

## CHAPTER I

### INTRODUCTION

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## CHAPTER I

### INTRODUCTION

Education, by its very nature is related to development of the individual and the society. Such development is manifested in the realization of human potentials that ultimately leads to societal development. In other words, the concepts of individual and societal development are relative and interdependent. The human potentials vary from person to person and even within the person in types and degrees. These potentials give birth to different needs and requirements. And, because of the dynamic nature of men, their needs and requirements always go on changing. In this changing scenario, education to be an effective force of development, has to continuously redress its aims, structure, content and teaching practices. It can not remain static and claim to be an effective force of development. It is from this broader perspective of change, education is essentially a continuous life-long process.

#### 1.1 The Concept of Continuing Education

The concept of Continuing Education (CE) is based on the principle that organized learning is not restricted to few years of schooling. It is not a once for all experience. It should go beyond the initial education. In broadest sense the concept includes all forms of education provided to persons in an organized manner outside the purview of formal education.

The need for such education arises from the following factors:

With the rapid growth of industrialization and changes in the economic, social and political spheres of the society, there has been a sudden explosion of knowledge. The volume and content of knowledge acquired during any period of life become incomplete and obsolete unless it is revised and augmented continuously. It is a wishful thinking to suppose that all the knowledge can be acquired during the period spent in the school or colleges, even if we were to believe that it would be possible for every body to attend a school or an institution of higher education. Such an approach to education might have been satisfying enough in an age when a youngster could obtain a stock of knowledge during childhood or youth, which would guide his/her judgement and determine behaviour for the rest of the life. That is no longer valid as knowledge is continuously expanding and changing. (As Mead (1962) rightly pointed out, "We are now at the point, where we must educate people in what nobody knew yesterday and prepare people in our schools for what nobody knows yet, but what some people must know tomorrow".)

Secondly, with the development of modern technology man is faced with the problem of spending leisure profitably. Provision of appropriate educational inputs in the programmes for leisure would help in intellectual enrichment and advancement of knowledge and culture.

Thirdly, the need for CE emerges while considering the need for knowledge in its cultural - valuational dimension. Because of the demand of technological knowledge in all spheres of life, the curricula of the school and colleges are heavily loaded with knowledge of science and technology, leaving little room for value education. As a

result, the main stream of formal education systematically keeps products of educational institutions ignorant of basic values of human life. The formal education seems to have created a cultural gap between the educational 'haves' and 'have nots'. Continuing Education in the form of cultural and value oriented education can suitably be organized to remedy the failure of formal education.

Fourthly, a fairly large portion of the population have not been able to acquire even the necessary minimum of education at the age when such education is normally received. India has 102 millions adult illiterates (Directorate of Adult Education, 1988). The irony is that, these adults are very important from the point of view of production, both on the farms and factories. So many other problems are also interwoven with the problem of adult illiteracy. For example, there are hundred million couples in the country who are in their reproductive age group of 15 - 35, and a bulk of them are illiterate. What is important to note is that no worthwhile economic and social development can succeed in a country with such a high number of illiterates. They need immediate attention. The education required for them would be in the forms of general education - literacy, numeracy; vocational training on skills relating to various vocations; and civic education focusing on general awareness regarding community life, culture, health, nutrition, population and environment affecting the allround development and well being of individuals.

The term Continuing Education generally assumes that there is already some basis of education in a person that can be continued. There can be two views regarding the existence of some prior education. One straight forward view supposes the

existence of education provided through formal system. But there is the danger of accepting this view, mainly because by implication, it suggests that outside the formal institutions there can be no education. This notion of education is rather limited. As Adiseshiah (1981) observed, an illiterate farmer is also educated in some way, because his curriculum is the weather, his teacher is the farm, his textbook is the seeds, water and fertilizer, and his examination result is the harvest outcome. Similarly for the illiterate housewife and illiterate artisan or roadside repair shopworker, there are curricula, teachers, textbooks, evaluation systems in their life styles. Hence CE for such persons must be based on and in continuation from the education they already received in the form of experience in life. This view has gained wide acceptance. It is also reflected in UNESCO's (1987) explanation of the concept. It refers to two distinct categories of education.

- 1) Highly specialized professional training to help people improve their abilities, skills, competence professional as well as vocational; it facilitates entry into advanced specialized areas and allows personal development and satisfaction. These activities are mainly for those having some formal training/education.
- ii) The second category of education relates to imparting knowledge, development of skills, inculcation of attitudes, values; developing basic literacy, awareness on health, nutrition, family planning and civics. These activities are mostly for those having no formal education / training.

Perera (1987), while accepting the requirement of some prior education ( initial education) that can be continued, observes that this initial education may not be necessarily from the formal system. It can be from the non-formal as well. He also says that the initial phase of education is also part of the CE process.

From the above discussion, it can be observed that CE is the educational pexperiences provided to persons specifically adults, in an organised manner, but outside the purview of formal system. The purpose of such experiences is self-development. That means helping the individuals to enhance their knowledge, develop skills and awareness, inculcate attitude and values. It does not assume prior-formal education as essential requirement. So, it is an open ended continuous process aimed at bringing about socially desirable changes in the individuals. Its nature and forms are determined on the basis of the needs and requirements of the individuals. In case of professionals it can be in the form of highly specialized professional training and for illiterates, it can be basic literacy, numeracy, vocational training and education for general awareness on health, nutrition, family planning, civic life and other areas considered necessary in every day life in a fast changing world. In the above context, non-formal education and adult education, become the functional aspects of CE.

## 1.2 Role of University in Continuing Education

The traditional functions of a university have been dissemination and advancement of knowledge through teaching - learning and research. In the early days, the universities around the world were pre-occupied with the above functions. Later on, specifically during the sixties of last century,

a new dimension was added to these functions i.e. community extension or CE as presently used by many universities in the world. In the context of the development of the new role, the universities are now opening up their gates of knowledge for the people who are not and cannot be their regular students. In other words, they are moving directly into the main current of social life to help mature and responsible men and women find better answers to their private and public problems through the unending process of education. In most of the countries; just to name a few, America, England, Denmark, Australia, Canada and India, universities and other institutions of higher learning like engineering colleges, medical colleges, technological institutes etc. are main agencies of CE. The participation of the institutions of higher learning in different programmes of CE gets support from the following points:

- a. University functions as one of the most important agent of socio-politico-economic development of a nation. To perform these functions, it is imperative on the part of the university to look into the expectations of these who somehow or other, are outside the campus. They include those who have already left the university after completing different courses, but want to upgrade their knowledge; the potential aspirants, who have the potential to come to the university, but because of their age, economic conditions, family compulsions, could not come; and those who do not want education from the university for vocational training or career advancement, but want to enrich their intellectual horizon and lead a well-informed life.
- b. The universities have generally rich human and physical resources in the form of technical and professional expertise, libraries, laboratories and buildings. Even

in an underdeveloped country . the resources of the universities tend to be richer than those of any other institution . This richness, particularly in resource scarce countries, confers a high responsibility on the universities for deploying those resources to promote social advancement. If the university fails to do so, it would be failing in doing its duties to those who pay for its existence and continuance. (Jayasuriya, 1971).

- c. University's participation in CE and community service, will develop a sense of social responsibility and purpose in its teachers and students not merely by teaching, but by its approach and atmosphere. The community in general will also develop awareness, understanding and appreciation of the university, thereby closeness between the university and the community will be developed (Huges, 1968).
- d. By organizing CE programmes, the university itself is also benefitted. This helps them to test the validity of their theoretical principles by applying them in real life situations, and thus bridging the gap between the theory and practice. Because, CE is essentially for the people who may already have a lot of knowledge and experience, concerns and responsibilities. For example, in a teacher training programme, there is lot of difference between the pre-service training provided to freshers and the in-service training provided to the teachers. Differences lie in their practical experience and knowledge inputs. To elaborate the point further, training for the motor mechanics can be considered. These mechanics may be illiterates, but possess fair amount of mechanical knowledge and experience. They will be in an advantageous position to tell whether a mechanical theory would be effective in solving the technical problem in a motor or not. Teaching them would be a different experience for the experts than teaching the

students who have no practical experience.

- e. Universities enjoy autonomy, particularly in respect of their academic programmes and research. This puts them in an advantageous position to introduce flexibility in CE programmes. Flexibility is an essential ingredient of CE programmes as these are based on needs and requirements of specific groups. It also places them in a strong position to conduct research on various problems relating to literacy programme, training of functionaries, and teaching procedures to be adopted for various groups.

### 1.3 Evolution of Continuing Education in Universities.

The earliest movement on CE in universities started by various names, in different countries at different times, such as extra mural studies, extension service, and adult education. But the purpose was essentially helping the people in socio-cultural, vocational and intellectual enrichment.

The concept of university extending its services to people outside the campus started in United Kingdom (U.K.) in 1840. A social reform movement was started by some professors of Oxford and Cambridge universities in the form of 'settlements'. These settlements became active centres for adult education. Under the changed socio-economic conditions produced by the First World War and Industrial Revolution, the movement got further impetus. The adult education centres became instruments of bridging the widening gulf between the depressed industrial proletariat and the privileged elites. Later on

a committee of Adult Education was constituted by the Ministry of Reconstruction, which recommended <sup>for the</sup> establishment of departments of extra-mural adult education at each university with an academic head. The recommendation was acted upon by most of the universities in the country. The Workers Educational Association (W.E.A.) established in 1903, also played a significant role in organizing extension programmes for the working class people, with the help of Oxford and other universities. At present extension service is an essential function of each university in the United Kingdom.

The idea of university extension travelled across the Atlantic, from England to America in 1887. Professor Herbert B. Adams of John Hopkins University advocated it for the first time in America. Ofcourse prior to 1887, different leisure activities and public benefit lectures were being organized, but not in institutionalized forms. University sponsored extension education began at Chautauquā in 1889. It was known as 'Chautauqua Movement'. From a summer camp meeting it developed into a Folk University. Subsequently, the universities of Wisconsin, Minnesota, California and Pennsylvania State College, also started extension service through their Extension Departments between 1889 and 1892. Then came a period of decline. The reasons for the decline documented in a study (Woods and Hammarberg, 1952) were lack of proper planning, inflexibility of university organization, unwillingness to adapt university methods to the needs and training of adults, insistence that programmes adhere to strict university academic standard and lack of financial support from the university. But the decline was short lived. In 1906, it was revived by the University of Wisconsin. But emphasis was shifted from academic activities to cultural subjects, to an all embracing concept of education and to practical problems in areas like social,

political, agricultural and industrial. Then came the Smith - Lever Act of 1914 and Smith - Huges Act of 1917, which strongly recommended for providing federal assistance for extension programmes in the universities. Thereafter extension service became a regular function of each university in the United States.

In Canada extension work started in 1892 with the establishment of Mechanics Institute. The purpose was to provide technical knowledge to adults in the field by means of popular lectures by university professors. Public libraries were established within the Mechanics Institute Movement. In the same year a meeting was called by the Vice Chancellor of Queen's University in which deliberations were made on various aspects of university extension service for the people. Several aspects like agricultural extension, extension programmes for the improvement of economic conditions of people were identified. The Universities started providing their services through public lectures, summer schools, evening classes, library services, farm fora, tourist schools and correspondence courses. Today, more than thirty universities have active Department of Extension, providing the above services to the people. There are ministries of continuing education in some provincial governments also which reflects the importance attached to the programmes of CE.

University extension programmes started in Australia in late 80's and remained dormant till 1914. Afterwards, the Australian universities started organizing extension programmes particularly in the areas like vocational and library studies. The universities also participate in the adult education programmes organized by Boards of Adult

Education in different States like Victoria and Tasmania. Adult Education is widely used concept in Australia and CE has very limited use and is less known to people (Caldwell 1987). The CE programmes are organized in the name of adult education. The major association that plans and directs the programmes of AE is the Australian Association of Adult Education (AAAE). The goals of the programmes as spelt out by the AAAE are : personal development through enhancement of intellectual, social and physical well-being; equity by providing access to education for adults those not engaged in formal study; economic growth through retraining and updating the skills and knowledge of adult population; and participation in social, political, economic and cultural life. The programmes suggested by the Association reflect the growing diversity of adult and CE enterprises in the country. The programmes are: (1) Adult basic education - initial education, <sup>and</sup> literacy, (ii) continuing education - post initial education for purposes of updating skills, but excluding formally accredited courses in post secondary institutions. (iii) general adult education - subjects on personal development and acquisition of confidence skills, (iv) community and social interaction programmes - health, parental-education, peace education and community arts education; (v) leisure and recreational programmes - hobby workshops and physical fitness; (vi) staff training - development of different skills and knowledge of workers; and (vii) self-planned learning where learning projects are designed and organized by the individuals.

In Asia, India was the first country to embark upon university extra mural service. In 1932, the Mysore University's Department of Extra-mural and Publication was established. At present, more than 92 universities are organizing different programmes of CE, in the forms of AE, population education, extension lectures, refresher courses,

training programmes, seminar, conferences, etc. through the Departments of Adult and CE. Besides, the above CE programmes are also being provide through Institutes of Correspondence, Studies, Open Universities and Agriculture Universities. Later on, several other Universities like the University of Philippines in 1936, the University of Singapore in 1963, the University of Kasetstart in Thailand in 1968, started organizing extension programmes. So, the Asian countries' response to the concept is very recent in comparison to the universities of other countries, specifically the developed ones. There is another aspect observed in these countries which needs to be mentioned. Adult education, though considered as a part of the CE process, it is not considered equivalent to CE, as is the case in most of the developed countries. Adult Education, as practiced, relates to basic education that has elements of literacy, functionality and socio-political awareness.

For a better understanding of the actual usages of these concepts and functioning of the university Departments of Continuing Education in India, an attempt has been made in the following pages to present historically the status and development of the concept of CE in the Universities.

#### 1.4 Continuing Education in Indian Universities

Like other parts of the world, in India too CE in universities started in the form of adult education and extra-mural studies. As stated earlier Mysore University was the first in India to embark upon adult education in the form of extra-mural work in 1932. Under the auspices of the Department the teachers used to give lectures at small town centres on different topics from literature, social sciences, modern science and technologies. One important feature of these lectures was that the initiation for such lectures was from the public.

The Poona University was next to start extra-mural work in 1948. A Board of Extra-mural Studies was established in the University which used to organize programmes like popular lecture series, adult education and summer schools.

In 1950, another significant development took place in the history of university Adult Education in the country. An attempt was made to establish a full-fledged Department of AE in the University of Delhi. A resolution to this effect was passed by the University Syndicate. The Academic Council, after considering the resolution appointed a committee to consider the institution of a Department of AE for training personnel involved in adult and social education and to carry out research in techniques and methods of social education. The committee inter alia recommended establishment of a Department of Adult Education, with functions like teaching post-graduate diploma course in AE and research. Though the recommendations were accepted by the Executive Council (Oct. 26th 1950), the Department was not established immediately. It was in 1957, the Extension Lecture Board was established in which the teachers of the University used to participate in extension lectures on various topics for the benefit of University staff and outside public as well.

However, the first full-fledged Department of Adult Education was established in the University of Rajasthan in 1961. The basic purpose of the Department was community service through extension lectures, short courses, seminars, conferences. The Department also increased the scope of its activities by establishing correspondence programmes and degree course in AE in 1970.

In the meantime, a national association on Continuing Education was established in 1966. It originated from the

Bhopal Conference on University Adult Education (1965). In the conference, a forum was set up for promoting AE in the Universities. The forum became the University Adult Education Association in 1966; later in 1970, it was renamed as Indian University Association for continuing Education (IUACE). Since then, the Association has been organizing pilot projects like research in CE, training of functionaries of Adult and CE, evaluation of programmes organized by the universities in the field of Adult and CE.

Towards the end of Fourth Five Year Plan (1967-74) the U.G.C. appointed a standing committee on Adult/Continuing Education. The committee recommended that the CE in the Universities should have the following objectives which reflect the scope of the concept.

- i. to extend to the community around a University or college or institution, the benefits of the intellectual leadership and facilities available in the university;
- ii. to meet the needs of the expanding universe of knowledge and to help in understanding and communicating new ideas and techniques.
- iii. to enable the individual to fill the gaps in his intellectual and professional equipment and to provide those in professional and sophisticated fields, an opportunity to keep pace with the development of knowledge through retraining, in-service training and refresher programmes.
- iv. to provide courses of general interest so that people become increasingly aware of current problems in the contemporary world & are enabled to lead a better and fuller life thereby achieve self-fulfilment, and to assist in the cultural enrichment of community life.

- v. to formulate different patterns of acquiring education as a lifelong and continuing activity,
- vi. to frame and offer such courses as might lead to diplomas and certificates or even degrees to such people who are already settled in life and yet wish to acquire greater academic and professional competence,
- vii. to provide courses and/or training to people who are working or wish to work as administrators, field workers and community education,
- viii. to organize study and research on various aspects of CE so that gradually a suitable body of knowledge is built upon the subject. The universities should also produce literature for CE workers, and
- ix. to implement special programme of training of workers in the farms and industries, specifically for the backward communities.

These objectives still govern the CE programmes of the universities. In 1977-78, the University of Madras started post-graduate course in Andragogy, which was a significant step in building CE as a university discipline of study.

With the assistance available from the U.G.C. the number of university Departments of Adult/Continuing Education started increasing every year. And in 1978, the number had gone up to 68. However, it is pertinent here to note that, the programmes of these departments were mostly in the forms of extension education-organizing lectures, seminars, conferences, workshops for the dissemination of knowledge; organization of short courses for training of personnel from various professions; and teaching adult education as a

discipline of study. That means, most of the programmes were similar to those of the programmes run by the developed countries, discussed earlier. Till then, adult education was almost considered as synonym of CE, as almost all the Department / Centres of Adult Education. There was no Adult Education vis-a-vis Continuing Education controversy, whatsoever, either at the conceptual or at the organizational level.

With the launching of National Adult Education Programme (NAEP) by the Government of India in 1978, the U.G.C. started insisting the existing Departments of Adult Education to include adult literacy as one of their functions for which it provided financial assistance on 100% basis. It also provided grants to establish new Departments of Adult Education in the Universities. As a result, NAEP was included as an additional function of the existing Departments and some new Departments were also created. The number had gone upto 92 in 1988, Among the new ones, there are some with adult education as the only function (Bhopal, Utkal and Kanpur Universities). This development has led many, atleast those who are not associated with the Departments and not having much idea about the actual functioning of the programmes, to believe that adult education is adult literacy and it has nothing to do with CE. However, these two terms AE and CE have conceptual as well as practical relationship. Conceptually how they are interwoven, has already been discussed earlier. To substantiate the same, it is pertinent to refer the National Policy on Education (NPE) (1986). It states, CE includes post literacy for neo-literates and for school dropouts, retention of literacy skills, continuation of learning beyond elementary literacy and application of this learning for improving their living conditions. It goes beyond the post literacy and constitutes programmes of workers education for improving their educational standards and upgradation of their

production skills, non-formal programmes for vocational and technical persons based on their needs and interests; part-time courses for different sections of people in the society. Adult Education takes care of the initial education, i.e. literacy skills and the post literacy as well. The latter coming under the umbrella of lifelong continuing education.

The U.G.C. guidelines of 1982 on the nature of programmes to be organized by the Departments of Adult and Continuing Education in India also reveals the close proximity of the two concepts viz, AE and CE. It suggested four categories of CE programmes:

- A Awareness and development of general interest in contemporary affairs .
- B Imparting functional literacy and numeracy, post-literacy and supplementary education through non-formal programmes.
- C Imparting and improving professional skills through special training .
- D Developing curricular linkages between field work and action .

Irrespective of the relationship and close proximity between the two concepts discussed so far, there seems to be some differences between them particularly at the implementation stage. There are two underlying factors which seem to have contributed for the differential treatment. These factors relate to administrative and sponsorship aspects. Adult Education in the Departments, particularly those created before 1978, is being organized under a separate cell (Adult Education Project) and term the programme as AE, whereas programmes like short courses, refresher courses, are termed as CE. The second reason is the nature of sponsorship of these programmes. When the

AE project is totally financed by the U.G.C, the other programmes are either self-financed or financed by the university or partially financed by the U.G.C. Staff recruitments for the programmes viz., adult and continuing education are also done separately. These factors have created an unnatural gap between these two concepts. However, as has been discussed earlier, the concept of AE including literacy is considered as a part of the broader concept of CE. This also gets support from the U.G.C. guidelines (1982), NPE (1986) UNESCO's Report (1987). However, in order to avoid confusion, the two terms have been used in the thesis as they are officially used i.e. AE referring to U.G.C. sponsored AE project which has elements of literacy, functionality and awareness; and CE referring to programmes like short courses, extension lectures, and others as stated earlier.

In the end, it would not be out of place here to have a bird's eyeview on different programmes organized by the Departments of Adult and Continuing Education in Indian Universities. This would help in seeing the diversities of programmes organized. The programmes are as follows:

a. **Adult Education:**

It has become one of the main functions of the Departments. As stated earlier, it is fully sponsored by the U.G.C. It has essentially three elements - literacy functionality and awareness. Related to this, follow-up and continuing education programmes for the neo-literates are also being organized to help them develop functional use of knowledge gained from literacy classes. All the 92 universities, having the Departments of Adult and Continuing Education, are participating in this programme.

b. Training Programmes and Refresher Courses:

Different training and refresher programmes for various groups like orientation for the adult educators, orientation for teachers, computer training for bankers, nurse training, managerial training for executives, etc. have been the features of several Departments.

c. Continuing Education Programmes for Women:

Several Universities like Rajasthan, Delhi, Punjab, M.S. University of Baroda, have been organizing special programmes for women. The programmes are in the areas: home science, nutrition, law for women, health and hygiene and childcare.

d. Programmes for Leisure and Recreation:

Different leisure and recreational programmes like sewing for women, music, dance, yoga abhyas for interested persons are also being organized by the Departments in the Universities of Rajasthan, Delhi and several others.

e. Population Education:

More than sixty Departments are organizing population education programmes for different groups, specifically for the illiterates, poor and backward people.

f. Short Courses :

Various courses of short duration on topics relating to language, photography, printing, mechanics etc. are being organized by several Departments. The purpose of these courses is to help the participants in developing their horizon of

knowledge in the respective fields.

g. Degree and Diploma courses in Adult Education:

The University of Madras and the Kohlapur University provide post-graduate courses in Andragogy and Diploma in AE respectively.

Besides the above programmes, most of the Departments also regularly organize seminars, conferences, workshops, on various themes and current topics of national importance. The purpose is to develop the knowledge and understanding of the participants on the above aspects. The programmes stated above reveal that the Departments' response to the educational needs of the people varies from place to place. This is quite natural as the needs of the people vary according to the socio-economic and vocational environment they live in. Another point observed from the presentation made above is that the concept of CE in University has sustained over the time, since its inception in 1932 and is getting more diversified and differentiated in its programmes.

### 1.5 Rationale for the Study

From the discussion made in the preceding pages, it can be observed that there has been phenomenal growth in the number of universities participating in CE programmes in India. These programmes are mostly organized through the Departments of Adult and Continuing Education. The Departments established at various points of time, emphasized different programmes. For example, the Departments established before 1978, organized CE programmes in the forms of extension lectures, extra-mural education, but afterwards, adult literacy has been the focus. Even now, there are lots of

variations in their activities. There are Departments like those of Madras and Shivaji Universities, where adult education is taught as a discipline of study. While there are Departments in Bhopal, Bagpur and Utkal Universities, where only the U.G.C. sponsored AE programmes is being organized, quite a large number of Departments have been organizing short courses for professional and vocational groups. These variations are there and have to be there despite the fact that the U.G.C. provides a uniform structure and functions for these Departments. The variations are due to the fact that the universities are autonomous bodies and enjoy autonomy in their functions and academic activities. This provides different administrative environment to the Departments.

The variation in activities is also due to the socio-educational environment in which the university, specifically the Department of Adult Education operates. This is to say that the beneficiaries of the programmes differ in their educational or learning needs and as the CE programmes are mostly need based, these variations are bound to be there.

As stated earlier, there are variations in the administrative status accorded to these Departments. There are also variations in the status of one Department at different points of time.

In such a complex situation, any attempt to understand the way the concept operates in the University system, requires close scrutiny and observation. This requires a study of such departments and their programmes at the national level. That would provide a global view reflecting the generalities but the peculiarities and variations of a Department would be missing. Over and above this, the programmes of CE are always target oriented i.e., organized for target groups who generally have specific need patterns.

These programmes are always looked upon as a tool to satisfy the needs of the participants. Hence, the success of these programmes is also contingent to their ability in responding to those needs. A study by pooling together beneficiaries from several Departments would not provide the close view of the relationship between the programme and the need patterns of the group. Observation of such relationship would need indepth and close scrutiny. For this there is a need to study one Department as a unit in operation.

Besides, considering that these Departments have sustained over a period of time (since 1932), a study of one Department, specifically one of the oldest, would be of additional help to understand how the concept was first institutionalized, status accorded to it and the changes that have taken place in its status and functions during the course of its existence.

In addition to the above, there is another aspect which needs to be considered while attempting to study the programmes of the Department. The programmes are, to a large extent non-formal in nature (excluding the Degree and Diploma courses). How these programmes operate in a formal set up, specifically in a University which is the highest educational institution in the formal system with traditional functions of teaching and research, is an important aspect to be studied. This would help in understanding the relationship between formal and non-formal systems in operation and the problems involved therein.

It may be observed here that through the study of a Department as an organizational unit and its programmes will focus in its peculiarities and arrive at the relationships which will hold for the unit largely, yet the insight developed

through the study will of understand the conceptualization, operationalization and effectiveness of such programmes in other organizational settings. This applicability is based on the assumption that certain similarities in conditions lie under which the programmes are operated viz., socio-economic-politico environment, organizational structures and concepts and programmes as well as the need orientations of the beneficiaries. However, the main thrust of the study is to focus on the study of the organizational and academic aspects of the CE in one department in a more unified and penetrated manner.

Keeping the above aspects in view and to carryout an indepth study of one Department, the DEPARTMENT OF ADULT AND CONTINUING EDUCATION OF THE UNIVERSITY OF RAJASTHAN was selected. The study focuses on the development of the Department and the concept of CE in the university since its inception interms of the changes in its status, structure, and organization, and actual functioning of its programmes taking 1985-86 as the base year.

#### 1.6. Title of the Study

The title of the present investigation is stated as:

"A STUDY OF CONTINUING EDUCATION IN AN INDIAN UNIVERSITY".

#### 1.7. Objectives of the Study

The broader aims of the investigation are; to study the evolution and institutionalization of the concept of CE in the University, establishment and development of the Department, organization and effectiveness of the programmes organized in it. The objectives 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 at the 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 general awareness.
    - Relevance 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.
- Teacher's/Resource person's reaction towards the programme.
- Organizational problems perceived by the functionaries.

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