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NATURE OF EXTRA COURSES FOLLOWED BY SRI LANKAN STATE UNIVERSITY UNDERGRADUATES OTHER THAN THE DEGREE: WITH REGARD TO THEIR MONTHLY FAMILY INCOME

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ABSTRACT

The Job market is highly competitive in the modern world. Undergraduates should find the correct path to gain correct knowledge and skills necessary to overcome future career challenges. Extra courses are very useful to them to get ready for future challenges. Even though many good job opportunities are available locally and internationally, many of our graduates do not have required skills to take advantage of such opportunities. The population here was the undergraduates of Sri Lankan state universities. Three Faculties from three universities were selected for data collection. The objectives of the study were to identify the type of extra courses and to inquire into the nature of extra courses followed by the undergraduates according to their Faculties and monthly family income and finally, to reveal the factors that affected them to follow the extra course/s. A majority of the undergraduates who follow the extra courses belong to middle income families. Commerce and accountancy extra courses were popular among the Engineering and Management Faculty students. Language courses were popular among the Arts Faculty students. The Monthly family income of the students was not a significant factor that affected them to follow or not to follow an extra course. A future career was the major reason for undergraduates to follow an extra course. The major reason as to why one should not follow an extra course was lack of awareness of appropriate extra courses. Awareness programs for undergraduates are to be organized by the career guidance unit with regard to the importance of extra courses. And students are to be provided with the necessary information and direction with regard to the appropriate extra courses for their future career.

Keywords: Extra Courses; State University; Undergraduates; Family Income

INTRODUCTION

The Job market is highly competitive in the modern world. According to Lawden et al. (2011) the major reason for one to engage in higher education is to improve one’s future job. Having only a bachelor’s degree is not sufficient to locate a good job in the competitive world of today. To face these challenges students need to acquire a lot of skills. And also there are a lot of ways and means to acquire knowledge and skills. Undergraduates need to identify correct programme/s or course/s with the correct path to gain correct knowledge and skills.

Knowledge exploration and the rapid development of technology is playing an important role to make the future job market more complicated. The world has become a global village and the job market has already broken down the boundary barriers between countries. Knowledge of international languages, skills related to information and communication technology, management and counseling skills, are some of them.

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Undergraduates should plan their future career path carefully. According to the Higher Education Funding Council of England (2001), participation rate had increased for higher education during the late 1980s and into the 1990s. As a result of this, the graduate labour market has become increasingly competitive. Undergraduates should gain the necessary knowledge and skills from different avenues other than the degree. Maher and Graves (2008) evaluated five major research studies and revealed that graduate employers expected skills from graduates. Communication, team work, Numeracy and problem solving were among them. In addition to this, flexibility, motivation, communication and confidence were identified as value and personality traits related skills. Even though many good jobs are available locally and internationally, a large number of graduates are struggling without appropriate jobs.

PROBLEM STATEMENT

As the job market is highly competitive in the modern world, the qualifications required of employees have moved to higher levels. Many undergraduates believe that, the private sector is highly competitive compared to the government sector. A majority of Management and Engineering undergraduates are willing to work in the private sector while a majority of Arts Faculty undergraduates are willing to work in the government sector (Sudarshana, 2014). Many graduates are struggling to find appropriate jobs, sometimes it has escalated to a rebellion. Plenty of the good job opportunities can be seen locally and internationally, but many of our graduates do not have the required qualifications to take advantage of such opportunities. They need numerous qualifications other than a bachelor’s degree. It is important to find out, what the strategies used by Sri Lankan undergraduates to overcome this issue, are.

REVIEW OF LITERATURE

It is really difficult to identify research directly related to this study, but there are many researches can be found to prove one of the important aspects of this research. This literature review is devoted to finding out whether processing only a bachelor’s degree is not adequate to find a good job in the competitive labour market. As such, undergraduates need to acquire extra knowledge and skills related to the labour market apart from a bachelor’s degree.

Greenbank (2015) conducted a research with regard to the importance of extracurricular activities for undergraduates and their attitude to extracurricular activities. The research revealed that to hold a good job in a competitive graduate labour market, the fact that one has engaged in extracurricular activities as an undergraduate can have a significant influence on it. Furthermore, it was revealed that many undergraduates did not participate in the extracurricular activities as they lacked appreciation of the values of extracurricular activities to employers of graduates. Further, peers’ influence; where peers did not engage in extracurricular activities the result was that undergraduates did not have a conducive environment to engage in extra curricula activities. In addition to this, one of the suggestions was that career education needs to be included at all stages of the students’ studies. It is clear that, being a graduate by pursuing only the course work in the university is not sufficient to gain a good job in a competitive job market.

As technology is highly developed in the modern world, students can pursue their studies online. They can follow the courses even through mobiles. Matias & Wolf (2013) had done a research on students’ engagement with online courses through the use of mobile technology. It has mentioned that mobile technology can extend online learning opportunities beyond the learning management system. It is very useful for students to create a learner centered and constructivist environment to learn effectively as they are learning through their own active involvement with mobile technology. Undergraduates can follow such online courses to improve their knowledge and skills needed for future careers.

Thomas & Grimes (2003) had done a research on the integration of key skills and NVQs into undergraduate degree programmes. Employees also participated in the research and all of them saw that the integration of key skills and NVQs into degree programme as a valuable route to enhancing
the personal and professional development of their employee. This research also proves that, undergraduates need to have extra skills and knowledge in addition to the bachelor’s degree.

**METHODOLOGY**

The Methodology of the research was the survey design. The population was the undergraduates of Sri Lankan state universities. The sample was selected using the stratified random sampling method. Three Faculties were selected from three universities, namely University of Colombo- Faculty of Arts, University of Moratuwa- Faculty of Engineering and University of Sri Jayewardhanepura – Faculty of Management. Two hundred undergraduates were selected from each Faculty (n=600) and data was collected from them using a questionnaire. Thirty undergraduates were interviewed (structured interviews) from each Faculty (n=90). Data collected through questionnaires were, tabulated and percentages were calculated to make them easily understandable. Descriptive data analysis method was used accordingly.

**OBJECTIVES OF THE STUDY**

1. To identify the type of extra courses followed by undergraduates
2. To inquire about the nature of extra courses followed by the undergraduates according to their Faculties
3. To investigate the relationship between monthly family income and the pursuit of an extra course
4. To disclose the factors that affected one to follow or not to follow the extra course/s

**RESULTS AND DISCUSSION**

Undergraduates were divided into nine categories according to their monthly family income (in Sri Lankan Rupees-SLR) as less than five thousand to over two hundred thousand. In this study, the first three categories are considered as “low-income families” (monthly family income up to Rs.14999). The next three categories are considered as “middle- income families” (monthly family income from Rs.15000 to Rs.79999). The final Three categories are considered as “high- income families” (monthly family income from Rs.80000 upwards). Accordingly, undergraduates were divided into three main categories as low, middle and high-income families. The above classification is unique for this study because in Sri Lanka there is no such acceptable classification to be used in research.

**Table 1.** Extra courses followed by the students of the Faculty of Engineering

<table>
<thead>
<tr>
<th>Monthly family income (SLR)</th>
<th>Extra courses/programme</th>
<th>Total</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer &amp; ICT Java, BIT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Commerce &amp; Accountancy (CMA, CCNA, IMA, CCNP)</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>0 - 4999</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5000 - 9999</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>10000 -14999</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>15000 -29999</td>
<td></td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>30000 –49999</td>
<td>2</td>
<td>10</td>
<td>6%</td>
</tr>
<tr>
<td>50000 - 79999</td>
<td>4</td>
<td>20</td>
<td>12%</td>
</tr>
<tr>
<td>80000- 99999</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>100000- 199999</td>
<td>4</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>200000</td>
<td></td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Percentage</td>
<td>3%</td>
<td>0%</td>
<td>19%</td>
</tr>
</tbody>
</table>
According to table No. 01, none of the Engineering students follow the external courses that belong to the low income families. A majority (18%) of the Engineering students who followed external courses belong to middle income families. A small number of Engineering Faculty students (4%) who follows extra courses can be seen among the high income families. As a whole, a majority of Engineering students had not followed extra courses. A majority of the Engineering students had followed commerce and accountancy related extra courses.

Table 2. Extra courses followed by the students of the Faculty of Management

<table>
<thead>
<tr>
<th>Monthly family income (SLR)</th>
<th>Extra courses/programme</th>
<th>Total</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer &amp; ICT Java, BIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commerce &amp; Accountancy CIMA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 4999</td>
<td>4</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>5000 - 9999</td>
<td>2</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>10000 - 14999</td>
<td>8</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>15000 - 29999</td>
<td>40</td>
<td>40</td>
<td>20%</td>
</tr>
<tr>
<td>30000 - 49999</td>
<td>26</td>
<td>26</td>
<td>13%</td>
</tr>
<tr>
<td>50000 - 79999</td>
<td>4</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>80000 - 99999</td>
<td>4</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>100000 - 199999</td>
<td>10</td>
<td>10</td>
<td>5%</td>
</tr>
<tr>
<td>200000</td>
<td>8</td>
<td>8</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>4</td>
<td>140</td>
</tr>
</tbody>
</table>

Abbreviations in table No 02: CIMA - Chartered Institute of Management Accountants

According to table No. 02, a majority (54%) of the Management students who followed extra courses belong to middle income families. A majority of the Management students followed commerce and accountancy related extra courses. A small number of students (4%) followed computer/ ICT (high income families) and law (middle income families). A considerable number of Management students (74%) followed extra courses.

Table 3. Extra courses followed by the students of the Faculty of Arts

<table>
<thead>
<tr>
<th>Monthly family income (SLR)</th>
<th>Extra courses/programme</th>
<th>Total</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer &amp; ICT Java, BIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Commerce &amp; Accountancy CIMA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Tamil Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English HRM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 - 4999</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>5000 - 9999</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
According to table No. 3, a majority of the Arts Faculty students (39%) who followed extra courses belong to the middle income families. All the others (12%) who followed the extra courses belong to low income families. None of the Arts Faculty students who follow the extra courses belong to the high income families. A majority of the Arts Faculty students (32%) followed extra language courses (Tamil and English). Commerce and computer related courses were followed by 14% of the Arts Faculty students.

Interviews were conducted for the purpose of validating the data collected through questionnaires. In addition to this, students were queried to find out the reasons, why they follow or do not follow an extra course while they are studying as undergraduates. The data collected from interviews prove this, the data collected through questionnaires was correct. To find a better job in future was the major
reason for one to follow an extra course. Many undergraduates do not have any idea as to what kind of extra course they should follow and what the appropriate place to follow such course was. Students’ monthly family income level was not an important factor to decide on whether to follow or not to follow an extra course.

CONCLUSION

More than 50% of students of the Faculty of Management and Arts followed extra courses and more than 75% of the Engineering Faculty students do not follow any extra course. However a majority of the undergraduates who follow extra courses belong to middle income families. Commerce and accountancy extra courses were popular among the Engineering and Management Faculties students. Language courses were popular among the Arts Faculty students as extra courses. Computer and ICT related extra courses are evident among all three Faculties. The monthly family income of the students was not a significant factor that affected them to follow or not to follow an extra course.

A future career was the major reason for an undergraduate to follow an extra course. The major reason not to follow an extra course was unawareness of appropriate extra courses. In addition to this, they do not have any idea as to how to select and where they could follow an appropriate extra course.

SUGGESTIONS

It is important to make undergraduates aware about the challenges in the future job market as well as the necessary skills that should be acquired through extra courses to overcome these challenges.

Awareness programs for undergraduates are to be organized by the career guidance unit with regard to the importance of extra courses. In addition to this, students should be provided with the necessary information and direction with regard to the appropriate extra courses for their future career.

REFERENCES


ATTITUDE TOWARDS COMMUNICATIVE SKILLS AMONG PROSPECTIVE TEACHERS

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Email: sailaja.kaza60@gmail.com

ABSTRACT
The present study was aimed at predicting the levels of communicative skills among prospective teachers. The sample comprised of 169 prospective teachers of D. Ed and B.Ed. The tool used is based on the work of Rees, Sheard, & Davies (2002). The communication skills attitude scale (CSAS) used to collect information regarding student attitudes about communication skills training. The (CSAS) consists of 26 items as shown in Table, 13 of which are written in the form of positive statements and 13 negative statements about communication skills learning. Each item is accompanied by a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Participants also completed a demographic questionnaire, which included items on their GPA, and year level. Objectives are to study the levels of communicative skills among prospective teacher, to study the effect of the following variables on communicative skills among prospective teachers. a) Level of teacher education b) Qualification c) Gender c) Mode of admission. The findings of the study are the level of teacher education makes a significant difference on their levels of communicative skills. It is inferred that the PG- Inter and Graduate-Inter groups have more communicative skills level when compared to PG-Graduate group.

Keywords: Attitude, Communicative Skills; Prospective Teachers; Gender; Level Of Teacher Education (B. Ed and D. Ed)

INTRODUCTION
What Is Communication?
Communication has traditionally been seen as verbal or non-verbal (Iksan et al. 2012). However, our understandings of communication are based on a rapidly evolving field that incorporates many different domains. These domains are not necessarily mutually exclusive and can transcend a traditional perception. These domains include face-to-face interactions (e.g. premium located meetings), digital literacy including, email and texting, social media and virtual environments for instance, ePortfolios, Facebook, Twitter, and Instagram. The protocols of communicating within each domain are different in regards to the length of message, the texts used for specific communicative purposes, intended audience, acceptable norms, nomenclature, spelling/grammar conventions, etc.

There are many elements to communicating effectively that individuals need to consider when entering into some kind of communicative interaction. Some of these elements include, the aim of the communication, level of formality (usually based on relationships of power and purpose for the communication), consideration of audiences’ prior knowledge, cultural aspects etc. Some elements specific to oral, written and interpersonal communication are listed below:

Oral communication: Empathy, use of visual aids in a presentation, amount of information/detail in visual aids, provision of handouts, feedback from audience engagement with audience, responding to
questions from the audience, voice modulation, tone of voice, eye contact, presenter’s positioning within the room.

**Written communication:** Text type (e.g. report, case study, essay, reflective piece, annotated bibliography etc.), appropriate length of document, structuring of the argument (usually presented as one main idea with supporting evidence for each idea), appropriate level of detail within document (e.g. presentation of supporting evidence, referencing system), ratio of white: black space (i.e., avoid long chunks of dense text), font style/size, adherence to reference conventions (Harvard, APA, Vancouver etc.).

**Interpersonal communication:** Emotional intelligence, body language, posture, sensitivity to the audience demonstrated through appropriate behavior, active listening

**Teaching Communication Skills**

The substantial breadth and depth of what is meant by ‘communication skills’ means that teaching these skills requires various techniques, tools and resources. These in turn, need to be modified depending on the experience of the student (e.g., a first year Bachelor student compared to a Masters level student). It is also important to remember that communication skills should be modeled and taught through different locations and mediums.

**NEED FOR THE STUDY**

Teachers need excellent communication skills to succeed in their profession. Listening, interpersonal, written and oral communication skills are required by teachers to facilitate understanding of teaching findings and the ability to accomplish their responsibilities effectively. Teachers are constantly gathering, sorting, analyzing and explaining information to learners. Not only do teachers need to accomplish technical tasks, they must also communicate efficiently and effectively with internal and external customers. Development of effective communication skills is an important part of teachers’ advancement potential. The development of these skills not only enhances the teachers’ potential, but will also improve the quality of teachers produced. Advanced communication skills are required in every aspect of the teaching process. Teachers must possess highly developed oral and writing skills to communicate with management, learners and co-workers effectively.

**REVIEW OF RELATED LITERATURE**

“Attitudes toward Communication Skills among Students’-Teachers’ in Jordanian Public Universities” was the study taken up by Fathi M. Ihmeideh. Aieman Ahmad AL-OMARI, and Kholoud A. Al-Dababneh, opined that there were no significant differences between class teachers and childhood teachers students in their positive and negative attitudes toward communication skills. The study was carried out to determine the positive and negative attitudes among 289 students of class teachers and childhood teachers’ disciplines using the communication skills attitude scale (CSAS) in Jordanian public universities. GPA, year level of students was recorded. Overall results of study revealed that the mean of positive attitude score was 4.03. The mean of negative attitude scale score was 3.63. Students with grade point averages 2 and more have positive attitudes toward communication skills than students with grade point average less than 2. Senior students have high positive and less negative attitudes toward communication skills than junior students.

**STATEMENT OF THE PROBLEM**

A study of attitude of prospective teachers towards communicative skills.

**OBJECTIVES OF THE STUDY**

1. To study the levels of communicative skills among prospective teachers.
2. To study the effect of the following variables on communicative skills among prospective teachers. a) Level of teacher education b) Qualification c) Gender d) Mode of admission
HYPOTHESES OF THE STUDY

1. There is a significant difference in the levels of communicative skills of prospective teachers.

2. The following variables make a significant difference in their communicative skills of prospective teachers. Level of teacher education b) Qualification c) Gender c). Mode of admission

Sampling technique

Convenience sampling technique was used to select the sample and size of the sample was 169. The sample consisted of prospective teachers of D. Ed and B.Ed.

INSTRUMENTATION

The main instrument used in this study is based on the work of Rees, Sheard, & Davies (2002). The communication skills attitude scale (CSAS) used to collect information regarding student attitudes about communication skills training.

The (CSAS) consists of 26 items as shown in Table, 13 of which are written in the form of positive statements and 13 negative statements about communication skills learning. Each item is accompanied by a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Participants also completed a demographic questionnaire, which included items on their GPA, and year level.

The positive attitude scale (PAS) score was obtained by adding the scores of items 4, 5, 7, 9, 10, 12, 14, 16, 18, 21, 23, 25 and the reversed score of item 22. The negative attitude scale (NAS) score was obtained by adding the scores of items 2, 3, 6, 8, 11, 13, 15, 17, 19, 20, 24, 26 and the reversed score of item 1. Both scales range from 13 to 65 with higher scores indicating stronger positive or negative attitudes. The internal consistency of the two subscales as measured by Cronbach’s were PAS = 0.873 and NAS= 0.805 (Rees, Sheard, & Davies, 2002).

METHODOLOGY

As survey method is one of the best methods to collect primary data from a large group, the author have chosen survey method for this purpose.

DATA ANALYSIS

Levels of communicative skills: The distribution of sample prospective teachers in their levels of communicative skills.

<table>
<thead>
<tr>
<th>Communicative skills</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>30</td>
<td>17.75</td>
</tr>
<tr>
<td>Medium</td>
<td>116</td>
<td>68.63</td>
</tr>
<tr>
<td>Low</td>
<td>23</td>
<td>13.6</td>
</tr>
</tbody>
</table>

The above table shows that the distribution of the sample in the High and Low categories is balanced on either side with most of the sample (68.63). This result when read with the fact that the mean value of the whole sample on the levels of communicative skills is 62.49 indicates that most of the prospective teachers have more than the actual mean value of communicative skills. It is also inferred that the percentage of high levels of communicative skills is more in prospective teachers.

Comparison of Level Of Teacher Education And Communicative Skills

The mean scores of sample prospective teachers (B. Ed and D. Ed) are computed separately. They are presented in the following table.

<table>
<thead>
<tr>
<th>Level of teacher education</th>
<th>M</th>
<th>S.D</th>
<th>N</th>
<th>D</th>
<th>SED</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Ed</td>
<td>66.26</td>
<td>8.60</td>
<td>88</td>
<td>7.87</td>
<td>1.37</td>
<td>5.74</td>
</tr>
<tr>
<td>B. Ed</td>
<td>58.39</td>
<td>9.18</td>
<td>81</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The obtained CR value in the above table is 5.74 is more than 2.58 which is significant at 0.01 level. So, the level of teacher education makes a significant difference on their levels of communicative skills.

**Comparison of Qualification and Communicative Skills**

The sample prospective teachers are divided into three separate groups based on their qualification namely PG, Graduation and Intermediate and their mean values are computed.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>M</th>
<th>S.D</th>
<th>N</th>
<th>D</th>
<th>SED</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG</td>
<td>63.47</td>
<td>7.45</td>
<td>17</td>
<td>1.0</td>
<td>2.11</td>
<td>0.47</td>
</tr>
<tr>
<td>Graduate</td>
<td>62.47</td>
<td>9.72</td>
<td>78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PG</td>
<td>63.47</td>
<td>7.45</td>
<td>17</td>
<td>5.08</td>
<td>2.09</td>
<td>2.43</td>
</tr>
<tr>
<td>Inter</td>
<td>58.39</td>
<td>9.18</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>62.47</td>
<td>9.72</td>
<td>78</td>
<td>4.08</td>
<td>1.52</td>
<td>2.68</td>
</tr>
<tr>
<td>Inter</td>
<td>58.39</td>
<td>9.18</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained CR values of the groups PG-Graduate, PG-Inter and Graduate-Inter are 0.47, 2.43 and 2.68 respectively. From the above values it is inferred that the CR value 0.47 of PG-Graduate is less than 1.96 which is not significant at 0.05 level. The CR value of PG-Inter group is 2.43, is more than 1.96, it is significant at 0.05 level. The CR value of Graduate-Inter group is 2.68 which is more than 2.58, it is significant at 0.01 level. Hence, it is inferred from the above table that the PG-Inter and Graduate-Inter groups have more communicative skills level when compared to PG-Graduate group.

**Comparison of gender and communicative skills**

To find out if gender of the prospective teachers makes any difference in their communicative skills, the mean scores of the two gender groups namely, male and female prospective teachers are computed and the C.R value is derived. The resulting data is given in the below table.

<table>
<thead>
<tr>
<th>Gender</th>
<th>M</th>
<th>S.D</th>
<th>N</th>
<th>D</th>
<th>SED</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>62.5</td>
<td>10</td>
<td>45</td>
<td>0.1</td>
<td>1.72</td>
<td>0.05</td>
</tr>
<tr>
<td>Female</td>
<td>62.4</td>
<td>9.70</td>
<td>124</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained CR value is 0.05, it is less than 1.96 is not significant at 0.05 level. Hence, it is inferred that the variable gender does not make any significant difference in their communicative skills.

**Comparison of Mode of admission and communicative skills**

The prospective teachers are grouped under management quota and convener quota under their mode of admission. The mean scores of the two groups are computed and the CR value is derived. The resulting data is given in the below table.

<table>
<thead>
<tr>
<th>Mode of admission</th>
<th>M</th>
<th>S.D</th>
<th>N</th>
<th>D</th>
<th>SED</th>
<th>C.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management quota</td>
<td>67.30</td>
<td>8.50</td>
<td>14</td>
<td>4.81</td>
<td>2.40</td>
<td>2.00</td>
</tr>
<tr>
<td>Convener quota</td>
<td>62.49</td>
<td>9.70</td>
<td>155</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The obtained CR value is 2.00 which is more than 1.96; it is significant at 0.05 level. Therefore, it is observed from the above table that the communicative skill levels are more for management quota students when compared to convener quota students.

**FINDINGS**

1. The mean value of the whole sample on the levels of communicative skills is 62.49 indicates that most of the prospective teachers have more than the actual mean value of communicative skills. It is also inferred that the percentage of high levels of communicative skills is more in prospective teachers.
2. The level of teacher education makes a significant difference on their levels of communicative skills.

3. It is inferred that the PG-Inter and Graduate-Inter groups have more communicative skills level when compared to PG-Graduate group.

4. The variable gender does not make any significant difference in their communicative skills.

5. The communicative skill levels are more for management quota students when compared to convener quota students.

CONCLUSION

Based upon findings from the study, the following suggestions that may useful to Prospective teachers. It is believed that suggestions help set the stage for a good communication environment, allowing students to communicate and learn more effectively. The training sessions should be made, and should be more interesting and the importance of communication skills for a future educational career should be emphasized. Self-assessment of student skill levels should be encouraged. Class and teacher educators, as well as social and behavioral scientists can be involved in training during the basic training period. Evaluate students for physical or emotional problems that deter communicating. Effective communication by students in today’s classroom is partially dependent upon the teacher educator being aware of physical or emotional problems experienced by the students. For example, a simple change in the seating arrangement might do wonders for a student with a hearing loss. Without teacher educator intervention, many physical and emotional problems make good communication difficult for students.

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ABSTRACT

The half century of British administration of Mysuru introduced a constitutional fabric of government ensuring liberty of speech, security of life and property, together with impartial justice. Agriculturists and traders profited by revenue reforms and development of communications. However, the Panchayat system was discarded and it was a retrograde measure. Unlike many other States, Mysuru was directly under the British rule for half a century and its impact was considerable. In the nineteenth century the administration in most of the States was similar to medieval feudal despotism, and was very backward with all power and authority concentrated in the hands of the ruler who did not care for the people under his charge. The administration in them was not properly organised. But in Mysuru due to the efforts and devotion to duty of a few British officers, an effective fabric of administrative system was established, various departments were organised and regulated.

Keywords: Commissioners; Cubbon; Bowring; Land Revenue; Judiciary; Criminal Justice

INTRODUCTION

An attempt is made in this paper to trace the British Impact on The Administration of Princely Mysuru. Among The princely states of pre-independent India, Mysuru was one of the most important ones in area, population and resources. It was called a model state in view of the efficiency of administration, benevolence of the rulers and the prevailing liberal political institutions. That was largely the result of the British impact on the state in various walks of life. British impact was greater on the state as it was directly held by them for half century, during which time they laid the foundation of the administrative system. Here an attempt is made to assess the British impact on the administration of Mysuru in the nineteenth century. The study is based on Proceedings of the Government of Mysuru, Reports on the administration, contemporary works, besides a number of secondary sources. However, the study confines to the nineteenth century and specially relates to general administration and judiciary.

OBJECTIVES

1. To trace the Administrative changes in princely Mysore under British commissioners.
2. To Trace the British impact on Revenue system & Judiciary.

Background

The British after their decisive victory over Tipu Sultan occupied the entire kingdom of Mysuru. Purnaiah, formerly the finance minister of Tipu, suggested the restoration of the kingdom to one of Tipu’s family members. However, for obvious reasons, the Governor-General, Lord Wellesley, resolved to restore a portion of the territory to a descendant of the ancient royal house of Mysuru instead of Tipu’s family member. He held that the establishment of a central and separate power in the
ancient territories of Mysuru was ‘the best expedient for reconciling the interests of all parties.’ \(^1\) Under the Subsidiary treaty, the British East India Company bound themselves to maintain a force for the protection of the state of Mysuru.

The civil government was divided into three departments, viz., (i) Treasury and Finance, (ii) Revenue, and (iii) Miscellaneous. The military consisted of cavalry and infantry. There was also the Candachar or establishment of Peons concerned with civil and military functions. \(^2\) The restored government organised the revenue and finance systems successfully. It helped the people to get peace. A survey of the state was carried out by Colin Mackenzie who prepared the first accurate map of Mysuru in 1808. \(^3\) Due to disturbances in some parts of Mysuru State which arose from a combination of causes, some of which were beyond the control of the Maharaja’s government, the administration of the state was taken over by the Governor-General in 1831. \(^4\) It was a hasty decision on the part of the Governor-General misguided by the prejudiced views of the authorities at Madras.

**Mysuru under the Commissioner**

For the next fifty years Mysuru State was ruled directly by the Governor-General through the Commissioner. It was during this period that the British introduced a number of administrative changes and laid the foundation of a progressive system of administration and as such the state felt the impact of the British rule on a large scale. The Commissioners took the place of the Ruler and made themselves ‘the focus from which all orders emanated.’ \(^5\) They introduced various reforms with the intention to reduce expenditure and to give effect to the objects for which the Commission was established. The task entrusted to the Commission was not to inaugurate a new system but ‘to reform flagrant abuses in the old, to liberate trade and commerce, to secure the people... in their just rights against the gross tyranny and shameful extortion of a host of unscrupulous officials in every department, to purify and regulate the administration of justice, and to develop the resources of the country...’ \(^6\)

**General Administration**

For convenience of study, the administration of Mysuru by the British may be divided into two periods. The first period is called Non-Regulation period from 1831 to 1861 and Mark Cubbon was the Commissioner for a long time of the period. The second period is known as the Regulation period from 1862 to 1881 when Bowring played an implant role as the Commissioner. The-British Commis- sion was organized in 1834 and the six Foujdar is constituted into four divisions each under a European Superintendent with Revenue and Judicial powers. As heads of civil government, the European Superintendents conducted revenue, magisterial and certam judicial duties. Respecting all customs and institutions of the state, the Superintendents were in charge of all civil and criminal matters. They were assisted by Amildars.

**Cubbon’s Services (1834-61)**

Mark Cubbon administered the state well on the lines of benevolent despotism and secured peace and order. He remedied the defects of the land revenue and provided for easy installments, abolishing payment in kind. A Judicial Commission was appointed and the departments of Education and Public Works were started. Cubbon was responsible for great improvements in Mysuru state without substantially changing the native system of administration. Finances had been improved and Mysuru had been opened out with roads. \(^7\) Till 1854 all accounts were kept in Cantero pagodas and the old system of calculation was abandoned and a new one based on the Company’s currency in terms of rupees was started from 1855. They also started the publication of the annual report of the administration in 1856.

During Cubbon’s time Mysuru was a Non-Regulation Province—“a province to which the old Regulations and Acts in force in the Regulation Provinces had not yet been extended, in which fewer officers were employed, and in which executive and judicial functions were to a great extent exercised by the same persons.” \(^8\) As his Highness the Maharaja said, Cubbon was responsible for great improvements in Mysuru without changing the native system of administration. He laid the foundations of an
efficient system of administration. His work was praised by villagers and officials, high and low in Mysuru.

**Changes by the New Commissioner**

In spite of the fact that considerable progress had been achieved during Cubbon’s regime in improving the finances and communications, yet it was far below the standard of the adjoining British provinces in many other matters. With the object of carrying the people with the government, changes with a spirit of innovation were introduced with extreme care, and interests of the state were materially advanced. The new Commissioner, Bowring, with his long period of experience in the provinces, felt the need for a change and attempted to introduce a system of administration in conformity with the spirit of the times in place of a patriarchal system. Hence the year 1862-63 “has been specially marked by a gradual reorganisation and an extension of the agency for conducting the administration."

Regulation system replaced the Non-Regulation one. Bowring held that time had come for modifying the patriarchal system, i.e., the concentration of all authority in the hands of one man. He also felt the need for uniformity of practice in different divisions and to reduce their size to make them more efficient. To remedy the latter the State was divided into eight districts, each under a Deputy Superintendent, the districts being grouped into three divisions, each under the charge of a Superintendent. To set right the former, the action of all was guided and controlled by laws and regulations introduced with general effect throughout the state. In revenue matters the business was classified, rules of procedure were laid down and a uniform set of returns and registers were adopted. Though a semblance of the old order was retained, it was “with different superiors to be accountable to in different matters and with their action governed by set laws and regulations, the influence of departments was felt even in themselves.”

**Departmental Reforms**

The designation of Superintendent was changed to that of Commissioner through all the grades in 1873, the head of the administration having been already called Chief Commissioner in 1869. Bowring’s administration was mainly noted for the large number of departmental reforms introduced by him which gave the government a modern colour. He also established a department of account, department for registration of documents and an establishment for the survey and settlement of lands, a new police system and a larger educational agency. The effect of the improvements was to increase the superior grade officers who were mostly Europeans. Sweeping changes were effected in the financial system. Budget system of audit and accounts was introduced and surplus money was spent on public works. As the main source of income was land revenue, attention was focused on regulating it on the basis of measurement. Land survey was started, forests and channels were conserved. Roads were laid, education was extended, municipalities were established and jails were reformed.

In fact the two Commissioners, Bowring and Meade, both aimed at “raising the standard of administration in Mysuru to that prevailing in British India” and they spent the surplus money on irrigation, on employment of a large number of Europeans, on the formation of new departments and on promotion to native officers.

**Changes in the Revenue System**

In previous years, the system of farming the revenue to the highest bidders had been introduced and there were many evils of arbitrary assessment, over-rating the products of lands and forced sale of government grains. Once the British took over the administration, they abolished the Sharti and introduced the Ryotwari system. The Ryotwari “was liberalized in all its details and vigilantly superintended in its working, with higher views.” The money rents were lowered in all cases and the payments were made easy by system of exacting the kists before the crops were gathered and instead collecting it in agreed installments. It was beneficial to the Ryot as it helped him to make the payment after harvest and saved him from periodical examination of their crops by officials. Batayi
system of cultivation was also in practice and attempts were made to convert the government share into a money assessment.

So far as the revenue administration was concerned, the Superintendents controlled the Amildars by checking all collections and disbursements made by them in revenue matters. The unit of administration was the taluk and “the Amildar was the keystone of the arch... What the Superintendent was in the division, an amildar was within the taluka judge, magistrate and collector.” Ryotwari system was followed and lands were classified as Kushki, Tari and Bagayat. The Amildars were helped by a number of officials. The Patel as headman of the village had police duties. The Shanbogue was the registrar or accountant and was the agent between the Ryot and the Sarkar. He was to keep ‘a detailed account of demand, collection and balance of every individual in the village.’ The Shanbogue became the main agent in every arrangement between the ryot and the government and “it was to him and to his books that the Ryot and the Government alike looked for the record of their respective rights.” The Shekdar assisted the Amildars by supervising the village officials in the hobli. Patels assisted the Shekdars to carry the orders of the Amildars into effect. “What the Shekdar was to the Shanbogue of his hobli, the Amildar in his revenue capacity was to the Shekdars of his taluk.”

**Jamabandi Circuits**

The Superintendent was at once collector, magistrate and judge and had a laborious job. The Superintendent proceeded on his Jamabandi circuits soon after the month of November as was practicable. The Pattas, with a description of the land held and the amount of tax to be paid, were distributed to the Ryots by the Superintendents at Jamabandi. The details were read over to each Ryot as he was called to receive his pattah. Even the kists or installments of the Ryot were entered as they were paid. Such an action brought every tax-payer into personal contact with the Superintendent and offered him an opportunity to seek redress for any grievance, and it was the chief advantage of the Ryotwari system.

These Jamabandi circuits were also useful because the Superintendent caused an examination of village accounts of Shanbogue with that of Taluk Cutcherry; all disputes referred to him were settled immediately. The Superintendents were to take care of the welfare of the Ryots by arranging repairs of tanks ensuring proper assessments during harvest time. Thus the Jamabandi circuits were very useful to bring about contact between higher officials and the Ryots ensuring confidence, faith and mutual understanding. Still the land revenue system was imperfect and there was vast scope for maneuvering by the Shanbogue. The Commissioner felt the urgent need for a regular land revenue survey and it was started in 1862. They adopted the Bombay revenue system.

**Judiciary**

When the British assumed the administration of Mysuru in 1831, the judiciary consisted of five types of courts, and they generally combined civil and criminal jurisdictions. They were : (i) the Amildars’ Courts, (ii) Town Munisffs Courts, (iii) Principal Sudder Munisffs Courts, (iv) the Huzur Ada-lat, and (v) the Court of the Commissioner. The decision was always written. The principal Sudder Munisffs Courts and the Courts of European Superintendents were courts of original jurisdiction and appeal. Appeals from them were referred to Superintendents of Divisions or to the Huzur Adalat. The Superintendents exercised control over the Munisffs. The Huzur Adalat consisting of three Indian judges and the Court of the Commissioner were only courts of appeal. From the decisions of the Superintendents and of the Adalat, the Commissioner heard appeals directly or through Feryad. In cases of landed property an appeal decision was deemed final.

The judiciary was reformed and an improved system was established under the new set-up. Six types of courts starting with the Amildars’ courts and ending with the Commissioner’s court were established. Huzur Adalat court with three Indian judges heard appeals from subordinate courts.

The Commissioner’s court heard appeals from the decisions of Superintendents and of Huzur Adalat. Thus they were courts of appeal only. This patriarchal system of judicial administration continued till
1856 when judiciary was separated from the executive at least at the highest court. The judicial powers of the Commissioners were transferred to a separate officer called the Judicial Commissioner. The judicial system was reorganised in 1862-63 and it consisted of: (i) the Judicial Commissioner who held the powers of the Chief Court (ii) the Superintendent of Division (iii) the Deputy Superintendents (iv) the Assistant Superintendents and (v) Amildars.

Changes in the Judicial System

The Judicial Commissioner was, hereafter, in charge of judicial, police and jail administration. The remaining officials exercised control over civil, criminal and revenue departments. The Huzur Adalat and Sudder Munsiffs courts were abolished. Two Small Cause Courts were established. The Deputy Superintendent in charge of the district tried all suits, and appeals over his decisions were heard by the Superintendent. A simple code of rules was compiled to aid the Amildars in the decision of civil suits. The code was compiled from the Punjab rules and from the Civil Procedure Code. The Penal Code and the Code of Criminal Procedure defined the offences and the punishments to be awarded. The system of fees was abolished and stamp rules were introduced. From 1866 appeals from the Judicial Assistants were heard by the Commissioners instead of the Deputy Superintendents. The more important decisions relating to dispensing of equal justice were taken in 1867 when it was decided that “(i) no decree should ever be passed on appeal without giving the parties an opportunity of appearing on an appointed day; (ii) that the decision should invariably be written by the Judge.” The rights of parties to appear by Counsel were also recognized from the year 1867. As an important first step towards the separation of judicial and executive functions, the Judicial Assistant was appointed in 1869 relieving the Assistant Superintendent of their civil work. The appointment of the Munsiffs in 1874-75 relieved the Amildars of civil jurisdiction. The executive officers were relieved of all civil work and the district judges were appointed in place of Commissioners. Finally, the judicial department was separated from the Revenue and it consisted of the Judicial Commissioner, the District and Sessions Judge, the Subordinate Judge and the Munsiff.

Administration of Criminal Justice

In the early years of British rule the same judges administered both civil and criminal justice. The Amildar was the head of the police. In his revenue; and magisterial duties he had under him Shekdars, Killedars, Talwars, Hoblidars, Duffedars and Kandachar officials. Killedars and Hoblidars were police officials. The Amildars could fine up to Rs. 7 or imprison a person for fourteen days in criminal cases. The Sadar Munsiff heard appeals and could fine up to Rs. 15 and imprison for two years. The Superintendent had the power to fine up to Rs. 30 or imprisons for seven years in criminal matters and was a court of civil appeal from the decrees of the Munsiffs. The Huzur Adalat consisting of three Indian judges could impose higher punishment but its decision was open to revision by the Commissioner. The Sadar Munsiffs had no original jurisdiction in criminal matters and referred them to the Superintendent who had the power to review all cases inquired into by the Amildars or decided by the Munsiffs. Such cases which involved capital punishment were referred to the Commissioner who could pass death sentence subject to confirmation by the Supreme Government. Penal and Criminal Procedure Codes were introduced in 1862-63. Deputy Superintendents were named as District Magistrates, and the powers of Session Judges were exercised by the Superintendents of divisions and the Judicial Commissioner’s court was the highest court of reference, revision and appeal. At the time of Rendition, Civil and Sessions Judges were appointed with exclusive powers.

Thus the half century of British administration of Mysuru introduced a constitutional fabric of government ensuring liberty of speech, security of life and property, together with impartial justice. Agriculturists and traders profited by revenue reforms and development of communications. However, the Panchayat system was discarded and it was a retrograde measure.

Unlike many other States, Mysuru was directly under the British rule for half a century and its impact was considerable. In the nineteenth century the administration in most of the States was similar to medieval feudal despotism, and was very backward with all power and authority concentrated in the
hands of the ruler who did not care for the people under his charge. The administration in them was not properly organised. But in Mysuru due to the efforts and devotion to duty of a few British officers, an effective fabric of administrative system was established, various departments were organised and regulated. By the time of Rendition in 1881 the State of Mysuru was well organised and administered fairly efficiently. However, they had reduced the importance of the Panchayat system which was a retrograde step and had lavishly spent on liberal salaries of the European officials. Barring these, Mysuru owes a debt of gratitude to the British officials who served it. More than in any other State the British impact on Mysuru was greater; and if at a later stage, Mysuru administration was praised by many, the credit should go to the British for having laid a sound foundation of the administrative system on which the later rulers raised the superstructure.

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ANNABHAU SATHE: A SOCIALIST THINKER

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ABSTRACT

Annabhau Sathe was born in small village, he belonged to downtrodden community. People were living in poverty; there was injustice, discrimination and inequality in that society. It was difficult to meet two ends. So to earn his bread he left his native village and came to Mumbai, faced number of difficulties, tried several jobs and after long struggle resumed his duties as a mill worker. While working there, he realised the importance of the union and for the enlightenment he started to write ballads and songs for stage performances. As it was the effective medium for the upliftment of workers and masses in general. As he was rich in experience and well aware of social issues of the time. Whereas he had struggled hard and suffered too much in his life. He portrayed realistic life of the society of his times. His writing exposed the social and political situation. His folk-play (Loknatya) Bekayadeshir, drama: Inamdar and story: Khulwadi depict contemporary life. He was communist and was fascinated by the work of Lenin, he visited Russia. When he returned he was charged with Marxist philosophy. He advocated that philosophy in his poems, ballads, play, fiction and in short stories. The characters from his literacy work never wait for emancipation, nor do they beg for sympathy, they are discontent, unhappy that doesn't make them slavish, but they are rebellous and they revolt against circumstances. The society which was divided in to two groups: 'haves' and 'havenots' make people revolt against circumstances. Hence, Annabhau Sathe's entire life was a saga of struggle to survive in that society. It was full racial struggle and discrimination. He was true socialist in his personality there was fine blending of a philosopher and activist. So upliftment of downtrodden people is the recurrent theme of his writing. His life philosophy inspired many people to fight against injustice. He had a dream of society based on socialistic ideas: fraternity, equality and liberty. Thus he was true Marxist and his philosophy made a lasting impression on the masses.

Thinker: a philosopher who advocated socialistic philosophy. Downtrodden: people belong to lower strata of the society, the then called as untouchables who were living in poverty.

Keywords: Thinker; Downtrodden

Annabhau Sathe was born at a small hamlet named Wategaon in Sangli district of Maharashtra state. He was a creative writer and a poet. He lived in poverty in downtrodden society, which was called "untouchables" during those days. However in the same society there were many heros like Phakira, Sawala, Nilu, Piraji, Umaji, Sattu and Hindurao who were struggling against the circumstance and registered their rebel through various activities. Their revolt was against the injustice and exploitation of British Government. But during these days they were condemned by so called established people from Indian society, not only that but they were treated as criminals and neglected deliberately. Ultimately these people suffered in poverty, starvation and remained aloof from main stream of the society, though they were patriots. Annabhau Sathe made an attempt to expose these things through his writings. In one of the stories named Khulawadi he states "These people are not dead crops, but they are living beings of blood and flesh; they can even ride a notorious horse and one can not dominate them by sword". These thoughts of Annabhau are not only realistic but also indicate fearlessness and
rebellious traits of his personality. These people have every capacity to obtain anything they need and whatever they deprived of. Prof. Dr. R. B. Mancharkar states "Annabhau's people (Characters portrayed in his writings) never wait for emancipation with hope, nor do they beg for sympathy, they are discontent and unhappy, but unhappiness doesn't make them mean and slavish, but they revolt against the circumstances, they take a gun or an axe to fight". This feeling of revolt is explicit in short stories, fiction and folk plays of Annabhau Sathe.

In his childhood Annabhau left his native (i.e. Wategaon) with his father: Bhau, mother Valubai and his brothers and started towards Mumbai on foot to earn his bread and butter. However it was not easy task for him, it was an odyssey full of adventures and difficulties. In this regard Nanasaheb Katate states one of his reminiscences - on his way Annabhau was hungry and he came across a mango tree it was blossomed with mangoes, being hungry he could not resist his temptation and he plucked few mangoes from the tree without the permission of the owner; the owner took it as an act of theft and caught Annabhau red handed and demanded that he wanted those mangoes to be put to the branches on they were; obviously it was adamant and foolish demand, thus hunger and poverty put him in this embarrassing situation. Later on Annabhau came across many such instances in his life, but he remained undaunted and in his writings tried to explain and interprete the struggle made for livelihood. He experienced all odd things in his life; he worked in a coal shop as a worker; in a stone mine as a labourer, and wandered door to door as a vendor and what not. He made every attempt to earn his bread that enriched him in experience. He was not common worker, but a creative writer. He composed ballads and presented in the meeting of laborers that gave him name and fame. His ballads, verses plays and stories were the replicas of contemporary society. His writings exposed the social and political situation of the time, and evoked the feeling of survival and struggle in the masses. His ballads, folk play Lokatya ‘Bekayadeshir’, drama named ‘Inamadar’ and a story ‘Khulawadi’ depict the contemporary life. He was a singer as well as an instrumentalist; he was expert in playing ‘Halgi’ (a percussion instrument like side drum played with sticks) and he was a good athlete too. He worked hard and struggled for long time to earn his bread. He writes “No one dies while toiling”.

The statement is nothing but his life philosophy as he strongly believed in work; he worshiped it, respected it and valued it.

During 1935-36 due to communal riot many mills were shut; they were badly in need of workers to run the mills; at this juncture a mill supervisor approached Annabhau Sathe and requested him to join Morbag Mill accordingly Annabhau joined his duties as a mill worker in 1936. Soon he realized the importance of Workers Union and deeply influenced by the work of Union. Later on he joined workers union and tried his level best to integrate the mill workers; he actively participated in, boycott, bands, strikes and morchas of workers union. With songs and ballad he kindled the feeling of protest among the mill workers. He believed in Marxist philosophy and advocated it throughout the life. He was the cardholder of communist party. Marxism is expressed in all his novels - Vair, Chitra, Phakira; Stories like – Teen Bhakari, Chorachi Sangat, Kombadi Chor. He tried to eradicate poverty, exploitation, violence and injustice in the society there he enlightened masses through his writings. During this period Annabhau read many books on Marxism and on Russian Revolution. He was deeply influenced by the biography of Lenin who revolted against the king Zaar and established the state of workers in Russia. He had deep fascination to visit Russia: the land of communist leader Lenin. Once he had an opportunity to visit Russia and when he returned India, he was changed with socialistic ideas; and he presented a role model of socialistic society. The present paper is an attempt to state about socialism as it was conceived by Annabhau Sathe.

Though many a scholars have written about Annabhau’s literary works, the aim of research paper is to point out exact focus of his literary work and his thought. Annabhau’s entire life was a saga of struggle to survive in the society which was then full of racial discrimination. Dr. Raosaheb Kasabe states, “Annabhau Sathe was a man of soil, who strongly believed in labour, and his commitment to labour cannot he ignored as he gave us life philosophy. He wanted to alter culture, and and the society around him”.

He was inspired and influenced by the thoughts of Dr. Babasaheb Ambedkar and Karl Marx. He was the man who advocated change and new ideology, as Dr. Janardan Waghmare rightly points out...
“Annabhau Sathe made an appeal to masses to break the shackles of injustice in his writings. He loved Marxism and rebellious thoughts of Dr. Babasaheb Ambedkar gave empaths to his struggle. Thus there was fine blending of these two personalities in his thoughts. So he severely attacked the people in established society, who exploited downtrodden, poor and people from low strata of the society. His works inspired union workers and inculcated the feeling of fraternity amongst them”. Annabhau Sathe followed and strongly advocated fraternity, liberty and equality and believed in justice. Social activist comrade Govindrao Pansare has seconded the said thought by saying – Annabhau Sathe was deadly against the social, racial and sex discrimination in the society and he struggled against it. It is clearly depicted in his writing. His well-known lavani: ‘Mumbachi Lavani’ and ‘Mazi Maina Gavakade Rahili’ express the same ideology. In short Annabhau wanted to change the circumstances around him, and his writings were the effective means to do so. It was his aim and mission of his life.

Dr. Gangadhar Pantavane writes in his article “Annabhau Sathe : Vidrohi Sahityacha Nirmata”. “He wrote to advocate socialism, Marxism and class struggle. He converted ‘Tamasha’ in to ‘Lokanatyaa’, he made changes in the prologue (‘Nandi’) and in ‘Gan Gavalan’ which was formally full of amorous description, he replaced it with the dialogues of Peasants and Workers, which were full of rebellious ideas. Drama which is meant for masses is a folk drama, he defined it. He banished superstitions, bad conventions, outdated customs and fatalism from his writings and portrayed social reforms, class struggle.” It shows that Annabhau wanted to change the society. During those days downtrodden were treated in inhuman way by the people from upper strata of the society. The contemporary society was full of superstitions, fatalism and old conventions; at that time he was the only proponent of scientific outlook and rationalism. Prof. Machindra Sakate states in this regard, “The life of Dalit people was very difficult, there were many customs and conventions. Dalits were leading the life of misery which was full of hardships and trouble. The customs like ‘Waghya-Murali’, ‘Potaraj’, ‘Devdasi’, and ‘Jogata’ corrupted the lives of Dalit people, they had lost their identity. He was well aware of the fact that Hindu religion and scriptures rendered Dalits in that state. It was then essential to eradicate ignorance from Dalit society and hence there was no alternative than to inculcate scientific outlook in the society. So Annabhau underlined this thought in his writings Annabhau has expressed his ideology in the stories like “Mariaicha Gaada’, ‘Sud’. He has clearly stated that to establish socialism there is no alternative than to adopt Marxist ideology; it is clearly mentioned by him in the preface to his novel: ‘Vair’ and in the presentation of the play: ‘Inamdar’. He cherished the dream of socialism throughout his life. Dr. J. R. Dabhole had once informal interactions with Annabhau Sathe at Karad, Dist. Satara (Maharashtra) when he stated that the cause of poverty is exploitation and Marxism is the only solution to change the society. To banish poverty and exploitation and to establish equality and fraternity in the territories of Maharashtra Marxism is needed. It is the only way of the well being of human race. Many people have realized this truth. Annabhau’s thought in respect of Marxism and socialism goes hand in hand with his activities. In this way he was true socialist of that time. His sincere desire for up liftmen of downtrodden is the recurrent theme of his writings. His life philosophy inspires the masses to fight against injustice. It is the only requirement that peasants, workers and labourers should come together to establish new society based on liberty, equality and fraternity.

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JANUARY
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ABSTRACT

Higher education plays an important part in the economic development of a country. The world is witnessing an academic revolution, where there is commodification of education. India offers a lucrative market, but her system faces a number of challenges. There has been quantitative expansion in higher education, with India ranking third in the world in terms of enrolment. The Gross Enrolment Ratio (GER) has increased from 8% to about 21%. Likewise there has been a spurt in the growth of institutions. However, the same cannot be said about quality imparted. Several challenges confront our system such as low GER as compared to other countries including China and Brazil, outdated syllabus, poor quality of education, dualism, resource crunch, inadequate infrastructure, faulty exam system and faculty crunch. Government has been initiating a number of policies from time to time with the objective of ensuring equitable, inclusive and accessible good quality education. The most prominent of them being RUSA, (Rashtriya Uchchattar Shikshan Abhiyan). The RUSA initiatives are built on plans which were first circulated in 2009 under UGC’s Action Plan for Academic and Administrative Reforms. There is need for revamping of our system. Such need arises from the requirement of producing good citizens, building of knowledge base, bringing equity, creation of accountability and improving the employability of the youth. Several obstacles are bound to thwart the efforts. India has the advantage of possessing a universally acclaimed Brain Power and one of the youngest populations. Some deregulation along with implementation of proper policy measures will help India make her mark as a ‘Knowledge Superpower’.

Keywords: Equity; Accessibility; RUSA; GER; Inclusion

INTRODUCTION

Higher education, as we all are aware plays an important part in the economic development of any country, in this era of globalization and liberalization, and India is no exception to this. The vital point to be remembered is that, it is only human development which can pave the way for overall economic growth and prosperity. While on one hand, education provides us with qualified and competent professionals, on the other; it makes available people with values which lead to both cultural as well as economic development of our nation.

In fact one can say that, since the past half century the world is witnessing an academic revolution, with a shift in the scope and opportunity. Today, higher education is an enterprise facing stiff competition and education a commodity which can be bought and sold in the market. India has a lucrative market which faces enormous challenges. Globalization has converted the world into a global village, characterized by competitiveness being considered as a decisive factor. In this paper an attempt has been made to briefly look into the current state of higher education in India, discuss the broad challenges confronting the higher education front, examine the need for revamping the system,
OBJECTIVES OF THE STUDY

This study is based on the following objectives:

1. To briefly look into the current state of Indian higher education sector.
2. To examine the challenges confronting the system.
3. To discuss the need for revamping of the system.
4. To mention the measures adopted by the government.
5. To make a few recommendations which would augur well for the future.

Current State of Higher Education in India

Higher education can be defined as, a range of advanced courses and qualifications available for those interested in pursuing a professional career. It is concerned with making major decisions about your future in terms of the subject under study, the place where you want to study and the method by which you want to study.

Basically Indian Universities can be classified as

Unitary Universities: These are confined to a single campus and offer Under Graduation and Post-Graduation instructions.

Affiliating Universities: They are characterized by is a central campus, comprising departments / schools imparting Post graduation instructions and Research. They have a number of colleges falling under the jurisdiction of the university. In addition our system has two other types of University Institutions: Deemed-to-be Universities and Institutions of National Importance.

Deemed-to-be Universities (also popularly known as Deemed Universities) have been given the status of a University, by the University Grants Commission, with the approval of the Department of Education, Ministry of Human Resource Development. The said status is accorded on the basis of the experience of teaching and specialization and excellence in a particular field.

The third category comprises Universities which facilitate Technical and Professional Courses at the Undergraduate Level.

One should also mention here institutes of National importance which are designated or established through acts of Parliament. They have the privilege to grant their own degrees, which generally is a monopoly of Universities.

Colleges in turn can be classified as:

Government Colleges: These colleges are managed by the State Governments.

Privately Managed Colleges: The management is constituted according to the statutes of the concerned University.

University Colleges: They are run and managed by the university itself.

Professional Colleges: Their field is mainly related to engineering, medicine and management.

Higher educational institutions can be classified into two categories:

Self-financing institutions and Institutions supported by a few corporate bodies.

Growth of Higher Education in India

One can foresee the growth of higher education in terms of the Gross Enrolment Ratio (GER).
The Gross enrolment index measures the total number of students enrolled and is expressed as a percentage of the eligible population.

### Table 1. Gross Enrolment Ratio In India – (GER)

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Year</th>
<th>GER in Higher Education (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2001-02</td>
<td>8.1</td>
</tr>
<tr>
<td>2</td>
<td>2005-06</td>
<td>11.6</td>
</tr>
<tr>
<td>3</td>
<td>2008-09</td>
<td>13.7</td>
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<tr>
<td>4</td>
<td>2010-11</td>
<td>19.4</td>
</tr>
<tr>
<td>5</td>
<td>2012-13</td>
<td>21</td>
</tr>
</tbody>
</table>

The graph and the table clearly show that there has been a steady rise in the GER from 8% in 2001-02 to 2012-13.

### Table 2. Tertiary Level Enrolment Growth 2006-2012

<table>
<thead>
<tr>
<th>Serial No</th>
<th>Type of Institution</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Central</td>
<td>41.4</td>
</tr>
<tr>
<td></td>
<td>b) State</td>
<td>81.6</td>
</tr>
<tr>
<td>2</td>
<td>Private</td>
<td>70.7</td>
</tr>
<tr>
<td>3</td>
<td>Distance</td>
<td>53.2</td>
</tr>
<tr>
<td>4</td>
<td>Overall</td>
<td>56.6</td>
</tr>
</tbody>
</table>

Source: Planning Commission – Twelfth Five Year Plan

---

Graph 1

Graph 2
It is clear from above that there has been uneven growth of various higher educational institutions in India. The central government institutions grew at the highest rate of 81.5%, followed by private institutions at 70.5%. The lowest growth was in case of state universities which grew at 39.3%.

**Challenges Confronting Indian Higher Education**

While India has been making rapid strides on the economic front, possessing one of the largest young populations, she faces broad challenges on the higher education front. Let us discuss them:

One, the Gross enrolment Ratio is just about 20% which is low as compared to countries like China and Brazil. In fact higher education is the privilege of only a few. The system is characterized by a large number of dropouts at the elementary level. There is uneven access to higher education and disparities in enrolment across geographies. The problem is graver in the rural areas. The government aims at increasing the ratio to 30% by 2020.

Two, our education system is dualistic in character. There exists the problem of disparities in the quality of higher education which is provided to different citizens of our country. Apart from high dropout rates majority of our children go to educational institutions lacking the minimum basic facilities.

Quality imparted in most educational institutions is a contentious issue. Barring a few world class institutions like Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs), the quality of our institutions is below par.

Three, our syllabus is outdated. The syllabi of several universities exhibit academic backwardness. As the subjects studied are neither job-oriented nor life-oriented, students are unemployable and consequently are without jobs. The university system has its own limitations as it is dominated by rigid rules and regulations.

The system has outdated curricula and pedagogy, based on the same old ‘chalk and talk’ method. There is absence of accountability and separation of teaching and research. There are constraints on research capacity and innovation, as India is devoid of high quality research and weak ecosystem for innovation.

Four there is inadequate Infrastructure in a majority of our institutions. Most of them have overcrowded classrooms, lack adequate library facilities and possess ill-equipped laboratories. There is absence of regular power supply, making internet access and use of computers difficult.

Five with the unprecedented growth of Universities, Colleges and Students, there is massification of higher education. This has created severe resource crunch and resulted in deterioration of the quality of education available to most Indian students.

The existence of too many regulatory bodies, bureaucracy, increasing political and social pressures, has had unfavorable repercussions on the system.

Six, there exists faculty crunch. Availability of dedicated, qualified and competent faculty is a major hurdle, more so in the elite institutions. There is absence of accountability and no measure of correlation between teaching and research. In the absence of incentives good teachers quit the profession and shift to the corporate sector in search for better pastures.

Absence of privatization is connected to political linkages. Indian universities and colleges are dominated by political lobbies. Private institutions have emerged in the fields of engineering, medicine, management, computer and law. Once private institutions of higher education are established with foreign recognition, it would have an effect on Indian university education system. Importance should be given to merit, capability and right attitude rather than earning degree in the traditional way just for the sake of it.

Finally, we possess an obsolete examination system. The system emphasizes rote learning and is a test of memory. The system is like a manufacturing house producing graduates year after year. Holding
only the annual examinations at the end of every academic year will only give weightage to memorizing rather than fostering and honing innate creative skills.

**Need For Revamping the Higher Education System**

Higher education is an important sector making important economic and social contribution. It aims at educating, training, undertaking research and providing service to the community. The global economy is undergoing transformation in several fields including higher education. Education helps advance human thinking, enrich human lives, increase human capacity and put forth new thoughts and ideas. All this calls for revamping the education sector to achieve the following goals:

Firstly, to help produce individuals who would be responsible citizens and form part of competent labor force. In other words it would help in producing an intelligent human resource pool which would help balance both need and demand.

Secondly, to help in build knowledge base information society for the 21st century. This would help in disseminating knowledge through teaching – learning methods, research and innovation.

Thirdly, higher education is essential for social and economic development. Revamping will help in applying knowledge for finding solutions to economic problems.

Fourthly, the challenge is to bring equity in higher education across the length and breadth of the country. Poverty leads to high dropout rates even at primary and secondary school levels, lower status of women, lack of easy access, lack of implementation of existing programs, inadequate use of resources, absence of political will and financial constraints. Adoption of a long term policy, with emphasis on removal of rural urban and gender disparities, is the need of the hour.

Fifthly, it would help in creation of greater accountability, as timely assessment and evaluation with the help of parameters will help bring relevant learning which can be applicable in real life.

Sixthly revamping is needed for skill development. It is essential to ensure that skill formation takes place in a demand driven manner. The curriculum for skill development needs to be reoriented on a continuing basis, so as to meet the demands of the employers and industry and align it with self-employment opportunities.

Finally, it must be remembered that attention has to be focused on improving the employability of graduates. This would include working on skills such as critical thinking, communication, collaboration, creativity as finally the progress of any nation largely depends on its higher education system.

**Measures Adopted By the Government To Improve The System**

The twelfth five year plan adopts a holistic approach to the issues of expansion, equity and access, while simultaneously aiming at maintaining a minimum academic quality and providing the opportunity to pursue higher education to all sections of society, particularly the downtrodden.

It is proposed to convert large and reputed colleges with adequate infrastructural facilities offering variety of programs into full-fledged universities. Likewise many colleges that are affiliated to degree granting institutions can be converted into campuses.

In order to broader access ‘learner centric’ approach needs to be adopted. To achieve this, measures would include regular revision of curricula, introduction of comprehensive and continuous study evaluation, a grade point system and new marking and grading schemes.

The details are outlined in RUSA 2013 - (Rashtriya Uchchattar Shikshan Abhiyan). The RUSA initiatives are built on plans which were first circulated in 2009 under UGC’s Action Plan for Academic and Administrative Reforms.

To be eligible for funding under RUSA states have to fulfill certain conditions such as:
1. Creation of State Higher Education Council
2. Introduction of accreditation agencies, a commitment of contribution of something to RUSA funds and introduction of academic reforms as outlined in UGC Action Plan of 2009.
   A. Building Blocks of RUSA Academic Reforms
   B. Semester system
   C. Choice based Credit system
   D. Curriculum Development
   E. New Admission Procedures
      i. There would be two semesters of five to six months in duration.
      ii. Credit based workload of learners
      iii. Comprehensive and continuous assessment
      iv. Use of grades
      v. Flexibility of curriculum and options for student probing
      vi. Regular curriculum updates

Under RUSA a semester must include at least 90 teaching days spread over 18 weeks.

The RUSA document further asks for change in instructional methodology with reduced emphasis on lecturing and increased opportunity for student interaction. Instruction would thus be divided into three components namely lectures, tutorials and practicals (week) with both internal and external evaluation.

Internal would include essays, tutorial, presentation lab work and term papers. Semester end exam would assess skills and knowledge of students. Grading would be based on cumulative grade points. Curriculum development would be an ongoing process involving all faculties and would be carried out every three years.

The admission process requires objectivity and transparent procedures to ensure access, inclusion, equity and quality. Assessment would include both internals and term end evaluation.

In this context one can cite the example of our own university namely University of Mumbai. The University of Mumbai has introduced the Credit based Semester Grading System since the academic year 2011-12, and marks are assigned for class participation. Thus students are encouraged to participate in classroom discussion. The college grants complete flexibility to the teachers in their mode of teaching, provided it does not violate the norms and create indiscipline in the classroom.

Many Professors conduct class room discussions during the course of their lectures on topic related matters. Apart from relieving the students from the mundane traditional chalk board method of listening to a lecture of 48 minutes, it encourages student-centric learning.

Earlier the marking scheme was 60: 40 for each of the two semesters; with 40 marks assigned for internals – divided as class test of 20 marks, 20 marks assigned for projects/assignments and 10 marks that is 5 marks each for class interaction and attendance. The semester end examination would carry 60 marks.

**Future of Indian Higher Education**

Indian higher education as seen so far has witnessed rapid expansion in recent years. But as discussed, the system has several shortcomings and faces huge challenges in meeting the expectations of the future generations. Let us discuss the challenges and opportunities.

**Challenges:** The revamping of Indian higher education faces the following challenges
1. To ensure equitable and accessible quality education. Right to education is a fundamental right in India. At present a lot of disparities exist. If we wish to make our system effective it is necessary to make higher education equitable and inclusive. In addition, our system is characterized by islands of excellence existing along with oceans of mediocrity. Quality enhancement has to occur if India is to make her mark in the knowledge economy.

2. To foster competition. The process of Globalization and Liberalization has brought education to the forefront, with institutions both Indian and foreign vying with each other for the best talent, India cannot remain a silent spectator. She has to foster competition to enable our institutions to compete with the very best in the world.

3. Enhance public finance provision for higher education. Education in India falls under the concurrent list and this therefore a state supported service. The challenge confronting financing of higher education is how to find diverse sources of funding, while allocating greater public finance to meet the goals of access, equity and quality of higher education.

4. A uniform Regulatory Framework for generating standards and quality. At present there are too many regulatory bodies present in India hampering the higher education procedures. These need to be minimized to ensure autonomy without endangering quality.

Opportunities - The Indian government has emphasized future opportunities:

1. Encourage institutional collaboration in teaching and learning as there is considerable scope for state funding and private institutions;

2. Research funding in STEM – (Science, Technology, Engineering and Mathematics education). Apart from these disciplines being essential for student success, they are deeply related to the real world and make possible effective learning. This research funding is likely to increase;

3. Greater research collaborations are needed in neglected areas of humanities, arts and social sciences;

4. Measures have to be implemented to enhance the employability skills and research activities;

5. There is need for initiating steps to ensure strategic leadership and planning;

6. Efforts are required for development of skill market. India sadly lacks dedicated professionals like doctors, engineers and lawyers. In addition there is scarcity of semi-skilled people like plumbers, electricians and mechanics to fulfill the requirements of the society;

7. Top priority should be given to innovative growth and more particularly those driven by the government. The need of the hour is provision of funds in a larger number of institutions. They have to be channelized through a body that guarantees cohesive and integrated planning at the state level.

CONCLUSION

As has been discussed higher education plays a pivotal role in India’s development process. She is no doubt plagued with a number of problems. But she has several opportunities in the form of young population, hardworking and ambitious youngsters, huge demand for quality education, emerging middle class and rich parents willing to spend on education and some high quality institutions.

India as we know is universally acclaimed for her Brainpower. We have to make the most of it by working on our weaknesses and taking a few bold initiatives which will enable us to become a Knowledge Superpower in the near future.

REFERENCE


THE RELATION BETWEEN HUMAN DEVELOPMENT AND ECONOMIC GROWTH - AN INDIAN PERSPECTIVE

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ABSTRACT

Human development as is well-known, plays an important role in the economic growth of a country. In simple words, human development would imply a process of enlarging choices. But in addition it is also concerned with the outcomes of the concerned choices. The most commonly used device used for measuring human development is Human Development Index (HDI) which was presented in the first Global Human Development Report in 1990 by renowned economist Mahbub ul Haq. According to the Human Development Report of 2015 India ranks 130 in terms of HDI and has the lowest HDI as compared to all the BRICS nations. She is placed in medium income strategy. The HDI as a tool of measurement has its own limitations. This includes absence of display of variations in a heterogeneous economy, neglect of short term changes, besides human development is not the only condition for increasing wealth, it has to be combined with other factors. A number of measures are being initiated by the Indian Government, such as introduction of Sarva Shiksha Abhiyan, free and compulsory primary education, launching of National Rural Health Mission, the Pradhan Mantri Swasthya Suraksha Yojana and the passing of the National Rural Employment Guarantee Act and Food Security Act. There is a strong correlation between human development and economic growth. India is being increasingly recognized as a fastest growing emerging economy having achieved a high rate of growth she has not made equal progress on the human development front. She has to take steps to improve her HDI to convert her huge population into an asset rather than a liability.

Keywords: Human Development; HDI; Education; Life Expectancy; Standard of Living

INTRODUCTION

In this globalized era, where people aspire to enjoy a high standard of living, the concept of human development becomes a crucial element in any strategy of economic development. While economic growth focuses on expansion of income; economic development covers the enlargement of all human choices – that is economic, political, social and cultural.

In this Paper, an attempt has been made to understand the concept of human development, to discuss the measurement of human development, to examine India’s standing, to look into the measures initiated by the government, discuss the need for human development and make a few plausible recommendations.

OBJECTIVES OF THE STUDY

The current study has the following objectives:

1. To examine in detail the concept and importance of human development;
2. To discuss the basis of Human Development Index;
3. To discuss the importance and need for human development in a country like India;
4. To make a few suggestions for improvement on this front.

**Concept of Human Development**

The concept of human development was first laid down by Nobel Laureate Amartya Sen in 1998 and further expanded by Martha Nussbaum, Sabina Alkire, Ingrid Robeyns among others. It is concerned with expanding the choices people have, to lead lives they value and to improve human conditions so that people get a chance to enjoy full lives. The basis of building these choices is human capabilities. The most basic capabilities for human development include: leading a long and healthy life, to being educated, to having access to resources and social services required for a decent standard of living and for being able to participate in life of communities.

In simple words, human development would imply a process of enlarging choices. But in addition it is also concerned with the outcomes of the concerned choices.

The pillars of human development are:

1. Equity- this implies the idea of fairness for every person;
2. Sustainability – that is right to earn a living which can sustain your life and have access to more even distribution of goods;
3. Productivity includes participation of people in the process of income generation;
4. Empowerment – that is freedom of people to influence development and decisions affecting their lives;
5. Cooperation, which is participation and belonging to communities and groups as a means of mutual enrichment and source of social meaning;
6. Security which offers people development opportunities to move freely and safely with confidence.
7. Human development has the following implications:
   a. Human development seeks to enhance human capabilities. The latter are enhanced when people acquire more capabilities, while simultaneously ensuring an appropriate balance between them.
   b. Economic growth has to be looked at as a means and not ultimate goal of development.
   c. People must influence the processes that shape their lives.

**Measurement of Human Development**

The most commonly used device used for measuring human development is Human Development Index (HDI). It was presented in the first Global Human Development Report in 1990 by renowned economist Mahbub ul Haq and expanded over the years with inputs from Amartya Sen.

The HDI was created to lay stress on the fact that it is not economic growth alone, but rather the capabilities of the people should be the ultimate criteria for assessing the development of a nation. It is a summary measure of achievements in three dimensions namely:

a) Leading a long and healthy life – that is life expectancy at birth;

b) Education – includes adult literacy rate and gross enrolment in primary, secondary and tertiary education;

c) Decent standard of living – GDP per capita (PPP US $).
The measurement in terms of the above stated three dimensions is as follows:

a) Life Expectancy Index (LEI)
   \[ LEI = \frac{LE - 20}{85 - 20} \]
   20 is the minimum value and 85 is the maximum value

b) Education Index (EI) = \( \frac{MYSI + EYSI}{2} \)
   MYSI stands for Mean year of Schooling Index = \( \frac{MYSI}{15} \)
   15 is projected maximum for 2025
   EYSI refers to Expected Years of Schooling Index = \( \frac{EYS}{18} \)
   18 is equivalent to achieving a Master’s Degree in most countries

c) Income Index (IN) = \( \frac{IN (GNIpc) - IN (100)}{IN (75000) - IN (100)} \)
   HDI = \( 3 \sqrt{LEI \times EI \times II} \)
   Minimum is 100 $ and Maximum is 75000 $.

According to the Human Development Report India ranked 135 with an overall score of 0.586. She is placed at the bottom of Medium Human Development. China on the other hand falls in the High Development Category with a score of 0.719. Even Sri Lanka with a rank of 73 falls in the high income category.

The Human Development Report of 2015 puts India’s rank as 130 with a score of 0.609, and is classified in the medium development category. India was lowest amongst the BRICS nations with the corresponding rankings being Brazil - 75; Russia – 50; China – 90 and South Africa - 116.

The following Table illustrates the trend of HDI in India from 1980 to 2013

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Year</th>
<th>Life Expectancy at Birth</th>
<th>Expected Years of Schooling</th>
<th>Mean Years of Schooling</th>
<th>GNI per capita</th>
<th>HDI Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1980</td>
<td>55.4</td>
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<td>1268</td>
<td>0.369</td>
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<td>0.586</td>
</tr>
</tbody>
</table>
On the basis of the tabular different parameters can be depicted graphically. While there has been a steady rise in terms of life expectancy, and years of schooling, there has been a sharp increase in GNI in the period between 2005 and 2010 after which it has steadied down.

Likewise the HDI value has been increasing over the years. Initially it rose sharply up to 2010 and then has been proceeding at a steady pace.

Let us now turn our attention to the state wise HDI Index and Ranking in India

**Table 2. State ranking according to HDI up to 2011-12**

<table>
<thead>
<tr>
<th>State</th>
<th>HDI</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kerala</td>
<td>0.911</td>
<td>1</td>
</tr>
<tr>
<td>Goa</td>
<td>0.803</td>
<td>2</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>0.647</td>
<td>3</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>0.633</td>
<td>4</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>0.629</td>
<td>5</td>
</tr>
<tr>
<td>Punjab</td>
<td>0.538</td>
<td>6</td>
</tr>
<tr>
<td>Haryana</td>
<td>0.493</td>
<td>7</td>
</tr>
<tr>
<td>West Bengal</td>
<td>0.483</td>
<td>8</td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>0.479</td>
<td>9</td>
</tr>
<tr>
<td>Gujarat</td>
<td>0.477</td>
<td>10</td>
</tr>
<tr>
<td>Uttarakhand</td>
<td>0.426</td>
<td>11</td>
</tr>
<tr>
<td>Karnataka</td>
<td>0.420</td>
<td>12</td>
</tr>
<tr>
<td>Mizoram</td>
<td>0.408</td>
<td>13</td>
</tr>
<tr>
<td>Tripura</td>
<td>0.354</td>
<td>14</td>
</tr>
<tr>
<td>Sikkim</td>
<td>0.324</td>
<td>15</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>0.324</td>
<td>16</td>
</tr>
<tr>
<td>Andhra Pradesh</td>
<td>0.309</td>
<td>17</td>
</tr>
<tr>
<td>Odhisa</td>
<td>0.261</td>
<td>18</td>
</tr>
<tr>
<td>Nagaland</td>
<td>0.257</td>
<td>19</td>
</tr>
<tr>
<td>Meghalaya</td>
<td>0.246</td>
<td>20</td>
</tr>
<tr>
<td>Jharkhand</td>
<td>0.220</td>
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</tr>
<tr>
<td>Manipur</td>
<td>0.199</td>
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<tr>
<td>Madhya Pradesh</td>
<td>0.186</td>
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</tr>
<tr>
<td>Chhattisgarh</td>
<td>0.180</td>
<td>24</td>
</tr>
<tr>
<td>Bihar</td>
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<tr>
<td>Assam</td>
<td>0.138</td>
<td>26</td>
</tr>
<tr>
<td>Arunachal Pradesh</td>
<td>0.124</td>
<td>27</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>0.122</td>
<td>28</td>
</tr>
</tbody>
</table>

India’s human development index among states shows a lop - sided picture. While Kerala has a very high HDI value of 0.911, Uttar Pradesh is woefully low at 0.122. Only the first five states have a HDI value in excess of 0.6. This speaks of the wide disparities in the HDI in India.

The Report of the Working Group on Human Rights in India and the UN says that India’s economic policies neglect the poor and violate Fundamental Rights and Directive Principles of the Constitution. India is both the richest and the poorest of countries. There is a paradox between India’s phenomenal growth and its poor show on human development. Apart from poverty there is violation of right to food and housing.
In addition to HDI we have Related Development Index (GDI) which measures gender development gaps. According to the 2014 the overall gender gap is 8% but the Per Capita Income for men is more than that for women.

In this context one can also mention the Human Poverty Index, to measure a country’s standard of living. India is home one of the largest poor populations although its poverty rate is one of the lowest in the world.

**Limitations of HDI**

The most popular and commonly used measure of Human Development has its own limitations.

One, HDI may not display the correct picture. India for example is a heterogeneous country characterized by wide disparities. As this is an average measure it does not highlight the wide divergence between regions and countries.

Two, It stresses on long term changes and may not reflect the recent short term changes.

Three high national wealth GDI, may not always lead to increase in welfare. A lot depends on how it is spent.

Four higher GDI could lead to widespread inequalities if it is not evenly distributed as the rich would get richer and the poor poorer.

Five, Human Development is no doubt a necessary condition for economic welfare but it is not a sufficient one. It has to be combined with other factors such as pure air and clean environment.

**Measures Initiated By the Government**

There has been a significant improvement in India’s growth pattern. The future growth potential of India is crucially linked with the country’s ability to guarantee human development.

The country has witnessed a remarkable growth in the service sector with manufacturing following behind. This creates the need for enhanced skills. Besides, Foreign Direct Investment in India will increase with human development.

The Millennium Development Goals Commitment, together with efforts for augmenting education and health related achievements a number of measures have been adopted such as:

Sarva Shiksha Abhiyan introduced for ensuring universal elementary education. The Mid-day meals program is also an integral part of the process.

The government introduced the Right of children to free and compulsory education.

Creation of new IITs and IIMs along with central universities has significantly contributed towards expansion of tertiary education.

Steps are taken to encourage foreign direct investment in education. This facilitates collaboration of Indian entities with foreign players. The number of foreign educational providers has increased over the years.

The National Rural Health Mission (2005-12) – NRHM has been launched to help reduce infant mortality rates and maternal mortality rates. Besides it also aims at ensuring universal access to public health services. This includes women’s health, child’s health, water, sanitation and hygiene, immunization and nutrition. Likewise the National Urban Health Mission has been launched to help the urban poor.

In the interest of providing health services to the vulnerable states the Pradhan Mantri Swasthya Suraksha Yojana has been initiated. The passing of the National Rural Employment Guarantee Act (NREGA) in 2005 and the Food Security Act of 2013 is helping in improving the Human Development Scenario.
However, many states in India continue to struggle on the economic front and therefore find it difficult to augment their resources towards human development.

Need For Human Development In India

There exists a positive correlation between human development and economic growth. While higher education augments formation of human development in a country, the latter on the other hand, leads to economic growth. Since the process of liberalization was initiated in early nineties, there has been a significant increase in India’s economic growth. The same however cannot be said about human development.

Let us therefore look into the need for human development in India.

By laying emphasis on education, health and skill development, it helps people to actively participate in the growth process.

It has a wide coverage which goes beyond social development or social welfare.

It helps in setting up national priorities. The HDI ranking puts pressure on the governments in a way, because they want to improve their performance, more particularly so when their neighbors are doing better than them.

Low HDI highlights the shortcomings of a country in terms of poverty, lack of education and employment.

The HDI can be seen as a positive tool, which by pointing out the country’s weaknesses reveals areas which have to be dealt with on a priority basis.

Human Development Index can be considered as a device which can bring forth the future potential of a country which can ultimately contribute to sustainable long term growth.

Recommendations for Human Development in India

Human Development Index as we have discussed is based on three dimensions: life expectancy, education and income. Let us see what best we can do on all three grounds:

Life expectancy- This would require giving top priority to public health and would include better infrastructure in the form of hospitals and laboratories, improving health care and making vaccines available to all. In addition, provision of adequate employment opportunities would help reduce poverty so that people could lead a secure, happy and healthy life.

Education- Educated people apart from their contribution on the knowledge front are less prone to health risks, as they are aware of how to keep themselves safe from environmental problems and lead a healthy lifestyle.

As regards education, one must build infrastructure, make efforts to lure the best teaching talent, create an awareness of the importance of education among parents and students, more so in rural areas, through campaigning and use of mass media. In addition, incentives should be given to students belonging to economically backward classes.

Per Capita Income- India’s Per Capita Income has been improving but there are significant variations among states. To improve Per capita income one has to : a) encourage entrepreneurship by providing them a conducive environment; b) attract foreign direct investment in multiple sectors; c) enhance the quality of education and set up skill development centres and make efforts to reduce the gap between the rural and urban population.

CONCLUSION

Thus, as seen so far human capital, enhances the productivity of human beings and apart from increasing labor productivity, stimulates innovations and creates the ability to absorb new
technologies. While on one hand India is considered as one of the fastest growing emerging economies, on the other her human development has lagged behind.

Human resource development has to be assigned a key role in any form of development. The point to be emphasized here would be that trained and educated population in a large country like ours would then be more of an asset than a liability.

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RECOMMENDATIONS OF GOOD READING METHODOLOGY FOR SCIENTIFIC STUDENT READERS: A SOLUTION TO ELEVATE OPAC LIBRARY UTILIZATION FOR KNOWLEDGE UPGRADEATION

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ABSTRACT

Reading is recognized as requirement for the continuous improvement of the individual. Nevertheless, using the introduction associated with contemporary electronic systems, particularly the actual developing recognition associated with the social network on the internet, cell phones, TVs, along with another way of communication, the real reading routine related to everyone, particularly younger era, is going through the decrease. This particular paper attempts to measure the reading method from the college students of the Science faculty within Shivaji University, Maharashtra as well as determine the actual developments within their reading routine. Reading along with other actions from the participants is examined and recommendations are given to discover exactly how reading method is suffering from many other components.

Keywords: Reading Methodology

INTRODUCTION

Reading is the critical part of the existence of the human. Reading starts the actual doorways associated with understanding. It's an essential way of presenting the student towards the globe that encompasses him or her. It's the real basis that the actual edifice from the student will be constructed [1]-[5]. Reading is among the most significant aspects of the vocabulary that is an important device for long-term understanding for those students. To be able to encounter the actual future issues, training needs to put together these types of students to adjust to interpersonal as well as technical modifications that are happening from an unparalleled good price [6]. Training below these types of conditions is dependent mostly upon vocabulary proficiency. With this framework, reading particularly is a source of ongoing training, for that purchase associated with a new understanding as well as abilities, about attaining info via media, particularly papers, publications, stereo, TV, and also the computer systems [7,8]. Furthermore, Santos et.al (2015) suggest that the actual growing quantity of info, as well as communication facilities in an electronic structure, tend to be becoming a lot more well-liked amongst more youthful individuals. Additionally, the new reading actions tend to be affected by the overall development associated with electronic info obtainable as well as there's a rise in the quantity of period individuals invest reading digital things. These types of results display how the electronic grow older have engulfed people’s reading routines [9].

LITERATURE REVIEW

On the internet edition associated with publications, publications as well as paper can be found at somewhat reduced costs when compared with their imprinted counterparts. You can get the easy entry on the internet paperwork by way of the web as well as visitors obtain the chance to see anyplace, at
any time. In spite of its advantages, a few teachers might have a few issues how the amusement capability associated with technologies exceeds the actual academic part. The total effect associated with technologies upon reading routines had been talked about with this research.

As per Olasehinde et. al (2011) statements which in a greater understanding atmosphere, reading is appreciated because the most crucial educational vocabulary ability for those 2nd as well as language students. College students discover new info and are much more qualified within their topic issues via reading. Furthermore, challenges the significance associated with reading through declaring that students along with excellent reading routines possess the opportunity to broaden their psychological horizons and also to grow their possibilities [10].

Tien et. al (2015) stresses the significance associated with reading for the reason that this raises the standard of living in addition as well as producing social history obtainable; furthermore, he or she states that it each fortifies as well as provides individuals collectively. The significance associated with reading is higher. Therefore, the query gets exactly what will be carried out to help to read? Because technologies impact the way, you study through altering the actual moderate through imprinted to digital; techniques to promote new reading routines ought to be analyzed. Using the bulk manufacturing associated with radios, TVs, computer systems, smart cell phones as well as comparable products, the actual effect associated with technologies upon people’s life is becoming increased. These types of breakthroughs within technologies possess caused a new pattern within reading, known as electronic reading. On the internet magazines, digital publications, as well as audio books amount to the high of the actual standard technologies aided reading resources. On the internet magazines tend to be publications as well as papers that are provided on the internet for his or her visitors. Being that they are on the internet as well as inside an electronic structure, you can quickly alter, include as well as revise their information. Using the current advancements within free products, programs can indeed end up being downloaded to some cell phone or even tablet PC to be able to entry all of them [11].

This news obtainable in the actual programs could be studied at anytime, anyplace with no web connection. Apart from reading on the internet information, customers can view movies as well as pay attention to this news obtainable via these types of programs. E-book visitors, for example, Kindle, as well as Space, is made mainly of digital publications. A large number of digital books could be preserved towards the readers and may be studied anyplace effortlessly. These people permit all of us to appear upward phrases as well as convert web pages. Visitors may obtain advantages of some their functions, for example, modifying font dimension, underlining as well as featuring text messaging. A number of them possess a textual content in order to talk function that changes textual content into sound, therefore allowing their visitors to pay attention in addition to study. Another kind of guide that’s becoming a lot more well-liked amongst individuals is known as audio books [12].

Quadir et. al (2015) stresses that audio books supply reading possibilities within new circumstances for example while generating, performing housework, as well as performing backyard function. They’re particularly helpful when you have as well bad associated with the vision to see as well as concerning vocabulary students who wish to enhance their pronunciation abilities. In conclusion, the actual integration associated with technologies into people’s life offers impacted the tangible mediums that these people study. Along with imprinted publications, on the internet magazines, audio books, as well as e-books possess started to become utilized broadly. The actual electronic platforms from the text messaging supply a lot more than exactly what imprinted platforms perform because they possess numerous functions that will make reading an enjoyable exercise. The game associated with reading is undoubtedly the routine when it's frequently completed. Within measurable conditions learning habits are usually regarded as when it comes to the quantity of supplies becoming the study, the actual rate of recurrence associated with reading along with the typical period allocated to reading, which routine could be grown [13].
Reading, the long-term industry method beginning with the earlier age range, may be the notable entrance towards the understanding space. It may be thought of an exercise that aids people to achieve creativity as well as evolves their crucial considering capabilities. With this feeling, reading routine is an essential device for that improvement associated with personas as well as psychological abilities of people. Along with individual as well as psychological advancements, reading is a use of interpersonal, financial as well as social existence. Furthermore, just about all reading designs when it comes to psychological reaction improve psychological fulfillment of people. Reading pursuits frequently make reference to picking a subject material or even choice for any style associated with books becoming study. Therefore, it is frequently equated that the person is promoting the reading routine as well as pursuits whenever this kind of exercise is frequently completed under your accord about leisure time.

Vasan et. al (2015) thought this routine as well as pursuits might be nurtured while very young. Presently there might normally end up being variations within pursuits in between people associated with various grow older, sex as well as significantly affected by inner elements like the house, inspiration as well as mindset in addition to exterior elements for example friends, colleges, instructors, and also the collection amenities open to the actual people [14].

A good study of variants within reading routines through country in order to country shows how the location busy through publications within the size associated with ideals of these accountable for their marketing is actually associated with very first significance: just about all Condition, neighborhood as well as college government bodies, each and every instructor, mother or father as well as pedagogue should be critically persuaded from the need for reading as well as publications with regard to person, interpersonal, as well as social existence when they tend to be to operate in the direction of enhancement from the scenario end up being sent in order to college students associated with reading in ways suitable for their phase related to improvement. The couple of within historic occasions prior to the breakthrough associated with publishing, as well as following age Humanism it had been obtainable and then an informed top notch as well as financial improvement can make constant needs about the rational effort associated with most individuals, has got the query come to light, the way the "right in order to read" for those could be created a real possibility associated with technology, offers tossed a new gentle about the importance related to reading, not just regarding the requirements associated with culture but in addition for the person.

The special "right to read" does mean the best to build up a person's rational as well as religious capabilities, the best to understand as well as help to make the improvement. Reading had been as soon as appreciated basically as a way associated with getting essential information. However, these days reading investigation offers described the actual behave involved in the reading by itself like the experimental procedure that adds significantly towards the improvement of the intelligence. Excellent needs are created by the mind through the procedure for changing image icons into rational ideas; thousands associated with mind tissue tend to be triggered throughout the space system for reading.

The actual achievement, as well as failing associated with their educational existence, is dependent to some big degree on their reading capability. Reading might be thought to be a fundamental ability to become obtained through each and every student and therefore, each and every work ought to be aimed in the direction of its improvement within students through earlier existence. Research shows that colleges, as well as instructors, don't have as large a good impact on teenagers as mother and father & buddies perform. The students that students invest probably the most period along with would be the types that control their ideas as well as instructions within existence. To become close to individuals who multiply understanding as well as reading is the best thing for any student. There are lots of advantages to obtain these reading routines, particularly with regards to issues that refer towards the student's psychological development. With no reading routine, a young child may develop along with a few issues, particularly if inside a type of function that needs reading from any degree.

Baba et. al (2015) noticed that after students study concerning enjoyment, these people involuntarily as well as subconsciously enhance their vocabulary abilities. Researcher also pointed out how the routine
associated with reading improved student's reading abilities. Therefore, the problem associated with reading be it concerning understanding or even leisure time is essential because it assists expand enthusiastic people’s encounters as well as understanding [15].

OBJECTIVES
Following are objectives of present research:

1. To understand need of reading habit
2. To evaluate aspect of reading methodology
3. To suggest optimistic recommendations for science students

Factors Influencing Reading Habits
The actual reading routines associated with students possess always been the issue related to a lot of curiosity to teachers, mother, and father, librarians” marketers along with other risk cases. An awareness relating to reading routines as well as choices associated with students might assist these calls to consider required steps concerning advertising reading amongst students. It's broadly recognized which life-long routine associated with reading may be greatest end up being inculcated as well as nurtured in the earlier phase. It's nevertheless an over-all declaration that there’s more than increased exposure to research reading instead of leisure or even non-reflex reading amongst students.

Olasehinde et. al (2015) mentioned which while college students within Singapore won't wait to see college associated supplies, obtaining these phones turn out to be life-long visitors, as well as study for that enjoyment, continues to be the tough job. There are lots of elements that encourage reading amongst students. A global study indicates which almost 50% of the college students taking part in the research stated they consider concerning rest while most of the students through 12 building nations exposed them study concerning moving exams [10].

Recommendations for Students
Even though the need for reading is globally recognized, how you can create reading routines possess always been talked about through specialists. Padmapriya et. al (2015) believes how the present training techniques ought to motivate students to understand the actual interpersonal as well as technical modifications occurring at an enormous price [7].

Kwan et. al (2015) estimations which knowing modifications within reading conduct, because of the development associated with digital paperwork, might assist in creating much more advanced electronic your local library as well as motivate customers to achieve advantages of this particular electronic atmosphere [8]. While changing the training techniques towards the continuously building technical breakthroughs, working out associated with teachers is associated with excellent significance. If your technical gadget like a reflective panel were put into the class, the very first thing to become carried out would be to train teachers about how precisely to incorporate this kind of products into class actions. Along with the instructors, college students ought to be knowledgeable concerning the most recent reading possibilities obtainable by way of the web. It's a main teachers' obligation to see as well as motivate instructors to make use of on the internet text messaging. 48.9% of the participants additionally mentioned which inspiration through instructors works well within building reading routines. College students ought to be knowledgeable concerning the options that are provided by using the web. The majority of the actual college students possess smart cell phones these days. Because almost all from the participants mentioned they appreciate reading information, college students could be urged to obtain as well as make use of information programs on the smart cell phones. There's also a few websites that may boost the reading routines associated with college students before interpretation. This kind of websites tend to be great resources for students to see as well as improve their reading as well as converting capabilities since the information will come in numerous 'scientific-languages' along with exact interpretation. Because publications would be the primary device for discovering each actual along with a dream globe, reading is necessary.
Santoso et. al (2015) shows that first of all, the real disturbing picture associated with reading ought to be raised. Reading competitions as well as enjoyable reading occasions could be structured to get rid of its annoying picture and also to enhance reading routines. Furthermore, well-known numbers may take part in the actual occasions to appeal to people’s mainly youngsters’ interest in the direction of reading. These types of occasions range from reading contests, video games as well as pre-determined every day reading several hours [9].

Dimigen et. al (2012) suggest that increasingly more publications as well as reading supplies ought to be distributed to college students to improve their curiosity about reading [2]. Furthermore, these people declare that along with the content material from the reading supplies, the look as well as demonstration will also be associated with excellent significance to keep the actual students’ curiosity. Additionally, they suggest that fascinating as well as helpful reading supplies ought to be obtainable on the internet because young adults tend to be mainly thinking about the internet, social network, running a blog, and so on. Reading strategies ought to be carried out, for example, reading seven days, reading per day. These types of actions can be achieved inside a course in addition to by way of range training. Because new press as well as on the internet illiteracies, have grown to be part of the everyday life, reading scientists, as well as teachers, will include all of them within their fictional investigation. This particular fictional study will indeed bring about the actual improvement associated with reading routines. Although some linguists believe that the training techniques ought to be reorganized along with optimum technologies, many others recommend not utilizing the unit whatsoever.

Tunmer et. al (2013) states how the new devices associated with technologies, for example, tv, movie theater, mobile phone, PC as well as the web have grown to be ‘time-consuming machines’, that requires instant motion. To produce and gaze after stability within using conventional reading as well as new technologies, teachers, as well as librarians, need to appeal to a new era in the direction of reading. In conclusion, there are numerous methods to create reading routines within the contemporary globe. Technologies aided reading is among the-the majority of critical methods to enhance reading routines [3].

The actual boring picture associated with reading could be conquering using the integration associated with technologies into reading routines. To begin with, teachers ought to be directed about how precisely to incorporate technologies into their programs to enhance reading routines. College students ought to be knowledgeable about how just to achieve advantages of the most recent advancements in technologies. On the internet reading methods could be carried out in parallel using the pursuits from the participants. Technologies retain building from an unparalleled good price. Therefore, the visitors should react to these types of advancements through changing on their own continuously.

CONCLUSION

Within the altering globe associated with these days, reading routines of people possess began to be digitalized before the actual improvements within technologies hence, WEBOPAC (online college/university library) is necessary to stay in touch with global literature development. It is more important to read on going scientific literature than just reading history of science which is often present in older syllabus. Apart from this it is more important to add latest history in science development along with basic mandatory concept learning and reading. Just like IIT’s WEBOPAC, state universities need to utilize UGC grants for developing advance communication technologies. There is a vast scope for development which need awareness and implementation plan with good team for such a project execution. It is librarian’s and administration department’s responsibility to plan and execute such beneficial project. In turn, college intake will increase due to high-tech facilities for students. In addition to people who study through the imprinted term, presently there appears to be a rise in the quantity of individuals who make use of technical products, for example, e-book visitors, tablet computer systems, computer systems, as well as cell phones to fulfill their reading pursuits. Most of the participants, for instance, mentioned they frequently adopted on the internet info. The current investigation indicates routines associated with impartial reading or even college students...
selecting to see by themselves period, tend to be strong indications associated with college as well as reading achievement. Students additionally discover that leisure reading considerably reduces in the center college many years. An increasing number of scientists tend to be concentrating on essential queries associated with college student inspiration as well as reading routines in the center college many years. These types of research have discovered which college students that accomplished higher ratings upon reading checks, amongst additional indications associated with literacy understanding, seemed to possess higher innate inspiration to see, and frequently made a decision to study regularly beyond college. Virtually every research that has analyzed this particular romantic relationship offers discovered a positive correlation, which is existing even if various assessments, different ways of probing reading routines and various meanings associated with free of charge reading are utilized. Provided the actually various associations amongst impartial reading routines, literacy understanding, as well as college achievement, much more investigation upon unbiased reading methods as well as reading inspiration throughout teenage years is required.

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INCOME GENERATING ACTIVITIES OF WOMEN IN SEIJANG VILLAGE, IMPHAL EAST DISTRICT, MANIPUR

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ABSTRACT
With the increase of cost of living in the present society, families cannot always depend on the earnings of the male in the household. In order to come out of the vicious circle of poverty, besides the household activities, women need to be engaged in income generating activities. They also need to be exposed to the technical know-how, knowledge of financial management, special schemes being initiated by the government for the women, knowledge of organisational management and entrepreneurship. More focus should also be given on women oriented economic activities.

Keywords: Income Generating Activities; Working Women; Businesswomen; Economic Development; Poverty Eradication

INTRODUCTION
The low status of women in large segments of Indian Society cannot be raised without the opening up of opportunity of independent employment and income further. Economic independence makes women conscious of their rights. Working outside home and coming into contact with other people have broadened their outlook and mental horizon. Till recently, a woman was considered unfit for roles other than that of housewife, nurse, primary school teacher, sales girl, telephone operator, stenographer and receptionist. The image of women in society is fast changing. But it is difficult to define or describe clearly the changing shape of the image. One thing is clear that women are entering the labour force in a large number.

For many women, work is regarded as an unfortunate economic necessity or that it is seen as very much a secondary activity to the main business of running a home and looking after children. The entire change and development of civilization to a large extent is the result of trade, commerce and industrialization. In this development, the human resource in general and entrepreneur in particular plays a pivotal role.
STATEMENT OF THE PROBLEM
The study is entitled as “Income Generating Activities of Women in Seijang Village, Imphal East District, Manipur”.

SIGNIFICANCE OF THE STUDY
The study of income generating activities of women in Seijang village, Imphal East District will give an idea about the various income generating activities in which women in the area are engaged to. The study shows the role of women in rural villages besides their household activities in solving the financial problem of their families. The study will be helpful in improving the socio-economic condition of the women and their families.

OBJECTIVES OF THE STUDY
1. To identify the various income generating activities of working women in Seijang village.
2. To study the economic status of the working women residing in the area.
3. To suggest remedial measures to improve the existing situation.

DELIMITATION OF THE STUDY
The present study was confined only to the income generating activities engaged by women of Seijang village, Imphal East District, Manipur and to the study of economic status of the women and analysis of the source of income.

REVIEW OF RELATED LITERATURE
Makita (2009) conducted “A study on the visibility of women’s work for poverty reduction: Publications from non-crop agricultural income generating programs in Bangladesh. This article explores mechanisms for making poor rural women’s work visible by drawing on Amartya Sen’s in a family “Co-operative conflict” theory to explain the working of two Bangladesh non-governmental organizations income generating programs (rearing, poultry and rearing silk worm. On the assumption that co-operation in a family depends on how successfully the family can make women’s income generating activities compatible with their existing household some source. Families with a male breadwinner, having a regular income source, tended to offer a more co-operative environment to women’s work than those with a breadwinner involved in casual labour. Woman’s work as a second regular income source can make their work more visible and attribute to their families upward mobility.

Keshava, AK. Mehta and H.K. Gill (2010) conducted “A study on Management of Economic Activity in women Self Help Groups”. The study revealed that about 37 percent members had either started new economics activities or expanded on-going economic affairs after joining the groups. About 59% of group members who started new activity did this in group fulfilling all the requirements of economic activity i.e. from arrangements of raw materials to marketing of final product. About 82% respondents, who faced financial problems in running the activity, relied on group saving for taking loans.

P. Reeja George, C.N. Dinesh, Shibu Simon and P.P. Balakrishnan (2009) conducted “A study on the Socio-Economic Profile of Rural Women and the Role of Animal Husbandry Intervention in a Suicide Affected District of Kerala. Nearly one third of respondents indicated that their primary occupation was agriculture with some animal husbandry component. Nearly 15 percent of women did not have separate latrine facilities on their homestead. More than half of the respondents were in the age group 25-35 years and their average yearly income was reported by item to be Rs. 3768 over three emphasizes the importance of exploring alternate employment and income generating activities such as animal husbandry in order to improve the socio-economic conditions of these women since the family background variables have a vital role in the development of personality traits in children which could affect quality of human capital in the future generation of the district.
RESEARCH METHODOLOGY

For the present research, normative survey method is used. The population comprises of all the women of Seijang Awang Leikai, Imphal East District, Manipur. A sample of 110 women has been taken up. The sample includes literate and illiterate females of this area. The sample collection is done by using “Stratified Random Sampling Techniques. A questionnaire was developed and it was used as the major tool for collecting data regarding income generating activities of the working women in the area and also their monthly income.

ANALYSIS AND INTERPRETATION OF DATA

Age-Wise Analysis of Working Women

Table 1. Age-Wise Distribution of Working Women

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Age Group (in Years)</th>
<th>Number of Women</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-29</td>
<td>11</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>30-39</td>
<td>48</td>
<td>43.64%</td>
</tr>
<tr>
<td>3</td>
<td>40-49</td>
<td>28</td>
<td>25.45%</td>
</tr>
<tr>
<td>4</td>
<td>50-59</td>
<td>19</td>
<td>17.27%</td>
</tr>
<tr>
<td>5</td>
<td>60 and Above</td>
<td>4</td>
<td>3.64%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>110</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Compiled from Questionnaire

The above table shows that out of the 110 women selected, majority of them i.e., 48 (43.64%) belong to the age group 30-39 years. While 11 (10%) belong to the age group 20-29, 28 (25.45%) are in the age group of 40-49 years. No. of working women in the age group of 50-59 years is 19 (17.27%) whereas, it is only 4 (3.64%) in the age group of 60 years and above.

Occupations of Working Women

The below table 2 shows the main occupation of the working women in the Seijang village. Majority of the working women are engaged in embroidery as the main activity of earning. Out of the 110 working women, 43 (39.09%) are earning through embroidery; 22 (20%) are engaged in weaving while 24 (21.82%) are cultivators. The number of working women who earn through private business and others is 21 (19.09%).

Table 2. Distribution of Occupation of Working Women

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Occupation</th>
<th>No. of Women</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Weaving</td>
<td>22</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Cultivator</td>
<td>24</td>
<td>21.82%</td>
</tr>
<tr>
<td>3</td>
<td>Embroidery</td>
<td>43</td>
<td>39.09%</td>
</tr>
<tr>
<td>4</td>
<td>Business</td>
<td>21</td>
<td>19.09%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>110</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Compiled from Questionnaire

Age-Wise Analysis of Occupations of Working Women

Table 3. Age-Wise Distribution of Occupation of Working Women

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Age Group (Years)</th>
<th>Weaving</th>
<th>Cultivator</th>
<th>Embroidery</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-29</td>
<td>2</td>
<td>0</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>30-39</td>
<td>8</td>
<td>4</td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>40-49</td>
<td>8</td>
<td>9</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>50-59</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>60 and Above</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
Source: Compiled from Questionnaire

From the above table, it has been found that among the 11 women in the age group of 20-29 years, 2 women are engaged in weaving; 7 are cultivators; 2 women are engaged in embroidery while none of them are cultivators. In the age group of 30-39 years, out of 48 working women, 8 earn through weaving, 4 are cultivators, 7 are engaged in business and majority of them i.e. 29 are engaged in embroidery. Among the 28 women in the age group of 40-49 years, 8 are engaged in weaving, 9 are cultivators, 4 earn through embroidery while 7 are businesswomen. In the age group of 50-59 years, 2 earn through weaving, 9 are cultivators, 7 are businesswomen and only 1 woman is engaged in embroidery. All the working women in the age group of 60 years and above i.e. 4 are engaged in private business.

**Income Analysis of The Working Women**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Monthly Income (Rupees)</th>
<th>No. of Women</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2000-3000</td>
<td>16</td>
<td>14.54%</td>
</tr>
<tr>
<td>2</td>
<td>3000-4000</td>
<td>22</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>4000-5000</td>
<td>43</td>
<td>39.09%</td>
</tr>
<tr>
<td>4</td>
<td>5000 and Above</td>
<td>29</td>
<td>26.36%</td>
</tr>
</tbody>
</table>

Source: Compiled from Questionnaire

Table 4 shows the monthly income of the working women residing in Seijang village. From the table, it is observed that majority of the working women in the said area have a monthly income of Rs.4000-5000. Out of 110 women chosen for the study, 43 women (39.09%) have a monthly income of Rs. 4000-5000. Among them, 16 women (14.54%) earn in the range of Rs.2000-3000 per month while 22 women (20%) have a monthly earning of Rs.3000-4000. Number of working women who have a monthly earning of Rs.5000 and above is 29 (26.36%).

**MAIN FINDINGS OF THE STUDY**

1. The maximum number of working women in Seijang Awang Leikai belongs to the age group of 30-39 years. 43.64% of the working women in the area belong to the age group of 30-39 years while 25.45% of the working women belong to the age group of 40-49 years.

2. Maximum number of working women in Seijang Awang Leikai is engaged in embroidery (39.09%). 21.82% of the working women are cultivators while 20% of them earn their income from weaving. And, 19.09% of the working women earn through private business.

3. Age wise distribution of occupation of working women in the adopted area shows a varying nature. In the age group of 20-29 years and 30-39 years, majority of the working women are engaged in embroidery, whereas in the age group of 40-49 years and 50-59 years, maximum number of working women earn their income through cultivation.

4. Majority of the working women in Seijang Awang Leikai have a monthly income of Rs.4000-5000 (39.09%). 26.36% of the working women have a monthly income of Rs.5000-6000 while 20% of them have a monthly income of Rs.3000-4000, while 14.54% of them have a monthly income of Rs. 2000-3000.

**SUGGESTIONS**

The following are some of the suggestions for improving the economic conditions of the working women:

1. There is a need for imparting vocational and technical education to the working women in order to improve their skill as well as competency level.
2. They should be encouraged to set up Self Help Groups in their locality. It will make them earn in a systematic way and teach them how to work collectively.

3. The Social Welfare Department and other concerned Authorities should provide assistance on a large scale regarding loans, training and awareness of various schemes.

4. Group discussions, meetings and talks by experts should be organised in the respective locality on a regular manner.

5. The village Panchayat should inform and help the working women regarding the various women schemes and policies of women empowerment undertaken by the Central as well as State Government.

CONCLUSION

Women have been playing an important role in raising the socio-economic status of the family by committing themselves to various income generating activities. In Seijang village, Imphal East District, Manipur, women earn through activities like weaving, cultivating, embroidery and other business. But, the methods and equipments used in performing these activities are mostly traditional and outdated. Women are also lacking in skill level and competency. In order to improve the prevailing situation, vocational and technical education should be provided to them. It will help them to acquire the necessary skill and technique and also raise their confidence level.

REFERENCES


