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Ministry of Education
Government of India

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Amrit Mahotsav



**Empowering Minds, Driving Transformation:
Redefining the Future of Higher Education**

**29-30 NOVEMBER
2023**

DR. AMBEDKAR INTERNATIONAL CENTRE, NEW DELHI

**Post Show Report
2023**





POST SHOW

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About 18th FICCI Higher Education Summit 2023

The 18th FICCI Higher Education Summit (HES) held from November 29-30, 2023, at Dr. Ambedkar International Centre, New Delhi, marked another successful chapter in its distinguished two-decade legacy. This annual conference has consistently played a pivotal role in shaping India's higher education landscape, functioning as a platform for insightful discussions on the contemporary evolution of global higher education ecosystem.

With the theme of "Empowering Minds, Driving Transformation: Redefining the Future of Higher Education," the Summit focused on embracing digital innovation, promoting lifelong learning, ensuring inclusivity, encouraging entrepreneurship, facilitating interdisciplinary education, and enhancing the internationalisation of higher education.

The chief guest in the Inaugural Session was Shri B.V.R Subrahmanyam, CEO, NITI Aayog, while other eminent dignitaries present included Mr. Ashutosh Gupta, Country Manager, LinkedIn India, Dr. Vidya Yeravdekar, Chair FICCI Higher Education Committee, and Shri Shailesh K Pathak, Secretary-General, FICCI.

The event brought together a diverse array of stakeholders, including policy makers, educationists, thought leaders, global academics, and industry leaders. With more than 800 national and foreign delegates, exhibitors from top-notch Indian and foreign institutions, and focused B2B meetings, the summit provided a unique platform for collaborations, deliberations, and knowledge sharing.

The key features of the Summit were Panel Sessions, Plenary Sessions, VCs/CEOs Round-table, Exhibitions, and the prestigious FICCI Higher Education Excellence Awards. These activities not only enriched the participants with valuable insights but also contributed significantly to the growth, collaboration, and knowledge exchange in the field of higher education in India.

Summit Overview

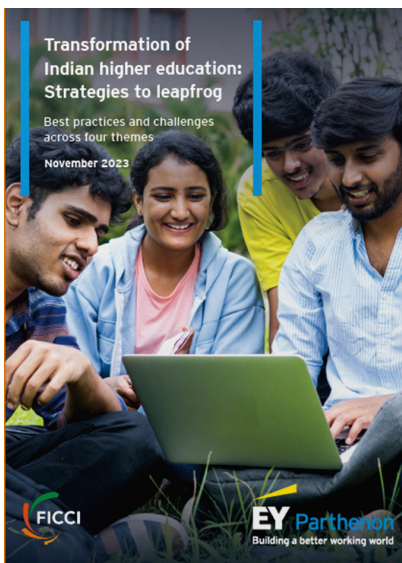




Knowledge Paper

The FICCI EY Parthenon Report 2023, titled **'Transformation of Indian Higher Education: Strategies to Leapfrog,'** looks at a thorough evaluation of advancements and transformations made within the Indian Higher Education in the key themes of quality education, industry alignment, research and innovation, and inclusivity. By delving deeper into the intricacies of each area, the report aims to provide a comprehensive understanding of the evolving landscape of Indian higher education. It acts as a lens through which we scrutinize the strides made, challenges encountered, and opportunities unveiled in the pursuit of educational excellence.

The knowledge report, while going beyond addressing key structural and implementation challenges, also actively explores opportunities and puts forth actionable recommendations which look at paving the way for an equitable, inclusive, and globally competitive higher education system in the country.



Exhibition Overview





B2B Overview



The focused B2B meetings among various stakeholders including Higher Education Institutes, Industry representatives and education service providers, provided valuable insights into the Indian Higher Education ecosystem and helped to initiate partnerships and collaborations among themselves.

Keynote Speakers



Shri B.V.R Subrahmanyam
Chief Executive Officer (CEO)
NITI Aayog, Govt. of India

Shri B.V.R Subrahmanyam, in his inaugural address, emphasized the crucial role of education in moulding the future of India. He stressed on the need to address demographic challenges, promote educational innovation, and adapt to the transformative impact of technology. Acknowledging education's pivotal role, he emphasized students' critical role in realizing the vision of 2047, as articulated by the Prime Minister, and highlighted the responsibility of the youth in shaping "Amrit Kaal". Shri Subrahmanyam discussed the financial dynamics in education highlighting the substantial role of government funding and the dire need to engage private sector to address capacity constraints in state universities.

Emphasizing the significance of employable skills, Shri Subrahmanyam stressed the need for a transformative shift in the education ecosystem, especially in research and development. He proposed closer integration between R&D and academia, aiming for cutting-edge research within educational institutions. To boost global recognition, he proposed the establishment of internationally recognized rankings tailored to India, while also targeting foreign students from Africa, Southeast Asia, and Central Asia as a noteworthy opportunity. Shri Subrahmanyam's address underscored the multifaceted challenges and opportunities within India's education landscape, advocating for a strategic and transformative approach.



Shri. K. Sanjay Murthy
Secretary, Department of
Higher Education, Ministry of
Education, Govt. of India

Shri. K. Sanjay Murthy highlighted key themes in regulatory interventions aiming to boost collaboration between academic institutions and industry. He emphasized the National Credit Framework (NCrF), National Higher Education Qualification Framework (NHEQF) and other initiatives like Professor of Practice, urging their extension beyond IITs to other HEIs. Underscoring the pivotal role of the industry, he highlighted its contribution in offering opportunities for students, aligning curricula with industry requirements, and facilitating skill development in HEIs.

Shri. Murthy applauded the Academic Bank of Credits (ABC) framework that would map students' skill sets and help in micro-credentialing. He urged industry to collaborate with institutes in ensuring seamless and effective execution of ABC framework. He also

delved into the Samarth portal, an ERP system tailored for educational institutions, and SWAYAM, a content hosting platform developed by the government and industry leaders. He discussed that the goal of all such platforms is to elevate governance standards, streamline administrative tasks, and foster transparency within the educational ecosystem. He mentioned the global recognition of platforms like Samarth and SWAYAM at G20 Summit have highlighted the role of digital public infrastructure in advancing educational initiatives and paved way for global collaborations.

Further, he outlined the government's emphasis on accreditation and rankings, highlighting the increased participation in global rankings and efforts to accredit institutions. While focussing on industry collaboration in mentoring faculty, providing internships, and meaningful student engagement, he emphasized their crucial role in the success of various government initiatives. Shri. Murthy showed optimism with respect to the transformative potential of NEP 2020 and requested industry and other stakeholders to actively engage with government in the effective implementation of NEP.

Mr. Ashutosh Gupta's address focused on India's potential as a land of opportunities and the need for a transformative leap in education to tap into the untapped talents of the youth and evolution of cities into vibrant startup ecosystems. He highlighted that the diverse culture adds a unique perspective to problem-solving, making Indian talent adaptable globally. Mr Ashutosh stressed the need for collaborative efforts to evolve the education system, advocating for a "Skills First Mindset" aligned with the demands of the contemporary world. He called for a shift from traditional book-based learning to holistic skill development, emphasizing practical application, innovation, and problem-solving.

Focusing on India's demographic dividend, Mr. Gupta highlighted the importance of empowering the younger generation, noting their shift towards purpose-driven



Mr. Ashutosh Gupta
Country Manager,
LinkedIn India

career paths and acquisition of niche soft skills. He urged an evolution beyond conventional classrooms to a hands-on, skills-first approach, nurturing technical prowess and essential soft skills like communication and problem-solving. Highlighting the critical nature of soft skills for sustained employability, Mr. Ashutosh emphasized on the urgency of acquiring new skills like sustainability and green talent, considering them indispensable in the current landscape. He urged for embracing AI and highlighted that evolving education systems, and nurturing diverse skills are essential components of India's journey towards a prosperous future.



Dr. (Mrs.) Pankaj Mittal
Secretary General,
Association of Indian
Universities (AIU),
Govt. of India

Dr. Pankaj Mittal highlighted the significance of accreditation and rankings in enhancing the quality of higher education in India, aligning with the key aspects of the New Education Policy (NEP) 2020. While touching upon NEP 2020, she emphasized that the policy underscores benchmarking, quality, multidisciplinary approaches, multiple entry-exit options, and internationalization. Accreditation, as discussed by Dr. Mittal, plays a pivotal role for benchmarking HEIs and positioning India as a globally recognized destination for affordable quality education. She highlighted two key accreditation bodies: the National Assessment and Accreditation Council (NAAC) for institutional accreditation and the National Board of Accreditation (NBA) for program-level accreditation. Dr. Mittal outlined NAAC's criteria for institutional accreditation, encompassing teaching and learning, research, innovation, extension, infrastructure, learning

resources, student support, progression, governance, leadership, and mechanisms.

Further, she stressed the importance of benchmarking in the Indian context and linking autonomy to NAAC ratings. She also touched upon the National Institutional Ranking Framework (NIRF), which considers various parameters for ranking Indian universities. She underscored that institutions achieving higher ratings and rankings are poised to receive increased autonomy and enjoy additional benefits through various schemes offered by the Ministry of Education and UGC.



Shri Shailesh K. Pathak
Secretary General, Federation
of Indian Chambers of
Commerce and Industry
(FICCI)

Shri Shailesh K Pathak, in his address, delved into the critical role of education in shaping India's future workforce. He illuminated the importance of peer learning, soft skills, and social skills, asserting their significance for individuals aspiring to acquire employable skills that will be pivotal for India's future. He advocated for an education system that aligns closely with employability, underscoring the direct impact of employable skills on the trajectory of India's future.

Mr. Pathak stressed on developing a more robust and continuous dialogue between industry and academia that would facilitate to design curricula that effectively bridges the demand-supply gap and ensures that graduates are well-prepared to meet the dynamic demands of the industry. While highlighting the significance of research and innovation in education,

Mr. Pathak stressed on the need for faculty to stay closely connected with the industry to ensure market-driven education and to keep them updated and well-informed about ongoing demands and emerging trends in the ever-evolving industrial landscape. He underscored the urgent need for a substantial increase in productivity per person to compete on the global stage, citing technology as the key driver for such growth.

Dr. Vidya Yeravdekar, in her inaugural address, outlined the pivotal challenges and opportunities within India's higher education landscape. Focusing on key aspects like benchmarking, faculty, international collaborations, and financial sustainability, she stressed the significance of global recognition for Indian institutions. She emphasised the need for benchmarking to attract international students, urging India to establish institutions that can compete on a global scale.

Addressing challenges faced by the aspiring faculties, Dr. Yeravdekar highlighted the multifaceted role of faculties in teaching, research, innovation, and administration. She also addressed the anticipated influx of foreign universities setting up campuses in India, emphasising the need for like-minded partnerships between foreign and Indian HEIs to address challenges and promote educational growth. Dr. Yeravdekar proposed

collaborative solutions to address the rising costs of higher education. She advocated for government funding to reduce educational costs and create platforms for faculty growth in research and teaching. She highlighted the need to strike a balance between providing high-quality education and ensuring financial sustainability.



Dr. Vidya Yeravdekar
Chair, FICCI Higher Education
Committee & Pro-
Chancellor, Symbiosis
International University



Prof. Padmakumar Nair
Director, Thapar Institute
of Engineering and
Technology (TIET)

Prof. Padmakumar Nair provided a nuanced perspective on benchmarking, accreditation, and ranking in higher education, acknowledging their challenges and limitations. Highlighting the drawbacks, Prof. Nair stated that while benchmarking is useful, it may not necessarily lead to excellence. He argued that it can be restrictive, as it requires alignment with predefined standards set by others, potentially stifling innovation and fostering a competitive mindset where everyone pursues the same goals. Prof. Nair advocated for a more empathic reframing of the goals of higher education. He emphasized the importance of aligning these goals with personal and industry needs, suggesting a shift away from a narrow pursuit of predefined standards.

Prof. Nair underscored the challenges and urged consideration of long-term well-being of society and learners, recognizing the complexity of achieving

excellence in education. Introducing the concept of “wicked problems,” characterized by multiple stakeholders and diverse problem definitions, Prof. Nair emphasized the necessity of continuous reframing to address these intricate challenges in higher education. He stressed upon a holistic and adaptive approach to educational goals and challenges.

Dr. Avantika Tomar provided an overview of the FICCI-EY Report 2023. The report outlined short-term action plans spanning 12 to 36 months, aiming to establish a robust foundation for India’s higher education by 2047. The report delved into four major aspects: Quality Education, Industry Alignment, Research and Innovation, and Inclusivity. In addressing quality education, Dr. Tomar highlighted faculty development, technological advancements, internationalization, and academic flexibility. She stressed the importance of industry-relevant skills for faculty through Ph.D. programs, aligned training, and online learning acceptance. The theme of industry alignment advocated for collaborations between industries and educational institutions, involving curriculum audits, faculty training, and onboarding professors from the industry.



Dr. Avantika Tomar
Partner
EY-Parthenon

The report urged academic institutions to align courses with qualification frameworks for relevance. On research and innovation, Dr. Tomar emphasized the need for a qualitative shift in research focus, urging academics to contribute to real-world applications. The report called for inclusive leadership programs and increased diversity representation in faculty and leadership roles. Inclusivity, covering gender diversity, LGBTQIA representation, and inclusivity for physically disabled students, emerged as a critical aspect. Dr. Tomar presented actionable plans for various stakeholders, including implementing Ph.D. programs for working professionals, aligning course offerings with qualification frameworks, and encouraging innovation mentorship for institutes with limited resources.

9th FICCI Higher Education Excellence Awards 2023

FICCI recognizes the imperative of acknowledging and celebrating the pioneers in the realm of Higher Education. To recognize them, FICCI introduced the 'FICCI Higher Education Excellence Awards' in 2014, a distinguished platform designed to applaud the outstanding contributions of institutions and individuals dedicated to enhancing the standards of Higher Education in India.

The 9th FICCI Higher Education Excellence Awards 2023 was organized on 29th November 2023. These awards represent a pivotal aspect of FICCI's commitment to advancing the Higher Education System. Open to both public and private institutions, the Awards aim to spotlight and honor those who exemplify excellence, fostering a culture of continuous improvement and innovation within the higher education landscape.

Winners

CATEGORY	NAME
Excellence in Creating Employment	Symbiosis Institute of Business Management (SIBM), Pune
Excellence in Creating Employment	SRM University, AP - Andhra Pradesh
Excellence in Globalisation	Manipal Academy of Higher Education (MAHE)
Excellence in Globalisation	Vellore Institute of Technology (VIT)
Excellence in Research, Innovation & Entrepreneurship	National Institute of Mental Health and Neurosciences (NIMHANS)
Excellence in Institutional Social Responsibility	Tata Institute of Social Sciences (TISS) - School of Social Work (SSW)
University of the Year - Emerging	All India Institute of Medical Sciences (AIIMS), Bhopal
University of the Year - Established	Dr. C.V. Raman University (CVRU)
University of the Year - Established	Odisha University of Agriculture and Technology (OUAT)
Lifetime Achievement Award	Professor (Dr.) Harish Chandra Verma

Jury List

Grand Jury

1. **Dr. R. A. Mashelkar**, Jury Chair, FICCI Higher Education Excellence Awards. Former Director General, Council of Scientific & Industrial Research, Government of India
2. **Ms. Veena Swarup**, Former Director (HR), Engineers India Limited
3. **Dr. Darlie'O Koshy**, Chief Mentor, Central Bharat Sevak Samaj (CBSS)
4. **Mr. Ranjan Mohapatra**, Executive Director & Head, IndianOil Institute of Petroleum Management
5. **Ms. Nidhi Pundhir**, Vice President, Global CSR & Director, HCL Foundation
6. **Mr. Sudheesh Venkatesh**, Chief Communications Officer & Managing Editor, Azim Premji Foundation
7. **Mr Anand Sudarshan**, Founder & Director, Sylvant Advisors
8. **Ms. Anu Mehta**, Head - Corporate Social Responsibility, Honda Cars India Ltd
9. **Mr. Ayush Gupta**, Director - HR, GAIL India Ltdz. (Regretted)
10. **Ms. Blossom Kochhar**, Chairperson, Blossom Kochhar Group of Companies
11. **Ms. Pervin Malhotra**, Director, Career Guidance India (CARING)
12. **Mr. Vipul Shah**, Head, Education & Skilling, Global CSR, TATA Consultancy Services

Interim Jury

1. **Sachin Jain**, Country Manager India & South Asia, ETS
2. **Shabda Birfani Bedi**, Domain Expert-Teacher Education, Azim Premji Foundation
3. **Viplav Baxi**, Chief Product Officer, Knimbus
4. **Lokesh Mehra**, Head AWS Academy-South Asia, AWS
5. **Asim Kumar**, Director, Cerebrus Consulting
6. **Kamakhya Vikram**, Head, Education Business Unit - India Geo, TCS



Vice Chancellors- CEOs Roundtable

Raising the Bar: The Significance of Benchmarking in Higher Education

To unravel challenges and chart a constructive roadmap for realizing the aspirations of the higher education sector, FICCI hosted a Roundtable on November 28, 2023, from 7:15 pm to 8:45 pm in New Delhi. This event preceded the 18th FICCI Higher Education Summit 2023 and revolved around the theme “Raising the Bar: The Significance of Benchmarking in Higher Education.”

Bringing together more than 40 eminent thought leaders from Indian academia, industry, and government, the discussion aimed to explore critical facets of institutional benchmarking and its role as the guiding star in the pursuit of excellence for higher education institutions. Deliberations encompassed unlocking the full potential of Indian institutions, nurturing research initiatives, optimizing financial resources, safeguarding intellectual property, and effectively harnessing global collaborations.

The key points discussed in the roundtable are summarized below:

- Institutions need to shift their perspective on rankings as external accolades to embedding Key Performance Indicators (KPIs) in their strategic plans. This strategic shift is vital for substantial performance improvements.
- The introduction of sustainability rankings is paramount. Institutions must transcend paperwork, focusing on implementing policies with tangible impacts on society and the environment.
- Beyond singularly relying on rankings, institutions should leverage benchmarking to evaluate various parameters, including faculty quality, curriculum effectiveness, alumni and student engagement.
- Institutions must identify their areas of strength and specialization. The emphasis should be on meaningful differentiation and acknowledging that attempting to cater to every need is impractical.
- Student feedback and surveys should hold substantial weight in the ranking and evaluation processes of institutions. Incorporating students’ perspectives and experiences is integral to a comprehensive assessment.

- There is a need to address institutional disparities and concerns arising regarding the disparities between established and newer institutions. This is more so with respect to the challenges faced by relatively young institutions in meeting the same requirements as their more established counterparts.
- There is a need for an initiative supported by ranking agencies, industry associations, and regulatory bodies to eradicate predatory journals, thereby ensuring increased credibility in research publications.
- To streamline Data Submission, the One Nation One Data Initiative by AICTE, which aims to streamline data submission and minimise duplication, should be adopted across various regulatory bodies.
- HEIs should promote Innovation and Commercialization of ideas to translate innovations into finished products. There should be collaborative efforts among various stakeholders (MoE, UGC, AICTE, Industry associations, etc.) to establish ecosystem for this purpose.
- It is crucial to strengthen Industry-Academia linkages to meet the employability needs of emerging sectors. This entails the importance of implementing bridge courses and adapting pedagogy to align with industry requirements.
- AI should be leveraged for the documentation required for rankings and accreditation. The capability of using generative AI among institutions should be ensured to potentially reduce the burden on faculty and staff.
- There is a need for greater openness and transparency in ranking systems such as NIRF and NAAC. Inputs and feedback from stakeholders must be invited to ensure a more comprehensive and representative evaluation.
- Self-benchmarking is also significant for institutions to annually evaluate improvements in student satisfaction, faculty standards, placement success, and collaborations with the industry.

Panel Discussion 1 Advancing the Global Agenda: Universities as Key Partners in Achieving Sustainable Development Goals (SDGs)

In the pursuit to address the global agenda to achieve the Sustainable Development Goals (SDGs), the Higher Education Institutions (HEIs) and the higher education ecosystem plays a transformative role. As vital partners, they lead with innovative research, empower students to address pressing challenges, and collaborate with diverse stakeholders to create impactful solutions.

HEIs must align teaching, research, and community engagement with the SDGs, exploring innovative approaches for integrating sustainability across disciplines. The focus should be on the imperative of research and innovation, examining how HEIs can drive interdisciplinary collaborations and technological advancements to address intricate societal and environmental challenges. It is important for HEIs to collaborate and establish partnerships with governments, social organizations, industries, and communities to cultivate global citizenship and craft comprehensive solutions to global challenges.

Recommendations to Government:

- SDGs must be formally integrated into national policies, and the impact of SDGs be included in accreditation and rankings to incentivize sustainable development in operations, curriculum, and research.
- Substantial funds should be allocated to public universities for SDG integration in curricula, research, and community outreach.
- The Industry-Academia collaborations should be encouraged through tax benefits, research grants, and partnerships contributing directly to SDGs.
- A systematic framework must be developed to track universities' SDG progress through regular assessments and for recognizing and rewarding their significant contributions.
- Inclusive education policies should be developed with dedicated funding, addressing the needs of vulnerable groups and students with neurodiverse conditions.
- There is a need to encourage investments in SDG-focused research, fostering collaboration among government, HEIs, and industries for innovative solutions.

Recommendations to Academia and Industry:

- HEIs must incorporate SDGs into diverse curricula and ensure that academic research aligns with SDGs, fostering a research environment that addresses global challenges. HEIs should constitute SDG cells led by experts, for coordinated initiatives.
- Strategic industry-academia partnerships focused on SDGs must be developed for industry-relevant curriculum, joint initiatives and societal contributions emphasizing sustainability and responsible consumption of resources.

- HEIs should partner with online platforms for inclusive skill development, supporting initiatives bridging traditional education and SDG-aligned opportunities.
- HEIs should foster sustainable campus practices by integrating SDG principles into infrastructure development, making sustainability intrinsic to institutional ethos.
- Industry must create career pathways for SDG-focused roles, highlighting positions in job descriptions and prioritising relevant skills while hiring.



L to R- **Dr. Avantika Tomar**, Partner, EY-Parthenon| **Mr. Raghav Gupta**, MD India & Asia Pacific, Coursera | **Mr. Anand Sudarshan**, Founder & Director, Sylvant Advisors Private Limited | **Lt. Gen. (Dr.) M. D. Venkatesh**, Vice Chancellor, Manipal Academy of Higher Education | **The Hon Mr. Will Hodgman**, Adjunct Professor, College of Arts, Law & Education, University of Tasmania | **Dr. Dev Swarup**, Vice Chancellor, Baba Amte Divyang University | **Ms. Noopur Jhunjunwala**, Trustee and Co-founder, Changeinkk

Panel Discussion 2 Nurturing Innovation and Entrepreneurship: Higher Education’s Role in Driving Disruption and Fostering Creativity

Higher Education institutions play a pivotal role in cultivating an environment conducive to innovation. The emphasis lies on interconnected ecosystems, where ideas seamlessly converge among academia, industry, and startups. It’s a holistic approach anchored in focused research, disruptive thinking, and practical tools, providing aspiring entrepreneurs the empowerment needed to reshape industries and contribute to societal progress. This dynamic shift aligns with the evolving mindset of today’s youth, characterized by a proclivity for self-employment and a willingness to embrace risk and change. The institution’s comprehensive strategy, including national-level initiatives and the establishment of a multifaceted entrepreneurial ecosystem, serves as a tangible commitment to sustained efforts in nurturing innovation.

Recommendations to Government:

- Collaboration with the private sector needs to be optimized to reverse the decline in R&D spending, ensuring sustainable investment growth.
- Policies must be developed for supporting entrepreneurship with financial support, program accreditation, and recognition of successful initiatives. This may be helpful in encouraging unconventional collaborations, breaking barriers, and fostering inclusivity in research.

- Collaboration between educational institutions and venture capitalists should be promoted with ongoing assessments of startup impact.
- Resources must be allocated for entrepreneurship, innovation and R&D. Research centres, venture labs, and interdisciplinary programs must be established at university level.
- Nationwide initiatives for entrepreneurship awareness through short courses, seminars, workshops, and inclusive university programs should be launched. Effective platforms (online and offline) for industry-academia collaboration should be developed.
- Government must seek strategic inputs from academia and industry to refine the innovation ecosystem, fostering a collaborative relationship with academia and industry for sustained development.

Recommendations to Academia and Industry:

- Academia and Industry must collaborate on developing courses promoting domain-specific incubators, promoting professors of practice, and establishing innovation ecosystems beyond prototyping, focusing on scaling initiatives and constructing a robust value supply chain.
- There is a need to foster a culture of frugality in research, involving undergraduates for cost-effective approaches and promoting collaboration and teamwork. It should also help in fostering curiosity, critical thinking, and problem-solving skills for a new generation of innovators.
- The barriers between top-tier institutions and local ecosystems must be broken for long-term collaboration, fostering a diverse and inclusive innovation ecosystem.
- Integration of flexible, real-world-focused entrepreneurship courses into academic curricula is needed. Entrepreneurship and Innovation Councils should be formed for cross-disciplinary learning and insights from industry stakeholders.
- The post-doctorate mechanism should be restructured with adoption of industry-led models and promoting public-private partnerships to align research with industry needs.



L to R- **Prof. Souvik Bhattacharyya**, Co-Chair, FICCI Higher Education Committee and Senior Vice President, TCG Crest | **Prof. Rangan Banerjee**, Director, IIT Delhi | **Dr. Bhaskar Roy**, Global Operation Leader, Data-Tec-AI, Genpact | **Prof. Atul Khosla**, Vice Chancellor, Shoolini University | **Mr. Nishit Jain**, Special Advisor-Asia, EFMD | **Prof. Pavel Kuzmin**, Deputy Director for Academic Affairs and Digital Transformation, HSE University St. Petersburg

Panel Discussion 3 Globalizing Higher Education: A Perspective from the Global South

There is a paradigm shift in higher education that focuses on the rising influence of the Global South, marked by a surge in collaborations among southern universities. Comprising diverse and dynamic economies, cultures, and societies, this region plays a crucial role in redefining the paradigms of development, innovation, and international relations. India aspires to lead in higher education by leveraging its demographic dividend. In order to achieve this, there is a need for inclusive research practices, crafting globally relevant curricula, and creating an enabling environment for international education akin to medical tourism.

Recommendations to Government:

- There is a need to facilitate collaborative platforms like the G20 education working group and the Voice of Global South Summit for sharing experiences, strategies, and roadmaps.
- The international research partnerships should be incentivized by leveraging the National Research Foundation (NRF) for fostering global collaborations. A comprehensive action plan should be developed for expansion of research council remits for multidisciplinary collaborations and allocation of funds for research involving a minimum of three countries, particularly within the Global South.
- The visa processes need to be streamlined with improvement in on-campus experiences to strengthen India's appeal as a top global education destination.
- The faculty exchanges and student mobility with institutions in the Global South should be encouraged for inclusive representation and a level playing field. The strategic promotion of "Study in India" initiatives to attract international students is also required.
- A Global Summit on Higher Education should be organized annually in India and other important/interested nations in Global South.

Recommendations to Academia and Industry:

- There is a need to actively foster international collaborations in multijurisdictional research through joint degree programs and participation in global initiatives. Further, integration of global perspectives into curricula should be encouraged through partnerships with international universities for exposure to diverse viewpoints and real-world experiences.
- Gender sensitivity and inclusivity should be encouraged, empowering women in STEM areas and providing equal opportunities in education, research, and leadership roles. Also, comprehensive risk management education should be incorporated in addressing global challenges, fostering critical thinking and strategic decision-making skills.

- An inclusive environment should be created for international students and faculty to navigate cultural and professional challenges through mobility programs, cultural exchanges, and mentorship opportunities.
- The educational programs should be curated or redesigned to showcase India's distinctive value, incorporating rich knowledge systems for a holistic approach to education.
- The concerns related to international students' employment should be addressed by offering opportunities like internships and advocating for post-study work policies. Also, racial sensitivity in workplaces should be addressed through anti-discrimination policies, diversity training, and fostering a respectful work environment.



L to R- **Prof. Anil Kashyap**, President & Chancellor, NICMAR University, Pune | **Dr. B. Chandrasekar**, Executive Director (Corporate Planning), EdCIL | **Smt. Neeta Prasad**, Joint Secretary (P & ICC), Department of Higher Education, Ministry of Education, Govt. of India | **Dr. Vidya Yeravdekar**, Chair, FICCI Higher Education Committee & Pro-chancellor, Symbiosis International University | **Mr. Hersh Shah**, CEO, Institute of Risk Management - India Affiliate | **Dr. Agnes Atim Apea**, Member of Parliament, Uganda & Social Entrepreneur

Panel Discussion 4

EdTech Revolution in India: Driving Accessibility, Quality, and Affordability

The EdTech revolution in India stands as a formidable force, reshaping the educational landscape by significantly enhancing accessibility, improving quality, and increasing affordability. However, amidst this digital transformation, it is imperative to conscientiously acknowledge the challenges inherent in this paradigm shift. While the proliferation of EdTech platforms has undeniably widened the gates of education for students in remote and underserved areas, it brings forth a set of crucial challenges, particularly in effectively bridging the digital divide.

As we traverse this evolving landscape, the promise of delivering quality education at a lower cost emerges as a pivotal focus. Exploring strategies to ensure affordability without compromising on educational standards becomes an urgent consideration. Moreover, the collaborative potential between EdTech companies, educational institutions, and regulatory bodies holds the key to shaping the future of EdTech in India. Unravelling the ways in which these partnerships can be harnessed to create a robust and inclusive educational ecosystem remains an intriguing and crucial exploration in the ongoing narrative of the EdTech revolution.

Recommendations to Government:

- A robust regulatory framework should be developed that is facilitative and encourages innovation while maintaining quality and accountability in online education programs.
- There is a need of curriculum integration of statistics and probability to address evolving educational needs and prepare students for AI and data science challenges.
- The collaboration amongst government, academia, and industry should be prioritized for impactful educational initiatives that leverage collective strengths. The comprehensive teacher training programs should be implemented to effectively integrate technology in classrooms, enhancing learning outcomes.
- There should be focus on inclusivity and cultural relevance by prioritizing content creation in local languages, making educational materials accessible to all learners. Appropriate resources must be allocated for personalized learning platforms using generative AI to tailor content delivery and to improve learning outcomes in higher education.
- The research collaborations between academic institutions and industries could be incentivized to drive innovation and create growth opportunities.

Recommendations to Academia and Industry:

- Academia should collaborate with industry partners to develop coursework aligning with industry needs and to ensure graduates possess practical skills in demand. For preparedness of future workforce, it is a mandate to incorporate industry-relevant skills into academic curricula for real-world applicability, lifelong learning and critical thinking.
- The digital literacy initiatives should be promoted to ensure students and faculty keep up with technological advancements in the ever-changing landscape. A culture of continuous improvement must be fostered by encouraging adoption of emerging technologies and innovative teaching methodologies.
- For guiding students in career path and gaining industry insights, online mentorship programs should be developed by collaborative efforts of industry professionals and educators.



L to R- **Dr. Guruswami Ravichandran**, Provost, Jio Institute | **Prof. (Dr.) G. K. Prabhu**, President, Manipal University Jaipur | **Mr. Hemant Sahal**, Founder & CEO, Digii (formerly Collpoll) | **Mr. Anish Srikrishna**, CEO, TimesPro | **Mr. Pawan Kumar Sharma**, CGM, (DES), EdCIL

Panel Discussion 5 Cultivating Resilience: Pioneering Risk Management Strategies for Higher Education Institutions

Higher education institutions find themselves at a critical juncture where the cultivation of resilience becomes paramount for effective risk management. These institutions must fortify their foundations, navigate constant changes, and adeptly manage risks. This discourse explores the proactive identification, deep assessment, and strategic handling of potential challenges, underscoring the need to cultivate robust frameworks. These frameworks empower institutions not only to weather disruptions but also to discern opportunities amidst adversity.

A series of pressing challenges comes to the forefront. Firstly, there is the challenge of developing a comprehensive risk assessment framework, vital for identifying potential threats, vulnerabilities, and opportunities. Secondly, adopting data-driven approaches stands as a challenge, essential for prioritizing risks and allocating resources effectively. Thirdly, fostering a culture of resilience among students, faculty, and staff emerges as a crucial challenge, requiring thoughtful consideration on ways universities can equip their communities to adapt to unexpected disruptions and changes. Lastly, the Higher Education Institutions (HEIs) should engage in strategic partnerships, emphasizing the need to share best practices, resources, and expertise in managing various risks.

Recommendations to Government:

- A regulatory framework needs to be developed for risk management in higher education by collaborating with accreditation agencies and establishing standardised risk practices during institutional evaluations.
- There should be focus to enhance financial sustainability, including relaxing endowment creation policies, fostering industry collaboration, and providing incentives for industry funding.
- The bureaucratic processes in government projects needs to be streamlined by empowering faculty members and ensuring efficient administrative procedures in educational institutions for effective risk identification and mitigation.
- A national task force should be created for continuous monitoring and evaluation of risk management practices in higher education. A system needs to be developed for regular risk audits to identify emerging threats and vulnerabilities.
- For implementing robust risk management strategies, incentivizing risk assessments, mitigation strategy development, and personnel training, financial support should be provided to the institutions.

Recommendations to Academia and Industry:

- Risk management education needs to be incorporated into professional and certificate courses by collaborating with industry experts to ensure real-world relevance. Institutions need to create Chief Risk Officer roles for centralised focus on identifying and addressing risks.
- The funding sources must be diversified beyond tuition fees by proposing initiatives such as endowment funds, alumni investments, and industry alliances. Emphasis should be given to incorporate risk management frameworks into curricula and conducting workshops.
- The partnerships between academia and industry needs to be strengthened to enhance the learning experience of students pursuing risk management education. Mentorship programs, Internships, case studies, industry-sponsored scholarships, industrial projects and funds for granting financial support should be created.



L to R- **Dr. Debashis Sanyal**, Director, Great Lakes Institute of Management | **Prof. V. Ramgopal Rao**, Vice Chancellor, BITS Pilani | **Mr. Sunder Natarajan**, Governance Board Member of Institute of Risk Management - India Affiliate | **Ms. Nishtha Khurana**, Director, Governance, Risk and Operations at Grant Thornton Bharat LLP | **Mr. Alessandro Giuliani**, Managing Director, SDA Bocconi Asia Center

Panel Discussion 6 Empowering Excellence: The Role of Quality Assurance, Accreditation & Benchmarking in Higher Education

In the complex and multifaceted world of higher education, a variety of factors come into play to ensure that institutions are of the highest quality. Quality assurance, accreditation, and benchmarking are key elements that work together to create an unyielding framework that drives institutions towards unparalleled excellence. Quality assurance mechanisms serve as the foundation of academic rigour, ensuring that institutions meet rigorous standards and earn the trust and credibility of stakeholders through meticulously curated accreditation processes. Benchmarking, as a guide, helps institutions to continuously improve by setting and surpassing global standards. This harmonious convergence of quality assurance and benchmarking creates an environment where institutions can dynamically innovate, elevate, and steadfastly deliver an extraordinary and transformative learning experience for students.

Recommendations to Government:

- Standardized accreditation processes need to be developed to ensure uniformity and reliability across diverse institutions, promoting a level playing field and consistent education quality.
- A centralized data centre should be established for validation and streamlined information, enhancing transparency and accuracy in institutional reporting, and eliminating inefficiencies.
- Encourage a tiered approach for institutions' progression to facilitate continuous improvement at their own pace while maintaining accountability.
- There must be a shift in focus from rankings to tangible student outcomes, fostering a student-centric approach to education.
- There should be acknowledgement and appreciation of the diversity among institutions in ranking systems, advocating for a nuanced understanding of each institution's strengths and challenges.
- The HEIs should be encouraged to prioritize and develop internal quality assurance mechanisms, ensuring continuous improvement aligned with their mission and goals.

Recommendations to Academia and Industry:

- The HEIs should embrace dynamic benchmarks aligned with respective institutional goals to constantly improve and stay ahead. Development of internal quality assurance mechanisms with an emphasis on continuous improvement, supported by faculty professional development through training programs, can be helpful.
- An internationalized educational environment must be created by offering language programs, engaging in global research collaborations, and establishing diverse academic partnerships.
- The higher education institutions must recognize and value the societal impact created by compassion-driven research and community engagement.



L to R- **Dr. Raghu Raman**, Dean, Amrita School of Business & Director, Center for Research in Analytics & Technologies for Education, Amrita Vishwa Vidyapeetham

| **Prof. Padmakumar Nair**, Director, Thapar Institute of Engineering and Technology | **Dr. (Mrs.) Pankaj Mittal**, Secretary General, Association of Indian Universities (AIU), Govt. of India | **Prof. (Dr.) Nagajyothi Koripella**, Director, Research and Development, BEST Innovation University | **Dr. Tripti Waghmare**, Executive Director (Academic Excellence), Quality Assurance, Datta Meghe Institute of Higher Education & Research (DMIHER) | **Dr. Ashwin Fernandes**, Regional Director for QS Middle East, Africa & South Asia; CEO for QS IGAUGE Rating System | **Mr. Mathew Johnston**, Minister-Counsellor (Education and Research), Australian Government Department of Education, Australian High Commission, India

Panel Discussion 7 Institutional Social Responsibility: Aligning Values with Actions

The panel discussion unfolded as an insightful exploration into the multifaceted dimensions of Institutional Social Responsibility (ISR) within the global and Indian higher education landscape. The discourse underscored the crucial role of Higher Education Institutions (HEIs) in shaping an ideal society for future generations. The panel delved into the diverse responsibilities of HEIs, emphasizing their role in environmental stewardship, sustainable practices, and research aimed at addressing contemporary global challenges. Experts articulated the imperative for HEIs to extend their focus beyond traditional academic pursuits, recognizing the broader societal impact they can achieve.

Recommendations to Government:

- Funds should be allocated to public universities and institutions to seamlessly integrate sustainable development into academic curricula, research endeavours, and community outreach programs.
- The government should establish collaborative partnerships with HEIs to co-design diverse social innovation programmes and implement development initiatives.
- The credit framework in higher education should be adapted to recognize and incentivize students' engagement in social responsibility endeavours. The ISR impact can also be incorporated into accreditation and rankings.
- Government must develop mechanisms to embed University Social Responsibility approaches into research programs across HEIs. The research initiatives should be incentivized which are aimed at advancing knowledge, creating innovative technologies, shaping policies, and fostering practices in social development.
- Certain innovative financial mechanisms should be explored to fund university initiatives, such as the creation of stock market education bonds. This can be a sustainable way to mobilize funds from the money market to diverse HEI initiatives.

Recommendations to Academia and Industry:

- The principles of sustainable development should be incorporated into diverse curricula to internalize ISR themes and cultivate a sense of social responsibility among students.
- Dedicated ISR cells must be established for coordinating targeted initiatives and fostering a culture of social responsibility in academia.
- The industries should lead by aligning their processes and practices with social responsibility, focusing on sustainability and responsible consumption to address societal challenges.

- Online learning partnerships must be promoted for inclusive skill development aligned with social responsibility, bridging traditional education and socially responsible opportunities.
- The Academia and Industry should collaborate for multidisciplinary research which may include provision of incentives and funding for faculty and researchers to collectively address societal challenges, contributing to sustainable development.



L to R- **Dr. Ranjan Bose**, Director, Indraprastha Institute of Information Technology, Delhi | **Dr. Ramakrishnan Raman**, Vice Chancellor, Symbiosis International University | **Mr. Richard McCallum**, Group CEO, UK India Business Council | **Dr. Rajita Kulkarni**, President, Sri Sri University | **Dr. Vishal Talwar**, Director, IMT Ghaziabad | **Dr. Ram Sharma**, Vice Chancellor and Chairperson, Board of Management, UPES | **Dr. Nidhi Pundhir**, Vice President, Global CSR & Director, HCL Foundation



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