Studies on OBCs in India- Issues and Challenges

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Suicides and Starvation Deaths of Weavers- *How Long Will It Be?*

A. Rama Devi

It has been a source of livelihood to lakhs of people for the last 5000 years and its 'charkha' (spinning wheel) has been used as a weapon to carry the message in the freedom movement. The Industry which has been giving life began lives and reflecting the destruction in the name of development. Attracted the world for its quality provided livelihood to majority of the families after agriculture, the Industry is facing severe crisis with the negligence of Governments. The family based industry can be saved only by adopting the policy of self reliance on emerging lives.

Total number of families depending on weaving industry in India fell down from 25.25 lakhs to 22.68 lakhs between 1995 and 2010. 87% weavers are still living in rural areas. Total number of weaving families in Andhra Pradesh decreased from 1.5 lakhs to 1.30 lakhs in A.P between 1995 and 2010.

Assistant Director, (RCC), Dr. BR Ambedkar Open University, Khammam

Empowering Distance Learners: Issues and Challenges

Volume - I

G.Pushpa Chakrapani
K.Murali Manohar

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Assessment of Performance of On-Campus Activities in ODL: A Case Study of 'Institution-Learner' Interaction and its Impact

Dr.A.Rama Devi

Abstract

ODL System believes in physical separation of student from the teacher but in practice the concept would not rule out the 'contact between the teacher and the student' altogether and alternate 'on-campus activity' has been evolved by course wise and (availability of) infrastructure-wise requirement criteria. It has been observed in many studies that provision for on campus services makes the ODL Learner more comfortable. Thus in most ODL Institutions, apart from off-campus services, a wide range of on campus services are also offered.

The present study is based on a quick assessment, focuses its attention on some of the 'on campus's activities' and a select sample of students were surveyed on their perception of 'usefulness and importance' of such activities. Necessary primary data had been collected from a randomly chosen 200 students of two study centers of Dr.BRAOU. These students were enrolled in faculties of Arts, Commerce and Sciences. The main objective of the paper is to evaluate the 'on campus activities offered to the ODL students and examine their effectiveness from the student's point of view. The study examines further the perception of the students and their experiences relating to on campus activities. The major inference that could be brought out from the study is that students felt that these activities are extremely useful for their studies and they prefer more and more such need based interaction which would go a long way to benefit the off campus ODL students and help them resolve their study related problems.

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Backward Castes in Telangana and Andhra Pradesh

Dr. A. Rama Devi

The chapter focuses its main attention on various issues relating to Backward Castes in Undivided Andhra Pradesh (which includes both Andhra Pradesh and Telangana regions) in general and Telangana in particular (post 2014 period). The discussion relies more on secondary sources of data drawn from different sources. For the purpose of analysis, the required data were collected from the sources such as reports of Thurston, Enthoven and Hasan for the Madras Presidency, Bombay Presidency and the Nizam Dominion respectively. Further the reports of Peoples Telangana Foundation, Sri Krishna Commission Report, Economic Census Report 2005/2010 and Statistical Information Published by state Government of Telangana.

Telangana has been primarily a territory of advises and nomads, pastoral and service castes, artisans and hides

Assistant Director, (RCC), Dr. BR Ambedkar Open University, Khammam.

Emerging Trends in Open and Distance Learning

K. Murali Manohar
L. Vijaya Krishna Reddy (LVK)
Veeraiah Kotturu

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Live Television Counseling in Open and Distance Learning: Issues in Accessibility

A. Ramadevi

Abstract

As part of Multimedia instruction, many open and Distance learning (ODL) institutions in India had introduced Live Television Counseling (LTC) for the benefit of Learners. Though LTC had many advantages to its credit and it has been welcomed by many a stake-holders, issues relating to accessibility, affordability, availability, quality etc., became major areas of concern. Some of these issues had created a number of problems to distance learners in developing countries, especially in India. The present study relies on empirical data to examine mainly various issues relating to 'access to live television' and it highlights that these services should be evolved based on the needs of the learners, their study environment, and study habits, needs of the courses, accessibility, availability and use of electronic

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Quality Assuranace in Distance Teaching - Learning SystemsAn Analysis of Opinions of Academic Counsellors at the Field Level

*A. Rama Devi**

Quality Assurance has been defined in the literature of distance education as continuing, active and integrative process for maintaining and enhancing quality. Further, Quality Assurance is also the totality of the arrangements and procedures by which an institution discharges its corporate responsibility for the quality of the teaching and learning it offers by satisfying itself that its structures and mechanisms for monitoring its quality control are effective, and that where appropriate they promote enhancement of the quality.

Hervey and Green while synthesizing the whole debate on quality in education made an attempt to develop a working definition of Quality as:

* Exceptional in indicate a strikingly higher of performance.
* Consistency or perfections indicating well designed process with zero defects.
* Fitness of purpose indicating the fulfilment of stated objectives for which the institution is created.
* Value for money indicating the accountability and equity; and
* Transformation indicating the value and added after the completion of the programme or the kind of increasing performance.

A glance at the above definition indicate that the 'satisfaction' of the stakeholders of the system is the ultimate measure of QA in a system.

Several studies conducted at various levels and Universities of the Country indicate however that the system of ODL in India suffer from various basic deficiencies which need to be set right before adopting QA procedures in an ODL system. However studies on QA are scarce and information on practices and solutions to suit to various problem are still lacking. The present study in this context makes a modest attempt to identity the problems and suggest suitable solutions based on the opinions gathered for the purpose.

For the purpose of study about 30 Academic counsellors consisting around forty percent of both former and present have been consulted and interviewed with a struretured questionnaire seeking their opinion on various aspects as above while also analysising thier personnel experiences. The study however is limited in its space, time and content and would provide a 'general understanding' about the Quality of distance

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EVALUATION OF ON-CAMPUS ACTIVITIES IN OPEN DISTANCE LEARNING

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Introduction

It has been witnessed in the recent past phenomenal changes that took place in the field of Higher Education System. There has been a gradual shift from conventional mode to Open Distance Learning (ODL) due to its increasing acceptability among all sections of the society. ODLis now come to stay and considered as effective as the conventional system in terms of Quality of materials, in structural methodologies and standards. (DebnarayanModak& Other 2013).Though in principle the system believes in physical separation of students from the teacher, it did not completely rule out the 'contact between the student and teacher' altogether and alternate 'on campus activity' has been evolved by course-wise requirement planning criteria. Institutional 'on campus services' makes the ODL learners more comfortable.Apart from off-campus learners support services,every ODL institutionnow offers a wide range of 'on campus activities' for the benefit of distance learners.

The present study is a quick assessment, focuses on some of the important 'on campus' activities and students were quickly surveyed on their perceptions of the 'usefulness and importance' of such activities. Necessary primary data had been collected from randomly chosen 200 students of two study centers of Dr. B.R. Ambedkar Open University. These students wereenrolled in faculties of Arts, Commerce, Education, Sciences and Library and Information Sciences. The objective of the present paper is to evaluate the on-campus programme from the point of view of distance learners. The study examines further the perception of the students and their experiences relating to the on campus activities. In the overall sense however the study presents 'major trends' of how students make use of the 'on campus activity' (which in most cases optional except for Science& Education Courses) and how does an ODL institution can respond to their demands.The following are some of the important 'on-campus activities' offered for the studentsperusing various courses.

Personal Contact Programme (PCP)

Face to face contact between learners and counselors is mainly to clarify the doubts and answer academic queries of the learning. This is also known as academic counseling, is one of the crucial components of the student support services provided by any distance education activities system. Its importance lies in the fact that the problems arising out ofself instructionalmaterial and other non-print-media are solved through human contact during the counseling session which facilitates the process of study of the learners. The human element introduced through the counseling sessions would enable the learners to overcome the barriers related to study skill. It would orient the learners to the system of distance education, familiarize them with subject matter and resolve their academic problems. These counseling sessions are very useful to the learners to share their views on the subject with counselors and fellow learners to comprehend some of the complex ideas/concepts or difficult issues being discussed in the materials. (K.T. Margaratt 1999)

Lab Services

The laboratory training offered by the University should be equivalent to the training offered by conventional University. No relaxation in theeligibility criteria is given to any student in this regard and attendance is considered compulsory. For Science subjects, I.e.,