CHAPTER-I
INTRODUCTION
Education plays a vital role in handing over tradition, culture, skill and knowledge from one generation to another. Institution exists because they perform functions for the society. The most common function of the institution of education is cultural transformation i.e., acquainting children with the values, norms, attitudes and accumulated knowledge of society. It serves to perpetuate society.

Education is the most crucial input for socio economic development. Education provides strength and resilience to the people to respond to the changing situations. Education has the responsibility for transforming human beings into human resources.

Education has been recognised as the key and pivotal input to development. Education sector policy paper of the World Bank vividly describes education as basic human need to acquire a broad base of knowledge, attitudes, values and skills, provides to learn to respond to new opportunities, to adjust to social cultural changes and to participate in political, cultural, economic and social activities.

Education is in fact a multiple process, developing and promoting social, economic health,
Also Education is vital medium to imbibe, foster and perpetuate values in man, it activates the latent capacities of the individuals to recognise truth, beauty and goodness.

Emile Durkheim (1922), defined Education as "the influences exercised by adult generation upon those who are not yet ready for adult life". Society achieves two goals through education:

1. The first is to socialize and develop the individual according to the social needs such as social control; and

2. The second is to fulfil society's needs concerning human resources such as training for specialised skills in industry and technology of modern economy.

A number of leading sociologists have considered the place of education in social life, its role and its relation with other sub-systems. These sociologists include Veblen (1881), Durkheim (1922), Nainika (1940), V.Gordon Child (1956).

Various aspects of education prevalent in particular societies have been examined by various

Besides sociologists, the classical economists also considered the importance of education from utilitarian point of view. Adam Smith believed that education was the basis of good administration, intelligent disciplined behaviour on the part of the population which were preconditions for rapid development. J.S. Mill, Seimens also subscribed to the view and added education's impact on family limitation, and the consequent higher productivity thereby higher levels of development.

T. Lywn Smith of neo-classical school considered education as "a process of transmission of cultural heritage from one generation to another thereby the diffusion of acquired knowledge takes place".

The education as a key factor in the development process was greatly emphasized by the scholars like Theodore Schultz, Frederick Harbison, Charles Myrus, Bowman, Anderson, Denison and D.P. Chowdri. And they underlined education and training as the forms of capital accumulation in the process of development.
Development economist Arthur Lewis argued that knowledge was the most proximate cause of development. Alex Inkles who studied the process of "Becoming Modern" found that development required a transformation in the very nature of man. He attributed education as one of the characteristics of modern man.

Harbinson emphasized that human resources, not capital, nor income, nor material resources, constitute the ultimate basis for the wealth of the nations. Human beings are the active agents who accumulate capital, exploit natural resources build social, political and economic organizations and carry forward national development. A country which is unable to develop the skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else.

Nalla Goundan attributed slow rate of economic development of India to low rate of growth of investment in human capital.

From the above discussion it is apparent that in the Indian context, education is an essential component for poverty eradication. Apart from achieving increased productivity and income from the use of resources, it is
an essential requirement for achieving a transformation in mental outlook required for the development.

The World Conference on Education For All (WCEFA) held in Bangkok in March 1990 declared that 'Basic Education' is more than an end itself.

In fact, in modern conditions what Rostow called 'take off' can not be achieved without considerable educational development ('take off' in his terms for the great watershed in the life of modern societies ... when the old blocks and resistance to study growth are overcome. The forces operating for economic progress expand come to dominate the society). Countries are underdeveloped because most of their people are underdeveloped and that when people are underdeveloped national institutions acquire a form which impedes progress and growth of egalitarian policies. Education seems to be the most effective way of developing people.

Characteristics of Formal Education:

The child receives informal education from his family while the characteristic of formal education is its institutionalised form. Regular and recognised schools are necessary for formal education. On completion
of the curriculum the student is examined and if he passes the examination gets a certificate. Informal education lacks these elements.

Functions of Education:

The social functions are: (1) Socialization, (2) Communicating knowledge and information, (3) Character building and developing personality, (4) Development of human resources, (5) Contributing to social and economic development, (6) Social control.

Goals of Education and Social Values:

Every society has its values, ideals and ideologies and goals of education are determined accordingly. Some of the goals of education have universal in character. But the goals of education differ from society to society because of local needs and situations, historical processes and collective experiences.

EDUCATION IN INDIA:

a) Traditional Education: Sociologists have not given enough thought to the relationship between education and society in India. From ancient times, besides informal education, there was a complete system of formal education in India. T.B. Bottomore has considered in detail. Ancient
Indian system was based on Varna system. Brahmins were responsible for educating the people and the students used to study by staying in 'Gurukulas'.

b) British Rule and Education: During the British regime, the administration, aided traditional Hindu Gurukulas, Schools and Muslim Madaras. But in 1835 Macaulay's advice created favourable climate for English Education. The British Government in India had introduced English Education in order to make clerks available for the bureaucracy.

c) Experiments and Post-Independence Achievements:

During British period efforts were made to give new direction to education by the personalities such as Lokamanya Tilak, Sir Sayyed Ahmed Khan, Pt. Madan Mohan Malavya, Rabindranath Tagore, Mahatma Gandhi, Dr. Bhagavan Das and Dr. Zakir Hussain. Emphasis was also laid on the education of the children from the weaker sections of the society.

After Independence, special chapters have been added to the Directive Principles of the Indian Constitution to provide special educational facilities to Scheduled Castes, Scheduled Tribes and Backward Castes. Efforts have been made to give a new direction to

HIGHER EDUCATION:

Higher education is in particular the main instrument for development and change. Universities play a key role in generation, transfer and application of new knowledge. They produce trained manpower required for industry, agriculture, administration, services and all other sectors.

Pandit Nehru's vision of a University reflected in his convocation address at Allahabad University is still relevant in the present day context. He said "A University stands for humanism, for tolerance, for reason, for progress, for adventure of ideas and search for truth. It stands for the onward march of human race towards even higher objectives. If the Universities discharge their duties adequately, then it is well with the nation and the people" (University News, February 1995).

The idea of education as an important factor responsible for generating and accelerating development owes its origin to a series of researches conducted
during the late fifties and early sixties by economists like Theodore, Schultz, Edward Denison, Gray Becker, Jacob Mincer, Mark Blaug, John Vazey, amongst others. Much of the economic progress of advanced countries, that were among the backward and the poorest a few decades ago, they pointed out, was the outcome of the development of their human resources especially through education.

Sociologists maintained that education, particularly higher education, brings about a change in the individual, promoting greater productivity modern attitudes, values and beliefs about work and quality of life.

The story of our higher education is not entirely sad. It has so far produced a fair number of outstanding administrators, scholars, scientists, and technical personnel that can compete with the best anywhere in the world. But seen against background of the country's socio economic needs for survival, security and development the concentration of higher education on production of eminent personages and its inability to reach out to the common people to help them meet their overall needs in a fast changing socio economic situation, has obviously done some disservice to the
Indian society. Over the past hundred and forty years, this system has been dividing our society into two classes: the educated elite and uneducated masses, the powerful and the powerless. In most cases, the system has been used by those who already had the backing of educational traditions existing in their families and communities. This was a kind of 'social capital' with which they entered the education system and quickly rose to the top of its expected achievement.

Open education, part-time and full-time educational facilities and better organised institutional education would have to form an integrated system, with considerable decentralization and autonomy of management as its main supports. With the growing market demand for a variety of new skills and adaptation of traditional skills, learning arrangements of various kinds are bound to increase. This kind of educational development would certainly be desirable because it would release students from the strait-jacket of a uniform curriculum and uniform examinations. The connection between education and social change would have to be reflected in initial and continuing education of various types. Access to different types of educational programmes for all levels of learners must therefore, be the major concern of
future educational plans. It is to this concern that higher education also will have to respond through an integrated effort at research, training and extension of learning programmes.

HIGHER EDUCATION IN POST-INDEPENDENCE INDIA:

Historical Perspectives:

The present system of Higher Education in India has its roots in Mount Stuart Eliphinstone's 'minute' of 1823, in which he pressed for establishment of schools for teaching English and the European sciences.

The idea of establishing Universities in India on the model of London University (i.e., a University of affiliating type) was first given in Sir Charles Wood's despatch of 1854, which has been described as 'Magnacarta of English Education in India'.

The Universities in India are modelled after the London University (1836). Initially the Universities in England were funded from private resources but progressively state funding became dominant as the state became the major beneficiaries of higher education. It became the main employer of the products of Universities and the Colleges. As the state started to meet the liability of higher education it enforced its authority
by vesting in itself the power for establishing new
Universities and exercised control over their manage­
ment through statutes and provision of representation
on the Authorities of the institutions.

The first universities in India were set up in
1857 in Bombay, Calcutta and Madras with state funding
and statutes, for meeting the manpower requirements of
the colonial government. Following the government's
1913 Resolution, Universities were started at Banaras
(1916) and Patna (1917). Almost simultaneously, two
Universities, Mysore (1916) and Osmania (1918) were
started. Between 1917 and 1919 the whole organization
of higher education in India was exhaustively examined
by the government's Calcutta University Commission.
From the recommendations of the Commission sprang seven
new Universities in ten years, Aligarh (1920), Lucknow
(1920), Delhi (1922), Nagpur (1923), Andhra (1926),
Agra (1927) and Annamalai (1929). During 1930s only
one University was added at Travancore in 1937, and in
1940s another set of universities were started with
Utkal (1943), Saugar (1946), Rajasthan (1947), Gauhati
(1947), Poona (1948), Roorkee (1948), Kashmir (1948)
and Baroda (1949). Thus, at the time of Independence,
there were about 20 Universities in the country.
After Independence there has been a phenomenal expansion of higher education in India as each year many new Universities and Colleges were established. Efforts were also made to examine the progress made in the field of education. This was carried out in the form of Kothari Commission (1966) which laid great deal of stress on the qualitative improvements in higher education and on linking it with other sectors of society and economy. New Education Policy (NEP) document has expanded on this theme of quality upgradation and character building through higher education. The NEP also emphasises on cultural dimensions of life and pluralist nature of Indian society. It described the aim of Indian Education as the diffusion of arts, science, philosophy and literature of Europe and the study of Indian languages. These recommendations were enlarged to include Law, Medicine, and Engineering.

The National Education Policy (NEP) is aware that there is a schism between the formal system of education and country's rich and varies cultural traditions. It boldly assets that, "the preoccupation with modern technologies cannot be allowed to serve our new generations from the roots in India's history."
The National Education Policy further stresses that "... in order to neutralise the accumulated distortions of the past, there will be a well conceived edge in favour of women. The National Education System will play a positive, interventionalist role in the empowerment of women".

The knowledge is and should be all encompassing, and without restrictive boundaries. There should be an exchange of insights and experiences between the subject and faculties (Eggleston, 1966). Such cooperative and collaborative efforts can and should be undertaken at the college and university level. Paul has rightly stated that, "knowledge emerges only through invention or reinvention, through the restless, impatient continuing, hopeful enquiry men pursue in the world, with the world and with each other".

Indian education system had multi-faceted tasks to be executed, namely, meeting the challenge of qualitative and quantitative expansion; strengthening the
linkage between education and the labour market and bridging the gap between work and knowledge; reducing the regional disparities; widening socio economic base of educational system through programme of protective discrimination as well as of proper incentives so as to reduce, and ultimately eliminate, the differentials between the scheduled and non-scheduled, the rural and the urban as well as the male and female population; transforming the teaching and teaching-oriented education into a learning and learner-oriented education and to emphasize the creativity of the learner rather than the assimilation of "received" truth; and developing education meaningfully in such a manner that it contributes to national integration, humanism and love for nature.

Towards the end of 1994, India has 218 University level institutions including 35 Deemed Universities, of these University level institutions, 151 are traditional Universities, 33 are Agricultural Universities, 15 Technical Institutions and 7 Open Universities. There are 7,520 Colleges, 46.11 lakh students (88% of all students) and little over 2,50,000 teachers (University Grants Commission, 1993, AIU, 1994).
Higher Education among women is confined mostly to urban, middle and upper classes. Higher education of girls could be the one investment with the highest return in the developing world. First, higher death rate for young girls in comparison to boys is the part of general pattern of female deprivation. Secondly, the increase in higher educational opportunities for girls offer best prospect for cutting into this vicious circle. Thirdly, major initiatives to increase higher education for girls have the potential to transform the society overtime.

Further, higher education for women yields high returns by cutting through vicious circles of illiterate mothers and daughters. Higher education for women also means delayed marriage better knowledge of contraception, smaller family size and higher potential earnings.

Thus, higher educated women is more effective in generating social benefits (The Hindu, 2-8-1994).

Policy Statements on Higher Education:

The National Policy on Education had stressed on (1) creation of autonomous University Departments,
and Colleges, (2) State Council for Higher Education (SCHE), (3) Enhanced support to research, (4) Strengthening of Open Universities (OUs) and Distance Education (DE), (5) Consolidation of existing institutions and improvement of quality of teachers and teaching, (6) Mechanism for delinking degrees from jobs, (7) Establishment of a new pattern of rural Universities, (8) Establishment of an apex body covering Higher Education in all areas.

The Eighth Five Year Plan document indicates the following thrust areas for higher education:

(1) Integrated approach to Higher Education, (2) Excellence in Higher Education, (3) Expansion of Education in an equitable cost effective manner and in the process making the Higher Education system financially self-supporting, (4) making Higher Education system relevant in the context of changing socio economic scenario, (5) promotion of value education, and (6) strengthening of management system in the Universities. All these policy related approaches and programmes are being pursued for strengthening and development of Higher Education.

Plan-wise approached outlays for education including general, higher and technical education as shown in the Table 1.1.
### TABLE 1.1

**PLAN-WISE APPROVED OUTLAYS FOR EDUCATION**

<table>
<thead>
<tr>
<th>Plan</th>
<th>Sector</th>
<th>Total Education</th>
<th>Higher Education</th>
<th>Technical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>18.00</td>
<td>131.65</td>
<td>289.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(12.88%)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>220.00</td>
<td>461.79</td>
<td>681.79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(12.49%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sixth Plan</td>
<td>Centre</td>
<td>659.21</td>
<td>288.75</td>
<td>168.00</td>
</tr>
<tr>
<td>1980-85</td>
<td>States/UTs</td>
<td>1666.81</td>
<td>197.25</td>
<td>131.65</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2326.02</td>
<td>486.00</td>
<td>299.65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(20.89%)</td>
<td></td>
<td>(12.88%)</td>
</tr>
<tr>
<td>Seventh Plan</td>
<td>Centre</td>
<td>1738.64</td>
<td>420.00</td>
<td>220.00</td>
</tr>
<tr>
<td>1985-90</td>
<td>State/UTs</td>
<td>3738.64</td>
<td>541.17*</td>
<td>461.79</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5457.09</td>
<td>961.17</td>
<td>681.79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(17.61%)</td>
<td></td>
<td>(12.49%)</td>
</tr>
<tr>
<td>Eighth Plan</td>
<td>Centre</td>
<td>7443.00</td>
<td>700.00</td>
<td>824.00</td>
</tr>
<tr>
<td>1992-97</td>
<td>States/UTs</td>
<td>12156.73</td>
<td>1495.68**</td>
<td>1962.38</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>19599.73</td>
<td>2195.68</td>
<td>2780.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(11.20%)</td>
<td></td>
<td>(14.22%)</td>
</tr>
</tbody>
</table>

**Note:**
- * indicates actual expenditure.
- ** indicates proposed outlay by State/UT Governments.
- Figures in brackets are percentages out of the total allocation.

**Source:** University News, February 27, 1995.
The Government of India has recently revised the education policy and is planning a bigger role in educating women for higher education and aims at widening women's access to vocational, technical and professional institutions for higher education. It is imperative that spread of women's higher education is taken up as a challenge. Women's Universities as well as University Grants Commission can help substantially in encouraging women scholars.

### TABLE 1.2

LITERACY LEVELS IN INDIA, ANDHRA PRADESH, ANANTAPUR DISTRICT

<table>
<thead>
<tr>
<th></th>
<th>India</th>
<th>Andhra Pradesh</th>
<th>Anantapur District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total literacy</td>
<td>52.11%</td>
<td>45.11%</td>
<td>35.00%</td>
</tr>
<tr>
<td>Males</td>
<td>63.9%</td>
<td>58.38%</td>
<td>46.81%</td>
</tr>
<tr>
<td>Females</td>
<td>30.4%</td>
<td>34.93%</td>
<td>23.45%</td>
</tr>
</tbody>
</table>

Source: 1991 Census

Lowest female literacy (Rajasthan) : 20.84%

Highest female literacy (Kerala) : 86.93%

Male-female difference in literacy rate:

Sex ratio (female literates per 1000 male literates: 564)

Literacy Rate: Rural - 44.54%; Urban - 73.01%

Rural and urban difference in literacy rate: 28.47%.
The existing nature of structures of Higher Education is not favouring women's interest and little relevance and practical value to women. The present expenditure by Centre (1993-94) and the States on Higher Education is estimated by Dandekar (1991) to be about ₹ 4,000 crores. It works out to be less than ₹ 10,000 per student per annum. As far as students in Universities and Colleges in the States are concerned even this figure is illusory for the bulk of UGC funding (71.0%) is for the 19 University level institutions and 54 Colleges under the Centre, while the remaining is shared by 144 Universities and 4,246 Colleges in the States (26%) and by other institutions (3%).

In policy documents of Government of India is committed to spending 6% of GNP on education. By latest estimates it spends only 3.7% on all types of education and about 0.8% on higher education.

However the statement by the Prime Minister at the 'Education For All' summit held in New Delhi in December 1993 that Government funding on education would be increased to 6% of GNP by the end of the VIII Plan (1997), is reassuring.
Higher Education in India has been offered at Graduate and Post-Graduate levels. However, it was realised that the access to Higher Education was found to be limited only to the urban based people. In the line of the national goal of attainment of academic excellence alongwith equity and equality, other streams of offering higher education were planned. Private Study and the latest concept of Open University system countrywise classroom were steps in that direction.

PRIVATE STUDY:

In spite of the large network of higher educational institutions that we have, it is estimated that only 6% of our young people of the college going age are receiving higher education. The remaining 94% are outside the system, and there may be many among them who are highly motivated and academically competent, but are unable to pursue higher studies due to social economic, geographic and other constraints. No country in the world can adequately respond to the demands for greater access to quality education by continuing to relay on conventional approach alone. The private study system was initiated in the societies to augment opportunities for higher education as an instrument of
democratising education and to make it fit a life-long process. Private study in Universities is a vital mode of transferring knowledge to ever-increasing aspirants. Unlike the formal higher education system, the private study system in an University is placed to respond to some of the newly emerging challenges and demands. Since it does not carry with it the rigidities of the conventional system, it has high productivity and greater flexibility. Private study in the University is cost-effective because the per student institutional costs are much lower than in the case of conventional Universities. It takes higher education to places and people hitherto unreached by formal system. It promotes social justice. It helps greatly in the emergence of a learning society.

**Basic Objectives of Private Study:**

The basic objectives of private study are:

1. The basic objectives of private study is equalisation of educational opportunities to all irrespective of regional preferences biases.

2. To meet increase thrust of un-qualified workforce.
3. To make available educational facilities to the rural and remote areas.

4. To provide an opportunity to the working personnel for acquiring additional formal qualifications.

5. To inculcate professional competence among non-professional staff.

6. To make the learning process more cost-effective.

7. To provide an opportunity to the people who desire to learn and earn simultaneously.

8. To provide an opportunity to the drop-outs who could not find entry in the formal stream due to various factors.

9. To provide an opportunity for career development to the working staff.

**Procedure followed in Private Study:**

The University will publish a notification inviting applications from the candidates seeking exemption from attending the classes. The candidates on payment of prescribed fee will get blank applications. The filled-in applications will be scrutinised by the University and grant exemption from attending the regular classes.
The syllabi will be supplied to the candidate who are granted exemption. The syllabus supplied to the private study candidates and the syllabi taught at the University will be almost all the same. At the end of each academic year the candidates who got exemption will pay the nominal examination fee and appear for the examination for the subject for which the exemption is sought for. After publication of results of the examination, the candidates who passed will be supplied Marks Memorandum, Provisional Certificate and Degree Certificate. The convocation will be held at the University for award of degrees both for private study and regular study candidates. The expenditure to be incurred by the candidates who got degree by private study will be very less when compared to the candidates who got degree by regular study at the University.

The difference between Private Study and Correspondence Courses of the University:

The candidate who appear for the University examinations by private study through correspondence courses offered by the University will have to bear huge expenditure towards cost of supply of reading material
supplied at intervals through post. Whereas the candidate who appear for the University examination by private study without obtaining reading material will not incur any expenditure except the examination fee. The candidates of private study and correspondence courses will both appear the University examinations at a time. The degrees will be awarded to both of them will be one and the same. The degree of difference is availability of reading material to the candidates under correspondence course and incurring heavy expenditure.

OPEN UNIVERSITIES IN INDIA:

**Genesis and Development:**

Education in India remained for a long time not within the reach of large majority of the people and in the post-independence period inspite of tremendous expansion of education at all stages, many are left outside the system. Realising education as a vital input for national development and modernisation, India has to expand frontiers of education in order to provide access to the large sections of the society who have continued to remain deprived of basic amenity over centuries (University News, January 31, 1994).
Since the formal education system has failed to meet the massive needs of the society, Distance education system has been found effective, non-formal alternative not only to school education but also to Higher education.

Inadequacies of Formal System:

To overcome the gross inadequacies, rigidities and limitations of formal education system especially Higher education the Open University system was proposed by the educationists, planners and leaders of the nation. The concept of Open University has emerged to meet rapidly changing needs of the society. It has sought to bridge the gap of age old difference as existed between 'haves' and 'havenots' a few previleged and many under previleged. The availability of new technologies has triggered a revolution of knowledge and communication which holds promise of bringing the gulf of distances and differences.

Prof. G.Ram Reddy, former Chairman, University Grants Commission, has rightly observed (1988 preface) "All over Open Universities are being organised to provide innovative, flexible and high quality Distance Education."
This is being done to meet the diverse educational needs of the people, who cannot for variety of reasons, go to the conventional system but who would now like to have access to Higher Education" (UGC Report, 1988).

As mentioned in National Policy on Education 1986 (p.15), "the Open University system has been initiated in order to augment opportunities for Higher Education and as an instrument of democratising education". It is also important means of socialising education with emphasis on quality and justice.

The Open University system is offered by a special institution whereas the private study or Distance Education is offered by Universities which are already centres of formal Higher Education.

Correspondence and Distance Education:

In order to cope up with the increasing demands for Higher Education after independence the Planning Commission and the Union Ministry of Education contemplated an alternative and for the purpose UGC set up an expert committee under the Chairmanship of Dr.Kothari, which studies the national scenario and recommended the instituting the correspondence courses in the country.
Delhi University was pioneer in establishing the school of correspondence courses in 1962 with its jurisdiction all over India. This was followed by Punjab University, Patiala in 1963 and others.

By 1986, there were educational and infrastructural facilities for correspondence courses in 38 Universities and thousands of students have taken advantages of these facilities during last two decades.

WOMEN'S EDUCATION:

The education of women is directly linked to her status in society. Down the ages the Indian women has been treated as second class citizen. She has been confined to four walls of her house and denied education. As a result, her outlook has remained by and large narrow. Women receive a smaller share of what society produces compound to men.

Several factors determine education of women in India. Girls access to education is either limited or facilitated by broader parameters of status of women, by policies and programmes for women in general and young girls in particular, class, caste, location of residence (rural or urban) as well as individual family background also determine women's education. In our
predominantly rural setup girls had been denied access to education in favour of boys. A number of reasons keep girls away from schools. Firstly, it is high opportunity cost of education in relation to poverty of families. Secondly, social factors ex: early marriages. Thirdly, girls often opt to out of the school to help the domestic chores and to look after their younger siblings.

Seen in the historical perspective, the education of girls and women was regarded as legitimate responsibility of the Indians and British did not take much interest in this. Enlightened Indians like Raja Ram Mohan Roy and others were among the first to stress the impart of education to women (The Hindu, February '94).

A World Bank Study "Letting Girls Learn: Promising Approaches in Primary and Secondary Education" says that educating girls is not charity. If developing nations are to abolish poverty they are to educate girls. The economic and social returns on investments in education for girls are substantial and on the whole probably greater than those for boys. Education creates opportunities for girls to enter the labour force and be more productive when become adults. When the women have jobs, they have higher incomes they often choose to have smaller families and they can afford to make sure their
children are well fed and have access to health care and schooling. Research has shown that educating girls can help developing countries tackle poverty, population growth and poor health conditions. Education is also required for disintegration of the culture of poverty among the poor and creating in them an aspiration for high standard of living and motivation to work for the achievement of better living standard.

Education is also a necessary requirement for limiting fertility. Education is required for improved social relations particularly for the weakening of traditional values, affecting social life in many ways. Restrictions on the freedom of women, restrictions on the civil rights of scheduled castes etc., can not be changed easily without change in the mental outlook of the dominant section of community, for the realization of which expansion in education is a must.

Women's education is of utmost importance for progress of the nation with 50% of population consisting of women, it is a matter for concern that female literacy rates in India are very low 39.42 per cent according to 1991 census, as against 63.38 per cent for males.

Higher Education of women gains significance in the light of the growing emphasis on their participation
in the developmental process, on the basis of gender parity, and social equality. Women's education in general, has been considered as a vital area of investment for the overall development of the society. As a follow up to this awakening, greater emphasis is laid on women's education, particularly higher education by providing them reservation of seats in educational institutions. It is due to this fact that, there has been growing enrolment of women into institutions of higher education. Besides the regular stream which has limited opportunities, new streams were launched to create greater access to the seekers of higher education.

Women's enrolment into institutions of higher education was greatly hampered by the cultural and religion values which favoured universal early marriage. Amidst these socio-cultural constraints women did enroll in regular and later on into this non-conventional streams of higher education. There had not been studies on the non-conventional streams has to how did they help the seekers who do not get the opportunity to enter the regular stream. Further how the private study stream in particular is viewed as a channel for higher education and who are those who make use of this channel. It is in this direction that the present study seeks to examine
the higher education of women through this non-conventional private study stream. It is hoped that the study of this nature would throw light not only on the private study stream but also those women who make use of this stream by examining their socio, cultural and educational profiles and also analyse women's perceptions and attitudes towards education and empowerment.

Higher Education has been the topic for debate and research for quite some time. Beginning with Kothari Commission, 1965, studies by individual scholars and institutions were made on various issues pertaining to higher education in India. It is a fact that higher education of women has not been the topic of the detailed research excepting the few studies that were made in the eighties and ninties. Neena Desai (1975), Chaudhary, P (1988), M.S. Gore (1988), Mathrey Krishnaraj (1986), Talesara Hemalatha (1989), Anil Kumar Singh and S.S. Datta, are the few studies made on Higher Education of women in India.

The review of the articles, reports and a few studies cited above clearly indicates the dearth of empirical literature pertaining to the higher education in general and progress of women in higher education in particular. It is also found that there are no studies
on the non-conventional streams of higher education particularly with reference to women's enrolment into these streams, the constraining factors their perceptions and attitudes of higher education through a stream like private study stream. It is with the idea of generating empirical data an explorative study on a small scale is undertaken through this study.

OBJECTIVES OF THE STUDY:

In view of the earlier discussion, the present study is carried out with the following objectives:

1. To understand the pattern of enrolments of women candidates into the private study stream of Sri Krishnadevaraya University, Anantapur;
2. To examine the Educational, Social, Economic profile of women candidates enrolled in the private study stream; and
3. To analyse their attitudes and perception towards Post-Graduate education and employment.

METHODOLOGY:

The study on women candidates enrolled in Private Study stream aims to pursue the aforesaid objectives with the following methodology.
UNIVERSE:

The universe for this study comprises of all the 395 women candidates enrolled in the Private Study stream during the year 1992-93 in the following courses offered at the Private Study stream by Sri Krishnadevaraya University, Anantapur, Andhra Pradesh.

1. **Arts subjects**: English, Telugu, Political Science, History, Sociology, Economics.

2. **Commerce**: Commerce

3. **Science subjects**: Mathematics.

DATA BASE:

The data for the present study was collected from secondary and primary sources. The secondary data was collected from the University records and other reports and documents. The primary data was collected by the researcher in person from the respondents chosen as sample for this study.

THE STUDY SAMPLE:

The study sample comprises 82 respondents. Of the total 395 women candidates enrolled for private study, a stratified random sample of 82 women candidates was drawn which constitutes 20 per cent to the universe.
The enrolled women candidates were stratified on the basis of their subject of study; and the respondents were drawn from these strata by using simple random method.

TOOL:

The women candidates were administered a carefully prepared schedule aimed at eliciting relevant and accurate information with pertinence to the objectives of the study.

ANALYSIS:

The data collected is presented in the form of Two-way tables and percentages were calculated. The variables of caste, age, faculty of enrolment were maintained throughout to find out any variation on the basis of these variables. The simple statistical tools like averages, were calculated. The inferences are drawn on the basis of these tables.

CHAPTERIZATION:

The study is presented in the form of five chapters.

1. Introduction
2. The Setting
3. Socio-economic Profiles of the Respondents
5. Findings of the Study and Conclusions.