

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



MIT WORLD PEACE UNIVERSITY | GOA |

UNESCO Chaired Institution



(2nd September 2025)

at
**IIT GUWAHATI,
GUWAHATI,
ASSAM**



THE NATIONAL VISIONING CONFERENCE

at

IIT GUWAHATI
GUWAHATI, ASSAM



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Foreword



Prof. Bharat B. Kale (FRSC)

Convenor and Dean (Research & Development)
MIT-WPU Pune

It gives us immense pleasure to welcome you to the National Visioning Conference, “Envisioning Tomorrow’s University: A Transdisciplinary Dialogue on the Future of Education”, organized by MIT World Peace University Goa, held at the Indian Institute of Technology Guwahati on 2nd September 2025. This conference visioned by honorable Dr. Rahul Karad brings together distinguished academics, policymakers, and thought leaders to deliberate on the evolving landscape of higher education in India and beyond. At a time when global challenges call for innovation, inclusivity, and sustainability in education, this platform provides an opportunity to collectively reimagine the university of the future, one that is not only responsive to societal needs but also a catalyst for transformative change. The themes curated for this conference are designed to foster meaningful discussions that cut across traditional boundaries, encouraging new models of collaboration, teaching, research, and governance. We extend our heartfelt gratitude to all participants and moderators who have graciously contributed their time and expertise. We hope that the insights emerging from this conference will inspire actionable pathways and strengthen our shared commitment to building resilient, innovative, and globally engaged universities.

Foreword



Prof. Pravat K. Giri

Professor,
Physics and Centre for Nanotechnology IIT Guwahati

Education today stands at a pivotal moment. Rapid technological change, global interconnectedness, and societal expectations demand that universities redefine their purpose and approach. This conference, hosted at IIT Guwahati, aspires to serve as a crucible for these reflections through the theme “Envisioning Tomorrow's University: A Transdisciplinary Dialogue on the Future of Education.” The thematic discussions will encourage participants to look beyond conventional frameworks, exploring new ways of fostering knowledge, creativity, and responsibility in the academic community. It is our sincere hope that the conference will not only spark fresh insights but also strengthen a collective vision for a vibrant and inclusive higher education ecosystem. I warmly welcome all delegates and wish them an engaging and fruitful experience at IIT Guwahati.

Introduction



The conference is being organized at a time when higher education in India is undergoing a paradigm shift, guided by the transformative vision of the National Education Policy (NEP) 2020. Universities are expected to move beyond traditional disciplinary silos and embrace transdisciplinary approaches, innovation, and global engagement. Given the rapid changes in technology, the demand for future-ready graduates, and the call for institutions to reimagine their roles in shaping society, this conference serves as a timely platform to deliberate on the future of universities. It brings together stakeholders from academia, policy, and industry to collectively reflect, envision, and strategize on how Indian higher education can adapt to the emerging needs of the nation and the world.

Vision and Mission of the conference

The vision of the conference is to create a national platform for dialogue that inspires and enables universities to envision their future roles in knowledge creation, dissemination, and societal transformation. The mission is to facilitate a collective exploration of innovative academic models, governance structures, and collaborative frameworks that align with the ethos of NEP 2020. By fostering inclusive discussions across diverse themes, the initiative seeks to build a shared roadmap for strengthening the relevance, excellence, and global competitiveness of Indian higher education institutions.

Overview of the higher education transformation landscape

The higher education landscape in India is at a critical juncture, characterized by rapid expansion, diversification, and reform. NEP 2020 emphasizes holistic, multidisciplinary education, flexible learning pathways, integration of technology, and stronger research ecosystems. Institutions are expected to enhance employability, nurture innovation, and strengthen global collaborations while remaining deeply rooted in Indian knowledge systems and values. The transformation also includes restructuring academic programs, adopting student-centric pedagogies, and fostering synergies between academia, industry, and government. This evolving landscape presents both challenges and opportunities, making it imperative for universities to rethink their structures, strategies, and impact in the context of national priorities and global aspirations.



Conference Objectives



(1) Reposition higher education to address evolving societal and stakeholder expectations

The conference aims to bring together policymakers, educators, researchers, and industry leaders to deliberate on how Indian universities can adapt to the transformative vision of NEP 2020. It will facilitate open discussions on restructuring academic programs, governance, and research ecosystems to align with the policy's emphasis on holistic, multidisciplinary, and student-centric education.

(2) Foster transdisciplinary, future-ready curriculum and pedagogy

A key objective is to break down traditional disciplinary silos by fostering cross-sectoral dialogue. The conference will highlight the importance of integrating diverse fields of knowledge and practice to address complex societal challenges, thereby equipping higher education institutions to prepare graduates for an interconnected world.

(3) Leverage emerging technologies and AI for academic transformation

The initiative seeks to examine novel approaches to curriculum design, teaching-learning practices, institutional governance, and research collaborations. By learning from global best practices and indigenous models, participants will identify strategies to enhance institutional flexibility, inclusivity, and accountability in the higher education system.

(4) Strengthen institutional governance, quality assurance, and collaborative ecosystems

The conference intends to discuss pathways for universities to raise their quality benchmarks, promote equity and access, and build globally recognized centers of excellence. Particular emphasis will be placed on international collaborations, accreditation systems, and the integration of technology to ensure Indian higher education remains relevant in a rapidly globalizing academic landscape.

(5) Advance India's global academic footprint through innovation and partnerships

Beyond policy discussions, the conference envisions producing actionable insights that guide universities in strengthening their roles as knowledge creators, skill providers, and agents of societal change. This includes nurturing research that addresses local and global issues, enhancing employability through industry partnerships, and embedding values of sustainability, ethics, and social responsibility in higher education.

Highlights of Major Themes



Key insights emphasized critical and design thinking, project-based and transdisciplinary learning, ethical and value-based education, student well-being, and stronger industry-academia partnerships. Recommendations included flexible credit-based systems, faculty development, diversified funding, dual degrees, and global collaborations. Collectively, the outcomes outlined a roadmap for resilient, inclusive, and globally connected universities.

9:00 am – 9:30 am	Breakfast
9:30 am - 9:40 am	Welcome address by Prof. Prasad Khandekar, CAO, MIT-WPU Pune
9:40 am – 9:45 am	Address by Prof. V. Gaikwad, Dean (Academics), MIT-WPU Pune
9:45 am – 9:50 am	Address by Prof. Pravat Giri, Professor, IIT Guwahati
9:50 am – 10:00 am	Felicitation of dignitaries
10:00 am - 10:30 am	Panel Discussion: Theme 1: Evolving Higher Education Ecosystem And Stakeholder Expectations
10:30 am – 11:30 am	Open Discussion: Theme 2: Transdisciplinary Curriculum Development And Pedagogy
11:30 am - 11:45 am	Tea Break
11:45 am – 1:15 pm	Open Discussion Theme 3: Institutional Governance For Transdisciplinary Education
1:15 pm – 2:15 pm	Lunch
2:15 pm – 3:15 pm	Open Discussion Theme 4: Roadmap For A Global Indian University
3:15 pm – 4:15 pm	Vote of thanks Dr. Parineeta Das, Assistant Professor, MIT- WPU Pune

Participant Profile and Diversity



- **Prof. Pravat Kumar Giri** Professor Semiconductor Devices; Nanotechnology IIT Guwahati
- **Prof Jayanta Krishna Sarmah** Professor Political Science and Public Administration Gauhati University
- **Dr. Anup Kumar Talukdar** Emeritus Professor Physical Chemistry, Catalysis Gauhati University
- **Dr. Amrit Puzari** Associate Professor Organic Chemistry, Applied Catalysis, Dendritic Supramolecules National Institute of Technology Nagaland
- **Dr. Shivani Chauhan Barooah** Assistant Professor Decent work, Labour laws, gender and work Tata Institute of Social Sciences, Guwahati
- **Prof Ayon Bhattacharjee** Professor Soft Condensed Matter Physics, Liquid Crystals National Institute of Technology Meghalaya
- **Dr. Bandana Khataniar** Superintendent in Academic Courses Section Sustainable development, Ecological Footprint IIT Guwahati
- **Prof. Devasish Chowdhury** Professor and Head Nanomaterials / Nanoscience and Nanotechnology Institute of Advanced Study in Science and Technology, Guwahati
- **Prof. Manabendra Sarma** Professor Theoretical and Computational Chemistry IIT Guwahati
- **Prof. Sougata Karmakar** Professor Ergonomics/ Human Factors, Product Design and Innovation, IIT Guwahati
- **Prof Uday S. Dixit** Professor Plasticity, Metal Forming, Laser Based Manufacturing IIT Guwahati
- **Prof. Urmi Ravindra Salve** Associate Professor Human Factor Engineering, Occupational Ergonomics IIT Guwahati
- **Prof. Pritam Deb** Professor and Head Metal-organic Synthesis, Crystal Engineering, Tezpur University
- **Prof. Ambrish Singh** Professor and Head Localised Electrochemistry; Coatings; Smart coatings; Nagaland University
- **Dr. Manjit Kr. Bhattacharya** Professor and Head Metal-organic Synthesis, Crystal Engineering, Cotton University

- **Prof. Prasenjit Maity** Director Explosives and Narcotic drugs, Developing markers for GSR analysis National Forensic Sciences University, Guwahati
- **Dr. Omkar S. Deshmukh** Assistant Professor Colloids & Interfaces, Flow of Complex fluids, IIT Guwahati
- **Prof. Rohini Mokashi-Punekar** Professor Translation, Postcolonial Studies, Culture Studies, Indian Writing in English and Modern British Literature. IIT Guwahati
- **Dr. Amit Awekar** Associate Professor Deep Learning: Data cleaning, Responsible Model compression, IIT Guwahati
- **Prof. Sasanka Borah** Associate Professor Shallow Foundations Earthquake Reconnaissance Liquefaction Engineering Assam Engineering College
- **Prof Sharad Gokhale** Professor Air and Noise Pollution, Climatic Impacts of Black Carbon IIT Guwahati
- **Dr. Smita Devi Bora** Assistant Professor Archaeological Anthropology Gauhati University
- **Dr. Laxmikant S. Badwaik** Professor Food packaging, Food processing waste utilization Tezpur University



Thematic Tracks & Key Insights



Theme 1

Evolving Higher Education Ecosystem and Stakeholder Expectations

The discussion emphasized reimagining higher education to move beyond rote learning and narrow skill training. It highlighted the need for critical and design thinking, communication and leadership development, and integration of traditional knowledge with modern learning. Universities must foster adaptability, multidisciplinary approaches, and industry collaboration to nurture value-driven, innovative graduates.

Prof. Debasish emphasized the importance of integrating critical thinking into the curriculum. He noted that mere bookish knowledge does not equip students to address real-life problems. While the National Education Policy (NEP) 2020 highlights this need, its implementation remains incomplete. He also pointed out that students in India come from diverse backgrounds, and those from rural areas often face language barriers that hinder classroom participation. To address this, he suggested incorporating dedicated communication skills courses in the curriculum. Additionally, he stressed the need for collaboration between academic institutions and industries to generate impactful outcomes. Prof. Debasish also underlined the importance of introducing leadership courses at an early stage so that students can develop leadership qualities from a young age.

Prof. Sougate highlighted the shift from critical thinking towards design thinking as an essential step in modern education. She illustrated this by citing the example of designing a fruit-sorting solution. According to her, design thinking ensures that students keep the end-user perspective in mind. She strongly advocated for offering an open elective on design thinking across all disciplines, enabling students from varied fields to engage in user-centric problem solving.

Prof. Smriti emphasized the need for a curriculum that integrates skills, values, and multidisciplinary learning. She stressed the importance of fieldwork in providing experiential learning opportunities. Further, she recommended incorporating transitional knowledge such as ethnomedicine into academic programs, as this would not only enrich students' understanding but also help preserve traditional wisdom and cultural heritage.

Prof. Omkar expressed that universities should prioritize knowledge creation over skill development. Using the example of computer science, he explained that more emphasis should be placed on understanding algorithms rather than on mastering a particular programming language such as Python. He argued that universities should not function as mere placement centers but as hubs of intellectual growth. According to him, industries seek graduates with adaptability; thus, possessing a broad knowledge base is more valuable than acquiring narrow, short-term skill sets.



• **Key Focus Areas :**

- Integration of critical thinking in the curriculum.
- Incorporation of communication and leadership skills.
- Promotion of design thinking and user-centric problem solving.
- Curriculum blending skills, values, and multidisciplinary learning.
- Inclusion of fieldwork and traditional knowledge systems (e.g., ethnomedicine).
- Focus on knowledge creation rather than narrow skill training.
- Strengthening industry-academia collaboration.
- Preparing adaptable, value-driven graduates.

Conclusions

The discussion highlighted the urgent need to reimagine higher education in India by moving beyond rote learning toward fostering critical thinking, design thinking, and multidisciplinary approaches. Emphasis was placed on integrating communication and leadership skills to support students from diverse backgrounds and prepare them for collaborative roles. Fieldwork and preservation of traditional knowledge were also identified as vital elements in curriculum design. While industry collaboration is essential, the university's core role must remain knowledge creation rather than mere skill training. Collectively, the insights stress building adaptable, value-driven graduates capable of addressing real-world challenges.



Theme 2

Transdisciplinary Curriculum Development and Pedagogy

Prof. Urmi emphasized that as industries evolve, curricula must adapt accordingly. She advocated for the inclusion of skill-development opportunities through MOOCs, encouraging students to pursue courses beyond their core disciplines. She stressed that the curriculum should be structured to allow such interdisciplinary learning. Projects, she noted, should also be multidisciplinary in nature, fostering collaboration across fields. Citing the example of IIT Guwahati's revised undergraduate programs, she highlighted efforts to integrate these principles and underscored the importance of bridging the industry-academia gap. Prof. Bhattacharyya observed that today's industries seek graduates with strong communication skills and adaptability. He noted that industries often prefer M.Tech. graduates but also recognize the greater adaptability of B.Tech. students. He further emphasized the importance of preserving traditional knowledge systems within academia. According to him, students' thought processes are evolving rapidly, and educational frameworks must remain responsive to these shifts. Prof. Laxmimant focused on the significance of developing core competencies. He suggested that students should be engaged in collaborative projects that enhance teamwork and problem-solving abilities. While acknowledging that vocational courses may not always align with certain programs, he argued that multidisciplinary electives should be offered to promote holistic student development.

Prof. Rohini highlighted the diverse cultural, economic, and social backgrounds of students in India, stressing the importance of ensuring education for the poorest of the poor. Quoting Jyotiba Phule, she reminded that while the rich often secure access to education, the underprivileged are left behind— “poor seeds for cattle and rich seeds for education.” She reflected on the dual impact of emerging technologies such as Artificial Intelligence (AI), urging that they be adopted responsibly. She also drew attention to climate change and its increasing effects, emphasizing the role of education in addressing this global crisis. She concluded by stating that health and education must be prioritized for equitable progress.

Prof. Gokhale stressed that multidisciplinary knowledge is essential to solving global challenges. Using Delhi's pollution as an example, he argued that experts from multiple disciplines are needed to address complex issues like climate change. He called for a stronger focus on problem-solving approaches and encouraged the use of project-based learning to develop students' critical thinking. Prof. Phokle emphasized a shift from a teacher-centered to a learner-centered model, noting that universities should not chase rankings but instead foster collaboration to achieve self-reliance. On AI, he cautioned against viewing it as a threat, instead describing it as a research assistant that could enable personalized learning for students. Prof. Ambrish Singh highlighted the significant role of Artificial Intelligence (AI) in advancing research and development. Citing his own experience, he explained how AI-assisted tools enable faster review of research articles, reducing a process that might otherwise take a week to just a few hours. He emphasized the importance of incorporating flexible exit options in academic programs, allowing students greater adaptability in their learning pathways. Prof. Singh also advocated for aligning India's curriculum framework with international standards, such as European models, to attract foreign students. Further, he stressed the need to bridge the industry-academia gap through initiatives such as dual degree programs in collaboration

with industry partners. Looking at global technology development, he pointed to China and India as emerging leaders due to their large workforce and capacity for innovation. He concluded by noting that private universities, with their higher student enrollment, currently hold an advantage in scaling such initiatives.

Prof. Puzari discussed the role of open electives in enhancing students' learning experiences. He acknowledged that, due to a limited number of faculty, universities often face challenges in offering a wide range of electives. To address this, he emphasized the importance of faculty development programs and the need to ensure inclusivity within the academic environment. Prof. Puzari further suggested that universities should diversify their funding sources by engaging with the government, industry, and alumni networks. He stressed that universities must prepare industry-ready graduates who combine creativity with social responsibility. In addition, he highlighted the need to groom leadership qualities among students to better equip them for future roles in society.



• **Key Focus Areas :**

- Adapting curricula to evolving industry needs and integrating MOOCs.
- Encouraging interdisciplinary and project-based learning.
- Strengthening communication skills, adaptability, and core competencies.
- Preserving traditional knowledge alongside modern approaches.
- Ensuring inclusive education for students from diverse backgrounds.
- Using AI responsibly for research, learning, and innovation.
- Promoting learner-centered models over teacher-centered approaches.
- Introducing flexible exit options and aligning curricula with global standards.
- Bridging the industry-academia gap through dual degrees and collaboration.
- Expanding open electives despite faculty limitations via development programs.
- Diversifying funding sources—government, industry, and alumni networks.
- Preparing industry-ready graduates with creativity, social responsibility, and leadership skills.

Conclusions

The discussions collectively stressed that higher education must embrace flexibility, inclusivity, and innovation to remain relevant in a rapidly changing world. Interdisciplinary curricula, project-based learning, and stronger industry-academia partnerships were highlighted as pathways to make graduates both adaptable and socially responsible. While AI offers powerful opportunities for research and personalized learning, it must be applied responsibly. Preserving traditional knowledge alongside modern approaches will further enrich education. The panel concluded that universities should prioritize knowledge creation, creativity, and leadership development over rankings, ultimately preparing graduates who can address global challenges with resilience, responsibility, and vision.

Theme 3

Institutional Governance for Transdisciplinary Education

Prof. Maity emphasized that institutions must build the capacity to generate their own funding to support research and development. He cited the example of the National Forensic Sciences University (NFSU), where funding is effectively generated through forensic analysis, training, and consultancy services. Such models, he noted, enable institutions to sustain and expand their academic and research initiatives. He further stressed that multidisciplinary practices should be actively encouraged. Drawing from the NFSU experience, he explained how experts from diverse disciplines—Law, Artificial Intelligence, Chemistry, Biology, and others—collaborate to address complex problems. According to him, realizing true transdisciplinarity requires a collaborative approach across departments and institutions. He concluded by underscoring the importance of providing sound facilities and resources to students, as these are critical for fostering innovation and holistic development.

Prof. Shivani highlighted the growing concern of mental health issues within institutions. She observed that while farmer suicides are widely discussed in society, student suicides often remain neglected. She stressed that today's generation requires personal attention from teachers and cited a book emphasizing the importance of simply asking students how they are feeling. While counseling services exist, she argued that direct teacher–student interaction is essential for promoting mental well-being. She further emphasized that institutions must also prioritize the welfare of faculty and staff. Adequate pay scales, comparable to other professional fields, along with necessary facilities, should be ensured. She stated that happy faculty and staff lead to happy students. Prof. Shivani also underscored the integration of human values and social values into the curriculum, and called for changing students' mindsets—encouraging them not only to aspire to big industries like Deloitte but also to contribute toward solving grassroots-level challenges.

Prof. Sarad and Prof. Khandekar agreed that mental well-being must be the first priority of institutional governance. Prof. Sarad pointed out the paradox of modern times, where machines receive more care than human lives, stressing that institutions must be restructured to place human well-being at the center. Prof. Bandana identified the mentor–mentee system as a crucial mechanism for addressing mental health concerns. She emphasized that such systems, when properly implemented, can strengthen student support and create a more caring and responsive academic environment.





• **Key Focus Areas:**

- Institutions must develop the capacity to generate their own funding through innovative models such as consultancy, training, and services.
- Multidisciplinary collaboration should be encouraged across diverse fields to address complex societal challenges.
- Adequate facilities and resources must be provided to students to foster innovation and holistic development.
- Mental health of students requires personal attention from teachers in addition to counseling services.
- Welfare of faculty and staff, including competitive pay scales and facilities, is essential for institutional well-being.
- Integration of human values and social responsibility into curricula is necessary.
- Student mindsets must shift toward solving grassroots-level challenges alongside global aspirations.
- Institutions should prioritize human well-being over mechanistic approaches.
- A structured mentor–mentee system is key for supporting students' mental health and building a caring environment.

Conclusions

The discussion on institutional governance highlighted two key priorities: sustainability and well-being. Institutions must strengthen their ability to generate funding through innovative models while promoting multidisciplinary collaboration to address complex societal challenges. At the same time, equal importance must be placed on mental health and human values. Speakers emphasized that student well-being cannot be addressed solely through formal counseling but requires personal attention from teachers and a robust mentor–mentee system. Moreover, faculty and staff welfare is central to institutional health. Together, these insights affirm that financial resilience, inclusivity, and human-centric governance are essential for truly transdisciplinary education.



Theme 4

Roadmap for a Global Indian University

The panel on Future Global Universities outlined a vision for institutions that are inclusive, flexible, and globally engaged. It was emphasized that universities must actively pursue joint degree programs with foreign institutions and incorporate elements of international curricula to enhance their global standing. Student exchange programs and a cross-cultural environment were identified as essential to broadening perspectives and preparing graduates for a global workforce. Speakers highlighted the importance of cross-disciplinary learning and flexibility in academic pathways. Degrees, they noted, should not be tied to rigid timelines but rather to the accumulation of credits, allowing students to progress at their own pace. The need for meaningful Memoranda of Understanding (MoUs) with industry was also stressed, ensuring that partnerships go beyond formality to deliver real value in research, internships, and innovation. Inclusion of industry experts in Boards of Studies (BOS) and Academic Councils was suggested to align curricula with evolving industrial needs.

For faculty development, it was recommended that institutions establish separate tracks for teaching and research, recognizing the diversity of academic contributions. Universities should also strengthen industry-academia collaborations and operate in consortium mode, particularly private universities, to share resources and expertise. Financial self-sustainability was highlighted as crucial, achieved through diversified funding, consultancy, and global partnerships. Finally, the panel underlined that universities must go beyond knowledge and skills to integrate ethics, human values, and social responsibility into the learning process. Attention was also drawn to intellectual property, with an emphasis on not limiting innovation to Indian patents alone, but adopting a truly global outlook.





• **Key Focus Areas:**

- Vision for universities to be inclusive, flexible, and globally engaged.
- Pursue joint degree programs with foreign institutions.
- Incorporate elements of international curricula for global standing.
- Promote student exchange programs and foster a cross-cultural environment.
- Encourage cross-disciplinary learning and flexible, credit-based academic pathways.
- Replace rigid degree timelines with credit accumulation models.
- Establish meaningful MoUs with industry for research, internships, and innovation.
- Involve industry experts in Boards of Studies and Academic Councils.
- Create separate tracks for teaching and research for faculty development.
- Strengthen industry–academia collaborations and encourage consortium mode operations among private universities.
- Ensure financial self-sustainability through diversified funding, consultancy, and global partnerships.
- Integrate ethics, human values, and social responsibility into curricula.

Adopt a global outlook on intellectual property, not limited to Indian patents.

Concluding Session



The four thematic discussions collectively underscored that the future of higher education in India must be driven by adaptability, inclusivity, and a strong value orientation. From reimagining curricula that move beyond rote learning to embedding critical and design thinking, communication, leadership, and fieldwork, it is clear that student development must be holistic. Transdisciplinary approaches and project-based learning, enriched by technology and traditional knowledge alike, were emphasized as central to preparing graduates for global challenges. Equally, institutional governance must balance financial sustainability with human-centric priorities, ensuring that both students' mental well-being and faculty welfare are integral to academic growth. The roadmap toward global universities further highlighted joint degrees, flexible credit-based pathways, robust industry–academia collaboration, and ethical responsibility as pillars of transformation. Taken together, the insights affirm that Indian universities must evolve into resilient, globally connected ecosystems that nurture knowledge creation, creativity, and social responsibility while shaping adaptable graduates ready to lead change.

Conference Reflections and Analysis



1. Synthesis of All Themes – Emerging Trends and Insights

- Shift from rote learning to critical thinking, design thinking, and learner-centered models.
- Emphasis on multidisciplinary and transdisciplinary education with strong industry–academia linkages.
- Integration of traditional knowledge systems with modern approaches.
- Recognition of mental health and faculty welfare as central to institutional governance.
- Global outlook through joint degrees, flexible credit systems, and cross-cultural exchanges.
- Embedding ethics, social responsibility, and human values into education.

2. Gaps and Opportunities Identified

- Incomplete implementation of NEP 2020 reforms.
- Limited faculty strength restricting electives and transdisciplinary courses.
- Insufficient industry participation in academic governance.
- Underdeveloped mentor–mentee structures for student well-being.
- Lack of financial sustainability models in many institutions.
- Need for global benchmarking of curriculum and pedagogy.

3. Comparative Perspectives

- European models cited as benchmarks for flexibility, credit-based progression, and student mobility.
- China and India seen as major players in global technology due to large workforce.
- Indian universities need to move beyond placement-centric models toward knowledge creation and innovation.
- International best practices encourage consortium-based collaborations among private universities.

4. Collective Declaration on the Future of Higher Education

- Universities must be adaptive, inclusive, and globally engaged.

- Institutional governance must balance financial sustainability and human well-being.
- Education must prioritize critical inquiry, creativity, ethics, and social responsibility.
- Global collaborations and industry partnerships are vital to remain competitive.
- Student development must be holistic—addressing skills, values, leadership, and mental well-being.

5. Recommendations and Next Steps

- Implement NEP 2020 with urgency, focusing on flexible, credit-based learning.
- Expand faculty development programs and recruit across disciplines to support electives.
- Establish structured mentor–mentee systems and prioritize mental health initiatives.
- Diversify funding through consultancy, training, alumni networks, and industry partnerships.
- Encourage dual degrees, student exchange, and cross-cultural programs.
- Involve industry experts in BOS and academic councils for curriculum relevance.
- Build consortiums of private universities to share resources and achieve global competitiveness



Appendices



Schedule

9:00 am – 9:30 am	Breakfast
9:30 am - 9:40 am	Welcome address by Prof. Prasad Khandekar, CAO, MIT-WPU Pune
9:40 am – 9:45 am	Address by Prof. V. Gaikwad, Dean (Academics), MIT-WPU Pune
9:45 am – 9:50 am	Address by Prof. Pravat Giri, Professor, IIT Guwahati
9:50 am – 10:00 am	Felicitation of dignitaries
10:00 am - 10:30 am	Panel Discussion: THEME 1: EVOLVING HIGHER EDUCATION ECOSYSTEM AND STAKEHOLDER EXPECTATIONS
10:30 am – 11:30 am	Open Discussion: THEME 2: TRANSDISCIPLINARY CURRICULUM DEVELOPMENT AND PEDAGOGY
11:30 am - 11:45 am	Tea Break
11:45 am – 1:15 pm	Open Discussion THEME 3: INSTITUTIONAL GOVERNANCE FOR TRANSDISCIPLINARY EDUCATION
1:15 pm – 2:15 pm	Lunch
2:15 pm – 3:15 pm	Open Discussion THEME 4: ROADMAP FOR A GLOBAL INDIAN UNIVERSITY
3:15 pm – 4:15 pm	Vote of thanks Dr. Parineeta Das, Assistant Professor, MIT-WPU Pune

List of speakers and moderators



Speakers :

1. Prof. Pravat Kumar Giri
2. Prof Jayanta Krishna Sarmah
3. Dr. Amrit Puzari
4. Dr. Shivani Chauhan Barooah
5. Prof. Ayon Bhattacharjee
6. Dr. Bandana Khatanar
7. Prof Devasish Chowdhury
8. Prof. Manabendra Sarma
9. Prof. Sougata Karmakar
10. Prof Uday S. Dixit
11. Prof. Urmi Ravindra Salve
12. Prof. Pritam Deb
13. Prof. Ambrish Singh
14. Prof. Prasenjit Maity
15. Dr. Omkar S. Deshmukh
16. Prof. Rohini Mokashi-Punekar
17. Dr. Amit Awekar
18. Prof. Sharad Gokhale
19. Dr. Smita Devi Bora
20. Dr. Laxmikant S. Badwaik
21. Prof. Vijay S. Moholkar

Moderators :

1. Prof. Vikrant Gaikwad
2. Prof. Pravat Kumar Giri
3. Prof. Prasad Kandekar

List of participating institutions



- IIT Guwahati
- Gauhati University
- National Institute of Technology (NIT), Nagaland
- Tata Institute of Social Sciences (TISS), Guwahati
- National Institute of Technology (NIT), Meghalaya
- Institute of Advanced Study in Science and Technology (IASST), Guwahati
- Tezpur University
- Nagaland University
- Cotton University
- National Forensic Sciences University (NFSU), Guwahati
- Assam Engineering College

Host organizations



IIT Guwahati

Drive Link or QR codes for media (audio-visual recordings)

https://drive.google.com/drive/folders/12anGbSEnU3psXC_zDYMeLtzv2Ucbn54O?usp=sharing

Acknowledgments

We extend our heartfelt gratitude to Rev. Prof. Vishwanath Karad and Dr. Rahul Karad for their vision and inspiration in convening this conference. Our sincere thanks to Prof. Khandekar for his guidance and for facilitating the open discussions with great clarity. We also acknowledge the invaluable support of Dr. Gaikwad and Dr. Kaushik, whose unwavering commitment and assistance contributed significantly to the smooth conduct and success of the conference. Lastly, we would like to thank Prof. Giri for his support in organizing the conference at IIT Guwahati.

Organizing committee

Prof. P. Khandekar, Prof. B. B. Kale, Prof. V. Gaikwad, Dr. Sharbani Kaushik, Dr. Parineeta Das and Dr. Dev Kumar Thapa, MIT-WPU Pune

Prof. Pravat Giri, IIT Guwahati

Host organizations : IIT Guwahati

Felicitations







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**.



Organised Under the Visionary Leadership of:
Dr. Rahul Karad, Executive President, MIT-WPU

Organising Committee Members:
Dr. Priyankar Upadhyay, Dr. Shruti Nigudkar.



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 pd.academics@mitwpugoa.edu.in  mitwpu.edu.in