

APPENDIX - APilot Draft

(only for Ph.D. Research)

The Maharaja Sayajirao University of Baroda

[ THE ]  
 AN INVESTIGATION TO STUDY THE ATTITUDE OF TEACHER EDUCATORS  
 TOWARDS THE PROGRAMMES OF NON FORMAL EDUCATION LEADING TO  
 LIFE LONG EDUCATION IN THE STATE OF GUJARAT

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Dear Friend,

The questionnaire is prepared to investigate the attitude of teacher educators of Gujarat towards the programmes of non-formal education leading to life-long education.

Programmes of non-formal education have many aspects in determining the effectiveness of life long education. The tools given in this booklet are constructed by the investigator to measure some of the aspects like the need and importance, the aims, programmes, process, organisation, suggestions and miscellaneous items of non-formal education programmes leading to life long education. Your frank and full cooperation is, therefore, solicited in this important study.

Your response will remain strictly confidential and will be used for the purpose of this doctoral research only. Your college or your staff members will not be named in the report of the study.

Your co-operation is regarded as precious and of utmost importance.

- Investigator

Before you start to respond, please read the following few lines about the background of the idea.

### Non formal Education leading to lifelong education

The idea and principle of a permanent combination of formal and non-formal education has been accepted as one of the major characteristics of the education in India. The central advisory Board of Education has stated clearly that "... the exclusive emphasis on formal system of education should be given up and a large element of non-formal education should be introduced within the system.

One of the spurs (inspiring matter) to wide spread interest in non-formal education in recent years has been the growing recognition that education can no longer be viewed as a time bound and space bound process. The idea, and the necessity of seeing education as a life-long process has been most recently emphasized.

We found it useful to group these learning methods into the following three categories, recognising that there is an overlap and high degree of interaction between them (1) Informal education (2) Formal education and (3) non-formal education.

Informal education - By informal education we mean the truly life-long process whereby every individual acquires attitudes, values, skills and knowledge from his daily experiences and educative influences and resources in his/her environment.

For the most part this process is relatively unorganised and unsystematic yet it unquestionably accounts for a very high proportion of all that any person ... even highly schooled one ... accumulates in a life-time. "The school's importance in relation to other means of education ... is not increasing but diminishing."<sup>1</sup>

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\* International Commission on the Development of Education, 1977, p.83.

Formal Education - is, basically an institutional activity, uniform and subject-oriented, full-time, sequential, hierarchically structured and leading to certificates.

Non-formal Education - means it is flexible, it is life environment and learner-oriented. It is built on learner's participation. It mobilises local resources. It enriches human and environmental potential.

For whom it is : It is intended for all age - groups - and all categories of people if and when they need.

However in the present situation, the benefits from formal education have been largely drawn by privileged sections. Non-formal education is being oriented on a priority basis for the underprivileged but whose potential for the country's development is most precious and vital.

What is its content ? By its very nature, the content of non-formal education programme is related to social, cultural and economic needs of each learner group. No person can accept the responsibility single-handed.

Where to organise? Programmes can be organised wherever it is most convenient to learners e.g. Religious institutions, educational institutions, industrial areas etc.

What are the learning processes? Social and work experiences relating education to life, training in practical skills, action programmes and community action, reading writing and calculating, self analysis and reflection leading to understanding. In no case should it be abstract and theoretical, mechanical and routine.

Whose responsibility : Formal, informal and non-formal educational institutions like development agencies, rural - development and social agencies, voluntary organizations and government.

Where does it lead to ? It leads to creating awareness in individual and society cultivating rational and scientific temper enriching human potential increasing functional learning achieving greater degree of individual, social, cultural and economic development through democratic action - building a learning of equal opportunity for continuing self-learning a better sharing of opportunities and social wealth and last it leads to life-long education.

Then What is life-long education ?

The term "life-long education" is used in the sense of life-long learning facilities and practices. The difference between "life-long education" and "life-long learning" is well explained in the following quotation. "In the rapidly changing society, learning is necessary through out life, not only for the selected few but for all learning is not identical to education. Learning is essential characteristic of living organism, necessary for its survival and for its evolution. Man learns in all his life-situations ... " Education is organised and structured learning, confined to an intentionally created situation, although the school represents the prototype of the intention to any particular situation or environment. But education, because it requires a certain absence and distance from other activities, cannot conceivably be permanent or a continuous process."

The "life long education" is applied to an overall societal action aiming to place at the disposal of many - individuals possible at all stage of their lives, various facilities for learning. In other words "life long education is not an educational system but the principle on which the overall organization of a system is founded and which should accordingly underlie the development of each of its component part."<sup>2</sup>

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2 OECD - A Strategy of lifelong learning, Paris: OECD, 1978.

Ultimately, the theoretical concept of life-long education when operationalised provides a comprehensive system of education. This new educational arrangement encompasses all learning systems for the full life span of every individual. From an operational point of view therefore, life-long education is conceived as a system of education. This should be of all education because of the all embracing nature of the concept. The system of life long education draws its guidelines from its theoretical frame work. An operational frame work of the system of life long education includes a whole complex of goals, assumptions, formal and non formal patterns of education in the home, school and community; educational management including planning, structures, organisation, finance, etc.

The concept is no longer confined to institutionalised learning. It includes all stages, aspects and situations of personally and socially desired learning.

So formal and non-formal education should not function in water tight isolation but as mutually reinforcing elements.

If life long education is put into practice, continuous efforts should be taken to integrate formal and non-formal education as complementary approaches.

Performa for basic data about responding college  
teacher

Please fill in the following items clearly and fully as they are crucial for the present research. The information supplied will be kept strictly confidential and will be used only to study the effect of certain variables in the present research.

1. Name of the college \_\_\_\_\_  
 City/town \_\_\_\_\_ district \_\_\_\_\_  
 Year of Establishment \_\_\_\_\_ Total enrolment \_\_\_\_\_  
 Total Number of teachers \_\_\_\_\_.
2. Age of the respondent (College teacher) in full years \_\_\_\_\_
3. Sex (Check 1/ ): Male/Female
4. Characteristics of the place of the respondent's upbringing (Check \_/ ) City/town/village
5. Academic qualifications with class (Check \_/ )  
 (a) Bachelor's degree : First/Second/Pass Class  
 (b) Master's degree : First/Second/Pass Class  
 (c) PH.D. degree (Check \_/ ): In academic subject \_\_\_\_\_  
 \_\_\_\_\_ in professional subject \_\_\_\_\_ in both \_\_\_\_\_
6. Teaching experience: (a) In present college \_\_\_\_\_  
 in other colleges : \_\_\_\_\_ Total \_\_\_\_\_
7. Average monthly income from all sources in rupees \_\_\_\_\_
8. Visit to a foreign country if any (Check \_/ ): Just a visit/study in foreign university/Visit to a foreign university.
9. Number of dependent members in the family \_\_\_\_\_
10. Occupation of the father (if not alive, mentioned his occupation when alive): \_\_\_\_\_  
 (b) His education (Check \_/ ): I/literate/Primary/Middle school/High school/College  
 (Undergraduate, graduate, post-graduate)  
 Thanks for your precious co-operation.

DIRECTIONS :

Following are the statements about the general and the miscellaneous, the need and importance, the aims and objectives, programmes, process, organization and the suggestions of non-formal education programmes. Please indicate your opinion about each statement by encircling the appropriate response at the right of the statement.

The purpose of the investigator is to gather information regarding the actual attitude of the teacher-educators of Gujarat towards the programmes of non-formal education learning to life-long education.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. The investigator is interested only in your frank and true opinion about them.

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|--|----|
| If you <u>strongly agree</u> , encircle    | SA |
| If you <u>agree</u> , encircle             | A  |
| If you are <u>undecided</u> , encircle     | U  |
| If you <u>disagree</u> , encircle          | D  |
| If you <u>strongly disagree</u> , encircle | SD |

Please be sure that you mark each statement.

Strongly Agree = SA  
 Agree = A  
 Undecided = U  
 Disagree = D  
 Strongly disagree=SD

General and miscellaneous items regarding  
 non-formal education

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. Non-formal education is univer-<br>sally accepted.   | SA | A | U | D | SD |
| 2. Non-formal Education isproblem<br>oriented education.  | SA | A | U | D | SD |
| 3. Programmes of non-formal education<br>are not only theory oriented.                                  | SA | A | U | D | SD |
| 4. Non-formal education is not the<br>master-key for the learners.                                      | SA | A | U | D | SD |
| 5. Non-formal education provides an<br>alternative pattern of education.                                | SA | A | U | D | SD |
| 6. Non-formal education is not an inno-<br>vative approach to functional lite-<br>racy.                 | SA | A | U | D | SD |
| 7. There is no difference in the<br>achievements of the learner by<br>formal and non-formal programmes. | SA | A | U | D | SD |
| 8. The learner faces the challenges of<br>the world by non-formal education.                            | SA | A | U | D | SD |
| 9. Non-formal education helps in re-<br>ducing the rural illiteracy.                                    | SA | A | U | D | SD |
| 10. Non-formal education has no well<br>planned educational system.                                     | SA | A | U | D | SD |
| 11. Non-formal education is not an<br>incidental Education.   | SA | A | U | D | SD |

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|--|----|---|---|---|----|
| 4. Non-formal programmes do not satisfy the needs of the learner.  | SA | A | U | D | SD |
| 5. Non-formal programmes can fulfil the need of developing the habit of continuing education in the learner. | SA | A | U | D | SD |
| 6. Co-operation of the learner is essential for successful execution of non-formal programmes.               | SA | A | U | D | SD |
| 7. Non-formal education is not organised according to the learners' convenience                              | SA | A | U | D | SD |
| 8. Non-formal education helps in shaping the human relations.  | SA | A | U | D | SD |
| 9. Non-formal education is necessary to enrich the formal education.   | SA | A | U | D | SD |
| 10. Non-formal education is needed to achieve the aim of universalization of education.                      | SA | A | U | D | SD |
| 11. Non-formal programmes help the learner in understanding the change in scientific aspects.                | SA | A | U | D | SD |
| 12. Freshness in life is attained through non-formal programmes.   | SA | A | U | D | SD |
| 13. Non-formal learners have not to worry for their economic development in future.                          | SA | A | U | D | SD |
| 14. The non-formal programmes help the learner to adjust with the rapidly changing society.                  | SA | A | U | D | SD |

(3) Aims and Objectives :

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|---|----|---|---|---|----|
| 1. The aim of non-formal education is to democratise education. | SA | A | U | D | SD |
|---|----|---|---|---|----|

2. The aim of non-formal education is not based on the structure of society. SA U D SD
3. The basic aim of non-formal education is to develop the nation. SA A U D SD
4. The aim of non-formal education is to help the local people in solving the local economic problem. SA A U D SD
5. Non-formal education mainly aims at attaining three R.<sup>s</sup> SA A U D SD
6. The aim of non-formal education is to develop the skill of self-employment in the learner. SA A U D SD
7. Non-formal programmes aim at improving the professional status of the learner SA A U D SD
8. The aims of non-formal education is to satisfy the basic learning needs of the learner. SA A U D SD
9. The aim of non-formal education is to raise the social status of the learner SA A U D SD
10. The aim of non-formal education is to develop the proper attitude towards learners. SA A U D SD
11. The aim of non-formal education is not to solve the domestic problems. SA A U D SD
12. The aim of non-formal education is to enlighten the learner. SA A U D SD
13. The aim of non-formal education is to accumulate the information of knowledges SA A U D SD
14. The aim of non-formal education is to satisfy the economic needs of a learner. SA A U D SD

(4) Non-formal Programmes

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|---|----|---|---|---|----|
| 1. Scope of the learner is widened by non-formal programmes.                                      | SA | A | U | D | SD |
| 2. Learner becomes more resourceful through non-formal programmes.                                | SA | A | U | D | SD |
| 3. Community plays a vital role in non-formal programmes.   | SA | A | U | D | SD |
| 4. Youth clubs and youth organizations play an important role in non-formal programmes.           | SA | A | U | D | SD |
| 5. Training Centres play the best role by providing innovative methods in non-formal programmes.  | SA | A | U | D | SD |
| 6. Rapport is not properly established with the youth by administrators in non-formal programmes. | SA | A | U | D | SD |
| 7. Non-formal programmes lead to the successful working of democracy.                             | SA | A | U | D | SD |
| 8. Well equipped staff is not available in the present non-formal programmes.                     | SA | A | U | D | SD |
| 9. Non-formal education has no comprehensive programmes.  | SA | A | U | D | SD |
| 10. Non-formal education programmes are rigid.  | SA | A | U | D | SD |
| 11. Non-formal programmes are different from social education programmes.                         | SA | A | U | D | SD |
| 12. Non-formal programmes are specially meant for disadvantaged groups.                           | SA | A | U | D | SD |
| 13. Non-formal programmes are not fully appreciated all over the world.                           | SA | A | U | D | SD |
| 14. Auto education devices are much more effective in educating the masses.                       | SA | A | U | D | SD |

15. Teaching methods of non-formal programmes are not suitable to develop technical skills in adult learners. SA A U D SD
16. Different teaching methods are used for teaching the children and adults. SA A U D SD
17. There are frequent in-service programmes for staff development. SA A U D SD
18. Non-formal programmes give an emotional satisfaction to the learner. SA A U D SD
19. Curriculum of non-formal programmes do not include the community development programme. SA A U D SD
20. Non-formal programmes are not job-oriented. SA A U D SD
21. Non-formal programmes do not develop the talents of the learner. SA A U D SD
22. Programmes of non-formal education are interesting. SA A U D SD
23. Non-formal programmes for the learners are organised in the open air places. SA A U D SD
24. Schools are the best agencies for organising non-formal programmes. SA A U D SD
25. Community development blocks are not much interested in non-formal programmes. SA A U D SD
26. Government is very much active in implementing non-formal programmes. SA A U D SD
27. Public leaders are interested in non-formal programmes. SA A U D SD
28. TV is an effective medium in non-formal programmes. SA A U D SD

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|---|----|---|---|---|----|
| 29. Co-ordination is lacking in different non-formal programmes.                        | SA | A | U | D | SD |
| 30. Allocation of funds is not properly distributed to various nonformal programmes.    | SA | A | U | D | SD |
| 31. Guiding principles are not given to the supervisors in non-formal programmes.       | SA | A | U | D | SD |
| 32. Non-formal programmes help in the development of culture.                           | SA | A | U | D | SD |
| 33. Favourable attitudes towards peers are not developed through non-formal programmes. | SA | A | U | D | SD |
| 34. Non-formal programmes help the learners to develop their personalities.             | SA | A | U | D | SD |
| 35. The success of non-formal programme depends upon the teachers and supervisors.      | SA | A | U | D | SD |
| 36. Special radio broadcast is not necessary for the learners in non-formal programmes. | SA | A | U | D | SD |
| 37. Non-formal programmes are closely related to life.                                  | SA | A | U | D | SD |

(5) Process of Non-formal education:

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|---|----|---|---|---|----|
| 1. 'Each one teach one' is the most effective way to educate the masses.                        | SA | A | U | D | SD |
| 2. Non-formal education does not give impetus to the process of socialization among the masses. | SA | A | U | D | SD |
| 3. Non-formal education is not a time bound process.  | SA | A | U | D | SD |

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|--|----|---|---|---|----|
| 4. Non-formal education is not a time bound process.   | SA | A | U | D | SD |
| 5. Non-formal education is a laborious process.  | SA | A | U | D | SD |
| 6. Non-formal education improves the informal learning process.                                | SA | A | U | D | SD |
| 7. Excess of activities disturbs the minds of the learners.                                    | SA | A | U | D | SD |
| 8. The home does not play an active role in initiating the process of non-formal education.    | SA | A | U | D | SD |
| 9. Inner potentialities of learner are developed through the process of non-formal programmes. | SA | A | U | D | SD |
| 10. In non-formal education there is freedom in all respects.                                  | SA | A | U | D | SD |

(6) Organizational Aspects in Non-formal Education

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|--|----|---|---|---|----|
| 1. Curriculum of non-formal education includes general education.                                    | SA | A | U | D | SD |
| 2. Curriculum is not based on vocational bias.   | SA | A | U | D | SD |
| 3. The curriculum of non-formal education is not flexible enough to incorporate scientific changes.  | SA | A | U | D | SD |
| 4. The curriculum of non-formal education is lacking in having essential aspects of family planning. | SA | A | U | D | SD |
| 5. Curriculum does not foster student's self image as life long learners.                            | SA | A | U | D | SD |
| 6. Existing methods of educating the adult learners are suitable.                                    | SA | A | U | D | SD |

76. Oral methods are not effective to educate the masses. SA A U D SD
8. Dialogue method in the process of learning is suitable for the learners. SA A U D SD
9. Learner takes much time in learning through non-formal education. SA A U D SD
10. Learner learns from his daily experiences. SA A U D SD
11. Non-formal education is mostly for both illiterate and semi-literate. SA A U D SD
12. Learners do not remain active in non-formal education. SA A U D SD
13. Learners get non-formal education only from the society. SA A U D SD
14. The rich alone takes advantages of non-formal education. SA A U D SD
15. Land less people are not given advantages on priority basis. SA A U D SD
16. Self sufficiency in the learner is developed by non-formal education. SA A U D SD
17. Non-formal education develops self-reliance in the learner. SA A U D SD
18. The curriculum of non-formal education is not-structured according to the need of every learner. SA A U D SD
19. The curriculum of non-formal education is not organised in proper sequence. SA A U D SD
20. Organization of curriculum lacks interdisciplinary approach. SA S U D SD
21. The subject of domestic science has no place in the curriculum of non-formal education. SA A U D SD

22. Topics of health and hygiene are included in the curriculum of non-formal education. SA A U D SD
23. Nutrition courses have no place in the curriculum of non-formal education. SA A U D SD
24. Non-formal education includes most of the problems of masses. SA A U D SD
25. Aspirations of the local people do not find a place in curriculum of non-formal education. SA A U D SD
26. A special kind of training is necessary for non-formal workers. SA A U D SD
27. Discussion method is much effective for the learners in non-formal education. SA A U D SD
28. Non-formal education is not organised in religious places for learning. SA A U D SD
29. Library is not acting as an effective agency in non-formal education. SA A U D SD
30. Local library helps in disseminating knowledge among the masses. SA A U D SD
31. Folk high school movement is not very popular in rural areas. SA A U D SD
32. Ashram schools are not effective for educating the rural population. SA A U D SD
33. Guidance centres for the masses are not organised in every locality. SA A U D SD
34. Universities do not carry out researches in non-formal education. SA A U D SD
35. Primary schools are the ideal community centres. SA A U D SD
36. Mobile schools are not working effectively for the remotest areas. SA A U D SD

37. Open air university is an effective medium for educating the masses. SA A U D SD
38. Administrators are not aware of the real needs of the rural communities. SA A U D SD
39. The staff is recruited on merits.
40. The staff is always ready to help the learner. SA A U D SD
41. Proper surveys are not carried out by the administrative unit. SA A U D SD
42. Administrative body is unaware of non-formal education movement. SA A U D SD
43. Non-formal education is not organised according to the learner's convenience. SA A U D SD
44. Non-formal education helps to develop proper attitude towards life. SA A U D SD
45. The curriculum does not include diversified courses to meet the individual differences. SA A U D SD
46. The study of social problems is not included in the curriculum of non-formal education. SA A U D SD
47. Common values of all religions do not find a place in the curriculum of non-formal education. SA A U D SD

#### (7) Suggestions

1. Refresher courses for the teachers of non-formal education are necessary. SA A U D SD
2. Non-formal programmes are necessary in the industrial area for the labourers. SA A U D SD

3. Guidance committee is an urgent necessity to the administrative unit of non-formal education. SA A U D SD
4. School leavers can continue their education only by non-formal education. SA A U D SD
5. Standard of education cannot be maintained without non-formal education. SA A U D SD
6. Non-formal education can motivate the illiterate to learn. SA A U D SD
7. Non-formal education cannot help in the rural development. SA A U D SD
8. Non-formal education can alone enrich the professional growth. SA A U D SD
9. Non-formal education is more suitable to the unemployed persons. SA A U D SD
10. Non-formal education is a blessing for the persons having leisure time. SA A U D SD
11. It is impossible to implement non-formal education in the limited resources. SA A U D SD
12. Non-formal programmes can develop the confidence in the learner. SA A U D SD
13. Administrative unit must be ready to prepare instructional materials for the learners. SA A U D SD
14. Functional aspects of literacy are necessary in the curriculum of non-formal education. SA A U D SD
15. Masses can be taught effectively through social dramas and films. SA A U D SD
16. 'Kathas' 'Kitrans' and 'Bhajans' should be used to make non-formal education popular and effective. SA A U D SD

17. Correspondence courses are effective media for the masses to learn. SA A U D SD
18. Press influence public opinion in non-formal education.
19. Non-formal education should be fully controlled by the State Governments.
20. The State Governments should finance freely for the implementation of non-formal programmes.
21. Non-formal education should not be separated from the other types of the programmes for its successful execution.
22. Regional centres can help in the execution of non-formal programmes.
23. Administrative staff should be provided residential facilities.
24. Social workers should not be included in the administrative unit of non-formal education.
25. Only part-time teachers can work very well in non-formal education.
26. Supervisors should be recruited from the social welfare department.
27. Central institution is necessary to coordinate the various programmes of non-formal education.
28. There should be a guidance committee for guiding the administrative unit of non-formal education.