

**CHAPTER - IV**  
**SOCIO-ECONOMIC PROFILE OF THE STUDENT AND**  
**IMPACT OF THE SCHEME**

**4.1 INTRODUCTION :**

We present the socio-economic analysis the family background of the students, income, size, indebtedness of families of the students, number of animals, distance from the University to students native place, holding size of land, number of members of family, access information of the Earn and Learn scheme, social activity for the society, students expenditure source for vacation visit. This will help to understand the real impact of the scheme. Following are the important observations in the case of the University Postgraduate students under survey.

**Table No. 4.1**

**SOURCE FOR THE INFORMATION ABOUT LABOUR SHCEME :**

**Year : 2000-2001**

No.	Source of Information	Number of students (including Male and Female)	Number of students (Percentage)
1.	Former students of Vidhayarthi Bhavan	8	20
2.	Teachers and Professors.	25	62.5
3.	Prospect	2	5
4.	Others	5	12.5
		40	100

**Source :** Primary data, collected from questionnaire.

From the data provided by Table Number 4.1. We get sources of the information about labour scheme of Shivaji University, kolhapur. Out of total sample of 40 students of Vidhayartha Bhavan.

Following conclusions can be drawn from the Table Number 4.1.

- (a) 8 students get information from former students about the labour scheme of Vidhayartha Bhavan (Its percentage to total is 20%).
- (b) 25 students got information about labour scheme from the teachers and professors ( Its percentage to total is 62.5%).
- (c) Where as 2 students got information about labour scheme from the prospect of Shivaji University (Its percentage to total is 5%).
- (d) And remaining 5 students got information about labour scheme by the others i.e. who knew about the labour scheme (Its percentage to total is 12.5%).

It is clear that, from the Table Number1. Most of the students got information about labour scheme from teacher and professors.

**Table No. 4.2**

**FAMILY SIZE OF THE STUDENTS**

**Year : 2000 - 2001**

No.	Number of members of family.	Number of students (including M/F )	Total	No. of students (Percentage) (%)
1.	0 - 3	4	4	10
2.	3 - 4	15	15	37.50
3.	4 - 5	16	16	40
4.	6 and above	5	5	12.50
		40	40	100

**Source :** Primary data, collected from questionnaire.

From the data provides by Table Number 4.2. It is indicates an account of students family member of Vidhyarthi Bhavan.

We get following conclusions from the Table Number 4.2.

- (a) There are 3 or less than 3 members in the households of four students (Its percentage indicates 10%).
- (b) There are 4 members each in the families of 15 students. (Its percentage indicates 37.50%).
- (c) There are more than 5 members in the families of 16 students. (Its percentage indicates 40%).
- (d) There are 6 or more than 6 members in the households of 5 students. (Its percentage indicates 12.50%).

Indicates that, most of the students are those who have 5 family members.

**Table No. 4.3**

**INDEBTEDNESS OF STUDENTS FAMILY**

**Year : 2000-2001**

No.	Number of member of family.	Number of students on debt.	Number of students Non debt.	Total students	Percentage (%)
1.	No debt	-	15	15	37.50
2.	0 to 15000	10	-	10	25
3.	15000 to 25000	5	-	5	2.50
4.	25000 to 40000	3	-	3	7.50
5.	40000 to above	7			
		25	15	40	100.00

**Source :** Primary data, collected from questionnaire.

From the data provides by Table Number 4.3. Its indicates that, an account of Indebtedness of students family of Vidhayarathi Bhavan. Out of total sample of 40 students.

Following conclusions can be drawn.

**(a)** 15 students have no debt (Its percentage shows 37.50%).

**(b)** 10 students have debt below Rs. 15000/- (Its percentage shows 25%).

‘ THE EARN AND LEARN SCHEME ’

(c) There are only 5 students who have debts between Rs. 15000/- to 25000/- (Its percentage to total is 12.50%).

(d) There are 3 students whose debts are more than Rs. 25000/- to Rs. 40000/- (Its percentage to total is 7.5%).

(e) And there are 7 students whose debts is more than Rs. 40,000/- and above (Its percentage shows 17.50%).

Obviously, Most of the students belong to families which have taken loans and some are exception to it.

**Table No. 4.4**

**VISIT TO FAMILY**

**Year : 2000-2001**

No.	Number of Times.	Number of students (M/F)	Total	Percentage (%)
1.	0 – 2	10	10	25
2.	2 – 4	20	20	50
3.	4 – 6	10	10	25
			40	100

**Source :** Primary data, collected from questionnaire.

Above Table Number 4.4 shows that all students go home to attend Diwali vacation as well as different purposes. Out of total sample of 40 students.

Following conclusions can be made.

- (a) 10 students go home for 2 times for different purposes (Its percentage to total is 25%).
- (b) 20 students go home for 3 or 4 times for different purposes (Its percentage to total is 50%).
- (c) And remaining 10 students go home for 5 or 6 times for different purposes (Its percentage to total is 25%).

It is clear from above table that most of the students go home for 3 or 4 times for different purposes.

**Table No. 4.5**

**BLOOD DONATION**

**Year : 2000-2001**

No.	Students of Vidhayarathi Bhavan	Number of Male students	No of Female students	Total students	Percentage (%)
1.	Blood donated students	9	3	12	30
2.	Non blood donors	20	8	28	70
		29	11	40	100

**Source :** Primary data, collected from questionnaire.

The Table Number 4.5 shows that blood donation of the students of Vidhayarhi Bhavan. Out of the total sample of 40 students.

We get following conclusion from the Table Number 4.5.

(a) Only 12 students of Vidhayarhi Bhavan donated their blood to society. ( Its percentage to total is 30%).

(b) And remaining 28 students of Vidhayarhi Bhavan did not donate blood. ( Its percentage to total is 70%).

Obviously, It is clear that few students donated blood and most of the students did not donate blood to society.

**Table No. 4.6**

**STUDENT'S EXPENDITURE SOURCE FOR VACATION VISIT**

**Year : 2000-2001**

No.	Student's Expenditure Source	Number of Male students	No of Female Students	Total students	Percentage (%)
1.	Self earning	14	0	14	35
2.	From family	15	11	26	65
		29	11	40	100

**Source :** Primary data, collected from questionnaire.

‘ THE EARN AND LEARN SCHEME ’

From the data provides by Table Number 4.6. Its shows that, student's expenditure source for vacation visit. It is a sample of 40 students. (Included male and female students).

Following conclusions can be drawn from the Table Number 4.6.

- (a) Only, 14 students are self-dependent for the ups and downs in vacation period (Its percentage to total is 35%).
- (b) But, remaining 26 Male and Female students depend upon home income for the ups and downs in vocation period (Its percentage indicates 35%).

Obviously, its clear that most of the student's expenditure source for vacation visit depend upon their own family.

**Table No. 4.7**

**FAMILY INCOME**

**Year : 2000-2001**

No.	Size of Incomes	Number of students	Total students	Percentage (%)
1.	0 to 15000	30	30	75
2.	15000 to 25000	8	8	20
3.	25000 to 40000	1	1	2.5
4.	40000 to above	1	1	2.5
			40	100

**Source :** Primary data, collected from questionnaire.



‘ THE EARN AND LEARN SCHEME ’

Above Table Number 4.7 shows that an account of family income of students. Out of the total sample of 40 students.

We get following conclusions from the Table Number 4.7.

- (a) 30 students have family income which is less than Rs. 15000/- (Its percentage shows 75%).
- (b) But 8 students have family income which is more than Rs. 15000/- and less than Rs. 25000/- (Its percentage to total is 20%).
- (c) 1 students family income which is more than Rs. 25000/- and less than Rs. 40000/- (Its percentage indicates 2.5%).
- (d) And remaining 1 students family income which is more than Rs. 40000/- (Its percentage shows 2.5%).

Obviously, it is clear that most of the student's family income is below the Rs.15000/-

**Table No. 4.8**

**PARENTS LAND HOLDING ( in acre)**

**Year : 2000-2001**

No.	Size of land ( in acre)	Number of students	Percentage (%)
1.	No land	10	25
2.	0 – 1	15	32.50
3.	1 – 2	5	12.50
4.	2 – 5	10	25
		40	100%

**Source :** Primary data, collected from questionnaire.

From the data provided by Table Number 4.8, we can see the size of land holding of the students of Vidhyarthi Bhavan. The sample consists of 40 students.

Following conclusions can be drawn from the Table Number 4.8.

**(a)** 10 students do not have any land. (Its percentage shows 25%).

**(b)** But, 15 students hold land below 1 acre (Its percentage shows 32.50%).

‘ THE EARN AND LEARN SCHEME ’

(c) 5 students hold land up to 2 acres. (Its percentage shows 12.50%).

(d) And, remaining 10 students hold land between 2 to 5 acres. (Its percentage shows 25%).

Obviously, It is clear that, most of the students of Vidhayarthi Bhavan, are marginal land holders.

**Table No. 4.9**

**DISTANCE SPAN OF THE STUDENTS VILLAGE TO SHIVAJI  
UNIVERSITY**

**Year : 2000-2001**

No.	Distance (Km.)	Male (Students)	Female (Students)	Total students	Percentage (%)
1.	0 – 50	3	4	7	17.5
2.	50 – 100	11	4	15	37.5
3.	100 – 150	5	2	7	17.5
4.	150 – above	10	1	11	27.5
		29	11	40	100

**Source :** Primary data, collected from questionnaire.

## ‘ THE EARN AND LEARN SCHEME ’

The above Table Number 4.9 shows the distance from which students of Vidhayarthi Bhavan come. The sample consists of 40 students.

We get following conclusions from the Table Number 4.9.

- (a) Only 7 students come from distance below 50 Km. (Its percentage to total is 17.5%).
- (b) 11 Male and 4 Female students come from distance of above 50 Km. to 100 Km. (Its percentage to total is 37.5%).
- (c) 5 Male and 2 Female students come from distance above 100 Km. to 150 Km. (Its percentage to total is 17.5%).
- (d) And remaining 10 Male and 1 Female students come from distance of above 150 Km. (Its percentage to total is 27.5%).

Its clear from the above table that most of the students come from distance of above 50 Km. to 100 Km.

### **4.2 IMPACT ON THE BENEFICIARIES :**

#### **INTRODUCTION :**

The very novel scheme started in the Shivaji University, kolhapur. It became successful and it became a subject of serious thinking. The Earn and Learn scheme came into being in 1969. The hostel where these students lived is known as Dr. Appasaheb Pawar Vidhayarthi Bhavan. Dr

Appasaheb Pawar was the first Vice-Chancellor of our university. He was an active person.

The students who benefited from this scheme, belonged to the various districts of western – Maharashtra i.e. Satara, Sangli, Solapur and Kolhapur itself. They were poor and below poverty line. Though they were poor condition, they wanted to get higher education. But it was not possible for them to do so without money. It was the severe problem to them at that time.

The main turning point started with the demand of the labour scheme by the students like Mr. C. T. Pawar and S. H. Pawar , Dr. Appasaheb Pawar permitted these schemes. Inauguration of the scheme was celebrated in the presence of the Vice-Chancellor.

Shivaji University, Kolhapur was unique in the sense that it was the only university in India where such a scheme was run. Now it has completed 32 years. Did the scheme influence the students? Financially how did it help them?

Before going to discuss the effects of this scheme, we have to take into account the various phases of this scheme. There are three phases according to population and decade.

- 1) First Phase (1969-70 to 1979-80)
- 2) Second Phase (1980-81 to 1989-90)
- 3) Third Phase (1990-91 to 1999-2000)

The above mentioned three phases are described in detail as follows.

#### **4.3 A] FIRST PHASE (1969-70 TO 1979-80) :**

When, we think of first phase we get the period during 1969-70 to 1979-80. We can see the greatest, tremendous and motivated as well as positive effect, in the first phase. The first students who were members of this scheme are today honorable citizens.

- 1) Students got ideal habits and morality. It helped them in later life to achieve better prospectus.
- 2) They received higher education only because they got help from this scheme.
- 3) Dr. U. N. Pathan who is presently ‘Secretary of Higher education, Maharashtra’ was a beneficiary of this scheme.
- 4) Some students who were so impressed by this ‘Earn and Learn’ scheme that they started this kind of scheme in their own institutions. Professor of Geography Dept. in Shivaji University, kolhapur has started it in district of Ahamednagar, in Padmashri Vikhe-patil college, Pravanagar for example Dr. C. T. Pawar.
- 5) These students got administrative knowledge and life values which helped them in their future life.

## ‘ THE EARN AND LEARN SCHEME ’

- 6) With the help of ‘Earn and Learn’ they got higher education which was very helpful for them to get job.
- 7) They worked physically hard in this scheme. It helped them in their future careers.
- 8) They learnt moral values and they helped other clever and poor students intellectually and economically.
- 9) They got work ethics and they used it wherever it was necessary.
- 10) They made self-progress because of labour scheme and they helped their members of the family.
- 11) Some achieved international fame. Higher education made them intellectually superior. Dr. S. H. Pawar who is presently professor of Physics in Shivaji University is a good example.
- 12) The students of the labour scheme got class-I posts in the government service and they let others know importance of labour scheme.
- 13) Bhavans ex-students tried to spread its importance.
- 14) Some students from Bhavan have succeeded in getting chance in ‘National Defence service of India’. Discipline, leadership, service to others learnt here became helpful.

- 15) They have succeeded in their career in various fields. They got jobs and also helped others to get jobs.
- 16) They saw dreams and knew how to realize them. They developed vision. And by this vision, they overcame the problem of poverty. They also established some educational institutes.
- 17) To inspire the students, some qualified and popular personalities visited the Bhavan and talked to them.
- 18) This scheme rooted the love for society and love for labour. Some students achieved their goal and acquired many awards Mr. R. D. Dubal was awarded “Shanti Shikshan Shanstha award for social contribution”.
- 19) It was not easy to establish the sugar factories, spinning mills. It is notable example that a student who had completed his education from Bhavan scheme later succeeded in establishing the spinning mill. Mr. Kisan Kurade who is chairman of the “Sahkar Maharshi Dattajirao Kadam Co-operative Sutgirani (Spinning Mill) Ltd., Gadhinglaj” has established this factory and contributed in economical development of India.

#### **4.4 B) SECOND PHASE (1980-81 TO 1989-90) :**

We have to think of the period 1980-81 to 1989-90 for the second phase. It is more compositional than the 1<sup>st</sup> phase. The effects on the Bhavans students were as follows.



## **' THE EARN AND LEARN SCHEME '**

- 1) The effects which was in the 1<sup>st</sup> phase on the students of 'Labour Scheme' recycled again.**
- 2) In this phase and in this decade, the notion of getting higher education increased vastly as the population increased. Although, there is period of competition, the students from Vidhayarthi Bhavan never remained back. They had shown their brilliancy in every field.**
- 3) In this scheme, so many teachers voluntarily engaged to guide their students and it helped very much in the development.**
- 4) In this phase, the opportunity of the job and services is about 75 to 80% expect some exception all other students have succeeded in getting jobs or services.**
- 5) In the second phase they can complete their higher educational through this scheme.**
- 6) By this scheme, they knew the importance of self-reliance and so, they without waiting for job started small scale and cottage industries or took part time jobs or took interest in farm agriculture.**
- 7) They knew the importance of labour, they were not ashamed to work hard. And it helped them in future. The roots of good things started to go deep from this time.**

## ‘ THE EARN AND LEARN SCHEME ’

When they got job, they started the ‘poor-boys’ fund in their institutes to help the poor students. This is very important that the awareness to see towards poor sympathetically.

- 8) With experience of the Highway canteen of Vidhayartha Bhavan, they started lodging Boarding centre and become self-reliant.
- 9) The skills and ability, which they learned from this scheme as well as the leadership and all other manners, they got from ‘Vidhayartha Bhavan’ for the future helped them.
- 10) In labour scheme, Vice-Chancellor and concerned officers held lecture on competitiveness. Students were aware of this competitiveness. They devoted themselves to work and as a result got better career.
- 11) In labour scheme, they learnt that work superior to talking. It helped them.
- 12) They got scientific knowledge about farming as a result it work in the labour scheme. They became modern farmers.
- 13) In labour scheme they lived together with students of various castes and religions. So their faith in religious secularism grew and they became open hearted.
- 14) They became studious. They got knowledge. Today they work in India and abroad as scientists.
- 15) Students learnt advantages of time management and practical knowledge.

**4.5 C) THIRD PHASE (1990-91 TO 1999-2000) :**

We considered the first and second phase earlier. The positive effects of first and second phase are very deep 1990-91 to 1999-2000 is period of third phase. The effects of third phase are as below.

- 1) In third phase there are vary thin possibilities of regular job so after in 1<sup>st</sup> meeting they were aware about competition in life. As a result they adopted competitive view about life.
- 2) Many students as they had experienced in library work got jobs in libraries.
- 3) Modern world is a world of competition one must develop are personality. Many lectures were organized student on his topic.
- 4) Many young boys/girls appear for U.P.S.C., M.P.S.C., NET/SET so they need latest books and magazines on concerned syllabus. Labour scheme tried fulfill these needs of students. This timely helped many.
- 5) The first phase students and second phase students followed the sense of co-operation which is given by labour scheme, it affected the third phase students to bring up the sense of co-operation.
- 6) The poor and clever students can't get any benefit of labour scheme because of the increase of labour schemes on the national level and students wanted to take higher education and

## ‘ THE EARN AND LEARN SCHEME ’

increase in strength of poor and clever students and competition among them.

- 7) Though there is rare possibility of job they became independent because they have experience of other activities like mess or hotel.
- 8) Several men have mis-judged the labour scheme that it makes bad effect on students. But there are positive results because of ‘Sanskar’ and valuable time or importance of time which is given to students by labour scheme.
- 9) There is less guarantee of job in today’s situation but labour scheme gave to ‘Labour’ a prestigious place. So any student of labour scheme is ready to do any work.
- 10) Many students got a job in the University on the basis of experience of labour scheme it positively affected the current students.
- 11) The labour scheme students became courageous. It helped them.
- 12) The Vice-Chancellor has a vision to upgrade the status of the university. The students of the labour scheme along with administrative persons help them.

- 13) To broaden their minds, students were taken to small scale industry and cottage industries. It benefited the students.
- 14) Thirty- percent students got services in 3<sup>rd</sup> phase.
- 15) Female students also included in 3<sup>rd</sup> phase they realized the importance of the labour scheme.
- 16) There is an important change in 3<sup>rd</sup> phase. Students learnt that if physical labour and intellectual labour join hands poverty can be removed.

#### **4.6 SUMMARY :**

Effects of 1<sup>st</sup> phase favorably affected 2<sup>nd</sup> phase and both affected favorably 3<sup>rd</sup> phase. In future, all three phases will be affect. Therefore I, II and III phase students made an unique place. They will make a unique place in the future.