

A NATIONAL STRATEGY FRAMEWORK

Reimagining Higher Education for an **AI-infused** Future

From Learning and Capability to Careers,
Innovation and Societal Impact.

Insights and action pathways from
multi-stakeholder consultations
convened by **JanAI**



NOTES

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AI Usage & Ethics Declaration: In the spirit of the "AI-augmented capability" discussed in this report, the authors employed Generative AI tools (including OpenAI's GPT-5.2, Claude and Google Gemini) to assist in the thematic synthesis of interview transcripts, data structuring, and preliminary drafting. All AI-generated outputs were rigorously reviewed, fact-checked, and edited by human subject-matter experts to ensure accuracy, nuance, and contextual integrity. AI was used as a "co-pilot," but the strategic insights and conclusions remain entirely human-led.

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EXECUTIVE SUMMARY

Executive Summary

JanAI is a people-first AI movement that empowers rural youth and entrepreneurs with the mindsets, skills, and tools to harness artificial intelligence in service of their communities—transforming local aspirations into entrepreneurial solutions that drives job creation and inclusive growth. What began last year as an initial AI training program for rural citizens in Dharwad, Karnataka, has now grown into a national initiative to create India’s first 100 AI Ready Villages across 10 states.

Over the last year, JanAI has impacted over 100,000 citizens and youth, helping communities understand, access, and benefit from AI, through partnerships with Universities, Governments and Industry. Now, we are taking these learnings beyond India, fostering India–Africa collaboration to build an inclusive AI future for the Global South.

As a part of our engagement with the Department of Higher Education, Government of Karnataka, to decipher the future of higher education in an AI-infused world, we organised a series of roundtables and 1-on-1 conversations with leaders from the Government, Industry and Academia and this report summarizes our learnings

India should not redesign higher education around artificial intelligence. It should use the AI transition to strengthen the human capabilities that learners, institutions and the economy will need regardless of how the technology evolves.

This summary covers the diagnosis, the seven strategic shifts, the evidence base, the ten opportunities, the differentiated pathways across institution types, and the specific decisions this report asks of national, State and institutional leadership. It is prepared on the basis of two multi-stakeholder roundtables convened by JAN AI in Bengaluru in May and June 2026, together with wide-ranging secondary research, and pairs the diagnosis and proof points from those consultations with verified national data — AISHE, the Periodic Labour Force Survey, the India Skills Report, NITI Aayog and others.

58,000+ higher education institutions in scope nationally AISHE 2023-24 / AoW, 2026	56.35% overall graduate employability, 2026 India Skills Report 2026	11.2% graduate unemployment – 3× the national rate PLFS Annual Report 2025	57% of leading HEIs have a formal AI policy FICCI-EY-Parthenon, 2025
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The Diagnosis, in Brief

AI is not creating new problems for Indian higher education. It is exposing ones that already existed — thin problem-solving, brittle assessment, uneven faculty support, and unequal access — faster than institutions are built to respond.

1. Adoption has already happened without institutions. A majority of AI-using students engage with it daily, largely without institutional guidance or disclosure.
2. The gap is judgment, not access. Once a tool is free and instant, capability is what remains scarce — not familiarity with the tool itself.
3. Assessment is the most acute pressure point. Systems built to test recall are structurally misaligned with instantly available AI-generated answers.
4. Faculty are the highest-leverage lever — and the most consistently under-resourced.
5. No single model will work across a system this diverse. Rural internet access still lags urban India, and institutional starting points vary by orders of magnitude.

Seven Strategic Shifts

Seven paired shifts describe the direction of travel this report asks Indian higher education to make — from what has stopped working to what is already demonstrated to work in practice.

Shift	From	To
1	Content coverage	Problem-centred learning
2	Completion-based assessment	Demonstrable capability
3	AI literacy alone	Responsible AI-enabled capability
4	Faculty training	Faculty enablement
5	Disciplinary silos	Interdisciplinary problem solving
6	Employability at graduation	Economic participation throughout learning
7	Uniform solutions	Inclusive, contextual pathways

Signals from Emerging Practice

Every one of the seven shifts above is already visible in a working Indian pilot or an independently derived framework — not proposed as theory, but demonstrated at small scale and honestly evaluated, including where it struggled.

SHIFT 1 JAN AI Ambassador Model Sources real challenges directly from communities, NGOs and local ecosystems, turning them into standing, student-led problem statements — including a field-immersion pilot with IIM Nagpur that placed management students directly into villages and households.	SHIFTS 1 & 5 JAN AI Internship Program 1,600 registrations → 30 student builders → two shipped, community-grounded products — with an honestly documented drop-off that shows exactly where structure needs to be added.
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SHIFTS 2 & 3 Ekalaiva Framework A trust-and-agency-first framework with six pillars, replacing Bloom's Taxonomy with threshold concepts and portfolio evidence.	SHIFTS 2 & 3 Anatomy of Work An independently derived teaching framework and seven-archetype assessment architecture, arrived at through international field research and converging on the same diagnosis.
SHIFT 1 Atria University Shows that even institutions already committed to project-based "learning by doing" must keep evolving on assessment and authenticity under AI.	SHIFT 6 LabourNet Demand-linked skilling and apprenticeship at scale – a scaffolded route to economic participation for learners not yet ready for open-ended models.
SHIFTS 2 & 4 Ants Skill Varsity Statewide skilling experience (6,500+ students since 2004) that names precisely where scale alone falls short, and proposes a portfolio-based fix.	SHIFT 7 The Raichur Pilot Thinking A no-new-law, no-new-budget district pilot design, ready for adoption inside a single semester, built to travel to any State.

Ten Opportunities for Indian Higher Education

The seven shifts translate into ten specific opportunities, each mapped against national, State/UT and institutional levels of action, and sequenced through three horizons: build evidence (0-12 months), build networks (1-3 years), build shared infrastructure (3-5 years). None requires waiting for the others; several can begin inside policy that already exists.

OPPORTUNITY 01 Community Problem Networks A standing national supply of authentic, real-world problems for students to work on, extending the JAN AI Ambassador model.	OPPORTUNITY 02 Problem-Centred Learning & Challenge Studios Challenge-based studios spanning every discipline, built on the JAN AI Internship Program's lessons.
OPPORTUNITY 03 National Capability Framework A common reference point for AI-enabled capability, built on Ekalaiva and the AoW Teaching Framework as candidate models.	OPPORTUNITY 04 Faculty AI Enablement Network A national curriculum, State cohorts and institutional communities of practice for the single highest-leverage lever available.
OPPORTUNITY 05 Assessment Innovation & Capability Verification AI-resilient, portfolio- and viva-based assessment, drawing on the AoW Assessment Architecture and Ekalaiva's A/IP grading.	OPPORTUNITY 06 Indian-Language AI Learning Ecosystem Voice-first, multilingual learning resources built on Digital Public Infrastructure such as Bhashini.
OPPORTUNITY 07 National Higher Education Problem Bank A shared, searchable repository of authentic problems from government, industry, MSMEs and NGOs.	OPPORTUNITY 08 Earn-While-Learning Networks Credit-bearing gig, research and enterprise participation during study, with explicit safeguards against exploitation.

OPPORTUNITY 09**Regional Innovation Networks**

Node-and-hub regional infrastructure for colleges that cannot build AI capability alone, with a concrete, ready-to-adopt governance and delivery model.

OPPORTUNITY 10**Institutional AI Readiness Framework**

six-dimension self-assessment institutions run before committing to scale on any of the other nine opportunities.

Differentiated Pathways Across Institution Types

One national direction, not one implementation model. The highest-leverage starting point differs by institution type, since research-intensive universities, affiliated colleges and rural institutions face the same seven shifts from very different starting positions in faculty capacity, funding and infrastructure.

Institution type	Highest-leverage starting point
Research-intensive universities	AI research capacity; advanced, defensible assessment; global partnerships
Teaching-focused universities	Faculty capability building; learning redesign; industry-linked projects
Autonomous colleges	Rapid curriculum pilots; new assessment models; community and industry projects
Affiliated colleges	Scalable faculty enablement; shared curriculum resources; common problem repositories
Technical & professional institutions	Disciplinary AI application; apprenticeships; applied innovation with ethical grounding
Rural & regional institutions	Access and language infrastructure; local problem-solving; shared regional resources
Open & distance-learning institutions	Scalable AI-enabled support; personalised learning; robust learner verification

What We Recommend: Five Immediate Priorities

Five priorities, in this order, carry more weight than the full portfolio of ten opportunities above. A reader with time for nothing else in this report should read these five.

1. Faculty Enablement – the single highest-leverage lever available, and the one most consistently starved of sustained funding.
2. Assessment Innovation – without it, every other reform is undermined by an assessment system AI has already outpaced.
3. Institutional Readiness and Governance – close the gap between adoption, already near-universal, and governance, present in barely half of leading institutions.
4. Problem-Centred and Applied Learning – scale models already proven at pilot stage, with the structural safeguards their own evaluations recommend, not scaled blind.
5. National Evidence Generation – build a national research agenda alongside implementation, not after it.

WHAT THIS DOES NOT REQUIRE

Most of this agenda can begin inside policy that already exists — NEP 2020, the Curriculum and Credit Framework, PM-USHA and the National Credit Framework already permit problem-centred learning, credit for experiential work, and institutional autonomy in assessment design. The binding constraint is institutional capacity and coordinated action, not the absence of national permission.

What This Report Asks of Each Actor

Actor	The specific ask
NITI Aayog / Ministry of Education	Endorse common AI-capability and assessment principles (Opportunities 3 and 5); commission a national evidence agenda; do not wait for IndiaAI Mission FutureSkills funding to fully disburse before acting on the rest.
State governments	Enable regional innovation hubs and faculty networks (Opportunity 9); treat low-cost, no-new-budget pilot designs — such as the Kalaburagi district model described above — as a replicable template, not a one-off.
Institutions (HEIs)	Run an institutional AI-readiness self-assessment (Opportunity 10); begin faculty enablement and assessment pilots now, inside existing policy — no new national policy is required to start.
Industry, philanthropy and civil society	Contribute problem statements, mentors and funding to community problem networks and faculty engagement; fund pilots with a pre-agreed evidence requirement attached.

What This Report Does Not Yet Resolve

Several important limitations remain, flagged openly rather than papered over. Common AI-capability standards, national assessment principles, recognition of new forms of capability evidence, and portability of experiential-learning credit are areas that may need national guidance beyond current policy. Several specific proposals discussed at the roundtables — including Ekalaiva's fuller technical vision and the Learner Growth Index concept — require further validation before national adoption. Six open research clusters — learning, assessment, faculty, employment, inclusion, and governance and measurement — from national evidence and to run alongside implementation.

THE TEST THIS REPORT SETS FOR ITSELF

Not how many AI laboratories are inaugurated, but whether a first-generation learner in a Tier 3 college is now able to think more clearly, work more capably, and build more ambitiously than she could five years ago.

FOREWORD

Foreword

Two transitions are colliding inside every Indian classroom. This report is about what the country does at that intersection.

India is living through two transitions at once. The first is a decade-long expansion of higher education — 4.50 crore students now enrolled, a Gross Enrolment Ratio that has crossed 30 for the first time, and a national policy, NEP 2020, that commits the country to reaching 50 percent GER by 2035. The second is the fastest, most widely adopted general-purpose technology transition in a generation: generative AI, which a majority of Indian students are already using — often without their institution's knowledge, guidance, or support.

These two transitions are colliding inside every classroom, examination hall, and placement cell in the country. This report is about what India does at that intersection.

It did not begin as a national exercise. It began in Bengaluru, where JAN AI — an initiative of Head Held High Foundation — convened two multi-stakeholder conversations in May and June 2026: an AI in Higher Education Roundtable at the Department of Higher Education's Campus to Career Summit, and a working session that brought together more than thirty organisations spanning academia, industry, government, EdTech, and civil society. What emerged from those rooms was not a wish list of AI tools. It was a shared diagnosis: AI is not creating new problems for Indian higher education so much as exposing ones that already existed — over-reliance on memorisation, thin links between classrooms and real problems, assessment built for a pre-AI world, and a faculty corps that is willing but under-resourced.

This report is prepared on the basis of two multi-stakeholder roundtables convened by JAN AI in Karnataka, together with secondary research drawn from national data sources: AISHE, the Periodic Labour Force Survey, the India Skills Report, NITI Aayog and comparable sources, cited throughout. Where evidence is drawn specifically from the Karnataka consultations or a small set of institutional pilots, it is labelled as such.

What follows is a case for a particular kind of national response: one that treats AI as a catalyst for strengthening human capability rather than a subject to be added to the curriculum; one that gives states and institutions room to adapt a common direction to their own realities rather than prescribing a single model for 1,278 universities and 46,468 colleges; and one that insists on evidence before scale. India does not need an AI strategy that measures itself by the number of laboratories inaugurated. It needs one that asks whether a first-generation learner in a Tier 3 college is now able to think more clearly, work more capably, and build more ambitiously than she could five years ago.

That is the test this report sets for itself.

Madan Padaki, Founder, JanAI & Managing Trustee, Head Held High Foundation

PART I · UNDERSTANDING THE TRANSITION

PART I

Understanding the Transition

1. Why This Conversation Matters Now

AI is not entering higher education as one more tool on a shelf. It is changing the conditions under which learning itself occurs.

Generative AI now performs, at a competent level, tasks that were until recently core to how Indian students demonstrated learning: explaining a concept, drafting an essay, writing and debugging code, summarising a paper, generating a presentation. It does this instantly, in any of India's major languages, at near-zero marginal cost. That combination — competence, speed, and price — has not existed before, and it changes what an assignment, an examination, or a degree can credibly certify.

4.50 cr students enrolled in Indian higher education <i>AISHE 2023-24</i>	30 Gross Enrolment Ratio, an all-time high <i>AISHE 2023-24</i>	59,553 higher education institutions surveyed nationally <i>AISHE 2023-24</i>	50% GER target set by NEP 2020 for 2035 <i>NEP 2020</i>
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1.1 India's Higher Education Opportunity Is Also Its Complexity

India's higher education system is not one system. It is 1,278 universities, 46,468 colleges and 11,787 standalone institutions — central and state universities, private universities, autonomous and affiliated colleges, technical and professional institutes, research-intensive campuses and open-and-distance-learning providers, spread across a country where rural internet subscribers reach 48 per 100 people while urban India has already passed saturation at 127 per 100. A national AI strategy that assumes uniform starting conditions will fail most of the system it is meant to serve.

1.2 AI as a Catalyst, Not the Destination

This report's central argument is that India should not redesign higher education around artificial intelligence. It should use the AI transition to strengthen the human capabilities that learners, institutions, workplaces and society will continue to need regardless of how the technology evolves: disciplinary understanding, critical thinking, problem framing, judgment, communication, creativity, collaboration, adaptability, ethical reasoning and the responsible use of technology. AI is the occasion for this work, not its purpose.

THE MEASURE OF SUCCESS

The success of AI-enabled higher education should not be measured by the number of AI laboratories inaugurated, technology licences signed, or faculty workshops conducted. It should be measured by whether learners are developing deeper understanding, can identify errors and

uncertainty in their own work, can explain and defend it, and can apply what they know in unfamiliar situations.

1.3 A Global Transition, an Indian Inflection Point

India is not experiencing this transition in isolation, and it is not starting from the back of the pack. India and the United States led global enrolments in generative AI training in 2025, employer demand for AI and big-data specialists in India is projected to grow more than 60 percent, and over one million AI-related positions were expected to open in the Indian labour market by 2026. Deloitte's Asia-Pacific research found India leading the region on generative AI response, with 93 percent of students and 83 percent of employees actively engaging with the technology. Globally, McKinsey Global Institute estimates generative AI could add \$2.6-4.4 trillion annually to the world economy, with roughly half of current work activities technically automatable by mid-century — though adoption in lower-wage economies including India is expected to lag higher-wage economies, which is itself a strategic argument for deliberate national investment in AI-enabled human capability rather than passive adoption.

1.4 Three Global Models: Singapore, the United States and China

India is not the only system working through this transition, and the choice of governance model elsewhere is instructive. Research conducted for this report by Ahana Chellamani examined three contrasting national approaches to AI in education — Singapore, the United States and China — each of which surfaces a different risk this report has tried to design against.

Model	Approach	What it shows
Singapore — governance-first	A centrally scaffolded model	AI personalises feedback and reduces administrative load, while ambiguous problem-solving and judgment stay explicitly with students and teachers — problem framing prioritised over problem solving.
United States — fractured adoption	Two philosophies inside public systems: SUNY's faculty-first model (fellowships, campus-level governance across 64 campuses) versus California State University's procurement-first model (\$13 million-a-year, ChatGPT Edu contract across 225,000 accounts on 22 campuses).	Faculty appetite for funded experimentation ran roughly eight times ahead of what CSU had budgeted (417 applications against about 50 expected, only 63 funded) — procurement outpacing institutional readiness bred scepticism rather than adoption.
China — state-directed velocity	A 2030 target for universal AI access in schools and a May 2025 government white paper declaring the era of “intelligentised education.”	Adaptive learning at national scale, alongside documented overreach — smart-campus biometric monitoring and AI psychological screening of students — that triggered domestic backlash and a Ministry of Education rollback order on unnecessary data collection.

None of the three transfers to India unmodified, but each sharpens a choice this report makes deliberately. The federated architecture in Chapter 11 is closer in spirit to Singapore's scaffolded-but-devolved model than to a single national mandate. The insistence on evidence before scale in Chapter 12 is a direct answer to the CSU lesson: funded faculty demand does not by itself justify unpaced procurement. And the governance architecture in Chapter 9 is written with China's overreach as an explicit caution — adoption should not outrun consent, data protection, or institutional restraint.

1.5 The Central Question

Every chapter that follows returns to one question: how can India use the AI transition to strengthen the purpose, quality, relevance, inclusion and societal contribution of higher education — not merely its technological currency?

2. Origins, Methodology and Scope

This report is grounded in two Karnataka roundtables and a wide base of national secondary research.

2.1 Origins of the Inquiry

The inquiry began with JAN AI's engagement with Karnataka's higher education ecosystem, anchored by two multi-stakeholder conversations in Bengaluru:

Session	Date	Convened with
AI in Higher Education Roundtable	15 May 2026	Campus to Career Summit, Department of Higher Education, Government of Karnataka
AI in Higher Education Working Session	6 June 2026	JAN AI, Bengaluru

More than 30 organisations were represented across both conversations, spanning academia (Chanakya University, Dayananda Sagar University, Goa Institute of Management, City Engineering College, the VTU and Atria ecosystems, SKIT and others), industry and CHROs (Microsoft Research India, Wipro, Northern Trust, Fractal, NatWest Group, Sutherland Global Services, Mu Sigma), AI and deep-tech startups (ATI Robotics, Skyroot Aerospace, AI Garage, NeoSapien, GoPrac), skilling and social-impact organisations (LabourNet Foundation, Wadhvani Foundation, NASSCOM, Learnmigo, Ants Skill Varsity, Head Held High Foundation), and government.

2.2 Analytical Approach

The report combines three sources of evidence: (i) the consultation insights themselves — anchor statements, discussion themes, and written responses from participants; (ii) India's existing policy architecture, including NEP 2020, the Curriculum and Credit Framework for Undergraduate Programmes, the National Credit Framework, PM-USHA and the IndiaAI Mission; and (iii) national data on enrolment, employability, unemployment, AI adoption and digital access, drawn from AISHE, PLFS, the India Skills Report, NITI Aayog, FICCI-EY-Parthenon and comparable sources, each cited where used.

2.3 Scope and Limitations

HOW THIS REPORT COMBINES EVIDENCE

This report pairs the qualitative diagnosis and institutional signals from the two Karnataka roundtables with quantitative, India-wide data from AISHE, PLFS, the India Skills Report, NITI Aayog and comparable national sources. Every claim about India as a whole is backed by a national data source, cited in place; insights drawn specifically from the Karnataka roundtables or a small set of institutional pilots are labelled as such.

This report also distinguishes consistently between what can be done at the national level, what falls to states and union territories, and what depends on individual institutions — a distinction carried through every opportunity and pathway described in Parts III and IV.

3. A Higher Education System in Transition

The strongest consensus across both Karnataka conversations was that AI is not creating new problems for higher education. It is exposing ones that were already there.

3.1 Learners Have Already Changed

Students are not waiting for institutional permission. Among edtech-tool users nationally, 35 percent already use generative AI for learning, of whom 69 percent do so daily; 73 percent use it to clear doubts and practise, 48 percent to learn new skills or translate material, and 32 percent for exam preparation. Karnataka participants described the same pattern in their own classrooms: students using AI for revision, coding, research, presentations, career preparation and project work, frequently without disclosure, and often more fluently than their instructors.

The practical question for institutions is no longer whether students will use AI. It is whether institutions can help them use it meaningfully — and whether they can tell the difference between AI-assisted understanding and AI-substituted work.

3.2 Access to AI Is Not the Same as Capability

Two students with the same AI tool can produce very different outcomes: one uses it to accelerate genuine understanding, the other to bypass it. Karnataka participants repeatedly flagged that AI literacy — knowing how to prompt a model — is necessary but not sufficient. What distinguishes durable learning is whether the student can evaluate, correct, and take responsibility for what the AI produces. This is a capability question, not a tooling question, and it will not be solved by procurement.

3.3 Institutions Are Adapting Unevenly

National data confirms what the roundtables observed anecdotally. A FICCI-EY-Parthenon survey of 30 leading Indian higher education institutions in 2025 found 57 percent already had a formal AI policy in place and a further 40 percent were developing one — meaning a meaningful share of even leading institutions had no policy at all. Among faculty nationally, a 2025 CENTA survey found more than 70 percent already using AI tools, rising to roughly 75 percent among faculty with three or more years of experience — high adoption, but adoption that has outpaced institutional guidance, training and governance in most places.

3.4 Assessment Has Become a Critical Pressure Point

Take-home assignments, essays, coding exercises and even many project submissions can now be substantially AI-generated. Karnataka participants were direct about this: assessment systems built to test recall and reproduction are structurally misaligned with a world where recall is instant and free. The emphasis needs to shift from "what was submitted" to "what can the learner demonstrate" — through portfolios, live defence, oral examination, iterative capstones and process evidence, not as a replacement for rigour but as a route back to it.

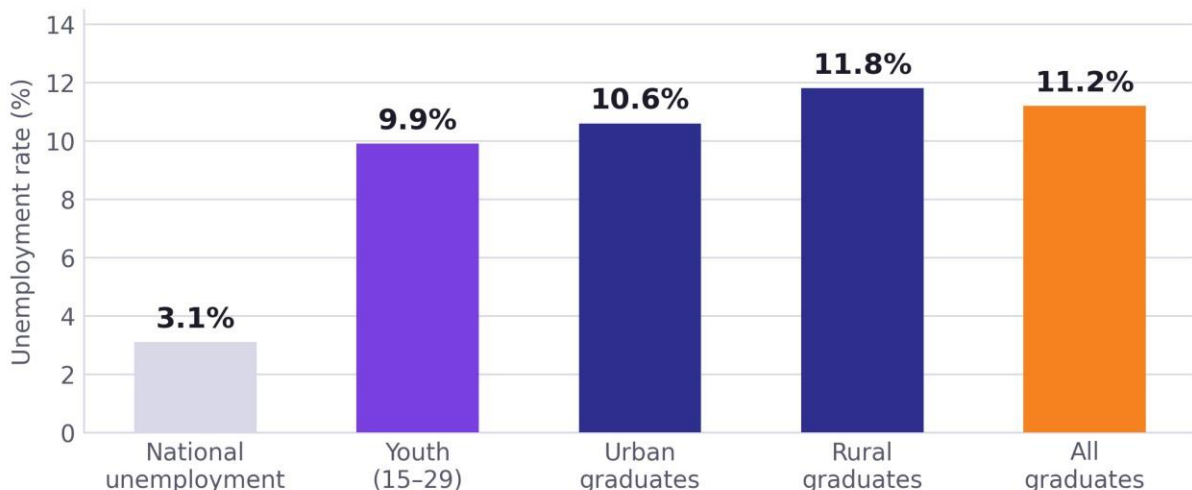
3.5 Faculty Are the Central Institutional Lever

Of every intervention discussed across both consultations, faculty capability building received the strongest and most consistent support. AI-ready students require AI-ready faculty, and faculty development that stops at a one-time workshop does not produce that. Participants pointed instead to faculty AI fellowships, discipline-specific communities of practice, peer networks and continuous professional learning as the more durable model — treating faculty as an institutional constituency to be resourced and recognised, not a compliance obligation to be discharged.

3.6 Employability Is Expanding Towards Capability and Participation

National employability has improved — the India Skills Report 2026 puts it at 56.35 percent, up from 54.81 percent a year earlier, with women's employability (54 percent) overtaking men's (51.5 percent) for the first time in five years. Yet this national improvement sits alongside a sharper structural problem: graduate unemployment stands at 11.2 percent, more than three times the national unemployment rate of 3.1 percent, and higher still in rural India (11.8 percent) than urban (10.6 percent). India is not short of graduates. It is short of graduates who can demonstrate the judgment, adaptability and applied capability that employers say they now require on day one.

Graduate Unemployment Runs More Than 3× the National Rate — India's Core Employability Problem Sits Precisely at the Degree Level



Source: Periodic Labour Force Survey (PLFS) Annual Report 2025, Ministry of Statistics and Programme Implementation.

Figure 1 — The graduate unemployment paradox: India's employability gap sits precisely at the degree level, not in the wider labour force.

3.7 Interdisciplinary Capability Is Becoming More Important

Real-world problems do not respect departmental boundaries, and Karnataka participants returned repeatedly to the same observation from different angles: engineering students often lack customer and community understanding, while humanities and social-science students bring exactly that contextual and behavioural insight but often lack technical fluency. AI narrows some of that gap mechanically — a non-technical student can now prototype a basic tool — but it does not substitute for the disciplinary depth either side still needs. Shared problems, not shared electives, are what actually force the two to work together.

3.8 Reimagining Higher Education at Three Levels

A research-intensive university in a metropolitan hub and an affiliated college in a Tier 3 district are not starting this transition from the same place, and will not reach the same destination by the same route. But institutional diversity by itself is not yet a strategy — it becomes one only when a national response is built to work at the specific levels where change actually has to happen. This report tests every shift, opportunity and recommendation that follows against three such levels, simultaneously rather than sequentially, because a strategy that only works at one of them will not travel.

The first is the Government College in a Tier 3 town — the level at which most of India's students actually study, and the level a national strategy most often designs around rather than for. These institutions typically run on modest budgets, depend heavily on guest faculty, and are, for a significant share of their students, the only credential-granting institution within reach. A strategy that only works where infrastructure and faculty depth are already strong is not a national strategy; it is a metropolitan pilot with national ambitions. Chapter 5 anchors this level in a live example — the JAN AI Ambassador model's Raichur pilot (5.2).

The second is the University — an institution with genuine autonomy and capital to lead, not merely adopt. Universities can redesign a flagship degree from the ground up, commit institutional capital to a grand-challenge pedagogy, or run a field-immersion curriculum no single department could fund alone. What they choose to do with that autonomy matters disproportionately, because their choices become visible reference points for institutions with far less room to experiment. Chapter 5 anchors this level across four examples: IIT Jammu's redesigned B.Tech (5.5), the JAN AI × IIM Nagpur field-immersion pilot (5.4), Atria University's evolution of project-based learning (5.8), and VTU's She Innovates programme (5.9).

The third is the State Department of Higher Education — the level at which a single circular, funding decision or Board of Studies endorsement can enable or block thousands of institutions at once. This is the highest-leverage level in the system and the slowest to move, which is precisely why this report insists on testing proposals against it directly rather than assuming State-level enablement will follow once a pilot succeeds locally. Chapter 5 anchors this level in the Kalaburagi pilot (5.12), a zero-new-budget design built to travel to any State.

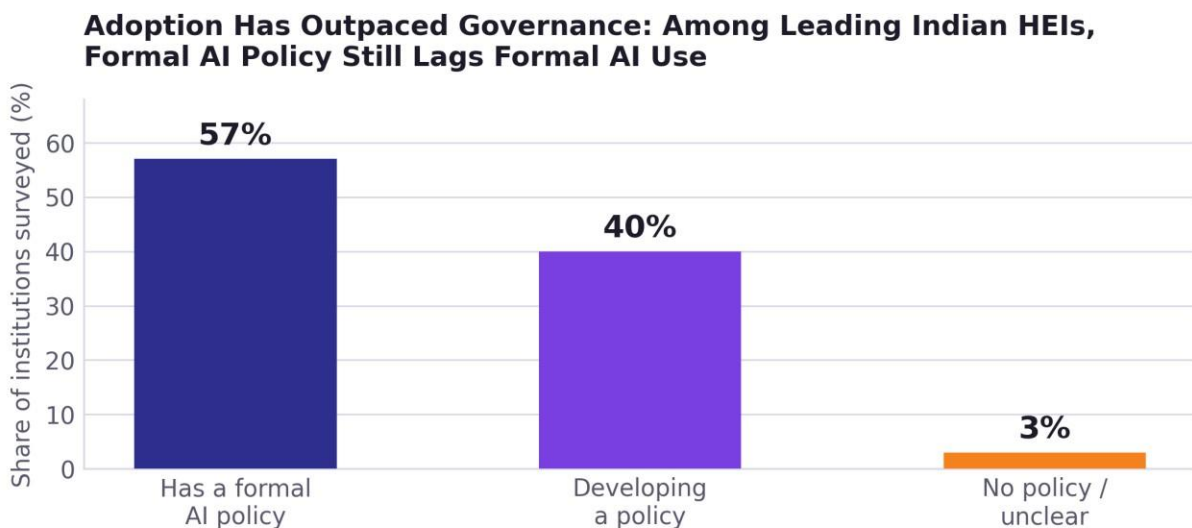
These three levels are not a hierarchy, and none of them can carry the agenda alone: a State circular with no willing college to implement it changes nothing, a university pilot with no pathway to Tier 3 colleges stays a boutique success, and a Tier 3 pilot with no State-level backing cannot scale past the goodwill of one Principal. Every recommendation in Parts III and IV of this report is built to be legible, and actionable, at all three levels at once.

3.9 Language and Inclusion Will Shape the Distribution of Opportunity

India's linguistic diversity is not a peripheral accessibility issue for this agenda — it is close to the centre of it. Government direction requires all school and higher-education textbooks and study materials to be made available digitally in Indian languages within three years, and Digital Public Infrastructure such as Bhashini already enables real-time translation across 22 scheduled and tribal languages, powering services from PM-Kisan to eSanjeevani telemedicine. Higher education has not yet caught up to this infrastructure. An AI-enabled learning strategy that remains English-first by default will systematically under-serve exactly the Tier 2 and Tier 3 learners this report is most concerned with.

3.10 Governance Has Not Kept Pace with Adoption

The gap between how widely AI is used and how deliberately it is governed is, on the evidence gathered for this report, the single widest gap in the system. Fifty-seven percent of leading institutions surveyed have a formal AI policy and a further 40 percent are developing one — meaning adoption among students and faculty is already near-universal while institutional governance is, at best, half-built even among the most advanced institutions (Figure 2). Chapter 9 sets out a proposed governance architecture to close this gap without slowing experimentation.



Source: FICCI-EY-Parthenon AI Adoption Survey 2025 (30 leading Indian higher education institutions).

Figure 2 — Adoption has outpaced governance: even among leading Indian HEIs, formal AI policy remains a work in progress.

THE EMERGING DIAGNOSIS, IN ONE LINE

AI has not created a new crisis in Indian higher education. It has made an old one — thin problem-solving, brittle assessment, uneven faculty support, and unequal access — impossible to defer any further.

PART II · STRATEGIC DIRECTION

PART II

Seven Strategic Shifts for Higher Education

4. Seven Strategic Shifts for Higher Education

The diagnosis in Part I points toward a direction, not a single fix. These seven shifts, taken together, are that direction.

None of these shifts is exclusively about artificial intelligence. Each addresses a structural weakness that the Karnataka consultations and the national data independently confirm — and each treats AI as the occasion for change rather than its object.



Figure 3 — The seven strategic shifts, organised around a single idea: AI as catalyst for human capability, not the destination.

Shift 1 — From Content Coverage to Problem-Centred Learning

Learning should increasingly begin with real problems — household challenges, community issues, local business constraints, agricultural questions, district development priorities, industry problem statements — rather than isolated subject coverage. AI becomes the tool learners use to investigate, analyse, prototype and communicate; the problem, not the technology, remains the starting point. JAN AI's Ambassador model, where students identify and work on real community challenges, is an early, concrete example of this shift in practice (see Chapter 5). At the level of a single course, the same shift can be as direct as replacing step-by-step laboratory instructions with outcome-based challenges — a defined problem and an expected result, with students choosing their own tools, including AI, to get there.

Shift 2 — From Completion-Based Assessment to Demonstrable Capability

Assessment must move from asking "what was submitted" to "what can the learner demonstrate."

Portfolios, live defence, oral examination, iterative capstones, authentic problem-solving and disclosed AI use all provide evidence of understanding that a static, AI-completable submission cannot. Some institutions are also experimenting with crediting effort and improvement alongside output — continuous, mentor-based tracking of consistency, resilience and ownership over a semester — though any such measure needs the same discipline as portfolio assessment: clear rubrics and multiple observers, so it becomes evidence of growth rather than another box that can be gamed rather than earned.

Shift 3 — From AI Literacy to Responsible AI-Enabled Capability

Knowing how to use an AI tool is a starting point, not an endpoint. The more durable capability progression runs from awareness to literacy, to effective use, to critical evaluation, to domain application, to responsible judgment — with human agency and accountability preserved at every stage, and domain knowledge treated as a prerequisite, not a casualty.

1. Awareness	2. Literacy	3. Effective Use	4. Critical Evaluation	5. Domain Application	6. Responsible Judgment
What AI can and cannot do	Operating common AI tools	Directing AI toward a real task	Catching errors, bias, hallucination	Applying AI within a discipline	Accountable, ethical decision-making

This progression assumes a baseline of quantitative and logical reasoning that not every entering student has. For that reason, some institutions are deepening the teaching of mathematics — and, for technical students, physics and philosophy alongside it — specifically to build the analytical thinking this capability progression depends on. This is not an AI-specific intervention; it is a prerequisite this report treats as belonging squarely inside Shift 3.

Shift 4 — From Faculty Training to Faculty Enablement

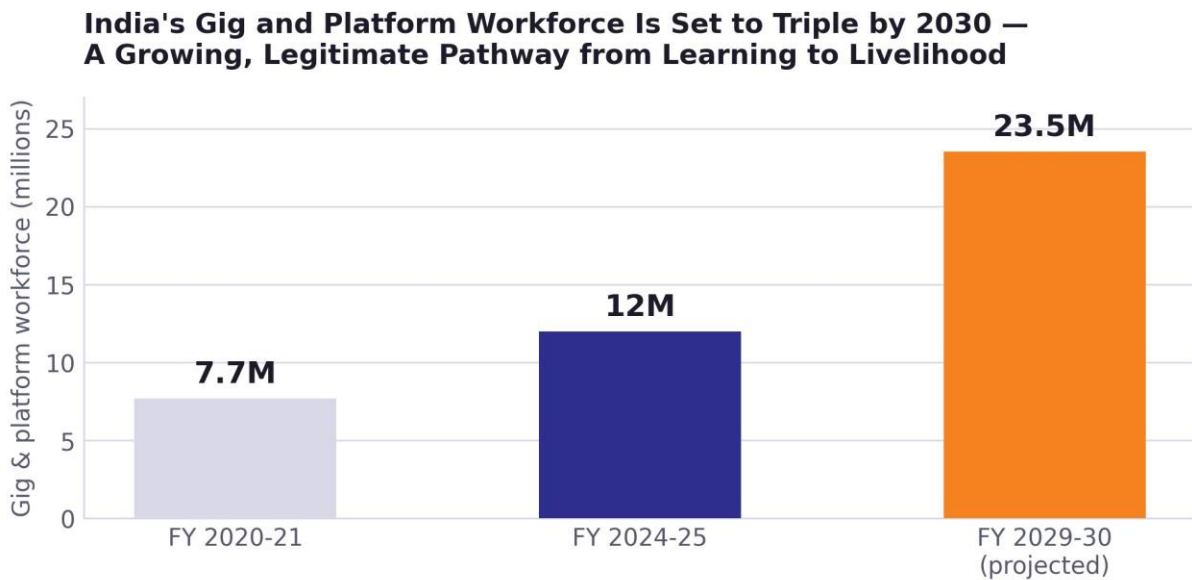
Faculty capability is the strongest lever available to Indian higher education, and the one most consistently under-resourced. Enablement means moving beyond one-time workshops toward AI fellowships, discipline-specific communities of practice, peer learning networks, AI learning architects, and continuous professional development — treating faculty confidence and recognition as a precondition for classroom change, not an afterthought to it.

Shift 5 — From Disciplinary Silos to Interdisciplinary Problem Solving

Real-world problems rarely respect departmental boundaries. Engineering students often need customer and community understanding; humanities and social-science students bring contextual and behavioural insight that technical teams lack. Shared problems — not shared electives — are the most effective organising mechanism for interdisciplinary learning.

Shift 6 — From Employability at Graduation to Economic Participation Throughout Learning

Employability is necessary but insufficient as a goal. Internships, apprenticeships, paid research and student consulting, micro-entrepreneurship, freelancing and gig work let students participate economically while still learning — a distinction that matters more, not less, as India's gig and platform workforce is projected to nearly triple, from 12 million today to 23.5 million by 2029-30 (Figure 4). This must be designed with safeguards against exploitation of student labour, not merely enabled.

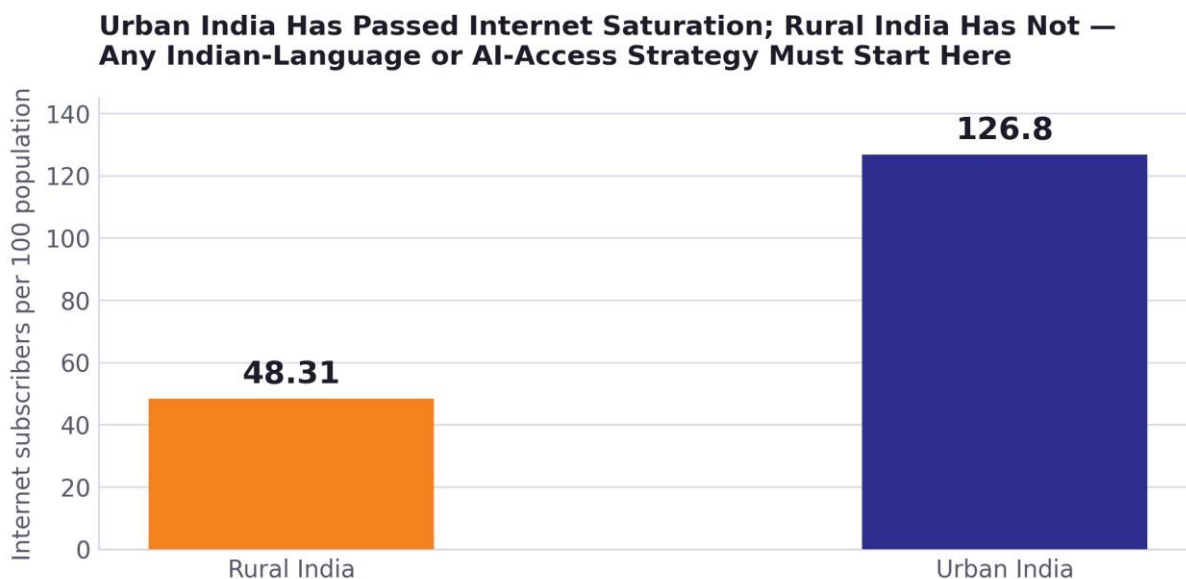


Source: NITI Aayog, "India's Booming Gig and Platform Economy" and 2025 workforce updates.

Figure 4 — India's gig and platform workforce is on track to triple by 2030, creating a growing, legitimate bridge between learning and livelihood.

Shift 7 — From Uniform Solutions to Inclusive and Contextual Pathways

India's linguistic, regional and infrastructural diversity means a common direction must allow for multiple implementation pathways. Rural internet subscription (48 per 100 people) still lags urban India (127 per 100) by a wide margin, and only 3.8 percent of rural households have high-speed fibre access compared with 15.3 percent in urban areas. An AI-enabled higher education strategy that assumes uniform connectivity, English-language interfaces, or metropolitan infrastructure will, by construction, widen the divide it should be closing.



Source: Department of Telecommunications data via The Week (June 2026); CEDA-Ashoka analysis of household connectivity.

Figure 5 — Urban India has passed internet saturation; rural India has not. Every access and language strategy in this report starts from this gap.

WHAT MUST BE PROTECTED ACROSS ALL SEVEN SHIFTS

Every shift in this chapter carries a risk of being implemented as a technology rollout rather than a capability strategy. Institutions pursuing these shifts should protect, deliberately: domain knowledge as a prerequisite for AI-assisted work; human judgment and accountability as non-negotiable; and evidence-generation as a condition of scale — pilot before mandate, in every case.

PART III · MODELS ALREADY EMERGING

PART III

Signals from Emerging Practice

5. Signals from Emerging Practice

Strategy is easy to state and hard to evidence. This chapter grounds the seven shifts in models that are already running in India today — most prominently, JAN AI's own body of work in Karnataka.

None of the examples below is presented as a finished national solution. Each is presented as a signal: a working demonstration, at small scale, that a specific strategic shift is viable in an Indian institutional context — and a candidate for the pilot-and-evidence approach set out in Chapter 12.

5.1 Reimagining Higher Education at Three Levels

A national strategy is only as real as its smallest working unit. This chapter tests the seven shifts at three levels simultaneously — a Tier 3 government college with thin resources and guest faculty, a university with real autonomy and capital, and a State Department of Higher Education whose single decision can enable or block thousands of institutions at once. These are not presented as a hierarchy; they are three different vantage points from which the same shifts have to be made real, and every case study below is anchored to one of them.

LEVEL 1 Tier 3 Government College Modest budgets, often guest-hired faculty, and a student body for whom this may be the only credential-granting institution nearby. The Ambassador model's Raichur pilot (5.2) is anchored here.	LEVEL 2 University Real autonomy and capital to lead, not just adopt. IIT Jammu, JAN AI × IIM Nagpur, Atria University and VTU's She Innovates programme (5.4, 5.5, 5.8, 5.9) are anchored here.	LEVEL 3 State Department of Higher Education One circular or one funding decision reaches thousands of institutions at once. The Kalaburagi pilot (5.12) is anchored here.
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5.2 The JAN AI Ambassador Model — Community Problem Discovery at the Source

JAN AI's foundational insight is structural: large numbers of Indian students seek meaningful industry and real-world exposure, but organisations cannot offer internships and mentorship at that scale. The result is what JAN AI terms a broken learning-to-work pipeline. The Ambassador model responds by sourcing real challenges directly from communities, NGOs and cultural ecosystems, translating them into student-led problem statements, and reversing the conventional order of learning: field research and user insight come before technical build, not after.

This is Shift 1 — problem-centred learning — implemented, not theorised. The model treats colleges' surrounding communities, local governments, MSMEs and NGOs as a standing supply of authentic

problems, and treats AI as what JAN AI calls a co-worker, not a crutch: a tool students direct to research, structure and build, rather than one that does the thinking for them.

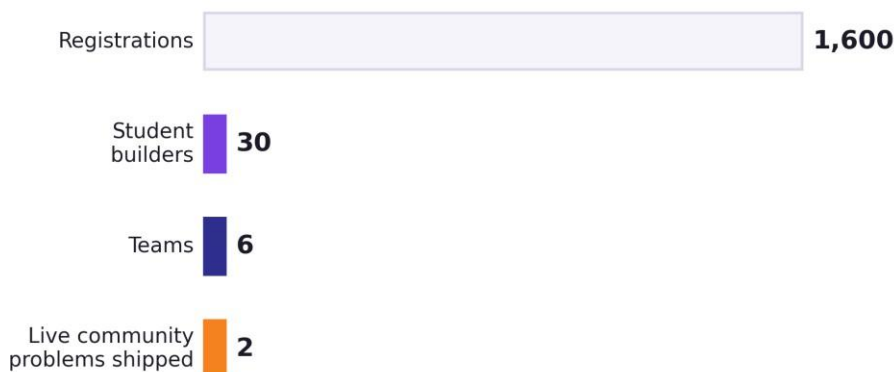
TIER 3 LEVEL — RAICHUR

The model's first sustained pilot ran in Raichur, North Karnataka — chosen deliberately because it is a Tier 3 setting rather than a showcase campus: modest infrastructure, limited faculty depth, and precisely the kind of institution a national strategy has to work for, not around. This report does not yet have a fully independent, separately documented case study for Raichur in the way it does for the Internship Program below; it is named here as the Ambassador model's proving ground, with a fuller account to follow as that documentation is completed.

5.3 JAN AI Internship Program — What Ownership-Driven Learning Actually Produces

The clearest evidence base in this report is JAN AI's own Internship Program, evaluated in a dedicated 2026 case study. The program opened registration broadly and let an ownership-first model do the selecting: from 1,600 registrations, a cohort of 30 student builders organised into 6 remote, cross-functional teams carried two real community challenges through to shipped, live products.

The JAN AI Internship Program: Ownership-Driven Learning Produces a Steep but Deliberate Funnel — the Drop-off Is the Signal, Not the Failure



Source: JAN AI Internship Program Case Study, 2026 (Head Held High Foundation). Two shipped products: Incredible Karnataka, Native Indian Recipes.

Figure 6 — The JAN AI Internship Program funnel: from 1,600 registrations to two shipped, community-grounded products.

The two tracks were Incredible Karnataka — a video-first discovery platform documenting hidden cultural experiences and local businesses — and Native Indian Recipes, a content-driven full-stack application capturing traditional culinary practices and regional diversity. Both required students to integrate field research and human insight with technical execution, reinforcing interdisciplinary capability (Shift 5) as a by-product of the model's design, not a separate intervention.

The case study's most important finding is not the two shipped products — it is the shape of the funnel that produced them. Participants who expected immediate technical work, clear timelines and continuous guidance instead encountered non-linear progression, early non-technical exploration, delayed product clarity and a high reliance on self-direction. That mismatch caused real disengagement and drop-offs. JAN AI's own conclusion, and this report's, is that the drop-off is a signal, not a failure: it reveals precisely who thrives under real ownership, and precisely where structure needs to be added to retain the rest.

Team	Trajectory
Nexus	Confusion → field-driven understanding → independent problem-solvers with structured workflows
Codex	Early technical misalignment → field interaction made the problem tangible → purpose-driven execution
Technova	Early attrition → deep cultural immersion by remaining members → resilience and confidence in ambiguity
Code Crafters	Early disengagement → technical phase validated earlier field work → improved adaptability
Code Wonder	Divergent expectations, no structured mentorship → fragmented, largely independent execution → product delivered, polarised feedback

The case study's five recommendations — introduce product vision from day one, run research and technical phases in parallel rather than sequentially, strengthen cross-domain mentorship, add clear milestones, and enable hybrid collaboration — are treated in this report as design requirements for any national scaling of problem-centred, ownership-driven learning models (see Opportunity 1 and Opportunity 2, Chapter 6).

KEY INSIGHT FROM THE CASE STUDY

The model's success depends on balancing exploration with structure, and ownership with mentorship. Ownership must be supported by clarity; exploration must be supported by guidance. When executed well, JAN AI's own assessment is that this model has the potential to reshape technical education at scale.

5.4 JAN AI × IIM Nagpur — Field Immersion as Curriculum (University Level)

A pilot pairing JAN AI with IIM Nagpur placed management students directly into villages and households, combining AI tools, field immersion and community problem-solving in a single learning sequence. Students engaged directly with communities, identified local challenges, collected data, and explored solution pathways. The pilot's significance is less the specific outputs than the demonstration that experiential learning, AI and societal impact can be designed to reinforce one another within a single postgraduate program — a pairing this report's Chapter 6 (Opportunity 1: Community Problem Networks) proposes extending well beyond management education.

5.5 IIT Jammu — A Premier Institute Redesigns From the Inside (University Level)

In June 2026, IIT Jammu launched a new four-year B.Tech in Unified Engineering — an interdisciplinary undergraduate degree, entered through JEE Advanced, built explicitly around what its own materials call a “Grand Challenge” framework: hands-on, team-based work on industrial, startup and research problems from the first semester, specialisations across AI and Robotics, Energy and Sustainability, and AI for Society, and generative AI positioned as a standing “learning companion” rather than a topic confined to one course. Programme chair Navneet Kumar described the intent directly: “We wanted to create a program where learning feels like an active engineering experience rather than a classroom chore.” The programme is backed by IIT Jammu's placement network and a

planned innovation park, with named industry partners including Amazon, Samsung, Intel, Siemens, IBM and TCS.

The vocabulary is striking without any direct connection between the two: IIT Jammu's "Grand Challenge" framework and its emphasis on generative AI as a constant learning companion closely echo Pillars 1 and 2 of the Ekalaiva framework (5.6, below) — arrived at independently, at one of India's most selective and autonomous institutions, rather than a Karnataka pilot college. The programme is too new for outcomes data; its first cohort enters through the JEE Advanced 2026 cycle. But its existence matters for this report's argument regardless of how it performs: if a premier IIT is redesigning a flagship undergraduate degree around grand-challenge, AI-native pedagogy rather than adding an AI elective to an unchanged curriculum, the case for incremental change everywhere else in the system weakens further.

5.6 Ekalaiva — Reframing Education Around Trust, Agency and Capability

The Ekalaiva framework — Education, Knowledge-skills Acquisition and Livelihoods in the Age of AI — was among the most substantively discussed proposals in the Karnataka working session. The name deliberately invokes Ekalavya, the self-taught archer of Indian tradition who mastered his craft through independent practice and devotion rather than formal instruction — an apt frame for a generation of students already teaching themselves with AI outside the classroom, whether or not their institutions have caught up.

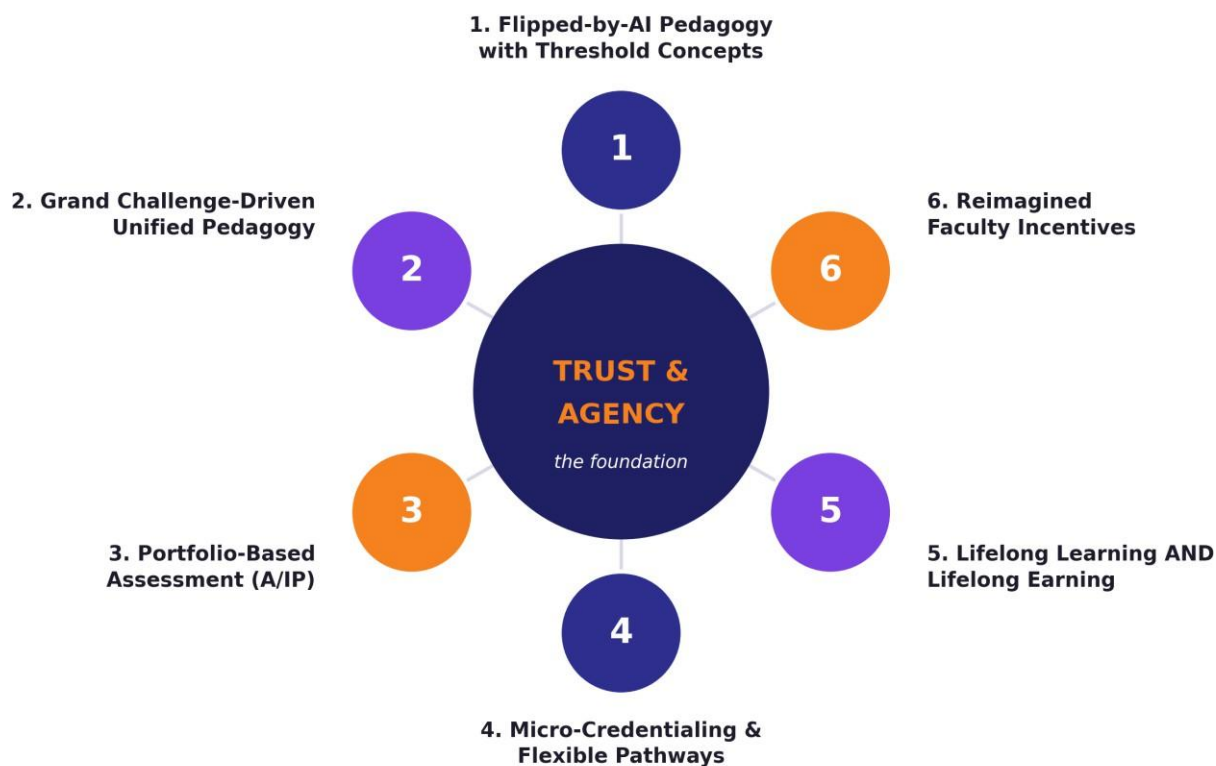
Ekalaiva's starting point is a single diagnostic question, put directly to faculty: if AI tools are available to students throughout a course — including assignments, tests and exams — what will you teach, how will you teach, and why will you teach? The framework's answer begins not with content but with a relational condition: trust and agency. Most Indian institutions are built on a no-trust, always-verify default — proctored exams, randomised seating, plagiarism software, physical surveillance — that treats students as reluctant vessels rather than curious agents. Ekalaiva's central claim, consistent with what this report heard directly from students and faculty across the roundtables, is that when genuine ownership is handed to learners, disengagement falls and self-directed effort rises. Without this foundational shift, no downstream reform — assessment redesign, faculty enablement, credit flexibility — holds for long.

WHY BLOOM'S TAXONOMY STOPS WORKING

Bloom's Taxonomy — Remember, Understand, Apply, Analyse, Evaluate, Create — has organised most of Indian education for seventy years, on the assumption that mastery climbs this ladder in sequence. AI breaks that assumption at its base: when a model can Remember, Understand and Apply faster than any student, the lower rungs stop being meaningful milestones. Ekalaiva replaces the ladder with threshold concepts — the small number of transformative ideas in any subject that, once genuinely grasped, irreversibly change how a learner sees it, and that can be crossed in any order, at any pace, with AI as a personalised guide rather than a shortcut around the crossing.

On this foundation, Ekalaiva rests on six mutually reinforcing pillars, developed and discussed at length across the Karnataka sessions.

The Ekalaiva Framework — Six Pillars on a Foundation of Trust and Agency



Source: Project Ekalaiva (Swaminathan, 2025–26); developed and discussed at the Karnataka roundtables.

Figure 7 — The Ekalaiva Framework: six pillars on a foundation of trust and agency.

Pillar	What it means in practice
1. Flipped-by-AI pedagogy with threshold concepts	Faculty stop delivering content AI can already deliver, and instead guide students across the handful of threshold concepts that define real understanding in a subject
2. Grand challenge-driven unified pedagogy	Learning organised around real, local, multidisciplinary problems — a campus, a neighbourhood, a district — rather than isolated departmental syllabi
3. Portfolio-based assessment	Validated artefacts (code, designs, data, prototypes, research) replace exams as proof of capability; grading shifts to Accomplished / In-Progress rather than ranking-driven marks
4. Micro-credentialing and flexible pathways	Modular, fractional-credit learning built on the Academic Bank of Credits, Multiple Entry Multiple Exit and APAAR, so study can pause and resume without penalty

Pillar	What it means in practice
5. Lifelong learning AND lifelong earning	Learning and earning treated as interwoven throughout life, not sequential stages — study while working, work while studying, on Digital Public Infrastructure (UPI, DigiLocker, APAAR, ABC)
6. Reimagined faculty incentives	Faculty recognised for the importance and impact of their work — mentoring, applied problem-solving, open resources — rather than publication counts alone

The fifth pillar carries particular weight for India's diagnosis in Chapter 3: more than 30% of students do not clear Class 10, and a further 20% do not clear Class 12 — over half of India's children permanently labelled by exit points from a system that treats education as a one-time conveyor belt, with upper age limits on re-entry that in some programmes are as low as 30. Ekalaiva's proposal is not a remedial add-on but a structural reversal: a system in which formal study, paid work, and returning to study again are treated as a single continuous pathway rather than three separate and unequal doors.

A TEST THIS FRAMEWORK WAS BUILT TO PASS: INDIA'S PREMIER INSTITUTIONS

Ekalaiva's sharpest test case may not be an under-resourced Tier 3 college but an over-resourced one. Several of India's IIMs are currently expanding into undergraduate management education — new campuses, new brand extensions, thirty thousand applicants for a few hundred seats — on curricula that remain, at their core, pre-AI in structure. A framework built on trust, agency, threshold concepts and portfolio evidence offers these institutions a different form of leadership than seat expansion: using their autonomy, capital and reach to demonstrate what a genuinely AI-era management education looks like, rather than scaling a 2010-vintage syllabus to more students. This report does not take a position on any individual institution's strategy; it notes the pattern as evidence that this is a national-readiness question, not only a Tier 2/3 access question.

Ekalaiva's fuller technical vision extends further still — proposing that every learner eventually hold a persistent, lifelong personal learning agent (a “Lumen”) archiving their validated portfolio, with institutions running coordinating agents (“Orbits”) across faculty, assessment and grand-challenge matching. This report treats that architecture as a serious research direction rather than a near-term recommendation: it raises exactly the data-privacy, consent and institutional-governance questions flagged in Chapter 9, and would need to be built and tested inside that governance architecture, not ahead of it.

Ekalaiva is presented in this report as a candidate reference framework for Opportunity 3 (a National Framework for AI-Enabled Learning and Human Capability, Chapter 6) — not as a finished national standard, but as a Karnataka-originated model, now substantially developed and documented, worth testing and refining through the broader consultation this report calls for.

5.7 Anatomy of Work — A Teaching Framework and Assessment Architecture for the AI Era

Anatomy of Work (AoW), an independent research initiative, brings a different kind of evidence to this report: not an Indian pilot, but a field-research base spanning faculty interviews, institutional policy reviews and classroom observation across multiple countries and disciplines. Its India-focused policy brief, *The Capability Imperative*, opens with the same diagnosis as the Karnataka roundtables, reached

independently: two students can submit identical, excellent work — one having understood it, one having prompted it well — and India's assessment system cannot currently tell the difference, at a scale of over 58,000 institutions and more than 43 million students where that gap does the most damage.

AoW's field research names three recurring patterns directly relevant to Shifts 2 and 3 in Part II. First, a parallel, informal learning system has already emerged — AoW terms it the Shadow Curriculum — in which students learn through AI tutors, peer networks and self-directed exploration outside the formal curriculum, whether or not institutions observe it. Second, faculty are already improvising credible responses — oral examinations, iterative submissions, authentic projects — but driven by individual judgment rather than shared institutional architecture. Third, the operative question in faculty rooms has already moved past detection: not 'did the student cheat?' but 'is this student still learning to think?' — a question Indian policy debate has largely not caught up to.

The AoW Teaching Framework

The Teaching Framework specifies eight interdependent layers across five domains — Foundations, Agency, Practice, Evidence and Institution — describing the conditions a learning environment must provide for capability to develop by design rather than by chance. AoW is explicit that no layer functions in isolation: a curriculum that introduces Work Missions (Layer 5) without redesigning assessment (Layer 6) reverts within a semester, and institutional governance (Layer 7) written without engaging faculty (Layer 8) goes unread.

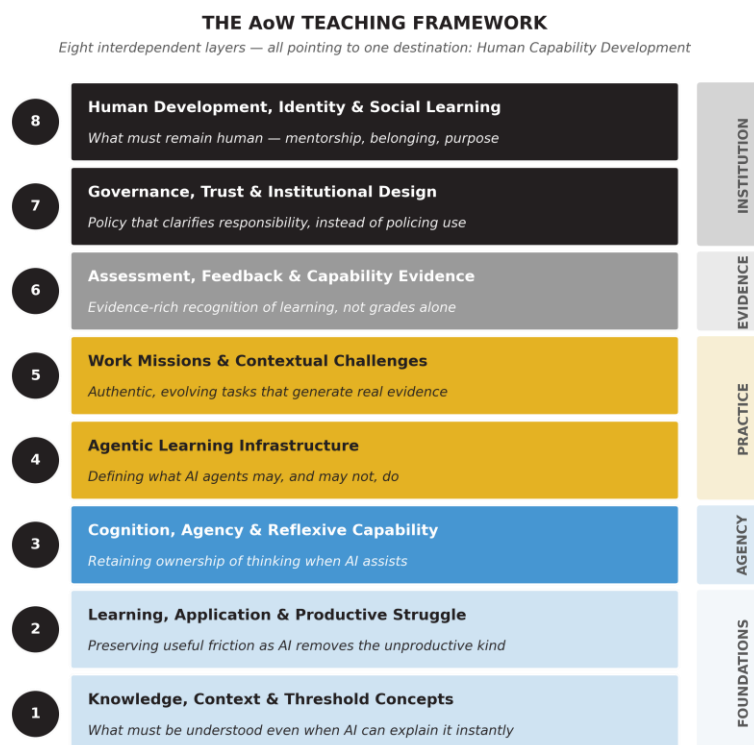


Figure 8 — The AoW Teaching Framework: eight interdependent layers, across five domains, oriented toward human capability development. Source: Anatomy of Work, *The Capability Imperative*, 2026. Full model reference: anatomyofwork.org/#/research/teaching-transformation-model.

The AoW Assessment Architecture

The companion Assessment Architecture responds directly to Shift 2 in this report: since no single exam, essay or project can reliably prove capability once AI can produce a competent version of any of them, the architecture replaces isolated assessment events with an evidence ecosystem of seven complementary archetypes — Foundational, Human-AI, Applied, Reflective, Relational, Developmental and Collective — each mapped to an instrument Indian institutions already use informally, from oral vivas to portfolios to team projects. What the architecture adds is coherence: naming what each instrument evidences, so an institution can certify capability from a defensible portfolio rather than a single AI-vulnerable submission.

ARCHETYPE	WHAT IT ANSWERS	HOW IT IS IMPLEMENTED (Example Instrument)
Foundational	Does the student understand the fundamentals?	<i>Closed-book oral viva or invigilated problem-set, scored against a threshold-concept rubric</i>
Human-AI	Can the student direct AI rather than defer to it?	<i>AI-usage disclosure log and verification record, reviewed by faculty</i>
Applied	Does capability transfer to real, ambiguous contexts?	<i>Authentic field project with a real stakeholder or community sign-off</i>
Reflective	Is self-awareness increasing?	<i>Structured reflective journal, scored against a metacognition rubric</i>
Relational	Can the student hold their position under scrutiny?	<i>Recorded oral defence or panel viva, with peer questioning</i>
Developmental	Is the student reliably becoming more capable?	<i>Portfolio reviewed at three milestones across a semester or year</i>
Collective	Does the student contribute meaningfully in a team?	<i>Team project with an individualized, peer-assessed contribution log</i>

Figure 9 — The AoW Assessment Architecture: seven archetypes of capability evidence, each mapped to a deployable instrument. Source: Anatomy of Work, *The Capability Imperative*, 2026. Full model reference: anatomyofwork.org/#/research/teaching-transformation-model.

AoW's policy brief recommends that UGC and NAAC recognise Developmental and Collective evidence — milestone-reviewed portfolios and peer-assessed contribution logs — alongside marks for a defined set of programmes in Year 1; that faculty development funding target Work Mission design and capability-evidence scoring specifically, rather than generic AI-awareness training; and that assessment data (AI-usage logs, reflective journals, portfolios, viva records) be made interoperable with DigiLocker and the Academic Bank of Credits, so evidence of capability stays portable and legible

to employers. This report treats the Teaching Framework and Assessment Architecture as a second, independently-derived reference model for Opportunity 3 (National Framework for AI-Enabled Learning and Human Capability) and Opportunity 5 (Assessment Innovation and Capability Verification) in Chapter 6 — arrived at through a different research method than Ekalaiva, and converging on much the same conclusion.

5.8 Atria University — Progressive Models Must Also Evolve (University Level)

Atria's experience with project-based, interdisciplinary learning offered a useful check on this report's own assumptions: even institutions already committed to "learning by doing" must evolve further in response to AI, particularly on assessment, originality, agency and authentic problem-solving. The lesson generalises — project-based pedagogy is necessary but not, by itself, sufficient in an AI-enabled environment; it must be paired with the assessment innovation described in Shift 2.

5.9 VTU × She Innovates — Women-Led Innovation and Entrepreneurship at Scale (University Level)

In July 2026, the Visvesvaraya Research & Innovation Foundation (VRIF) — the innovation and entrepreneurship arm of Visvesvaraya Technological University (VTU), based in Belagavi — ran two six-day residential bootcamps under the banner She Innovates, in partnership with UN Women, JAN AI, Wipro and the Karnataka Digital Economy Mission (KDEM), with support from TiE Bengaluru and TiE Hubballi. Across two batches (56 participants from 6-11 July, 55 from 13-18 July), 111 women engineering students from nine districts — Bengaluru, Anekal, Belagavi, Chikkodi, Haveri, Vijayanagara, Mangaluru, Dakshina Kannada and Uttar Kannada — went through a single deliberate sequence: field immersion first, ideation second, AI-assisted build last.

That sequencing makes the programme an independent, university-run instance of Shift 1. Before touching a tool, participants went into Santi Bastawad village, the Udyambag industrial area and the Belagavi market to conduct empathy interviews and identify grassroots problems; only then did the programme move into design thinking, Generative AI, generative design and Idea-to-POC development to build a response. The curriculum also treated entrepreneurship as inseparable from AI capability — team building, market validation, qualitative research and pitching sat alongside AI for social impact and rapid prototyping, rather than AI being taught as a separate module.

Its second significant feature is reach, not depth at one campus: 111 students drawn from nine districts, several of them Tier 2/3 towns, is a working instance of the cross-institution, multi-partner reach Opportunity 9 (Regional Higher Education Innovation Networks, Chapter 6) argues for — run by a university's own innovation foundation, a government skilling mission, a UN agency and a corporate partner together, rather than by any one of them alone. It is also, distinctively among the case studies in this chapter, designed specifically for women, giving Shift 7's inclusion argument a concrete, gender-specific instance rather than a general one.

FOUR INTERNAL CS, FOUR EXTERNAL CS

Addressing participants at the bootcamp, JAN AI founder Madan Padaki framed leadership as four internal qualities — Confidence, Compassion, Communication, and the ability to combine these into purposeful leadership — paired with four external roles: becoming Creators of Jobs, Change Makers, Community Builders, and responsible innovators who use AI for meaningful societal impact. Prof. Vidyashankar S., VTU's Vice-Chancellor and VRIF's Chairman, closed the programme by pressing participants toward resilience, continuous learning and interdisciplinary

collaboration, and naming the need for more innovation laboratories and supportive ecosystems for young entrepreneurs to experiment in.

Participants described the effect directly, in their own words:

The bootcamp completely changed the way I look at entrepreneurship. The field activities and mentoring helped me identify real community problems and think like a founder.

The sessions on AI, design thinking and idea validation gave me confidence to build a startup. Meeting experts and interacting with students from different districts was an unforgettable experience.

This report has no independent outcome data yet — the two batches concluded in July 2026, and any claim about downstream venture formation or capability gains would need a dedicated follow-up assessment, consistent with the evidence-before-scale principle in Chapter 12. VRIF has stated it intends to run further cohorts; what this report can say now is that the model — field immersion before ideation, AI positioned inside entrepreneurship rather than beside it, and multi-partner delivery reaching well beyond one campus — is already running, not proposed.

5.10 LabourNet — Demand-Linked Skilling at Scale

LabourNet's model of demand-linked skilling and apprenticeship illustrates how structured industry pathways can complement the more exploratory, ownership-driven models described above — offering a more scaffolded route to economic participation (Shift 6) for learners and institutions not yet ready for a fully open-ended, problem-first model.

5.11 Ants Skill Varsity — Lessons from Statewide Skilling at Scale

Ants Skill Varsity's Kalakey Jothegey Kaushalya (KJK) programme has run structured, credit-linked skilling inside Karnataka colleges since 2004, reaching roughly 6,500 students. Its value to this report is not its scale alone but its honesty about where a well-run, large-scale skilling programme still falls short: static curricula that age faster than review cycles allow, industry immersion that stays at the guest-lecture level rather than becoming sustained capstone or apprenticeship work, faculty treated as coordinators rather than capability builders, and assessment that continues to reward attendance and recall over demonstrated capability — the same diagnosis this report reaches independently in Part I.

Ants Skill Varsity's own practitioner framework proposes moving from a legacy exam-centric model, through vendor-driven skilling add-ons, to what it terms an integrated framework: capability evidenced through a verifiable digital portfolio rather than a certificate, validated through cryptographic peer, faculty and employer sign-off rather than institutional stamp alone, and linked to Digital Public Infrastructure — DigiLocker, APAAR and the National Credit Framework — so that evidence of capability is portable across institutions and employers.

Dimension	Legacy model	Integrated framework
Core objective	Passing a standardised exam for a static certificate	A digital portfolio displaying verified capability
Skill target	Outdated blueprints tied to earlier corporate mandates	AI literacy, data analytics and applied skills mapped to local problems

Dimension	Legacy model	Integrated framework
Delivery model	Classroom lectures by outsourced trainers	Peer-led, voice-first, vernacular-capable studio sessions
Validation	An institutional stamp, often discounted by employers	Peer, faculty and employer verification of specific artefacts
Economic link	Post-degree placement drives, low conversion	Micro-apprenticeships and earn-while-learning pathways

This report treats the integrated framework as a second, practitioner-derived confirmation of Opportunity 5 (Assessment Innovation) and Opportunity 3 (a national capability framework) — arrived at from statewide delivery experience rather than pilot design, and reaching a similar conclusion to Ekalaiva and the Anatomy of Work Assessment Architecture.

5.12 The Raichur Pilot — A Concrete State-Level Design (State Department Level)

One output of the Karnataka roundtables was translated directly into a first-year plan for the State's Department of Higher Education: a district pilot for Raichur, in historically under-served Kalyana Karnataka, where female literacy (near 55%) trails the State average (~68%) and roughly 15-20 government degree colleges affiliate to local University. Its design principle is deliberately minimal — no new law, no new budget, and not one changed syllabus.

The plan works inside Karnataka's existing assessment structure: the semester-end exam (about 60% of marks) stays untouched, while the existing continuous internal-assessment component (the remaining ~40%, already permitting project and field work) is redirected toward field-based, AI-assisted portfolios. A motivated lecturer can begin within current rules; scaling it district-wide requires only that the affiliating university's Board of Studies endorse a rubric and the Department of Collegiate Education issue an enabling circular. Faculty capacity is addressed through a master-trainer cascade rather than an assumption that every lecturer retrains at once, and AI access runs on free-tier and subsidised infrastructure to keep marginal cost near zero.

FIVE DECISIONS, ONE DISTRICT, ONE SEMESTER

The plan asks Karnataka's Department of Higher Education for five specific things: approve a Raichur pilot for AY 2026-27; issue the enabling circular and secure the Board of Studies endorsement; name a small task group spanning the university, faculty and industry partners; route outcome-linked payments through existing State schemes; and commit to a public evidence website rather than another report. Because it rides on national rails — the National Credit Framework and Academic Bank of Credits — the same design is built to travel to any State without requiring new local legislation.

The stakes behind a zero-new-budget design become clearer against Karnataka's own recent AI investment pattern. Research conducted for this report by Ahana Chellamani found that the State approved a 50 AI Labs initiative for government colleges — ₹10 crore in total, of which roughly ₹6.29 crore was released in the first year, distributing about ₹68.98 lakh per lab across three phases. In the same period, Dayananda Sagar University's partnership with NVIDIA committed more than ₹175 crore to build what is described as India's first AI Factory on an academic campus, plus a further ₹50 crore

for domain-specific Centres of Excellence — a single private university's compute investment exceeding the entire public system's AI Labs allocation by roughly seventeen times, even though the public initiative is the one explicitly tasked with reaching rural and lower-income students through government colleges. The district design does not resolve that imbalance. It is a deliberate response to it: a model that assumes public compute will remain scarce for the foreseeable future, and builds capability improvement into assessment and pedagogy rather than waiting for parity in infrastructure that may not arrive on schedule.

This report treats the Raichur design as a template, not a Karnataka-only recommendation: a working example of how a State can begin Horizon 1 (Chapter 12) inside a single semester, with a named budget line of zero.

5.13 What Students, Faculty and Global Peers Told Us

Beyond the two structured roundtables, research conducted for this report by Ahana Chellamani carried out 47 interviews with students, faculty, administrators and one industry professional — most in Karnataka, several in the United States — to test whether the diagnosis in Part I holds at the level of individual classrooms. It does, with more texture than survey data alone can offer. With 47 people interviewed, the quotes below are presented without individual attribution: each is representative of a pattern that recurred across multiple conversations, not an isolated view singled out from the rest.

What students said

The erosion students described was self-diagnosed, and it came up unprompted, in interview after interview:

It has affected our cognitive ability... our creative skills, our writing skills — it has been gradually decreased.

There's always that human touch that AI doesn't have when it comes to understanding whether the students have actually understood.

Not every student described the same experience — several described AI as a genuine confidence-builder for exam preparation, debugging code and understanding complex concepts — but the sharpest concern, echoed by AoW's Shadow Curriculum finding (5.7), was this one: students naming their own erosion of patience, thinking time and independent effort, without being prompted to.

What faculty said

Faculty described watching the same pattern from the other side of the classroom:

Whenever I put a prompt, I always ask this question — is that the right answer? Students, you know, stick only to that.

They quickly ask the ChatGPT and then tell me the answer... somewhere, they stop thinking, using AI.

The harder version of the same problem came from a senior academic leader interviewed for this research, at the founding-director level of a premier Indian technical institute: the crisis is not primarily how students are using AI, but that institutions have not yet decided what to teach when AI can already execute the baseline. That is the same question this report's Shift 1 and Shift 2 are built to answer.

What a global peer said

It's now well-documented that the students use AI to answer the questions you give them in assignments.

A humanities professor at a leading US university, interviewed as part of the same research, described having to abandon the take-home essay entirely in his courses — the same assessment-integrity pressure Part I documents for India, arriving independently in a very different higher-education system. The diagnosis in this report is not a Karnataka-specific or even an India-specific phenomenon; it is what AI does to any assessment model built around unsupervised written output, anywhere in the world.

What industry said

Any individual who is very AI friendly... the pace of growth that these individuals will see as compared to those who don't will be massive.

Across Microsoft Research India, Wipro, Northern Trust, Fractal, NatWest Group, Sutherland Global Services, The Quint, and the aerospace and skilling ecosystems represented in the roundtables and interviews alike, a consistent message emerged: employers are moving from asking "can the student get hired" to asking "can the student contribute from day one." The durable skills named were critical thinking, communication, ambiguity navigation, prompt engineering and self-directed learning — valued over raw tool mastery — the same capabilities Ekalaiva and the seven strategic shifts organise around, arrived at independently by employers rather than educators. One roundtable participant framed the stakes for the system as a whole:

AI is just the next step after the Digital Revolution. But moving text to PDFs or classrooms to Zoom was about access. The AI Revolution is fundamentally about agency, synthesis and cognition — it isn't an infrastructure upgrade, it is a paradigm shift.

5.14 What These Examples Suggest, Together

No single model above is ready for unmodified national replication. Together, however, they demonstrate that every one of the seven strategic shifts in Part II already has a working example behind it — spanning a Tier 3 government-college pilot, three universities, a premier IIT, a State Department of Higher Education, and dozens of individual voices from classrooms in Karnataka and beyond. That is the evidence base this report scales from in Part IV: not a hypothesis, but a portfolio of early, honestly-evaluated signals, tested at every level a national strategy has to work at once.

PART IV · A NATIONAL ACTION FRAMEWORK

PART IV

Ten Opportunities for Indian Higher Education

6. Ten Opportunities for Indian Higher Education

Ten opportunities, each traceable to a strategic shift and at least one working signal, organised as a portfolio rather than a single programme.

Each opportunity below follows a common template: the challenge it addresses, the model proposed, and where action sits — national, State/UT, or institutional (HEI). None requires waiting for the others; several can begin inside existing policy frameworks (Chapter 8).

01 Community Problem Networks

CHALLENGE Institutions lack a standing supply of authentic, real-world problems for students to work on.

MODEL Expand the JAN AI Ambassador model nationally: students identify, document and solve challenges sourced from villages, urban communities, MSMEs, NGOs, local government and public institutions.

LEVELS OF ACTION *National: reference design and evidence platform. State: regional problem aggregation. HEI: local partnerships and course integration.*

02 Problem-Centred Learning and Challenge Studios

CHALLENGE Learning remains organised around disciplinary content coverage rather than applied, cross-disciplinary problem solving.

MODEL Challenge-based studios spanning engineering, humanities, commerce, management, healthcare, law and social sciences, built on the JAN AI Internship Program's lessons on parallel research/build tracks and early product vision.

LEVELS OF ACTION *National: studio design toolkit. State: shared faculty and studio infrastructure. HEI: curriculum integration and credit recognition.*

03 National Framework for AI-Enabled Learning and Human Capability

CHALLENGE There is no common reference point for what AI-enabled capability means across India's institutions.

MODEL A common framework covering AI understanding, effective use, critical evaluation, problem framing, judgment, ethical reasoning, disciplinary application and human collaboration — building on Ekalaiva as a candidate reference model.

LEVELS OF ACTION *National: framework and validation. State: contextual adaptation. HEI: adoption into programme outcomes.*

04 Faculty AI Enablement Network

CHALLENGE Faculty development remains one-time and workshop-based despite being the strongest lever available.

MODEL A national reference curriculum, State-level faculty cohorts, institutional communities of practice, faculty innovation grants, and discipline-specific AI learning architects.

LEVELS OF ACTION *National: curriculum and fellowships. State: cohort scale-up. HEI: communities of practice and recognition.*

05 Assessment Innovation and Capability Verification

CHALLENGE Completion-based assessment can no longer reliably distinguish learning from AI-assisted submission.

MODEL AI-resilient and AI-inclusive assessment: live defence, portfolios, project-process evidence, authentic assessment, oral and multimodal evaluation — beginning, for technical programmes, with an early diagnostic baseline in the first year to surface gaps in mathematics, reasoning and problem-solving before they compound.

LEVELS OF ACTION *National: assessment principles. State: multi-institution pilots. HEI: programme-level redesign.*

06 Indian-Language AI Learning Ecosystem

CHALLENGE AI access still concentrates in English and in urban, high-bandwidth environments.

MODEL Translated learning resources, voice-first learning, local-language prompting, multilingual faculty resources and regional problem repositories, built on Digital Public Infrastructure such as Bhashini — including NPTEL-style technical and non-technical courseware in regional languages such as Kannada and Tulu, to build self-learning confidence beyond English-medium content.

LEVELS OF ACTION *National: language DPI and standards. State: regional-language content. HEI: classroom deployment.*

07 National Higher Education Problem Bank

CHALLENGE Individual institutions cannot source enough authentic problems at consistent quality on their own.

MODEL A shared repository of problems contributed by government departments, districts, industry, MSMEs, NGOs and research institutions, searchable by discipline and region.

LEVELS OF ACTION *National: platform and curation standards. State: regional contribution pipelines. HEI: problem selection and credit mapping.*

08 Earn-While-Learning and Student Enterprise Networks

CHALLENGE Employability is treated as a graduation-day outcome rather than something built through participation during study.

MODEL Student gig networks, paid research, translation, surveys, data services, AI-assisted services, consulting projects and social enterprises — including shared gig platforms that pool and connect opportunities across institutions rather than each college building its own, and structured formats such as student-run service and sales labs handling real customer engagement, market research and service delivery for domestic and global clients — with explicit safeguards against exploitation, given India's gig workforce is projected to reach 23.5 million by FY30.

LEVELS OF ACTION *National: safeguard standards. State: regional enterprise networks. HEI: credit-bearing participation models.*

09 Regional Higher Education Innovation Networks

CHALLENGE Affiliated and rural colleges cannot build advanced AI capability alone at viable cost.

MODEL A national enabling framework with State implementation, regional or district hubs, node institutions, partner colleges, and shared faculty and infrastructure.

LEVELS OF ACTION *National: enabling framework. State: hub design and funding. HEI: node or partner participation.*

10 Institutional AI Readiness and Responsible Adoption Framework

CHALLENGE Institutions are adopting AI faster than they are governing it — 57% of leading HEIs have a policy, 40% are still developing one.

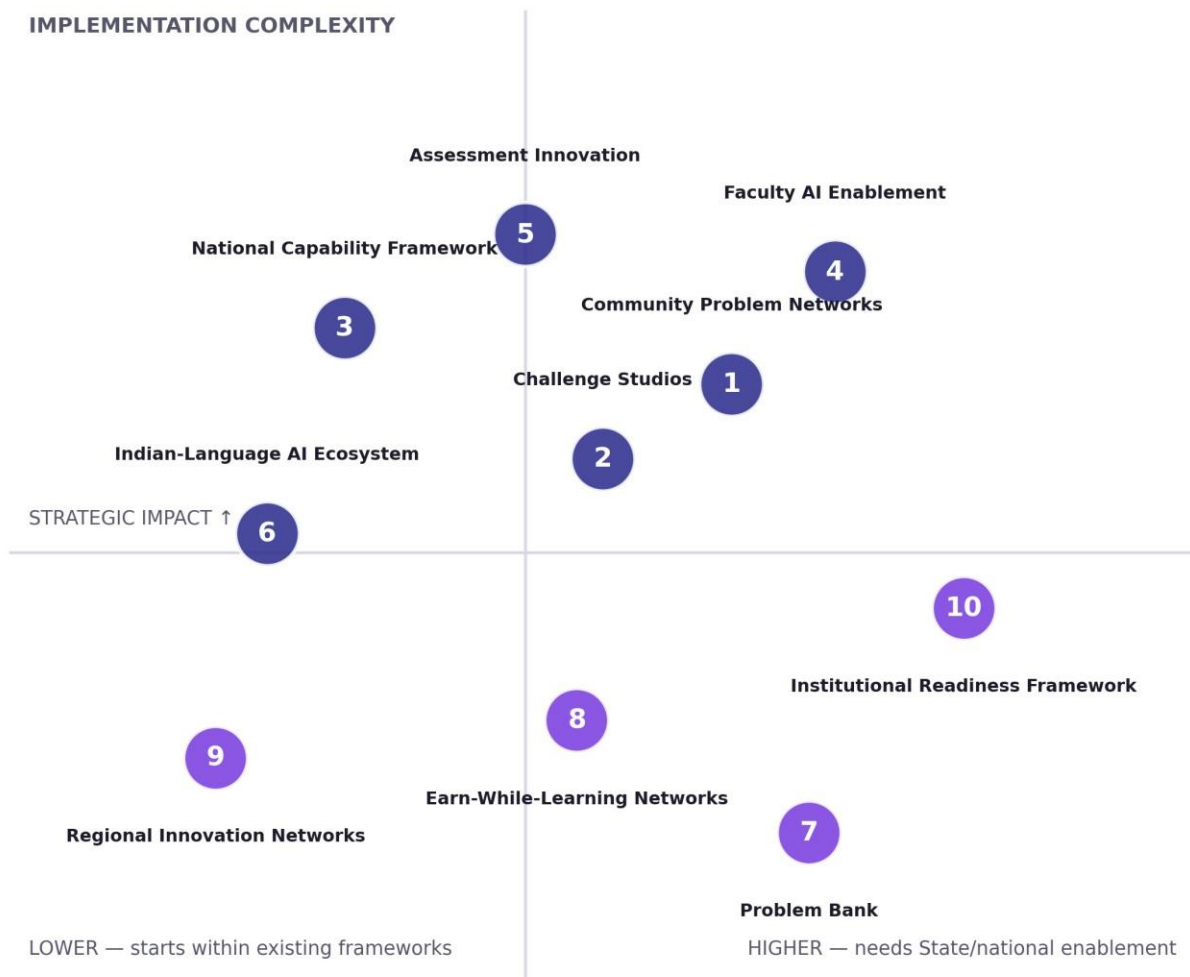
MODEL A readiness framework spanning institutional strategy, faculty capability, learner readiness, infrastructure, assessment, data governance, responsible AI, inclusion, leadership and partnerships.

LEVELS OF ACTION *National: readiness standard. State: assessment rollout. HEI: self-assessment and roadmap.*

6.1 A Portfolio, Not a Single Programme

These ten opportunities are not sequenced by importance; they are sequenced for evidence generation, as set out in the three-horizon roadmap in Chapter 12. Chapter 8 maps each opportunity against existing national policy to show which can begin immediately within current frameworks, and which require State-level enablement or further national guidance. Read together, they form a portfolio to be resourced and evaluated as a set — not a single flagship programme whose failure would set the whole agenda back, and not a checklist every institution must complete in full.

Ten Opportunities, Plotted by Strategic Impact and Implementation Complexity (illustrative prioritisation — to be validated through national consultation)



Note: positioning reflects this report's analysis of the ten opportunities in Chapter 6, not a scored empirical assessment.

Figure 11 — The ten opportunities plotted by strategic impact and implementation complexity, to help sequence early national and State attention.

6.2 Institutional AI Readiness — What to Assess Before Committing

Opportunity 10's readiness framework applies across all ten opportunities, since none of them succeeds in an institution that has not first taken stock of its own starting position. Six dimensions recur

across the Karnataka discussions and the broader evidence base as the ones worth assessing before an institution commits to scale:

Readiness dimension	What it asks
Institutional strategy & leadership	Is there a named owner and a stated direction for AI adoption, or is it happening by default?
Faculty capability	Can faculty redesign pedagogy and assessment, not just operate AI tools?
Learner readiness	Do students have equitable access, language support and baseline digital fluency?
Infrastructure	Is connectivity, compute and platform access sufficient for the intended use case?
Assessment & data governance	Are assessment and data-handling practices ready for AI-inclusive evaluation?
Partnerships	Are there working relationships with industry, community and government partners to draw on?

An institution scoring low on two or three dimensions is not disqualified from this agenda — it is a candidate for the regional and shared-infrastructure models in Opportunity 9, rather than an early, independent mover on Opportunities 2 or 5.

6.3 A Concrete Operating Model for Opportunity 9 — The AI Innovation Hub

Opportunity 9 (Regional Higher Education Innovation Networks) is stated at the level of principle in this report. A detailed operating blueprint, contributed through the roundtable process and designed to be State-agnostic, gives it a concrete implementation model worth adopting directly: a node college hosts the hub for a district or cluster of colleges, providing the physical lab, faculty base and student cohorts, while the surrounding ecosystem — district government, AI startups, skilling organisations, industry and NGOs — supplies funding, problem statements, mentors and deployment pathways.

Governance layer	Composition and mandate
Steering Council	Academia leaders, district officials, startup and skilling representatives, node college head — sets annual priorities, approves funding, reviews outcomes, quarterly cadence
AI Architect (anchor role)	One lead architect supported by faculty and startup mentors — designs hub architecture, problem decomposition, technical standards and the mentor model, weekly design reviews
Responsible AI Council	AI architect, legal or policy advisor, academic representative — reviews ethics, bias, privacy and safety at every stage gate before deployment

Its delivery methodology runs six stages: discover district, campus and community problem statements and screen for feasibility and ethics; define each as a challenge brief with users, success metrics and constraints; develop capability through bootcamps on AI foundations, tools and responsible use; design and build in studio format with faculty and startup mentors; demonstrate and validate working

prototypes with the original problem owner; and deploy or publish strong solutions into pilot deployment, incubation or public showcase. This is offered as a directly reusable template for the node-and-hub design in Opportunity 9, not a new opportunity of its own.

7. Differentiated Pathways for India's Higher Education Institutions

One national direction. Multiple institutional starting points. A single implementation model will not work across a system this diverse.

Research-intensive universities, teaching-focused universities, autonomous colleges, affiliated colleges, technical and professional institutes, rural and regional institutions, and open-and-distance-learning providers all face the same seven strategic shifts — but from very different starting positions in faculty capacity, funding, autonomy and infrastructure. The table below summarises the highest-leverage starting point for each.

Institution type	Highest-leverage starting point
Research-intensive universities	AI research capacity; advanced, defensible assessment; global partnerships
Teaching-focused universities	Faculty capability building; learning redesign; industry-linked projects
Autonomous colleges	Rapid curriculum pilots; new assessment models; community and industry projects
Affiliated colleges	Scalable faculty enablement; shared curriculum resources; common problem repositories
Technical & professional institutions	Disciplinary AI application; apprenticeships; applied innovation with ethical grounding
Rural & regional institutions	Access and language infrastructure; local problem-solving; shared regional resources
Open & distance-learning institutions	Scalable AI-enabled support; personalised learning; robust learner verification

Institutions frequently combine more than one pathway, and readiness can vary within a single campus — a strong engineering department and an under-resourced humanities department are not uncommon in the same institution. National and State action should therefore offer a menu of entry points rather than a single readiness bar, with shared standards for what "AI-enabled capability" means (Opportunity 3) but no requirement for identical implementation.

7.2 What You Can Do, Starting Today

Strategy documents are frequently read and rarely acted on the same day. The table below is deliberately literal: for each actor in the system, what can begin this week inside the rules that already exist, and what genuinely has to wait for a new policy, budget line, or institutional decision.

If you are...	Start today, inside the existing framework	Requires a new framework or decision
A student	Disclose AI use honestly in coursework; use AI to direct your own research and build a portfolio of real work, not just polished submissions; ask your institution what its AI policy actually says	A national standard for what "AI-enabled capability" means and how it is credentialed (Opportunity 3)
A faculty member	Redesign one assessment this semester toward portfolio, oral defence or process evidence; replace step-by-step lab instructions with an outcome-based challenge in one practical session; join or start a peer community of practice; treat AI-usage disclosure as a teaching moment, not a policing exercise	Institutional recognition and workload credit for assessment redesign and mentoring, not just publication (Ekalaiva Pillar 6, 5.6)
A Principal (Tier 3 government college)	Use existing internal-assessment marks for field-based, AI-assisted project work, as the Kalaburagi design shows is possible without new budget (5.12); ask permanent faculty to mentor guest lecturers on AI-aware pedagogy	A Board of Studies-endorsed rubric and an enabling circular from the Department of Collegiate Education (5.12)
A Vice-Chancellor (University)	Run an institutional AI-readiness self-assessment (Opportunity 10); back one faculty-led grand-challenge pilot, as IIT Jammu, Atria and VTU's She Innovates programme have done (5.5, 5.8, 5.9)	University-level governance architecture spanning acceptable use, data privacy, and procurement (Chapter 9)
A Secretary / Minister (State or National Dept of Higher Education)	Commission a State- or system-wide AI-readiness baseline; treat the Kalaburagi model as a replicable, zero-new-budget template rather than a one-off (5.12)	Common national AI-capability and assessment standards; a funding pathway that does not assume elite institutions' compute access is the norm (Chapter 10)

PART V · FROM POLICY TO IMPLEMENTATION

PART V

From Policy to Implementation

8. Policy Alignment, Enablers and Gaps

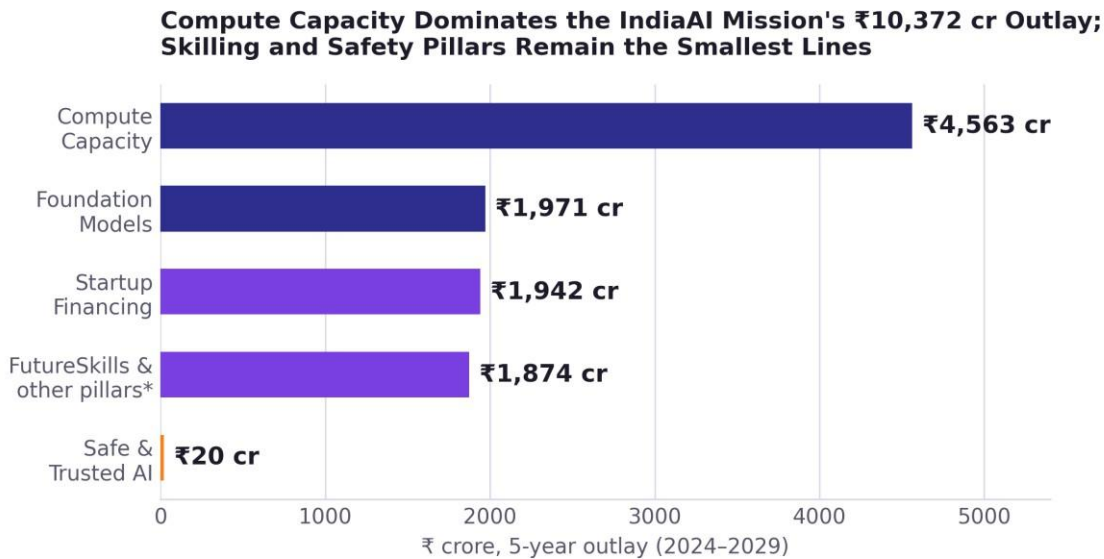
India is not starting from a blank page. Most of what this report proposes can begin inside policy that already exists.

NEP 2020, the Curriculum and Credit Framework for Undergraduate Programmes, the National Credit Framework, the National Higher Education Qualifications Framework, internship and apprenticeship-embedded degree guidelines, PM-USHA, the IndiaAI Mission and IndiaAI FutureSkills pillar, the Academic Bank of Credits, and APAAR together already permit — and in several cases actively encourage — multidisciplinary study, credit for experiential and apprenticeship-based learning, and institutional autonomy in curriculum design. The gap in most cases is not policy permission. It is institutional capacity, funding continuity, and coordinated implementation.

Category	Illustrative action
A. Can begin within existing frameworks	Faculty development, community problem networks, challenge studios, institutional AI-readiness self-assessment, portfolio-assessment pilots
B. Requires institutional/university approval	New credit-bearing courses, interdisciplinary programmes, assessment redesign, earn-while-learning credit recognition
C. Requires State-system enablement	Regional innovation networks, shared infrastructure, State-wide faculty programmes, public-university coordination
D. May need national guidance or regulation	Common AI-capability standards, national assessment principles, recognition of new forms of capability evidence, portability of experiential learning

8.1 Where the IndiaAI Mission Fits

The IndiaAI Mission's ₹10,371.92 crore five-year outlay is weighted heavily toward compute infrastructure and foundation models, with skilling — the pillar most relevant to this report — a comparatively small share of the total (Figure 10). This is not a criticism of the Mission's design, which reflects a reasonable national bet on AI infrastructure; it is a caution against building this report's funding assumptions around FutureSkills money that is both limited in scale and, as of April 2026, only partially disbursed.



Source: Cabinet-approved IndiaAI Mission outlay, PMO/PIB. *FutureSkills, Data & AI Labs and remaining pillars combined; figures indicative, residual of total outlay.

Figure 10 — Compute capacity dominates the IndiaAI Mission's outlay; skilling and safety pillars remain the smallest lines.

A CAUTION ON THE INDIAAI MISSION

The IndiaAI Mission's Cabinet-approved outlay is ₹10,371.92 crore over five years (2024-2029), with ₹1,000 crore allocated for FY2026-27. As of April 2026, only around ₹400 crore had been released against that five-year outlay. This is not a reason to wait for the Mission before acting — most of the opportunities in Chapter 6 do not depend on it — but it is a reason to build funding strategies (Chapter 10) that do not assume central AI-specific funding will arrive on schedule.

9. Governance for Responsible AI Adoption

Adoption has outpaced governance. Closing that gap is now more urgent than adding new AI capability.

With AI use already widespread among students and faculty — and formal institutional policy present in only 57 percent of leading HEIs surveyed — governance is not a future problem to be designed once adoption stabilises. It is a present gap. This report proposes a risk-based institutional governance architecture built around nine areas of practice, each requiring different degrees of central guidance versus institutional discretion:

- Acceptable use — what AI-assisted work is permitted, and under what disclosure
- Academic integrity — distinguishing AI-assisted learning from AI-substituted work
- Data privacy and learner protection — especially for minors and first-generation learners unfamiliar with data practices
- Transparency and disclosure — for both institutions and students, on how and where AI is used
- Bias, fairness and inclusion — particularly for regional languages and underrepresented groups
- Human oversight — decisions that must remain human-led regardless of AI capability
- Procurement and evaluation of AI tools — objective criteria before institutional adoption
- Intellectual property, authorship and ownership — for AI-assisted student and faculty work

- Incident reporting and redress – a clear channel when AI use causes harm or dispute

Governance should begin from educational purpose, not compliance minimisation, and should be designed explicitly to protect experimentation rather than suppress it — the objective is responsible adoption, not risk-averse paralysis.

10. Funding and Partnership Pathways

Start with what already exists. Build the case for new funding on evidence, not aspiration.

The guiding principle for funding this agenda is to begin with existing policy and institutional resources before proposing a large new centrally funded scheme. Six pathways are available today, each suited to different opportunities and stages of maturity:

Pathway	Best suited to
Public funding (PM-USHA, State higher-education budgets, institutional budgets)	Faculty enablement, assessment pilots, institutional readiness – PM-USHA alone carries a ₹12,926.10 crore outlay (2023-24 to 2025-26) across 33 States/UTs
Corporate Social Responsibility (CSR)	Community problem networks, skilling partnerships, regional innovation hubs
Industry talent & university-relations budgets	Problem sponsorship, faculty-industry engagement, applied projects
Philanthropic funding	Early-stage pilots and evidence generation not yet fundable through public channels
Public-private partnerships	Shared infrastructure, regional networks, language and access infrastructure
Earn-while-learning / revenue-generating models	Student enterprise networks, with clear revenue-allocation and IP safeguards

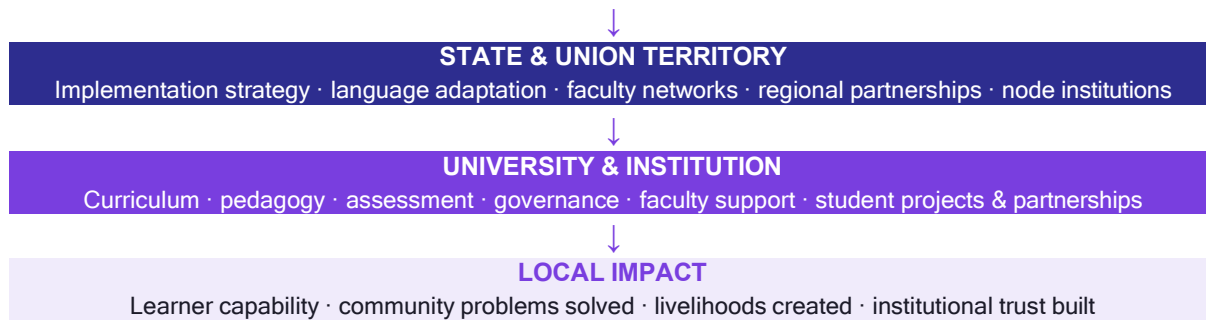
Funding should be tied to evaluation from the outset — every funded pilot should carry a small, pre-agreed evidence requirement (Chapter 12) so that funders, institutions and the national evidence base all learn from what is tried, including what does not work.

11. A Federated Implementation Architecture

National direction. State adaptation. Institutional innovation. Local impact.

No single actor can implement this agenda alone, and no single level of government should try to. The architecture below assigns a distinct, complementary role to each level of the system — deliberately avoiding both centralised mandate and uncoordinated institutional experimentation.

NATIONAL
Strategic direction · reference frameworks · research & shared resources · national platforms · funding incentives · cross-State learning



Industry, civil society and technology providers sit alongside this architecture rather than beneath it: contributing problem statements, mentors, projects, apprenticeships, infrastructure and funding support at every level, from national platforms to individual institutional partnerships. Evidence should flow both up and down this architecture — State and institutional pilots feed the national evidence base (Chapter 13), and national frameworks adapt in response, rather than being fixed at the outset and imposed downward.

11.1 Roles Beyond Government

Faculty, students, industry, civil society, technology providers and professional bodies each have a distinct, non-substitutable role in this architecture — none of them a passive recipient of policy handed down from above.

Actor	Primary role in this architecture
Faculty	Redesign pedagogy and assessment; model responsible AI use; mentor problem-centred learning
Students	Direct AI use with judgment; disclose it honestly; contribute to community problem-solving
Industry	Contribute problem statements and mentors beyond recruitment; fund applied projects and faculty engagement
Civil society & communities	Supply authentic problems; partner on field immersion; hold institutions accountable to local relevance
Technology providers	Build for Indian-language and low-bandwidth contexts; support institutional evaluation, not just procurement
Professional bodies & councils	Update accreditation and curriculum norms to recognise new forms of capability evidence

12. Pilot and Scale Roadmap

Build evidence, then networks, then shared infrastructure. Evidence before scale, in that order, every time.



Figure 12 — The three-horizon roadmap: each horizon scales what the previous one proved, rather than launching fresh.

Horizon 1 — Build Evidence (0–12 months)

Institutional AI-readiness pilots, faculty AI enablement cohorts, assessment innovation pilots, community problem network pilots (extending the JAN AI Ambassador model), challenge studio pilots, responsible-AI capability pilots, and Indian-language learning pilots. Success in this horizon means credible pilot evidence and honest documentation of what did not work — not national rollout.

Horizon 2 — Build Networks (1–3 years)

Regional faculty enablement networks, regional higher-education innovation networks, State and regional problem platforms, multi-institution assessment networks, Indian-language resource networks, student enterprise and earn-while-learning networks, and discipline-specific AI capability pathways — each scaled from a Horizon 1 pilot with demonstrated evidence, not launched fresh.

Horizon 3 — Build Shared Infrastructure (3–5 years)

Interoperable national learning resources, shared AI infrastructure, a national evidence repository, scalable assessment architectures, and federated innovation networks at national scale — the point at which State- and institution-level innovation becomes shared national capability.

WHAT SHOULD NOT BE SCALED PREMATURELY

None of the models in Chapter 5 — including JAN AI's own Ambassador model and Internship Program — should be scaled nationally before their Horizon 1 evidence is in. The Internship Program's own case study shows real attrition and design friction alongside real outcomes; that combination is exactly what a pilot should surface before it is asked to carry national weight.

PART VI · BUILDING THE EVIDENCE BASE

PART VI

Research Agenda and Conclusion

13. Research and Policy Questions for India

A national AI-in-education agenda needs a national evidence agenda alongside it. These are the open questions this report cannot yet answer.

Six clusters of questions deserve sustained national research investment over the Horizon 1 and Horizon 2 period, each with direct bearing on the opportunities in Chapter 6:

Cluster	Illustrative questions
Learning	What capabilities become more important when AI is widely available? When does AI support learning, and when does it substitute for it?
Assessment	How can institutions assess understanding when AI contributes to student work? What forms of AI-use disclosure are workable at scale?
Faculty	How is the faculty role changing? Which enablement models generate sustained, not one-time, adoption?
Employment	How is AI changing entry-level work? What should every graduate understand about working with AI?
Inclusion	Will AI reduce or widen institutional inequality? What infrastructure is required in lower-resource institutions?
Governance & measurement	What institutional safeguards are required? How should judgment, adaptability and responsible AI use be measured?

This report treats these as open questions requiring further national consultation, not gaps to be papered over with confident-sounding claims. A credible national strategy should be able to say, plainly, what it does not yet know.

14. Conclusion — Higher Education as a Platform for National Capability

India's opportunity is not to add AI courses to existing higher education. It is to use the AI transition to strengthen how learners think, create, collaborate, solve problems and participate in the economy and society.

This report opened with two transitions colliding — a higher education system expanding toward NEP 2020's 50 percent GER target, and an AI transition that a majority of Indian students have already adopted on their own. It closes with a single proposition: the future of Indian higher education will not

be defined by how widely AI is used inside it, but by whether institutions use that adoption to deepen human capability, broaden opportunity, and enable meaningful contribution — to a workplace, a community, or a family that a first-generation graduate is often the first in to complete a degree at all.

The seven strategic shifts in Part II, the ten opportunities in Part IV, and the federated architecture and three-horizon roadmap in Part V are offered as a coherent, sequenced way to pursue that proposition — grounded not in aspiration but in a working portfolio of Indian pilots, most prominently JAN AI's own Ambassador model, Internship Program, and the Ekalaiva framework, each honestly evaluated, including where they struggled.

Five Immediate Priorities

1. Faculty Enablement — the single highest-leverage lever available, and the most consistently under-resourced.
2. Assessment Innovation — without it, every other shift is undermined by an assessment system AI has already outpaced.
3. Institutional Readiness and Governance — closing the gap between adoption (already near-universal) and governance (present in barely half of leading institutions).
4. Problem-Centred and Applied Learning — extending the JAN AI Ambassador model and comparable approaches, with the structural safeguards its own case study recommends.
5. National Evidence Generation — building the research agenda in Chapter 13 alongside implementation, not after it.

A CALL FOR COLLABORATIVE ACTION

This report originated in two rooms in Bengaluru and was written for a national audience it has not yet fully consulted. Its recommendations are offered as a starting position for that broader national conversation — with States, institutions, industry and NITI Aayog — not as its conclusion. The conversations have begun. The next phase is experimentation, evidence-building and collaborative action, at a scale that matches the country this report is written for.

APPENDICES

Appendices

Appendix A — Consultation Participants

This report draws on two multi-stakeholder sessions convened in Bengaluru — the AI in Higher Education Roundtable (15 May 2026, at the Department of Higher Education's Campus to Career Summit) and the AI in Higher Education Working Session (6 June 2026) — bringing together more than 30 organisations across academia, industry, government, EdTech, startups and civil society. The individuals below participated and contributed directly to the discussions synthesised in this report.

Name	Title	Organisation
AmrutaBandhu Chaudhury	Co-Founder	ScaleNetwork
Anusha M Virupannavar	Assistant Professor of Law	Chanakya University, Bengaluru
Aryan Yadav	CTO and Co-Founder	Neosapien
Dr. Bharti Garg	Competency Head - Data, Analytics & Intelligence	Wipro
Bibin Shivas	Vice President, Operations	ATI Robotics
Chaithra N.	Assistant Professor	City Engineering College
Chithra Thomas	Founder	Talent Vantage
Debashree Basu	Founder	Kreative Media AI Labs Private Limited
Gautam Srikrishna	Director of Innovation	Spherical Lab
Geeta Khade	Placements Coordinator	City Engineering College
Gopal Devanahalli	President - Skilling	Wadhwani Foundation
Kaushik Raju	Chief Operations Officer	Atria Group
Dr. M M Bagali	Professor	Dayananda Sagar University
Mala Ananth	Founding Member, Integrator – Corporate, Academia, Government	T-Hub / IIM Bangalore
Dr. Manohar Swaminathan	Senior Principal Researcher	Microsoft Research India
Mary Andrews	Associate Vice President, Global Talent Leader - Digital Engineering Services	Sutherland Global Services
Neeraj Sharma	CEO	v18hub
Nitin Rakesh Prasad	Founder	Goprac Private Limited
Peri N Murthy	General Manager, AI Infusion Office	Wipro

Name	Title	Organisation
Dr. Pranusha Kulkarni	Assistant Professor, General Management and Public Policy	Goa Institute of Management
Praveen MN	Director	ANJ
Priya Madhavan	Head, Standards, Projects and Learning Resources	NASSCOM
Roydon Gonsalvez	Head, Talent Management	Northern Trust
Dr. Rumi Sikdar	CEO	Ants Skill Varsity
Sangeetha Vijay	CHRO	Fractal
Dr. Shanthi Satish	Founder & CEO	RÉUSSIR TRUST
Shubham Mittal	Founder	AI Garage
Smita Sircar	Deputy CEO	LabourNet Foundation
Susmita Tripathy	Director / Senior Partner, Engineering & Technology Learning Academy	NatWest Group
Tejaswini Allikanti	Co-Founder	Learnmigo
V. Swapnik	Research Engineer	Microsoft Research
Veena Maruti Naik	Training Officer	SKIT
Dr. Veerabhadragouda B Patil, MRSC	Research Engineer / Scientist	Skyroot Aerospace Pvt Ltd
Dr. Veeresh Patil	Professor & Head, Electronics & Communication Engineering; Academic Senate Member, VTU	Amruta Institute of Engineering & Management Sciences
Yogabalaji G	Data Scientist	Mu Sigma
Dr. Yogesh Bhatt	Former Vice President	NIIT Ltd
Carlo Rotella	Professor of American Studies, English, and Journalism	Boston College
Mark McNeilly	Professor of the Practice of Marketing and Organizational Behavior	UNC Kenan-Flagler Business School
Dr. Pankaj Jalote	Professor	IIIT Delhi
Tarun Jain	Product Head	The Quint
Amit Sinha	Professor	Subject Matter Expert
Dr Anil S More	Dean, Applied Sciences	Dayanand Sagar University

This report is grateful to each participant for their time and candour. Views attributed to specific organisations or individuals elsewhere in this report are drawn from the discussion record and, where noted, from written contributions submitted alongside the sessions.

Appendix B — Consultation Methodology

Both sessions used structured, multi-stakeholder discussion formats organised around anchor statements and open discussion themes, rather than a formal survey instrument. Five principles guided the design of both conversations:

1. AI was treated as a catalyst rather than the objective of the discussion.
2. Human capability was kept central to every theme discussed.
3. Implementation was considered alongside aspiration – participants were asked what was practically buildable, not only what was desirable.
4. Institutional diversity was explicitly recognised – Tier 2 and Tier 3 realities were a deliberate focus, not an afterthought.
5. Experimentation was framed as generating evidence, not as a substitute for it – participants were asked to propose pilots, not mandates.

This report pairs the resulting qualitative themes with quantitative, India-wide secondary research (Appendix F) to ground each recommendation in both institutional insight and national data.

A third evidence stream feeds this report alongside the roundtables and national data: 47 structured interviews with students, faculty, administrators and industry professionals, most in Karnataka and several internationally, conducted as dedicated research for this report by Ahana Chellamani. Findings from that research are cited in place in Chapter 5 (5.13) and Chapter 1 (1.4), and are labelled as interview-derived rather than roundtable- or survey-derived throughout.

Appendix C — Illustrative Discussion Themes

The eight cross-cutting themes below recur most consistently across both Karnataka roundtables and are reflected throughout Parts I-III of this report.

1. Learning must begin with real problems, not isolated subjects.
2. Employability is shifting toward deployability – can a graduate contribute from day one, not simply get hired.
3. Community engagement functions as learning infrastructure, not a separate social-responsibility activity.
4. Entrepreneurship must extend beyond venture-funded startups to nano- and micro-entrepreneurship and community enterprises.
5. Faculty transformation is the single most important enabler of institutional change.
6. Assessment must evolve from testing recall to demonstrating capability.
7. Interdisciplinary learning is no longer optional – real problems do not respect departmental boundaries.
8. AI access and inclusion are becoming a new axis of educational inequality unless deliberately designed against.

Appendix D — National Policy Alignment Reference

Policy / framework	Relevance to this report
National Education Policy (NEP) 2020	Foundational policy basis for multidisciplinary study, credit flexibility, and the 50% GER-by-2035 target this report's diagnosis is set against
Curriculum and Credit Framework for Undergraduate Programmes (CCFUP)	Enables the interdisciplinary, problem-centred course design underlying Shifts 1 and 5
National Credit Framework (NCrF)	Basis for recognising experiential, apprenticeship and community-based learning as credit-bearing
National Higher Education Qualifications Framework (NHEQF)	Reference point for defining AI-enabled learning outcomes (Opportunity 3)
Internship and apprenticeship-embedded degree guidelines	Direct policy basis for Opportunity 8 (earn-while-learning) and industry-linked models in Chapter 5
PM-USHA	Primary public funding pathway for State-run institutions (Chapter 10); ₹12,926.10 crore outlay, 2023-24 to 2025-26
IndiaAI Mission & IndiaAI FutureSkills	National AI infrastructure and skilling pillar; ₹10,371.92 crore five-year outlay; relevant to Opportunities 3, 4 and 6
Academic Bank of Credits (ABC) and APAAR	Digital credit-portability infrastructure relevant to community-based and multi-institutional learning models

Appendix E — Research and Evidence Base

The research questions in Chapter 13 should be read alongside a parallel principle: every opportunity in Chapter 6 should carry a minimal, pre-agreed evidence requirement before scaling from Horizon 1 to Horizon 2. Suggested minimum evidence categories include participation and completion data (including honest attrition, as in the JAN AI Internship Program case study), capability outcomes (pre/post or portfolio-based), faculty and student experience, and cost per participant at pilot scale — collected consistently enough to be compared across States and institution types.

Appendix F — Sources and References

Full source list for statistics and claims cited throughout this report, in order of first use.

AISHE 2023-24 (enrolment, GER, institution counts, social-inclusion GER). Ministry of Education / Press Information Bureau, July 2026 — pib.gov.in/PressReleasePage.aspx?PRID=2282525

AISHE 2021-22 (Karnataka institution counts). All India Survey on Higher Education, Ministry of Education

NEP 2020 — 50% GER by 2035 target. Ministry of Education, National Education Policy 2020; analysis via educationforallindia.com

India Skills Report 2026 (employability by discipline and gender). ETS, CII, AICTE, AIU and Taggd, November 2025

- Periodic Labour Force Survey (PLFS) Annual Report 2025 (unemployment by segment).** Ministry of Statistics and Programme Implementation — pib.gov.in/PressReleasePage.aspx?PRID=2246009
- FICCI-EY-Parthenon AI Adoption Survey 2025 (institutional AI policy adoption).** FICCI / EY-Parthenon, 2025
- CENTA National Teacher Survey 2025 (faculty AI tool usage).** Centre for Teacher Accreditation, 2025
- Deloitte Asia-Pacific Generative AI Survey (India student/employee GenAI engagement).** Deloitte India, 2025-26
- McKinsey Global Institute — "The Economic Potential of Generative AI".** McKinsey & Company
- World Economic Forum — Future of Jobs Report 2025 (India AI/data specialist demand).** World Economic Forum, January 2025
- NITI Aayog — India's gig and platform economy workforce data.** NITI Aayog, "India's Booming Gig and Platform Economy" and 2025 workforce updates
- Internet penetration and rural-urban digital divide.** Department of Telecommunications data via The Week, June 2026; CEDA-Ashoka University analysis
- Bhashini / National Language Translation Mission.** Ministry of Electronics and Information Technology; IndiaAI.gov.in; Press Information Bureau
- IndiaAI Mission budget and disbursement.** Cabinet approval via PMO press release; Medianama, April 2026 (disbursement tracking)
- PM-USHA scheme structure and funding.** Ministry of Education PM-USHA guidelines; Press Information Bureau, May 2025
- JAN AI Internship Program Case Study, 2026.** Head Held High Foundation (JAN AI)
- JAN AI — programme overview (problem statement, method, funnel data).** Head Held High Foundation (JAN AI)
- Building an AI Strategy for Higher Education in Karnataka — Executive Summary of Conversations, May-June 2026.** JAN AI
- AI in Higher Education: A Strategy and First-Year Plan (Kalaburagi pilot design).** Department of Higher Education, Government of Karnataka, June 2026
- AI in Higher Education in Karnataka: A Practitioner Framework for Inclusive Employability.** Dr. Rumi Sikdar, Ants Skill Varsity, June 2026
- Reflections from the Consultation Workshop on AI in Higher Education.** Dr. Rumi Sikdar, Ants Skill Varsity, 2026
- AI Innovation Hub for Students — Design, Framework, Methodology, Governance and Impact Dashboard Model.** Contributed through the JAN AI roundtable process, 2026
- The Capability Imperative — Anatomy of Work Policy Brief (India).** Anatomy of Work, 2026
- IIT Jammu B.Tech in Unified Engineering — programme design and launch.** IIT Jammu official programme site (iitjammu.ac.in/ue) and Careers360, June 2026
- She Innovates — 6 Days Residential Bootcamp, press report.** Visvesvaraya Research & Innovation Foundation (VRIF), VTU, in partnership with UN Women, JAN AI, Wipro and Karnataka Digital Economy Mission (KDEM), July 2026
- Stakeholder interview research (47 interviews — students, faculty, administrators, industry, global peers).** Ahana Chellamani, research conducted for this report, 2026
- Karnataka 50 AI Labs initiative and Dayananda Sagar University–NVIDIA AI Factory partnership.** Ahana Chellamani, research conducted for this report, 2026
- Singapore, United States and China — comparative AI-in-education governance models.** Ahana Chellamani, research conducted for this report, 2026, drawing on IMDA, Singapore MOE, SUNY, California State University and China MOE public materials
- Learning With AI: A Student-Edited Collection.** University of Leeds, Digital Education Service, 2025

Every statistic in this report is drawn from the sources above and cited in place in the relevant chapter. Statistics specific to Karnataka are labelled as such throughout and are not generalised to India without a corresponding national source.

Appendix G — Roundtable Photographs



The AI in Higher Education Roundtable, 15 May 2026 — Department of Higher Education, Government of Karnataka, Campus to Career Summit.



The AI in Higher Education Working Session, 6 June 2026 — JAN AI, Radisson Blu Atria Bengaluru.

Appendix H — Social Media and Public Coverage

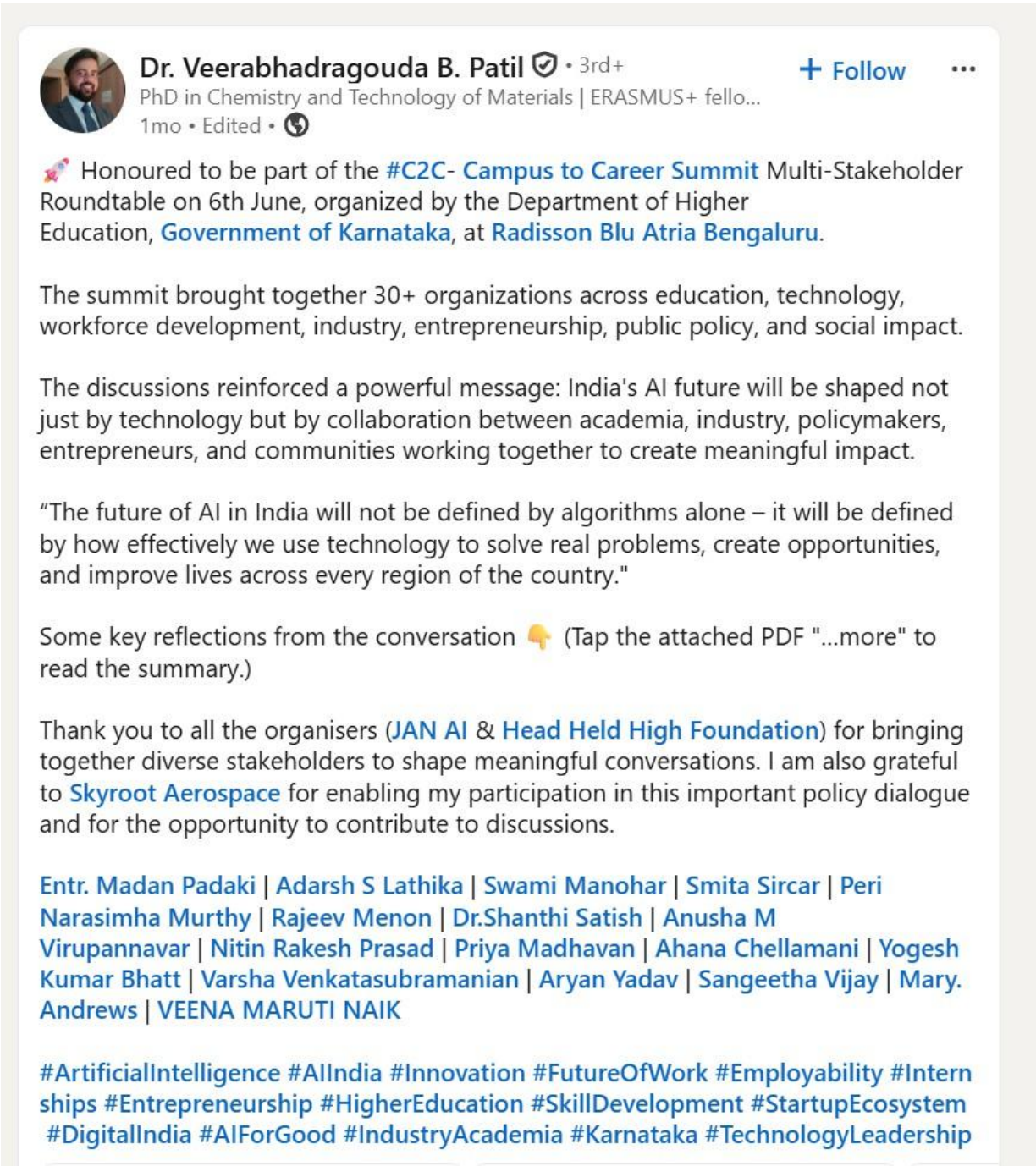
Both Karnataka roundtables generated organic public commentary from participants, unprompted and in their own words, on LinkedIn. The table below collects a representative reflection from each contributor's post — evidence that the diagnosis in this report was not confined to the room, but carried into participants' own professional networks.

Contributor	Reflection shared publicly
Dr. Veerabhadragouda B. Patil, Skyroot Aerospace	"The future of AI in India will not be defined by algorithms alone — it will be defined by how effectively we use technology to solve real problems, create opportunities, and improve lives across every region of the country." (Posts on both the 15 May and 6 June sessions.)
Tejaswini Allikanti	"The micro-entrepreneur is the future job description, and Tier 2/3 India has been living this way for years... Degrees out, income sources in — outcomes matter more than certificates."
Dr. Rumi Sikdar, Ants Skill Varsity	"The AI revolution is fundamentally about agency, synthesis and cognition. It isn't merely an infrastructure upgrade — it is a paradigm shift."
Yogesh Kumar Bhatt	"The old factory-style model of engineering education... is beginning to break. If higher education has to prepare students for an AI-enabled world, the starting point may not be the tool. It should be the problem."
Neeraj Sharma, Founder, v18hub	"We cannot afford to graduate multiple batches of students without future-ready skills... a major shift in mindset from being merely job-ready to becoming tech-ready."
Shubham Mittal	"AI is exposing what education was supposed to optimise for all along — curiosity, problem-solving, experimentation, adaptability and entrepreneurship — instead of memorisation and passive knowledge transfer."
Anusha M Virupannavar, Chanakya University	"AI should not sit in the middle with us orbiting around it. We must be at the centre, with AI working for us."
Yogabalaji G	On adopting AI "at the same pace" across students, faculty and institutions, "without widening the gap in readiness."
Madan Padaki, JAN AI	"AI was not the subject — it was the catalyst forcing us to ask much harder questions about what higher education is even for... Failure should become an artifact."
Pranusha Kulkarni, Ph.D.	On designing education policy that "meaningfully leverages AI while ensuring that student learning, inquiry, and independent thinking are not diminished."
Adarsh S Lathika, JAN AI	"The future of higher education is not simply about teaching students how to use AI. It is about helping learners become creators, contributors, entrepreneurs, and lifelong learners in an AI-enabled world."

Recurring hashtags across these posts — #AlinEducation, #FutureOfWork, #Employability, #HigherEducation, #MultidisciplinaryLearning — track closely with the seven strategic shifts in Part II,

an independent signal that the direction this report proposes matches what practitioners were already saying in public before the report existed.

Four of these posts are reproduced below as originally published.



Dr. Veerabhadragouda B. Patil • 3rd+
PhD in Chemistry and Technology of Materials | ERASMUS+ fello...
1mo • Edited •

+ Follow ...

🎉 Honoured to be part of the **#C2C- Campus to Career Summit** Multi-Stakeholder Roundtable on 6th June, organized by the Department of Higher Education, **Government of Karnataka**, at **Radisson Blu Atria Bengaluru**.

The summit brought together 30+ organizations across education, technology, workforce development, industry, entrepreneurship, public policy, and social impact.

The discussions reinforced a powerful message: India's AI future will be shaped not just by technology but by collaboration between academia, industry, policymakers, entrepreneurs, and communities working together to create meaningful impact.

"The future of AI in India will not be defined by algorithms alone – it will be defined by how effectively we use technology to solve real problems, create opportunities, and improve lives across every region of the country."

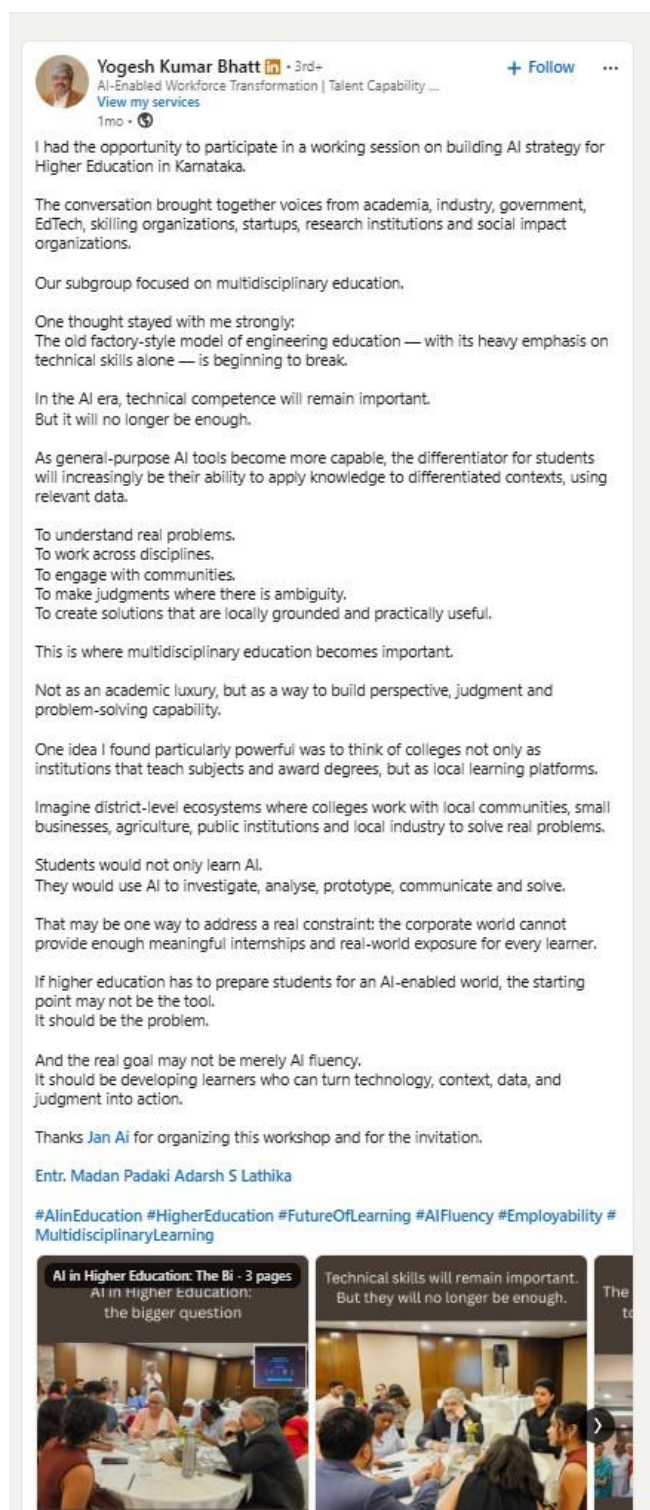
Some key reflections from the conversation 📄 (Tap the attached PDF "...more" to read the summary.)

Thank you to all the organisers (**JAN AI** & **Head Held High Foundation**) for bringing together diverse stakeholders to shape meaningful conversations. I am also grateful to **Skyroot Aerospace** for enabling my participation in this important policy dialogue and for the opportunity to contribute to discussions.

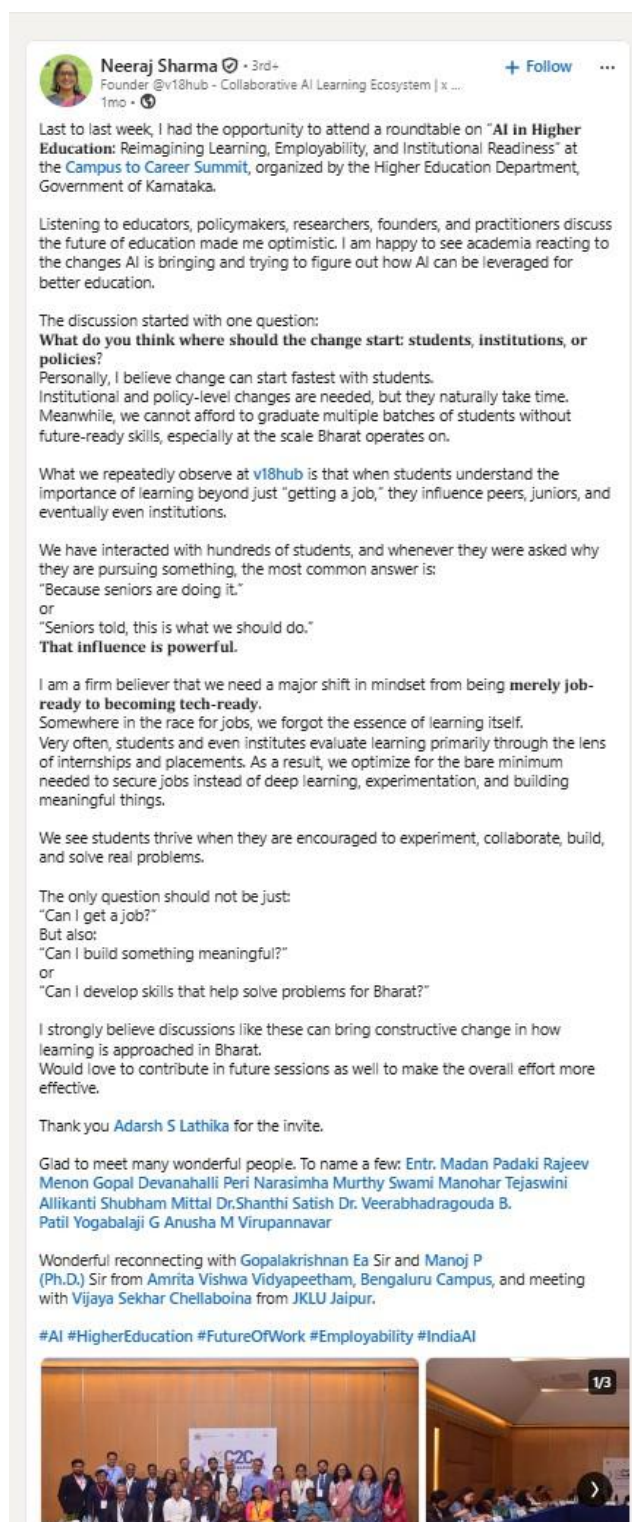
Entr. Madan Padaki | Adarsh S Lathika | Swami Manohar | Smita Sircar | Peri Narasimha Murthy | Rajeev Menon | Dr. Shanthi Satish | Anusha M Virupannavar | Nitin Rakesh Prasad | Priya Madhavan | Ahana Chellamani | Yogesh Kumar Bhatt | Varsha Venkatasubramanian | Aryan Yadav | Sangeetha Vijay | Mary. Andrews | VEENA MARUTI NAIK

#ArtificialIntelligence #AIIndia #Innovation #FutureOfWork #Employability #Internships #Entrepreneurship #HigherEducation #SkillDevelopment #StartupEcosystem #DigitalIndia #AIForGood #IndustryAcademia #Karnataka #TechnologyLeadership

Dr. Veerabhadragouda B. Patil — LinkedIn, June 2026.



Yogesh Kumar Bhatt — LinkedIn, June 2026.



Neeraj Sharma — LinkedIn, June 2026.

PEOPLE. POSSIBILITIES. PROGRESS.

ABOUT JanAI

JanAI is a people-first AI movement that empowers rural youth and entrepreneurs with the mindsets, skills, and tools to harness artificial intelligence in service of their communities—transforming local aspirations into entrepreneurial solutions that drives job creation and inclusive growth.



- What began as an AI training initiative for rural citizens in Dharwad, Karnataka, has rapidly evolved into a national movement to create India's first **100 AI-Ready Villages** across 10 states.



- In just one year, JanAI has impacted **100,000+** citizens and youth, helping communities understand, access and benefit from AI.



- Through partnerships with universities, governments and industry, we are building an **inclusive, AI-ready India**.

OUR APPROACH



AI LITERACY

Building AI knowledge, confidence and practical skills for all.



YOUTH AMBASSADORS

Empowering youth to learn, lead and inspire AI adoption.



WOMEN-LED TRANSFORMATION

Ensuring AI creates opportunities for women to lead change.



LOCAL INNOVATION

Encouraging home-grown AI solutions for local challenges.



AI-READY VILLAGES

Building resilient, AI-enabled communities through participation.

IMPACT HIGHLIGHTS

100,000+

Citizens & Youth Reached

100

AI-Ready Villages (Future Goal)

10

States



Universities • Governments • Industry Working Together



Building an inclusive, **AI-ready India** where people, possibilities and progress create a better tomorrow.