REVIEW OF SOCIAL SCIENCES
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REVIEW OF SOCIAL SCIENCES

HIGHER EDUCATION COMMISSION OF INDIA (HECI) BILL 2018

A fifteen page draft Higher Education Commission of India (HECI) Bill is released by the Central Government for discussion allowing only 20 days. Now the Bill is in the public domain with a big concern on arguments. The HECI will replace the main regulatory authority in Higher Education, the University Grants Commission (UGC). The preamble of the Bill highlights that the new mechanism will provide more autonomy and facilitates holistic growth of the education sector and offer greater opportunities to Indian students in diverse fields of education at more affordable cost. The new Commission will cover all the fields of education except medical and agriculture. All the higher learning institutions set up under the Central and State Acts will come under the Commission except those of national importance.

Putting all the higher education sector under a single regulator is the need of the Indian corporates. Then only they can manipulate the functioning of the sector in order to institute their own profit making enterprises. It is seen that the knowledge economy is heavily depended on science and technology for marketable knowledge. And thisis the decisive corporate pressure behind the formation of the new Commission. Its main source of accumulation is trade in knowledge. Distributing through global communication networks, knowledge is an important item of exchange directly or in the form of various commodities. Through special protection of Patents and Intellectual Property Rights, corporates fetch huge profit to the tune of about four-fifth of the corporate's turnover. Thus the corporate wants industry friendly academic environment of autonomy and discipline in higher education institutions for producing innovative graduates in various disciplines. Their goal is fast realisation of a few such institutions of excellence supported by huge public funding.

It is argued that the UGC operates through a huge secretariat in a sluggish manner causing inordinate delay in decision making. It has taken stand sometimes against the initiatives of the holistic privatisation and commercialisation of Higher Education. It is also blamed that the UGC could not resolve issues like affiliating system, inflexible academic structure and autonomy of academic institutions. Thus the corporate see the UGC as an institution of nuisance and their demand is materialising through the de facto removal of the present apex body in Higher Education. The structure of HECI is limited with a hand full of bureaucrats. Out of 14 members in the new Commission, only two are drawn from the academic community. All others are bureaucrats in various official capacities serving the Central Government. And the mechanism is inevitably authoritarian. This is the corporate style of getting things done by using bureaucrats for bypassing democratic procedures. In this way the corporate's has won the academic battle in the form of the new Bill by dismantling the democratic procedures in decision making. It is clear that the aim of the new Bill is not promoting equity, access, excellence or democracy in higher education, but to make the smooth entry of corporates in the field. In a nutshell, The HECI Bill is the brain child of the corporates and the ruling class. Thus the need of the hour is that all the democratic forces in the country should unite in one academic banner to defeat the anti-democratic and anti-academic attempt of the Central Government through protests and struggles both in the parliament and outside.

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Prof. Dr. J Rajan
Chief Editor

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1

MADRASA EDUCATION IN SOUTHERN KERALA: NOVEL STRATEGIES AND RECOMMENDATIONS TO MODERNIZE THE SYSTEM

*Hassan J

Abstract

Madrasas are functioning as theessentialcentre of Islamic civilization. These are educational, cultural, religious and community centers. As an educational centre, Madrasas have been playing key role in spreading of education. According to the Sachar committee Report (2006), "Madrasas (though not a substitute for regular schools) is obligatory for Muslim as, apart from providing basic education, they indulge as an important device of identity maintenance for the community". The functioning of Madrasa has its own history of slow changes. A lot of steps have been taken to modernize the curriculum, structure, administration, planning and functioning of the Madrasas. The present study thinks about enriching the quality of education through enriching the various strategies of updating the knowledge level of teachers in the teaching-learning process by applying new strategies and techniques of teaching. The process of modernizing Madrasa is slow as the required changes are not taking place on time. Because of this, Madrasas couldn't raise their quality to meet the challenges of the community. There is a need for restructure the functioning of Madrasas to keep them gorgeous for the children. There is a need for more and more use of modern technologies in administration, curriculum, teaching-learning, methodology, financing of Madrasa etc.

Key words : Madrasa Education, Modernization, Strategies and Recommendations, teaching- learning methodology.

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Introduction

"Allah will raise up those of you have *eman* and those of you who have knowledge, in ranks and Allah is fully aware of whatever you do". (Quran 58:11)

In the domain of Teaching and learning are an integral part human life and that started from the dawn of living beings on this sphere. As far as Islam is concerned, education has been given uppermostprecedence. The notion of lifetime education was specified by the Prophet Muhammed long before the west appropriated this indication. A *hadith* (sayings of the Prophet) says, "Seek knowledge from cradle to grave".Madrasas have been thechunk of the Islamic learning system since very early epochs and they were customarily the very part of mosques. These mosques became social pivotal points for budding communities; they doubled up as schools for learning the Quran, basic coaching in Muslim ritual practices, and language instruction in Arabic, with accommodations for education and social needs.

Othupalli and *Dars*are the two distinct styles of Madrasa Education. The primary one, *Othupalli,* is a sort of principal school for religious and Arabic education. It is meant for Muslim boys and girls. *Othupallis* are single teacher schools which established adjacent mosques. The Imam of the mosque also performs as the teacher of the *Othupalli* and bouncesrudimentary Islamic education to the Children of that region. The later one, *Dars*system ofKerala's is inimitable. Its design is prodigy and it operates the possessions accessible in the community for the proliferation of acquaintance. The progressive religious classes which were accompaniedesoteric the mosque were entitled as *Dars*. *Dars*structuremanufacturedmany great scholars, theologians, religious leaders and reformers. It lend a hand inthe dissemination of Islamic information in diverse parts of Kerala.

By the beginning of the 20th century the enlightened Muslims of the south who had realized the serious deterioration of the Muslims in the field of education started taking steps for their uplift. Inspired by the proceedings of the conference, Muslim leaders of the south formed, 'The South Indian Mohammedan Association' for the promotion of western education among the Muslims of the south. In 1911 the Malabar Muslim Educational Association was formed at Cochin and its branches were formed in the different parts of the Cochin. The general awakening that followed resulted in the forming of the organization like the Muslim Educational Society, Muslim educational Association, and more recently, the Muslim Service Society all of which have centers in different parts of Kerala.

The Samastha-Kerala- Jame-at-Ulama is the pioneer position in the Madrasa field of education. They have established several Madrasas throughout Kerala. The Ulemas understood the problems of traditional Madrasa education and formed the Samastha Kerala

Islam MathaVidhyabhyasa Board which is trying to solve the prevailing glitches face by the Madrasa system in Kerala.

In 1968, Dhakshina Kerala Jame at Ulamaprocured the resourcefulness to consolidate an Educational Board in order to remedy the religious educational teething troubles of south Kerala. The constituents oftheDakshina Kerala Jame at Ulamaevidently shapes the accomplishments and unprejudicedactions of the board.

The main tenets of the board were,

a.   To make up Muslim students under the teaching of AhluSunnathuWalJama at.

b.   To coalesce the activities of Madrasa under one syllabus.

c.   To institute Madrasas wherever obligatory.

d.   To concoct syllabus and textbook for Madrasa education.

e.   To engrosssupervisors to crisscross the efficacy of Madrasa activities.

f.   To launch training centres for teachers.

It has introduced several policies for the educational progress of the Muslim community. The educational board has prepared a new syllabus incorporating the psycho-social aspects for the Madrasas and new academic calendar for the religious educational activities. They organize training classes also for the Madrasa teachers to improve their standard. These kinds of activities have brought new trends in the Islamic educational system.

Modern education was a taboo in almost all Muslims houses; women's education was considered something heretical. Superstition and un-Islamic practices ruled the scene. Instead following the direction of Quran and tradition of the prophet, Muslim found satisfaction in reciting Quran and without grasping the meaning of its contents. As a result, modern education spread among them is creating an atmosphere that is conducive to religious and social reform. In this reform movement, Travancore and Cochin led Malabar account of the spread of education in these areas earlier than in Malabar. Among the earlier educational, social and religious reformers were SayyidSanaullahMakthiThangal, Shaykh Mohammed HamadaniThangal, Vakkom Abdul QadirMoulavi, ChalilakathKunjahamed Haji and K.M. Moulavi.

Need and Significance of the study

In the present study,Madrasa Education in Southern Kerala: Novel Strategies and Recommendations to Modernize the System, there is a high need to find solutions to modernize the current system of education to get the system more meaningfully.

Objectives

1. To investigatenovel inclinations and research in Madrasa Education.
2. To search out operative tactics for curriculum transaction.
3. To acknowledge the recent trends and integrate the present system with sufficient addition of new methodologies and strategies in his arena.

Methodology

The aim of the study was to analyze new trends and experiments critically which help to modernize Madrasa education. The following tools, methods and procedures were employed during the investigation.

1. Visited various Madrasas and had informal discussions with Imams.
2. Survey of related literature; reports of the evaluation of student performance done by Madrasas.
3. Used the questionnaire contained open ended questions for recording additional information.
4. Survey of related articles and literature in the current newspapers, journals and souvenirs to gather information regarding the new trends and experiments to empower madrasa education.

Sample

A sample of the study consists of 65 students and 15 Imams in different Madrasas in Kerala.

Tool

A general Data sheet was used to collect the personal background of the students and institution. A questionnaire was used to collect the responses. An interview schedule was prepared to interact with the officials.

Procedure for data collection

For collecting data the investigator visited various Madrasas in Thiruvananthapuram, Kollam Districts. The investigator visited each Madrasa and using a questionnaire interacted with the learners and teachers collected the entire data.

Analysis of Data

The data collected were analyzed to find out the current novel trends and experiments in the field of Madrasa education. Islamic education system in Kerala has undergone rapid

scientific changes for the last two-three decades, particularly due to the efforts of Islamic reformist movements, who were instrumental in transforming the Dars system into a modern Islamic education system covering various aspects of educational philosophy. They adopted educational psychology and incorporated different subjects more scientifically.

Table 1.1

Student's views towards the qu0ality of Madrasa Education

Criteria	Not satisfactory	Average	Good	Very good	Total
Number of students	22	25	10	8	65
Percentage of students	33.84	38.46	15.38	12.30	100

Table 1.2

Teacher's views towards the quality of Madrasa Education

Criteria	Not satisfactory	Average	Good	Very good	Total
Number of teachers	3	5	5	2	15
Percentage of teachers	20	33.33	33.33	13.3	100

As per the criteria assigned for the study, the varied views(not satisfactory, average, good and very good) of students and teachers towards quality in Madrasa Education are shown in the tables 1.1 and 1.2 respectively.

Discussion of Results

As per the table 1.1 out of the 65 respondents33.84% perceived quality of education as not satisfactory. About 38.46% found it as average while 15.38% responded as good and12.30% as very good.

As per the table 1.2 out of the 15 respondents, 20% remarked as not satisfactory and 33.33% responded as average. About 33.33% opined as good and 13.3% as very good. It reveals the need of implementing novel strategies to enhance the quality of Madrasa Education.

Reformist movement understood the need to revise the curriculum and started the combination of Islamic modern education system. Thecore curriculum of Madrasas was at liberty from any irreconcilable difference. It was wide-ranging and collective in oddity.They amalgamated secular and religious acquaintance and generated a curriculum which availed for the prerequisites of Muslims.The present educational scenario and the modern system of education demands a timely change in the madrasa stream of education in relation with quality improvement.

Conclusion

This paper was an attempt from the part of the investigator to look at the efficacy of novel drifts, methodologies and ways and means to implement modernization in Madrasa education system. This dome of education is in very need of greatdevotion and teaching skills and study skills should be advanced as far as the Muslim education system is concerned.

So a fresh educational environment may be provided to develop the potentialities of the Madrasa students particularly in the field of art and culture. It is also desirable for the centres of Islamic learning to provide opportunity for non-Muslim pupils who are interested to learn more about Islamic education.Timely updating of the curriculum of Madrasas should be reorganized and renovated.Novel methodologies should be espoused in teaching learning process and ICT should be executed in Madrasa education.It is high time to deliver adequate training for teachers of Madrasas to win potential outcome and rich teaching-learning experiences to the learners.

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2

EDUCATIONAL ENVIRONMENT AND EMPLOYABILITY SKILLS: AN EMPIRICAL STUDY

*Sanitha K K

Abstract

India is one of the country in the world has huge reservoir of manpower. By the year 2022, India will become world's youngest nation. Presently, with one of the highest youth population in the world, India has rampant opportunities and challenges. One of the biggest challenges is to make this pool of talents to be employable (India Skill Report, 2016). Enhancement of employability skills of youth is the key issue India is facing. Many new initiatives have been launched by the Government to improve the employability skills of youth. This study is mainly focused to learn the influence of educational environment on enhancing or developing the employability skills of graduate students at University level. One of the important factors which influence the employability skills of graduate students is the educational environment. The major constructs of educational environment considered for the study are Curriculum, Pedagogy and Institutional Infrastructure. The result of the study revealed that educational environment has an impeccable influence on the employability skills of the graduate students. Therefore the study result leads to the reality that educational institutions and Universities have crucial role to play for the construction of employable graduates to serve to the nation and society as such. Multistage stratified random sampling technique is used for the study. The unit of the study is final year degree students of Government and Aided Arts and Science colleges in Kerala. The sample size is 828 students.

Keywords: Employability Skill, Educational Environment, Graduate students, Curriculum, Pedagogy, Institutional Infrastructure

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1.   Introduction

The world of employment is changing hastily. Various industries and its businesses are renovating with new techniques and technologies. Many of the prominent areas of employment of yesterdays are vanishing and many of today's shining and most remunerable jobs may not be exist in the future. As the changes continue new jobs will emerge and old jobs will disappear.National Association of Colleges and Employers, 2010 states that today's employers are looking for skills from graduate students (NACE, 2010). In this circumstance, it is imperative to be flexible and prepared for the life time learning and developmentespecially among graduates. The Universities and higher education institutions must concentrate on mould their graduates with skills and make them to imbibe the quality of life time learning.Therefore while preparing graduates for the world of work,not prepare them for the employment instead prepare them to be employable.

2.   Statement of problem

The contemporary job market situation shows that there are lot of opportunities available to the talented and skilled graduates especially fresh graduates. Still various studiesrevealed that the rate of fresh graduates to be employed is sluggish. In the year 2017, only 21.65 per cent of fresh graduates are hired by the employers and in the year 2016, it was 21.43 per cent (India Skill Report, 2017). The extent of the possession of Employability skill of graduatesis one of the determinant factors to win or lose an employment. A person with abridge employability skill will have abridged employment opportunities. Especially in the case of fresh graduates, employers select them based on theirlevel of knowledge, application ability and possession of soft skills. These are the three rudiment composition of employability skills. University education is one of the important factors to develop and nurture employability skills among graduate students. The elements such as curriculum, pedagogy and institutional infrastructure contribute immensely towards the enhancement of employability skills of students. These three elements are considered as the educational environment. Many studies regarding employability skills are available in the literature but no serious studies have been undertaken in the area of the graduate students' educational environment and its relation with the employability skills. So a systematic and scientific study is required in this area. Therefore there exists a research gap. This study is intended to assess the educational environment of graduate students and its influence on their employability skills.

3.   Significance of the study

The concept of employability skill is an earnestly discussing topic acrossthe world. In order to lead a smooth and successful professional life, it is requiredto possess employability

skills. The Employability skill acquisition of a graduate student happens from several sources. One of the prominent sources is the Educational Environment. This study focuses on the influence of educational environment on the employability skills of graduate students.

Developing and nurturing the employability skills of the youth of the nation is the prime agenda of our country. In order to fulfil this purpose, various studies and policy implementations are undertaking by the authorities. In this context, a study regarding the influence of educational environment on the employability skills of graduate students is very relevance.

4.   Scope of study

The scope of the study is limited to the final year degree students of Government and Aided Arts and Science colleges in Kerala.

5.   Objectives

1   To assess the Educational Environment of the educational institutions in Kerala.

2   To assess the Employability skills of Graduate students in Kerala

3   To study the influence of Educational Environment on the Employability Skills of Graduate students in Kerala.

6. Methodology

The study is descriptive cum analytical in nature. Both primary and secondary data were used for the study. Secondary data needed for the study were gathered through extensive and intensive literature survey. The primary data were collected directly from the final year degree students of Arts, Science and Commerce streams. The secondary sources of data are journals, books, output of workshops, conferences, seminars and so on. A well-structured questionnaire was prepared to collect primary data from the students. Unit of study is the final year degree students studying for Arts, Science and Commerce degree programs of Government and Aided Arts and Science colleges affiliated to the four affiliating Universities viz, University of Kerala, Mahatma Gandhi University, Calicut University and Kannur University. Multi stage stratified random sampling technique is used for the study. In the first stage the University of Kerala has been selected. In the second stage Government and Aided Arts and Science colleges affiliated to Universities have been selected randomly based on lottery method. In the third stage, the final year degree students of Arts, Science and Commerce have been selected from the selected colleges proportionately.

The population for the study is 74, 203 students. The calculated sample size for the study is 398 students. But the sample size raised to 828 students in order to enhance the

accuracy of the study. Out of 213 Government and Aided colleges affiliated to the four Universities, 23 colleges were selected for the study including 9 Government colleges and 14 Aided colleges. 40 students were selected from each college. 392 students, 375 students and 153 students from Arts, Science and Commerce stream have been selected for the study respectively. There are 5 departments from each college and 8 students from each class have been selected.

7.   Review of Literature

7.1 Educational Environment

The educational environment means the learning environment. In simple words, educational environment is the physical surroundings within which learning takes place. The American Medical Association (AMA) defines the learning environment as "a social system that includes the learner (including the external relationships and other factors affecting the learner), the individuals with whom the learner interacts, the setting(s) and purpose(s) of the interaction, and the formal and informal rules/policies/norms governing the interaction" (AMA Conference, 2008).

The facilities and surroundings provided by the educational institutions and Universities are considered as the educational environment for the study. More precisely, the totality of the students' experience and exposure from the educational institutions and Universities are called the educational environment. The following factors of Educational Environment are considered for this study. They are (1) Curriculum, (2) Pedagogy and (3)Institutional Infrastructure.

7.1.1   Curriculum

Curriculum has got a wider spectrum. It is considered as the heart of any learning institution. Therefore in its broadest sense, Curriculum refers to the "total learning experiences of individuals not only in school, but in society as well" – Bilbao et al (2008).

Curriculum is an organised set of experiences to which learners are subjected so that their behaviour will be modified in a desired, predetermined manner (Wylie, M., 2008). For this study, three aspects of Curriculum are taken into consideration viz, (a) Curriculum aims and objective (b) Curriculum content (syllabi).

(a) Curriculum goals and aims: Curriculum aims and objectives are the broad statements of long term intentions or expectations that the students to pursue and accomplish as a result of exposure to a series of segments or units of a course or program. A curriculum objective attempt to specify the tasks which the students will be able to do at a certain

points in a course, whereas a curriculum aims or goals describes the intended direction of the course (Miller, 1986).

(b) Syllabi: A syllabus is an outline or brief statement of the main points of the course of a program. Syllabus of a course never gives you the complete knowledge about the course. It can be considered as a key to enter to the world of knowledge regarding a particular course.

7.1.2   Pedagogy

The classroom transaction of curriculum by the teachers is called the pedagogy. The workplace skills can be developed through class room transactions. According to Bernstein, pedagogy "is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator" (Bernstein, 2000).

For the purpose of the study the following aspects are considered for understanding the effectiveness of pedagogy followed in different colleges in Kerala. They are (a) teachers' capability, (b) classroom transaction, (c) teaching techniques and (d) external environment exposure given to the students.

7.1.3   Institutional Infrastructure

Institutional Infrastructures are the infrastructure facilities provided by the institutions to the students. Providing a comfortable physical environment to the students to learn and grow is essential. Universities and other higher education agencies are insisting about the minimum infrastructure facilities that the institutions should provide to the students. It is evidenced in the literature that better infrastructure facilities of educational institution will enhance the learning outcome of students. Enhanced learning outcome is the enhanced knowledge skill, application skill and personal skill of students. Enhancement in these three skills leads to the enhanced employability skills. The following are the different category of infrastructure having influence on Employability Skills. They are, (a) Learning Related Infrastructure, (b) Student Development Related Infrastructure and (c) Ecology Related Infrastructure.

(a) Learning Related Infrastructure: It comprises sufficiency of library facilities, books and periodicals, reading facilities, computer and experimental lab and other technological support including WiFi facilities.

(b) Student Development Infrastructure: It consists the extent of provision with smart classroom facilities, classroom arrangements, premises of the institution, infrastructure facilities for co-curricular activities, facilities provided for arts and sports activities, facilities

for students' amenities such as availability of water, lighting, electricity, internet and the like and student health care facilities.

(c) Ecology Related Infrastructure: Eco-friendly initiatives of the institution, ecological climate of the institution in relation to the concept of 'Clean Campus' 'Green campus', institutional initiatives for making drug free campus, anti-ragging and prevention of abuses, institutional initiatives for students' external exposures, institutional provisions for student welfare activities are part and parcel of ecology related infrastructure.

7.2 Employability Skills

Employability is the ability of a person to acquire the initial employment, sustain and maintain the employment and to obtain another employment if required (Hillage and Pollard, 1998). Employability skill meansthe skills or qualities or attributes to be possessed by the job incumbents. In short, it is the self-assurance and readiness for the world of work.

7.3 Educational Environment and employability skills of graduate students

Educational environment is one of the crucial aspects to influence the employability skills of individuals. The factors of educational environment viz, Curriculum, Pedagogy and Institutional Infrastructure can have a positive or negative influenceon one's skill enhancement process.

Various research studies so far conducted advocate that University curriculum has strong positive influence on enhancing the employability skills of graduate students. Many of the skills that are included under the broader banner of employability skills are not only needed for academic success but also for successfully carry out an employment.

The relationship between Curriculum and students' employability Skills enhancement has long been acknowledged. Embedding employability into the core of higher education will continue to be a key priority of Government, Universities, Colleges, and Employers. (HEFCE, 2011).

Pedagogy is an inevitable element to inculcate a culture of developing skills among students. Adopting Innovative teaching, learning and assessment methods (Scott, C. L, 2015) help students engage in the education process and have an added benefit of helping them to develop attributes which make them attractive to potential employers. Different students come to college with a different set of skills and it is the duty of the teacher to best support their skill development process by creating learning opportunities. Students' interest is more likely to be maintained if they can see the relevance of their studies to their future careers and life beyond University.

The sufficiency of learning, student development and ecology related infrastructure are act as a positive force to improve the knowledge skill, application skill and personal skills which will improve the employability skills of students.

8.   Analysis and Discussion

8.1 The level of Educational Environment of the institutions

Table 1.

The mean score analysis of the Educational Environment

Sl.No	Factors of EducationalEnvironment	Students	
		Mean	SD
1	Curriculum	3.47	.4979
2	Pedagogy	3.57	.8192
3	Institutional Infrastructure	3.51	.9144
	Educational Environment	3.52	.7438

Source: primary Data

Table 1 portrays the students' opinion on the educational environment of the educational institutions in Kerala. The mean values of the curriculum, pedagogy and institutional infrastructure are 3.47, 3.57 and 3.51 respectively. Educational environment is the composition of these three factors and the mean value for educational environment is 3.52. It indicates that the level of educational environment of the educational institutions in Kerala is average.

The result of the mean score analysis explained above is reiterated with the help of statistical test. Chi-Square test for goodness of fit has been used for this purpose which is explained in following paragraphs.

As per the table 2, Chi-Square Test for goodness of fit shows maximum number and percentage of respondents opined that the Educational Environment of the institutions is moderate and the P Value is less than 0.01 at 1 per cent level of significance. This means that the perception of students about the Educational Environment of the institutions is moderate or average.

Table 2:

Chi-Square test for goodness of fit of Educational Environment of the institutions

Level of Educational Environment of the institution	Frequency	Per cent	Chi-Square Value	P Value
Low	207	25.00		
Moderate	414	50.00		
High	207	25.00	103.50	<0.001**
Total	828	100		

Note: ** denotes significant at 1% level

Source: primary Data

8.2 The level of Employability Skills of Graduate students in Kerala

Table 3:

The mean score analysis of the Employability Skills of Graduate Students

Sl. No	Factors of Employability Skills	Students	
		Mean	SD
1	Knowledge Skill	3.42	.4872
2	Application Skill	3.56	.5475
3	Personal Skill	3.84	.4988
	Employability Skill	**3.60**	**.4455**

Source: Primary Data

Table 3 exhibits the mean score analysis of the employability skills of graduate students in Kerala. The mean values for the factors of employability skills viz, knowledge skill, application skill and personal skill are 3.42, 3.56 and 3.84 respectively. The mean score for overall employability skills is 3.60 which shows the employability skills of graduate students in Kerala is average.

Table 4:

Chi-Square Test for goodness of fit of Employability
Skills of graduate students

Level of Employability Skills of Graduate Students	Frequency	Per cent	Chi-Square Value	P Value
Low	201	24.3		
Moderate	423	51.1	117.46	
High	204	24.6		<0.001**
Total	828	100		

Note: ** denotes significant at 1% level

Source: *primary Data*

As per the table 4, Chi-Square Test for goodness of fit shows maximum number of respondents opined that the employability skill of graduate students is moderate and the P Value is less than 0.01 at 1 per cent level of significance. This means that the perception of students about the Employability Skills of graduate students is moderate.

8.3 Relationship between educational environment and Employability Skills

Spearman's Rank Correlation is used to measure the relationship between Employability Skills of graduate Students and Educational Environment of the Institutions. The result is depicted in the table 5.

Table 5:

Spearman's Rank Correlation between Employability Skills of graduate
Students and Educational Environment of the Institutions

Variables	Employability Skill	Educational Environment
Employability Skill	1.000	.463**
Educational Environment	.463**	1.000

Note: ** denotes Correlation is significant at the 0.01 level.

Source: primary Data

The table 5 exhibits that the Spearman's Rank Correlation between Employability skills and Educational Environment of the Institutions is 0.463 at 1percent level of significance. This means that based on students' opinion, there is 46.3 per cent positive relationship between their Employability skills and Educational Environment of the Institutions in which they study. Hence it can be concluded that better educational environment is leading to enhanced Employability skills of graduate students based on students' opinion.

7.   Conclusion

The study result revealed that the Employability skills of graduate students in Kerala and the educational environment provided to them are at an average or moderate level. The study also shows that there is a significant positive relationship between employability skills and educational environment of the institutions. It means that the favourableness in the educational environment will be resulted in positive influence on the Employability Skills of graduate students. Therefore from the study it can be concluded that the Universities and colleges have significant role to enhance and nurture the employability skills of students. The factors of educational environment viz, curriculum, pedagogy and infrastructure facility can play a pivotal role for this purpose. Hence, it is suggested that Universities and colleges have to take measures to improve the educational environment. The curriculum must be updated with current workplace requirements, teachers must be given training to excel their efficiency and effectiveness and to offer standardised infrastructure facility to the students.

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3

PROBLEMS OF DIPLOMATIC CONTINUITY AND CHANGE: INTER-STATERELATIONS OF TRAVANCORE AND COCHIN

*Suresh J

Abstract

Towards the beginning of modern age, the geographical landscape and political terrain of Kerala had evolved into three independent kingdoms of Travancore, Cochin and Calicut. These States were well defined with clear cut boundaries. Their territories were unique in terms of geography, climate, social structure, economic resources and above all bounded by common language, Malayalam. Among them Travancore and Cochin with the feature of inseparable territorial regularities had their role in maintaining the extent of diplomatic relations between the two. Here the up keeping of Mandala concept and diplomacy of Kautilya is significant. The intermixture of jurisdiction amounts to a prodigious disadvantage to the extent cordiale in their political relations. It led to Major disputes over several stuffs which related to basic necessities of life like, land, water etc. To settle the disputes even the British Government had to interfere in the form of an arbitrator. As these States were underneath British Colonialism, along with the exertions of these States, British Government keenly initiated elucidations in settling these disputes. Land disputes covered those of Munambam, Malayattur Hills and Valiyapanikan Thuruthu and Water dispute was mainly related to Periyar River. Besides these there were Minor disputes related to border, roads, places etc. It includes those of Andhakaranazhi and Kalady Road dispute. It is being

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attested to the fact that these areas were not explored in an effective manner to know more about the extent of diplomatic relations maintained by these States.

Keywords*:* Inter-state relations, Diplomacy, Mandala Concept, Boundary disputes, Encroachments

Introduction

Kingdoms were natural allies and Diplomatic relations were inevitable to gain strength and resource appropriation. Inter State relations were mainly promoted by the longing of the rulers for the acknowledgment of their political supremacy by other States.They acted on the basis of political, economic and military self-interest. Inter-State relations always turn hostile due to many factors. Questions related to boundary, income from trade and commerce, religious endeavours etc., leads to unfriendly state of affairs between States. Diplomatic relations between the States often determine the nature of settling the disputes. Some of the tactful policies in settling these disputes by the rulers of both the States had genuine resemblances of inter-State relations maintained by the ancient times as embodied in the Mandala theory of Chanakya,[1] who evolved the Mandala theory in Arthasastra.[2] Geographical base, economic and military powers were the determining factors. The State always has the continuous thirst for wealth and makes attempt to thrive for it. Political and diplomatic failure leads to unnecessary wars and external interference.

The inter-State relations of Travancore and Cochin were not far from the above statement. Among the innumerable princely states of pre-independent India, these erstwhile kingdoms formed an integral part of South India. The disputes between Travancore-Cochin States were also related to encroachments and the right of establishing their power. The important disputes in this regard were related to Andhakaranazhi, Keezhcheri Desom, Thiruvamkulam Muri and Canal, Kaniannoor Desom Kalady road and Kuriyappally River. These disputes existed only for a decade. The minor disputes were emerged after the settlement of J.C. Hannyngton Commission. Both Travancore and Cochin had taken special interest in settling these minor disputes cordially without changing them into major issues by affirming that diplomacy is really the lifeblood of the State. The fruitful aspect of Mandala theory can be best understood in selling the minor disputes.

Objectives of the Study

The Inter-State relations between Travancore and Cochin were practically an unexplored area. No serious study had been made to explore the origin of disputes between the States regarding various matters of interest. The present study focuses the minor disputes emerged between the States in the last quarter of the 19th century. It aims:

1. To know the inseparable territorial regularities and their role in boosting conflicts and disputes.

2. To point out the minor regional encroachments and peaceful settlements by native States.

Methodology

The article is made up entirely on the basis of archival data related to the origin, development and settlement of disputes. The methodology relied in this perusal is descriptive, analytical and argumentative.

There were Major disputes related to land, water and temple management. Land disputes covered those of Munambam, Malayattur Hills and Valiyapanikan Thuruthu. Water disputes were mainly related to Periyar River. Devaswom disputes comprised of Irinjalakkuda Koodalamanikkam temple, Annamanada temple at Adoor, Perumanam and Elamkunnapuzha Temple. In this context an external interference occurred in the form of British intervention to settle the disputes. Being an ally of Travancore and Cochin by the treaties of 1805 and 1806, respectively the Madras Government appointed a Civil Servant, J. C. Hannington as Arbitrator in 1880. These disputes had for several decades been the subject of acrimonious correspondence between the two States and a source of vexation to both the parties.[3] According to his verdicts almost all the disputes were settled amicably either in favour of Cochin or Travancore. Along with the settling of major disputes some minor disagreements emerged between the states.

Minor disputes between Travancore-Cochin States were also related to encroachments and the right of establishing their power, most of which were related with the boundaries of both Travancore and Cochin. These disputes were mainly concerned with border, encroachments of rivers, canals, cultivated land, changing of border stones, and alteration of survey maps and illegal collection of taxes from boundary places. Though certain problems were amicably solved to some extent through discussion, consultation, agreements and arbitrations, some problems had been continued for a long period. The boundary line of Cochin goes along the border of the *Proverthies* of Aykaranad, Trikkakara, Manjapra and Perumbavoor in the Kunnathunad Taluk. In order to prevent disputes it became inevitable to conduct survey operations in the Kunnathunad Taluk with the survey of the adjoining Taluks of Cochin. The Cochin Survey Agency began their operations in the areas of future contention. At the same time Travancore commenced survey operations in villages adjacent to the above said portions of the Cochin State. An arrangement had been already sanctioned for the deputation of a Cochin official to represent Cochin during the progress of Travancore survey operations on the boundary line. It was desirable to lay

down certain definite instructions of the guidance of the Survey Departments of both the States to enable them to act in concert, in the demarcation and survey of the lands on the border. The Survey Superintendent suggested a modus operandi that might be adopted. The State boundary between Travancore and Cochin to the boundary stones planted at that time, were found to be incorrect during the Revenue Survey. The important disputes in this regard were related to Andhakaranazhi and Kalady road Dispute. Emerged after the settlement of J.C. Hannyngton Commission, these disputes had existed only for a decade. Both Travancore and Cochin had taken special interest in settling these minor disputes cordially without changing them into major issues.

Dispute over Andhakaranazhi

Andhakaranazhi was a coastal village located in Alleppey District of the modern State of Kerala. Now it is a littoral village in Pattanakkad *Grama Panchayat, in* Cherthala *Taluk. Andhakaranazhi belonged to Thuravur* Proverthy in the Cherthala Taluk[4] of Travancore State.[5] Earlier Chellanam Village separated Travancore territory from Cochin by a small opening into the sea called Andhakaranazhi.[6] It was once the State boundary between Travancore and Cochin.[7] There existed a *Chal* (small stream) belonging to the northern side of Cochin.[8] It developed due to continuous sand sedimentation formed by the continuous action of seawater. Possession and control of this minor region was of great importance to both the States. It was just 27 km parallel to Cochin port. Besides this it was a busy fishing hub.

A tracing of the dispute go back to 1870's. When Hannington arrived as Arbitrator to settle the disputes between the States the matter got his attention. He carefully studied the locality and laid boundary stones between the States in this disputed area. But Cochin's attitude towards its acceptance was often negative. Further actions on Cochins side indicate the same. As years went by, Cochin showed more irritation in its dealings with this locality. On 25 October 1900, the Superintendent of Police reported to the *Dewan* of Travancore that a Revenue Survey was going to be done by Cochin Government at Andhakaranazhi. It would disturb the existing boundary as those of 1880's between the two States near Andhakaranazhi.[9] Travancore that made no encroachment alleged that Cochin encroached the Travancore side near Andhakaranazhi.[10] A number of encroachments were cited from Andhakaranazhi to Munambam Bar. The *Diwan* Krishna Swami responded to that in a serious manner. He demanded a detailed report regarding the encroachments from the Acting Superintendent. *Diwan* Krishna Swami informed the Assistant in Charge of Survey Superintendent, of duties and about the encroachment. He ordered to make arrangement for a local inspection and verification.

Order of the Diwan was passed to S Padmanabha Iyer, the *Diwan Peishkar* Kottayam. He inspected Andhakaranazhi region with Kunjan Pillai, Revenue officer. In their inspection it was clearly found that the Cochin surveyor had placed a new stone on Travancore portion of the region. Due to this Travancore lost nearly 16 cents.[11] They prepared a detailed report stating encroachment on Travancore side. *Diwan Peishkar* Kottayam forwarded a copy of the report to *Diwan* of Travancore. In the report it was stated that Cochin Survey party had encroached the *purampoke* and No. 357 of Travancore territory and planted demarcating stone and pegs therein.[12]

The *Dewan* Peshkar of Cochin stated that the encroachment near Andhakaranazhi had been removed. After his declaration a local inspection was made by the Superintendent of Survey, Travancore State. He reported erasing of encroachments by Travancore and Cochin ryots. Within prohibited limits of midline true boundary of the two States upon the river between Edappally, KunnathunaduTaluk,Travancore and Ernakulam *Proverthy*, Kanayanur District were subsequently noticed and steps were taken to remove it. It was reported by the Cochin *Diwan* that the encroachments on their respective sides were removed.[13] This was confirmed by the letter No.7724/R.dated 22nd January 1906 from the *Diwan* Peishkar, Kottayam to Diwan of Travancore. The Acting Resident's letter Dis.No 439 dated the 8th august 1906 regarding the removal of encroachments on both in the boundary canal between Edappally and Ernakulum were released. The Acting Resident reported that the encroachments on the portion of the Cochin-Travancore boundary were cleared and that there were no encroachments on Travancore side. He also added that there was some discrepancy in the two village maps of Cherthala Taluk. It would be rectified during the joining revision survey of the stated boundary which was in progress.[14]

Kalady Road Dispute

With the era of tarred and metalled roads Travancore wanted to connect northward and southward portions of the kingdom with fine roads. From Trissur to Travancore territory a road was essential for communication and transportation. Speedy movement of cargoes was its prime motive. Already Travancore got Karappuram, Cherthala and Alangad from Cochin.[15] The newly recommended road was to connect southern Cochin with Northern Travancore. The road southward from Cochin side and the new road in north Travancore would progress through the isolated territory of Cochin territory on the bank of the Periyar River.[16]

The arguments put forward by Travancore in this road construction were as follows:

1.· The Cochin territory should make the benefits of the Travancore road construction. Cochin can connect isolated tracts of their kingdom.

2.   The road construction is being done under the supervision of the Travancore engineers. Full responsibility was vested with Travancore Sirkar.

3.   The construction helped forthcoming developments of both the States.

As a contrary to the above statements and assurances, Cochin Sircar explained their stand.

Arguments made by Cochin Government

1·   Kalady Desom in the Vellarapilly Proverthy belonged to the Cochin Government till 1816. Travancore Government forcibly took steps for the fixation of 755 *paras* and 3/16 *Edangalies* of paddy land and 138 piece of garden land belonged to Kalady *Desom* later and annexed them to the Manjapara Proverthy of Travancore State.

2·   In 1824 a conference was conducted and in it the above mentioned things were discussed.

3·   The Cochin Government never gave up claiming the remaining portions of the Kalady Desom and such portions have always been under its Government.

4·   The disputed portions consisted of *Janmam lands.*[17]

5·   In a small portion of Chengal Desom and the portion of Kalady Desom Travancore Government had no claim.

6·   Cochin's earlier attempt to construct a road through Edappally *Janmam* land was not accepted by the Travancore Government.

Without considering the arguments of Cochin Government, Travancore decided to proceed with the new mission.The Superintendent of Travancore accepted the benefits of Engineers' recommendation. Tahsildar of Alangad informed that the line of road out of Kalady said to be the Cochin territory was not so and as a result, arrangements were made and work started at that place.[18] But one of the Cochin officials, with weapons, drew away coolies from the work, and threatened the men of work.[19] As a result the progress of the work came to a standstill. So he requested to avoid such illegal and unauthorized activities.[20] The supervisor in charge of the northern road reported the matter immediately to Travancore Sircar. He requested that immediate steps were being taken in the matter to enable work to be proceeded with and further molestation of the working parties prevented. [21]

The Chief Engineer of Travancore demanded the immediate attention of the *Diwan* of Travancore on the issue. At any cost, the obstruction created by the Cochin officials to Travancore work on the portion of the northern road and the damage they effected to the

road in carrying out their objection was to be eliminated.[22] He also noticed that the problem was to be referred to Alangad Tahsildar.[23] The construction of Kalady road demanded serious attention from the part of Resident. He wanted to settle the dispute in an amicable and liberal manner [24]

The Resident raised the question to the *Diwan* of Cochin as to whether Kalady was located in the Cochin territory or Travancore territory and settle the problem harmoniously. The Resident demanded Cochin Government to place the claim on record, leaving the disputed boundary to be adjusted.[25] The construction of road was no longer a point of opposition from the part of Cochin. So he urged Cochin government to take a fair decision on constructing roads.

Even though such arguments were there on the matter, both the parties agreed to settle the matter amicably. It was another instance of settling the age old diplomatic relations even in minor disputed cases. There would be no mutual jealousies, no mutual strife.[26]

Conclusion

The Minor disputes between the countries mostly culminated in conflicts and wars. But as far as Travancore and Cochin were concerned, the major minor disputes that were related to Andhakaranazhi and Kalady road Dispute had been settled with mutual discussions and agreements and even by the interference of British Residents. This may be some times be due to the fact that both these territories were under the sway of a powerful colonial authority. The encroachments of the individual or *Desoms* were not tolerated by both the States of Travancore and Cochin. These encroachments, sometimes, served as bottle-necks to the smooth transportation and trade in the region. At that time, there arose a need to evict those encroachments by the authorities of both the States. These endeavours on the part of erstwhile Travancore and Cochin helped them to keep up their separate State entity. There were no superior and inferior calculations in a serious form between the two. Both the parties had to suffer the bitterness of temporary disputes. That is why they could uphold their prestige to an amazing extent. To a certain extent by settling the minor disputes, these native states maintained successful diplomatic relations. It prevented them from going for destructive wars.

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In course of time, it conquers the adjacent kingdom with which diplomatic ties evolved.

3.   C Achyutha Menon, Cochin State Manual, Government Press, Cochin, 1906 p.479

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15.   S. K Vasanthan, Kerala Samskara Padanangal, Malayala Padana Gaveshana Kendram, Thrissur, 2006. p.240

16.   Cover file.234, Letter No.5283 Chief, Engineer of Travancore to the Dewan of Travancore, dated 2nd December 1876, State Archives, Thiruvananthapuram

17.   Lands of private Individuals

18.   Cover file.234, Letter No.399 The Superintendent Office Note dated to the Chief Enginer Travancore Government, State Archives, Thiruvananthapuram.

19.   *Ibid.,* p.6.

20.   *Ibid.*

21.   Cover file.234, Letter No. Chiefengineer of Travancore to the Dewan of Travancore, dated 16th January 1877, State Archives, Thiruvananthapuram.

22.   Cover file.234, Letter No. 2477, Chief Engineer Travancore to the Dewan of Travancore, dated 6th julay 1877, State Archives, Thiruvananthapuram.

23.   Document No567,G.No.176/Dept.No.118,Thomlison, Superintendent Travancore Survey to Dewan dated 27th March 1896, State Archives, Thiruvananthapuram.

24.   Cover file. 234, Letter No. 658 Resident to the Dewan of Cochin dated 20th September 1877, State Archives, Thiruvananthapuram

25.   *Ibid*., p. 21.

26.   Mahadeva Deasai, Epic of Travancore, Navajeevan Publication, Ahmadabad, 1937, p.192.   ●

4

AKSHAYA E-KENDRAS : BRIDGING THE DIGITAL DIVIDE

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Abstract

"The illiterate of the future are not those who cannot read or write, but those who cannot learn, unlearn and relearn" – Alvin Toffler (quoted by Terry Paulson 2006)

In recent years digital divide has attracted attentions of both academicians and policy makers for socio-economic developments. Concept of digital divide has many dimensions and there are many technical and non technical gaps to measure the digital divide. Thus in context of present paper digital divide essentially means computer and internet knowledge divide .In the context of present paper digital divide means ' have' and 'have not' in computer knowledge and internet knowledge among beneficiaries at Akshaya e-Kendra's in Kerala. This paper specifically analyzes the depth of knowledge in computer and internet prevailing among beneficiaries at Akshaya e-kendras and to assess the importance of common service centers like Akshaya e-Kendra's in the state.

Keywords: Digital Divide, Information Communication and Technology, Common Service centers (CSC) , Akshaya e-kendra's.

Introduction

Information communication and technology (ICT) has become an essential aspect in almost all people all over the world. The rapid development and proliferation of ICTs has accelerated the economic and social changes (Nandi,2002).With advanced ICT, especially internet,the world has today become a global village(Acilar Ali et al.,2011).But with explosion of ICT in day to day life of common people ,the knowledge gap between information rich and information poor has caused a major threat in exclusion of certain classes of people which has lead to a phenomenon called digital divide. An unequal access to and utilization of ICT has accepted as one of the prevalent issues of our

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time(Sciadas,2005).Thus there exist a digital divide between those who are participating in information technology revolution and those who are not (United Nations,2006).

The Concept of Digital Divide

The concept 'digital divide' was first used in the United States in the 1990s to describe the perceived growing gap between those who have access to and the skills to use ICT and those who have limited or no access . It is referred to as the gap between the 'haves' and the 'have-nots' regarding access to, and use of ICT and the internet. As mentioned above, it is not just the availability of computers, the internet and telecommunication facilities, the digital divide also refers to the lack of ability to use these technologies.

Digital divide has been defined as gap between different individuals, households, business and geographical areas at different social-economic levels with regard to their opportunities to access IT and their use of the internet (OECD, 2001).As ICT become a strong component in day to day life to solve long standing economic and social problem, the people who don't have access to IT skills and knowledge are becoming less and less capable of participating in the new information society. This has resulted in digital divide in our society.

Wilson (2004,p.300) defines the digital divides as "an inequality in access ,distribution and use of information and communication technologies between two or more populations".It suggest eight aspects of digital divide like physical access, financial access, cognitive access, design access, content access ,production access, institutional access and political access.

According to Fuchs & Horak(2007) the digital divide refers to unequal pattern of material access to, usage capabilities of, and benefits from computer based information and communication technologies that are caused by certain stratification process that produce classes of winners and losers of the information society, and participation in institutions government ICTS and society.

Hanimann & Ruedin (2007) defined that digital divide essentially describes three distinctive divides: a geographical digital divide (between region and countries), a social digital divide (between social classes) and upgraded digital divide (between technology and human).Thus digital divide can be defined as economic, social or cultural deprivation generated by missing ICT access and skills. In the modern society economic opportunities like employability, role in all social relationship ranging from political participation to local communities friends and family all depend on knowledge in ICT.ICT access inequality is called as the first order digital divide and ICT use inequality is called as second order digital divide (Jin & Cheong,2008).Today there exist many types of digital divide at various level like local, state, national, regional and worldwide based on gender, age, income and

education wise (Boje & Dragulanescu,2003).Digital divide is a dynamic process due to continuous development of information technologies and emergence of new technologies.

Digital Divide and India

The initiation of digital India programme in 2015, has made a intrude of digital technology in day to day life of common people in the country. Thus digital literacy in a developing country like India is very crucial. GoI has initiated many programmes like Kissan call centers, Bhoomi project in Karnataka, Gyaandhoot project in MadhayPradesh, TDIL Project, FRIENDS, e-krishi, to bridge digital divide(Ipsita Panda., et.al.,2013). Common service centers are one of the mission mode project under Digital India programme. CSC provides skill development, digital literacy, health and financial services to rural India. Currently there are 1.9 lakh operational CSCs all over India.

The important step in taking ICT to the mass has been rolled-out in Kerala by introducing call centres, FRIENDS, Akshaya centres etc, but the most important one is Akshaya Centres. AKSHAYA project was launched in 2002 at Malappuram as a pilot project for e-literacy.It was first of a type of instrument used to bridge the digital divide in the state. The Akshaya e-centre imparts basic training that not only familiarizes people with the basics and the scope of IT, but also ensures hands-on-skill in operating a computer and using the Internet.. In 2007 Akshaya moved in to phase- two of the project rendering new G2C and B2C services Currently there are 2666+ Akshaya centers in the state. It is now providing more than 23 G2C services to citizen. The Government of India has sanctioned the request of Government of Kerala to integrate the Akshaya centres with the Common Service Centers scheme under the National e-Governance Programme (NeGP). Accordingly all Akshaya centres are now Akshaya Common Service Centres.

Need and Significance of the study

Kerala state has achieved 93.91 percentage of literacy rate (2011 Census) with highest Human Development Index (HDI) in country. Kerala government is taking many proactive steps like for making all government services online and reach common citizen in most effective and transparent ways. Thus it's necessary to analyze the existing digital divide in the state and to analyse the importance of Akshaya e-kendras in delivering these services to citizen.

Statement of the Problem

Since India is a country of 2.2 billion populations and where 70 % resides in villages, reaching them through ICT is a tedious job for government. There are many challenges like good infrastructure, interoperability, professional computing skill , which act as a barrier for the wholesome use of ICT for the benefit of citizen. Akshaya e-Kendra's are

ICT enabled access points for delivery of various Government & business services to citizens initiated to bridge digital divide. Thus there is a need to study the relevance of Akshaya e-Kendra's in bridging digital divide in this decade for common citizen of state.

Objective of the study

The study pertains to determine the aspects of digital divide among beneficiaries at Akshaya e-Kendra. Here digital literacy is assessed on the knowledge of beneficiaries in computer and Internet. Study specify on

1. To analyze relationship between computer knowledge and knowledge to access internet among beneficiaries and to determine major use of Internet among beneficiaries.

2. To determine the digital divide among beneficiaries with regard to age education and gender.

Methodology

The study is descriptive in nature. Primary data has been collected from 450 beneficiaries of Akshaya e-Kendra's in Kerala using an interview schedule. By stratified random sampling technique Kerala is divided into three zones viz., south,central and North. A sample of 150 each was selected from each zone in Kerala.For analysis SPSS software is used. Tools like Chi-Square test, T-Test for single mean, frequency, Independent t-test, One way ANOVA are used.

Analysis and Discussions

1.1 Here an analysis on relation between the knowledge in computer and internet is assessed. Table 1 gives result of chi-square analysis. Since p value is less than 0.001, H_0 is rejected at 1% level of significant. Hence H_1 is accepted and concluded that there is significant association between beneficiaries having computer knowledge and internet knowledge.

Table: 1.

Pearson Chi-Square between Knowledge in Computers and Internet

Knowledge in Computers	Knowledge to access Internet		Pearson Chi-Square
	Have	Have not	
Have	130(90.3%)	14(9.7%)	
Have not	27(8.80%)	279(91.2%)	<.001**

Source: Primary data

From table 1,based on row percentage 90.3 percentage of beneficiaries who have computer knowledge have knowledge to access Internet ,9.7 percentage of beneficiaries having computer knowledge have no knowledge to access internet.8.8 percentage of beneficiaries who don't have computer knowledge have knowledge to access internet and 91.2 percentage of beneficiaries neither have computer knowledge nor internet knowledge. It can be inferred that 8.8 percentage of beneficiaries are using alternative tools like mobile phones, tablets etc to access internet.

1.2 To determine the penetration and major uses of internet among beneficiaries

The Table 2 shows that about 34.9 percentage of beneficiaries' uses internet whereas 65.1percentage does not use internet. Thus there is a huge gap in usage of internet among beneficiaries

Table 2:

To understand penetration of Internet

Status of knowledge in Internet	Frequency	Percent(%)
Have	157	34.9
Have not	293	65.1

Source: Primary data

1.3. To determine major uses of internet among beneficiaries who uses Internet (from 34.9%).

From Table 3 it can be seen that among the users of internet the major purpose for using internet is for social media (54.8%),to get new knowledge (24.8%) and for entertainment(11.5%).The use of e-governance services and e-learning is negligible. Thus internet penetration for the purpose of e-governance is very low among beneficiaries'. Thus a major challenge exists, to make citizen more digitally literate about how to use internet for e-governance. For that purpose a large digital awareness programs must be initiated by government .More infrastructure must be provided for the availability of internet in cheap cost. More capacity building activities has to be done. Thus alternate ways must be adopted for digital empowerment of society.

1.4 To determine the digital divide among beneficiaries with regard to age, education and gender.

1.4.1Table 4 gives the result of One way ANOVA table to determine significant

difference in digital divide among beneficiaries with regard to age. Since p value is less than 0.01 H_0 is rejected at 1 % level and its accepted that there is significant difference among group in knowledge in computer and Internet with regard to age. Based on Duncon multiple range(DMR),the age group of 15-25,26-35 and above 55 is significantly different from other age group. There is no significant difference of opinion among age group of 36-45 and 46-55 regarding knowledge in computer and internet. With mean score value it can be inferred that age group of 15-25 has highest knowledge in computer and internet and age

Table 3

Major use of Internet among beneficiaries

Purpose of using Internet	Frequency	Percent
Entertainment	18	11.5
E-Learning	6	3.8
E-Governance Services	8	5.1
To get new Knowledge	39	24.8
For Social Media	86	54.8

Source: Primary data

group between 46-55 and above 55 among beneficiaries has least digital literacy

Table 4:

One way ANOVA table to determine significant difference in digital divideamong beneficiaries with regard to age

Age group	Knowledge in accessing internet		F value	F value
	Mean	Std. Deviation		
15-25	1.5938(d)	.72853		
26-35	.9894(c)	.88591		
36-45	.6774 (b)	.87429	36.906	<.001**
46-55	.4742(b)	.76503		
Above 55	.2157(a)	.55629		

Source: Primary data

Table1.5

One-Way ANOVA to determine significant difference in digital literacy among beneficiaries with regard to Education

Education	Knowledge in computer and internet		F value	P value
	Mean	Std. Deviation		
No Education	.1014(a)	.38900	88.888	<.001[**]
Up to 10	.2623(a)	.58088		
Plus Two	1.1463(b)	.86241		
Degree/Diploma	1.4851(c)	.76960		
PG and Above	1.8000(d)	.56061		

Source: Primary data

Since p value is less than 0.01 H_0 is rejected at 1 % with regard to digital literacy among beneficiaries with regard to education. Hence there is significant difference in digital divide among beneficiaries with respect education level. Thus with mean score it can be inferred that education qualification of PG and above has high knowledge in computer and internet, education qualification of degree and Plus two has moderate knowledge in computer and internet and beneficiaries with no education and upto 10th education has considerably low knowledge in computer and internet.

1.4.3 Table 6 shows the details of Independent sample T-test to determine significant difference in digital literacy between male and female .

Table 1.6:

Independent sample T-test to determine significant difference between male and female

	Gender				t-value	P value
	Male		Female			
Digital Literacy	Mean	SD	Mean	SD		
	3.06	0.95	3.6	0.75	5.212	<0.001[**]

Source: Primary data

Since P value is less than 0.01 null hypothesis is rejected at 1% level with regard to digital literacy between male and female and alternate hypothesis is accepted. Hence there is significant difference between male and female with regard to knowledge in computer and internet. Based on mean score the female beneficiaries (3.6) have higher knowledge in computer and internet than male beneficiaries (3.06).

Findings

This paper tries to determine digital divide among beneficiaries at Akshaya e-Kendras.According to Table 1 there is significant association between beneficiaries having computer knowledge and Internet knowledge. From Table 2 it can be seen that there is 34.9 percentage of penetration of Internet among citizen, which is in parity with reports of TRAI,2015.Major purpose of usage of internet among beneficiaries were for social media and entertainment. Various aspects like age ,education ,gender were analyzed for existence of digital divide in Table 4,Table5 and Table 6.It can be inferred that there is a huge gap among beneficiaries about the knowledge in computer and knowledge to access internet, which creates a digital divide among citizen .It can be found that age group of 46-55 and 55 and above has less knowledge in computers and internet. Similarly citizen with no education and upto 10th has negligible knowledge in computers and accessing internet. From this study it can be inferred that it is very essential in society for an alternate solution to bridge the digital divide. Thus, Akshaya e-kendras are truly essential for imparting IT Education, e-governance services, Other B2C services especially in rural areas, and providing information technology services with afford-able costs to bridge the digital divide in the state.

Conclusion

The Government plays an important role in bridging the digital divide in kerala.Thus Akshaya e-kendras have a major role in bridging the digital divide in the state and act as an alternative source for socio economic upliftment of society . Given the significant age, education and gender digital divide which kerala faces; a proactive government policy is a must to make more investments in ICT access.

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5

BRIDGING THE GAP BETWEEN PERCEPTION AND PRACTICE FOR BETTER PERFORMANCE: THE REAL CHALLENGE OF HUMAN RESOURCE MANAGER

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Abstract:

The challenge that is far more complicated than any other, is managing employeePerceptions without affecting the employee and employer satisfaction in a work place, as the index of satisfaction of both employer and employee determines the level of performance of any organization. Wherever the employees and employer keep very strong differing perceptions in business related aspects, it becomes very difficult to accomplish meaningful objectives. It is not the quality of human resource practices, but the perceptions of the employees regarding these HR practices that actually affect the commitment of the employees towards their work place. The real task of the HR manager is to address the perceptions of employees and to take effective steps to bridge the gap between perception and organizational practice without damaging the perceptions of the employer. An effective HR manager has to practice the art of balancing the perceptions of both the parties in a mutually accepted and trusted manner.This explorative study is indented to highlight the importance of perceptions in business management and to emphasize the need of bridging the gap between perceptions and organizational practice to achieve organizational goals.

Key words. Employee, Employer, Perception, Practice, Trust and, Performance.

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Introduction

Human resource is transforming into Human capital and the effective utilization of this precious capital according to the changing requirements of business has become a challenge of the day for every management. Managing human capital begins with managing human perceptions, as perceptions determine the attitude and behavior of individuals. Extractionof committed behavior from the employees should be the ultimate aim of Human Resources Management and the onlyway to achieve this objective is to bridge or minimize the gap between perception of employees in job related aspects such as wages, promotions and recognition and the in-house realities on these aspects.

Employees have their own perceptions of fairness of pay, promotion, recognition or opportunity. Unfulfilled dreams may lead to undesirable employee behaviors which will harm the work culture of the organization. As the process of perceptionis involved in between behaviors and situations of the individuals, it is of very much importance in every aspect of life. It is of great relevance to organizations also, as the situations being perceived by the individuals can bring about particular reactions that result in either improving or weakening of the organizational performance. Inappropriately perceived situations lead to contrary consequences creating misunderstandings while appropriately perceived situations can bring positive chances for enhancing productivityand performance.

By this reason the real task of the HR manager is to fulfill the perceptions that satisfy employees and to take effective steps to bridge the gap between perception and reality without dissatisfying the performance related perceptions of the employer.Since these two perceptions are inversely related the task becomes highly complicated and sensitive seeking high degree of imagination and professionalism for arriving to reach an equilibrium state.

1.   Problem statement

Wherever the employees and employer keep strong differing perceptions in business related aspects, it becomes very difficult to accomplish meaningful objectives. As the perceptions of both the parties are inversely related,arriving at an equilibrium position where the perceptions of both parties are optimally got satisfied is highlycomplicated and it necessitates a wellawareness about the importance and impact of perceptions in achieving organizational goals.

2.   Objective of the study

Objective of this study is: To highlight the importance of perception, as a determining factor of employee behavior and to present a practice model for bridging the gap between perceptions and practice for improving employee and organizational performance.

3.   Methodology

This study is an explorative one and the relevant data and information are collected through extensive interviews with professionals, Trade union leaders, Industrial managers and employees of industrial units. The opinions of all these participants were processed to evolve a practice model for HR managers for effectively bridging the gap between employee's perception and the organizational practice, for better business performance.

4.   Literature review

There are quite few articles on the subject how employee perceives his work place and what are the factors influencing his perceptions and how the gap between perception and the real occurrence can be avoided or reduced. Most of the articles are on the topic on how an employee is perceived by others rather than how the employee perceives the work related aspects that may influence the behavioral response of the employees.

Employee perceptions and attitudes have a direct impact on the bottom line. In small business units, unfavorable perceptions about a decision that the manager has made can quickly spread through the organizational grapevine.This situation negatively affects the morale and productivity. Managers of small businesses should actively take steps to change misguided employee beliefs so that workers understand the logic behind the company's actions(Benjamin.2015)

Everyone of us thinks in different ways and has different views about the world. Everyindividual lives in his/ her own perceived world which is not the same as the real world. It is important that the people having higher positions in an organization should take all the factors in to consideration in order to apprehend the situations properly, so that an effective decision making process takes place (Fareed,2015).

In the workplace, perceptions that aren't managed become rumors, then gossip and then backbiting,which leadtodestructions (Fortner,2010). The ability to manage perceptions in the process of handling people and organizational issues make great leaders (Otara.2011).To achieve desired organizational outcomes, it is important not only to have the right HR practices but also ensure the right employee perceptions about those practices (CAHRS,2011).

Employees perceptions may be rooted either on subjective or objective measures. Regardless this, the perception of pay fairness is as important as the reality of it (Otara, 2011,Rasch and Szypko, 2013). An employee's perception of his opportunities for advancement and salary or hours of work, versus that of other workers, can seriously

affect his job satisfaction (*Anaejionu.2015).*It is not the quality of human resource practices, but the perceptions of the employees regarding these HR practices that actually affect the commitment of the employees towards their work place.

5.   Perception

Perception differentiates individuals. The world is not the same to every individual, because every one of us thinks differently and has different views about the world.Perception is the ability to see, hear or become aware of something through the senses. It is the way in which something is regarded, understood, or interpreted.It's a psychological process of observation and interpretation. Everybody has his own perceptions on everything hesees, hears or feels in his surroundings.It involves using senses to acquire the information about the surrounding environment or situations and making interpretations accordingly. Perceptionis the way we all interpret our experiences(Otara,2011).What an individual interprets or perceives may be substantially different from reality and that of another.

But perception is a reality that contributes to the mind set of employees and this mind set in turn influences psychologically in his behavioral part such as loyalty and commitment thatcontributes to the overall performance.In one's day to day life his perceptions react with the reality of each element that interacts with him and it contributes to the formation of his mind set in accordance with the degree of unity in perceptions and the reality.In the process of comparison, many personal, internal and external factors influence the individual's perception, such as social needs of the employees, family requirements, educational qualification, experience, status of other categories of employees, business profit, the share of profit that the management retains , specialization of work, management behavior, level of ethics and fairness followed by the management, working conditions in similar type of organizations in the locality or region, political awareness and relations, bargaining power of trade unions and more.

All these elements react with the organizational practice through the angle of perception to shape the mindset of the employee towards his organization and this mind set again contribute to reshape the perceptions and practices positively or negatively according to the degree of match or mismatch. The reality which matches with the perception only brings satisfaction to individuals. The Figure.2 clearly shows the process of comparison on job related aspects and how it leads to satisfaction or dissatisfaction and performance in accordance with the level of satisfaction. It is to be noted that the perceptions of employees are not limited to their benefits only but to the entire aspects of business activity.

In organizations, perceptions of managers and employees shape the climate and effectiveness of the working environment.In any business context, the employees as well

as the employer have their own perceptions regarding every element connected with either the employee or the employer or the organization itself.

6.   How toBridge the gap between perception and practice

The mismatch between perception and practice is the real problem which has to be addressed by the Human Resource Management professionals. There are two possibilities or ways to minimize the gap between perception and organizational practice.

1.   Strengthen Communication: Influence the employee perceptions by communicating the facts and situations faced, transparently, effectively and frequently using all the means of modern communication system;

2.   Modify Practice: Modify the existing management practice so as to reduce the gap between perception and practice by continuously hearing, addressing and redressing the grievances of employees.

For achieving both of these options, management has to keep a fair level of ethics and justice in the areas of decision making, distribution of wealth, implementing procedures and in interpersonal relations. The success of these two options largely depends on the Trust that the employer created among the employees during the preceding years or the level ofTrust that the employees keep, by their own past experience, towards their employer.
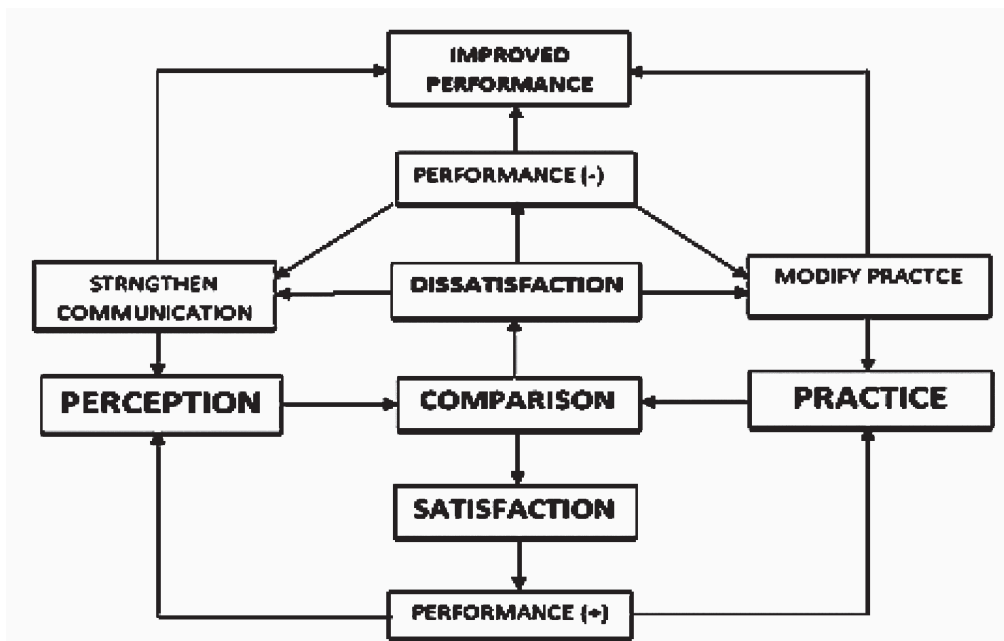
Whenever the employees feel dissatisfaction on the organizational practice with respect to their perceptions, and their performance show a less positive approach, the HR Manager should take corrective steps to increase the performance by applying either of the method, which he sees to be fit or by applying both the methods simultaneously. That means HR manager should take steps to either strengthen the communication so as to influence and enable the employees to perceive the situation in the right way or to modify the practice or decision after hearing the apprehensions of the employees, so as to reshape the perceptions of the employees.

The most advisable model is to take action on both ways to influence employee perceptions positively so as to strengthen the employee Trust towards their organization. Figure.1 depicts the path way of remedial action to be taken to improve performance by applying any of these methods.It is to be noted that the level of performance whether positive, less positive or negative will again contribute to re mold the employee perception accordingly.

5.   Role of Trust in influencing Perceptions

Trust is the ever winning quality of the management over the employees. An enterprise is a human organization which functions well only when it is based on trust, ethical behavior and the recognition of human dignity(Weihrich,etal 2012). The level of trust that the employees keep on their employers significantly contribute to the formation of the mindset of the employees and their perceptions. Trust factor has an important role in bridging or reducing the gap between perception and reality. The range of ethical principles an organization upholds in each aspect of business management especially with respect to human resource management and the degree of fairness the organization keeps in any decision making process particularly on the aspects which directly or indirectly affects the well being of the employees are the real contributors for the trust factor. Organizational trusthas a power to bridge the gap between perception and practice. In a mutually trusted business environment, the employees are committed to their work and the employers keep a caring attitude towards the welfare of their employees.

Traditionally the concept of trust is equated with integrity, loyalty, caring, and keeping promises in the relationship between individuals and between individuals and their organizations. Trust is at the center of communication, collaboration, and the willingness to change. The trusting relationship is the most effective management tool ever invented(McCauley and Kuhnert,1992).The importance of trust may be more distinguished by its absence. For once trust is violated it is not easy to repair even with pay raise and promotions.

But there is no short cut way to develop trust among the employeesbut it has to be developed through a long period of time by trust worthy approaches.While effective communication and timely addressing the grievances constitute for the implementation or practice part of human resources management, the level of ethics and fairness constitute for the value part.There is no meaning in keeping the value part high without strengthening the implementation part. Periodical checks should be conducted to know whether the gap between perception and reality is widening or narrowing due to the steps or initiatives taken by the Human Resource Managers.

6.   Role of HRM in managing Perception and Practice

An effective HR manager has to practice the art of balancing the Perceptions and interests of both the employer and employees in a mutually accepted and trusted manner by implementing better Practices for getting the desired level of **Performance.** Here the overall quality of HRM both in value and in implementation, act as the central point on which the entire system balances.

Mutual understanding strengthens mutual trust, which is the ideal outcome supposed to be created by human resources management practices by its industrial relation initiatives. In addition to the industrial relation function which is restricted to the interactions with trade unions, the human resource department should have adequate mechanisms to collect the feedback and responses of employees with respect to any decisions taken by the management, which needs the support or co-operation of the employees. It is also necessary for taking pro-active steps to avoid misunderstanding or to apply necessary corrective steps on the issues of dispute or disagreement.

7.   Conclusion

Employee perception is an accepted reality in business environments and perception is as important as reality. Any gap between employee perception and organizational practice may affect employee performance adversely to that extent. Soin every business organization there should beeffective mechanisms and schemes for evaluating and addressing the perceptions of employees and to channelize in the right track by providing adequate information to the employees on each and every business decisions which may affect the employee'sinterests.In addition the HR manager has the responsibility to modify the practice in such away to satisfy the perceptions of the employees as much as possible.Unless the HR function, on which the system balances,by keeping some ethical principles, the balance between the two elements may go wrong there by collapsing the system partially or totally.

Implementing programs without evaluating the perceptions of employees in any area of business may not generate desired results whatever advantages the program boast to deliver.That means not only the best practice but the perceptions of employees in each aspect are responsible for better results.Practicing Management by the perceptions of employees as far as possible through developing the trust factoris the best model for implementing managerial decisions.

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6

TALENT MANAGEMENT PRACTICES IN TAJ HOTELS

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Abstract

This Article intends to find out the talent management practices in Taj hotels. Hospitality industry encompasses tourism and hotel industry it is a vital part of service industries contributing a huge amount of foreign exchange to the India's GDP, talented employee with appropriate skills and knowledge are effectively recruited and retained in order to attain organizational goals. Innovations in Information and Communication Technology result in modernized training systems more versatile working method, flexible working hours and competitiveness are key to success in hospitality industry. So managing human resource effectively and utilizing their talent in a systematic manner for organizational development is an important thing. Talent management is the one of the modern management technique of 21st centaury for human asset management. The article attempts to evaluate the impact of Talent management Strategies adopted in Taj hotels and find its effectiveness on accomplishing organizational goals and contribute to the organizational development and bringing harmony in the organisation.

Keywords: Talent Management, Recruitment, Hospitality Management, Organizational Development

Introduction

The innovations in and communication Technology has both dynamic changes in the human lifestyle living in the era where technological advancement are in the swift Phase .the

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recent studies shows that the guests are becoming more aware of the amenities and services offered by the hospitality service providers and they discuss their experience with their friends and family and also in the social media platforms such as Facebook, Tripadvisor, Book my trip etc. while planning at new trip the traveler also consider the reviews and feedback from media platforms so a single mistake or ignorance committed by the service providers will lead to poor rating and loss of goodwill simultaneously it leads to loss of goodwill .Attracting talented staff to the organization, managing the staff, helping them to fulfilling their personal needs satisfying them and gaining their loyalty to the organization, opportunities for training and career development, succession planning and service of mentoring from the team leaders nurture the employees and help them to build a fruitful future in the industry. In the present scenario employees prefer the organization work there can learn develop and upgrade them continuously and when their ideas are appreciated and supported them become stimulated. Talent management is one of the emerging tent in the corporate world for human asset management. Among the five factors of production men, material, money, machinery and methods, Human capital is more important because all the factors of production are handled by the men and human capital is necessary to adopt organization in to the global market and maximize the benefit linked with the current technological and economic boom. Effective implementation of talent management result in increased level of employees engagement and it stimulates employees customer engagement level as well as and reduction the operation cost and results in profit margin.

Objectives

1. To study the concept of Talent Management and its importance.
2. To identify the Talent Management practices in Taj Hotels.

Methodology

Secondary data was used for the present study. Existing literature was thoroughly angalized to explain the concept of Talent Management. Secondary data was explored to identify and explain various variables that influcence the Talent Management practices. Secondary data includes the existing studies about Talent Management and also the report about the Taj Hotels.

Literature Review

The service oriented Industries like hospitality industry demands support and development of its employees (Baum,2007) Talent management is one of the effective management tool of 21st century for human Asset Management (Cappeli,2005) because

the most vital resources of modern era is not land and building or other tangible asset but human capital , it is the only resource which can change the future of the organization and take the organization to the height by utilizing the advantage of the current technological boom and innovative inventions(Inham,2006) (Aston Morton, 2005(,(Mc Gee,2006),(Mc Cauley and wake field,2006);(Heinen and O'Neill 2004)(Goffene and Jones (2007) defines talent as a handful of employees whose creative ideas personal knowledge and skills give them the potential to produced the output from resources which are available for them(Louis and Heckman, 2006) define talent management is known as important factor for the success and development of an organization (Inham, 2006) consider people who are in the key position of the organization can lead the individual who have lack of knowledge and skill and make contribution to the talent development and organizational growth. Talent management means different thing to the different people some defines it as a set of activities for practices by the HR department it can be functions, programs activity in specialized area such as recruiting ,selection, training, career development coaching ,mentoring and succession building (Byham ,2001),(Hein and Oneill,2004),(Oslem,2000) According to (Clark and Wingle (2006), Talent management can be defined as set of activities related to development, engagement, retention and development of talent. it is a additional management process and opportunity that are available to the people in the organization who are considered to be' talent' (Blast,2007)

Characteristics of hospitality industry

Hospitality industry is a service oriented industry, it is highly labor intensive natured and in this dimension employees engaged in hospitality sector is a critical .The necessity of talent management is based on the believe that talent management improve the performance and leads to productivity and global competitiveness and global competitiveness moreover a well model employee is the key to the customer satisfaction in the era of Globalization the prospective customers has many alternatives the cross culture different should be tackled properly experienced and well trained employees can do this however the studies shows that the trend of steep growth and up to a certain exchange it meets the growing labor and talent needs of hospitality firms but without proper talent management procedure the organization fail to attain the challenges of proper human talent utilization.

Recruitment of talented employees in Taj hotels

Recruitment of hospitality industry is a herculean task it is a challenging task. The recruited employees are assigned to meet the needs and demands of the national aswell as international traveling far from the place of their residence for leisure or for official purpose probably who who all are entirely new to the place who will be having entirely different

tradition and culture. for instance in Japanese people do not stay in the 13th floor of a hotel room having number 13 ,they believes that brings bad luck to them employee who is engaged in hospitality industry must have a wide knowledge apart from academic knowledge they should also be aware of the different beliefs customs followed by the guest. hard work and positive attitude towards work will help then in career development moreover it will help in his personal development. in hospitality industry word of mouth and recommendations of customers are more are required to sustain in the competition and it will also brinks goodwill to the firm. Placing the right man for right job is the duty of HR manager after recruitment if an employee is placed in a position where his skills are not adequate to manage the situation it will be difficult to train and retain the employee and it results in unattained organizational goal. Skill analysis technique will serve as the tool for placement of the individual at right place and also help in identifying mode of training required to mold them.

Another critical component is that the talent management practices varies depending up on the side and strategic plans of the organization,The giant chain hotels vacancies are advertised world wide the HR manager will have a sound knowledge about the employment company values and regulation policies and they are screened on behalf of this on the interview and selection process,however,in the budget hotels recruitment is often based on word of mouth and local advertising, HR department coordinates with the line managers of each department namely marketing, Finance, Production, Research and Development etc and also identifies the competitiveness needed to achieve the companies talent demand. Talent Management in hospitality is a formal process,stake holders participation and strong link between talent and leadership so that specific industry oriented skills can attribute can cascade to all organizational level.

Training Department in Taj hotels

Training department is newly formed department in the hotel industries. Yearly corporate major programme designed by Mumbai head office. Training department is headed by the manger (training). This department focuses at the training of the employees of the Taj. The Training is basically focused on behavioral; development of the employees. Behavior is a major factor in the hospitality industry. Training is intended to improve the behavioral aspects of the employees and thereby increasing the customer satisfaction. Customer dissatisfaction worldwide depends 80% on behavioral aspects. Kerala has high levels of hospitality. The training will lead the employees to sequence themselves to the level of customers, which would lead to greater customer satisfaction. In this industry, when the travelling. The training plays a significant role in the performance of an organization. On the job training is the most common form of training given at Taj. The job trainee learns while

he is actually engaged in doing a job. The probation period for the training is one year. Taj has regular. Its training period has duration of 6 months to a maximum of 2 years. The organizational employees attend the training conducted by the organisation and also outside training is conducted by the agencies from outside. These training are conducted systematically. The well-planned training programmes and emphasis on practical application than the theoretical knowledge. Since its inception, it has always adopted an employee-centric culture wherein it strives to develop organizational citizenship behavior (OCB) in it employees and that has been responsible for the utmost care undertaken by the employees for the safety of their guests. The Taj Charter corroborates this fact. Some of its postulates include:

1) Taj family considers every employee as an important member.

2) It aims to acquire, retain and reward the talented people from the industry.

3) It emphasizes on a formal communication channel to promote transparency in the overall working of the organization.

Below are some of the points that explain its distinguished policies:

1 **Hiring policies:** The candidates are gauged on their value system and trained for 18 months which includes a six months training in industry standards. The hiring process particularly looks for employees on their values and whether the recruits would be able to adapt to the culture of the organization. It is believed that the employees can be trained to be better chefs or waiters, but they cannot be taught to be good individuals. So the organization expects an individual to possess good values to become a part of the Taj family.

Honing leadership skills: Apart from the normal training sessions to inculcate leadership skills in the employees, each employee is given an authority to take the decisions pertaining to his work and this empowers them and helps in building a leader in all. This was primarily the reason why each one of them could impromptu take the decisions during the attack, when none of them had been trained for such a situation.

Strong talent management: To upgrade the "Taj standards" to an international level, it ensures the employees are trained not just on the area of expertise but all the related functions. Also, it keeps track of their performance to assess and future career planning for them. This helps to embed belongingness amongst the workforce as they understand that their careers are safe with their employers.

Uniqueness of HR department: Unlike many organizations, who consider HR as a support function, Taj amalgamates the HR practices with all the other activities taking place within it. This helps to make HR an integral part of the organization.

TPP (Taj people philosophy) : Designed by Bernard Martyris, it is termed as 'the Womb to Tomb Approach' as it encapsulated all the essential aspects of an employee since his induction to his superannuation. All these aspects could be broadly categorized into 3 parts comprising of:

1) Learning & development

2) Works systems

3) Welfare policies for employees

A major emphasis is made on performance management, for which the balance score card (BSS) was introduced. Under this, the major focus is to align the individual's performance with that of the organization. Employees at every hierarchical level are assigned concrete and well defined targets and then their performance is tracked to find out the deviations, this forms the basis for assessing the employees.

Another salient feature of TPP is the ESTS (Employee Satisfaction Tracking System) which involves conducting surveys to elicit response from the employees and the records collected are used to rate the overall satisfaction level of the employees. The group targeted to achieve 100% satisfaction in the course of its operation, which meant it regularly looks into the employees' concerns and strives to address them.

360-degree feedback system was adopted wherein the employees, including the managers and departmental heads are evaluated not just by their bosses or peers but also their immediate subordinates. The employees are counselled at a personal level and apprised of where they fell short of the expectations and how to go about it. Thus the feedback session is not just limited to assessing the employees but guides them to prepare a roadmap for the future endeavours and hone their skills.

STARS (Special thanks and Recognition System) were designed keeping its core value in mind that is the customers of an organization can be satisfied by it only when its employees are satisfied. So the STARS were aimed at recognizing and rewarding employees who showcased excellent performance at their work. The employees are awarded points and based on the points accumulated within the predefined time frame, they are promoted successively to various levels. A distinguishing feature was that the employees were not just assessed on their performance but also on parameters like honesty, trustworthiness, concern for the environment, team spirit, cooperation etc. Besides, appreciations from the customers also fetched points. In all, there were 5 levels.

Level 1 : **Silver level** was attained when the employee accumulated 120 points within 3 months.

Level 2: **Gold Level** was attained by employees who accumulated 130 points within 3 months from the date of achieving the silver level.

Level 3: **Platinum level** attained by employees scoring 250 points, 6 months from attainment of level 2.

Level 4: Membership of COO club on scoring points in the range of 510-760.

Level 5: Scoring points above 760 would enable membership to MD's club.

There are forums for the employees to voice their recommendation or compliment their colleagues. It is mandatory for the review committee to reply to the employees' suggestions within 2 days or he shall be allotted **'**default points'. These methods are primarily focused to boost the motivation levels of the employees and to improve job

There is a customer satisfaction index. A questionnaire of 22 questions is prepared which is given to the customers. The customers have to fill it. These responses are then collected. Even though the responses are collected for different units, these are combined by the department and then evaluated altogether. The idea is to have an even change in all the departments and to find out the various problems faced by each unit.

The training department is also planning to provide technical training to the units also. The training managers for front office management, housekeeping, food and beverages service, and food and beverages production. The training managers will coordinate with the corporate training manager to conduct the training process. The training mangers will have the freedom to train the employees, but he has to coordinate with the training manager in the corporate office. Also the training lessons will be dispatched from corporate office only. The training report has to be submitted immediately after the training. There is no particular budget for the training process because the costs are already known and the department claims very little deviation from the targeted training cost.The training department is determined to change the face of the corporation by providing quality to the skills of the employees. There by increasing the customer Satisfaction and increasing the revenue of the organisation.

Driving force of Talent management

In the present scenario competition in the market for the talented employees is very high in the global market. Basically talent management focuses on attracting, selecting, engaging, developing and retaining employees. The modern working environment it very complicated in the current scenario people from all over the world are working together ,people belonging to different generations works together, increased global and virtual workforce, fully automated equipments innovations in information and communication have

changed the workplace, manpower planning plays a pivotal role in the organization. Giant companies are more concerned about

Conclusion

The study concludes that hospitality sector is one of the booming industries in India, hospitality industry earns a huge amount of foreign exchange, and in order to have a fruitful career in hospitality industry organizations must have well groomed employees. The talent management concept will develop more activities and functions than HR recognizes. The study finds that the talent management practices of Taj gives right support to the employees that are willing to be responsible for their own career development. The employee of the organisation is able to benefit from the talent management. The Taj Group's service standards and customer-retention showed a positive relation after the implementation of STARS program, this creates an emotion among employees that their contributions were valued and they are getting enough attention and respect. The STARS programme won the Hermes Award in 2002 for the best human resource innovation in the global hospitality industry. The Taj Group's hiring, training, and recognition systems have together created an extraordinary service culture, the bravery and courage shown by employees of Taj Mumbai's during 26/11 Mumbai Taj attack is unique example for this . Talent management practices play a key role in developing the success story of the Taj and bringing harmony at work.

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7

IMPROVING THE BUSINESS VALUE USING CLOUD COMPUTING AS A STRATEGIC TOOL

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Abstract

In recent years, companies are interested to use IT tools to improve their productivity and business value. Cloud computing is one of the IT tools which can affect all the parts of business even in IT section and others. Due to impact of Cloud computing in the new age business we are going to explain the various aspects and highlight potential of cloud computing for improving the business value in this paper. The cloud can be considered as one of the main success key factors which has more flexibility and scalability to support business. It can be used in a wide range of business area. It has potential to use in different tools of productivity, such as marketing, sale, innovation, performance management and so on. This paper shows cloud computing from different angles such as concept, characteristics and classifications. It also can help to understand benefits, risks of cloud computing and how it improves business value by developing good business applications. The result of this study shows there is no doubt that cloud computing will be more efficient tool in the future of any company. Cloud computing is a resource that is readily available for the companies to help them to meet their needs and accomplish their goals.

Keywords: Business value, Cloud computing, IT tools, Cloud computing models, Challenges of cloud computing.

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Introduction

In the era of economic downturn and the uncontrollable finance market and growing the number of competitors in market and increasing desire and demand of the customers. Companies are looking for ways to be more responsive to customers' needs and expand their business. Companies continue to grow large and large and new companies also entering to the market, everything is starting to change from traditional marketing and production of manufacturers. By the consideration of this situation every business is looking to update and modify their technologies. Companies are fully aware about importance of information and communications technology, and they invest highly in IT infrastructure. Few Companies able to invest highly and update their IT infrastructure as much as they want, but others have limited budget to invest in IT section. So they are looking for new technology with high potential and capabilities to provide their need.

In recent years use of cloud computing has rapidly increased and so many companies are interested in cloud computing because of greater flexibility and availability of computing resources at lower cost. Cloud computing is a resource that is readily available for the companies to help them to meet their needs and accomplish their goals. Especially for small business and start-up company, cloud computing is an excellent technological tool that can add value and benefit the business. Cloud computing can help business by developing good business applications that will bring true business value. Since all businesses are trying to improve and increase their value of business, cloud computing technology has become a popular tool and service. Cloud computing can be run by any size of company irrespective of big or small, because cloud computing does not need to be created by the company that use the cloud as this service can be provided by cloud company infrastructure providers.

The term cloud computing is widely defined and it can mean many different things in today's technologies. According to National Institute of Standards and Technology (NIST, 2011), Cloud computing is a model for enabling convenient, on-demand network access to a shared pool of configurable computing resources, namely, networks, servers, storage, applications, and services that can be rapidly provisioned and released with minimal management effort or service provider interaction.

According to Haag and Cumming (2010), cloud computing is a technology model in which any or all resources like application software, processing power, data storage, backup facilities and development tools are delivered as a set of services, via, the Internet.

Cloud computing involve a large number of computers connected through a real-time communication network. Cloud computing refers to distributed computing, storage, application platforms, and software as a set of services to support an organization's business

application over a network, and that provide ability to run application or program on many connected computers at the same time. Cloud computing by using virtual hardware, simulated by software running on one or more real machines such as virtual servers which do not physically exist and can therefore be moved around and scaled up or down without affecting the end user. The objective of this paper is to explain the various aspects and highlight potential of cloud computing for improving the business value.

Objective

1. To study the role of cloud computing on improving the business value.

Methodology

The study is discriptive in nature and only secondary data were used. The sources of data include journals, books, output of workshops, confernece and seminars.

Characteristics of Cloud Computing

Cloud computing are enticing various companies across the board. It is important to know its essential characteristics as a software offering. Here are the five main characteristics that cloud computing offers to businesses today. The Figure 1 is showing the characteristics of cloud computing.
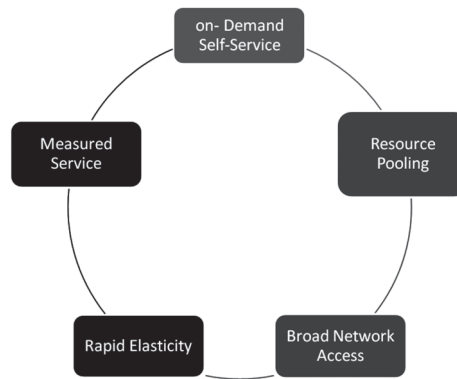
Figure 1 Characteristics of Cloud Computing (Adopted from: www.opengroup.org)

1.   On-demand self-service: They have easy access to the cloud service with capabilities of change in the cloud service. They can add or delete users and change storage network and software as needed.

2.   Broad network access: one can easily access this by using Smart phones, tablets, laptops, and office computer access to cloud service at any time and any location with simple online access point.

3.   Location independent resource pooling: The cloud provider allows multiple customers to leverage the service and use the shared infrastructure for their computing requirements. The consumer may not have exact knowledge of the location of the service from where it is being offered, though they may choose the continent, country, or approximate location from where services are offered. The cloud provider has automations and dynamic placement engines in place that ensure that the capacity is shared across customers and that they get sufficient resources to run their applications (Navin et. al., 2013).

4.   Rapid elasticity: It provides quick scale-up and quickly scale-down. Cloud is flexible and scalable to remove or add users, software features, and other resources.

5.   Pay per use: Capabilities are charged using a metered, fee-for-service, or advertising based billing model to promote optimization of resource use (NIST, 2011). Storage levels, processing, bandwidth, and the number of user accounts are billed appropriately based on use.

Cloud Computing Delivery Models

A cloud delivery model represents a specific, pre-packaged combination of IT resources offered by a cloud provider. Three common cloud delivery models have become widely established and formalized. The Table 1 is showing the various types of cloud services as three distinct models as infrastructure-as-a-service, software-as-a-service, and platform-as-a-service

	IaaS	PaaS	SaaS	
Customer Responsibility	Applications	Applications	Applications	**Provider Managed**
	Application Infrastructure	Application Infrastructure	Application Infrastructure	
	❖ Runtime	❖ Runtime	❖ Runtime	
	❖ Middleware	❖ Middleware	❖ Middleware	
	❖ Database	❖ Database	❖ Database	
Provider Managed	Virtualization	Virtualization	Virtualization	
	System Infrastructure	System Infrastructure	System Infrastructure	
	❖ Servers	❖ Servers	❖ Servers	
	❖ Storage	❖ Storage	❖ Storage	
	❖ Networking	❖ Networking	❖ Networking	

Table 1
Cloud Computing Delivery Models (Adopted from: Goldman Sachs Investment Research, 2015)

(i)   SaaS

Software-as-a-Service provides complete applications to a cloud's end user. It is mainly accessed through a web portal and Service Oriented Architectures (SOA) based on web service technologies, such as email, CRM, HCM, and office ERP applications, are delivered as a service.

(ii)   PaaS

In a platform-as-a-service (PaaS) model, the vendor offers a development environment to application developers, who develop applications and offer those services through the provider's platform. The provider typically develops toolkits and standards for development, and channels for distribution and payment and receives a payment for providing the platform and the sales and distribution services. This enables rapid propagation of software applications at low cost of entry and by leveraging of established channels for customer acquisition. PaaS is a variation of SaaS where the development environment is offered as a service (Tim et. al., 2009).

(iii)   IaaS

Infrastructure-as-a-Service (IaaS) is a model of software deployment where the basic computing infrastructure of servers, software, and network equipment are provided as an on-demand service upon which a platform to develop and execute applications can be established (NIST, 2011). Hardware for computer, storage, network, and similar functions is delivered as a service.

Primary Types of Cloud Models

There are four common deployment models for cloud services loosely determined by who has access to the cloud services (Josh, 2012; Anu, 2009) Public Cloud, Private Cloud, Community Cloud, and Hybrid Cloud. The Figure 2 is showing the types of cloud model.

(i)   Public Cloud

A public cloud is a cloud computing model in which services, such as applications and storage, are available to users over the Internet. Public cloud services may offer on a pay-per-use mode or other purchase option models. Public cloud is suited to companies which need to bring a service quickly to the market as it faces less hurdles as far as IT requirements are concerned because of the use of this model.

(ii)   Private cloud

A private cloud computing service is only available to a single organization and is operated solely by that organization. A private cloud is a virtualized data center that operates
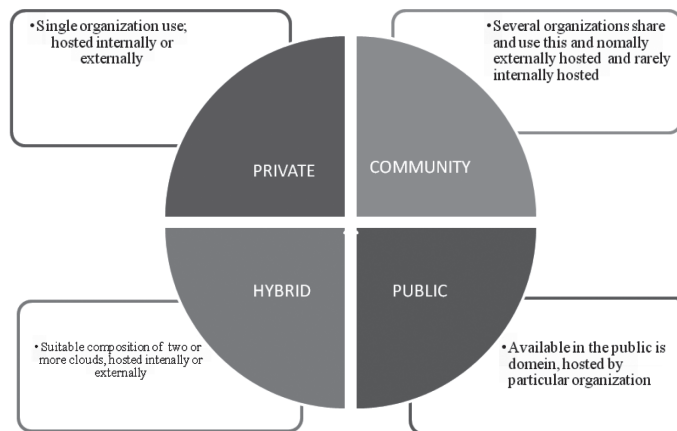
Figure 2 Types of Cloud Computing (Adopted from: www.blog.appcore.com)

within the firewall. It can be managed internally or hosted by a third-party externally. It is suitable for organization with strict regulations or mission critical applications which are mostly privately owned and managed.

(iii) Community Cloud

A community cloud infrastructure is shared by several organizations and cloud contains features of the private and public cloud models. It supports a particular community that has shared concerns. When organizations have similar requirements they share a cloud infrastructure.

(iv) Hybrid cloud

A hybrid cloud is containing of public and private cloud resources, it can be composition of two or more clouds. Hybrid cloud organization can use internal resources in a private cloud and maintain total control over its proprietary data and then use a public cloud storage provider for backing up less sensitive information. It can share computing resources with other organizations that have similar needs at the same time. Hybrid cloud offers more flexibility to organizations by using advantages of other models.

Advantages of cloud computing

The following are some of the possible advantages of cloud computing service and applications:

➢   Cost Savings: Cloud computing helps organization to reduce capital investment in hardware and software. Organization can reduce their capital expenditure and use operational expenditure for increasing their computing capabilities.

➤ Flexibility/ Scalability: Organizations can easily start small and grow large and then scale as per need. The flexibility of cloud computing allows users access cloud applications on standard web browsers $24 \times 7.$

➤ Easy update the software: In cloud computing, organization can ensure that user interface remains modern and up- to- date with business demand. This is provided by cloud vendor and occurs several times at no charge for customer.

➤ Reliability: Cloud is secure for storage of data and recovery of data that support business continuity and disaster recovery.

➤ Mobile Accessibility: Organization employees can access cloud service using mobile, laptop, notebook with simple connection point thereby increasing productivity due to easy system accessibility.

Challenges of cloud computing

The following are some of the notable challenges associated with cloud computing. (Shyam et. al., 2009, Michael et. al., 2010).

(i)   Security and Privacy

The major challenge to cloud computing is security and privacy. By the moving to cloud all sensitive information moves to the third party, cloud service provider. As this adds risk to the company, other reliable service provider must be selected to keep information secure from hacking and other attacks.

(ii) Standardizing Cloud Technology

As other problem which associated with cloud computing is lack of standardization in the system. Since, there is no proper standard for cloud computing, it becomes almost impossible for a company to ascertain the quality of services. In order to avoid this potential trap, companies should select provider that use standardized technology.

(iii) Compliance of the Cloud

Compliance is another issue of cloud as data is stored on multiple servers, sometimes spanning across several countries. This means that if a certain center develops an issue which cannot be solved, it might pose a serious problem for many companies involved.

Companies need to discuss it with their providers much in advance prior to linking on cloud computing. The company needs to clarify if the provider can totally guarantee service availability even during periods of bandwidth interruption and similar other issues.

The Use of Cloud Computing to Improve Business Value

Cloud computing is important tool playing a significant role in the future of IT. Cloud computing can be used by any size of business, small, medium or big sized business and it has the potential for scale up. Cloud computing offers to business many benefits (Aljabre, 2012, Munther et. al., 2012, Diogo, 2012). These are reduced IT costs, scalability, Increased speed in responding to unforeseen events, Business continuity, Flexibility, Access to automatic updates, Collaboration efficiency, Development of software, The green dimension, Easier management as described below.

(i)   Reduced IT costs

Implementation of cloud computing may reduce cost of maintaining and managing of IT systems. There is no need any more to purchase expensive systems and equipment, invest in expensive infrastructure for maintenance back-office/ software /hardware/ for business. One can use resource of cloud computing service provider even in conjunction with own service as in Virtualization as it can decrease in the number of servers needed by the company. This frees the space in data centers, allowing them to save large sums of money on power and cooling.

(ii)   Scalability

There is no need any more to spend money for purchasing and installing expensive upgrades for business. Cloud computing offers the benefit of scale up or scale down in operation and storage needs quickly to suit the situation, allowing flexibility.

(iii) Increased speed in responding to unforeseen events

Cloud computing allows the companies to respond rapidly to any business change. Cloud environment provide suitable platform for companies which is growing fast and expanding in their business.

(iv) Business continuity

Here, business continuity refers to data storage in cloud. Cloud computing provides secure and safe location for business data by protecting and giving the backup option. This enables business to access data quickly and recovers the data in the time of need. This ability is a significant tool for business in the time of natural disaster, power failure and other crisis. Business can start all over again as usual, quickly and keep its productivity.

(v)   Flexibility

Cloud computing enables the staffs to become more flexible in their work practices. They can easily share and access data from home, on holiday. In cloud system, there is no such chance of over-load and under-load. When user demand starts to increase, there is

need for increase in supply. With cloud computing, it is easy to respond quickly and flexibly to customers demand. The cloud provides ability to respond quickly to changes according to the business need. Another flexibility feature of cloud is that users can access data and services via laptops and notebooks, Smart phones from anywhere 2 x 7.

(vi) Access to automatic updates

Access to automatic updates is other benefit of cloud for IT requirements in business. The system is able to update regularly all by itself and will be updated with the latest technology. Cloud computing applications are regularly updated, so that one need not to spend time and money for that.

(vii) Collaboration efficiency

In cloud environment, business is able to communicate and share data easily with all users in different locations. If employees working on one project are in different regions, it is possible that all employees can access one file at the same time.

(viii) Development of software

In cloud computing environment companies can develop cloud software much faster compared to traditional environment. Software development teams of large companies also need large development and testing environments which only the cloud can really give at lower costs with greater scalability, and flexibility.

(ix) The green dimension

Green aspect of cloud that helps the companies to achieve their objectives in corporate social responsibility. Because of cloud, reduction of IT infrastructure of each company is possible by providing centralized IT infrastructure which is a green alternative to the conventional approach for IT.

(x) Easier management

Cloud provide unique panel that offers a view of the entire cloud infrastructure, something that was difficult to achieve with traditional infrastructure. The cloud is easier to handle and can be rapidly provisioned for services through proper management tools.

Conclusion

The cloud computing is currently a highly dynamic business field in the market. According to Microsoft (2012), India is emerging markets and early adopters of cloud computing making them crucial places for future cloud computing growth. Prediction about growth of Cloud computing in India in the coming years is message to the numerous cloud service providers as well as cloud adopters in Indian IT environment. This will enable

more number of enterprises- small to large, to step into the cloud computing market in future.

Every day new providers and business models evolve in the market. This creates a lot of questions about what a cloud actually is about, and implicitly what to expect from it in the short-term and long-term perspectives.

Cloud emerged more from a commercial need, rather than from research and development and thus pursues a more short-term evolution any path to satisfy immediate customer needs.

It is noted that cloud service will continue to expand and dominate information transactions because it provides many advantages, allowing users to have easy, instant, and individualized access to tools and information they need wherever they are, on a 24x7 networked device. Still, there are conflicting expectations and demands towards cloud systems terms of service providers, infrastructures, frameworks etc. to which different markets react in various ways. There is need to identify the key aspects of cloud systems and their relevance for the future IT ecosystem and provide frame work for new companies which is going to use cloud as a service. For future study can be considered transformation via the cloud, barriers to entry, benefits for entrepreneurs, guidelines for new companies which is going to use cloud and how the advantages and benefits of the cloud can be incorporated into the overall business strategy.

As high listed throughout this paper, there are so many benefits in the implementation of cloud computing and that will greatly reduce costs and carbon foot prints in any business. It shows the use of cloud computing in a business which can increase profits and productivity. Businesses of all sizes can use cloud computing to achieve cost savings. Cloud computing offers its customers the services they need to make it more successful, innovative and to tune the company better than their competitors.

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8

A REVIEW ON THE ROLE OF SUCCESSION PLANNING IN TALENT MANAGEMENT PRACTICES IN CORPORATE ENVIRONMENT

*Bitha S. Mani

Abstract:

Talent management and succession planning are always played crucial role in the human resources management of an organisation. Talent management and formation of 'talent pools' are the strategic tools for an effective workforce planning. Succession planning also helps talent management by ensuring the right people with right skills for the future key positions are very essential element for a better business performance. This paper examines different studies related to the areas of talent management and challenges and issues on implementing an effective succession planning in corporate environments. The study revolves around the various aspects of succession planning and its importance in talent management practices followed by different type of organisations. Methodology adopted is descriptive analysis.

Key words : succession planning, talent management , talent pool

Introduction

Organisations are in the verge of a realisation that succession planning has a vicious role in talent management practices. Every organisations have faced once in a while the threat of losing their star employee in the key position and difficulty of finding an edible replacement for it. There is no systematic and coordinated approach in the public and private sectors to developing and nurturing the next generation of business leaders (Veredus,

2006). In America, the Corporate Executive Board, an education and research foundation, identified that some 62% of HR managers worried about company-wide talent shortages (source: Economist, 2006, 2011). A study in 2010 by Boston Consulting Group and the World Federation of People Management Associations among 5,500 leaders in 109 countries showed that successful companies recruit 60% of their top management from internal talent pools in comparison with only 13% internal recruitments in less successful enterprises.

Talent management involves identifying , developing and maintaing skilled or talented employees for the betterment of organisation. Succession planning is considered as identifying the next best succor for the prominantposition of the company. So implementing talent managemnet practices can helps in maintaining an effective succession planning. The major roles played by succession planning and talent management in the acquisition and retention of right talent in the right positions are thoroughly discussed in this paper.This paper tries to identify the various challenges faced by organisations in succession planning with regard to talent management practices.

Statement of the problem

It is very essentiaal to keep a talent pool in the organisation for its future benefits, then only the organisation can meet up the new trends in the global competitive market. Succession planning helps to bridge the talent gaps in the organisation but in reality there is lesser number of firms following the actual succession planning anfdollowing up. There are some challenges exists to follow up an effective succession plan. This paper tries to understand the existing challenges of succession planning in relation with talent management practices.

Methodology

The study is descriptive in nature based on secondary data. The sources of data are journals, books, online webinars and articles etc.

Objective of the Study

1.   To identify the various challenges and issues of succession planning with regard to talent management practices in the corporate environment.

Literature Review

Succession Planning

Succession planning is the method of identifying potential successors for the key positions in the organisation. It ensures that businesses continue to run smoothly after the

business's most important people move on to new opportunities, retire or pass away. Succession planning helps the organisation in the transition of leadership. Succession plan requires examining each leader's skills, recognizing prospective replacements both within and outside of the company, and in the case of internal replacements, training those employees will prepared them to take over. 'In a highly competitive economy, organisations should follow new changes to meet organisational goals and efficiency and for that relying on succession planning and management will help to maintain a stable position in the current competitive scenario '(Grusky, 1960).

Succession planning is the strategic issue that is absolutely critical for the continuous business success of a company and research indicates that about half of companies do not have a succession planning system (Heinz Landau , 2010). The performance of companies depends primarily on the quality and efficacy of their leaders. So succession planning aids organizations to aim a well planned change of leadership.

Professional research on succession planning and management began in the 1950s (Zaich, 1986). The chief focus of that research was on CEO succession until the 1980's (Kesner&Sebora, 1994). According to SHRM survey of 2003 it was found out that 60% of the firms that they interviewed had no succession planning in place and contrastingly about 70% of the major corporations globally had a proper succession planning in place in the late 1970's. Similarly IPMA HR survey of 2004 found out that 63% of companies have no manpower planning at all which was commonplace in every organization till the late 1950's.

Recent research showed that those who implement succession planning well without any commotion and ready change depend on their ability to execute plans (Charan&Colvin , 1999, 2001). It is always the most important thing leaders do is to prepare for their own succession (Bill George ,2003). Succession planning is considered as the most effective strategy used in addressing leadership challenges and issues for the past several years and the planning processes are driven by strategic planning (Rothwell, 2002). For the past 30 years succession planning and management has been used by business and industry to address the gaps formed from retirements, transfer, promotion etc by developing internal talent to fill potential leadership and administrative positions.

One important aspect of managing succession planning involves evaluating the skills of people in the organization and identifying those employees who have the potential to ascend to top management roles. In this way, succession planning encourages staff development and sends a message to employees that the organization is serious about developing people. It may also persuade talented employees to remain with the company rather than looking elsewhere for growth opportunities

Effective succession plan supposed to be a plan that make a coordinated flow of leadership across many years and numerous people (Hargreaves and Fink , 2006). The key to management succession planning is preparing a written succession plan. This document provides for the continued operation of a business in the event that the owner or a key member of the management team leaves the company, is terminated, retires, or dies. It details the changes that will take place as leadership is transferred from one generation to the next. In the case of small businesses, succession plans are often known as continuity plans, since without them the businesses may cease to exist. Succession plans can provide a number of important benefits for companies that develop them. For example, a succession plan may help a business retain key employees, reduce its tax burden, and maintain the value of its stock and assets during a management or ownership transition. Succession plans may also prove valuable in allowing a business owner to retire in comfort and continue to provide for family members who may be involved with the company.For small, family-owned companies, succession planning often means training the next generation to take over the business. A larger business might groom mid-level employees to one day take over higher-level positions.

Succession planning must possess a clear vision and strategic plan (Cadmus, 2006). An appropriate talent management through strategic succession planning concocts to the achievement of organisations long term goals (Collins and Collins, 2007). It is very essential to identify the importance of succession planning in an organisation and its absence may lead to the organisation's unsteadiness (Grusky, 1960; Heur, 2003).

Succession Planning and Talent Management

An important aspect of business is to effectively manage the right talent , skills and succession of the employees and make them ready to deal with future requirements of the firm. From many studies and surveys it has found that talent management is rated as the most top issue in several organisation and also they believe that it has a very high impact on organisational performance (Reily, 2012). Talent management inculcates many critical human resource tools such as workforce planning, recruiting, career development, performance management and Succession planning (Hatum ,2010) .

A survey conducted by the organisation Greatplacejobs in 2009 shows that during the economic downturn, the focus of many organisations has been on slim downing, therefore the emphasis on identifying key talent is more likely to focus on the organisation's internal environment as opposed to external recruitment (Greatplacejobs Survey 2009).

Talent management and succession planning is a shared responsibility in organisations. Acceptance and support must be there at the most top level and it should be known throughout the rest of the company. Talent management is a documented process for

developing high potential employees for positions for which they have an interest and are well suited. This helps to assign the right people in the right positions at the right time (Talent Management and Succession Planning Guide, 2015).

'Organisations are not recruiting to the same extent as they did five years ago and they are more focused on nurturing and developing the existing employees into new roles (Victoria Campbell and Wendy Hirsh , 2013). So it seems that talent management intends to lessen the risk by developing leaders who have the technical proficiency to handle assignments, and grow in line with the firm's direction. Succession planning guarantees the organisation in meeting their future needs where talent management includes acquiring , developing and retaining of potential employees. In certain organisations succession planning and talent management focus only on the experienced leadership or top positions. But it will be more helpful if the same concept is implemented in the critical roles or other emergency work areas (Wendy Hirsh , 2013)

Talent management idolises the concept of identifying high potential employees and nurture them with sufficient support and development. Talent is always coming from within an organisation therefore talent management is about identifying talent pools to feed succession planning (Victoria Campbell, Wendy Hirsh , 2013). Talent management is one of the key component of effective succession planning (Cheloha& Swain, 2005) and also ensures that all employees working at their top level of potential (Redford, 2005).

The best practices of talent management showcase the grouping of employee skills and career aspirations along with the organisation's business strategy and talent needs. This type of effective strategic planning of talent management enables organisations to avoid unnecessary expenditure in hiring, developing or promoting the wrong employee for a key position (Bersin ,2009) . Organisations need to make certain that they have the skilled employees in position to meet their current and future business objectives and as such, there is a growing need to ensure that talent is effectively identified managed and retained (Collings and Mellahi, 2009).

At introductory stage talent management focuses on the design and development of staff and managers and thereby it can contribute to workforce training and development. Talent management practices include a more individual oriented, targeted and distinguished approach to development. The most primal step in talent management is to gain a proper understand of the work force (Schweyer ,2004). There always existed a problem of identifying the flow of talent into right positions while optimizing the organisational resources in the areas of industrial engineering and management. Here comes the role of effective succession planning and talent management programs. From a survey it is identified that talent management and succession planning resources need to be developed in the field of

developmental services sector (Developmental Services Survey on Talent management and Succession planning, 2013). For implementing a successful and effective succession planning the primary goal is the awareness of all employees in the organisation.

According to Miles and Bennet (2007) many organisations are not equipped to confront a talent crisis, they do not have a talent strategy and the TM system components function in isolation. Stadler (2011) agrees with this view suggesting organisations that do not have an integrated TM process, meet their recruitment needs on a reactionary basis and lack a detailed career and SP process.

Challenges in Succession Planning

All type of organisations face trouble when it comes to developing, executing and evaluating business succession plans for talent management programs. Small and large firms have their own issues when it comes to succession planning. There is always a belief that large firms have more option in selecting from a talent pool where as small don't have many. Both environments are different and also the challenges.

Bioss, Southern Africa (2016) an online management consultancy suggest that the organisation should not consider only the much awaiting potential hierarchical candidate for the successor but also the entire employees of the organisation. Similarly there are several challenges are discussed in implementing succession planning for talent management.

1.   Identifying and selecting the right candidates for the prospective key positions.

It is very essential to spot the talented employees currently from five or ten years of their senior role and getting them prepared to meet the ultimate battle. Managers should act as talent scouts and search for the right talent.

2.   Developing the potential employees for the future leadership pipeline

Certain organisations do succeed in developing and continuing the concrete structure by adopting effective succession planning rather than following a random updating list of names. So the organisations combined both succession planning and leadership development to create a long term process for managing the talent schedule across their organisations. This helps to get the right skills at the right place (Jay A.Conger, Robert .M.Fulmer , 2003, Harvard Business Review).

3.   Size of the organisation. Among small and large organisations, they may have unique challenges to face when it comes to succession planning. Small business people always think that large organisations have a wide option of talent pool to deal with. It is true that large organisations have multiple choices but also they have to face different challenges comes along with it. Even if the organisation is small, they may have a

stronger talent pool. Through a strategic engaging of people, the management can built a stronger talent reserve in the organisation. So it is important to consider the fact that recruitment process has a specific role in succession planning (Beth Armknecht Miller, CMC, 2015)

4. Balancing the need to develop future leaders with individual career development and training.Groves (2007) suggests the flattening of organisational structures and significant changes in work arrangements has forced HR professionals to rethink how high potential managers will attain development and experiences for senior leadership roles.

5. Unbiased decision making. Another challenge that often faced by the management while following succession plan is biased selection of people for the leadership pipeline. Women chose women and men chose men as their successor. Another bias arise is when people are reluctant to accept another gender person as their superior in order to cope with the new change.

6. A plan which does not promote potential employees may leads to staff turnover and lack of awareness among employees about the succession plan also create challenges in the organisation.

Conclusion

Succession planning is defined as the process to place high-potential employees for different top positions in every organization with a view to maintain the high quality leadership for now and future under the existing constraints. Different challenges were identified in implementing an effective succession plan. Each and every challenges and isssues are varying according to the size , type of the company. By constructing a proper [lanningcommitee and necessary discussions on various levels can avoid tehse challenges to an extent. Talent Mangement is a prominent Strategy of management for identifying, developingand retaining high potential employees for the organisation. Succession planning may have its own pros and cons but ultimatetly it can suggest best high potential employee suitable for the approriate leading posts.

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9

LEADERSHIP STYLES AND EFFECTIVENESS OF MANAGERS IN KERALA STATE ELECTRONICS DEVELOPMENT CORPORATION LIMITED

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Abstract

The present study was conducted to explore the leadership styles and effectiveness levels of managers working in Kerala State Electronics Development Corporation Limited (KSEDC/KELTRON), a Government of Kerala enterprise. Data was collected from 50 middle level managers working in diverse functional departments of the organization through Leader Effectiveness and Adaptability Description (LEAD) instrument developed by Hersey and Blanchard (1988). Results of the study indicate that the dominant leadership style among the managers irrespective of age factor is Style- 2 leadership (Selling Style). However, the managers need to improve adaptability of leadership based on situational demands and organizational context.

Introduction

The success or failure of business organisations largely depends upon its leadership. The way in which a leader acts, behaves and guides their followers is a criticalfactor in organisation's success. According to research, "leader is responsible for motivating employees to embrace the organisation's vision to achieve organisational goals" (Valdiserri,

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2010, pg. 48). Successful leaders anticipate change, vigorously exploit opportunities, motivate their followers to higher levels of productivity, correct poor performance, and lead the organisation towards its objectives. The challenges posed by the business environment require managers to anticipate the demand for transition phase and accordingly, support their subordinates to work for giving better results. This can be achieved only through an effective leadership style adopted by the manager.

Organisations across public sector are facing unprecedented challenges in aiming to provide service of the highest standards to their clients and service users while operating within strictly limited resources. The working environment in public sector enterprises is quite different from other type of enterprises. In this growing competitive environment, the task of a manager has become complicated. The managers in public sector enterprises face more constraints than favourable factors, which calls for different type of leadership skills in managing the performance of the organization. Drucker (1993) indicated that the quality and performance of managers are the key criteria in deciding organisational success. In public sector enterprises also, the organisation's success is largely a determinant of managers' leadership styles. Hence understanding one's leadership style is important for the individual managers in public sector which helps him/her in making adjustments/changes in leadership style as per situational demands. The type of employees to be supervised is the most significant situational factor affecting the leadership style of managers. The kind of subordinates whom managers have to lead from time to time could vary on a number of factors. Some of the pertinent factors that may differentiate individual subordinates are age, gender, job knowledge, skill level, experience, temperament, level of motivation, etc. The present study has been taken up to enquire about the leadership styles and effectiveness of managers in Kerala State Electronics Development Corporation Limited (KSEDC/KELTRON), a leading public sector undertaking in Kerala.

1.   Literature Review

The Hersey-Blanchard Situational Leadership Theory

Hersey and Blanchard's Situational Leadership Theory (SLT SLT Salut (French)

SLT Sri Lanka Telecom

SLT Senior Leadership Team

SLT Something Like That

SLT Selective Laser Trabeculoplasty

SLT South Lake Tahoe (California)

SLT Single Line Telephone) is a contingency theory Contingency theory refers to any of a number of management theories. Several contingency approaches were developed concurrently in the late 1960s.

They suggested that previous theories such as Weber's bureaucracy and Taylor's scientific management had failed because they that focuses on the followers' maturity or readiness. According to Hersey and Blanchard(2005), the Situational Leadership Model is based on the interplay of three essentialcharacteristics: (1) the level of guidance or direction that the leader provides, (2) thelevel of socio-emotional support provided by the leader, and (3) subordinates' maturitylevel for carrying out a particular task, function or purpose.SLT is based on a manager's leadership behaviour (in terms of 'task' and 'relationship') and subordinate readiness (Blanchard and Johnson, 2000; Hersey and Blanchard, 1993; Hersey, Blanchard, and Johnson, 2006). Task behaviour refers to the extent to which leaders plan, organise, monitor and control the activities of their subordinates. Relationship behaviour is concerned with the extent to which leaders maintain personal relationships with their subordinates by indulging in open communication and by providing emotional support.

There are four options of leadership styles, viz., telling, selling, participating, and delegating, which are available to the leader for managing his people (Hersey at el. 2001, 196). These styles essentially range from highly directive to highly laissez-faire. The 'telling' style is a combination of high task and low relationship orientation. The 'selling' style is a combination of high task and high relationship orientation. The 'participating' style combines low task and high relationship styles and it works best when subordinates are able to do the job but require emotional support from the manager. The four leadership styles are:

1.   **Telling (S1)** - Provide specific instructions and closely supervise performance.

2.   **Selling (S2)** - Explain your decisions and provide opportunity for clarification.

3.   **Participating (S3)** - Share ideas and facilitate in making decisions.

4.   **Delegating (S4)** - Turn over responsibility for decisions and implementation

Hersey and Blanchard (1981) argue that leadership adaptability is related to the extent to which leaders are able to adjust and vary their leadership style according to the needs of a particular situation. Hersey and Blanchard (2005) also presented the concept of leadership profile, which includes a basic style and a support style. Thus, there are six leadership profiles: S1-S2, S1-S3, S1-S4, S2-S3, S2-S4andS3-S4.

The basic assumption of SLT is that leader task and relationship behaviours are moderated by the level of follower readiness (Blank et al., 1990). The effective leadership style changes according to the improvement offollowers readiness level from low to high (R1 to R4), because followers needs and motivationchange corresponding with their

development. The most appropriate combinations of areadiness level and leadership style were suggested as S1 for R1, S2 for R2, S3 for R3 and S4 for R4 as indicated in Table 1.

Table 1

Leadership Styles Appropriate for Various Readiness Levels

Readiness Level	Appropriate Style
R1, Low Readiness Unable and unwilling or insecure	S1, Telling High task-low relationship
R2, Low to Moderate Readiness Unable but willing or confident	S2, Selling High task-high relationship
R3, Moderate to High Readiness Able but unwilling or insecure	S3, Participating High relationship-low task
R4, High Readiness Able and willing or confident	S4, Delegating Low relationship-low task

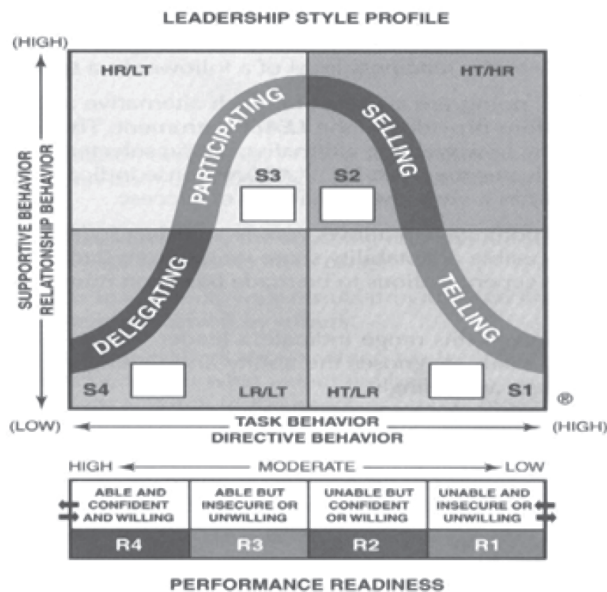(*Source:* Hersey, Blanchard, and Johnson, 2001, 188)

Figure 1

The Situational Leadership Model (Hersey, Blanchard, and Johnson2001, 182)

3. Objectives of the Study

The objectives of study were to:

1. To determinethe dominant leadership styles of managers in KSEDC/KELTRON.

2. To study whether the managers show flexibility and adaptability in their leadership styles.

3. To understand the effectiveness levels of the managers.

4. Research Methodology

Sample

The study was purely exploratory in nature. A purposive sample of 50 middle level managersfrom diverse functional departments like manufacturing, engineering, marketing, finance, sales, HR, purchase and stores were selected. Convenient sampling was used to select managersi.e., the managers and employees available at the time of visit were taken as sample of the study.

Instruments

LEAD (Leader Effectiveness and Adaptability Description) instrument, developed at the Centre for Leadership Studies (Hersey and Blanchard, 1965), has been used for the study. The LEAD instrument measures individual leader's self-perception of their leadership behaviour concerning **leadershipstyle** (their perception of the behaviour patterns they use most often when attempting to influence the activities of others/their subordinates), **style range**(their perceptions concerning the degree to which they change their leadership behaviour), and **style adaptability or effectiveness**(their perceptions concerning the degree to which they are able to adapt their leadership behaviour to the conditions of a given situation).The LEAD instrument contains twelve leadershipsituations,in which participants are asked to choose from four available behavioural options the one they think most closely characterises their own behaviour in that kind of situation. These leadership options include **high task–low relationship behaviour**, **high task–high relationship behaviour**, **high relationship–low task behaviour**, and **low relationship–low task behaviour**. In the model, these four styles are termed as **telling**, **selling**, **participating**, and **delegating**, respectively. The leadership style of the respondent is determined by counting the number of choices indicated for the four styles.

The leadership style adaptability or effectiveness is the measure of the leader's ability to diagnose a situation and choose the appropriate leadership style.Each style is appropriate in only three situations, out of the twelve situations given in the questionnaire. The effectiveness score ranges from -24 to +24 and is determined by adding the values assigned

to the alternatives chosen for each of the twelve situations. The most appropriate to least appropriate alternative choices from among four in each situation are given scores +2, +1, -1, and -2, respectively.

Sources of Data Collection

a. Primary Data

All the primary data has been collected from the middle level managers by administering LEAD questionnaire.

b. Secondary Data

Secondary data has been collected from documents, reports, journals, records of the organisation and websites.

5.   About Kerala State Electronics Development Corporation

Kerala State Electronics Development Corporation Limited (KSEDC/KELTRON), commonly known as KELTRON, was incorporated in the year 1972 and started commercial activities in 1973.The first electronics industry in Kerala, KELTRON was set up with the objective of promoting developments in the electronics field in the State/Country. Over the years, KELTRON has grown into a multi-product, multi-centric organization, producing a wide range of electronic products and systems.With its Corporate Office in Thiruvananthapuram, the operations of KELTRON are organised through four manufacturing complexes, besides a business centre dealing with Information Technology products & solutions and seven Marketing Offices outside Kerala. The various activities of the organisation are undertaken by 26 Strategic Business Units (SBUs) in these Units. The current employee strength of Keltron is 1887, of which, 924 are permanent employees and then remaining are employed on contract. Of the 924 permanent employees, 267 are in executive cadre.

6.   Analysis of the Study & Inferences

The study was exploratory in nature. Appropriate statistical tools were used to analyse the responses of 50 middle level managers across various departments to form an understandings about their leadership styles, adaptability in leadership style as well as effectiveness. SPSS version 10.0, the statistical package was used for data analysis.

The majority of the managers covered under study were males (N=43). The age of the managers ranged from twenty three to fifty nine years with a mean age of 42.56 and SD of 5.61. A majority of the managers (68%) were having minimum of around 20 years of work experience. Descriptive statistics descriptive statistics see statistics such as, score

ranges, means and standard deviations of the variables considered in the study were initially computed as presented in Table 2.

Table 2
Descriptive Statistics

Variable	Minimum	Maximum	Mean	Standard Deviation
Age	24.00	56.00	45.87	6.72
Style-1	0.00	8.00	3.88	1.49
Style-2	3.00	12.00	5.80	1.87
Style-3	0.00	9.00	3.12	1.67
Style-4	0.00	2.00	0.18	0.70
Effectiveness	-7.00	18.00	7.54	4.92

The maximum meanvalue has beenobserved for Style-2 leadership,while Style-4 has the minimum mean value as shown in Table2. The middle level managers of KSEDC/ KELTRON show an inclination towards using Style-2 leadership (Selling style) regularly and avoidance of Style-4(Delegating style). Selling style is a combination of high task and high relationship orientation, considered appropriate to deal with unable and unwilling type of subordinates. The managers may have adopted thisleadershipstyle based on the culture and climaticconditionsprevalent in the organization. This context warrants an assessment of ability and willing of subordinates for forming more clarity on adoption of a particular leadership style by the managers and has future training implications for the subordinates.

The preference of managers for the four leadership styles (high to low) have been found to be in the order, Style-2, Style-3, Style-1, and Style-4, respectively. Some managers avoided using 1, 3, and 4 leadership styles as indicated by the minimum scores on these styles to be '0'. An inspection of the data sheet revealed the frequency of score '0' in Style-1, Style-3, and style-4 to be 4, 6, and 37 respectively. The self perceived primary leadership styles of managers as determined by data from the LEAD-Self revealed that 64 percent of the managers identified their primary leadership style as Selling (S2) and 20.00 percent of them identified participating (S3) as their primary leadership style. Only 10 percent and 6 percent respectively of the managers identified primary leadership style as Telling (S1) and Delegating (S4)(Table 3 and Chart 1).

Table 3

Leadership Styles of Managers

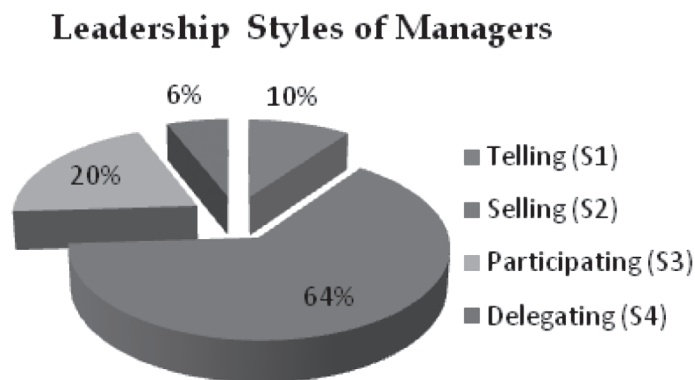| Leadership Styles	Frequency	Percentage (%)
Telling (S1)	5	10.00
Selling (S2)	32	64.00
Participating (S3)	10	20.00
Delegating (S4)	3	6.00

Chart1

Leadership Styles of Managers

The range of the effectiveness score in the LEAD instrument is -24 through 0 to +24. The effectiveness scores of middle level managers in KSEDC/KELTRON ranged from -7.00 to +18.00, with a mean score of 7.54, which is somewhat above average. This shows that managers need to show more adaptability in leadership styles and they need to be sensitized about the same through appropriate training.

Table 4 gives an analysis of inter-correlations among the variables studied. All the Pearson correlation coefficients are found to be negative for the correlations among the four styles, with most of the values being significant. Correlation coefficients of Style-2 and Style-3 with Style-4 are not found to be significant, but the trend is negative. As such, the score range for Style-4 is very low, with a very low mean and SD, which probably explains the insignificant correlations obtained.

Out of the four styles, Style-1 (i.e., HT and LR) is negatively related to effectiveness, whereas, Style-3 (i.e., LT and HR) is positively related to effectiveness. This means that

Table 4

Inter – Correlations among Variables

Particulars	1	2	3
Age	-		
Style-1	0.16	-	
Style-2	-0.04	0.5**	
Style-3	0.14	-0.35**	-0.76**
Style-4	0.19*	-0.21**	-0.14
Effectiveness	-0.04	-0.45**	0.06

*   *Significant at 0.05 level.*
** *Significant at 0.01 level.*

managers who are task masters (i.e., telling style) are not effective while those scoring higher on the participating style of leadership show greater effectiveness or leadership adaptability. A comparison of means was used to determine if there were differences in the leadership styles of telling, selling, participating, and delegating and leadership style adaptability based on age. Table lists the mean scores of the respondents into two the age two groups, namely, low-age group of 23-46 years (n1 = 28) and high-age group of 47-56 years (n2 = 22) by leadership style and style adaptability. The differences in the mean scores on the LEAD scale for these two groups were tested for their significance using Student's t-Test.

Two out of the five t-values is found to be significant as shown in Table 5. The high-age and low-age groups differ in terms of their use of telling style as t-value for Style-1 is significant. Analysis using t-Test has shown that managers in the low-age group use more telling style than managers in the high-age group. Managers in low age group may have command and control mentality while dealing with subordinates, while the managers in older group believe in delegating responsibility to subordinates. The second significant t-value is in respect of Style-3. T-value shows that managers in the high-age group use more participating style than those in the low-age group. Hence high-age group managers are more relationship oriented like they have concern for others, attempt to reduce emotional conflicts, seek harmonious relations, and regulate equal participation than the low-age group counter parts.

Table 5

**Mean Scores on the LEAD Scale for Low and High Age Groups
and the Results of t-Test**

Variable	Age	N	Mean	SD	SEDM	t-value
Telling (S1)	Low	28	2.70		0.23	1.7*
	High	22	2.28	1.42		
Selling(S2)	Low	28	9.02	1.92	0.34	0.75
	High	22	5.75	1.73		
Participating(S3)	Low	28	2.72	1.34	0.30	-2.02
	High	22	3.36	2.08		
Delegating(S4)	Low	28	0.25	0.42	0.12	-1.42
	High	22	0.41	0.79		
Effectiveness	Low	28	8.32	5.32	0.76	-0.45
	High	22	8.93	4.21		

Significant at 0.05 level.

The dominant leadership styles of both age groups were found out by analysing the maximum score received by the respondents against a particular leadership style.Table 6 gives an overview of frequency distribution of the dominant leadership styles of high age group and low age group managers. If the maximum score obtained for two leadership styles is same, it is categorized as 'Combinations of Styles'.Results given in Table 6 show that there is no significant difference in the frequencies of the two groups for Style-1, Style-2 and Style -3. Also none of the managers in both the age groups has adopted Stylel-4 as their dominant leadership style.

Table6

**Frequency Distribution of Dominant Leadership Styles of
Low and High Age Groups**

Age Group	Style-1	Style-2	Style-3	Style-4	Combinations of Styles
Low-Age Group	2	20	2	0	4
High-Age Group	1	16	4	0	1
Total	3	36	6	0	5

7.   Conclusion

This study explored the situational leadership styles of middle level managers and their effectiveness levels in Kerala State Electronics Development Corporation Limited (KSEDC/KELTRON). The results of the study indicate that Style–2 leadership style (Selling Style) is the most preferred leadership style among the managers. The leadership adaptability or effectiveness level of the managers is seen to be in the above-average category. Hence it can be deduced that the managers are not showing leadership adaptability in accordance with changing situations. It is also observed that as the managers grow older they tend to prefer Style-4(Delegating Style) leadership, though the overall use of this style remains very low. However, the managers' effectiveness did not increase with age. The dominant style of the managers irrespective of their age group is Style-2 is while Style-4 is not a dominant style for any of the managers. This study provides a strong case for developing the leadership skills of the middle level managers in the organisation through proper training about the situational appropriateness of the different styles and also the need for flexibility. A future study to assess the ability level and extent of willingness (which together determine maturity level) of subordinates could be taken up for betterunderstanding the reasons for preference of a leadershipstyle by middle level managers.

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10

QUALITY OF WORK LIFE: AN EMPIRICAL STUDY AMONG WORKERS IN PRINTING INDUSTRY

*Sanitha K K, **Retty R Nath

Abstract

One of the reasons for the better performance of an organisation is its satisfied or delighted work force. A firm that does not assess and improve employee satisfaction may face increased employee turnover, decline in productivity, increased absenteeism and limited ability to lure and retain talented employees in the organisation. This will affect a company's ability to serve its customers and subsequently it will lead to the low performance and lower profitability of the company. Quality of Work Life is one of the pivotal strategies which increase the satisfaction level of employees in an organisation. The efforts put on measuring and enhancing the Quality of Work Life of employees helps to enhance the employee productivity and stability of workforce. This study is aimed to measure the Quality of Work Life of workers in Printing industry in Kerala as well as to study the influence of Work Related and Family Related factors on the Quality of Work Life of workers of Printing Industry in Kerala. The sampling technique used in the study is multistage random sampling and the sample size is 438 employees.

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1.   Introduction

One of the most important factors of an organisation is its human resource. All factors or aspects in an organisation can be copied and replicated by the competitor organisation except its human resource. Because the knowledge, talent, abilities and attributes of each and every employee is unique that determines the efficiency of an organisation to succeed in the market. The skilful, loyal and better performed employees are the asset of an organisation. In order to preserve this asset, one of the most important strategies to be taken by the management is the Quality of Work Life of their employees.

The importance of Quality of Work Life (QWL) has been greatly discussed in the corporate world as it has a momentous influence on the work satisfaction of employees which leads to the increased productivity. The fluctuating working environment will affect the worker negatively. It is reflected in the form of abridged motivation and morale, poor performance, low productivity and increased attrition and burnout.The increased responsibility and challenging demands both at family and workplace may affect the Quality of Work Life of an employee.If a balance is maintained at home and work, it can result in increased employee performance and productivity, enhanced morale, reduced attrition, decreased absenteeism and sickness, lowering of burnout and stress, retention of staff, and rise in company image in society.

1.1 Significance of the Study

Printing industry is one of the fastest growing industries in India in terms of technological development andincreasedturnover. The number of workers in this sector is also increasing. But the literature survey shows that the quality of work life of workersin printing industry is not satisfactory. Poorly maintained quality of work life of workers resulted in discontent among employees. This will negatively affect the productivity of the employees. As a result the overall performance of the organisation gets affected. Therefore it is clearly understood that quality of work life of workers is one of the major strategies that determines an organisation's success and failure. In this context, it is very relevant to study the topic titled "Quality of Work Life: An empirical Study among Workersin Printing Industry".The study is confined to company form of organisations dealing with printing businesses that has membership in the Kerala Master Printers Association (KMPA) as on 31.03. 2017.

1.2 Research Problem

Quality of Work Life is one of the most important components of Human Resource Management. It is a determinant factor of employee satisfaction and their productivity or work performance. An enhancement on the factors of Quality of Work Life leads to an enhancement in the work satisfaction which in turn enhances the productivity of the

employees. Therefore studying Quality of Work Life of employees has much importance in the realm of Human Resource Management. The field of study considered for this research is Printing Industry because the literature reviews and personal observation shows that Quality of Work Life of workers in printing industry is low. Also there is no such studies have been conducted so far in this area. Therefore there exists a research gap. So a systematic and scientific study is required in this area.

1.3 Objectives

1. To analyse the influence of the Work Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala.

2. To study the influence of the family related factors on the Quality of Work Life of workers of Printing Industry in Kerala.

3. To assess the extent of Quality of Work Life experienced by Printing Industry workers in Kerala.

1.4 Methodology

The study is empirical cum analytical in nature. Both primary and secondary data were used for the study. Primary data were gathered from the workers of printing industry in Kerala. Secondary data needed for the study were gathered by extensive and intensive literature survey.

Unit of the study is workers of printing industry in the operational areas of the state of Kerala. The population of the study is 9540 employees. The sample size is 438 employees.The sampling technique used in the study is multi-stage random sampling.

Structured interview schedule were prepared to collect primary data from the workers of printing industry. The tools used for the study are Mean, Standard Deviation and significance tests such as Chi-Square test for goodness of fit, Mann Whiteney U Test, Krushkal Walis test and Spearman's rank Correlation were also used to interpret the data.

2. Literature Review

Quality of Work Life defines differently by different people. It refers to the favourableness or unfavourableness of working environment for employees at work (Keith, 1989). According to J. Richard and J. Loy, "Quality of Work Life is the degree to which members of a work organisation are able to satisfy important personal needs through their experiences in the organisation" (Geet, S. D. et.al, 2009).

2.1 Factors for measuring Quality of Work Life

In this study, the major constructs constitute to the concept of Quality of Work Life are Work Related Factors and Family Related Factors. Eight factors have been identified for measuring the Work Related Factors of Quality of Working Life viz, Compensation, Working Condition, Motivational Factors, Safety and Welfare Measures, Opportunities for development, Work Demand, Social Relevance and Personal Factors. The factors contribute towards the variable Family Related Factors are Family Affairs are well managed, Relation with family members are good, Degree of happiness with spouse is good, Financial decisions in the family is mutually taken, Parity between family income and expenditure, Time spend with family members is sufficient, Family living climate is good, Sufficient efforts for meeting needs of all family members, General health condition of family members is good and Total happiness in the family is encouraging.

2.1.1 Work Related Factors

The factors related to the work and workplace which determine the Quality of Work Life of a person is termed as work related factors. The Work related factors considered for the study are Compensation, Working Condition, Motivational Factors, Safety and Welfare Measures, Opportunities for development, Work Demand, Social Relevance and Personal Factors which are described below.

a.   Compensation

Fair and equitable compensation is considered as the fundamental elements of the concept of Quality of Work Life. A reasonable remuneration is essential to lead a standard life. Payment of Wages Act, 1936 and Minimum Wages Act 1948 protect the interest of employees with respect to their remuneration. It is a well-known fact that inequality in remuneration affects the work satisfaction and work performance of employees. Drobnic opined that employees have security in job and payment would feel contented at the work place and this affects their quality of work life (Drobnic et al., 2010). Ability to meet the financial requirements of a person with the compensation he receive from the job can lead to a good quality of work life. The factors contributed to the variable of Compensation are (a) Fairness in Wages and Salary, (b) Increment, (c) Parity in salary with industry, (d) Bonus and incentives, (e) Sufficiency of remuneration (f) Legally fixed pay and pay structure (g) Dearness Allowance Medical Reimbursement and (h) Medical expenses.

b.   Working Condition

Mirvis and Lawler emphasized that Quality of work life has association with satisfaction on wages, working hours and working conditions (Mirvis and Lawler, 1984). All the existing physical circumstances in an organisation that affect an employee are termed as the working

condition of that organisation. The sub factors of the concept of working condition are (a) Workplace Safety and Security, (b)Hygienic workplace, (c) Dress code or Uniform at Workplace, (d) Sufficiency of air passage and ventilation (e) Supervisory support, (f) Relation with co-workers and (g) Sufficiency of lighting

c.   Motivational Factors

Motivation is the act of stimulating people to do something for the accomplishment of the objectives. The factors which motivate an employee to be productively sustained in an organisation are labelled as Motivational factors. The sub-variables considered for the study under the construct of motivational factors are (a) Job Security, (b) Relationship with management, (c) Relation with supervisors, (d) Relation with co-workers, (e) Work Appraisal,(f) Recognition and (g) Promotion.

d.   Safety and Welfare Measures

Safety and Welfare measures are other important factors which contribute to the quality of work life of employees at workplace. Risk free and less hazardous working environment and other welfare facilities will make the workers comfortable in the workplace. The elements of the variable safety and welfare measures are (a) Maintenance of machine, (b) Cotton mask, (c) Gloves, (d) Sanitation facility, (e) Rest room facility, (f) Drinking Water facility, (g) Canteen facility, (h) First Aid facility and (i) Conveyance facility.

c.   Career Development

Career is an occupation undertaken by a person for his life time.The quality of work life will be better when employees get sufficient opportunity for their career advancement. The organisation must give opportunity to the employees to enhance and advance their skills and capabilities which will make employees to be productive. The elements of the concept of career development are (a) Training facility, (b) Participation in decision making, (c) Work enrichment, (d) Employee counselling, (e) Making Suggestion, (f) Encouraging higher studies and (g) Trade Union.

f.   Work Demand

The physical, psychological and social requirements of a job in an organisation are termed as work demand. Work demand is an important determinant of quality of work life of employees. The factors of work demand are (a) Working hours, (b) Rest time and (c) Work Knowledge.

g.   Social Relevance

The societal acceptance of a person because of the employee of a particular organisation will contribute his quality of work life. The social responsibilities undertaken

by an organisation contribute to the quality of work life. If the organisation ignores its social obligation, the employees of that organisation cannot expect quality of work life. The sub-variables of the concept of social relevance are (a) Peer Group Acceptance (b) Management Acceptance, (c) Superior Acceptance, (d) Trade Union Acceptance, (e) Cultural activitiesand (f) Community activities.

h.   Personal factors

Apart from the above said factors there are many personal factors which will affect the quality of work life of an employee in an organisation. They are (a) Stress, (b) Contribution to Organisation growth, (c) Contribution to Family growth (e) Family-work life balance and (f) Feeling of Worthiness.

2.1.2 Family Related Factors

There are certain family related factors which have an influence on the Quality of Work Life of employees. They are (a) Family Affairs are well managed, (b) Relation with family members are good, (c) Degree of happiness with spouse is good, (d) Financial decisions in the family is mutually taken, (e) Parity between family income and expenditure, (f) Time spend with family members is sufficient, (g) Family living climate is good, (h) Sufficient efforts for meeting needs of all family members, (i) General health condition of family members is good and (j) Total happiness in the family is encouraging.

3.   Analysis and Discussion

This part of the study is deal with the analysis and interpretation of the primary data collected from the 438 workers working in the Printing industry in Kerala through the structured questionnaire.

3.1 Assessing the Work Related Factors of Quality of Work Life of Workers in Printing Industry

Table1 illustrates the mean score analysis of the Work Related Factors of Quality of Work Life of Employees in Printing industry in Kerala. The mean value of the variables Compensation, Working condition, Motivation, Safety and welfare Measures, Opportunities for development, Work Demand, Social Relevance and Personal factors are 2.72, 3.72, 2.90, 2.92, 2.58, 3.73, 3.21 and 3.52. All the values are around the statistical mean value of 3. And the overall mean value of the variable Work Related factors is 3.16 which is just above the statistical mean value of 3. Therefore it can be concluded that the influence of Work Related Factors of Quality of Work Life of Employees in printing industry in Kerala is just moderate.

Table 1:

The Mean score analysis of the Work Related Factors of QWL

Sl. No	Variable Names	Mean Score	Standard deviation
1	Compensation	2.72	0.3903
2	Working Condition	3.72	0.4271
3	Motivation	2.90	0.4233
4	Safety and Welfare Measures	2.92	0.6543
5	Opportunities for development	2.58	0.5606
6	Work Demand	3.73	0.4788
7	Social Relevance	3.21	0.5443
8	Personal Factors	3.52	0.5001
	Work Related Factors	3.16	0.4974

Source: Primary Data

The result of the above portrayed mean score analysis is reiterated with the help of the significance test viz, Chi-Square test for goodness of fit which is explained in the following paragraphs.

Table 2

Chi-Square test for goodness of fit of influence of the Work Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala.

Influence of Work Related Factors on QWL	Frequency	Percent	Chi-Square Value	P Value
Low	106	24.20	30.632	<0.001**
Moderate	198	45.21		
High	134	30.59		
Total	438	100		

Note: ** denotes significant at 1% level

The Chi-Square test for goodness fit of the influence of the Work Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala is portrayed in table 2. The P Value exhibited in the table is less than 0.01 at 1 per cent level of significance. This means that the influence of the Work Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala is moderate.

It is also disclosed in the table that maximum number and percentage of respondents opined that the influence of the Work Related Factors on the Quality of Work Life of workers of Printing Industry in Keralais moderate. Therefore it can be concluded that the influence of the Work Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala is moderate.

3.2 Evaluation of the Family Related Factors of Quality of Work Life of workers in Printing Industry

Table 3

Opinion of workers on the Family Related Factors of QWL

Sl.No	Variables	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total		Mean Score	SD
		N	%	N	%	N	%	N	%	N	%	N	%		
1	Level of managing family	46	10.50	113	25.80	231	52.73	35	7.99	13	2.98	438	100	3.36	.4814
2	Relation with family members	44	10.03	115	26.25	227	51.83	38	8.69	14	3.20	438	100	3.36	.4814
3	Degree of happiness with spouse	41	9.36	94	21.46	249	56.85	39	8.91	15	3.42	438	100	3.31	.4622
4	Mutual Agreement on family finance	47	10.73	58	13.25	282	64.38	33	7.53	18	4.11	438	100	3.24	.4274
5	Income-Expenditure parity	29	6.62	64	14.61	292	66.67	36	8.22	17	3.88	438	100	3.24	.4874
6	Time spend with family members	49	11.19	86	19.63	256	58.45	31	7.08	16	3.65	438	100	3.31	.4622
7	General family culture	52	11.87	50	11.42	287	65.52	30	6.85	19	4.34	438	100	3.21	.4674
8	Meeting the needs of the family members	44	10.05	115	26.26	226	51.62	37	8.45	16	3.62	438	100	3.36	.4814
9	General health conditions of family members	39	8.90	108	24.66	248	56.62	32	7.31	11	2.51	438	100	3.34	.4727
10	Total happiness in the family	38	8.68	97	22.14	255	58.22	38	8.68	10	2.28	438	100	3.31	.4622
	Family Related Factors													3.30	.4685

Source: Primary Data

The rating given by the sample respondents show that the Family Related Factors of Quality of Work Life of printing industry workers is moderate as exhibited in the table 3. As per the table, the percentage analysis portrays that 64.38 per cent, 66.67 per cent,58.45

per cent,65.53 per cent and 58.22 per cent of employees opined neither positively nor negatively towards the variables mutual agreement on family finance,income-expenditure parity,time spend with family members,general family culture respectively. While 23.97 per cent,21.23 per cent,30.82 per cent, 23.29 per cent and 30.83 per cent of employees are positively opined and 11.64 per cent, 12.10 per cent,10.73 per cent, 11.19 per cent and 10.96 per cent of employees have negatively opined with regard to the variables mutual agreement on family finance,income-expenditure parity,time spend with family members,general family culture respectively. With regard to the variables level of managing family,relation with family members,degree of happiness with spouse, meeting the needs of the family members and general health conditions of family members 52.74 per cent, 51.83 per cent,56.85 per cent,51.60 per cent and 56.62 per cent of employees have opined neither positively nor negatively. Meanwhile 36.3 per cent, 36.31 per cent,30.82 per cent,36.31 per cent and 33.56 per cent of employees have opined positively and 10.96 per cent, 11.88 per cent,12.32 per cent,12.10 per cent and 9.82 per cent of employees have negatively opined the variable level of managing family,relation with family members,degree of happiness with spouse, meeting the needs of the family members and general health conditions of family members respectively.

The table 3 also shows the mean score analysis of the variable family related factors in order to reiterate the above said result. The mean score value of the variables level of managing family,relation with family members,degree of happiness with spouse,mutual agreement on family finance,income-expenditure parity,time spend with family members,general family culture,meeting the needs of the family members,general health conditions of family members and total happiness in the family are 3.36, 3.36, 3.31, 3.24, 3.24, 3.31, 3.21 3.36, 3.34 and 3.31 respectively. All the mean values are above the statistical mean value of 3. The overall mean value of the variable family related factors is 3.30 which is above the statistical mean value of 3.Therefore it can be concluded that the influence of family related factors on QWL of workers in printing industry in Kerala is moderate.

The above result is restated with the help of the significance test viz, Chi-Square test for goodness of fit which is explained in the following paragraphs.

Table 3: Chi-Square test for goodness of fit of influence of the Family Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala.

The Chi-Square test for goodness fit of influence of the Family Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala is portrayed in table 6.25. The P Value exhibited in the table is less than 0.01 at 1 per cent level of significance.This means that the influence of the Family Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala is moderate.

Influence of Family Related Factors on QWL	Frequency	Per cent	Chi-Square Value	P Value
Low	137	31.28	188.671	<0.01**
Moderate	199	45.43		
High	102	23.29		
Total	438	100		

Note: ** denotes significant at 1% level

The mean value of the variable Family Related Factors is 3.30 which means influence of the Family Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala is moderate. This result is restated through Chi-Square test for goodness fit as shown in table 3. As per the table, maximum number and percentage of respondents opined that the influence of the Family Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala is moderate. Therefore it can be concluded that the influence of the Family Related Factors on the Quality of Work Life of workers of Printing Industry in Kerala is moderate.

3.3 Assessing Quality of Work Life of Workers in Printing Industry

Table 4:

The Mean score analysis of the Quality of Work Life of workers

Sl. No	Variable Names	Mean Score	Standard deviation
1	Work Related Factors	3.16	.4974
2	Family Related Factors	3.30	.4685
	Quality of Work Life	**3.23**	**.4830**

Source: Primary Data

Table 4 portrays the mean score analysis of the Quality of Work Life of workers in printing industry in Kerala. The mean values of the variables Work Related Factors and Family Related Factors are 3.16 and 3.30 respectively and the mean value of Quality of Work Life is 3.23 which are above the threshold value of 3 and not exceeding the value of

4. This means that the Quality of Work Life of workers of Printing Industry in Kerala is moderate.

The above result is restated with the help of the significance test viz, Chi-Square test for goodness of fit which is explained in the following paragraphs.

Table 5:

Chi-Square test for goodness of fit of the Quality of Work Life of workers of Printing Industry in Kerala.

Quality of Work Life of workers	Frequency	Per cent	Chi-Square Value	P Value
Low	111	25.34	31.849	<0.01**
Moderate	201	45.89		
High	126	28.77		
Total	438	100		

Note: ** denotes significant at 1% level

The Chi-Square test for goodness fit of the Quality of Work Life of workers of Printing Industry in Kerala is portrayed in table 5. The P Value exhibited in the table is less than 0.01 at 1 per cent level of significance. This means that the Quality of Work Life of workers of Printing Industry in Kerala is moderate.

The mean value of the variable Family Related Factors is 3.23 which means the Quality of Work Life of workers of Printing Industry in Kerala is moderate. This result is restated through Chi-Square test for goodness fit as shown in table 6.27. As per the table, maximum number and percentage of respondents opined that the Quality of Work Life of workers of Printing Industry in Kerala is moderate. Therefore it can be concluded that the Quality of Work Life of workers of Printing Industry in Kerala is moderate.

4.   Conclusion

From the above analysis it is found that the Quality of Work Life of employees in Printing Industry is just moderate in the sense that they are getting a viable minimum level of the components which make the Quality of Work Life. The components in the Quality of Work Life such as compensation, motivation, welfare measures and opportunities for development are rated by the employees as low and they are not satisfied with compensation

and measures taken for motivation, welfare and opportunities for development. The statistical mean obtained for the 4 components are less than 3 and the statistical mean value of just above 3 obtained for the components for Quality of Work Life such as working conditions, work demand, social relevance and the personal factors. The overall rating of all the 8 components of Quality of Work Life is 3.16. It is just above the statistical mean of 3 so much improvement is needed to enhance the Quality of Work Life of employees in printing industry in Kerala. The rating given by the employees in respect of their family related factors which have a bearing on the Quality of Work Life is 3.30.This calculated mean value is just above the statistical mean and it can be interpreted that their satisfaction level on family related factors is also just moderate. The result of job satisfaction on the basis of the rating of the employees is also found moderate, the calculated mean in this respect is 3.47. But it is found that the labour productivity is moderate and its rating provided by the workers with its value of statistical mean stood at 3.96. It is seen that the higher value of productivity is the result of compulsion in the part of employees to stay in the job which is their livelihood than that of the influence of Quality of Work Life,which stood at just touching the statistical mean. So it is required that concrete measures should be taken by the management of Printing companies in Kerala to enhance the Quality of Work Life of their employees.

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THE BYGONE DAYS OF ROAD TRANSPORT SYSTEM IN TRAVANCORE

*Soumya R S

Abstract

Transport and communication is a part of the daily rhythm of human life, in all societies and in all economies.Transport and communication are the nerve centres of a nations economic growth. Transportation facilities can be natural as well as artificial. It was during the second part of the 18ᵗʰ century that the road development was in full swing in Travancore. It was military operations that necessitated the construction of roads in Travancore in the early years. The fast improvement of trade and commerce necessitated rapid development of transport and communication system in Travancore. The construction of roads and bridges and keeping them in good condition were the sole responsibility of the government. The advent of motor vehicles reduced the distance from place to place. The establishment of Public Works Department in 1860 led to construction and maintenance of roadways in Travancore. The establishment of the State Transport Department was a landmark in the history of the growth of road transport system in Travancore.

Key words: Dhans, Kollapperuvazhi, Cholamaram, Rajapatha, ThanneerPanthal, Satrom, Pongan, Amalam, Manjal, Menavu, Chapram, Athikattil

Introduction

The term 'transport' denotes in terms of a relatively, straight forward transfer of people or goods from one location to another. Transport plays a dominant role in the social sphere

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where it has considerably influenced the life of people. Transport has been divided into three kinds land transport, water transport and air transport. Land transport has again been divided into human porter, animal transport, road transport, railway transport. Roads provide a good means of communication, and break the isolation of cities and villages. They facilitate the promotion of social awakening in the masses.

Objective of the Study

The objective of the article is to focus the beginning and development of the road transport system in Travancore.

Methodology

The article, prepared on the basis of both primary and secondary sources as per the method of scientific historical research. The methodology adopted for this study is historical and theoretical and critical.

Literature Review

Literary works including *sangham* literature, travelogue and messenger poems of those days are the main sources which throw light on the routes and modes of transportation of the days. Roads and paths suitable for bullock carts, horses, palanquin and pedestrian paths were used for land way transportation.

The erstwhile princely state Travancore is situated in the south west portion of Indian peninsula. Transportation facilities in the areas of Travancore developed from the early times. From the royal proclamations it is understood that there were pedestrian paths, public paths royal paths and prime paths in various parts of the city. The public paths were having a width of 2 '*dhans*'. The royal paths and prime paths were having more width than that of the public path.

Various roadways facilitating interstate travelling among princely states were thus established in the ancient time itself. Roadways, connecting Padmanabhapuram and Aruvamozhi and from there to Thirunelveli via Kalakkadu, were in constant active use as early as the time of Desinganadu rulers. The royal path from Cheranmahadevi to Ambasamudram and from there to Kollam via Thenkashi, Aryankavu, Punalur and Kottarakkara was the backbone of Desinganadu princely state.[2] The traffic from Kollam to Kayalpattanam was very smooth by virtue of the advantage of connecting pathway between Thirunelveli and Kayalpattanam. Group of merchants with their commodities were frequent travellers in the above roadways. There existed royal paths between Nedumangad and Aryankavu and from Neyyattinkara to Attingal via Venjaramoodu.

The anonymous author of the '*UnnuneeliSandesham'*the Malayalam work of the 14th century describes in detail an old time land route called '*Kollapperuvazhi'* or 'Thiruvananthapuram-Kollam road' which starts from Thiruvananthapuram and ends at Quilon which was the capital of Venad.[3] This road is stated to have been provided with avenue trees or *'Cholamarams'* on both sides of the entire length and was in constant use for more than a century.

Quilon was a great commercial and trading centre from very ancient days and naturally there for the development of communications and transport in the area received considerable attention. The inscriptions of Ravi VarmaKulasekhara show that Quilon was a splendid city with broad streets and extensive pathways.[4] Quilon the finest cities of Kerala at that time having magnificent markets and wealthy merchants where brisk trade in pepper was carried on, Quilon was connected with the interior part of the country with a wide network of road.

The first recorded instance of roads having been constructed as a matter of deliberate policy was in 926 Kollam Era (1750-51) during the reign of Marthanda Varma.[5] The first mention in history of the fact of roads having been made under the supervision of RamayyanDalawa, when several good roads were open for the convenience of the militia chiefly and for traffic and passengers as well. MarthandaVarma, the maker of modern Travancore took initiative for the development of the system of transport and communications. For improvement of trading activities he opened many public roads. Separate roads were built for members of the royal family and other caste hindus and such roads were called '*Rajapatha'*. At the time of MarthandaVarma*Rajapatha*existed between Nedumangad and Aryankavu, Neyyattinkara and Attingal via Venjaramoodu. He had used Neyyattinkara, Nedumangad and Attingal*Rajapatha*to go to Quilon from Padmanabhapuram.[6]The maintenance of standing army by MarthandaVarma was the major cause behind the improvements of *Rajapathas* in Travancore.

After MarthandaVarma, KarthikaThirunalRamavarma ascended the throne and his Dalawa,AyyappanMarthandaPillai opened several roads and many rest houses between Kunnathunad and Thottappalli. During Rama Varma's reign a road was also completed between Cape Comorin and Kodungalloor for the purpose of speedy official information from the whole parts of his territories. This road was also started to have been provided with '*ThanneerPanthals'* and *'Satroms'*or inns at convenient places for the entire length. The Kollam-Shencottah road interlinking Madras province and Kollam was veryessential for the commercial development and army interactions between PalayamKotta and Kollam.[7]

Manjal,Menavu, Palanquin, Chapram, Athikattil, Chariots were carriages of ancient Travancore. *Manjal, Menavu, Palanquin*etc which carried royal personalities

were carried by professional carriers known as '*Pongans'* a particular class of people in ancient Kerala. In northern parts they were also known as '*Amalams'*.[8] Even from the ancient times wheeled carts were used in the land.

The second half of the 18th century witnessed the beginning of modern system of road transport. The roads which existed as open tracks intended for foot travellers as well as for nobility who travelled only on horseback or palanquin. The carriages of the palanquins would make a particular sound so that if there is any non-caste Hindu on the way should run and hide till the carriage would disappear.

Scientific road construction in Travancore were centred on High range tea estates. For this purpose the survey conducted in 1840 by the British the blue print for the new scientific roadways were on the basis of the routine pathway of wild elephants.[9] At the same time better roads in rural and coastal area were the need of the time to transport various commercial products including tea to various markets and ports.

The accession of Rama VarmaAyilliamThirunal was a land mark in the history road development in Travancore. *Maharaja*coupled with his enlightened DewanT.MadhavaRao, introduced certain progressive reforms which transformed the princely state of Travancore. These reforms included the establishment of Public Works Department in 1860 which led to the construction and maintenance of roadways on the line of British India. When MadhavaRao ascended the throne there was only a single cartable road in the state, the one through Aramboly in the South to Trivandrum.

In 1862-72 A.D very good progress was made in the construction of roads, several new roads were undertaken. Among the roads constructed by Barton, the most important was the Peermedughat road connecting North Travancore with Madhurai District. In 1877-78 the construction of the Main Central Road was completed. The total length of the road is 156 miles.

ArumanaSankara Narayanan Thampi, son of Sri Rama VarmaVisakham Thirunal*Maharaja* introduced private bus service in Travancore. In 1910 he registered a private transport company named Commercial Transport Corporation.[10] With the advent of buses and cars many roads had to be remodelled to make them good motor roads. Dewan Watts bestowed serious attention upon the construction of roads, bridges etc in every part of the country. He laid out the framework for the modern NH47 extending from Cape Comorin to Salem.[11]

The most significant land mark in the history of the growth of transport in Travancore state was the introduction of the state transport service. In 1937 a separate state transport department was established. It was formed in the wake of nationalization of the main southern road on the basis of the report of 'Transport Reorganization Committee'. The

State Motor Service was inaugurated by Sri ChithiraThirunal*Maharaja* on the 20th February, 1938. A Traffic Board was constituted in 1939 with the Chief Secretary to the Government as President.[12]A welfare committee was also constituted in the same year, to suggest improvements in the conditions of employees, Mr.E.G.Salter, who has had considerable experience in the management of motor transport, was appointed Superintent. The introduction of Express service in the department was a feature of the year1941. With the integration of Travancore and Cochin in July 1949, the government was compelled to expand and reorganize the Transport Department on a major scale.

Conclusion

Transportation facilities in Travancore developed from the early times. Development of trade necessitated construction of roads. The tremendous leap in the development of transport began only after the establishment of Public Works Department in 1860, under the direction of Dewan T MadhavaRao. During the period of SreeMoolamThirunal all the roads were repaired and some new roads were opened.Though the existing social system in the 19th century Travancore did not allow marginalized sections for using public roads but their services were utilized. The Department of State Transport was one of the most important public utility services in the state. The scheme of nationalization of Motor Bus Transport was first introduced in Travancore.

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12

WOMEN IN SOCIETY: THE GANDHIAN PERSPECTIVE

*Prakasan P.

Abstract

Longstanding and widespread male domination results in the miserable condition of women in society. Long before the rise of feminism and the legislative measures to empower women, prominent social philosophers had been concerned with this problem. Among them Mahatma Gandhi had tried to identify the significant reasons for the deplorable state of Indian women and to prescribe definite means for their liberation as an integral component of his ideal of Sarvodaya. He had emphasized the need for educating women to make them self-confident and self-reliant. In dealing with the question of women liberation and empowerment, Gandhi never followed the Manusmriti, but his source of inspiration was the Upanishadic teaching of the essential divinity of all creations including the female. Gandhian scheme of social change therefore gives priority to the liberation of women from their age-old material and spiritual slavery. Things have not changed much in the present-day Indian society, and hence the words and deeds of Gandhi become more and more relevant than ever before.

Key words: Gender discrimination-male chauvinism-Sarvodaya-Sarvamukti-Manusmriti-education of women-women empowerment-Swaraj-Antyodaya-social hierarchy-liberation of women

Introduction

From time immemorial, the male coefficient in society has been successful in relegating the female as the weaker sex. Consequently, women are described and treated as inferior, powerless and submissive. Folk sayings like 'The work of a woman is never complete' echo this gender bias in favour of men. Naturally, woman's condition throughout the world

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with rare exceptions remains extremely backward. But in the present-day world, there has been much skepticism about this male centered social construct that has exposed the injustice and cruelty behind the ideology and practice of gender discrimination.

Thanks to the democratic space for debates emerging in a majority of nations, growing awareness created through formal and informal education, and the legislative measures for reservation of opportunities for women, there has been a steady change in the attitude of policymakers as well as the common people. Yet, the culturally moulded male chauvinism has not vanished completely either from the social systems or from the minds of people. In the contemporary world it is still evident, even to the casual observer that women in all domains of social life are subject to the domination and exploitation by men in great numbers, blocking their progress in all directions.

Objectives

Gandhi's contribution and commitment in the sphere of non-violence is generally known world wide. But his perspectives on women's upliftment and their responsibility in the process of socio-political revolution have not received required attention with in the academic community. So, the main objective of my assessement is to understand and analyse the basic concept of gender equality and the contribution of Gandhi towards the empowerment of women. It is undoubtedly clear that Gandhi's ideas played a major role in accepting gender equality as a fundamental principle of Indian constitution. Thus, this article tries to make aware the new generation women about the revolutionary nature of Gandhi's philosophy about them that can be apt to meet the challenges they face in the path of development and individual freedom.

Methodology

To analyse the Gandhian concept of women, here we consider philosophical questions from all perspectives by examining the conceptual meaning of Gandhi's thought, raising further questions, proposing answers and suggesting further implication of those answers. The sources of data for most of the philosophical studies are written materials and verbally expressed ideas relevent to the topic of study. The resercher critically examines the text or the ideas for flows in logic. Here we are discussing the relevance of a message to humanity by a great leader on some defenite and specific perspective. We use here the philosophical methodology of analysis and critically examine the ideas.

Social philosophers' concern

Today, there are two visible moves to address and overcome the problems of widespread exploitation and oppression of women in society. The first one is the often vigorous and often lethargic steps taken by democratic nations to introduce legislations for

ensuring equal rights for women in society. Another one is the emergence of radical feminist movements that challenge the ideology and tactics of male domination.

Even before the emergence of the concept of women's rights and power, there were great social philosophers like Karl Marx and Mahatma Gandhi who had addressed the gender issue seriously and sincerely. The Marxian concern in this regard has matured into the (Marxist) feminist outlook of women through different stages of history as constantly being subjected to the double exploitation in terms of class and gender. The Gandhian view of the liberation of women had been an integral component of his ideal of *Sarvodaya* (the welfare of all) which was conceived also as the pathway to *Sarvamukti* (the liberation of all). Moreover, Gandhi's analysis of the gender issue was carried out more in tune with the miserable plight of Indian women.

The social status and living conditions of women in India during Gandhi's active years were very pathetic. India was in his opinion, a mirror image of the generally depressed state of the women in this country, which had been enslaved for centuries by alien forces that culminated in the colonial rule by Europeans. Added to this was the dogmatic understanding and interpretation of Hinduism, which encouraged excessive subordination of woman and idolized wives who merged their identity into that of their husbands. Some of the 'authoritative' Hindu texts portrayed woman on the same level with *Sudra,* the fool, the drum and the animal, all of whom required to be beaten. Crowning all such anti-woman assertions, we find in the *Manusmriti* the irredeemable denial of freedom to women.

Gandhi's diagnosis and remedy

Gandhian analysis of the gender question is at the same time diagnostic as well as curative. He could identify the significant reasons for the degradation of the Indian woman such as widespread poverty, the absence of education, the institution and rules governing private property, economic imbalance, child marriages, dowry, widowhood, sexual exploitation and a number of customary taboos on the female. These are even today the stark realities in the life of a majority of Indian women. Hence Gandhi's diagnosis remains the model for the contemporary and future leadership of India. He emphasized that without changing the basic conditions of woman, the goal of *Swaraj* (self-rule) would remain a distant dream, even after we attain political freedom.

Gandhi regarded legislation to remove the inequalities suffered by women as essential. He wrote:

'I have included service of women in the constructive programme, for though Satyagraha has automatically brought India's women out from their darkness, as nothing else could have in such an incredibly short space of time, Congressmen have not felt the

call to see that women became equal partners in the fight for Swaraj. They have not realized that woman must be the true helpmate of man in the mission of service. Woman has been suppressed under custom and law for which man was responsible and in the shaping of which she had no hand. In a plan of life based on non-violence, woman has as much right to shape her own destiny as man has to shape his. But as every right in a non-violent society proceeds from the previous performance of a duty, it follows that rules of social conduct must be framed by mutual co-operation and consultation. They can never be imposed from outside. Men have not realized this truth in its fullness in their behaviour towards women. They have considered themselves to be lords and masters of women instead of considering them as their friends and co-workers. It is the privilege of Congressmen to give the women of India a lifting hand'.[1]

Gandhi was insistent on the role and service of woman in the political sphere. Through his Constructive Programme he encouraged them to participate in non-violent *Satyagraha* programmes, considering them as the equal partners in the fight for *Swaraj*. He considered woman as 'Mahila' (powerful), not as 'Abala' (weak). According to Gandhi, woman is the incarnation of non-violence, and he believed that a woman with self-confidence and determination of inner power can become an indomitable force in nation building. Gandhi's opinion was proved to be right in due course. During the freedom struggle, women came out actively and participated in demonstrations, donating voluntarily their ornaments and willingly accepting the pains of imprisonment. Understanding the symbolic power of 'Khadi', many women came forward to wear the simple hand-woven rough cotton clothes.

Influences on the Gandhian perspective of women

Gandhi's positive concept on womanhood and women's position in society owed much to his childhood influences and later associations with women in England and South Africa. Thus he was able to overcome his orthodox attitude to women moulded by the social conditions of his early life. Under the care of his lovable and intelligent mother there developed unconsciously a respect towards women in Gandhi's mind. But it evolved into its full-fledged form only after he went to England and later to South Africa. The women folk that Gandhi acquainted with in those new environments cast their indirect influence on him so as to change his earlier conservative concept of women.

In his writings, Gandhi remembers his mother as a woman with strong common sense, well informed about the matters of the state, and widely respected by the women in her social circle. One vivid recollection that Gandhi records was of the time his mother, during the monsoon, vowed not to take any food before seeing the sun. Gandhi with the other children in the family would wait eagerly for the sun to appear and hurry to inform their mother about it, but often, it would disappear before she could see it. But she would take

it cheerfully, as God did not want her to eat that day. This stoic attitude persisted throughout in Gandhi's personality.

It is to be noted that in the earlier period of his married life, his opinion about women was different. Because of the conservative impression of the female that he had acquainted from his Hindu background, his relationship with his wife Kasturba in the first twenty years of their married life was not always happy. Gandhi had confessed that in those days he had tried to dominate her and she would not submit willingly. It was customary in those times that boys and girls were married at a very early age, and as a rule joint patriarchal families were common.

Gandhi was also forced to marry when he was just thirteen years old. Kasturba happened to be six months older than him. Naturally, the boy husband had to exercise his authority over his wife. Sometimes he treated her harshly expecting implicit obedience for all his commands, but not always with success. Gandhi wrote: 'It was a time when I thought that the wife was the object of her husband's lust, born to her husband's behest, rather than a helpmate, a comrade and a partner in the husband's joys and sorrows'.[2]

Gandhi's conception of women's abilities had changed positively by the activities of the suffragettes in England around the year 1906. Another factor that contributed to Gandhi's high regard for women was his experience of the participation of women in the final phase of the *Sathyagraha* struggle in South Africa. During the course of the long march by some 3,000 Indian labourers across the Natal-Transvaal border, there were many women with babies in their arms. The *padayathra* (Rally on foot) squad had only one pound bread and an ounce of sugar as their rations, and they even had to cross fast-flowing rivers on the way. On one such occasion it so happened that a child was swept away by the furious floods and one child died due to continuous exposure. There was no mourning for them and he recalls that one woman said: 'we must not mourn for the dead who will not come back to us for all our sorrow. It is the living for whom we must work'.[3]

Apart from this, during *Champaran Sathyagraha* in Bihar, Gandhi had an occasion to see the naked poverty of the village womenfolk. He had been to the village where Kasturba was moving with the local people. In one of the houses, a woman came out to see Gandhi. Immediately she went inside and in a few minutes another appeared on the scene. Soon after her exit, a third woman came out of the house. When Gandhi asked why they were not coming out at a time, he came to know that they had only one *Sari* to wear in the family. Still then, they were ready to participate in the *Satyagraha* programme. Gandhi was deeply overwhelmed and influenced by the quiet heroism and strong practical sense of these women, most of whom were illiterate. Gandhi's estimation of women's will power and ability was considerably boosted by this experience.

Education for liberation

Gandhi's ideas on women education got crystallized through his experiences in England and South Africa and later in India. During Gandhi's life abroad, most of the women he acquainted with were well educated. He found them liberal in thinking and leading a free life like many young men of the time. Gandhi realized that only education could liberate women from dogmas and superstitions. By this, he did not mean that women should compete with men in all jobs; women's proper place was home. In Gandhi's view, 'Man is supreme in activities outside the home and therefore it is natural that he should have a greater knowledge. But on the other hand home life is entirely the sphere of women, therefore, in domestic affairs women ought to have more knowledge'.[4]According to him, this truth ought to be taken into consideration in the education of women.

Gandhi wanted to demolish the customary image of woman as a sexual object and a domestic servant. He rejected all systems that promoted the seclusion of women and simultaneously he asserted her power in all household activities. This has been a point attacked by feminist critiques. But we cannot say that Gandhi had discouraged women's role outside the home if we look at his effort to ensure women participation in freedom struggle and allied movements as also the in the leadership of Indian National congress. He had no hesitation to support the selection of a woman, Sarojini Naidu, as the president of the Indian National Congress in 1924. Through this, Gandhi gave a clear message that, Indian women are the major political and social force in the reconstruction of the nation. His faith in women's power is proven by the wide participation of women along with men in India's independence movement, and this indeed has few parallels in world history.

The question of women empowerment

While advocating the cause of women empowerment, Gandhi did not mean that women are not equal in rank with men, but only that they are not identical. He maintained that men and women are indeed interdependent so that the existence of one without the other cannot be conceived without causing damage to both. Gandhi asked educated women not to imitate the manners of the West but to follow good indigenous methods in their personal and social life. He considered women as the better half of men. Man and woman are the inseparable pair and one cannot live without the other. Gandhi's emphasis was on the 'empowerment of the feminine' in the family and in society. He had always disapproved the conventional image of the female as 'the helpless creature to be subjugated'.[5]He opposed all the customs that reduced the liberty of women. He openly denounced *Purdha* as a 'barbarous custom' and the *Devadasi* system as a social evil. Gandhi was also dead against child marriages. He never thought that a child widow is a widow in the true sense, and he quoted *Sastras* to prove his argument and to uphold the dignity of women.

Gandhi did not see woman as an object of reform and humanitarianism but rather as conscious persons with definite social role and as self-conscious agents of social change. His concern was to bring about the reconstruction of society by creating an atmosphere in which women would be able to regain self-confidence that has been lost through centuries of subjection. Thus, the female will receive just and fair treatment by enlightened males. Gandhi's faith in the intrinsic worth and superior moral fibre of women enabled him to affirm the power of Indian woman. He was convinced that women's participation in public life would purify it of unlimited greed and violence. Gandhi visualized a *Swaraj* in which men and women have equal role and status.

Conclusion

It is widely agreed that the best way to judge a society's progress is to assess the status enjoyed by women in that society. In India, even after seven decades of independence, the plight of women remains pitiable. Seventy percent of the total illiterate in the country are women, child marriages, especially in the villages, are still common, and there is one case of dowry death almost every hour if not more frequently. Rape cases are on the increase and even baby girls are brutally gang-raped and women become victims of custodial rape too. In those countries where wars are being fought, widows of soldiers and militants have either to starve or to sell themselves. The problem of looking after illegitimate children born during the war has also become very acute. In such a situation, the words and deeds of Gandhi become more and more relevant than ever before.

There are critics of Gandhism who regard his insistent pride on being a *Sanatana Hindu* as a blemish on his all-embracing humanism. Yet, the Gandhian position on women empowerment and liberation as we have discussed so far is sufficient to show that his faith in Hinduism had never been in tune with the beliefs and customs prevalent in the Hindu society in the past and in his times. How Gandhi had approached the issues of gender discrimination and oppression proves two important aspects of the correlation between his religious faith and the gender issue:

i.   Gandhi had not the least affiliation with the *Manusmriti* image of the female in society.

ii.   Gandhi's concept of woman is based on the Upanishadic proposition that every being is a divine creation or more precisely the manifestation of the ultimate divine power. He believed that the same soul resides in both men and women and both of them have the equal right to develop their personality.

We have earlier observed that Gandhi's *Sarvodaya* ideal is fulfilled in *Sarvamukti* or the liberation of all. He had now and again interpreted *Sarvodaya* also as *Antyodaya* or the welfare of the poorest and the lowest in social hierarchy. And we have already discussed Gandhi's diagnosis of the gender issue as exposing the deplorable and miserable

condition of women life in countries like India. Hence, it is clear that the all-inclusive concept of welfare and liberation implied in the Gandhian programme of *Sarvodaya* certainly gives priority to the liberation of women, who remain in the lowest stratum of society, from their age-old material and spiritual slavery.

Through reservation, Indian women exercise equal status with men in the political matters of Panchayat Raj system. But a thorough change in the social status of women is still a prerequisite for complete enjoyment of other freedoms. However, attitude very often obstructs reforms. It is in this context that we reiterate the relevance of Gandhi who had always insisted on proper education for women and their economic self-sufficiency through vocation as the best remedy to cure the gender issues. It would be worthwhile to remind ourselves that the political struggle was only a part of Gandhian agenda. He laid equal emphasis on reforming the Indian society by removing its perennial evils including the inhuman practices of caste and gender discrimination and oppression.

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ANNIE MASCARENE : A SAGA OF UNSUNG SACRIFICE

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Abstract

The present study attempts to furnish a historical sketch of history of the role of Annie Mascarene in the struggle for responsible government in Travancore. The paper tries to find out the role of Annie Mascarene influenced women of Travancore in Participating early political activities in the state.

The historical accounts of women's participation in the freedom movement have remained incomplete and unsatisfactory. Since independence, prominent historians such as Dr. Tarachand and Dr. R.C. Majumdar have written history of freedom movement as if women were merely silent observer watching helplessly at their home the difficulties and the sacrifice of men who devoted their lives for a noble cause. In the books published by various historians, though sometimes women freedom fighters are identified by their names, generally women are left unnamed and unhonoured.

Introduction

AnnieMascarene played a discernible role in the freedom movement in Travancore. Among those who sprightly participated in the freedom movement, the name of Annie

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Mascarene deserves special mention. Annie Mascarene was one of the great leaders of Travancore to inspire the women specially through her speeches, to come to the forefront of the freedom struggle. Her tireless endeavors to the establishment of Responsible Government in Travancore deserves a significant page in the history of Travancore.

Importance of study

Eminent historians have written the history of the freedom movement as if women were merely silent spectators watching helplessly at home the suffering and the sacrifice of men who dedicated their lives for a noble cause. The participation of women in the freedom struggle of Travancore   always remained a hidden chapter in the history of Travancore

Research Problem

Some times women freedom fighters are treated as marginalised and many of them passed away unwept, unsung and dishonored. No serious study yet been undertaken on this very interesting and prestigious aspect of Travancore history. Nor has any earnest attempt been made to trace the history of role of women in the struggle for responsible government. The present study aims to fulfill this need.

Objectives

The present study aims to highlight the role of those legends of Travancore . In addition to this main objective. Another main reason of this paper to analyze the problems that faced by Annie Mascarene in the way for the attainment of freedom struggle in Travancore.

Methodology

To study the role of Annie Mascarene in the struggle for responsible government, Primary sources are organized chronologically. The study gives theory - based analysis and used analytical -cum - narrative   methodology.

Epistemological   Review

A search into the literature on the history of the role of Annie Mascarene in the struggle for responsible government shows that sources are plenty in number. Both primary and secondary sources are widely used in this study. Archival sources like prohibitory orders, police reports and Speeches are widely used in this study. The Newspapers and weeklies are other sources used in the study. A few autobiographies like 'Viplavasmaranakal' by PuthupallyRaghavan and 'EnteKazhinja Kala Smaranakal'

by KumbalathuSankuPillaietc are also used in this study.   Some biographies such as 'AkkammaCheriyan' by R. Parvathi Devi and ' SaghavuSugathan' by Puthupally Raghavanetc also helped a lot.

Annie Mascarene was born on 6th June 1902 in Trivandrum. Her father Gabriel and her mother Mariam showed great interest in her education despite all the financial crisis in the family.. She came from the backward class of Latin Christian Community in South Travancore. She had to struggle hard for her education along with her brother and sister. She was the first women elected to the Travancore Constitution making body. In 1949 she was elected to the Indian Constituent Assembly and became the first woman member from the south. She had served the country as the member of Parliament, the member of the Legislative Assembly and minister of both in the states of Travancore and the Travancore-Cochin . Her loyalty, bravery and resoluteness to the cause of national freedom movement based in Kerala are highly commendable and deserve memorable page in the history in recognition of her determination, courage and sacrifices made for the freedom movement. Miss Annie Mascarene was popularly known as 'Jhansi Rani'.

While the activities of the State Congress had been going on theDewan adopted several methods to suppress the movement. He decided to take all necessary steps to prevent the State Congress from pursuing normal political activities aimed at achieving the goal of Responsible Government[1]. The first victim of his repressive policy was A.NarayanaPillai, who took an important role in organizing the State Congress. He was arrested on 22 February 1938 for sedition and also for promoting feeling of enmity and hatred between the different classes of people in the state on the basis of an article captioned "The Problem of Representation in Public Service and Nairs"contributed by him and published in the 'MalayalaRajyam'of 8th January 1938[2]. The authority denied all chances of fair trial. The nationalist news papers which was issued outside the state was fully commented on the trial of A. NarayanaPillai and the public condemned the attitude of the government. NarayanaPillai wrote "It was clear that what the Dewan- President did then was a violation of the provisions governing the matter. It is high time that the Dewan realized that the Assembly is not departmental gathering where he can do as he likes."[3]

After a prolonged debates and discussions the court decided to punish NarayanaPillai. He was sentenced to one and half year rigorous imprisonment. When he went to the Poojappura jail the mass were accompanying with him under the leadership of Annie Mascarene. This provoked the Government, when she returned to home stones were thrown at her and her residents[4]. On the night of April 29, 1938 when she had returned home tired after a strenuous tour for the propaganda work of the TSC, her house was broken into all, her belongings like clothes, money, jewels, sannad, University diplomas

certificates and other records of value etc.. were stolen[5.]They also stolen except her travelling bag with two sarees in it which she had left beside her bed. About 3'o clock in the morning, there was a flash of torch light in her bedroom which roused her from her sleep[6]. She found herself face to face with a man who hid his person behind the torch. She got up and asked him who he was. He left immediately from her residence.

With the saree she had kept in her bag, she dressed quickly and walked all the way alone during the night to the police inspector Lathif's home. She woke up the police officer and complained about the theft. The officer asked her to file a complaint in the police station. He went his orderly with her to the police stations where everyone from constable to writer took their own leisurely time to record the time. The crime would remain unsolved for all time because police had motivated the political crime[7]. The newspaper 'The Bombay herald' critically viewed that the treatment given to her by the police, to whom she had gone in the early hours of morning for help, was one which no civilized government can tolerate in those who are appointed as guardians of law and order.[8]

Another incident related to harassment and assault of Annie Mascarene was held on 30th April 1938, while she was walking along the main road a constable came on a bicycle from behind hit her and cycled away demonstrating the glee resulting from the success of the mischief.[9]

Similar incidents repeated not only in the case of Annie Mascarene but some other congress leaders. For examples the office of Mr. M.N. ParameswaraPillai, an advocate and a prominent leader of the State Congress was broken into ransacked and somebody forced his way into the garage at the house of K.T. Thomas, joint Secretary of the Congress.[10]

Annie Mascarene's statements also created an enmity in the mind of the commissioner of Police, Trivandrum and he also send a notice of prosecution for making serious allegations the police force in general and Mr. C.A. Latiff, Inspector of Police in particular[11]. He also insisted her on an apology for her remarks on the police. She replied that the statement is a narration in good faith of her experiences and items of information that reached to her through channels which she believe to be bonafide.[12]

The higher officials of the government including police commissioner vehemently criticized and ridiculed Annie Mascarene for her political activities. He wrote "the present day political agitation made by miss Annie Mascarene and others of her school of thought has been engaging the attention of the police mostly and on that account the work of crime prevention and detection has suffered considerably and crimes of kind are the first fruit of the industry of these political agitations which both they as well as the loyal subject are reaping… coming to the general sense of insecurity which she feels I should submit that

Annie Mascarene as one of the zealous enthusiasts struggling to be free under the so called responsible government.[13]

Annie Mascarene also wrote a letter to the Dewan about what was actually happened with her and pointed that she was subjected to consistent harassing and indecent indignities. She also emphasized that new devices are adopted to insult and harass her and the miscreants so behave as to confirm the belief that they are safe from the arms of law.[14]

On 5th May 1938 a resolution was passed at the general meeting of the State Congress held at Trivandrum. In this meetingwith Annie Mascarene has been constrained to face as a result of her work as a member of the working committee towards political purpose and views with grave concern the situation asdetailed in her statement, of the absence of protection for property, life and respect for women hood in this State.[15]A.J. John, the State Congress leader and member of Sri. Mulam Assembly pointed out the insecurity of person, and property in the state as evidenced by the recent assault on M.R. MadhavaWarrier, Thomas Mathew Muthalali, Annie Mascarene, K.V. Parameswaran Nair and K.P NilakandaPillai in the high road in broad day light also the burglaries in the office of K.A. Gangadhara Menon.[16]

The Government took direct action against some of the prominent members of the State Congress. Even Annie Mascarene was not spared. Objection was taken to an article written by her containing allegations against the police and it was decided at the Palace interview on May 7th 1938 that the Police Commissioner should institute prosecution for defamation against her after taking legal advice.[17]

On 12th May 1938, Annie Mascarene submitted a memorial to the King stating various annoyances and indignities she also face and appealed to him to remove his police terror and to protect from hooliganism of the police and their agents.[18]The nationalist newspaper outside the state especially the Sunday Times from Madras reported on 15th May that "No person becomes an outlaw because of his political views; and a critic of the administration is entitled to State protection as much as any other subject.[19]

State Congress Memorial to the King

A preliminary meeting of the State Congress held in the residence of E. John Philipose, a committee was authorized to drift a memorial to be presented to the Maharaja praying for immediate granting of Responsible Government.[20]But there was no precedent Maharaja accepting petitions, it would be sufficient to present it to the Dewan. As the memorandum contained serious allegations of corruption against the Dewan it was not possible for the working committee to present it to the Dewan. On 31stMay 1938, the memorial accompanied by the memorandum was sent to the King by post[21].

On 26th June 1938 at Mills MaidanChengannur a meeting was held. Pattom A. ThanuPillai, T.M. Varghese, C. Kesavan, G. Ramachandran, Annie Mascarene and E.J. John, Philipose were attended the meeting. PonnaraSreedhar, N.P. Kurukkal, N. Sreekandan Nair, and PuthuppallyRaghavan were the prominent members of the Youth League also attended the meeting.

The police made lathi charges on public and it created public resentment in the state. Many of the prominent leaders were injured including G. Ramachandran.[22]This incident also created repression in Travancore and it also gave publicity to the State Congress.

Annie Mascarene and Civil Disobedience Movement

The TSC its meeting on 3rd August 1938 at Trivandrum decided to start Civil Disobedience Movement from 26th august. Annie Mascarene took a leading role in organizing public meeting in connection with the Civil Disobedience Movement started from 26th August 1938.While Civil Disobedience Movement was going on Annie Mascarene went to Calicut. The main aim of her was to attract the attention of the people of Calicut. She attended a meeting at the beach of Calicut[23]. Thousands of people attended in this meeting. Along with PattomThanuPillai and T.M. Varghese , Annie Mascarene made an inspiring speech and was arrested.[24]

A case was filed against Anne Mascarene for delivering a speech at the meeting of State congress was held on 3rd November 1938 at Kattakada. The complaint against the accused is that she committed an offence punishable under section 117 T.P.C for attempted to bring into hatred against the government. And this is noticed that the accused has recently made several speeches both inside and outside Travancore on the pretext of doing propaganda work for the State Congress. Her application for bail was rejected by saying that her speech is a clear indication of bitter violence against government and particular individuals and it is pointed out that she used unseasoned language to create disaffection against government in and outside Travancore. And declared that a women is not licensed to use such violent and unseasoned and intemperate language[25].

In jail, Annie Mascarene met with Pattalam Krishnan and KochappiPillai who were awarded death sentence in Kallara- pangode riots.[26]Pattalam Krishnan said to her that our days are countdown.[27]When AkkammaCheriyan and RosammaCheriyan were imprisoned for attending Vattiyurkavu Conference, Annie Mascarene was in jail.[28]They continued their activity in jail too.

On release after 3 years of imprisonment she continued to participate in the agitation for responsible government in Travancore. Annie Mascarene visited Mahatma Gandhi at Wardha in November 1941.[29]This meeting became a turning point in her political life. This

enabled her to learn more of the Gandhian principles. At Wardha, she attended the prayer session of Mahatma Gandhi and stayed there for seven months.[30]She had learned the Khadi lessons and within a few months she became a good spinner and weaver. Her stay at Sevagram also helped her to have good access to the national leaders like Rajendra Prasad, Jawaharlal Nehru, Sardar Patel, PattabhiSitaramayya, C. Raja Gopalachari, RajkumariAmritkaur etc.[31]

Annie Mascarene and Quit India Movement

Annie Mascarene took part in the Quit India Movement.[32]Her inflammatory speech created a pressure on the ruler and his Diwan. In August 1942 wrote a letter to the District Magistrate regarding her addresship a public meeting under the auspices of TSC on to be held at PettahMaidan to protest against to the arrest of Indian National Congress leaders and also the repression policy carried by the government of India.[33]She was arrested on 30th August 1942 and sentenced to 2 years rigorous imprisonment.[34]She was fined of RS. 500/- and in default of fine, to another three months rigourous imprisonment. When she returned from jail in recognition of her dedication, Annie Mascarene was elected as secretary of the State Congress in 1944.[35]

As the Secretary of the TSC, she had played an important role in holding the All Travancore State Congress at Kuttanad on 21st January 1945.[36] Annie Mascarene, PattomThanuPillai, and C. NarayanaPillai were the main speakers of the conference. Here She was arrested for making an impressing speech at the State Congress meeting and was detained under Defense Rule for 3 months.[37]

During the Punnapra- Vayalar uprising she was in a position to receive first hand information of the happenings at Shertalai and AmbalapuzhaTaluk. After visiting the Punnapra- Vayalar uprising areas she had issued a statement to the Malabar Herald (Cochin) dated 9th November 1946 under the caption "Labour Struggle in Travancore" in which she condemned both Communist incitement to violence and Government repression.[38]The terrified people who were running away from the scene were chased and killed and the dead bodies of men, women and children of all ages were seen piled up on the side of the road and burnt in heaps.[39] Miss Annie Mascarene put the loss of life around 7000.[40]She boldly defied the government repression in the Punnapra-Vayalar uprising through her statement on 9th November 1946.[41]The government once again detained her for six months on the charges of uprising the government.[42]

The Travancore State Ccongress demanded immediate transfer of power to the people's representatives. The Maharaja compelled by the political developments in India and in Travancore issued a royal proclamation on 4th September 1947 granting responsible

government.[43]The aspiration of responsible government was realized on 24th March 1948 when a council of ministers responsible to the Legislative Assembly with PattomThanuPillai as Prime Minister assumed office.[44]

Findings

The History of Freedom movement in Travancore is abundant with the contributions made by women belonging to different caste and communities. The efforts of Annie Mascarene in the history of Travancore is an unforgettable chapter in the history of the state. Her conviction and dedication for the inspiration of women of Travancore to overthrow the strict social and political bans placed on women at that time deserve special mention. Through her speeches she influenced women and they tried to understand the condition that prevalent in Travancore. It helped the women to come to the fore front of the freedom movement of Travancore. And thus freedom struggle of Travancore became a mass movement in Indian history.

Conclusion

Annie Mascarene organized the people of Travancore especially the women, irrespective of caste, creed or religion in arraying them in the struggle for responsible government. The participation of women in the freedom movement was remarkable in view of the strict social restrictions placed on women at that time. The high level of conviction and dedication of Annie Mascarene became an inspiration to women of Travancore to overthrow the strict social restriction placed on women.

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THE EDUCATION FOR INDEPENDENT INDIA ENVISIONED BY INDIAN THINKERS

*S.Sreekala Devi

Abstract

Even after seventy years of independence India has been following an education system which was introduced by the colonial rulers. It was clear that the British rulers, for their own means and purposes, imposed upon us an alien and a non holistic system of knowledge. Thinkers like Vivekananda, Aurobindo, Gandhiji and Tagore even before India became independent had visualized the need to develop a system of education that would have its roots in the Indian soil to meet the aspirations and expectations of independent India. The present study evaluates the principles of education put forward by these thinkers and its relevance in the modern context.

Key words: Education, Indian thinkers, values, Vivekananda, Aurobindo, Gandhi, Tagore.

Introduction

The British colonial government consistently undermined India's civilization achievements and its contributions to the world in the field of science, technology, philosophy, spirituality, religion, art, literature, scripts etc. The Western model of education failed in several areas to provide a value based and a value added relevant education in India. Nationalists and Indian education thinkers presented alternate model of 'swadeshi' education system which also included the scientific advancement of western model of education when Indian is about to become free.

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However, the education system of independent India has remained a continuum of the system introduced by the British regime. Antiquity and continuity are possibly the most striking characteristics of Indian civilization.[1] Unless the principles of education perceived and practiced in Bharat for above five millennia strengthening the social fabrics for a civilized and harmonious living, is kept in clear view while implementing innovative and progressive changes, in the march of time, all reformation and renovation introduced today will be self defeating. Almost all the modern Indian philosophers have developed their educational vision from the principles of Vedanats or Upanishads. Vivekananda, Aurobindo, Gandhiji and Tagore were all protagonists of the ancient education system what has been tested and found true as the art of experience. Vivekanada's famous definition of education, "Education is the manifestation of perfection already in man" is the basic tenet of India's ancient educational policies. Rabindranath Tagore and Gandhiji not only conceptualized it, but went ahead to put it in practice and refine it.

Objective of the study

The education all over the world is in a flux and there is always demand for revision; same is the case with India also. A value based and value added relevant education is the need of the day. Several Indian thinkers and educationists had put forward their thoughts for developing an indigenous education system at the time India became independent. However, India continued the same system which it has been following. The present study evaluates the education principles and ideas put forward by those thinkers as an alternative to the prevailing education system.

Methodology

The relevant ideas for the present study was formulated after intensive reading of the write-ups, books, articles and research reports of the thinkers and the commentaries and research publications on the works of the philosophers. A critical and qualitative interpretation of the data made possible the author to comprehend these ideas to develop a logical presentation in the present study.

Education Philosophy

Swami Vivekananda

The observation of Swami Vivekananda, more than hundred and twenty years ago, about the futility and the negative education propagated by the westerners, remains valid even today. Swamiji asked, "Take your Universities. What have they done during the fifty years of their existence? They have not produced one original man. They are merely an examining body. The idea of the sacrifice for the common weal is not yet developed in our nation". [2]

Swamiji opined that the education was not merely gathering or absorption of information. Instead it is building character and inculcating good values that guide the student whole life. According to him,"Education is not the amount of information that is put into your brain and runs riot there, undigested all your life. We must have life-building, character making assimilation of ideas."[3] For him this is not education but only prelude to slavery. Rote learning and submissive thinking do not produce the kind of men and women that an independent country needs. Vivekananda was very critical of the prevailing education which he called wrong education. He said, "Getting by heart the thoughts of others in a foreign language and stuffing your brain with them and taking some university degrees , you consider yourself eduated".[4] Such educated graduates only become a burden on the society, not even able to earn a decent living for themselves. They cease to do manual labor and expect the government to give them doles. He said, "It is man making theories we want. It is man making education all round we want".

Rabindranath Tagore

Rabindranath Tagore made great contributions to the cause of Indian education in his own way. His educational thinking reflected the essential unity of the universe. It is a synthesis of eastern ideals and western sciences.[5] Tagore says "our education should be in full touch with our complete life, economic, intellectual, aesthetic, social and spiritual and our educational institutions should be in the very heart of our society".[6]

The object of education, according to Tagore, is freedom of mind which can be achieved only through the path of freedom.[7] He felt that education must not only derive its content but also its substance and inspiration from the social life at large. According to him, there are three sources of knowledge, Nature, Life and Teacher. Tagore was a great educationist practitioner in the sense that he established Shanthiniketan in 1901. Shanthiniketan ashram later in 1921 became the famous Viswa Bharati-International University. Viswa Bharati is a laboratory to preserve the great Indian heritage and also to make the world aware it can be practiced in the modern era. He not only put India on the world map of culture and literature, but also proved to the world the values of the Indian way of life and thinking.

When admitted to the then famous English medium school he hesitated to continue his study in that school, as according to him, 'hated the dead routine and life-less western education imparted to him through the convent school'. Hence his early education was under the charge of a private tutor. The institutionalized mechanical type of education he received at London, when he was sent to study Law, did not enthuse him and he came back to India. Rabindranath has described the negative effects of schooling, which

according to him was out of touch with Indian culture, mechanical, deadening of creativity and restraining of individual freedom.[8]

Tagore believed that children should be brought up and educated in an atmosphere ringing with freedom and liberty. Tagore has said that restrictions, as far as possible, should not be imposed on children. These restrictions may make the child sit inert like dead "specimens of some museum, while lessons were pelted at them from on high, like hail stones on flowers"[8]. He said that without liberty the school would degenerate into educational factories, lightless, colorless and dissociated from the context of the universe within the bare white walls staring like eyeballs of the dead. Education should aim at the expression of the innate creative talents of the children. He believed that education should be perfectly attached to life and children should be brought in active and constant communion with nature and man. Through these communions education should create the societal and environment obligations in the children. He believed in hands -on training while studying technical subjects.

Rabindranath Tagore, who was dissatisfied with the western model of education introduced into India during the British rule and the emphasis placed on learning English language and the western subjects, felt that the gurukula system had several merits and could prove useful in educating the children of India in natural surroundings and building their character and sense of appreciation. In the article Siksa Samasya (June 1906) Tagore wrote, "My view is that we should follow the ancient Indian principles of education. Students and teachers should live together in natural surroundings, and the students should complete their education by practicing brahmacharya. Founded on the eternal truths of human nature, these principles have lost nothing of their significance; however, much of our circumstances might have altered through the ages."[9] Tagore believed that education should help an individual to attain complete manhood, so that all his powers may be developed to the fullest extent for his own individual perfection as well as the perfection of the human society in which he was born. Education can become dynamic and vital only when it is "in constant touch with any complete life." He wanted the boys and girls to be fearless, free and open-minded, self-reliant , full of the spirit of inquiry and self-criticism, with their root deep in the soil of India but reaching to the whole world in understanding, neighborliness, cooperation and material and spiritual progress.[10]

Man is nothing but a manifestation of the Brahma that is unique, in an imperfect form. During life time every individual tries to establish union with the Brahma. He also believed that every man had a birth right to give a direction to his life in his own way. This method differs from man to man. All this represents the diversity of this world, but in spite of this diversity there is unity, because everything was originated from the one and the same

source. The nature and man are nothing but the manifestation of the Absolute. The distinction of caste, color, creed or any discrimination is false, unreal and manmade.

He introduced the ancient system of teaching learning to ameliorate modern education. He redesigned the syllabus of science subjects in Shanthiniketan giving emphasis to experimental part. The diurnal period is framed in order to provide quality time especially in the early morning and evening for learning. Study of humanities, fine arts and physical education were given equal importance in the syllabus. Enough time was allotted to co-curricular and extra- curricular activities. He had given great emphasis to teaching through the medium of mother tongue. Without compromising the eastern cultural heritage and tradition he could introduce advanced studies in western topics. The five educational principles, meaningful and purposeful education, union with the absolute, communion with the nature and society, knowing the Indian culture, Indian way of life and imparting the ideal of spiritualism, preached by Tagore ought to have been taken into consideration when the policy makers were thinking of quality, quantity and relevance of education in modern India.

Sri Aurobindo

Aurobindo was a great thinker in the field of education. He was totally against the education imparted either in schools or in colleges by the British rulers. According to him,"All that appears to be almost unanimously agreed on is that the teaching given in the existing schools and universities have been denationalizing, degrading and impoverishing to the national mind, soul and character because it is overshadowed by a foreign hand and foreign in aim, method, substance and spirit."[11] He had in depth understanding about the education system of ancient India as well as the western education system. According to Aurobindo every one has in him some divine, something his own, a chance of perfection and strength in however a small measure. Aurobindo said, "There are three things that education must take into account: (1) the man (2) the nation or the people, and (3) universal humanity. He said that a true and living education "helps to bring out to full advantage, makes ready for the full purpose and scope of human life all that is in the individual man, which at the same time helps him to enter into his right relation with the life, mind and soul of the people to which he belongs and with great total life, mind and soul of humanity of which he himself is a unit and his people or nation a living, a separate and yet inseparable member." Sri Aurobindo enumerated three principles of teaching. The first principle of true teaching is that nothing can be taught. Knowledge is within the pupil and the pupil has to help himself to bring it out, but he needs help for which the teacher alone can do this work. The second principle is that mind has to be consulted in its growth. The idea of hammering the child into shape desired by the parents or teacher is a barbarous and ignorant superstition.

The third principle is to work from the near to the far, from the known to the unknown. "Education should help the growing soul to draw out the best that is within and make it perfect for a noble cause."[12]

Mahatma Gandhi

According to Gandhiji basic education was to be the responsibility of the community, and have the necessary authority to discharge it. The two basic principles around which the basic education schemes have been centered are that, 1) education should be woven around a suitable craft, and 2) education should be self supporting. In Champaran, Gandhiji opened three schools in the villages inhabited by the poorest of the poor. He brought teacher volunteers from Gujarat and Maharashtra but insisted that the villages take the responsibility to look after these teachers and their needs. But India did not realize after independence the Gandhian way of community education, particularly school education management. In fact we practically ignored everything of the Gandhian or Tagorean vision without saying so explicitly. The situation was best described by a great Gandhian educationist Ram Lal Parikh that we have a system of education suitable for 19th century geared to the needs of alien powers which we continued in an independent developing nation without any substantial change. The objectives of the education system given to India by the British never thought of inclusion of every child in education. A system meant for a select group can never withstand the strains of universal extension of education in a situation of burgeoning population and ever-increasing resource crunch. The management of education in India particularly school education, needs to be analyzed against this background.

The unprecedented material progress on western nations within a short span of time prompted policy makers of India like those of the third world countries to ape blindly the western programme and policies without seriously taking into consideration the socio-cultural factors.[13]The   modernization was erroneously interpreted as adopting western ideas, western languages, western food, western dress and western manners forgetting that imitating others ideas never become one's own. Of late the west now admits that their social and moral capitals are eroding fast, that their society is more risk –prone and unhappy today than yesterday. The post independent education system instead of revamping and remodeling thoroughly in the national perspective as envisaged by the nationalist thinkers has perpetuated the destructive disorientations inflicted on the country's educational system since 1835.After independence India took the quantitative need of providing education to the huge population as number one priority by establishing educational institutions all over the country rather than making any drastic qualitative changes in the system that had been continued till then.

The independent India followed the same administrative policy of British India and education continues to be the responsibility of the state governments and gradually undermined all the independent initiative taken by the nationalists to revitalize system of education. Modern system has no room for the training of the senses and the higher spiritual faculties ignoring an integrated development of body, mind and intellect. The value orientation, the cardinal principle of Indian education, preached by all Indian educationists has been totally neglected. Indian education system practicing in the post independence period has been failing to galvanize her students for self transcending to higher heights of knowledge, to inculcate the Indian value system and to dedicate themselves for the national causes .No education can be called national unless it inspires love for the country.

Conclusion

Almost all the modern Indian philosophers have developed their educational vision from the principles of Vedanta or Upanishads. The unlimited inherent potential of man and his capacity to realize them through right knowledge, right conduct and right concentration are unambiguously accepted by the Indian educationists in formulating their educational concepts. There was no dearth of philosophical ideas and guidance to frame policies and programmes best suited for independent India. They have given clear guidelines to introduce an indigenous education system including the best aspects of the east and west. In spite of the fact that at the policy level the education system in India consistently emphasized the need to integrate the values in all aspects of school education, at the implementation stage the policy formulations have not been transformed into pragmatic strategies.[14]

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