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26ᵀᴴ NATIONAL CONFERENCE OF

INDIAN COLLEGES FORUM

Held at

India International Centre, Max Mueller Marg, Lodhy Estate, New Delhi

Date: 19ᵗʰ December, 2025 to 21ˢᵗ December, 2025

NEP-2020 Implementation and Impact of AI and Climate Change

Report

**INDIAN COLLEGES FORUM SOCIETY FOR
EDUCATION AND ECONOMIC DEVELOPMENT (SEED)
NEW DELHI
In Support and Collaboration with
KAWA GROUP OF INSTITUTIONS
JAMMU & KASHMIR**

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Report of 26th ICF National Conference -19-21 December, 2025 at IIC, Delhi

Introduction

The **National Education Policy (NEP) 2020** introduced a comprehensive framework for transforming India's education system through structural, curricular, managerial, and financial reforms. Its effective implementation requires coordinated efforts and sustained support from the Central and State Governments, the University Grants Commission (UGC), regulatory bodies, and institutions of higher education. The policy envisions wide-ranging reforms, including the restructuring of undergraduate and postgraduate programmes, the introduction of multidisciplinary and flexible curricula, promotion of outcome-based learning, enhancement of quality assurance and internationalization, granting degree-awarding status to autonomous colleges, and the strengthening of financial and institutional mechanisms.

With the completion of five years since the announcement of NEP-2020, it has become both timely and imperative to critically review the extent of its implementation and examine the challenges encountered at national, state, and institutional levels—particularly in colleges, which constitute the backbone of India's higher education system.

Simultaneously, two major global developments—**Artificial Intelligence (AI)** and **Climate Change**—are profoundly influencing education, research, human resource development, and societal functioning. While NEP-2020 and AI represent constructive disruptions that are reshaping educational practices and skill development, climate change poses a destructive challenge that threatens the sustainability of life on Earth. Together, these forces necessitate deep reflection, informed dialogue, and the formulation of actionable strategies, with institutions of higher education playing a pivotal role.

The **Indian Colleges Forum (ICF)**, a professional association of colleges across India, has consistently organized national-level conferences for principals and academic leaders on themes of contemporary relevance. To date, ICF has successfully organized **25 national conferences** across the country, fostering dialogue, collaboration, and policy engagement among higher education stakeholders.

In this context, the **26th National Conference on "Challenges of Implementation of NEP-2020 and the Impact of AI and Climate Change on Institutions of Higher Education"** was organized by the **Indian Colleges Forum (ICF)**, with the support and collaboration of the **Kawa Group of Institutes**, Kawa Tower, Jammu (J&K). The conference was held at **The Woods, Sector 46, Gurugram (NCR)**, bringing together academic leaders, policymakers, and experts to deliberate and formulate actionable policy recommendations on these critical issues.

Conference Theme and Sub-Themes

Main Theme

"Challenges of Implementation of NEP-2020 and the Impact of AI and Climate Change on Institutions of Higher Education"

Sub-Themes A. NEP-2020 Implementation

- Challenges and opportunities in implementing NEP-2020 reforms, including restructuring of UG and PG programmes, flexibility, multidisciplinary and outcome-based education and the "degree-awarding status" of autonomous colleges.
- Institutional experiences and lessons learned during five years of "NEP-2020" implementation.
- Systems of coordination and support required for effective and sustainable implementation in the future.

B. Artificial Intelligence and Higher Education

- Impact of AI on research, teaching, learning, and institutional governance.
- Use of AI in flexible and outcome-based undergraduate, postgraduate, and research programmes.
- Potential adverse effects of AI on creativity, innovation, academic integrity, and critical thinking.

C. Climate Change and Higher Education

- Integrating green technologies and sustainability into education to mitigate the effects of climate change.
- Colleges as centres of advocacy and community-level action for sustainable campuses and neighbourhoods.
- Networking with national and global institutions for sustainable development initiatives.

The 26th ICF National Conference was held at India International Centre Room No. 1 (Annexe) Max Mueller Marg, New Delhi. from 19-21 December, 2025. The proceedings of the conference are given in next section.

II

Proceedings of the Conference

Day – 1

The conference commenced with the traditional lighting of the lamp by the Chief Guest, **Professor N. V. Varghese**, along with other eminent dignitaries present at the venue. This was followed by a solemn invocation recited by the President of SEED-ICF:
"Let us lead us from darkness to light." from untruth to truth, and from death to life."

Lighting of Lamp by Professor N. V. Varghese, Former VC, NIEPA, New Delhi
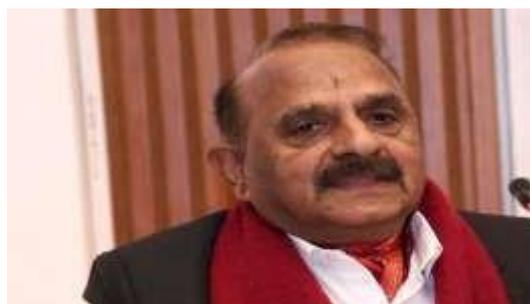
Er. Mohinder Singh Katoch, Chairman, Kawa Group of Institutions, delivered the welcome address and warmly welcomed the Chief Guest and all delegates. In his address, he highlighted the significance of organizing a national-level conference on the implementation of the National Education Policy (NEP) 2020 and the impact of Artificial Intelligence and Climate Change on higher education. He emphasized that such conferences enable stakeholders to critically analyse the factors that facilitate or hinder the implementation of NEP-2020 and to deliberate on the emerging challenges posed by AI and climate change, thereby evolving meaningful recommendations for future action. He described the Chief Guest as a distinguished scholar in the field of higher education whose insights would greatly enlighten the delegates.

He also acknowledged that the successful 4 organization of the conference was possible due to the dedicated efforts of **Dr. G. D. Sharma**, President, SEED-ICF, who brought together academicians and experts to deliberate on these pressing issues.

Dr. G. D. Sharma, President, SEED-ICF, also extended a warm welcome to the Chief Guest, **Professor N. V. Varghese**, and remarked that Professor Varghese has consistently stood for academic integrity, equity, and the advancement of higher education. He stated that the theme of the conference was chosen in view of the completion of five years since the announcement of NEP-2020, making it an appropriate time to review the extent of its implementation and to chart a future course of action through collective deliberations. He further observed that Artificial Intelligence is increasingly influencing teaching-learning processes and research practices in higher education, making it imperative to explore its potential applications while remaining cautious about possible misuse. Dr. Sharma also emphasized that climate change has emerged as a critical global challenge due to rising temperatures and their adverse impact on life and ecosystems. He stressed the need for higher education institutions to work collectively towards sustainable development through advocacy, awareness, and concrete action.

In his **inaugural address**, **Professor N. V. Varghese,** provided a comprehensive overview of developments in higher education at both global and national levels. He noted that earlier higher education policies were largely guided by the principle that education was a state responsibility, with a strong emphasis on equity, quality, and relevance to developmental needs. Until the 1980s, the state and society played a major role in establishing institutions and supporting faculty and students. However, with the advent of liberalization and the growing role of trade in national development, the policy focus gradually shifted from state support to market-oriented approaches in the provision of education. This shift, he observed, has raised serious concerns regarding the affordability and accessibility of higher education for middle-class, lower-middle-class, and marginalized sections of society.

Professor Varghese pointed out that in India, following economic liberalization, a large number of private universities and colleges have been established, and in certain regions their numbers have equalled or even surpassed public institutions. Most of these institutions are self-financing and charge fees based on a cost-plus model, often amounting to double or more

than the fees charged by public institutions. This trend has intensified concerns related to affordability, equity, and inclusiveness in higher education.

He further observed that although NEP-2020 was announced five years ago, its implementation has largely been through circulars and guidelines, without a commensurate increase in budgetary allocation for higher education. He also noted that the policy has not yet been placed before Parliament for approval, which has resulted in uneven implementation

across states. Some states have even considered formulating their own education policies. This has led to tensions between the Centre and certain states, particularly those governed by parties other than the ruling party at the Centre, a situation often reflected in disputes involving university chancellors.

Professor Varghese also referred to the proposal to integrate regulatory bodies such as the UGC, AICTE, and NCTE through the establishment of the **Higher Education Commission of India (HECI)**, noting that the related bill has been introduced in Parliament and referred to a Standing Committee. He emphasized that, in the larger interest of higher education and for the effective implementation of NEP-2020, it is essential to develop a clearly defined action plan with specific milestones and timelines. Without such benchmarks and adequate financial support, the transformation of higher education envisioned in the policy may not be achievable.

Concluding his address, Professor Varghese expressed confidence that the deliberations during the conference on the implementation of NEP-2020 and the impact of Artificial Intelligence and Climate Change would adopt a comprehensive and inclusive approach, keeping in view the goals of equity, sustainability, and holistic development of higher education and society at large.

A Vote of thanks was given by Ms Mrinal Sharma. General Secretary, SEED. She thanked Professor Varghese for his very enlightening and thought provoking address. It has set the tone for the subsequent sessions on NEP 2020, AI and Climate Change. She also thanked Dr. S.C. Sharma for Chairing the session. She expressed grateful thanks to Er. MS Katoch and all the participants representing several states of India.

From left: Er. M.S. Katoch, Dr.G.D.Sharma, Dr. N.V. Varghese, Dr. S.C. Sharma, Ms. Mrinal Sharma – Group Photo after the session

Group Photo of Participants and Resource Persons after Inauguration

Technical Sessions:

I. The technical session began with the presentation of position papers by **Professor Aarti Srivastava** and **Professor K. Biswal** from the National Institute of Educational Planning and Administration (NIEPA).

Professor Aarti Srivastava, in her presentation, highlighted the strong linkage between education and development and noted the significant expansion in access to higher education, leading to what is often described as the *massification* of higher education. Despite these impressive developments, she observed that the system continues to suffer from several structural limitations. Tracing the historical evolution of education policies in India, she emphasized the importance of the **National Policy on Education, 1986**, which assigned a greater role to the Central Government in policy implementation while also promoting decentralization of the education system up to the Panchayati Raj level.

She further explained that **NEP-2020** represents a major shift by proposing a comprehensive transformation of higher education through curricular reforms, restructuring of undergraduate and postgraduate programmes, promotion of holistic education, and the introduction of flexibility through multiple entry and exit options. Reflecting on the challenges and opportunities associated with the implementation of NEP-2020, she concluded that the success of the policy would depend on effectively translating its visionary goals into meaningful and measurable improvements in equity, access, affordability, and innovation across the country. Her full paper and presentation slides are included in this report.

Professor K. Biswal presented a paper based on an in-depth study of the factors influencing the achievement of Gross Enrolment Ratio (GER) targets in higher education. His presentation focused on the structural and policy determinants of participation in higher education in India, with particular emphasis on issues of equity and access. He critically examined the challenges involved in achieving the national GER target of **50 percent by 2035**, highlighting persistent disparities arising from socio-economic status, gender, caste, region, and disability. These issues were analysed through an evaluation of existing policies related to affirmative action, financial support, and technology-enabled interventions. His study identified significant gaps in current efforts and recommended strengthening student transition mechanisms, promoting technology-enabled learning, increasing financial assistance, and improving quality assurance measures. His complete paper and presentation slides are also included in the report.

From Left: Dr. A.S.Lanje, Dr. K.Biswal, Dr. S.C. Sharma,Dr.Kalyani, Dr. Suresh Kumar Nangaon, Dr. N. V. Varghese, Dr. Aarti Srivastava, Dr. D. Mahetry, Dr. B.R. Reddy – Group photo after the session

II Session on Challenges in the Implementation of NEP-2020: Institutional Experiences

The session on **"Challenges in the Implementation of NEP-2020: Institutional Experiences"** was chaired by **Professor Kiran Hazarika**, Pro-Vice-Chancellor, Central University of Punjab, Bathinda, and co-chaired by **Dr. K. Nongsiej**, Principal, Synod College, Mawkyrwat, Meghalaya.

Dr. M. Usman, Principal, Grace Valley College, Kerala, presented a paper titled *"Four Years of the National Education Policy 2020 in Kerala: Issues of Implementation and*

Prospects." Drawing on detailed discussions with various stakeholders in Kerala, he highlighted the key challenges and emerging prospects related to the implementation of NEP2020 in the state. His paper and presentation are included in the report.

Another paper, presented by **Ms. Caroline Laloo** from the I. Syeem Department of Education, North-Eastern Hill University, Shillong, Meghalaya, titled *"Challenges and Opportunities in Implementing NEP-2020 in Higher Education with Special Reference to Colleges in Meghalaya,"* focused on state-specific issues and contextual challenges. Her paper and presentation slides are also included in this report.

From Left :Dr.P. Walia, Dr.M. Usman. Dr. GD Sharma, Dr. Kiran Hazarika, Dr. K.Nongsiej, Ms. Carolina Laloo – Group photo after the session

A special Session was held in which a presentation was made by **Dr. Bahunlang Tron**, Principalin-Charge, Teacher Education College (PGT), Shillong, Meghalaya, titled *"Challenges and Perceptions of NEP-2020 Implementation in Meghalaya's Higher Education: Insights from State Policy Evolution and Stakeholder Surveys."* Her presentation was based on empirical findings derived from stakeholder surveys and provided valuable insights into ground-level perceptions and implementation challenges.

From Left: Ms. Carolina Laloo, Dr. Bahunlang Tron, Dr. G.D. Sharma, Dr. Buddhin Gogoi, Dr. Sashikanta Saikia, Dr. K. Nongsiej – Group photo after the session

A paper by **Professor Omkar Singh**, Gochar Mahavidyalaya, Rampur Maniharan, titled *"Exploring Opportunities for Innovation, Access, and Equity in Education,"* was also scheduled for presentation; however, he could not attend the conference. Additionally, a special issue of *College Post* focusing on NEP-2020 was shared with the participants. Overall, the session was highly informative and laid a strong foundation for subsequent group discussions on the theme.

III. Participants' Discussion on Issues in the Implementation of NEP-2020

A dedicated discussion session was held on key implementation issues related to NEP-2020, including internships, skill-oriented courses, curriculum design for the fourth year of undergraduate programmes, teacher orientation and recruitment, infrastructure, and funding. The deliberations focused on challenges related to internship programmes, multidisciplinary orientation, multiple entry and exit provisions, the Academic Bank of Credits, infrastructure requirements for the fourth-year programme, and the orientation of teachers towards holistic and multidisciplinary education.

The discussions underscored the urgent need for clear operational guidelines for the implementation of internship programmes, along with adequate financial support for the four-year degree structure. Participants emphasized the necessity of a comprehensive implementation framework with defined timelines, financial backing, and institutional hand-holding. The challenge of arranging meaningful industry internships for students in smaller towns was identified as a critical concern, necessitating innovative approaches, clear guidelines, and targeted financial support.

IV Session on the Impact of Artificial Intelligence on Higher Education

The session on **"Impact of Artificial Intelligence on Higher Education"** was chaired by **Professor G. D. Sharma**, President, SEED-ICF, and co-chaired by **Dr. Muhammed B. Ummathur**, Principal, KHAM Unity Women's College, Malappuram, Kerala. A position paper developed by **Dr. Ramesh C. Sharma** was introduced in this session and presented in the subsequent session.

An innovative presentation linking Artificial Intelligence and neuroscience was delivered by **Er. Rahul Agrawal**, who discussed how advances in neuroscience have deepened understanding of diverse learning processes among students and how AI-based tools can support personalized learning. His presentation, titled *"Designing Teaching Methods that Align with the Brain in the Era of AI,"* offered valuable pedagogical insights. His presentation slides are included in the report.

Professor Sarla Nirankari, Principal, Shanti Devi Arya Mahila College, Dinanagar, Punjab, presented a paper titled *"Role of Artificial Intelligence in Education through the Lens of the National Education Policy 2020."* She shared institutional experiences regarding student use of AI tools and reflected on their pedagogical implications. Her paper and presentation slides are also included in the report.

From Left: Dr. Sarla Nirankari, Er. Rahul Agarwal, Dr. G.D. Sharma, Dr. R.C. Sharma – Group photo after the session

III

Proceedings of the Conference

Day – 2

V. As a follow-up to the deliberations of the previous day, Day–2 commenced with a session on the **Impact of Artificial Intelligence on Higher Education**, beginning with the presentation of a position paper by **Dr. Ramesh C. Sharma**, Ambedkar University, Delhi. In his in-depth presentation, Dr. Sharma traced the evolution of Artificial Intelligence over the past five years, with particular emphasis on developments since 2022. He discussed the emergence of advanced AI models and tools such as ChatGPT (across its various versions), DeepSeek, Grok, Gemini, and agentic AI systems. Through demonstrations, he explained how these models function and how they are likely to significantly influence teachinglearning processes, assessment practices, and research in higher education. His presentation slides are included in this report.

This was followed by a presentation by **Er. Kapil Murdia**, who explained the working of AI models with particular focus on prompt design and the internal functioning of AI systems. He demonstrated the operational aspects of AI tools and highlighted how effective prompting enhances output quality. His presentation slides are included in the report.

Another presentation was delivered by **Dr. P. Mohamed Ali**, Former Principal, M.E.S. KVM College, Valanchery, Kerala, who demonstrated the practical application of AI in an institutional setting. Drawing from his hands-on experience, he shared insights into the use of AI models and tools in academic administration and teaching-learning processes.

While AI offers significant facilitative potential, it also raises critical concerns related to misuse and cybersecurity. A session addressing these issues was ably handled by **Dr. Shurabhi Garg**, Research Scientist, TCS, Delhi. She discussed various misuse scenarios, the potential damage caused by unethical or unregulated use of AI, and strategies to mitigate such risks through careful planning, monitoring mechanisms, and institutional safeguards. Her presentation provided practical insights into regulating AI usage and strengthening cybersecurity frameworks in educational institutions. Her presentation is included in the report.

Ms. Mrinal Sharma, Gokhale Institute of Politics and Economics, Pune, shared observations on how students are currently using AI tools and highlighted the limitations of different AI models. Through live demonstrations, she showed that some models fail or underperform when advanced-level searches or complex queries are attempted. She also observed that a significant number of students rely heavily on YouTube as a primary learning resource. The session generated intense discussion on student engagement with AI and its pedagogical implications.

From Left: Er. Kapil Murdia, Dr. Surabhi Garg, Dr. C. Massar, Dr. G.D.Sharma, Ms Mrinal Sharma and Dr. R.C. Sharma- Group photo after session

During this session, **Professor G. D. Sharma**, President, SEED-ICF, noted that he had generated a paper on the *use and abuse of AI* through structured prompting of ChatGPT, which is included in the conference resource materials. He further informed the participants that **UNESCO has developed an AI Literacy Framework for undergraduate students**, which was published in the latest issue of *College Post* and shared with participants prior to the commencement of the conference.

VI. Session on Climate Change and Higher Education

Climate change, which has drawn sustained attention from higher education institutions globally, formed the focus of the next session. UNESCO initiatives aimed at engaging universities and colleges in climate change awareness and sustainable development were briefly outlined. The position paper on this theme was presented by **Dr. Malti Goel**, Director, Climate Change Research Institute, New Delhi. Her paper, titled *"Climate Change and Higher Education: A Call to Action,"* addressed the science of climate change, global perspectives on climate education, the current Indian scenario, and the critical role of advocacy and community action. Her paper is included in this report.

This was followed by **Dr. Gautam Sen**, Member, Climate Change Research Institute, Delhi, who discussed the technical aspects of climate change and highlighted ongoing research initiatives and advocacy efforts aimed at mitigating its adverse effects.

Dr. Sashi Kanta Saikia, Principal, DHSK College, Dibrugarh, shared his extensive experience in environmental development and sustainability initiatives, beginning with his tenure as Principal of Majuli College, Majuli—an area severely affected by climate change. He described how his initiatives brought national and international recognition to his institutions, particularly in Asia, for environmental development and cleanliness. He also highlighted his contributions beyond the college campus, extending to environmental initiatives in Dibrugarh city. His commitment, including early morning engagements starting as early as 4:30 a.m., reflected his dedication to sustainable development. His presentation slides are included in this report.

Another institutional experience was shared by **Dr. Anjalee M. Shangpliang**, Principal, Lady Keane College, Shillong. She demonstrated how her college actively engages in environmental advocacy and sustainable development initiatives. Through her presentation, she highlighted various activities undertaken by the college in alignment with **Sustainable Development Goal 4 (SDG-4)**, focusing on awareness, campus sustainability, and community engagement.

From Left:Dr. Anjalee M. Shangpliang, Dr. Sashikanta Saikia, Dr. Malti Goel, Dr. G.D. Sharma, Dr. Gautam Sen, Dr. P. Mohamed Ali – after session photo

VII. Session on Colleges as Centres of Advocacy and Community-Level Action

The session on **"Colleges as Centres of Advocacy and Community-Level Action"** was chaired by **Dr. Gautam Sen** and co-chaired by **Dr. Amrut Lanje**, Principal, Dnyaneshwar Mahavidyalaya, Chandrapur, Maharashtra.

Professor Ruby Mishra, OSD Principal, Bhagini Nivedita College, University of Delhi, and Chair, Internal Quality Assurance Cell (IQAC), presented a paper titled *"Role of Higher Education Institutions in Shaping Community Climate Awareness and Behavioural Change: Lessons from Bhagini Nivedita College, University of Delhi."* She presented an in-depth account of advocacy initiatives and community action undertaken by her institution, supported by detailed visual documentation. Her presentation slides are included in the report.

This was followed by a presentation by **Dr. Pushpinder Walia**, Principal, BBK DAV College, Amritsar, Punjab, who focused on sustainable development and the role of colleges in promoting awareness and facilitating community-level action for environmental sustainability.

From Left: Dr. Ruby Mishra, Dr. B. R. Reddy, Dr. A.S. Lanje, Dr. G.D. Sharma, Dr. Malti Goel, Dr. Gautam Sen –after the session photo

VIII. Group Deliberations

Participants subsequently engaged in group deliberations on three sub-themes:

- **Group 1:** Implementation of NEP-2020 – Recommendations
- **Group 2:** Impact of Artificial Intelligence on Higher Education – Recommendations
- **Group 3:** Climate Change – Call for Action

Each group discussed the assigned theme in detail and prepared a set of recommendations.

IX. Valedictory Session

The valedictory session was chaired by **Professor G. D. Sharma**, President, SEED-ICF. He invited the Chairpersons and members of the three groups to present their recommendations before the House. The recommendations from each group were read out and opened for discussion, suggestions, and modifications by the participants. After due deliberation, the recommendations of all three groups were unanimously adopted by the House.

The final recommendations adopted by the House are presented separately under each group in the subsequent section of this report.

X. Issues Placed Before the House by the President, SEED-ICF

The President, **SEED-ICF**, placed the following issues before the House for consideration and deliberation:

1. Strengthening of ICF

The House unanimously agreed on the need to strengthen the Indian Colleges Forum (ICF) through active participation of its members. It was suggested that:

- Quarterly **online meetings of the Secretaries of State Chapters** should be organized.
- Periodic **online meetings of members** may be convened to deliberate on important issues related to higher education.
- Each State Chapter should endeavour to **enrol at least five new members**.
- Individual members may also motivate their peer institutions to become members of ICF.

The House endorsed these measures and agreed to actively support efforts to strengthen the organization.

2. Clearance of Dues and Annual Subscription of ICF

The President informed the House that a substantial amount of annual subscription dues remains pending from member colleges across various states. Statements detailing the outstanding dues of member colleges have already been shared with the Secretaries of the Executive Committee (EC) of the respective State Chapters.

He appreciated the efforts of member colleges from **Meghalaya**, **Himachal Pradesh**, and **Delhi**, which have cleared their dues. These colleges have been re-issued their registration certificates and provided with the ICF flag and registration signage.

While acknowledging the financial challenges faced by some institutions, the President urged the State Chapter Secretaries to persuade member colleges to clear their dues and, at the very least, remit the current year's subscription. He reiterated that, as communicated earlier, **50 percent of the dues collected within a State Chapter would be shared with the respective EC** to support academic activities such as seminars, lectures by eminent scholars, and group discussions.

The House agreed to initiate concerted efforts to mobilize member colleges for timely clearance of dues and regular payment of annual subscriptions.

3. Recognition of Member Colleges for Excellence and Innovation

The House observed that several member colleges are undertaking commendable and innovative work in areas such as environmental sustainability, climate change, Artificial Intelligence, student and faculty support, and community engagement. It was suggested that such efforts should be formally recognized.

The President proposed the constitution of a committee to:

- Assess innovative and best practices adopted by member colleges
- Develop an evaluation mechanism
- Award certificates of recognition for excellence and innovation

The House welcomed the proposal and supported the initiative.

4. Certificate Courses on Ethics, Values, Life Skills, Communication Skills, and Critical Thinking

Dr. P. Mohamed Ali, Former Principal, M.E.S. KVM College, Valanchery, Kerala, informed the House about the successful implementation of a certificate course on **Ethics, Values, and Life Skills** at his institution. He reported that one batch of 100 students has completed the course, the second batch is nearing completion, and enrolment for the third batch is currently underway.

The President explained that, in alignment with the UGC curriculum framework and with the objective of enhancing student employability and preparedness, SEED-ICF has launched several certificate courses under **SEED-CHEST** in collaboration with member colleges. These courses are delivered through a Learning Management System (LMS), and assessments are also conducted online.

He outlined the operational framework:

- An MoU is signed between SEED-CHEST and the participating college.
- Course fees are determined by the college based on student affordability.
- **50 percent of the fee** is shared with the college for appointing a mentor/coordinator on an honorary basis.
- The remaining **50 percent** is retained by SEED-CHEST for course delivery and assessment.
- An evaluation and certification fee of **₹100 per student** is charged.

He emphasized that these value-added courses aim to make students future-ready and enhance their prospects in employment and higher studies.

The President further informed the House that SEED-CHEST has successfully completed **four batches of the International Diploma in Educational Leadership – Higher Education (IDEL-HE)**, conducted online through the LMS, with weekly interactive sessions held via Google Meet. Over 30 senior principals from across the country have completed the programme and received diplomas after presenting their research projects. Several IDEL-HE alumni are currently holding higher leadership positions. He announced that preparations are underway to launch the **fifth edition** of the programme.

The House appreciated these initiatives and emphasized the need to expand the implementation of such courses.

5. Holding of the 27th ICF National Conference

The House deliberated on organizing the **27th ICF National Conference** during the year 2026.

- **Er. Mohinder Singh Katoch**, Chairman, Kawa Group of Institutions, offered to host the conference in **Jammu & Kashmir**, and alternatively suggested **Madhya Pradesh**, leveraging his institutional contacts.
- **Dr. Suresh Nandagaon** also offered to host the conference in **Kalaburagi, Karnataka**.

The President stated that further consultations would be held, and developments regarding the venue and schedule would be communicated to members in due course.

XI. Concluding Remarks

In his concluding remarks, **Professor G. D. Sharma**, President, SEED-ICF, stated that the selection of the three conference themes—**implementation of NEP-2020, impact of Artificial Intelligence, and climate change**—was guided by the need to deliberate and formulate actionable recommendations for colleges, policymakers, and concerned authorities. He noted that several recommendations on AI and climate change have universal relevance, and the conference successfully achieved its objectives through intensive deliberations.

He emphasized that the recommendations have pan-India relevance, as the conference witnessed participation from college leaders across a wide range of states. He reiterated his belief that the future of the nation's youth is largely shaped by colleges, as nearly **80 percent of undergraduate students** in India are enrolled in colleges. Therefore, strengthening colleges is central to national development. Policymakers, he argued, should focus on empowering colleges by granting greater autonomy to innovate, explore new areas of study, and promote research.

He further highlighted that colleges with multidisciplinary faculty resources are uniquely positioned to study regional and local issues and serve as research hubs for field-based and ground-level studies. Such research, he noted, is critical for addressing societal challenges and informing regional development policies. Emphasizing the importance of dialogue, he encouraged academic leaders to engage in continuous discussion and collaboration, noting that solutions often emerge through collective reflection and exchange. He stressed that teaching-learning processes must increasingly adopt dialogic and participatory approaches, which are essential in the contemporary context.

He concluded by wishing all members success in their endeavours to contribute meaningfully to society through knowledge and education.

The conference concluded with the **singing of the National Anthem**.

Participants and Resource Persons singing National Anthem

Group Photo of Participants and Resource Persons

IV

Group Reports

Group–1: Recommendations on the Implementation of NEP 2020

1. **Curriculum Integration**
   Climate Change and Artificial Intelligence should be systematically incorporated into the curriculum to foster **responsive, informed, and responsible citizenship** for the 21st century.

2. **India-Centric Educational Framework**
   Education should be rooted in an **India-specific context**, with due emphasis on **regional, linguistic, and cultural diversity**.

3. **Inclusivity and Affordability**
   The education system should be **inclusive, equitable, and cost-effective**, ensuring access for learners from all sections of society.

4. **Financial Planning and Support**
   A **needs-based assessment of financial requirements** should be undertaken, followed by **adequate fund allocation by the Central Government** for effective implementation of NEP 2020.

5. **Internship Framework**
   Clear and uniform **guidelines for student internships** should be developed to ensure quality, relevance, and meaningful learning outcomes.

6. **Skill Development and Internship Agencies**
   State Governments should **empanel agencies** for skill development and internships, with **funds transferred directly to colleges** for the implementation of skill-oriented courses.

7. **RUSA Funding Support**
   All colleges that meet prescribed **benchmark criteria** should be eligible for **RUSA funding**, so as to overcome financial constraints in implementing NEP 2020.

8. **Faculty Recruitment**
   Faculty recruitment, in accordance with **existing norms and standards**, should be completed in a timely manner to support academic expansion and quality assurance.

9. **Industry–Academia Collaboration**
   Universities, in coordination with State Governments, should issue **guidelines for Industry–Academia collaboration** through Memoranda of Understanding (MoUs), particularly for internship programmes.

10. **Multiple Entry and Exit**
    The policy of **multiple entry and exit options** should be implemented cautiously, and unnecessary complexity should be avoided to maintain academic continuity.

11. **Academic Bank of Credits (ABC)**
    The **Academic Bank of Credits (ABC)** may be retained, provided it is made more **student-friendly and institution-friendly** through simplified procedures and awareness initiatives.

12. **Teacher Education Institutions**

Teacher Education Institutions should be permitted to offer **Integrated Teacher Education Programmes (ITEP)** in accordance with NEP 2020 provisions.

13. **Updating Skill-Oriented Courses**

Skill-oriented programmes should be **regularly updated** to meet **local, national, and global workforce requirements**.

14. **Clarity in Programme Structure**

Greater clarity is required regarding the **four-year undergraduate programmes** and their linkage with **postgraduate programmes** under NEP 2020.

15. **Autonomy and Institutional Flexibility**

Provision should be made for the **merger of autonomous and non-autonomous colleges** under the same management, and autonomous colleges should be granted greater freedom in **introducing new courses and determining fee structures**, within regulatory norms.

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Group–1 Members

• **Chairman:** Dr. M. Usman (Kerala)
• **Co-Chair:** Dr. Buddhim Gogoi (Assam)
• **Members:** 1.Dr. R. Parvathi, Principal (Tamil Nadu), 2.Dr. Bahunlang Tron (Meghalaya), 3. Ms. Caroline Laloo (Meghalaya) 4. Dr. Amrut Lanje (Maharashtra) 5. Dr. Samar Dev Singh Charak (J&K)

Group – 2: Recommendations on Artificial Intelligence (AI)

1. The Group recommends that higher education institutions establish an **AI Ethics Committee** to monitor and ensure the responsible, ethical, and transparent use of AI by all stakeholders.

2. AI may be judiciously leveraged to address **geographical, linguistic, and physical barriers**, thereby enhancing access and inclusion in education.

3. **Diversity and inclusiveness** should be ensured by considering learners' personal characteristics such as background, gender, region, and the needs of persons with disabilities.

4. AI can help simplify **complex and difficult concepts** for academically weak or slow learners. It can also enable students to develop **personalized learning pathways** aligned with their individual capabilities and learning pace.

5. AI has significant potential to support **research, innovation, and adaptive teaching–learning practices** across disciplines.

6. AI can function as a **supportive and learner-friendly study companion**, strengthening interaction among learners, teachers, and other stakeholders without replacing human roles.

7. All AI systems and applications should follow a **"human-in-the-loop" (layperson-in-the-loop) policy**, ensuring meaningful human oversight in decision-making processes.

8. In student assessment and grading, **human judgment must remain paramount**, with AI serving only as a supplementary tool for evaluation.

9. Institutions should develop clear **AI policies and infrastructure frameworks** grounded in the principles of fairness, reliability, security, inclusiveness, equity, transparency, accountability, and responsible data governance. Clear guidelines must be established regarding **data retention, sharing, and non-sharing** with AI systems.

10. Special attention should be paid to risks arising from **careless or disgruntled employees**, with appropriate safeguards and monitoring mechanisms in place.

11. A **Digital Governance Council** should be constituted to verify data integrity and conduct **regular audits** to ensure ethical and responsible use of AI.

12. **Training and Capacity Building**: All undergraduate students should receive structured training in **AI literacy**, aligned with the **UNESCO Framework for AI Literacy**, to enable informed, ethical, and effective use of AI technologies.

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Group – 2 Members: Chairman: Dr. R. C. Sharma, Rapporteurs: Dr. Sarla Nirankari, Dr. U. Saidalvi. Members: Dr. P. Mohamed Ali, Dr. Riyad M. Er. Kapil Murdia

Group -3 Recommendations of the Committee on the Impact of Climate Change on Higher Education

1. **Integration into Undergraduate Curriculum**
   A compulsory course on **Climate Change** should be included across **all branches of undergraduate programmes**, irrespective of discipline, to ensure climate literacy among all students.

2. **Multidisciplinary Approach**
   Environmental Studies should be strengthened as a **core subject** with a **4 + 1 credit structure**, wherein the additional one credit is earmarked for **field-based projects**. Further, one dedicated unit on the **Science of Climate Change** should be incorporated into the curriculum.

3. **Certificate Course at UG Level**
   A **Certificate Course on Climate Change** should be introduced at the undergraduate level to provide focused and skill-oriented learning opportunities.

4. **Local Knowledge Generation and Resource Conservation**
   Institutions should promote the **generation of local and indigenous knowledge** related to climate change, along with initiatives for the **conservation and sustainable use of natural resources**.

5. **Promotion of Research and Innovation**

Research on **decarbonization strategies** should be actively encouraged to support national and global efforts toward achieving **Net Zero emission targets**.

6. **Funding and International Frameworks**
   The **UNESCO recommendations** for funding and support of **research and development in climate change** should be effectively implemented by higher education institutions and relevant authorities

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Group-3 Members:Chairperson: Dr. Malti Goel **Rapporteur:** Dr. Dasharath Mehtrey

Members: 1. Dr. C. Massar, 2. Dr. S. Saikia, 3. Dr. V. Anil, 4. Dr. Dasharath Mehtrey, 5. Dr. M. Bhaskara Rao,6.Dr. V. Renuga Devi,7.Dr. Anjaliee Shangpliang,8.Dr. B. Rama Krishna Reddy 9.Dr. Nalini Bhatt (Gujarat), 10 Dr. Pushpinder Walia (Amritsar, Punjab)

Group photo of the presentation of Reports by the three groups

V

Time Schedule:

Day -1, 19th December, 2025 (Friday)	
10:15 - 11:45 Hrs.	Inaugural Session Welcome by Er. M.S. Katoch, Chairman, Kawa Group of Institutes. J & K About the Conference: Professor G.D. Sharma, President, SEED-ICF Chief Guest: Professor N.V. Varghese, Former VC, NIEPA, New Delhi Vote of thanks: Ms. Mrinal Sharma, Secretary General, SEED
11:45 - 12:00 Hrs.	**Tea/Coffee**
12.00-13.30 Hrs.	Challenges and Response to Implementation of NEP-2020 Plenary Session -1 Position Paper I–Status and Issues Chair: Professor NV Varghese, Co-Chair Professor S.C. Sharma, Former Principal, Arya Bhatta College, & VP SEED Speakers –1. Professor Aarti Srivastava, Head, Higher & Professional Edn, NIEPA 2. Professor K. Biswal, NIEPA, Interaction with participants
13.30-14.00 Hrs.	**Lunch**
14.00-15. 30Hrs.	Challenges and Response to Implementation of NEP-2020- Institutional Experiences Chair – Professor Kiran Hazarika, PVC, Central University Co Chair: Dr. K. Nongsiej Speakers: 1. M. Usman, Principal Grace Valley College of Arts & Science, Malapurram, Kerala 2. Ms. Caroline Laloo & Prof. I. Syiem Department of Education North Eastern Hill University, Shillong, Meghalaya.
15.30-15.45 Hrs.	**Tea/Coffee**

15.45.16.15hrs	Discussion by participants on issues of implementation of NEP-2020 -Internship, skill-oriented courses, Curriculum for 4th year, Teacher orientation and recruitment, infrastructures, funding and other issues of implementation. Chair: Dr. Buddhin Gogoi Rapporteur and discussant Principal R. Parvathi , Principal V. Anil
16.15 -17.30 Hrs.	Artificial Intelligence Impact on Higher Education Plenary Session -2 Position paper-2 - Status and Issues Chair: Dr. G.D. Sharma, Co-Chair Prof. Muhammed B. Ummathur Speaker 1. Er. Rahul Agarwal , CM, 3 SR, Gurgaon 2. Professor Sarla Nirankari, Principal, Shanti Devi Arya Mahavidyalaya, Dinanagar,Punjab
19.00- Hrs.	Cultural Exchanges among the participants followed by Dinner – Hosted by Adv. Mansi Sharma at IIC Private Dining Hall Participants will share rich cultural aspects of their states. They can bring clips, video or artefacts for display

Day -2   20th December 2025 Saturday

10:00 - 11:30 Hrs.	AI use and abuse in Higher Education- Chair: Professor GD Sharma Co-Chair C. Massar Speakers: 1.Dr. Ramesh C. Sharma 2. Shri Kapil Murdia Use of AI in Higher Edn. 3.Dr. Mohamed Ali P., Retired Principal M.E.S. KVM College, Valanchery, Kerala 4. Dr.Surabhi Garg, Research Scientist at TCS, New Delhi 5. Ms. Mrinal Sharma, Gokhale Institute of Politics and Economics, Pune, Maharashtra
11:30 – 12.00 Hrs.	**Tea/Coffee**

12.00-13.30 Hrs.	Climate Change and Higher Education: A call to Action Plenary Session-3 Chair: Dr. Malti Goel, Director, Climate Change Research Institute, Delhi Position Paper –III Status and Issues Speakers –1. Dr. Gautam Sen, Member, Climate Research Institute, Delhi 2. Dr. Sashi Kanta Saikia, Principal, DHSK College, Dibrugarh 3. Dr. Anjalee M. Shangpliang, Principal, I/C. Lady Keane College, Shillong, Meghalaya
13.30-14.00 Hrs.	**Lunch**
14.00-15.00 Hrs	Colleges as centres of advocacy and Community-level action- discussions Chair: Dr. Gautam Sen, Co-Chair: Dr. Amrut Lanje Speakers: 1. Professor Ruby Mishra, OSD,Principal, Bhagini Nivedita College, Delhi University, Chair, Delhi 2. Dr. Pushpinder Walia- Principal, BBK DAV College, Amritsar 3. Dr. B. Ramakrishana Reddy,Principal, Sharanabasaveswar College of Science, Kalaburagi, Karnataka
15.00-15.15 Hrs.	**Tea/Coffee**
15:15-1600 Hrs _____ *16.00-1700 Hrs*	Special Session on: Implementation of on NEP-2020 –Meghalaya experience Chair: Dr. G. D. Sharma Speaker : Dr. Bahunlang Tron, Principal I/C. College of Teacher Education (PGT) Shillong, Meghalaya _____ Group Work on: (1) NEP-2020 – Issues of implementation and Recommendation Chair: Professor Dr. M. Usman Co-Chair: Dr. Buddhin Gogoi Rapporteurs 1. Dr. K.K. Mythilli 2. Dr. Phervision Nongtdu (2) AI Use and Abuse – Recommendation Chair: Professor Ramesh C. Sharma Rapporteurs 1. U. Saidalvi, 2.Dr.Sarla Nirankari

	(3) Climate Change- Action –Recommendations on role of colleges in meeting climate risk
	
	      Chair: Dr. Malti Goel Co-Chair C. Massar
	
	      Rapporteurs 1. Dr. V. Renuga Devi
	
	                2. Dr. Suresh Nandagoan

16:30 -17:30 Hrs	Valedictory Session Chief Guest: Professor G.D. Sharma, President, SEED-ICF Presentation of Reports Award of Certificate to participants Presidential Address and closing with National Anthem

Day - 3   21th December 2025 Sunday is free for participants to visit the important places.

VI

Resource Persons:

1.   Professor N.V. Varghese, Former VC, NIEPA, New Delhi

Professor N.V. Varghese is former Vice-Chancellor, NIEPA and the Director of the Centre for Policy Research in Higher Education (CPRHE), New Delhi. He holds a doctoral degree in Economics with a specialization in educational planning. He was Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris till October 2013 and Head of its Training and Education Programmes from 2001 to 2006. He was responsible for designing and introducing the IIEP Master's programme in educational planning and management. In the 1990s, he was a Professor and Head of the Educational Planning Unit at NIEPA, New Delhi. He has directed several research projects; published more than 20 books and research reports, and nearly 150 research papers and articles in areas related to educational planning, financing and higher education.

2.   Professor Aarti Srivastava, Head, Department of Higher and professional education, NIEPA

Prof. Aarti Srivastava is Professor and Head, Department of Higher and Professional Education, National Institute of Educational Planning and Administration (NIEPA). Doctorate from Jawaharlal Nehru University and masters in both Economics and Education, she has worked in premier Research Institutes, University of Delhi and Banaras Hindu University. She has closely contributed to the NCF2005, (NCERT), World Social Science Curriculum (CBSE), Rockefeller funded project on South Asia and is on the editorial board of several indexed Journals apart from having published widely on Youth Employability, Gender, Teaching-Learning and other aspects of Higher Education.

3.   Professor K. Biswal, Department of Planning, NIEPA

Professor K. Biswal has a PhD in Economics of Education from JNU, New Delhi. He has received training in educational planning from IIEP, Paris and As In-charge, he has been managing the Unified District Information System for Education (U-DISE) and the Student Database Management Information System (SDMIS) at NIEPA since January 2017. He specializes in Economics of Education, Educational Decentralization, Strategic Planning, Project Planning, and local level planning techniques – i.e. School Mapping, Micro Planning, & School Improvement Planning. He has been actively involved in programme planning and implementation of central sector flagship programmes like the SSA, RMSA and Samagra Shiksha. He is a co-author of the manual for formulating the DSEP under the RMSA entitled, "Secondary Education Planning and Appraisal Manual" first published in 2012. He had the opportunity to work in several working groups/sub-groups of the MHRD for formulation of five-year plans as well as development of implementation frameworks of flagship school education development programmes.
He also had the opportunity to act as the Secretary to the Committee for Evolution of the New Education Policy 2016 constituted by the MHRD, GoI under the chairmanship of former Cabinet Secretary, Shri T. S. R. Subramanian. He has authored/co-authored five books and published several research papers and articles, including the number of background papers of the EFA Global Monitoring Report. He is also the lead author of the End of Decade Notes on Education for All Goal 2 in Asia-Pacific Region published by the UNESCO in 2013.

4.   Professor Ramesh C. Sharma, Technology Expert, New Delhi

Dr. Ramesh Sharma is a seasoned expert in open and distance learning, with a strong focus on technology-mediated education. He holds three patents (two international and one national) in the field of Artificial Intelligence and Virtual Reality. His technical expertise spans diverse areas, including artificial intelligence, cybersecurity, data structures, usability design, and virtual reality applications in education.

In addition to being the Former Director of Commonwealth Media Centre for Asia, he has held senior academic and research positions across countries such as Guyana as Director of Distance education, India as Director of Indira Gandhi National Open University, Taiwan, Brazil as Visiting Professor of Educational Technology, Fiji as Visiting Professor of Education, and Wawasan Open University, Malaysia, contributing to global perspectives in digital and distance education. He has held senior academic and research positions across India, Taiwan, Brazil, Fiji, Malaysia, and Canada, contributing to global perspectives in digital and distance education. He has designed and taught a wide range of technology-driven courses such as Foundations of Reinforcement Learning, Fundamentals of Data Security, and Applied Data Structures. As a MOOC developer, Dr. Sharma has contributed to India's SWAYAM and ARPIT platforms, creating impactful modules on virtual reality, open educational resources (OERs), and mobile learning for STEM education.

Dr. Sharma has an impressive research record, with over 83 papers published in SCOPUS, SSCI, Web of Science-indexed journals out of over 300 published research. His work reflects deep engagement with emerging digital technologies and their ethical implications in learning. He has authored and edited books on blockchain, generative AI, online pedagogy, and distance learning. His research contributions were recognized with two awards for excellence in research. Additionally, he has collaborated with UNESCO on thematic reviews and contributed to international educational networks. Dr. Sharma is actively involved in global academic communities that focus on smart learning environments, digital education systems, and innovative pedagogical frameworks.

5.   Engineer Rahul Agarwal, CEO, 3 SR, Gurugram

Rahul Agarwal holds a 1999 - 2004 Dual Degree (B. Tech + M. Tech) In Chemical Engg in Chemical Engg @ Indian Institute of Technology, Delhi. With a robust skill set, that includes In-House Development, Tech Transformation, Technology Leadership, Technology Management, Information Technology and more.

6.   Dr. Malti Goel, Director, Climate Change Research Institute, New Delhi

Dr. Malti Goel is former Adviser and Scientist 'G' and CSIR Emeritus Scientist in the Ministry of Science & Technology, Government of India. She is distinguished climate change expert and an outstanding scientist. She did M.Sc. (Physics) from Birla Institute of Technology & Science (BITS), Pilani, with the first rank receiving a Gold Medal in 1967. She received her Ph.D. (Physics) and D.I.I.T. (Solid State Physics) degree in First Position with Distinction from the Indian Institute of Technology (IIT), Delhi. She served Government of India in Ministry of Science & Technology in hierarchical positions and retired as Senior Adviser in 2008. Her work experience is in research, policy planning, and creating an impact on the national scene by capacity building in climate change mitigation through application of science and technology. As Prolific Science Writer, she has 14 books and over 300 publications in the form of chapters, research articles in peer-reviewed journals, and conference proceedings. For her outstanding

contribution to climate change education and research in India, she received 'LifeTime Achievement Award' in the year 2016 by Pearl Foundation Madurai. He is a Recipient of IITDAA "OCND- Outstanding Contribution to National Development" in the year 2023

7. Dr. Gautem Sen, Member, Climate Change Research Institute, New Delhi

Shri Gautam Sen joined Oil and Natural Gas Commission in 1976, which later became Corporation, after completing his Master's degree in Physics from Delhi University. He worked as Geophysicist and then as Oil and Gas Explorationist in both onshore shallow waters and deep water offshore and in their institutes for over three decades. He rose to the level of Executive Director and served at this level for six years. He later joined RIL as Senior Vice President in Exploration of oil and gas. He was Technical Head for all exploration-related matters and RIL's blocks were mainly in deep waters in the east coast of India. After superannuation, he has been Consultant in oil and gas in both private and public sectors. He has a large number of publications in his name. He is a Recipient of IITDAA National Mineral award from the Government of India."

8. Er. Kapil Murdia, Design Expert, NOIDA, NCR

Kapil Singh is a certified AI Evangelist, Solution Architect, and Coach with a proven track record of driving innovation and enabling organizations to harness the power of Artificial Intelligence. With extensive experience in leading workshops on AI, Machine Learning, use cases, applications, and go-to-market strategies, Kapil has empowered diverse audiences with cutting-edge insights that translate vision into action.
As a seasoned Solution Architect, Kapil brings a hands-on approach to designing and implementing scalable AI applications that bridge strategic objectives with real-world execution. His expertise lies in transforming complex business challenges into practical, AIdriven solutions that deliver measurable impact.
Beyond technology, Kapil is deeply committed to education and social impact. He has actively participated in initiatives aimed at improving learning outcomes in schools and has co-authored two books on educational advancement, reflecting his passion for knowledge sharing and community development.
Kapil's unique blend of technical acumen, strategic thinking, and coaching ability positions him as a trusted advisor for organizations seeking to innovate responsibly and effectively in the AI era.

9. Dr. Surabhi Garg, Research Scientist, TCS, Delhi

Surabhi Garg is currently working as a Research Scientist with TCS Research, as part of the Applied Cryptography group. She received her PhD degree in Computer Science and Engineering from Indraprastha Institute of Information Technology, Delhi, in 2021. She has been awarded the prestigious TCS Research Fellowship. She has numerous publications in top-tier international venues, including TIFS, CCGrid, and ACSAC, and is a co-inventor on multiple U.S., EPO and Indian patents. Her research interests span post-quantum cryptography (PQC), biometric security, and cloud security, with a focus on the designing and standardization of user-friendly secure authentication systems.

10. Dr. G.D. Sharma, President,SEED-ICF

Professor G.D. Sharma, President, Society for Education and Economic Development (SEED) Professor G.D. Sharma was the former Director, of the Consortium for Educational Communication (CEC), New Delhi, and former Senior Fellow and Head, of the Higher Education Unit, NIEPA, New Delhi. He has done his Ph.D. in Economics from Bombay University and master's in economics from Jodhpur University. He was awarded the Honorary Degree of Doctorate of Letters, at Nagarjuna University in 1999. Professor Sharma also served as secretary of, the University Grants Commission (UGC), New Delhi, and later Director, of the Indian Institute of Education (IIE), Pune, and as a Consultant to UNESCO UNDP and IIEP, Paris. He has also worked in various capacities in the Department of Economics, University of Bombay, and the Association of Indian University (AIU), New Delhi. He was the Chairman of the Committee on Higher Education of the Punjab Government. He has been a Member/Convenor of several committees of the UGC and the Government of India. He has published 12 books and 55 research papers. His major areas of work, particularly research and consultancy, include planning and financing of higher education. He has also submitted 11 Study Reports on Teachers in Higher Education as Input in the National Commission on Teacher-II to the Government of India, methodology of teaching in colleges, UNESCO, UGC, and NIEPA.

11. Ms. Mrinal Sharma, Secretary General, SEED

Mrinal Sharma is a multidisciplinary professional working at the intersection of agribusiness, economics, and emerging technologies. She is the co-founder of Baba's Beans, a specialty coffee brand focused on ethical sourcing and value-driven supply chains, where she is currently involved in strategy, operations, and research-led growth. In 2024, Mrinal worked with Lync, a blockchain infrastructure company, contributing to Web3 use cases and content around decentralized systems and onboarding solutions.

In 2025, she published a policy brief with the Institute for Social and Economic Change (ISEC) titled *"BitterSweet: Geopolitical Stir in Coffee Exports,"* examining trade dynamics, global tensions, and their implications for agricultural exports. Mrinal is currently pursuing an MSc in Economics with a specialization in Agribusiness from the Gokhale Institute of Politics and Economics, Pune. Her academic projects include designing a blockchain architecture for agricultural supply chains, analysing determinants of agricultural exports (2013–2022), and studying the One Product One District (OPOD) supply chain for NAFED, Delhi (2023).

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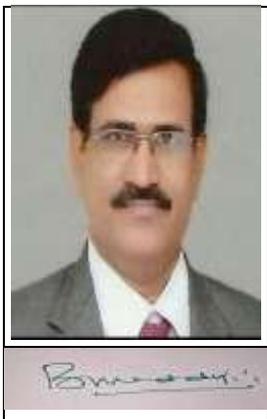🔎 Vidya Nagar, Kalaburagi Karnataka,

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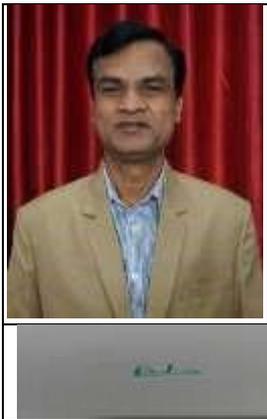
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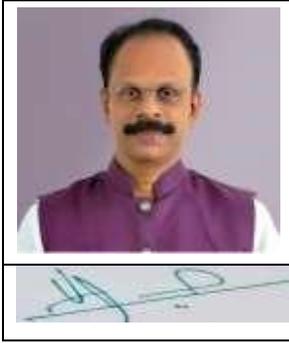
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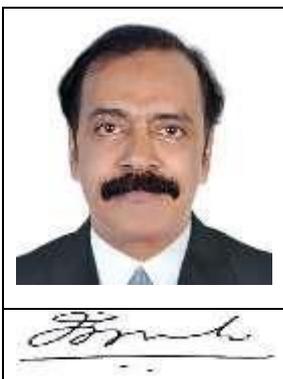KAHM Unity Women's College, Malappuram, Kerala
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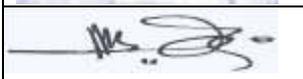
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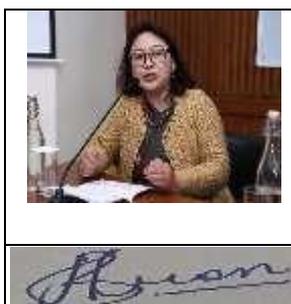✉@ laloocaroline9@gmail.com | ☎ 9774469721

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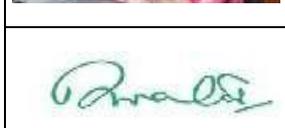✉@ ctepgtboyceroadshillong@gmail.com | ☎ 9612917898

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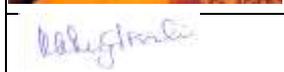✉@ bbkdavcw@gmail.com | ☏ 9876642230

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VIII

Academic Resources and Papers

Theme -1

NEP-2020 – Challenges and Response to Implementation

1. Higher Education in New Education Policy 2020: A Critical Review –Position Paper -1-

_ By Prof Aarti Srivastava and Babita Balodi, National Institute of Educational Planning and Administration, New Delhi

2. Exploring the key factors that drive increased participation in higher education: Structural and policy determinants of access and equity in the Indian context.

-By Professor K. Biswal, National Institute of Educational Planning and Administrtion, NewDelhi

3.Four Years of the National Education Policy 2020 in Kerala- Issues of Implementation & Prospects

-By Dr.M.Usman Principal Grace Valley College of Arts &Science Maravattam,Chengottoor (Po),Malappuram. Dt Kerala.676503

4. Challenges and Opportunities in Implementing NEP 2020 in Higher Education with special reference to Colleges in Meghalaya

-By Ms.Caroline Laloo Research Scholar, &Prof. I. Syiem Department of Education North Eastern Hill University, Shillong, Meghalaya.

5. Challenges and Perceptions of NEP 2020 Implementation in Meghalaya's Higher Education: Insights from State Policy Evolution and Stakeholder Surveys

   By *Dr. Bahunlang Tron* Principal i/c College of Teacher Education (PGT) Shillong*

6. *NEP 2020: Exploring Opportunities for Innovation, Access and Equity in Education*

 By Prof. Omkar Singh Coordinator- NEP 2020, Maa Shakumbhari University, Saharanpur. & Principal Gochar Mahavidyalaya Rampur Maniharan affiliated to Maa Shakumbhari University, Saharanpur.

7. *College Post-the higher Education Journal, special issue on NEP-2020 Vol.25 No.2 JulySeptember, 2025*

Theme -2

AI Impact on Higher Education

1 .AI – Past t, present Status and Future development
  –Focus on Higher Education- Position Paper -2
          By Dr. Ramesh C. Sharma
2. Designing Teaching Methods That Align with the Brain in an AI Era

-By Rahul Agarwal, CEO 3 SR, Gurugram.

3. *Role of Artificial Intelligence in Education through the Lens of National Educational Policy 2020*

-By Dr. Sarla Nirankari, Principal Shanti Devi Arya Mahila College,   Dinanagar Distt. Gurdaspur Punjab

4. *AI Use and Abuse – paper generated using Chat GPT*

5. *AI Literacy framework for Higher Education*

6. *Artificial Intelligence as Transformative Tool for Early Childhood Education Ecosystem.*

By Dr. Buddhin Gogoi, Former Principal Margerita College, Assam and Coordinator NE of ICF

Theme - 3
Climate Change and Education: A Call to Action – Position Paper -3

- By Dr (Mrs) Malti Goel – President, Climate Change Research Institute

Role of Higher Education Institutions in Shaping Community Climate awareness and Behavioural Change: Lessons from Bhagini Nivedita College, University of Delhi

-By Professor Ruby Mishra, Principal Bhagini Nivedita College, Delhi University.

 Sustainable Development- Abstract

-By Dr. Pushpinder Walia, Principal, BBK DAV College, Amritsar, Punjab. Link

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IVPAZ8pZ5sDt/view?usp=sharing

List of PPTX

1. Position Paper on Adoption of AI.
From Faculty Confusion to Institutional Clarity.
By - Dr Ramesh Sharma SEED-ICF, New Delhi 20 December 2025

2. THE ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION THROUGH THE LENS OF NEP-2020 By - Dr. Sarla Nirankari, Principal, Shanti Devi Arya Mahila College, Dinanagar, Punjab.

3. AI is Powerful- So are the Risks: A Cybersecurity Perspective. By - Dr. Surabhi Garg, Scientist, TCS Research.

4. Artificial Intelligence in Education.
By – Prof. Kapil Singh

5. Artificial Intelligence in Higher Education: Prospects and Challenges.
Navigating the Transformative Era in Learning and Administration
By – Dr. P Mohamed Ali

6. Fostering Environmental Consciousness in Higher Education: A Case Study of D.H.S.K. College (Autonomous), Dibrugar
By – Dr. Sashi Kanta Saikia, Principal, D.H.S.K. College

7. Exploring the Key Factors that Drive Wider Participation in Higher Education
By - Prof. K. Biswal | NIEPA, New Delhi

8.Flexible Learning Pathways with ABC, ACTS, AI, and IoT
Transforming Indian Higher Education Through Technology and Innovation
By – Prof. K. Biswal | NIEPA, New Delhi

9. Higher education in New Education Policy 2020: A critical review
By - Prof. Aarti Srivastava, Head, Department of Higher and Professional Education NIEPA, New Delhi

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