



HIGHER EDUCATIONAL PERFORMANCE IN LAKSHADWEEP



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ABSTRACT

When the Union Territory of Lakshadweep was constituted in 1956, there were nine primary schools in the islands at the rate of one in each island except Bitra. There were no suitable buildings for the schools and not even adequate, number of qualified teachers. The percentage of literacy according to 1951 Census was 15.23%. Educational facilities were not available for higher studies. During the last 40 years great developments have taken place in the field of Education in Lakshadweep. By stages, educational institutions were established in all the islands.

KEYWORDS: Education, educational institutions, schools, pupils, employment, Empowerment,

INTRODUCTION

Primary education was initially imparted by the Islamic institution in Mosques and madrasa. This was supplemented by Government schools that came up with an aim to impart education to more pupils in the Union Territory. Amini was the first destination to see a government school in Lakshadweep. It comes up in the year 1904. This was followed by several other schools for elementary educations in places like Kiltan, Chethlath, Agatti, Androth and Kavaratti. After the States Reorganization Act in 1956, Lakshadweep has come up in big way with a string of schools for elementary education. The islands have been by leaps and bounds since independence. In 1951 the literacy percentage was 15.23 and now it is 92.28 percentages. Up to 1956 there was only one graduate, now there are about 5200 matriculates, more than 350 graduates, 70 postgraduates, 120 Engineers, 95 doctors and scores of students studying in other disciplines. Now all children of school going age have access to schools and out of the total student population 47 percent are girls.

REVIEW OF LITERATURE

The following are the important literature is comes under this study.

Elizabeth M. King and M. Anne Hill (1993) Studied the condition of Women's Education in Developing Countries; and in four chapters discussed about condition of women's education, returns to women's education, factors influencing women's educational status factors affecting primary and secondary education.

The book of Laya, Kothai, (1995), Women and Empowerment, undertakes a systematic analysis of the position of women in two modernizing societies, i.e. India and Turkey, which shows many historical similarities in the position of women to the level of structural modernization. Education and employment of women bring forth a change in the attitudes and belief of women in terms of equality, independence and individuality. The author has also examined the question of multi linearity of the modernization process of comparative social research.

Vijay Kavshik Belakanisharma (1998) studied the nature and degree of women's participation in labour force



which are likely to change because of many factors and education status of women. More women workers may join the labour market to seek white-collar jobs and the rise in the cost of living as well as the increasing level of aspiration have young girls in the process motivated a sizeable section of educated women in going for employment.

S. K Bhandari's (1998) study, an attempt has been made by the author, to compile all factual information and derive selective indicators for depicting the progress of women education in India during the course of the last century and to analyze the gap that still remains to be bridged towards equalization of educational opportunities between boys and girls in the county.

M.I. Manvel (1998) considered relation between women and development and explained human development without paying attention towards women's education is impossible and described if we want to get development, we must improve women education.

Frank Elbers (2000) studied the second and updated education of the human rights education organization resource book. It includes directions of human rights education organizations worldwide a listing of human rights, training programs and annotated bibliography which is an overview of human rights, training programmers.

STATEMENT OF THE PROBLEM

Lakshadweep is one of the smallest union territories in india, which is geographically isolated from the mainland. Lakshadweep students are facing number of problem along with higher education level is lack of educational institutions. The qualities of education provided by local institutions are substandard when compared to same in kerala. The students who coming from kerala for higher education are facing different adjustment problems because of the low quality education they received at the lower level and also due to the cultural lags.

METHODOLOGY

The study is descriptive in nature using primary and secondary data collected from the different house holders using interview scheduled in Lakshadweep. The survey was conducted among the 200 people with the help of a well-structured questionnaire elicit information regarding their. Secondary data in the form of published research article, Journals, Books, Government records and website added a strong base for the study.

SCOPE OF THE STUDY

The study provides the importance of higher education in Lakshadweep. This study focuses on the higher Education from past and future in Lakshadweep.

OBJECTIVES

1. To evaluate the progress in the field of education in Lakshadweep.
2. To examine the importance of higher education in Lakshadweep.
3. To understand the problems and challenges in Lakshadweep higher education sector.

PERFORMANCE OF HIGHER EDUCATION IN LAKSHADWEEP

In Lakshadweep higher education is a distant dream to many of the Lakshadweep students. However, some desirable changes have taken place. Now a day as the field of higher education, number of job seekers increases. However the main difficulty for acquiring higher education is due to lack of institutions, only up to the degree level institutions are functioning in the islands. Professional and conventional course are in operation on 2005. Till the student especially girls were faced the problems like attaining higher education. Yet there very few groups of candidates having possess the degree of Master of Arts or Master of Science, Bachelor of arts or Bachelor of science and other professional courses. The table below shows the higher educational performance of students to Lakshadweep and the percentage of males and females.

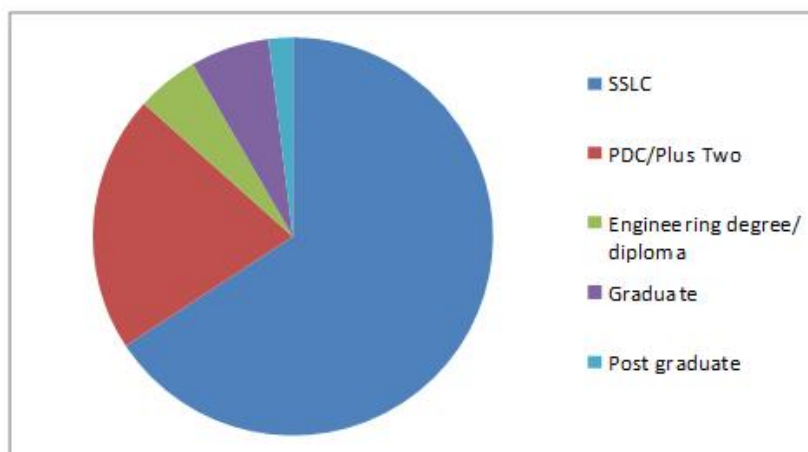
Table Live register position in the District employment exchange 2013

Category	Male	Percentage	Females	Percentage	Total
SSLC	6211	65.75	5057	64.42	11268
PDC/Plus Two	1973	20.88	1932	24.60	3905
Engineering degree/ diploma	475	5.03	274	3.49	749
Graduate	603	6.38	399	5.09	1002
Post graduate	185	1.96	189	2.40	374
Total	9447	100	7851	100	17298

Source: District employment exchange Lakshadweep



Live register position in the District employment exchange 2013



A gaze upon the above the table shows that, the Matriculates are 65.75% men and 64.42% in females. When we look at secondary level, it can be seen that the percentage distribution is coming down. The percentage of male who acquired the secondary education is only 20.88%, and it is little above for female that are 24.60%, for engineering or diploma level. It is very little with 5.03% for male and 3.49% for female. Graduate level the female percentage is only 5.09, the number of post graduate holders is 1.96 and 2.40 percent for male and female respectively.

Till recently there was no facility for University education in the territory and the students had to depend on mainland institutions for their higher education. In 2005 Calicut University has started three colleges in various islands as per the memorandum of understanding between Calicut University and Lakshadweep administration. The following table shows that the details of the higher education centers in Lakshadweep under the control of Calicut University.

SL No.	Name of the Centre	Island	courses
1	PMS Calicut university Centre,	Andrott	B.Sc. Aquaculture, B.com with Computer Application, M.Sc. Aquaculture and fishery Micro biology, M.com, BA political science
2	Calicut university Centre	Kadmat	BA Arabic, BA English, BA Economics, B.Sc. mathematics MA Arabic, MA English, MA Economics, M.Sc. mathematics
3	Calicut university Centre for teachers Education	Kavaratti	B.Ed (Arabic, social sciences, English, physical science, Natural science)

In the above mentioned institutions are under the control of Calicut University in Kerala, but Lakshadweep is a union territory in India. Every university has their own particular areas are provided for their study Centre and colleges. Lakshadweep department of education has depends to Calicut university for their higher education sector. There are so many problems are created by this section, because in memorandum of understanding between Calicut university and Lakshadweep administration states that curriculum activities are taken by the Calicut university and accommodation of teachers and infrastructure facilities are provided by the Lakshadweep administration. In this statement shows that the there was no any control are

taken to students in this Centre after their daily college life. There was no any Calicut university Centre hostel for girls and boys are not available this Centre. But there was a hostel that was not under the control of Centre it was controlled by the Jawahar senior secondary school principal.

There was a lot of difficulties are faced to Calicut university centers in Lakshadweep, they are follows.

1. There was high speed internet facility and using outdated computers in office.
2. Insufficient space to make a playground.
3. Lack of sufficient computers in computer lab.
4. There were no modern teaching objects such as projector and wireless mike.

5. There was no proper auditorium for this Centre.
6. Reference books are not available in Centre library as per the university syllabus.

There are other so many higher educational institutions are also there, they are government ITI, teachers training course etc...but the peoples in Lakshadweep they can prefer to study in Kerala and other neighbouring states in mainland. They have so many opportunities are getting the central government posts. Findings related to higher education in Lakshadweep

The following are the important problems that are relate to the higher education in Lakshadweep.

1. Regional disparities:-

The islands that are absolutely keep very long distance from each other. There are 10 inhabited islands, that are divided on the basis on northern islands and southern islands. The northern islands like bitra, chetlat, kiltan, are not have given any regional development. It may be leads to the backwardness of the educational performance in Lakshadweep.

2. Lack of transportation facilities:-

Lakshadweep people may depend on their travelling by ships, there are 10 inhabited islands is there but only seven ships available. It may leads to the efficient transportation facilities are absent to get a higher opportunities in education. In monsoon, students are very difficult to travel to their colleges from Lakshadweep to Kerala.

3. Less importance of mass media:-

There was no any mass media was not available in Lakshadweep, it causes the people could not get any general information about the government and the world. There was no any journal newspaper and televisions are not available in Lakshadweep.

4. Low level information technology:-

A lot of islands are available in Lakshadweep; it keeps a long distance to each other. It was leads to communication gap along with the islands and capital territory. Lakshadweep education department plays a major role to expand the education in all islands.

5. Poor administration structure:-

Lack of efficient administration in Lakshadweep causes the declines the standard of education in Lakshadweep. Because the large number of political

influence is greatly affected the various educational policies. The major posts are handed in illustrated peoples' they can keeps the regional disparity and works for their relatives.

6. Absence of career guidance:-

Lakshadweep people are not getting any information to get career opportunities from their education. It may cause to students very lazy to get an higher education. There was no any public service commission was not available on the state government. It may leads to more corruption and selfishness of the high officers in every department. There was a lot of employment vacancies are available in every island.

7. Lack of infrastructure facilities:-

In each university Centre has facing different infrastructure facilities along with hostel, buildings, play grounds, library facilities, etc.... in this reasons the students may be going to kerala or other states for their better higher educations.

SUGGESTIONS

- ✎ Authority should make aware about need and importance of higher education.
- ✎ The government should take the initiative action to implement new educational facilities for the quality higher education.
- ✎ To take more steps to keep these centers are recognized colleges.

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