

CONCURRENT ADMISSION

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In a vast developing country like India, there is no dearth of job opportunities. The economic development and prosperity of the country depends on the input from the human resource. However, there is very little input in the real sense. The graduates get contented with a white-collared job, which in their opinion ensures a livelihood. Once such job is earned the salary becomes a right, with hardly any duty consciousness or work culture.

The best alternative to vacationalization is "concurrent admission" of the students into two or more courses. The primary course shall be the collegiate education which caters to the clamour of the students for the "enviable" degree. This could be either through the formal stream, which could be availed by those who are privileged or who can afford to, or through Distance/Correspondence/Open University stream. This would fulfill the dream for acquiring a degree. In both the streams there can be job-oriented courses (para-professional courses) which can render the students employable. A student taking to the graduate programme in one of the streams shall be permitted to take a job oriented course in the other stream. This is called "concurrent admission".

Feasibilities of Concurrent Admission

In India, several States including Tamil Nadu practice the system of five working days a week. There are vacations and holidays on religious, social and political grounds. A casual assessment will show that hardly 50% of the days in a year are really working days in the case of formal education. The resultant holidays can be fruitfully utilised towards training the students towards a job.

Issue of over-burden to the students

There is an apprehension that undergoing an additional course will be a distraction from the main stream. This could be answered from two different angles. One is that the average brain capacity of an Indian is such that it is not adequately put to during the years of learning, and therefore an additional course is not really burden. From another angle, as long as the very degree does not earn a job, why so much

emphasis and clamour towards it? A part of the effort can be spared towards training for a job.

Issue of Transfer Certificate

The major problem is with regard to the Transfer Certificate (T.C.). We are so much used to the T.C. that we ascribe enormous importance to it. Does the T.C. really deserve this importance? What if the student is admitted into a course without a T.C.? In other words, what damage is caused if the T.C. is dispensed with. While undergoing the concurrent courses, why not one of the streams be gone through with a T.C., and another without it? It is gratifying to know that Indira Gandhi National Open University, the most prestigious centre of Distance Learning in our country, does not insist upon production of T.C. and Migration certificate. It is paradox that in several Universities Open University System is practiced without requiring a basic qualification or a T.C., while in the correspondence stream the same is insisted upon. Why this double standard? The second problem, very often blown out of proportion, is about the timings of the end exams. We are so rigidly used to one or two exam seasons in a year that we fail to move from these seasons in terms of examinations. Why not the Examinations for the graduate programme and for the job oriented course be scheduled in such a way that they don't clash with each other?

Advantages of Concurrent Admission

The important advantages are given below:

- * The dream or desire for qualifying for a degree is fulfilled.
- * Training in job oriented course will render the candidates immediately employable.
- * Whereas the graduate programmes do not really often cater to the real liking or taste of the students, the job oriented training will be to his liking.
- * 80% of Indian population is in the villages and the students from villages have to come to the urban area for collegiate education. The resources spent towards the commutations can be further made worthwhile if in a same trip a twin purpose is served.

No additional year (s) will be spent towards training in the job-oriented avenues.

Experience of the Centre for Distance Education, Bharathidasan University

The Bharathidasan University has taken a bold decision to permit the students to take concurrent admissions. A student taking a graduate programme in the regular stream within University Area is permitted to take a job-oriented certificate/diploma course. Further, the students in the graduate programme in a day college

is even permitted to take such job oriented course in the evening colleges or vice versa. Also, the students in the post graduate programme can take concurrently a post graduate diploma in the evening college or in the Centre for Distance Education or vice versa. Under concurrent admission a student is allowed to produce T.C for one course and course certificate for another course. □

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ENHANCING THE SKILL OF QUESTIONING

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Questioning plays a vital role in inducing mental activity of learners. Questioning helps to test the knowledge gained by the learners. Many questions raised by the pupils may indicate an inadequacy in teaching. Students may be given sufficient time to understand and answer the questions. Good questioning helps the teacher to guide the students in achieving their desired goal. The teacher should have the skill of questioning so as to enable him for teaching the learners effectively.

The teacher should acquire the art of questioning which indicates the teacher's skill and efficiency in teaching. The teacher should ask the questions in a polite way to increase the dynamism of the mind of his students. The teacher may announce the question to all the students in the class and give enough time to think before pointing out any one of the students to answer. There should not be any repetition while putting questions to the students so as to break monotony among the students. There should be a logical sequence in asking the questions based on the various sub-topics to be discussed under a particular lesson.

This question and answer method helps the teacher and students to have two way communication. Mere lecture in the class may reduce the interest and attention of the students on the topic taught in the class. Question and answer method is a good method which increases the listening habit of the students. The lecture method feeds lot of information to the students but there is no sufficient feed back from the learners. Therefore assimilation of the subject taught is not upto the expectation. The teacher should have good skill for

effective use of the question and answer method which has lot of scope for effective use in the educational process.

For effective teaching the teacher should improve his skill of questioning which helps him to build up the image of his profession. For this he should learn the skill of questioning. He should also know the principles of questioning. The teacher should have clarity in the subject. He should be able to take quick decision by involving himself in the thinking process. He should understand the relative values of the questions. Suitable words should be used for framing questions. The concept of self-confidence is one of the key factors for improving the questioning skill. Having good knowledge in the subject is also essential. Advance planning is important in framing questions. Questions should be so arranged as to have proper sequence.

The question should have all qualities of a good question. The teacher should apply the principles while questioning. He should induce the students to answer the questions and answering the question by himself may be the last resort. Questions may be prepared keeping in view the answers. Questions play significant role in teaching and learning process. The teacher should be a great champion in using his questioning skill. He should use his expertise in framing good questions, the different types of questions, principles of questioning and utilising the same in an efficient way. The variable like questioning skill contributes to a larger extent for the efficiency in teaching. Experience of the teacher will also have an impact on his questioning skill. □

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