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VISIT REPORT OF MRS. KAMALINI H. BHANSALI,
REGISTRAR, SINDH WOMEN'S UNIVERSITY TO U.K.
AND CANADA

[September 22 to October 31, 1980]

Awardee of Administrative Travelling
Fellowship - 1980 sponsored by the
Association of Commonwealth Universities,
London.

Under the ninth annual competition of the Administrative Travelling Fellowship, established at the Association of Commonwealth Universities, London, I was awarded the 1980 Fellowship with 18 other recipients selected during the year.

The purpose of the award was to assist Fellows to visit University Centres in the Commonwealth outside their own country to study matters of professional interest to themselves, and of importance to their own University or University community.

Within the above frame-work, my main concerns were with planning, policy, management and administration in higher education, adult/continuing education and educational facilities for women. With the above concerns in mind, the objectives of my visit were :-

1. To obtain information about the latest developments in university administration, planning, etc.
2. To learn about the structure of the Open University through visits to the Open University and one/two Study Centres.
3. To learn about and discuss experience in planning and implementing programmes in Adult Education, including Adult Literacy and Numeracy.
4. To observe developments related to education for women and women's studies.

From among the Commonwealth countries, I opted to visit educational institutions and learn about new programmes in the UK and Canada. During the tenure of my visit of five weeks from September 22 to October 31, 1980, I visited 22 institutions and organisations in the UK during the first three weeks and 11 in Canada during the latter part.

My basic reason in selecting different types of institutions for my duration of Fellowship and not concentrating for the whole of the period on a single or a small group of institutes was that I would gather a rich experience in the fields of interest that would assist in articulating these different facets in the academic offerings that we have at our university.

In UK, while visiting universities, I met different functionaries of the University of Sussex, Sheffield and Nottingham, the Sheffield Polytechnic, Bourneville College of Further Education and the Open University. I also went round the Campuses of the universities of Birmingham, Nottingham, Sussex and Cambridge. In addition, I visited the Open University at Milton Keynes and its regional centres at Nottingham and London. Besides, I visited Institutes run by Inner London Education Authority and Centres run by Local Education Authorities and special departments involved in this work.

In Canada, I had the opportunity of visiting the Universities of Toronto and York, The Ontario Institute of Studies in Education and the International Council

for Adult Education in Toronto, the McGill University in Montreal and the Carleton University, Association of Universities and Colleges in Canada and the International Development of Research Council in Ottawa.

My visits to the Open University and the newly founded University of Sussex may be taken as illustrative examples of approaches in the field of higher education that spell out the most modern and innovative treatment. The first one meets the challenge of growing number for the facility and the advantages of higher learning, while the second proposes to meet the challenge of explosion in knowledge through a new philosophy in introducing interdisciplinary approach to the studies. Other Universities like Kent and Manchester, which have been established after Sussex, have not replicated this philosophy.

While discussing administrative matters, I experienced similar concerns with reference to educational issues like governmental controls, financial constraints, contracting enrolment and problems related to associations and unions of teachers and staff and so on. I was considerably impressed by the Personnel Department set up at the University of Toronto. It would be quite worthwhile to introduce this department at universities with large staff to manage.

At the Open University, in my discussion, I had rewarding interviews with the academic personalities that have achieved this most unique experiment and the most important educational innovation of an international repute in the

last decade. One must highlight the study of continuing education, the educational offerings for disabled persons, the multi-media approach, through BBC national broadcasting network, the printed material on various disciplines, the unique scientific and technological kits for home experiments that have par excellence achieved a summit in a communication technology for new knowledge. I must put on record here that my personal contacts with some of the key persons in the Open University is bound to be of great value for our open university programme offered for women above the age of 21.

A similar type of programme offered in Canada is the link programme for mature students, who wish to join universities but do not possess the formal qualifications. It is an offering of six subjects. The students can select any five subjects and on passing these can join the first year of the degree programme; however, admission is confirmed if the student's progress is satisfactory in the first year.

It was a very rewarding experience of my life to study the streamlined organisation and profusion of educational offerings in the field of continuing education both in U.K. and in Canada. In comparison, our Department of Continuing and Adult Education is recognised as a good model both in respect of organisation and various programmes conducted under its own and collaborative auspices. The thrust of the programme in UK and Canada is for the public and adult

workers, with offerings for credit and non-credit courses. The former, through evening, part-time and correspondence programmes which assist the adults to join mainstream higher education. The latter are mainly to meet interests and needs of specific groups. In UK, there are a number of courses offered for ethnic groups to learn English as a second language for better integration and special courses are developed to meet the demands of the changing role of women in society. It is interesting how every available facility is utilised during morning, after-noon and evening hours and specially lunch time for availing of this training. The concept of literacy in these countries is quite different to the concept in ours. Literacy is for those who lack adequate literacy skills to go about the way of life and an adult is considered one who is over 16 years of age.

Continuing Education programmes in England are organised through Extra-Mural Departments of Universities on the one hand and Local Education Authorities on the other hand. There are also some special Institutes or Colleges set up for mature students where job oriented and need based courses are organised. In Canada, the continuing education is more for training and retraining. The discipline side as well as action are equally stressed in both the countries.

Since our University has a Unit on Women's Studies, which has not only pioneered research on the different

facets of the life of women but also through national conferences instilled the consciousness of the importance of such studies in different universities. I took the opportunity to get acquainted with women's studies in the institutions in Canada. In some of the universities, the women's studies is made an integral part as an elective in the academic study of the university while a few offer it as a separate course. The recognition of the importance of this approach is reflected in the appointment of an advisor to the President in the York University in Toronto, which I visited, in order to create a climate to recognise the status of women. I met in Canada and in UK a group of enlightened activists, who through their conferences, lectures and publications, whip up interest of the community in the problems and status of women. Perhaps this approach may be considered as one of the most beneficial facets of the "women's lib" programme. The academic personnel involved in this programme in Canada, recognising in me a representative of the only women's university in India, specifically arranged group meetings, luncheon meetings to bring about a free exchange of ideas on this vital issue.

The advantage of these visits; apart from the personal educational enlightenment I have gained, has established inter-personal and inter-institutional links which are of an abiding value. The visit has left a strong impact on me and I have returned with ideas which have helped me to participate in the new programmes

undertaken at the University with vigour and a fresh outlook.

During my visits to Universities, wherever possible, as mentioned earlier, I took a round of Campuses with a view to get an idea of general planning with reference to services and facilities provided, specially as our University has three Campuses, and the last Campus is still in the process of development, and hence this exposure, though to a limited extent due to various constraints, was of help to me.

As suggested in the objectives of the Fellowship, I had contacted several fellows of the previous years' programmes and could meet some of them during my visit and thus was able to share experiences with them and discuss their programmes.

Some of the persons who had the opportunity to visit our country as Fellows of this year's Administrative Travelling Fellowship have contacted me and visited our institute, while others through correspondence and despatch of materials keep me informed of the new programmes that are being introduced at their end. This, in a great measure, strengthens the institutional ties at international level in commonwealth countries.

I also took the opportunity of becoming an associate member of the Standing Conference on University Teaching and Research in the Education of Adults (SCUTREA) in UK to enable me to be in touch with developments in this area through information about conferences and

exchange of materials. Our University and the International Development of Research Council (IDRC) in Ottawa, on a regular basis, are exchanging research material of common interest as a result of establishing contacts with officials of the organisation.

Besides the gains enumerated above with reference to the primary objectives, namely, administrative and academic overview, I was concerned about the newly emerging social issues of developed nations, specially with reference to women, and how these are affecting society in general and the new generation in particular and what is being done to meet the new challenges.

Through the opportunities I had to meet different people officially and socially, and through T.V. programmes, I tried to gain an insight about the lifestyles of the various groups in a community vis-a-vis the above matters. Some of the issues which I found of concern were those related to teenage mothers and single parents and specially the repercussions on women, who have to bring up the children alone and the syndromes this sets in motion.

The growth of an administrative academic personality must be continuous through exposure to different institutions in different climes and climates and if one were to miss such an opportunity, the person is bound to remain stagnant and stunted, which will be a misfortune of an educational institution. I take this opportunity of expressing my deep sense of gratitude to the Association of Commonwealth

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Universities, the Commonwealth Foundations and the Canadian International Development Agency for the award of the Fellowship to me that has opened new vistas of my educational horizon. In comparison to the academics, there are very few opportunities available to administrators to undertake study tours to observe developments in other countries to update their professional capabilities. For senior administrators of my position, it would be rather difficult to leave the institution for a longer duration. Hence, it is a progressive step on the part of the Association of Commonwealth Universities for establishing this vital programme of Administrative Travelling Fellowship, through grants from various foundations, which has enabled educational administrators from various commonwealth countries to study matters of professional interest to them and to their institutions.

I also take this opportunity of expressing my heartfelt thanks to my former Vice-Chancellor, Dr. Mrs. Madhuri Shah for recommending my candidature, members of the Executive Council for their support and for permitting me the privilege of the study leave, the Regional Director, Dr. Willie Engineer and Mrs. Shivdasani of the British Council, Bombay, Dr. Clarke and Miss Elaineshaw of the British Council, London and Dr. Milton Israel, Resident Director of Shashtri Indo-Canadian Institute, Delhi, and Mrs. Kay de la Ronde, Executive Director, Shastri Indo-Canadian Institute, Calgary, Canada, for co-ordinating my programme in UK

and Canada, respectively, and the faculty and staff of various institutions who have made my visit so fruitful.

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- Enclosures: 1. Detailed visit programme
2. Note on Open University
3. Organisational Charts:
- Educational Structure - England
- Adult Education in England & Wales
- General Educational Structure - Canada

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S. N. D. T. WOMEN'S UNIVERSITY
ORIENTATION PROGRAMME FOR
ADMINISTRATIVE STAFF OF THE
UNIVERSITY - 1981

BIRD'S EYEVIEW OF THE ACT AND ITS OPERATION

LECTURE I

A. Genesis of the UNIVERSITY ACT

- (a) Establishment of the University - 1916
- (b) Statutory recognition under the Act - 1949
- (c) Amended Act of - 1974

B. UNIVERSITY

The University is an institute of higher learning achieving its objectives through teaching-learning establishments under the direction of agencies (academic, executive and administrative), routing their decisions in accordance with the statutory provisions of Governmental Act.

- (i) Teaching-learning establishments are :
conducted colleges, and colleges affiliated to the University, University departments, recognised institutions, specifically for innovative programmes and research work, established under sections of the Act.
- (ii) Academic agencies comprise of Academic Council, Faculties and Boards of Studies.
- (iii) Executive Functions are mainly discharged by the Senate and Executive Council.
- (iv) Administrative agencies comprise of the personnel of the administrative establishment of the University of which Registrar has a statutory recognition under the Act as a member of the Senate and a secretary of other authorities of the University.

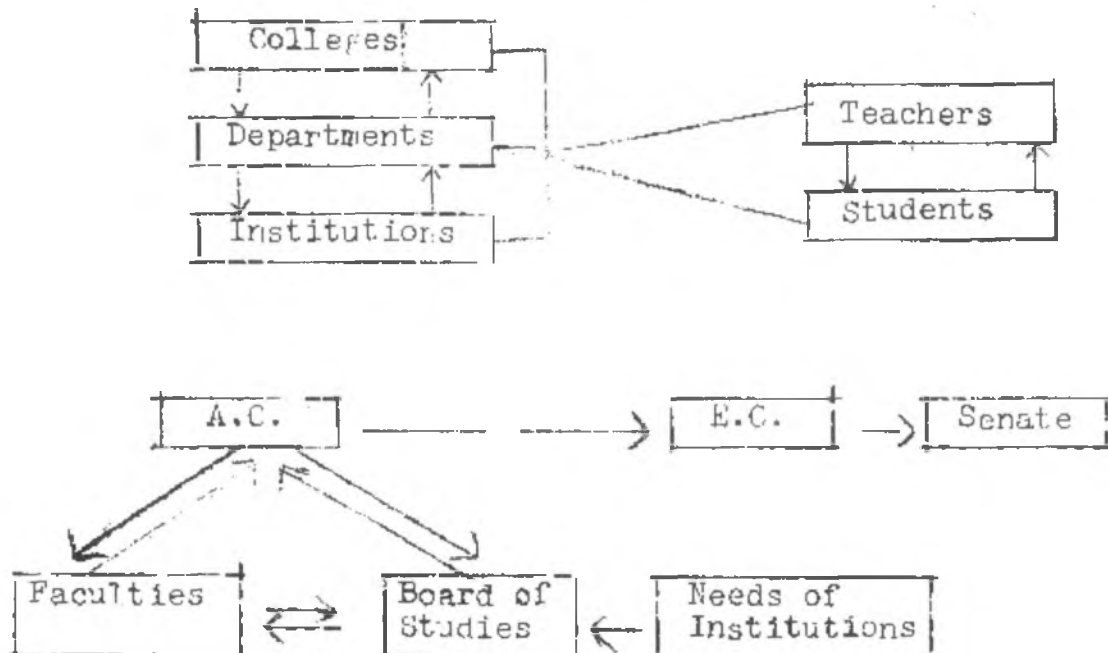
- (v) Routing of the decision of different agencies:
The decisions of different bodies under the sections of the Act are done through Statutes, Ordinances, Regulations and Rules. The statute framing authority is the Senate either sui generis or on the recommendations of the Executive Council and they must receive assent of the Chancellor. The authority to promulgate ordinances is the Executive Council. However, ordinances connected with any aspect of academic matter are proposed by the Academic Council and agreed to by the Executive Council and finally must receive the assent of the Chancellor. The regulations are made by the Academic Council and other bodies. The regulations have to be consistent with the Act, statutes and ordinances and they must receive approval of the Executive Council. The rule making authority is any authority or body which has been approved by the Executive Council to make such rules.

C. ACT

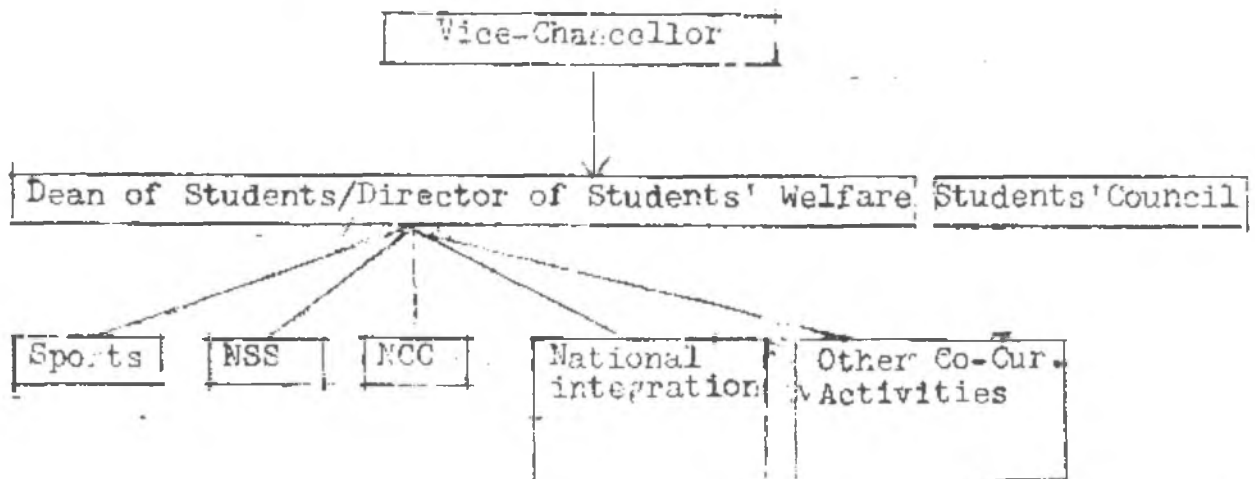
- (a) Objectives of the Act
- (i) Academic Functioning
 - (ii) Co-curricular Functioning
 - (iii) University and Society
 - (iv) Executive Functioning
 - (v) Administrative Functioning
- (Flow charts enclosed)
- (b) Facets of the Act

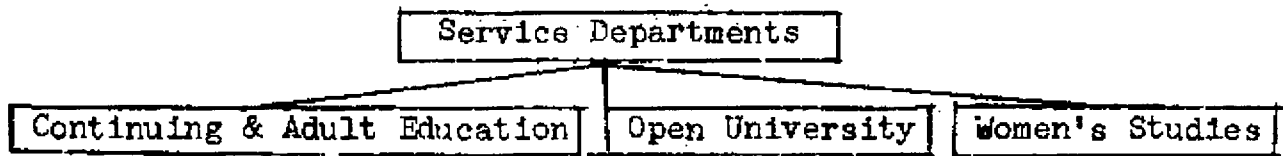
FLOW CHARTS

I. Academic Functioning



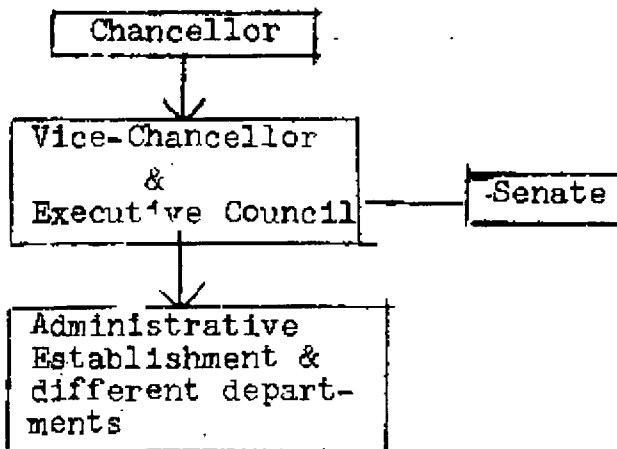
II. Co-curricular functioning





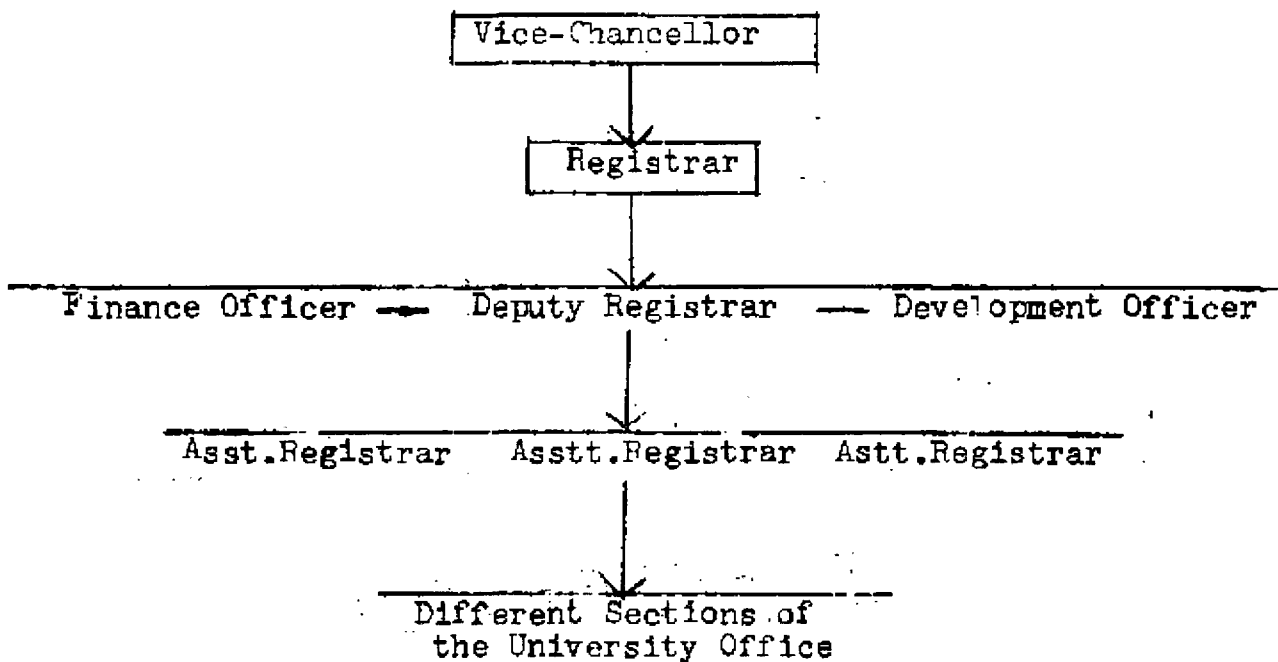
IV.

Executive Functioning



V.

Administrative Functioning



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ADMINISTRATIVE STAFF FELLOWSHIP - 1980

Visit Programme of Kamalini H. Bhansali -
UK and Canada-September 22 to October 31, 1980

<u>NAME OF INSTITUTION</u>	<u>UNITED KINGDOM</u> <u>/Sept. 22 to Oct. 16, 1980/</u> <u>LONDON</u>	<u>MEETINGS WITH</u>
Arrival in London	Sept. 22, 1980	
British Council		Miss. Elaine Shaw Programme Officer
British Council	Sept. 23, 1980	Miss. Shaw
Association of Commonwealth Universities (ACU)		Sir Hugh Springer Secretary General ACU Mr. P.B. Hetherington Assistant Secretary General, ACU Mr. T. Craig Jt. Editor ACU
International Extension College - Cambridge	Sept. 24, 1980	Mr. Hilary Patterson Co-Director Ms Janet Jenkins Research & Training Officer
Cambridge University		Casual visit round the university and its colleges
British Federation of University, Women London	Sept. 25, 1980	Representative of the Federation
British Council		Mr. D.W. Clarke Advisor of the Programme Education, Medical & Science Department

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Central London Adult Education Institute	Sept. 26, 1980	Ms Mary Hughes Director of Centre
Christopher Hatton Centre, London		
Saturday - Free Day	Sept. 27, 1980	
Sunday	Sept. 28, 1980	
Sussex University Brighton	Sept. 29, 1980	Prof Scarlet Epstein Dept. of Social Anthropology Dr. John Gaunt Asst. Secretary in Arts (Est.) Ms Carolyn Broadway Information Officer Campus Visit

BIRMINGHAM

Local Education Authority (LEA)	Sept. 30, 1980	Mr. W.S. Jones Inspector General Adult Education Birmingham, LEA
The Central Institute for Adult Education		Mr. D.K. Powell Principal Central Institute
The Brasskonee Centre Birmingham		Mr. John Aspinall Vice-Principal-CI Ms. Barbara Castilla Asst. Head Ms. Pat Bonser Lecturer-Organiser

British Council
Regional Office
Birmingham

COVENTRY

Local Education Centre Oct. 1, 1980

Hillfield Community
Education Development
Centre

University of Warwick

BIRMINGHAM

Bournville College Oct. 2, 1980
of Further Education

SHEFFIELD

British Council Oct. 3, 1980
Regional Office

Ms. Rama Joshi
Organiser
English Language Scheme

Mr. Pattison
Regional Director
British Council

Mr. J.A. Clifford
Adviser for Youth &
Community

Dr. Pullin
Adult Education Advisor

Mr. Michael Feeley
Multi-Cultural Advisor

Ms Sheila Dunman
English Programme Officer

Ms Sheila Karran
In charge of
Open University
Special Project

Visit of the Campus

Dr. Frank W. Seazell
Head, Special Education
Division

Ms. Anne Courtney
Area Officer

Sheffield University

Ms. K.L. Oglesby
Hon. Secretary
SCU REA and Lecturer
in the Division of
Continuing Education

Mr. Alan Wellings
Lecturer, Division of
Continuing Education

Mr. R. Nind
Academic Secretary

Saturday - Free Day Oct. 4, 1980

Sunday Oct. 5, 1980

Department of
Communication Studies - Oct. 6, 1980
Faculty of Humanities
City Sheffield
Polytechnic

Dr. Asher Cashdan
Head of the Department

Totley Site

Ms G Dyer
Senior Lecturer in
Communication Studies
(Mass Communication &
Women's Studies)

Mr. R. Hilyer
Sub Dean
Faculty of Humanities

Ms. M Ainsworth
Head, Department of
English
(English & Adult Education)

Sheffield University

Prof. B.B. Argent
Prof of Metallurgy
(till recently Chairman,
University Academic
Development Committee)

Mr. F. Orton
Registrar

Miss P.A. Draper
Assistant Registrar

Sheffield City
Polytechnic
Department of Education
Management
Collegiate Crescent

Oct. 7, 1980

Dr. Len Watson
Head Department of
Education Management

Mr. G.Q. Craig
Dean
Faculty of Education

Mr. John Elliot
Education Management
Department

Ms Jenny Mundy
Director of Studies
of the M.Sc Degree

Mr. Joe Campbell
Admissions Tutor

Mr. Graham Williams
Lecturer and Researcher

Mr. Tim Sinkins &
Mr. Rogers Morco.
Lecturers

NOTTINGHAM

University of Nottingham Oct. 8, 1980

Ms Christine Shinn
Assistant Registrar
School of Education

Mr. John M. Daines
Lecturer in
Continuing Education

Prof. Michael Stephens
Director & Head
Department of Continuing
Education & Dean
Faculty of Education

Mr. Derrick Fieldon
Senior Lecturer in
Continuing Education

Visit of the Campus

Open University
Regional Centre
Nottingham

Mr. Gordon
Deputy Director
Mr. Kenneth Giles
Senior Tutor

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LEICESTER

National Institute
of Adult Education

Oct. 9, 1980

Mr. Stock
Director

University of Leicester

Mr. MA Baatz
Registrar

Dr. G. B. Pyrah
Academic Secretary

Mr. W. Forester
Director & Head
Department of Adult
Education

Mr. C.M. Dunkley
Asst. Registrar
Academic Office

LONDON

Adult Literacy and
Basic Skills Unit
London (ALBSU)

Oct. 10, 1980

Ms. Cardy
Field Consultant

British Council

Dr. Don Clerk

Association of
Common Wealth University
London

Mr. Hetherington

Saturday - Free Day

Oct. 11, 1980

Sunday

Oct. 12, 1980

Open University
Milton Keynes

Oct. 13, 1980

Mr. John Decley
Visiting Officer

Tape Slide Preview

Mr. Bob McLornio
Lecturer
Educational Studies Faculty

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Dr. Jack Field
Deputy Head
Survey Research

Prof. John Dodd
International Relations
Unit

Ms Judith Calder
Survey Research Department
(Specialises in
Continuing Education)

Mr. Richard Tomlinson
Assistant Adviser on the
Education of the Disabled

Open University
Regional Centre
[London]

Oct. 14, 1980

Prof. Vera Carver

Inner London
Education
Authority (LEA)
London

Miss S Nickolls
Director
Adult Education
(Language & Literature)
Inner London Education
Authority

Reached USA

Oct. 16, 1980

CANADA

[Oct. 20 to 31]

TORONTO

Arrival in Toronto

Oct. 20, 1980

Dr. Draper
Department of Adult
Education
OISE

Ontario Institute of
Studies in Education
[OISE]

Oct. 21, 1980

Dr. Robby Kidd
Adult Education Department

Dr. John Mallea
Assistant Director
(Academic)

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		Dr. Cecily Watson Department of Education
		Prof. Nanda Choudhry Director on the Institute's Board
University of Toronto	Oct. 22, 1980	Dr. Robert Brown Director of Personnel
		Miss Ross Registrar
University Library		Visit
School of Continuing Education Studies		Dr. John H. Sword Acting Director
York University	Oct. 23, 1980	Dr. Macdonald President
		Mr. Bider Registrar
		Ms Janetter Baker Co-Ordinator Educational Development Officer
		Prof. Douglas Verney Department of Political Science
		Mr. Ron Bordessa Asst. Dean Atkinson Evening College
		Prof. Jane Banfield Haynes Chairman Social Sciences and former Presidential Adviser for Status of Women
		Prof. Chris Furedy Social Science Division Urban Studies Programme

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International Council
for Adult Education
(ICAE)

Oct. 24,

OISE

Saturday - Free Day

Oct. 25,

MONTREAL

Arrival in Montreal

Oct. 26,

Mc Gill University

Oct. 27,

1980 Ms Margaret Gayfar
Editor
CONVERGENCE

Mr. Don Brundage
Chairman
Adult Education Centre

Dr. Trena Foreman
Women's Resource Centre

Ms Patricia Baitennis
Registrar

Ms Dana Shaikh
Department of Adult
Education

1980

1980

1980 Prof. D.W. Atwood
Dept. of Anthropology

SEMINAR

Participants:

Dr. Ratna Ghosh
Administration &
Political Studies

Dr. Burnes
Administration &
Political Studies

Dr. Margaret Gillett
Administration &
Political Studies

Dr. Ron Tali
Chairman
Administration &
Political Studies

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		Dr. Norm Henckey Asst. Dean Academic Faculty of Education
		Dr. G.L. Geis Director Centre for Teaching & Learning Services
		Dr. K. Jobling Administration and Political Studies
University Office		Mr. Stansbury Vice-Principal(Planning)
		Mr. Pederson Vice-Principal(Academic)
Mc Gill University	Oct. 28, 1980	R. Roland Wenshey Programme Director for College level Programmes
		<u>LUNCHEON MEETING</u> with a group involved in women's studies
Association of Universities and Colleges of Canada (AUCC)	Oct. 29, 1980	Dr. A. M. Krishjanson Director National Programmes
		Mr. Guyd' Auray Director International Relations and Contractual Arrangements
		Ms Marilyn Watson Asst. Secretary Commonwealth Scholarships
		Tour of AUCC.

Dr. Deborah Graham
Co-ordinator
Women's Studies
Dept. of History

Prof. Faith Gildenburys
Director
Continuing Education

Prof. David Farr
Director
Peterson Centre

USA Oct. 31, 1980

While in USA,

Visited the Continuing
Education Unit on Women
at the University of
Minnesota and also
the University's
Department of University
without walls.

Canadian Research
Institute for the
Advancement of Women
(CRIAW)

Ms Marion Porter

International
Development of
Research Council
(IDRC)

Ms Suzanne Mowat
Asst. Director Social
Sciences Division

Dr. Kenneth King
Associate Director
Social Science Division
(Education Programme)

Mr. Daniel Morales
Education Programme
Research, Review and
Advisory Group
(RRAG)

Ms Shirley Seward
Population Policies
including Women's Studies

Carleton University Oct. 30, 1980

Prof. Leonard Librande
Dept. of Religion

PROGRAMMES OF
CONTINUING EDUCATION FOR WOMEN

POSITION PAPER

SMT. KAMALINI H. BHANSALI
REGISTRAR
S.N.D.T. WOMEN'S UNIVERSITY
BOMBAY - 400 020

Paper presented at the National Seminar on
"Continuing Education - Status and Directions"
sponsored by the Indian University Association
for Continuing Education at the IUACE Annual
Meeting at Nagpur - March 14, 1981.

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CONTINUING EDUCATION FOR WOMEN

THE THEME

The theme of today's seminar is "Continuing Education - Status and Directions" which is going to deal with three broad areas, namely, conceptual aspect, its present status and new directions for the future. Within this broad framework, in this paper I would be focussing attention on programmes of continuing education for women.

Initially and succinctly the concept and status of continuing education ^{can be analysed} as a lifelong process, based on the principle which is now being widely accepted in the world that with a terrific speed of the growth of knowledge, every day, every hour and in every sphere of life, learning has to be a life-long activity. The idea of education being terminal, either at school or at university stage, restricted to children and adolescents is now rejected. It is also being accepted that Universities have a commitment to this need, and are equipped much better for this process than other agencies.

Social and local needs will determine the nature, course of action and priorities of continuing education, but the base undeniably of the programme will remain constant, namely, to extend knowledge for the advancement and welfare of the community and help them to change their attitude towards various problems as it is the adult men and women who shape the future pattern of society.

The universities as a summit of the educational ladder owe it to the society that they must actively participate in this important function of continuing education.

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Continuing education is an education informally available throughout one's life and also provides continuity for adults who have completed the formal education, but retained their motivation and intellectual curiosity to continue the process of self-education. Our country has accepted the need of continuing education in respect of adult learning at all levels, but specially oriented towards literacy, numeracy, skill development and social awareness. All over the world, continuing education is gradually being accepted as a major activity of the university system. Indian universities have also taken up this challenge. This official status given to the concept of continuing education must equally well receive acceptance and encouragement from society to grant the equally valuable social status to the idea.

WHY CONTINUING EDUCATION FOR WOMEN

Is continuing education different for men and women? If it is not, why are we singling out women as a special category for discussion? This is due to the grave problem faced throughout the world, related to women's access to educational opportunities which is at a very low key. By and large, fewer women than men attend formal programmes and ^{it} is a known fact that women bear a much heavier burden.

The pressures of dual or multiple roles and conflict of interest draws them away from the educational stream and they have very little opportunity of understanding the nature and direction of changes and as a consequence, they get into a state of isolation and live in a closed world of mental frame which finds it difficult to accept anything new. *Such a state of mind is deleterious in a person*

concerned with nurturing and fostering the future citizens of the country. Moreover, women form a substantial segment of the labour force, both in the rural and urban areas and thus it is necessary to prepare them for these roles. All these factors clearly indicate a need for special action in this area and the methods and means should be deliberated.

It is but natural that this situation should have evoked 'cri de coeur' from Helvi Sipilä, Assistant Secretary General for Social Development and Humanitarian Affairs of the United Nations:

"Where there is poverty, it is women who suffer its worst effects. Where there is prejudice, it is women who bear the heaviest burden of discrimination. To be born female is to be born with less scope for personal development than males, with less likelihood of ever enjoying such freedoms, responsibilities and privileges as are available. The basic fact of this inequality provides a strong motive for the mobilization of all women. For this reason, the women's movement will remain one of the most creative and dynamic of our times—a force for change through which the emancipation of both men and women may one day be realized."

The justification of such a dismal picture of the status of women on a global basis is highlighted through statistical data:

- * Women and girls constitute 50% of the world's population
- * women make up over 30% of the official labour force
- * women receive only 10% of the world's income

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- * women possess less than 1% of the world's wealth
 - * women and children constitute 75% of the world's under-nourished
 - * women perform 60-89% of all agricultural work and at least 50% of all food production

[From: CONVERGENCE (An International Journal of Adult Education, Volume XIII, 1980) - "Women Speaking and Learning for ourselves" - Margaret Gayfer]

PROGRAMME FOCUS AT SNDT

The S.N.D.T. Women's University in 1971 set up a Department of Continuing Education which has undertaken programmes of continuing education with special emphasis on the needs of women. The University, over the last six decades, has always striven to offer educational facilities to as large a number as possible through formal and non-formal channels, and the University has accepted continuing education as one more alternative to reach out to a larger section of women. The main goal of the programme is to give an opportunity to women to acquire an understanding, to equip them better to cope with an altered social milieu and through it play a more constructive role to face new situations boldly and with confidence.

The groups of women who have been attending the continuing education programmes offered by the above Department are generally those who seek a widening horizon of knowledge; who seek to understand the nature of changes taking place around them; who have completed their education and have come back for a refresher course or those who are working but need brushing up of knowledge; mothers who want help to cope with the new methods of teaching; or those who have come in conflict with the new life styles of their growing children; women who have

leisure at hand but want to enlighten themselves on the modern ways of living; women who have left formal studies either at school or at college level and who wish to take up the thread of formal education; women in the emptyness period who desire to contribute to society and keep their lives refreshed; women from those sections of society who have never had an opportunity of taking formal education but who need to be given an opportunity to be a part of the main stream of life through functional literacy and awareness programmes to enable them to improve their quality of life and realise their identity, and many others.

These diverse needs demand imaginative organisation of various programmes by the Department. These multi-dimensional needs for purposes of programme organisation can be broadly categorised into four areas -

- * Those women who desire to keep upto date with changes taking place in a modern society relating to social, cultural and other needs.
- * Those women who have given up formal studies and wish to rejoin the educational system.
- * Those women who are in careers and wish to update their knowledge to be in tune with professional changes.
- * Those unprivileged women who have not had any opportunity of education but who need to be self reliant to face the challenges of life.

At the SNTD, programmes for all the above four categories are offered under continuing education. An illustrative list of programmes organised is enclosed as reference.

GOALS AND STRATEGIES

The aim of a learning society should be to make education accessible through many different paths and at any age to enable students, and specially women, to take education at their own pace. The closed character of the formal educational stream in U.K. led to a large rejection of the system by the mass of working class, both white and blue collar, since they find it irrelevant to their lives at work or at leisure. The Open University in Britain emerged as an exciting development to democratise education to be available to all social classes.

With us also, one way of achieving this objective is by integrating continuing education in the main stream where students can enter, exit and re-enter the educational stream, the home and the employment market, thus facilitating the learners to move within the system both horizontally and vertically.

The continuing education programmes offered by universities to-day are severely criticised that they meet the needs mainly of the educated and the 'self-selecting elite' and neglect the deprived and underprivileged sections. The goal of continuing education, as far as women are concerned, should not be restricted to any one section of society, but in order to be effective and relevant, it should meet the needs of a cross section of society as women as a group form a disadvantaged section.

Another approach could be seeking co-operation and collaboration of voluntary organisations, specially, women's organisations, clubs and community centres. This would have two-pronged advantage of mobilising neighbourhood resources for meeting

the needs of the women community, as a convenient location plays an important part in such an activity, and giving these organisations a new direction of work.

In order to maximise utilisation of opportunities offered through continuing education, it is necessary to provide a counselling, advisory and information network.

Unfortunately, educational activities are shy of publicity. However, the opportunities for continuing education in the case of women, whose lifestyle carries a stamp of segregation, need a very important strategy to carry the message of continuing education, through publicising of educational opportunities and to give information about these possibilities and their vocational and social implications.

One of the suggestions to collect, exchange and disseminate information, ideas and innovatory practices is to set up local 'advisory clinics', to provide 'client oriented' service with the following main objectives:-

- * To provide an information service about available opportunities and their implications.
- * To prepare a localitywise compendium of courses giving details of title, level, duration, status, list of institutions offering the courses, etc. for ready reference of participants.
- * To provide a counselling and advice service for likely students.
- * To spread the message of educational opportunities for adult learners.

It is also necessary to set up^a cell for curriculum development and research under a central agency or at a few selected institutions in order to develop a 'course bank' for identified needs. To nullify the 'closeness' of a formal structure, which is based on a common denominator of minimum needs, the approach of the cell should be elastic, with an in-built flexibility in the structure, to meet the continuous demands of a learning society in the quickest possible time-frame. The cell can also undertake studies and researches, not only to identify the areawise needs of different sections of society but to develop modules to create a leadership among women to enable them to understand their own lives, their needs and to organise themselves to generate the process further to larger groups of society. The cell can conduct studies and researches and also advise on the types of researches that can be undertaken which would be action and situation oriented.

In U.K. and Canada, there are colleges for mature students, 'mature' being qualified from the point of view of age and gap of time of leaving studies. The institutions serve surrounding communities by offering programmes of their special interest and in some cases, specially geared to the demands of women. This strategy can be explored for the Indian scene.

It is always not possible for women to actually be present to take advantage of programmes offered under continuing education and hence one of the strategies suggested is distance education for home-bound study through correspondence, broadcasting and other media which will allow them to pursue it at their own pace and leisure.

In certain sections, which need education the most, motivation is lacking. In order to make programmes attractive and worthwhile, it is necessary to design and produce motivational materials and follow these up by preparing reading materials and audio-visual aids.

ISSUES

Several issues emerge from the theme of the seminar in general and the subject of the paper in particular. In the concluding observations, I have highlighted a few issues for the consideration of the seminar for making concrete recommendations to Government, Universities and other organisations for implementing an effective and imaginative programme of continuing education for women for meeting their immediate as well as long term needs.

These are -

- * Women and girls form 50% of the population of the world. Compared to men, educational opportunities are available much less to them. The Indian scene in this respect is worse, compared to the global scene and still worse for women compared to men. The following details highlight the rate at different levels:

	*Global Scene		***Indian Scene	
	Male	Female	Male	Female
LITERACY RATE	*67	*54	39.45	18.72
PRIMARY (I - V) 6 - 11 years	**74.0	**62.1	97.6	62.4
MIDDLE (VI - VIII) (11 - 14 years)	**53.4	**43.4	47.3	20.7
SECONDARY (IX - X) (14 to 17 years)			30.1	10.9
HIGHER EDUCATION (General) (17 - 25 years)	**17.2	**11.3	5.8	2.2

[References: * World's Women data sheet of the Population Bureau; Ind: Figures of 1970 in percentage.

No second opinion is needed to step up women's education. Continuing education is a dynamic aspect of non-formal education, which is accepted as an alternative approach to the formal system. If continuing education for women is accepted as a priority need, a policy frame should be recommended with reference to interalia, goals, priorities, funding, strategies, programmes, facilities and information-giving methods.

- * Motivation among women to be educated and become self-reliant is not adequate.

What approaches and ways and means can be recommended to reach larger and larger sections of women in the quickest possible time?

- * In order to have a well balanced, nationwide programme of continuing education for women, it is necessary to identify the needs on a continuing basis through a scientific approach.

In what manner can this be achieved?

- * Due to the very nature of continuing education, besides universities, many other organisations can be involved in this work.

What are the possibilities of these collaborations and the manner of setting up a net-work of operational machinery and patterns of participation?

- * The SNDT Women's University is the only women's university in the country catering to the needs of women since over six decades with all India Jurisdiction. It has experimented for over a decade in the field of continuing education.

What distinct role can the University play in meeting the varlegated needs of a cross section of women, which, as a group has suffered several disadvantages?

What linkages can it establish with other organisations and institutions in this important task?

You will pardon me if I am ending my discussion paper with question marks. I am doing it deliberately since answers to them must be from the total, considered opinion of this conference and not of an individual. The answers to these question is not sought by the representative of a women's university, but by the womanhood of my country.

nkk/-

UNIVERSITIES AND NAEP
RETROSPECT & PROSPECT

CONTINUING EDUCATION

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Paper presented at the Seminar on "Universities
and NAEP - Retrospect & Prospect" sponsored by
the Indian University Association for Continuing
Education at the I.U.A.C.E. Annual Meeting at
Burdwan - March 12, 1980.

UNIVERSITIES AND NAEP - RETROSPECT & PROSPECT
CONTINUING EDUCATION

FACETS OF CONTINUING EDUCATION

In order to raise national productivity, improve quality of life for people, enrich their socio-economic and cultural life, every individual has to be given an opportunity for continuing education which will enable him to be a more effective and happy individual.

Fortunately, man is endowed with tremendous potential but, only a fraction of this potentiality is being used in his daily life. The talents need to be nurtured and given an opportunity to be developed, so that each individual can operate with much greater effectiveness from day to day and year to year. For this purpose, continuing education is a very important aspect which takes care of the concept of life-long education.

Moreover, continuing education is a global theme which involves schools, Colleges, Universities and the community and there is a common concern all over the world for the application of the concept of continuing education which is done in a variety of ways.

To define continuing education, it is a process of education which carries a prefix of "continuing" as a qualifying word for education. Continuing education, in one sense, is an education informally available along with formal education, which the adolescents are already receiving. In the second sense, continuing education is for the adults who have completed their formal education

and have retained their motivation and intellectual curiosity to continue the process of self-education. The third facet which is the present interpretation of continuing education is in respect of adult education, specially oriented towards literacy, numeracy, skill development and social awareness. I propose to confine my observations in respect of latter two facets of continuing education and with a greater emphasis on the third.

The world is developing at a fast pace and new changes are taking place every moment and in order that educational institutions can work as change agents, they will have to rely very heavily on continuing education. In view of this, non-formal, extension education has become an integral part of university education.

In the present context, newer dimensions are added to the concept of continuing education. Reviewing the progress in this field, we find that several Universities in India during the last decade have set up departments of continuing education as the University Grants Commission gave a high priority to it in the 5th Plan period. The main thrust of the programme was on extension work to meet the needs of special groups which covered professional and industrial workers, general public, house wives and parents, students and the rural community. A critical analysis of the work done at different institutions reveals that programmes, though touching a wide variety of subjects were conducted on an adhoc

basis, catering to the needs of only certain sections of the community. With the acceptance of the national policy for adult education the above role of continuing education is extended and in the third sense, continuing education has become an important adjunct of adult education. The main thrust of the national policy on adult education is based on the assumption that if the illiterate and deprived are given an opportunity, they can effect their own liberation by developing their own potential and self-directed action. This education can no longer be limited to selected groups, but has to be expanded to include the needs of socially and economically backward classes of the community and hence continuing education programmes have now to be geared to the needs of the masses.

It is the obligatory duty of the Universities and institutions of higher learning to provide facilities for life-long education through development of skills, technical education and so on to all sections of society in need of this type of education.

LINKAGE WITH NAEP

The theme of today's Seminar is Universities and NAEP. Since continuing education forms an important strategy for implementation of adult education, it is essential to discuss the role of continuing education in the NAEP programme. The NAEP has a very important role to play in a large country like ours, where vast number of people cannot even read and write, although

they are at a high level of maturity. After providing them an opportunity for learning reading, writing and numeracy, they would feel very frustrated if opportunities of continuing education are not made available to them. To meet the above needs, the main objectives of continuing education with reference to NAEF should be

- To improve job potential or economic status through skill oriented technical and technological programmes taking advantage of their own area of experience
- To offer opportunities for greater adjustment to individuals to change the pattern of living and to scientific progress
- To allow them to use increased leisure time more effectively leading to greater happiness

In order to develop effective programmes of continuing education, as a continuation of the adult education programme, attention will have to be focussed on different aspects connected with this area, namely, level and nature of courses, training of personnel to impart these courses, organisational aspects, maximum utilisation of available facilities in a particular locality as well as utilisation of other facilities, linkages with trade, industries ^{and} banking different strategies for effective implementation and so on.

The present programme of NAEF has taken a broad-based view in comparison to the earlier projects, by emphasising national development and social awareness, in addition to literacy and numeracy. The programme when launched in 1973, estimated to cover 10 crores of

people in half a decade. Sociologically and economically one can realise the grave impediments on the growth of a nation when one out of every three Indian is literate and the actual number of illiterates is 400 million, who are generally below the poverty line. Between 1951 and 1977, the percentage of literacy has gone up, but the actual number of illiterates has increased. The situation vis-a-vis women is more grave and hence very frequently it is stated that adult education and women's programmes are synonymous.

The number of women illiterates over the world is almost 60% of the illiterate population and only ^{one} out of five is literate and one out of twenty women belonging to scheduled castes and scheduled tribes is literate. Moreover, women form a substantial segment of the labour force in agriculture, industry and services and thus to prepare them for their roles as producers, citizens and participants in social life and national development, the education of women at all levels requires a high priority and hence in order to achieve substantial progress, the adult education programme and the subsequent continuing education programme will have to touch a very large group of women. It is encouraging to note that in addition to the traditional programmes earlier highlighted under adult education, namely, literacy and domestic tasks, new needs arising out of the changing roles of women have been accepted, which has resulted in linking adult education programme with employment and it is in this light that the continuing education ^{programmes for women} ~~education programme for women~~ under NAEF will have to be geared

THE S.N.D.T. PROGRAMMES

The S.N.D.T. Women's University has accepted a broad goal of education to meet the changing needs of society and with a view to meet the requirements of an average Indian woman, who could not keep pace with formal educational system due to social constraints and family pressures, the University accepted the philosophy of continuing education, which aims at equalising opportunities on a life-long basis, unconfined to a specific age group or to study in a formal situation.

At the S.N.D.T. Women's University we have started 60 centres in NAEP and I would like to share some of the experiences with regard to continuing education programmes organised for these groups.

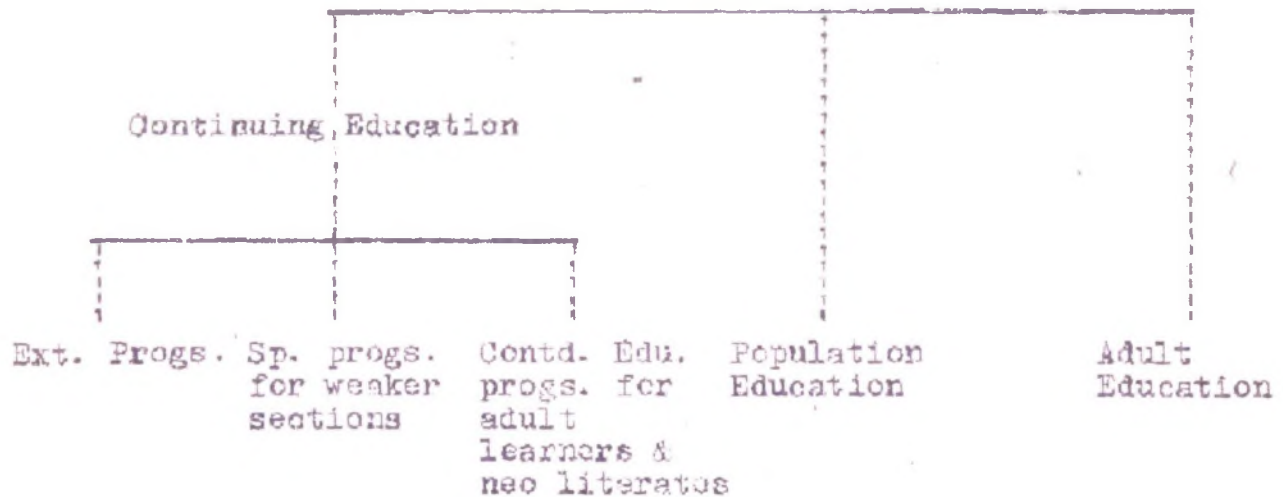
It was in 1971 that the Department of Continuing Education was established at the University and over the years it developed and designed a large number of programmes to cater to varied interests of different levels of the community, both urban and rural. From 1978 onwards, the University has extended the services of the department of continuing education to meet the needs of the adult population with special emphasis on women. The department continues erstwhile extension programmes, but now lays greater stress on continuing education programmes for the weaker sections of society through social awareness and skill oriented programmes. The main role of continuing education department now is

- Continuing education for advances of knowledge, skills, professional updating and general awareness.

- Programmes with focus on the weaker sections of society
- Continuing education programmes for adult learners after they receive basic literacy.

A. OPERATIONAL SET-UP.

DEPARTMENT OF CONTINUING & ADULT EDUCATION



B. PROGRAMMES (Undertaken and proposed)

a) EXTENSION PROGRAMMES

(Programmes directed towards self-development, growth and behavioural modification)

Home cleaning and Home management.

Pest control - Mending of clothes - Care of Children

Nutrition and consumer education:

Food groups and nourishment - preparation of food - kitchen garden - value of nutrition - balance diet - ill effects of mal-nutrition - consumer education and dangers of food adulteration

Civic education:

Utility service available - post office - banks - dispensary - rights & duties of a citizen - educational facilities available.

Superstitions:

Types of beliefs and superstitions - how they affect the family - need to develop rational outlook.

Awareness Programmes

Personal hygiene - environmental hygiene - availability of health services - community health problems - first-aid and home remedies - common ailments of children and child care - population education

b) SEMI-SKILL ORIENTED COURSES

(Programmes directed towards skill oriented management, economic independence and self-reliance)

General courses

Home tailoring, book-binding, handloom weaving, articles from plastic wires, chalk making, match stick making, agarbatti making and so on.

Maintenance, servicing and repairing of household appliances and equipments used in small scale industries, small trades, like stove repairing, cycle repairing, domestic hand operated gadgets and so on.

Training for domestic aides.

Provide training for competence to assist in managing household affairs, handle varied jobs with necessary skills and efficiency like ironing, washing, starching, receiving telephones and messages, care of sick, looking after children, simple accounts.

Training for hospital assistants (nursing aides)

The nurse's assistants is a newly emerging phenomenon in the developing urban society, because of inadequate number of professional staff, particularly in private nursing homes and even hospitals.

Farming Operations.

C. EXPERIENCES

a) General Programmes

The S.N.D.T. Women's University through its Colleges in Bombay, Maharashtra and Gujarat, has a large area to cover as a result of which the needs, expectations, resources and strategies will differ from area to area. In addition to conducting the adult education centres, the Colleges, with the assistance of the continuing education wing have implemented continuing education programmes for the groups where they are working. In fact, in several instances, rapport with the community was built up first through the general programmes rather than literacy programmes.

I will share some of the experiences through brief illustrations. It must be pointed out that a very close co-ordination between literacy and continuing education is necessary as it is difficult to demarcate one from the other.

In Hyderabad Estate on Napean Sea Road, in Bombay, a centre has been recently started in the Central Government Staff Colony by the Department of Adult Education of the University. About 20 ladies have joined the centre. The age-group of women is ^{about} 35 and their main employment is domestic work. It is interesting that encouragement to learn has come from their husbands, mainly with two motives - to get training in a skill which would enhance the earning capacity and to enable the wives to be occupied in the leisure hours. The men folk are class IV employees in Central Government and the women are eager to learn stitching and embroidery.

The brief experience has focussed attention on some important issues. The group is interested in craft or skill training. Numeracy and literacy training has to be cleverly woven into this process. With the help of the instructor, it was possible to identify that some of them are excellent in embroidery work. When this was done, the Mahila Arthik Vikas Mahamandal was contacted and it will be possible to place orders with them and market their wares. The group was also anxious to get information on several aspects like general care of the body, family planning, post office, savings accounts arrangements and so on. The information was communicated to them through talks, discussions, story form, documentaries and so on.

The second illustration is of a centre where work is going on for more than a year. The slum selected is Mogra near Andheri. The area is divided into specific communal and caste areas and a natural aloofness exists. In the beginning, the centre worked separately with separate religious groups; but gradually, the community has developed confidence in the workers and besides the literacy and num-eracy programmes, ^{craft programmes} like toy making, cooking, etc. are developed for these groups. In fact this process has broken down the aloofness that existed earlier. The third area of work is in Nirmal and Wagholi villages near Palghar where work is done with tribals and backward class women. It has been found that response is quicker when local people are trained and assigned the work of adult and continuing education.

Rapport has been built up with the community at different cross sectional levels over the last few years through various other activities and this is also of considerable help. Programmes in food packaging for picnickers, farming management, basket making are under way.

The College concerned has also invited groups from the slums to be with them at the institution to expose them to broader experiences and the groups enjoyed this experience.

The above illustrations bring to light the fact that literacy "per se" is not accepted unless the learners have some concrete gains. In order to achieve this, continuing education through craft training has to be developed in a big way to implement the adult education programmes in an effective manner and for this purpose, separate norms may have to be worked out for engaging trained craft instructors. Secondly, for developing these programmes, collaboration with technical and professional department of the University and outside agencies will also be very necessary. Moreover, in order to sustain the interest in learning, links will have to be established with organisations and agencies and banks to market the wares. Ultimately, the project will have to be organised on the basis of a co-operative effort between several agencies.

b) SPECIAL PROGRAMME OF INTEGRATED RURAL DEVELOPMENT

The Research Unit on Women's Studies of the University and the Bhagini Samaj, (a voluntary Women's Organisation) have undertaken a collaborative action research project at Udwada in nine villages in South Gujarat. This Integrated Rural Development Project aims at developing rural programme primarily for women and children.

A group of nine villages, covering a population of about 20,000 has been selected. The villages are around five to ten kms. from Udwada which is the base of the project, about 150 kms. from Bombay.

A fact-finding inquiry was undertaken during April-May 1979 for assessing the needs of the community. The Survey has tried to gauge requirements like facilities available with regard to education - health, transport, and communication, drinking water, power supply, postal facilities etc.

A thumb-nail sketch of the general profile of the target reveals vital information. The nine villages covered consist of religious groups, namely Hindus, Muslims and Parsis and 50% of population covered by scheduled tribes. The total household surveyed are 498 having 49% males and 51% females. The sample population covered is 16% of the total population (little over 3000) of whom 57% of males and 22% of females are in the work force, mainly in agriculture or as agricultural labourers.

The findings of the educational status of the respondents showed that 20% of females in the age level 16-25, having education upto middle school are available for motivating them for continuing education programmes. The survey has shown that scheduled castes and scheduled tribes women are well versed in traditional skills (e.g. mat making) and through continuing education and opportunities for marketing the wares, their competence could be developed further. The women in the area are interested in stitching, alternative methods of farming, pottery, papad and pickle making and so on.

There is a high percent of illiterate women who could be covered under the National Adult Education Programme.

It is felt that in order to give greater relevance to adult education programmes, more and more integrated programmes should be taken up. A review of the needs of the above programme reveals that in the integrated development of a village or group of villages, education has a significant role as it would be an effective instrument as a catalytic agent of development. The village people recognize the value of education, specially for the younger generation. In addition to traditional education, adult and continuing education can contribute considerably in the progress of these villages.

In the coming years demand for new knowledge to keep up with technological advances and the great need to raise the quality of life of the hitherto neglected section of society will form major thrusts of extension programmes. Thus, alternative channels to the formal system of education will have to be opened out to meet the increasing demands on education and in this work, continuing education will have a great contribution to make.

The basic root of education is to draw out - draw out to its maximum extent the potentialities of an individual. This drawing out is a process which has now been assigned to Universities on statewise performance and to NAEP on a centralised basis under the broad programme of adult education. The linkage is most significant in respect of continuance of the process, stabilising it at the adult stage and finally bring about its social significance in population education.

ILLUSTRATIVE LIST OF PROGRAMMES OFFERED AT THE S.N.D.T.
WOMEN'S UNIVERSITY

A. SOCIO-CULTURAL, AESTHETIC ASPECTS - TO MEET CURRENT
CONCERNS AND NEW CHALLENGES

Extension Lecture Series and Short Courses

CULTURAL

- * Appreciation of different forms of Literature, Drama and Poetry
- * Appreciation of Sanskrit Classics (Dramas - Puranas - Upanishads - Stotra Literature)
- * Appreciation of classical Indian Dances
- * Appreciation of Music

SOCIAL

- * Role Improvement
(Understanding the growing child, Bridging the Generation Gap, Ushering the Adolescent to the Adult World, Aspects of Family Living, Understanding yourself and others, Women in Forties, Preparing for Marriage and Family Life and so on)
- * Parent Education
(Drug Addiction, Psychology and Education of the Handicapped child, World of the Physically Handicapped, Assessment and Education of the Mentally Handicapped, Infant Stimulation Programme, Management of Behavioural Difficulties of Children and so on)

AWARENESS PROGRAMMES

(Your Environment, Democracy and Multi Political Parties, Challenge to Change, Position and Status of Women, Scientific and Technological Developments, Women and Legal rights and so on)

SKILL DEVELOPMENT

(Photography, Proof Reading, Journalism, Garden Care, Kitchen Gardening, Basics in Gardening, Bonsai, Public Speaking, Maintenance of Household Equipments, Introduction of Social Service through Voluntary Action, Banking procedures, Market Research Interviews, starting your Own Business (self-employment projects), Cosmetology, Grooming)

Home Improvement

(Food Preservation and Canning, Basics in Bakery, Creative Flower Arrangement, Creative Presentation Articles and so on)

DURATION OF PROGRAMMES : 1 week to 6 weeks

PARTICIPANTS:

- Age group : 18 to 60 years
- Educational Status : + Majority undergraduates
+ About 30% graduates
- Activity Status : + Majority housewives
+ Some students
+ Working women and men
for skill training courses.

B. BRIDGE COURSES

The Open University Experiment

This innovative programme of a non-formal nature commenced at the S.N.D.T. from June, 1979 under the direction of Dr.(Smt.) Madhuri Shah, former Vice-Chancellor of the University. The significance of the programme lies in its openness, providing a unique opportunity to all women, capable of it, regardless of previous academic qualifications, provided they are 21 years and over, to continue education and join university level courses through a bridge course. Unlike traditional lecture system, instruction is provided through distance teaching material prepared by highly qualified faculty, which are sent at the doorsteps of the students. This is supplemented by periodic tutorials and contact meetings with specially appointed counsellors.

In order to be admitted to the open University programmes (O.U.P.) students have to clear the open

3

University Entrance Test (OUEET) in Arts consisting of three papers -

- (a) Hindi or English,
- (b) Regional language to test language competency of the medium opted by the student, and
- (c) General studies paper for an awareness test.

The eligibility programme is spread over a duration of three months with eight correspondence lessons for each of the three test components. For commerce stream, the students have to clear English language and General Commercial Knowledge papers. After successful acquittal of the OUEET, the student becomes eligible to enrol for the traditional course of first year of the B.A. or B.Com. through correspondence students or opt for the regular stream at one of the colleges and thereafter complete the B.A. Part III or B.Com. Part III and qualify to receive the B.A. or B.Com. degree through this second chance programme.

It is proposed to combine traditional and non-formal courses under the OUP. Thus two-thirds of the B.A. programme will be geared to the formal stream and the balance one-third will consist of non-traditional, utility oriented courses from different disciplines, which have a greater relevance for women in a modern society. These will be flexible offerings, where courses will match the current needs.

The response to the programme is tremendous from women from different walks of life, both young and old, from all corners of the country. Over a period of two years, since the commencement of the programme, over 3,000 highly motivated women have taken advantage of this innovative experiment introduced for mature students.

Other countries of the world provide similar experimental programmes through special projects like University without walls, Mature Entry to Education, New Opportunities for Mature Women for those who left school of those who wish to improve career prospects or regain confidence to work through retraining programme

6387-150

DURATION	:	3 months - course offered twice a year
PARTICIPANTS	:	
- Age group	:	21 to 71 years
- Educational Status	:	S.S.C. passed or failed and school dropouts
- Activity Status	:	Larger percentage - housewives; several working women for improving qualifications

C. UPDATING OF MID-CAREER AND PROFESSIONAL SKILLS

Seminars and short courses

Refresher Course for Primary Teachers

Motivation of Teachers for curricular and co-curricular activities

Present trends in Library Education

Effective College Librarianship

Rephotography and Micrographics

Library Architecture

Intensive Care in Cardio-Pulmonary Condition

Neurological and Neuro Surgical Nursing

Ward-Administration

Diagnostic Cytology

Paediatric Nursing

Burns Nursing

Condensed Course in Pharmacy

Hospital Administration

Medical Secretary

Operation Room Techniques

Endosteal Therapy

Diets in Rehabilitation

Reading 210 and 220 editions

English 1000 edition

Reading 210 and 220 editions

English 1000 edition

Reading 210 and 220 editions

English 1000 edition

Reading 210 and 220 editions

English 1000 edition

Reading 210 and 220 editions

English 1000 edition

Reading 210 and 220 editions

English 1000 edition

Reading 210 and 220 editions

English 1000 edition

Reading 210 and 220 editions

English 1000 edition

Reading 210 and 220 editions

English 1000 edition

Reading 210 and 220 editions

cont'd.....6.

DURATION

1 week to 5 months

PERSONNEL

mainly teachers and
professionals - both women
and men

SETTING

offered in collaboration
with academic and professional
members of the University
offered in collaboration with
professional organisations
outside university precincts
will have the expertise but
not the university status.

B. EXPERIENCES WITH MODERN SECTION OF SOCIETY

These courses are extensive series

ADMINISTRATIVE RESPONSIBILITIES

Modern Section and other welfare

University standards and designs of audit/evaluation

Stationery products such as ink, chalk etc.

Envelop making

Maintenance of domestic appliances

Wardboy training

Soap making

House tailoring

Agarbatti making

Cosmetics making

Simple house craft out of waste

Book binding

Elementary bakery

Bead articles

Balwadi teachers training

Dai training

-
- DURATION : 1 week to 4 weeks
- PARTICIPANTS :
- Age group : 15 years to 50 years
 - Educational Status : Mainly illiterates and school drop outs, some of whom have studied upto vernacular final
 - Activity status : Urban workers and young girls
 - Strategy : Conducted in collaboration with adult education and population education wings of the Department of Continuing Education of the University

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NOTES ON OPEN UNIVERSITY
MILTON KEYNES, U.K.

The Open University was established in 1971 and admitted 25,000 students in the first year of commencement. To-day it has an enrolment of 70,000 students of whom 40% are women. Over 40,000 students have been awarded degrees in the last decade. The oldest student of Open University is 90 years. His objective was self-fulfilment. The enrolment in 1980 was 20,000 and annually 6,000 i.e. one-sixteenth of other University graduates pass out of Open University. The Open University to-day is located at Milton Keynes, near London.

The University enrolls people who are 21 years and may be working full time. The revolutionary concept of the Open University is that the students need not have school qualifications. The University is open to people having no formal qualifications prescribed, open to places with its 13 regional offices and 260 study centres, open to methods through the multi-media approach and open to ideas.

There are six main areas of studies:

Arts, Educational Studies, Mathematics, Science, Social Sciences and Technology.

The undergraduate courses leading to the award of the B.A. degree and the B.A. degree with honours, comprise correspondence and broadcast material supplemented by tutorial and counselling services. These courses are meant primarily for those people who would not otherwise have the opportunity for a university education. There are no formal entrance requirements for these courses. At

present, the University is offering over 140 degree level courses. The students are awarded B.A. degree whether they take science or arts or mixed course.

The Undergraduate course developed by the University is of 36 weeks duration, the successful completion of which leads to the award of credit. To increase the range of courses, some part-time courses based on 18 weeks teaching are also offered. This qualifies for a half credit. A student has to earn 6 credits : i.e. complete six courses successfully to earn the award of the basic degree of Bachelor of Arts. Two of these courses have to be at Foundation level and the remaining four at second or higher level.

For B.A. Hons. course the student has to earn two more credits by doing two 3rd or 4th level courses (roughly equivalent to third or fourth year courses at Universities teaching full time residential students). Each course credit is awarded on the basis of assignments done during the course and an examination at the end of the course. Maximum two credit courses can be taken in one year.

The student can choose widely from different faculties or take most of his course in one faculty. The good student can graduate in three or four years, and the slow one may take five or six years. The system allows students to have intervals of any length between their studies.

The University also offers a number of Post-experience Courses for employees to acquire further education or training to improve their knowledge in specific fields of study to retain themselves or to improve their job-

a course certificate or a letter of course completion.

The Open University prepares its own materials and is the biggest academic publishers of the era. The course team has to prepare printed material for correspondence lessons, T. V. broadcasts, radio lectures and performances, home kits, etc. 65% of courses are dealt through printed material which leads to postage of 35 tonnes of materials a month. The home-kit is a miniature laboratory. Every year, nearly 1,00,000 instruments have to be checked. Over 5000 tutors on part-time basis assist in the work besides counsellors and self help groups. Library facilities are attached ^{to} regional offices, which also maintain complete records ^{of students} with a computerised operation. BBC national broadcasting network has recently set up its studio at Milton Keynes.

The University has also developed a programme of postgraduate studies leading to B.Phil., M.Phil and Ph.D. The degrees are awarded on submission of a dissertation or thesis after completion of a programme of research or advanced study and not by course work

The normal minimum requirements for admission to these courses is an upper-class honours degree from a British University, though others may also be considered if their alternative qualifications, professional experience or previous research are a suitable preparation for postgraduate research in their chosen field of study. The number of research credits required before submission of a dissertation is B.Phil - 3, M.Phil. - 6 and Ph.D. - 9 . The award of degree is however based solely on the examination of the completed dissertation or thesis submitted by the candidate.

= 4 =

Students are not straight away registered for a particular higher degree until six months full time study (or the equivalent in part-time study) has been completed. The decision is taken after that on the basis of supervisors' recommendations. The University also awards two higher Doctorates D.Litt. and D.Sc. on the basis of published work.

Open University is the most important educational innovation of the last decade with an in built flexibility for continuous review which gives a relevance to the entire programme.

EDUCATIONAL STRUCTURE ENGLAND

Nursery (Voluntary)

School Education (Compulsory)
5 to 16 years upto O level

Grammar (Disappearing) Comprehensive (State - Local Education Authority/LEA)
Public Schools

Higher Education

Polytechnics
Mature students
vocational courses - some
A levels - 16 to 18 yrs.

Schools/Colleges
of Further Education
(Skills and some A
level courses -
Mature students -
General courses)

Universities
1 2 3

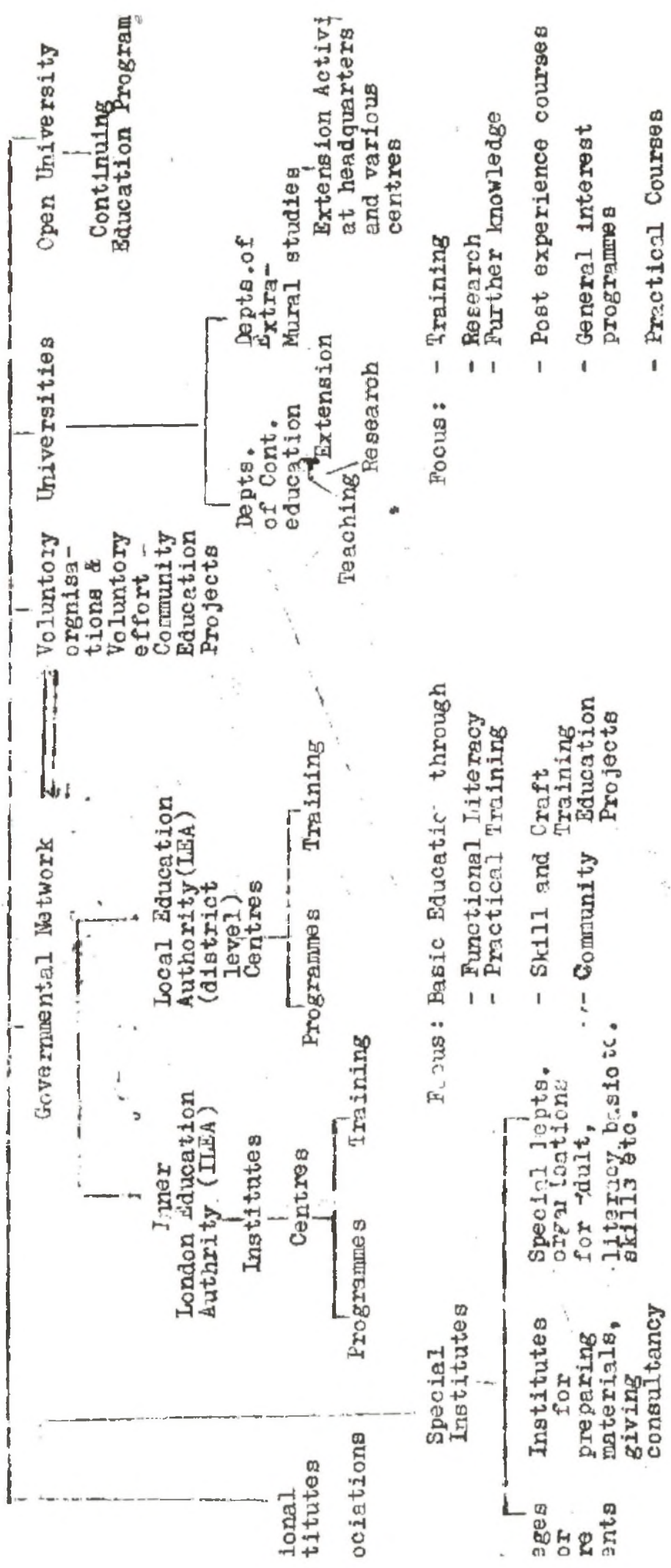
Undergraduate - 18 years
onwards

Full-time
Mature
Student -
Part-time

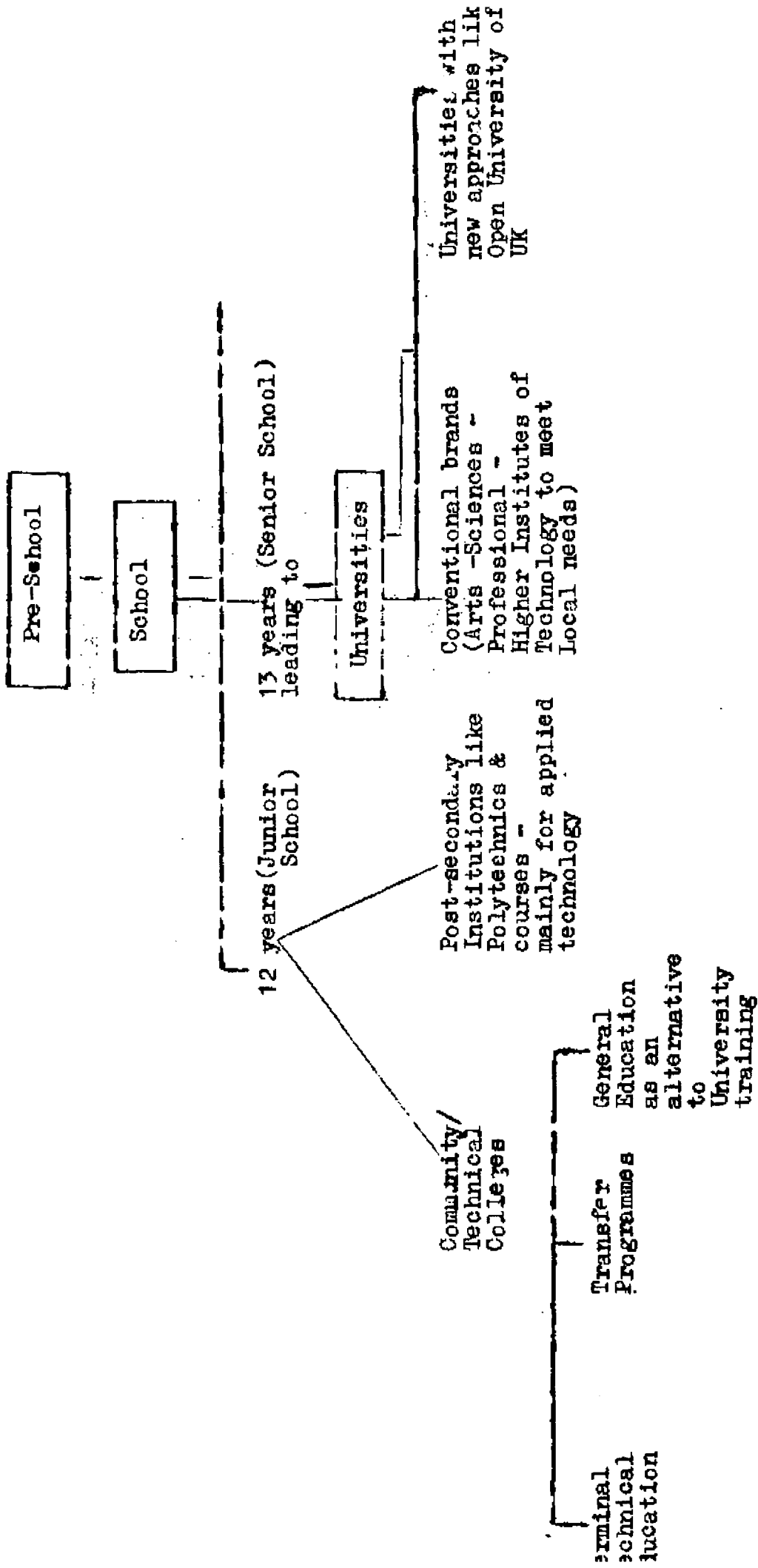
Open University
BA & Post-graduate
courses
Home Degrees

Postgraduate &
Research

ADULT/CONTINUING EDUCATION
 ADULT/CONTINUING EDUCATION



GENERAL EDUCATIONAL STRUCTURE - CANADA (Ontario Scene)



FOCUS

Community Colleges

- Not gateways to universities
- Part-time as well as continuing education
- Need based for technical advancement
- Students who have capacity, chance given through Community colleges to enter universities
- Very large programmes of retraining
- Awards diplomas - courses have to be approved by Government
- Wide range of courses

Continuing Education

- Non-credit courses
- For updating knowledge and skills
- For general interest
- For industries
- Credit courses for workers through contact, correspondence, TV, Radio, etc. to enter mainstream higher education

Link Programmes

- for mature students to join main stream higher education

* ADULT EDUCATION IN ENGLAND AND WALES

DEPT. OF
EMPLOYMENT

DEPT. OF EDUCATION
AND SCIENCE

LOCAL EDUCATION
AUTHORITIES (104)

WORK

MANPOWER
SERVICES
COMMISSION

FURTHER EDUCATION

SCHOOLS

HIGHER
EDUCATION

UNIVERSI

POLYTEC

INSITD
HIGHER

INDUSTRIAL
TRAINING
SERVICES
DIVISION

COLLEGES
OF
FURTHER
EDUCATION

'TOPPS'
Training
Opportunity
Scheme

RESIDENTIAL
COLLS.
(LONG-TERM)

UNIV.
EXTRA-
MURAL
DEPTS.

ADULT ED. CENTRES
EVENING INSTITUTES
COMMUNITY COLLEGES
VILLAGE COLLEGES
RESIDENTIAL COLLS.
(SHORT-TERM)

COMMUNITY
CENTRES

VOCATIONAL

LIBERAL

CULTURAL AND
RECREATIONAL

SOCIAL

INDEPENDENT
SPONSORED COLLEGES
CORRESPONDENCE
TRAINING
CONFERENCE CENTRES
LANGUAGE SCHOOLS
SPECIAL SCHOOLS
TRAINING CENTRES

Private
Private
Private
Private

KEY :



= Funded by LEAs

= Funded partly by
government

= Funded partly by LEAs
partly by voluntary

* From the paper on 'Adult Education' in the
United Kingdom by Arthur Stock, April-1980.

(25)

For Private Circulation
(A.N.K.)

"Open University"

I. History of Britain's Open University.

- (a) The first steps towards the implementation of the idea of an Open University were taken in 1965 when the Government set up an advisory committee to look into the possibilities of such an institution. In a white paper, published in 1966, the Government accepted the recommendation of the committee that degree courses of a general type should be offered and that the university should confer degrees in its own right.
- (b) The report of the planning committee, The Open University, was published by the Government in January 1969 and was fully accepted by the Secretary of State for Education and Science. The university became an autonomous institution on 1 June, 1969 after receiving its Royal Charter, and in July the late Lord Crowther, a former Chairman of the Central Advisory Council for Education, was installed as Chancellor. The headquarters are in the new town of Milton Keynes in Buckinghamshire.
- (c) The establishment of the Open University, which began its first courses in January 1971, marked an important innovation in higher education in Britain. The main teaching methods of the University are a combination of television and radio broadcasts, correspondence work and summer schools. The aim of the Open University is to provide the opportunity of obtaining a degree, comparable in standard to degrees awarded at other Universities in Britain, to adults who can undertake systematic part-time study. The fees are lower than the general level of fees in higher education, and no formal entrance qualifications are required.
- (d) In the spring of 1970 the University opened its list for applicants. Over 40,000 applications were received and 24,000 students provisionally registered in January, 1971 for the first three

months of the year, and in April, 1971 some 19,500 students finally registered.

A further 15,700 students finally registered for courses in 1972 and another 12,400 for courses in 1973, thus making the university the second largest in Britain (after London University) with some 38,000 students a figure which excludes all first and second year students who, because they were given credit exemptions, successfully completed their degrees in two years.

Faculties and Staff and Students..

- (a) The University consists of six faculties; arts, educational studies, social sciences, mathematics, science and technology. There is also an Institute of Educational Technology which assists course development in all disciplines and conducts research. Each faculty has a full time Dean and Director of Studies and the full time academic staff in May 1973 included 28 professors, 47 readers and Senior Lecturers, 129 lecturers 95, staff tutors and an academic support staff consisting of about 100 course-assistants and research officers. There were just under 6,000 part time academic staff, based in the regions and employed by the University as counsellors and course tutors. The University also engages the services of prominent academic and other speakers for individual contributions on particular subjects. Over 200 outside contributors assisted in the production of the- foundation courses.
- (b) The Open University provided new opportunities for people who have-developed intellectual interests since leaving school and starting work, and for those who would have liked to go to University or College but were unable to gain places.

Applicants must normally be aged 21 or over but in 1974 the University is offering 500 places to people aged 18 to 21 as part of a two year pilot scheme. Of the University's students in 1972 who finally registered, the largest occupational groups were education (33.2 per cent); housewives (13.2 per cent) technical personnel (12.7 per cent); professions and the arts (11.3 per cent); clerical and office

workers (7.9 per cent); administrators and managers (4.8 per cent) and scientists and engineers (4.7 percent).

III. Degrees

The University concentrates its academic activities mainly on work leading to its first degree - Bachelor of Arts (BA) - awarded on the basis of credits for the successful completion of courses. The BA degree is awarded to students who obtain credits in six courses, and the honours degree to students obtaining eight credits. The names of the degree is the same whether the student is studying an arts-based or a science-based course.

IV. Course Structure.

Courses, based on the calendar year, are provided at four levels of academic study. The first-level course in each faculty is known as the foundation year. Five foundation courses are provided in humanities, mathematics, science, social sciences, and technology. The technology foundation course and second-level courses for the other four subjects began in 1972. The faculty of educational studies has produced second-level courses especially for teachers who have taken one or more of the foundation courses.

In an one year students may take either one or two full-credit courses, and degree study can be spread over any number of years. One credit is given on the successful completion of each course. In 1973 the faculties of arts, mathematics, science and social sciences are each offering a choice of at least two second-level courses while third-level courses are being offered in the arts and educational studies faculties. Some of these are half-length, leading to a half credit; while in the science faculty there are also one-third and one-sixth credit courses, all of which give students greater freedom of choice in planning their programme of study. If students choose half-credit courses at least two of these must be taken in one year.

Credits must be obtained in two foundation courses before students can proceed further to their BA degree. The ordinary degree is awarded if the students obtains credits in two foundation courses and four courses at the second or subsequent levels.

These four can be at second level, three at second level and one at third, or two at second level, one at third, and one at fourth level. The honours degree is awarded if the students obtain credits in two foundation courses and six full credits at second or subsequent levels, provided that at least two of these are at third or fourth level. Students cannot usually register for a course at the second or subsequent level unless a credit has been obtained in a course in the immediately preceding level. In order to improve the planning of courses, a system of 'conditional registration' has been introduced whereby students are asked to state their choice of studies at the next level conditional on their performance in their present courses.

V. Teaching Methods and Course Material.

- (a) They combine three main elements: correspondence work, broadcasts on television and radio transmitted by the BBC, and a summer school. The work of each foundation course is divided into units of one week over a 34 week schedule, each unit containing correspondence work and a television and a radio broadcast.

The University has produced specially written course materials which most students receive every week. They contain study notes and written assignments which are returned on completion by the students to the correspondence tutors for marking, comment and grading. The packages also contain books written by teams of the University's academic staff. The television and radio programmes are transmitted by the BBC twice weekly, television broadcasts on the BBC's second channel between 5.30 and 7.30 each week day evening and repeated at weekends and radio broadcasts at similar times.

Home experiment kits are sent to science and technology students at the start of the academic year. One kit for first year science students contains about 50 chemicals, over 100 pieces of apparatus including glassware and a small micro-scope which was designed especially for the University. Another kit available for students taking the technology foundation course contains equipment worth about £.100 and enables students to carry out some 30 experiments.

In one of these, noise levels in various areas are being measured with the aid of a special sound-level indicator and the results will be processed by computer at the University headquarters and a 'noise map' of Britain drawn up.

The Government's Building Research Establishment is co-operating in this scheme in the hope of reducing noise levels in Industrial and Housing Developments. The kit contains electronic and mechanical units to demonstrate the working of computers.

- (b) Course materials are prepared by a team of academic staff, BBC production staff and educational technologists drawn from the Institute of Educational Technology. The team is responsible for the syllabus, content and design of the courses.

Prepared materials are tested in a number of ways. Some of the drafts of the course books are assessed by academic staff in other Universities. Drafts are also looked at by students from neighbouring educational institutions and amendments are made before the final draft is prepared. The Institute of Educational Technology continuously samples student responses to each course and the opinions of students themselves are used to improve courses.

VI. Summer Schools and Study Centres.

The University has taken special measures to overcome the isolation often felt by students taking correspondence courses. Summer schools lasting a week for each foundation course are held in other Universities where more conventional teaching is provided in the form of lectures and seminars, and for scientists laboratory work. In 1972 summer schools were held at the Universities of Bath, Durham, East Anglia, Keele, Leeds, Loughborough, Reading, Stirling, York and the University College of North Wales (Bangor).

About 260 study centres have been set up throughout Britain. Television and radio sets are available at most centres so that students may see or hear the University's programme and hold discussions after the transmissions. Each study centre has an audio-tape reply machine (for playing cassettes of the programmes) and a complete library of recordings of all the radio programmes made in 1971 and 1972.

Another machine available for use at the centres is a cassette-loaded projector which shows 8-mm films of the University's television programmes; each of the University's 13 regional headquarters has copies of these films for use in the centres. Study centres in areas outside the BBC 2 signal area have their own complete film libraries of the television programmes.

VII. Examinations and Assessment.

- (a) Students have an annual written examination on each course between October and November, held at various centres throughout Britain.
- (b) Continuous assessment of the students progress is made by tutor marked and computer marked assignments. The tutor-marked assignments are generally essay type questions where the student provides his own answers and these are marked by the course tutor.

The number of tutor-marked assignments varies from course to course - there are nine in the mathematics foundation course and 12 in the arts course - as does the number of assignments used for examination purposes in each course. There is also a monitoring procedure whereby each course tutor's work is sampled by a staff tutor who is able to identify cases where assessment are too severe or too generous.

The computer-marked assignments are made up of objective multiple-choice questions, the student recording his answers on a special document which can be marked by a computer. There are seven computer-marked assignments in the arts foundation course and 16 in the science course.

VIII. Books and Library Facilities.

The University does not provide library facilities for the students, although there is a library at the headquarters for the use of academic staff. Students are expected to buy the set books of each course, many of which are made available at reduced prices following negotiations between publishers and the university publishing division. Set books are available from booksellers registered by the Booksellers Association as Open University 'set book stockists', and over 279 booksellers are so registered.

X. Government

- (a) The Open University's structure of government is in many ways similar to that of other universities but there are differences to take account of its organisation and size. Thus in addition to the Vice-Chancellor there are three Pro-Vice-Chancellors responsible for academic policy, planning and staff and student affairs. The main governing bodies are the council and the senate. The council is largely concerned with the administration of the University's finances and business affairs. The senate is responsible for academic work.
- (b) Part-time staff and students are involved in the Government of the University through a consultative committee structure.

XI. Finance.

The University is financed in Great Britain by direct grants from the Department of Education and Science and unlike the other Universities, does not receive financial aid from the University Grants Committee. In 1972 the University received about £ 8 million in grants and a further £ 900,000 for capital expenditure from the Department of Education and Science. Students also contribute to the cost through the payment of fees, amounting usually to a minimum of £.200 for an ordinary BA £.250 for an honours degree; the fees include the cost of summer schools for the foundation year.

SIRESMATI NATHIBAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY
BOMBAY

OVERVIEW

- I : UNIVERSITY SET UP
- II : AUTHORITIES OF THE UNIVERSITY
- III : OTHER COMMITTEES
- IV : ACADEMIC SET UP OF THE UNIVERSITY
- V : DEGREES AND DIPLOMAS UNDER FACULTIES
- VI : STUDENTS
- VII : CO-CURRICULAR AND STUDENT FOCUSSED ACTIVITIES
- VIII : COMMUNITY BASED ACTIVITIES
- IX : INSTITUTIONS OF HIGHER LEARNING IN INDIA

SHREEMATI NATHIKAI DAMODAR THACKERSEY WOMEN'S UNIVERSITY

I. UNIVERSITY SET UP

UNIVERSITY (BODY CORPORATE) CONSISTS OF

- THE CHANCELLOR
- THE VICE-CHANCELLOR
- MEMBERS OF THE SENATE
- MEMBERS OF THE EXECUTIVE COUNCIL
- MEMBERS OF THE ACADEMIC COUNCIL
- DEANS OF FACULTIES
- REGISTRAR
- OTHER OFFICERS

Special Features:

- The only Women's University in India
- Pioneering institution for promoting the kind of education for women
- Offers instruction through four languages
- Offers an opportunity to continue studies as private students
- Has authority to affiliate colleges and to start its own colleges in any part of the country
- Adopts a flexible and progressive approach to education through formal and non-formal channels.

II. AUTHORITIES OF THE UNIVERSITY

1. THE SENATE - Principal authority
(consists of EX-Officio & Elected Members)
2. THE EXECUTIVE COUNCIL - Principal Executive Authority
(Consists of EX-Officio, Elected Members, Representatives of
Principals Deans, Heads of University Departments and Teachers)
3. THE ACADEMIC COUNCIL - Principal Academic Authority
(Consists of ex-officio nominated and elected members and
representatives of academic community, University Librarian
Dean of Students and so on.)
4. THE FACULTIES - As prescribed by the statutes mainly consists of academic committee
and representatives of students
5. THE BOARDS OF INTER DISCIPLINARY STUDIES
6. THE BOARDS OF STUDIES - Recommends courses and curriculum changes
7. THE BOARDS OF UNIVERSITY TEACHING AND RESEARCH
8. THE BOARD OF EXTRA-CURRICULAR STUDIES
9. THE STUDENT'S COUNCIL - The principal students body concerned mainly with
activities and welfare of students.

III CLERICAL COMMITTEES

- Selection Committees
 - (a) Appointment of University Teachers
 - (b) Recognition of the Teachers of the University
 - (c) Principals of Colleges/Institutions maintained by the University
 - (d) Appointment of Registrar
 - (e) Appointment of Finance Officer
 - (f) Appointment of Librarian
- Committee for appointment of Examiners
- Academic Planning and Evaluation Committee
- Finance Committee
- University Accounts Committee
- Library Committee
- Other Committees according to need

VI STUDENTS

DEGREE COURSES		CERTIFICATE & DIPLOMA COURSES		HIGHER SECONDARY CERTIFICATE EXAM.		NON-FORMAL EDUCATION	
Regular students	1	Post-Graduate Dip. in Analytical Chemistry	1	Std. XI	1	Upon University	1
All conducted & affiliated colleges of the University	1	Post-Graduate Dip. in Music	1	Std. XII	1	Entrance Test for correspondence course	1
Private Students	1	Dip. in Commercial & Secretarial Practice	1	(Jr. College Classes attached to degree college in the State of Maharashtra).	1	Short Term Courses/Lecture Series	1
(Correspondence Course)	1	Dip. in Medical Technology	1		1		1
Only for the courses under Faculty of Arts, Commerce and Microbiology & Pharmacy	1	Dip. in Sanskrit	1		1		1
under Faculty of Education in Maharashtra and Gujarat	1	Dip. in Home Science	1		1		1
	1	Dip. in Travel & Tourism	1		1		1
	1	Dip. in Interior Design	1		1		1
	1	Certificate in Home Science	1		1		1
	1	Certificate in Sanskrit	1		1		1
	1	Certificate in Light Music	1		1		1

Enrollment (1980-81)	6,389	6,668 in Arts & Commerce	5,528	1,600	2,000
		105 in M.Ed.			
TOTAL GRADUATES OF THIS UNIVERSITY (UP TO 1980-81): 51504					

VII CO-CURRICULAR AND STUDENT ENGAGED ACTIVITIES (Students Council, Students Executive Council, College level Gymkhana Committee)

1	Department of Students Services	1	Department of Sports	1	NAC (National Adult Educational Programme)
	1	1	Director of Physical Education	1	Work at cent with members
	1	1	Board of Sports	1	Training Programmes
	1	1	Activities	1	
	1	1	Physical Education	1	
	1	1	Coaching for Games & interuniversity tournaments	1	
	1	1	Ketsugu	1	
	1	1	Students Services	1	
	1	1	Orientation	1	
	1	1	Advising	1	
	1	1	Counselling	1	
	1	1	Leadership Training	1	
	1	1	Youth Festivals	1	
	1	1	Educational Tours	1	
	1	1	Mountaineering	1	
	1	1	Co-curricular activities	1	
	1	1	Others	1	

IX INSTITUTIONS OF HIGHER LEARNING IN INDIA - 1979 - 80

TOTAL UNIVERSITIES	:	108
UNIVERSITY ONLY FOR WOMEN	:	1
INSTITUTION DEEMED TO BE UNIVERSITIES	:	11
TOTAL COLLEGES	:	4,558
TOTAL COLLEGES FOR WOMEN	:	577

TOTAL ENROLMENT

Graduate Level	post-graduate Level	Research Studies	Diploma/Certificate Course	Total
23,07,924	2,65,251	29,578	45,834	26,48,579

TOTAL WOMEN STUDENTS : 6,89,042 i.e. 26% of Total Students.

*Enrichment course as a cultural component
- Its scope & impact on personal development*

1. Introduction: Enrichment Course was first introduced by the S.N.D.T. University in the year 1977. This course was the brain child of Smt. Madhuriben Shah the then Vice-Chancellor of S. N.D.T. University who took personal interest in its introduction and development. Before introducing the Enrichment Course to the Colleges of the S.N.D.T. University a Committee of experts from various faculties was formed to frame Aims and Objects of each course. This Committee supplied a list of courses for implementation in all the Colleges affiliated to the University. Colleges were given a choice of selecting and then implementing such courses as they found suitable to the needs of their students.

These courses have been divided into Units depending on the length of the course. Each Unit would be equivalent in duration to work to be assigned during one Term of Academic Year covering a programme of 26 to 32 lessons. Each student before leaving the University had to complete, compulsorily, four such courses before obtaining a degree in B.A. Some of the courses suggested by the University are as under:-

- | | |
|----------------------------------|-----------------------------------|
| (1) Flower arrangement; | (2) Book-Keeping/Office Practice; |
| (3) Light Vocal Music. | (4) Yoga Health Programme; |
| (5) Needle-Point Embroidery. | (6) Fancy Cooking; |
| (7) Basic Course in Cosmetology; | (8) Dress Making; |
| (9) Library Methods & Skills. | (10) Remedial Reading; |
| (11) Art & Craft; | (12) Batik Painting. |

2. Its Purpose/Aims & Objects: The contents as well as the Aims & Objects of Courses varied from one course to another course according to the needs of every individual course. However, the overall aim was to look after and promote the Personal Development of the students as also to brighten their job or vocational prospects.

It would also be worth mentioning here the aims and objects behind some of the courses selected for introduction. For example the aim behind the Flower Arrangement, Art & Craft, Dress Making etc., courses was to develop ones creative ability to enrich the personality and to decorate the Home and the surroundings. In case of a course in Cosmetology the main emphasis is laid on personal hygiene, skin care, developing individuality in an aesthetic way. In short it enables the candidate to look graceful & elegant & beautiful in a paper & respectable way. In short to look ones best.

5. Suggestions for Improvements: The first and major step is to remove the compulsory aspect of the courses. The courses should be made voluntary but at the time more attractive and more interesting. Alternately these should be seen as a part of Continuing Education Programme as extension courses.

If the compulsory element can not be got rid of then the financial burden should be totally removed from the students as well as the University by creating a special fund for this purpose either from donations or from entertainment programmes.

NATIONAL WORKSHOP

Five Year Programme Planning
in
Continuing Education

SMT. KAMALINI H. BHANSALI
REGISTRAR
S.N.D.T. WOMEN'S UNIVERSITY
BOMBAY

A GUIDELINE FOR A STRUCTURAL APPROACH

Presented at the IUACE workshop organised at the SNDT Women's University, Bombay from
June 13 to 15, 1981.

SNIPIC
21

O B J E C T I V E S

KNOWLEDGE AND CULTURAL COMPONENT

- o Carrying knowledge to people in all walks of life
- o Making available need based knowledge and meaningful educational programmes to different interest groups, at all levels, with a view to increasing their effectiveness in development
- o Assisting in cultural enrichment of community life
- o Offering continuous opportunities of learning life long education
- o Extending benefits of intellectual leadership to the public
- o Developing relevant skills and interest for work, leisure, self employment and innovative occupations

OPERATIONAL COMPONENT

- o Creating awareness for the need of continuing education and determining priority areas
- o Involving Universities and Colleges with developmental activities in the community
- o Planning bridge activities for students, teachers and other sections of the community
- o Establishing a link between continuing education and extension and university curricula
- o Making resources of the University available to the community and bringing concerns of society to the attention of scholars

Creating awareness and identifying needs

Surveys for identifying learning sections of community and localities of neighbourhood

Disseminating information, publicising educational programmes through information network, publicity, etc.

Models for reaching different sections of society

Establishment of resource cell for curriculum development on an ongoing basis, material preparation, correspondence education use of audio-visual aids and so on

Counselling and advice service

Co-ordination with media and use of media techniques

Co-ordination and interlinking within University structure and with other organisations

Funding

Assessment and follow-up

Relevant Research

For what

(Links with objectives)

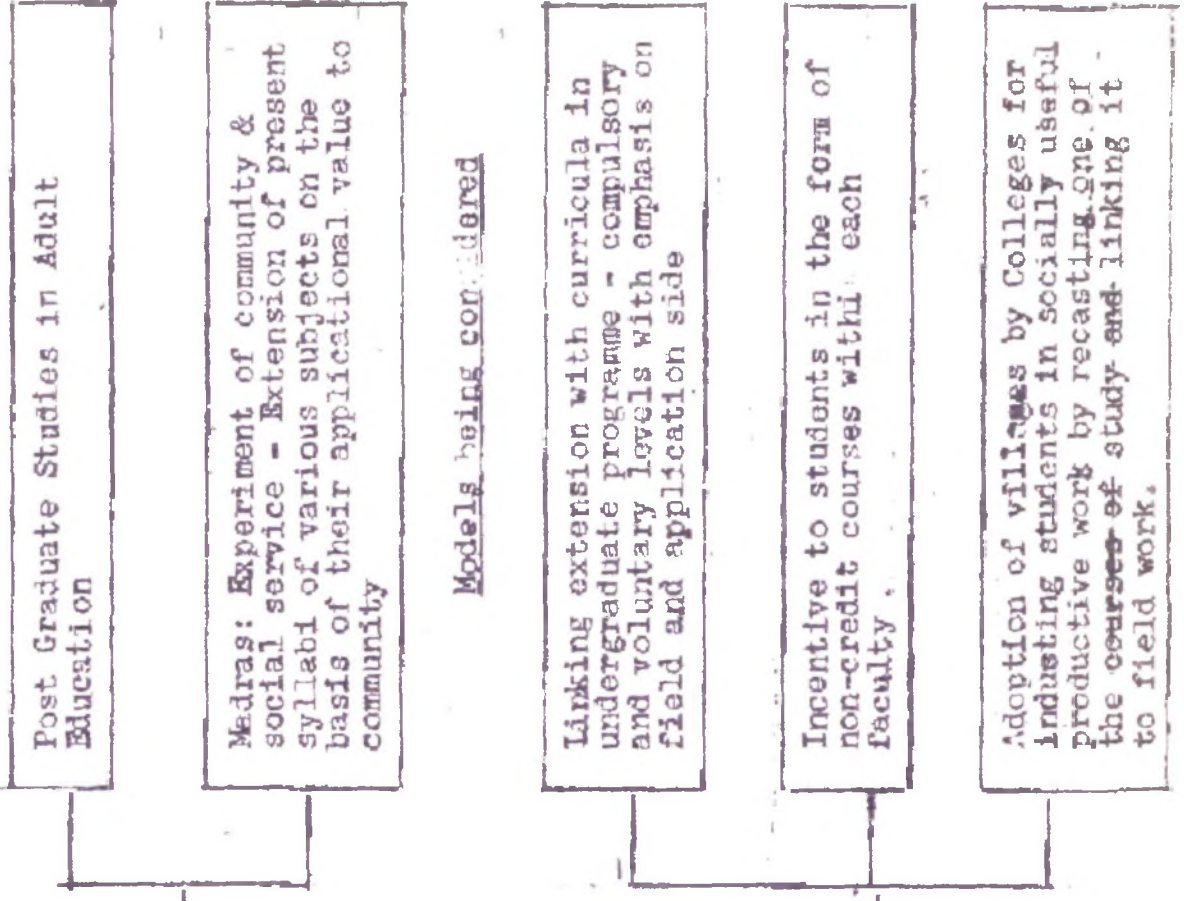
Strategywise models (e.g. Department/Centre/ Collaboration with academic departments/role of Colleges and other institutions

Area-wise models (for different group needs like social welfare, women, agriculture, science and technology, etc.)

Institutional devices (Establishment of special institutions like community colleges, colleges for mature students, worker's institutes, etc.)

FIVE YEAR ACTION PLAN

Some ongoing Models



CURRICULAR LINKAGE

Objectives

- To introduce extension as a regular component of the structure
- To train students to undertake adult education responsibility

ORGANISATIONAL STRUCTURE

UNIVERSITY DEPARTMENT & COLLEGE-CELL

UNIVERSITY

Vice-Chancellor

Advisory Committee

Executive Committee

Committee

Teachers Representatives of community

Collaborative programmes with other organisations and agencies

Colleges

Principal

Administrative staff

Faculty of the College

Programmes of neighbourhood community, adult learners, professional groups and so on

Evaluation and feed back through interaction between college cells, university departments and representatives of community served

Department of Continuing Education

Director

Core administrative staff

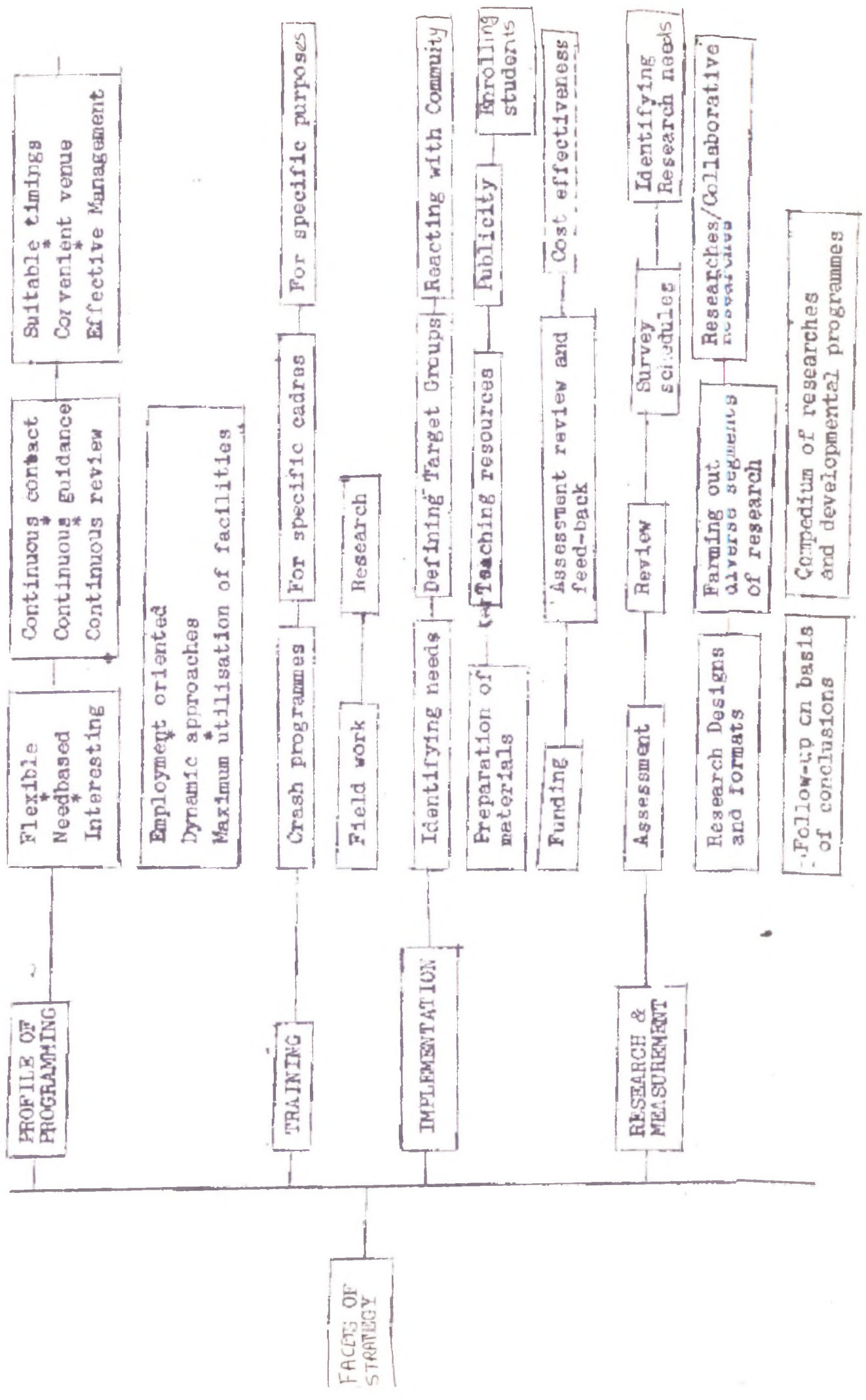
Supporting staff (drawn from academic community, other organisations, specialists)

Programmes for community, workers, professional groups, weaker sections, adult learners, teachers students, special groups, bridge courses and so on

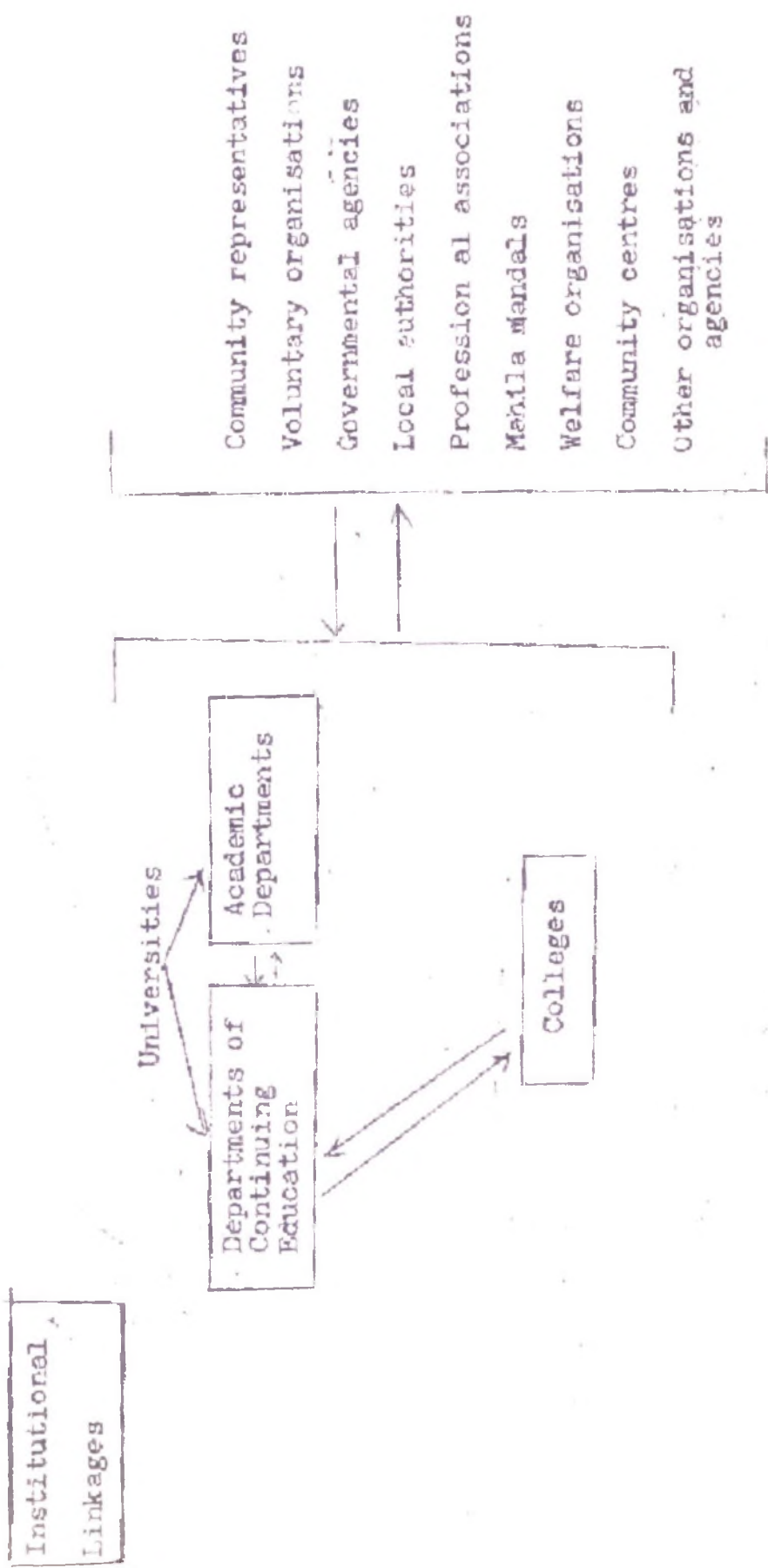
Continuing Education
Adult Education
Population Education

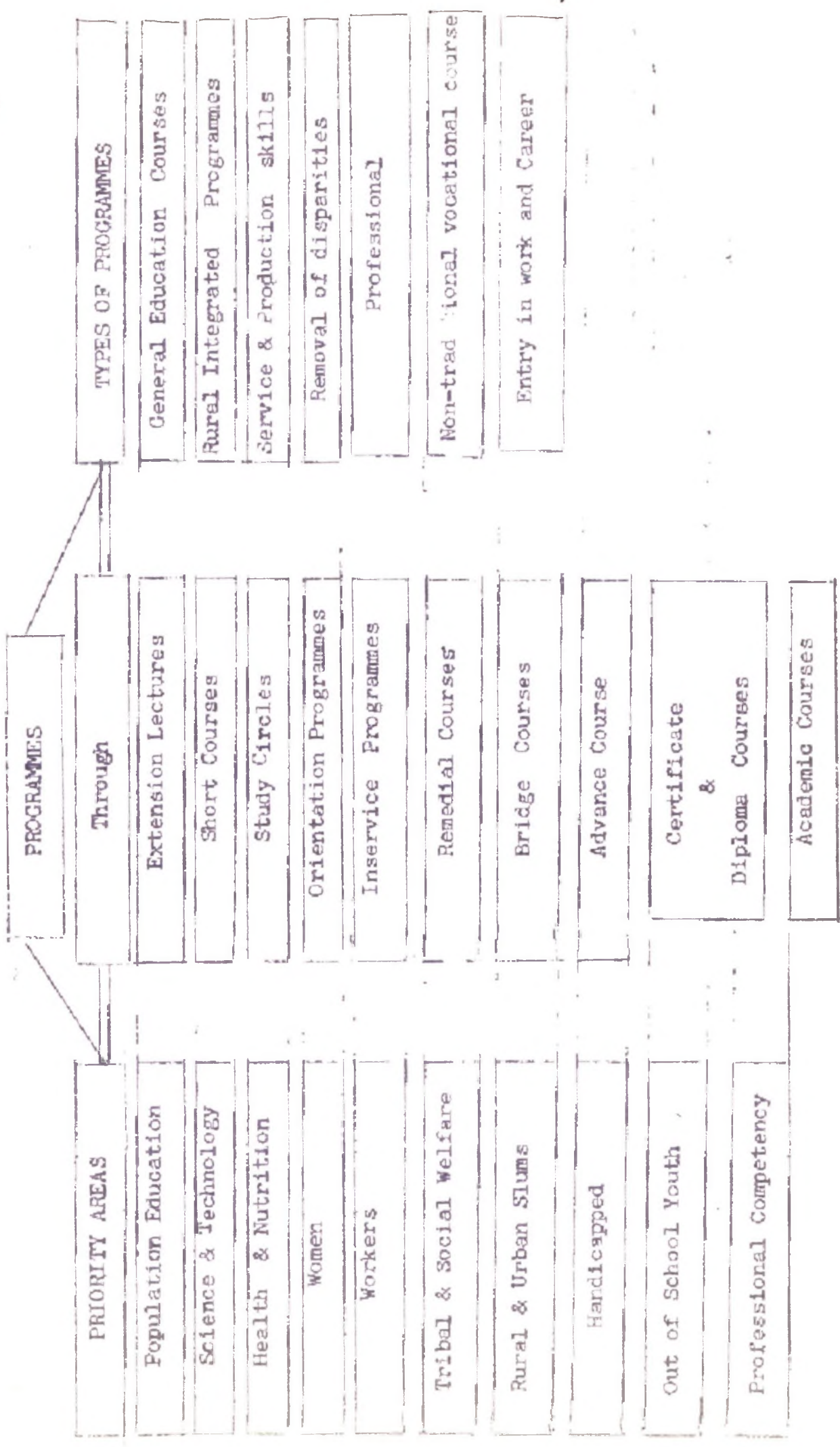
Curriculum & material preparation
Guidance & advisory unit
Informal & publicity sect

Collaborative programmes with other agencies and organisations



Facets of Strategy (Cont.)





PROGRAMMES

PRIORITY AREAS

TYPES OF PROGRAMMES

Population Education

Science & Technology

Health & Nutrition

Women

Workers

Tribal & Social Welfare

Rural & Urban Slums

Handicapped

Out of School Youth

Professional Competency

Through

Extension Lectures

Short Courses

Study Circles

Orientation Programmes

Inservice Programmes

Remedial Courses

Bridge Courses

Advance Course

Certificate

&

Diploma Courses

Academic Courses

General Education Courses

Rural Integrated Programmes

Service & Production skills

Removal of disparities

Professional

Non-traditional vocational course

Entry in work and Career

*Employment Pattern of women graduates with Special Reference to
SNDT University graduates*

NEERA DESAI

Head Dept. of Sociology
S.N.D.T University

JYOTSNA BANJANWALLA, Research Assistant
Dept. of Sociology.

- (1) Employment is considered to be a significant component for enhancing status. The entry of middle class educated women in white collared jobs is a story of five decades. For a long time education of woman has been looked upon as enlightenment, as an input which would enable women not only to accept change, but initiate change. SNDT University also initially started with enhancing the family role of women. During last five decades there has been a sea change in socio-economic situation, which has made it imperative upon some of the educated women to seek employment.
- (2) Since, the major goal of even a highly educated girl is to marry and take up employment only in dire situation, policy makers are in a dilemma, with regard to role preparation of women,
- (3) Entry of educated women in the World of work has to be examined from various dimensions: What is the proportion of women graduates who work? Why do they work? How are subject specializations, class attained, University etc, are related to the employability of women?

In order to grasp the problem of SNDT graduates it is necessary to have an idea of the scene of employment of women at all India level.
- (4) As far as proportion of educated women employed are concerned 5.07% constitute the total labour force. Data on degree holders indicate that one fourth of the degree holders are not interested in taking any employment. The distribution of women students in different faculties is a pointer to low participation rate of women. The data indicates that a large number of women going in for Liberal Arts, creates either a barrier for employability of women or it reveals that many of the Arts graduates are not specifically interested in work. The unusual rush for Commerce stream may lead to larger employment for women.
- (5) It is striking to note that those graduates who work are mostly to be found working in educational institutions and Government offices. Here too, women are found more in secondary positions which provide not very high emoluments.

* Data on SNDT Graduates has been taken from a larger study jointly undertaken with P.V.D.T College of Education. We gratefully acknowledge guidance & co-operation of Dr. Smta Lakshmi Banjanwalla

- 2 -

(6) Employment trend of the SMT Graduates

The present study was launched in 1977. The regular, external and Home Science students both of graduate and post-graduate levels for the years 1972-74 were contacted for getting an idea of their employment status. Out of 2411 students, only 19.12% did not try for employment.

If we consider regular students only, the percentage is 23% which coincides with the All India situation.

Large concentration of SMT graduates in teaching and office work, also confirms the general trend. Present study refers to 30% of the sample consisting of 534 graduates.

Students of this university come from lower and lower middle classes while Home Science students are slightly from higher income brackets. The language difference is also reflected in the employment and education.

Surprisingly enough, subject specialization does not significantly affect getting employment but academic attainment in terms of class has significance. For new entrants in the job market, prestige of the university and class attained are determinants which are valued.

This limitation is further corroborated when we consider the difficulties perceived by the students in getting jobs. Being the graduates of SMT and lack of fluency in English are some of the major hurdles.

How do SMT Graduates work? For external students, main reason is need to support family while for regular students, it is more for utilizing time. In spite of this, 75% of the regular students have expressed their desire to continue working.

Life style of the non-working graduates suggest that most of them spend time in a traditional manner. There are a few who were involved in activities like running beauty parlour, interior decoration, typing etc.

(7) Issues emerging out of the study

- (1) Educated women are tossed between the two roles. How to plan education, for a group which is not certain of its future life pattern?
- (2) It seems that concentration of women in traditional occupations is more due to the familial role of women. If women are to be drawn to non-traditional jobs, many structural changes might be needed.
- (3) Many respondents have expressed a desire for vocational training field work experience, improvement of English, How these suggestions could be implemented.
- (4) Though by and large there has been similarities between the All India trend and SUT, however that confirms the traditional overtones of the university. What steps should be taken to modernize the university.

TABLE - I

Education levelwise participation of women in labour force and their employment among them in 1974-78 as revealed by 32nd rounds of P.S.F (Principal activity rural states)

Category: Rural and Urban	% Share in Labour force	Labour force participation rate,	Unemployment rate
1. Illiterates	52.59 (48.43)	33.98 (66.84)	4.37 (0.74)
2. Literates and upto middle school	28.36 (41.63)	13.19 (56.60)	16.18 (3.69)
3. Secondary school	15.78 (7.39)	25.80 (73.75)	43.78 (11.56)
4. Graduate and above	5.07 (2.55)	45.36 (98.33)	37.49 (12.63)

Note : Figures in brackets represent the male participation rate.

Source: Sixth five year plan, 1980-85 GOI Planning Commission, Annexure-27, page-428.

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TABLE - 2

Distribution of degree-holders and technical female personnel by status and level of education 1971 (Selected Categories).

	Doctorate		Master/Post-Graduate		Bachelor/Equivalent		Diploma/Certificates		Total
	No.	%	No.	%	No.	%	No.	%	
(A)									
1. Employment	1373	70.8	40302	48.1	99344	32.0	6599	55.0	147,618 (36.1)
2. Self-Employed	51	2.6	1700	2.0	5982	1.9	950	7.9	8,683 (2.1)
3. Unemployed trying for jobs.	243	12.5	15376	18.4	62126	20.0	2061	17.2	79,804 (19.5)
(B)									
4. Student Trainees	84	0.2	326	0.4	3424	1.1	159	1.3	3,913 (1.0)
5. Apprentice	-	-	33	Neg	394	0.2	65	0.5	492 (0.1)
(C)									
6. Unemployed and not trying for job.	135	7.1	15192	18.2	73721	23.7	1107	9.3	90,153 (22.1)

Compiled from Census of India 1971, C Series Tables (National Level) Degree holders and Technical Personnel (P) Office of the R.G., India.

TABLE - 3

The Distribution of Male and Female Population by Different subject Fields and Employment Status (Figs. in '000).

Sl. No.	Subject Fields	EMPLOYMENT				STATUS					
		Total		Employees		Self-employed		Unemployed			
		M	F	M	F	M	F	Seeking		Not Seeking	
1.	Arts/Hum.	747 (47.7)	236 (72.2)	570 76.3	102 43.2	77 10.3	4 1.7	88 11.7	58 24.5	12 1.7	72 30.6
2.	Commerce	148 (9.4)	4 (1.2)	106 71.6	2 50.2	17 11.5	-	23 15.5	1 25.0	2 1.4	1 25.0
3.	Agriculture	34 (2.2)	-	29 85.3	-	1 3.0	-	4 11.7	-	-	-
4.	Science	310 (19.8)	65 (19.9)	230 74.2	29 44.6	21 6.8	1 1.4	55 17.8	18 27.2	4 1.2	17 26.8
5.	Eng/Tech.	227 (14.5)	3 (0.9)	184 81.5	2 66.6	11 4.8	-	31 13.6	1 33.4	1 0.1	-
6.	Medicine (Allo)	46 (2.9)	10 (3.1)	30 65.2	7 70.0	14 50.4	2 20.0	2 4.4	1 10.0	-	-
7.	Medicine (others)	17 (1.1)	2 (0.6)	8 47.0	1 50.0	8 47.0	1 50.0	1 6.0	-	-	-
8.	Nursing	-	3 (0.9)	-	3 100.0	-	-	-	-	-	-
9.	Others	58 (2.4)	4 (1.2)	30 78.5	4 100.0	2 5.3	-	8 15.8	-	-	-
		1507 (100.0)	327 (100.0)	1187	150	151	8	210	79	19	90

Source : Table No. 6 II Census of India, 1971
Degree Holders and Technical Personnel.

Remarks : Figs. in paranthes in Col. (3) and Col (4) are percentages of total educated (males and females). Figures in the second row under each subject field are percentages of total educated in each subject for males and females.

(-) : Dash indicates nil or negligible.

Table 4

Distribution of Employed Graduates (1960-1969) by Type of Organization of Post Graduate by Type of Organization of Post Graduate

Type of Organization	All Fields		Subject Fields										Other	
	Arts/Hum.	Science	Commerce	Education	Health	Industry	Public Affs.	Service	Transportation	Other	Unemployed			
1 University	8797 (6.57)	4720 (4.95)	2745 (10.20)	36 (2.06)	1061 (13.04)	54 (7.45)	28 (6.34)	24 (11.11)	121 (18.56)					
2 Other Educational Institutions	71023 (53.07)	50605 (62.37)	10885 (40.47)	161 (9.30)	42 (0.85)	12 (5.80)	25 (6.85)	20 (9.26)	274 (27.93)					
3 Industry (Public and Private)	3544 (2.95)	211 (2.21)	1094 (4.07)	222 (18.66)	185 (2.41)	83 (25.97)	11 (3.27)	5 (0.31)	27 (4.03)					
4 Social Development Organization	166 (1.09)	93 (0.95)	194 (0.68)	11 (0.64)	128 (5.50)	0 (0.14)	11 (3.87)	17 (7.02)	17 (1.19)					
5 Government	32724 (24.46)	19182 (20.06)	7003 (26.03)	896 (51.76)	1230 (64.53)	205 (42.25)	272 (54.15)	100 (20.50)	115 (21.14)					
6 Others	15872 (11.86)	9142 (9.56)	4589 (16.55)	304 (17.56)	1210 (13.20)	133 (18.37)	54 (27.02)	52 (20.10)	171 (21.04)					
7 Total	132828 (100.00)	95306 (100.00)	26901 (100.00)	1731 (100.00)	7551 (100.00)	724 (100.00)	376 (100.00)	376 (100.00)	576 (100.00)					

Source: U.S. Dept. of Education, Bureau of Education for the Handicapped, "Employed Graduates of Postsecondary Institutions, 1960-1969, by Type of Organization of Post Graduate by Type of Organization of Post Graduate."

Table - 5

Increase in the representation of women in the Judiciary and Class-I Government Service is indicated in the following data.

Sr No.		1975	1978
1	Number of Judges of the High Court.	Male - 294 Female - 1	Male - 309 Female - 7
2	Number of persons in the Indian Administrative Service.	Male - 2104 Female - 182	Male - 2338 Female - 218
3	Number of persons in the Indian Foreign Service.	Male - 350 Female - 30	Male - 371 Female - 38
4	Number of persons in the Indian Police Service.	Male - 1431 Female -	Male - 1407 Female - 10
5	Number of persons in the Central Information Service.	Male - 751 Female - 32	Male - 809 Female - 43
6	Number of persons in the Indian Economic Service.	Male - 430 Female - 27	Male - 426 Female - 22
7	Number of persons in the Central Secretariat.	Male - 852 Female - 8	Male - 805 Female - 9

Source: Women in India's Development Process: Government of India, Department of Social Welfare & Ministry of Education & Social Welfare New Delhi 1978, pp. 270-282.

Table 6

Employment status of the respondents

Employment Status	Regular Students		Home Sciences		Regular students		External students		GRAND TOTAL							
	B.A. M.A.	Total	B.Sc. M.Sc.	Total	B.A. M.A.	Total	B.A. M.A.	Total								
Employment Present	257	46	933	86	10	96	429	337	196	533	962	(23.35)	(42.29)	(25.95)	(70.32)	(39.90)
Employed in the past	136	14	150	21	3	24	174	68	29	97	271	(10.52)	(10.57)	(10.53)	(12.80)	(11.24)
Tried for Employment	550	33	583	57	2	59	642	63	12	75	717	(40.88)	(25.99)	(38.84)	(9.89)	(29.74)
Never tried for Employment	335	25	360	47	1	48	408	42	81	53	461	(25.25)	(21.14)	(24.68)	(6.99)	(20.12)
Total	1308	118	1426	211	16	227	1653	500	248	758	2411	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)

Source: Employment Pattern of Arts and Home Science Graduates of SNDT Women's University (1972.74)

TABLE - 7.

Careers pursued by the Graduates employed
at present.

Type of employment	Regular	Candidate	Total	External	Grant Total
	Arts	Home Sce.			
Teaching	101 (30.33)	39 (40.63)	140 (32.63)	371 (69.61)	511 (53.12)
Clerical	203 (60.95)	82 (33.33)	285 (54.78)	133 (24.95)	368 (38.25)
Others	29 (8.71)	25 (26.04)	54 (12.59)	29 (5.44)	83 (8.63)
TOTAL (\$)	333 (100)	96 (100)	429 (100)	533 (100)	962 (100)

TABLE - 8

TOTAL MONTHLY INCOME OF THE FAMILY

Category	Regular	External	Total
Rs. 300/- and below	10 2.77	6 3.44	16 2.99
Rs. 301/- to 700/- (Lower middle)	111 30.85	27 15.51	138 25.84
Rs. 701/- to 1100/- Middle Middle	74 20.55	61 35.05	135 25.28
1101/- to 1500/- Upper Middle	47 13.05	35 20.11	82 15.35
Rs. 1501/- and above	80 22.22	39 22.41	119 22.28
No response	38 10.55	6 3.44	44 8.23
Total	360 99.97	174 99.96	534 99.97

Sources: Project: Employment pattern of Arts and Home Science Graduates of B.N.D.P. Women's University (1972-74)

Table 9

Type of Organisations where employed.

Type of Organisation.	EMPLOYED AT PRESENT		EMPLOYED IN THE PAST		TOTAL		
	Regular	External	Regular	External	Regular	External	
Educational Institution.	36 (30.00)	67 (54.92)	27 (50.00)	12 (41.38)	39 (46.99)	63 (36.21)	79 (75.32)
Commercial Organisation	33 (27.5)	10 (8.2)	15 (27.78)	6 (20.69)	21 (25.30)	48 (27.59)	16 (10.6)
Government Offices	30 (25.00)	30 (24.59)	4 (7.41)	8 (27.59)	12 (14.46)	34 (19.54)	38 (25.17)
Bank	7 (5.83)	-	7 (12.96)	-	7 (8.43)	14 (8.05)	-
Hospital	4 (3.33)	2 (1.64)	-	2 (6.90)	2 (2.41)	4 (2.3)	4 (2.65)
Library	1 (0.83)	5 (4.1)	-	-	-	1 (0.57)	5 (3.31)
Research Project	2 (1.67)	-	-	-	-	2 (1.15)	-
Personal Business	2 (1.67)	4 (3.28)	-	1 (3.45)	1 (1.20)	2 (1.15)	5 (3.31)
Hotel	1 (0.83)	-	-	-	-	1 (0.57)	-
All India Radio	-	-	1 (1.85)	-	1 (1.20)	1 (.57)	-
No Response	4 (3.33)	4 (3.28)	-	-	-	4 (2.3)	4 (2.65)
Total	120 (100.00)	122 (100.00)	54 (100.00)	29 (100.00)	83 (100.00)	174 (100.00)	151 (100.00)

LINKING EXTENSION EDUCATION WITH CURRICULUM

SMT. KAMALINI H. BHANSALI
REGISTRAR
S.N.D.T. WOMEN'S UNIVERSITY
BOMBAY

Paper presented at the national seminar organised
by the Indian Universities Association of Continuing
Education at Osmania University, Hyderabad
from March 25 to 27, 1980.

3137-100

LINKING EXTENSION EDUCATION WITH CURRICULUM

THE NEED

To establish a linkage between curriculum and extension education, at the first instance, we must define the word curriculum, bring out the characteristics of the process of extension programmes for adults and establish an equation between the two, so that the linkage is firm, efficient and fruitful.

Curriculum broadly defined is the offering of socially valued knowledge, skills and attitudes made available to students through a variety of arrangements during the time they are at school or University. Curriculum, therefore, incorporates socially valued knowledge, skills and attitudes capable of transmission by all the modes that are available within the time limit of an educational field. Eric Ashby has rightly characterised the educated man as one having skill in dealing with ideas, in dealing with things and in dealing with persons. These elements of a curriculum have to be now linked with the process of extension education. This is an educational activity where adults at different level of educational attainment are to be made proficient in respect of relevant activity which forms their pursuit in life and at the same time enrich their quality of living. Making a finer distinction, one can equally well add that it may take a dimension of education for leisure. These aspects of the process, it will be observed, can be easily

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equated with the basic concepts on which curriculum construction is founded.

With the terrific speed of growth of knowledge, institutions of higher education have accepted the role of extension work to promote the concept that learning in the modern University system and education has to be a life-long process. The task of Universities in this is two fold: (a) to provide programmes of continuing education under its extension wing for learning opportunities and updating knowledge at different levels and for various sections of society and (b) to train a cadre of people who will be properly qualified to carry on this function both on organisational and academic sides.

It is with the above process in view that an attempt should be made to link extension education with curriculum.

In this paper my observations will be focussed more towards linkages for the programme of adult education.

The programme of adult education has been accepted at national level on a countrywide basis, on a war footing and a reappraisal of the programme after over a year, has brought to focus its gains and losses. One of the very effective gains is that NAEP provides educational institutions with a unique opportunity to participate in this important national activity. How can students be involved in this work, when their main goal is to get a degree? It would be helpful if Universities introduce adult education and community service or extension work as part of the curriculum.

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so that students are inducted to the concept during the study period. We have the Madras University model before us where academic credit is given to teachers and students for involvement in this work. Gujarat Vidyapeeth has made adult education a compulsory part of the time-table and NSS in Universities and colleges has pioneered the way for running adult education centres. The above linkage is action oriented through field work. This is one type of linkage. What we need to consider is the linkage within the curriculum itself which would offer a training component for extension education in the regular degree programme.

SUGGESTED PLAN OF LINKAGE

Linkages with the curriculum will have to be organised at different levels. Moreover, the type of linkage will differ ^{from faculty} to faculty. It is necessary, therefore, to first decide the scope and the weightage of the linkage, e.g. with reference to field work, teaching, research and so on. As far as the field work component is concerned, recent statistics show that 60 Universities and 640 Colleges are involved in adult education programmes. As far as the teaching component is concerned, only 2-3 Universities have taken up this challenge. In my opinion, it is this component which requires a detailed consideration at this seminar to formulate a guideline for other institutions to adopt and fit into their curricular frame-work. To illustrate, I am giving a suggested linkage within the

frame-work of the three year Arts degree programme at S.N.D.T. Women's University.

I. A. LINKAGE WITH UNDERGRADUATE PROGRAMME

Structure of the Three Year Degree course under Arts Faculty at SNDU Women's University.

1. Core Component -----
 - *-----Languages
 - *-----Foundation courses
2. Discipline Component
3. Ancilliary Component
4. Cultural Component/Applied Component

B. SUGGESTED DOVETAILING OF ADULT EDUCATION PROGRAMME IN THE ABOVE STRUCTURE:

Year	Suggested component underwhich adult education can be dovetailed	Work envisaged
<u>First Year</u>		
<u>Goal</u>		
General awareness and orientation to literacy/adult education programme	*Enrichment Component *Core Component (Foundation Course)	*Acquaintance with problems through information, case studies etc. *Exposure to reality through visits of slums, pockets of poverty ridden areas and so on *Orientation to adult education and literacy work *Participation in adult education
<u>Second Year</u>		
<u>Goal</u>		
Action and training programme	*Ancilliary Component *Applied Component	*Participation in adult education work *Training in non-formal education *Project work related to data collection, survey work etc.

(1)	(2)	(3)
<u>Third Year</u> <u>Goal</u> Application and continuation of training programme	* Ancilliary Component * Applied Component	*Participation in adult education work *Training in non-formal education *Project work/small study related to surveys, analysis, material preparation, follow-up assessment, preparation of curriculum for need based continuing education programmes for adult learners etc.

B. LINKAGE WITH POST GRADUATE PROGRAMME

The Madras University is offering the Masters course in adult education and it would be worthwhile to base future programmes on their experience.

The UGC had appointed a Task Force under the chairmanship of Dr. Mohan Sinha Mehta in 1976 and the report of the Task Force on "Emerging Field of Andragogy in India" is available which can also be taken up for consideration. In this report it was recommended that at this stage the programme should be considered as a "field of study" rather than a discipline. The scheme envisages to meet the needs of training a cadre of adult educators and active researchers in the area taking into consideration development in the field of continuing education

6.1. ROLE OF COLLEGES OF EDUCATION AND HOME SCIENCE

At colleges of Education students for their practical training in pedagogy have to give lessons in secondary schools. It may be worthwhile to divert some part of this practical work to adult education centres with a view to developing methodology of teaching to adults. Furthermore, some of the projects and dissertations to be assigned may also be related to adult education, so that data is available for developing need based curriculum, for assessment of work undertaken at the centres by the Arts/Commerce/Science colleges and for preparing teaching-learning materials. The Education colleges can also assist by drawing up formats of research designs for assessment and evaluation of the programme.

Agricultural Universities find it easier to take up adult education programmes in view of their Extension Departments. Similarly Home Science Colleges should revitalise the Extension Department to meet the needs of adult learners by evolving suitable methodology, preparing materials and so on.

Professional Colleges of Medicine and Nursing can also formulate linkages through their urban and rural centres, which already are an integral part of the curriculum.

THE BASE OF A CURRICULAR CONTENT

In conclusion, I am indicating a few broad facets of curriculum content which can be considered for undergraduate, post graduate or special programmes. This is not an

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- The sixth facet can be a field work or dissertation wherein the above mentioned facets should be operative in the field of adult education or extension work.

I have broadly defined the ambit of curricular contents and through such seminars and workshops these indicators should be discussed to come to a consensus about broad areas of operation and levels of linkages.

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(1)	(2)	(3)
<p><u>Third Year</u></p> <p><u>Goal</u></p> <p>Application and continuation of training programmes</p>	<p>* Ancilliary Component</p> <p>* Applied Component</p>	<p>*Participation in adult education work</p> <p>*Training in non-formal education</p> <p>*Project work/small study related to surveys, analysis, material preparation, follow-up assessment, preparation of curriculum for need based continuing education programmes for adult learners etc.</p>

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In conclusion, I am indicating a few broad facets of curriculum content which can be considered for undergraduate, post graduate or special programmes. This is not an

alternative plan, but an illustrative one and each University should decide its requirements depending on its needs and level of implementation and the objectives it specifies for the scope of work -

- The curriculum contents should have a number of problem areas drawing upon the resources of existing departments and aided by project work. Topical approach in the relevant discipline, depending upon whether the work is to be conducted in an urban or rural setting will have to be adopted. Such a course must bring about an intellectual awareness of political, social and civic environment and in a rural area it may even carry a utilitarian stance.
- The basic principles and practices underlying andragogy, which may comprise of verbal communication techniques and basic principles of adult psychology would form the second facet. Methodology should emphasise group and problem oriented techniques.
- The technical facet related to audio-visual education for training students to prepare teaching learning materials and handle instruments used in such a programme can be the third facet.
- The fourth facet should refer to management techniques to cover the organisational part of the programme.
- The fifth facet can be related to research methodology which can be considered for a post graduate programme.

contd.....

- The sixth facet can be a field work or dissertation wherein the above mentioned facets should be operative in the field of adult education or extension work.

I have broadly defined the ambit of curricular contents and through such seminars and workshops these indicators should be discussed to come to a consensus about broad areas of operation and levels of linkages.