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Chancellor
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Beyond Academic Excellence Lies the Crisis of Student Wellbeing

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EDITOR'S NOTE



WHEN EDUCATION BECOMES AN ENDURANCE TEST

India's education system can no longer afford to postpone an uncomfortable question: what happens when the pursuit of academic success begins to cost students their sense of safety, belonging, and hope?

For years, student distress has entered public discussion largely in the aftermath of a crisis. A suicide on campus triggers statements, condolence messages, inquiries and renewed promises to strengthen counselling. The attention is intense, but often brief. The harder, and far more important, question is what made a student feel unable to carry on within an institution meant to shape their future.

The mental-health crisis among students cannot be reduced to examination pressure alone. Competitive admissions, grades, financial uncertainty, family expectations and anxiety about employment are real pressures. So too are loneliness, discrimination, strained student–faculty relationships, hostile institutional cultures, inadequate grievance mechanisms and the fear of being seen as a failure. A student may be surrounded by people and still feel entirely unseen.

That distinction matters. Counselling services have a place in every school, college and university. But counselling cannot become the emergency exit for problems built into the very architecture of an institution. If students are afraid to approach the campus counsellor, if attendance rules penalise those who are struggling, if academic failure is treated as moral failure, or if complaints vanish into administrative processes, then a counselling centre alone does not amount to a mental-health policy.

India has begun to recognise the scale of the challenge. In March 2025, the Supreme Court constituted the National Task Force on Mental Health of Students and Prevention of Suicides in Higher Educational Institutions, with a mandate to examine student mental health, recommend preventive measures and strengthen institutional support systems. Its significance will ultimately depend not on the number of recommendations it produces, but on whether institutions are willing to honestly examine the conditions under which students study, compete, live, and seek help.

The next phase of reform must therefore move beyond reaction. Institutions need confidential and accessible mental-health services; faculty members and wardens trained to recognise distress; grievance systems that actually work; peer-support networks; and clear referral pathways for students who need professional care. Academic policies should leave room for recovery rather than treating every setback as irreversible. Parents, too, must be brought into the conversation — not merely as sources of academic expectation, but as partners in recognising distress.

Most importantly, universities must learn to measure something that never appears on a marksheet: whether students feel they belong. The World Health Organization has emphasised that effective mental-health responses require healthier environments in schools and communities, alongside accessible care. That principle should sit at the heart of education policy. Prevention cannot begin at the door of the counselling room. It must begin much earlier — in the classroom, the hostel, the examination hall, the faculty office and the administrative corridor.

An education system cannot be judged only by the degrees it awards, the placements it records or the rankings it achieves. It must also be judged by the conditions under which those achievements are produced. No student should have to reach a breaking point before an institution learns to listen. That is where the real conversation on student mental health must begin.

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A DEGREE SHOULD BECOME EVIDENCE OF CAPABILITY, NOT MERELY EVIDENCE OF COURSE COMPLETION

Dr. Govind Sharan Dangayach
Vice-Chancellor, ICFAI University, Jaipur

At a time when Indian higher education is expanding rapidly but continues to grapple with questions of quality, employability, research, innovation and institutional capacity, the role of the university is being re-examined. ***Dr. Govind Sharan Dangayach,*** *Vice-Chancellor, ICFAI University, Jaipur, in an interview with Education Post's* ***Prabhav Anand,*** *discusses the structural challenges facing Indian higher education and what universities must change to remain relevant in a rapidly evolving academic and professional landscape. The conversation examines curriculum reform, industry-academia partnerships, research commercialisation, AI in education, flexible learning, sustainability, NEP 2020 and the changing role of private universities. He also reflects on leadership, academic autonomy and global competitiveness, arguing that the future university must look beyond rankings and placements.*

You have moved across teaching, research, academic administration and institutional leadership, and now serve as Vice-Chancellor of ICFAI University, Jaipur. From this vantage point, what do you believe is the biggest structural challenge facing Indian higher education today—and where are universities getting it wrong?

India has expanded the number of students and institutions much faster than it has built the faculty, research capacity, infrastructure, governance systems and industry linkages needed to make that expansion genuinely high-quality. The biggest structural challenge facing Indian higher education is the inability to scale quality and institutional capacity at the same pace as expansion in student enrolment and access.

The reasons are that quality is highly uneven, with the majority of colleges and universities struggling with faculty shortages, infrastructure and academic capacity. Employability remains a problem, as degrees often do not translate smoothly into the skills which employers demand. Research is concentrated: India has strong research institutions and individual researchers, but research funding, doctoral capacity, university-industry collaboration



and research output are unevenly distributed. Governance is fragmented, with universities and colleges operating within a complicated regulatory environment, with tensions between institutional autonomy, government oversight, affiliation structures and quality assurance.

India is rapidly expanding access to higher education, but questions around employability and industry readiness remain. What should universities fundamentally change in their curricula and pedagogy to ensure that a degree translates into meaningful career opportunities?

Universities need to understand that a degree should become evidence of capability, not merely evidence of course completion. Every programme should identify a set of transferable and domain-specific capabilities—analysis, writing, quantitative reasoning, digital fluency, problem-solving, research, communication, teamwork and professional judgment—and explicitly map courses to them.

Real-world problem-solving, projects, internships, fieldwork, simulations, laboratories, consulting assignments and apprenticeships should move from the margins to the centre of the curriculum. Experiential learning should become the core pedagogy rather than remaining an additional component of the learning process.

Instead of the "exam-and-memory" model, assessment should involve presentations and oral defence, research projects, case analysis, prototypes, coding and data assignments, collaborative projects, field-based work and problem-based examinations.

Universities also need to build an interdisciplinary culture. A humanities student might learn data analysis and AI tools; an engineer might study economics and communication; and a commerce student might learn programming and behavioural science.

AI and digital literacy should be treated as foundational. Universities should not respond to generative AI simply by banning it or detecting it. Students should learn to work with AI critically, including prompting, verification, data and privacy awareness, and evaluating the quality and reliability of AI-generated information.

Employers should also have a role. They can help identify emerging skills, provide live projects, internships and mentors, and evaluate student work.

With your extensive background in industrial engineering, manufacturing and management, how do you see the relationship between academia and industry evolving? What would a genuinely productive university-industry partnership look like beyond internships and placement drives?

The key shift required in university-industry partnerships is to move beyond internships and placement drives towards deeper, more sustained collaboration.

Industry should help define real problems, not just hire graduates. Companies can bring universities problems they cannot easily solve internally. Students and faculty can then work on these as live research and consulting projects.

Universities should also establish industry-supported labs. A university and a company might establish a joint AI, semiconductor, biotechnology, advanced manufacturing or climate-tech laboratory.

Industry experts should be involved in curriculum development. Industry professionals should not merely deliver an occasional guest lecture; they could advise on curriculum development and help ensure that academic programmes remain aligned with emerging industry requirements.

Universities and industry can also create "earn while you learn" pathways. India could substantially expand apprenticeship-based higher education. A student might spend three days studying and two days working on an industry project, progressively taking on more responsibility.

Both industry and universities should share research data and infrastructure. One of the biggest untapped opportunities is access to real-world data. Universities often have researchers who know how to analyse data but lack access to high-quality industry datasets.

You have spent decades working in research and have guided numerous Ph.D. and postgraduate scholars. Why does India still struggle to translate a significant volume of academic research into patents, products, startups and industry solutions?

India has built significant research capacity, but it has not yet built an equally strong "translation system" that moves discoveries from the laboratory into markets and society.

Universities are rewarded more for publications than outcomes. For many academics, career progression still depends heavily on publications, citations, degrees supervised and conventional academic credentials.

Researchers are not necessarily entrepreneurs. A brilliant scientist may have no interest or expertise in customer discovery, product design and manufacturing.

Industry-university interaction is also too shallow. A lot of university-industry interaction still revolves around recruitment, placements, sponsored events and occasional consulting.

Technology transfer can be cumbersome. Commercialisation requires rapid decisions about patents, licensing, equity, confidentiality and publication.

In your earlier academic work, you examined flexible teaching and learning in the Indian context, particularly how technology can reshape higher education. More than a decade later, has Indian higher education actually become more flexible, or have we simply digitised conventional teaching?

Indian higher education has become far more digitally enabled and formally flexible, but it has been less successful at becoming pedagogically flexible. India has made progress on the first few dimensions, particularly through online education and credit mobility. But pace, personalisation, and assessment remain much less transformed.

COVID accelerated the wrong and right things simultaneously. The pandemic was a massive experiment in digital education. It demonstrated that Indian universities could move teaching online at extraordinary speed. But the truly flexible university would allow students to construct learning around

COVER **INTERVIEW**



real problems, work experience, interdisciplinary projects and changing career needs—not simply consume the same curriculum through online education.

Artificial intelligence is now influencing everything from teaching and assessment to research and administration. How should universities strike a balance between embracing AI and ensuring that students continue to develop critical thinking, originality and problem-solving abilities?

The real challenge is to redesign education so that AI amplifies thinking rather than substitutes for it. So universities should deliberately create AI-free zones of learning where students have to read, calculate, write, reason and solve problems without assistance. Not because AI is bad—but because you cannot outsource a capability you haven't first developed yourself. The UGC's own institutional-development guidance already points toward technology-enabled, student-centred and practice-oriented pedagogy. The question is therefore not "How do we stop students using AI?"; but "What kind of educated person do we want to produce when machines can increasingly supply the answers?" My answer would be: someone who knows enough to question the answer, thinks well enough to improve it, has the originality to imagine alternatives, and possesses the judgment to decide when not to use AI at all.

Your research interests include lean manufacturing, Total Quality Management, performance measurement, optimisation and supply-chain management. How can these principles be applied to the way universities themselves are managed—and can higher education benefit from thinking more seriously about efficiency and measurable outcomes?

A university is not a factory, and students are not "units of output." Applying lean management or Total Quality Management mechanically would be counter productive. The value lies in transferring the principles—eliminating waste, reducing variability, improving processes, using evidence, and continuously improving—while preserving the fundamentally human and intellectual character of education. During education a student may encounter multiple portals, physical approvals, departmental permissions, fee issues, timetable conflicts and repeated documentation. None of these activities improves learning. A lean university would map that process, identify bottlenecks and redesign it around the student's needs. Total Quality Management is not simply about inspecting the final product. It is about building quality into the process. This requires in University continuous feedback loops, rather than waiting for an accreditation cycle every few years.

The meaningful performance measures of the University include: Learning, Employability, Research, & Student experience. The objective function in optimisation is not to minimise expenditure, but to be maximise educational and societal value for sustainable use of resources. A university doesn't have a conventional supply chain, but it does have an ecosystem of interdependent flows: students, faculty, knowledge, data, laboratories, equipment, research funding, industry partners, technology and ultimately graduates moving into the labour market.

Sustainability has increasingly become part of your research, including work around sustainable manufacturing and the sustainability of higher education institutions. What should Indian universities be doing today to move sustainability from a policy statement to something measurable on campus?

A university should be able to answer, with evidence: How much energy do we use? How much water? What do we waste? What are our emissions? What are students learning? What has

improved year-on-year? Sustainability should not be presented solely as an environmental obligation. A large university can often discover that what is environmentally wasteful is financially wasteful as well. Energy efficiency, water conservation, efficient HVAC systems, reduced food waste, intelligent procurement, building retrofits and better transportation planning can reduce operating costs. This makes sustainability much easier to institutionalise with following points in practice:

- Establish quantifiable targets for sustainability
- Make sustainability a part of curriculum
- Identify KPIs of sustainability

India's NEP 2020 places considerable emphasis on multidisciplinary education, research, vocational exposure and flexibility in learning. From your experience across institutions, what aspects of the policy do you believe have the potential to genuinely transform higher education—and what remains difficult to implement on the ground?

The most transformative ideas, in my view, are multidisciplinarity, flexibility and credit mobility, experiential and vocational learning, and a stronger research-and-innovation ecosystem. In detail, the following areas need to transform: multidisciplinary education, academic flexibility, experiential learning and research reform.

The hardest part is making these work across a highly heterogeneous system with rigid staffing, affiliation, funding and governance structures.

Private universities are playing an increasingly important role in expanding India's higher-education ecosystem. What, in your view, should distinguish a serious private university from one that is primarily focused on enrolment, infrastructure and placements?

A serious private university should behave like a long-term knowledge institution, not like an education company whose principal product is a degree. A university should not treat research as something that happens only in Ph.D. programmes. Undergraduates should encounter research early through research questions, faculty mentorship, projects, experimentation, and presentation, publication or prototyping. That creates graduates who know how to investigate rather than simply reproduce knowledge.

A serious private university should have the following parameters in place. First is quality faculty. A serious university should be prepared to spend disproportionately on attracting strong faculty, supporting doctoral students, research infrastructure, faculty development, visiting scholars, interdisciplinary research, academic freedom and seed money for research. Second, research should be part of undergraduate education.

You have served in senior administrative and academic roles at institutions such as MNIT Jaipur and BIT Mesra Jaipur. What are the most important lessons you have learnt about balancing academic autonomy, institutional accountability, faculty expectations and student needs while leading a university?

Academic autonomy, accountability, faculty aspirations and student needs are not inherently contradictory. The challenge is to create an institutional framework in which they reinforce one another. In that framework, autonomy and accountability must travel together. Faculty expectations cannot be treated as a management problem, and students should be treated as partners in the academic mission.

I don't think the job of a university leader is to make everyone happy. It is to create the conditions in which good faculty can do their best work, students can receive an education worthy of their aspirations, resources are used responsibly, and the institution remains capable of improving itself.

If I had to reduce the experience to five principles, I would say: give academics autonomy, but make outcomes and responsibilities explicit; listen seriously to faculty and students, but don't confuse consultation with consensus; use evidence to resolve disagreements wherever possible; be financially and administratively disciplined without allowing bureaucracy to dominate the academic mission; and keep the long-term purpose of the university above the immediate interests of any one stakeholder group.

Your earlier research on Indian manufacturing strategies examined how companies approached quality, innovation, new-product development and global competitiveness. Looking at today's education sector through a similar lens, what must Indian universities change if they want to become globally competitive rather than simply nationally relevant?

India has already demonstrated that it can create higher-education capacity at scale. Global competitiveness requires something different:



institutional differentiation. Every university does not need to be excellent at everything. A university should identify perhaps three to five areas where it can build genuine international strength. Then it should concentrate faculty, laboratories, doctoral students, international collaborations and funding around those capabilities. In manufacturing terms, this is moving from "we make many products" to "we are exceptionally good at particular capabilities."

For global competitiveness, universities should move from scale to differentiated excellence; treat quality as a continuous process, not an accreditation exercise; make research internationally competitive—and locally appropriate; recruit globally and retain exceptional people; turn Indian problems into global research advantages; and benchmark against the world's best.

India wants to become a global knowledge and innovation hub, but research funding, faculty capacity, industry collaboration and commercialisation remain critical bottlenecks. If you could change three things in India's research ecosystem immediately, what would they be?

If I could change only three things, I would focus on three areas.

First, build the translational funding pipeline. Don't leave promising research stranded between the laboratory and the market.

Second, reform incentives and researcher mobility. Reward people for knowledge creation *and* knowledge translation, and allow talent to move across institutional boundaries.

Third, build genuine university-industry co-creation. Make companies research partners and early customers, not just recruiters.

You have worked with bodies such as AICTE, UPSC and NBA and have also been associated with academic boards and regulatory processes. From this experience, where do you see the biggest gap between how higher education is designed through policy and how it actually functions inside institutions?

India has become quite good at designing ambitious higher-education policies. The harder question is whether the average institution has the people, autonomy,

resources, processes and incentives to translate those policies into everyday academic practice. But inside many institutions, the timetable, departmental structure, examination system, faculty workload and approval processes remain highly rigid. Following points further elaborate the gaps:

- Policy says "flexibility"; institutions still run fixed systems.
- Policy asks for outcomes; institutions often measure compliance.
- Accreditation can become documentation rather than improvement.
- Faculty incentives don't always match policy ambitions.
- The regulatory system sometimes focuses too much on controlling inputs.

Looking ahead to the next decade, what should an Indian university ultimately be judged by: rankings, research output, placements, entrepreneurship, social impact, or something else? And what is your larger vision for ICFAI University, Jaipur in contributing to that future?

In the next decade, the Indian university would look at the following six dimensions.

First, student learning and transformation: What can graduates actually do that they could not do when they entered? Can they think critically, solve unfamiliar problems, communicate, collaborate and continue learning?

Second, research quality and relevance: Is the university producing knowledge that advances its disciplines and addresses important real-world problems?

Third, graduate trajectories: Not simply whether students got a placement, but whether they build meaningful careers, become entrepreneurs, pursue advanced study and continue to grow five or ten years later.

Fourth, innovation and entrepreneurship: How effectively does research and student creativity become intellectual property, products, ventures, public solutions or new forms of practice?

Fifth, social and societal impact: Does the university improve the communities around it and contribute to solving larger national challenges?

A serious private university should behave like a long-term knowledge institution, not like an education company whose principal product is a degree. A university should not treat research as something that happens only in Ph.D. programmes. Undergraduates should encounter research early through research questions, faculty mentorship, projects, experimentation, and presentation, publication or prototyping. That creates graduates who know how to investigate rather than simply reproduce knowledge.

Sixth, institutional quality and integrity: Does it use resources responsibly, attract and retain good people, maintain academic standards and continuously improve?

My larger vision would be this: I would like ICFAI University, Jaipur to become an institution where high-quality education, applied research, industry engagement and social responsibility reinforce one another—and where students learn not merely to find employment, but to create value and solve problems. And I would judge progress through a deliberately broader dashboard: learning + research + innovation + careers + social impact + institutional sustainability.

Rankings would be a consequence, not the objective. Placements would be a consequence of employable capability. Entrepreneurship would be a consequence of a culture that encourages experimentation. Research impact would be a consequence of asking important questions and building the capacity to answer them.

That is the university I think India will increasingly need over the next decade: not simply a place that awards degrees, but an institution that continuously converts knowledge into capability, capability into innovation, and innovation into societal value. EP

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Learning, Earning, Research, Innovation and Building must all come together



Dr. Ashok Kumar Mittal
Chancellor, Lovely Professional University

As Indian higher education moves beyond degrees, examinations and conventional measures of success, the question of what universities should actually prepare students for is becoming increasingly important. ***Dr. Ashok Kumar Mittal,*** *Chancellor, Lovely Professional University, examines how institutions can rethink education around skills, employability, innovation and student choice. In this interview with Education Post's* ***Prabhav Anand,*** *Dr Mittal discusses the growing role of artificial intelligence in teaching and assessment, the need to bring industry into the academic experience, and why experiential and interdisciplinary learning must move beyond isolated initiatives. He also reflects on internationalisation, research and entrepreneurship, while outlining his vision of "new norms" in Indian education – one where learning, earning and reskilling extend well beyond the traditional boundaries of a degree.*

India is moving from an education system centred on degrees and examinations towards one focused on skills and outcomes. What are the most important changes universities must make to ensure students are truly prepared for the world of work?

Shifting away from a marks-driven system is long overdue, and universities have to change on three fronts if this shift is to mean anything. One, the curriculum has to be built with industry sitting at the table, revised regularly, and organised around what a student can actually do rather than what they can recall in a three-hour paper. Two, evaluation has to move beyond examinations to include projects, live problem-solving, and portfolios that show real work. And universities have to hold themselves accountable for what happens to their students after graduation. Students can take up paid projects, internships, and freelance opportunities while they study, so by the time they graduate, they have already earned, worked on real briefs, and built a track record before becoming part of the industry full-time.

AI is rapidly changing both classrooms and workplaces. How should universities redesign teaching, assessment and curricula so that students learn to use AI effectively without becoming overly dependent on it?

AI is going to touch every profession, so it cannot remain a computer science subject. A law student, an agriculture student, a designer, a management student—each needs to understand how AI applies to their field. Teaching should treat AI as a collaborator that students learn to direct with judgment, not as a shortcut that thinks for them. Assessment has to change too. If a student can answer an examination question by typing it into a chatbot, the question is the problem, not the student. We can look at open-ended AI evaluations that test reasoning, originality, and the ability to spot where the machine can get it wrong. The idea is to make students confident users of AI while preserving the sharpness of their own thinking.

You have often emphasised the need to bridge the gap between academia and industry. Beyond internships and placements, what deeper changes are required in university-industry partnerships to make graduates genuinely employable?

Within Edu-Revolution, our Earn Your Fee Back model is based on the belief that students should be able to create value and generate money while studying. They can do this through paid projects, paid internships, start-ups, exhibitions, industry assignments, and other opportunities where their skills generate revenue. The idea is to give students multiple pathways to earn, rather than limiting them to a particular client or platform. It means they graduate having already handled deadlines, feedback, and revisions.

Placements and internships are only the visible tip. The real work happens much earlier. Industry professionals should be co-teaching courses, faculty should be spending some time inside companies, and companies should be bringing live problems into classrooms as part of coursework. When a student solves an actual business challenge during their fifth semester, employability stops being an aspired result and becomes a natural outcome. Partnership has to be built into the daily academic experience, not as part of an organised, one-time annual immersion exercise.

Experiential and interdisciplinary learning are becoming increasingly important in higher education. How can universities move these approaches from isolated projects and initiatives into the mainstream academic experience?

The moment you make experiential learning credit-bearing and mandatory, it stops being optional and starts being real. Interdisciplinary learning needs the same structural push. Students should be able to take courses across schools without paperwork battles, and faculty should be encouraged, not discouraged, from teaching across departments. At LPU, industry projects, community work, and cross-disciplinary electives are built into the programme structure. If a mechanical engineering student wants to take a course in psychology or languages, the system should say yes, not raise objections. The world doesn't hand people problems neatly labelled by department, so universities cannot afford to keep training students that way.

LPU has increasingly focused on research, innovation, entrepreneurship and global academic collaborations. What role do you see these four pillars playing in making Indian universities globally competitive?

These four pillars are not separate boxes to tick. Research feeds innovation, innovation needs entrepreneurship to reach people, and all of it grows stronger when connected to the best minds abroad. Indian universities have traditionally leaned heavily on teaching, and that has to expand. Students need to see themselves as people who can discover something, build something, protect it with a patent, or turn it into a company. When that becomes the culture, competitiveness follows on its own. We have invested considerably in incubation, patent support, international faculty, and joint degree programmes because the four pillars only work when they reinforce each other daily, not when they sit in separate offices.

Internationalisation is no longer limited to student exchange programmes. How can Indian universities use international partnerships to improve curriculum, research and learning outcomes while also giving students a genuinely global outlook?

A short trip abroad does not make a student global. What does is working with international peers on shared problems, learning from faculty trained in different traditions, and producing work that stands up to scrutiny anywhere in the world. Indian universities should be building joint research projects, running virtual classrooms with partner universities, and offering seamless credit transfers that let students move between systems without losing crucial academic years. LPU's international collaborations are structured around this—the idea is that a student here should be able to work with a student in Australia or Europe on the same assignment and both benefit. Global outlook comes from sustained engagement, not touch-and-go experiences or photographs at conferences in global settings.

In your earlier Education Post interview, you spoke about integrating technology with traditional teaching and creating an industry-based, outcome-focused academic model. What



has changed since then, and where do you believe universities still need to rethink their approach?

What has changed is that technology is no longer a supplement—it is, in fact, the base layer. The pandemic has already settled that debate convincingly. What has not changed enough is the way we evaluate students and the way we invest in our faculty. Many universities put lectures online but kept the same old examination pattern. Teachers were expected to adapt overnight without the training or support to do it well. A rethinking has to happen there. Faculty need real development opportunities, and evaluation has to reflect what students can do, not just what they can write down. When students are earning through real work during their studies, the university has to make sure everything, from teaching to mentoring, keeps up with that pace.

You have recently argued that India's education transformation must create "new norms" rather than simply reform existing ones. What would those new norms look like, particularly in terms of curriculum, assessment, employability and student autonomy?

New norms mean rethinking the basic shape of a degree. Why must every programme be four years? Why can't students exit with a meaningful qualification, work for a while, and return? Curriculum should be updated with industry input every year, not every five years. Assessment should show what a student has built, not just what they remember. Employability should be woven into the years of study, so students take on paid projects and internships during their programme, and employability is not a worry saved for the final semester. And student autonomy means real choice—in pace, in pathway, and in the mix of subjects. Old norms were built for the university's convenience. New norms have to be built for the student's future. NEP 2020 has drawn the precise framework around everything I have discussed above—universities in India need to start implementing it.

As Lovely Professional University completes 25 years, what do you see as the most significant shifts in its educational philosophy, and what should the university's next 25 years focus on to remain relevant to a rapidly changing higher education landscape?

The biggest shift over 25 years has been in what we consider success. In the early years, the priority was giving students from smaller towns and modest families access to quality higher education. That mission worked. Then the question became—access to what? Just a degree, or a genuinely better life? That is where initiatives at LPU like EduRevolution took shape, giving students the opportunity to earn, build experience, and grow while they study, so graduation is not the starting line but a well-earned milestone.

But the next 25 years have to be about something bigger than our own success. For 25 years, our responsibility was understandably focused on our students, faculty, staff, alumni, and institution. Now that circle has to expand and give back in measurable ways to our surroundings, Punjab, India, and ultimately the world. A university should not be measured only by how successful its graduates become, but by what its ideas, research, entrepreneurs, teachers, and communities go on to create and how they benefit the ecosystems that help us thrive.

The LPU of the future has to make education a lifelong relationship rather than a four-year stop. Alumni should be able to return, reskill, and find new opportunities at any point in their careers. Ultimately, I want LPU to be a place where learning, earning, research, innovation, and building all come together, and where something that begins in a classroom here can make a difference far beyond this campus. That is the direction we intend to lead in. EP

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GLOBAL EDUCATION IS SHIFTING FROM SIMPLY GOING ABROAD TO CREATING MORE FLEXIBLE ROUTES TO OPPORTUNITY

Amit Garga
Co-Founder, The WorldGrad

International education is undergoing a shift as Indian students look beyond destination and university prestige to examine cost, employability, curriculum and long-term career outcomes. Amit Garga, Co-Founder of The WorldGrad, discusses how this changing mindset is reshaping decisions around overseas education, from the rise of pathway and transnational models to growing interest in emerging education hubs such as Singapore and the UAE. In this interview with Education Post's Prabhav Anand, Garga examines India's evolving role in global higher education and the skills students will need as AI transforms learning and the workplace. At the centre of the conversation is a broader question: how can global education become more flexible, purposeful and accessible?

Indian students are becoming more career-focused when choosing overseas education. How is this changing the way they evaluate universities, countries and courses?

The biggest change is that students are no longer choosing the destination first; they are increasingly focused on the outcome. A decade ago, the conversation might have begun with, "Which country should I go to?" Today, it increasingly begins with, "What do I want to study, what kind of career I want, and which route offers the strongest return on my investment?"

This is changing the hierarchy of factors in the decision-making process. University rankings and reputation still matter, but they are no longer sufficient. Students are looking at the curriculum, industry exposure, internship opportunities, graduate employment prospects, post-study work policies and the overall cost of completing a degree. They are also becoming more conscious of whether a course has relevance in the labour market.

For example, a student considering a business or technology programme may ask whether the curriculum includes applied learning, data and AI capabilities, opportunities to work with industry, and meaningful employer connections. Similarly, the choice of country is increasingly being evaluated against the career ecosystem it offers rather than simply its global popularity.

I see this as a maturation of the Indian international education market. Families are seeking greater clarity on the value chain, from tuition fees and qualifications to employability. Universities that cannot clearly articulate the relationship between these factors may find it harder to compete, irrespective of their rankings.

You have highlighted employability as an increasingly important factor in international education. What should universities do differently to ensure degrees translate into meaningful career outcomes?

Universities need to move away from treating employability as a final-year activity. A student cannot spend three or four years focusing almost exclusively on academics and then expect the career services department to make them job-ready in the final few months.

Employability needs to be considered from the beginning of a programme. Several international universities have moved in this direction by bringing greater industry engagement and practical learning into the student experience, although there is still scope to make these approaches more widespread. This means involving industry more closely in curriculum design and giving students opportunities to work on real-world projects, internships, case studies, simulations and multidisciplinary problem-solving. It also means helping students understand how to apply academic knowledge in ways that demonstrate practical capabilities to employers.

Another important consideration is greater clarity around student outcomes, where possible. Students would benefit from knowing not only where graduates are employed, but also the kinds of roles they move into, the sectors they typically enter, the level of industry exposure included in a programme and the career support available to international students. At the same time, the amount of information universities can share may vary across markets because of regulatory and data-privacy requirements. The focus, therefore, should be on providing students with as much meaningful and comparable information as institutions are permitted to share, enabling them to make more informed decisions.

AI makes this even more important. As technology increasingly automates parts of knowledge work, a degree on its own may be a less distinctive differentiator than it once was. Universities therefore need to equip graduates with a combination of domain knowledge, analytical thinking, communication skills, technological fluency and the ability to solve problems in ambiguous environments.

The real test of an international degree is no longer simply, "Where did you study?" but, "What can you do because you studied there?"

The cost of studying abroad remains a major barrier for Indian students. Can pathway and hybrid models make global education significantly more accessible without compromising academic quality?

Absolutely, I think the more important question today is whether students necessarily need to follow the traditional "move abroad from day one" model to access a high-quality international degree.

The conventional model brings together a significant financial commitment right at the beginning international tuition, accommodation, living expenses, travel and other relocation costs. For many Indian families, the issue is not whether they value international education; it is whether they can comfortably absorb the entire cost of an overseas education from the first year.

This is where transnational education and structured pathway models can play an important role. By allowing students to begin their academic journey in India and transition to an international university at a later stage, these models can reduce the initial cost of international education while retaining the opportunity for students to experience an overseas campus.



We have seen through our work at The WorldGrad that there is a growing appetite for this kind of flexibility. Students and parents are increasingly open to a model where the international journey is not necessarily a single move, but a carefully structured progression from one academic environment to another. This is what we have embedded in our four pathway programs

However, affordability cannot come at the expense of academic integrity. The pathway needs to be designed as one coherent academic journey, with clearly defined curriculum, credit transfer, progression requirements and degree outcomes. Students should know from the beginning where the pathway leads and what they need to achieve at each stage.

There is also a strong student-readiness argument. Starting the first part of a degree in India can give students time to develop greater academic independence, confidence and familiarity with international pedagogy before making the transition overseas. For an 18-year-old, that can be a meaningful advantage rather than simply a financial one.

So, I would not look at pathway models as merely a cheaper alternative to studying abroad. Their larger value lies in creating a more flexible architecture for international education one that allows students to combine affordability, global exposure and academic continuity.

Ultimately, if transnational models can bring down the financial barrier while preserving the academic standards, international credentials and overseas experience students are seeking, they can make global education accessible to a much broader section of Indian students.

Students are increasingly looking beyond traditional destinations such as the US, UK and Australia. What emerging destinations or education markets do you see gaining momentum among Indian students?

I would frame this less as students abandoning traditional destinations and more as students becoming much less destination-loyal.

The US, UK and Australia continue to have significant advantages in terms of university depth, global recognition and established alumni networks. However, students are now much more willing to consider alternatives if another country offers a stronger combination of academic quality, affordability, employability and post-study opportunities.

This is why we are seeing greater consideration of regional education hubs such as Singapore and the UAE. Singapore offers proximity to India, a strong business ecosystem and access to internationally oriented programmes, making it an attractive option for students seeking a global education experience closer to home. The UAE, meanwhile, is emerging as an increasingly important higher-education hub, supported by its proximity to India, growing international university presence and expanding economy. For students, these markets offer the opportunity to pursue internationally aligned education while remaining closer to home and, in many cases, accessing a more cost-conscious and regionally relevant pathway

The underlying driver is not geography; it is Return on Investment. Students are becoming more deliberate about comparing the quality of the program, total cost of education, access to industry, employment opportunities and the broader ecosystem they will enter after graduation.

Another factor is that students are increasingly separating the idea of "international exposure" from simply living abroad for three or four years. If a student can access an internationally recognised university, curriculum and peer network through a more flexible model, the geographical decision becomes less binary.

I expect this trend to continue because Indian students have become much more informed consumers of international education. They are comparing not just universities or countries, but the entire cost-to-outcome equation. This will increasingly force education markets to compete on the substance of what they offer—academic quality, industry exposure, career outcomes and overall value—rather than destination branding alone.

India is moving from being primarily a source of international students to becoming a destination for global education through international branch campuses and transnational programmes. How significant is this shift?

I think this is more than simply an expansion of India's higher-education sector it represents a change in the direction of student mobility.

For a long time, the assumption was that if an Indian student wanted a globally recognised education, the student had to leave India. That assumption is now being challenged. With international universities establishing campuses in India and transnational models allowing students to begin their degree here and complete it overseas, the international education experience is becoming increasingly distributed across geographies.

What is particularly interesting is that these models address two very different needs in the Indian market. International branch campuses bring global institutions closer to students who may want an international academic environment without immediately relocating. Transnational pathways, meanwhile, allow students to stage their international education, rather than making the entire financial and personal commitment on day one.

We are seeing this shift reflected in the kinds of questions families ask. Earlier, the conversation was often about which foreign university can my child get into? Increasingly, it is becoming what is the most sensible route to that university? That is a meaningful change in consumer behaviour.

For India, the opportunity is much larger than simply retaining students who might otherwise go overseas. A mature transnational ecosystem can allow Indian institutions and international universities to collaborate on curriculum, faculty, credits, mobility and delivery, creating multiple routes into global higher education.

I therefore see India evolving from being primarily a student-export market to becoming part of the global delivery infrastructure for higher education. The scale of India's student population makes that shift particularly significant.

With AI and rapid changes in the global job market, what skills should Indian students develop before they enter an international university and eventually the global workforce?

I would actually challenge the idea that students need to arrive at university already "AI-ready" in the narrow sense. The more important preparation is learning how to think in an environment where AI can produce an answer in seconds.

Students entering university today will have access to tools that can write, code, analyse data, summarise research and generate presentations. The differentiator will therefore move away from simply producing an output. It will be the ability to determine whether the output is correct, what question should have been asked in the first place, and what decision should follow from it.

That makes critical thinking and problem formulation particularly important. Students should be comfortable breaking an unfamiliar problem down, questioning assumptions, working with evidence and defending their conclusions. These capabilities become even more important in an international university, where learning is often discussion-led and project-based rather than dependent on memorisation.

I would also encourage students to develop strong communication and collaboration skills before they leave India. International classrooms bring together students with different academic systems, cultures and ways of expressing ideas. Being able to present a point of view, disagree constructively, work across cultures and contribute to a team is a genuine employability skill.

And finally, students need to become comfortable with continuous learning. A degree should no longer be viewed as the final acquisition of knowledge; it is increasingly the foundation for repeatedly acquiring new knowledge throughout a career.

So, if I had to reduce it to a few priorities, I would say: domain depth, AI fluency, critical thinking, communication and adaptability. AI will change the tools students use, but these underlying capabilities will determine how effectively they use them.

Looking ahead, what do you believe will define the next phase of international education from India–greater affordability, technology-enabled pathways, global university partnerships, or something else?

I believe we are already in the Next Phase. The biggest change is here. We are rapidly moving from a single "study abroad" model to a portfolio of international education pathways.

For a long time, the international education journey was fairly standardised: students selected a foreign university, moved overseas after school and completed the full degree there. But that model does not adequately address the diversity of the Indian market. The student who wants a global degree and has the financial ability to relocate immediately has very different requirements from a student who has the academic ambition but wants to manage the cost and transition more carefully.

That is why I expect pathway programs, transnational education, hybrid delivery, international branch campuses and credit mobility to become much more mainstream. These are not simply alternate formats of delivery; they give students more control over when, where and how they undertake different parts of their education.

The other significant change will be greater scrutiny of the economics of international education. Families will increasingly evaluate the total investment not just tuition fees, but living costs, duration overseas, financing requirements and ultimately career outcomes. That will make value-for-money a much more important competitive factor for universities.

Technology will support this transition, but I don't think technology itself is the story. The real story is choice. Students will increasingly expect international education to be modular, flexible and responsive to their circumstances, rather than a one-size-fits-all experience.

From what we are seeing at The WorldGrad, the demand for such flexibility is already becoming more visible. Students are not necessarily asking for less international education; they are asking whether there is a smarter way to access it. We are proud to support Indian students by making global education more accessible and affordable.

That, in my view, will define the next phase of the market: not simply more students going abroad, but more ways for Indian students to access global education, with greater control over cost, mobility and the overall academic journey.

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AI SHOULD SUPPORT CLINICAL REASONING, NOT REPLACE THE PHYSICIAN'S JUDGMENT



Dr. Gaurov Dayal
Chief Executive Officer, Medforth Global Healthcare Education

As artificial intelligence moves from experimentation into everyday clinical practice, medical education is being forced to reconsider what it means to think, decide and remain accountable as a doctor. Dr. Gaurov Dayal, Chief Executive Officer, Medforth Global Healthcare Education, argues that the answer is not to teach physicians to rely more heavily on machines, but to strengthen the judgment required to question them. In this conversation with Education Post's Prabhav Anand, he examines how medical training must evolve around AI literacy, clinical reasoning, assessment, governance and patient safety. He also discusses the risks of algorithmic bias, the limits of regulatory approval and why physicians must remain responsible for decisions shaped by AI.

As AI becomes part of everyday clinical practice, how should medical education redefine what it means to "think like a doctor"?

Traditionally, medical education has placed significant emphasis on building a strong fund of medical knowledge and recognising clinical patterns, with physicians spending years learning, retaining and applying this knowledge in practice. That foundation still matters. A physician cannot outsource their knowledge to a machine and call that clinical judgment.

But this is no longer a future scenario. Data from the American Medical Association's Augmented Intelligence Research study showed that physician use of AI increased from 38% in 2023 to 66% in 2024, with subsequent surveys indicating that the rate has crossed 80%. When AI can provide a differential diagnosis or identify a drug interaction within seconds, physicians must focus on asking the right clinical questions, assessing information in the context of the individual patient, identifying what does not fit, and remaining accountable for the final decision.

Medical education should therefore give students opportunities to think aloud, justify diagnoses and critically assess AI-generated suggestions. Thinking like a doctor today is less about being the fastest source of information and more about critically interpreting information and applying it appropriately to the individual patient.

AI can identify patterns and generate clinical recommendations, but how should future physicians learn to question, validate and interpret its outputs?

Students should be taught to approach AI outputs with the same critical thinking they apply to other forms of clinical information. They need to understand how a model was trained, which populations its data represent, and where it is likely to fail.

A tool trained predominantly on one demographic, for example, may underperform when applied to another. A physician who does not understand that limitation is exposed to the risk of accepting an inaccurate recommendation. This is particularly important for physicians working across diverse countries and communities, where disease prevalence, available resources, clinical protocols and patient characteristics can vary considerably.

I encourage students to treat an AI recommendation much as they would a second opinion from a colleague they do not know well: take it seriously, examine the reasoning behind it, but never allow it to substitute for their own clinical judgment.

Where should medical schools draw the line between using AI as a decision-support tool and preserving the physician's judgement and accountability?

The line should be drawn around accountability, not convenience. AI can support a decision; it cannot own one. A physician's name goes on the chart, and their professional responsibility remains with them. That accountability cannot be delegated to software, regardless of how sophisticated it is.

An analysis of FDA-authorised AI and machine-learning-enabled devices found that, among a large cohort of cleared devices, only a small fraction cited a randomised clinical trial, and fewer still reported actual patient health outcomes as part of their clearance package. Most clearances rely on a substantial-equivalence pathway rather than outcome trials.

This does not mean that such tools are inherently dangerous. It does, however, indicate that physicians should not assume that regulatory approval is equivalent to clinical proof for every patient or clinical setting. FDA clearance is also often viewed internationally as an indicator of readiness for adoption, which means that tools with limited independent validation may be used in health systems with very different capacities for evaluating them.

Medical training therefore needs to make clear that simply following an AI recommendation without independently understanding and assessing it is not an adequate substitute for clinical judgment. One practical approach is to require students to explain the reasoning behind their decisions, including when those decisions are informed by AI-generated recommendations.

Should digital, data and AI literacy now be treated as core competencies in medical education rather than supplementary skills? What should this look like in practice?

Digital literacy, data literacy and AI literacy should be incorporated into the core curriculum of medical education. Calling them supplementary skills suggests that they are optional, whereas the nature of medical practice has already changed significantly.

The pace and form of adoption will differ between countries and healthcare systems. Nevertheless, future physicians should understand the basic principles of data quality, algorithmic bias, patient privacy, clinical validation and responsible use. They should also recognise when a digital tool may not be appropriate because of limitations in local data, infrastructure or evidence.

AI literacy can be introduced during the preclinical years through foundational teaching about data and algorithms, followed by practical application during clinical training. The objective should not be to train students to use one particular platform, but to give them transferable skills that can be applied responsibly as technologies and healthcare environments evolve.

What changes are needed in clinical training and assessment to ensure students can work effectively with AI without becoming overly dependent on it?

Assessment must examine the logic behind a solution rather than simply the answer itself. If students can submit examination questions to a chatbot, an assessment risks testing everything except their own knowledge, reasoning and clinical judgment.

Medical education therefore needs greater emphasis on oral assessments and practical examinations, where students are required to articulate their reasoning and decision-making, with or without AI assistance.

Clinical training should also include exercises without AI support to ensure that students maintain core diagnostic skills for situations where technology is unavailable, connectivity fails, local systems do not support a particular tool, or they are practising in resource-limited settings.

AI should support clinical reasoning, not replace it. The final decision must remain the responsibility of the physician.

From an institutional leadership perspective, what governance, ethical and faculty-readiness challenges must medical schools address before scaling AI across education and clinical training?

Governance has to come before scale, not after it. The World Health Organization's guidance on Ethics and Governance of Artificial Intelligence for Health outlines six principles that are directly relevant to medical education: protecting human autonomy, promoting wellbeing and safety, ensuring transparency and explainability, ensuring accountability, ensuring inclusiveness and equity, and promoting responsive and sustainable AI.

Before an AI tool is widely deployed in teaching or clinical training, institutions need clear policies on data privacy and patient confidentiality, particularly when student interactions with real or simulated patient data involve third-party AI platforms.

Bias in training data is also a patient-safety issue and should be treated accordingly. Institutions therefore need processes to evaluate tools before implementation rather than waiting for problems to emerge.

Faculty readiness is equally important and can often be overlooked. Educators need adequate time, resources and training to develop familiarity with new tools before being expected to integrate them into teaching and clinical training.

Digital literacy, data literacy and AI literacy should be incorporated into the core curriculum of medical education. Calling them supplementary skills suggests that they are optional, whereas the nature of medical practice has already changed significantly.

With institutions such as St. George's University educating students from diverse countries and healthcare systems, how can medical schools build AI-ready physicians while keeping training globally relevant and patient-centred?

AI cannot simply be transferred from one country or healthcare system to another without appropriate adjustments. Students therefore need to understand that technology does not work universally.

The best way to keep medical education globally relevant is to focus on patients rather than specific technologies. Students should learn to ask why a tool was developed, whom it was tested on, what evidence supports it, and which populations it is appropriate for, regardless of where they eventually practise.

Exposure to different healthcare environments can also help students understand how the responsible use of AI needs to be adapted to different clinical, cultural and resource contexts. This is particularly important for physicians who may work across healthcare systems with significant differences in infrastructure, disease patterns and available technologies.

Ultimately, a physician trained to critically assess AI outputs across different clinical scenarios is better equipped to ensure that patient-care decisions remain grounded in individual patient needs rather than being dictated by algorithms. EP



LOOK AT IT AS AN "EDUCATION PURCHASE", NOT AS AN "IMMIGRATION PURCHASE"



Mr. Vinu Warrier
Managing Partner & Founder, EduVelocity Global

*As higher education choices become increasingly shaped by affordability, employability and long-term outcomes, **Vinu Warrier,** Managing Partner & Founder, EduVelocity Global, argues that students must look beyond rankings and traditional destinations to find the right fit. In this interview with Education Post's **Prabhav Anand**, Warrier examines how academic programmes, extracurricular experiences, financial accessibility and industry exposure should influence student decisions. He calls for a more holistic approach to financing global education and urges students to view overseas study as an education decision rather than an immigration purchase. He also discusses emerging destinations, changing visa policies, soft skills and the need for institutions to strengthen academic quality and student experience.*

Indian students are increasingly looking beyond university rankings when choosing where to study. What should "best-fit" mean in today's higher education landscape, and how can students assess it objectively?

Students should focus not only on the university brand or its ranking, but also on the programme and its overall fit with their academic and career goals. The first step is to gather accurate and updated information that is relevant to the decision-making process. Even today, most students' parents continue to rely on individual, word-of-mouth advice from extended family members, school authorities and others, which may not always provide a complete picture.

Students should begin by defining both their short-term and long-term goals and assessing whether a particular programme aligns with where they see themselves in the next five to ten years, as well as with the specific industry and role they aspire to enter.

They should identify the skills and knowledge required for their desired career and ensure that the programme provides a strong foundation in these areas. A careful review of the curriculum is equally important to determine whether it covers the essential subjects and skills relevant to their chosen career path.

At the same time, students should consider the programme's ranking, as higher-ranked programmes often offer better resources, networking opportunities and job placements. They should also assess the potential return on investment by looking at the programme's long-term viability, future salary prospects and career opportunities. The availability of internships, co-op programmes and industry connections should be evaluated as these can provide practical experience and strengthen employability. Finally, students should research the student-to-faculty ratio, as lower ratios often indicate more personalised attention and better access to faculty.

You have often emphasised the importance of profile building beyond academics. How can schools and colleges better integrate extracurricular activities, life skills and experiential learning into students' higher education journeys?

Answer: Schools and universities should provide students with opportunities to balance academic pressure through meaningful extracurricular engagement. Being involved in activities beyond academics gives students mental space to rejuvenate and return to their studies with a better perspective and heightened creative abilities. Such involvement also helps students develop a range of skills. Beyond adding valuable experiences to their CVs, extracurricular activities can elevate mood, build healthy and long-lasting interpersonal relationships, enhance problem-solving and decision-making abilities, and teach students how to work collaboratively with others.

Active participation in extracurricular activities also helps students build their identity and encourages exploration beyond their academic interests. For instance, a student enrolled in an engineering programme might find solace in dramatics and pursue it as a side hobby or eventually find ways to merge it with their career. Such experiences allow students to become more self-aware while exploring interests that may not emerge within the boundaries of their academic programme.

Engaging in diverse activities also allows students to express a broader range of interests while demonstrating versatility and adaptability. Rather than showcasing a singular interest, participation in activities such as debates and public speaking, sports, clubs, volunteering, research work and internships enables students to make the most of the interdisciplinary nature of college life—something that can be well appreciated by employers in the future.

Community service, meanwhile, provides young adults with an opportunity to develop important social and emotional skills such as empathy, compassion and gratitude, while understanding the value of giving back. Such involvement enhances sensitivity towards existing challenges in society and encourages students to take proactive measures to address them. It also exposes them to and makes them more aware of global challenges that require immediate attention from society at large.

Extracurricular involvement further helps students develop time-management skills and learn to balance multiple commitments. Employers value an individual's ability to multitask and excel across different responsibilities. By demonstrating interests beyond academics, students reflect not only passion and commitment but also their ability to manage academic and non-academic activities effectively. This prepares them for the demands of the professional world, where they will need to prioritise multiple important tasks.

Finally, extracurricular activities can provide valuable networking opportunities. Students get the chance to showcase their skills and interests in structured settings, including competitions, while building meaningful social connections and professional networks. These connections can provide a head start to their professional journey—for instance, by helping them secure funding for a business idea, receive a recommendation to a best-fit employer, or obtain a letter of recommendation for employment or higher education.

Your recent observations suggest that Indian students are becoming more outcome-oriented in choosing overseas destinations. How are employability, industry exposure and long-term career prospects reshaping these choices?

Choosing the best-fit higher education option ultimately comes down to two fundamental considerations: what it costs the student and how well it

fits their academic and career goals. Whether that opportunity is 7,000 miles away or right in the student's backyard is less relevant than ensuring that they begin by exploring all the high-quality options available to them for which they are qualified and competitive. Students should then conduct a rigorous analysis of the pros and cons of these options before narrowing down their choices.

Before selecting an overseas destination, students should first consider their programme interests based on their aptitudes, career aspirations and academic goals. They should identify universities that offer highly ranked programmes in their chosen fields and also consider whether those programmes are delivered in English. Another important consideration is where they see themselves graduating in the top five per cent of the class, depending on the university or country they choose.

Affordability is another critical factor. Students should assess where they can access a higher-quality education opportunity at a lower overall cost. This includes considering the availability of scholarships, as well as opportunities to work off campus and generate income towards living expenses. The long-term viability of the chosen option should also be assessed in relation to the student's specific interests, whether that involves pursuing higher education or seeking employment opportunities.

Finally, students should consider whether the country itself is a good fit for them and examine its long-term viability. However, considerations such as permanent residency or green-card equivalents are generally more relevant to master's applicants than to undergraduate applicants.

With international education becoming more expensive, financial accessibility remains a major concern. What policy or financing reforms are needed to ensure that global higher education is not limited to students from affluent families?

Just like the US has FAFSA, all these other countries have a federally mandated ability to structure student loans, both for undergraduate as well as for postgraduate applicants. And there is an urgent need that this be, and it shouldn't be dependent only on for below a certain slab. It should be structured in such a way that the difference between what the family is able to afford versus the cost of education should be considered.

So there is no reason why we should only have a subsidized cost for government colleges like IIT. And that too only for Indian citizens. All it requires is a public-private partnership between federal government, as in central government, and banks, for example where the government has mandated that the banks need to give loans on this basis, etc., etc. So obviously, there's a need for that.

Number two, the government can have a huge role in ensuring that, as a policy, more and more third-party loans are available. Give some as grants, just like FAFSA does; give some as work-study programs, etc. But the government has to get involved in structuring financial accessibility through a very distinctively different approach. In other words, that approach has to be: what is the difference in cost between the education a student is aspiring to and the student and family's ability to pay? So you have to come up with a holistic lending policy that includes banks and other financial lenders, private sector as well as central government policy.

The third step, government is already doing a good job. There are more and more IBCs coming into India. Now, here, the mandate should be that all IBCs are not charging the same cost that they would charge because there should be a cost differential. And I think, so regulation policies that regulate these IBCs, which are already in place, I think, are important.

The fourth is redefining what is actual affluence, which is that's also related to the first point, because here it's saying affluent families.

Then, the other part of it is what we've already said before, which is that make sure you're choosing the right fit, affordability, etc., etc. So having an informed application is as important for financial accessibility.

Visa policies and post-study work rules are changing across major destinations. How should Indian students and counsellors evaluate these policy shifts while making long-term education decisions?

They should evaluate these policy shifts as short-term shifts, particularly when they're making long-term decisions. In other words, these are reactions by traditional destinations such as US and Canada, particularly, or UK and Australia, by traditional destinations.

Number one, look at it as an education purchase, not as an immigration purchase. That is the first step. Second step: if you're looking at an education purchase and you're going to a great program in your field, you should not be thinking of employment or staying on a visa only in that country; you should be thinking of other countries as well. Look at new and emerging destinations, be it Japan, South Korea, or even Malaysia. Even in Western Europe, for eg., the number of Indian students in Germany has increased at least fourfold. France is going big on Indian students, so it's a combination of things how you should address.

Especially if you're making long-term decisions, looking ahead at what major changes, obviously the number of international choices in India first step are going up, the number of 2+2 programs are going up. Going to Leeds or Birmingham is still a different experience than doing it at their Gurgaon campus, or going to Southampton University is still different. The one big change is the Indian student will have many more private choices both at home, as well as many more non-traditional destination choices overseas. So the number of choices for Indian students is going to go up dramatically in the next five years.

The ability of academically elite universities in India which are public universities, such as the IITs, NITs, or whatever, right, any public—the PGIs, JIPMERs—so the ability of select private—select public universities in India which give you admission through 0.02% through competitive entrance exams, etc., their ability to get their best students will continue to decline. Their ability to get job offers of the high standards that they set for themselves at the end of the program will continue to decline.

Similarly, discounting and pricing is going to play a much increasingly larger role in how students make the decision whether they want to go to a public, private in India, international private in India, or abroad.

You have highlighted communication and collaboration as essential skills for success beyond college. Are Indian higher education institutions doing enough to develop these skills alongside technical and academic capabilities?

Communication and collaboration are no longer optional skills but critical competencies that colleges emphasise to prepare students for the real world. Many of today's top bachelor's programmes incorporate soft skills training alongside technical instruction, recognising that students who are well-versed in these areas are more versatile and better equipped to face the challenges of an ever-evolving job market. With companies placing increased importance on a candidate's ability to work in teams, solve conflicts, and build professional relationships, soft skills have become just as valuable as academic credentials.

What makes college different from school is the shift in how success is measured. In school, grades often reflect individual effort, but college introduces a more complex dynamic where group projects, presentations, discussions, and collaborative tasks are integral to academic success. These activities mimic the dynamics of a real-world workplace, where working in teams, exchanging ideas, and contributing to collective goals are essential. For instance, group projects not only test a student's knowledge but also their ability to listen to others, articulate ideas clearly, resolve disagreements, and negotiate solutions. This shift in focus highlights why communication and collaboration are essential to thriving in a college environment.

Looking ahead, what major changes do you expect in India's higher education and international education ecosystem over the next five years, and what should institutions do now to prepare students for them?

A, they should focus on academic quality.

B, they should ensure that they're able to have a very clear sense of who are their cross-application competitors, in other words, if I'm applying to Plaksha in India, what are the other five universities in India I'd be applying to?

C, they need to pump up massively both the quality of the experience they offer the student on campus as well as the quality of academic education. Integrate more hands-on experiences, integrate more diverse experiences, integrate more global experiences.

I think the benefits that universities offer have to be categorized thoroughly in terms of academic quality, student-faculty ratio, the actual environment, classroom environment, international and diverse experiences, hands-on experiences, internships, the hostel experience, student life experience. EP



AI CAN SUPPORT LEARNING, BUT THE THINKING, CURIOSITY AND FINAL EFFORT MUST BELONG TO THE STUDENT

Mrs Suchita Rathore
Principal, Army Public School, Bikaner

Education is evolving beyond marks, rankings and examination outcomes, and for ***Mrs. Suchita Rathore,*** *Principal of Army Public School, Bikaner, the purpose of schooling lies in preparing students for life. In this interview with Education Post's* ***Prabhav Anand,*** *Rathore discusses her approach to school leadership, academic excellence, teacher development, AI in education, NEP 2020 and the growing need for future-ready skills. She also reflects on discipline, leadership, career guidance and the next phase of growth for APS Bikaner.* ***"AI can support learning, but the thinking, curiosity and final effort must belong to the student,"*** *she says.*



You took charge as Principal of Army Public School, Bikaner after nearly two decades of experience across teaching, academic coordination and school leadership. What were the first things you observed when you assumed the role, and what have been your biggest priorities in shaping the school's next phase?

When I took charge, my first approach was to observe and understand rather than immediately change things. I spent time interacting with teachers, students and staff and understanding the school's strengths as well as areas that needed attention.

My major priorities have been discipline, punctuality, academic monitoring, teacher development and creating a more accountable yet positive school culture. I also wanted to strengthen technology, innovation and student engagement.

For me, leadership is not about changing everything overnight. It is about taking small, consistent steps and bringing people along. I am still learning, but my aim is simple—to make APS Bikaner a more disciplined, progressive and happy place for both students and teachers.

Schools are often judged by board results, competitive-exam performance and rankings, yet the larger purpose of schooling is to prepare young people for life. How do you define educational success at APS Bikaner, and how do you ensure that academic excellence does not come at the cost of creativity, confidence, empathy and other dimensions of student development?

For me, good results are definitely important, and as a school, we should always strive for academic excellence. But honestly, I don't think a child's success can be defined by marks or rankings alone.

After spending so many years in education, I've seen that every child has something special. Some do very well academically, while others find their confidence through sports, music, technology, leadership or simply by helping others.

So, at APS Bikaner, I want both things to go hand in hand. We should prepare our children to do well in exams, but also give them the freedom to think, create, express themselves and learn from their mistakes.

For me, the most satisfying moment is when I see a student becoming more confident, more responsible and, above all, a kinder human being. If we can achieve that, I feel we are doing something right.

With your own career spanning classroom teaching, academic coordination and school administration, how has your understanding of the teacher's role evolved? What capabilities do teachers today need to develop to remain effective in classrooms shaped by technology, changing student behaviour and new expectations from parents?

Having been a teacher myself and then moving into academic coordination and school leadership, my understanding has evolved considerably. Earlier, I believed a good teacher was primarily someone with strong subject knowledge. Today, I feel a teacher must also understand the child—their emotions, learning needs and individual strengths.

Technology is changing classrooms, and so are children and parents. Teachers therefore need to be adaptable, patient, empathetic and willing to keep learning.

Personally, I still consider myself a teacher at heart. I believe our role is not just to teach a subject, but to touch young lives and help children become confident human beings.

The education debate has moved rapidly from online learning to generative AI. How is AI changing the way schools should approach teaching, assessment and student learning? Where should schools draw the line between using AI as a learning tool and allowing it to replace a student's own thinking?

I feel AI is a wonderful learning tool if we teach children to use it responsibly. It can help them research, explore ideas, practise and learn in a more personalised way. But it should never do the thinking for them.

As educators, we also need to rethink assessment—looking not only at the final answer, but at how a child thinks, explains and applies what they have learned.

For me, the line is quite simple: AI can support learning, but the thinking, curiosity and final effort must belong to the student.

5. NEP 2020 calls for a shift from rote learning towards competency-based, experiential and multidisciplinary education. After several years of implementation, where do you see the biggest gap between what education policy envisions and what schools can realistically implement in classrooms?

I think the biggest gap is between the vision and classroom realities. NEP 2020 rightly promotes competency-based and experiential learning, but teachers are still working within exam pressures, large syllabi, limited resources and varying levels of training.

From my experience as a school leader, I have seen that teachers are willing to change, but meaningful change cannot happen through guidelines alone. Teachers need time, practical training, appropriate resources and freedom to experiment. Assessment also needs to evolve alongside teaching; if examinations continue to reward memorisation, classrooms will naturally remain focused on completing the syllabus.

For me, the real implementation of NEP will happen when a teacher can confidently move from "What should I make students remember?" to "What should my students be able to understand, apply and create?" That shift is gradual, but it is already beginning in many schools.

6. Army Public Schools operate within an ecosystem where discipline, responsibility, teamwork and leadership are particularly valued. How do you translate these principles into everyday schooling



without making discipline merely about rules and compliance? And what do you believe this environment can teach students about leadership and citizenship?

For me, discipline in an Army Public School is not about rules alone; it is about developing self-discipline, responsibility and respect. We encourage students to take ownership of their actions, work as teams and learn from their mistakes.

Leadership is also learnt through everyday opportunities—taking responsibility, helping others and making decisions. I believe the greatest lesson is that true leadership is about service, integrity and accountability, not authority.

Students entering school today may eventually work in professions that are still emerging–or do not yet exist. How should schools rethink career guidance, subject choices and skill development so that students are prepared not merely for their next examination, but for a rapidly changing world of work?

I feel schools today have to focus more on career readiness than just career selection. Students need skills like critical thinking, communication, creativity, digital and AI literacy and most importantly, the ability to adapt.

At our school, we are trying to do this through our Career Fest, where we invite colleges from across India, professional career counsellors, and experts from different fields for panel interactions. This gives students real exposure and helps them understand different career possibilities.

We may not know what jobs will exist tomorrow, but we can definitely prepare our students to keep learning, adapt and confidently find their own path.

Army Public School, Bikaner was ranked No. 1 among Rajasthan's Central Government Day Schools in EducationWorld's 2025 rankings. Beyond rankings and recognition, what do you believe the school must improve or accomplish next? And when you look ahead at the next five years, what would you like APS Bikaner to be recognised for that it is not necessarily known for today?

The ranking is certainly encouraging, and I am proud of what our students and teachers have achieved. But for me, a ranking is a milestone, not the destination.

I would like APS Bikaner to become even stronger in areas like innovation, experiential learning, technology and skill-based education, while continuing to nurture values and character. We also need to keep investing in our teachers, because a strong school ultimately grows through a strong and motivated teaching team.

Over the next five years, I would love APS Bikaner to be recognised not just for academic results, but as a school that builds confident, compassionate and future-ready children—students who can think independently, lead responsibly and contribute meaningfully to society. That would be the achievement I would value most. EP

|| Om Shree Manjunathaya Namaha ||



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TRUTH LIBERATES



Poojya Shri D. Veerendra Heggade
Hon'ble Chancellor

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INDIA'S Three-Language Push

what does it mean to be globally fluent

Karan Lalit
Executive Director – South Asia, TOEFL & GRE, ETS

As globalisation takes over and the world becomes increasingly interconnected, navigating the study abroad landscape requires more than speaking different languages. Students now have to be able to communicate their views, understand different standpoints, and be extremely flexible. At a time when India is debating how to teach languages in schools and how to equip students for real life situations, having an edge in these respects is crucial for students across the country.

CBSE's three-language policy ensures that the students study three languages out of which two would be native Indian languages and the third could be any foreign language of their choice. At the same time, as students explore emerging destinations for overseas education, English language proficiency continues to play an important role in international education journey. It is also a criterion for students to get a visa to study abroad, for their overall experience on campus, and even for future job opportunities worldwide. Thus, a multilingual generation is on the making.

Learning different languages can also help students understand how to think in the context to different cultures. This is important for students to help them communicate effectively and adapt to new situations. Such skills are more important than ever as the world becomes a smaller place.

Language as a Bridge to Global Learning

Through the latest policy, if students become habitual of multilingual learning from an early age, the way they perceive the world would be very different from someone who is restricted to a single language. Language is not simply a medium of communication. It also helps in shaping ideas and thoughts. Study abroad applicants would particularly benefit from this skill. Being able to express the same idea in different ways across languages, cultures, and social settings, requiring students to listen carefully, comprehend the context, and consider perspectives other than their own, is essential in a setting where students will interact with students from various backgrounds. Rather than simply speaking another language, multilingual learning can help students become more thoughtful and adaptable communicators, qualities that matter when navigating unfamiliar academic and professional environments

Building Transferable Skills for a Global World

Learning multiple languages goes beyond linguistic ability and fosters competencies valuable in academic, professional, and social contexts. One example of this kind of skill is adaptability. To understand how to use various languages, students must concentrate on meaning, context, and how ideas are communicated. This may gradually assist them in increasing their willingness to engage with novel circumstances and modify their thinking in response to changing circumstances. These abilities tend to grow more useful as students transition into varied academic and professional settings.

When collaborating with international peers, participating in classroom discussions, or adjusting to an unfamiliar cultural environment, students will need to be able to listen, adapt, and communicate effectively, especially when those peers respond to situations in a different way than they do. In this way, learning more than one language can help develop a wider range of skills that go far beyond language proficiency.

English as a Foundation for Global Readiness

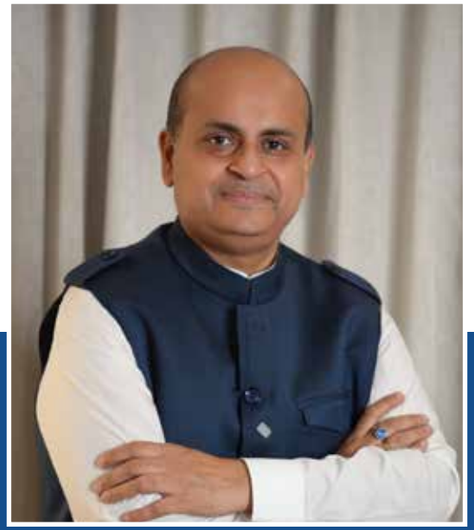
For study abroad aspirants, English proficiency is key to navigate the tests and application processes. Developing English proficiency along with other languages would help them build the necessary skills. English proficiency should not be limited to an application requirement, it also helps in engaging wth peers and classroom activities. Multilingual learning and English proficiency can both benefit the students in any ways. Not only would it help in building an awareness of different cultures, but also students the ability to communicate effectively across diverse academic settings. Together, these skills can help students move beyond simply understanding what is being said to analyse and express ideas with greater confidence. TOEFL iBT measures reading, listening, speaking and writing as they are used in academic settings, reflecting the kinds of communication students encounter in lectures, coursework and classroom discussions. Over 13,000 institutions in more than 160 countries now recognize TOEFL iBT, demonstrating the significance of academic English throughout higher education worldwide.

Turning Multilingualism Into an Advantage

Multilingual instruction can only be beneficial to students if they are given opportunities to apply it in real-world situations. Confidence comes from using a language to interact with others and participate. The journey is made up of more than just language proficiency. For educators, this means creating a space for students where they can participate in presentations, projects, and group discussions. By moving from learning a language to experiencing how communication works in various social and cultural contexts, such experiences can benefit students.

For students, this also beyond the classroom. means viewing language learning as an opportunity to expand how they engage with the world, rather than simply as another academic requirement.

For this kind of learning, India's linguistic diversity provides a solid foundation. By giving students meaningful exposure to languages, cultures, and real-world communication, we can now build on that foundation. Students can be better prepared not only to enter global classrooms but also to participate in them confidently when linguistic knowledge is combined with strong English proficiency and opportunities to actively use language.



HOW TO PREPARE STUDENTS FOR THEIR FUTURE CHALLENGES

Shailendra Bhadauria
Chancellor Pratap University, Jaipur, Rajasthan

Education has always had the purpose of providing youngsters with the preparation required for life outside the classroom. But with the changing world, the nature of education is also changing. The new generation of students is stepping into the world with fast-changing technology, unpredictable career paths, and changing demands of the workplace. Thus, education cannot be limited to textbooks, exams, and diplomas anymore.

Therefore, the role of colleges and schools should also expand and help students to acquire the skills, knowledge, and confidence which will allow them to cope with problems that do not exist yet.

Move Beyond Rote Learning

A good education depends on solid academic knowledge, but that knowledge cannot simply be learnt by heart. Students must be able to grasp the concepts and solve problems on their own.

Activities like classroom discussions, case studies, research paper assignments and practical exercises promote meaningful education. Students learn to think on their own when they are told to question certain notions instead of just repeating certain responses.

Develop Skills Alongside Knowledge

Recently, employers have come to appreciate the significance of knowledge application. Accordingly, students must be given the chance to develop skills like communication, teamwork, critical thinking, creativity, and digital skills alongside their academic studies.

The most effective way to develop these skills is through practical experience. Group work, presentations, debates, competitions, internships, and hands-on projects help students learn to cooperate, communicate and assume responsibility.

The aim should be to train graduates who are knowledgeable and proficient in the use of this knowledge.

Encourage Adaptability and Lifelong Learning

Uncertainty is one of the biggest issues that students may confront in the future. A career which appears to be promising today can change drastically with technological advancements and changing requirements of industries.

Students must realise that learning is a continuous process, which does not cease after finishing school. They should keep improving their skills, studying various subjects and being open to new career possibilities.

An adaptable student is going to respond better to the changes in circumstances than a person who is stuck in one profession.

Give Students Real-World Exposure

Education becomes more meaningful when students see how the knowledge they acquire finds practical application in the real world. Students can acquire this experience through industry visits, internship programs, guest lectures, and participatory projects.

Through these experiences, students learn to deal with the expectations of their future jobs and to understand the skills they need to acquire. Moreover, these experiences allow students to learn to make mistakes, receive feedback, and improve before joining the workforce.

Universities can further enhance such connections by cooperating with various industries and adapting their programs to the changing requirements of the industry.

Build Confidence Through Responsibility

To prepare students for the challenges of the future, they need to be helped to make their own decisions, having previously been taught how to use that decision-making ability. This means giving students opportunities to be in charge of projects and hold events, be members of student organisations, and be given responsibilities that must be met.

Such situations will give students a chance to gain confidence and learn how to be accountable and work as team members and make decisions.

Failure should not be seen as something negative. Students should be taught to learn from setbacks instead of being afraid of them so that they can be open to experimentation and taking some risks in the future.

Prepare Students for an Evolving World

The influence of technology on education, work, and consumption will only increase. We think, therefore, that it is very important for students to understand new technologies, as well as to develop qualities that cannot be easily substituted by technology.

We should teach students digital literacy at the same time as gaining responsible attitudes toward the use of these technologies.

Education Must Prepare, Not Predict

No organisation is able to anticipate all troubles which learners are to experience afterwards. One of the many functions of education is to provide an opportunity to respond to challenges.

Thus, the task of education is not just in providing students with knowledge for the first job or exam they take. Education is to develop skills that help individuals learn how to think for themselves, to speak and listen, to adapt to a new environment, and keep on learning.

Graduates who acquire knowledge and skills as well as confidence and desire to learn are expected to better cope with future challenges.



KASHMIR'S STUDENTS FACE A GROWING BATTLE AGAINST DRUG ABUSE

Amin Masoodi

An MBA student's arrest and a 3,100-student Srinagar survey expose the pressures, peer influence and awareness gaps putting young people at risk of substance abuse.

The warning signs are often easy to miss — a student becoming withdrawn, grades falling, frequent demands for money or a sudden change in friends. What looks like adolescence, academic stress or indiscipline can sometimes signal something more serious.

For families and teachers, the signs may emerge quietly. For students, peer pressure, curiosity, loneliness and the need to belong can make them vulnerable.

But in Kashmir, the concern is no longer only about warning signs.

The arrest of an MBA student recently near the Central University area in Ganderbal district in a case involving a heroin-like substance brought the drug threat closer to the region's educational community. A case was registered under the NDPS Act and further investigation was initiated.

The case does not suggest that students as a group are involved in drugs. But it raises an uncomfortable question: how far has substance abuse entered the social world of Kashmir's young people?

The concern is no longer theoretical. And evidence emerging from Srinagar's schools makes the concern harder to ignore.

A 2026 empirical study by the District Institute of Education and Training (DIET), Srinagar, surveyed 3,100 students from Classes 9 to 12 across 20 schools. It identified peer pressure as a major factor associated with substance abuse, alongside curiosity, experimentation, emotional distress and academic pressure.

The figures offer a glimpse into what may be happening beneath the surface.

The DIET study found that 46 per cent of secondary-school boys and 68 per cent of higher-secondary boys identified peer pressure as a major factor in drug use. Among girls, the corresponding figures were 38 per cent and 43 per cent.

The figures do not mean that these students are drug users. They reveal something more subtle and potentially more important: young people themselves recognize the influence of their peer environment.

The kind of concern that needs to become part of the classroom conversation is "Students may know that drugs are dangerous, but saying no becomes difficult when the pressure comes from people they want to be accepted by"

Schools cannot simply tell students that drugs are bad. They must teach them how to say no without feeling isolated. A teenager needs information, but also confidence.

'The child is growing up'

For families, the first warning signs can be painfully ambiguous. A child sleeping more may simply be tired. A sudden change in friends may be normal. A fall in marks may be examination stress. And irritability may be adolescence.

But when several changes appear together, families need to know when concern should become intervention.

Parents may notice that something has changed but still resist the possibility that drugs could be involved. They tell themselves the child is growing up. They blame academic pressure.

They assume the young person wants greater independence.

"Parents usually notice the change before they understand the reason behind it. The child becomes quiet, starts avoiding family conversations or asks for money more often. But you keep telling yourself that it is just adolescence because you are afraid of believing that drugs could be involved." said, Farooq Ahmad, a parent and Srinagar resident

"The biggest fear is that if you talk about drugs at home, your child may think you do not trust them. But remaining silent is also dangerous. Parents need to learn how to have these conversations without turning every discussion into an interrogation." he added.

That hesitation is understandable. Addiction carries enormous stigma, and many parents fear what neighbours, relatives and even other parents might say.

But silence can allow a problem to deepen.

A teenager should be able to tell a parent, "My friend offered me something," or "I tried something and I am scared," without believing that the immediate response will be anger and punishment.

That does not mean parents should ignore substance use. It means the first response should create a pathway to help.

Constant surveillance cannot replace communication. Parents need to build enough trust for their children to disclose uncomfortable experiences before those experiences become entrenched habits.

The classroom as an early-warning system

Teachers hold a unique position in this battle. They see students every day. They notice who has suddenly become quiet and who has stopped participating or who is frequently absent.

Teachers also know who has experienced a sharp change in academic performance and who has become increasingly withdrawn.

But behavioural change is not proof of drug use. A student struggling in class may be dealing with anxiety, family conflict, bullying, grief, emotional distress or academic pressure.

That is why teachers should not be turned into investigators searching for "drug users".

They should be trained as early listeners.

A student who suddenly changes needs someone to ask: What is happening in this child's life?

"A teacher may notice a change in a student's behaviour long before the family does. A child who was active suddenly becomes withdrawn, attendance starts falling or concentration changes. He should never ignore such signs in student and discuss the same with him and his parents to find more." said Bashir Ahmad, a government teacher from north Kashmir.

The DIET findings strengthen the case for sustained counseling, life-skills education, parental involvement and drug-awareness programmes in schools rather than limiting prevention to occasional lectures or annual campaigns.

A child who is afraid of being publicly labelled may simply stop asking for help. Confidentiality, therefore, is not a luxury. It can be a prevention tool.

"We need schools and counsellors to guide parents as well. Many parents know how to deal with fever or poor marks, but they do not know what to do when a child's behaviour suddenly changes. By the time professional help is sought, the situation may have become serious." said Fayaz Bhat, a resident of Baramulla district.

When marks become the measure of everything

The drug debate also intersects with the emotional lives of Kashmir's students. Board examinations, competitive entrance tests, professional courses and parental expectations can make academic performance feel like a measure of personal worth.

A student who fails an examination may not simply think, I failed a test. The thought can become: I have failed my family.

A young person struggling with loneliness or emotional distress may have no language with which to explain what is happening. Sometimes the first escape offered by a peer can therefore appear more attractive than it should.

This does not mean academic pressure automatically causes drug abuse. It means prevention must recognize the circumstances that can make a young person vulnerable.

Students need spaces where they can talk about failure, stress, friendship problems, loneliness and emotional distress before those problems turn into something more serious.

"Students do not always talk about drugs openly. What worries me is that someone may know a person who is using drugs but still think it is none of their business. There needs to be a system where a student can report a concern without being labelled a troublemaker." said Irshad Ahmad, a Class X11 student.

A 2026 review cited in the supplied material describes drug addiction in Kashmir as a serious public-health and social crisis and points to mental-health and socio-demographic factors requiring attention.

The message is clear: Drug prevention cannot be separated from the emotional wellbeing of young people.

The danger of normalization

One of the most worrying developments may not be that every student is using drugs. It is that exposure can gradually become normal. One student knows somebody who uses. Another has seen substances discussed casually on social media.

Someone hears that a particular substance helps people relax. Another believes experimentation is harmless. Slowly, the psychological barrier weakens.

What was once unthinkable becomes something that "people do". The first experiment can then become easier.

The DIET study is particularly relevant because students themselves identify the social environment as a significant influence. Prevention must therefore begin before the first experiment, not only after dependence has developed.

"We are constantly told to focus on marks, careers and competition. But nobody regularly asks whether we are stressed, lonely or having problems with friends." said. a graduate, Naseer Nabi of Srinagar district.

"Sometimes students need somebody to talk to before they make a wrong choice." he added.

The student behind the statistic

Statistics are essential to understanding the scale of the problem. But numbers can also make the crisis appear distant.

At least 3100 students in a survey are a statistic. The real story is the student sitting in a classroom wondering whether to tell someone that a friend is using drugs. It is the parent lying awake because a child's behaviour has changed.

It is the teacher wondering whether falling grades are simply academic stress or an indication of something deeper. It is the counsellor trying to persuade a teenager that asking for help is not weakness.

And it is the young person who may still be reached before experimentation becomes dependence.

Student voices underline this dilemma. A Class 11 student describes the difficulty of refusing substances when peer acceptance is at stake, while a college student points to the need for a system through which concerns can be raised without a student being branded a troublemaker.

"Drug prevention cannot be limited to an annual awareness programme. Students hear one lecture, take an oath and then return to the same pressures." said Tanvir Hafeez, a Sociology lecturer from Kulgm district.

"Prevention has to become part of everyday school life through counselling, life skills, sports, discussion and a safe relationship between teachers and students." he added.

Changes in behaviour, attendance, academic performance, friendships and emotional wellbeing should prompt supportive intervention rather than immediate punishment.

To sum it up, the earlier we identify vulnerability, the better the chances of prevention. Schools should not wait for a student to be caught with a substance.

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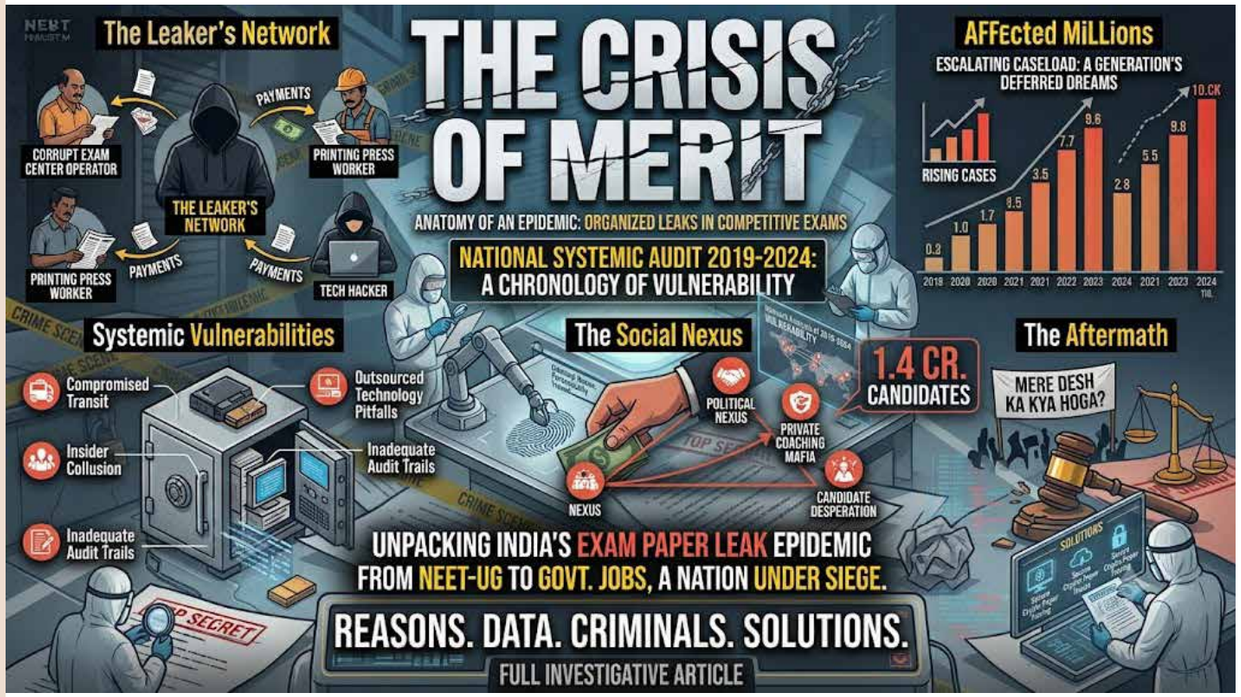
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TALK OF THE TOWN
'EXAM PAPER LEAKS'!

Siddharth Verma

In India, competitive examinations are far more than academic assessments; they serve as the primary engine of social mobility. For millions of youths from modest backgrounds, cracking an entrance test or securing a government recruitment exam represents an escape from generational poverty. Yet, over the past decade, this foundational covenant between the state and its youth has been systematically eroded by recurring exam paper leaks. What was once dismissed as localized malpractice has metamorphosed into an organized, multi-thousand-crore illicit industry. From prestigious national entrance examinations like NEET-UG and UGC-NET to regional recruitment tests for police constables, teachers, and administrative officers, question paper breaches have shattered public trust in institutional meritocracy.

The Staggering Numbers: An Epidemic in Data

The scale of paper leaks across India is neither episodic nor confined to a single geography. Investigative reports and legislative records reveal an alarming pattern of institutional failure.

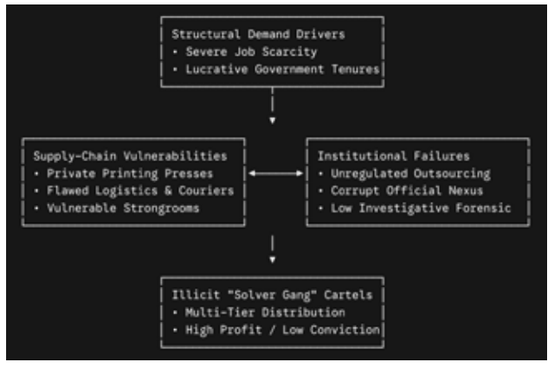
- **The 5-Year Toll:** A landmark investigation by The Indian Express revealed that between 2019 and early 2024, at least 41 documented paper leaks occurred across 15 states, directly disrupting the lives of over 1.4 crore (14 million) candidates and stalling recruitments for more than 1.04 lakh government vacancies.
- **Massive Cancellations:** In February 2024, the Uttar Pradesh Police Constable Recruitment Exam—which saw an unprecedented 48 lakh applicants vying for 60,244 positions—was cancelled after answer keys were leaked and circulated widely on social media.
- **National Impact:** The summer of 2024 exposed critical vulnerabilities at the federal level when controversies surrounding NEET-UG (affecting over 23 lakh medical aspirants) and UGC-NET (affecting 9 lakh scholars) triggered nationwide protests and necessitated intervention by the Supreme Court and the Central Bureau of Investigation (CBI).

- **State Hotspots:** States such as Rajasthan, Uttar Pradesh, Bihar, Gujarat, and Madhya Pradesh have witnessed repeated compromises. In Rajasthan alone, over a dozen competitive exams faced cancellations or inquiries between 2018 and 2023, including the Rajasthan Eligibility Examination for Teachers (REET).

These numbers represent not merely administrative logjams, but years of squandered youth productivity, delayed life plans, and astronomical economic waste.

Why Do Papers Leak?

Paper leaks persist because examination security in India contends with structural, operational, and systemic vulnerabilities.



Asymmetric Supply and Demand

The foremost driver is the extreme scarcity of secure formal employment. When three million candidates apply for a few thousand clerical or constabulary posts, the margin between success and failure is razor-thin. A secure government position offers lifetime tenure, pension benefits, and social stature—incentivizing candidates and their families to take desperate measures, including paying syndicates tens of lakhs of rupees.

The Perils ofi Outsourcing

Over the past two decades, government examination boards and federal bodies have increasingly outsourced critical examination workflows—ranging from setting up digital infrastructure and software to printing question papers and staffing test centres—to private third-party vendors. Private agencies, often selected through lowest-cost bidding rather than security audits, lack institutional accountability. Corrupt employees at remote printing presses, transit points, or server maintenance hubs frequently become the primary point of physical or digital compromise.

Compromised Logistics and Supply Chains

The physical journey of an examination paper involves multiple points of contact: the printing facility, railway or road transport, bank strongrooms, district treasury lockers, and the actual test centers. A breakdown at any single node—such as a driver bribed during transit or a custodian opening a trunk an hour before designated protocols—compromises the entire national or state-wide examination.

The Shadow Coaching-Mafia Nexus

The multi-billion-rupee commercial coaching industry in hubs like Kota, Sikar, Patna, and Prayagraj has heightened competitive pressure. Investigations by state Special Task Forces (STFs) have repeatedly revealed deep links between select coaching proprietors, middlemen, and organized paper-leak cartels.

The Anatomy of a Leak: How Syndicates Operate

Modern paper leak cartels do not operate through rogue individuals; they function as corporate syndicates, colloquially known as "Solver Gangs":

- **Acquisition:** The syndicate establishes moles inside printing presses, courier firms, or treasury departments. In digital exams, hackers deploy remote-access tools (RATs) to manipulate computer terminals in compromised exam centres.
- **The "Solving" Assembly:** Hours before the test, high-resolution photographs of the stolen question paper are transmitted to a secret facility. Subject-matter experts (often medical students, PhD scholars, or teachers hired for substantial fees) solve the paper within 30 to 60 minutes.
- **Closed-Door Dissemination:** Candidates who have paid advance deposits—ranging from ₹5 lakh for state constabulary exams to upward of ₹40 lakh for medical admissions—are gathered in banquet halls, hotels, or farmhouses overnight. They are made to memorize the answer keys without phones, under strict surveillance, before being bused directly to exam centres.
- **Secondary Leaks via Social Channels:** In many instances, mid-level intermediaries seek quick returns by selling solved PDFs across encrypted groups on Telegram and WhatsApp, creating an untraceable wildfire that triggers public discovery and subsequent exam cancellations.

Justice Denied: Are the Criminals Actually Convicted?

The most damning aspect of India's paper leak crisis is the abysmally low conviction rate.

While arrests frequently make front-page headlines, successful prosecutions of masterminds remain an extreme rarity.

Metric / Dimension	Reality on the Ground
Historical Conviction Rate	Less than 2% to 5% across major exam fraud cases over the last two decades. In dozens of high-profile multi-state leaks, key kingpins have never served final prison sentences.
Bail and Recidivism	Most masterminds secure bail within 60 to 90 days due to weak initial chargesheets, often returning to organize subsequent leaks under new aliases.
Root Legal Bottleneck	Prior to 2024, cases were booked under general IPC sections (Cheating, Forgery, Conspiracy) which were not tailored to organized exam syndicates.
Judicial Backlog	State Fast-Track Special Courts are overburdened, with trials routinely languishing for 7 to 15 years, during which witnesses turn hostile and digital evidence degrades.

Historically, police charged offenders under generic provisions of the Indian Penal Code (IPC)—chiefly Section 420 (Cheating), Section 468 (Forgery), and Section 120-B (Criminal Conspiracy). These sections carry modest penalties and straightforward bail provisions.

Furthermore, state police forces often arrest low-level conduits—candidates and minor middlemen—while political connections and jurisdictional limitations shield the inter-state kingpins orchestrating the operation. By the time forensic audit reports reach court dockets, the evidentiary chain is broken.

The Public Examinations Act, 2024

Faced with mounting national outrage, Parliament enacted the Public Examinations (Prevention of Unfair Means) Act, 2024:

- **Targeting Syndicates:** The law specifically excludes bona fide students from its harsher criminal provisions to prevent victimizing young candidates, directing punitive measures toward organized syndicates, service providers, and officials.
- **Severe Penalties:** Offences committed by organized crime syndicates carry a minimum prison sentence of 5 years, extendable to 10 years, alongside a minimum fine of ₹1 crore.
- **Institutional Accountability:** If a testing agency or service provider is found complicit, they can be barred for up to four years, and the costs of the examination can be recovered through asset confiscation.
- **Non-Bailable Nature:** All offences under the central law are classified as cognizable, non-bailable, and non-compoundable.

While central and state statutes (such as those in Uttarakhand, Gujarat, and Rajasthan) represent a necessary step, severe laws act as deterrents only when paired with high enforcement and swift conviction mechanisms.

A Generation in Despair

The collateral damage of this crisis extends far beyond administrative balance sheets:

- **Psychological Ruin:** Long study regimes coupled with sudden exam cancellations fuel severe anxiety, depression, and suicides among young aspirants.
- **Financial Devastation:** Families from rural areas routinely sell ancestral land, take high-interest loans, or drain life savings to pay for coaching fees and lodging in educational hubs. When an exam is cancelled, these investments evaporate without recourse.
- **Erosion ofi Institutional Faith:** When honest candidates witness fraudulent competitors securing government seats through wealth and collusion, the basic social contract breaks down. Cynicism replaces ambition, driving qualified youth toward informal work or emigration.

Restoring Meritocracy

Resolving the paper leak crisis requires moving past reactive band-aids to execute structural reforms:

- **Insourcing Critical Processes:** High-stakes examination processes —specifically question generation, printing, and primary logistics—must be reclaimed by audited state apparatuses or specialized statutory bodies rather than outsourced to private contractors.
- **Technological Safeguards:** Adoption of just-in-time encrypted digital question delivery directly to secure test terminals minutes before the exam, replacing physical distribution routes prone to manual tampering.
- **Standardized Center Audits:** Mandatory CCTV feeds monitored via centralized AI-driven command centres, strict geo-tagging of test materials, and algorithmic anomaly detection for exam score distributions.
- **Dedicated Judicial Fast-Tracking:** Establishing dedicated tribunals with statutory mandates to complete exam fraud trials within six to twelve months, ensuring masterminds face immediate and visible consequences.

India's demographic dividend is its greatest economic asset. If the examination machinery responsible for allocating educational and professional opportunities remains compromised, the country risks turning its greatest demographic advantage into a generation of disillusioned youth. Restoring transparency and absolute integrity to the examination ecosystem is not merely an educational goal—it is a prerequisite for national stability.

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1	All India Institute of Medical Sciences (AIIMS), New Delhi	Delhi	Delhi	1	North	1		161.67	161.67	156.67	157.00	157.17	153.37	**953.32**
2	Madras Medical College (MMC), Chennai	Chennai	Tamil Nadu	1	South	1		161.50	161.67	156.67	156.87	156.67	153.33	**952.67**
3	Jawaharlal Institute of Postgraduate Medical Education & Research (JIPMER), Puducherry	Puducherry	Puducherry	1	South	2		161.47	161.53	156.20	156.67	156.83	153.33	**951.75**
4	King George Medical University, Lucknow	Lucknow	Uttar Pradesh	1	North	2		161.33	161.47	156.17	156.28	156.33	153.33	**950.76**
5	Pt. B D Sharma Postgraduate Institute of Medical Sciences, Rohtak	Rohtak	Haryana	1	North	3		161.17	161.40	155.65	156.10	156.72	153.33	**949.79**
6	Government Medical College, Kolkata	Kolkata	West Bengal	1	East	1		160.43	161.90	155.67	155.93	155.73	153.30	**948.71**
7	Institute of Medical Sciences, Banaras Hindu University (IMS-BHU), Varanasi	Varanasi	Uttar Pradesh	2	North	4		160.83	161.87	154.57	155.33	156.42	153.17	**947.57**
8	All India Institute of Medical Sciences, Jodhpur	Jodhpur	Rajasthan	1	North	5		161.47	160.17	154.50	155.17	155.95	153.67	**946.00**
9	Government Medical College, Chandigarh	Chandigarh	Chandigarh	1	North	6		159.42	160.07	156.25	155.87	153.80	153.27	**944.45**
10	Faculty of Medical Sciences, University of Delhi, Delhi	Delhi	Delhi	2	North	7		160.60	160.00	154.08	154.28	155.78	151.83	**942.17**
11	Stanley Medical College, Chennai	Chennai	Tamil Nadu	2	South	3		157.30	160.00	157.17	154.13	153.67	151.07	**939.42**
12	R. G. Kar Medical College, Kolkata	Kolkata	West Bengal	2	East	2		159.10	159.33	153.67	155.00	153.90	150.93	**938.04**
13	Andhra Medical College, Visakhapatnam	Visakhapatnam	Andhra Pradesh	1	South	4		158.47	159.57	153.67	155.33	153.33	150.83	**937.44**
14	Lady Hardinge Medical College, New Delhi	Delhi	Delhi	3	North	8		158.27	159.07	153.67	155.33	152.00	150.67	**935.77**
15	SCB Medical College, Cuttack	Cuttack	Odisha	1	East	3		157.15	158.39	153.58	155.33	152.17	150.43	**933.09**
16	All India Institute of Medical Sciences, Bhubaneswar	Bhubaneswar	Odisha	2	East	4		158.68	158.23	150.33	155.33	155.13	150.00	**932.52**
17	Government Medical College, Baroda	Vadodara	Gujarat	1	West	1		157.77	158.25	150.33	155.33	155.07	150.33	**931.27**
17	All India Institute of Medical Sciences, Bhopal	Bhopal	Madhya Pradesh	1	Central	1		157.40	158.16	150.97	155.28	155.00	150.33	**931.28**
18	Grant Medical College, Mumbai	Mumbai	Maharashtra	1	West	2		157.70	157.67	152.58	153.22	151.73	150.45	**929.27**
19	University College of Medical Sciences & GTB Hospital, New Delhi	Delhi	Delhi	4	North	9		155.63	156.67	155.67	153.43	151.08	149.80	**928.20**
20	Government Medical College, Kozhikode	Kozhikode	Kerala	1	South	5		156.03	156.67	153.75	153.93	151.10	149.07	**926.74**
21	All India Institute of Medical Sciences, Rishikesh	Rishikesh	Uttarakhand	1	North	10		155.93	156.20	153.77	152.93	150.80	149.03	**924.75**
22	Vardhman Mahavir Medical College & Safdarjung Hospital, Delhi	Delhi	Delhi	5	North	11		158.37	156.91	145.00	155.95	153.03	148.23	**922.81**
23	All India Institute of Medical Sciences, Mangalagiri	Mangalagiri	Andhra Pradesh	2	South	6		155.94	155.80	151.23	152.67	150.72	147.57	**920.25**
24	Mysore Medical College and Research Institute, Mysore	Mysore	Karnataka	1	South	7		154.77	155.47	153.67	151.60	150.17	147.30	**919.44**
25	All India Institute of Medical Sciences, Patna	Patna	Bihar	1	East	5		155.60	155.20	152.50	152.05	150.25	147.23	**919.44**
26	All India Institute of Medical Sciences, Raipur	Raipur	Chhattisgarh	1	Central	2		155.17	155.17	153.58	150.73	150.23	146.90	**918.47**
27	All India Institute of Medical Sciences, Rae Bareli	Rae Bareli	Uttar Pradesh	3	North	12		155.47	155.33	151.55	150.56	150.37	147.15	**916.68**
28	All India Institute of Medical Sciences, Nagpur	Nagpur	Maharashtra	2	West	3		155.38	155.07	150.93	150.70	149.45	146.43	**914.88**
29	All India Institute of Medical Sciences, Kalyani	Kalyani	West Bengal	3	East	6		155.30	155.00	150.83	148.97	148.92	146.33	**912.38**

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30	All India Institute of Medical Sciences, Guwahati	Guwahati	Assam	1	North-East	1		155.22	154.42	150.67	149.03	148.45	146.00	**910.99**
31	All India Institute of Medical Sciences, Deoghar	Deoghar	Jharkhand	1	East	7		155.15	154.04	150.64	148.22	148.67	146.17	**909.66**
32	Patna Medical College, Patna	Patna	Bihar	2	East	8		151.17	151.57	152.33	154.50	147.83	145.32	**908.47**
32	All India Institute of Medical Sciences, Bilaspur	Bilaspur	Himachal Pradesh	1	North	13		155.03	154.03	150.78	147.83	148.40	144.72	**908.47**
33	Seth GS Medical College, Mumbai	Mumbai	Maharashtra	3	West	4		151.83	153.77	153.00	148.50	148.50	145.26	**906.99**
33	All India Institute of Medical Sciences, Gorakhpur	Gorakhpur	Uttar Pradesh	4	North	14		153.60	153.00	150.83	149.02	149.67	144.88	**906.99**
34	S N Medical College, Agra	Agra	Uttar Pradesh	5	North	15		149.67	154.27	152.50	151.33	148.00	144.83	**906.44**
35	Government Medical College, Amritsar	Amritsar	Punjab	1	North	16		153.53	152.10	151.17	148.00	149.30	146.02	**905.31**
36	Gajra Raja Medical College, Gwalior	Gwalior	Madhya Pradesh	2	Central	3		153.26	152.83	150.59	147.50	149.00	145.72	**904.36**
37	Government Medical College, Nagpur	Nagpur	Maharashtra	4	West	5		153.07	152.83	150.33	147.43	148.47	145.32	**903.26**
38	SMS Medical College, Jaipur	Jaipur	Rajasthan	2	North	17		152.02	152.30	151.92	147.00	148.17	144.93	**902.11**
39	Calcutta National Medical College, Kolkata	Kolkata	West Bengal	4	East	9		154.40	152.10	146.40	148.20	149.52	144.75	**900.68**
40	Mahatma Gandhi Memorial Medical College, Indore	Indore	Madhya Pradesh	3	Central	4		152.13	152.67	149.05	147.18	148.33	144.48	**899.42**
41	Government Medical College, Thiruvananthapuram	Thiruvananthapuram	Kerala	2	South	8		151.05	153.76	150.33	145.23	147.43	144.20	**898.12**
42	Government Medical College, Patiala	Patiala	Punjab	2	North	18		150.63	153.42	152.00	144.03	146.58	143.50	**897.05**
43	Gandhi Medical College, Secunderabad	Secunderabad	Telangana	1	South	9		152.05	153.65	145.68	147.28	148.27	142.67	**895.87**
44	Madurai Medical College, Madurai	Madurai	Tamil Nadu	3	South	10		150.18	152.93	152.27	143.67	145.97	141.60	**894.56**
45	Bengaluru Medical College and Research Institute, Bengaluru	Bengaluru	Karnataka	2	South	11		148.83	152.33	151.67	151.33	134.17	140.60	**893.22**
46	Gandhi Medical College, Bhopal	Bhopal	Madhya Pradesh	4	Central	5		146.21	152.30	155.47	150.50	134.17	139.15	**892.29**
47	Shri M. P. Shah Government Medical College, Jamnagar	Jamnagar	Gujarat	2	West	6		146.17	152.13	153.33	151.80	134.17	139.02	**890.80**
48	Netaji Subhash Chandra Bose Medical College, Jabalpur	Jabalpur	Madhya Pradesh	5	Central	6		147.87	152.68	151.67	147.82	138.27	138.77	**889.64**
49	Government Medical College, Aurangabad	Aurangabad	Maharashtra	5	West	7		149.87	152.32	151.30	142.23	145.00	138.71	**888.89**
50	Guntur Medical College, Guntur	Guntur	Andhra Pradesh	3	South	12		147.80	152.20	151.73	146.80	137.93	138.32	**887.53**
51	Osmania Medical College, Hyderabad	Hyderabad	Telangana	2	South	13		149.13	151.80	148.77	147.43	139.53	138.27	**886.87**
52	Nil Ratan Sircar Medical College, Kolkata	Kolkata	West Bengal	5	East	10		149.03	152.10	147.69	147.32	139.38	137.83	**885.45**
53	GSVM Medical College, Kanpur	Kanpur	Uttar Pradesh	6	North	19		147.68	151.48	150.78	145.80	137.10	137.50	**883.44**
54	Bankura Sammilani Medical College, Bankura	Bankura	West Bengal	6	East	11		149.52	151.62	148.33	141.00	142.50	136.83	**880.56**
55	Institute of Postgraduate Medical Education & Research, Kolkata	Kolkata	West Bengal	7	East	12		147.50	150.20	149.87	144.87	136.25	136.25	**878.44**
56	Karnataka Medical College and Research Institute Hubballi	Hubballi	Karnataka	3	South	14		147.47	150.40	149.80	143.87	136.67	136.13	**877.64**
57	Kurnool Medical College, Kurnool	Kurnool	Andhra Pradesh	4	South	15		149.35	148.33	149.77	140.00	141.13	135.83	**875.54**
58	Maulana Azad Medical College, New Delhi	Delhi	Delhi	6	North	20		148.52	147.58	148.33	142.15	140.83	135.80	**873.74**

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ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	NAME OF THE INSTITUTE	CITY	STATE	STATE RANK	ZONE	ZONE RANK		TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH OUTPUT (RO)	INNOVATIVE MEDICAL INFRASTRUCTURE	SOCIAL INCLUSION	FUTURE ORIENTATION	EXTERNAL PERCEPTION	OVERALL INDEX SCORE (OUT OF 1000)
59	Rangaraya Medical College, Kakinada	Kakinada	Andhra Pradesh	5	South	16		148.47	148.63	146.33	141.67	139.99	135.77	**871.72**
60	Kakatiya Medical College, Warangal	Warangal	Telangana	3	South	17		146.50	146.72	146.67	145.67	138.33	135.63	**870.10**
61	Sardar Patel Medical College, Bikaner	Bikaner	Rajasthan	3	North	21		148.23	147.75	145.00	143.67	138.65	135.67	**868.85**
62	B. J. Medical College, Ahmedabad	Ahmedabad	Gujarat	3	West	8		148.50	148.23	144.00	141.18	140.33	135.37	**867.91**
63	Thanjavur Medical College, Thanjavur	Thanjavur	Tamil Nadu	4	South	18		147.95	148.01	143.43	141.88	140.00	135.17	**866.62**
64	Veer Surendra Sai Institute of Medical Sciences and Research, Burla	Burla	Odisha	3	East	13		145.17	146.17	149.50	141.83	138.33	133.78	**865.86**
65	Gauhati Medical College, Guwahati	Guwahati	Assam	2	North-East	2		147.94	148.00	142.64	141.67	138.33	133.67	**863.98**
66	Government Medical College, Kottayam	Kottayam	Kerala	3	South	19		145.00	147.42	145.83	143.33	133.77	133.33	**862.10**
67	Kilpauk Medical College, Chennai	Chennai	Tamil Nadu	5	South	20		140.38	145.75	150.00	143.95	135.50	133.33	**859.47**
68	Aligarh Muslim University, Jawaharlal Nehru Medical College, Aligarh	Aligarh	Uttar Pradesh	7	North	22		144.32	146.58	145.58	142.32	133.73	131.82	**857.91**
69	S V Medical College, Tirupati	Tirupati	Andhra Pradesh	6	South	21		147.72	146.75	141.68	140.05	136.30	131.71	**857.30**
70	Motilal Nehru Medical College, Allahabad	Allahabad	Uttar Pradesh	8	North	23		140.32	143.75	152.87	143.72	125.12	131.18	**854.03**
71	Rabindranath Tagore Medical College, Udaipur	Udaipur	Rajasthan	4	North	24		144.18	145.52	144.62	140.00	133.33	131.13	**852.17**
72	Vijayanagara Institute of Medical Science, Bellary	Bellary	Karnataka	4	South	22		141.37	143.73	148.90	143.33	126.27	131.00	**850.88**
73	M G M Medical College, Jamshedpur	Jamshedpur	Jharkhand	2	East	14		144.07	144.67	143.33	140.32	134.60	130.95	**850.21**
74	Maharaja Krishna Chandra Gajapati (MKCG) Medical College, Berhampur	Berhampur	Odisha	4	East	15		140.00	143.08	148.33	143.07	130.67	130.36	**848.86**
75	Government Medical College, Miraj	Miraj	Maharashtra	6	West	9		140.20	142.97	149.33	143.45	124.92	130.43	**847.88**
76	Dr. Vaishampayan Memorial Medical College, Solapur	Solapur	Maharashtra	7	West	10		142.18	142.62	146.02	142.68	128.25	130.39	**847.17**
77	Pt. J N M Medical College, Raipur	Raipur	Chhattisgarh	2	Central	7		145.02	144.02	140.06	138.52	135.80	130.00	**845.09**
78	Goa Medical College, Panaji	Panaji	Goa	1	West	11		143.33	143.02	141.13	139.57	134.92	130.00	**843.23**
79	Rajendra Institute of Medical Sciences, Ranchi	Ranchi	Jharkhand	3	East	16		145.65	142.52	139.33	137.75	135.10	130.00	**842.01**
80	Government Medical College, Srinagar	Srinagar	Jammu & Kashmir	1	North	25		143.73	142.30	140.17	138.67	134.93	130.00	**840.77**
81	Armed Forces Medical College, Pune	Pune	Maharashtra	8	West	12		144.18	141.92	140.00	138.33	134.12	130.00	**839.98**
82	Shyam Shah Medical College, Rewa	Rewa	Madhya Pradesh	6	Central	8		145.52	142.18	138.37	136.75	134.82	128.95	**838.56**
83	Smt. N.H.L. Municipal Medical College, Ahmedabad	Ahmedabad	Gujarat	4	West	13		144.25	141.52	139.36	137.72	134.27	128.89	**837.73**
84	Byramjee Jeejeebhoy Government Medical College, Pune	Pune	Maharashtra	9	West	14		140.33	140.17	148.37	137.55	126.60	128.75	**836.96**
85	Government Medical College, Surat	Surat	Gujarat	5	West	15		143.57	140.17	139.41	138.22	133.43	128.41	**835.40**
85	Atal Bihari Vajpayee Institute of Medical Sciences and Dr. RML Hospital, New Delhi	Delhi	Delhi	7	North	26		143.35	141.23	138.85	137.72	132.90	129.04	**835.39**
86	T. D. Medical College, Allappuzha	Allappuzha	Kerala	4	South	23		141.48	140.17	141.90	138.33	128.33	128.00	**832.28**
87	Topiwala National Medical College, Mumbai	Mumbai	Maharashtra	10	West	16		140.02	140.17	141.58	138.33	130.00	127.40	**830.24**
88	Dr. S. N. Medical College, Jodhpur	Jodhpur	Rajasthan	5	North	27		140.15	139.97	139.67	139.67	130.50	127.33	**829.54**

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ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	NAME OF THE INSTITUTE	CITY	STATE	STATE RANK	ZONE	ZONE RANK		TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH OUTPUT (RO)	INNOVATIVE MEDICAL INFRASTRUCTURE	SOCIAL INCLUSION	FUTURE ORIENTATION	EXTERNAL PERCEPTION	OVERALL INDEX SCORE (OUT OF 1000)
89	Jawaharlal Nehru Medical College, Ajmer	Ajmer	Rajasthan	6	North	28		140.17	140.17	139.50	138.33	132.17	127.13	**828.90**
90	Tirunelveli Medical College, Tirunelveli	Tirunelveli	Tamil Nadu	6	South	24		141.83	140.17	138.00	136.17	132.17	126.74	**827.10**
91	Chengalpattu Medical College, Chengalpattu	Chengalpatt u	Tamil Nadu	7	South	25		135.17	139.45	144.67	136.83	133.83	126.67	**825.65**
92	Coimbatore Medical College, Coimbatore	Coimbatore	Tamil Nadu	8	South	26		139.17	139.23	139.00	137.17	131.67	126.67	**823.88**
93	Indira Gandhi Government Medical College & Hospital, Nagpur	Nagpur	Maharashtra	11	West	17		139.55	139.42	139.62	135.33	130.40	126.67	**822.85**
94	L.L.R.M. Medical College, Meerut	Meerut	Uttar Pradesh	9	North	29		143.15	138.50	135.00	135.17	130.10	126.50	**821.10**
95	Maharani Laxmi Bai Medical College, Jhansi	Jhansi	Uttar Pradesh	10	North	30		133.33	138.88	136.67	141.27	133.33	130.00	**818.50**
96	Indira Gandhi Medical College, Shimla	Shimla	Himachal Pradesh	2	North	31		137.97	138.33	138.65	133.33	129.83	126.47	**815.36**
97	North Bengal Medical College, Darjeeling	Darjeeling	West Bengal	8	East	17		138.33	139.35	135.92	134.15	129.25	126.23	**814.49**
98	Burdwan Medical College, Burdwan	Burdwan	West Bengal	9	East	18		136.67	138.35	136.67	135.00	129.78	126.17	**812.71**
99	Silchar Medical College, Silchar	Silchar	Assam	3	North-East	3		133.33	138.68	140.00	133.33	131.58	126.17	**811.21**
100	Assam Medial College, Dibrugarh	Dibrugarh	Assam	4	North-East	4		136.67	138.43	135.00	133.33	130.00	126.17	**809.12**
101	Darbhanga Medical College, Darbhanga	Darbhanga	Bihar	3	East	19		136.28	135.40	136.67	135.58	129.05	126.17	**808.52**
102	Shaheed Nirmal Mahto Medical College & Hospital, Dhanbad (Patliputra Medical College)	Dhanbad	Jharkhand	4	East	20		136.07	134.48	136.67	135.67	129.03	126.00	**807.00**
103	Anugrah Narayan Magadh Medical College, Gaya	Gaya	Bihar	4	East	21		131.75	135.08	139.37	137.83	129.03	125.00	**806.48**
104	Baba Raghav Das Medical College, Gorakhpur	Gorakhpur	Uttar Pradesh	11	North	32		136.00	135.23	136.45	133.33	129.00	127.00	**805.51**
105	Government Medical College, Jammu	Jammu	Jammu & Kashmir	2	North	33		133.50	134.45	138.58	135.00	129.00	125.00	**804.25**
106	Guru Gobind Singh Medical College, Faridkot	Faridkot	Punjab	3	North	34		131.67	134.78	140.00	133.33	130.92	125.00	**802.76**
107	SRTR Medical College, Ambajogai	Ambajogai	Maharashtra	12	West	18		134.75	134.52	136.73	133.33	128.24	123.33	**801.12**
108	Nalanda Medical College, Patna	Patna	Bihar	5	East	22		133.33	134.02	135.00	136.82	128.51	123.33	**800.15**
109	Government Medical College, Thrissur	Thrissur	Kerala	5	South	27		134.28	134.20	135.83	133.33	127.91	123.33	**798.77**
110	Annamalai University - Government Cuddalore Medical College (erstwhile Rajah Muthiah Medical College)	Annamalai Nagar	Tamil Nadu	9	South	28		134.33	133.85	136.18	131.67	127.72	123.33	**796.90**
111	Dr. Shankarrao Chavan Government Medical College, Nanded	Nanded	Maharashtra	13	West	19		134.48	133.78	134.67	132.52	127.60	123.33	**796.09**
112	Government Medical College, Kota	Kota	Rajasthan	7	North	35		132.08	133.43	135.98	133.22	128.40	123.33	**794.74**
113	Sri Bhausaheb Hire Government Medical College, Dhule	Dhule	Maharashtra	14	West	20		133.72	133.52	133.97	132.43	127.35	124.03	**793.84**
114	Sher-I-Kashmir Institute of Medical Sciences, Srinagar	Srinagar	Jammu & Kashmir	3	North	36		133.48	132.82	134.60	132.98	125.96	124.03	**793.25**
115	Shri. Vasantrao Naik Government Medical College, Yavatmal	Yavatmal	Maharashtra	15	West	21		133.55	132.33	134.04	132.50	125.22	124.00	**791.13**
116	Government Erode Medical College & Hospital, Perundurai (IRT Perundurai Medical College)	Perundurai	Tamil Nadu	10	South	29		133.47	133.20	133.01	131.43	126.68	124.00	**790.48**
117	Government Medical College, Bhavnagar	Bhavnagar	Gujarat	6	West	22		130.75	133.02	135.00	132.22	127.83	123.33	**789.66**
118	Rajiv Gandhi Medical College and Chhatrapati Shivaji Maharaj Hospital, Thane	Thane	Maharashtra	16	West	23		131.78	132.82	133.44	131.80	126.65	123.33	**788.06**

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ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	NAME OF THE INSTITUTE	CITY	STATE	STATE RANK	ZONE	ZONE RANK		TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH OUTPUT (RO)	INNOVATIVE MEDICAL INFRASTRUCTURE	SOCIAL INCLUSION	FUTURE ORIENTATION	EXTERNAL PERCEPTION	OVERALL INDEX SCORE (OUT OF 1000)
119	Pandit Deendayal Upadhyay Medical College, Rajkot	Rajkot	Gujarat	7	West	24		133.42	132.55	132.04	130.42	126.04	120.77	**785.61**
120	Dr. Rajendra Prasad Government Medical College, Tanda	Tanda	Himachal Pradesh	3	North	37		130.74	132.23	133.86	131.61	126.36	120.77	**784.81**
121	Government Medical College, Kannur (Academy of Medical Sciences)	Kannur	Kerala	6	South	30		129.50	132.23	134.04	131.20	127.26	120.72	**783.13**
122	Government Mohan Kumaramangalam Medical College, Salem	Salem	Tamil Nadu	11	South	31		132.22	131.23	132.58	130.83	124.47	120.32	**782.23**
123	Shri Krishna Medical College, Muzaffarpur	Muzaffarpur	Bihar	6	East	23		133.07	131.82	131.08	129.42	125.46	119.87	**781.23**
124	Regional Institute of Medical Sciences, Imphal	Imphal	Manipur	1	North-East	5		133.17	131.72	130.34	128.65	125.04	119.98	**779.38**
125	Surat Municipal Institute of Medical Education & Research, Surat	Surat	Gujarat	8	West	25		128.50	131.18	133.42	130.53	126.98	119.89	**778.30**
126	Government Medical College, Ananthapuram	Ananthapur am	Andhra Pradesh	8	South	32		133.45	130.97	129.72	127.98	124.78	119.40	**776.98**
127	Chhattisgarh Institute of Medical Sciences, Bilaspur	Bilaspur	Chhattisgarh	3	Central	9		129.92	130.35	132.28	130.55	124.19	119.28	**776.38**
128	Government Medical College (Prev. Uttarakhand Forest Hospital Trust Med.Col.), Haldwani	Haldwani	Uttarakhand	2	North	38		128.73	130.80	131.67	129.77	126.51	119.25	**774.72**
129	Jawaharlal Nehru Medical College, Bhagalpur	Bhagalpur	Bihar	7	East	24		128.65	130.63	131.00	129.48	127.67	119.20	**773.80**
130	Agartala Government Medical College,Agartala	Agartala	Tripura	1	North-East	6		127.83	130.15	131.89	128.93	127.83	119.33	**772.54**
131	Uttar Pradesh University of Medical Sciences, (U.P. Rural Insttitute of Medical Sciences & Research), Etawah	Etawah	Uttar Pradesh	12	North	39		128.00	129.75	130.65	128.82	128.00	119.50	**770.80**
132	Belagavi Institute of Medical Sciences, Belagavi	Belagavi	Karnataka	5	South	33		128.10	129.67	130.50	129.70	124.83	119.47	**770.08**
133	Veer Chandra Singh Garhwali Government Institute of Medical Science & Research, Srinagar	Pauri Garhwal	Uttarakhand	3	North	40		126.77	130.58	130.85	128.70	123.83	119.47	**768.15**
134	Government Vellore Medical College, Vellore	Vellore	Tamil Nadu	12	South	34		126.67	130.67	130.87	128.00	123.50	118.83	**766.95**
135	Bidar Institute of Medical Sciences, Bidar	Bidar	Karnataka	6	South	35		124.20	128.80	131.83	128.33	131.03	118.83	**765.92**
136	Ahmedabad Municipal Corporation Medical Education Trust Medical College, Ahmedabad	Ahmedabad	Gujarat	9	West	26		124.48	130.82	130.17	126.83	128.33	118.83	**764.09**
137	Indira Gandhi Medical College & Research Institute, Puducherry	Puducherry	Puducherry	2	South	36		125.75	129.80	130.37	125.67	126.33	118.80	**762.66**
138	Rajiv Gandhi Institute of Medical Sciences, Adilabad	Adilabad	Telangana	4	South	37		124.67	128.30	130.33	127.33	127.33	118.77	**761.28**
139	Late Shri Lakhi Ram Agrawal Memorial Govt. Medical College, Raigarh	Raigarh	Chhattisgarh	4	Central	10		124.47	127.57	130.17	126.67	127.33	118.73	**759.08**
140	H.B.T. Medical College & Dr. R.N. Cooper Municipal General Hospital, Mumbai	Mumbai	Maharashtra	17	West	27		124.13	127.47	130.17	126.67	124.67	118.70	**757.15**
141	Doon Medical College, Dehradun	Dehradun	Uttarakhand	4	North	41		122.15	127.33	130.10	127.00	126.27	118.67	**755.03**
142	Government Medical College & ESIC Hospital, Coimbatore	Coimbatore	Tamil Nadu	13	South	38		122.00	127.33	129.03	126.67	125.67	118.67	**752.88**
143	Government Medical College, Dungarpur	Dungarpur	Rajasthan	8	North	42		121.10	126.15	129.02	126.80	125.60	118.67	**750.06**

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ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	NAME OF THE INSTITUTE	CITY	STATE	STATE RANK	ZONE	ZONE RANK		TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH OUTPUT (RO)	INNOVATIVE MEDICAL INFRASTRUCTURE	SOCIAL INCLUSION	FUTURE ORIENTATION	EXTERNAL PERCEPTION	OVERALL INDEX SCORE (OUT OF 1000)
1	Christian Medical College, Vellore	Vellore	Tamil Nadu	1	South	1		164.33	159	160.67	160.83	162.33	158.33	**967.3**
2	Amrita Vishwa Vidyapeetham, Coimbatore	Coimbatore	Tamil Nadu	2	South	2		164	158.67	160.5	160.5	162.17	158.67	**965.86**
2	SRM Medical College Hospital & Research Centre, Chennai	Chennai	Tamil Nadu	2	South	2		164.33	158.83	161	160	160.83	158.33	**965.86**
3	SDM College of Medical Sciences & Hospital, Dharwad	Dharwad	Karnataka	1	South	3		164.83	157.28	157.67	161.83	165	158.67	**964.69**
3	Kasturba Medical College, Manipal	Manipal	Karnataka	1	South	3		165.33	160.67	157.02	161.2	160.67	154.67	**964.69**
4	Dr. D Y Patil Medical College, Hospital and Research Centre, Pimpri	Pune	Maharashtra	1	West	1		165.4	159.63	158	160	159.1	156.83	**963.46**
4	Christian Medical College, Ludhiana	Ludhiana	Punjab	1	North	1		164.17	161.67	158.33	160	156.67	156.67	**963.45**
5	Saveetha Medical College and Hospital, Kanchipuram	Chennai	Tamil Nadu	3	South	4		164.33	162	158	159	156.67	156.67	**962.66**
5	Siksha 'O' Anusandhan, Bhubaneswar	Bhubaneswar	Odisha	1	East	1		163	162.33	158.67	157.83	157.97	160	**962.66**
6	Padmashree Dr. D.Y. Patil Medical College, Navi Mumbai	Navi Mumbai	Maharashtra	2	West	2		163.33	157	160.33	159.83	160	161.33	**961.82**
7	Sri Devaraj Urs Medical College, Kolar	Kolar	Karnataka	2	South	5		163.83	158.67	158	158.33	159.5	161.67	**960.25**
8	Bharati Vidyapeeth University Medical College, Pune	Pune	Maharashtra	3	West	3		163.17	158.67	157.33	160.67	160	156.75	**959.15**
8	Mahatma Gandhi Medical College & Research Institute, Puducherry	Puducherry	Puducherry	1	South	6		163	160.67	157.33	157.17	157.13	163.33	**959.15**
9	JSS Medical College, Mysuru	Mysuru	Karnataka	3	South	7		161	157.53	158.17	159.83	160	163.33	**957.27**
10	Sri Ramachandra Medical College & Research Institute, Chennai	Chennai	Tamil Nadu	4	South	8		161	155.33	158.5	160.67	159	163.33	**955.18**
11	Kasturba Medical College, Mangalore	Mangalore	Karnataka	4	South	9		161	155.15	159.83	159.67	158.67	160	**953.9**
12	M S Ramaiah Medical College, Bengaluru	Bengaluru	Karnataka	5	South	10		159.33	155	159.67	161.67	159.27	158.33	**952.75**
13	Jawaharlal Nehru Medical College, Belagavi	Belagavi	Karnataka	6	South	11		159.17	153.67	159.83	161.67	157.33	161.67	**951.41**
14	St. John's Medical College, Bengaluru	Bengaluru	Karnataka	7	South	12		158.95	155.67	158.97	160	158.33	158.33	**949.97**
15	Dayanand Medical College & Hospital, Ludhiana	Ludhiana	Punjab	2	North	2		158.83	153.33	159.83	160	158.5	160.33	**948.67**
15	Mahadevappa Rampure Medical College, Kalaburagi	Gulbarga	Karnataka	8	South	13		156.67	157.4	159.67	158.33	160	158.33	**948.67**
16	JJM Medical College, Davangere	Davangere	Karnataka	9	South	14		155.17	153.8	159.33	162.33	160	161.07	**946.74**
17	Mahatma Gandhi Institute of Medical Sciences, Sevagram	Wardha	Maharashtra	4	West	4		155.33	154	159.5	160.67	160.67	158.33	**944.82**
18	Kempegowda Institute of Medical Sciences, Bengaluru	Bengaluru	Karnataka	10	South	15		155.27	155	159	159	157.33	160	**942.74**
19	Krishna Institute of Medical Sciences (KIMS), Karad	Karad	Maharashtra	5	West	5		155.23	156.16	159.17	157.33	156	156.67	**940.58**
20	Adichunchanagiri Institute of Medical Sciences, Mandya	Mandya	Karnataka	11	South	16		155.5	155.33	159.17	153.33	158	160	**937.93**
21	PSG Institute of Medical Sciences, Coimbatore	Coimbatore	Tamil Nadu	5	South	17		155.33	157	158.33	154	155.67	156.03	**936.82**
22	Dr BR Ambedkar Medical College, Bengaluru	Bengaluru	Karnataka	12	South	18		152	155.33	159.33	160.48	153	152.5	**935.04**
23	Dr. Panjabrao Alias Bhausaheb Deshmukh Memorial Medical College, Amravati	Amravati	Maharashtra	6	West	6		152	152	159.5	159	154	161.67	**933.58**
24	Deccan College of Medical Sciences, Hyderabad	Hyderabad	Telangana	1	South	19		151.17	155	159	157.33	156.67	155	**932.37**
25	KJ Somaiya Medical College & Research Centre, Mumbai	Mumbai	Maharashtra	7	West	7		151	155	157.83	156.17	155	160.08	**930.8**

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26	Maharashtra Institute of Medical Education & Research, Talegaon	Pune	Maharashtra	8	West	8		150.33	155.33	155.33	159	152.17	160	**928.9**
27	Khaja Bandanawaz University - Faculty of Medical Sciences, Gulbarga	Gulbarga	Karnataka	13	South	20		150.33	154.38	155.4	157.33	152.8	161.67	**926.93**
28	Shri B M Patil Medical College, Hospital & Research Centre, Vijayapura	Vijayapura	Karnataka	14	South	21		150.17	160.33	155.67	153.07	152.33	151	**925.54**
28	Dr. Chandramma Dayananda Sagar Institute of Medical Education & Research, Bengaluru	Bengaluru	Karnataka	15	South	21		150.67	155.45	155.33	156.67	153.43	155	**925.54**
29	Pramukhswami Medical College, Anand	Anand	Gujarat	1	West	9		150.17	155	155.17	157.67	156	150	**924.21**
30	Sri Siddhartha Medical College, Tumkur	Tumkur	Karnataka	16	South	22		150	157.67	155.17	151.67	152.43	156.67	**922.09**
31	Dr. D Y Patil Medical College, Kolhapur	Kolhapur	Maharashtra	9	West	10		150	160.33	153.83	150.67	150	155	**921.06**
32	Mahatma Gandhi Missions Medical College, Aurangabad	Aurangabad	Maharashtra	10	West	11		150.33	151.67	156.17	155	153.33	156.67	**919.9**
33	Jawaharlal Nehru Medical College, Sawangi (Meghe)	Wardha	Maharashtra	11	West	12		150.2	153.83	154	155.4	151.67	153.33	**918.19**
34	Terna Medical College, Navi Mumbai	Navi Mumbai	Maharashtra	12	West	13		150.13	154.67	153.83	153.33	150.67	155	**916.98**
35	ACPM Medical College, Dhule	Dhule	Maharashtra	13	West	14		150.03	157	152.67	151.4	150.6	151.67	**914.99**
35	Kalinga Institute of Medical Sciences, Bhubaneswar	Bhubaneswar	Odisha	2	East	2		152.38	153.33	152.73	152.43	151.13	151.33	**914.99**
36	Katihar Medical College, Katihar	Katihar	Bihar	1	East	3		151.8	153.67	152.17	151.67	153.33	150	**913.54**
37	Al-Ameen Medical College, Vijayapur	Vijayapura	Karnataka	17	South	23		150.17	155.33	152.33	153.33	148	148.42	**912.07**
38	Maharashtra Institute of Medical Sciences & Research, Latur	Latur	Maharashtra	14	West	15		150	155.33	152	152.33	148.25	149.57	**910.94**
39	Acharya Shri Chander College of Medical Sciences, Jammu	Jammu	Jammu and Kashmir	1	North	3		150.67	156.8	151.67	149	151.33	145	**909.44**
40	Subharti Medical College, Meerut	Meerut	Uttar Pradesh	1	North	4		150.3	154.97	150.33	150.33	151.67	149	**908.15**
41	Vinayaka Missions Kirupananda Variyar Medical College, Salem	Salem	Tamil Nadu	6	South	24		150	154.8	151	150.17	149.67	148.67	**907**
42	Sri Guru Ram Das Institute of Medical Sciences and Research, Sri Amritsar	Amritsar	Punjab	3	North	5		150.33	150.97	150.4	150.75	153	151.83	**905.28**
43	Mahatma Gandhi Medical College and Hospital, Sitapura	Jaipur	Rajasthan	1	North	6		150	150	150.4	150.67	154.67	151.33	**904**
44	Jubilee Mission Medical College & Research Institute, Thrissur	Thrissur	Kerala	1	South	25		149.9	155.13	148.33	150.67	147.97	146.67	**902.97**
45	N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur	Nagpur	Maharashtra	15	West	16		149.83	155.13	148.33	148.73	148.67	146.67	**901.12**
46	Maharishi Markandeshwar Institute of Medical Sciences & Research, Mullana	Ambala	Haryana	1	North	7		149.53	148.33	150	152.33	153.83	146.67	**900.06**
47	Meenakshi Medical College Hospital and Research Institute (MMCHRI), Enathur	Kanchipuram	Tamil Nadu	7	South	26		149.5	150.13	149	152	148.17	146.22	**897.92**
48	Sri Aurobindo Medical College and Post Graduate Institute, Indore	Indore	Madhya Pradesh	1	Central	1		149	153.47	148.67	147.33	147.67	145.33	**895.52**
49	Chettinad Hospital & Research Institute, Chennai	Chennai	Tamil Nadu	8	South	27		149	153.63	148.67	145.67	147.67	146.67	**894.5**
50	Sri Lakshmi Narayana Institute of Medical Sciences, Puducherry	Puducherry	Puducherry	2	South	28		149.63	150	148.5	146.67	148.33	148.33	**892.55**
51	Faculty of Medicine and Health Sciences, Gurgaon SGT University	Gurugram	Haryana	2	North	8		149.13	152	148.33	144.67	146.67	146.67	**890.58**

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51	Army College of Medical Sciences, New Delhi	New Delhi	Delhi	1	North	8		148.83	150.13	148	148.33	145.8	143.33	**889.41**
52	Teerthanker Mahaveer Medical College, Moradabad	Moradabad	Uttar Pradesh	2	North	9		148.83	151.8	147.83	145.67	141.67	142.17	**886.06**
53	KMCT Medical College, Kozhikode	Kozhikode	Kerala	2	South	29		148.83	150.13	147.83	146.5	146.67	145	**888.35**
54	L.N. Medical College and Research Centre, Bhopal	Bhopal	Madhya Pradesh	2	Central	2		148.67	153.06	147.33	148.67	137.17	134	**884.52**
55	Sri Manakula Vinayagar Medical College & Hospital, Puducherry	Puducherry	Puducherry	3	South	30		148.67	148.47	147.83	147.17	138.33	147.13	**883.51**
55	Sharda School of Medical Sciences and Research, Greater Noida	Greater Noida	Uttar Pradesh	3	North	10		148.67	148.47	147.83	147.33	140.33	140	**881.66**
56	KPC Medical College, Jadavpur	Kolkata	West Bengal	1	East	4		148.5	150.33	148.33	148.83	133.35	135	**880.64**
57	Shri Sathya Sai Medical College and Research Institute, Chennai	Chennai	Tamil Nadu	9	South	31		150	150.13	147.5	142.67	133.33	143.33	**878.46**
58	Mata Gujri Memorial Medical College, Kishanganj	Kishanganj	Bihar	2	East	5		148.33	148.75	146.33	145	143.33	136.67	**877.25**
59	Dr. Vithalrao Vikhe Patil Foundations Medical College & Hospital, Ahmednagar	Ahmednagar	Maharashtra	16	West	17		148.63	150	145	143.33	138.77	140	**875.16**
60	Santosh Medical College, Ghaziabad	Ghaziabad	Uttar Pradesh	4	North	11		148.33	151.8	146.17	137.33	141.67	139.63	**873.24**
61	Aarupadai Veedu Medical College, Puducherry	Puducherry	Puducherry	4	South	32		146.33	153.33	145.83	138.17	140.33	140.33	**872.42**
62	K S Hegde Medical Academy, Mangaluru	Mangaluru	Karnataka	18	South	33		146.67	150.4	146.17	137.33	140.17	145.33	**870.57**
63	Amala Institute of Medical Sciences, Thrissur	Thrissur	Kerala	3	South	34		146.33	151.13	142.97	139.67	142.33	140.17	**868.59**
64	MNR Medical College & Hospital, Sangareddy	Sangareddy	Telangana	2	South	35		144.67	151.67	143.17	139.47	145	138.33	**867.33**
64	Navodaya Medical College, Raichur	Raichur	Karnataka	19	South	35		145	150.13	143.58	142	140	136.67	**865.94**
65	Pushpagiri Institute of Medical Sciences and Research Centre, Pathanamthitta	Pathanamthitta	Kerala	4	South	36		144.5	148.47	143	140.67	143.17	142.33	**864.75**
65	Datta Meghe Medical College, Wardha	Nagpur	Maharashtra	17	West	18		144.5	153.22	143	137.33	140	134.83	**862.75**
66	M E S Medical College, Malappuram	Malappuram	Kerala	5	South	37		144.5	146.8	143.33	142.33	140	138.03	**861.42**
67	People's College of Medical Sciences & Research Centre, Bhanpur	Bhopal	Madhya Pradesh	3	Central	3		144.5	145.13	143	140.65	143.33	142.02	**860.28**
68	Adesh Institute of Medical Sciences & Research, Bathinda	Bathinda	Punjab	4	North	12		143.17	142.8	142	145.67	143.6	138.67	**858.14**
69	Sree Balaji Medical College and Hospital, Chennai	Chennai	Tamil Nadu	10	South	38		144.33	148.47	142.17	138.33	138.33	138.67	**857.12**
70	Hamdard Institute of Medical Sciences & Research, New Delhi	Delhi	Delhi	2	North	13		143	148.47	141.92	142	135.08	132	**854.42**
71	Malla Reddy Institute of Medical Sciences (A Constituent Unit of Malla Reddy Vishwavidyapeeth), Hyderabad	Hyderabad	Telangana	3	South	39		143	146.8	141.92	144.33	130.83	132	**852.7**
72	Integral Institute of Medical Sciences & Research, Lucknow	Lucknow	Uttar Pradesh	5	North	14		142.97	148.47	140.67	137.33	137.7	137	**851.18**
73	Himalayan Institute of Medical Sciences, Dehradun	Dehradun	Uttarakhand	1	North	15		143.33	150	141.83	135	135	133.33	**849.8**
74	Basaveswara Medical College and Hospital, Chitradurga	Chitradurga	Karnataka	20	South	40		144.33	149.67	141.5	133.33	133.67	135	**848.72**
75	Father Muller Medical College, Mangalore	Mangalore	Karnataka	21	South	41		142.93	146.13	141.33	135	138.33	137	**846.64**
76	Mamata Medical College, Khammam	Khammam	Telangana	4	South	42		143.33	148.33	141.17	133.33	135	133.67	**845.14**
77	Yenepoya Medical College, Mangalore	Mangalore	Karnataka	22	South	43		142.83	149.88	140.7	132.33	135.1	132	**844.15**

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78	Kamineni Institute of Medical Sciences, Nalgonda	Nalgonda	Telangana	5	South	44		143.33	143.47	141.67	137.33	133.33	133.67	**842.84**
79	S V S Medical College, Mahbubnagar	Mahbubnagar	Telangana	6	South	45		142.83	143.13	141.1	136.67	135	133.33	**840.91**
80	K V G Medical College, Sullia	Sullia	Karnataka	23	South	46		143.33	143.33	141.97	133.57	133.8	133.33	**839.04**
81	Alluri Sitaram Raju Academy of Medical Sciences, Eluru	Eluru	Andhra Pradesh	1	South	47		144.07	146.67	138.33	131.67	132.07	133.67	**837.43**
82	Narayana Medical College, Nellore	Nellore	Andhra Pradesh	2	South	48		142.5	149.67	138	131.67	130	130	**836.11**
83	Sikkim Manipal Institute of Medical Sciences, Gangtok	Gangtok	Sikkim	1	North-East	1		143.33	146.63	138.33	130	131.67	132	**833.6**
84	CU Shah Medical College, Surendranagar	Surendranagar	Gujarat	2	West	19		142.97	143.47	139	133.33	136.67	125.42	**832.9**
85	Dr. Somervel Memorial CSI Hospital & Medical College, Karakonam	Thiruvananthapuram	Kerala	6	South	49		141	143.33	140	132.97	131.67	133.33	**831.51**
86	Prathima Institute of Medical Sciences, Karimnagar	Karimnagar	Telangana	7	South	50		141.25	141.13	136.67	133.33	140	133.33	**829.37**
87	Mediciti Institute of Medical Sciences, Medchal Mandal	Medchal Mandal	Telangana	8	South	51		141.33	141.8	139	131	135	133.33	**828.26**
87	Malla Reddy Medical College for Women (A Constituent Unit of Malla Reddy Vishwavidyapeeth), Hyderabad	Hyderabad	Telangana	8	South	51		139.83	140.5	137.87	133.82	134.66	130.93	**828.26**
88	P E S Institute of Medical Sciences and Research, Kuppam	Kuppam	Andhra Pradesh	3	South	52		140.83	142.13	138.5	130.67	135.33	133.33	**827.15**
89	A J Institute of Medical Sciences & Research Centre, Mangalore	Mangalore	Karnataka	24	South	53		140.03	140	136.5	135	136.6	133.33	**826.02**
90	GSL Medical College, Rajahmundry	Rajahmundry	Andhra Pradesh	4	South	54		140.73	138.33	136.67	134.13	136.67	133.33	**824.17**
91	Dr. P.S.I. Medical College, Chinoutpalli	Chinoutpalli	Andhra Pradesh	5	South	55		140	136.67	138.17	134.8	135	134.33	**823.01**
92	S. Nijalingappa Medical College & HSK Hospital & Research Centre, Bagalkot	Bagalkot	Karnataka	25	South	56		139.67	137.83	136.67	135.67	133.33	133.33	**821.96**
93	SBKS Medical Institute & Research Centre, Vadodara	Vadodara	Gujarat	3	West	20		140.33	137.67	138.17	133.33	133.13	131.67	**821.23**
94	Vydehi Institute of Medical Sciences & Research Centre, Bengaluru	Bengaluru	Karnataka	26	South	57		140.6	138	134.47	134.33	133.33	132.73	**819.25**
95	Sri Muthukumaran Medical College, Chennai	Chennai	Tamil Nadu	11	South	58		139.17	137.63	136.5	133.17	132.5	133.17	**817.58**
96	Rajasthan Unani Medical College & Hospital, Jaipur	Jaipur	Rajasthan	2	North	16		138.5	136.97	136.83	134.23	133	131.17	**816.65**
97	Konaseema Institute of Medical Sciences & Research Foundation, Amalapuram	Amalapuram	Andhra Pradesh	6	South	59		138.83	135.97	136.83	133.67	135.33	129	**815.43**
98	Bharati Vidyapeeth Deemed University Medical College & Hospital, Sangli	Sangli	Maharashtra	18	West	21		138.33	136.67	136.55	134.83	132.83	126.77	**814.38**
99	Bhaskar Medical College, Hyderabad	Hyderabad	Telangana	9	South	60		137.97	136.8	136.75	131.5	134.17	132.33	**813.63**
100	Raja Rajeswari Medical College & Hospital, Bengaluru	Bengaluru	Karnataka	27	South	61		138.17	137.63	136.5	133.17	131.5	126.17	**812.66**
101	Santhiram Medical College, Nandyal	Nandyal	Andhra Pradesh	7	South	62		138.17	129.3	136.67	136.5	138.73	134	**812.22**
102	Shadan Institute of Medical Sciences, Research Centre and Teaching Hospital, Peerancheru	Hyderabad	Telangana	10	South	63		138.17	135.97	136.5	131.5	130.83	132	**810.79**
103	Shri Ram Murti Smarak Institute of Medical Sciences, Bareilly	Bareilly	Uttar Pradesh	6	North	17		136.47	136.67	136.33	131.83	132.5	131.33	**809.84**
104	Rohilkhand Medical College & Hospital, Bareilly	Bareilly	Uttar Pradesh	7	North	18		137.17	135.97	135.92	131.67	131.67	131.67	**809.03**
105	S S Institute of Medical Sciences & Research Centre, Davangere	Davangere	Karnataka	28	South	64		136.67	135.97	135	131.5	132.27	132.07	**807.45**

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106	Kannur Medical College, Kannur	Kannur	Kerala	7	South	65		136.67	135.97	136.17	129.83	130.83	131.67	806.2
107	Shri Guru Ram Rai Institute of Medical & Health Sciences, Dehradun	Dehradun	Uttarakhand	2	North	19		136.67	135.97	135.92	131.25	131.5	124.71	804.83
108	Sree Mookambika Institute of Medical Sciences, Kanyakumari	Kanyakumari	Tamil Nadu	12	South	66		136.67	135.97	135	131.5	132.5	123.33	803.9
109	Sree Uthradom Thirunal Academy of Medical Sciences, Thiruvananthapuram	Thiruvananthapuram	Kerala	8	South	67		136.67	135	134.47	131.47	133.33	123.33	802.35
110	Karuna Medical College, Palakkad	Palakkad	Kerala	9	South	68		136.17	135	133.33	131.67	131.33	127	801.03
111	Index Medical College Hospital & Research Centre, Indore	Indore	Madhya Pradesh	4	Central	4		136.07	135.97	133.17	128.33	131.67	128.33	799.08
112	Tripura Medical College and Dr. B R A M Teaching Hospital, Agartala	Agartala	Tripura	1	North-East	2		135.47	133.33	132.83	131.5	133.33	128.33	798.52
113	Ruxmaniben Deepchand Gardi Medical College, Ujjain	Ujjain	Madhya Pradesh	5	Central	5		135.33	135.97	131.5	131.07	132.5	122	796.67
114	Sri Venkateswaraa Medical College, Hospital & Research Centre, Puducherry	Puducherry	Puducherry	5	South	69		135	135.97	131.5	130.83	130.87	122.17	795.2
115	Smt. Kashibai Navale Medical College and General Hospital, Pune	Pune	Maharashtra	19	West	22		134.83	135	132.83	128.17	128.1	128.67	793.8
115	BLDE (Deemed to be University), Vijayapura	Vijayapura	Karnataka	29	South	70		134.57	134.3	132.5	128.33	127.5	131	792.95
116	ACS Medical College and Hospital, Chennai	Chennai	Tamil Nadu	13	South	71		134.37	135.97	132.33	126.5	132.5	123.67	791.99
117	Geetanjali Institute of Medical Sciences, Udaipur	Udaipur	Rajasthan	3	North	20		134.5	134.3	132.77	127.17	128.93	126.67	790.78
118	Dr. Ulhas Patil Medical College & Hospital, Jalgaon	Jalgaon	Maharashtra	20	West	23		134.73	132.63	132.58	130	125.83	124.07	789.19
119	Azeezia Institute of Medical Science, Meeyannoor	Kollam	Kerala	10	South	72		134.5	133.8	130.87	126.67	127.5	130.33	788.15
120	Melmaruvathur Adiparasakthi Institute of Medical Sciences and Research, Melmaruvathur	Melmaruvathur	Tamil Nadu	14	South	73		133.4	129.7	131.5	129.83	130.83	128.33	786.03
120	Jakir Hossain Medical College and Research Institute, Murshidabad	Murshidabad	West Bengal	2	East	6		133	132.63	131.5	128.17	128.33	127	785.74
121	Saraswati Institute of Medical Sciences, Hapur	Hapur	Uttar Pradesh	8	North	21		133	130	131.67	128.83	130	128.33	784.54
122	Trichy SRM Medical College Hospital & Research Centre, Tiruchirappalli	Tiruchirappalli	Tamil Nadu	15	South	74		132.83	130.97	129.83	126.67	130.87	131.67	782.84
123	Sree Narayana Institute of Medical Sciences, Chalakka	Ernakulam	Kerala	11	South	75		131.67	131.67	130	128	128.73	130	781.93
124	Travancore Medical College, Kollam	Kollam	Kerala	12	South	76		130	129.3	129.83	129.83	132.5	130.33	780.04
125	Great Eastern Medical School and Hospital, Srikakulam	Srikakulam	Andhra Pradesh	8	South	77		130	130	131	130.17	129.27	126.67	779.63
126	Dr. VRK Womens Medical College, Aziznagar	Aziznagar	Telangana	11	South	78		130.83	129.3	129.5	128.17	130.83	127.33	777.03
127	Chirayu Medical College and Hospital, Bairagarh	Bhopal	Madhya Pradesh	6	Central	6		129.83	128.63	128.83	129.83	129.37	126.2	774.47
128	Tagore Medical College and Hospital, Chennai	Chennai	Tamil Nadu	16	South	79		129.83	131.97	129	125.5	130.83	122.67	773.61
129	Chintpurni Medical College, Pathankot	Pathankot	Punjab	5	North	22		129.83	127.63	128.83	128.17	129.17	129	772.43
130	Dhanalakshmi Srinivasan Medical College and Hospital, Perambalur	Perambalur	Tamil Nadu	17	South	80		129.67	125.97	129	130.9	130.73	122.33	771.08
131	Sapthagiri Institute of Medical Sciences & Research Centre, Bengaluru	Bengaluru	Karnataka	30	South	81		129.67	125.55	129.08	129.33	131.17	125.33	770.41
132	Srinivas Institute of Medical Research Centre, Srinivasnagar	Mangalore	Karnataka	31	South	82		129.17	122.63	128.67	133.17	130	127.17	769.66

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IIRF-2026 | BEST MBBS COLLEGES (PVT.)

ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	NAME OF THE INSTITUTE	CITY	STATE	STATE RANK	ZONE	ZONE RANK		TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH OUTPUT (RO)	INNOVATIVE MEDICAL INFRASTRUCTURE	SOCIAL INCLUSION	FUTURE ORIENTATION	EXTERNAL PERCEPTION	OVERALL INDEX SCORE (OUT OF 1000)
133	ICARE Institute of Medical Sciences & Research, Haldia	Purba Medinipur	West Bengal	3	East	7		128.5	125.97	128.5	131.5	128.33	123.33	**768.65**
134	Punjab Institute of Medical Sciences, Jalandhar	Jalandhar	Punjab	6	North	23		128.5	131.67	128.5	125	126.67	122	**767.79**
135	Apollo Institute of Medical Sciences and Research, Hyderabad	Hyderabad	Telangana	12	South	83		128.33	124.13	128.42	131.5	131.67	122.58	**767.16**
136	Ashwini Rural Medical College, Hospital & Research Centre, Solapur	Solapur	Maharashtra	21	West	24		129.08	124.3	128.58	132.65	129.5	116.67	**766.42**
137	Mayo Institute of Medical Sciences, Barabanki	Barabanki	Uttar Pradesh	9	North	24		128.08	125.7	127.83	130.2	131.3	120	**765.49**
138	Karpagam Faculty of Medical Sciences & Research, Coimbatore	Coimbatore	Tamil Nadu	18	South	84		128.33	125	128.42	126.67	132.17	123.33	**763.64**
139	Subbaiah Institute of Medical Sciences, Shivamogga	Shivamogga	Karnataka	32	South	85		128	124	127.83	128.17	130	123.67	**761.84**
140	NRI Institute of Medical Sciences, Visakhapatnam	Visakhapatnam	Andhra Pradesh	9	South	86		127.42	121.67	127.7	130.33	128.33	125.33	**759.97**
141	IQ-City Medical College, Burdwan	Burdwan	West Bengal	4	East	8		126.67	126.67	127.58	127.17	127.5	119.5	**759.03**
142	Indian Institute of Medical Science & Research, Jalna	Jalna	Maharashtra	22	West	25		127.17	127.63	127.67	123.33	123.67	127	**758.33**
143	Maharishi Markandeshwar Medical College & Hospital, Solan	Solan	Himachal Pradesh	1	North	25		126.33	122.63	127.5	125	129.25	128.33	**755.32**
144	Kamineni Academy of Medical Sciences & Research Centre, Hyderabad	Hyderabad	Telangana	13	South	87		126.67	124.3	127.58	124.33	126.67	125	**754.76**
145	Shridevi Institute of Medical Sciences & Research Hospital, Tumkur	Tumkur	Karnataka	33	South	88		126.33	124.3	125.83	126.67	126.67	121.83	**753.35**
146	Velammal Medical College Hospital and Research Institute, Madurai	Madurai	Tamil Nadu	19	South	89		125.97	125.33	127	124	124.17	123.5	**752.18**
147	Rajshree Medical Research Institute, Bareilly	Bareilly	Uttar Pradesh	10	North	26		124.3	125.17	126.83	125	125.42	125.33	**751.71**
148	GITAM Institute of Medical Sciences and Research, Visakhapatnam	Visakhapatnam	Andhra Pradesh	10	South	90		122.63	125.83	127.5	122.82	130.88	122.33	**749.9**
149	Heritage Institute of Medical Sciences, Varanasi	Varanasi	Uttar Pradesh	11	North	27		119.63	125.67	127.33	128.83	126.67	121.67	**749.17**
150	K.D. Medical College Hospital & Research Centre, Mathura	Mathura	Uttar Pradesh	12	North	28		125	125.17	125	125	122.5	122	**747.76**
151	Pacific Institute of Medical Sciences, Umarda	Udaipur	Rajasthan	4	North	29		121.67	125	126.67	125	131.67	116.67	**746.7**
152	American International Institute of Medical Sciences, Bedwas	Bedwas	Rajasthan	5	North	30		120	126.67	126.92	124.33	125	123.33	**745.58**
153	Ananta Institute of Medical Sciences & Research Centre, Rajsamand	Rajsamand	Rajasthan	6	North	31		122.63	125.75	125	125.13	124.33	118.83	**744.68**
154	Apollo Institute of Medical Sciences and Research, Chittoor	Chittoor	Andhra Pradesh	11	South	91		123.3	124.92	124.92	125	119.67	122.77	**743.74**
155	Gayathri Vidya Parishad Institute of Health Care & Medical Technology, Visakhapatnam	Visakhapatnam	Andhra Pradesh	12	South	92		115.97	125.67	125.67	131.5	122.83	120.33	**742.15**
156	Gouri Devi Institute of Medical Sciences and Hospital, Durgapur	Durgapur	West Bengal	5	East	9		128.63	124.75	123.33	121.5	114.42	117.17	**740.97**
157	Jaipur National University Institute of Medical Sciences and Research Centre, Jaipur	Jaipur	Rajasthan	7	North	32		125.5	124.5	123.33	121.67	117.5	123	**740.05**
158	Mahavir Institute of Medical Sciences, Ranga Reddy	Ranga Reddy	Telangana	14	South	93		117.63	123.5	123.33	129.83	124.17	124.17	**739.44**
159	Maheshwara Medical College, Chitkul	Sangareddy	Telangana	15	South	94		121.67	124.25	124.25	124.83	120	120	**738.43**

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IIRF-2026 | BEST MBBS COLLEGES (PVT.)

ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	NAME OF THE INSTITUTE	CITY	STATE	STATE RANK	ZONE	ZONE RANK		TEACHING LEARNING RESOURCE & PEDAGOGY (TLRP)	RESEARCH OUTPUT (RO)	INNOVATIVE MEDICAL INFRASTRUCTURE	SOCIAL INCLUSION	FUTURE ORIENTATION	EXTERNAL PERCEPTION	OVERALL INDEX SCORE (OUT OF 1000)
160	Nimra Institute of Medical Sciences, Krishna	Krishna	Andhra Pradesh	13	South	95		117.63	124.17	124.17	128.33	124.5	118.33	**737.41**
161	Parul Institute of Medical Sciences & Research, Vadodara	Vadodara	Gujarat	4	West	26		121.4	123.83	123.83	123.33	122.8	120.2	**736.79**
162	R.V.M. Institute of Medical Sciences and Research Centre, Siddipet	Siddipet	Telangana	16	South	96		128.33	124.08	122.6	116.83	117.83	116.67	**735.15**
163	Raipur Institute of Medical Sciences (RIMS), Raipur	Raipur	Chhattisgarh	1	Central	7		128.33	123.83	122	117.67	116.67	116.67	**734.44**
164	Sambharam Institute of Medical Sciences & Research, Kolar	Kolar	Karnataka	34	South	97		130.97	121.5	120.6	117.17	117.13	116.97	**733.44**
165	Shri Shankaracharya Institute of Medical Sciences, Bhilai	Bhilai	Chhattisgarh	2	Central	8		130	121.5	121.5	116.67	116.67	116.67	**732.18**
166	T S Misra Medical College & Hospital, Amusi	Lucknow	Uttar Pradesh	13	North	33		118.33	121.5	121.5	129.83	119.17	120	**731.5**
167	Varun Arjun Medical College, Banthra	Shahjahanpur	Uttar Pradesh	14	North	34		120	121.67	121.67	126.5	118.33	117	**729.16**
168	Venkateshwara Institute of Medical Sciences, Amroha	Amroha	Uttar Pradesh	15	North	35		122.63	121.17	121.17	120.67	118.53	118.67	**726.35**
169	Dr. M.K. Shah Medical College & Research Centre, Ahmedabad	Ahmedabad	Gujarat	5	West	27		123.33	121.67	122	118.67	118.33	116.83	**726.03**
170	G.S. Medical College & Hospital, Hapur	Hapur	Uttar Pradesh	16	North	36		119.3	121	121	122.67	122.5	116.8	**724.21**
171	East Point College of Medical Sciences & Research Centre, Bengaluru	Bengaluru	Karnataka	35	South	98		121.67	121.47	122	118	120	116.83	**723.35**
172	Banas Medical College and Research Institute, Palanpur	Palanpur	Gujarat	6	West	28		120.97	121	121	118.17	124.17	117	**722.73**
173	Jagannath Gupta Institute of Medical Sciences & Hospital, Kolkata	Kolkata	West Bengal	6	East	10		119.33	120.5	120	121.67	120.83	120	**721.86**
174	Zydus Medical College & Hospital, Dahod	Dahod	Gujarat	7	West	29		119.13	120.33	116.67	123.17	120	125.37	**720.82**
175	Ayaan Institute of Medical Sciences, Teaching Hospital & Research Centre, Kanaka Mamidi	Ranga Reddy	Telangana	17	South	99		116.67	120.25	120.25	125.95	116.87	116.67	**719.15**
176	Dr. N.D. Desai Faculty of Medical Science and Research, Nadiad	Nadiad	Gujarat	8	West	30		116.67	120.67	120.67	120	120.83	120	**717.08**
177	Dr. Patnam Mahender Reddy Institute of Medical Sciences, Chevella	Ranga Reddy	Telangana	18	South	100		117	120	121.13	118.33	122.5	120	**716.26**
178	Madhubani Medical College, Madhubani	Madhubani	Bihar	3	East	11		114.3	120.5	120.5	120.67	124.33	120	**715.51**
179	Shantabaa Medical College, Amreli	Amreli	Gujarat	9	West	31		120.17	120	120	116.67	117	118.33	**714.51**
180	Shri Ramkrishna Institute of Medical Sciences & Sanaka Hospitals, Durgapur	Durgapur	West Bengal	7	East	12		120	119.83	119.83	116.67	115	118	**712.74**
181	Nootan Medical College and Research Centre, Mehsana	Mehsana	Gujarat	10	West	32		120	119.83	118.33	117.25	116.67	116.67	**711.81**
182	Sri Siddhartha Institute of Medical Sciences & Research Centre, Bengaluru	Bengaluru	Karnataka	36	South	101		118.33	116.67	116.83	124.83	116.67	116.67	**711.52**
183	Bhaarat Medical College & Hospital, Chennai	Chennai	Tamil Nadu	20	South	102		117.63	119.75	116.83	118.23	117.5	122	**710.05**
184	Gian Sagar Medical College & Hospital, Patiala	Patiala	Punjab	7	North	37		122.3	117.83	116.8	117	115	116.67	**709.71**
185	LNCT Medical College & Sewakunj Hospital, Indore	Indore	Madhya Pradesh	7	Central	9		116.67	119.25	119.25	120	116.67	115.33	**709.55**
186	Shija Academy of Health Sciences, Imphal	Imphal	Manipur	1	North-East	3		117.63	119.5	119.5	118.17	114.25	115.67	**708.63**
187	Swamy Vivekanandha Medical College Hospital and Research Institute, Namakkal	Namakkal	Tamil Nadu	21	South	103		116.67	119.17	119.17	119.17	116.67	115	**708.3**

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ALL INDIA RANK* (Based on Survey/ Perception & Secondary Research)	NAME OF THE COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
1	Maulana Azad Institute of Dental Sciences	New Delhi	Delhi	1	North	1
2	King George's Medical University, Faculty of Dental Sciences	Lucknow	Uttar Pradesh	1	North	2
3	SRM Kattankulathur Dental College	Chennai	Tamil Nadu	1	South	1
4	SDM College of Dental Sciences & Hospital	Dharwad	Karnataka	1	South	2
5	Manipal College of Dental Sciences	Manipal	Karnataka	2	South	3
6	Pt. B D Sharma Post Graduate Institute of Dental Sciences	Rohtak	Haryana	1	North	3
7	Christian Dental College	Ludhiana	Punjab	1	North	4
8	Government Dental College and Hospital	Mumbai	Maharashtra	1	West	1
9	BHU - Faculty of Dental Sciences	Varanasi	Uttar Pradesh	2	North	5
10	Siksha 'O' Anusandhan	Bhubaneswar	Odisha	1	East	1
11	Dr. D. Y. Patil Dental College & Hospital	Pune	Maharashtra	2	West	2
12	Saveetha Institute of Medical and Technical Sciences	Chennai	Tamil Nadu	2	South	4
13	D Y Patil University, School of Dentistry	Navi Mumbai	Maharashtra	3	West	3
13	Meenakshi Ammal Dental College & Hospital	Chennai	Tamil Nadu	3	South	5
14	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	4	South	6
15	Amrita Vishwa Vidyapeetham	Coimbatore	Tamil Nadu	5	South	7
15	Kalinga Institute of Industrial Technology	Bhubaneswar	Odisha	2	East	2
16	Jamia Millia Islamia, Faculty of Dentistry	New Delhi	Delhi	2	North	6
17	A B Shetty Memorial Institute of Dental Sciences	Mangaluru	Karnataka	3	South	8
18	Bharati Vidyapeeth Dental College and Hospital, Pune	Pune	Maharashtra	4	West	4
19	Aligarh Muslim University, Dr. Ziauddin Ahmad Dental College	Aligarh	Uttar Pradesh	3	North	7
20	JSS Dental College & Hospital	Mysuru	Karnataka	4	South	9
21	Government Dental College	Thiruvananthapuram	Kerala	1	South	10
22	Government Dental College & Hospital	Nagpur	Maharashtra	5	West	5
23	Manav Rachna Dental College	Faridabad	Haryana	2	North	8
24	M.S. Ramaiah University of Applied Sciences, Faculty of Dental Sciences	Bengaluru	Karnataka	5	South	11
25	Mahatma Gandhi P.G. Institute of Dental Sciences	Puducherry	Puducherry	1	South	12
26	Datta Meghe Institute of Higher Education & Research	Wardha	Maharashtra	6	West	6
27	Dayananda Sagar College of Dental Sciences	Bengaluru	Karnataka	6	South	13
28	Manipal College of Dental Sciences	Mangaluru	Karnataka	7	South	14
29	Maharishi Markandeshwar University	Ambala	Haryana	3	North	9
30	KLE Vishwanath Katti Institute of Dental Sciences & Hospital	Belagavi	Karnataka	8	South	15
31	Bapuji Dental College & Hospital	Davangere	Karnataka	9	South	16
32	Nair Hospital Dental College	Mumbai	Maharashtra	7	West	7
33	Army College of Dental Sciences	Secunderabad	Telangana	1	South	17
34	Government Dental College	Ahmedabad	Gujarat	1	West	8
35	Tamil Nadu Government Dental College & Hospital	Chennai	Tamil Nadu	6	South	18

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IIRF-2026 | BEST DENTAL COLLEGES (GOVT. & PVT.)

ALL INDIA RANK* (Based on Survey/ Perception & Secondary Research)	NAME OF THE COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
36	Mahatma Gandhi Vidyamandir's Karmaveer Bhausaheb Hiray Dental College & Hospital	Nashik	Maharashtra	8	West	9
37	Sri Siddhartha Dental College	Tumkur	Karnataka	10	South	19
38	Yenepoya Dental College	Mangaluru	Karnataka	11	South	20
39	Chettinad Dental College & Research Institute	Chennai	Tamil Nadu	7	South	21
40	Government Autonomous College of Dentistry	Indore	Madhya Pradesh	1	Central	1
41	K.S.R Institute of Dental Science and Research	Namakkal	Tamil Nadu	8	South	22
42	Govt. Dental College & Hospital	Aurangabad	Maharashtra	9	West	10
43	Karpaga Vinayaga Institute of Dental Sciences	Chengalpattu	Tamil Nadu	9	South	23
44	Parul University	Vadodara	Gujarat	2	West	11
45	Government Dental College and Research Institute	Bengaluru	Karnataka	12	South	24
46	Teerthanker Mahaveer Dental College & Research Centre	Moradabad	Uttar Pradesh	4	North	10
47	Vinayaka Mission's Sankarachariyar Dental College , Salem Vinayaka Mission's Research Foundation (Deemed to be University)	Salem	Tamil Nadu	10	South	25
48	Ranjeet Deshmukh Dental College & Research Centre, (Formerly, VSPM Dental College and Research Centre)	Nagpur	Maharashtra	10	West	12
49	College of Dental Sciences	Davangere	Karnataka	13	South	26
50	School of Dental Sciences, Krishna Vishwa Vidyapeeth	Karad	Maharashtra	11	West	13
51	Institute of Dental Sciences, Bareilly International University	Bareilly	Uttar Pradesh	5	North	11
52	Rungta College of Dental Sciences & Research	Bhilai	Chhattisgarh	1	Central	2
53	Malla Reddy Institute of Dental Sciences (Malla Reddy Vishwavidyapeeth) Deemed To Be University	Hyderabad	Telangana	2	South	27
54	Dr. Harvansh Singh Judge Institute of Dental Sciences & Hospital, Panjab University	Chandigarh	Chandigarh	1	North	12
55	Dr. M.G.R Educational And Research Institute	Chennai	Tamil Nadu	11	South	28
56	Sri Venkateswara Dental College and Hospital	Chennai	Tamil Nadu	12	South	29
57	School of Dental Sciences (Sathyabama Institute of Science and Technology)	Chennai	Tamil Nadu	13	South	30
58	D Y Patil Dental School	Pune	Maharashtra	12	West	14
59	Mathrusri Ramabai Ambedkar Dental College & Hospital	Bengaluru	Karnataka	14	South	31
60	Sinhgad Dental College & Hospital	Pune	Maharashtra	13	West	15
61	Nanded Rural Dental College and Research Center	Nanded	Maharashtra	14	West	16
62	Pacific Dental College & Hospital	Udaipur	Rajasthan	1	North	13
63	RVS Dental College & Hospital	Coimbatore	Tamil Nadu	14	South	32
64	Malla Reddy Dental College for Women	Hyderabad	Telangana	3	South	33
65	Pushpagiri College of Dental Sciences	Thiruvalla	Kerala	2	South	34
66	Bharati Vidyapeeth (Deemed to be University) Dental College & Hospital	Sangli	Maharashtra	15	West	17
67	Tagore Dental College & Hospital	Chennai	Tamil Nadu	15	South	35
68	Maharashtra Institute of Dental Sciences & Research (Dental College)	Latur	Maharashtra	16	West	18
69	Dr. G. D. Pol Foundation's Y. M. T. Dental College and Hospital	Navi Mumbai	Maharashtra	17	West	19
70	Priyadarshini Dental College and Hospital	Pandur	Tamil Nadu	16	South	36

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ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	NURSING COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
1	St. Stephen's Hospital College of Nursing	Delhi	Delhi	1	North	1
2	College of Nursing, Tata Main Hospital	Jamshedpur	Jharkhand	1	East	1
3	College of Nursing, Christian Medical College	Vellore	Tamil Nadu	1	South	1
4	SRM College of Nursing (SRM Institute of Science & Technology)	Kattankulathur	Tamil Nadu	2	South	2
5	SDM Institute of Nursing Sciences	Dharwad	Karnataka	1	South	3
6	College of Nursing, Christian Medical College	Ludhiana	Punjab	1	North	2
7	St. John's College of Nursing	Vellore	Tamil Nadu	3	South	4
8	St. John's College of Nursing	Bengaluru	Karnataka	2	South	5
9	Holy Family College of Nursing, New Delhi	New Delhi	Delhi	2	North	3
10	Siksha 'O' Anusandhan (SOA)	Bhubaneswar	Odisha	1	East	2
10	Bishop's College of Nursing	Dharapuram	Tamil Nadu	4	South	6
11	School of Nursing and Allied Health Science, Utkal University	Bhubaneswar	Odisha	2	East	3
12	Post Graduate College of Nursing, Bhilai	Durg	Chhattisgarh	1	Central	1
12	JSS College of Nursing (JSS Mahavidyapeetha)	Mysuru	Karnataka	3	South	7
13	Sri Ramachandra College of Nursing (SRIHER University)	Chennai	Tamil Nadu	5	South	8
14	Manipal College of Nursing (MAHE)	Manipal	Karnataka	4	South	9
15	Kalinga Institute of Nursing Sciences, KIIT	Bhubaneswar	Odisha	3	East	4
15	S.N.D College of Nursing, Babhulgaon	Nashik	Maharashtra	1	West	1
16	Bharati Vidyapeeth (Deemed to be University), College of Nursing, Pune	Pune	Maharashtra	2	West	2
17	K J Somaiya College of Nursing	Mumbai	Maharashtra	3	West	3
18	Dr. Vithalrao Vikhe Patil Foundation's College of Nursing	Ahilyanagar	Maharashtra	4	West	4
19	Al Shifa College of Nursing	Perinthalmanna	Kerala	1	South	10
20	Rohilkhand College of Nursing, Bareilly International University, Bareilly	Bareilly	Uttar Pradesh	1	North	4
21	College Of Nursing, Pondicherry Institute of Medical Sciences	Puducherry	Puducherry	1	South	11
22	Arulmigu Meenakshi College of Nursing (AMCON)	Kanchipuram	Tamil Nadu	6	South	12
23	St. Mary's College of Nursing & Paramedical Institute	Lucknow	Uttar Pradesh	2	North	5
24	School of Nursing (D Y Patil University)	Navi Mumbai	Maharashtra	5	West	5
25	PSG College of Nursing	Coimbatore	Tamil Nadu	7	South	13
26	M S Ramaiah Institute of Nursing Education and Research	Bengaluru	Karnataka	5	South	14
27	Dr. D. Y. Patil Institute of Nursing Education, Bhosari	Pune	Maharashtra	6	West	6
28	College of Nursing Sri Ramakrishna Institute of Paramedical Sciences	Coimbatore	Tamil Nadu	8	South	15
29	Datta Meghe College of Nursing	Nagpur	Maharashtra	7	West	7
30	Karpagam Nursing College	Coimbatore	Tamil Nadu	9	South	16
31	Christian College of Nursing	Bengaluru	Karnataka	6	South	17
32	Shri Sathya Sai College of Nursing (SBV Chennai Campus)	Chengalpattu	Tamil Nadu	10	South	18

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ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	NURSING COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
33	Chitkara School of Health Sciences, Chitkara University	Patiala	Punjab	2	North	6
33	Vinayaka Missions Annapoorana College of Nursing	Salem	Tamil Nadu	11	South	19
34	Teerthanker Mahaveer College of Nursing, TMU	Moradabad	Uttar Pradesh	3	North	7
34	Institute of Nursing, Bangalore Baptist Hospital	Bengaluru	Karnataka	7	South	20
35	St. Gregorios College of Nursing, Parumala	Thiruvalla	Kerala	2	South	21
36	VSPM Madhuribai Deshmukh Institute of Nursing Education	Nagpur	Maharashtra	8	West	8
37	Bharati Vidyapeeth (Deemed to be University), College of Nursing, Sangli	Sangli	Maharashtra	9	West	9
38	Integral Institute of Nursing Sciences & Research, Integral University	Lucknow	Uttar Pradesh	4	North	8
39	Kasturba Gandhi Nursing College	Puducherry	Puducherry	2	South	22
40	Venkateswara Nursing College	Chennai	Tamil Nadu	12	South	23
41	L N Nursing College, LNCT University	Bhopal	Madhya Pradesh	1	Central	2
41	Maharishi Markandeshwar College of Nursing	Ambala	Haryana	1	North	9
42	Department of Nursing, Banasthali Vidyapith	Banasthali	Rajasthan	1	North	10
43	St. John College of Nursing	Warangal	Telangana	1	South	24
44	Adichunchanagiri College of Nursing, Adichunchanagiri University	B.G.Nagara	Karnataka	8	South	25
45	Nizam's Institute of Medical Sciences	Hyderabad	Telangana	2	South	26
46	Bapuji College of Nursing, S.S. Genaral Hospital	Davangere	Karnataka	9	South	27
47	Smt. Sindhutai Eknathrao Vikhe Patil College of Nursing (Pravara Institute of Medical Sciences), Loni	Ahmednagar	Maharashtra	10	West	10
48	BMS Hospital Nursing College	Bengaluru	Karnataka	10	South	28
49	Faculty of Nursing, Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	13	South	29
50	BLDEA's Shri B M Patil Institute of Nursing Sciences	Vijayapura	Karnataka	11	South	30
51	Holy Cross College of Nursing, Kottiyam	Kollam	Kerala	3	South	31
52	Army Institute of Nursing	Guwahati	Assam	1	North-East	1
53	Parul University, Faculty of Nursing	Vadodara	Gujarat	1	West	11
54	Al-Ameen Fathima School of Nursing	Bengaluru	Karnataka	12	South	32
55	Vinayaka Mission's College of Nursing (Vinayaka Mission's Research Foundation)	Karaikal	Puducherry	3	South	33
55	D Y Patil College of Nursing	Kolhapur	Maharashtra	11	West	12
56	NITTE Usha Institute of Nursing Sciences	Mangaluru	Karnataka	13	South	34
57	St. Thomas College of Nursing	Alappuzha	Kerala	4	South	35
58	Dr. John's School & College of Nursing	Bengaluru	Karnataka	14	South	36
59	Royal Institute of Nursing and Medical Sciences	Durgapur	West Bengal	1	East	5
60	KLE Society's Institute of Nursing Sciences	Belagavi	Karnataka	15	South	37
61	College of Nursing, Pt. Deen Dayal Upadhyaya University of Health Sciences	Karnal	Haryana	2	North	11
62	Shimla Nursing College	Shimla	Himachal Pradesh	1	North	12
63	Dr. B R Ambedkar Institute of Nursing	Bengaluru	Karnataka	16	South	38

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ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	NURSING COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
64	Father Muller College of Nursing	Mangaluru	Karnataka	17	South	39
65	St. Joseph's College of Nursing, Hoshangabad	Narmadapuram	Madhya Pradesh	2	Central	3
66	Arunachal University of Studies	Namsai	Arunachal Pradesh	1	North-East	2
67	Batra Hospital & Medical Research Centre	New Delhi	Delhi	3	North	13
68	College of Nursing Public Khalsa College For Women	Hoshiarpur	Punjab	3	North	14
69	St. Luke's College of Nursing	Visakhapatnam	Andhra Pradesh	1	South	40
70	Aurovindo College of Nursing	Bhopal	Madhya Pradesh	3	Central	4
71	Kasturba Nursing College, Sevagram	Wardha	Maharashtra	12	West	13
72	Apollo College of Nursing	Hyderabad	Telangana	3	South	41
73	St. George College of Management, Science & Nursing	Bengaluru	Karnataka	18	South	42
74	Holy Spirit Institute of Nursing Education	Mumbai	Maharashtra	13	West	14
75	Mother Teresa College of Nursing	Aurangabad	Maharashtra	14	West	15
76	Faculty of Nursing, SGT University	Gurugram	Haryana	3	North	15
77	Sikkim Manipal College of Nursing (SMCON)	Gangtok	Sikkim	1	North-East	3
78	Holy Cross School of Nursing	Kamagere	Karnataka	19	South	43
78	Malla Reddy College of Nursing (A constituent Unit of Malla Reddy Vishwavidyapeeth)	Hyderabad	Telangana	4	South	43
79	Heartland College of Nursing	Bengaluru	Karnataka	20	South	44
80	Dr. B. R. Ambedkar College of Nursing	Gandhinagar	Gujarat	2	West	16
81	R V College of Nursing	Bengaluru	Karnataka	21	South	45
82	Smt. Sunanda Pravin Gambhirchand Institute of Nursing and Para-medical Sciences	Mumbai	Maharashtra	15	West	17
83	College of Nursing, Hindu Rao Hospital	Delhi	Delhi	4	North	16
84	Florence College of Nursing	Ranchi	Jharkhand	2	East	6
84	Usha Martin University	Ranchi	Jharkhand	2	East	6
85	Medwin College of Nursing	Hyderabad	Telangana	5	South	46
86	E. S College of Nursing	Villupuram	Tamil Nadu	14	South	47
87	Oxford College of Nursing Sceinces	Bangalore	Karnataka	22	South	48
88	NIMS College of Nursing , Neyyattinkara, Trivantirutvi	Trivandrum	Kerala	5	South	49
89	Berhampur University & Odisha University of Health Science (OUHS), College of Nursing, Berhampur	Berhampur	Odisha	4	East	7
89	Kerala University of Health Sciences Little Flower College of Nursing, Manvila, Trivandrum	Trivandrum	Kerala	6	South	50
90	Aarihant Institute of Nursing, Swarrnim Startup & Innovation University	Gandhinagar	Gujarat	3	West	18
91	Mahatma Gandhi College of Nursing	Junagadh	Gujarat	4	West	19
92	Red Crescent College of Nursing	Kozhikode	Kerala	7	South	51
93	Mayo College of Nursing	Bhopal	Madhya Pradesh	4	Central	5
94	Dr. J.P. Sharma Memorial School & College of Nursing	Yamuna Nagar	Haryana	4	North	17
95	RIMS College of Nursing	Raipur	Chhattisgarh	2	Central	6

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1	NIPER Hyderabad - National Institute of Pharmaceutical Education and Research	Hyderabad	Telangana	1	South	1
2	NIPER Mohali - National Institute of Pharmaceutical Education and Research	Mohali	Punjab	1	North	1
3	NIPER Ahmedabad - National Institute of Pharmaceutical Education and Research	Ahmedabad	Gujarat	1	West	1
4	NIPER Kolkata - National Institute of Pharmaceutical Education and Research	Kolkata	West Bengal	1	East	1
5	Institute of Chemical Technology (ICT)	Mumbai	Maharashtra	1	West	2
6	DPSRU - Delhi Pharmaceutical Sciences & Research University	New Delhi	Delhi	1	North	2
7	NIPER Raebareli - National Institute of Pharmaceutical Education and Research	Raebareli	Uttar Pradesh	1	North	3
8	NIPER Guwahati - National Institute of Pharmaceutical Education and Research	Guwahati	Assam	1	North-East	1
9	SDPGIPS College of Pharmacy, Pandit Bhagwat Dayal Sharma University of Health Sciences	Rohtak	Haryana	1	North	4
10	Panjab University	Chandigarh	Chandigarh	1	North	5
11	Jadavpur University	Kolkata	West Bengal	2	East	2
12	Central University of Punjab	Bathinda	Punjab	2	North	6
13	Central University of Rajasthan	Kishangarh	Rajasthan	1	North	7
14	Punjabi University	Patiala	Punjab	3	North	8
15	NIPER Hajipur - National Institute of Pharmaceutical Education and Research	Hajipur	Bihar	1	East	3
16	Goa College of Pharmacy	Panaji	Goa	1	West	3
17	Guru Jambheshwar University of Science & Technology	Hisar	Haryana	2	North	9
18	The Maharaja Sayajirao University of Baroda	Vadodara	Gujarat	2	West	4
19	Gujarat Technological University	Ahmedabad	Gujarat	3	West	5
20	Guru Ghasidas Vishwavidyalaya	Bilaspur	Chhattisgarh	1	Central	1
21	Babasaheb Bhimrao Ambedkar University	Lucknow	Uttar Pradesh	2	North	10
22	Madan Mohan Malaviya University of Technology	Gorakhpur	Uttar Pradesh	3	North	11
23	Bundelkhand University, Institute of Pharmacy	Jhansi	Uttar Pradesh	4	North	12
24	College of Pharmacy, Madras Medical College	Chennai	Tamil Nadu	1	South	2
25	A.U. College of Pharmaceutical Sciences, Andhra University	Visakhapatnam	Andhra Pradesh	1	South	3
26	Department of Pharmaceutical Sciences, Acharya Nagarjuna University	Guntur	Andhra Pradesh	2	South	4
27	Rashtrasant Tukadoji Maharaj Nagpur University	Nagpur	Maharashtra	2	West	6
28	Maharshi Dayanand University	Rohtak	Haryana	3	North	13
29	Sri Padmavati Mahila Visvavidyalayam	Tirupati	Andhra Pradesh	3	South	5
30	Annamalai University	Annamalai Nagar	Tamil Nadu	2	South	6

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1	Jamia Hamdard	New Delhi	Delhi	1	North	1
2	Manipal College of Pharmaceutical Sciences	Manipal	Karnataka	1	South	1
3	SRM Institute of Science & Technology	Chennai	Tamil Nadu	1	South	2
4	Birla Institute of Technology & Science (BITS Pilani)	Pilani	Rajasthan	1	North	2
5	JSS College of Pharmacy, Ooty	Udhagamandalam	Tamil Nadu	2	South	3
6	Sri Ramachandra Faculty of Pharmacy, Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	3	South	4
7	Dr. D. Y. Patil Dnyan Prasad University's School of Pharmacy and Research (formerly Dr. D. Y. Patil Institute of Pharmaceutical Sciences and Research)	Pune	Maharashtra	1	West	1
7	School of Pharmacy, Amrita Vishwa Vidyapeetham	Kochi	Kerala	1	South	5
8	School of Pharmacy, D Y Patil Deemed to be University	Navi Mumbai	Maharashtra	2	West	2
9	SVKM's Narsee Monjee Institute of Management Studies	Mumbai	Maharashtra	3	West	3
10	Birla Institute of Technology (BIT Mesra)	Ranchi	Jharkhand	1	East	1
11	Poona College of Pharmacy (Bharati Vidyapeeth)	Pune	Maharashtra	4	West	4
12	JSS College of Pharmacy, Mysuru	Mysuru	Karnataka	2	South	6
13	Banasthali Vidyapith	Banasthali	Rajasthan	2	North	3
14	Chitkara College of Pharmacy	Patiala	Punjab	1	North	4
15	Nirma University	Ahmedabad	Gujarat	1	West	5
16	Bombay College of Pharmacy	Mumbai	Maharashtra	5	West	6
17	Shoolini University	Solan	Himachal Pradesh	1	North	5
18	SVKM's Dr. Bhanuben Nanavati College of Pharmacy	Mumbai	Maharashtra	6	West	7
18	Sam Higginbottom Institute of Agriculture, Technology and Sciences	Prayagraj	Uttar Pradesh	1	North	6
19	Dayananda Sagar University School of Pharmaceutical Sciences	Bengaluru	Karnataka	3	South	7
20	Lovely Professional University (LPU)	Phagwara	Punjab	2	North	7
21	School of Health & Medical Sciences, Adamas University	Kolkata	West Bengal	1	East	2
22	Amity University	Noida	Uttar Pradesh	2	North	8
23	ICFAI University Jaipur	Jaipur	Rajasthan	3	North	9
24	Bharati Vidyapeeth's College of Pharmacy	Navi Mumbai	Maharashtra	7	West	8
24	KIET Group of Pharmacy	Ghaziabad	Uttar Pradesh	3	North	10
25	Department of Pharmacy, Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur	Rajasthan	4	North	11

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ALL INDIA RANK* (Based on Survey/ Perception & Secondary Research)	PHARMACY COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
26	Chandigarh College of Pharmacy, Landran	Mohali	Punjab	3	North	12
27	Sharda University	Greater Noida	Uttar Pradesh	4	North	13
28	IFTM University	Moradabad	Uttar Pradesh	5	North	14
29	Vivekananda Global University	Jaipur	Rajasthan	5	North	15
30	HIMT College of Pharmacy	Greater Noida	Uttar Pradesh	6	North	16
31	Teerthanker Mahaveer College of Pharmacy, TMU	Moradabad	Uttar Pradesh	7	North	17
32	NSHM Institute of Health Sciences, NSHM Knowledge Campus	Kolkata	West Bengal	2	East	3
33	Suryadatta College of Pharmacy, Healthcare and Research	Pune	Maharashtra	8	West	9
34	Dr. D. Y. Patil College of Pharmacy, Akurdi	Pune	Maharashtra	9	West	10
35	Ramaiah University of Applied Sciences	Bengaluru	Karnataka	4	South	8
36	R. C. Patel Institute of Pharmaceutical Education & Research	Shirpur	Maharashtra	10	West	11
37	Integral Institute of Medical Sciences & Research	Lucknow	Uttar Pradesh	8	North	18
37	Y. B. Chavan College of Pharmacy	Aurangabad	Maharashtra	11	West	12
38	LNCT University, School of Pharmacy	Bhopal	Madhya Pradesh	1	Central	1
38	Parul University	Vadodara	Gujarat	2	West	13
39	Lingayas Vidyapeeth	Faridabad	Haryana	1	North	19
39	PSG College of Pharmacy	Coimbatore	Tamil Nadu	4	South	9
40	KLE College of Pharmacy, Belagavi	Belagavi	Karnataka	5	South	10
40	Sri Venkateswara College of Pharmacy (Autonomous)	Chittoor	Andhra Pradesh	1	South	10
41	Vinayaka Mission's College of Pharmacy, VMRF (DU)	Salem	Tamil Nadu	5	South	11
42	Guru Nanak Institute of Pharmaceutical Science & Technology	Kolkata	West Bengal	3	East	4
42	Suresh Gyan Vihar University	Jaipur	Rajasthan	6	North	20
43	Vishnu Institute of Pharmaceutical Education & Research (VIPER), Narsapur	Medak	Telangana	1	South	12
44	Sri Adichunchanagiri College of Pharmacy	B G Nagara	Karnataka	6	South	13
45	Arulmigu Kalasalingam College of Pharmacy	Virudhunagar	Tamil Nadu	6	South	14
46	Dr. B. C. Roy College of Pharmacy and Allied Health Sciences	Durgapur	West Bengal	4	East	5
47	I.S.F College of Pharmacy	Moga	Punjab	4	North	21
48	Maharishi Markandeshwar University	Ambala	Haryana	2	North	22
49	Acharya & BM Reddy College of Pharmacy	Bengaluru	Karnataka	7	South	15
50	Chalapathi Institute of Pharmaceutical Sciences	Guntur	Andhra Pradesh	2	South	16
51	Rungta Institute of Pharmaceutical Sciences and Research	Bhilai	Chhattisgarh	1	Central	2

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ALL INDIA RANK* (Based on Survey/ Perception & Secondary Research)	PHARMACY COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
51	Vels Institute of Science, Technology & Advanced Studies (VISTAS)	Chennai	Tamil Nadu	7	South	17
52	Arihant School of Pharmacy and Bio Research Institute	Gandhinagar	Gujarat	3	West	14
53	NGSM Institute of Pharmaceutical Sciences	Mangaluru	Karnataka	8	South	18
53	Rungta Institute of Pharmaceutical Sciences	Bhilai	Chhattisgarh	2	Central	3
54	Lloyd School of Pharmacy, Lloyd Institute of Management and Technology	Greater Noida	Uttar Pradesh	9	North	23
54	Raghavendra Institute of Pharmaceutical Education and Research (RIPER)	Anantapur	Andhra Pradesh	3	South	19
55	IIMT College Of Pharmacy	Greater Noida	Uttar Pradesh	10	North	24
55	L. M. College of Pharmacy	Ahmedabad	Gujarat	4	West	15
56	Al-Ameen College of Pharmacy	Bengaluru	Karnataka	9	South	20
56	Ramanbhai Patel College of Pharmacy	Anand	Gujarat	5	West	16
57	Progressive Education Society's Modern College of Pharmacy, Nigdi	Pune	Maharashtra	12	West	17
58	Mewar University, Department of Pharmacy	Gangrar	Rajasthan	7	North	25
58	Usha Martin University	Ranchi	Jharkhand	2	East	6
59	Yavatmal Zilla Vikas Samiti's Pataldhamal Wadhwani College of Pharmacy	Yavatmal	Maharashtra	13	West	18
60	Malla Reddy College of Pharmacy	Hyderabad	Telangana	2	South	21
60	Shri Vishnu College of Pharmacy	Bhimavaram	Andhra Pradesh	4	South	21
61	CT University	Ludhiana	Punjab	5	North	26
61	ICFAI University Dehradun	Dehradun	Uttarakhand	1	North	26
62	Malla Reddy Institute of Pharmaceutical Sciences (A Constituent Unit of Malla Reddy Vishwavidyapeeth, Deemed to be University)	Secunderabad	Telangana	3	South	22
62	Smt. Kishoritai Bhoyar College of Pharmacy, Kamptee	Nagpur	Maharashtra	14	West	19
63	Kalol Institute of Pharmacy	Kalol	Gujarat	6	West	20
64	College of Pharmacy, Sri Ramakrishna Institute of Paramedical Sciences	Coimbatore	Tamil Nadu	9	South	23
64	Nirmala College of Pharmacy	Guntur	Andhra Pradesh	5	South	23
65	Nandha College of Pharmacy	Erode	Tamil Nadu	8	South	24
66	APEX University, Apex Institute of Pharmaceutical Science	Jaipur	Rajasthan	8	North	27
67	ICFAI University Himachal Pradesh	Baddi	Himachal Pradesh	2	North	28
68	BIU College of Pharmacy	Bareilly	Uttar Pradesh	11	North	29
69	Bengal College of Pharmaceutical Technology	Birbhum	West Bengal	5	East	7
70	Sri Vijay Vidyalaya College of Pharmacy	Dharmapuri	Tamil Nadu	10	South	25

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1	Pandit Deendayal Upadhyaya National Institute for Persons with Physical Disabilities	New Delhi	Delhi	1	North	1
2	Postgraduate Institute of Medical Education and Research (PGIMER)	Chandigarh	Chandigarh	1	North	2
3	National Institute for Empowerment of Persons with Multiple Disabilities (Divyangjan)	Chennai	Tamil Nadu	1	South	1
4	Pt. B.D. Sharma Post Graduate Institute of Medical Sciences	Rohtak	Haryana	1	North	3
5	Sanjay Gandhi Institute of Trauma & Orthopaedics	Bengaluru	Karnataka	1	South	2
6	Institute of Medical Sciences, Banaras Hindu University	Varanasi	Uttar Pradesh	1	North	4
7	Madras Medical College	Chennai	Tamil Nadu	2	South	3
8	Pt. Deendayal Upadhyay Memorial Health Sciences and Ayush University of Chhattisgarh	Naya Raipur	Chhattisgarh	1	Central	1
9	Goa Medical College & Hospital	Bambolim	Goa	1	West	1
10	Dr. N.T.R University of Health Sciences	Vijayawada	Andhra Pradesh	1	South	4
11	Tilak Maharashtra Vidyapeeth- Lokmanya Medical College of Physiotherapy	Navi Mumbai	Maharashtra	1	West	2
12	Lokmanya Tilak Municipal General Hospital and Lokmanya Tilak Municipal Medical College, Sion Mumbai	Mumbai	Maharashtra	2	West	3
13	Guru Gobind Singh Indraprastha University	New Delhi	Delhi	2	North	5
14	Jamia Millia Islamia	New Delhi	Delhi	3	North	6
15	Madhya Pradesh Medical Science University	Jabalpur	Madhya Pradesh	1	Central	2
16	Hemwati Nandan Bahuguna Uttarakhand Medical Education University	Dehradun	Uttarakhand	1	North	7
17	Swami Vivekanand National Institute of Rehabilitation Training and Research (SVNIRTAR)	Cuttack	Odisha	1	East	1
18	Maharaja Agrasen Medical College, Agroha	Hisar	Haryana	2	North	8
19	Institute of Post Graduate Medical Education and Research (IPGME&R) - SSKM Hospital	Kolkata	West Bengal	1	East	2
20	Punjabi University	Patiala	Punjab	1	North	9
21	Government Medical College & Hospital	Nagpur	Maharashtra	3	West	4
22	Nizam's Institute of Medical Sciences	Hyderabad	Telangana	1	South	5
23	Mother Teresa Saket College of Physiotherapy	Panchkula	Haryana	3	North	10
24	Rajasthan University of Health Sciences	Jaipur	Rajasthan	1	North	11
25	Annamalai University, Annamalai Nagar	Annamalai Nagar	Tamil Nadu	3	South	6
26	Guru Nanak Dev University	Amritsar	Punjab	2	North	12
27	Baba Farid University of Health Sciences	Faridkot	Punjab	3	North	13
28	Chhatrapati Shahu ji Maharaj University	Kanpur	Uttar Pradesh	2	North	14

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ALL INDIA RANK* (Based on Survey/ Perception & Secondary Research)	NAME OF THE COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
1	SDM College of Physiotherapy	Dharwad	Karnataka	1	South	1
2	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	1	South	2
3	Manipal Academy of Higher Education (MAHE)	Manipal	Karnataka	2	South	3
4	Ramaiah College of Physiotherapy	Bengaluru	Karnataka	3	South	4
5	St. John's National Academy of Health Sciences	Bengaluru	Karnataka	4	South	5
6	JSS College of Physiotherapy	Mysuru	Karnataka	5	South	6
7	Dr. D. Y. Patil College of Physiotherapy, Pimpri	Pune	Maharashtra	1	West	1
8	College of Physiotherapy, Dayananda Sagar University	Bengaluru	Karnataka	6	South	7
9	D Y Patil University	Navi Mumbai	Maharashtra	2	West	2
10	BITS Institute of Physiotherapy	Vadodara	Gujarat	1	West	3
11	Jamia Hamdard	New Delhi	Delhi	1	North	1
12	Datta Meghe Institute of Higher Education & Research	Wardha	Maharashtra	3	West	4
13	Father Muller College of Physiotherapy	Mangaluru	Karnataka	7	South	8
14	Sri Guru Ram Das University of Health Sciences, Sri Amritsar	Amritsar	Punjab	1	North	2
15	College of Physiotherapy and Medical Sciences, PEWS	Guwahati	Assam	1	North-East	1
16	Meenakshi College of Physiotherapy (MAHER)	Chennai	Tamil Nadu	2	South	9
17	Topiwala National Medical College And Bai Yamunabai Laxman Nair Charitable Hospital	Mumbai	Maharashtra	4	West	5
18	Sapthagiri Institute of Medical Sciences & Research Center	Bengaluru	Karnataka	8	South	10
19	Dr. APJ Abdul Kalam College of Physiotherapy (PIMS), Loni	Ahmednagar	Maharashtra	5	West	6
20	Janardan Rai Nagar Rajasthan Vidyapeeth	Udaipur	Rajasthan	1	North	3
21	Ahmedabad Institute of Medical Sciences (AIMS)	Ahmedabad	Gujarat	2	West	7
22	KLE Academy of Higher Education and Research Institute of Physiotherapy	Belgaum	Karnataka	9	South	11
23	Sharda University	Greater Noida	Uttar Pradesh	1	North	4
24	Vinayaka Mission's College of Physiotherapy	Salem	Tamil Nadu	3	South	12
24	Suryadatta Institute of Health Science (SIHS) College of Physiotherapy	Pune	Maharashtra	6	West	8
25	Acharya Institute of Health Sciences	Bengaluru	Karnataka	10	South	13
26	Shree Guru Gobind Singh Tricentenary University (SGT University)	Gurugram	Haryana	1	North	5
27	K J Somaiya College of Physiotherapy	Mumbai	Maharashtra	7	West	9
28	Maharishi Markandeshwar University, Kumarhatti	Solan	Himachal Pradesh	1	North	6
29	Integral University, Integral Institute of Allied Health Sciences & Research	Lucknow	Uttar Pradesh	2	North	7
30	Indian Spinal Injuries Centre (ISIC) Institute of Rehabilitation Sciences	New Delhi	Delhi	2	North	8
31	Vivekananda Global University	Jaipur	Rajasthan	2	North	9
32	Lovely Professional University (LPU)	Phagwara	Punjab	2	North	10
33	Dr. M.G.R Educational and Research Institute	Chennai	Tamil Nadu	4	South	14
34	MGM Institute of Physiotherapy	Aurangabad	Maharashtra	8	West	10
35	Parul University	Vadodara	Gujarat	3	West	11
36	Jayoti Vidyapeeth Women's University	Jaipur	Rajasthan	3	North	11
37	JDT Islam College of Physiotherapy	Calicut	Kerala	1	South	15
37	Mewar University , Department of Physiotherapy	Chittorgarh	Rajasthan	4	North	12
38	Maharashtra Institute of Physiotherapy	Latur	Maharashtra	9	West	12
39	PES Institute of Medical Sciences & Research	Kuppam	Andhra Pradesh	1	South	16
40	BLDE (Deemed to be University)	Vijayapura	Karnataka	11	South	17

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ALL INDIA RANK* (Based on Survey/ Perception & Secondary Research)	NAME OF THE COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
40	Regional College of Paramedical Health Sciences	Guwahati	Assam	2	North-East	2
41	Medical Trust Institute of Medical Sciences (MTIMS)	Ernakulam	Kerala	2	South	18
42	Bengal Institute of Pharmaceutical Sciences	Nadia	West Bengal	1	East	1
42	Haldia Institute of Health Sciences	Haldia	West Bengal	1	East	1
43	L N Paramedical College, LNCT University	Bhopal	Madhya Pradesh	1	Central	1
43	Netaji Subhash Chandra Bose Medical College	Jabalpur	Madhya Pradesh	1	Central	1
44	Galgotias University	Greater Noida	Uttar Pradesh	3	North	13
45	Teerthanker Mahaveer University	Moradabad	Uttar Pradesh	4	North	14
46	NIMS College of Physiotherapy & Occupational Therapy	Jaipur	Rajasthan	5	North	15
47	MAEERs Physiotherapy College, Talegaon Dabhade	Pune	Maharashtra	10	West	13
48	School of Physiotherapy (VMRF)	Puducherry	Puducherry	1	South	19
49	College of Physiotherapy of Peerless Hospital and B. K Roy Research Centre	Kolkata	West Bengal	2	East	2
49	National Institute of Health Education & Research (NIHER)	Patna	Bihar	1	East	2
50	Chaitanya Medical Foundation's College of Physiotherapy, Chinchwad	Pune	Maharashtra	11	West	14
51	Mahatma Gandhi Physiotherapy College	Jaipur	Rajasthan	6	North	16
52	Abhilashi University	Mandi	Himachal Pradesh	2	North	17
53	CT University	Ludhiana	Punjab	3	North	18
54	Apollo College of Physiotherapy	Durg	Chhattisgarh	1	Central	2
55	Swami Rama Himalayan University	Dehradun	Uttarakhand	1	North	19
56	Adesh University	Bathinda	Punjab	4	North	20
57	KMCT College of Allied Health Sciences	Kozhikode	Kerala	3	South	20
58	Apex University	Jaipur	Rajasthan	7	North	21
59	KG College of Physiotherapy	Coimbatore	Tamil Nadu	5	South	21
60	Hi-Tech College of Physiotherapy	Bhubaneswar	Odisha	1	East	3
60	Garden City University	Bengaluru	Karnataka	12	South	22
61	V.S.P.M.'s College of Physiotherapy	Nagpur	Maharashtra	12	West	15
62	Krishna Vishwa Vidyapeeth	Karad	Maharashtra	13	West	16
63	IIMT University	Meerut	Uttar Pradesh	5	North	22
64	M.V.P's College of Physiotherapy	Nashik	Maharashtra	14	West	17
64	Shri Guru Ram Rai University	Dehradun	Uttarakhand	2	North	23
65	Little Flower Institute of Medical Science & Research (LIMSAR)	Ernakulam	Kerala	4	South	23
65	Jaipur National University	Jaipur	Rajasthan	8	North	24
66	Shree Swaminarayan Physiotherapy College, Kadodara	Surat	Gujarat	4	West	18
67	Bareilly International University	Bareilly	Uttar Pradesh	6	North	25
68	Usha Martin University	Ranchi	Jharkhand	1	East	4
68	Shanmuga College of Physiotherapy	Karaikal	Puducherry	2	South	24
69	Ramakrishna Mission Seva Pratishthan	Kolkata	West Bengal	3	East	5
69	Sri Vijay Vidyalaya College of Physiotherapy	Dharmapuri	Tamil Nadu	6	South	25
70	Venus Institute of Physiotherapy, Swarrnim Startup & Innovation University	Gandhinagar	Gujarat	5	West	19
70	The SIA College of Health Sciences, College of Physiotherapy	Thane	Maharashtra	15	West	19

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ALL INDIA RANK* (Based on Survey/ Perception & Secondary Research)	NAME OF THE COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
1	Jawaharlal Institute of Postgraduate Medical Education & Research (JIPMER)	Puducherry	Puducherry	1	South	1
2	Jawaharlal Nehru University (JNU)	New Delhi	Delhi	1	North	1
3	Tata Institute of Social Sciences (TISS)	Mumbai	Maharashtra	1	West	1
4	All India Institute of Medical Sciences	Jodhpur	Rajasthan	1	North	2
5	Rajiv Gandhi University of Health Sciences	Bengaluru	Karnataka	1	South	2
6	National Institute of Mental Health and Neuro Sciences (NIMHANS)	Bengaluru	Karnataka	2	South	3
7	National Centre for Disease Control	New Delhi	Delhi	2	North	3
8	All India Institute of Medical Sciences	Rishikesh	Uttarakhand	1	North	4
9	All India Institute of Hygiene and Public Health	Kolkata	West Bengal	1	East	1
10	The School of Public Health & Health Sciences, Savitribai Phule Pune University	Pune	Maharashtra	2	West	2
11	Indian Institute of Public Health	Gandhinagar	Gujarat	1	West	3
12	ICMR - National Institute of Epidemiology	Chennai	Tamil Nadu	1	South	4
13	Indian Institute of Public Health - Delhi (IIPH-D)	Gurugram	Haryana	1	North	5
14	SRM School of Public Health, SRM Institute of Science & Technology	Chengalpattu	Tamil Nadu	2	South	5
15	Manipal Academy of Higher Education (MAHE)	Manipal	Karnataka	3	South	6
16	Sri Ramachandra Institute of Higher Education and Research	Chennai	Tamil Nadu	3	South	7
17	D Y Patil University (School of Public Health)	Navi Mumbai	Maharashtra	3	West	4
18	JSS Medical College	Mysuru	Karnataka	4	South	8
19	Dr. D. Y. Patil Medical College, Hospital & Research Centre	Pune	Maharashtra	4	West	5
20	Kerala University of Health Sciences	Thrissur	Kerala	1	South	9
21	Karnataka State Rural Development & Panchayat Raj University	Gadag	Karnataka	5	South	10
22	Faculty of Life and Allied Health Sciences, Ramaiah University of Applied Sciences	Bengaluru	Karnataka	6	South	11

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ALL INDIA RANK* (Based on Survey/ Perception & Secondary Research)	NAME OF THE COLLEGE	CITY	STATE	STATE RANK	ZONE	ZONE RANK
23	School of Health Sciences, Dayananda Sagar University	Bengaluru	Karnataka	7	South	12
24	Maulana Azad University	Jodhpur	Rajasthan	2	North	6
25	Amity University	Gurugram	Haryana	2	North	7
26	Institute of Public Health	Kalyani	West Bengal	2	East	2
27	NSHM Institute of Health Sciences, NSHM Knowledge Campus	Kolkata	West Bengal	3	East	3
28	Centre for Professional and Advanced Studies, School of Medical Education (SME)	Kottayam	Kerala	2	South	13
29	University of Hyderabad	Hyderabad	Telangana	1	South	14
30	Shree Guru Gobind Singh Tricentenary University (SGT University)	Gurugram	Haryana	3	North	8
30	Martin Luther Christian University	Shillong	Meghalaya	1	North-East	1
31	Krishna Vishwa Vidyapeeth	Karad	Maharashtra	5	West	6
32	SRM University Sikkim	Gangtok	Sikkim	1	North-East	2
32	Sam Higginbottom University of Agriculture, Technology and Sciences (SHUATS)	Prayagraj	Uttar Pradesh	1	North	9
33	School of Public Health and Social Medicine (SPHSM), Pravara Institute of Medical Sciences, Loni	Ahmednagar	Maharashtra	6	West	7
34	Yenepoya Medical College	Mangaluru	Karnataka	8	South	15
35	University of Lucknow	Lucknow	Uttar Pradesh	2	North	10
36	Amity University	Noida	Uttar Pradesh	3	North	11
37	Sree Chitra Tirunal Institute for Medical Sciences and Technology	Thiruvananthapuram	Kerala	3	South	16
38	Department of Public Health, Faculty of Medicine (Parul University)	Vadodara	Gujarat	2	West	8
38	Vivekanand Global University	Jaipur	Rajasthan	3	North	12
39	Vinayaka Mission's Research Foundation	Salem	Tamil Nadu	4	South	17
39	Sri Devaraj Urs Medical College (Sri Devaraj Urs Academy of Higher Education and Research)	Kolar	Karnataka	9	South	17
40	Dr. Ram Manohar Lohia Avadh University	Ayodhya	Uttar Pradesh	4	North	13
40	K S Hegde Medical Academy	Mangaluru	Karnataka	10	South	18

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Theory of Knowledge

Preparing Teachers and Students in an Age of Information

Mrs Sanghamitra Roy
TGT English and Activity Coordinator
Army Public School , Dhaula Kuan

In an age dominated by social media, artificial intelligence and an endless stream of digital information, one of the greatest responsibilities of education is no longer simply to provide knowledge, but to teach children how to know, question, verify and think. This makes Continuous Professional Development (CPD) workshops such as Theory of Knowledge (TOK) increasingly important for teachers.

CBSE's Capacity Building Development provides educators with opportunities to reflect upon teaching practices and develop approaches suited to contemporary classrooms. Theory of Knowledge is particularly relevant because it encourages both teachers and students to examine a fundamental question: How do we know that what we believe to be true is actually true?

The Indian knowledge tradition offers an exceptionally meaningful framework for exploring this question through the concept of Pramanas, or means of acquiring knowledge. Three of these can be particularly effective in the classroom: Pratyaksha, Anumana and Shabda.

Pratyaksha, or direct perception, encourages children to distinguish between what they have actually observed and what they merely assume. Anumana, or inference, teaches them to use observations and evidence to arrive logically at conclusions. Shabda, or testimony, introduces perhaps one of the most essential questions for today's generation: Whose word should I trust, and why?

These concepts have acquired extraordinary relevance in the era of Instagram reels, WhatsApp forwards, YouTube videos, influencers and AI-generated content. A photograph, video or confident statement appearing on a screen does not automatically make it true. Students need to learn to ask: What have I actually observed? What am I inferring? Who is providing this information? Is the source knowledgeable and reliable? Can the information be independently verified?

UNESCO similarly stresses the importance of Media and Information Literacy in enabling people to critically engage with information and navigate an environment increasingly affected by misinformation, and artificial intelligence.

My understanding of the importance of Theory of Knowledge comes from first-hand professional experience as an official CBSE Resource Person. I had the privilege of conducting a CBSE workshop on Theory of Knowledge along with my co-resource person, Dr. Mosam S Sinha. Conducting the workshop reinforced my belief that TOK should not remain confined to philosophical discussion. It can become an everyday classroom practice.

A teacher can transform a simple question by asking students, "How do you know?" "What evidence supports your answer?" "Is this your observation or your inference?" "Who is your source?" Such questioning gradually develops learners who do not accept information passively but analyse, verify and reflect before forming opinions or forwarding information to others.

The efforts of the CBSE Centre of Excellence, Delhi West, are significant in making such professional development opportunities accessible and meaningful. Ms Usha Negi, Deputy Secretary, Centre of Excellence, Delhi West, along with Ms Nikita, has been ensuring the smooth and effective organisation of these training programme. Their coordination and commitment towards teacher development deserve special appreciation.

The impact of CPD ultimately travels far beyond the training room. A teacher trained to question, analyse and reflect carries those habits back to hundreds of students. In an era when information can travel across the world in seconds, perhaps the most important lesson we can give children is not merely what to think, but how to think before they believe, share or act.

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						ACADEMIC EXPERIENCE & REPUTATION	TEACHER'S COMPETENCE	TEACHING LEARNING RESOURCES & PEDAGOGY	SPORTS EDUCATION AND FACILITY	RESOURCE & INFRASTRUCTURE	INNOVATION & CURRICULUM	STUDENT SUPPORT AND COUNSELLING	INTERNATIONAL EXPOSURE	
1	Army Public School, Dhaula Kuan, New Delhi	New Delhi	Delhi	1		111.63	108.38	111.13	106.25	110.13	108.13	108.56	105	**873.43**
2	Johnson Grammar School ICSE & ISC, Hyderabad	Hyderabad	Telangana	1		111.5	108.31	111.13	106.25	109.63	108.19	108.56	104.88	**872.73**
3	Army Public School, Hisar	Hisar	Haryana	1		111.25	108.5	111	106.25	109	108.13	108.5	104.75	**871.84**
4	Delhi Public School, Bangalore North, Bengaluru	Bengaluru	Karnataka	1		111.25	108.5	111.25	106.25	107.25	107.5	108.55	105.88	**870.72**
5	Bal Bharati Public School, Gangaram, New Delhi	New Delhi	Delhi	2		110.88	109.13	111.13	105.38	106.25	108.25	109	104.41	**869.64**
5	St. Xavier's Senior Secondary School, Raj Niwas Marg, New Delhi	New Delhi	Delhi	2		110.48	108.75	110.69	106.53	105.98	108.43	109.1	106.1	**869.63**
6	Bal Bharati Public School, Pitampura, Delhi	Delhi	Delhi	3		109.38	109	111.13	107.58	104.45	108.75	108.23	104.5	**867.65**
6	Cambridge School, Noida	Noida	Uttar Pradesh	1		110	108.5	110.88	105.18	106.75	108.6	109.13	104.75	**867.64**
7	Salwan Public School, Mayur Vihar, Delhi	Delhi	Delhi	4		108.88	110	110.13	104.75	106.25	107.75	110	104	**866.11**
7	St. Xavier's Senior Secondary School, Jaipur	Jaipur	Rajasthan	1		109.38	108.94	110.88	104.5	107	108.25	108.71	104.16	**866.11**
8	Presentation Convent Sr. Sec. School, Delhi	Delhi	Delhi	5		109.13	109.75	110.63	104.75	104.5	108.63	107.38	104.88	**864.68**
8	R.N Podar School, Mumbai	Mumbai	Maharashtra	1		108.63	109.75	109.5	104.05	106.5	108.25	110.25	104.08	**864.68**
9	Paul George Global School, New Delhi	New Delhi	Delhi	6		108.38	109.5	109.5	103.56	106.19	108.38	109.88	103.25	**862.69**
9	Cathedral and John Connon School, Mumbai	Mumbai	Maharashtra	2		108.99	108.7	110.38	105	103.63	108.5	108.71	104.64	**862.69**
10	Bharatiya Vidya Bhavan Vidyashram, Jaipur	Jaipur	Rajasthan	2		109	108.13	110.5	104.94	105.13	108.25	106.19	103.51	**860.81**
10	Springdales School, Dhaula Kuan, New Delhi	New Delhi	Delhi	7		109.13	106.75	110.75	105.63	105.25	108.63	106.73	104.25	**860.8**
11	Christu Jayanthi Public School, Ernakulam	Ernakulam	Kerala	1		109.5	103.5	110.88	106.13	104.86	111	107.38	104.25	**858.84**
11	Modern School, Barakhamba Road, New Delhi	New Delhi	Delhi	8		108.79	105	109.59	105.5	106.9	109.93	107.4	104.5	**858.84**
12	Bal Bharati Public School, Ghaziabad	Ghaziabad	Uttar Pradesh	2		108.38	107.75	109.31	103.94	106	108.63	105.13	103.16	**857**
12	St. Columba's School, Ashok Place, New Delhi	New Delhi	Delhi	9		108.35	107.5	109	103.88	105.68	108.45	107.1	103.2	**857**
13	Bombay Scottish School, Mahim, Mumbai	Mumbai	Maharashtra	3		108.5	107	109.63	104	104.88	108.31	104.75	103.48	**855.17**
13	Campion School, Mumbai	Mumbai	Maharashtra	3		107.75	108.44	108.49	103.63	105.33	107.88	105.69	103.5	**855.17**
14	Tagore International School, East Kailash, New Delhi	New Delhi	Delhi	10		107.74	109.5	108.38	101.25	105.23	107.31	105.38	102.5	**853.31**
14	Little Rock Indian School, Udupi	Udupi	Karnataka	2		107.74	107.93	108.49	101.89	106.13	107.75	106	103.25	**853.31**
15	Amity International School, Noida	Noida	Uttar Pradesh	3		108.63	102.25	109.88	104.13	105.63	109.75	106.13	104.75	**851.33**
15	Dhirubhai Ambani International School, Mumbai	Mumbai	Maharashtra	4		108	106.63	108.63	103.63	103.26	108.63	104.99	103.5	**851.33**
15	Ramjas School, New Delhi	New Delhi	Delhi	11		106.88	108.59	108	101.63	105.25	107.66	106.06	103.03	**851.33**
16	Air Force Golden Jubilee Institute, Subroto Park, New Delhi	New Delhi	Delhi	12		108.13	104.25	109.46	103.74	103.71	109.88	103.68	103.56	**849.39**
16	St. Mary's School, Mumbai	Mumbai	Maharashtra	5		106.88	107.25	107.71	102.38	104.63	107.38	106.73	103.38	**849.39**
17	Shri Jain Public School, Bikaner	Bikaner	Rajasthan	3		107.38	109.25	108	101.5	102.25	107.63	102.25	102.13	**847.83**
17	Bal Bharati Public School, Rohini, New Delhi	New Delhi	Delhi	13		107.63	103.5	108.35	103.69	104.66	109.13	106	104	**847.83**
18	Jaspal Kaur Public School, Delhi	Delhi	Delhi	14		108	102.94	107.88	103.88	103.5	109.88	104.75	104.13	**846.06**
18	Carmel Convent Sr. Sec. School, Bhel, Bhopal	Bhopal	Madhya Pradesh	1		106.88	105.25	106.88	103.74	103.74	108.61	106.24	102.36	**846.06**
19	Navy Children School, Chanakyapuri, New Delhi	New Delhi	Delhi	15		107.5	104.09	107.13	101	102.38	111.65	104.63	104.75	**844.13**
19	Shiv Nadar School, Noida	Noida	Uttar Pradesh	4		107.85	102.09	107.63	103.25	102.88	110.34	105.38	104.88	**844.13**
20	Army Public School, Noida	Noida	Uttar Pradesh	5		108.13	103.25	108.13	103.5	102.25	109.63	100	103.63	**842.26**
20	Springdales School, Pusa Road, New Delhi	New Delhi	Delhi	16		106.6	103	106.81	104.84	102.58	108.56	104.98	104.99	**842.26**

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IIRF-2026 | BEST SCHOOLS IN ACADEMIC PERFORMANCE

ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	SCHOOL NAME	CITY	STATE	STATE RANK		ACTUAL VALUES CONVERTED FOR 1000								WEIGHTED INDEX (OUT OF 1000)
						ACADEMIC EXPERIENCE & REPUTATION	TEACHER'S COMPETENCE	TEACHING LEARNING RESOURCES & PEDAGOGY	SPORTS EDUCATION AND FACILITY	RESOURCE & INFRASTRUCTURE	INNOVATION & CURRICULUM	STUDENT SUPPORT AND COUNSELLING	INTERNATIONAL EXPOSURE	
20	Army Public School, Jammu Cantt, Jammu	Jammu	Jammu & Kashmir	1		106.74	104.48	106.88	103.24	103.06	107.5	104.96	103.34	**842.26**
21	The Mann School, Holambi Khurd, Delhi	Delhi	Delhi	17		106.6	102.98	106.56	102.25	102.5	108.61	106.19	105	**840.21**
21	Mahaveer Public School, Jaipur	Jaipur	Rajasthan	4		106.25	103.25	106.13	101.85	104.9	107.36	106.13	105.38	**840.21**
22	Vidya Mandir Senior Secondary School, Mylapore, Chennai	Chennai	Tamil Nadu	1		105.94	104.36	106.04	102.13	102.38	107.21	105	104.63	**838.49**
22	Delhi Public School, Bangalore South, Bangalore	Bengaluru	Karnataka	3		106.25	104.63	106.38	101.63	101.99	107.93	104.79	102.23	**838.49**
23	The J.B Petit High School for Girls, Mumbai	Mumbai	Maharashtra	6		105.88	103.25	105.96	102.13	102.44	107.48	105.38	103.69	**836.64**
23	Aspee Nutan Academy, Mumbai	Mumbai	Maharashtra	6		106.63	100.43	106.94	104.24	103.69	108.7	103.38	102.25	**836.64**
24	The Mother's International School, Sri Aurobindo Marg, New Delhi	New Delhi	Delhi	18		105.25	103.38	105.88	101	103.38	107.41	104.38	103.63	**834.69**
24	Eklavya School, Ahmedabad	Ahmedabad	Gujarat	1		103.25	104.73	103.13	102.36	104.31	107.75	106.9	104.63	**834.69**
25	Army Public School, BD Bari, Bari Brahmana	Bari Brahmana	Jammu & Kashmir	2		103.3	102.13	103.25	103.73	104	108.74	106.19	106.2	**832.79**
25	Vasudev C Wadhwa Arya Vidya Mandir, Bandra East, Mumbai	Mumbai	Maharashtra	7		103.13	102.98	102.87	103.13	104.88	108.25	105.91	105.74	**832.78**
26	Jamnabai Narsee School, Mumbai	Mumbai	Maharashtra	8		106.09	99.13	106.25	103	101.58	109.06	103.5	103.83	**831**
27	Arya Vidya Mandir, Bandra West, Mumbai	Mumbai	Maharashtra	9		103	101.44	102.36	103.63	104.75	107	106	106.13	**829.11**
28	Modern School, Vasant Vihar, Delhi	Delhi	Delhi	19		102.63	103.56	101.64	103.5	102.25	106	105.74	104.09	**827.14**
28	Army Public School, Bolarum, Secunderabad	Secunderabad	Telangana	2		102.75	100.94	102.03	104.49	103.5	107	106.5	104.83	**827.14**
29	The School KFL, Adyar, Chennai	Chennai	Tamil Nadu	2		102.63	103	101.56	101.88	103.6	106.46	105.13	103.35	**825.35**
29	Sage International School, Ayodhya Nagar, Bhopal	Bhopal	Madhya Pradesh	2		102.63	103.81	101.63	103.38	103	105.88	102.25	103.28	**825.34**
30	Rashtriya Military School, Bengaluru	Bengaluru	Karnataka	4		102.6	103.11	101.38	102.88	103.69	104.88	102.41	103.63	**823.39**
30	Rungta Public School, Bhilai	Bhilai	Chhattisgarh	1		102.38	102.75	101.25	103	103.61	104.98	103.28	104.6	**823.39**
31	French International School, Puducherry	Puducherry	Puducherry	1		102.38	102.63	101.13	103.25	102.38	105	101.99	104.56	**821.47**
31	Ryan International School, Vasant Kunj, New Delhi	New Delhi	Delhi	20		102.25	102.63	101.13	103.24	102	105.25	102.25	104.91	**821.46**
32	Modern English School, Kahilipara, Guwahati	Guwahati	Assam	1		102.5	102.66	101.38	102.13	102.5	105.75	100.36	102.5	**819.78**
32	Bharatiya Vidya Bhavan, Bhavan Vidyalaya, Panchkula	Panchkula	Haryana	2		102.25	102.68	101.13	102	102.56	106	101.6	101.9	**819.78**
32	Delhi Public School, Vasant Kunj, New Delhi	New Delhi	Delhi	21		102.25	102.7	101	102	102.75	105.76	101.8	101.96	**819.79**
33	Sri Sathya Sai Vidya Vihar, Indore	Indore	Madhya Pradesh	3		102.13	102.73	100.5	101.78	102.69	105.13	101.63	101.13	**817.8**
34	Future Hope, Kolkata	Kolkata	West Bengal	1		102.13	102.74	100.38	101.5	101.25	104.88	101.69	101.13	**816.1**
34	Ryan International School, Noida	Noida	Uttar Pradesh	6		102.13	102.81	99.25	101.92	101.65	105.08	102.13	101.29	**816.1**
35	Ryan International School, Mayur Vihar, Delhi	Delhi	Delhi	22		101.75	102.81	98.63	101.88	101.5	104.88	101.75	101.13	**814.12**
35	Vasant Valley School, Delhi	Delhi	Delhi	22		101.65	102.84	98.78	102	101.7	104.15	102.13	101.13	**814.12**
36	Army Public School, Rama Krishna Puram, Secunderabad	Secunderabad	Telangana	3		101.63	101.13	98.7	102.06	102	104.98	102.3	101.13	**812.32**
36	Villa Theresa High School, Mumbai	Mumbai	Maharashtra	10		101.65	101.25	99.88	102.2	102.03	103.26	101.63	101.13	**812.32**
37	Modern School, Faridabad	Faridabad	Haryana	3		101.63	99.5	101.88	101.75	102.09	102.18	101.38	101.13	**810.47**
37	Pawar Public School, Bhandup, Mumbai	Mumbai	Maharashtra	11		101.38	100.4	98.98	102.4	103.29	103	101.68	101.13	**810.47**
38	Delhi Public School, Bangalore East, Bengaluru	Bengaluru	Karnataka	5		101.55	99.93	98.13	101.88	103.38	103	102	101.06	**808.72**
38	St. Mary's School, Safdarjung Enclave, Delhi	Delhi	Delhi	23		101.38	100.38	98.13	101.75	103.14	103.69	100.98	101	**808.71**
39	S.B. Patil Public School, Pune	Pune	Maharashtra	12		101	100.25	98	102	103.38	101.63	101.75	100.93	**807.01**
39	GK Memorial School, East Champaran	East Champaran	Bihar	1		101	100.13	98	102.01	102.36	102.49	102.23	100.95	**807.01**

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						ACADEMIC EXPERIENCE & REPUTATION	TEACHER'S COMPETENCE	TEACHING LEARNING RESOURCES & PEDAGOGY	SPORTS EDUCATION AND FACILITY	RESOURCE & INFRASTRUCTURE	INNOVATION & CURRICULUM	STUDENT SUPPORT AND COUNSELLING	INTERNATIONAL EXPOSURE	
40	Smt. Sulochanadevi Singhania School, Mumbai	Mumbai	Maharashtra	13		100.75	100.63	98	101.2	101.1	101.63	102.38	101.13	**805.1**
40	Ryan International School, Faridabad	Faridabad	Haryana	4		100.75	100.35	98	101.23	101.83	102.25	101.5	100.88	**805.11**
41	Smt. Ramdevi Sobhraj Bajaj Arya Vidya Mandir, Juhu, Mumbai	Mumbai	Maharashtra	14		100.75	99.25	98	101.15	102	101.13	102.38	101.13	**803.17**
41	Chinmaya Vidyalaya, Virugambakkam, Chennai	Chennai	Tamil Nadu	3		99.5	99.45	98	101.95	102.38	101.35	102.5	102	**803.17**
42	Sanskaar English Medium School, Hubballi	Hubballi	Karnataka	6		100.63	98.88	97.88	101.88	101.5	100.75	101.4	100.25	**801.25**
42	CHIREC International School, Hyderabad	Hyderabad	Telangana	4		100.56	99.18	97.88	101	102.15	100.63	101.08	100.88	**801.25**
43	Euroschool Wakad ICSE, Pune	Pune	Maharashtra	15		100.21	97.75	97.88	101.33	102.38	101	101.13	101.13	**799.33**
44	Aditya Birla World Academy, Mumbai	Mumbai	Maharashtra	16		100.25	97.88	97.65	101.13	101.5	100.88	100.25	100.63	**797.57**
44	Udayachal High School, Vikhroli, Mumbai	Mumbai	Maharashtra	16		100.13	98.43	97.6	100.75	101.38	100.31	100.75	100.55	**797.57**
45	Pragya Sagar Public School, Narsinghgarh	Narsinghgarh	Madhya Pradesh	4		100	97.69	97.38	101.13	102	99.88	99.75	100.75	**795.87**
45	Shishya BEML Public School, Bengaluru	Bengaluru	Karnataka	7		99.55	98.31	97.44	100.75	101.75	100.13	100.25	99.98	**795.88**
46	Bluebells School International, Delhi	Delhi	Delhi	24		99.88	97.21	97.25	100.75	102	99.88	99.75	100.13	**794.15**
46	Tagore International School, Vasant Vihar, Delhi	Delhi	Delhi	24		99.25	98.44	97.25	101	101.6	99.63	98.63	100.21	**794.15**
47	Delhi Public School, Meerut Road, Ghaziabad	Ghaziabad	Uttar Pradesh	7		99.13	96.93	97.13	101.13	102.13	99.88	99	100.13	**792.32**
47	Neiil World School, Guna	Guna	Madhya Pradesh	5		100.38	98	97.63	99	99.98	98.63	99.38	100.63	**792.32**
48	B.K Birla Public School, Kalyan	Kalyan	Maharashtra	17		99.13	97.5	97.13	99.63	101.13	99	99.75	99.88	**790.68**
48	Suryadatta National School, Pune	Pune	Maharashtra	17		99.13	97.13	97.13	99.88	102.13	98.88	99.54	99.38	**790.68**
49	Freedom Valley School, Bardoli	Bardoli	Gujarat	2		98.88	96.75	96.88	99.5	101.88	99.13	99.13	99.25	**788.71**
49	British International School, Jaipur	Jaipur	Rajasthan	5		98.78	97.5	97.1	99.13	101.5	99	98.5	98.88	**788.71**
50	Birla Public School, Kishangarh, Ajmer	Ajmer	Rajasthan	6		98.5	97	96.63	99.25	101.88	98.88	98.13	98.59	**786.87**
50	Army Public School, Devlali, Nashik	Nashik	Maharashtra	18		98.48	97.13	96.88	99.13	101.74	98.75	97.75	98.88	**786.87**
51	Swami Vivekanand Public School, Hardada, Umarkhed	Umarkhed	Maharashtra	19		98.38	94.75	97	99.88	101.23	100.25	98	99.38	**784.93**
51	AMS DDMS P Obul Reddy Public School, Hyderabad	Hyderabad	Telangana	5		98	100.25	96.5	99.58	99.75	97.34	92.93	98	**784.93**
52	Muni International School , New Delhi	New Delhi	Delhi	25		98.5	97.38	96.88	99.38	99.75	98.5	93.88	98.25	**783.03**
52	Shiva Shiksha Sadan, Sonipat	Sonipat	Haryana	5		98.55	98.63	96.38	99.28	99.1	97.25	94.44	97.68	**783.03**
53	Lady K C Roy Memorial School, Ranchi	Ranchi	Jharkhand	1		98.54	99.31	96.38	98.5	99.44	94.99	93.13	98	**781.11**
53	Maharaja Agarsain Public School, Ashok Vihar, Delhi	Delhi	Delhi	26		98.53	99.88	96.25	97.82	99.81	94.75	92.88	97.94	**781.11**
54	St. Mary's School, Pune	Pune	Maharashtra	20		98.3	93.68	96.13	100.38	100.63	98.13	96	99.63	**779.18**
55	Subodh Public School, Jaipur	Jaipur	Rajasthan	7		98.3	99.3	95.81	98.56	97.31	91.94	95.5	97.63	**777.33**
55	Delhi Public School, Indirapuram, Ghaziabad	Ghaziabad	Uttar Pradesh	8		98.28	98.64	95.63	97.38	97.06	94.63	95.75	98.5	**777.32**
56	Sardar Patel Vidyalaya, Delhi	Delhi	Delhi	27		98.13	97.55	96	98.35	92.38	99.5	93.5	98.38	**775.39**
56	Army Public School, Bikaner	Bikaner	Rajasthan	8		98	95.38	94	99.88	93.63	100.13	98.25	98.58	**775.39**
57	Vidyaranya High School, Hyderabad	Hyderabad	Telangana	6		98	98.55	94.08	97.5	93.5	97.88	94.5	98	**773.75**
58	Delhi Public School, Faridabad	Faridabad	Haryana	6		98	98.5	94.75	98.04	93.05	96.75	92	98.88	**772.49**
58	Delhi Public School, Newtown, Kolkata	Kolkata	West Bengal	2		97.63	99.75	93.63	98.45	93.5	96.8	91.61	97.38	**772.48**
59	Greenlawns School, Mumbai	Mumbai	Maharashtra	21		98.38	101.2	93.5	97.38	92.5	92.88	91.18	97.44	**770.63**
59	The Valley School, Bengaluru	Bengaluru	Karnataka	8		98.56	91.75	96	99.29	95.75	99.25	93.38	99.63	**770.63**

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60	Montfort Senior Secondary School, Delhi	Delhi	Delhi	28		98.18	91.36	95.25	100	95.5	99.75	92.5	99.38	**768.71**
60	S S Public School, Noida	Noida	Uttar Pradesh	9		97.08	96	93.25	99.5	94.04	97	94.75	97.24	**768.71**
61	Blue Bells Model School, Sector 4, Gurugram	Gurugram	Haryana	7		97.35	97.75	93.38	97.11	94.5	94.5	93.5	97.31	**767.4**
61	Adarsh Public Sen. Sec. School, Mansa, Gurugram	Gurugram	Haryana	7		97	90.88	94.94	98.54	97.11	99.88	94.99	99.75	**767.4**
62	Delhi Public School, Bopal, Ahmedabad	Ahmedabad	Gujarat	3		96.38	91	94.38	98.58	97	99.08	95.75	99	**765.42**
62	Bharatiya Vidya Bhavan's Atmakuri Rama Rao School, Hyderabad	Hyderabad	Telangana	7		95.63	97.25	93.13	95.45	96.5	98.63	91.63	96.75	**765.42**
63	Padma Seshadri Bala Bhavan Senior Secondary School, Nungambakkam, Chennai	Chennai	Tamil Nadu	4		95.5	97.75	93.13	95.5	96	96.75	91	97.13	**763.92**
63	Sacred Heart School, Koderma	Koderma	Jharkhand	2		95.38	98.5	93	95.5	95.38	95.93	91.4	97.25	**763.92**
64	Glendale Academy, Hyderabad	Hyderabad	Telangana	8		95	98.5	92.88	95.38	94.5	94.98	92.25	97.48	**762.22**
64	St. Stephen's School, Chandigarh	Chandigarh	Punjab	1		97.38	93.5	93.38	97.25	94.28	95.75	93.25	99.25	**762.21**
65	Ramjas International School, New Delhi	New Delhi	Delhi	29		94	93.75	92.75	97.79	95.26	96.54	97	99.01	**760.7**
65	Bal Bharati Public School, Noida	Noida	Uttar Pradesh	10		94.33	94.75	92.38	96.71	95.15	96.39	96.51	98.73	**760.7**
66	Delhi Public School, Rohini, Delhi	Delhi	Delhi	30		93.63	90.88	91.88	97.75	97.38	97.76	98.88	100.23	**758.77**
66	Modern Vidya Niketan, Sector 17, Faridabad	Faridabad	Haryana	8		94.38	96.13	92.25	95.5	95.53	95.13	93.63	97.88	**758.77**
67	Hans Raj Model School, Punjabi Bagh, Delhi	Delhi	Delhi	31		93.5	92.88	92.13	96.23	96.25	96.13	97.38	98.63	**756.8**
67	Mallya Aditi International School, Bengaluru	Bengaluru	Karnataka	9		95.06	86.41	92.88	97.88	98.25	99.79	98.25	99.28	**756.8**
68	Sanskriti School, Chanakyapuri, Delhi	Delhi	Delhi	32		93.43	95.33	91.75	94.38	96.5	96.5	93.63	94.5	**754.82**
68	Shishuvan School, Matunga, Mumbai	Mumbai	Maharashtra	22		96.38	88.5	94.75	96.5	97.75	96.63	94.19	92.25	**754.82**
69	Vidya Niketan School, Bengaluru	Bengaluru	Karnataka	10		92.13	96	91.63	94.25	97.25	91.75	96.5	96.63	**753.04**
69	Lotus Valley International School, Gurugram	Gurugram	Haryana	9		94.5	86.38	92.75	97	98.75	96.61	98.88	99.13	**753.04**
70	Ryan International School, Gurugram	Gurugram	Haryana	10		96.38	86	94.38	97	97.75	97	92.38	95.5	**751.29**
70	Vibgyor High, Marathahalli, Bengaluru	Bengaluru	Karnataka	11		92.88	90.01	91.63	96.5	98.25	96.5	96.96	95.56	**751.29**
71	The Shri Ram School, Aravali, Gurugram	Gurugram	Haryana	11		92.63	90.75	91.63	96.5	98.25	96.38	92.63	96.38	**749.52**
71	Shiv Nadar School, Gurugram	Gurugram	Haryana	11		86.25	93.38	90.63	98.5	99.75	96.99	97.08	98.23	**749.52**
72	Sishya School, Adyar, Chennai	Chennai	Tamil Nadu	5		90.44	94.88	90.88	93.75	95.19	97.13	94.5	94.13	**747.53**
72	Somerville School, Noida	Noida	Uttar Pradesh	11		90.88	93.25	91.25	94.04	95.5	98.25	94.38	94.38	**747.53**
73	Amity International School, Gurugram	Gurugram	Haryana	12		89.88	93.88	90.63	93.5	97.75	99.5	89.88	94.63	**745.68**
73	Hindustan International School, Chennai	Chennai	Tamil Nadu	6		91	85.85	91.38	96.13	99.34	101.25	95.65	97.75	**745.68**
74	Bhavan Vidyalaya, Chandigarh	Chandigarh	Punjab	2		88.75	92.25	90.5	94.63	94.5	99	95.25	97.25	**743.7**
74	Sri Sri Academy, Kolkata	Kolkata	West Bengal	3		88.5	91.25	90.53	94.86	93.51	99.88	97.25	98.63	**743.7**
75	Vidya Bal Bhawan Sr. Sec. School, East Delhi, Delhi	Delhi	Delhi	33		88	92.25	90.25	94.63	93.38	98.65	96.5	97.09	**741.76**
75	Poorna Prajna Public School, Vasant Kunj, New Delhi	New Delhi	Delhi	33		88.75	92.43	90.05	93.88	91.63	99.36	95.75	99.06	**741.76**
76	City Montessori School, Gomti Nagar, Lucknow	Lucknow	Uttar Pradesh	12		90.25	93.48	90.63	94.38	92.13	94	93.38	95	**739.97**
76	Chettinad Vidyashram, Chennai	Chennai	Tamil Nadu	7		87.5	92.11	88.23	96.5	94.11	95.13	98.19	99.63	**739.97**
77	Abacus Montessori School, Chennai	Chennai	Tamil Nadu	8		90.63	85.63	91.13	95.88	95.75	94.88	98	98.75	**738.11**
77	Kalinga Institute of Social Sciences - KISS School, Bhubaneswar	Bhubaneswar	Odisha	1		88.75	89.63	88.13	96.2	95.5	95.25	97.75	98.63	**738.11**

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78	The Shri Ram School, Vasant Vihar/Moulsari, Delhi	Delhi	Delhi	34		88.2	91.13	89.75	94.13	95	94.81	96.13	95	736.35
78	Seth Anandram Jaipuria School, Kanpur	Kanpur	Uttar Pradesh	13		88.88	89.25	89.88	94.75	94.88	95.63	96.38	96.13	736.34
79	Meenakshi Ammal Global School, Kancheepuram	Kancheepuram	Tamil Nadu	9		86.25	89.63	89.5	95.25	94.75	96.19	97.38	97.63	734.36
80	Billabong High International School, Mumbai	Mumbai	Maharashtra	23		86.38	90.75	88	94.75	94	95	97.25	98.63	732.85
80	Vidyashilp Academy, Bengaluru	Bengaluru	Karnataka	12		87.5	92.63	89	93.75	94.25	94.25	92.11	95.25	732.85
81	St. Thomas' School, Dwarka, New Delhi	New Delhi	Delhi	35		87.88	82	89.75	98.88	98.5	96.88	95.25	98.75	731.18
81	Surajkund International School, Faridabad	Faridabad	Haryana	13		85.75	93.38	87.13	97.75	97.38	90.99	91.75	91.96	731.19
82	The Future Kids School, Hyderabad	Hyderabad	Telangana	9		86.25	92.96	87.88	97.25	95.13	89.63	92.63	92.38	729.58
82	St. Mark's Sr. Secondary Public School, Meera Bagh, Delhi	Delhi	Delhi	36		86.13	90.75	87.63	96.63	94.25	95.19	93.25	93.59	729.58
83	New Era School, Ghaziabad	Ghaziabad	Uttar Pradesh	14		86.63	89.75	88	96.38	93.88	92.75	93.5	95.63	727.71
83	Heritage Xperiential learning School, Gurugram	Gurugram	Haryana	14		86.13	89.25	86.75	97.38	94.84	93.63	94	96.5	727.71
84	Gitanjali Senior School, Hyderabad	Hyderabad	Telangana	10		85.38	88.25	86.75	97.25	94.98	93.65	94.75	97.38	725.75
84	Hiranandani Foundation School, Thane	Thane	Maharashtra	24		84.75	89.25	85	97	95.88	94.5	95.51	97	725.75
85	Sri Venkateshwar International School, Sector 18, Dwarka, Delhi	Delhi	Delhi	37		85	89.53	86.38	96.5	95.75	92.88	92.63	96.13	724.16
85	Indraprastha World School, Paschim Vihar, Delhi	Delhi	Delhi	37		85.15	89.65	87.05	94.56	95.5	93.25	93.5	96	724.16
86	Akshar School, Kolkata	Kolkata	West Bengal	4		84.63	89.75	86	95.75	95.58	92.63	92.75	96.13	722.49
86	Delhi Public School, Nerul, Navi Mumbai	Navi Mumbai	Maharashtra	25		85	89.75	86	95.59	95.98	92.9	91.5	95.68	722.49
86	Sri Sri Ravishankar Vidya Mandir, Kachamaranahalli, Bengaluru	Bengaluru	Karnataka	13		85	89.38	85.75	95.5	95.41	94.5	92	95.25	722.49
87	The Heritage School, Kolkata	Kolkata	West Bengal	5		84.5	89.25	85.25	95.44	95.5	94.63	90.75	96.5	720.7
87	The Heritage School, Rohini, Delhi	Delhi	Delhi	38		84.25	86.86	84.13	97.48	97.63	95.13	92.65	97.25	720.7
88	Asian International School, Howrah	Howrah	West Bengal	6		84.85	86.25	84.25	96.88	97.88	95.5	93	91.9	718.84
88	Lotus Valley International School, Noida	Noida	Uttar Pradesh	15		83.75	86.81	82.74	97.25	97.75	97.15	93.88	93.25	718.85
89	Delhi Public School, Khajaguda, Hyderabad	Hyderabad	Telangana	11		84.5	87.55	85.38	97.38	98.25	91.75	88.83	92.25	717.76
90	Silver Oaks International School, Hyderabad	Hyderabad	Telangana	12		83.75	82.5	83.38	98.25	99.36	97.88	94.38	96	716.96
90	Delhi Public School, Ruby Park, Kolkata	Kolkata	West Bengal	7		84.28	85.13	82.98	97.75	95.13	98	92.91	96.38	716.96
91	Chinmaya Vidyalaya, Anna Nagar, Chennai	Chennai	Tamil Nadu	10		82.38	85.56	76.63	98.5	98.73	98.61	98.05	97.88	714.98
91	Bal Bharati Public School, Navi Mumbai	Navi Mumbai	Maharashtra	26		83.13	85.06	83.05	98.88	91.63	97.21	94.98	98.63	714.98
92	DPS - Chandigarh, Delhi Public School, Chandigarh	New Delhi	Delhi	39		83	85	80.88	98.63	96	96.38	95.13	95.13	713.36
92	Delhi Public School, Pune	Pune	Maharashtra	27		82.38	85.99	78.38	98.16	96.5	98	96.63	95.65	713.36
93	Scottish High International School, Gurugram	Gurugram	Haryana	15		82.88	86.25	77.88	98	97.38	97	96	91	711.47
93	The Bishop's Co-Ed School, Kalyani Nagar, Pune	Pune	Maharashtra	28		82.88	88.03	77.88	97.38	97.31	97.75	92.74	89.25	711.47
94	The Shishukunj International School, Indore	Indore	Madhya Pradesh	6		81.88	87.75	77.63	97	99.25	98.13	92.5	87.75	709.87
94	Shikshantar School, Gurugram	Gurugram	Haryana	16		81.5	86.75	75.38	97.63	99	98.88	93.36	96.13	709.87
95	Presidency School, Bengaluru	Bengaluru	Karnataka	14		79	85.13	74.62	98.88	99.75	99.98	97.25	97.38	708.04
95	Sat Paul Mittal School, Ludhiana	Ludhiana	Punjab	3		81.75	86.5	76.5	97.38	97.54	98.63	92.48	93.61	708.04
96	Delhi Public School, Rewari	Rewari	Haryana	17		77.25	87.24	77.75	97.88	98.63	98.73	93.63	94.63	706.09
96	Neev Academy, Bengaluru	Bengaluru	Karnataka	15		77.88	86.63	77.75	98.63	98.13	98.35	93.25	95.13	706.09

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IIRF-2026 | BEST SCHOOLS IN ACADEMIC PERFORMANCE

ALL INDIA RANK* (Based on Survey, Perception & Secondary Research)	SCHOOL NAME	CITY	STATE	STATE RANK		ACTUAL VALUES CONVERTED FOR 1000								WEIGHTED INDEX (OUT OF 1000)
						ACADEMIC EXPERIENCE & REPUTATION	TEACHER'S COMPETENCE	TEACHING LEARNING RESOURCES & PEDAGOGY	SPORTS EDUCATION AND FACILITY	RESOURCE & INFRASTRUCTURE	INNOVATION & CURRICULUM	STUDENT SUPPORT AND COUNSELLING	INTERNATIONAL EXPOSURE	
97	St. Mark's World School, Delhi	Delhi	Delhi	40		77.25	87.11	77.75	98.88	97.36	97.38	92.63	95.88	**704.62**
97	Manav Rachna International School, Faridabad	Faridabad	Haryana	18		78.5	85.9	80.04	98.13	97.75	97.63	90.5	92.78	**704.62**
97	Strawberry Fields High School, Chandigarh	Chandigarh	Punjab	4		78.63	84.94	77.98	98.63	98.63	99.56	91.75	93.5	**704.62**
98	Billabong High International School, Kanpur	Kanpur	Uttar Pradesh	16		78.5	84.9	77.38	98.38	99.25	98	91.75	94	**702.85**
98	Delhi Public School, Megacity, Kolkata	Kolkata	West Bengal	8		79.58	85.5	79.65	96.75	96.63	95.13	93.16	93.13	**702.85**
99	Radiant International School, Patna	Patna	Bihar	2		78.5	85.63	79.35	96.13	97.25	96.5	92.38	92.25	**701.12**
99	National Public School, HSR Layout, Bengaluru	Bengaluru	Karnataka	17		79.13	85.48	80.75	94.75	96	95.54	93	92.88	**701.12**
100	Oberoi International School, Mumbai	Mumbai	Maharashtra	29		77.75	85.99	81.13	94.63	95.5	95.5	92.38	93.25	**699.39**
101	Bannari Amman Public School, Sathyamangalam	Sathyamangalam	Tamil Nadu	11		77.75	81.95	80.88	95.88	96.75	97.13	93.63	94.75	**697.53**
102	Delhi Public School, Barra, Kanpur	Kanpur	Uttar Pradesh	17		77.56	80.5	80.88	96.13	96.88	97.25	93.63	95.25	**695.55**
103	The Samhita Academy, Bengaluru	Bengaluru	Karnataka	18		77.5	79.75	80.88	96.19	96.79	97.13	92.88	95	**693.56**
104	Step by Step School, Noida	Noida	Uttar Pradesh	18		77.5	79.31	80.88	96.38	96.5	96.13	91.5	96.38	**691.68**
105	Vega School, Gurugram	Gurugram	Haryana	19		77.38	78.25	80.75	95.13	99.19	94.88	91.88	96.13	**689.72**
106	The Maurya School, Gurugram	Gurugram	Haryana	20		77.38	78.25	80.63	94.13	98.63	94	92.75	95.5	**687.77**
107	Suchitra Academy, Hyderabad	Hyderabad	Telangana	13		77.25	78.38	80.63	93.13	97.63	93.25	93.38	95.75	**685.91**
108	Gyanshree School, Noida	Noida	Uttar Pradesh	19		77.18	78.38	80.5	92.5	97.38	92.63	93	95.5	**684**
109	Singapore International School, Mumbai	Mumbai	Maharashtra	30		77.12	78.75	80.38	91.63	96.63	92.13	92.5	95	**682.01**
110	Podar International School, Santacruz West, Mumbai	Mumbai	Maharashtra	31		77.35	78.75	80.25	91.11	95.98	91.38	91.88	94.63	**680.06**
111	Mangadu Public School, Chennai	Chennai	Tamil Nadu	12		77.45	78.25	80.25	90.65	95.53	90.88	91.75	94.5	**678.08**
112	Vani Vidyalaya Senior Secondary and Juinior College, Chennai	Chennai	Tamil Nadu	13		78.08	79.38	80.13	88.9	94.04	90.13	90.75	93.5	**676.22**
113	The Newtown School, Kolkata	Kolkata	West Bengal	9		78	80.38	80.13	87.9	93.04	89.13	89.88	92.63	**674.23**
114	Excellencia Infinitum School, Hyderabad	Hyderabad	Telangana	14		77.38	79.83	79.81	88.48	92.13	89.38	90.13	92.88	**672.26**
115	The Kalyani School, Pune	Pune	Maharashtra	32		77.12	78.63	79.38	87.63	92.88	90.75	90.5	92.75	**670.49**
116	Adhiyaman Public School, Uthangarai	Uthangarai	Tamil Nadu	14		76.87	79.5	79.25	87	91.56	90.13	89.88	92.13	**668.54**
117	The Shri Ram Universal School, Nanakramguda, Hyderabad	Hyderabad	Telangana	15		76.75	79.75	79.25	86.13	90.94	89.63	89.75	91.63	**666.72**
118	The Millennium School, Patiala	Patiala	Punjab	5		76.75	80.63	78.76	85.38	90.19	88.88	88.88	90.88	**664.76**
119	Kunskapsskolan International, Gurugram	Gurugram	Haryana	21		76.5	80.06	79.13	85	89.81	88.59	88.73	90.63	**662.8**
120	Vishwa Vidyapeeth, Yelahanka, Bengaluru	Bengaluru	Karnataka	19		76.13	79.5	79.13	84.63	89.64	88.74	88.71	90.63	**660.92**
121	DBRA School Of Specialized Excellence, Dwarka	Dwarka	Delhi	41		76.13	78.5	78	85	90.01	89.11	89.09	91	**659.32**
122	Delhi Public School, Azaad Nagar, Kanpur	Kanpur	Uttar Pradesh	20		76.13	78.5	78	84.25	89.26	88.74	88.63	90.94	**657.38**
123	Dr. Pillai Global Academy, Mumbai	Mumbai	Maharashtra	33		76	77.88	77.88	84.15	89.09	88.53	88.45	90.69	**655.41**
124	Elpro International School, Chinchwad, Pune	Pune	Maharashtra	34		76.13	78.88	77.88	83.2	88.03	87.45	87.41	89.8	**653.57**
125	Jamnabai Narsee International School, Mumbai	Mumbai	Maharashtra	35		76.25	78.75	77.75	82.49	87.45	86.75	87.48	89.65	**651.69**
126	Mount Carmel Global School, Hyderabad	Hyderabad	Telangana	16		76	75.88	77.75	83.34	88.71	87.48	88.24	90.59	**649.96**
127	The Green School, Bengaluru	Bengaluru	Karnataka	20		76	75.88	77.62	82.99	88.36	86.54	87.81	90.17	**648**
128	Mount Litera Zee School, Kolkata	Kolkata	West Bengal	10		75.87	76.03	77.5	82.56	87.94	86.11	87.39	89.74	**646.36**

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BEYOND COUNSELLING

WHY IITS ARE BEING FORCED TO RETHINK WHAT STUDENT SAFETY REALLY MEANS

Prabhav Anand

For years, the response to student distress inside India's premier engineering institutions has largely been framed around one familiar solution: counseling. The student is struggling, so there is a counselor. The student is anxious before examinations, so there is a helpline. A suicide takes place, and the institution announces additional mental-health support. But the recent sequence of events across the Indian Institutes of Technology (IITs) is beginning to expose the limits of that approach.

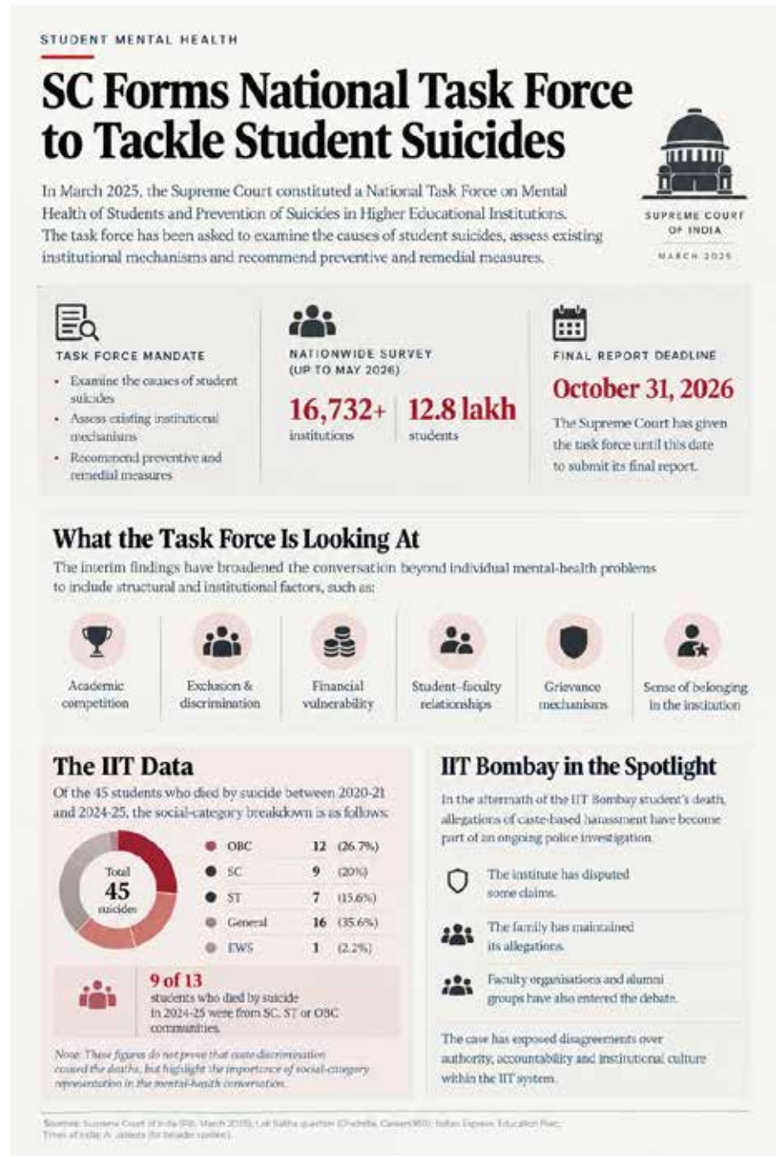
IIT Kharagpur has now launched SAHACHAR, an in-house wellness buddy programme designed to strengthen peer support and identify students experiencing emotional distress. The initiative forms part of the institute's wider suicide-prevention and mental-health measures. IIT Kharagpur already conducts gatekeeper training through its SETU initiative, where students and members of the campus community are trained to recognise warning signs and follow an "ask-listen-refer" approach.

The timing is significant. The programme comes against a backdrop in which student deaths at IITs have moved from being isolated campus tragedies to a national institutional question. The latest official data, compiled from all 23 IITs in response to a Lok Sabha question, shows that 45 students died by suicide between 2020-21 and 2024-25. Another eight deaths were classified separately as unnatural deaths. Of the 45 suicide deaths, 28 involved students from SC, ST and OBC communities, more than 62 per cent of the total.

The numbers also show that the problem has not remained static. Six suicides were recorded across the IITs in 2022-23. That number rose to 16 in 2023-24 and stood at 13 in 2024-25. IIT Hyderabad recorded seven deaths during the five-year period, while IIT Kharagpur, IIT Delhi and IIT Kanpur recorded six each. IIT Madras recorded five and IIT (BHU) Varanasi four.

Yet the dataset comes with an important limitation: it does not contain the circumstances behind each death. The figures cannot, by themselves, establish that academic pressure, caste discrimination, faculty conduct, examinations or any other single factor caused these deaths. That is precisely why the emerging story is less about finding one explanation and more about examining whether the institutions themselves have mechanisms capable of identifying distress before it becomes a crisis.

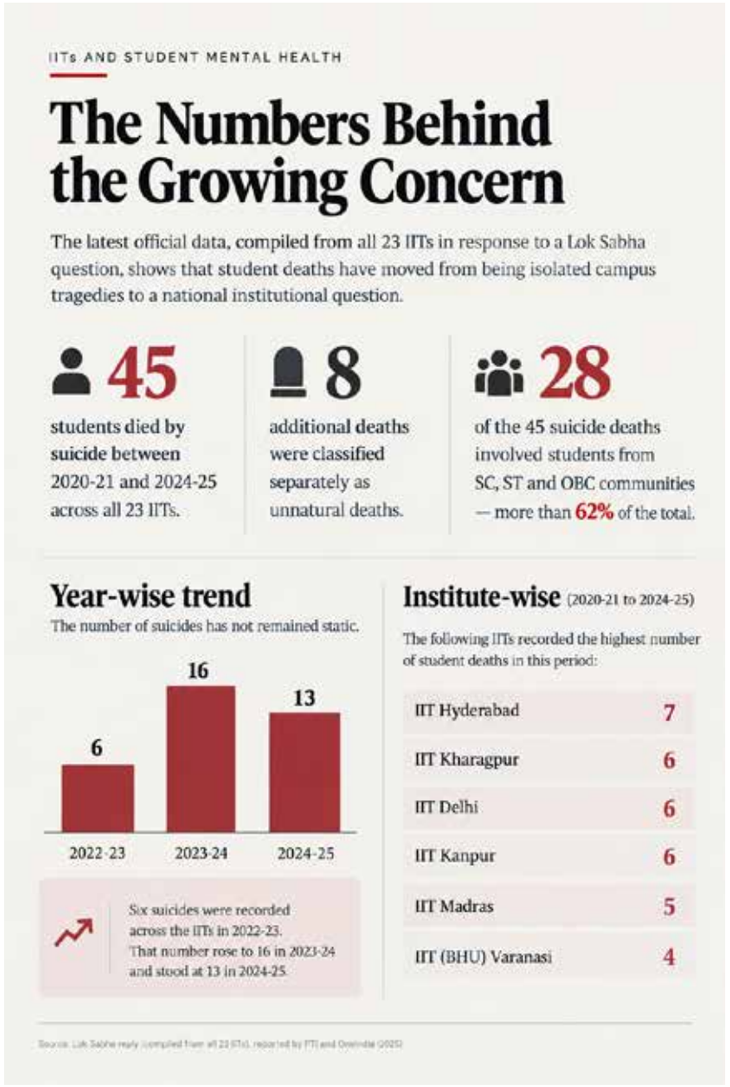
That question has become particularly difficult after the death of an IIT Bombay student in September. The death of Sahil Wakode, a second-year student, followed an incident during an examination in which he was reportedly found using a mobile phone and attempting to use ChatGPT. IIT Bombay said that no disciplinary action had been initiated against him and that he had been assured that the examination incident would not adversely affect his academic career. The incident nevertheless triggered protests involving hundreds of students and led to the postponement of the ongoing mid-semester examinations. The police investigation is examining the circumstances surrounding his death.



The case has subsequently acquired another dimension. Wakode's family has alleged caste-based harassment and filed a complaint against faculty members. Those allegations are disputed and remain subject to investigation. The Mumbai Crime Branch has been examining CCTV footage, recording statements and reconstructing the sequence of events. IIT Bombay's alumni association has meanwhile urged against what it described as premature media trials and called for a fair and speedy investigation.

That distinction matters because the central question is no longer simply whether an IIT has a counselling centre. It is whether a student who is frightened, academically struggling, socially isolated, facing a disciplinary issue, dealing with discrimination or simply unable to cope with the expectations surrounding an IIT has enough places to turn before reaching a crisis.

This is where the significance of SAHACHAR becomes clearer. A peer-support system changes the point at which an institution tries to intervene. A professional counsellor may be the appropriate person for clinical care, but a student is more likely to encounter a roommate, classmate, hostelmate, senior or friend first. A peer may notice withdrawal, sudden academic deterioration or unusual behaviour long before an appointment with a counsellor is made.



IIT Kharagpur's existing gatekeeper training reflects this logic. Its programme trains participants to recognise warning signs, listen and refer students for appropriate help rather than attempting to provide professional treatment themselves. That distinction is important because the problem inside a residential institution is not confined to the counselling room.

A student spends most of the day in classrooms, laboratories, hostels, messes, examination halls and peer groups. Faculty members determine academic interactions. Wardens and senior students occupy important positions in residential life. Parents remain part of the pressure and support system. Administrative decisions can affect scholarships, grades, disciplinary proceedings and academic progression.

Mental health therefore intersects with almost every part of campus life. IIT Kharagpur appears to have been moving towards this broader understanding for some time. In 2025, the institute began engaging parents of first-year students and residents of hostels as part of a wider student-welfare effort. The initiative included discussions around wellness, counselling and the role of parents. The institute also expanded counselling support and considered placing wellness counsellors in hostels during periods when students were less likely to access conventional daytime services.

In other words, the institution has been slowly moving the question of mental health away from a single office and into everyday campus life. The national response is moving in the same direction.

In March 2025, the Supreme Court constituted a National Task Force on Mental Health of Students and Prevention of Suicides in Higher Educational Institutions. The task force was asked to examine the causes of student suicides, assess existing institutional mechanisms and recommend preventive and remedial measures. Its interim work has argued that student suicides cannot be understood simply as individual mental-health problems and has examined structural issues within educational institutions.

The scale of the exercise itself is revealing. By May 2026, more than 16,732 institutions and 12.8 lakh students had participated in the task force's nationwide survey. The Supreme Court has given the task force until October 31, 2026, to submit its final report. The task force's work also changes the vocabulary around student suicides.

Academic competition is one issue. But so are exclusion, discrimination, financial vulnerability, relationships between students and faculty, institutional grievance mechanisms and whether students feel that they belong in the institution. The interim findings have pushed the debate towards institutional and structural conditions rather than treating every death exclusively as an individual's psychological crisis.

The latest IIT data makes that discussion harder to ignore. Of the 45 students who died by suicide between 2020-21 and 2024-25, 12 were from OBC communities, nine were from SC communities and seven were from ST communities. Sixteen belonged to the General category and one to the EWS category. In 2024-25 alone, nine of the 13 students who died by suicide were from SC, ST or OBC communities.

Again, these numbers do not prove that caste discrimination caused those deaths. They do, however, establish that social-category representation is an important dimension that institutions and policymakers cannot simply leave outside the mental-health conversation.

That becomes particularly relevant in the aftermath of IIT Bombay, where allegations of caste-based harassment have become part of an ongoing police investigation. The institute has disputed some claims, while the family has maintained its allegations. Faculty organisations and alumni groups have also entered the debate, illustrating how quickly a student death can expose disagreements over authority, accountability and institutional culture.

There is another uncomfortable problem: the absence of a consistently granular national dataset. For years, journalists, researchers and student groups have had to piece together IIT deaths from parliamentary responses, RTIs, institutional statements and news reports. Different datasets can therefore cover different periods and categories of deaths.

A 2026 Al Jazeera investigation, for example, compiled nearly 160 student deaths across premier engineering institutions over two decades, including 69 in the preceding five years, while the latest government-linked five-year IIT dataset records 45 suicides and eight other unnatural deaths between 2020-21 and 2024-25. These figures should not be treated as interchangeable because they use different definitions and periods.

That discrepancy is itself part of the story. If institutions want to prevent deaths, they first need to know what is happening inside them.

How many students approach counselors? How long do they wait? How many cases involve academic probation? How many students seek help after disciplinary proceedings? How many complaints of discrimination are made? How many are resolved? How many students drop courses, take academic breaks or leave hostels because they cannot cope? How many students never approach a counselor at all?

The number of counselors alone cannot answer these questions. And that may be the most important lesson emerging from the recent IIT crisis. A counseling centre is a service. A safe institution is a culture. The difference is substantial.

The IIT Bombay episode has placed academic discipline, faculty authority, student fear and institutional accountability under intense scrutiny. IIT Kharagpur's SAHACHAR programme, meanwhile, represents an attempt to create an additional layer between a student and a crisis. The Supreme Court's task force is examining the issue at the national level. The government has also directed higher educational institutions towards counseling, early identification of distress, suicide-prevention protocols, student-support networks and stronger grievance mechanisms.

The challenge now is whether these measures will remain programmes announced after a tragedy or become ordinary parts of campus life. The IIT system was built around the idea that only a small number of students would survive an extraordinarily competitive selection process and then thrive in an extraordinarily demanding academic environment. That model has produced some of India's most successful scientists, engineers, entrepreneurs and researchers.

But admission into an IIT is no longer the end of the competition. For many students, it is the beginning of another one — for grades, internships, projects, placements, recognition and sometimes simply the feeling that they belong among people who were all exceptional before they arrived.

That is why the next stage of the IIT mental-health debate cannot be limited to asking whether a student had access to a counselor. It has to ask a harder question: what happens to a student when they fail, make a mistake, fall behind, feel excluded or believe they have disappointed everyone around them?

The answer to that question may determine whether programmes such as SAHACHAR become meaningful institutional change — or simply another response that appears after the next tragedy.

And with the Supreme Court's national task force due to submit its final report by October 31, the IIT system is approaching a point where it will have to confront that question with more than statements, committees and counseling appointments.

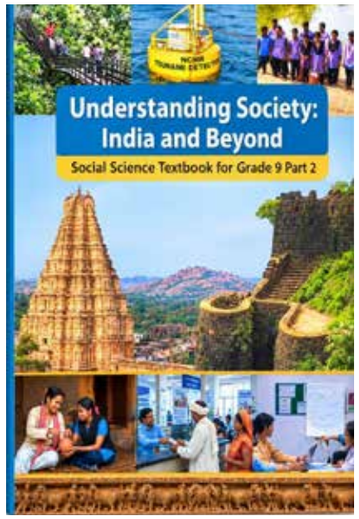
MONTHLY DIGEST

9% of Students Report Suicidal Thoughts: National Task Force Survey



A Supreme Court-appointed National Task Force survey found 9% of higher-education students reported suicidal thoughts, while 34% said they felt like outsiders on campus.

NCERT Releases New Class 9 Social Science Textbook



NCERT released Understanding Society: India and Beyond – Part 2, continuing the curriculum revision under NEP 2020 and the National Curriculum Framework for School Education.

India-France Discuss IIT Campus in Nice



Education Minister Pralhad Joshi and French counterpart Philippe Baptiste discussed an IIT campus in Nice alongside student mobility, institutional partnerships, research and innovation cooperation.

Jamia Approves One-Year PG Programmes in 13 Disciplines



Jamia Millia Islamia approved one-year postgraduate programmes across 13 disciplines, including MBA, through its online and distance-learning system.

13 Kyrgyzstan Medical Universities Blacklisted



Kyrgyzstan blacklisted 13 medical universities over accreditation concerns, raising uncertainty for thousands of Indian medical students studying in the country.

Over 80,000 Engineering Seats Remain Vacant



More than 80,000 engineering seats remained vacant in Karnataka and Tamil Nadu after initial counselling rounds, particularly at lesser-known private institutions.

CBSE Opens Class 10, 12 LOC Submissions for 2027



CBSE began the List of Candidates submission for the 2027 Class 10 and 12 board examinations, making registration essential for students appearing in the exams.

CBSE to Reconduct Class 12 Exams for West Asia Students



CBSE announced fresh Class 12 examinations for students in seven West Asian countries after earlier examinations were cancelled amid the regional conflict.

MONTHLY DIGEST

NEET-SS Qualifying Percentile Cut to 30



NBEMS lowered the qualifying percentile for NEET Super Specialty 2025 to the 30th percentile across question-paper groups, allowing more candidates to enter counselling.

MHT-CET Admissions: Computer Engineering Leads



Computer Engineering emerged as the most preferred branch during Maharashtra's 2026 BE-BTech admissions, with 28,170 admissions recorded in the programme.

CISCE Launches SHINE 2026 Assessment



CISCE introduced SHINE 2026 for Classes IV, VI and IX, focusing on foundational knowledge, conceptual understanding, application, reasoning and problem-solving.

Delhi EWS Draw Allots 4,144 School Seats



Delhi's Education Department allotted 4,144 entry-level seats under EWS, DG and CWSN categories through its final computerised draw for 2026–27 admissions.

LIC Golden Jubilee Scholarship Applications Close September 30



The LIC Golden Jubilee Scholarship 2026–27 opened applications for economically weaker students pursuing medical, engineering, graduation, diploma, vocational and ITI programmes.

MPSC Plans Major Examination Reforms



Maharashtra Public Service Commission's reform committee will examine uniform exam patterns, DigiLocker-based applications, mark normalisation and a dedicated grievance mechanism.

ICAR Opens AIEEA PG 2026 Counselling Registration



The Indian Council of Agricultural Research began online registration for AIEEA PG 2026 counselling, opening the admission process for postgraduate agricultural programmes.



ADVANCING PUBLIC HEALTH IN THE HIMALAYAS

SRM UNIVERSITY SIKKIM'S COMMITMENT TO RESEARCH, INNOVATION AND COMMUNITY WELL-BEING

Integrating public health education, community engagement and interdisciplinary research to address emerging health challenges in Sikkim and the wider Northeast.

Situated in Gangtok, in the Eastern Himalayas, SRM University Sikkim is strengthening its contribution to health-related education and research through its School of Public Health, interdisciplinary research initiatives and community-oriented academic activities. Recognising that health outcomes are shaped not only by healthcare services but also by social, environmental, economic and behavioural factors, the University's approach brings together public health education, scientific inquiry and practical engagement with communities.

In a region characterised by distinctive geographical conditions, diverse communities and evolving public health priorities, this integrated approach creates opportunities to study health challenges in their local context while contributing to wider national and global conversations on public health.

Building Capacity Through the School of Public Health

Established in 2018, the School of Public Health at SRM University Sikkim was set up with the objective of building the capacity of the next generation of public health professionals. Its academic programmes are designed to prepare graduates to contribute to the planning, implementation, management and evaluation of public health programmes through evidence-based practice.



The School offers a Master of Public Health (MPH) programme and doctoral studies in Public Health, providing pathways for advanced learning and research. Its multidisciplinary academic framework encompasses epidemiology and biostatistics, environmental health, social and behavioural sciences, occupational safety and health, health economics, health policy, health services administration and programme management.

This broad perspective is essential to understanding the complex determinants of population health. From disease prevention and health promotion to healthcare accessibility, policy development and programme evaluation, public health professionals must be equipped to examine problems from multiple perspectives and develop evidence-informed responses.

The School also conducts short courses and training programmes for different categories of the health workforce in coordination with state governments, central ministries and international agencies. Such capacity-building initiatives complement formal academic education by supporting knowledge exchange and the development of skills relevant to public health practice.

Research Addressing Real-World Health Challenges

Research is an important component of SRM University Sikkim's academic vision. Through its research ecosystem, the University encourages interdisciplinary inquiry into issues affecting communities, with health-related research spanning cancer prevention, environmental health, traditional medicinal knowledge and community well-being.

One significant area is cancer research, which encompasses prevention, screening, risk factors, healthcare accessibility and the economic and social dimensions of cancer care. The University's published research portfolio identifies work relating to oral cancer, breast and cervical cancer, cancer economics and student-led research on cervical cancer risk factors, breast cancer studies, cancer care in Nepal, social support for cancer survivors and lung cancer in the Northeastern region.

These areas reflect the importance of addressing cancer through a comprehensive public health lens. Effective responses require more than clinical treatment: they also involve awareness, early detection, understanding barriers to healthcare, examining social determinants and supporting individuals and families affected by the disease.



The University's research documentation also identifies an epidemiological assessment of oral hygiene, oral cancer screening and technological interventions for behavioural change in Northeast Sikkim, sponsored by the National Centre for Disease Informatics and Research (NCDIR), under the Indian Council of Medical Research (ICMR). This initiative connects disease screening with behavioural research and technology-assisted interventions, illustrating how locally relevant evidence can inform prevention-oriented approaches.

Another documented research initiative concerns traditional ethnomedicinal practices among indigenous tribal communities in Sikkim, particularly in relation to Alzheimer's disease and other forms of dementia. Supported by ICMR, the study explores indigenous knowledge through an ethnopharmacological approach. Such research provides an opportunity to examine traditional health practices systematically while contributing to broader discussions on medicinal knowledge, ageing and neurological health.

Together, these areas demonstrate the value of research that considers both biomedical questions and the social contexts in which health and illness are experienced.

Environment, Air Quality and Human Health

Environmental conditions are closely linked to population health, making environmental monitoring and research important components of a broader public





health agenda. SRM University Sikkim has documented a collaboration with NASA's Citizen Scientist programme to monitor air quality in Sikkim using ground-level sensors and satellite data.

The initiative focuses on particulate matter, including PM2.5 and PM10, and uses monitoring instruments placed in schools across districts of Sikkim and North Bengal. The University's published account describes the use of additional monitoring instruments to extend coverage and the pursuit of collaboration with the Government of Sikkim to support a more comprehensive assessment of air-quality variations.

This work is relevant to understanding environmental exposure and its implications for human health. Air pollution monitoring can contribute to environmental awareness, support evidence-based discussions on exposure risks and provide a foundation for further research connecting environmental conditions with public health priorities.

The initiative also highlights the value of interdisciplinary collaboration, bringing together environmental monitoring, scientific data and questions of community well-being. In a geographically distinctive region such as the Eastern Himalayas, such evidence can help researchers better understand local environmental conditions and identify areas requiring further investigation.

Community Engagement and Public Health Awareness

Public health education becomes most meaningful when academic knowledge is connected with the needs of communities. SRM University Sikkim's documented activities include field-based learning, health awareness programmes and engagement with public health institutions.

As part of the practical curriculum for second-semester MPH students, the School has organised field visits to Integrated Child Development Services (ICDS) centres. These visits provide opportunities to observe community-level services and understand how nutrition, early childhood development and public programmes intersect with population health.

The School has also conducted activities related to nutritional assessment, including a lecture on anthropometric evaluation with particular reference to tribal populations in India. Such engagement introduces students to the use of measurements such as height, weight and body mass index in assessing nutritional status and understanding population-level health concerns.

Other documented initiatives include World Diabetes Day activities conducted in collaboration with Kabi Health and Wellness Centre in North Sikkim, including a diabetes screening and counselling camp. The University has also hosted awareness programmes addressing leprosy, in collaboration with the State Leprosy Cell under the National Leprosy Eradication Programme, and public health awareness sessions in partnership with the National Health Mission (NHM), Sikkim.

These activities connect classroom learning with prevention, awareness and community engagement. They also underline the importance of public health communication in addressing misconceptions, encouraging informed health-seeking behaviour and improving understanding of health services.

Encouraging Student Research and Interdisciplinary Innovation

The University's wider research portfolio includes student-led investigations into medicinal plants and traditional health knowledge. One documented project examines the potential wound-healing properties of Ageratina adenophora, locally known as Banmara, while another explores natural products from Himalayan mushrooms for potential medicinal and nutritional benefits.

These projects illustrate how the region's biodiversity and traditional knowledge systems can inspire scientific investigation. Their significance lies in the questions they raise for further research, including the identification of bioactive compounds, evaluation of potential applications and the need for rigorous scientific validation before any therapeutic claims can be established.

The University also identifies drug addiction and intervention strategies among its student research areas, with attention to causes, impacts, rehabilitation and community-based interventions. This topic connects public health with social sciences and behavioural research, recognising that substance-use challenges require an understanding of individual, family and community contexts.

Through research workshops, academic discussions and interdisciplinary initiatives, the University seeks to encourage students and faculty members to develop research skills, explore emerging questions and contribute to a culture of inquiry.

Looking Ahead: Research with a Community-Centred Vision

The future of public health depends on the ability to connect scientific evidence with effective programmes, accessible services and community needs. For institutions working in the Eastern Himalayas, this also means recognising the region's distinctive environmental, cultural and social contexts.

SRM University Sikkim's work across public health education, cancer-related research, environmental monitoring, traditional medicinal knowledge and community awareness provides a foundation for further interdisciplinary engagement. Continued collaboration with government agencies, research organisations, healthcare institutions and community partners can strengthen the translation of research into meaningful public health practice.

By bringing together academic preparation, research and field-based learning, the University is contributing to the development of professionals and researchers equipped to engage with complex health challenges. Its public health initiatives reflect an approach in which education is connected with evidence, innovation is informed by local needs, and research is directed towards questions that matter to society.

From the Eastern Himalayas to the wider world, SRM University Sikkim continues to advance a vision of public health grounded in knowledge, collaboration and community well-being.

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CMT-2020/83:

For $a \neq 0$ and $a, b, c \in \mathbb{R}$, evaluate:

$$\int \frac{mx+n}{ax^2+bx+c}\,\mathrm{d}x,$$

when

(i) $b^2 < 4ac$

(ii) $b^2 > 4ac$

(iii) $b^2 = 4ac$

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

Answers:

CMT-2020/81: 8

CMT-2020/82:

(i) $a > b$:

$$x + 2\sqrt{x+a} - b\ln|x+b| + \sqrt{a-b}\ln\left|\frac{\sqrt{x+a}-\sqrt{a-b}}{\sqrt{x+a}+\sqrt{a-b}}\right| + C$$

(ii) $a < b$:

$$x + 2\sqrt{x+a} - b\ln|x+b| - 2\sqrt{b-a}\tan^{-1}\left(\frac{\sqrt{x+a}}{\sqrt{b-a}}\right) + C$$

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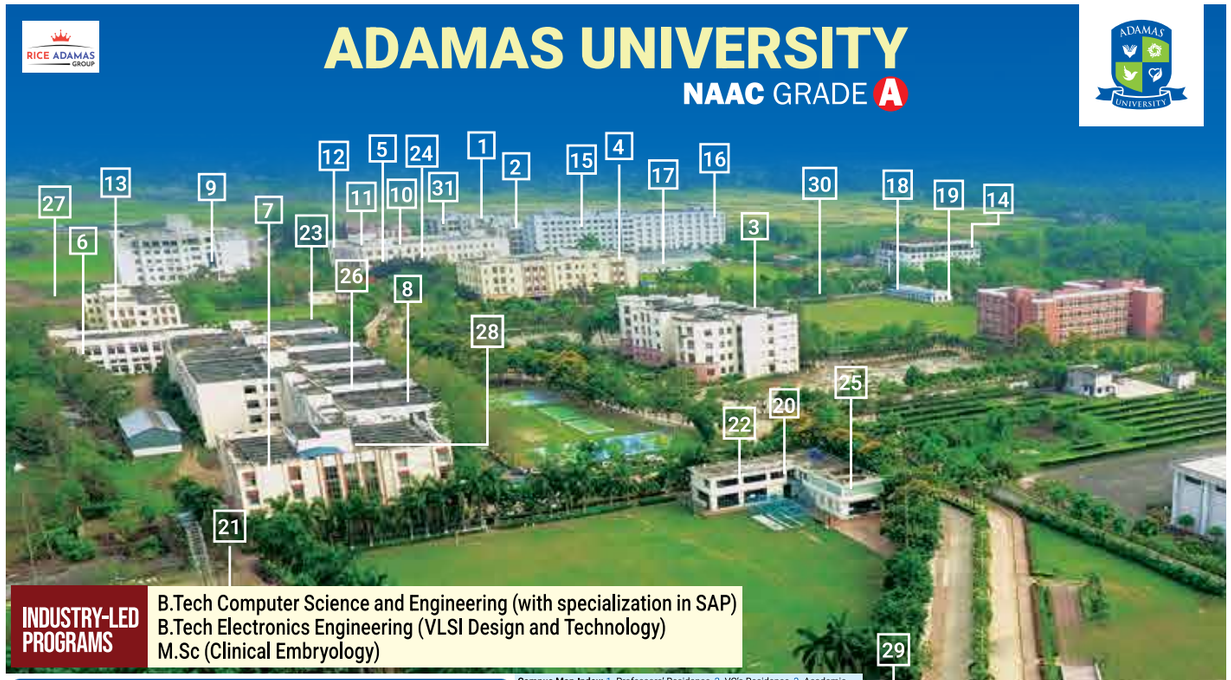
If $\operatorname{cosec}^2(3\theta) + \cot^4(3\theta) = 3\cot(3\theta)\{\operatorname{cosec}^2(3\theta) + \cot(3\theta)\}$, then $\tan^8(3\theta) + \cot^8(3\theta) = ?$

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