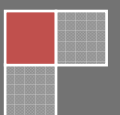


2012

**FICCI HIGHER
EDUCATION
SUMMIT 2012
“HIGHER
EDUCATION IN
INDIA: QUEST FOR
EXCELLENCE”
RECOMMENDATIONS**





FICCI HIGHER EDUCATION SUMMIT 2012
'HIGHER EDUCATION IN INDIA: QUEST FOR EXCELLENCE'
5 - 6 November, 2012, FICCI, New Delhi

Conference Recommendations

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ACKNOWLEDGEMENTS

It is with great pleasure and satisfaction that we present the Recommendations emerging out of the FICCI Higher Education Summit 2012 that was held on 5 - 6 November 2012 at Federation House, New Delhi. The Conference was based on the theme '**Higher Education in India: Quest for Excellence**' and was well received by national and international delegates from across the sector. We take this opportunity to convey our sincere gratitude to the **Ministry of Human Resource Development** and the **Planning Commission** for supporting the Summit.

Our special thanks to FICCI Higher Education Committee Chairman, **Prof Anandkrishnan**, Co-chairs **Dr Rajan Saxena** and **Mr Avinash Vashishtha** and also **Mr Pawan Agarwal**, Adviser, Planning Commission and Honorary Adviser- FICCI Higher Education Committee, for painstakingly guiding us in taking forward FICCI's Higher Education Committee as well as the Summit agenda aligned with the government objectives.

We are grateful to the members of the **Organising Committee** and all our **Committee Members** who helped in planning and organising this Summit. Our heartfelt thanks to **Shiv Nadar University**, for providing valuable academic inputs that helped to bring out the '*Handbook of Private Universities in India, 2012*'.

We also appreciate the diligent effort by our Knowledge Partners - **Ernst and Young Pvt Ltd.**, in putting together the **Planning Commission-FICCI- E&Y Knowledge Paper "Indian Higher education the 12th plan and beyond"** which was released at the Conference. It analyses the 12th plan agenda for higher education from the private sector perspective and highlights constraints as well as solutions.

We deeply acknowledge the contribution by our **eminent Speakers** from India and abroad, for sharing their knowledge and expertise with our **Indian and Foreign Delegates** from academia, industry and government, who also participated actively to the deliberations – the gist of which is reflected in these Recommendations.

Last but not the least, we wish to convey our special thanks to our **Sponsors and Partners** for whole heartedly supporting the event.

FICCI Higher Education Team

EXECUTIVE SUMMARY & KEY RECOMMENDATIONS

The 8th FICCI Higher Education Summit 2012 a two day Global Conference, on “*Higher Education in India: Quest for Excellence*” supported by Ministry of Human Resource Development and the Planning Commission, Government of India was organized by FICCI, on 5th & 6th November 2012 at Federation House, New Delhi. The deliberations focused on strategies required to improve quality across all parameters of higher education delivery. The Agenda of the Summit was developed keeping in mind the issues delineated by Planning Commission in the 12th Plan on Higher Education. The deliberations went beyond knowledge-sharing leading to identification of policy and practice imperatives and the elaboration of an action plan for the way forward.

Highlights of the FICCI Higher Education Summit 2012

- **Key Dignitaries**
 - The Summit was inaugurated by **Dr Shashi Tharoor**, the newly appointed **Hon’ble Minister of State, Ministry of Human Resource Development, Government of India**
 - **Mr Ed Fast**, Hon’ble Minister of International Trade and Minister for the Asia-Pacific Gateway, Canada delivered a Special Address
 - The keynote address was delivered by the world famous higher education expert **Dr Philip Altbach**, Monan Professor of Higher Education, Director, Center for International Higher Education Boston College
 - A special address was delivered by well known industrialist and philanthropist **Mr Shiv Nadar**, Founder and Chairman, HCL & Shiv Nadar Foundation
 - Other eminent speakers and delegates participated actively in the debates, discussions and deliberations.



- **Participants:**

- The Summit brought together key policy makers, educationists and corporate leaders, at national and international levels, to deliberate collectively on the key questions of higher education.
- The Conference was well received by national and international delegates from across the sector, witnessing a participation of more than 650 Delegates.
- There was a distinct international presence with 45 international delegates from 10 countries, viz UK, USA, Canada, Japan, Germany, Scotland, Netherlands, Mozambique, Bhutan and South Africa.
- There was a sizeable representation from embassies of Canada, UK, USA, Australia, Mozambique, Belgium, Senegal including the Ambassador of Senegal and High Commissioner of Canada.



- **Exhibition** at the conference was a special attraction for delegates and students where 30 Exhibitors from universities and allied education industry got an opportunity to showcase their products and programmes. More than **1200** school and colleges students from NCR region visited the Exhibition this year.
- Additionally, for the first time this year a **Poster Presentation** was organized on the side lines of the conference, providing an opportunity to larger spectrum of stakeholders to share their ideas, views and good practices with the delegates. This competition was based on the theme **“Enhancing Quality in Teaching - Learning Process in Classroom and Beyond”** and drew professionals / post-graduate students who creatively shared their research and practical experiences with the first three winners being awarded during the Conference.

- **Master Classes** were one of the key components of the Summit. The Master Classes were specifically designed to support knowledge dissemination and gain insights from specialists on some key issues which require information sharing and guidance. Six Master Classes were conducted over two days with three Master Classes running parallelly on each day.
- **Reports/ Surveys Released:** *The following publications were released by Hon'ble Minister:*
 - *Planning Commission-FICCI- E&Y Knowledge Paper "Higher Education in India: Twelfth Five Year Plan (2012-2017) and beyond"*
 - *"Last 50 Years of Indian Higher Education" Book authored by Dr Philip Altbach*
 - *Handbook of Private Universities in India, 2012*





Key Recommendations

Some of the key recommendations that emerged from FICCI HES 2012 are summarised below:

The Planning Commission-FICCI-Ernst & Young report on 'Indian Higher Education: The Twelfth Plan and Beyond' emphasized that the need of the hour is not just growth but quality growth to be able to compete with international institutes of repute. It identified six key levers which can significantly enhance quality of HEIs, which can be implemented by the private sector institutions without waiting for the impending reforms to be passed by the Parliament.

These six key levers are:

- **Merit-based student financing:** This should ensure admissions to meritorious students independent of financial background
- **Internationalization of education:** This would entail aligning different aspects of education (curriculum, faculty, etc) to international standards
- **Enabling a research environment:** This would involve creating adequate means of research funding and practical application of research
- **High quality faculty:** The need of the hour is to create a conducive environment and provide incentives to attract and retain high quality faculty
- **Improved technology for education delivery:** Leveraging technology for enhancing the teaching-learning experience will ensure better outcomes
- **Employability:** Making education-industry relevant and practical would be the right way to ensure a highly employable talent pool

The report notes that to enable these levers, the Government has proposed several initiatives in the 12th Plan in the areas of expansion, equity, excellence, governance, funding, implementation and monitoring. The accent is on augmenting capacity in existing institutions, creating targeted schemes for the backward and minority communities and building excellence in higher education institutions (HEIs) through research and innovation, faculty development and internationalization. Industry-academia engagement is critical for effective and efficient implementation of the above identified levers. Government should expedite the establishment of Council for Industry and Higher Education Collaboration (CIHEC), as a not-for-profit, independent nodal agency proposed by Planning Commission to facilitate industry-institute engagements.



BACKDROP OF THE HIGHER EDUCATION SECTOR

The emergence of India as a knowledge-based, service driven economy has brought human capital development in the country to the centre stage of socio-economic development planning.

India is bestowed with a young population base, with over 50% of the population in the age-group of 18-30 years. It is estimated that by about 2025, India will have 25% of the world's total workforce. In order to harness the full demographic dividend, India needs to create an 'employable' workforce through an education system, that can deliver quality in terms of skilled and industry -ready workforce, without diluting the focus on world-class research and innovation.

The Indian Higher education today boasts of being the second largest higher education system in the world with over 692 Universities, 46,430 colleges and 25.9 million students. The country has witnessed a very high growth rate with student enrolment increasing at a CAGR of 10.8% and institutions at a CAGR of 9% in the last decade. This major upsurge has largely been due to enhanced private sector participation coupled with the Government's thrust on expansion of higher education of the country in the 11th five year plan. The private sector now accounts for 64% of the total number of institutions and 59% of the enrolment in the country as compared to 43 % and 33% respectively about a decade ago. While India has shown impressive growth in adding numbers of higher education institutions and student enrollment, the dearth of quality institutions in higher education still persists. It is ironic that not a single Indian University figures in the top 200 list of any of the premier ranking agencies, viz Times Higher Education, Shanghai Jiao Tong University Ranking and QS Asia. Hence, although India is doing well in terms of expansion, quality of higher education has been sacrificed both in the public as well as private sector institutions and universities

The Government intends to achieve enrollment of 35.9 million students in higher education institutions, with a GER of 25.2%, by the end of the Twelfth Five Year Plan period through the co-existence of multiple types of institutions including research-centric, teaching and vocation-focused ones. The private sector would continue to play an instrumental role in the achievement of these outcomes through the creation of knowledge networks, research and innovation centres, corporate-backed institutions, and support for faculty development. However, there are several systemic barriers that restrict entry of credible private higher education providers contributing effectively. The pending reforms are intended to fuel the growth further to achieve this ambitious GER. The current political ramifications have pushed these reforms into the back burner for the time being.

To address the above challenges in the higher education sector, particularly on the quality aspect, several government initiatives have been proposed in the 12th Five Year Plan with a focus on strengthening the quality in the existing universities and institutions.

The strategic framework of 12th Plan includes:

- Shift from input centric to learner centric
- Promotion of innovation and research by creating synergy between teaching and research
- Development of quality faculty
- Movement towards internationalization
- Creation of alliances and networks between academic and research institutions in the country

It is with this as a backdrop, the theme for the 8th FICCI Higher Education Summit 2012 '**Higher Education in India: Quest for Excellence**' evolved.

SPECIAL ADDRESS

In a globalised economy, the importance of good education is paramount and continues to be at the centre stage of the social and economic planning. To retain competitiveness in industry and address emerging socio economic challenges, Higher Education in India, has to focus on development of skilled workforce, creation of knowledge base and cutting edge research.



Mr Sidharth Birla, Vice President FICCI, in his welcome address, stressed upon the need for bringing in reforms in India's Higher Education system urgently.

Mr Birla highlighted some key recommendations from FICCI:

- Central government should work with states to create an enabling environment for private higher education providers.
 - Higher education should be accorded infrastructure status to facilitate HE providers to raise funds through long term bank loans and low interest rates.
 - All types of institutions should be allowed to be established as Section 25 Companies (not only technical institutions) and permission to convert the existing trust and societies.
 - Private sector should be provided equal opportunity in all government programmes on competitive basis which currently is not the practice.
 - Distance education should be allowed to flourish as an alternative mode for higher education delivery with reduced investment by doing away with arbitrary restrictions on deemed and state private university.
- Government should expedite establishment of Council for Industry and Higher Education Collaboration as a not for profit independent nodal agency for facilitating industry institute collaboration to produce employable graduates and promote research.
 - Government should also expedite the passing of the Foreign Education Institutions Regulations of Entry and Operations Bill of 2010 in the Parliament, thus enhancing opportunity for collaborations in teaching, research and curriculum development.

Mr Sidharth Birla, Vice President FICCI

Prof M Anandkrishnan, Chairman, FICCI Higher Education Committee & Chairman, Board of Governors, IIT, Kanpur set the tone and laid out the theme for the Summit. He said that the sole focus of the 12th plan document is to improve its quality in its pursuit for excellence. A systematic approach to reforms is being adopted which will enable creative situations and cross-learning.

Prof Anandkrishnan flagged some key issues in context to the 12th Education Plan:

- Optimization of capacities of the existing institutions
- Active support for use of technologies, learner-centric education, upgrading faculty, institutional distinctiveness and internationalization
- Need for institutional autonomy with regulatory support that would enable rather than control
- Quantum leap in financing and transparency of both public and private institutions.

Inaugurating the two-day FICCI Higher Education Summit 2012 on the theme 'Higher Education in India: Quest for Excellence', **Dr Shashi Tharoor**, Hon'ble Minister of State for Human Resources Development, GoI said that he was committed to introducing reforms in the Indian education system at a rapid pace, particularly in the higher education segment. The MHRD plans to set up 50 centres for advanced research and training at various locations, besides opening up Design Innovation Centres, Cluster Innovation Centres and Research Parks at campuses of well known IITs and other technical institutions. These would impart training to emerging professional graduates and post graduates, ensuring their employment in reputed organisations, which would transform the research environment in our country.



Inaugural Address by Dr Shashi Tharoor, Hon'ble Minister of State for HRD, GoI

Dr Tharoor assured that the Government would lay a renewed emphasis on institutional arrangements not only within the country, but also world-wide to integrate a modern approach to education for making it more relevant. He also mentioned that the Government would positively consider the recommendations of the Narayan Murthy Committee to set up the 'Council for Industry and Higher Education Collaboration' (CIHEC) to facilitate industry-institute alliances.

Founder Chairman HCL & Shiv Nadar Foundation, **Mr Shiv Nadar** emphasized the need for frequent industry- academia interaction to produce a qualified workforce with employable skills. Mr Nadar was of the belief that deploying technology would make education accessible and effective, through cloud computing, mobility, big data analytics, internet and other technologies. He emphasised that education system in our country should pay significance to students' mastery over two key skills, viz.: technology and fluency in languages. This would boost employability by meeting industry requirements and would lay the foundation for the next big leap.



L: Mr Shiv Nadar, Founder and Chairman, HCL & Shiv Nadar Foundation



R: Mr Ed Fast, Hon'ble Minister of International Trade & Minister for the Asia-Pacific Gateway, Canada

In his special address **Mr Ed Fast**, Hon'ble Minister of International Trade and Minister for the Asia-Pacific Gateway, Canada observed that *Education and Innovation* are key drivers in world markets that are fiercely competitive and increasingly interconnected by global supply chains and trade alliances which are seeking to expand around the world. He said investments and strategic partnerships in education will spur job creation and prosperity in both the countries. Mr Fast also underlined the need to build new result-oriented relationships between education system of Canada and India, especially in its higher education system. He observed that Canada and India are natural, like minded partners and expressed his support to India's aspiration to improve its quality of education.



L: Prof M Anandkrishnan, Chairman, FICCI Higher Education Committee

R: Mr Pawan Agarwal, Adviser, Planning Commission and Honorary Adviser-FICCI Higher Education Committee



Dr Philip G. Altbach Monan Professor of Higher Education, Director, Center for International Higher Education Boston College

Delivering the Keynote Address, **Dr Philip G. Altbach**, Monan Professor of Higher Education, Director, Center for International Higher Education Boston College gave a global perspective on Higher Education. He said 'quality' is the new global challenge for higher education but defining quality is not easy. Quality is sometimes at odds with access and costs. Besides, quality for one institution or sector of the higher education system may not be relevant or represent the entire system.

With reference to measurement of quality in teaching and research, he observed that typically patents, articles, books are measured and their impact through bibliometrics and other tools. Measurement of quality in teaching is difficult because there is no way of measuring the value-addition of what a student learns in the classroom. There are several QA regimes in place in the world, mostly sponsored by governments. The American Accreditation System attempts to provide a base of quality, but does not measure how good an institution is. It is based on each institution doing its own self-study and articulating its mission and accomplishments and then having that data evaluated by peers. Majority of the universities/ institutions are defined by a mission so that they can focus on the same. Besides, most of them are not permitted to be research intensive, which allows them to focus on teaching and specific aspects of quality. He also observed that the quality of Indian Higher Education has declined though the numbers have increased. The reason being that without adequate investment by both the state and key stakeholders, no country can boast of a quality education system. India has always underinvested in higher education compared to many of its peer countries and other aspirational nations worldwide.



Mr Avinash Vashishtha, Co-chair FICCI Higher Education Committee

Mr Avinash Vashishtha, Co-Chair FICCI Higher Education Committee in his concluding remarks, emphasized the fact that a significant boost in investment on education, research, particularly social science research, is required to match international standards. He reiterated that we need a considerable degree of professional and management expertise today to deal with the continuously evolving needs of the higher education sector and the huge challenges in terms of aligning it to industry requirements. He observe that we need to be more cognizant about the outcomes of the educational system as a whole.

Some of the key issues that will impact the quality of higher education in the country were deliberated during the Conference, are highlighted in the following pages.

BOOK REVIEW: “HALF A CENTURY OF INDIAN HIGHER EDUCATION: ON THE CUSP OF A CHANGE”



L to R: Mr Pawan Agarwal, Adviser, Planning Commission and Honorary Adviser-FICCI Higher Education Committee; Dr Rafiq Dossani, Rand Corporation, United States; Prof K B Powar, Former Secretary General, AIU; Prof M Anandkrishnan, Chairman, Higher Education Committee; Prof R Govinda, VC, NEUPA; Dr Philip G Altbach, Monan Professor of Higher Education, Director, and Center for International Higher Education, Boston College; Prof Binod Khadria, Professor of Economics and Education, ZHCES, SSS, Jawaharlal Nehru University; Prof Narayana Jayaram, TISS and Senior Fellow, IAS, Shimla



The book authored by Dr Philip G Altbach, Monan Professor of Higher Education, Director, and Center for International Higher Education, Boston College captures the historical development and the transition of Higher Education post independent India. It talks about a variety of things from campus politics, issues of modernization of higher education, to comparing China and India.

Reflecting on 50 years, Prof Altbach has constantly reminded all Indians about the need to address the following:

- **Acute shortage of quality teachers** in higher education.
- Regarding **globalization and open door policies**, Prof Altbach has cautioned us to exercise some restraint regarding the entry of foreign providers into India. To bring in global quality in higher education, various other forms of internationalization like academic cooperation, training programmes, collaboration in research, etc could also be explored.
- In one of the papers in early 1990s, '**The Dilemma of Change in Indian Higher Education**' Prof Altbach has visualized Indian higher education system as a monolith which resists change. Twenty years later, we realize the correctness of this assessment with respect to challenges in creation of world-class universities as our higher education system boasts of only a few islands of excellence in a sea of mediocrity.
- Professor Altbach has given an amazing insight on the capacities of **India and China** and also offered prescriptions for both countries. China followed his advice and benefitted greatly by making heavy investments to build capacity by creating World Class Universities and is presently leaps and bounds ahead of India in terms of research and quality in higher education. One of the reasons for India's setbacks was lack of investment in universities to combat the cutting edge activities happening outside India. Had India too taken his suggestions seriously, things could have been different. In his latest paper on the two countries, Prof Altbach notes that, driven by its state planning system China may be seen as too stable whereas India's relatively open political system makes it quite unstable. This enables China to make dramatic and some time unpredictable policy shifts whilst India is constantly debating new directions, adjusting gradually and often without clear planning. He also remarked that India and China could usefully cooperate to leverage their capacity, internationalizing part of the university system, cultivating the academic Diaspora, developing niches of scientific excellence and delegating decision making to the states. Thus, going by past record, Prof Altbach should continue to be taken very seriously by planners in both countries.
- In the article, '**Towards Creation of World Class Universities**', Prof Altbach discussed the challenges involved in the creation of world class universities, the establishment of which would need large financial resources. Apart from that, Prof Altbach draws attention to the fact that there would be problems related to location, faculty, academic culture and corruption. Consequently, even today, these universities have failed to attract students or develop high quality programs.
- Under '**What India Has Done Right**' he mentions that in the area of International Migration and Diaspora studies, India has produced a remarkable talent pool in the last half a century, which can be supplied to the world. The problem is that much of the talent has left the country and is highly successful overseas. While a small number return to India, most of them are based overseas, and hence brain drain is still alive in the 21st century.
- Prof Altbach also brought out the point that **Workforce Development** is not easy and yet ultimately it is the driving force of a country's growth. He argued that India wasn't getting its workforce issues right.
- Prof Altbach has also dealt with the issue of **centre and periphery**. Starting from high end central universities to the private affiliated colleges in remote rural areas, we need to engage with each of the multiple layers of periphery that have emerged in the higher education system.



- Finally, in the section on **Global Revolution and the Implications for India**, Prof Altbach has concluded that there is hardly any evidence to indicate that India is systematically creating an internationally competitive academic system or gearing up to meet the challenges posed by the new global academic environment. India's higher education challenges have been described as an epic as they are reflective and touch upon so many issues, beginning with faulty planning. This has also been substantiated by associates at the Planning Commission and Mr Pawan Agarwal's own reflection about 12th five year plan.

Prof Altbach has enumerated two key challenges in Higher Education. According to him, there is a great need for sustained and real research, statistics and data collection on higher education. Also, a lot of governance reforms are required for sustained interest in policy, in criticism and in direction.

Mr Pawan Agarwal has concluded the book by looking at the 12th plan objectives and beyond, to address some of the challenges pointed out by Dr Altbach. He hopes that that this volume of essays would enable the process of integrating thinking and applied creativity to tackle the issues of the country's higher education, encouraging it to reach its full potential.

Are we on the cusp of change? Yes, India is definitely at the crossroads of change, and if we take Prof Altbach's advice seriously, we should get ready for long haul and proceed systematically in order to reform our higher education system. May be the China-India comparison could give us some ideas.

EMERGENCE OF EDUCATION HUBS: GLOBAL EXPERIENCE & INDIAN REALITY



L to R: Mr Bhavin Shah, Senior VP, Infrastructure Division, Bharat Forge Ltd; **Dr Rachel Davis**, Dean, Delhi School of Business; **Dr Vidya Yeravdekar**, Principal Director, Symbiosis Society; **Mrs Sushma Berlia**, President, Apeejay Stya & Svrán Group, and Chancellor, Apeejay Stya University; **Mr R C M Reddy**, Chairman, FICCI Skill Development Forum and CEO & Managing Director, IL&FS Education & Technology Services Limited; **Dr Phil Harris**, Executive Dean, University of Chester, England, UK; **Ms Megan Clifford**, Doctoral Fellow, Pardee RAND Graduate School of Public Policy



The emergence of educational hubs is part of a larger evolution in the international higher education marketplace. Globally, (Dubai Knowledge Village, Singapore's Global Schoolhouse, Kuala Lumpur Education City, etc) these hubs have managed to gain popularity by attracting foreign investment, retaining local students, providing access to high-quality education and training for both international and domestic students.

Hubs can be classified into various categories depending on the role and requirements, such as *student hubs, skilled workforce hubs, knowledge and innovation hubs, global hubs, regional hubs, city or state hubs, SEZ type of hub*. Creation of hubs to enable cross-border higher education would involve various stages such as student mobility, international collaboration, establishment of branch campuses, etc. However, before embarking on this project, a lot of groundwork needs to be done to figure out the kind of collaboration to be achieved, finding the right partners /universities with suitable mission, requirement of faculty of international standards, as well as other demographic and cultural transformation.

India also has a huge potential of developing into a global education hub given its needs and aspirations, provided the pending reforms are implemented in a time bound manner. There are presently around 21,000 foreign student candidates studying in the 40,000 Indian colleges/higher education institutes, while 1,04,897 Indian students are studying abroad. India needs to promote the creation of hubs with an objective of building international profile, training skilled labor force, attracting foreign investment, increase global competitiveness and brain gain. India's potential lies in the fact that it is considered as a provider to world knowledge pool in the IT sector. Besides, its global recognition and usage of English language as medium of instruction makes it a natural choice for students from the developing and neighboring countries. Some of the challenges faced while creating Education hubs are poor governance structure; bureaucratic hurdles; differences in pedagogy and curriculum; poor immigration regulations and employment policies to attract foreign students, etc.

Recommendations:

- A proactive involvement and strengthening the linkages between Government-Industry-Institution is imperative.
- Appropriate regulatory framework and reforms are necessary as current regulations do not allow only 'not for profit' entities to invest in higher education.
- Tax exemptions should be offered to attract private investors and increase investments in higher education and infrastructure.
- Global practices with regard to policy approaches and implementation strategies for creating such hubs in India should be explored. Some international experiences such as Student Hub-adopted by Malaysia; Skilled Workforce Hub-adopted by UAE; Knowledge Hub-adopted by Singapore, etc may be studied.
- Fiscal and Infrastructural incentives could be granted to attract private investment.

THE EMERGING TRENDS IN PRIVATE SECTOR IN HIGHER EDUCATION IN INDIA



L to R: Dr Ashok Saxena, Vice Chancellor, Galgotias University; **Dr Ramesh Kanwar**, Vice Chancellor, Lovely Professional University; **Mr Amitabh Jhingan**, Partner, Ernst & Young Pvt. Ltd; **Mr Ashok Thakur**, Secretary, Higher Education, MHRD, GoI; **Dr Rajan Saxena**, Co-Chair FICCI Higher Education Committee and Vice Chancellor & Distinguished Professor, NMIMS University; **Dr Nikhil Sinha**, Founding Vice Chancellor Shiv Nadar University; **Ms Manjula Pooja Shroff**, Chairperson, Calor Education & Research Foundation

The emergence of India as a knowledge-based, service driven economy has made its human capital the major strength and opportunity for growth. Rapid globalization, driven largely by technological advancements, as well as the inability of the public educational system to meet the industry demand has opened up a plethora of opportunities in education and training for the private sector. Apart from the growth of private sector institutions/universities which have been responsible for massive enrolments to meet the employability needs of our youth, there is also emergence of various other trends such as philanthropic investments in higher education.

Mr Ashok Thakur, Secretary, Higher Education, MHRD, GoI commended the tremendous achievements made in the area of private sector participation. He noted that almost 90% of engineering and management colleges are privately run. In the engineering sector more than 1.4 million seats are offered, making it the second largest creator of engineering jobs. He highlighted some Government initiatives and schemes to boost private participation. In the 11th five year plan a serious attempt was made to involve the private sector by setting up 14 world class universities, (The Universities for Research and Innovation Bill) which, through an act of Parliament completely liberalizes the education scenario in the country as it gives total academic, financial and administrative autonomy, without government interference. Currently, this bill is before the Parliament and likely to be passed shortly. He said that the Government is also open to setting up various institutions under Public Private Partnership (PPP) model like the setting up of 20 new Indian

Institutes of Information Technology (IIITs), initiated in the 11th five year plan, which has already made progress. There was also a proposal to set up 1000 polytechnics in the PPP mode.

Three levers that were responsible for the growth of private sector have been identified as:

- Rising demand for professional programs
- Distance Education, which has emerged as a key part of the landscape in the past 5-7 years, catering for almost 20-25% of the total enrolment
- Forging global partnerships and offshore campuses abroad

Recommendations:

A five-point agenda was suggested for encouraging private sector investment:

- Priority of placing excellence and quality outcomes over capacity enhancement.
- Focus on research and accelerating international partnerships for sharper academic outcomes.
- Deeper academia-industry interaction and engagement to enhance employability.
- Need for segmentation and understanding of key characteristics of target students.
- Need to create new capacities, new institutions and improve quality. This can happen through collaboration, sharing of knowledge and resources.

CORPORATE ENGAGEMENT IN HIGHER EDUCATION



L to R: Dr Maghin Tamarasan, Director – Strategy and Business Development, Rolls-Royce India; **Mr Manish Sabharwal**, Co-Founder & Chairman, TeamLease Services; **Mr Sanjeev Bikhchandani**, Vice Chairman & Founder, Info Edge India Limited; **Mr Anand Sudarshan**, Director, Sylvant Advisors; **Dr Pronab Sen**, Principal Adviser (PPD), Planning Commission, GoI; **Mr Avinash Vashishtha**, Co-Chair FICCI Higher Education Committee and Chairman & Geography Managing Director Accenture – India; **Prof Sudhir Jain**, Director, IIT Gandhinagar; **Dr P Anandan**, Managing Director, Microsoft Research India

The corporate sector is the direct beneficiary of the higher education system and its participation in the higher education sector is vital in many ways. However, unlike the developed world, the corporate sector and academia have limited engagement in India, despite its tremendous potential. To encourage this participation, it is important to create an enabling environment in the system.



A sustainable institutional mechanism would help to create an ecosystem to encourage industry academia engagement. FICCI has been working to set up **5 National Knowledge Functional Hubs** across north, west and south to bridge these gaps. The Narayan Murthy Committee constituted by the Planning Commission in January 2012 to look at Corporate Sector Participation in Higher Education, in its report has recommended that the Government should set up 20 such Hubs across the country. It has also recommended corporate participation in faculty development, research, creating new facilities within existing institutions, setting up new institutions and creating knowledge clusters as some of the broad ways in which corporates can engage with the education sector.

A number of corporates and institutions have gainfully utilized various approaches to engage with each other productively. Given the needs of corporate organizations, the expectation from institutions, as providers of employable manpower, would be more than their research engagement.

Recommendations

- Institutions and Corporates have to work together to neutralize each other's weaknesses and leverage their strengths.
- Corporate engagement has to be deeper than just limited to board members.
- Mentoring of students and faculty by corporate sector is critical.
- Similarly, mentoring programs for research by University is equally important.

COLLABORATIVE RESEARCH IN HIGHER EDUCATION

The domain of multidisciplinary higher education structure in a knowledge driven society covers all aspects of delivery of education including quality of contents delivered in the classrooms, flexible curriculum, structural adaptability and the process of assessment in a credit based modular structure. The changes in Higher Education today are driven by the coherent role of technology that is now a part of the integrated education system world over and a green field for research particularly in India.

As we embrace quality driven education as an integral part of our system, it is necessary to create mechanisms for triggering off collaborative research that cuts across different universities, institutions, regions, and nations. Boundaries have disappeared between the subjects, disciplines, methodologies and inter linkages. At a global level, there's a converging scenario with multi disciplinary approach, multi subject strategies, virtual laboratories where different people come together for research at different labs.

Global problems would need global approaches and implementation of collaborative research has shown a three times increase in national productivity of various nations. Studies have also revealed that India is least globalised in terms of long distance collaboration with the lowest percentage of international collaboration.

Whether it is delivery of education or research and development, collaboration has become a seamless practice. Industry has also started looking at the entire research domain from these different emerging strategies and creating global identities. Multiple colleges and universities

coming together, bringing their own expertise can create very powerful initiatives for research engagement.

Undoubtedly R&D innovations are more than just tools for advancement of nation. The global research landscape is underpinned by national infrastructures which reflect the research priorities, capacity and strengths of individual countries, which in some cases are anchored in national systems - either through funding or governance arrangements. Surely, the geopolitical potential of R&D collaborations needs to be in sync for tapping the global networks of research.

Collaborative endeavours are anticipated to help in:

- Leveraging new and existing knowledge resources
- Attracting incoming talent
- Tackling intrinsic research questions
- Building research capabilities and
- Incentivizing research



L to R: Ms Usha Munshi, Head, Information Division, IIPA, **Dr P B Sharma**, V. C , Delhi Technological University; **Prof Arun Nigavekar**, Former Chairman, UGC & Former VC, University of Pune, Founder Director, NAAC; **Dr Rajesh Chakrabarti**, Executive Director, Bharti Institute of Public Policy, Indian School of Business; **Mr Sudhir Setty**, Director- Information Technology Group, Intel India; **Dr Soundar Kumara** , Allen E&M Pearce Chair Professor, The Pennsylvania State University; **Prof Malabika Sarkar**, VC, Presidency University, Kolkata

Recommendations:

- In order to start collaborative research one needs to identify some key stakeholders and create networks bringing people together to form this collaboration. All the three stakeholders, Industry, Academia and Government need to be involved.
- In the Indian context, we must look at creating a network which is sustainable through future generations. One needs to create a physical set up like “knowledge hubs”, within which there is a multi disciplinary knowledge centre to house research faculty.
- Cross cutting disciplines is extremely critical. Individual university and individual faculty driven research efforts will not go far into the future though they cannot be eliminated because individual excellence is needed. Future research should be multi disciplinary within a built-in physical infrastructure, if possible.

- Collaborative research includes not only tools of research -books and instruments - but also sharing of minds and individual inputs of energy, dynamism, creativity and imagination of researchers. Apart from actual research it is important to learn from the collaborators their best practices, flexibility, efficiency and single minded commitment to excellence that characterizes the top international universities.
- Research should not be limited as the domain for PhD scholars or researchers. The culture of research and innovation should percolate down to undergraduate level or even to the school level, if possible.
- Collaborative Research must align towards providing solutions to those problems confronting the society.

FUTURE TALK: THE DISRUPTIVE CLASS ROOM: THE RHETORIC & THE REALITY



L to R: Mr Pramath Sinha, Founder & MD 9-9 Media & Founding Dean ISB; **Dr Rafiq Dossani**, Rand Corporation, United States; **Mr Ashutosh Sinha**, News Editor and Anchor, NDTV Profit; **Prof Furqan Qamar**, Vice Chancellor of the Central University of Himachal Pradesh; **Prof M M Pant**, Former VC, IGNOU; **Ms Joan Vogelesong**, CEO Toon Boom Animation Inc, Canada

If we hope to stay competitive – academically, economically and technologically – we need to re-evaluate our educational system, rethink our approach and reinvigorate our commitment to learning. In other words, we need a ‘disruptive classroom’ that is student centric, with customized curriculum and incentive integrated. It is debatable whether technology aided, individualized learning is the future of teaching and learning or would traditional class room teaching and learning remain relevant going forward. Technology reduces cost, increases productivity and saves time. It helps deal with challenges of numbers, of relevance, of quality and of access. India needs a big classroom format with 10000 students that would help educate millions of people in short span of time. Today, students too are demanding technology driven courses.

Recommendations:

- Online courses and internet-based teaching programs such as Massive Open Online Courses (MOOCs) could shift the entire paradigm underlying how education is delivered as it allows students to work at any time, any place, at any pace.
- Social Media platforms like Facebook, YouTube, LinkedIn, Blogs, Wikipedia and discussion forums, such as Google Docs can be used in class room discussion to share work online, create and format text documents, spreadsheets, presentations, surveys and collaborate with other people in real time. Instruction through tweets and blogs and smaller bits of information, which is easier to communicate and comprehend, may also be used. Lectures from eminent teachers can be recorded and accessed by students across the world.
- Collaborative and cooperative learning may be actively promoted to make teaching-learning effective.
- Data driven decision making to assess outcomes using a variety of techniques, education measures, learning matrix and learning analytics is the way forward. Many tools are now available such as content creation, information seeking, presentation, interaction; engagement and assessment tools which would make the system fool proof.

In conclusion, we must strengthen our class rooms by leveraging technology to enable delivery of lectures. However, technology platforms, innovation or disruptive class rooms cannot replace traditional classrooms totally or in any significant manner. The top line universities may not be largely impacted by online courses because face to face experience with students is part of their competitive advantage. Traditional organised classroom are believed to be effective for 80% of students who need to be motivated, provided support and even sometimes compelled to learn. Moreover, there is an apprehension that by relying too much on technology 'passive learners' may lose out on the inter-personal learning. We need to inculcate active self learning in the students.

MAINSTREAMING SKILLS IN HIGHER EDUCATION



L to R: Mr Ajay Goel, Director, Wadhvani Foundation; **Dr Jayanti S Ravi**, Commissioner, Higher Education, Government of Gujarat; **Mr Ajay Kela**, President and CEO, Wadhvani Foundation; **Prof S S Mantha**, Chairman AICTE; **Mr Upamanyu Basu**, Director, MHRD; **Prof Neelamegham**, Chairman of the Centre for Entrepreneurship and Career Oriented Programmes, DU; **Mr Harpreet Singh**, Executive Director, Educomp Raffles Higher Education Ltd and CEO, Educomp Professional Education Ltd



Given the fact that there is growing unemployment of graduates and absence of skills that can earn a livelihood, it is crucial to connect 'Skills' and 'Higher Education' and create capacities that are different and relevant to the society's aspirations and economic development. As the Indian economy needs much more 'skilled' workforce than is produced annually, there is a great quantitative as well as qualitative demand- supply mismatch. If we do not take remedial steps now, our demographic and economic dividend may turn into a disaster.

The traditional higher education system does not offer flexibility in terms of duration of courses, teaching-learning schedules, place of study, choice of courses / subjects and mobility from job to academics and vice versa. Private skills training institutes are not able to create a financially viable model and industry is required to do massive internal training post hiring. Community Colleges, which exist worldwide in various forms, address the above concerns aptly. Almost 46% of U.S. graduate students go to community colleges and a major proportion of them get into productive labour force without having to complete a four-year college program. Hence, in India too, the Community College alternative may be exploited as it offers low cost and high quality education that encompasses both vocational skills and traditional coursework locally, thereby providing opportunities for horizontal and vertical mobility and community-based life-long learning.

The Ministry of HRD, Government of India is working at launching a pilot project for 200 community colleges, with a plan to commence operations from the academic session 2013. Implementation by states would start from existing colleges/ polytechnics, preferably near industrial clusters. These Community Colleges would be modular, credit based, with multiple entry-exit points and industry engagement at all stages. There would be recognition of prior learning and industry would be partnering closely in curriculum design.

The Scheme envisages close association with industry, including business and service sectors, at all levels viz., development of relevant curriculum; training of trainers/teachers; supply of guest faculty; development and maintenance of laboratories or workshops for 'hands on' practical training and evaluation to win the confidence of the industry, the future employer regarding the skills of the learners.

Prof S S Mantha, Chairman, All India Council for Technical Education (AICTE) observed that India has a large Higher Education system in terms of numbers and it needs a flexible structure to address the skill requirements to make youth employable and provide them jobs. Approaches like flexi timings, multiple entry-exit routes, movement between formal and vocational education and recognition of prior learning may be employed. Regarding the pilot project for 200 community colleges, he opined that moving from a pilot to a full scale roll out is normally a challenge. A focus on the process of institutionalising it and creating a model to address the issue of funding is essential.

Realizing the significance of rapid skill development, private sector entities are also taking several initiatives to contribute to the Government's endeavors to work in a cohesive manner to achieve this common goal. FICCI and the Wadhvani Foundation supported by MHRD, GoI and Planning Commission have been working on an implementation framework for setting up of Community Colleges in India.

Recommendations:

- A cost sharing model needs to be developed with PPP mechanisms between government, banks and private sector (fees, loans, Government funding, private participation, etc).
- Building certification and accreditation into the model is important.



- Close academia-industry interaction and deeper engagement with local needs is necessary.
- The following areas to be explored:
 - a) Multimodal delivery, international accreditation, establishing institutional mechanisms for integrating skills education to enhance employability
 - b) Employing new technologies, combining lab education with skill based instruction and earn while-you-learn options
 - c) Combining liberal education with skill based education by providing career and skills education for secondary and post secondary students
- Teacher training is an important area to be focussed upon.
- Imparting entrepreneurial skills should also form a part of the training.

FOSTERING SOCIAL RESPONSIBILITY IN HIGHER EDUCATION

In the recent years higher education all over the world has been establishing linkages with industry to focus on job preparation and economic development, thereby distancing itself from the society resulting in breakdown of the vital social contract – preparing students to be active and engaged citizens of the society. India too is going through tremendous transformations at this juncture. While progress in science and technology has brought considerable benefits for many; rapid growth and development have left a legacy of poverty, social exclusion and disparities in many parts of society.

As the youth aspire for a better life, they get exposed to a new world of ideas, relegating morals and ethics to the background. Young students who enter universities and colleges are energetic, curious and keen to make some contributions. Thus the onus of inculcating a sense of social responsibility, in addition to providing academic knowledge lies with the academia. Proper guidance and support by the institutions at this juncture can reinforce their ethical and social sensibilities.

HEIs must create opportunities and become spaces of encounter where students and communities can learn together to become more active, engaged citizens in the creation of knowledge for a more just and sustainable world. The institutions of higher education are expected to serve three missions: teaching, research and service. They should act as catalysts for local and regional development as well as provide intellectual leadership to society. Community engagement programs focus on students volunteering to support local schools/clinics, tree plantation, garbage collection, adopting villages, etc., where students learn about the local realities through volunteering their time and efforts periodically.

Some international examples of efforts to combine research, teaching and service are as follows:

1. Global University Network for Innovations (GUNI) convened its third report on Higher Education in the World in 2008 (www.guni.rmies.net) on 'New Challenges and Emerging Roles for Human and Social Development'.
2. Living Knowledge Network in Europe (www.scienceshops.org) has emerged from the movement of Science Shops supported through many European governments and EU over the past decade; these 'science shops' are intermediary structures between universities and local communities to mediate research on community identified problems jointly. Science Shops have primarily comprised of engineering and natural science disciplines.
3. PASCAL International Observatory (www.pascalobservatory.org) has focused its attention on promoting university partnerships with regional and local governments over the past decade.
4. The Talloires Network on Civic Roles and Social Responsibilities of Higher Education (www.tufts.edu/talloiresnetwork) began in 2005 and now has more than 200 universities as its

members worldwide; its focus has been on the promotion of university engagement in communities to strengthen democratic citizenship.

5. Global Alliance for Community Engaged Research (GACER) began in 2008 with the purpose of promoting community-university partnerships in research in a manner that includes the knowledge of the community in co-production (www.communityresearchcanada.ca).
6. Another important mechanism is to promote community engagement in specific research projects by creating a window of research funding for joint community-institution proposals. The most innovative early start to this approach came from Canada by its Social Science and Humanities Research Council in 1999. This very popular scheme is called CURA (Community University Research Alliance). Similar models have been adopted in USA for health science research and in Europe for natural sciences research.



L to R: Brig R S Grewal, Vice Chancellor, Chitkara University; **Prof N R Madhava Menon**, Former Member, Commission on Centre-State Relations, Government of India; **Prof Anand Mohan**, Registrar Dayalbagh Educational Institute, Agra; Head of Corporate Social Responsibility, L&T; **Dr Rajesh Tandon**, UNESCO Chair on Community-based Research and Social Responsibility in Higher Education, and President, PRIA; **Mr Pawan Agarwal**, Adviser, Planning Commission and Honorary Adviser-FICCI Higher Education Committee

Recommendations:

- The Planning Commission has recommended including ‘fostering social responsibility’ as an integral part of the strategy for advancing higher education in the 12th Plan.
- Community-Based Research and Social Responsibility in Higher Education has also been mandated by UNESCO with a view to strengthen the linkages between communities and institutions of higher education.
- Values of social responsibility amongst the youth should be reinforced by encouraging partnerships with the community and civil society. New ways of engaging universities and colleges more intensively with wider society may be explored.
- Finding new solutions to social and environmental problems by tapping into existing knowledge and encouraging co-creation of new knowledge through participatory processes of enquiry and investigation.
- Need for legal professionals to get involved in the society’s challenges. The laws today are cut off from the ground realities. A student of Law understands the social dimension of the legal conflicts and can truly help his community.

- Launch of a campaign to re-establish and strengthen higher education’s close linkages with the society through a well-coordinated approach going way beyond the prevailing National Service Scheme (NSS).
- While few individuals and institutions have undertaken innovative efforts, there needs to be adequate institutional mechanism for promoting the same.
- The core purposes of such community engagement should be to serve mutually agreed interests of both communities as well as institutions. Just as knowledge and expertise of HEIs help communities address their problems, it is important to mandate that ‘community engagement’ may contribute to improvements in HEIs, especially to their teaching and research functions.

UNIVER-CITIES OF 21ST CENTURY: CREATING, FUTURE CAMPUSES AND WORLD CLASS INFRASTRUCTURE

The next few years are bound to witness an acute growth of higher educational institutions, with 500 or more institutions being set up amid huge investments from both public and private sector. Although there is so much exuberance about bringing in reforms in the soft architecture, little is being discussed regarding up gradation of the hard infrastructure. The process of creating Future Campuses and World Class Infrastructure involves identifying, designing, developing, constructing, funding, tendering, litigation, and managing such infrastructure which is a complex and costly affair. Yet the efficient and timely realization of all these processes is vital to healthy development and calls for rapid implementation of process reforms. India can emerge as a major education destination by creating world class facilities and expert faculty to retain the talented outbound Indian youth. Many of the old universities also need urgent redevelopment and improved conditions. India has the architectural manpower skills to put together modern state-of-art campuses.



L to R: Ar Subir Paul, Visiting Prof, SPA, New Delhi; **Dr Rajan Saxena**, Co-Chair FICCI Higher Education Committee and Vice Chancellor & Distinguished Prof, NMIMS University; **Prof Dr P S N Rao**, Professor, SPA, New Delhi; **Ar Sanjay Kanvinde**, Kanvinde Associates, Architects; **Prof Rajiv Saxena**, Vice President, South Asian University



There are numerous challenges and sustainability issues that both the private and public sector HEIs face while setting up new campuses. Unless these are identified and resolved, infrastructure development will come to standstill. It would be prudent to learn from examples of excellence and share experiences of institutions that have successfully created green buildings or built world class campuses in India. Given the high growth trajectory of higher educational institutions in India, there is an urgent need to create several world-class campuses.

Dr Rajan Saxena, Co Chair, FICCI Higher Education Committee and Vice Chancellor of NMIMS University, Mumbai stated that campuses need to have an enabling environment for young minds to flourish. Modern technology embedded in the campus would provide a progressive ambience comparable to any part of the developed world.

Recommendations:

- Buildings and campuses need to be responsive to local context, culture and changing values from time to time.
- In view of the present day land scarcity, education campuses can be designed within smaller land portions by efficiently adopting modern technology to provide high quality of spaces with modern finishes.
- World-class campuses cannot be islands of excellence but must deal with emerging needs of sustainability and environment consciousness, by incorporating water conservation, recycling, energy conservation, waste management and biodiversity conservation elements.
- Specialized equipment installed in scientific departments and laboratories would need sensitive and careful handling with inbuilt infrastructure support.
- Campuses need to be designed for accommodating global diversity, combining ethnicity, local peculiarities and sensitivity to the differently-abled persons.
- Various management issues related to procuring numerous approvals, ensuring quality construction, etc need to be simplified so as to attract the private sector in the area of higher education in India.
- India needs to take a complete re-look at norms and standards for buildings and campuses prescribed and recasting them in the emerging day requirements. While it may be difficult to clearly define what 'world-class' is all about, emphasis should clearly be on efficiency and appropriateness.

POWERING THE HIGHER EDUCATION SYSTEM THROUGH INFORMATION AND ANALYTICS

The rapid growth in the education sector coupled with academic and administrative changes have substantiated the need for educational planning, policy, administration, research and above all speedy and correct dissemination of information. Information about the education system can benefit many stakeholders as they seek transparency and accountability in the education system. For students and parents it would offer the ability to make informed choices. For government and other sponsors, it would provide the basis for effective evaluation and decision-making. For employers, it would act as an indicator of excellence or relevance. For institutions, it will provide a way to publicise their advancement and learn from benchmarks. Information can be used as a lever to promote institutional viability, effectiveness and quality.

International practices in this area have also recognized the power of information to promote greater open-ness, accountability and informed choice. These analytics need intellectual capacity, as well as effective leadership and may be seen in the perspective of the political economy that they operate in. Unfortunately, research on education analytics is prominently absent in our country. Some of the challenges faced include insufficient attention paid on analytics and proposals, lack of centre-state coordination, inadequate number of analysts to analyze existing data, etc. Besides, the various facets of information in the Higher Education system, the sources of this information, implementation of capture and validation mechanisms, specific challenges/requirements and the applications of this information for decision-making, evaluation and other purposes need to be reviewed. Also, some of the existing national and international practices for such information capture and dissemination need to be outlined with suggestions on specific measures in the context of the Indian Education system. The urgency of a dialogue on educational analytics cannot be disputed.



L to R: Dr Trey Miller Associate Economist at the RAND Corporation; **Mr Amrish Singh**, Vice President and Head-Sales, Shiksha. Com; **Ms Deepti Dutt**, Senior Manager - Process & Operations, UID; **Prof Sudhanshu Bhushan**, Head of Higher Education, NUEPA; **Dr H A Ranganath** , Director, NAAC; **Prof Pankaj Jalote**, Director, IIIT Delhi; **Mr Milind Kamat**, Vice President & Country Head, India, Ellucian; **Mr Viplav Baxi**, CEO, Atelier Learning

Recommendations:

- The importance of arriving at a unifying taxonomy for educational data (with an inclusive perspective on how this data is classified internationally) needs to be stressed upon.
- On the uses and applications of data, information is vital to the planning and day-to-day improvements in the educational system. Hence there should be various models of presenting information in easily accessible ways to researchers as well as education system stakeholders.
- Need for multiple agencies collecting/providing data to synchronize efforts and share data in a seamless manner.
- A scalable, technology and regulation backed process that starts with simple first steps as an approach could be useful.
- Need for the industry/employer as a major stakeholder must be factored in.

- Given the issue of validation of data, mechanisms for preventing data inconsistencies and omissions should be created which should be stringently followed.
- Existing regulations as well as new proposed legislation like the Prohibition of Unfair Practices Bill and the National Academic Depositories Bill, among others, need a comprehensive information ecosystem to function effectively.

MASTER CLASSES

A. The Innovative University: Academic Reorganization



Mr V Umashankar, Joint Secretary, Gol

Globally, public funding for higher education is shrinking. Although traditional universities have valuable qualities and capacities, they need to find innovative, cost effective ways of functioning and ensuring ongoing economic vitality, thereby saving themselves from decline and possible disruption. Prof Clayton Christensen's book "Innovative University" outlines the principles of Academic Reorganization and illustrates how higher education can respond to the forces of disruptive innovation. It offers new ways to deal with curriculum, faculty issues, enrollment, retention, graduation rates, campus facility usage and other issues in higher education.

B. University: Industry Academia Interface

It is necessary to bridge the gap between theory and practice, particularly in engineering and management education. Though historical models such as internships and co-op programs fill this need, they may not necessarily strengthen a continuing bond between industry-academia-government and society. Interfacing faculty, students and industry to work on collaborative team based projects help to fill this gap. At the undergraduate level such an effort will lead to better preparing students for industry careers. Besides, this may lead to applied research at the graduate level and to new curriculum development, which will impact future learners.



L to R: Dr Soundar Kumara, Prof Nirmal Pal, Dr Wayne Smutz, Prof Paul Griffin from the Pennsylvania State University

C. Skills for Career Development



L to R: **Mr Sanjeev Gupta**, Senior Vice President, Accenture Services Pvt Ltd; **Mr Ramendra Verma**, Principal, Management Consulting, Health & Public Service, Accenture; **Mr Abhinav Madan**, Managing Director, Gram Tarang Employability Training Services Pvt. Ltd

Inclusive education and training is all about livelihood and sustained value creation and not just qualifications certifications or degrees, which is essentially the problem with the prevalent framework for vocational education in India at the moment. This cannot be achieved through one time skilling but through continuous education and lifelong learning, with a corresponding advancement of one's career in employment or enhanced economic output in self employment.

D. Sustaining Cross Border Partnerships



L to R: **Dr H Vinod Bhat**, Pro Vice Chancellor, Manipal University; **Dr Kavita Sharma**, Director, The India International Centre (IIC); **Dr Vandana Mahajan**, Director, International Academic Liaisons, University of Toronto

In today's intensely connected and interdependent world, it is imperative for Indian higher education to move towards 'Cross Border Partnerships'. Institutions of higher education must be encouraged and supported to engage more deeply with those around the world in areas ranging from teaching-learning to research and outreach. Instead of being inward-looking or merely imitating globally dominant models, Indian institutions should deepen their international associations and embrace the challenges of a redefined global agenda of knowledge.

E. Faculty Development /Teacher Mobility



Prof M Anandkrishnan, Chairman FICCI Higher Education Committee & Chairman Board of Governors, IIT, Kanpur; Dr Rafiq Dossani, Rand Corporation, USA; Dr Furqan Qamar, Vice Chancellor, Central University of Himachal Pradesh

The number of universities and colleges in India are increasing exponentially on one hand, while we face a severe shortage of quality faculty on the other. Somehow, the teaching profession has not managed to attract the best of talent, due to a host of issues such as poor working conditions, stagnant salaries, limited career progression, etc. While it's important to look at innovative ways to attract and retain the right talent, equal emphasis is needed to ensure the development of existing capacities/ skills, and align these to new technologies and improved teaching-learning processes. We must look at innovative strategies for developing talent and retaining teachers in the face of competing demands for talent in the industry. A major change in mindset towards learning- teaching approach is necessary to achieve this.

F. Building Education Excellence through Industry-Academia Collaboration & Mobility: Lessons from a Canadian Experience

Mitacs is a Canadian not-for-profit organization mandated to develop highly-skilled human capital for the Canadian knowledge economy. Funded by the Government of Canada, nine provincial governments, and over 1,500 Canadian firms, Mitacs is a leader in initiating, developing, and fostering academic-industry research projects in which graduate students and post-doctoral fellows take a leadership role. As part of this mandate, Mitacs supports efforts to ensure Canadian talent is integrated in the global innovation network. Dr Arvind Gupta, CEO & Scientific Director, MITACS, Canada emphasised the emergence of a very interesting and new dimension of industry-academic linkages, which has taken place within the larger domain of international academic collaboration between Canada and India.



L to R: Ms Shahana Mukherjee, Doctoral Student, Indian Institute of Management, Bangalore; Dr Arvind Gupta, CEO & Scientific Director, MITACS, Canada; Dr Shakila T Shamsu, OSD, Department of Higher Education, MHRD



SPEAKERS LIST

SPEAKER LIST SESSION WISE		
Name	Designation	Organization
DAY 1: NOVEMBER 5, 2012		
Inaugural Session		
Mr Sidharth Kumar Birla	Chairman; -Vice-President	Xpro India Limited & Digjam Limited; -FICCI
Mr Shiv Nadar	Founder Chairman	HCL
Mr Ed Fast	Hon'ble Minister of International Trade and Minister for the Asia-Pacific Gateway	Government of Canada
Mr Shashi Tharoor	Hon'ble Minister	State for Human Resource Development, Gol
Prof M Anandakrishnan	Chairman	FICCI Higher Education Committee
Mr Pawan Agarwal	Adviser ; -Honorary Adviser	Planning Commission ; -FICCI Higher Education Committee
Dr Philip Altbach	Monan Professor of Higher Education and Director	Center for International Higher Education, Boston College
Mr Avinash Vashishtha	Chairman & Geography Managing Director	Accenture – India & Co-chair FICCI Higher Education Committee
Dr Rajan Saxena	Vice Chancellor & Distinguished Professor -Co-Chair	NMIMS University -FICCI Higher Education Committee
Dr A Didar Singh	Secretary General	FICCI
Panel Discussion I - Emergence of Education Hubs: Global Experience & Indian Reality		
Chair		
Mrs Sushma Berlia	President & Chancellor	Apeejay Styá & Svrán Group
Presentation		
Dr Vidya Yeravdekar	Principal Director	Symbiosis Society
Panelists		
Mr RCM Reddy	CEO & Managing Director -Chairman	IL&FS Education & Technology Services Limited -FICCI Skill Development Forum and
Dr Rachel Davis	Dean	Delhi School of Business
Mr Bhavin Shah	Senior VP, Infrastructure Division	Bharat Forge Ltd
Dr Phil Harris	Executive Dean	University of Chester, London
Ms Megan Clifford	Doctoral Fellow	Pardee RAND Graduate School of Public Policy

Master Class A - The Innovative University: Academic Reorganization		
Session Conductors		
Mr Anand Sudarshan	Director	Sylvant Advisors
Dr Vinod Bhat	Pro VC	Manipal University
Special Remarks		
Mr V Umashankar	Joint Secretary	Gol
Master Class B - University: Industry Academia Interface		
Session Conductors		
Prof Paul Griffin	Head, Dept of Industrial and Manufacturing Engineering	Pennsylvania State University
Prof Nirmal Pal	Regional Director for India	Pennsylvania State University
Dr Soundar Kumara	Allen Peace Professor	Pennsylvania State University
Dr Wayne Smutz	Executive Director; -Associate Vice President	World Campus & Academic Outreach; -The Pennsylvania State University
Master Class C - Skills for Career Development		
Session Conductors		
Mr Nilaya Verma	Partner, MC, Health & Public Service	Accenture
Mr Abhinav Madan	Managing Director	Gram Tarang Employability Training Services Pvt. Ltd
Special Remarks		
Mr Sanjeev Gupta	Senior Vice President	Accenture Services Pvt Ltd
Panel Discussion II - The Emerging Trends in Private Sector in Higher Education In India		
Chair		
Mr Ashok Thakur	Secretary, Higher Education	MHRD, GOI
Overview Presentation		
Mr Amitabh Jhingan	Partner	E&Y
Panel Discussion on Good Practices		
Dr Rajan Saxena	Vice Chancellor & Distinguished Professor -Co-Chair	NMIMS University -FICCI Higher Education Committee
Mr Nikhil Sinha	Founding Vice Chancellor	Shiv Nadar University
Dr Ramesh Kanwar	Vice-Chancellor	Lovely Professional University
Dr Ashok Saxena	Vice Chancellor	Galgotias University
Ms Manjula Pooja Shroff	Chairperson	Calorx Education & Research Foundation

Panel Discussion III - Corporate Engagement in Higher Education		
Chair		
Ms Sindhushree Khullar	Secretary,	Planning Commission
Session Convener & Moderator		
Mr Anand Sudarshan	Director	Sylvant Advisors
Panelists		
Mr Avinash Vashishtha	Chairman & Geography Managing Director -Co-chair	Accenture – India -FICCI Higher Education Committee
Mr Sanjeev Bikhchandani	Vice-Chairman & Founder	Info-Edge India Ltd
Prof Sudhir Jain	Director	IIT, Gandhinagar
Mr Manish Sabharwal	Co-Founder & Chairman	Team Lease Services
Dr P Anandan	Managing Director	Microsoft Research India
Mr Maghin Tamlarasan	Strategy Director	Rolls Royce India
DAY 2: NOVEMBER 6, 2012		
Master Classes D - Sustaining Cross Border Partnerships		
Session Conductors		
Dr Kavita Sharma	Director	The India International Centre (IIC)
Special Remarks		
Dr Vinod Bhat	Pro Vice Chancellor	Manipal University
Dr Vandana Mahajan	Director	International Academic Liaisons, University of Toronto
Master Classes E - Faculty Development /Teacher Mobility		
Dr Furqan Qamar	Vice Chancellor	Central University of Himachal Pradesh
Dr Rafiq Dossani		Rand Corporation, USA
Special Remarks		
Prof M Anandkrishnan	Chair & Chairman BoG	FICCI Higher Education Committee & IIT Kanpur
Master Classes F - Building Education Excellence through Industry-Academia collaboration & Mobility: Lessons from a Canadian Experience		
Mr Arvind Gupta	CEO & Scientific Director	MITACS, Canada
Special Remarks		
Dr Shakila T Shamsu	OSD, Department of Higher Education	MHRD
Ms Shahana Mukherjee	Doctoral Student	IIMB
Book Review - "Half a century of Indian Higher Education: On the Cusp of a Change"		
Author		



Dr Philip Altbach	Monan Professor of Higher Education and Director	Center for International Higher Education, Boston College
Moderator		
Mr Pawan Agarwal	Adviser ; -Honorary Adviser	Planning Commission ; -FICCI Higher Education Committee
Chairman		
Prof R Govinda	Vice Chancellor	NEUPA
Panel Discussion		
Prof Binod Khadria	Professor of Economics and Education	Jawaharlal Nehru University
Prof K B Powar	Former Secretary General	AIU
Prof Narayana Jayaram	TISS and Senior Fellow	IIAS, Shimla
Dr Rafiq Dossani		Rand Corporation, USA
Future Talk - The Disruptive Class Room: The Rhetoric & the Reality		
Moderator		
Mr Ashutosh Sinha	News Editor & Anchor	NDTV Profit
Speakers		
Dr Rafiq Dossani		Rand Corporation, USA
Dr Furqan Qamar	Vice Chancellor	Central University of Himachal Pradesh
Mr Pramath Sinha	Founder & MD -Founding Dean	9.9 Media -ISB
Prof MM Pant	Former VC	IGNOU
Ms Joan Vogelesong	CEO	Toon Boom Animation Inc, Canada
Parallel Session I A - Mainstreaming Skills in Higher Education		
Session Convener:		
Mr Ajay Goel	Director-Skills Colleges	Wadhvani Foundation
Chairman		
Dr S S Mantha	Chairman	AICTE
Presentation		
Mr Ajay Kela	President and CEO	Wadhvani Foundation
Panel Discussion		
Mrs Jayanti S Ravi	Commissioner Higher Education	Government of Gujarat
Prof Neelamegham	Chairman of the Centre for Entrepreneurship and Career Oriented Programmes	Delhi University
Mr Upamanyu Basu	Director	MHRD

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Parallel Session II A - Univer-cities of 21st Century: Creating, Future Campuses and World Class Infrastructure		
Convener		
Dr P S N Rao	Professor	School of Planning & Architecture
Panelists		
Dr Rajan Saxena	Vice Chancellor -Co Chair	NMIMS University -FICCI Higher Education Committee
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Ar Subir Paul	Visiting Professor	SPA, New Delhi
Prof Rajiv Saxena	Vice President	South Asian University
Parallel Session II B - Powering the Higher Education System through Information and Analytics		
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Presentation/Remarks		
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Panel Discussion IV - Collaborative Research in Higher Education		
Chair		
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Panelists		
Prof Rajesh Chakrabarti	Executive Director, Bharti Institute of Public Policy,	Indian School of Business
Dr Soundar Kumara	Allen E&M Pearce Chair Professor	The Pennsylvania State University
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Prof Malabika Sarkar	VC	Presidency University, Kolkata
Mr Sudhir Setty	Director- Information Technology Group	Intel India
Prof Shyam Menon	Vice Chancellor	Ambedkar University, Delhi
Valedictory Session		
Closing Remarks		
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Dr Vinod Shanbhag	Adviser-Academics	Pearl Academy of Fashion
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Dr M Asokkumar	Dean (Academics)	Periyar Maniammai University
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Dr V.K. Sehgal	Joint Director (FA)	Petroleum Conservation Research Association
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FICCI EDUCATION TEAM

Shobha Mishra Ghosh

Senior Director

T: 23318418 (D); +91 11 23738760-70 (Extn 468)

F: +91 11 23320714, 23721504

E: shobha.mishra@ficci.com; education@ficci.com

Rajesh Pankaj

Deputy Director - Education

T: +91 11 23738760-70 Ext. 316; 23722921 (D)

F: +91 11 23320714, 23721504

E: rajesh.pankaj@ficci.com ; education@ficci.com

Sunita Mohan

Senior Assistant Director - Education

T: +91 11 23738760-70 Ext. 281; 23487281 (D)

F: +91 11 23320714, 23721504

E: sunita.mohan@ficci.com ; education@ficci.com

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FICCI Higher Education Division

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