2nd Round Table Meet of Academia-Industry leaders on

VIKSIT BHARAT@2047

Panel Discussion topic:

The Impact of Artificial Intelligence in Education for Viksit Bharat@2047

Organized by

National Forensic Sciences University, Goa Campus, India

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Theme
"The Impact of Artificial Intelligence in Education for Viksit Bharat@2047"

Esteemed Panelists - Group A

Naveen Chaudhary
National Forensic Sciences University, Goa, India

Jagdish Chand Bansal
Moderator
South Asian University, New Delhi, India

Harish Sharma
Rajasthan Technical University, Kota, India

Rohit Nimmala
Senior Data Engineer, Bank of America

Durga Chavali
Senior IT Leader at Trinity Health

Tejas Pravinbhai Patel
Software Development Engineer, Amazon

Gajendra Babu Thokala
Senior Engineering Leader and IEEE Independent Researcher

Arun Kumar Elengovan
Security Engineering Leader, Okta, Inc. BCS Fellow, Author of 2 Security books

Chaitanya Kulkarni
Principal DevOps Engineer, Oracle America Inc.

Milan Parikh
Senior Enterprise Data Architect, Cytel

Nandagopal Seshagiri
Senior Security Architect, Okta

Esteemed Panelists - Group B

Mukesh Saraswat
Moderator
Jaypee Institute of Information Technology (JIIT), Noida, India

Lokesh Chouhan
National Forensic Sciences University, Goa, India

Sandeep Kumar
Christ (Deemed to be University), Bengaluru, India

Santosh Sharma
Principal, Government Engineer College Baran, India

Sandeep Shivam
Independent Researcher, IEEE

Amit Kumar Padhy
Senior Computer Scientist II, Adobe Inc.

Madhushree Kumari
Engineering, Visa

Namratha Peddisetty
Consultant, Dell, USA

Viswanathan Ranganathan
Senior Distributed Systems Engineer, Netflix

Akilnath Bodipudi
Common Spirit Health

Bhargava Konduru
Sr. Product Manager, Analytics, Amazon

Chandrashekhar Medicherla
Lead Database Administrator, Salesforce Inc.

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Prof. (Dr.) Naveen Chaudhary

National Forensic Sciences University, Goa, India

Prof. (Dr.) Naveen Chaudhary presented a balanced and strategically grounded perspective on the role of Artificial Intelligence in education for Viksit Bharat@2047. While acknowledging AI's transformative potential in enhancing personalization, improving administrative efficiency, and expanding access to quality educational resources, he emphasized that AI must remain an enabler—not a replacement—for human mentorship. Particularly in professional and forensic education, he noted that critical thinking, ethical judgment, and contextual reasoning cannot be delegated entirely to algorithms. He advocated for responsible integration where AI strengthens analytical capabilities without compromising academic rigor or core human values.

He also cautioned against excessive dependence on automated systems, highlighting concerns related to data security, algorithmic bias, academic integrity, and the possible erosion of foundational learning skills. He recommended the establishment of strong regulatory frameworks, faculty capacity-building initiatives, transparent AI governance mechanisms, and equitable digital infrastructure across rural and urban institutions. In his view, achieving the vision of Viksit Bharat@2047 would require not merely adopting AI tools, but embedding them within a value-driven, research-oriented, and ethically governed education ecosystem.

Prof. Harish Sharma

Rajasthan Technical University, Kota, India

Prof. Harish Sharma presented a progressive and forward-looking view on the integration of Artificial Intelligence in higher education. He highlighted that AI offers a historic opportunity to modernise India's technical education ecosystem by making learning more adaptive, data-driven, and industry-aligned. He emphasised that AI-powered analytics can help identify student learning gaps early, recommend targeted interventions, and enhance research productivity through intelligent tools. In his view, AI can significantly improve both teaching effectiveness and student employability if implemented strategically.

He further advocated for embedding AI literacy across engineering curricula, promoting interdisciplinary AI applications, and strengthening industry partnerships through AI-enabled innovation labs. While acknowledging ethical and governance challenges, he maintained that these should be addressed through structured policy frameworks rather than slowing adoption. Prof. Sharma concluded that responsible and well-regulated AI integration could position India as a global leader in AI-driven technical education by 2047.

Dr. Lokesh Chauhan

National Forensic Sciences University (NFSU), Goa, India

Dr. Lokesh Chauhan presented a pragmatic and institution-focused perspective on the integration of Artificial Intelligence in education. He acknowledged that AI can significantly strengthen forensic and interdisciplinary education through intelligent simulations, predictive analytics, and data-driven case analysis tools. He noted that in specialized domains such as forensic sciences, AI can enhance investigative accuracy, research depth, and practical training by enabling exposure to real-world datasets and scenario-based learning environments.

At the same time, he cautioned against unregulated implementation, particularly in sensitive disciplines dealing with legal and criminal justice systems. He emphasized the importance of human oversight, ethical safeguards, and strict data governance to prevent misuse or overdependence on algorithmic outputs. Dr. Chauhan stressed that AI should enhance

professional competence without compromising critical reasoning, legal responsibility, or evidentiary standards. He concluded that carefully governed AI adoption would strengthen India's capacity to build a technologically advanced yet ethically grounded education ecosystem by 2047.

Dr. Sandeep Kumar Poonia

CHRIST (Deemed to be University), Bengaluru, India

Dr. Sandeep Kumar Poonia presented a reflective and cautiously critical perspective on the integration of Artificial Intelligence in higher education. While acknowledging AI's potential to improve efficiency, automate assessments, and enhance access to digital resources, he emphasised that education is fundamentally a human-centred process rooted in dialogue, mentorship, and value formation. He cautioned that over-reliance on AI tools could inadvertently weaken deep reading habits, analytical thinking, and classroom discourse — elements that are central to holistic higher education.

He also raised concerns regarding academic integrity, algorithmic bias, and the psychological impact of excessive screen-mediated learning. Dr. Poonia stressed the need for clearly defined ethical guidelines, transparent AI usage policies, and strong faculty development programs before large-scale implementation. He concluded that for Viksit Bharat@2047 to truly succeed, AI must be integrated thoughtfully — supporting intellectual growth and human values rather than replacing the core human essence of education.

Prof. Santosh Sharma

Principal, Government Engineering College, Baran, India

Prof. Santosh Sharma shared a ground-level, institution-centric perspective on the integration of Artificial Intelligence in engineering education. He emphasised that for government colleges, particularly in semi-urban and rural regions, AI represents a powerful opportunity to bridge long-standing resource constraints. He noted that AI-enabled digital platforms can support faculty with lesson planning, laboratory simulations, and assessment tools, while also giving students access to high-quality content comparable to premier institutions. In his view, AI can democratise technical education if implemented with infrastructure support and faculty training.

At the same time, he cautioned that technology adoption must account for digital readiness, connectivity gaps, and the need for capacity building among educators. He stressed that AI should supplement classroom teaching rather than replace hands-on laboratory experience and foundational engineering fundamentals. Prof. Sharma concluded that with equitable infrastructure investment and responsible governance, AI can significantly uplift state engineering institutions and contribute meaningfully to the goals of Viksit Bharat@2047.

Rohit Nimmala

Senior Data Engineer, Bank of America

Rohit Nimmala highlighted the transformative potential of Artificial Intelligence in addressing systemic challenges within India's education ecosystem, including teacher shortages, infrastructure gaps, linguistic diversity, and uneven learning outcomes. He emphasized the role of adaptive, multilingual AI platforms and data-driven governance tools in enabling personalized and inclusive education at scale. He further stressed that AI should augment teachers rather than replace them, and that AI literacy must be embedded as a foundational competency across disciplines to prepare students for future workforce demands.

He recommended structured teacher capacity building, expansion of industry-aligned skill mapping systems, development of a clear ethical and regulatory framework for AI in education, and strengthened industry–academia collaboration. By 2047, he envisioned universal AI literacy, elimination of the digital divide, improved proficiency and retention rates, and India emerging as a global leader in AI-enabled education innovation.

Durga Chavali

IT Leader and AI Advocate, Trinity Health

Durga Chavali presented a forward-looking and industry-informed perspective on the transformative role of Artificial Intelligence in India's education system. She emphasized that AI can serve as a powerful enabler of equitable, personalized learning by identifying gaps early, supporting multilingual delivery, and strengthening foundational literacy and numeracy at scale. She highlighted that AI should not replace educators but empower them by reducing administrative workload and providing actionable insights to improve classroom effectiveness. She underscored that ethical governance, data privacy, and bias mitigation must be embedded into AI systems from the outset to ensure trust, inclusiveness, and long-term sustainability.

She identified persistent challenges including unequal access to quality education across regions, limited personalization, high teacher workload, and the absence of real-time academic analytics. She recommended integrating AI literacy and data science fundamentals into core curricula, strengthening industry–academia partnerships through AI labs and structured internships, mandating institutional ethical AI frameworks, and establishing AI research clusters supported by public–private collaboration. Drawing from global collaboration models, she advocated for AI Centers of Excellence, joint faculty–industry appointments, and stronger technology transfer mechanisms. By 2047, she envisioned universal AI literacy, significant reduction in urban–rural learning gaps, widespread industry-integrated education, and India emerging as a global leader in ethical and responsible AI-driven education.

Tejas Pravinbhai Patel

Software Development Engineer, Senior IEEE Member, Amazon

Tejas Pravinbhai Patel emphasised that AI-driven education reform must focus on building deep technical capabilities in distributed systems, federated learning, multi-agent AI, and large-scale intelligent architectures to position India as a global leader by 2047. He highlighted the urgent need to bridge the gap between academic theory and production-grade AI systems, noting that current curricula lack exposure to trillion-scale data systems, cloud-native architectures, and enterprise AI deployment. He advocated for AI Centres of Excellence, industry-partnered laboratories, and structured research-to-practice pipelines that enable students to gain hands-on experience with real-world distributed AI systems.

He further recommended modernisation of core curricula to include scalable AI architectures, MLOps, graph neural networks, and responsible AI frameworks, alongside mandatory industry immersion, cloud infrastructure training, and ethical AI governance integration. By 2047, he envisioned India emerging among the top global AI research leaders, graduating a highly industry-ready AI workforce, establishing large-scale academia–industry research centres, and fostering a robust innovation ecosystem supported by accessible AI infrastructure and strong ethical foundations.

Gajendra Babu Thokala

Senior Engineering Leader, IEEE Independent Researcher

Gajendra Babu Thokala emphasised that Artificial Intelligence must serve as a catalyst for equitable, adaptable, and outcome-driven education in India while ensuring strong ethical

foundations. He highlighted that, alongside leveraging AI to personalise learning, bridge skill gaps, support multilingual access, and enable inclusive education for persons with disabilities, it is equally critical to educate students about the risks of poorly designed or unregulated AI systems. He stressed that AI should assist educators rather than replace them and that the education system must shift from rote learning toward critical thinking, responsible innovation, and globally competitive competencies.

He recommended adaptive and frequently updated curricula, mandatory AI certification for educators, project-based learning with real-world datasets, and the integration of Responsible AI, data privacy, and explainable AI as core academic requirements. He further advocated for co-funded AI research labs, industry internships, faculty sabbaticals, and shared research infrastructure to strengthen academia–industry collaboration. By 2047, he envisioned reduced employability gaps, a strong national culture of Responsible AI, and India emerging as a global leader in ethical, inclusive, and scalable AI-enabled education.

Arun Kumar Elengovan

Security Engineering Leader, IEEE Independent Researcher

Arun Kumar Elengovan emphasized that the integration of Artificial Intelligence in education must be anchored in strong cybersecurity, privacy preservation, and future-ready digital safeguards. He envisioned a transition from rote learning toward adaptive and secure educational ecosystems supported by quantum-resistant encryption, blockchain-based credential verification, and privacy-preserving AI systems. He highlighted emerging risks such as AI-generated deepfakes, data breaches in edtech platforms, and adversarial attacks on AI systems, underscoring the need to build resilience against cyber threats within educational frameworks.

He recommended embedding homomorphic encryption, adversarial AI defence, and quantum-safe security protocols within AI curricula, alongside mandatory red-teaming apprenticeships and national standards for watermarking AI-generated educational content. He further advocated for cross-disciplinary research labs focused on AI and post-quantum cryptography, as well as industry–academia partnerships for secure AI sandboxes and cybersecurity hackathons. By 2047, he envisioned a significant reduction in education-related cyber incidents, large-scale proficiency in quantum-resistant technologies, and India emerging as a global leader in secure AI-enabled education systems.

Chaitanya Kulkarni

Principal DevOps Engineer, Oracle America Inc.

Chaitanya Kulkarni highlighted AI as a transformative force capable of democratizing access to quality education and bridging India's persistent urban–rural divide. Drawing from his experience in enterprise cloud and autonomous systems, he emphasised the importance of embedding AI and cloud-native technologies across all levels of education to build a future-ready, AI-literate workforce. He noted critical challenges, including outdated curricula, limited exposure to enterprise-grade AI platforms, a shortage of AI-trained faculty, and inadequate research infrastructure. He advocated for personalised, multilingual AI learning systems, industry-aligned skill development, and structured integration of autonomous and intelligent systems into academic programs.

He recommended mandatory AI and cloud modules across disciplines, industry co-designed curricula updated regularly, extended industry internships, national AI certification standards, and the establishment of AI Centres of Excellence in every state through public–private partnerships. He further emphasised the importance of ethical AI governance frameworks, interdisciplinary applications, and enterprise-scale AI research infrastructure. By 2047, he envisioned universal AI literacy among graduates, elimination of the digital

divide, global leadership in AI research and patents, and a self-sustaining innovation ecosystem supported by strong academia–industry collaboration.

Milan Parikh

Lead Enterprise Data Architect, Cytel

Milan Parikh described Artificial Intelligence as a strategic foundation for transforming India's education system toward Viksit Bharat@2047. He emphasized that AI must function as an adaptive infrastructure responsive to regional diversity and learner needs, while keeping teachers central to mentorship and judgment. He identified key systemic gaps including overreliance on memorization, limited critical thinking, passive learning models, and weak integration of real-world problem-solving. In his view, AI should bridge urban–rural divides, personalize learning pathways, and align education with the demands of an innovation-driven, uncertainty-based economy.

He recommended transitioning to adaptive, competency-based curricula supported by AI-driven updates; mandating AI literacy across disciplines; embedding AI-assisted workplace simulations and interdisciplinary capstones; implementing micro-credentialing for AI-augmented skills; and establishing transparent governance frameworks for AI use in education. He further advocated structured industry–academia collaboration through simulation labs, shared AI infrastructure, and continuous data-informed curriculum feedback. By 2047, he envisioned learner autonomy as the norm, universal access to experiential learning, seamless integration of education with economic contribution, and nationwide fluency in responsible human–AI collaboration.

Nandagopal Seshagiri

Sr. Software Architect, Okta Inc.

Nandagopal Seshagiri emphasized that Artificial Intelligence is transforming knowledge into an abundant, instantly accessible resource, rendering memorization-centric education increasingly obsolete. He argued that the future of education must prioritize problem framing, cross-domain reasoning, ethical judgment, and the ability to build real systems under constraints. In a world where AI can generate answers on demand, he stressed that human value lies in discernment, creativity, ownership, and responsible decision-making. Students, in his view, must be trained not to compete with AI but to collaborate with it— leveraging intelligent tools while remaining accountable architects of outcomes.

He identified systemic challenges including overemphasis on rote learning, standardized assessment misaligned with real-world skills, disciplinary silos, slow curriculum evolution, and insufficient focus on ethics and judgment. He recommended shifting to reasoning-based, project-driven evaluation; integrating AI literacy across all disciplines; embedding systems thinking and ethical governance into core curricula; enabling personalized AI-supported learning pathways; and strengthening industry–academia collaboration through co-designed curricula, capstone projects, shared AI sandboxes, and structured apprenticeship pipelines. By 2047, he envisioned AI-literate graduates across fields, competency-based credentialing, interdisciplinary learning as standard practice, human–AI collaborative education models, and a significant reduction in skill mismatch between academia and industry.

Sandeep Shivam

Associate Director – Product Management, Tavant

Sandeep Shivam envisioned Artificial Intelligence as a "co-pilot" for India's education system—augmenting students and teachers rather than replacing human judgment. He emphasized AI's role in delivering personalized learning at scale, bridging language and

accessibility barriers, and linking education more closely with real-world skills and careers. AI, in his view, should close learning gaps early through adaptive practice and instant feedback, while reducing teacher workload by supporting grading, lesson planning, and early identification of students needing intervention, thereby enabling greater focus on mentorship and critical thinking.

He identified key systemic challenges including theory-heavy curricula, limited individual attention due to high student–teacher ratios, delayed emphasis on skill-based education, and unequal access to multilingual and inclusive learning resources. He recommended integrating AI literacy across all disciplines, embedding AI-supported projects into coursework, expanding micro-credentials and apprenticeships, establishing campus AI labs for solving real-world problems, and issuing national guidelines for ethical AI use in classrooms. He further advocated interdisciplinary AI-for-India research centers, shared compute infrastructure, and strong academia–industry collaboration through capstone programs and Centers of Excellence. By 2047, he envisioned equitable digital access nationwide, improved employability across Tier-2 and Tier-3 institutions, and globally competitive AI-driven research and innovation emerging from Indian universities.

Amit Kumar Padhy

Senior Computer Scientist II, Adobe Inc., San Jose, CA, USA

Amit Kumar Padhy positioned Artificial Intelligence as the decisive inflection point for achieving Viksit Bharat@2047, advocating for an AI-native education ecosystem that delivers hyper-personalized, multilingual, and competency-driven learning at scale. He emphasized India's need to transition from a consumer to a sovereign creator of AI-powered education systems built on Indian languages and developmental priorities. He outlined three structural shifts: from standardized to adaptive learning pathways, from credential-based to continuous competency-based assessment, and from disciplinary silos to interdisciplinary, problem-solving curricula aligned with real-time industry demand signals.

He identified critical gaps including the digital divide, faculty readiness constraints, limited high-quality Indian-language AI datasets, and persistent industry–academia skill mismatch. He recommended mandating AI literacy from early schooling, establishing a National AI Curriculum Council for biannual curriculum audits, launching a National AI Apprenticeship Program, creating AI Sandbox Labs in universities, institutionalizing AI Ethics Review Boards, and developing a National AI Research Commons for shared datasets and models. By 2047, he envisioned universal AI literacy, India emerging as a top global AI talent hub, multilingual AI-powered learning nationwide, significantly reduced employability gaps, and global leadership in responsible AI governance and education technology exports.

Madhushree Kumari

Staff Software Engineer, Visa Inc.

Madhushree Kumari emphasized AI-enabled customized learning as the cornerstone of education reform for Viksit Bharat@2047. She envisioned AI creating personalized learning pathways for every child, adapting content to individual pace and style so that no student is left behind or disengaged. In her view, AI should act as an enabler that supports teachers, reduces administrative burdens, and bridges language barriers through high-quality, real-time regional language translations and tutoring support, ensuring equitable access to advanced knowledge across India.

She identified key challenges including teacher shortages, excessive administrative workload, and linguistic inequities in access to quality learning materials. She recommended integrating AI basics across all disciplines, shifting from memorization-based testing to AI-assisted problem-solving pedagogy, embedding digital ethics education into curricula, and establishing interdisciplinary campus AI labs focused on solving local community

challenges. She further proposed semester-long digital internships with industry to provide exposure to real-world AI tools and workflows. By 2047, she envisioned universal literacy supported by AI-powered digital tutors accessible via mobile platforms, ensuring inclusive and equitable education nationwide.

Namratha Peddisetty

Consultant, Dell Technologies

Namratha Peddisetty envisions Artificial Intelligence as a transformative support system that elevates and enhances teaching and learning every single day. In her perspective, AI should not replace educators but empower them—enabling more personalized, inclusive, and efficient education. By leveraging AI, India can move toward a future where each student receives tailored learning experiences aligned with their individual understanding level, interests, and career aspirations, contributing meaningfully to the vision of Viksit Bharat@2047.

She highlights key challenges such as high teacher–student ratios, excessive administrative workload, uniform content delivery irrespective of learning differences, and teacher-dependent assessments that may lack consistency. She recommends modernizing curricula to align with real-world industry needs, integrating structured skill development pathways, establishing strong ethical AI governance frameworks, and fostering research-driven innovation ecosystems. By 2047, she expects measurable outcomes including improved teacher–student ratios, widespread access to digital learning tools, reduced administrative burden, enhanced industry readiness, stronger ethical AI compliance, and increased student participation in research and innovation.

Viswanathan Ranganathan

Independent Researcher, IEEE

Viswanathan Ranganathan envisions Artificial Intelligence as a structural equalizer within India's education system — decoupling knowledge from language, region, and socio-economic background. In a country with 22 official languages and deep diversity, he argues that exams and instruction methods often privilege certain linguistic and social groups. AI can enable students to learn and demonstrate conceptual mastery in their native languages while being assessed on understanding rather than linguistic fluency. Beyond equity, AI can also provide personalized pathways that allow every learner — whether under-served or high-performing — to reach the ceiling of their potential. By 2047, he believes India can gain a global educational advantage if opportunity is no longer limited by birth circumstances.

He identifies key systemic gaps including language barriers in higher education and competitive exams, one-size-fits-all pedagogy, rural–urban quality divides, and outdated curricula disconnected from industry needs. His policy recommendations include universal AI literacy across disciplines, modular and agile curricula updated annually, a National Apprenticeship in AI, mandatory interdisciplinary capstone projects, and an independent AI ethics oversight board. He strongly advocates for a National Mission for Indian Language AI to build sovereign, high-quality language models and benchmarks tailored to India's linguistic diversity. Measurable goals include AI literacy across all UGC-accredited programs by 2035, multilingual competitive examinations by 2040, creation of a National Indian Language AI Benchmark by 2030, improved employer-readiness metrics, and raising the Gross Enrollment Ratio in higher education to 50% by 2035.

Akilnath Bodipudi

Sr. Cybersecurity Engineer, Common Spirit Health

Akilnath Bodipudi envisions AI as the most patient and inclusive tutor India has ever known — one that speaks every child's mother tongue, adapts to their pace, and ensures that geography or income no longer determines opportunity. By 2047, he sees AI enabling classrooms where teachers are freed from routine administrative burdens and empowered to focus on mentorship, creativity, and character-building. His vision centers on transforming India's vast population into confident, ethical, and innovative problem-solvers, ensuring that no child is left behind due to structural disadvantages.

He identifies critical challenges including the urban–rural digital divide, teacher overburden, rote-based learning, and concerns around AI misuse and bias. His policy recommendations include integrating "AI for Everyone" across all levels of education, embedding live industry AI projects into every degree program, establishing university-level AI Ethics Committees, and creating 50–75 "AI for Bharat Labs" focused on national priorities such as healthcare, agriculture, education, and Indian languages. By 2047, he envisions measurable progress including universal access to learning support, 90%+ foundational literacy and numeracy outcomes, a 50–60% Gross Enrollment Ratio in higher education, industry-ready graduates, and India emerging as a global leader in ethical and inclusive AI-driven education innovation.

Bhargava Varma Konduru

Sr. Product Manager, Analytics, Amazon

Bhargava Varma Konduru envisions AI as a force multiplier that transforms India's education system from a rigid, one-size-fits-all model into a personalized, AI-augmented ecosystem. By 2047, he sees every student supported by a "Personal AI Tutor" that adapts to individual learning needs, bridges socio-economic disparities, and ensures equitable access to industry-aligned skills. His vision emphasizes democratizing high-quality education at scale, aligning learning outcomes with evolving global AI and data industry demands, and making personalization the norm rather than the exception.

He identifies systemic challenges including skill-market mismatch, limited scalability of personalized instruction, resource asymmetry between premier and regional institutions, and overreliance on terminal examinations. His policy recommendations include modular degree structures with biannual curriculum updates informed by AI-driven labor market analytics, applied AI credits based on real industry datasets, a National AI Ethics Framework for Education to safeguard privacy and fairness, and cloud-based research sandboxes funded through industry–government partnerships. By 2047, he anticipates 100% digital and AI literacy among graduates, reduced dropout rates through adaptive learning systems, universal job readiness for technical graduates, and India emerging as a global leader in AI-driven SaaS and educational innovation.

Chandrashekhar Medicherla

Lead Software Engineer, Salesforce Inc.

Chandrashekhar Medicherla envisions AI as a catalyst for transforming India's education system into a fully personalised, adaptive, and student-centred ecosystem by 2047. He believes AI-powered platforms can move education beyond the traditional one-size-fits-all model by tailoring content to each student's pace, learning style, and capacity. Through intelligent gap analysis and customised support, AI can foster inclusive and equitable learning, ensuring that students from diverse backgrounds receive the right level of challenge and guidance. His vision positions India as a global leader in innovative, AI-driven education that maximises human potential and nurtures lifelong learners.

He identifies major systemic gaps, including outdated curricula, industry–academia disconnect, limited personalisation, and overly theoretical instruction. His policy recommendations include AI-driven curriculum frameworks that dynamically update content based on real-time industry trends, mandatory integration of AI-based personalised learning platforms, robust ethical governance mechanisms to ensure privacy and fairness, and the creation of interdisciplinary AI research centres in collaboration with industry. By 2047, he anticipates universal access to AI-powered personalised learning, measurable improvements in learning outcomes, a significant reduction in the industry skill gap, widespread AI literacy among graduates, and the establishment of large-scale industry–academia collaboration centres that drive innovation and practical learning transformation.

Concluding Remarks

Prof. Jagdish Chandra Bansal
South Asian University, New Delhi, India

In his concluding remarks, Prof. Jagdish Chandra Bansal synthesized the diverse perspectives shared during the Round Table Meet, noting that the dialogue reflected both optimism and caution regarding AI's role in education. He observed that while AI offers unprecedented opportunities for personalization, research acceleration, and global collaboration, its success depends on strong academic leadership and ethical governance. He emphasized that institutions must strike a balance between technological advancement and intellectual depth, ensuring that AI enhances — rather than diminishes — critical inquiry and academic rigor. He concluded that Viksit Bharat@2047 would require not just technological adoption, but thoughtful institutional transformation grounded in research, inclusivity, and long-term vision.

Prof. Mukesh Saraswat
Jaypee Institute of Information Technology (JIIT), Noida, India

Prof. Mukesh Saraswat, in his closing reflections, highlighted the importance of translating discussion into measurable action. He stressed that policy recommendations must evolve into structured implementation frameworks within universities, including curriculum reforms, AI literacy programs, and industry-linked innovation models. He reiterated that collaboration among academia, industry, and government would be the cornerstone of sustainable AI integration. Concluding the session, he remarked that India's journey toward Viksit Bharat@2047 would depend on responsible AI adoption that nurtures skilled, ethical, and globally competitive graduates prepared to lead in an AI-driven world.