

CHAPTER - V

S U M M A R Y

- 5.1. Introduction
- 5.2. Title of the Study
- 5.3. Objectives of the Study
- 5.4. Design of the Study
- 5.5. Major Findings
- 5.6. Conclusions

S U M M A R Y5.1. Introduction

The concept Continuing Education (CE) is based on the principle that organized learning is not restricted to a few years of schooling. Instead, it is a process that continues throughout life. In broadest sense, the concept includes all forms of education provided to persons in an organized manner outside the purview of formal education. This includes educational programmes for two sets of people;

- Those who, after completing formal education; are in different professions and want to upgrade their knowledge, develop new skills and interests; and,
- Those who, missed an opportunity for minimum education in early life and want to acquire it now in some forms or other.

Programmes of education on the above lines can be organized through different organizations, institutions, media of information and communication. University is an educational institution that has very rich human and physical resources even in a poor country. These resources, and the academic autonomy enjoyed by the universities place them in a better position to organize various CE programmes.

It is encouraging that the Universities in India have been actively participating in various CE programmes through the departments of Adult and CE. Since the establishment of the first fullfledged Department of Adult Education in the University of Rajasthan in 1961, the number of such departments has gone up to ninety two. This clearly shows the receptivity on the part of the Universities to the concepts of Adult and CE.

As observed from the review of various studies and reports of the committees of adult and CE, the Departments of Adult and CE in India vary in their status, functions and programmes, while many of them function as non-formal departments and organize programmes like extension lectures, short courses, vocational training and adult literacy etc., there are some which function like other teaching departments in a University and treat AE as a discipline of study. Yet, there are departments which exist only to run the adult literacy project sponsored by the U.G.C. Besides, emphasis on programmes of education by the departments also varies from time to time. For example, programmes like extension education, vocational training were given priority by the departments before the launching of the National Adult Education Programme (NAEP) in 1978, but afterward adult literacy has become the dominating feature. Besides, as the target population of those departments also vary in their socio-economic and educational needs, the educational programmes also vary.

In such a complex situation, any attempt to understand the way the concept is operationalized in to the programmes of education in the University system, requires a close scrutiny and observation of the department and its programmes.

A study by pooling together data from a large number of departments and their programmes would provide a global view reflecting the generalities. But in that case the peculiarities and variations within a department would be concealed.

Besides, considering that the departments have sustained over a period of time, a study of one department, preferably one of the oldest, in its historical perspective would highlight how the concept of CE was first institutionalized and developed in its structure and functions.

Keeping the above points in view and to carryout an indepth study of one department, the Department of Adult and Continuing Education in the University of Rajasthan was selected. The study focuses on two aspects; the establishment of the Department and its development from 1961 to 1988; and the functioning of the programmes of education for the year 1985-86.

5.2. Title of the Study

The title of the study is stated as follows:

"A Study of Continuing Education in an Indian University".

5.3. Objectives of the Study

The objectives of the study have been specified as under:

1. To study the development of the Department of Adult and Continuing Education in the University of Rajasthan with respect to:

- Establishment, objectives and functions.

- Organizational and administrative structure.
 - Educational programmes.
 - Co-ordination.
 - Research and dissemination activities.
 - Resource structure.
2. To study the functioning of Continuing Education Programmes of the Department.
- a. Adult Education Programme interms of:
- Programme planning.
 - The background of the beneficiaries and reasons for their participation.
 - The background of the grass-root level functionaries and the reasons for opting the job.
 - Training of functionaries.
 - Procurement of physical facilities of the AE Centre.
 - Motivation of the adults
 - Monitoring, supervision and evaluation.
 - Co-ordination
 - Organizational problems perceived by the functionaries.
 - Attainment of the purposes of the beneficiaries.
 - Success of the beneficiaries on literacy and their level of general awareness.
 - Relevence of the programme as perceived by the beneficiaries.
- b. Short courses interms of:
- Programme planning
 - The background of the beneficiaries and the reasons for attending the programme
 - Success of the programme perceived by the beneficiaries.

- Teachers' observation on the programme.
- Organizational problems perceived by the functionaries.

5.4. Design of the Study

5.4.1. Nature and Types of Data

The data required for objective one pertain to: factual information about the establishment of the Department, its administrative structure, academic programmes, dissemination activities, co-ordination with other agencies and resource structure.

For the objective two, the data required were both quantitative and qualitative in nature. The quantitative data were in the forms of factual information about planning of programmes, physical facilities, teaching-learning process, enrolment, background of the beneficiaries and functionaries, monitoring and evaluation of the programmes. Qualitative data pertain to observation and reactions of the beneficiaries and evaluative responses of the functionaries on various aspects of the programmes viz, attainment of the purposes of attending the programmes, relevance of the programmes, organizational problems, motivation of the beneficiaries and grass-root level functionaries, achievement of the AE beneficiaries on literacy and their level of general awareness.

5.4.2. Sources of Data

The data were mainly collected from three sources, viz., relevant records, personnel, and the beneficiaries.

The records were the official minutes, committee reports, annual reports, and other published documents related to educational programmes, and functioning of the Department.

The personnel were the instructors, Supervisors, Project

Officers, Asst. Director, the Director, Ex-Director of the Department and the Vice-Chancellor of the University.

The beneficiaries were the participants of the AE programme and the short courses.

5.4.3. Tools for Data Collection

In order to obtain data from the sources identified for the objectives of the study, the following tools were developed and used.

1. Information schedule to collect information from relevant reports, documents and personnel about the development of the Department.
2. Information Schedule for the beneficiaries of Adult Education Programme.
3. Questionnaire for the beneficiaries of short-courses.
4. Follow-up questionnaire for the beneficiaries of Adult Education Programme.
5. Follow-up questionnaire for the beneficiaries of short courses.
6. Questionnaire for the Instructors.
7. Questionnaire for the Supervisors.
8. Questionnaire for the Teachers/Experts of Short Courses.
9. Interview Schedule for the Project Officer.
10. Interview Schedule for the Director/Asst. Director.
11. Interview Schedule for the Ex-Director.

Keeping in view the language and educational background of the adult education learners and instructors, the tools for

them were developed in Hindi. Before preparing the items for the tools, a preliminary survey of the field, i.e. the Department, its functions and programmes of education, was made. And after preparing adequate number of items for each tool, these were given to five experts at the Centre of Advanced Study in Education, Baroda, for scrutiny of item-appropriateness, clarity and content coverage. On the basis of their suggestions the final drafts were developed.

5.4.4. The Sample

The sample of the study consisted of the beneficiaries and the functionaries. The sample of AE beneficiaries was selected by incidental sampling method from purposively selected 50 AE centres. The beneficiaries from short courses were also selected by incidental sampling method. Relevant details of the sample are given below:

Programmes	AE Centre/ Short Courses	Beneficiaries		
		Male	Female	Total
a. AE Programme (Phase- I)	50 AE centres	262	218	480
b. AE programme (Phase-II)	50 " "	186	162	348.
c. Short courses (Phase-I)	2 Short Courses	63	19	82
d. Short Courses (Phase-II)	2 " "	48	12	60

70

The sample of functionaries consisted of the followings:

- Fifty instructors from the 50 AE centres those included in the selection of beneficiaries.
- Three Supervisors

- One Project Officer.
- Eight University Teachers who participated in short courses.
- The Asst. Director, the Director, and two Ex-Directors.

5.4.5. Data Collection and Data Analysis

Data regarding the development of the Department were collected from various records by using the developed schedule for the purpose. Necessary permission was taken from the Director of the Department to have access to the records.

The field data from the beneficiaries were collected in two phases. In Phase-I data regarding the socio-economic background, and the reasons for attending the programme were collected by using the schedule developed for the purpose.

In the second phase, i.e., the last two months of the AE programme, data from the beneficiaries of AE programme, and instructors, were collected with the help of the tools developed. They were personally contacted at the AE centres. However, it was not possible to contact the beneficiaries of short-term courses personally. Hence, questionnaires were mailed to them with the request to return the same to the investigator.

During the second phase, data were also collected from the supervisors and the staff of the Department. They were personally contacted and the respective schedules were used for each officials. Special care was taken to record the responses of the interviews conducted with the Director, Asst. Director, Project Officer and the Ex-Directors. The data thus collected were in the forms of:

- factual information about the development of the Department.
- factual information about the background of the beneficiaries and functionaries of the programmes.

- descriptive and evaluative responses of the beneficiaries, functionaries, and official of the Department.
- achievement scores of the AE beneficiaries on literacy and their level of general awareness.

The data regarding the development of the Department were analysed both quantitatively and qualitatively. The data regarding the budget allocations, educational programmes, staff-positions, etc. were presented in tabular forms. However, the data in respect of the genesis, administrative changes, and resource structure of the Department were put to descriptive analysis. The factual data relating to the socio-economic background of the beneficiaries and grassroot level functionaries (instructors, and supervisors), reasons for their participation in the programmes, achievement on literacy, and general awareness of the AE beneficiaries were analysed quantitatively, viz. by classifying and finding out the averages, and percentages. The descriptive and evaluative responses of the functionaries were analysed qualitatively.

5.5. Major Findings

The major findings of the study are presented in respect of the establishment, and development of the Department, and the functioning of educational programmes in the Department for the year 1985-86.

Establishment and Development of the Department:

The Department of Adult and Continuing Education in the University of Rajasthan was established in 1961. It was the first fulfilled Department established in any Indian University. Two factors were found to have had influenced its

establishment. The first relates to the global acceptance of the concepts like AE, CE, and extension services by the Universities. When the Department was established, several Universities around the world had already started such Departments. The second factor refers to community service. As reflected in the draft proposal submitted by the then Vice-Chancellor for the establishment of the Department, the basic purpose of establishing it, was to study the various needs of the community and providing educational services to them.

The target population of the Department consisted of two broad groups;

- Those who, after completing their formal education, are in different professions and want to enhance and refresh their knowledge, develop new skills; and
- Those who, missed the opportunity for formal education in early life and want to acquire it now in some forms or other. On the whole, the Department was to organize programmes of education for those who remain outside the purview of formal education.

As was evident from the above points, the functions of the Department were different from those of other teaching departments of the University. Besides, the scope of the AE concept was evolving and expanding. To provide a readymade structure to such a Department was not an easy task for the University. In the process of finding out a suitable structure and to accommodate several dimensions developed later, the university made several structural changes in the Department. In the beginning it was given the status of an Extension Department with functions like organization of extension lectures, short-courses, seminars and conferences. Then in 1968, two new dimensions, viz, Teaching and

Correspondence Studies were added. But in the next year, the correspondence studies was made a separate institute independent of the Department. During the same year, the Department was divided into three separate wings viz, the Teaching^{Wing} that organized the Degree course in AE; the Extension Wing that organized the extension lectures; and the Continuing Education Wing that was made responsible to organize the short courses. However, the system could not work for long. In 1970, the CE and Extension Wings were merged, and in 1977, the Teaching Wing was brought to an end. Such changes continued till 1978. It was observed that, many of those changes were brought in without giving much thought. And at times without waiting to see the effectiveness of a particular change, another change was made in. For example, in 1975, the CE function after being divested from the Department, was linked with the Institute of Correspondence Studies, and within few months it was again taken back. As a result of this shuffling and reshuffling a grant of Rs.2.49 lakhs sanctioned by the U.G.C. for organization of CE programmes, was neither allotted to the Institute of Correspondence Studies nor to the Department. Subsequently, the grant was not utilised and returned to the U.G.C.

However, the administrative structure of the Department got stability only after 1978, when its proposal for AE programme was approved by the U.G.C. The University restructured the Department on the line of the suggestions made by the U.G.C in which it had three mutually reinforcing functions, viz., CE, AE and extension services. Presently, it functions as a non-vacational department. The Department is considered as an administrative unit rather than a teaching department.

In order to provide policy guidance to the Department, there used to exist an Advisory Committee appointed by the Vice-Chancellor. As observed from the records of the

Department, the Committee was very active upto 1977. Then it ceased to exist for six years 1977-1983. The committee was reconstituted in 1984, but it has not been meeting as frequently as expected.

Expansion in respect of infrastructural facilities of the Department has been patchy and far from satisfactory. The Department has insufficient number of rooms to accommodate its staff or to start a library. So far as the staff positions of the Department were concerned, the number of sanctioned post had gone up from two in 1962 to fifteen in 1988, but most of the times all the posts were not filled up.

On matters relating to finance, it was observed that the University was the main financier of the Department. It pays the salaries of the staff, and supplies the greater part of recurrent administrative costs. It also provides financial assistance for extension lectures, seminars, and conferences. The short courses are self-financed. The AE programme of the Department is financed by the U.G.C. However, the budget allocations of the University from 1962 to 1988 revealed that its financial assistance for educational programmes started decreasing significantly from the year 1975-76. It was only from 1984-85, it showed an increasing trend.

With regard to the educational programmes of the Department it was observed that over the years, the Department organized several programmes. Those can be broadly divided into the following five types:

- Extension lectures
- Interactive forums
- Short term courses
- Diploma and Degree Courses in AE
- Adult Literacy programme

The Department organized a large number of extension lectures (375) between the period . . . 1961 to 1988. The basic purpose of these lectures was to diffuse knowledge generated in different fields. Hence the beneficiaries of the programmes were from various fields viz., science, technology, education, religion, health, public management, policy planning, development and many other fields.

The data relating to the nature of various interactive forums viz., seminars, conferences, symposia organized by the Department revealed that most of them were related to the field of Adult and CE. The basic purpose of these forums were either to ^{explain} the concepts of Adult and CE or to orient people involved in the field.

The short courses were the most popular programmes of the Department. Over the years, the Department organized 235 short courses on various subjects like, language, medicine, engineering, public management and journalism. The beneficiaries of these courses were of three types;

- the professionals who wanted to refresh and enhance their knowledge and skills,
- the students who wanted to prepare for some entrance or competitive examinations, and
- the common man, who wanted to develop certain new interests or hobbies.

The short courses were organized by recruiting teachers/experts from the concerned fields of study and the expenses for these courses were met from the fees collected from the beneficiaries.

The statistical figures of the above programmes revealed that the first fifteen years were the most productive period (92% extension lectures, 57% interactive forums, and 76% short courses were organized during 1961 to 1975).

Afterwards, the number of these programmes started decreasing. Three factors found responsible for the decreasing trend were: firstly, priority was given to adult literacy programme in the Department as a result, programmes like extension lectures seminars, and conferences, received less attention; secondly, these programmes did not get adequate financial support as well as the needed patronage from the University; and thirdly, due to frequent appointment of Honorary Directors (after 1977), the Department failed to get the necessary leadership required for organizing short courses, seminars, extension lectures etc.

The Department was first in India to start diploma course in AE in 1969. The course was converted to degree course in 1971. But due to poor turn out of students the degree course was discontinued in 1977 and was never revived again.

Research as a function of the Department, received less attention. The Department was neither equipped with adequate research staff, nor provided with the required infrastructure for research work. The University too did not seem interested in it as was observed from the budget allocations for the Department. It was observed that, except for three years i.e. 1964-67, when 'Colombo Plan Project', (collaboration with the University of British Columbia Canada) was carried out, there was no budget head for research.

The Department has brought about several publications on topics mostly related to adult and CE. However, the most significant of the publications has been 'PRASAR' a quarterly journal on adult education.

Functioning of the Programmes

The Department organized two types of programmes during the year 1985-86. Those were, adult education and short term preparatory courses for Engineering and Medical entrance tests.

The analysis of data pertaining to planning, organization effectiveness in respect of these programmes revealed the following:

Adult Education

Adult Education was conceived as a comprehensive programme for human resource development with components of literacy, functionality and awareness. With regard to policy planning, it was observed that, though an Advisory Committee existed at the University level, actual planning was carried out at the Department level. Decisions regarding the locations of the centres, target population, etc. were taken on the basis of the U.G.C. guidelines, which suggest that the programme covers the socio-economically backward communities like S.C., S.T. and women.

During the year 1985-86, the Department organized 74 AE centres in the City of Jaipur. The background analysis of 480 beneficiaries revealed that 55% of them were male and 45% were female. It was further observed that males were mostly daily wage earners and the females were non-wage earners, doing the household works or helping in the work of their male counterparts. A small number of beneficiaries were self-employed who had their own small shops like vegetable shops, tea stalls, and cycle repairing shops. Agewise majority of them (69% male, 60% female) belonged to younger age group; 15-25 years of age.

With regard to the reasons for participation in the programme it was observed that the commonly expressed reason by all categories of beneficiaries, was to learn how to read and write. However, variations were observed in reasons expressed by different categories of beneficiaries. While the males, particularly the younger ones were influenced by

economic consideration, the females expected that the knowledge gained from the programme would enhance their status in the family. The data also revealed that substantial number of female beneficiaries (17%) joined the programme at the request of the instructors. Other reasons though expressed by small number of beneficiaries, but of academic significance, were to look after the education of the children in the house, to know about different work opportunities, and to utilise leisure for educational activities.

The AE programme was centre based and one instructor was appointed for each centre for one year. With regard to their appointment, as far as practicable two considerations were adhered to by the Department. Firstly, the person should be from the same locality where the centre functions and secondly, he/she should be of the same sex and from the same community for whom the centre is opened.

The background analysis of fifty instructors revealed that 60% of them were male and 40% were female. Their academic qualifications varied from secondary to post-graduate education. Castewise they were distributed as 30% from S.C, 32% from muslim, and 38% from general castes. So far as their occupational background was concerned, 56% of them were employed, 24% were students studying in various classes ranging from class X to post-graduate, and then rest 20% were unemployed. It was also observed that 58% of the instructors belonged to younger age group of 20 to 25 years.

The instructors opted for the job with three considerations. Firstly, they considered the job as an activity of using leisure profitably; secondly, they considered the job as an act of social service; and thirdly, the student - instructors expected that the experience gained from job would help them in getting a teaching job.

With regard to the training of the instructors it was found that the Department organized training in collaboration with the S.R.C. Jaipur. The aspects covered in the training were; objectives of the AE programme; teaching for literacy, awareness and functionality; community survey, periodical test and motivation of the adults. However, the instructors found the training specifically on aspects related to teaching for awareness and functionality; and the organization of community survey as inadequate. They were not supplied with any reading materials for the development of their knowledge on various aspects of AE programme.

About the infrastructure facilities at the centres, it was observed that accommodation was not a problem for any of the centres. The centres were either run at the residences of the instructors or at the place provided by the residents of the locality. However, the monthly contingency of Rs.25/- was considered by most of the instructors as inadequate to meet the expenditure towards kerosene/electricity, pencils, chalks, etc.

With regard to the learning materials supplied to the learners, it was observed that, each learner was supplied with one primer prepared by the S.R.C. Jaipur. The primer meant for female adults were used for the male adults also. This was because the Department did not get the required type of primers from the S.R.C. This showed lack of co-ordination between the Department and the S.R.C. The learners exhibited great interest in reading the primers. Most of the learners were demanding further learning materials, but such materials were not supplied by the Department. Teaching was more or less related to development of literacy skills. Development of functionality and awareness were the neglected elements of the programme.

Supervision of the programme was found as the weakest point. Motivation of the supervisors was very low. They joined the job as they had no other alternatives. They considered themselves as underpaid. The most deterring factor for the supervisors was the temporary nature of their post.

Evaluation of the programme carried out by the Department was mostly based on the quarterly reports of the instructors. As a result, the reliability of the findings was contingent on the reliability of the reports submitted by the instructors.

Despite the above conditions, the programme seemed to be operative. This was mainly because it was a sponsored programme. From the responses of the adults, it was observed that the programme has benefitted them in learning the skills of literacy and successfully utilising leisure for learning. The results of the literacy test conducted to find out the achievement of the adults on three skills of literacy also revealed that they had developed the skills of reading, writing and arithmetic. However, the social, political and health awareness of the adults remained low. Further it was found that the programme had not succeeded in satisfying the economic needs of the adults as many of them had expected. On the whole, the AE programme more or less remained as a literacy programme.

Short Courses

The short courses were organised as a part of continuing and extension education programmes by the Department. The PET and FMT courses were organized in order to prepare the students for the entrance tests in Engineering and Medicine courses in the state. The resource persons were the teachers from the University Teaching Departments of Physics,

Chemistry, Mathematics, Botany and Zoology. The duration of the courses was one month. The course fee for each course was Rs.600/-. However, in order to attract students from backward communities, i.e., S.C and S.T., half-fee concession was given to them. But the background analysis of the students revealed that most of the students were from general castes and well-to-do families. The number of backward caste students was very low (3.00% S.C., and 1.00% S.T.).

In the organization of these courses, the Department plays the co-ordinating role. The subject teachers were supposed to prepare the syllabi for both the courses. But it was observed that syllabi were not prepared. The respective subject teachers decided the contents to be taught to the students.

The teaching procedure adopted by the teachers did not satisfy the students. The students felt that the teachers were always in a hurry to complete the course giving less emphasis on the understanding aspect. However, both the students and the teachers agreed that the duration of the courses was too short which ultimately affected the standard of teaching. They suggested that the duration should be atleast two months for each course.

On the fee structure of the courses, the students were of the view that Rs.600/- was very high. They observed that the Department should either increase the duration with the same fee or decrease the amount incase the duration is not increased.

5.6. Conclusions

From the major findings of the study, as discussed

in the preceding section, several points come to fore. On the basis of these points, certain conclusions are drawn with regard to the Department, its functions and programmes.

The Department, during the first fifteen years exhibited great promise in organizing programmes of CE, both in terms of number and diversity. Afterwards the tempo was lost. Adult Education, adult literacy so to say, became the focal activity. Notwithstanding the importance of AE, it is necessary that the Department organizes more number of programmes like extension lectures, short-term courses, vocational training, etc. in order to meet the divergent and growing learning needs of the people. This is mainly because the university possesses human resources of high quality not available in any other institution. The Department will do a great service to the people by making these resources available for their benefit. For the organization of programmes as stated above, the financial and infrastructural requirements of the Department need to be met adequately by the University.

It was observed that the practice of part-time Honorary Director comes in the way of institutional development. Hence, it is essential that the practice be stopped and full time Director be appointed for providing effective academic and administrative leadership.

The AE programme organized by the Department, to a great extent remains as a literacy programme only. In order to make it more effective, it is essential to link the programme with some economic oriented activities based on the local needs of the people. Besides, to sustain the learning interest of the adults, supplementary reading materials should be provided to them.

Training of instructors was found not so effective particularly in the areas related to development of awareness and functionality of the learners. It is necessary that more practical approaches are adopted and the instructors are trained in proven methods of teaching the adults. There is a need to provide specific guidelines to the instructors for the development of the^{se} aspects viz., functionality and awareness.

Motivation among the supervisors was missing. The arrangement of parttime supervisor and the low remuneration paid to them were the two inhibiting factors in the process of supervision. Some incentive mechanism in the form of financial inputs needs to be adopted in order to motivate the supervisors.

Another observation of the study refers to co-ordination of the Department with other agencies. Co-ordination with other developmental agencies specifically while organizing AE programme is very essential for generating the interest and motivation of the learners.

One of the significant observation that can be made, relates to the degree course in AE. In the present circumstances, where the amount of adult education provided and the number and variety of organizations imparting it are increasing rapidly, there is an urgent need for programmes of research and teaching on the theory and practice of adult education. The revival of the degree course in AE, that was stopped in 1976, would be a positive step towards making AE a discipline of study.

With regard to the short courses organized by the Department, it can be stated that steps need to be taken to identify the educational needs of the people and programmes

are planned accordingly. This will help in extending the scope of CE programmes of the Department.

Last but not the least, it was observed that the University has accepted in principle the activities like AE, CE, and extension services, as effective inputs for the development of the individual and the society at large. The structure in the form of the Department of Adult and Continuing Education has been built. But to make the Department an effective centre for continuing the education of the people, a lot remains to be done. For this, sincere and concerted efforts need to be made by all parties concerned, namely, the University authorities particularly the Vice-Chancellor, the functionaries of the Department, the U.G.C. and other related developmental agencies.