

Certificate in Beauty Parlour Management Programme: A Case in Vocational Education through Distance Education Mode

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Abstract: *A great deal of interest has been generated in past decade in the area of open and distance education. In comparison to the conventional mode the ODE mode offers inexpensive, learner-centric and technology-friendly alternative. The advancements in information and communication technology (ICT) are making it possible to launch programmes, which are vocational or technical in nature. The ICT is mediating in all phases of programme development and implementation. The society, however, need not only the technology-oriented academic programmes but also such programmes which suits the need of middle class section or socially disadvantaged groups such as women. The Beauty Parlour Management is one such area, which enables the middle class women to earn a living, provide a productive time pass and encourage women-empowerment. An academic programme launched by YCM Open University attempts to inculcate values like dignity of labour, self-reliance, hygiene, punctuality in time, friendly behaviour; and pleasant mannerism in their students.*

In the present paper, we have discussed a study, which examines this academic programme in relation to the need-satisfaction/ fulfilment of objectives, quality of learning material and counselling.

Introduction

Education is no longer merely a means of transmitting traditional values and models of already existing social structures. Increasingly, it is becoming an agent of social change promoting new knowledge, new values and new ways of improving the human conditions. Education has ceased to be an exclusive domain of the chosen field. Its doors are now open to the general population in countries throughout the world. A democratic ideology is replacing a former elitist mentality. To happen this open and distance education systems has come forward.

The concept of 'Open and distance education' originated from the need to extend learning opportunities at various level to people who did not have access to traditional modes for various reasons for example, economic, space and time restrictions related to job and family responsibilities or distance from educational centers. In case of underdeveloped and third world countries distance education has offered a great hope for development because of its capacity for educational

innovations for reaching wide audiences at various educational levels and for providing learning opportunities at costs that are lower than traditional forms. It is based on the concept of learning as a continuing or lifelong process that provides for ongoing cultural and professional development, increase technical skills and encourage the general public to keep abreast of current topics as well as scientific and technological advancements.

Why Vocational Programmes through Distance Education?

Vocational education in its various forms plays a significant role in the socio-economic development of a population. "Vocational education consists of a number of interrelated fields, programmes and curricula with the primary objective of preparation for gainful employment. In the past vocational education was concerned with trades and skill-oriented occupations. Now it is used in a wider sense. Jack Foks consider vocational education as "demonstrated and acknowledged development of knowledges, skills and attitudes necessary for a place in the workforce at levels ranging from pre-trade to para-professional".

The advantages of offering vocational and technical courses through distance mode said that regarding quantity, the number of seats available in technical education centres might not be sufficient to ensure the required supply. Because of high cost involved in establishing centres of technical education, governments often find it difficult to expand technical education through conventional methods. This problem can be overcome with vocational and technical education through distance education, which is cost effective as it makes use of most of the existing infrastructure facilities. Further, because of the time free and space-free nature of distance education, it can reach many thousands of students at a time when it cannot be reached by mere traditional methods.

Y. C.M. Open University: School of Continuing Education

Distance education programmes were initiated in India in 1962 mainly with the objective of reducing pressures on the conventional universities and also to provide opportunities for employed persons to pursue education. The Yashwantrao Chavan Maharashtra Open University (YCMOU) was established in 1989 through Act XX (1989) of the Maharashtra State Legislature. The University has gone a long way in pursuit of excellence in education and has received the Award of Excellence in 2002 from Commonwealth of Learning, a non-profit organization established by the States of British Commonwealth.

In this University the school of continuing education was established in 1989. This school is committed to provide access to education to all sections of people through relevant courses in formal and non-formal stream. The mission has been to respond to the developmental needs of the society by offering need-based vocational courses to larger and larger segment of population, and in particular to the disadvantaged groups such as those living in remote and rural areas including working people,

housewives and other adults who wish to upgrade or acquire knowledge through studies in various fields.

The School developed Certificate in Engineering Vocation programmes in seven trades (Lathe operator, Fitter, Plumber, Mason, Domestic Wireman, Radio-Tape Mechanic, Two wheeler mechanic), which were launched in 1994, A Certificate in Industrial Painting programme launched in 1998 in close association with TELCO, Pune as a model of Industry Institute collaboration, Diploma in Computer Hardware Maintenance and Network Technologies (DCHMNT) in 1999, Certificate in Industrial Security Guard in 2001 and Certificate in Beauty Parlor Management programme in 2001 are the representatives of the successful programmes of the school. In addition a number of special programmes of the school were used in the training of various strata of the disadvantaged groups.

There are many beauty parlours in Maharashtra for carrying out various beauty treatments, but the beauticians may not necessarily be trained scientifically. This profession is closely linked to the hygiene of persons. It can also generate self-employment for women. In this area only few multinational companies or agencies provide the training/ courses charging very high fees. And the learning centres are located only in few developed cities, which are not accessible to common public. Considering all these points YCM Open has University has developed the Certificate in Beauty Parlour Management Programme. One of the great benefits of this programme is to generate awareness about health, hygiene cleanliness among the society and young generation. The YCMOU is the first Open University in India to start the innovative certificate programme in Beauty Parlour Management through distance mode of education.

Need for the present study

Previously some studies were carried out in programme evaluation for agricultural courses and B.A. /B.Com. programmes in YCMOU. But such type of programme is launched through the distance education for the first time and due to its novelty it becomes essential to evaluate the programme and to find out the effectiveness of the programme through distance education. It is necessary to check the previous knowledge and background of the learner, the motivation for learning, the difficulties faced by students, counsellors and coordinators, the learning material quality by the counsellors etc. The opinions of the learner, counsellors and co-ordinators can play a decisive role in evaluation and subsequently improving the quality of implementation of the programme. It was completely a new experience for students as well as counsellors and coordinators. There was no any path already set to implement such type of programme, which could be followed. Hence investigator has carried out a thorough study of the CBPM programme evaluation. In this paper the researcher have presented the findings, conclusion only with the following objectives:

Objectives of the Study

1. To study the background of the learners.
2. To examine the suitability of the programme as per learners needs

3. To examine the quality and necessity of counselling sessions for the programme.
4. To examine the self-explanatory nature of the learning material.

Limitations of the Study

As this study is based on the views of the students, co-ordinators and counsellors mentioned in the questionnaire following limitations are framed for this study:

- The opinions expressed through the questionnaire are considered only as the base for drawing the conclusion.
- In social background only age, education and occupation are considered.

Scope of the study

This was a pilot study carried out by Mrs Gujar. It suggests some remedial measures related to counselling need and the quality of learning material in respect of self-explanatory form, to increase the quality of implementation of Certificate in Beauty Parlour Management programme offered by School of Continuing Education, YCMOU, Nashik because such type of programme is offered first time in India through the distance education mode.

The outputs of the study may recommend some changes useful to students of the programme. The study centre co-ordinators, counselors, the school programme co-ordinators, course writers may come to know the lacunas or strong points in their working. It will help for effective dissemination of subject knowledge to the target group through the distance education mode. The critical suggestions made by the students, counselors, co-ordinators may help to improve the quality of implementation of the programme.

Structure of the Certificate in Beauty Parlour Management Programme

The concept of the programme was to provide the basic knowledge about hygiene, body anatomy, manual beauty treatments and the beauty parlour management. The Certificate in Beauty Parlour Management programme is a six months programme consisting of two courses. One is theory course of three credit points and the other is practical course of five credit points. This is the basic programme in beauty treatments and parlour management. The minimum qualification of admission is SSC or preparatory programme pass. The medium of learning is a local regional language Marathi. In this course the students practise 30 different practicals in presence of the counsellor at the study centres. Following books are used as learning material:

1. Saundaryasadhana
2. Beautyparlour Sahitya Ani Sadhane in SLM format
3. Beauty Parlour Vyavasthapan Karyapustika in SLM format

Examination pattern consists separate examination for theory course and the practical course. Theory paper is of 100 marks consisting various 50 multiple-choice questions based on theory. The practical examination is conducted for 150 marks and has three components i.e. practical performance, viva and workbook evaluation.

Sample:

This was a pilot study and majority of the study centers were in the Nashik region for the initial two batches ie July-Dec 2001 and Jan-June 2002, only the population in this region is selected as a sample. In the batch of July 2001, 369 students and in Jan 2002, 250 students were admitted for the "Certificate In Beauty Parlour Management" programme all over Maharashtra. The number of students in the Nashik region was 118 for July 2001 batch and 81 for Jan 2002 batch. These total 199 students, 35 counselors and 35 coordinators were selected as the sample for the study from different 35 centers. The data was collected and analyzed from 82 learner respondents, 25 counselor respondents and 25 coordinator respondents. Investigator received 82 questionnaires out of 199 student (41.2%), 25 questionnaires out of 35 counselors and 25 questionnaires out of 35 coordinators, which constitute the sample for the study.

Tools:

Three different questionnaires were developed for collecting the information from students, counselors and coordinators of the study center. The questionnaires consisted of 31, 14, and 03 questions respectively. The questions were designed on the following dimensions: background information, education status, textbook contents, necessity of difficult practical, student support services, counseling sessions and facilities available at the study centers for learner in their questionnaire. The questionnaires of the counselors were designed on the dimensions like counseling needs and the self- instructional material. The opinions for coordinators were designed on the administration part. The descriptive analysis technique has been used to explore the data. The data is analyzed by using simple percentage method. The data drawn from learner respondents is organised and tabulated as under.

A) General information about the background of respondents

Table A-1:Background of the respondent learner

Sr No.	Background	No. of Respondents	Percentage (%)
01	Urban	59	72 %
02	Rural	23	28 %
	Total	82	100 %

After analysing the data regarding the background, it was observed that 72 % of the students were from urban background while only 28 % of the students belonged to rural background. This shows that maximum response to Beauty Parlour Management programme is from urban area. The one of the purposes of the YCMOU to develop need-based programme according to each region/ society has been served.

Table A-2: Occupation of the respondent group

Sr. No.	Occupation	No. of Respondents	Percentage(%)
01	Service	03	4%
02	Business	00	0%
03	Housewives	35	43%
04	Other or studying	44	53%
	Total	82	100%

It could be seen from table A-2 that only 4% students were engaged in service. None of the students were in business. It is interesting to note that 43% of the students were housewives, which served one of the major objectives the university to bring in the aspirants who drop out of the education system and to create the awareness of self-employment in everybody's mind. 53% students were engaged mostly in other studies or something else.

Table A-3: Age -wise respondents

Sr.No.	Age Group	No. of Students	Percentage(%)
1	16-25 yrs	54	65%
2	26-35 yrs	25	31%
3	36-45 yrs	03	4%
4	Above 45yrs	0	0%
	Total	82	100%

It could be observed from the table A-3 that about 65% of the students were from age group of 16 to 25 years. 31% of the students were in the age group of 26 to 35 yrs. 4% of the students were in the age group 36 to 45 years, none in the age group of above 45. This showed that maximum number of the students were from youth category.

Table A-4: Education wise distribution of the respondent group

Sr No	Educational level	No. of respondents	Percentage (%)
1	S. S. C.	24	29%
2	H. S. C.	29	35%
3	Degree passed	22	28%
4	Masters Degree	6	8%
5	Other	0	0%
	Total	82	100%

Regarding educational qualification, it can be observed from the table A-4 that 29% of the students were SSC passed. 35% students were HSC passed. These may be learning in some another disciplines also in conventional or any other system. 27% were degree holder. 8% were master's degree holder. The students who have already completed their degree might be learning as a hobby.

It shows that YCMOU is giving open access to all. Upward mobility is the significant feature of all programmes offered by YCMOU Nashik. The age, educational level and language appear to be no barriers for YCMOU programmes.

Table A-5: Prior information about the programme

Sr No	Category	No. of respondents	Percentage (%)
1	Yes	13	16%
2	Some Extent	37	45%
3	No	32	39%
	Total	82	100%

It can be seen from table A-5 that 16% of the students were already having the prior information about the programme while 45% of students were familiar with the programme to some extent. 39% students were totally unaware of the programme. This may be because the programme was newly launched and may be the publicity was not done properly.

Table A-6: Information source

Sr No	Information Source	No. of Respondents	Percentage (%)
1	Study Centre	19	23%
2	Regional centre	4	5%
3	News Paper	21	25%
4	Radio or TV	3	4%
5	Friends	18	22%
6	Not responded	17	21%
	Total	82	100%

In response to the question asked about information source, 23% students reported that they got the information from study centres while 5% students got the information from regional centres of the YCMOU. 25% students got the information through newspapers. 22% of the students got the information from their friends. From table A-6 it could be concluded that study centres and newspapers have proved very powerful information sources while Radio, T.V. and regional centres are weak. As this programme is mostly opted by the ladies, friends were also found to be effective information sources.

Table A-7: Gap Between previous and present education

Category	Gap period	No. of respondents	Percentage (%)
I	Without break	48	58%
II	1 to 5 years	13	16%
III	6 to 10 years	10	12%
IV	More than 10 years	11	14%
	Total	82	100%

Regarding the gap between previous and present education, 58% students were found to be joining the programmes without any break in their education. 16% students had started their education after a gap of 1 to 5 years, 12% students had started their education after a gap of 6-10 years while 14% students had started their education after minimum 10 years gap. The table A-7 clearly shows that respondents from Ist category are learning without any break in education and are mainly young girls. They may be interested in self-employment. The respondents from II, III, IV category are from middle age group. They are now rejoining the studies due to the opportunities made available by YCMOU, Nashik. Only 14% students were starting their education after a long break of more than 10 years or more than 10 years. These respondents being aged now, may be interested in starting self-employment operating from home or may be learning as hobby.

The reasons for admission in the Beauty Parlour Management programme were different among all the students. About 36% respondents completed this programme to get acquired with the scientific knowledge of the beauty science. 40% of the respondents completed this programme to start their own parlours as their main earning profession. 7% respondents were mainly interested in getting the related

employment in somebody else's parlour or in an institution as an instructor. 12% of the respondents were interested in completing the programme as a hobby only, to develop the knowledge in beauty science and management. 5% respondents had taken admission for other reasons like to get certificate of the programme or to improve their own personality by acquiring the knowledge.

Table A-8: Reasons for admission to Certificate in Beauty Parlour Management programme

Sr No	Reasons	No of respondents	Percentage %
1	Knowledge about scientific Beauty therapy, science	30	36%
2	To get related employment	6	7%
3	To start own parlour	33	40%
4	Interest in beauty science and management	10	12%
5	To get certificate	02	3%
6	To improve your personality	1	2%
	Total	82	100%

B) Learning Material

Table B-1: Instructional text

Self-explanatory nature of learning material

Sr.No.	Category	No. of respondents	Percentage (%)
1.	Yes	45	54%
2.	Some Extent	34	41%
3.	No	3	5%
	Total	82	100%

Regarding self-explanatory nature of the learning material it is important to note that this programme was newly launched in June 2001. The sample selected for the feedback was the students in the Nashik region of the June 2001 and Jan 2002 batches. For these batches the university has adopted some ready books in the market closer to self instructional format and developed some books in self instructional format and used as learning material. These main points have affected the results in the percentages. About 54% respondents reported that the learning material was self-explanatory enough and could be understood without any spoon-feeding or much guidance. Whereas 41% respondents could understand the learning material to only some extent after going through it and they needed some guidance to understand the material. 5% of the students quoted that the material is not self-explanatory.

Table B-2: Expectation fulfilment from the programme.

Sr. No.	Category	No. of Respondents	Percentage (%)
1	>90%	13	16%
2	75-90%	62	74%
3	50-74%	07	10%
4	25-49%	00	0%
5	25>%	00	0%
	Total	82	100%

From table B-2 it could be observed that about 74% students were happy about the programme and their expectations about the programme were fulfilled up to 75-90% whereas 16% respondents reported that their expectations were fulfilled above 90%.

Almost 10% students reported that the percentage of fulfilment of expectations from the programme was 50 to 74 %. However majority of the student had reported that, they were satisfied with the content of the programme.

Table B-3: Reasons for liking the Instructional Text

Sr.No	Reasons for liking the text	No. of respondents	Percentage (%)
1.	Easy to understand for average student	41	49%
2.	Language simple and easy to understand	20	24%
3.	Due to number of pictures	10	12%
4.	Format is very good	08	10%
5.	Type set is very good	03	5%
	Total	82	100%

Regarding reasons for liking the instructional text, 49% respondents reported that books were easy to understand whereas 24% respondents were happy that language is simple and easy to understand. 12% students like the books due to more number of pictures, while 10% respondents admired the format of books. The format was specially designed according to the need of programme. 5% respondents appreciated the type set of the books.

Table B-4: Quality of workbook

Sr No	Quality	No of respondents	Percentage%
1	Excellent	22	26%
2	Very good	35	42%
3	Good	23	28%
4	OK	02	4%
	Total	82	100%

Regarding quality of the workbooks majority of the respondents have reported it from good to excellent. Only few respondents (about 4%) had reported the workbooks as being of O.K. quality.

Table B-5: Necessity of difficult practical in practices

Sr No	Necessity	No of respondent	Percentage%
1.	Yes	23	28%
2	Some extent	40	48%
3	No	14	17%
4	No Opinion	05	7%
	Total	82	100%

Table B-5 depicts the opinion of respondents about the necessity of difficult practical in routine practices. Regarding this, about 28 % respondents had said that these practicals were useful in routine practices whereas 48% respondents had said that these practical were useful to some extent only. 17% respondents reported that these practicals were not at all useful in routine work. 7% respondents did not give any opinion about the necessity of these difficult practicals. It could be concluded that some more explanation or some video programmes should be provided to the respondents to make the difficult practicals easily understandable.

C) Counselling System Approach

In response to the question whether the schedule of the counseling session is received in time or not, 73% respondent reported that they received the schedule of counseling session at the time of first contact session while 20% respondents received it before

first contact session. About 7% respondents reported that they had not received the schedule in time.

Table C-1: Schedule of counselling session

Sr.No	Time of receiving the schedule of counselling session	No. of respondents	Percentage (%)
1.	Before Counselling session	17	20%
2.	At the time of first counselling session	61	73%
3.	Not received in time	04	07%
	Total	82	100%

It could be concluded that majority of the students have received the schedule in time. A few students who have not received the schedule in time may have been absent at the time of first contact session. Therefore, it should be compulsory to attend at least first contact session so that every respondent would get the set of learning material, schedule of counseling sessions, information regarding evaluation pattern as well as instructions to be followed throughout the year.

Table C-2: Quality of teaching at study centre

Sr. No.	Quality	No. of respondents	Percentage (%)
1.	Excellent	28	35%
2.	Very good	35	42%
3.	Good	19	23%
4.	O. K.	0	0%
	Total	82	100%

From the table C-2 it is seen that almost all the respondents experienced the quality of teaching from good to excellent at their study centre.

In response to the questions asked about reasons for attending the counselling sessions, no respondents have said that the course is difficult to learn through independent study. About 32% respondent reported that problems were solved through discussion during counselling session whereas 19% respondents reported that they got practical knowledge during counselling session as practical were arranged at the time of counselling session. 5% of the respondents reported that they were getting new information while counselling sessions. Majority of the students reported that they were attending the counselling sessions for all reasons mentioned in 2,3,4 table C-3.

Table C-3: Reasons for attending the counselling sessions

Sr. No.	Reasons	No. of respondents	Percentage (%)
1.	Difficult to learn through independent study	0	0%
2.	Problems are solved at counselling session	27	32%
3.	New information through discussion	04	5%
4.	Practical benefit	16	19%
5.	For all above reasons collectively	35	44%
	Total	82	100%

In response to the question about the reasons for not attending the counselling session, 12% respondents reported that they could understand through the self-study learning material. While 52% respondents had some personal difficulties due to which they could not attend the counselling session. As this programme is mainly

opted by the female students, many of the students are housewives; hence they may be having many times some personal difficulties. Hence more flexibility in counselling pattern should be maintained in this programme. 36% respondents reported no opinion on this question.

Table C-4: Reasons for not attending counselling session.

Sr. No	Reasons	No of respondents	Percentage%
1	Easy to understand through independent study	10	12%
2	Problems are not solved at study centre	0	0%
3	The discussion at study centre is not useful	0	0%
4	Study centre at longer distance	0	0%
5	Practicals are not conducted	0	0%
6	Personal difficulty	43	52%
7	No opinion	29	36%
	Total	82	100%

In response to question regarding reading prior to counselling session 58% of respondents were found to have read the material prior the counselling session. 37% respondents reported that they sometime read the book thoroughly or sometimes not. 5% respondents rarely read the books prior to counselling.

Table C -5: Reading prior to counselling

Sr. No.	Category	No. of respondents	Percentage (%)
1.	Yes	48	58%
2.	Some extent	31	37%
3.	No	03	5%
	Total	82	100%

It could be concluded from the table C -5 that about 5% of respondents were not reading the textbooks regularly prior to counselling. It seems that they are not well acquainted with the distance education system. The study centre co-ordinators as well as counsellor should take efforts to make the students familiar with the new educational system. Almost all the students are used to the traditional system of education. They are not habituated to reading prior to counselling. Hence, they totally depend upon counselling sessions instead of self-study. For this programme majority of the students are the ladies who are learning after long gap of the period and for them it is important to be oriented to the learners responsibility of coming prepared to the counselling session.

Table C -6: Problems solved during counselling.

Sr. No.	Category	No. of respondents	Percentage (%)
1.	>90%	62	74%
2	75-90%	18	23%
3	50-74%	02	3%
4	25-49%	0	0%
5	<25%	0	0%
	Total	82	100%

It could be seen from the table C-6 that 74% respondents had said that more than 90% difficulties were solved during counselling session. 23% respondents reported

that 75-90% of their difficulties and problems were solved during counselling session. 3% respondents reported that 50-74% of their difficulties were solved.

It can be concluded from the table C-6 that majority of the respondents are satisfied with the counselling session.

Table C -7: Remedies for unsolved problems

Sr. No	Remedies	No. of respondents	Percentage (%)
1.	Outside Experts	07	8%
2.	Solved at next sessions	44	53%
3.	Through discussion	15	19%
4.	No opinion	16	20%
	Total	82	100%

In response to the question what was asked in respect of unsolved problems, 8% respondents reported that outside experts were called for solving the difficulties, 53% respondents reported that problems were solved during next counselling session by the counsellor. 19% respondents said that the difficulties were solved through discussion among themselves. 20% of respondents reported no opinion about this.

Table C -8: Counselling sessions arranged according to schedule

Sr. No.	Category	No. of respondents	Percentage (%)
1.	Yes	77	93%
2.	Some extent	05	7%
3.	No	0	0%
	Total	82	100%

In response to the question whether the counselling sessions were arranged according to the schedule, 93% respondents reported yes, while 7% respondents said that to some extent counselling sessions were conducted according to schedule. No respondents reported that counselling sessions were not conducted according to schedule totally.

Table C -9: Reasons for not conducting counselling session

Sr. No.	Reasons	No. of respondents	Percentage (%)
1.	Experts are not available	01	2%
2.	Very less number of students present	03	5%
3.	Sessions are not conducted according to schedule	01	2%
4.	No opinion or other reason	77	91%
	Total	82	100%

When students were asked about the reason for not conducting the counselling sessions, 91% respondents that is majority of the students have avoided to give the answer for this. Only 9% of the students have responded and marked the option of other reasons. 2% students said that the experts were not available. 5% students said that the number of students was very less hence counselling session not conducted. 2% of the students reported that the sessions were conducted according to the schedule. The reported percentage in the table C-9 showed that as this programme is mainly opted by the ladies, the study centre co-ordinators may have to change the scheduled sessions according to the students convenience.

Table C –10: Organization of counselling session

Sr. No.	Category	No. of respondents	Percentage (%)
1	On holidays	25	30%
2.	Except holidays	24	29%
3.	Any day	33	41%
	Total	82	100%

It could be seen from table C –10 that 30% of respondents had said that counselling session should be arranged on holiday only. 29% of respondents reported that counselling session should be conducted on day except holidays. 41% respondents preferred counselling session on any day.

It could be concluded that majority of the respondents i.e. 41% were of the opinion that counselling session should be conducted on any day. The reason may be that the programme is opted by the housewives in majority. 30% respondents wish to come to the centres on holidays, the reason may be that, these students may be talking parallel courses in conventional system, also and are engaged full time on working days. 29% respondents wish the counselling sessions on the days except holidays. The reason for this may be that, these students may be working and hence they require some rest on the holidays.

Table C –11: Workbook Checking

Sr. No.	Category	No. of respondents	Percentage (%)
1	Always	69	84%
2.	Some time	13	16%
3.	Never	0	0%
	Total	82	100%

Regarding workbook checking by counsellor, 84% respondents reported that counsellor checked the workbooks regularly while 16% of respondents reported that workbook were checked some times by the counsellor. No respondents reported that the counsellors never checked workbooks.

Writing answers in the workbook mainly depends on the actual practical work. Hence, more number of practical should be conducted and stress should be given on filling up the workbooks. As this programme is mainly conducted by the ladies and for the ladies sincerity in writing the workbook is generally is maintained.

Table C –12: Facilities for practical at study centre

Sr. No.	Category	No. of respondents	Percentage (%)
1	Sufficient	80	97%
2.	Some extent	02	3%
3	Insufficient	0	0%
	Total	82	100%

In response to the question whether the study centre had the facilities enough to conduct all the practicals 97% respondents reported yes, study centre had all the

facilities for conducting practical while 3% respondents said that the facilities at the study centre are sufficient to some extent. No respondent had reported that there were no facilities or insufficient facilities to conduct the practical at study centre.

Table C-12, therefore shows that the centres identified are of good infrastructure and well equipped.

Table C-13: Expectation from counselling sessions

Sr. No.	Category	No. of respondents	Percentage (%)
1	Yes	59	72%
2.	Some Extent	23	28%
3.	No	0	0%
	Total	82	100%

In response to the question whether the counselling sessions fulfilled their expectations, 28% respondents reported counselling sessions proved helpful to some extent while 72% respondents said that counselling sessions had fulfilled all their expectations. No respondent said that counselling sessions had not fulfilled her expectation.

It could be concluded from the table that in general counselling sessions proved helpful to a very large extent for the students. The reason may be this programme is skill oriented and has 80% stress on the practicals.

Table C-14: Infrastructure facilities at study centre

Sr. No.	Quality	Yes		No	
		No. of respondents	Percentage (%)	No. of respondents	Percentage (%)
1	T.V.	14	17%	68	83%
2	V.C.R	1	2%	81	98%
3	Tape recorder	27	32%	75	68%
4	Classroom	82	100%	0	0%
5	Laboratory	82	100%	0	0%

From the table C-14 it is seen that most of the study centres have the minimum required facilities like classroom and laboratory for counselling. But as in future video cassettes for some practicals may be used as a study material, so the programme coordinators could be instructed to equip the required infrastructure at study centres.

The general opinion of the students regarding different questions related to the programme showed that they like to complete the programme through distance mode of learning because there were no compulsions of attendance, learner can learn while earning, and has the facility of no age restriction for admission, flexibility in admission etc.

It could be concluded that Beauty Parlour Management education could be imparted successfully through distance mode. The reasons quoted for inability to join or pursue the due programmes are mainly due to the fact that these respondents are basically used to learning through traditional system where spoon-feeding is must, hence they find self-study difficult. As in majority of the cases this programme is

opted by ladies, the personal responsibilities are also the reason for inability to join or pursue the programme.

Findings

Background & general information

1. The data reveals that majority of the respondents i.e. the students were from the urban background and of the age group between 16-35 years.
2. 43% were the housewives and 53% were college-going girls.
3. Minimum educational eligibility for this programme is SSC passed still then more than 50% of the respondents were having educational qualifications of Higher secondary level or more than required eligibility.
4. Almost 60% respondents were continuing their education without break and others were learning with gaps ranging from 1 to 20 years.
5. The main reason reported by the respondents for taking admission to this programme were to earn scientific knowledge about beauty therapy management and to start their own parlours.

Learning material

1. Majority of the respondents appreciated that the study material i.e. textbooks are self-explanatory, easy to understand as they are in simple local language. The quality of the workbook also has been appreciated greatly by majority.
2. Majority of the respondents reported that the expectations from the programme are fulfilled up to 75-90%.

Counselling system approach

1. Majority of the respondents reported that the counselling sessions were organized according to the schedule and the quality of counselling was very good.
2. Majority of the respondents have reported that they were attending the counselling sessions because their problems were solved at the study centre and they were getting the practical practice benefit.
3. The opinions about the organization of counselling sessions day on a specific varied across different groups but still majority was inclined towards accepting any day as a day for counselling.
4. Majority of the respondents were of the opinion that facilities for conducting practicals at study centres were sufficient.

From the above results it could be summarized that majority of the respondents that is students were happy and satisfied for getting the opportunity to complete such programme without disturbing their routine education as may required in conventional system. Majority of the respondents have appreciated the format and

the content of learning material. Majority of the students were found to be sincere about attending counselling sessions. As this programme is skill oriented it requires more practical practice, for which the students were getting access at the study centres.

Conclusion

The paper discusses the need and importance of Distance Education as a vehicle for development and change. The CBPM programme as a representative of such societal change has been launched by YCMOU. A case study of the programme evaluation for this programme in respect of background of respondents, learning material and counselling system approach has been discussed in detail.

The CBPM programme has been described by the respondents as a unique programme in the sense that in India, no other programme of this nature in the open and distance learning mode has been launched. The programme is highly vocational in nature and caters to the need of middle class women.

This programme has an enrolment of about 600 students annually. About 90% of the students attend the counselling and practical sessions regularly. The pass percent is around 90% and the dropout rate is around 10% as per the examination records. The study conducted on a sample of 82 respondents revealed that the sample has been distributed almost evenly between housewives (43%) and college students (53%); information on counselling schedule is communicated in time (during first contact session) for most instances (73%); quality of teaching as perceived by learners is very good (42%); 54% of the students find SIL as highly self explanatory (against 5% who do not).

The content and implementation of the CBPM has generated a need to launch a programme of similar nature at a more advanced level. An attempt is also being made to introduce a software which simulates the make-up on a customer's photograph (taken using a scanner or web-camera) to enhance the quality of training.

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