REPORT

The National Visioning Conference

"Envisioning Tomorrow's University: A Transdisciplinary Dialogue on the Future of Education"

MIT WORLD PEACE UNIVERSITY | GOA |

UNESCO Chaired Institution

8th October 2025

at

INDIAN INSTITUTE OF MANAGEMENT,

JAMMU, JAMMU AND KASHMIR

THE NATIONAL VISIONING CONFERENCE

at

Conference Secretariat Hall

INDIAN INSTITUTE OF MANAGEMENT,

JAMMU, JAMMU AND KASHMIR

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MIT-WPU

Session 1 – Introduction

Dr. Anup Kale
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It is with immense pride and purpose that I welcome you all to this significant initiative, organized jointly by MIT World Peace University (MIT-WPU), Goa, and the Indian Institute of Management (IIM) Jammu. This National Visioning Conference—"Envisioning Tomorrow's University: A Transdisciplinary Dialogue on the Future of Education"—marks an important milestone in our collective journey toward transforming higher education in India.

MIT-WPU has always believed in taking purposeful steps in education—steps that nurture not only professionals but also responsible and compassionate human beings. Founded in 1983 by Prof. Dr. Vishwanath D. Karad, the MIT Group of Institutions has grown from a modest engineering college in Pune into a world-class multidisciplinary university with over 25,000 students and 900 faculty members, representing a global alumni community of more than 100,000 professionals.

The establishment of MIT-WPU Goa, a UNESCO-chaired campus, represents a new phase in this journey—a commitment to integrating peace-centric, transdisciplinary, and globally aligned education. MIT-WPU's philosophy blends technical excellence with social relevance, encouraging students to apply knowledge for

sustainable development and human well-being.

As a university guided by values of Peace, Humanity, and Holistic Learning, MIT-WPU continues to pioneer new approaches in education that transcend disciplinary boundaries. The university houses twelve schools across four major faculties—Engineering & Technology, Management, Arts & Design, and Science & Liberal Arts—offering more than 150 undergraduate, postgraduate, and doctoral programs.

India stands at the cusp of a major educational transformation, with more than 65% of its population below the age of 35. This youthful energy must be channelled toward creating a generation of leaders who are not only technologically skilled but also rooted in ethics and empathy. MIT-WPU recognizes this as its foremost responsibility—to shape this demographic dividend into a global force for positive change.

In this spirit, the National Visioning Conference series is being organized across 30 cities in India to gather diverse perspectives from thought leaders, academicians, and policymakers. Each conference contributes to the collective roadmap for MIT-WPU Goa, envisioning a university ecosystem that embodies Indian ethos while meeting global standards of innovation, inclusion, and excellence.

Before proceeding to the next session, I wish to extend our heartfelt gratitude to Prof. B.S. Sahay, Director, IIM Jammu, for his visionary leadership and the warm hospitality extended by the IIM Jammu administration. This collaboration between two forward-looking institutions—MIT-WPU Goa and IIM Jammu—embodies the spirit of collective nation-building through education.

With these thoughts, I look forward to a day of meaningful dialogue, collaboration, and co-creation—one that will shape the roadmap for the universities of tomorrow.

Glimpses of Felicitations


THE NATIONAL VISIONING


T. QAZI NAVEED A
ASHANK K. SINGH


DR. SAVITA NAYYAR


DR. MIR IRFAN

Theme 1 – Evolving Higher Education Ecosystem & Stakeholder Expectations

Key Focus Areas

- Learning outcomes: core competencies, employability, global citizenship
- AI integration within academic processes
- Purposeful, cross-disciplinary industry-university partnerships
- Effective models for internationalization and collaboration
- Anticipating demographic shifts and their impact on education
- Responding to emerging stakeholder expectations: financial freedom, global citizenship, environmental sustainability, peace
- Emphasizing applied and vocational skills alongside theory

Facilitators & Panelists

- Prof. Sanjeev Pathak, Co-convener
- Dr. Shahid Mustaq
- Dr. Narendra Bairwa
- Dr. Jaya Bhasin
- Dr. Sonika Gupta
- Dr. Mir Irfan
- Dr. Dhiraj Vyas

Prof. Sanjeev Pathak

Prof. Pathak projected that over the next 25 years, demographic transformations will reshape higher education—drawing parallels with transitions in Japan and China. Coupled with rapid technological change, stakeholder expectations are evolving to include not just employment but **financial freedom, global peace, and environmental sustainability.** He called for education to lean more on **practice-oriented training** so graduates can meet these expanded expectations.

Dr. Mustaq made a strong case for integrating **applied orientation, vocational education, and transdisciplinary approaches** into mainstream higher education. He presented the Dharwad case study and emphasized the role of NSDC in aligning vocational training with academic curricula. He also underscored that government support in facilities and policies is essential for scaling such models.

Dr. Shahid Mustaq

Dr. Narendra Bairwa

He posed a provocative question: Why should higher education remain in its present form? He reflected on changing expectations from students and parents in an era of global shifts, migration, and demographic flux. If the world's playground is changing, educational objectives and designs must change too.

Dr. Jaya Bhasin discussed **Mission YUVA** and the evolving notion that the "global is local." She advocated embedding **wisdom and self-reliance** into education, enabling students and their families through **nano and micro entrepreneurship.** She illustrated the concept of an "ABC Bank of Credits," supporting the Atmanirbhar Bharat vision, urging that students shed unnecessary burdens ("don't carry baggage").

Dr. Jaya Bhasin

Dr. Sonika Gupta

Her focus was on the **infrastructure of learning and teamwork.** She urged that institutions should be built to foster creativity, collaboration, and innovation—transitioning students from job seekers to job creators.

He congratulated MIT for its vision and emphasized breaking traditional silos in education. He argued for exposing students to technology, while also appreciating learner psychology—many students prefer shorter, context-driven learning; curricula must respond to local needs, not only global templates.

Dr. Mir Irfan

Dr. Dhiraj Vyas

Dr. Vyas introduced a **mentor-mentee framework** and advocated the shift from vertical specialization toward **horizontal, integrative learning**—coining the idea of a "Purple Revolution" in education. He observed that expectations are dynamic, and educational structures must remain agile and responsive.

Representative Quotes

- "Aligning education with demographic shifts and technology is not optional—it is essential for future relevance." — **Prof. Sanjeev Pathak**
- "Vocational and applied education, integrated with academics, bridges the gap between knowledge and livelihood." — **Dr. Shahid Mustaq**
- "Higher education must evolve with societal changes, reflecting new global and local realities." — **Dr. Narendra Bairwa**
- "Empowering students with entrepreneurial skills and self-reliance is the pathway to national development." — **Dr. Jaya Bhasin**
- "Infrastructure must foster collaboration, transforming learners into creators." — **Dr. Sonika Gupta**
- "Understanding learner psychology and local contexts is key to effective education reform." — **Dr. Mir Irfan**
- "Expectations keep changing; horizontal, adaptive learning is the way forward." — **Dr. Dhiraj Vyas**

Key Takeaways (Expanded)

1. Educators must evolve into mentors and facilitators aligned to demographic and technological shifts.

2. Holistic development including wellness, wisdom, and entrepreneurship is integral.

3. Deep integration of applied, vocational, and transdisciplinary learning is essential.

4. Universities should act as incubation hubs empowering job creation.

5. Education should embed sustainability, peace, and financial autonomy as core values.

6. Flexible, horizontal learning paths should complement specialized vertical tracks.

7. Government and policy support are critical for scaling new models.

Actionable Proposals / Frameworks (Expanded)

- A faculty immersion program on demographic and technology trends
- Policy-backed integration of vocational and applied learning into standard curricula
- Credit-based modules for nano/micro entrepreneurship, life skills, environmental literacy
- Development of collaborative learning spaces and innovation infrastructure
- Psychological and learner-centric frameworks embedded in teaching systems
- Mentor-mentee systems to support adaptive, horizontal learning
- National and state-level support for credit banks, infrastructure, and institutional flexibility

Theme 2 – Transdisciplinary Curriculum Development & Pedagogy

(Now integrating the new points from Savita Nayyer, Dr. Shashank Singh, Dr. Quazi Ahmed Naveed, and others.)

Key Focus Areas

- Freedom of choice and open electives
- Gender sensitivity and inclusive design
- Knowledge + life skills integration
- Industry-aligned program design, beyond traditional models
- Balanced blend of classic curriculum and open education
- Cross-disciplinary dialogue with stakeholders and industry
- Structured model: specialization early vs horizontal breadth
- Role of government in steering curriculum frameworks

Facilitators & Panelists

- Savita Nayyer, Education Reformer
- Dr. Shashank Singh, Curriculum Strategist
- Dr. Quazi Ahmed Naveed, Educational Innovation Expert

Participant Voices & Key Contributions

Savita Nayyer

Savita highlighted **freedom of choice** and open electives as foundational. She stressed designing programs that are **gender-sensitive** and integrate **life skills alongside disciplinary knowledge.** She argued that curricula must go beyond traditional paradigms and provide the right blend of classic and open education models.

Dr. Shashank Singh cautioned against uncritical adoption of Western educational models. He urged that India's strength lies in foundational sciences and mathematics, and that distance learning and hybrid models should reflect these strengths while innovating in pedagogy and accessibility.

Dr. Shashank Singh

Dr. Quazi Ahmed Naveed

He emphasized cross-talk between stakeholders—industry, academia, government—in curriculum design. He suggested beginning with specialization and then layering horizontal options. He proposed models in science & tech that balance depth and breadth. He also underscored the government's role in inspiring future generations through incentivized curriculum frameworks.

Dr. Sudhakar Trivedi

Dr. Sudhakar Trivedi emphasized the importance of maintaining uniform academic standards across universities through adherence to national regulatory bodies such as the ICAR (Indian Council of Agricultural Research) and the VCI (Veterinary Council of India). He explained that these bodies define nearly 80% of the syllabus and course framework, allowing universities limited flexibility—about 20%—to modify content based on local requirements, such as regional crops, conditions, and needs.

He highlighted that similar standardization should apply across disciplines, where agencies like AICTE and UGC ensure academic quality in engineering and other fields. Dr. Trivedi also underlined the importance of faculty–student ratios, stressing that maintaining an ideal ratio is essential for quality education, unlike institutions with excessively large class sizes that compromise learning outcomes.

He further elaborated on the role of academic bodies and boards of trustees in making context-specific curriculum adjustments within regulatory limits. Dr. Trivedi reminded that universities must design programs not only for local benefit but also to prepare students to meet national and global standards.

Concluding his address, he pointed out the need for clear role demarcation among faculty engaged in teaching, research, and extension activities—citing the Krishi Vigyan Kendras (KVKs) model as an example—to enhance institutional efficiency and reduce overlap in responsibilities.

Representative Quotes

- "Freedom to choose and open electives will carve personalized learning journeys." **— Savita Nayyer**
- "Let curriculum design respect India's foundational strengths while innovating pedagogically." **— Dr. Shashank Singh**
- "Dialogue with industry and stakeholders is non-negotiable in curriculum design." **— Dr. Quazi Ahmed Naveed**

Key Takeaways

1. Student agency through elective freedom and open curriculum pathways.
2. Integrate life skills, gender sensitivity, and inclusivity with disciplinary knowledge.
3. Blend classical and open education models to reflect flexibility.
4. Curriculum design must be shaped via active stakeholder consultation.
5. Strengthen India's core sciences while innovating in delivery and structure.
6. Curricula should permit specialization and horizontal exploration.
7. Government frameworks and incentives play a critical enablement role.

Actionable Proposals / Frameworks

- Design **elective-rich curriculum maps** with gender-sensitive and life skill courses
- Implement hybrid models combining **core traditional courses with open learning modules**
- Promote **industry-academia curriculum co-creation platforms**
- Pilot **"specialist + horizontal exposure" models** in science and technology streams
- Advocate for government-backed **curriculum incentive programs and grants**
- Training faculty in blended pedagogy, digital tools, inclusivity, and cross-disciplinary teaching

Theme 3 – INSTITUTIONAL GOVERNANCE FOR TRANSDISCIPLINARY

Key Focus Areas

- Regulatory Reforms and Governance Framework
- Transdisciplinary and Innovative Academic Structures
- Research, Innovation, and Technology Ecosystem
- Faculty and Human Capital Development
- Industry and Alumni Engagement
- Academic Excellence and Benchmarking
- Student-Centric Learning and Capability Development

Facilitators for the Theme

- **Dr. Jaya Bhasin,** Professor, Dept of H RM & OB central University of Jammu
- **Dr. Mir Irfan Ul Haq,** Associate Professor, Shri Mata Vaishno Devi University

Participant Voices – Reflections & Testimonials

Dr. Jaya Bhasin

Dr. Jaya Bhasin highlighted the need to streamline regulatory frameworks by reducing the presence of multiple regulators to ensure efficiency and coherence in higher education governance. She emphasized that while promoting transdisciplinary approaches, transparency must be maintained so that such mechanisms are not misused for personal or institutional gains.

Dr. Bhasin noted that education should focus on developing students' capacity to learn emerging technologies independently, rather than merely teaching current tools. She also underscored the importance of strengthening research culture and integrating disciplines such as agriculture into mainstream academic discussions.

Concluding her address, she reflected on the global academic ecosystem, observing that institutions like Harvard and Cambridge are known for their distinguished faculty rather than their administrators — a model Indian institutions should aspire to emulate.

Prof. Irfan Ul Haq

Prof. Irfan Ul Haq emphasized the importance of strengthening institutional governance through active involvement of industry and alumni, particularly in Boards of Studies (BOS), to enhance the practical relevance of academic programs. He highlighted the need to imbibe real-world experience into education and research, supported by robust technology and research systems.

He underscored key governance priorities such as retaining quality faculty, maintaining a balance between autonomy and accountability in decision-making, and adopting transparent recruitment practices. Prof. Haq also stressed the significance of innovation in curriculum design, recognition of merit across students and staff, and the role of “Professors of Practice” in bridging academia and industry.

Concluding his address, he called for increased investment in infrastructure and R&D, benchmarking institutional practices, and fostering deliberative academic forums like Pro-Shasthra to drive continuous improvement and excellence.

Representative Quotes

- "We must move toward a single, coherent regulatory framework that empowers institutions rather than entangles them in overlapping controls." **– Dr. Jaya Bhasin**

- "Innovation in curriculum and recognition of talent among students, faculty, and staff are the real drivers of institutional excellence." **–Prof. Irfan Ul Haq**

Key Takeaways

1. Regulatory Simplification: The higher education system must reduce overlapping regulatory bodies to ensure clarity, efficiency, and effective governance.

2. Ethical Transparency: Transdisciplinary mechanisms should be transparent and protected from misuse for personal or institutional benefits.

3. Future-Ready Learning: Education should empower students to learn and adapt to future technologies independently.

4. Research and Relevance: Building a strong research culture and integrating applied disciplines like agriculture into mainstream academics is vital.

5. Academic Identity: Universities should prioritize academic excellence and faculty distinction over administrative prominence, as seen in global institutions like Harvard and Cambridge.

6. Collaborative Governance: Involving industry professionals and alumni in academic boards (BOS) strengthens curriculum relevance and employability.

7. Quality and Accountability: Institutions must balance autonomy with accountability and ensure transparent faculty recruitment and retention processes.

Theme 4 – ROADMAP FOR A GLOBAL INDIAN UNIVERSITY

Key Focus Areas

- Infrastructure and Learning Environment
- Globalization and Internationalization
- Curriculum and Academic Design
- Governance and Institutional Management
- Research, Innovation, and Ecosystem Development
- Ethics, Well-being, and Institutional Culture
- Alumni and Stakeholder Engagement

Facilitators for the Theme

- Dr. Dhiraj Vyas Senior Principal Scientist & Head Plant Sciences and Agrotechnology Division (PSA), IIM Jammu.
- Dr. Shashank Singh Sr. Principal Scientist Pharmacology Division CSIR – Indian Institute of Integrative Medicine, Canal Road, Jammu.
- Dr. Renu Panda Professor, PG Department of Education University of Jammu, Jammu.
- Dr. Sonja Gupta Assistant Professor Shri Mata Vaishno Devi University
- Dr. Qazi Naveed Ahmed Head Natural Products & Medicinal Chemistry Division CSIR – Indian Institute of Integrative Medicine, Canal Road, Jammu.
- Dr. Narendra K Bairwa Associate Professor and Head, Department of Molecular Biology, Central University of Jammu
- Dr. Mir Irfan Ul Haq Associate Professor, Shri Mata Vaishno Devi University

Participant Voices – Reflections & Testimonials

Dr. Dhiraj Vyas

Dr. Dhiraj Vyas emphasized that building a truly global Indian university begins with ensuring strong foundational infrastructure aligned with institutional needs. He urged stakeholders to critically assess whether India can position itself as a global educational hub and to strategically choose focus areas—such as Humanities, Social Sciences, and STEM—based on benchmarking against the world's best institutions.

He highlighted the importance of global credit transfer compliance, integration of the UN's 17 Sustainable Development Goals (SDGs), and creating welcoming, cross-cultural learning environments similar to those at leading global universities like Harvard. Dr. Vyas also stressed the need for faculty with international exposure and the inclusion of research components even in vocational courses.

Further, he advocated for the de-linking of academics from administrative management to preserve academic integrity, emphasized ethical governance, and underlined the significance of peace, well-being, and nation-building as core institutional values. Concluding his remarks, Dr. Vyas noted that attracting international students, maintaining ethical standards, and prioritizing the first phase of faculty recruitment are essential steps toward achieving global excellence.

Dr. Shashank Singh emphasized the importance of global benchmarking to align Indian universities with international standards. He highlighted the need for careful selection of courses that reflect both global relevance and national priorities. Dr. Singh also underscored the creation of a robust ecosystem to promote startup culture, encouraging innovation and entrepreneurship among students.

He recommended conducting regular academic audits to ensure program quality and the effective implementation of credit transfer and mapping systems that facilitate academic mobility. Dr. Singh also proposed the introduction of fast-track degree programs to meet evolving learner needs and recognized the growing significance of cognitive science, as noted by Dr. Renu Panda.

Focusing on sustainability, he stressed that universities must maintain a student-centric return on investment (ROI) and establish a fair fee structure. Concluding his address, Dr. Singh referenced the Tezpur campus as an example of how well-designed institutional models can inspire progress toward building globally competitive universities.

Dr. Shashank Singh

Dr. Renu Panda

Dr. Renu Panda emphasized the importance of creating strong linkages between higher education institutions and school education systems through structured internship and liaison programs, enabling a seamless learning continuum. She highlighted the need to involve the right people in regulatory bodies to ensure effective governance, transparency, and quality in academic policy implementation.

Dr. Panda also mentioned initiatives like YADER – Mumbai, emphasizing the role of higher authorities in policy formulation and strategic planning for national education development. Drawing inspiration from global institutions such as Harvard University, she advocated adopting best international practices to guide Indian universities toward achieving global standards of excellence.

Dr. Sonja Gupta emphasized that a strong and open learning environment is fundamental to building world-class universities. She highlighted the importance of providing state-of-the-art infrastructure that supports creativity, collaboration, and freedom in learning.

Citing examples such as the MIT Boston–NUS collaboration, Dr. Gupta underscored the value of international partnerships in enhancing global exposure and academic excellence. She also spoke about the crucial role of alumni engagement, encouraging institutions to strengthen alumni networks and promote a culture where graduates actively give back through mentorship, funding, and knowledge-sharing — key elements in sustaining a globally competitive university ecosystem.

Dr. Sonja Gupta

Dr. Qazi Naveed Ahmed

Dr. Qazi Naveed Ahmed emphasized the importance of introducing fellowship programs for students to support academic excellence and promote research-driven learning. He highlighted that providing such financial and academic support not only encourages innovation and intellectual growth but also helps attract talented students from across the globe.

Dr. Ahmed concluded that well-structured fellowship opportunities are vital for nurturing future leaders and strengthening India's position as a global hub for higher education and research.

Dr. Narendra Bahirwan

Dr. Narendra Bahirwan emphasized that building a global Indian university requires recruiting like-minded individuals who share a common vision and commitment to excellence. He highlighted the importance of long-term institutional planning and fostering experiential learning to equip students with practical, real-world knowledge.

Referring to the United Nations' 17 Sustainable Development Goals (SDGs), Dr. Bahirwan stressed the need for inclusion and sustainability to be embedded in all academic and administrative practices. He also discussed the importance of rigorous faculty recruitment processes, citing the example of MIT's two- to three-day interview model that ensures quality and alignment with institutional values.

Concluding his address, he suggested symbolic and meaningful initiatives such as displaying global flags in classrooms to promote cross-cultural understanding and inclusivity, reflecting the spirit of a truly global university.

Dr. Irfan emphasized that institutions aspiring to become globally recognized must set clear targets for international rankings from the very beginning. He highlighted the need to recruit faculty from diverse international backgrounds to bring global perspectives into teaching and research.

Dr. Irfan also advocated for the introduction of joint degree programs in collaboration with reputed foreign universities, enabling students to gain international exposure and experience. He concluded by noting that such strategic initiatives are essential for positioning Indian universities as truly global centers of learning and innovation.

Dr. Irfan

Representative Quotes

- "Building a global university begins with strong foundational infrastructure and a clear sense of purpose." **- Dr. Dhiraj Vyas**
- "Global benchmarking must become the compass that guides Indian universities toward international excellence." **- Dr. Shashank Singh**
- "Internships that connect school education with higher education can create a seamless and lifelong learning ecosystem." **- Dr. Renu Panda**
- "A truly world-class university thrives in an open, creative, and free learning environment." **- Dr. Sonja Gupta**
- "Fellowships are not merely financial aid—they are investments in talent, innovation, and future leadership." **- Dr. Qazi Naveed Ahmed**
- "Recruit like-minded people who share the university's vision—this is where global excellence begins." **- Dr. Narendra Bahirwan**
- "Aim for global rankings from day one—excellence must be intentional, not accidental." **- Dr. Irfan**

Key Takeaways (Expanded)

1. Foundational Infrastructure and Vision

- Strong, future-ready infrastructure is essential for building globally competitive universities.
- Institutions must plan long-term with clear goals for global recognition and international rankings from day one.
- Align institutional development with sustainability and inclusion, reflecting the UN's 17 Sustainable Development Goals (SDGs).

2. Academic Excellence and Program Design

- Strategic selection of disciplines (Humanities, Social Sciences, STEM, and vocational programs) must be based on global benchmarking.
- Incorporate research components in all courses, including vocational programs, to foster innovation.
- Establish joint degree programs with reputed international universities to enhance academic mobility.
- Promote experiential and practical learning to bridge the gap between theory and real-world application.

3. Faculty and Recruitment Practices

- Recruit like-minded and globally exposed faculty to ensure academic excellence and cultural diversity.
- Adopt rigorous recruitment models—such as MIT's multi-day interview process—to ensure quality and institutional alignment.
- Prioritize the first phase of faculty recruitment, as it sets the tone for institutional culture and standards.

4. Global Engagement and Collaboration

- Encourage international collaborations (e.g., MIT–NUS model) to expand research, innovation, and student exchange opportunities.
- Foster cross-cultural learning environments by displaying global symbols (such as flags) and promoting inclusivity.
- Attract international students through high-quality programs, welcoming infrastructure, and ethical practices.

5. Governance and Policy

- De-link academics from administrative management to preserve academic integrity and autonomy.
- Involve the right people in regulatory bodies to ensure transparent, effective policy-making and governance.
- Conduct regular academic audits to maintain accountability and continuous improvement.

6. Student Empowerment and Support

- Introduce fellowship programs to encourage research excellence and attract talented students globally.
- Maintain a student-centric return on investment (ROI) through affordable and transparent fee structures.
- Provide global credit transfer compliance to facilitate international academic mobility.

7. Alumni and Institutional Ecosystem

- Strengthen alumni networks and encourage alumni to give back through mentorship, funding, and collaborations.
- Build a startup and innovation ecosystem within universities to nurture entrepreneurship among students.
- Focus on ethics, peace, and well-being as central values of the university culture.

8. Benchmarking and Continuous Improvement

- Continuously benchmark with the world's best institutions like Harvard, Cambridge, and Tezpur University.
- Ensure universities evolve as learning ecosystems that balance excellence, inclusivity, and sustainability.


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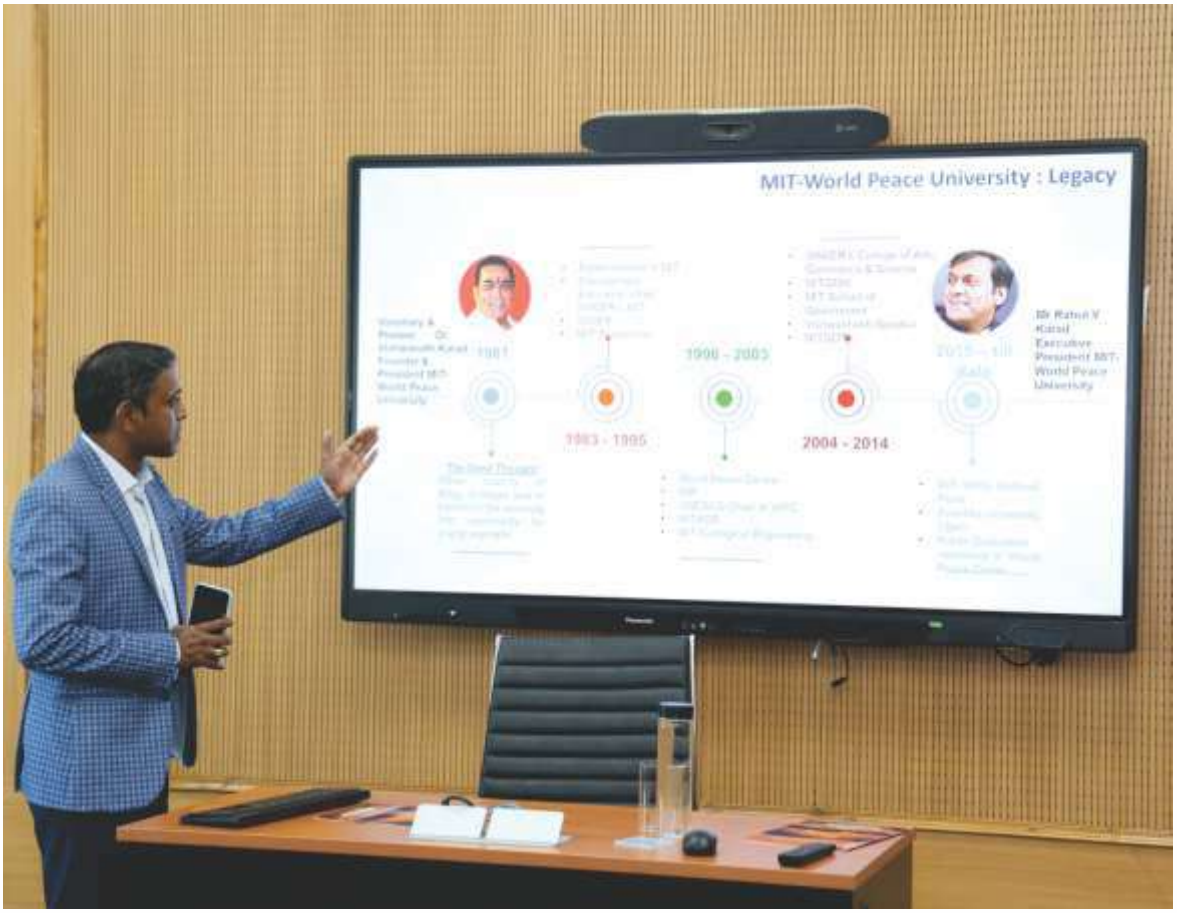
MIT-World Peace University : Legacy
1983 - 1985
1996 - 2003
2004 - 2014


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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.**

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