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Sistla Rama Devi Pani
Gender Equity in STEM Education: Trends, Barriers, and Transformative Strategies

Murari Lal Gaur
From Celebration to Structural Reform: Reimagining Women's Research Leadership in Indian Universities

T Senthil Siva Subramanian and Ojisha Bhardwaj
Nurturing Youth-women for an Aspiring Career

Ismail Thamarasseri, Nisha Iqbal and Elsa Anna Benny
Transforming the Household: Shared Responsibilities as a Pathway to Gender Equality

Raju Roy
Breaking Taboos, Ensuring Rights: A Call for Women's Health Justice

T G Sitharam
Embracing the Future: Skills for Success
– Convocation Address

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In This Issue

CONTENTS PAGE

Articles

Gender Equity in STEM Education: Trends, Barriers, and Transformative Strategies 3

From Celebration to Structural Reform: Reimagining Women's Research Leadership in Indian Universities 8

Nurturing Youth-women for an Aspiring Career 12

Transforming the Household: Shared Responsibilities as a Pathway to Gender Equality 14

Breaking Taboos, Ensuring Rights: A Call for Women's Health Justice 19

Convocation Address 21
Anna University, Chennai, Tamil Nadu

Campus News 24

Theses of the Month 28
Science & Technology

Advertisement 35

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Gender Equity in STEM Education: Trends, Barriers, and Transformative Strategies

Sistla Rama Devi Pani* and Yogita Kanwer**

Women have been an integral part of India's culture and society since ancient times. However, in the modern era, they have often not received the status and treatment they deserve, and this has remained a matter of concern for many years. Although there has been measurable progress over the past decades, the world is still not on track to achieve gender equality by 2030. Women and girls constitute half of the global population—and therefore half of its potential—yet gender inequality continues to persist worldwide, including in India, slowing the pace of social progress.

In recent years, India has witnessed several encouraging developments in efforts to empower women. The government has introduced a range of programmes and policies aimed at improving women's health, education, and economic opportunities. Women's participation in the workforce has increased, and many have attained prominent positions in politics, business, science, and entertainment. Despite these gains, significant challenges remain. Women in India continue to lag behind men on several socio-economic indicators, even after notable improvements since Independence. They still face discrimination, exploitation, and various forms of oppression.

Educational disparity remains a major concern. Female literacy, although steadily improving, has historically been lower than male literacy, and a smaller proportion of women pursue higher education. While girls often perform on par with boys at the school level, dropout rates among girls remain higher due to socio-economic factors such as parental preference for investing more in sons' education than daughters'. Women are also underrepresented in highly paid and high-value occupations. When both paid and unpaid work are considered, Indian women, on average, work longer hours than men. Although the Equal Remuneration Act mandates equal pay for equal work, wage disparities persist across sectors—from agriculture and manufacturing to sports and cinema—even when women perform the same tasks as men.

India has also struggled with the legacy of sex-selective practices that adversely affected the child sex ratio in earlier decades. Furthermore, many women continue to face harassment, exploitation, and violence in both domestic and public spaces. As UNESCO rightly emphasizes, gender equality is not only a fundamental human right but also a necessary foundation for a peaceful, prosperous, and sustainable world.

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One of the most critical areas where women remain significantly underrepresented globally is STEM (Science, Technology, Engineering, and Mathematics). Studies reveal wide variations in female participation in STEM programmes—from less than 1% in some countries such as the Maldives, to about 41% in Oman. OECD data (2020) indicate that women accounted for only about 20% of new enrollments in short-cycle tertiary STEM programmes and around 30% at the bachelor's level. Even in regions where stronger representation might be expected, the figures remain modest: approximately 24% in the United States, 17% in the European Union, 16% in Japan, and about 14% in India in certain STEM domains.

The Status of Women in STEM in Higher Education (2007-2017) report provides a critical review of the unique challenges women face in STEM fields, which extend to enrollment and leadership roles. It highlights structural barriers such as gender bias, chilly campus climates, and the underrepresentation of women in leadership positions across academic fields (kugler2017). The report notes that while significant strides have been made to increase female enrollment in STEM disciplines, the leadership pipeline remains disproportionately male-dominated. This finding is particularly relevant to the Indian context, where cultural and institutional biases prevent women from ascending to leadership roles (Kugler,2017).

Despite growing global interest over the last decade in computer science, engineering, mathematics, and statistics, the gender gap in STEM persists. As of 2023, women comprise only about 28% of the global STEM workforce. Although women's overall graduation rates in higher education are often comparable to or higher than those of men, fewer women enrol in STEM at advanced levels—particularly in Engineering, Information and Communication Technology (ICT), and Physics. According to the Global Gender Gap Report 2023, women make up only 29.2 per cent of all STEM (science, technology, engineering and mathematics) workers across 146 countries.

In India, the All India Survey on Higher Education (AISHE) report indicates that women constitute 43.2% of the total student population across undergraduate, postgraduate, and doctoral programmes. However, their representation within STEM disciplines remains uneven and generally lower in technical and engineering streams. Tables 1 and 2 present the current status of STEM enrolment in India.

Table 1: STEM Enrollment in Science and Maths 2021-22

Level	Male	Female	Total
Undergraduate G	24,22,049	24,96,376	49.18 lakhs
Postgraduate	2,91,862	4,60,945	7,52,807
Ph.D.	22,622	22,702	45,324

Source: Compiled by the Author from AISHE Report-2021-22

Table 2: STEM Enrollment in Engineering and Technology 2021-22

Level	Male	Female	Total
UG	27,66,697	11,37,818	39.04 lakhs
PG	1,17,982	55,968	1,73,950
Ph.D.	34,870	17,961	52,748

Source: Compiled by the Author from AISHE Report-2021-22

The data reveal a pronounced internal disparity within STEM disciplines. While female enrolment in non-engineering science courses is nearly at par with—and in some cases exceeds—that of male counterparts at the postgraduate and doctoral levels, a substantial gender gap persists in engineering and technology across all three tiers: undergraduate, postgraduate, and doctoral programmes. These statistics clearly underscore the continued underrepresentation of women in the professional streams of STEM education, particularly in engineering and technology. This underrepresentation not only reflects gender imbalance but also signals structural and socio-cultural barriers that limit women's entry into and advancement within STEM fields.

At the student level, the AISHE 2021–22 report presents a somewhat more encouraging—though still uneven—picture: women account for 42% of enrolment in chemistry, 38% in physics, and 32% in engineering. At the faculty level, a recent study by Shruti Muralidhar and Vaishnavi Ananthanarayanan (2023), covering 100 Indian universities, highlights a pronounced gender imbalance in STEM. Women constitute only 16.6% of the overall STEM teaching workforce. This underrepresentation is further reflected in India's premier science academies, where women hold just 9% of fellow positions in the Indian National Science Academy (INSA), the Indian Academy of Sciences (IAS), and the National Academy of Sciences, India (NASI).

Such stark disparities do not occur by chance. Many girls continue to be held back by discrimination, implicit biases, and entrenched social norms that shape both the quality of education they receive and

the subjects they ultimately pursue. The persistent underrepresentation of girls and women in STEM education is deeply rooted and acts as a significant constraint on progress toward sustainable development. It also limits diversity, innovation, and the full potential of the STEM ecosystem.

The barriers are multifaceted, ranging from societal stereotypes and educational inequities to workplace discrimination and the lack of visible role models. Understanding and systematically addressing these constraints is essential for designing effective strategies to increase female participation and retention in STEM education and careers. Socio-cultural expectations often perpetuate the belief that certain professions are better suited to men. Even for women who overcome early-stage barriers and enter STEM pathways, the journey ahead is often challenging.

Addressing this underrepresentation is especially critical at a time when the world is confronting complex economic, environmental, geopolitical, societal, and technological risks. There is an urgent need to examine women's perceptions, challenges, and the broader benefits of their inclusion in STEM education and professions.

Recognising the importance of this issue, the Government of India has made gender equity in STEM a policy priority. The Department of Science and Technology (DST) has introduced several initiatives under the Women in Science and Engineering–KIRAN (WISE-KIRAN) scheme. These include fellowship programmes such as the WISE PhD scheme, which supports women pursuing doctoral research in key areas of basic and applied sciences. The Women's Instinct for Developing and Ushering in Scientific Heights & Innovations (WIDUSHI) programme encourages senior women scientists to undertake interdisciplinary research. Mentorship initiatives such as Vigyan Jyoti target high school girls—particularly in rural areas—motivating them to pursue STEM subjects.

Complementing these efforts, the Department of Biotechnology's BioCare programme supports women scientists seeking to re-enter the research ecosystem. The Consolidation of University Research through Innovation and Excellence in Women Universities (CURIE) programme strengthens research infrastructure in women's universities, while the Gender Advancement for Transforming Institutions (GATI) initiative promotes systemic institutional change toward gender-sensitive practices. At the institutional level, the Supernumerary Scheme in IITs has significantly improved women's enrolment, marking an important step toward correcting gender imbalance in premier technical institutions.

Gender inequality in STEM has also received attention in major intergovernmental forums. The recent G20 Chief Science Advisers' Roundtable (G20-CSAR), led by the Office of the Principal Scientific Adviser to the Government of India, showcased strong global representation by women science leaders. Distinguished figures such as Australia's Chief Scientist Dr. Cathy Foley; the UK Government Chief Scientific Adviser, Professor Dame Angela McLean; Dr. Liliana Pasecinic of the European Union's Joint Research Centre; Dr. Irina Kuklina of Russia; Brazil's Vice Minister for Science, Technology and Innovation, Dr. Marcia Barbosa; and Saudi researcher Atheer Alkubeyyer exemplify women's leadership on the global scientific stage.

Women's educational choices continue to be shaped by cultural barriers that reinforce the perception of STEM as a male domain (CEDAW, 2017). As a result, women are often channelled toward traditionally feminised fields such as education, health, arts, humanities, and social sciences (UNESCO, 2020a). These persistent norms underscore the need for targeted interventions that challenge stereotypes and foster more inclusive academic and professional environments.

OECD data further reveal that female representation remains particularly low in computer science and engineering, with women comprising less than 20% of new entrants in computer science and about 18% in engineering programmes (OECD, 2017). This reflects a broader global pattern in which gender significantly influences higher education choices, producing a pronounced divide between humanistic and scientific disciplines. Studies across countries confirm the persistence of this trend (Ramirez & Wotipka, 2001; Smyth, 2005).

In many developed nations, nearly 90% of the gender disparity in fields of study remains stable over time, indicating deeply entrenched patterns of educational choice. These patterns are shaped by a complex interplay of cost–benefit considerations and powerful social influences, including family expectations, peer dynamics, and teacher guidance. From an early age, such factors shape students' aspirations and self-perceptions, thereby reinforcing the gender divide in higher education (Williams & Wolniak, 2021)

UNESCO's Initiatives to Improve the Status of Women in STEM Fields

In 2016, UNESCO Member States adopted a landmark decision emphasizing the Organization's role in encouraging girls and women to become leaders in STEM, including arts and design. Since then, UNESCO has undertaken a series of strategic initiatives to advance gender equality in STEM education and careers.

Research

UNESCO produced the landmark global report *Cracking the Code: Girls' and Women's Education in Science, Technology, Engineering and Mathematics (STEM)*, which maps the status of girls and women in STEM education worldwide. The report identifies key factors that hinder or promote their participation, achievement, and retention in STEM fields. As one of the first comprehensive global analyses of gender disparities in STEM, it has helped build a robust evidence base and has informed policy recommendations for education ministries and other stakeholders.

In addition, UNESCO has generated country-level strategic insights by supporting comparative assessments of learning in mathematics and science across regions such as Latin America, East and Southern Africa, and through related research initiatives in Asia.

Policy Advocacy

UNESCO actively promotes policy dialogue and cross-country learning. A notable milestone was the International Symposium and Policy Forum held in Bangkok in 2017, which convened more than 350 participants from over 70 countries to exchange experiences and strategies for advancing girls' participation in STEM. These efforts contribute to UNESCO's Global Partnership for Girls' and Women's Education, which seeks to promote gender equality through education systems worldwide.

Capacity Building

UNESCO supports countries in strengthening their capacity to deliver gender-responsive STEM education. With financial support from partners such as the Government of Japan and other donors, the Organization has implemented teacher capacity-building initiatives in sub-Saharan Africa and Asia.

Regional trainings in both francophone and anglophone African countries have reached more than 350 teachers, teacher educators, school leaders, and government representatives from 21 countries. These efforts have also established a network of Master Trainers to sustain local capacity development. UNESCO has developed a dedicated training package and advocacy toolkit to support the delivery of quality gender-responsive STEM education. This work has been undertaken in collaboration with partners including the Ministries of Education of Senegal and Rwanda, the Institut de la Francophonie pour l'éducation et la formation (IFEF), the African Union's International Centre for Girls' and Women's Education in Africa (AU/CIEFFA), Microsoft, and the Forum for African Women Educationalists (FAWE).

Digital Skills Development

Recognizing the centrality of digital competence in today's technology-driven world, UNESCO prioritizes strengthening girls' digital literacy. The rapid shift toward technology-enabled learning—accelerated by the COVID-19 pandemic—has made this agenda even more urgent.

With support from partners such as Intel, Prada, and others, UNESCO is implementing initiatives to equip girls and women with essential digital skills, thereby helping to close the gender digital divide and enhance their long-term educational and employment prospects.

Mentoring and Role Models

UNESCO emphasizes the critical role of mentoring and visible role models in addressing gender bias in STEM. Exposure to successful women in STEM helps girls better understand career pathways and strengthens their confidence and aspirations.

Through partnerships with organizations such as Airbus, HNA, Intel, L'Oréal, Prada, and WomEng, UNESCO has expanded mentoring initiatives at the country level. Notable examples include the Scientific Camps of Excellence for Mentoring Girls in STEM in Kenya—recognised by the United Nations as a good practice—and STEM Clinics in Ghana, which provide hands-on exposure, skills development, and direct interaction between girls and women STEM professionals.

Together, these initiatives reflect UNESCO's multi-pronged strategy—spanning research, policy advocacy, capacity building, digital empowerment, and mentorship—to advance the participation and leadership of women and girls in STEM worldwide.

Key Suggestions and Way Forward

To meaningfully improve women's participation and leadership in STEM, a multi-level and sustained approach is essential.

First, early-stage interventions must be strengthened. Gender stereotypes begin forming in school years, so curriculum reform, gender-sensitive pedagogy, and exposure to female STEM role models at the school level are critical. Programmes like Vigyan Jyoti should be expanded with stronger rural and aspirational-district coverage.

Second, the transition pipeline from school to higher education needs targeted support. Scholarships, bridge courses in mathematics and coding, and career counselling for girls can reduce attrition at key transition points—especially into engineering and technology streams.

Third, higher education institutions must institutionalize gender-responsive ecosystems. This includes safe campus infrastructure, flexible academic pathways, maternity and caregiving support, anti-harassment mechanisms, and transparent recruitment and promotion policies. Initiatives such as GATI should be scaled and linked with accreditation and ranking incentives.

Fourth, mentorship and visible leadership pathways are crucial. Structured national mentoring networks connecting students, early-career researchers, and senior women scientists can significantly improve retention and progression. Industry–academia mentorship partnerships should also be strengthened.

Fifth, re-entry and career continuity programmes require expansion. Schemes like WISE-KIRAN and BioCare are impactful but need wider outreach, simplified access, and better tracking of long-term outcomes to support women returning after career breaks.

Sixth, data systems must be strengthened. Regular gender-disaggregated data across disciplines, ranks, funding, patents, and leadership positions will enable evidence-based policymaking and institutional accountability.

Finally, societal change must accompany policy reform. Public campaigns, media representation, and community engagement are needed to challenge persistent stereotypes that frame STEM as a male domain.

Conclusion

The evidence presented in this study makes one fact unmistakably clear: while India and the global community have made important strides toward gender equity in education, the STEM ecosystem continues to reflect deep structural imbalances. Women's relatively strong presence in overall higher education has not translated into proportional representation in engineering, technology, advanced research, or leadership positions. This gap is neither accidental nor inevitable—it is the cumulative outcome of socio-cultural norms, institutional barriers, and systemic biases operating across the educational and professional pipeline.

Encouragingly, India has demonstrated strong policy intent through targeted programmes such as WISE-KIRAN, GATI, CURIE, and the IIT Supernumerary Scheme, alongside global efforts led by UNESCO and other multilateral bodies. However, the persistence of disparities indicates that isolated interventions are insufficient. What is required is a coherent, lifecycle-based strategy that supports girls and women from early schooling through research leadership and innovation ecosystems.

Advancing gender equity in STEM is not merely a question of fairness; it is a strategic imperative for national development, scientific excellence, and sustainable futures. Diverse STEM systems are more innovative, more responsive to societal needs, and better equipped to address complex global challenges. The path forward therefore lies in moving from incremental inclusion to systemic transformation—where institutions, policies, and social norms collectively enable women not only to enter STEM fields but to thrive, lead, and shape the knowledge economies of the future.

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From Celebration to Structural Reform: Reimagining Women's Research Leadership in Indian Universities

Murari Lal Gaur*

The 11th International Day of Women and Girls in Science, observed globally on 11 February under UNESCO's mandate, provides an opportunity to move beyond symbolic celebration toward measurable institutional reform. India has achieved encouraging levels of participation in STEM education, with women constituting approximately 43% of STEM graduates. India's participation levels compare favorably with global averages (UNESCO Institute for Statistics, 2023). However, representation declines sharply at research and leadership levels, where women account for roughly 16–17% of researchers and an even smaller proportion of senior faculty in leading institutions. This progression gap reflects structural rather than aspirational limitations. Anchored in the theme "Bridging Science, Society and Sustainability," this article argues that Indian universities must transition from participation metrics to leadership metrics through transparent reporting, structured mentoring ecosystems, and inclusive governance design. Sustainable scientific advancement in India will depend not only on technological innovation but also on institutional architectures that enable women to shape the direction of research and academic leadership (Abstract).

Introduction: The Meaning of 11 February

India presents a striking paradox in science and technology education. Women constitute nearly 43% of STEM graduates, one of the highest proportions globally. Yet their representation drops to approximately 27% in the STEM workforce and further to about 19% among active scientists and research leaders. This nearly 24-percentage-point talent attrition between graduation and research leadership signals not a supply deficit, but with a Structural barriers to advancement rather than aptitude differences explain much of this disparity (Ceci & Williams, 2011). UNESCO designated 11 February as the International Day of Women and Girls in Science to promote full and equal participation in scientific development (UNESCO, 2023). The 11th observance falling on 11 February presents a symbolic alignment -11 on 11, reminding us that progress in science is cumulative and intentional. At Kaziranga University, this year's observance coincides with our International Conference titled *"Bridging Science, Society and Sustainability."* The theme is particularly relevant. Science cannot effectively bridge society unless its institutions reflect the diversity of the society they serve. Inclusion in science is therefore not only an equity concern but also a developmental and sustainability imperative.

Closing the 43%–19% gap is not merely a matter of representation; it is central to enhancing India's research output, innovation competitiveness, and global academic standing. Universities, as knowledge architects, must lead this transformation. This article examines the systemic factors contributing to this "pipeline leakage" - including limited access to research leadership pathways, uneven mentorship structures, grant acquisition disparities, work-life integration challenges, and institutional evaluation metrics that undervalue collaborative and interdisciplinary contributions. Positioning gender equity as a strategic innovation imperative rather than a social obligation, the paper argues that universities must transition from passive inclusion to intentional retention and leadership incubation. Drawing upon global benchmarks and national policy frameworks such as NEP 2020 and emerging research governance reforms, it proposes five actionable institutional strategies: structured mentorship grids, leadership acceleration fellowships, re-entry research grants, gender-responsive funding models, and measurable equity dashboards. The NEP 2020 explicitly emphasizes research intensity and inclusive excellence as pillars of reform (Min of Edu, 2020).

Participation without Proportionate Leadership

India has made commendable strides in women's participation in STEM education. Official data indicate that women constitute approximately 43% of STEM graduates in India (Press Information

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Bureau, 2023). This positions India among countries with relatively strong female participation at the entry level of scientific education. However, this encouraging figure masks a steep decline at subsequent stages. Women constitute only 16.6% of researchers in India (Government of India, 2023). Faculty representation in STEM across major institutions averages approximately 13.5%, with several premier institutions reporting even lower figures (BiasWatchIndia, 2020). In elite technical institutions, women faculty representation often ranges between 7% and 12%. This divergence between educational participation and research leadership reflects a structural progression gap rather than a pipeline shortage. The issue is not entry; it is retention, advancement, and visibility.

Research Output and Authorship Patterns

Academic leadership is strongly influenced by publication metrics, grant acquisition, and authorship position. Studies examining research output patterns in India reveal that male authors significantly outnumber female first authors, with an approximate ratio of nearly 3:1 across disciplines (Thelwall et al., 2019). Given that first and last authorship positions are widely interpreted as indicators of intellectual leadership, disparities in authorship translate into disparities in recognition and career progression. Moreover, editorial boards and conference panels often exhibit gender imbalance, limiting professional visibility and network access. Visibility is not peripheral in academia—it directly influences grant success, invitations, citations, and administrative appointments. Thus, representation gaps compound over time, affecting cumulative advantage within academic systems.

The Global Recognition Gap

The underrepresentation of women in scientific leadership is not unique to India. Globally, since 1901, only 67 women have received Nobel Prizes across all categories, representing approximately 6–7% of total laureates (Nobel Prize Organization, 2024). In Physics, only five women have been awarded the Nobel Prize, roughly 2% of all Physics laureates. These figures illustrate that even at the highest level of scientific recognition, systemic disparities persist. While global progress is evident, it remains uneven and incomplete. The lesson for universities is clear: waiting for natural correction is insufficient. Institutional design must actively address structural imbalances.

Beyond the "Leaky Pipeline"

The metaphor of the "leaky pipeline" has long been used to describe women's attrition in science. However, contemporary evidence suggests that the issue may be less about leakage and more about institutional architecture. Three structural dimensions merit attention. First, transition points in academic careers; doctoral completion, postdoctoral mobility, early faculty appointment, often lack structured mentoring and grant-readiness preparation. Second, leadership grooming remains informal. Principal investigator roles, research Centre directorships, and governance positions frequently depend on networks rather than systematic development frameworks. Third, visibility norms are rarely codified, leaving conference representation and editorial inclusion to discretionary decisions. Universities that rely solely on organic evolution risk continuing inherited inequities. Structured systems are required to produce structured outcomes.

Science, Society, and Sustainability

The theme of our International Conference, *Bridging Science, Society and Sustainability;* offers a strategic lens for reflection. Sustainable development challenges—climate change, public health, digital ethics, agricultural resilience—require diverse epistemic perspectives. Global research assessments confirm that diverse research teams demonstrate broader problem framing and improved innovation outcomes (Schneegans et al., 2021). Inclusive research ecosystems enhance collaborative innovation and broaden problem framing (Elsevier, 2020). When women scientists contribute to sustainability discourse, they enrich the intellectual diversity of research agendas. Leadership diversity thus strengthens scientific quality and societal relevance. If science is to serve society equitably, its leadership must reflect social diversity.

The Role of Regional Universities

Regional universities possess a distinctive opportunity. Located in the North-East, Kaziranga University operates in a region that demonstrates strong female participation in education. Such institutions can move beyond replication of metropolitan models and instead innovate governance frameworks rooted in inclusion.

Transparent reporting of gender distribution across faculty ranks, research grants, and academic leadership positions can serve as a starting point. Structured mentoring frameworks spanning doctoral to professorial stages can institutionalize leadership preparation. Conference and seminar policies can encourage balanced speaker representation. These measures are neither symbolic nor cosmetic; they are foundational to institutional credibility in the 21st century.

From Celebration to Commitment

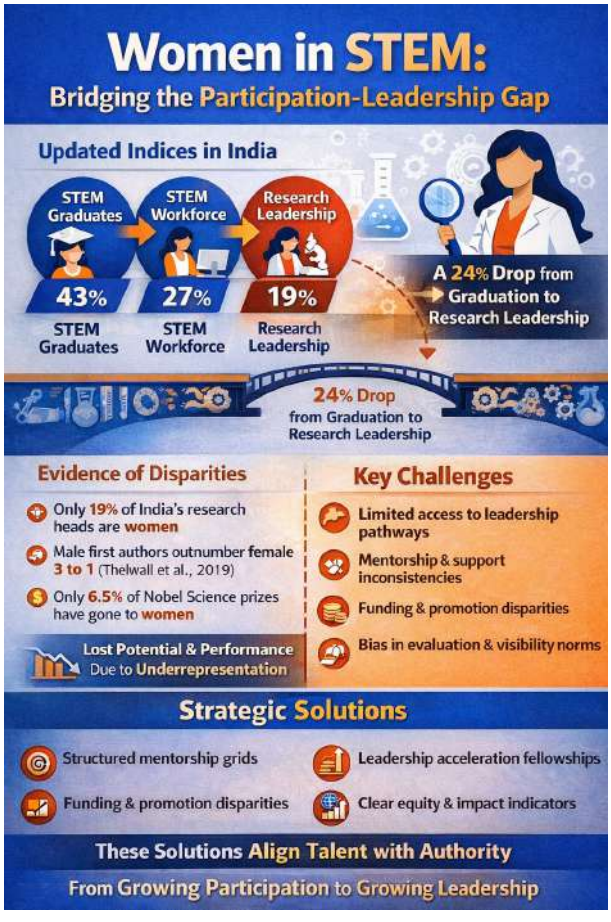
Commemorative days provide visibility. Institutional policies provide transformation. The observance of the 11th International Day of Women and Girls in Science should prompt universities to move from celebration to commitment. Educational participation in India is encouraging; leadership representation remains insufficient. The task before universities is clear: convert access into advancement, participation into authority, and symbolic alignment into measurable reform. As we gather scholars under the banner of *Bridging Science, Society and Sustainability*, we reaffirm that sustainable science requires inclusive leadership. The coincidence of 11 on 11 is symbolic; the commitment that follows must be structural. Indian universities stand at a decisive moment. By embedding equity into governance, research ecosystems, and academic visibility frameworks, we can ensure that the next decade reflects not only increased participation but also transformative leadership. The future of Indian science will be stronger when it is more inclusive. The responsibility lies with our institutions—and with us as academic leaders—to shape that future deliberately.

Toward an Innovation-Oriented Equity Model

These reforms are not welfare interventions; they are innovation strategies. Evidence increasingly links gender equity in professional ecosystems with national economic competitiveness and institutional performance (World Bank, 2022). If India successfully converts high female STEM participation into sustained research leadership, the gains will manifest in enhanced grant competitiveness, diversified research agendas, improved citation impact, and stronger global partnerships. Universities must recognise that the 24-point progression gap represents latent intellectual capital. Addressing it requires coordinated reform across mentorship systems, funding architecture, evaluation frameworks, institutional design, and governance accountability. The shift required is conceptual as much as structural: From inclusion as admission to inclusion as advancement and from access as a milestone to leadership as an outcome. The conclusion that follows situates these reforms within India's broader knowledge economy ambitions and argues for gender equity as a core pillar of national research competitiveness

Figure 1 visually synthesizes India's gender progression landscape in STEM, mapping the decline from strong educational participation (43%) to workforce presence (27%) and ultimately to research leadership (19%). Beyond presenting data, the figure integrates structural challenges, mentorship gaps, leadership pathway constraints, funding disparities, and visibility biases—with corresponding institutional solutions. By aligning evidence, issues, and strategy in a single visual framework, it reframes gender equity not as a social

Fig. Participation to Power: Mapping India's Gender Progression Gap in STEM Leadership



correction but as an innovation imperative. The progression gap illustrated here represents latent intellectual capital, underscoring the urgency of systemic reform within university governance and research ecosystems.

Conclusion

Written on the occasion of the 11th International Day of Women and Girls in Science — 11 February 2026, this paper underscores that India has already achieved equitable access in STEM, with women accounting for nearly 43% of graduates. But the deeper challenge is progression into research leadership. The drop to 27% participation in the STEM workforce and just 19% representation in scientific leadership exposes a structural discontinuity that cannot be dismissed as incidental. This gap is not a statistic—it is a loss of potential discoveries, diluted innovation, and diminished capacity to compete globally. With the world recognizing this day to amplify the role of women and girls in science and to close gender gaps in research and innovation, the urgency in India is clear. Underutilized talent weakens national responses to critical challenges; from climate change to artificial intelligence, and leaves strategic opportunities unrealized.

Universities are pivotal in converting strong female STEM enrolment into proportional research leadership. Policy frameworks, such as the National Education Policy 2020, are directionally sound, but institutional mechanisms- structured mentorship, leadership acceleration pathways, gender-responsive evaluations, continuity support, and measurable equity indicators, must become standard practice. These are not optional inclusion programs; they are tools to improve research performance and institutional excellence. This is not about preferential treatment, but structural alignment between talent and authority. Closing the 43%–19% gap would do more than elevate representation, it would enrich research culture, expand India's innovation architecture, and demonstrate that diversity and excellence strengthen one another. On this International Day of Women and Girls in Science, the mandate is unmistakable: shift from access to authority, from participation metrics to leadership outcomes. The future of Indian science will be shaped not merely by how many women enter laboratories but by how many lead them.

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Nurturing Youth-women for an Aspiring Career

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India has traversed a long way from the Indus Valley to Quantum Valley, crossing through the Innovation, Industrial and Technological valleys. The classical recent ones are Silicon, Quantum, and Hydrogen Valleys. India – A nation of rich land of natural resources, cultural heritage, diversified cuisines and most importantly, the youth, especially the empowered women, form the solid foundation *Viswa Raksha, Viswa Guru and Viswa Mitra* for building India to lead the world. Indian women have turned the corner stone of every domain in India. Indian women's hands have shaped our nation from cooking special traditional and modern cuisines to advanced chip / chiplet / spacecraft design. Indian women have entered every space, both at the micro and macro levels. It could be our premier genetic engineering, space, nuclear, healthcare, farming, sports, media, entertainment and recent defence. Women constitute our nation's significant majority in the wide artisan domain, spearheading in centuries old historic traditional arts and crafts like embroidery (Kantha, Zari), textiles (Bandhani, Ikat), pottery, and jewellery.

Need to Nurture Young Girls

A need for nurturing young girls to develop the right mindset, resilience, and mental and physical ability skills to address various highly competitive and pressing challenges in their personal and professional lives. Transformative indirect (Informal) and direct training (formal) is the need of the hour to shape the young girls with the right competencies and empowering skills, which start from family, school, undergraduate and throughout their professional life. There was always a huge gap in the mindset of parents for providing a structured hierarchical framework of informal interdisciplinary training for the young girls within their families. India's digital decade presents opportunities and platforms, most importantly, digital awareness, which has supported both the parents and young girls to equip themselves to solve unsolved problems in their lives.

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Indirect (Informal) Training

As we are aware, informal training always starts within families to train the girl students on cooking, managing household things, document and book management, healthcare, financial literacy, especially awareness about accessing the banking, post office, cyber-attacks, learn foreign languages, social network management, social media, most importantly self-defense mechanisms and in the end what are the different ways to earn and save money for future. These training activities bring in enormous power of management practices and skills, inner strength, people management skills and transform them into independent and self-reliant young girls.

Direct (Formal) Training: Initiatives to Transform Young Girls

The Indian Government and industries are constantly working to empower and nurture young girls. Understanding the giant power of Nari Shakti, the present digital decade has seen a huge shift and opened India's bold and blueprint initiatives like *Beti Bachao, Beti Padhao*, which have saved and nurtured the girl child to learn and aspire to become the strong pillars and Role models of our nation. The 'Namo Drone Didi' has reskilled and upskilled village Women Self-Help groups [SHG] to learn the emerging technologies, earn revenue, become self-dependent and village-level entrepreneurs. India's enhanced Digital Public Infrastructures have built women talent centres across the states through NAVYA (Nurturing Aspirations through Vocational Training for Young Adolescent Girls), thereby providing professional vocational and life skills training for their employment.

India has recently achieved a position of the world's 3rd largest startup ecosystem across the globe. India is powering the female students to build entrepreneurial skills, starting from the undergraduate through the recently launched pioneering '*Swavalambini'* programme, which provides hand-holding techno-commercial support to young girls.

- Indian industries like Cognizant Technology Solutions have a premier programme like '*Nurture Her'* for undergraduate girls to enable them to

learn professional and life skills. It trains young girls to adopt the best practices of corporate and industries, soft skills, professional development, and financial literacy to make them strong, bold, talented, and independent.

- Rolls-Royce Wings4Her Scholarship for Women Engineering Students capitalize the potential strength of women and offers funded internship programs and facilitates higher studies for women.
- The IEEE Philanthropy Quest Women Program, which is a part of a larger India initiative by Quest Global and IEEE India Philanthropy, offers funding, scholarships, and career reentry support for women in engineering, focusing on financial aid, skill development via technical courses, mentorship, and placement assistance.

Women Workforce: India's Initiatives to Impact – Case Study

- IEEE smart village-a philanthropy programme has built a Community Resource Efficiency (CRE) hub in Kerala, thereby enhancing the livelihood of women in the domains of fish, dairy, and agricultural value addition.
- The digital transformation of emerging technologies in India has made a change in thinking in the operation of next-generation manufacturing plants, especially the silent factories by the women workforce. Indian manufacturing industries like Bajaj Auto have competitive women manufacturing assembly lines, managing the day-to-day operations by 50% of women operating the industry 4.0 technologies like collaborative robots (COBOTS) for next generation manufacturing**.**

India's Way Forward for 2026

The United Nations has declared 2026 as the International Volunteer Year (IVY 2026). International Volunteer Year 2026 highlights the essential role volunteers play in advancing the 17 global SDGs, fostering resilience, and driving collective progress.

Indian young girl volunteers are inspiring and aspiring to turn initiatives into indigenous results, thereby achieving the mandate by developing technology-centric skills. This will help reach the vision of *Aatmanirbhar Bharat* and Viksit Bharat@2047. ❑

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Transforming the Household: Shared Responsibilities as a Pathway to Gender Equality

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The family serves as the foundational environment where children first encounter social norms, values, and behavioural expectations. Among the most influential of these are gender roles, which are often instilled subtly through daily interactions and family practices. From early childhood, boys and girls are socialised into different responsibilities based on long-standing cultural, social, and traditional beliefs. These early lessons significantly shape their self-perception, aspirations, educational paths, and relationships. This paper explores the critical role families play in shaping, reinforcing, and potentially challenging gender roles. It examines the historical and cultural origins of gender-based divisions within households, analyses the influence of parenting practices, and investigates how changes in family structures and social attitudes are reshaping gender dynamics. Special attention is given to the Indian context, while drawing comparisons with global perspectives to highlight shared patterns and unique differences. The paper concludes by offering practical strategies to promote gender equality within the family—emphasising shared responsibilities, role modelling by parents, and the transformative power of education. Ultimately, it argues that meaningful progress toward gender equality must begin within the home—the first and most personal institution of society.

The family stands out as one of the most powerful and enduring social institutions in human society. It is the first environment where children encounter love, care and security, and where they begin to understand how people live and relate to one another. Beyond providing emotional support, families play a key role in transmitting social values, cultural traditions and expected patterns of behaviour. Among the most important of these lessons is gender socialisation—the process through which children learn the roles, tasks and responsibilities traditionally associated with boys and girls. These lessons are rarely taught through formal instruction; instead, they are absorbed through daily interactions, observations and the examples set by parents, siblings and other relatives. From the toys children are given to the division of household chores and the language used in family conversations, subtle messages about gender are communicated every day. These early experiences shape not only how children view themselves and others, but also their aspirations, career paths and relationships in later life. Examining the ways in which families influence gender roles is therefore crucial for understanding how gender equality can be promoted both within the home and across society.

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Objectives

- To gain awareness of how families contribute to the formation and reinforcement of gender roles in everyday life.
- To explore how awareness and shared responsibilities within households can promote gender equality and build a more inclusive society.

Methodology

This paper is based on a review of books, research articles and trusted online resources about family and gender roles. Information was collected to understand how families teach and influence gender behaviour in different cultures. The paper uses these findings to explain present challenges and suggest ways to promote equality at home.

Understanding Gender Roles in Families

Gender roles are the set of expectations society attaches to individuals based on their biological sex. In family settings, these expectations are conveyed through visible practices and subtle cues. From the earliest years, children observe and imitate the behaviours of parents, siblings, and other relatives. When girls are asked to help with cooking or childcare while boys are encouraged to play outdoors or handle physical tasks, children learn that certain activities are 'for men' and others for 'women'.

Such socialisation influences not only children's understanding of what men and women "should" do, but also their own sense of identity and self-worth. For example, a boy who repeatedly hears that men must be strong and unemotional may hesitate to express vulnerability, while a girl raised to believe that women are natural caregivers might feel pressure to prioritise family over career. These patterns show how family practices can limit the full expression of an individual's abilities and interests.

At the same time, families can play an essential role in challenging stereotypes. When parents deliberately share tasks—for instance, fathers cooking meals or mothers repairing household items—they model flexibility in gender roles. Children who observe such practices often grow up with more balanced views about what men and women can achieve. Research demonstrates that when families encourage both sons and daughters to participate in a variety of activities, children develop broader skills and a deeper respect for equality.

Historical and Cultural Background of Family Gender Roles

Throughout history, the roles of men and women in families have been shaped by economic conditions, religious beliefs, and cultural traditions. In many agrarian societies, men were traditionally responsible for outdoor labour such as farming and herding, while women managed domestic responsibilities like food preparation and childcare. These divisions were often practical responses to the demands of agricultural life but gradually became entrenched as cultural norms.

Religious teachings and customary laws often reinforced these patterns. In many cultures, sacred texts and traditional ceremonies elevated men as heads of households while defining women primarily as wives and mothers. Such roles were further solidified during periods of industrialisation and colonial rule. The rise of wage labour positioned men as breadwinners, while women were expected to maintain the home, a division that came to be seen as 'natural'.

Today, modernisation and globalisation have challenged these rigid boundaries. Increased access to education, economic independence of women, and legal reforms have opened new opportunities. Yet, traditional expectations persist, especially in rural or conservative contexts. In many societies, the belief that men should provide financial support and women should focus on domestic work remains strong. Understanding these historical roots is crucial, for it reveals that gender roles are not fixed biological realities but socially constructed practices that can be reshaped.

Parental Influence and Socialisation

Parents are the most immediate and powerful agents of gender socialisation. From birth, the choices they make—whether consciously or unconsciously—communicate messages about gender. The toys given to children often reflect gendered assumptions: dolls and kitchen sets for girls, cars and construction kits for boys. Even the language parents use reinforces expectations: describing boys as 'brave' and girls as 'sweet', or encouraging boys to be adventurous while praising girls for being helpful.

These subtle signals accumulate into a powerful framework of gender identity. Over time, children internalise these lessons and begin to regulate their own behaviour according to what is considered appropriate for their gender. A boy may avoid activities perceived as 'feminine', such as cooking or showing emotion, while a girl may shy away from sports or leadership roles.

Parents also transmit gender norms through their own behaviour. A father who regularly shares household chores challenges the stereotype that domestic work is solely women's responsibility. A mother who pursues a professional career models the idea that women can succeed in public life. Such examples show children that gender does not limit their ambitions.

Importantly, parents can also use everyday interactions to discuss fairness and respect. Conversations about equality, encouragement to pursue nontraditional hobbies, and open discussions about stereotypes help children develop critical awareness. Families that actively reflect on their own practices can become powerful agents of change.

Division of Labour in the Household

The way household tasks are divided offers one of the clearest illustrations of how gender roles are reproduced. Traditionally, domestic work—cooking, cleaning, childcare—has been assigned to women, while men have been associated with paid

employment and outdoor tasks. These divisions send strong messages to children: they learn that care and domesticity are women's responsibilities and that men's primary duty is to earn money.

This pattern has consequences that extend beyond childhood. When children grow up observing unequal distribution of labour, they are likely to replicate similar arrangements in their own adult lives. Sons who see fathers avoiding domestic work may expect their wives to shoulder most household duties; daughters who watch mothers carry the bulk of unpaid labour may assume such work is their own obligation.

However, when parents share responsibilities, children witness a different model. Research indicates that sons whose fathers participate in cooking, cleaning, or childcare are more likely to value equality in their own relationships. Daughters in such households also develop greater confidence to pursue careers and demand fairness in their future partnerships.

Technology and changing economic realities have made a more equal sharing of tasks feasible. Labor-saving devices and dual-income households require cooperation between partners. Families that consciously divide work based on practical needs rather than gender help dismantle stereotypes and teach children that domestic responsibility belongs to everyone.

Impact on Children's Education and Career Choices

Family expectations profoundly shape children's educational and career paths. In many societies, sons are encouraged to pursue higher education and professional careers, while daughters may be steered toward 'suitable' occupations such as teaching, nursing, or domestic work. These expectations limit opportunities and reinforce gender inequality in the broader society.

Girls who grow up hearing that their primary role is to care for the home may internalise lower career aspirations. Boys, conversely, may face pressure to choose high-paying or traditionally masculine professions, even when their talents or interests lie elsewhere. Such gendered guidance restricts the development of individual potential for both sexes.

When families support daughters in pursuing nontraditional fields—science, technology, engineering, politics—they help break down barriers and expand possibilities for all children. Likewise, when sons are encouraged to explore creative or caregiving professions, stereotypes about masculinity are challenged.

Parental involvement in education is also crucial. Parents who value learning equally for boys and girls, who provide resources and encouragement without gender bias, foster a culture of merit and fairness. These practices help create a generation of young people who see ability, not gender, as the key to success.

Changing Trends in Modern Families

Modern families are experiencing rapid shifts in gender dynamics. The entry of women into the workforce, increased urbanisation, and the spread of global ideas of equality have disrupted traditional divisions of labour. Dual-income households are now common, making shared responsibilities a practical necessity.

Technological advances—such as household appliances and digital services—have reduced the time required for domestic tasks, allowing more equitable sharing of chores. Younger generations are increasingly questioning long-held assumptions about masculinity and femininity, advocating for relationships based on partnership rather than hierarchy.

Legal and policy changes have also played a role. Laws supporting parental leave, anti-discrimination measures, and equal pay have encouraged men and women to share both caregiving and breadwinning roles. These changes are particularly visible in urban and educated settings, where couples often seek a balance between professional ambitions and family life.

Nevertheless, progress is uneven. In many rural areas and conservative communities, traditional gender roles remain strong. Women may face social pressure to prioritise domestic duties, while men are expected to maintain financial dominance. Bridging the gap between modern ideals and traditional practices remains a key challenge.

Challenges in Promoting Gender Equality at Home

Despite growing awareness of gender equality, many families struggle to translate these ideals into practice. Deeply rooted cultural norms, economic

constraints, and patriarchal attitudes continue to shape household dynamics. Poverty and lack of education can make traditional roles seem like the only viable option, especially where social safety nets are weak.

Fear of social criticism also deters families from breaking gender norms. Parents who encourage sons to cook or daughters to pursue careers in male-dominated fields may face resistance from extended family or the community. In some contexts, concerns about family honour or the safety of girls lead to restrictions on their mobility and choices.

These challenges highlight the importance of comprehensive strategies to promote equality. Education campaigns, community workshops, and role models who demonstrate equitable practices can gradually shift attitudes. Economic policies that support families—such as affordable childcare, parental leave, and flexible work arrangements—make it easier for parents to share responsibilities. Without such support, even well-intentioned families may find equality difficult to achieve.

Strategies for Change and Policy Support

Achieving gender equality within families requires both cultural change and supportive public policies. Education is the most powerful tool. When parents and children learn about fairness and equality, they are better equipped to challenge stereotypes. Schools can reinforce these values by promoting gender-sensitive curricula and encouraging equal participation in all subjects and activities.

Governments can provide structural support through policies such as paid parental leave, subsidised childcare, and campaigns promoting shared domestic responsibilities. These measures not only reduce the burden on women but also normalise men's involvement in caregiving.

Community initiatives—workshops, awareness drives, and peer learning programs—can help families reflect on their own practices and explore more balanced approaches. Media campaigns highlighting positive examples of shared responsibilities can further influence public attitudes.

Most importantly, parents must model equality in daily life. Children learn more from what they observe than from what they are told. When they see fathers cooking, mothers leading workplaces, and chores shared without regard to gender, they internalise equality as a natural and desirable norm.

Suggestions

Families and communities can apply simple day-to-day practices to cut down the gender disparities. Parents can start by dividing household chores in a proportional manner so that cooking, cleaning and budgeting are recognised as obligations for all and not specific to being male or female. Kids must be encouraged to try out every type of play and hobby, and both sons and daughters must receive equal appreciation and encouragement in schoolwork and goals so that career plans are not restricted by gender expectations. Religious and cultural traditions can be honoured in a manner that enables boys as well as girls to participate in every role, which keeps cultural identity intact yet promotes equanimity. Poor or low-education families are able to participate in neighbourhood community meetings or parent organisations where equality notions are being debated and where they can learn of government initiatives such as parental leave or childcare assistance. To decrease fear of social reproach, families may begin small visible alterations within their own homes and discuss honestly with relatives and neighbours the advantages of sharing tasks and practising equal respect for each child. Communities may establish safe places where girls can play and learn without hindrance and instil in boys at an early age the importance of respect and cooperation. By exercising fairness every day and accessing policies that are available, families teach children that equality is the norm and lay a solid foundation for a more equitable society.

Conclusion

Families are the first and most enduring arena where gender identities are formed. From daily routines to the subtle messages of praise and expectation, children absorb powerful ideas about what it means to be male or female. Historically, families transmitted sharply divided roles—men as providers, women as caregivers—legitimised by culture, religion and economic necessity. Although globalisation and legal reforms have introduced more flexible models, these historic patterns continue to influence many households, particularly in rural or tradition-oriented communities.

Yet the same family setting that once reinforced inequality can become a catalyst for change. When

parents share household responsibilities, value daughters' education, and encourage both boys and girls to pursue their interests freely, they model fairness that children carry into adulthood. Cultural and religious traditions, often viewed as obstacles, can be reinterpreted to affirm equity, proving that respect for heritage need not conflict with gender justice.

Policy support strengthens these efforts. Parental leave, childcare assistance and community education programmes give families the structural backing needed to practice equality in everyday life. Ultimately, achieving gender equality in society begins not in legislatures or schools but in kitchens, living rooms and playgrounds where the earliest lessons of justice and respect are learned. Families that consciously practise equality nurture citizens who value fairness and inclusion, making the household not merely a private sphere but the foundation for a more just and balanced society.

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Breaking Taboos, Ensuring Rights: A Call for Women's Health Justice

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Every year on May 28, the world observes the International Day of Action for Women's Health**.** This is not merely a ceremonial observance but a symbolic global movement to raise awareness about women's health, sexual and reproductive rights, and access to healthcare. In 2025, the significance of this day becomes even more profound, as across many regions of the world, women's health rights continue to be undermined by political, social, and religious constraints. This day reminds us of the need for a revolutionary perspective on women's health.

The observance of this day began in 1987, initiated by women's rights activists in Latin America, who came together to form the Women's Global Network for Reproductive Rights (WGNRR). Their core belief was that reproductive health is not merely a medical issue—it is a fundamental human right. Since then, May 28 has been globally recognized and observed by numerous organizations, governments, and civil society bodies to advocate for women's health rights. The theme for 2025 was 'Our Health, Our Rights, Our Lives: Resist Rollbacks!'

The message holds urgent relevance in today's global scenario where women's reproductive rights, access to safe abortion, and healthcare services are under increasing threat. Political instability, regressive policies, and conservative social systems are putting decades of hard-won progress at risk. Let's delve deeper into the components of this year's theme.

Components of the Theme

Our Health

This emphasizes the importance of viewing women's physical, mental, and sexual health as a comprehensive human right. A healthy society begins with healthy women—not just as mothers, but as individuals with full rights to a dignified life.

Our Rights

Every woman has the right to access healthcare, exercise reproductive freedom, receive medical care with dignity and confidentiality. Unfortunately, in many parts of the world, these basic rights are still denied or questioned.

Our Lives

This signifies a woman's complete authority over her own body and life decisions. The ability to make choices about one's own body is a hallmark of modern civilization.

Resist Rollbacks

The rollback of reproductive rights is a growing concern globally. In several countries, abortion is being criminalized, comprehensive sex education is being withdrawn, and access to healthcare is being denied under the guise of religion or conservatism. The 2025 theme calls for resistance against these regressive forces.

Current Challenges in Developing Nations

Women's health in developing countries is riddled with multilayered challenges. A large number of women still do not have access to safe delivery services. Social stigma inhibits conversations around reproductive health, menstruation, and contraception. Even where legal provisions for safe abortion exist, bureaucratic complexities and moral policing create hurdles. Many survivors of sexual abuse lack access to emergency healthcare and psychosocial support, especially among marginalised communities such as Dalits, indigenous populations, and those in remote areas.

In Tripura and across the North-eastern regions of India, challenges include a lack of adequate health centers and trained midwives, Ignorance and taboos leading to maternal complications, menstrual health ignorance among adolescents, poor nutritional awareness and practices and absence of safe spaces for reproductive rights discussions. These issues demand context-specific, community-driven interventions.

Action Steps to Safeguard Women's Health Rights

The following steps are crucial at the individual, Societal, and Governmental Levels to safeguard women's health rights:

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1. Promoting evidence-based health education in rural communities.
2. Ensuring free medical check-ups, maternal care, and nutrition support.
3. Imparting scientific menstrual health education to adolescent girls.
4. Expanding healthcare access to remote and underserved areas.
5. Providing support for sexual and reproductive rights advocacy.
6. Encouraging community-based leadership by women in health initiatives.

The Role of Technology in Women's Health Awareness

In today's digital age, platforms like Poshan Tracker, eSanjeevani, and MyGov Health Portal are empowering women to take charge of their health. Mobile apps for menstrual tracking, educational videos, and online consultations are transforming access to health resources.

Shifting Cultural Perspectives

Social perception around women's health must evolve. Menstruation should no longer be a taboo. Open and informed discourse on abortion and reproductive rights must be encouraged. There is a need to recognise the differing health needs of all genders and foster inclusive dialogue. Most importantly, religious and social dogmas should not dictate a woman's right over her body. A progressive society must uphold the right to bodily autonomy and informed decision-making.

Women's health is a human rights issue. The International Day of Action for Women's Health on May 28 reminds us that no society can progress without ensuring women's health and dignity. As teachers, social workers, and responsible citizens, it is our collective duty to eliminate ignorance, stigma, and discrimination surrounding women's health. This day is not just a symbolic gesture—it is a call to action, demanding that every woman gain full authority over her body, her health, and her life. Let us ensure that the light of awareness reaches every girl and woman—not just in urban centres or conferences—but to the remotest corners of our villages. So that every woman can proudly declare: **"***My Health, My Rights, My Life - All Mine."*

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Embracing the Future: Skills for Success

T G Sitharam, Chairman, All India Council for Technical Education, New Delhi delivered the Convocation Address at the 44th Convocation Ceremony at Anna University, Chennai, Tamil Nadu on July 02, 2024. He said, *"Success is not just measured by the positions you hold or the accolades you receive, but by the positive impact you have on others. Strive to be leaders who inspire, innovators who create solutions, and individuals who make a difference in the lives of others."* Excerpts

I am truly very glad to be here at Anna University, Asia's oldest Technical Institution and the oldest one established outside Europe. It is indeed a privilege for me to attend the 44th convocation ceremony of Anna University as the Chief Guest.

Thank you to the VC and the entire administration of the University for the warm welcome. I am excited to share my thoughts and give blessings to all the graduates on their remarkable achievement of successfully accomplishing their degrees from Anna University.

Friends, you have spent quality time at this University, making friends, learning skills, engaging in practicals and so on. The days we spent in our classrooms always remain in our memory due to the many moments that we share with each other. I want you all to always cherish your college memories in life and continue your friendship beyond the classrooms. The knowledge, learning, skill and experience you have attained in Anna University will help you in different stages of your life.

To be a part of Anna University adds a new dimension to your portfolios. Do you know why?

Because Anna University has a rich legacy of academic excellence and innovation. Since its inception, it has been a beacon of knowledge and a cradle for nurturing talented engineers, architects, managers, and social scientists who have gone on to make significant contributions to society. The university's commitment to fostering a culture of research, innovation, and holistic education is truly commendable.

I am deeply impressed by the vibrant academic environment and the state-of- the-art facilities of this University, which support cutting-edge research and learning. The dedication of the faculty members and the enthusiasm of the students are palpable, reflecting the university's ethos of striving for excellence. It is clear that Anna. University not only imparts knowledge but also instills a sense of responsibility and purpose in its students.

Friends, today marks a significant milestone in your academic journey, and I extend my heartfelt congratulations to each one of you on your remarkable achievements. As you stand on the threshold of a new chapter in your lives, it is essential to reflect on the journey that has brought you here and to look ahead at the exciting opportunities and challenges that lie before you.

To the parents and families of our graduates, today is also a celebration of your unwavering support and encouragement. Your belief in your children has been the bedrock of their success. Your sacrifices, patience, and love have played an indispensable role in guiding them to this achievement. On behalf of the entire academic community, I extend our deepest gratitude to you.

Friends, we are in the Amrit Kaal, a pivotal time to make significant strides in your career. Embrace critical thinking, continually upskill and reskill with the latest technologies and ideas, and carve out a unique place for yourself in this rapidly evolving world.

The future belongs to those who are willing to learn, unlearn, and relearn. In this era of disruption, your ability to think critically, to innovate, and to adapt will be your greatest assets.

Friends, AI and other emerging technologies are indeed transforming various aspects of our lives. While these advancements offer incredible potential, they also raise concerns about their impact on jobs, decision-making, and society. As machines and AI systems become more sophisticated, there's uncertainty about job security in certain sectors.

However, rather than fearing these changes, we should embrace them and adapt to new methods of sustainability and growth.

With the advent of disruptive innovations, it's crucial to stay updated and proficient with advanced technologies. Hence, always keep your spirit of learning alive.

AI is reshaping the workforce and the nature of jobs. As graduates, you must be ready to adapt to these changes. Embrace AI as a tool for innovation and problem-solving, but also be aware of the ethical implications and the need for responsible use. Continuous learning and staying updated with the latest advancements in AI will be crucial.

Remember, AI is a tool—a powerful one. How we use it will determine its impact on our world. As the future leaders, innovators, and decision-makers, you have the chance to shape that impact positively. Embrace AI, but do so with a mindset geared towards creativity, responsibility, and inclusivity.

In this dynamic environment, the importance of skilling and upskilling cannot be overstated. The knowledge you have gained here is just the beginning. Engage in lifelong learning, seek out new skills, and be proactive in upskilling to stay relevant in your field. The AICTE is committed to supporting your continuous learning journey through various initiatives and programs, ensuring that our students are well-equipped to meet the demands of a rapidly evolving world. I am pleased to share some of our key initiatives that are designed to support and empower you as you embark on your professional journeys.

AICTE Initiatives

AURA Scheme

This initiative promotes research and innovation among students and faculty, providing grants and resources to support groundbreaking projects that can make a real impact on society.

MoU with C-CAMP

Through this collaboration with the Centre for Cellular and Molecular Platforms, we aim to foster innovation and entrepreneurship in biotechnology and life sciences, offering exciting opportunities for interdisciplinary projects.

PG Scholarship and Post-Doctoral Fellowship

These programs are designed to support students financially and academically, enabling them to pursue advanced studies and contribute to cutting-edge research.

Career Portal

Offering guidance and resources for career planning and development, this portal helps students navigate the job market, build professional networks, and make informed career decisions.

Scholarships for UG and PG Students

AICTE offers various scholarships to support your educational journey financially, ensuring that financial constraints do not hinder your pursuit of knowledge and excellence.

Saraswati Scheme for BBA/ BCA Girls

This scheme provides financial assistance and encourages women to excel in their chosen fields, promoting gender equality in education and professional domains.

I am excited to introduce you to the AICTE *Anuvadini* tool as well, a ground breaking initiative developed by the All India Council for Technical Education. *Anuvadini* is a translation tool designed to break down language barriers in technical education. It enables the translation of technical documents, academic content, and more into multiple Indian languages, ensuring that young graduates who may not be proficient in English can access educational materials in their native tongues. This tool not only supports inclusive education by making learning more accessible but also enhances understanding of complex concepts, thereby improving academic performance. For educators, *Anuvadini* facilitates the creation of multilingual content and the translation of research papers, fostering a more inclusive and diverse learning environment. By enhancing language skills and technical comprehension, *Anuvadini* also boosts employability and career prospects for graduates.

Friends, AICTE promises to revolutionise the approach of internships and career placements in technical education across India through its Internship and Placement Portal.

This portal, developed by the All India Council for Technical Education, stands as a beacon of opportunity for our young graduates. It serves as a centralised platform where students can explore a myriad of internship opportunities tailored to their academic disciplines and career aspirations. Whether you're studying engineering, management, pharmacy, or any other technical field, this portal provides access to diverse internship programs that help bridge the gap between classroom learning and real-world application.

But the benefits don't stop there. The AICTE Internship and Placement Portal goes beyond just internships. It also connects students with prospective employers, offering a streamlined process for securing job placements post-graduation. This initiative is not just about finding jobs; it's about empowering our students to thrive in the competitive global workforce by providing them with the necessary tools and opportunities to kickstart their careers.

Imagine the impact—a seamless transition from academic excellence to practical experience, all facilitated through a user- friendly online platform. For educators and institutions, this portal serves as a valuable resource to support students in their professional journeys, ensuring they are well-prepared and equipped with the skills demanded by industry leaders.

So, whether you're a student eager to gain hands-on experience through internships or a graduate ready to embark on your career path, the AICTE Internship and Placement Portal is your gateway to success. Embrace this opportunity, explore the possibilities, and pave the way for a future filled with promise and achievement.

Remember, success is not just measured by the positions you hold or the accolades you receive, but by the positive impact you have on others. Strive to be leaders who inspire, innovators who create solutions, and individuals who make a difference in the lives of others.

So once again congratulations my dear graduates! To the parents and families, today is a celebration of your support, sacrifices, and unwavering belief in the potential of your children. Your guidance and encouragement have played a pivotal role in their success.

The future is bright, and it is yours for the taking. Dream big, work hard, and never stop learning. The world is waiting for you to make your mark. I wish you all the very best for your future endeavors. May you achieve great success and bring honor to yourselves, your families, and your alma mater.

Thank you!

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Invitation to Authors

Authors are invited to contribute articles on contemporary issues in higher education in general and Indian higher education in particular for publication in the 'University News'. The articles addressing the Editor University News be sent as an e-mail attachment in MS WORD to: unaiu89@gmail.com; ramapani.universitynews@gmail.com; universitynews@aiu.ac.in.

Dr Sistla Rama Devi Pani, Editor

International Seminar on Emerging Research Trends

A two-day International Seminar on 'Emerging Research Trends in Computer Science' was organised by the Department of Computer Science, St. Anthony's College, Shillong, Meghalaya, through a hybrid mode, recently. The event brought together distinguished experts and scholars from across the globe to discuss cutting-edge developments in computer science.

The large language models and industry transformation speaker, Mr. Biswajeet Mishra, Google Gemini, USA delivered insights on LLMs' revolutionary impact on industry practices, highlighting their evolution from basic autocomplete systems to sophisticated tools capable of complex problem-solving and creative tasks. His presentation emphasised the transformative potential of multimodal models and their applications across healthcare, education, and gaming sectors.

AI, crowdsourcing, and gamification speaker, Dr. Rajiv Vaid Basaiawmoit, Aarhus University, Denmark presented innovative approaches combining artificial intelligence with crowdsourced solutions. His session demonstrated how gamification platforms like Foldit and Genes in Space have solved complex scientific problems through collective intelligence, highlighting the potential for citizen science initiatives.

The quantum computing and IoT innovation speaker, Mr. Shrikrishna S. Chippalkatti, C-DAC Bangalore, detailed India's indigenous technological developments, focusing on Hexa-scale supercomputing initiatives, Indigenous microprocessor development, IoT research lab innovations, and Quantum technology advancement programmes.

The speaker of the session on 'Large Language Models: An Introduction' was Prof. Jugal Kalita, College of Engineering and Applied Science, University of Colorado. He recounts his journey through the evolution of language modelling, from ancient grammatical systems to modern neural networks and large language models like ChatGPT. Drawing from his recent lecture. He explored key developments in the field, including rule-based modelling, statistical n-gram models, and the transformative impact of neural architectures—particularly transformers. He also reflected on the applications, benefits, and challenges posed by tools like ChatGPT in educational contexts and beyond. This is not only a technological shift but a cultural and ethical one, demanding critical engagement from educators, researchers, and policymakers alike.

AI-Augmented Robotic Neurorehabilitation Speaker, Prof. Shyamanta M. Hazarika, Indian Institute of Technology Guwahati, presented groundbreaking work in robotic neurorehabilitation, demonstrating how AI-integrated prosthetic devices and exoskeletons are revolutionising healthcare. His research showcased the integration of EEG and EMG signals with machine learning techniques for personalised rehabilitation solutions.

Mr. Subhash Puyam, North Eastern Space Applications Centre, Indian Space Research Organisation, spoke during the session on 'Space Technology Applications'. He highlighted the transformative role of space technology in governance and societal applications, particularly focusing on disaster management systems, environmental monitoring, AI-driven spatial analytics, and regional development initiatives.

The event was supported by the State Council of Science Technology and Environment, Meghalaya, and NEEPCO, Shillong, enabling comprehensive coverage of emerging trends in computer science. The event successfully fostered cross-disciplinary knowledge exchange, industry-academia collaboration opportunities, research networking platforms, and future technological innovation pathways. The seminar concluded with a strong emphasis on continuing research collaborations and technological innovation, setting the stage for future editions and cementing its position as a premier academic event in the region.

International Conference on Sustainable Management Strategies

A three-day International Conference on 'Sustainable Management Strategies for India's

Future' is being organised by the Indian Institute of Management Kashipur, Uttarakhand from April 09-11, 2026. The event envisages bringing together thought leaders, academicians, and industry experts to explore the management contributions and insights essential for shaping the Future of India.

India's growth story is a remarkable journey of economic transformation and resilience. Over the past few decades, India has emerged as one of the world's fastest-growing major economies. Today, India is the fourth-largest economy in the world and aspires to grow further. The road ahead has its own challenges and opportunities, especially as the nation strives toward the vision of *Viksit Bharat* 2047—a fully developed, inclusive, and self-reliant India by the centenary of its independence. The Tracks of the event are:

Track 1: ***Indian Knowledge Systems and Values: Applications in Management***

- Indian management thoughts;
- Indian psychology;
- Indian mindset and its implications for management;
- Indian values and ethos;
- Indian values and ecology;
- Psychological well-being and interventions like Yoga, Meditation, Vipassana, etc.;
- Yoga and management;
- Spirituality and leadership;
- Spirituality at the workplace;
- Stress management and Ayurveda, Meditation, Vipassana, Yoga;
- Digital addiction and Indian interventions;
- Positive organisational psychology;
- Indigenous management practices; and
- Swadeshi and self-reliance in management: Indigenous economic models and their relevance to sustainable and ethical business practices.

Track 2: ***Business Sustainability: Challenges, Solutions, and Roadmaps***

- Pro-environmental behaviours;
- Digital labours and virtual factories;
- Human-centric, sustainable, and resilient industrial model;
- Multi-stakeholder engagement in sustainability planning;
- Strategies for sustainability in VUCA world;
- Green and Frugal innovation and sustainability;
- Developing sector-specific sustainability roadmaps;
- Academia-industry collaboration for sustainable R&D;
- Sustainable procurement and consumption;
- Green operations and supply chain management;
- Circular economy models and sustainable product design;
- Green finance and impact investing strategies;
- Building resilient supply chains through sustainability frameworks;
- Sustainable project management; and
- Decarbonisation and net zero.

Track 3: ***Sustainable Marketing Practices: Bridging Strategy and Impact***

- Ethical branding and its influence;
- Sustainable Consumer Behaviour & Branding;
- Digital storytelling for eco-conscious brand narratives;
- Marketing strategies for biodegradable and eco-friendly products;
- Co-creation and crowdsourcing for sustainable innovation;
- Sustainable retail and FMCG marketing strategies;
- CSR-driven marketing strategies for inclusive development;
- Regulatory frameworks and their influence on green advertising;
- Marketing strategies for social enterprises; and
- Eco-tourism and cultural tourism branding.

Track 4: ***Performance Management***

- Performance management of employees;
- Sustainable technical, environmental, revenue, profit efficiencies of group/ firms/cities/ districts/ country;
- Ranking of groups/firms/cities/districts/countries;
- Performance of groups/firms/cities/districts/ countries in an uncertain environment;
- Productivity change over the periods;

- Natural resource utilisation efficiency;
- Sustainable healthcare efficiency;
- Sustainable banking efficiency; and
- Sustainable logistics and supply chain efficiency.

For further details, contact Mr. Ram Mohan Gupta, Indian Institute of Management Kashipur, Kundeshwari, Udham Singh Nagar, Kashipur, Uttarakhand-244 713, Mobile No: 07088270882, 7900444090/91/92/93. Ext: 335. E-mail: *smsif2026@iimkashipur.ac.in.* For updates, log on to : *www.iimkashipur.ac.in/smsif2026/*

International Conference on Futuristic Materials for Sustainable Development Goals

A two-day International Conference on 'Futuristic Materials for Sustainable Development Goals' is being organised by the Department of Chemistry, University Institute of Sciences, Chandigarh University, Mohali, Punjab from April 09-10, 2026. The event seeks to bring together scientists, academicians, industry professionals, young researchers, and students from around the world to exchange expertise and discuss emerging advancements in sustainable materials. The conference will focus on green chemistry, nanomaterials, renewable energy, advanced functional materials, catalysis, corrosion inhibition, and environmental remediation, with a special emphasis on their contributions to the United Nations Sustainable Development Goals (SDGs). The Areas of the event are:

Environmental Remediation

- Environmental Chemistry and Green Chemistry.
- Photocatalysis and Artificial Energy Generation.
- Materials for Carbon Capture, Utilization and Storage.
- Bio-Inspired and Biometric Materials for Environmental Remediation.
- Microplastics, Nanoplastics and Environmental Impact.
- Materials for Water Purification and Desalination.

Energy

- Biofuels And Renewable Energy.
- Advanced Functional Materials for Energy and Biomedical Applications.
- Superconductors, Magnetic, Electronic and Optical Materials.
- Green Hydrogen and Fuel Cell Technologies.

Catalysis

- Organometallic Compounds, Catalysis, And Corrosion Inhibition.
- Sustainable Synthesis and Industrial Applications.
- Materials for Sustainability
- Nanomaterials and Nanocomposites.
- Polymeric and Biomaterials for Sustainable Development.
- Sustainable Materials for Circular Economy.
- Next Generation Energy Storage (Solid-State Batteries, Supercapacitors).
- Advanced Biopolymers and Biodegradable Plastics.

Materials for Computers and AI

- Artificial Intelligence and Machine Learning in Material Science.
- Quantum Materials and Computing Materials.
- Next Generation Energy Storage (Solid-State Batteries, Supercapacitors).

Bio-inspired Materials and Chemical Biology for a Sustainable Future

- Chemical Biology and Sustainable Materials for SDGs.
- Biosensors and Bioanalytical Platforms for Water/Food/Environment Monitoring.
- Biointerfaces and Functional Biomaterials (Antimicrobial/Antibiofilm, Wound/Implant Interfaces).
- Enzyme/Biocatalysis and Chemo-enzymatic Green Synthesis (Sustainable APIs/Intermediates).
- Microbiome/Biofilms and Antimicrobial Resistance (AMR): Detection and Mitigation Materials.
- Nano–bio Interactions, Nanotoxicology, and Safe-by-design Nanomaterials.

For further details, contact the Convenor, Prof. Renu Sharma, Professor, Department of Chemistry, University Institute of Sciences, Chandigarh University, Mohali, Punjab. E-mail:*fmsdg-2026@cumail.in.* For updates, log on to: *www.cuchd.in/events/*

Training Course on AI in Health Research

The Training Course on 'AI in Health Research: From Discovery to Delivery' is being organised by the ICMR-National Institute for Research in Reproductive and Child Health (NIRRCH) Mumbai from May 04-29, 2026. The course is sponsored by the Department of Health Research (DHR), Ministry of Health and Family Welfare, Government of India. The faculty from Medical Colleges, Research Institutes, MRHRUs, MRUs, or universities, candidates with MBBS/M Pharm/ MD/ MDS/ MVSc/ BDS/ BAMS/ PhD degrees, interested in a research career, and candidates from north-east, semi-urban, or rural regions may participate in the event.

- Machine learning and deep learning for diagnostics, drug discovery, epidemiological and disease modeling, and risk prediction.
- Experimental validation, interpretation, regulatory, and ethical aspects of AI delivered leads from discovery to delivery.
- Hands-on training on biomedical techniques such as PCR, Real-time PCR, Droplet Digital PCR, DNA sequencing, Pyrosequencing, ELISA, and flow cytometry, as well as data processing and bioinformatics workflows.
- Research methodologies covering grant writing, study design, sample size calculation and basic biostatistics.

For further details, contact ICMR-National Institute for Research in Reproductive and Child Health, Jehangir Merwanji Street, Parel, Mumbai-400012, Contact on: 022-24192000, E-mail: *training@nirrch.res.in.* For updates, log on to*: https://nirrch.res.in*

THESES OF THE MONTH

SCIENCE & TECHNOLOGY
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Dec 2025-Jan 2026)

AGRICULTURAL & VETERINARY SCIENCES

Biotechnology

1. Moniya. **Utilization of biowaste for production of cellulose AIN nanocomposites for enhancing piezoelectric properties**. (Dr. Anita Yadav and Dr. Anurekha Sharma), Department of Biotechnology, Kurukshetra University, Kurukshetra.

2. Nancy. **Industrially important applications of xylano: Pectinolytic enzymes from *Bacillus pumilus* AJK**. (Dr. Bindu Battan), Department of Biotechnology, Kurukshetra University, Kurukshetra.

Food Science & Technology

1. Zanoor Ul Ashraf. **Exploitation of encrypted bioactive peptides from pulses using bioassay guided isolation approach for combating some life style diseases**. (Dr. Adil Gani and Dr. Asima Jan), Department of Food Science and Technology, University of Kashmir, Srinagar.

Forestry

1. Abhishek Kumar. **Study of competitive interaction of *Lantana camara* with native species**. (Dr. Sanjay Singh and Dr. Dinesh Kumar), Department of Forest Ecology and Environment, Forest Research Institute, Deemed to be University, Dehradun.

2. Huidrom, Babina Devi. **Phytoremediation of hydrocarbon exploration sites**. (Prof. Sabyasachi Dasgupta), Department of Forestry and Biodiversity, Tripura University, Suryamaninagar.

3. Nagraik, Priya. **Improvement in various properties of low-density plantation timbers by producing nano-wood composites for solid wood applications**. (Dr. S R Shukla and Dr. Rakesh Kumar), Department of Wood Science and Technology, Forest Research Institute, Deemed to be University, Dehradun.

4. Raj, Anu D. **Geospatial modelling in soil erosion estimation using radioisotope tracer technique and climate change impact assessment in the North-Western Himalayan Region**. (Dr. Suresh Kumar and Dr. M Sankar), Department of Climate Change and Forest Influence, Forest Research Institute, Deemed to be University, Dehradun.

5. Sunny, Anila M. **Assessment of variation in morphological, biochemical and genetics traits in different populations of *Garcinia indica* (Thouras) Choisy in Karnataka**. (Dr. N Ravi), Department of Forest Biotechnology, Forest Research Institute, Deemed to be University, Dehradun.

6. Thapliyal, Garima. **Modulation of stomatal aperture regulating genes to improve carbon gain in *populus deltoides Bartr***. (Dr. Maneesh S Bhandari, Dr. Santan Barthwal and Dr. Ramu S Vemanna), Department of Forest Biotechnology, Forest Research Institute, Deemed to be University, Dehradun.

7. Yadav, Sarit Nandan. **Development of composites from bamboo and waste tyre rubber**. (Dr. Vipin K Chawla and Dr. Pradeep Kumar Kushwaha), Department of Wood Science and Technology, Forest Research Institute, Deemed to be University, Dehradun.

Plant Pathology

1. Chudasama, Mitesh Khimjibhai. **Characterization and management of stem canker (*Macrophomina phaseolina* (Tassi) Goid) in Pigeonpea**. (Dr. D S Kelaiya), Department of Plant Pathology, Junagadh Agricultural University, Junagadh.

Soil Science

1. Dogra, Kritika. **Molybdenum fractions and soil health under different land uses in acid soils of Himachal Pradesh**. (Dr. Pradeep Kumar), Department of Soil Science, CSK Himachal Pradesh Krishi Vishvavidyalaya, Palampur.

BIOLOGICAL SCIENCES

Botany

1. Lalremdika, R. **Carbon dioxide sequestration by Cyanobacterium Mycrocystis *aeruginosa* (Kutzing)**. (Prof. Surya Kant Mehta), Department of Botany, Mizoram University, Aizawl.
2. Malakar, Jadabendra. **Flora of West Tripura District, Tripura, India**. (Prof. B K Datta), Department of Botany, Tripura University, Suryamaninagar.
3. Nalini, T J. **Effect of phytochemicals of *Sida Acuta* (Burm F) on sorghum seeds**. (Dr. H N Ramesh Babu), Department of Botany and Seed Technology, Kuvempu University, Shankaraghatta.
4. Singha, Royee. **Endophytic fungi of selected ferns of Tripura: A culture based diversity analysis**. (Dr. Panna Das), Department of Botany, Tripura University, Suryamaninagar.
5. Srusti, S N R. **Traditional storage practices of finger millet (Eleusine coracana L) in Southern Dry Zone of Karnataka for seed traits**. (Dr. H N Ramesh Babu), Department of Botany and Seed Technology, Kuvempu University, Shankaraghatta.

Life Science

1. Bhatia, Zeel Kamleshkumar. **Evaluating the anti-hyperglycemic potentials of healthy fecal microbiota transplantation via remodulation of gut microbiota dysbiosis and altered bile acid pathway in rat model**. (Dr. Sriram Seshadri), Department of Science, Nirma University, Ahmedabad.
2. Gajera, Gemini Narendrabhai. **Antimicrobial activity of colloidal nano-silver and predicted small molecule inhibitors of P aeruginosa LasR or NOR (Nitric Oxide Reductase)**. (Dr. Vijay Kothari), Department of Science, Nirma University, Ahmedabad.
3. Parmar, Sweety Girishbhai. **Investigation on anti-pathogenic potential of a polyherbal formulation enteropan® against certain human-pathogenic bacteria**. (Dr. Vijay Kothari), Department of Science, Nirma University, Ahmedabad.
4. Patel, Priya Dhaneshbhai. **Development of a bacterial consortium capable of polyhydroxyalkanoate production using oily sludge waste as a substrate**. (Dr. Nasreen Munshi), Department of Science, Nirma University, Ahmedabad.
5. Sunny Kumar. **Chitosan microsphere as gut microbiota modulator and its effect on liver miRNA in diet induced hyperglycemia**. (Dr. Sriram Seshadri), Department of Science, Nirma University, Ahmedabad.
6. Tarapara, Bhoomi Vinodbhai. **Identification of underlying molecular mechanisms in hereditary breast and ovarian cancer**. (Dr. Franky D Shah), School of Sciences, Gujarat University, Ahmedabad.

Zoology

1. Anjali. **Comparative ecology and status of black headed Ibis (*Threskiornis melanocephalus*) and red naped Ibis (*Pseudibis papillosa*) in the rural areas of District Jhajjar, Haryana**. (Dr. Sarita Rana), Department of Zoology, Kurukshetra University, Kurukshetra.
2. Bhattacharya, Malyasri. **An ecological study on nesting patterns and behavioral dynamics of Vultures in Kangra Valley, Himachal Pradesh**. (Dr. Gautam Talukdar), Department of Bio - Sciences, Saurashtra University, Rajkot.
3. Chalavariya, Hansa. **Hepatotoxicity study of copper oxide nanoparticles and assessment of protective potential of probiotics in Swiss Albino Mice**. (Dr. Neelu Kanwar Rajawat), Department of Zoology, IIS (Deemed to be University), Jaipur.
4. Nawal, Dipti. **Influence of host plants on morphometry, life table statistics and predatory potential of coccinella transversalis (Coleoptera: Coccinellidae) feed on Aphis Sp (Homoptera: Aphididae)**. (Prof. Md Equbal Ahmad), Department of Zoology, T M Bhagalpur University, Bhagalpur.
5. Parul. **Diversity and status of Wetland birds in Dighal Wetlands (Potential IBA Site) of District Jhajjar, Haryana**. (Dr. Parmesh Kumar), Department of Zoology, Kurukshetra University, Kurukshetra.
6. Vanrohlu, Nicy. **Effect of copper nanoparticles on the testicular activity of mice**. (Prof. Vikas Kumar Roy), Department of Zoology, Mizoram University, Aizawl.
7. Yatung, Subu. **Daily and seasonal regulation of steroidogenesis in tree sparrow (*Passer montanus*)**. (Dr. Amit Kumar Trivedi), Department of Zoology, Mizoram University, Aizawl.

EARTH SYSTEM SCIENCES

Geology

1. Banerjee, Meenakshi. **Metamorphic evolution of paleoproterozoic mafic dykes of granulite terrane of Southern India exposed in Tamil Nadu: Constraints from reaction textures developed at grain boundaries**. (Prof. Upama Dutta and Prof. R Anand), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

2. Pankaj Kumar. **Geological constraints on the gold mineralizing system of Parasi-Sindauri Area, North Singhbhum Mobile Belt, Eastern Indian Craton**. (Prof. Sahendra Singh), Department of Applied Geology, Indian Institute of Technology, Dhanbad.

ENGINEERING SCIENCES

Chemical Engineering

1. Mahaboob Subhani, S. **Studies on the effect of D10, D50 and D90 particles on enhancement of cement quality**. (Dr. P Dinesh Sankar Reddy), Department of Chemical Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

Civil Engineering

1. Michael, Deus. **Assessing the impact of land use and land cover change on streamflow yield over the transboundary Ruvu River Basin, Tanzania**. (Dr. Ray Singh Meena and Dr. Brijesh kumar), Department of Civil Engineering, National Institute of Technology, Hamirpur.

Computer Science & Engineering

1. Dodda, Ratnam. **Enhancing text document clustering using hybrid optimization algorithms integrated with K-Means**. (Dr. A Suresh Babu), Department of Computer Science & Engineering, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

2. Gondalia, Vivek Chhabildas. **Alzheimer's disease prediction framework using machine learning and neural network algorithms**. (Dr. Kalpesh Ashokkumar Popat), Department of Computer Science, Marwadi University, Rajkot.

3. Grover, Richa. **Development of machine learning based efficient human emotion recognition technique from facial images**. (Dr. Sandhya Rani), Department of Computer Science & Engineering, Maharishi Markandeshwar (Deemed to be University), Ambala.

4. Kanoori, Jyothi. **Leveraging the efficiency to predict the plant disease based on soil condition**. (Prof. G Shankar Lingam), Department of Computer Science & Engineering, Chaitanya (Deemed To Be University), Himayatnagar, Hyderabad.

5. Malik, Payal. **AI assisted CAD system for brain hemorrhage classification**. (Dr. Ankit Vidyarthi), Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.

6. Mamta. **Ontology and deep learning based intelligent product recommendation system**. (Dr. Suman), Department of Computer Science & Engineering, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

7. Mate, Sanjay Rajendra. **Design and development of IoT based intelligent livestock management using machine learning**. (Dr. Vikas Somani and Dr. Prashant D Dahiwale), Department of Computer Science & Engineering, Sangam University, Bhilwara.

8. Mehndiratta, Akanksha. **Modeling discourse in open domain retrieval based dialog agents using spectral learning**. (Prof. Krishna Asawa), Department of Computer Science & Engineering, Jaypee Institute of Information Technology, Noida.

9. Nage, Pranoti Durgadas. **A novel method for detection and grading of ophthalmic disease screening**. (Dr. Sanjay Sandipan Shitole), Department of Information Technology, S.N.D.T. Women's University, Mumbai.

10. Parminder Kaur. **Content based static video summarization in video analytics**. (Dr. Rakesh Kumar), Department of Computer Science and Applications, Kurukshetra University, Kurukshetra.

11. Patel, Ashaben Kanubhai. **Design and evaluation of new sentiment analysis model for product reviews on social media**. (Dr. Bhavesh R Patel), Department of Computer Science, Ganpat University, Mehsana.

12. Patel, Sanjaykumar Bhikhabhai. **Analytical studies of user behavior on social media using big data**. (Dr. J N Dharwa), Department of Computer Science, Ganpat University, Mehsana.

13. Radhika, R. **An approach of enhancement of cardiac magnetic resonance images and performance evaluation**. (Dr. Rashima Mahajan), Department of Computer Science & Engineering, Manav Rachna International Institute of Research and Studies, Faridabad.

14. Sarika. **Mechanism for enhancing robustness on online web portals for signifying effective recommendations**. (Dr. Sanjeev Dhawan and Dr. Kulvinder Singh), Department of Computer Science & Engineering, Kurukshetra University, Kurukshetra.

15. Sunil Kumar. **Development of an AI based model for prediction of liver disease**. (Dr. Pooja Rani), Department of Computer Science & Engineering, Maharishi Markandeshwar (Deemed to be University), Ambala.

Electrical & Electronics Engineering

1. Pandey, Priya. **Novel techniques for high-speed and long-range underwater visible light communication system**. (Prof. Monika Aggarwal), Centre for Applied Research and Electronics, Indian Institute of Technology Delhi, New Delhi.

Electronics & Communication Engineering

1. Jacob, Greeshma. **Early detection of breast cancer: Numerical and experimental phantom study using vibro acoustic thermography**. (Dr. Sujatha S and Dr. Iven Jose), Department of Electronics & Communication Engineering, Christ (Deemed to be University), Bengaluru.

Energy Study

1. Akabari, Piyush Dineshbhai. **Development and evaluation of evacuated tube based solar still**. (Dr. S H Sengar), Department of Renewable Energy Engineering, Navsari Agricultural University, Navsari.

Mechanical Engineering

1. Alam, Md Intaf. **Stability of uniformly stretched and twisted helical birods**. (Prof. Ajeet Kumar), Department of Applied Mechanics, Indian Institute of Technology Delhi, New Delhi.

2. Navaneeth, N. **Reduced-order model and neural operators for stochastic mechanics problems under parametric uncertainty**. (Prof. Souvik Chakraborty), Department of Applied Mechanics, Indian Institute of Technology Delhi, New Delhi.

3. Rana, Jaypalsinh Ambalal. **Analysis of selected issues influencing sustainable lean six sigma adoption in Indian small and medium scale manufacturing enterprises**. (Dr. Suketu Jani), Department of Mechanical Engineering, Indus University, Ahmedabad.

4. Thakur, Rahul. **Machinability analysis of duplex stainless steel 2205 in turning operation**. (Prof. Rajendra Kumar Shukla and Dr. Neelesh Kumar Sahu), Department of Mechanical Engineering, Medi-Caps University, Rau, Indore.

5. Thakur, Saurabh. **Design and development of patient specific cranial implant by single point incremental forming process**. (Dr. Sant Ram Chauhan and Dr. Parnika Shrivastava), Department of Mechanical Engineering, National Institute of Technology, Hamirpur.

MATHEMATICAL SCIENCES

Mathematics

1. Bhuva, Prince Ashvinbhai. **A study of summability of fourier series and fourier transform on groups**. (Dr. Bhikha Lila Ghodadra), Department of Mathematics, Maharaja Sayajirao University of Baroda,Vadodara.

2. Dubey, Archana. **A study of replacement models using fuzzy set theory**. (Prof. Rekha Jain), Department of Mathematics, Medi-Caps University, Rau, Indore.

3. Madhumitha, S. **Discrete structures emerging from the algebraic invariants of graphs**. (Dr. Sudev N K), Department of Mathematics, Christ (Deemed to be University), Bengaluru.

Statistics

1. Hemanta Kumar. **Estimation of population mean under stratified random sampling using auxiliary information in sample surveys**. (Prof. Manish Trivedi), School of Sciences, Indira Gandhi National Open University, New Delhi.

MEDICAL SCIENCES

Biochemistry

1. Ahtasham, Zaara. **A study of adipokines and oxidative stress in hypertensive patients with various risk factors of metabolic syndrome**. (Dr. Pothu Ushakiran and Dr. Jigar Haria), Department of Medical Biochemistry, Teerthanker Mahaveer University, Moradabad.

2. Bushra. **Study of oxidative stress markers and inflammatory markers in patients with thyroid dysfunction**. (Dr. Pothu Ushakiran and Dr. Jigar Haria), Department of Medical Biochemistry, Teerthanker Mahaveer University, Moradabad.

3. Khan, Kainaat. **Study of adipocytokines and parameters of oxidative stress in patients of coronary artery disease**. (Dr. Pothu Ushakiran and Dr. Alok Singhal), Department of Medical Biochemistry, Teerthanker Mahaveer University, Moradabad.

4. Paliwal, Shikha. **Prevalence of the changes in biochemical immunological and inflammatory markers in hyper and hypothyroidism**. (Dr. Ruchi Kant), Department of Biochemistry, Teerthanker Mahaveer University, Moradabad.

Biotechnology

1. Pranjal. **Enhancing bacterial inactivation through ultrasound assisted fenton Chemistry**. (Dr. Suraj K Tripathy), KIIT School of Biotechnology, Kalinga Institute of Industrial Technology, Bhubaneswar.

Dentistry

1. Bharatiya, Rajendrakumar Prakashchandra. **Impact of temperature changes in pulp and tooth-supporting structure during various restorative and endodontic procedures**. (Dr. Neeta Patel), Department of Conservative Dentistry and Endodontics, Gujarat University, Ahmedabad.

2. Jha, Kunal. **Development of a novel oral health literacy scale and its psychometric evaluation**. (Dr. Ipseeta Menon), Kalinga Institute of Dental Science, Kalinga Institute of Industrial Technology, Bhubaneswar.

3. Reddy, Upasana Jayaram. **Prevention of radiation caries using anti-caries agents in patients undergoing radiotherapy: An in vivo study**. (Prof. Mithra N Hegde), A B Shetty Memorial Institute of Dental Sciences, NITTE (Deemed to be University), Mangaluru.

Gynaecology

1. Vinita Kumari. **Carrier screening for beta Thalassemia in antenatal patients of tertiary care centre of Patna**. (Dr. Renu Rohatgi), Department of Obstetrics and Gynaecology, Aryabhatta Knowledge University, Patna.

Immunology

1. Ansari, Mohammad Nafees. **Elucidation of the role of m TORC2 in the regulation of sphingolipid biosynthesis and oxidative stress in breast cancer**. (Dr. Ujjaini Dasgupta, Dr. Arnab Mukhopadhyay and Dr. Kaustav Bandyopadhyay), Amity Institute of Integrative Sciences and Health, Amity University, Gurugram.

Medicine

1. Sumit Kumar. **Evaluation of cardio-metabolic, inflammatory and molecular biomarkers of ageing among middle age adults with and without Vitamin D deficiency**. (Dr. Shailaja S Moodithaya), K S Hegde Medical Academy, NITTE (Deemed to be University), Mangaluru.

2. Vathsalaya, Manchi. **Cellular and molecular characterization of melanocyte stem cells in vitiligo patients for potential repigmentation therapy**. (Dr. B Mohana Kumar), K S Hegde Medical Academy, NITTE (Deemed to be University), Mangaluru.

Nursing

1. Dinesan, Preethy. **A study to assess the effectiveness of midwife led care in terms of maternal and neonatal outcome among low risk pregnant mothers**. (Dr. Hariprasath Pandurangan and Dr. Sheeba Marwah), Amity College of Nursing, Amity University, Gurugram.

Pharmaceutical Science

1. Dwivedi, Prarambh S R. **Integration of system biology tools with experimental pharmacology to Divulge the potential of Karanjin and Sinapic acid against breast cancer**. (Prof. C S Shastry), Nitte Gulabi Shetty Memorial Institute of Pharmaceutical Sciences, NITTE (Deemed to be University), Mangaluru.

2. Nayak, Prashant Srinivas. **A novel approach using sphingosomes formulation of siRNA and doxorubicin in the treatment of lung cancer**. (Prof. Narayana Charyulu), Nitte Gulabi Shetty Memorial Institute of Pharmaceutical Sciences, NITTE (Deemed to be University), Mangaluru.

3. Shaji, Bipin. **Impact of clinical pharmacy services on therapeutic outcomes and quality of life in hypothyroid patients with metabolic syndrome**. (Dr. Juno J Joel), Nitte Gulabi Shetty Memorial Institute of Pharmaceutical Sciences, NITTE (Deemed to be University), Mangaluru.

Physiotherapy

1. Ashok, Abeeshna. **Outcome of chair aerobics & Pranayama on anxiety and exercise tolerance in coronary artery bypass grafting patients: A randomized clinical trial**. (Prof. Dhanesh Kumar K U), Nitte Institute of Physiotherapy, NITTE (Deemed to be University), Mangaluru.

2. Nagpal, Manish. **Effect of polarised training on physical and skill performance in elite and sub elite badminton players**. (Dr. Nitesh Malhotra), Department of Physiotherapy, Manav Rachna International Institute of Research and Studies, Faridabad.

PHYSICAL SCIENCES

Chemistry

1. Acharya, Kenit Rajeshkumar. **Synthesis and characterization of redox metal oxide incorporated Ni metal catalysts for potential conversion of greenhouse gases**. (Dr. Rawesh Kumar), Department of Chemistry, Indus University, Ahmedabad.

2. Bhavsar, Aniruddh Nrusinhrao. **Synthesis and characterization of some new heterocyclic compounds and study of their biological activity**. (Dr. S S Makone), School of Chemical Sciences, Swami Ramanand Teerth Marathwada University, Nanded.

3. Chaudhari, Ronakkumar Prahladbhai. **Green synthesis of metal/metal oxide nanoparticles using natural plant extracts and their application**. (Dr. Pranav Shrivastav), Department of Chemistry, Gujarat University, Ahmedabad.

4. Gujarati, Akash Valjibhai. **Polymer supported metal catalyst for organic transformation**. (Dr. Divyesh K Patel), Department of Chemistry, Maharaja Sayajirao University of Baroda,Vadodara.

5. Kanzariya, Nilesh Rameshbhai. **Heterocyclic compounds of therapeutic interest**. (Dr. Y T Naliapara), Department of Chemistry, Saurashtra University, Rajkot.

6. Mathur, Chandani. **Experimental and theoretical investigations of the reactions of imidazo(1,2-a) pyridines and related systems with electron deficient molecules**. (Prof. Raakhi Gupta and Prof. R K Bansal), Department of Chemistry, IIS (Deemed to be University), Jaipur.

7. Mukherjee, Subham. **Investigation of ligational behaviours of some chelating ligands towards transition metals and bio-catalytic activities of the designed coordination compounds**. (Prof. Bhaskar Biswas), Department of Chemistry, University of North Bengal, Darjeeling.

8. Nag, Prasanta Kumar. **Determination of chiroptical properties of some chiral drug molecules using density functional theory**. (Prof. Lalita S Kumar and), School of Sciences, Indira Gandhi National Open University, New Delhi.

9. Parmar, Mrinalini. **Green approaches for metal nanoparticles synthesis and their photophysical studies**. (Dr. Mallika Sanyal), Department of Chemistry, Gujarat University, Ahmedabad.

10. Shridhar. **Synthesis, characterization and biological evaluation of heterocyclic compounds containing N, S and O atoms and their complexes of 3D metalions**. (Dr. Parameshwara Naik P), Department of Chemistry, Kuvempu University, Shankaraghatta.

Physics

1. Anupama. **Study of structural thermal, electrical and magnetic properties of conducting polymer metal oxides composites**. (Dr. Rajni Shukla), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

2. Baro, Bikash. **Investigation of mechanical energy harvesting systems for self-powered devices**. (Dr. Sayan Bayan), Department of Physics, Rajiv Gandhi University, Itanagar.

3. Biradar, Shrikant. **Synthesis and characterization of heavy metal oxide doped borate glasses for radiation shielding application**. (Dr. M N Chandrashekhar and Dr. Devidas G B), Department of Physics, Kuvempu University, Shankaraghatta.

4. Dikshit, Arpita Priyadarsini. **Development of multifunctional smart nano ceramics $Ba_{1-x}M_x$ $(T_{i0.9}Sn_{0.1})O_3$ (M = Ca^{2+}, Sr^{2+}, Zn^{2+}, Cu^{2+}) for energy storage, EMI shielding and sensor applications**. (Dr. Sujay Kumar Singh Parashar), KIIT School of Applied Sciences, Kalinga Institute of Industrial Technology, Bhubaneswar.

5. Jaswant Singh. **Event generation and machine learning in small-X diffraction at the electron-ion collider**. (Prof. Tobias Toll), Department of Physics, Indian Institute of Technology Delhi, New Delhi.

6. Kshetrimayum, Devarani Devi,. **Development and modifications of Bi-metallic nanoparticles using ION beams to tailor optical properties for advanced applications**. (Dr. Jaiparkash, Dr. Aditya Sharma and Dr. Fouran Singh), Department of Physics, Manav Rachna University, Faridabad.

7. Ramdayal Singh. **Characterisation of Martian dust and clouds using remote sensing data**. (Dr. Prakash Chauhan), Department of Science, Nirma University, Ahmedabad.

8. Rather, Mohammad Rafeeq. **Investigations of ionospheric irregularities and gravity waves in the mesosphere-thermosphere-ionosphere system**. (Prof. Manzoor Ahmad Malik and Dr. T K Ramkumar), Department of Physics, University of Kashmir, Srinagar.

9. Renuka. **Exploring the properties of rare earth doped ferrite conducting polymer nanocomposites**. (Dr. Rajni Shukla), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

10. Sarla Devi. **Core excitation effects on breakup of weakly bound proton rich nuclei**. (Dr. Ravinder Kumar), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

11. Sinha, Indraneel. **Scanning tunneling microscopy and spectroscopy of topological magnetic thin films with large anomalous hall effect**. (Prof. Sujit Manna), Department of Physics, Indian Institute of Technology Delhi, New Delhi.

12. Sushma Kumari. **Preparation and characterization of engineered mesoporous silica as drug delivery vehicle for biomedical application**. (Dr. Surender Duhan and Dr. Munish Ahuja), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.

13. Thiyam, Ratanjit Singh. **Design of gas sensor based on chemically synthesized metal oxide and metal selenide nanocomposite thin films**. (Dr. L Raghumani Singh), Department of Physics, Dhanamanjuri University, Imphal.

14. Yadav, Dheeraj. **Investigation on structural, optimal and magnetic properties of ferrite metal oxide composites and their application**. (Dr. Rajni Shukla), Department of Physics, Deenbandhu Chhotu Ram University of Science and Technology, Murthal. ❑

JAGRUTI SAMAJIK PRATISHTHAN, NANDED

(Permanent Non-Grant Institution)

WANTED

Applications are invited from eligible candidates for the following **Full-Time Posts** in **Jagruti Samajik Pratishthan's, Shri Guru Govind Singhji College (B.J.), Malegaon Road, Nanded:**

1. **Principal**
   - **No. of Post:** 01
   - **Reservation:** Unreserved
2. **Assistant Professor**
   - **No. of Posts:** 02
   - **Subject:** Mass Communication & Journalism
   - **Reservation:**
     - o SC – 01
     - o SEBC – 01

Qualifications: As per the norms prescribed by **UGC, Government of Maharashtra and S.R.T.M. University, Nanded.**

Application Procedure

- Application duly completed in all respects should reach the following address **within 15 days** from the date of publication of this advertisement.
- Candidates belonging to **reserved categories** should submit **one copy of their application** to: **Assistant Registrar (Special Cell)** S.R.T.M. University Nanded.

For Detailed Information: Visit University Website: **www.srtmun.ac.in**

Address for Correspondence: The President, Jagruti Samajik Pratishthan's, Shri Guru Govind Singhji College (B.J.), Malegaon Road, Nanded – 43160. Email: kdm.vks@gmail.com

Secretary **President**

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

Chhatrapati Sambhajinagar - 431 004 (Maharashtra State)

Ph. Nos. : 0240-2403399 – 400 ● **Off**. : 0240-2403104.
E-mail : registrar@bamu.ac.in ● **Website** : www.bamu.ac.in

ADVERTISEMENT FOR THE POST OF REGISTRAR

Adv. No. :- ESTT/RO/01/2026 **Date** :- 27-02-2026

Online applications for the post of Registrar are invited from eligible Indian Nationals in the prescribed application form.

Detailed information about Qualifications, Experience & submission of application etc. is made available on University **Website: www.bamu.ac.in.**

i) Last date for online submission of forms :- 27-03-2026 (Till 06:00 p.m.)

ii) Last date for receipt of application forms (Hard Copy in 02 Sets) in the University Office :- 04-04-2026 (Till 06:00 p.m.)

Registrar

THE MUSLIM EDUCATIONAL SOCIETY (REGD.) CALICUT

MES FGM Women's College Campus, IMA Hall Road, Nadakkavu [P.O], Kozhikode — 673 011
Ph: 0495-2369321/2761189. Email: meskerala@gmail.com, website: www.meskerala.com

NOTIFICATION

Adv. 1/2026, Dated. 25/02/2026

Applications are invited from eligible candidates for appointment to the following posts in the aided colleges under the MES Corporate Management.

Sl. No.	Post	No of Posts		Remarks
		General/ Community	PwD	
Under Calicut University Region				
1	Principal	2		Eligible candidates of all subjects can apply
2	Assistant Professor in English		2	1 Post:- Category e- Multiple disability from amongst persons under clauses (a) to (d) including deaf-blindness 1 Post:- Category d- Autism, Intellectual Disability, Specific learning disability and mental illness.
3	Assistant Professor in Food Technology		1	Category a- Blindness and low vision
4	Assistant Professor in Botany		1	Category b- Deaf and Hard of hearing.
5	Assistant Professor in Mathematics	3		
6	Assistant Professor in Physics	2		
Under MG University Region (MES College Nedumkandam)				
1	Principal	1		Eligible teachers of English, Malayalam, Statistics, Economics, History, Political Science, Commerce and Computer Science from any Institution -OR- Eligible candidates of any subject from MES College, Nedumkandam can apply
2	Assistant Professor in Mathematics		1	Category a- Blindness and low vision
3	Assistant Professor in Statistics		1	Category b- Deaf and Hard of hearing.

- Scale of pay, qualifications, age, and other conditions shall be as per the norms of UGC/University/Government of Kerala.
- Application form and detailed notification can be downloaded from the official website: **www.meskerala.com**
- Duly filled-in application (Hard Copy only) with full details and supporting documents, along with a Demand Draft for Rs. 2000/-, drawn in favour of **General Secretary, MES**, payable at Kozhikode, should reach the undersigned within one month from the date of this notification.
- PwD candidates shall submit a copy of the Physical and Functionality Certificate/Medical Certificate in the prescribed format along with the application.
- PwD candidates are exempted from payment of the application fee.

Calicut 25.02.2026

General Secretary

Job Advertisement Code: JOB/ADVT/25-26/HR/003

CHRIST (DEEMED TO BE UNIVERSITY) BANGALORE | DELHI NCR | PUNE

FACULTY RECRUITMENT

CHRIST (Deemed to be University) invites applications from highly qualified and motivated academicians for the positions of Professor, Associate Professor, and Assistant Professor in the following disciplines across its campuses in Bengaluru, Pune-Lavasa and Delhi NCR.

Rooted in values and driven by rigour, CHRIST offers a purposeful academic career where scholarship contributes to individual growth and social transformation.

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Humanities and Performing Arts
English and Cultural Studies (Digital Humanities, Linguistics, Cultural Studies) | Performing Arts | Theatre Studies and Music (Western)

Engineering and Technology
Electronics and Communication | Computer Science | Artificial Intelligence | Machine Learning | Information Technology

Psychological Sciences, Education and Social Work
Psychology | Education | Social Work

Business and Management
Finance | Human Resource | Marketing | Operations | Data Science | Business Analytics | Entrepreneurship | International Business | Management Information Systems

Commerce, Finance and Accountancy
Commerce | Management | Professional Studies

Architecture

Education

Law

Eligibility: Candidates must meet UGC/AICTE/NCTE/CoA/Bar Council norms and have a proven academic and Research background.

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Bangalore Bannerghatta Road Campus
Bannerghatta Main Road, Hulimavu, Bangalore - 560076, Karnataka

Bangalore Kengeri Campus
Kanmanike, Kumbalgodu, Mysore Road, Bangalore - 560074, Karnataka

Bangalore Yeshwanthpur Campus
Nagasandra, Near Tumkur Road, Bangalore - 560 073, Karnataka

Delhi NCR Campus
Mariam Nagar, Meerut Road, Ghaziabad - 201003, Delhi NCR

Pune Lavasa Campus
30 Valor Court, Dasve Lavasa, Mulshi, Pune - 412112, Maharashtra

Gunai Shikshan Prasark Mandal's
S.R. INSTITUTE OF DIPLOMA IN PHARMACY, UDGIR
TQ. UDGIR DIST LATUR MAHARASHTRA -413517

WANTED

Applications are invited from the eligible candidates for the following posts. The application should be in the format prescribed by University duly completed in all respect should reach the undersigned **within 15 days** from the date of publication of the advertisement. Candidates of reserved category should submit one copy of application to the Asst. Register, Special Cell, SRTM University, Nanded:

Sr. No.	Posts	No of Post	Subject & Vacancies	Reservation
01	**Professor**	04	Pharmaceutics (01), Pharmaceutical Chemistry including Analysis (01), Pharmacology (01), Pharmacognosy (01)	Unreserved-1 SC-1, VJ(A)-1, OBC-1,
02	**Associate Professor**	04	Pharmaceutics (02), Pharmaceutical Chemistry including Analysis (01), Pharmacology (01)	Unreserved-1 SC-1, VJ(A)-1, OBC-1,
03	**Assistant Professor**	07	Pharmaceutics (02), Pharmaceutical Chemistry including Analysis (02), Pharmacology (02), Pharmacognosy (01)	Unreserved-2 SC-1, ST-1, VJ(A)-1, OBC-1 SEBC-1

Qualifications, Experience, Pay Scale and for more details vist: **www: srtmun.ac.in and www: sridp.com**

Secretary
Gunai Shikshan Prasark Mandal, Kawalkhed
Tq. Udgir Dist Latur

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY
Chhatrapati Sambhajinagar - 431 004 (Maharashtra State)

Ph. Nos. : 0240-2403399 – 400, **Off**. : 0240-2403104.
E-mail : registrar@bamu.ac.in ● **Website** : www.bamu.ac.in

CORRIGENDUM : 02 OF THE FOLLOWING ADVERTISEMENTS

As per the G.R. dated 11-02-2026 the University authorities are extending the dates of these advertisements for invited the online applications in the prescribed form(s), so as to reach the undersigned on or before the following date(s).

Sr. No.	Advertisement No.	Name of the Post(s)	No. of Posts
01	ESTT/RO/05/2024	Dean of Faculties (One Post for Each Faculty)	04
02	ESTT/DEPT/03/2024	Director, Knowledge Resource Center	01
03	BAMU/P/25/1 to BAMU/P/25/7	Professor	08
04	BAMU/AP/25/1 toBAMU/AP/25/12	Associate Professor	12
05	BAMU/L/25/1 to BAMU/L/25/31	Assistant Professor	53

Detailed guidelines about Qualifications, Experience & submission of application & ARC etc. is made available on University **Website :- www: bamu.ac.in**

i) Last date for online submission of forms :- **12-03-2026 (Till 06:00 p.m.)**

ii) Last date for receipt of application forms (Hard Copy in 02 Sets) in the University Office :- **18-03-2026 (Till 06:00 p.m.)**

iii) Last date of submission of application should not be extended for any reason & circumstances.

Date :- 25-02-2026 **Registrar**

Maharashtra Shikshan Samiti's
MAHARASHTRA MAHAVIDYALAYA, NILANGA DIST. LATUR

WANTED

Applications are invited for the post of Professor, Associate Professor and Assistant Professor to be filled in Maharashtra Mahavidyalaya, Nilanga Dist. Latur (BCA & M.C.A. Permanent Non-Grant) run by Maharashtra Shikshan Samiti, Nilanga Dist. Latur. Eligible candidates should submit their application along-with all necessary documents **within fifteen (15) days** from date of publication of this advertisement by registered post only:

S.N.	Posts	Total Posts	Post Reservation
01	Professor	**03** (Full Time)	Open – 01, S.C. – 01, V.J. (A) – 01
02	Associate Professor	**06** (Full Time)	Open – 02, S.C. – 01, V.J. (A) – 01, O.B.C.– 01,S.E.B.C. – 01
03	Assistant Professor	**18** (Full Time)	Open-05, S.C.-02, S.T.-01,V.J.(A)-01, N.T.(B)-01, N.T. (C)–01,O.B.C.-03, S.E.B.C.– 02, EWS- 02
Note: As per Maharashtra Government Resolution Dated 25-01-2024, Parallel Reservation should be strictly implemented in Recruitments so parallel reservation as follows- **Professor Post** [Women – 01], **Associate Professor post** [Women-02] & **Assistant Professor Post** [Women -05, Disability-01, Sports – 01]			

1. Qualifications and Experience:-

1. Assistant Professor:

B.E./B. Tech. / B. S. and M.E. / M. Tech. / M. S. or Integrated M. Tech. in relevant branch with First Class or equivalent in any one of the degrees.

OR

B.E., B. Tech. and MCA with First Class or equivalent in any one of the two degrees.

OR

Graduation of three years' duration with Mathematics as a compulsory subject and MCA with First Class or equivalent with 2 years of relevant experience after acquiring degree of MCA.

2. Associate Professor:

A. Ph.D. degree in the relevant field and First Class or equivalent at either Bachelors or Masters level in the relevant branch.

AND

B. At least total 6 research publications in SCI journals / UGC/ AICTE approved list of journals.

AND

C. Minimum of 8 years of experience in teaching / research / industry out of which at least two years shall be Post Ph.D. Experience

3. Professor:

A. Ph.D. degree in the relevant field and First Class or equivalent at either Bachelors or Masters level in the relevant branch

AND

B. Minimum of 10 years of experience in teaching / research / industry out of which at least three years shall be at a post equivalent to that of an Associate Professor.

AND

C. At least 6 research publications at the level of Associate Professor in SCI journals / UGC / AICTE approved list of journals and at least 2 successful Ph.D. guided as Supervisor / Co-supervisor till the date of eligibility of promotion.

OR

At least 10 research publications at the level of Associate Professor in SCI journals / UGC/ AICTE approved list of journals till the date of eligibility of promotion.

2. Salary and Allowances:-

Pay scales as per the UGC, AICTE, New Delhi and Swami Ramanand Teerth Marathwada University, Nanded rules from time to time.

Note:-

A) Prescribed application from is available on the University **website. [www.srtmun.ac.in]**
B) No T.A. / D.A. will be paid to attend the interview.
C) Eligible candidates who are already in service should submit their application though proper channel.
D) All attested photocopies of certificates and other relevant documents should be attached with the application form.
E) All reserved category candidates should send one copy of application form with certificates to Special Cell SRTM University, Nanded.

Address for Correspondence:
Principal,
Maharashtra Shikshan Samiti's
Maharashtra Mahavidyalaya, Nilanga
Dist. Latur (M.S.) – 413 521

Secretary/President

MATOSHRI PADMINI EDUCATIONAL SOCIETY's

Reg. no. 16/GOA/2015

PADMINI COLLEGE OF PHARMACY

SANKHALI GOA-403505

APPROVED BY PCI NEW DELHI, PCI Code: PCI-10206

AFFILIATED TO GOA UNIVERSITY, AIDED BY GOVERNMENT OF GOA

Email: pdmnpharmacy@gmail.com Contact no: 9325837059

(Affiliated to Goa University, Govt. aided Institute)

Applications are invited from eligible candidates for various posts on a Regular basis for the Padmini College of Pharmacy for BPharm Program. Application should be accompanied by the self-attested photocopies of mark sheets from SSC onwards, Birth Certificate, 15 year Residence Certificate, Experience Certificates and other relevant documents. Knowledge of Konkani is essential. Knowledge of Marathi is desirable. Age limit shall not exceed 45 years (Relaxation as per rules of Govt of Goa). The complete application must reach the undersigned **within 15 days** from the date of publication of this advertisement. Original documents must be presented at the time of the interview.

Sr. No.	Designation of the Post	No. of Posts	Essential, Educational Qualification and Working Experience	Category of Posts
1.	**Principal**	01 (Tenure basis)	First Class B.Pharm with master's degree in Pharmacy (M.Pharm) in appropriate branch of specialization in Pharmacy or Pharm.D (Qualification must be PCI recognized) with Pd.D degree in any of Pharmacy subject. (Ph.D. Qualification must be PCI recognized). **Essential** : 15 years' experience in teaching or research out of which 5 years must be as Professor/ HOD in a PCI approval / recognized pharmacy college. **Desirable**: Administrative experience in a responsible position.	1 UR
2.	**Assistant Professor (Pharmaceutics)**	04	First Class B.Pharm with Master's degree in Pharmacy (M.Pharm) in appropriate branch of specialization in Pharmacy (Qualification must be PCI recognized). A PCI recognized Pharm. D degree holder shall also be eligible for the posts of Assistant Professor in the subject of pathophysiology, Pharmacology and pharmacy practice.	3 UR, 1 OBC
3.	**Assistant Professor (Pharmacognosy)**			
4.	**Assistant Professor (Pharmacology)**			
5.	**Assistant Professor (Pharmaceutical Chemistry)**			

Date : 23/02/2026

Sd/-
Chairman
Padmini College of Pharmacy
Sankhali - Goa

NIRMA UNIVERSITY

NAAC ACCREDITED 'A+' GRADE

Ph.D. ADMISSIONS-2026

Established in the year 2003, the Nirma University, Ahmedabad is a research-oriented, student-centric, multidisciplinary, not-for-profit state private university. Nirma University is duly recognised by the University Grants Commission (UGC) under Section 2 (f) of the UGC Act. The University is accredited by the National Assessment and Accreditation Council (NAAC). The university is awarded the Centre of Excellence (CoE) status from the Government of Gujarat.

About the Programmes

Nirma University has been offering Ph.D. Programmes since 2003, and currently it offers the programmes in the Faculty of Technology & Engineering, Faculty of Management, Faculty of Pharmacy, Faculty of Science, Faculty of Law, and Faculty of Architecture & Planning.

Admission Process

The candidates are required to take an entrance test conducted by Nirma University. The candidates who qualify UGC-NET/UGC-CSIR NET/GATE/CEED and similar National level tests with a valid score in terms of cut-off marks and duration, shall be exempted from appearing in the entrance test and deemed to be qualified for personal interview. The final selection will be based on weightage of 70% for the entrance test and weightage of 30% for the performance in the personal interview / viva-voce.

Eligibility

A master's degree or equivalent in a relevant discipline with at least 55% marks **OR** a 4 -year bachelor's degree programme or equivalent in relevant discipline with atleast 75% marks **OR** MPhil degree with atleast 55% marks.

Candidates appearing in the final year Degree examination can also apply, provided they furnish proof of meeting the minimum eligibility criteria at the time of joining the programme (August – 2026).

How to Apply

Interested Candidates may apply online latest by 16th May 2026, with application form fee of Rs.1250/-.

Important Dates

Online Application starts	**: 20th February 2026**
Last Date of Application	**: 16th May 2026**
Date of Examination	**: Tentatively in the Fourth Week of July 2026**

For application and other details, please visit: https://nirmauni.ac.in/admissions
Contact: E-mail: phd.section@nirmauni.ac.in Phone: 079-71652682

Association of Indian Universities

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Entrepreneurship Development Institute of India
Ahmedabad

17th BIENNIAL CONFERENCE on ENTREPRENEURSHIP

FEBRUARY 24-26, 2027

CALL FOR PAPERS

Entrepreneurship Development Institute of India (EDII) has been organizing Biennial Conferences on Entrepreneurship since 1994 providing a forum for researchers, educators, and practitioners to share their research findings and experiences in entrepreneurship development. The conferences are organized under the aegis of the Centre for Research in Entrepreneurship Education and Development (CREED), setup by EDII. EDII has organized sixteen Biennial Conferences from 1994 to 2025. conference.ediindia.org

In line with the sixteen biennial conferences held over the past 32 years, the 17th Biennial Conference on Entrepreneurship continues to serve as an established forum to share their ideas and research findings with other researchers, professionals and thinkers in the field. Researchers are invited to contribute papers that explore and expand upon the field of entrepreneurship theory and practice. Some broad indicative themes include:

- Entrepreneurship Policy, Governance, and Ecosystems
- Entrepreneurship Theory, Practice, and New Venture Development
- Innovation, Technology, and Digital Entrepreneurship
- Entrepreneurship Education and Capability Development
- Cognitive, Behavioral, and Psychological Aspects of Entrepreneurship
- Inclusive Entrepreneurship and Social Innovation
- Sustainability, ESG, and Responsible Entrepreneurship
- Family Management Ventures
- Emerging Perspectives and Cross-Cutting Research
- Leadership, HR, and Work Behaviour in Entrepreneurial Ecosystems

Submissions on topics beyond those listed above are also welcome

The **3rd Doctoral Colloquium**, scheduled for **February 23, 2027**, will provide doctoral students with an opportunity to present and discuss their research with senior academicians.

Important Dates and Deadlines:

Extended Abstract (approximately 2000 words)	:	August 7, 2026
Decisions on the acceptance of Extended Abstracts	:	August 14, 2026
Paper Development Workshop for Conference Paper	:	August 28, 2026
Full Paper Submission	:	November 13, 2026
Acceptance of Full Paper	:	November 27, 2026
Last Date for Registration	:	December 31, 2026

For Registration

Please upload your contributions at https://easychair.org/conferences/?conf=bice2027 or send your contributions to conference@ediindia.org.

Selected papers will be appreciated based on merit.

For details regarding submission guidelines, conference registration and other administrative aspects, please contact:

Ganapathi Batthini
Conference Coordinator
E-mail: conference@ediindia.org
Web: conference.ediindia.org
Mobile: 93270 45345
Tel: +91 -79 - 6910 4900 / 6910 4999

Bhat, Gandhinagar (Dist) - 382 428, Gujarat
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