

CHAPTER - VITEACHING-LEARNING PROCESS ADOPTED IN THE NFE CENTRES

The success of the NFE programme depends upon the dynamic teaching-learning processes that the instructors adopt. In fact, the NFE instructor is the change agent who can bring transformation among his students by adopting suitable teaching-learning processes. Since the learners in the NFE programme are either the left-outs or the push-outs, the teaching-learning process has to take care of their previous background and also the future expectations. As such, the methodology adopted has to be very much different from the one adopted in the formal system.

While adopting the various teaching-techniques, a NFE instructor should bear in mind the various components of the NFE programme and the outcomes that ultimately emerge from such a programme. He has to relate the various content areas to (a) Literacy, (b) Numeracy, (c) Social awareness, (d) Functional knowledge and (e) Competency in occupational skills. The NFE instructor has to plan for suitable learning activities in such a way that pupils will not find it difficult to understand the basic concepts.

Although a NFE instructor has the freedom to adopt various teaching methods such as (1) Lecture Method,

(ii) Environmental Approach, (iii) Role-play, (iv) Discussion Method etc., ultimately he is the best judge to decide as to what technique has to be adopted depending upon his clientele and the nature of content that he had to teach. In fact, he has to use a combination of methods as the situation demands.

In view of the unique conditions under which the teaching-learning processes are to be carried out at the NFE centres, the investigator tried to find out whether the instructors in this present study resorted to appropriate teaching strategies in order to effectively help pupils for their learning pursuits. Instructors' responses about the various instructional strategies they tried have been sought and the same are presented in this chapter. Supervisors' responses about the instructional strategies adopted in the NFE centres have also been elicited and they are also presented here. The instructors organised some supplementary activities which strengthened the academic programmes. They tried the use of a few media such as, (a) Radio, (b) Film shows, (c) Organisation of Field trips. Details pertaining to the above aspects are also presented here. Learners' reactions to the lessons presented by the instructors have also been discussed in this chapter.

Since teaching and testing are two sides of the same coin, and since a feedback from testing can make the teaching more effective, it has been considered appropriate to present

here the evaluation procedures followed at the NFE centres. Evaluation procedures adopted by the NFE instructors, views of the supervisors about the evaluation procedures followed in the NFE centres, home tasks given by the instructors, progress reports maintained at the NFE centres and learners' reactions about the same have been presented in this chapter.

## 6.1 Teaching-Learning Process :

Since the orientation programme for instructors of NFE centres had been only of three days duration, most of the instructors were not exposed adequately to the pedagogical principles and strategies of imparting instruction in NFE centres. Supervisors, during their visits, tried to help them to acquire knowledge about the various techniques periodically. However, the instructors tried their best to communicate ideas to the learners within the limitation of their teaching capabilities. In fact, the investigator did participant observation at the various NFE centres and he also taught along with the NFE teachers, wherever possible. The process of team-teaching presented an ideal setting for the researcher to understand the difficulties of the NFE instructors from a close range.

### 6.1.1 Teaching Strategies

Attempt is made here to present details about the various teaching techniques adopted by the NFE instructors (Table 6.1). As reported by the instructors, most of them imparted instruction

adopting multiple-class teaching (73.1 per cent). A sizable number of instructors (53.1 per cent) tried environmental study approach. Some of them taught the concepts through work activities while only a few of them attempted integrated approach to teaching.

**Table 6.1 :** Teaching Techniques adopted by NFE Instructors

	Number	Percentage
<b>Teaching Strategies adopted :</b>		
(a) Integrated approach	5	10.2
(b) Multiple class-teaching	36	73.1
(c) Environmental Study approach	26	53.1
(d) Teaching through work activities	13	26.5

### 6.1.2 Grouping Techniques

From the above table, it is evident that Multiple class-teaching was the most popular method which the instructors adopted. Since the instructors had to engage the various groups at the same time, probably they resorted to a few methods of grouping so that they could adopt multiple-class teaching in a more effective way.

All instructors mentioned that they grouped learners according to age. Since the same instructor had to engage different groups at the same time, certain techniques of grouping

were employed as detailed in Table 6.2. It is obvious from the table that some instructors gave written work to one group and taught the other group (36.7 per cent). Some instructors put children of advanced level in charge of a particular group (32.6 per cent). Some of them gave Arithmetic to one group and taught the other group. It was noticed that all groups were at work in the same room and unless they are engaged properly, the noise created by one group probably would have affected the work of other groups. NFE instructors adopted suitable permutations of organising the groups so that all learners could be kept engaged properly.

Table 6.2 : Methods of Grouping

	Number	Percentage
Methods of keeping the different groups engaged		
(a) By giving Arithmetic problems to one group and teaching the other	15	30.6
(b) By giving written work to one group and teaching the other	18	36.7
(c) By putting children of advanced level in charge of the group	16	32.6

### 6.1.3 Methods of Grouping for SUPW

The NFE teachers adopted a few methods of grouping for organising Work Experience activities. Some of those work

experience activities cut across the various subjects that the learners studied. Science-based work experience activities were also organised by some of the instructors. The methods of grouping adopted by the instructors for SUPW are detailed in Table 6.3. As many as 40.8 per cent of the instructors grouped learners according to the type of activity assigned. Some instructors grouped them according to the family occupations (38.8 per cent). Some of them grouped them according to text material.

Table 6.3 : Methods of Grouping Children for SUPW

	Number	Percentage
(1) According to text material	10	20.4
(2) According to family occupation	19	38.8
(3) According to type of activity assigned	20	40.8

#### 6.1.4 Instructors' Difficulties in adopting the Teaching Techniques

Although most of the teachers were only S.B.L.C.'s and did not have much background of pedagogical principles, they tried their best to do a good job of teaching. They attempted different teaching techniques within the limitations of their knowledge. However, they faced certain difficulties in adopting the teaching techniques. Some of those difficulties that instructors faced are shown in Table 6.4. Most of the NFE instructors (75.5 per cent) reported that they faced difficulties

in adopting teaching techniques since there was too much heterogeneity in the learners' background. This was obvious because the learners widely differed in their age and they came from different strata of the society. There must have been varying standards of learners' background since they dropped out from different levels in the formal system. Some NFE instructors (38.8 per cent) pointed out that they were not in a position to get adequate literature to carry on the instructional process. Some of them mentioned that equipment at the NFE centres was inadequate and this affected their instruction. A few of them reported that children did not have interest in learning.

**Table 6.4 :** Difficulties faced by NFE Instructors in adopting the Teaching Techniques

	Number	Percentage
(a) Lack of availability of literature to the teacher	19	38.8
(b) Lack of sufficient equipment at the NFE centre	22	44.9
(c) Too much heterogeneity in the learners' background	37	75.5
(d) Lack of interest in learning	2	4.1

The investigator had a discussion with the instructors about the difficulties that they faced in their teaching. Many of them felt that they needed more orientation both in content

and methodology. Some of them even felt that they were prepared to go for orientation courses during week ends in order to equip themselves better.

#### 6.1.5 Methods adopted by Instructors to help Children who Lag Behind

The instructors tried to help the pupils who lagged behind in their academic progress. Either they adopted remedial teaching or they gave some help to the slow learners so that children lagging behind could pick up. Methods adopted by instructors to help children who lagged behind are detailed in Table 6.5. Majority of the NFE instructors (42.8 per cent) reported that they associated children who lagged behind with bright children. The reason may be that slow learners would definitely pick up in the company of bright children and mutual interaction would help the slow learners to make up their deficiencies. Some instructors (30.8 per cent) mentioned that they gave additional coaching to the slow learners. They might have adopted individualized instruction to help the slow learners. Some instructors indicated that they gave additional home tasks to the children who lagged behind. Some of them mentioned that they requested the parents to teach them at home.

Table 6.5 : Methods adopted by Instructors to help Children who Lag Behind

	Number	Percentage
(1) By giving them additional coaching	19	30.8
(2) By giving them additional home tasks	15	30.6
(3) By associating them with bright children	21	42.8
(4) By requesting the parents to teach them at home	19	36.8

**6.1.6 Views of Supervisors about the Teaching Techniques  
adopted by the Instructors**

The opinions of the supervisors about the teaching techniques adopted by the instructors and the help given by them to the instructors of NFE centres are presented in Table 6.6.

**Table 6.6 : Teaching Techniques - Supervisors' Role and Point of View.**

	Number	Percentage
<b>1. Supervisors' help to the instructors in adopting the following teaching techniques:</b>		
i) Integrated approach	8	57.1
ii) Multiple-class teaching	3	21.4
iii) Environmental study approach	6	42.9
iv) Teaching through work-activities	5	35.7
<b>2. Difficulties in adopting the above techniques :</b>		
i) Lack of availability of literature	7	50.0
ii) Lack of sufficient equipment	10	71.4
iii) Heterogeneity in the learners' background	10	71.4
iv) Lack of training in the use of these techniques	8	57.1
<b>3. Demonstration lessons :</b>		
i) Giving demonstration lessons	8	57.1
ii) Not giving demonstration lessons	6	42.9
<b>4. Instructors' preparation of work-schedules:</b>		
i) Regularly prepare	11	78.6
ii) Do not prepare	3	21.4
<b>5. Discussion of work-schedules with the instructors :</b>		
i) Discuss	11	50.6
ii) Do not discuss	3	21.4

Majority of the supervisors (57.1 per cent) helped the NFE instructors in adopting integrated approach to teaching. It was reported earlier (Table 6.1) that very few teachers adopted this technique. Instructors might have found this technique difficult and hence they needed more help from the supervisors. A sizable number of supervisors (42.9 per cent) helped the instructors in adopting environmental study approach. Some of them helped the instructors in teaching concepts through work activities and in adopting the technique of multiple class teaching.

The supervisors gave certain reasons on the part of instructors in not effectively implementing the above teaching techniques. As shown in Table 6.6, most of the supervisors (71.4 per cent) reported that NFE instructors had to face difficulties in adopting the teaching techniques because of heterogeneity in the learners' background. Lack of sufficient equipment was also one of the causes, according to most of the supervisors. A sizable number of supervisors felt that instructors needed more training in the use of teaching techniques. They seemed to have tried to supply additional literature to the NFE centres to help instructors to equip themselves with better knowledge.

Table 6.6 also reveals that the supervisors helped the instructors by giving demonstration lessons. It was found that 57.1 per cent of the supervisors demonstrated the various teaching techniques for the benefit of the instructors. It was

pointed out by 78.6 per cent of the supervisors that the instructors prepared the work schedules regularly and as many as 58.6 per cent of them mentioned that they discussed their work schedules with instructors.

#### 6.1.7 Learners' Reactions to Lessons Taught

The learners faced certain difficulties in understanding the lessons taught by the instructors. Their responses were elicited by the investigator and the same are presented in Table 6.7. From the part-time education scheme pertaining to the 1980-81 batch of NFE, most of the learners reported that they understood the lessons taught at the NFE centres and they discussed the same among themselves. Majority of them mentioned that they were involved in the field work relating to the academic programme.

Table 6.7 : Learners' Reactions to Lessons Taught

	Part-time Education		Continuing Education	
	Number	%	Number	%
1. Understanding of lessons taught:				
(a) Lessons understood	131	80.4	123	86.6
(b) Lessons not understood	32	19.6	19	13.4
2. The way of teaching lessons :				
(a) Liked	134	82.2	120	84.5
(b) Disliked	29	17.8	22	15.5
3. Discussion among students about lessons :				
(a) Discuss lessons	127	78.0	100	70.4
(b) Do not discuss	36	22.0	42	29.6
4. Field-work related to lessons :				
(a) Involved	82	50.3	80	56.3
(b) Not-involved	81	49.7	62	43.7

From the continuing education scheme, most of the learners (86.6 per cent) indicated that they understood the lessons taught at the NFE centres and they also liked the way of teaching. Most of the learners seemed to be discussing the lessons among themselves. A sizable number of them admitted their involvement in field work related to the lessons taught at the NFE centres.

#### 6.1.8 Investigator's Observation

The investigator during his participation in the activities of NFE centres, noticed that in some centres, teaching-learning process was going on well. The investigator had a unique opportunity of demonstrating a few techniques of teaching and he did team-teaching in some centres along with the teacher of the NFE centre. It was found by the researcher that the traditional methods of teaching do not yield much result in the NFE centres, since the clientele are either the left-out or the push-out. Their psychology of learning has to be understood in the right perspective and suitable teaching technology has to be built in. By and large, it was observed that the environmental approach and teaching through work situations seem to be more fruitful in helping the learners to grow academically and also in inculcating occupational skills. The researcher also noticed that wherever the NFE instructors were the teachers of the regular primary schools, teaching techniques were better attempted. Since the Secondary teachers had a teachers' training certificate and also since

they had a lot of teaching experience in the regular primary schools, they could try various teaching methods adoptable to new situations in the field of Non-formal Education.

## 6.2 Supplementary Activities at the NFE Centres :

The NFE teachers conducted a few supplementary activities which strengthened the academic programme. Some of these activities were organised for recreational purposes also so that children could be motivated for learning. While organising some of these activities, the NFE teachers involved the local community also. In fact, there were educated youth available at some of the NFE centres and these persons took active interest in the activities of the centres. In the case of some NFE centres, the centre itself became the nucleus for the local community to organise certain activities in which learners took active part.

The researcher has made an attempt to present in this section details about the supplementary activities which the NFE instructors organised either on their own or with the help of the local community.

### 6.2.1 Organisation of Field Trips

As part of the academic programme, the NFE instructors organised field trips in order to give field experiences to the learners so that their knowledge in various content areas could get a practical orientation. Details in this regard are presented in Table 6.8. It was found that 63.3 per cent of the

instructors did not organise any field trip. Very few instructors (8.2 per cent and 4.1 per cent) pointed out that they organised field trips once in two months and once in four months respectively. The investigator discussed the issue with the NFE instructors and tried to find out the reason for their not organising the field trips. It was noticed that the NFE instructors did realise the importance of field trips but probably they had some limitations.

Table 6.9 : Organisation of Field Trips

	Number	Percentage
i) Do not organise	31	67.3
ii) Once in a month	0	0.0
iii) Once in two months	4	8.2
iv) Once in four months	2	4.1
v) Occasionally	12	24.5

#### 6.2.2 Observations about the use of Radio at the NFE Centres

Observations about the use of radio (either to supplement the academic programme or for recreational purposes) are presented in Table 6.9. It was found that as many as 67.3 per cent of the instructors were not playing the radio at the NFE centres. Only 18.4 per cent of the instructors used radio for strengthening the academic programme. Only 10.2 per cent and 4.1 per cent of the instructors mentioned that they played

radio at the NFE centres once in a month and once in two months respectively.

**Table 6.2 : Instructors' views about the use of Radio at the NFE Centres**

	Number	Percentage
<b>1. Playing of Radio at the centre:</b>		
i) do not play	33	67.3
ii) Once in a fortnight	0	0.0
iii) Once in a month	5	10.2
iv) Once in two months	2	4.1
v) Occasionally	9	10.4
<b>2. Childrens' choice in radio listening :</b>		
i) Children's programme	14	87.5
ii) Agricultural programme	6	37.5
iii) Harikatha (Mythological)	1	6.3
iv) Drama	1	6.3
v) Yakshagana	1	6.3

The instructors were asked to give their opinions about children's choice in radio listening. Most of them (87.5 per cent) reported that children liked the items broadcast out the radio under the childrens' programme. Some of them (37.5 per cent) opined that children liked the Agricultural programme. A few of them mentioned that items such as harikatha, drama and yakshagana attracted the learners.

The investigator elicited the opinions of the learners also during his visits to the NEE centres about the use of radio. It was found that the pupils liked the use of radio both for academic and recreational purposes.

### 6.2.3 Arrangement of Film Shows

Some instructors made arrangements for film shows. Details pertaining to the screening of films are given in Table 6.10. It is seen from the table that as many as 69.4 per cent of the instructors did not arrange film shows. 2.1 per cent of them mentioned that they screened films once in two months and 28.6 per cent of them felt that they arranged for film shows occasionally.

Table 6.10 : Arrangement of Film Shows by Instructors

	Number	Percentage
Arranging film shows :		
(i) do not arrange	34	69.4
(ii) once in a fortnight	0	0.0
(iii) once in a month	0	0.0
(iv) once in two months	1	2.1
(v) occasionally	14	28.6

**6.2.4 Organisation of Sports Activities at the NFE Centres**

Recreation is an important aspect in the education of children and as such, the investigator tried to find out whether games and sports activities were organised at the NFE centres. As shown in Table 6.11, most of the instructors (73.5 per cent) indicated that they organised sports and games at the NFE centres. They provided games such as Kho-kho, Kabaddi, Volley Ball, Running Race and Limping.

**Table 6.11 : Games and Sports Activities organized by Instructors**

	Number	Percentage
<b>1. Organisation of Games and Sports for children :</b>		
i) Organize	36	73.5
ii) Do not organize	13	26.5
<b>2. Games and Sports organised :</b>		
i) Ring	4	8.2
ii) Kabaddi	16	32.6
iii) Kho-kho	20	40.8
iv) Volley ball	10	20.4
v) Foot ball	2	4.1
vi) Running Race	3	6.1
vii) Hide and Seek	4	8.1
viii) Cap-game	6	16.3
ix) Limping	1	2.0

It was found by the investigator that at a few centres, games were provided first and then instruction started. This was probably to accommodate even those children who came late from their places of work. Some teachers complained that equipment for games was not being provided and as such, it was difficult for them to organise. In those places, where the venue was the same as the primary school, this problem did not arise. Since the instructors of NFE Centres were the same as the regular primary school teachers, as observed in a few cases, the facilities available for the regular primary schools were fully utilised for those children also.

#### 6.2.5 Organisation of Cultural Activities at the NFE Centres

Most of the instructors (77.5 per cent) mentioned that they organised cultural activities at the NFE centres (Table 6.12). They were asked about the type of activities they organised. It was noticed that cultural activities such as kolata and lavani, bhajans, dance, puppet show and screening of films were organised at the NFE Centres.

Table 6.12 : Cultural Activities in the NFE Centres  
Organized by Instructors

	Number	Percentage
<b>1. Cultural activities at the NFE centres:</b>		
i) Organize	38	77.5
ii) Do not organize	11	22.5
<b>2. Types of cultural activities :</b>		
i) Screening of films	1	2.0
ii) Bhajans	21	42.8
iii) Puppet shows	2	4.1
iv) Kolata and Lavani	22	44.9
v) Dance	14	28.6

### 6.2.6 Learners' Participation in Cultural Activities

Learners' reactions about their participation in cultural activities are shown in Table 6.13. From the Part-time Education Scheme, about 61 per cent of the learners mentioned that cultural activities were being arranged. 54.6 per cent of the learners admitted that they participated in such activities. About 68.7 per cent of the learners pointed out that there was no exhibition of film shows. Only 31.3 per cent of them indicated that such film shows were being organised once in two months.

**Table 6.13 : Learners' Participation in Cultural Activities**

	Part-time Education		Continuing Education	
	Number	%	Number	%
<b>1. Cultural activities at the Centre :</b>				
(a) Arranged	100	61.3	78	65.0
(b) Not arranged	63	38.7	54	45.0
<b>2. Learners' participation in cultural activities :</b>				
(a) Participated	89	54.6	78	55.0
(b) Not participated	74	45.4	54	45.0
<b>3. Exhibition of film shows :</b>				
(a) Exhibited	51	31.3	63	44.4
(b) Not exhibited	112	68.7	79	55.6
<b>4. Frequency of such film shows :</b>				
(a) Once in a week	-	-	-	-
(b) Once in fifteen days	-	-	-	-
(c) Once in a month	-	-	18	12.7
(d) Once in two months	51	31.3	45	31.7

From the Continuing Education Scheme, about 55 per cent of the learners admitted that cultural activities were being arranged. About 55 per cent of them mentioned that they participated in the same. Further 55.6 per cent of them indicated that film shows were being exhibited. 31.7 per cent of them pointed out that the film shows were organised once in two months and 12.7 per cent of them mentioned that the same were organised once in a month.

#### 6.2.7 Overall Observations :

From the foregoing discussions, it can be seen that the supplementary activities such as organisation of field trips, use of radio, arranging film shows, organisation of games and sports, arranging cultural activities, etc. formed different facets of educative entertainment. In some centres, it was seen that some children kept coming late because they had to return from their work spot in the evenings depending upon their convenience. The NFE instructors provided games and sports at the beginning so that instruction could start after all children assemble. Provision of games and sports attracted children and this was one of the motivational factors for children to attend the NFE centres regularly. It was observed that members from the local community provided radio at some NFE centres and children had an opportunity to listen to the various items over the radio. The investigator found that some dynamic NFE instructors invited experts from various developmental departments, who screened films pertaining

to children's interests. On several occasions, festivals were celebrated by the local community in the NFE centre itself and cultural activities were organised as part of festival celebration. In short, the NFE centre was the pivotal point for several activities for the local community and both the NFE instructors as well as learners participated in such activities.

### 6.3 Evaluation at the NFE Centres :

Evaluation helps the instructor to find out the extent to which the educational objectives have been achieved, to identify the strengths and weaknesses of his teaching strategy and to get a feedback from the learners about their academic progress. Just as there has to be uniqueness in the teaching-learning processes in view of the special nature of learners, the evaluation procedures in Non-formal Education have to be viewed in a different perspective as compared to formal education. Evaluation in NFE is more a guidance function than an examining system and it should help the learners for their academic growth. Since the heterogeneity is more both in age and the previous background of knowledge in respect of learners and since the pace of learning also differs from learner to learner, suitable evaluative techniques have to be thought of. Many a time the environment of a particular group of learners may be entirely different from the other group and this change in environment also demands for a proper evaluative tool.

Keeping the above factors in mind, the researcher tried to find out whether the evaluative techniques followed at the NFE centres were realistic. Details pertaining to the various evaluation procedures at the NFE centres are presented in what follows:

Attempt is made here to present details about the various evaluation procedures followed by the instructors in the NFE centres. The investigator tried to find out whether evaluation was a continuous process and whether both formative and summative techniques of evaluation were adopted at the NFE centres. Views of NFE instructors, supervisors and also learners about the various tools and techniques of evaluation were sought and the same are presented in this chapter.

### 6.3.1 Evaluation Procedures adopted by the Instructors

The NFE instructors were asked about the type of tests that they conducted. As shown in Table 6.14, most of the instructors (94 per cent) reported that they conducted oral tests. A sizeable number of instructors (65.3 per cent) mentioned that they gave written tests only; a few of them seemed to have given practical tests. This shows that instructors tested the learners' achievement mostly through oral tests. However, it was noticed that tests given to learners were of both types namely oral and written. The instructors were further questioned about the frequency of tests. Most of them (71.4 per cent) reported that they conducted tests every month regularly. Some of them mentioned

that they conducted tests of quarterly. A few of them indicated that half-yearly tests were also given. Some of them mentioned that learners' academic achievement was tested at the end of the session. This shows that instructors tried both formative and summative techniques of evaluation.

**Table 6.14 : Evaluation Procedures and Test Intervals adopted by Instructors**

	Number	Percentage
<b>1. Type of tests conducted:</b>		
i) Oral Test	46	93.9 ✓
ii) Written Test	32	65.3
iii) Practical Test	2	4.1
<b>2. Intervals at which the tests were conducted :</b>		
i) Monthly	35	71.4 ✓
ii) Quarterly	11	22.4
iii) Half-yearly	4	8.2
iv) At the end of the Session	6	12.2

**6.3.2 Views of the Supervisors about the Evaluation Procedures followed at the NFE Centres :**

The opinions of the supervisors and also details about the help given by them to the NFE instructors are shown in Table 6.15.

**Table 6.15 :** Views of the Supervisors about the Evaluation Procedures adopted at the NFE Centres

	Number	Percentage
<b>1. Help given by supervisors in conducting :</b>		
i) Oral tests	12	85.7
ii) Written tests	11	78.6
iii) Practical tests	1	7.1
<b>2. Scrutiny of test items prepared by instructors :</b>		
i) Scrutinised	7	50.0
ii) Not scrutinised	7	50.0
<b>3. Discussion of possible remedial measures with the instructor :</b>		
i) Discussed	4	28.6
ii) Not discussed	10	71.4
<b>4. Adequacy of the present system of evaluation :</b>		
i) Adequate	13	92.9
ii) Not adequate	1	7.1
<b>5. Suggestion for improvement :</b>		
i) More importance for teachers' assessment	1	7.1
ii) Examinations should be conducted by AEO's instead of DSERT.	1	7.1

Most of the supervisors (85.7 per cent) reported that they helped the instructors in conducting oral tests. It was noticed that most of them (78.6 per cent) helped the instructors in the conduct of written tests. A few of them were involved in conducting practical tests. The supervisors were questioned whether they scrutinised the test items prepared by the instructors.

Only half of the supervisors admitted that they scrutinised the test items. The supervisors were further asked whether they discussed possible remedial measures with the instructors. Only some of them mentioned that they discussed with the instructors about the possible remedial measures.

The overall opinion of the supervisors with respect to the system of evaluation adopted at the NFE centres was also sought. Table 6.15 reveals that most of the supervisors felt that the existing evaluation system was adequate. Suggestions were invited from them about the improvement of the evaluation system. The supervisors opined that instructors assessment should be given more weightage. Thus it can be inferred that the instructor should be given full freedom in the assessment of the learners and he should be a facilitator for the academic growth of the learners.

### 6.3.3 Home Tasks given by the Instructors :

The opinions of instructors about the home tasks given by them are presented in Table 6.16. Almost all instructors (98 per cent) admitted that they gave home tasks. They were further asked about the frequency of home tasks. Most of the instructors (61.2 per cent) mentioned that they gave home tasks once in a week. Some of them (34.7 per cent) reported that they gave home tasks everyday. Very few of them indicated that they gave home tasks once in a month. Since the learners are working children, they might not be getting much time to do the home tasks. Thus giving home tasks once in a week probably is more suitable for learners.

Table 6.16 : Home Tasks given by NFE Instructors

	Number	Percentage
1. Giving Home tasks to pupils:		
(i) Give home tasks	48	90.0 ✓
(ii) Do not give home tasks	1	2.0
2. Frequency of home tasks :		
(i) Every day	17	34.7
(ii) Once a week	30	61.2
(iii) Once a fortnight	-	-
(iv) Once a month	2	4.0

#### 6.3.4 Learners' Reactions to Home Work :

Learners of the 1980-81 batch of NFE were asked to give their reactions to home work. Under the part-time education scheme, all the learners mentioned that home tasks were given. Most of them (82.2 per cent) reported that they completed their home tasks. Those learners who did not complete their homework mentioned a few reasons for not completing the same. They pointed out that parents gave them too much work at home, they got tired in their occupation and sometimes either the home work was difficult or too much work was given by the instructors.

Table 6.17 : Learners' reactions to Home work (1980-81)

	Part-time Education		Continuing Education	
	Number	%	Number	%
<b>1. Home-work</b>				
(a) Given by instructor	163	100.0	142	100.0
(b) Not given	-	-	-	-
<b>2. Complete Home-work :</b>				
(a) Regularly	134	82.2	121	85.2
(b) Not regularly	29	17.8	21	14.8
<b>3. Reasons for not doing Home-work :</b>				
(a) Parents give too much work at home	25	15.3	15	10.6
(b) Get too much tired in their occupation	21	13.2	12	8.5
(c) Homework difficult	5	3.1	7	5.0
(d) Too much home work given by the instructor	5	3.1	6	4.3

From the continuing education scheme, all learners pointed out that home work was given. Most of them reported that they completed the same. Those learners who did not complete their work gave a few reasons for not completing the home work. Most of them pointed out that parents give too much work to them at home. A sizable number of them mentioned that they get too much tired in their occupation. A few of them indicated that home work is difficult and too much work is given by the instructor.

### 6.3.5 Progress Cards as perceived by Supervisors

The perceptions of supervisors about the progress cards maintained by teachers in the NPE centres are presented in Table 6.18. As revealed by the table, 50 per cent of the supervisors admitted that the progress cards were maintained by the teachers. Further, 64.3 per cent of them opined that they checked the progress cards and also discussed remedial measures, as a follow up. Most of the supervisors (92.9 per cent) appeared to be satisfied with the existing system of maintaining the progress reports of pupils.

**Table 6.18 :** Progress Cards as perceived by Supervisors

	Number	Percentage
<b>1. Maintenance of progress cards by instructors :</b>		
i) Maintained	7	50.0
ii) Not maintained	7	50.0
<b>2. Checking of progress cards by the supervisors</b>		
i) Checking done	9	64.3
ii) Checking not done	5	35.7
<b>3. Discussion of remedial measures with the instructors :</b>		
i) Discuss	9	64.3
ii) Do not discuss	5	35.7

### 6.3.6 Learners' Reactions to Progress Reports

Learners of the 1980-81 batch of NFE were asked about the progress reports maintained in the NFE centres and their reactions were sought. These reactions are presented in Table 6.19.

From the Part-time Education Scheme, most of the learners (67.5 per cent) mentioned that they received the progress reports and 65 per cent of them mentioned that they showed the same to their parents. They were further questioned whether the instructors discuss the progress reports with learners and parents. Most of them (74.2 per cent) indicated that this was being done.

Table 6.19: Learners' Reaction to Progress Report

	<u>Part-time Education</u>		<u>Continuing Education</u>	
	Number	%	Number	%
<b>1. Receipt of progress reports :</b>				
(a) Reports received	110	67.5	114	80.3
(b) Not received	54	33.1	28	19.7
<b>2. Showing of report to parents:</b>				
(a) Report showed	106	65.0	104	73.3
(b) Not showed	57	35.0	38	26.7
<b>3. Discussion of report with learners and parents :</b>				
(a) Teachers discuss	121	74.2	107	75.4
(b) Do not discuss	42	25.8	35	24.7

From the continuing education scheme, most of the learners (80.3 per cent) admitted that they received the progress reports. Most of them (73.3 per cent) mentioned that they showed the reports to their parents and they also indicated that the instructors discussed the reports with learners and parents.

#### 6.4 Overall Conclusions :

An analysis of the various teaching-learning processes and evaluation techniques attempted at the NFE centres leads us to the following conclusions:

1. Most of the NFE instructors imparted instruction adopting multiple-class teaching. A sizable number of them tried environmental study approach. Some of them taught the concepts through work activities while only a few of them attempted integrated approach to teaching.
2. All instructors mentioned that they grouped learners according to age. Since they had to engage the different groups at the same time, they adopted suitable permutations of organising the groups. They gave Arithmetic and written work to some groups and taught the remaining group. Sometimes the instructors entrusted the responsibility of giving academic guidance to learners of advanced level.
3. Majority of the NFE instructors reported that they associated learners who lagged behind with the bright children. Some of the instructors adopted individualised instruction to help the slow learners. Some of them

indicated that they requested parents to teach them at home.

4. Most of the instructors reported that they faced difficulties in adopting teaching techniques since there was too much heterogeneity<sup>e</sup> in the learners' background. Some instructors pointed out that they were not in a position to get adequate literature to carry on the instructional process. Some of them mentioned that equipment at the NFE centres was inadequate and a few of them indicated that learners did not have interest in learning.
5. Most of the supervisors endorsed the instructors' view that there were difficulties in adopting teaching techniques because of heterogeneity<sup>e</sup> in the learners' background. Lack of sufficient equipment was also one of the causes, as reported by most of the supervisors. A sizeable number of supervisors felt that instructors needed more training in the use of teaching techniques. The supervisors seemed to have tried to supply additional literature to the NFE centres to help the instructors to equip themselves with better knowledge of pedagogical principles.
6. It was found that a majority of supervisors gave demonstration lessons to illustrate the various teaching techniques. The supervisors pointed out that the NFE instructors prepared work schedules regularly and the instructors discussed the work schedules with them.

7. Most of the learners indicated that they understood the lessons taught at the NFE centres and they also liked the way of teaching. Most of the learners seemed to be discussing the lessons among themselves. A sizable number of them admitted their involvement in field work related to the lessons taught at the NFE centres.
8. Most of the instructors admitted that they did not organise field trips for strengthening the academic programme. Very few instructors pointed out that they organised field trips once in two months and once in four months respectively.
9. Some instructors used radio at the NFE centres for strengthening the academic programme.
10. Most of the instructors indicated that they organised sports and games at the NFE centres. They provided games such as kho-kho, kabaddi and volley ball.
11. Most of the instructors mentioned that they organised cultural activities at the NFE centres. It was noticed that cultural activities such as Kolata, lavani (folk songs), bhajans, dance, puppet show and screening of films were organised at the NFE centres.
12. Most of the supervisors helped the NFE instructors in conducting oral, written and practical tests. Majority of the supervisors scrutinised the test items prepared by the instructors and they discussed possible remedial measures with the instructors.

13. Most of the instructors mentioned that they gave home tasks once in a week. Some of them reported that they gave home tasks every day. Very few of them indicated that they gave home tasks once in a month.
14. All the learners mentioned that home tasks were given. Most of them reported that they completed their home tasks. Those learners who did not complete their home work mentioned a few reasons for not completing the same. They pointed out that parents gave them too much work at home, they got tired in their occupation and sometimes, either the homework was difficult or too much work was given by the instructors.
15. Majority of the supervisors mentioned that the instructors maintained progress reports at the NFE centres. It was reported that they checked the progress reports and also discussed remedial measures as a follow up.
16. Most of the learners mentioned that they received the progress reports and they showed the same to their parents. They also indicated that instructors discuss the progress reports with learners and parents.