CHAPTER - V

Summary, Findings, Recommendations and Conclusions
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SUMMARY, FINDINGS, RECOMMENDATIONS 
AND CONCLUSION

5.0 INTRODUCTION

The University Grants Commission (UGC), in their policy frame on Higher Education recognised Extension as the third dimension of the institutions of Higher Education in addition to the earlier two - fold dimensions of Teaching and Research, in the following words:

"If the University system has to discharge adequately its responsibilities to the entire education system and to the society as a whole it must assume extension as the third important responsibility 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".

Eminent thinkers, leaders like Aristotle, Plato, John Dewey, John Ruskin, Sri.Aurobindo, Swami Vivekananda, Mahathma Gandhi and Jawaharlal Nehru also stressed the importance of education and its vital role of social change. The Kothari Commission (1964-66) highlighted the importance for giving a link between the School/College and the Community and recommended to start a new programme called National Service Scheme (NSS). NSS aims at up gradation of the personality and experiences of the students through community service.

The University of Chennai, had launched the Community Social Service (CSS) during seventies and made it compulsory for all its students by incorporating it into the regular curriculum under part- III and counted it for the overall grade and class for the
Degree. The National Adult Education Programme (NAEP) provided the first major opportunity in 1978 to involve the Universities and Colleges, through their students and teachers, to impart 3 R's (Reading, Writing and Arthamatic) to those who were earlier denied the opportunity.

The Kothari Commission (1964-66) suggested the creation of autonomous colleges within the frame work 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. The NEP (1986) stand hold good for present day educational system in India. Almost all spheres of education have geared towards socio-economic development of the country. There is wide scope for the educational institution especially Universities and Colleges to reach out and to have better collaboration with user system especially among the rural community.

The UGC under its 1983, 1988 and 1997 guidelines for Adult, Continuing Education and Extension recognised Extension as the third dimension of the institutions of Higher Education in addition to the earlier two-fold dimensions of 'Teaching' and 'Research'. The Third Dimension aims to extend the knowledge and other institutional resources to the community & vice versa and to gain insights from a contact between knowledge resources and socio-cultural realities with a view to reflecting these in the entire curricular system of Higher Education including Teaching and Research.

In order to promote a Population Education Programme, the Department of Adult, Continuing Education and Extension in 12 Universities spread all over the country have been developed as Population Education Resource Centre (PERC). These PERCs have
been entrusted with the responsibility of organising orientation / training programme for various levels of functionaries including student and community leaders in its service area. These training programmes are considered as input for the efforts made to create population awareness among the younger generation.

The UGC undertook all efforts to promote and guide involvement of students and teachers in various activities under third dimensions. Steps have been taken to create Departments/Centres of Adult Continuing Education and Extension, to provide financial assistance to various activities like Adult Education / Literacy, Population Education, Non-formal Education, Continuing Education Courses, Jana Shiskshan Nilayams, to integrate the extension activity in the curricula to allow academic incentives to participating students, to provide for the staff development programmes like short term training courses, courses, workshops etc., and to support the research and development oriented Non-formal Education.

In spite of the support given to the extension activities, major attempt has not been made to develop, incorporate and integrate the extension work in the regular system of the Universities and Colleges. A comprehensive study has not been carried out to assess the impact of the extension activities on the staff, students and the community at large. So far no practical link has been made to bring all the extension activities under one roof or department at the University and College level.

5.1 STATEMENT OF THE PROBLEM

The thrust of the problem is to study and gather facts and figures on various extension activities and the different models adopted by the autonomous colleges in the
State of Tamil Nadu. Based on this data, the outcome of the extension activities on the teachers, students and community are assessed. The researcher also through this study has attempted to develop prototype extension activity models which may be adopted by autonomous colleges. This would also help the existing models for necessary changes / suitable modifications. Above all this would help the education policy makers to concretise and develop comprehensive models on extension activities in the future.

5.2 GENERAL OBJECTIVES OF THE STUDY

- To study about various extension activities, its components and nature, methods of implementation and its integration, constraints & problems, and influences on curriculum of autonomous colleges in the state of Tamil Nadu.
- To find out and compare the benefits and experiences gained in extension activities among the selected colleges, faculties, students, and adopted communities in the study area.
- To develop prototype models on extension activities particularly to the autonomous colleges.

5.3 SPECIFIC OBJECTIVES OF THE STUDY

* To enlist the various extension activities implemented by the selected autonomous colleges in the State of Tamil Nadu.
* To find out the nature and components of extension activities that are included/ integrated in the curriculum of the selected autonomous colleges of the study area.
* To understand the influence of extension activities as a part of curriculum of selected autonomous colleges in the State of Tamil Nadu.
* To find out the methods of implementation of extension activities at selected autonomous colleges in the study area.
* To find out the constraints and problems which are encountered in implementing extension activities at the chosen autonomous colleges of the present study.

* To find out the relationship between the type of college (men, women, and co-education) and the experiences gained by the students on extension activities.

* To find out the relationship between the type of management (minority, non-minority and government colleges) and the experiences gained by the students on extension activities.

* To study and analyse the significant relationship between the male, female students and the experiences gained by them on extension activities.

* To study and analyse the significant relationship between the under-graduate, post graduate students and the experiences gained by them through the extension activities.

* To study and analyse the benefits derived among the trained, untrained faculties; minority, non-minority, government college faculties; and men, women, co-education college faculties.

* To study and analyse the significant relationship between the benefits derived and under-graduate, post-graduate students, male, female students and minority, non-minority, government college students.

* To study and analyse the significant relationship between the personal benefits derived and the beneficiaries drawn from men, women, co-education colleges area and minority, non-minority, government college area.

* To study the benefits derived by the community as a whole and its significant relationship between the minority, non-minority, government colleges adopted community and men, women, co-education colleges adopted community.
5.4 HYPOTHESES

Hypothesis - 1

There is no significant association between the sex of the students and the experience - Interesting one.

Hypothesis - 2

There is no significant association between the sex of the students and the experience - Challenging one.

Hypothesis - 3

There is no significant association between the sex of the students and the experience - Over expectation one.

Hypothesis - 4

There is no significant association between the sex of the students and the experience - New experience one.

Hypothesis - 5

There is no significant association between the level of graduation of students and the experience - Useful for the study and life.

Hypothesis - 6

There is no significant association between the level of graduation of students and the experience - Interesting one.

Hypothesis - 7

There is no significant association between the level of graduation of students and the experience - Challenging one.

Hypothesis - 8

There is no significant association between the level of graduation of students and the experience - New experience one.

Hypothesis - 9

There is no significant association between the level of graduation of students and the experience - Over expectation one.
Hypothesis - 10

There is no significant association between the level of graduation of students and the experience - Useful for study and life.

Hypothesis - 11

There is no significant association between the types of management (minority, non-minority and government) college students and the extension experience - Interesting one.

Hypothesis - 12

There is no significant association between the types of management (minority, non-minority and government) college students and the extension experience - Challenging one.

Hypothesis - 13

There is no significant association between the types of management (minority, non-minority and government) college students and the extension experience - New experience one.

Hypothesis - 14

There is no significant association between the types of management (minority, non-minority and government) college students and the extension experience - Over expectation one.

Hypothesis - 15

There is no significant association between the types of management (minority, non-minority and government) college students and the extension experience - Useful for study and life.

Hypothesis - 16

There is no significant difference between the trained and untrained faculties with regard to the benefits derived by the extension activities.

Hypothesis - 17

There is no significant difference between the involvement of faculties (voluntarily and compulsorily) and the benefits derived by the extension activities.
Hypothesis - 18

There is no significant difference among the types of management of college (minority, non-minority and government) faculties with regard to the benefits derived by the extension activities.

Hypothesis - 19

There is no significant difference among the types of management (minority, non-minority and government) college students with regard to the benefits derived by the extension activities.

Hypothesis - 20

There is no significant difference among the men, women, and co-education college students with regard to the benefits derived by the extension activities.

Hypothesis - 21

There is no significant difference between the level of graduation (UG and PG) of students with regard to the benefits derived by the extension activities.

Hypothesis - 22

There is no significant difference between the sex - male and female students with regard to the benefits derived by the extension activities.

Hypothesis - 23

There is no significant difference among the types of management (minority, non-minority and government) college beneficiaries with regard to personal benefits derived by the extension activities.

Hypothesis - 24

There is no significant difference among the men, women and co-education college beneficiaries with regard to the personal benefits derived by the extension activities.

Hypothesis - 25

There is no significant difference among the types of management (minority, non-minority and government) college adopted community with regard to the benefits derived by the extension activities.
Hypothesis - 26

There is no significant difference among the types of college (men, women and co-education) adopted community with regard to the benefits derived by the extension activities.

5.5 VARIABLES OF THE STUDY

Reviewing the available literature in the area of extension activities, the researcher has identified the following variables for the present study.

5.5.1 INDEPENDENT VARIABLES

The Independent Variables related to the study are identified related to college management, staff, students and the community of the study are as follows:

Variables related to college
Management - Minority College
- Non-Minority College
- Government College
Type
- Men College
- Women College
- Co-education College

Variables related to the Faculties
Training
- Trained Faculty
- Untrained Faculty
- Voluntarily involved Faculty
- Compulsorily involved Faculty
- Male Faculty
- Female Faculty

Variables related to Students
Sex
- Male students
- Female students
Courses

- Under Graduate students
- Post Graduate students

5.5.2 DEPENDENT VARIABLES

- Experiences gained through extension activities
- Benefits derived through extension activities, and
- General suggestions in implementing extension activities

5.6 METHODOLOGY

5.6.1 RESEARCH DESIGN

Research design is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or framework of the project that stipulates what information is to be collected from which sources by what procedures (Paul E. Corner & Donald S. Tull). Research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. It is the overall schemes or programmes of research (Fred N. Kerlinger).

The researcher has utilised exploratory and survey methods in the present study.

The present exploratory study covers the following two phases mentioned by Katz and Festinger (1953) as given below:

⇒ To explore and identify relevant variables pertaining to the research problem selected for the study, and

⇒ To find out the relationship between the variables selected and studied. Survey is a form of planned collection of data for the purpose of description or prediction as a guide to action or for the purpose of analyzing the relationship between certain variables (Babbi, 1973) and it is usually conducted on a fairly large scale.
Lin (1976) has pointed out the following characteristics of the survey method:

- It deals with a representative sample of a population. Thus, sampling, especially probabilistic sampling is important in survey studies.

- It seeks responses on the instrument directly from respondents. These success of a survey depends to a large extent on the ability of the instruments, the interviews are to solicit both unbiased and valid responses from the respondents.

- Inferences usually require large sample size. Thus, the survey usually involves many respondents, when compared to other methods of data collection.

- The survey is conducted in a national setting.

It is clear from above discussions that the certainty of results in any survey research depends on the probabilities sampling, the appropriate instrument and recognition of non-sampling error an present design has endowed special attention to this areas.

5.6.2 SAMPLING TECHNIQUES

The selection of autonomous colleges was made by stratified disproportionate random sampling method. The selection of faculties, students and the community is done by stratified proportionate random sampling proportionate to the total population.

5.6.2.1 Selection of Colleges

Stratified disproportionate random sampling technique adopted in selecting the autonomous colleges for the study. Irrespective of the size of the units in each strata, the researcher selected two autonomous colleges from each University. The researcher taken the list of autonomous colleges keeping the year 1991 as the cut off year for his study. As this study is a statewide study, the researcher covered all the universities in Tamil Nadu.
The University of Madras, Bharathiyar University, Bharathidasan University and Madurai Kamaraj University, (which covers the present Manonmaniam Sundaranar University also) were selected for this study. Two autonomous colleges from each University have been selected. Thus the following EIGHT autonomous colleges (constitutes 25%) forms the sample for the study out of the 32 Arts & Science autonomous colleges in the State of Tamil Nadu, which has been illustrated in Table 3.2. Chapter III of the thesis.

5.6.2.2 Selection of Faculty

The researcher stratified the population according to the colleges so as to get equal representation. Twenty Five per cent of the sample was selected from each college. Thus Stratified Proportionate Random Sampling was adopted for selecting the faculties for the study, which has been tabulated in table 3.3, Chapter III of the present thesis. These faculties are involved in different extension activities like NSS, NCC, Adult, Continuing Education, Women Cell, AICUF, Fine Arts, Service Clubs, Sports & Games, etc.

5.6.2.3 Selection of Students

The researcher stratified the population according to the colleges so as to get equal representation. 5 per cent of the sample was selected from each college. Thus, Stratified Proportionate Random Sampling method was adopted for selecting the students for the present study, which has been detailed in table 3.4, Chapter III of the present thesis. Students in this present study includes those students who are involved in the extension activities as NSS, NCC, ACE, WC, FAA, EE, SCA, S&C and AICUF.
5.6.2.4 Selection of Beneficiaries

The researcher stratified the population according to the colleges adopted community so as to get equal representation. FIVE per cent of the sample was selected from each college adopted community. Thus Stratified Proportionate Random Sampling method was adopted for the selection of the beneficiaries for this study which has been elaborated in the Table 3.5, Chapter III of the present study. The beneficiaries in this present study includes those who are involved and benefited out of college extension activities.

5.6.3 CONSTRUCTION OF TOOLS

5.6.3.1 The Process and the Tools

The present study is based on the exploratory and survey methods. The researcher collected information from various literature, discussion with experts, interaction with the college management, extension staff, students, the beneficiaries and his personal association with the activities for more than one decade. Based on the information collected, the researcher selected the problems for the study and constructed the tools-questionnaire and interview schedule. The data were collected from the college management, staff, students and beneficiaries by utilising the devised research tools.

5.6.3.2 Questionnaire

The questionnaire contains three parts. Part-'A' has been developed to collect general information and details regarding extension activities from the college management. Part-'B' is designed to assess the background, involvement, training and benefits derived by the faculty members. Part-'C' is meant for the students who are
involved in the various extension activities. This has the provision to study on the background, extension experiences, benefits derived, and their comments and suggestions.

5.6.3.3 Interview Schedule

The interview schedule is meant for the beneficiaries which has the provision to study about their background, comments and suggestions and the benefits derived in extension activities.

5.6.3.4 Reliability and Validity of the Questionnaire

The present study has utilised split-half method to estimate the reliability. In this method, the test was divided into two equivalent halves by pooling the scores on an odd numbered, and then even numbered items and the correlation is found. The reliability is found to be 0.746 for the students and 0.821 for the faculty members. The validity of the questionnaire is tested for its contents. As per the suggestions made by the experts, the contents were modified and rearranged. During the course content validity due weightages were given to language, content coverage and format of items.

5.6.3.5 Reliability and Validity of the Interview Schedule

In the present study, the method of rational equivalence (kuder and Richardson formula) was administered. After the preparation of the final draft, the researcher selected the beneficiaries as per the experts’ suggestions and the whole test was applied. The obtained ‘t’ value (0.7132) indicates that the interview schedule was a reliable tool. As per the suggestions made by the experts, the contents were modified and rearranged
according to the weightage. During the course content validity due weightages were
given to language, content coverage and format of items.

5.7 FINDINGS OF THE STUDY

The findings of the study are classified as under.

i. Nature of Extension Activities adopted

ii. Components and Methods of Implementation

iii. Experience gained through Extension Activities

iv. Outcome/Benefits derived from Extension Activities

v. Relationship/Association difference between the variables

vi. Constraints and Problems

vii. Comments & Suggestions

5.7.1 NATURE OF EXTENSION ACTIVITIES ADOPTED

The following are the important extension activities adopted by the autonomous

colleges in the state of Tamil Nadu.

• National Service Scheme (NSS)

• National Cadet Corps (NCC)

• Adult, Education & Continuing Education (ACE)

• Extension - Education as a part of Curriculum (EE)
  
  (SHEPHERD Programme of St. Joseph College, Tiruchirapalli,

  STAND Programme of St. Xavier's College, Palayamkottai, and

  Ethics & Culture at NGM College, Pollachi)

• Service Clubs Activities - Leo & Rotaract (SCA)

• Fine Arts Association (FAA)

• Youth Red Cross (YRC)

• Planning Forum (PF)

• Vocational Courses (VC)
• Sports & Games (SG)
• Women Cell (WC)
• AICUF Activities

5.7.2 COMPONENTS & METHODS OF IMPLEMENTATION

• NSS and extension are made as compulsory for students in most of the autonomous colleges. The other activities which are made compulsory are Adult education, women cell activities and AICUF activities.

• Marks & Hours of work are the academic requirements to fulfill or pass in extension. 75 per cent of the colleges keep marks and 63 percent of the colleges keep hours of work as the requirement for pass in extension activities.

• Seventy five percent of the colleges have theoretical input for extension. These input are given through Orientation/Seminar, Foundation Courses Case Studies and Regular Theory Classes.

• Fifty percent of the colleges have board of studies for extension activities.

• Seventy five per cent of the colleges do extension activities by organizing short duration camps (3 to 5 days). Sixty three percent of the colleges do through continuous visits.

• As for evaluation method is concerned 88 percent of the colleges keep attendance as the criteria, 75 percent consider the interests and involvement of students. The other criteria are the report writing and group work.

• Fifty per cent of the colleges have separate department for extension activities.

• Most of the colleges have part- time staff for extension activities. Fifty percent of the colleges have full-time staff for the extension.

• Fifty per cent of the extension staff are permanent, and they are considered as teaching staff category. The other 50% are temporary and not considered as teaching staff.
• Fifty per cent of the colleges agreed that the work load of extension staff is more than their counter part in the colleges. The salary for the extension staff is less compared to their counter parts.

• There is no co-ordination among different extension activities in most of the colleges.

• Fifty per cent of the college have the extension components included in a few departments. In the fifty percent of the colleges has included extension components in all departments.

• Provision for practical study is the main component in the syllabus of the departments in 50 percent of the colleges. There are also other components which are included Separate extension unit in each subject, project work/target/assignment for extension.

• Most of the colleges pay extra remuneration to the extension staff in addition to their salary.

• Most of the colleges award certificates (or) diplomas for the students who involved in extension activities. Whereas one college gives admission priority for further course of study.

• The major sources of fund for the extension activities for the colleges are the University Grants Commission (UGC) and their concerned Universities.

5.7.3 EXPERIENCES GAINED THROUGH EXTENSION ACTIVITIES

The following are the important findings on the experiences gained through extension by activities the faculties, students and the beneficiaries at the community level.

* Most of the staff (78%) have got special training to do extension activities and the major area is NSS

* Most of the staff (94%) involved in the extension activities by accompanying the students

* Most of the staff are spending a few hours per week for the extension activities.
Most of the staff involved in the extension activities voluntarily and on demand from the management.

Most of the students did their extension activities in rural areas.

Most of the students find extension experiences as

Interesting one,

A new experience to them,

Challenging one.

Useful for study and life and

It’s an over expectation on them.

Most of the beneficiaries got the experience of NSS.

5.7.4 OUTCOME/BENEFITS DERIVED FROM EXTENSION ACTIVITIES

The extension activities have made several outcome on the faculties, students, beneficiaries and the community as a whole. The following are the important findings.

5.7.4.1 Benefits to Staff

The following are the major benefits derived by the faculties who involved in the extension activities.

The extension activities experiences helped the faculties to teach the subject more effectively by linking the reality of the society.

Most of the staff learned the skill to do Community Development Work.

Helped them to have close contact and interaction with the students.

Helped them to analyse the various reasons and causes for the problems of the society and to find solutions.

Helped them to develop suitable project/programmes relevant to the society.

Made changes in the attitude of many staff towards concern for others.

Helped them to motivate the students to involve meaningfully and to create a sense of concern for others.
5.7.4.2 Benefits to Students

The following are the major benefits derived by the students out of their involvement in the extension activities.

* Most of the students gained knowledge about the society
* Most of the students learned the skill to do community development work
* Most of them gained overall development of personality and the leadership quality.
* Half of the students have changed their attitude towards social concern.

5.7.4.3 Benefits For the Beneficiaries

The following are the important personal benefits derived by the beneficiaries personally.

* Most of the beneficiaries (who are earlier illiterates) learned literacy through the extension activities.
* Most of them come to know about health, hygiene, environment, ecology and the various schemes and programmes of the government meant for them.
* Fifty seven per cent of the beneficiaries learned to do group work and cooperative work.
* Most of the beneficiaries gained self confidence and developed leadership quality.

5.7.4.4 Benefits to the Community

The college adopted community as a whole benefited largely out of the extension activities. They are:

* Most of the adopted community have got road, transport, protected drinking water, and health facilities.
* Most of the villages new trees have been planted and the environment of the area improved.
* The pre-school, adult, non-formal and continuing education programmes have been implemented in most of the community.
* Women’s club, youth club, cooperative societies have been formed in many villages/community.
* The number of literate, school going children have been increased in most of the community.
* There was a reduction in child marriage and child labourers in most of the adopted community.
* The co-operation among people have improved in most of the adopted community.

5.7.5 CONSTRAINTS AND PROBLEMS

The following are the major constraints and problems faced by the colleges while implementing the extension activities are:

* Inadequate finance/fund for the extension
* Lack of facilities like vehicle, projects to do in the community.
* Extension work is an extra demand for the faculties.
* Inadequate support and encouragement from the UGC and University.
* Lack of people’s participation in some of the adopted community

5.7.6 COMMENTS AND SUGGESTIONS

The faculties and students out of their extension activities experiences have made the following comments and suggestions on the extension activities.

* Eighty per cent of the faculties and staff suggested that extension activities should be made compulsory for all the students and should be made as part of curriculum for all under part - IV.
* Seventy per cent of the faculties and students suggested that extension activities should be included in the regular stream and time table of the college for students & staff.
* Most of the faculties felt that suitable remuneration should be given to faculties who are involved in extension activities.

* All most all the staff are on the opinion that separate, qualified and experienced full-time staff should be appointed to co-ordinate all the extension activities at the college level.

* Most of the faculties and students suggested that adequate infrastructure facilities and project should be given for meaningful involvement of the students.

* Most of the students felt that adequate training and theoretical input should be given before go for extension activities.

* There is a divided opinion regarding marks for extension activities and its count for the overall grade points for students.

5.7.7 RELATIONSHIP / ASSOCIATION BETWEEN THE VARIABLES

The other important findings related to the study are as follows:

◊ There are significant association between the minority, non-minority, such as government college students and the extension experiences interesting one, new one and over expectation. Whereas no significant association in relation to the experiences - challenging one and useful for study and life.

◊ There are significant association between the sex of the students and their extension experiences - interesting one, challenging one, new one, over expectation and useful for study and life.

◊ There are significant association between the level of graduation of the students and their extension experiences- interesting one and over expectation. There are no association for the experiences- challenging one, new one and useful for study and life.

◊ Regarding the benefits, there is no significant among the minority, non-minority, government college faculties and the benefits derived by them.
There is a significant difference among the minority, non-minority, government college students and the benefits derived. That is, the minority college students benefited more than the other college students.

There are significant difference among the men college, women college, government college students and the benefits derived by them. The women college students benefited more than the men and co-education college students.

There are significant difference between the under graduate, post graduate students and the benefits derived by them. The post graduate students received more benefits than the under graduate students.

There are significant difference between the minority, non-minority, government college beneficiaries and the personal benefits derived by them. The minority and non-minority college beneficiaries gained more than the government college beneficiaries.

There are significant difference between the men, women, co-education college beneficiaries and the benefits derived by them. The women college beneficiaries gained more than the other group.

5.8 RECOMMENDATIONS AND CONCLUSION

5.8.1 RECOMMENDATIONS

The study gives clear direction for extension activities, the various components, nature and methods of implementation in autonomous colleges. The faculties, students, beneficiaries and the community as a whole benefited out of the college extension activities. However, there are some constraints and problems in implementing the activities for the college authorities. The nature, components and the methods of implementation of extension activities are vary from college to college, at the same time there are some common features also found among colleges. The study help the
researcher to come out with prototype models on extension activities which may be adopted/experimented by the autonomous colleges, (if necessary with suitable modifications to it).

5.8.1.1 UNIVERSITY AND UGC SUPPORT

Since the colleges implement the extension activities mainly with the financial support from the Universities, the UGC & Universities should come forward to help the colleges in the following ways.

- Providing all the necessary infrastructural facilities like vehicle, Audio Visual Equipment's & Aids, etc.
- The extension department and staff should be supported like any other department of the colleges.
- Providing adequate finance(Fund)/grant to college level extension programme.
- Giving special consideration in sanctioning projects/programmes for colleges.
- Considered priority for the upgradation of the colleges.

5.8.1.2 Government's Support

The State and Central Governments should support the college level extension activities in par with other development & welfare departments or the Government and Non-Government Organisation (NGO). The results of the study shows the out of the college extension activities besides the faculties and students of the colleges, the people and the community benefited much. Hence some of the development and welfare projects for the people/community can be sanctioned to the colleges too. This would fill the gap of
inadequate projects for students for their involvement at the community (please refer the constraints/problems expressed by the college authorities under Table 4.23-Chapter-IV).

5.8.1.3 Institutional Support

The college which are implementing the extension activities should try to tap or link the institutions or business companies and industries with the activities. Collaborative or joint ventures, projects at the adopted area can be done. This would help the sponsoring institutions to have regular feedback and analysis about the needs of the community and also to go for action researches and studies on their contribution to the society.

5.8.1.4 Community Participation

The colleges should also try to tap the locally available resources from the adopted area. The community participation should be ensured at every stage right from planning to implementation. The local Government, Panchayat Officials, Village leaders, Women's Club, Youth Club, NGO representatives/members can be involved in the extension activities.

5.8.1.5 Involvement of Colleges

Since extension activities are primarily the college programme, the implementing colleges and their management should take this as 'mission' work with clear objectives and activities. The college authorities-management should provide necessary support and encouragement's to the faculties and staff involved in the activities. They should also see extension in par with teaching and research and give due recognition accordingly. Adequate steps should be taken to involve all the departments, faculties and students in
the activities. The colleges should also try to mobilise the necessary funds and materials required for this.

5.8.2 CONCLUSION

The researcher from the present study could find that the major extension activities adopted by the autonomous colleges are NSS and NCC. These activities have clear aims and objectives and regular programme for the involvement of more students. There are part-time faculties appointed to implement the programme. There are also funds available from the Universities and Government. These activities got the provision for students, faculties training. There is a wider network and contacts throughout the country as well as abroad.

From the study, the researcher could also find that the Service Clubs activities and Fine Arts Association Activities are also available in all the colleges. These activities are not done as a separate well developed activities rather it most of the time associates with the other activities and do programmes. Further most of these activities are performed within college campus, hence the outreach work is limited.

Further, the present study shows that there are some Extension Education Programmes which are made part of curriculum for all the students of the colleges. Majority of the minority colleges have extension programme separately with separate faculties appointed to co-ordinate these activities. These departments are functioning like an umbrella for college extension activities. Some are developed a fullfledged programme with clear aims and objectives and do in a massive way. Hence, the researcher recommends these programmes can be recognised by the UGC since they fulfill most of
the aims and objectives of UGC’s guidelines for extension. Like Centre/Department of Adult Continuing Education and Extension at Universities, these departments at autonomous colleges may be recognised and supported financially with provision for separate extension staff.

5.8.2.1 Prototype Models on Extension Activities

5.8.2.1.1 Regular Curriculum Linked Comprehensive Model

A prototype model has been developed by the researcher keeping in mind that extension being the third dimension of Higher Education and that should be given equal weightage like the other two dimensions-teaching and Research. This model can be integrated one combining most of the features of the other models existing today at autonomous colleges level.

The proposed models have been developed based on the following concept.

- Objectives
- Area of service / operation
- Linking with curriculum
- Extension Department and its nature
- Extension staff and their position
- Incentives

5.8.2.1.2 Objectives

There should be well defined objectives for extension activities for each college. This may vary from college to college, based on the environment, management type etc. This should not be an appendix rather should be given equal weightage like teaching and research. Activities should be developed to achieve these objectives. And the objectives may be set based on the problems of the area.
5.8.2.1.3 *Area of Service/Operation*

The autonomous colleges which implement extension activities should adopt a particular area for their services. This is again different from college to college. There should be regular activities in the adopted area. While adopting the area preference will be given to poor, remote areas where there is scope for extension activities.

5.8.2.1.4 *Linking with Curriculum*

As UGC has come out clearly in their policy statement that 'Extension being the "Third Dimension" for higher education, necessary linkages should be given to extension in the college curriculum.' Hence, the following academic requirements should be fulfilled.

5.8.2.1.5 *Marks and Credit*

Like any other subjects, extension should also be given marks and credit to students. It should be a part of the college curriculum and anyone fails to fulfill the minimum required marks and credit should not be promoted. The marks and credits should be worked out based on the number of hours of work and the criteria set by the college for evaluating the students' involvement.

5.8.2.1.6 *Theoretical Input*

Extension activities should have two aspects 1. Theoretical input and 2. Practical work/study. For giving adequate knowledge and information to students about the Society, target population etc., theory classes should be conducted for the students. This may be in the form of regular theory classes in the classroom, or by means of seminars,
orientation classes, case studies etc. It should be 20% of the total time allotted for the extension activities.

5.8.2.1.7 Practical Work

The main component of extension is the practical work. There should be 80% of the time allocated for each student to undertake some activities. This work should be a continuous one. That is each student should do the activities on regular basis on the particular target given in a particular area adopted. However, there may be chance for short duration camp in the beginning or immediately after one or two visits. This would enable the students to have better rapport and contacts with the people (beneficiaries). Twenty per cent of the time can be allotted for this camp.

For the practical work, each student, independently or jointly should be given some specific target to accomplish during their course of involvement.

5.8.2.1.8. Board of Studies

Like any other departments, Extension activities should also have a board of studies with members drawn from each department or a proportion, members from the students representatives from the adopted community, NGOs in the area if any eminent development worker in the area and member from the University/UGC and college management. The features of this board are the same like other departments.

5.8.2.1.9 Evaluation Method

As extension being the part of curriculum, it should also have clear evaluation criteria like any other subjects. The following criteria may be adopted depending on the environment of each college.
- Attendance
- Interest and involvement of the students
- Report writing on the work done
- Conduct and character of the students
- Group work or assignment done
- Achievements on the targets.

Above are only suggestions, the college may adopt one or more as their criteria for evaluating a student on his/her involvement/performance in the extension activities.

In order to keep record of students performance, it is suggested to have a ‘Record Note Book’ for each student. This would enable both the staff and students to know their involvement/performance on extension.

5.8.2.1.10 Extension Department and its Nature

There should be a separate extension department for each college. This department should coordinate all the extension activities of the college. This department should function in close contact and relation with all the other departments of the college.

5.8.2.1.11 Extension Staff And Their Position

There should be separate staff members for the extension activities appointed on full-time basis. These staff members should be qualified in extension and should have sufficient experiences to do the community development works. The qualification for this staff (education) is the same like that of the other staff of their cadre in the college (teaching). Further, the college authority should treat them as teaching staff and provide all facilities that the other staff are enjoying during their services. The workload of these
staffs are equal to the others and calculated in-campus and off-campus basis on official work.

5.8.2.1.12 Incentives

In order to motivate the staff and students to involve actively in the extension activities, the following incentives may be given separately in addition to marks or grade based on their performance.

- Awarding Certificate of recognition
- Awarding Diploma (or) prizes
- Priority in Admission to courses
- The faculties who involve in the extension as part-time or casual basis should also be given suitable incentives
- Suitable Remuneration
- Workload Reduction

The Regular Curriculum Linked Comprehensive Model is diagramatically presented in the Diagram 5.1.

5.8.2.2. Target Based Model on Extension Activities

This model is based on the selected targets of the colleges. The colleges have the option to fix specific targets for the following and to plan activities accordingly.

5.8.2.2.1 Area Adoption

The college should select specific area or location for their extension activities. This may be a village, cluster of villages, a particular street in a town, or slum in the town and the like. All college level extension activities can be implemented only in his area. In order to avoid duplication or overlapping, each activity can adopt a particular area or
particular targets like literacy, skill training pre-school, even coaching classes, tree plantation, and the like. If necessary joint activities can be organised in the same location.

5.8.2.2 Targets/Assignments to Students

Under this model, each student or a group of students can be given specific target to achieve during their course period. For example, each student may be given a target of teaching literacy to 5 illiterates, planting 10 trees and the like.

All those students who have accomplished their targets may be given pass, marks, or grade or incentives. Group of students may also be given similar targets to complete at a given time. This model is diagramatically presented in the Diagram 5.2.

5.8.2.3 Inter Disciplinary Approach Model

The colleges instead of doing extension activities separately or in isolation with different class or group of students, students from different discipline can do their work in a particular location/area assigned to them. Students from each discipline, for example history, languages, economics, commerce, maths, botany, physics, chemistry etc., can all their activities in one particular area. The number will be based on the requirements & population of the area. Through this model, each discipline students will put their knowledge (discipline) and concentrate. However, there must be some co-ordination among each discipline so that no overlapping of activities, reduce the costs, time, manpower etc., This will give a chance for all the departments to come together and plan on a cross curricular or interdisciplinary manner the other modalities for academic requirements, staff, department etc. are the same for this model too. The model is illustrated in the Digram 5.3.
5.8.2.4 Extension as a Paper - Model

Instead of doing extension activities during holidays and vocations, this model helps the students to opt for extension as their optional paper. Those who choose extension as their optional paper may be exempted from another paper of equal credit from their discipline. This may be done on two ways. 1. Regular basis and continuous involvement and the 2. One time doing for few days to few months. This model is diagramed as Diagram 5.4.

5.9 IMPLICATIONS OF THE STUDY

The results of the study would help the planners at the government level to make necessary changes (or) new thrust to the extension activities of the autonomous colleges.

The findings of the study would help the University and the UGC officials to frame suitable policies for extension activities at college level. This would also helps them to know in details about the function of extension activities at autonomous colleges, the constraints and problems faced by the implementing colleges.

The results of the study would help autonomous colleges to make necessary changes into their existing extension activities. The study would help those colleges which are not active at started implementing extension to have a model for their extension activities. The findings of the study would help the sponsors, Government authorities to know the impact of extension activities and the benefits derived by the beneficiaries and the community. This would enable them to make similar projects/programmes for the college extension activities.
The study would help the institution companies, industries to know the benefits of the extension and to plan for joint ventures, collaborative efforts by supporting projects for community development. The result of the study would help the general public who are concerned for community development to realise the importance of college extension activities and to support it for its implementation.

The results of the study would help the Non-Governmental Organisations (NGOs) existing in the area or nearby to have contacts and support the colleges for its activities. The study would help the educationists, planners, the college authorities, Universities, UGC and the Education board to frame suitable syllabus for extension activities and subject matters to be included in the syllabus for the college students. In the future, the results of the study also help the government to plan for extension activities at Higher Secondary and High School level or to have suitable changes in the existing activities at school level.

5.10 LIMITATIONS OF THE STUDY

* Only autonomous colleges in the State of Tamil Nadu are considered as samples, therefore the results of this study can not be generalised to all the colleges.
* The number of colleges chosen for the purpose of sampling were kept at certain level in view of the constraint of cost, labour and time.
* Only Arts and Science Autonomous colleges are considered for the study, so the result of the study can not be generalised to other autonomous colleges (Education, Technology & Engineering and Agriculture).
* The major nine extension activities that involves faculty members and students are considered for the study, which are already detailed in the Chapter IV. Hence it can not be generalised fo all the extension activities.
Only selected dependent variables like experiences (five only), benefits (five only) for students, nine benefits taken for the faculties, eleven for the personal benefits of beneficiaries and thirteen for the community as a whole are studied and analysed for the study.

5.11. SUGGESTIONS FOR FUTURE RESEARCH

- Similar study may be conducted for each extension activities of the autonomous Colleges
- Similar study may be conducted with different type of colleges- minority, non-minority, government separately
- Similar study may be conducted with men colleges, women colleges co-education colleges separately
- The same study may be replicated by using different type of tools.
- In depth study can be made on the extension activities one or two variables.
- Similar study may be conducted with High Schools and Higher Secondary Schools for their extension activities.
- Similar study may be conducted for non-autonomous colleges and deemed universities level.
- Comparative study may be done for the students involved in extension activities and those who do not involve.
- Comparative study may be done to assess the impact of extension activities with reference to the beneficiaries involved in the activities and not involved.
- Similar study may be conducted for the Diploma Research students.
- Similar study may be conducted for the evening college students, and faculties.
- Similar study may be conducted for the beneficiaries with different variables like sex, age, education, caste etc.
- Similar study may be conducted for the students with different variables like arts students, science students etc.
- Similar study may be conducted for extension faculties with different variables like sex, year of experiences etc.