CHAPTER IX

SUMMARY

PROGRESS OF NATIONAL ADULT EDUCATION PROGRAMME IN PUNJAB

The state of Punjab implemented the National Adult Education Programme from the year 1979-80. During this period RFLP projects for 11 out of 12 districts in the state were implemented. Two earlier Social Education Projects were converted into State Adult Education Projects. One project of State Adult Education was launched in the year 1986-87 and the one more RFLP project in the earlier left over district of Kapurthala was also launched. Three voluntary organisations were also identified to implement the adult education programme. The University Grants Commission, under its policy frame of 1977 sanctioned one project of adult education for eradication of illiteracy and for involvement of universities and colleges in programmes of community development and alleviation of poverty. The Panjab University Chandigarh implemented the programme from the year 1983.

At present 5330 centres are being organised in the state of Punjab by various organisations. The coverage of the National Adult Education Programme during the past few years has been shown in Table 1.
From the table, it becomes evident that there is an enthusiasm on the part of the project functionaries to achieve the enrolment targets. There is progressive increase in enrolment in the state every year. The successful coverage during the year 1986-87 is quite low. In other years, it is quite reasonable. The low successful coverage during the year 1986-87 is because of the law and order problems and turmoils through which the state has been passing through.

The state has also given priority to the enrolment of women as learners. The enrolment of women during these years has been not less than 80% of the total enrolment and successful coverage.

The coverage has been made largely by the RFLP, SAEP and SEP projects that function under the state government. During the year 1985-86, the state coverage is 93.4%, the coverage of VAs is 1% and of the universities is 5.6%. The

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<tr>
<th>Year</th>
<th>Target coverage</th>
<th>Successful coverage</th>
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<tr>
<td>1985-86</td>
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<td>78870</td>
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<td>158027</td>
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<td>1989-90</td>
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similar trends prevail in the successive years. During the year 1989-90, the coverage by the state, VAs and universities is 91.5%, 6.5% and 2% respectively. The reasons for decline in the coverage by the universities is reduction of centres to rationalise the total development programmes in the areas rather than single activity of adult education.

ORGANISATIONAL PATTERNS OF PROJECTS

Three organisations, namely, the government projects, the university projects and voluntary agencies projects have been functioning in the state. The government projects at the state level are under the D.P.I. (Schools). The university projects function under the Director, Centre for Adult Continuing Education and Extension. The voluntary agencies have their trusts and Chairman or Director of the Trust is the head of the scheme. At the project level, the heads are project officers/programme officers/co-ordinators in the government/university/voluntary organisation respectively. The jurisdiction of the state projects is 300 centres, the university project is 10-30 centres per institution and of the voluntary agencies 60-600.

At the ground level, the project is broken down into centres and an instructor/volunteer organise one centre. The pattern of organisation of centres is almost the same in all the three organisations.
The financial assistance to the RFLP and VAs projects is provided by the Government of India, to the SAEP and SEP projects by the state government and university projects by the University Grants Commission.

**LEARNERS**

The intensive study is based on a sample of 175 learners drawn from 18 adult education centres of 3 districts, i.e., Hoshiarpur, Ludhiana and Ferozepur.

The first observation is that there is a big gap between enrolment and attendance. In the case of 18 centres personally visited, revisited by the researcher to collect the complete data, the attendance is just 36% of enrolment and this is true of all the centres. It leads to broad general conclusion that enrolment is not authentic and the total coverage data becomes suspect.

**LEARNER'S ACHIEVEMENT**

The achievement of the learners are not adequate enough to be declared as successful. But the internal evaluation system does not take into account the basic fact of minimum 65% score for successes. It considers a score of 40% sufficient as is done in the formal system.
In the overall reading test, the performance of the learners is satisfactory. The learners can read small names, primer, posters and signboard but experience difficulties in reading from a newspaper.

About 50% learners have acquired proficiency in writing. They can write names and small sentences in letters. The skills to write money order forms were developed by about 20% learners only.

The learners are good in computations. More than 88% learners acquired computation skills that can be used by them in every day life.

The learners have not been able to do well on awareness tests. In the university system about 48% and in the state projects only 35% learners have scored above 50%. It indicates that majority of the learners did not benefit from this aspect of learning in adult education.

The functionality of the learners was measured in terms of knowledge of the learners regarding occupations, agriculture, banking facilities and developmental schemes. The study reveals that only 50% centres in the university system and 20% in the state provided occupation information to the learners. The provision for skill development was made in only 25% centres of the university system.

The knowledge of the learners on modern methods of
agriculture and productivity was found satisfactory.

The female learners were given a test on food and nutrition. The performance is satisfactory as about 30% learners acquired more than 50% score, and about 40% between 30-50%.

The knowledge of the learners on banking, savings and subsidies was not found satisfactory as about 20% learners have scored above 50%.

FAMILY BACKGROUND OF LEARNERS

The successful learners are mostly from joint families. The learners belong to the following classes: agricultural labour, small farmers, artisans, urban labour, persons in service and dependent children from disadvantaged sections.

AGE OF THE LEARNERS

The National Adult Education Programme is meant for adults in the age group 15-35 years. But it has been concluded that 52% male learners fall in the specified age group, 26%
are below 15 years and 22% are above the age of 35 years. In the case of female learners only 27.50% fall in the prescribed category. More than 40% learners are below 15 and about 32.5% are above 35 years.

It has been observed that learners between 15-35 years could not be mobilised and the volunteers/instructors enrolled school dropouts or elderly ladies who could spare time easily from the domestic chores while the young ladies attended to the domestic chores.

**INCOME OF THE FAMILIES**

The learners belonged to low income groups. About 60% learners belonged to the families with monthly income of Rs.1,000 or less. This much income is not all sufficient to bring up families of 4-5 or more members. It appears that educational level of the families or head of the family is related to income. In order to increase the monthly income, literacy is an important instrument.

**ATTITUDES OF THE LEARNERS TOWARDS ADULT EDUCATION**

The learners have not been sufficiently mobilised to attend the adult education centres. The contacts for enrolment were established by the volunteers independently and without the involvement of the local community.
The learners come to the centres to acquire literacy and numeracy, i.e. ability to read, write and compute. About 80% learners think of adult education not beyond literacy. There were less than 20% learners who related adult education to acquire information on social, political, cultural and economic issues besides the ability to improve job skills. The learners could not realise that literacy would enhance their self-respect, make them more self-reliant, more aware of their deprivation, exploitation and causes of their own deprivation.

Learners were quite satisfied with the time of the adult education centre. But about 44% learners wanted the daily duration of one hour to one and a half hours to be reduced to 30-45 minutes. The learners expressed satisfaction with the regularity and punctuality of the instructors.

The learners expressed keenness for post-literacy programme so as to continue learning and strengthen their skills through their own efforts.

ADULT EDUCATION INSTRUCTORS

Adult education instructor is the key person in the entire programme. The female instructors outnumber the male instructors. They are in the age group 18-25 years.

In the university system, all the instructors are not students of the colleges/university implementing the programme. About 50% instructors are non-students. The students are not
sufficiently mobilised and motivated to work as instructors. The student instructors are not available for 6-8 months continuously due to their own studies, examinations and other curricular activities.

The instructors in the state projects and non-student instructors in the college projects are at least matriculates. Senior persons are not participating as instructors. The students or non-students have no previous work experience.

The instructors belong to the same village. The motivations for their participation in the programme is monetary benefit, job experience, enthusiasm to work for people and preference of this work experience for employment.

The selected sample of instructors also revealed that all instructors are not trained. In this sample, only 70% are trained. The training period is 4-6 days. This is not sufficient and about 78% of the instructors who were trained expressed dissatisfaction with the training. It was not need and problem oriented and did not enable the instructors to perform even routine duties such as completing the reports, interacting with community, conducting the surveys and employ suitable teaching methodologies well.

THE SUPERVISORS

The supervisor is another functionary intimately associated with the project. He/she supervises 3u centres. Most of the supervisors are male. In the select sample, 75%
supervisors are males. The supervisors are also youth. In the state projects, some supervisors are permanent employees and the others are temporary employees employed for the project work and project period only. The salary/honoraria of temporary supervisors is not at par with permanently posted supervisors who are inter-changeable with teachers. This has created administrative and legal problems in the state.

In the university system, the supervisors are part time employees. They are from among the staff of the colleges or their ex-students who earlier worked as instructors. The supervisors visit 2-3 centres in a week and try to visit every centre once in a month.

The supervisors have not been provided transport facilities. Thus, visiting the centres late in the evening causes many problems. Even the state transport facilities are not available in rural areas in the evening/night.

The honoraria is not paid to the supervisors and the instructors in time and this has a demoralising effect on their capacity and vigour to work.

The teaching learning material is also sometimes not supplied in time to the centres and the supervisors find it difficult to guide the instructors to organise centres without material.
The project officer is a key person in the implementation and administration of the project in his/her project area. The project in the state is organised at the district level with 300 centres. In the colleges the project is of 10-30 centres. The project officer in the state is a senior officer holding a post equivalent and inter-changeable with District Education Officers. In the colleges, a lecturer works as a project officer.

The project officers in the states or colleges select the supervisor, instructors and plan the programme in accordance with the guidelines of the Government of India or University Grants Commission as the case may be.

To ensure retention of literacy skills of neo-learners and to enable them to continue their learning and apply it for improvement of their conditions, basic literacy programmes must be backed by post-literacy and follow up programmes.

The principle instrumentality for continuing education is Jan Shikshan Nilayam.

In the state of Punjab, 415 JSNs have been organised.

The JSNs were organised from the year 1988. The organiser of a JSN is known 'Prerek' - motivator.
In the selected sample, 60% Prareks are women and 40% are men. About 50% Prareks received 2-3 days training.

The JSNs have not been provided a structure of their own. The prareks organise them in school buildings, places of worship or any other common place. Some prareks even organise the JSNs at their residences.

Most of the JSNs in school building function after 4 p.m. when the school closes. They work for 2-3 hours per day. The books are not sufficient in the JSNs.

The JSN Prareks organise reading rooms, sports and recreations. They have not been able to organise community education programmes for want of suitable facilities. The Prareks also find it difficult to organise courses to promote vocational skills, communication skills of the participants. They are also not sufficiently motivated and trained to organise inter-organisational programmes for the benefit of the community.

They do not have the skills to mobilise the community for active participation in the programme.

It has been realised that Prareks should be provided atleast one weeks' training and fully oriented to the job requirements, and helped to acquire the basic skills to perform the job.
The critical level in the management of adult education programme is the project. The control of the project is with the project officer. It is highly centralised. The district project with 300 centres is highly diffused, fragmented and scattered. Such a large project must be broken down into sub-parts and responsibilities fixed on other functionaries and community level committees. But this has not been done. The character of the project is traditional. The instructors are more enrolment oriented in their centres. They have not organised environment building and pre-learning activities to motivate the learners. The emphasis is on enrolment and on bookish studies, which is dull and highly rigid. This demotivates the learners and reduces attendance considerably.

In the university/institutional level projects, the area is 2-3 cluster of villages and programme can be better managed with the involvement of the community for planning, implementation, supervision and monitoring of the programme. But it has not been done in most of the institutions. The committees for the involvement and management of the project were set up by 20% institutions only. The institutions did not establish linkages with other departments for inter-departmental participation and co-ordination. Literacy programmes were carried out in isolation of developmental activities.
THE EVALUATION PROCEDURES

The evaluation of learners is done internally by the instructors. The programme evaluation with regard to different components and their collective interaction towards the objectives of the project is generally not done.

The monitoring is mostly through monthly, quarterly or survey reports supplied by the instructors. It is mostly with regard to the targets fixed, progress, difficulties and suggestions for improvement. There are many other issues like mobilisation of community, environment building activities, motivation of learners, gaps between proposal and implementation for which suitable monitoring mechanisms are yet to be developed by the project functionaries.

Evaluation of the learners is done at the level of the centre of 2-3 centres in one village. The instructor/s do it. It is done with the help of evaluation paper/sheet supplied by the project officer. It is done at the end of the course. The system of periodic and continuous evaluation has not been introduced. The learners do not get any feedback regarding their work and progress.

The tests are conducted to measure the basic reading, writing and computation skills. The awareness of the learners and ability for the functional use of knowledge is not measured. Follow up studies regarding the impact of learning on learners work and life are not conducted in the projects.
UNIVERSITIES AND THE ADULT EDUCATION PROGRAMMES

Panjab University Chandigarh, under the University Grants Commission Policy Frame of 1977 on higher education recognised extension as the third dimension of institutions of higher education. The first step that the university took was to upgrade its Centre for Continuing Education to Centre for Adult, Continuing Education and Extension (CACEE) in 1983. The centre was given the responsibility to institutionalise extension and implement the programmes of adult education, continuing education and population education and planning forum for integrated community development.

The CACEE implemented the adult education programme by organising 430 adult education centres in 35 colleges. Fifteen programmes of Population Education, Continuing Education and Planning Forum were implemented.

In 1988, the programme was revised and Area-Based Development Approach for integrated community development activities including adult education. The Area-Based Development Approach was implemented by 15 institutions including Panjab University's Centre for Adult Continuing Education and Extension. The programmes of continuing education, population and Jan Shikshan Nilayam and adult education were implemented to provide an access to development information to people, upgrade their skills, eradicate illiteracy and assimilation of science and technology for development.
The CACEE also made efforts to establish linkage of the centre with other departments of the university and with government development departments. The system is yet to grow but efforts are being made to develop such linkage in the context of local situations.

The Centre for Adult, Continuing Education and Extension, Panjab University sanctioned population education clubs, Continuing Education and Planning Forum to the colleges. The programmes organised are as follows.

**POPULATION EDUCATION CLUBS**

The institutions of higher education worked as sources of knowledge and expertise of population education. They organised small literary services on population education. They also organised programmes on population problems including the interactive relationship of population dynamics and development which affects people's quality of life, preservation of family life concerns, adolescent fertility related problems, aging, migration and urbanization. Basically, it was an attempt to give population education messages on population related problem areas through lectures, debates, discussions and exhibitions.

**CONTINUING EDUCATION**

The institutions of higher education have well realised that education is a life-long process and the neo-learners
must be able to pursue this objective with ease and confidence. Jan Shikshan Nilayams were organised by the institutions to provide opportunities to the neo-learners to strengthen their basic literacy skills and pursue the goal of learning with own efforts.

Some institutions also organised some equivalency programmes and skill development programmes. The neo-learners acquired some vocational skills and also appeared in the primary school examination under the ageis of the continuing education programme.

PLANNING FORUM

The students and the members of community through the activities of planning forum were imparted knowledge and information on the process of planning, need for planning at the grass root levels for better economic growth and development.

MASS PROGRAMME FOR FUNCTIONAL LITERACY

The institutions of higher education implemented the mass programme for functional literacy through N.S.S. students in 1986. The programme was implemented in all the universities of the state through university and college students and teachers. The teachers, the N.S.S. units of the colleges mobilised the students to work voluntarily for the eradication of illiteracy from their own neighbourhood. During the first year of its
implementation 900 N.S.S. students from Panjab University joined the programme and made 417 persons literate. In 1987, all the four universities participated and 8400 students were involved. They made 5211 persons literate. In 1988, 4417 persons were made literate; in 1989, 3523 and in 1990, 3898 persons were made literate. The N.C.C. students made 1098, 280, 704 persons literate during the years 1988, 1989 and 1990.

The involvement of students was voluntary and much below the target of involvement of about 35% N.S.S. students from each college.

The N.S.S. students who participated in the programme were given certificates as token recognition of their contribution to the mass movement.

**INTER-INSTITUTIONAL CO-ORDINATION**

The university system has initiated the process of identifying the areas of co-ordination and collaboration with other institutions. It has initiated the process of also holding periodical joint meetings with developmental agencies. The CACER and the RRC of Panjab University have been organising seminars to discuss specific sharing of resources and expertise between the formal and non-formal educational programmes, but the active involvement has not yet taken place.
DOCUMENTATION AND INFORMATION SERVICE

The CACEE of the Panjab University and the Regional Resource Centre of the Panjab University have set in the process of building an information resource base. The purpose is to provide information back stopping of various activities to programme personnel. The centres have made core collections. The collections are not disseminated widely and are at present being used locally. The CACEE and RRC have planned to set up information centres in each district. This step is laudable and shows the commitment of the universities to move towards establishing an information network within its jurisdiction and help the interested individuals to benefit from the vast information that is available on the adult education programmes locally, nationally and globally.

A beginning has been made to document the success stories to arouse and sustain the interest of the learners in the programme. Most of the learners have biases and prejudices for learning ability after childhood or early youth. The success stories are useful to dispell such wrong beliefs.

DEVELOPMENT AND USE OF MATERIALS

The Regional Resource Centre, Panjab University Chandigarh has developed materials under three broad categories, namely: Environment building, training and teaching-learning.

The environment building materials are charts, posters, hand bills, newsletters, slides and video-cassettes. These
materials have been distributed all over the state and are used intensively by different projects to create an environment suitable for learning.

The training materials are teacher guides, resource books, training manuals, and policy frames. These materials are very useful for field functionaries for developing their professional skills. These are also helpful in developing the perceptions of the functionaries about the programmes and to conceptualise the basic framework under which they are to work.

The teaching-learning packages include materials on pre-literacy, basic literacy, post-literacy, follow up and continuing education. The basic literacy materials have been revised from time to time to suit the felt and perceived needs of the learners. The latest package developed and implemented in 1990 intends to impart knowledge and information around core messages and issues of national concern. These have been defined in the materials developed as: nationalism, health and child care, women equity, family norms and welfare, productivity, science and social change.

The messages have been built in simple language of the people. The messages have been developed in terms of learning expectations.

The materials have been developed by organising workshops, study circles involving experts, administrators, senior adult education functionaries, grass root level workers.
The Regional Resource Centre compiled the material. It was field tested and revised accordingly by organising meetings of consultative groups.

The post-literacy material is need-based. It is mostly the amplification and enlargement of the ideas initiated in basic learning programmes. The books developed by the R.R.C. deal with following issues: Joyful reading, agriculture, health, Child care, drug abuse, national integration, communal harmony, science for people, social welfare programmes, legal literacy, rural development programmes and so on.

The centre developed 14 posters for environment building besides a dozen of leaflets, newsletters, and audio-visual materials. It also developed 23 sets on basic literacy during the past six years.

RESEARCH WORK

The quantity, quality and effectiveness of adult education programmes would depend upon the research support provided to it by individual researchers, universities and other institutions engaged in developmental programmes.

The university system has recognised the importance of extension as an independent new dimension of the institutions of higher education and as such it is expected to develop it as an inter-disciplinary approach to find answers to most ticklish questions in adult education.
The areas taken up for research programmes by the Centre for Adult Continuing Education and Extension of Panjab University Chandigarh are as follows: Mobilisation and Motivation of Learners and Volunteers, Teaching methodologies and technologies, Mobilisation of Community, Need-based teaching-learning packages, specific and general problems of learners with regard to learning, attendance, retention and continuing education.

Besides, research components were introduced in the development of teaching-learning packages. The process began with surveying the felt and perceived needs of the learners. The broad issues and themes were identified and prioritised. The scripts were developed. The scripts were examined by experts, field tested, revised and reviewed before publication.

The centre implemented two research projects during the period 1988-90. These are: Rapid Literacy Methods and Materials, and Status of Untouchability in the rural areas of Punjab.

The department has been providing research support to the students at M.Phil and Ph.D. level (the research scholars in the field of adult education). The Director of the Centre is an approved research guide and has been guiding research in Education and social sciences. Two Ph.D. studies have been completed in the department of adult education on themes related to adult education besides a couple of more studies on Behaviour Organisation, Educational Sociology and Teacher Education.
INSTITUTIONALISATION OF EXTENSION

The CACEE has taken some steps to institutionalise extension in the university system.

The first step was curricularisation of extension and linking it with curriculum. Adult education was introduced as an elective study at the undergraduate level, i.e., three year degree programme in the university from 1988.

The university also offered postgraduate Diploma course to produce trained manpower for adult education projects.

The university also gives credit to the students for participation in the programme by giving additional weightage upto 3 grade points. The credit is valid for admission to higher and professional courses only.

The university has also set up information and documentation service. Further for the development of extension the CACEE has been organising seminars, training programmes, conferences, meetings, study circles etc. on regular basis for the functionaries in adult education and for the community to develop community leadership.

The centre has also designed non-credit courses for women, workers on vocational education, home science and economics.

The centre has been orienting the specialists such as script writers, artists, illustrators and visualisers to involve them into creative adult education programmes.
Steps have also been taken to develop the capability levels of the existing personnel— the project officers, supervisors and instructors through the organisation of training programmes, workshops and seminars and by providing them suitable teaching-learning packages.

RECOMMENDATIONS AND SUGGESTIONS

The main recommendations of the study for reaffirming the commitment of the state government, Resource Centres and the universities for strengthening their strategies to meet the basic learning needs of the people and transform adult education into life long learning process are reported in this section.

AREA SPECIFIC-TIME SPECIFIC PROGRAMMES

All projects in adult education should be area-specific and time-specific. The programme should aim at making all people in a specific area literate in a time-bound frame. The public opinion should be mobilised to participate in literacy programme and suitable learning environment may be created to motivate people to learning.

Further, it would be desirable to implement the Area-Based Development Approach for integrated community development. It may include programmes for eradication of illiteracy, upgradation of skills, access to development information and assimilation of science and technology for development.
CAMPAIGNS

Mass campaigns should be organised to serve large number of illiterate persons. These should be planned to maximally capitalize on prevailing institutional capabilities. Every institution may adopt a cluster of 2-3 urban slums or villages and involve the students to make the adopted areas literate. The community may be mobilised to provide the technical and material resource support to the volunteers from the different institutions. The institutions may mobilise voluntary organisations to launch the campaign in clusters of 20-30 villages or more depending upon the prevailing resources of the organisations and the institutions.

MOTIVATION

The learners are not naturally and spontaneously motivated to learn. The institutions of higher education through teachers and students create a positive environment and demand for literacy among the learners. Mass programmes may be organised to arouse and awaken the interests of the illiterate adults in learning. Success stories may be disseminated to enable the learners to overcome their prejudices regarding higher age and learning.

The learning environment at the venues may be made conducive to learning. It should meet the basic needs of learners and empower learners to bring changes within themselves.
PERSONNEL

Adult education functionaries at the grass root level may be selected by taking into consideration the leadership qualities and enthusiasm for voluntary social service. A pool of instructors may be prepared. The instructors should be appointed for longer periods of 2-3 years. They should not be changed every year.

MANAGEMENT

The management of the project should be decentralised. It should adopt the mission approach and involve local community for the management of the project at village/panchayat level.

The goals/targets should be broken down into specific tasks for assignment at various levels of the project-village/panchayat, institutions, community development block or district. Saksharta Samitis comprising representatives of educational institutions, village panchayats, women organisations, political and social organisations should be set at all the afore-said levels of the projects and these Samitis should frequently meet to plan, implement and evaluate the programme.

TRAINING

The instructors, supervisors and other functionaries may be imparted the prescribed training by using innovative, communicative and participatory approaches. The training should be based on the core-curriculum to be developed by each project.
Competent resource persons may be involved in the training programme. It should be residential and field oriented so as to provide opportunities to the instructors and others for wider interaction among themselves and groups of learners.

**LINKAGE WITH DEVELOPMENT DEPARTMENTS**

Literacy should be linked to development programmes. It may be done by involving the members of other departments to link their programmes with literacy. They may be motivated to link their programmes with literacy by discussing in seminars/workshops the advantages of integration of adult education with developmental programmes.

The material prepared by development departments may be adopted by revising it and making it more need based. It may be integrated with post-literacy.

The concept of adult education may be properly explained to the functionaries and the need to inter-link developmental programmes with literacy for area development programmes should be emphasised. The institutions of higher education should set a model in this direction.

**QUALITY LEARNING EXPERIENCES**

The teaching-learning curricula should aim at providing quality learning experiences. It should make learning lively
with the use of teaching aids and innovative teaching methods. It should develop higher skills of critical thinking and independent problem solving.

**LINKING LEARNING TO POST-LITERACY AND CONTINUING EDUCATION**

Literacy should be linked to post-literacy to help learners to become functionally literate. It should develop higher skills of reading, writing and critical thinking.

The continuing education programmes of various types such as equivalency programmes to encourage learners to acquire certificates of higher proficiency besides income generating programmes, quality of life programmes, individual interest programmes and future oriented programmes should be organised.

**RESEARCH**

The university system has a special responsibility to bring about improvement in the programme by researching various components of the programmes and their collective impact on learning and living of the learners.

**EVALUATION**

The present system of learner evaluation towards the end of the programme should be supplemented with continuous assessment to enable the learners to perceive the pace and progress of learning.
Further, efforts should be made to design strategies for programme evaluation by identifying its various components, such as curricula, management, training, teaching-learning package, research and so on.

INSTITUTIONALISATION OF EXTENSION

The universities have a special responsibility to develop extension and institutionalise it. This may be done by integrating extension with curricula at all levels of education. The students at senior secondary stage and undergraduate level may be required to participate in community development activities for one semester of their course.

Adult education, population studies and women studies may be introduced as elective subjects of study at the undergraduate level.

The universities should develop a good Documentation and Information Centre. It should disseminate core collections to different projects through institutions of higher education. It should institute short term and long term certificate, diploma courses to develop trained manpower.