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Transforming Indian Higher Education: 21st Century Reforms and Future Trends

Manas Ranjan Panigrahi*, Mukesh K Sharma**, and Sandeep Chaurasia***

Education is the cornerstone for sustainable development. It is essential not only for individual growth but also for societal development. Higher education plays an important role in nation-building. Since independence, the country's literacy rate was a mere 18% in 1951, which increased to 72.98% in the year 2011according to the Census of India (Census India, 2011). Indian higher education is the highest in the world, with over 1192 universities and 45,000 colleges (UGC Report, January 2025). Despite its scale, we are able to serve only 4.3 crore postgraduate students. If 25 crore students, who enroll for school education, have to go for higher education, therefore we need to double this educational network and infrastructure. At present, India's Gross Enrollment ratio is 26.3%. The government is planning to reach the goal of 50% Gross Enrollment Ratio (GER) by 2035 (NEP 2020). We need a large number of universities the system faces significant issues such as uneven quality, outdated curricula, insufficient research output, and limited employability of graduates. With the increasing importance of a knowledge-based economy, it is imperative to reform higher education to foster innovation, critical thinking, and inclusivity (World Bank Report, 2022).

Historical Evolution of Indian Higher Education

Pre-Independence Era

Before independence, British rule brought significant changes in Indian Higher by focusing on colonial-era institutions where emphasis was given to the English language and literature, science, and mathematics. In this era, the Guru Shiksha System was replaced by a Formal Degree Examination. Based on the British university system, the British founded universities such as the University of Bombay (1857), the University of Madras (1857), and the University of Calcutta (1857). These universities had little room for local studies and were largely devoted to Western expertise. Instead of encouraging general education for the public, the focus was on creating a small, educated elite (Miller, 1984).

Post-Independence Developments

After independence Government of India took an initiative to build the nation through education and emphasize quality education by establishing key institutions such as IITs (1950s), IIMs, AIIMS, and universities under the UGC-1956 to standardize and regulate education.

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Growth and Unification (1970s, 1980s)

With the founding of multiple universities and colleges throughout India in the 1970s and 1980s, the higher education system grew. Through reservations in higher education, the government also worked to increase access to education for underrepresented groups, including women and members of the backward classes. However, despite the increase in enrollment, the system had serious problems with poor quality, out-of-date curricula, insufficient research facilities, and graduates' low employability (Tilak, 1987).

Kothari Commission (1964-1966)

The Kothari Commission (1964-1966) played a pivotal role in shaping India's higher education system by advocating a unified national education policy. It emphasized accessibility, quality, and research, leading to reforms like the 10+2+3 system and increased investment in higher education. Its recommendations laid the foundation for expanding universities, technical institutions, and vocational education in India (Ministry of Education Report 1964-1966).

The National Policy on Education (1986)

Introduced under Prime Minister Rajiv Gandhi, it aimed to enhance quality, equity, and inclusivity in education. It emphasized universal primary education, adult literacy, and technical and higher education reforms. The policy also promoted women's education, rural school development, and the use of technology in learning, shaping India's modern education framework (MoE, 1986).

Plan of Action (1992), The National Policy on Education (1992) was an updated action version of the 1986 policy, incorporating the reforms suggested by the Ramamurthi Committee. This policy emphasized decentralization, increased funding for educational institutions, and the promotion of vocational education to better align the education system with the needs of the economy. It also focused on expanding access to marginalized communities, particularly in rural and remote areas. In addition, the policy aimed to strengthen higher education, improve teacher training, and integrate technology into the learning process to create a more inclusive and effective education system. The 1992 policy laid a foundation for ongoing reforms in India's higher education sector, addressing both quality and access issues for a diverse population (MoE, 1992)

National Education Policy (NEP) 2020

The National Education Policy 2020 is the most recent and transformative policy introduced by the Government of India, aiming to develop the educational system from the school to the higher education level. The policy was approved in July 2020 after a gap of almost 34 years since the last NPE (1986). Key highlights of NEP 2020 include:

Holistic Development

The NEP focuses on fostering skills in students such as critical thinking, creativity, ethical reasoning, and problem-solving. Under this flagship policy emphasis is given to micro-credentials, internships during the study, and industry linkage programs for bridging the gap between industry and academia. This approach ensures the overall development of students.

Global Competitiveness

The objective for enhancing the global competitiveness of Indian education is to align the system with international standards of quality and innovation. It seeks to improve the global reputation of Indian institutions through research, innovation, and partnerships with international universities and research organizations. The aim is to cultivate skilled professionals and researchers capable of thriving in a knowledge-driven global market, thereby positioning India as a leader in areas like technology, science, and business. A crucial aspect of this vision is to attract global talent and incorporate international trends into the curriculum.

Equity and Inclusion

Equity and Inclusion stress the significance of ensuring equitable access to education for everyone, particularly for marginalized populations such as socio-economically disadvantaged groups, girls, and children with disabilities. It focuses on tackling systemic obstacles and fostering supportive settings to guarantee equal chances for learning and development. The aim is to diminish disparities and encourage inclusive education for all.

Sustainability and Environmental Consciousness

The emphasis on Sustainability and Environmental Awareness involves integrating environmental education into educational programs. This policy seeks to inform students about sustainable methods and the significance of being environmentally responsible. It promotes understanding and proactive

measures to safeguard natural resources for the benefit of future generations.

Challenges in Indian Higher Education

Quality and Accreditation

Quality and Accreditation highlight the differing educational standards among institutions, with many colleges and universities not fulfilling essential accreditation criteria. This leads to inconsistencies in the education provided. For instance, certain universities may not comply with international accreditation standards, hindering the worldwide acknowledgment of their degrees. A mere fraction of institutions, like IITs in India, gain global recognition due to their rigorous academic standards. Achieving universal accreditation and maintaining quality control are crucial for enhancing educational outcomes and fostering student success.

Research and Innovation

India's global research output is relatively modest, primarily due to obstacles like insufficient funding, limited collaboration across disciplines, and bureaucratic hurdles. For instance, research initiatives frequently encounter delays caused by intricate approval procedures, which impede timely advancement. Moreover, funding for research in fields such as technology and healthcare tends to be lower compared to other nations. These limitations restrict India's capacity to make noteworthy contributions to global innovation, including advancements in Artificial Intelligence (AI) or biotechnology. Tackling these challenges by simplifying processes and increasing financial support could boost research productivity and promote more pioneering innovations in India.

Access and Equity

Access and Equity show progress in enrollment rates, but disparities persist across rural and urban areas, genders, and socio-economic groups. For instance, students in rural areas often lack access to quality infrastructure and digital resources, exacerbated by the digital divide. A practical example is how rural students may struggle to attend online classes due to limited internet access, putting them at a disadvantage compared to their urban peers. Bridging these gaps through targeted policies and digital infrastructure development is crucial to ensuring equal access to quality education for all students, regardless of background.

Governance and Autonomy

Governance and Autonomy are impacted by centralized control and excessive regulatory oversight, which limit institutions' flexibility and innovation. This rigidity prevents schools and universities from quickly adapting to evolving educational demands. For example, stringent regulations may slow down the introduction of new programs or teaching methods. Granting more autonomy could enable institutions to better meet the needs of students and the workforce.

The Industry-Academia Gap

The Industry-Academia Gap reflects the mismatch between academic education and industry needs, leaving many graduates with limited practical skills. As a result, they often struggle to find employment. For example, graduates in fields like engineering may lack hands-on experience with the latest technologies, making it harder for them to meet employer expectations. Bridging this gap through industry partnerships and updated curricula could enhance employability.

Suggestive Reforms for Quality Higher Education

Enhancing Quality and Accreditation Mechanisms

- *Revamping Accreditation Systems:* Introduce transparent, technology-driven evaluation processes with periodic reviews.

- *Global Collaboration:* Encourage partnerships and collaborations with international universities to adopt best practices. Enhancing internationalization of higher education.

Strengthening Research and Development

- *Increased Funding:* Allocate at least 2% of GDP to higher education, with a significant portion dedicated to research. Interdisciplinary Centers: Establish research hubs that promote collaboration across disciplines.

- *Ease of Processes:* Streamline grant approval and project implementation processes.

Ensuring Inclusive Access

- *Targeted Scholarships:* Provide financial aid and incentives for underrepresented groups.

- *Digital Infrastructure:* Expand access to online resources and broadband connectivity in rural areas.

Reforming Governance and Autonomy

- *Decentralized Governance:* Empower institutions with greater autonomy in curriculum design, recruitment, and funding allocation.

Bridging the Industry-Academia Gap

- *Skill-Oriented Curricula:* Embed Vocational training and experiential learning into academic programs.

- *Internship Opportunities:* Foster partnerships between universities and industries to provide hands-on experience.

- *Lifelong Learning:* Create frameworks for upskilling and reskilling throughout careers.

- *Emphasize blended learning:* Technology can be a transformative force in addressing many challenges. Leveraging Augmented Reality (AR), Virtual Reality (VR), Artificial Intelligence (AI), Machine Learning (ML), and EdTech platforms like SWYAM, Coursera, Udemy, NPTEL, ePG Pathasala, Virtual Lab, etc. can enhance personalized learning, streamline administrative processes, and enable data-driven decision-making.

Conclusion

Transforming Indian higher education requires a multifaceted approach, addressing issues related to quality, access, research, governance, and industry alignment. The National Education Policy 2020 sets a strong foundation for future growth by focusing on holistic development, global competitiveness, and inclusivity. However, reforms in accreditation, research funding, infrastructure, and curriculum development are essential to fully realize this vision. The integration of technology, particularly AI and EdTech, will play a crucial role in overcoming barriers and creating an education system that caters to the diverse needs of learners in the 21st century.

By implementing these reforms and leveraging technological advancements, India can create a higher education system that is innovative, globally competitive, and inclusive, ultimately leading to the development of a knowledge-driven society.

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Socio-economic Inclusion of the Third Gender Community in Bihar: A *Sine-Qua-Non* to Achieve the Goals of *Viksit Bharat* 2047

Mukta Mani* and Siddharth Kumar**

"Today the goal of the country is Viksit Bharat, Sashakt Bharat! We cannot stop until this dream of a developed India is fulfilled."

Shri Narendra Modi

'*Viksit Bharat*' has become the buzzword of India's political system. It represents the vision of Hon'ble Prime Minister Shri Narendra Modi to transform India into a developed country by its 100th independence in 2047 and to make it a '*Vishwa guru*' in a true sense. The vision encompasses various aspects of development such as economic prosperity, social advancement, environmental sustainability, and effective governance. Its core objective is to foster inclusive economic participation among all citizens to build a strong, resilient economy full of job and entrepreneurial opportunities. With a focus on programmes such as Made in India, Digital India, and Startup India, efforts are being made to encourage investment, generate employment, and foster innovation across various industries. Now the question arises- how the nation's full economic potential can be realized? The key to this objective involves giving an equal opportunity to all citizens to participate and contribute to the country's economic development. Even the New Educational Policy ---2020 speaks of catering to the needs of SEDGs (Socio-economically Disadvantaged Groups) and bringing them into the mainstream. It is for the first time that the concerns of 'Transgenders' or the 'Third gender Community' have been raised by clubbing them under the SEDGs.

According to Indian Census 2011, there are around 4.9 lakh transgenders in the country. Isn't it unfortunate that out of this population, only 46 per cent are literate, and about 92 per cent of transgenders are deprived of the right to participate in any form of economic activity in the country (Nagarajan 2014; Choudhary, 2020). An Expert Committee was constituted in the Ministry of Social Justice and Empowerment in 2014 to suggest measures for the mainstreaming of this community. In April 2014, the Supreme Court recognized them as the 'third gender' and directed the government to treat them as socially and educationally backward classes and extend reservations for admission to educational institutions and public appointments. Even, in Bihar, the population of transgenders has doubled from 2011 to 2023 and 82,836 or 0.063% of the total population openly identifies as trans as per the 2023 Bihar Caste census (Sharma, L. 2023). The Bihar State Transgender Welfare Board was established in 2019 and a separate web portal for the third gender has been started (Chakraborty, A. Nov 6, 2021). The Government has announced the reservation to transgenders for recruitment into police and permission has been given for the recruitment of 41 constables and 10 sub-inspectors from this community. (The Telegraph Online, March 14, 2022). Recently, a scheme called 'Mukhyamantri Udyami Yojna' has also been launched which aims to provide financial assistance of Rs. 10 Lakhs to help the youths including the transgenders to start their own business. (https://udyami.bihar.gov.in/). The "Scheme for Integration of Transgender Persons and their Rehabilitation and Providing Access to Justice, 2023" (SITARA, 2023) unveiled by the Bihar State Legal Services Authority (BSLSA) under the leadership of Justice Chakradhari Sharan Singh, JAD-1, Patna High Court-cum-Executive Chairman is also focussed on their rehabilitation needs (Singh, B. Nov. 15, 2023). Governor-cum-chancellor of Bihar, Sri Rajendra Vishwanath Arlekar has also stressed the need to ensure higher education facilities for transgenders (Khursheed, July 27, 2023). The most recent development is the appointment of a trans female Ms Reshma Prasad as a representative in the senate of Patna University, Patna by the Honourable Chancellor vide letter No.-BSU (Nomination)-46/2016-2045/ GS(I) dated 06.12.2023.

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It is hard to accept gender variants in the patriarchal society of India, and as such these people are discriminated against and stigmatized by society. Even the UNDP report, 2016 titled "Hijras/ Transgender Women in India" states that transgenders are shunned from their families, and face abuse in society, and even from police they face forced sex, extortion of money, and arrest on false allegations. They have been excluded from participating in socio-cultural life, economy, politics, and decision-making processes. Badgett 2014 has done a remarkable study on the relationship between the economic cost of stigma and the exclusion of LGBT People in India. He has put forward a conceptual model to explain that as a result of employment discrimination and constraints on labour supply, there is lower productivity and lower output. This has been supported by the study by the World Bank in 2014 that many forms of homophobia result in enormous losses to India on account of lower labour force participation, lower economic output, and higher health and social costs concerning LGBT people. Devaprasad, A. (2020) also states that the discrimination against this community leads to their economic exclusion which in turn affects the Indian economy. Discriminating transgenders would be a loss to the economy and effort to increase employment and wage equity for transgender people could boost annual consumer spending by $12 billion a year (Babulal, Greenberg, Obeid, and Zucker, 2021). This community has become economically vulnerable and are forced to work as sex workers thus being exposed to various physical and mental health-related issues. So, the goal of 'Viksit Bharat', can only be realized if these people are considered as human resources.

Review of Literature

Scholars across the globe have tried to study the employment opportunities available to the third gender community, and the challenges they face in their workplace. In a study done by Arava, S. (2020), it was found that 96% of transgenders are denied jobs and are forced to take undignified work for livelihoods like sex work, and begging. 89% of transgenders said there are no jobs for even qualified ones. The National Human Rights Commission (NHRC) of India 2018 reports state that 92% of transgenders are debarred from any economic activity and even the qualified ones are refused jobs. Their classmates harassed 52% transgenders and 15% by even teachers. This is the reason that they are not qualified or skilled enough to get a job. Only 6% of them are employed in private sectors or NGOs. The monthly income of only 1% of transgenders is above Rs.25,000; the majority i.e. 26.35% earn between Rs. 10,000-Rs.15,000. 23% are compelled to engage in sex work which has high health-related risks. Kamble, P., and Jahanara (2019) state that the third-gender community in India is deprived of job opportunities because of their low socio-economic status. They lack social security schemes, are forced to live in slums, and for livelihood, they choose occupations like begging and prostitution.

Nazir, N. and Yasir, A. (2016) have conducted a study on the education, employability, and shift of occupation of transgender in Pakistan. The data shows that 57% of the total eunuch's population was unemployed, whereas 30% were self-employed and only 13% were employed by others. A high tendency of willingness among transgenders to adopt other honorable professions was reported. Most companies in Pakistan do not hire the transgender community because the organizations' stakeholders have issues working with them (Saima, T. et.al. 2021). Fariha A. and Rahman S. (2022) have found that although Bangladesh legally recognized them as the 'third gender' in 2013 and the Constitution also ensures them equal rights and equality before the law in availing employment facilities, the number of transgenders in formal employment is very low. They have very limited access to education and most of them are unemployed, unskilled, and uneducated. The authors state that getting a job is always a matter of luck for them and continuing the job with respect and dignity is still unsure. They are offered blue-collar jobs mostly and their capacity in the productive sector is undermined. Liton H. (2019) states that the absence of a Hijra employment policy; discriminatory practices of established laws, and social prejudices against them are the major challenges to the right to employment faced by Transgender in Bangladesh.

The third gender community becomes victims of discrimination at their workplace too. Catalyst Organization (2022) in their study on LGBTQ Workplace Issues found that eighty-one countries prohibit discrimination in employment because of sexual orientation, including Australia, Canada, France, Germany, Mexico, Switzerland, the United Kingdom, and the United States. 21% of LGBT people in the European Union,44% in Canada, and

45.5% of LGBTQ+ workers in the United States experienced discrimination at work in 2019. This includes being fired, or facing hiring discrimination, bathroom accessibility, being referred to by incorrect pronouns, having to tolerate inappropriate questions, and so on. Babulal, D. Greenberg, S., Obeid, M. and Zucker, J. (2021) states that in America, President Biden has signed an executive order for implementing a landmark 2020 Supreme Court ruling that protected LGBTQ+ people from workplace discrimination. Kaosayapandhu, M. (2021) has found that in Thailand, transgender employees have experienced hiring discrimination, some are well-treated by supervisors while some have been harassed by colleagues and several reported that laws and benefits programs are often discriminatory towards them. Similarly, the effects of psychosocial discrimination on transgender at the workplace in Malaysia have been examined by Kumarashwaran V. and Niwet A. (2021). This marginal group has often been forced to quit their jobs when their employers become aware of their sexual expressions and gender identity. Even in India, several instances prove that the third-gender community is discriminated against at their workplace. Devaprasad A. (2020) states that this community experiences varying forms of harassment such as insensitive casual banter, homophobic jokes, insults regarding sexuality, degrading references to a person's sexual orientation, and even complete isolation at the workplace. People who have changed their name and gender in official documents find it challenging to get hired by employers. The Indian workspaces are not transgender-friendly and have failed to accommodate transgenders equitably and inclusively (Tewari, Upadhyay S., and Singh 2020). LGBT employees change their behaviour at work to avoid or minimize attention to stigmatized traits known as "covering." This can be a source of stress that negatively impacts their health and well-being (Lenning, and Buist, 2012). Although Indian companies are taking steps to make the workplace more diverse and inclusive, these are focused on recruiting more women, people with disabilities (PwD), and LGBTQ communities are often neglected. (Ramesh, R. and Sabharwal, N. 2018; Leelavathy. K. 2016).

In the absence of suitable educational and employment opportunities, transsexuals had to depend on prostitution to earn their livelihood. Most of them remained physically vulnerable, psychologically depressed, and economically marginalized which in turn is associated with HIV, health-related risks, and psychological repercussions such as self-harm, anxiety, substance abuse, and depression (Houston, 2011; Khurana, and Seth, 2018). Consequently, their living conditions are also severe, and face the problem of inaccessibility of proper housing, lack of inclusion in government housing schemes, inability to purchase land, and inability to rent property (P.P. and Nishanti, 2016). However, with the accord of legal status to this community, there have been changes in the attitude of both the masses as well as modern companies. Since the number of LGBT professionals is on the rise, many companies are trying to provide greater opportunities and a safer working environment for them. India's first online LGBT podcast, JWT (Jub We Talk) was launched in May 2012 to address the issues of this community (Joshi, S. 2013).

Thus, the review of the above studies proves that discrimination in employment is the most common injustice experienced by such people. They are denied jobs only because of their gender variance /gender expression. However, very few researches have been done on the education and employment of third gender in our country. Further, such kind of research has not been yet done in the context of Bihar which has the second highest population of third gender after Uttar Pradesh (Nagarajan, 2014). Keeping this in view, the researcher feels that it is the responsibility of all the stakeholders to conduct extensive research concerning the socio-economic inclusion of this marginalized community. Accordingly, the author conducted Research on the topic, 'Socio-Economic Inclusion of the Third Gender Community in Bihar: A *Sine- Qua- Non* to Achieve the Goals of *Viksit Bharat* 2047'. Operational Definition of some of the terms used in the Study are given here:

Third Gender

Third gender is a concept within which individuals are categorized by society as neither man nor woman. This category comprises individuals whose gender, either through outward expression or how they identify inside, differs from conventional expectations based on their biological sex and includes transmen (F-t-M), trans females (M-t-F), and intersex people.

Socio-economic Inclusion

It refers to the inclusion of the third gender community in the mainstream, to accept them as

a part and parcel of our society and as a human resource who could equally contribute to the nation's economic development.

The Research Questions framed for the Study are:

- What are the major occupations in which the third genders are engaged in Bihar?
- What kind of problems are faced by them in searching for a job or livelihood opportunities in Bihar?
- What are the major issues and challenges at their workplace or occupation in which they are engaged?
- What should be done for the socio-economic inclusion of the third gender community?

Major Objectives of the Study are:

- To explore the status of employment among the third genders in Bihar;
- To investigate the problems faced by them in getting a job or livelihood opportunities in Bihar;
- To investigate the major issues and challenges at their workplace or occupation in which they are engaged;
- To suggest measures for their socio-economic inclusion and upliftment.

The present study is exploratory-cum–descriptive. The study covered five districts viz., Bhagalpur from east Bihar, Muzaffarpur from North Bihar, Gaya from South Bihar, Buxar from West Bihar, and Patna from Central Bihar. A survey was done and using the snowball sampling technique, a total of 141 third-gender participants (primary source) were approached for the study. In-depth interviews and discussions using an Interview Schedule were conducted with the respondents to explore the status, issues, and challenges related to their economic inclusion. Secondary sources of data included books, journals, internet sources, newspaper articles, NGO reports, and policy documents of the Government. The Bihar State Transgender Welfare Board, Patna, the District Child Protection Unit (DCPU) located in the selected five districts,

and the registered Community-based Organizations - Dostana Safar, and PAWAN working for the welfare of this community were also approached.

Data collection was followed by a verbatim transcription of all recorded tapes and coding of responses according to the major concepts and themes. Finally, by collaborating quantitative and qualitative data, the analysis and interpretation of data were done.

Findings of the Study

The major findings of the study are presented here.

Profile of the Third Gender Respondents

The study was conducted on 141 third-gender respondents of the 15-55 years of age group. 78.01 % of the total were trans females or M-t-F 19.86 % were Intersex, and 2.13 % of them were Trans men or F-t-M. Further, the majority of them i.e., 79.43 % were literate out of which 46.1% reported to have received elementary education. 12.06% received secondary education and 7.09% were educated up to the senior secondary level. 6.38% of the respondents were graduates and 3.55 % of respondents have done post-graduation. It is also worth mentioning that despite so much discrimination and abuse faced by third-gender people in society, 1.42% of them have also reported doing a B.Ed. from Teacher Training Colleges in Haryana (Mani, 2023). The educational status of the respondents is depicted in Table 1.

The poor educational status of this community can be corroborated by the following narratives shared by a few respondents:

Figure 1: Educational Status of The Respondents
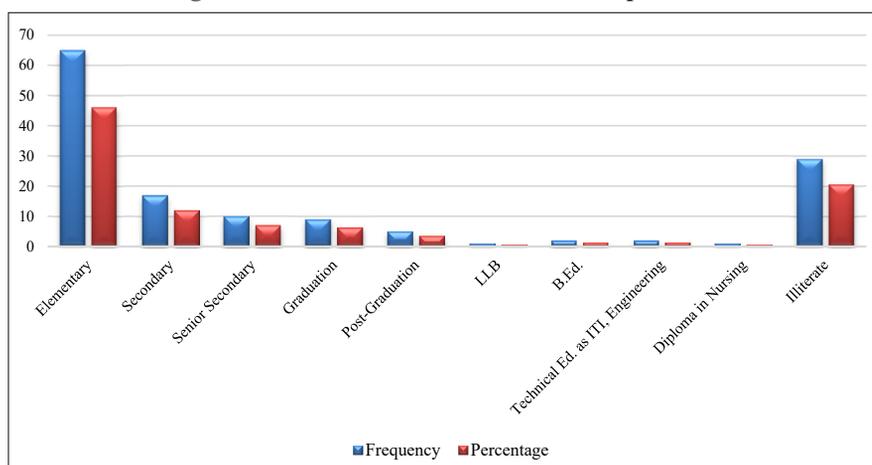
Muskan (name changed) living in Garima Greh, a shelter home for transgender in Khagaul, Patna, explains, "Our lives are full of struggle. I am a graduate of T. M. Bhagalpur University, Bhagalpur. I did not want my family to get affected because of me. Hence, I came to live in this shelter home. Here I am preparing for the Bihar Police Service and I have joined a coaching. But it was not easy for me. People laugh at me, pass derogatory comments, they say, 'Are are dekho ab chhaka bhi padhega, Naukri karega.... ab y din aa gaya ki chhakka ko Bihar sarkar night guard banayegi' (Look, now transgender will also study, will do job....... such a time has come that the Bihar Government will appoint transgenders as a night guard). I get disturbed by all these stigmatizations but still, I am trying my best to prove myself."

Another respondent Ms. Moni Das (name changed), in Patna, explains, "I was born as a boy and was named Gopal. But I was never comfortable in my own body. I was lucky enough that I had educated parents. They supported my decision and motivated me to study. The school atmosphere was transphobic. I was bullied by my classmates, sometimes teachers also used to bully or insult me. I remained isolated during my school days. I used to cry a lot after coming back from school. At that time, my father shifted me to Navodaya Vidyalaya. It was only because of his support that I could study further, and receive higher education from Patna University, Patna."

Status of Employment/Occupation-

In this study, most of the respondents were found to be educated till elementary or secondary level only which in turn is responsible for their under-employment. It was found that 137 respondents were engaged in some sort of occupation and 04 were unemployed or searching for a job (Mani, 2023). This is evident from the Figure 2.

The study further explores the type of occupation in which the third-gender respondents are engaged *(See Table 1)*. The most prominent means of earning

a livelihood was that of asking for *badhais*. The researcher observed that such people ask for *badhais* from the people during wedding ceremonies or the birth of a child or during festivals. This counted for 72.99% of the total respondents and 49.01% of the total responses given. This was followed by singing and dancing as the major occupation reported by 37.95% of the total respondents. This accounted for 25.49% of total responses. 11.67% of the total were found to earn their livelihood through begging in buses and trains. This occupation accounted for 07.84% of the total occupations in which this community is engaged. 06.56% of the total reported themselves as sex workers. The researcher observed that many of the participants were engaged in sex work but they were hesitant to explain.

However, some respondents preferred doing some respectable job. 05.83% of the total were NGO/CBO/Social activists who were working for the welfare of their community. These were the transgenders who were educated such as Ms Reshma Prasad, a member of the National Transgender Welfare Board running a CBO called Dostana Safar and a shelter home called Garima Greh in Khagaul, Patna; Ms Dimple Jasmine, associated with an NGO working for HIV infected transpeople in Bihar. It is only 3.84% of the total occupation. 3.64% of trans females reported themselves as working in small-scale industries /factories such as agarbatti making, match stick making, bidi, and cigarette factories, and 3.64% of respondents were engaged as vegetable vendors or similar work. This accounted for 2.40% of the total occupations. 2.91% of respondents were working in private companies and 1.44% were working as a teacher/tutor. Only one trans female Ms. Monika Das

Fig-2: Occupational Status of Third-Gender Respondents

is working as a Bank Officer at Canara Bank, Patna. She is also highly qualified and a gold medalist in Law from Patna University, Patna. Although it is 048% of the total occupation, it is motivating for the rest of the third-gender community. A single respondent was also engaged in farming.

The major occupation of the respondents can be depicted with the help of Figure-3.

Thus, from the discussion, it is apparent that asking for *badhai,* singing-dancing, or begging is their major occupation. Even the transgender who were highly educated were unable to find suitable jobs for them.

Monthly Income

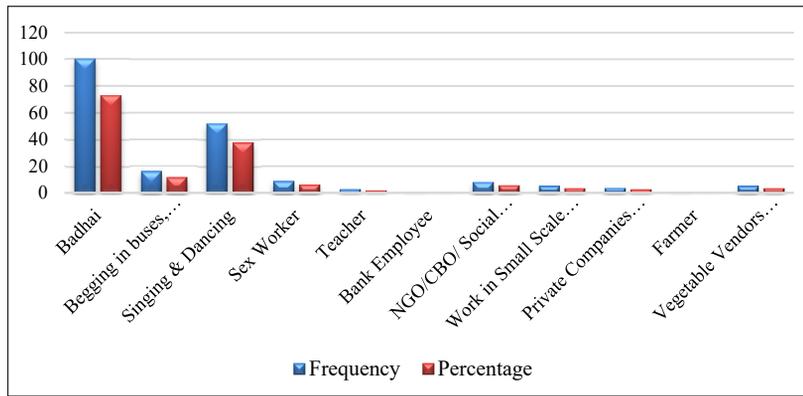Since most of the third gender was found to be working in unorganized sectors, they did not have any well-defined source of earning their livelihood and hardly earned enough to sustain themselves. Table 2 presents the monthly income as reported by the respondents:

Table. 2 Monthly Income of the Third Gender Respondents

Monthly Income	Frequency	Percentage
10000-20,000/-	87	61.7
20001-30,000/-	29	20.57
30001-40,000/-	10	7.09
40001-50,000/-	04	2.84
Above 50,000/-	07	4.96
Nil	04	2.84
Total	**141**	**100**

It is evident from Table 2, that the majority of the respondents had a monthly income of Rs. 10,000-20,000/- per month. This was revealed by a total of 61.7% of respondents. It was followed by a monthly income of Rs. 20,001-30,000/- as reported by 20.57% of total respondents. Their income also ranged from Rs. 30,001-40,000/- as reported by 7.09% of respondents followed by 40,001-50,000/- reported by 2.84% of respondents. 07 respondents also earned above Rs. 50,000/- per month. The researcher observed that the respondents who were mostly young and experienced, engaged as sex workers or in singing-dancing earned sufficient enough every month. But those who had just joined their communities lacked the

Figure 3. Major Occupation/ Employment of the Third gender Respondents

Table 1. Major Occupation/ Employment of the Third Gender Respondents

| S. No.	Occupation/Employment	Frequency	Percentage based on Respondents	Percentage based on Answers
1	Badhai	100	72.99	49.01
2	Begging in buses, trains	16	11.67	07.84
3	Singing & Dancing	52	37.95	25.49
4	Sex Worker	9	6.56	04.41
5	Teacher	3	2.18	01.44
6	Bank Employee	1	0.72	0.48
7	NGO/CBO/ Social Activist	8	5.83	03.84
8	Small scale Industries workers	5	3.64	02.40
9	Private Companies Workers	4	2.91	01.92
10	Farmer	1	0.72	0.48
11	Vegetable Vendors and others	5	3.64	02.40
	Total	**137**	**151.72**	**100.00**

*(*Multiple Responses by the Respondents)*

skill of asking for badhais, and hence could not earn enough. The respondents who were mostly the Gurus, had well-defined areas as well as 'Yajmans' (mostly rich businessmen or politicians) who gave them huge sums of money. Further, they were also supported by their Chelas because it was customary for them to share their income with their Gurus.

The low income of the respondents is responsible for their low socio-economic, and under-privileged status.

Problems faced in Searching for a Job or Occupation

The study revealed that out of 141 respondents, 47 respondents i.e., 33.33% of the total have searched for a job and the majority 94 respondents i.e., 66.66 % of the total prefer singing-dancing, begging, and other such activities *(See Figure 4)*.

Figure 4. Third gender Respondents Searched/ Searching for a Job
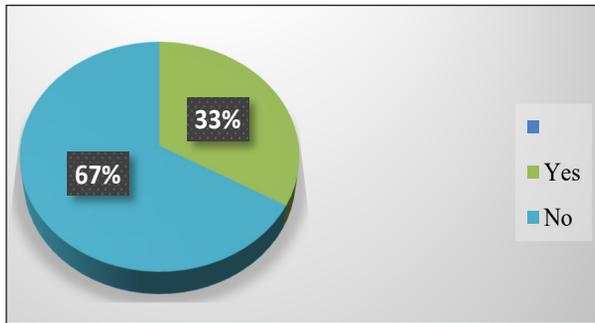
It is pertinent here to discuss the problems faced by this community while searching for a job.

As evident from Table 3, there are several problems because of which the third-gender community could not find a respectable job for themselves. The most prominent problem as reported by 85.10% of the respondents is that they were denied jobs by any organisation be it private establishments, shops, salons, or even small-scale industries or factories. This constituted 37.03% of the total problems discussed. 40.42% of the total respondents said that instead of allowing them to prove their worth, they were discriminated against and labelled as incompetent. This constituted 17.59% of the total answers given. The transgenders who have received higher education reported that whenever they applied for a job, they were discriminated against during job interviews. A few respondents revealed that the personnel thought that hiring third-gender employees could affect the reputation of the organization. This counted for 16.19% of the total problems discussed. At least 23.40% of the total respondents disclosed that the problem lies with their documents. Their educational certificates and other relevant documents are based on the sex assigned at their birth which is contrary to their present gender identity. This problem constituted 10.18% of the total problems discussed. The educated transgenders said that there is no column for them in Government vacancies. It was shared by 21.27% of the total respondents and accounted for 9.25% of the total problems reported. 14.89% of the total accepted that they are not highly educated, lack professional degrees, and do not possess the skills and competencies required for any job. It accounted for 6.48% of the total problems cited by them. 12.76% of the total who were engaged in any private companies or factories said

Table 3. Problems Faced by the Third Gender Respondents in Searching for Jobs/ Occupation

S. No.	Problems faced insearching for a Job/ occupation	Frequency	Percentage based on Respondents	Percentagebased on Answers
1	Denied Job	40	85.10	37.03
2	Discrimination Even BeforeEmployment During Job Interview	17	36.17	16.19
3	No Column for TGs InVacancies	10	21.27	9.25
4	Lack of Education, Skill, and Competencies	07	14.89	6.48
5	Lack of Financial Support todo Business	02	4.25	1.85
6	Discriminated and Labelledas Incompetent	19	40.42	17.59
7	On-the-Job Discrimination	06	12.76	5.55
8	Absence of TG EmploymentPolicy	01	2.12	0.92
9	Problem with Documents	11	23.40	10.18
	Total	**47**	**161.68**	**100.00**

*(*Multiple Responses by the Respondents)*

that they have to face on-the-job discrimination which demotivates them and affects their self-confidence. Besides these problems, lack of financial support and absence of a transgender employment policy were also discussed by the respondents as some other problems in searching for or securing a job.

Thus, the study reveals that most third-gender people lack skills and education and are unemployed. Most companies, even the local shops, do not hire them because the organizations' stakeholders have issues with working with them or consider them bad omen. This is why we see these people clapping their hands asking for money, singing, dancing, and doing other similar works.

Issues and Challenges at the Workplace or Occupation

During the study, it was found in case the third gender people get engaged in any job or occupation, they have to face numerous challenges at their respective workplaces. 70.07% of the total respondents expressed their dissatisfaction with what they were doing for their livelihood *(See Table 4)*.

Table. 4 Satisfaction among the Third gender Respondents from their Occupation /Job

S. No.	If working, are you Satisfied	Frequency	Percentage
1	Yes	41	29.92
2	No	96	70.07
	Total	**137**	**100.00**

It is pertinent here to discuss why the respondents are not satisfied and what are the various issues and challenges that they have to face at their workplace or occupation.

Figure 5. Problems Faced by the Third Gender Respondents in Searching for a Job
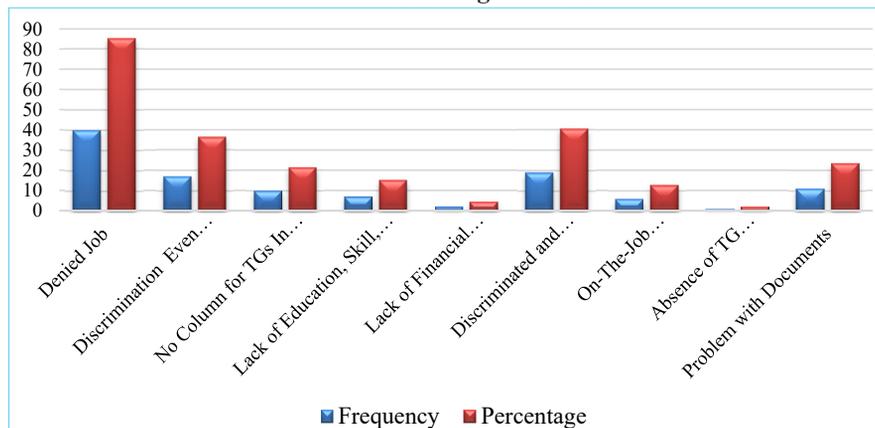

Table 5 reveals that the most pertinent issue and challenges faced by the third genders is sexual, verbal, or physical abuse. It was reported by 110 respondents i.e., 80.29% of the total and this was 23.20% of the total issues discussed. 101 respondents said that they were stigmatized and bullied not only at their workplace but also during singing-dancing, asking for *badhais.* Insults regarding their sexuality were a daily affair for the respondents. This was reported by 73.72% of the total respondents but it was 21.30% of the total responses given. Issues of discrimination were also reported by 75 respondents i.e., 54.74% of the total and it accounted for 15.82% of the total challenges discussed. Denying them promotion and increment has been witnessed by 9.48% of the total respondents. Although it is just 2.74% of the total answers given, it is a matter of concern for the policymakers.

The respondents who earned their livelihood by asking for '*badhai'* revealed that few good-hearted people ('*yajmans'*) respect transgenders. Some respondents claimed that their *yajmans* washed their feet, fed them gave them huge sums of money, and sought their blessings. But there are people also, who abuse them, and even throw them out of their houses. This experience has been reported by 43.06% of third genders and is only 12.44% of all answers selected. Lack of provisions for the third gender employees has also been reported by 35 respondents i.e., 25.54% of the total. It was 7.38% of the total answers selected. Issues of hate crimes and violence against this community have also been investigated and at least 28 respondents i.e., 20.43% of the total reported such incidences. It was 5.90% of the total issues discussed. It was revealed by a few respondents who worked as trolly dancers and also by 12 respondents i.e., 8.75% of the total who have tried to be vegetable vendors in local vegetable markets but were boycotted from the market by the local people. Lack of legal protection has also been reported by 17 respondents i.e., 12.40% of the total. This is the reason that they become soft targets for hate crimes and violence. However, there were 15 respondents i.e., 10.94% of the total who said that they had no problem, and were happy with whatever they earned by asking for *badhais.*

Thus, the poor education level, stigma, and discrimination

Table 5. Issues and Challenges at the Workplace or Occupation

S. No.	Issues and Challenges at theWorkplace or Occupation	Frequency	Percentagebased on Respondents	Percentagebased on Answers
1	Wage Inequities	03	2.18	0.63
2	No Increment and nopromotion	13	9.48	2.74
3	No Provisions for TGEmployees	35	25.54	7.38
4	Discrimination and Inequality	75	54.74	15.82
5	No Relationship withColleagues	03	2.18	0.63
6	Transphobic WorkplaceEnvironment	03	2.18	0.63
7	Stigmatized and Bullied, Insults regarding Sexuality	101	73.72	21.30
8	Hate Crimes and Violence	28	20.43	5.90
9	Lack of Legal Protection	17	12.40	3.58
10	Few yajmans respect us whenasking for badhai while few insult us, abuse us, and even throw us out of their house	59	43.06	12.44
11	Boycotted from the vegetablemarket.	12	8.75	2.53
12	Sexual / Verbal / Physical Abuse at Workplace / Occupation	110	80.29	23.20
13	No Problem	15	10.94	3.16
	Total	**137**	**266.40**	**100.00**

(*Multiple Responses by the Respondents)

act as a negative catalyst in securing jobs. Several other issues such as wage inequities, no relationship with their colleagues, transphobic work environment, and lack of legal mechanisms to safeguard their interests also affect the third gender community adversely.

The following narratives as explained by a few of the respondents discuss the problems faced by during searching for a job or an occupation in their own words:

Sugini Kinnar (name changed) from Maner, explains, "Although I was living with my community friends, I was never interested in asking for badhais or singing-dancing. I decided to sell vegetables. With all my savings, I started working as a vegetable vendor in the local market. A few days passed, and I realized that the customers ignored me. Even the other vendors accused me of being 'Dayan'. They all got united and I was beaten badly by them. I suffered heavy losses both economically and physically. I was left with no option other than asking for badhais."

Another respondent Veena Yadav (name changed), who had discussed the problem faced by her in getting education further explains, "After facing a lot of hardships, I somehow did master in Labor and Social Welfare from Patna University, Patna. After this, I tried for several jobs in private companies, shops, and schools but everywhere I was judged based on my gender, I was denied jobs. Even in the government vacancies for public appointments, there was no column for the third gender candidates. I kept searching for jobs, my community friends laughed at me and I became an example for them to justify that for the transgenders, even getting an education could not change their destiny. I wanted to prove them wrong and even filed a petition in the High Court in this regard. Further, I had my earlier educational documents based on my sex assigned at birth, so this was another problem in getting a job."

Thus, these narratives explain the challenges faced by third-gender people at their workplace or occupation. From being labeled as '*Daayan*' or accused of '*witchcraft*', they have to face several problems in earning their livelihood.

Conclusion and Suggestions

Thus, the study explores that gender role non-conformity, discrimination, decreased social support, and other such factors are responsible for the low

educational status of the third gender community which in turn is responsible for their low socio-economic status. They are compelled to go for singing-dancing, *badhais,* or even sex work that adversely affects their survival. In the present context, when we are talking about 'inclusive development' or '*Viksit Bharat*', honest and open dialogue on the issues of the third gender community has become imperative. Their socio-economic inclusion has become a *sine-qua-non* to achieve the vision of '*Viksit Bharat 2047'*. Further, it has to be borne in mind that they are also the 'citizens' of this country, and denying them jobs or respectable means of earning a livelihood is not just derogatory for them but for the nation too. They must be treated as human resources with immense potential to help contribute to the economy. In India, various such companies or NGOs have come forward in support of LGBT rights at their respective workplace. A lot of effort is still required to achieve their economic inclusion. However, the following suggestions can be made for their effective mainstreaming and utilizing their potential as human resources –

- Providing these people with social entitlements through legal identity documents is necessary. A record of the gender as mentioned in the birth certificate, educational or other identity documents, and the changed gender after medical intervention must be kept in the Government offices.

- Educational upliftment is crucial for improving their socio-economic status. A trans-friendly learning environment, trans-friendly curriculum, syllabus, and textbook will help in the inclusion of transgenders in the educational mainstream.

- Provisions for skill-based training, or opportunities for entrepreneurship/business will be a good initiative for their economic inclusion. They should be engaged in small-scale industries/factories, and private companies.

- Creation of an inclusive environment, and wage equity are some of the measures that can be adopted to promote employment opportunities in this community.

- The Government must ensure their representation in teaching, medical, engineering, and other streams just like giving them reservations for recruitment into police

- Sensitizing the citizens, and creating awareness among the third-genders regarding their rights as well as the sectoral initiatives made for their welfare is also crucial.

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Ink and Impression: A Journey through Printing History

Suneel Kumar Bhat*

The history of printing reflects humanity's relentless quest to share knowledge and enhance communication. From its early origins in ancient civilizations, printing technology has heavily impacted cultures, economies, and societies. The printing journey began with woodblock printing in China during the Han Dynasty (206 BCE–220 CE), primarily used for religious and artistic purposes. This technique spread to Japan and Korea by the 8th century, where Korea made significant advancements with the creation of movable metal type in the 13th century, revolutionizing printing efficiency and allowing for the reuse of characters. This article highlights a turning point came in 1440 with Johann Gutenberg's invention of the printing press, which combined movable type with a hand-operated machine. Gutenberg's innovation drastically increased the production of printed materials, making books more affordable and accessible. This democratization of knowledge played a pivotal role in providing education and empowering individuals across various socioeconomic backgrounds, contributing to the widespread dissemination of information.

History of Printing

The history of printing highlights humanity's enduring drive to disseminate knowledge and foster communication. From its early roots to its transformative advancements, printing technology has significantly influenced cultures, economies, and societies. The origins of printing date back to ancient civilizations, with woodblock printing emerging in China during the Han Dynasty (206 BCE–220 CE). This method, involving the carving of texts and images onto wooden blocks, was primarily used for religious and artistic purposes (Tsien, 1985). By the 8th century, woodblock printing spread to Japan and Korea, where significant advancements occurred. Notably, Korea developed movable metal type in the 13th century, revolutionizing printing efficiency by allowing the reuse of individual characters (Chung, 2005). The invention of the printing press by Johann Gutenberg in 1440 marked a milestone in printing history. Combining movable type with a hand-operated machine, Gutenberg's press exponentially increased the production of printed materials, making books more affordable and accessible to the masses (Eisenstein, 1980). This innovation democratized knowledge, empowering lower socioeconomic groups with resources for education and self-improvement.

Print Moment in the World - 'The Gutenberg Bible' - 1455

The Gutenberg Bible, printed in 1455, holds the distinction of being the first book to be mass-produced using the revolutionary movable type technology. This groundbreaking achievement resulted in approximately 180 copies, an extraordinary accomplishment for the 15th century (Febvre & Martin, 1997). At a time when the total number of books across Europe was estimated to be only around 30,000, the production of so many identical copies of a single book marked a pivotal moment in the history of publishing (Eisenstein, 1980). This advancement not only transformed the dissemination of knowledge but also laid the foundation for a dramatic increase in literacy and intellectual exchange, signaling the dawn of a new era in human history.

Etching – 1515

Metallic drawing, originally employed in the Middle Ages to decorate weapons and armor, evolved into a sophisticated printmaking technique pioneered by the German craftsman Daniel Hopfer. This innovative process involved engraving designs onto metal plates, typically made of copper or zinc, using a method known as etching. The plate's surface was coated with an acid-resistant substance called etching ground, and intricate designs were carved into the coating to expose the underlying metal (Griffiths, 1996). The plate was then submerged in acid, which etched the exposed metal, leaving grooves capable of holding ink while the protected areas remained intact. After cleaning, ink was applied to the plate, and excess ink was wiped away, ensuring it remained only in the etched lines. A printing press was then used to transfer the inked design onto paper, resulting in highly detailed and reproducible prints. This revolutionary technique combined artistic skill with technical precision, significantly advancing the art of printmaking (Mayor, 1971).

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Lithography – 1790s

The development of lithography marked a significant leap in printing technology and remains influential in modern printing practices. This technique is based on the principle that oil and water repel each other, providing an efficient method for transferring images. The process begins with an image drawn onto a smooth limestone surface using an oil-based medium, such as greasy ink or wax crayon. The stone is then treated with a solution of gum Arabic, which adheres to the non-oily areas and creates a water-attracting layer that resists oil-based ink (Ivins, 1953). After applying lithographic turpentine to clean the surface, the stone is moistened with water, causing the gum-coated areas to repel ink while the oil-based design retains it. The inked design is transferred to paper using a press, resulting in a detailed print. This innovation revolutionized printing by enabling the production of intricate images with efficiency and precision. Furthermore, lithography's adaptability laid the foundation for offset printing, a dominant technique in contemporary media production (Twyman, 1998).

The Rotary Press – 1843

The invention of the rotary press by Richard March Hoe represented a transformative step forward in printing technology, significantly advancing both efficiency and output. Unlike traditional flatbed presses, which operated by pressing a flat plate against paper, the rotary press utilized cylindrical surfaces for printing. In this system, images were etched onto a curved cylindrical surface that rotated continuously, allowing paper to move through the press without interruption. This innovation greatly increased printing speed and output capacity, making high-volume production feasible (Twyman, 1998). The rotary press not only minimized manual labor but also revolutionized industries such as newspapers and book publishing by enabling the rapid production of affordable printed materials. This, in turn, contributed to the widespread dissemination of knowledge and a surge in literacy during the 19th century, shaping the foundation of modern mass communication (Steinberg, 1996).

Offset Printing - 1875

Offset printing, developed over 150 years ago, continues to be a cornerstone of high-volume printing due to its efficiency, versatility, and consistent quality. The process involves an indirect method of ink transfer: ink is first applied to a metal printing plate, then transferred to a rubber blanket, and finally onto the desired printing surface, such as paper. This indirect transfer helps preserve the precision of the printed image, ensuring sharp and consistent results even during extensive production runs (Twyman, 1998). The use of a rubber blanket allows for adaptability to various surface textures, enhancing the technique's versatility. Modern offset printing often incorporates lithographic principles to further improve efficiency and image quality. This synergy is particularly beneficial for producing large-scale materials such as newspapers, magazines, and posters, offering vibrant colors and intricate details. Its cost-effectiveness for high-volume production and exceptional output quality solidify offset printing's role as a fundamental tool in commercial printing today (Adams et al., 2016).

Screen Printing - 1910

Screen printing, a method with roots tracing back to the Song Dynasty in China (960–1279 AD), has evolved into a widely used technique for creating durable and vibrant prints. Although it was developed centuries ago, the process gained significant traction in Europe only in the early 20th century when silk, a key material for the technique, became more accessible (Smith, 1995). The process involves using a fine mesh fabric stretched over a frame to create a stencil. Certain areas of the mesh are blocked to form the desired design, while open sections allow ink to pass through. Using a squeegee, the ink is pressed through the stencil onto surfaces such as textiles, paper, glass, or metal. Screen printing is particularly valued for producing bold and colorful designs, making it a staple for printing apparel, especially T-shirts, and for applications in advertising and art. Despite the rise of digital printing technologies, screen printing remains favored for its ability to deliver high-quality, long-lasting prints on a variety of materials, especially for custom and large-scale projects (Holliday, 2001).

Inkjet Printing - 1951

Inkjet printing is a contemporary, computer-driven method of reproducing digital images by spraying tiny droplets of liquid ink onto various surfaces, such as paper, plastic, or fabric. Renowned for its precision, this technique applies ink in finely controlled patterns, producing high-resolution images and text (Chamberlain, 2016). The process operates through nozzles that eject ink using either heat-based or piezoelectric mechanisms. In heat-

based systems, ink is heated to create pressure, which forces it through the nozzles, while piezoelectric systems use electrical currents to generate vibrations that propel the ink. These techniques ensure accurate placement of ink droplets, resulting in sharp, vibrant prints. Inkjet technology is widely employed in both personal and professional settings for its ability to handle diverse materials and applications, ranging from everyday documents and photographs to large-format banners and specialty packaging. Its affordability and adaptability make it a popular choice for home and office use, while its capacity for custom, short-run printing meets the demands of various industries. With ongoing advancements, inkjet printing continues to deliver faster, more efficient, and environmentally sustainable solutions for modern printing needs (Janssen & Quah, 2020).

Laser Printing - 1969

Laser printing, a cutting-edge technology, produces high-quality images and text through the precise use of a laser beam. This beam scans a negatively charged photosensitive drum, altering its electrical charge in specific areas to match the desired output (Carter, 2018). These charged areas attract finely powdered ink, known as toner, which adheres to the drum in the shape of the image or text. The toner is then transferred onto paper as it moves through the printer. To make the print permanent, the paper passes through a fuser unit that applies heat and pressure, melting the toner and bonding it to the surface (Smith & Brown, 2020). Laser printing is celebrated for its speed, accuracy, and ability to handle high-volume tasks, making it indispensable in offices, educational institutions, and commercial settings. Its reliability and capacity to deliver sharp, professional-quality prints with minimal maintenance have established it as a key technology in modern document production.

Digital Printing – 1991

Digital printing represents a contemporary printing method that directly transfers digital images onto various media substrates, such as paper, fabric, plastic, or metal, without the use of traditional plates. Unlike offset printing, which relies on plate-based processes, digital printing streamlines production by enabling designs to be processed digitally and sent straight to the printer for precise reproduction using ink, toner, or other materials. This approach eliminates extensive setup times, making it especially suitable for short print runs, on-demand

printing, and personalized designs (Baines & Dixon, 2019). The benefits of digital printing include faster turnaround, cost-effectiveness for small batches, and the ability to easily customize each print. Its applications range from brochures, posters, and business cards to packaging and photographs. Digital printing has gained significant traction in industries that prioritize flexibility, speed, and personalization, offering a high-quality alternative to traditional methods (Smith, 2021).

3D printing

3D printing, also known as additive manufacturing, is an innovative process that creates three-dimensional objects from digital designs by building them layer by layer. Unlike traditional manufacturing methods, which often involve subtracting material through cutting, molding, or shaping, 3D printing is an "additive" process, meaning the material is added incrementally until the final object is formed (Berman, 2012). Each layer is precisely deposited and fused with the previous one, allowing for the creation of intricate and complex shapes that would be difficult or impossible to achieve using conventional methods. This technique can utilize a broad range of materials, including plastics, metals, ceramics, and even biological or food-based substances, depending on the application (Gibson, Rosen, & Stucker, 2015). 3D printing is widely used across various industries, such as healthcare, aerospace, automotive, fashion, and consumer goods, for applications ranging from prototyping and custom parts manufacturing to the production of end-use products. The ability to produce highly customized, detailed designs quickly and cost-effectively has made 3D printing a transformative force in modern manufacturing (Tuck et al., 2007).

In recent years, 3D printing has advanced to 6D printing, incorporating a range of smart materials such as thermoplastic polycarbonate, acrylonitrile styrene, photopolymers, and resins, as well as shape memory polymers (SMP) and hydrogels. These materials exhibit "intelligence" through their ability to respond to external stimuli, either individually or in combination, leading to enhanced functionality and performance in printed objects (Xu et al., 2019). This evolution represents a significant leap beyond traditional 3D printing, enabling more complex and dynamic applications, such as self-healing structures and adaptive devices. As demonstrated by the ongoing advancements in printing technology,
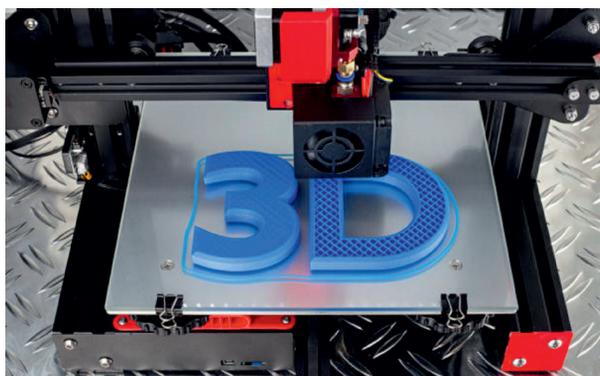
Fig—3: D Printing

Image Source: www.istockphoto.com/

the field has come a long way from the first printing press, and the future holds even greater promise with continued innovation in materials and techniques (Dufresne & Boudou, 2020). Technological progress in the printing industry is advancing rapidly, and it promises exciting developments that will revolutionize a variety of industries.

Conclusion

The history of printing is a testament to human ingenuity, evolving from ancient woodblock printing to modern technologies like inkjet, laser, and 3D printing. Beginning with woodblocks in ancient China, printing revolutionized the sharing of knowledge, especially with Gutenberg's invention of the movable type press in the 15th century, which made books more accessible and sparked major cultural movements. Advancements continued with lithography, rotary presses, and offset printing, increasing the speed and volume of printed material and expanding literacy globally. The digital age introduced inkjet and laser printing, offering precision and customization, while 3D printing emerged as a transformative technology for industries ranging from manufacturing to medicine. With ongoing innovations such as smart materials and bio-printing, the future of printing promises even greater possibilities for communication and knowledge sharing, solidifying its role in advancing society.

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The Pressure of Publish or Perish: A Critical Look at Academic Malpractices

Taherali Bakir Slatewala*

In recent years, the academic landscape has witnessed a disturbing trend of malpractices in the form of paid services for writing and publishing research articles. Similarly, unethical practices in doctoral theses and other research-related activities are becoming increasingly common. These practices raise important questions: Why are academicians under such pressure to publish? Is it solely for Career Advancement Scheme (CAS) benefits or to enhance their resumes? And, most importantly, does this race to publish add value to academia?

The Pressure to Publish: A Double-Edged Sword

The "publish or perish" culture in academia has long been recognized as a driving force behind research output. For many academicians, the need to publish is tied to tangible rewards such as promotions under CAS, eligibility for grants, and recognition in their field. In parallel, institutions face external pressures to improve their National Assessment and Accreditation Council (NAAC) accreditation scores and institutional rankings, which often rely heavily on research output metrics.

While publishing is an essential part of academic life, the undue emphasis on quantity over quality has led to a troubling rise in malpractices. Paid services that promise guaranteed publication to bypass the rigorous peer-review process, undermining the credibility of academic research. These practices not only dilute the value of genuine scholarly work but also erode trust in academic institutions.

The Allure of Quick Results

The increasing reliance on metrics such as the number of publications, h-index, and impact factor often overshadows the intrinsic purpose of research: to contribute meaningfully to knowledge. Paid services exploit this obsession with metrics, offering shortcuts to academicians who are either unable or unwilling to engage in the painstaking process of genuine research.

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This malpractice is not limited to journal publications. Similar trends are evident in patent filing and doctoral thesis submissions. Institutions and individuals are lured into these practices to showcase superficial achievements for institutional audits, NAAC accreditations, or even faculty recruitment.

The Role of Workshops and Seminars

Organizations such as the Indian Council of Social Science Research (ICSSR) and the Malaviya Mission Teacher Training Programme (MMTTP) have been conducting workshops and seminars to inculcate research skills among academicians. These initiatives, often free of cost, are designed to build a strong foundation for genuine research. However, a significant proportion of participants attend these programs merely to secure certificates, which can later be presented as proof of participation in Faculty Development Programs (FDPs) for appraisal purposes. The casual attitude toward these opportunities defeats their intended purpose and further highlights the superficial approach to academic growth.

Does It Add Real Value?

The central question remains: Do these practices add any real value to academia? The answer, unfortunately, is often negative. Research that emerges from malpractices lacks originality, relevance, and rigor. It fails to address real-world problems or contribute to societal advancement.

Moreover, this obsession with publishing superficial work diverts resources and attention away from fostering genuine academic inquiry. Institutions that prioritize quality over quantity often produce research that stands the test of time, garners international recognition, and positively impacts society.

Rethinking Academic Practices

To curb these malpractices, academia must undergo a cultural shift. Here are a few measures:

- **_Foster Research Skills_:** Workshops and seminars must focus on practical, hands-on learning, with mechanisms to ensure meaningful participation.

- ***Attend Face-to-Face FDPs for Research***: Engaging in direct, interactive sessions helps develop deeper research skills and networking opportunities.

- ***Adopt "One Nation One Subscription" (ONOS)***: Making journals freely accessible will remove barriers to accessing quality research and reduce reliance on paid services.

- ***Be Honest and Persistent***: Avoid shortcuts and paid services; instead, commit to authentic efforts and perseverance in achieving goals, whether in publishing papers, filing patents, or completing a doctoral thesis.

Conclusion

The true purpose of academic research is to expand knowledge and solve pressing challenges. While pressures such as CAS and institutional rankings may be unavoidable, they should not overshadow the integrity of scholarly work. The academic community must collectively reject the allure of quick fixes and recommit to fostering a culture of genuine inquiry and ethical practices. Only then can we restore trust in academia and ensure its contributions truly benefit society at large.

❑

Design as a Catalyst for Social Change

Droupadi Murmu, Hon'ble President of India delivered the Convocation Address at the 44ᵗʰ Convocation Ceremony at the National Institute of Design, Ahmedabad on February 27, 2025. She said, "As you step out in the world and begin your career now, you will surely remember that this exceptional education was made possible by our society and you will be happy whenever you get an opportunity to pay back to the society, no matter how and where." Excerpts

I am glad to be here today with you. I find the atmosphere here quite pleasing and inspiring. Ahmedabad is home to some of the most distinctive educational initiatives in post-Independence India, and the National Institute of Design is one of them. NID indeed holds a place of its own, not only as the pioneer of design of education and practice in the country, but also for its unique way of teaching. Its faculty and students have consistently raised the bar of excellence in this field. I am sure the students completing their studies today will continue this great tradition.

Design can mean different things to different people, but in essence it is a very simple concept. An example of design thinking is the invention of the wheel, and it changed the world forever. Design can also produce something that is visually pleasing. For example, the invitation for the Republic Day 'At-Home' ceremony last month was designed by the NID. It featured visual elements associated with south India, and was very much appreciated by everyone.

The concept of design has many aspects and the NID has excelled in all of them, with emphasis on 'design as a service for the betterment of society'. There are many problems all around us, and many of them require not great resources but design tweaks. Creative thinking can lead to solutions that can improve the ease of living, especially for the underprivileged communities. To put it differently, design is often a less noticed but crucial factor in social and economic development of our country.

Traditionally, in our country, design has been interwoven in the fabric of everyday life in all communities. Some of the historical facts are well known, and I am happy to note that the NID has done exemplary work in studying the lesser known design traditions. I am sure there is much more to be done in this regard. We need to study and document knowledge systems, including design systems, of more traditional communities. Their cultural practices, I believe, hold the key to some of the challenges that confront the world in the twenty-first century. Therefore, revitalizing the historical solutions drawn from India's diverse cultures and leveraging them for innovation will benefit not only the nation but will also contribute to global progress.

Design forms a bridge between tradition and modernity. It brings together time-honoured knowledge, crafts, and artistic practices, which are often rooted in rural and tribal communities, on one hand, and contemporary technologies and design principles on the other. This fusion fosters innovation and also preserves our rich cultural heritage.

This is particularly important in rural and tribal settings, where traditional skills need to be enhanced, adapted and integrated with modern needs to create sustainable livelihoods. NID's outreach programmes exemplify this by sharing expertise with traditional and social sectors across India. This fosters innovation and exploration of new market potential for crafts through collaborations with artisans.

Our designers have demonstrated the power of design to create positive social change. They are making impactful design interventions in the social sector, bringing improvements in crucial areas such as healthcare, housing and sanitation. They are focusing their skills and expertise on addressing real-world problems, which often affect marginalised communities. This way, they are also helping bridge the urban-rural divide. After all, the benefits of designers' expertise must reach all segments of society, promoting equitable and balanced development.

The NID has been at the forefront of all such praiseworthy efforts. Moreover, it has applied the same creative thinking to the problem of design education and created a model of its own. Its interdisciplinary, holistic approach to problem-solving offers valuable lessons for other educational institutes. Indeed, integrating design pedagogy into the education system can make learning more meaningful too.

Those of you who are completing the studies today are fortunate to have been taught in this great institution by eminent teachers and practitioners. On this important day in your life, I would like to say a few words to you. This place has taught you skills and nurtured your talents. As you step out in the world and begin your career now, you will surely remember that this exceptional education was made possible by our society and you will be happy whenever you get an opportunity to pay back to the society, no matter how and where.

In design, as I understand it, there is form and then there is function. Making beautiful things is a creative work and brings joy as well as monetary rewards. But never forget the functional aspect. There are problems that await your solutions. Your creative spark can change the lives of people. Do spend some time in villages, and if possible in remote areas. It will inspire new ways of looking at the world, and if you can help people there with your learning, so much the better. Think of the humble 'charkha' and then think of Gandhiji who rediscovered it and sought out people to enhance its design. His sole motive was to free millions of people from poverty. His notion of design had a beauty of its own.

My congratulations to the students as well as the faculty, the administrators, the director and the Governing Council on today's occasion. My best wishes to you all.

Thank you. Jai Hind! Jai Bharat!   ❑

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CAMPUS NEWS

National Conference on Envisioning the Future

A two-day National Conference on 'Envisioning the Future: AI Tools for Libraries' was organised by the Dnyanprassarak Mandal's College and Research Centre, Assagao, Goa from February 20-21, 2025. Prof. Devika Madalli, Director, INFLIBNET, Gandhinagar, Gujarat inaugurated the event. Prof. Madalli highlighted the crucial services provided by INFLIBNET to colleges across India, with special emphasis on its impact in Goa. The event commenced with a soulful invocation dedicated to Goddess Saraswathi, followed by a welcome address by Prof. D B Arolkar, Principal of the College, who acknowledged the event as a significant milestone in the institution's Golden Jubilee celebrations. He emphasized that the event was a fitting tribute to the college's legacy and its commitment to academic excellence, particularly in light of its recent NAAC 'A' grade accreditation in its fourth cycle.

Dr. Jayaprakash G Hugar elaborated on tracing the evolution of library science from traditional print media to AI-driven digital repositories. He invoked Dr. S R Ranganathan's Fifth Law, 'Library is a Growing Organism', to underscore the transformative impact of AI on modern libraries. A key highlight of the event was the launch of the 'Library ChatBot', an advanced virtual assistant designed to enhance user interaction with library services. The chatbot was inaugurated by the Chief Guest, Prof. Madalli, who commended the college's innovative approach. She also released the conference volume on 'AI – Driven Libraries: Shaping the Future of Knowledge Management' on the occasion.

The Guest of Honour, Prof. C R Karisiddappa, Former Professor and Chairman, DLISc, Karnatak University, Dharwad delivered his address on the evolution of information retrieval systems, citing historical advancements from Gutenberg's printing press to modern AI applications in libraries. He acknowledged AI's potential in revolutionizing library services while addressing employment concerns, emphasizing that technological advancements, much like the advent of computers, would create new opportunities.

Prof. Devika Madalli delivered the keynote address and discussed the INFLIBNET's contributions, including initiatives like Shodhganga, INDCAT, ePgPathshala, BharatCat, ShodhaChakra, and Sherni, which empower academic research and women researchers in India. She also noted the integration of the SOUL software into an open-source model, now used by 172 university libraries. She lauded the participation of Goan colleges in INFLIBNET's initiatives and congratulated the college on its ChatBot innovation.

During the event, a Memorandum of Understanding (MoU) was signed between Shri Prasada Lolayekar, Secretary, Department of Education, Government of Goa, and Prof. Devika Madalli, Director, INFLIBNET, Gandhinagar, in the presence of Dr. Keshav Dhuri, Assistant Director, Directorate of Higher Education; Prof. D B Arolkar, Principal and Dr. Jayaprakash, Librarian of the Dnyanprassarak Mandal's College and Research Centre along with Dr. Bala Mandrekar, Librarian of Zantye College at the Secretariat of the Government of Goa. The MoU facilitates the provision of all INFLIBNET services free of cost to the colleges affiliated with the Directorate of Higher Education, Government of Goa.

The technical sessions covered various facets of AI in library science. Dr. P G Tadasad presented a theme paper on 'AI in Collection Management' exploring AI's role in budgeting, cataloguing, metadata evolution, and ethical challenges. Dr. Ramesh R Naik's session on 'AI for Information Retrieval and Discovery' highlighted applications in search engines, facial recognition, surveillance, and streaming services. Further presentations included Dr. Sunil M.V. on 'AI-Driven User Experience' and Dr. T S Kumbar on 'AI and Library Workforce Transformation'.

The Paper presentation session, chaired by eminent scholars, showcased research on AI's role in library management, user experience, and professional training. The conference featured a series of distinguished technical sessions, each chaired by esteemed experts in their respective fields. Dr. Sandesh B Dessai, Dr. Maya Carvalo e Rodrigues, Dr. Keshav Dhuri, Dr. Bala Mandrekar, Dr. Bachalapur M M, Dr. Vidya Hanchinal, Dr.

Shobha Karekar, and Ms. Novelty e Morjekar led these sessions with exceptional proficiency. Their leadership and insightful contributions significantly enriched the discussions, fostering a collaborative and intellectually stimulating environment. The expertise and dedication of these session chairs played a pivotal role in the success of the conference, leaving a lasting impact on all participants.

Prof. Ashok Y Asundi, Rapporteur General, contributed the highlights of the event. His comprehensive and detailed report masterfully encapsulated the essence of the discussions, providing a thorough and insightful summary. Prof. Asundi's meticulous documentation stands as an invaluable resource for the institution, ensuring the preservation of the conference's academic outcomes. His remarkable efforts in shaping the proceedings have significantly enriched the event's academic legacy, leaving a lasting impact on the scholarly community.

During the Valedictory Function, the Chief Guest, Dr. Sandesh Desai, University Librarian, Goa University, Goa delivered an insightful address highlighting the transformative role of Artificial Intelligence in libraries. He emphasized the importance of adopting emerging technologies in library services to enhance efficiency and provide the best possible services to users within the shortest possible time. Dr. Desai encouraged librarians to embrace technological advancements to meet the evolving needs of users and ensure that libraries remain dynamic knowledge hubs in the digital era. His thought-provoking address served as an inspiration for library professionals to integrate AI tools into their daily operations, fostering innovation and improving the overall quality of library services.

The event concluded with a set of resolutions emphasizing four key areas: the pros and cons of AI applications in libraries, education and training requirements for AI integration, innovative practices in AI tool development, and strategies to address potential employment concerns. The event was a grand success, fostering discussions on the future of AI in libraries and reinforcing the college's role as a pioneer in academic innovation. Dr. Umesh Gawas delivered the Vote of Thanks, expressing gratitude to the Directorate of Higher Education, Government of Goa, the college management, faculty, and staff for their invaluable support.

National Conference on Statistical Methods and Applications

A two-day National Conference on 'Statistical Methods and Applications in Interdisciplinary Areas' is being organized by the Department of Statistics, Faculty of Mathematical Sciences, University of Delhi, Delhi, from April 11-12, 2025. The event aims to bring together researchers, academicians, and professionals to explore the latest advancements in statistical methods across various fields. It is a platform for innovative research and collaboration, bridging the gap between theory and practice. Aligned with the vision of '*Viksit Bharat 2047*', it contributes to nation-building by fostering statistical innovations that address challenges in healthcare, education, technology, and governance. The event supports India's journey toward sustainable and inclusive development through these efforts. The Areas of the event are :

- Probability Theory and Applications.
- Statistical Inference.
- Survey Sampling.
- Bayesian Inference.
- Applied Statistics.
- Data Mining.
- Bio Statistics.
- Statistics and Environment.
- Statistical Modelling.
- Time-series Analysis and Forecasting Models.
- Demography and Population Studies.
- Data Science Techniques.
- Design of Experiments.
- Deterministic and Stochastic Modelling.
- Official Statistics.
- Reliability and Quality Control.
- Distribution Theory.
- Order Statistics.

For further details, contact Convener, Prof. Ranjita Pandey, Professor, Department of Statistics Faculty of Mathematical Sciences, University of Delhi, Delhi – 110007, Mobile No: 09868539655, E-mail: *marchsmaia@gmail.com.* For updates, log on to: *https://statistics.du.ac.in/*

International Conference on Transformative Reforms in Higher Education

A two-day International Conference on 'Transformative Reforms in Higher Education: Best Practices in Implementation of NEP-2020' is being

organized by the ICFAI Foundation for Higher Education (IFHE)(Deemed-to-be-University), Hyderabad, Telangana, from April 29-30, 2025. The university and college administrators, faculty members and educators, policy makers and government officials, researchers and scholars, industry experts and practitioners, educational technology providers, non-profit organizations, and students and education enthusiasts may participate in the event.

Higher education is undergoing a churn all over the world. Many countries, including developed countries, are evaluating and reforming their higher education eco-system. Hence, this conference is not only relevant but also timely. The overarching theme of the conference remains to be the National Education Policy-2020 in India, as it is in its fourth year of implementation. Four years is too short a time for a transformative policy to be implemented. But in this period, several higher education institutions have evolved their practices that have worked very well for them. The number of such institutions is small, yet their practices are important for their scalability and their impact. The event aims to reflect on the practices adopted by institutions implementing reforms in higher education and to provide a platform to leaders in higher education to share, deliberate on, and refine the practices that will accelerate the implementation of reforms with the desired outcomes. The conference encourages Conceptual Papers/Empirical Papers/Theoretical Papers/Case Studies/White Papers/Practice Papers in the higher education space for promoting reforms, driving scholarship and transferring best practices to other institutions. The Themes of the event are:

Curriculum Revamp and Interdisciplinary Learning

- Integrating flexibility and multidisciplinary approaches;
- Designing outcome-based and experiential curricula;
- Emphasising liberal arts and vocational skills; and
- Incorporating technology in curriculum delivery.

Multidisciplinary Education

- Utility of Academic Bank of Credits (ABC);
- Introduction and impact of Multiple entry and exit in academic programs;

- Transforming HEIs into multidisciplinary institutions; and
- Pursuing two academic programs simultaneously.

Student-Centric and Holistic Education

- Implementing student-centric pedagogies;
- Promoting mental health and well-being on campuses;
- Offering flexibility and choice in academic pathways; and
- Developing soft skills, life skills, and ethical values.

Inclusivity and Diversity in Education

- Promoting equitable access to higher education for all;
- Supporting economically disadvantaged, marginalized, and rural students;
- Implementing gender-sensitive policies in educational institutions;
- Creating an inclusive campus environment for diverse student groups;
- Creating and nurturing a safe and secure environment for women;
- Implementing and improving accessibility standards;
- Promoting social responsibility and community engagement;
- Making physical fitness, sports, students' health, welfare, psychological and emotional well-being a way of campus life;
- Promoting and innovating pedagogies for teaching *Divyangjan* and specific learning disabilities (SLDs);
- Inculcating universal human values and professional ethics; and
- Integrating socio-economically disadvantaged groups (SEDGs) in the HEIs.

Digital and Online Learning: Future of Education

- Effectiveness and innovations in blended learning models and digital pedagogy;
- Expanding digital infrastructure in rural areas;
- Adopting adaptive learning technologies; and
- Addressing challenges of online assessments and evaluations.

Skill Development and Employability

- Enhancing employability through skill-based education;
- Promoting industry-academia collaborations for curriculum design;
- Promoting vocational education alongside academic education;
- Integrating internships, apprenticeships, and real-world experiences in academic Programmes;
- Implementation of Professor of Practice; and
- Nurturing sustainable and vibrant university-industry linkages.

Research, Innovation and Entrepreneurship in Higher Education

- Building research ecosystems and research-focused institutions;
- Strategies for fostering a culture of innovation;
- Facilitating funding for research initiatives;
- Enhancing international collaborations for research;
- Establishing Research and Development Centres in HEIs;
- Quality and Standards of PhD programs; and
- Integrating internship/research internship in undergraduate programs.

Assessment and Evaluation Reforms

- Moving beyond traditional exams: continuous and comprehensive evaluation;
- Emphasizing conceptual understanding and critical thinking in assessments;
- Leveraging AI for adaptive and personalized assessments; and
- Assessing the impact of assessment reforms on student outcomes.

Teacher Training and Professional Development for Quality Education

- Faculty training for updated pedagogy and curriculum;
- Developing teacher education centres;
- Creating sustainable faculty development programs;
- Recognizing and rewarding teaching excellence;
- Capacity building of faculty members;
- Teacher Competencies Framework; and

- Impact of Malaviya Mission Teachers Training Programs.

Governance, Leadership, Autonomy and Regulation

- Creating autonomous institutions for academic and administrative flexibility;
- Strengthening institutional governance models;
- Promoting transparency and accountability in higher education;
- Role of leadership in implementing NEP initiatives;
- Maintenance of standards by autonomous/affiliated Colleges;
- Academic Freedom;
- Institutional Development Plans and their Effectiveness; and
- Impact of regulatory framework on HEI's performance.

Accreditation and Excellence

- Excellence in Higher Education;
- Impact of Accreditation on quality and performance of HEIs; and
- Relevance and impact of International Accreditation.

Integrating Indian Knowledge Systems and Promotion of Indian Languages in Higher Education

- Integrating traditional knowledge systems and cultural heritage in curricula;
- Integrating local knowledge, languages, and arts in education;
- Documenting and promoting indigenous knowledge in research;
- Best practices for teaching Indian Knowledge Systems; and
- Teaching in mother tongue/local languages.

Internationalization and Global Outreach

- Enhancing partnerships with foreign universities;
- Creating pathways for student and faculty exchange programs;
- Promoting India as a global education hub;
- Organizing for International Affairs;
- Fostering cross-border research collaborations;

- Academic collaboration with foreign HEIs for Joint and Dual Degree Programs;
- Role and contribution of Alumni in promoting HEIs;
- Setting up Campuses of Foreign Higher Educational Institutions in India; and
- Framework for Global Citizenship in Higher Education.

Sustainable Development Goals (SDGs)

- Integrating SDGs into the curriculum; and
- Implementing SDG based projects.

Implementation Challenges and Policy Implications

- Addressing financial and logistical constraints in implementation of educational reforms;
- Coordinating with state governments and regulatory bodies;
- Developing metrics for evaluating educational policy reforms and their impact; and
- Sharing best practices and overcoming challenges at institutional levels.

For further details, contact Conference Chair, Prof. M Bhaskara Rao, ICFAI Business School, Survey No. 156/157, IFHE-IBS Campus, Donthanapally, Shankarapalli Road, Hyderabad, Telangana-501203, Mobile No: 099081 02340/ 077991 68111, E-mail: *ictrhe@ifhe.org.* For updates, log on to: *www. icmrindia.org/nepconference_2025/*

International Conference on Building Smart Libraries

A two-day International Conference of Asian Libraries on the theme 'Building Smart Libraries : Leveraging AI-based Technologies' is being jointly organised by the Gautam Buddha University, Greater Noida, Uttar Pradesh and Asian Library Association, New Delhi from April, 24-26, 2025. A special focus of the event is to explore AI tools for text mining, data analysis, and knowledge discovery, enabling advanced research capabilities and customizing educational experiences by curating learning materials and tracking progress. It also intends to engage the participants in a discussion on leveraging AI algorithms to analyse user behavior and preferences to suggest books, articles, and other resources and how libraries that integrate AI-based learning systems can offer personalized educational content and study plans. The Sub-themes of the event are:

Smart Libraries: Concept and Processes

- Economy, Efficiency and Effectiveness.
- Vision, Values and Goals.
- Frameworks and Evidence for Service Development.
- Contents and Connectivity: A Digital Paradigm for Management Libraries.

Smart Libraries and AI Technologies

- Emerging Digital Paradigm.
- Emerging Trends in Digital Governance.
- Digital Management: Role of Libraries.
- Management through Social Media.
- Role of Libraries in Promoting Digital Management.
- Digital Library Development, Architecture and Management.
- Information Storage and Retrieval Systems.
- Multi-linguality and Interoperability.
- Digital Rights Management.
- Digital Preservation and Access Management.
- Digital Library Standards and Policy.
- Open Archive Initiatives (OAI)/Post Metadata Harvesting (PMH).
- Multimedia Content Management.
- Sustainable Digital Library Model.
- Semantic and Ontology, Taxonomy Management.

Emerging and Innovative Technology Applications in Libraries

- Research Trends in Library and Information Science.
- Data Repositories, Metadata Standards.
- Mobile, Web and Semantic Technology Application in Libraries.
- Search Strategies, Techniques in Intelligent Information Retrieval.
- Library Security Tools, Technologies, and implementations.
- Open Access: New trends in Publishing Scholarly Communications.
- Analytics /Big Data Opportunities for Library Professionals.
- E-Learning – Altmetrics, User Case Studies in Digital Age.
- Library Outreach, Marketing, and Advocacy in Digital Age

Transforming Library Spaces into Cultural Hubs

- Designing of Library Spaces as "Learning Commons."
- Library Spaces and New Services.
- Libraries as Social & Cultural Hubs.
- Transforming libraries into Happening Places.

Collection Development Policies in Digital Age

- Best Policies and Practices: Learning Lessons in Collection Development.
- Digital Library Consortia: Challenges and Future Perspectives.
- Digital Paradigm: Access, Ownership, and Control.
- Digital Resources: Preservation, Management, and Cultivation.
- Digital Repositories: Development, Preservation, and challenges.

Capacity Building and HR Management in Digital Age

- Skill Development and Competency Management.

- Modern Librarianship and Ethics.
- Role of Librarian and Libraries in Institutional Rankings.
- Challenges in Managing Modern Libraries.
- Performance Measurement and Competitiveness Ownership, Partnership, and Collaborations of Libraries in the Digital Environment.
- Electronic vs. Print Resources, Crowdsourcing, Online Book Stores vs. Traditional Book Shops.
- Research Tools, Techniques, and Methodologies.
- Discovery and Remote Access Tools & Services in Libraries.
- Plagiarism tools, IPR and Copyright & Copyleft in the Digital Age.
- Open Source Software application in Libraries.

For further details, contact Organising Secretary, Dr. Maya Devi, Deputy Librarian Bodhisattva Dr. B R Ambedkar Library, Gautam Buddha University Greater Noida – 201312, Uttar Pradesh, Mobile No: 09818343576 / 09868335593, E-mail: *ical2025@gbu.ac.in*. For updates, log on to: *www.gbu.ac.in/events / www.asiala.co.in* ❑

Edited Book

on

Realising United Nations Sustainable Development Goals through Higher Education Institutions

By

Dr (Mrs) Pankaj Mittal

and

Dr Sistla Rama Devi Pani

The Association of Indian Universities has come out with a new publication on the vital theme '***Realising United Nations Sustainable Development Goals through Higher Education Institutions'*** this year 2024. AIU undertook several initiatives, like organising consultancies, debates, discussions, and Vice Chancellors Meets with experts from the United Nations, the Government, NITI Aayog, and Industries to deliberate extensively on the various issues regarding SDGs. AIU also gathered articles from experts and erudite scholars on the implementation of the SDGs. Each article in the Book is unique and deals with a wide range of issues involved with SDGs in the words and opinions of the authors. This Book covers a range of articles on the status of implementation and the role that Higher Education Institutions can play in the speedy implementation of all 17 Sustainable Development Goals (SDGs). It certainly acts as a reference guide for those who are stuck in the process of achieving this extremely inevitable Agenda 2030. It provides a roadmap for the government and the universities to act timely to achieve the 2030 agenda for sustainable development.

For further details contact the Editors on Email Id : ramapani.universitynews@gmail.com

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Student Column

Exploring Gender Dynamics: Key Concepts and Historical Perspectives in Gender Studies

Manash Kumar*

Gender Studies emerged as an interdisciplinary field, combining perspectives from sociology, psychology, anthropology, history, and political science to explore gender's role in shaping societal structures and human interactions. The field is deeply informed by feminist theory, which emphasizes the importance of gender in social organization and challenges traditional narratives that marginalize gender issues (Connell, 2002; Butler, 1990).

This paper explores foundational concepts and historical developments within Gender Studies, emphasizing the field's interdisciplinary nature and societal impact. Beginning with the origins and evolution of Gender Studies, it addresses the pivotal influence of women's rights movements in the 19th and 20th centuries, which challenged societal norms and laid the groundwork for academic inquiry into gender issues. Key concepts such as the distinction between biological sex and socially constructed gender roles, the process of gender socialization, and the culturally prescribed roles of masculinity and femininity are examined. The study extends to gender history, highlighting significant reform movements in pre-colonial and colonial India that sought to abolish harmful practices and advocate for women's education. This paper further delves into the social, economic, and environmental dimensions of gender inequality, the gendered impacts within education and healthcare, and the role of legal frameworks in promoting gender equality. The transformative power of media in shaping gender norms is also discussed, with a particular focus on the dual impact of traditional and digital media. By reviewing key literature, this paper underscores the importance of Gender Studies in understanding societal structures and fostering a more inclusive, equitable society.

The women's rights movements of the 19th and 20th centuries, such as the Seneca Falls Convention (1848) and the suffrage movements, laid foundational work for Gender Studies. These movements aimed to secure women's voting rights, economic equality,

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and legal protections, raising awareness of systemic discrimination and paving the way for academic inquiry into gender issues (Freedman, 2002).

Rationale for Gender Studies

The inclusion of Gender Studies in school curricula has been a topic of discussion for some time. The National Education Policy of 1986 recognized education as a transformative agent for improving the status of women, advocating for the education system's active role in empowering them. The rise in sexual violence cases has made it essential to integrate Gender Studies into the curriculum. This course aims to engage young people through education to foster a more gender-equitable society.

The education system, in collaboration with various stakeholders, faces the challenge of staying attuned to the concerns of youth, enabling them to make informed decisions in their lives. Gender is a critical organizing principle in society, making it crucial for the state and other entities to address. With modernization and globalization promoting social change, women and girls are increasingly visible in public spaces such as schools, workplaces, and transportation. This shift raises important questions about ensuring safety in these environments—not just for women, but also for men, transgender individuals, sexual minorities, and other marginalized groups.

Gender Education will examine gender inequalities and related issues, exploring how gender operates on social, cultural, and psychological levels. It encourages students to apply a gender perspective when studying other subjects. Familiarizing oneself with key concepts and debates in Gender Studies will promote greater gender awareness and sensitivity. Learners will gain insight into the diversity of gendered experiences and perspectives, realizing that gender roles are fluid and vary across different societies and periods.

Key terms and concepts to be explored include sex, gender, sexuality, embodiment, masculinity, various genders, feminism(s), patriarchy, sexism, and systems of oppression. Introducing Gender Studies

fosters self-reflection and develops analytical and critical thinking skills, enabling both teachers and students to create an equitable classroom environment. It prepares learners to recognize and confront harassment in educational and workplace settings. A deeper understanding of classroom diversity will encourage mutual respect among students.

Gender role stereotypes are perpetuated by various institutions, including family, law, media, education, healthcare, and popular culture. Challenging, minimizing, or eliminating these stereotypes requires significant intervention. By questioning these norms, learners will learn to accept and support their peers' career and life choices, regardless of whether those choices challenge traditional gender roles. For instance, a boy aspiring to be a chef or a girl wanting to become a fighter pilot should be supported, not ridiculed. Ultimately, students will cultivate independent thinking about culturally entrenched gender roles.

Understanding Gender Concepts

Sex vs. Gender

The distinction between biological sex and socially constructed gender roles is crucial in Gender Studies. Ann Oakley (1972) was among the first to clarify this difference, noting that while sex is biologically determined, gender is shaped by societal norms and expectations.

Gender Socialization

Gender roles are learned through socialization within family, peer groups, schools, and media. Children adopt gender-specific behaviors that are reinforced through rewards and sanctions (West & Zimmerman, 1987). Studies by Bem (1981) discuss how socialization helps children internalize gender expectations, contributing to the replication of stereotypes.

Masculinity and Femininity

These roles are culturally constructed and often reinforced by hegemonic models that define acceptable expressions of masculinity and femininity. Connell's (2005) work on hegemonic masculinity highlights how societies elevate certain traits (strength, stoicism for men; nurturing, sensitivity for women) to maintain gender hierarchies.

Transgender and Intersex Identities

Non-binary and transgender identities challenge traditional views of gender. Studies such as Butler's (2004) on gender performativity show that gender is a set of behaviors rather than a fixed identity, which explains the lived experiences of individuals who do not fit into traditional gender categories.

Gender Through History

Gender in Pre-colonial and Colonial India

Historical analysis in pre-colonial India reveals a complex structure of gender roles that evolved significantly during colonial rule. Colonial policies often reinforced patriarchal norms, restricting women's roles in education and economic participation (Chakravarti, 1993).

Reform Movements

Key figures like Raja Ram Mohan Roy and movements like the abolition of Sati (1829) and advocacy for widow remarriage addressed harmful practices and laid the groundwork for women's rights. This era of reform set the stage for more structured advocacy by organizations like the Women's Indian Association in 1917 (Forbes, 1996).

Gender and Social Change

Marriage, Kinship, and Family: Gender roles within family structures define power relations and affect the distribution of responsibilities. Studies of kinship systems, particularly in South Asia, reveal how patriarchal norms dictate familial roles (Das Gupta, 1997).

Inequalities in Gender

Gender-based discrimination often results in economic and social disparities. Research demonstrates how men and women experience access to resources differently, often to the detriment of women (Acker, 2006).

Gender and Economy

Domestic and unpaid labor by women contribute significantly to economies yet are undervalued in traditional economic models (Folbre, 1994). Feminist economists argue that these contributions should be recognized and rewarded within economic systems.

Gender and Environment

Ecofeminism explores the intersection of gender and environmental issues, showing how women, especially in developing countries, are disproportionately affected by ecological crises (Shiva, 1988).

Gender and Education

Women's Education in India

Since colonial times, educational opportunities for women in India have expanded, though barriers

persist. Scholarship programs and affirmative action policies aim to improve female representation in educational institutions (Desai & Thakkar, 2007).

Educational Policies and Programmes

Government initiatives focus on equalizing access to education. Studies show that educational opportunities empower women economically and socially, reducing gender disparities (Nussbaum, 2000).

Gender, Health, and Nutrition

Access to Healthcare

Societal biases often limit women's access to quality healthcare, affecting their reproductive and mental health. Gender disparities in healthcare are widely studied, with evidence showing that women's health needs, especially reproductive health, often remain under-prioritized (Doyal, 2003).

Reproductive, Mental, and Emotional Well-being

Gendered expectations can impact mental health, as societal pressures contribute to issues like depression and anxiety among women. Social support systems, however, can mitigate these effects (Lorber & Moore, 2002).

Gender and Law

Family Laws

Laws surrounding marriage, divorce, and inheritance often reflect gendered biases. Although progressive steps have been made, such as the Dowry Prohibition Act (1961), challenges remain in ensuring equal legal treatment (Kapur, 2001).

Safety and Security

Legal protections against violence and harassment are necessary for women's safety. Laws like the Sexual Harassment of Women at Workplace Act (2013) aim to provide legal remedies for gender-based violence (Menon, 2015).

Labour Laws

Efforts to address gender discrimination in the workplace include policies on maternity leave and gender equality in wages, yet significant gaps remain (Sen & Mukherjee, 2014).

Gender and Media

Media Representation of Gender

Media plays a role in reinforcing gender norms, often portraying women in stereotypical roles. Research by Tuchman (1978) introduced the concept of "symbolic annihilation," where women are marginalized or misrepresented in media.

New Media and Social Change

The advent of social media has allowed marginalized voices, including women and LGBTQ+ individuals, to challenge stereotypes and advocate for social change. Digital activism has become a powerful tool for reshaping gender norms (Jackson, 2018).

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COMMUNICATION

Specifications for Objective Assessment of Qualitative Criteria

P Prema*

The draft guidelines mention several qualifications for an aspirant to be selected as the Vice Chancellor. Guideline No. 10.1.i state, "A distinguished person possessing high academic qualifications and demonstrated administrative and leadership capabilities, strong alignment to constitutional values, strong social commitment, belief in teamwork pluralism ability to work with diverse people, with a flair for innovation and a global outlook in higher education, along with the overall vision of the institution and ability to manage complex situations with a minimum of ten years of experience as a Professor…"

Thus, qualities essential for a vice chancellor are described in the guidelines quoted.

From time immemorial it has been found that assessing the qualitative dimensions of an individual poses challenges such as difficulty in direct measurement and the threat of subjectivity. As quality itself is an elusive concept and relative, unambiguous specifications are necessary for objective assessment. This write-up is an attempt in this direction.

There can be no dispute about the academic qualifications, which is the first component because they are indicated in the degrees and the certificates subject to verification.

The second one is "the demonstrated administrative and leadership capabilities". To some extent, this may be assessed by the positions held by the individual such as Head, Chairperson, Director, and Dean in a University.

By virtue of a certain amount of experience, some get promoted as Heads, and Deans, though they do not deserve the post. Promotions have been a birthright of those who enter universities. Such persons may repeat early years of experience throughout the service without professionally enriching themselves. For these people carrying out research projects, extension programmes, and bringing publications

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are more ritualistic than being original and creative. Plagiarism supported by technology is done without any sense of shame. By virtue of their seniority, such undeserving teachers get promotions. Occupying a key position does not mean that the person has leadership qualities or capabilities.

Administrative capabilities refer to effective management of the department in terms of material and human resources. Maximizing the output will show how the person has exhibited administrative abilities. Before and after a person is promoted as the Head of the Department, what infrastructure has improved, what equipment has been purchased, increase in staff appointment, increase in student enrolment and successful completion, efforts taken for placement of students, introducing need-based innovative courses during the headship, number of research projects - major and minor ones - completed, ongoing and sanctioned or approved proposals with details of funding agencies, amount generated.

Punctuality in replying to letters from the university, not delaying any communication with the colleagues, conducting regular staff meetings with advance information to the staff, democratic work allotment, collaborative planning every quarterly for developing the department in terms of generating funds for research, new courses or papers to be introduced, student guidance, remedial teaching, enhancing student support services, solving staff and student issues in humanitarian ways, mutual sharing of experience gained through participation in conferences outside the university, biannual meetings of Professional Enrichment Forum of the university where teachers with different stages of professional experience from various subjects meet and discuss interesting latest developments, liaison with other universities, government education agencies may be considered as proof of administrative capabilities.

Maintaining a diary, calendar, and record of proceedings and important events like guest lectures arranged, training programmes organised with the number of beneficiaries, and taking students to places

of academic and social importance, on a regular basis will be helpful in quantitatively assessing the person's administrative capabilities. Not getting provoked by evil-minded, jealous coworkers and maintaining calm without using abusive words are essential qualities of a head. Exhibiting negative emotions has no place in the administration.

Regular feedback from the student and junior staff will help in identifying issues, if any. Treating all cadres in the department equitably, being unbiased, being free from narrow considerations of region, caste, gender and religion are other qualities.

Only observing a person for a sufficiently long period will be helpful. But for assessment this poses problems. Giving situational tests to coworkers, students to assess the head's administrative abilities will be useful. Self-assessment with specific incidents will be helpful for assessment.

Regarding leadership capabilities, one needs to have the initiative in making decisions, risk-taking, the courage to fight for justice and standing for human rights, discouraging message careers, valuing time, and motivating and guiding fresh teachers in taking new initiatives in terms of teaching, research, extension and publication activities, nurturing research and publication culture, especially among the talented staff. Being a strong support for any staff exhibiting creativity, hard work, and commitment which will be assessed through interviews with staff in the department. Informal interviews asking specific questions regarding administration, management, achievements, and vision for the department and university need to be conducted. Case analysis as a strategy may be helpful.

Good leadership and administrative capabilities of the head will automatically reflect all constitutional values like justice, freedom, equality, and liberty. Open-mindedness, accepting limitations, and building on everyone's strengths are visible behaviors that can be assessed. Situational tests and rating scales of the head by those around the head will be helpful in assessing the extent of constitutional values reflected by the head.

The social commitment of the head refers to the extent to which the ecosystem of the university is understood and maintained, striving to achieve the vision and the goals of the university and maintaining good social relations in the workplace, fulfilling social responsibilities to the university, effective links with service organisations, and the general public in the capacity of an academician and administrator.

The head's vision for the department and University for 5 years,10 years, 15 years, and 20 years may be asked on the spot from the person so that assessment will be easier. What has been achieved over a period of ten years in a key position in the department can be assessed using records, staff profiles, and annual reports of the department. Ambition for innovation, and exhibiting a global outlook to develop the department and University into an internationally well-known and excellent institution may also be self-assessed or through interviews. This requires very hard and committed work by the head.

While organising workshops, conferences, and seminars at regional, national, and international levels, the organiser will come across several problems, and how the head manages the crisis and even disaster management by the head may be asked through a self-assessment scale.

The Head of a University Department has to play multiple roles as a teacher with good updated professional skills, guiding first-generation higher education learners, a human relations expert, a liaison officer with the university and the department, an innovator in introducing need-based programmes, and an original researcher generating funds that will increase resources of the university and the department in terms of equipment and project staff, keeping an eye on the quality of all aspects of the functioning of the department with alertness. A self-assessment scale with evidence subject to verification will make the assessment more objective.

The aspirants of the VC post should have a thorough understanding of the roles and responsibilities of a Vice-Chancellor. ❑

To Our Readers

Knowledgeable and perceptive as they are, our contributors must not necessarily be allowed to have the last word. It is for you, the readers, to join issues with them. Our columns are as much open to you as to our contributors. Your communications should, however, be brief and to the point.

THESES OF THE MONTH

HUMANITIES
A List of doctoral theses accepted by Indian Universities
(Notifications received in AIU during the month of Dec 2024-Jan, 2025)

Geography

1. Alka. **Disparities in quality of living space among social groups in India: A geographical analysis**. (Dr. Binu Sangwan), Department of Geography, Maharshi Dayanand University, Rohtak.

2. Sonika. **Levels of basic amenities in National Capital Region of Haryana: A case study of Faridabad City**. (Dr. Binu Sangwan), Department of Geography, Maharshi Dayanand University, Rohtak.

3. Surender. **Household drinking water security in Mahendragarh District**. (Dr. Mehtab Singh), Department of Geography, Maharshi Dayanand University, Rohtak.

LANGUAGES & LITERATURE

English

1. Abhilasha. **Understanding contemporary health challenges through comics and graphic novels**. (Dr. Manjeet Rathee), Department of English, Maharshi Dayanand University, Rohtak.

2. Bhoi, Rajnikant Bhailalbhai. **Interrogating the question of self, love, freedom and existence in the novels of Milan Kundera**. (Dr. Sudhir Singh), Department of English, Gujarat University, Ahmedabad.

3. Chaudhari, Sumanbhai Mithalbhai. **Significance of the humanism and nature in select dystopian novels: A critical study**. (Dr. Kanubhai D Patel), Department of English, Gujarat University, Ahmedabad.

4. Mepo, Bikash. **Technological-integrated school English teaching: Training of preparatory stage teachers at District Institute of Education and training of Arunachal Pradesh**. (Prof. K C Mishra), Department of English, Rajiv Gandhi University, Itanagar.

5. Misra, Pratibha. **An evaluative study of English for effectiveness in driving employment of undergraduate students**. (Dr. V N Sudheer), Department of English, CMR University, Bangalore.

6. Misra, Pratibha. **An evaluative study of English for effectiveness in driving employment of undergraduate students**. (Dr. V N Sudheer), Department of English, CMR University, Bangalore.

7. Padinjarethil, Susan Asokan. **Analyzing Queer performativity in select narratives**. (Dr. Mala Pandurang), Department of English, S.N.D.T. Women's University, Mumbai.

8. Prikshit Singh. **Law vis-a-vis morality in the select novels of Manju Kapur and Shobha De**. (Dr. Naresh Rathee), Department of English, Maharshi Dayanand University, Rohtak.

9. Saini, Arpita. **Contextualizing womanism: A study of select Indian women's autobiographies**. (Dr. Manjeet Rathee), Department of English, Maharshi Dayanand University, Rohtak.

10. Smitha, G. **Negotiating the Jewish identity in American society: A study of ISAAC Bashevis Singer's works**. (Dr. Nagya Naik B H), Department of English, Kuvempu University, Shankaraghatta.

11. Talele, Savita Vasudeo. **Re-claiming identities re-forging selves: An intersectional and comparative approach to work of select dalit and black women poets**. (Dr. Mitra Mukherjee Parikh), Department of English, S.N.D.T. Women's University, Mumbai.

12. Tamanna. **Ecofeminism in the select works of Jhumpa Lahiri, Alice Walker, Charlotte Wood, Paolo Bacigalupi and Chen Qiufan**. (Dr. Shalini), Department of English, Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan.

13. Yajnik, Hitanshi Gaurang. **Anthropomorphism in literature and media: A critical study**. (Dr. J K Dodiya), Department of English, Saurashtra University, Rajkot.

Hindi

1. Anubha Kumari. **Namita Singh ke katha sahitye mein istri sandarbh**. (Dr. Veena Kumari), Department of Hindi, Bhupendra Narayan Mandal University, Madhepura.

2. Kamlesh. **Ashok Vajpeyi ke kavye ka shailivaigyanik adhyayan**. (Dr. Krishna Joon and Dr. Maya Malik), Department of Hindi, Maharshi Dayanand University, Rohtak.

3. Pooja. **Ramnika Gupta ke gadh sahitye mein istri vimarsh aur aadivasi vimarsh**. (Dr. Krishna Joon and Dr. Maya Malik), Department of Hindi, Maharshi Dayanand University, Rohtak.

4. Rajwade, Shivashankar. **P. Suryakant Tripathi Nirala kee kavitaoan mein manviye samvedna**. (Dr. Ram Kinkar Pandey), Department of Hindi, Sant Gahira Guru Vishwavidyalaya, Chhattisgarh.

5. Ritu. **Neerja Madhvan ke upanyasoan mein yug-chetna**. (Dr. Anisha), Department of Hindi, Maharshi Dayanand University, Rohtak.

6. Sonu Bala. **Ikkisvi sadi kee Hindi kahani mein Kinner jeevan**. (Dr. Anil Kumar), Department of Hindi, Maharshi Dayanand University, Rohtak.

Sanskrit

1. Bhat, Suneel. **A critical edition and study of Tigantaprakarana of Sukhabodhini: A commentary on Siddhantakaumudi by Śri Nilakanthavajapeyi**. (Prof. C S S Narsimha Murthy), Department of Navya Vyakarana, Central Sanskrit University, New Delhi.

2. Dash, Sitanshu Ranjan. **A comparative study of the Chandrika and Katantra grammar**. (Dr. Durga Charan Sarangi), Department of Vyakarna, Central Sanskrit University, New Delhi.

3. Door Chand. **Prachyapashchattyajyotishanugunam srushtyutpattivimarshah**. (Prof. Diwakar Dutt Sharma), Department of Jyothisha, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

4. Dubey, Anshul Kumar. **Sriranganathaviracitasiddhantacudamanigranthasya samiksatmakamadhyayanam**. (Prof. Diwakar Dutt Sharma), Department of Jyothisha, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

5. Joshi, Mohit. **A literary study of the Kacchavamsamahākāvya**. (Prof. Chandrakala R Kondi), Department of Sahitya, Central Sanskrit University, New Delhi.

6. Jyoti Kumari. **Tarkasangrahasya siddhantacandrodayabalamanoramatikayoh Samiksatmakamadhyayanam**. (Prof.Mahanand Jha), Department of Prachina Nyaya, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

7. Kapil Dev. **Sakandpuranantargat Maheshwar khand ke kriyapadoan ka arth-vaigyanik vishleshan**. (Dr. Shree Bhagwan), Department of Sanskrit, Maharshi Dayanand University, Rohtak.

8. Kundu, Bithika. **A lexical study of the Alivilasisanlapa text (of the former first atheist part)**. (Prof. Vishnukant Pandey), Department of Vyakarna, Central Sanskrit University, New Delhi.

9. Mandal, Jayanta. **A comparative study of the Atharvaveda and the Śrīmadbhāgavatapurana in the jurisdiction of the Purusarthacatuṣṭaya**. (Pro. Minati Rath), Department of Veda, Central Sanskrit University, New Delhi.

10. Naresh Kour. **Prachin Sanskrit rupakoan ke kathavastu tatav ka natye shastriye parisheelan: Bhas se bhavbhuti paryant**. (Dr. Sushma Nara), Department of Sanskrit, Maharshi Dayanand University, Rohtak.

11. Nayak, Priyanka. **A critical edition of Malamasavicharah of Krishnamadhav Jha**. (Prof. Lalit Kumar Sahoo), Department of Dharmashastra, Central Sanskrit University, New Delhi.

12. Parmar, Yashvantsinh Ganpatsinh. **Mahabharte Bhishamparvani satyedharmeyoah vishey nirupitanam nitivachnanam samiksha**. (Dr. Maheshkumar Patel), Department of Sanskrit, Gujarat University, Ahmedabad.

13. Patre, Lipi. **Kalakasayoh nyayasastrasammatam vivechanam vijnanadisa samiksananca**. (Prof. Bishnupada Mahapatra), Department of Navya Nyaya, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

14. Pawan Kumar. **Sripatipranitasiddhantasekharasya madhyamaspastatriprasnadhikaranam samiksatmakamadhyayanam**. (Prof. Diwakar Dutt Sharma), Department of Siddhant Jyotish, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

15. Pawar, Mahendrabhai Indarbhai. **Sociological and psychological study of major Upnisads**. (Dr. B R Chudasama), Department of Sanskrit, Saurashtra University, Rajkot.

16. Sharma, Sachin. **Jatakgrantheshu trishdaybhavvimarshah**. (Prof. Diwakar Dutt Sharma), Department of Phalit Jyotisha, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

17. Singhal, Kriti. **Vaisesikasutropaskaradrstya padarhatattvasamiksanam**. (Dr. Mahanand Jha), Department of Navya Nyaya, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

18. Sahoo, Sanghamitra. **A dramatology study on Shri Jagannath Vilasanatakam of Govinda Chandra Mishra**. (Prof. Sushant Kumar Raj), Department of Sahitya, Central Sanskrit University, New Delhi.

19. Sharma, Priti. **Sanskritsahitye Chitrakoota-soundaryavimarshah**. (Prof.Arvind Kumar), Department of Sahityam, Shri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, New Delhi.

20. Sharma, Vinayak. **Editing and critical study of the Harsh Dev's Commentary of Jatakakarmpaddhati**. (Prof. Shyamdev Mishra), Department of Jyotish, Central Sanskrit University, New Delhi.

21. Tandel, Kantilal Ravjibhai. **Comparative study of Shandilyabhaktisutra, Naradbhaktisutra and Bhaktirasamrutasindhu**. (Dr. B R Chudasama), Department of Sanskrit, Saurashtra University, Rajkot.

PERFORMING ARTS

Dance

1. Soni, Megha. **Kathak nritye se manviye swasthey par padne wale sakaratamak prabhav ka adhyayan: Sangeet chikitsa ke vishesh sandarbh mein**. (Dr. Bhaskar Khandekar), Department of Dance, Raja Mansingh Tomar Music & Arts University, Gwalior.

Drama

1. Gulista. **Pramukh Sanskrit natakoan mein istri vimarsh: Ek vishleshnatamak adhyayan**. (Dr. Himanshu Dwivedi), Department of Drama & Theatre, Raja Mansingh Tomar Music & Arts University, Gwalior.

Music

1. Bhatt, Sunil Kumar. **Pandit Bhatkhande jee dwara varnit prate kaleen rogoan kee bandishoan ka adhyatamik adhyayan**. (Dr. Neena Shrivastava), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.

2. Kaushik, Sanjana. **Regulation of Laya on Khayal Gayana: Aesthetical analysis**. (Dr. Pournima Dhumale), Department of Music, S.N.D.T. Women's University, Mumbai.

3. Sangita Devi. **Varsh 1940 se 1970 tak ke Hindi chittrapat sangeet mein vibhinna sangeetik vidhoan ke prayog ka alochnatamak adhyayan**. (Dr. Ravi Sharma), Department of Music, Maharshi Dayanand University, Rohtak.

Painting

1. Chattopadhyay, Dipto Narayan. **Contribution of Jubilee Art Academy in Bengal art (1897-1927)**. (Dr. S K Mathew), Department of Lalitkala, Raja Mansingh Tomar Music & Arts University, Gwalior.

Tabla

1. Neeraj Kumar. **Uttar Bhartiye sangeet mein paryukt evam awandh vadhyoan kee banavat tatha vadan shaili ka vishleshnatamak adhyayan**. (Dr. Nagesh Tripathi), Department of Music, Raja Mansingh Tomar Music & Arts University, Gwalior.

❑

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Padmini College of Pharmacy
(By SNI)

C/o Sai Nursing Institute, Housing Board, Sankhali-Goa.
Email ID: padmnpharmacy@gmail.com ● Phone No. 9284123407

Applications are invited from eligible candidates for the new proposed B. Pharm course for the following posts for the Academic Year 2025-26.

B. PHARM (Proposed)

Sr. No	Designation	Qualification	Vacancy
1	Principal	M. Pharm, Ph. D	01
2	Assistant Professor	M.Pharm. (Pharmaceutics)	01
3	Assistant Professor	M.Pharm. (Pharmaceutical Chemistry)	01
4	Assistant Professor	M.Pharm. (Pharmacology)	01
5	Assistant Professor	M. Pharm. (Pharmacognosy)	01

- Applications complete in all respect, with photograph, along with self- certified photocopies of statement of marks of all public examination from S.S.C onwards, copy of 15 years Residence Certificate, Experience Certificate, Publications, Research score sheet, and other relevant certificates should reach to the Secretary at Padmini College of Pharmacy, c/o Sai Nursing Institute, Housing Board, Sankhali-Goa within 15 days from the date of publication of this advertisement.

- The Eligibility, Qualification and Pay scale will be as per the norms of PCI and Goa University, Goa.

- After scrutiny of applications, the date of interview will be communicated to the eligible candidates.

- The college has the authority and the right to choose and appoint the eligible candidates.

Sd/-
Secretary
Padmini College of Pharmacy

Samarth Educational Trust
Arvind Gavali College of Engineering

(Approved by AICTE recognized by DTE Mumbai
(Government of Maharashtra) and Affiliated
to Dr. Babasaheb Ambedkar Technological University)

Address: Gat no. 247, At-Panmalewadi, Post-Varye, Tal. & Dist. Satara 415015
Website: www.agce.edu.in ● **Email ID:** agcenggsatara@gmail.com
Contact Number: 9969700100 /career.agce@gmail.com9957100100

(Permanently Non-Granted)

Recruitments

Applications are invited from the eligible candidates for the Principal position on permanently Non- granted basis. The application with supporting documents should reach to the under signed, "**Secretary, Samarth Educational Trust, Arvind Gavali College of Engineering, Gat no. 247, At-Panmalewadi, Post-Varye, Tal. & Dist. Satara 415015**" **within 21 (twenty-one) days** from the date of publication of this advertisement. Applications with incomplete information or documents, or received after the due date will not be considered.

The details about the vacant positions, reservations, Education Qualifications, Experience and other requirements, pay Scale, terms and conditions and the procedure for application is available on the college website (**www.agce.edu.in**) and university website (**www.dbatu.ac.in**).

Place: Satara
Date: 05/03/2025

Secretary
Samarth Educational Trust, Satara

Navgan Shikshan Sanstha, Rajuri (N.) Tq. & Dist. Beed

WANTED

Applications are invited from eligible candidates for the post of Principal with duly attested copies of requisite documents for below mentioned posts **within 15 days** from the date of publication of this advertisement.

Sr. No.	Name of the Post	Name of the College	Number of the posts	Reservation	Status of Grant	Remark
1.	**Principal**	1) Arts and Science College, Chousala Tq . Dist. Beed. 2) Arts and Commerce College, Parli-(V) Tq. Parli -(V) Dist. Beed. 3) Bachelor of Physical Education College, Beed Tq. Dist. Beed.	**03**	**Open**	**Grant-In-Aid**	Posts are approved by Joint Director Subject to the final decision in the writ petition no 12051/2015

Permission as per NOC No. JDHEChhatrapati Sambhajinagar/NOC/2024/41, Date : 04/03/2025.

Terms and Conditions :-

1. Educational qualifications, pay Scale, service conditions and recruitment for the Principal posts are as per the norms of University Grants Commision, State Govt. of Maharashtra and Dr. Babasaheb Ambedkar Marathwada University, Chhatrapati Sambhajinagar. (M.S.) from time to time.
2. Those who are in service should apply through proper channel.
3. Candidates should bring all original documents & attested two copies of the same with resume.
4. Incomplete application will not be Accepted.
5. No T.A / D.A. will be paid to the Candidates for attending interview.

Address for the correspondence: -
To,
The Secretary,
Navgan Shikshan Sanstha, Rajuri (N.)
C/o : Mrs. K.S.K College Campus,
Shivajinagar, Beed, Tq. Dist. Beed (Maharashtra) 431122.

SECRETARY
Navgan Shikshan Sanstha, Rajuri (N.)

Place :- Beed Tq. & Dist. Beed.
Date   :- 07/03/2025.

आंध्रप्रदेश केंद्रीय विश्वविद्यालय ఆంధ్రప్రదేశ్ కేంద్రీయ విశ్వవిద్యాలయం
CENTRAL UNIVERSITY OF ANDHRA PRADESH
(Established by an act of Parliament in 2019)
Ananthapuramu- 515 002

ADVERTISEMENT FOR TEACHING, OTHER ACADEMIC & NON-TEACHING POSTS
ADVT. NO. 06/2025

Applications are invited from the eligible candidates for recruitment to the following positions:

(a) Teaching and Other Academic Posts through online mode only **"https://curec.samarth.ac.in/" (b)** Non-Teaching Posts through online mode only **"https://cuapnt.samarth.edu.in/"** latest by **27th March, 2025 till midnight.** For Details regarding the terms and conditions and other relevant information such as Essential Qualification, Experience and Eligibility conditions, General Instructions etc., please refer the advertisement for teaching, other academic and non-teaching positions **Advt. No. 06/2025** available at the CUAP **website: www.cuap.ac.in.**

a) **Teaching Post:** Associate Professor (Psychology – 1UR) (Level -13A)
b) **Other Academic Post:** Librarian -1 UR (Academic Level -14)
c) **Non-Teaching Post:** Finance Officer -1UR (Level -14)

I/c, Selection Committee Section
CUAP, Anantapuramu

शिक्षण, अन्य शैक्षणिक और गैर–शिक्षण पदों के लिए विज्ञापन
विज्ञापन क्रमांक 06/2025

निम्नलिखित पदों पर केवल ऑनलाइन मोड के माध्यम से भर्ती के लिए पात्र उम्मीदवारों से आवेदन आमंत्रित किए जाते हैं:

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आई/सी चयन समिति अनुभाग
सीयूएपी, अनंतपुरमू

Shyam Narayan Education Society
Saraswati College of Education & Research

(B.Ed.) (English Medium) (Affiliated by University of Mumbai)

Near Essar Petrol Pump, Pisawali Gaon, Haji Malang Road, Kalyan (East) Dist. Thane

(Affiliated to University of Mumbai)

APPLICATIONS ARE INVITED FOR THE FOLLOWING POSTS FORM THE ACADEMIC YEAR 2024-25

UNAIDED

Sr. No.	No. of Post	Position	Eligibility Criteria	Desirable Qualifications
1	01	**Principal**	• Master's degree with at least 55% marks from a recognized university • M.Ed. with at least 55% marks from a recognized university • Ph.D. degree in Education or a related field • 10 years of professional experience in teaching, research, or administration	• Experience as a Principal or Vice-Principal in a reputed educational institution • Strong leadership and administrative skills • Excellent communication and interpersonal skills
2	12	**Asst. Professor**	• Master's degree with at least 55% marks in the relevant subject • NET/SLET/SET qualification • Excellent teaching and communication skills	5 years of teaching experience
3	01	**Librarian**	• Master's degree in Library Science with at least 55% marks • NET/SLET/SET qualification • Excellent communication and organizational skills • Experience in library management	5 years of experience in library management

The above post are open to all, however, candidates from any category can apply for the post.

Reservation for women will be as per **University Circular No. BCC/16/74/1998 dated 10th March, 1998.**

4% Reservation shall be for the persons with disability as per University Circular No Special Call/ICC/2019-20/05 dated 05th July, 2019. Candidates having knowledge of Marathi will be preferred.

"Qualification, Pay Scales and other requirement are as prescribed by the UGC Notification dated 18th July, 2018, Government of Maharashtra Resolution no Misc-2018/C.R.56/18/UNI-1 dated 8th March, 2019 and University Circular No. TAAS/(CT)/ICD/20218-19/1241 dated 26th March, 2019 and revised from time to time."

The Government Resolution & Circular are available on the website: mu.ac.in.

Applicants who are already employed must send their application through proper channel. Applicants are required to account for breaks, if any, in their academic career. Application along with Resume, Photograph, Adhar or PAN Card and all relevant documents may be sent through by Post.

Applications with full details should reach the **Jayshree Sathe, SARASWATI COLLEGE OF EDUCATION RESEARCH, Near Essar Petrol Pump, Pisawali Gaon, Haji Malang Road, Kalyan (East) Dist. Thane Contact No. 7738936053** saraswatib.edcollegekly@gmail.com **within 15 days from the date of** publication of this advertisement . **This is University approved advertisement.**

Announcement
Special Issue of 'University News'

A **Special Number of University News** on the theme *'Envisioning Future Higher Education: The Pivotal Role of India'* is being brought out on the occasion of the **AIU Centenary Celebrations** and **AIU Annual General Meet and National Conference of Vice Chancellors'-2025 in March 2025.**

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 30, 2025**. 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:

Technological Integration in Higher Education

- Blended Learning Models.
- Integrating Emerging Technologies like AI, Virtual and Augmented Reality in the Learning Process.
- Cyber Security and Data Privacy in Higher Education Institutions.

Leadership and Governance in Higher Education

- Developing Academic Leadership.
- Governance of Public and Private Universities.
- Autonomy and Accountability in HEIs.

Rethinking Assessment and Evaluation

- Innovative Assessment Methods and Experiential Learning.
- Viability of One Nation One Exam System.
- Continuous Comprehensive Assessment.

Globalisation and Internationalisation

- Strategies for International Collaboration.
- Global Classrooms (Attracting International Faculty and Students).
- Challenges and Opportunities in Internationalisation of Higher Education.

Equity, Diversity and Sustainability

- Incorporating IKS in Curriculum and Pedagogy.
- Catering to Equity and Diversity on Campuses.
- Creating Green and Sustainable Campuses.

Any Other Relevant Subthemes

Guidelines for contributors are placed on the AIU Website. Manuscripts may be sent to Dr Sistla Rama Devi Pani 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 30, 2025**.