

APPENDIX - B

(For Ph.D. Research only)

Final Draft

Faculty of Education & Psychology
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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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Bio-data of the college teacher

Please fill in the following items and tick mark where necessary.

1. Name of the college _____
City/town _____ District _____
2. Age in full years _____
3. Sex-: Male/Female
4. Academic qualifications with class :-
(a) Bachelor's degree : First/Second/Pass Class
(b) Master's Degree : First/Second/Pass Class
(c) Ph.D. Degree: Yes/No.
5. Teaching experience :
(a) In present college _____ years.
(b) In other colleges _____ years Total _____ years
6. Average yearly Income from all sources _____ Rs.
7. Academic visit to a foreign country: Yes/No
8. Number of dependent members in the family _____
9. (a) Occupation of the father (if not alive, mentioned his occupation when alive _____
(b) His education-Illiterate/Primary/High School/College (Undergraduate, graduate, post-graduate)

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 tool given in this booklet is constructed by the investigator to measure some of the aspects like the need and importance, the aims, programmes, organisation and suggestions regarding non-formal education programmes leading to life-long education. Your frank and full co-operation 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 paragraphs regarding the back-ground of the topic.

Non-formal education leading to life-long education.

The idea and the 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 exclusive emphasis of formal system of education should be given up and a large element of non-formal education should be introduced within the system". Central Advisory Board of Education, New Delhi.

In recent years non-formal education has attained the growing recognition 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.

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

Information 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.

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

Non-formal education: It is flexible and learner oriented. It is diversified in content and method. It is non-authoritarian. It is built on learner's participation. It mobilises local resources. It enriches human and environment potential.

For whom it is : It is intended for all age groups and all categories of people if and when needed, if and when wanted.

However, in the present situation, the benefits from formal education has 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

economic needs of each learner. 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 process? It provides social and work experiences which link education with 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, theoretical, mechanical and routine.

Whose responsibility? Formal, informal and non-formal education institutions like developmental agencies, rural and social agencies, voluntary organizations and government should accept the responsibility.

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 ultimately all lead 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 incidental to education. Learning is essential characteristic of living organism, necessary for its survival and for its evolution. Man learns in all his life-situation."

The term "life-long education" is applied to overall societal action. It aims to provide the various facilities of learning to many individuals at all stages of their life. 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.

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. The system of life-long education draws its guide lines 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 organisations, 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 watertight 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.

* OECD - A Strategy of life-long learning, Paris : OECD 1973.

DIRECTIONS :

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 leading to life-long education.

The statements have no correct or incorrect answers. The investigator is interested only in your frank and true opinion about them.

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

Please be sure that you Mark Each Statement...

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

General Aspects of Non-Formal
Education : Section I

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|---|----|---|---|---|----|
| 1. Non-formal education is problem oriented education. | SA | A | U | D | SD |
| 2. Programmes of non-formal education are not only theory oriented. | SA | A | U | D | SD |
| 3. Non-formal education is not an innovative approach to functional literacy. | SA | A | U | D | SD |
| 4. The learner faces the challenges of the world by non-formal education. | SA | A | U | D | SD |
| 5. Non-formal education has no well planned educational system. | SA | A | U | D | SD |
| 6. Non-formal education is not an incidental education. | SA | A | U | D | SD |
| 7. Non-formal education provides the learning opportunities for different age-groups. | SA | A | U | D | SD |
| 8. Non-formal education does not combine formal schooling with practical experiences. | SA | A | U | D | SD |
| 9. Non-formal education does not provide learning in residential camps. | SA | A | U | D | SD |
| 10. Non-formal education is departure from conventional patterns of education. | SA | A | U | D | SD |

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|--|----|---|---|---|----|
| 11. Non-formal education is an attempt to reduce the wastage of primary education. | SA | U | U | D | SD |
| 12. Non-formal education helps in reforming the structure of education. | SA | A | U | D | SD |
| 13. Non-formal education does not develop positive attitude towards work. | SA | A | U | D | SD |
| 14. Non-formal education helps in developing positive attitude towards community. | SA | A | U | D | SD |
| 15. Non-formal education does not develop the dignity of labour. | SA | A | U | D | SD |

(2) Needs and Importance: Section II

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|--|----|---|---|---|----|
| 1. Non-formal education is necessary for the changing society. | SA | A | U | D | SD |
| 2. Non-formal programmes are very useful for pre-primary education. | SA | A | U | D | SD |
| 3. Non-formal programmes do not satisfy the needs of the learner. | SA | A | U | D | SD |
| 4. Co-operation of the learner is essential for successful execution of non-formal programmes. | SA | A | U | D | SD |
| 5. Non-formal education programmes are not organised according to the learners' convenience. | SA | A | U | D | SD |
| 6. Non-formal education helps in shaping the human relations. | SA | A | U | D | SD |
| 7. Non-formal education is needed to achieve the aim of universalization of education. | SA | A | U | D | SD |
| 8. Freshness in life is attained through non-formal programmes. | SA | A | U | D | SD |

9. The non-formal programmes help the learner to adjust with the rapidly changing society. SA A U D SD

(3) Aims and objectives : Section III

1. The aim of non-formal education is to democratise education. SA U U D SD
2. The basic aim of non-formal education is to develop the nation. SA A U D SD
3. The aim of non-formal education is to help the local people in solving the local economic problem. SA A U D SD
4. Non-formal education mainly aims at attaining three Rs. SA A U D SD
5. The aim of non-formal education is to develop the skill of self employment in the learner. SA A U D SD
6. Non-formal programmes aim at improving the professional status of the learner. SA A U D SD
7. The aim of non-formal education is to satisfy the basic learning needs of the learner. SA A U D SD
8. The aim of non-formal education is to raise the social status of the learner. SA A U D SD
9. The aim of non-formal education is to develop the proper attitude towards learners. SA A U D SD
10. The aim of non-formal education is not to solve the domestic problems. SA A U D SD
11. The aim of non-formal education is to satisfy the economic needs of a learner. SA A U D SD

(4) Non-formal programmes : Section IV

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|--|----|---|---|---|----|
| 1. Scope of learning 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. Rapport is not properly established with the youth by administrators in non-formal programmes. | SA | A | U | D | SD |
| 5. Non-formal education has no comprehensive programme. | SA | A | U | D | SD |
| 6. Non-formal programmes are not fully appreciated all over the world. | SA | A | U | D | SD |
| 7. Teaching methods of non-formal programmes are not suitable to develop technical skills in adult learners. | SA | A | U | D | SD |
| 8. Non-formal programmes give an emotional satisfaction to the learner. | SA | A | U | D | SD |
| 9. Curriculum of non-formal programmes do not include the community development programme. | SA | A | U | D | SD |
| 10. Non-formal programmes do not develop the talents of the learner. | SA | A | U | D | SD |
| 11. Programmes of non-formal education are interesting, | SA | A | U | D | SD |
| 12. Non-formal programmes for the learners are organised in the open air places. | SA | A | U | D | SD |
| 13. Community development blocks are not much interested in non-formal programmes. | SA | A | U | D | SD |

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|---|----|---|---|---|----|
| 14. Government is very much active in implementing non-formal programmes. | SA | A | U | D | SD |
| 15. Public leaders are interested in non-formal programmes. | SA | A | U | D | SD |
| 16. TV is an effective medium in non-formal programmes. | SA | A | U | D | SD |
| 17. Co-ordination is lacking in different non-formal programmes. | SA | A | U | D | SD |
| 18. Allocation of funds is not properly distributed to various non-formal programmes. | SA | A | U | D | SD |
| 19. Guiding principles are not given to the supervisors in non-formal programmes. | SA | A | U | D | SD |
| 20. Non-formal programmes help in the development of culture. | SA | A | U | D | SD |
| 21. Favourable attitudes towards peers are not developed through non-formal programmes. | SA | A | U | D | SD |
| 22. Non-formal education is not a time bound process. | SA | A | U | D | SD |
| 23. The home does not play an active role in initiating the process of non-formal education. | SA | A | U | D | SD |
| 23. Inner home does not play an active role in initiating the process of non-formal education. | SA | A | U | D | SD |
| 24. Inner potentialities of learner are developed through the process of non-formal programmes. | SA | A | U | D | SD |
| 25. In non-formal education there is freedom in all respects. | SA | A | U | D | SD |
| <u>(5) Organizational aspect in Non-formal education: Section V</u> | | | | | |
| 1. Curriculum is not based on vocational bias. | SA | A | U | D | SD |

2. The curriculum of non-formal education is not flexible enough to incorporate scientific changes. SA A U D SD
3. The curriculum of non-formal education is lacking in having essential aspects of family planning. SA A U D SD
4. Curriculum does not foster student's self image as life long learners. SA A U D SD
5. Existing methods of educating the adult learners are suitable. SA A U D SD
6. Oral methods are not effective to education the masses. SA A U D SD
7. Learner takes much time in learning through non-formal education. SA A U D SD
8. Learner learns from his daily experiences. SA A U D SD
9. Learners do not remain active in non-formal education. SA A U D SD
10. Landless people are not given advantages on priority basis. SA A U D SD
11. Self sufficiency in the learner is developed by non-formal education. SA A U D SD
12. Non-formal education develops self-reliance in the learner. SA A U D SD
13. The curriculum of non-formal education is not structured according to the need of every learner. SA A U D SD
14. The curriculum of non-formal education is not organised in proper sequence. SA A U D SD
15. The subject of domestic science has no place in the curriculum of non-formal education. SA A U D SD

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| 16. Topics of Health and hygiene are included in the curriculum of non-formal education. | SA | A | U | D | SD |
| 17. Nutrition courses have no place in the curriculum of non-formal education | SA | A | U | D | SD |
| 18. Non-formal education includes most of the problems of masses. | SA | A | U | D | SD |
| 19. Aspirations of the local people do not find a place in curriculum of non-formal education. | SA | A | U | D | SD |
| 20. A special kind of training is necessary for non-formal workers. | SA | A | U | D | SD |
| 21. Discussion method is much effective for the learners in non-formal education. | SA | A | U | D | SD |
| 22. Library is not acting as an effective agency in non-formal education. | SA | A | U | D | SD |
| 23. Ashram schools are not effective for educating the rural population. | SA | A | U | D | SD |
| 24. Guidance centres for the masses are not organised in every locality. | SA | A | U | D | SD |
| 25. Primary schools are the ideal community centres. | SA | A | U | D | SD |
| 26. Mobile schools are not working effectively for the remotest areas. | SA | A | U | D | SD |
| 27. The staff is always ready to help the learner. | SA | A | U | D | SD |
| 28. Proper surveys are not carried out by the administrative unit. | SA | A | U | D | SD |
| 29. Non-formal education is for the learner's convenience at any time. | SA | A | U | D | SD |

30. Non-formal education helps to develop proper attitude towards life. SA A U D SD
31. The curriculum does not include diversified courses to meet the individual differences. SA A U D SD
32. The study of social problems is not included in the curriculum of non-formal education. SA U U D SD
33. Common values of all religions do not find a place in the curriculum of non-formal education. SA A U D SD

(6) Suggestions : - Section VI

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. School leavers should continue their education only by non-formal education. SA A U D SD
4. Non-formal education should motivate the illiterate to learn. SA A U D SD
5. Non-formal programmes should develop confidence in the learner. SA A U D SD
6. Social workers should not be included in the administrative unit of non-formal education. SA A U D SD
7. Only part-time teachers should work very well in non-formal education. SA A U D SD