## INTRODUCTION

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CHAPTER-I
INTRODUCTION

1.0 INTRODUCTION

Education in India has a history stretching back to the ancient urban centres of learning at Takshashila and Nalanda. Western education became ingrained into Indian society with the establishment of the British Raj. Education in India falls under the control of both the union government and the states, with some responsibilities lying with the union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are union or state government controlled.

India has made a huge progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress in education has been credited to various private institutions. The private education market in India is estimated to be worth $40 billion in 2008 and will increase to $68 billion by 2012. However, India continues to face challenges. Despite growing investment in education, 35.00 per cent of the population is illiterate and only 15.00 per cent of the students reach high school. As of 2008, India's post-secondary high schools offer only enough seats for 7.00 per cent
of India's college-age population, 25.00 per cent of teaching positions nationwide are vacant, and 57.00 per cent of college professors lack either a master's or Ph.D. degree. As of 2007, there is 1522 degree granting engineering colleges in India with an annual student intake of 5,82,000 plus 1244 polytechnics with an annual intake of 2,65,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.

A multilingual web portal on primary education is available with rich multimedia content for children and forums to discuss on the educational issues. India Development Gateway primary education is a nationwide initiative that seeks to facilitate rural empowerment through provision of responsive information, products and services in local languages.

Monastic orders of education under the supervision of guru were favored form of education for the nobility in ancient India. The knowledge in these orders was often related to the tasks a section of the society had to perform. The priest classes, the Brahmans, were imparted knowledge of religion, philosophy, and other ancillary branches while the warrior classes, the Kshatriya, were trained in the various aspects of warfare. The business classes, the Vaishya, were taught their trade and the lowest class of the Shudras was generally deprived of educational advantages. The book of laws, the Manusmriti and the treatise on statecraft the Arthashstra were among the
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influential works of this era which reflect the outlook and understanding of the world at the time.

Apart from the monastic orders, institutions of higher learning and universities flourished in India well before the Common Era and continued to deliver education into the Common Era. Secular Buddhist institutions cropped up along with monasteries. These institutions imparted practical education, e.g. medicine. A number of urban learning centres became increasingly visible from the period between 200 BCE to 400 CE. The important urban centres of learning were Takshashila and Nalanda, among others. These institutions systematically imparted knowledge and attracted a number of foreign students to study topics such as logic, grammar, medicine, metaphysics, arts and crafts.

By the time of the visit of the Islamic scholar Al Beruni (973-1048 CE), India already had a sophisticated system of mathematics and science in place and had made a number of inventions and discoveries.

With the arrival of the British Raj in India a class of westernized elite was versed in the western system of education which the British had introduced. This system soon became solidified in India as a number of primary, secondary and tertiary centres for education cropped up during the colonial era. Between 1867 and 1941 the British increased the percentage of the population in primary and secondary education from around 0.6% of the
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population in 1867 to over 3.50 per cent of the population in 1941. However this was much lower than the equivalent figures for Europe where in 1911 between 8.00 and 18.00 per cent of the population were in primary and secondary education. Additionally literacy was also improved. In 1901 the literacy rate in India was only about 5.00 per cent though by independence it was nearly 20.00 per cent.

Following independence in 1947, Maulana Azad, India's first education minister envisaged strong central government control over education throughout the country with a uniform educational system. However, given the cultural and linguistic diversity of India, it was only the higher education dealing with science and technology that came under the jurisdiction of the central government. The government also held powers to make national policies for educational development and could regulate selected aspects of education throughout India.

The central government of India formulated the National Policy on Education (NPE) in 1986 and also reinforced the Programme of Action (POA) in 1986. The government initiated several measures the launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan, India's initiative for Education for all) and setting up of Navodaya Vidyalay and other selective schools in every district, advances in female education, inter-disciplinary research and establishment of open universities.
India's NPE also contains the National System of Education (NSE), which ensures some uniformity while taking into account regional education needs. The NPE also stresses on higher spending on education, envisaging a budget of more than 6.00 per cent of the Gross Domestic Product. While the need for wider reform in the primary and secondary sectors is recognized as an issue, the emphasis is also on the development of science and technology education infrastructure.

India's higher education system is the third largest in the world, after China and the United states. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the UGC.

As of 2009, India has 20 central universities, 215 state universities, 100 deemed universities, 5 institutions established and functioning under the State Act, and 13 institutes which are of national importance. Other institutions include 16,000 colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes. Distance learning is also a feature of the Indian higher education system.
Some institutions of India, such as the Indian Institutes of Technology (IITs), have been globally acclaimed for their standard of education. The IITs enroll about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India.

Besides top rated universities which provide highly competitive world class education to their pupil, India is also home to many universities which have been founded with the sole objective of making easy money. Regulatory authorities like UGC and AICTE have been trying very hard to extirpate the menace of private universities which are running courses without any affiliation or recognition. Students from rural and semi urban background often fall prey to these institutes and colleges.

From the first Five Year Plan onwards India's emphasis was to develop a pool of scientifically inclined manpower. India's National Policy on Education (NPE) provisioned for an apex body for regulation and development of higher technical education, which came into being as the All India Council for Technical Education (AICTE) in 1987 through an act of the Indian parliament. At the level of the centre the Indian Institute of Technology and the Indian Institutes of Information Technology are deemed of national importance. The Indian Institutes of Management are also among the nation's premier education facilities. Several Regional Engineering Colleges have been converted into National Institutes of Technology. The UGC has inter-
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There is great role of universities in the development of human resource of our country. The universities of India can be classified in various categories like Central Universities, State Universities, Deemed Universities, Private Universities, Agricultural Universities, National Institutes of Importance and Open Universities. These Universities of India can play a very important role not only in the sustenance of a just and vibrant society but also in the continuation of its rich democratic tradition. In fact a few universities in India are playing an excellent job of producing enlightened citizens for the nation. But with the growth of the economy, the Indian Universities and other Institutes of higher education have faced with a new challenge.

This is to provide qualified and skilled professionals to the burgeoning industries and corporate houses. As India is already very large in terms of population, the need of the hour is transformed the unproductive human resources to productive human capital. This again calls for making quality and relevant higher education accessible to a large section of the population and huge investment in the education sector.

According to the Census of 2001, "every person above the age of 7 years who can read and write in any language is said to be literate". According to this criterion, the 2001 survey holds the National Literacy Rate
to be around 64.84 per cent. Government statistics of 2001 also hold that the rate of increase in literacy is more in rural areas than in urban areas. Female literacy was at a national average of 53.63 per cent whereas the male literacy was 75.26 per cent. Within the Indian states, Kerala has shown the highest literacy rates of 90.02 per cent whereas Bihar averaged lower than 50.00 per cent literacy, the lowest in India. The 2001 statistics also indicated that the total number of 'absolute non-literates' in the country was 304 million. To fulfill need to educate more people in our country government has started initiatives by establishing open universities in India.

The increasing demand for higher education has, over the years, led to the introduction and growth of the open learning system in the 1970s. Open Universities in India provide the facility of distance education to people who are unable to pursue regular courses. Distance education is provided on academic, technical and professional subjects. These universities offer undergraduate, postgraduate and doctoral programme. They also offer diploma and certificate level courses. The Open Universities in India are regulated by the Distance Education Council of India (DEC). It is an organization based in New Delhi which maintains the standards, encourages and organizes the activities of Open and Distance Learning in India (ODL). The council encourages the state governments and conventional universities to set up open universities and distance education centers. It also arranges funds to run these universities. The assessment and accreditation of these universities is also
done by the DEC. Facilitating and promoting distance education is the ultimate goal of the DEC. In India, 14 Open Universities viz., Indira Gandhi National Open University, Dr. B.R. Ambedkar Open University, Karnataka State Open University, Nalanda Open University, Netaji Subhas Open University, Kota Open University, Vardhman Mahaveer Open University, UP Rajarshi Tandon Open University, Madhya Pradesh Bhoj Open University, Tamil Nadu Open University, Yashwant Rao Chavan Open University, Dr. Babasaheb Ambedkar Open University, Ahmedabad, Pt Sunderlal Sharma Open University, Chhattisgarh, Uttaranchal Open University and K. K. Handique State University are in operation doing excellent work for education through their educational centers in various states of India. Distance education provides access to all, equity and further quality. Its prime concern is to construct and create self learning material. The policy of a democratic country on education ever turns to distance education mode. The learning society which is already existing need a mode of learning that helps for professional development and related aspects.

1.1 STATEMENT OF THE PROBLEM

There has been a rapid increase in the demand for higher education in Asian countries. This has been accompanied by heavy public subsidy to universities and their students. However, per student expenditure is declining in many countries, reflecting their increasing inability to maintain a high cost university system and adversely affecting the quality of instruction
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offered. It is imperative that these countries adopt low cost strategies for providing public higher education of reasonable quality.

Several Asian countries have, in the last two decades, established open universities to provide public higher education. They include among others, India, Pakistan, Sri Lanka, Thailand, Indonesia and China. The institutions have an important role in national higher education system. The first Open University was started in Britain in Milton Keynes in 1969, which came out to be a great success. It was indeed a major breakthrough in the field of education. The success of Milton Keynes Open University resulted in the opening of three more Universities in Western Europe - Fern University of Germany, the Spanish University, National De Education a Distance and Netherlands's Open University. In Former USSR, where distance education came under the national policy, this technology played the wonders. In 1989, there were 1169 distance education courses for the technical studies alone. Out of five million students in higher education during 1988-89, 40.00 per cent were the students of distance educational system.

The gradual development and growth of distance education all over the world had its echo and impact in India also. In July, 1962 the history of education in India changed by starting correspondence courses. These courses started in the pursuance of the recommendations of an expert committee under the chairmanship of Professor D.S. Kothari, Chairman, University Grant Commission.
In India, Dr. Babasaheb Ambedkar Open University formerly known as Andhra Pradesh Open University was established in August 1982 by an Act of the state legislature of Andhra Pradesh. It was the first Open University in India. It is expected to play a complementary role in democratizing higher education in India by providing education opportunities to hither to neglected sections of the population. It was also to offer continuing education to those in employment to upgrade their skills and knowledge. At present, it offers undergraduate, postgraduate and research programmes throughout India. Since its inception, year wise programmes, launched centers and enrollment of students have been increasing rapidly to cater the educational need of the students across the state including the tribal pocket. However, there is dearth of systematic evolution of the substance of education provided by this university and hence “A study on comprehensive working of Dr. Babasaheb Ambedkar Open University in different educational perspectives in the tribal areas of Gujarat state" was planned with following research objectives:

1.2 **RESEARCH OBJECTIVES**

1. To study the profile of the students of Dr. Babasaheb Ambedkar Open University.

2. To study motives behind joining the Dr. Babasaheb Ambedkar Open University.
(3) To study the attitude of the student towards education provided by Dr. Babasaheb Ambedkar Open University.

(4) To study the educational perspectives of Dr. Babasaheb Ambedkar Open University as perceived by the students.

(5) To study the occupational aspiration of the student of Dr. Babasaheb Ambedkar Open University.

(6) To study the constraints faced by the students under Dr. Babasaheb Ambedkar Open University.

(7) To seek suggestions offered by the students to overcome the constraints for better functioning of Dr. Babasaheb Ambedkar Open University.

(8) To ascertain the relationship, if any, between the profile of the students and level of educational perspective as presented by them.

1.3 DEFINITION OF THE IMPORTANT TERMS

Educational perspective: Educational perspective is a proper evaluation with proportional importance given to different dimensions of education system.

Age: Age is defined as the number of years completed by the respondents at the time of enquiry.

Birth order: It is the ordinal position of birth of the respondent in the family.
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**Caste:** Caste is a rigid social category in which the respondents are belonging to.

**Marital status:** It is the status of the respondents in terms of their being married or bachelor.

**Family type:** It is the family background of the respondent in terms of nuclear family or joint family.

**Family size:** It is the total number of members in a unit of family of respondent.

**Academic achievement:** It is the academic system in which the result is declared in the form of numerical marks, grades, qualitative level and percentage range of the letter grade after completion of academic course work to the respondent. It is the level of academic performance of the respondent.

**Participation in extracurricular activities:** It refers to the participation of respondent in extracurricular activities like outdoor and indoor games, debate, drama, National Cadet Core and National Service Scheme.

**Family's occupation:** It refers to the occupation proportion of members of family who are engaged in various sources of income.

**Annual income of family:** It is defined as the total amount in rupees earned in a year from the different sources income by all the earning members of the respondents' family.
Father's social participation: It refers to the participation of respondent's father in different social organizations or institutions as a member or office bearer.

Educational status of family: It refers to the formal education status of the family members of the respondent.

Overall modernity: It is degree of respondent’s modern way of thinking and outlook considering current time of social, economic and cultural process of changes.

Reading habit: It is time devoted by the respondent in reading course contents, periodicals, newspapers, journals, magazines and other informative materials.

Attitude: It is the tendency of the respondents to react favorably or unfavorably towards education provided Open University.

Level of occupational aspiration: It is orientation of the respondents towards occupational goals.

1.4 HYPOTHESES OF THE STUDY

The following hypotheses are formulated in pursuance of the objectives of the study.

(1) There is no relationship between age of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.
(2) There is no relationship between birth order of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

(3) There is no relationship between caste of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

(4) There is no relationship between marital status of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

(5) There is no relationship between family type of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

(6) There is no relationship between family size of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

(7) There is no relationship between academic achievement of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

(8) There is no relationship between participation in extracurricular activities of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.
There is no relationship between occupation of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

There is no relationship between annual income of family of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

There is no relationship between father's social participation of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

There is no relationship between educational status of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

There is no relationship between overall modernity of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

There is no relationship between reading habit of the students and their educational perspectives of Dr. Babasaheb Ambedkar Open University.

1.5 VARIABLES OF THE STUDY

The variables used in the study are classified into independent and dependent variables.
INDEPENDENT VARIABLES

(1) Age
(2) Birth order
(3) Caste
(4) Marital status
(5) Family type
(6) Family size
(7) Academic achievement
(8) Participation in extracurricular activities
(9) Family's occupation
(10) Annual income of family
(11) Father's social participation
(12) Educational status of family
(13) Overall modernity
(14) Reading habit

DEPENDENT VARIABLES

**Education perspectives:** Level of education perspectives comprises of four components

(1) Utility of education
(2) Opinion
(3) Attitude
(4) Level of occupational aspiration
1.6 IMPORTANCE OF THE STUDY

The findings of the research study are of great importance for the planner, administrator and academicians for continuous monitoring and evaluation of education system of Dr. Babasaheb Ambedkar Open University and thereby the modification and implication could be made possible to organize form of self study in a systematic manner in which student counseling, the presentation of learning materials and securing supervision of student success is carried out by team of teachers. Further, the study will be useful for the policymaker to identified the areas of job opportunity for the benefit of the student on the basis of their expectation and thereby towards it would be helpful in shaping the positive attitude towards open education system and hence large numbers of students could be cover for the overall educational development of the country. The results of the study will provide opportunity for the academician to design new course syllabus in line with the occupation aspiration of the students.

1.7 DELIMITATIONS OF THE STUDY

Even with specific objectives of the study, there is some delimitation too in every research study. This study has also the delimitations which are mentioned below:

(1) The present study is confined to Dr. Babasaheb Ambedkar Open University only.

(2) The study is further delimited to the data which have been collected in the academic year 2006-07.
The data are collected through questionnaire prepared by the researcher when she was rendering services under Open University.

The study delimited to the perspectives age, birth order, caste, marital status, family type, family size, academic achievement, participation in extracurricular activities, family's occupation, annual income of family, father's social participation, educational status of family, overall modernity, reading habit only.

1.8 SCHEME OF CHAPTERIZATION

The entire report of the present study is divided into seven chapters. A brief description of all the chapters is given here with a view to acquainting the reader with the treatment of the subject under investigation.

The first chapter is devoted to the introduction of the study. It reveals the problem, objectives, definition of some important terms, hypotheses, variables of the study, importance of the study, and limitations of the study. Thus, the first chapter strives to serve as a preview of the research study.

The second chapter gives the theoretical perspectives of the present study in India.
The third chapter presents the brief review of related studies which enable the investigator to have proper perspective. The investigator reviewed the past studies.

The fourth chapter describes the planning and procedure of the study. It deals with the areas of the study, research design of the study with method of sampling, tools and techniques of analyzed of the data used in the study. The investigator thoroughly discussed about the procedure of the study.

The fifth chapter contains the detailed analysis and interpretation of the data using statistics viz., percentage, mean score, standard deviation, correlation, multiple regression and path analysis.

The sixth chapter contains the summary of research work, results and findings, educational implications for the policy maker and recommendations for further study.

At the end of the thesis, bibliography containing books and references consulted is presented. The appendices include the questionnaire.