CHAPTER II

REVIEW OF RELATED LITERATURE
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Introduction

To have a comprehensive and objective study it is of prime importance that a researcher should review the related studies. This will serve as a source of hypothesis which helps the study design and in formulation of objectives etc. A few attempts have already been made by researchers of India and abroad and such studies cannot be considered as complete or full fledged and objective since they are sporadic, area bond, sketchy and biased. Therefore they lack comprehensiveness to arrive at wider generalisations. However a reference to the studies already conducted in similar fields well make the present study more objective and hence it may be considered as an original contribution to educational research.

Mouley(1964) rightly pointed out that, “the review of literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication”.

The studies included in this chapter were more or less related to the problem under investigation and for the sake of convenience they are categorised into

- General study on Distance education and
- Studies pertaining to women
General Study on Distance Education

Under general study comes studies related to correspondence education in general and in this comes thesis, books, journals and articles published in the magazines.

Theses

Dickens (1984) conducted a study on the history of continuing education for black people in the Roxbury Community from 1900 – 1980. Through data collection, analysis of documents, and semi-structured interviews, an organizing principle was developed.

The researcher identified 5 broad categories of continuing education in the Roxbury Community such as: Career education, community or civic education, cultural education, Family Development education and Religious education.

These broad categories were examined within four segments of time and the analysis of the data revealed that there was growth in both the volume and range of continuing education activities for black persons throughout the 8 decades of this study. Another conclusion was that some of the conditions which continuing education sought to ameliorate are still present, and agencies are continuing to handle these concerns.

Alsagoff (1985) conducted a study on learning styles, students’ characteristics and faculty perceptions of the Distance education programme at University Sains Malaysia. The purpose of this study are to investigate the learning styles, characteristics and needs of distance education students at
University Sains Malaysia, to investigate the students' perceptions as well as faculty perceptions of higher education and education in general and to investigate the differences and similarities between the bumiputra i.e. the indigenous people of Malay and tribal types and the non-bumiputra students on the student profile variables and learning preferences in relation to their academic performance.

The data were collected from library research questionnaires and the Canfield Learning Styles Inventory. The study reveals that majority of the distance education students are teachers, males, between the ages of 26 to 30 years who lived in better socio-economic background. Moreover the distance education students have varied learning preferences and students in certain programs tend to have higher preferences in certain styles of learning which have positive or negative effects on their academic performance.

Compared to the non-bumiputra students, the bumiputra students study less, earn less and have lower entry qualifications, which subsequently have significant effects on their academic performance. Both students and instructors prefer professional, technical, science, computer and engineering courses for their children with little or no inclination towards the arts and Social Sciences.

Spencer (1985) conducted a study on 'Continuing education in Rural areas, Delivery system of Distance Education'. This study analysed the potential of Educational delivery systems of distance education in rural areas. Continuing education leaders at 126 public four year colleges and Universities in 19 rural
states were surveyed to determine each institution's use of in-class, on-site instruction; print-based correspondence study; audio-based methods, video-based methods and computer delivery. Descriptive models were developed to provide a framework for analyzing the data, and for changing appropriate distance delivery systems.

This study yielded a number of conclusions including the following:

➢ Four-year public institutions continue to rely on the traditional in-class, on-site methods of distance education and consider this method to provide the “best” learning opportunities; they believe students prefer this method.

➢ Correspondence, audio tape and video tape programs are convenient, flexible, reusable, accessible and potentially cost effective.

➢ The use of satellite and computers is to recent and findings too limited to reach sound conclusions regarding the potential for these methods for distance education delivery.

Millner et al (1986) conducted a study on “Critical components of successful continuing education Development Operations”. Although it has been demonstrated that fund raising is a viable option for continuing education units to acquire financial resources that will allow them to extend and enhance education programs for nontraditional learners the majority of continuing education units still have not developed active development operations. The purpose of this study was to identify for continuing education administrators the critical characteristics,
conditions, development activities and sources of gifts for successful continuing education development operations. The study identified certain critical components of a successful development operation that can serve as a basis for the establishment of successful continuing education development operations.

Sahoo P.K (1987) conducted a study on "Evaluation methodology in distance education". It reviews the methodologies adopted by about seventy evaluation studies conducted in India and other countries in the field of distance education. Discussing the strengths and weaknesses of these studies in contributing to policy decisions and improvement of the system, the hostistic and idiographic models of evaluation represented by the quantitative approaches of investigation, have been emphasised. As an illustration, the framework of evaluation; the procedural details and the findings of a study, evaluating a distance education system are given.

Govindaswamy (1987) conducted a critical study on "the effectiveness of teachers education provided through Distance Education Programme in Tamil Nadu", Madurai Kamaraj University was the first University in Tamil Nadu to adopt distance education in 1976, followed by Annamalai University in 1979, and Madras University in 1981. Despite the proliferation of distance education directorate in several parts of the country, the three Universities have been attracting very large number of students. Every year the Universities Providing for B.Ed/M.Ed courses have been rendering useful service by way of supplementing the efforts of regular colleges, regional institutes of education etc., and making
teacher education more meaningful and effective for secondary school teachers. They have enabled the untrained teachers to learn effective methods and techniques of teaching and proper skills of the profession.

Latiff (1988) conducted a research to examine the relationships among role conflict, role ambiguity and job satisfaction experienced by faculty members involved in the distance education programme at University of Science, Malaysia.

Data were gathered by means of interviews and five-part questionnaire which was sent to all of the 102 staff members involved in the programme.

The findings suggest that

➢ Role ambiguity has a strong negative relationship to job satisfaction.

➢ Role ambiguity is a more powerful tool to measure job satisfaction than Role conflict.

➢ There was a low correlation between Role conflict and job satisfaction that does not persist when background variables are controlled for and

➢ Core staff members were more satisfied than non-core staff members, despite higher levels of expressed role conflict.

Gladden (1988) conducted a study on ‘Continuing education colleges and Universities: Current role and scope of trends’. The purpose of this study was to identify the current role and scope of continuing education; to determine events of the past decade, and to identify trends anticipated by administrators of continuing education.
To gather information, a six page questionnaire was developed from a review of related literature and additional questions were included from an earlier related doctoral study. The questionnaire was mailed to representatives in the National University Continuing Education Association. A 78 percent response was received.

Most continuing education divisions indicated that their most important mission was to extend the college services of teaching followed by public service and research to a regional area.

The literature review revealed that changes in adult life patterns are reflected in more older and part-time students.

Changing trends in the past decade were seen in several areas of continuing education 68% of the respondents indicated their facilities were expanded or renovated since 1971.

For forecasting future changes, continuing education administrators believed their operations were becoming more structured and favoured an increased use of state planning committees. They predicted increases in out-of-state and off campus programs, but negligible increases in budgets. Increases were also predicted in awarding credit for experience, credit by exam, transfer through credit banks, reduced resident requirements and the evaluation of services for efficiency and quality.

Roberts (1990) conducted a study on ‘educational goals and self-concepts of distance learners at Empire State college’. The purpose of the study was to
analyse the self-reported learning goals and academic self-concepts of adult distance students. Subjects of the study were matriculated degree seeking students of the center for Distance learning of Empire State College, State College, State University of New York. The study was intended to assist educators of adults to better understand distance students, particularly there objectives in pursuing a higher education and their confidence in their capacities for academic success.

The research questions are

- What are the motives of distance students for undertaking higher learning as indicated by their personal educational goals?

- How do distance students perceive themselves in terms of certain abilities, skills and traits related to academic success?

- How do the goals and self-concepts of distance students compared to those of the adult learners studying in direct, physical contact with teachers?

Both goals and self-concepts are analysed by nine respondent characteristics: age, ethnicity, gender, income, major, distance education experience, previous education, years away from school, and educational plan.

Educational goals of distance students were found to be learning and career oriented. Distance students are not strongly self-confident of their academic abilities, traits and skills. They did rate themselves very independent, but they tended to see themselves as average or below average in all other areas. They were most confident of their personal traits such as independence drive to
achieve and persistence. They were least confident of specific skills such as those associated with interpreting poetry, solving mathematical problems and using computer. Significant differences in self-concept strength were found by gender, income, distance education experience, and major. In comparing distance with other adult students, the latter were found to be significantly more learning oriented.

Ronnie (1990) examined the interrelationship among self-esteem, attitudes toward continuing education and participation in a work setting to ascertain the influence of self-esteem, attitudes on participatory behaviour in that setting.

It was hypothesised that the greater one’s self-esteem the more positive ........., one’s attitude toward work – related continuing education; the greater one’s self-esteem, the more frequently one participates; the greater one’s self-esteem, and the more positive one’s attitude toward continuing education the more frequently one participates; and that self-esteem and attitudes jointly account for more of the variance in participation than either one alone.

Data was gathered by a survey instrument consisting of a participatory behaviour questionnaire, the Adult Attitude Toward Continuing Education scale (AACES), the Rosenberg Self-Esteem Scale (RSE) and a sociodemographic questionnaire.

The research seemed to imply that explanation in work -- related training and education follow the general pattern of participation in continuing education.
Noren (1990) conducted a study on the learning projects of lay ministers and implications for the development of continuing education programmes. The purpose of this study was to examine the implications which the learning projects of lay ministers have for the development of continuing education programmes. The study was divided into two phases. In phase I, important characteristics of lay ministers learning projects were identified. In phase II, the characteristics of the projects were reviewed and implications for the development of continuing education programmes suggested.

The data of phase I was gathered through the use of structured, personal interviews with lay ministers from the Michigan Region of the Reorganized Church of Jesus Christ of Latter Day Saints. Twenty four people were interviewed, four men and four women in three age groups, under 40, 40 to 60 and over 60. The unit of measurement was the learning project an intentional learning activity concentrating on a single subject and learning at least seven hours. The findings of phase I indicate the lay ministers learning projects are similar to those of other adults.

The data of phase II were collected by having participants in phase I, review the data of phase I and respond questions concerning the data. The responses are analyzed by the researchers for the implications which they contained for the development of programmes for lay ministers continuing education.
Mosley (1990) conducted an exploratory study into perceptions of continuing education practices as held by selected allied health practitioners. The purpose of this study was to investigate the differences in perceptions held by the Board of Directors and the membership of the American Medical Record Association. A stratified random sample of 373 medical practitioners responded a questionnaire designed by the researchers for his study.

Two objectives guide the study. Objective one was measured through the testing of hypotheses using the 2-tailed t-test significance. Objective two was measured through the testing of one hypothesis using the one-way analysis of variance. Significance was set at the .05 level.

The findings indicated that RRAS(Registered Record Administrators) and ARTS(Accredited Record Technicians) tend to have similar perceptions regarding the benefits gained from continuing education activities and the opportunities to participate in continuing education activities.

General conclusions reached by this study are

- There is little difference in perceptions regarding the role of the professional association in the continuing education of its membership among the groups under study, however some differences were found and
- Membership characteristics are more influential in affecting perceptions than employment characteristics and educational background.

Marie (1991) Conducted a study on the evolution of continuing education unit. The study is concerned with the growth and development of the continuing
education unit (CEO) from 1977 – 87. It examines the establishment and the role of the council on the continuing education unit and continued significance of the CEU as an administrative tool and a measure of quality for non-credit continuing education. This historical study provides a comprehensive overview of the growth and development and implementation of the continuing education unit and its impact on non-credit continuing education under the leadership of the council.

The council on the continuing education unit has contributed two significant research projects to the field of non-credit continuing education; the standards of good practice in Continuing Education. With its beginning in 1986, the Assessment Project initiated the third major research effort and, it is anticipated will make yet another major contribution in the area of learning outcomes and assessment.

Books

Ram Reddy (1988) edited a book on the topic ‘Open Universities the Ivory Towers Thrown Open’, he says with a view to meeting the demands of higher education, some Universities in the country have provided the system of external examinations. Under this system, students are permitted to take the University examinations if they are otherwise eligible. The University however does not take any responsibility either to teach or guide the students. As a result, the students have to prepare for the examinations on their own or depend upon the tutonal institution which provide cheap and inadequate literature.
To overcome this problem and make more facilities available, the University grants Commission, on the recommendation of the Kothari Commission (1963) initiated steps to start institutions of non-formal or distance education in the existing Universities. Such facilities, the community felt, would equalise educational opportunities, apart from providing education effectively and economically. The first school of Correspondence Course was established as a part of Delhi University with jurisdiction all over the country. In 1986, 38 Universities were offering educational facilities through correspondence courses.

Santhosh Panda (1994) reviews a research report and presented it in the form of a book. All the 41 Correspondence Course Institutes (CCIs) and the 5 Open Universities (OUs) in the year 1992 were included in the study. The student sample of 400 (200 CCI and 200 OU) and the teacher sample of 210 (140 CCI and 70 OU) were selected. Three questionnaires were developed to collect relevant data: The Student Questionnaire, the Faculty Questionnaire and Institutional Questionnaire.

The findings suggest that the correspondence courses/distance institutes shall have to gear up with their organisation structure considerably to cope with the future educational demands. On the academic side they need to adopt the distance education teaching – learning methodology making their course material self-instructional and in the distance education format; introduce electronic media to supplement instruction; well equipped study centres for face – to face
counseling and evaluation of student assignments and improve their delivery system.

The findings showed maximum concentration of CCIs in the South (66%) followed by North (27%), 5% in Central zones, and only 2% in the East. These data showed increase in female enrollment and ruralities were 39% in CCIs and 4% in OUs.

Because of its wider outreach, openness, flexibility and social impact, this innovative system alone will be able to cope up with the future demands and take education to the very doorsteps of the neglected sectors of society in the remote (rural and tribal) areas. Distance education system has the potential of making relevant to the needs of the people.

**Journal**

Gupta (1986-87) conducted a documentary study on the title ‘Finances of Correspondence Education’. Correspondence Courses emerged in India for the first time in 1968, with a meager enrollment of a few hundred students. Since then the centres imparting Correspondence Education and number seeking admission in them, has increased tremendously. Crores of rupees are spent on them and over one lakh of students study through these courses.

The study is documentary in nature and the writer has consulted the primary references.
Per Capita Cost of Correspondence Education

From 1972 – 73 to 1984 – 85

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<th>Years</th>
<th>Per Capita Cost (Rupees)</th>
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<tr>
<td>1972 – 73</td>
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<tr>
<td>1974 – 74</td>
<td>178.50</td>
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So we can say that in the resource constraint country like India, this system of education is a dire(due need) of the day. Therefore, what is required in that these courses are made more efficient, for which constant effort and long
term perspective planning be drawn. Establishment of Indira Gandhi University brings back some hope but much is left to be seen in the years to come.

News Papers and Magazines

A group discussion (1993) was conducted on the topic ‘What ails Correspondence Courses in Tamil Nadu’. The Committee observed many things. They say the teachers who engaged to teach in the contact classes and to teach other practical classes on an adhoc basis do not have any particular nexus and special responsibility towards these correspondence courses and hence a kind of continuity, sequence and rhythm that is normally helpful to understand a subject in depth is not available. This leads to a decline in the quality and standard of education imparted.

The committee has made a host of recommendations to improve the quality of education offered through correspondence courses and the main recommendations are, to ensure quality, there may be a minimum percentage of marks in the qualifying examination prescribed for admission. Courses in subjects requiring laboratory facilities as integral part of the syllabus should be very carefully planned and conducted. An optimum intake for correspondence courses has necessarily to be fixed up by the Universities and this should bear some relation to the manpower and physical facilities available under the regular system of college or University education to the respective geographical areas. The committee has also pointed out as things stand at present, it is not found feasible
to limit the number of courses or subjects that each university can offer under correspondence education.

In 1994, an article ‘changes in Correspondence Courses’ was published in ‘The Hindu’. The essence of the article was Correspondence Courses from Madras University are likely to witness a sea change, as they are poised to adopt the credit system and depart from the rigidity imposed by the formal education course structure. Under the new arrangement approved by the syndicate, a candidate can choose courses totaling a specified number of credits to be eligible for a degree. The proposal is to have 60 credits for each year totaling 180 credits in three years.

To bring the course more in tune with the times it has been decided by the institute of Correspondence Education (ICE) of Madras University, that a candidate who completes the first year can get a certificate, while the second year will provide a diploma and the full three years a degree on the British pattern.

Correspondence courses are much in demand among expatriates in the gulf. Already, Annamalai, Delhi, Madurai Kamaraj and Calicut Universities are offering such courses in the West Asia.

Ramoo (1994) presented an article in, “The Hindu” under the heading “Distance Education catching up”. He says it is paradoxical although most people have heard of distance education, only a minuscule minority is truly aware of its real concept and how it is made functional. The growing phenomenon of campus
unrest, dilution of academic standards, alarming fall in quality, political impediment, corruption and malpractice are a few of the ills that have been dogging some of our universities and institutions of higher learning. One thing that can be said of distance education is that to a large extent it can be both supplementary and complementary to the conventional system.

India has emerged as one of the few Common Wealth Nations to make rapid strides in the realm of distance education. The Indira Gandhi National Open University (IGNOU) located in Delhi, is certainly the largest centre of distance education in the Common Wealth. It is also rated as the third or the fourth largest Open University in the world.

Distance education has great relevance and endowed with immense potential in socially and educationally backward India with cultural plurals. It can be an effective instrument in the task of re-training, re-educating and updating the knowledge and skills of the country's teeming millions, who are outside the precincts of conventional scheme of University education. In the opinion of the distinguished academician, Dr.V.C.Kulandaiswamy the then vice-chancellor of IGNOU, distance learning can ably fulfill the national mission of education for all. The significant contribution of distance education is that it brings about equality in educational opportunities and affords scope for continuing life-long education. For the educationally disadvantaged sections such as jobless and those residing in remote and inaccessible rural regions and those in service who are unable to attend the regular educational institutions, housewives confined to their
homes and to other similar groups, if it affords a soul-satisfying opportunity of empowerment. It serves as an ideal instrument of democratisation of education. There is of course acute shortage of trained manpower to cater to the needs of distance education. To overcome this problem, the IGNOU has plans to set up a separate training institute.

Lakshman Rao (1994) expressed his views and ideas about Correspondence Course in "The HINDU". He opined that with a view of providing access to education to those who cannot afford conventional class room system and to democratise education and to carry education to the doorsteps of the students, open learning through the distance education system was started in India.

The objective of this study is to offer need based academic programmes by giving professional and vocational orientation to the course. The open university is a laudable system such as India wherein the physical, financial and facility infrastructure is becoming more and more scarce with the increase in population. This system is also meant to provide opportunity to those politicians living in different parts of the country.

The system which deals with distance learning faces more challenges than the traditional system. Committed teachers, effective self instructional material, quick response of the institutions to the queries of students on academic and administrative matters are the essential needs of the system.
With the steep increase in enrollment, quality is being relegated to the background. There are some weaknesses in the system which require immediate remedial action. There are complaints of lack of response or unduly delayed response of open universities/schools to the enquiries of the learners; delayed receipt or no non-receipt of reading materials; poor design and structure of self-instructional materials which are seldom updated and delayed dispatch of notes and suggestions on the periodical assignments.

These shortcomings dampen the enthusiasm of the distance learner, leading to large scale dropouts. The institutions which offer opportunities for distance learning should review their system, obtain a feedback from learners to identify the problems and take appropriate action.

Ramalingam (1994) opined about Correspondence Course. He says that the latest terminology that is used all over the world for correspondence course is ‘distance education’ and not ‘distant education’. It is true that most of the distance education institutes or universities in India lack quality and the students are put to great hardship. The University Grants Commission (UGC) has issued guidelines to streamline the courses. The guidelines relate to institutional reforms, academic reforms, staff development, student support services, computerisation, networking and dual mode system.

The UGC is also insisting on the establishment of ‘study centres’ in the ratio of one for 500 students and has stipulated that every study centre should act as information, publicity and grievance cell.
The recent guidelines of the UGC insist that all the faculty members working in distance education institutes should undergo programmes in P.G.Diploma or M.A in distance education. These courses will orient the faculty to the problems of distant learners ways in which the counseling should be done to candidates with above qualifications should be selected to handle the office of PRO or grievance cell. Mere sending of guidelines or instructions will not fetch result. The UGC should see that all the guidelines issued are followed by all the distance education institutes or universities in letter and spirit.

Amrik Singh (1994) presented an article in ‘The Hindu’ titled ‘The neglect of Open learning’. According to him Andhra Pradesh was the first state to establish an Open State University. It is under review and it has failed to rise to its full stature. Correspondence Education is not the same thing as open learning. In the case of the latter labia, there has to be much greater emphasis on closer contact with students, more rigorous supervision and a markedly more interactive relationship with students. In principle, therefore, open learning is to be preferred to correspondence education.

It was some three or four years ago that the idea was mooted that a certain proportion – Possibly 25 percent of new expansion should be in the area of correspondence education. Since then, the concept has advanced further. It has now assumed the dimension of the open learning system. Some universities have uncovered a new scheme of exploitation. This refers to the B.Ed., course by correspondence. Annamalai was the first university to do so and has continued to
mint money for almost a decade. Soon after, joined Rohtak and now Krukhsetra has also jumped on to the band wagon. In all these cases the lessons written were of sub-standard; and were not sent in time. There is hardly any individual attention and all that the students do is to sit for the examination and that is the end of it. While the states are to blame without question, it is the centre's responsibility to play the role of a leader. These lapses deserves the attention of those who are at the helm of affairs.

In 1994 the centre of Distance Education, Osmania University, Hyderabad organised a week long UGC workshop on Transformation of Course Material of Institutes of Correspondence Courses (CCIs) to the self instructional distance education format from 22 – 27 August 1994.

While inaugurating the workshop, Professor M.Malla Reddy, vice-chancellor of Osmania University said that the Universities in the South had contributed a lot in the building up of correspondence education. This region had the largest concentration of correspondence course institutes and distance learners in India. He observed that in many courses, performance in correspondence courses students had been much better than that of the conventional system students. He asserted that the distance education in India was gaining momentum and already had about 46 CCIs, catering to the educational needs of lakhs of learners. However, he felt that there was much more to be done, specially in respect of quality. The role of people working in correspondence or distance education institutes and open Universities should be the pursuit of excellence. He
said that in the conventional system, the classrooms were getting empty whereas students in the distance education system had better motivation, keenness and study habits. A time will soon come when the distance education institutes will draw very large number of students because the self-learning printed course material provided to them and the access devices and other media mode learning more attractive and effective. The UGC therefore, he felt had rightly given priority to the improvement of quality of the printed course material.

Professor Bakhshing Sing, Consultant in his observation said that the idea of the workshop was to give orientation to the participants on the transformation of printed course material to the self-instruction distance education format. He emphasized the importance of printed course material for correspondence and distance education students. Since the distance education students studied in isolation from their teachers and fellow students, we have to build the teacher into our lessons and units.

The Planning Commission wanted 50% of the future increase in enrollment for higher education to be covered by the distance education system. The conventional universities had reached a saturation point and we can’t afford to open more conventional universities. Even standards have fallen in most of the Universities this posed a serious problem for the country. That is why UGC and IGNOU were laying great stress on the revamping of CPIs to the distance education more so that they could take on the additional load.
Dr. Gangurde, Additional Secretary, UGC said that majority of the correspondence students were those who didn't get admission to the conventional system. He made a strong appeal to the conventional universities to stop private appearance in courses which they offered through correspondence or distance education system. That would help in preventing dilution of standards.

Professor Koul, Pro-Vice-Chancellor, while explaining objectives of the workshop said that correspondence courses were moving to distance education and that it was a sociological change. People needed to be informed that distance education could perform well. Policy and men who matter in the field of education must be made aware of the necessity and urgency of transforming CCIs to the distance education mode. The lessons of CCIs will have to be improved and transformed to the self-instructional distance education format.

In 1994, October, The Institute for International Research, Hong Kong, organised the annual Pan-Asian Summit on Rural communications. In the summit Professor Deshpande emphasised the increasing tendency on the part of the professional bodies to use programmes in 'distance mode' to provide training in management, finance and select areas of technology. He said that distance education programmes in India offered good educational opportunities of equal standard to various parts of the country especially rural areas which lacked educational facilities, to various disadvantaged group, women and workers who needed continuing education.
The Centre for Staff Training and Development of the Dr.B.R.Ambedkar Open University recently organised a two day subject based workshop for Academic Counselors of Chemistry on “Teaching/Learning chemistry through Distance mode”. The objectives of the workshop were:

- To discuss issues in providing scientific instruction through the distance mode;
- To describe the characteristic features of the course materials both print and audio-visual;
- To review the existing practice in Academic Counseling during the theory sessions and laboratory Practice Sessions; and
- To propose cost-effective methods of practical instruction by the use of laboratory; and manuals mobile laboratory etc.

Inaugurating the workshop Professor S.Bashiruddin, vice-chancellor highlighted the need to maintain the focus on the distance mode of instruction while teaching the specific subjects. Many suggestions were made at the workshop including the proposed idea of starting a capsulised “Bridge Course”, and introduction to Post Graduate programme i.e., M.Sc., in Chemistry through distance mode. Twenty – five Academic Counselors of Chemistry from the 21 study centres attended the workshop.

Sahi (1994) presented a paper on “Excellence in Distance education”. It was written with a view to generate excellence in distance education in the country.
According to him the excellence in distance education may be achieved by the following:

- Periodic revision of self Instructional Material
- Translation of course material which serves as the bridge to the knowledge available in different languages in various discipline
- Counseling covers a variety of activities in distance education such as informing, advising etc., Teleconferencing is a latest method by which counseling can be provided.
- Latest technologies, if applied would enhance the possibility of achieving excellency in the system.

New media also increases the amount and level of interaction between a student and a learning material.

- Excellence can also be achieved by Integrated library support.

A continuous programme of research is necessary for the development of distance education system. In order to find the effectiveness of the system and its acceptability in society, the staff engaged in research programme should undertake studies and conduct surveys in order to find out the usefulness of the student support services to the learners.

Under the auspices of IGNOU, STRIDE is now engaged in the development of short term/long term learning programmes for various people engaged in distance education not only in the country but also in South Asian Region.
Women

Womenless world is worthless Mold. Once Swami Vivekananda said in one of his thought provoking speeches, "that country and that nation which do not respect women have never become great, nor will ever be in the future". So a study of related literature related to women is very necessary.

Under the category of women there are theses, Books, Journals and articles from Magazines related to Harijan women, Rural women, Upliftment of women, Employed women, women’s Education and general studies on women.

Harijan Women

Nirmala (1987) conducted a study on “Upliftment of Harijan Women in Tamil Nadu”. Historical method was used to collect information. The Harijan Community is in servitude and treated as a downtrodden community. Whatever be the origin and evolution of the Harijans, this low status in the traditional Hindu caste hierarchy which exposed them to invidious treatment, severe disabilities and deprivation economic, social, cultural and political opportunities. Harijan women unaware of the normal hardships experienced by women of other communities, toiled equal with men of Harijan community. Harijan women have been treated equal by their men, though they experienced the disabilities to deprivation equally.

It was the national movement which gave a stature for women, Harijan women being no exception. The governmental response has helped in the upliftment of the community. Inspite of all the safeguards and reservations offered
by the government to these people, untouchability is yet to be eradicated. Since the curse of untouchability has affected immensely in Tamil Nadu, the policy of protective discrimination adopted by the Tamil Nadu government has made great improvements.

Though the condition of women has improved to a great extent most of them are still in their age-old debased condition (Harijan women are said to be improved in their positions). Proper assistance to women of the community should be stressed in the existing concessions and reservations.

**Rural Women**

Education is considered as the most effective instrument in bringing about social and economic change. Our society particularly rural has remained static and tradition bound. Due to this fact vast majority of women in rural areas are not educated. The following is selected literature related to the study.

**Thesis**

Sundaravadivel (1991) conducted a study to investigate educational awareness among rural women. Random sampling and Survey Method was selected to collect data. He has quoted Nehru's words: 'The importance of educational programmes for rural women are designed to make up for social economic and skills, knowledge to conduct themselves a good citizen. Education is important for any development and more so for national development. To awaken the nation it is the women who should be awakened. Best of education
must be given to women in every department of human activity to play an
effective role in all programme for development.

Book

Hazel (1983) conducted a study on women in local government in Maharashtra.
The study concludes that the rural women are advancing with dynamism of social
change which is sweeping over every sector of the country, with due regard to
cultural context. Further, the study traces the social emergence of women in the
country and analyses the data bearing on socio-economic background, social
outlook and participatory pattern of women members. It draws finally the image
of women in Panchayatiraj.

Journals

A field study (1981) was conducted among rural women. The document
focuses on rural women and their relations to the development process. This
research is based on eight village studies conducted among the Baragaonale,
Lohorung Raj, Khaw Magar, Parbatriya, Newar, Tansang, Tharu and Maithili
women. The major recommendations are:

❖ To mobilize women in development process and provide them with great
   opportunities to lead secure productive lives;
❖ To increase their access to productive resources and employment;
❖ To involve them in all levels of training, extension and functional adult
   education programmes;
❖ To organise specialized women's agencies;
To improve appropriate technologies to facilitate women’s activities;

To implement equal pay policies;

To recognize the supportive customary laws;

To plan diversified or specific programming;

To recognise women’s economic contribution and improve data gathering techniques; and

To reduce their current work burdens.

Jain (1983) conducted a study on ‘Leadership among rural women’. He found that rural women constitute about 80.9 percent of the total female population out of 48.03% of the total women population of India. According to an estimate (1971-78) women represent approximately 36% of the total rural force. A majority of women in rural areas attend to domestic work. Some are engaged in the free collection of goods such as vegetables, roots, firewood, cattle feed etc. Some are engaged in sewing, weaving, maintenance of kitchen, gardens, orchards, poultry etc. The number of rural women in the age group 15-59 years engaged in domestic work is estimated at 43.8 million. Those engaged in the free collection of goods and providing services is 26.6 million. Because of their involvement both in family and economic activities rural women are considered an extremely pivotal point in the process of change in rural areas.

Mehra et al (1983) focused on women, their role and status in relation to rural development in ‘Women and rural transformation’ and analysed the background and the focus of the Mahila Mandal Scheme and its impact on
rural transformation and studied the system of family organisation in traditional Kerala.

An article (1986) entitled 'Role of rural women in productive tasks was published in Khadi Gramodyog. The content of the article is as follows. One of the topics which sought the attention of the scholars and administrators currently, is the status of rural women. While a few studies are undertaken on urban women and some rural entrepreneurs, studies on rural women are very rare. This field is an attempt to examine the relative roles of rural women and men in productive tasks and household activities.

Jahangir (1986) conducted a case study and studied women's status in relation to property, in rural Bangladesh and shows how legal practices and ideologies within (conjugal) family and kinship structures give men and women unequal rights in relation to property. In this case study, it is observed that possession of material interests enhances the women's status in relation to outside dealings.

In 1986, Bangladesh Rural Advancement Committee conducted a study on 'A quiet revolution: Women in transition in rural Bangladesh' and describes and evaluates the efforts of BRAC to reach poor women with projects designed to increase their material and social resources. Detailed case studies of BRAC's Women's Program are included. It describes methods of deciding on effective strategies, draws a picture on the economic and social role of poor village women in Bangladesh and shows the effectiveness of the program.
Gupta (1983) feels the decrease in participation rates of women in rural India, as indicated by the last three censuses has been more marked in economically backward states of the country. Most of the time and energy of rural women are spent in household work, specially in cooking, fuel gathering and fetching water. This time and energy could be effectively diverted towards economic activities. This could increase their social and political status.

Upliftment of Women

Thesis

Parimala (1992) conducted a study on ‘Growth of Education and Women’s Upliftment in Tamil Nadu (1947 – 67)’. Historical method was used to conduct the study and information’s were gathered from Primary and Secondary Sources. The study indicates that gender justice is of universal significance. It is recognised that women who comprise half the population can no longer be ignored at different levels. Suitable legislation’s, education, social awareness are being promoted to uplift the status of women in society. The spread of literacy to the rural areas can improve the status of rural women.

Shankar (1994) submitted an article on the project launched for the uplift of women. National statistics show that women’s earnings are very low compared to male counterparts for the same work. At home she spends long hours in husking, grinding and cooking and collecting potable water and fuel. Though she
performs more work than is physically feasible, she has to live below the subsistence level with no nutritious diet.

The status of women in Tamil Nadu is not different from the picture. They are rather the poorest and more disadvantaged sections, with low level of literacy, high maternal mortality and less access to institutional services.

In this backdrop, the launching of a 'Women’s development project' by the Tamil Nadu Government with the assistance of the International Fund for Agricultural Development (IFAD) Rome, through the Tamil Nadu Corporation of Development of Women (TNCDW) has come as a significant step towards women’s emancipation.

The principal objective of the IFAD supported women’s development project is to ensure economic and social uplift of women, and improve their status in the family and community.

Launched in April 1989, the project which is now in the last period of implementation in phase I in Dharmapuri District, the pioneer district for IFAD project. Its impact has helped to create a greater awareness among the rural women about their status in society and the need for self-reliance, self-esteem and confidence to achieve social change.

According to the Social Welfare Minister, Mrs.Indira Kumari, 3,200 villages in the five districts have been covered in the first phase. The state was committed to extend the project in phase II Dindigul Anna, North Arcot, Pasumpon Muthuramalingam, Pudukkottai, Kanyakumari, Thanjavur,
Thiruvarur, V.O.C.Chidambaram and Nellai Kattabomman Districts with financial assistance of over Rs.100 crores from the European Economic Community (EEC) and the World Bank.

Employed Women

Education has played a tremendous part directly and indirectly in the evolution of women's employment. Psychologically, employment provides women relief from the domestic drudgery. Employment offered a sense of achievement and satisfaction and pleasure in life. The following theses gives us an idea about employed women.

Theses

Rajeswari (1989) conducted a study on the status of Employed Women at Komarapalayam. Questionnaire was the tool used to collect information.

The findings are as follows. The position of women at present is by far better when compared to the women of past generations. The Indian Constitution has placed all men and women living in India on par with each other. Equality reigns supreme. Here we can presume that there will be no discrimination at all in the case of women. Though their status has improved considerably and the same sort of cruelties are heaped upon them, as experienced by our ancestors, yet they have to cross many more steps ahead particularly in the field of women's liberty.

Viji (1991) conducted a comparative study on “Attitude Among Educated Employed Women and Men on Social Issues”. Questionnaire was the tool used for the study. The findings concludes that
- A good number (95%) of respondents had a minimum qualification of bachelor’s degree.
- More than half of the female respondents were engaged in teaching profession.
- Almost all the respondents possessed the most essential labour saving devices.
- Nearly three-fourth of the female respondents revealed that they were restricted from meeting their friends of their own sex and opposite sex outside office hours.
- Regarding the attitude of the respondents on social issues female respondents were optimistic on women based issues when compared to men.

**Women’s Education**

Dr. RadhaKrishnan said that, “there can’t be educated people without educated women. If general education has to be limited to men and women that opportunity should be given to women, from them it would be passed on to the next generation”. Because when you educate a woman, you educate a whole family. So women should be given priority in education and it is a must for the improvement of a generation.

**Book**

Swarna Latha (1993) has given her opinions in her book “Women’s Education and Occupational Aspirations.”
The status of women depends on a wide range of health, educational, economic, legal, political and other related factors. The role of women in a society is as important as that of men. No nation can afford to ignore this fact, if it is to make any real progress. With this understanding the Constitution of India Pledges equality of opportunity, social, economic and political justice, and dignity of the individual to both men and women. But the law alone is not enough to bring a social change. A change has to come in the social attitudes of both males and females in the society. Social solidarity among women is essential for their upliftment. Unfortunately this is lacking among the Indian women.

Kamala Bhasin (1992) has stated her ideas regarding women empowerment in her study on “Education for Women’s empowerment some reflections.”

All institutions in our society are like pyramids, a few people controlling disproportionate shares of resources and decision making. Women are at the bottom of all hierarchies and pyramids. So once women get empowered and start stirring and shaking all pyramids hierarchies will crumble.

At the beginning of humankind, both men and women created knowledge. In the new scheme of things women had no role in defining religion. They have defined male as superior, as the master, the swami, the pathi, the husband. Since education was closely linked to religions-women were systematically debarred from education also. During the last 150 years women got educated, started researching and challenging patriarchal knowledge.
Women especially rural women are also the ones whose survival in most threatened by ecologically disastrous development. Women are the poorest, the most vulnerable when forests, or lands or rivers, or wells die, there women mourn the most because they are the most affected. Since women know the pains of creation they hate destruction most.

We need education which will help us not only to read and understand the word; but to read, understand and control our world; Which will help us not only to master the three RS’ but to be masters of our lives and makers of our destinies. We need education which will help us to acquire the necessary analytical skill to understand fast changing of realities of life. Which will give us the confidence and strength to refuse to submit conditions of indignity and inhumanity. Besides, everything, education should be a matter of fun and joy. These struggles are going to be long, we cant have long, serious, unhappy faces far too long. So let us sing and dance our way to better future, a just future. Asia has been known as the land of Rising Sun. Let it also known as the land of Rising Daughters.

Bashiruddin (1994) while giving an address on the convocation day of Dr.B.R.Ambedkar Open University said the following. Pursuance of the national policy for women and to meet the aspirations of the women students of the Open University who form about 36% of the learners; the University started a Women’s Development Studies Cell in July 1993 to study the problems of the women students and the barriers to women’s education in the state. He said that 33% of
the employers are also women. The cell has taken up research projects and extension activities in support of the objectives.

General Studies on Women

Thesis

Gyant (1990) conducted a study on the contribution of African-American women to non-formal education during the Civil Rights Movement. This study investigated the relationship between the roles African American women played in the Civil Rights Movement (CRM) and their participation and contributions of non-formal education during the CRM. The study also examined the various non-formal educational programmes offered at the time. The population for this study included women who were recognized both nationally and locally. Approximately 68 women were identified as leaders, 12 of these were interviewed.

Personal and telephone interviews were held to provide data for the research question. Interviews were supplemented by data collected from Primary and Secondary Sources. The historical and descriptive methods of analysis of data was used and resulted in several themes:

- Women as leader behind the scene.
- Family values, religion and racism as sources of motivation.
- Personal transformation through involvement in the Movement.
- Unsung contribution to non-formal education; and
- Women leaders as role models for others.
The findings indicated that women were truly the backbone of the CRM. Educational programmes – High lander Folk Schools, Citizenship Schools and Freedom Schools were important in helping African-Americans become empowered citizens.

Book

Eswara Reddy (1983) edited a book titled ‘Life long Learning Operational Concepts’. He gives his opinions regarding continuous education for women. According to him continuing education programmes for women assume a high priority in view of the high rates of illiteracy among women in rural and slum areas on the one hand and the growing volume of responsibility on them in the form of child care and family health, education of children, home management and a contribution of family income. Women constitute one target group of learners for whom continuing education programmes will have to be given varying emphasis on an income generating skill as the primary activity and such programme components as child care, nutrition, home management, population education and education of children constituting an auxiliary activity.

The basic concept and assumption behind Continuing Education is that the society is participatory and moving towards higher levels of growth. This type of society demands that the people should continually improve their technical, social and adaptive abilities and awareness. In order to meet their demand and facilitate the people, Continuing Education is required in all aspects in an integrated form. In this sense Continuing Education is essentially a post-take off stage
requirement. In the developed countries also Continuation Education became necessary and popular when their economics reached a post-take off stage. Before that it was basic education that was required and propagated.

Journals

An article was published in 1986 in the South Asia Bulletin. The author considers that four parallel aspects of an Indian Women’s position must be recognised. They are: the women’s economic/resource base; the public or political arena allowed her by society; her family structure; the strengths it provides and the limits it imposes on her; and perhaps the most important the psychological/ideological concept about women in her own perception of herself and the options she allows herself to consider.

A study (1987) was conducted on the topic ‘Women: Work, Welfare and status, forces of tradition and change in India’. It discusses how class, social hierarchy and patriarchy contribute to sexual and social discrimination in remuneration, work options and opportunities for education of women. It also focuses on how work differentiation by sex and class-caste factors affects status, welfare and the quality of female life. The aspects that have been studied extensively are the oppressiveness of dowry, the son preference syndrome and the deprivation of female infants and children.

Narayan Reddy (1987) conducted an empirical study of women of two South Indian villages and analysed their opinions regarding decision-making, public participation and basic needs. He concluded that,
Regarding the fulfillment of their basic needs such as food, clothing and housing, the women in a developed village (were in backward villages):

In relation to their awareness regarding the need for better education, health and hygiene, the system of exploitation and suppression is on the increase among rural women;

Dependence is very strong among rural women and they prefer to depend on men but, they do have strong desire to participate in public activities and gain equal status.

He suggests that the efforts to emancipate women could be directed towards organisation, building awareness and collective action, to achieve concrete changes in rural women’s status and roles.

Conclusion

In this chapter an attempt has been made to highlight some of the important major areas of Correspondence Education taken up for research under two categories:

- General aspect and
- Women.

The various aspects of these areas prompted the investigator to select the present topic for her thesis.