowledge Systems (IKS) are integrated as part of the credit system.

The institution has also introduced general skills, domain skills, and interdisciplinary skill labs for first-, second-, and third-year students respectively, which are considered for certificates, diplomas, and a BSc in Engineering pathway. Experiential learning components using project-based and problem-based approaches have been incorporated into every course, and hackathons are also included in some courses for experiential learning.

Artificial Intelligence is offered as a common course to first-year students, while every course in higher semesters includes at least one AI component. The final examination of every lab course is project- or innovation-based, ensuring practical assessment rather than purely theoretical evaluation. International certifications are offered in selected areas, and joint certification courses are conducted in collaboration with companies. Even Communicative English I and II are conducted in practical mode to strengthen applied communication skills among students.

Q Engineering education has long emphasized technical depth, but future professionals are expected to navigate complex systems involving economics, sustainability, and human behavior. How should curricula evolve to integrate such interdisciplinary thinking without diluting core engineering rigor?

Broadening engineering education without weakening its technical core requires an integrated approach. The curriculum should evolve in a way that embeds interdisciplinary thinking while enhancing engineering rigor rather than replacing it. Foundational engineering

IN DEPTH **INTERVIEW**



courses must remain intact, but they should include modules that connect technical knowledge with economics, sustainability, and human behavior. For instance, a thermodynamics course could incorporate topics related to energy policy and environmental trade-offs to provide broader context to technical concepts.

Interdisciplinary capstone projects should also be made compulsory in the final year so that students develop both technical depth and cross-domain awareness. Projects such as designing a water purification system can encourage students to consider factors like cost, community adoption, and ecological impact alongside engineering solutions. Similarly, systems engineering should be introduced at an early stage so that students learn to view technical problems as part of larger socio-economic ecosystems.

The use of real-world case studies, such as renewable energy grids, smart cities, and disaster response systems, can further help students understand how technical solutions succeed or fail depending on economic and human factors. Joint faculty delivery is another important aspect, where engineering faculty members work alongside economists, social scientists, and sustainability experts to co-teach modules. This approach prevents superficial coverage and also demonstrates the value of interdisciplinary collaboration.

Institutional elective clusters can also play a major role by offering themed electives such as "Technology and Society" or "Engineering for Sustainability," which students can combine with their core engineering disciplines. Evaluation methods should also evolve to assess not only technical correctness but also contextual reasoning. For example, a bridge design project could be evaluated based on both structural soundness and its impact on the surrounding community.

In addition, examinations should move beyond conventional problem sets and include applied scenarios that require students to analyze trade-offs across technical, economic, and human dimensions. This would help engineering education produce professionals who are technically strong while also being capable of navigating complex real-world systems.

Q India's higher education system is still largely classroom-centric, while industries demand immersive exposure. What structural changes are needed to make industry not just a partner, but a co-creator in the learning process—right from curriculum design to evaluation?

To provide immersive exposure to students at an early stage, several structural changes are required to make industry a co-creator in the learning process rather than just a partner. One important step is the establishment of joint curriculum boards where industry leaders work alongside faculty members in designing courses, ensuring industry relevance from the very beginning. Curriculum development should also move away from rigid three- to five-year cycles toward dynamic syllabi that are continuously updated in collaboration with industry partners who bring insights into emerging technologies and current practices.

Learning outcomes should be mapped in terms of competencies such as problem-solving, adaptability, and innovation instead of being limited only to examination scores. Industry participation in defining these competencies is equally important to ensure alignment with real-world expectations. Industry immersion should also become a core requirement rather than an optional internship, allowing students to regularly alternate between classroom learning and workplace exposure every semester.

Industry professionals should actively co-deliver modules along with faculty members, combining theoretical concepts with live case studies and current industry challenges. Similarly, challenge-driven pedagogy should replace rote assignments through industry-sponsored hackathons, design sprints, and problem-solving laboratories that encourage practical thinking and innovation.

Assessment methods must also evolve through dual evaluation systems where faculty members assess technical rigor while industry mentors evaluate applied competence, creativity, and adaptability. Static academic transcripts can further be replaced with dynamic skill passports that record competencies validated jointly by academia and industry. In addition, 360-degree feedback systems involving peers, faculty, and industry evaluators can help measure collaboration, leadership, and adaptability among students.

The creation of innovation hubs in the form of on-campus laboratories jointly run by companies and institutions can also strengthen experiential learning, enabling students to work on real-world prototypes and research projects. Long-term commitment from industry partners, instead of one-time recruitment engagements, is essential to ensure continuity in collaborative learning and co-creation. At the same time, government frameworks should encourage and incentivize industry-academia collaboration, making it easier for institutions to formalize and sustain such partnerships.

Q With the rapid rise of micro-credentials and modular learning pathways globally, do you foresee a future where traditional four-year engineering degrees become obsolete, or will they transform into something more flexible and stackable?

We are currently at an inflection point in higher education. The traditional four-year engineering degree is unlikely to disappear completely, as it still carries cultural significance, regulatory recognition, and provides students with a strong and structured academic foundation. However, it is expected to transform into a more flexible and stackable framework that balances technical depth with adaptability to changing industry needs.

Over the next decade, the core foundation of engineering education, including mathematics, physics, and engineering fundamentals, will continue to require sustained immersion, and the four-year structure will remain important for ensuring academic rigor and progression. At the same time, students are likely to earn stackable micro-credentials in emerging areas such as Artificial Intelligence, sustainability, and robotics, which can complement their larger qualifications in the form of Minors and Honours programs.

The concept of Multiple Entry and Multiple Exit is also expected to become more prominent, allowing learners to pause their education after a certain stage with a recognized credential, gain industry experience, and later return to continue stacking additional modules toward a full degree. In this evolving model, the engineering degree may serve as the "spine," while micro-credentials function as the "ribs" that branch into specialized and industry-relevant skills. This approach can help employers value both the broad academic foundation and the flexibility of specialized add-on competencies.

Modular credentials may also gain greater global portability, with recognition across institutions and countries, making lifelong learning more seamless and

borderless. In addition, students may graduate not only with grades but also with a portfolio of demonstrated skills validated jointly by academia and industry, reflecting both their technical expertise and applied capabilities.

Q The concept of universities as innovation hubs rather than teaching factories is gaining traction. How can engineering institutions cultivate an ecosystem where students continuously build, experiment, and even fail—while still meeting academic benchmarks and accreditation requirements?

Accreditation frameworks demand measurable benchmarks, while innovation thrives in environments where students are encouraged to experiment, iterate, and even fail. Engineering institutions can balance these two aspects by structurally embedding innovation into the academic framework instead of treating it as an extracurricular activity. Although several changes have been adopted by statutory bodies and institutions in recent years, these initiatives are still in the initial stages and will require more time to measure their long-term impact.

One of the important steps is the creation of maker spaces and incubators where student projects are linked with academic credits, ensuring that experimentation and innovation are formally recognized within the curriculum. Institutions can also replace some traditional examinations with long-term, open-ended projects that are assessed based on creativity, resilience, and applied outcomes rather than rote learning alone. Students should further be allowed to submit multiple versions of projects, where improvement, iteration, and reflection are given equal importance alongside the final outcome.

Accreditation bodies are increasingly focusing on learning outcomes, and institutions can align innovation-driven projects with competencies such as problem-solving, teamwork, and ethical reasoning. Maintaining portfolios consisting of prototypes, failed attempts, and reflective learning can serve both as evidence during accreditation audits and as indicators of student growth and innovation. At the same time, there must be a balance between technical rigor, validated through examinations or simulations, and innovation metrics evaluated through projects and industry feedback.

Industry collaboration also plays a major role in building such ecosystems. Partnering with companies to mentor student projects can ensure industry relevance and external validation. Similarly, industry-sponsored hackathons and design sprints can be embedded into the academic calendar and made part of the official evaluation process. Institutions can also offer academic credits or recognition for entrepreneurial ventures, treating them as legitimate academic outcomes.

Faculty members must also play an active role by encouraging risk-taking and rewarding reflection and iteration rather than only successful outcomes. Collaborative problem-solving among peers should be promoted, where students review and critique each other's work in a manner similar to real-world design reviews. Ultimately, institutions need to move away from one-time projects and create a culture of continuous experimentation, where every semester includes a "build-test-learn" cycle that nurtures innovation while maintaining academic standards and accreditation requirements.

Q A major gap in education today is not knowledge access, but the ability to apply knowledge in uncertain, real-world contexts. How can institutions embed ambiguity, complexity, and decision-making under uncertainty into mainstream engineering education?

Engineering education should not only focus on solving well-defined textbook problems, but also prepare students to navigate ambiguity, complexity, and uncertainty, which are realities of modern systems. Institutions can embed these elements into mainstream engineering education without compromising academic rigor by rethinking both pedagogy and assessment methods.

Apart from deterministic problem sets, students should be exposed to open-ended scenarios where multiple solutions are possible and where trade-offs must be justified. Modules on systems thinking, resilience engineering, and decision-making under uncertainty should also be introduced and integrated into core engineering disciplines. Interdisciplinary case studies based on real-world challenges such as climate adaptation, urban mobility, and disaster response can further help students balance technical, social, and economic variables while solving problems.

Simulation and modelling laboratories can play an important role by allowing students to experiment with uncertain inputs, such as fluctuating demand and incomplete data, and observe how systems behave under stress. Institutions can also incorporate role-play and negotiation-based simulations where students are required to make decisions with limited or incomplete information.

Projects with uncertain outcomes should be normalized within the curriculum, with students being

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Placed Percentage	98%
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evaluated on reflection, adaptability, and iteration rather than only on successful outputs. Assessment methods should focus on how students justify assumptions, manage incomplete data, and articulate risks instead of merely determining whether they arrived at the "right answer." Rubrics for such projects can also be thoughtfully designed to support this approach.

External evaluators from industry and related domains can further help assess how effectively students handle complexity in collaborative and real-world situations. Dedicated student spaces can also be created where learners work on live and evolving industry or societal problems with constantly changing parameters. In addition, partnerships with companies can help bring real-world challenges into classrooms, including issues such as supply chain disruptions, sustainability trade-offs, and ethical dilemmas in Artificial Intelligence, where ambiguity and uncertainty are inherent.



Q Looking ahead to the next decade, what would an ideal engineering graduate look like—not in terms of marks or placements, but in terms of mindset, capabilities, and societal contribution—and how far is India's current system from achieving that vision?

An ideal engineering graduate in the next decade would be very different from the traditional "marks-and-placement" archetype seen today. Rather than being defined primarily by examination scores, such graduates would be recognized for their mindset, capabilities, and contribution to society. The focus would not just be on the survival of the fittest, but also on adapting quickly to change.

From a mindset perspective, the ideal graduate would be an adaptive thinker who is comfortable dealing with ambiguity and capable of responding effectively when technologies or contexts evolve. They would also be a curious lifelong learner who views graduation not as the end of education, but as the beginning of continuous learning and skill renewal. Ethical grounding would be equally important, with graduates understanding the societal and environmental implications of engineering decisions rather than focusing only on technical feasibility. In addition, they would be resilient innovators who see failure as an opportunity for learning and improvement rather than as defeat.

In terms of capabilities, future engineering graduates would need strong systems integration skills, enabling them to connect technical expertise with economics, sustainability, and human behavior. Collaborative leadership would also become essential, with the ability to work across disciplines, cultures, and geographies to co-create solutions. They should possess strong applied problem-solving abilities that allow them to translate theory into practical prototypes, policies, and products addressing real-world challenges. At the same time, graduates would need digital fluency, being comfortable with Artificial Intelligence, data, and emerging technologies while remaining equally strong in human-centered design approaches.

Their societal contribution would also define them. The ideal graduate would design solutions that are inclusive, affordable, and sensitive to local contexts while prioritizing long-term ecological sustainability over short-term gains. Such graduates would also emerge as global citizens capable of contributing to challenges that go beyond national boundaries, including climate change, urbanization, and energy transitions. Beyond individual achievement, they would act as mentors and ecosystem builders who share knowledge, support others, and contribute collectively rather than competing narrowly.

Overall, the ideal engineering graduate of 2036 would be a systems thinker, an ethical innovator, and a lifelong learner. India's current education system may be considered halfway toward achieving this vision. While it remains strong in building technical foundations, it is still evolving in areas such as adaptability, interdisciplinarity, and embedding societal responsibility into mainstream engineering education. EP





FROM BUILDING SYSTEMS TO CULTIVATING POSSIBILITIES IN MODERN EDUCATION

Mrs. Alka Das
Chancellor, BBD University | Co-Founder, BBD Educational Society

At a time when higher education is being reshaped by policy shifts and the rise of Artificial Intelligence, this conversation talks about what truly defines meaningful learning today. It brings readers closer to the idea that universities must move beyond degrees to building "future ready" thinkers who can adapt, question, and lead. In this insightful exchange, Education Post's Prabhav Anand speaks with Mrs. Alka Das, Chancellor, BBD University, Co-Founder, BBD Educational Society , who reflects on her journey from "building systems to cultivating possibilities." She argues that institutions must "lead change rather than follow it," while staying rooted in purpose, integrity, and student-centric growth.

Q Over the years, you have played multiple roles – legal professional, entrepreneur, institution-builder, and Chancellor. As you begin another academic year, what personal leadership principle guides you most strongly today, and how has it evolved since you first entered the education sector?

What guides me most strongly today is a simple yet powerful principle that leadership in education must remain purpose driven, student centric, and future ready. When I first entered the education sector, my focus was on building strong institutional foundations with discipline, infrastructure, and academic credibility. Over time, that principle has evolved into something far more dynamic and responsive. Today, leadership means creating an ecosystem where curiosity is encouraged, innovation is nurtured, and every learner is prepared not just for employment but for meaningful contribution to society. In alignment with the vision of NEP 2020, I see education as a holistic journey that integrates knowledge, skills, values, and adaptability. The rise of Artificial Intelligence and rapid technological shifts, especially in states like Uttar Pradesh, has further reinforced my belief that institutions must lead change rather than follow it. My role now is less about control and more about enabling people, empowering faculty, inspiring students, and building strong industry and healthcare linkages. The evolution has been from being a builder of systems to becoming a cultivator of possibilities. That, I believe, is the true essence of leadership in modern higher education.

Q The implementation of the National Education Policy (NEP 2020) is now entering a more decisive phase. From your experience, what aspects of the policy have genuinely empowered universities, and where do you believe institutions still face regulatory ambiguity or operational challenges?

The National Education Policy 2020 has certainly moved from intent to action, and I see genuine empowerment in three areas. First is academic flexibility. The introduction of multidisciplinary education and multiple entry and exit options has allowed universities to design programmes that are far more aligned with student aspirations and industry needs. Second is the emphasis on skill integration. By encouraging vocational exposure, internships, and industry collaboration, the policy has strengthened employability, which is critical in a state like Uttar Pradesh with a large youth population. Third is the push towards digital transformation and research through initiatives like the Academic Bank of Credits and increased focus on innovation ecosystems. However, there are operational challenges that institutions continue to navigate. Regulatory overlaps between bodies and evolving guidelines sometimes create uncertainty in implementation timelines. The transition to multidisciplinary structures requires significant faculty retraining, infrastructure redesign, and financial investment, which not all institutions are equally prepared for. There is also a need for clearer frameworks on credit equivalence, online learning quality benchmarks, and autonomy in curriculum design. The vision is progressive and nation building. What we now need is sharper policy convergence and consistent execution support to fully realize its transformative potential.

Q Private universities often operate within complex compliance frameworks. How do you balance regulatory expectations with institutional autonomy, especially when innovation sometimes demands flexibility beyond conventional norms?

Balancing regulatory expectations with institutional autonomy is not a constraint; it is a responsibility that demands clarity of vision and disciplined execution. As an institution builder, I see compliance not as a limitation but as a framework that ensures credibility, transparency, and public trust. At the same time, true academic excellence requires the courage to innovate beyond routine practices. We align ourselves closely with the spirit of NEP 2020, which itself encourages flexibility, multidisciplinary learning, and outcome based education. Within this policy environment, we design systems that remain compliant on paper yet progressive in practice. For instance, while adhering to statutory norms in curriculum structure, we integrate industry led modules, skill certifications, and AI driven learning methodologies that respond to the evolving needs of Uttar Pradesh and the nation. The key lies in proactive governance. We engage with regulatory bodies not reactively but through continuous dialogue, ensuring that our innovations are understood, documented, and aligned with national priorities. Legal foresight and institutional ethics guide every decision. Autonomy, in my view, is not about bypassing



rules. It is about using the available space within the system intelligently to create meaningful, future ready education.

Q As higher education increasingly comes under public scrutiny, what governance mechanisms have you institutionalised at BBD University to ensure transparency, academic integrity, and long-term credibility?

At BBD University, we recognise that credibility is earned through consistent, transparent, and accountable governance. We have institutionalised a multi layered framework that aligns with the vision of NEP 2020 and evolving national expectations. First, we ensure transparency through digital governance. Academic records, attendance, evaluations, and administrative processes are managed through ERP driven systems that minimise discretion and enhance traceability. Regular academic and administrative audits, both internal and external, reinforce compliance and quality benchmarks. Second, academic integrity is protected through clearly defined policies on research ethics, plagiarism control, and fair evaluation practices. We have strengthened our Internal Quality Assurance Cell as a proactive body that continuously reviews curriculum relevance, teaching outcomes, and industry alignment. Third, we emphasise participative governance. Faculty, students, industry experts, and alumni are part of Boards of Studies and advisory councils, ensuring that decision making remains inclusive and future oriented. We are also integrating AI enabled monitoring tools to enhance academic delivery and assessment credibility, especially relevant in today's digital learning ecosystem. Ultimately, our governance model is rooted in ethics, technology, and accountability. This ensures that BBD University remains not just compliant, but trusted, respected, and future ready in the higher education landscape of India.

Q Artificial Intelligence is rapidly reshaping industries, from law and management to healthcare and engineering. How is BBD University integrating AI not just as a subject, but as a functional tool in teaching, research, and administration?

At BBD University, we see Artificial Intelligence not merely as a discipline, but as an enabling force that transforms how knowledge is created, delivered, and applied. In alignment with the vision of NEP 2020 and India's digital aspirations, we are embedding AI across our academic and administrative ecosystem. In teaching, AI supports adaptive learning environments where content is personalized to the pace and potential of each student. Faculty members are being trained to integrate AI driven tools into pedagogy, making classrooms more interactive, analytical, and industry aligned. In research, AI is empowering interdisciplinary innovation, from predictive healthcare models to data driven legal analytics and smart engineering solutions relevant to Uttar Pradesh and beyond. Our strong industry partnerships ensure that students engage with real world AI applications, not just theoretical frameworks. Internships, live projects, and incubation support are aligned with emerging sectors. On the administrative front, AI enhances efficiency, transparency, and decision making through intelligent data systems, improving student services and governance. We believe AI must be used responsibly with a human centric approach. At BBD University, we are preparing not just skilled professionals, but thoughtful leaders who can shape the ethical and inclusive future of AI in India.

Q With AI tools now capable of generating assignments, research drafts, and even coding solutions, how should universities redefine academic honesty and evaluation methods without discouraging technological adoption?

As universities, we must not resist Artificial Intelligence but redefine integrity in its presence. Academic honesty today is no longer about restricting tools, it is about ensuring authenticity of thought. Under the vision of NEP 2020, education must shift from rote outputs to demonstrated competencies, critical thinking, and ethical reasoning. We must redesign assessments where process matters as much as outcome. Viva based evaluations, real time problem solving, case driven learning, and reflective journals can reveal a student's originality beyond AI assisted drafts. Continuous assessment should replace one time submissions. Students must be encouraged to disclose how AI tools were used, turning transparency into a value rather than a violation. At institutions like BBD University, aligned with the evolving higher education ecosystem of Uttar Pradesh, we must integrate AI literacy as a core skill. Teaching students how to question, validate, and ethically apply AI is essential. Faculty must also be trained to design AI resilient assignments that demand contextual understanding, local relevance, and human insight. Academic honesty must evolve from policing to partnership. When students understand that their true value lies not in generated answers but in their ability to think, adapt, and lead, technology becomes an enabler, not a shortcut.

Q Do you foresee AI reducing the relevance of certain traditional degree programs? How should universities prepare students for careers that may not even exist today?

I do not foresee Artificial Intelligence making education irrelevant. I foresee it making certain formats of education irrelevant. Routine, memory driven degree programs will certainly lose value. AI is already automating repetitive cognitive tasks and even assisting in domains like law, finance, management and healthcare. At the same time, it is expected to create nearly 4 million new jobs in India by 2030, many of which do not exist today. The real shift is not from degrees to no degrees. It is from static knowledge to dynamic capability. Under NEP 2020, we are already moving towards multidisciplinary, flexible, and skill oriented education with academic credit mobility and industry integration. This is the correct direction. Universities must now go further. We must prepare students not for a job, but for continuous reinvention. At BBD University, I believe the future lies in three pillars. First is strong foundational thinking across disciplines, because AI cannot replace human judgment, ethics, and creativity. Second is deep integration with industry through apprenticeships, live projects, and research aligned to real problems. Third is AI literacy for every student, not just engineers, because AI will be a universal tool. The careers of tomorrow will belong to those who can learn, unlearn, and relearn faster than technology evolves. Universities must therefore become ecosystems of lifelong learning, not just degree granting institutions.

Q Critics often argue that private universities prioritise expansion and infrastructure over research depth. How do you respond to this perception, and what concrete steps has BBD University taken to strengthen research culture?

The perception that private universities focus more

on expansion than research is understandable, but it is no longer accurate in the evolving landscape of Indian higher education. Under the vision of NEP 2020, institutions are being called to move from degree-granting centres to knowledge-creating ecosystems. At BBD University, we have consciously aligned with this national shift. Our approach is clear. Infrastructure is not an end in itself. It is a foundation that enables meaningful research, innovation, and interdisciplinary learning. We have invested in advanced laboratories, digital resources, and research centres that support inquiry across media, engineering, healthcare, and management. More importantly, we have strengthened our research culture through structured initiatives. Faculty are actively encouraged and supported to publish in reputed journals and participate in national and international conferences. We have established research-driven collaborations with industry and healthcare institutions to ensure applied outcomes. Students are integrated into research early through projects, incubation support, and mentorship. In Uttar Pradesh, where the higher education ecosystem is rapidly embracing AI and innovation, BBD University is positioning itself as a contributor to knowledge and not just a consumer. Our goal is to nurture critical thinkers, ethical researchers, and solution-driven professionals who respond to real societal needs.

Q There is also a broader criticism that graduates across India are "degree-ready but not industry-ready." From your perspective, where does the gap truly lie – curriculum design, faculty exposure, industry engagement, or student mindset?

The concern that graduates are degree ready but not industry ready is valid, but it is also incomplete. The gap does not lie in one dimension alone. It is a convergence gap. Curriculum design in many institutions still moves slower than the pace of industry transformation, especially in areas shaped by Artificial Intelligence, digital economies, and interdisciplinary work. While National Education Policy 2020has created a progressive framework, its spirit must be implemented with agility, not formality. Faculty exposure is another critical dimension. Educators must remain active learners, connected with industry practices, research, and emerging technologies. Without this, knowledge risks becoming theoretical rather than experiential. Industry engagement, however, is where the most visible disconnect exists. Partnerships often remain symbolic instead of deeply integrated into curriculum, internships, live projects, and co-created learning environments. Yet, I would emphasise that student mindset is equally decisive. Employability today demands curiosity, adaptability, communication, and ownership of learning beyond the classroom. At institutions like BBDU, we see this as a shared responsibility. When curriculum evolves, faculty engages, industry collaborates, and students take initiative, the gap does not just reduce, it transforms into opportunity.

Q In today's competitive environment, universities are heavily focused on rankings and brand positioning. Do you believe this race risks diluting core academic values? How do you personally ensure that institutional growth does not overshadow educational purpose?

The pursuit of rankings and brand visibility is not inherently misplaced, but when it becomes the sole objective, it can quietly erode the very soul of higher education. A university is not a corporate label to be marketed. It is a living institution meant to shape intellect, character, and national purpose. I firmly believe that growth must be anchored in academic integrity. At our institution, we do not chase rankings. We build substance, and rankings follow as a consequence. The framework of NEP 2020 guides us to focus on multidisciplinary learning, research relevance, skill integration, and ethical grounding. These are not slogans for us, they are operational priorities. We ensure that every expansion, whether in infrastructure, programs, or technology such as AI integration, directly enhances student learning and faculty development. Strong industry academia linkages, healthcare innovation, and research ecosystems are developed with purpose, not optics. As an institution builder, I see education as a responsibility, not a competition. We regularly engage with our faculty and students to reflect on whether we are creating thinkers, problem solvers, and responsible citizens. If we remain honest to our purpose, growth will never dilute values. It will strengthen them.

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FUTURE-READY UNIVERSITIES MUST BLEND TECHNOLOGY, ETHICS, INNOVATION, AND HUMAN VALUES

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

In an era where "technology alone cannot create a better society without values and humanity," the conversation around higher education is rapidly shifting from placements and rankings to purpose, ethics, and lifelong learning. Stressing that universities must prepare students not just for jobs but for "meaningful contribution to the world," Prof. A N Santosh Kumar, Vice Chancellor of JSS Science and Technology University, speaks candidly about the future of education in India. In this insightful interaction with Education Post's Prabhav Anand, he discusses AI-driven transformation, interdisciplinary learning, student well-being, and why universities must produce "confident, compassionate, and responsible human beings" capable of adapting to an uncertain future while remaining rooted in ethics and social responsibility.

Q You are leading a technology university at a time when higher education is being disrupted by artificial intelligence, global competition, and changing student expectations. In this context, how do you define the true purpose of a modern university today—beyond degrees, rankings, and placements?

The true purpose of a university today goes far beyond awarding degrees or producing placement statistics. In a world where artificial intelligence can provide information instantly, the real value of higher education lies in developing wisdom, judgment, ethics, creativity, and the ability to solve complex human problems.

Technology will continue to evolve rapidly. Many tools and even professions may change within a decade. Therefore, universities must prepare students not only for their first job, but for lifelong learning. In today's world, the ability to unlearn outdated ideas and re-learn is becoming as important as technical knowledge itself.

A university should nurture responsible citizens by preparing engineers, scientists, and innovators who recognise the social, environmental, and ethical impacts of technology. While AI, biotechnology, robotics, and data science are powerful, technology alone cannot create a better society without values and humanity.

At JSS Science and Technology University, the education is increasingly seen as an interdisciplinary journey. The future belongs to people who can combine engineering with design, technology with sustainability, science with ethics, and innovation with compassion. The university of the future must become a space where knowledge, research, innovation, character and social responsibility grow together.

Ultimately, a university should help students discover not only how to make a living, but also how to make a meaningful contribution to the world.

Q Many institutions proudly highlight placement records and new-age programmes, yet industry leaders continue to raise concerns about graduates lacking practical problem-solving skills and workplace readiness. How do you respond to this gap, and what concrete reforms has JSS Science and Technology University introduced to ensure outcomes go beyond statistics?

The industry's concern is well-founded. For years, higher education in India revolved around exams, grades, and textbook theories. Today, employers are seeking graduates who can think critically, tackle real-world challenges, communicate clearly, work seamlessly in teams, and adapt swiftly to change.

Placement numbers alone do not define educational quality. Securing a job is important, but it is equally vital to consider whether graduates can grow, innovate, and remain relevant over time.

JSS Science and Technology University has consciously moved toward outcome-based and experiential learning. The university is redesigning classrooms so that students engage more with projects, case studies, prototype development, design challenges, and industry problems, rather than just listening to lectures.

The university has deepened its ties with industry through internships, innovation labs, hackathons, startup incubators, and multidisciplinary projects. Here, students roll up their sleeves to work with AI, electric vehicles, smart manufacturing, cybersecurity, sustainability, and healthcare technologies. These experiences close the distance between theory and real-world application. Instead of memorizing answers, students are inspired to spot problems, ask bold questions, and craft creative solutions.

The university is also integrating soft skills, ethics, communication, teamwork, and entrepreneurship into technical education, as industry readiness is not purely technical. A successful engineer today must also understand people, systems, and societal impact. More importantly, universities must create a culture of continuous learning amid rapidly changing Technologies.

Q If we look ahead to 2035, several current jobs may disappear while entirely new careers emerge in AI, robotics, sustainability, semiconductors, and deep tech. How should universities redesign curriculum today so students are prepared for professions that do not yet exist

By 2035, automation may replace many regular jobs, while new careers will arise in fields we are just starting to explore. Curriculum structure must therefore remain dynamic.

Universities should transition from rigid to flexible, adaptive learning systems. The focus should be on developing foundational skills that remain relevant amid ongoing technological change.

Students should build strong foundations in mathematics, science, computing, and systems thinking. They also need exposure to emerging fields such as artificial intelligence, robotics, semiconductors, quantum technology,



biotechnology, climate science, cybersecurity, and sustainable engineering.

Interdisciplinary education is equally important. The future will not operate in silos. For example, AI professionals may need to understand ethics and psychology, mechanical engineers may collaborate with data science and sustainability, and healthcare innovators may integrate medicine, electronics, and machine learning. Universities should encourage students to learn across disciplines.

Another important aspect is teaching students how to learn independently. Since technologies will continuously evolve, students must become self-driven learners who can adapt to uncertainty. The mindset of unlearning and relearning will define professional success in the coming decades.

JSS Science and Technology University is increasingly encouraging project-based, research-oriented learning, where students engage with real-world challenges rather than only textbook problems. Innovation ecosystems, startup culture, industry collaboration, and exposure to emerging technologies are becoming central to education.

The goal is not simply to prepare students for known jobs, but to prepare them to create new possibilities.

Q The pressure on students today is no longer only academic—it is emotional, financial, and psychological. Do you believe universities have done enough to support student well-being, resilience, and ethical development, or has higher education become too transactional?

Today's students face more complex pressures than previous generations. Alongside high academic expectations, they experience stress related to careers, financial uncertainty, social comparison, digital overload, and constant performance demands.

Education has often become too transactional. Students view education solely as a path to employment, while institutions focus excessively on rankings, placements, and metrics. Emotional well-being and human development are sometimes overlooked.

Universities must consciously restore balance. Education is not only about intellectual growth; it is also about emotional maturity, resilience, ethics, empathy, and self-confidence.

The university recognises the importance of student support systems. Mentorship, counselling, peer engagement, extracurricular activities, sports, arts, and community service play an important role in shaping emotionally balanced individuals.

There is a need to regularise conversations around mental health. Universities must create safe and supportive environments where students feel heard and valued.

Another important dimension is ethical and value-based education. In a technology-driven world, students need moral clarity along with technical capability. Artificial intelligence and advanced technologies will create immense power, but without responsibility and ethics, that power can become harmful.

Universities should not produce graduates who are stressed, who only chase success. They should produce confident, compassionate, and responsible human beings who can contribute positively to society.

Q In earlier interactions, you highlighted strong placements, new-age courses such as cybersecurity and EV technology, and recently said students are being prepared with AI skills for industry readiness. Yet across India, many recruiters still say graduates often lack problem-solving depth and practical exposure. How do you respond to the criticism that universities sometimes celebrate placement numbers more than actual learning outcomes, and what measurable changes have you introduced at JSS Science and Technology University to address this gap?

It reflects a genuine concern from industry and society. Placements are certainly important because students and families invest substantially in education with hopes for better opportunities. However, placement statistics alone cannot become the ultimate measure of academic success.

The real question is whether students are developing deep understanding, analytical thinking, creativity, and the ability to solve unfamiliar problems. In an era shaped by AI and automation, superficial learning will become obsolete very quickly.

JSS Science and Technology University is addressing this gap through measurable academic reforms. One major change is the shift toward experiential and application-oriented learning. Students are increasingly involved in live projects, industry internships, interdisciplinary innovation activities, and research exposure from early stages of their education.

The university is strengthening laboratories, encouraging design-based learning, and promoting participation in competitions and hackathons to solve real-world engineering challenges. These experiences help our students develop confidence and practical competence, which reflect in highly paid placement opportunities.

The university is also integrating AI literacy and digital skills across disciplines because every field today is being transformed by intelligent technologies. However, the focus is not simply on teaching AI tools, but on helping students understand critical thinking, ethics, responsible innovation, and human-centred problem-solving.

Faculty development is equally important. Teachers must continuously upskill in emerging technologies and modern pedagogical methods. Universities cannot prepare future-ready students with outdated teaching approaches.

Another key reform is encouraging multidisciplinary learning. Complex societal problems cannot be solved through isolated technical knowledge. Our students are exposed to sustainability, economics, policy, communication, and human behaviour, as well as to engineering and science, which enhances their competitiveness.

The long-term success of graduates matters more than short-term placement numbers. Thus, the goal is to develop adaptable learners and innovators who remain relevant throughout their careers.

Q The National Education Policy promised multidisciplinary learning, flexibility, innovation, and stronger research ecosystems. From your experience as Vice Chancellor, which reforms are genuinely transforming campuses, and where is implementation still falling short?

The National Education Policy has brought an important shift in the philosophy of higher education in India. One of its greatest strengths is that it recognises the need to move away from rigid, fragmented learning toward flexibility, multidisciplinary education, and holistic development.

The emphasis on interdisciplinary learning is transformative. NEP encourages integration among engineers who understand sustainability, scientists who value ethics, and technologists who can work across different fields.

Academic flexibility through multiple entry and exit options, credit transfer systems, and broader curriculum choices can also make education more student-centric.

However, implementation remains a challenge across many universities in India. Universities still struggle with outdated infrastructure, rigid administrative procedures, faculty shortages, limited student diversity and limited industry collaboration.

One major challenge is faculty preparedness. Transformational education requires teachers who are comfortable with interdisciplinary teaching, the use of digital learning tools, adapting to the research culture, and modern pedagogy. Faculty development, therefore, becomes critical.

Another gap is the assessment reform. Many institutions continue to rely heavily on memory-based examinations. Unless evaluation systems reward creativity, design thinking, experimentation, and problem-solving, true transformation will remain limited.

Research ecosystems also need stronger support. India has tremendous talent, but universities require sustained investment in laboratories, industry partnerships, innovation ecosystems, and global collaboration.

The direction of NEP is promising, but meaningful transformation will depend on how effectively institutions translate policy into everyday academic culture.

Q If you were given the opportunity to redesign India's higher education system for the next generation with complete autonomy, what are the three bold decisions you would take immediately to make Indian universities globally respected and future-ready?

If there is an opportunity to redesign India's higher education system with complete autonomy, the first major decision would be to fundamentally transform the curriculum and assessment model.

Universities must move away from rote learning and examination-centric education toward problem-solving, research, and experiential learning. Students should spend more time in laboratories, innovation centres, industry environments, startups, and community-based projects rather than only preparing for written examinations. The assessment should measure the ability to understand fundamental concepts, demonstrate teamwork, adapt to new situations, uphold ethical standards, and innovate.

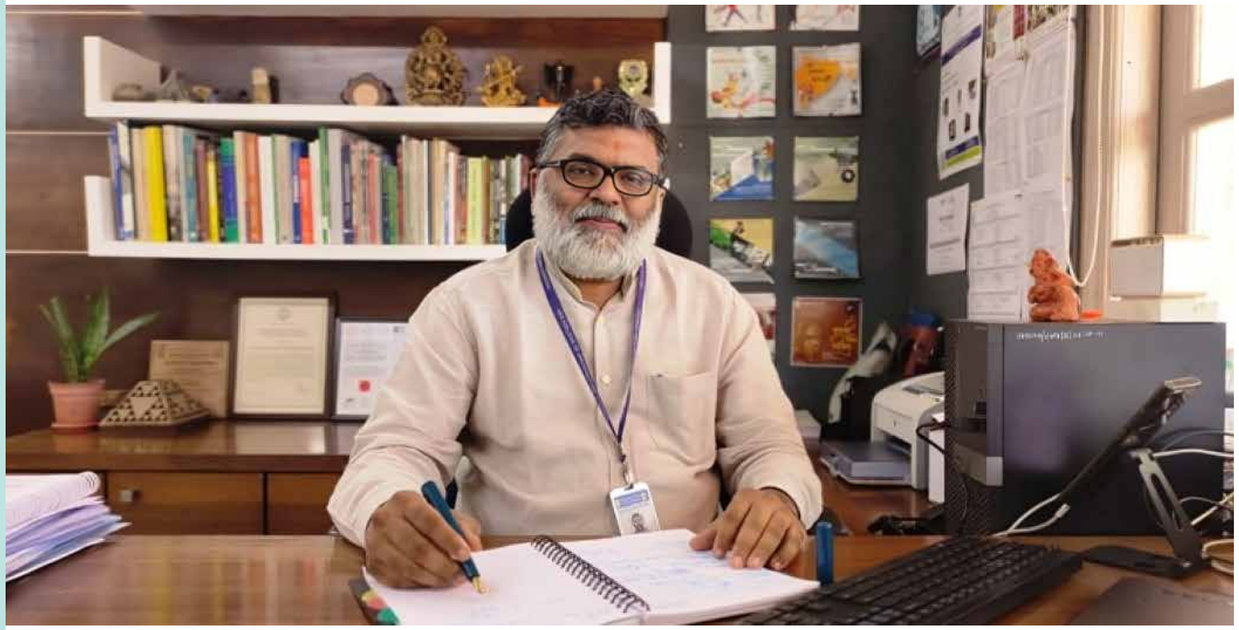
The second decision would be to build multidisciplinary universities. The boundaries between engineering, medicine, the humanities, management, science, the arts, and the social sciences are rapidly disappearing. Future universities must encourage students to move freely across disciplines. Innovation often happens at the intersection of multiple fields.

The third decision would be to create a culture of lifelong learning. Universities should become engines of innovation connected with industry, society, and global research ecosystems. At the same time, universities must ensure that education remains rooted in ethics, sustainability, and human values. Technology without wisdom can create imbalance. Therefore, higher education must combine scientific excellence with social responsibility and character development.

Finally, Indian universities should have greater academic autonomy and stronger accountability. Institutions must have the freedom to innovate, collaborate globally, redesign curriculum quickly, and respond to emerging technological changes without excessive rigidity.

India has the talent and demographic strength to become a global knowledge leader. The next step is to build universities that are agile, research-driven, interdisciplinary, humane, and future-ready. EP

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Prof Anand Achari
Principal, VES College of Architecture

"Education should not be seen as a final certification, but as the beginning of a continuous journey of learning, unlearning, and growth." With this powerful thought, Prof Anand Achari, Principal, VES College of Architecture reimagines the future of higher education in an era defined by constant disruption and reinvention. In this insightful conversation with Education Post's Prabhav Anand, he argues that the traditional "graduate and exit" model is no longer enough for a world where careers, industries, and identities evolve rapidly. Calling for a shift toward "lifelong, flexible, and accessible" learning, he emphasizes that institutions must become "long-term partners" in an individual's journey, preparing learners not just for jobs, but for repeated transitions across life and work.

Q For decades, higher education has been concentrated in the first quarter of life, with the assumption that it prepares individuals for an entire career. Do you believe this front-loaded model is fundamentally misaligned with today's realities, and what core principle of education needs to be rethought first?

The first principle we must question is the idea that education is a one-time phase rather than a continuous process. We have traditionally treated learning as something that happens between 18 and 25, after which individuals are expected to "apply" what they've learned for the rest of their lives.

In today's world, where knowledge and industries evolve rapidly, this model is no longer sufficient. Education must shift from being front-loaded to being lifelong, flexible, and accessible at different stages of one's career.

Q If we were to design a "100-year curriculum" from scratch, how would learning be structured across different life stages–from early education to mid-career reinvention and even post-retirement intellectual engagement?

A 100-year curriculum would not be linear, it would be modular and cyclical. It would begin with strong foundational skills such as critical thinking, communication, and problem-solving, and then evolve into multiple phases of specialization, exploration, and re-skilling.

Importantly, it would allow individuals to step in and out of formal education as needed. Learning would be structured around life stages rather than age brackets, with opportunities to re-enter the system seamlessly.

Q Institutions often speak about lifelong learning, yet most still operate on a "graduate and exit" model. What structural transformation is required for colleges to remain meaningfully connected to learners at 30, 45, or even 60?

To truly enable lifelong learning, institutions need to move beyond rhetoric and redesign their systems. This includes flexible entry and exit pathways, credit portability, modular programs, and recognition of prior learning.

Equally important is the shift in mindset, from delivering degrees to enabling continuous learning journeys. Institutions must become long-term partners in an individual's career, rather than a one-time service provider.

Q In an era where knowledge and skills can become obsolete within a decade, do you see a future where academic degrees effectively have an expiry cycle, and if so, how should institutions approach revalidation without turning education into a constant burden?

In some form, yes. Not necessarily as a rigid "expiry date," but as a recognition that knowledge has a shelf life. Certain skills, especially in technology-driven fields, require periodic updating.

This could lead to models where degrees are supplemented with continuous certifications or renewal mechanisms, ensuring that professionals remain current and relevant.

Q As careers become increasingly non-linear, with individuals shifting across roles and even industries, how should education systems prepare learners not just for employment, but for repeated identity shifts over a lifetime?

Education must prepare students not for a single career, but for multiple transitions. This means focusing less on narrow specialization early on, and more on building adaptable skills, such as learning agility, interdisciplinary thinking, and resilience. Students should be equipped to navigate change, rather than avoid it.

Q There is growing criticism that institutions are overly focused on short-term placement outcomes. What would a more meaningful, long-term metric of educational success look like if we were to evaluate impact over an entire career span?

While placements are important, they are only one indicator of success. A more meaningful metric would be long-term career progression, how graduates grow, adapt, and create impact over time.

We should also look at entrepreneurial outcomes, societal contributions, and the ability of graduates to remain relevant in a changing world.

Q Industry collaboration is often limited to internships or placements. In a lifelong learning framework, what would a deeper, sustained partnership between



academia and industry look like across multiple stages of a professional's journey?

In a lifelong learning model, academia-industry partnerships would go beyond internships and placements. Industry would play an active role in curriculum design, co-delivery of programs, and continuous upskilling initiatives.

At the same time, institutions would support industry through research, innovation, and talent development across career stages, not just at the entry level.

Q With individuals likely to move across disciplines over time, how can education systems enable fluid transitions between fields without forcing learners to restart from the beginning each time they pivot?

This requires breaking down rigid disciplinary boundaries. Institutions need to offer interdisciplinary programs, flexible electives, and bridge courses that allow students to shift domains without starting from scratch.

The focus should be on transferable skills and conceptual understanding, rather than siloed knowledge.

Q A lifelong learning model has the potential to deepen inequality if access is uneven. How can institutions ensure that opportunities for continuous learning and reinvention remain inclusive and not restricted by financial or social privilege?

Inclusivity will depend on accessibility, both financial and structural. This includes affordable programs, digital learning options, and flexible schedules that accommodate working professionals.

Recognition of prior experience and alternative learning pathways will also play a critical role in making lifelong learning accessible to a wider population.

Q If you were to re-imagine your institution entirely for this future, what is one entrenched practice or belief in higher education that you would deliberately dismantle, and what would you build in its place?

The belief that a degree defines a person's capability for life. Education should not be seen as a final certification, but as the beginning of a continuous journey of learning, unlearning, and growth. EP

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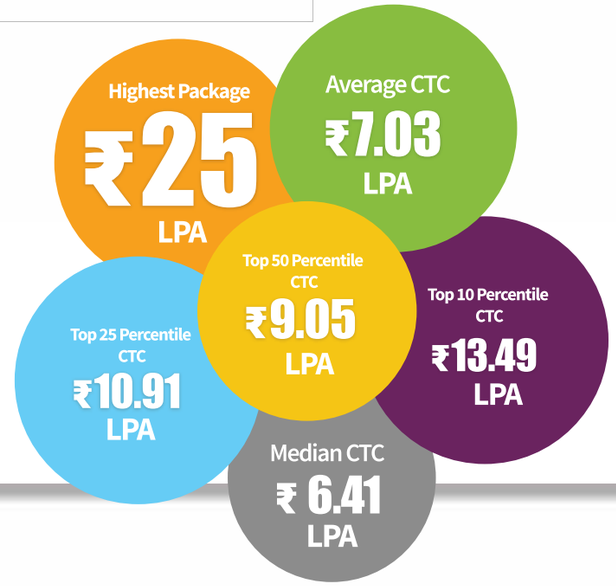
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MANAGEMENT EDUCATION MUST CREATE DECISION-MAKERS FOR AN UNCERTAIN WORLD

Prof. A. V. Arunkumar
Director, IFIM Institutions, overseeing IFIM College (autonomous) and IFIM Law College

Prof. A. V. Arunkumar, Director, IFIM Institutions, overseeing IFIM College (autonomous) along with the IFIM School of Technology (ISOT) and IFIM Law College draws on a career that spans academia, development banking, commercial banking, and global risk leadership to argue that management education must evolve beyond functional silos. In this conversation with Education Post's **Prabhav Anand,** he emphasizes preparing students as decision-makers who can navigate uncertainty, balancing analytical rigour with contextual judgment. Reflecting on his experience in institutions like SIDBI and senior risk roles, he highlights the strategic importance of risk, governance, and ethics in today's financial systems. He also underscores the need for data-driven credit ecosystems for MSMEs, deeper industry-academia collaboration, and the integration of technology, sustainability, and interdisciplinary learning to shape future-ready leaders.

Q You have built a rare career that spans academia, development banking, commercial banking, and risk management at senior leadership levels. How has this unique combination of experiences shaped your philosophy of management education, particularly in preparing students for the complexities of the modern financial and policy landscape?

Your premise is right—my career has moved across academia including teaching, research and training, development banking, commercial banking, and global risk leadership, and that has fundamentally shaped how I view management education.

At its core, I believe management education must move beyond functional silos. In today's world, financial decisions are no longer purely technical—they are deeply intertwined with policy, regulation, technology, and societal impact. My experience in institutions like SIDBI and senior executive roles in commercial banking taught me that real-world decision-making happens under constraints—regulatory, informational, and behavioural.

Therefore, my philosophy is to prepare students not just as managers, but as decision-makers under uncertainty. This requires integrating classroom learning with lived realities—through case-based pedagogy, policy exposure, and industry immersion.

We need to build professionals who can understand balance sheets, but also interpret policy signals; that can use data, but also exercise judgment. That balance between analytical rigour and contextual awareness is what defines effective leadership in today's financial and policy landscape.

Q During your tenure in institutions such as SIDBI and in roles including Chief Risk Officer in the banking sector, you dealt with credit risk, policy design, and financial governance. What key lessons from these leadership roles do you believe management students must understand today to navigate an increasingly uncertain global financial environment?

One of the most important lessons I learned—especially in risk management roles—is that risk is not just a technical function; it is a strategic function. During my time in banking, including both developmental and commercial banks and in my role as Chief Risk Officer in the Middle East, I saw how institutions that treated risk as a compliance requirement often underperformed those that embedded risk thinking into strategy. Actually risk management skills pre-supposes experience in lending and taking financial exposures. Let us also appreciate that, at certain roles, there will be a lot of writing that we have to do, whether it is about policy, processes and various assessments.

For students today, three lessons are critical:

- Understanding systemic risk: Financial systems are interconnected. A shock in one sector or geography can quickly transmit across markets.
- Balancing growth and prudence: Aggressive expansion without risk discipline leads to long-term instability.
- Governance and ethics: Many financial crises are not failures of models, but failures of judgment and governance.

In an uncertain global environment, students must develop the ability to think probabilistically, anticipate unintended consequences, and make decisions with incomplete information.

Q A significant part of your research focuses on access to credit, MSME policy, and development banking. In your view, what are the most critical policy and institutional reforms required today to strengthen India's MSME ecosystem and make credit access more inclusive and technology-driven?

India's MSME sector is central to employment, innovation, and regional development. However, access to timely and adequate credit exist and remains a structural challenge. After all, focus on decentralised manufacturing must be our focus and MSMEs must pilot this.

From my research and policy engagement, I believe three areas require urgent attention:

1. **Data-driven credit ecosystems**
   We need to move from collateral-based lending to cash-flow and data-based lending. The integration of GST data, digital payments, and account aggregators can significantly reduce information asymmetry.
2. **Supporting the bottom segment of the MSMEs:** You may be aware that, MSMEs, majority of them are micro in nature and they lack technological access in addition to the issue of timely and adequate credit. Their environmental awareness and adhering to sustainability principles along with technological linking through platforms is the need of the hour.



3. **Policy stability and strengthening competitiveness:** Frequent policy changes create uncertainty for MSMEs. Simplified compliance, faster credit appraisal, and decentralized decision-making are essential. Going forward, the convergence of policy, technology, and finance will be key to building an inclusive and resilient MSME credit architecture.

Q Your recent co-edited book "Institutions and Public Policy for India's Sustainable Development" highlights the importance of institutional frameworks for sustainability. How can business schools and policy institutions collaborate more effectively to build leadership that prioritizes sustainable finance and responsible economic growth?

Sustainable development is fundamentally an institutional challenge. It requires aligning incentives across governments, financial institutions, and businesses.

In our work on Institutions and Public Policy for India's Sustainable Development, we emphasize that sustainability cannot be an "add-on"—it must be embedded into financial and policy frameworks.

Business schools and policy institutions can collaborate in three meaningful ways:

- **Curriculum integration:** Embedding ESG, climate finance, and impact investing into core courses
- **Joint research and policy labs:** Creating platforms where academic research directly informs policy design
- **Experiential learning:** Engaging students with real sustainability challenges—urban planning, climate risk, financial inclusion

The goal is to develop leaders who do not see sustainability as a constraint, but as an opportunity for innovation and long-term value creation.

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Q Having managed undergraduate, postgraduate, and research programs while emphasizing experiential learning and skill-oriented curricula, how do you see management education evolving in India over the next decade, particularly with the rise of digital finance, AI, and fintech innovations?

Management education in India is at an inflection point, driven by technology, changing industry needs, and policy reforms.

Over the next decade, I see five major shifts:

- **Deep integration of technology:** Areas like AI, digital finance, and analytics will become foundational, not optional
- **Interdisciplinary learning:** Boundaries between management, technology, law, and economics will blur
- **Experiential and applied learning:** Classrooms will increasingly simulate real-world decision environments
- **Continuous learning models:** Education will extend beyond degrees into lifelong learning ecosystems
- Stronger industry-academia collaboration

At institutions like IFIM, where our mission is ensuring employability, we are already working towards building such a multidisciplinary and application-oriented ecosystem.

Q You have participated in over 200 advanced training programs worldwide and hold certifications in financial risk management and management education from global institutions. How important is international exposure for today's students and faculty in shaping globally competent leadership in the Indian education ecosystem?

In today's interconnected world, international exposure is no longer a luxury—it is a necessity.

Having participated in large number of advanced programs globally, I have seen how exposure to different regulatory systems, financial markets, and academic cultures broadens one's perspective.

For students and faculty, global exposure contributes in three ways:

- Understanding diversity in economic and institutional contexts
- Adopting global best practices in teaching, research, and governance
- Building networks that enable collaboration and innovation

However, it is equally important to contextualize global knowledge to Indian realities. The goal is not replication, but adaptation.

Q With more than three decades of experience across teaching, research, and global banking leadership, what advice would you offer to young scholars and management students who aspire to work at the intersection of economics, finance, and public policy?

For those aspiring to work at the intersection of economics, finance, and public policy, I would offer three pieces of advice:

- **First, build strong fundamentals.**
A deep understanding of economics, finance, and data is essential. Without this, it is difficult to engage meaningfully with complex policy or financial issues.
- **Second, stay interdisciplinary.**
The most interesting problems today lie at the intersection of domains—finance and technology, economics and behavioural science, policy and data analytics.
- **Third, cultivate judgment and integrity.**
Technical skills will get you opportunities, but long-term success depends on credibility, ethical grounding, and the ability to make balanced decisions.

Finally, remain curious and adaptable. The world of finance and policy is evolving rapidly, and those who continuously learn and evolve will be best positioned to lead.

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UNIVERSITIES MUST CREATE THINKERS, NOT JUST JOB-READY GRADUATES

Vijaysekhar Chellaboina
Vice-Chancellor, JK Lakshmipati University

As higher education stands at the crossroads of artificial intelligence, interdisciplinary learning, and rapidly evolving careers, the debate is no longer just about employability, but about building adaptable, ethical, and future-ready individuals. Stressing that universities must move beyond "one-size-fits-all instruction," this conversation explores why education should remain deeply human even in an AI-driven world. From questioning the idea of complete "job-readiness" to calling for flexible learning ecosystems rooted in critical thinking and lifelong learning, ***Vijaysekhar Chellaboina,*** *Vice-Chancellor, JK Lakshmipati University shares a nuanced perspective on the future of Indian higher education. In this insightful interview with Education Post's* ***Prabhav Anand,*** *he argues that universities should ultimately be judged not by rankings alone, but by their ability to nurture "thoughtful citizens, responsible leaders, and problem-solvers" for society.*

Q You have spent nearly three decades across academia, research, and industry – from institutions like Georgia Tech and TCS Research to leading universities in India. How have these diverse experiences shaped your philosophy of higher education, and what personal experiences most strongly influence your vision for JK Lakshmipat University today?

My journey across academia, industry research, and institutional leadership has reinforced one central belief: universities must prepare students not only for careers, but for lifelong adaptability and responsible leadership. Exposure to global research environments taught me the importance of curiosity, rigor, and innovation, while industry experience highlighted the value of practical problem-solving and interdisciplinary collaboration.

Equally influential has been observing students from diverse backgrounds navigate rapid technological and social change. These experiences convinced me that higher education must become more flexible, learner-centric, and deeply connected to real-world challenges. A university should ultimately nurture capable professionals, thoughtful citizens, and continuous learners who can contribute meaningfully to society.

Q From an employer's perspective, there is frequent criticism that graduates are not "job-ready." To what extent do you believe this is a failure of universities versus unrealistic expectations from industry itself?

In my opinion, both are equally responsible. Universities tend to become overly theoretical in their approach to imparting knowledge and skills, whereas industries tend to assume that the university has provided enough training to enable them to contribute immediately. Universities should equip students with robust fundamentals, analytical ability, adaptability, interpersonal skills, ethical considerations, and problem-solving skills.

However, universities should not limit themselves to equipping students with proficiency in one particular software package or preparing them for only one job. In addition, the employer should acknowledge that there is more learning beyond universities. The shelf-life of technical skills has drastically reduced, so total job-readiness cannot be expected anymore.

Q In a recent interaction, you spoke about universities moving from "one-size-fits-all instruction" to highly personalised, AI-driven and learner-centric education. Yet many educators argue that excessive dependence on technology risks weakening critical thinking, human mentorship, and intellectual depth. How do you see universities balancing technological transformation with the human side of education, and where does JKLU position itself in that debate?

Technology should enhance education, not replace its human foundations. AI can personalise learning pathways, provide adaptive support, and improve access to knowledge at an unprecedented scale. However, education is ultimately a deeply human process shaped by mentorship, dialogue, reflection, and intellectual challenge. Critical thinking develops not merely through information access, but through questioning assumptions, engaging with diverse perspectives, and learning from experienced educators.

Universities must therefore use technology thoughtfully, as an enabler rather than the centrepiece. The future lies in blending AI-enabled efficiency with strong faculty mentorship, collaborative learning, ethical reasoning, and experiential engagement. Institutions that maintain this balance will create graduates who are both technologically capable and intellectually grounded.

Q With the rise of AI, interdisciplinary careers, and uncertain job roles, how should universities redesign their curriculum–not just incrementally, but fundamentally–to prepare students for jobs that don't yet exist?

Universities must move from rigid degree silos to flexible learning ecosystems. The future curriculum should combine disciplinary depth with



interdisciplinary exposure across technology, humanities, design, business, and ethics. Students should learn how to learn, rather than memorise static content. AI literacy, data reasoning, creativity, systems thinking, and human-centered problem solving must become foundational skills for all disciplines.

Assessment models also need reform, less emphasis on rote examinations and more on projects, portfolios, research, and real-world challenges. Importantly, universities should create opportunities for continuous reskilling through modular learning, industry immersion, and lifelong education, because careers will increasingly evolve multiple times across a person's lifetime.

Q Private higher education in India is often criticised for becoming overly commercial–high fees, aggressive expansion, and a focus on returns. As someone associated with both business and education, how do you respond to the charge that the sector is increasingly treating education as a product rather than a public good?

I think that allegation is somewhat misplaced given the critical role private universities are playing in increasing access to and improving quality of higher education in India. Currently, we just have around 1,400 universities. But to achieve the target of 50% gross enrolment ratio by 2035, as per the target set by the Government of India, we will need almost double the number of existing universities. Can we expect the government to set up 1,400 universities in the next nine years? Certainly, no. So private philanthropic initiatives will have to play a major role in terms of expanding the higher education landscape in India.

Yes, there is competition among private universities. But that competition should not always be seen as unhealthy. Rather, what we have also seen is collaborations among many private universities in India and globally to respond to the students' demand for quality education, cutting-edge labs, semester exchange opportunities and industry relevant skills. Take, for the example, the case of JK Lakshmipat University itself. Our students have benefitted immensely from student mobility programmes with top universities in India and other parts of the world.

When it comes to fees, it is also important to look at the generous scholarships that many private universities offer to meritorious students and also to those from the disadvantaged sections of the society. So with regard to competition,

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commercialisation and fees, it will be wrong to put all private universities in one basket.

Q Many institutions today highlight innovation, entrepreneurship, and interdisciplinary learning, yet independent data often shows limited research output and uneven learning outcomes. Do you think the sector is overstating its impact, and what would real accountability in higher education look like?

There is certainly a tendency across the sector to amplify isolated success stories while broader outcomes remain inconsistent. Innovation cannot be measured only through events, incubators, or branding language. Real impact must be visible in measurable student learning, meaningful research, employability, societal contribution, and intellectual culture.

Accountability should go beyond rankings and placement packages. Institutions should transparently publish data on learning outcomes, faculty research quality, student progression, startup survival rates, diversity, and long-term career trajectories. External peer review, industry feedback, and independent academic audits should become routine. Higher education earns credibility not through claims, but through sustained evidence of transformation and public trust.

Q With the ongoing implementation of the National Education Policy 2020, alongside increasing regulatory shifts around autonomy, multidisciplinary education, and foreign university entry, what do you see as the most promising change—and what concerns you the most about how these policies are being executed on the ground?

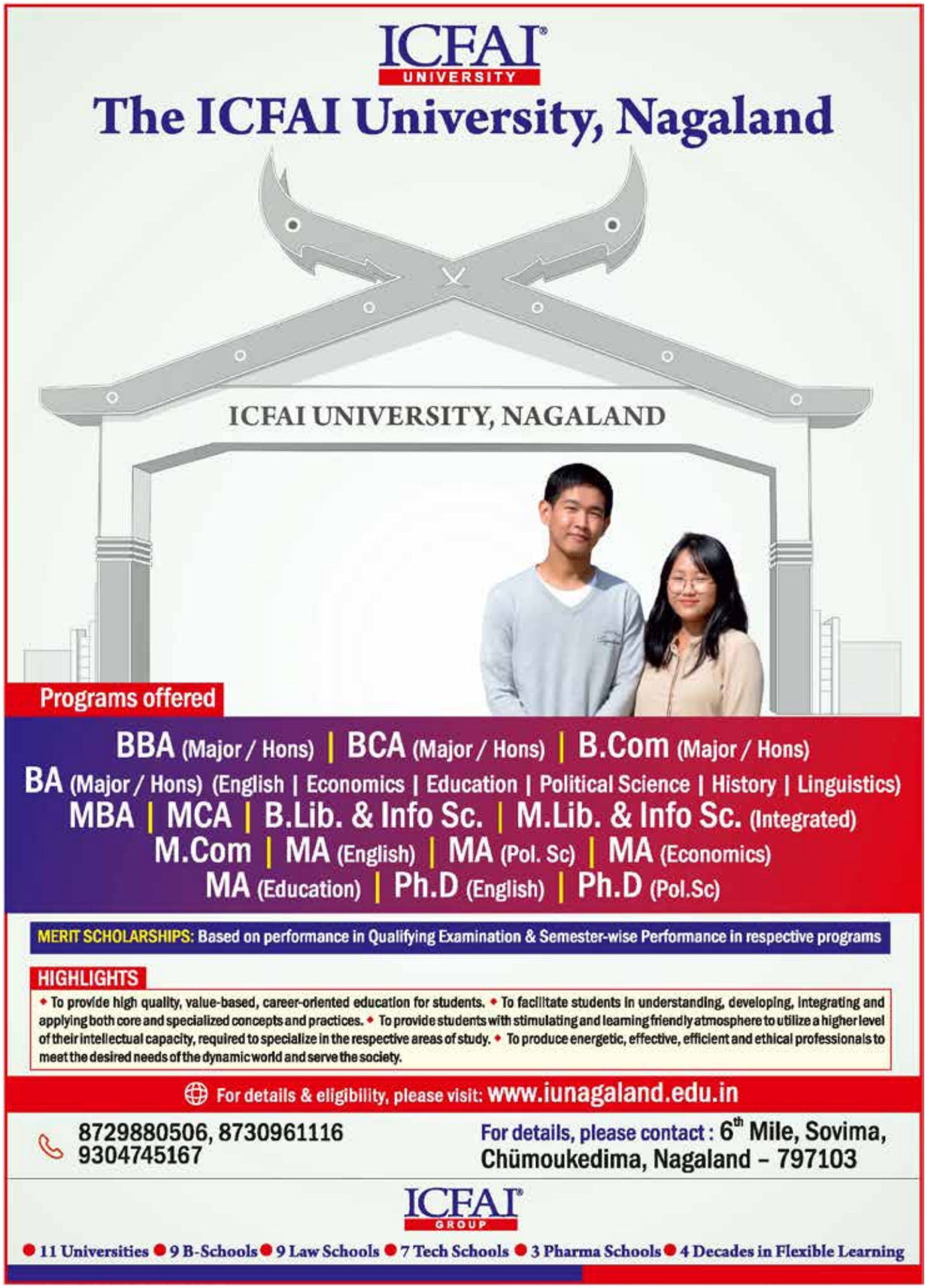
The most promising aspect of the policy framework is its recognition that education must become multidisciplinary, flexible, and learner-centric. The emphasis on holistic development, multiple entry-exit pathways, research orientation, and institutional autonomy reflects a progressive shift in thinking. However, execution remains the biggest challenge.

Many institutions lack the faculty capacity, governance systems, or academic culture required to implement these reforms meaningfully. There is also a risk that multidisciplinary education becomes superficial rather than intellectually integrated. Policy success ultimately depends not on announcements, but on investment in teacher development, institutional capability, regulatory clarity, and long-term consistency in implementation across diverse educational contexts in India.

Q If we step away from rankings and placement statistics, how should society actually judge whether higher education institutions in India are succeeding or failing over the next two decades?

Society should evaluate higher education institutions by the kind of citizens and problem-solvers they produce, not merely by salaries or rankings. Success should be measured through intellectual curiosity, ethical leadership, research relevance, social mobility, innovation capacity, and contribution to national development.

Institutions must prepare graduates who can think independently, engage constructively with complexity, and adapt to rapid technological and societal change. We should also ask whether universities are improving access, fostering inclusion, encouraging civic responsibility, and contributing solutions to real-world challenges. Over the next two decades, the institutions that matter most will be those that nurtures critical thinking, advances research and prioritises sustainability. EP





CODING IS NOT JUST A SKILL, IT IS A SUPERPOWER FOR THE AI AGE

Vivek Prakash
Co-founder & CEO, Codingal

As coding and artificial intelligence rapidly redefine the future of work, the need to embed computational thinking early in education has never been more urgent. In this insightful conversation with Education Post's Prabhav Anand, Vivek Prakash, Co-founder & CEO of Codingal, discusses why coding should begin at the K–12 level and how it can be seamlessly integrated into existing curricula. Drawing from his experience in building global developer platforms, he highlights the shift from passive learning to creation-driven education. From live interactive classes to hackathons and AI-assisted teaching, Prakash outlines how Codingal is empowering students across 135+ countries to become problem-solvers, innovators, and confident creators in an AI-driven world.

Q Coding and AI are increasingly being seen as foundational skills for the future. From your perspective, how important is it for students to begin learning coding at the K–12 level, and how can schools integrate these skills without overburdening an already dense curriculum?

Over eight years of working with millions of developers, I noticed the strongest engineers shared one trait: they had started thinking computationally long before university. My own CS education at IIT Roorkee and an Amazon internship shaped the trajectory of my career. The question that led to Codingal was simple: why should that foundation be reserved for the few? It should start in school for every child.

The answer to integration is not addition. Coding can be embedded into subjects students already study: a data visualisation in geography, a simulation in physics, a storytelling app in English. At Codingal, we start with Scratch for younger students, building to Python as they grow. The goal is not to produce coders - it is to raise a generation who see a problem and instinctively ask: could I build something to solve this?

Q You co-founded Codingal with the vision of making coding education accessible to school students globally. What gaps in the traditional education system did you observe that inspired you to build a dedicated platform for coding and AI learning for young learners?

Years of working in the global developer ecosystem showed me a jarring contrast: students in the US and China were competing in coding hackathons while Indian school curricula treated computer science as an afterthought. My co-founder, Satyam Baranwal, had reached the same conclusion through over a decade of teaching kids coding offline, directly impacting more than 40,000 students before we joined forces.



The gaps were clear: access, relevance, and pedagogy. Most coding instruction was theory for exams, with no experience of building real things. What crystallised our vision was simple: kids were spending hours consuming apps built by others. We wanted them to build their own. That shift, from passive consumption to active creation, is the north star we launched Codingal around in January 2021.

Q Before Codingal, you co-founded HackerEarth, a widely used platform for coding assessments and developer hiring. How did your experience in the developer ecosystem influence your approach to designing a curriculum that prepares students not just to code, but to think computationally and solve real-world problems?

Eight years of scaling a developer platform at HackerEarth taught me what separates exceptional engineers from average ones. It was rarely syntax knowledge. It was the ability to break down ambiguous problems, think algorithmically, and persist through failure. These are habits cultivated through real challenges, not documentation.

That insight shaped Codingal's curriculum entirely. We moved away from rote instruction toward project-based learning. A student building a weather app or training a machine learning model experiences the full cycle: problem identification, design, implementation, and debugging. That builds computational thinking far more effectively than any worksheet. We also brought the power of community and competitions into the platform, because engagement and rigour, done well, reinforce each other.

Q With the rapid rise of artificial intelligence and automation, there is growing debate about how education systems should adapt. In your view, what are the most critical skills that students today must develop to remain relevant in the AI-driven economy?

Over eight years of working with millions of developers, I noticed the strongest engineers shared one trait: they had started thinking computationally long before university. My own CS education at IIT Roorkee and an Amazon internship shaped the trajectory of my career. The question that led to Codingal was simple: why should that foundation be reserved for the few? It should start in school for every child.

The answer to integration is not addition. Coding can be embedded into subjects students already study: a data visualisation in geography, a simulation in physics, a storytelling app in English. At Codingal, we start with Scratch for younger students, building to Python as they grow. The goal is not to produce coders - it is to raise a generation who see a problem and instinctively ask: could I build something to solve this?

Q India is witnessing a significant expansion of the edtech sector, particularly after the pandemic. How do you see the evolution of online learning platforms in the coming years, and what role will interactive and project-based learning models play in improving student engagement?

The pandemic proved online learning could reach millions, but it also exposed early edtech's weakness: passive video without human connection. At Codingal, we call it positive screen time: instead of consuming content others made, students build their own. Every class ends with a student having created something that did not exist when they sat down.

We focus on live, one-on-one instruction. A real teacher who notices confusion, adapts on the fly, and celebrates breakthroughs is irreplaceable. We deliver over seven million minutes of live classes monthly, powered by over 1,000 tutors - more than 90 per cent of whom are women working from home. Our AI matching system pairs each student with the right teacher, and we are building AI copilots that assist teachers with real-time hints and adaptive problem sets during live sessions.

Q Coding competitions, hackathons, and project-based challenges have become key tools to inspire young programmers. How effective are such experiential learning approaches in nurturing creativity, problem-solving, and collaboration among school students?

Extremely effective. There is something qualitatively different about learning in a hackathon versus a structured lesson. When a student has eight hours to build from scratch with a team, every constraint becomes a design problem and every setback a debugging challenge. The collaborative dimension is critical: real-world coding is rarely solo, and you cannot learn to work with others from a textbook.

Codingal has built community and competition into the platform from day one: leaderboards, gamification, quizzes, badges, and hackathons. We have seen students arrive timid about sharing code and leave competitions presenting to judges with real confidence. That identity shift, from passive student to active creator, is one of the most valuable things we help young people experience. Every participant should leave with something built and something learned, regardless of where they placed.

Q Looking ahead, what is your long-term vision for Codingal and the broader coding education ecosystem? How do you see platforms like Codingal contributing to shaping the next generation of innovators, technologists, and entrepreneurs?

Our vision is for Codingal to be the default playground for every child who wants to learn computer science by building apps, games, and websites. We already have students in over 135 countries. In 2025, we disbursed over $1.8 million in payouts to our instructor community - building an education platform and an economy for teachers simultaneously. Codingal is revenue-funded: we grow on the strength of what students and parents value.

The global K-12 coding and AI education market is estimated at over $100 billion (per HolonIQ). But more importantly, understanding how technology works is becoming as fundamental as being able to read. The children on Codingal today are developing a way of thinking that will serve them wherever their lives lead - technology, medicine, business, or the arts. That is what keeps me going every single day. EP

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PARAMETERS	SCORE	WEIGHT (%)
Academic Reputation (AR)	100	25
Graduate Outcome & Employability (GOE)	100	23
Research Outcome (RO) (Volume, Income & Reputation)	100	22
Demand Ratio & Student Profile (DRSP)	100	06
Employer Reputation & International Outlook (ERIO)	100	06
Wellbeing and Institutional Development (WID)	100	05
Impact and Value Addition (IVA)	100	05
Peer Perception and Alumni Feedback (PPAF)	100	04
Public Perception (PP)	100	04

FOR METHODOLOGY

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IIRF-2026 | TOP 50 CENTRAL UNIVERSITIES

AIR* (Based on Survey, Secondary Research & Perception)	Central Universities	City	State	State Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
1	JNU - Jawaharlal Nehru University	New Delhi	Delhi	1		110.21	108.85	110.14	109.72	110.08	109.59	109.86	109.23	109.32	**987.50**
2	DU - University of Delhi	New Delhi	Delhi	2		109.66	109.86	109.32	109.61	109.17	109.43	109.32	108.94	109.32	**985.74**
3	JMI - Jamia Millia Islamia	New Delhi	Delhi	3		109.32	108.46	110.21	111.01	108.70	109.32	108.21	109.32	108.83	**983.77**
4	UoH - University of Hyderabad	Hyderabad	Telangana	1		108.08	110.08	109.66	109.12	110.43	108.43	109.32	107.88	107.54	**982.26**
5	BHU - Banaras Hindu University	Varanasi	Uttar Pradesh	1		108.19	108.43	109.59	109.57	108.72	109.32	110.32	110.30	109.72	**980.79**
6	AMU - Aligarh Muslim University	Aligarh	Uttar Pradesh	2		108.12	109.10	109.21	108.32	107.91	108.21	108.70	110.77	110.10	**979.24**
7	CURAJ - Central University of Rajasthan	Ajmer	Rajasthan	1		108.10	109.61	108.59	108.06	107.97	108.97	108.28	108.77	108.24	**977.66**
8	CUP - Central University of Punjab	Bathinda	Punjab	1		108.26	109.28	108.57	107.99	107.90	108.32	108.10	107.10	107.77	**976.07**
9	Central University of Himachal Pradesh	Dharamshala	Himachal Pradesh	1		109.32	107.77	108.34	107.70	107.10	108.34	108.21	107.10	108.23	**974.54**
10	The Indira Gandhi National Tribal University, Amarkantak	Anuppur	Madhya Pradesh	1		107.88	107.99	108.27	107.68	108.17	109.32	108.60	108.01	107.99	**973.01**
11	Dr. Rajendra Prasad Central Agricultural University	Pusa, Samastipur	Bihar	1		107.70	108.50	107.97	107.23	107.39	107.81	108.12	108.21	107.97	**971.59**
12	Central University of Gujarat	Gandhinagar	Gujarat	1		107.54	107.63	107.90	107.77	108.06	109.46	107.81	107.79	107.08	**970.09**
13	Pondicherry University	Puducherry	Puducherry	1		106.88	106.83	107.50	109.08	107.61	107.97	108.39	108.61	107.08	**966.49**
14	Rajiv Gandhi University	Itanagar	Arunachal Pradesh	1		106.97	106.61	107.32	107.97	106.90	108.54	107.32	108.63	106.86	**964.61**
15	Central University of Tamil Nadu	Neelakudi	Tamil Nadu	1		106.92	106.90	106.94	106.79	107.57	107.79	107.14	106.88	105.77	**962.64**
16	Central University of Karnataka	Kalaburagi	Karnataka	1		107.43	106.66	106.26	105.90	106.34	107.39	106.68	105.57	106.32	**960.11**
17	Central University of Haryana	Mahendergarh	Haryana	1		106.46	109.01	106.18	105.05	103.46	104.73	104.12	105.68	104.35	**957.60**
18	South Asian University	New Delhi	Delhi	4		105.79	106.46	105.79	105.79	106.49	107.96	106.23	106.46	105.35	**955.12**
19	Babasaheb Bhimrao Ambedkar University	Raebareli	Uttar Pradesh	3		105.94	106.03	105.94	106.63	106.39	106.10	106.61	104.39	103.08	**953.08**
20	Visva-Bharati University	Shantiniketan	West Bengal	1		106.19	105.83	104.83	105.06	106.66	104.92	105.70	106.17	104.17	**950.40**
21	Central University of Andhra Pradesh	Anantapur	Andhra Pradesh	1		103.93	105.76	105.71	106.87	105.50	105.83	105.06	106.32	106.97	**948.44**
22	Central University of Kerala	Kasargod	Kerala	1		100.03	108.31	105.22	108.20	106.48	106.70	106.59	108.09	106.14	**946.65**
23	Central University of Odisha	Koraput	Odisha	1		103.12	107.52	105.21	103.42	103.31	104.28	107.23	105.67	103.17	**944.92**
24	RGNAU - Rajiv Gandhi National Aviation University	Raebareli	Uttar Pradesh	4		103.61	107.74	105.93	101.88	101.98	102.17	105.41	105.19	99.48	**943.08**
25	Hemvati Nandan Bahuguna Garhwal University	Srinagar (Garhwal)	Uttarakhand	1		102.61	106.30	105.94	105.55	102.61	104.06	103.28	104.83	103.61	**941.44**

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IIRF-2026 | TOP 50 CENTRAL UNIVERSITIES

AIR* (Based on Survey, Secondary Research & Perception)	Central Universities	City	State	State Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
26	IMU - Indian Maritime University	Chennai	Tamil Nadu	2		103.08	107.06	105.94	102.77	100.39	101.90	104.08	105.06	100.63	**939.75**
27	Central University of Jammu	Samba	Jammu & Kashmir	1		99.66	107.88	105.88	106.83	100.12	103.88	105.12	108.66	99.10	**937.77**
28	North Eastern Hill University	Shillong	Meghalaya	1		101.55	107.43	104.55	103.15	100.43	101.50	106.73	105.32	100.99	**935.78**
29	Central Agricultural University Imphal	Imphal	Manipur	1		100.21	106.57	104.21	104.01	103.55	103.92	102.96	107.08	104.28	**933.68**
30	Tezpur University	Tezpur	Assam	1		102.12	105.88	103.68	102.48	99.71	102.17	106.19	104.88	102.21	**931.72**
31	Maulana Azad National Urdu University	Hyderabad	Telangana	2		101.15	106.03	103.50	103.48	102.92	101.38	102.26	106.48	101.03	**929.80**
32	Mizoram University	Aizwal	Mizoram	1		101.59	105.15	103.40	103.97	101.81	101.27	102.31	106.37	99.92	**927.96**
33	Mahatma Gandhi Central University	Motihari	Bihar	2		100.26	105.59	103.15	106.87	101.30	102.26	99.99	105.06	101.10	**926.01**
34	Doctor Harisingh Gour Vishwavidyalaya	Sagar	Madhya Pradesh	2		101.61	103.37	103.03	103.41	104.03	101.55	102.21	104.70	99.72	**923.91**
35	University of Allahabad	Prayagraj	Uttar Pradesh	5		101.20	103.48	102.83	101.70	103.26	101.31	102.63	101.88	102.99	**921.72**
36	Assam University	Silchar	Assam	2		99.57	104.92	102.19	102.57	100.53	102.51	104.08	104.30	100.63	**919.97**
37	Rani Lakshmi Bai Central Agricultural University	Jhansi	Uttar Pradesh	6		102.66	103.75	101.81	100.51	98.26	99.09	104.06	101.10	98.57	**917.95**
38	EFLU - The English and Foreign Languages University	Hyderabad	Telangana	3		98.61	104.22	101.63	103.78	96.95	102.13	104.33	102.21	104.46	**914.56**
39	Central University of Kashmir	Ganderbal	Jammu & Kashmir	2		98.06	104.89	100.75	100.78	98.52	101.33	102.55	106.50	102.96	**912.00**
40	Central Sanskrit University	New Delhi	Delhi	5		99.50	103.11	99.50	100.61	100.95	100.75	105.66	104.43	100.50	**909.82**
41	Central Tribal University of Andhra Pradesh	Vizianagaram	Andhra Pradesh	2		99.50	101.52	100.17	105.55	100.75	99.59	100.35	103.95	101.61	**907.73**
42	Nagaland University	Kohima	Nagaland	1		99.33	102.83	99.92	99.06	101.10	99.77	99.83	104.39	99.92	**905.68**
43	Manipur University	Imphal	Manipur	2		98.43	102.55	99.83	100.78	99.59	99.13	102.22	102.21	101.25	**903.47**
44	IGNOU - Indira Gandhi National Open University	New Delhi	Delhi	6		99.41	102.30	99.69	97.71	96.99	100.99	98.49	101.93	98.88	**900.02**
45	Central University of Jharkhand	Ranchi	Jharkhand	1		97.99	100.32	99.21	101.27	99.15	99.62	100.38	103.60	99.99	**896.10**
46	Sikkim University	Gangtok	Sikkim	1		97.90	99.88	98.55	101.71	101.06	100.90	97.77	99.37	98.19	**892.16**
47	Tripura University	Agartala	Tripura	1		97.75	99.97	98.15	99.63	98.70	99.59	98.98	98.90	98.37	**888.66**
48	Sindhu Central University	Melongthang Leh-Ladakh	Ladakh	1		97.21	99.30	97.63	99.88	98.29	100.99	98.41	97.52	97.90	**884.69**
49	Nalanda University	Rajgir	Bihar	3		96.97	99.19	97.19	98.21	99.77	99.61	97.47	98.21	97.08	**881.84**
50	Central University of South Bihar	Gaya	Bihar	4		97.19	97.63	97.30	99.41	98.08	98.88	97.77	101.10	98.37	**880.38**

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IIRF-2026 | BEST DEEMED UNIVERSITIES (GOVT. & PVT.)

AIR* (Based on Survey, Secondary Research & Perception)	Deemed Universities (Govt. & Pvt.)	State	State Rank	Status	All India Pvt Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
							Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
1	Indian Institute of Science (IISc), Bengaluru	Karnataka	1	Govt.			103.99	104.55	107.21	109.10	104.66	104.86	104.77	105.88	106.66	**948.94**
2	ICAR - Indian Agricultural Research Institute, Pusa-New Delhi	Delhi	1	Govt.			103.66	105.10	107.10	108.43	104.43	104.98	103.90	106.99	105.39	**948.24**
3	Institute of Chemical Technology (ICT), Mumbai	Maharashtra	1	Govt.			102.99	104.88	106.99	108.99	105.77	105.55	104.77	106.54	104.77	**947.35**
4	Indira Gandhi Institute of Development Research, Mumbai	Maharashtra	2	Govt.			104.63	104.32	106.99	105.55	104.55	104.53	104.70	105.66	104.43	**946.45**
5	Jawaharlal Nehru Centre for Advanced Scientific Research, Bengaluru	Karnataka	2	Govt.			103.32	102.32	106.32	107.77	108.88	107.63	109.21	106.99	104.77	**945.61**
6	Indian Institute of Foreign Trade (IIFT), New Delhi	Delhi	2	Govt.			103.32	103.32	106.21	105.77	106.66	108.88	107.77	105.88	104.88	**944.73**
7	Homi Bhabha National Institute, Mumbai	Maharashtra	3	Govt.			103.99	102.88	105.66	107.10	106.99	106.32	107.99	105.10	104.77	**943.74**
8	Defence Institute of Advanced Technology (DIAT), Pune	Maharashtra	4	Govt.			103.83	103.32	105.66	108.66	105.32	105.30	104.43	106.77	104.77	**942.79**
9	Indian Institute of Space Science and Technology (IISST), Thiruvananthapuram	Kerala	1	Govt.			103.55	104.43	105.70	106.86	106.77	104.08	101.55	106.66	103.32	**941.92**
10	BITS - Birla Institute of Technology & Science (Institution of Eminence), Pilani	Rajasthan	1	Pvt.	1		103.43	102.77	105.55	106.66	106.88	106.66	106.21	106.10	103.55	**941.01**
11	Tata Institute of Social Sciences (TISS), Mumbai	Maharashtra	5	Govt.			103.32	103.99	105.55	107.66	104.43	104.37	104.01	105.66	103.32	**940.25**
12	North Eastern Regional Institute of Science & Technology, Itanagar	Arunachal Pradesh	1	Govt.			103.32	102.21	104.77	106.99	107.54	107.48	106.66	107.66	102.43	**939.34**
13	National Brain Research Centre, Gurgaon	Haryana	1	Govt.			103.66	102.77	104.43	105.55	104.66	107.10	105.66	109.10	103.32	**938.46**
14	SRM Institute of Sciences and Technology, Chennai	Tamil Nadu	1	Pvt.	2		103.10	103.32	104.43	106.99	103.55	106.43	105.99	106.54	103.77	**937.63**
15	Vellore Institute of Technology (VIT), Vellore	Tamil Nadu	2	Pvt.	3		103.77	104.99	103.99	103.55	103.88	103.32	103.32	104.43	104.43	**936.90**
16	MAHE - Manipal Academy of Higher Education (Institution of Eminence), Manipal	Karnataka	1	Pvt.	4		104.43	102.77	103.99	105.66	105.55	103.32	102.21	104.55	105.77	**935.86**
17	International Institute of Information Technology, Hyderabad	Telangana	1	Pvt.	5		101.10	103.32	103.97	106.77	106.99	107.19	106.14	106.66	104.66	**934.71**
18	National Institute of Food Technology Entrepreneurship & Management (NIFTEM), Sonepat	Haryana	2	Govt.			103.55	103.10	103.95	104.21	105.05	104.19	104.16	104.10	102.55	**933.35**
19	Tata Institute of Fundamental Research, Mumbai	Maharashtra	6	Govt.			103.99	104.77	103.92	102.55	102.21	100.96	102.59	100.66	102.66	**931.97**
20	Thapar Institute of Engineering & Technology, Patiala	Punjab	1	Pvt.	6		103.55	103.88	103.77	103.32	103.55	102.21	103.49	101.88	101.10	**930.81**
21	Shiv Nadar (Institution of Eminence), Greater Noida	Uttar Pradesh	1	Pvt.	7		101.79	103.55	103.66	104.43	103.32	103.86	104.88	103.99	103.10	**929.28**

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IIRF-2026 | BEST DEEMED UNIVERSITIES (GOVT. & PVT.)

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22	Amrita Vishwa Vidyapeetham, Coimbatore	Tamil Nadu	3	Pvt.	8		102.99	104.32	103.55	102.99	102.88	100.73	102.47	101.32	101.10	**928.18**
23	International Institute of Information Technology, Bangalore	Karnataka	2	Pvt.	9		101.99	104.43	103.30	104.43	103.32	101.10	102.21	102.21	101.32	**927.14**
24	ICAR - National Dairy Research Institute, Karnal	Haryana	3	Govt.			102.55	102.77	103.21	102.32	104.30	103.77	102.32	103.21	101.21	**925.73**
24	Siksha 'O' Anusandhan, Bhubaneswar	Odisha	1	Pvt.	10		102.63	101.99	103.08	104.43	104.43	102.85	101.47	104.66	103.32	**925.72**
25	Symbiosis International, Pune	Maharashtra	1	Pvt.	11		104.10	103.21	102.88	101.99	101.88	99.46	102.36	99.99	99.63	**924.34**
26	Indian Veterinary Research Institute, Izatnagar, Bareilly	Uttar Pradesh	1	Govt.			101.77	102.21	102.88	102.43	104.66	103.29	104.43	101.77	102.43	**923.07**
26	Punjab Engineering College (PEC), Chandigarh	Punjab	1	Govt.			101.99	102.10	102.86	105.55	105.10	101.15	101.80	100.88	103.32	**923.07**
27	ICFAI Foundation for Higher Education (IFHE), Hyderabad	Telangana	2	Pvt.	12		101.99	103.77	102.77	102.21	103.32	101.77	101.13	99.99	99.99	**922.04**
28	The LNM Institute of Information Technology, Jaipur	Rajasthan	2	Pvt.	13		101.32	102.43	102.66	105.66	106.54	99.99	102.58	100.21	99.77	**921.01**
29	O.P. Jindal Global University (Institution of Eminence), Sonipat	Haryana	1	Pvt.	14		101.99	101.55	102.72	100.88	102.88	104.43	103.99	101.10	100.55	**919.48**
30	Kalinga Institute of Industrial Technology (KIIT), Bhubaneshwar	Odisha	2	Pvt.	15		101.43	102.21	102.52	102.21	103.32	101.10	103.36	99.99	100.77	**918.07**
30	Dr. D.Y. Patil Vidyapeeth, Pune	Maharashtra	2	Pvt.	15		103.10	101.99	102.88	100.10	101.32	100.43	100.70	99.99	99.99	**918.07**
31	Birla Institute of Technology (BIT), Mesra	Jharkhand	1	Pvt.	16		103.66	102.21	102.21	100.08	99.99	99.99	99.52	99.99	99.99	**917.00**
32	D Y Patil Deemed to be University, Navi Mumbai	Maharashtra	3	Pvt.	17		102.77	102.55	101.88	98.97	99.75	100.57	99.99	100.21	102.21	**915.64**
33	Sri Balaji Vidyapeeth, Pillaiyarkuppam	Puducherry	1	Pvt.	18		102.43	103.32	101.77	101.66	100.21	98.40	99.99	95.55	99.88	**914.49**
34	Narsee Monjee Institute of Management Studies (NMIMS), Mumbai	Maharashtra	4	Pvt.	19		103.08	102.21	101.77	98.77	98.88	99.85	98.88	99.99	99.99	**913.15**
35	International Institute for Population Sciences, Mumbai	Maharashtra	7	Govt.			102.88	102.66	101.52	96.97	97.97	99.99	100.52	96.66	102.32	**912.12**
36	Jamia Hamdard, New Delhi	Delhi	1	Pvt.	20		101.99	102.92	101.10	98.81	99.17	99.77	100.21	97.77	99.99	**910.80**
37	National University of Educational Planning and Administration, New Delhi	Delhi	3	Govt.			101.55	102.88	100.86	98.08	100.10	98.66	99.23	99.99	101.10	**909.59**
38	Indian Law Institute, New Delhi	Delhi	4	Govt.			102.66	101.32	100.86	95.19	99.77	100.10	100.10	100.21	100.43	**908.01**
39	Bharati Vidyapeeth, Pune	Maharashtra	5	Pvt.	21		101.43	101.57	100.86	95.55	101.10	99.99	101.10	101.02	98.88	**906.81**
39	Forest Research Institute, Dehradun	Uttarakhand	1	Govt.			101.99	101.10	100.43	98.86	100.10	100.10	100.52	99.67	98.88	**906.81**

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IIRF-2026 | BEST DEEMED UNIVERSITIES (GOVT. & PVT.)

AIR* (Based on Survey, Secondary Research & Perception)	Deemed Universities (Govt. & Pvt.)	State	State Rank	Status	All India Pvt Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
							Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
40	Christ University, Hosur Road, Bengaluru	Karnataka	3	Pvt.	22		100.32	102.66	99.97	97.75	100.52	99.99	100.86	99.99	99.99	**905.60**
41	Sathyabama Institute of Science and Technology, Chennai	Tamil Nadu	4	Pvt.	23		103.10	102.10	99.75	96.97	98.41	97.77	100.41	93.60	97.27	**904.22**
41	Sam Higginbottom University of Agriculture, Technology & Sciences (SHUATS), Allahabad	Uttar Pradesh	2	Pvt.	23		102.15	101.01	99.75	96.95	99.99	99.81	100.99	98.43	99.05	**904.22**
42	Kalinga Institute of Social Sciences, Bhubaneswar	Odisha	3	Pvt.	24		102.66	100.55	99.52	97.77	99.21	98.35	98.88	99.49	99.99	**903.10**
43	Sri Ramachandra Institute of Higher Education and Research, Chennai	Tamil Nadu	5	Pvt.	25		102.21	100.55	99.30	97.77	98.97	99.39	100.08	99.36	98.88	**902.09**
44	Saveetha Institute of Medical and Technical Sciences, Chennai	Tamil Nadu	6	Pvt.	26		101.59	100.26	99.19	97.32	99.63	99.73	103.30	96.82	99.10	**900.76**
45	TERI School of Advanced Studies, New Delhi	Delhi	2	Pvt.	27		100.21	101.81	99.28	98.08	98.41	98.46	100.63	98.88	98.88	**899.69**
45	Jain Global Campus, Ramanagara	Karnataka	4	Pvt.	27		98.88	101.10	98.99	98.88	99.86	101.79	101.23	101.10	98.88	**899.43**
46	Institute of Liver and Biliary Sciences (ILBS), New Delhi	Delhi	3	Pvt.	28		100.86	100.37	98.75	98.86	98.83	98.88	100.08	97.77	97.77	**896.88**
47	Graphic Era, Dehradun	Uttarakhand	1	Pvt.	29		99.66	100.26	98.75	99.52	99.97	99.10	99.30	98.88	98.82	**895.45**
48	Manav Rachna International Institute of Research & Studies, Faridabad	Haryana	2	Pvt.	30		100.32	99.26	98.63	98.63	98.88	99.10	100.08	99.30	98.88	**894.12**
49	Gandhi Institute of Technology and Management (GITAM), Visakhapatman	Andhra Pradesh	1	Pvt.	31		100.88	99.55	98.43	99.52	98.21	97.68	97.77	96.66	97.92	**892.71**
50	Datta Meghe Institute of Higher Education & Research, Wardha	Maharashtra	6	Pvt.	32		98.88	99.99	98.63	99.19	97.97	98.68	100.19	97.82	97.77	**891.12**
51	Banasthali Vidyapith, Banasthali	Rajasthan	3	Pvt.	33		98.21	100.21	98.41	98.52	98.19	98.88	99.55	97.99	99.99	**890.06**
52	Academy of Maritime Education and Training (AMET), Kanathur	Tamil Nadu	7	Pvt.	34		97.92	100.10	98.12	97.19	96.86	99.88	100.17	99.66	99.99	**888.50**
53	B.S. Abdur Rahman Crescent Institute of Science and Technology, Chennai	Tamil Nadu	8	Pvt.	35		99.59	100.81	97.79	96.63	96.77	96.66	96.66	97.16	95.95	**887.33**
54	Maharishi Markandeshwar, Mullana	Haryana	3	Pvt.	36		97.99	98.88	97.90	99.75	99.99	98.96	97.86	98.49	97.90	**886.13**
54	Central Institute of Fisheries Education, Mumbai	Maharashtra	8	Govt.			98.88	99.99	97.57	96.41	97.41	99.12	98.99	95.71	97.77	**886.12**
55	Hindustan Institute of Technology & Science, Chennai	Tamil Nadu	9	Pvt.	37		97.77	99.99	97.50	98.63	95.75	100.66	98.66	97.16	97.32	**884.68**
56	JSS Academy of Higher Education & Research, Mysuru	Karnataka	5	Pvt.	38		97.77	100.10	97.10	98.63	95.19	99.40	99.19	97.60	96.66	**883.41**
57	Lingaya's Vidyapeeth, Faridabad	Haryana	4	Pvt.	39		98.55	98.48	97.52	97.52	94.63	99.73	101.19	96.27	95.55	**881.91**

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IIRF-2026 | BEST DEEMED UNIVERSITIES (GOVT. & PVT.)

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58	Deccan College of Post-Graduate & Research Institute, Pune	Maharashtra	9	Govt.			97.77	100.70	97.48	96.63	92.55	99.12	97.86	95.60	94.44	**880.65**
58	Sri Sathya Sai Institute of Higher Learning, Anantapur	Andhra Pradesh	2	Pvt.	40		98.15	99.99	97.52	97.77	95.32	96.10	97.68	94.88	94.77	**880.65**
59	Janardan Rai Nagar Rajasthan Vidyapeeth (JRNRV), Udaipur	Rajasthan	4	Pvt.	41		98.10	99.99	97.21	97.77	93.32	96.79	96.88	95.55	95.55	**879.32**
60	Avinashilingam Institute for Home Science & Higher Education for Women, Coimbatore	Tamil Nadu	10	Pvt.	42		98.88	98.21	96.75	95.30	99.99	95.96	96.43	94.44	96.66	**878.16**
61	National Museum Institute of History of Art, Conservation and Musicology, New Delhi	Delhi	5	Govt.			99.10	97.99	96.55	97.52	92.21	98.09	97.77	96.66	96.66	**877.17**
62	Sant Longowal Institute of Engineering and Technology (SLIET), Sangrur	Punjab	2	Govt.			95.99	99.43	96.63	94.86	102.21	96.76	96.75	94.71	97.77	**875.93**
63	D.Y. Patil Educational Society, Kolhapur	Maharashtra	7	Pvt.	43		96.66	98.88	96.52	95.97	97.77	96.90	96.97	95.55	97.99	**874.81**
63	Meenakshi Academy of Higher Education and Research, Chennai	Tamil Nadu	11	Pvt.	43		97.55	97.77	96.43	96.66	96.66	97.77	97.75	96.66	96.77	**874.80**
64	NITTE University, Mangalore	Karnataka	6	Pvt.	44		95.43	97.43	96.41	97.52	103.52	97.70	98.63	94.71	97.77	**873.52**
65	Jaypee Institute of Information Technology, Noida	Uttar Pradesh	3	Pvt.	45		95.10	98.88	96.32	96.43	97.77	97.99	96.97	96.71	99.05	**872.45**
65	BLDE, Vijayapura	Karnataka	7	Pvt.	45		96.88	96.99	96.41	95.32	98.88	97.43	97.10	97.77	97.77	**872.45**
66	Periyar Maniammai Institute of Science & Technology (PMIST), Thanjavur	Tamil Nadu	12	Pvt.	46		97.26	96.66	96.41	96.86	98.88	95.46	96.41	94.44	98.88	**871.44**
66	KLE Academy of Higher Education and Research, Belgaum	Karnataka	8	Pvt.	46		97.70	95.55	96.36	96.66	99.60	96.41	96.19	95.55	99.99	**871.44**
67	Dr. M.G.R Educational and Research Institute, Chennai	Tamil Nadu	13	Pvt.	47		95.77	96.66	95.86	98.30	99.63	98.10	96.19	97.16	98.49	**870.10**
68	Vinayaka Mission's Research Foundation, Salem	Tamil Nadu	14	Pvt.	48		96.43	97.12	95.86	96.19	97.77	96.81	96.19	95.38	96.66	**868.54**
68	Gujarat Vidyapith, Ahmedabad	Gujarat	1	Govt.			96.06	96.43	95.80	97.78	98.88	96.97	96.56	96.16	97.77	**868.54**
69	Kalasalingam Academy of Research and Education, Virudhunagar	Tamil Nadu	15	Pvt.	49		96.97	94.81	96.63	96.66	98.25	95.82	95.03	95.43	98.23	**866.63**
70	Lakshmibai National Institute of Physical Education, Gwalior	Madhya Pradesh	1	Govt.			93.92	98.17	96.47	95.30	96.66	96.90	95.77	95.77	97.77	**865.58**
71	Shanmugha Arts, Science, Technology and Research Academy (SASTRA), Thanjavur	Tamil Nadu	16	Pvt.	50		96.26	96.43	95.77	96.19	94.08	95.55	95.97	96.60	95.55	**863.92**
72	Vel Tech Rangarajan Dr. Sagunthala R & D Institute of Science and Technology, Chennai	Tamil Nadu	17	Pvt.	51		95.55	95.26	96.17	97.58	96.26	94.47	94.44	96.90	97.77	**862.33**
73	Pravara Institute of Medical Sciences, Ahmednagar	Maharashtra	8	Pvt.	52		94.86	95.83	95.41	95.55	95.55	96.66	96.92	96.88	96.45	**860.62**

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IIRF-2026 | BEST DEEMED UNIVERSITIES (GOVT. & PVT.)

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74	Central Institute of Higher Tibetan Studies, Varanasi	Uttar Pradesh	2	Govt.			94.92	96.15	95.19	97.25	95.79	94.44	94.30	94.46	96.88	**859.13**
75	Vignan's Foundation for Science, Technology and Research, Guntur	Andhra Pradesh	3	Pvt.	53		94.66	95.32	94.70	98.02	96.23	94.91	95.03	96.88	96.66	**857.86**
76	Dayalbagh Educational Institute, Agra	Uttar Pradesh	4	Pvt.	54		95.30	94.44	94.72	97.10	93.32	96.91	97.26	97.37	93.32	**856.32**
77	Indian Institute of Mass Communication (IIMC), New Delhi	Delhi	6	Govt.			94.88	94.83	94.66	96.13	94.44	96.66	95.48	96.66	93.32	**854.97**
78	Tilak Maharashtra Vidyapeeth, Pune	Maharashtra	10	Govt.			93.59	95.37	94.09	101.47	96.23	93.32	93.08	93.90	96.01	**853.30**
79	Gurukula Kangri, Haridwar	Uttarakhand	2	Govt.			92.86	96.37	93.37	95.91	95.69	95.55	94.30	96.32	96.92	**851.75**
80	Gandhigram Rural Institute, Gandhigram	Tamil Nadu	18	Pvt.	55		93.32	95.95	92.66	96.13	95.55	95.55	95.19	95.90	95.55	**850.31**
81	Karunya Institute of Technology and Sciences, Coimbatore	Tamil Nadu	19	Pvt.	56		93.97	94.70	93.06	95.58	94.02	95.77	95.19	94.24	97.37	**849.01**
82	Ramakrishna Mission Vivekananda Educational and Research Institute, Howrah	West Bengal	1	Pvt.	57		93.66	94.66	92.84	95.99	94.66	95.43	95.41	94.68	94.44	**847.40**
83	Vels Institute of Science, Technology & Advanced Studies (VISTAS), Chennai	Tamil Nadu	20	Pvt.	58		93.59	95.30	92.70	94.81	96.02	91.19	94.86	92.21	97.10	**846.33**
84	Karpagam Academy of Higher Education, Coimbatore	Tamil Nadu	21	Pvt.	59		92.21	94.44	92.84	96.13	96.25	94.44	94.41	96.66	95.55	**844.83**
85	St. Peter's Institute of Higher Education and Research, Chennai	Tamil Nadu	22	Pvt.	60		91.32	94.21	92.81	98.02	95.55	94.44	96.59	94.44	96.66	**843.55**
86	MGM Institute of Health Sciences, Navi Mumbai	Maharashtra	9	Pvt.	61		91.46	94.28	92.75	95.99	95.55	95.55	94.44	96.01	95.55	**842.46**
87	Institute of Advanced Studies in Education, Churu	Rajasthan	1	Govt.			91.55	94.10	92.48	95.58	96.47	93.32	94.37	93.55	97.58	**840.85**
88	Krishna Vishwa Vidyapeeth, Karad	Maharashtra	10	Pvt.	62		92.21	94.21	92.08	91.77	95.91	92.63	93.75	94.32	97.77	**839.19**
89	Kerala Kalamandalam, Vallathol Nagar, Thrissur	Kerala	1	Pvt.	63		92.21	93.32	92.21	91.69	95.13	94.44	94.04	94.77	96.15	**837.67**
90	Sri Devraj Urs Academy of Higher Education and Research, Kolar	Karnataka	9	Pvt.	64		91.77	92.44	93.10	95.99	93.58	93.32	94.15	93.57	94.68	**836.66**
91	Jain Vishva Bharati Institute, Nagaur	Rajasthan	5	Pvt.	65		91.44	93.66	90.26	97.10	94.65	93.71	93.92	95.43	96.66	**835.44**
92	Sri Chandrasekharendra Saraswathi Viswa Mahavidyalaya, Kanchipuram	Tamil Nadu	23	Pvt.	66		94.44	92.21	89.81	94.02	95.36	91.88	94.36	89.77	96.46	**834.30**
93	IIS, Gurukul Marg, Jaipur	Rajasthan	6	Pvt.	67		92.21	93.55	90.28	93.36	94.44	93.60	95.15	92.35	93.32	**833.06**

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IIRF-2026 | THE NEW-AGE PVT. UNIVERSITY (OVERALL)

AIR* (Based on Survey, Secondary Research & Perception)	Private University	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
1	Ashoka University	Sonipat	Haryana	1	North	1		105.55	106.21	106.88	105.10	105.77	106.66	105.21	104.21	106.66	**954.07**
2	Dhirubhai Ambani University	Gandhinagar	Gujarat	1	West	1		105.88	106.21	106.21	104.92	105.55	105.55	104.66	105.55	106.43	**952.94**
3	Shri Dharmasthala Manjunatheshwara University	Dharwad	Karnataka	1	South	1		104.88	106.10	105.99	106.66	105.55	105.55	106.66	105.21	106.66	**951.81**
4	Woxsen University	Hyderabad	Telangana	1	South	2		105.66	105.10	105.77	106.66	106.66	105.10	105.55	105.55	105.55	**950.67**
5	Nirma University	Ahmedabad	Gujarat	2	West	2		106.66	105.43	105.77	104.21	103.32	104.10	106.88	103.32	104.43	**949.45**
6	XIM University	Bhubaneswar	Odisha	1	East	1		105.10	106.10	105.77	105.99	103.99	104.43	104.43	105.55	104.21	**948.42**
7	Ahmedabad University	Ahmedabad	Gujarat	3	West	3		106.32	105.32	105.77	102.88	104.21	103.88	102.99	106.66	103.77	**947.34**
8	Dayananda Sagar University	Bengaluru	Karnataka	2	South	3		106.32	105.32	105.55	102.21	103.10	103.55	103.88	105.55	105.10	**946.27**
9	Chitkara University	Patiala	Punjab	1	North	2		104.43	105.55	105.55	105.55	104.66	104.43	104.43	103.88	104.43	**944.93**
10	Mahindra University	Hyderabad	Telangana	2	South	4		105.77	105.55	104.99	104.43	104.88	103.10	103.32	100.66	103.32	**943.69**
11	Shoolini University	Solan	Himachal Pradesh	1	North	3		103.88	105.55	104.99	105.32	103.99	104.43	104.43	104.99	104.10	**942.38**
12	JSS Science and Technology University	Mysuru	Karnataka	3	South	5		102.52	105.88	104.77	105.32	105.55	104.43	105.55	104.99	104.43	**941.04**
13	Amity University	Noida	Uttar Pradesh	1	North	4		103.88	105.21	104.21	105.55	104.43	103.87	104.03	103.92	103.99	**939.65**
13	SRM Unversity-AP	Neerukonda	Andhra Pradesh	1	South	6		104.19	105.21	104.43	104.43	103.32	103.32	105.55	103.32	103.55	**939.65**
14	CEPT University	Ahmedabad	Gujarat	4	West	4		103.77	105.55	103.99	104.99	103.32	103.32	104.43	104.43	103.32	**938.63**
14	M.S. Ramaiah University of Applied Sciences	Bengaluru	Karnataka	4	South	7		104.66	104.88	103.88	103.32	104.43	103.88	103.73	103.32	104.32	**938.62**
15	Azim Premji University	Bengaluru	Karnataka	5	South	8		103.63	105.21	103.43	103.32	105.43	105.10	103.79	103.72	104.43	**937.43**
15	BML Munjal University	Gurugram	Haryana	2	North	5		104.26	104.99	103.32	103.32	103.55	104.63	104.43	104.66	104.10	**937.43**
16	Adamas University	Kolkata	West Bengal	1	East	2		106.66	104.55	103.10	103.10	101.10	102.55	101.66	101.88	101.99	**936.08**
17	ICFAI University Dehradun	Dehradun	Uttarakhand	1	North	6		103.32	104.88	103.10	104.99	104.21	103.55	104.66	103.55	103.10	**934.77**
18	Lovely Professional University	Phagwara	Punjab	2	North	7		105.10	104.43	102.88	104.43	102.21	102.21	102.21	101.59	103.32	**933.70**
19	Bennett University	Greater Noida	Uttar Pradesh	2	North	8		103.10	104.66	103.05	103.32	104.43	103.32	103.32	104.43	103.32	**932.62**
20	ICFAI University Jaipur	Jaipur	Rajasthan	1	North	9		102.70	104.55	102.55	104.77	102.66	104.43	104.43	103.99	103.55	**931.24**

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21	Presidency University	Bengaluru	Karnataka	6	South	9		101.71	105.03	102.78	103.55	103.67	103.32	103.77	104.66	103.59	**929.83**
22	University of Petroleum and Energy Studies (UPES)	Dehradun	Uttarakhand	2	North	10		101.66	104.78	102.34	106.34	105.45	102.78	101.66	102.21	103.55	**928.68**
23	LNCT University	Bhopal	Madhya Pradesh	1	Central	1		102.32	104.12	102.50	104.12	103.89	102.56	103.32	102.21	102.43	**927.34**
24	Brainware University	Kolkata	West Bengal	2	East	3		102.88	103.32	102.43	105.23	103.45	102.78	99.99	103.32	102.21	**926.10**
25	Alliance University	Bengaluru	Karnataka	7	South	10		101.77	102.75	102.21	105.01	102.90	104.43	103.32	103.36	104.43	**924.60**
26	Karnavati University	Gandhinagar	Gujarat	5	West	5		102.25	103.10	101.90	107.23	106.34	101.67	100.21	98.88	100.67	**923.26**
27	PES University	Bengaluru	Karnataka	8	South	11		102.43	102.21	101.92	104.79	104.01	102.46	102.21	101.81	101.77	**922.00**
28	Manipal University	Jaipur	Rajasthan	2	North	11		102.21	101.90	101.94	105.01	103.01	102.43	102.23	102.57	102.23	**920.91**
29	Chandigarh University	Mohali	Punjab	3	North	12		102.43	103.32	101.66	101.88	102.79	101.68	102.21	99.99	99.99	**919.90**
29	SNU Chennai - Shiv Nadar University	Chennai	Tamil Nadu	1	South	12		102.21	102.01	102.21	102.21	103.12	102.21	102.10	102.75	101.57	**919.90**
30	Sikkim Manipal University	Gangtok	Sikkim	1	North East	1		102.08	102.90	101.48	106.12	105.10	101.10	98.88	97.77	99.99	**918.85**
31	Jaypee University of Information Technology	Solan	Himachal Pradesh	2	North	13		102.68	102.01	101.47	102.79	101.90	101.93	99.99	101.35	101.99	**917.70**
32	OP Jindal University	Raigarh	Chhattisgarh	1	Central	2		102.79	101.01	101.57	100.79	103.90	101.90	100.88	101.10	101.77	**916.30**
33	Sharda University	Greater Noida	Uttar Pradesh	3	North	14		101.32	101.77	101.35	102.79	101.79	101.79	101.70	101.79	102.21	**914.80**
33	Sri Satya Sai University of Technology & Medical Sciences	Sehore	Madhya Pradesh	2	Central	3		101.90	100.86	101.63	103.32	101.10	101.70	102.21	102.21	101.59	**914.80**
34	Sri Sri University	Cuttack	Odisha	2	East	4		101.81	101.99	101.10	101.91	101.77	100.13	101.55	99.68	100.80	**913.29**
35	Shree Guru Gobind Singh Tricentenary University	Gurugram	Haryana	3	North	15		101.47	101.13	101.07	102.58	100.58	101.74	101.75	100.69	101.29	**911.73**
36	VIT Bhopal University	Bhopal	Madhya Pradesh	3	Central	4		101.62	99.47	101.27	103.91	100.69	101.47	101.91	102.24	101.41	**910.36**
37	Vivekananda Global University	Jaipur	Rajasthan	3	North	16		101.69	100.58	101.02	100.58	101.69	101.27	99.99	99.20	102.21	**909.32**
38	Career Point University	Hamirpur	Himachal Pradesh	3	North	17		100.91	100.80	101.05	100.80	100.85	101.71	103.02	102.21	95.99	**908.15**
38	MIT Art, Design & Technology University	Pune	Maharashtra	1	West	6		101.69	99.47	101.02	102.59	101.10	101.10	100.71	100.60	101.10	**908.15**
39	Teerthanker Mahaveer University	Moradabad	Uttar Pradesh	4	North	18		101.71	100.14	100.98	99.47	99.14	101.03	101.80	102.14	98.88	**906.97**

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IIRF-2026 | THE NEW-AGE PVT. UNIVERSITY (OVERALL)

AIR* (Based on Survey, Secondary Research & Perception)	Private University	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
40	Uttaranchal University	Dehradun	Uttarakhand	3	North	19		102.14	99.54	100.80	100.69	98.36	101.25	100.69	100.10	99.99	**905.84**
40	Mewar University	Chittorgarh	Rajasthan	4	North	19		102.25	99.47	99.72	101.10	100.66	101.08	101.12	101.50	99.86	**905.84**
41	COER University	Roorkee	Uttarakhand	4	North	20		101.47	99.92	99.72	101.70	100.58	100.94	99.81	99.58	102.21	**904.80**
41	G.D. Goenka University	Gurugram	Haryana	4	North	20		101.81	99.95	99.75	99.70	99.77	100.59	100.59	100.81	102.21	**904.80**
42	D. Y. Patil International University	Pune	Maharashtra	2	West	7		102.94	98.25	99.61	105.59	102.74	99.92	95.55	97.77	99.63	**903.76**
42	NIIT University (NU)	Neemrana	Rajasthan	5	North	21		102.57	98.88	99.59	104.03	98.52	100.92	98.52	98.88	101.10	**903.76**
43	Babu Banarasi Das University	Lucknow	Uttar Pradesh	5	North	22		103.70	97.99	99.57	98.63	98.88	100.63	99.99	101.10	100.26	**902.73**
43	IILM University	Greater Noida	Uttar Pradesh	5	North	22		101.52	99.20	99.61	100.75	100.86	100.59	100.48	100.37	100.68	**902.73**
44	ITM University	Gwalior	Madhya Pradesh	4	Central	5		102.59	97.77	99.53	100.48	101.81	100.03	99.37	99.99	101.32	**901.73**
45	Navrachana University	Vadodara	Gujarat	6	West	8		100.46	98.99	99.59	102.90	99.95	100.48	99.77	99.99	102.21	**900.57**
46	Sir Padampat Singhania University	Udaipur	Rajasthan	6	North	23		102.04	99.99	100.21	98.37	96.77	98.08	97.43	97.77	99.99	**899.53**
47	GLA University	Mathura	Uttar Pradesh	6	North	24		100.75	100.04	99.48	102.93	101.71	99.52	94.44	93.32	100.43	**898.27**
48	Manav Rachna University	Faridabad	Haryana	5	North	25		100.88	99.66	98.88	100.10	98.88	99.99	97.99	98.88	99.99	**897.18**
49	JK Lakshmipat University	Jaipur	Rajasthan	7	North	26		101.49	99.57	99.37	102.71	96.35	98.93	93.92	93.32	102.21	**895.88**
50	Suresh Gyan Vihar University	Jaipur	Rajasthan	8	North	27		104.03	98.59	99.26	98.15	95.26	98.59	94.72	93.94	96.81	**894.78**
51	Sangam University	Bhilwara	Rajasthan	9	North	28		100.38	98.95	99.30	98.04	95.04	99.49	101.38	100.60	98.88	**893.76**
52	Parul University	Vadodara	Gujarat	7	West	9		99.27	98.98	99.29	99.71	95.55	99.71	101.04	100.27	99.96	**892.69**
53	APEX University	Jaipur	Rajasthan	10	North	29		98.16	98.93	99.16	102.49	91.10	99.49	104.18	103.38	99.99	**891.38**
54	Integral University	Lucknow	Uttar Pradesh	7	North	30		99.16	98.62	97.93	100.16	98.88	98.49	98.65	100.21	102.27	**890.25**
55	Poornima University	Jaipur	Rajasthan	11	North	31		98.83	97.33	98.49	100.83	100.72	100.83	99.05	98.38	100.16	**889.10**
55	Swarrnim Startup and Innovation University	Gandhinagar	Gujarat	8	West	10		98.99	98.38	98.51	98.60	100.83	98.38	99.49	99.23	97.77	**889.09**
56	Rayat Bahra University	Mohali	Punjab	4	North	32		100.03	99.01	98.25	99.27	96.16	98.05	96.83	97.16	97.94	**888.02**
57	Ganpat University	Mehsana	Gujarat	9	West	11		98.70	98.75	98.50	96.43	93.94	98.07	101.94	102.27	99.14	**886.82**

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IIRF-2026 | THE NEW-AGE PVT. UNIVERSITY (OVERALL)

AIR* (Based on Survey, Secondary Research & Perception)	Private University	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
57	IIMT University	Meerut	Uttar Pradesh	8	North	33		100.43	98.88	98.14	96.38	95.88	97.94	96.66	96.83	98.88	**886.82**
58	Mody University of Science and Technology, Lakshmangarh	Sikar	Rajasthan	12	North	34		100.03	97.77	97.81	97.41	99.23	99.77	98.65	96.66	95.55	**885.78**
59	University of Engineering and Management	Kolkata	West Bengal	3	East	5		100.14	98.39	97.25	98.23	98.54	96.88	97.19	96.32	96.66	**884.61**
60	Martin Luther Christian University	Shillong	Meghalaya	1	North East	2		100.92	97.26	97.31	98.52	99.77	96.39	96.43	95.55	95.21	**883.59**
61	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	13	North	35		98.70	97.77	97.16	97.75	97.28	97.50	101.99	97.28	98.88	**882.54**
61	Sushant University	Gurugram	Haryana	6	North	35		99.59	97.19	97.26	99.32	98.39	97.41	96.97	97.77	97.99	**882.54**
62	ICFAI University, Himachal Pradesh	Baddi, Solan	Himachal Pradesh	4	North	36		99.52	98.41	97.15	97.28	96.39	97.77	95.81	97.09	95.99	**881.20**
62	William Carey University	Shillong	Meghalaya	2	North East	3		99.35	97.30	97.17	97.55	97.32	95.35	98.90	98.97	98.88	**881.20**
63	SRM University Sikkim - Shri Ramasamy Memorial University	Gangtok	Sikkim	2	North East	4		100.04	96.65	97.00	97.99	97.42	97.77	95.55	97.06	98.26	**880.04**
63	ITM University	Raipur	Chhattisgarh	2	Central	6		99.86	96.43	97.01	100.57	99.51	96.46	93.99	96.48	97.77	**880.04**
64	Ajeenkya D Y Patil University	Pune	Maharashtra	3	West	12		99.82	95.87	96.93	96.66	98.75	95.99	98.77	96.40	99.99	**878.83**
64	Amity University	Kolkata	West Bengal	4	East	6		102.37	96.42	96.70	93.32	96.50	96.28	95.15	95.55	95.55	**878.83**
65	Mangalayatan University	Aligarh	Uttar Pradesh	9	North	37		99.30	96.55	96.75	96.40	97.29	97.77	96.44	96.77	99.99	**877.67**
66	ICFAI University, Raipur	Raipur	Chhattisgarh	3	Central	7		100.49	95.32	96.80	93.51	99.29	98.60	95.55	96.66	97.77	**876.56**
67	ICFAI University, Jharkhand	Ranchi	Jharkhand	1	East	7		98.04	96.39	96.88	96.18	99.62	98.40	96.66	95.55	98.88	**875.45**
68	Symbiosis University of Applied Sciences	Indore	Madhya Pradesh	5	Central	8		99.01	96.41	96.67	94.18	96.31	98.85	97.53	97.85	94.86	**874.36**
69	JIS University, Agarpara	Kolkata	West Bengal	5	East	8		97.71	95.55	96.78	98.40	98.16	98.40	97.12	95.55	97.57	**872.92**
69	Swami Vivekanand Subharti University	Meerut	Uttar Pradesh	10	North	38		99.27	95.99	96.66	94.66	97.35	98.54	94.44	94.51	97.03	**872.92**
70	ICFAI University, Meghalaya	Tura	Meghalaya	3	North East	5		98.61	94.33	96.84	96.96	102.85	98.41	91.36	93.32	99.99	**871.75**
71	Birla Global University	Bhubaneswar	Odisha	3	East	9		97.50	95.77	96.82	93.84	99.99	99.07	94.21	93.64	99.99	**870.67**
71	Mahatma Gandhi University of Medical Sciences & Technology	Jaipur	Rajasthan	14	North	39		97.61	95.39	97.55	93.32	97.77	97.46	95.85	96.26	98.94	**870.67**
72	GSFC University	Vadodara	Gujarat	10	West	13		99.72	95.00	96.67	95.52	96.25	96.19	92.66	93.32	97.05	**869.50**

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IIRF-2026 | THE NEW-AGE PVT. UNIVERSITY (OVERALL)

AIR* (Based on Survey, Secondary Research & Perception)	Private University	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
72	University of Science and Technology	Ri-Bhoi	Meghalaya	4	North East	6		98.57	96.51	96.68	93.32	93.08	95.55	94.23	95.75	99.99	**869.50**
73	Indira Gandhi Technological and Medical Sciences University	Ziro	Arunachal Pradesh	1	North East	7		99.06	94.66	96.77	94.08	95.08	98.41	94.63	94.63	96.66	**868.29**
74	Chitkara University	Solan	Himachal Pradesh	5	North	40		98.72	95.33	96.83	96.19	95.30	98.88	92.21	92.44	91.77	**866.91**
75	CT University	Ludhiana	Punjab	5	North	41		97.61	94.22	96.52	97.41	97.30	95.75	95.55	93.32	97.17	**865.59**
75	Rai University	Ahmedabad	Gujarat	11	West	14		98.66	95.55	96.57	89.53	90.77	96.30	96.66	97.77	97.88	**865.59**
76	IES University	Bhopal	Madhya Pradesh	6	Central	9		97.62	95.77	96.43	95.30	92.86	98.30	93.08	93.42	95.55	**864.58**
76	ICFAI University, Sikkim	Gangtok	Sikkim	3	North East	8		96.99	95.55	96.12	93.32	96.42	95.10	96.43	95.55	97.77	**864.58**
77	ICFAI University Mizoram	Aizawl	Mizoram	1	North East	9		97.77	95.43	95.91	93.99	93.97	95.52	95.31	95.64	94.73	**863.33**
78	Assam Don Bosco University	Guwahati	Assam	1	North East	10		96.51	96.01	95.82	94.66	97.31	95.66	94.44	93.66	93.32	**862.12**
79	Himalayan University	Itanagar	Arunachal Pradesh	2	North East	11		95.40	94.79	95.80	95.55	94.44	96.88	98.64	97.77	96.19	**860.94**
80	Techno India University	Kolkata	West Bengal	6	East	10		94.29	95.01	95.83	97.26	94.07	95.09	99.75	98.98	95.55	**859.59**
81	IMS Unison University	Dehradun	Uttarakhand	5	North	42		94.62	94.44	95.58	97.41	95.30	94.88	99.77	95.55	96.66	**858.48**
81	Shridhar University	Pilani	Rajasthan	15	North	42		94.07	94.21	95.79	97.10	96.01	96.66	99.57	97.65	95.55	**858.47**
82	The Assam Kaziranga University	Jorhat	Assam	2	North East	12		94.44	93.24	95.36	96.88	95.76	97.98	99.31	97.77	96.66	**857.09**
83	ICFAI University Nagaland	Dimapur	Nagaland	1	North East	13		95.55	94.21	94.47	95.96	95.55	97.09	96.88	94.88	94.44	**855.90**
84	Assam Down Town University	Guwahati	Assam	3	North East	14		95.32	95.46	94.77	91.75	94.75	93.32	95.55	96.66	95.55	**854.61**
85	University of Engineering and Management	Jaipur	Rajasthan	16	North	43		95.55	94.44	94.44	95.77	94.65	94.87	94.44	94.10	94.44	**853.33**
86	Seacom Skills University	Birbhum	West Bengal	7	East	11		96.66	92.57	94.58	93.43	93.30	96.66	95.87	93.99	95.10	**851.93**
87	Apex Professional University	Pasighat	Arunachal Pradesh	3	North East	15		96.43	93.91	93.32	93.32	93.32	93.99	93.65	94.44	97.77	**850.57**
88	Mangalayatan University	Jabalpur	Madhya Pradesh	7	Central	10		95.35	93.81	93.10	93.10	94.44	95.55	95.55	94.66	96.66	**849.20**
89	Desh Bhagat University	Fatehgarh University	Punjab	6	North	44		94.21	92.44	95.55	94.44	94.21	94.44	97.12	95.21	91.86	**847.91**
90	Bareilly International University	Bareilly	Uttar Pradesh	11	North	45		94.21	93.69	93.32	95.10	94.21	94.66	96.55	94.36	94.21	**846.85**

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IIRF-2026 | THE NEW-AGE EMERGING UNIVERSITIES (PVT.)

AIR* (Based on Survey, Secondary Research & Perception)	The New Age Emerging Universities (Top 10 Pvt.)	City	State	State Rank	Zone	Zone Rank		Teaching Learning Resource & Pedagogy (TLRP)	Research Output (RO)	Industry Income & Integration (III)	Placement Strategy & Support (PSS)	Future Orientation (FO)	External Perception & International Outlook (EPIO)	Overall Index Score
1	Adichunchanagiri University	Mandya	Karnataka	1	South	1		23.75	25.33	18.85	13.36	7.81	6.85	**95.89**
2	KREA University	Sri City	Andhra Pradesh	1	South	2		24.15	22.03	17.01	12.04	7.81	6.09	**89.01**
3	Pimpri Chinchwad University	Pune	Maharashtra	1	West	1		21.01	20.82	16.71	13.45	7.84	5.02	**84.08**
3	Dnyaan Prasad Global University	Pune	Maharashtra	1	West	1		20.65	21.33	13.82	14.03	7.9	6.1	**84.79**
5	University of Technology	Jaipur	Rajasthan	1	South	3		20.98	19.78	17.53	13.03	6.02	6.06	**83.02**
6	Vidyashilp University	Bengaluru	Karnataka	2	south	4		19.1	18.35	16.68	14.57	6.64	6.61	**79.82**
7	IIMT University	Meerut	Uttar Pradesh	1	North	1		20.2	19.03	16.46	13.02	5.36	5.07	**79.07**
8	World University of Design	Sonipat	Haryana	1	North	2		19.93	20.07	16.2	11.01	5.06	6.23	**78**
9	Malla Reddy University	Hyderabad	Telangana	1	South	5		18.43	18.7	15.14	12.55	6.06	6.3	**77.03**
10	Dr. C V Raman University	Khandwa	Madhya Pradesh	1	Central	1		19.3	18..06	15.8	12.25	4.98	5.22	**75.05**

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IIRF-2026 | BEST BUSINESS SCHOOLS (GOVT.) OVERALL

AIR* (Based on Survey, Secondary Research & Perception)	Business Schools (Government)	City	State	State Rank		Actual Values Converted for 1000									Weighted Index (Out of 1000)
						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
1	IIM Ahmedabad - Indian Institute of Management	Ahmedabad	Gujarat	1		107.88	106.66	105.43	104.43	103.32	104.43	104.43	105.10	104.43	**953.87**
2	IIM Calcutta - Indian Institute of Management	Kolkata	West Bengal	1		107.77	106.43	105.39	104.30	103.32	104.21	103.32	104.95	104.43	**952.35**
3	IIM Bangalore - Indian Institute of Management	Bengaluru	Karnataka	1		107.88	106.43	105.10	103.32	103.43	103.32	103.55	103.99	104.03	**950.77**
4	FMS - Faculty of Management Studies, University of Delhi	Delhi	Delhi	1		107.10	106.21	104.77	104.43	103.32	104.55	103.99	103.32	103.99	**948.94**
5	IIM Lucknow - Indian Institute of Management	Lucknow	Uttar Pradesh	1		107.43	104.43	104.77	105.55	103.55	105.43	104.66	103.32	103.99	**947.43**
6	IIM Indore - Indian Institute of Management	Indore	Madhya Pradesh	1		106.43	106.66	102.55	106.66	103.99	104.38	105.21	102.43	103.87	**945.63**
7	IIM Kozhikode - Indian Institute of Management	Kozhikode	Kerala	1		104.43	106.66	102.43	107.54	104.43	105.10	106.88	102.43	103.87	**942.70**
8	JBIMS - Jamnalal Bajaj Institute of Management Studies, University of Mumbai	Mumbai	Maharashtra	1		105.41	106.66	102.32	106.43	102.21	104.43	102.21	102.32	103.85	**940.44**
9	IIFT - Indian Institute of Foreign Trade, New Delhi	New Delhi	Delhi	2		105.10	104.43	102.43	106.99	103.32	105.10	106.66	102.21	103.78	**938.49**
10	IIM Mumbai - Indian Institute of Management, Mumbai (Formerly, NITIE Mumbai)	Mumbai	Maharashtra	2		104.43	106.66	101.55	104.43	102.21	104.99	102.21	102.21	103.71	**935.78**
11	IIT Bombay - Shailesh J Mehta School of Management, Indian Institute of Technology Bombay	Mumbai	Maharashtra	3		103.32	105.77	101.43	104.43	102.21	104.43	107.77	102.21	103.56	**933.41**
12	IIT-ISM Dhanbad - Department of Management Studies, Indian Institute of Technology	Dhanbad	Jharkhand	1		104.43	105.77	101.43	105.55	100.43	103.32	101.10	102.21	103.55	**932.05**
13	IIM Shillong - Indian Institute of Management	Shillong	Meghalaya	1		104.21	103.32	101.99	107.10	102.21	103.43	104.88	101.32	103.32	**930.74**
14	IIT Delhi - Dept. of Management Studies, Indian Institute of Technology Delhi	New Delhi	Delhi	3		104.88	104.43	101.88	102.21	99.99	102.21	104.43	101.32	103.32	**929.73**
15	IIM Nagpur - Indian Institute of Management	Nagpur	Maharashtra	4		103.99	104.43	101.99	103.32	99.99	103.32	103.32	101.32	103.32	**928.55**
16	IIT Kharagpur - Vinod Gupta School of Management, Indian Institute of Technology	Kharagpur	West Bengal	2		104.21	104.43	100.99	103.88	102.21	102.43	101.10	101.21	103.32	**927.13**
16	UBS - University Business School, Panjab University	Chandigarh	Chandigarh	1		103.10	104.21	101.88	104.21	103.02	102.21	102.70	101.10	103.32	**927.13**
17	ABV-IIITM Gwalior - Atal Bihari Vajpayee-Indian Institute of Information Technology And Management	Gwalior	Madhya Pradesh	2		103.32	103.32	101.43	104.43	102.66	103.88	103.32	101.10	103.32	**925.86**
18	IIM Ranchi - Indian Institute of Management	Ranchi	Jharkhand	2		104.66	102.21	101.99	103.99	101.10	102.71	99.99	101.10	103.32	**924.55**
19	IIM Jammu - Indian Institute of Management	Jammu	J & K	1		103.10	103.83	101.66	101.55	102.21	101.82	101.10	101.10	103.32	**923.13**

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AIR* (Based on Survey, Secondary Research & Perception)	Business Schools (Government)	City	State	State Rank		Actual Values Converted for 1000									Weighted Index (Out of 1000)
						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
20	IIT Madras - Department of Management Studies, Indian Institute of Technology	Chennai	Tamil Nadu	1		101.32	102.21	101.43	105.10	101.77	103.32	104.43	101.10	103.32	**919.19**
21	IIM Tiruchirappalli - Indian Institute of Management	Tiruchirappalli	Tamil Nadu	2		101.10	102.21	101.66	101.55	102.88	103.10	101.10	101.10	103.28	**916.19**
22	IIM Raipur - Indian Institute of Management	Raipur	Chhattisgarh	1		102.21	101.10	101.66	101.66	101.10	101.10	100.21	101.10	102.88	**914.05**
23	IIM Rohtak - Indian Institute of Management, Rohtak	Rohtak	Haryana	1		101.99	99.99	101.66	104.21	98.88	101.93	102.88	101.10	102.57	**912.89**
24	IIM Bodh Gaya - Indian Institute of Management	Bodh Gaya	Bihar	1		101.10	98.88	102.10	102.77	102.21	103.99	101.10	101.10	102.52	**910.60**
25	IIT Kharagpur - MHRM Department of Humanities and Social Science, Indian Institute of Technology	Kharagpur	West Bengal	3		101.99	99.99	101.99	99.77	99.99	99.99	99.99	99.99	102.50	**909.15**
26	IIT Kanpur - Indian Institute of Technology Kanpur, The Department of Management Sciences (DoMS)	Kanpur	Uttar Pradesh	2		101.10	100.21	101.43	101.10	99.99	101.55	100.21	99.99	102.48	**908.03**
27	IIM Amritsar - Indian Institute of Management	Amritsar	Punjab	1		102.66	99.99	101.10	97.77	97.77	100.21	98.43	99.99	102.46	**906.00**
28	IIM Udaipur - Indian Institute of Management	Udaipur	Rajasthan	1		100.88	98.88	101.10	103.10	100.66	98.88	98.88	99.78	102.21	**903.57**
29	NIT Tiruchirapalli - National Institute of Technology	Tiruchirappalli	Tamil Nadu	3		99.99	99.32	100.43	101.77	99.59	101.10	100.21	99.32	102.21	**901.31**
30	IIM Visakhapatnam - Indian Institute of Management	Visakhapatnam	Andhra Pradesh	1		100.66	98.88	100.26	102.21	97.77	98.88	99.99	99.10	102.21	**899.62**
31	IIT Mandi - Indian Institute of Technology Mandi, The School of Management	Mandi	Himachal Pradesh	1		98.88	100.77	100.21	99.99	98.75	97.77	99.99	98.88	102.21	**898.19**
32	IIM Sirmaur - Indian Institute of Management	Sirmaur	Himachal Pradesh	2		100.43	99.10	99.66	98.88	98.88	99.21	99.55	98.88	102.21	**897.06**
32	IIT Roorkee - Indian Institute of Technology Roorkee, Department of Management Studies	Roorkee	Uttarakhand	1		99.77	99.43	99.99	98.88	99.99	98.88	98.88	98.88	102.21	**897.06**
33	IIM Kashipur - Indian Institute of Management	Kashipur	Uttarakhand	2		98.66	99.99	98.88	97.96	99.55	99.43	99.99	98.88	102.21	**893.52**
33	NIBM - National Institute of Bank Management	Pune	Maharashtra	5		99.70	98.63	99.21	99.66	98.88	99.43	98.66	98.88	101.77	**893.52**
34	IIM Sambalpur - Indian Institute of Management	Sambalpur	Odisha	1		98.66	98.88	99.21	99.10	97.77	99.71	99.99	98.88	101.64	**891.46**
34	SIMSREE Mumbai - Sydenham Institute of Management Studies, Research And Entrepreneurship Education	Mumbai	Maharashtra	6		99.48	98.88	99.21	99.10	97.77	98.35	97.32	98.88	101.55	**891.46**
35	BHU - Institute of Management Studies, Banaras Hindu University	Varanasi	Uttar Pradesh	3		97.99	97.99	99.43	99.10	98.21	98.49	98.66	98.66	101.32	**887.46**
36	NTPC School of Business	Noida	Uttar Pradesh	4		97.88	97.77	99.32	98.55	97.99	98.77	95.66	98.43	101.14	**884.74**

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37	DBE-DU - Department of Business Economics, University of Delhi	New Delhi	Delhi	4		97.43	98.10	98.99	95.66	95.66	97.21	96.55	98.21	101.09	**880.55**
37	IIT Jodhpur - Indian Institute of Technology Jodhpur, School of Management & Entrepreneurship	Jodhpur	Rajasthan	2		97.21	96.99	98.99	98.66	97.43	97.66	96.77	98.10	100.99	**880.55**
38	AMU - Faculty of Management Studies & Research, Aligarh Muslim University	Aligarh	Uttar Pradesh	5		96.10	96.10	98.99	98.99	94.55	100.10	98.32	97.88	100.99	**876.55**
39	MANAGE - National Institute of Agricultural Extension Management	Hyderabad	Telangana	1		95.21	96.10	98.99	97.77	95.66	99.27	98.43	97.88	100.99	**874.17**
40	IIT Patna - Indian Institute of Technology Patna, Centre for Educational Technology	Patna	Bihar	2		94.99	96.99	97.43	96.88	96.66	98.66	97.99	97.77	100.88	**871.93**
41	JMI - Centre for Management Studies, Jamia Millia Islamia	New Delhi	Delhi	5		94.99	97.10	97.05	96.21	96.32	96.88	96.99	97.66	100.77	**869.52**
41	ABVSME - Atal Bihari Vajpayee School of Management & Entrepreneurship, Jawaharlal Nehru University	New Delhi	Delhi	5		95.81	96.99	97.55	95.55	95.52	95.63	95.43	96.88	99.99	**869.52**
42	IBM - Institute of Business Management, Jadavpur University	Kolkata	West Bengal	4		93.66	95.66	97.66	97.66	96.55	98.77	98.77	96.55	99.77	**866.54**
42	Department of Business Administration, University of Lucknow	Lucknow	Uttar Pradesh	6		94.10	96.86	97.66	98.22	93.44	96.30	96.55	96.55	99.77	**866.54**
43	USMS - University School of Management Studies, Guru Gobind Singh Indraprastha University	New Delhi	Delhi	6		94.15	96.21	97.77	95.66	93.88	95.21	94.10	96.32	99.43	**862.58**
43	ICT Mumbai - Institute of Chemical Technology	Mumbai	Maharashtra	7		96.21	95.61	95.77	95.77	94.66	93.75	95.99	96.21	99.21	**862.58**
44	College of Engineering, Trivandrum	Thiruvananthapuram	Kerala	2		96.32	95.43	95.77	95.55	94.99	93.88	91.66	96.10	98.21	**860.23**
44	COEP Technological University	Pune	Maharashtra	8		93.88	96.32	97.21	92.88	95.10	96.10	95.08	95.21	98.10	**860.23**
45	DTU - Delhi Technological University	New Delhi	Delhi	7		92.10	96.32	96.77	97.21	97.21	93.21	96.10	94.99	98.10	**857.92**
45	CIMP - Chandragupt Institute Of Management Patna	Patna	Bihar	3		95.48	93.99	95.32	97.48	96.43	93.88	96.26	94.99	98.10	**857.92**
46	National Academy of Defence Production	Nagpur	Maharashtra	9		94.77	97.43	94.99	97.21	88.99	92.77	90.55	94.99	98.10	**855.55**
46	NSUT New Delhi - Netaji Subhas University of Technology, Dwarka	New Delhi	Delhi	8		95.43	94.10	96.10	92.81	91.99	94.99	97.30	94.77	98.10	**855.56**
47	HBTU Kanpur - Harcourt Butler Technical University	Kanpur	Uttar Pradesh	7		95.66	94.32	94.88	93.88	91.66	93.88	93.88	94.55	97.71	**852.23**
47	IIFM Bhopal - Indian Institute of Forest Management	Bhopal	Madhya Pradesh	3		95.81	95.10	93.66	92.77	91.32	96.10	95.32	93.66	97.46	**852.23**
48	Dr. Manmohan Singh Bengaluru City University	Bengaluru	Karnataka	2		95.43	95.21	93.44	92.77	93.88	93.88	92.77	92.77	96.99	**849.92**

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49	NIFTEM Sonipat - National Institute of Food Technology Entrepreneurship And Management	Sonepat	Haryana	2		94.99	96.32	93.32	91.99	93.10	89.44	87.66	92.77	95.88	**845.46**
50	Indian Maritime University, School of Maritime Management	Chennai	Tamil Nadu	4		93.21	96.32	93.21	89.99	89.44	91.66	91.66	92.77	95.78	**840.94**
51	ICAR - National Academy of Agricultural Research Management	Hyderabad	Telangana	2		95.21	90.77	91.44	96.10	94.99	93.10	95.32	91.66	94.77	**838.26**
52	ILDM - Institute of Land and Disaster Management	Thiruvananthapuram	Kerala	3		95.21	96.10	90.99	88.55	87.32	88.44	89.55	90.32	93.44	**834.53**
52	Faculty of Management Studies, Maharaja Sayajirao University of Baroda	Vadodara	Gujarat	2		94.44	95.21	90.32	91.77	91.19	91.12	90.04	89.35	93.44	**834.53**
53	NALSAR University of Law, Department of Management Studies (DoMS)	Hyderabad	Telangana	3		95.21	94.99	90.32	88.99	88.44	88.44	88.66	89.21	93.44	**830.96**
54	NPTI Faridabad - National Power Training Institute	Faridabad	Haryana	3		96.32	92.77	90.21	89.21	88.44	88.44	88.55	88.44	93.44	**828.43**
54	IIPMB - Indian Institute of Plantation Management	Bengaluru	Karnataka	3		96.32	93.99	89.55	88.44	89.04	87.95	87.81	88.44	91.88	**828.43**
55	Institute of Management and Information Technology	Cuttack	Odisha	2		94.99	95.88	89.21	89.06	87.10	85.99	85.99	86.88	90.99	**825.39**
56	IIEST Shibpur - School of Management Sciences, Shibpur	Howrah	West Bengal	5		93.32	93.32	90.21	89.55	89.32	89.21	85.99	86.66	90.99	**821.17**
57	National Institute of Technical Teachers Training and Research	Chennai	Tamil Nadu	5		93.32	93.77	90.10	89.17	86.04	87.37	86.59	84.44	89.88	**818.13**
58	University of North Bengal, Department of Management, Darjeeling	Siliguri	West Bengal	6		92.66	92.99	90.10	89.32	88.26	84.37	83.26	87.77	89.88	**814.65**
58	National Institute of Technical Teacher's Training and Research	Bhopal	Madhya Pradesh	4		92.77	92.66	89.88	89.10	87.21	86.55	85.44	86.66	89.88	**814.65**
59	Shailabala Women's Autonomous College	Cuttack	Odisha	3		93.44	89.21	89.77	90.26	87.15	86.59	87.70	87.77	89.88	**810.83**
59	Visvesvaraya Technological University, Centre For Post Graduate Studies	Belagavi	Karnataka	4		92.66	90.44	89.10	89.08	89.32	88.77	86.59	86.99	89.32	**810.83**
60	College of Agribusiness Management	Pantnagar	Uttarakhand	3		91.21	89.88	88.99	89.15	88.44	89.32	88.21	88.10	89.32	**807.14**
61	TNJFU Fisheries Business School, Muttukadu	Chennai	Tamil Nadu	6		89.21	93.10	86.99	92.70	86.04	87.70	86.37	88.32	88.21	**804.10**
62	University of Calcutta - Department of Business Management	Kolkata	West Bengal	7		90.32	91.88	86.86	86.59	85.81	86.59	87.10	88.32	87.66	**800.01**
63	The National Institute of Health and Family Welfare	New Delhi	Delhi	9		84.88	95.55	86.99	84.81	90.15	89.81	83.66	88.19	86.44	**796.41**
64	JNTU Hyderabad - School of Management Studies	Hyderabad	Telangana	4		87.99	90.21	85.88	86.81	88.84	89.21	88.15	88.19	86.44	**792.29**

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65	MNNIT- Motilal Nehru National Institute of Technology	Allahabad	Uttar Pradesh	8		85.99	89.10	85.88	93.15	89.26	88.10	88.99	88.10	86.44	**788.99**
65	NERIST - North Eastern Regional Institute of Science & Technology, Centre For Management Studies (CMS)	Nirjuli	Arunachal Pradesh	1		87.75	88.77	88.10	86.86	86.15	86.99	85.88	86.77	85.88	**788.99**
66	JDBIMS - Jankidevi Bajaj Institute of Management Studies, SNDT Women's University	Mumbai	Maharashtra	10		88.44	88.10	86.99	85.04	83.81	87.59	86.48	87.10	84.77	**784.98**
66	Madan Mohan Malaviya University of Technology, Gorakpur	Gorakhpur	Uttar Pradesh	9		87.92	87.44	84.77	87.41	88.10	88.70	89.21	87.10	89.21	**784.98**
67	Anna University - Department of Management Studies (DOMS)	Chennai	Tamil Nadu	7		86.55	86.77	83.88	88.04	87.37	91.48	89.92	90.55	88.21	**781.13**
68	C-DAC Noida - Centre For Development of Advanced Computing	Noida	Uttar Pradesh	10		86.88	86.44	84.32	88.32	85.70	86.70	87.26	87.44	87.21	**776.50**
69	Jamshedpur Women's University - University Department of Business Administration	Jamshedpur	Jharkhand	3		85.70	86.10	83.88	86.10	87.92	87.81	88.92	85.10	86.10	**772.29**
70	Periyar University	Salem	Tamil Nadu	8		87.21	86.77	83.66	83.70	83.92	85.15	83.15	83.10	87.21	**769.05**
71	Alkesh Dinesh Mody Institute For Financial and Management Studies	Mumbai	Maharashtra	11		86.88	85.66	83.88	83.92	85.70	85.70	82.26	81.33	83.44	**765.37**
72	Arun Jaitley National Institute of Financial Management	Faridabad	Haryana	4		84.55	84.55	83.44	84.37	86.37	87.59	85.59	83.44	84.55	**761.05**
73	Annamalai University - Department of Business Administration	Chidambaram	Tamil Nadu	9		86.66	86.66	81.61	77.26	83.26	84.92	83.48	82.21	83.21	**757.97**
74	SNDT Women's University - Janki Devi Bajaj Institute of Management Studies and Research (JDBIMS)	Pune	Maharashtra	12		85.21	84.10	82.44	80.59	85.26	86.92	84.70	82.99	80.77	**754.79**
75	Deen Dayal Upadhyaya Gorakhpur University	Gorakhpur	Uttar Pradesh	11		85.66	84.08	82.10	84.10	82.99	82.99	80.77	81.88	79.66	**751.42**
76	School of Management Studies (Cochin University of Science & Technology)	Cochin	Kerala	4		82.55	83.44	82.99	85.26	84.79	84.90	81.35	81.99	79.66	**747.60**
77	L. N. Mishra Institute of Economic Development and Social Change	Patna	Bihar	4		83.66	80.77	82.99	82.13	85.21	84.57	83.57	83.68	79.66	**744.58**
78	Sevantilal Kantilal School of Business Management	Patan	Gujarat	3		81.66	83.88	81.66	80.55	86.10	81.88	82.55	80.46	79.44	**740.59**
79	Smt. R. D. Gardi Department of Business Management	Rajkot	Gujarat	4		82.44	81.66	80.68	82.28	84.61	84.50	83.61	80.90	79.44	**737.76**
80	Central University of Karnataka	Gulbarga	Karnataka	5		81.44	80.84	80.79	85.72	84.84	81.44	84.77	79.21	79.21	**734.46**
81	The Gandhigram Rural Institute (Deemed To Be University)	Dindigul	Tamil Nadu	10		80.90	82.01	80.57	80.95	85.61	81.00	79.33	79.24	79.33	**730.50**

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82	School of Commerce and Business Management, Maulana Azad National Urdu University	Hyderabad	Telangana	5		80.44	81.55	79.33	83.39	85.61	82.67	79.95	78.79	79.10	**728.13**
83	Central University of Jammu	Samba	J & K	2		80.44	79.84	80.35	80.44	82.66	83.28	81.06	79.46	78.88	**724.36**
84	The University of Burdwan, Department of Business Administration	Bardhaman	West Bengal	8		80.21	80.84	77.99	81.33	82.44	82.39	81.50	78.10	78.50	**720.80**
85	S.P.C.J. Institute of Commerce, Business Management & Economics	Agra	Uttar Pradesh	12		79.10	80.68	79.79	76.39	85.39	81.56	80.39	78.10	78.33	**719.54**
86	CRIM - Chakravarti Rajgopalachari Institute of Management, Barkatullah University	Bhopal	Madhya Pradesh	5		79.36	79.57	79.35	74.73	83.17	82.06	79.28	80.33	78.26	**715.33**
87	University Institute of Management, R.D University	Jabalpur	Madhya Pradesh	6		80.90	77.99	78.24	82.28	79.10	77.99	76.84	77.24	78.13	**711.13**
88	Shri Vishwakarma Skill University, Skill Faculty of Management Studies & Research	Palwal	Haryana	5		80.46	77.99	77.13	75.77	77.50	81.39	80.39	78.10	77.99	**706.95**
89	Pondicherry University, Kalapet	Puducherry	Puducherry	1		79.10	77.99	75.77	79.10	80.21	80.21	80.90	78.10	77.64	**704.05**
90	Bundelkhand University, Institute of Management Studies	Jhansi	Uttar Pradesh	13		78.10	77.99	75.99	77.99	79.10	82.44	81.55	77.24	77.50	**701.97**
91	College of Commerce Arts & Science	Patna	Bihar	5		76.90	77.99	75.77	81.57	79.24	82.01	80.46	75.90	77.39	**699.64**
92	Institute of Management Studies, Devi Ahilya University	Indore	Madhya Pradesh	7		76.44	78.01	75.77	81.68	77.99	79.79	78.68	77.33	77.21	**696.67**
93	LNMU - Lalit Narayan Mithila University, Department of Commerce & Business Administration	Darbhanga	Bihar	6		76.88	76.24	75.77	81.24	77.46	80.21	82.46	77.01	77.19	**695.23**
94	Assam Institute of Management	Kamrup	Assam	1		77.61	76.24	74.97	80.21	77.01	81.68	80.35	78.10	75.93	**694.15**
95	CCS-HAU, Chaudhary Charan Singh Haryana Agricultural University, Department of Business Management	Hisar	Haryana	6		77.10	75.88	74.88	80.13	80.57	82.68	79.24	75.77	75.90	**693.06**
96	Madhav Institute of Technology & Science	Gwalior	Madhya Pradesh	8		77.99	75.77	73.77	81.24	78.68	80.96	78.13	75.77	75.88	**690.93**
97	Pt. Ravishankar Shukla University, Institute of Management	Raipur	Chhattisgarh	2		78.13	75.77	73.55	80.13	77.35	79.63	76.79	75.77	75.77	**688.23**
98	SCS - Samanta Chandra Sekhar Autonomous College	Puri	Odisha	4		77.01	75.77	73.55	77.99	78.68	80.96	78.13	75.77	75.77	**686.50**
99	Gati Shakti Vishwavidyalaya	Vadodara	Gujarat	5		76.99	76.88	73.55	77.59	77.35	77.15	76.79	75.77	75.77	**685.50**
100	Tripura University, Department of Business Management	West Tripura	Tripura	1		77.24	75.99	73.77	76.88	77.57	77.10	77.01	75.99	75.99	**684.62**

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						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
1	SPJIMR - S P Jain Institute of Management & Research	Mumbai	Maharashtra	1		105.99	106.99	103.55	105.55	103.1	102.88	104.55	105.55	105.55	**946.97**
2	XLRI - Xavier School of Management	Jamshedpur	Jharkhand	1		105.32	106.77	103.43	105.43	104.77	104.43	104.43	105.1	105.03	**945.93**
3	MDI Gurgaon - Management Development Institute	Gurugram	Haryana	1		105.17	106.74	103.43	103.43	105.55	105.1	105.32	103.32	103.55	**944.4**
4	SIBM Pune - Symbiosis Institute of Business Management	Pune	Maharashtra	2		105.1	106.66	103.32	106.21	103.52	103.5	104.1	103.32	103.32	**942.9**
5	IMI - International Management Institute	New Delhi	Delhi	1		105.1	106.66	103.32	105.55	104.43	102.21	102.21	103.32	103.32	**941.61**
6	IMT Ghaziabad - Institute of Management Technology	Ghaziabad	Uttar Pradesh	1		105.1	106.54	102.21	105.41	104.66	103.32	103.32	103.32	103.32	**940.22**
7	Woxsen University, Woxsen School of Business	Hyderabad	Telangana	1		104.97	106.32	102.21	103.32	106.66	103.32	102.43	103.32	103.32	**939.02**
8	NMIMS School of Business Management	Mumbai	Maharashtra	3		105.1	105.88	102.21	103.32	104.55	103.99	103.32	103.1	103.32	**937.88**
8	SCMHRD - Symbiosis Centre For Management & Human Resource Development	Pune	Maharashtra	4		105.1	105.81	102.21	106.66	101.61	101.77	105.55	102.88	103.32	**937.87**
9	Nirma University, Institute of Management	Ahmedabad	Gujarat	1		104.99	104.9	102.21	105.88	105.32	104.43	102.21	102.88	102.21	**936.62**
9	XIMB - Xavier Institute of Management, XIM University	Bhubaneswar	Odisha	1		104.43	104.77	102.21	104.43	105.17	105.17	106.88	102.77	102.21	**936.62**
10	Great Lakes Institute of Management	Chennai	Tamil Nadu	1		103.99	103.66	101.77	104.43	107.54	108.43	102.21	102.66	101.55	**932.82**
10	MICA - Mudra Institute of Communications Ahmedabad	Ahmedabad	Gujarat	2		103.77	104.99	101.57	104.71	104.88	105.32	104.77	101.99	101.32	**932.82**
11	TAPMI - T A Pai Management Institute	Manipal	Karnataka	1		103.1	103.21	101.55	104.21	106.66	106.66	103.1	101.77	101.32	**928.06**
11	XLRI - Xavier School of Management, Delhi NCR	Dadri Toe	Haryana	2		103.01	105.01	101.58	103.32	103.32	103.82	103.1	101.66	101.32	**928.05**
12	RCBS - Rajagiri Centre For Business Studies	Kochi	Kerala	1		102.66	102.32	101.43	105.55	106.21	105.99	104.32	101.1	101.32	**925.49**
12	Dr. D. Y. Patil B-School	Pune	Maharashtra	5		102.66	102.43	101.43	106.41	105.79	104.81	104.81	101.1	100.88	**925.49**
13	GIM - Goa Institute of Management	Goa	Goa	1		102.66	103.43	101.43	103.32	103.32	103.55	103.32	100.99	100.88	**923.28**
13	IMT Nagpur - Institute of Management Technology	Nagpur	Maharashtra	6		102.1	102.52	101.32	104.43	105.55	107.12	103.32	100.88	100.88	**923.28**
14	S.R.M Institute of Science and Technology, Faculty of Management	Chennai	Tamil Nadu	2		101.99	101.1	101.43	103.55	106.88	105.99	102.88	100.88	100.88	**919.85**
14	MDI Murshidabad - Management Development Institute	Murshidabad	West Bengal	1		102.1	101.99	101.32	103.32	103.46	104.7	104.43	100.88	100.82	**919.85**
15	IMI Bhubaneswar - International Management Institute	Bhubaneswar	Odisha	2		101.99	101.1	101.21	103.32	106.21	103.77	101.99	100.88	100.07	**917.24**
15	LIBA - Loyola Institute of Business Administration	Chennai	Tamil Nadu	3		101.99	102.08	101.21	103.5	103.32	102.37	102.66	100.32	99.99	**917.24**
16	IBS Hyderabad - ICFAI Business School	Hyderabad	Telangana	2		101.88	100.88	101.1	100.88	104.21	103.77	100.88	100.21	99.77	**913.06**

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16	Somaiya Vidyavihar University, K.J. Somaiya Institute of Management	Mumbai	Maharashtra	7		101.55	100.57	101.1	103.99	103.32	104.15	101.1	99.99	99.77	**913.05**
17	BITS Pilani - Pilani Campus, Department of Management	Pilani	Rajasthan	1		101.55	100.66	101.1	100.88	102.88	103.66	99.99	99.99	99.68	**910.57**
17	IRMA - Institute of Rural Management	Anand	Gujarat	3		101.55	101.7	100.9	99.99	102.21	102.99	98.88	99.77	99.55	**910.56**
18	IMT Hyderabad - Institute of Management Technology	Hyderabad	Telangana	3		101.55	100.88	100.77	100.21	102.32	103.32	98.66	99.77	99.55	**908.83**
18	LBSIM - Lal Bahadur Shastri Institute of Management	New Delhi	Delhi	2		101.55	100.21	100.77	102.1	102.97	103.77	98.55	99.77	99.16	**908.83**
19	BIMTECH - Birla Institute of Management Technology	Greater Noida	Uttar Pradesh	2		101.32	99.77	100.55	100.43	101.77	100.32	97.55	99.77	99.1	**903.4**
19	MYRA School of Business	Mysuru	Karnataka	2		101.32	100.21	100.32	98.88	101.6	101.43	97.46	99.77	99.08	**903.4**
20	IMI Kolkata - International Management Institute	Kolkata	West Bengal	2		101.1	98.55	99.32	99.77	100.77	101.21	99.77	99.32	98.88	**898.21**
20	NBS - Narayana Business School	Ahmedabad	Gujarat	4		100.99	99.99	99.21	101.55	98.99	97.8	97.77	99.19	98.77	**898.21**
21	JAGSoM - Jagdish Sheth School of Management	Bengaluru	Karnataka	3		100.99	98.55	98.88	98.66	103.66	99.99	98.66	98.66	98.66	**896.67**
21	VIT Vellore - VIT Business School	Vellore	Tamil Nadu	4		101.1	98.88	98.88	98.21	102.55	101.77	96.66	98.66	98.66	**896.67**
22	JIM Noida - Jaipuria Institute of Management	Noida	Uttar Pradesh	3		100.88	100.7	98.55	98.55	97.88	97.43	97.77	98.66	98.66	**895.49**
22	Taxila Business School	Jaipur	Rajasthan	2		100.88	99.99	98.55	97.15	100.55	99.99	97.23	98.66	98.32	**895.49**
23	Chitkara Business School, Rajpura	Patiala	Punjab	1		100.66	98.55	97.77	101.1	99.88	99.32	96.21	98.43	98.21	**891.36**
23	IMS Ghaziabad - Institute of Management Studies	Ghaziabad	Uttar Pradesh	4		100.66	99.99	97.66	96.88	99.66	98.46	97.32	97.55	97.77	**891.36**
24	DSU - Dayananda Sagar University, School of Commerce & Management Studies	Bengaluru	Karnataka	4		100.59	99.1	97.66	98.43	95.66	99.99	95.1	97.55	97.55	**887.66**
24	Globsyn Business School	Kolkata	West Bengal	3		100.23	99.77	97.55	96.15	97.37	97.81	97.17	97.55	97.55	**887.66**
25	SRM University, Paari School of Business	Guntur	Andhra Pradesh	1		99.77	99.43	97.32	97.77	98.99	97.99	96.66	97.1	96.46	**886.53**
25	Prin. L. N. Welingkar Institute of Management Development & Research	Mumbai	Maharashtra	8		99.75	99.32	97.26	97.55	100.1	98.1	96.5	96.99	96.43	**886.53**
26	Ramaiah Institute of Management Studies	Bengaluru	Karnataka	5		99.32	100.88	96.43	94.66	95.43	96.48	95.55	97.1	96.43	**881.97**
26	SIOM - Symbiosis Institute of Operations Management	Nashik	Maharashtra	9		99.88	98.32	97.32	97.66	97.1	97.52	93.97	97.1	96.43	**881.97**
27	XIME - Xavier Institute of Management & Entrepreneurship	Bengaluru	Karnataka	6		99.43	95.32	97.21	100.88	97.43	97.1	96.77	97.1	96.43	**877.53**
27	N. L. Dalmia Institute of Management Studies and Research	Mumbai	Maharashtra	10		99.43	97.1	96.55	97.77	97.59	96.66	95.88	96.88	96.21	**877.54**
28	SSIM - Siva Sivani Institute of Management	Hyderabad	Telangana	4		99.43	99.21	94.32	96.88	97.21	98.66	92.55	94.88	95.1	**875.1**

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28	Ahmedabad University - Amrut Mody School of Management	Ahmedabad	Gujarat	5		99.99	98.88	94.21	96.66	95.66	96.32	96.43	94.88	94.88	**875.1**
29	Amrita School of Business	Coimbatore	Tamil Nadu	5		99.77	99.77	93.99	92.77	92.21	95.66	95.1	94.86	94.83	**871.12**
29	Amity Business School	Noida	Uttar Pradesh	5		100.21	96.66	93.1	95.43	98.43	100.55	96.21	94.44	94.44	**871.12**
30	MSRUAS - Ramaiah University of Applied Sciences, Faculty of Management & Commerce	Bengaluru	Karnataka	7		100.43	97.77	93.99	93.88	93.32	92.32	94.44	94.1	94.1	**867.34**
30	KSOM - KIIT School of Management	Bhubaneswar	Odisha	3		99.77	98.88	93.1	92.77	95.55	94.32	94.39	93.48	93.27	**867.34**
31	Mahindra University, School of Management	Hyderabad	Telangana	5		99.75	98.66	93.1	93.44	94.21	95.55	90.66	93.3	93.21	**865.26**
31	Chandigarh University, University School of Business	Mohali	Punjab	2		98.21	100.66	92.79	95.55	95.61	92.5	89.99	92.99	92.68	**865.25**
32	JGBS - Jindal Global Business School	Sonipat	Haryana	3		97.77	97.77	92.66	95.77	96.1	96.66	95.43	93.32	92.21	**862.66**
32	School of Management, IILM University	Greater Noida	Uttar Pradesh	6		97.99	96.66	92.69	96.43	96.88	99.77	94.44	93.32	92.21	**862.66**
33	SCIT Pune - Symbiosis Centre For Information Technology	Pune	Maharashtra	11		97.99	97.88	93.1	93.1	96.66	96.1	93.1	92.21	91.32	**861.11**
33	Christ University, Institute of Management	Bengaluru	Karnataka	8		98.23	98.21	92.66	93.69	97.21	95.1	92.1	92.21	91.1	**861.11**
34	RVIM - RV Institute of Management	Bengaluru	Karnataka	9		97.66	96.77	92.66	95.32	96.66	96.66	96.55	92.04	89.99	**859.64**
34	Adamas University, School of Business	Kolkata	West Bengal	4		98.55	97.88	92.66	94.3	96.28	93.77	92.81	90.46	89.99	**859.64**
35	JSSCMS - JSS Centre For Management Studies, JSS Science & Technology University	Mysuru	Karnataka	10		99.66	96.99	92.32	95.32	93.88	93.77	92.1	90.44	89.99	**858.56**
35	Graphic Era Deemed to be University	Dehradun	Uttarakhand	1		97.88	96.97	93.21	94.46	95.55	95.46	94.55	90.41	89.99	**858.56**
36	OPJU - O P Jindal University	Raigarh	Chhattisgarh	1		99.43	96.66	92.99	92.99	93.66	92.66	91.21	90.39	89.88	**856.36**
36	BML Munjal University, School of Management	Gurugram	Haryana	4		99.32	96.01	92.66	92.86	94.44	94.44	93.7	90.39	89.81	**856.36**
37	Dayananda Sagar Business School	Bengaluru	Karnataka	11		99.21	96.66	92.44	90.1	92.45	88.88	95.21	90.37	89.72	**852.58**
37	Manav Rachna International Institute of Research and Studies, School of Leadership & Management	Faridabad	Haryana	5		98.88	94.62	92.66	93.99	93.44	93.99	94.32	90.32	89.72	**852.58**
38	LPU - Lovely Professional University, Mittal School of Business	Jalandhar	Punjab	3		98.88	94.32	91.99	95.32	92.32	92.88	90.99	89.99	89.7	**848.63**
38	UPES Dehradun, School of Business	Dehradun	Uttarakhand	2		97.88	94.44	92.04	95.21	93.88	93.32	93.08	89.95	89.77	**848.63**
39	SIBM Hyderabad - Symbiosis Institute of Business Management	Hyderabad	Telangana	6		98.88	95.66	91.77	94.21	90.37	91.55	89.88	88.44	88.88	**847.34**
39	Jaipuria School of Business	Ghaziabad	Uttar Pradesh	7		97.43	95.43	91.77	94.21	94.92	92.92	92.44	87.89	87.99	**847.34**

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40	Alliance University, Alliance School of Business	Bengaluru	Karnataka	12		98.88	94.32	91.44	93.99	92.21	93.1	88.88	87.77	87.77	**844.41**
40	Vivekananda Global University	Jaipur	Rajasthan	3		97.77	95.43	91.1	93.32	93.7	92.32	90.77	87.66	87.66	**844.41**
41	GIBS Business School	Bengaluru	Karnataka	13		97.77	97.66	91.26	87.66	87.99	90.99	87.77	87.66	87.46	**841.15**
41	JIMS Rohini - Jagan Institute of Management Studies	New Delhi	Delhi	3		97.77	96.66	90.99	90.57	89.55	89.04	90.24	87.66	87.32	**841.15**
42	ICFAI University Dehradun, ICFAI Business School	Dehradun	Uttarakhand	3		97.21	95.43	90.44	92.1	92.44	90.99	86.66	87.66	86.99	**837.81**
42	BVIMR - Bharati Vidyapeeth Institute of Management and Research	New Delhi	Delhi	4		97.61	93.32	90.68	93.1	92.44	92.99	90.88	86.79	86.88	**837.81**
43	Suryadatta Institute of Management & Mass Communication	Pune	Maharashtra	12		98.32	93.21	90.66	89.66	90.66	90.77	91.1	86.55	86.58	**835.22**
43	ISB&M Pune - International School of Business & Media	Pune	Maharashtra	12		99.21	93.88	90.32	90.26	89.99	89.21	86.72	86.55	86.55	**835.22**
44	SVKM's Narsee Monjee Institute of Management Studies	Bengaluru	Karnataka	14		98.32	92.21	89.88	89.66	88.88	89.66	90.66	86.55	85.88	**829.7**
44	JAIN Deemed To Be University, Centre for Management Studies	Bengaluru	Karnataka	14		99.21	91.66	89.88	92.1	88.88	88.66	86.88	86.55	85.83	**829.7**
45	SIMS Pune - Symbiosis Institute of Management Studies	Pune	Maharashtra	13		98.32	91.77	89.88	85.55	89.99	88.44	86.77	86.44	85.75	**824.77**
45	PIMR - Prestige Institute of Management & Research	Indore	Madhya Pradesh	1		96.66	92.99	89.99	88.88	88.88	88.04	87.77	85.44	85.44	**824.77**
46	Vijay Patil School of Management	Navi Mumbai	Maharashtra	14		95.99	92.21	90.21	89.99	89.1	86.99	86.66	85.32	85.44	**821.81**
46	Presidency University, School of Management	Bengaluru	Karnataka	15		94.44	92.85	90.21	89.99	88.88	89.99	88.86	85.32	85.35	**821.81**
47	IILM Institute of Higher Education	New Delhi	Delhi	5		94.44	92.1	89.47	87.77	90.77	88.44	87.88	84.32	85.1	**817.03**
47	Soil School of Business Design	Gurugram	Haryana	6		94.28	91.95	89.66	88.88	90.95	88.7	87.41	84.32	84.28	**817.04**
48	ITM Skill University, ITM Business School	Navi Mumbai	Maharashtra	15		93.32	91.1	89.44	87.77	90.32	90.66	87.77	84.44	84.44	**812.9**
48	NDIM - New Delhi Institute of Management	New Delhi	Delhi	6		92.88	90.3	89.41	90.21	89.64	89.75	89.01	86.66	86.66	**812.9**
49	GITAM School of Business	Visakhapatnam	Andhra Pradesh	2		92.32	90.1	88.99	88.66	90.32	89.77	85.81	86.66	86.46	**808.43**
49	SRM University, Department of Management Studies	Sonipat	Haryana	7		92.21	90.26	88.88	88.88	89.64	88.55	87.77	86.66	86.66	**808.43**
50	IISWBM - Indian Institute of Social Welfare & Business Management	Kolkata	West Bengal	5		92.44	89.94	88.99	89.1	88.7	86.44	85.44	86.66	85.99	**805.86**
50	Jagannath International Management School, Kalkaji	New Delhi	Delhi	7		92.99	89.66	88.88	88.59	88.24	87.35	85.55	86.04	85.55	**805.86**
51	COER University, College of Business Studies	Roorkee	Uttarakhand	4		92.21	89.66	88.88	90.88	88.88	85.44	83.44	85.55	85.58	**803.72**
51	S. B. Patil Institute of Management	Pune	Maharashtra	16		91.77	89.66	88.99	88.7	88.52	87.17	86.3	85.68	85.66	**803.72**

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52	Parul University, Parul Institute of Management and Research	Vadodara	Gujarat	6		91.1	89.32	88.77	88.21	88.1	85.99	84.99	85.55	84.88	**799.15**
52	Vidyavardhaka College of Engineering, Department of Management	Mysuru	Karnataka	16		89.99	89.52	88.1	89.99	88.88	88.52	86.99	85.55	84.83	**799.15**
53	ARMY Institute of Management	Kolkata	West Bengal	6		89.21	89.21	88.55	88.88	89.55	88.66	87.66	84.88	84.44	**797.37**
53	JIM Ghaziabad - Jaipuria Institute of Management	Ghaziabad	Uttar Pradesh	8		90.55	89.17	88.1	88.66	88.57	87.79	85.81	84.44	84.44	**797.37**
54	Excel Engineering College (Autonomous)	Namakkal	Tamil Nadu	6		90.32	89.32	88.44	86.55	86.1	85.99	85.44	84.32	84.44	**794.36**
54	KIET Deemed to be University	Ghaziabad	Uttar Pradesh	9		89.99	89.1	88.1	88.44	87.44	86.66	85.44	83.95	84.35	**794.36**
55	Maharishi Markandeshwar, Mullana	Ambala	Haryana	8		88.88	89.01	87.88	88.88	88.1	86.21	84.55	83.33	84.1	**790.93**
55	SDM PG Centre For Management Studies & Research	Mangaluru	Karnataka	17		89.01	88.66	87.95	87.77	88.88	87.68	85.44	83.33	82.5	**790.93**
56	AMITY University, AMITY Business School	Kolkata	West Bengal	7		88.99	88.61	87.95	87.1	84.55	83.35	85.41	83.33	82.48	**786.12**
56	SIBMT - Suryadatta Institute of Business Management & Technology	Pune	Maharashtra	17		88.44	88.28	88.32	87.55	84.99	86.44	84.44	82.88	82.27	**786.12**
57	ICFAI University, ICFAI Business School, Jaipur	Jaipur	Rajasthan	4		87.77	88.44	87.55	86.88	84.99	83.21	84.32	82.44	81.77	**781.2**
57	Lingayas Vidyapeeth	Faridabad	Haryana	9		87.66	88.44	87.77	87.32	84.99	83.15	83.59	82.21	81.79	**781.2**
58	ASM Institute of Business Management & Research Centre	Pune	Maharashtra	18		86.66	87.77	87.77	85.99	85.77	86.55	83.44	82.21	81.44	**778.6**
58	MIT - World Peace University, School of Business	Pune	Maharashtra	18		87.77	86.75	87.32	85.32	85.97	86.77	85.77	81.55	80.99	**778.6**
59	Inderprastha Engineering College	Ghaziabad	Uttar Pradesh	10		87.77	86.66	87.28	85.55	85.66	85.55	85.57	81.1	80.55	**777.32**
59	Sri Ramachandra Institute of Higher Education and Research, Faculty of Management Sciences	Chennai	Tamil Nadu	7		89.44	86.55	86.66	84.44	86.11	82.97	84.28	80.79	80.33	**777.33**
60	G D Goenka University, School of Management	Gurugram	Haryana	10		88.55	86.66	86.5	86.44	84.32	83.1	80.77	80.44	79.97	**773.59**
60	IMS Ghaziabad University Courses Campus	Ghaziabad	Uttar Pradesh	11		87.77	85.21	86.77	87.77	86.66	85.61	84.44	79.77	79.1	**773.58**
61	AIMS Institutes	Bengaluru	Karnataka	18		88.44	85.55	86.21	84.44	85.08	82.02	82.83	79.77	78.66	**769.52**
61	International Institute of Business Studies-MBA	Bengaluru	Karnataka	18		88.1	86.24	86.1	84.44	84.44	82.53	82.21	79.61	78.66	**769.52**
62	Jamia Hamdard, School of Management and Business Studies	New Delhi	Delhi	8		87.66	86.04	85.99	84.28	84.77	84.55	80.99	79.19	78.55	**768.15**
62	School of Management Sciences	Varanasi	Uttar Pradesh	12		87.55	86.99	85.44	86.44	84.55	81.68	80.08	79.26	78.55	**768.15**
63	Babu Banarasi Das Institute of Technology and Management	Lucknow	Uttar Pradesh	13		87.32	84.66	85.44	83.88	85.32	86.1	81.44	78.66	78.11	**764.09**
63	Sri Sri University, Faculty of Management Studies	Cuttack	Odisha	4		86.55	86.88	85.66	83.55	81.66	83.1	82.35	78.08	78.17	**764.09**

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64	Ajay Kumar Garg Institute of Management	Ghaziabad	Uttar Pradesh	14		86.32	86.66	85.44	83.33	81.44	82.88	82.13	79.06	78.1	**762.58**
64	Amity University Punjab, Amity School of Business Administration	Mohali	Punjab	4		86.88	86.32	84.77	85.77	83.88	81.01	79.33	79.21	78.55	**762.57**
65	CMR Institute of Technology, Department of Management Studies	Bengaluru	Karnataka	19		87.12	84.77	84.21	83.99	84.7	84.44	81.21	80.33	78.1	**760.92**
65	SSBF- Symbiosis School of Banking & Finance	Pune	Maharashtra	19		85.88	86.77	84.77	83.55	83.33	82.88	81.1	78.59	77.88	**760.92**
66	JIM Lucknow - Jaipuria Institute of Management	Lucknow	Uttar Pradesh	15		86.77	84.1	84.88	83.33	84.77	84.44	81.33	79.21	78.1	**759.38**
66	XISS - Xavier Institute of Social Services, Ranchi	Ranchi	Jharkhand	2		85.66	84.44	84.77	84.44	86.99	85.55	81.57	78.17	78.08	**759.38**
67	JIM Jaipur - Jaipuria Institute of Management	Jaipur	Rajasthan	5		84.77	85.1	84.77	84.28	84.77	85.32	80.66	78.64	77.99	**757.1**
67	Thiagarajar School of Management	Madurai	Tamil Nadu	8		85.66	86.21	84.44	81.77	82.21	83.44	81.41	77.77	77.77	**757.1**
68	ABBS School of Management	Bengaluru	Karnataka	20		84.81	87.21	84.55	81.64	82.21	79.99	81.21	77.77	77.88	**755.82**
68	Manav Rachna University	Faridabad	Haryana	11		84.44	85.99	85.66	82.21	82.77	81.1	81.1	78.1	77.88	**755.82**
69	Deccan Education Society's Institute of Management Development and Research	Pune	Maharashtra	20		84.32	86.1	84.55	82.77	83.21	80.88	80.33	78.59	77.77	**753.83**
69	Measi Institute of Management	Chennai	Tamil Nadu	9		85.55	85.1	84.21	82.21	81.59	83.33	81.1	77.77	77.77	**753.83**
70	J K Business School	Gurugram	Haryana	12		84.55	84.44	84.55	82.21	82.77	80.44	82.21	77.1	76.99	**750.17**
70	SIBM-Symbiosis Institute of Business Management	Bengaluru	Karnataka	21		85.44	83.44	84	83.33	82.21	82.89	81.1	77.77	76.99	**750.17**
71	VIT Business School	Bhopal	Madhya Pradesh	2		83.66	84.21	83.77	83.33	84.82	82.21	79.99	76.99	78.1	**748.05**
71	SCMS Cochin School of Business	Kochi	Kerala	2		83.81	84.44	84.1	84.95	81.1	81.1	79.99	77.77	77.77	**748.04**
72	Kirloskar Institute of Management	Harihar	Karnataka	22		83.88	82.33	83.87	85.35	85.21	81.73	81.21	75.94	75.88	**745.29**
72	SDMIMD - SDM Institute For Management Development	Mysuru	Karnataka	22		84.55	82.21	83.66	82.21	83.33	83.01	80.55	78.1	78.1	**745.29**
73	Bharathidasan University, Bharathidasan Institute of Management - BIM	Tiruchirappalli	Tamil Nadu	10		84.44	81.99	82.21	83.49	83.77	81.66	78.44	77.77	77.21	**740.65**
73	Integral University, Integral Business School	Lucknow	Uttar Pradesh	16		84.32	82.33	82.21	83.99	83.3	81.1	77.95	78.1	76.9	**740.64**
74	Datta Meghe Institute of Management Studies	Nagpur	Maharashtra	21		82.94	82.77	82.99	80.99	82.21	82.35	81.21	75.88	77.49	**739.21**
74	Vivekanand Education Society's Business School	Mumbai	Maharashtra	21		82.77	82.33	83.07	85.55	80.55	82.99	80.1	76.66	76.15	**739.22**
75	ASM Institute of International Business and Research	Pune	Maharashtra	22		82.1	81.21	83.1	82.01	83.66	83.21	80.1	76.44	76.66	**735.46**
75	Poornima University, Faculty of Management & Commerce	Jaipur	Rajasthan	6		82.71	81.64	80.86	84.1	84.88	81.66	82.21	76.88	76.66	**735.46**

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76	MSM - Master School of Management	Meerut	Uttar Pradesh	17		82.1	81.1	81.38	83.88	84.66	84.12	81.1	76.66	75.55	**733.91**
76	Amity Business School	Gurugram	Haryana	13		82.21	80.66	81.88	80.99	85.99	84.88	79.99	76.66	77.44	**733.91**
77	Biju Patnaik Institute of Information Technology and Management Studies, Khordha	Bhubaneswar	Odisha	5		83.33	79.99	81.66	84.18	83.79	81.66	81.1	75.88	73.88	**732.61**
77	Amity Business School	Patna	Bihar	1		80.44	81.55	81.99	84.44	84.04	84.21	81.1	76.1	76.99	**732.61**
78	ICFAI University, Sikkim	Gangtok	Sikkim	1		83.33	79.88	81.21	79.99	80.21	82.21	80.55	76.99	76.66	**728.71**
78	ICFAI University Himachal Pradesh	Baddi	Himachal Pradesh	1		83.21	80.19	81.1	80.26	81.33	79.97	80.21	77.44	76.88	**728.71**
79	Sangam University, School of Management Studies (SOMS)	Bhilwara	Rajasthan	7		81.1	79.99	81.1	85.21	81.68	81.26	79.99	76.99	76.99	**726.77**
79	Dr. Gaur Hari Singhania Institute of Management & Research	Kanpur	Uttar Pradesh	18		80.88	80.77	80.77	83.44	83.55	82.21	81.13	76.33	73.66	**726.77**
80	ICFAI University, Jharkhand	Ranchi	Jharkhand	3		80.44	79.99	81.1	84.1	84.88	78.47	82.98	76.99	74.77	**725.69**
80	IMS Unison University	Dehradun	Uttarakhand	5		80.55	81.44	80.5	83.21	81.55	80.55	79.99	77.66	75.88	**725.69**
81	Amity Business School, Jharkhand	Ranchi	Jharkhand	4		81.66	79.44	79.99	83.99	82.44	80.99	81.1	75.75	75.66	**723.87**
81	Birla Global University	Bhubaneswar	Odisha	6		80.33	79.51	82.02	85.02	85.21	79.66	76.43	77.44	72.55	**723.87**
82	Jagran Institute of Management	Kanpur	Uttar Pradesh	19		82.1	78.33	81.33	80.88	81.77	79.99	78.88	75.88	75.99	**721.89**
82	I Business Institute	Greater Noida	Uttar Pradesh	19		80.88	79.66	80.96	82.1	81.28	80.17	80.04	75.66	75.44	**721.89**
83	IMS Noida - Institute of Management Studies, Noida	Noida	Uttar Pradesh	20		79.88	80.1	80.21	82.66	81.79	82.1	79.1	76.1	76.77	**720.75**
83	Jawaharlal Nehru New College of Engineering-MBA	Shivamogga	Karnataka	23		81.53	79.77	80.05	79.99	81.1	79.99	79.55	76.99	75.55	**720.75**
84	Malla Reddy College of Engineering and Technology	Hyderabad	Telangana	7		81.66	78.33	80.21	81.1	80.55	79.44	78.88	77.21	75.88	**718.34**
84	Harlal Institute of Management Technology	Greater Noida	Uttar Pradesh	21		81.57	79.99	79.77	79.99	79.1	78.59	77.77	77.24	75.55	**718.34**
85	Zeal Institute of Business Administration, Computer Application & Research (ZIBACAR)	Pune	Maharashtra	23		80.77	79.26	80.21	80.44	81.1	79.99	77.77	73.83	75.88	**716.74**
85	St. Francis College	Bengaluru	Karnataka	24		81.1	79.5	78.88	79.99	79.44	80.61	78.88	77.21	77.33	**716.74**
86	St. Joseph's Institute of Management	Bengaluru	Karnataka	25		79.1	79.1	80.1	83.25	82.21	79.77	77.66	77.83	73.66	**715.06**
86	CMR University, CMR Institute of Management Studies	Bengaluru	Karnataka	26		79.1	79.44	80.21	82.21	80.38	78.39	78.46	77.77	76.21	**715.06**
87	KLE Technological University, School of Management Studies & Research	Hubli	Karnataka	27		80.99	78.1	80.77	79.99	81.1	77.44	75.55	76.16	73.66	**713.6**

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87	Banasthali Vidyapith- Faculty of Management Studies (FMS-WISDOM)	Vanasthali	Rajasthan	8		79.88	78.44	80.55	78.16	79.84	78.99	79.99	77.66	75.55	**713.59**
88	ICFAI University - Raipur	Raipur	Chhattisgarh	2		84.1	78.1	79.77	76.44	75.66	77.66	73.21	73.66	75.55	**712.59**
88	Chandigarh Business School of Administration	Mohali	Punjab	5		78.68	78.55	79.55	80.44	82.66	80.79	79.99	75.88	76.99	**712.59**
89	Hindustan Institute of Technology and Science	Chennai	Tamil Nadu	11		78.44	78.66	79.83	80.21	81.44	80.33	78.66	76.1	76.55	**711.15**
89	AMET Business School	Kanathur	Tamil Nadu	11		81.44	78.1	79.55	77.77	78.88	77.77	75.55	76.77	76.44	**711.15**
90	CT University, Department of Management	Khurd	Punjab	6		77.16	79.99	79.33	81.55	81.06	77.77	77.75	73.7	76.44	**708.1**
90	IPS Academy, Institute of Business Management & Research	Indore	Madhya Pradesh	3		79.99	77.77	78.88	79.99	80.93	77.01	77.77	75.55	75.55	**708.09**
91	Chetana's Institute of Management and Research	Mumbai	Maharashtra	24		77.77	77.77	78.88	83.1	78.33	78.88	79.55	77.44	75.55	**705.69**
91	Thakur Institute of Management Studies and Research	Mumbai	Maharashtra	24		80.21	78.05	77.77	78.88	78.21	77.77	77.21	76.66	76.38	**705.69**
92	Central Institute of Business Management Research & Development	Nagpur	Maharashtra	25		79.21	76.99	77.99	78.88	78.88	77.77	76.66	76.33	75.55	**701.39**
92	ICFAI University, Mizoram	Aizwal	Mizoram	1		79.44	75.88	77.99	79.99	78.88	79.99	77.1	76.44	75.44	**701.39**
93	Sir M Visvesvaraya Institute of Management Studies and Research	Mumbai	Maharashtra	26		80.55	76.1	77.99	77.55	75.93	76.66	74.88	76.66	74.44	**698.65**
93	ITM University, School of Management	Gwalior	Madhya Pradesh	4		78.55	76.99	78.44	78.53	79.99	75.55	74.44	75.44	74.97	**698.65**
94	School of Management and Commerce, SRM University Sikkim	Gangtok	Sikkim	2		78.1	77.77	78.88	76.95	74.77	73.33	75.66	74.77	72.27	**694.81**
94	ICFAI University, Meghalaya	Tura	Meghalaya	1		78.27	77.66	77.77	75.77	76.66	76.68	75.66	72.44	75.08	**694.81**
95	Institute of Public Enterprise	Hyderabad	Telangana	8		78.33	76.77	77.77	77.77	77.77	75.84	74.55	72.99	72.99	**693.35**
95	Bhavan's Royal Institute of Management	Ernakulam	Kerala	3		76.59	76.82	78.88	77.46	77.77	77.77	75.66	72.99	74.1	**693.35**
96	G H Raisoni College of Business Management	Nagpur	Maharashtra	27		76.99	76.1	78.28	77.99	77.77	78.88	75.66	71.33	72.99	**691.37**
96	Institute of Management & Information Science	Bhubaneswar	Odisha	7		77.44	76.55	77.77	76.66	76.88	76.66	74.79	76.55	72.44	**691.37**
97	ICFAI University - Nagaland	Dimapur	Nagaland	1		77.44	76.88	77.77	76.88	74.55	74.44	75.66	75.21	70.77	**689.23**
97	Indian Institute of Cost and Management Studies & Research's (IndSearch)	Pune	Maharashtra	28		77.61	76.1	77.66	77.55	76.88	76.66	75.33	68.93	74.16	**689.23**
98	Bapuji Academy of Management & Research	Davangere	Karnataka	28		77.37	75.88	77.55	76.44	75.77	73.33	75.55	75.75	75.05	**688.17**

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98	Imperial School of Banking and Management Studies	Pune	Maharashtra	29		77.77	76.99	76.99	76.01	75.55	73.73	73.33	74.84	73.38	**688.18**
99	Pillai Institute of Management Studies and Research	Mumbai	Maharashtra	30		76.99	75.88	76.88	76.66	76.88	76.88	74.66	74.44	73.33	**686.83**
99	Adarsh Shikshan Prasark Mandal's K.T. Patil College of MBA	Dharashiv	Maharashtra	30		76.93	75.99	76.93	75.81	77.77	75.55	75.84	74.1	73.33	**686.83**
100	Ballari Institute of Technology & Management	Ballari	Karnataka	29		77.44	75.99	77.55	73.88	76.66	76.88	71.66	72.22	72.77	**685.41**
100	Nehru School of Management - NCERC	Thrissur	Kerala	4		76.99	76.48	77.26	74.9	77.61	73.44	73.33	72.33	73.48	**685.42**
101	BSSS Institute of Advanced Studies	Bhopal	Madhya Pradesh	5		76.55	75.6	77.33	75.55	74.21	76.66	76.4	71.88	73.33	**683.86**
101	Justice KS Hegde Institute of Management - NITTE	Udupi	Karnataka	30		76.44	76.1	77.44	74.77	76.77	73.44	76.77	70.99	72.33	**683.86**
102	C.P. & Berar Education Society's College, Faculty of Commerce & Management	Nagpur	Maharashtra	31		76.99	75.88	77.41	75.33	73.7	74.44	74.55	70.77	72.1	**682.54**
102	Institute of Management Education Research and Training	Pune	Maharashtra	31		76.55	75.66	76.97	77.55	75.33	75.55	72.41	72.99	71.88	**682.54**
103	Integrated Academy of Management and Technology	Ghaziabad	Uttar Pradesh	22		75.88	75.88	76.33	76.66	74.44	75.1	76.34	71.88	73.55	**681.03**
103	Kirloskar Institute of Management	Pune	Maharashtra	32		76.55	75.55	77.44	74.33	75.55	76.66	71.22	71.15	72.22	**681.03**
104	ISME-International School of Management Excellence	Bengaluru	Karnataka	31		75.88	75.88	76.66	75.33	74.66	75.55	72.55	71.88	71.1	**678.7**
104	Jerusalem College of Engineering	Chennai	Tamil Nadu	12		76.53	75.78	75.55	76.06	75.33	75.55	72.37	72.99	70.77	**678.7**
105	Saintgits Institute of Management	Kottayam	Kerala	5		77.21	75.55	75.55	73.77	75.77	74.44	72.59	71.1	69.99	**677.41**
105	Sasmira's Business School	Mumbai	Maharashtra	33		76.33	74.81	75.55	74.44	77.77	76.66	74.44	70.9	70.88	**677.41**
106	Vivekananda Institute of Management Studies	Coimbatore	Tamil Nadu	13		75.21	74.68	75.71	76.88	78.55	75.55	73.44	70.77	69.99	**675.39**
106	Zeal Institute of Management and Computer Application	Pune	Maharashtra	34		75.53	75.19	75.9	73.9	75.55	76.66	75.04	70.44	69.99	**675.39**
107	BGS Institute of Technology	Mandaya	Karnataka	32		73.83	75.33	76.66	74.66	75.77	74.44	74.1	71.44	70.33	**672.93**
107	DKTE Society's Textile & Engineering Institute	Ichalkaranji	Maharashtra	35		75.24	74.44	73.77	78.81	77.7	75.55	74.55	71.1	71.77	**672.93**
108	Bhubaneswar Institute of Management & Information Technology	Bhubaneswar	Odisha	8		75.21	74.77	74.33	73.19	76.66	78.33	73.44	72.99	68.88	**671.46**
108	G.S. College of Commerce and Economics, Department of Management Sciences and Research	Nagpur	Maharashtra	36		76.13	73.55	75.55	76.66	74.55	74.21	72.97	70.17	69.99	**671.46**
109	Global Business School	Hubli	Karnataka	33		75.88	73.33	75.33	74.33	77.37	75.27	73.44	68.79	68.77	**670.02**

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IIRF-2026 | BEST BUSINESS SCHOOLS (PVT.) OVERALL

AIR* (Based on Survey, Secondary Research & Perception)	Business Schools (Pvt.)	City	State	State Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
109	Regional College of Management	Bhubaneswar	Odisha	9		75.24	74.55	75.55	74.66	74.59	75.33	73.1	69.66	67.7	**670.02**
110	IIRM Hyderabad - Institute of Insurance and Risk Management	Hyderabad	Telangana	9		76.1	73.49	75.38	76.48	73.77	73.93	71.88	68.88	68.88	**668.96**
110	Koustuv Business School (KBS)	Bhubaneswar	Odisha	10		74.1	74.66	74.78	76.66	74.44	73.95	75.55	70.97	69.99	**668.96**
111	Institute of Business Management and Rural Development	Ahmednagar	Maharashtra	37		74.33	72.99	74.44	73.39	78.88	79.55	73.44	70.88	69.66	**667.38**
111	International Institute of Business Study	Bengaluru	Karnataka	34		76.33	74.01	73.13	74.33	75.55	75.55	72.1	69.99	69.66	**667.38**
112	K.S Rangasamy College of Technology, Department of Management	Namakkal	Tamil Nadu	14		72.99	74.55	74.66	77.55	73.33	73.99	75.23	70.77	69.66	**665.55**
112	Global Institute of Management, Bhubaneswar	Bhubaneswar	Odisha	11		75.21	72.55	74.06	75.77	75.55	75.55	74.55	70.77	68.82	**665.55**
113	PCTE Group of Institutes	Ludhiana	Punjab	7		74.21	72.33	76.77	73.55	74.55	73.99	72.99	68.88	68.62	**664.32**
113	Poona Institute of Management Sciences and Entrepreneurship	Pune	Maharashtra	38		75.88	71.44	75.1	73.33	75.55	75.55	71.22	69.48	70.99	**664.32**
114	Shri Ram Murti Smarak College of Engineering and Technology	Bareilly	Uttar Pradesh	23		75.66	71.22	74.55	75.33	75.1	74.13	72.77	69.66	68.55	**662.34**
114	Shri Sant Gajanan Maharaj College of Engineering, Department of Business Administration and Research	Shegaon	Maharashtra	39		75.21	73.44	73.99	73.1	73.55	72.83	71.22	71.55	68.95	**662.34**
115	Shri Vaishnav Vidyapeeth Vishwavidyalaya, Shri Vaishnav School of Management	Indore	Madhya Pradesh	6		74.77	72.66	73.99	72.66	73.55	74.66	71.22	69.66	73.21	**661.17**
115	St. Claret College, Autonomous	Bengaluru	Karnataka	35		74.7	72.22	73.55	73.99	75.55	75.55	73.33	69.66	69.88	**661.17**
116	KV Institute of Management & Information Studies	Kurumbapalayam	Tamil Nadu	15		75.21	71.44	74.44	74.1	73.33	74.44	72.55	69.44	68.07	**659.75**
116	Lala Lajpatrai Institute of Management	Mumbai	Maharashtra	40		73.93	72.66	73.33	74.44	75.55	74.21	73.44	69.99	69.99	**659.75**
117	Narayana Engineering College	Nellore	Andhra Pradesh	3		73.64	71.68	73.46	75.77	74.44	74.21	71.86	71.88	68.55	**656.91**
117	MICROTEK College of Management & Technology (MCMT)	Varanasi	Uttar Pradesh	24		73.16	72.91	72.27	72.5	72.1	73.12	71.62	71.57	71.54	**656.91**
118	Modern College	Jhansi	Uttar Pradesh	25		73.66	72.61	73.77	71.1	71.1	72.22	72.22	71.77	71.84	**655.6**
118	Sri Ramakrishna College of Arts and Science, (Formerly SNR Sons College)	Coimbatore	Tamil Nadu	16		74.21	71.44	73.55	72.44	73.51	73.81	72.64	69.99	69.99	**655.6**
119	The Oxford College of Business Management	Bengaluru	Karnataka	36		73.44	71.44	73.33	73.33	74.44	74.66	71.22	69.99	70.33	**654.24**
120	Institute of Excellence in Management Science (IEMS)	Hubli	Karnataka	37		73.44	72.22	72.61	72.22	74.21	73.55	71.1	69.99	69.99	**653.06**

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IIRF-2026 | BEST B-SCHOOLS FOR 1 YEAR PGP/EXE EDUCATION

Rank 2026	Best Business School for 1 Year PGP/Exe Education (12 Months to 18 Months)	City	State		ACTUAL VALUES OUT OF 1000					Overall Score
					Academic Reputation	Graduate Outcome & Employability	Research Outcome (Volume, Income & Reputation)	Employer Reputation & International Outlook	Public Perception	
1	ISB Hyderabad - Indian School of Business	Hyderabad	Telangana		162.00	158.00	157.20	157.60	156.00	950.81
2	IIM Ahmedabad - Indian Institute of Management	Ahmedabad	Gujarat		161.20	158.20	157.80	154.20	156.20	947.10
3	IIM Bangalore - Indian Institute of Management	Bengaluru	Karnataka		161.00	156.40	156.60	156.60	154.20	943.78
4	IIM Calcutta - Indian Institute of Management	Kolkata	West Bengal		159.80	155.40	155.80	155.20	155.40	939.26
5	SPJIMR - S. P. Jain Institute of Management & Research	Mumbai	Maharashtra		156.40	157.60	154.00	154.00	151.00	929.65
6	XLRI - Xavier School of Management	Jamshedpur	Jharkhand		155.60	154.40	153.56	153.20	150.80	922.66
7	IIM Kozhikode - Indian Institute of Management	Kozhikode	Kerala		154.80	152.40	152.40	151.20	150.80	915.26
8	Masters' Union	Gurugram	Haryana		154.00	151.60	150.80	150.20	148.20	907.67
9	MDI Gurgaon - Management Development Institute	Gurugram	Haryana		151.20	152.00	149.20	148.80	148.20	900.56
10	IIM Lucknow - Indian Institute of Management	Lucknow	Uttar Pradesh		150.40	149.80	148.20	148.20	146.80	893.35
11	IIM Mumbai - Indian Institute of Management	Mumbai	Maharashtra		149.40	147.80	146.40	147.20	147.40	886.51
12	IIM Indore - Indian Institute of Management	Indore	Madhya Pradesh		148.60	148.60	143.60	147.00	144.24	879.95
13	IMT Ghaziabad - Institute of Management Technology	Ghaziabad	Uttar Pradesh		147.40	147.40	142.40	146.00	143.24	873.14
14	XIMB - Xavier Institute of Management, XIM University	Bhubaneswar	Odisha		147.40	142.20	139.60	147.20	144.48	865.33
15	IIM Nagpur - Indian Institute of Management	Nagpur	Maharashtra		146.40	141.20	138.60	146.20	143.44	859.30
16	IMI New Delhi - International Management Institute	New Delhi	Delhi		145.40	139.40	139.80	142.80	143.68	853.40
17	Great Lakes Institute of Management	Chennai	Tamil Nadu		146.40	138.80	136.80	143.40	139.48	847.38
18	IIM Rohtak - Indian Institute of Management	Rohtak	Haryana		144.60	136.20	134.40	142.80	144.08	841.86
19	SOIL Institute of Management	Gurugram	Haryana		142.80	136.80	134.40	139.40	139.48	832.14
20	IIM Udaipur - Indian Institute of Management	Udaipur	Rajasthan		142.40	136.40	136.40	136.76	138.88	830.02

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AIR* (Based on Survey, Secondary Research & Perception)	Name of Institute / University	City	State	State Rank
1	SPJIMR - S P Jain Institute of Management & Research	Mumbai	Maharashtra	1
2	XLRI - Xavier Labour Relations Institute	Jamshedpur	Jharkhand	1
3	MDI Gurgaon - Management Development Institute	Gurugram	Haryana	1
4	IMI New Delhi - International Management Institute	New Delhi	Delhi	1
5	IMT Ghaziabad - Institute of Management Technology	Ghaziabad	Uttar Pradesh	1
6	Great Lakes Institute of Management	Chennai	Tamil Nadu	1
6	MICA - Mudra Institute of Communications Ahmedabad	Ahmedabad	Gujarat	1
7	XLRI Xavier School of Management, Delhi NCR	Dadri Toe	Haryana	2
8	RCBS - Rajagiri Centre For Business Studies	Kochi	Kerala	1
8	Dr. D. Y. Patil B-School	Pune	Maharashtra	2
9	GIM - Goa Institute of Management	Goa	Goa	1
9	IMT Nagpur - Institute of Management Technology	Nagpur	Maharashtra	3
10	MDI Murshidabad - Management Development Institute	Murshidabad	West Bengal	1
11	IMI Bhubaneswar - International Management Institute	Bhubaneswar	Odisha	1
11	LIBA Chennai - Loyola Institute of Business Administration	Chennai	Tamil Nadu	2
12	Institute of Rural Management Anand	Anand	Gujarat	2
13	IMT Hyderabad - Institute of Management Technology	Hyderabad	Telangana	1
13	LBSIM - Lal Bahadur Shastri Institute of Management	New Delhi	Delhi	2
14	BIMTECH - Birla Institute of Management Technology	Greater Noida	Uttar Pradesh	2
14	Myra School of Business	Mysuru	Karnataka	1
15	IMI Kolkata - International Management Institute	Kolkata	West Bengal	2
15	Narayana Business School (NBS)	Ahmedabad	Gujarat	3
16	JAGSoM - Jagdish Sheth School of Management	Bengaluru	Karnataka	2
17	JIM Noida - Jaipuria Institute of Management	Noida	Uttar Pradesh	3
17	Taxila Business School	Jaipur	Rajasthan	1
18	IMS Ghaziabad - Institute of Management Studies	Ghaziabad	Uttar Pradesh	4
19	Globsyn Business School	Kolkata	West Bengal	3
20	Prin. L. N. Welingkar Institute of Management Development & Research	Mumbai	Maharashtra	4
20	Ramaiah Institute of Management Studies	Bengaluru	Karnataka	3
21	XIME - Xavier Institute of Management & Enterpreneurship	Bengaluru	Karnataka	4

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AIR* (Based on Survey, Secondary Research & Perception)	Name of Institute / University	City	State	State Rank
22	N L Dalmia Institute of Management Studies and Research	Mumbai	Maharashtra	5
22	SSIM Hyderabad - Siva Sivani Institute of Management	Hyderabad	Telangana	2
23	Dayananda Sagar Business School	Bengaluru	Karnataka	5
24	Jaipuria School of Business	Ghaziabad	Uttar Pradesh	5
25	GIBS Business School	Bengaluru	Karnataka	6
26	JIMS Rohini - Jagan Institute of Management Studies	Delhi	Delhi	3
27	ISB&M - International School of Business & Media	Pune	Maharashtra	6
28	IILM Institute For Higher Education	New Delhi	Delhi	4
28	Soil School of Business Design	Gurugram	Haryana	3
29	NDIM - New Delhi Institute of Management	New Delhi	Delhi	5
30	Jagannath International Management School, Kalkaji	New Delhi	Delhi	6
31	SDM PG Centre For Management Studies & Research	Mangaluru	Karnataka	7
32	ASM Institute of Business Management & Research Centre	Pune	Maharashtra	7
33	AIMS Institutes	Bengaluru	Karnataka	8
34	XISS - Xavier Institute of Social Services	Ranchi	Jharkhand	2
34	JIM Lucknow - Jaipuria Institute of Management	Lucknow	Uttar Pradesh	6
35	JIM - Jaipuria Institute of Management	Jaipur	Rajasthan	2
35	Thiagarajar School of Management	Madurai	Tamil Nadu	3
36	Deccan Education Society's Institute of Management Development and Research	Pune	Maharashtra	8
37	J K Business School	Gurugram	Haryana	4
38	SCMS Cochin School of Business	Kochi	Kerala	2
39	Kirloskar Institute of Management	Harihar	Karnataka	9
39	SDMIMD - SDM Institute For Management Development	Mysuru	Karnataka	9
40	Vivekanand Education Society's Business School	Mumbai	Maharashtra	9
41	ASM Institute of International Business and Research	Pune	Maharashtra	10
42	MSM Meerut - Master School of Management	Meerut	Uttar Pradesh	7
43	Institute of Public Enterprise	Hyderabad	Telangana	3
44	Institute of Management & Information Science	Bhubaneswar	Odisha	2
45	ISME - International School of Management Excellence	Bengaluru	Karnataka	10
46	Koustuv Business School (KBS)	Bhubaneswar	Odisha	3

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AIR* (Based on Survey, Secondary Research & Perception)	Emerging Business School	City	State
1	IFIM College	Bengaluru	Karnataka
2	RV University, School of Business	Bangalore	Karnataka
3	The Chanakya University	Bangalore	Karnataka
4	Sardar Patel University, School of Commerce and Management	Balaghat	Madhya Pradesh
5	Sanjivani University	Ahilyanagar	Maharashtra
6	Dr. C.V. Raman University	Khandwa	Madhya Pradesh
7	Arihant Institute of Commerce and Management, Thalaghattapura	Bengaluru	Karnataka
8	Medhavi Institute of Management	Jabalpur	Madhya Pradesh
9	Sparsh Himalaya University, School of Management Studies	Dehradun	Uttarakhand
10	F S University, FS School of Commerce & Management	Shikohabad	Uttar Pradesh
11	DES Pune University, School of Business and Management	Pune	Maharashtra
12	Gyanodaya University, Faculty of Management Studies	Neemuch	Madhya Pradesh
13	Nirmala College of Management Studies	Thrissur	Kerala
14	Chirayu University - Chirayu School of Management and Research	Bhainsakhedi	Madhya Pradesh
15	Eklavya University	Damoh	Madhya Pradesh
16	Shubham University	Bhopal	Madhya Pradesh
17	Sanjeev Agrawal Global Educational University	Bhopal	Madhya Pradesh
18	Abhyuday University - School of Management	Khargone	Madhya Pradesh
19	G M University, Faculty of Commerce and Management	Davanagere	Karnataka
20	K M University, Faculty of Management & Commerce	Mathura	Uttar Pradesh
21	Mahaveer University, Faculty of Commerce and Management	Meerut	Uttar Pradesh
22	MIT Vishwaprayag University	Solapur	Maharashtra
23	Atlas Skilltech University - ISME, School of Management & Entrepreneurship	Mumbai	Maharashtra
24	SAM Global University, Faculty of Management	Bhopal	Madhya Pradesh
25	Major S. D. Singh University, Faculty of Management and Commerce	Farrukhabad	Uttar Pradesh

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AIR* (Based on Survey, Secondary Research & Perception)	Business School under State Private University	City	State	State Rank	Zone	Zone Rank
1	Woxsen University, Woxsen School of Business	Hyderabad	Telangana	1	South	1
2	Nirma University, Institute of Management	Ahmedabad	Gujarat	1	West	1
3	XIMB-Xavier Institute of Management, XIM University	Bhubaneswar	Odisha	1	East	1
4	Somaiya Vidyavihar University, K.J. Somaiya Institute of Management	Mumbai	Maharashtra	1	West	2
5	Chitkara Business School, Rajpura	Patiala	Punjab	1	North	1
6	DSU-Dayananda Sagar University, School of Commerce & Management Studies	Bengaluru	Karnataka	1	South	2
7	SRM University - AP, Paari School of Business	Guntur	Andhra Pradesh	1	South	3
8	Ahmedabad University - Amrut Mody School of Management	Ahmedabad	Gujarat	2	West	3
9	Amity Business School	Noida	Uttar Pradesh	1	North	2
10	MSRUAS - M S Ramaiah University of Applied Sciences, Faculty of Management & Commerce	Bengaluru	Karnataka	2	South	4
11	Mahindra University, School of Management	Hyderabad	Telangana	2	South	5
12	Chandigarh University, University School of Business	Mohali	Punjab	2	North	3
13	JGBS - Jindal Global Business School	Sonipat	Haryana	1	North	4
14	IILM University, School of Management	Greater Noida	Uttar Pradesh	2	North	5
15	Adamas University, School of Business	Kolkata	West Bengal	1	East	2
16	JSSCMS-JSS Centre For Management Studies, JSS Science & Technology University	Mysuru	Karnataka	3	South	6
17	OPJU- O P Jindal University	Raigarh	Chhattisgarh	1	Central	1
18	BML Munjal University, School of Management	Gurugram	Haryana	2	North	6
19	LPU-Lovely Professional University, Mittal School of Business	Jalandhar	Punjab	3	North	7
20	UPES-Dehradun, School of Business	Dehradun	Uttarakhand	1	North	8
21	Alliance University, Alliance School of Business	Bengaluru	Karnataka	4	South	7
22	Vivekananda Global University	Jaipur	Rajasthan	1	North	9
23	ICFAI University Dehradun, ICFAI Business School	Dehradun	Uttarakhand	2	North	10
24	Presidency University, School of Management	Bengaluru	Karnataka	5	South	8
25	SRM University, Department of Management Studies	Sonipat	Haryana	3	North	11
26	COER University, College of Business Studies	Roorkee	Uttarakhand	3	North	12

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AIR* (Based on Survey, Secondary Research & Perception)	Business School under State Private University	City	State	State Rank	Zone	Zone Rank
27	Parul University, Parul Institute of Management and Research	Vadodara	Gujarat	3	West	4
28	Amity University, Amity Business School	Kolkata	West Bengal	2	East	3
29	ICFAI University - Jaipur, ICFAI Business School	Jaipur	Rajasthan	2	North	13
30	MIT-World Peace University, School of Business,	Pune	Maharashtra	2	West	5
31	G D Goenka University, School of Management	Gurugram	Haryana	4	North	14
32	Sri Sri University, Faculty of Management Studies	Cuttack	Odisha	2	East	4
33	Babu Banarasi Das University, School of Management	Lucknow	Uttar Pradesh	3	North	15
34	Amity University Punjab, Amity School of Business Administration	Mohali	Punjab	4	North	16
35	Manav Rachna University, Faridabad	Faridabad	Haryana	5	North	17
36	VIT Business School	Bhopal	Madhya Pradesh	1	Central	2
37	Bharathidasan University, Bharathidasan Institute of Management - BIM, Tiruchirappalli	Tiruchirappalli	Tamil Nadu	1	South	9
38	Integral University, Department of Commerce & Business Management, Lucknow	Lucknow	Uttar Pradesh	4	North	18
39	Poornima University, Faculty of Management & Commerce	Jaipur	Rajasthan	3	North	19
40	Amity Business School, Gurugram	Gurugram	Haryana	6	North	20
41	Amity Business School, Patna	Patna	Bihar	1	East	5
42	ICFAI University, Himachal Pradesh	Baddi	Himachal Pradesh	1	North	21
43	ICFAI University, Sikkim	Sikkim	Sikkim	1	North-East	1
44	Sangam University, School of Management Studies (SOMS)	Bhilwara	Rajasthan	4	North	22
45	ICFAI University, Jharkhand	Ranchi	Jharkhand	1	East	6
46	Amity Business School, Jharkhand	Ranchi	Jharkhand	2	East	7
47	ICFAI University, Raipur	Raipur	Chhattisgarh	2	Central	3
48	CMR University, CMR Institute of Management Studies	Bengaluru	Karnataka	6	South	10

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IIRF-2026 | BEST ENGINEERING COLLEGES (GOVT.) OVERALL

AIR* (Based on Survey, Secondary Research & Perception)	Engineering Colleges (Govt.)	City	State	State Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
1	IIT Bombay - Indian Institute of Technology	Mumbai	Maharashtra	1		105.66	103.99	102.21	101.77	104.21	100.88	101.66	103.21	104.99	**932.69**
2	IIT Madras - Indian Institute of Technology	Chennai	Tamil Nadu	1		105.32	104.88	102.10	100.88	102.10	100.88	101.32	102.99	104.88	**931.67**
3	IIT Delhi - Indian Institute of Technology	Delhi	Delhi	1		105.32	103.55	101.77	101.32	104.10	100.43	102.21	102.77	104.32	**929.49**
4	IIT Kharagpur - Indian Institute of Technology	Kharagpur	West Bengal	1		105.26	102.99	101.66	101.99	104.88	99.99	101.55	102.77	104.10	**928.17**
5	IIT Kanpur - Indian Institute of Technology	Kanpur	Uttar Pradesh	1		105.10	103.77	101.66	101.92	100.95	99.10	101.43	102.43	103.32	**926.42**
6	IIT Roorkee - Indian Institute of Technology	Roorkee	Uttarakhand	1		105.10	101.96	101.10	104.77	93.55	106.94	106.86	102.21	103.30	**924.99**
7	IIT Guwahati - Indian Institute of Technology	Guwahati	Assam	1		104.99	102.88	101.10	99.99	101.10	100.77	102.21	102.21	102.99	**923.17**
8	IIT BHU - Indian Institute of Technology (BHU)	Varanasi	Uttar Pradesh	2		103.88	103.99	101.10	99.99	100.43	102.66	99.99	102.10	102.77	**922.34**
9	IIT Patna - Indian Institute of Technology	Patna	Bihar	1		102.99	104.21	101.70	101.59	99.99	100.43	98.88	101.99	102.39	**920.93**
10	IIT Hyderabad - Indian Institute of Technology	Sangareddy	Telangana	1		102.77	103.10	101.10	102.21	100.95	100.88	101.10	101.99	102.21	**918.93**
11	IIT (ISM) Dhanbad - Indian Institute of Technology (Indian School of Mines)	Dhanbad	Jharkhand	1		102.21	101.99	101.10	102.88	101.99	103.32	102.55	101.23	102.21	**917.79**
12	IIT Ropar - Indian Institute of Technology	Ropar	Punjab	1		101.43	101.80	100.99	102.99	101.75	103.21	102.43	101.21	102.21	**915.25**
13	IIT Indore - Indian Institute of Technology	Indore	Madhya Pradesh	1		101.21	100.99	100.92	100.99	103.88	102.21	103.32	101.21	102.21	**912.96**
14	IIT Mandi - Indian Institute of Technology	Mandi	Himachal Pradesh	1		101.10	100.81	101.12	100.66	102.66	102.97	100.55	100.77	102.21	**910.82**
15	IIT Jodhpur - Indian Institute of Technology	Jodhpur	Rajasthan	1		101.10	100.59	101.12	99.77	102.66	101.99	101.32	100.32	102.21	**909.64**
16	IIT Gandhinagar - Indian Institute of Technology	Gandhinagar	Gujarat	1		100.66	101.26	101.01	98.77	102.35	101.10	101.21	99.99	102.01	**908.45**
17	Institute of Chemical Technology (ICT)	Mumbai	Maharashtra	2		100.70	100.15	101.07	100.26	101.10	100.92	100.97	99.99	102.01	**906.30**
18	ABVIIITM - ABV Indian Institute of Information Technology & Management	Gwalior	Madhya Pradesh	2		99.99	99.70	100.81	101.32	100.66	103.32	100.88	99.99	101.99	**904.64**
19	HBTU - Harcourt Butler Technical University	Kanpur	Uttar Pradesh	3		99.77	101.15	101.23	98.43	97.99	100.21	98.88	99.86	101.77	**902.54**
20	DTU - Delhi Technological University	Delhi	Delhi	2		98.88	100.92	100.68	98.99	100.21	100.32	98.43	99.77	101.10	**900.06**
20	IISST - Indian Institute of Space Science and Technology	Thiruvananthapuram	Kerala	1		98.57	99.22	100.81	100.21	102.21	102.88	101.10	99.55	100.99	**900.06**
21	North Eastern Regional Institute of Science & Technology	Itanagar	Arunachal Pradesh	1		98.37	101.14	100.57	99.10	100.21	99.99	99.77	98.88	100.23	**899.01**
22	NSUT - Netaji Subhas University of Technology	New Delhi	Delhi	3		98.43	100.81	100.57	98.88	99.10	99.72	99.55	98.43	100.21	**897.38**

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IIRF-2026 | BEST ENGINEERING COLLEGES (GOVT.) OVERALL

AIR* (Based on Survey, Secondary Research & Perception)	Engineering Colleges (Govt.)	City	State	State Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
23	IIIT Allahabad - Indian Institute of Information Technology	Prayagraj	Uttar Pradesh	4		98.43	99.48	100.23	99.10	101.43	100.88	99.32	98.43	100.21	**895.76**
24	MNNIT Allahabad - Motilal Nehru National Institute of Technology	Prayagraj	Uttar Pradesh	5		98.32	99.30	100.23	98.43	98.88	99.77	100.66	98.88	99.90	**893.55**
25	NITK Surathkal - National Institute of Technology	Mangalore	Karnataka	1		98.07	99.81	100.01	97.88	99.77	99.77	98.43	98.77	98.88	**892.36**
26	COEP Technological University (Formerly College of Engineering Pune)	Pune	Maharashtra	3		97.99	101.41	99.01	95.10	100.88	96.90	97.32	97.99	98.88	**890.55**
27	CIPET Chennai - Central Institute of Petrochemicals Engineering & Technology	Chennai	Tamil Nadu	2		97.77	100.19	98.90	97.39	97.70	98.72	99.37	97.99	97.92	**888.22**
27	NIT Calicut - National Institute of Technology	Kozhikode	Kerala	2		97.46	100.59	98.23	96.88	100.21	99.06	99.55	97.77	97.77	**888.21**
28	IIEST Shibpur - Indian Institute of Engineering Science & Technology	Shibpur-Howrah	West Bengal	2		97.55	99.70	98.23	97.77	100.43	99.77	97.03	97.10	97.68	**886.08**
29	NIT Tiruchirappalli - National Institute of Technology	Tiruchirappalli	Tamil Nadu	3		97.49	100.92	97.46	95.77	96.70	100.75	98.46	96.66	96.99	**884.52**
30	CIPET Ahmedabad - Central Institute of Petrochemicals Engineering & Technology	Ahmedabad	Gujarat	2		97.43	99.46	97.35	95.10	98.43	102.43	97.99	96.66	96.99	**882.26**
31	Jadavpur University - Faculty of Engineering and Technology	Kolkata	West Bengal	3		97.41	99.70	97.35	95.55	96.88	100.28	96.10	96.43	96.66	**880.10**
32	IIITDM Jabalpur - Indian Institute of Information Technology Design & Manufacturing	Jabalpur	Madhya Pradesh	3		97.32	99.83	96.95	92.88	95.77	102.48	98.43	95.55	96.26	**878.92**
33	DIAT - Defence Institute of Advanced Technology	Pune	Maharashtra	4		97.10	100.59	96.85	91.10	95.10	101.10	96.43	95.55	96.10	**876.89**
34	Anna University	Chennai	Tamil Nadu	4		97.10	97.26	96.68	96.66	98.10	100.88	97.55	95.55	95.77	**874.56**
35	NIT Hamirpur - National Institute of Technology	Hamirpur	Himachal Pradesh	2		97.06	97.00	96.37	96.57	96.46	101.21	97.66	96.77	95.88	**873.06**
36	NIT Delhi - National Institute of Technology	Delhi	Delhi	4		97.28	98.99	96.30	92.17	94.28	98.12	95.68	95.50	95.90	**871.26**
37	NIFTEM Sonipat - National Institute of Food Technology, Entrepreneurship and Management	Sonipat	Haryana	1		97.26	98.99	94.75	93.17	94.83	101.23	94.12	95.01	95.90	**869.50**
38	IIT Bhubaneswar - Indian Institute of Technology	Bhubaneswar	Odisha	1		97.22	98.10	94.63	94.39	94.83	99.01	96.23	94.79	95.01	**867.57**
39	VNIT - Visvesvaraya National Institute of Technology	Nagpur	Maharashtra	5		97.17	98.15	94.08	92.84	96.83	97.81	94.41	94.79	94.79	**865.24**
40	CIPET Lucknow - Central Institute of Petrochemicals Engineering & Technology	Lucknow	Uttar Pradesh	6		97.19	98.01	93.10	92.30	96.75	98.46	95.79	94.90	94.30	**863.52**
40	IIITDM - Indian Institute of Information Technology Design & Manufacturing	Kancheepuram	Tamil Nadu	5		97.19	99.12	93.32	89.55	93.37	100.46	95.51	94.83	93.79	**863.51**
41	College of Engineering Trivandrum (CET)	Thiruvananthapuram	Kerala	3		97.32	98.15	93.68	92.44	94.21	97.01	93.37	93.90	93.90	**861.70**

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41	Rajiv Gandhi Institute of Petroleum Technology	Amethi	Uttar Pradesh	7		97.10	99.26	93.46	90.92	95.32	95.79	92.35	93.52	93.90	**861.69**
42	G. B. Pant University of Agriculture and Technology (College of Technology)	Pantnagar	Uttarakhand	2		97.10	99.39	92.68	92.48	95.10	94.12	92.35	93.24	92.90	**859.94**
42	NIT Rourkela - National Institute of Technology	Rourkela	Odisha	2		97.10	99.26	92.68	91.77	94.83	96.12	92.57	93.24	92.35	**859.93**
43	IIT Jammu - Indian Institute of Technology	Jammu	Jammu and Kashmir	1		96.99	99.26	92.68	91.77	92.46	97.01	93.24	92.79	92.12	**858.86**
43	University of Delhi	Delhi	Delhi	5		96.99	96.95	92.68	94.66	95.52	99.46	94.79	92.57	91.68	**858.86**
44	GGSIPU - Guru Gobind Singh Indraprastha University	New Delhi	Delhi	6		96.77	99.92	92.35	90.44	92.44	94.15	92.57	92.12	91.68	**856.36**
44	IIT Dharwad - Indian Institute of Technology	Dharwad	Karnataka	2		96.39	98.15	92.35	92.88	94.88	97.01	93.90	92.12	91.68	**856.36**
45	CIPET Bhubaneswar - Central Institute of Petrochemicals Engineering & Technology	Bhubaneswar	Odisha	3		96.21	98.15	92.57	91.77	93.84	96.57	91.46	91.90	91.68	**853.85**
46	IIT Palakkad - Indian Institute of Technology	Palakkad	Kerala	4		95.99	99.03	91.90	91.32	92.24	93.57	91.68	91.90	91.60	**851.49**
47	IIT Bhilai - Indian Institute of Technology	Bhilai	Chhattisgarh	1		95.79	97.03	91.84	91.92	93.10	96.79	93.19	91.77	91.48	**849.60**
48	NIT Arunachal Pradesh - National Institute of Technology	Jote/Itanagar	Arunachal Pradesh	2		95.10	99.48	91.57	89.77	90.77	94.12	92.24	91.01	90.79	**848.01**
48	Zakir Husain College of Engineering and Technology, AMU	Aligarh	Uttar Pradesh	8		95.10	98.98	91.55	91.77	91.77	95.21	90.35	90.57	90.72	**848.01**
49	Dr. B. R. Ambedkar National Institute of Technology	Jalandhar	Punjab	2		94.97	98.86	91.30	89.55	91.77	93.46	92.57	90.46	90.57	**845.88**
50	IIT Goa - Indian Institute of Technology	Goa	Goa	1		94.77	98.03	91.21	91.04	91.99	94.68	90.57	89.90	90.01	**843.73**
50	JMI - Jamia Millia Islamia	New Delhi	Delhi	7		94.61	97.77	91.01	90.37	92.88	94.75	93.57	89.90	89.46	**843.73**
51	MMMUT Gorakhpur - Madan Mohan Malaviya University of Technology	Gorakhpur	Uttar Pradesh	9		94.26	97.88	90.79	91.10	90.66	95.23	91.46	89.90	89.24	**841.11**
51	Visvesvaraya Technological University	Belagavi	Karnataka	3		93.99	99.03	91.16	88.10	91.77	94.79	90.35	88.57	88.35	**841.10**
52	IIT Tirupati - Indian Institute of Technology	Tirupati	Andhra Pradesh	1		94.12	98.61	90.70	88.55	90.10	92.46	92.68	88.68	88.46	**839.05**
52	NIT Warangal - National Institute of Technology	Warangal	Telangana	2		94.12	100.28	90.64	87.44	89.66	92.77	87.12	88.55	88.26	**839.05**
53	NIT Uttarakhand - National Institute of Technology	Srinagar, Pauri	Uttarakhand	3		93.15	98.41	90.52	90.90	90.90	94.37	90.37	88.15	88.04	**837.26**
54	IIITDM Kurnool - Indian Institute of Information Technology, Design & Manufacturing	Kurnool	Andhra Pradesh	2		93.81	97.08	90.52	89.12	92.46	93.04	89.04	88.59	87.92	**834.80**
54	RGIT Kottayam - Rajiv Gandhi Institute of Technology	Kottayam	Kerala	5		93.15	99.10	90.52	88.46	91.01	90.81	88.52	88.15	87.48	**834.80**

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IIRF-2026 | BEST ENGINEERING COLLEGES (GOVT.) OVERALL

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55	G. B. Pant Engineering College	Pauri	Uttarakhand	4		92.64	97.30	90.50	89.57	90.90	93.92	90.59	87.92	87.48	**832.67**
55	NIT Jamshedpur - National Institute of Technology	Jamshedpur	Jharkhand	2		92.04	98.63	90.46	89.64	92.01	91.92	89.24	87.10	87.06	**832.67**
56	BIT Sindri, Department of Higher Technical Education	Dhanbad	Jharkhand	3		91.81	99.52	90.32	89.79	89.39	88.15	87.97	87.92	86.37	**830.19**
56	NIT Srinagar - National Institute of Technology (J & K)	Srinagar	Jammu and Kashmir	2		92.26	98.56	90.17	88.68	89.79	92.37	88.01	87.30	86.37	**830.19**
57	Maulana Azad National Institute of Technology	Bhopal	Madhya Pradesh	4		90.92	98.19	89.70	88.24	91.12	94.15	89.48	87.92	86.15	**827.60**
57	National Power Training Institute	Durgapur	West Bengal	4		90.70	97.77	90.19	90.48	92.21	92.21	88.88	87.81	85.55	**827.59**
58	Rajiv Gandhi University - Faculty of Engineering and Technology	Papumpare	Arunachal Pradesh	3		90.84	97.77	89.99	87.04	92.90	91.39	87.77	88.06	85.17	**825.09**
58	NIT Durgapur - National Institute of Technology	Durgapur	West Bengal	5		90.77	98.10	90.21	87.77	91.10	92.21	86.86	86.66	85.55	**825.09**
59	National Institute of Technology (NIT), Kurukshetra	Kurukshetra	Haryana	2		90.70	98.55	89.86	87.35	92.15	88.06	86.66	84.50	85.39	**822.70**
59	Rajkiya Engineering College	Kannauj	Uttar Pradesh	10		90.37	98.55	89.95	88.88	88.52	88.88	87.77	86.66	85.55	**822.70**
60	Indraprastha Institute of Information Technology	New Delhi	Delhi	8		90.32	96.66	89.08	88.88	95.92	88.72	87.84	84.95	84.66	**819.99**
60	NPTI - National Power Training Institute-Northern Region	New Delhi	Delhi	8		90.44	95.55	88.89	89.75	95.55	90.37	88.88	86.66	85.55	**819.98**
61	College of Agricultural Engineering and Technology - Punjab Agricultural University	Ludhiana	Punjab	3		91.19	94.57	88.66	90.72	93.84	91.97	86.52	85.30	84.99	**817.77**
61	NIT Patna - National Institute of Technology	Patna	Bihar	2		90.47	95.12	88.66	91.10	92.35	92.36	88.88	85.19	84.64	**817.77**
62	JNTU College of Engineering	Hyderabad	Telangana	3		90.75	95.35	88.41	87.84	90.06	94.12	88.64	83.97	84.55	**815.57**
62	Malaviya National Institute of Technology	Jaipur	Rajasthan	2		90.68	94.35	88.50	90.06	91.44	91.68	89.41	85.32	85.55	**815.57**
63	National Institute of Advanced Manufacturing Technology, Ranchi	Ranchi	Jharkhand	4		90.10	92.81	89.01	89.75	91.99	95.43	89.99	84.10	84.44	**813.35**
63	University Institute of Chemical Engineering and Technology, Panjab University	Chandigarh	Punjab	4		90.05	94.15	88.26	89.57	89.52	95.21	91.21	84.10	83.99	**813.35**
64	NIT Goa - National Institute of Technology	Goa	Goa	2		89.90	95.17	88.26	86.99	89.21	93.57	87.35	84.24	83.79	**811.08**
64	NIT Raipur - National Institute of Technology	Raipur	Chhattisgarh	2		89.68	94.50	88.26	86.77	92.32	94.68	87.47	83.79	83.57	**811.08**
65	Indira Gandhi Delhi Technical University for Women (Formerly Indira Gandhi Institute of Technology)	New Delhi	Delhi	9		89.75	93.97	88.41	88.24	89.01	92.21	87.92	83.86	83.70	**808.60**
65	NIT Silchar - National Institute of Technology	Silchar	Assam	2		89.68	94.63	88.39	86.01	89.35	89.48	90.59	83.48	83.70	**808.60**

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66	NIT Andhra Pradesh - National Institute of Technology, Tadepalligudem	Tadepalligudem	Andhra Pradesh	3		89.72	93.44	88.50	85.04	89.48	90.17	89.88	83.44	83.72	**805.96**
66	University College of Engineering, Osmania University	Hyderabad	Telangana	4		89.70	93.66	88.46	88.24	87.26	90.39	87.84	83.39	83.68	**805.96**
67	CIPET Raipur - Central Institute of Petrochemicals Engineering and Technology	Raipur	Chhattisgarh	3		89.52	93.57	88.10	85.01	87.61	90.64	87.97	83.75	83.66	**803.42**
68	Sardar Vallabhbhai National Institute of Technology	Surat	Gujarat	3		89.41	90.01	88.08	88.06	92.50	93.75	86.86	82.64	83.55	**800.51**
69	Jorhat Engineering College	Jorhat	Assam	3		89.19	90.46	88.06	85.18	90.06	92.30	87.58	82.41	83.41	**797.56**
70	Dr. Ambedkar Institute of Technology for Divyangjan	Kanpur	Uttar Pradesh	11		88.86	89.35	88.04	87.17	88.95	92.30	87.97	82.39	83.44	**795.11**
71	Central Food Technological Research Institute	Mysuru	Karnataka	4		88.99	90.59	87.70	83.75	88.19	89.44	86.58	82.38	83.00	**793.00**
72	Dr. APJ Abdul Kalam Institute of Technology	Tanakpur	Uttarakhand	5		89.06	88.50	87.59	86.32	87.24	91.79	86.01	82.50	83.01	**790.33**
73	NIT Mizoram - National Institute of Technology	Aizawl	Mizoram	1		88.28	88.72	86.92	86.55	87.21	91.79	88.46	82.06	82.90	**788.73**
74	NPTI Nagpur - National Power Training Institute	Nagpur	Maharashtra	6		88.92	88.64	87.06	84.57	84.46	90.26	85.26	81.93	82.93	**785.53**
75	JNTU College of Engineering	Kakinada	Andhra Pradesh	4		87.81	87.86	86.90	84.44	85.35	90.81	86.37	83.33	84.44	**783.32**
76	Rajasthan Technical University - University College of Engineering	Kota	Rajasthan	3		87.26	88.41	86.81	84.44	85.99	88.35	86.15	82.21	83.33	**781.38**
77	NIST Berhampur - National Institute of Science & Technology	Berhampur	Odisha	4		87.28	87.48	86.86	83.92	85.81	89.89	83.17	81.84	82.53	**778.15**
77	Orissa School of Mining Engineering	Kendujhar	Odisha	4		86.06	86.99	86.79	87.48	87.26	89.06	86.91	81.84	82.19	**778.15**
78	NIT Meghalaya - National Institute of Technology	Shillong	Meghalaya	1		86.06	85.66	86.77	85.26	87.10	90.95	87.39	81.84	82.19	**775.12**
78	University College of Engineering, Punjab Technical University	Patiala	Punjab	5		86.10	86.77	86.75	84.90	85.32	90.55	85.21	81.84	82.06	**775.12**
79	Sant Longowal Institute of Engineering and Technology	Sangrur	Punjab	6		86.52	86.01	86.88	83.17	85.17	89.08	84.41	81.97	81.97	**772.74**
79	University Institute of Chemical Technology, North Maharashtra University	Jalgaon	Maharashtra	7		86.18	85.79	86.68	84.61	84.72	89.97	85.97	81.97	81.93	**772.74**
80	College of Engineering	Bhubaneswar	Odisha	5		86.19	84.90	86.59	83.39	85.17	89.75	84.19	81.97	81.89	**769.42**
81	University College of Engineering BIT Campus, Anna University	Tiruchirappalli	Tamil Nadu	6		84.47	86.15	85.44	85.45	86.95	86.86	85.30	81.46	81.86	**766.90**
82	NIT Manipur - National Institute of Technology	Imphal	Manipur	1		84.55	83.70	85.46	87.08	85.85	91.88	84.55	81.66	81.95	**764.37**

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83	Odisha University of Technology and Research (Formerly College of Engineering & Technology)	Bhubaneswar	Odisha	6		83.90	84.72	85.37	84.99	87.21	88.24	83.57	81.79	82.06	**762.48**
84	NIT Nagaland - National Institute of Technology	Dimapur	Nagaland	1		83.90	84.84	84.81	84.77	85.44	87.35	84.46	81.57	81.70	**760.32**
85	JNTU University College of Engineering	Vizianagaram	Andhra Pradesh	5		84.24	82.73	84.58	85.66	84.99	89.12	85.57	81.46	81.68	**757.73**
86	Mahatma Gandhi Institute of Technology	Hyderabad	Telangana	5		83.90	83.61	84.39	82.77	84.99	86.01	84.24	81.46	81.15	**754.70**
87	Government Engineering College Palakkad	Palakkad	Kerala	6		84.24	81.39	84.37	84.55	83.01	87.88	85.35	81.35	81.13	**751.99**
87	NIT Puducherry - National Institute of Technology	Puducherry	Puducherry	1		83.79	82.23	84.34	84.77	81.99	88.24	84.46	81.35	81.15	**751.98**
88	IET Lucknow - Institute of Engineering & Technology	Lucknow	Uttar Pradesh	12		81.68	84.28	83.01	84.99	85.44	89.12	82.46	81.35	80.46	**750.10**
89	Pandit Deendayal Petroleum University	Gandhinagar	Gujarat	4		82.96	83.75	82.73	83.88	84.15	88.24	82.24	80.68	79.79	**749.03**
89	JIET School of Engineering and Technology for Girls	Jodhpur	Rajasthan	4		82.90	82.67	82.64	84.10	86.14	89.68	83.96	80.61	79.64	**749.02**
90	Guru Jambheshwar University of Science and Technology - Dept. of Computer Science and Engineering	Hisar	Haryana	3		82.79	83.17	83.26	82.77	82.10	86.46	84.46	81.35	80.73	**747.58**
91	Puducherry Technological University (Formerly Pondicherry Engineering College), Puducherry	Puducherry	Puducherry	2		82.79	80.84	82.93	85.88	85.21	87.12	85.35	80.90	80.04	**745.75**
92	Faculty of Technology and Engineering, The Maharaja Sayajirao University of Baroda	Vadodara	Gujarat	5		81.90	82.73	83.04	81.66	83.88	88.24	83.35	81.24	80.04	**744.60**
93	NIT Agartala - National Institute of Technology	Agartala	Tripura	1		82.37	82.64	82.28	83.79	82.24	86.66	81.26	80.70	80.48	**742.55**
94	Mizoram University - School of Engineering and Technology	Aizawl	Mizoram	2		82.17	79.44	83.41	84.59	85.48	86.28	81.61	81.95	81.95	**740.87**
95	University Department of Chemical Technology, Sant Gadge Baba Amravati University	Amravati	Maharashtra	8		81.95	81.10	82.30	81.93	84.15	85.61	82.73	81.28	81.98	**739.43**
96	NIT Sikkim - National Institute of Technology	Sikkim	Sikkim	1		82.41	80.57	81.55	81.39	84.95	85.30	81.75	82.08	81.86	**737.69**
97	Jodhpur National University	Jaipur	Rajasthan	5		81.38	80.57	80.46	83.08	86.72	86.36	82.39	82.08	81.86	**735.83**
98	Assam University - Triguna Sen School of Technology	Silchar	Assam	4		81.13	81.24	79.77	82.95	84.72	88.69	82.64	81.41	81.19	**734.81**
99	Sree Venkateswara University College of Engineering	Tirupati	Andhra Pradesh	6		80.19	85.79	79.19	81.61	77.61	85.08	80.97	80.55	80.33	**733.44**
100	Indian Institute of Carpet Technology	Bhadohi	Uttar Pradesh	13		80.75	81.79	79.66	81.95	83.76	86.41	81.75	81.19	80.97	**732.25**
101	LBS Institute of Technology for Women, Poojappura	Thiruvananthapuram	Kerala	7		80.41	81.79	79.21	81.73	83.17	87.52	82.64	80.97	80.75	**730.92**
102	JNTU College of Engineering	Anantpur	Andhra Pradesh	7		80.41	80.46	79.96	82.44	82.50	86.46	82.38	81.53	81.41	**729.50**

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IIRF-2026 | BEST ENGINEERING COLLEGES (GOVT.) OVERALL

AIR* (Based on Survey, Secondary Research & Perception)	Engineering Colleges (Govt.)	City	State	State Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
103	Indira Gandhi Institute of Technology	Sarang	Odisha	7		80.75	80.01	79.26	83.28	82.17	87.30	82.50	81.19	80.75	**728.29**
104	Ambedkar Institute of Advance Communication Technologies & Research	New Delhi	Delhi	10		79.97	84.24	78.55	81.28	77.73	84.19	81.41	78.97	79.26	**727.17**
105	HIT Haldia - Haldia Institute of Technology	Haldia	West Bengal	6		80.19	81.79	79.19	81.06	80.95	84.19	80.97	80.30	80.19	**726.13**
106	Uttar Pradesh Textile Technology Institute	Kanpur	Uttar Pradesh	14		80.30	78.90	79.19	84.50	82.09	84.41	83.41	80.97	80.53	**724.43**
107	The National Institute of Engineering	Bengaluru	Karnataka	5		80.19	81.79	79.10	80.50	79.17	84.88	78.75	79.24	79.64	**723.42**
108	JNTUA College of Engineering	Pulivendula	Andhra Pradesh	8		79.53	81.13	78.37	81.06	80.98	87.52	82.14	78.61	78.30	**722.37**
109	Thanthai Periyar Govt. Institute of Technology	Vellore	Tamil Nadu	7		79.75	82.13	78.44	79.84	78.73	83.97	79.37	78.97	78.97	**720.72**
110	Tezpur University - School of Engineering	Tezpur	Assam	5		79.90	78.79	79.10	79.39	79.06	85.52	84.19	80.97	80.75	**719.66**
111	JNTU Hyderabad , University College of Engineering, Science & Technology	Karimnagar	Telangana	6		80.19	79.90	77.99	80.95	77.34	85.08	81.75	80.41	80.30	**718.66**
112	Rajasthan College of Engineering For Women	Jaipur	Rajasthan	6		80.19	80.24	78.33	79.39	77.61	83.41	80.25	79.65	79.86	**717.46**
113	Government Engineering College, Barton Hill	Thiruvananthapuram	Kerala	8		78.75	80.90	77.99	80.95	79.39	83.30	79.19	79.64	79.77	**716.17**
114	University Institute of Engineering and Technology, Maharshi Dayananda University	Rohtak	Haryana	4		80.19	79.90	79.10	77.95	76.30	81.97	78.08	79.08	80.13	**715.09**
115	University Institute of Engineering and Technology, Kurukshetra University	Kurukshetra	Haryana	5		79.41	79.90	77.99	77.61	79.73	84.30	77.30	78.75	79.34	**713.10**
116	University Science Instrumentation Centre, University of Kalyani	Nadia	West Bengal	7		78.33	80.01	78.19	78.73	80.28	84.30	79.19	77.86	77.64	**712.10**
117	Dr. Baba Saheb Ambedkar Technological University	Raigad	Maharashtra	9		79.53	78.28	76.88	81.28	79.95	83.97	79.86	78.60	77.95	**710.34**
118	Maulana Abul Kalam Azad University of Technology, West Bengal	Nadia	West Bengal	8		79.41	77.68	78.55	79.28	78.28	84.19	78.41	78.97	79.19	**710.20**
119	College of Technology and Engineering, Maharana Pratap University of Agriculture and Technology	Udaipur	Rajasthan	7		77.19	77.48	78.39	80.95	80.95	84.30	81.75	79.86	78.75	**708.53**
120	Vishwakarma Govt. Engineering College	Ahmedabad	Gujarat	6		77.30	78.90	78.37	78.73	78.28	82.86	81.19	78.60	78.17	**707.48**
121	Dr. Bhimrao Ambedkar Engineering College of Information Technology	Banda	Uttar Pradesh	15		77.35	77.68	78.26	79.84	78.50	83.97	81.53	78.51	78.53	**706.30**
122	College of Agricultural Engineering and Technology - CCS Haryana Agricultural University	Hisar	Haryana	6		77.77	78.93	78.53	77.13	76.64	78.93	78.40	78.88	78.88	**704.46**
123	University College of Engineering	Villupuram	Tamil Nadu	8		77.10	77.81	77.90	77.75	80.08	82.21	78.55	79.10	79.01	**703.30**

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IIRF-2026 | BEST ENGINEERING COLLEGES (GOVT.) OVERALL

AIR* (Based on Survey, Secondary Research & Perception)	Engineering Colleges (Govt.)	City	State	State Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
						Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
124	Indira Gandhi Engineering College	Sagar	Madhya Pradesh	5		77.21	78.15	78.28	81.19	77.80	78.99	76.33	77.99	77.57	**702.25**
125	University College of Engineering	Arni	Tamil Nadu	9		76.99	77.81	78.35	77.08	77.30	80.99	77.99	78.10	77.90	**700.51**
126	West Bengal University of Animal and Fishery Sciences	Kolkata	West Bengal	9		77.33	77.81	77.01	78.86	74.41	83.21	79.10	77.99	77.77	**699.43**
127	Government College of Engineering and Ceramic Technology	Kolkata	West Bengal	10		77.66	75.70	78.08	76.75	80.19	79.66	79.10	77.77	77.49	**698.12**
128	Mahatma Jyoti Rao Phule University	Jaipur	Rajasthan	8		76.99	76.26	78.46	77.75	75.21	82.10	77.15	78.67	78.06	**697.12**
129	College of Engineering Kottarakkara	Kollam	Kerala	9		77.21	75.81	76.57	80.53	78.41	79.88	77.44	79.10	79.10	**695.85**
129	Government Model Engineering College	Kochi	Kerala	9		77.13	75.45	76.35	80.34	79.53	79.99	77.15	78.56	78.06	**695.83**
130	Mahatma Jyotiba Phule Rohilkhand University - MJPRU, Institute of Engineering & Technology	Bareilly	Uttar Pradesh	16		77.21	75.93	75.90	78.86	79.53	80.99	78.44	77.77	77.55	**694.37**
131	Mahatma Gandhi Mission's Jawaharlal Nehru Engineering College	Aurangabad	Maharashtra	10		77.77	75.81	75.90	77.75	77.37	80.10	76.33	77.99	78.66	**692.76**
132	Rajeev Gandhi Memorial College of Engineering and Technology	Kurnool	Andhra Pradesh	9		76.66	75.59	76.44	79.08	76.64	80.77	76.66	77.99	78.66	**691.63**
133	Kamla Nehru Institute of Technology	Sultanpur	Uttar Pradesh	17		76.10	75.59	75.90	76.97	79.08	79.88	78.21	77.77	78.66	**689.72**
134	USTM, University of Science & Technology Meghalaya	Ri- Bhoi	Meghalaya	2		76.10	74.81	75.84	81.64	76.19	82.10	77.13	76.88	76.86	**688.48**
135	Guru Nanak Dev University - Faculty of Engineering	Amritsar	Punjab	7		75.88	75.04	75.79	77.86	77.97	80.13	77.99	76.88	76.48	**686.64**
136	Government College of Engineering and Textile Technology	Berhampore	West Bengal	11		76.01	74.37	75.57	79.19	74.75	80.99	80.44	76.66	76.37	**685.47**
137	University Institute of Technology	Burdwan	West Bengal	12		75.88	74.81	75.46	78.30	74.19	80.55	79.33	76.33	76.26	**684.23**
138	Dr. Ram Manohar Lohia Awadh University - Institute of Engineering Technology	Faizabad	Uttar Pradesh	18		75.83	73.15	75.53	79.41	77.75	80.99	77.77	76.66	76.44	**682.99**
139	Gurukula Kangri Vishwavidyalaya (Faculty of Engineering)	Haridwar	Uttarakhand	6		75.88	73.70	75.44	77.19	75.75	80.77	77.99	75.77	76.24	**681.42**
140	Deenbandhu Chhotu Ram University of Science and Technology	Murthal	Haryana	7		75.83	73.93	75.41	79.41	75.08	77.66	75.21	75.66	76.21	**679.85**
141	University College of Engineering	Thiruvananthapuram	Kerala	10		77.44	73.37	73.85	77.08	74.19	78.99	75.93	74.55	75.88	**677.88**
142	Dibrugarh University - Institute of Engineering & Technology	Dibrugarh	Assam	6		74.44	75.59	73.79	75.86	77.97	77.66	77.10	73.55	75.77	**676.53**
143	Kalyani Government Engineering College	Nadia	West Bengal	13		73.66	74.48	74.06	77.13	75.08	80.99	77.99	75.19	75.88	**674.67**
144	Jalpaiguri Government Engineering College	Jalpaiguri	West Bengal	14		69.44	76.70	75.28	78.30	74.19	80.55	79.33	75.58	76.21	**673.00**
145	Government College of Engineering and Research	Pune	Maharashtra	11		73.33	72.26	75.24	77.19	75.75	80.77	77.99	75.21	75.99	**671.99**
146	Ch. Devi Lal Memorial Government Engineering College	Sirsa	Haryana	8		69.99	76.50	74.01	79.19	74.41	79.88	78.10	74.44	75.88	**670.55**

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IIRF-2026 | BEST ENGG. COLLEGES (PVT.) AUTONOMOUS/AFFILIATED

AIR* (Based on Survey, Secondary Research & Perception)	Pvt. Engineering Colleges (Autonomous / Affiliated)	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
1	BMS College of Engineering	Bengaluru	Karnataka	1	South	1		93.01	94.06	91.21	89.50	91.88	91.79	90.32	91.10	92.21	**830.47**
2	RV College of Engineering	Bengaluru	Karnataka	2	South	2		92.99	94.04	91.08	90.21	90.48	91.10	90.21	91.10	91.59	**829.16**
3	PSNA College of Engineering & Technology	Dindigul	Tamil Nadu	1	South	3		92.84	93.88	90.97	89.72	89.99	89.99	91.10	90.86	90.72	**827.24**
4	Ajay Kumar Garg Engineering College	Ghaziabad	Uttar Pradesh	1	North	1		92.21	93.88	90.92	89.99	91.10	89.88	90.88	90.79	90.44	**826.21**
5	K.S. Rangasamy College of Technology	Namakkal	Tamil Nadu	2	South	4		92.21	93.86	90.90	90.21	90.66	89.55	89.20	90.78	90.42	**825.09**
6	B.N.M Institute of Technology	Bengaluru	Karnataka	3	South	5		92.08	93.55	90.88	89.68	90.01	89.99	89.88	90.75	90.39	**823.95**
7	Siddaganga Institute of Technology	Tumkur	Karnataka	4	South	6		92.06	93.19	90.88	89.66	89.77	89.75	89.99	90.74	90.35	**822.94**
8	Kumaraguru College of Technology	Coimbatore	Tamil Nadu	3	South	7		92.01	93.15	90.86	89.55	89.57	89.15	89.17	90.72	90.24	**821.85**
9	Dr. D.Y. Patil Institute of Technology	Pune	Maharashtra	1	West	1		92.01	92.06	90.28	89.99	90.08	90.32	90.46	90.70	90.19	**820.05**
10	Malnad College of Engineering	Hassan	Karnataka	5	South	8		91.86	91.81	90.26	90.41	90.70	90.79	90.75	90.70	90.19	**819.06**
11	Chaitanya Bharathi Institute of Technology	Hyderabad	Telangana	1	South	9		91.78	91.10	90.21	90.99	91.10	90.14	90.58	90.68	90.10	**818.45**
11	Yeshwantrao Chavan College of Engineering	Nagpur	Maharashtra	2	West	2		91.74	91.10	90.12	90.70	90.70	91.10	91.10	90.66	90.08	**818.45**
12	Vivekanandha College Of Engineering For Women	Namakkal	Tamil Nadu	4	South	10		91.72	90.44	90.12	90.99	90.75	90.61	90.62	89.99	89.99	**816.52**
13	K.S.R. College of Engineering	Namakkal	Tamil Nadu	5	South	11		91.66	89.99	90.10	89.88	90.21	90.21	91.10	89.99	89.99	**814.55**
14	Institute of Aeronautical Engineering	Hyderabad	Telangana	2	South	12		91.41	89.72	89.92	90.66	90.88	90.70	89.99	89.90	89.95	**813.55**
14	Pimpri Chinchwad College of Engineering & Research	Pune	Maharashtra	3	West	3		91.22	89.51	89.88	91.21	91.10	91.10	90.88	89.88	89.86	**813.54**
15	Marathwada Mitra Mandal's College of Engineering	Pune	Maharashtra	4	West	4		91.07	89.31	89.88	91.42	91.87	89.99	89.99	89.77	89.72	**812.33**
16	Thiagarajar College of Engineering	Madurai	Tamil Nadu	6	South	13		91.04	89.15	89.88	90.01	90.46	90.68	91.12	89.66	89.66	**811.14**
17	Bharati Vidyapeeth's College of Engineering	Delhi	Delhi	1	North	2		91.04	89.48	89.86	89.11	89.56	89.78	90.22	89.66	89.59	**809.98**
17	G H Raisoni College of Engineering, Nagpur	Nagpur	Maharashtra	5	West	5		91.01	88.88	89.84	89.99	90.12	90.66	90.61	89.64	89.57	**809.98**
18	Kongu Engineering College	Perundurai	Tamil Nadu	7	South	14		90.99	88.88	89.72	89.10	89.99	89.84	89.97	88.88	89.57	**808.23**
19	Rajalakshmi Engineering College	Chennai	Tamil Nadu	8	South	15		90.86	88.88	89.72	88.68	89.12	89.35	89.79	88.84	89.55	**806.91**
20	Gayatri Vidya Parishad College of Engineering	Vishakhapatnam	Andhra Pradesh	1	South	16		90.32	88.88	89.55	88.88	89.61	89.32	89.99	88.74	89.52	**805.77**

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IIRF-2026 | BEST ENGG. COLLEGES (PVT.) AUTONOMOUS/AFFILIATED

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21	Ramaiah Institute of Technology	Bengaluru	Karnataka	6	South	17		90.54	88.88	88.88	89.01	89.82	88.88	89.55	88.07	89.44	**804.43**
21	Vidyavardhaka College of Engineering	Mysuru	Karnataka	6	South	17		90.42	87.77	88.97	90.08	90.21	90.91	91.10	88.04	89.39	**804.43**
22	Muffakham Jah College of Engineering and Technology	Hyderabad	Telangana	3	South	18		90.31	87.37	88.95	90.02	90.47	90.69	91.14	88.00	89.30	**803.29**
22	PSG College of Technology	Coimbatore	Tamil Nadu	9	South	18		90.24	87.28	88.64	90.41	91.10	90.60	92.21	88.04	89.20	**803.29**
23	RMK Engineering College	Kavaraipettai	Tamil Nadu	10	South	19		89.99	86.52	88.50	90.95	89.99	91.61	92.06	87.96	89.16	**800.94**
24	Dayananda Sagar College of Engineering	Bengaluru	Karnataka	7	South	20		89.99	86.44	88.44	89.99	89.77	91.10	91.08	87.94	88.88	**799.21**
24	Maharaja Agrasen Institute of Technology	Delhi	Delhi	2	North	3		89.99	85.92	88.16	90.21	91.10	91.67	92.21	87.94	88.88	**799.21**
25	Dr. N. G. P. Institute of Technology	Coimbatore	Tamil Nadu	11	South	21		89.77	86.66	87.81	88.99	90.66	91.55	91.10	87.91	88.88	**798.08**
25	Maharaja Surajmal Institute of Technology	New Delhi	Delhi	3	North	4		89.77	86.66	87.79	90.35	90.44	90.39	91.35	87.91	88.44	**798.08**
26	Channabasaveshwara Institute of Technology	Gubbi	Karnataka	8	South	22		89.77	86.66	87.66	88.88	89.99	90.86	91.30	87.88	88.37	**796.94**
26	Vignan's Institute Of Information Technology	Visakhapatnam	Andhra Pradesh	2	South	22		88.70	87.15	87.66	90.55	90.88	90.99	91.54	87.77	88.06	**796.94**
27	Annamacharya Institute of Technology & Sciences	Rajampet	Andhra Pradesh	3	South	23		88.61	85.88	87.66	90.38	90.82	91.05	91.49	87.77	88.04	**794.00**
28	Vidya Jyothi Institute of Technology	Hyderabad	Telangana	4	South	24		88.60	85.86	87.66	89.11	89.56	89.78	90.22	87.51	87.96	**791.30**
29	Jeppiaar Institute of Technology	Chennai	Tamil Nadu	12	South	25		88.30	85.31	87.44	88.74	89.18	89.40	89.85	87.29	87.65	**788.12**
30	Velalar College of Engineering and Technology	Erode	Tamil Nadu	13	South	26		88.15	85.19	87.26	88.20	88.65	88.87	89.31	87.11	87.51	**785.99**
31	Ramco Institute of Technology	Rajapalayam	Tamil Nadu	14	South	27		86.66	85.01	87.17	88.22	88.67	88.89	89.34	87.07	87.50	**782.12**
32	Hyderabad Institute of Technology and Management	Hyderabad	Telangana	5	South	28		86.59	84.31	86.04	88.17	88.61	88.84	89.28	87.06	87.49	**778.16**
33	St. Joseph's College of Engineering	Chennai	Tamil Nadu	15	South	29		86.56	84.28	86.01	86.46	86.90	87.12	87.57	87.05	87.48	**774.58**
34	Karnatak Law Society's Gogte Institute of Technology	Belagavi	Karnataka	9	South	30		86.11	83.90	85.72	86.11	86.56	86.78	87.22	86.81	87.21	**771.36**
35	Ballari Institute of Technology and Management	Bellary	Karnataka	10	South	31		85.84	83.47	85.17	86.11	86.56	86.78	87.22	86.80	87.20	**768.73**
35	Tulsiramji Gaikwad - Patil College of Engineering and Technology	Nagpur	Maharashtra	6	West	6		85.81	83.30	84.94	86.59	87.04	87.26	87.70	86.60	87.17	**768.74**
36	Chandigarh Engineering College-CGC, Landran	Mohali	Punjab	1	North	5		85.57	82.70	84.52	86.11	86.56	86.78	87.22	86.36	86.94	**765.02**

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IIRF-2026 | BEST ENGG. COLLEGES (PVT.) AUTONOMOUS/AFFILIATED

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								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
36	Dr. Ambedkar Institute of Technology	Bengaluru	Karnataka	11	South	32		85.55	82.68	84.50	86.19	86.64	86.86	87.32	86.32	86.90	**765.02**
37	Excel Engineering College (Autonomous)	Komarapalayam	Tamil Nadu	16	South	33		84.65	82.59	84.47	86.06	86.50	86.72	87.17	86.27	86.79	**762.41**
37	Shri Sant Gajanan Maharaj College of Engineering	Shegaon	Maharashtra	7	West	7		84.57	82.17	83.58	88.34	88.78	88.55	86.17	86.25	86.77	**762.41**
38	Geethanjali College of Engineering and Technology	Hyderabad	Telangana	6	South	34		84.32	81.91	83.17	86.85	87.29	87.51	87.96	86.01	86.09	**758.92**
39	CMR Institute of Technology	Hyderabad	Telangana	7	South	35		84.27	81.45	82.95	86.77	87.21	87.44	87.88	85.94	86.06	**757.20**
39	Inderprastha Engineering College (IPEC)	Ghaziabad	Uttar Pradesh	2	North	6		84.26	81.44	82.93	86.86	87.30	87.52	87.81	85.92	86.04	**757.20**
40	Lloyd Institute of Engineering and Technology	Greater Noida	Uttar Pradesh	3	North	7		84.22	81.38	82.84	85.91	86.36	86.58	87.02	85.91	86.01	**755.01**
40	SKN Sinhgad College of Engineering	Pandharpur	Maharashtra	8	West	8		84.21	80.96	82.64	85.92	87.88	87.77	87.15	85.90	85.66	**755.01**
41	Dayananda Sagar Academy of Technology and Management	Bengaluru	Karnataka	12	South	36		83.40	80.86	81.66	86.11	86.56	86.78	88.99	85.91	85.64	**750.81**
42	G. Pulla Reddy Engineering College (Autonomous)	Kurnool	Andhra Pradesh	4	South	37		83.35	80.53	81.33	86.77	85.66	85.79	86.24	84.96	84.74	**746.86**
43	CGC College of Engineering	Mohali	Punjab	2	North	8		83.13	80.51	81.30	85.66	86.77	85.24	85.68	84.34	84.17	**745.36**
44	JSPM's Jayawantrao Sawant College of Engineering	Pune	Maharashtra	9	West	9		82.83	80.50	80.57	84.59	85.66	84.55	85.70	84.31	84.16	**741.72**
45	Malla Reddy Engineering College for Women (Autonomous Institution)	Secunderabad	Telangana	8	South	38		82.35	80.27	79.88	85.44	84.84	85.06	85.44	84.08	83.75	**738.69**
46	NANDHA Engineering College	Erode	Tamil Nadu	17	South	39		81.97	79.90	79.88	84.39	84.84	85.06	85.50	83.90	83.72	**736.48**
46	SNJB's Late Sau Kantabai Bhavarlalji Jain College of Engineering	Chandwad	Maharashtra	10	West	10		81.95	79.79	79.66	84.71	85.44	85.64	85.44	83.89	83.70	**736.47**
47	Ashoka Women's Engineering College (Autonomous)	Kurnool	Andhra Pradesh	5	South	40		81.65	79.73	78.77	84.29	84.74	84.96	85.40	83.87	83.66	**732.95**
47	B V Raju Institute of Technology	Narsapur	Telangana	9	South	40		81.61	79.61	78.68	84.30	85.44	85.44	85.41	83.64	83.52	**732.95**
48	R. C. Patel Institute of Technology	Shirpur	Maharashtra	11	West	11		81.57	79.88	78.21	83.60	84.05	84.27	84.71	83.60	83.50	**730.48**
48	Sri Krishna College of Engineering and Technology	Coimbatore	Tamil Nadu	18	South	41		81.53	79.35	78.08	84.32	84.24	86.55	84.71	83.52	83.44	**730.48**
49	Bhilai Institute of Technology	Durg	Chhattisgarh	1	Central	1		81.40	79.08	77.99	83.13	83.57	83.79	84.24	83.46	83.26	**726.92**
49	RV Institute of Technology	Bengaluru	Karnataka	13	South	42		81.39	78.94	77.99	83.60	84.05	83.21	84.71	83.24	83.09	**726.93**
50	NARAYANA Engineering College	Nellore	Andhra Pradesh	6	South	43		81.05	78.65	77.57	81.80	82.25	82.47	82.91	82.89	82.75	**721.39**

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IIRF-2026 | BEST ENGG. COLLEGES (PVT.) AUTONOMOUS/AFFILIATED

AIR* (Based on Survey, Secondary Research & Perception)	Pvt. Engineering Colleges (Autonomous / Affiliated)	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
51	BMS Institute of Technology	Bengaluru	Karnataka	14	South	44		80.54	78.08	77.24	81.34	81.78	82.00	82.45	82.10	82.34	**717.05**
52	TKM College of Engineering	Kollam	Kerala	1	South	45		79.05	77.73	76.91	81.84	81.66	81.88	82.10	81.57	82.21	**712.08**
53	Coimbatore Institute of Technology	Coimbatore	Tamil Nadu	19	South	46		78.37	76.84	76.79	80.34	81.00	81.23	81.67	81.10	81.53	**706.41**
54	Bharatiya Vidya Bhavans Sardar Patel Institute of Technology	Mumbai	Maharashtra	12	West	12		78.13	76.31	76.57	79.84	80.50	80.73	81.17	80.51	81.17	**703.00**
55	Kamaraj College of Engineering and Technology	Madurai	Tamil Nadu	20	South	47		78.11	76.30	76.55	78.14	78.80	79.03	79.47	80.47	81.15	**699.52**
56	G Pullaiah College of Engineering and Technology	Kurnool	Andhra Pradesh	7	South	48		78.10	76.29	76.48	76.90	77.57	77.79	78.24	79.23	79.76	**695.95**
57	M Kumarasamy College of Engineering	Karur	Tamil Nadu	21	South	49		77.40	76.11	75.79	76.24	77.13	77.35	77.79	78.77	79.19	**691.28**
58	SDM College of Engineering and Technology	Dharwad	Karnataka	15	South	50		77.15	75.86	75.66	76.01	76.90	77.13	77.57	77.66	77.84	**688.58**
59	D. Y. Patil College of Engineering and Technology	Kolhapur	Maharashtra	13	West	13		76.68	75.30	75.21	75.54	76.65	76.87	75.88	77.09	77.53	**683.92**
60	D. Y. Patil College of Engineering, Akurdi	Pune	Maharashtra	14	West	14		76.23	74.83	74.99	75.04	76.07	76.77	76.55	76.81	77.10	**680.88**
60	MERI College of Engineering and Technology	Bhahadurgarh	Haryana	1	North	9		75.88	75.34	74.77	75.53	76.59	76.19	76.55	76.56	76.99	**680.88**
61	Dhole Patil College of Engineering CITY	Pune	Maharashtra	15	West	15		75.31	75.01	74.77	75.88	76.06	76.18	76.63	76.35	76.39	**678.58**
61	The Oxford College of Engineering	Bengaluru	Karnataka	16	South	51		75.30	74.99	74.79	75.97	76.04	76.21	76.68	76.21	76.39	**678.58**
62	Meenakshi College of Engineering (MCE)	Chennai	Tamil Nadu	22	South	52		74.66	74.33	74.37	74.81	75.56	75.44	75.78	76.19	76.59	**673.34**
62	Pune Vidyarthi Griha's College of Engineering & Shrikrushna S. Dhamankar Institute of Management	Nashik	Maharashtra	16	West	16		74.57	74.33	74.37	74.86	75.69	75.64	75.93	76.17	76.48	**673.35**
63	Bapuji Institute of Engineering and Technology	Davangere	Karnataka	17	South	53		73.55	75.21	73.44	73.68	75.19	75.66	75.41	75.69	76.04	**669.58**
63	Sanjivani College of Engineering	Kopargaon	Maharashtra	17	West	17		73.97	73.88	73.99	74.15	75.77	75.79	75.71	75.81	75.77	**669.58**
64	Don Bosco Institute of Technology, Bangalore	Bengaluru	Karnataka	18	South	54		73.77	72.77	73.77	73.66	75.21	74.99	75.44	75.79	75.71	**665.31**
64	Narayana Engineering College (Autonomous)	Gudur	Andhra Pradesh	8	South	54		73.75	72.77	73.71	74.81	75.23	75.21	75.23	75.68	74.49	**665.31**
65	Pimpri Chinchwad College of Engineering	Akurdi	Maharashtra	18	West	18		73.23	72.08	73.13	73.23	75.00	74.78	75.00	75.45	74.26	**660.10**
66	Thangavelu Engineering College	Chennai	Tamil Nadu	23	South	55		72.50	70.88	72.46	72.48	74.48	74.26	74.48	74.79	73.63	**653.05**
67	RSR Rungta College of Engineering & Technology	Bhilai	Chhattisgarh	2	Central	2		72.26	70.64	72.15	72.22	74.21	73.99	74.10	74.56	73.38	**650.63**

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IIRF-2026 | BEST ENGG. COLLEGES (PVT.) AUTONOMOUS/AFFILIATED

AIR* (Based on Survey, Secondary Research & Perception)	Pvt. Engineering Colleges (Autonomous / Affiliated)	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
67	Sri Muthukumaran Institute of Technology	Chennai	Tamil Nadu	24	South	56		72.26	70.30	71.73	73.21	75.11	74.33	74.55	75.00	73.35	**650.63**
68	Mailam Engineering College	Villupuram	Tamil Nadu	25	South	57		72.22	70.12	71.13	72.43	74.17	74.20	74.43	74.17	73.33	**647.60**
68	Sri Indu College of Engineering & Technology	Hyderabad	Telangana	10	South	57		72.02	70.10	71.10	73.59	74.46	73.90	74.33	74.11	73.13	**647.59**
69	Erode Sengunthar Engineering College (Autonomous)	Erode	Tamil Nadu	26	South	58		71.53	70.00	70.68	71.92	73.91	73.69	73.91	73.91	73.08	**643.88**
69	Heritage Institute of Technology	Kolkata	West Bengal	1	East	1		71.44	69.97	70.64	72.90	73.81	74.10	73.30	73.88	73.01	**643.88**
70	Mepco Schlenk Engineering College	Sivakasi	Tamil Nadu	27	South	59		71.22	69.79	70.15	72.34	72.10	74.11	74.33	73.81	72.99	**641.25**
70	MLR Institute of Technology	Dundigal	Telangana	11	South	59		71.20	69.45	70.15	72.66	73.88	74.33	73.97	73.03	72.86	**641.25**
71	Noida Institute of Engineering and Technology (NIET)	Greater Noida	Uttar Pradesh	4	North	10		70.72	69.12	69.59	72.33	73.81	74.08	73.84	72.38	72.22	**637.52**
71	GM Institute of Technology	Devengere	Karnataka	19	South	60		71.08	69.33	69.97	72.31	72.66	71.55	72.66	72.79	72.64	**637.52**
72	J K K Munirajah College of Technology	Gobi	Tamil Nadu	28	South	61		69.62	68.93	69.59	73.77	74.19	73.08	73.88	72.56	72.30	**635.29**
72	Jawaharlal Nehru New College of Engineering	Shivamogga	Karnataka	20	South	61		69.64	68.98	69.59	72.33	73.88	74.10	74.56	72.58	72.33	**635.29**
73	IIMT College of Engineering	Greater Noida	Uttar Pradesh	5	North	11		69.08	68.65	69.48	71.68	74.25	73.97	73.64	72.54	72.29	**632.48**
73	Rajeev Institute of Technology	Hassan	Karnataka	21	South	62		68.77	68.55	69.46	72.66	74.27	74.33	74.19	72.55	72.28	**632.47**
74	J. J. College of Engineering and Technology	Tiruchirapalli	Tamil Nadu	29	South	63		68.53	68.30	69.22	71.62	73.28	73.06	73.61	71.56	71.97	**628.54**
74	Malla Reddy College of Engineering and Technology	Hyderabad	Telangana	12	South	63		68.44	68.75	69.97	71.97	72.10	71.88	71.46	71.44	71.33	**628.54**
75	Aalim Muhammed Salegh College of Engineering	Chennai	Tamil Nadu	30	South	64		67.44	68.33	69.70	72.28	71.88	72.84	72.77	71.00	70.97	**625.67**
75	IES College of Technology	Bhopal	Madhya Pradesh	1	Central	3		67.66	68.30	68.83	72.38	73.21	73.60	74.16	70.45	70.22	**625.66**
76	Acharya Institute of Technology	Bengaluru	Karnataka	22	South	65		67.44	67.86	68.26	72.23	73.67	73.45	74.00	69.47	69.44	**622.50**
76	S R Group of Institutions (College of Science and Engineering)	Jhansi	Uttar Pradesh	6	North	12		67.50	67.84	68.22	72.33	73.75	73.44	74.33	68.88	69.33	**622.50**
77	Ambalika Institute of Management and Technology	Lucknow	Uttar Pradesh	7	North	13		67.44	67.65	68.04	70.42	72.75	72.53	72.19	68.33	68.23	**618.07**
78	A.M. Reddy Memorial College of Engineering and Technology	Narasaraopet	Andhra Pradesh	9	South	66		67.00	67.42	67.48	70.13	72.46	72.24	71.90	67.52	67.97	**614.56**
79	Arulmigu Meenakshi Amman College of Engineering	Kanchipuram	Tamil Nadu	31	South	67		66.28	67.17	67.37	69.97	72.55	72.08	71.75	67.23	67.25	**611.67**

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IIRF-2026 | BEST ENGG. COLLEGES (PVT.) AUTONOMOUS/AFFILIATED

AIR* (Based on Survey, Secondary Research & Perception)	Pvt. Engineering Colleges (Autonomous / Affiliated)	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
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80	Anand Institute of Higher Technology	Chennai	Tamil Nadu	32	South	68		66.03	66.94	66.59	69.68	72.02	71.79	71.46	66.50	69.22	**608.82**
81	Dhaanish Ahmed Institute of Technology	Coimbatore	Tamil Nadu	33	South	69		65.22	66.55	66.33	70.89	71.88	73.00	72.67	65.77	66.30	**606.02**
82	BK Birla Institute of Engineering and Technology	Pilani	Rajasthan	1	North	14		64.69	66.05	65.70	70.57	72.68	72.68	72.35	65.77	66.22	**602.51**
82	CPJ Institute of Management & Technology	Narela	Delhi	4	North	14		65.42	66.05	65.66	70.59	71.62	71.62	71.28	65.77	66.19	**602.52**
83	Kongunadu College of Engineering and Technology	Trichy	Tamil Nadu	34	South	70		64.55	65.77	64.70	69.75	71.86	71.86	71.53	65.44	65.44	**597.60**
84	Shanmuganathan Engineering College	Arasampatti	Tamil Nadu	35	South	71		64.47	64.72	64.09	69.68	71.79	71.79	71.46	63.84	63.86	**592.76**
85	Nutan Maharashtra Institute of Engineering & Technology	Pune	Maharashtra	19	West	19		63.75	63.99	63.44	69.79	71.90	71.90	71.57	63.12	63.14	**588.04**
86	Rizvi College of Engineering	Bandra	Maharashtra	20	West	20		63.58	63.16	63.15	69.54	71.65	71.65	71.32	62.39	62.36	**584.32**
87	Shree Sathyam College of Engineering and Technology	Salem	Tamil Nadu	36	South	72		63.53	63.55	61.87	69.02	71.13	71.13	70.79	62.15	62.10	**581.26**
88	Thadomal Shahani Engineering College	Mumbai	Maharashtra	21	West	21		63.28	62.83	61.15	68.86	70.97	70.97	70.64	61.93	61.88	**577.32**
89	Vivekananda Institute of Technology	Bengaluru	Karnataka	23	South	73		63.22	62.27	60.54	68.68	70.24	70.24	69.90	61.90	61.84	**573.63**
90	Shri Ram Murti Smarak College of Engineering and Technology	Bareilly	Uttar Pradesh	8	North	15		62.93	62.10	60.15	68.28	69.84	69.84	69.50	61.68	61.62	**570.91**
91	Sambhram Institute of Technology	Bengaluru	Karnataka	24	South	74		62.90	61.33	60.21	69.15	63.22	70.10	69.42	61.66	61.59	**566.32**
92	PCTE	Ludhiana	Punjab	3	North	16		62.68	60.99	59.88	68.10	67.44	68.55	66.62	61.46	61.39	**564.11**
93	Rameshwaram Institute of Technology and Management	Lucknow	Uttar Pradesh	9	North	17		62.44	60.68	59.88	67.42	67.10	68.97	68.15	61.19	61.13	**563.05**
94	Padmabhooshan Vasantraodada Patil Institute of Technology	Sangli	Maharashtra	22	West	22		62.39	60.66	59.88	67.13	66.55	67.66	67.66	61.17	61.35	**561.71**
95	Mahaguru Institute of Technology	Alapuzha	Kerala	2	South	75		62.42	59.22	59.88	66.95	68.50	68.50	68.17	61.17	61.24	**560.30**
96	LR Enginering & Technology	Solan	Himachal Pradesh	1	North	18		62.29	60.53	59.77	66.48	65.33	65.86	65.88	61.39	61.10	**558.36**
97	NSHM Knowledge Campus, Durgapur	Durgapur	West Bengal	2	East	2		62.18	60.33	59.66	65.88	65.22	65.22	65.48	61.15	61.11	**556.54**
98	Dream Institute of Technology	Kolkata	West Bengal	3	East	3		62.06	60.19	59.55	65.10	65.10	65.33	65.24	60.77	60.84	**554.99**

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IIRF-2026 | BEST ENGG. COLLEGES UNDER PVT. UNIVERSITY

AIR* (Based on Survey, Secondary Research & Perception)	Engineering Colleges (Under Pvt. University)	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
1	BITS Pilani - Birla Institute of Technology and Science	Pilani	Rajasthan	1	North	1		97.10	97.12	93.86	92.61	96.61	97.19	94.19	94.68	94.57	**861.79**
2	SRM Institute of Science & Technology	Chennai	Tamil Nadu	1	South	1		96.99	96.99	93.46	92.08	96.52	97.83	95.57	94.61	94.08	**860.85**
3	Vellore Institute of Technology	Vellore	Tamil Nadu	2	South	2		96.97	98.10	93.32	89.99	92.21	99.59	95.29	94.57	93.68	**859.89**
4	Manipal Academy of Higher Education	Manipal	Karnataka	1	South	3		96.95	97.57	93.32	92.66	94.44	96.83	93.59	93.68	93.57	**859.01**
5	Thapar Institute of Engineering & Technology	Patiala	Punjab	1	North	2		96.88	98.81	92.90	92.70	95.32	93.95	92.57	93.01	92.68	**858.78**
6	Dhirubhai Ambani University	Gandhinagar	Gujarat	1	West	1		96.77	98.68	92.90	91.99	92.68	96.83	93.46	92.57	91.90	**857.70**
7	IIIT Hyderabad - International Institute of Information Technology	Hyderabad	Telangana	1	South	4		96.77	96.37	92.90	95.10	95.75	96.26	95.12	92.35	91.46	**856.51**
8	Shiv Nadar Deemed to be University, NCR	Dadri	Uttar Pradesh	1	North	3		96.17	97.57	92.57	93.32	95.10	96.88	94.12	91.90	91.46	**855.34**
8	KIET Deemed To Be University	Ghaziabad	Uttar Pradesh	1	North	3		96.11	97.28	92.05	94.99	95.77	95.82	93.44	91.36	91.10	**855.33**
9	IIIT Bengaluru - International Institute of Information Technology	Bengaluru	Karnataka	2	South	5		96.10	98.46	92.44	94.44	92.46	93.46	93.55	91.77	91.44	**854.08**
10	Birla Institute of Technology Mesra	Mesra	Jharkhand	1	East	1		95.57	96.97	92.21	94.66	94.44	96.61	95.55	91.55	91.37	**852.76**
11	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	3	South	6		95.55	98.90	92.21	92.21	92.21	93.95	92.46	90.79	90.57	**851.05**
11	LNM Institute of Information Technology	Jaipur	Rajasthan	2	North	4		95.46	98.86	92.21	92.44	93.32	93.28	92.79	90.24	90.35	**851.04**
12	Dayananda Sagar University	Bengaluru	Karnataka	3	South	7		94.81	97.41	91.82	92.37	93.55	94.35	93.57	91.10	91.10	**847.33**
13	Woxsen University	Hyderabad	Telangana	2	South	8		94.35	98.68	91.68	90.10	92.44	94.04	90.35	89.48	89.24	**843.95**
13	SRM University-AP	Guntur	Andhra Pradesh	1	South	8		92.89	97.58	92.53	89.43	91.42	92.22	88.56	88.43	89.40	**843.94**
14	JSS Science and Technology University	Mysuru	Karnataka	4	South	9		93.99	99.70	91.08	89.21	90.10	92.15	87.77	89.24	88.92	**840.13**
14	The ICFAI Tech School, Hyderabad	Hyderabad	Telangana	3	South	9		94.21	97.86	91.19	91.37	89.99	92.70	91.10	89.45	89.38	**840.12**
15	KJ Somaiya School of Engineering	Mumbai	Maharashtra	1	West	2		93.77	95.86	91.17	91.55	91.10	92.92	93.10	89.28	88.88	**836.40**
16	Mahindra University	Hyderabad	Telangana	4	South	10		91.80	96.50	90.88	91.08	90.92	92.79	91.31	89.26	87.55	**831.03**
16	Nirma University	Ahmedabad	Gujarat	2	West	3		90.88	96.41	90.75	93.31	92.95	92.77	92.21	89.41	86.92	**831.03**
17	KIIT - Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha	1	East	2		90.17	96.23	89.97	93.77	93.92	91.24	90.87	87.61	86.59	**826.24**
17	UPES - University of Petroleum and Energy Studies	Dehradun	Uttarakhand	1	North	5		90.10	94.10	89.85	94.81	95.50	94.88	94.78	87.59	86.58	**826.23**
18	Sathyabama Institute of Science and Technology	Chennai	Tamil Nadu	4	South	11		89.92	92.15	89.17	94.96	96.60	95.90	96.47	86.70	85.97	**821.80**

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IIRF-2026 | BEST ENGG. COLLEGES UNDER PVT. UNIVERSITY

AIR* (Based on Survey, Secondary Research & Perception)	Engineering Colleges (Under Pvt. University)	City	State	State Rank	Zone	Zone Rank		Actual Values converted for 1000									Weighted Index (Out of 1000)
								Academic Reputation (AR)	Graduate Outcome & Employability (GOE)	Research Outcome (RO) (Volume, Income & Reputation)	Demand Ratio & Student Profile (DRSP)	Employer Reputation & International Outlook (ERIO)	Wellbeing and Institutional Development (WID)	Impact and Value Addition (IVA)	Peer Perception and Alumni Feedback (PPAF)	Public Perception (PP)	
18	Amity University	Noida	Uttar Pradesh	2	North	6		89.55	92.14	88.81	97.13	97.40	95.85	96.86	86.30	85.86	**821.79**
19	Bharati Vidyapeeth (Deemed to be University) College of Engineering	Pune	Maharashtra	2	West	4		89.21	91.37	88.72	96.51	96.55	96.26	96.77	86.14	85.64	**818.49**
19	Bennett University	Greater Noida	Uttar Pradesh	3	North	7		89.18	91.36	88.68	96.68	96.71	96.36	96.87	86.10	85.42	**818.48**
20	Graphic Era Deemed to be University	Dehradun	Uttarakhand	2	North	8		88.59	91.11	88.55	95.09	94.95	94.90	94.98	85.72	84.79	**812.71**
20	College of Engineering Roorkee (COER)	Roorkee	Uttarakhand	2	North	8		88.57	91.00	88.41	95.35	95.37	95.01	95.33	85.65	84.77	**812.70**
21	Shiv Nadar University (SSN School of Engineering)	Chennai	Tamil Nadu	5	South	12		88.30	90.70	88.15	93.46	93.37	93.01	94.55	85.26	84.64	**807.41**
21	SVKM's NMIMS, Mukesh Patel School of Technology Management & Engineering	Mumbai	Maharashtra	3	West	5		88.19	90.48	88.12	94.00	94.24	93.96	93.71	85.19	84.55	**807.41**
22	OP Jindal University	Raigarh	Chhattisgarh	1	Central	1		87.86	90.26	87.99	92.82	92.98	92.55	92.90	84.95	84.41	**803.49**
22	Chitkara University	Rajpura	Punjab	2	North	9		87.72	89.81	87.97	93.60	93.56	93.28	93.65	84.70	84.30	**803.50**
23	Brainware University	Kolkata	West Bengal	1	East	3		87.55	89.58	87.52	92.91	92.71	92.18	92.34	84.09	84.17	**799.55**
23	PES University	Bengaluru	Karnataka	5	South	13		87.48	89.48	87.41	92.87	93.16	92.54	92.90	84.04	84.08	**799.56**
24	LNCT Bhopal - Lakshmi Narain College of Technology & Science	Bhopal	Madhya Pradesh	1	Central	2		87.30	89.28	86.77	92.11	92.16	91.80	92.16	83.64	83.66	**795.56**
24	M S Ramaiah University of Applied Sciences	Bengaluru	Karnataka	6	South	14		86.99	89.24	86.64	92.24	92.81	92.59	92.66	83.80	83.65	**795.56**
25	Shoolini University	Solan	Himachal Pradesh	1	North	10		86.75	88.74	86.50	91.22	91.21	90.92	91.24	83.50	83.46	**790.73**
26	BML Munjal University	Gurugram	Haryana	1	North	11		85.52	88.27	86.39	91.28	91.05	90.51	91.39	83.39	83.35	**786.54**
26	Jain University	Bengaluru	Karnataka	7	South	15		85.50	88.22	86.37	91.40	91.29	90.88	91.38	83.30	82.97	**786.55**
27	Ramrao Adik Institute of Technology, D Y Patil Deemed to be University	Navi Mumbai	Maharashtra	4	West	6		85.12	88.07	86.24	89.87	89.89	89.39	90.24	83.21	82.55	**782.16**
27	Adamas University	Kolkata	West Bengal	2	East	4		84.72	88.01	86.19	90.71	90.40	90.20	90.40	83.17	82.41	**782.16**
28	Jamia Hamdard	New Delhi	Delhi	1	North	12		84.54	87.90	86.19	89.37	89.40	88.60	89.12	83.17	82.33	**778.92**
28	Jaypee Institute of Information Technology (Main Campus)	Noida	Uttar Pradesh	4	North	12		84.46	87.74	84.88	90.60	90.88	90.21	90.45	84.08	82.33	**778.92**
29	GITAM - Gandhi Institute of Technology and Management	Visakhapatnam	Andhra Pradesh	2	South	16		84.34	87.68	84.86	89.34	89.37	88.35	89.40	83.04	82.30	**775.28**
30	Christ University	Bengaluru	Karnataka	8	South	17		84.18	87.06	84.74	88.94	88.39	88.17	88.58	82.85	82.19	**772.10**

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IIRF-2026 | BEST ENGG. COLLEGES UNDER PVT. UNIVERSITY

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30	The ICFAI Tech School - ICFAI University Dehradun	Dehradun	Uttarakhand	3	North	13		84.10	87.10	84.70	89.27	88.21	88.20	88.61	82.93	82.21	**772.10**
31	Presidency University	Bengaluru	Karnataka	9	South	18		83.74	86.80	83.75	87.88	87.72	87.46	87.84	82.54	81.95	**766.83**
31	The ICFAI Tech School, Jaipur	Jaipur	Rajasthan	3	North	14		83.72	86.79	83.56	88.10	88.34	87.46	87.86	82.50	81.88	**766.83**
32	Manav Rachna University	Faridabad	Haryana	2	North	15		83.48	86.56	83.34	86.57	86.54	86.10	86.32	82.25	81.58	**762.06**
32	B.S. Abdur Rahman Crescent Institute of Science and Technology	Chennai	Tamil Nadu	6	South	19		83.45	86.54	82.23	87.71	87.64	87.28	87.69	82.20	81.53	**762.06**
33	Periyar Maniammai Institute of Science & Technology	Thanjavur	Tamil Nadu	7	South	20		83.35	86.45	81.97	86.21	86.14	85.78	86.20	82.51	81.44	**758.26**
33	CV Raman Global University	Bhubaneswar	Odisha	2	East	5		83.33	86.42	81.93	86.47	86.65	85.67	86.20	82.07	81.39	**758.26**
34	Parul University	Vadodara	Gujarat	3	West	7		83.30	86.40	81.84	84.88	84.92	84.58	84.90	82.06	81.36	**755.11**
34	Babu Banarasi Das University	Lucknow	Uttar Pradesh	5	North	16		83.26	86.38	81.64	85.16	85.36	85.00	84.92	82.01	81.29	**755.11**
35	Lovely Professional University	Jalandhar	Punjab	3	North	17		83.20	86.31	81.16	84.06	84.11	83.74	84.14	81.94	81.24	**751.67**
35	Sikkim Manipal Institute of Technology, SMU	Sikkim	Sikkim	1	North-East	1		83.06	86.17	81.00	84.04	84.01	83.62	84.06	81.76	81.08	**750.46**
36	Shanmugha Arts Science Technology & Research Academy (SASTRA)	Thanjavur	Tamil Nadu	8	South	21		83.00	86.10	79.13	84.37	84.29	83.94	84.35	81.70	81.03	**747.04**
36	SRM University (Delhi NCR)	Sonipat	Haryana	3	North	18		82.85	85.95	78.30	84.75	85.00	84.80	84.89	81.54	80.85	**745.84**
37	Maharishi Markandeshwar University	Mullana	Haryana	4	North	19		82.77	86.27	77.74	83.91	83.59	82.73	83.52	81.47	80.77	**742.40**
37	Hindustan Institute of Technology and Science	Chennai	Tamil Nadu	9	South	22		82.75	86.24	77.69	83.82	83.71	83.21	83.50	81.44	80.75	**742.40**
38	GLA University	Mathura	Uttar Pradesh	6	North	20		82.61	86.08	77.58	82.35	82.17	81.93	82.11	81.34	80.67	**738.66**
38	NIIT University	Neemrana	Rajasthan	4	North	20		82.59	86.06	77.58	82.39	82.21	81.96	82.23	81.30	80.65	**738.65**
39	Chandigarh University	Mohali	Punjab	4	North	21		82.45	85.90	77.40	81.01	81.00	80.54	80.80	81.24	80.59	**734.93**
39	Mewar School of Engineering and Technology	Chittorgarh	Rajasthan	5	North	21		82.39	85.86	77.40	81.04	81.06	80.73	81.08	81.20	80.54	**734.94**
40	Navrachana University	Vadodara	Gujarat	4	West	8		82.05	85.50	77.15	80.10	80.01	79.36	80.11	80.93	80.29	**730.61**
40	ICFAI University, Himachal Pradesh	Baddi	Himachal Pradesh	2	North	22		82.00	85.47	77.13	80.21	80.13	79.53	80.14	80.99	80.26	**730.62**
41	Lingaya's Vidyapeeth	Faridabad	Haryana	5	North	23		81.88	85.32	77.10	78.24	78.64	78.44	78.99	80.80	80.19	**727.03**
41	Integral University	Lucknow	Uttar Pradesh	7	North	23		81.83	85.29	77.10	78.88	78.66	78.55	78.99	80.75	79.66	**727.04**

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42	ITM University	Gwalior	Madhya Pradesh	2	Central	3		81.79	85.27	77.08	77.66	77.43	77.26	77.47	78.49	77.90	**722.84**
42	IILM University	Greater Noida	Uttar Pradesh	8	North	24		81.77	85.25	77.07	77.66	77.43	77.26	77.79	78.46	77.87	**722.84**
43	Vivekananda Global University	Jaipur	Rajasthan	6	North	25		81.44	84.90	76.84	76.28	75.90	75.49	75.74	78.55	77.66	**717.58**
44	Nitte Meenakshi Institute of Technology	Bengaluru	Karnataka	10	South	23		81.06	84.50	76.48	75.04	75.26	75.17	75.13	77.81	77.26	**713.35**
44	Sambalpur University Institute of Information Technology (SUIIT)	Sambalpur	Odisha	3	East	6		81.13	84.39	76.46	75.81	75.21	75.04	75.04	77.48	77.10	**713.35**
45	Suresh Gyan Vihar University	Jaipur	Rajasthan	7	North	26		80.78	84.16	76.30	73.27	73.11	73.11	72.99	77.57	77.04	**707.50**
45	Amity University	Patna	Bihar	1	East	7		80.68	84.01	76.24	73.63	73.33	73.19	73.97	77.35	76.90	**707.50**
46	D Y Patil International University	Pune	Maharashtra	5	West	9		79.77	83.29	75.96	73.13	72.39	72.57	72.68	77.24	76.89	**701.72**
46	Koneru Lakshmaiah Education Foundation University	Vaddeswaram	Andhra Pradesh	3	South	24		79.77	82.68	75.99	73.13	71.79	75.39	73.44	77.01	76.88	**701.73**
47	The ICFAI Tech School, Jharkhand	Ranchi	Jharkhand	2	East	8		79.44	82.56	75.94	70.93	72.69	71.70	70.97	77.05	76.70	**697.09**
47	University of Engineering and Management	Kolkata	West Bengal	3	East	8		78.09	81.79	75.23	74.84	74.90	74.15	74.77	76.93	76.57	**697.10**
48	Poornima Institute of Engineering and Technology	Jaipur	Rajasthan	8	North	27		77.75	81.16	74.45	74.50	73.24	73.00	73.30	76.56	76.34	**691.00**
48	ICFAI University, Raipur	Raipur	Chhattisgarh	2	Central	4		77.63	80.77	74.31	75.05	74.37	73.86	73.66	76.43	76.18	**691.00**
49	Amity University	Ranchi	Jharkhand	3	East	9		77.10	80.57	73.56	73.66	73.51	73.56	72.48	76.05	75.86	**685.79**
49	Malla Reddy Vishwavidyapeeth, Malla Reddy Technical Campus	Hyderabad	Telangana	5	South	25		77.01	79.24	74.13	74.15	74.33	74.33	74.33	75.90	75.90	**685.79**
50	School of Engineering and Technology, Sangam University	Bhilwara	Rajasthan	9	North	28		76.44	78.13	74.10	72.59	73.46	74.01	73.68	76.21	75.64	**680.43**
51	BGS Institute of Technology, Adichunchanagiri University	B.G. Nagara	Karnataka	11	South	26		76.26	78.10	74.10	72.53	73.13	74.46	68.44	75.39	74.75	**676.99**
52	MIT Art, Design & Technology University	Pune	Maharashtra	6	West	10		76.26	76.66	73.43	71.55	71.57	71.64	71.10	74.93	74.69	**671.03**
53	Birla Global University	Bhubaneswar	Odisha	4	East	10		75.70	74.01	73.33	72.22	71.24	73.33	72.22	74.61	74.44	**665.35**
54	Amity University	Kolkata	West Bengal	4	East	11		75.57	74.01	73.16	71.99	70.24	69.80	70.73	74.64	74.33	**661.77**
55	CT University	Ludhiana	Punjab	5	North	29		75.55	73.33	74.44	69.79	68.88	69.19	66.66	75.55	74.44	**659.17**
56	Karunya Institute of Technology and Sciences	Coimbatore	Tamil Nadu	10	South	27		74.01	74.01	72.85	69.99	70.02	70.06	70.39	72.06	71.57	**654.50**

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INDIA'S EDUCATED YOUTH TRAPPED IN A SHRINKING JOB MARKET

Amin Masoodi

From outdated curricula to weak industry linkages, experts warn that universities are producing graduates rich in theory but poor in practical skills and employability.

A quiet crisis is unfolding across India's higher education landscape and experts say the warning signs are no longer subtle. Universities continue to produce thousands of graduates, post graduates and researchers each year, yet the job market is failing to keep pace — creating a widening gap between degrees earned and opportunities available.

From institutions like the University of Kashmir and other central universities, the story is strikingly similar: an ever-growing pool of qualified pass-outs competing for a limited and often unstable job market. The result is not just unemployment, but a deeper structural imbalance.

At the heart of the issue lies a slowdown in employment generation. Government hiring, once a reliable avenue, is increasingly marked by adhocism. Regular posts are scarce, with departments leaning heavily on contractual appointments that offer low pay and little security.

For highly qualified candidates, such roles fall far short of expectations, leaving many disillusioned and, in some cases, aging out of eligibility while waiting for stable opportunities.

The crisis runs deeper than a shortage of jobs. The very nature of work is shifting at an unprecedented pace, driven by technology, automation, and artificial intelligence. Yet, higher education has failed to keep stride. Curricula remain largely static and detached from industry realities, churning out graduates who may hold degrees, but lack the skills the market now demands.

At the heart of the problem lies a systemic lack of dynamism. Experts warn that both policymakers and universities have been slow to respond to

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rapidly changing economic needs. Without continuous curriculum reform and a forward-looking strategy, institutions risk producing graduates for a job market that has already moved on — one that no longer values what they have been taught.

Raising serious concerns over the widening disconnect between higher education and workforce demands, Dr. Sameer Babu M, Associate Professor at Jamia Millia Islamia, told Education Post, "We are not following standard procedures — even at the level of curriculum development."

While premier institutions like the IITs and a select group of top management and law schools remain aligned with industry needs, large segments —particularly sciences, education, psychology, and teacher training — continue to lag, leaving graduates inadequately prepared for real-world challenges, he added.

Robust partnership between academia and industry

At the heart of the issue lies a missing link: a robust partnership between academia and industry. While the ideal model demands continuous collaboration, consultation, and co-creation of knowledge, the reality is far from it, according to Babu. "There should be a strong consensus between academia and the workforce. That connection is weak or absent in many cases."

The consequences of this disconnect are most visible in professional courses like the Bachelor of Education (B.Ed). Graduates are deemed "classroom-ready" on paper, yet struggle to adapt to modern teaching environments. With global schools increasingly relying on digital ecosystems and learning management systems such as Moodle, Blackboard Learn, and Microsoft Teams, Indian teacher trainees often lack hands-on exposure.

"They know the terminology — blended learning, flipped classrooms — but they cannot implement it," Babu noted. "Teaching technology remains confined to theory, not practice."

Without directly targeting any institution, the expert himself part of the central education framework pointed to a systemic failure that begins at the very foundation: curriculum design.

'Traditional lecture-based instructions'

The pattern extends beyond teacher education. Across universities, traditional lecture-based instruction continues to dominate, with minimal integration of advanced pedagogical tools. Even where technology is used, it is often limited to basic PowerPoint presentations rather than meaningful digital engagement, the expert said.

To a question, Babu said, "Institutions with strong industry ties offer a blueprint for success. Elite institutions regularly invite corporate leaders to share insights on emerging trends and future demands."

"These inputs directly influence curriculum updates, ensuring students are trained in relevant skills well before they enter the job market. Internships and apprenticeships further strengthen this alignment, creating a seamless transition from classroom to career," he added.

This is why some institutions achieve near 100% placement. They prepare students not just academically, but strategically for specific industries, he said.

However, such models remain exceptions rather than the norm.

Growing degree culture

Another critical concern is the growing "degree culture," where academic qualifications are often pursued and awarded without sufficient emphasis on quality. "In many cases, it has become like selling degrees," he noted, adding even at the doctoral level, the rigor expected in research output is frequently compromised.

Unlike universities abroad, where publications in indexed journals such as Scopus or

Web of Science are mandatory benchmarks, many Indian institutions lack strict enforcement of such standards, according to Babu. "|As a result, graduates often enter academia or industry without a strong research profile or global exposure," he added.

This, he argues, weakens their competitiveness. "If a candidate cannot demonstrate credible research, conference participation, or quality publications, blaming the system alone is not enough."

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'21st-century skills'

Beyond technical knowledge, the expert highlighted a glaring deficiency in 21st-century skills — communication, innovation, adaptability, and global competence. "Today's industries demand multi-skilled professionals. But many graduates lack even basic communication or design capabilities."

As India positions itself as a global knowledge hub, these structural gaps pose a significant challenge. Without urgent reforms — ranging from curriculum overhaul and faculty accountability to deeper industry integration — the risk is clear: a generation of graduates equipped with degrees, but not direction.

Acknowledging sustained government efforts to reform and strengthen the education landscape, Babu stressed that closing the gap between classrooms and careers is no longer optional — it is imperative.

Dynamic and responsive

Claiming that technology is reshaping the nature of work, Prof. Noor Ahmad Baba, former head of Political Science Department at Kashmir University stressed the need for education systems to adapt quickly.

"Jobs are changing. Unless universities become dynamic and responsive, graduates will struggle to remain relevant," he told Education Post.

"While universities continue to produce graduates in large numbers, the job market particularly in the public sector is not expanding at the same pace." Baba added.

Baba situates the crisis within a broader economic and policy context, pointing to structural imbalances in job creation and education delivery.

"The imbalance between pass-outs and job opportunities is real," he said.

He highlighted a shift toward contractual and low-paying roles, which fail to meet the expectations of highly qualified candidates.

"This creates a subsistence-level job market. Many remain uncertain and unsatisfied," he said.

He expressed concerns over increasing commercialization, with institutions prioritizing revenue over quality.

"Education is no longer treated purely as a developmental sector," Baba noted.

To a question, Baba said a major gap is the lack of emphasis on entrepreneurship.

"Education is still largely job-oriented. We are not preparing students to create jobs," he noted, calling for stronger policy support and institutional frameworks.

A visible mismatch

The consequences are already evident — highly qualified graduates taking up roles far below their potential.

"This is a wastage of resources. It reflects a deeper mismatch between education and the economy," Baba said.

Echoing a wider concern, a young postgraduate Ishfaq Ahmad from Srinagar said, "We believed education would secure our future. But today, degrees feel directionless as there is a stark gap between what we learned and what the job market demands."

"There are few opportunities, and even fewer that match what we studied. It feels like we were prepared for a system that no longer exists." he added.

From degrees to employability

India's education system must move beyond expanding access to ensuring relevance, according to experts.

The way forward, experts stress, lies in reimagining the fundamentals of higher education — modernizing curricula, embedding technology into practice, strengthening industry linkages, fostering entrepreneurship, and aligning learning with the realities of a rapidly changing economy.

Underscoring this shift, Baba noted, "This would result in a more responsive and future-ready education system—one that equips students with practical skills, enhances employability, and bridges the gap between academic learning and industry demands."

"Without that shift, the country risks continuing to produce degrees — but not the opportunities that should come with them," he added.

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"There was a time when India played a dominant role in the higher education system and we had renowned seats of learning like Takshashila, Nalanda, Vikramashila, Valabhi, Somapura and Odantapuri… India now has to work towards regaining that glory of the past…. In today's era of globalization, which rests on the pillars of Collaboration, Cooperation and Communication, there are ample opportunities to use these "3Cs" to create many world-class universities."

Late Shri Pranab Mukherjee, *Honorable Former President of India*

India has the second largest higher educational system in the world next only to USA. However, in terms of number of Higher Educational Institutions (HEI), it is not only the largest, but also the most multi-facetted and complex in the world. India has around 1100+ universities, which includes, central, state, private, and deemed-to-be-universities. The number of colleges including autonomous and affiliated stands at 55,000+. The Gross Enrollment Ratio (GER) is also presently inching towards 30% and expectations are that it can touch 50% by 2035, which is comparable with developed economies in Europe and USA. 40 million students are pursuing higher education and it is estimated that it will touch 140 million by 2030, which means that one in every four graduates globally will be from India.

India's economic development and transformation is intrinsically linked to its education and skilling. Only an educated country can aspire to be a developed country. Higher Education enrolment is key to leveraging the demographic dividend for the benefit of the society. The need for increasing HEI numbers is further complicated by the globalization and knowledge-driven economy. Generative AI, Agentic AI and social media channels have resulted in the explosive growth of knowledge. If India aspires to be the fastest growing economy in the world, it will need to ramp up the numbers of HEI as also architect 'world-class' universities which primarily focus on research, innovation, and internationalization outcomes.

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World-Class University (WCU)

A multi-pronged strategy is the need of the hour. In addition to teaching institutions that primarily focus on skilling and teaching, there is a need to promote World-Class Universities (WCU), who are hubs of innovation, and research excellence. These universities create new knowledge, promote innovation and product development, seed & support high-technology startups, which lead to wealth creation and thereby transform the country into a knowledge superpower. Interestingly, the new National Education Policy (NEP) 2020 has also advocated for three types of distinct universities namely teaching-intensive, research-intensive, and hybrid focusing on both teaching and research outcomes.

WCU may be equated with research-intensive university, and/or Institution of Eminence (IoE) in the present Indian context. These are the universities, which can compete and be benchmarked with the best in the world. These universities drive innovation and serve as fountainheads for creation and dissemination of knowledge. The elite ivy-league universities in USA, Oxbridge in UK, IIT-IIM in India are globally recognized brands. The exalted positions of these institutions are outcomes of decades or centuries of academic and research excellence.

Towards WCU: Four Pillars of Excellence

The following are four pillars of university excellence, which every university needs to focus on in its trajectory towards becoming a WCU and the reasons thereof:

- **Teaching:** The India Skills Report 2025 is a report brought out with industry-academia-government collaboration providing insights on the employability of India's youth. As per this report, employability rate is around 55% for Indian graduates in higher education. This skill gap points out to need for teaching excellence realized through hands-on, experiential, project-based, problem-based, capstone-based, sustainability-integrated, practice-oriented, outcome-based education and learning paradigms. Universities in India have a tremendous opportunity to meet the need for talent on a global scale, with the potential for talent mobility across borders to contribute US $ 500 billion to the global economy provided steps are taken to increase the employability of Indian graduates.
- **Research & Innovation:** India's research and development (R&D) ecosystem is witnessing rapid transformation, fueled by a strong national focus on innovation-led growth. India's Gross Expenditure on Research and Development (GERD) has more than doubled in ten years from ₹60,196.75 crore in 2010–11 to ₹1,27,380.96 crore in 2020–21, with the government sector accounting for 64% of the total spend. India ranks 3rd globally in Science & Engineering PhDs, after the USA and China. The number of patents filed in India increased nearly three times from 24,326 in 2020–21 to 68,176 in 2024–25, highlighting a major surge in domestic innovation. India's share in global research publications has steadily increased over time with conservative estimates of 5% in 2023-2024 from 3% in 2009. However, there is a cause of concern with respect quality high-impact papers being less and the worrisome trend of publishing in predatory journals to achieve research targets. Universities can and need to play a critical role in driving innovation and commercializing research. The setting up of Anusandhan National Research Foundation (ANRF), launch of various national missions in Quantum, Semiconductor, AI, and Cyber Physical Systems (CPS) and availability of substantial government funding like the recently launched Research Development and Innovation (RDI) Scheme Fund of ₹1 lakh crore are exciting opportunities for universities to leverage.
- **Innovation:** India has been rapidly climbing the Global Innovation Index (GII) rankings of WIPO with the rank being 38th in 2025, a dramatic rise from 81st position in 2015. India is the third largest startup ecosystem globally with two lakh registered startups and 100+ unicorns, providing employment to 2.2 million people. The Indian startup ecosystem is rapidly developing with the partnership of stakeholders including government agencies, universities, venture capitalists, angel investors, incubators and accelerators. This is a great opportunities for universities to leverage, thereby translating idea to concept, concept to prototype, prototype to product and product to startup so as to contribute to wealth creation.
- **Internationalization:** In terms of internationalization, while a large number of Indian HEI claim to have significant collaborations and tie-ups with global universities, the fact of the matter is that official formal collaborative academic programs are limited to 100+ institutions. This is in terms of twinning and collaborative academic programs approved by the ministry of education. There is a huge gap between these deep collaborations and broad engagement, which could run into tens of thousands. Many of these are at the surface level and need to amplify in terms of deeper engagements, replete with measurable outcomes. 15+ foreign universities are setting up campuses in India and this trend is only likely to accelerate. With globalization being the norm and foreign universities on the lookout, this is a tremendous opportunity for Indian universities.

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UNMASKING THE SYNDICATE OF FAKE UNIVERSITIES IN INDIA

Siddharth Verma

As of February 2026, the Indian higher education landscape is grappling with a staggering surge in academic fraud. The University Grants Commission (UGC) has officially identified 32 "fake universities" operating across 12 states and Union Territories, marking a 60% increase from the 20 institutions flagged just three years prior. At the epicenter of this crisis is the national capital, Delhi, which alone hosts 12 of these unauthorized entities. This proliferation is not a byproduct of regulatory oversight alone but is the result of a sophisticated interplay between technological exploitation, organized academic mafias, and a fragmented enforcement system.

Why Delhi is the Hub of Academic Fraud

Delhi's transformation into a hub for "diploma mills" is a calculated strategy by fraudulent operators. In 2026, the city accounts for nearly 40% of the country's fake universities. This concentration is fueled by the capital's unique socio-economic environment. Research indicates that the city's vast student population and high-pressure aspirational demand create a fertile ground for "brokers" and unauthorized consultants.

Fraudulent institutions in Delhi typically utilize "national" or "international" branding to mimic the prestige of legitimate central institutions. Entities like "United Nations University," "Indian Institute of Science and Engineering," and "All India Institute of Public & Physical Health Sciences (AIIPPHS)" leverage these impressive-sounding titles to deceive students who associate the capital with federal authority. Operationally, these entities are far from the campuses they project; many function out of single-room offices in commercial hubs like Netaji Subhash Place, Daryaganj, or Nehru Place, lacking the basic classrooms, laboratories, or libraries required by law.

Fraud in the Age of AI

In the modern digital era, the "modus operandi" of fake universities has evolved from simple newspaper classifieds to aggressive, technology-driven campaigns. These institutions now deploy professional-looking websites and utilize search engine optimization (SEO) to appear alongside legitimate universities in student queries.

The rise of "EdTech" has provided a convenient cover for these operators. Many fraudulent entities masquerade as "online learning platforms" or

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"autonomous skill centers," exploiting the public's confusion over the regulation of distance and digital education. Most alarmingly, current trends in 2025 and 2026 show the emergence of AI-powered scams. Rackets now utilize deepfake technologies—including voice cloning and synthetic video—to impersonate university officials or conduct fraudulent admission interviews. These high-tech deceptions make it increasingly difficult for students and parents to distinguish between a genuine representative and an AI-generated bot, leading to a higher success rate for social engineering campaigns.

The Academic Mafia: A Highly Organized Syndicate

The persistence of these institutions suggests they are not isolated incidents but part of a deeply entrenched "education mafia." Recent investigations have busted syndicates in Delhi and the NCR that operate through a decentralized network of over 25 coaching centers and educational consultancies. These hubs act as procurement agents, offering "tailor-made" fake degrees, mark sheets, and backdated migration certificates for hefty payments ranging from thousands to lakhs of rupees.

The scale of this fraud is illustrated by landmark cases such as Manav Bharti University (MBU), which allegedly sold 36,000 fake degrees over 11 years, with only 5,000 of its 41,000 issued credentials found to be authentic. Another prominent figure, Imlakh—often referred to as the "biggest education mafia of Uttar Pradesh"—was recently arrested for running a massive racket involving fake Bachelor of Ayurvedic Medicine and Surgery (BAMS) degrees, illustrating how these syndicates have infiltrated even critical sectors like healthcare. These operations often mirror legitimate corporate structures, employing tele-callers to lure students and using shell companies to launder the "proceeds of crime".

Systemic Failure and Jurisdictional Gaps

The primary reason these fake universities thrive is a fundamental disconnect in the Indian regulatory framework. While the UGC has the statutory power to identify and flag unauthorized institutions under Sections 2(f) and 3 of the UGC Act, 1956, it lacks the power to shut them down. The responsibility for law and order, campus sealing, and criminal prosecution lies solely with state governments and local law enforcement.

This "enforcement gap" allows fraudulent operators to evade accountability. When the UGC issues a public notice or a show-cause letter, the offending institution often simply rebrands, relocates to a different state, or moves its entire operation online. The current legal deterrent is also widely considered "archaic"; under the original 1956 Act, the maximum fine for running a fake university is a paltry ₹1,000. For a business model that generates hundreds of crores, this is not a penalty but a negligible operating cost.

Government Involvement and the Political Nexus

The proliferation of academic fraud cannot be separated from the issues of political patronage and administrative collusion. High-profile scandals like the Vyapam scam have historically highlighted how politicians, bureaucrats, and middlemen can collude to rig exam results and facilitate the entry of undeserving candidates into professional streams.

In contemporary cases, the "political nexus" often manifests as sluggish regulatory action. For instance, the Bible Open University of India (BOUI) reportedly continued to operate for nearly two years after initial complaints before being officially flagged as "fake" by the UGC. Furthermore, some institutions exploit legal loopholes by claiming status as "religious" or "theological" trusts to argue they are immune from UGC oversight under constitutional provisions. The lack of a centralized, real-time database to track these entities across state borders further enables them to restart operations without fear of legal repercussions.

Legislative and Financial Crackdowns

Recognizing these systemic failures, the Indian government has pivoted toward more aggressive enforcement in 2025 and 2026. The landmark arrest of Al-Falah University's founder for misappropriating ₹415.10 crore signifies a shift in strategy: treating educational fraud as a money-laundering offense under the Prevention of Money Laundering Act (PMLA).

The most significant reform is the proposed Viksit Bharat Adhishthan Bill (VBSA), 2025-2026. This legislation aims to replace "advisory nudges" with a formidable "graded penalty" regime. If passed, the Bill will mandate:

- A Minimum Penalty of ₹2 Crore: For any institution operating without government approval, alongside immediate mandatory closure.
- Statutory Transparency: Requiring all universities to host financial audits, faculty qualifications, and student outcomes on a centralized public portal managed by a new regulatory body.
- Rapid Response: Allowing the regulatory council to act within 60 days in cases of misrepresentation or administrative irregularities.

The Burden of Vigilance

While the VBSA Bill offers a potential long-term solution, the current reality for Indian students remains precarious. Degrees from the 32 blacklisted institutions are "pieces of paper" with zero legal validity for employment, competitive exams, or higher studies. The human cost is immense: life savings are lost, and career trajectories are derailed.

In an era where information is widely accessible but increasingly manipulated by AI, verifying institutional legitimacy has become a critical legal necessity for every student. Vigilance through official portals like the UGC's consolidated list, the AISHE database, and the National Academic Depository (NAD) remains the only effective defense against an ecosystem that thrives on turning academic hope into a long-term credential liability.

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India confronts a defining moment in its developmental trajectory that extends far beyond demographic arithmetic or technological adoption. The nation's 1,100 universities and 43,000 colleges are undergoing a fundamental reconceptualization-evolving from peripheral credential-distributing institutions to central nodes within complex knowledge ecosystems. This transformation represents more than educational reform; it constitutes the architectural foundation of India's transition toward a knowledge-driven economy characterized by innovation intensity, relational capital formation, and sustainable competitive advantage.

The emerging paradigm positions universities not merely as sites of instruction but as experiential architectures where knowledge creation, industry integration, and talent cultivation intersect through sophisticated relational mechanisms. Within India's institutional context-marked by trust sensitivity, service complexity, and rapid structural transitions- this evolution carries profound implications for economic competitiveness and social transformation.

Structural Transformation: From Teaching Institutions to Research Ecosystems

The historical configuration of Indian higher education, dominated by teaching-centric models with research concentrated in elite institutions, is experiencing systematic disruption. The National Education Policy (NEP) 2020 represents the most comprehensive recalibration of this architecture in decades, mandating multidisciplinary education, establishing the National Research Foundation with a projected corpus of ₹50,000 crore, and promoting institutional autonomy coupled with accountability mechanisms.

This policy framework reflects a deeper understanding of universities as knowledge-generating ecosystems rather than mere knowledge-transmitting entities. The Institutions of Eminence scheme, encompassing fifteen universities across public and private sectors, exemplifies this strategic reorientation. These institutions are expected to achieve global research parity while cultivating doctoral ecosystems that contribute meaningfully to national innovation pipelines.

The transformation manifests in tangible institutional changes: faculty evaluation criteria increasingly emphasize research output and external funding; interdisciplinary research centers emerge around critical domains such as artificial intelligence, sustainability science, and financial technology; and undergraduate curricula integrate research methodologies as core competencies rather than peripheral add-ons.

Innovation Ecosystems and Entrepreneurial Integration

The proliferation of Technology Business Incubators (TBIs) and startup ecosystems within academic campuses represents a structural integration between knowledge production and market application. According to the Department for Promotion of Industry and Internal Trade, India hosts over 650 recognized startup incubators, with significant university affiliation. Institutions such as IIT Bombay's Society for Innovation and Entrepreneurship (SINE) and the distributed network of Atal Incubation Centres exemplify this ecosystem approach.

This development transcends entrepreneurial enthusiasm; it reflects



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the emergence of universities as innovation intermediaries- institutions that systematically translate academic research into commercially viable solutions. When biotechnology students at Pune universities develop diagnostics startups, or engineering teams at National Institutes of Technology create agri-tech solutions for smallholder farmers, the university functions as the critical relational mechanism enabling knowledge-to-market transitions.

The Atal Innovation Mission's comprehensive approach-establishing Atal Tinkering Labs in schools and Atal Incubation Centres in universities-creates innovation pipelines that span educational levels, institutionalizing entrepreneurial culture as a core educational outcome rather than an extracurricular activity.

Relational Capital and Industry-Academia Convergence

In emerging markets characterized by institutional voids and network-dependent trust structures, universities serve as pivotal relational mechanisms. Industry-academia collaboration must be reconceptualized beyond transactional arrangements toward strategic value co-creation platforms. Trust and satisfaction operate as dual transmission pathways through which these collaborations yield economic dividends.

Satisfaction functions as an evaluative mechanism, emerging when universities consistently meet the rigorous research and development requirements of industry partners. Trust operates as deeper relational capital, mitigating perceived risks associated with intellectual property sharing, joint venture formation, and long-term innovation partnerships. Forward-thinking institutions like BITS Pilani, IIM Ahmedabad, and emerging private universities have developed sophisticated collaboration models featuring curriculum co-design, sponsored research chairs, and dual-mentorship programs.

The Academic Bank of Credits framework under NEP 2020, combined with mandatory internship requirements, systematizes these relationships rather than leaving them to episodic arrangements. When industry partners become co-architects of learning outcomes rather than peripheral guest lecturers, universities enhance their contribution to human capital development while building durable innovation networks.

Talent Development for Economic Complexity

India's demographic dividend - approximately 65% of the population below age 35-represents both unprecedented opportunity and governance complexity. Converting demographic potential into economic productivity requires universities to function as comprehensive talent development ecosystems, cultivating three interconnected capabilities: foundational intellectual skills (critical thinking, analytical reasoning), domain-specific technical competencies (data science, clean energy, life sciences), and adaptive professional capabilities (cross-disciplinary collaboration, ethical judgment under uncertainty).

Institutions such as Ashoka University, Shiv Nadar University, and O.P. Jindal Global University have pioneered liberal arts-integrated models that prioritize intellectual formation alongside technical training. Their graduates demonstrate the adaptive intelligence that complex knowledge economies increasingly reward - the capacity to navigate ambiguity, synthesize diverse knowledge domains, and maintain ethical grounding amid rapid technological change.

This approach recognizes that in knowledge economies, the half-life of specific skills continues to shrink while the premium on learning agility increases. Universities that embed continuous learning capabilities, critical thinking methodologies, and collaborative problem-solving into their core curricula produce graduates who remain economically resilient across career horizons spanning three to four decades.

Navigating Emerging Market Institutional Complexity

Understanding India's university transformation requires acknowledging the nation not as a geographic sample but as an institutional ecosystem defined by unique complexity. Indian universities operate at the intersection of global academic standardization demands and localized socio-economic imperatives. This dual mandate necessitates sophisticated institutional strategies that leverage relational capital while building cross-sectoral networks.

Successful institutions are dismantling traditional academic silos to foster interdisciplinary research ecosystems addressing complex, localized challenges-frugal innovation, rural healthcare delivery, sustainable supply chains, while producing scalable, globally relevant intellectual property. By embedding research agendas within specific institutional realities of the Indian market, universities ensure their knowledge economy contributions are both theoretically robust and pragmatically actionable.

The Unfinished Architecture

India's universities represent works in progress-institutions navigating between historical constraints and future imperatives. Policy intent is clear, institutional energy is visible, and excellence examples are demonstrable. What remains incomplete is systematic consistency: the capacity to replicate research culture, innovation infrastructure, and industry relevance across the full breadth of India's higher education landscape rather than concentrating excellence in elite institutions.

A knowledge economy cannot be constructed through peaks alone; it requires quality across the entire institutional ecosystem. The defining challenge of the next decade involves elevating average institutional performance rather than merely celebrating exceptional cases. Universities must embrace their role as relational mechanisms and experiential architectures, actively architecting the intellectual and structural foundations of India's economic future.

The knowledge economy India aspires to lead will be fundamentally shaped by the universities it chooses to build-institutions that generate ideas, cultivate adaptive talent, and connect multiple stakeholders through sophisticated relational capital. Success in this endeavor will determine whether India remains a participant in the global knowledge economy or emerges as one of its principal architects.

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THE RESERVATION RESET

AS COMPETITION RISES, PREMIUM SEATS REMAIN SCARCE AND ASPIRATIONS SOAR, IS INDIA ENTERING A NEW EDUCATION QUOTA BATTLE?

Prabhav Anand

At dawn, in hostels and homes across India, millions of students begin another day of preparation. In Kota, Patna, Hyderabad, Delhi, Chennai and countless smaller towns, teenagers open physics modules, solve mathematics papers and revise biology diagrams before breakfast. Their routines are disciplined, repetitive and exhausting. For many of them, the future has been reduced to a rank, a cut-off, a counselling list and the hope of securing one good seat in one good institution. That seat could mean an IIT, AIIMS, a government medical college, a National Law University, a central university or any campus that promises affordable education and upward mobility. In modern India, a college admission is no longer merely an academic milestone. It is often a family project, a financial wager and a social turning point.

This is the background against which India's reservation debate has entered a new phase. The old language of the issue—merit versus quota, fairness versus favouritism, privilege versus justice—no longer fully explains the tension of the present moment. India in 2026 is not simply debating reservation. It is debating scarcity. More students than ever are seeking higher education. More families than ever are investing money, time and emotional energy in entrance examinations. Yet the number of trusted, affordable and high-value seats remains far smaller than the scale of aspiration. When opportunity does not expand at the same pace as ambition, every category begins to feel pressure.

India's higher education system has undeniably grown. Total enrolment has crossed four crore students, making it one of the largest university systems in the world. Gross Enrolment Ratio has steadily improved, signalling that more young Indians are entering colleges than in previous generations. New universities have opened, private campuses have expanded and professional programmes have multiplied. On paper, this is a success story of democratization. But on the ground, students and parents know that not all seats are equal. A seat in

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a little-known affiliated college does not carry the same weight as a seat in an IIT. A degree from a weakly funded campus does not produce the same confidence as one from a nationally reputed institution. What has expanded is quantity; what remains fiercely contested is quality.

That is why the race for elite and dependable institutions has become so intense. In engineering, lakhs of students prepare each year for JEE Main and JEE Advanced, but only a small fraction eventually enter the IIT system. In medicine, the battle for government MBBS seats remains one of the toughest in the country. In law, management and the central university system, cut-offs often reflect extraordinary competition. For many households, the difference between selection and rejection is not abstract. It determines whether a student studies in a subsidised public institution or in an expensive private one, whether the family incurs debt, whether migration becomes necessary and whether years of preparation feel justified.

In such an atmosphere, reservation becomes emotionally charged because it is attached to a scarce resource. A family that sees its child miss a cut-off by a narrow margin experiences the policy not as constitutional design but as personal loss. A student from a reserved category who secures admission often experiences the celebration alongside the burden of stigma. A lower middle-class parent with limited income but outside quota frameworks may feel invisible. A first-generation learner from a historically disadvantaged community may feel that even with reservation, the starting line remains unequal. These are not mutually exclusive truths. They coexist, and that is what makes the debate so difficult.



Any serious discussion must begin with history. Reservation in India was not created as charity or political improvisation. It emerged from the recognition that centuries of exclusion had denied many communities access to education, property, institutions and dignity. The framers of the Constitution understood that formal equality alone could not correct inherited inequality. Dr. B.R. Ambedkar repeatedly warned that political democracy without social democracy would remain unstable. Reservation, therefore, was conceived as a means of widening participation in a society where opportunity had long been restricted.

Yet history alone does not dissolve contemporary anxiety. The India of the 2020s is a nation of aggressive aspiration. Families that themselves never attended college now want professional degrees for their children. Rural households seek urban mobility through education. Urban middle-class families fear downward mobility if their children fail to enter top institutions. Social media intensifies comparison, making success highly visible and failure deeply personal. A missed admission is no longer seen as one disappointment among many. It is often interpreted as falling behind an entire generation.

The introduction of the 10 per cent reservation for Economically Weaker Sections significantly altered the emotional terrain of the debate. For decades, reservation discussions centred largely around caste-based disadvantage. EWS inserted economic distress into the national framework in a major way. For many non-reserved families facing real financial stress, it represented long-awaited recognition. For critics, it complicated the original logic of affirmative action by shifting focus from social exclusion to income criteria. Regardless of perspective, the EWS policy marked a turning

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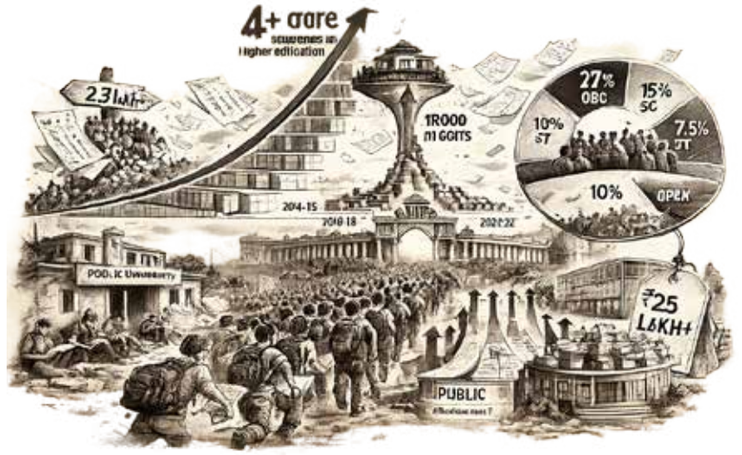
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point. The reservation conversation could no longer be contained within older binaries.

The most misused word in this debate remains "merit." In public discourse, merit is often presented as if it emerges in a vacuum, untouched by circumstance. But a student who studies in a high-performing private school, receives coaching, has reliable internet, educated parents and a stable home environment competes from a different position than a student from a poorly resourced district school, a tribal area, a first-generation household or a family under economic strain. This does not mean effort is meaningless; it means performance is shaped by unequal preparation. To pretend otherwise is to romanticize competition while ignoring reality.

At the same time, another truth is becoming harder to ignore. India has created a silent parallel admissions system based not on constitutional categories but on affordability. Students who cannot secure premium public seats increasingly turn to private institutions where fees can run into several lakhs or more depending on programme and campus. In medicine, management, engineering and law, the ability to pay often opens doors that rank alone does not. This has created a new hierarchy. The visible debate remains about quotas, but the invisible divide is frequently between those who can buy alternatives and those who cannot. Money, in many sectors, has become its own form of reservation.

The politics of education is also becoming more federal. States are asserting local preferences, domicile rules and region-sensitive frameworks more strongly than before. As student mobility increases and applications cross state borders, pressure grows to protect local opportunities. In the years ahead, India may witness not only caste-based quota disputes but territorial ones as well. Who belongs, who gets preference and who pays the price of mobility may become central questions in admissions policy.



What is striking is that India often debates distribution more intensely than expansion. If the country had far more high-quality public universities, more credible engineering colleges, more government medical seats, stronger state institutions and better-funded research campuses, the zero-sum intensity of reservation politics would likely soften. Conflict is fiercest where supply is narrow and demand is explosive. Students do not fight over abundance. They fight over scarcity.

Employers add another layer of complexity. Recruiters increasingly acknowledge that while institutional brand matters in early hiring, long-term success depends on skills, communication, adaptability, internships and digital fluency. This means students may spend years battling for seats only to discover that the labour market runs on a different logic altogether. Winning admission is not the same as securing employability. For many graduates, the real competition begins after college.

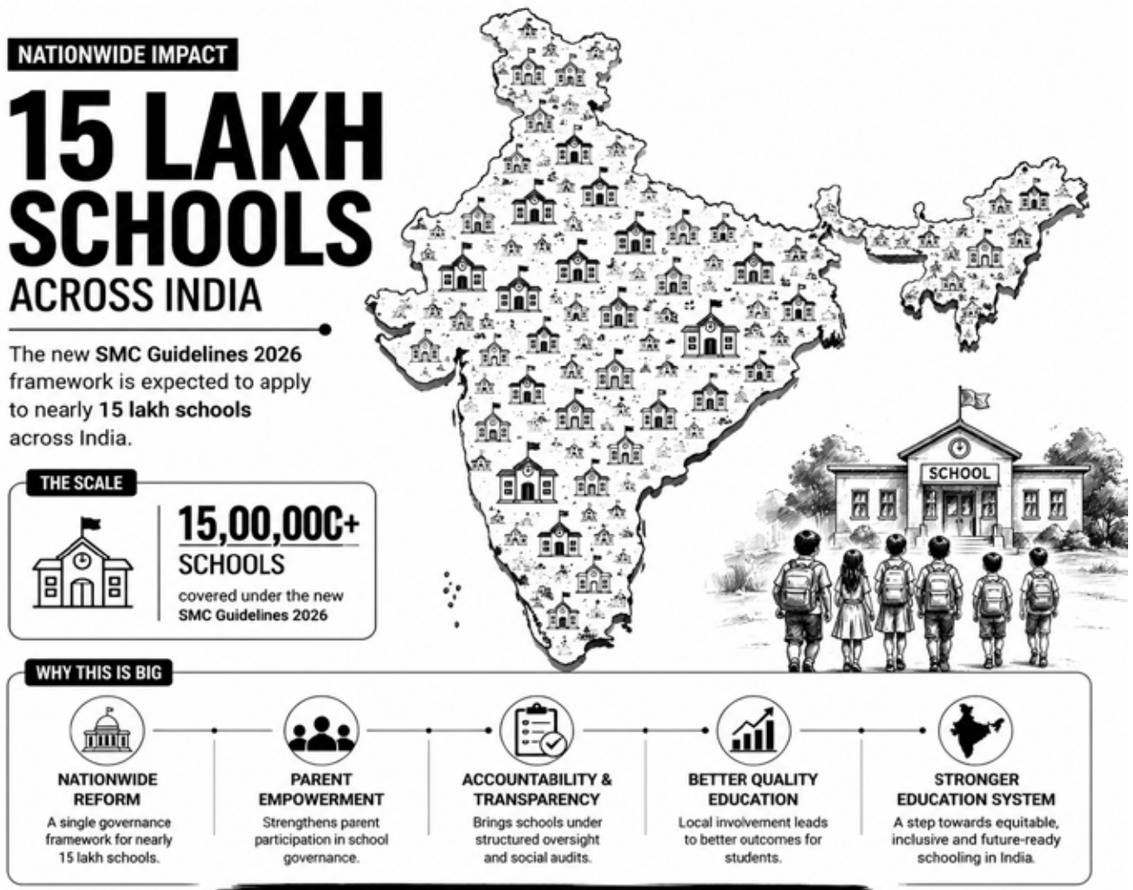
The future of the reservation debate is likely to be shaped by a combination of social justice claims, middle-class economic anxiety, regional politics and youth unemployment. Demands linked to caste census data, sub-categorisation within communities, revisions of income thresholds, pressure for quotas in private institutions and calls for more nuanced support systems are all likely to grow louder. The next phase of the issue may be less ideological than transactional. Families want fairness, but they also want outcomes. Students want representation, but they also want jobs. Communities want recognition, but they also want mobility.

The deeper question, then, is whether India can move beyond a politics of limited seats toward a policy of expanded opportunity. Reservation alone cannot repair weak schooling, poor faculty quality, uneven campuses or graduate unemployment. Nor can calls for merit erase inherited disadvantages or structural gaps in preparation. Both arguments, when isolated, become incomplete.

India is not entering a new quota battle simply because it is divided. It is entering one because aspiration has outpaced institutional capacity. The country has created millions of dreamers but not yet enough pathways worthy of their ambition. Until that changes, every exam season will feel like a referendum on fairness, every counselling round will produce new resentment and every admission list will carry the weight of national expectation.

Reservation may dominate the headlines. But the larger story is the shortage of opportunity in a country overflowing with hope.

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THE PARENTS ARE TAKING OVER

How the Ministry of Education's new school governance policy is challenging the old monopoly of school administration in India, writes **Prabhav Anand.**

For decades, Indian schools have functioned through a rigid pyramid of authority. At the top sat the management. Below them, principals and administrators. Parents, despite funding a significant portion of the education ecosystem either through taxes or fees, largely remained outside the decision-making structure. Their role was reduced to paying fees, attending occasional parent-teacher meetings and signing report cards. Complaints about arbitrary fee hikes, forced purchases of books and uniforms, infrastructure neglect, transport safety or opaque administration often disappeared into bureaucratic silence.

That old structure may now be facing its biggest challenge in years.

In a move that could fundamentally alter school governance across India, the Ministry of Education has released new School Management Committee (SMC) Guidelines under the framework of the National Education Policy (NEP) 2020. At the heart of the reform is a dramatic shift in power: parents and guardians are no longer expected to remain passive observers. The new guidelines recommend that the chairperson and vice-chairperson of School Management Committees be elected from among parents or guardians themselves.

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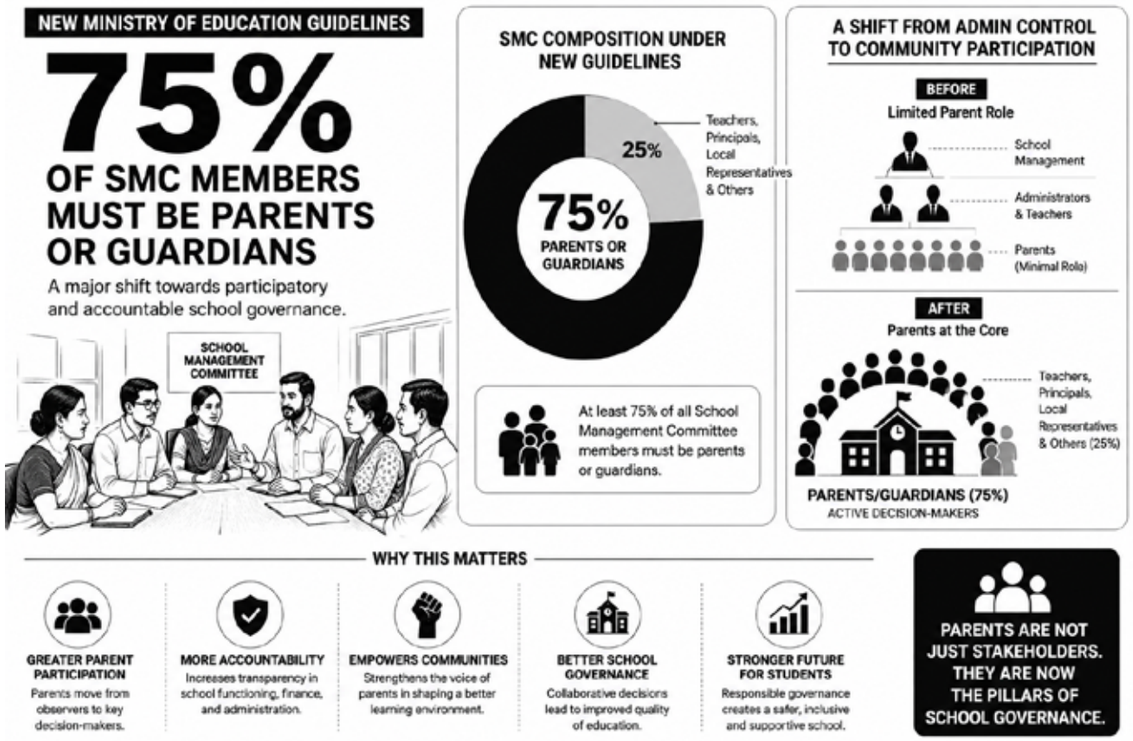
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For many education experts, this is more than an administrative reform. It is a structural attempt to decentralise school governance and break what critics have long described as a “monopoly culture” in Indian schooling.

The numbers reveal the scale of the shift. Under the new framework, at least 75 per cent of committee members must be parents or guardians, with mandatory representation for women, disadvantaged groups and children with special needs. The committees will now extend beyond elementary education and oversee institutions from Balvatika to Class 12, replacing the earlier fragmented systems of School Management Committees and School Management Development Committees.

This means that for the first time, parents are being institutionally placed at the centre of school governance across a far broader educational spectrum.

The Ministry has framed the reform as part of NEP 2020’s vision of participatory and community-driven education. Education Minister Dharmendra Pradhan reportedly stated that School Management Committees must become part of “school education culture” rather than exist merely as formalities.

But behind the policy language lies a deeper story about frustration, distrust and rising public anger toward the way many schools are run.

Over the last decade, parent groups across states have repeatedly accused schools—particularly private institutions—of functioning with little accountability. Complaints over compulsory purchases from specific vendors, sudden fee increases, opaque disciplinary practices and limited grievance redressal have become common. In several cities, parents have staged protests outside schools and education departments, arguing that institutions increasingly operate like commercial enterprises rather than public-interest educational spaces.

Just weeks ago, the Delhi government directed private schools to stop forcing parents to purchase books and uniforms from designated vendors, reigniting public debate over what many parents describe as cartel-like practices in school education. Online discussions around the issue reflected widespread anger among parents, many of whom accused schools of exploiting educational dependency.

In another incident in Delhi last year, parents protested after students were allegedly denied access to classes over fee disputes, accusing authorities of administrative inaction and institutional insensitivity.

The Ministry’s new guidelines appear to acknowledge, at least indirectly, that school governance

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cannot remain concentrated solely in the hands of administrators.

The reforms also significantly expand the operational authority of SMCs. Under the new framework, committees will oversee implementation of schemes such as Samagra Shiksha, PM-POSHAN and NIPUN Bharat. They will prepare school development plans, monitor grants and supervise infrastructure and safety standards. Schools will now be required to conduct annual social audits, and SMCs will even be empowered to execute civil works up to ₹30 lakh without external tendering under specified conditions.

This transforms SMCs from symbolic advisory bodies into potentially influential administrative structures.

The policy also introduces two dedicated subcommittees: an Academic Committee and a School Building Committee. The Academic Committee will focus on learning outcomes, teaching quality and educational planning, while the School Building Committee will supervise infrastructure and safety. Schools must also prepare three-year development plans and comply with measures related to safety drills, inclusion and awareness under the POCSO Act.

Education scholars argue that the reform reflects a broader global shift toward community-led schooling models. Countries with stronger local participation in school governance often report better accountability and stronger engagement between schools and families. In India, however, SMCs have historically existed more on paper than in practice.

Even policy discussions around NEP in earlier years repeatedly acknowledged this weakness. Public readings and policy commentaries linked to NEP drafts argued that schools should not become the "exclusive preserve of powerful local interests" and emphasised the need for continuous capacity development for SMCs.

That warning now appears especially relevant.

Because while the reform promises decentralisation, it also raises difficult questions.

Can parents realistically participate in governance when many themselves lack time, literacy or policy awareness? Will committees become genuinely democratic or be captured by local political interests? Can government schools and private schools be monitored with equal seriousness? And perhaps most importantly, will school administrations actually share power?

Many activists remain cautiously optimistic. They argue that even imperfect participation is better than complete exclusion. In several states, including Gujarat and Delhi, governments have already begun restructuring SMCs with stronger parent representation. Gujarat recently mandated the reconstitution of SMCs in primary schools with 75 per cent parent participation, while Delhi amended RTE rules to include disability-inclusive parent representation within committees.

The political significance of the reform should not be underestimated either.

Education in India has traditionally functioned through top-down administration, whether in government or private institutions. By moving governance closer to parents and communities, the Centre is signalling a shift toward decentralised accountability. This aligns with NEP 2020's larger emphasis on school complexes, local participation and institutional autonomy.

Yet implementation will determine whether the reform becomes transformational or merely symbolic.

India's school system remains deeply unequal. Urban elite schools, rural government schools, aided institutions and low-cost private schools all operate under vastly different realities. In many regions, parents still hesitate to question school authorities due to social hierarchy, fear of retaliation or lack of legal awareness. Experts warn that unless parents receive training, transparency tools and regular engagement mechanisms, many committees could become procedural formalities rather than engines of accountability.

Still, the policy arrives at a time when public patience with opaque school systems is visibly weakening.

Parents today are more informed, more vocal and more digitally connected than previous generations. Social media has amplified complaints about fee structures, infrastructure failures and arbitrary school practices. WhatsApp groups, parent associations and local campaigns increasingly shape public pressure around education governance. The pandemic further accelerated this shift by bringing parents directly into the learning process during years of online education.

The Ministry's policy appears to recognise this changing reality: schools can no longer function as closed administrative islands.

Whether this reform ultimately democratizes education governance or becomes another bureaucratic framework will depend on execution at the ground level. But one thing is already clear. India's education system is witnessing a subtle redistribution of authority.

For generations, parents stood outside the gates of school administration.

Now, the government wants them inside the room.

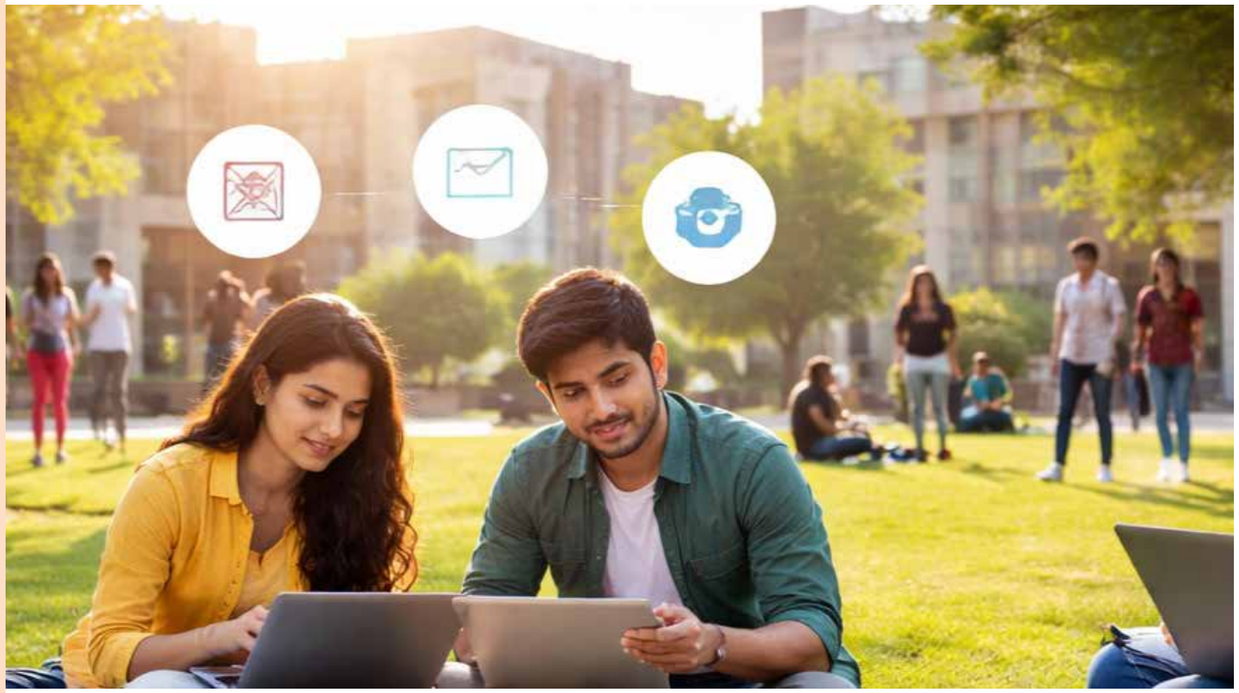
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Times B School
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Deepali (2024-26)
Hewlett Packard
Marketing Jalandhar
PGDM AICTE APPROVED
Business Management | Media Management
Applications Open 27th Batch (2026-28)
CTC 20-32 LPA
Ongoing Campus Placement
Placement Highlights: 2024-26
349 students placed across all campuses
Salary Range: 8-17 LPA
Highest CTC: 32 LPA ,24.5 LPA, 20 LPA
(Interview results awaited)
Final Placement (2024-26) Illustrative List

Patna
Shrusti
HR
15 LPA

Kerala
Neerja
Supply Chain
15 LPA

Delhi
Arjun
Marketing
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ACADEMIC BOUNDARIES FADE AS INDIA'S HIGHER EDUCATION SHIFTS TOWARD A FLEXIBLE LEARNING ERA

India's universities are transitioning toward flexible, multidisciplinary learning models driven by NEP 2020, reshaping academic structures, student mobility, employability outcomes, and institutional governance across higher education systems nationwide, writes ***Pragya Kumari.***

"Wisdom is not a product of schooling but of the lifelong attempt to acquire it." -Albert Einstein

India's higher education system is undergoing a structural transformation as flexible study models begin to replace rigid academic pathways. Driven by the National Education Policy 2020 and subsequent regulatory changes, universities are moving toward systems that allow greater student choice, mobility, and interdisciplinary learning.

This shift is not only changing how degrees are structured but also reshaping everyday student life, academic planning, and institutional governance.

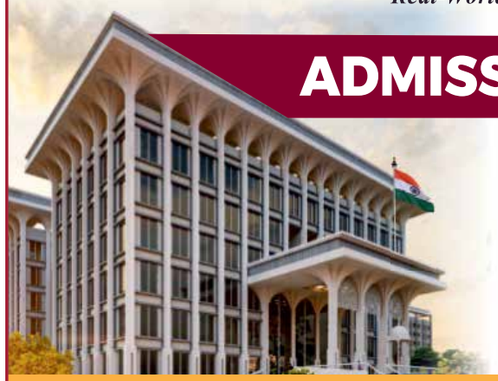
A System Built on Scale Faces Pressure to Evolve

India currently has one of the largest higher education ecosystems in the world. According to the All India Survey on Higher Education 2021 to 2022, there are more than 1,100 universities and over 43,000 colleges, with total student enrollment crossing 43 million.

Despite this scale, the system has historically struggled with low participation and high dropout rates. The gross enrollment ratio stands at about 28.4%, well below the national target of 50% by 2035. A rigid academic structure, limited flexibility in course selection, and lack of mobility between institutions have been key factors behind these challenges.

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- Mechatronics (Robotics & Automation)

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MCA - Master of Computer Applications

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Policy Reforms Introduce Flexibility into Academic Pathways

Flexible study models aim to address these gaps by redesigning how students progress through higher education. One of the most significant reforms is the introduction of multiple entry and exit options. Students can now leave a program after one year with a certificate, after two years with a diploma, or complete three or four years for a full degree.

This system allows students to pause and resume education without losing progress, which is particularly relevant in a country where financial and social constraints often interrupt academic journeys.

Another major reform is the Academic Bank of Credits, a digital system that enables students to store and transfer academic credits across institutions. By 2025, millions of students had registered on this platform, although active usage varies across universities.

In principle, a student can begin a course at one institution, earn credits through online platforms or partner universities, and complete the degree elsewhere. This represents a major shift from the traditional model where degrees were tied to a single institution.

Curriculum and Learning Experience Undergo Transformation

The curriculum itself is also changing. Universities are increasingly adopting multidisciplinary structures and modular courses. The Choice Based Credit System allows students to select subjects beyond their primary discipline.

Engineering students are taking courses in economics and design, while humanities students are exploring data science and digital



skills. This approach reflects the changing demands of the job market, where employers value adaptability and cross-disciplinary knowledge.

These reforms are directly influencing student life. A growing number of students are combining classroom learning with online courses, internships, and certifications. Government platforms such as SWAYAM now offer more than 2,000 courses, with millions of enrollments recorded.

At the same time, private platforms continue to expand, and India's online education market is projected to reach 10 billion dollars by 2026.

As a result, learning is no longer confined to the physical campus. Students are building personalized academic pathways that extend beyond university boundaries.

Flexibility Redefines Campus Life and Social Dynamics

Surveys indicate that this shift is being welcomed by students. A 2024 study found that more than 60% of university students preferred flexible or hybrid learning formats, citing better time management and broader learning opportunities. However, this flexibility also alters the social fabric of campus life.

Traditional cohort systems are weakening as students progress at different speeds and follow individualized course combinations. While this enhances personalization, it can reduce the sense of shared academic experience that once defined university life.

Employability Gains Drive the Push Toward Flexible Learning

The impact of flexible study models is also visible in employment outcomes. India produces close to 10 million graduates each year, but employability remains a concern. Several industry reports suggest that only around 45% of graduates are job ready.

Flexible systems allow students to integrate internships and skill-based certifications into their academic journey, which can improve their readiness for the workforce. A 2025 industry report highlighted that students who combined degrees with practical training had significantly higher placement rates compared to those following traditional academic paths.

Implementation Challenges Persist Across Institutions

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Despite these advantages, the transition is uneven. Many universities face administrative and infrastructural challenges in implementing flexible systems. Credit transfer mechanisms are not always seamless, and differences in curriculum design can create confusion.

Faculty members often require additional training to handle interdisciplinary teaching, and existing evaluation systems are not fully aligned with modular learning.

A review by regulatory authorities found that while a majority of institutions have formally adopted flexible frameworks, only a smaller proportion have implemented them effectively.

There are also concerns about academic depth and quality. Critics argue that excessive flexibility may lead to fragmented learning, where students accumulate credits without developing strong expertise in a particular field. Ensuring academic rigor while offering choice remains a key challenge for universities and regulators.

Governance and Regulation Shape the Future of Flexibility

Governance plays a critical role in this transition. Flexible study models require coordination between multiple institutions, standardization of credit systems, and robust digital infrastructure.

Regulatory bodies are working to establish common frameworks, but the diversity of India's higher education landscape makes uniform implementation complex. Data security and privacy are additional concerns, as digital platforms store large volumes of student information.

Wellbeing and Inclusion



Remain Central to the Transition

The shift toward flexibility also has implications for student wellbeing. While increased choice can be empowering, it also places greater responsibility on students to plan their academic paths.

This can lead to uncertainty and decision-related stress, particularly for first-generation learners who may lack access to guidance. A recent survey indicated that more than half of university students experience anxiety related to academic and career decisions.

Universities are expanding counseling and advisory services, but these efforts are still developing.

At the same time, flexible models have the potential to improve inclusion. Students who need to work or manage personal responsibilities can benefit from modular and part-time learning options. The ability to pause and resume education makes higher education more accessible to a wider population.

However, the benefits are not evenly distributed. Limited access to digital resources and uneven institutional capacity mean that students in rural or under resourced areas may not fully benefit from these reforms.

A System in Transition with Long-Term Implications

The rise of flexible study models represents a significant departure from the traditional structure of higher education in India. It reflects a broader shift toward a system that prioritizes adaptability, lifelong learning, and student agency.

At the same time, it highlights the need for careful implementation, strong governance, and continuous investment in infrastructure and support systems.

As India works toward expanding its higher education base and improving quality, flexible study models are likely to play a central role. Their success will depend on how well institutions balance freedom with structure, innovation with consistency, and access with quality.

For students, the transformation offers new opportunities, but it also demands greater awareness and responsibility in navigating an increasingly complex educational landscape.

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MONTHLY DIGEST

Centre Plans Broadband Access for Every High School



The Ministry of Education announced plans to provide broadband connectivity to all high schools across India, aiming to strengthen digital classrooms, online learning access, and technology-enabled education infrastructure.

NITI Aayog Report Highlights School Retention Challenge



A new NITI Aayog report stated that while India has largely solved school access issues, student retention at secondary and senior secondary levels continues to remain a major challenge.

Parliamentary Panel Flags Delays in Scholarship Transfers

A parliamentary panel raised concerns over delays in direct benefit transfers and scholarship fund disbursement, urging stronger oversight and improved transparency in education funding systems.

Youth Fellowship Applications Invited for Peace and Sustainability

Applications opened for an international youth fellowship programme focused on leadership, sustainability, and peace-building, encouraging participation from young Indian scholars and students.

Punjab Emerges Strong Performer in School Education Indicators



Punjab reported significant improvement in school learning outcomes, infrastructure, and student progression rates, with state officials crediting reforms such as Schools of Eminence and Mission Samarth.

Free Residential Education Open for Visually Impaired Girls



Admissions opened at the Government Higher Secondary School for Visually Impaired Girls in Tamil Nadu, offering free residential education, Braille learning, audiobooks, medical support, and computer training.

IIT Madras Technology Summit Focuses on Research Collaboration



A major technology summit led by IIT Madras brought together industry leaders, researchers, policymakers, and academic institutions to strengthen innovation and research collaboration in India.

District Programme Helps School Dropouts Resume Studies

Tamil Nadu's "Thisai" initiative helped dozens of students return to school education while also supporting competitive exam preparation for JEE and NEET aspirants from disadvantaged backgrounds.

MONTHLY DIGEST

Japan Announces MEXT Scholarship Opportunities for Indian Students



The Government of Japan announced MEXT Scholarship opportunities for Indian students pursuing undergraduate studies and technical education programmes for the 2027 academic session.

Romania and Slovakia Offer Scholarships for Indian Students



New scholarship opportunities from Romania and Slovakia were announced for Indian students seeking higher education and research programmes during the 2026–27 academic year.

Ministry Reviews NEET UG 2026 Preparedness

Union Education Minister Dharmendra Pradhan reviewed arrangements for NEET UG 2026 at the National Testing Agency headquarters to ensure transparency, security, and smooth conduct of the examination process.



HPBOSE Class 10 Results Show Improved Pass Percentage



The Himachal Pradesh Board reported improved Class 10 results this year, with girls once again dominating the merit list and officials introducing stricter anti-cheating measures for future examinations.

Rural Students Outperform Urban Areas in Punjab Board Exams



Punjab School Education Board results highlighted stronger performance by rural students and girls, reflecting improvements in state-level school education support systems.

MONTHLY DIGEST

Azim Premji Foundation Expands Scholarship Support for Girls



The Azim Premji Foundation announced expanded scholarship support for girl students from government schools pursuing higher education, aiming to reduce financial barriers and improve continuation rates.

Rising School Education Costs Spark Public Debate



Concerns around rising school fees and education expenses gained widespread attention online, with many parents and students discussing affordability challenges and the growing need for financial support systems.

Foreign Universities to Offer ₹1,000 Crore Scholarships in India



Several foreign universities preparing to open campuses in India announced scholarship commitments worth nearly ₹1,000 crore to support Indian students and improve global education access.

Maharashtra Govt to Reduce Non-Academic Burden on Teachers



The Maharashtra government announced steps to reduce administrative and non-academic responsibilities for teachers so they can focus more on classroom learning and student development.

States Expand Scholarship Awareness Among School Students



Several state governments and education departments intensified awareness campaigns around merit scholarships, financial aid, and digital scholarship application systems for school students.

UNESCO Prize Nominations Open for Girls' Education



The Ministry of Education invited nominations for the UNESCO Prize for Girls' and Women's Education 2026, recognising impactful initiatives promoting gender equality in education.



Bharat Innovates 2026 Roadshow Held in Paris

The Ministry of Education organised an international roadshow in Paris to encourage partnerships between Indian institutions, global universities, research organisations, and investors ahead of Bharat Innovates 2026.

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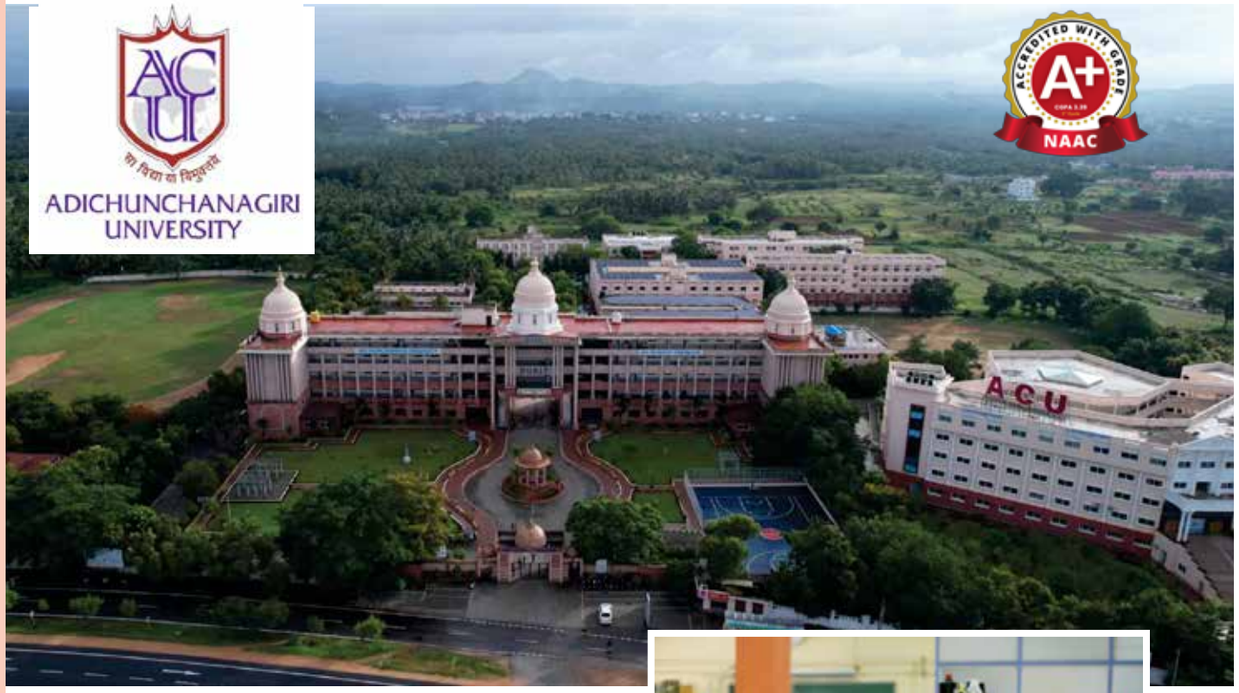
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A Hub for Research and Innovation

Adichunchanagiri University provides extensive practical exposure through internships, clinical training, industrial visits, laboratory sessions, field practice, and research activities. Healthcare and medical students benefit immensely from hands-on clinical training at the NABHaccredited Adichunchanagiri Hospital and Research Centre (AHRC), a 1,150- bed tertiary care teaching hospital equipped with advanced superspeciality facilities in cardiology, neurosurgery, nephrology, plastic surgery, gastroenterology, and urology. Students pursuing engineering, pharmacy, and science programmes benefit from modern laboratories, innovation centres, industrial collaborations, and research facilities established across the campus. Specialised research and innovation centres, including the ACU Centre for Research and Innovation (ACU-CRI), Adichunchanagiri Institute for Molecular Medicine (AIMM), Centre for Research Management and Industrial Linkage (CORMIL), and Centre for Molecular Pharmaceutics and Advanced Therapeutics (CMPAT), provide students with opportunities to engage in advanced interdisciplinary research, innovation projects, patent development, and industry-linked learning. Around 467 research scholars are currently pursuing PhD programmes across disciplines, including international scholars, while faculty and researchers have collectively filed approximately 132 patents in engineering, medicine, and pharmacy.

Nurturing All-Round Growth

The University places significant emphasis on holistic personality development through co-curricular and extracurricular activities. More than 394 academic enrichment activities, including conferences, guest lectures, workshops, seminars, and symposia, have been organised to expose students to industry experts, researchers, and professional networks. The University has invested considerably in modern classrooms, digital learning systems, advanced laboratories, research facilities, libraries, sports complexes, and student support services. The institution also provides excellent sports and cultural facilities, including outdoor sports complexes and synthetic tennis and basketball courts, encouraging students to participate in state-level and national-level competitions.

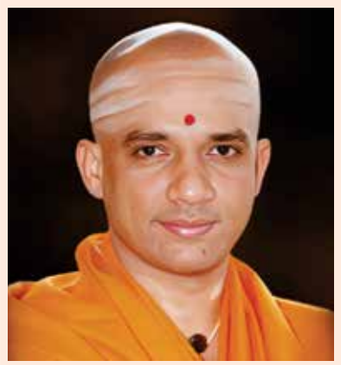
New Age Learning Environment

The University's transparent and technologically advanced Digital Evaluation System also contributes to academic excellence by ensuring fairness, accountability, and accuracy in assessments. With provisions for third and fifth valuations for undergraduate and postgraduate programmes, the evaluation process minimises discrepancies and maintains high academic standards. As a result, university examination outcomes consistently range from 75% to 100% across most programmes.

Placement Success and Student

Development Placement success at Adichunchanagiri University is driven by continuous industry engagement, practical learning, professional grooming, and career-focused training programmes. The University has reported placement rates exceeding 83% across various programmes, with several departments achieving even higher placement records. Students have secured opportunities in reputed national and multinational organisations with salary packages reaching up to ₹ 8 LPA, while engineering programmes have recorded packages as high as ₹ 13 LPA. The ACU Training & Placement Cell plays a significant role in enhancing employability through structured training modules, The university recorded an 86% average placement rate across various faculties, with engineering (BGSIT) at 86% and pharmacy (SACP) at 92% in 2026. Leading recruiters including Infosys, TCS, Wipro, Accenture, Cognizant, Capgemini, Tech Mahindra, Amazon, and several healthcare and pharmaceutical organisations regularly participate in campus recruitment drives. Adichunchanagiri University has been ranked #1 at the state, zonal, and national levels among the top 50 emerging institutions. The University continues to produce highly skilled professionals who excel in placements, higher education, entrepreneurship, and leadership roles across diverse sectors.





"Education is not merely the accumulation of knowledge but the transformation of character and the awakening of purpose. Institutions must strive to shape minds that serve society with wisdom, discipline, and compassion."

Sri Sri Sri Dr Nirmalanandanatha Mahaswamiji

Chancellor, Adichunchanagiri University President, Sri Adichunchanagiri Shikshana Trust ®



ASHOKA
WOMEN'S ENGINEERING COLLEGE
AUTONOMOUS

About the Institute

Ashoka Women's Engineering College (Autonomous) was established in the year 2008, stretching up to 10.6 Acres the college is one of the biggest in district, the college is an exclusive residential women's engineering college with B.Tech., MBA & MCA Courses accredited by NBA (CSE, CIVIL, ECE, EEE) and A+ (3.49) by NAAC. The College has state of the art facilities for students like Highly equipped laboratories, Central Digital Library, R& D Cell, Vast Infrastructure, etc.

The Vision of the management is to empower women with top notch technical education. We believe in practical hands-on experience enabling



our students to comprehend and master Practical knowledge; hence our laboratories are well furnished with modernized equipment's, ample space and benchmarks facilities. We involve



students in research and innovation for being able to match industry standards.

Courses Offered:

UG Courses:

B.Tech – CSE, CSE(AI), CSE(AI & ML), ECE, EEE

PG Courses: MBA, MCA, M.Tech

Awards Received

- Received the prestigious "'Atal Achievement Award for Placements'" in 2022 for excellence in campus placement
- Received the prestigious ''Best Women's Engineering College in Andhra Pradesh for Placements award'' by "'ZEE Business'" at the "'Iconic Education Summit'", New Delhi in 2021
- Received the ''Best Engineering College for Women in Andhra Pradesh award'' by "'India Today'' at the "'World Education Summit & Awards'" in 2018
- Received the "Best Women's Engineering College in Andhra Pradesh"' award at the "'Dr. A.P.J. Abdul Kalam Inspiration Awards'', presented by the "'Top Notch Foundation"', New Delhi



Chairman :



Mr. K. Ashok Vardhan Reddy
MBA, PGP Pro (ISB)
Chairman – Ashoka Group of Institutions

About Chairman

Mr. K. Ashok Vardhan Reddy is an education leader and technology-driven academic administrator with over 13 years of experience in the higher education sector. He has served in key leadership roles including Vice Chairman and Chairman of Ashoka Women's Engineering College, Kurnool, where he has been instrumental in shaping the institution's academic direction and strategic growth.

Mr. K. Ashok Vardhan Reddy holds an MBA from JNTU and a Post Graduate Programme for Executives (PGPpro) from the Indian School of Business (ISB), Hyderabad, strengthening his expertise in management, strategy, and innovation.

With a strong passion for future-ready education, he believes that academic institutions must integrate advanced technologies, AR/VR solutions, outcome-based education models, and holistic student development. As the Co-Founder of an AR/VR company, he actively works on bringing immersive learning, digital transformation, and experiential pedagogy into mainstream education



MALNAD COLLEGE OF ENGINEERING

Nestled 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 ten 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.

VIDYAVARDHAKA COLLEGE OF ENGINEERING (VVCE)



Vidyavardhaka College of Engineering (VVCE), established in 1997 in the heritage city of Mysuru, is today one of Karnataka's most respected engineering institutions. It functions under the Vidyavardhaka Sangha (VVS), founded in 1949 by eminent visionaries Sri Sahukar Channaiah and Sri K. Puttaswamy (Former Minister of Karnataka) to make quality education accessible to all sections of society. The Sangha continues to progress under the leadership of Sri Gundappa Gowda, President, Er. P. Vishwanath, Secretary, Sri B. Shivalingappa, Vice President and Sri Shrishaila Ramannavar, Treasurer. VVCE is headed by its dynamic Principal, Dr. Sadashive Gowda B, who brings rich national and international experience from industry and academia both in India and abroad.

Over the years, VVCE has emerged as a fast-growing, innovation-driven, and student-centric engineering college widely recognized for its academic excellence, research culture, and holistic development ecosystem. The institution has consistently received appreciation from students, parents, industry, and academia, and is rated among the top 200 engineering institutes in India by several national surveys.

VVCE is an autonomous institution affiliated to Visvesvaraya Technological University (VTU), Belagavi, and approved by AICTE and UGC. The institution is also recognized by the Government of Karnataka. Its strong accreditation profile reflects its quality standards: VVCE is accredited by NAAC with an "A" grade since 2018 and six undergraduate programs have earned accreditation from the National Board of Accreditation (NBA). These recognitions highlight its rigorous academic processes, effective implementation of Outcome-Based Education (OBE), and commitment to continuous improvement.

The institution offers a comprehensive academic portfolio comprising six undergraduate and six postgraduate programs, along with nine research centres recognized by VTU that actively facilitate doctoral studies. With an annual undergraduate intake of approximately 1,440 students, the college caters to a vibrant academic community exceeding 5,700 students.

Demonstrating a strong commitment to research excellence and innovation, the institution has built a robust academic ecosystem supported by a highly qualified and dedicated faculty, with nearly 45% holding doctoral degrees. It has produced over 530 publications in Scopus-indexed journals and conferences during the year 2025, reflecting consistent contributions to high-quality scholarly work. In addition, a total of 220 patents have been filed, highlighting its focus on innovation and intellectual property development. The institution has also secured research funding of approximately 4 Crore, further strengthening its research capabilities and enabling impactful academic and technological advancements..

The Vidyavardhaka College of Engineering campus is characterized by advanced, technology-enabled infrastructure that supports an enriched academic environment. It houses well-equipped laboratories, including 5 Centers of Excellence and 8 specialized skill labs, complemented by 75 laboratories and 89 modern classrooms. The institution also provides 10 seminar halls, incubation spaces, and a comprehensive digital library to facilitate innovation and research-oriented learning.

Curricula are regularly revised through autonomous board structures to meet current industry needs and emerging technologies. The institution offers specialized electives, skill-based courses, hands-on laboratory experiences, and globally relevant certification programs. Students gain exposure to cutting-edge fields such as artificial intelligence, machine learning, data science, cybersecurity, IoT, VLSI design, robotics, and sustainable engineering. VVCE's emphasis on experiential learning, modern pedagogy, and project-based approaches enhances analytical abilities and problem-solving skills.

The teaching–learning process at VVCE is enriched through a wide range of best practices aimed at fostering holistic and experiential learning. These include the engagement of Professors of Practice to bridge the gap between academia and industry, regular industry immersion programs for faculty, and structured industry visits that provide students with real-world exposure. The institution also organizes weekly alumni interactions, enabling students to gain valuable insights into career pathways and industry expectations. Classrooms are designed to be highly interactive, promoting active participation and collaborative learning, and are complemented by initiatives such as one-minute physical activity sessions to enhance attentiveness. Each week, a specific industry is introduced to students to broaden their domain awareness, while self-reflection practices and talk to learn encourage continuous personal and academic growth. In addition, the institution conducts Student Conclaves, Faculty Conclaves, and Management Conclaves, creating platforms for dialogue, knowledge sharing, and strategic alignment among all stakeholders, thereby strengthening the overall academic ecosystem.

The Training and Placement Department is one of the institution's major strengths. During the academic year 2024–25, more than 250 companies participated in recruitment drives, resulting in job offers with a median package around □6 LPA. Students undergo systematic training in aptitude, technical skills, coding, communication, and interview readiness. Corporate interactions, mock interviews, group discussions, and pre-placement bootcamps further strengthen employability.

VVCE is strongly committed to societal development. Through the NSS, Unnat Bharat Abhiyan (UBA), and institutional social responsibility initiatives, the college



adopts villages, conducts digital literacy and health awareness programs, promotes environmental sustainability, and implements community development activities. These initiatives instil values of empathy, civic responsibility, and leadership in students.

Beyond academics, VVCE fosters a vibrant and inclusive campus ecosystem that strongly supports the holistic development of students. The campus is equipped with extensive sports facilities, auditoriums and dedicated spaces for co-curricular and extracurricular engagements, creating ample opportunities for all-round growth. The institution promotes a dynamic campus culture through technical fests, hackathons, cultural events, sports competitions, student-led clubs, leadership activities, and professional society chapters. With nearly 50 active student clubs including cultural, professional, literary, and adventure clubs students are encouraged to explore their interests, develop leadership qualities, and enhance teamwork and communication skills. The institution also has a dedicated Entrepreneurship Cell (E-Cell) that nurtures innovation, startup culture, and entrepreneurial skills among students. VVCE serves as a nodal centre for the Smart India Hackathon (SIH), where students have actively participated and secured prizes, demonstrating their problem-solving capabilities and technical excellence.

Built on a strong academic foundation, distinguished faculty, modern infrastructure, industry partnerships, and student-centred practices, VVCE stands as a model engineering institution that follows several best practices, such as robust Outcome-Based Education (OBE) implementation, a structured mentoring and counselling system, regular internal and external academic audits, and comprehensive feedback mechanisms for continuous improvement. The institution further nurtures a culture of recognition and motivation through initiatives such as celebrating Happiness Day and Appreciation Day to acknowledge and encourage the contributions of faculty members. In addition, academic toppers of every semester are felicitated to boost student confidence and inspire healthy competition, while *Best Teacher* and *Best Researcher* awards are presented annually to recognize and promote excellence in teaching and research.

VVCE is equally committed to sustainability and environmental responsibility through well-established green campus practices. These include energy conservation measures, rainwater harvesting, waste segregation and management, plastic-free campus initiatives, tree plantation drives, maintenance of green landscapes, promotion of eco-friendly transportation practices, and awareness programs on environmental conservation. The institution actively integrates sustainability into campus operations and student activities, thereby fostering environmental consciousness and social responsibility alongside academic excellence. Together, these practices reinforce VVCE's commitment to excellence, continuous improvement, sustainability, and the holistic development of its students.

VVCE continues to stand as a beacon of excellence in engineering education, committed to nurturing competent professionals, responsible citizens, and future leaders through innovation, integrity, and holistic development.



BNM Institute of Technology (BNMIT), Bengaluru

A Hub of Academic Excellence, Innovation, and Industry Integration



BNM Institute of Technology (BNMIT), Bengaluru, is a premier autonomous engineering institution affiliated to Visvesvaraya Technological University (VTU). The institute has established itself as a centre of excellence in technical education, research, and innovation by consistently aligning its academic practices with industry requirements and global standards. With a strong emphasis on discipline, ethical values, and holistic development, BNMIT nurtures competent professionals equipped to meet contemporary technological challenges.

Academic Programs and Courses Offered

BNMIT offers a wide spectrum of undergraduate, postgraduate, and doctoral programs across engineering, management, and basic sciences. The undergraduate (B.E.) programs include:

- Artificial Intelligence & Machine Learning
- Computer Science & Engineering
- Information Science & Engineering
- Electronics & Communication Engineering
- Electrical & Electronics Engineering
- Mechanical Engineering

At the postgraduate level, the institute offers M.Tech programs in Computer Science & Engineering and VLSI Design & Embedded Systems, along with an MBA program. BNMIT is also a recognized research centre offering Ph.D. programs in multiple disciplines including engineering, sciences, and management.

The curriculum is continuously updated to incorporate emerging technologies, ensuring students gain exposure to areas such as artificial intelligence, data science, IoT, and automation.





Research and Development Activities

Research is a cornerstone of BNMIT's academic ecosystem. The institution provides a vibrant research environment that encourages interdisciplinary and problem-driven research addressing societal and industrial challenges.

Dedicated Research & Development (R&D) centres across departments facilitate high-quality research leading to publications in reputed journals, patents, and funded projects. Advanced laboratories equipped with modern tools such as MATLAB, FPGA boards, VLSI design tools, and communication systems support cutting-edge research activities.

The institute actively promotes innovation through initiatives such as:

- Innovation & Entrepreneurship Development Cell (IEDC)



- Innovative Project Labs (IPL)
- Industry-funded research and consultancy

These initiatives enable students and faculty to develop prototypes, file patents, and contribute to technological advancements.

Industry Collaborations and MoUs

BNMIT has established strong collaborations with leading industries, research organizations, and academic institutions through Memoranda of Understanding (MoUs). These partnerships facilitate internships, joint research, expert lectures, and skill development programs.

Industry collaborations play a vital role in bridging the gap between academia and industry, ensuring that students are industry-ready and equipped with practical knowledge and skills.

Centres of Excellence

The institution has set up multiple Centres of Excellence in collaboration with reputed organizations to provide hands-on learning and exposure to emerging technologies. Key Centres of Excellence include:









- AICTE Ideal Lab.
- Samsung R&D Institute India (PRISM Program)
- Cisco Networking Academy
- Toyota Automotive Technology
- Honeywell and Capgemini Programs
- Robotics Process Automation (UiPath)
- Augmented & Virtual Reality
- Healthcare & Smart Technologies
- EV Technology
- Robotics & Drone Technology
- Q- SPIDER
- Senquire Technologies

These centres facilitate industry-driven training, internships, and real-world project experience for students.

Additionally, initiatives such as the Samsung Innovation Campus provide specialized training in Artificial Intelligence, IoT, and programming, enhancing students' employability and technical expertise.

Faculty Achievements

BNMIT boasts a highly qualified and experienced faculty with strong academic and research credentials. Faculty members actively contribute to:

- Publications in high-impact journals
- Patents and funded research projects
- Consultancy and industry collaborations

They also play a crucial role in mentoring students, guiding research scholars, and fostering innovation through interdisciplinary research initiatives. The faculty continuously upgrade their knowledge through training, workshops, and international collaborations.









Student Achievements

Students of BNMIT have consistently demonstrated excellence in academics, research, and co-curricular activities. They actively participate in:

- National and international technical competitions
- Hackathons and innovation challenges
- Research publications and patent filings
- Techno-Cultural fests – VTU Youth festival & many more

Graduates from BNMIT have secured placements in leading multinational companies and have pursued higher education in reputed global institutions. The institute's strong placement support and industry exposure contribute significantly to student success.

Innovative Teaching Practices and Best Practices



BNMIT adopts several innovative and best practices to enhance the quality of education and student learning experience:

- Outcome-Based Education (OBE) aligned with NBA standards
- Industry-integrated curriculum and skill development programs
- Experiential learning through project-based and lab-centric approaches
- Performance enhancement classes for academic support
- Emphasis on environmental sustainability and ethical values

The institution also promotes holistic development through student clubs, professional bodies, and extracurricular activities, ensuring a balanced academic environment.

Conclusion

BNMIT stands as a distinguished institution committed to academic excellence, research innovation, and industry integration. With its forward-looking curriculum, strong industry partnerships, and focus on holistic development, the institute continues to produce competent engineers and professionals who contribute meaningfully to society and the global technological landscape.

ENGINEERING EQUITY

How CIT Tumkur is Redefining Rural Technical Education in India



Channabasaveshwara Institute of Technology, located on the NH 206 corridor in Gubbi, Tumkur, has spent over two decades proving that geography need not determine academic destiny.

VISION, MISSION, AND EDUCATIONAL PHILOSOPHY

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.

Set on a lush 25.5-acre campus along NH 206 at Gubbi, Tumkur – approximately 80 kilometres from Bengaluru – CIT today is affiliated to Visvesvaraya Technological University (VTU), Belagavi, approved by the All India Council for Technical Education (AICTE), New Delhi, and accredited by the National Assessment and Accreditation Council (NAAC) with a B++ grade and a CGPA of 2.99. It holds ISO 9001:2015 certification and has been conferred the distinction of 'Excellent Engineering Institute in Rural India,' a recognition that speaks directly to its developmental trajectory.

"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.

"Our mission is not merely to confer degrees — it is to shape engineers who lead with integrity and serve with competence in a global society."

ACADEMIC PORTFOLIO AND RESEARCH ECOSYSTEM

CIT offers a comprehensive portfolio of undergraduate, postgraduate, doctoral, and diploma programmes spanning seven B.E. disciplines: Computer Science and Engineering, Information Science and Engineering, Electronics and Communication Engineering, Electrical and Electronics Engineering, Mechanical Engineering, Civil Engineering, and the newly introduced Artificial Intelligence and Data Science. At the postgraduate level, M.Tech programmes in Computer Science and Engineering and Electronics are complemented by a Master of Business Administration, ensuring that CIT's academic reach extends into management education.

The institution's Research Centre is among its most consequential recent developments. Doctoral programmes in Computer Science and Engineering, Electronics and Communication Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Mathematics, and Chemistry position, CIT as an emerging hub for applied research within the VTU ecosystem. The Research Advisory Committee provides structured oversight, ensuring that scholarly output meets rigorous academic standards.

EunoiaLabs, CIT's dedicated innovation incubation unit, and the CIT VTP (Vocational Training Programme) Centre serve as the institutional interface between academic knowledge and practical application, giving students structured access to project-based learning, technology exploration, and entrepreneurial ideation.



Sri. G.S. Basavaraju
Former MP, Tumkur
Lok Sabha Constituency
Chairman, CIT Group of Institutions



Sri G.B. Jyothi Ganesh
Secretary & Managing Director,
CIT Group of Institutions
MLA, Tumkur City Constituency



Dr. Suresh D.S.
Director- CIT Group of Institutions,
Chairman,
ISTE Karnataka Section

FACULTY ENGAGEMENT, STUDENT MENTORSHIP, AND THE PROCTORIAL SYSTEM

An institution's academic character is ultimately defined by the quality and commitment of its faculty. At CIT, teaching is understood not merely as instruction but as mentorship. The institution's Proctorial System – one of its most rigorously implemented best practices – assigns each undergraduate student to a faculty proctor who monitors academic progress, counsels on personal challenges, and serves as a surrogate parent figure during the student's residential and academic life on campus.

Each proctor oversees 25 to 30 students, meeting at regular intervals to assess attendance, academic performance, and general well-being. Findings are reported systematically through class advisors and programme coordinators to department heads, creating a transparent feedback loop that involves parents as active stakeholders. This structure ensures that no student is left to navigate academic adversity in isolation – a principle that resonates especially with first-generation college learners, who constitute a significant portion of CIT's student body.

Peer Learning Initiatives further augment the mentoring ecosystem, enabling senior students to support juniors in a structured academic partnership. The Centralised Internal Assessment (IA) System introduces standardisation and objectivity into continuous evaluation, maintaining consistency across departments and reducing assessment-related ambiguity.

INDUSTRY ALIGNEMENT AND PLACEMENT RECORD

In engineering education, the measure of an institution's real-world relevance is the success of its graduates in the employment marketplace. 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.

Beyond formal placements, the internship programme has secured stipend-based internships for more than 161 students, while 269 others have engaged in industry projects, bringing the total of students gaining substantive industry exposure in a single academic cycle to over 430. The CIT – CADC (Career and Academic Development Cell) functions as the institutional nerve centre for this industry-academia integration, bridging curriculum with corporate expectation.

Placement Highlights of 2025-26 Batch

Placement Highlights (2025–26)	Details
Total Placements	334+ Offers
Highest CTC	₹11 LPA
Average CTC	₹4+ LPA
Hiring Partners	58+
Placement Success Rate	83%
Stipend-Based Internships	161+ Students

SKILL DEVELOPMENT, INNOVATION, AND STUDENT LIFE

CIT's engagement with national skilling frameworks reflects its understanding that technical competence must be matched by employability-ready soft skills and vocational dexterity. The institution is a registered centre under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and actively integrates e-learning through VTU's e-shikshana platform and the National Digital Library of India (NDLI).

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.

The Institution's Innovation Council (IIC) and the Entrepreneurship Development Cell (EDC) represent CIT's institutional commitment to fostering an innovation culture beyond the classroom. These bodies co-host ideation workshops, design challenges, and startup mentoring sessions throughout the academic year. The annual technical symposium KNEW and the cultural festival FLAIR represent the two poles of student expression – intellectual rigour and creative vitality – and collectively attract participation from institutions across the region.

As part of CIT's vibrant culture of innovation and competitive learning, the institution regularly hosts national-level hackathons and coding events such as KNEW, Buildathon, and SkyHack 2.0. Organised in collaboration with professional societies and industry partners including Duality AI, CodeCrafters, and Stepcraft, the events attracted over 500 participants from across the country, further strengthening CIT's position as a thriving hub for technology and innovation.

The MBA programme at CIT adds a distinctive dimension to campus life through initiatives such as the Grassroots Exploration programme, conducted in collaboration with Welingkar Institute of Management Development and Research, Bengaluru. The programme exposes students to the realities of rural and Tier-2 India across sectors including agriculture, healthcare, small industries, education, NGOs, and rural tourism, fostering contextual understanding and social awareness. Participation in nationally recognised WeSchool activities further equips students with practical leadership, decision-making, and communication skills.This exposure cultivates the contextual intelligence and social empathy that distinguish genuinely effective managers from narrowly technical ones. The department also participates in WeSchool activities — a nationally recognised platform for case competitions, leadership workshops, and cross-institutional networking — ensuring that CIT's management graduates enter the workforce practiced in both applied decision-making and stakeholder communication.

CONSULTANCY, APPLIED ENGINEERING AND CIVIL DEPARTMENT INITIATIVES

CIT's Civil Engineering department has developed a strong consultancy practice through services such as soil testing, structural analysis, material evaluation, and site assessments for government bodies and private agencies across the Tumkur-Gubbi region. These initiatives create revenue-linked academic engagement for faculty while providing students with valuable exposure to live project environments, further strengthening CIT's reputation for practical engineering expertise and real-world problem-solving. The Civil department's outreach into the field — through surveys, environmental assessments, and material testing services — has built a quiet but growing institutional reputation for practical engineering competence, particularly among public works contractors and municipal planners operating across the Tumkur-Gubbi corridor.

SPORTS ACHIEVEMENTS AND ATHLETIC CULTURE

CIT's commitment to student development includes a robust and competitive & sports programme that has consistently produced achievements at the inter-university, zonal, and national levels. The institution recorded notable participation at the prestigious South Zone and South West Zone Inter-University Championships across disciplines such as Volleyball, Football, and Kho-Kho hosted at leading universities across the country. These achievements highlight CIT's growing presence in university-level sports and its consistent efforts in nurturing talent across diverse athletic disciplines. Achievements on the field are recognised on the same institutional platform as academic distinctions, and students who have excelled in sport at the zonal or national level are extended additional support under the CIT-CAT free education initiative — a policy decision that speaks to the institution's genuinely inclusive conception of merit.

THE CIT-CAT INITIATIVE: EDUCATION AS SOCIAL JUSTICE

Perhaps the most singular dimension of CIT's institutional identity is its free education initiative, operational since 2008. Through the annual CIT competitive Admission Test (CIT-CAT), the institution extends fully free engineering education — zero fees, zero hidden charges — to academically meritorious students from economically weaker sections who have secured 60 per cent or above in Physics, Chemistry, and Mathematics at the 12th standard level. Special consideration is extended to students with physical challenges and those who have represented their state or nation in sports or NCC/NSS, for whom the threshold is 55%. This philanthropic initiative is not a marginal gesture.

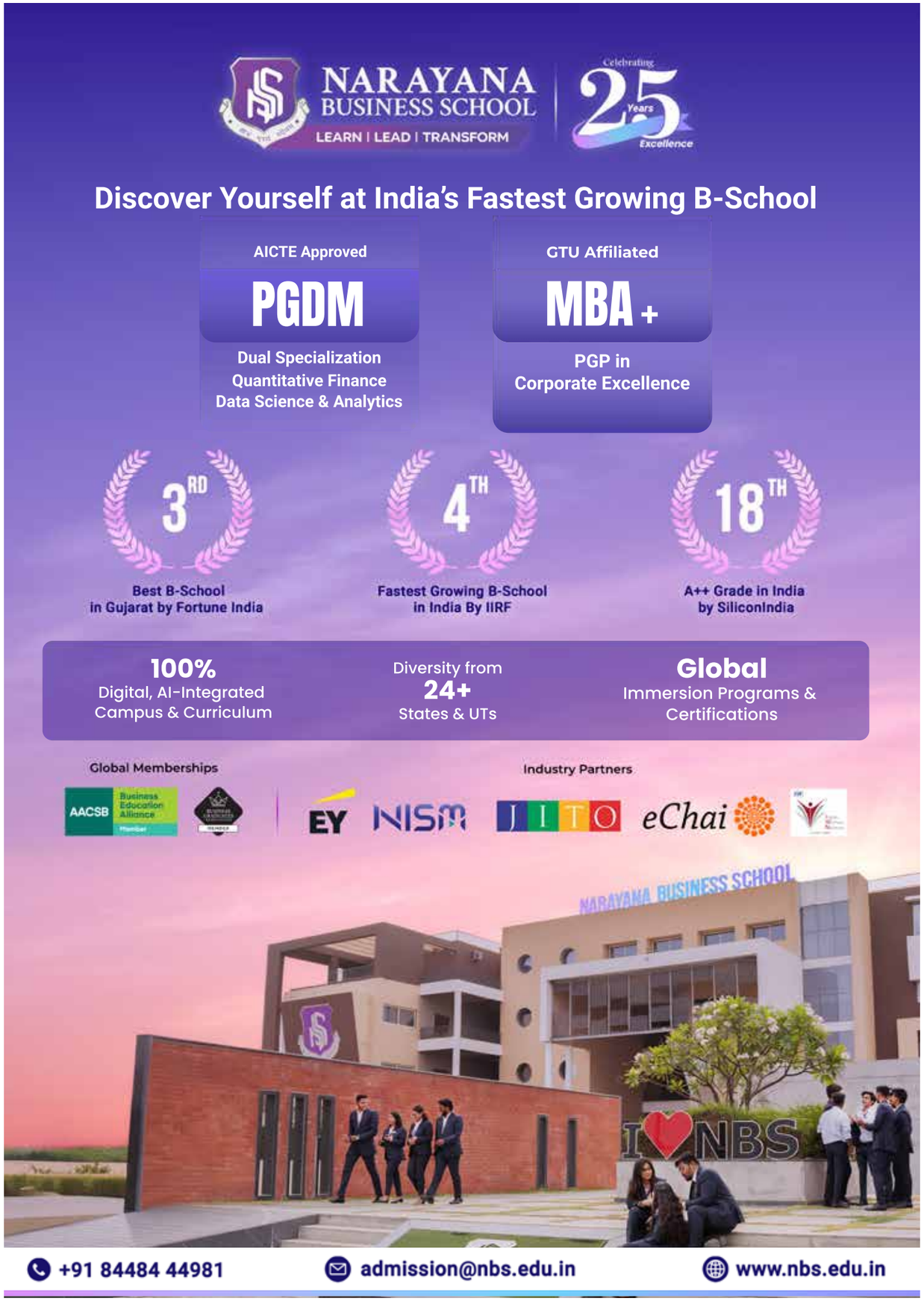
"Since 2008, CIT has offered fully free engineering education to deserving Students, benefiting around 138 families — a structural commitment that transforms lives, not merely a philanthropic footnote."

INSTITUTIONAL LEADERSHIP AND FUTURE OUTLOOK

CIT's governance is shaped by a multi-tiered leadership structure comprising the Chairman, Managing Director and Secretary, Director and Principal, Vice Principal, Chief Advisor, and a formally constituted Governing Council. The institution participates in the National Institutional Ranking Framework (NIRF), underscoring its willingness to be measured against national benchmarks and to use those assessments as instruments of continuous improvement.

Rated 'AAA' among Indian engineering colleges and listed among the country's best engineering institutions, CIT is building deliberately toward its next chapter — one that is expected to include expanded research output, deeper industry partnerships, and an increasingly competitive national profile. The addition of the AI and Data Science programme reflects an astute reading of the employment landscape and a'forward orientation that many larger, better-funded institutions have been slower to act upon.

In an era when Indian higher education is grappling with questions of access, quality, and relevance, Channabasaveshwara Institute of Technology offers a model that addresses all three. It is an institution that has chosen, repeatedly and deliberately, to make engineering education available to those who need it most — while' maintaining the academic standards necessary to ensure that such education is worth having.





IMS GHAZIABAD'S SHIFT TO CAT ADMISSIONS YIELDS STRONG PLACEMENTS

Even as many business schools across India contend with a subdued placement season, IMS Ghaziabad has carved out a distinct path. By shifting entirely to CAT scores for admissions, much like the country's leading institutions, IMS Ghaziabad has managed to attract sharper, more analytically inclined students. This one change appears to have made a noticeable difference, both in the classroom and at the recruitment desk.

The results speak for themselves. This year, despite broader economic caution, the institute achieved close to 95%+ placements in the core season. Over 172 companies turned up, including a healthy 35% that were visiting for the first time. As many as 25 firms from the FMCG sector alone showed interest. What was particularly striking was the nature of the offers: nearly 30% of the roles were in newer, industry-relevant areas such as supply chain analytics, data-driven consulting and sustainability.

These opportunities cut across more than 15 sectors, giving students with varied interests, whether in finance, consulting, technology or operations, a real chance to find work that suited them. Recruiters have been appreciative, often noting the students' ability to communicate clearly, adapt quickly and think on their feet in demanding situations.

Much of this success stems from the institute's reimagined approach to learning which is an AI-enabled, data-driven, and experience-led model. IMS Ghaziabad has continuously evolved in collaboration with industry experts and academicians, crafting a future-ready curriculum that emphasizes real-world exposure through case studies, live projects, business simulations, and global immersion programmes. The idea is to prepare students not just for examinations, but for the unpredictability of actual workplaces. With a stronger peer group now coming in through the CAT route, classroom discussions have evidently become livelier, which in turn seems to have reassured companies about the quality of talent on offer.



Dr. Prasoon M Tripathi
Director

For students and families mindful of costs, the institute presents a reasonable case. Its fee structure, paired with competitive placement packages, allows many to begin recovering their investment relatively early in their careers. In the end, IMS Ghaziabad's experience offers a quiet lesson for management education in India. When an institution aligns its selection process with a rigorous national test like the CAT and backs it up with practical, industry-oriented training, it can hold its own even when the job market is less than buoyant. The institute's steady progress suggests that thoughtful reforms, rather than shortcuts, still hold the key to building lasting credibility.

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RV SATELLITE-1 (RVSAT - 1) India's First Microbiological Payload, launched by RVCE students in December 2024

NCC - Best Institution Award of Karnataka and Goa Directorate (2019, 2022, 2023 & 2025)

AUTONOMOUS CAR India's first driverless car has been successfully tested at Bengaluru's RV College of Engineering as a part of Wipro-IISc-RVCE WIRIN (Wipro-IISc Research and Innovation Network) initiative.

₹50 Cr.
MoU with **TATA Technologies** to establish Centre for Invention, Innovation, Incubation & Training

Placements	₹67 LPA Highest Package	250+ Recruitment Partners	92% Placement Rate	₹11 LPA Median Salary

Rankings	101-150	1501+	601+	NBA	IIRF 2025	NPTEL
	NIRF Rankings 2025 Engineering Category	Times Higher Education World University Rankings-2026	Times Higher Education Asia University Rankings-2025	Eligible UG and PG programs accredited multiple times	Engineering ranking India National - 01 State - 01 Zone - 01	Local Chapter Ranking 2025 National - 21 State – 01 AA Rating

Research and Centres

37 Skill Labs

General Skills, Domain Skills, Interdisciplinary Skills

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- Morris Garage
- Boston AI System
- Toyota Kirloskar
- Vision Astra EV Academy

Outcome Based Education (OBE) emphasizing on experiential learning, research-based learning and skill-based learning

20 Centres of Excellence

8 Centres of Competence

16 Research Centres in niche areas
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- Nanomaterials and Devices
- Hydrogen and Green Technology
- Extended Reality and Visnet Computing
- Healthcare
- E-mobility
- IoT and Sensors
- Smart Antenna System
- Computational Genomics
- Quantum Computing

114 Patents filed

95 Patents published

47 Patents granted

32 Innovative & Cultural activity teams

₹30 Cr. Research and projects consultancy (last 5 years)

Programs and Faculty
- **13 UG** Programs;**1420 (2025)** annual sanctioned intake
- **13 PG** Programs including MCA **354 (2025)** annual sanctioned intake
- **Ph.D.** Programs in all departments
- **500+** Faculty Members and Staff

State-of-the-Art infrastructure
- **Innovation Center**
- **Student Spaces**
- **Gymnatorium**
- **Hostels**
- **Labs & Workshops**
- **Food Court**

CET / KEA Code: **E005**
COMED-K Code: **E095**
PGCET Code (MTech): **T857**
PGCET Code (MCA): **C463**

Alumni

36,000 + Alumni across the globe

100+ RVCE alumni in civil service

RVCE Reconnect - USA edition, our first International Alumni Meet

NUMBER OF ATTENDEES

650 San Jose

120 Seattle

Mr. Suresh Katta, RVCE alumnus & Chairman Emeritus of Saama Group, USA and **Mr. Anil Kumble,** RVCE alumnus & former Indian cricketer, were the Guests of Honour at the alumni meets held in San Jose & Seattle, USA.

Collaborations with International universities — **125** MoUs with Industry, Institutions & Research Establishments

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Prin. Dr. Sudhakarrao Jadhavar
M.Com, M.A., L.L.M., M.P.M., D.T.L.,
D.L.L.&L.W., G.D.C.&A., Ph.D.
Founder President, Jadhavar Group of Institution



Adv. Shardulrao Sudhakarrao Jadhavar
M.B.A., P.G.D.H.R.M., M.Com., D.H.R. & L., D.C.L.,
D.CP.L., APCL., CMED., D.LL. & L.W., LL.M.
VICE PRESIDENT : Jadhavar Group of Institutes

The Jadhavar Group of Institutes has emerged as a dynamic and rapidly growing force in the field of education since its establishment in 2014 under the leadership of Dr. Sudhakarrao Jadhavar and Adv. Shardulrao Sudhakarrao Jadhavar. Over the years, the Sanstha has developed into a strong educational network comprising more than 80 institutions, nurturing over 25,000 students across Maharashtra.

Guided by the philosophy "Education for Strength, Intellect and Wisdom," the Group is committed to delivering education that goes beyond academic instruction. The focus remains on building intellectually capable, ethically grounded, and socially responsible individuals. In a rapidly evolving world, the approach emphasizes not only knowledge, but also character development, innovation, and a sense of purpose.

With a wide spectrum of academic programs across management, law, science, commerce, arts, and healthcare, the institutions cater to diverse educational needs. From professional courses such as MCA, MBA, PGDM, and LL.B. to emerging fields like Artificial Intelligence, Data Science, and Cyber Technology, the academic framework is aligned with contemporary industry and societal demands. Affiliations with reputed universities such as Savitribai Phule Pune University and Yashwantrao Chavan Maharashtra Open University further strengthen academic quality and credibility, supported by a dedicated team of over 1,500 faculty and staff members.

Building upon this strong foundation, the Group has expanded into the field of legal education with the establishment of Jadhavar College of Law and Adv. Shardulrao Sudhakarrao Jadhavar College of Law. These institutions are envisioned as centres for developing practice-oriented legal professionals, where academic learning is closely integrated with real-world exposure. Emphasis is placed on advocacy skills, legal research, drafting, and ethical practice from the early stages of legal education.

Understanding that legal education must extend beyond the classroom, the colleges actively facilitate field visits and practical exposure. Students visit police stations, observe proceedings at the Bombay High Court – Kolhapur Bench, as well as District and Family Courts, participate in Lok Adalat sessions, and engage in Legal Aid Camps. These initiatives provide first-hand experience of the legal system while fostering professional competence and social responsibility. Social awareness and value-based education are further strengthened through Human Rights Day programs and related initiatives.

Workshops on moot court practice and gender sensitization enhance practical skills, while regular quizzes on national occasions promote constitutional values. Guest lectures by legal experts on advocacy, research, and career opportunities bridge the gap between academics and practice. What truly distinguishes Jadhavar Law Colleges is their practice-oriented approach from the beginning, preparing students with skills, discipline, and real-world exposure to confidently enter the legal profession.

In just seven months, these institutions have laid a strong foundation rooted in academic excellence, practical training, and value-based education.

The foundation of a strong legal system lies in the quality of legal education. With this belief, the establishment of these law colleges marks a significant step towards nurturing competent, ethical, and practice-ready legal professionals. The vision is to create an ecosystem where theory and practice go hand in hand, preparing students not just for examinations, but for the realities of the legal profession.

In a remarkably short span of just seven months, the institutions have made significant progress. The National Conclave on Law & Career Opportunities (2025) witnessed participation of over 50 legal professionals, offering valuable career insights. The establishment of the Centre for Public Prosecutor Exam Preparation, Training & Research further strengthened professional training, with more than 120 Public Prosecutors (PPs), District Government Pleaders (DGPs), and Assistant Public Prosecutors (APPs) gracing the occasion along with the Hon'ble Pro Vice-Chancellor.

The institutions also successfully organized the 1st and 2nd National Level Jadhavar Moot Court Competitions, with participation from 28 teams across the country. These competitions were enriched by over 70 senior advocates and a distinguished panel of more than 20 judges, including Hon'ble Judges from the Supreme Court, High Courts, District Courts, and Family Courts. The National Judgement Writing Competition further attracted over 50 participants, promoting analytical and judicial writing skills.

Future Vision

- Establish Advanced Legal Research & Training Centres
- Strengthen and expand the Centre for Public Prosecutor (PP) Preparation, Training & Research
- Introduce dedicated Judiciary Preparation Programs for Civil Judge (Jr. Division), JMFC, and higher judicial services
- Continue and expand the Certificate Course in Courtroom Training focusing on real-case simulations, drafting, and advocacy practice
- Launch specialized programs in Cyber Law, AI & Law, and Technology Law
- Develop structured Courtroom Training Modules integrated into the curriculum
- Build strong collaborations with courts, law firms, and legal institutions for internships and mentorship
- Establish a Centre for ADR (Mediation, Arbitration, Negotiation)
- Expand Legal Aid & Community Outreach Programs
- Integrate technology-driven legal education and e-court training
- Promote research, publications, and national/ international collaborations
- Develop a strong culture of discipline, ethics, and professional excellence

Long-Term Vision

To build institutions that produce globally competent, judiciary-ready, ethically responsible, and socially committed legal professionals, contributing meaningfully to justice delivery and nation-building.

The journey has just begun, but the direction is firmly set—towards building future legal leaders committed to justice and nation-building.

Dr. Sapna Sukrut Deo
Principal, Jadhavar College of Law

Legal education must move beyond textbooks to real-world readiness, and our focus is on integrating theory with practice from the very beginning. We are committed to developing students who are not only academically strong but also skilled, ethical, and disciplined professionals. Through practical exposure, training programs, and academic excellence, we aim to prepare judiciary-ready and socially responsible legal minds.Our goal is to build confident legal professionals who contribute meaningfully to justice delivery and nation-building.



TAPMI
Where Leaders are Made

T A Pai Management Institute (TAPMI) is a premier business school located in the international university town of Manipal, Karnataka. A constituent unit of the Manipal Academy of Higher Education (MAHE)—an Institution of Eminence (Deemed to be University)—TAPMI is consistently ranked among the top B-schools in India. It is among a select group of institutions in the country to hold the prestigious dual accreditation from the Association to Advance Collegiate Schools of Business (AACSB) and the Association of MBAs (AMBA).

TAPMI offers a diverse portfolio of postgraduate management programs, including MBA, MBA–Banking & Financial Services, MBA–Human Resource Management, MBA–Marketing, MBA–International Business, MBA – AI&DS and MBA in Technology Management. The institute is committed to fostering a vibrant, student-centred learning environment that nurtures ethical, competent, and future-ready business leaders.

The programs at TAPMI blend strong theoretical foundations with hands-on managerial practice, supported by continuous curriculum innovation. A strong emphasis on experiential learning is reflected through investments in world-class simulations, case-based pedagogy, and platforms such as Bloomberg and Reuters terminals. Key academic initiatives include extended industry engagement, and leadership development programs.

TAPMI's pedagogy promotes analytical thinking, creativity, and social responsibility. Innovative approaches such as design thinking are embedded into the academic process, encouraging students to explore, experiment, collaborate, and learn from experience. Students are motivated to broaden their perspectives and develop qualities such as resilience, courage, vision, and ethical judgment. TAPMI's Alumni Mentorship Program further enriches the learning ecosystem by fostering meaningful connections between past and present students. Through one-on-one mentoring, alumni provide invaluable career guidance and industry insights, helping students navigate challenges, refine their career aspirations, and build essential skills for professional success. This initiative reinforces TAPMI's enduring culture of collaboration and excellence, further strengthened by a robust global alumni network of over 8,000 members, with nearly one-fifth serving in CXO-level roles across leading organizations in India and abroad

TAPMI brings learning to life through a dynamic portfolio of experiential courses that go far beyond the classroom. The Summer Internship Program (SIP) offers students a chance to immerse themselves in the complexities of real-world business environments, Student Managed Investment Course (SMIC) immerse students in hands-on equity research, portfolio management, and risk analysis by managing a close-ended fund under faculty and alumni supervision, Leadership Assessment and Development Centre (LADC) enables students to understand themselves, build essential leadership capabilities, and transform into confident, effective, and visionary leaders through a structured development process, Young Leaders Program (YLP) select students to work closely as executive assistants to CXO-level leaders in reputed organizations, gaining valuable exposure to strategic decision-making and leadership. BrandScan - one of India's most prestigious student-run market research forums which makes students ready for real world challenges from procuring paid live projects, conducting the market research till presenting to the clients. and in Society, Environment, Values and Attitudes (SEVA) course students spend 75–100 hours engaging with small and micro-entrepreneurs, NGOs, and local government bodies, co-creating solutions focused on economic empowerment. As an advanced signatory of UNPRME, TAPMI embeds sustainability across curricula, research, and industry engagement, aligned with the six PRME principles—Purpose, Values, Method, Research, Partnership, and Dialogue.

TAPMI also hosts several student-led initiatives, including, Quiz on the Beach (QoTB) - Asia's largest quizzing event, Atharva - one of India's longest-standing student-run B-school festivals that blends management rigor, cultural expression, and social impact—entirely driven by students, Meraki – a literary and art conclave.

Strong academic processes and industry relevance naturally translate into excellent placement outcomes. TAPMI has redesigned its MBA programs with flexible and industry-aligned learning models, including advisory panels, a dynamic basket of electives, increased co-teaching by industry experts, and extended internships. Over 300 organizations visit the campus annually for placements and internships.

Admissions to TAPMI's MBA programs are based on performance in nationally and internationally recognized tests such as CAT, XAT, GMAT, and NMAT by GMAC™. Applications open in October, with interviews conducted during February and March for the batch commencing in June. While test scores and academic consistency are important, the institute adopts a holistic selection process, valuing work experience, entrepreneurial mindset, diversity, leadership potential, integrity, and achievements in sports and social initiatives.

At TAPMI, students are provided with exceptional learning resources, infrastructure, and developmental opportunities that transform them into capable managers and dynamic leaders.

MATHEMATICS CHALLENGE

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

CMT-2020/74:

For $m < 0 < n$, if

$$a^2 - b^2 = 40, \quad ab = 99,$$
$$c^2 - d^2 = -95, \quad cd = 84,$$
$$\frac{m+1}{m-1} = \frac{a}{b}, \quad \text{and} \quad \frac{n+1}{n-1} = \frac{c}{d},$$

then

$$171n - 560m = ?$$

CMT-2020/75:

For non-zero and unequal integral $\tan\alpha$ and $\tan\beta$, if

$$(\tan\alpha - \tan\beta)^{\tan\beta - \tan\alpha} = 1,$$

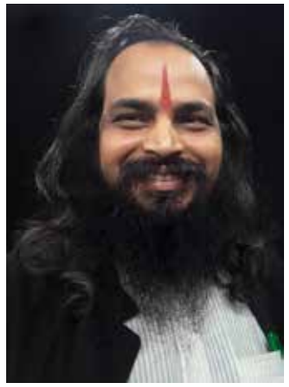
then, how many integral value(s) is/are possible for $2\tan(\alpha - \beta) + 1$?

Test your IQ:

Solve for positive integral value(s) of x and y without hit-and-trial:

$$(x-3)y^2 - y + x^3 - 3x^2 + 3x = 0,$$
$$y^3 + (x^2 - 3)y - x = 0$$

Composed by:
Teachers' Teacher, Maths Wizard



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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 α and β in the simplest form.

...a part of Ganitanand Facts

Trigonometry
Work Book
...for **Speed & Accuracy**

If $\text{cosec}^2(3\theta) + \cot^4(3\theta) = 3\cot(3\theta)\{\text{cosec}^2(3\theta) + \cot(3\theta)\}$, then $\tan^8(3\theta) + \cot^8(3\theta) = ?$

www.ganitmath.in

Answers:

CMT-2020/73: $(i)\ \frac{72}{5} \quad (ii) -\frac{72}{5}$

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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