

## RESUME OF FACULTY

### A. GENERAL INFORMATION

1	Name of Teacher	Dr. Sorokhaibam Tiken Singh
2	Designation	Assistant Professor
3	Department	Education
4	Specialisation	Educational Measurement, Evaluation and Statistics
5	Name of College	D.M. College of Arts
6	Date of Birth	1 <sup>st</sup> February 1972
7	Date of Joining in the Constituent College of DMU	16 <sup>th</sup> January 2009
8	Date of Superannuation	31 <sup>st</sup> January 2037
9	Academic Qualification(HSLCE onwards)	M.A., M.Phil., Ph.D.
10	Teaching Experience in Years	
	UG	13 years
	PG	6 years
11	Email and Contact Numbers	<a href="mailto:tikensorokhaibam@gmail.com">tikensorokhaibam@gmail.com</a> 9402402836

### B. PUBLICATION OF RESEARCH PAPERS IN UGC CARE LISTED/PEER REVIEWED/INDEXED JOURNALS

Sl. No.	Name of Journal	Title of Paper	Year of Publication	Name of Publisher	ISSN
1	East African Scholars Journal of Education, Humanities and Literature	Role of Education on Demographic Status of Women in Manipur	2019	East African Scholars Publisher, Kenya	ISSN 2617-443X (Print) ISSN 2617-7250 (Online)
2	Scholars Journal of Arts, Humanities and Social Sciences	Impact of Education on Economic Empowerment of Women in Manipur	2019	SAS Publishers, India	ISSN 2347-5374 (Online) ISSN 2347-9493 (Print)
3	Juni Khyat Journal (UGC Care Group I Listed Journal)	Economic Empowerment of Educated Women in Manipur	2022	Juni Khyat Journal (UGC Care Group I Listed Journal)	ISSN:2278-4632 Vol-12 Issue-10

- *Photo copy of first page of paper to be enclosed*

C. PUBLICATION OF BOOKS/CHAPTERS IN BOOKS

Sl. No.	Name of Book	Title of Chapter	Year of Publication	Name of Publisher	ISBN

- *Photo copy of first page of Book/Chapter to be enclosed*

D. RESEARCH PROJECTS

Sl. No.	Title of project	Name of PI/Co-PI	Year of Award	Name of Funding Agency & Amount Sanctioned	Duration of Project

- *Sanction letter to be enclosed*

E. POST-DOCTORAL RESEARCH

Sl. No.	Title of Research Project	Name of Mentor	Year of Award	Name of Funding Agency & Amount Sanctioned	Duration of Project

- *Project acceptance letter to be enclosed*

F. RESEARCH GUIDE

Sl. No.	Name of Research Scholar guiding at present	Topic of Ph.D. Programme	Date of Registration	Name of University	Relevant document for Research Guideship Recognition

- *Photo copy of relevant document for Research Guideship Recognition to be enclosed*

G. M. PHIL/PH. D. THESIS/ DISSERTATION EXAMINED

Sl. No.	Name of the University	Name of the Topic

H. CONFERENCES/SEMINARS/WORKSHOP PARTICIPATED OR ORGANISED

Sl. No.	Name of Conference/Seminar/Workshop Participated or organized	National/ International	Date & Venue of Session
	<b>Annexure-II</b>		

I. ORAL PRESENTATION IN CONFERENCES/SEMINARS/WORKSHOPS

Sl. No.	Name of Conference/ Seminar/ Workshop	National/ International	Name of the Topic presented	Date & Venue of Session

J. CHAIRING OF SESSIONS IN CONFERENCES/SEMINARS/WORKSHOPS

Sl. No.	Name of the Conference/ Seminar/ Workshop	National/ International	Name of Session	Date & Venue of Session

K. INVITED TALKS IN CONFERENCES/SEMINARS/WORKSHOP/UGC-SPONSORED COURSES

Sl. No.	Name of the Conference/ Seminar/ Workshop/ Course	National/ International	Name of the Topic Presented	Date & Venue of Session

L. CHAIRPERSON/MEMBER OF SCIENTIFIC/EDUCATIONAL BODIES

Sl. No.	Name of Body	National/ International	Year of Membership & Number

M. EDITORIAL BOARD MEMBER OF ACADEMIC JOURNALS/BOOKS

Sl. No.	Name of the Journal/Book

N. CHAIRMAN/ MEMBER/ CO-ORDINATOR/ CO-CONVENER/ NODAL OFFICER OF BOARD/ COMMITTEES/ SUB-COMMITTEES OF DEPARTMENT/ COLLEGE/ UNIVERSITY/ INSTITUTE

Sl. No.	Name of Committee/ Sub-Committee, etc.	Name of Affiliation	Period
1	Workshop Organizing Committee	D.M. College of Arts	2016
2	Students' Union Election Committee	D.M. College of Arts	2018 to 2020
3	College Examination Committee	D.M. College of Arts	2018 to 2021
4	Curriculum Drafting Committee	DMU	2019
5	Admission Sub-Committee	DMU	2018
6	Hostel Management Committee	D.M. College of Arts	2018 to 2021
7	Library Advisory Committee	D.M. College of Arts	2014 to 2016
8	Convener of Sports Advisory Committee	D.M. College of Arts	2015 to 2017
9	College Admission Committee	D.M. College of Arts	2016 to 2018

O. REFEREE OF RESEARCH JOURNALS/BOOKS

Sl. No.	Name of Research Journal/ Book	Title of Paper	Remark

P. AWARDS/HONOUR/RECOGNITION

Sl. No.	Name of the Award/Honour/Recognition	Awarding Body/ Organization	Year of Award

Q. EXAMINATION RELATED AND OTHER CONFIDENTIAL WORKS (e.g. Paper Setting, Paper Moderation, Invigilation, Evaluation, Internal/ External Examiners, Conduct of Admission Test, etc.)

Sl. No.	Particular Works in brief
1	Paper Setting, Paper Evaluation and invigilation in PG Course
2	Paper Setting, Paper Evaluation and invigilation in UG Course
3	Internal Examiner in UG Practical
4	Confidential works in all College Semester Examinations (UG and PG courses)
5	Work related to conduct of admission test (UG and PG courses)
6	Observer of COHSEM Examination

R. FRAMING OF CURRICULUM & SYLLABI

Sl. No.	UG	PG
1	Committee Member	Committee Member

S. EXTENSION AND COLLABORATIVE WORKS

Sl. No.	Particular of Works in brief

T. OTHERS IF ANY

- Teachers-in- Charge of Boys' Common Room in 2011, 2012, 2013 & 2014
- Teachers-in- Charge of Games and Sports in 2015, 2016, & 2017

N. B. Additional sheets may be furnished if necessary



Signature of Faculty

Signature of Principal

Copy enclosed

1. Photo copy of first page of Research Paper (**Annexure-I**)
2. Conferences/Seminars/Workshop Participated or Organized (**Annexure-II**)

## Research Article

## Role of Education on Demographic Status of Women in Manipur

Sorokhaibam Tiken Singh<sup>1</sup>, Dr. Shahjahan Ali<sup>2</sup>

<sup>1</sup>Ph.D. Scholar, School of Humanities and Education, Singhania University, Pachari Bari, Jhunjhunu – 333515, Rajasthan, India

<sup>2</sup>Associate Professor, Department of Education, B.H. College, Howly, Assam – 781316, India

\*Corresponding Author  
 Sorokhaibam Tiken Singh

**Abstract:** The aim and objective of the present study is to explore the role of education on demographic status of women of Imphal Districts (Imphal East and Imphal west) of Manipur. The present sample was collected from 400 currently married women (women who have been married and are not either divorced, widowed or separated) aged between 21 and 70yrs, out of which 200 were educated (women who passed high school at the minimum and above) and 200 were uneducated (women who have not attained high school) and out of 200 educated women, 100 from rural and 100 from urban areas, similarly out of 200 uneducated women, 100 from rural and 100 from urban areas of Imphal Districts (Imphal East and Imphal West) of Manipur. Interview method was used to collect primary data from the respondents using interview schedule. Informed consent was obtained from all individual participants. For data analysis, we used descriptive statistics (frequency distribution and percent) and analytical statistics (chi-square test for between group's comparisons). The present study shows the changes that brought by education among the women folk in relation to their demographic status are better occupational status, highly qualified husbands, more earning husbands and higher monthly family income etc. The present study also reveals that educated women both in urban and rural were leading better standard of living than uneducated women's of urban and rural resident.

**Keywords:** Demographic, Educated, Uneducated, Imphal districts, Manipur, Frequency distribution, Percent, Chi square ( $\chi^2$ ), Significant, Not significant.

### INTRODUCTION

"Education is the most powerful tool which you can use to change the world" says Nelson Mandela.

Education is an instrument of social change. It empowers individuals and communities, generates an awareness of one's own potentialities and inner strengths proclaiming people to combat oppression, exclusion and discrimination. Education is an essential component for overall development of any society. It not only gives knowledge but also act as an agent to make an individual capable to participate in social, economic and political activities. Education is the key factor for women empowerment, prosperity, development and welfare. Education can play a tremendous role as it empowers women by opening more avenues and opportunities by equipping them with requisite knowledge and skills. The National Policy of Education, 1986 claims that "Education will be used as an agent of basic change in the status of women in order to neutralize the accumulated distortions of the past". The National Policy of Education (NPE) of 1986, which

was updated in 1992, is a land-mark in the field of education in India. In this policy, priority has been given to the removal of women's illiteracy and obstacles inhibiting their access to education.

Since 19<sup>th</sup> centuries all over the world, every movement advocated that education is the most significant instrument for changing women's position in the society (Rao, R.K. 2000). Education provides for vertical mobility and can thereby help to equalize status between individuals coming from different social strata. The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjugated position in the society (Dutta, 2012). Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside (Suguna, M., 2011). Education of women is a vital weapon in achieving desirable changes in the society. Lack of education among them especially in the

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## Impact of Education on Economic Empowerment of Women in Manipur

Sorokhaibam Tiken Singh<sup>1</sup>, Dr. Shahjahan Ali<sup>2</sup><sup>1</sup>Ph.D. Scholar, School of Humanities and Education, Singhania University, Pachari Bari, Jhunjhunu – 333515, Rajasthan, India<sup>2</sup>Associate Professor, Department of Education, B.H. College, Howly, Assam – 781316, IndiaDOI: [0.21276/sjahss.2019.7.7.12](https://doi.org/10.21276/sjahss.2019.7.7.12)

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\*Corresponding author: Sorokhaibam Tiken Singh

### Abstract

### Original Research Article

The aim and objective of the present study is to investigate the impact of education on economic empowerment of women of Imphal Districts (Imphal East and Imphal west) of Manipur. The present sample was collected from 400 currently married women (women who have been married and are not either divorced, widowed or separated) aged between 21 and 70 yrs, out of which 200 were educated (women who passed high school at the minimum and above) and 200 were uneducated (women who have not attained high school) and out of 200 educated women, 100 from rural and 100 from urban areas, similarly out of 200 uneducated women, 100 from rural and 100 from urban areas of Imphal Districts (Imphal East and Imphal West) of Manipur. Interview method was used to collect primary data from the respondents using interview schedule. Informed consent was obtained from all individual participants. For data analysis, we used descriptive statistics (mean and standard deviation) and analytical statistics (t-test for between group's comparisons). The present study reveals the difference that brought by education among the women folk in relation to their economic empowerment. Educated women have greater own a house or any land (alone or jointly with others), more own any other property or valuables such as jewellery, gold/silver items, exceeding in having saving bank account, increased in participation of micro-credit or savings programme and higher engage in paid work outside the home than uneducated women in both the urban and rural residents.

**Keywords:** Economic, Empowerment, Educated, Uneducated, Imphal districts, Manipur, Significant.

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## INTRODUCTION

“Freedom depends on economic condition even more than political, if women are not economically free and self-earning, she has to depend on her husband or son or father or someone-else and dependents are never free” says Pandit Jawaharlal Nehru.

“Education is the key that opens the door to life, which is essentially social in character. Without a sound social philosophy, sound philosophy is impossible. Our educated philosophers have been social philosophers first” (Report of the National Committee on Women's Education). Unlike literacy, education is a broad process that enables a person to adopt a rational and questioning attitude and facilitate the recognition of new opportunities [1]. Keeping women illiterate clearly retards economic growth. Societies that do not invest in girls' education pay a price for it in terms of slower growth and reduced incomes. Investments in female education start a virtuous cycle that leads to improved levels of income, growth and gender equality. Inequality in education is like a distortionary tax that misallocates resources, thereby reducing economic

growth [2]. Education plays a role as a means for human resource development for sensitizing one's perceptions, awareness and for motivating and changing one's behavior to suit arising needs, demands and opportunities for survival, growth and development. Education is the greatest force for empowerment. The process of education will not be complete without value content. Empowerment can only be acquired through knowledge [3]. According to Dreze and Sen, education has five intrinsic values for improving social and economic conditions in Third World Countries, both benefits for communities and societies, as well as individual social benefits:

- First of all education gives personal benefits for the individual in terms of self-confidence leading to motivation and interest in society. Social interactions are easier when persons are capable of reading a newspaper about social and political issues in the community and the rest of the world.
- Secondly, education gives access to a wider range of job opportunities and in general enables persons to take advantage of economic

**ECONOMIC EMPOWERMENT OF EDUCATED WOMEN IN MANIPUR**

**Dr. Sorokhaibam Tiken Singh** Assistant Professor, Department of Education, D.M.College of Arts,  
DMU, Imphal, Manipur, India

**Abstract:**

The aim and objective of the present study is to investigate the impact of education on economic empowerment of women of Imphal Districts of Manipur. The present sample was collected from 400 currently married women (women who have been married and are not either divorced, widowed or separated) aged between 21 and 70 yrs. Of the total 400 women, 200 were educated (women who passed high school at the minimum and above) and 200 were uneducated (women who have not attained high school) of Imphal Districts (Imphal East and Imphal West) of Manipur. Interview method was used to collect primary data from the respondents using interview schedule. Informed consent was obtained from all individual participants. In order to enable to investigate and bring an analytical study on the problem statistical applications were made. For data analysis, we used descriptive statistics (frequency distribution, percent, mean and standard deviation) and analytical statistics (chi-square and t-test for between group's comparisons). The present study shows the changes that brought by education among the women folk in relation to their demographic status are better occupational status, highly qualified husbands, more earning husbands and higher monthly family income etc. The study also reveals the difference that brought by education among the women folk in relation to their economic empowerment. Educated women have greater own a house or any land (alone or jointly with others), more own any other property or valuables such as jewellery, gold/silver items, exceeding in having saving bank account, increased in participation of micro-credit or savings programme and higher engage in paid work outside the home than uneducated women.

**Key words:** Demographic, Economic, Empowerment, Educated, Uneducated, Manipur.

**INTRODUCTION**

Education is an instrument of social change. It empowers individuals and communities, generates an awareness of one's own potentialities and inner strengths proclaiming people to combat oppression, exclusion and discrimination. Education is an essential component for overall development of any society. It not only gives knowledge but also act as an agent to make an individual capable to participate in social, economic and political activities. Education is the key factor for women empowerment, prosperity, development and welfare. Education can play a tremendous role as it empowers women by opening more avenues and opportunities by equipping them with requisite knowledge and skills. The National Policy of Education, 1986 claims that "Education will be used as an agent of basic change in the status of women in order to neutralize the accumulated distortions of the past". The National Policy of Education (NPE) of 1986, which was updated in 1992, is a land-mark in the field of education in India. In this policy, priority has been given to the removal of women's illiteracy and obstacles inhibiting their access to education. Since 19<sup>th</sup> centuries all over the world, every movement advocated that education is the most significant instrument for changing women's position in the society (Rao, R.K. 2000).

Education plays a role as a means for human resource development for sensitizing one's perceptions, awareness and for motivating and changing one's behavior to suit arising needs, demands and opportunities for survival, growth and development. Education is the greatest force for empowerment. The process of education will not be complete without value content. Empowerment can only be acquired through knowledge (Parvathi, S. & Kartikeyan, C. 2002). According to Dreze and Sen, education has five intrinsic values for improving social and economic conditions in Third World Countries, both benefits for communities and societies, as well as individual social benefits:



## Annexure-II

### CONFERENCES/SEMINARS/WORKSHOP PARTICIPATED OR ORGANISED

Sl. No	Name of Conference / Seminar / Workshop Participated or Organized	National / International	Date & Venue of Session
1	One Day State Level Seminar on "Global Warning And Climate Change"	State	March 6, 2011 Imphal College, Imphal
2	One Day Workshop on Equal Opportunities In Higher Education	State	March 26, 2011 D.M. College of Arts, Imphal
3	National Seminar on Academic Reforms in Curriculum And Pedagogy in the Context of Global Trend.	National	May 28-29,2011 S.K. Women's College, Nambol
4	One Day State Level Seminar cum Workshop on "Teacher Education in Manipur: Problems and Prospects"	State	July 18, 2011 D.M. College of Teacher Education, Imphal
5	National Seminar on Post Accreditation Strategies For Quality Sustenance in Colleges.	National	November 4-5, 2011 Oriental College, Imphal
6	A Two Day National Seminar on Emerging Electoral Trends and Violation of Human Rights: A Paradigm of Exacerbating India's Democracy.	National	November 25-26,2011 S.K. Women's College, Nambol
7	National Inter-Disciplinary Seminar on Globalization and Manipur.	National	December 18- 19, 2011 D.M. College of Arts, Imphal
8	National Seminar on Spirituality in Education: Contemporary Relevance.	National	February 11- 13, 2012, D.M. College of Arts, Imphal.
9	International Seminar on "Human Security in the Northeast Region: Challenges and Predicaments"	International	March 2-3, 2012 Manipur University
10	International Conference on India and Her Neighbours: Revising Relation with Nepal, Bangladesh, Bhutan, Mynmar, Sri Lanka, Maldives.	International	August 17- 18, 2012 Manipur University
11	One Day Workshop on Securing Equal Opportunity: A Perspective.	State	May 10, 2014 D.M. College of Arts, Imphal
12	One Day State Level Conference on " Challenges and Issues of Higher	State	September 15, 2016 FEGOCTA in collaboration with

	Education and the 7 <sup>th</sup> UGC ROP,2016”.		D.M. College of Science
13	3 Day State Level Workshop on Paper Setting and Evaluation.	State	September23-25,2016 D.M. College of Arts, Imphal
14	Regional Seminar on Man And Environment: Philosophical Approaches to Indigenous Knowledge Tradition of North-East India.	Regional	February 11-12,2017 D.M. College of Arts, Imphal
15	5-Day Teachers’ Orientation Course in Philosophy	State	July 27-31, 2017 D.M. College of Arts, Imphal
16	2-Day National Workshop on Research Methodology for Faculty in Social Sciences.	National	December 22-23, 2017 D.M. College of Arts, Imphal
17	International Conference “Sustainable Development and North East India in the Globalised Era”	International	December 29-30, 2017 FEGOCTA in partnership with DMCA, GPWC, and Institute of Bioresources and Sustainable development (IBSD).
18	4-Day Teachers’ Orientation Course in Western Philosophy (Plato and Hegel).	State	January 18-21, 2018 D.M. College of Arts, Imphal
19	One Day State Level Seminar on “Manipuri Language: Situation and Challenges”	State	August 20, 2018 DMCA, DMU & Directorate of Language Planning & Implementation, Govt. of Manipur
20	National Seminar on the 42 <sup>nd</sup> Indian Folklore Congress on the Dynamic of Indian Folklore	National	December 27-28, 2018 DMCA, DMU
21	Five Day National Workshop on Statistical Data Analysis in Social Sciences Research	National	March 11-15, 2019 Manipur University
22	One- week Faculty Development Programme on “Behavioural Remodeling & ICT Tools for Classroom Delivery of Teachers”	National	October 14-18, 2019 IIT Guwahati in Association with MU and support from Tech Booster, Guwahati

23	A One-Week National level Workshop on Research Methodology of Social sciences & Humanities	National	January 16-22,2020 N.G. College, Imphal
24	One Day National Seminar on TDS Demand Resolution And General Income Tax Provisions	National	February 28, 2020 Imphal College, Imphal
25	Twelve Days Faculty Development Programme on Online Teaching-Learning And Research Methodology	National	July 18-29, 2020 Govt. P.G. College, Bilaspur, Rampur (U.P.)
26	Seven Days Online National Workshop on NAAC: Seven Assessment Criteria for Accreditation	National	August 2-8, 2020 Govt. P.G. College, Bilaspur, Rampur (U.P.)
27	Five Day Capacity Building Programme on 'Approaches for Quality Research Paper Writing in High Impact Journals'	National	September 2-6,2020 IQAC, Rajiv Gandhi University, Rono Hills, Doimukh, Arunachal Pradesh
28	One Week Faculty Development Programme Online Mode on " E-Content Development During Covid-19 Pandemic"	National	September 7-13,2020 IQAC and Department of Education, Sant Baba Bhag Singh University, Jalandhar, Punjab.
29	Five Days International Faculty Development Programme on "Teaching And Research"	International	September 10-14,2020 Annammal College of Education for Women, Thoothukudi,(T.N.)
30	Three Days Virtual International Workshop on "Research Methodology"	International	June 17-19, 2021 APS College of Arts and Science, Bangalore

*S. Tilen Singh*