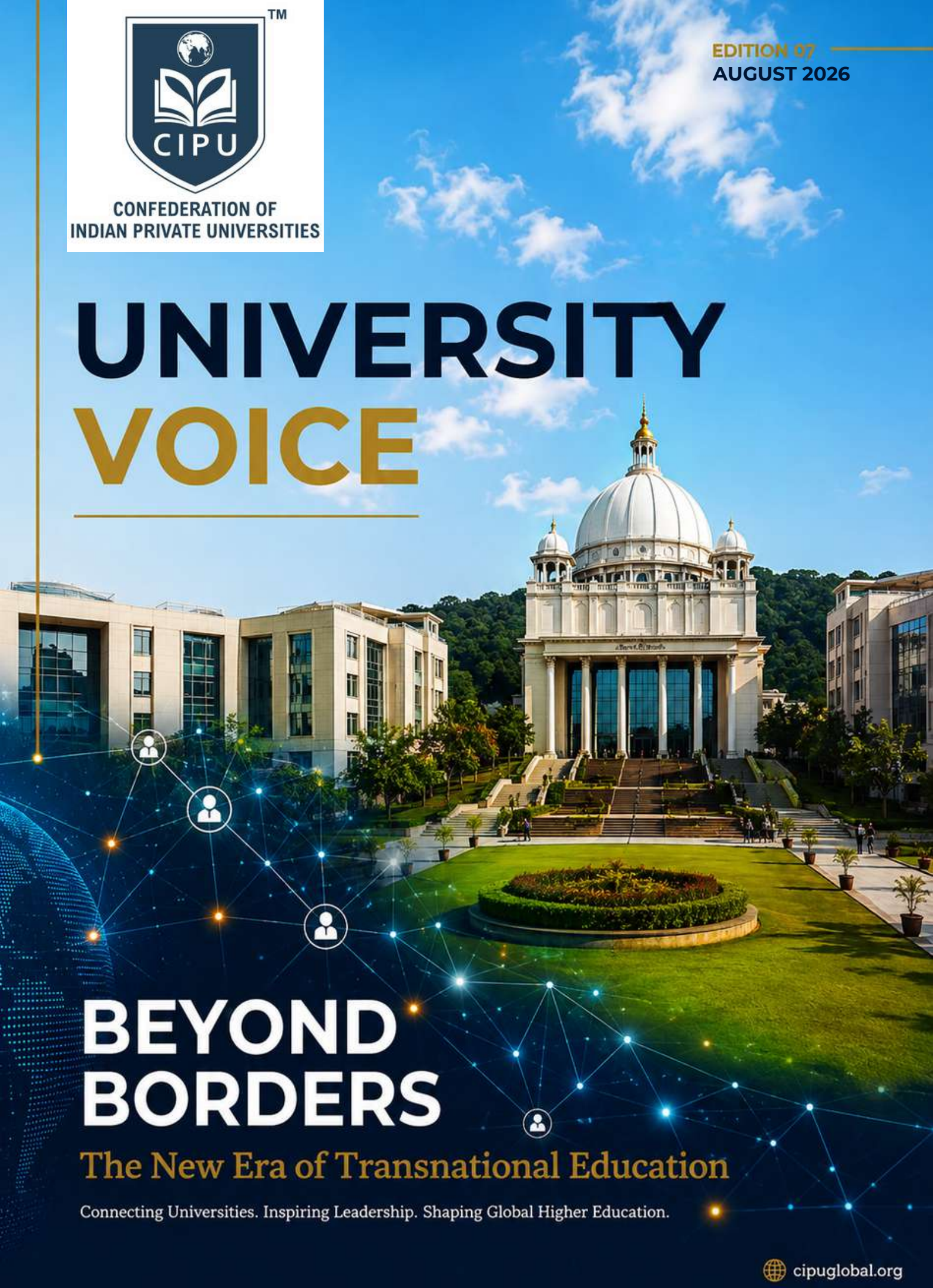




CONFEDERATION OF
INDIAN PRIVATE UNIVERSITIES

EDITION 07
AUGUST 2026

UNIVERSITY VOICE



BEYOND BORDERS

The New Era of Transnational Education

Connecting Universities. Inspiring Leadership. Shaping Global Higher Education.

3RD BHARAT HIGHER EDUCATION SUMMIT 2026

Towards Viksit Bharat 2047 – Universities as Engines of National Growth

📅 18–19 June 2026

📍 Chandigarh University, Mohali



2

DAYS



200+

DELEGATES



30+

SPEAKERS



40+

UNIVERSITIES

Leading India's Higher Education Transformation

As India accelerates its journey towards Viksit Bharat 2047, the role of higher education has never been more significant. Universities today are expected to go far beyond imparting knowledge; they are becoming catalysts for innovation, entrepreneurship, research, employability, and national development.

Against this backdrop, the Confederation of Indian Private Universities (CIPU) successfully convened the **3rd Bharat Higher Education Summit 2026** at Chandigarh University, Mohali. The two-day summit brought together distinguished policymakers, parliamentarians, vice chancellors, academicians, industry leaders, researchers, and educationists from across the country to deliberate on one central question:



How can India's universities become the driving force behind the nation's transformation into a global knowledge powerhouse by 2047?

The discussions reflected a shared conviction that India's future will be shaped not merely by economic growth, but by institutions capable of **producing globally competent graduates, pioneering research, technology-led innovation, and socially responsible leadership.**

Key Themes that Defined the Summit

The summit brought forward six crucial themes that will shape the future of higher education and contribute to building a Viksit Bharat by 2047.

01



Innovation & Entrepreneurship

Universities as engines for startups, innovation ecosystems and economic growth.

02



Artificial Intelligence & Emerging Technologies

Preparing institutions and learners for an AI-driven future while embracing India's intellectual heritage.

03



Industry–Academia Collaboration

Building stronger partnerships that align education with evolving workforce needs.

04



Research & Knowledge Creation

Strengthening research culture to create globally competitive universities.

05



Future Skills & Employability

Preparing graduates for careers, industries and technologies that are still emerging.

06



Nation Building

Positioning higher education as a strategic contributor to India's vision of Viksit Bharat 2047.

“

Universities today are not merely centres of learning but powerful engines of innovation, skill development, and national growth.”

— Dr. Rahul V. Karad.

”

Leadership Voices Shaping the Future



Shri Anurag Singh Thakur

Member of Parliament, Lok Sabha

Former Union Minister for Information & Broadcasting and Youth Affairs & Sports

Ancient Wisdom Meets Artificial Intelligence

Highlighting the theme “AW & AI, Ancient Wisdom and Artificial Intelligence,” he urged universities to integrate India’s civilizational knowledge systems, including Ayurveda, Yoga, Sanskrit and classical mathematics, with emerging fields such as Artificial Intelligence, Quantum Computing and Biotechnology.

He also emphasised the importance of strengthening research, innovation, incubation, and entrepreneurship to position India as a global knowledge leader.



Dr. Rahul V. Karad

Founder & Chief Patron, CIPU

Executive President, MIT World Peace University

Dr. Karad called upon universities to evolve into multidisciplinary hubs of innovation, entrepreneurship and societal impact. He emphasised that achieving the vision of Viksit Bharat 2047 requires deeper collaboration among academia, industry, policymakers and every stakeholder committed to transforming India’s higher education ecosystem.

Three National Conversations



From Knowledge to National Wealth

Driving innovation, entrepreneurship and industrial competitiveness through universities.



Building Human Capital for Viksit Bharat

Preparing learners with future-ready skills for rapidly changing careers.



What Industry Expects from Universities

Strengthening academia, industry collaboration to bridge learning with employment.

Moments That Defined The Summit



Capturing the conversations, collaborations and connections that shaped the 3rd Bharat Higher Education Summit 2026.

Moments That Defined The Summit



Capturing the conversations, collaborations and connections that shaped the 3rd Bharat Higher Education Summit 2026.

CELEBRATING EXCELLENCE & BUILDING PARTNERSHIPS



INSTITUTIONAL
AWARD
2026

Celebrating Institutional Excellence

Institutional Excellence Award 2026

The Institutional Excellence Award was presented to M. S. Ramaiah University of Applied Sciences in recognition of its outstanding contribution to academic excellence, research, innovation, skill-based education and nation-building.



The award was declared by Prof. (Dr.) D. P. Agrawal, Chairman of the Jury, Distinguished Member of the CIPU Board of Advisors and Former Chairman, UPSC, recognising the University's sustained commitment to quality and societal impact.





NATIONAL UNIVERSITY SPORTS DIRECTORS ROUNDTABLE

Strengthening University Sports Ecosystems: Talent Development, Infrastructure & Institutional Collaboration

8 May 2026 | Sri Balaji University, Pune

Beyond the Playing Field

? What does it take to build a truly future-ready university sports ecosystem?

This question brought together Sports Directors, Vice Chancellors, university administrators and sports experts at the National Roundtable on University Sports Directors, organised by the Confederation of Indian Private Universities (CIPU) at Sri Balaji University, Pune.



The dialogue examined how universities can move beyond the traditional focus on infrastructure and create more collaborative, student-centric and scientifically supported sporting ecosystems. With the vision of Viksit Bharat 2047 as a guiding context, the roundtable explored ways to strengthen student participation, identify and nurture talent, and position sports as an integral part of holistic education.

While universities have made significant investments in sports infrastructure, the discussions highlighted a critical challenge: participation does not always match the facilities available. Academic pressures, placement commitments, digital distractions and limited institutional incentives were identified as barriers to sustained student engagement.

The conversations therefore pointed towards a broader shift from simply creating sporting facilities to creating an ecosystem where students are encouraged, supported and recognised for participating in sports.

“The future of university sports lies not only in better infrastructure, but in building ecosystems that enable every student to participate, perform and thrive.”

From Infrastructure to Ecosystem

The roundtable generated a strong consensus on the need for a more scientific and integrated approach to university sports.

01

Science-Led Athlete Development

Participants recommended greater integration of sports science, performance analytics, nutrition, fitness assessment and sports psychology to strengthen athlete development and support overall student well-being.

02

Making Sports A Part Of University Life

The discussions emphasised the potential of sports credits, flexible academic schedules and structured participation frameworks to encourage more students to actively engage in sports.

03

Collaboration Over Isolation

Universities highlighted the value of stronger institutional collaboration through shared sports infrastructure, inter-university partnerships, joint tournaments and the exchange of coaching expertise.

04

Expanding Access to Opportunity

The dialogue also focused on strengthening grassroots talent identification through scholarships, outreach initiatives and CSR-supported programmes, particularly for students from rural and underserved communities.

05

Sports As Wellness

With stress and sedentary lifestyles becoming growing concerns among young people, participants recognised sports as an important component of institutional wellness strategies supporting both physical fitness and mental well-being.



The Road Ahead



The roundtable concluded with a collective commitment to strengthen collaboration among universities, develop structured policy frameworks, promote scientific sports ecosystems and create inclusive opportunities that enable every student to participate.



CIPU will continue to facilitate dialogue and collaborative initiatives aimed at **building vibrant, future-ready university sports ecosystems for India.**

National University Sports Directors Roundtable



Capturing the conversations, collaborations and connections that shaped the 3rd Bharat Higher Education Summit 2026.

A CIPU Knowledge Dialogue Series

VOICES OF UNIVERSITY GOVERNANCE

Building a Future-Ready Alumni Ecosystem

Digital Communities, Lifelong Engagement & Global Alumni Chapters

 **Hosted by:** Department of Alumni Relations, MIT World Peace University (MIT-WPU), Pune

Alumni: From Graduates to Lifelong Partners

The relationship between a university and its alumni can no longer end at graduation.

The relationship between a university and its alumni can no longer end at graduation. At the Voices of University Governance (VOUG), CIPU brought together prominent alumni relations specialists to explore how universities can transform traditional alumni outreach into strategic, lifelong and globally connected ecosystems.



The dialogue examined a fundamental shift in the role of alumni relations, from a largely ceremonial or occasional engagement function to a strategic driver of institutional growth, global visibility and long-term value creation.

 *A key message emerged from the discussion: meaningful alumni engagement must begin early and continue throughout the professional journey of graduates.*

Panel / Discussion



DR. PRIYA PISE

Dr. Priya Pise(moderator)
Director, Alumni Relations,
MIT WPU, Pune



PROF. (DR.) DHANJAY SATALE

Former Vice President (Operations) at
IIT Bombay Development and
Relations Foundation
Founder and Owner of Spenden
Consultancy LLP



PROF. YUVARAJ LAHOTI

Director, Alumni Relations,
Former Controller of Examinations,
Vishwakarma University,
Kondhwa Budruk, Pune



PROF. BINDIYA NAIK

Associate Dean school of Liberal Arts
at Ajeenkya D Y Patil University,



MR. VISHAL AMBHORE

Associate Dean of Alumni and
Outreach at the Vishwakarma
Institute of Technology (VIT), Pune

Student



Graduate



Professional



Global Alumnus



Institutional Partner



A CIPU Knowledge Dialogue Series

VOICES OF UNIVERSITY GOVERNANCE, RANCHI

Legal & Regulatory Compliance in Higher Education: Balancing Autonomy & Accountability

 Hosted by Sarala Birla University, Ranchi

Autonomy and Accountability: Finding the Right Balance

As higher education institutions navigate an increasingly complex regulatory environment, one question is becoming central to effective university governance:



How can institutions preserve academic autonomy while ensuring robust compliance, transparency and accountability?

This critical question formed the focus of an engaging CIPU panel discussion hosted by Sarala Birla University, Ranchi, bringing together Registrars and institutional leaders from leading universities in the region.

At a time of rapid transformation in higher education, universities are expected to respond to evolving regulations while continuing to innovate, grow and make independent academic decisions. The dialogue explored how strong governance systems can support, not restrict, institutional progress.



The panel brought together diverse perspectives from university leadership and administration to examine the practical realities of compliance and the importance of creating systems that are clear, responsive and built on trust.

The Leadership Panel

SESSION MODERATOR



PROF. S. B. DANDIN

Registrar, Sarala Birla University



**MR. PRABHAKAR
TRIPATHI**

Registrar, Amity University

PANELISTS



DR. AMRITA MAJUMDAR

Registrar, Jharkhand Rai University



**PROF. SUMIT KUMAR
SINHA**

President, IIC, ICFAI University



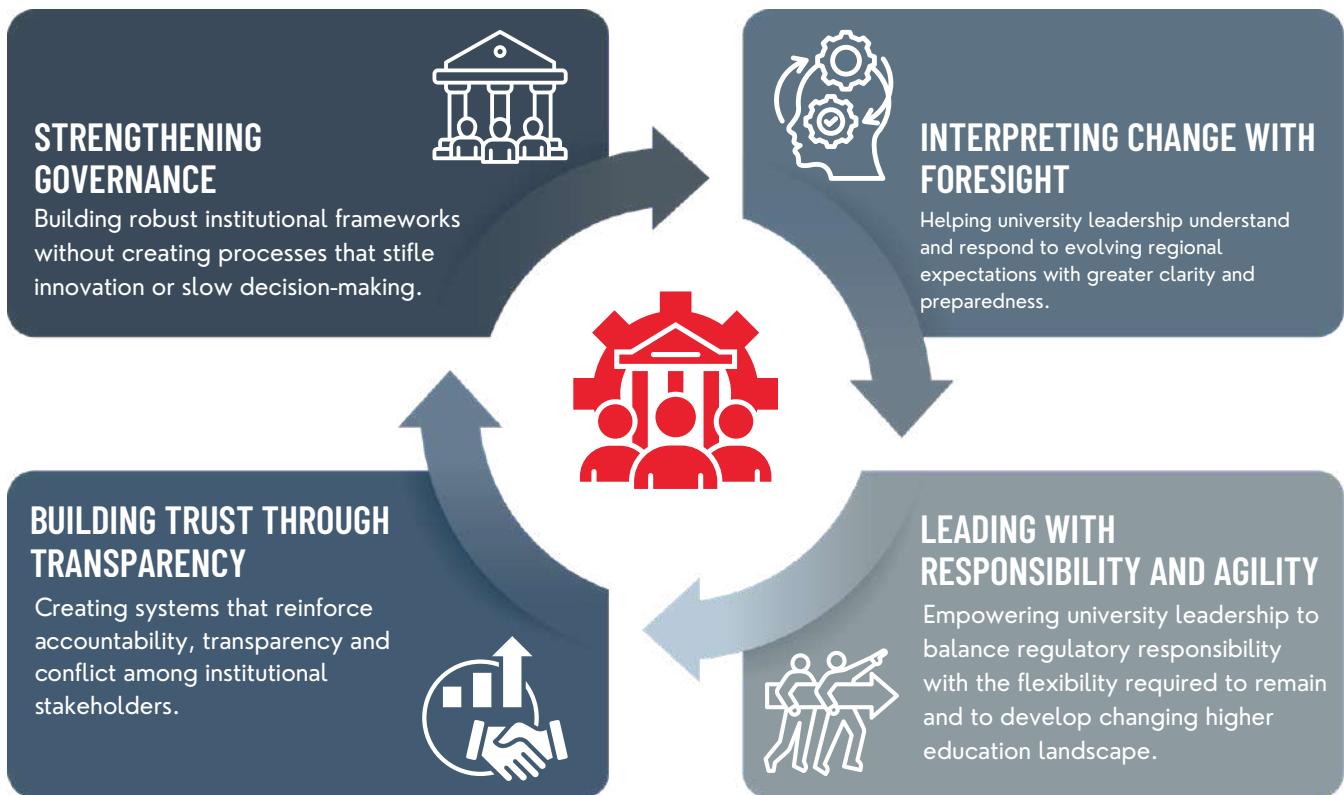
DR. SHIV PRATAP VERMA

Registrar, Usha Martin University



Governance That Enables Progress

The discussions brought forward four important dimensions of institutional excellence.



The Central Takeaway

Autonomy and accountability should not be viewed as opposing forces.

Strong universities need both: the freedom to innovate and evolve, and the governance structures that ensure responsible, transparent and sustainable institutional growth.



The Ranchi dialogue highlighted the importance of developing governance frameworks that enable universities to remain agile while upholding the highest standards of institutional responsibility.



LEADERSHIP INSIGHTS

Ideas shaping the future of higher education



Universities are no longer operating within the boundaries of classrooms, campuses or countries. As technology, global collaboration and new models of learning reshape higher education, institutional leaders are being called upon to rethink how knowledge is created, delivered and shared.

In this edition of University Voice, academic leaders from across India's higher education ecosystem share perspectives on the ideas, challenges and opportunities that will shape the next generation of universities.

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Vice Chancellor,
Indus International University

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Authors: Amol Gore
Vice Chancellor,
Oriental University, Indore

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Prof Dr Ankur Kulkarni
Vice Chancellor,
SVKM NMIMS Global University

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Vice Chancellor, Avinashilingam Institute
for Home Science &
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**From Vidyarthi to Sakshat Vidya Rupini
(From Learner to Embodiment of Knowledge)**

Prof. (Dr.) Indu. H,
Registrar,
Avinashilingam Institute for Home Science &
Higher Education for Women, Coimbatore

LEADERSHIP INSIGHTS



PROF. (DR.) SANJAY KUMAR BAHL,

Vice Chancellor,
Indus International University,
Una, Himachal Pradesh

“ *From Participation to Power: The Next Frontier for Women in Higher Education Leadership* ”

Over the past few decades, India has witnessed a remarkable transformation in the participation of women in higher education. From classrooms to laboratories, from libraries to research conferences, women today constitute a significant portion of the academic community. According to recent educational statistics, female enrolment in universities has steadily increased and, in several disciplines, women now outnumber men. Women scholars are contributing actively to research, innovation, and teaching, playing an indispensable role in shaping the intellectual capital of the nation.

However, while participation has expanded considerably, the transition from participation to positions of institutional leadership remains an important frontier that the academic ecosystem must consciously strengthen. Women continue to be underrepresented in key leadership roles such as Vice Chancellors, Pro Vice Chancellors, Deans, Directors, and members of governing bodies. The challenge before Indian higher education today is not merely increasing the number of women in universities but ensuring that their voices and capabilities are equally represented in decision-making structures.

Universities play a vital role not only in shaping knowledge but also in nurturing inclusive leadership cultures. They are spaces where ideas of equity, justice, and social progress are cultivated. If institutions of higher learning aspire to lead society toward inclusive growth, they must reflect these values in their own governance systems. Ensuring women's leadership in higher education is therefore not just a question of representation but a strategic imperative for institutional excellence.

The benefits of women's leadership in academic institutions are multifold. Research across sectors suggests that diverse leadership teams tend to make more balanced and innovative decisions. Women leaders often bring collaborative approaches to governance, encourage participatory decision-making, and foster empathetic institutional environments. In universities, where intellectual diversity and creativity are essential, such leadership styles can contribute significantly to building vibrant academic cultures.

LEADERSHIP INSIGHTS: ARTICLE 01

Moreover, women leaders in universities serve as powerful role models for students and young scholars. When female students see women occupying positions of authority and influence, it strengthens their confidence and aspirations. It sends a powerful message that leadership is not limited by gender but defined by merit, vision, and commitment. In this way, leadership representation can have a cascading impact on generations of learners.

Despite these positive prospects, several structural and cultural barriers continue to limit the progression of women into senior academic leadership. One significant challenge is the persistence of traditional gender roles and societal expectations. Women often carry disproportionate responsibilities related to family and caregiving, which can affect their ability to pursue demanding leadership trajectories. Academic careers typically require long years of research, administrative engagement, and professional networking, which may become difficult to balance with these additional responsibilities.

Another challenge is the “leaky pipeline” phenomenon in academia. While women enter higher education in large numbers at the student level, their representation gradually declines at higher stages of the academic hierarchy. Factors such as limited mentoring opportunities, unconscious bias in recruitment and promotion, and lack of access to influential academic networks can slow their career progression. Consequently, fewer women reach positions where they are considered for top leadership roles.

Institutional cultures sometimes also play a role. Decision-making forums and governing bodies in universities have historically been dominated by men, which may unintentionally perpetuate systems that are less accessible to women. In some cases, women faculty may hesitate to pursue leadership roles due to a lack of encouragement, recognition, or institutional support.

Addressing these challenges requires a conscious and systemic approach. Universities must adopt policies that actively encourage women’s leadership development. One important strategy is the creation of structured mentorship programs where experienced academic leaders guide emerging women scholars. Mentorship not only helps build professional confidence but also provides valuable insights into navigating institutional processes and leadership responsibilities.

Capacity-building initiatives are equally important. Leadership training programs specifically designed for women faculty can equip them with skills in academic governance, strategic planning, financial management, and institutional development. Such programs can prepare women scholars to confidently assume roles such as department heads, deans, and senior administrators.

Workplace policies that support work-life balance also play a crucial role in enabling women’s advancement. Flexible work arrangements, childcare facilities, and supportive institutional practices can help women manage professional and personal responsibilities more effectively. When universities demonstrate a commitment to supportive environments, they create conditions where talented individuals can thrive irrespective of gender.

LEADERSHIP INSIGHTS: ARTICLE 01

Another important step is ensuring transparent and merit-based recruitment and promotion processes. Institutions should regularly review their policies to identify and address potential biases that may disadvantage women candidates. Representation of women on selection committees and governing boards can also contribute to more inclusive decision-making.

National education policies and regulatory frameworks in India have already emphasized the importance of gender equity in higher education. However, translating these ideals into everyday institutional practices requires continuous commitment. Universities must move beyond symbolic gestures and adopt measurable strategies to improve gender balance in leadership roles.

At the same time, women themselves are increasingly redefining leadership paradigms in academia. Across India and globally, women Vice Chancellors, directors of research institutions, and leaders of academic organizations are demonstrating visionary leadership. They are leading universities through complex challenges such as digital transformation, interdisciplinary research, and global collaborations. Their success stories illustrate that when opportunities are provided, women leaders contribute immensely to institutional growth and innovation.

The journey from participation to power in higher education is therefore not about replacing one form of leadership with another. Rather, it is about building a balanced and inclusive leadership ecosystem where talent, competence, and integrity are the guiding principles. Institutions that embrace diversity in leadership are better positioned to respond to contemporary educational challenges and societal expectations.

Looking ahead, the next frontier for Indian higher education lies in transforming participation into empowerment. Universities must consciously nurture leadership pipelines that encourage women to move from classrooms and research laboratories to boardrooms and executive offices. This transformation requires collaboration among policymakers, institutional leaders, faculty members, and society at large.

When women participate fully in academic leadership, universities become stronger, more inclusive, and more innovative. They reflect the diversity of the communities they serve and embody the democratic ideals that education seeks to promote. Ultimately, empowering women in higher education leadership is not only a matter of gender equity but also a pathway toward building a more progressive and knowledge-driven nation.

As India moves toward becoming a global knowledge leader, the role of women in shaping academic institutions will become increasingly significant. The future of higher education will depend not merely on how many women enter universities, but on how many lead them. The transition from participation to power is therefore the next defining chapter in the journey of women in higher education leadership.

LEADERSHIP INSIGHTS · ARTICLE 02



PROF DR AMOL GORE

Vice Chancellor: Oriental
University, Indore

“ *Rethinking International Academic Collaborations through the Theory of Comparative Advantage* ”

India is in the midst of a new global academic power struggle entrenched in academic capitalism fostered by Anglo-Saxon models of rankings, penetrated by market-like behaviours and profit-making, and simultaneously mediated by national context that brings to fore the historical obliteration of traditional Indian knowledge systems or rather the revival of classical epistemological frameworks of ancient Bharat emphasizing experimentation and knowledge creation, towards an uncharted phase of international engagement.

Whereas the National Education Policy NEP 2020 has promoted internationalization as a part of higher education reforms encouraging universities to strengthen research and teaching collaborations, faculty and student exchanges, and signing MOUs with foreign countries, the analysis of academic capitalism tells a different story of restricting visible knowledge in favour of exclusivity and status. Evidence suggests that certain neoliberal views academics, higher education institutions, and countries accumulate, invest and convert capital in order to enhance their prestige and legitimacy in the academic field. Furthermore, there is no dearth of universities that indulge in ‘MOU washing,’ signing copious MOUs with foreign colleges solely to put international flags on their websites and admission brochures to lure students.

Surely so many cannot be blamed because international academic collaboration is heavily emphasized in global and national rankings as well as government policies; sardonically, faculty members are no longer the only significant group of professionals within university systems. International partnerships have become an indicator of institutional visibility and success, and some collaboration does generate meaningful outcomes besides knowledge diplomacy. However, a large number of international academic collaborations remain inactive after the initial signing ceremony, faculty exchanges never materialize, joint research projects fail to develop beyond a particular point, and publication priorities fade into oblivion. Clearly, the important question that implores consideration is: Are these collaborations being built on academic strategy or administrative symbolism?

LEADERSHIP INSIGHTS · ARTICLE 02

Many leading universities increasingly prioritize India for research and education, mirroring a parallel push by Indian universities to establish campuses and partnerships worldwide. As India moves forward deep in the era of transnational education, international academic collaborations require a more strategic foundation. An astute framework in this regard can be found in David Ricardo's theory of comparative advantage. Originally proposed in the sphere of international trade two centuries ago, the theory of comparative advantage argues that nations benefit by specializing in production where they have the lowest relative costs, promoting global efficiency and mutual gain. This is true even if one country is more efficient at producing every product. The principle is not about absolute superiority but about complementarity. The same logic can be applied to higher education and universities. Cooperation creates higher value when each participant contributes their relative best.

Whereas universities often choose international partners based on reputation, rankings, historical ties, or funding opportunities, these criteria do not always produce the most effective collaborations. The theory of comparative advantage offers a different way of thinking, one that underscores complementary strengths and mutual value creation. Then the fundamental thinking shifts from the most prestigious university to the university that possesses strengths to complement one's own. For example, some research shows that the comparative advantage of Nordic higher education system rests in economic capital and symbolic granted to researchers with resources or contacts and space for breakthrough research. Higher education is perceived as contributing to the public good; symbolic capital means that government can invest substantially in research. In this way, researchers seeking academic freedom would tend to thrive within the Nordic model.

Consider another example of an Indian university that has expertise in artificial intelligence, quantum computing, or advanced statistical analysis. Instead of partnering with another university possessing similar capabilities or just for name or reputation, academic value may emerge through collaboration with an institution with internationally recognized strengths in scientific writing, qualitative research, behavioural research, or unique field environments. Together, these complementary capabilities can produce high-quality publications, or at the very least, stronger proposals for securing international funding. In a similar manner, agriculture department in a state private university may benefit from partnerships with institutions possessing distinctive expertise in climate resilience or rural innovation. Engineering programmes may find greater value by collaborating with institutions known for sustainability, or healthcare innovation. The objective in all cases must be to combine complementary academic capabilities that neither the Indian university nor the foreign university possesses independently. Moreover, even if the foreign university is efficient in several if not all areas, still cooperation would create higher value.

LEADERSHIP INSIGHTS · ARTICLE 02

Such an approach literally transforms the purpose of internationalization - faculty exchanges become opportunities for acquiring complementary expertise, student mobility is designed for unique academic experiences, and joint research is no longer about just administrative expectations. Decisively, internationalization is not measured primarily by the number of MOUs signed or the number of countries represented in partnerships but more meaningfully by real academic impact, international patents, co-authored publications in high-quality journals with no APC, active collaborative projects, or innovation outcomes.

The university leaders therefore face an important strategic responsibility of honestly assessing comparative strengths before pursuing international partnerships. International academic collaborations should not be selected because they deal with globally famous but because they complement institutional strengths such as specialized laboratories, industry engagement, indigenous systems, educational innovation, and so on, in ways that create mutual academic value. The future of transnational education necessitates crossing intellectual boundaries first and the theory of comparative advantage offers a remarkable insight relevant for Indian higher education today. Time has come to rethink international academic collaborations as strategic partnerships grounded in complementary strengths. This approach would realign India's universities beyond cosmetic international engagement towards a more purposeful, result-driven era of global learning and transnational education.



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LEADERSHIP INSIGHTS · ARTICLE 03



PROF DR ANKUR KULKARNI

Vice Chancellor,
SVKM NMIMS Global University

“ *Beyond Borders: Reimagining Transnational Education in a Global Age*

Policy Pathways and Strategic Prospects for Indian Universities ”

Education has evolved at par with humanity, and now it has transcended frontiers; however, the contemporary consolidation of cross-border learning is qualitatively different from earlier models. Transnational Education (TNE), where learners obtain a qualification from an overseas university while remaining in their home country. It was once largely associated with a small cohort of Western institutions that formed remote campuses. Such one-way arrangement is progressively yielding to a reciprocal ecosystem of academic exchange where India positioning at higher pedestal, predominantly.

India, for decades, has been acknowledged as principal source of internationally mobile students as talented, young aspirational learners travel each year to London, Toronto, Melbourne, and Boston etc on enormous level. The number of outbound students rose from approximately 4.4 lakh in 2016 to nearly 20 lakhs in recent years, the annual outflow has been estimated at US\$70-80 billion. NITI Aayog has articulated the imbalance unambiguously. For every international student entering India, roughly twenty-five Indian students pursue their education abroad. Eventually, the country continues to relinquish a substantial share of both human capital and financial resources.

India is now cementing a deliberate effort to alter its role, moving from being primarily a passive supplier of students to becoming an influential active participant in the global education-architecture. This transition is progressively defended by the Indian National Education Policy 2020 and thereafter emerging regulatory frameworks. However, this challenging opportunity asks for in depth examination of the beneficiaries of this Transnational Education, and also will the promise of "global" education extend beyond the relatively prerogatives?



Policy Landscape: Catalysts of Transformation:

This transformation is not subsidiary; it reflects a comprehensible sequence of policy interventions developed over decades.

LEADERSHIP INSIGHTS · ARTICLE 03

Indian institutions establishing overseas campuses:

Leading Indian public universities are being encouraged to establish campuses beyond India. IIT Madras in Zanzibar and IIT Delhi in Abu Dhabi constitute early evidences that Indian higher education holds international appeal with domestic stature.

Foreign universities entering India:

UGC's 2023 regulations permit well-ranked overseas universities to establish branch campuses in India with considerable autonomy over admissions, tuition, and programme design. Southampton, Deakin, and Liverpool have initiated their ventures.

Joint, dual and twinning qualifications:

Revised regulations enable Indian and foreign institutions to co-create academic programmes and credentials, allowing students to distribute their study period and expenditure across two countries rather than undertaking an entire degree abroad.

Specialised education hubs:

GIFT City in Gujarat offers a comparatively streamlined regulatory route that intends to attract international universities into our financial and technology ecosystems.

Strategic Gains for Indian Universities

An internationally resonant institutional identity:

India's foremost universities, in engineering, management, and medicine, possess substantial existence extending their presence into high-demand regions such as Africa, the Middle East, and Southeast Asia. It allows them to address local educational needs while strengthening India's soft power.

Broader and more resilient resource streams:

International tuition-revenue, cross-border research-funding, and corporate partnerships should not be viewed solely through a commercial lens only; if governed judiciously, these resources can be reinvested in laboratories, faculty remuneration, and infrastructure, thereby benefiting students at domestic campuses as well.

Retaining talent within the national ecosystem:

Many Indian aspirants of international qualification cannot bear the cost of living in London or New York; foreign campuses in India and well-designed dual-degree pathways can provide courses at affordable cost allowing talent to be associated to the domestic education and research system.

LEADERSHIP INSIGHTS · ARTICLE 03

Deeper collaboration on transnational challenges:

Cross-border education establishes institutional conditions for trans national research. Routine collaboration amongst Indian scholars and international peers accelerates efforts on shared concerns, including climate change, public health, and artificial intelligence, while strengthening Indian visibility on global research.

Persistent Dilemmas and Policy Trade-Offs:

Transformation at this scale inevitably generates tension. Deliberations in favour of TNE is persuasive - reducing international travel, overseas living-expenses etc that can make global education more affordable. Nevertheless, elite branch campuses and joint-degree programmes oft remain significantly expensive than conventional domestic degrees. Unless financial assistance is allocated, TNE may disproportionately benefit affluent, urban students, marginalizing public universities and socio-economically disadvantaged learners.

A challenging concern is of quality assurance and administrative compatibility as integrating university systems with divergent grading conventions, accreditation requirements and academic cultures is intrinsically complex. Ensuring that a qualification awarded at an offshore campus carry the same credibility as one conferred by the parent institution requires continuous monitoring, robust governance, and sustained institutional effort, rather than a one-time regulatory approval by the administration.

Delivery Models: Comparative Overview

Model	Principal Advantage	Core Challenge
Offshore Campuses	Quality assurance and strong international brand visibility	Substantial initial investment and navigation of foreign legal frameworks
Joint / Dual Degrees	Shared institutional costs and comparatively rapid implementation	Credit-transfer complexity and curriculum alignment
Twinning Programmes	Affordable international pathway for domestic students	Seamless academic transition and reliable credit recognition
Online / Hybrid Mobility	High scalability with a limited physical footprint	Digital-access disparities and uneven recognition of online qualifications

Strategic Priorities for the Next Phase

Priority areas will determine whether the present momentum develops into durable institutional transformation rather than a succession of headline initiatives:

LEADERSHIP INSIGHTS · ARTICLE 03

Target strategically aligned regions:

Prioritise markets in which Indian higher education possesses a genuine comparative advantage, especially emerging economies with youthful and expanding populations.

Integrate scholarship provision:

Establish targeted financial support at the design stage so that international programmes do not become accessible only to students already capable of pursuing alternatives abroad.

Strengthen Tier-2 and Tier-3 institutions:

Create mentorship and consortium models through which leading universities can help regional institutions to develop credible international partnerships, thereby preventing existing disparities.

Maintain regulatory clarity and transparency:

Partner institutions are more likely to remain engaged when quality benchmarks are transparent, predictable, and rigorous without being encumbered by excessive bureaucratic and regulatory complexity.

Conclusion

The objective is not institutional expansion, rather, it is the reconfiguration of how knowledge is produced, exchanged, and circulated, moving away from a predominantly one-directional model towards a more reciprocal global-network. As Indian universities evolve from primarily domestic providers into credible international entities. The decisive leap will be whether that ambition remains anchored in equity, quality, and accessibility, ensuring that the benefits of TNE extend to a broad spectrum of students rather than to the prerogative.



LEADERSHIP INSIGHTS · ARTICLE 04-05



**PROF. (DR.) V. BHARATHI
HARISHANKAR,**

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PROF. (DR.) INDU. H,

Registrar,
Avinashilingam Institute for Home
Science & Higher Education for Women,
Coimbatore



From Vidyarthi to Sakshat Vidya Rupini

(From Learner to Embodiment of Knowledge)



"न हि ज्ञानेन सदृशं पवित्रमिह विद्यते" which means there is nothing as pure as knowledge in this world. Learning is a lifelong purification process.

In Indian Culture, the idea of education is that of a life long journey towards acquisition of knowledge leading to wisdom that ensures the dharmic way of life and culminates in enlightenment or self realisation. The idea of lifelong learning envisioned in NEP 2020 is an attempt to retrieve this model of education. Ancient India imparts the knowledge that education is not a phase, it embodies a way of life. In the context of ancient India, the idea of Continuing Education did not exist as a formal institution, however the ethos of lifelong learning was profoundly ingrained in the societal fabric. Education was perceived as a perpetual evolving journey (Vidya as a lifelong pursuit) rather than a conclusion marked by the attainment of a degree. Renowned ancient universities such as Nalanda, Takshashila and Vikramashila welcomed learners from diverse age groups and geographical regions, where Scholars graduated and returned for advanced studies, engaged in debates and continuous exchange of knowledge.

Avinashilingam Institute for Home Science and Higher Education for Women founded by Padmabhushan Dr.T. S. Avinashilingam Ayya for the upliftment of women functions on Ayya's vision that, "The purpose of education is not only to create individuals; it is also to create men and women who will live in a way that is useful to society".

Drawing inspiration from this historical context to foster continuous learning and holistic development and with the aspiration to be a leading centre that facilitates professional advancement through innovative, inclusive, and industry-aligned educational programs and a mission to empower students, faculty, alumni and professionals by offering high quality and accessible learning opportunities, our Institute inaugurated a Centre for Continuing Education on May 5, 2025. The primary objective was to motivate individuals to pursue learning beyond formal qualifications by facilitating continuous reskilling and upskilling. Within a span of ten months 2128 stakeholders have benefitted from enrolling in eight distinct programmes conducted in collaboration with INKO centre and King Sejong Institute, Korea, IIT Bombay, L and T Learnconnect, IBM India and IIM Bangalore.

The Centre for Continuing Education serves as a unified platform offering two distinct learning paths-providing forward looking capabilities for the current cohort of learners and reskilling as well as return to workforce for our alumna. The programmes enable the current batch of learners to pursue add-on certifications in conjunction with their degrees, participate in Skill-based workshops and engage in Internship-linked training. Meanwhile alumna is provided with Short-term reskilling courses, Industry updates, advanced certifications and Career transition programs. This initiative helps in creating a feedback loop where Alumni working in various industries and organisations share insights on current trends and skill gaps, making them knowledge contributors rather than mere learners. Alumni bring practical experience back to campus prompting Faculty to update their teaching methodologies in line with contemporary practices, thereby ensuring that students receive an education that is future oriented and this resembles like a continuous cycle of knowledge renewal.

Furthermore, this initiative acts as a transformative opportunity and provides a pathway to regain confidence after a career or academic hiatus, promotes independence, and create new opportunities. This is a proactive way of bridging career gaps for women necessitated by familial and socio-cultural responsibilities.

As a Women's institution we are aware of our responsibility for empowering women by enhancing their participation in the workforce and also to transform them into entrepreneurs. This cannot be forced as a sudden spike, but has to be a steady sustained pipeline by removing obstacles, building skills and gradually entering into economic independence. The reskilling may finally lead to income generation, by connecting to local employment ecosystems. Working close to their homes reduces social and mobility challenges. These women can become role models inspiring their family and community. Overtime, this creates a long-term increase in participation rates, where families value women employment and daughters witness their mothers learning and gaining empowerment. The Centre for Continuing Education serves not merely as an academic entity; rather it functions as a transformative arena that enables individuals to develop and also propels women's education and empowerment. This initiative aligns with our National vision of Viksit Bharat. Any group of young women who enter into the portals of our institute, we persist in our mission to transform them into individuals endowed with wisdom and enlightenment. They illuminate a path for themselves, their families, their community and for the nation as a whole

Vice Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women

Registrar(i/c), Dean School of Education, Avinashilingam Institute for Home Science and Higher Education for Women



Leadership Conversation

Exclusive Interview

**ONE VOICE.
A FEW QUESTIONS.
A PERSPECTIVE ON THE FUTURE.**



PROF. KRISHNAMURTHY V. SUBRAMANIAN

Professor of Finance, Indian School of Business
17th Chief Economic Adviser,
Government of India Former Executive Director,
International Monetary Fund

UNIVERSITY VOICE · IN CONVERSATION

Universities as Engines of India's Transformation



Q India has traditionally viewed universities as centres of education. As India aspires to become a developed economy by 2047, should universities instead be recognised as strategic economic institutions that create productivity, innovation, entrepreneurship, and national competitiveness? What policy shifts would accelerate this transformation?

Absolutely. Universities are not merely part of the education system; they are part of the economic infrastructure of a nation.

India@100 is fundamentally a story about productivity. To become a developed economy by 2047, we cannot simply add more labour and capital. We need to become dramatically more productive. Universities can drive that transformation through human capital, research, innovation, entrepreneurship and better managerial capabilities.

But for this to happen, every university must develop a unique competitive advantage, which comes from differentiation. We should not try to make every university a smaller version of every other university. Each institution should identify where it can become genuinely exceptional and build its faculty, curriculum, research and partnerships around that advantage.

Research should also have a distinctly Indian ambition. I would describe it as I-3 research: solving Indian problems at India scale at Indian price points. India has problems of enormous scale, and finding solutions that are affordable at Indian price points can generate knowledge and innovations that are valuable across the Global South, and often globally.

The policy shift required is therefore greater autonomy, competition and accountability. Give universities freedom over people, programmes, research and partnerships, but hold them accountable for outcomes. Excellence cannot be created through uniform rules.

Q India possesses one of the world's largest youth populations. What will differentiate countries that merely have a demographic dividend from those that successfully convert it into sustained economic leadership? What role should universities play in creating that competitive advantage?

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A demographic dividend is not a dividend that automatically arrives because a country has young people. It is an opportunity that has to be converted into productivity.

The difference between countries that succeed and those that do not is whether their young population becomes a highly productive population. That requires human capital, jobs, entrepreneurship, infrastructure and institutions that enable people to realise their potential.

Universities have a particularly important role because they should create capability, not merely credentials. Students need analytical reasoning, communication, creativity, technological fluency, problem-solving and, above all, judgment.

But there is another role that I think is underappreciated. Universities must give young people credible optimism.

For anything good to happen, credible optimism is necessary. For anything negative to happen, even flimsy pessimism is sufficient. A young person who believes that the future can be better is willing to invest, experiment, take risks and build. A young person who believes the future is hopeless will not.

So universities must not merely prepare students for the economy that exists. They must give students the capabilities and the confidence to build the economy that should exist.

Q Artificial Intelligence is transforming industries faster than traditional education systems can adapt. Beyond integrating AI into classrooms, how should universities fundamentally redesign learning?

AI changes the economics of knowledge. Knowledge is becoming abundant and increasingly inexpensive. Therefore, universities cannot continue to compete primarily on transmitting information.

The scarce capabilities will increasingly be judgment, creativity, critical thinking and adaptability.

I would therefore redesign education around four things: thinking, creating, deciding and adapting.

Fundamentals actually become more important in an AI world. If AI gives you ten answers, the advantage lies in knowing which one is correct, what assumptions lie behind it and what question should have been asked in the first place.

Education should therefore become much more experiential: projects, cases, research, entrepreneurship and real-world problem solving, with AI as an amplifier rather than a substitute for thinking.

And universities must become lifelong-learning institutions. A four-year degree cannot be expected to remain sufficient when technology can transform an occupation in four years.

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Most importantly, students need credible optimism about AI. We should teach them not to fear that AI will replace them, but to become the people who know how to use AI to create vastly more value.

Q Universities often invest significant effort in improving global rankings. While rankings matter, how should institutions balance international reputation with solving India's most pressing economic and societal challenges? Can these objectives reinforce rather than compete with one another?

Yes, but only if rankings remain a measure of excellence rather than the objective being optimised.

There is also a more fundamental problem: whenever a metric becomes high-stakes, people eventually learn to game it.

For example, if universities artificially generate citations by encouraging students or researchers to cite working papers produced by their own faculty, the institution may appear to have greater research impact without actually producing greater external intellectual influence.

I would therefore look at what I would call an External Citation Ratio: the share of an institution's citations that come from genuinely independent external researchers, after excluding self-citations, institutional citations and tightly connected citation networks.

A more sophisticated version would compare:

$$\text{External citations} \div \text{total citations}$$

with the institution's field-adjusted global peers. A university with very high overall citations but an unusually low external-citation share should trigger scrutiny. One could also examine citation concentration: how much of an institution's citation count comes from a small network of papers, faculty or affiliated authors.

This is not proof of gaming; it is a diagnostic for citation inflation. The broader principle is important: universities should be rewarded for genuine intellectual influence, not for learning how to optimise a ranking formula.

And India's research opportunity is enormous. Rather than merely chasing citations, we should ask: Did the research solve an important problem? Did it work at India scale? Was it affordable at an Indian price point?

That is how Indian universities can achieve global reputation through Indian relevance.

UNIVERSITY VOICE · IN CONVERSATION

Q As global supply chains, research collaborations, and talent mobility are being reconfigured, India has a unique opportunity to emerge as a global higher education hub. What strategic priorities should universities and policymakers pursue?

India has a genuine window of opportunity, but becoming a global higher education hub requires us to compete globally, not merely expand domestically.

There are five priorities.

First, quality at scale. We need many more globally excellent institutions.

Second, global talent. Universities need the autonomy to recruit and retain outstanding faculty and attract international students.

Third, frontier research with Indian relevance. Areas such as AI, biotechnology, health, climate, energy, advanced manufacturing and public policy offer enormous opportunities.

Fourth, university-industry entrepreneurship ecosystems. Universities should create companies, technologies and intellectual property; not just graduates.

Fifth, I-3 research: solving problems at India scale and Indian price points. That can make India a knowledge hub not just for India, but for the entire Global South.

And there is an important strategic advantage India possesses: scale itself can become a research advantage. If we can solve difficult problems for 1.4 billion people at affordable prices, we are likely to have solved problems that matter to much of the world.

Q If you had the opportunity to introduce just one transformative reform in India's higher education ecosystem, one capable of fundamentally improving the country's long-term economic trajectory, what would it be, and why?

I would give universities substantially greater autonomy, accompanied by hard accountability for outcomes.

Higher education is fundamentally about people and ideas. Both are difficult to manage through centralised rules. Universities need the freedom to decide whom to hire, what to teach, what research to pursue, how to collaborate with industry and how to reward excellence.

But autonomy without accountability does not work either. The principle should therefore be simple:

Control inputs less; demand outcomes more.

UNIVERSITY VOICE · IN CONVERSATION

Let universities compete. Let them develop their Unique Competitive Advantages. Let them compete for faculty, students, research funding, international students and entrepreneurs.

And then hold them accountable for what they actually produce.

If I had to reduce the reform to one sentence, it would be: replace permission with performance.

Q Many university leaders today are navigating unprecedented disruption – from AI and changing learner expectations to global competition and financial pressures. What advice would you offer Vice Chancellors and institutional leaders who aspire not merely to build successful universities, but to build institutions that meaningfully shape India's future?

I would tell them: do not build the university that is optimal today; build the university that India will need ten or twenty years from now.

First, have a clear Unique Competitive Advantage. Every great institution stands for something distinctive.

Second, be relentlessly ambitious about quality. Mediocrity is not a viable strategy in a world where talent and ideas are increasingly global.

Third, embrace AI rather than defend the status quo. The question is not how to protect today's model of education, but how to reinvent it for a world where knowledge is abundant.

Fourth, connect the university to the real economy. The best universities should be ecosystems connecting students, faculty, entrepreneurs, industry, government and society.

And finally, give young people credible optimism.

For anything good to happen, credible optimism is necessary; for anything negative to happen, even flimsy pessimism is sufficient. Universities therefore have a responsibility that goes beyond imparting knowledge. They shape how an entire generation thinks about its future.

A university should tell a young person, credibly: the future is not predetermined. You have the capability to shape it.

That, ultimately, is what a great university does. It does not merely prepare people for the future.

It gives them the knowledge, capability and optimism to create the future.



Leadership Conversation

**ONE VOICE.
A FEW QUESTIONS.
A PERSPECTIVE
ON THE FUTURE.**



FLORA HAMILTON

Chief Executive Officer,
Chartered Association of Business Schools, UK

“

*The future of business
Education lies in our ability
to connect knowledge,
people, and purpose
to create a better world.”*

”

An India–UK higher education conversation

UNIVERSITY VOICE · IN CONVERSATION

Leadership Conversation

Flora Hamilton

Chief Executive Officer, Chartered Association of Business Schools

An India–UK higher education conversation



Q Looking back at the evolution of India–UK higher education partnerships, what are the most significant shifts you have witnessed in the way institutions from both countries collaborate?

What has changed from traditional student mobility and academic linkages towards deeper, more strategic institutional partnerships?

Institutions across India and the UK have built deeper and more meaningful relationships in the last few years, driven by the India-UK Vision 2035. UK higher education institutions have become global leaders in transnational education (TNE) provision. The Government's International Education Strategy gives institutions further impetus to develop international partnerships. Meanwhile, India has gone through a remarkable transformation in its higher education sector under the National Education Policy, with an expansion to 1,200 universities, 50,000 colleges, 23 Indian Institutes of Technology (IITs), and 21 Indian Institutes of Managements (IIMs).

Together, these developments have shifted the relationship from traditional student mobility towards partnerships that are ethical, sustainable, and mutually beneficial.

These partnerships go beyond TNE and research. They focus on shared mutual benefit, working to shape a prosperous, secure, and sustainable world in a time of rapid global change. Institutions recognise that they need to collaborate not just across teaching, research, and business engagement, but also to share business school solutions to the key global challenges such as AI adoption, climate change, and broader geopolitical risks.

Q India–UK collaboration in higher education is entering a new phase, particularly with the India–UK Vision 2035. What do you believe should be the defining priorities for higher education partnerships between the two countries over the next decade?

The first is to share insights and best practice to address the key challenges in TNE and ensure a stronger student experience. This means a deeper understanding of the regulatory environments for business schools in both countries, TNE provision that meets consistent quality benchmarks, and a stronger grasp of the legal, ethical, and cultural contexts in which TNE operates.

UNIVERSITY VOICE · IN CONVERSATION

The second is recognising the valuable role business schools play in addressing global economic and geopolitical challenges. Moving beyond traditional TNE and research partnerships, there is a real opportunity for business schools in both countries to come together and share solutions rooted in their teaching and research, on challenges such as AI adoption, sustainability, and wider economic and geopolitical risk.

Business and management courses are the most popular in UK universities, and business schools make an exceptional contribution to the economy, society, and innovation in both countries. We live in challenging times, but there is a real opportunity to strengthen collaboration, so business schools across both countries can serve their economies and skills needs while also helping address global challenges.

Q Transnational Education (TNE) is becoming an increasingly important part of the India–UK relationship. Beyond traditional franchise or joint-degree models, what forms of TNE do you see having the greatest potential in India, and what would make these partnerships sustainable and mutually beneficial?

Beyond franchise arrangements and joint degrees, the most significant development is the emergence of full branch campuses, and GIFT City in Gujarat and Knowledge City in Tamil Nadu are the clearest example of this shift. India has created a regulatory environment to make branch campuses viable, and UK institutions have responded quickly.

During the inaugural India-UK Business School Dialogue, we organised a delegation of UK business schools to GIFT City in Gujarat and are organising another delegation this year alongside a delegation to meet with the Telangana government in Hyderabad. There is a real appetite amongst UK business schools to learn more about the higher education provision in these regions and the development of education hubs and to understand how they can collaborate to develop their educational provision to be aligned with the regional economy.

What makes these partnerships sustainable is not the campus itself, but how well they are embedded in the regional economy and addressing its skills and talent development needs.

The first India-UK Business School Dialogue in 2025 demonstrated strong appetite for new partnerships, with institutions moving towards new and expanded collaborations. From your experience, what separates a partnership that remains a memorandum of understanding from one that develops into a genuinely impactful, long-term collaboration?

What makes a partnership last is a shared commitment, from the outset, to deliver high-quality, sustainable, ethical, and mutually beneficial collaboration. UK and Indian business schools have a long track record of working together on TNE and TNR, and that will continue, but a signed agreement only becomes a genuine partnership when both institutions build these principles into how they operate.

UNIVERSITY VOICE · IN CONVERSATION

That is why we have published a TNE Policy Statement to help members build these partnerships properly, and we will be producing a similar statement on TNR during the Dialogue.

The other crucial element is relevant Government and regulatory support mechanisms. At a time when higher education institutions are facing fiscal challenges, Government and regulator support and guidance is essential in helping institutions navigate partnerships that require significant upfront investment.

Q India and the UK bring different strengths in teaching, research, innovation, industry engagement and entrepreneurship. How can universities move beyond simply exchanging expertise to co-create knowledge, programmes and solutions that address shared global challenges?

Business school expertise and research can be used to design programmes and solutions that bridge the gap between academia and business, addressing local, regional, national, and global challenges.

At a local level, business schools play an important role in their communities and are often the gateway to enduring entrepreneurial support. Small Business Charter accredited business schools in the UK, for example, have long been centres of excellence for SME support, delivering the Government-backed Help to Grow: Management course, which has enrolled 14,420 business leaders, 92% of whom reported improved confidence in their ability to lead and manage their business. Business schools in both countries can co-create executive education programmes for SMEs, drawing on this experience of what works in their own communities to address specific business and skills needs.

At a global level, institutions can build joint research programmes on shared challenges such as AI adoption and sustainability, and translate that research directly into joint teaching, so staff and students in both countries are equipped to address these challenges together.

Q Quality assurance, regulatory alignment and maintaining academic standards are critical as cross-border education expands. What should Indian and UK institutions prioritise to ensure that international partnerships deliver consistent academic quality while also remaining responsive to local needs?

Institutions in both countries need to start with a shared understanding that partnerships must be ethical, sustainable, and mutually beneficial, and that they need to respect each other's local regulatory environment rather than imposing one system onto the other.

Indian and UK institutions should also be committed to measuring the impact of their partnership and in particular at student, institutional, economic, and regional & national policy levels.

UNIVERSITY VOICE · IN CONVERSATION

Q The future of higher education will increasingly be shaped by AI, emerging technologies, sustainability and changing workforce requirements. Where do you see the strongest opportunities for Indian and UK universities to collaborate on future-ready education, research and skills development?

AI will transform higher education and the world of work, but there will still be a need for human skills, and business schools are uniquely placed to deliver them. As AI reshapes how graduates work, skills such as leadership, management, and critical thinking will distinguish them, and business schools are well placed to nurture these skills. These are not skills AI can replace.

Furthermore, business schools in both countries can develop programmes that blend academic rigour with practical skills and real-world experience. Business schools are naturally placed to do this well, since by their nature they act as a bridge between industry and academia, and aligning teaching with employer needs.

By combining UK and Indian expertise in leadership and management education and pairing it with shared research into how AI is changing work, both countries can ensure their graduates leave equipped not just with fluency in AI, but with the human skills that will distinguish them and develop their leadership capability in an age of rapid AI and technology adoption.

Q How can India–UK partnerships create greater opportunities not only for students, but also for faculty mobility, joint research, entrepreneurship, industry engagement and knowledge exchange? What models do you believe universities should explore more actively?

Partnerships tend to focus on joint teaching, research, and the exchange of staff and ideas, which are all important, but the one aspect that tends to get overlooked is how each institution approaches its role in the local community and how it engages with businesses regionally and nationally.

There is a real opportunity for institutions across both countries to learn from how the other engages with industry and business to improve economic growth and productivity. In the UK, Small Business Charter accredited business schools show what this can look like in practice, acting as regional anchor institutions for SME support, entrepreneurship, and economic development. Sharing this experience alongside more traditional models of international collaboration would give India-UK partnerships a dimension that goes beyond academic exchange and into genuine economic impact on the ground for both countries.

UNIVERSITY VOICE · IN CONVERSATION

Q From the perspective of UK business schools, what can Indian private universities and business schools do differently to become stronger and more attractive long-term partners for UK institutions?

Indian private universities and business schools can strengthen their position as long-term partners by aligning quality assurance and accreditation practices with international benchmarks, and by being transparent about governance. Investing in research capacity and output is also crucial, as it allows joint research to be genuinely equal, focused on mutual benefit institutionally so that it can attract funding from both public and private sectors.

Q Looking ahead to 2035 and beyond, what would a truly successful India–UK higher education partnership ecosystem look like to you, and what is the one action you would urge university leaders in both countries to take today to help make that vision a reality?

A truly successful India-UK partnership ecosystem would be one built on shared standards, where TNE and TNR are guided by common frameworks, and where partnerships are genuinely collaborative rather than one country imposing their models on another. In this ecosystem, business schools will be responsible for delivering high-quality qualifications and research, but also responsible for addressing shared challenges like AI adoption and sustainability. The one action I would urge university leaders to take today is to commit to ethical, sustainable, and mutually beneficial principles from the outset, treating shared standards and regulatory understanding as the foundation of a partnership, alongside a commitment to measure the impact of the partnership outcomes.



WHAT'S NEXT/ BUILDING WHAT COMES NEXT

From new councils to global corridors, CIPU is expanding the platforms through which universities connect, collaborate and create impact.

01 NEW LEADERSHIP PLATFORMS



CIPU International Council for Responsible AI in Higher Education

A platform focused on advancing responsible, thoughtful and institutionally relevant approaches to Artificial Intelligence in higher education.



CIPU Sports Advisory Board

A dedicated platform to strengthen university sports ecosystems, talent development, institutional collaboration and the role of sports in holistic education.



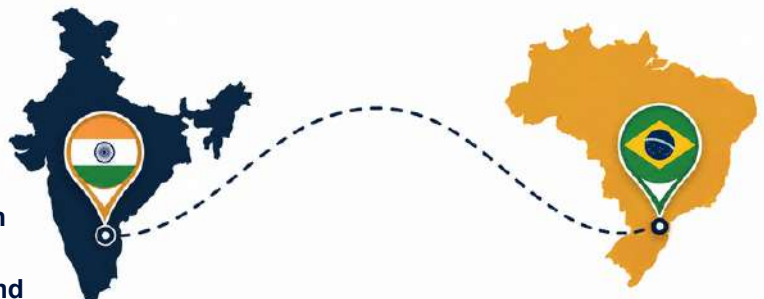
CIPU Industry Advisory Board

A bridge between universities and industry, supporting stronger alignment between academic programmes, emerging industry requirements, employability and innovation.

02 BEYOND INDIA

India–Brazil Higher Education Corridor

A new chapter in internationalisation through CIPU's partnership with UNIFOR, creating a platform for deeper academic engagement and collaboration between India and Brazil.



03 ON THE ROAD AHEAD



National Roundtable on Empowering Faculty Potential
Sankalchand Patel University, Gujarat,
3rd September 2026



National Workshop on Global Pathways: Internationalisation Readiness for Indian Universities
Renaissance University, Indore,
Madhya Pradesh
9th October 2026



National Industry-Academia Leadership Roundtable on AI, Automation and Human Skills: Designing Graduates for the Next Decade,
Ajeenkya D.Y. Patil University, Pune,
16th October 2026.



AI Readiness Masterclass for Faculty
Amity University, Gurugram
25th & 26th November 2026,



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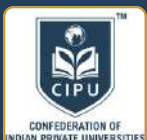
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	Industry Engagement	Explore industry partnerships, research collaborations, Centres of Excellence and student opportunities.
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