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Moving Bharat (India) Again Towards Vishwa Guru

In association with

Mahindra™ University
Global Thinkers. Engaged Leaders.

BHARAT HIGHER EDUCATION SUMMIT (BHES) 2025

23rd & 24th April 2025

VENUE

Mahindra University
Hyderabad

ABOUT THE SUMMIT

The Bharat Higher Education Summit 2025 was a premier platform dedicated to shaping the future of higher education in India. With the theme "Building Next Generation Leaders in Higher Education," the summit aimed to address the evolving educational landscape and the need for leadership that is visionary, inclusive, and transformative.

India's higher education sector is at a pivotal crossroads. The demand for dynamic leadership capable of navigating complex challenges, fostering innovation, and steering institutions toward excellence has never been greater. This summit brought together thought leaders, policymakers, educators, and industry experts to discuss strategies for nurturing future leaders who will not only contribute to academic excellence but also drive sustainable socio-economic development.

The Summit highlighted the role of universities as engines of innovation, research, and community impact, ensuring they are equipped to meet the demands of tomorrow's workforce.

By providing a platform for cross-sector collaboration, the Bharat Higher Education Summit sought to lay the foundation for a new generation of academic leaders who would champion educational reforms and empower future generations to excel in a globalized world.

BHARAT HIGHER EDUCATION SUMMIT (BHES) 2025

23rd & 24th APRIL 2025

DAY
01

INAUGURAL SESSION

23rd April 2025, Mahindra University

In the inaugural session, the welcome address was delivered by Prof. **(Dr.) Yajulu Medury**, Chairperson of the CIPU Southern India Regional Council and Vice Chancellor of Mahindra University, Hyderabad. Welcoming the attendees, he noted that BHES 2025 was a collaborative movement aimed at building institutions of excellence through bold leadership, technology integration, and sustainable innovation. He expressed that Mahindra University was honored to convene this important dialogue focused on developing globally competent and socially conscious future leaders.

Prof. (Dr.) Gopal Pathak, Honorary President, CIPU and Director General Sarla Birla University, Ranchi delivered the theme address in which he discussed the significance of character, culture, and collaboration in academic governance. He emphasized that global technological developments offer valuable lessons, and it is important to learn from them. Reflecting on the theme of future leadership, he highlighted that young faculty members must cultivate leadership skills and prepare themselves to guide the next generation, as they are responsible for shaping students' futures. He stressed that without technological advancement, character building, honesty, and integrity among academicians, all efforts in education would be rendered meaningless

In his presidential address, **Dr. Rahul Karad,** Founder & Chief Patron of CIPU and Executive President of MIT World Peace University, Pune, emphasized that in a vibrant democracy, co-creation is essential, beginning with people coming together to drive collective progress. He acknowledged the growing role of private universities in shaping India's educational landscape and underscored the importance of a unified platform like the Confederation of Indian Private Universities (CIPU). Such a body, he noted, can effectively represent the interests of private institutions, address shared challenges, and ensure that research, quality, innovation, and inclusivity remain central to the evolution of higher education in India.

During his keynote address, **Prof. (Dr.) Anil Sahasrabudhe**, Chairman of the Executive Committee, NAAC, and Chairman of NBA, emphasised how institutional innovation and integrity need to be at the heart of accreditation. He noted that CIPU has raised a crucial topic by focusing on how future leadership must be shaped, particularly at a time when the Hon'ble Prime Minister is emphasizing the vision of Viksit Bharat 2047. Reflecting on the essence of leadership, he stated that true leaders are those who lead by example—by practicing what they preach. Without demonstrating this in action, he remarked, others will not be inspired to follow.

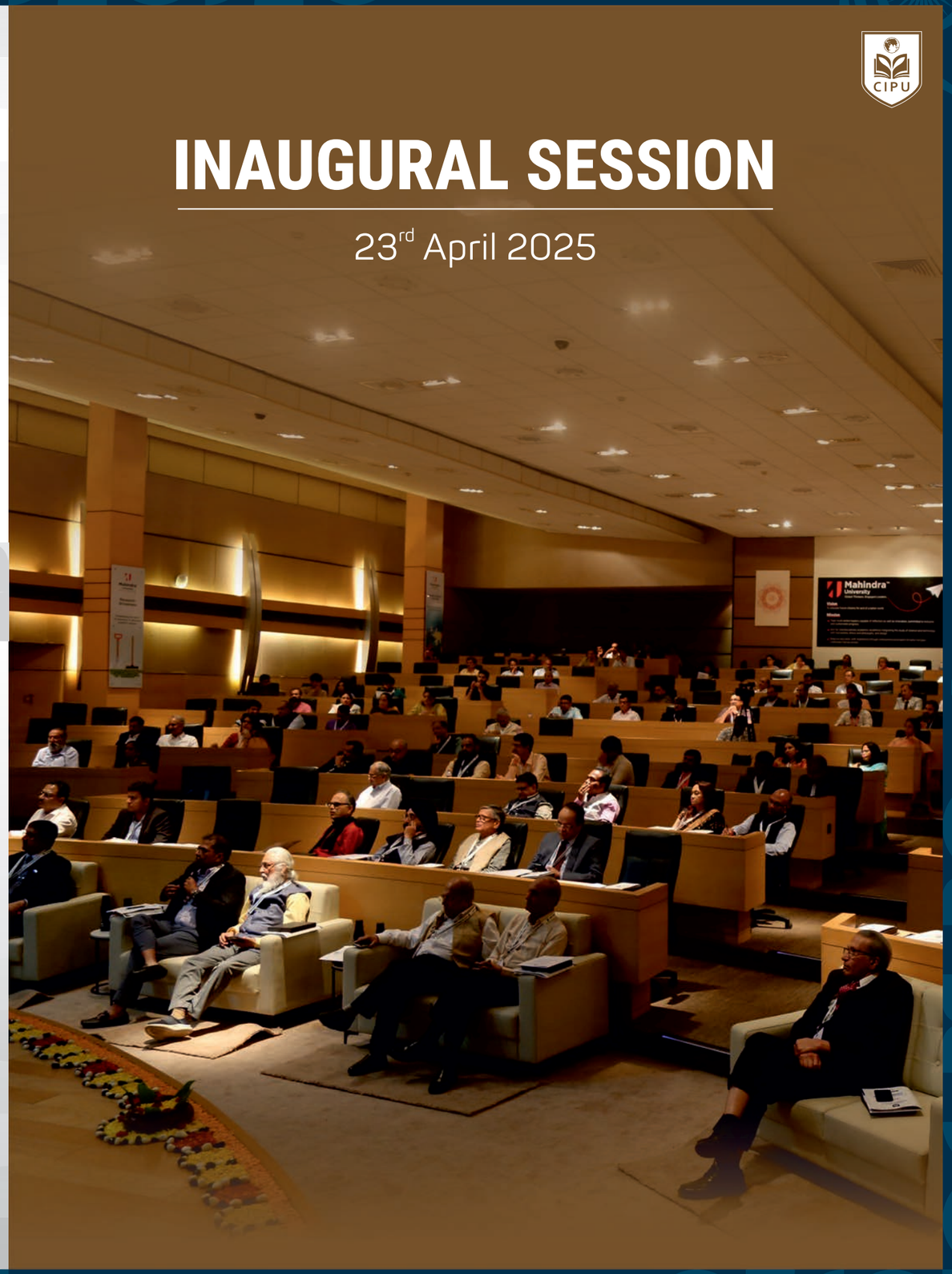
In a special address **Mr. Murali Bukkapatnam**, Chairman, Global Board of Trustees, TiE, highlighted the importance of cross-sector partnerships to drive entrepreneurship and innovation in curriculum and research respectively.

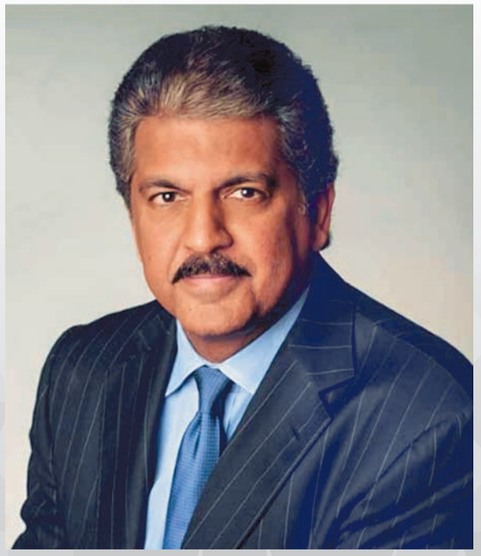
Delivering the inaugural address, **Prof. (Dr.) T. G. Sitharam**, Chairman of the All India Council for Technical Education (AICTE), highlighted the responsibility of higher education institutions to shape visionary leaders amid rapid technological disruptions and global shifts. He emphasized that the National Education Policy (NEP) 2020 offers a transformative roadmap, promoting a move away from rote learning toward critical thinking, and encouraging multidisciplinary integration over siloed learning. He also noted that private universities will be instrumental in achieving the ambitious target of a 50% Gross Enrolment Ratio (GER) by 2035.

The inaugural session concluded with a vote of thanks by **Prof. (Dr.) G.K. Shirude**, Honorary Vice President, CIPU and Vice Chancellor Balaji University, Pune and followed by Networking dinner. During the event, academicians reiterated the need to sustain the momentum initiated through collaborative action and continued dialogue.

INAUGURAL SESSION

23rd April 2025





***Mr. Anand Mahindra, Chancellor, Mahindra University**, was unable to attend the inaugural session due to prior commitments. However, his special message was read out during the session by **Prof. (Dr.) Yajulu Medury, Vice Chancellor**, Mahindra University.*

Mr. Anand Mahindra's message

"Bharat Higher Education Summit 2025 is a significant milestone in our collective journey towards shaping the future for our coming generations. Together, we must pave the way for India to continue thriving in the global knowledge economy and lead the charge with our innovative and cutting-edge ideas.

This summit has sparked vital discussions and strengthened partnerships across academia, industry leaders, and policymakers, underscoring its importance in our shared mission to transform India's higher education ecosystem. The way forward is clear; we must nurture curious minds to drive growth and foster global thinkers, trailblazers and fearless leaders."

DAY
02

PLENARY SESSIONS

24th April 2025, Mahindra University

In a special address on 'Challenges to Academic Leadership in the Next Decade', **Prof. (Dr.) D. P. Agarwal**, Former Chairman of the Union Public Service Commission, highlighted that the coming decade will be rapidly evolving, demanding agile and visionary leadership in education. He stated that leaders capable of driving meaningful change will emerge as the frontrunners in shaping the future of Indian education. He underscored the need to be prepared for an IT-enabled, distance learning-driven educational landscape. He mentioned that when considering how to fund NEP, it is stated that philanthropy must play a role. He questioned how much CSR money has been allocated toward this cause. He further pointed out that as long as the model persists, where one entity pays and others benefit from it, there will be a lack of real demand. He assured with sincerity that the quality sought is not yet on the horizon, and no matter what efforts are made, it will remain elusive, as there is no demand for it from society. He raised the concern about the absence of societal support, questioning whether municipalities would be willing to come forward and support these initiatives, including funding. He stated that the answer to this is no. He further emphasized that the current financial model for higher education is not sustainable, and he does not foresee the quality improving, particularly as student engagement remains a significant issue. Prof. Agarwal also noted that while AI will shape many aspects of the future, it is the human mind and critical thinking that must remain in control, emphasizing that future skills will go beyond design and require a deeper understanding of technology's role without losing human agency.

BHES 2025

Bharat Higher Education Summit 2025

PANEL DISCUSSION

Public-Private Partnership in Research Capacity Building

This session explored how collaborative models between academia, industry, and government could drive research excellence and innovation. Panelists discussed best practices, funding mechanisms, and policy frameworks that could strengthen research ecosystems in higher education. The discussion focused on fostering meaningful partnerships that enhanced institutional research capacity and global competitiveness.

Prof. (Dr.) Anil Kashyap, President Chancellor of NICMAR University, Pune, chaired and moderated the panel discussion. In his welcome remarks, he emphasized that collaboration between industry and academia is crucial for strengthening the research ecosystem. He highlighted that such partnerships not only drive innovation but also ensure that research efforts are aligned with real-world challenges and opportunities. He invited the panel and participants to explore ways to build stronger and more sustainable models for impactful research and development.

Prof. (Dr.) Roop Mahajan, Lewis A. Hester Chair in Engineering, Virginia Tech, **Prof. (Dr.) Padmakali Banerjee**, Vice Chancellor, IILM University, Gurugram, **Dr. (Mrs.) C Tara Satyavathi**, Director, ICAR – Indian Institute of Millets Research, Hyderabad and **Prof. (Dr.) Nihar Ranjan Biswas**, Vice Chancellor, Sri Balaji Vidyapeeth, Puducherry joined as distinguished panelists.

Prof. Roop highlighted that a significant portion of research is funded through Public-Private Partnerships (PPPs). He stressed the importance of collaboration between universities to strengthen research capacity and innovation. Additionally, he emphasized the need to establish and support Industry-University Cooperative Research Centers as a key mechanism for fostering impactful, application-oriented research.

Dr. (Mrs.) C. Tara Satyavathi emphasized the importance of deep ownership and commitment to one's profession. Reflecting on the agricultural sector, she noted the shift from traditional staples like rice and wheat to the growing mainstream adoption of millets. She highlighted that ICAR has developed over 80 technologies that have been successfully commercialized and adopted by industry, demonstrating the tangible impact of agricultural research and innovation.

Prof. Banerjee referenced Thomas Jefferson's perspective, expressing a preference for the potential of the future over the history of the past. She emphasized that capacity building in research should go beyond just developing infrastructure—it must involve creating a comprehensive ecosystem that supports innovation, talent development, and sustainable growth.

Dr. Nihar Ranjan Biswas stressed that to achieve a 50% Gross Enrollment Ratio (GER), open and distance learning must be effectively utilized—though this also presents a challenge to maintaining quality. He emphasized that Public-Private Partnerships (PPPs), skill development, and capacity building are essential strategies to meet this goal. He also called for greater collaboration among private universities to collectively strengthen the higher education ecosystem.

THE KEY TAKEAWAYS

Collaboration Between Academia, Industry, and Government

Strong collaborative models between these sectors are crucial for driving research excellence and innovation. Such partnerships can align research efforts with real-world challenges and opportunities, fostering a more impactful research ecosystem.

Importance of Public-Private Partnerships (PPPs)

A significant portion of research is funded through PPPs, which play a critical role in supporting innovation. Industry-University Cooperative Research Centers should be established to bridge the gap between academic research and industry needs.

Capacity Building Beyond Infrastructure

Capacity building in research must go beyond just infrastructure development. It should focus on creating a comprehensive ecosystem that supports talent development, sustainable growth, and continuous innovation.

Commitment to Profession and Ownership

Individuals, especially in academia and research, must demonstrate ownership and deep commitment to their professions. A shift in the agricultural sector, for example, demonstrates how research-driven innovation (such as the adoption of millets) can significantly impact industry and society.

Focus on Skill Development and Open Learning

To achieve higher enrollment ratios (50% GER), open and distance learning must be better utilized, alongside a focus on maintaining quality education. Skill development and capacity building should be prioritized to meet evolving educational needs.

THEME

Building Next Generation Leaders in Higher Education

PANEL DISCUSSION

Leadership Skills for Digital Age

In an era defined by rapid technological advancements, academic leaders have to embrace digital transformation to drive institutional success. This session examined the essential leadership competencies required to navigate digital disruption, implement technology-driven learning models, and create future-ready institutions. Experts shared insights on digital fluency, data-driven decision-making, and leading in an increasingly tech-centric education landscape.

Prof. (Dr.) Parvinder Singh, Chairperson of the CIPU Northern India Regional Council and Vice Chancellor of Lamrin Tech Skill University, Ropar, Punjab, chaired and moderated the panel discussion. In his welcome address, he emphasized that leadership in the digital era requires not only strategies, planning, and skills but also a mindset capable of navigating complexity, embracing innovation, and fostering resilient, adaptive academic practices. He highlighted emerging technologies such as Artificial Intelligence, Data Analytics, Blockchain, and Virtual Reality as essential tools for forward-thinking academic leadership in today's rapidly evolving educational landscape.

Dr. Onkar Bagaria, Trustee & CEO, Vivekananda Global University, Jaipur, **Prof. (Dr.) Rajita Kulkarni**, President, Sri Sri University, Cuttack, **Prof. (Dr.) Arun Kumar Pujari**, HOD of AI & CSE, Adviser & Professor Emeritus, Mahindra University, Hyderabad and Prof. (**Dr.) Monika Sethi Sharma**, Vice Chancellor, K.K. Modi University, Chattisgarh joined as distinguished panelists.

Dr. Bagaria emphasized that leadership in the digital age must be data-driven, especially in the higher education sector, where decision-making increasingly relies on managing and interpreting vast amounts of data.

Prof. Arun Kumar Pujari encouraged a deeper reflection on the factors behind the success of AI, suggesting that similar principles-such as data sharing, code sharing, restructuring, relearning, and competitive, data-driven ecosystems-should inform the development of leadership skills in the academic and research domains.

Dr. Sethi highlighted that this is a uniquely empowered era for the younger generation, with unprecedented access to data and knowledge. She noted that this accelerates decision-making but also places responsibility on leaders to understand and respond to the evolving needs of students in higher education.

Prof. Kulkarni observed that in today's hyper-connected world, particularly through social media, greater connectivity can ironically lead to greater feelings of isolation. She emphasized that fostering a sense of trust is crucial in helping individuals feel secure, supported, and truly connected in both academic and social environments.

THE KEY TAKEAWAYS

Data-Driven Decision Making

Emphasized the importance of using data to make informed and effective decisions.

Digital Fluency in Future Generations

The coming generation will be more fluent in handling and understanding data, and it is crucial to create an environment that allows leadership to adopt these changes effectively.

Skills for Leaders

Leaders must have digital skills, including the ability to focus, draw valuable insights, and connect with people who have a focus and insights.

Upskilling Faculty and Leaders

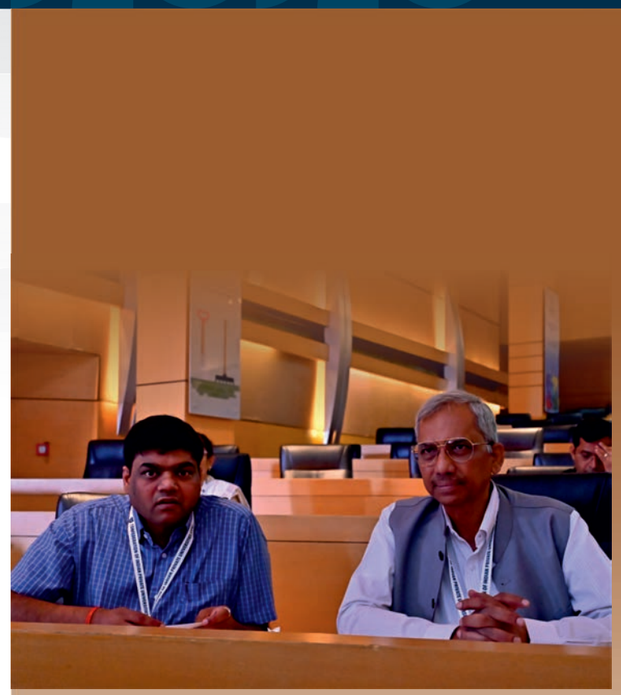
Faculties and leaders need to constantly upskill to stay ahead of rapidly evolving technologies.

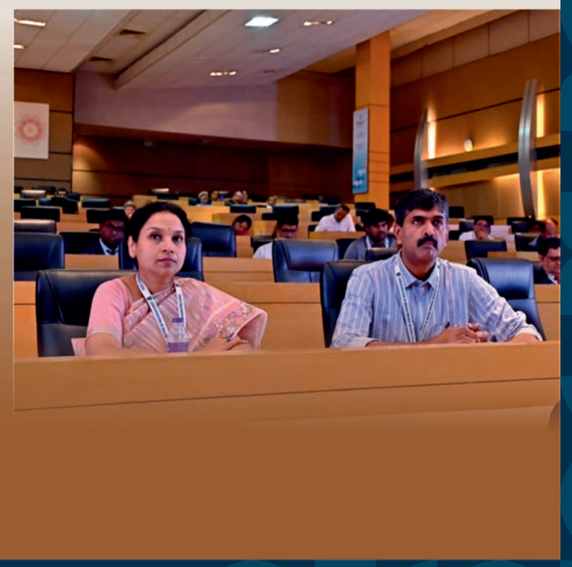
Strategic Agility for Leaders

University leaders should possess strategic agility, adaptability, and the ability to navigate a volatile global environment.

Role of AI

AI can serve as a facilitator in improving leadership and decision-making processes.





PANEL DISCUSSION

Fostering Entrepreneurial Mindsets in Academia

Entrepreneurial thinking is becoming essential in higher education to drive innovation, problem solving, and industry impact. This session delved into strategies for embedding entrepreneurship within academic institutions, empowering faculty and students to pursue innovation, and building a culture that supports startups and commercialization. Panelists shared global best practices and discussed how universities can be catalysts for economic growth and societal transformation.

Prof. (Dr.) Ramgopal Rao, Group Vice Chancellor of BITS Pilani, chaired and moderated the panel discussion. In his welcome remarks, he emphasized the need for academic institutions to move beyond traditional approaches and address systemic challenges within the current academic framework. Citing that India's patent filings have increased tenfold in the past five years, placing the country 6th globally, he stressed that patents must evolve into prototypes, which should then become marketable products, leading to profit that can be reinvested into the academic ecosystem. He also touched on emerging research frontiers like gravitational waves, quantum science, and nanotechnology, urging institutions to look beyond patents and publications, and instead focus on building a full cycle of innovation-from idea to impact.

Prof. (Dr.) Pawan Kumar Singh, Director, IIM Tiruchirappalli, **Prof. (Dr.) Y.S.R. Murthy**, Vice Chancellor, The Assam Royal Global University, **Dr. Madhu Chitkara**, Pro-Chancellor, Chitkara University, Punjab, **Mr. Yogesh Brahmankar**, Innovation Director, MoE's Innovation Cell, **Mr. Rajesh Pagadala**, President, TiE Hyderabad and Founder & Managing Director, Pagadala Constructions Pvt. Ltd. joined as distinguished panelists.

Prof. Pawan Kumar Singh emphasized the need for a society with strong entrepreneurial orientation, beginning with academicians themselves embodying entrepreneurial values, which in turn will influence and inspire students.

Mr. Yogesh discussed the role of the ministry in promoting entrepreneurial mindsets, stressing the need to challenge existing assumptions, foster this mindset among faculty, and provide continuous support and trust for long-term success.

Mr. Rajesh pointed out that innovation exists across all academic verticals, with opportunities for patents and process improvements. He stressed that successful entrepreneurship requires holistic management abilities, not just ideas.

Dr. Chitkara shared the initiatives at Chitkara University aimed at promoting a robust startup ecosystem, highlighting that 73% of the startups on campus are women-led, showcasing the university's commitment to inclusivity in entrepreneurship.

Prof. Y.S.R. Murthy advocated for a greater focus on social entrepreneurship in higher education, noting that while industry problems are often prioritized, the social impact dimension remains underexplored and under-supported.

THE KEY TAKEAWAYS

Encouraging Original Thinking in Academicians

Helping academicians think creatively and develop original ideas.

Entrepreneurial Mindset in Research and Societal Sensitivity

Entrepreneurial mindset should be sensitive to societal issues and focused on identifying and addressing pain points. There is a need for an entrepreneurial mindset in research, aiming to solve problems and contribute to translational research.

Entrepreneurship Addressing Societal Issues

Entrepreneurship should focus on addressing societal challenges and creating solutions that have a positive impact.

Encouraging Innovation and Risk-Taking

Encouraging a culture of innovation, research, and risk-taking is essential for entrepreneurial success in academia.

Integrating Entrepreneurship into Curriculum

Entrepreneurship should be integrated into academic curricula to better prepare students for real-world challenges.

Mentorship and Support Systems

Providing mentorship and robust support systems for students is crucial to fostering an entrepreneurial spirit. Ensuring access to funding, resources, and opportunities is vital for nurturing entrepreneurial initiatives in academia.

PANEL DISCUSSION

Leadership in Research and Innovation

Research and innovation are at the core of academic excellence and national progress. This session brought together thought leaders to discuss how universities can strengthen research capabilities, drive interdisciplinary collaborations, and ensure research integrity. Panelists explored key themes such as research inclusion, impact, intelligence, and ethical leadership in advancing knowledge and shaping the future of higher education.

Prof. (Dr.) Sandeep Sancheti, Chairperson of the CIPU National Committee on R&D and Industry-Academia Collaboration and Vice President, Research Relations and Academic Affairs at Elsevier (India), chaired and moderated the panel discussion. In his welcome remarks, he posed a thought-provoking challenge—to identify research initiatives in India that have been successfully productized and gained global acceptance, emphasizing that achieving such milestones reflects true research leadership. He underscored that leadership in research is not an individual pursuit but emerges through teamwork and collaboration. Highlighting the need for structured progress, he stressed the importance of benchmarks, attainments, and actionable plans. He introduced the concept of "Research I (RI)", where 'I' stands for Impact, Integrity, Internationalization, Inclusivity, and Innovation, advocating for these as the core pillars of a forward-looking research ecosystem.

Prof. M. Krishnamurthy, Centre Director, Tata Institute of Fundamental Research, Hyderabad, **Prof. (Dr.) Arvind Shaligram**, Hon. Director, ISRO-UoP Space Technology Cell, Savitribai Phule Pune University, **Prof. (Dr.) Bishnu Pal**, Professor & Dean Ecole Centrale School of Engineering & HoD, Physics, Mahindra University, **Prof. (Dr.) KP Venugopal Rao**, Director (Finance), Symbiosis Institute of Business Management, Hyderabad joined as distinguished panelists.

Prof. M. Krishnamurthy expressed concern that, as a country, India is not investing sufficiently in research. He emphasized that effective research requires substantial investment, robust infrastructure, and the nurturing of a culture that embraces risk-taking and innovation.

Prof. Bishnu Pal noted that universities serve as the breeding grounds for future ideas. He stressed that research is often incremental and not every project results in an invention. To build long-term capacity, entry-level faculty need time and support to engage meaningfully in research.

Prof. Arvind Shaligram introduced the concept of three layers of research:

- Fundamental Research: high-risk, high-impact breakthroughs where traditional metrics like publications may not initially apply.
- Routine Research: involves creating reusable infrastructure for consistent outputs like data, papers, and patents.
- Utility Research: focused on solving industry-specific problems with practical solutions. He highlighted the importance of balancing all three layers to build a sustainable research ecosystem.

Prof. K.P. Venugopal Rao brought in the managerial and business perspectives of research. He noted that the National Education Policy (NEP) has created timely opportunities for interdisciplinary collaboration and cultural transformation within universities. He advocated for fostering curiosity and providing incentives to students and faculty to enhance research engagement and innovation.

THE KEY TAKEAWAYS

Research Leadership Lies in Collaboration

Effective research leadership is driven by collaboration across institutions, industries, and other stakeholders.

The ‘RI’ Framework for Research Excellence

The 'RI' framework, focusing on Research Impact, Integrity, Internationalization, Inclusivity, and Innovation, is essential for fostering research excellence.

Investment and Culture Are Critical

Sufficient investment in research infrastructure and creating a supportive research culture are key factors for success.

Universities as Idea Incubators

Universities should be seen as incubators for new ideas, fostering innovation and driving the development of breakthrough solutions.

Faculty Development

Ongoing professional development for faculty is crucial for enhancing research capabilities and fostering leadership in academia.

Incentivizing Research Participation

Providing rewards, recognition, and institutional support for both students and faculty can significantly increase research engagement and participation.

CIPU OFFICIALS WITH
STUDENT VOLUNTEERS OF
MAHINDRA UNIVERSITY

GLIMPSES FROM BHES 2025

23rd & 24th April 2025, Mahindra University, Hyderabad

KEY RECOMMENDATIONS

Establish a Distinct Ranking Framework for Private Universities

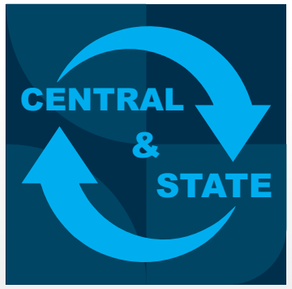
Solution: Develop a dedicated ranking system tailored to private universities, considering their unique contexts and contributions. This framework should emphasize parameters like industry collaborations, innovation, and societal impact.

Increase Corporate Social Responsibility (CSR) Investments in Higher Education

Solution: Encourage private sector companies to allocate a portion of their CSR funds to higher education initiatives. This can be facilitated by creating a centralized platform that connects corporations with educational institutions, ensuring transparency and alignment of objectives.

Enhance Coordination Between Central and State Regulatory Bodies

Solution: Establish a joint task force comprising representatives from central agencies (UGC, AICTE) and state authorities to facilitate regular dialogues. This body can address challenges faced by state private universities, including revisiting fee structures and regulatory frameworks, ensuring policies are cohesive and contextually relevant.



Recognize Higher Education as a Public Good

Solution: Advocate for policies that treat higher education as a public good, ensuring broader access and equity. This includes implementing inclusive admission policies, providing financial aid to underprivileged students, and investing in infrastructure to accommodate diverse student populations.

Promote Partnerships Between Private Universities and Premier Institutions

Solution: Initiate structured collaboration programs between private universities and premier institutions like IITs and IIMs. These partnerships can focus on faculty exchange, joint research projects, and sharing of best practices, fostering a culture of mentorship and academic excellence.

Innovate PhD Programs to Cultivate Entrepreneurship

Solution: Reorient doctoral programs to include entrepreneurship training, encouraging PhD holders to venture beyond academia. This can involve integrating modules on business development, innovation management, and startup incubation into the curriculum, fostering a new generation of academic entrepreneurs.

PRESS COVERAGE

BHES 2025

Mahindra University hosts BHES summit

Mahindra University's Internal Quality Assurance Cell collaborated with the Confederation of Indian Private Universities (CIPU) to host the Bharat Higher Education Summit (BHES) 2025. Delivering the inaugural address, Prof (Dr) TG Sitharam, Chairman, All India Council for Technical Education (AICTE), said: "With the rapid technological disruption and shifting global dynamics, our higher education institutions bear the profound responsibility of shaping visionary leaders. NEP 2020 provides a transformative roadmap."

Private Universities Key to Achieving 50% Enrolment by 2035, Says AICTE Chief at BHES 2025

Hyderabad, May 2: Private universities will play a pivotal role in helping India reach the National Education Policy (NEP) 2020 target of 50% Gross Enrolment Ratio (GER) by 2035, said Prof. (Dr.) T.G. Sitharam, Chairman of the All India Council for Technical Education (AICTE), during the Bharat Higher Education Summit (BHES) 2025 held at Mahindra University, Hyderabad.

Addressing over 150 Vice Chancellors and academic leaders from across India, Prof. Sitharam emphasized the need to shift from rote learning to critical thinking, interdisciplinary education, and innovation to remain globally competitive.

Organised by the Confederation of Indian Private Universities (CIPU) and Mahindra University's Internal Quality Assurance Cell, the summit focused on "Building Next Generation Leaders in Higher Education." It featured thought leaders from institutions like Virginia Tech, BITS Pilani, IIM Tiruchirappalli, and TIFR, among others.

Anand Mahindra, Chancellor of Mahindra University, in a message delivered by Vice Chancellor Prof. (Dr.) Yajulu Medury, described the summit as a milestone in reshaping India's higher education ecosystem, calling for nurturing "curious minds" and "fearless leaders."Dr. Rahul Karad, Chief Patron of CIPU and Executive President of MIT-World Peace University, stressed the importance of a unified platform to represent and empower private universities in India's educational journey.

The event featured panel discussions on leadership in the digital era, public-private research partnerships, accreditation integrity, and fostering entrepreneurship in academia. Prof. (Dr.) Anil Sahasrabudhe, Chairman of NAAC and NBA, underlined the need for institutional innovation and integrity in accreditation.

The summit concluded with a vote of thanks by Prof. (Dr.) G.K. Shirude, Honorary Vice President, CIPU, urging institutions to continue the collaborative momentum toward transforming India into a global knowledge leader.Would you like a shorter version for social media or a university press release format?

Private Universities Key to 50% GER Goal: AICTE Chief

DECCAN NEWS SERVICE
HYDERABAD

Private universities are pivotal in achievng India's target of 50% Gross Enrolment Ratio (GER) in higher education by 2035, said Prof. (Dr.) T. G. Sitharam, Chairman of the All India Council for Technical Education (AICTE), during the Bharat Higher Education Summit (BHES) 2025 at Mahindra University on Thursday.

The summit, organized by the Confederation of Indian Private Universities (CIPU) and hosted by Mahindra University's Internal Quality Assurance Cell, brought together over 150 Vice Chancellors and academic leaders from across India. Themed 'Building Next Generation Leaders in Higher Education', the event aimed to foster leadership, innovation, and global relevance in the education sector.

In his keynote address, Prof. Sitharam emphasized the importance of NEP 2020 in transforming education from rote learning to critical thinking and multidisciplinary integration. "With rapid technological disruption and global shifts, our institutions must shape visionary leaders. Private universities are essential to this transformation," he said.

A message from Anand Mahindra, Chancellor of Mahindra University, was read by Prof. (Dr.) Yajulu Medury, highlighting the summit as a turning point in India's knowledge economy. Mahindra called for bold thinking and collaboration to nurture "global thinkers, trailblazers, and fearless leaders."

Prof. Medury, also Chairperson of CIPU Southern India Regional Council, welcomed delegates and stressed that BHES 2025 was a movement toward building institutions of excellence.

Dr. Rahul Karad, Executive President of MIT World Peace University and Chief Patron of CIPU, underlined the need for co-creation and a unified platform to support private institutions in innovation and inclusivity.

The two-day summit featured panel discussions and expert talks on topics such as PPP in research, digital leadership, and fostering entrepreneurship in academia. Eminent speakers included representatives from Virginia Tech, IIM Tiruchirappalli, TIFR, ISRO-UoP, BITS Pilani, and others.

Prof. (Dr.) Anil Sahasrabudhe, Chairman of NAAC Executive Committee and NBA, called for integrity and innovation in accreditation, while industry leaders advocated student exchanges and inter-institutional collaboration to enhance global credibility.

The summit concluded with a vote of thanks by Prof. (Dr.) G.K. Shirude, Honorary Vice President of CIPU, who called for sustained collaboration to carry forward the vision of BHES 2025.

Private universities are crucial in achieving a 50% Gross Enrolment Ratio by 2035, says Prof. (Dr.) T. G. Sitharam, Chairman, AICTE

SUMMIT WITH 150+ VICE CHANCELLORS CONCLUDES AT MAHINDRA UNIVERSITY CAMPUS IN HYDERABAD

Hyderabad 2nd May 2025 | Industry leaders highlighted that India's education system must aim to be among the best in the world by creating a research-based and interdisciplinary academic environment during the Bharat Higher Education Summit (BHES) 2025 hosted by Mahindra University's Internal Quality Assurance Cell and organised by the Confederation of Indian Private Universities (CIPU).

Delivering the inaugural address, Prof. (Dr.) T. G. Sitharam, Chairman of All India Council for Technical Education (AICTE), said, "With the rapid technological disruption and shifting global dynamics, our higher education institutions bear the profound responsibility of shaping visionary leaders. NEP 2020 provides a transformative roadmap, guiding us to shift from rote learning to critical thinking and from silos to multidisciplinary integration. Private universities will play a crucial role in achieving a 50% Gross Enrolment Ratio by 2035."

The summit, themed 'Building Next Generation Leaders in Higher Education,' united over 150 Vice Chancellors and academic leaders from across the nation.

Anand Mahindra, Chancellor of Mahindra University, (through a message that was delivered by Prof. (Dr.) Medury during his address) said, "Bharat Higher Education Summit 2025 is a significant milestone in our collective journey towards shaping the future for our coming generations. Together, we must pave the way for India to continue thriving in the global knowledge economy and also lead the charge with our innovative and cutting-edge ideas. This summit has sparked vital discussions and strengthened partnerships across academia, industry leaders, and policymakers, underscoring its importance in our shared mission to transform India's higher education ecosystem. The way forward is clear; we must nurture curious minds to drive growth and foster global thinkers, trailblazers and fearless leaders."

Throughout the summit, panellists and keynote speakers stressed the necessity of aligning higher education with global standards while also embracing indigenous knowledge systems, digital innovation, and experiential learning.

Welcoming the attendees, Prof. (Dr.) Yajulu Medury, Chairperson, Southern India Regional Council, CIPU and Vice Chancellor of Mahindra University, said, "BHES 2025 is a collaborative movement to build institutions of excellence through bold leadership, technology integration, and sustainable innovation. Mahindra University is honoured to convene this crucial dialogue on building globally competent and socially conscious future leaders."

In a presidential address, Dr. Rahul Karad, Chief Patron, CIPU and Executive President, MIT-World Peace University, Pune, said, "In a vibrant democracy, co-creation is fundamental — it begins with people coming together to shape collective progress. As private universities continue to emerge and contribute significantly to the educational landscape, there is a clear need for a unified platform like Confederation of Indian Private Universities (CIPU). Such a body can champion the interests of private institutions, address shared challenges, and ensure that research, quality, innovation, and inclusivity remain at the heart of higher education in India."

During the two-day event, industry experts highlighted the significance of student exchange programmes and the need for institutions to work together to enhance credibility and recognition on national and global platforms.

During his keynote address, Prof. (Dr.) Anil Sahasrabudhe, Chairman of the Executive Committee, NAAC, and Chairman of NBA, emphasised how institutional innovation and integrity need to be at the heart of accreditation.

A series of panel discussions explored topics like Public-Private Partnership in Research Capacity Building, Leadership Skills for Digital Age, Fostering Entrepreneurial Mindset in academia and Leadership in Research and Innovation. Eminent speakers from Virginia Tech, IIM Tiruchirappalli, TIFR, ISRO-UoP, BITS Pilani, NICMAR University, Symbiosis IBM Hyderabad, and Sri Sri University enriched the summit with global perspectives.

The summit concluded with a vote of thanks by Prof. (Dr.) G.K. Shirude, Honorary Vice President, CIPU. During the event, academicians reiterated the need to sustain the momentum initiated through collaborative action and continued dialogue.

ET Education.com
From The Economic Times

Delivering the inaugural address, Prof (Dr) TG Sitharam, Chairman of All India Council for Technical Education (AICTE), said, "With the rapid technological disruption and shifting global dynamics, our higher education institutions bear the profound responsibility of shaping visionary leaders."

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ANI

Bharat Higher Education Summit (BHES) 2025 (Photo source: Mahindra University)

Private universities are crucial in achieving a 50 per cent gross enrolment ratio by 2035: Chairman, AICTE

ANI | Updated: May 02, 2025 14:13 IST

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Delivering the inaugural address, Prof (Dr) TG Sitharam, Chairman of All India Council for Technical Education (AICTE), said, "With the rapid technological disruption and shifting global dynamics, our higher education institutions bear the profound responsibility of shaping visionary leaders."

He added, "NEP 2020 provides a transformative roadmap, guiding us to shift from rote learning to critical thinking and from silos to multidisciplinary integration. Private universities will play a crucial role in achieving a 50 per cent Gross Enrolment Ratio by 2035."

The summit, themed 'Building Next Generation Leaders in Higher Education,' united over 150 Vice Chancellors and academic leaders from across the nation.

Anand Mahindra, Chancellor of Mahindra University, (through a message that was delivered by Prof (Dr) Medury during his address) said, "Bharat Higher Education Summit 2025 is a significant milestone in our collective journey towards shaping the future for our coming generations. Together, we must pave the way for India to continue thriving in the global knowledge economy and also lead the charge with our innovative and cutting-edge ideas. This summit has sparked vital discussions and strengthened partnerships across academia, industry leaders, and policymakers, underscoring its importance in our shared mission to transform India's higher education ecosystem. The way forward is clear; we must nurture curious minds to drive growth and foster global thinkers, trailblazers and fearless leaders."

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ThePrint

Private universities are crucial in achieving a 50 per cent gross enrolment ratio by 2035: Chairman, AICTE

ANI 02 May, 2025 02:17 pm IST

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THE EDUCATION TIMES.IN
www.theeducationtimes.in

Private universities are crucial in achieving a 50% Gross Enrolment Ratio by 2035, says Prof. (Dr.) T. G. Sitharam, Chairman, AICTE

By The Education Times News Bureau - May 2, 2025

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हैदराबाद/दिल्ली। महिन्द्रा युनिवर्सिटी के इंटरनल क्वालिटी एश्योरेंस सेल की मेजबानी में कनफेडरेशन ऑफ इंडियन प्राइवेट युनिवर्सिटीज (सीआईपीयू) द्वारा आयोजित भारत हायर एजुकेशन समिट (बीएचईएस) 2025 के दौरान उद्योगपतियों ने यह बात रेखांकित की है कि भारतीय शिक्षा व्यवस्था को एक अनुसंधान आधारित एवं अंतरक्षेत्रीय अकादमिक वातावरण का निर्माण कर विश्व में सर्वोत्तम होने का लक्ष्य रखना होगा। उद्घाटन सत्र को संबोधित करते हुए अखिल भारतीय तकनीकी शिक्षा परिषद (एआईसीटीई) के चेयरमैन प्रोफेसर (डॉक्टर) टी.जी. सीताराम ने कहा, "तेजी से प्रौद्योगिकी के आगे बढ़ने और वैश्विक रुख में बदलाव के साथ हमारे उच्च शिक्षा संस्थानों पर दूरदर्शी नेता तैयार करने की जिम्मेदारी है। एनईपी 2020 एक परिवर्तनकारी रूपरेखा उपलब्ध कराते हुए हमें रटकर सीखने के बजाय गहन चिंतन की तरफ और साइलो से बहुक्षेत्रीय एकीकरण की ओर रुख करने का मार्गदर्शन करती है। निजी विश्वविद्यालय 2035 तक 50 प्रतिशत सकल नामांकन अनुपात हासिल करने में एक महत्वपूर्ण भूमिका निभाएंगे।" 'बिल्डिंग नेक्स्ट जेनरेशन लीडर्स इन हायर एजुकेशन' थीम पर आयोजित इस समिट में पूरे देश से 150 से अधिक कुलपति और अकादमिक नेता शामिल हुए।

भारत हायर एजुकेशन समिट 2025

लखनऊ। महिन्द्रा युनिवर्सिटी के इंटरनल क्वालिटी एश्योरेंस सेल की मेजबानी में कनफेडरेशन ऑफ इंडियन प्राइवेट युनिवर्सिटीज़ के तत्वावधान में भारत हायर एजुकेशन समिट 2025 का आयोजन किया। महिन्द्रा युनिवर्सिटी के चांसलर आनंद महिन्द्रा ने बताया कि भारतीय शिक्षा व्यवस्था को एक अनुसंधान आधारित एवं अंतरक्षेत्रीय अकादमिक वातावरण का निर्माण कर विश्व में सर्वोत्तम होने का लक्ष्य रखना होगा। उद्घाटन सत्र को संबोधित करते हुए अखिल भारतीय तकनीकी शिक्षा परिषद के चेयरमैन प्रोफेसर टी.जी. सीताराम ने कहा कि तेजी से प्रौद्योगिकी के आगे बढ़ने और वैश्विक रुख में बदलाव के साथ हमारे उच्च शिक्षा संस्थानों पर दूरदर्शी नेता तैयार करने की जिम्मेदारी है। एनईपी 2020 एक परिवर्तनकारी रूपरेखा उपलब्ध कराते हुए हमें रटकर सीखने के बजाय गहन चिंतन की तरफ और साइलो से बहुक्षेत्रीय एकीकरण की ओर रुख करने का मार्गदर्शन करती है। निजी विश्वविद्यालय 2035 तक 50 प्रतिशत सकल नामांकन अनुपात हासिल करने में एक महत्वपूर्ण भूमिका निभाएंगे। बिल्डिंग नेक्स्ट जेनरेशन लीडर्स इन हायर एजुकेशन थीम पर आयोजित इस समिट में पूरे देश से 150 से अधिक कुलपति और एकेडमिक नेता शामिल हुए।

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पचास प्रतिशत सकल नामांकन अनुपात हासिल करने के लिए निजी विवि महत्वपूर्ण: सीताराम

भोपाल। महिन्द्रा युनिवर्सिटी के इंटरनल क्वालिटी एश्योरेंस सेल की मेजबानी में कनफेडरेशन ऑफ इंडियन प्राइवेट युनिवर्सिटीज़ (सीआईपीयू) द्वारा आयोजित भारत हायर एजुकेशन समिट (बीएचईएस) 2025 के दौरान उद्योगपतियों ने यह बात रेखांकित की है कि भारतीय शिक्षा व्यवस्था को एक अनुसंधान आधारित एवं अंतरक्षेत्रीय अकादमिक वातावरण का निर्माण कर विश्व में सर्वोत्तम होने का लक्ष्य रखना होगा। अखिल भारतीय तकनीकी शिक्षा परिषद के चेयरमैन प्रो. टी.जी. सीताराम ने कहा, तेजी से प्रौद्योगिकी के आगे बढ़ने और वैश्विक रुख में बदलाव के साथ हमारे उच्च शिक्षा संस्थानों पर दूरदर्शी नेता तैयार करने की जिम्मेदारी है।

नवीनतम श्रृंखला: महिन्द्रा युनिवर्सिटी के इंटरनल क्वालिटी एश्योरेंस सेल की मेजबानी में कनफेडरेशन ऑफ इंडियन प्राइवेट युनिवर्सिटीज सीआईपीयू द्वारा आयोजित भारत हायर एजुकेशन समिट बीएचईएस 2025 के दौरान उद्योगपतियों ने यह बात रेखांकित की है कि भारतीय शिक्षा व्यवस्था को एक अनुसंधान आधारित एवं अंतरक्षेत्रीय अकादमिक वातावरण का निर्माण कर विश्व में सर्वोत्तम होने का लक्ष्य रखना होगा। एआईसीटीई के चेयरमैन प्रोफेसर डॉक्टर टी.जी. सीताराम ने कहा, तेजी से प्रौद्योगिकी के आगे बढ़ने और वैश्विक रुख में बदलाव के साथ हमारे उच्च शिक्षा संस्थानों पर दूरदर्शी नेता तैयार करने की जिम्मेदारी है।

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भारत हायर एजुकेशन समिट का आयोजन

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निजी विश्वविद्यालय 2035 तक 50

बिजनेस न्यूज़

मोशन एजुकेशन ने किया 80 शहरों में मेगा मॉक टेस्ट आयोजित

मोटरेन ने किया एफएमसीजी उद्योग में बदलाव का समर्थन

बिल्डिंग नेक्स्ट जेनरेशन लीडर्स इन हायर एजुकेशन समिट आयोजित

महिन्द्रा विवि में 150 कुलपतियों संग हायर एजुकेशन समिट

हैदराबाद। महिन्द्रा युनिवर्सिटी के इंटरनल क्वालिटी एश्योरेंस सेल की मेजबानी में कनफेडरेशन ऑफ इंडियन प्राइवेट युनिवर्सिटीज़ (सीआईपीयू) द्वारा आयोजित भारत हायर एजुकेशन समिट (बीएचईएस) 25 के दौरान उद्योगपतियों ने यह बात रेखांकित की है कि भारतीय शिक्षा व्यवस्था को एक अनुसंधान आधारित एवं अंतरक्षेत्रीय अकादमिक वातावरण का निर्माण कर विश्व में सर्वोत्तम होने का लक्ष्य रखना होगा। उद्घाटन सत्र में अखिल भारतीय तकनीकी शिक्षा परिषद के चेयरमैन प्रोफेसर डॉ टीजी सीताराम ने कहा तेजी से प्रौद्योगिकी के आगे बढ़ने और वैश्विक रुख में बदलाव के साथ हमारे उच्च शिक्षा संस्थानों पर दूरदर्शी नेता तैयार करने की जिम्मेदारी है। एनईपी 2020 एक परिवर्तनकारी रूपरेखा उपलब्ध कराते हुए हमें रटकर सीखने के बजाय गहन चिंतन की तरफ और साइलो से बहुक्षेत्रीय एकीकरण की ओर रुख करने का मार्गदर्शन करती है। निजी विश्वविद्यालय 2035 तक 50 प्रतिशत सकल नामांकन अनुपात हासिल करने में एक महत्वपूर्ण भूमिका निभाएंगे। बिल्डिंग नेक्स्ट जेनरेशन लीडर्स इन हायर एजुकेशन थीम पर आयोजित समिट में देशभर से 150 कुलपति और अकादमिक नेता शामिल हुए।

उच्च शिक्षा के क्षेत्र में निजी विश्वविद्यालयों की है अहम भूमिका

महिन्द्रा युनिवर्सिटी कैंपस में 150 से अधिक कुलपतियों के साथ भारत हायर एजुकेशन समिट संपन्न

वर्ष 2035 तक 50 प्रतिशत सकल नामांकन अनुपात हासिल करने के लिए निजी विश्वविद्यालय महत्वपूर्ण: टी.जी. सीताराम

2035 तक 50% सकल नामांकन अनुपात हासिल करने के लिए निजी विवि महत्वपूर्ण

हैदराबाद/दिल्ली। महिन्द्रा युनिवर्सिटी के इंटरनल क्वालिटी एश्योरेंस सेल की मेजबानी में कनफेडरेशन ऑफ इंडियन प्राइवेट युनिवर्सिटीज (सीआईपीयू) द्वारा आयोजित भारत हायर एजुकेशन समिट (बीएचईएस) 2025 के दौरान उद्योगपतियों ने यह बात रेखांकित की है कि भारतीय शिक्षा व्यवस्था को अनुसंधान आधारित एवं अंतरक्षेत्रीय अकादमिक वातावरण का निर्माण कर विश्व में सर्वोत्तम होने का लक्ष्य रखना होगा। अखिल भारतीय तकनीकी शिक्षा परिषद (एआईसीटीई) के चेयरमैन प्रोफेसर (डॉक्टर) टीजी सीताराम ने कहा निजी विश्वविद्यालय 2035 तक 50% सकल नामांकन अनुपात हासिल करने में महत्वपूर्ण भूमिका निभाएंगे। 'बिल्डिंग नेक्स्ट जेनरेशन लीडर्स इन हायर एजुकेशन' थीम पर आयोजित इस समिट में पूरे देश से 150 से अधिक कुलपति और अकादमिक नेता शामिल हुए। महिन्द्रा युनिवर्सिटी के कुलाधिपति (चांसलर) आनंद महिन्द्रा ने (कुलपति प्रोफेसर मेदुरी द्वारा दिए गए अपने संबोधन में एक संदेश के जरिए) कहा, भारत हायर एजुकेशन समिट 2025 हमारी आने वाली पीढ़ियों के भविष्य को आकार देने की दिशा में हमारी सामूहिक यात्रा में एक मील का पत्थर है।

ఉన్నత విద్యలో 2035 నాటికి 50 శాతం స్థూల నమోదు నిష్పత్తిని సాధించడంలో.. ప్రైవేట్ విశ్వవిద్యాలయాల పాత్ర కీలకం

ಉನ್ನತ ಶಿಕ್ಷಣ ಶೃಂಗಸಭೆ

ಬೆಂಗಳೂರು: ಮಹೀಂದ್ರ ಯೂನಿವರ್ಸಿಟಿ ಆಶ್ರಯದಲ್ಲಿ ಎರಡು ದಿನಗಳ ಭಾರತ್ ಉನ್ನತ ಶಿಕ್ಷಣ ಶೃಂಗಸಭೆ (ಬಿಎಚ್‌ಇಎಸ್) ಹೈದರಾಬಾದ್‌ನಲ್ಲಿ ಇತ್ತೀಚೆಗೆ ನಡೆಯಿತು. ಶೃಂಗಸಭೆಯಲ್ಲಿ ಭಾಗವಹಿಸಿ ಮಾತನಾಡಿದ ತಜ್ಞರು ಸಂಶೋಧನೆ ಆಧಾರಿತ ಮತ್ತು ಬಹುವಿಷಯಗಳ ಶಿಕ್ಷಣ ಪರಿಸರವನ್ನು ಸೃಷ್ಟಿಸುವ ಮೂಲಕ ಭಾರತವನ್ನು ವಿಶ್ವದಲ್ಲಿಯೇ ಮುಂಚೂಣಿಯ ಉನ್ನತ ಶಿಕ್ಷಣ ಕೇಂದ್ರವನ್ನಾಗಿಸಬೇಕು ಎಂದು ಸಲಹೆ ನೀಡಿದರು.

ಮಹೀಂದ್ರ ಯೂನಿವರ್ಸಿಟಿಯ ಕ್ವಾಲಿಟಿ ಅಷ್ಯೂರೆನ್ಸ್ ಘಟಕ ಮತ್ತು ಭಾರತೀಯ ಖಾಸಗಿ ಯೂನಿವರ್ಸಿಟಿಗಳ ಮಹಾಒಕ್ಕೂಟ (ಸಿಐಪಿಯು) ಜಂಟಿಯಾಗಿ ಈ ಶೃಂಗ ಸಭೆಯನ್ನು ಆಯೋಜಿಸಿದ್ದವು.

ಉನ್ನತ ಶಿಕ್ಷಣದಲ್ಲಿ ಮುಂದಿನ ಪೀಳಿಗೆಯ ನಾಯಕರನ್ನು ರೂಪಿಸುವ ವಿಷಯವನ್ನು ಹೊಂದಿರುವ ಶೃಂಗ ಸಭೆಯಲ್ಲಿ ದೇಶಾದ್ಯಂತ 150ಕ್ಕೂ ಹೆಚ್ಚು ಉಪಕುಲಪತಿಗಳು ಭಾಗವಹಿಸಿದ್ದರು. ಶೃಂಗಸಭೆಯಲ್ಲಿ ಮಾತನಾಡಿದ ತಜ್ಞರು ಜಾಗತಿಕ ಮಾನದಂಡಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ದೇಶದ ಉನ್ನತ ಶಿಕ್ಷಣವನ್ನು ರೂಪಿಸುವ ಅಗತ್ಯತೆಯನ್ನು ಒತ್ತಿ ಹೇಳಿದರು.

ఉన్నత విద్యలో 2035 నాటికి 50 శాతం స్థూల నమోదు

ఉన్నత విద్యలో 2035 నాటికి 50 శాతం స్థూల నమోదు నిష్పత్తిని సాధించడంలో ప్రైవేట్ విశ్వవిద్యాలయాల పాత్ర కీలకం

స్థూల నమోదు నిష్పత్తిని సాధించడంలో.. ప్రైవేట్ విశ్వవిద్యాలయాల పాత్ర కీలకం

నాయకులను రూపొందించే ఉన్నత విద్యా సంస్థలు

ఉన్నత విద్యలో ప్రైవేట్ విశ్వవిద్యాలయాల పాత్ర కీలకం

उच्च शिक्षा के क्षेत्र में निजी विश्वविद्यालयों की है अहम भूमिका : डा. टीजी सीताराम

ಮಹೀಂದ್ರ ಯೂನಿವರ್ಸಿಟಿ ಆಶ್ರಯದಲ್ಲಿ ಹೈದರಾಬಾದ್‌ನಲ್ಲಿ ಉನ್ನತ ಶಿಕ್ಷಣ ಶೃಂಗಸಭೆ

ఉన్నత విద్యలో 2035 నాటికి 50 శాతం స్థూల నమోదు నిష్పత్తి

- ప్రైవేట్ విశ్వవిద్యాలయాల పాత్ర కీలకం

वर्ष 2035 तक 50 प्रतिशत सकल नामांकन अनुपात हासिल करने के लिए निजी विश्वविद्यालय महत्वपूर्ण: प्रोफेसर टी.जी सीताराम

हैदराबाद/दिल्ली। महिन्द्रा युनिवर्सिटी के इंटरनल क्वालिटी एश्योरेंस सेल की मेजबानी में कनफेडरेशन ऑफ इंडियन प्राइवेट युनिवर्सिटीज़ (सीआईपीयू) द्वारा आयोजित भारत हायर एजुकेशन समिट (बीएचईएस) 2025 के दौरान उद्योगपतियों ने यह बात रेखांकित की है कि भारतीय शिक्षा व्यवस्था को एक अनुसंधान आधारित एवं अंतरक्षेत्रीय अकादमिक वातावरण का निर्माण कर विश्व में सर्वोत्तम होने का लक्ष्य रखना होगा।

महिन्द्रा युनिवर्सिटी कैंपस में बीएचईएस 2025 समिट संपन्न

हैदराबाद। महिन्द्रा युनिवर्सिटी के इंटरनल क्वालिटी एश्योरेंस सेल की मेजबानी में कनफेडरेशन ऑफ इंडियन प्राइवेट युनिवर्सिटीज द्वारा आयोजित भारत हायर एजुकेशन समिट (बीएचईएस) 2025 के दौरान उद्योगपतियों ने यह बात रेखांकित की है कि भारतीय शिक्षा व्यवस्था को एक अनुसंधान आधारित एवं अंतरक्षेत्रीय अकादमिक वातावरण का निर्माण कर विश्व में सर्वोत्तम होने का लक्ष्य रखना होगा। निजी विश्वविद्यालय 2035 तक 50 प्रतिशत सकल नामांकन अनुपात हासिल करने में एक महत्वपूर्ण भूमिका निभाएंगे। बिल्डिंग नेक्स्ट जेनरेशन लीडर्स इन हायर एजुकेशन थीम पर आयोजित इस समिट में पूरे देश से 150 से अधिक कुलपति और अकादमिक नेता शामिल हुए।

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Tribute to

Prof. (Dr.) Bhushan Patwardhan
Co-Chair Expert Advisory Group on Traditional Medicine World Health Organisation and National Research Professor
Ministry of AYUSH, India

Late. Dr. Krishnaswamy Kasturirangan
Scientist, Visionary, Mentor
Former Indian Space Research Organisation (ISRO)
Chairman and Padma Shri awardee

IN TRIBUTE TO DR KASTURIRANGAN: SCIENTIST, VISIONARY, MENTOR

Dr. Krishnaswamy Kasturirangan, former ISRO chairman and architect of NEP 2020, passed away at 84, marking the end of an era of significant contributions to India's space program and educational reforms. His leadership at ISRO led to milestones like PSLV and GSLV, while his vision for NEP 2020 emphasized holistic and multidisciplinary education.

A Visionary Scientist and Leader

Born on October 24, 1940, in Ernakulam, Kerala, Dr. Kasturirangan's academic journey began with a B.Sc. (Honours) from Ramnarain Ruia College, followed by an M.Sc. in Physics from the University of Mumbai. He earned his Ph.D. in astronomy from the Physical Research Laboratory, Ahmedabad, in 1971.

As the fifth Chairman of the Indian Space Research Organisation (ISRO) from 1994 to 2003, Dr. Kasturirangan led India's space program to remarkable achievements.Under his stewardship, ISRO operationalized the Polar Satellite Launch Vehicle (PSLV) and developed the Geosynchronous Satellite Launch Vehicle (GSLV). He was also instrumental in conceptualizing Astrosat, India's first dedicated astronomy satellite.

His tenure saw the successful launch of several key satellites, including INSAT-2 and IRS-1A/1B, as well as the initiation of the Bhaskara I & II Earth observation satellites. A pioneer in high-energy astrophysics, Dr. Kasturirangan helped shape India's space-based observatory programs, positioning the country at the forefront of space exploration.

Architect of Educational Reform

Beyond his scientific legacy, Dr. Kasturirangan was a towering figure in shaping India's educational landscape. As Chairman of the Committee for the National Education Policy 2020, he envisioned a transformative, inclusive, and globally aligned education system that emphasizes holistic, multidisciplinary learning while staying rooted in India's cultural ethos.

His vision extended to institutional leadership roles—as Director of the National Institute of Advanced Studies (NIAS), Member of Parliament (Rajya Sabha), and Member of the Planning Commission of India. He also served as President of several prestigious Indian science academies, reflecting his lifelong dedication to scientific advancement and education.

A Personal Reflection

I first met Dr. Kasturirangan in 2006 during my tenure with the Manipal Group in Bengaluru. That meeting blossomed into a deep and lasting mentorship that significantly shaped my professional journey.

Under his guidance, I contributed to impactful initiatives such as the Karnataka Knowledge Commission and the Emerging Directions in Global Education (EDGE) Forum, which he chaired. EDGE brought together leading Indian universities to foster an ecosystem of academic excellence, reminiscent of the Ivy League.

Dr. Kasturirangan's commitment to integrating traditional Indian knowledge with modern science was evident in his support for the Foundation for Revitalization of Local Health Traditions (FRLHT), now known as the Trans-Disciplinary University (TDU). He was instrumental in establishing an Ayurveda and Integrative Medicine Hospital in Bengaluru through a Tata Trust endowment.

During my time as Vice Chairman of the University Grants Commission (UGC), collaborating with him on NEP 2020 was both a privilege and a learning experience. His clarity of vision, depth of wisdom, and unwavering dedication to national development left an indelible mark on all who worked with him.

A Life of Dignity and Purpose

A particularly cherished memory is his request that I personally deliver a copy of his memoir, Space and Beyond: Professional Voyage of K. Kasturirangan, to his mentor, Dr. E.V. Chitnis—a gesture that embodied the humility, respect, and gratitude that defined his life.

In his final days, Dr. Kasturirangan made a conscious and peaceful decision to cease the intake of food and water, leaving this world with the same dignity and awareness that marked every chapter of his life.
His departure is a profound personal loss and an irreplaceable void in the fabric of India's scientific and educational community.

May his noble soul attain the highest peace and liberation.

Prof. (Dr.) V. Ramgopal Rao
Group Vice Chancellor,
Birla Institute of Technology & Science,
Pilani

"NO BASIC OR APPLIED RESEARCH—ONLY GOOD RESEARCH OR BAD RESEARCH"

I have often seen funding agencies and researchers classify research as basic or applied. In reality, such distinctions are meaningless. At its core, there is only good research and bad research. Good research expands human understanding, asks bold questions, and pursues answers with rigor and honesty. It is driven by curiosity, not by immediate rewards or recognition. Bad research, on the other hand, chases trends, cuts corners, and settles for superficial results. It adds noise to knowledge rather than clarity to truth.

Sometimes the research applications follow immediately. Sometimes it takes decades or even centuries. Here are the reasons. **Gravitational waves**, predicted by Einstein in 1916, were considered purely theoretical. It took a hundred years to detect them. Today, technologies developed for gravitational wave detection are finding applications in seismic sensing, precision measurements, and as a tool to explore outer space. **Quantum mechanics**, once regarded as abstract and philosophical, now drives semiconductors, lasers, and the emerging world of quantum computing, communications and sensing. **Maxwell's equations**, initially seen as beautiful mathematics with no practical use, today form the foundation of every wireless communication system we depend on. **Number theory**, once considered the purest form of mathematics with no real-world application, underpins modern cryptography and internet security. Einstein's General **Theory of Relativity**, once viewed as a mathematical curiosity, today makes GPS systems accurate to the meter. **Lasers** were famously described as a solution looking for a problem. Today, lasers are used in surgery, manufacturing, communications, and consumer devices. These examples show that real distinction is not whether research is basic or applied. It is whether research is good or bad.

Government and Industry Support for Research Basic research creates new knowledge. It opens doors to futures we cannot yet imagine. Because its outcomes are uncertain and long-term, private sector investment in basic research is naturally limited. Governments have a duty to fund and nurture basic research as a national priority. Applied research, being closer to market needs, should be supported through a strong partnership between government and industry. Governments must enable risk-taking, while industries must accelerate the journey from idea to innovation. If we aspire to be a knowledge-driven economy, we must support good research in all its forms. Labels only limit our imagination. Good research, wherever it happens, is the engine of human progress. It is time we stop asking if research is basic or applied. We must instead ask if it is good.

Dr. Murari Lal Gaur
PhD (Hydrology, IIT Roorkee),
FIASWC, FIAH, FRMSI
Vice Chancellor, Dr. C, V Raman University, Vaishali Bihar India
(Ex. Principal Scientist/HOD/Dean in ICAR-Govt of India & AAU-Govt of Gujarat)
Email : mlgaur@yahoo.com, vc@cvrubihar.ac.in

"HARNESSING ARTIFICIAL INTELLIGENCE: PLOTTING THE COURSE FOR INDIAN UNIVERSITIES IN THE ERA OF SMARTER TECHNOLOGICAL TRANSFORMATIONS"

In the age of Artificial Intelligence (AI) , universities stand at the forefront of a transformative era. AI is not just a technological advancements; rather it's a catalyst for redefining educational paradigms. This article briefly explores how Indian universities (public or private) cutting across various Tiers (cities/sizes/credentials) are embracing AI to foster excellence, equity, and employability. The dawn of such evolving era presents both challenges and opportunities for changed higher education eco-sphere; specifically, under NEP-2020 and skill-based epoch. As AI reshapes global industries and intellectual frameworks, Indian universities are uniquely positioned to redefine educational paradigms, focusing on excellence, equity, and employability.

This article delves into how Indian universities are responding to the AI revolution by pioneering changes in curriculum, research, and policy-making. Based upon blended multi-institutional & multi-discipline experience of 41 years (R&D, Teaching, Academic, leaderships & managerial), Author has made a sincere effort to articulate how NextGen universities are likely navigate above transformations by integrating AI into leadership, curriculum, research, and policy-making. Several key points related to this topic require further discussion. Due to limited space, some of these crucial elements are illustrated in Figure 1. A concise narrative follows in the manuscript, which is designed to provide a clear understanding of the main theme. This approach perhaps allows readers to swiftly grasp the indispensable perceptions and see how they attach to the larger arguments.

Fig-1 A Brief Blueprint/Outline of Key Descriptive Elements

1 Academic Leadership in the AI Era

AI is revolutionizing academic leadership by enhancing decision-making, personalizing learning experiences, and streamlining administrative functions. Leaders in Indian universities are now tasked with navigating these technological currents, focusing on strategic growth and fostering innovation. By leveraging AI, organizations can optimize resources, improve scholar's outcomes, and uphold competitive compensations in the global educational scenery.

2 Innovating Curriculum and Pedagogy

The integration of AI into curriculum design and pedagogy is very much crucial for developing students towards future workforce. At majority of universities (~1200) cutting across their tiers in terms of locations, funding, students, infrastructure, employability, quality/quantity of multiple products & services, AI-driven tools are going to be invariably employed to create personalized learning paths, enabling students to receive real-time feedback and adaptive assessments. This approach will not only increases student engagement but ensures they acquire skills needed in an AI-driven economy, such as critical thinking, problem-solving, and digital literacy.

3 Skilling for the Future Workforce

As the demands of the skilled workforce evolve, universities are bound to adapt by offering AI-focused programs that emphasize the development of essential skills for the future. At this juncture, the partnerships with industry leaders can provide students with practical insights and experiences, ensuring they are well-prepared for the dynamic job market. This alignment between academia & industry is always vital for fostering employability & innovation.

4 AI in Research and Policy-Making

AI is altering research methodologies, enabling universities to analyse large datasets and derive meaningful insights previously unattainable. At majority of university systems, AI tools are already knocked to accelerate research processes, enhancing productivity and innovation. In policy-making, AI aids by providing prognostic analytics and data-driven sustenance, ensuring that institutional policies are proving highly relevant & forward-thinking, aligned with the rapidly shifting technological scenery.

5 Promoting Ethical AI Practices

As AI becomes progressively combined into society, ethical deliberations are paramount. At this stage the universities must lead the discourse on AI ethics, ensuring expansions well align with societal values and norms. By uniting ethical drill into AI education, organizations may prepare scholars to navigate complex moral landscapes, fostering responsible AI development and ensuring technology benefits for society as a whole.

6 Ensuring Inclusivity and Access

In the AI era, inclusivity is also crucial. AI can be an influential tool for breaking down edifying barriers, providing equitable access to learning prospects. By leveraging AI-powered platforms & possessions, universities can easily support students/scholars from diverse backgrounds, promoting social mobility and reducing educational disparities cutting across organizations/tiers/subject lines.

Conclusion

The integration of AI into higher education is going to epitomize a noteworthy revolution, providing universities across India with the prospect to redefine key pillars such as excellence, equity, and employability. By strategically embracing AI, educational institutions can lead the way in crafting an academic environment where these ideals are not merely aspirational but become integral mechanisms of the edifying skill. As we move into the AI era, universities must have the potential to foster a more inclusive and innovative future for students nationwide. AI can very easily personalize learning skills, enhance research capabilities, and streamline administrative processes, making education more accessible and effective. This transformation promises to equip students with the skills and acquaintance needed to thrive in a rapidly changing world, thus preparing them to contribute meaningfully to science, nature and society.

T.N.Mathur
Vice Chancellor, IIS (Deemed to be University),
Jaipur (Rajasthan),
tn.mathur@iisuniv.ac.in

Astha Pareek
Assistant Professor (Selection Grade), IIS (Deemed to be University),
Jaipur (Rajasthan),
astha.pareek@iisuniv.ac.in

Amita Sharma
Assistant Professor (Selection Grade),
IIS (Deemed to be University),
Jaipur (Rajasthan),
amita.1983@iisuniv.ac.in

REIMAGINING HIGHER EDUCATION IN THE AI ERA: AN INDIAN PERSPECTIVE

Abstract

The unprecedented rise of Artificial Intelligence (AI) has transformed the functioning of modern civilization. Education systems, particularly universities, are at a critical juncture in redefining the paradigms of excellence, equity, and employability. This paper outlines the integration of AI in Indian higher education and the consequent need for adaptive leadership, inclusive curricula, ethical frameworks, and policy-level reforms to ensure that future graduates are not only employable but also globally competent.

Introduction

The emergence of Artificial Intelligence (AI) is significantly transforming the way civilizations function, with profound impacts on economies, industries, and—most notably—education. As Shoshana Zuboff, author of The Age of Surveillance Capitalism (Zuboff,2023), aptly stated: “The real question is not what technology can do. It's what we will choose to do with it.” The same holds true for AI, which presents not only powerful possibilities but also critical choices for humanity.

Universities are taking proactive steps to adapt to the rapid advancements in AI, which is transforming nearly every aspect of life. In India, institutions are harnessing AI to redefine excellence, equity, and employability(Murdan and Halkhoree,2024).As Union Education Minister Dharmendra Pradhan emphasized (Press Information Bureau, 2025), “Our goal is to elevate Indian universities to world-class standards while fostering global connections,” ensuring that no one is left behind in this AI-driven transformation. By integrating AI, universities are reshaping research, leadership, curriculum, and societal engagement.

AI and Academic Leadership: Shaping a Vision for the Future

At the institutional level, leadership is categorized into two types: university leadership, which focuses on university operations, and academic leadership, which centers on academic decision-making. In both contexts, the AI revolution must strike a balance, emphasizing ethics and credibility (Gulumbe et al., 2024), while also fostering globalization and positioning the institution at the forefront of technological advancements. Today, leadership goes beyond managing operations; it demands a strategic vision to keep institutions relevant in an ever-changing landscape (Jaiswal and Arun,2021).

Academic leaders need to be well-versed in both the advantages and disadvantages of AI. This not only promotes AI adoption throughout the university but also ensures its integration into research, teaching, learning, and administration. Academic leadership in AI also entails prioritizing ethical considerations and fostering diversity, ensuring that the technology is applied responsibly, inclusively, and equitably across all domains of academia (Ossiannilsson, 2025). University leadership, meanwhile, must oversee AI's responsible and ethical use, preventing potential biases and injustices. To prepare students for an AI-enhanced world, institutional leaders must cultivate a culture of innovation and continuous learning. AI Technologies, such as machine learning, data analytics, and natural language processing, help optimize resource allocation, improve decision-making, and enhance the educational experience (Ashraf,2024). It is still the leadership's duty to ensure that these advancements are beneficial to all stakeholders concerned.

AI-Integrated Curriculum and Pedagogy: Preparing Students for a Changing World

Universities must evolve their curricula and teaching methods to equip students with the skills needed for the AI era. AI integration into academic programs is essential for producing future-ready graduates. The All India Council for Technical Education (AICTE, 2021) has already mandated AI in engineering curricula, with institutions like Delhi Technological University (DTU) leading the way to ensure students acquire critical AI competencies. Additionally, AI concepts must be incorporated into non-technical fields, like business, economics, humanities, and social sciences, alongside computer science and engineering (The Times of India, 2023).

AI-powered learning systems have transformed traditional pedagogy by personalizing learning experiences through adaptive paths, resources, and real-time feedback. The University Grants Commission (UGC)'s (**Ministry of Electronics and Information Technology, 2025) National Programme on Artificial Intelligence** (NPAI) framework encourages Higher Educational Institutions (HEIs) to integrate AI across both technical and non-technical disciplines, equipping students with relevant AI skills. NPAI enhances teaching by fostering innovative, adaptive methods, upskilling educators, aligning education with industry demands, and promoting cross-disciplinary collaboration to prepare students for an AI-driven future. The new pedagogies can use AI to close learning gaps. AI-assisted tools like speech recognition, text-to-speech, and real-time translation can help students with disabilities and make learning more inclusive. All students, regardless of their backgrounds or skill levels, will have access to a variety of learning possibilities thanks to this shift towards AI-integrated pedagogy, which promises to democratize education.

Skilling for the Future Workforce: Bridging the Gap Between Education and Industry

As the AI revolution progresses, skills once considered specialized are now essential in nearly every industry. Academic institutions must prepare students for an AI-driven future, where creativity, critical thinking, problem-solving, and emotional intelligence are just as important as technical knowledge. These skills complement AI technologies and are difficult for machines to replicate (Brynjolfsson and McAfee, 2014).

In response, universities are adapting their curricula to integrate both soft and technical skills. AI and machine learning programs are now paired with courses on ethics, leadership, and human-computer interaction to provide a more holistic education (Popenici and Kerr, 2017).

Collaborations between universities and industry are increasing, designing relevant courses, offering internships, and bridging the gap between theory and practice. Universities are also embracing lifelong learning, providing reskilling and upskilling programs for professionals to remain competitive (Yadav and Shrawankar,2025).

AI is central to these efforts, offering personalized learning, online courses, and real-time skill assessments. The NPAI and AICTE mandate to integrate AI into curricula further promote the development of key skills for the AI-enhanced workforce.

AI in Research, Administration, and Policy-Making: Driving Innovation Across the Institution

AI is becoming more and more prevalent in university research and administration, in addition to teaching and learning. Research in several fields is changing as a result of AI's capacity to analyze enormous volumes of data and find patterns. In domains like healthcare, climate science, finance, and engineering, researchers are utilizing AI to evaluate intricate datasets, test theories, and model results. The Ministry of Education, through initiatives like the National Mission on Education through Information and Communication Technology (NMEICT), has launched Virtual Labs, providing remote access to science and engineering laboratories for students and researchers across the country (NITI Aayog, 2023).The UGC has been instrumental in promoting AI research by facilitating collaborations between academic institutions and industry partners. For instance, UGC has supported the establishment of research centers focusing on AI and machine learning, fostering innovation and interdisciplinary research. AICTE has been proactive in integrating AI into higher education. It has encouraged institutions to introduce interdisciplinary AI courses and research programs, establish AI labs aligned with industry standards, and promote ethical AI practices.

AI is streamlining administrative tasks like student support, grading, and admissions, allowing universities to personalize course offerings, track student performance, and identify those needing extra support (Sousa and Cardoso,2025). AI-driven automation boosts productivity, reduces costs, and frees up funds for research.

AI also aids in university policymaking by supporting data-driven decisions on curriculum (Elugbaju et al., 2024), budget allocation, and student welfare, helping institutions improve engagement, retention, and overall effectiveness.

These advancements collectively enhance university research and administration, ensuring institutions are prepared to integrate AI for academic and operational excellence.

Ensuring Inclusivity and Access in the AI Age

While AI has many advantages, there are drawbacks as well, particularly with regard to equity and accessibility. For children in underprivileged or rural locations, who might not have access to the resources and technologies necessary to fully benefit from AI-powered education, the digital divide is still a major worry. Universities have an obligation to make sure AI is utilized to close these gaps rather than broaden them (Pedro et al., 2019).

Universities must make AI technologies available to all students in order to guarantee inclusion. This can be accomplished by investing in infrastructure, providing teachers and students with training and assistance, and providing reasonably priced learning platforms. Fairness must also be considered in the development and application of AI. Universities must implement moral AI procedures that remove prejudices, encourage openness, and protect against discrimination in AI-powered systems like grading or admissions (Wang, 2025).

Conclusion

Universities have a chance to take the lead in redefining excellence, equity, and employability as AI continues to influence the future. Universities may guarantee that students are adequately equipped for the workforce of the future by incorporating AI into their research, leadership, administrative, and curriculum activities. But doing so calls for a deliberate and responsible approach to the deployment of AI—one that places a high value on diversity, moral behavior, and ongoing skill improvement.

With AI acting as a force for good—improving knowledge, fostering equality, and equipping students to prosper in a world that is changing quickly—Indian universities are ideally positioned to be at the center of this revolution. Universities have a more important role than ever in shaping a just and creative future as AI becomes a more integrated aspect of higher education.

Prof. (Dr.) Sushma Yadav
Chairperson,
UGC Steering Committee, LOCF & Former Pro Vice Chancellor,
Central University of Haryana, Mahendergarh

"REDEFINING LEARNING IN THE AI ERA: NEP 2020 AS A CATALYST FOR TRANSFORMATIVE PEDAGOGY IN INDIA."

At a time when artificial intelligence (AI) is transforming into the epistemic as well as infrastructural core of the Fourth Industrial Revolution, Indian higher education is at a point of inflexion. Embedding AI within curriculum and pedagogy offers more than a technological upgrade: it presents a civilizational opportunity to re-imagine education in interdisciplinary, inclusive, and future-ready ways. Through this transformational horizon, our country's National Education Policy (NEP) 2020 is a timely and visionary framework. It provides the structural and philosophical frame necessary to mainstream AI education while preserving India's diverse social, linguistic, and developmental contexts.

Pedagogical Innovation Aligned with NEP Principles

The NEP's emphasis on experiential learning, conceptual understanding, and flexibility aligns with what AI can enable in educational practice. AI-enabled feedback loops, AI-enabled tutoring systems, and AI-enabled Adaptive learning - all facilitate a level of personalization of education at a scale that aligns with the NEP's assertion to move away from rote memorization towards "learning how to learn." AI can detect gaps in real-time and provide targeted differentiated learning in response to this- thus bringing the NEP's learner-centred vision to fruition.

Nevertheless, Freirean pedagogy also reminds us that education needs to build critical consciousness. Indian institutions must go beyond content automation and use AI tools to cultivate reflective and ethical learners.

Integrating AI into the curriculum should include not only neural networks, machine learning, but also conversations around algorithmic bias, surveillance, and data colonialism. Thereby, learners would become active co-creators rather than being mere passive consumers of AI content.

Multidisciplinary Curricula and Epistemic Integration

The NEP's vision of multidisciplinary education is strikingly instrumental in the context of growing dominance of artificial intelligence in our education system. Compared to former approaches that strongly contained disciplinary AI in engineering and sciences, NEP provided legitimacy and institutional space to promote learning across disciplines. AI cannot be treated as a domain-specific competence set; instead, AI is a structuring logic operating across disciplines, including medicine, law, governance, arts, and climate studies.

Thereby, Indian higher education institutions must design AI-based curricula focusing on technical literacy and ethical reasoning within their disciplines. An example of this can be a course titled 'AI and Society', wherein students of diverse fields, including computer science, political science, sociology, and law, can explore and analyze algorithms' implications for legal processes, public policy development, and democratic imagination.

Some elite institutions, such as the Indian Institute of Technology (IIT) Madras (BSc in Programming and Data Science) and Ashoka University (interdisciplinary Centre for AI and Society), are already placed along these lines. The question is how to meaningfully scale these institutional models into the broader higher education ecosystem.

Reimagining Employability through NEP's Skilling Framework

The NEP 2020 is anticipating a new understanding in India of employability - from the accumulation of degrees to skills acquisition, continuous learning, and flexible pathways toward employment. AI integration should be considered in that new understanding of employability. Technical capabilities required for AI (data science, natural language processing, computer vision, etc.) are necessary but not enough. In addition to the technical capabilities, the future workforce requires socio-emotional components of intelligence, systems thinking, and ethical reasoning.

AI can become a collaborator in skill building through simulation, gamification, and performance analytics. AI systems can augment vocational education, facilitate upskilling, and support just-in-time learning. Meanwhile, higher education institutions need to place AI's socio-economic context upfront. When low-skill jobs are threatened by automation, higher education in India must prepare its students for a post-industrial economic environment based on platform labor, gig economies, and global value chains.

Programs like SWAYAM, NASSCOM's Future Skills Prime and AICTE's AI skill hubs exemplify the NEP's aspiration for blended learning ecosystems that align digital facilities with institutional change. These assets can also be leveraged to level the playing field and provide access to AI training programs for marginalized learners.

Equity, Language, and Inclusion: Core NEP Commitments

A hallmark of NEP 2020 is its frank concern for inclusion, whether through mother-tongue education, gender parity, or regional equity. Inclusion in the era of AI must go beyond access to resources or infrastructure. It must address epistemic justice as the right to learn, produce, and critique knowledge in one's language, culture, and social context.

AI education in India must reflect this plurality. Higher educational institutions should offer AI-related courses in regional languages, concoct accessible content for differently abled learners, and develop tools for marginalized communities. NEP's focus on Open Educational Resources (OER), digital repositories, and teacher training can support such efforts. Further, public universities must be equipped with AI labs, multilingual platforms and cloud-based tools to bridge the digital divide.

Moreover, inclusivity in AI education must be intersectional. Caste, gender, and rural-urban divide interact complexly to structure educational outcomes. The NEP's call to track equity indicators and expand affirmative action must extend to AI skilling programs and digital learning platforms.

Ethical and Contextual Imperatives

NEP 2020 concocts higher education rooted in our cultural values and traditions while being globally relevant. This dual vision is especially salient in the domain of AI. Global models of artificial intelligence governance are largely shaped by techno-capitalist interests and often disregard the needs and aspirations of the Global South. Indian HEIs must develop an indigenous AI ethic deeply rooted in our nation’s constitutional values: dignity, plurality, and environmental sustainability.

Courses/ Programs in AI ethics should thus foreground issues such as data privacy, caste-based algorithmic bias, and the use of AI in predictive policing. These must be anchored in Gandhian, Ambedkarite, and Tagorean pedagogical traditions emphasizing dignity, community, and justice. By doing so, Indian universities can reclaim epistemic sovereignty in a global AI landscape dominated by Silicon Valley logic.

Conclusion

The AI era demands not only technological adaptation but also institutional imagination. NEP offers Indian higher educational institutions a broad blueprint to align innovation with inclusion and employability with ethicality. An AI-integrated curriculum and pedagogy could democratize knowledge, promote critical citizenship built around NEP principles, and equip India's youth to lead in an ever-changing world. The task ahead is to operationalize it urgently, creatively, and with an abiding commitment to social justice.

Prof. (Dr.) Avinash Kumar Agarwal
Director
Indian Institute of Technology (IIT), Jodhpur

Prof. (Dr.) Rajlaxmi Chouhan
Associate Professor | Electrical Engineering
Indian Institute of Technology (IIT), Jodhpur

WE SHOULD TEACH ENGINEERING IN INDIAN LANGUAGES

Embracing our linguistic diversity can produce engineering graduates who are technically competent and globally more aware

In the heart of every engineering classroom in India, a quiet yet significant challenge unfolds each day — a challenge rooted not in technical complexity or curriculum overload but in the language of delivery of instruction and its absorption.

In a country as linguistically diverse as ours — with over 1,369 recorded mother tongues and 122 major languages, the question of how language influences learning outcomes in technical education is becoming more relevant than ever.

Does the dominance of English in engineering education create barriers for our students? Can we become Viksit Bharat solely based on technical education in English? Are we not promoting apartheid because we are obsessed with English? Are we being inclusive enough by ignoring 94 per cent of the Indian population that is not literate in English?

We must confront these questions as educators, academicians, responsible citizens, and as a nation striving to become “Vishwa Guru” and a global leader in technology and innovation.

Lingering Language Divide

English has been Independent India’s language of higher/technical education/learning for decades. It is seen as a passport to global opportunities. Yet, for many students, especially those from rural and semi-urban backgrounds, this language is a serious obstacle rather than a tool, blocking their career growth because of their lack of proficiency in English.

We have seen this struggle first hand. Brilliant students with exceptional analytical minds falter because the language of instruction alienates them. They are not less capable, but their potential is hidden behind a wall of unfamiliar words and technical jargon delivered in a language they are still trying to master, mostly unsuccessfully.

The National Education Policy (NEP) 2020 recognises the urgency of addressing this issue through its transformative vision. This is a bold and necessary step, as several studies show that students learn much better when taught in their Matra Bhasha, particularly when it comes to grasping complex concepts. The NEP's vision is to preserve linguistic diversity and give every student an equal opportunity to thrive and excel.

But here lies the paradox: while we must empower students to learn in their native languages, we cannot ignore the reality that English is the global language of science, technology, and business.

The Path Forward

Thankfully, we live in an era where technology can be our greatest ally in solving this dogma. AI-powered tools can translate lecture content in real time, making technical concepts more accessible to students in their preferred language. Multilingual learning platforms and collaborative projects can leverage the diversity in our classrooms as a resource rather than a hurdle.

At IITs and other institutions, we continue to explore initiatives to create bilingual learning resources and encourage peer learning groups that support multilingual comprehension. The goal is to create an ecosystem where language is not a constraint but a catalyst for deeper learning.

While some might argue that insisting on multilingual education in engineering could dilute our global competitiveness, we view this challenge differently.

On the contrary, embracing our linguistic diversity can produce engineering graduates who are technically more competent, culturally more adaptive and globally more aware, who can think across literal and metaphorical boundaries.

IIT Jodhpur's bold initiative to allow first-year B.Tech. students have the option to select their first-year courses in either Hindi or English, which has produced excellent and unprecedented results in its pilot deployment in AY 24-25 Semester I.

Situated in the Hindi belt of India, with over 80 per cent of students coming from Hindi-speaking backgrounds, the option of additional choice of medium of instruction as Hindi was strategic and student-centred at IIT Jodhpur.

This initiative aimed to allow a smoother transition of students from the Hindi medium into the competitive instructional environment of an IIT. The response from students was overwhelmingly positive. They embraced this initiative with open arms, expressing deep gratitude and often sharing how this support has lifted a long-standing weight off their shoulders, giving them renewed confidence, learning experience and belonging.

As B.Tech. first-year student Kanak Khandelwal puts it, "We can ask questions more easily in Hindi because we think in Hindi too". The results from the first semester have shown that students from the vernacular medium now have a great shot at getting top grades, which were inaccessible to them earlier.

India’s engineers are already at the forefront of solving global challenges. Imagine the potential we could unlock if we gave every aspiring engineer all the tools to learn in the language, they understand best.
Imagine the innovations that would emerge from classrooms where diverse perspectives, rooted in diverse languages, converge to create something extraordinary.

Language, A Bridge

India stands at a pivotal moment. Our education system is transforming, and our choices shape our nation’s future today. Multilingualism is not a challenge to be overcome; it is a resource to be nurtured. It reflects who we are: a country that thrives in diversity and finds strength in its differences.

Let us embrace this diversity in our classrooms in institutions of higher learning for the sake of inclusivity of 94 per cent of the population, which is left out of this journey of “Vikas” because of their handicap in English as a language.

As Institutes of National Importance, IITs are responsible and able to lead transformative changes. In the end, engineering is not just about formulas and algorithms. It is about building solutions, shaping lives, and creating a world where every voice in every language can be heard and contribute to nation-building.

Agarwal is Director, of IIT-Jodhpur; Chouhan is an Associate Professor and Head of the Center for Education & Technology for Education at IIT Jodhpur

Sudipto Acharyya.
Film Maker and Senior Faculty
Whistling Woods International, Mumbai

UNDERSTANDING THE GOALS OF HIGHER EDUCATION IN A FORWARD-LOOKING UNIVERSITY

To begin with it's important to clarify for common good, as to how high is higher education. As the reach of education is spreading and greater portion of the population is accessing University system, the bar that defines the height of education is also changing.

The bulk of job seekers in the job market have an Undergraduate degree or an Engineering degree. An undergraduate degree alone will not ensure you a flourishing career anymore, neither will it create any significant advantage for the subject. Yet an Undergraduate degree forms the founding pillars for further studies and advancements. It provides the necessary impetus for enquiries and knowledge creation that are to be sharpened during Master studies and Doctoral studies. Undergraduate studies are the rites of passage that lead the students to
further specializations.

The focus of Undergraduate studies should ideally be:

1. Creating a strong foundation
2. Developing Critical Thinking
3. Practical Skills, Problem solving and Industry Integration
4. Developing soft skills (eg. Social Communication, Group Dynamics, Leadership etc.)
5. Instilling confidence and self-goals.

While a few students can successfully achieve these goals on their own, there are many who lag behind. It's for such students that the learning-teaching eco-system should gear up. There has to be enough flexibility in the system to personalize learning. The students (particularly those who lag behind) should be helped to clearly identify their strengths and fortify them and work on their weaknesses under a dedicated mentor.A favorable teacher student ratio can add to this flexibility. It has to be ensured that technology creates a level playing ground for all students, such that resources and learning tools are at their fingertips. Also the students should be mentally prepared to continuously adapt to new technologies and trends.

The evaluation system should be such that students are oriented towards critical thinking, originality and creative outputs instead of reproducing by rote.

Lastly, the students should be advised and encouraged to think beyond the job market. They should be able to imagine and visualize a future in which they themselves will be the generators of jobs.

The above formulations have been made keeping the students in mind and by stepping in to their shoes. However we can better understand the need of these goals and further sharpen them by asking a few questions to the planners of new University of the future, question relating to it's raison d'etre. The future of education services is waiting and should not catch us napping. A forward-looking university can clearly identify three different timelines for itself

1. Current State-of-the-Art methods:

Strengthening basic core as delineated in the Undergraduate studies program and focus, as mentioned above

2. Future Paradigms: Building new education models

This can begin in the Master's Program where students have come in with a strong foundation or with experience of working/interning. It's possible to imagine models where there is something for every member of the population. Just like the Banking Sector, which has revolutionized banking accessibility for the farthest members of society without visiting the bank, Master's programs could also be similarly planned.

A postgraduate student in a decade's time might access the best faculty and resource without leaving his/her hometown and making merely two campus visits per semester. Remote learning with video links can be supplemented by a network of affiliated laboratories spread through the country for practical credits. And certainly the course fees can become comparable to a local college while attaining a highly specialized knowledge stream. Questions of affordability and accessibility both need to be addressed for the future horizon if a forward-looking University needs to remain competitive.

Furthermore, the Master's program curriculum should be brought to speed. Most Master's program in India has a disproportionate tilt towards theoretical studies and lacking practical, hands-on exposure. The curriculum must re-focus on creativity and problem solving. The teaching methodology should extend beyond classroom lectures and incorporate interactivity through student centric learning, group discussions and team goals. Case studies and well-defined projects as end-of-term Capstone submissions must replace written exams. Master program curriculum should be dovetailed with various policy making groups, advocacy groups and planners at a national and regional level.

3. Going Beyond:

Monetizing Research should become the immediate goal if a University needs a 100 years life span of teaching, learning and leading. The University must have a clear vision about areas of research that lends itself well to monetizing, attract private equity capital and become a hub of innovation ecosystem that is co-piloted by venture studios. Currently there are only a handful of Universities and Education centers that have taken this path in India.

CONFEDERATION OF
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CIPU DIALOGUE WITH YOUNG THOUGHT LEADERS

Prof. (Dr.) Sohom Chakrabarty
Associate Professor, Department of Electrical Engineering, IIT Roorkee

CIPU
CONFEDERATION OF INDIAN PRIVATE UNIVERSITIES

1 How do you see the role of interdisciplinary learning evolving in engineering education in India?

Interdisciplinary learning is crucial in order to tackle the problems of the real world, otherwise the solution will not have a holistic view and will end up creating more problems in society. Institutions need to develop their own strategies to blend learnings from other streams into the curriculum. In IIT Roorkee, in the first year, there is a course Tinkering and Mentoring where the students are required to take up small projects based on their interest, and this may not necessarily align with their chosen streams. The projects need to deliver a hardware or a design solution, and teams of students are formed from various disciplines. I believe this is a good way to plant the seed of interdisciplinary thought process in the students. However, lot remains to be done. Institutions need a platform to share their strategies fostering interdisciplinary learning. This brainstorming would help one and all. I have a few suggestions in this regard. I had been raised in our family providing a lot of exposure to different things outside our curriculum-based knowledge, such as fiction books, cinema, arts, etc. I have observed that students these days in general are not exposed to such variety. This is detrimental to the overall personality development. Great people have always said that we must keep the windows of our mind open to let new thoughts and ideas come in. This helps in developing an all-round perspective and appreciation for life, which includes their education and career as well. What can be done in the undergraduate level to correct this is to keep in the curriculum a time to mandatorily engage with great works of fiction, cinema, performing arts, fine arts, etc. Most institutions do have some clubs which do these activities, but what I am saying is that these need to be devised into the curriculum so that everyone is at least exposed to each different form. A lecture on appreciations of these things could be included as a 2-credit course.

Additionally, engineering disciplines require a lot of general sciences and social science disciplines. In addition to the math, physics and social science courses, it could also be a good idea to keep an exercise in reading a non-fiction book on these subjects. The relevant teachers of a subject may prescribe one such book which the students will need to read through the semester. This will help them grow the habit of reading non-fiction books that would be highly valuable throughout their remaining life. I would suggest that one non-fiction math book each year to be read by the students, in addition to other such books in physics, biology, social sciences, economics, histoy, psychology, philosophy, etc. This will help the student develop a multi-dimensional perspective to solve problems in engineering as well as in overall life.

To effectively implement such non-fiction reading, group or classroom sessions for such readings could be included as a mandatory pass course of 1 or 2 credits linked to attendance of students.

2 What changes do you believe are most needed in the Indian higher education system to foster innovation and research excellence?

The higher education system must allow the opportunity to create innovation through interdisciplinary research. The selection criteria in PhD is many times rigidly set going by the UG and PG disciplines of the student. However, in case of a PhD, I think the faculty running a lab or a group is the best judge in selecting a student, who may be coming from a very different branch altogether. Unless we create interdisciplinary teams in the research labs, different perspectives in solving a problem cannot be brought in, which is the foundation of new innovation and research excellence. The infrastructure is another point. The institutions need to create infrastructures to foster innovation and research excellence in a particular direction. These could be broad theme based, such as Internet of Things, Precision Manufacturing, Smart Grids, Robotics, etc. CIPU could bring together private institutions together to create clusters of excellence in these areas, and focus on development of world-class research facilities in each cluster of excellence.

3 In your view, how can premier institutions like IIT Roorkee collaborate more effectively with private universities to uplift the quality of engineering education nationwide?

Premier institutions have qualified faculty in different streams. Private institutions can make a partnership with the premier institutions that enable mobility of the faculty to the private institution for a semester or half a semester, as the need may be to deliver a course and set up research facilities. Private institutions can offer the utilization of their research facilities (such as those created as part of clusters of excellence mentioned in the last answer), which may not be present in the premier institution. This will create a win-win situation for both and add to the overall development of India through effective engagement and collaboration within higher education institutions.

4 How important is global exposure and international collaboration for Indian institutions, and how can we make it more accessible?

Global exposure is very important in higher education, especially if we look for innovation and cutting-edge research. Due to availability of more funds and greater academia-industry connect in foreign universities, they usually have state-of-the-art lab facilities in which next-generation innovation can be driven. A partnership with them can enable the utilization of these facilities by the Indian academia. India has no dearth of creative ideas, and the partnership can be helpful in advancing technology through the intersection of innovative ideas from India and abroad. To foster more international collaboration, India needs to create more and more schemes for global exchange. Presently there are some such schemes, but more is needed. We can model our schemes based on successful global funding agencies like DAAD, DFG, FWO, etc. One thing that the private institutions can take a lead in is to establish institutes modelled on Brussels Institute of Advanced Studies, Edinburgh Futures Institute, etc.

hese institutes will be like a hub of interaction between experts from diverse disciplines of knowledge to foster future interdisciplinary research. A global call for fellowships could be placed from these institutes that would encourage experts from one field of study to come to India for the fellowship program and brainstorm together to advance the field and shape its future development. This would no doubt advance innovation and put India at the centre-stage of it. This would be immensely helpful in building new collaborations which can go on to become strong research partnerships in future. Another avenue to bring in global experts in India is through funding supports given to seminar activities. Seminar is a great way for academia to engage with each other and plan for future collaborations. CIPU could develop such seminar programs as well as the institutes of advanced studies mentioned above.

5 Looking ahead, what is your vision for the next decade of higher education in India?

If it is up to me, I would envision an India that would incorporate the Indic thought (Bharatiya Chetana) in its higher education. The Bharatiya Drishtibhangi (Indic perspective) would be a unique one that can enable the amalgamation of ideas from around the world to create a sustainable and just society in future, with technology that fosters growth and harmony. We have a vast knowledge source that is waiting to be rediscovered for the application in modern times. Only in this way, Bharat can be a distinct contributor to the world higher education. Efforts are on the way through government initiatives to foster the Indian Knowledge Systems. Some independent institutions are also supporting the cause. I would envision that passionate private institutions can come together to support this cause of rediscovering the Indian Knowledge Systems and train the future generation in seeing this knowledge through the modern perspective, so that it becomes a tool for helping create new innovations that would holistically solve today's problems, as underlined in the Sustainable Development Goals set by the United Nations. Let us take the lead in this together.

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Voices of University Governance

A CIPU Knowledge Dialogue Series

Bringing Insightful Conversations from the Corridors of Higher Education

"Voices of University Governance" is a unique knowledge initiative by the Confederation of Indian Private Universities (CIPU) that captures the lived experiences, strategic thinking, and institutional wisdom of senior leaders shaping India's private universities.

Through curated panel discussions and one-on-one dialogues with Registrars, Controllers of Examinations, CFOs, Directors of International Affairs, HR Heads, CTOs, Admissions Heads, Alumni Relations Heads, Placement Heads and Innovation/E-Cell Heads, this series delves into the challenges, innovations, and governance practices that define the modern university.

Each session is recorded in collaboration with host institutions across the country, creating a rich content repository that will benefit policymakers, academic leaders, and aspiring administrators.

- ✅ Curated Discussions
- ✅ Peer-to-Peer Learning
- ✅ Real-World Governance Perspectives
- ✅ Content Repository on CIPU Website

Write to **initiatives@cipuglobal.org** | **outreach@cipuglobal.org** or
Contact at **6350504866** | **9767207753** to explore hosting opportunities.

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In collaboration with

MCCI The Madras Chamber

TiE GLOBAL FOSTERING ENTREPRENEURSHIP

Host University

JEPPIAAR UNIVERSITY

"Reimagining Industry–Academia Collaboration: A Strategic Dialogue"

12th August 2025, Chennai

10:30 AM – 5:30 PM

What to Expect:

An exclusive boardroom dialogue featuring:

- 15–20 Vice Chancellors & Academic Leaders
- 15–20 Industry CEOs & Innovation Leaders
- Discussions on Curriculum Innovation, Joint Research, Skilling, and Talent Pipelines
- National Launch of a Multi-city Dialogue Series

Agenda Snapshot:

10:30 AM – 12:30 PM
Inaugural Session

12:30 PM – 1:30 PM
Networking Lunch

1:30 PM – 4:30 PM
Strategic Roundtable Discussion

4:30 PM – 5:30 PM
Campus Tour

Who Should Attend?

Chancellors | Vice Chancellors | Registrars | Deans | Directors | CXOs | Policy Experts | Principals

Email your name, designation, organisation and contact details to **office@cipuglobal.org/outreach@cipuglobal.org**

Contact: 79725 77914 or 97672 07753

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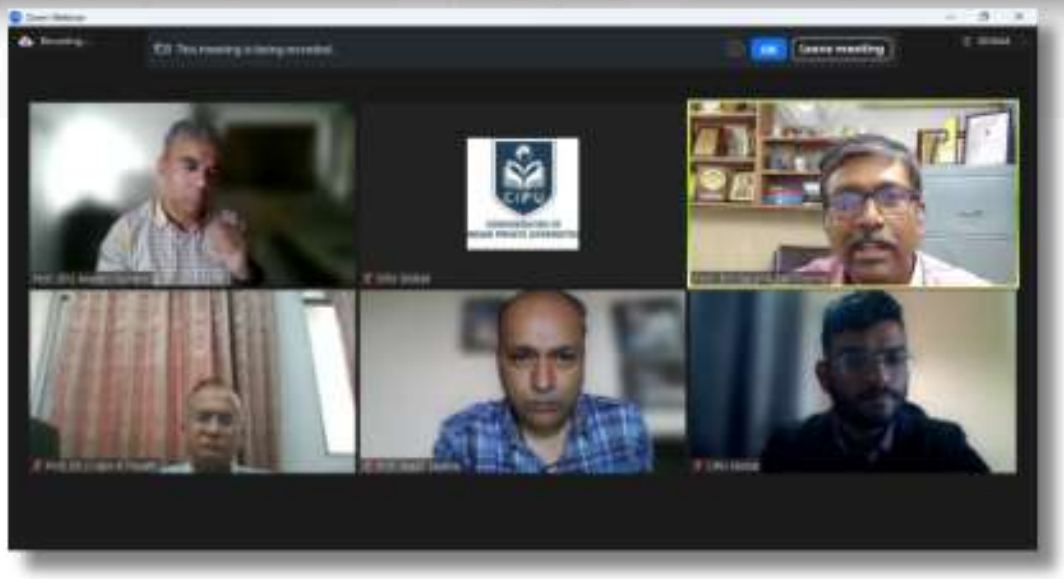
5-PART WEBINAR SERIES ON 'AI IN HIGHER EDUCATION'



AI-Driven Research: Tools, Trends & Techniques for Scholars

CIPU organized a high-impact webinar on "AI-Driven Research – Tools, Trends & Techniques for Scholars" on 20th June 2025, offering practical insights into how AI is transforming the research ecosystem. This inaugural session marked the beginning of CIPU's 5-part webinar series on AI in Higher Education, designed to explore how AI can elevate academic outcomes across teaching, research, and administration.

From cutting-edge tools to emerging trends and real-world applications, the session explored how AI is revolutionizing literature reviews, data analysis, academic writing, and overall research productivity.

Moderator:

Prof. Dr Anand Kulkarni
Research Professor and Associate Director,
Institute of Artificial Intelligence,
MIT World Peace University, Pune

Distinguished Panelists:

Prof. Dr. Kaushik Das Sharma
Professor & Former Head,
Dept. of Applied Physics,
University of Calcutta,
Kolkata

Prof. Dr. Akash Saxena
Professor,
Dept. of Electrical Engineering,
School of Engineering & Technology,
Central University of Haryana,
Mahendergarh

Prof. (Dr.) Vipin K Tripathi
Professor & Head, Mechanical Engineering Education Department,
National Institute of Technical Teachers' Training & Research,
Bhopal

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Upcoming webinars:

ABOUT CIPU

Confederation of Indian Private Universities (CIPU) emerged as an outcome of several rounds of discussions and brainstorming with stakeholders in the Higher Education ecosystem. This took the shape of the first formal dialogue in 2022 when more than 25 American and 30 Indian thought leaders met in Washington D.C. Building on the successful deliberations in Washington, more than 70 leading Private Universities met in Pune in January 2023 to take forward the mission.

CIPU is a not-for-profit member driven body that works and advocates for the promotion and interests of the tertiary, higher education, and University levels in various national and international forums.

The vision of CIPU is to make India, the knowledge capital of the world and re-establish the country's credentials as a Vishwa Guru in the 21st century.

The organisation will work closely with the Government and Education Entrepreneurs to ensure that the needs and concerns of higher education institutions are heard and addressed in policy making. CIPU also collaborates with international organisations and associations to promote the internationalization of higher education and to enhance the global reputation of the sector.

The Confederation serves as a unifying force, providing a platform for member institutions to exchange ideas, share best practices, and collectively address challenges facing the higher educational landscape. It also provides a platform for consensus building and networking on key issues.

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S. No. 124, Paud Road, Kothrud, Pune - 411038, India

info@cipuglobal.org/ office@cipuglobal.org

cipuglobal.org

linkedin.com/company/cipu-global-org

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