CHAPTER - II

Literature Survey
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2.8 Summary
LITERATURE SURVEY

2.0 INTRODUCTION

In this chapter, a few of literatures related to the present study is presented. The main aim of the review of the available literature or research studies is to provide an academic support to this study. Extension activity is a new and innovative programme in the field of higher education/research studies on extension activities with special reference to autonomous colleges are lacking. However quite a few reviews, reports, articles and literatures are available on the study. To strengthen this study, literature were collected from various educational activities, formal and non-formal, in campus and out-of-campus, purpose and non-purposive (accidental), persuasive and voluntary for the welfare and progress of the country at large and of each area in particular.

2.1 LITERATURE ON HIGHER EDUCATION AND COMMUNITY DEVELOPMENT

Independent India inherited system of higher education which was an integral Part of colonial underdevelopment. The country was faced with the challenge of basically transforming the inherited structure so as to provide the necessary support for self reliant development of Independent India. The quality and relevance of higher education has been questioned and the need for a change in the education system to suit the needs of the community is suggested. Hence the researcher describes in the study, the various suggestions given by educationists, thinkers and writers in the following pages, to make higher education relevant and foster socio-economic development.
The Jesuit Vision statements (1985) Madurai Province underlines the importance of the involvement of students for social change.

In the context of existing inequalities, injustices and dehumanizing poverty in contemporary society, we are committed to challenge and change these oppressive structure through our colleges towards the integral liberation of man in collaboration with Christians of different denominations, people of other religious and secular movements working with similar vision.

The educational institutions will shape the students into agents of social change, preparing them for concerted social action and thus paving the way to mass movements which will bring about the desired liberation... They will also promote research in those branches of arts, sciences and relevant pedagogues which would help build a just social order. (St.Joseph’s College calendar 1991-92, Tiruchirappalli).

John Desrochers (1987) in his book titled “Education for social change” has given the quotations of the following authors.

Kaul writes “Every University and College should have factories, big or small, in their campus and, where this is not immediately possible, a liaison should be established... with appropriate agriculture or industrial units in the neighbourhood... work experience in the community forms factories and workshops should be made a compulsory component for an advanced degree.” “Students and Teachers should suspend their work for a year or two and give every illiterate adult education the
rudimentary tools of knowledge giving adult education may be made a compulsory
requirement in universities and colleges”.

According to Adiseshiah (1976), we should “Close our schools and universities
and colleges for two years and induct our students in the NSS, youth corps and other
rural development programmes where they would have the privilege and opportunity to
work productively in the farm or factory.”

Naik (1987) asks, in a similar vein, that “one third to one-half of working time in
all educational institutions at all stages... be devoted to active participation in
programmes of social service and national development” with “a reasonable element of
manual labour”. (Education for Social Change)

The University Grants Commission, in their new guidelines on Adult and
Continuing Education and Extension Programmes in universities & college (1988)
recognized extension as the third dimension of the institution of higher education in
addition to the earlier two-fold dimensions of teaching and research, in the following
words:

It the university system has to discharge its responsibilities to the entire education
system and to the society as a whole it must assume extension as the third important
responsibly and give it the same status as research and teaching. This is a new and
extremely significant area which should be developed on the basis of high priority”. The
acceptance of Extension as the Third Dimension equal in importance to teaching and
research was in the contact of a growing realization that universities and colleges having
institutional resources-knowledge, manpower and physical-have an obligation to develop sensitivities to involve the development of the community with particular reference to overall and diverse learning needs of all segments of the people of the community.

The Third dimension aims to promote a meaningful and sustained rapport between the universities and the community. It aims, firstly to extend knowledge and other institutions resources to the community & vice verse and secondly, to gain insights from a contact between knowledge, resource and socio-cultural realities with a view to reflecting these in the entire curricular system of higher education including teaching and research.

Chellappan (1990) highlighted the role of universities in rural development in his paper presented at the seminar on Social Aspects of Rural Development in India. “Besides a galaxy of organization development efforts are shouldered by educational institutions too. For instance, agricultural universities, technology universities and rural universities besides the large segment of mainstream universities are regarded as a major source of generating productive knowledge in the fields of teaching, research, extension, training and consultancy services. Of late, Government Organizations, Non-Government Organizations (NGOs) and People have been seeking new knowledge both formally and informally from universities/other institutions. Among universities, there is an increasing awareness in the application and transfer processes regarding the methods and techniques of technology transfer.”
Along with the regular programmes of study, the Rural University in Gandhigram, which has a consortium of educational-cum-training institutions serve the village in the vicinity. The extension education experience has indicated the need for an active and continuing professional interaction between and among Universities, Government and the NGOs as an intermediate users and people as end users.

In doing so, the qualities of service and commitment which are so vital for human survival and welfare are to be properly developed by the staff and students in extension activities (Bharathidasan University).

Raza Moonis (1990) analyzed “Extension work should be considered important not only in terms of the service of society but also as a learning device both for the teacher and the students in the Universities. This is particularly true in the context of the knowledge explosion which makes it knowledge imperative to shift the pedagogic emphasis from the ‘what’ to the ‘how’ the new situation demands that knowledge being imparted to the students in relevant in the specific social contact and also that the students are exposed to the realities of life beyond the narrow classroom situation. It is through various forms of extension activity that the teachers are able to add this dimension of teaching and learning that was missing in the past.

The important role assigned to higher education in national development and social change makes it imperative for the teacher change himself in extension work whereby he is able to apply his knowledge in the service of society. Higher education entail enormous costs. With increasing demands on higher education, a larger share of
public funds is being devoted to this crucial area of national life. If society is willing to channelise a considerable amount of its resources into higher education in turn should serve societal needs. It is important in this context to establish integral links between institutions of higher learning and the community benefiting from the expertise available in such institutions and the teachers and students becoming better educated by coming in close contact with social reality and the practical word....” (Education development & Society)

John Britto (1994) while introducing the theme for the National Seminar on Education for Social Change-Role of Autonomous Colleges stressed.... “we need not labour on the idea that education in related to socio-economic development’s. Fundamentally education is considered as a vital instrument for national development. So any form of education be it a literacy programme or a highly professional course, contributes in its own unique way to the overall development of a nation. A country’s progress may be due to its natural, mineral or agricultural resources. But above all its actual progress depends on its human resources. Howsoever rich a country be in her natural, agricultural or mineral resources, their fullest initialization depends on the human resources. Thus there exits a close link between education and national development. A country that is educationally developed should also be developed in many other respects. The face of progress of any nation becomes rapid only when her people can apply the fruits of their knowledge based on science and technology in all the diverse fields of national economy agriculture, industry, irrigation, power,
communication and the like. Even general literacy can help people to fight ignorance, disease, malnutrition, ill-health, superstitions, blind beliefs and prejudices... Education without any relevance to the socio.. economic needs of India will only produce ill-equipped youth who instead of serving the needs of the country will turn out to be mere liabilities.”

Through Extension Education we should be able to achieve the following:

- The spread of general literacy so as to create a sense of national consciousness among the people.
- The exposure in the field should lead to reflection, a rational outlook, spirit of enquiry and an attitude of experimentation and observation.
- Values like co-operation, fellow feeling, mutual good-will, tolerance, equality, fraternity should not merely be taught and discussed within the confines of a classroom.
- These values should be lived out through planned exposure in the field. To provide more scientific and technological knowledge of the advancement. For the betterment of the rural population.
- These and other objectives can not be achieved if Extension Education exists only as an appendix. Sporadic activities can never deliver the goods. To achieve these objectives it is necessary that the extension culture becomes an integral part of the system. (St.Joseph’s College)
2.2 LITERATURE ON UNIVERSITY SYSTEM AND EXTENSION ACTIVITIES

The review committee on the National Adults Education Programme (1980) under the chairmanship of Prof. D.S. Kothari made interalia the following observations and recommendations.

- Universities and colleges should be involved to the greatest extent through NSS or otherwise, involvement of women’s college would help in increasing the participation of women learners in the programme. In the long run, participation in social service, including adult education should become a part of the academic course.

- The programme should be flexible and closely related to the needs of the learners and the local environment.

- The content of the programme - consisting of literacy, functionality & awareness should be deepened and widened.

- Little attention has been paid in the present programme to sciences. While the national adult education programme should have made a significant contribution to popularize scientific knowledge and scientific attitude.

- Training of instructors should be improved and the best available persons should be involved in it.

The review committee (1985) appointed by the University Grants Commission under the Chairmanship of Prof. Ramlal Parikh reviewed the performance appraisal of
the role of Universities for eradication of illiteracy. The following procedures were adopted for the study.

♦ Discussion with policy makers, academics, administrators and technicians;
♦ Assessing secondary sources like policy documents, evaluation reports by organization and self assessment reports by universities; and
♦ Collection of primary data through an instrument designed by the group.

2.2.1 GENERAL OBSERVATIONS

• Receptivity on the part of the university system to concretisation of extension in terms of specific programmes critical to the process of national development including the need for an early eradication of illiteracy has been noted by all institution.

• Some institution have definitely emerged as leaders in extension programmes like eradication of illiteracy by a process of having adopted both area approach and the target group coverage approach.

• The sixth five year plan perspective in terms of the extent of involvement of students and teachers holds out a great deal of hope for expanded involvement of these sections.

• Keeping in view the large scale involvement of students and teachers, the universities have made a bold attempt to respond to the requirements of training functionaries right form the programme management level to the grass-roots and
in that process of gaining this experience have demonstrated adequate awareness for the need to further sharpen the training instruments and strategies.

- The sixth plan programme implementation experience has generated a sizable body of print and mimeographed literature on extension in general and eradication of illiteracy in particular, this process of knowledge generated through research and documentation has paved the way for a more stable approach to these aspects of extension in the seventh five year plan period.

- A overview of the programme implementation process in sixth five year plan indicates a positive movement growing in the universities reflecting institutional concern for the need to generate moments and agents for social change for the growth of a more egalitarian society.

2.2.2 OTHER OBSERVATIONS

2.2.2.1 Involvement of Colleges

Against a target of 1500 colleges to be involved in the first phase, proposals of about 2900 colleges were approved by the UGC during this period. From these the number of women's colleges is 150. The break-up of involvement of the above colleges in the different universities in different activities, namely adult education, continuing education, population education and planning forums is summarized here:-
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Involvement of Colleges in Extension Activities

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<th>ADULT EDUCATION</th>
<th>CONTINUING EDUCATION</th>
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2.2.2.2 Training

Adult Education functionaries both in the universities and colleges including supervisors, and instructors were trained in almost all the universities where such appointments have been made.

2.2.2.3 Coverage of Community

The community covered under the programmes was rural, urban semi-urban, tribal and in selected universities such as Himachal Pradesh, Kashmir, Garwal, people of the hilly regions were also covered.

2.2.2.4 Incentive to the Learners

Suggestions such as help in kind, certificates incentives, awards, special incentives for women like food, aid, programmes to decrease drudgery etc., programmes to improve environment were made by the Universities.

2.2.2.5 Co-Relation of Literacy with Achievement

The feed-back reveals that:

- The process led to greater participation in community life
- Increases level of awareness and competence
• Created greater consciousness of rights and roles
• Learners become more local and tended to be organized
• Made the learners desirous of continuing their learning

2.2.2.6 Curricularisation and Linkage with Curriculum

The above is sought through the following mechanisms by some of the Universities:

• Giving marks / Credits for the activity
• Giving award citations and certificates
• Including in the curriculum as a foundation course at undergraduate level as an applied or optional course
• Institution of Post-Graduate diploma courses
• Institution of Post-Master’s diploma courses

2.2.2.7 Contribution to Major Fields of Development

The Universities have been able to contribute in varying degrees towards literacy, new literacy, continuing education, social awareness, conscientisation, SC/ST coaching, planning forums, population education awareness, rural development, functionality and vocational education, child welfare and mother care, legal literacy and extension services.

Universities could not make an identifiable contribution in the field of universalisation of elementary education, health education, science for masses and environmental education.
2.2.2.8 Impact of the Third Dimension of Extension of University System

The data reveals that most of the Universities are engaged in field activity of conducting centres, some offering special courses, research and action programmes also.

The feedback also highlighted that the programme of adult education and extension has made the following:

2.2.2.8.1 Impact on the Educational System

♦ Programme has helped in making the system flexible and open
♦ It has helped in introducing innovative and non-traditional measures
♦ It has helped in changing attitude of teachers, students towards their obligation to society
♦ It is accepted that extension programmes are a two way process benefiting the academics as well as the community
♦ Greater relevancy and challenge are reflected in the restructured courses

2.2.2.8.2 Benefits to the Students

♦ Students evinced great interest and commitment inspite of their academic demands
♦ The students could met many officials and non-officials and solve the local problems on their own
♦ Students experienced a sense of accomplishment and gained self-confidence
♦ It enhanced their interest in rural development
• Students used their leisure constructively
• Better team spirit was developed

2.2.2.8.3 Benefits to Teachers
• Teachers get closer to the students because they planned adult education programme together
• Teachers got insight, into the psychology of teaching and developed better ability to understand
• Teachers developed rapport with the community
• Some teachers planned their own researches for M.Phil/Ph.d. around adult education.

2.2.2.8.4 Benefits Accruing to the Community
• Becoming literate helped the adult learner not to be swayed by false rumors
• Precise information on point of relevance to them was made available
• Adults particularly women, developed a sense of self-reliance because they could read for themselves
• Mothers could read the progress reports of their children, bills or purchase and instruction on medical prescription

2.2.2.8.5 Benefits to the Colleges
• Colleges have been able to establish close linkages with their communities
• The feedback from the communities help the colleges to introduce relevant curricular programmes
• The atmosphere in the college improved through the contacts with the community
• Colleges could prepare primers and other audio-visual aids on their own using the
guides according to the local condition

2.2.3 PROBLEM AND SOLUTIONS

The review committee on National Adult and Continuing Education (1985) found the
following problems and suggests solutions to the problem.

2.2.3.1 Extension III Dimension

By and large the Universities and Colleges, inspite of the clear declaration by the
UGC that extension is the 3rd dimension of higher education, have not been able to
imbibe its underlying task of making it an integral part of the higher education system as
such. Majority of the teachers in the universities and colleges have treated these
programmes as extra curricular activities.

2.2.3.2 Posts/Staff

In colleges the work of adult education is still not considered a curricular work;
the principals of colleges having imposed the charge on some unwilling junior lecturer
who in sometimes not properly motivated. The teachers undertaking the adult
Education programmes are not given any proportionate relief from teaching work load.
Absence of the post of a whole time project officer at the college level has resulted into
casual and indifferent attitude. Further there are very frequent transfers of college
programme officers in government colleges.
2.2.3.3 Students

The students from the university system have to work in the midst of heavy schedule of curricular and other activities, examination and vacation, timing and location of the centres and above all lack of co-ordination between university programmes and development programmes. The involvement of the students community of the concerned institution is far from adequate....

There is lack of motivation among the colleges students because of:-

No adequate credit system has been worked out to evaluate and reward their adult education work.

Their work load of curricular activities in theory and practical leaves them little time for this type of programme requiring good preparation as well as follow up.

Satisfactory adjustment in the schedule of academic classes and of adult education programme has not emerged many cases.

The existing adult education centre model does not fit into the type of educational system being followed at present in the colleges.

2.2.3.4 Supervisors

The arrangement of part-time supervisors has been found to be a constraints for the continuity of the programme.
2.2.3.5 Learners

The basic thrust should be on economic oriented programmes so that the learners could get immediate return and thereby their interests in the literacy programme could be sustained.

There is no provision in the U.G.C. financial pattern for imparting vocational skills to the adult learners when it is desired by them as part of functionality programme.

2.2.3.6 Co-Ordination

Though adult education programme and N.S.S are community service oriented programmes, adequate co-ordination between the two is lacking.

2.2.3.7 Training

Training of functionaries continues to be a weak link in the programme. While training is given to the functionaries in certain universities, the overall situation in respect of its quality is not satisfactory. There is a need for rigorous training for functionaries at various levels. With peripheral training, the staff members particularly at the university level do not discharge their functions efficiently. Further, sometimes such functionaries continue their work without proper training.

2.2.3.8 Monitoring

Frequent visits by various functionaries and organizers alone can sustain interest of the learners and improve the programmes considerably. Transport from common pool or the university are the departments engaged in field programmes is hardly available.
No technical staff support has been provided at the universities and colleges in this regard.

2.2.4 REVIEW OF EXTENSION PROGRAMMES IN AUTONOMOUS COLLEGES IN TAMIL NADU

The State Level Review Committee on Autonomous Colleges in Tamil Nadu, under the Chairmanship of Dr. S. Muthukumaran (1990), reviewed the various extension programmes of all the autonomous colleges in the state of Tamil Nadu and found the following:

In many colleges, a new formal thrust to extension activities has been given. A student is expected to put in minimum attendance and also pass the qualifying test, if any, in any one of the extension programme offered by the colleges. These extension programmes include N.S.S, N.C.C physical education, adult and other community oriented programmes. They are clubbed under part IV, a pass in which is insisted as minimum eligibility to qualify for the degree; but marks obtained in part IV are rightly not taken into account for classification purpose (A.N.J.A. college, Sivakasi, N.G.M college, pollachi. S.R.M.V. Arts college, Coimbatore, A.V.C. college, Mayiladuthurai, Christian college, Madras and many other college in different University areas).

In some colleges, the extension service programmes are christened as an intensive package for an integrated upliftment of selected rural areas (SHEPERD-Science and Humanities for People Development-in St. Joseph's College, Tiruchirappalli, and RADAR-Rural Action, Development and Research-in Arul Anandhar college,
Karumathur). Such experiments are most desirable, as these will not only expose the students and teachers to a world situation but also imbibe in them a sense of social consciousness and compassion. The committee, therefore strongly recommends that all those colleges which have not introduced such extension component in their curricula, take earnest efforts to include extension programmes as a part and partial of the academic programme. The Universities and the State Government also should account due recognition to such activities; part IV accomplishment by students may be recorded in the degree certificate, as desired by some colleges.

2.2.5 EVALUATION ON ST. JOSEPH’S COLLEGE EXTENSION PROGRAMME

An evaluation committee on autonomy(1990) was appointed under the chairmanship of D Shankar Narayanan, former secretary of UGC and entrusted with the work of accessing the outcomes of St. Joseph’s college of Tiruchirappalli functioning as a Autonomous College since 1978, the committee received the co-curricular activities and found.

One of the aims of Joseph’s college in seeking autonomy is;

To arouse in the student a sense of social justice, an interest in and responsibility and concern for their fellows by exposure to actual living conditions in the slums and in the villages, and by meaningful community services, especially through National Adult Education Programme.
With a view to realizing the objective the college launched Science and Humanities for People's Development (SHEPHERD) programme in July 1985. From 1986 it has become a part of the academic requirement of the college. From the academic year 1986-87 this programme has become a part of the academic main stream in a full-fledged way. So far 2500 students have gone through the programme. The number of villages adopted under the SHEPHERD programme is now 55. A cluster of villages is entrusted to a department and each class in that department has been assigned to one village till the completion of the degree programme. The class has been visiting the villages at intervals during the term and camping there during vacations to observe and learn the life-style and thought patterns and ascertain the needs of the village people.

The programme has been provided with the infrastructure of core staff consisting of four full-time staff members assisted by some 30 volunteers staff, and a board of studies. It now has an academic input in the form of a theoretical course in Social Analysis and Rural Development Studies as a foundation course for one semester. The unique feature about this programme is that it is common to all disciplines and in this sense, it is an inter-disciplinary academic requirement for all the students in the college.

All students have to complete the requirement (every student has to complete the required number of hours under this programme. For undergraduate courses it is 100 hours and for the postgraduate courses it is 80 hours which includes 30 hours of theoretical input under serial analysis foundation courses for U.G and 20 hours of
seminar-cum-assignment for P.G students), before the final semester of the degree course. Every student maintains a record of the work done. The students' work and documentation are supervised, evaluated, and graded in terms of attendance (20%), initiative, originality, and organizing ability (20%), interest and target achievement (20%), knowledge and understanding as reported (20%), adjusting and team-spirited contact (20%). There is a penalty of (20%) cut in the marks for delayed submission of reports.

2.2.5.1 Responses

2.2.5.1.1 Parents

Seventy Eight Percent considered the programme useful.

2.2.5.1.2 Teachers

Thirty-four percent found it useful; 22% agreed it created social awareness; 17% said it was service to the society; 17% considered it as application of knowledge.

2.2.5.2 Students

2.2.5.2.1 Planning

Twenty six percent said time allotted was not enough, 38% said it was enough, 33% said it was too much; 54% felt money given for it was not enough; 39% said the personal guidance of staff was not enough; 52% felt work targets and manual work was enough; 44% considered overall exposure adequate; 37% felt visits and camp had made clear aims, 41% felt that only at times the aim was clear; 33% considered compulsory
attendance as the cheap difficulty; 52% preferred their own department staff to guide them; and 52% wished to go to the village only on working days.

2.2.5.2.2 Students Understanding, Involvement and Attitude

Twenty four percent said it give them an experience of village life; 14% said it was application of knowledge; 38% felt it created social awareness; 18% considered it a way of passing time; 57% agreed they were very much in valued in the programme; 41% felt the response of the villages was good; 27% liked the programme and 24% disliked it.

2.2.5.2.3 Academic Component of the Programme

Thirty five percent did not considered the theoretical input as useful, 23% was not sure whether it helped or not; 60% did not find the evaluation procedure to be satisfactory and 49% did not want marks for SHEPHERD to count for OGPA (over all grader point).

2.2.5.2.4 Impact of the Programme

Thirty four percent said it neither helped them nor the village; 44% said every visit kept them partly active, 29% said it was not; 37% said it was neither brought about a growth in them nor the villages; 44% said neither change them nor villages; 34% felt villages should be awakened only by students; 24% felt it should be left to other agencies; 43% felt the importance of national development increased through SHEPHERD, 41% felt it did not; 39% felt the programme added a new dimension to education and 28% considered it as affecting their regular studies.
2.2.5.3 Overall Evaluation

Fifty one percent found it useful; 37% agreed it creates social awareness; 39% accepted it was service to society, 23% considered it as application of knowledge; 66% said it did not serve the purpose and 55% said it was conducted well.

2.2.6 EMERGING TRENDS IN ADULT & CONTINUING EDUCATION

John Morgan (1994), Director, Department of Adult Education, University of Nottingham, United kingdom observed that adult education is a mirror of society. The adult education programme in each country spells out whether the nation is developed, developing or under developed one opined that structural, organizational and detailed approach is essential to understand adult education. He also prophesied that it will become indicting visible from public education because it provides opportunity for all people; it brings everyone to the mainstream.

Major recommendations that emerged out of the seminar on, ‘emerging trends and continuing education (1994) were the following,

♦ Extension should be done as an integral part of higher educational system in order to extend the knowledge, skill and resources to the society

♦ The university may form separate faculty for continuing education giving due representation voluntary organization

♦ The department of adult and continuing education should rope in all other departments so as to ensure their support and co-operation in extension and institutional programmes.
• Population education, invariably should become indistinguishable component of adult education, since both aim at the improvement in the quality of life of each citizen.

• Department of adult and continuing education may introduce diploma and post graduate courses in adult, continuing, population and extension education. A trained manpower with theoretical know how is the need of the hour as this field is concerned.

• These departments may conduct short term course beneficial for the comprehensive development of people at different levels viz., neo-literate, students, employees, housewives, unemployed youth, women, girls, SC,ST,etc.,

• Since adult, continuing and population education programmes are run through the colleges, the post of full-time lectures in extension may be sanctioned to colleges. The UGC special committee had recommended this but is yet to be implemented.

• Innovative courses and programmes are to be developed according to the specific needs of the community.

2.2.7 EDUCATION FOR SOCIAL CHANGE - ROLE OF AUTONOMOUS COLLEGES

The national seminar on education for social change-Role of Autonomous College (1994) held at St.Joseph’s College (Autonomous college) Tiruchirappalli on 5th to 7th January 1994 has arrived at the following conclusions and recommendations in
the light of inputs received from the various resource persons and their own reflection, discussion and deliberation.

2.2.7.1 Need for Extension Education

It is imperative that education offered in the arts and science colleges should be extension, i.e., outward looking and aimed at bringing about social change.

The concern for social change chiefly from the perspective of the poor on the disadvantaged will help to remedy the contemporary tilt in today’s educational systems in favour of the privileged and become more attuned to the democratization process, that is taking place in the education scene today.

It will also bring about a holistic development of the student by effecting changes in his/her attitudinal and behavioural patterns very much needed in today’s competitive and consumerist society.

Therefore it is necessary that the extension aspect of education should not be a mere appendage to the existing curriculum in the form of certain social service programmes aimed at alleviating the life of the poor but should be well integrated into the curriculum itself and be formulated and made known as an important objective of the educational institutions.

2.2.7.2 Objectives of Extension Education

The Extension Education will have the following objectives

Through extension education, the academic community, while placing the fruits of learning at the service of the marginalised will in turn be enriched by its involvement
with them and thus become less alienated from society, more humane and better sensitized to become agents of social changes.

- Such an education will promote true academic excellence by reducing the gap between education and life through making knowledge more application-oriented.

- By enabling students to interact with people in confronting their problems and issues, extension education with help improve their critical, analytical, communication, problems solving and decision making skills.

### 2.2.7.3 Strategies for Implementation

To make a extension education effective, the following strategies for implementation are to be adopted.

- The curriculum itself should be restructured to integrate extension education into it by linking theory to experience, reflection, action and evaluation in a cyclic process.

- The field experience will comprise exposure, involvement, impersion, critical and analytical and application of knowledge.

- It is important always to keep in mind the formative influence of extension education evident in attitudinal changes of students as well as it focus on service to the poor and the marginalised sections of society.
A periodic review and evaluation of extension education should be undertaken to access the effectiveness of its implementation.

The staff should be motivated and equipped with adequate knowledge and skills through various workshops and training programmes so that they can effectively integrate the extensional aspect of education into the curriculum and meaningfully involve themselves and their students in fieldwork.

Every college must have an extension centre to co-ordinate and monitor the various aspects of the extension education offered in different departments in the college. Such a centre should work in collaboration with agencies like NSS and CSS on the campus and like-minded agencies and organization in the field.

2.2.7.4 Recommendations

This assembly is of the unanimous view

That extension education should receive adequate recognition and support from the UGC and Government. The extension centre of the colleges should be adequately funded and its staff suitably paid and rewarded. The work put in by the regular staff of the college with regard to extension education should be taken into account while computing their work load.

The students should be given due recognition for their participation and involvement in extensional activities and special employment opportunities should be made available to them by the government.
That greater academic freedom should be given by Universities State
governments and the UGC to Autonomous Colleges and that their academic
councils be truly empowered to make suitable innovation and structural changes
in the curriculum inorder to make extension education a reality.

explains the policy of Government of India of Higher Education as below

Higher Education provides people with an opportunity to reflect on the critical,
social, economic, cultural, moral and spiritual issues facing humanity. It contributes to
national development through dissemination of specialized knowledge and skills. It is
therefore a crucial factor for survival. Being at the apex of the educational pyramid, it
has also a key role in producing teachers for the education system.

In the context of the unprecedented explosion of knowledge, higher education
has to become dynamic as never before, constantly entering uncharted areas.

The nation as a whole will assume the responsibility of providing resource
support for implementing programmes of educational transformation, reducing
disparities, universalisation of elementary education, adult literacy, scientific and
technological, research, etc.,(GOI 1992)

Anbazhagan (1990), the Education Minister of Government of Tamil Nadu, is of
the opinion that the Universities should undertake the tasks of upgrading and updating
the knowledge of teachers especially those coming from non urban areas, through
evening programmes, week ended programmes and summer programmes.
He said that the space capacities available in the colleges and universities and their laboratories as well as the committed few among the university professors could be profitably utilized for the benefit of school teachers and children of many school lacking even basic facilities.. (Indian Express, Sept. 18 1990-scheme for Anna Varsity, school interaction).

Sankar Dayal Sharma (1993) President of India emphasized the need for varsity, industry linkage. A base for ‘cross fertilization’ should be created by providing for inter-transferability of specialized talent between university faculty and operational agencies in the realms of industry and commerce, science and technology. A special curriculum could be developed for scientists, technologists and managers to obtain ‘up-linking orientation’ in universities. More industries should invest in universities. The time, he felt, had come when university education in the country should be transformed to fulfill the needs of national economy in a competitive global environment (The Hindu, April 23, 1993, P2)

Muthukaruppan (1994) the Vice-Chancellor of Bharathidasan University explained the new role of education and emphasized that the universities must give priority to value based comprehensive education. It should not be considered as preparing students to do what ever work flows from the predestined demands of technology. It should prepare them for vision and sensitivity so that they have the capacity to contribute the welfare of society.
The universities are expected to use their tremendous expertise in running a variety of continuing education courses. They could often short or long courses, periodical workshops or seminars, teacher orientation programme, etc., with the faculty to undertake such courses concurrently.

Other target group for such courses could naturally be the public at large and the professionals who wish to update their knowledge and skills. This is an area of great importance to link the university to the educational needs of the whole society rather than entirely for regular students (Indian Express, Oct 2, 1994).

Raju George (1996), visualized teachers and students in higher education as catalysts of social change.

Higher education is considered the apex stage of formal education. It includes greater specialization necessitated by rapid socio-economic and industrial development. It also includes the formation which again is necessitated by the institutionalized system of education. Research is another major component of higher education in which the combined intelligence of a group finds a solution to various social problems.

Higher education is a part of the larger socio-economic system and hence the university has a dynamic role to play in changing the society by changing the thinking process of young people and putting forward new findings about society which might in turn influence the production, services and management of the said system.

The most important demand that development makes on people is to learn, to adopt and grow. Hence, higher education is expected to generate a climate in the
society which is conducive to the development of the attitudes, values and skills of the person. The academic community should therefore join hands with other professional groups and communities such as the press, the bar and social service organizations.

Hence, University has a crucial role to play in shaping social criticism. In a country like India where there are only three graduates in a thousand population it is only natural that the university which comprises both teachers and students is viewed as a ‘catalyst’ for social change. What is important today is the need for a better understanding of and planning for the attainment of natural development objectives (The Hindu, August 27, 1996, P 26).

Natesan (1996) the Vice-Chancellor of Gandhigram Rural University highlighted the importance of students participation in eradicating poverty.

Poverty and peaceful development were incompatible and if progress was to be ensured, poverty alleviation should be the thrust. In this regard students had a key role to play. (Indian Express, February 12, 1996, P3).

Hema Srinivasan (1997) felt that good attitudes need to be nurtured among students. Empathy for others is a value to be developed in any child. This does not come very easily. Introducing community service schemes, the “Interact Club” and “Leo Clubs”, through which the student is exposed to the realities that exist out side his small World, will give him a true picture of society. This might instill in him an urge to share with others.
Very important is to guide the child to spend his leisure time in something creative and productive which he will be proud of. This gives him a sense of achievement and boosts his self-esteem. Exposure to good music, art and of course to literature, lifts him to higher realms of thought. Let him know that's why they are called "fine arts". They are above the gross above, the course and basic needs of life. (The Hindu, April 1, 1997, P 26)

2.3 LITERATURE ON NATIONAL SERVICE SCHEME

2.3.1 ORIGIN AND DEVELOPMENT

As already pointed out in the Chapter I the National Education Commission (1964-66) stressed on the importance for giving a link between the school and the community. One of the recommendations of this committee was that students of all stages of education should be associated with some form of social service. This was taken into account by the states education ministers during their conference in April 1967, and they recommended that the University stage, students could be permitted to join the National Cadet Corps (NCC)which was already in existence on a voluntary basis and an alternative to this could be offered to them in the form of a new programme called National Service Scheme (NSS). The Conference of Vice-Chancellors in September 1967 welcomed this recommendation. On September 24, 1967 during the Gandhiji Centenary year, the then union education minister V.K.R.V.Rao launched the
NSS programme in 37 universities covering all states with a student enrollment of 40,000.

2.3.2 OBJECTIVES

The national service scheme started with the following objectives:

• To arouse the students social consciousness and provide them with opportunities to work with and among the people;

• To engage them in non-violent and constructive socialization;

• To enhance their knowledge of themselves and community through a confrontation with social, political and economics realities;

• To put their scholarship to practical use in mitigating emerging social problems;

and

• To gain skills in the exercise of democratic leadership.

2.3.3 CONCEPT

The NSS is basically an educational programme:

◊ Both the students and the teachers are to be exposed to realities.

◊ They are to study and understand the existing situation in the villages and urban areas, and plan for need-based projects for development - both human and material.

◊ They are to equip themselves with certain information, develop skills and learn planning and execution of projects.
The resultant development of a restricted area should present a joint effort on the part of the NSS and the masses.

In the whole process the student and teacher volunteers should develop a national outlook and their personality as tomorrow's citizens.

The period of two years of regular programmes inter-spaced by a special camping programme should be utilized as an integrated approach for a self satisfactory involvement.

2.3.4 CONTENT

It is logical in keeping with the concept that a NSS unit in an educational institution should keep in view the undermentioned stages to develop a sound programme:

- Set yourself meaningful goals and go right after them.
- Adopt a village and/or slum area near the college.
- Conduct a socio-economic survey or limited survey
- Analyze the findings and identify problems.
- Build rapport with the people, Voluntary Organizations, if any around and the Governmental Agencies in the area to ascertain priorities.
- Enlist projects for problems based on the felt needs.
- Chalk out a perspective planning to cover 3-5 years for a progressive execution of the projects.
- Plan periodical assessment of the outcome.
Plan for a special camp after identifying any project and securing resources—men and material, 2 to 3 months in advance to see that it remains accomplished.

Gradually increase this area of working and influence to provide wider converge.

There could be a reasonable number of other programmes to deploy all the volunteers for functioning on rotation bases or project basis as required.

The programmes under National Service, Scheme are (i) Regular / Concurrent Programmes; and (ii) Special Camping Programmes.

2.3.5 REGULAR/CONCURRENT PROGRAMMES

This means the student NSS volunteers participates during the leisure hours in every week in social activities. They are expected to work for atleast 120 hours in social service projects during an academic year. The regular programmes are broadly classified as (I) Institutional services (2) Health services (3) Services in the adopted areas; (4) Social survey; (5) Disaster relief.

2.3.6 SPECIAL CAMPING PROGRAMME

Camping outside the home is interesting and adventurous. Youth enjoy such camps. In respect to duration of the camp, all the camps were 10 days duration. As regards to classification of camps there were (i) camps exclusively for boys (ii) camps exclusively for girls and (iii) combined camps.

The NSS Organization has always responded positively to new challenges. It has already done commendable jobs on themes like 'Youth Against Famine (1973)', 'Youth Against Dirt and Disease (1974-75), 'Youth for Afforestation and Tree Plantation
(1975), 'Youth for Eco Development' and 'Youth for Rural Reconstruction'. (1976), 'Youth for Development' (1980) and 'Youth for Mass Literacy' (1982) Now, a shift on focus to meet the country's urgent requirements becomes inevitable through the involvement of Youth. In the fitness of things, the theme of "Youth for National Integration" (1985) is considered the most appropriate one. The Latest theme (1996) is Wasteland Development and Watershed Development.

2.3.7 BENEFITS ACCRUED TO STUDENTS

In respect to benefits accrued to students, it is seen that predominance of the "education" aspect of the camp than the "service" component. The students said that they gain the experience such as:

◊ Living outside the home and accommodating themselves with the new atmosphere
◊ Share of minimum comforts and convenience
◊ Understand the feelings and values of others
◊ Learns the simplicity of life
◊ Gained more friends
◊ Gamed courage to undertake responsibilities and acquired organizational skills.
◊ Developed leadership qualities
◊ Had the opportunities to service the poor, backward and down-trodden people
2.3.8 NSS PROGRAMME OFFICER

One NSS programme officer per unit is selected by the head of educational institution. He should be keen on community service programmes. The overall functions of the programme officer is to help students plan implement and evaluate the activities of NSS unit at the institution level. By and large, he plays the role of enable, guide, organizer, educator, co-ordinator, supervisor, administrator and public relation person to impart the quality and magnitude of NSS programmes in the college.

2.3.9 NSS VOLUNTEER

The student volunteer develop his/her personality through community service programmes. Since there are varieties of services, the student volunteer can opt the programmes according to his/her preferences. He/she gets opportunity to interact with the different sections of the community. He/She has to establish rapport with the people in the project area, identify the needs’ problems and resources of the community. Plan programmes and carry out. He/She should relate his/her learning and experiences towards finding solutions to the problems identified. He is under the direct supervision of the NSS programme officer for consultation and implementation of the community service programmes.

2.3.10 TRAINING

Training is required for the following categories of persons:
2.3.10.1 Key Personnel

Through various seminars, conferences and meetings the key personnel are trained State Level Liaison Officers, Deputy Programme Advisors, Assistant Programme Advisors, Programme Co-ordinators of Universities, Directors and Co-ordinators of TOCs & TORCs.

2.3.10.2 College Principals

Many colleges principals in NSS implementing institution are unaware of the salient feature of NSS; therefore there is a strong felt need for orientation of the principals to achieve the objectives of NSS.

2.3.10.3 Programme Officers

The newly selected programme officers have to undergo 13 days (now it has been reduced to 11 days) general orientation course at recognized institutions by Government of India. The programme officers after two years of general orientation course, get a chance to undergo the refresher courses.

2.3.10.4 NSS Volunteers

As regards to training for NSS volunteers (NSS), the University Co-ordinators organize leadership training programmes for NSS volunteers. However, NSS volunteers at the college levels require orientation on pre-camp orientation, first aid, road safety patrol, interviewing etc. (MSSW 1995)
2.3.11 CRITERIA FOR EVALUATION OF NSS VOLUNTEERS

The sub-committee of NSS at the state level (Tamil Nadu); decided the following criteria for evaluation of the NSS volunteers.

Marks may be awarded as per the following categories:

* Participation in NSS regular programmes. (The NSS volunteer should complete 240 hours of work) 50 marks.
  - Attendance and maintenance of diary: 10 marks
  - Camp activities: 10 marks
  - Outside the campus activities
  - (any six quantifiable items of students participation): 30 marks

* Participation in special camping programme 25 marks
  - Leaders of groups 5 marks
  - Achievements/Contribution/Creation of assets 5 marks
  - Skill development, contribution in securing co-operation in public & other agencies 5 marks
  - Achievement/Contribution of camp theme 5 marks
  - Understanding/adjustment in surroundings of camp site 5 marks

* Participation in adventure and other special programmes 25 marks
  - any of the five items:
    - Cycle expedition
    - Participation in one day camps
- Participation in Inter-State/National Integration camp
- Adventure programmes
- Certificate of recognition from NGOs and other agencies

2.3.12 INTRODUCTION OF NSS IN CURRICULUM

The study made by the staff of the NSS-TORC at Madras School of Social Work on the introduction of NSS in curriculum at university and autonomous college in the State of Tamil Nadu revealed the following:

2.3.12.1 Madurai Kamaraj University

At the Madurai Kamaraj university, the following autonomous colleges introduced NSS in curriculum under part-IV

American college - Madurai
Lady doak college - Madurai
Madura college - Madurai
Thyagaraja Arts college - Madurai
Thiyagaraja college of engineering - Madurai
Arulanandar college - Madurai
Vivekananda college - Thiruvengadam west
Fathima college - Madurai

At the American college it was found that 30 marks were awarded for theory exam and 70 marks were awarded for field work for NSS.
T.A. Lady Doak College it was found that 40 marks were awarded for theory exam and 60 marks for field work for NSS.

2.3.12.2 Manonmaniam Sundaranar University

Manonmaniam Sundaranar University has introduced NSS as part IV of co-curricular activities since 1993-94. There is a syllabus. The students have options to take either one of the co-curricular subjects such as NSS regular service or community development project, fine arts, consumer moments, library and information service and literacy movement.

In St. Xavier college, NSS is a part of the curriculum, the field work activities are internally assessed and reported. They have introduced a outreach programme called “STAND” (Students Training and Neighbourhood Development). This programme is compulsory and have theory papers. These papers have found to be extremely evaluated for 100 marks.

In Sri Parasakthi college, Courtralam, it was found that they have board of studies in NSS. Any one of the subject NSS/NCC/Physical Education is compulsory in the I and II year of the undergraduate courses. The Board of studies of NSS resolve to follow the following assessment allot the marks for NSS.

- Attendance: 20
- Record maintenance: 10
- Leadership: 10
- Practical: 60
This assessment was done internal and they were not having any syllabus for theoretical orientation.

2.3.12.3 Tamil Nadu Agricultural University

The National Service Scheme (NSS) has been introduced as part of curriculum from the academic year 1991-92 in Tamil Nadu Agricultural University. It is a compulsory subject for the I and II year undergraduate students of all disciplines. Each student has to undergo a maximum of 240 hours of regular service and attend at least one special camp of ten days duration. For NSS Regular Programme (i.e., 204 hrs) 60 marks have been allocated and for special camp 40 marks have been given totaling a maximum of 100 marks. NSS programme officer assign marks to the students at the end of the II year which is purely internal. There is no theory examination on NSS.

2.3.12.4 Avanashilingam Institute for Home Science And Higher Education for Women

In Avanashilingam Institute for Home Science and Higher Education For Women, NSS has been introduced in the curriculum at the undergraduate level from the academic year 1991-92. There is separate syllabus for this which incorporates all the necessary inputs of NSS. Apart from other subjects, NSS is a compulsory one in all the three year of the undergraduate programme.

Regarding schemes of evaluation, for the whole 3 year programme a maximum of 400 marks have been given out of which 100 marks are set apart (80 for special camp
and 20 for special activities) for the special camp activity and 300 for regular activities which is in the form of field work and the written examination in each year.

In awarding marks for field work the following criteria are adopted for 1st year.

- Attendance - 10 marks
- Fact finding, teaching aids and practical work - 5 marks
- Making two illiterates to literate 2 x 5 - 10 marks

The following criteria is adopted for the second and third year.

- Regularity - 10 marks
- Participation in survey/fact finding programme
- Planning resource mobilization teaching aids
- Implementation - 20 marks
- Leadership qualities - 5 marks
- Reporting - 15 marks

2.3.12.5 Bharathidasan University

As per the information available in NSS Department of Bharathidasan University, the following colleges has NSS in curriculum.

Holy Cross College - Tiruchirappalli
St. Joseph's College - Tiruchirappalli
Government College of Education - Pudukottai
Government College of Education - Orathanadu
In Holy Cross college under Part-IV they have NSS. The students were asked to write exams during II and IV semester. This written paper is for 25/20 marks.

During I year (II semester)
- Theory: 25 marks
- Attendance: 15 marks
- Involvement: 10 marks

During II year (IV semester)
- Theory: 20 marks
- Special Camp: 20 marks
- Attendance and Involvement: 10 marks

Special camp is compulsory for the second year volunteers (IV Semester). In case if a student is absent for one day during camp two marks are reduced.

In St. Joseph’s college, they have a SHEPERD (Science & Humanities for People’s Development) which is made as part of curriculum for all students at under graduate and post graduate level. This has 100 marks.

In government college of Education, Pudukkottai & Orathanadu, NSS was made compulsory paper for all the students. 20 marks are allotted for this under the practical marks (in general the B.Ed. marks are divided into two main heads - theory and practical - 600 marks for theory and 400 marks for practical).

They have to maintain a record. A special camp is compulsory for all the students. Apart from the special camp they have to do 120 hours of regular service.
The allotment of marks are as follows:

- Regular work: 5 marks
- Record work: 5 marks
- Special camp: 10 marks

If a student has not attended the camp he/she will not be allowed to get the degree.

Bharathidasan University has introduced a separate part IV extension and Extra Curricular Activities during the academic year 1996-97. One activities under the part IV as follows:

a) National Service Scheme
b) National Cadet Corps
c) Sports and Games
d) Population Education Club
e) Fine Arts & Performing Arts
f) Retract/Leo Clubs
g) Environmental Education
h) Youth Red Cross
i) Any other, subject to the approval of the university.

The outline for each activity shall be drawn up by the Advisory Board on Extension (ABE) of the respective college, consisting of principal (President) and the teachers in-charge of the individual extension activities.
These activities may be limited to the consecutive two years of the UG course.

The activities will include Practicals / Field activities / Extension lectures.

The activities shall be carried out outside class hours.

The minimum participation shall be 45 hours per year (ie. 90 hours in total (for two years)

The ABE shall monitor the implementation of Extension activities at the College level.

Grades will be awarded on the basis of participation (attendance) performance and behaviour. Grades shall be entered in the mark statement as given below:

A : DISTINCTION
B : VERY GOOD
C : GOOD
D : FAIR

The Grades awarded by the Faculty in-charge shall be sent to the University through the Principal at the end of the Final Semester/Year, which shall be entered in the cumulative Mark Statement.

It is worthy to note that nearly 90% of the colleges affiliated to Bharathidasan University, Tiruchirappalli, enrolled their UG students in the Part IV Extension from the academic year 1996-97. These extension activities are being monitored by the centre for Adult, Continuing Education and Extension of the University
2.3.12.6 Bangalore University

In Bangalore University, they have introduced diploma in NSS at the university level since 1969. The willing NSS volunteers who have participated in Regular programmes and special camping programmes are allowed to appear for an examination. The syllabus is extensive; the Board of Studies in Social Work is responsible for formulation and making modification in syllabus for NSS.

Jena (1995) writes, the National Service Scheme is an education scheme that aims at "development of personality of the students through community service". The scheme upholds discipline, punctuality, character building and growth of leadership among students volunteers through community service and community participation. By participating in NSS programme one gets education, experience and learning. The students have found in it thrill, challenge, adventure and above all education. The social relevance of education is better felt and realised through NSS programme.

Bhavanprakash (1995) writes, a package of programmes linking the higher education with the existing requirements of the communities was evolved. It aimed at breaking down the barriers between education in the college and the work in the village. In this process, the broom and the book and the pen and the plough became friends, the needle, bath-tub, pickax and crow bar became allies of the blackboard, globe, lab and the libraries. The classroom shifted to mass education centers, the campus reached out to the community. Thus, NSS added a new dimension to the process of education, aligning
it to the needs of the community and simultaneously preparing students for their future role as sensitized, self-confident citizens.

James Joseph (1995) while writing NSS for Human Relations mentioned that, 'attitude' is a very wide topic. Very often we find that many of our attitudes are negative. Several studies have shown that a positive attitude should be considered to be one of the most essential gains of education. NSS helps in the formation of right attitudes.

Philamina (1995) observed that through the various programmes which are implemented at college level and various other levels the NSS volunteers are given a unique formation and training, orientation and vision so that they are much better equipped and resourceful persons and as they enter into various careers and profession they give it a new meaning and a new style. Selection bodies are keen on testing candidates on their outlook of society, value orientation etc. Quite naturally it has been testifies by hundreds of youth that the training and orientation they have received through NSS has stood them in good stead in getting jobs and in undertaking the responsibilities connected with it most efficiently.

Rekha Dutt (1995) in her paper. 'a background note on NSS' observed that The Educational Nature of the NSS is now widely recognized and it is felt that introduction of NSS is a concrete attempt at making education relevant to the needs of the society and also making it an instrument of social change and development.
At present the social service work does not occupy a place of pride in the academic world. It is essential that the separation between the intellectual and social work should disappear. Integration of NSS with curriculum would have solved this problems. But till the scheme remains only a co-curricular activity, the NSS work will be considered as inferior to the academic work. But both are important and complementary to each other. In order to make the scheme prestigious efforts should make to give due recognition to the students and teachers who are involved in NSS. Educationists, Public and Government should attach high value to this work and its importance should be demonstrated widely. The teachers doing commendable work should get the same recognition's as they get in doing the academic work. The students doing good NSS work should be given preference in admission for higher studies and in employment opportunities. (MSSW, 1995)

2.3.12.7 Incentives

All the students attending the special programmes and camps and completing the NSS successfully will be given certificate. Besides some prizes and medals are also given to outstanding students of college level, university level and also state and national level.

To recognize outstanding contribution of NSS volunteers, Programme Officers, College NSS units, Universities in community service, the Indira Gandhi National NSS awards are given by the Government of India Ministry of Human Resources Development, Department of youth affairs and sports on 24th September of every year
The rate of honorarium which is called out of pocked allowance is fixed by the Central Government for the programme officers. In Tamil Nadu, the honorarium for programme officers at the colleges is Rs. 200/- (as the unit strength is 100)

2.4 LITERATURE ON OTHER EXTENSION ACTIVITIES

There are quite a few other extension activities besides Adult & Continuing Education, NSS, NCC that are developed based on the National Education Policies, UGC’s guidelines at universities and colleges in India, among them the following are uniformly adopted:

⇒ Population Education

⇒ Environmental Education

⇒ Science Education

⇒ Physical Education

⇒ Legal Literacy Programmes

⇒ Vocational Courses

2.4.1 POPULATION EDUCATION

The Review Committee on Adult, Continuing Education and Extension (1985) describes Population Education as follows:

⇒ It is an educational programme designed to make learners understand the inter-relationship among population change/situation, development and aspects of quality of human life.
Its ultimate goal is to make learners contribute to the improvement of the quality of human life now and in some future time.

It is population problem-centered hence lends itself to discovery and inquiry learning process.

It is value laden hence more open to the use of values clarification approach to learning, i.e., to pose realistic alternative and to enable learners to make a sound decision for action about population issues.

It derives content from demography and population studies.

It may include family planning and sex education.

The World institution in all countries should be encouraged to expand their curricula to include a study of population dynamics and policies, including where appropriate family life responsible parenthood and the relation of population dynamics to socio-economic development and to international relations.

An International Conference on Population held in Mexico city in August 1984 under recommendation-81 stressed the role of education and training in population matters. The Mexico conference has not only reaffirmed the underscored their inseparability. This makes it evident that population education cannot be confirmed to only school education-formal or non-formal or to merely curricular programmes. It should permeate all levels of education, including higher education.

The University Grants Commission has already taken the following steps in promoting the cause of population education through Universities and colleges:
Circulation of a set of 15 lecture series on various aspects on population education for use by the universities & colleges.

Inclusion of Population Education Clubs though universities and colleges for students and the general community.

2.4.1.1 University and Population Education

The University Grants Commission (UGC) and United Nations Fund for Population Activities (UNFPA) have jointly sponsored a population education scheme. For this purpose the Department of Continuing and Adult Education and Extension in 12 Universities spread all over the country have been developed as Population Education Resource Centre (PERC). Each PERC has been given a specified jurisdiction to promote a population education programme.

The PERC has been entrusted with the responsibility of organizing orientation/training programmes for various levels of functionaries including student and community leaders in its service area. These training programmes are considered an input for the efforts made to create population awareness among the younger generation. The PERC is performing the following functions - imparting training to the various categories of functionaries - Preparing Population education materials (print and audio-visual) in regional languages for the service area.

⇒ Ensuring student’s participation

⇒ Furthering University/College involvement in the programme of population education and
Monitoring and evaluation of the programme in service area.

Under the UGC - UNFPA population education project, the colleges have been assigned the task of creating population awareness among the students and the community through population Education Clubs - College level units.

2.4.2 ENVIRONMENTAL EDUCATION

Khoshoo (1984) in his paper Environmental Education through the universities highlighted in the issue of environmental education has been discussed at length in several International and National Seminars after the celebrations at Dounex (1971) and later at Stockhelm (1972) followed by workshop on Environmental Education at Helfrade in 1975 and then Inter-Governmental Conference on the subject at Tbilisi in 1977 organized by UNEP and UNESCO. The former resulted in what is popularly called Belgrade charter and from the later emanated specific recommendations on the role of universities in propagation of environmental education.

Environment at one time meant only health and sanitary engineering, but today is all pervading and involves all basic science and engineering disciplines as also socio-economics. Obviously it is a multidisciplinary and multifaculty area. Therefore, there is nothing as one environment science but environmental sciences. The UGC would do well to start such courses only in such universities institutions which have requisites horizontal infrastructure by way of expertise, proper faculty and other facilities available...
Reddy and Shreedevi.V.(1984) in their paper the Role of Universities in Environmental Education writes about the concept of Environmental Education.

Environmental Education can be regarded as the process of learning through which participants acquire sufficient knowledge to contribute towards solving environmental problems.

The International Union for Conservation of Nature and Natural Resources (IUCN) defines environmental education as, "the process of recognizing value and clarifying concepts in order to develop the skills and attitudes that are necessary to understand and appreciate the interrelations among man, his culture and his bio-physical surroundings”.

The goal of environmental action is “To improve all ecological relationships, including the relationship of humanity with nature and people with each other (UNESCO Bulletin 1981).

According to UNESCO (1981), the objectives of environmental education are as follows:

- **Awareness:** To help individuals and social groups acquire an awareness of and sensitivity to the total environment and its allied problems.

- **Knowledge:** To help individuals and social groups acquire basic understanding of the total environment, its associated problems humanities critically responsible pressure and role in it.
• **Attitudes:** To help individual and social groups acquire social values, strong feelings of concern for the environment and the motivation for actively participating in its protection and improvement.

• **Skills:** To help individuals and social groups acquire the skills for solving environmental problems.

• **Environmental ability:** To help individuals and social groups evaluate environmental measures and education programmes in terms of ecological, political, economic, social, aesthetic, and educational factors.

• **Participation:** To help individuals and social groups develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate action to solve these problems.

The Universities may be able to do the following activities in the area of Environmental Education:

- Teaching
- Training
- Research
- Extension

### 2.4.3 SCIENCE EDUCATION

National Policy on Education (1986) explains, science education Programmes will be designed to enable the learner to acquire problems solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life, every effort will be made to extend science education to the vast numbers who have remained outside the pale of formal education.
Bhatia (1986) in his paper Science for the people through universities/colleges highlighted the importance of the role of universities/colleges in the promotion of science and technology of the people.

The scientific policy resolution of the Government of India (1958) emphasizes the crucial role of Science and Technology as an instrument of social and economic change.

The need for the growth of scientific temper among people in India is deep rooted in the educational system that all levels, primary, secondary, senior secondary and collegiate/university based. The need for assimilation of awareness regarding science and inculcation of scientific temper among the people, has assumed paramount significance to the process of national development. (IUACE 1986)

The Review Committee on Adult, Continuing Education & Extension (1985) describes the components of Scientific Literacy. A full definition of scientific literacy is considered to be composed of five components.

- Knowledge of significant science facts, concepts, principles and theories.
- An ability to apply relevant science knowledge in situations of every day life.
- The ability to utilize the process of scientific inquiry.
- An understanding of general ideas about the characteristics of science and about the important interaction of science, technology and society.
- The possession of informed attitudes and interests related to science (UGC 1987).
Quasim (1992) in his article strategy for S&T development in the eighth plan writes, S&T (Science & Technology) as an instruments of growth and social change has assumed special significance particularly in view of the changing economic scenario. Instead of being confined to scientific and educational institutions S&T must reach the grass roots level so that the people could derive maximum benefits from the investment made in this sector.

2.4.4 PHYSICAL EDUCATION

National Policy on Education (1986) describes sports and physical education are integral part of the learning process and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice... Efforts will be made to establish sports institutions and hostels where specialized attention will be given to sports activities and sports related studies, along with normal education.

2.4.5 LEGAL LITERACY

The role of non-political social action groups is rightly beginning to receive greater recognition in the area of reducing socio-economic inequalities in India. Such a role has varied form (I) Promoting development awareness among the people. (II) Imparting skills in development tasks for facilitating peoples’s participation in the process of planned development, and (iii) Undertaking action research based on identified problems of a given area. Universities in India are ideally situated to undertake such efforts particularly with the acceptance of 'extension' as the Third yet
equally important function of the system of higher education... Among the three roles listed above, most universities have so far undertaken substantial action in the first two areas-promotion of development awareness and skills training in development tasks. However, some institutions are beginning to grapple with the requirements of area based action research projects. Law, Legal Literacy or Legal Service is one area where these three roles can be readily concretized.

2.4.5.1 Objectives

The Legal Literacy Project for the colleges youth and weaker sections in the community has the following objectives:

- To promote an awareness about the relationship between law an a just and equitable development of the people.

- To impart knowledge about the legal frame-work in India and the manner in which it regulates individuals/social behaviour.

- To familiarise the target population with procedures relating to the application of law in matters connected with a just and equitable development of the people; and

- To promote a greater inculcation of law-abiding and law-enforcing behaviour among the participants.

The legal literacy programme for college youth would prove education equally useful in so far it has provided a learning opportunity to the young people. The effort is not just an acquaintance with various laws, but with the entire complexity of the
Indian socio-economic and cultural situation. The youth would respond to the programmes, many have expressed the desire to do more systematic work in the area. It has been felt that training of para-legal workers would prove to be helpful in creating a cadre from among the young people. (IUACE, 1986)

2.4.6 VOCATIONAL COURSES

National Policy on Education (1986) emphasized the vocationalisation of education. The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, reduce the mismatch between the demand and supply of skilled manpower, and to provide an alternative for those intending to pursue higher education without particular interest or purpose.

The emphasis of vocational education and its expansion will need a large number of teachers and professionals in vocational education, educational technology, curriculum development, etc., programmes will be started to meet this demand.

To encourage students to consider "self-employment" as a career option, training in entrepreneurship will be provided though modular or optional courses, in degree or diploma programme.

In order to meet the continuing needs of updating curriculum, renewal should systematically phase out obsolescence and introduce new technologies of disciplines.
2.5 MODELS ON ERADICATION OF ILLITERACY THROUGH INVOLVEMENT OF STUDENTS AND TEACHERS

The Review Committee appointed by the UGC (1985) to review performance of adult education received information about various models operating at various universities in India. They can be broadly categorized under:

- Each one teach one/two/five leading to family/neighborhood model,
- Curriculum linked models
- Community based models.

The latest UGC guidelines (1997) proposed the following models for universities and colleges. They are:

2.5.1 THE TRAINING MODEL

The training model will concentrate on different types of training programmes through their Department/Centre of ACEEFO. The training programmes could be in the following areas.

- Equivalency programmes which are designed as alternative education programmes equivalent to existing formal, general or vocational education.
- Income generating programmes which will help participants to acquire or upgrade vocational skills and enable them to conduct income generation activities.
• Quality of life improvement programmes to equip learners and community with essential knowledge, attitude, value and skills to enable people to improve their quality of life as individuals and as members of the community.

• Individual interest promotion programmes to improve the quality of Human Resources of the Society. People may be encouraged to utilize their leisure time and simultaneously facilitate self-actualisation and life improvement.

2.5.2 TECHNICAL AND ACADEMIC RESOURCES SUPPORT MODEL

Under this model, the Departments/Centres would be particularly involved in:

• Designing and developing curriculum framework and learning materials for various types of CE programmes

• Certification of these courses

• Preparing multi-media packages for short duration vocational training courses

• Organizing Orientation courses and training programmes for key Resource persons.

• Production of material suitable for the courses and for neo-literates

• Production of audio-visual cassettes and other visual material

• Research and evaluation.

2.5.3 COMMUNITY RESEARCH MODEL

In this model, all the research activities of the University are geared towards developing a data base for a particular Block/Ward/District and for improving the quality of life of people residing there. The research may include conducting survey,
generation descriptive, data, and experimentation of action research. Faculty and students of social science, Arts, Commerce, Science, Law and others can be involved. Student’s work should be considered for academic credit. Department/ Centre of ACEEFO can co-ordinate the efforts.

2.5.4 COMMUNITY EDUCATION MODEL

Community Education is a model which treats the community as a whole without fragmenting it into different age-groups. It involves parents, teachers and students together under one umbrella. This model emphasizes the involvement of all segments of the community, determining and managing its learning needs. The University will respond to the learning needs of the community instead of pre-determining their requirements. The role will be not of a salesman but of a responsive catalyst. The programme will be tailored according to identified needs of the community. The identification of needs will be a major task.

2.5.5 A GROUND LEVEL MODEL

In order to involve Departments/Centres and colleges in the work of extension at ground level, one strategy would be to set up CECs like population Education Clubs (PEC), overviewed by Departments of ACEEFO. An area near the college be selected to set up CEC. Other types of programmes that can be conducted are survey, equivalence programmes, skill training social and citizenship awareness, inculcation of reading habit through mobile libraries and so on. These may also be considered for academic credit.
A second dimension can be to undertake a project for extension work/field outreach which could be considered for academic credit.

2.5.6 BLOCK/WARD/DISTRICT DEVELOPMENT MODEL

In this model the University is expected to concentrate its extension and field outreach activities in the Block/Ward/District. It is envisaged that as many departments as possible from the same University will have their extension and field outreach activities in one locality and involve faculty and students, in their curricular and co-curricular programmes. The work put in by students involved in the project may be considered for academic credit. Such concentration of extension and field outreach efforts, along with proper documentation will not only be aimed at total development of the Block/Ward/District, but will also be useful in theory building and expansion of knowledge itself. The Department/Centre of ACEEFO is, in this case, expected to facilitate and co-ordinate the efforts of all the Departments. They will work in close association with Government bodies and Municipal authorities and link up with development schemes taking advantage of Government and Municipal schemes available for the area. They will also need to have a close net work with NGOs.

2.5.7 TARGET ORIENTED MODEL

In this model, activities, both extension education and field outreach can be undertaken with focused groups e.g. street children and working children, women workers in the non-formal sector, etc.
2.6 LITERATURE ON CURRICULUM

Literature on curriculum here refers to the literature that deal with the curriculum changes with special reference to induction of extension activities component. National Policy on Education (1986) emphasis the induction of the following into the curriculum of Higher education.

- Cultural Perspective
- Value Education
- Media and Educational Technology
- Work Experience
- Education and Environment
- Population Education
- Science and Physical Education
- Sports and Physical Education
- Yoga
- The Role of Youth
- The Evaluation Process and Examination Reform
- Vocationalisation.

Moonis Raza (1990) writes about the function of a teacher as; to impart accumulated knowledge to the younger generation through a combination of teaching and evaluation.
⇒ To generate new knowledge
⇒ To extend the benefits of its academic work to the people at large and use it in the service of the community particularly its deprived sections, and
⇒ To participate in the management of the institution and associated activities..

Teaching at the higher education level is required not only to impart in-depth, up-to-date relevant knowledge of the subject concerned to the student but also to develop in him critical and analytical abilities as well as the capability to relate knowledge so received to real life situation.

Considering that colleges are widely distributed throughout the country, college teachers may find extension work particularly rewarding. With their multi-disciplinary task force and academic infrastructure like labs and library and with some additional infrastructure supports, if necessary the colleges may work as a resource centre for the planning and implementation of developmental activities at the micro-level. This would not only be of considerable benefit to the community but would also help the college to forge links with the local job-market and strengthen the vocational bias of its curricular programme. Research activity may also be geared to diagnosing local problems of development and social change and prescribing solutions for the same...

Extension-work includes extra-mural lectures as well as popular writings. These enable the teacher to disseminate his knowledge of a particular field and also promote certain desirable and nationally accepted values like democracy and social
justice, secularism and national integration, scientific temper and humanism peach and harmony with nature amongst community at large in addition to the students with whom he is already in contact through the teaching/learning process.

Project-work is a teaching-learning methodology which enables the student to learn, so to say, from life itself. Under the teacher's supervision, the students, either individually or in groups plan to investigate a problem in real life. The project method actively involves the student in his learning deepens his understanding of the subject, gives him the opportunity to think and work independently as well as to co-operative with others, develop his communication skills and personal qualities like resourcefulness and self-confidence. Project can be of various types laboratory-projects, fields-work projects or library-projects and assignments. A project can also be quite useful in promotion interdisciplinary learning. Project of local relevance which are of a problem-solving nature are especially meaningful for the performance of the extension function. (Education Development & Society)

Jesudasan (1990) observed... This mist necessarily entail a curriculum modification in every discipline taught on the campus, involving as much as a 20 percent cut in the theoretical inputs of the different subjects. The UGC guidelines for extension make allowance for such a cut. Only so can extension activities be built into the curriculum of higher studies. Such modification was intrinsic to the innovation of extension within the curriculum. It was foreseen though not given effect to so far. It is now time to carry out these modification. Without them the introduction or importance
of extension work an as extra burden on itself and students can not be meet from both the staff and students alike. (The Hindu, May 1, 1990)

Mishra (1993) found that the curriculum meant for autonomous colleges should not be only a curriculum but it should also be an innovative curriculum. Only an innovative curriculum can inculcate creativity and imaginative power in students. “An innovation is an act of changing or the change made in established laws, customs sites and practices by introduction of something new”.

Such an innovative curriculum should be able to develop

- the fundamental skills of communication-reading writing as well as other elements of effective oral and written-expression including problems solving,
- appreciation of our cultural heritage;
- Knowledge of civic rights and responsibilities;
- Respect and appreciation for human values and for the believes of others
- Ability to think and evaluate constructively and creatively.
- Effective work habits and self-discipline to promote the individual, social and national development
- Ethical behavior based on a sense of more and spiritual values.
- Intellectual curiosity and eagerness for life and learning
- Physical and mental health.
- Wise use of time
- Awareness of our relationship with the world community
Co-curricular activities should be given equal importance. Different kinds of sports and games, cultural activities, visits, tours and excursion should be treated as an essential part of the entire curriculum and they must get their share in the total evaluation system. (Sterling Publishers Pvt.Ltd.)

Om Prakash (1993) explains that the traditional classroom method is not the only way, nor is the best way to learn. The environment and the community also provide plenty of opportunities for learning. Furthermore, the student come across real life problems compared to the hypothetical one's in the classroom. Therefore, exposing the students to situations like field training community service project work etc., would in fact, enhance the learning process.

As regards curricular strategy, effectiveness of learning may be improved by incorporating as integral part of the curriculum the following components.

⇒ Seminars
⇒ Term papers
⇒ Mini Projects
⇒ Greater emphasis on major project work
⇒ Field training if necessary during the semesters
⇒ Community service
⇒ Vocational training

Continuous revision and updating of curriculum should serve the following objectives:
⇒ To acquire up-to-date knowledge and skills and to develop creative ability, enterprise, self confidence and entrepreneurship.

⇒ To promote skill in identifying and modeling problems significant to societal needs and capability in arriving at innovative and optimal solutions.

⇒ To develop resourcefulness in adapting science to the local socio-economic context

⇒ To develop practical ability in translating concepts into application with judgments

⇒ To inculcate the perceptions attitudes and a sense of responsibility necessary to develop involvement with society and its problems.

⇒ To build up the ability to adapt a new and changing situations and to face challenges

⇒ The following general strategies have been adopted by several autonomous colleges to achieve the above objectives.

⇒ Continuous assessment of syllabi in the light of overall course objectives and modern development.

⇒ Balances stress on principles and theory as well as application and practical training.

⇒ Emphasis on creativity through open-ended laboratory work, comprehensive, real life type of projects requiring inter disciplinary effort in design and problems solving.
⇒ Balancing the breadth with the depth of study so as to facilitate specialization without loss of flexibility to change through suitable core and elective combinations.

⇒ Incorporation of an element of community service and social orientation in appropriate areas of curricular work.

⇒ Incorporation of an element of community service and social orientation in appropriate areas of curricular work.

⇒ Adoption of a diversity of appropriate teaching methods including tutorials, seminars visual presentations, case studies, mini projects, term papers library work etc..

Chelladurai (1995) while referring the extension activities he writes Extension activity is there in a limited scale in most cases outside the curriculum. The significant component of higher education is to find a place in the curriculum itself in such a way that every youth will have the opportunity to obtain its benefit. Education without social vision and national perception may bred insular attitude and practical interest.

The training component for skill development is to be envisages in the curriculum of all subjects. Training for development of integrated personality, leadership quality, analytical reserving power, career awareness, and communication, skill ought to occupy a place to a prominence in the regular academic class room exercise at the under-graduate level. Effective classroom, interaction and exchange of
ideas would enable a 'listening students’ into rise as a student with “Reasoning and debating power”.

Muthukumaran (1996) stressed that introduction of courses which will have relevance to the development of the locality will greatly benefit the society around the university some years ago computer science courses were started at the undergraduate level in the affiliated arts and science colleges. This step as substantially helped the local population to put computers to beneficial use. Use of Computers has naturally added to the productivity as well as commerce. In the same way Bourses on Wildlife biology, bio-technology, marine biology have been introduced in the affiliated colleges and the departments of the university in such as a way that they local relevance. The programmes have also substantially helped the region. (The Hindu, August 20, 1996, P.26).

NukharjeeM.S.S, Purnachandra Rao (1997) emphasized the need for change in the syllabus. The syllabus of each course should be carefully tailored to the function it is supposed to serve. For example a student wishing to do research in economics need not be made to read history extensively. Likewise, a student attempting Civil Service Examination should only be provided with the necessary subjects... Courses in psychology, computer education and anthropology should be started independently of the other subjects to be more in line with the present day society... the syllabus for a student who wishes first to obtain a degree should be carefully devised. This course
must include social skills, health care and hygiene among other things to help
students further in their live (The Hindu, March 25, 1997, P 26)

Jessie Varghese (1997) observes that the gap between what is happening in the
field of study and what is currently on the syllabus and taught in colleges across the
country is always a matter of concern for the serious teacher... these refresher courses
help to bridge the gap between what the teacher knows and what he ought to know... (The Hindu, April 1, 1997, P 26).

The need for curriculum re-orientation, for better evaluation of the intellectual,
psychological and social skill traits of the students, examination re-orientation is an
imperative need.

In the proposed career awareness course relevant to the country-life oriented
topics, such as balanced diet, its aid, AIDS awareness, drug abuse prevention,
environmental protection and health hazards may be operated. The professors in every
colleges may guide the students to organize the above life oriented programmes (Indian
Express, November 30, 1995, P.7)

Jesudass (1995) in his article, “is our education value based?” describes that the
university and /college curricula do not provide any scope for imparting moral and
spiritual values to the students. The result is that our universities and colleges turn out
graduates and Post-graduates with no commitment to self, family or society.

Is education a part of the nation-building activity? Though our education system
today generated a new inspiration in all fields, is it capable of making the students
aware of socio-economic problems and the integration of the individuals with the society and inspite creativity and competence among individuals. Is our education system human, value-based and capable of reducing the disparities in the society?..

The UGC, the Central and State Government should give serious thought and develop a mechanism to ensure that the existing elementary, high and higher secondary schools, colleges and universities are administrated properly and by restructuring courses in such a way that education provides the strength of character, a spirit of social commitment, creativity and competence (Indian Express, October 5, 1995., P7)

2.7 LITERATURE ON AUTONOMOUS COLLEGES

The Kothari Commission in 1964 suggested the creation of autonomous colleges within framework of affiliation. The colleges which had the resources and the will to innovate to improve the curricula and meet the needs of the society would be included in this scheme. This concept was certainly a radical departure in the higher education system of the country. Such an autonomous status could be conferred on the college as a whole. Madras and Madurai Kamaraj Universities took the bold step of conferring autonomy on selected institutions in 1978 with the concurrence of the State Government in the process-identification and conferment, which was necessary because when the financial assistance form the UGC after the prescribed period ceases. It becomes the responsibility of the State Government. At the beginning of 1976, there were only 21 autonomous colleges. Looking at the success and impact made by these colleges one of
the programmes given priority in the National Policy on Education, 1986 and programme of Action in the grant of autonomy to as many as 500 colleges by the end of the Seventh Plan.

2.7.1 OBJECTIVES OF AUTONOMY


Autonomy would give academic freedom to institution and teachers encouraging them to be more effective in discharging their responsibilities by designing and implementing new academic programs, improving the existing ones continually both in content and structure so as to make them up-to-date and relevant to the diverse and changing needs of society and the individuals; (ii) improving quality and effectiveness through better curricular strategies, methods of instruction and evaluation, and (iii) more importantly by giving teachers a sense of identity and participation in all aspects of the total education process.

2.7.2 SCOPE OF AUTONOMY

The conferment of autonomy by the university amounts to delegation of some of its responsibilities to the college and these include:

(i) Framing course of studies:

(ii) Arranging for instruction to students;

(iii) Devising methods of evaluation, examinations and tests pertaining to the award of degree/diploma by the university.
(iv) Admission of students

The conditions that must be satisfied are:

(i) the college will offer instructions in undergraduate and postgraduate courses.

(ii) Board of studies and academic councils should be set up by the colleges to include experts from outside agencies and the university:

(iii) The qualifications for admission should conform to the minimum qualification laid down by the university for the concerned courses of study and be subject to rules to the State Government as regards reservations;

(iv) The university will award the degrees to those passing the examinations conducted by the college; and

(v) in all matters not covered by the above, all the rules and regulations of the university shall apply as to affiliated colleges and the university will continue to exercise its general power of supervision over the college. (sterling publishers Private Ltd.)

2.7.3. GOVERNANCE OF AN AUTONOMOUS COLLEGE

UGC Revised guidelines of the scheme of autonomous colleges (1986) explains:

The college will have the following committees to ensure proper management of academic financial and general administrative affairs.

- The Governing Body / Board of management (as may be named)
- The Academic Council
- The Board of Studies.
The college will, in addition, have non-statutory advisory bodies like finance committee, planning and evaluation committee, Grievances / Appeals committee, Library committee and a committee on students welfare and extracurricular matters for help and advise to facilitate smooth working and development of the college. The composition and functions of these committees:

- The Governing body or board of management will inter alia, have the representatives of state government and university.
- The academic council will be solely responsible for all academic matters such as the framing of academic policies, approving courses, regulation, syllabus etc. The council will ensure involvement of faculty at all levels and also outside experts including the representatives of university. The decision taken by the academic council will not be subject to any further ratification by the university academic council or other statutory bodies of the university.
- The board of studies are basic units in the academic system. Their functions will include prescribing the regulations and syllabus for various courses, Reviewing and updating the syllabus from time to time, introducing new courses, determining the details of the elements for continuous assessment recommending panels for appointment of examiners for the end semester examinations etc.
2.7.4 AUTONOMOUS COLLEGES-RESPONSIBILITY AND ACCOUNTABILITY

Om Prakash (1993) emphasised the responsibility and accountability of autonomous colleges in his paper, `what is Autonomy’

Autonomy makes the college responsible and accountable for:

- The academic programme they provide:
- Diversifying courses and also designing new ones:
- The teaching scheme, methods and techniques adopted
- Prescribing rules and procedure of admission consistent with the optimum size of the institution.
- Evolving methods of evaluation and examination of their students:
- Providing opportunities to the faculty and the students for creative activity and research particularly in response to local needs of the society and the environment around;
- Undertaking extension and social service projects. (Sterling Publishers Pvt.Ltd.)

The state-level review committee on autonomous colleges in Tamil Nadu (1990) in its report and recommendations highlighted the following:

... Tamil Nadu took the early lead in the sphere of autonomous colleges (and it continues to maintain its lead will date). In the year 1978-79, university of Madras granted autonomous status to eight of its affiliated colleges and Madurai Kamaraj University to two of its colleges. The late eighties (particularly 1987-88) saw a
phenomenal expansion in the number of autonomous colleges which went up to as high as 43 colleges (more than 40 percent of autonomous colleges in the country are located in Tamil Nadu today).

The Committee based on its review, study and observation recommended the following:

Besides introduction of locally relevant optional/applied papers, the colleges can introduce field oriented project work at the U.G. and P.G. levels that will help the students learn their environment and also get trained in creative and independent thinking, which is a mission element in the current system, further, it is recommended that while the theory papers be comparable to universal standards, the local relevance can be given due emphasis through elective/optional papers.

The autonomous college shall establish a curriculum development cell (CDC) which shall act as an academic resource center. The CDC shall collect syllabi/curricula data from various universities and advanced centers in the country and also the syllabi prepared by the UGC curriculum development cell. These resources shall be supplied to the members of the college boards of studies, with a view to inspire innovative changes in the curriculum.

All those colleges which have not introduced extension component in their curricular, may take earnest efforts to introduce extension programme as part and parcel of the state Government also should accord due recognition to such activities.
Accomplishment in extension activities by students may be recorded in the degree certificates as part IV, as desired by some colleges.

As part of foundation courses, study of ethics, communal harmony and national integration, and cultural heritage may be introduced by all colleges. These courses be imparted in an inspiring manner using audio-visuals, special lectures and group discussions. A pass in these courses may only be a secondary goal, the primary purpose should be to inspire the students and inculcate in them such important values in order to shape them into good citizens.

The extension programmes for students can also be effectively organized using autonomous grants.

2.7.5 AUTONOMOUS COLLEGES IN TAMIL NADU - A GENERAL SURVEY

In pursuance of the recommendations of Kothari Commission, a beginning was made in 1973 to grant autonomy to a few carefully selected colleges and departments of University. Tamil Nadu took the early lead in this sphere (and it continues to maintain its lead till date). In the year 1978-79 University of Madras/Chennai, granted autonomous status to eight of its affiliated college and Madurai Kamaraj University, Madurai to two of its college.

After a lull period of early eighties, the late eighties (particularly 1987-88) saw a phenomenal expansion in the number of autonomous colleges which went up to a high as 43 colleges (more than 40 per cent of autonomous colleges in the country are located in Tamil Nadu to-day). These colleges include 32 Arts and Science Colleges (out of 186)
five colleges of Teacher’s Education (out of 21) one college of Physical Education (out of 3) and the Technical Teacher Training Institute at Madras, and five Engineering Colleges (out of 9).

2.7.6 REGIONAL RELEVANCE OF SYLLABI

Among the deficiencies in the syllabi, mention must be made about inadequate regional, local orientation and relevance. Of course most of the colleges have taken earnest efforts in introducing one or two option/allied papers in every discipline with local application. It is quite understandable that these in situations are constrained to strike a balance between, “local relevance and academic excellence”. These two do not necessary to be together, some times these syllabus is locally relevant, themes are comparability to national/international standard; particularly, when the employment potential in a local region is more limited than at the national level, one cannot logically harp upon the local relevance of syllabi beyond its proportion. The committee is of the option that, besides introduction of locally relevant optional/applied papers, the colleges can introduce field-oriented project work at the UG and PG levels. (Eg. St., Joseph’s College, Tiruchirapalli, AVC college, Mailaduthurai, Lady Doak College, Madurai, American College, Madurai), that will help the student learn their environment and also get trained in creating and independent thinking, which is a missing element in the current system. Has such it is recommended that while the core theory papers may be comparable to universal standard, the local relevance can be given due emphasis through elective/optional papers/project works.
2.8 SUMMARY

Some studies and reviews are done on the selected topic extension model with special reference to autonomous colleges in Tamil Nadu. Even the few literature available and studies made, there is no comprehensive study made to analyze all aspect of extension activities like, in enlisting or all the extension activities adopted in autonomous colleges, the experiences and its influence in the curriculum of the respective colleges, the various components that are included in the curriculum, impact on the students, teachers and the community on comprehensive way, the constraints and problem face by the management, teachers and students in implementing the activities and a few prototype model taking into account of all the aspects mentioned about with common features so that other can follow or adopt according to their environment/need. No study has been reported as related to present methodology of studying various extension activity models adopted by students and teachers of autonomous colleges in the State of Tamil Nadu.

It is hoped that if the findings of the present study are considered by the policy makers, it can lead to desirable consequence in the realm of the extension activities at the autonomous colleges as well as University level too. Finally in this chapter, meaning, definition, objectives, concepts on extension activities of autonomous colleges, curriculum development, etc., are presented. Further, the literature cited in this chapter pertaining to recent publications notified in India and Other countries. Following this chapter, details of the methodology including research designs, sampling techniques and preparation of tools are presented in Chapter III.