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Organized

NATIONAL ROUNDTABLE

Challenges & Opportunities for Women in Higher Education

at Host Institution

K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

NAAC A

6th Mar 2026, Gurugram

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Introduction

The Confederation of Indian Private Universities (CIPU), successfully organized a National Roundtable on "Challenges and Opportunities for Women in Higher Education" on 6 March 2026 at the K.R. Mangalam University, Gurugram.

The roundtable aimed to bring together academic leaders, policy experts, and institutional administrators to deliberate on the evolving role of women in higher education and explore pathways to strengthen their participation in academic leadership and research.

Higher education institutions today are increasingly recognizing the importance of gender equity, inclusive leadership, and institutional support mechanisms for women professionals. Despite significant progress in access to education, women continue to face various structural and institutional challenges such as:

- Limited representation in leadership roles
- Work–life balance pressure
- Gender bias in research and administrative opportunities
- Lack of mentorship and leadership development programmess

This roundtable served as an important policy dialogue platform to examine these challenges and identify strategic solutions for building gender-inclusive academic ecosystems.

The programme commenced with the arrival of distinguished guests, followed by an informal networking session and group photograph. The formal proceedings included welcome remarks, keynote addresses by distinguished speakers, context-setting discussions, and an interactive open-house dialogue among participants.

The roundtable concluded with the distribution of Certificates of Appreciation to all participants in recognition of their valuable contributions to the dialogue.

Objectives of the Roundtable

The National Roundtable was organized with the following key objectives

- To promote dialogue on gender equity and the evolving role of women in higher education leadership.
- To identify key challenges faced by women academicians, administrators, and researchers in academic institutions.
- To explore institutional strategies and policy interventions that can strengthen women's participation in academic leadership.
- To encourage collaboration among universities for creating mentorship, research, and leadership development opportunities for women.
- To build institutional frameworks that promote inclusive, equitable, and supportive environments for women professionals in higher education.

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- Work–life balance pressure

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Chief Guest Address

DR. D. P. AGARWAL

Dr. D. P. Agarwal, Former Chairman of the Union Public Service Commission (UPSC), delivered the Chief Guest Address, offering valuable perspectives on policy frameworks and institutional reforms necessary to strengthen women's participation in higher education.

He highlighted that:

- Women's leadership is essential for the future transformation of higher education institutions.
- Universities must actively promote merit-based opportunities and equal participation in academic governance.
- Institutional policies should support career progression, research opportunities, and leadership roles for women academicians.

His address served as an inspiration for participants and reinforced the importance of inclusive leadership in academic institutions.

Glimpses

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REPORT

ACADEMIC - INDUSTRY ROUNDTABLE

on

CSR-DRIVEN ACADEMIC-INDUSTRY PARTNERSHIPS FOR RESEARCH, INNOVATION & INSTITUTIONAL GROWTH

10th April 2026 | Amity University, Gurugram

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ABOUT THE ROUNDTABLE

The **Confederation of Indian Private Universities (CIPU)**, with **Amity University, Gurugram,** as the 'Host Institution', successfully organized the Academic–Industry Roundtable on 'CSR-Driven Academic–Industry Partnerships for Research, Innovation and Institutional Growth on 10 April 2026'. The roundtable brought together CSR leaders from leading corporations and academic leaders from universities across India to explore innovative models for strengthening industry–academia collaboration through Corporate Social Responsibility (CSR). During the event, CIPU also launched the CSR for Higher Education Forum in partnership with the India CSR Network, creating a dedicated platform to foster strategic partnerships, mobilize CSR investments, and support impactful initiatives in research, innovation, skill development, and institutional capacity building across India's higher education ecosystem.

GLIMPSES

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Articles

Dr. P.R. Sodani
President (Vice Chancellor),
IIHMR University,
Jaipur

Building Research-Driven Universities

In an increasingly complex and interconnected world, universities are no longer judged solely by the degrees they award or the numbers they enrol. Their true value lies in the knowledge they generate, the policies they inform, and the societal challenges they help solve. Research-driven universities sit at the heart of this transformation, serving as engines of evidence, innovation, and leadership. IIHMR University, Jaipur, offers a compelling example of how research can be systematically embedded in the mission and functioning of a specialised university.

Research as a Core Institutional Purpose

At IIHMR University, Jaipur, we have a legacy of over 40 years in Health Management Research, dating back to the founding of the Indian Institute of Health Management Research in 1984. Initially, from 1984 to 1994, it focused on research to understand the managerial problems of health systems and identify management solutions to improve their performance. Research is treated as a core institutional purpose, not a peripheral academic activity. With this clear conviction, IIHMR served as a trusted knowledge partner to governments, healthcare institutions, and communities.

This philosophy has shaped IIHMR's evolution into a university where teaching, research, and policy engagement are deeply integrated. Academic programmes expose students not only to theory but also to applied research methods, health systems analysis, and real-world problem-solving. Faculty are encouraged to align their research agendas with national health priorities and global development goals, ensuring relevance alongside academic rigour.

Institutional Structures that Enable Research Excellence

Building a research-driven university requires deliberate institutional design. One of IIHMR University's defining practices has been the creation of dedicated research centres focused on priority areas in health systems strengthening: the Centre for Health Economics, the Centre for Gender Studies, the Centre for Innovation, Incubation, and Entrepreneurship, the Centre for Behavioural Sciences, the Centre for Clinical Research, and the Centre for Environmental Health.

These centres serve as a platform for large-scale studies, program evaluation, and programme effectiveness areas critical to policy formulation and system reform.

Equally important has been the role of the IIHMR Foundation, co-founded by Prof. Sodani, which serves as a bridge between academia and practice. Through the Foundation, the University has engaged with national ministries, state governments, multilateral agencies, and global development partners. These collaborations have enabled IIHMR to undertake policy-relevant research, advisory assignments, stakeholder consultations, policy advocacy, and capacity-building initiatives, thereby reinforcing the University's position as a credible knowledge institution.

Global Standards, Local Relevance

A defining feature of IIHMR University's research culture is its balance between global standards and contextual relevance. Research methodologies, ethical frameworks, and publication standards are benchmarked against leading global institutions, while research questions remain firmly rooted in India's health system.

This dual orientation has enabled IIHMR to make meaningful contributions to the global discourse while addressing pressing national and regional challenges. Research outputs from the University have informed health financing reforms, programme evaluations, quality improvement initiatives, and governance frameworks across diverse settings.

Mentorship and Research Capacity Building

People ultimately build a research-driven university. Prof. Sodani has consistently emphasised mentorship as a cornerstone of institutional growth. At IIHMR, faculty development and research capacity building are treated as long-term investments. Young faculty members and research scholars are mentored to develop independent research trajectories, publish in peer-reviewed journals, and engage with policy audiences. Prof. Sodani created an enabling environment for faculty and research scholars through the "Research Promotion Policy" and the "Internal Research Grants".

Students, too, are integrated into the research ecosystem. Through dissertations, field studies, and collaborative projects, they learn to translate data into insights and insights into action. This exposure ensures that graduates leave the University not only as managers or public health professionals but as critical thinkers capable of using evidence to drive change.

Aligning Research with National and Global Agendas

IIHMR University's research agenda closely aligns with India's evolving health priorities and global commitments, including the Sustainable Development Goals (SDGs). Whether addressing universal health coverage, health workforce development, quality of care, or health system resilience, the University's work reflects an understanding that research must ultimately serve the public good.

Looking ahead to India@2047, Prof. Sodani envisions universities playing a far more proactive role in shaping policy and leadership. In his view, research-driven institutions must serve as neutral platforms for dialogue, innovation, and accountability, supporting governments and systems with credible evidence while nurturing leaders who can navigate complexity with integrity.

Conclusion

IIHMR University's journey shows that becoming a research-driven university is not the outcome of isolated excellence but the result of sustained leadership, institutional clarity, and purpose-driven scholarship. As a higher education institution in India and the Global South, IIHMR University exemplifies how research, when thoughtfully embedded in the institutional DNA, can transform universities into catalysts for national and global health progress.

Mr. Joutishman Dutta
Vice President,
Assam down town University

Fostering a Sporting Culture in Indian Universities: Pathways to Holistic Education

Life is filled with ups and downs, with many wins and many losses along the way. How we learn to cope with it and learn from it will hugely impact our quality of life. Nothing reflects this better than a sports field.

Team sports, working in teams, strategy plus physical agility; helps in build bonds, creates conflicts, handling of conflict- “This is a very powerful tool/lesson that we learn from sports”.

Building strategies and working in teams help to work under one goal that leads to victory. This process teaches to rely on one another and cultivates deep bonds. This develops a leadership quality inside students and build self-confidence and improves personality.

Students want outside-class experience in sports which hold a very important place now a days. Focused only on academics is not enough. A healthy mind is dependent on a healthy body. Physical fitness leads to mental clarity which helps in better academic performance. Engaging in sports helps to develop inner discipline and reduces stress/anxiety. This ultimately helps in better academic results.

In modern education sports as electives are vanishing away fast whereas it should be provided. Instead of rotation through sports every week or two, full term sports commitment is needed to be listed for students to reach an advanced level. When a game is played under pressure traits like patience, teamwork, and grit are built naturally. This turns the playground into a classroom where a student's personality is shaped far more effectively than through a textbook alone.

Neglecting sports may not only give results; Only academics is not the answers-neglecting sports for studies or academics is a mistake. This is like a block in a student's physical and social development. Solitary focusing on studies and neglecting sports can create a negative imbalance that can affect student's long-term well-being. Studies and sports these two things are interlinked so neglecting sports can act as an obstacle in students’ academic performance.

The issue is in the short run can budget be diverted from core academic activities. This is a very practical point to include, for proper sports program in the Schools and Universities a structured budget is required. Along with budget experts/qualified coaches and advanced equipments is also needed. Without proper allocation of finance, keeping the students physically and mentally fit is unachievable.

The reason why more online learning is happening, future maybe great AI learning, but sports is impossible to digitize. Along with digital learning students' future might be good but including sports in academic the future is great." A future built only on digital learning is bright, but one that includes sports is brilliant. One more point to be realized is that learning can be downloaded but we cannot download physical health or the feeling of being on a team. The sports infrastructure can become a USP that is an Infrastructure students cannot get outside the campus. Investing in unique sports facilities creates a competitive/powerful advantage that distinguishes one academy from others. A secure environment where students play with their peers. Sports infrastructure to be planned next to the classroom that helps saving time. A strategic and disciplined training place which cannot be found elsewhere.

Therefore, “sports infrastructure development is essential for promoting a healthy and balanced lifestyle among Indian university students”.

Thank You

Prof. (Dr.) Yogesh C Goswami
Vice Chancellor,
Shri Vaishnav Vidyapeeth Vishwavidyalaya,
Indore,

Integrating Sport into Indian Higher Education: The Role of Universities in Holistic Development

India's universities have always been catalysts of social change. From shaping intellectual traditions to nurturing leadership for public life, higher education institutions have played a defining role in the nation's progress. Today, as India aspires to become a global knowledge and innovation hub, universities are once again being called upon to reimagine their purpose. One such critical reimagining lies in how we perceive and integrate sport within higher education not as an extracurricular diversion, but as a powerful instrument of holistic education, leadership development, and student well-being.

Sport and the idea of holistic education

The vision of holistic education, strongly articulated in the National Education Policy 2020, emphasises the balanced development of cognitive, physical, social, and ethical capacities. Sport naturally advances this vision. It builds resilience, discipline, teamwork, emotional intelligence, and the ability to handle both success and failure, attributes that no classroom lecture alone can impart.

In a time when universities are witnessing rising levels of stress, anxiety, and disengagement among students, sport also emerges as a vital enabler of mental and physical well-being. Regular physical activity has been shown to improve concentration, reduce stress, and enhance overall academic engagement. Universities that consciously invest in sport are, therefore, not diluting academic seriousness; they are strengthening it.

Universities in India's sporting ecosystem

India's higher education system, one of the largest in the world, has immense potential to shape the country's sporting culture. Universities sit at a critical intersection between school-level participation and professional sport where young adults make life-defining choices. For many students, the university campus is the first space where they encounter structured sport, professional coaching, and competitive exposure.

Historically, however, sport in Indian universities has been unevenly developed. While a few institutions have built strong traditions and infrastructure, many campuses still treat sport as peripheral. Addressing this imbalance requires institutional leadership, long-term planning, and alignment with national priorities.

The distinctive role of private universities

Private universities have emerged as a dynamic force within Indian higher education, and their role in strengthening the sporting ecosystem deserves special attention. With greater autonomy in governance, curriculum design, and resource allocation, private universities are uniquely positioned to innovate and lead.

Several private universities have demonstrated that academic excellence and sporting excellence are not mutually exclusive. By introducing flexible academic schedules, credit recognition for sports participation, and structured mentoring for student-athletes, they have enabled learners to pursue both education and competitive sport with confidence. Sports scholarships, residential academies, and access to professional coaching have further widened participation, particularly for students from rural and underserved backgrounds.

Importantly, private universities have also invested in multi-use sports infrastructure and sports science support, including physiotherapy, nutrition, and performance analytics, thereby creating ecosystems that mirror global best practices. These initiatives not only benefit athletes but also open new academic and research pathways in sports science, management, and rehabilitation.

Integrating sport with academics: lessons from practice

One of the most significant shifts in leading universities has been the integration of sport with academics rather than their separation. Institutions that have embedded **credit-based physical education, yoga, or fitness modules** within the academic timetable report better student participation and reduced stigma around sport. In some universities, leadership roles within sports teams such as captains, event coordinators, and student coaches are formally linked to learning outcomes in leadership, ethics, and management. Students are encouraged to reflect on their sporting experiences through assignments and mentoring sessions, translating on-field learning into academic and professional competencies. Such models echo the experiential learning traditions of Indian Knowledge Systems, where education was rooted in practice, reflection, and values.

Sport as a leadership laboratory

Sport provides a natural training ground for leadership. On the field, students learn decision-making under pressure, conflict resolution, accountability, and collective responsibility. Universities that consciously recognise this dimension have begun treating sports teams as leadership laboratories. Case reflections from several private universities indicate that student-athletes who receive structured mentoring often emerge as effective campus leaders heading student councils, cultural bodies, and social initiatives. Their exposure to discipline, time management, and teamwork equips them for leadership roles well beyond sport, enhancing employability and civic engagement.

Student well-being and campus culture

A vibrant sporting culture contributes significantly to campus life. Intramural leagues, inter-hostel tournaments, and annual sports festivals foster peer bonding, inclusivity, and institutional pride. For students who may not aspire to competitive sport, these activities offer spaces for recreation, stress relief, and social connection. Universities that prioritise inclusive participation especially for women students, students with disabilities, and first-generation learners create environments where sport becomes a shared cultural experience rather than an elite pursuit. Such campuses tend to exhibit stronger student engagement, lower dropout rates, and healthier learning climates.

Reconnecting with Indian Knowledge Systems

India's civilisational understanding of education, reflected in Indian Knowledge Systems (IKS), offers valuable insights for contemporary universities. In ancient centres such as Nalanda, physical discipline through yoga, martial practices, and daily routines was integral to intellectual and ethical training. The aim was a balance of body, mind, and character. Modern universities can draw inspiration from this wisdom by blending traditional practices such as yoga and meditation with modern sports science. This culturally rooted yet globally relevant approach strengthens student well-being while reaffirming India's intellectual heritage.

Leadership and institutional commitment

Ultimately, universities become catalysts for sporting culture through leadership choices. Vice-Chancellors, governing bodies, and academic councils must place sport within the core institutional mission. This requires dedicated budgets, trained professionals, transparent policies, and measurable outcomes, participation rates, student well-being indicators, leadership development, and academic retention.

Private universities, with their agility and innovation capacity, can act as exemplars, demonstrating scalable models that others can adapt. Collaboration between public and private institutions, national sports bodies, and industry partners can further amplify impact.

Looking ahead

If Indian higher education is to truly serve nation-building, it must produce graduates who are not only intellectually capable but also physically healthy, emotionally resilient, and socially responsible. Sport, when thoughtfully integrated, helps achieve all these goals.

Universities, especially private institutions, have the opportunity to redefine the relationship between learning and physical culture. By doing so, they can strengthen India's sporting ecosystem, enrich student life, and reaffirm the timeless truth that education flourishes best when the mind and body grow together.

Prof. (Dr.) Geetali Tilak
Vice Chancellor,
Tilak Maharashtra Vidyapeeth,
Pune, Maharashtra

From Participation to Power: Advancing Women's Leadership in Higher Education

"There is no tool for development more effective than the empowerment of women."
Kofi Annan

The setting of higher education in India has witnessed a remarkable transformation in recent decades, particularly in terms of women's participation. Today, women are not only accessing higher education in greater numbers but are also excelling as scholars, researchers, and educators. In fact, women now constitute nearly half of the total enrolment in higher education in India. This progress reflects a positive shift toward inclusivity and empowerment. However, a critical question remains: how do we ensure that this participation translates into positions of leadership and decision-making?

Despite their growing presence, women continue to be underrepresented in senior leadership roles such as Vice-Chancellors, Deans, Directors, and institutional policymakers. This gap between participation and power highlights the need for a conscious and structured effort to enable women to move into leadership positions within academia. As a vice chancellor, I strongly believe that the journey from access to authority must be supported by both institutional commitment and cultural transformation.

My own journey in higher education has reinforced my belief that education is not merely a pathway to success; it is a force that transforms identity, purpose, and possibility. Over the years, I have witnessed how women, when given the right opportunities and encouragement, emerge not only as capable professionals but also as visionary leaders who bring empathy, resilience, and innovation into institutional spaces.

Women, by their many lived experiences, often develop exceptional abilities in multitasking, time management, and adaptability. Balancing multiple roles, professional, personal, and social, they cultivate resilience, discipline, and an inherent capacity to manage complexity with efficiency. These strengths are not merely personal attributes but powerful leadership qualities. Equally important is the growth of independent thinking and decision-making among women. Higher education enables women to take informed decisions, assert their

perspectives, and actively participate in financial and institutional responsibilities, thereby strengthening their role as confident and capable leaders.

One of the key challenges lies in addressing the structural and societal barriers that limit women's advancement. Unconscious biases, limited access to leadership networks, and the persistent expectation of balancing professional and personal responsibilities often act as constraints. Additionally, in today's rapidly evolving academic landscape, the gender gap in digital access and emerging technologies such as artificial intelligence presents a new challenge that must be addressed proactively. Therefore, higher education institutions must move beyond traditional frameworks and actively create enabling environments that support women's leadership aspirations.

At Tilak Maharashtra Vidyapeeth, we have consistently emphasized inclusive growth and holistic development. We recognize that leadership is not merely about authority but about responsibility, vision, and the ability to inspire change. We have consciously worked toward creating inclusive academic spaces through skill-based programmes, mentorship initiatives, and interdisciplinary opportunities that empower women to lead with confidence and competence.

Mentorship plays a pivotal role in shaping future leaders. Establishing structured mentorship programs that connect experienced academicians with emerging women professionals can significantly enhance confidence, capability, and career progression. Additionally, leadership training initiatives focused on decision-making, strategic planning, and policy engagement can equip women with the necessary tools to navigate complex institutional environments.

Policy interventions are equally crucial. Institutions must adopt transparent and equitable systems for recruitment, promotion, and leadership appointments. Gender-sensitive policies, including flexible work arrangements and supportive infrastructure, can help address the challenges faced by women professionals. Such measures not only promote equity but also strengthen institutional effectiveness by ensuring diverse perspectives in leadership.

The National Education Policy 2020 provides a strong and transformative framework for advancing gender equity in higher education. Its emphasis on inclusivity, multidisciplinary learning, and creates meaningful opportunities to bridge long-standing disparities. By integrating these principles into institutional practices, universities can actively create pathways for women to assume leadership roles across academic, administrative, and research domains.

Another important dimension is the need to redefine leadership itself. Contemporary leadership requires empathy, collaboration, adaptability, and ethical decision-making, qualities that women often bring to the forefront.

Globally, institutions are increasingly recognizing that gender-inclusive leadership enhances innovation, strengthens decision-making processes, and contributes to sustainable institutional growth. Recognizing and valuing these attributes can transform academic cultures and foster more inclusive ecosystems.

Furthermore, visibility and representation are powerful catalysts for change. Celebrating the achievements of women leaders and providing platforms for their voices can inspire the next generation to aspire toward leadership roles. When young women see themselves reflected in positions of authority, it strengthens their confidence and ambition, creating a cycle of empowerment.

Everything considered, the transition from participation to power is both a challenge and an opportunity for higher education in India. It calls for a collective commitment to creating inclusive ecosystems, strengthening support structures, and promoting equitable leadership pathways. Let this not remain a matter of discussion alone; let us commit to measurable goals, greater representation of women in leadership, equitable access to research opportunities, and institutional cultures that actively nurture inclusion.

Empowering women in leadership is not merely a matter of representation; it is essential for innovation, resilience, and the overall progress of our academic institutions. As we move forward, we must build environments where women are not only participants but also decision-makers, visionaries, and leaders shaping the future of higher education.

"Leadership is not about gender; it is about vision, courage, and the ability to transform institutions through inclusive thinking."

Dr. (Mrs.) N. S. Mahantashetti
Officiating - Vice Chancellor,
KLE Technological University,
Belagavi, Karnataka

The Synaptic Link: Where Athletic Prowess Meets Academic Excellence

In the landscape of Indian higher education, a necessary revolution is weaving physical vigour into intellectual vitality. For too long, universities have been citadels of the mind, side-lining the playing field as mere diversion. At KLE Academy of Higher Education and Research, we champion a paradigm shift, driven by an urgent reality: the rising prevalence of lifestyle disorders among doctors themselves. If our healers are not embodiments of health, what message does this send? Our answer is that holistic education is not a choice between library and sports arena, but a life-saving integration of both. Sport is scholarship's indispensable ally the crucible where character, leadership, and well-being are forged.

As a health sciences institution, fostering sport is not an optional embellishment but a professional imperative. Our philosophy is anchored in the timeless wisdom of the *Charaka Samhita:* **'Dhatusamyakriya syat svasthyam'**, health is the harmonious balance of all elements. We extend this principle: true wellness is the dynamic equilibrium between a disciplined mind and a vigorous body. The discipline of training mirrors dedication to patient care; teamwork on the court reflects collaborative hospital rounds; resilience in defeat parallels the fortitude needed in medical practice.

At KLE, this integration is operationalised through our "Synaptic Link Model," creating deliberate connections between academics and athletics. This is embedded in our campus infrastructure, a living laboratory of wellness with five student gyms, a staff gym, an Olympic pool, an indoor sports complex, badminton courts, and running and cycling clubs. These are active classrooms for preventative medicine.

Curriculum Infusion:

Sports science is interwoven into health programmes. Future physicians experience cardiovascular resilience through our running club, translating personal exertion into empathetic patient counsel. Nutrition students combat sedentary pitfalls with applied diet plans. Our pool serves as both a physiotherapy lab and a stress-relief sanctuary, directly addressing healthcare burnout.

Leadership Laboratories:

Our sports complexes are dynamic training grounds. Captaining a team instils the calm decisiveness of an emergency room. Fair play reinforces medical ethics. By mandating engagement, we inculcate lifelong self-care, proactively addressing the paradox of the ailing healer.

Well-being as a Metric:

We measure success not just by placements, but by the well-being of our future healthcare workforce. Mandatory activity, intramural sports, and mindfulness create a campus pulse that is vibrant and healthy. The result: enhanced concentration, lower stress, and physicians who lead by example.

This culture extends beyond campus. Our students become ambassadors of preventative health, coaching children in neighbouring communities. In a nation besieged by lifestyle diseases, we are not just producing medical graduates; we are nurturing wellness warriors professionals with the stamina, agility, and ethical compass to prescribe a lifestyle they embody.

To fellow academic leaders, we posit this: the university of the future must be a gymnasium in the classical sense. Investing in sport is not a diversion of resources but a critical investment in the efficacy and sustainability of our healthcare professionals. It cultivates the soil from which compassionate, resilient healers grow.

Let us dismantle the obsolete silos. Let our campuses echo with both the hum of study and the spirited sounds of sport. Let us graduate doctors who are intellectually brilliant, physically vibrant, and ethically grounded. In nurturing a sporting culture, we forge the first line of defence in the battle for our nation's health, creating the true architects of a healthier India.

By:
Dr. N.S. Mahantashetti
Officiating Vice Chancellor
KLE Academy of Higher Education and Research, Belagavi

Welcome Our New Members

Srinath University	Jharkhand
Dr P A Inamdar University	Maharashtra
GM University	Karnataka
DAV University	Punjab
Sri Sathya Sai University for Human Excellence (SSSUHE)	Karnataka
Tilak Maharashtra Vidyapeeth	Maharashtra
Alard University	Maharashtra
Sir Padampat Singhania University (SPSU)	Rajasthan

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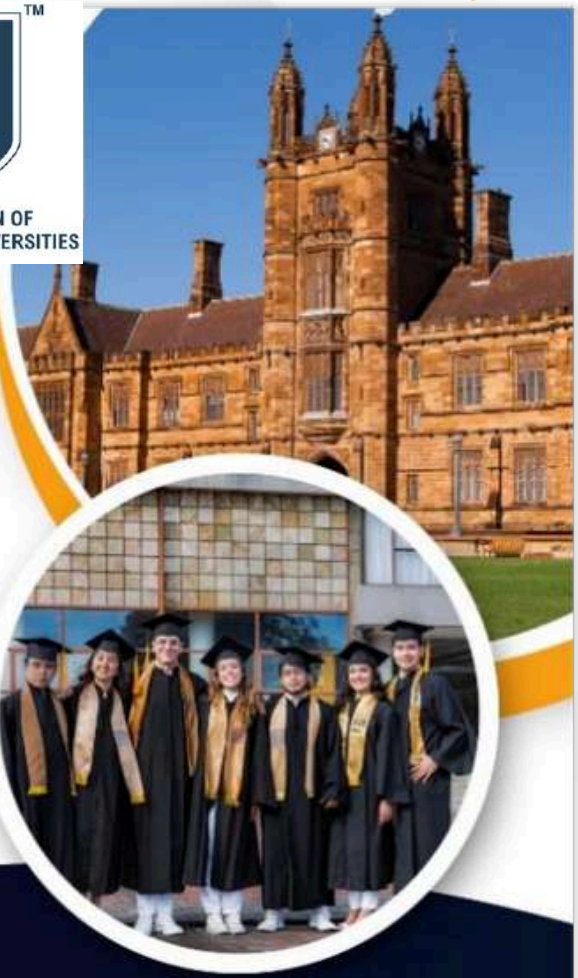

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Are you a private university committed to academic excellence, innovation, and nation-building?

CIPU invites you to be part of a powerful collective driving policy advocacy, research collaboration, global partnerships, and thought leadership in Indian higher education.

Why Join CIPU?

- Influence higher education policy
- Network with leading private universities
- Collaborate on research & innovation
- Get representation at key academic forums
- Drive impact through collective voice

Together, let's shape the future of Indian higher education **Join CIPU. Lead the Change.**

To know more or apply for membership,
write to: **info@cipuglobal.org** or contact our membership desk at **+91 9762005414**

CONFEDERATION OF INDIAN PRIVATE UNIVERSITIES

University Voice

About CIPU

The Confederation of Indian Private Universities (CIPU) is a mission-driven, **not-for-profit** organisation established to champion the voice, visibility, and vitality of India's Private Universities. Born out of deep consultation and strategic dialogues with academic and policy leaders, CIPU took shape through landmark engagements beginning with a Visioning Workshop in Washington D.C. in 2022 and followed by a pivotal national convening of over 70 leading private universities in Pune in 2023.

CIPU envisions positioning India as the knowledge capital of the world, reigniting its civilizational role as a Vishwa Guru in the 21st century. Anchored in this vision, CIPU works at the intersection of policy, practice, and partnerships to empower private universities and elevate their role in shaping national and global education agendas.

Through sustained engagement with government, academia, industry, and international associations, CIPU advocates for enabling policies, fosters institutional collaboration, and promotes the internationalization of Indian higher education.

CIPU also serves as a dynamic platform for academic leaders to exchange ideas, co-create solutions, and drive excellence. Its member institutions come together to share best practices, engage in consensus-building, and address emerging challenges in a rapidly evolving educational ecosystem.

Together, we strive to build a future-ready, globally respected, and socially impactful higher education system for India.

University Voice

Thank you

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