



**Higher Education Dialogue on
'Revisiting Higher Education in India:
Global, Local, and Digital Imperatives'**

Proceedings Report



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In partnership with the NITI Aayog, the Indian School of Business (ISB) organized a dialogue to discuss the changing landscape of higher education in India and to create a roadmap for the value chain of higher education delivery in India by connecting global, local, and digital aspects. The National Education Policy (NEP) 2020 came at the right time, and it envisages future-ready human capital. The success of any policy depends on its acceptance by the people and its subsequent smooth implementation. This dialogue attempted to address multiple dimensions of NEP, helping in creating a roadmap for its implementation. Some of the themes discussed were - grassroots impact, turning challenges into opportunities in the context of disruptions, Indian thought on education, skill development, entrepreneurship, and the vision of India to become the global leader in higher education.

Inaugural Keynote

The dialogue kickstarted with the inaugural keynote by **Dr Rajiv Kumar**, Vice Chairman of NITI Aayog. He spoke about the importance of access and quality of education, and the need to address inequalities in higher education and skills, which are critical for grassroots impact.

Talking about access, Dr Kumar emphasised that the nature of work is changing rapidly due to technological disruptions, and hence those without tertiary education will not be able to contribute to the economy; to respond to this requirement, the National Education Policy (NEP 2020) is targeting 50% of Gross Enrolment Ratio (GER) by 2030 from its current 27%, which calls for creating space for 35 million more students. Such a target could be achieved by encouraging and recognizing more open education formats and digital learning. He advised that the institutes like ISB should get into the root of this problem and devise a suitable pedagogy to maximize access to higher education.

Talking about the need for high-quality education for all, Dr Kumar elaborated that to make students employable they should be imbued with technical skills such as programming, business analytics, machine

learning, digital innovation, and design thinking, and soft skills such as critical thinking and situation management, among others. The higher education system must ensure nimbleness so that students can effectively contribute to the economy.

Inequality is another important challenge that the education system should address. In this regard, Dr Kumar opined that empathy should be imbibed in India's higher education system and that the Indian Industry is looking for social impact investment as the economics of profit maximization is no more relevant.

The major challenge facing us today is how to make higher education more Indian, modern, and relevant. The Dean of the Indian School of Business, **Professor Madan Pillutla**, who moderated the discussion with Dr Rajiv Kumar, reiterated that to enable large-scale access to high-quality education, there is a need to do away with the stigmas associated with online education. Appropriate use of technology is critical to realising the goals of access and quality of higher education and addressing the issues of inequality. The academia, industry and the Government must work together to ensure the required grassroots impact is created.



Panel Discussion on ‘The Future of Education: Transformation and Disruptions’

The inaugural keynote was followed by a panel discussion on ‘The future of education: transformation and disruptions’, wherein the discussions were centred around the question of how India can turn contemporary challenges into opportunities to broaden the reach and scope of education. The panel discussion was moderated by **Professor Madan Pillutla**, Dean, Indian School of Business; and the panellists included: **Professor Rishikesh T Krishnan**, Director, IIM Bangalore; **Professor Rudra Pratap**, Vice Chancellor, Plaksha University; **Professor Neharika Vohra**, Vice Chancellor, Delhi Skill and Entrepreneurship University; **Professor Sudhir Krishnaswamy**, Vice Chancellor, National Law School of India University.

Sharing her perspective, Professor Vohra opined that facilitating collaborations between the industry and academia and driving the desired value in addition from such collaborations is a difficult task. However, her university is working on similar collaborations, not only by engaging the industry in designing the curriculum but also by involving them in the curriculum transactions. She emphasized on the importance of the government’s spending to enable greater access to skill development for future industry requirements and high-quality education.

Professor Krishnan spoke about the need for making education scalable and affordable by using technology and how IIM-B is trying to strengthen this space. He identified three areas that need high-quality management education at low costs and at scale – healthcare, the MSME sector, and public policy. IIM-B is working on these three and many other sectors through the MOOCs platform while keeping a note of the

institute’s research agenda and faculty time.

Professor Pratap, in his address, elaborated on five things that are of importance to the future of higher education in the context of the current transformation and disruption. They are - shifting the foundation to a digital base; computing (not computer) literacy; separate information-related content in teaching; delocalizing resources; and a closer feedforward mechanism with industry. Plaksha University is working on some of these important aspects.

Professor Krishnaswamy, in his address, attempted to relate the current emphasis on digital learning and the compulsory schooling moment with Evan Illich’s preference to adopt a model of learning in which knowledge and skills were transmitted through a network of voluntary and informal relationships (referring to Evan Illich’s work on Deschooling Society, published in 1971). Professor Krishnaswamy argued for a higher education system that is shaped by a digital and network society. Illich’s imaginative and radical framework could be useful in the context of current disruptions in higher education.

Institutes put a lot of effort into developing curriculum content, and hence the panellists expressed their apprehensions in sharing such content for collaborative engagement, despite having the best intentions. Professor Pillutla concluded the discussion by mentioning that collaboration is important for the future of higher education and the best way to start is to recognize the institutional strengths through complementarity. The desire to reach out must not be at the expense of the desire for excellence.

From the discussions on Day 1 of the Higher Education Dialogue, the speakers strongly opined that enabling access to quality education is an important responsibility of the established institutions and that facilitating

such access should be explored by using the latest technologies in digital education for online learning. They also emphasized that competence and complementarity should go together in the age of disruption.



Keynote on Indianising Indian Thought

Professor Krishnamurthy Subramanian, Professor of Finance, ISB and Former Chief Economic Advisor, Government of India delivered a keynote address on the topic of 'Indianising Indian Thought'. He contextualized his address with India@75 and the need for ethical wealth creation.

Professor Subramanian expressed the need to revisit Ancient and Medieval Indian thought, which gave utmost importance to ethics as well as wealth creation. It was part of India's DNA to generate wealth with greater emphasis on ethics, a practice which was lost in the middle ages and started resurging only after liberalization in 1990s. Referring to various ancient and medieval Indian texts (Maha Upanishad, Garuda Purana, Bhagwad Gita, Sri Suktam in Rigveda, Thirukural, and Kautilya's Arthashastra, amongst others), he elaborated ideas such as liberalism and creativity, which led to tolerance and prosperity, were an integral part of India's DNA and the underlying Indian economic thought. He referred to this combination as 'Dharmic Capitalism'.

Professor Subramanian elaborated on the inherent aspects of creativity and prosperity in Indian thought with references to Indian

economic philosophy. Talking about creativity he spoke about a 400-word palindromic composition when read forward relates to Rama and Ramayana and when read backwards relates to Krishna and Mahabharata. Talking about prosperity, he mentioned India's contribution to the global GDP, which was ~33% till 1758, dominated for approximately 17 and half centuries.

Professor Subramanian explained the Indian economic thought as – liberal ideas + creativity = healthy exchange of ideas => prosperity. He elaborated on the five components involved in this formula – markets and private enterprises, wealth creation, sustainable growth, property rights, and state taxes and public goods.

In conclusion, he mentioned that India has a rich tradition of deep thought, reflecting liberalism and creativity which is unparalleled anywhere in the world. The higher education institutions must have a system to enhance creativity, to attempt addressing Indian problems with western rigour.

DNV Kumara Guru, Director, External Relations, Indian School of Business moderated the discussion.



Panel Discussion on ‘Skills for the Post-Pandemic World’

The panel discussion on ‘Skills for the Post-Pandemic World’ was moderated by Professor **Deepa Mani**, Deputy Dean and Professor of Information System, Indian School of Business, to discuss how India must strengthen its focus on skilling programmes to create a workforce that excels in the post-pandemic world. The panellists included – **Navin Mittal**, IAS, Commissioner, Collegiate and Technical Education, Government of Telangana; **Mohan Kannegal**, CEO – India and APEC, Eruditus; and **Ved Mani Tiwari**, Chief Operating Officer, National Skill Development Cooperation (NSDC).

On the question of new skills for the world and how the pandemic has upfronted the kinds of skills, Mr Tiwari opined that the world of work itself has changed in the post-pandemic world, in which more flexibility has been triggered on account of greater scope for remote work. This scenario is a move from synchronous to asynchronous, among others. The world of education has not adapted as rapidly as the world of work. However, the current policy (NEP 2020) is attempting to integrate work with education at scale, and in this regard, he explores the possibilities of online apprenticeships and internships. Responding to the same question of future requirements, Mr Mittal opines that the fundamentals are the same, but the entire process is accelerated due to the pandemic. He categorized four key skills for the future – life skills, digital skills, technical skills, and learning skills. Mr Kannegal opined that online education has seen great advancement and that many consider it at par with classroom education.

When asked about the changes on the ground, Mr Mittal argued that degrees could

become irrelevant in the long run. Though the universities have a fundamental advantage of aggregation of content, the need of the hour in the short-medium term is to employ a blended model incorporating both online and physical education. The best way to do this is to move the information-related content of education to online mode and to make use of the classroom time more for analysis and discussion. This would probably be the best way to experience scale access to education while delivering quality. Mr Tiwari opines that education, skilling, and work must be brought together and that NSDC is trying to do the same through a skills hub concept, which will be offered through higher education institutions. The move toward NHEQF and NSQF, offering credits for online courses and encouraging on-the-job training, are some important steps in the right direction that the NEP 2020 envisaged.

When asked about the labour market requirements and the scenario of re-skilling, Mr Mittal mentioned that Hyderabad is shaping up to become the growth centre for new age technologies, a scenario, which is very much required to meet the current and future needs of the labour markets. ~22% of India’s new-age engineering seats are in Telangana’s institutions. To appropriately connect the labour market’s demand with requisite skills, skilling and re-skilling are very important. Mr Mittal opined that recognition of prior skills is an area that must be looked at. Many people have skills but do not have the required certification.

When asked about the impact assessment of skilling, Mr Tiwari opined that currently there is no mechanism to measure the impact of skilling in digital architecture. To solve this problem,

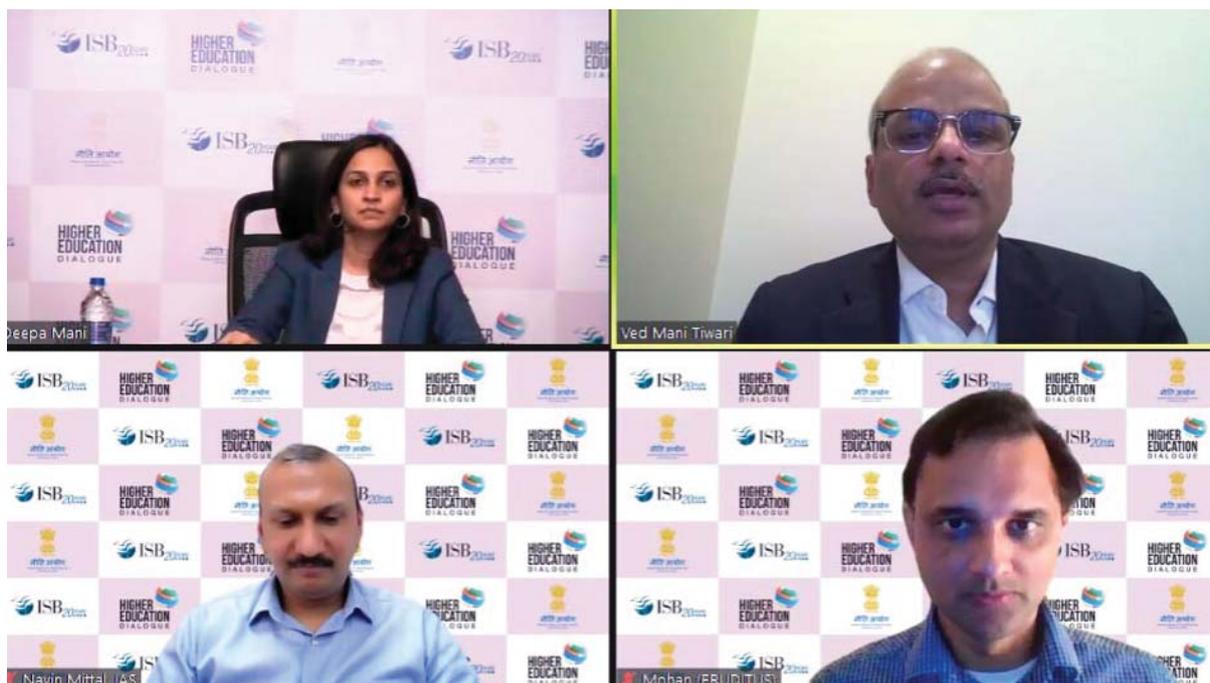
NSDC is encouraging innovators to come to their platform and build applications that would measure impact. Though there is capital available, deserving recipients are usually not able to reach it.

On the question of how to address the digital gap, particularly in rural areas, all three panellists opined that a device for every child must be formulated as a national goal.

On the question of recognition of online education, the panellists opined that they are being recognized on par with regular degrees from top universities across the globe. The credit system put forward by the government policies is a step in the right direction.

Professor Mani summarized the discussion by making a note of the key takeaways – there are fundamental new skills that are needed for the new world; technology plays a key role in creating impact at scale; Government is creating ecosystems for multiple service providers to come together and drive skilling needs of the population; there is a strong need to measure the impact of skilling and to use findings from such measurement to revise or revisit the skilling programmes.

Mr Kumara Guru, in his concluding remarks, opined that the new normal has arrived, in which there is a significant digital component in the delivery of education.



Panel Discussion on 'Connecting campuses to Entrepreneurship'

The panel discussion on 'Connecting campuses to Entrepreneurship' was moderated by **Professor Bhagwan Chowdhry**, Faculty Director I-Venture@ISB and Professor of Finance, Indian School of Business, to discuss how the new and innovative pedagogical methods can translate into enhanced critical and independent thinking skills in India's youth and how these can drive students' entrepreneurial spirit. The panellists included—**Hemang Jani**, Secretary, Capacity Building Commission, Government of India; **Rajesh Sawhney**, Director, Centre for Entrepreneurship, Plaksha University; and **Richa Bajpai**, Founder, Campus Fund.

The moderator Professor Chowdhry engaged the panellists by enquiring about their association with entrepreneurship and seeking their thoughts on various challenges and opportunities in entrepreneurship.

Hemang Jani mentioned that the government plays an important role in strengthening the entrepreneurship ecosystem in the country. The government along with industry and academia are among the key stakeholders of entrepreneurship and merging the experiences from across the sectors is the key to success in the future. He also opines that the first milestone for the students should be problem finding and students must be more involved in identifying problems. The government is helping build an ecosystem where students and entrepreneurs can do experiments with their ideas through incubators, accelerators, and tinkering labs.

Rajesh Sawhney, from his experience in dealing with entrepreneurship, opined that the most disruptive ideas tend to come from youth and that student entrepreneurship is less challenging than faculty entrepreneurship. He is targeting to encourage all his students at Plaksha University to be more entrepreneurial in their approach as the younger generation is not risk averse. He is in the job of creating an entrepreneurial mindset for which there is a need to re-imagine campuses and the NEP-2020 provides a platform to think about it. Dealing with failure is the crux of entrepreneurship.

Richa Bajpai brings to India her rich international experience in creating and managing student entrepreneurship. The model on which she is working is funded by students for the students, and even the evaluation of innovative proposals is done by the students. ~70% of the start-up ideas are coming from non-premier institutions across the country. She mentioned that it is also important to inculcate a system of applauding failure and learning from those failures.

Talking about encouraging entrepreneurship in ISB, Professor Bhagwan Chowdhary mentioned an initiative wherein the ISB students are encouraged to experiment with their ideas through the school's incubator. The student's ventures are supported for a few years, and if things don't work out as planned, they can participate in the school's placement process subsequently. Plaksha University too has a similar arrangement.



Valedictory Keynote Address

Dr Vinay Sahasrabuddhe, President, ICCR and Chairman, Parliamentary Standing Committee on Education delivered his valedictory keynote.

Dr Sahasrabuddhe, in his keynote, opined that the very agenda of education itself is changing. The NEP 2020 has captured the very essence of this change not only by capturing the future requirements of the transformation but also by revisiting the glorious past of the country. He elaborated on some of the key features of NEP, which talk about connecting the local, global, and digital.

Dr Sahasrabuddhe elaborated on five features of the NEP. First, there is a need for rootedness in Indian culture and taking pride in the idea of India. The education system must reflect this feature by respecting diversity and localisation. Second, unlike earlier, at an early age students are exposed to new things. It is important to make the education system student-centric, and aspects like experiential learning must be part of the education system. NEP targets to enhance the quality by giving importance to early childhood schooling. Third, NEP gives

importance to teacher orientation by reducing their engagement in strenuous administrative work, elections, and other such non-teaching assignments. Fourth, NEP recognizes that there is a need to be more resilient by integrating humanity and technology into the education system. The systems could be made more flexible to integrate children with special needs and challenges. Finally, it is critically important for the education system to integrate instructional design with the knowledge of new technologies like artificial intelligence, virtual reality, and machine learning, amongst others.

Dr Sahasrabuddhe concluded by summarizing his thoughts and opined that for India to become a 'Viswaguru' in higher education, it is important to approach the internationalization of higher education through deep-rooted Indian ethos. There must be greater emphasis on strengthening regional Indian languages, technology, and digital imperatives. The NEP has envisaged these strengths and future requirements of the country, and the guidelines have been framed accordingly. He congratulated the framers of NEP.



Key Takeaways from the Dialogue

- Technology can accelerate the process of universalization of tertiary education. NEP targets to achieve 50% GER by 2030 by creating space for 35 million more beneficiaries in higher education.
- There is a need to devise pedagogy in which the aspects pertaining to access, quality, and inequality of education are systematically addressed.
- Empathy should be an important component of India's higher education system to enable greater social impact of investments.
- We need to do away with stigmas associated with online education to enable greater recognition.
- Industry and academia should work together to integrate future labour market requirements with that of human capital.
- A mechanism to achieve scalability, affordability, and quality through technology should be formulated
- Shifting of the foundational knowledge to a digital base should be explored.
- Collaboration is important for the future of higher education and the best way to start is to recognize the institutional strengths through complementarity. The desire to reach out must not be at the expense of the desire for excellence.
- Dharmic capitalism: liberalism and creativity leading to tolerance and prosperity were an integral part of India's DNA and the underlying Indian economic thought.
- The world of education has not adopted as rapidly as the world of work.
- In the short-medium run, blended models of educational delivery should be employed for greater impact
- Hyderabad is shaping up to become the growth centre for new age technologies
- Mechanism for impact assessment of skilling must be developed.
- A device for every child must be a national goal.
- Most disruptive ideas come from youth, who also have greater risk-taking abilities, and hence they should be encouraged to pursue entrepreneurship.
- For India to become a 'Viswaguru' in higher education, it is important to leverage the deep-rooted Indian ethos. There must be greater emphasis on strengthening regional Indian languages and, importantly, on developing and using technology and digital imperatives.

Conclusion

As the world is moving toward knowledge economies, it is critical to prepare the country's human capital for global requirements. In this regard, there is a need to create policy imperatives for the universalization of higher education. The demographic advantages that India currently enjoys could best be realized if the youth enter the labour market post their higher education. However, it is a challenging task to enable access to higher education for all. NITI Aayog has given a target to increase access to higher education to an additional 35 million youth and to achieve 50% GER by 2030 from the current level of 27%. The experts strongly felt that such a target could be achieved by making the best use of technology and enhancing online education with greater recognition by the government and industry. However, the stigmas associated with online education must go away. Also, a device for

every child should become a national policy. A mechanism for academia-industry and academia-academia collaboration must be strengthened through complementarity and excellence.

The world of work is growing rapidly, and the world of education needs to adapt to such rapid and disruptive changes. In this regard, there is a need to encourage student entrepreneurship to a greater extent and to have a strong impact assessment mechanism for skilling, re-skilling, and online education. Deep rootedness in the Indian thought processes and systems will strengthen the objectives of the internationalization of higher education. NEP has covered many of these aspects to connect global, local, and digital imperatives and the federal states must make necessary policy changes to bring together education, skilling, and the world of work.

Speaker Profiles



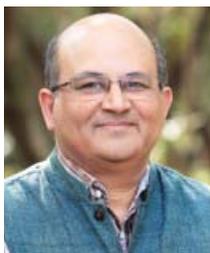
Dr Rajiv Kumar, Vice Chairman, NITI Aayog

Dr Rajiv Kumar is an Indian economist who served as the second vice-chairman of the NITI Aayog. He also serves as the Chancellor of Gokhale Institute of Politics and Economics, Pune. His earlier stint in Government was initially with the Ministry of Industry and subsequently in the Ministry of Finance, as Economic Advisor during the reform years of 1991-1994. He has wide experience of having worked in government, academia, industry associations, as well as in international financial institutions. He also served as an independent director on the Central Boards of the Reserve Bank of India and the State Bank of India. Dr. Kumar is the writer of several books on India's economy and national security. He is an economic columnist for major Indian publications and is a speaker on the Indian political economy.



Professor Madan Pillutla, Dean, Indian School of Business

Madan Pillutla is a Professor of Organizational Behavior at ISB. He has an undergraduate degree in Mechanical Engineering from BITS, Pilani, postgraduate degrees from XLRI, Jamshedpur, and the University of Illinois, and a PhD from the University of British Columbia. Madan has won numerous teaching awards at LBS where he introduced the popular Negotiations elective and directed successful executive education programs such as the Essentials of Leadership and Negotiation and Influence programs.



Professor Rishiksha T Krishnan, Director, IIM Bangalore:

Professor Rishiksha Krishnan is the Director and Professor of Strategy at the Indian Institute of Management Bangalore (IIMB). He was earlier Director of IIM Indore. He held the Jamuna Raghavan Chair in Entrepreneurship at IIMB from 2007 to 2010. He was educated at IIT Kanpur, Stanford University, and IIM Ahmedabad. His main areas of interest are strategy and innovation. He has been listed in the Thinkers50 India list of the most influential management thinkers from India. Apart from academic publications, he has written two books: 8 Steps to Innovation: Going from Jugaad to Excellence (co-authored with Vinay Dabholkar) which won the Best Book Award for 2013-14 from the Indian Society for Training & Development and From Jugaad to Systematic Innovation: The Challenge for India. He has extensive corporate board and advisory experience and has served on several committees set up by the Government of India and prominent industry associations related to innovation in India. He was a member of the expert committee set up by the Government of India in 2017-18 under the chairmanship of Justice BN Srikrishna to propose a data protection framework for India. He co-founded one start-up and was the CEO of another. He has been on the jury of the Economic Times start-up awards. He is currently on the advisory board of YourNest Investment Advisors.



Professor Rudra Pratap, Vice Chancellor, Plaksha University:

Dr. Pratap is the Founding Vice Chancellor of Plaksha University. He was till recently the Deputy Director of Indian Institute of Science, Bangalore, Founding Chairperson of the Centre for Nano Science and Engineering (CeNSE) and a Professor in the Centre, as well as of Mechanical Engineering at IISc, Bangalore. A pioneer in the field of Micro and Nano-Electro-Mechanical Systems, Dr. Pratap has been associated with the Indian Institute of Science (IISc), Bangalore for almost 25 years (1996- 2021) and is credited for establishing the globally recognized Centre for Nano Science and Engineering at IISc. Dr. Pratap was also an invited professor at EPFL, Lausanne, Switzerland in 2004-05. Prior to joining IISc in 1996, he taught at the Sibley School of Mechanical and Aerospace Engineering, Cornell University, for 2.5 years. Dr. Pratap's research areas include microelectromechanical systems (MEMS), sensor technology, computational mechanics, and mechanobiology. He headed India's first research lab in the field of microelectromechanical systems, the Cranes Sci MEMS Lab, at the IISc, Bangalore. He is an elected Fellow of the National Academy of Engineering and National Academy of Science.



Professor Neharika Vohra, Vice Chancellor, Delhi Skill and Entrepreneurship University:

Professor Neharika Vohra is the Vice Chancellor of Delhi Skill and Entrepreneurship University. She has done her B.A.(Hons.)- Psychology and Minor in Economics from Sambalpur University; M.A. - Developmental and Educational Psychology from Utkal University and PhD, Social Psychology, from the University of Manitoba. She has been a visiting professor at the University of Manitoba and taught at Xavier Institute of Management, Bhuvaneshwar, and has coordinated various training programs for small-scale industries located in Orissa in collaboration with the Small Industries Development Bank of India. She has been involved in the training of executives of various national and multinational corporations.



Professor Sudhir Krishnaswamy, Vice Chancellor, National Law School of India University

Professor Sudhir Krishnaswamy is the Vice-Chancellor of NLSIU, Bengaluru, and the Director of the Distance Education Department, NLSIU. He is also the co-founder and trustee of the not-for-profit research trust, Centre for Law and Policy Research. Previously, he was the Director of the School of Policy and Governance, and Professor of Law and Politics at Azim Premji University. A Rhodes Scholar and graduate of Oxford University, he has earlier worked with the Prime Minister's Committee on Infrastructure, Planning Commission; and the Kasturi Rangan Expert Committee on Bangalore Governance. His main areas of interest are constitutional law, Legal System Reform, legal theory, intellectual property law, and administrative law. He has also written on a wide range of topics, including Indian constitutional law, intellectual property law, and judicial corruption.



Professor Krishnamurthy Subramanian, Professor of Finance, Indian School of Business and Former Chief Economic Advisor, Government of India

Dr Krishnamurthy V Subramanian is a Professor at the Indian School of Business. As the youngest Chief Economic Advisor to the Government of India from 2018 to 2021, Dr. Subramanian instituted policy that led to India emerging from the once-in-a-century Covid crisis with strong macroeconomic fundamentals, unlike the previous crisis when India joined the “Fragile Five” economies. Acknowledging Dr. Subramanian’s contributions, the Hon’ble Prime Minister Shri. Narendra Modi noted his “academic brilliance, unique perspectives on economic and policy matters, and reformatory zeal.”

Dr Subramanian authored path-breaking Economic Surveys on Ethical Wealth Creation for a prosperous India (2019-20), the Strategic Blueprint for India to become a \$5 trillion economy (2018-19), and the post-Covid economy using public capital expenditures in infrastructure and healthcare to further counter-cyclical fiscal policy (2020-21). India’s economic policy toward a self-reliant India and the concomitant reforms draw on the ideas he advocated in these Surveys. His ideas of the use of Behavioural Economics and Thalonomics captured the public imagination.



Professor Deepa Mani, Deputy Dean and Professor of Information Systems, Indian School of Business

Professor Deepa Mani is a faculty in the Information Systems area, and a Research Fellow at the Indian School of Business. She was the Executive Director of the Srinji Raju Centre for Technology and The Networked Economy at ISB. Deepa’s research interests are at the intersection of technology, organization, and society. She is interested in studying the organization of IT and IT-enabled business functions in firms, and the assessment of the business value of a broad class of IT decisions and interventions. Her research articles have been published in leading academic journals and extensively featured in refereed conference proceedings, edited book chapters, and popular media outlets. Deepa works closely with industry to drive innovation and strategies for the digital economy. She also works closely with the central and state governments to explore the impact of technology interventions in areas such as education, healthcare, and urbanization. Deepa serves as an Associate Editor for Management Science and Information Systems Research. Deepa completed her undergraduate education at St. Stephen’s College, Delhi University, and her graduate education at Carnegie Mellon University. She received her doctorate degree from the University of Texas at Austin.constitutional law, Legal System Reform, legal theory, intellectual property law, and administrative law. He has also written on a wide range of topics, including Indian constitutional law, intellectual property law, and judicial corruption.



Navin Mittal, IAS, Commissioner, Collegiate Education and Technical Education, Government of Telangana

Navin Mittal is an Experienced Administrative Services professional with a demonstrated history of working in the Public Administration and Public Policy. He is a Strong administrative professional skilled in areas such as Government, Urban Development, Public Finance, IT Strategy, Management, and Leadership.



Mohan Kannegal, CEO – India and APAC, Eruditus

Mohan leads the Eruditus India and APAC businesses. Prior to joining the Eruditus group, Mohan built three digital education businesses – one as an entrepreneur and two as an intrapreneur. He co-founded MeritTrac Services – an online examinations company that he scaled, exited and integrated into the Manipal group. Mohan has also built and scaled software products – Pariksha Exam Delivery and EduNxt Learning Platforms – these have delivered 40 million Exams and manage 250,000 Learners. He launched Manipal ProLearn and scaled that business to 30,000 paid learners.



Ved Mani Tiwari, Chief Operating Officer, National Skill Development Corporation (NSDC)

Ved Mani Tiwari serves as the Chief Operating Officer at National Skill Development Corporation (NSDC) and is responsible for managing the organization's operations. A key member of the senior leadership team, Ved plays an integral role in developing and executing NSDC's strategies to drive skilling operations through Sector Skill Councils (SSC), Training Providers and Industry Engagement. Ved has over 30 years of professional experience where he served the Government of India, and worked with private sector in Infrastructure (Energy, Urban Development, and Transportation). In his previous roles, he has held key managerial positions - as Director, Welspun, Global CEO, Sterlite Power, MD, SunEdison, Director, Ministry of Railways, and Director in Kochi Metro, Chennai Metro and Nagpur Metro. Ved is credited with many business model related and financial/technological innovations such as developing a unique Social Marketplace led business model for Kochi Metro, setting up an EV power transmission development business in Latin America and the first public listed InVIT (Infrastructure Investment Trust) for Sterlite Power, acquisition of the first large scale utility Solar Park (500 MW) business for SunEdison, and setting up the first phase of Delhi Metro as a part of the core leadership team.



Professor Bhagwan Chowdhry, Faculty Director I-Venture@ISB and Professor of Finance, Indian School of Business

Bhagwan Chowdhry began his teaching career at UCLA Anderson in 1988. Here he found “an opportunity to work with and learn from outstanding faculty colleagues and an ability to work with students on projects that will make a difference in the world.” During his tenure he has also been a visiting professor and lecturer at a variety of institutions, including the University of Chicago, University of Illinois at Chicago, the Hong Kong University of Science and Technology, and the Indian School of Business. He is a current visiting scholar at the Stellar Development Foundation.” He proposed Financial Access at Birth (FAB) initiative in which every child born in the world is given an initial deposit of \$100 in an online bank account, guaranteeing that everyone in the world will have access to financial services in a few decades.



Hemang Jani, Secretary, Capacity Building Commission, Government of India

Hemang Jani is an experienced professional in public policy, governance and innovation systems. For the past two decades, he has worked towards improving public service delivery through technology, designing national innovation frameworks, applying technology and innovation in governance, and enabling private sector development at state, federal and international levels. Before joining as the Secretary of the Capacity Building Commission, he worked as a Senior Private Sector Specialist at the World Bank Headquarters in Washington DC, USA. He has also worked with the Government of India, as an Officer on Special Duty (Knowledge and Innovation) in the Prime Minister’s office. He designed and nurtured the Atal Innovation Mission (AIM) during this time.



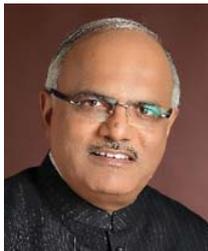
Richa Bajpai, Founder, Campus Fund

Richa has been the founder & co-CEO at Goodera. She has also been the founder of Campus Fund. She has also served as the Radio Jockey at Red FM, an anchor at Dainik Bhaskar Group, and also the founder of NextGen. She has completed her BE in Electrical from the University of Rajasthan. She has also completed Management Program for Women Entrepreneurs from IIM Bangalore and also an MBA from the Indian School of Business.



Rajesh Sawhney, Director, Center for Entrepreneurship, Plaksha University

Rajesh is a serial entrepreneur and business builder who has set-up multiple successful businesses over the last two decades. Rajesh is the founder of GSF, India's leading multi-city Tech-Startup Accelerator for the brightest tech startups in India. GSF provides tech startups mentorship from celebrated digital founders, initial capital and global exposure. Rajesh has made over 100 investments as one of the leading angel investors in India, which include Viki (acquired by Rakutan, Little Eye Labs (acquired by Facebook), IMGN acquired by Warner Music, Pokkt acquired by Anymind Group, Dailyrounds acquired by 3M Group, Weareholidays acquired by Cox & Kings, Instalively (acquired by Hike Messenger) and Nightstay (Acquired by Paytm). His current portfolio consists of big hits like Whatfix, Quizizz, Slintel, FlintoClass, Citymall, Breathe well-being, Gamezop, Orowealth, Khabri, Newsbytes, Zenduty, Vaultedge, Bimaplan, Codingal, Salarybox. Rajesh brought private radio (Times FM) to India in the early nineties, redefining Indian youth culture. He was at the cusp of early Internet culture in India in the early 2000, building Indiatimes.com, the most valuable Internet business in India in 2005 (funded by Sequoia). Rajesh as the founding President of Reliance Entertainment, oversaw the corporatization of mom and pop Bollywood businesses into a multi-billion dollar industry. He led the biggest investment deal (Dreamworks) between Hollywood and Bollywood. Rajesh serves on multiple boards, including that of Indiamart (India's target B2B marketplace) and Ixigo. Previously he was on the boards of Microland and Nielsoft on behalf of Trident Capital, a prominent venture firm based in Palo Alto, California. Rajesh is an alumnus of the Harvard Business School (AMP) and has a fellowship from the London School of Economics.



Dr Vinay Sahasrabuddhe, President, ICCR and Chairman, Parliamentary Standing Committee on Education

Dr Vinay Sahasrabuddhe is a nationalist social worker at heart, a researcher-student of political science and trainer in democracy by profession, and a Parliamentarian by elevation. Dr. Sahasrabuddhe is a postgraduate in English Literature and a Ph.D. in Political Science, both from the University of Mumbai. A Member of Parliament, Rajya Sabha (Upper House of Indian Parliament) from Maharashtra, since July 2016, Dr Sahasrabuddhe is the President of the Indian Council for Cultural Relations (ICCR), India's Soft Power promotion establishment. In July 2020, Dr Sahasrabuddhe was appointed as the Chairman of the Parliamentary Standing Committee on Human Resource Development.

Media Coverage

Greater interaction among govt, academia, industry needed: Niti Aayog vice-chairman

PRESS TRUST OF INDIA
Hyderabad, January 20

NITI AAYOG VICE-CHAIRMAN Rajiv Kumar on Thursday stressed the need for far more and far bigger interaction among the government, the academia and the industry.

Addressing on virtual mode a session on 'Higher Education Dialogue' on the theme - 'Revisiting Higher Education in India: Global, Local and Digital Imperatives' organised by the Indian School of Business (ISB) in partnership with Niti Aayog, he emphasised also the need for ramping up access to higher education for the population.

"We should have a far more, far bigger interaction between the government, academia and industry than we have today. We have to build platforms and this is where ISB and Niti should collaborate. We have

Niti Aayog vice-chairman Rajiv Kumar said higher education has to become the driver of growth, but will become so and become far more relevant to society if it responds to the societal needs

started to do (with other universities) that but we need to make this far more vibrant. What is Silicon Valley about, what is Boston about...and the Golden Triangle in the UK. It is all about this interaction between the three stakeholders," Rajiv Kumar noted.

A large onus of that is on the academic institutions, he said.

"We need to devise in a situation where we can create a platform based on trust between the three stakehold-

ers and that's the trust which says that we are all working for the same national objective," he said.

The gross enrolment ratio in India is 27% while the world average is 37%, he said.

Access to higher education for the country's population should be ensured, Kumar said pointing out that the surprising thing is that the enrollment in higher education has stagnated for the last three or four years.

The National Education Policy has targeted gross enrolment ratio of 50 per cent by the end of this decade, he said.

"We need to create 35 million more seats in higher education and despite the fact that we have more than 900 universities, 39,000 colleges but we are still far short of meeting the National Education Policy target of 50%," he said.

EDU ENROLMENT WORRIES NITI AAYOG CHIEF

DC CORRESPONDENT
HYDERABAD, JAN. 20

Niti Aayog vice-chairman Dr Rajiv Kumar on Thursday said it was worrying that enrolment in higher education in the country had stagnated in the past 3-4 years.

Speaking at a panel discussion on 'Revisiting Higher Education in India: Global, Local and Digital Imperatives', organised by Indian School of Business (ISB), Hyderabad, he appealed to institutes like ISB to find out the reason for the stagnation.

Dr Kumar told the institute's dean, Professor Madan Pillutla, that only 27 per cent of the country's population had received tertiary education, as against the global average of 37%.

Flagging concerns on the unemployability of post graduate students, he said "About 46% of management graduates are considered unemployable. This is not so with regard to IIMs and ISBs, but these are highlands in an ocean of mediocrity."

On aspects of higher education policies that could be emulated from those prevalent in the west, Dr Kumar said that they gave more credit to researchers, and had a democratic mindset where everyone was encouraged to question anything, increasing the percentage of GDP spent on research and bigger interactions between the government and the academia.

IIM Bangalore director Rishikesh T. Krishnan said there were opportunities to reach out to a much larger audience to enroll in courses.

LokmatTimes

Climate change claimed 350 lives in Maha last year

MEHA SHARMA
LOKMAT NEWS NETWORK
NAGPUR, JAN 20

Extreme weather due to climate change claimed 1,750 lives in India last year as per the data provided by Indian Meteorological Department (IMD). The State alone reported 350 deaths. Lightning and thunderstorms were the biggest reason for such deaths (787) followed by floods, heavy rains and landslides (759) and cyclones (172) while 32 lives were lost due to cold wave and dust storm.

Research director and adjunct associate professor at the Bharti Institute of Public Policy, Indian School of Business, IPCC author Anjal Prakash said, "The recent Intergovernmental Panel on Climate Change (IPCC) reports and their climate models are showing us that global warming has huge impacts on the lives of peo-

Development process must take climate risks into account and each activity must pass through climate lens. Reducing fossil fuel dependency and controlling air pollution need immediate attention, say experts

ple. The climatic changes are contributing to glacial retreats and the rise in cyclonic events. Maharashtra has many ecosystems - from forest ecology, large coastal lines as well as semi-arid regions. So it is most vulnerable to changing climatic conditions. The recent events in Maharashtra show how exposed people are to climate risks."

"The recent move by the Maharashtra government in mainstreaming adaptation of climate change in the governance system is laudable. However, what is required is concerted action and district level planning, which takes climate models into account. This implies that scientific institutions must work with the government and percolate data at



the district level. This information should then be inducted into the district level planning process. Development process must take climate risks into account and each activity must pass through a climate lens," he added.

Sumil Dahiya, analyst at Centre for Research on Clean Air (CREA) said,

mate change and air pollution is by reducing our dependence on fossil fuel and that's where our priorities should be moving forward."

Kaustav Chatterjee, founder of Green Vigil Foundation, said, "Man made air pollution is the main problem, resulting in temperature rise, global warming and climate change. We are heading for a disaster that is the reason why the entire world is fighting to restrict the temperature rise by 1.5 degree celsius which has gone up by 1.1 degree in the last 100 years. Unfortunately efforts of not a single country, which signed the Paris Agreement, till now are 1.5 degree compatible. Even India's effort is 2 degree celsius compatible whereas developed countries are 3 degree celsius compatible. Beyond 2 degree rise in global temperature is a disaster."

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Greater interaction among govt, academia, industry needed: NITI Aayog V-C

The gross enrolment ratio in India is 27 per cent while the world average is 37 per cent, he said

Greater interaction among govt, academia, industry needed: NITI Aayog vice-chairman

Higher education stagnated in India, 48% engineers unemployed: NITI Aayog V-C

Dr Kumar said that higher education is stagnant in the country and consequently, institutions like ISB and IIM are also suffering from low enrolment.

सरकार, शिक्षा जगत, उद्योग के बीच व्यापक विमर्श की जरूरत: राजीव कुमार

डिसक्लेमर: यह आर्टिकल एजेंसी फीड से ऑटो-अपलोड हुआ है। इसे नवभारतटाइम्स.कॉम की टीम ने एडिट नहीं किया है।

Greater interaction among govt, academia, industry needed: NITI Aayog vice-chairman

FPJ-Ed: There has to be more interaction between government, academia, and industry, says NITI AAYOG Vice Chairman

Rajiv Kumar, Vice-Chairman of the NITI Aayog, underlined the importance of much greater and much larger contact between the government, academia, and industry on Thursday.







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