

The National Visioning Conference
**“Envisioning Tomorrow's University:
A Transdisciplinary Dialogue on the
Future of Education”**



MIT WORLD PEACE UNIVERSITY | GOA |

UNESCO Chaired Institution



(12th September 2025)



In collaboration with
Department of Political Science,
**PANJAB UNIVERSITY
CHANDIGARH**



THE NATIONAL VISIONING CONFERENCE

at
PANJAB UNIVERSITY
CHANDIGARH



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Executive Summary



Purpose of the Conference

The National Visioning Conference on “Envisioning Tomorrow’s University: A Transdisciplinary Dialogue on the Future of Education” was convened to create a collaborative platform for universities, policymakers, and scholars to collectively envision the future of higher education in India.

As articulated in the Concept Brochure, the conference sought to:

1. Explore transdisciplinarity as the guiding principle for educational transformation.
2. Address the pressures of technological disruption, globalization, and sustainability.
3. Strengthen the role of Indian universities as both globally competitive and locally rooted institutions.
4. Encourage the co-creation of actionable strategies for curriculum reform, pedagogy, governance, and international collaborations

Conference Structure and Outcomes

The one-day conference, jointly organized by **Panjab University, Chandigarh** and **MIT World Peace University, Pune**, comprised:

1. **Introductory Session** – Framed by Convener Prof. Rupakjyoti Borah, setting the context and honoring the role of students and volunteers.
2. **Four Panel Discussions –Covering diverse perspectives on the future of higher education through four key themes:**
 - a) **Theme I:** Evolving Higher Education Ecosystem and Stakeholder Expectations
 - b) **Theme II:** Transdisciplinary Curriculum Development and Pedagogy
 - c) **Theme III:** Institutional Governance for Transdisciplinary Education
 - d) **Theme IV:** Roadmap for a Global Indian University
3. **Valedictory Session** – Certificate distribution, acknowledgments, and collective reflections on sustaining the dialogue.

The outcomes included:

1. A collective declaration affirming transdisciplinarity, sustainability, and ethical technology integration as non-negotiables for future-ready universities.
2. Recommendations for institutional action, such as curriculum redesign, student participation in governance, creation of interdisciplinary centers, and ethical oversight of AI adoption.
3. A recognition of the need for continuous collaboration and networking, beyond the formal end of the conference.

Highlights of Major Themes

Emerging Trends and Insights

1. **Transdisciplinarity as Imperative:** No single discipline can address challenges like climate change, AI ethics, or public health. Universities must integrate sciences, humanities, social sciences, and indigenous wisdom.

2. **Technology & Values:** While AI and digital tools are reshaping learning, the human bond of mentorship and the embedding of ethics and resilience remain essential.
3. **Global-Local Integration:** Universities must balance aspirations of global rankings with their regional responsibilities to communities and governments.
4. **Student-Centered Futures:** Students and research scholars must be recognized as active contributors, not passive learners.
5. **Sustainability & Equity:** Institutions must embed ecological responsibility, wellness, and inclusivity at the core of teaching and research.

Synthesized Recommendations for Institutional Action

1. **Curriculum Reform** – Introduce problem-driven, transdisciplinary courses integrating indigenous and global knowledge.
2. **Faculty Development** – Build programs for pedagogical innovation, AI ethics, and social-emotional learning.
3. **Student Participation** – Establish formal platforms for student and research scholar involvement in governance.
4. **Collaborative Research Networks** – Create inter-university centers for sustainability, governance, and digital innovation.
5. **Digital Ethics** – Form institutional AI & ethics committees to guide responsible technology use.
6. **Regional Responsibility** – Prioritize research and outreach targeting rural, marginalized, and underserved populations.
7. **Global Engagement** – Expand dual-degree programs, international campuses, and global faculty/student exchanges.

Collective Declaration on the Future of Higher Education

The conference reaffirmed a shared vision that universities of the future must be:

- **Transdisciplinary in approach.**
- **Technologically advanced yet ethically grounded.**
- **Globally competitive yet regionally responsible.**
- **Inclusive, sustainable, and student-centered.**

Next Steps

- Documentation and dissemination of proceedings to policymakers, accreditation agencies, and academic bodies.
- Planning of follow-up conferences and workshops in other regions, expanding the collaborative network.
- Development of a white paper on transdisciplinarity in Indian higher education, to be presented to regulatory bodies.

Closing Note

The Executive Summary captures the essence of the National Visioning Conference: an event that not only generated ideas but also laid the foundation for **collective responsibility and sustained collaboration**. The participants left with a shared conviction—that India's universities must evolve as **future-ready institutions that balance knowledge with wisdom, excellence with equity, and innovation with ethics**.

Message from the Leadership



Foreword from Convener

The One-Day Conference on “Envisioning Tomorrow’s University: A Transdisciplinary Dialogue on the Future of Education”, was successfully held on 12th September 2025 at Panjab University, Chandigarh.

It was successful not because of the structure or the schedule, but because of the energy, thought, and sincerity that each one of the participants brought to the table.

Their contributions—whether as formal interventions in the sessions or as spontaneous reflections during discussions—added layers of richness. What I personally valued most was the spirit of openness and generosity that flowed through the conversations. It reminded us that as academics, we are not only carriers of knowledge but also builders of relationships.

My sincere thanks to my Associate Faculty, Dr Sandeep Banerjee, Assistant Professor, School of Business(SoB), MIT WPU for his efforts in the successful conduct of this visioning conference.



Prof. (Dr.) Rupakjyoti Borah
Convener,
Chandigarh National Visioning Conference

Welcome Note – Panjab University

Prof. Pampa Mukherjee, Chairperson, Department of Political Science at Panjab University, opened her welcome address by stating that it was both “a pleasure and an honor” to be present at such a dialogue. She warmly thanked the organizing team for their efforts and reminded participants that **vision-setting is the first step in shaping the future of higher education**.

Prof. Yojana Rawat, Pro Vice-Chancellor of Panjab University, connected this vision with concrete institutional actions. She highlighted PU's collaboration with Fraser Valley University and the University of British Columbia, Canada, and announced the launch of a five-year integrated BBA–MBA dual degree program. She also mentioned the Government of India's support for PU to establish an international campus at Sarangpur with 100 acres of land and a ₹100 crore soft loan, which she called a ‘transformative opportunity’.

Her message combined **institutional pride** with **forward-looking courage**, underscoring that bold initiatives in higher education require not just good ideas but the will to execute them.



Welcome Note – MIT World Peace University

From the side of MIT **World Peace University**, Prof Rupakjyoti Bora, Convenor of the Conference emphasized the importance of connecting education with **societal needs, global challenges, and value-based innovation**. They pointed to flagship initiatives such as the **Bharatiya Chatra Sansad (Student Parliament)**, the **National Legislative Conference**, and the **Civil Services Interaction Program** as examples of MIT-WPU's approach to bridging the gap between academia and society.

In line with the themes of the conference, the WPU message reaffirmed that “this is the era of collaboration—between institutions, across disciplines, and across nations.” The emphasis was on nurturing **not only degree-holders, but also innovators, problem-solvers, and compassionate citizens**—a sentiment that strongly resonated with the discussions across all four thematic tracks.



Collective Spirit of Leadership

Together, the messages from the **Convenor, Panjab University**, and **MIT World Peace University** demonstrated a common understanding: that the transformation of higher education

in India cannot be pursued in isolation. It requires:

- **Collaboration across institutions,**
- **Integration of technology with wisdom traditions, and**
- **Global partnerships rooted in local values.**

This leadership vision set the stage for the four thematic tracks of the conference, where delegates further elaborated on evolving ecosystems, transdisciplinary curriculum, governance, and India's global academic roadmap.



Introduction



Background and Context: Why this Conference? Why Now?

The National Visioning Conference on “Envisioning Tomorrow’s University: A Transdisciplinary Dialogue on the Future of Education” was convened against the backdrop of extraordinary transitions in higher education—both in India and globally. The accelerating forces of globalization, technological disruption, demographic change, and societal expectations are converging to challenge the traditional models of higher education.

In his opening remarks, Prof. **Rupakjyoti Borah (Convener)** set the tone with humor and warmth:

“Academics don’t open up in the morning... as the day progresses, they gradually unfold into creative mode.”

This playful observation brought ease to the room before he moved toward a deeper point: the conference was not simply another academic event, but a **timely intervention in India’s educational journey**, aligned with the **UNESCO Futures of Education initiative** and India’s own **Vision 2047**.

“We are at a turning point. Foreign universities are entering India, Indian universities are expanding abroad, technology is changing how we teach and learn. If we don’t shape tomorrow’s university, someone else will.”

The urgency of the gathering lay in its timing—coming just as **NEP 2020** reforms move from policy to practice, and when the role of universities as drivers of sustainable, inclusive, and globally competitive futures has never been more critical.



Vision and Mission Behind the Initiative

As per the **concept brochure** and convener’s framing, the conference vision was:

- To **co-create resilient, inclusive, and future-ready universities** for the 21st century.
- To **foster transdisciplinary dialogue**, breaking barriers between sciences, humanities, social sciences, and professional fields.
- To align universities more closely with **societal priorities** such as sustainability, equity, peace, and innovation.

The mission was to establish a shared platform where scholars, policymakers, and industry leaders could design actionable strategies for transforming higher education. Rooted in the ethos of MIT World Peace University, the initiative placed strong emphasis on values, peacebuilding, and holistic development.

As Prof. Borah observed:

“The purpose of today is not just to present research, but to imagine together... to collectively write the blueprint of education that will outlast us.”

The conference thus stood as a symbolic bridge between **tradition and innovation, values and competitiveness, and local grounding with global reach**.

Overview of the Higher Education Transformation Landscape

Prof. Borah's keynote provided a panoramic assessment of higher education's ongoing transformation:

1. Technological Disruption

- AI and digital tools are reshaping teaching and learning.
- He cautioned:

"We risk reducing education to a transaction of information unless we consciously cultivate knowledge and wisdom."

2. Global Competition and Collaboration

- With dual degree programs, international campuses, and research collaborations, India's universities are moving into the global space.
- He cited PU's planned Sarangpur campus and MIT-WPU's upcoming Goa campus as examples of this aspiration.

3. Transdisciplinarity as a Necessity

- Challenges like climate change, migration, and health cannot be addressed in silos.
- "We must integrate economics with architecture, technology with literature, governance with science—this is not aspiration, it is necessity."

4. Student-Centric Education

- Students are partners, not passive recipients.
- He highlighted the role of student volunteers—"Tanvi, Puneet, Achal, Niyati and many others, who ensured everything runs smoothly"—as examples of how students actively enrich academic ecosystems.

5. Societal and Ethical Alignment

- Universities must reconnect with their social contract.
- "Universities are not ivory towers. They are agents of transformation, preparing compassionate citizens as much as employable graduates."

Symbolism and Value-Based Foundations

One of the most profound moments of the introduction was the **felicitation of senior scholars and participants** with a **visual of the World Peace Dome and a shawl**. The World Peace Dome, the tallest dome in the world, was presented not only as a token of honor but as a **living symbol of the university's ethos**—a structure embodying peace, sustainability, and global dialogue.

By weaving these rituals into the conference flow, Prof. Borah underscored that this initiative was rooted not just in academic discourse but also in **cultural values and humanistic traditions**. The gestures reminded participants that the **future of universities must rest equally on values and vision**.

Framing the Conference

Prof. Borah concluded his introduction by linking the symbolism of Chandigarh's city planning to the mission of the conference:

"The British planned Chandigarh with wide roads that some once called wasteful... but today we know they were visionary. The same foresight is needed in higher education."

The conference, he stressed, was an **"experiment in collective visioning"**—an attempt to harness diverse voices to chart the course for tomorrow's university. It was not simply about individual research presentations but about **relationship-building, dialogue, and trust**, which would outlast the day's proceedings and carry forward the mission of designing universities that are **globally competitive, locally relevant, and ethically committed**.



Conference Objectives

1. Reposition Higher Education to Address Evolving Societal and Stakeholder Expectations

The primary objective of the conference was to critically examine the shifting demands placed upon universities by society, government, industry, and learners. Modern universities are expected to go beyond knowledge dissemination and actively contribute to solving pressing global and national challenges—ranging from sustainability, migration, and public health to equity, diversity, and democratic governance. The conference sought to reimagine the university as a **socially responsive institution**, capable of producing graduates who are employable, ethical, and empathetic citizens.

2. Foster Transdisciplinary, Future-Ready Curriculum and Pedagogy

One of the defining aspirations was to break down rigid disciplinary silos that limit creative problem-solving. By fostering **transdisciplinary dialogue and teaching models**, the conference aimed to prepare a generation of learners equipped with the skills and adaptability needed for the 21st century. This involves integrating social sciences with technology, humanities with management, and sciences with governance to create curricula that are not only academically rigorous but also **practically relevant, globally aware, and locally grounded**.

3. Leverage Emerging Technologies and Artificial Intelligence for Academic Transformation

Recognizing the disruptive potential of Artificial Intelligence, digital platforms, and data-driven decision-making, the conference placed emphasis on **responsible adoption of technology**. Discussions revolved around how AI can enhance adaptive learning, personalized education, and research innovation—while also cautioning against the risk of reducing education to mere information transactions. The objective here was to explore frameworks where **technology augments human wisdom** and strengthens, rather than undermines, the teacher–student relationship.

4. Strengthen Institutional Governance, Quality Assurance, and Collaborative Ecosystems

Good governance and quality assurance emerged as central themes of the deliberations. The objective was to promote **autonomy with accountability**, aligning with the NEP’s “light but tight” framework. Universities must strengthen participatory governance structures, build transparent quality benchmarks, and create collaborative ecosystems involving faculty, students, policymakers, and industry. By fostering **networks of trust and accountability**, institutions can ensure both academic freedom and societal responsibility.

5. Advance India’s Global Academic Footprint through Innovation and Partnerships

Finally, the conference aimed to position Indian universities as **active players in the global academic landscape**. This involves international collaborations, dual degree programs, research partnerships, and the creation of globally recognized campuses. By leveraging India’s rich intellectual traditions alongside cutting-edge innovation, the objective is to make Indian universities not only globally competitive but also global contributors. Strengthening India’s academic footprint means **building bridges across cultures and knowledge systems**, offering solutions to global challenges while drawing upon indigenous strengths such as Indian Knowledge Systems (IKS), sustainability practices, and value-based education.

Conference Structure

Conference Schedule – Timeline Flow

09:00-09:30 AM	Inaugural Session (Welcome, Opening Remarks, Introductions)
09:30-11:00 AM	Theme I Panel –Evolving Higher Education Ecosystem & Stakeholder Expectations
11:00-11:15 AM	Tea Break + Networking
11:15-12:30 PM	Theme II Panel –Transdisciplinary Curriculum Development & Pedagogy Development & Pedagogy
12:30-01:15 PM	Theme III Panel –Institutional Governance for Transdisciplinary Education
01:15-02:00 PM	Lunch + Informal Networking Development & Pedagogy
02:00-03:15 PM	Theme IV Panel – Roadmap for a Global Indian University
03:15-03:45 PM	Plenary Reflections & Open Discussion
03:45-04:15 PM	Valedictory & Concluding Session (Keynotes + Declaration)



Conference Format – Icon Representation

- **Plenaries** – Vision-setting keynotes and inaugural reflections.
- **Panel Discussions** – Four thematic panels with moderators & speakers.
- **Case Presentations (PPTs)** – Prof. T. V. Ramanathan, Prof. Shashank Kathpal, among others.
- **Interactive Dialogues** – Open reflections and spontaneous interventions.
- **Networking Breaks** – Tea and lunch facilitating academic collaboration.

Participant Diversity (Infographic Representation)

By Institution Type

- 40% Public Universities (PU, IIT Ropar, etc.)
- 40% Private Universities (MIT-WPU, Plaksha, Chitkara, Chandigarh, NMIMS, etc.)
- 20% Research Scholars & Students

By Discipline

- Political Science & Humanities – 30%
- Sciences & Biotech – 15%
- Management & Commerce – 20%
- Communication & Social Sciences – 15%
- Statistics & Data/Policy – 10%
- Engineering & Technology – 10%

By Career Stage

- Senior Professors & Emeritus – 25%
- Mid-career Faculty – 35%
- Assistant Professors & Early Career – 20%
- Research Scholars & Students – 20%

Speakers – National Visioning Conference

**Required
Photo & Name**

Prof. Pampa Mukherjee

Chairperson,
Department of Political Science, Panjab University

Senior academic with over 27 years of postgraduate teaching and research experience. Currently Honorary Director, Centre for Midwest and Central Asian Studies (since 2019). Her work spans public policy, political economy, and international collaboration, with a strong focus on embedding global perspectives into Indian higher education.

Prof. Yojna Rawat

Dean of University Instruction,
Panjab University

Senior academic leader and administrator at PU. Highlighted collaborations with Fraser Valley University and UBC, and announced the Government of India's support for PU's international Sarangpur campus (100 acres, ₹100 crore soft loan). Advocates global engagement, institutional courage, and strategic partnerships to transform Indian higher education.

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Prof. Bhupinder Brar

Emeritus Professor,
Department of Political Science, Panjab University

Renowned political theorist with seminal contributions to democracy, constitutionalism, and the philosophy of education. Advocates a university model grounded in flexibility, inclusivity, and equality. Calls for a shift from information to wisdom as the organizing aim of higher education in the AI era.

**Required
Photo & Name**

Prof. Parvinder Singh

Director,
International Academic Affairs, Ecoparyavaran Group (Former PU)

Senior academic leader advancing industry-academia partnerships and global outreach. Associated with initiatives like Bharatiya Chhatra Sansad, National Legislative Conference, and civilservices interactions. Advocates “autonomy with accountability,” disaster preparedness, and embedded On-the-Job Training (OJT).

Prof. Amritesh

HoD, Humanities & Social Sciences;
Head, Centre of Excellence on Indian Knowledge Systems, IIT Ropar

Leads HSS at IIT Ropar and anchors the IKS Centre connecting classical Indian philosophy with contemporary education. Designs cross-listed electives and mentors transdisciplinary projects. Research spans ethics, philosophy of knowledge, and integrative pedagogy.

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Prof. Satvinder Pal Kaur

Chairperson,
Department of Education, Panjab University

Specialist in teacher education, curriculum design, and inclusive pedagogy. Leads projects on educational psychology, reflective practice, and student wellbeing. Advocates for integrating social-emotional learning into mainstream teacher education.

**Required
Photo & Name**

Prof. Archana Singh

Professor,
School of Communication Studies, Panjab University

Specializes in communication theory, higher education innovation, and sustainability communication. Co-develops interdisciplinary courses and PU's SEL initiative with UNESCO MGIEP. Works closely with alumni networks for mentoring, incubation, and industry linkages.

Prof. Rajat Sandhir

Professor,
Department of Biochemistry, Panjab University

Researcher in neurodegeneration and metabolic disorders with extensive international publications. Leads lab-based learning reforms that integrate sustainability, wellness, and research ethics. Mentors interdisciplinary research teams.

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Prof. Jayanti Dutta

Deputy Director,
Human Resource Development Centre, Panjab University

Academic leader in faculty development, organizational learning, and assessment reform. Designs and delivers training on transdisciplinary course design, reflective practice, and portfolio-based evaluation. Champions co-teaching models and cross-department studios.

**Required
Photo & Name**

Prof. Keerti Bhusan Pradhan

Professor of Practice
(Healthcare Management), Chitkara University

Among India's earliest health-management graduates (1993–95) with 15+ years in industry before academia. Developed allied health, public health, and global health programs with strong community linkages. Promotes mixed-method research and field immersions.

Prof. Kathleen Modrowski

Dean, Jindal School of Liberal Arts &
Humanities, O.P. Jindal Global University

International scholar and academic leader in liberal education. Experienced in global collaborations and comparative higher education systems. Advocates critical thinking, civic engagement, and global citizenship as core outcomes of liberal education. Focuses on embedding international perspectives and student-centered pedagogy.

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Dr. Ashish Mogra

Assistant Professor,
Mechanical Engineering (STME), NMIMS University, Chandigarh

Early-career academic bridging mechanical engineering and interdisciplinary applications. Active in experiential teaching and student mentorship. Research interests include design innovation and applied mechanics.

**Required
Photo & Name**

Prof. Shashank Kathpal

Faculty of Business (Marketing/Analytics),
Amity University, Mohali

Focuses on customer-centric higher education, learning analytics, and student experience design. Presented The Customer-Centric University, emphasizing student voice in governance and authentic assessment. Research spans consumer behavior and AI guardrails in pedagogy.

Dr. Navdeep Singh

Assistant Professor,
Supply Chain Management, Chandigarh University

Civil engineer turned management scholar focusing on construction and education supply chains. Research interests include resilience, sustainability, and governance of learning ecosystems. Highlights rural-urban inequities and argues for root-level interventions.

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Prof. T. V. Ramanathan

Professor, Statistics,
Plaksha University, Mohali

Statistician focused on applied statistics, data science, and evidence-based institutional strategy. Promotes data-driven governance and transparent KPIs for teaching, research, and resource use.

Thematic Tracks & Key Insights



Theme 1: Evolving Higher Education Ecosystem and Stakeholder Expectations

- **Key Focus Areas :**

- The redefinition of the university's role in society.
- Stakeholder-driven reforms in governance and pedagogy.
- Technology and AI as enablers of academic transformation.
- Balancing tradition (Indian Knowledge Systems, Gurukul ethos) with global trends.
- Preparing universities for uncertainty and future disruptions.



Theme 2: Transdisciplinary Curriculum Development and Pedagogy

- **Key Focus Areas :**

- Moving from disciplinary silos to problem-driven transdisciplinary structures.
- Embedding Indian Knowledge Systems (IKS), ethics, and sustainability in curricula.
- Leveraging emerging technologies and AI responsibly in teaching and assessment.
- Strengthening social and emotional learning (SEL) to build resilience.
- Reforming assessment practices to capture process, reflection, and authenticity.
- Enhancing faculty capability through co-teaching and workload reforms.



Theme 3: Institutional Governance for Transdisciplinary Education

- **Key Focus Areas :**

- Governance frameworks that balance autonomy with accountability.
- Decision-making processes that incentivize cross-department collaboration.
- Resource allocation and funding models for interdisciplinary labs, centers, and studios.
- Alumni and industry partnerships as governance stakeholders.
- Quality assurance and accreditation frameworks that support, not hinder, experimentation.
- AI, technology, and stakeholder expectations as new governance challenges.



Theme 4: Roadmap for a Global Indian University

- **Key Focus Areas :**

- Vision of a Global Indian University – blending world-class standards with the Indian ethos of knowledge as a public good.
- Governance and Institutional Reform – aligning structures, leadership, and policies with international benchmarks while safeguarding autonomy.
- Research, Data, and Evidence-Based Policy – employing statistical tools, analytics, and predictive modelling to guide long-term planning.
- Curriculum and Pedagogy for Global Relevance – integrating Indian Knowledge Systems (IKS), AI, and sustainability with globally recognized skills.
- Internationalization and Partnerships – creating robust frameworks for dual degrees, student/faculty exchange, global research clusters, and international campuses.
- Inclusivity and Access – ensuring that globalization efforts do not marginalize rural, tribal, or economically disadvantaged learners.
- Stakeholder Engagement – recognizing alumni, students, industry, and global agencies as active partners in governance.

Thematic Tracks & Key Insights



Theme 1

Evolving Higher Education Ecosystem and Stakeholder Expectations



• Key Focus Areas & Facilitators

This theme was designed to contextualize the broad shifts shaping higher education in India and globally. The discussion focused on **stakeholder expectations**—students, industry, government, society—and the institutional responses required to stay relevant and impactful. Facilitated by **Prof. Rupakjyoti Borah (Moderator)**, the panel drew on multiple disciplinary perspectives, blending experiences from public and private universities, national policy initiatives, and global case studies.

The **sub-focus areas** identified were:

- The redefinition of the university's role in society.
- Stakeholder-driven reforms in governance and pedagogy.
- Technology and AI as enablers of academic transformation.
- Balancing tradition (Indian Knowledge Systems, Gurukul ethos) with global trends.
- Preparing universities for uncertainty and future disruptions.



Participant Voices



Required
Photo & Name

Prof. Parvinder Singh, Chairman(North Zone), Confederation of Indian Private Universities; India

Prof. Singh reflected on his long association with Panjab University while also bringing insights from his current role with MIT's network of institutions. He emphasized the importance of linking academia to societal needs and governance structures.

- He cited MIT's major initiatives like the **National Legislative Conference**, the **Bharatiya Chhatra Sansad**, and the **Bharat Higher Education Summit** as concrete ways of connecting education to governance.
- He highlighted the need for **"autonomy with accountability"**, stressing that freedom in curriculum design and research must be coupled with ethical responsibility.
- He urged universities to adopt **disaster preparedness** into academic planning, pointing to floods in Punjab and Himachal Pradesh as recent reminders.
- Importantly, he advocated for On-Job Training (OJT) integration, citing models from Mahindra University, Adani University, and OP Jindal University.



Quote:

"Universities must build intellectual foundations that include not just faculty, but students as active participants in governance. Confidence and creativity grow when students are part of the system, not merely consumers of it."

Prof. Yojna Rawat (Dean of University Instruction, PU)

Prof. Yojana Rawat framed vision-setting as the **first step toward transformation**. She noted that dialogue cannot happen in isolation and shared her experiences from Canadian institutions.

- She announced PU's new **BBA-MBA dual degree program** with Fraser Valley University, beginning with PU-led semesters and later co-designed with Canadian faculty.
- She emphasized **international collaboration** as a driver of innovation and reputation, citing the University of British Columbia (54,000 students, 12,000 faculty) as an example.
- Highlighted the Government of India's support for PU to establish an **international campus at Sarangpur** (100 acres, ₹100 crore soft loan).



Quote:

"Execution of bold ideas requires courage and resolve—from faculty, students, and administration alike. Without execution, vision remains rhetoric."

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Required Photo & Name

Prof. Bhupinder Brar (Emeritus Professor, Political Science, PU)

Prof. Brar provided a philosophical and normative lens, laying out three guiding principles for the future university: **flexibility, inclusivity, and equality.**

- He argued that inclusivity must extend beyond scholarships to **mentoring, language bridging, and cultural acceptance.**
- Universities should move from producing degree-holders to nurturing **problemsolvers, innovators, and compassionate citizens.**
- He highlighted the **Google/AI paradox**: while information is abundant, the university's role lies in cultivating **knowledge and wisdom.**
- Called for a **return to wisdom traditions**, where philosophy once again anchors higher education.



Quote:

“In the AI age, universities must orient themselves not toward information, not merely knowledge, but toward wisdom—bridging knowledge with ethics to prepare future-ready citizens.”



Required Photo & Name

Prof. Amritesh (HoD, Humanities and Social Sciences, IIT Ropar)

Prof. Amritesh contextualized the generational shifts among learners.

- He observed that post-COVID learners have grown up with **AI tools like ChatGPT**, leading to mixed global responses (personalized adaptive learning vs. return to handwritten exams).
- He emphasized **Indian Knowledge Systems (IKS)** as a counterbalance to excessive technologization, citing Adi Shankaracharya as an example of unifying philosophical traditions.
- Shared IIT Ropar's new electives on **Bhagavad Gita and Science, Yoga, and Naturopathy**.
- Stressed the distinction between **śikṣā (education for material gain) and vidyā (education for self-knowledge and higher purpose)**.



Quote:

“The future university must serve both purposes—śikṣā and vidyā—because education is not only for employability, but for meaning.”

Prof. Archana Singh (School of Communication Studies, PU)

Prof. Singh drew attention to **sustainability, resilience, and alumni linkages** as vital to stakeholder trust.

- Highlighted PU's **social and emotional learning course with UNESCO MGIEP**, embedding resilience in teaching.
- Cited alumni strength across global sectors—finance, judiciary, defense, medicine—and noted the role of alumni as mentors, collaborators, and funders.
- Showcased PU's **incubation ecosystem** that helps students move from ideas to ventures.
- Advocated dismantling silos in curriculum design, citing a transdisciplinary course on **resource efficiency** combining economics, architecture, and literature.



Quote:

"This is the era of collaboration. We must step out of our silos and embrace broader, transdisciplinary themes."

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Photo & Name

Dr. Navdeep Singh (Supply Chain Management, Chandigarh University)

Dr. Singh offered a practice-oriented perspective, connecting **supply chain models** to education.

- Questioned whether Indian universities had a **long-term vision** comparable to the foresight shown in Chandigarh's city planning.
- Called attention to the **Gurukul system's experiential learning** as a precursor to today's "Professor of Practice" model.
- Cautioned against over-reliance on AI prompts, arguing that students must be trained to **think critically, not just use tools**.
- Highlighted neglected **rural education gaps**, pointing to the case of a teacher unable to spell "eleven" as a mirror of systemic deficiencies.
- Framed education itself as a **supply chain**, urging focus on **resilience and root-level interventions**, echoing Prime Minister Modi's call for resilient supply chains during COVID.



Quote:

"Education is itself a supply chain. Unless we think of its resilience and roots, we will not prepare for 2050."

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Photo & Name



Key Takeaways

- Universities must **balance autonomy with accountability**, linking academic freedom to ethical responsibility.
- **Global collaborations and dual degree programs** are crucial for reputation and global positioning.
- Inclusivity requires going beyond quotas to **active mentoring, language bridging, and cultural acceptance**.
- AI should be seen as a **tool, not a substitute**, with universities focusing on cultivating wisdom and ethics.
- **Indian Knowledge Systems** provide cultural depth and moral grounding to education.
- Alumni and incubation ecosystems strengthen stakeholder trust and **drive innovation and entrepreneurship**.
- Education must be reframed as a **value-driven supply chain**, resilient to future shocks.



Actionable Proposals / Frameworks Discussed

- **Integration of OJT (On-Job Training)** across curricula to embed employability.
- **Creation of international campuses and dual degree programs** to advance India's global academic footprint.
- **Adoption of transdisciplinary course design**, e.g., resource efficiency courses blending economics, architecture, and literature.
- **Embedding social-emotional learning** into curricula, leveraging UNESCO partnerships.
- **Resilience framework for education as a supply chain**, ensuring continuity during disruptions (COVID as case study).
- **Return to wisdom traditions** by positioning philosophy and ethics as foundational disciplines in the AI era.
- **Building disaster preparedness into academic planning** as a societal responsibility.

Thematic Tracks & Key Insights



Theme 2

Transdisciplinary Curriculum Development and Pedagogy



• Key Focus Areas & Facilitators

This theme explored how universities can **restructure curricula and pedagogy** to transcend disciplinary boundaries and prepare students for the complex challenges of the 21st century.

The discussion emphasized:

- Moving from **disciplinary silos** to **problem-driven transdisciplinary structures**.
- Embedding **Indian Knowledge Systems (IKS)**, ethics, and sustainability in curricula.
- Leveraging **emerging technologies and AI** responsibly in teaching and assessment.
- Strengthening **social and emotional learning (SEL)** to build resilience.
- Reforming **assessment practices** to capture process, reflection, and authenticity.
- Enhancing **faculty capability** through co-teaching and workload reforms.

The session was facilitated by **Prof. Rupakjyoti Borah (Moderator)**, with contributions from faculty and researchers across institutions including Panjab University, Chitkara University, IIT Ropar, Chandigarh University, NMIMS, and Amity University.



Participant Voices



Required
Photo & Name

Prof. Jayanti Dutta (Panjab University)

Prof. Dutta began by clarifying the **conceptual distinction between interdisciplinarity and transdisciplinarity**. She emphasized that the latter is not confined to bridging academic subjects but also integrates knowledge from communities, industries, and policymakers.

- Advocated for **problem-centric course design**, where students tackle real-world issues through collaborative studios and labs.
- Argued that **faculty themselves must embody transdisciplinary practice**, modeling humility and openness.
- Stressed the need for **portfolio-based assessment** that values reflection and learning processes.



Quote:

“If teachers don’t change, the curriculum won’t. Transdisciplinarity is a way of being, not just a way of designing courses.”



Required Photo & Name

Prof. Keerti Bhusan Pradhan (Chitkara University)

Prof. Pradhan presented health as a **test case of transdisciplinarity**.

- Shared examples from his career in healthcare management, where outcomes depended on integrating **biomedicine, behavioral science, environment, and governance**.
- Suggested embedding **community projects** in curriculum to help students bridge theory and practice.
- Advocated for **mixed-method research** and cross-school supervision to ensure diverse perspectives in problem-solving.



Quote:

“Health outcomes cannot be explained by one discipline alone. We must train graduates to think like problem-solvers, not just degree-holders.”

Prof. Rajat Sandhir (Biochemistry, PU)

Prof. Sandhir focused on **science education reform**.

- Recommended embedding **sustainability and ethics** into laboratory work.
- Proposed **cross-disciplinary capstone projects** co-supervised by multiple faculties.
- Raised concerns about **AI misuse**, urging reflective logs and oral vivas to ensure authentic learning.



Quote:

“Technical mastery without ethical grounding is incomplete education.”

Required
Photo & Name

Prof. Archana Singh (School of Communication Studies, PU)

Prof. Singh drew attention to **alumni strength and resilience education**.

- Shared PU's initiative with **UNESCO MGIEP** to integrate **social and emotional learning (SEL)** across disciplines.
- Highlighted alumni's role as **mentors, collaborators, and co-funders** for start-ups and incubation programs.
- Stressed the need for dismantling silos and designing **collaborative courses**, citing a case on resource efficiency in architecture, economics, and literature.



Quote:

"This is the era of collaboration. We must step out of our silos and embrace broader, transdisciplinary themes."

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Prof. Amritesh (IIT Ropar)

Prof. Amritesh emphasized **Indian Knowledge Systems (IKS)** as a moral and epistemic anchor.

- Described new electives on **Bhagavad Gita and Science**, and **Yoga & Naturopathy**.
- Distinguished between **śikṣā** (education for material gain) and **vidyā** (education for higher purpose).
- Urged universities to blend **employability skills** with **self-knowledge traditions**.



Quote:

“The future university must serve both śikṣā and vidyā—because education is not only for jobs but also for meaning.”



Required Photo & Name

Prof. Kathleen (O. Jindal Global University)

Prof. Kathleen provided a **UNESCO-informed perspective** on equity in education.

- Called for expansion of the **Right to Education** to early learning, lifelong learning, and displaced learners.
- Warned of **ethical risks** in the uncritical use of AI-generated outputs.
- Emphasized the need for **digital literacy and critical thinking** to accompany technological adoption.



Quote:

“Pair technological fluency with ethical literacy; otherwise we risk creating shallow learning.”

Dr. Ashish Mogra (NMIMS University, Chandigarh)

Dr. Mogra focused on **AI integration in pedagogy and assessment**.

- Illustrated how **generative AI** can support teaching by creating lesson plans, translations, and quizzes.
- Warned of overdependence and proposed **prompt literacy training** for both faculty and students.
- Advocated for **AI-use policies** within institutions, with clear disclosure and ethical guardrails.



Quote:

“AI should augment teachers, not replace them. We must teach students how to use prompts critically, not blindly.”

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Dr. Shashank Kathpal (Amity University, Mohali)

Dr. Kathpal underscored **student-centered pedagogy** and **assessment reform**.

- Called for shifting faculty roles from “sage on the stage” to **coach** and **co-creator**.
- Recommended assessment models that capture **process, originality, and reflection** rather than only final answers.
- Suggested **oral defenses and portfolios** to verify authenticity in the age of AI.



Quote:

“Students must be treated as co-creators, not passive consumers. Assessment should honor the journey, not just the destination.”



Key Takeaways

- **Transdisciplinarity is more than interdisciplinarity**—it requires community and industry engagement, not just cross-department collaboration.
- **Health, sustainability, and ethics** emerged as powerful testbeds for transdisciplinary teaching.
- **Social and Emotional Learning (SEL)** strengthens resilience and complements technical skills.
- **Indian Knowledge Systems (IKS)** provide cultural depth and moral grounding.
- **AI must be integrated responsibly**, with policies, disclosure norms, and prompt literacy.
- **Assessment reforms** (vivas, portfolios, authentic tasks) are critical in an AI-dominated era.
- **Alumni and incubation ecosystems** strengthen stakeholder confidence and provide applied learning opportunities.
- **Faculty incentives and training** are essential to operationalize co-teaching and transdisciplinary practices.



Actionable Proposals / Frameworks Discussed

1. Four-Layer Transdisciplinary Curriculum:

- **Foundation courses** (logic, ethics, AI literacy, SEL).
- **Integration modules** (IKS, sustainability, community immersion).
- **Problem Studios** (real-world challenges with co-teaching).
- **Capstone Projects** (cross-disciplinary theses, oral defenses, venture incubation).

2. Co-Teaching Framework:

- Recognize and reward co-teaching in faculty workload models.
- Provide micro-grants for interdisciplinary course design.
- Use shared rubrics and team evaluation methods.

3. Assessment Redesign:

- Portfolios, oral vivas, authentic real-world tasks.
- AI disclosure requirements with verification processes.

4. Responsible AI Integration:

- Develop campus-wide AI-use policies.
- Offer prompt-literacy workshops.
- Establish safeguards against AI fabrication.

5. Embedding SEL and Resilience:

- Partner with UNESCO MGIEP to train faculty.
- Include emotional and resilience objectives in curricula.

6. IKS and Ethics Infusion:

- Map Indian Knowledge Systems to STEM and social sciences.
- Integrate philosophy and ethics into technical curricula.

7. Community and Alumni Engagement:

- Use community briefs to shape problem-studio projects.
- Engage alumni as mentors, collaborators, and funders.

Thematic Tracks & Key Insights



Theme 3

Institutional Governance for Transdisciplinary Education



- **Key Focus Areas & Facilitators**

The third thematic track explored **how governance structures, policies, and leadership approaches can either enable or constrain transdisciplinary education.**

The discussion highlighted:

- **Governance frameworks** that balance autonomy with accountability.
- **Decision-making processes** that incentivize cross-department collaboration.
- **Resource allocation and funding models** for interdisciplinary labs, centers, and studios.
- **Alumni and industry partnerships** as governance stakeholders.
- **Quality assurance and accreditation** frameworks that support, not hinder, experimentation.
- **AI, technology, and stakeholder expectations** as new governance challenges.

The session was moderated by **Prof. Rupakjyoti Borah**, with major contributions from faculty across Panjab University, Amity University, Chandigarh University, NMIMS University, and others.



Participant Voices



Prof. Rajat Sandhir (Biochemistry, Panjab University)

- Stressed that governance must create **institutional safeguards for integrity and accountability**, particularly in an AI-driven education landscape.
- Warned that excessive focus on rankings and accreditation can drive superficial compliance rather than genuine academic innovation.
- Called for **ethics-anchored governance**, especially in research, lab safety, and student evaluation.



Quote:

“Technical mastery without ethical governance is incomplete. Universities must move beyond compliance checklists toward value-based governance.”

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Prof. Archana Singh (School of Communication Studies, PU)

- Highlighted **alumni as co-governors of institutional direction**, noting their role in mentoring, venture funding, and reputation building.
- Cited ongoing initiatives in **incubation and industry partnerships**, where alumni are not just supporters but active collaborators.
- Urged governance models that encourage **cross-disciplinary course design** and reduce bureaucratic hurdles for new curriculum proposals.



Quote:

“This is the era of collaboration. Governance must empower teachers and alumni to co-create, not confine them within silos.”



Required Photo & Name

Dr. Shashank Kathpal (Amity University, Mohali)

- Presented on **The Customer-Centric** University (PPT).
- Reframed students as **active stakeholders and co-creators** in governance, not passive consumers.
- Critiqued current assessment and workload policies that overburden faculty, leaving little room for innovation.
- Proposed governance reforms to **reward process-based assessment** and co-teaching.



Quote:

“Treat students as co-creators. Institutional governance must recognize their voices in shaping curriculum and pedagogy.”

Dr. Navdeep Singh (Chandigarh University)

- Positioned **education as a supply chain**, linking governance to resilience.
- Argued that policies must address **rural-urban disparities**, noting how governance often overlooks rural learners.
- Suggested adopting **long-term strategic visioning**, drawing parallels to Chandigarh's city planning.
- Called for **professor of practice** appointments to be institutionalized as governance policy, not ad-hoc arrangements.



Quote:

"Education itself is a supply chain. Unless governance ensures resilience at the root, reforms will remain fragile."

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Prof. Keerti Bhusan Pradhan (Chitkara University)

- Connected **governance to transdisciplinary health education.**
- Advocated governance mechanisms that allow **joint supervision, field placements, and cross-school appointments.**
- Urged leadership to **align incentives** with societal outcomes rather than purely academic metrics.



Quote:

“Health demonstrates why governance must transcend departments—because life itself is transdisciplinary.”

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Prof. Kathleen (O. P. Jindal Global University)

- Offered a **UNESCO perspective on governance and equity**.
- Called for policies to expand the **Right to Education** framework into lifelong learning and displaced learners.
- Stressed that **AI ethics and digital governance** must be embedded institutionally, not left to individual discretion.



Quote:

“Governance must pair technological fluency with ethical literacy.”



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Dr. Ashish Mogra (NMIMS University, Chandigarh)

- Argued that **AI integration requires formal governance policies**—covering disclosure, prompt literacy, and faculty training.
- Suggested institutions establish **AI advisory committees** to monitor responsible use.
- Emphasized that **teachers need governance support**, not surveillance, to adapt to new tools.



Quote:

“AI should augment teachers. Governance must provide the framework, not leave faculty to navigate alone.”

Prof. Jayanti Dutta (PU)

- Reflected that governance is the **hinge point** where transdisciplinary visions succeed or fail.
- Called for **adaptive governance structures**, flexible credit transfers, and recognition of co-taught courses.
- Warned against “tokenistic” reforms that do not change institutional culture.



Quote:

“If governance doesn’t change, transdisciplinarity remains rhetoric.”

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Key Takeaways

- **Governance is the enabler of transdisciplinarity**—without institutional backing, reforms remain isolated experiments.
- Alumni and students should be recognized as **stakeholders in governance**, not just beneficiaries.
- Ethical governance must counterbalance the pressures of **rankings, accreditation, and commercialization**.
- AI requires **formal governance policies** to ensure responsible and equitable adoption.
- Governance must build **resilience in the education supply chain**, addressing rural and marginalized learners.
- Faculty incentives (workload models, recognition, promotions) must align with transdisciplinary collaboration.
- Institutional quality assurance frameworks should **reward innovation**, not punish deviation from old templates.



Actionable Proposals / Frameworks Discussed

1. Governance Model for Transdisciplinarity

- Establish **Transdisciplinary Councils** within universities, with representation from faculty, students, alumni, and industry.
- Recognize **co-taught and problem-studio courses** in workload and appraisal systems.

2. AI Governance Policy

- Draft campus-wide guidelines on responsible AI use.
- Train faculty and students in prompt literacy and ethical disclosure.
- Create **AI Advisory Committees** to monitor usage and update norms.

3. Alumni & Community as Governance Partners

- Integrate alumni into boards/committees overseeing incubation, funding, and mentorship.
- Include community briefs in curriculum governance, ensuring relevance.

4. Resilient Education Supply Chain

- Build redundancy and flexibility in curriculum delivery (online + offline + blended).
- Address rural education gaps with governance support for outreach, scholarships, and localized curricula.

5. Accreditation & QA Reform

- Advocate with national agencies for frameworks that reward **transdisciplinary courses, OJT, and incubation projects**.
- Move from input-based compliance to **outcome-based accreditation**.

6. Ethics & Integrity Structures

- Institutionalize ethics review committees for both teaching and research.
- Embed sustainability and inclusivity as governance KPIs.

Thematic Tracks & Key Insights



Theme 4

Roadmap for a Global Indian University



• Key Focus Areas & Facilitators

The concluding theme was both **aspirational and strategic**, reflecting on the pathways through which India can position its universities as **globally competitive institutions** while staying rooted in its ethos of inclusivity, diversity, and cultural strength.

The key focus areas were:

- **Vision of a Global Indian University** – blending world-class standards with the Indian ethos of knowledge as a public good.
- **Governance and Institutional Reform** – aligning structures, leadership, and policies with international benchmarks while safeguarding autonomy.
- **Research, Data, and Evidence-Based Policy** – employing statistical tools, analytics, and predictive modelling to guide long-term planning.
- **Curriculum and Pedagogy for Global Relevance** – integrating Indian Knowledge Systems (IKS), AI, and sustainability with globally recognized skills.
- **Internationalization and Partnerships** – creating robust frameworks for dual degrees, student/faculty exchange, global research clusters, and international campuses.
- **Inclusivity and Access** – ensuring that globalization efforts do not marginalize rural, tribal, or economically disadvantaged learners.
- **Stakeholder Engagement** – recognizing alumni, students, industry, and global agencies as active partners in governance.

The session was moderated by **Prof. Rupakjyoti Borah**, and featured contributions from **Prof. T.V. Ramanathan (Statistics, Plaksha University, Mohali)**, research scholars from the Department of Political Science (Panjab University), and senior faculty members from Chitkara University, Chandigarh University, Amity University, and Panjab University.



Participant Voices



Prof. T.V. Ramanathan (Plaksha University, Mohali)

Prof. Ramanathan's **PPT presentation anchored the session** by underscoring the centrality of **data-driven governance** in building globally competitive universities.

- He argued that intuition and tradition alone cannot sustain global competitiveness; **institutions must rely on robust data on student learning outcomes, faculty productivity, placement patterns, and research impact.**
- Introduced models of **predictive analytics**, where institutions could anticipate trends such as shifts in employability skills, rising global research priorities (AI, climate change, sustainability), and student mobility.
- Advocated for **evidence-based decision-making**, where leadership decisions on curriculum, hiring, and funding are backed by statistical analysis.
- Stressed that **transparency and accountability** must accompany autonomy; otherwise, the global reputation of Indian institutions will remain fragile.



Quote:

"A Global Indian University cannot rely on intuition alone; it must be data-driven, transparent, and accountable."

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Research Scholar 1 (Department of Political Science, PU)

- Offered a **student-centered perspective**, cautioning that the global discourse should not overshadow India's commitment to **equity and inclusion**.
- Pointed out that reforms must address the **digital divide** and socio-economic barriers faced by students from rural and marginalized backgrounds.
- Urged that governance models should incorporate **student voices in decision-making**, making inclusivity a defining feature of India's global identity in higher education.



Quote:

"Global aspirations must not silence local voices; inclusion is India's true strength."



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Research Scholar 2 (Department of Political Science, PU)

- Focused on **capacity-building challenges**, especially in faculty training and academic infrastructure.
- Noted that while India is rapidly expanding its international partnerships, many faculty members **lack exposure to global pedagogies** such as problem-based learning, interdisciplinary research supervision, and AI-enabled teaching.
- Called for sustained investment in **faculty development programs, international exchanges, and infrastructure upgradation** to match global benchmarks.



Quote:

“We cannot have a Global Indian University without globally competent faculty.”

Prof. Archana Singh (School of Communication Studies, PU)

- Highlighted the **strategic role of alumni networks** in building a global footprint.
- Shared that Panjab University's alumni already hold **leadership roles in global finance, judiciary, medicine, and defense.**
- Suggested that alumni councils should be formally embedded into governance structures to provide **mentorship, collaboration, and funding support** for internationalization efforts.



Quote:

“Our alumni are already global; governance must integrate them as co-architects of a Global Indian University.”

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Prof. Keerti Bhusan Pradhan (Chitkara University)

- Connected the vision of a Global Indian University to **health, sustainability, and social equity**.
- Emphasized that **Indian universities will command global respect not merely by ranking, but by solving problems of planetary importance** such as climate change, pandemics, and equitable healthcare.
- Called for joint **global research clusters** where Indian institutions contribute knowledge rooted in **local realities with global implications**.



Quote:

“The world will look to Indian universities when we solve problems that are both local and global.”

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Dr. Shashank Kathpal (Amity University, Mohali)

- Stressed the **student experience** as a global benchmark.
- Argued that universities aspiring to global status must measure themselves not only by **research metrics** but by **student empowerment, employability, and satisfaction**.
- Called for **student representation in governance councils**, ensuring their voices shape curriculum and service design.



Quote:

“A university is global when students feel empowered, not just when it climbs rankings.”

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Dr. Navdeep Singh (Chandigarh University)

- Extended his **supply chain analogy**, emphasizing resilience in the “**education supply chain**”.
- Argued that global aspirations are unsustainable unless Indian universities also ensure **resilience at the root level**, including rural outreach, equitable resource distribution, and disaster-preparedness.
- Suggested governance policies to institutionalize the role of **Professors of Practice** as bridges between academia and industry.



Quote:

“Resilient supply chains make resilient universities. Global aspirations cannot ignore rural realities.”



Key Takeaways

- A **Global Indian University must be both world-class and locally grounded**, combining global excellence with India’s ethos of inclusivity.
- **Data-driven governance** is essential for transparency, accountability, and long-term strategy.
- **Faculty competence and training** are as critical as infrastructure in building global competitiveness.
- **Alumni networks** represent India’s strongest soft power asset for global positioning.
- **Problem-solving capacity in health, climate, and sustainability** will define India’s contribution to global academia.
- **Students must be recognized as stakeholders in governance**, not passive recipients of policy.
- Equity for **rural and marginalized learners** must remain central to India’s roadmap.



Actionable Proposals / Frameworks Discussed

1. Data-Driven Governance Model

- Institutional dashboards covering student outcomes, faculty productivity, and financial transparency.
- Predictive analytics to align curriculum and hiring with future global skill demands.

2. Faculty Development Framework

- Regular global pedagogy workshops.
- Sabbaticals and exchange programs with world-class institutions.
- Incentives for cross-border collaborative research.

3. Internationalization Strategy

- Dual-degree and joint-degree programs.
- Indian universities establishing satellite campuses abroad.
- Encouraging foreign universities to collaborate in India through joint research hubs.

4. Alumni Integration Policy

- Alumni councils as formal bodies within governance.
- Alumni as mentors, brand ambassadors, and co-investors in global initiatives.

5. Equity and Access Charter

- Scholarships and rural outreach as core governance commitments.
- Digital access programs for marginalized learners.

6. Global Problem-Solving Hubs

- Interdisciplinary centers addressing health, climate, AI, and governance.
- Partnership with UNESCO, WHO, OECD, and similar agencies.

7. Student-Centric Governance

- Student representatives in curriculum and policy councils.
- Measurement of student satisfaction and empowerment indices as a KPI of global success.

Closing Proceedings



The closing proceedings of the National Visioning Conference marked the culmination of a day-long dialogue that brought together distinguished academics, policymakers, industry leaders, and student representatives. The final sessions—comprising the **Concluding Reflections** and the **Valedictory Session**—were designed not only to summarize the discussions but to chart a forward-looking roadmap for collective action in higher education.



Concluding Session

- **Speaker Profiles (Brief in-text)**
- **Prof. Rupakjyoti Borah** – Convener of the conference, MIT World Peace University. Anchored the session, weaving together the threads of discussions and emphasizing continuity.
- **Prof. Pampa Mukherjee** – Chairperson, Department of Political Science, Panjab University. Reflected on institutional vision, courage, and responsibility.
- **Prof. Bhupinder Brar** – Emeritus Professor, Political Science, PU. Offered a philosophical perspective, highlighting wisdom traditions in academia.
- **Prof. Parvinder Singh** – Senior academic leader and representative of Confederation of Indian Private Universities. Focused on governance, accountability, and collaborations.
- **Prof. Archana Singh** – Professor, School of Communication Studies, PU. Emphasized alumni networks, resilience, and communication strategies.
- **Prof. Rajat Sandhir** – Professor, Biochemistry, PU. Reflected on science, ethics, and institutional resilience.
- **Student & Research Scholar Delegates** – Young voices from PU shared perspectives on empowerment, inclusivity, and their role as co-creators of the university's vision.



Summaries of Key Addresses



Prof. Rupakjyoti Borah (Convener)

Prof. Borah emphasized that the conference should be seen as the **beginning of a larger collaborative movement**, not just a stand-alone event. He recalled his personal and institutional connections with Chandigarh, noting how symbolic it was to initiate such a dialogue in a city that has historically nurtured knowledge.



Quote:

“This is not the conclusion of a conference but the starting point of a collective journey toward reimagining higher education.”

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Prof. Pampa Mukherjee

Prof. Mukherjee synthesized insights from all sessions, highlighting the importance of **vision backed by execution**. She praised PU's international initiatives (such as the Sarangpur campus plan) and underscored the need for **institutional courage and sustained leadership**.



Quote:

“Visioning must now translate into action. The true test is whether we can carry forward our resolve beyond this gathering.”

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Prof. Bhupinder Brar

Prof. Brar presented a philosophical reflection on the role of universities in society. He urged participants to think beyond producing graduates or research output, and instead to **restore the centrality of wisdom traditions**.



Quote:

“Information is abundant, knowledge is structured, but wisdom is rare. A true Global Indian University must cultivate wisdom alongside innovation.”



Required Photo & Name

Prof. Parvinder Singh

Prof. Singh stressed the importance of **balancing autonomy with accountability**. Drawing on examples from global universities and industry partnerships, he emphasized that credibility rests on transparent governance and student inclusion.



Quote:

“Autonomy without accountability is a hollow promise. Universities must earn global trust through ethical governance.”

Prof. Archana Singh

Prof. Singh focused on **alumni as connectors and communication as a strategy**. She highlighted initiatives where alumni acted as mentors, funders, and global ambassadors for PU. She also stressed embedding **social-emotional learning** in curricula.



Quote:

“Our alumni are not just past students—they are our global bridges. Collaboration must extend into mentorship, incubation, and global placements.”

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Prof. Rajat Sandhir

Prof. Sandhir highlighted the dual responsibility of science faculties: **driving innovation while ensuring ethics**. He emphasized that governance must remain resilient against both technological disruption and ethical lapses.



Quote:

“Science without ethics is fragile; governance without resilience is hollow.”

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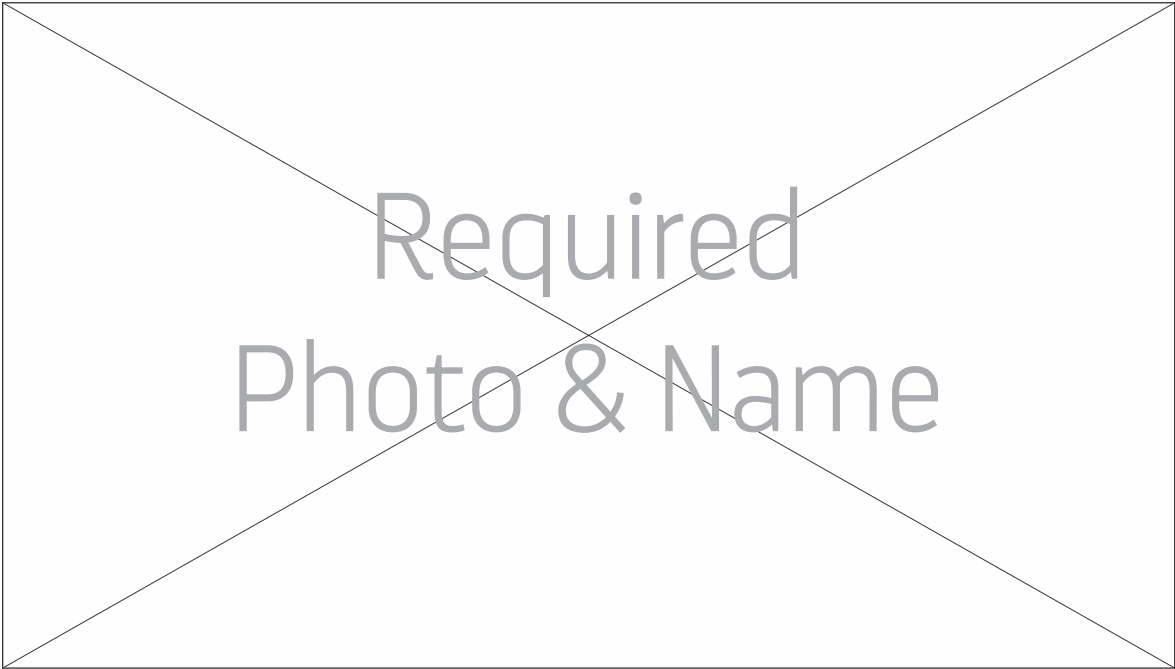
Student & Research Scholar Representatives

The youth voices underscored the **urgency of student inclusion** in governance and curriculum design. They expressed gratitude for being invited as active participants and urged institutions to make student empowerment a permanent feature.



Quote:

“A future-ready university must empower students not only as learners but as co-creators of knowledge and governance.”



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Valedictory Session

The valedictory session served as the ceremonial and intellectual closing of the conference. It aimed to consolidate key insights and articulate a **collective declaration on the future of Indian higher education.**



Key Highlights

1. Prof. Rupakjyoti Borah's Closing Note

- Thanked Panjab University, MIT-WPU, and all participants.
- Reiterated the importance of **transdisciplinary dialogue**.
- Called for **formal mechanisms**—joint task forces, working groups, and follow up conferences—to sustain momentum.

2. Institutional Reflections (PU Leadership)

- Panjab University's leadership emphasized that the institution is committed to **translating discussions into policy and practice**.
- They expressed readiness to partner with MIT-WPU and other stakeholders for follow-up initiatives, including dual-degree programs, joint research, and global campus expansions.

3. Collective Declaration

- The session endorsed a **collective declaration** affirming the commitment of participating institutions to:
 - Foster **transdisciplinary education**.
 - Leverage **AI and technology** responsibly.
 - Build **inclusive, student-centered governance models**.
 - Strengthen **India's global academic footprint**.
- This declaration was met with unanimous approval and will serve as a reference for future engagements.



Notable Insights Across Closing Proceedings

- **From Dialogue to Action** – All speakers agreed that the next step must be to move beyond discussions into **implementation frameworks**.
- **Wisdom as India's Unique Contribution** – Indian universities must position themselves not only as knowledge hubs but also as **custodians of wisdom traditions**.
- **Governance and Accountability** – Ethical, transparent, and resilient governance emerged as a **non-negotiable pillar**.
- **Student and Alumni Empowerment** – Future-ready universities must see **students as co-creators** and **alumni as global connectors**.
- **Global Partnerships** – India's higher education system must embrace **strategic international collaborations** while retaining its indigenous ethos.

Conference Reflections and Analysis



The National Visioning Conference on “Envisioning Tomorrow’s University: A Transdisciplinary Dialogue on the Future of Education” brought together academics, practitioners, research scholars, and institutional leaders to deliberate on the future of higher education in India and beyond. The discussions—spanning keynote reflections, panel deliberations, and interactive interventions—generated a wealth of ideas, insights, and questions that can guide universities toward meaningful transformation.

Synthesis of All Themes – Emerging Trends and Insights

The sessions collectively converged on several emerging trends that are shaping the higher education ecosystem:

- **Transdisciplinarity as Core to Academic Futures:** Moving beyond interdisciplinary approaches, transdisciplinarity was highlighted as a necessity to solve “wicked problems” such as climate change, public health crises, and AI ethics. It requires collaboration across disciplines, integration of indigenous wisdom, and inclusion of community voices.
- **Balancing Technology and Human Values:** Artificial Intelligence, big data, and digital platforms are transforming pedagogy, assessment, and research. Yet, multiple speakers emphasized the irreplaceable role of human mentorship, ethics, and wisdom traditions, warning against over-reliance on automation.
- **Global-Local Integration:** Universities must prepare graduates for global competitiveness while also addressing regional responsibilities—supporting state policy, addressing rural development, and integrating local knowledge systems into curricula.
- **Student-Centered Models:** Participants stressed that future universities should empower students and research scholars as active contributors in governance, innovation, and curriculum development, not merely as passive recipients.
- **Sustainability and Resilience:** From curriculum reform to campus design, embedding sustainability, social-emotional learning, and resilience emerged as a cross-cutting priority.

Gaps and Opportunities Identified

Despite the rich insights, the deliberations also revealed critical gaps and opportunities:

- **Curricular Rigidities:** Universities remain constrained by outdated structures. The opportunity lies in building flexible, problem-driven curricula aligned with societal needs.
- **Faculty Mindset:** Pedagogical innovation is slowed by resistance to change. Capacity building programs and faculty-as-learners initiatives can address this gap.
- **Regional Equity:** Discussions highlighted a lack of focus on rural and marginalized populations in research and policy. Future initiatives must explicitly target equity and inclusivity.
- **Ethics of Technology:** While AI adoption is accelerating, ethical frameworks remain underdeveloped. Universities have an opportunity to become ethical leaders in digital education.
- **Collaboration Platforms:** Opportunities exist to create inter-university networks and interdisciplinary centers for shared research, incubation, and policy engagement.

Comparative Perspectives

Drawing from global references and local experiences, the conference highlighted

comparative lessons:

- **Global Rankings vs. Local Impact:** Institutions like UBC and Fraser Valley University demonstrate global excellence while remaining community-oriented. Indian universities must balance both.
- **Case of Healthcare:** COVID-19 proved that healthcare requires transdisciplinary collaboration—biomedical, psychological, economic, and governance perspectives. This model can guide other sectors.
- **Gurukul Wisdom vs. Robotic Intelligence:** Speakers reflected on India's traditional models of holistic, value-driven education and contrasted them with AI-driven "robotic intelligence," urging a balanced synthesis.
- **Institutional Innovations:** Examples from MIT-WPU (student parliaments, civil service interactions, legislative conferences) showed how experiential, civic-centered models can complement academic structures.

Collective Declaration on the Future of Higher Education

The collective voice of the conference articulated a **shared declaration**:

- Universities must **dismantle silos** and embrace transdisciplinarity as a guiding principle.
- Ethical integration of **technology and AI** into education is essential.
- **Sustainability, resilience, and inclusivity** must underpin all future reforms.
- Students, scholars, and communities are **partners, not peripheries**, in shaping higher education.
- India's higher education system must aspire to be both **globally competitive** and **locally rooted**.

This declaration was not a formal resolution but an **emerging consensus**, reflecting the shared aspirations of participants.

Recommendations and Next Steps

Based on the discussions, the following **recommendations and action points** were identified for institutions, policymakers, and stakeholders:

- **Curriculum Reform:** Introduce transdisciplinary, problem-solving courses that integrate sciences, humanities, and indigenous knowledge.
- **Faculty Development:** Invest in programs that train faculty in innovative pedagogy, AI tools, and social-emotional learning approaches.
- **Student Participation:** Institutionalize platforms for student and research scholar voices in curriculum design, governance, and policy.
- **Research Networks:** Establish inter-university centers for collaborative research on sustainability, governance, and technology.
- **Digital Ethics:** Create university-level AI and Ethics Committees to monitor technology adoption.
- **Regional Focus:** Dedicate resources and research agendas to rural, marginalized, and underserved communities.
- **Global Collaborations:** Expand dual-degree programs, international campuses, and global faculty exchanges to position Indian universities as international hubs.

Closing Note

The conference ended with the conviction that higher education must be **visionary yet grounded, technologically advanced yet human-centered**, and **globally integrated yet regionally responsible**. The reflections captured here form both a **mirror of current realities and a blueprint for future action**.

Appendices



Agenda/Schedule



MIT WORLD PEACE UNIVERSITY | GOA

in collaboration with

Department of Political Science, Panjab University, Chandigarh

The National Visioning Conference

ENVISIONING TOMORROW'S UNIVERSITY:

A TRANSDISCIPLINARY DIALOGUE ON THE FUTURE OF EDUCATION




SCHEDULE

12TH September 2025

Session Time	Session
9:30 am – 10:00 am	Opening Session – Welcome & Vision Briefing
10:00 am – 10:30 am	Panel Discussion Prof Pampa Mukherjee, Chairperson, Department of Political Science, Hon. Director-Centre for Midwest and Central Asia, PU Prof Bhupinder Brar, Emeritus Professor, Department of Political Science, PU Prof Parvinder Singh, Director, International Academic Affairs, Ecoparyavaran Group, Mohali Chandigarh Prof Amritesh, HoD, Department of Humanities and Social Sciences, IIT Ropar
10:30 am – 10:45 am	Tea Break
10:30 am – 11:00 am	Open Discussion-1 Prof Shruti Bedi, Director, University Institute of Legal studies, PU Dr Janaki Srinivasan, Assistant Professor, Department of Political Science, PU Prof Satvinder Pal Kaur, Chairperson, Department of Education, PU Prof Archana Singh, Professor, School of Communication Studies, PU
11:45 am – 1:15 pm	Open Discussion-2 Prof Rajat Sandhir, Professor, Department of Biochemistry, PU Prof Jayanti Dutta, Professor, Human Resource Development Centre, PU Prof Keerti Bhusan Pradhan, Professor, Healthcare Management, Chitkara University Prof Kathleen Modrowski, Professor and Dean, Jindal School of Liberal Arts and Humanities
1:15 pm – 2:15 pm	Lunch
2:15 pm – 3:15 pm	Open Discussion-3 Dr. Ashish Mogra, Assistant Professor, Mechanical/ STME, NMIMS Dr Syed Irfan, Associate Professor, Computer Science, Chandigarh University Dr Shashank Kathpal, Associate Professor, School of Business, Amity University Dr. Navdeep Singh, Assistant Professor, Supply Chain (Management), Chandigarh University
3:15 pm – 3:30 pm	Tea Break
3:30 pm – 4:15 pm	Open Discussion-4 Prof T V Ramanathan, Professor, Statistics, Plaksha University, Mohali Dr. Dinesh Sharma, Assistant Professor, Computer Science, Chandigarh College of Engineering and technology Dr Ritajyoti Bandyopadhyay, Associate Professor, Department of Humanities and Social Sciences, IISER Mohali
4:15 pm – 4:45 pm	Concluding Panel / Closing Remarks

Participating Institutions – National Visioning Conference

(12 September 2025, Panjab University, Chandigarh)

- **Panjab University, Chandigarh**
 - Departments: Political Science, Biochemistry, Biotechnology, Communication Studies, Art History & Visual Arts, Humanities & Social Sciences, Chemical Engineering, Medical Sciences
 - HRDC (Human Resource Development Centre)
 - Alumni Relations Office
- **MIT World Peace University (MIT-WPU), Pune**
 - School of Liberal Arts
 - School of Business (SoB)
 - Office of International Relations
 - Peace Studies & Dome Initiative
- **IIT Ropar (Indian Institute of Technology Ropar)**
 - Department of Humanities & Social Sciences
 - Centre of Excellence on Indian Knowledge Systems
- **Chandigarh University, Mohali**
 - Supply Chain Management
 - Computer Science & Engineering
- **Chitkara University, Chandigarh**
 - Healthcare Management & Allied Health Sciences
- **Amity University, Mohali**
 - School of Business (Marketing, Analytics, Service Management)
- **Plaksha University, Mohali**
 - Department of Statistics & Data Science
- **O.P. Jindal Global University (JGU), Sonipat**
 - Represented by Dean, School of Liberal Arts
 - Known for interdisciplinary liberal arts programs and global collaborations
- **Ecoparyavaran Group, Mohali** (Representation through Prof. Parvinder Singh; connected to Confederation of Private Universities)

Host organizations

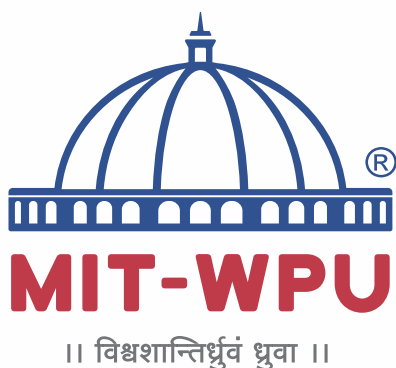
Panjab University, Chandigarh

Founded in 1882, Panjab University is one of India's premier institutions of higher learning, with a strong legacy of excellence in teaching, research, and community engagement. As the host university, PU provided the venue, infrastructure, and academic leadership for the conference. Its diverse faculties—including Political Science, Communication Studies, Biochemistry, and Humanities—ensured rich interdisciplinary participation. The Human Resource Development Centre (HRDC) and the Office of Alumni Relations also played vital roles in supporting the event.



Dr Vishwanath Karad MIT World Peace University (MIT-WPU), Pune

MIT-WPU is a globally recognized private university known for integrating academic excellence with human values and peace studies. As the co-host and convener institution, MIT-WPU brought its vision of creating “universities of the future” through transdisciplinary dialogue, ethics, and innovation. Its Peace Dome initiative, global collaborations, and expansion into Goa exemplify its mission to build education systems that are future-ready, inclusive, and globally competitive.



Glossary of Terms

AI (Artificial Intelligence)

Simulation of human intelligence processes by machines, especially computer systems. In the context of education, AI enables adaptive learning, automated assessment, and research analytics but also raises ethical and pedagogical concerns.

Alumni Engagement

Institutional initiatives that connect graduates with their alma mater for mentoring, funding, incubation, or governance. Alumni networks are seen as key enablers of global reputation and resource mobilization.

Autonomy with Accountability

A principle of governance where universities are granted operational freedom but are expected to ensure transparency, ethical practices, and performance-based reporting.

BCS (Bharatiya Chhatra Sansad)

A student parliament initiative pioneered by MIT-WPU to simulate democratic processes, fostering political awareness, youth leadership, and participatory governance.

Benchmarking (Global/Institutional)

The process of comparing practices, policies, and outcomes against leading institutions (e.g., Harvard, UBC) to set performance standards and goals.

Competency-Based Education (CBE)

An educational approach that focuses on measurable student competencies rather than traditional time-bound instruction.

Confederation of Indian Private Universities (CIPU)

A collaborative body representing private universities in India, advocating for policy support, quality standards, and sectoral development.

Dual Degree Programs

Academic arrangements where students earn degrees from two universities (e.g., PU–Fraser Valley BBA–MBA). Such programs globalize academic offerings and improve employability.

Evidence-Based Governance

Decision-making in institutions that relies on empirical data, predictive analytics, and transparent KPIs rather than ad hoc judgments.

Experiential Learning

Learning through hands-on, practical experience, such as internships, incubation, and fieldbased projects.

Fraser Valley University (UFV), Canada

An international partner institution of PU offering pathways for integrated dual-degree programs and cross-border collaboration.

Global Academic Footprint

The international visibility and impact of a university measured by collaborations, campuses abroad, rankings, and research output.

Indian Knowledge Systems (IKS)

The body of ancient Indian wisdom, texts, and practices that encompass philosophy, sciences, arts, and governance. In education, IKS emphasizes holistic and value-based learning.

Interdisciplinarity

Integration of two or more academic disciplines to address complex issues. Goes beyond disciplinary silos to foster richer understanding.

On-the-Job Training (OJT)

Work-integrated learning practice embedded in academic programs to provide students with real-world industry experience.

Peace Dome (World Peace Dome, MIT-WPU)

A global symbol of peace and sustainability located at MIT-WPU, representing the integration of spirituality, science, and education.

Quality Assurance (QA)

Processes and frameworks to monitor, assess, and improve the quality of teaching, research, and governance in higher education institutions.

Resilience (Educational Context)

The ability of institutions, curricula, and learners to adapt effectively to disruptions (e.g., COVID-19, climate change, AI shifts) while sustaining progress.

Sustainability in Higher Education

Incorporating environmental, social, and governance (ESG) principles into curriculum, campus operations, and institutional strategy.

Transdisciplinarity

An advanced academic paradigm that transcends traditional disciplinary boundaries, integrating knowledge from multiple fields along with stakeholder perspectives to solve complex societal challenges.

UBC (University of British Columbia, Canada)

A globally ranked Canadian university cited in conference discussions as a benchmark for scale, global rankings, and collaboration.

Visioning Conference

A structured academic forum aimed at co-creating strategic directions for the future of higher education through multi-stakeholder participation and dialogue.

Felicitation





Architectural Render of MIT-WPU, Goa

Architectural Renders of MIT-WPU, Goa



About MIT-WPU Goa

With a legacy of **over 43 years**, MIT-WPU Pune has been a beacon of academic excellence, empowering over 60,000 students. Under the visionary leadership of **Dr. Rahul V. Karad**, the institution has emerged as a centre for meaningful social change and innovation, supported by an alumni network of over **100,000 individuals globally**. The iconic World Peace Dome, the largest dome in the world, serves as a living laboratory for students to explore the fusion of science and spirituality, fostering thoughtful, capable graduates.

Building on this legacy, MIT-WPU Goa represents the next frontier in transdisciplinary, globally conscious education. Designed as an innovation hub, the Goa campus blends academic excellence, peace-building, and global vision, with a commitment to **holistic education rooted in Indian wisdom and aligned with global needs**.

MIT WORLD PEACE UNIVERSITY | GOA |

UNESCO Chaired Institution



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