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Atul Krishna Ghadge

Gender Disparities in Higher Education and the Subsequent
Economic Implications: A Global Perspective

Rakhi Sawlani

Women in Economy: Paving the Way for Gender Empowerment
by Addressing Barriers and Crafting Strategic Solutions

D Uma Devi

Women with Special Needs: Accessibility to Higher Education

Ankita Baruah

Cultural Dynamics and Gender Roles: A Study in the Context
of Assamese Society of the North-East India

Droupadi Murmu

Determination Supersedes Comfort
– **Convocation Address**

Announcement Special Issue of 'University News'

A **Special Number of the University News** on the theme '*Higher Education@2047*' is being brought out in the Month of April, 2024.

The **Special Issue** will cover the articles of eminent educationists on the afore-mentioned theme. Readers of the University News are also invited to contribute to the Special Number by submitting papers/articles on the above theme by **March 15, 2024**. The papers will be published in the Issue subject to the approval of the Editorial Committee of the University News. The contributions are invited on the following Subthemes:

Digital Transformation in Higher Education

- The Future of Credentialling: Digital badges, Micro-credentialing and Online Degree
- AI and Analytics in Higher Education: Transforming Decision Making
- Faculty Development and Digital Pedagogies: Empowering Educators

Integrating Bhartiya Knowledge System (BKS) with Higher Education

- Using Bhartiya Knowledge System-based Approach for Teaching-learning for Holistic Development.
- Bhartiya Knowledge System in Sustainable Development.
- Embedding Bhartiya Knowledge System for Futuristic Education.
- Ancient Bharatiya Wisdom in Modern Context: Everlasting Relevance of Indian Knowledge System Heritage for Human Development.
- Return of the Vishwa Guru Status: Strategies to Maintain and Propagate Ancient Indian Wisdom for Global Welfare.
- Embedding Indian Traditional Knowledge into Advanced Scientific Research and Futuristic Technology to Optimise the Advantages.
- Traditional Tribal Knowledge Treasure in India: How to Make Best Use of.
- Challenges in Communication and Dissemination of Traditional Knowledge.

Future of Work and Skill Development

- Sustainable Careers: Navigating a Dynamic Workplace.
- Human-centered Skills in a Tech-driven World: Soft Skills and Emotional Intelligence.
- Resilience & Adaptability: Impact of Gig Economy on Higher Education.

Nurturing Research and Innovation Ecosystem

- Collaborative Research Networks: Fostering Interdisciplinary Research.
- Entrepreneurship and Innovation: From Idea to Impact.
- Innovative Funding Models for Research.

Globalization and Internationalization of Higher Education

- International Collaborations and Partnerships: Building Bridges for Higher Education.
- Global Higher Education Policy and Regulation: Harmonizing Standards.
- Student Mobility and Diversity: Enhancing International Experience.

Any Other Relevant Subthemes

Guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to the Editor, University News, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi- 110 002 through E-mail: ramapani.universitynews@gmail.com with a copy to: universitynews@aiu.ac.in on or before **March 15, 2024**.

ITEMS	In This Issue	PAGE
Articles		
Gender Disparities in Higher Education and the Subsequent Economic Implications: A Global Perspective		3
Women in Economy: Paving the Way for Gender Empowerment by Addressing Barriers and Crafting Strategic Solutions		8
Women with Special Needs: Accessibility to Higher Education		15
Cultural Dynamics and Gender Roles: A Study in the Context of Assamese Society of the North-East India		19
Convocation Address		
University of Madras, Chennai		31
Campus News		
33		
AIU News		
36		
Theses of the Month (Social Sciences)		
42		
Advertisement		
45		

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Gender Disparities in Higher Education and the Subsequent Economic Implications: A Global Perspective

Atul Krishna Ghadge*

This work undertakes a rigorous examination of the pervasive gender imbalances entrenched within higher education systems worldwide, exploring their profound and far-reaching economic ramifications. Through a panoramic view encompassing diverse geographies, this research scrutinizes the intricate layers of gender disparities in academia and their consequential impact on economies. At its core, this study reveals a complex tapestry of impediments that impede gender parity in higher education. It meticulously analyzes disparities in admission rates, retention, access to specialized disciplines, and the stark underrepresentation of women in leadership roles within academic institutions. Statistical analyses coupled with qualitative assessments elucidate the systemic hurdles that perpetuate these imbalances, painting a comprehensive picture of the multifaceted challenges faced by aspiring female scholars globally. Importantly, this research underscores the inextricable link between educational gender disparities and their profound economic reverberations. The paper dissects how these disparities reverberate across labor markets, perpetuating wage gaps, limiting career advancement opportunities, and stymieing economic growth potential. The loss of untapped talent and innovation due to these inequities compounds these economic repercussions, emphasizing the significant costs incurred by societies due to the underrepresentation and underutilization of female talent in academia and beyond.

It accentuates the urgency and universality of addressing these disparities. It advocates for the implementation of holistic policies and strategic interventions that transcend regional boundaries, aiming to dismantle systemic barriers, mitigate biases, and foster inclusive educational environments that nurture the diverse talents of all individuals. This paper serves as a clarion call to action, urging policymakers, educators, and stakeholders to join forces in effecting tangible change. It emphasizes the imperative of concerted efforts to bridge the gender gaps in higher education, not only to expand individual opportunities but also to bolster economic prosperity and societal advancement on a global scale. This comprehensive examination illuminates the imperative of rectifying gender disparities in higher education for the collective benefit of societies worldwide. It stands as a testament to the transformative potential of equitable access to education, advocating for a paradigm shift towards inclusivity and gender equality to unlock the full spectrum of human potential and drive socio-economic progress across the globe.

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Global Prevalence of Gender Disparities

It encapsulates the ubiquitous nature of unequal representation and opportunities for genders within higher education on a worldwide scale. Across diverse regions and nations, distinct patterns emerge, illustrating significant discrepancies in enrollment, field preferences, and leadership roles between genders within academic institutions. Statistics underscore the pervasive nature of this issue. In numerous countries, a consistent trend persists where women often face barriers to accessing higher education. Disparities manifest not only in admission rates but also in the types of disciplines pursued. Certain fields remain heavily skewed toward one gender, perpetuating stereotypes and limiting the diversity of perspectives within academic spheres.

Women's underrepresentation in leadership positions within educational institutions is a common trend observed globally, signifying systemic hurdles hindering their advancement. A global perspective unveils the nuanced nature of these disparities. In some regions, strides have been made towards gender parity in higher education, while in others, traditional norms and socio-cultural constructs continue to impede progress. For instance, in certain Western nations, there's been significant progress in narrowing the enrollment gap between genders. Conversely, in parts of Asia and Africa, disparities persist due to socioeconomic inequalities and deep-rooted cultural norms that limit female educational opportunities. Understanding the global prevalence of these disparities necessitates acknowledging the varying degrees of progress and challenges encountered across regions. By recognizing this diversity of experiences, it becomes evident that addressing gender disparities in higher education demands context-specific approaches tailored to the unique socio-cultural, economic, and institutional landscapes of different countries. This global perspective illuminates the urgency for collaborative efforts to dismantle barriers, foster inclusivity, and ensure equitable access to higher education opportunities for all genders, irrespective of geographical location or cultural context.

Barriers to Gender Parity

Gender parity in higher education confronts a multitude of entrenched barriers, spanning socio-cultural norms, institutional biases, economic disparities, and the persistent lack of representation. These multifaceted obstacles collectively obstruct the achievement of equal opportunities for all

genders within academic settings on a global scale. Socio-cultural norms wield significant influence, perpetuating traditional roles and expectations that often hinder women's access to higher education. Prevailing societal beliefs in certain regions dictate gender-specific roles, leading to limited educational opportunities for women or discouraging their pursuit of certain fields deemed more suitable for men. These deeply ingrained norms shape attitudes toward education, influencing enrollment decisions and career trajectories. Institutional biases further reinforce gender disparities within academic institutions. These biases manifest in admission processes, where unconscious prejudices or structural barriers limit female enrollment or dissuade them from pursuing fields perceived as traditionally male-dominated. The lack of representation of women in leadership roles within academia perpetuates a cycle of limited mentorship and role models, hindering the advancement of aspiring female scholars.

Economic disparities also pose formidable barriers to gender parity in higher education. Financial constraints disproportionately affect women, limiting their access to quality education. This is exacerbated in regions with limited resources or where educational expenses are not prioritized for female members of society. Economic factors also influence decisions regarding education, as families facing financial constraints might prioritize the education of male children over female counterparts. Recognizing and addressing these barriers necessitates a multifaceted approach. Efforts to overcome sociocultural norms require targeted campaigns to challenge stereotypes and promote the value of education for all genders. Institutional reforms must focus on creating inclusive admission processes and fostering diverse leadership to provide equitable opportunities. Mitigating economic disparities demands policies that alleviate financial burdens and ensure equal access to educational resources for all genders. Confronting these barriers demands a comprehensive and intersectional approach that acknowledges the complex interplay of socio-cultural, institutional, and economic factors. Breaking down these barriers is fundamental to realizing true gender parity in higher education and fostering environments where all individuals can thrive and contribute irrespective of gender.

Economic Impact of Gender Disparities

The economic impact of gender disparities in higher education reverberates across societies, creating direct and indirect implications that impede

economic growth and perpetuate inequality within labor markets globally. Directly, unequal access to higher education limits the potential contributions of talented individuals, particularly women, to the workforce. This underutilization of human capital hampers productivity and innovation, hindering economic advancement. The disparities in educational attainment translate into unequal earning potentials, perpetuating wage gaps between genders and hindering overall economic prosperity. Indirectly, these disparities foster a cycle of inequality within labor markets. Limited access to higher education curtails career opportunities for women, constraining their ability to access higher-paying jobs or leadership positions. Consequently, this perpetuates a systemic imbalance, restricting economic mobility and exacerbating income inequality within societies.

The economic implications extend beyond individual circumstances, impacting broader economic growth. Studies consistently demonstrate that gender-diverse workforces and inclusive environments foster innovation and productivity. Therefore, by limiting the participation and contributions of women in higher education and subsequently in the workforce, economies miss out on the potential benefits of diverse perspectives and talents, hindering overall economic development. The long-term economic repercussions of these disparities are profound. Countries that fail to address gender disparities in higher education and the workforce risk stunted economic growth due to the untapped potential of a significant portion of their population. This perpetuates a cycle of underdevelopment, hindering progress towards sustainable economic prosperity and global competitiveness. Ensuring equal access to education, breaking down barriers to career advancement, and fostering inclusive work environments are crucial steps toward leveraging the full spectrum of human talent and driving sustainable economic growth on a global scale.

Labor Market Dynamics

The dynamics of labor markets intertwine significantly with gender disparities prevalent in higher education, perpetuating inequalities and shaping career trajectories in multifaceted ways across various sectors and industries. Gender imbalances in higher education directly influence employment opportunities and career advancements. Fields that exhibit disparities in enrollment and graduation rates often mirror occupational divides in the workforce. For instance, STEM (Science,

Technology, Engineering, and Mathematics) fields typically witness lower female representation due to historical educational disparities, leading to a dearth of women in related professions. This trend perpetuates unequal representation in high-growth sectors, limiting career options and opportunities for women. These disparities contribute to wage gaps and career progression limitations. Even within shared professions, women frequently encounter barriers that hinder their advancement. Factors such as bias in hiring practices, limited access to mentorship opportunities, and workplace cultures that undervalue women's contributions impede their career growth, resulting in a persistent lack of gender diversity in leadership roles.

The consequences of these labor market dynamics extend beyond individual career trajectories. They foster a lack of diversity in decision-making positions, hampering innovation and problem-solving within industries. Research consistently demonstrates the benefits of diverse perspectives in driving creativity and improving business outcomes, highlighting the adverse impact of limited gender diversity on overall sectoral innovation and performance. Occupational segregation perpetuates a cycle of limited role models and mentors for future generations, further hindering efforts to break down barriers to entry and career progression for women in various fields. Understanding these labor market dynamics necessitates holistic approaches to address gender disparities in higher education. Efforts must focus not only on improving access to education but also on transforming workplace cultures, implementing policies that promote equitable hiring and advancement practices, and cultivating environments that value diverse contributions. These measures are crucial to fostering inclusive labor markets that harness the talents of all individuals, irrespective of gender, and drive innovation and prosperity across industries.

Policy Interventions for Equity

Effective policy interventions are pivotal in addressing the entrenched gender disparities in higher education and their consequential economic implications, necessitating comprehensive strategies that foster inclusivity and equal opportunities for all genders. Policies aimed at promoting gender equity in education encompass various dimensions, starting with ensuring equal access to quality education. This involves initiatives such as scholarships, grants, and educational programs specifically designed to

mitigate financial barriers that disproportionately affect women. Additionally, policies focusing on eliminating gender biases in curricula and educational materials contribute to fostering inclusive learning environments that encourage diverse participation. Institutional reforms within educational settings are crucial. Implementing affirmative action programs and gender-sensitive policies in admissions processes and faculty recruitment can significantly enhance representation and equalize opportunities. Moreover, promoting mentorship programs and leadership development initiatives for women within academic institutions is imperative for fostering a supportive ecosystem that facilitates career advancement.

Beyond educational institutions, policies targeting workforce inclusion and gender parity are essential. Legislation advocating for pay equity, parental leave, and flexible work arrangements creates an environment conducive to balancing professional aspirations with familial responsibilities, thereby mitigating career interruptions that disproportionately affect women. Corporate initiatives and public-private partnerships play a crucial role. Collaborative efforts between governments, industries, and civil society can drive initiatives that promote gender diversity in the workforce, ensuring equal opportunities for career advancement and leadership positions. Monitoring and evaluation mechanisms are integral to assessing policy effectiveness. Regular assessments and data-driven analysis help identify gaps and inform iterative policy improvements. Robust data collection methods are essential for understanding the evolving landscape of gender disparities and measuring the impact of policy interventions. In essence, comprehensive policy frameworks that encompass educational reforms, workplace inclusivity measures, and collaborative partnerships are essential to address gender disparities in higher education and their economic ramifications.

Intersectionality and Contextual Factors

Understanding gender disparities in higher education necessitates an exploration of intersectionality and contextual factors, recognizing the layered influences of diverse identities, socio-economic statuses, cultural norms, and geographical locations on these disparities. Intersectionality acknowledges that an individual's experiences and opportunities are shaped not just by their gender but also by the intersection of various identities such as race, ethnicity, socioeconomic background, and more. These intersecting identities create unique

experiences that amplify or mitigate the challenges faced within higher education. For example, women from marginalized racial or ethnic groups might encounter compounded barriers compared to their counterparts from privileged backgrounds. Contextual factors play a pivotal role in shaping the landscape of gender disparities in education. Socio-cultural norms, deeply rooted in diverse societies, dictate perceptions of gender roles and educational opportunities. In some regions, cultural expectations may limit educational access for women or dictate certain fields as more suitable for specific genders, influencing enrollment patterns.

Geographical variations further underscore the contextual nature of gender disparities. Discrepancies in educational infrastructure, government policies, and societal attitudes toward education significantly impact gender parity. Regions with limited resources or ongoing conflicts may face exacerbated barriers to education for women, hindering their access to higher education opportunities. Recognizing intersectionality and contextual factors is pivotal in formulating targeted interventions. Policies and initiatives tailored to specific contexts, considering the intersecting identities and unique challenges faced by different groups, are crucial to fostering inclusive educational environments. Collaboration with local communities and stakeholders is essential to ensure that interventions align with the cultural nuances and societal contexts, thus facilitating more effective and sustainable progress toward achieving gender parity in higher education.

Future Prospects and Recommendations

Looking ahead, it's imperative to prioritize gender equity in higher education as a cornerstone of societal progress. Recommendations revolve around creating holistic, long-term strategies that prioritize inclusivity, diversity, and equal access to educational opportunities for all genders. Firstly, prospects hinge on the implementation of proactive policies and interventions. These should encompass initiatives targeting early education to challenge gender stereotypes, ensure equitable access to resources, and support mentorship programs. Moreover, higher education institutions must actively promote gender diversity in enrollment, faculty recruitment, and leadership positions through inclusive policies and institutional reforms. Another crucial aspect involves fostering supportive environments within academia. Mentorship programs and support networks play a

pivotal role in nurturing the aspirations of women in higher education, providing guidance and opportunities for career advancement. Creating inclusive spaces that value diverse perspectives and contributions is fundamental to fostering an environment conducive to learning and innovation.

Recommendations extend beyond educational institutions to encompass broader societal changes. Advocating for policy reforms that address systemic barriers, such as pay gaps and workplace biases, is essential. Additionally, public-private collaborations should focus on empowering women economically and promoting entrepreneurship, thus leveraging their potential contribution to economic growth. Data-driven approaches and continuous evaluation are crucial for monitoring progress and adapting strategies. Robust data collection and analysis provide insights into evolving trends and disparities, guiding evidence-based policymaking and targeted interventions. The collaborative effort of governments, educational institutions, civil society, and industries is indispensable in driving these recommendations forward. Collective action and sustained commitment are pivotal in effecting meaningful and lasting change, advancing gender equity in higher education, and harnessing the full spectrum of talents for societal and economic development on a global scale.

Conclusion

Achieving gender parity in higher education is not merely an aspiration but an imperative for societal progress. It demands concerted efforts, inclusive policies, and collaborative action. Bridging these disparities unlocks a wealth of untapped talent, fostering innovation, economic growth, and social development. By prioritizing equitable access, dismantling barriers, and fostering inclusive environments, we pave the way for a future where every individual, regardless of gender, contributes meaningfully to academia, economies, and the broader global landscape.

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Women in Economy: Paving the Way for Gender Empowerment by Addressing Barriers and Crafting Strategic Solutions

Rakhi Sawlani*

Let us all, forget for some time the inequalities, feel the words of *Maya Angelou's* most famous poem, that's inspired countless readers to persevere through even the most difficult hardships. "*Still, I rise*" is a powerful reminder of endurance no matter what happens. The resilience portrayed in the poem resonates with the struggles women face in achieving economic independence. It is a declaration that won't allow the hatefulness of society to determine her success, exhorting her to embrace her womanhood. It contains a series of rhetorical questions posed to the society that has always strived to diminish her spirit and identity. Here are the first four lines:

*"You may write me down in history
With your bitter, twisted lies,
You may trod me in the very dirt
But still, like dust, I'll rise."*

A Woman Speaks' is another inspiring poem that emphasizes the cross-cultural conversations between women and opens a dialogue about the treatment of women of another race.

*"I do not dwell
within my birth nor my divinities,
who am ageless and half-grown
and still seeking my sisters"*.

The present era is often described by various terminologies like Scientific age, Modern age, Computer age, Advanced age, IT age, Digital age, Technological age, Knowledge explosion age or AI age, yet our treatment towards women raises questions about our humanity. If we truly introspect ourselves, do we really deserve even to be called as humans across the ages? The mindset that we all carry puts a big question mark on our own existence of human consciousness. The way women are being treated throughout ages; we better be the called as the natives

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of stone age, or prior to that. Despite advancements in laws and rights, women continue to face stereotyping, discrimination, objectification, body-shaming and inequalities. A poem on the life of a housewife by *Audrey Heller*, reflects the societal roles women navigate throughout their lives, that reads,

*"When asked, it's no sin, to say you are a housewife!
In fact, it's a responsible job too!
There a lot decisions, that lie on your shoulders,
and you have to be prepared to come through!
So many are relying on you and for them,
You have to be there. You do this, not only,
Because it's your job, but you do it,
With love and because you care!
You're a wife, mother and grandmother,
Which takes up a great deal of your time and
efforts on any given day,
And if anyone were to ask me, as far as I'm
concerned,
I wouldn't have it. Any other way!"*

These powerful poems resonate with the indomitable spirit of women confronting challenges, breaking barriers, and defying societal norms. They reflect the courage, strength, and resilience inherent in every woman. Despite India's rapidly evolving society, achieving equal status for women remains a struggle, compounded by the undervaluation of women's work within the patriarchal framework. They are:

- **Productive Work** - It consists of the production of goods/commodities for consumption through work in/outside the home. e.g. Manufacturing, agriculture, and manual labour.
- **Unproductive Work** - It consists of producing articles for immediate consumption. e.g. house chores, livestock, rearing, farming, and helping with the merchant shop.

- **Reproductive Work** -Tasks associated with creating and sustaining children & families. These roles/functions are natural, with no returns. e.g. Total child care activities.
- **Community Work** - Tasks/ responsibilities carried out for the benefit of the community. e.g. Marriage function, culture, rituals.
- **Paid Work** -Tasks women usually perform in carrying out their different roles that earn them an income. e.g. Office work.
- **Unpaid Work** – Work that does not receive any direct remuneration, no social security, assigned low social status, not recognized and valued. e.g. domestic work.
- **Visible Work** – Formal work that is authorised and documented. e.g. making baskets, or weaving, sculpture making, idol making or pots.
- **Invisible Work**–Unnoticed tasks performed by women at home, not quantified. e.g. natural caregiver, family business.

The Hallmark of Women’s ‘Secondary’ Employment

The changing landscape of employment has led to a prevalence of irregular economic conditions, particularly evident in women’s secondary employment. Women constitute a significant portion of the workforce in the informal sector, engaging in various roles such as small-scale manufacturing (house construction, house help), retail trade, self-employment, and also illicit activities (beer-brewing, drug cultivation). Despite such occupations, women often earn less than men, with income inequalities more pronounced in the informal sector. This disparity is fuelled by perceptions that women are more suited for tedious and low-paying jobs, cheaper to employ, and less likely to unionize (World Economic Forum, 2015).

Theoretical studies highlight that gender discrimination, segregation, stereotyping, and traditional division of labour negatively impact a country’s growth. The modernization neoclassical approach, proposed by Becker in 1979, attributes employment inequalities to differences in productivity, education, and work experience between men and women. Boserup’s feminization U hypothesis underscores women’s vulnerability during economic development, particularly as they engage in unpaid

productive and reproductive activities in farms and homes. Urbanization, industrialization, and technological advancements further exacerbate gender gaps, weakening both men’s and women’s working activities. Despite increasing numbers of women entering paid employment, they often face inferior conditions compared to men (Jane et al. 2000).

Statistics of Female Labour Force Participation

The Female Labour Force Participation (FLFP) rate indicates percentage of women population (16-64 years) that are currently employed or are seeking employment in the economy. According to the data released by the World Bank in June 2020, India’s FLFP is the lowest in South Asia, 20.3% in 2020. According to the UNGC (United Nations Global Compact) study, India is the only country among the 153 surveyed countries where the economic gender gap is too high. The reasons that have barred women vary from lack of infrastructure, no additional benefits, insecurity, low pay, no career advancement, no maternity leave, pension, insurance, childcare arrangements, and tax policies. With an optimum increase in income levels of the households and improvement in the education level of females, women no longer prefer working as unpaid workers, more females start entering the labour force, especially into non-manual or service-oriented jobs (Goldin, 1994).

The studies indicated that increasing the participation of women in the labour force to the same level as men can speed up India’s GDP by 27%. Economist perspectives suggest that active participation of women in the labour market has a faster impact on the development of the economy and acts as an important macroeconomic growth determinant. The labour market participation of women provides an additional income to the household that ultimately increases output (Sanghi et al. 2015). Economic liberalisation at the global level leads to women’s increased participation in the labour force and increased involvement in paid work.

Women in Workforce: Problems and Challenges

The feminization of poverty, the care economy, and the unequal distribution of responsibilities reinforce gender stereotypes, often relegating women to domestic roles. This poses a challenge for achieving equal representation in the labour force. The question arises, is it possible for a woman to break the glass ceiling and achieve equal representation in the labour force as men? The factors that contribute

to the perpetuation of gender stereotypes and the undervaluation of women's work, particularly in the domestic sphere are as below:

Glass Ceiling

Glass Ceiling is a barrier that impedes women from rising to top corporate positions despite their qualifications. They face lower decision-making power, earn less, lack opportunities for advancement, and are underrepresented in senior roles, all of which hinder their ability to improve their lives. Traditional norms channel women into lower-paying sectors, perpetuating inequality in the workplace. Achieving workplace equity and equality for women is hindered by these obstacles in the traditional work environment.

Decent Work Agenda

Decent work for women entails productive employment characterized by freedom, equity, equality, security, and social protection. It provides opportunities for personal development, social integration, and participation in decision-making. Fair income and respect for human dignity are essential components. Ultimately, decent work offers women the chance to contribute meaningfully to society while enjoying economic stability and personal fulfilment.

Double Burden or Double Whammy or Double Shift

Women experience a double burden due to their invisible and unpaid domestic work, which relegates them to secondary positions in a capital-based society. Despite their presence in the labour market, women continue to bear the primary responsibility for housework and childcare. Consequently, they often work longer hours to fulfil both their workplace and domestic responsibilities.

Women as a Reserved Army of Labour

Women are often viewed as a convenient and inexpensive source of labour, particularly in sectors experiencing shortages. Despite this perception, female workers constitute a highly capable and skilled workforce. They excel in roles such as nursing, education, administration, fieldwork, healthcare, catering, BPO services, content creation, and IT. Women bring competence, skill, training, and education to these positions across various industries.

Female-headed Households

The rise in female-headed households highlights

the interconnectedness of women's social and economic marginalization. Gender-selective migration contributes to two main types of female-headed households: De jure, resulting from widowhood, separation, or being unmarried, and de facto, caused by male migration to urban areas, leaving women with limited economic resources. Single-parent families headed by women are increasing, with their needs growing amid decreasing real incomes, a trend exacerbated by the COVID-19 pandemic.

Feminisation of Responsibility

As social inequality rises, women are increasingly tasked with responsibilities related to basic needs, family unity, social programs, productive work, and managing both home and workplace affairs. They are transitioning from warriors against poverty to torchbearers of development. However, the burden of household issues disproportionately falls on women, exacerbating gender disparities and underscoring the need for greater social equity and support structures.

Care Economy

The care economy encompasses the essential work performed by women within the domestic sphere, ensuring the well-being and sustenance of the labour force. This includes providing care for household members such as children, the elderly, and the sick, as well as engaging in domestic tasks like cooking and cleaning. Women act as consumers and unpaid labourers at home, nurturing and supporting the future labour force while contributing to the effective functioning of society.

Occasional Employment

Employment patterns for women encompass various structures including minor band, paid/unpaid, voluntary/involuntary, contract, and part-time/full-time roles within formal and informal sectors. With the rise of Information and Communication Technology, more women are entering the job market on both short- and long-term bases. The flexibility of employment conditions is increasing, leading many women to choose to remain in the workforce rather than returning to domestic roles.

Pay Equity

In the Indian subcontinent, the gender pay gap persists, ranking poorly in global gender parity assessments such as the Global Gender Gap Report (2010) and the World Economic Forum's survey

(WEF). India is among the bottom 10 countries worldwide for women's economic participation. Full-time male employees consistently earn higher incomes than their female counterparts, reflecting entrenched patriarchal attitudes devaluing women's work as less significant.

Shadow Employment

The industrialized countries are witnessing a significant and rapid rise in the proportion of women entering paid employment. This trend is attributed to factors such as the introduction of free trade, advancements in technology, and shifts in the economy, leading to a transition from manufacturing to the service sector. Additionally, there is a notable increase in non-standard job opportunities, including part-time, part-year, temporary, contractual, and casual positions, which are more suitable for female workers.

Work and Family Balance

Studies indicate that globally, women typically devote more hours per week to work compared to men. However, a significant portion of women's work is unpaid and often goes unaccounted for in economic assessments. Many women face inadequate support systems and encounter ongoing challenges in arranging and maintaining childcare, underscoring the persistent gender disparities in unpaid labour and caregiving responsibilities.

Mental/Physical Harassment

A significant percentage of women across various job sectors experience unwelcome verbal, visual, non-verbal, or physical harassment. Upon entering the workplace, women often encounter practices such as badgering, violence, hostile working environments, and provocations. In response to concerns about inappropriate behaviour toward female employees, India passed the Sexual Harassment of Women at Workplace Act in 2013, although it took 16 years to be enacted, highlighting the persistence of challenges surrounding workplace harassment and the need for effective legal protections (Sarwade, 2023).

Measuring Unpaid Work: A Call to Action

The future of a globalized economy hinges on women's economic empowerment, as recognized by the UN. If the future of our globalized economy is to bring equitable progress for all, investing in women's

economic empowerment is a must (UN, 2019). Unpaid care work, traditionally associated with women, plays a critical role in individual, household, and national well-being, yet has been neglected by economists. There is a growing acknowledgement of this "feminized" work, with more men entering this sphere. Globally, the value of unpaid care work, predominantly done by women, is estimated at \$16 trillion, with \$11 trillion non-monetized. This represents a significant portion of global output, equivalent to at least half of a country's GDP.

Neglecting the care economy can lead to serious societal and productivity consequences, as it overlooks the care of humanity's most vital resource: people. Therefore, it is imperative to recognize, value, and give visibility to women's unpaid work, endorsing their contributions and acknowledging the care economy as a productive sector within national economies. It shows that the value of unpaid work can be equivalent to at least half of a country's GDP. So, if the Care Economy is neglected this can have serious consequences for society and its productivity as it is neglecting the care of its most important resource people. It is much needed to establish the importance of giving value to the unpaid work of women, give visibility to their work, endorse women's contribution and recognize the care economy as a productive space in the country's economy.

Analysis of NSSO data from 1970 to 2018 shows that women in India have predominantly engaged in labour-intensive, home-based, and informal work, primarily in low-productivity sectors. Over the years, there has been a significant shift in the employment landscape for women. In rural areas, the proportion of women working in agriculture has decreased from 88.1% in 1977-78 to 73.2% in 2017-18. Conversely, urban women have seen a notable increase in employment within the service sector, with its share rising from 35.7% in 1977-78 to 60.7% in 2017-18. This shift highlights the growing significance of professions like teaching, banking and nursing for urban women, marking a transition away from traditional agricultural roles.

Despite advances in education, women still face significant barriers to equal employment opportunities compared to men. Data indicates that if women had equal access to work opportunities, female employment could have increased up to three times more. In India, less than 19% of new job opportunities

in the country's fastest-growing occupations were taken up by women. This trend persists due to a rising demand for technically skilled labour, with men holding higher levels of tertiary education and vocational training. Additionally, women in India spend an average of up to 6 hours per day on domestic work, further hindering their participation in the workforce. The entrenched gender-specific division of labour within households contributes to a lack of family support for women's careers, exacerbating the problem. The question arises, *who empowers women? A woman herself, women helping each other, older women playing role models, community support, and conducive policies?*

Strategic Solutions: Multipronged Approach

For the economic independence of women, a multipronged approach is required that addresses various barriers and challenges they face in accessing equal opportunities in the workforce (Fig-1). Here are some key strategies:

Education and Skills Development

Investing in education and vocational training programs tailored to women, ensuring access to quality education and skill-building opportunities. This will empower them to pursue careers in diverse sectors, including traditionally male-dominated fields.

Promoting Entrepreneurship

Supporting women entrepreneurs through access to finance, mentorship programs, and networking opportunities. Encourage the creation of women-led businesses and provide resources to help them thrive in the competitive market.

Workplace Policies and Practices

Advocating gender-sensitive workplace policies that promote equal pay, and flexible working arrangements, and a supportive work environment free from discrimination and harassment, adopt diversity and inclusion initiatives.

Childcare Support

Implementing affordable and accessible childcare services to enable women to balance their work and caregiving responsibilities. This will reduce the burden of unpaid care work and allow women to participate more fully in the workforce.

Access to Finance and Resources

Facilitating access to financial services, including credit, savings, and insurance, for women entrepreneurs and workers. Provide training on financial literacy and management to empower women to make informed financial decisions.

Legal Reforms and Enforcement

Enacting laws that protect women's rights in the workplace, including laws against gender-based discrimination, harassment, and unequal treatment. Strengthen enforcement mechanisms to ensure compliance with these laws.

Promoting Gender Equality in Education and Media

Challenging the gender stereotypes and biases through education and media campaigns. Promote positive role models and representations of women in leadership positions to inspire future generations.

Engagement of Men and Communities

Encouraging the active involvement of men and communities in promoting gender equality and supporting women's economic empowerment. Foster partnerships and collaborations between government, civil society, and private sector stakeholders to create a more inclusive and supportive environment for women.

Narrating Success Stories of Indian Women Entrepreneurs

Aditi Gupta is the co-founder of Menstrupedia, an online platform that provides information and resources to educate girls and women about menstruation. She started Menstrupedia in 2012 to address the taboo surrounding menstruation in India and promote menstrual hygiene.

Policy Reforms

Breaking the glass ceiling is possible through, policy reforms, investment in education, challenging gender norms, support networks, corporate accountability, and political advocacy. Intersectional approaches are vital to address diverse barriers faced by women. Despite challenges, sustained efforts across sectors can lead to progress towards equal representation in the labour force.

By implementing multipronged strategic solutions, we can aspire towards empowered women to achieve economic independence, unlock their full

potential, and contribute to sustainable economic growth and development (Figure 1).

Government Initiatives

In India, the government has launched several initiatives aimed at empowering women across various domains. Some of the key initiatives include:

Beti Bachao Beti Padhao (BBBP) Campaign (2015) - aims to address gender imbalance and promote the welfare of girls by focusing on the areas of survival, education, and protection.

Pradhan Mantri Matru Vandana Yojana (PMMVY): This scheme provides financial assistance to pregnant and lactating women to improve their health and nutrition status.

Mahila Shakti Kendra (MSK, Ministry of Women and Child Development)-aims to empower rural women through skill development, training, awareness programs, and support services.

National Mission for Empowerment of Women (NMEW): aims to strengthen the overall status of women by providing support for gender equality, women’s rights, and empowerment.

Pradhan Mantri Mahila Shakti Kendra (PMMSK): Empowers rural women by community participation, skill development, capacity building, self-help groups and entrepreneurship.

One Stop Centres (OSCs): OSCs provide support and assistance to women affected by violence, including counseling, legal aid, medical assistance, and temporary shelter.

Women Helpline (WHL): 181 is a toll-free number that provides round-the-clock support and assistance to women in distress, including counselling, information, and referral services.

Sukanya Samridhi Yojana: This scheme encourages parents to save for the future education and marriage expenses of their girl child by offering a high interest rate and tax benefits.

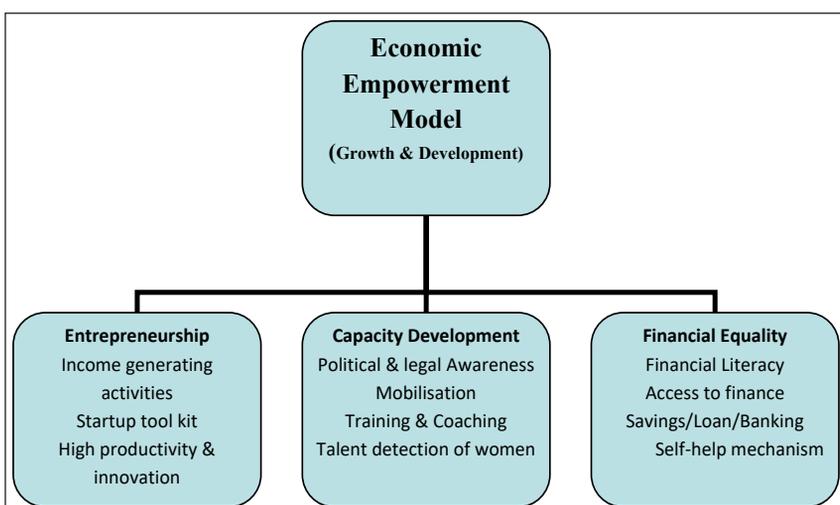
These initiatives represent a comprehensive approach to women’s empowerment in India, covering various aspects such as education, health, economic empowerment, and social support. However, effective implementation, monitoring, and evaluation are essential to ensure the success and impact of these programmes.

Conclusion

The decision for women to enter and remain in the workforce is influenced by various factors including family, marital, educational, and social status. Often, this decision is not made by women alone but involves multiple stakeholders. To increase female participation in the workforce and prevent dropouts, targeted interventions are essential from the government, private sector, media, and civil society. Women are typically engaged in small enterprises and non-market work, making their economic contributions often invisible. With rising female workforce participation, there is a growing demand for early childhood and elderly care. Gender mainstreaming is crucial, ensuring that public and corporate policies address gender-related barriers effectively. Gender perspectives should be integrated into all aspects of policy development, research, advocacy, implementation, monitoring, and planning to foster inclusive solutions.

The development of a country is intricately linked to the development of its women. While data, statistics, and challenges shed light on the journey of women’s empowerment, what is crucial is women upholding and supporting each other, the biggest ally of one woman is another woman. Instead of perpetuating the notion that women are each other’s enemies, there is a pressing

Figure :The Economic Empowerment Model for Women



need for solidarity and mutual support. In this transformative time, let us rise above the prejudices, fears, and insecurities and celebrate the strength, resilience, and unwavering spirit of women in India. Bold, resilient, and unyielding, Indian women have the potential to uplift each other and drive meaningful change in society. Union Minister Smriti Irani rightly emphasizes *Bold, Resilient, and Unyielding, that the women of India*, Women’s Day celebration, needs to come true.

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Women with Special Needs: Accessibility to Higher Education

D Uma Devi*

“There are currently some 5.6 billion differently-abled people in the world. Some have a difference called disability.”-Disability Dimension in Development Action: Manual on Inclusive Planning, United Nations. The 1970s marked a new approach to disability. The concept of human rights for disabled persons began to become more accepted internationally. The Declaration on the Rights of Disabled Persons, adopted by the General Assembly on 9 December 1975, encouraged national and international protection of the rights of the disabled. Recognition was given to the fact that disabled persons were entitled to the same political and civil rights as others, including measures necessary to enable them to become self-sufficient. The declaration reiterated the rights of disabled persons to *education, medical services, and placement services*. It further recognized their right to *economic and social security, to employment, to live with their families, to participate in social and creative events*, to be protected against all exploitation, abuse, or degrading behaviour, and to avail themselves of legal aid.

The United Nation’s Convention on the Rights of Persons with Disabilities, 2008 (UNCRPD)

The United Nations’ Convention on the Rights of Persons with Disabilities, 2008 (UNCRPD) marks a major international milestone in the effort to promote, protect, and ensure the full and equal enjoyment of all human rights and fundamental freedoms of persons with disabilities, and to promote respect for their inherent dignity. The Convention marks a ‘paradigm shift’ in attitudes and approaches to persons with disabilities and creating an Inclusive and accessible society for all persons with disabilities. Article 9 of UNCRPD talks about accessibility, Article 13 deals with access to justice, Article 20 deals with personal mobility. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure persons with disabilities access on an equal basis with others, to the physical environment, to

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transportation, to information and communication, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

1. Buildings, roads, transportation, and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces.
2. Information, communications, and other services, including electronic services and emergency services.

India is a signatory of the UNCRPD which articulates the provision of a completely accessible and barrier-free environment for persons with disabilities. Article 9 on Accessibility expresses the requirement of adequate measures to ensure persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communication technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.

The Government of India has developed various guidelines and models to ensure a barrier-free environment through various Ministries:

- The Central Public Works Department guidelines and Space Standards for Barrier Free Built Environment for Disabled and Elderly Persons, 1998
- Manual on Barrier Free Environment, the Chief Commissioner for Persons with Disabilities, 2002
- Model Building Bye-Laws, Town & Country Planning Organization, 2004
- Bureau of Indian Standards, National Building Code, 2005

In pursuance with the provisions of the Persons with Disability (Equal Opportunity, Protection of Rights and Full Participation) Act 1995 – (PWD Act), National Policy on Disability, and UNCRPD several steps have been taken to provide a barrier-free and accessible environment for the Persons with

Disabilities. All the Central Ministries and State Governments have been advised to take appropriate steps in this regard. In a pursuant action, it is reported that the Delhi Division of the Ministry of Urban Development had notified the amended Building Bye-Laws, 1983 to ensure that the public buildings, which are erected in Delhi provide a barrier-free environment to Persons with Disabilities. These Building By-laws for barrier-free built environments in public buildings have been circulated to all the States and Union Territories for incorporation in the municipal building By-laws. It is reported that many State Governments have modified their building bylaws. The Ministry of Railways, Civil Aviation, etc., have taken several steps to provide accessible features in the Railway platform and Airports, etc. Department of Public Enterprises has issued instructions to all Central Public Sector Enterprises (CPSEs) to make all buildings of the CPSEs barrier-free in time bound manner.

The Eleventh five-year plan has proposed many developmental steps to be taken in the field of higher education and disability. It also reports the advances being made in the Tenth five-year plan.

- 500 scholarships were provided every year during the Tenth Plan for higher and professional courses.
- The 'Disability Division' of the Ministry of Social Justice and Empowerment will be strengthened by converting it into a separate department so that it can liaise effectively with all the other concerned Ministries/Departments
- To promote greater accessibility and a barrier-free environment for the disabled, a new National Institute of Universal Design will be set up in the Eleventh Plan
- A commitment has been given in Parliament that education would be made disabled-friendly by 2020. If this commitment is to be fulfilled, certain urgent steps are necessary, including the setting up of disability units in the University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council of Educational Research and Training (NCERT), Kendriya Vidyalaya Sangathan (KVS), and all other apex education bodies
- Deserving persons with disabilities should be supported for training/education abroad, especially in studies relating to disability.

- Support to institutions with a larger student population of SCs, STs, OBCs, minorities, and physically challenged;
- Support to the SCs, STs, OBCs, minorities, physically challenged, and girl students with special scholarships/ fellowships, hostel facilities, remedial coaching, and other measures;
- Setting up an 'Equal Opportunity Office' in all universities to bring all schemes relating to this group under one umbrella for effective implementation.

Higher Education in India

The higher education system grew steadily in size, especially due to the national freedom struggle, which gained strength and momentum in the first quarter of the 20th century. In 1947, there were 20 universities with 500 colleges enrolling about 100,000 students. The system has continued to develop at an accelerated rate during the last six decades (1947–2007) and has become the third largest in the world, next only to China and the USA, with 431 universities, 21,000 colleges, about 12 million students and 505,000 teachers (Thorat, 2008). Indian universities and colleges account for over 10% of the total enrollment in higher-education institutions in the world, but still, it is too small to accommodate 138 million domestic youth in the age group of 18–24 years. The reported gross enrollment ratio (GER) of 12% is very small compared to the world's average of 23% and an average of 56% for developed countries. The government of India proposes to increase the GER to 15% by the year 2012 and to 21% by 2017 through large-scale expansion of the system by way of opening new institutions and enhancing the intake capacity of the existing ones.

Status of Women in Higher Education

Women's share of enrollment in entire general education (in arts, science, and commerce) increased from 12.3% in 1950–51 to 39.8% in 2005–06, the corresponding figures for professional and technical education (Education, Engineering and Technology, Medicine, etc.) were 8.6% in 1950–51 and 29.5% in 2005–06 respectively. While total gross enrollment in general education increased at an ACGR of 6.1% since 1950–51, the ACGR for women was 8.6% against 5.4% for men. This indicates that over the years since independence, the growth of women's enrollment has been faster than the total enrollment and that of men, both in general and professional education.

Though higher education is accessible to all, there is wide variation in access to higher education among women across social and religious groups. For example, during the academic year 2004–05, the gross enrollment ratio (GER) of SCs was 7.8% against 16.7% for people of the nonscheduled general category. In the case of SC women, the figure was 6.3 % against 9.2% for the SC men. Similarly, GERs of ST and OBC women were 6.4% and 7.6% respectively compared to 8.8% and 12.5% for men of these groups. The GER of women of the general category was 14.1%, which was more than twice those of SC and ST women, and approximately twice that of OBC women.

Disparities in Higher Education

With regard to higher education, the percentage of women accessing higher education and professional courses is very low. Moreover, the differentials with regard to disadvantaged communities are very pronounced. For example, the percentage of women pursuing BA courses is 3.39 % (Schedule caste), 1.38% (Schedule tribe), and 40 % (non-Dalit women). At postgraduate and doctoral levels, 38% (M.A.) and 34% (M.Sc) for Non-dalit women, the percentages for Dalit women are 3.8% and 2.9%.

According to the NSS Round (2007-08), GER in the age group 18-22 years stood at an average of 17 per cent, up from 14 per cent in 2004-05. However, within this average, Scheduled Tribe men are 8.7 per cent compared to 6.4 per cent ST women; rural men are 9 per cent compared to 5.6 per cent women; Muslim men are 9 per cent compared to just 6 per cent for Muslim women. Compare these figures with 38.7 percent GERs for urban upper-caste men and 37.7 per cent for urban upper-caste women. If the case with the general women is so, we can imagine the situation of the women with special needs in higher education. Their participation and access to higher education is merely a dream for them and only a few of them are reaching the higher education avenues. Of course, the situation has improved to some extent but it is small, and still, changes need to be made in the attitudes of the community, parents, and even among the differently abled women towards accessing higher education.

Obstacles to the Access to Women's Special Needs in Higher Education

(1) The indifferent attitude of the parents, family members, and the community that it is of no use

to a disabled child, especially the girl's child being educated and it is a waste of time, money, and other resources, as they are unproductive.

- (2) When there are other siblings for a disabled child, the disabled child gets the least priority in education compared to his/her siblings, either due to the poverty of parents or the attitudinal barriers in society. Poverty and Disability is a vicious circle. Due to poverty, education is denied to children even in the general population. If the case is so, we can imagine the situation of the children especially the girl child with special needs due to the architectural barriers of the buildings and the society.
- (3) The prevalence of architectural and environmental barriers such as inaccessible built environments, school buildings, roads, transport, and so on. Many times parents will have to carry their disabled child due to the architectural and environmental barriers. They cannot use public transport as they will never have adequate facilities to cater to their needs and hence, the transportation of children with special needs is too expensive for them as they have to rely on private transportation which is too costly to afford. Thus, as the child grows older their environment is restricted to their home.
- (4) The education system is also inaccessible for many disabled students, as the teaching methods, learning aids, curriculum itself, and the evaluation system are not disabled-friendly. (Braille books and materials, readers for students with visual impairment, sign language interpretation, and teaching are not available in most schools). This allows little opportunity for Disabled People to continue with their education. Augmentative and Alternative Communication Techniques are confined only to a few special schools.
- (5) Sarva Shiksha Abhiyan (SSA) talks of Education for all. The fact remains that many disabled people are not enrolled under this scheme due to the severity of Disability. Also, teachers are not trained in inclusive education.
- (6) The Persons with Disabilities Act, of 1995 does not speak of reservations in Higher Educational Institutions and only talks about open universities. Many Disabled People are denied entry into professional courses like MBA, Engineering, and Medicine due to their disability.

Strategies

1. The real issue behind these barriers is the disability-insensitive attitude of society and hence, there is a need to bring attitudinal changes among the community, parents, and the disabled among themselves about their potential and productivity. Society should be dynamic enough to Accept all Differences and should invite differently-abled people to come on par with them in all the activities of society.
2. It also becomes the duty of each member of the society to Respect the Individuality and Mutual Rights of any (disabled) member of the society. Society should develop a natural tendency to provide Equal Opportunities to disabled people so that they can enjoy their rights and as well contribute to society. All citizens should have the attitude to Value the Contribution of disabled people as they do their own.
3. Architectural barriers in buildings include lack of Ramps, Railings, Signage, Braille Print, Adequate Spacing, Slip Resistant Flooring, Accessible Toilets and Chairs, Switches, Shelves, Wash Basins, Taps & Telephone at accessible height need to be established at the public places, higher education institutions and houses to facilitate them ease and do their routines with minimum or no support. Apart from becoming self-reliant, such an internal atmosphere boosts their self-confidence and avoids unnecessary delay. For instance, most accessibility structures/designs have specific standards/measurements that have been accepted universally. Some of the features are as follows: Ramps should have a gradient of ratio 1:12, Parking Space for disabled people to be within 30 Meters of the main entrance, Handrails to be Circular and 40-45mm in diameter, Doors should be 900 mm Clear Opening, Toilets should have 1750 x 2000 mm (minimum) Clear Floor Space and Wash Basins should be provided with a Knee Space of 760 mm Width; 200 mm depth and 650 - 680 mm height.
4. Innovative and simple techniques can be adapted to suit the needs of disabled people as well as to implement the appropriate provisions of the Persons with Disabilities Act 1995.
5. Orientation Programmes need to be organized for the teachers working at higher education

institutions to cater to the needs of the people with special needs especially the women with special needs in the classrooms.

6. Equal opportunities for the disabled especially among the women with special needs to be provided on par with the general population at higher education and employment. If provided opportunities, they will also prove themselves that in no way they are inferior to others.
7. A social security system should be provided for women with special needs so that they will have faith in their future and future development which creates self-esteem, and self-reliance among them and their future aspirations.
8. Gender-friendly and barrier-free environments should be created at higher education institutions, homes, and other workplaces to make their access with ease and confidence to human development indexes.

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Cultural Dynamics and Gender Roles: A Study in the Context of Assamese Society of the North-East India

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The pluralistic culture of India results in the divergence of status and treatment towards women across the country. Although the culture of Assam, a northeastern state of India, reflects Indo-Aryan culture, it has maintained non-Aryan traits as well. The status of women in Assam, thus, has to be understood from the standpoint of its cultural heritage and diversity. As far as the condition of women of Assam is concerned, a confusing picture may be seen. On one hand, women have made rapid strides in every aspect of modern life, Assamese women now are not afraid of voicing their opinions or joining forces with other women in the local community to fight against social maladies and injustice. On the other hand, they suffer from many disabilities and social injustices. Cultural dynamics play a significant part in shaping and determining the roles of women in Assamese society. An attempt is made in this paper to explore the interplay between cultural dynamics and gender roles in Assamese society.

The term culture is interpreted in a variety of ways. However, the consensus indicates that it generally transcends the biological individual and deals with the mass of learned and transmitted habits, techniques, ideas, and values-and the behavior they induce in a particular social group. A definition of culture is often too broad to be useful for analytical purposes. For instance, one may think of culture as a body of shared knowledge, understanding, and practice. At the same time, culture may also refer to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by the group of people in the course of generations through the individual and group striving. Culture in totality refers to the way of life of a group of people- the behaviors, beliefs, values, and symbols that they practice habitually throughout generations which are passed along by communication and imitation from one to another. In other words, culture can be termed as irrational or static. This is however intended basically as an attempt to re-conceptualize

the way one typically thinks about culture in shaping rational and irrational beliefs regarding women's positioning and their systematic exclusion from the social process.

As a part of a social group, women's position deserves special mention. In a sense, there is a strong linkage between women and culture, for culture not only comprehends what is obvious, that is the art and crafts and oral or written literature and thought currents, but also the basic customs and traditions, rites and rituals which together foster a certain social pattern and a certain outlook among the people living in that pattern. Women are often regarded as bearers and protectors of a particular culture. Women are the cradle of civilization.¹ They occupy a vital place in the society. They are part and parcel of every family. Women should be protected and honoured in the society. In short, their role in shaping the family and molding society cannot be minimized or underestimated. Within the framework of a democratic polity, our laws, development policies, plans, and programmes have aimed at women's advancement in different spheres. India has also ratified various international conventions and human rights instruments committing to secure equal rights for women. Key among them is the ratification of the Convention of Elimination of All Forms of Discrimination Against Women (CEDAW) in 1993. Apart from these, there are various other legal provisions for the protection of women's rights. Besides, the government has also taken several special initiatives for women by setting up various commissions and committees for their protection and advancement. But the fact of the matter remains that despite the constitutional and legal frameworks women are subjected to gross human rights violations all over the country. In its 1994 statement to the United Nations Human Rights Commission, the government of India recognized the diversity of women in Indian society: It is not easy to talk in general terms about the socio-economic or legal status of women in India because women cut across several socio-economic, cultural, and religious groups in the country and enjoy status depending upon the section or group to which these women belong. We, therefore, have women who are highly educated, well trained, commanding respect in society, and occupying positions of authority. At

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the other end of the spectrum, we have women who are illiterate and poor (Permanent Mission of India 28 Feb. 1994, 1; see also *CJWL* 1993, 280, 283).⁴

It follows that the pluralistic culture of India results in the divergence of status and treatment towards women across the country. As a result, women in certain parts of the country enjoy fairer rights while others do not. As the main aim of this study is to explore the impact of and interplay between cultural dynamics and gender roles in Assamese society, it was necessary to understand underlying social problems from a theoretical ground. It is worth mentioning here that this study has been limited to non-tribal Hindu Assamese women. For this, only the literature related to culture would not be enough. Culture, educational status, awareness of the society, thoughts of the people of the very society, as well as inter and intra-sectional status of people in the society have been taken into consideration. Further, we have to bear in mind the fact that although the culture of Assam is a reflection of the Indian Aryan culture, it has maintained its non – Aryan traits as well. The status of women in Assam as such has to be considered from the standpoint of its cultural heritage and diversity.

The Prevailing Scenes

So far as the condition of women of Assam is concerned, a very confusing picture is present in front of us. On the positive side, women have made rapid strides in every aspect of modern life. The constitution guarantees equal opportunity and where necessary provides necessary safeguards from possible exploitation or injustice. Assamese women of today are not afraid of voicing their opinions or joining forces with other women in the local community to fight against social maladies and injustice. They have opportunities to make bold decisions or lead unorthodox lives, which might have made them vulnerable to social ridicule and family pressures a few decades ago. Undoubtedly, women of today in Assam enjoy better status and freedom than women in the past.

On the negative side, women of Assam suffer from many disabilities and social injustices. This is true for all Indian women and is not specific to women of Assam to whatever religion they may belong, except where their status, roles, and responsibilities are not directly influenced by religious beliefs such as marriage and inheritance.

The social status of women is ascribed status which remains fixed for an individual at birth eg. sex,

race, caste, etc., which is based on social conditioning. Women's status depends mainly upon their rights and privileges and the roles assigned to them, most often based on gender. In a familial context, daughterhood, sisterhood, wifehood, and motherhood are the basic socially defined roles for women. A woman has to perform multiple roles in her lifetime that are based on her familial ties. This article aims to analyze the interlinkages between gender roles and culture in Assam.

Methodology

With this end in view, a study/survey based on a questionnaire was conducted among women of various categories to find out their position in society. The survey work has been performed on three levels: Housewives/ Home-makers; Working Women/Men; and Female/Male Students. While selecting the respondents the following points were taken into consideration:

1. The respondents should belong to different age groups. The sample respondents should include both men and women from diverse social backgrounds, educational qualifications, and occupations.
2. The respondents should be both from nuclear and joint families.

The data for the study was collected with the help of a questionnaire and observation sheet. In the following paragraphs, an attempt has been made to analyze the findings of the study.

The socio-cultural awareness of the respondents has been analysed from the social background of the respondents. As their socio-cultural background is expected to influence the social positioning of women, therefore it is important to study their background in detail. The individual attributes that have been taken into account are age, marital status, educational standard, profession, nature of family, etc. It may be mentioned here that for the study 100 housewives, 250 students (male and female), and 250 working men and women have been selected randomly from the universe of our study i.e. Assam. Out of 250 students, 84 are male and 166 are female. Among the working group, there are 165 working males compared to 85 working females. In the following paragraphs, an attempt has been made to study the individual attributes of the respondents of the study.

Age Group

The age group is an important component of the social background of an individual. People acquire knowledge and experience with age which broadens their outlook and consequently their behavior patterns. The ideas and thought processes tend to change and grow with age. As such, it is an important factor that influences a person.

Table-1: Age Group of the Respondents

	Age Group	Respondents				
		HW	WM	WF	MS	FS
1	16-25	13	9	6	49	126
2	26-35	22	31	26	27	28
3	36-45	24	54	23	3	8
4	46-55	17	48	23	4	4
5	56-65	24	23	7	1	0
	Total	100	165	85	84	166

Source: Sample Survey

H.W: House Wives; W.M: Working Male; W.F: Working Female; M.S: Male Student; F.S: Female Student

It has been observed that respondents belonging to the age group 25-35 years are the highest in number i.e 31.17% followed by the age group 16-25 years i.e 24.84%. This is followed by the age group 36-45 years with 18.16% and the age group 46-55 years with 14.33% respectively. A decline in the number of respondents was noticed beyond the age group 56-65 years i.e. 11.5%. Thus, it is found that the majority of the respondents belong to the age group 16-25 years.

Sex

Sex is another factor that influences the behavior as well as the thought process of an individual. For a proper understanding of a social phenomenon, the outlook of both men and women must be given due consideration.

Table-2: Sex-wise Distribution of Respondents

Sl. No.	Sex	No. of respondents	Percentage
1	Male	249	41.5
2	Female	351	58.5
	Total	600	100

Source: Sample Survey

The table reveals that 249 respondents i.e 41.5% are male while 351 i.e 58.5% are female.

Education

Education is an important component of the development of a society. Education plays an important

role in improving the level of consciousness and awareness about ourselves and our surroundings. By knowing the level of education one can know whether a society is advanced or not. The term Education is used here in the sense of formal education/instruction through organized agencies such as schools, colleges, universities, etc.

Table-3: Educational Qualification of Respondents

Sl No.	Educational Qualification	No. of Respondents	Percentage
1.	Illiterate	16	2.67
2.	Upto Primary	52	8.67
3.	HSLC	190	31.67
4.	HSSLC	140	23.33
5.	Graduate	89	14.83
6.	Post Graduate	79	13.17
7.	M.Phil	9	1.5
8.	PhD	3	0.5
9.	Technical Diploma	2	0.33
	Total	600	100

Source: Sample Survey

Table 3 shows the level of education of the respondents. Out of 600 respondents, 180(30%) respondents are educated up to the HSLC level. After these 140 (23.33%) respondents were from HSSLC, and 89(14.83%) were from the Graduate level. Respondents having qualifications up to Post Graduate level comprised 79(13.17%). Respondents educated up to the primary level comprised 52(8.67%) while 46 (7.67%) respondents were illiterate. Respondents having an M.Phil degree numbered 9(1.5%) while PhD holders numbered 3(0.5%) respectively. The technical degree and diploma holder respondents were found to be 2(0.22%) respectively.

Occupation

Occupation is an important factor that determines to a great extent one's mode of living, behavior, and thinking.

Table-4: Status of Employment of the Respondents

Respon- dents	Answer of the Respondents	No. of Re- spondents	Percentage
Male	Yes	165	66.27
	No	84	33.73
Female	Yes	85	24.22
	No	266	75.78
Total		600	100

Source: Sample Survey

Table 4 reveals that out of 249 males, 66.27% are employed while only 33.73% are unemployed. On the other hand, out of 351 females, only 24.22% are employed and 75.78% are unemployed.

Marital Status

Data collected reveals that among 351 females included in the present study, 196 respondents were found unmarried. These include 146 female students and 50 working women. Among 249 male respondents, 46 respondents are found to be unmarried students.

In most societies, family systems are based on gender roles and it is the pre-designed gender roles that help members of a family to run the family with bound responsibilities. Such roles are defined by the socio-cultural norms in the family. In families where there is strict acceptance of gender roles, any disturbance in the gender roles may affect the smooth functioning of the family. But today modern life has very much changed the family structure and the gender roles have been diverting from the traditional responsibilities. Despite such changes, gender roles prevail in most families. In the context of Assamese society, family norms and values have been akin to the rest of the country. Hence an attempt was made to find out whether gender roles exist in the Assamese family structure. The question “Are there sex-specific gender roles defined in your family?” was put to the respondents. Table 5 shows the viewpoints of the respondents.

From Table: 5 it is seen that out of 100 housewives, 89% accept that there is a specific gender role in their families while only 11% do not accept it. While 85.71% of male students accept specific gender roles in their families 14.28% do not. Out of 166, 87.95% of female students believe that there are gender roles in their families, and 12.05% do not. Among the working male, 79.40% accept the existence of gender-specific roles while 20.60% do not. Out of 85 working females, 84.70% accept the existence of gender roles while 15.30% do not.

The nature of the roles of men and women to a large extent depends on the orientation provided to children by the family members towards particular issues and household work. The values that children imbibe in their childhood and grow up following and learning from their families and surroundings shape their attitude to a great extent. The attitude of children towards household work and its gendered division is the result of indoctrination in the family. Specifications about works to be done by males and females frame their psyches in a particular manner. The question was put to the respondents to enquire whether they were taught household tasks during their childhood irrespective of gender divisions.

Table 6 reveals that out of 249 males, 34.53% were taught to clean the house when they were children while 65.47% were not. With regard to tasks like washing the bathroom and toilet, while only 6.82% were taught these tasks 93.18% were not. In the task of washing clothes while 16.87% of men

Table 5: Response on Rigid Gender-Specific Roles in Families

Respondents	Yes	No	Percentage
HOUSEWIVES	89%	11%	100%
MALE STUDENTS	72 (85.72%)	12 (14.28%)	100%
FEMALE STUDENTS	146 (87.95%)	20 (12.05%)	100%
WORKING MEN	131 (79.40%)	34 (20.60%)	100%
WORKING WOMEN	72 (84.70%)	13 (15.30%)	100%

Source: Sample Survey

Table 6: Response on Household Tasks

Tasks	Male		Percentage %	Female	
	Yes	No		Yes	No
Clean the house	86 (34.53%)	163(65.47%)	100	336 (95.72%)	15 (4.28%)
Clean the bathroom and toilet	17 (6.82%)	232 (93.18%)	100	249 (70.94%)	102 (29.06%)
Wash clothes	42 (16.87%)	207 (83.13%)	100	287 (81.77%)	64 (18.23%)
Care for your siblings	21(8.43%)	228 (91.57%)	100	291 (82.90%)	60 (17.10%)

Source: Sample Survey

were taught during their childhood, 83.14% were not. In tasks like caring for siblings, while only 8.43% of men were taught 91.57% were not. So far as the case of women is concerned, it has been found that most of them were taught these tasks when they were kids. Regarding tasks like leaning the house while 95.72% were taught these tasks only 4.28% were not. In the task of cleaning the bathroom and toilet while 70.94% were taught 29.06% were not. About washing clothes, while 81.77% were taught only 18.23% were not. And in the task of caring for siblings while 82.90% were taught 17.10% were not.

There is a great importance of these tasks being taught to children during childhood. For apart from teaching them a good behavior management plan it also teaches them that as part of a family everyone needs to share in the workload. But it is equally important that children be taught these chores irrespective of their sex. So the question was put to them- "Did your parents teach the same to your brother/ sister?" The respondents revealed the following facts-

Table 7 Response on Whether Training in Household Activities Given to Brothers/ Sisters in the Family

Respondent	Response	Percentage
Male	Yes	152 (61.05%)
	No	97 (38.95%)
Female	Yes	167 (47.58%)
	No	184 (52.42%)

Source: Sample Survey

Table 7 reveals that with regard to tasks taught to the male child, the same was also taught to the other sibling in the case of 61.05% while 38.95% responded that their siblings were not taught. In the case of female respondents, it was found that the siblings of 47.58% of respondents were taught these tasks while 52.42% were not taught.

There is a general belief that certain tasks like changing the diapers of children, giving kids a bath, etc., are the mother's responsibility alone. A question was put to the respondents to understand their viewpoint as to whether they regard changing diapers, bathing kids, and feeding the kids are the mother's responsibility alone.

The data in Table 8 reveals that the majority i.e 86% out of 100 housewives consider it to be their sole responsibility to do such tasks while only 14% believe that it is not their sole responsibility. Out of 84 male students, 90.47% regard it to be women's sole responsibility while only 9.53% do not. Among 166 female students, 90.96% consider it to be solely the mother's responsibility while only 9.04% do not. 85.45% out of 165 working men consider it to be female responsibility while only 14.55% do not. With regard to working women, while 77.64% consider it to be their own responsibility 22.36% do not believe so. The data reveals that the majority of respondents consider such tasks solely to be the female responsibility. This is due to the common

Table 8: Response on Stereotyping Mother's Responsibilities

Respondents	Yes	No	Percentage
Housewives	86	14	100
Male Students	76 (90.47%)	8 (9.53%)	100
Female Students	151 (90.96%)	15 (9.04%)	100
Working Men	141 (85.45%)	24 (14.55%)	100
Working Women	66 (77.64%)	19(22.36%)	100
Total	520	80	600

Source: Sample Survey

Table 9 Response on Cooking and Taking Care of the House as an Important Responsibility

Respondents	Yes	No	Percentage
Housewives	89%	11%	100
Male Students	71 (84.52%)	13 (15.48%)	100
Female Students	121 (72.89%)	45 (27.11%)	100
Working Men	138 (83.63%)	27 16.37%)	100
Working Women	65 (76.47%)	20 (23.53%)	100
Total	484	116	600

Source: Sample Survey

belief that a woman's most important role is to take care of her home and cook for her family. The data on the next question Do you think that a woman's most important role is to take care of her home and cook for her family? revealed the details mentioned in Table 9.

The data obtained from Table 9 reveals that out of 100, 89% of housewives believe that a woman's most important duty is to take care of her home and cook for her family. With regard to the male students, it has been observed that while 84.52% consider it to be the prime female responsibility only 15.48% do not. Among the female students, it has been seen that while 72.89% consider it to be female duty 27.11% do not. Among the working men, while 83.63% consider it to be female duty 16.37% do not. On the other hand, while 76.47% of women consider it to be primarily female responsibility 23.53% do not.

The table 9 reveals that the majority of respondents consider the prime female duty to take care of and cook for the family. The idea that a woman's main responsibility is the household restricts her growth and development by confining her to the domestic arena. A working woman has to perform multiple roles. Besides looking after her family she also has to manage her workplace responsibilities. Even after being solely responsible for household affairs, she may not have a say in the decisions concerning the home. Women's opinions are least taken into consideration. Men usually have the final say in decisions concerning home. Acceptance of male decisions may at times be dominating for women. A question was put to the respondents enquiring if they think that men should have the final say in the decisions concerning the home.

Table 10 reveals that the majority of housewives i.e., 61% think that men should have the final say in decisions concerning the home while only 39% do not think so. With regard to male students, it has been found that while 82.14% want men to make decisions 17.86% do not want. Out of 166 female students, 56.02% are of the view that men should make the final decision while 43.98% do not think so. 73.3% of working men believe that the final decision regarding home should rest with them while 51.77% do not think so. With regard to working women, it has been found that while 48.23% of women want men to make the decisions 51.77% do not want so. It has been observed from the table that the majority of men want the decision-making power to rest with themselves while the majority of women do not want men to take the final decision. Women in most cases do not only have to follow / obey the decisions of men but also at times have to face violence in order to keep the family together. The instances of violence against women have been increasing day by day. However, the majority of such incidents of violence go unreported to keep the family together and protect family honor.

A question was put to the respondents regarding their viewpoint on - in order to keep the family together and intact, should women succumb to tolerating violence also? The data is represented in Table 11.

Table 11 reveals that out of 100 housewives, 93% responded that to keep the family intact women may be required to tolerate violence to keep their family intact whereas only 7% did not support it. Out of 84 male students, 88.10% of students agreed to the fact that women are required to tolerate violence to maintain the togetherness of the family while only 11.90% do not support it. About female students, it has been found that only 13.86% do not believe in

Table 10 Response on Man's Decision as Final in Family

Respondents	Yes	No	Percentage
Housewives	61%	39%	100
Male Students	69 (82.14%)	15 (17.86%)	100
Female Students	93 (56.02%)	73 (43.98%)	100
Working Men	121 (73.3%)	44 (26.7%)	100
Working Women	41 (48.23%)	44 (51.77%)	100
Total	385	215	600

Source: Sample Survey

tolerating violence to keep family intact 86.14% support it. Out of 165 working men, 91.51% feel that women need to tolerate violence to keep family intact while 8.49% do not. Among the working women, while 75.29% feel that women need to tolerate violence to keep the family intact, 24.71% do not. It is quite ridiculous but true that still most women feel helpless regarding tolerating violence to keep their family intact and believe.

Data Relating to Religious Participation

Religion is a condition of human existence as it has a huge impact on the daily life of almost everybody, far bigger than most people realize. Our society is built on religion so even a nonbeliever cannot keep himself/herself away from the religious norms due to the fact remains that most of the way that society works is based on religious teachings. The result is that almost every aspect of your daily life has been influenced by religion.

Probably the biggest influence that religion has on everyday life is that the laws and the social customs that exist in society are almost all based on religious teachings. While it could be argued that similar laws would be made by a society that had no God the fact remains that the laws as they exist are mostly an extension of religion. These laws form the

basis of society as we know it so religion has had a massive impact on the world as we know it. Since these laws govern almost all of our daily behavior we are being influenced by religion in almost everything that we do. As a mode of practicing religion, people often visit religious institutions like temples and *naam-ghars*. A question was asked to the respondents enquiring if they visit religious places like *naam-ghars* and temples. The results are revealed in Table 12.

Table 12 reveals that out of 100, while 91% of housewives visit temples/ *naam-ghars* only 9% do not visit. Among male students, while only 19.5% visit religious institutions, 80.95% do not. So far as female students are concerned while 83.13% visit religious places only 16.87% do not. Among the working men while only 45.45% visit religious places 54.55% do not. So far as the case of working women is concerned, the majority 88.23% of them visit religious places while only 11.76% do not. The table reveals that women visit religious places more than men. Despite the religious affiliations, however, women do not enjoy an upper hand in religious matters. They are sidelined from the major tasks. As such a question was put to the respondents to know if they are allowed to enter the main prayer hall in the temple or *naam-ghar*.

Table 11: Response on Tolerating Violence to Keep the family Intact

Respondents	Yes	No	Percentage
Housewives	93%	7%	100
Male Students	74(88.10%)	10 (11.90%)	100
Female Students	143 (86.14%)	23 (13.86%)	100
Working Men	151(91.51%)	14(8.49%)	100
Working Women	64 (75.29%)	21 (24.71%)	100
Total	525	75	600

Source: Sample Survey

Table 12: Response on Visiting Temple/ Naam-ghar?

Respondents	Yes	No	Percentage
Housewives	91%	9%	100
Male Students	16 (19.05%)	68 (80.95%)	100
Female Students	138 (83.13%)	28 (16.87%)	100
Working Men	75 (45.45%)	90 (54.55%)	100
Working Women	75 (88.23%)	10 (11.77%)	100
Total	395	205	600

Source: Sample Survey

Table 13 reveals that with regard to the religious domain and its key areas like entering the main prayer hall, participation becomes restricted. None of the housewives are allowed to enter the main prayer hall. Similar is the case with male as well as female students and working women. In the case of working men, however, 1.82% are allowed to enter the main prayer hall while 98.18% are not allowed. It appears that female entry/participation is nil in the case of the core religious issues. Regarding male participation also, it has been observed that the age factor is an important component determining religious participation in the core/principal areas. Such participation is not only limited to entering the prayer hall but also involves decision-making concerning the governing structures of the religious institutions. The right to decision-making or having a say in important matters ultimately determines one's position in society and his or her inclusion or exclusion from the social process. A question was put to find out the respondents' position in the governing structures of their institutions.

Table 14 reveals that with regard to say or position within the governing structures of their religious institutions while 98% of housewives do not have a say only 2% of them have a say. None of the male students have a say in the decision-making bodies. 0% of the female students have a say in the decision-making bodies. Among working men out

of 165, only 14.55% have a say while 85.45% do not have a say. None of the working women have a say in governing structures of religious institutions. However, irrespective of whether they have a say within the governing structures or not most people perform daily religious rites at home. Such rites are performed in most of the traditional Assamese families in the *puja ghar* or *thapona* established for the purpose. Such rites include practices followed in the morning after taking a bath and at dusk including paying homage to the deity by lighting earthen lamps, chanting prayers, etc. A question was put to the respondents to know whether they perform religious duties at home.

Table reveals that while 98 housewives perform religious duties at home only 2 do not perform. Among male students, while only 19.04% perform religious duties at home 80.96% do not while in the case of female students 96.98% perform religious duties and only 3.02% do not perform them. About working men, while 12.72% perform religious rites at home 87.28% do not. Among the working women while 95.29% perform religious rites only 4.71% do not.

Another question was put to the respondents if they felt that women are given a subordinate position in religious places. Table 15 reveals the opinions of the respondents.

Table 13 Response on Permission to Enter the Main Prayer Hall?

Respondents	Yes	No	Percentage
Housewives	0	100%	100
Male Students	0	84(100%)	100
Female Students	0	166(100%)	100
Working Men	3 (1.82%)	162 (98.18%)	100
Working Women	0	85(100%)	100
Total	3	597	600

Source: Sample Survey

Table 14 Response on the Role in Governing Structures of Respective Religious Institutions

Respondents	Yes	No	Percentage
Housewives	2%	98%	100
Male Students	0	84(100%)	100
Female Students	0	166(100%)	100
Working Men	24(14.55%)	141(85.45%)	100
Working Women	0	85 (100%)	100
Total	26	574	600

Source: Sample Survey

Table 15: Response on Performing Religious Duties at Home

Respondents	Yes	No	Percentage
Housewives	98%	2%	100
Male Students	16(19.4%)	68(80.96%)	100
Female Students	161(96.98%)	5(3.02%)	100
Working Men	21(12.72%)	144(87.28%)	100
Working Women	81(95.29%)	4(4.71%)	100
Total	379	221	600

Source: Sample Survey

Table 16 reveals that while 91 housewives think that they are given a subordinate position in religious places 9 do not think so. Among the male students, 90.47% of them agree that women are given subordinate positions in religious places while only 9.53% do not believe so. Out of 166 female students while 93.97% believe that women have been given subordinate positions in religious places 6.03% do not think so. So far as working men are concerned 88.48% of them think that women are given inferior positions in religious places while only 11.52% do not think so. And with regard to working women while 95.30% believe that women have been given subordinate positions only 4.70% do not think so.

Customary Practices

A custom is a traditional and widely accepted way of behaving or doing something specific to

a particular society, place, or time. Customary practices are defined as practices inherited from the past that are accepted and respected by the members of a community. There are examples of customary practices followed in every society and Assamese society is no exception to it. For instance, the practice of puberty marriage, and restrictions followed during monthly menstruation are a few among others. A number of questions were put to the respondents to find out if women are excluded as a result of customary practices.

Table 17 reveals that with regard to the observance of puberty marriage, 100% of the housewives responded that in their families the ritual of puberty marriage is observed. With regard to the male students, it has been observed that out of 85 male students, 97.62% of them agree that in their families the ritual is followed while only in 3.58%

Table 16 Response on Whether Women Hold a Subordinate Position in Religious Places

Respondents	Yes	No	Percentage
Housewives	91	9	100
Male Students	76 (90.47%)	8 (9.53%)	100
Female Students	156 (93.97%)	10 (6.03%)	100
Working Men	146 (88.48%)	19 (11.52%)	100
Working Women	81 (95.30%)	4 (4.70%)	100
Total	550	50	600

Source: Sample Survey

Table 17:Response on Observe the Rituals of Puberty

Respondents	Yes	No	Percentage
Housewives	100%	0%	100
Male Students	82 (97.62%)	2 (2.388%)	100
Female Students	163 (98.20%)	3 (1.80%)	100
Working Men	161 (97.57%)	4 (2.43%)	100
Working Women	82 (96.48%)	3 (3.52%)	100
Total	588	12	600

Source: Sample Survey

of families it is not. 98.20% of female students agree that in their families the ritual of puberty marriage is followed while only 1.80% of them refused. Among the working men, 97.57% agree that in their families the custom of puberty marriage is followed while only 2.43% do not agree. Among the working women, 96.48% of them celebrate puberty rites in their families while only 3.52% it is not followed. It has been revealed from the table that in most families the tradition of puberty marriage is followed.

Table 18 reveals that out of 100, 88% of housewives support this marriage while only 12% do not support it. Among the male students while 90.47% of them support puberty marriage 9.53% do not support it. So far as the case of female students is concerned while 85.54% of them support this marriage only 14.46% do not. Among the working men while 84.24% support puberty marriage 15.76% do not and in the case of working women while 87.06% support it only 12.94% do not.

Table 19 reveals that out of 100, 91% of housewives follow the do's and don'ts associated with menstruation while only 9% do not follow these. With regard to male students, 95.24% of them support/accept the do's and don'ts associated with menstruation pollution while only 4.76% do not support it. Among the female student's majority i.e. 91.57% follow the stigmas associated with

menstruation while only 8.43% do not support it. Among the working men while 91.51% want women to follow the do's and don'ts only 8.49% of them do not think so. So far as the case of working women is concerned while 89.42% of them follow these rules only 10.58% of them do not follow. Thus, it is seen that the majority of the respondents follow the stigmas associated with pollution.

Personal Freedom

Personal freedom refers to the freedom of the individual to do as he pleases limited only by the authority of politically organized society to regulate his action to secure the public health, safety, or morals or of other recognized social interests. Personal freedom is essential for self-fulfillment and for the development of the personality of every individual irrespective of sex. Any curtailment of personal freedom may jeopardize the personal progress and development of an individual. A number of questions were put to the respondents to find out if they enjoyed personal freedom and if men and women enjoyed the same level of personal freedom.

Table 20 reveals that 34% of housewives can wear any type of dress at their discretion while 66% cannot. 100% of male students can wear dresses at their own discretion. Similar is the case with working men. With regard to female students, while 31.33%

Table 18 : Response on Whether You Believe on Conducting Puberty Rituals

Respondents	Yes	No	Percentage
Housewives	88%	12%	100
Male Students	76 (90.47%)	8 (9.53%)	100
Female Students	142 (85.54%)	24 (14.46%)	100
Working Men	139 (84.24%)	26 (15.76%)	100
Working Women	74 (87.06%)	11 (12.94%)	100
Total	519	81	600

Source: Sample Survey

Table 19: Response on Do's and Don'ts Associated with Menstruation?

Respondents	Yes	No	Percentage
Housewives	91%	9%	100
Male Students	80 (95.24%)	4 (4.76%)	100
Female Students	152 (91.57%)	14 (8.43%)	100
Working Men	151 (91.51%)	14 (8.49%)	100
Working Women	76 (89.42%)	9 (10.58%)	100
Grand Total	550	50	600

Source: Sample Survey

Table 20: Response on Wear Any Type of Dress at Your Own Discretion?

Respondents	Yes	No	Percentage
Housewives	34%	66%	100
Male Students	84(100%)	0	100
Female Students	52(31.33%)	114(68.67%)	100
Working Men	165(100%)	0	100
Working Women	36(42.35%)	49(57.65%)	100
Total	371	229	600

Source: Sample Survey

Table 21: Response on Permission to Work Outside the Home or to Visit Market Place or Friends/ Relatives

Respondents	Yes	No	Percentage
Housewives	68%	32%	100
Male Students	64(76.20%)	20(23.80%)	100
Female Students	152 (91.57%)	14 (8.43%)	100
Working Men	0	165(100%)	100
Working Women	19(22.35%)	66(77.65%)	100
Total	303	297	600

Source: Sample Survey

Table 22. Response on Feeling Excluded on the Basis of Culture or Gender?

Respondents	Yes	No	Percentage
Housewives	81%	19%	100
Male Students	5(5.95%)	79(94.05%)	100
Female Students	151 (90.96%)	15 (9.04%)	100
Working Men	4 (2.43%)	161 (97.57%)	100
Working Women	81 (95.30%)	4 (4.70%)	100
Total	332	268	600

Source: Sample Survey

can wear the dress at their own discretion 68.67% cannot. So far as the case of working women is concerned while 42.35% can wear the dress at their own discretion 57.65% cannot.

Table 21 reveals that 68% of housewives have to get permission if they want to work outside the home or visit the marketplace whereas 32% do not need permission. 76.20% of male students do not need permission to work outside or visit the marketplace while 23.80% need permission. So far as the case of female students is concerned while 91.57% need permission 8.43% do not. None working men need permission to work outside or visit the marketplace but with regard to working women while 22.35% need permission 77.65% do not.

Table 22 reveals that 81% of housewives feel that they have been excluded based on gender or

culture while 19% do not feel so. Only 5.95% of male students think that women are excluded on the basis of culture while 94.05% do not think so. With regard to female students while 90.96% feel that they have been excluded based on culture 9.04% do not think so. Only 2.43% of working men think that women are excluded on the basis of culture out of 97.57% while 95.30% of working women 85 think that they are excluded and only 4.70% do not.

Conclusion

The analysis of the data reveals that with regard to the cultural arena, women do not occupy equal status with men. As we all know culture is inextricably linked with society, therefore, to find out the complex interplay of gender roles, a study of the cultural patterns and women's roles and positions was thought to be important. A number of aspects were

dealt with to find out the interconnections between culture and women in the Assamese society. Gender roles are descriptive and prescriptive. The descriptive aspect, or stereotype, tells men and women what is typical for their sex in particular contexts and situations. The prescriptive aspect tells them what is expected or desirable. Violations of gender role expectations are met with criticism and penalized. Furthermore, societal gender prescriptions tend to be internalized and thus self-imposed to a certain extent by women. It is worth mentioning here that women across all cultures have enjoyed a subdued position and so was the case with Assamese society. Indeed, in cultures, like that of Assam, where there is excessive emphasis on observing religious and traditional norms, internalized oppression is even harder to shake off since there is an impulsive adherence to stipulated social behavior and gender roles that is resistant to rational examination and change. Indeed, women of Assam have internalized the gender roles and conformed to a subordinate position which is evident from the statistics. Whether it be in the field of household tasks employment or religion, women hold an inferior status. The inferior status is consequently responsible for women's low level of development and self-esteem. This also affects various other areas of women's lives. It appears that women's roles and identities are constituted in and through a familial ideology created through the internalization of gender roles. Individual women are then judged according to their adherence to these norms and standards. When we expand on family-oriented ideology, women who demonstrate obedience, self-sacrifice, and loyalty to their husbands, are often regarded as ideal women. The Indian psychology however brands those women as bad wives who deviate from their roles in familial ideology. When women are expected to strictly follow the social norms, practicing religious rituals also becomes the responsibility of women. It is observed that there is a lack of respect and protection awarded to women as private individuals. Their rights within the family have not been recognized. Confinement to the four walls of the house leaves no place for a woman to express herself. This type of behavior of acceptance and tolerance further percolates to the generation next and thus become the ideals of behavior.

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Determination Supersedes Comfort

Droupadi Murmu, Hon'ble President of India delivered the Convocation Address at the 165th Convocation Ceremony of the University of Madras, Chennai on August 06, 2023. She said, "I appeal to all the students to never let any anxiety overwhelm you. There is always an opening or opportunity which may not be visible for some time. Have faith in your abilities and keep moving forward. As you embark on the next phase of your lives, I would urge you all to set your targets high, but at the same time, not to feel pressurised by your goals. Try to work hard to fulfill your dreams with determination and fearlessness." Excerpts

This region has been a cradle of civilisation and culture. The rich tradition of Sangam literature is a precious heritage of India. The great wisdom preserved in Thirukkural has been guiding all of us for centuries. The great Bhakti tradition of poetry started in Tamil Nadu and it was taken to the north by the wandering saints. The temple architecture of Tamil Nadu, the statues and sculptures are a tribute to human excellence. With pride in the immensely rich cultural heritage that they have, the young students have to become important citizens of the global knowledge society of the 21st century.

I am told that about 1,85,000 students are currently studying in this university and its affiliated colleges. Out of these students, more than 50 percent are girl students. I am delighted to note further that 70 percent of 105 students who received their gold medals today are girls. The University of Madras is a shining example of gender equality.

By investing in the education of girls, we are investing in the progress of our nation. Educated women can make greater contributions in the economy, provide leadership in various sectors, and make a positive impact on the society.

Founded in the year 1857, your university has the distinction of being one of the oldest modern universities in India. This university has played a critical role in dissemination of knowledge. It has been a catalyst for social change and progress.

Throughout its journey of over 165 years, your university has adhered to high standards of academics, providing an environment that fosters intellectual curiosity and critical thinking. It has been a cradle of learning, producing countless scholars, leaders, and visionaries. They have also influenced the world of learning in the global context. Your university has also served as a lighthouse, playing a pivotal role

in the establishment and growth of many reputed universities in the southern region of India.

Your university has a rich history and glorious legacy. It is indeed a matter of great pride that six former Presidents of India were students of this University and walked the same corridors that you walk through today.

I respectfully remember my illustrious predecessors from this University—Dr. S. Radhakrishnan, Shri V.V. Giri, Shri Neelam Sanjiva Reddy, Shri R. Venkataraman, Shri K.R. Narayanan and Dr A.P.J. Abdul Kalam. The eminent freedom fighter who also served as the first Governor General of India, Shri Chakravarti Rajagopalachari was a student of this university.

Sir C.V. Raman and Dr. S. Chandrasekar, Nobel Laureates and students of this university have made exceptional contribution to the world of science. Two Chief Justices of India, Justice M. Patanjali Shastri and Justice K. Subbarao have enriched the sphere of jurisprudence. The very idea that your university has produced such great people should make you strive hard for achieving excellence in pursuit of learning and nation building.

I feel proud to pay homage to the memories of the Nightingale of India Smt. Sarojini Naidu and the indomitable Smt. Durgabai Deshmukh. They were also students of this university. Those two great women were much ahead of their times. They were iconic women who have inspired several generations of Indians and will continue to inspire future generations. All the students of Madras University, specially the girl students should draw special inspiration from their exceptional stories.

Last month, I interacted with a group of eminent Alumni from different academic institutions

who have made major donations to educational institutions. I was happy to meet the prominent alumni and benefactors contributing to the cause of education and society. In this context, the alumni of the University of Madras can play a significant role in its growth as a global centre of excellence. The University has contributed to their success in many ways, therefore they should try to give back to their alma mater. The alumni can mentor the young students. The University should also reach out to the alumni to seek their cooperation for the betterment of the institution.

The University of Madras has promoted a culture of research and academic rigor. This has enabled the development of skilled human resources which have been driving various industries and sectors.

I would urge the university to invest more in cutting-edge research, encourage inter-disciplinary studies, and promote international collaborations. Embracing emerging technologies, such as artificial intelligence, machine learning, and data analytics can strengthen this University as an institution that attracts global talent. The University of Madras should be at the forefront of finding learning-based solutions to the problems being faced by the nation and the world at large.

I take this opportunity to re-emphasise an issue close to my heart which affects the well-being of our young students. In today's highly competitive environment, the pressure to excel in academics, the fear of not getting into good institutions, the anxiety of not landing a prestigious job, and the weight of expectations from the parents and the society are causing acute mental stress amongst our youth. It is important that we come together as a society to address this issue and create an environment that promotes holistic growth and well-being of our students. I appeal to all the students to never let any anxiety over-whelm you. There is always an opening or opportunity which may not be visible for some time. Have faith in your abilities and keep moving forward.

Parents, academic institutions and faculty members can come together to help the students navigate through the numerous challenges they face. Educational institutions should create an atmosphere that promotes two-way communication, where students feel comfortable discussing their fears, anxieties, and struggles without being afraid of judgment. We must strive to work collectively to create such an atmosphere where our youth feels loved, valued and empowered to face the challenges with confidence and courage.

As you embark on the next phase of your lives, I would urge you all to set your targets high, but at the same time, not to feel pressurised by your goals. Try to work hard to fulfil your dreams with determination and fearlessness.

To conclude my address, I will invoke some immortal lines from Mahakavi Subramania Bharati which are quoted very often because they always infuse new inspiration. [I QUOTE]

“मंदरम् कर्पोम्, विनय तंदरम् कर्पोम्
वानय अलप्पोम्, कडल मीनय अलप्पोम्
चंदिरअ मण्डलत्तु, इयल कण्डु तेलिवोम्
संदि, तेरुपेरुक्कुम् सात्तिरम् कर्पोम्” [UNQUOTE]

This can be interpreted as:

“We will learn both scripture and science We will explore both heavens and oceans We will unravel the mysteries of the moon And we will sweep our streets clean too.”

I am very happy that today in the evening, I will participate in a function to honour Mahakavi Bharathiyar.

I once again congratulate all of you on achieving a major milestone in your life and career. I am sure you are capable of building a very bright future for yourself and for the country. The future belongs to you. With this message, I bless you all.

Jai Hind

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CAMPUS NEWS

National Conference on Re-engineering Teacher Education

A two-day National Conference on 'Re-engineering Teacher Education: Approaches and Challenges' was organized by the Bonhoure Centre for Research, St. Xavier's College of Education, Tirunelveli, Tamil Nadu during February 02-03, 2024. The educators, scholars, and professionals participated in the event. About 78 participants actively engaged in the conference, fostering rich discussions and valuable insights. The event commenced with an inaugural ceremony, with a prayer song by the college choir, followed by a Welcome Address by Rev. Dr. D Thomas Alexander SJ. He emphasized the need for a standardized teacher education programme to ensure quality education through quality teachers. Dr. A Punitha Mary, Organizing Secretary provided an overview of the conference dynamics, emphasizing its purpose. Rev. Fr. S Maria Singarayar SJ, in his felicitation, stressed the importance of adapting education to societal needs.

The Keynote Address was delivered by Prof. Adam Paul Patteti, Professor, Department of Education, Maulana Azad National Urdu University, Hyderabad who highlighted the shift in learning paradigms, emphasizing the importance of both left and right brain education. Rev. Dr. V Henry Jerome SJ, Rector, St. Xavier's Institutions, delivered the Inaugural Address, emphasizing seven crucial skills for teachers, including global citizenship, creative skills, and technology proficiency.

The first session was on 'Re-skilling Teachers for National Transformation: NEP 2020 Perspective'. Dr. A John Lawrence, Associate Professor in English introduced the resource person Dr. Adam Paul Patteti, Professor, Department of Education, Maulana Azad National Urdu University, Hyderabad. The resource person delved into the NEP's focus on transforming teaching quality and empowering teachers to lead change. He highlighted the four pillars of education according to NEP quality, equity, accessibility, and affordability. The evolution of education from 1.0 to 5.0 was explored, emphasizing a shift towards ethics and humanism-based education. Dr. S S Sherlin, Vice Principal summarized the presentation and expressed gratitude on behalf of the organizing committee.

The next session was on 'Refurbishing Teacher Education through Research' which was handled by Dr. K Chellammal from Pondicherry University. The resource person was introduced by Dr. M Antony Raj, Controller of Examinations, SXCE. She discussed the global and Indian status of teacher education, highlighted recommendations in NEP 2020, and suggested key areas for improvement. The day concluded with a panel discussion titled 'Revamping Teacher Education', featuring insights from principals, teacher educators, alumni, and students. Dr. A Michael J Leo, Dean and IQAC Coordinator, commenced the session by introducing the moderator and panellists to the audience. Dr. A Joycilin Shermila, Principal of Annammal College of Education for Women, Thoothukudi skillfully moderated the discussion. Dr. R Sasipriya, Principal of Thiyagi Dharmakhan College of Education, Kannirajapuram provided the principal's perspective, emphasizing necessary changes in teacher education.

Dr. R Indra Mary Ezhilselvi, Controller of Examinations and Assistant Professor of Psychology, St. Ignatius College of Education, Palayamkottai elaborated on strategies to revamp teacher education from the standpoint of teacher educators. Dr. G Selvaraj, Correspondent of Magdelene Matric. Hr. Sec. School, Tirunelveli, representing the alumni, highlighted the adjustments needed in the curriculum due to the transformation of the B.Ed. programme.

Ms K Evangeline Arulmary, M.Ed. student shared a forward-thinking perspective from the students' viewpoint, advocating for the integration of Early Childhood Care and Education into all undergraduate programs. She emphasized its importance, noting that everyone would eventually assume the role of a parent. The day was concluded with a Vote of Thanks delivered by Ms Metilda Jasmine Shanthi.

Dr. S Thiyagu, Assistant Professor, Central University of Kerala, Kasaragod delivered the next session. Dr. A Punitha Mary introduced the resource person, who presented the talk on 'Breaking Boundaries: Impact of Emerging Technologies on Personalized and Addictive Learning Experiences'. He introduced several mobile apps, encouraging active participation from the attendees. His motivation inspired participants to leverage technology in the

classroom, transforming the learning experience into an engaging and joyful endeavour.

The paper presentation session was organized in four groups, each overseen by moderators, Dr. A Amalraj and Dr. P Annaraja, Former Professors; Dr. Francisca, Former Professor of St. Ignatius College of Education; and Prof. Adam Paul Patteti, Professor, MANUU, Hyderabad. The conference featured a total of forty-one papers, offering diverse perspectives on teacher education. Following the paper presentations, the valedictory function was organized. Dr. A Punitha Mary, Organizing Secretary presented the report of the event.

Ms. Krishnendu, M.Ed. from Mahatma Gandhi University, Kerala, Ms. S Neethu, Head, Department of Inclusive Education, Stepping Stones Centre, Bangalore; and Dr. Philomin Bala, Lecturer, DIET, Vanaramutti shared their experiences from the conference and expressed gratitude to the resource persons for their insightful presentations. Dr. Adam Paul Patetti and Dr. S Thiyagu lauded the college for hosting the event and expressed appreciation to the participants for their attentive engagement.

Rev. Dr. D Thomas Alexander SJ, Principal delivered the Valedictory Address, emphasizing the importance of reshaping teacher education and monitoring bodies to uphold its quality. He extended heartfelt thanks to the participants for their cooperation, the resource persons for their valuable contributions, and the organizing secretary for her exceptional coordination. Finally, Dr. A Punitha Mary, Organizing Secretary proposed the Vote of Thanks, concluding the event on a note of appreciation and gratitude.

Capacity Building Programme on Academic and Research Excellence

A two-day Capacity Building Programme on 'Academic and Research Excellence in Higher Education' for Young Faculty Members in Social Sciences is being organized by the Department of Education, Nagaland University, Kohima Campus, Meriema from March 12-23, 2024. The event is sponsored by the Indian Council of Social Science Research (ICSSR) under the Ministry of Education, Government of India, New Delhi. The event aims to enhance participants' comprehension of diverse topics encompassing Indian Knowledge Systems, implications of the National Education Policy 2020,

professional ethics, quality assurance, and holistic education. This includes delving into research methodologies, data analysis techniques, academic writing, and crafting effective research proposals. Additionally, the aim is to explore the integration of modern technologies, foster interdisciplinary collaboration, and translate theoretical concepts into practical applications within the context of higher educational institutions. The Themes of the Event are:

- Exploration of Indian Knowledge Systems with a Focus on Northeast India.
- Implications of the National Education Policy 2020 on Higher Education.
- Professional/Ethical Standards and Values in the Higher Education Institutions.
- Enhancing the Wellbeing of Higher Education Stakeholders.
- Ensuring Quality Assurance in Higher Education.
- Advancing Research in Social Sciences: Problems, Methodologies, Tools, and Data Collection Techniques, etc.
- Integration of ICT, SWAYAM, MOOCs, and OERs in Higher Education.
- Leveraging Libraries and E-libraries for Teaching, Learning, and Research.
- Academic Writing: Components, Challenges, and Issues.
- Practical Application of Qualitative and Quantitative Data Analysis Methods Using.
- Relevant Statistical Software.
- Crafting Effective Research Proposals for Grants and Funding.
- Navigating the Publication Process in Research: SCOPUS/Web of Science/UGC CARE Listed Journals, Avoiding Plagiarism, and Addressing Challenges.
- Government Initiatives for Academic Excellence in Higher Education.
- Research and Skill Development in Higher Education.
- Academic leadership, Curriculum Design, Governance, Student Diversity and inclusion in Higher Education.
- Intellectual Property Rights in the Context of Social Sciences.

- Holistic Education and Multidisciplinary Research in Higher Education.
- Paper Clinic: Interactive Discussion on Research Papers and Field Visit Experiences.

For further details, contact Dr Limala, Associate Professor and Course Director, Department of Education, Nagaland University, Kohima Campus, Meriema-797004, Mobile No: 09436070578, E-mail: nuicssrcbp2024@gmail.com. For updates, log on to: <https://nagalanduniversity.ac.in/English/Workshops/Edu-M24.pdf>

International Webinar on Labour Law Enforcement

A two-day International Webinar on 'Labour Law Enforcement: Challenges and Remedies' is being jointly organized by the labour law institutions- National and International and 07 National Law Universities from March 30-31, 2024.

There is no dearth of Labour Laws to protect workers in organized and unorganized sectors across the globe. However, there is a dearth of quality administration, governance, and enforcement of

Labour laws are meant to protect workers in one form or another. The State Agencies created by the governments for Labour law governance and enforcement are also reluctant to enforce Labour law in their respective jurisdiction. Liberalisation, privatisation and globalization, up to some extent, are also responsible for diluting the enforcement of Labour law for the promotion of trade and business by ignoring the sustainable development of all the stakeholders involved in the production, distribution, or supply of goods and services in all the sectors across the globe. Workers' associations or Unions have also failed to ensure strict compliance with Labour laws. The Subthemes of the Event are:

- The dearth of Empirical data to evaluate the effectiveness of enforcement of labour laws.
- A dearth of Labour law Enforcement Infrastructure- skilled manpower, IT infrastructure, etc. for effective and quality governance of Labour law
- Dilution of Inspection system for industrial development and enforcement of Labour law
- Effectiveness of the Labour tribunals in providing speedy and economical justice
- Empowering workers for demanding Labour law enforcement

- Enforcement of Labour rights through Civil proceedings: Effectiveness
- Enforcement of law through criminal prosecution proceedings: Effectiveness
- Impact of Liberalization, Privatization and globalization on enforcement, and administration of Labour law
- Labour Administration of Social Security Schemes in Organized and Unorganized Sector Workers: ESI, EPF, ECA, PGA, MBA, MNREGA, etc.,
- Labour Law Administration of Industrial Relations- IDA, TUs, etc.
- Labour Law Administration of Labour Welfare Measures- Workers' Welfare Boards, Statutory and Voluntary Welfare Schemes, etc.
- Labour Law Administration of Law Governing OSH- Safety, health, Occupational and Employment Injury.
- Labour Law Administration of Law Governing Wage- Bonus, Minimum wages, Equal Remuneration.
- Labour law Controlling/facilitating Contract workers; Administration and Enforcement.
- Liability of Principal Employers and Labour Contractors for enforcement of Labour law
- Liability of the State in diluting quality enforcement of Labour law.
- Quality of enforcement of OSH rights by DGFASLI, etc.
- Role of ILO in Promoting Meticulous compliance and enforcement of Labour Laws.
- Role of the Judiciary in enforcing workers' rights.
- Role of the State- Central and State Labour administrative Agencies in quality Enforcement of Labour laws.
- Role of Trade Unions in supporting/coercing Labour law enforcement.
- Any other topic directly or indirectly related to the administration, governance and enforcement of Labour law.

For further details, contact Mr. J S Mann, Centre for Transparency and Accountability in Governance, National Law University, Sector 14, Dwarka, New Delhi – 110078. E-mail: ctag@nludelhi.ac.in. For updates, log on to: www.nludelhi.ac.in/events

National Seminar on Management Education

The one-day National Seminar on ‘Management Education in the Light of National Education Policy 2020’ is being organized by the Department of Rural Industries and Management, The Gandhigram Rural Institute – Deemed to be University, Gandhigram, Dindigul, Tamil Nadu on March 18, 2024.

Bharat is known for its rich traditions, values and knowledge systems. Great teachers and scholars from *Bharat* like *Charaka, Sushruta, Aryabhatta, Chanakya, Bhaskar Acharya, Panini, Kalidasa, Varahamihir, Sridharacharya, Nagarjuna, Pingal & Kanad* have enlightened the world with their works, that still have their relevance in handling present-day issues and problems for the welfare of the humanity. It is an effort to understand the rich management practices and systems which helped *Bharat* to become the leading nation of the world in terms of its contribution to the world’s GDP. The seminar will provide an opportunity for scholars and Faculty members to discuss the present management education in light of NEP-2020 and suggest changes in the curriculum and pedagogies of Management Education. The Themes of the Event are:

- Vedic Methods in Contemporary Management.
- Restructuring Management Education in India during the Pandemic.
- Self-reliance through Management Education.
- *Bhagavad Gita*: Encyclopaedia of Management Learning.
- Thirukural for Management.
- Sustainable Development: Indian Perspective.

- Research on Indigenous Knowledge Systems.
- Indian Mythology.
- Leadership Qualities: The Vedic Way.
- Student-Centric Approaches.
- Holistic Development.
- Bi-Lingual Teaching Methods.
- Crisis Leadership and Disaster Management.
- Financial Management & Market Operations.
- HR & Self-Management.
- Strategic Management and Risk Management.
- Indian Culture.
- Vocational Education and Skill Development.
- Transformative Strategies in Management Education.
- Inclusive Management Education in NEP 2020.
- Entrepreneurship Education and Start-up Incubation.
- Internationalization of Management Education.
- Interdisciplinary research in Management Education.
- Governance and Quality Assurance in Management Education.

For further details, contact Seminar Director, Prof. M Soundarapandian, Department of Rural Industries and Management, The Gandhigram Rural Institute – Deemed to be University, Gandhigram, Dindigul – 624302 (Tamil Nadu), Mobile No: 09443830818, Email: msprimgri@gmail.com. For updates, log on to: www.ruraluniv.ac.in

AIU News

Round Table Conference of Vice Chancellors

A three-day Newly Appointed Vice Chancellors’ Round Table Conference was organized by the University of Kashmir, Srinagar (J&K) from October 17-19, 2023. Vice Chancellors from various Universities/Institutions, Deans of various schools of the University and Heads of all Departments, Faculty Members and Officers of the University of Kashmir, and guests from the UT administration were present during the event. The Vice Chancellor,

Prof. Nilofer Khan welcomed the Chief Guest, Shri Manoj Sinha, Hon’ble Lieutenant Governor of UT of Jammu and Kashmir and Chancellor of the University of Kashmir. Dr. Amarendra Pani, Joint Director and Director (I/c), Research Division, AIU was the Convenor and Dr. Usha Rai Negi, Assistant Director, Research Division, AIU was the Coordinator of the Event. Dr. Nisar Ahmad Mir, Registrar was the Coordinator of the event from the host University.

The Welcome Address was delivered by Prof. Mohammad Farooq Mir, Convenor of the Host University. Prof. Mir, in his address, appreciated the august presence of the Hon'ble Chancellor of the University, Shri Manoj Sinha, Vice Chancellor of the University of Kashmir, Prof. Nilofer Khan, Secretary General, AIU, Dr. Pankaj Mittal, and Vice Chairman Higher Education Council of UT of J&K, Prof. Dinesh Singh in the mega event. Prof. Farooq also welcomed the newly appointed Vice Chancellors of different Institutions /Universities of the country. He also highlighted the importance of the conference in the context of the New Education Policy (NEP-2020) which focuses on the strong linkage between the institutions for making the country an educational and technological hub and highlighted that this policy (NEP-2020) is based on the fundamental pillars of Access, Equity, Quality, Affordability and Accountability, which is in line with 2030 Agenda for Sustainable Development and seeks to transform India into a thriving knowledge society and a global knowledge power.

The speech of Prof. Dinesh Singh resonated deeply with the audience, encouraging all to take the maximum benefit of the all-important round table conference of the newly appointed Vice Chancellors of the Country. In his speech, Prof. Singh emphasized the need to take on new challenges in the education and technological sector to make this nation rise. Prof. Singh had a special focus on the New Education Policy-2020 (NEP-2020) and thrust the newly appointed Vice Chancellors to implement this in letter and spirit for the overall benefit of the nation. Prof. Singh as a Vice Chairperson of the Higher Education Council of UT of J&K lauded the role of UT administration, particularly Shri Manoj Sinha for appointing competent Vice Chancellors of Universities of Jammu and Kashmir who can play a vital role in framing policies in the academic and research sector of UT of J&K.

Dr. Pankaj Mittal, Secretary General, Association of Indian Universities (AIU), New Delhi in her speech briefed the audience about the mandate of the event. Dr. Mittal highlighted the activities undertaken by AIU for the overall growth of the higher education sector of the country. She thanked the university administration for agreeing to host the institute for such an important conference and arranging all the facilities for conducting sessions during the conference

Prof. Nilofer Khan, in her Inaugural Speech, briefed the guests and the audience about the initiatives taken by the University of Kashmir in the education and research sector. Prof. Khan also mentioned in her speech how the University of Kashmir with the support of the Chancellor of the University achieved good NIRF and NAAC rankings. The development of some innovative courses and departments was part of her speech. She mentioned that the University of Kashmir has left no stone unturned to motivate the faculty members to achieve real feats in the research sector by giving the example of declaring several of the faculty members of the University among the top 2% of Scientists by Standford University. The grants received by the University from different funding agencies were also part of her inaugural speech. Prof. Khan mentioned that more needs to be done in the education and social sector to keep into consideration the societal need to make our country proud. The Vice Chancellor assured all the newly appointed Vice Chancellors of full support and cooperation during the three days by the University administration and firmly believed that the University of Kashmir would make all efforts to implement the suggestions and policies documented at the end of the event. She thanked Dr. Pankaj Mittal for choosing the University of Kashmir for the event and assured her of full cooperation in the future for such events and also appreciated the role of Prof. M Farooq Mir for organizing the event. She especially thanked Shri Manoj Sinha, Chancellor of the University.

The Inaugural Speech was delivered by the Chancellor of the host university. He said, "Education in India should be our aim" and called upon Universities and colleges to align with NEP-2020. He also highlighted that India should be our aim to increase share in the multi-trillion-dollar global education sector. Shri Manoj Sinha appreciated the endeavor of the Association of Indian Universities and the University of Kashmir to bring together the Vice Chancellors on a common platform to deliberate on University Governance, Collaboration, and promoting innovation in the academic world. The Chancellor also elaborated on how education institutions across the world are undergoing radical transformations. He stressed that Universities and Colleges need to formulate strategic plans, and organizational readiness for adjustments aligned with NEP-2020 to stay relevant in a constantly evolving educational mechanism. Shri Sinha statistically highlighted that more than 13 Lakh Indian students are studying in 79 countries, As per

an estimate of 2020, students studying abroad are spending USD 30 billion annually. He also added that because of lack of promotion and despite having the largest number of higher education institutions, not a single institution in the country is included in the top 10 education institutions across the globe. The Chancellor also highlighted the number of steps that have been undertaken by the UT administration to overhaul the education and research system. He focused on the demand for education outputs, industry requirements, innovation, and new-age skills and showed flexibility and resilience to meet the needs of tomorrow. He thanked the University of Kashmir for taking the lead in this regard.

Dr. Nisar Ahmad Mir proposed the Vote of Thanks for the session. He briefly highlighted the achievements of the University under the leadership of Vice Chancellor and Chancellor of the University. Dr. Mir as Registrar of the University assured the Hon'ble Chancellor that more will be done in the future to make education and research more vibrant with societal benefits.

During the Technical Session, Prof. Dinesh Singh, Vice Chairman, J&K Higher Education Council and Former Vice Chancellor, Delhi University, Delhi spoke on the topic 'Strategic Planning and Vision Setting as per NEP—2020'. He had a detailed discussion on NEP in particular and the effective role of Vice Chancellors in general in a newly recruited Vice Chancellors Round Table Conference. Prof Singh elaborated on the ways and means that can be initiated to improve the quality of teaching and research at the university. The speaker started his talk as NEP contains pearls, it's a remarkable policy for taking education forward in higher educational institutions. Prof Singh expressed a kind of shock and surprise about the reason that prevented us from going in the direction of NEP before the policy document came into the picture. Prof Singh elaborated his talk by taking real-life examples of well-distinguished figures who put knowledge into action and didn't remain restricted to classrooms, such as Mahatma Gandhi, A. Einstein, Faraday, and Newton to name a few. How they were able to put knowledge into action and bring a positive change in society. For example, M. Gandhi visited physically people's institutions inside and outside the country and observed keenly the requirements of the people and accordingly served the nation by putting knowledge into action. Similarly, A. Einstein learned in the factory of his father about mechanical

machines, gained knowledge and experience and put his knowledge into action for the better advancement of society. He said knowledge should not remain restricted to the blackboard and the classroom only for the sole purpose of NEP, for example, Michael Faraday was working as a bookbinder and gained knowledge over there and put it into action and changing the darkness into light by showing the ways of generating electricity. The speaker also showed that knowledge and action (skill) are two coins of the same coin. He stressed the need that the concept of the same course, same notes and even the same set of questions and passing the examinations needs to go now and there is now an ultimate need to reorient the attitude of students towards the skill. He stressed the idea that not only the classroom is the University but the whole universe. Learn from anywhere and put things into action. See C V Raman was working as an accountant at day time but he had a passion for science, he visited the Indian Association for Cultivation of Science Kolkata after office hours and came up with a new kind of radiation known as Raman radiations or Raman effect and won the Nobel prize in Physics in 1928. The same is the case of Newton not restricted to one thing but kept his own mind eyes and all senses open to working on anything he found passionate for example he contributed to building the Reflecting Telescope, worked on light, and gravitation, built up calculus, etc. Again, turning up for the importance of NEP and saying that it is an announcement from the rooftop: put knowledge into action. He also spoke a little about the new concept design for your degree which is about to be launched in various educational institutions across the country. In addition to the NEP, Prof Singh highlighted the decisive role of the number of Vice Chancellors for the betterment of an institution. He said the head of the institute must have the power to make big decisions good for the institute. A lot of questions were asked and suggestions were sought from the speaker.

Prof. Ranjan Sexana, Former Vice Chancellor, NMIS Deemed University spoke on the topic 'Ensuring Financial Sustainability in Universities'. Prof. Sexana in his talk discussed the mechanism of ensuring economic sustainability in the Universities. The virtuous cycle which emphasizes innovations discussed during the talk. The very important pillar for the economic sustainability of the universities viz sources of revenues discussed and deliberated in detail. Various means of revenue generation methods were introduced in the talk. The various sources of

cash burning such as faculty and non-faculty salary, travel, inventories, etc. in their impact on the financial stability of the universities were discussed. During the talk, the methods and measures of managing sustainability were discussed. Inventory management, cash management, and talent management were specially focused during the talk. The break-even analysis touched on in detail. The very important method of the 3D index which is important in financial sustainability debated during the talk. Various queries and suggestions were raised during the presentation of Prof. Sexana. It was finally resolved with the consensus that Vice Chancellors have an important role in improving the financial sustainability of the universities.

Prof. K K Aggarwal, Former Chairman spoke on 'Quality Assurance, Accreditation and Ranking'. In this talk, Prof. Aggarwal narrated that quality assurance and accreditation in higher education institutes is the need of the hour to motivate the students for higher education who always suffer in terms of trivial standards in the higher education system. The resource person claimed that quality is an abstractive term that can't be quantified like honesty; however, there are well-defined measures to describe the quality vis-à-vis standards of any educational institution. These measures include the learning outcome of a specific course, transparency and accountability, assessment patterns and feedback system, infrastructure and learning resources, student support and progression and organization and management, etc. All these measures are quantified to their standards to assess the overall quality of any institution. He believed that any education institute should evolve in all terms like any species that is constantly evolving with the changing environment. Prof. Aggarwal further highlighted the role of curricular aspects, teaching-learning and evaluation system, research, consultancy and extension, feedback from stakeholders for the improvement of the institutional functions, innovations in management and communication, and quality enhancement strategies for Quality Assurance, Accreditation and Ranking of higher education institutions. The resource person resounded the necessity of accreditation of higher education institutions as it helps to promote excellence, provides means for self-assessment and continuous improvement, enhances reputation and creates public accountability, supports the obtainment of financial aid and support, and helps students to pursue different courses in recognized institutions.

Lastly, the resource person advocated giving liberty to faculty members, administrators, and learners as well for overall quality improvement and ranking of the institution.

Dr. Sanjay Behari, Director, Sree Chitra Trinual Institute for Medical Sciences and Technology, Trivandrum spoke on the topic 'Student Support Including Mental Health and Well-Being'. To start with, he introduced the institute that he is heading besides the major activities initiated and carried out at the institute. The speaker focused on the need for computer-based methods with haptic touch and skill assessment, the need for teaching based on comprehensively created deconstructive modules, assessment of residents' demand and controlled computed objective, and reporting of students' needs is required on an annual basis. Besides, he explained how fundamental courses are necessary for the overall development of the students. In connection to the Bio-medical teaching and the research, it was highlighted in the talk that maintaining proper records and their retrieval and utilization is an essential part of training. Publications research innovation and technology development have been deliberated. The main focus of the talk was given on Bio-medical technology development. It has been agreed after discussion between the speakers and participants that technology development and innovation are the need of the nation. Immersive experience in different aspects of education such as basic research, community-based learning and development technology is also needed for institutional and personal growth. In connection with the theme, it was highlighted that steps must be taken to improve the gender ratio. Various mental disorders such as anxiety disorders, depression, sleep disorders, etc. deliberated during the talk. Key methods of coping with mental health issues discussed. The talk concluded with a discussion on various mental and physical health issues among the students and the professionals faced at the institution. At the end, the participants and the organizing committee members interacted with the speaker and discussed various health-related issues with the speaker. The speaker gave a patient hearing to all the queries and suggestions and proposed some innovative ideas for tackling such issues.

Prof. Vinayshil Gautam, Founder Director, IIM-K spoke on 'Governance, Leadership and Crisis Management and Regulatory Compliances'. He talked about the role of government in the governance

and leadership of any educational institution. He suggested that for good governance, the Head of the institution should know the basic components to understand the issue, assess the competence of stakeholders, assess the integrity of the institution, and have to have time-bound decisions. He thought that the Head of the institution needs to have the leadership to create the link between faculty members, administrators, finance managers and public dealing persons. All these links must be goal-oriented with definite strategies and milestones. While delivering, an administrative head should review the decisions in terms of nature and direction of progress for the standards at the regional, national, continental and global levels. Besides systematic evaluation protocols must be in place for valuable governance and leadership. Concerning regulatory compliance, an administrative head must ensure regular monitoring and auditing of administrative decisions. Besides, there should be a judicial review of protocols adopted for policy decisions annually. Prof. Gautam suggested that protocol must be in place for crisis management. The protocols include optional control offices, emergency funds, skilled technical staff, etc. All the stakeholders must ensure the integrity of the office while discharging their duties.

Prof. Nupur Prakash, Vice Chancellor, North Cap University Gurgaon spoke on the topic 'Use of Technology and Digital Transformation'. In her talk, Prof. Prakash highlighted the importance and need for digital transformation in higher education institutions. To share the experience and knowledge about the resources and facilities among the institutions in this direction, the Vice Chancellor of the University of Kashmir told the Director of IT & SS of the University to highlight the initiatives undertaken by the university to make the institution fully digital to improve the efficacy and work culture in the university. The Director, IT explained in detail the steps taken by the university in the digitization of examination systems, admissions, accounts, purchases, and various administrative and employee-related works. The Director IT&SS also elaborated on how the University of Kashmir worked for Govt. of UT J&K for the digitization of the employee record as a consultancy project. The talk concluded with the note that digital transformation is important for the overall growth of the University.

Dr Abhay Jere, Vice Chairman, All India Council for Technical Education (AICTE), New

Delhi emphasized the need for promoting innovation-related initiatives in Higher Education Institutions across the country. Dr Jere refined the dignitaries present during the session about the initiative of the Ministry of Education, Govt. of India i.e. Hackathon for Smart India and briefed them on how it is recognized as the world's biggest open innovation model. Dr Jere also highlighted the role of the Institution Innovation Cell (IIC) in higher education for creating innovation and incubation in higher education across the country. Most importantly, the special feature of the talk was the conceptualization of the Atal Ranking of Institutions on Innovation Achievements (ARIIA) for ranking all education institutions on innovation achievements. The talk by Dr Jere was full of innovative ideas needed to help higher educational institutions keep pace with technological developments. At the end of the talk, interactive questioning and answering were witnessed with full enthusiasm among the respected participants.

Prof. Prem Kumar Kalra, Director, Dayal Bagh Educational Institute Agra deliberated on the theme 'Sustainability, Community Engagement and Partnerships'. Prof. Kalra screened some documentaries to highlight the importance of community engagement and partnerships for sustainable development. Prof. Kalra discussed the triple planetary crisis which includes climate change, pollution, and biodiversity loss and its effects on humanity. Human activities are the main drivers of climate change which leads to increased environmental pollution and loss of biodiversity at large scale and ultimately depends upon the overall sustainability of the globe. He opined that a rise in global temperature by 1.5°C to 2.0°C by 2100 due to increased greenhouse gas emission, deforestation, and associated unhealthy environmental practices may lead to an increase in the sea level by 1.5 to 2 feet and coral bleaching up to the extent of 70%. Due to high pollutant emissions half of the world's population is facing a water crisis at least once a year, impacting agriculture and land use patterns badly. The resource person echoed the importance of afforestation to prevent soil erosion for sustainable agriculture. Talking about sustainability for energy sources, he stressed harnessing energy from conventional sources like solar energy, wind energy, and hydro-energy to meet the energy requirements. Addressing the global wealth inequality, Prof. Kalra floated a triple-layer sustainable economic model,

which includes sustainable profit, sustainable people and a sustainable planet, and discussed the importance of all three components for the overall sustainability of the world. Prof Kalra highlighted the importance of community involvement through entrepreneurship programs for the economic development of rural as well as urban populations. Since every community has its own unique needs, hence involvement of the communities is pivotal in the overall development of any area. Prof Kalra thought that we need to have policies and strategies in place to address environmental issues like global emission of greenhouse gases, piling up of wastes (especially nondegradable wastes), etc. so that sustainability in all spheres of life will be achieved. While concluding his talk, Prof Kalra impressed upon heads of higher education institutes to make some courses compulsory for all graduating students for the development of a sustainable world. Besides, the resource person asked all the stakeholders to do what they wanted to do to combat the triple planetary crisis.

Prof. Bhushan Patwardhan, Former Vice Chairman, University Grants Commission deliberated on the topic ‘Globalization and Internationalization’. In his speech, he emphasized that higher education in India is at a turning point. He emphasised the need for government, administration, statutory bodies, special interest groups, and thought leaders all to work and relook at the vision which ultimately reshapes and drives the higher education system, particularly in the context of the New Education Policy (NEP). The session mainly focussed on the internationalization of higher education, best practices for a global vision, and the need for institutions of excellence which ultimately may attract foreign students to the institutions of the country. The session also discussed the paradigm shift in education through modern technologies and its requirements such that teachers and administrators need to be familiar with such that obsolescence of the knowledge and methods may be tackled in higher education. The session specially discussed empowering teachers to integrate into the modern teaching–learning process for the paradigm shift. Innovative financing solutions in educational institutions have also been discussed during the session. All the dignitaries participated during the session and

put forth their ideas and recommendations. All the dignitaries present in the session voiced the for need collaboration work for the exchange of resources and manpower. In this context, the Vice Chancellor of the host institute and the Convenor of the event briefed the august gathering about the facilities created in the University for foreign students. At the end of the session, Prof. Patwardhan emphasized that health should be given such that a sound mind may reside in a sound body. He encouraged regular exercise and yoga for better health in higher education institutions. The session ended with encouraging remarks by all the dignitaries.

During Valedictory Function, Dr. Pankaj Mittal thanked the university administration for hosting such an important event. Prof. Mohammad Farooq Mir moderated the proceedings while Prof. Nilofer Khan assured full support and cooperation for such programmes. Dr Nisar Ahmad Mir proposed the Vote of Thanks.





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THESES OF THE MONTH

SOCIAL SCIENCES

A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Jan-Feb, 2024)

Anthropology

1. Sah, Monika. **Pattern of socio-economic status and the prevalence of cardiovascular disease and its risk factors in two population groups of national capital region.** (Dr. P Venkatramana), Department of Anthropology, Indira Gandhi National Open University, New Delhi.

Commerce

1. Bedi, Preeti. **Impact of social performance on financial performance: A study of Indian companies.** (Prof. Madhu Tyagi), School of Management Studies, Indira Gandhi National Open University, New Delhi.
2. Bisht, Suman Singh. **An economic analysis of drinking water availability in institutions: A case study of Vadodara.** (Dr. Jyoti Achanta), Department of Commerce, M S University of Baroda, Vadodara.
3. Deekshitha, V. **Trends in production distribution and export of vegetables.** (Dr. Shobharani H), Department of Commerce, Kuvempu University, Shankaraghata.
4. Gourav Kumar. **An evaluation of the schemes of financial inclusion.** (Prof. Madhu Tyagi), School of Management Studies, Indira Gandhi National Open University, New Delhi.
5. Khera, Aastha. **An analytical study on stock price returns of banking sector in India.** (Dr. Neelam Dhanda), Department of Commerce, Kurukshetra University, Kurukshetra.
6. Manpreet Kaur. **An empirical study on the impact of E-WOM on consumer buying behaviour in an Indian perspective.** (Prof. Subodh Kesharwani), School of Management Studies, Indira Gandhi National Open University, New Delhi.
7. Mohanty, Nirupama. **Social entrepreneurship for sustainable socio economic development of tribals: A model approach of KISS.** (Dr. Jayanta Kumar Parida), Department of Commerce, Kalinga Institute of Industrial Technology, Bhubaneswar.
8. Nayak, Ranjeeta. **Social performance of Indian microfinance institutions: An appraisal.** (Dr. Sasmitha Rani Samanta and Dr. Jayanta Kumar Parida), Department of Commerce, Kalinga Institute of Industrial Technology, Bhubaneswar.
9. Poonam. **Demonetization and e-payments system: A study of small vendors in Haryana.** (Dr. Pinki Rani), Department of Commerce, Indira Gandhi University, Meerpur.

10. Rajender Kumar. **Impact of social media marketing on consumers buying decisions: An empirical study of fast moving consumer goods.** (Dr. Hariom), Department of Commerce, Indira Gandhi University, Meerpur.
11. Ramapriya, H D. **Supply chain management: Issues and challenges in diary industry with special reference to KMF.** (Dr. Shobharani H), Department of Commerce, Kuvempu University, Shankaraghata.

Economics

1. Ahmed, Shakeel. **Socioeconomic inequality in access to healthcare services in Bihar: An intersectional approach.** (Dr. Sandhya Rani Mahapatra), Department of Economics & Agricultural Economics, Aryabhata Knowledge University, Patna.
2. Baria, Prakash Bhagirath. **Exchange rate pass through in India.** (Dr. K Shanmugan), Faculty of Commerce, M S University of Baroda, Vadodara.
3. Dudwe, Hemta. **Rashtriye Gramin Aajivika Mission ka aarthik adhyayan: Madhya Pradesh ke Jhabua Jile ke vishesh sandarbh mein.** (Dr. Neeta Tapan), Department of Economics, Vikram University, Ujjain.
4. Gangadharan, Aparna P P. **Impact of globalization on developing economies: A case study of India.** (Dr. Archana Fulwari), Faculty of Commerce, M S University of Baroda, Vadodara.
5. Gurnam Chand. **Industrial infrastructure development and economic growth: In Haryana.** (Dr. Sukhvinder Singh), Department of Economics, Kurukshetra University, Kurukshetra.
6. Hans, Manak. **A study of gender inequality and economic growth in Haryana.** (Dr. Sukhvinder Singh), Department of Economics, Kurukshetra University, Kurukshetra.
7. Pardeep. **Analysis of structural changes in Indian manufacturing sector and its relationship with economic growth.** (Dr. Kuldeep Singh), Department of Economics, Kurukshetra University, Kurukshetra.
8. Pathan, Sana Shamshadkhan. **Financial development and economic growth: A case study of India.** (Dr. Archana Fulwari), Faculty of Commerce, M S University of Baroda, Vadodara.
9. Sharma, Apica. **Monetary transmission mechanism in India: An empirical analysis.** (Prof. Kaustuva Barik), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Education

1. Hazra, Srikanta. **A study on value related problems of adolescents of higher secondary level in West Bengal.** (Dr. Ganesh T Pandit), Department of Education, Central Sanskrit University, New Delhi.
2. Mondal, Khuku. **A study of human rights awareness in higher secondary level language teachers.** (Prof. K K Shain), Department of Education, Central Sanskrit University, New Delhi.
3. Pandey, Aditi. **Development of strategies to enhance scientific temper among secondary school students.** (Prof. Ashutosh Biswal), Faculty of Education and Psychology, M S University of Baroda, Vadodara.
4. Sher Singh. **A study of the Special Study Centres (SSCs) of Indira Gandhi National Open University for jail inmates.** (Dr. Niradhar Dey), School of Education, Indira Gandhi National Open University, New Delhi.
5. Siddaraju. **Assessment of essential teacher competencies among student-teachers and teacher-educators of B.Ed programme.** (Prof. Jagannath K Dange), Department of Education, Kuvempu University, Shankaraghatta.

Journalism & Mass Communication

1. Akhter, Nadim. **Fake news in India: A study of online and TV news since 2014.** (Prof. Shambhu Nath Singh), School of Journalism & New Media Studies, Indira Gandhi National Open University, New Delhi.
2. Bhardwaj, Yogesh. **Role of media in economic development of rural Himachal Pradesh.** (Dr. Ramesh Chauhan), School of Media & Mass Communication, Alakh Prakash Goyal Shimla University, Shimla.
3. Dave, Dhruvkumar Pravinchandra. **Relevance of Gandhian thought in Hindi films: A study (With reference to Lage Raho Munnabhai, Swadesh and Satyagraha.** (Dr. Vinodkumar Pandey), Department of Journalism & Mass Communication, Gujarat Vidyapith, Ahmedabad.
4. Kapoor, Nimish. **A study of science communication through documentary films in India.** (Prof. Shambhu Nath Singh), School of Journalism & New Media Studies, Indira Gandhi National Open University, New Delhi.
5. Raj Kumar. **Assessing affectivity of water conservation campaign: The farmers perspective.** (Dr. Abid Ali), Department of Journalism & Mass Communication, Kurukshetra University, Kurukshetra.
6. Raj Lakshmi. **A study of data journalism in India with special reference to crime stories.** (Prof. Shambhu Nath Singh), School of Journalism & New Media Studies, Indira Gandhi National Open University, New Delhi.

Law

1. Aruna. **Alternative dispute resolution mechanism: A study with special reference to State of Haryana.** (Dr.

Amit Kumar), Department of Law, Kurukshetra University, Kurukshetra.

2. Awasthi, Uma Krishna. **Possible legal solutions for new paradigms of cyber crimes in India special reference of social media: An analysis.** (Dr. Ravi Kant Gupta), Faculty of Juridical Sciences, Rama University, Kanpur.
3. Bajaj, Gauri. **Law relating to air and water pollution in India: A critical study.** (Dr. Sushila Chauhan), Department of Law, Kurukshetra University, Kurukshetra.
4. Bhawna. **Surrogacy in India: A comparative study.** (Dr. Sant Lal), Department of Law, Kurukshetra University, Kurukshetra.
5. Fagaria, Namita. **Empowerment and rehabilitation of differently abled persona in India: A comparative study.** (Dr. Preety Jain), Department of Law, Kurukshetra University, Kurukshetra.
6. Hakikat. **Impediments in execution to decrees for possession of immovable properties: A critical study of judicial and administrative factors with special reference to Himachal Pradesh.** (Prof. Suneet K Srivastava), School of Law, Indira Gandhi National Open University, New Delhi.
7. Kala, Archana. **Vaikalpik vivad niptan dwara vevahik vivadoan ka nirakaran: Ek vishleshnatamak adhyayan.** (Dr. Inamurrehman and Dr. S N Sharma), Department of Law, Vikram University, Ujjain.
8. Srivastava, Pankaj Kumar. **Conflicting issues in competition law and Intellectual Property Law in India: An analytical study.** (Dr. Suneet K Srivastava), School of Law, Indira Gandhi National Open University, New Delhi.
9. Sushila. **Issues of surrogacy: National and international perspective.** (Dr. Manjinder Gulyani), Department of Law, Kurukshetra University, Kurukshetra.

Management

1. Gupta, Abha. **Impact of personality traits and biases on investment decision making: A study of investors in Delhi NCR.** (Dr. Leena Singh), School of Management Studies, Indira Gandhi National Open University, New Delhi.
2. Karisaiyappanavar, Seema B. **Influence of emotional intelligence, psychological capital and subjective norms on entrepreneurial intention: A mediator-moderator model.** (Dr. Ujjal Mukherjee), Department of Management, Jain University, Bangalore.
3. Negi, Ravinder Singh. **A model based performance management system: An evaluative study of oil and gas company.** (Prof. Neeti Agrawal), Department of Management, Indira Gandhi National Open University, New Delhi.
4. Prasad, Mamuduru. **Marketing strategies in banking industry: A study with reference to selected public and**

private sector banks in Andhra Pradesh. (Dr. K Sai Kumar), Department of Management, Jawaharlal Nehru Technological University Anantapur, Ananthapuramu.

5. Raghav, Divina. **Managing millennials: A framework for motivation and retention in organizations.** (Prof. S Srilatha), School of Management Studies, Indira Gandhi National Open University, New Delhi.
6. Rashmi. **Brand engagement through social media: A study of FMCG.** (Dr. Aarti Deveshwar), Department of Management Studies, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
7. Ravish, Sanam. **Impact of work related attitudes on intention to quit among employees of IT industry in India.** (Dr. Aarti Deveshwar), Department of Management Studies, Deenbandhu Chhotu Ram University of Science and Technology, Murthal.
8. Satish, A. **Qualitative and quantitative assessment of resources related to construction industry based on human perception using analytical hierarchy process.** (Dr. D Prasanna Kumar), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.
9. Shaik, Gowsya. **A study on the implementation of financial inclusion strategies of commercial banks in rural house holds of Andhra Pradesh.** (Dr. P Raja Babu), Department of Management, Koneru Lakshmaiah Education Foundation, Guntur.
10. Sonu. **A study of financing preferences and determinants of capital structure of Agro based industries in Haryana.** (Dr. Sudesh), Department of Management, Kurukshetra University, Kurukshetra.
11. Sujatha, M S. **Intrapreneurial behavior: Influence of passion, organizational cynicism and manager's entrepreneurial behaviour: An empirical study among select Indian SMES.** (Dr. Ujjal Mukherjee), Department of Management, Jain University, Bangalore.
12. Thakur, Charu N. **A study on the application of balanced scorecard tool to evaluate the performance of select Indian telecom companies.** (Prof. Nayantara Padhi), School of Management Studies, Indira Gandhi National Open University, New Delhi.
13. Vinay Kumar, K M. **Role of H R analytics as a strategies tool: A study of IT organisations in India.** (Prof. S Srilatha), School of Management Studies, Indira Gandhi National Open University, New Delhi.

Political Science

1. Fernandez, Bruce C C. **The Naga question: A study in intergenerational perceptions.** (Dr. Sadananda Sahoo), School of Inter-disciplinary and Trans-disciplinary Studies, Indira Gandhi National Open University, New Delhi.
2. Sharma, Roshni. **Refugee women: Negotiating womanness, identity and refugeehood.** (Dr. Priyanca

Mathur), Department of Political Science, Jain University, Bangalore.

Psychology

1. Khosla, Selene. **Enhancing subjective wellbeing among young adults using positive psychology interventions.** (Dr. Monika Misra), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
2. Umashankar, K. **The mediating effect of organizational citizenship behaviour between organizational culture and employee performance moderated by gender and experience in private banks.** (Dr Pooja Varma), Department of Psychology, Jain University, Bangalore.

Public Administration

1. Karan, Gaurav. **Towards qualitative and inclusive school education: A case study of Samagra Shiksha Abhiyan in government schools in Delhi.** (Prof. Uma Medury), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
2. Vajpeyi, Anurag. **Rural clusters as growth engines: A case study of National Rurban Mission.** (Prof. Alka Dhameja), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Sociology

1. Achary, Manjunatha. **Sociological study of health and educational status of Bathada Community in Udupi District.** (Dr. Chandrashekar E), Department of Sociology, Kuvempu University, Shankaraghatta.
2. Pal, Ram Sajivan. **Ati pichdi jatiyoan mein samajik uthan ke liye sangarsh Uttar Pradesh ke Gaderia Jati ka adhyayan.** (Prof. Rabindra Kumar), School of Social Sciences, Indira Gandhi National Open University, New Delhi.
3. Piyush, Dharmpal. **Empowerment of rural women through self-help groups: A sociological study.** (Dr. Kaushal Kishor), Department of Sociology and Social Anthropology, Aryabhata Knowledge University, Patna.
4. Singh, Shalini. **Patterns and dynamics of gender inequality in rural area: A study of Block Dewa in district Barabanki of Uttar Pradesh.** (Prof. Nilima Srivastava), School of Gender and Development Studies, Indira Gandhi National Open University, New Delhi.
5. Sultania, Sudhanshu Kumar. **Status of widows in metropolis: A sociological study of Delhi.** (Dr. R Vashum), School of Social Sciences, Indira Gandhi National Open University, New Delhi.

Womens Studies

1. Basu, Sanjukta. **Indian women's political space on the internet: A case study of gender trolling.** (Dr. Smita M Patil), School of Gender and Development Studies, Indira Gandhi National Open University, New Delhi. □



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M.S.(by Research) and Ph.D ADMISSIONS
FOR ACADEMIC YEAR 2024-25
resadmission@iitm.ac.in

Admission to Research Programmes {M.S. (by Research) and Ph.D.} is open for the academic year 2024 - 25 (July - Nov 2024 & Jan - May 2025).

Applications are invited from eligible candidates for admission to the M.S. (by research) and Ph.D. programmes of IIT Madras under the regular/part-time/external schemes.

Candidates can also apply to pursue a direct Ph.D. in Engineering/Sciences/Management/Humanities & Social Sciences after their Bachelor's degree.

Opportunities to enroll in joint Ph.D. programmes between IITM & foreign universities exist; details at <https://research.iitm.ac.in/jdp>.

Reservation is applicable as per Government of India rules.

The online application form (along with detailed information) can be accessed at <https://research.iitm.ac.in> beginning 01.03.2024.

Applications received up to 31.03.2024 will be considered for the July 2024 admission session. Applications received from 01.04.2024 to 31.10.2024 will be considered for Jan 2025 admission session.

Date: 16.02.2024

Sd/-
Deputy Registrar (Academic-RU)

SREE SANKARA COLLEGE
SANKAR NAGAR, MATTOOR, KALADY, ERNAKULAM-683574
Phone: 9539010653, Email: info@ssc.edu.in
Affiliated to Mahatma Gandhi University and included
Under Sec.2(f) list and 12(B) of the UGC Act
And Re-accredited by NAAC with A grade

WANTED PRINCIPAL

Applications are invited for the post of PRINCIPAL in Sree Sankara College, Kalady.

Qualifications: Ph.D, Associate Professor with 15 years teaching experience. A minimum of 10 Research Publications in Peer Reviewed or UGC Care List Journals. A minimum of 120 Research as per Appendix II Table 2 of the UGC Regulation 2018.

Age : As per Government/ University Rule.

Note: Only Professors/Associate Professors from Government/Aided Colleges/University Departments who are qualified to teach any one of the following subjects need apply :-

Physics, Chemistry, Sanskrit, History, English, Malayalam, Botany, Zoology, Mathematics, Statistics, Commerce

Applications on plain paper with copies of certificates to prove age, qualification, experience, Publication (hard and soft copy), Research score along with the NOC(No Objection Certificate) from the employer shall be sent to : The Managing Director, Sree Sankara College, Kalady Ernakulam,Kerala-683574 **within 30 days** from the publication of the notification.

Managing Director

NIRMALAGIRI COLLEGE

Re-accredited by NAAC with A++ Grade

Affiliated to Kannur University

Nirmalagiri P.O., Kannur, Kerala, 670 701

Ph: 0490 2361247, E-mail: nirmalagiricollege@gmail.com

Website: nirmalagiricollege.ac.in

Applications are invited from eligible candidates to the following permanent posts:

ASSISTANT PROFESSORS

English – 1 (PWD)

Physics – 1 (PWD)

Chemistry – 1 (Community – Syro Malabar Syrian Catholic)

Political Science – 1 (General)

Age and Qualifications are as per UGC/Kerala State/Kannur University Rules and Regulations.

The order of priority for the appointment of PWD categories will be as per Section 34(1) of the Rights of Persons with Disabilities Act 2016, excluding 34(1)(c).

NON TEACHING

LD Computer Assistant – 1 (General)

Age and Qualifications are as per Kerala State/Kannur University Rules and Regulations.

Application forms of Assistant Professor and LD Computer Assistant can be had from the College Office on payment of Rs 1000/500 (1050/ 550 by post) respectively. Applicants belonging to PWD Category are exempt from paying application fees. Duly filled in applications should be submitted to the college office **within 30 days** from the date of this notification.

Manager



SAI NURSING INSTITUTE

71/1, HOUSING BOARD COLONY, HARVALEM, SANKHALI - GOA

(Reg. No.: 16/GOA/2015)

Government of Goa Aided Institute

Recognised by Indian Nursing Council, New Delhi

Affiliated to Goa Nursing Council, Govt. of Goa

Mail: sainursinginstitute@gmail.com

Contact No.:- 9011214289

Applications are invited from eligible candidates for filling up the below mentioned post of Assistant Professors on lecture basis (Part time/External faculty) for Semester III and Semester IV respectively.

Assistant Professor in Microbiology- 01Post

Minimum Qualification and Experience – MSc in Microbiology/ MD in Microbiology

Assistant Professor in Pharmacology - 01Post

Minimum Qualification & Experience – MSc Pharmacology/MD in Pharmacology

Assistant Professor in Pathology & Genetics - 01 Post

Minimum Qualification and Experience – MSc Pathology/MD in Pathology.

For the above post:

- Applicants should compulsorily produce valid 15 years Residence Certificate in Goa. 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)
- Candidates applying should possess valid employment & Registration Certificate.

Applications with complete Biodata should be submitted to Sai Nursing Institute Office within **one week from the date of this advertisement.**

Chairman/Principal



जम्मू केंद्रीय विश्वविद्यालय
Central University of Jammu
Rahya- Suchani (Bagla), District: Samba – 181143, Jammu (J&K)

EMPLOYMENT NOTIFICATION NO.: 23
(FOR TEACHING POSTS)

Central University of Jammu invites online application for various teaching positions under direct recruitment from the eligible Indian Citizens and Overseas Citizen of India (OCI) in the prescribed format. Minimum qualification, Experience, Reservation, Service Conditions, Emoluments, Age of Superannuation, etc. are as prescribed by the University/ UGC/ Government of India/ AICTE/NCTE and as per details available at www.cujammu.ac.in.

S. No.	Name of the Department/ Centre	Professor	Associate Professor	Assistant Professor
1.	Comparative Religions and Civilizations	-	01 SC (BL)	-
2.	Botany	-	-	01-OBC*
3.	English	01-OBC (BL)	-	-
4.	Human Resource Management & Organizational Behaviour	-	01-OBC (BL)	-
5.	Marketing & Supply Chain Management	-	01-ST(BL)	-
6.	Mass Communication and New Media	01-EWS	-	01-OBC(BL)*
7.	Mathematics	01-SC(BL)	01-ST(BL)	-
8.	National Security Studies	01-OBC (BL)	-	01-OBC*(PwBD) 01-EWS*
9.	Social Work	01- OBC (BL)	01-OBC (BL)	-
10.	Zoology	01-ST (BL)	-	-
11.	Public Policy and Public Administration	-	01-OBC (BL)	-
12.	Economics	-	-	01-OBC*
13.	Computer Science and IT [#]	01- UR	-	01-OBC(BL)
14.	Electronics and Communication Engineering [#]	01-UR	-	-
15.	Computer Science and Engineering [#]	-	-	01-OBC(BL)
16.	Centre for Molecular Biology	-	-	01-ST*(PwBD)

#As per AICTE norms * Vacancies against Lien

BL - Backlog Vacancy, SC - Scheduled Caste, ST- Scheduled Tribe, EWS - Economically Weaker Section, OBC- Other Backward Classes, PwBD – Person with Benchmark Disability

Note: Persons with Benchmark Disability (PwBD) shall be considered subject to availability and suitability of positions for OH, HH & VH as per reservation norms. The PwBD candidates shall be provided horizontal reservation as per the Government Guidelines wherever PwBD candidates are available.

Important Information

1. The candidates appointed against the lien* posts will be on temporary basis till lien* exists. If lien* employee does not join back, the candidates appointed against the said posts are liable to be confirmed substantially subject to fulfillment of terms and conditions of the probation.
2. The detailed eligibility conditions and other relevant details are available on the University website www.cujammu.ac.in. Online application form, complete in all respects must be submitted along with online payment of **Rs 1,000/-** (fee exempted for candidates belonging to SC, ST & PwBD) on or **before 28-03-2024 (11:59 PM)**.
3. Online portal will be available on University website and remain open from **01-03-2024 (10:00 AM)**
4. The candidates are requested to regularly visit the University Website www.cujammu.ac.in for further updates. Hereafter, issuance of notifications in the newspapers, for any information in this regard, is not obligatory on the part of the University.
5. For any queries please email at teaching.recruitment@cujammu.ac.in. Queries on any other email will not be entertained.

Sd/-

कुलसचिव/Registrar

फोन:01923-249658

ईमेल: registrar@cujammu.ac.in

No. CUJ/Estab/ ET-23/2024/343

Date: 27-02-2024

utu.ac.in

STUDENT BASE: 10000+

STAFF: 650+

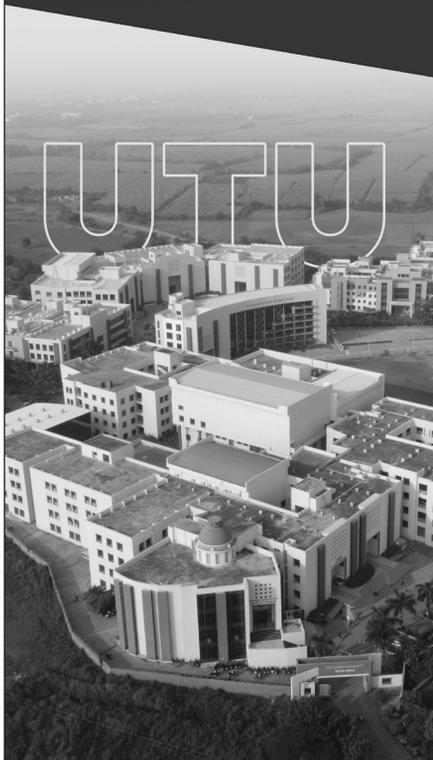
PROGRAMS OFFERED: 80+

AREA SPREAD: 120 ACRES

INSTITUTIONS: 22

INSTITUTIONAL LIBRARIES: 07

AUDITORIUMS: 07



FACULTY OF PHARMACY

B.Pharm
M.Pharm
Pharmaceutical Quality Assurance,
Pharmaceutics, Pharmacology,
Pharma. Chemistry
Pharm. D
Pharm. D - PB
(Post Baccalaureate)

FACULTY OF COMPUTER SCIENCE

BCA (Hons.),
B.Sc. (IT) + M.Sc.(IT),
MCA

FACULTY OF COMMERCE & MANAGEMENT

B.Com. (Hons.),
BBA (Hons.),
M.Com., MBA, MHRM

FACULTY OF ENGINEERING & TECHNOLOGY

Diploma
Diploma to Degree (D2D)
B.Tech.
M.Tech.
Agricultural, AI & DS, Automobile, Chemical,
Civil, Computer, CE (Software engineering), CSE,
CSE (Cyber Security/ Cloud Computing/ AI & ML),
Cyber Security, Electrical, EC, Environmental,
ICT, IT, Mechanical, Mechatronics

FACULTY OF MEDICAL & PARA MEDICAL SCIENCES

GNM, P.B.B.SC.,
B.Sc.(Nursing)
M.Sc.(Nursing)
BPT, MPT

FACULTY OF HUMANITIES

B.A. (English) (Hons.),
B.A. (Psychology) (Hons.),
B.A. (Journalism
& Mass Communication) (Hons.)



FACULTY OF SCIENCE

B.Sc. (Hons.)
M.Sc.
Mathematics, Physics, Chemistry,
Microbiology, Biotechnology
PGDMLT
B.Sc. (Hons.) in Agriculture

FACULTY OF DESIGN, PLANNING & ARCHITECTURE

Diploma in Fashion Design
Diploma in Interior Design
Bachelor of Fashion Design
Bachelor of Interior Design
B. Arch.

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UKA TARSADIA UNIVERSITY

Maliba Campus, Bardoli, Di. Surat. Gujarat - 394 350.

A Quality Education for All

Accredited with NAAC, Govt. of India