



Ministry of Commerce and Industry
Government of India



Ministry of Education
Government of India



16th FICCI HIGHER EDUCATION SUMMIT 2021



GLOBAL
CONFERENCE & EXHIBITION

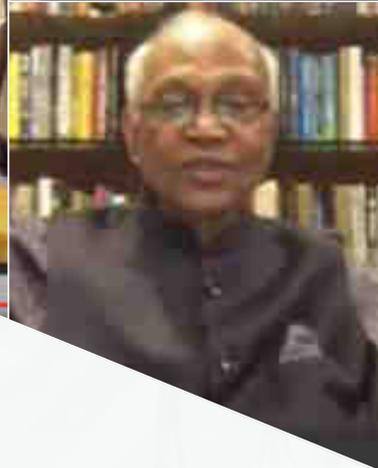
HIGHER EDUCATION@2030

R I S E

RESILIENCE INNOVATION SUSTAINABILITY ENTERPRISE

February 25 - 27, 2021

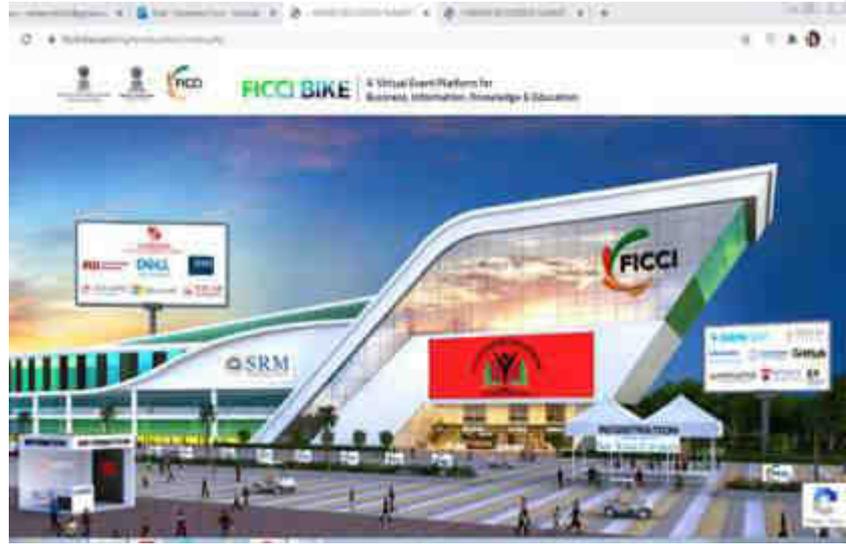
Virtual Platform FICCI BIKE



**Post Show
Report
2021**



Glimpses



POST SHOW REPORT 2021



Table of Content

About FICCI HES 2021	4
Summit Overview	5
Knowledge Reports	5
Exhibition Overview	6
RBSM Overview	6
Keynote Speakers	7
Masterclasses	10
Vice Chancellors' Roundtable	11
7 th FICCI Higher Education Excellence Awards	13
Sessions' Recommendations	15
Testimonials	25
Media Coverage	26



About **FICCI HES 2021**

The Federation of Indian Chamber of Commerce & Industry (FICCI) jointly with Ministry of Education and the Ministry of Commerce and Industry, Government of India organised the 16th FICCI Higher Education Summit 2021, in a virtual mode, from February 25-27, 2021, on the theme “Higher Education @ 2030 : R.I.S.E. (Resilience. Innovation. Sustainability. Enterprise.)”.

As we move towards self-reliance, it is imperative for universities and higher education institutions (HEIs) to develop an ecosystem that instills resilience, encourages innovation, promotes sustainability and enables the future workforce to be enterprising and be ready to face the disruptive future. While the pandemic has already accelerated transformational change at the institutional level, it is important for other stakeholders including the government, industry, and society to work towards making systemic changes and build a robust, resilient, student-centric and futuristic higher education system.

Over the years, the FICCI Higher Education Summit has evolved into a thought leadership forum and brings together key stakeholders including policy makers, educationists, industry leaders and students to deliberate upon strategies and share best practices that helps in developing a 21st century education system. This year, the Summit was inaugurated by **Shri Ramesh Pokhriyal 'Nishank'**, Hon'ble Minister of Education, Govt. of India. **Shri Piyush Goyal**, Hon'ble Minister of Commerce and Industry, Railways and Consumer Affairs, Food and Public Distribution, Govt of India joined the Ministerial session on Day-2 of the conference. **Mr Suresh Prabhu**, India's Sherpa to G20/G7 was invited as the Chief guest for the 7th FICCI Higher Education Excellence Awards. Other key dignitaries at the Summit **Dr R A Mashelkar**, National Research Professor and Chancellor, Institute of Chemical Technology, Prof Michael Crow, President, Arizona State University, **Dr Subra Suresh**, President, Nanyang Technical University (NTU), Singapore, **Dr Shekhar Mande**, Director General, CSIR and **Mr T V Mohandas Pai**, Chairman, Manipal Global Education

The Summit was organised on FICCI's fully secured, virtual event platform **BIKE** (a global facility for Business, Information, Knowledge and Education) and witnessed registrations of over 3000 delegates (including 320 international delegates from 74 countries), and over 4800 logins. The key features of the Summit were Panel Sessions, Masterclasses, Exhibition, Vice Chancellors'- CEOs' Roundtable, FICCI Higher Education Excellence Awards and B2B meetings.

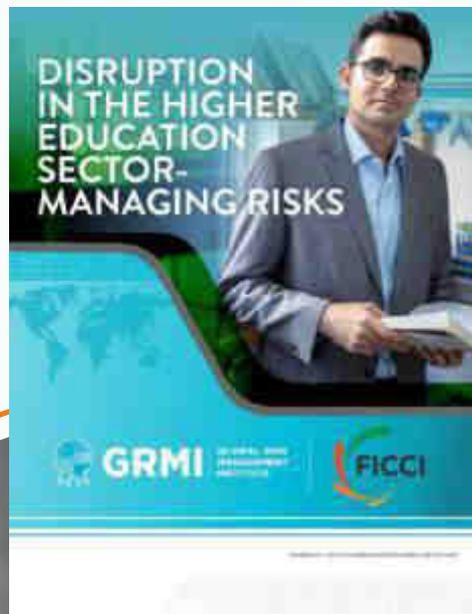
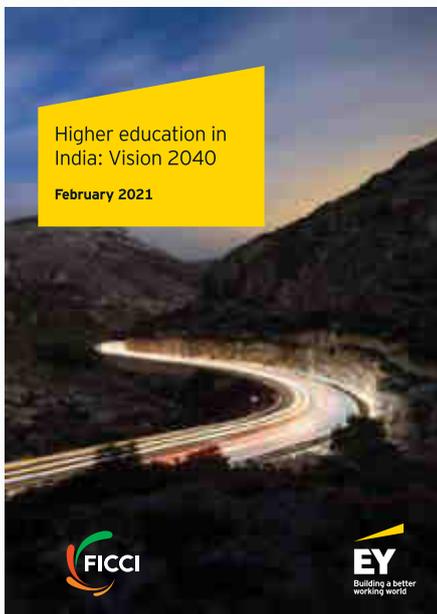




Summit **Overview:**



Knowledge **Reports:**





Exhibition Overview:



RBSM Overview:

 **758**
Total RBSM/
B2B meetings

 **401**
Hosted foreign
delegates

 **81**
Countries represented by
hosted foreign delegates
who registered

Foreign Delegates*





Keynote Speakers



Shri Ramesh Pokhriyal 'Nishank'
Hon'ble Minister of Education
Govt. of India

Speaking at the Inaugural Session, Shri Pokhriyal highlighted the importance of prominently positioning India on the global education map. "India of 21st century is young, ambitious, aspirational and eager to bridge the gap with developed economies. In order to achieve this dream, we shall tirelessly strive to enable our youth, empower them and provide them with strong fundamentals that shall gear them up for the challenges of the new century", remarked the Hon'ble Minister. Highlighting the current crisis and the associated disruptions, he emphasized on the need to prepare a futuristic workforce by rethinking the traditional education model and adopting cutting edge teaching practices. Shri Pokhriyal further added that the National Education Policy (NEP) 2020 lays out the path for transforming Indian education landscape suited to 21st century needs and become the R&D capital of the world.



Mr Suresh Prabhu
India's Sherpa to G20/G7

Addressing the 7th FICCI Higher Education Excellence Awards 2020-21, Mr Suresh Prabhu, said that the country is on the verge of implementing the National Education Policy (NEP) that has laid the foundation to build a modern India. To ensure its effective implementation, there should be country wide focused deliberations amongst relevant stakeholders on the critical aspects of NEP and FICCI should take a lead in this as it has been playing an important role in the field of education over the years", said the Minister. Conferring the two Personality Awards to the winners, he acknowledged FICCI's important role in bringing all stakeholders together towards strengthening the quality of education in India and showcasing best practices.



Shri Piyush Goyal
Hon'ble Minister of Commerce & Industry
and Railways and Consumer affairs
Food and Public Distribution
Govt. of India

Addressing the second day of the Summit, Shri Goyal said that the NEP 2020 has given focus to research, innovation, entrepreneurship, skill development, and creation of knowledge that goes beyond a mere academic report card. The Minister highlighted that NEP's thrust on quality education will not only transform the way we educate our children but will also make India the knowledge capital of the world. Elaborating on the education policy, Shri Goyal further said that the NEP allows students to be more creative in their chosen fields. "Liberal education is something that we need to engage with, in a much bigger way, besides focussing on personality development, moral sciences, and inculcating a reading habit and spirit of nationalism," remarked the Minister. Highlighting the need to rightfully harness our knowledge systems, he called upon all stakeholders to work together to prepare a roadmap for the 7 billion citizens of the world.



Dr R A Mashelkar
National Research Professor
and Chancellor of Institute of
Chemical Technology

While highlighting the significance of digital disruption, Dr Mashelkar said that it is time we move from 'Right to Education' to 'Digital Rights to Education'. He further emphasised on the need for higher education sector to focus on the future of jobs, seamless linking of education, research and innovation and a borderless multi disciplinary education that can tackle global issues. He highlighted the significance of a teacher, and emphasised on their role as a facilitator, process expert and a communicator.



Prof Michael Crow
President
Arizona State University, USA

Delivering a Keynote Address on 'Online Higher Education: Changing Imperatives', Prof Crow highlighted the key strategies adopted at ASU that has enabled it to become a comprehensive public research University with students from diverse socio-economic background (1,50,000 degree seeking students from 145 countries). He said that ASU could achieve such a scale and magnitude owing to the strong prevailing culture of adaptability, technology adoption, student experience, faculty development and continued innovation and research. He further added that effective partnerships with the industry, society and other stakeholders across the globe have contributed greatly in making ASU a truly global research university.



Dr Subra Suresh
President
Nanyang Technological University, Singapore

Dr. Suresh, while elaborating the role of Universities in a post pandemic era, highlighted the role of social sciences, ethics, and humanities in creating a multi-disciplinary education system. He further touched upon the imperative role of a university of embedding digital literacy, digital hygiene, social responsibility and commitment to sustainability. He also highlighted the importance of training students to manage information and misinformation with respect to data science and motivate them to undertake responsible research and innovation that addresses global challenges. He attributed the consistent approach towards achieving NTU's Vision 2025 as a predominant reason for the success story of the University



Mr Mohandas Pai
Chairman
Manipal Global Education

In his keynote Address, Mr Pai highlighted the rapid transformations brought about by COVID-19 pandemic and the adaptive response by the universities and higher education institutes to (HEIs) to cater to the educational needs of the students. Stressing on the significance of technology adoption in our everyday lives, he said that the pandemic has

not only accentuated it but has also redefined the learning styles of the 21st century students. He talked about the relationship between universities and students, which, was one-sided during yesteryears but has now evolved to be more 'student-centric' and flexible. He further said that in line with the NEP recommendation, universities and HEIs must focus on student learning outcomes and create a strong network for credit transfer to ensure student mobility and facilitate multiple entry-exit systems.



Mr Uday Shankar
President
FICCI

Speaking at the Inaugural, Mr Uday Shankar, President, FICCI said that the radical changes in the education sector have placed learners at the centre and shifted the focus from teaching to learning through digital modes. "However, with its 672 million young population, preparing to join the workforce and citizenry for the new order society requires massive disruption and of rethinking the traditional educational model. Jobs will have to be created to gainfully employ 100 million youth who will enter the job market over the next decade," remarked Mr Shankar.

Mr Uday Shankar further said that the NEP 2020 released by the government is a powerful document and it conveys a clear bias for a disruptive change and takes into cognizance the issues of equitability, inclusivity, accessibility, exploratory and experimental- all ingredients required for transforming into Education 4.0 and beyond.



Dr Vidya Yeravdekar
Chair - FICCI Higher Education Committee and Pro-Chancellor Symbiosis International University

In her Theme Address Dr Vidya Yeravdekar, highlighted the transformative journey of the education ecosystem and the critical need to innovate and adapt to new teaching-learning models. She mentioned that the NEP 2020 has carved a new path for all and the world was watching this transformation of the Indian education system. She further highlighted that the process of implementation of NEP has gained momentum and one will witness lot of changes in the education system right from the current academic year.

Dr Vidya proposed to eradicate the digital divide, i.e. access to digital infrastructure for all sections of the society and called upon all stakeholders (government, universities, teachers, students, and civil societies) to work together to achieve the goals and vision set in the NEP 2020 to make India the 'vishwaguru'



Dr Rupamanjari Ghosh

Co-chair
FICCI Higher Education
Committee and Vice Chancellor
Shiv Nadar University

Highlighting the recent years' impact on India's higher education ecosystem, Dr Ghosh impressed upon the need to harness India's demographic dividend and create an education ecosystem that is not just best in the world, but best for the world. She further stressed upon the need for global solidarity, technology adoption, systemic industry-academia partnerships and focus on basic and applied research in Universities. On behalf of FICCI, she thanked the dignitaries and distinguished speakers for delivering their insightful ideas to create a future-ready, resilient, innovative and sustainable education ecosystem in India.



Dr Sekar Viswanathan

Co-chair FICCI Higher Education
Committee and VP-VIT University

Dr Viswanathan, in his moderation, emphasised on the opportunities for the higher education sector to contribute to a self-reliant India, by innovating the teaching-learning pedagogies, integrating technology and promoting partnerships with industry and society. He further expressed his appreciation and gratitude to the Inaugural session speakers for their thoughtful deliberations on creating a qualitative, equitable and accessible higher education ecosystem in the country.



Mr Dilip Cheney

Secretary General
FICCI

Mr Cheney, while thanking the Union Minister, Shri Ramesh Pokhriyal 'Nishank', Dr R A Mashelkar and the FICCI Leadership for their insightful remarks, highlighted the extensive consultation process that went into framing the NEP and the significant role that an industry association like FICCI played in its formulation. He further stressed on the need of engaging more industry and higher education leaders in the effective execution of the policy.

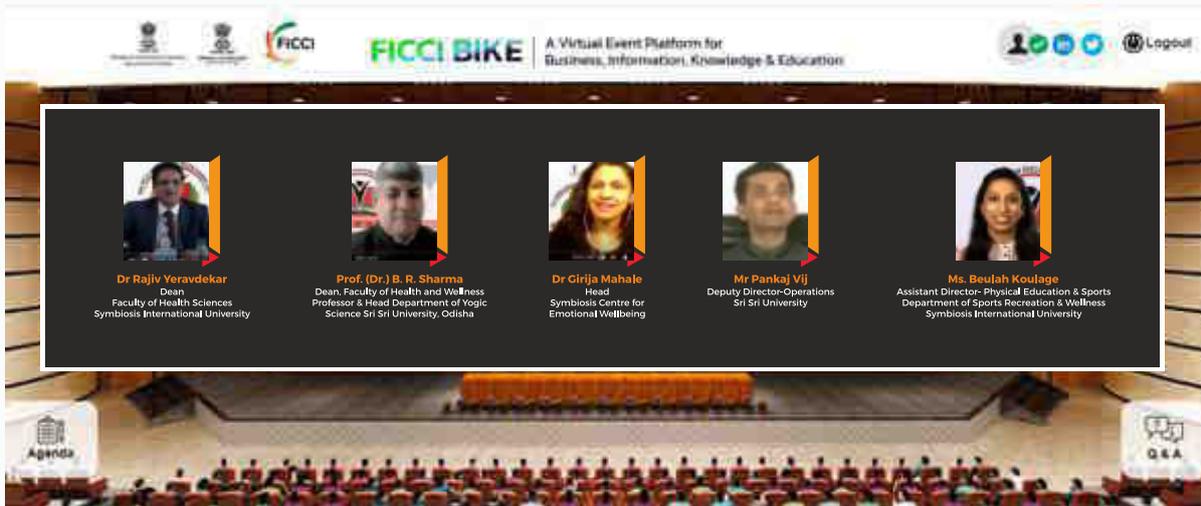


Masterclasses

Masterclass 1: 'Mental and Physical Wellness: Mind, Body and Spirit in Harmony'

Today, we live in a complex world. On one hand, we are progressing with advances in Science and technology and on the other hand we are faced with huge challenges like the Pandemic and Global Warming. To convert challenges into an opportunity we require the right mindset and the resilience to deal with those challenges. The key to resilience is the synchrony between a healthy mind, body and spirit. The masterclass was aimed to identify the key ingredients to our wellbeing, especially in these disruptive times.

Convenors: Symbiosis International University and Sri Sri University



Masterclass 2: 'Enterprise Risk Management'

Risk is part of all our lives. As a society, we need to take risks to grow and develop. From energy to infrastructure, supply chains to airport security, hospitals to housing, effectively managed risks help societies achieve. In our fast paced world, the risks we have to manage evolve quickly. We need to make sure we manage risks so that we minimise their threats and maximise their potential.

The masterclass was themed on how Enterprise Risk Management (ERM) can help in managing risk across an organisation and its extended networks - from classrooms to boardrooms.

Convenor: Institute of Risk Management (IRM) - India Affiliate



Vice Chancellors'- CEOs' Roundtable

As we get used to the 'New Normal', the government, industry and academia will require to come together, more stronger than before to reinstate the economy and the education ecosystem. Coherent actions will be required towards building secure digital infrastructure, capacity building, effective R&D collaboration, social & health orientation, data- driven future forecasting, talent mapping & tapping, building new decision-making frameworks, etc.

The Vice Chancellors' CEOs Roundtable was focused to rethink, reimagine and re-strategise the engagement framework between industry and academia from a 360-degree perspective. It deliberated on all the critical and predominant elements- such as research, technology, leadership, strategic initiatives, resourcing and skilling of faculty and students that need to be augmented to address the needs of the society 5.0.

The roundtable started with the opening remarks of Dr Vidya Yeravdekar, Chair-FICCI HE Committee along with the Co-Chairs ,Prof Rupamanjari Ghosh and Dr Sekar Viswanathan. Prof Rajan Saxena-Adviser FICCI HE Committee set the context of the roundtable and as a Moderator invited Dr Shekhar Mande, Director General, CSIR and Dr M P Poonia, Vice Chairman, AICTE to share their special remarks. The roundtable that was attended by more than 40 senior leaders from industry and academia, was thereafter opened for discussion. The key discussion points are summarized below:

Research and technology:

- The existing models of Incubation Centres and Innovation Parks in the leading universities/higher educational institutions(HEIs) needs to be scaled up and all the other HEIs should be capacitated/enabled to develop such centers to augment research collaborations. The 'cluster cities' model proposed by the government in this regard, is a good step forward.
- There is a need to define the 'Technology Readiness Level (TRL)' of the research work carried out by the academia. so that industry can align with their Business Readiness Level (BRL) and collaborate more effectively.
- The pace of research work undertaken by academia is generally slower, more focused on blue sky/basic research, has a larger/indefinite time frame and may not have immediate tangible results. Industry research, on the other hand, is usually time -bound, customer-centric and based on the business needs. It is important that Industry and academia are cognizant of these differences and work towards complementing each other.
- Novel methods such as virtual and remote labs, must be developed to continue research even during the lockdown. The concept of Remote Labs (which are actual physical labs, operated remotely) is a good initiative for students to carry out research, while not being on campus physically.
- Universities/HEIs must take a lead in creating a robust research culture that addresses social issues and industry needs and effectively utilizes locally available resources. Scaling of such existing initiatives and best practices should be ensured. A good case study is the growth and development of the research ecosystem in Israel. With a strong R&D support from the government, Israel is ranked #1 in private R&D expenditure as percentage of GDP – about 4.3% (as of 2016), of which 84% comes from the private sector.
- To make India a leader in emerging technologies, academia must collaborate with industry in developing cutting-edge curriculum, training content and immersion programs, both for students and faculty.
- To upskill and train the data scientists for the emerging technologies, initiate 'Kaggle' - like competitions to provide relevant data-sets, explore and build models in a web-based data-scienceenvironment and work with other data scientists and machine learning engineers to solve data science challenges.

Resourcing and Skilling of faculty and students

- With the rapidly changing technology trends, there is a need to revamp the curriculum to include new-age technologies and projects/practicals so as to meet the industry's needs. Further, faculty must be professionally trained to deliver such courses.
- HEIs must develop a culture of continued industry engagement through industry immersion programs, inviting industry experts for student interactions (through talks and lectures) faculty training etc. Immersion programs for faculty will not only provide necessary industry experience but will also enable them to teach effectively and undertake relevant research.
- Given that mobility will be restricted for the coming times, student and faculty exchanges through virtual classrooms, virtual internships and placements, virtual research collaborations, both nationally and globally, should be adopted as an alternative.
- Teaching and research must be glorified and incentivized to attract the best talent into teaching. Further, during recruitment process of a faculty additional credits must be given for industry experience and technology must be effectively leveraged to invite foreign faculty to teach in India.
- Novel and contemporary programs should be introduced that train students on essential workplace competencies such as communication, negotiation, presentations, and project management.
- There is a need to compulsorily include 6 months of internship/apprenticeship, especially in engineering courses in all HEIs. This will enable students to work on real-life projects and be industry-ready when they graduate.

Leadership & Strategic Initiatives

- Develop a robust leadership recruitment process to ensure competent, futuristic, disruptive and mindful leaders are inducted in the system. Futuristic leaders will help to develop and create an ecosystem that will not only cultivate focus, clarity and creativity but will also encourage to identify niche areas for effective collaborations.
- Higher Education leaders should be mandated and encouraged to promote start-ups, setup incubation centres, mentoring clubs, and undertake accelerator programs in the Universities and HEIs.
- Academia must optimally utilize funds to create and ensure efficient usage of assets, such as convention centres, start-up hubs, research labs etc. This will not only facilitate industry to set themselves up in the campus but can also be used to invite government agencies for research and partnerships.
- The principle of 'Conscious capitalism' must be introduced for a wide-ranging and meaningful industry-academia collaboration. Conscious capitalism will generate profits and will promote an integrated approach to social responsibility, self-awareness, and purposeful decision-making.
- Academia must act as a bridge to identify the societal challenges and liaise with the MSME/industry to address those challenges. Such initiatives during the COVID pandemic (manufacturing ventilators, diagnostic kits etc) present a good case study and must be scaled up to address other critical issues.

Recommendations for Industry Engagement:

- Industry must identify the areas where they want to engage with the academia, define the mission and vision for such engagements and charter the execution strategy. Fore.g. Microsoft is developing a Vision 2020 paper to partner with the academia on all focus areas defined in the NEP2020, viz : skilling, gaming research, intelligent infrastructure, analytics, pedagogy, teaching with technology etc.
- Industry must promote/incentivize its professionals to take up teaching for a certain time period. Such arrangements of inviting 'professors of practice' must be scaled up, as this will help industry to understand the academic ecosystem and better align themselves for collaborations. Industry association bodies like FICCI, are aptly placed to take up such facilitation/exchange and must be encouraged for the same.
- Industry and academia must collaborate to identify the critical societal needs and challenges and work jointly towards addressing them. One such area of engagement is with Domestic Workers Sector skills Council to train and skill the domestic workers and absorb them within their ecosystems.
- Certain percentage of CSR funds of Industry must be mandated for research in partnership with the academia and MSME/SME, to address social issues.



7th FICCI Higher Education Excellence Awards 2021

The 7th FICCI Higher Education Excellence Award 2021, was held virtually on February 25, 2021. Instituted in 2014, the Awards recognize the efforts of Higher Education Institutions exhibiting excellence in various spheres. Powered by an impeccable jury and following a very transparent and methodical process, the Higher Education Awards have received an overwhelming response and witnessed active participation from both public and private sector universities and higher educational institutions (HEIs).



List of Winners

Lifetime Achievement Award

Prof. (Dr) Shantaram Balwant Mujumdar

Founder & President, Symbiosis International (Deemed University)

Personality of the Year

Dr Krishnaswamy Kasturirangan

Chancellor-Central University of Rajasthan & NIIT University Chairman- Karnataka Knowledge Commission

Excellence in Internationalization of Education

Symbiosis Law School, Pune

Excellence in Employability through Industry Engagement

New Delhi Institute of Management (NDIM)

Excellence in Enabling Research Environment

Institute of Chemical Technology, Mumbai

Excellence in Faculty

Indraprastha Institute of Information Technology, Delhi (IIIT, Delhi)

Excellence in Institutional Social Responsibility

- Assam Don Bosco University
- Sona College of Technology

Excellence in Creative & Performing Arts

Pearl Academy

University of the Year (1 to 10 years)

Indira Gandhi Delhi Technical University for Women (IGDTUW)

University of the Year (11 to 30 years)

Indian Institute of Technology, Bhubaneswar (IIT, Bhubaneswar)

University of the Year (More than 30 years)

Dr Rajendra Prasad Central Agricultural University, Pusa

Jury Members

Jury Chair: **Dr R. A. Mashelkar**
National Research Professor and Chancellor of Institute of Chemical Technology

- Mr Ajay Bohora**
Co-founder & MD, HDFC Credila
- Mr Sudheesh Venkatesh**
Chief People Officer, Azim Premji Foundation
- Dr Darlie'OKoshy**
Director General, IAM & ATDC
- Ms Veena Swarup**
Director (HR), Engineers India Limited
- Mr Anand Sudarshan**
Founder & Director, Sylvant Advisors
- Mr Ajay Batra**
EVP-Venture Fastrack, Wadhvani Foundation
- Dr Gautam Shroff**
Sr. Vice President, TCS Fellow and Head - TCS Research, Tata Consultancy Services
- Ms Rupa Chanda**
Professor of Economics, IIM Bangalore
- Mr D V Shastry**
ED-HR, Gail India
- Ms Pervin Malhotra**
Director, Career Guidance India (CARING)
- Dr Mahesh Verma**
Vice Chancellor, Indraprastha University
- Mr Chetan Kapoor**
COO, Tech Mahindra Foundation
- Mr Rajiv Arora**
Regional CIO, Siemens
- Mr Hemal Shah**
Sr. VP & Reg. CIO-Asia Pacific, Dell



Sessions'

RECOMMENDATIONS

Theme Session : Resilience. Innovation. Sustainability. Enterprise (R.I. S.E.)

As we move towards self-reliance, it is imperative for universities and higher education institutions (HEIs) to develop an ecosystem that instills resilience, encourages innovation, promotes sustainability and enables students and workforce to be enterprising to face the disruptive future. The pandemic has accelerated transformational change at the institutional level and highlighted the right to digital education. Universities and HEIs should realign their short and long-term goals and adopt innovative and disruptive approaches to transform the student experience and must act as an 'engine' for innovation and entrepreneurship and a 'catalyst' for sustainable development.. While the onus is on the educators to accelerate the requisite changes on the ground, it is important that industry, government and society come together and reassess their roles in building a 21st century education.

The session deliberated on the significance of digitalization of education, public financing, autonomy, data privacy regulation, etc as the critical aspects for developing a robust, resilient and a 'student-centric' futuristic education system.



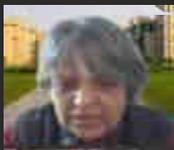
Recommendations to Government:

- Government must focus and work towards creating an enabling environment so that Higher Education is geared to cater to not just Industry 4.0, but to a Society 5.0. The critical role of digitalization of education should be "delocalisation" (i.e. irrespective of physical location), "dematerialisation" (i.e. multiple sources for learning) and "democratization" (i.e. available to everybody).
- Increase in public funding will form a critical pillar in strengthening and transforming the higher education ecosystem along with a great focus on research and innovation. The Government must ensure that the funds are made available to provide equitable, and merit-based funding to public and private HEIs.
- Given the size and scale of the higher education ecosystem, Government should consider increasing the number of autonomous institutions to 200 and Institutions of Eminence to 30 from the current number of 62 and 20 respectively.
 - The top 200 Universities and HEIs should have full academic, administrative and financial autonomy and should be allowed to set up global campuses and admit foreign students. The regulatory guidelines for these institutions should be recommendatory and not mandatory.
 - Such institutions will need to make full disclosure about governance structure, academic structure, fees etc. on web page and follow a voluntary Code of Conduct and disclosure norms.
- To promote national collaborations and global partnerships, the government must ensure that Universities/HEIs have a Digital Officer/Chief Technology Officer to adopt global standards of data privacy regulations, information security, prevention of learners from predatory content, etc, as is the practice worldwide.



Recommendations to Academia:

- HEIs must be flexible and adaptive to revamp their curriculum to align with the industry needs and emerging technologies to keep pace with the shifts in global and industry trends.
- The HEIs must develop a conducive research environment and ensure strong industry linkages, community immersions and effective foreign collaborations.
- Faculty must be given autonomy and substantial time so that teaching-learning and research are balanced properly keeping in view the pace of disruptive changes in the pedagogy required in the 'new normal'.
- HEIs should be more entrepreneurial and collaborative and must capitalize on the opportunity of using technology for equitable, affordable access to relevant and quality education.



Dr Rupamanjari Ghosh
Chair-FICCI Higher Education
Committee and Pro-Chancellor
Symbiosis International University



Prof Rishiksha T Krishnan
Director
IIM-Bangalore



Mr Francisco Marmolejo
Education Advisor
Qatar Foundation



Prof (Dr.) Sundar Manoharan
DC
PDEU



Mr Shailesh Haribhakti
Strategic Advisory Board
Member,IRM India & Chairman,
Shailesh Haribhakti & Associates



Mr Suchindra Kumar
Country Head
Wizenoz & ex-partner, EY



Mr Raghav Gupta
MD-India and APAC
Coursera

Session 1: Future of Universities

The year 2020 has seen a paradigm shift in the higher education sector. With a rapid transition in the learner's ability to shift to an online mode, we now have a long-term opportunity to reinvent the traditional university learning experience. There will always be a need for a physical presence, for we are naturally social beings, but the future university could merge online learning with traditional campus learning. If we take the best practices we have learned from institutions that have successfully implemented blended learning programs, harness the knowledge base within our university system, and amplify the impact for our future generations of workers, this would be a true paradigm shift in higher education that would transform its trajectory for generations to come.

The session deliberated on the changing role of the brick-and-mortar universities and the increasing role and significance of blended learning with the rapid technological disruption.

Recommendations to Government:

- Government must work towards creating an ecosystem that pushes Universities/HEIs to leverage technology and look at it as an aggregator to bring in the best of faculty, create high quality content, deliver cost effective education and reach out to a wide class of students.
- A robust leadership recruitment process must be developed to ensure competent, futuristic and disruptive leaders are inducted in the system. Experienced industry professionals having an academic bent of mind should also form part of the talent pool.
- Teachers will have a different role in post pandemic era. There is a need to relook at the criteria of the teacher student ratio, as teachers will be empowered to cater to lakhs of students at a time through technology.
- A university/HEI's performance must be measured not just in terms of quality, but also quantity. The 'Throughput' model of measuring the quantitative output of a University/HEI, must be introduced. This can be done by measuring the number of students graduated per faculty, per year, to get an idea of how long the student has been in the pipeline, what does it take to let them go into the market, and what financials are involved.

Recommendations to Academia:

- HEIs should leverage the technology of blended learning to serve all students. This can be done in three ways, firstly, by creating high quality content available on public platforms accessible to all students, secondly, blending such platforms into classroom learning which would necessitate the teachers to become learners again, and thirdly, devise unconventional models to promote lifelong learning.
- Classrooms have typically diverse learner groups and new technologies including the emerging sciences of artificial intelligence and deep learning models can help us create customized learning plans and methods. Higher education institutions will have to embrace these quickly to promote personalised learning.
- HEIs must ensure that every faculty is professionally trained to effectively use online tools and innovative pedagogies. Online learning is not about one pedagogical model but an aggregation of various models and requires a great deal of understanding and application of learning science and digital pedagogy.
- HEIs should develop ways of democratizing education, with regards to accessibility, affordability, micro credentialing, and tenure of courses.



Dr Rajan Saxena
Advisor
FICCI Higher Education Committee
and Founder The Open-Ed Networks



Prof Subhasis Chaudhuri
Director
IIT Bombay



Mr Pramath Sinha
Co-Founder and MD, Harappa
Education



Prof Simon Torney
Dean, University of Bristol, UK



Mr Venkat Sitaram
General Manager & Country Leader
for Education Business Dell



Prof M Balakrishnan
Professor
CSE Department IIT Delhi

Session 2A: Diversity and Inclusion in Higher Education

Diversity and inclusion in higher education go beyond class/caste divides to include languages, choice livelihoods, values, beliefs and practices. India is often referred to as a 'diverse' nation owing to the myriad regions, languages, classes, castes, ethnicities and knowledge systems. However, this diversity which is India's biggest asset is not articulated adequately in the education system in India. Higher education is inaccessible to a large section of the Indian population due to various disparities. The session aimed to showcase the policies, frameworks and implementation strategies adopted at various HEIs to develop an inclusive higher education system in India.

Recommendations to Government:

- Central and State governments must engage HEIs to prepare a database of Socio-Economically Disadvantaged Groups (SEDGs) who are unable to access higher education. There must be a needs-based enquiry to understand where the gaps lie on the basis of which a workable strategy should be formed for bringing these groups into the higher education stream.
- Need to ensure that institutional policies are well in place and relevant programs/courses are offered. Access and equity audits and other similar tools must be utilised to identify the gaps and foster diversity and inclusion at the institution.
- Ensure effective implementation of the various schemes (including adequate financial assistance in the form of fellowships and scholarships at the State and Central level).
- Promote affirmative actions along with a focus on addressing the attitudinal challenges to foster a culture of collaborations at the community level.

Recommendations to Academia:

- HEIs must simplify the admission process or create parallel admission mechanisms online and offline and in multiple local and regional languages, to cater to the needs of students from diverse backgrounds.
- Admission officers across departments and subjects must be sensitised for objective analysis of student performance in order to prevent discrimination based on gender, caste, class or other markers of identity.
- Free student counselling at the pre-admission and post-admission juncture must be ensured and Counsellors must be properly trained and sensitised to appropriately deal with SEDG students.
- HEIs must ensure that certain number of scholarships/fellowships are earmarked for meritorious students belonging to SEDGs. The grants should be provided right at the start of the academic year.
- Extra study material, remedial classes, bilingual courses, mentoring and emotional support for SEDGs must be ensured on the campus.



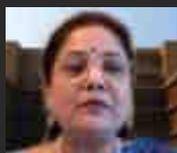
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Session 2B: Transformation in Higher Education - Risk Lens an inevitable imperative

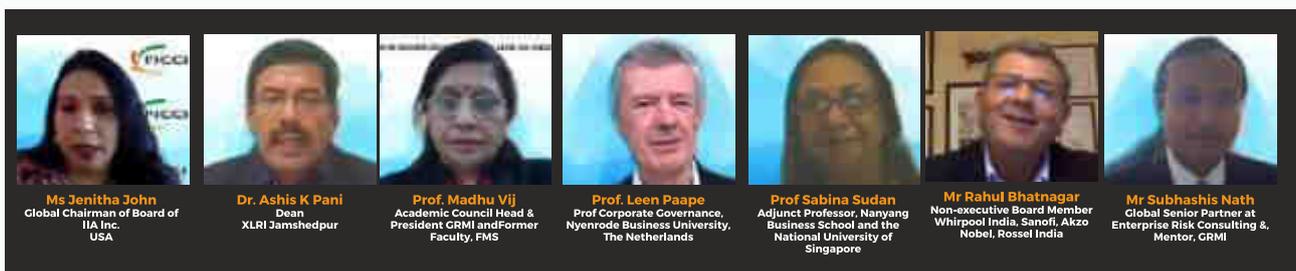
The higher education sector is witnessing multi-dimensional technological, demographic and COVID-19 induced disruption which has exposed the sector to severe risks, be it with respect to digital infrastructure, faculty, students, curriculum, pedagogy or the regulators. This environment of disruption requires leadership across Institutions to view all issues through a structured risk lens to successfully respond to the challenges at hand and evolve into world class institutions for the future. The session deliberations aimed to identify and understand the significant risks and bring forth the effective strategies and best practices adopted to manage them.

Recommendations to Government:

- With a rapid transition to online and blended learning, there is a need for an effective quality benchmarking framework to set standards for online education. This will ensure a healthy competition, fair pricing and genuine options for students.
- There is a need to set clear guidelines and data protection measures to protect universities' data/knowledge base, especially when partnering with foreign institutions.

Recommendations to Academia:

- In the rapidly changing scenario, universities/HEIs must be prepared to cater to the risk associated with more frequently changing technology investments as well as ensuring the availability and adoption of the new technology.
- University/HEIs must understand the concepts around digital security hygiene. Faculty and students must be adequately trained and equipped to ensure data privacy and protect sensitive information of students and the university.
- Integrity and ethics are key life-skills and Universities/HEIs must develop and sustain an ethical culture within students and faculty right from the inception.
- HEIs must focus on developing cross-functional thinking and learning in students, to prepare them to address real life scenarios. HEIs must be ahead of the curve in the risk identification process and must have visionary people at the decision-making levels, who can identify risks at an early stage and convert them to opportunities.



Session 3: Integrating Skills within Higher Education Framework

Globalization and technology is changing the way we perceive our future workforce and skills like flexibility, adaptability and life-long learning are becoming increasingly important. India's working population will grow by roughly 9.7 million per annum during 2021-31, as per the Economic Survey report 2019. It is unequivocally felt within stakeholders that an integrated skills ecosystem will hold the key in reaping the demographic dividend. In line with this, the new National Education Policy (NEP2020) has rightfully focussed on developing a strong vocational framework right from the school education. Higher educational institutions will have to challenge and teach their student the high order skills, and enable them to not only meaningfully work with industry but also lead and take the industry ahead.

Recommendations to Government:

- Develop a framework for career guidance, which is aligned with the emerging industry trends and implement in educational institutions and industry.
- Start initiatives to bring about an attitudinal change in academia and society for vocational education. In India, vocational education has been seen inferior to the mainstream academia, and this issue must be addressed through awareness campaigns, multimedia channels etc.
- Scale up Skill Development Ecosystem with robust online learning infrastructure (hard and soft) to enable delivery of online programs, virtual internships, apprenticeships, etc.
- As proposed in the NEP 2020, fast-track the implementation of vertical and horizontal mobility between certificate, diploma and degree courses.
- To bring in industry members as faculty, there must be a provision of separate credits in the teachers' appointment process.

Recommendations to Academia:

- Universities/HEIs should enhance the application of knowledge, rather than just focussing on creating employable graduates. This can be done by focussing and teaching the soft skills, critical thinking skills, problem solving skills along with orientation and exposure to new age technologies such as machine learning, artificial intelligence, natural language processing, data analytics, PLC programming etc.
- Before introducing skill-based courses in the higher education curriculum, universities/HEIs must conduct a thorough research of the skills required by the industry for the future. This may be done through surveys, industry collaboration etc.
- Universities/HEIs must equip the students with the critical skill of 'adaptability'. Students must be prepared, developed and equipped to adjust their thoughts, emotions and actions to the rapidly changing situation in the current unpredictable environment.
- Academia must focus on working in close collaboration with the industry. Internships/apprenticeships and industry mentors are few ways to enhance real-life knowledge learning and application.



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Session 4: Building a Global Higher Education Ecosystem

Human society today faces a number of wide ranging and interlinked global challenges such as climate change, food security, energy security, infectious diseases, and the list goes on. The recent lockdown situation has restricted mobility and disrupted the partnership and engagement models. In a post COVID-19 world, there will be no return to normal, but a rediscovery of what normal looks like. One may be turning inwards, but global connections are going to be even more important in the future, especially in the arena of international research collaboration. COVID-19 will compel the world to be more connected. The National Education Policy (NEP2020) has also given a tremendous push for internationalisation of higher education. Making India an attractive destination for foreign students, developing global mindset of the Indian faculty and students, setting up of campuses abroad by high performing Indian institutions, entry of foreign universities in India, cross border delivery of programmes through academic and research collaborations and internationalisation at home, are some of the focus areas within NEP. This calls for working in a comprehensive manner with articulated institutional commitment, leadership and policies to suit in the global collaboration and partnerships.

Recommendations to Government:

- Develop 'The Indian Network for Internationalization of Education (INIE)' which is envisioned to be an independent, pan-India network promoting internationalization of higher education at all universities/HEIs in India. As a research-based network, it will serve as the nation's think tank for all matters related to the internationalization of higher education and will focus on quality research, capacity building, information sharing and advocacy.
- Given that Student and Faculty Mobility will be restricted for at least a year, student exchanges through virtual classrooms - 'Collaborative Online International Learning (COIL)' should be recognized as an alternative to student mobility and must carry equal credits.
- Create flexible framework and enable international students to finish their courses at their host institution or remotely through online in case of any unforeseen emergencies. The credits earned through such an arrangement should be fully recognized.
- Promote Indian Higher Education abroad by participating in Higher Education forums, expos, conferences, roadshows, etc. overseas in a professional manner. Industry associations like FICCI should be leveraged as they have the desired competencies and networks to project Indian higher education in a positive light.
- Develop "student cities" with the mission of making the cities safer along with adequate infrastructural and logistical support. These cities could be those which already attract a reasonable number of international students such as Pune, Hyderabad, Manipal, Mumbai, Delhi, Bengaluru, Chennai, etc.
- A joint Central Working Group should be created to develop a road map for developing these chosen cities into Education Hubs under the chairmanship of Cabinet Secretary with members from the Ministry of HRD, Ministry of Home Affairs, Ministry of External Affairs, and Ministry of Commerce and Industry. Members from concerned city departments, public and private universities, and any other stakeholder deemed critical from an internationalization perspective should be invited as members.
- Allocate adequate funding to educational institutions for developing state of the art institutional infrastructure (such as hostels, laboratories etc) for international students.

Recommendations to Academia:

- Universities/HEIs must build upon the quality of online and offline education, to invite foreign students to come and study in India, for either short or long term basis.
- Develop niche programmes in the areas that India has expertise in, such as Life Sciences, space sciences, creative disciplines, etc. Further, create unique elective programs such as a yoga, arts & sciences, traditional medicines, etc that can be taken up by foreign students along with the mainstream courses (such as engineering, management, etc).
- Academia must look towards engaging with the industry and civil society to provide an immersive learning environment and job opportunities, for foreign students coming to study in India.
- Indian universities and HEIs should coordinate with its external partners (foreign universities and students) and provide relevant information with credible facts and data with respect to Covid 19 crisis on a real time basis.
- In the face of uncertainty and as a response to this crisis, there is a need to develop a long-term effective partnership management strategy, good effective technology solutions and an effective and continuous communication with relevant authorities



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Session 5A: New Financing Models in Higher Education

In India, the private HEIs derive almost 85-90% of their income from tuition fees and other academic receipts, while public universities are majorly supported by government funds. The government has started to provide more autonomy to Indian Higher Education Institutions and is pushing them to become self-sustainable. The session attempted to trigger discussion around devising solutions, opening up avenues for innovative financing and looking at unlocking the growth potential of HEIs in India. Highlighting the concept of “Conscious Capitalism” in Education sector, the panel suggested to crystal gaze into a new framework that allowed 'for-profit' & 'not-for-profit' models to co-exist.

Recommendations to Government:

- Apart from philanthropic efforts, for-profit HEIs should also be allowed to be set up. Even the Hon'ble SC in TMA Pai case has said that providing education is a vocation, and it is no longer a charity and a reasonable profit should be allowed. But profiteering should not be permitted. Towards that end, Indian Societies and Trust Act could be amended to allow for profit companies to set up educational institutions.
- To attract foreign direct investment (FDI) in the higher education sector, there is a need to relook at the currently existing 'not-for-profit' structure.
- HEIs must be allowed to invest their existing surpluses in wider asset classes such as equity, alternative investment funds, investment trusts in addition to the currently permissible instruments such as debt, debt related instruments.
- There is a need to redefine the policy guidelines, to align with the changing education delivery landscape, viz. e.g. minimum land size, minimum space, permission for MTech programme through online mode, etc. This will reduce the related infrastructure costs.
- Student vouchers' must be introduced to provide financial assistance to students and allow them to choose courses of their choice.
- To reduce the NPAs in student loans, there should be a proper tracking system by the institute for facilitation of repayment of study loan. A suggested model is the Income sharing model for students to repay their study loans.

Recommendations to Academia:

- HEIs must think of alternate revenue streams, such as:
 - Creating Endowment Funds by reaching out to alumni, and utilizing those fund in a very structured and institutionalized manner. Most of the leading global universities have a widely prevalent culture of endowments and have built a robust framework over a period of decades.
 - Dependency on course fee should be less and other sources of revenue such as research, commercialization of intellectual property, etc. must be explored.
- With the rapid adoption of technology for education, HEIs must realign their expenditure to build digital infrastructure. This will bring down the cost of education for the students as well, in the long run.
- HEIs must optimally utilize the funds and assets such as convention centres, start-up hubs, research labs etc. to invite and facilitate industry and government partnerships.



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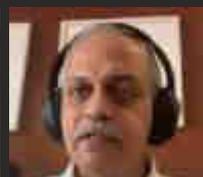
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Session 5B: Digital Education: What's Next?

The NEP 2020 and the COVID-19 pandemic have highlighted the pivotal role of technology in education. The past year has seen an unprecedented pace of technology adoption in education. Universities and HEIs need to be cognizant of the needs of the future learner and gear up to adopt technology solutions, to address the current issues and prepare for the future. Going further, digital education must address the critical issues of quality, accessibility, and learnability of students. It must also focus on the new age technologies like AI, IoT, Blockchain, AR/VR etc to be included in the curriculum and utilizing these technologies to better improve the university experience.

The session discussed ways and means to effectively integrate new technologies for education delivery within the regulatory framework, while ensuring availability and scalability of digital infrastructure to prepare the students for industry 4.0 and beyond.

Recommendations to Government:

- Central and State governments must use technology as an enabler to ensure that students in tier-2 and tier-3 category of institutions get access to quality education. Telangana government's 'Telangana Academy for Skills and Knowledge' (TASK) to ensure last mile delivery of quality education and skills to students, using digital technologies is a good step in this direction.
- With the increasing need to store digital data and content in a secure and flexible manner, there is a need to utilise cloud computing in improving public service delivery, cost efficiencies and the ability to scale applications on demand.
- Enhance the digital infrastructure (internet, mobile devices, laptops/desktops etc), especially in remote areas, for students to carry out learning and assessments effectively.
- Engage with industry, industry associations and leading academic institutes to deploy large scale training programs for faculty to adopt online pedagogy and assessment tools.

Recommendations to Academia:

- Universities need to step up the pace of transformation, specifically to advance their digital competitiveness which would be investment in people, processes and technologies.
- Design online curriculum which brings in experiential learning and create an immersive learning environment for students.
- Use digital technologies to assess and identify the learning path of students, and accordingly handhold and guide them.
- Ensure that the students mandatorily engage with the industry and leverage technology (ranging from 6 weeks to 6 months period), to understand real world projects and issues as a part of their education process.
- Create high-quality digital content which uses augmented reality, virtual reality, artificial intelligence, data science etc, which can be accessed by students across the spectrum.



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Session 6: Developing Research Ecosystem: Role of Universities

In India, publicly funded research is concentrated in specialized research institutions under different government departments. Universities play a relatively smaller role in the research activities of the country. This contrasts with the scenario in advanced countries where universities play a crucial role in creating the talent pool for research and generating high quality research.

There is a critical need for Universities to become research-powerhouses and expose students to research and providing them with training in research-oriented scientific thought process to address societal and industrial needs. Universities must create a robust partnership with the Industry to translate the knowledge into applications, while at the same time, continue to generate new knowledge through basic/fundamental research.

Recommendations to Government:

- In line with FICCI recommendation, government's allocation of INR 50,000 crores over the next 5 years for the newly created National Research Foundation (NRF) is indeed a laudable step. However, it is extremely critical that the execution plan of NRF is chalked out and the initial grant is released.
- As suggested in NEP, government must ensure that the disbursement of public research funds is be done based on competition open to both public and private universities.
- For India to become a knowledge economy, the number of PhDs (especially in STEM and ICT subjects) should be increased. Currently, there are only 45,000 PhDs in India. In addition to increased public spend, the private sector should be incentivized to both undertake R&D projects and support research through CSR funds.
- Special zones must be allocated to co-locate industry with universities and HEIs. Further, the implementation and execution of the 'Glue Grant' proposed in the Budget 2021-22 must be expedited to create the network of research focussed institutions in the identified cities.

Recommendations to Academia:

- Universities/HEIs must strive to create an R&D ecosystem that balances 'Multidisciplinary' (that is required in large industries to address global issues) and 'Superspeciality' (that may be more relevant to address MSME/SME and a specific regional issues) research.
- HEIs must create more platforms such as hackathons, bootcamps etc, where students can showcase their innovation and create more ideas.
- Universities/HEIs must collaborate more effectively (within country and globally) and leverage technology to upscale their existing level of research. A good example of such collaborations has been seen during the COVID-19 vaccine research and such efforts need to be scaled up.
- Faculty must be given autonomy and flexibility to engage in research. There must be provisions for industry immersive programs for faculty and they must be incentivised to undertake both basic and applied research and also guide research students,



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Session 7: Quality Benchmarking: The Fulcrum of Higher Education

The higher education sector in India is the largest in the world in terms of number of institutions and has a complex tiered structure comprising of university, college and stand-alone institutions. The regulatory framework of this sector is also multi-layered.

To meet the needs of a 21st century higher education ecosystem, there is a felt need to develop a culture of innovation and self-regulation, as a response to changes in the learning environment and changing student expectations. With this objective, NEP 2020 proposes to move away from 'one size fits all' approach of regulation and develop outcome- based accreditation and rating framework with regulations at arm's length in order to facilitate autonomous institutions.

The session discussed the various aspects of self regulatory systems, and touched upon the important facet of benchmarking based on students expectations as opposed to outcomes. The relevance and distinction between ranking and rating was also deliberated upon during the session.

Recommendations to Government:

- To implement the benchmarking of the different categories of institutions as proposed in the NEP 2020, there is need to redefine the standards and benchmarks. The benchmarks applicable to Teaching University would not be applicable for Research University and autonomous HEIs.
- The National Accreditation Council (NAC) proposed in the NEP2020 should also look at the pricing aspect of the accreditation agencies to ensure that financial burden of multiple accreditation and rankings by HEIs is not passed on to the students.
- There is a need to develop a framework to assess the quality of students being produced by a higher education institution. Rankings should be based upon the outcome of students in terms of their capability to face and adapt to the requirements of society 5.0.
- As proposed in the NEP2020, private organisations/NGOs must be allowed to become accreditation agencies. This will help in offloading the burden of the existing agencies and will ensure accreditation of all HEIs. Further it is important that a clear and transparent parameters for the recognition of these accreditation agencies are developed.
- There is a need to identify and redefine some of the parameters of the accreditation framework (e.g. number of footfalls in library) the keeping in mind the relevance in the post pandemic era.
- It is time that government must aim to capacitate, scale up and develop the country's accrediting agencies, (i.e. NAAC and NBA) to become global.

Recommendations to Academia:

- HEIs must be cognizant of the quality improvement in their practices and processes, rather than just acquiring good ranking and rating. This mission-based approach will also lead to self-regulation.
- HEIs must move towards self-regulation. Towards this, they should set competitive benchmarks to motivate the faculty to move towards excellence in teaching and research.
- Well performing HEIs must handhold smaller Institutions and orient and guide them to the fundamentals of quality.



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Testimonials



“ The sessions were very interesting and it was great to hear all the experts and the discussions. Very enriching experience as always. We congratulate FICCI for organising such a successful summit.

Ms Shikha Sinha
DAAD

“ Compliments for the successful conduct of the 16th FICCI Higher education Summit. The event bore a stamp of professionalism. I am certain that the Higher Education Division of FICCI will continue with its mission and serve the cause of higher education in the country.

Brig (Dr) R S Grewal
VSM (Retd)

“ I would like to express my deep appreciation and gratitude to you for contributing to this extraordinary and very interesting conference.

Dr. Mirlan Subanov
International University
of Kyrgyzstan

“ The FICCI HE Summit was a real success and all our delegates who participated were very impressed by your arrangements and the quality of the speakers and the discussions.

Tara Panjwani
UKIBC

“ A hearty congratulations to all the host team for the top class Higher Education summit for the last 2 days. Excellent quality with well grounded experienced professionals presenting in their respective areas of expertise. Our appreciation.

F. Joseph Stanley
Skills for Progress

“ It was a wonderful experience and would like to praise the kind of environment provided and the excellent speakers. All in all, a very enriching experience.

Dr. Seema Singh
SCCE

“ Congratulations for leading a very successful FICCI Higher Education Summit. You have given an edge to this annual conference for echoing the right agenda.

Harivansh Chaturvedi
BIMTECH

“ Awesome, Excellent, and Entrancing. These three words sum up the proceedings of the three days. The topics were covered both with depth and breadth. Hearty Congratulations to the wonderful team for this grand show.

T S Rama Krishna Rao
ICFAI Business School

“ Thank you very much for organising a very productive programme. I have been very much benefitted by all activities including brilliant lectures and discussion.

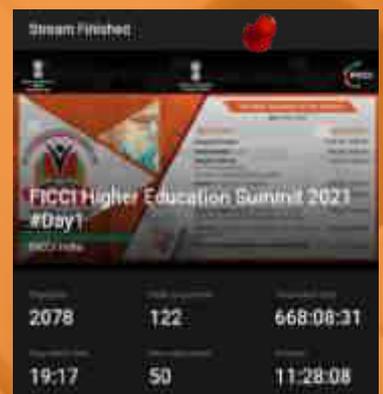
Prof Tarini Kumar Dutta
Assam Don Bosco University

“ Congratulations FICCI in the very interesting conference creating a new pathway for the future positively.

Dr. WINSTON JACOB
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