



UNIVERSITY OF DELHI

in collaboration with

UNIVERSITY OF SUSSEX & BRITISH COUNCIL

organised

Capacity-Building Programme (4th Phase)

on

**Global Trends in
Academic Administration**

from 8 June 2026 to 18 June 2026

University of Sussex

Prof. Simon Thompson, Deputy Pro-Vice Chancellor

Participating delegates

University of Delhi

S. No.	Name of Participant	Designation	Name of Institute/ College / Department
1	Prof. Gajendra Singh	Professor	University of Delhi
2	Girish Ranjan	Finance Officer	University of Delhi
3	Prof. Saloni Gupta	Principal	Bharati College
4	Prof. Shiv Kumar Sahdev	Principal	College of Vocational Studies
5	Prof. Pavitra Bhardwaj	Principal	Kamala Nehru College
6	Prof. Poonam Kumria	Principal	Indraprastha College For Women
7	Prof. Pinki Maurya	Principal	Vivekananda College
8	Prof. Vinita Jindal	Professor	Keshav Mahavidyalaya
9	Prof. Suman Kumar Verma	Professor and Deputy, Director NRC	School of Open Learning
10	Dr. Jayini Adhyapak	Associate Professor	Deen Dayal Upadhyaya College
11	Sangeeta Talwar	Associate Professor	Deen Dayal Upadhyaya College
12	Dr. Priyanka Sachdeva	Assistant Professor	School of Open Learning
13	Dr. Rajesh Kumar	Deputy Registrar	University College of Medical Sciences
14	Omkar Nath Pandit	Deputy Registrar	Vallabhbhai Patel Chest Institute
15	Kailash Chand Meena	Assistant Registrar	University of Delhi
16	Ravinder Kumar	Assistant Registrar	School of Open Learning
17	Ashish Pandey	Administrative Officer	Dyal Singh Evening College

Co-Institution Participant

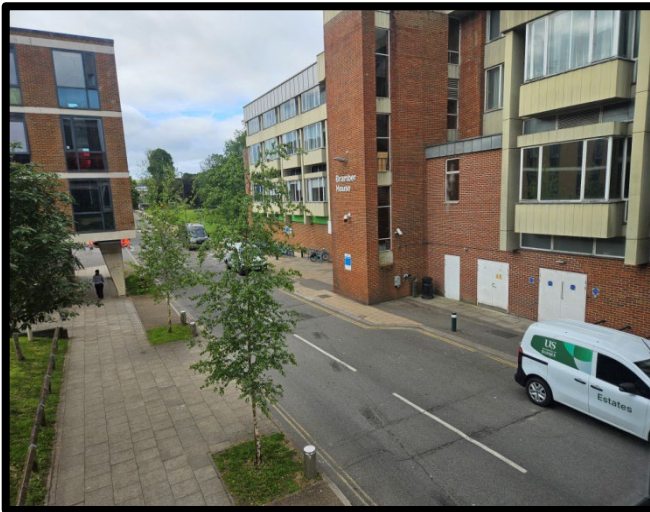
18	Dr. Nisar Ahmad Mir	Registrar	Central University of Kashmir
19	John Bosco Worchui Hongray	Assistant Director	All India Council for Technical Education
20	Lt. Cdr Akhil Sharma	Assistant Director	All India Council for Technical Education

Programme Coordinator: British Council

21	Prachi Sharma	Education Programmes Coordinator, India	British Council	2
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**Welcome of visiting team by Prof. Simon at the
Gatwick, London Airport**



Welcome Address at University of Sussex by Prof. Simon Thompson Deputy Pro-Vice Chancellor

**Detailed Report
of
Capacity-Building Programme (4th Phase)
on
Global Trends in Academic Administration
at
University of Sussex, UK

(From 8th June 2026 to 18th June 2026)**

Major Takeaways from the Workshop

1. Strengthen Faculty Development Programmes

- Establish regular professional development initiatives focused on transformative pedagogy, reflective practice, assessment innovation, and educational leadership.

2. Promote Outcome-Based Curriculum Design

- Ensure all programmes follow constructive alignment by effectively linking learning outcomes, teaching strategies, and assessments.

3. Reframe Assessment as Learning

- Increase the use of formative assessment, reflective journals, portfolios, case studies, and project-based evaluation to promote deeper learning.

4. Encourage Student-Centred Learning

- Expand the use of flipped classrooms, experiential learning, community engagement, problem-based learning, and interdisciplinary projects in line with NEP 2020.

5. Develop Inclusive Learning Ecosystems

- Adopt Universal Design for Learning principles across departments to support learners from diverse socio-economic, linguistic, and educational backgrounds.

6. Leverage Technology Strategically

- Integrate AI-enabled learning tools, digital platforms, and blended learning models while maintaining strong teacher-student interaction.

7. Build Communities of Practice

- Create institutional and inter-college networks where faculty members can share innovative teaching practices, research, and pedagogical experiences.

8. Strengthen Industry and Community Linkages

- Embed real-world projects, internships, service learning, and entrepreneurship opportunities within curricula to enhance employability and societal impact.

9. Institutionalise Reflective Teaching

- Encourage teaching portfolios, peer observation, mentoring systems, and annual pedagogical reviews as part of academic quality assurance.

10. Foster Transformative Leadership

- Develop leadership programmes for principals, deans, and department heads to drive educational innovation and change management across the University.

Key Message for DU

The future of the University of Delhi lies in moving from a content-centred model to a learner-centred, inclusive, reflective, and transformative ecosystem where teaching, assessment, technology, and leadership work together to develop socially responsible, globally competent, and future-ready graduates.

Detailed Report

Day 1

Monday, 8th June 2026

1. Basic Information

**Introductory Address by Professor Sasha Roseneil,
Hon'ble Vice Chancellor & President, University of Sussex**



2. Theme(s)

Introduction of the University of Sussex and its establishments.

Topic Addressed: **About the University of Sussex and welcome of the delegates**

3. Proceedings of the Event:

Speaker 1: Professor Simon Thompson

Prof. Simon introduced the next three speakers and set the agenda for the day.

Speaker 2: Prof Ed Hughes, Media Arts & Humanities.

Prof. Hughes talked about the department and its achievements. He also discussed the global ranking of the programmes run by the departments at the University of Sussex.

Speaker 3: Dr Xiaoxiang Zhang, Business School.

Prof. Zhang talked about the programmes available at the Business School and its various verticals and specialities related to applied data, Artificial Intelligence, etc.

Speaker 4: Prof Peter Fussey, Science, Engineering & Medicine.

Prof. Fussey discussed various programmes which are interdisciplinary in nature.

5. Discussion and Interaction Session

Key issues raised during the interaction with Professor Robin, PVC, and Prof. Sasha, VC & President, were incredibly good, with lots of new initiatives. Our team members interacted with them.



Report prepared by: **Prof. Suman Kumar Verma, School of Open Learning, DU**
Mr. Kailash Chand Meena, DU

Day 2

Tuesday, 9th June 2026,

1. Basic Information

Themes: How can we create progressive futures through Global and Civic Engagement?

**Prof. Robin Bannerjee, Pro Vice Chancellor for Global and Civic Engagement
University of Sussex**

2. About the Theme(s)

The theme of this workshop was the ways adopted by the University of Sussex way to create progressive futures through Global and Civic Engagement. In line with the previous speaker, Prof. Sasha Roseneil, Vice Chancellor & President, University of Sussex, underlined the strategy centred on the University's core pillars: Environmental Sustainability, Human Flourishing, and Positive Digital & Data Futures.

In an era of deepening global interdependence, geopolitical volatility, and pressing societal challenges — from climate change to inequality — universities occupy a uniquely powerful role. The theme of global and civic engagement asks how higher education institutions can move beyond traditional academic boundaries to become active architects of societal progress. By forging equitable international partnerships, embedding community collaboration into curricula, and aligning research with real-world policy needs, universities can serve as "anchor institutions" — catalysing environmental sustainability, human flourishing, and digital futures. This is not merely aspirational; it is increasingly central to institutional strategy, civic responsibility, and long-term educational relevance

3. Resource Persons / Speakers:

**Prof. Robin Bannerjee, Pro Vice Chancellor for Global and Civic Engagement,
University of Sussex**

Topic Addressed - How can we create progressive futures through Global and Civic Engagement?

The speaker enumerated the GCE Goals for Sussex 2035 wherein they need to strengthen reputation, optimize civic engagement and work towards Global & Civic Engagement in-line with the Core strategy of the University through Environment Sustainability, Human Flourishing and Digital & data futures.

University of Sussex positions itself as globally oriented from the outset — ranked in the top 50 worldwide for international outlook (Times Higher Education 2026) and home to over 17,000 students from more than 170 countries. Global diversity is not incidental but foundational to institutional identity.

He elaborated on the policy adopted at Sussex University for achieving the goal by anticipating future challenges, explaining complex systems, exploring different options, highlighting problems & suggesting creative solutions. There was a constant need to design new policies & strategies, adapt to a changing ecosystem, and provide bespoke insights on specific issues. To have a sustainable & connected Sussex, a mutual solution or path was the key.

The speaker said that global and civic engagement must shift from supplementary activities to being *central to how universities define and deliver their purpose* — embedded in strategy, curricula, research, career recognition, and community partnerships. The progressive future the workshop envisions is one in which universities serve simultaneously as global knowledge hubs and as deeply rooted civic actors.

4. Key Takeaways

Indian HEIs must move beyond transactional internationalisation towards genuine global partnerships, as envisioned under NEP 2020. Research must connect directly to policy and societal challenges, aligned with ANRF's mandate. Employability gaps demand institutionalised placement and entrepreneurship ecosystems, not ad-hoc efforts. Industry-academia collaboration needs depth and longevity, not ceremonial MoUs. Inclusion must become a core institutional value, supporting first-generation and marginalised learners meaningfully. Universities should formalise their civic role as regional anchor institutions through structured community agreements.



1. Basic Information

- **Date and Time:** 9th June 2026
- **What does Sussex do to establish and develop sustainable and equitable global partnerships for students, faculty and research?** ¹¹

- **Marcus Williams, Director of Student Recruitment, Admissions & International Development**
 - **Samuel Woolway, International Partnership Manager**
 - **Louise Turton, Global Partnerships Manager,**

2. About the Theme(s)

In a world reshaped by geopolitical volatility, post-Brexit realignments, shifting student mobility patterns, and rapid digital transformation, the nature of international higher education partnerships is undergoing profound change. Universities can no longer rely on traditional recruitment models or bilateral agreements alone. The imperative today is to build partnerships that are simultaneously sustainable—grounded in long-term institutional commitment—and equitable—genuinely reciprocal rather than extractive. As Transnational Education expands rapidly, particularly in Asia, and as AI and blended learning redefine global reach, institutions must rethink how they collaborate across borders to create shared, lasting value.

3. Resource Persons / Speakers:

- 1. Marcus Williams, Director of Student Recruitment, Admissions & International Development**
- 2. Samuel Woolway, International Partnership Manager**
- 3. Louise Turton, Global Partnerships Manager,**

Topic Addressed - What does Sussex do to establish and develop sustainable and equitable global partnerships for students, faculty and research?

4. Proceedings of the Event

Marcus emphasized on the strong beliefs of the University in showing respect, openness and giving all students the opportunity to participate, in short being inclusive to the core. Sam discussed the challenges faced in building partnership in Institutions. Turton elaborated on how the University is working towards building a successful partnership, benefiting all the stakeholders.

The presentation opened by mapping seven key internationalisation trends shaping higher education in 2026: geopolitical and policy uncertainties, diversification of student recruitment, rapid TNE growth, digital and blended learning, strategic partnerships, Sussex's own institutional positioning, and the focus on equitable collaboration.

On the geopolitical front, post-Brexit loss of EU students, rising visa restrictions, global cost-of-living pressures, and US policy uncertainty are fundamentally reshaping student mobility. The UK government's pivot toward TNE—delivering degrees abroad rather than attracting students to the UK—is a direct policy response.

Sussex's **international profile** is strong: over 15,979 students from 165+ countries, ranked in the top 11% globally for international students, and top 10% for student diversity (QS 2026).

The TNE sector has grown dramatically, with 669,950 students studying UK qualifications overseas. India is the fastest-growing TNE market with 78.1% growth and 17,500 students, now the 10th largest TNE market for the UK.

Sussex's partnership infrastructure includes 137 articulation/progression agreements, 93 live MoUs, COIL programmes, summer schools, seed funding, fellowships, and a rigorous governance framework with annual Partnership Impact Measures tracking research,

recruitment, and mobility outcomes. The Sussex–Mahidol partnership is presented as a model of deep, multi-dimensional collaboration spanning research, teaching, and student mobility since 2014.

5. Annexures

The Sussex presentation makes clear that the future of global higher education partnerships lies in being strategic, equitable, data-driven, and long-term in orientation. For India — poised between being the world's largest source of internationally mobile students and an emerging destination for global education — the moment demands a dual posture: aggressively deepening outbound academic collaboration while simultaneously building the domestic infrastructure, regulatory clarity, and institutional credibility to attract the world's best universities as genuine, reciprocal partners.



Report prepared by: **Mr. John Hongray, AICTE**

Lt.Cdr. Akhil Sharma, AICTE

Day 3

Wednesday, 10th June 2026

1. Basic Information

- **Theme(s): Transformative Higher Education in Global Context**

2. About the Theme(s)

9.30 – 10.45- What professional knowledge underpins transformative higher education in global contexts?

Prof Simon Thompson, Deputy Pro-Vice-Chancellor, International, Sussex University

The role and desired attributes of a teacher to provide a transformative higher education experience. To get the expectations right and challenge students to be the best they can be through knowledge, objectives, classroom culture, and language. The foundations of transformative education and the multiple roles the teacher assumes in the process, such as educator, mentor, reflective practitioner, and leader.

11.00 – 12.00 - How does leadership at Sussex drive transformative change across university, faculty, and school levels?

Prof Michael Luck, Provost, Professor Rosie Cox, Dean of the Faculty of Social Sciences

Prof Janet Boddy, Head of the School of Education & Social Work Designation & Affiliation

Effective leadership plays a crucial role in driving institutional change, promoting collaboration, and enhancing academic excellence across all levels of the university. The role of the University's top leadership in leading the change and re-organising the schools and faculties of the University was highlighted. The way resilience to change has been handled constructively and proactively by the University and the role of a long-term, clearly laid down strategy and a ten-year Vision for Sussex University was quite appreciated. Augmenting incidental learning added more vigour to the deliberation and made it more believable and achievable.

14.00 – 15.30 –How can we reframe Assessments Learning to promote rather than just measure progression in higher education?

Prof Simon Thompson, Deputy Pro-Vice-Chancellor, International, Sussex University

Equally important is the shift from assessment of learning to assessment as learning, which encourages student engagement, **self-reflection**, and continuous review. The experience of Sussex University in enhancing the quality of its Assessment mechanisms and its impact on its improved position in the National Student Survey (NSS, UK) over a span of five years was a key take away.

Together, these themes address key priorities in educational policy, institutional effectiveness, and the preparation of graduates for an increasingly complex world.

3. Resource Deputy Pro-Vice-Chancellor, International, Sussex University.

Prof Michael Luck, Provost, Professor Rosie Cox, Dean of the Faculty of Social Sciences

Prof Janet Boddy, Head of the School of Education & Social Work Designation & Affiliation

4. Proceedings of the Event

The session emphasised on developing professional competencies for creating an ecosystem of transformative quality higher education. The vitality of reflection and its forms was succinctly understood. Prof Rosie Cox and Prof Michael Luck outlined how the restructuring of schools and faculties at Sussex University led to positive changes in the University's administration and organisation. The strategies and ways to manage resilience to organisational change effectively. Prof. Janet Boddy highlighted that transformation in higher education is essential for building resilience in a changing environment, securing opportunities, and shaping future outcomes. Effective leadership drives necessary change by fostering trust and confidence in people, strengthening processes, ensuring optimal use of resources, promoting intervention rather than interference, and maintaining clear, simple, and transparent communication. In the concluding session, Prof Thompson discussed how to adopt innovative approaches to student assessment to promote learning rather than merely progression.

5. Discussion and Interaction Session

All sessions were insightful and gave a number of discussion points. Key issues raised during the interaction included:

- The importance of challenging the learners and challenging the norms and models that have been emulated so far to provide the transformative higher education.
- Change being the imperative, more so in academic spaces, and how do the institutions provide an ecosystem where change is acceptable and resistance to change is mitigated to make change a part of the intrinsic quality assurance processes.
- Varying approaches to Assessment, i.e. of/for/as learning, and the expectations and outcomes from each approach. The key attributes of a reflective teacher and a Universal design for learning, if any.

Hands-on activities further added to the deliberation and exchange of ideas in each theme.

6. Key Takeaways

For Higher Education in India

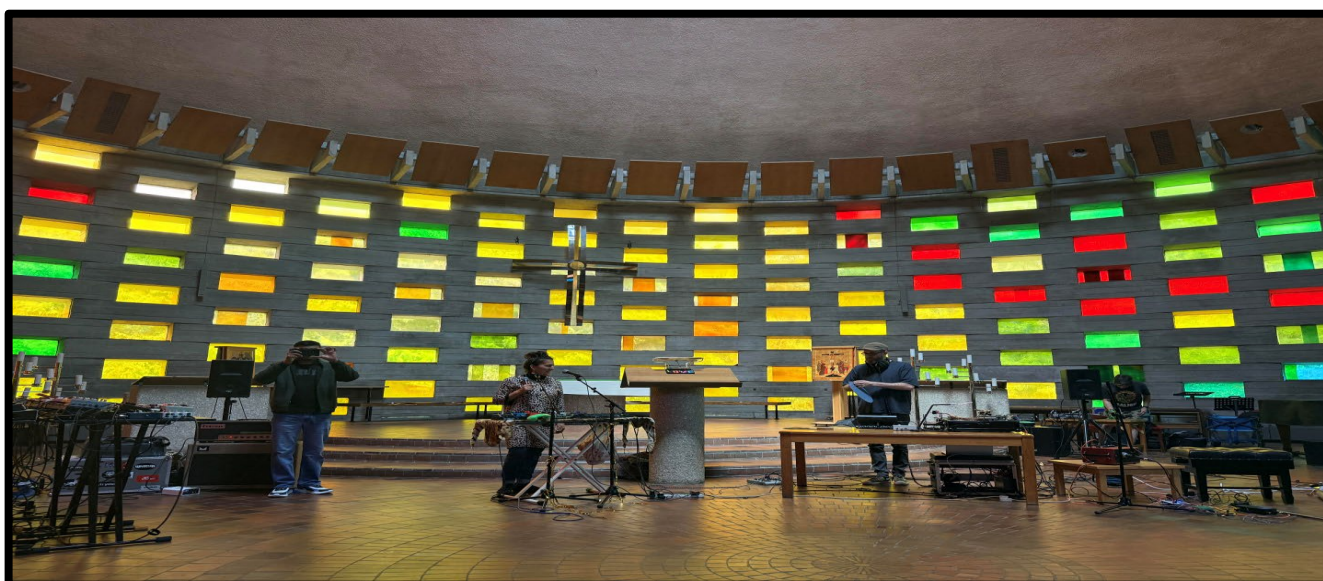
1. The NEP-aligned curriculum offers an opportunity to integrate project-based learning and experiential learning components. Such approaches can enhance student engagement, promote deeper learning, support diverse learners, and help develop the knowledge, skills, and competencies required for lifelong learning and employability in a rapidly changing world.
2. "Change is the only constant" (Heraclitus of Ephesus, 535–475 BCE). In one place, all stakeholders in an organisation have a key role to play in institutional change; the role of leadership becomes all the more crucial and determining. All actions must be carefully¹⁵ aligned with and situated within the overall institutional development framework.

3. Although India's Higher Education scenario is significantly different from that of the UK, the challenges faced by academics remain quite similar. The key assessment criteria must focus on student growth and the learning process, rather than using assessment as a tool to measure academic output and progression.

For the University of Delhi in Particular

1. The constructive Alignment technique will be crucial in fully integrating the Learning Outcome(s), teaching activities, and assessment techniques.
2. In the age of artificial intelligence, innovative, out-of-the-box assessment models need to be developed to foster a culture of ethical, contextual knowledge-building communities.
3. Assessment should be viewed as a tool for learning rather than merely a mechanism for grading and progression. For the University of Delhi, this implies a shift towards authentic assessment practices that provide timely feedback, encourage critical thinking, creativity, reflection, and real-world problem-solving.





Cultural Event at Meeting Room, University of Sussex

Report prepared by: **Prof. Saloni Gupta, Principal, Bharati College, DU**
Prof. Pavitra Bhardwaj, Principal, Kamala Nehru College, DU

Day 4

Thursday, 11th June 2026

1. Basic Information

- **Theme(s):** Shaping progressive higher education through curriculum innovation, staff development, and AI-driven transformation

2. About the Theme(s)

Date and Time: 11th June 2026, 9.30 AM - 10.45 AM, What does Sussex do to promote progressive futures through innovative, inclusive and quality curricula and education?

Prof Zahid Pranjol, Associate Dean for Education and Students for the Faculty of Science, Engineering and Medicine

The session introduced the revised AI Assessment Scale, which supports the ethical integration of generative AI into educational assessment. The presenters argued that banning or detecting AI use is increasingly ineffective and that institutions should promote transparency and critical AI literacy. The framework includes five levels of AI integration, ranging from no AI use to innovative and collaborative AI applications. The updated circular design emphasises that no level is superior and that appropriateness depends on learning objectives and context. Overall, the session highlighted the need to redesign assessments and develop responsible AI practices in an AI-enabled educational environment.

Date and Time: 11th June 2026, 11.15 AM -12.30 PM, , Workshop 2- How can we strengthen the quality of higher education teaching through training and professional development?

Dr Emily Danvers, Associate Professor in Higher Education and Course Lead PGCert in HE

This session explored teaching excellence in higher education and argued that excellent teaching is a complex, and context-dependent process rather than a set of measurable skills. Effective teachers build positive relationships, possess strong subject knowledge, and encourage critical thinking, independence, and active learning. The presenters discussed challenges posed by rankings, policies, and performance metrics that can oversimplify educational quality. To improve teaching, they recommended professional standards, meaningful support and reward systems, and evidence-based pedagogical research. The session concluded that teaching excellence is an ongoing process of reflection and development that requires institutional support and continuous professional learning.

13.30 PM- 15.30 PM, ,Workshop 3 - How can global higher education harness the opportunities of digital innovation and AI while addressing their challenges?

Dr Katie Piatt, Head of Educational Enhancement

Dr Keith Perera, Head of Education and Tab Betts, Lecturer in Higher Education Pedagogy

The session examined the rapid adoption of artificial intelligence in higher education and its implications for teaching, learning, and assessment. Research showed that most students now use AI as a search tool, learning assistant, productivity aid, and tutor. The presenters highlighted concerns about academic integrity and assessment authenticity, as some students struggle to explain AI-assisted work. Examples from University of Sussex illustrated patterns

of AI use and related misconduct cases. The session emphasised the importance of institutional AI governance, digital capability development, and critical AI literacy, advocating responsible and ethical AI integration to prepare students for future educational and professional environments.

3. Resource Persons / Speakers

Prof Zahid Pranjol, Associate Dean for Education and Students for the Faculty of Science, Engineering and Medicine

Dr Emily Danvers, Associate Professor in Higher Education and Course Lead PGCert in HE

Dr Katie Piatt, Head of Educational Enhancement

Dr Keith Perera, Head of Education and Tab Betts, Lecturer in Higher Education Pedagogy

4. Proceedings of the Event

The three sessions collectively explored the evolving relationship between artificial intelligence, teaching excellence, and higher education practice in an increasingly digital learning environment. The first session introduced the revised AI Assessment Scale, emphasising that generative AI has fundamentally transformed educational assessment and that institutions should move beyond banning or detecting AI use towards transparent and ethical integration. The framework proposes five levels of AI integration, ranging from prohibiting AI use to encouraging innovative and collaborative AI applications, while stressing assessment validity, critical thinking, and AI literacy. The second session examined teaching excellence in higher education, arguing that excellent teaching is a complex, context-dependent process rather than a set of measurable skills. Effective educators were described as professionals who build positive relationships, possess strong disciplinary expertise, and create inclusive learning environments that foster critical thinking, independence, and student confidence. The session highlighted challenges posed by rankings, policy frameworks, and performance metrics and advocated professional development, evidence-based pedagogical research, supportive institutional cultures, and recognition systems that promote continuous improvement. The third session focused on students' widespread adoption of artificial intelligence and its implications for teaching, learning, and assessment. It highlighted that AI is increasingly used as a search tool, learning assistant, productivity aid, and tutoring resource, raising important questions about authenticity, academic integrity, and the effectiveness of traditional assessment models. The presenters emphasised the need for institutional governance frameworks, the development of digital capabilities, and critical AI literacy among staff and students. Collectively, the sessions demonstrated that higher education is undergoing significant transformation driven by artificial intelligence and changing expectations of teaching quality, requiring institutions to redesign assessment practices, invest in professional development, and develop ethical, inclusive, and future-oriented approaches that prepare both educators and students for an AI-enabled educational landscape.

5. Discussion and Interaction Session

All sessions were insightful and gave a number of discussion points. Key issues raised during the interaction included:

- The need to ensure fair, transparent, and ethical use of artificial intelligence in teaching, learning, and assessment while maintaining academic integrity.

- The importance of redesigning assessment methods and developing students' critical AI literacy rather than relying solely on AI detection and prohibition strategies.
- The challenge of defining and measuring teaching excellence highlights the need for continuous professional development, supportive institutional policies, and evidence-based pedagogical practices.
- The necessity for higher education institutions to establish clear AI governance frameworks, promotes digital capabilities among staff and students, and prepare graduates for an increasingly AI-driven professional environment.

6. Key Takeaways

For Higher Education in India

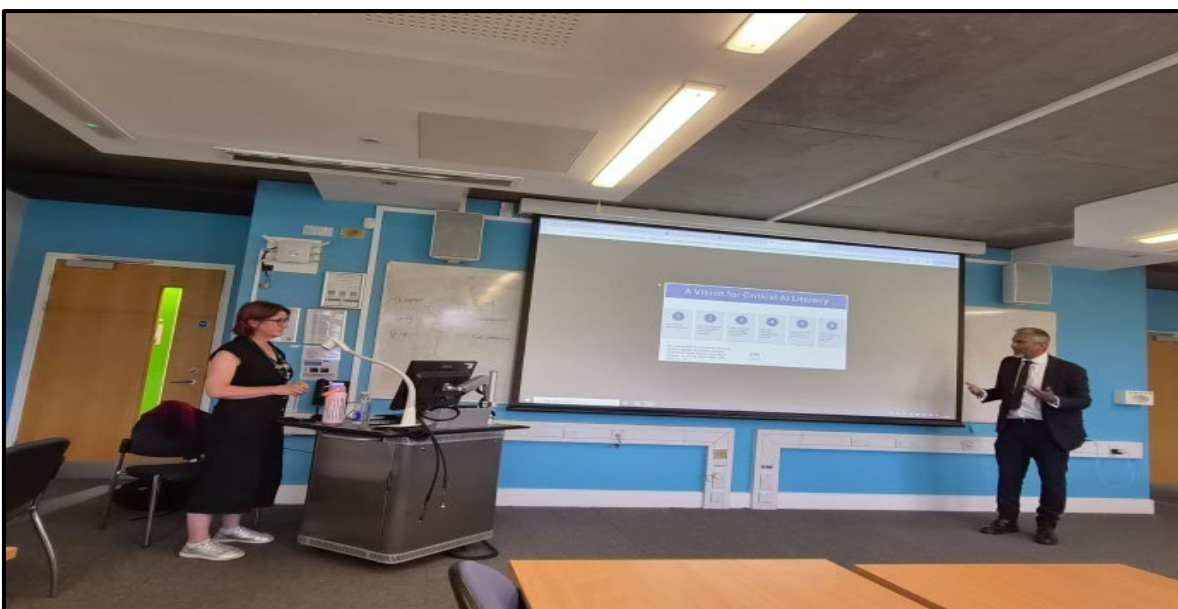
- **Develop AI-Ready Education Systems:** Higher education institutions should integrate AI literacy, ethical AI practices, and digital competencies into curricula to prepare students for an AI-driven workforce.
- **Redesign Assessment Practices:** Universities need to move beyond traditional examinations and adopt authentic, skill-based, and AI-inclusive assessment methods that promote critical thinking and academic integrity.
- **Invest in Faculty Development:** Continuous professional development, pedagogical training, and support systems are essential to equip educators with the skills required for effective teaching in technology-enhanced learning environments.
- **Strengthen Institutional Policies and Governance:** Indian universities should establish clear AI governance frameworks, guidelines for responsible AI use, and inclusive policies that ensure equity, transparency, and quality in teaching and assessment.

For the University of Delhi in Particular

- Integrate AI thoughtfully into curriculum and assessment by adopting structured frameworks that allow controlled, ethical, and transparent use of generative AI rather than relying on bans or detection tools.
- Redesign assessments to focus on learning outcomes and critical thinking, ensuring students demonstrate understanding and not just AI-generated outputs, strengthening academic integrity in the process.
- Strengthen teaching excellence through continuous faculty development, promoting reflective practice, pedagogical training, and recognition systems that support innovative and student-centred teaching.
- Develop clear institutional AI governance and digital literacy programs, ensuring both students and faculty are equipped with responsible AI usage skills aligned with future employability and global academic standards.

7. Annexures





Report prepared by: **Prof. Poonam Kamaria, Principal, IP College for Women, DU**
Prof. Vinita Jindal, Professor, Keshav Mahavidyalaya, DU

Day 5
Friday, 12th June 2026

1. Basic Information

- **Theme(s):** How can international students be prepared for and apply to the Universities in the UK, and how are they supported throughout admissions and induction?

2. About the Theme(s)

9.30-10.45am, How can international students be prepared for and applying UK admissions and induction?

Isobel Hussey, Senior International Officer (India & Central Asia)

Ami Solomon, Associate Director of Global Admissions

Hengyi Wang, Partner Tutor Lead, University of Sussex, Business School

The session was divided into three sections, each focusing on different aspects of the international student's journey.

The first session was led by Isobel Hussey, who provided a comprehensive overview of the UK university application process. The discussion covered every stage, from application submission to the issuance of the Confirmation of Acceptance for Studies (CAS). Participants were informed about pre-arrival webinars, one-to-one interactions for visa guidance, career opportunities, and even part-time work options. The speakers also highlighted the extensive support available to students before their arrival, including assistance with accommodation, groceries, utensils, and other essential needs. Efforts to help students connect with one another through WhatsApp groups and networking activities were also discussed. Additionally, the role of education agents and the monitoring of the application process from submission to CAS issuance were explained in detail.

The second session, focusing on preparing to apply, was led by Ami Solomon. She discussed the importance of academic recommendations and language qualification requirements. She also outlined the formalities that need to be completed after applying and explained the different types of admission offers available to students. Furthermore, she provided detailed insights into the CAS process and highlighted common reasons for visa refusals, advising students on the precautions they should take to avoid such issues.

The third session was led by Hengyi Wang. She highlighted the various ways in which students are involved in research, employment opportunities, and curriculum development. She emphasized the significance of fostering an inclusive environment and providing strong support systems for international students at the mission-led Business School of the University of Sussex. Her presentation covered the entire student journey, from pre-arrival support and induction programmes to academic development, assessments, career planning, and future prospects. She also discussed several initiatives and activities designed to support the successful integration of international students into university life.

11.15 - 12.30 pm, What strategies ensure universities respond effectively to student voice and enhance the student experience? Supporting Students to Thrive: Translating Strategy into Everyday Practice in the Faculty of Social Sciences

Prof. Graeme Pedlingham, Deputy Pro-Vice-Chancellor for Student Experience

Dr Beth Mills, Faculty Lead for Student Experience (Social Sciences)

The session was divided into two parts, each focusing on enhancing student experience and institutional learning.

In the first session, Professor Green spoke about the student experience at the University of Sussex. He emphasized on the importance of student voice, feedback, participation, and representation in shaping the university community. He shared examples of student experiences and highlighted their transformative impact, noting that students form the core of the institution. He also discussed the principles that guide the university and the

importance placed on listening to students through channels such as emails and in-person meetings. Additionally, he addressed barriers that may prevent students from expressing their concerns and the need to create more open and accessible communication channels.

The second session, led by Dr. Beth Mills, focused on developing a shared global understanding of student experience and institutional learning. She discussed how strategies can be effectively translated into everyday practice. Key themes included understanding inequality through students' lived experiences, recognising changes and challenges within student populations, and adapting educational and support systems accordingly. She also explored how institutions can ensure that innovative practices are shared, sustained, and embedded across different departments and disciplines to improve overall student support and engagement.

3. Discussion and Interaction Session

Key issues raised during the interaction included:

- Prerequisites in the Application and Admission Process were discussed.
- Various issues related to Settlement Support, including career guidance, work opportunities, and assistance with accommodation, essential services, and student networking, were raised.
- Guidance for students' involvement in research, curriculum envelopment, and academic Support was discussed.
- Issues that students need to be alert to before coming and while staying were part of the discussion.
- Recommendations for survival and the future of students were discussed in detail.

4. Key Take away

- **Strengthen Pre-Arrival Support:** Structured pre-arrival guidance, orientation programmes, and peer networking initiatives can help students transition smoothly into university life.

- **Enhance International Student Services:** A dedicated support framework for international students, covering academics, well-being, accommodation, and integration, can improve their overall experience.
- **Improve Admission Transparency:** Clear communication regarding admission requirements, documentation, timelines, and compliance processes can make the application journey more efficient and student friendly.
- **Expand Career and Employability Support:** Providing early career counselling, internship guidance, and information on work opportunities can better prepare students for future employment.
- **Promote Student Participation:** Encouraging student involvement in research, curriculum development,





Report prepared by: **Dr. Priyanka Sachdeva, School of Open Learning, DU**
Dr. Ravinder Kumar, School of Open Learning, DU

Day 6

Monday, 15th June'2026

Report on Academic Interaction Sessions at Brighton Aldridge Community Academy (BACA) and University of Sussex: Insights into Educational Leadership, Research Excellence and Knowledge Exchange

1. Basic Information

- **Theme(s):**

- 1) Educational Leadership, Professional Development and Community Engagement: **Insights from Brighton Aldridge Community Academy (BACA)**
- 2) Strengthening Research Excellence through the Sussex Researcher School and Sussex Centres of Excellence
- 3) Promoting Progressive Futures through Research, Knowledge Exchange and Innovation at the University of Sussex

2. About the Theme(s)

The sessions focused on educational leadership, research excellence, interdisciplinary collaboration, innovation, knowledge exchange, and the role of global partnerships in strengthening institutional development. The speakers highlighted how institutions can strengthen teaching, research culture, global partnerships, and societal impact through collaborative and future-oriented approaches.

3. Resource Persons / Speakers

Speaker	Designation & Affiliation	Topic Addressed
Jack Davies & Tara McMullan	Brighton Aldridge Community Academy (BACA)	Educational Leadership, Professional Development and Community Engagement at Brighton Aldridge Community Academy
Rob Witts and Team	University of Sussex	Strengthening Research Excellence through the Sussex Researcher School and Sussex Centres of Excellence
Professor Maria Fasli & Professor Debbie Keeling	University of Sussex	Promoting Progressive Futures through Research, Knowledge Exchange and Innovation

4. Proceedings of the Event

Speaker 1: Mr. Jack Davies and Ms. Tara McMullan

Mr. Jack Davies and Ms. Tara McMullan presented BACA's vision of providing inclusive and high-quality education through strong leadership, student-centred learning, and community engagement. They highlighted the academy's commitment to developing confident, responsible, and future-ready learners and discussed the importance of coaching, mentoring, and continuous professional development for teachers. The participants observed how collaborative practices and a supportive school culture contribute to improved learning outcomes. The visit provided valuable insights into educational leadership, teacher development, and community-focused schooling.

Speaker 2: Rob Witts and Team

The speakers highlighted how the University of Sussex promotes research excellence through interdisciplinary centres and researcher development initiatives. Mr. Rob Witts and his team explained the role of the Sussex Researcher School in supporting doctoral researchers and early-career academics. The presentations showcased research activities in childhood and youth studies, international education, artificial intelligence, global health, and quantum technologies. The session emphasized collaboration, innovation, mentorship, and international partnerships as key drivers of impactful research and academic excellence.

Speaker 3: Professor Maria Fasli & Professor Debbie Keeling

Professor Maria Fasli discussed Sussex's commitment to addressing global challenges through interdisciplinary research and innovation. She highlighted the importance of research that contributes to society and informs policy and practice. Professor Debbie Keeling explained how knowledge exchange enables universities to collaborate effectively with industry, government, and communities. The session demonstrated how research, innovation, and partnerships can create social, economic, and environmental impact while supporting sustainable and progressive futures.

Following the academic sessions, participants visited Seven Sisters Cliffs, where they experienced the natural landscape and reflected on the importance of wellbeing, cultural exposure, and informal learning experiences alongside academic engagement.

5. Discussion and Interaction Session

Key issues raised during the interaction included:

- ✓ Best practices adopted by Brighton Aldridge Community Academy in fostering an inclusive, learner-centred, and community-oriented educational environment.
- ✓ The role of coaching, mentoring, and continuous professional development in enhancing teaching effectiveness and educational leadership.

- ✓ Mechanisms adopted by the University of Sussex to support doctoral researchers and early-career academics through the Sussex Researcher School.
- ✓ The importance of interdisciplinary research centres in addressing complex societal challenges and strengthening research excellence.
- ✓ Opportunities for international collaboration between Sussex and Indian higher education institutions in teaching, research, and capacity building.
- ✓ Translating research outcomes into societal impact through knowledge exchange, innovation, and engagement with external stakeholders.
- ✓ Strategies for building sustainable research ecosystems that contribute to local, national, and global development.

The interaction provided valuable insights into strengthening institutional practices, fostering international collaborations, and developing sustainable academic ecosystems.

6. Key Takeaways

For Higher Education in India

1. Educational institutions should promote learner-centred and community-engaged approaches to education.
2. Continuous professional development and mentoring are essential for enhancing teaching quality and institutional effectiveness.
3. Research excellence can be strengthened through interdisciplinary collaboration and dedicated researcher-support structures.
4. Universities should actively foster innovation, entrepreneurship, and knowledge exchange to maximize societal impact.
5. International partnerships play a critical role in advancing research, capacity building, and global engagement.

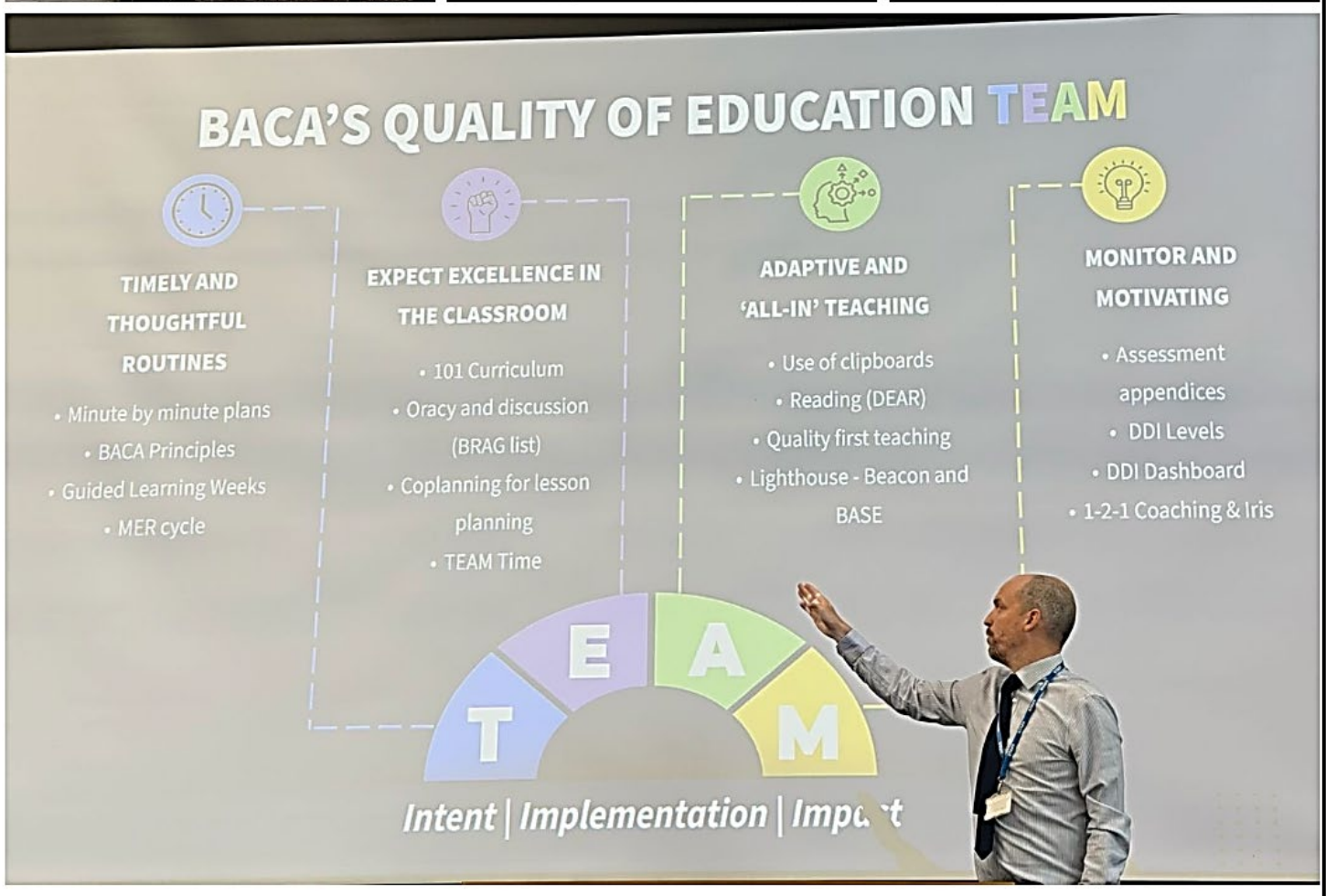
For the University of Delhi in Particular

1. Strengthen faculty mentoring and professional development frameworks across colleges and departments.
2. Establish structured support mechanisms for doctoral researchers and early-career faculty members.
3. Promote interdisciplinary research centres focused on addressing emerging societal and technological challenges.
4. Expand collaborations with leading international universities for joint research, student engagement, and academic exchange.
5. Strengthen collaboration among colleges, research centres, industry, and community partners to enhance the societal impact of teaching and research.

Photographs from Session 1: Visit to Brighton Aldridge Community Academy (BACA)



Strengthen the Culture a) Secure outstanding attitudes to and behaviour for learning through strong relationships and 100% excellence in routines and systems.	Close the Gap a) Secure the best outcomes in BACA's history at KS4 with a positive PS score in the top rank of similar schools and above national average in all key indicators at KS5.	Develop the Team a) Continue to maximise coaching (TEAM time) as the key vehicle for professional development.
b) Continue rapid improvements in safeguarding, attendance and punctuality.	b) Implement data-driven instruction across the curriculum to identify and fill gaps in student knowledge and skills.	b) Invest in the professional development and wellbeing of every member of the BACA team to increase their impact.
c) Provide extensive opportunities for students' personal development as independent learners and positive citizens.	c) Ensure the success of students with higher risk of underachievement - SEND, disadvantaged and HPA students.	c) Embed new monitoring, evaluation and review processes that have maximum impact without maximising workload.



Photographs from Session 2: Research Excellence through the Sussex Researcher School and Sussex Centres of Excellence

Sussex Researcher School

How SRS strengthens research excellence at the University of Sussex

3MT THREE MINUTE THESIS

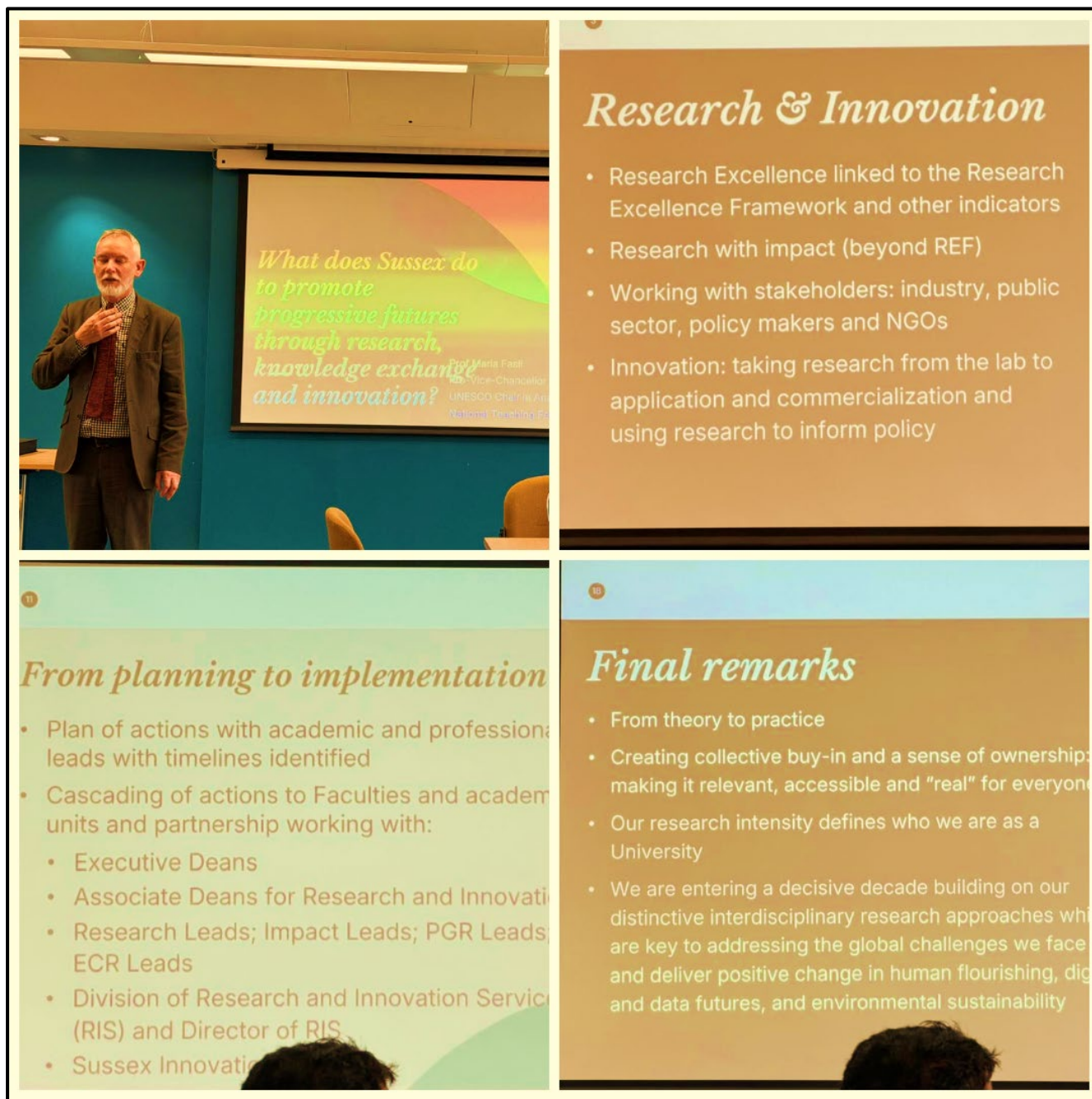
FOUNDED BY THE UNIVERSITY OF QUEENSLAND

3MT is an academic competition that challenges postgraduate researchers (PGRs) to deliver a compelling spoken presentation on their research topic and its significance in just three minutes. It started at the University of Queensland and competitions take place at institutions around the world each year.

Local	National	International	Cross-national
Enabling diverse grant capture • Peer review • Regular meetings to share bids and work in progress for feedback • Facilitating networking for cross-	Developing methodological expertise • Data sharing and reuse • Ethics • Longitudinal research • Participatory • Creative	Driving innovation in the field • Partnerships with other international centres • Dual bottom-up and top-down bidding approach • Policy and practice links	

At Sussex we work on event-based Neural Networks

Photographs from Session 3: Research, Knowledge Exchange and Innovation for Progressive Futures



Report prepared by: **Prof. Shiv Kumar Sahdev, College of Vocational Studies, DU**
Prof. Pinki Maurya, Vivekananda College, DU

Day 7

Tuesday, 16th June 2026

1. Basic Information

- **Theme:** Inclusive Sussex

2. About the Theme

The broad theme of the first session was "**Inclusive Sussex**", which focused on the institutional framework embedded in policies, working culture, and the academic environment to ensure that students and staff are equitable stakeholders in all aspects of university systems and processes, especially belonging for the specially abled, marginalised ethnic minority etc.

The session primarily focussed on Ethical Relations, Legal and Regulatory obligations which included Freedom of Speech & Academic Freedom and enhancing Business & Operational Outcomes.

3. Resource Persons / Speakers

Prof. David Ruebain

Prof. Hinton Smith

4. Topic Addressed: Inclusive Sussex – Culture, Equality & Inclusive Framework 2025–2035

The topic was more about the policies and procedures being followed at Sussex University with regard to the Gender Equality, Disability, LGBTQ, Race, Religion, Belief and Respect for inclusion. The Speaker focused more on the fact that structural and systemic inequality occurs when exclusion and disadvantages are embedded in and produced by an institution's policies, processes, practices and organisations and therefore, potentially exists with curriculum, culture and environment.

The Speaker emphasized that if an institution frames inequality as basic structural aspect that shall motivate the institutional leadership to reframe and bring change befitting to the dynamic social-political-cultural environment.

At the University level, the data -both qualitative and quantitative is being sought by the stakeholders through staff surveys, data from HR systems, student reporting systems and feedback, engagement and co-development with staff networks and student representatives. The fundamental starting point of equality in all respects is common dignity and humanity of all human beings as enshrined in universal declaration of Human Rights by United Nations.

The University has statutory obligations as set out in their Equality Act 2010 (including anti-discrimination and public sector equality duties) and is evolving related legislation concerning human rights, freedom of speech and academic freedom. Universities are also subject to a higher education regulatory framework that specifies requirements to widen participation and

address sexual misconduct and harassment. The University is also encouraging Ph.D. Students to pursue research in these aspects of social, cultural, racial, ethnic and gender inequalities.

1. Basic Information

- **Date & Time:** 16 June 2026, 11:15 AM onwards
- **Theme:** Inclusive Sussex

2. Resource Persons / Speakers

Dr C. Rashaad Shabah, Associate Dean for Education Students (Business School)

Emily Huns, Head of Careers and Entrepreneurship

3. Topic Addressed: Preparing students for Future Careers

Both the speakers elaborating the Career Counseling and guidance mechanism being followed at University of Sussex. Their focus was on the curricula must align with “Applied and Relevant” principles. The main way of setting the same was to have knowledge and skills applied to real business challenges set by employers like Microsoft, Santander and Brighton & Hove Football Club, skills explicit in course learning outcomes.

The university team helps the students to find vacancies, application processes, and networking. The students are also encouraged to produce business reports or fund-raising activities. In Business School, the curriculum is mapped to include core/key employability skills.

For this, from 2026/27 onwards, all 1st year students will be enrolled into an 11-week Career Preparation Module, delivered by the Careers & Entrepreneurship team and Employer partners. Students who are graduates are included in curricular alumni panels, and focus is also on producing "Freelancers" especially in the media sector. The speakers also brought out that their co-curricular programme have been award winning, and internships are exclusively for Sussex students, designed to develop skills and experience connections, confidence which includes Insight Skills, online Global internships, UK Summer Internships, Junior Research Associate scheme, Student Consultancy Programme and Digital skill training. Employers events like Career Fairs, Sector Specific events and Skills Boost sessions are conducted for better placements.

1. Date & Time: 16 June 2026, 1.30 PM

2. Theme: “Mopping Up Round”

3. Resource Persons / Speakers

Speakers: All Deans/Assistant Deans of 4 Faculties

4. Activity / Description:

This session was specifically designed to mop up the learning of all sessions with respective Speakers since the starting of the programme. The whole group was divided into groups of 4–5 participants each and one Dean along with Assistant Dean joined the group as per the interest of the participants whether Social Sciences, Engineering / Medical Sciences, Arts etc.

The group discussions involved specific enquiries of the participants since the inception of the programme from 08 June 2026. Areas of partnership, MOUs, strengths, faculty exchange, student exchange, internships, findings Joint Ph.D. Supervisor programme were on the menu of discussion by these individual groups. It provided a deep and individual specific understanding of the working at Sussex University by different stakeholders.

5. Discussion and Interaction Session

Key issues raised during the interaction included:

- Inclusion of specially enabled, ethnic minority groups, LGBT etc.
- Comparative analysis vis-à-vis Indian context.
- Comprehensive and structural policymaking to address such issues.
- Curriculum based alignment of skill enhancement.
- Focus on freelancing / job creation for employability.

6. Key Takeaways for Higher Education in India

In India, the legislative measures of equity and inclusion are far more better and strict as compared to this part of the world—presumably due to different social, cultural and multilingual social context.

Regarding Placements, the Academic Councils / higher education system should focus more on skill enhancement courses which I suppose is core of NEP 2020. However, strict implementation, monitoring of outcome, analysis, skill creation and employability statistics should be authentically evaluated.

For the University of Delhi in Particular:

Though, it can be easily and conclusively said that themes of the sessions did bring working of systems at Sussex University, however, we at Delhi University are following it holistically. However, more skill enhancement courses with role modelling by students with more emphasis on practical training will produce better employability outcomes. Tie ups with industry and with certain percentage of guaranteed internships shall be desirable.



Prepared By: **Dr. Nisar Ahmad Mir, Registrar, Central University of Kashmir**

Mr. Omkar Nath Pandit, Dy. Registrar, VPCI, University of Delhi

Day 8

Wednesday, 17th June 2026

1. Basic Information

Theme(s): Visit to the Faculty of Education, University of Cambridge, Private visit to King's College, followed by a walking Tour of the City Centre and colleges



Felicitation to Professor Yusuf Sayed, Dean, Faculty of Education, University of Cambridge by University Officials

2. About the Theme(s)

Briefed about the structure of the faculty of Education, the Academic Pathway followed, Research Scholarships, collaboration in the last ten years with other universities, and their ongoing research projects across a range of contexts aimed at understanding and improving access to quality education across the globe.

3. Resource Persons / Speakers

Professor Yusuf Sayed, Dean, Faculty of Education, University of Cambridge

Professor Pauline Rose, Director, REAL Centre Strategy

Professor Ricardo Sabatese, Research Fellow

Dr. Laraib Niaz, Assistant Research Fellow

4. Topic Addressed: Challenges of Global Education Policy and Development -Equity, Inclusion, and Social Justice

4. Proceedings of the Event

Session 1:

The delegates from the University of Delhi departed from the University of Sussex for the University of Cambridge at 8:30 p.m. Upon arrival, they began their visit at the Faculty of Education, which is housed across four buildings: the Donald McIntyre Building (DMB), the Mary Allan Building (MAB), Trumpington House (TH), and the Science Education Centre.

Professor Yusuf Sayed, along with his faculty members, apprised the group of their ongoing research projects that focused on access to education for children, marginalized women, and women with disabilities. The University of Cambridge Faculty of Education, in collaboration with schools, colleges, and other educational organizations in the UK and abroad, is contributing to public education/education policies, practical research on education reform, and collaborative research partnerships both nationally and internationally, through its research projects and policy-focused research.

The Faculty of Education organises its educational research & projects through eight Research Groups and three flagship Research Centres, with its academics, teaching associates, and researchers, supporting education reform and innovation by policy and practice. The Centre helps policymakers develop strategies that improve access to education, retention, learning outcomes, and educational equity. The faculty of Education works with partners in the Global South, and across the UK, Europe, and Asia.

The Research for Equitable Access and Learning (REAL) Centre, with its mission statement & strategies:” Advancing rigorous research for education and social justice in the Global South through equitable and ethical partnerships” focus on overcoming barriers to education and promoting inclusive and sustainable development. Their research project work was primarily located in Rwanda, Pakistan, India, and Tanzania. It works for marginalized groups, including out-of-school children in Ghana, disadvantaged girls in Tanzania, and children with disabilities in Pakistan.

Session 2:

Private visit to King’s College, followed by a walking Tour of the City Centre and colleges from 2.00 pm to 4.30 pm, and the group experienced the rich history and legacy of education at the highly esteemed education centre that has given around 125 Nobel Laureates in different fields.

The University of Cambridge comprises 31 autonomous colleges, each led by a Head of College and supported by Fellows and academic staff. Most colleges offer undergraduate programmes and all support postgraduate and PhD students. The colleges play a central role in student life, providing accommodation, academic support, and small-group teaching. Cambridge has an extensive network of over 100 libraries, with additional libraries in 38

individual colleges. A distinctive feature of the Cambridge educational model is the supervision system, where one academic Fellow typically teaches one or two students, enabling highly personalized learning and mentorship.

5. Discussion and Interaction Session

Key issues raised during the interaction included:

- The delegates interacted with speakers and learned about the outcomes of their research projects.
- Delegates were interested in the agency and methodology used to collect data.
- The delegation was keen to know about the research outcome in India.
- One of the members of the delegation pointed out that India is not only addressing its own education issues but is also helping countries like Tanzania & Zanzibar in Africa by establishing a centre of higher education for girls.

6. Key Takeaways

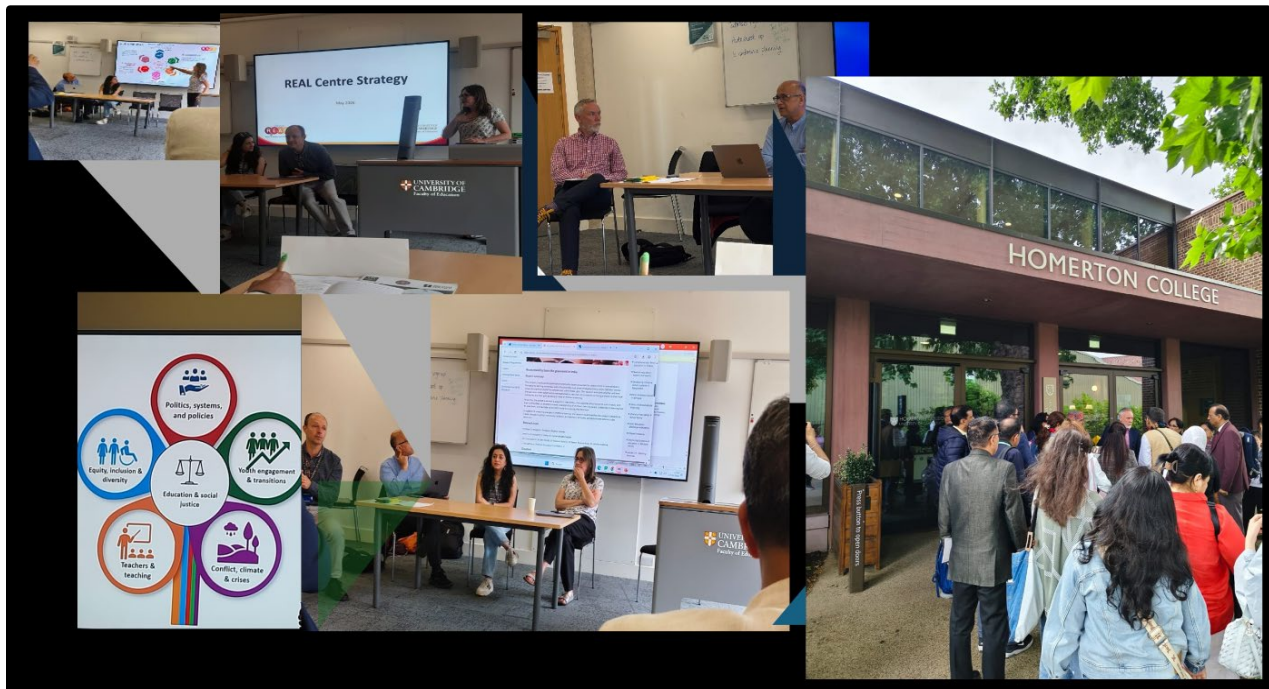
For Higher Education in India

1. Access to basic education becomes difficult for the children in the conflict-ridden regions, which is very difficult to compensate.
2. Access to education for impoverished women and women with disabilities also an area that needs to be addressed.
3. The popularity of Cambridge among students is due to its student-teacher ratio and its focus on research projects in collaboration with other Universities.

For the University of Delhi in Particular

1. We need to transform higher education to provide our students with greater opportunities.
2. Research collaborations through MOUs can drive transformation in higher education by expanding opportunities for students through joint research projects, internships, knowledge exchange, access to specialized facilities, and international partnerships.
3. Collaboration in Innovation, entrepreneurship, and research facilities





Report prepared by:

Dr. Jayini Adhyapak, Deen Dayal Upadhyaya College, DU

Prof. Sangeeta Talwar, Deen Dayal Upadhyaya College, DU

Day 9

Thursday, 18th June 2026

1. Basic Information

Theme(s): Use of Lego Serious play and its reflect upon professional learning

- Aspirations for future Sussex-India partnerships, Evaluation, Celebration & Award of Certificates

2. About the Theme(s)

Provide a brief introduction to the theme and its relevance in the contemporary educational, social, economic, policy, or academic context.

3. Resource Persons / Speakers: Professor Simon Thompson, Deputy Pro-Vice-Chancellor-International

Topic Addressed: What is Lego Serious Play? & How can it help us reflect upon our professional learning?

4. Proceedings of the Event

What is Lego Serious Play? How can it help us reflect upon our professional learning?

1. LEGO® Serious Play® (LSP) is an international, facilitated meeting and organizational development methodology designed to enhance communication, problem-solving, and creative thinking. The core philosophy relies on "**hands-on, minds-on**" learning—a concept rooted in constructionism. This theory states that when people build external artifacts (such as LEGO models), they simultaneously construct new internal mental models and knowledge. LSP fosters professional reflection in the following ways:

Metaphorical Thinking: Participants use bricks to represent abstract ideas (e.g., a green translucent brick might represent "hope," while a crooked wall might symbolize "organizational bottlenecks"). This externalization allows professionals to discuss highly nuanced or sensitive issues safely.

Decoupling the Persona from the Issue: In an LSP session, participants do not talk about themselves; they talk *about the model*. This psychological distancing makes it easier to voice burnout, structural failures, or hidden vulnerabilities without feeling personally exposed.

Democratic Communication: The methodology enforces a strict "100% participation" rule. Every single participant builds, and every single participant shares their story. This flattens traditional hierarchies, ensuring that early-career professionals and senior executives have equal voice.

Neurodivergent and Multi-Sensory Inclusion: By combining physical touch, visual organization, and verbal storytelling, it accommodates diverse learning and communication styles that standard text or talk-based reflection methods often marginalize.

2. **Application of LSP at Delhi University (DU).** Delhi University, with its expansive network of constituent colleges, diverse socio-economic student demographic, and the mandate to implement holistic, flexible education, provides a prime landscape for the application of LSP.

Pedagogical Re-engineering Workshops: Shifting faculty mindsets from rote-centric lectures to active, student-centric pedagogies.

Ice-Breaking & Community Building: Utilizing 1-hour targeted LSP sessions to allow students to map their anxieties, cultural identities, and academic goals.

Democratic Strategy Days: Bringing administrators, teachers and student union representatives together to co-design campus inclusivity strategies using shared models.

What are our aspirations for future Sussex–India partnerships? - Participant Presentations

A central takeaway was that successful internationalization cannot rely on academic intent or operational execution alone. True institutional integration requires a balanced ecosystem where teaching faculty and non-teaching administrators work as equal partners—one driving the intellectual capital, and the other building the structural engine to support it. The following recommendations are hereby made in this context :-

1. The policies can aligned to allow co-supervision of doctoral candidates, thereby strengthening collaborative research labs and increasing the output of high-impact, co-authored studies.
2. Establish an international professional staff fellowship and job-shadowing framework for non-teaching administrators (spanning finance, HR, and campus operations). This program will facilitate reciprocal peer exchanges to cross-pollinate operational best practices, standardize global administrative benchmarks, and enhance cross-border institutional capacity.
3. To effectively support the socio-economic and educational milestones of Vikshit Bharat @ 2047, the Capacity-Building Programme must be systematically scaled. The Ministry/Institution should forge formal academic and operational alliances with top-ranking global universities, utilizing the QS World University Rankings 2027 as a strategic baseline to select high-impact international partners.

EVALUATION, CELEBRATION & CERTIFICATE AWARD CEREMONY

Professor Robin Banerjee: Pro Vice Chancellor for Global and Civic Engagement,

Professor Simon Thompson, Deputy Pro-Vice-Chancellor, University of Sussex

They presented the outcome of this 4th Capacity Building Programme and praised the participants.

Professor Simon gave the concluding speech, which was very emotional, and promised that whenever he visits Delhi, he will try to connect with the 21 participants and spend one day with them.

Professor Gajendra Singh gave the speech on behalf of the University of Delhi. It was a well-appreciated speech.

Professor Pavitra Bhardwaj delivered the Thanksgiving speech and shared the participants' feelings.

Professor Gajendra Singh and Sri Girish Ranjan felicitated Professor Robin Banerjee, and Professor Suman Verma and Mr Omkar Nath Pandit felicitated Professor Simon Thompson on behalf of the University of Delhi.





EVALUATION, CELEBRATION & CERTIFICATE AWARD CEREMONY

**Professor Robin Banerjee, Pro Vice Chancellor for Global and Civic Engagement,
Professor Simon Thompson, Deputy Pro-Vice-Chancellor, University of Sussex**



Valedictory speech by Prof. Gajendra Singh, University of Delhi



Valedictory speech by Prof. Simon, University of Sussex



Certificate Distribution



Vote of thanks by Prof. Pavitra Bhradwaj on behalf of all participants



The Beautiful Bird at University of Sussex, which the team has missed after completion of the training programme.