

CHAPTER VIIEFFECTIVENESS OF THE NON-FORMAL EDUCATION PROGRAMME

The effectiveness of a programme can be judged by looking into the extent of achieving the objectives set for the same. In the present study, as mentioned earlier, the objectives of non-formal education, particularly for the age group 9-14 are:

1. To enable the willing children to get entry into formal schools at multiple points.
2. To improve the quality of, life of children through non-formal education.

The first objective stated above refers to the continuing education scheme whereas the second objective applies to both part-time and continuing education schemes.

In the present study, effectiveness of the NFE programme has been measured through five indices. The main focus of this research study, as stated earlier, is on the learners of the 1980-81 batch of NFE. The investigator prepared and administered achievement tests for the learners of 1980-81. Since the learners were on the verge of completion of the course-term, the investigator was in a convenient position to administer the achievement tests prepared by him. The achievement scores in different subjects, thus obtained, were analysed. The performance of learners in the achievement tests prepared by the investigator is taken as an indicator of

immediate retention on the part of learners, and this has been considered as the first factor of measuring the effectiveness of this programme.

The NFE instructors also administer tests at the end of the programme. The performance of learners on these teacher-made tests has also been taken as a factor of effectiveness of the programme. Thus scores of learners on these teacher-made tests have been collected and analysed. Performance of learners in these teacher-made tests is taken as a second factor of measuring the effectiveness of the NFE programme. This is another indicator of immediate retention on the part of learners.

The researcher administered the achievement tests prepared by him for the learners of the 1978-79 batch of NFE also, with a view to finding out the extent of retention on the part of learners. This delayed retention has also been taken as an index of effectiveness of the programme. This delayed retention, on the part of NFE learners, is taken as the third factor of measuring the effectiveness of the NFE programme.

The NFE learners were asked to report about the benefits that accrued to them from this system of education and their reactions were sought. Effort was made by the investigator to find out the perceptions of learners as to how they would utilize the knowledge acquired by them in their daily life.

This information pertaining to the utility of the NFE programme as perceived by the learners has been considered as the fourth factor of effectiveness of the NFE programme.

There is a provision for the NFE learners belonging to the continuing education programme, to come back to the formal system of education. The extent of re-entry into the formal system of education in this research study has been taken as the fifth factor of measuring the effectiveness of the NFE programme.

An attempt is made in this chapter to present details about the achievement level of learners at the NFE centres. Details pertaining to the nature and content of the achievement tests prepared and administered by the investigator are presented here. Results of the achievement test are also discussed in this chapter. Opinions of learners about the benefits that they received from the system of non-formal education have been sought and the same are presented here. Details pertaining to re-entry of learners of the continuing education scheme to the formal system of education are also discussed in this chapter.

7.1 Achievement Tests constructed by the Investigator :

The investigator constructed achievement tests both for Part-time and Continuing Education Schemes based on the curricular material that the learners studied. The curricular expectations were kept in mind while preparing the achievement

test in various subjects. The content validity of the tests was done with the help of officers of the D.S.E.R.T., Bangalore, experienced headmasters and teachers dealing with the concerned subjects. The opinions of all these people were consolidated and the achievement test items were finalised.

While setting questions in various subjects, the investigator kept the following points in view which are relevant to Non-formal Education:

- i) Emphasis on topics related to rural development.
- ii) Topics related to (a) literacy, (b) Numeracy.
- iii) Development of awareness, (a) Social awareness, (b) Political awareness and (c) Health awareness.
- iv) Emphasis on topics related to development of functional knowledge pertaining to: (a) Agriculture, (b) Animal Husbandry, (c) Forestry, (d) Co-operatives and (e) Other developmental programmes.

The various components of Non-formal Education mentioned above were incorporated while preparing the test items and question papers in different subjects.

While setting the question papers in various subjects, the following dimensions were kept in view:

- 1) Clarity of instructions.
- 2) Coverage of content - wide content coverage.
- 3) Inclusion of different forms of items such as short answer type, objective type.

- 4) Inclusion of different types of test items such as Multiple-choice, True-false, Matching and Classification.
- 5) Language of test items - simplicity, clarity.

7.1.1 Terminal Behaviours in various subjects

Achievement Tests were constructed by the investigator in the following subjects :

Part-time Education

1. General Lessons.
2. Arithmetic.
3. Science.
4. We and our Environment.

Continuing Education

1. Language
2. Arithmetic
3. Science
4. Social Studies.

The investigator spelt out the terminal behaviours of various test items in each of the subjects in which the achievement tests were constructed.

7.1.1.1 Part-time Education

1) General Lessons :

Learners will

- 1) recall that honey is a nutritious food (K)
- 2) recall the two types of water namely hard water and soft water (K)

- 3) identify the preventive measures to be adopted so that diseases do not spread (u)
 - 4) reason out the advantage of filtering the tank water for drinking purposes (a)
 - 5) recall the benefits of co-operative societies (K)
 - 6) recognise the use of cleanliness (K)
 - 7) recall the characteristic features of co-operative societies (K)
 - 8) identify the predomination of mosquito menace if water gets accumulated (u)
 - 9) recognise the use of white-washing the house periodically (k)
 - 10) recall the use of waste water for gardening (k)
 - 11) identify of that the contagious diseases spread through food (u)
 - 12) discriminates between the powers of legislative assembly and legislative council (u)
- II
- 1) recall that the election to gram panchayats takes place once in five years (k)
 - 2) reason out the uses of bodily cleanliness (a)
 - 3) identify the quickest way of communicating news (u)
 - 4) identify the main occupation of Indians (u)
 - 5) recall the number of states in our country (k)
- III
- 1) establish relationship between the places and the state they belong to (a)
 - 2) establish relationship between the rivers and the state they belong to (a)

3) identify the commonality of states in our country (u)

IV

1) recall the eligibility of voting age (k)

2) recall the importance of Sakaleshpur in Hassan district (k)

3) recall the two varieties of nutritious crops (k)

4) recall the names of falls at shivanasmudram (k)

5) recall the cost of an inland letter (k)

6) recall the name of the person who got us independence (k)

7) recall the name of the instrument for seeing bacteria which are not visible to the eye (k)

8) recall the name of the place in Shimoga district famous for handicrafts (k)

9) recall that we are in the sixth five year plan (k)

10) recall the other name for Krishnarajasagar (k)

V

1) recall the preventive measures to see that contagious diseases do not spread (k)

2) recall the names of banks (k)

3) recall the names of important factories in Karnataka (k)

4) see relationship among the various aspects of writing a letter (u)

(11) Arithmetic

Learners will

1) recall the addition process of two digit numbers (k)

2) recall the addition process of three digit numbers (k)

- 3) apply the knowledge of addition process to practical situations (a)
- 4) recall the subtraction process of two digit numbers (k)
- 5) recall the subtraction process of three digit numbers (k)
- 6) apply the knowledge of subtraction process to practical situations (a)
- 7) recall the multiplication process when the multiplier is a single digit number and the multiplicand is a two-digit number (k)
- 8) generalise the process of multiplication when the multiplier is a single digit number and the multiplicand is either a three-digit number or a four-digit number (u)
- 9) recall the process of division when the dividend is either a single-digit number or a two digit number (k)
- 10) generalise the process of division when the dividend is a two-digit number or a three-digit number. (u)

(iii) Science

Students will

- 1) recall that fuels start burning easily (k)
- 2) recall the use of diesel for running a truck (k)
- 3) reason out that dirt accumulates if finger nails are long (a)

- 4) hypothesise that bacteria will die if cloths are dried in the sun (u).
 - 5) recall that water can be purified by pouring lime into the well (k)
 - 6) reason out that we should not drink water containing bacteria (a)
 - 7) reason out that decency will spread through air (a)
 - 8) reason out the way of preventing the ants from entering the house (a)
 - 9) see the cause and effect of pouring D.D.T. powder over dirty water (u)
 - 10) recall that we can get electricity from gobar gas (k)
 - 11) recall that cowdung is necessary to get gobar gas (k)
 - 12) reason out the consequences of fuel wastage (a)
 - 13) recall that radio is run with the help of electricity. (k)
 - 14) infer that too much work will make a person weak (a)
 - 15) discriminate between telex messages and telephone messages (u)
- II.
- 1) identify the quickest mode of transport among the various types of transport (u)
 - 2) identify the uniqueness of television (u)
 - 3) discriminate the uses of different types of diesel (u)
 - 4) reason out that moon is a satellite (a)
 - 5) identify that cowdung can be used as a fuel (u)

- III. 1) recall that Arya Dhata was constructed in ISRO at Bangalore (k)
 2) recall the diseases that spread through water (k)
 3) reason out the use of phenol in cleaning the floor of a house (a)
 4) recall the meaning of national high way (k)

(iv) We and our environment

Learners will

- I. 1) recall the advantages of the land reforms act (k)
 2) interpret the pros and cons of the bonded labour system (u)
 3) infer that raw materials needed for industries are available in the forests (a)
 4) infer that trees grown along the roads are very helpful to the common man (a)
 5) discriminate different ways of treating a person who has consumed poison (u)
 6) discriminate the different ways of treating a person when dust gets into the eyes (u)
 7) reasons out the process of making a person breathe when he is drowned in water (a)
 8) reasons out the best form of first aid to be given to a person when insects enter his ears (a)
 9) recalls the main purpose of rural banks (k)
 10) recognise the importance of goat (k)
 11) hypothesise the utility of chemical manures (u)
 12) recall the condition for becoming a panchayat member (k)

- II.
- 1) recall the year of getting independence (k)
 - 2) recall the year of Karnataka integration (k)
 - 3) see relationship between the river and the state to which it belongs (u)
 - 4) recall the name of the dam built across the Tungabhadra river in Hospet (k)
 - 5) recall the name of the person who started the Bhudan movement (k)
 - 6) recall the name of the person who established Indian Sevadai (k)
 - 7) see relationship between Nehru's birthday and the celebration of children's day (u)
- III.
- 1) see relationship between the location of hills and the state the hills belong to (k)
 - 2) see relationship between the location of places and the state the places belong to (u)
 - 3) discriminate the different categories of poets (u)
- IV .
- 1) recognise that there are six lines in a Shatpadi (k)
 - 2) reason out the uses of growing plants near the residence (a)
 - 3) recall the names of two famous types of bulls (k)
 - 4) identify the importance of Masthakabhisheka (u)
 - 5) identify the importance of job falls (u)
 - 6) identify the importance of panchayat in democracy (u)

7.1.1.2 Continuing Education

(1) Language

Learners will

- 1) reason out that Bahubali could not get success in his meditation since he was conscious of the reason for the same (a)
 - 2) see relationship between Rangana Thittu and Srirangapatna (u)
 - 3) recall that Bengalis worship Saraswathi on the Vasantha Panchami Day (k).
 - 4) recall the characteristic features of Shathaka (k)
 - 5) identify that the story in 'Kulolyaka chenni' is in the form of drama (u)
 - 6) identify the poet who wrote the poem entitled 'Pariksheya Samaya' (u)
- II
- 1) recall the plural form of words (k)
 - 2) identify the subject, object and the verb in the sentence (u)
 - 3) recall the words having opposite meaning (k)
 - 4) recall the meaning of words (k)
- III
- 1) identify the forms of gender (u)
- IV
- 1) recall that Valmiki wrote Ramayana (k)
 - 2) recall the other name for the holi festival (k)
 - 3) reason out that peacock is our national bird (a)

- 4) recall the sacrifice made by Asoka for Buddha Dharma (k)
- 5) reason out the value of elephant (a)
- 6) reason out that the life of a donkey is very tiresome(a)
- 7) recall the name of the person responsible for installing idol of Gomateshwara (k)
- 8) recall that Sri K.V. Puttappa wrote Ramayana Darshanam (k)

(ii) Arithmetic

Learners will

- 1) recall the process of addition (k)
- 2) recall the process of subtraction (k)
- 3) see relationship between signs (u)
- 4) recall the process of multiplication (k)
- 5) recall the process of division (k)
- 6) discriminate divisible and indivisible numbers (u)
- 7) identify the prime factors (u)
- 8) reason out to locate the greatest and the smallest fractions (a)
- 9) identify cubic figures (u)
- 10) identify plane surfaces (u)

(iii) Physics

Learners will

- 1) recall the name of the charged particle in an atom (k)
- 2) recall the name of matter which exists in all the three states (k)

- 3) identify the form of energy that a train makes use of for moving (u)
 - 4) recall the unit for the mass of a substance (k)
 - 5) recall the formula Density X Volume = Mass (k)
 - 6) identify that there will be vacuum above the mercury level in a barometer tube (u)
 - 7) recall that nut cracker is a simple machine (k)
 - 8) recall the various types of levers (k)
 - 9) reason out the temperature at which water boils in Bangalore which is 3000 ft. above the sealevel (a)
 - 10) recall the name of the scientist who explained the law of inertia for the first time (k)
 - 11) identify that Thomson discovered electrons for the first time (u)
 - 12) identify the device used to find the volume of a piece of stone (u)
- II
- 1) recall that Dr.C.V. Raman won the nobel prize (k)
 - 2) hypothesise that body starts moving when force is applied (u)
 - 3) reason out that rubber regains its original form when the force is withdrawn from it because it has the property of elasticity (a)
 - 4) recall that an atom of hydrogen contains one proton (k)
 - 5) infer that the diameter of a glass cylinder is measured using a caliperse (a)

- 6) hypothesise that heat is produced due to friction (u)
- 7) recall the formula $\text{Pressure} = \frac{\text{FORCE}}{\text{Area}}$ (k)
- 8) reason out the fact relating to Archimedes principle that the loss of weight of the object in water is equal to the weight of water displaced by it (a)
- 9) identify that barometer is used to measure atmospheric pressure (u)
- 10) identify that nail cutter is also a simple machine (u)

- III
- 1) infer that a moving body continues to be in motion in the absence of force (Law of inertia) (a)
 - 2) recall the property that metals are malleable (k)
 - 3) infer that in an atom the number of protons is equal to the number of electrons (a)
 - 4) recall that the oscillating object in a wallclock is called a pendulum (k)
 - 5) hypothesise that the pressure of water in a vessel can be calculated if the height of water and density are known (u)
 - 6) infer that pressure decreases as we go above the sea level (a)
 - 7) reason out that when a hole is made on the rubber cork of an ink filler, the ink will not rise in the ink filler because the pressure inside the filler is equal to the pressure outside (a)
 - 8) see relationship between metre and kilometre (u)
 - 9) see relationship between the radius of a circular object and the diameter of the object (u)

- IV i) 1) recall the law of inertia (k)
2) recall that metals are ductile (k)
3) reason out that bodies fall to wards earth due to gravity (a)
4) recall that metals are malleable (k)
5) recall the property of elasticity (k)
- ii) 1) see relationship between pendulum and time (k)
2) recall that spring balance measures weight (k)
3) recall that a measuring tape is used to find height (k)
4) recall that a measuring jar is used to find volume (k)

(iv) Biology

Learners will

- I 1) reason out that if a small plant is kept in water so that the roots of the plant will be immersed in water, the root after absorbing water sends the same to the stem (a)
2) reason out that Saprophytes cannot prepare their own food because they do not have chlorophyll (a)
3) reason out that the leaves of a balsam plant will become reddish if root part of plant is immersed in red-coloured water for a day (a)
4) infer that potato, when sowed in moist soil, will become a plant because it is a modified stem (a)
5) hypothesise that water and carbon di-oxide are needed for the leaves to prepare food (u)

- 6) formulate hypothesis that after extracting the green colour from the leaf of a plant kept in the sun, if it is dipped in Iodine solution, it becomes black because starch is formed in the leaf (a)
- II
- 1) recall that the body of all living organisms is made up of cells (k)
 - 2) recall the divisibility property by cells (k)
 - 3) recall that all functions of living organisms are carried out by protoplasm (k)
 - 4) reason out that roots always grow towards the earth (a)
 - 5) reason out that ginger is a root and not a stem (a)
 - 6) reason out that if we touch the dry fruit of a balsam plant, the seeds will shoot out (a)
 - 7) recall that Fern does not have stem and leaves (k)
 - 8) recall that mushroom also has chlorophyll (k)
 - 9) reason out that bacteria present in water will die, if we heat water (a)
 - 10) recall that dispersal of seeds takes place through water (k)
 - 11) reason out that pollination takes place in the flowers of paddy, wheat and Ragi through wind (a)
 - 12) reason out that rose and hibiscus plants do not seed (a)
 - 13) hypothesise that soil can be protected by growing grass (u)
 - 14) hypothesise that only birds are protected by feathers (u)

- III
- 1) recall that cells can be seen under an instrument known as microscope (k)
 - 2) recall that the organel in the cell filled with water is called Vacuoles (k)
 - 3) recall that the parts in the stem from which the leaves come out are known as nodes (k)
 - 4) recall that chlorophyll is green in colour (k)
 - 5) recall that flowers of the dicotyledens plants have usually five petals (k)
 - 6) recall that flowering plants are classified as monocotyledens and dicotyledens (k)
 - 7) recall that there are two types of lichen namely saprophytes and algae (k)
 - 8) recall that there are buds at the edge of briofilm plant (k)
 - 9) infer that the fungus formed on fruit and coconut belongs to algae type (a)
 - 10) recall that vegetative reproduction takes place from the tuber part (k)
- IV
- 1) identify the mushroom type of plant (u)
 - 2) identify the bird which can swim in water (u)
- V
- 1) recall the two functions of the root part (k)
 - 2) recall that vegetative reproduction takes place in sugar-cane and potato (k)
 - 3) recall that Malaria and Elephentias is spread due to mosquito bite (k)

(v) Social Studies

Learners will

- I**
- 1) recall that beautiful idols of sandal wood are carved in Sagar (k)
 - 2) identify the location of iron and steel works in Bhadravathi (u)
 - 3) recall that priority was given to agriculture in the first five year plan (k)
 - 4) recall that queen victoria gave permission to start East India Company in our country in the year 1600 A.D. (k)
 - 5) recall that election to the parliament takes place once in five years (k)
 - 6) recall that national anthem Janaganamana was composed by Ravindranath Tagore (k)
 - 7) compare the distances of planets from the Sun (u)
 - 8) recall that Moscow is the capital of Russia (k)
- II**
- 1) reason out that family is the basis for the society (a)
 - 2) recall that fishing is an occupation of coastal people (k)
 - 3) recall that Vasco da Gama discovered the sea route to India (k)
 - 4) reason out the cause for the 1857 battle in our country (a)
 - 5) infer that family planning is a good device for controlling population (a)
 - 6) recall the date of independence day (k)

- 7) infer that Robert clive was responsible for victory in the Karnataka war and plassy battle (a)
 - 8) recall that Constitution is a framework of the administration (k)
 - 9) generalise that the right to fight against exploitation is one of the fundamental rights (u)
 - 10) recall that the Indian Constitution is written Constitution (k)
 - 11) reason out that the Indian Government treats and encourages all religions alike (a)
 - 12) recall that Sun is a planet (k)
 - 13) reason out that air moves from an area of higher pressure to an area with a lower pressure (a)
 - 14) reason out that it is difficult to breathe over the mountains due to lack of oxygen (a)
 - 15) infer that we can calculate the local time of an area with the help of longitudes (a)
- III
- 1) recall that Shahabad produces cement (k)
 - 2) recall that there is a paper factory in Dandeli (k)
 - 3) recall that Davangere is famous for cotton goods (k)
 - 4) recall that there is a silk factory at Channapatne (k)
 - 5) recall that agricultural implements are manufactured in Hassan (k)
 - 6) recall that Sandalwood oil is manufactured in Shimoga (k)

- IV
- 1) recall that Mullayyanagiri is the highest hill in Karnataka (k)
 - 2) reason out that emperor Bharatha was responsible for our country to be called Bharath (a)
 - 3) recall the physical features of our country (k)
 - 4) recall that Hindustan Aeronautics is located in Bangalore (k)
 - 5) reason out as to why Tippu was called Mysore tiger (a)
- V
- 1) establish relationship between the different colours and their significance in our national flag (a)
 - 2) recall the three famous seaports in our country (k)

7.1.2 Weightage of Objectives

Table 7.1 reveals details pertaining to the weightage relating to objectives in each of the subjects in which the achievement tests were constructed. An analysis of the various weightages to objectives in different subjects indicates that the highest weightage was given to knowledge objectives in all subjects. A moderate weightage was given to the objective of understanding (13-36 per cent in the subjects of part-time education and 7.5 - 42.7 per cent in the subjects of continuing education). Comparatively less weightage was given to the objective of application (8 - 32 per cent in the subjects of part-time education and 8 - 32.5 per cent in the subjects of continuing education).

Table 7.1 Weightage to objectives (in %)

(A) <u>Part-time Education</u> :	<u>General Lessons</u>	<u>Arith- metic</u>	<u>Science</u>	<u>We and our Environment</u>	
Knowledge	60	71	36	43.3	
Understanding	32	13	32	36.7	
Application	8	16	32	20.0	
(B) <u>Continuing Education</u> :	<u>Language</u>	<u>Arith- metic</u>	<u>Physics</u>	<u>Biology</u>	<u>Social Studies</u>
Knowledge	56	46.7	52.5	57.5	60
Understanding	36	42.7	25.0	12.5	7.5
Application	8	10.6	22.5	30.0	32.5

7.1.3 Weightage to Forms of Items :

While framing the test items in various subjects, different forms of test items were included so that there is variety. Care was taken to see that different type of test items such as Multiple choice, completion, classification, true-false, short answer and essay were included in each of the achievement tests constructed. Table 7.2 reveals details pertaining to the weightages given to different forms of items. It can be seen from the table that under the part-time education scheme, true-false and completion type of test items were given more weightage whereas multiple-choice and

Table 7.2 : Weightage to Forms of Items

Form of Item	Subject	General Lessons		Science		We and our Environment			
		Number	%	Number	%	Number	%		
(A) Part-time Education									
True-False		12	24	15	60	12	40		
Completion		12	24	5	20	8	27		
Multiple choice		5	10	5	20	7	23		
Classification		3	6	-	-	3	10		
Short answer		9	18	-	-	-	-		
Essay		9	18	-	-	-	-		
(B) Continuing Education									
		Language		Physics		Biology		Social Studies	
		No.	%	No.	%	No.	%	No.	%
True-False		9	16	10	25	14	35	15	37.5
Completion		15	30	9	22.5	12	30	5	12.5
Multiple choice		6	12	12	30	6	15	8	20.0
Classification		9	18	-	-	2	5	-	-
Short answer		12	24	-	-	6	15	6	15.0
Matching		-	-	9	22.5	-	-	6	15.0

classification type of items were given less weightage. In the case of continuing education, true-false and completion type of tests were given more weightage as compared to multiple-choice and classification type of tests. Matching and short answer type of tests were also included which were given about 15 to 20 per cent weightage.

7.1.4 Weightage to Arithmetical Operations :

Table 7.3 reveals details about weightage to various arithmetical operations. In the case of part-time education, only the first four fundamental operations of Arithmetic are prescribed in the course content. Thus it was considered appropriate to give equal weightages to these four operations as evident from Table 7.3. Regarding continuing education, in addition to the first four fundamental operations, topics such as Factorisation, Fractions, and Mensuration are also prescribed in the course content. As can be seen from Table 7.3, first four fundamental processes namely, addition, subtraction, multiplication and division have been given equal weightages. Factorisation has been given a weightage of 16 per cent whereas Fractions and Mensuration have been given weightages of 10 and 7 per cent respectively. Simplification of arithmetical expressions has been given a weightage of 8 per cent.

Table 7.1 : Weightage to Arithmetical Operations

	Weightage
(A) <u>Part-time Education :</u>	
Addition	29 per cent
Subtraction	28 per cent
Multiplication	20 per cent
Division	23 per cent
(B) <u>Continuing Education :</u>	
Addition	10.67 per cent
Subtraction	13.33 per cent
Multiplication	10.67 per cent
Division	12.00 per cent
Simplification	8.00 per cent
Prime factors	12.00 per cent
Finding factors	16.00 per cent
Fractions	10.67 per cent
Mensuration	6.67 per cent

7.2 Performance of Learners (1980-81) :

As stated earlier, the investigator constructed and administered achievement tests in all the prescribed subjects both for part-time and continuing education schemes. As mentioned earlier the NEE instructors also conduct tests in

various subjects at the end of the programme. Marks in respect of these tests were also collected by the investigator.

While setting the question papers, each test item or each testing point was allotted one mark so that valuation of answer scripts could be easy. In this process, the maximum for various subjects became different. Hence, marks obtained by learners in various subjects were converted into percentages and then frequency distributions were formed so that there is uniformity.

Distributions of learners (1980-81) according to marks obtained on investigator-made tests and instructor-made tests are shown in Tables 7.4 and 7.5 respectively. Further, subject-wise percentiles, means and standard deviations (SD's) of learners' scores on the investigator-made tests and instructor-made tests are shown in Tables 7.6 and 7.7 respectively. Table 7.6 reveals that about 90 per cent of the learners who belong to the part-time education scheme scored above 38 per cent marks in all subjects in the investigator-made tests. Sixty per cent of learners scored above 60 per cent of marks invariably in all subjects. Thirty per cent of learners scored above 70 per cent marks in Arithmetic, Science and we and our Environment'. Mean scores were found to be more-than 60 in all the subjects. This shows that the NPE programme has proved quite effective in terms of performance of the learners of part-time education on the achievement tests. Graphical representation of marks

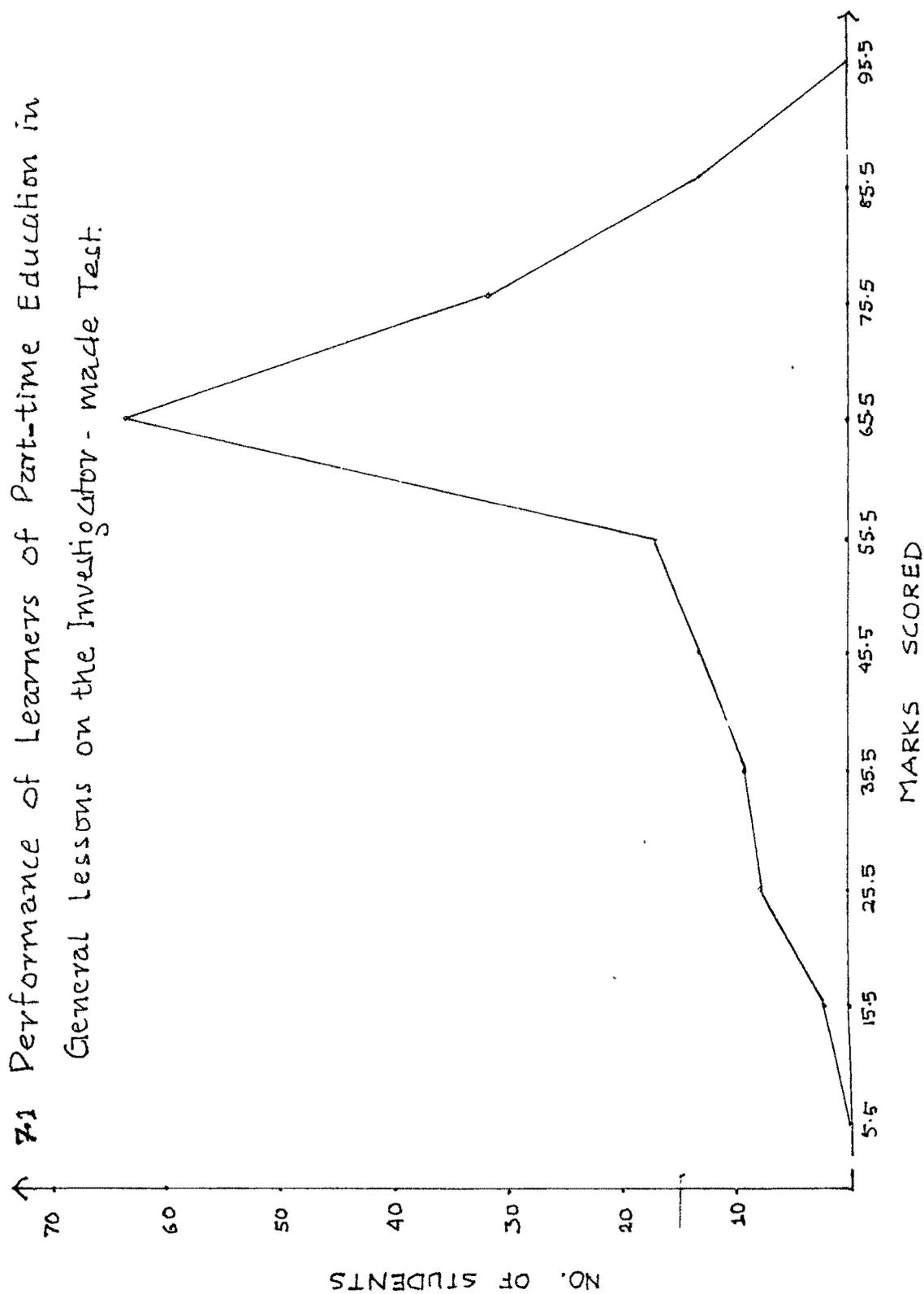
scored by learners in various subjects in the investigator-made tests is shown in Figures 7.1, 7.2, 7.3 and 7.4.

Table 7.7 shows that 90 per cent of the learners who belong to the part-time education scheme scored above 30 per cent marks in all subjects on the instructor-made tests. It was found that 60 per cent of learners scored above 54 per cent in all subjects. Forty per cent of learners scored above 60 per cent in General Lessons, Arithmetic and Science whereas an equal number of them scored above 71 per cent in We and our Environment. It can be seen from the table that 10 per cent of the learners scored above 74 per cent in all subjects.

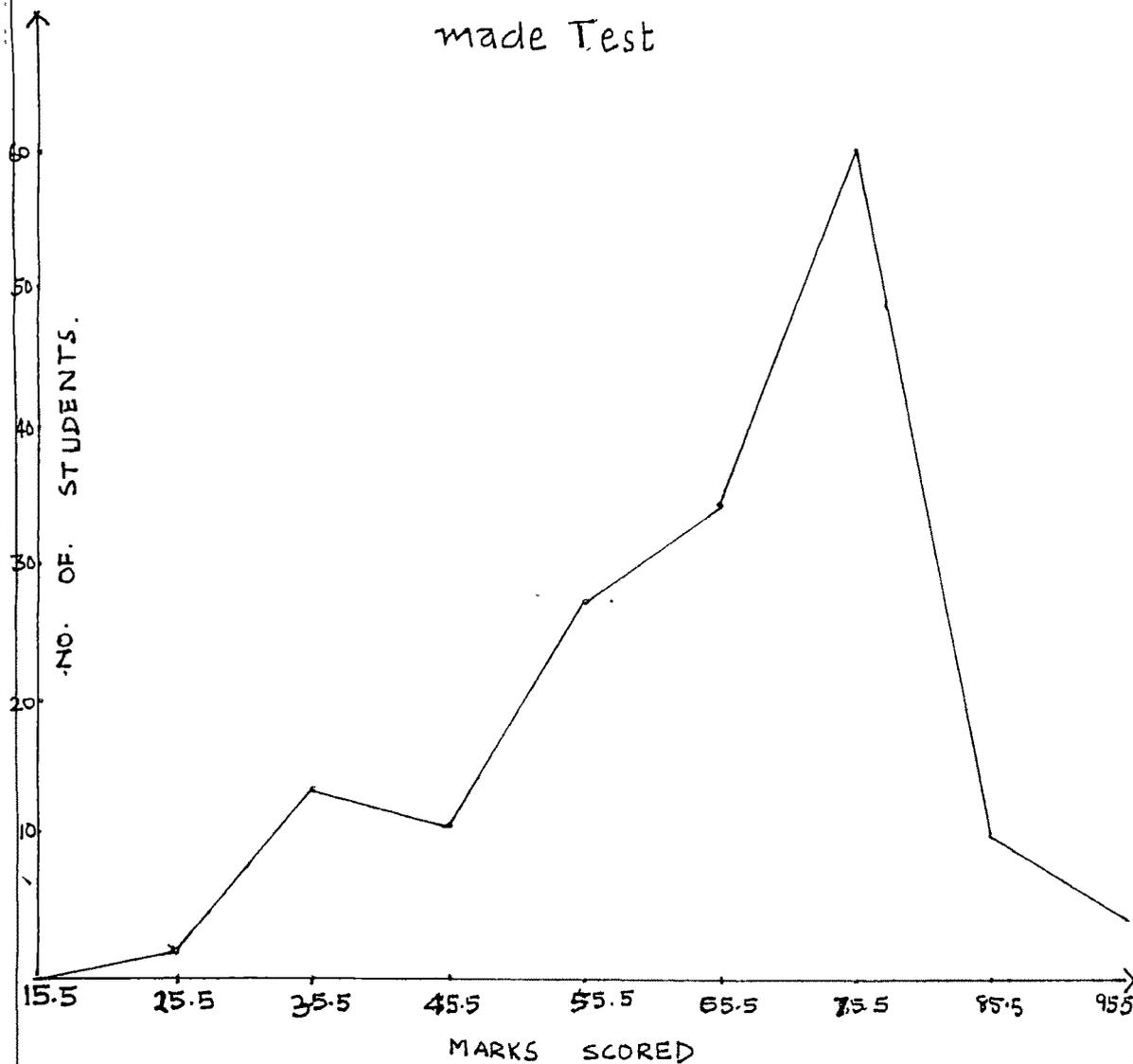
Table 7.4 : Distribution of Learners according to Marks obtained on Investigator-made Test (1980-81)

Marks	Frequency			
	General Lessons	Arithmetic	Science	We and our Environment
(A) Part-time Education (N=153)				
1 - 10	0	1	0	0
11 - 20	2	8	0	0
21 - 30	7	2	2	2
31 - 40	9	4	14	4
41 - 50	13	11	11	13
51 - 60	26	25	28	24
61 - 70	62	32	34	36
71 - 80	31	37	60	50
81 - 90	13	34	10	33
91 - 100	0	9	4	1
(B) Continuing Education (N=142)				
	Frequency			
	Language	Arithmetic	Science	Social Studies
1 - 10	0	1	0	0
11 - 20	7	6	0	0
21 - 30	7	10	7	4
31 - 40	10	15	42	23
41 - 50	21	21	56	29
51 - 60	15	25	13	20
61 - 70	19	35	16	16
71 - 80	25	24	8	12
81 - 90	35	1	0	28
91 - 100	3	4	0	12

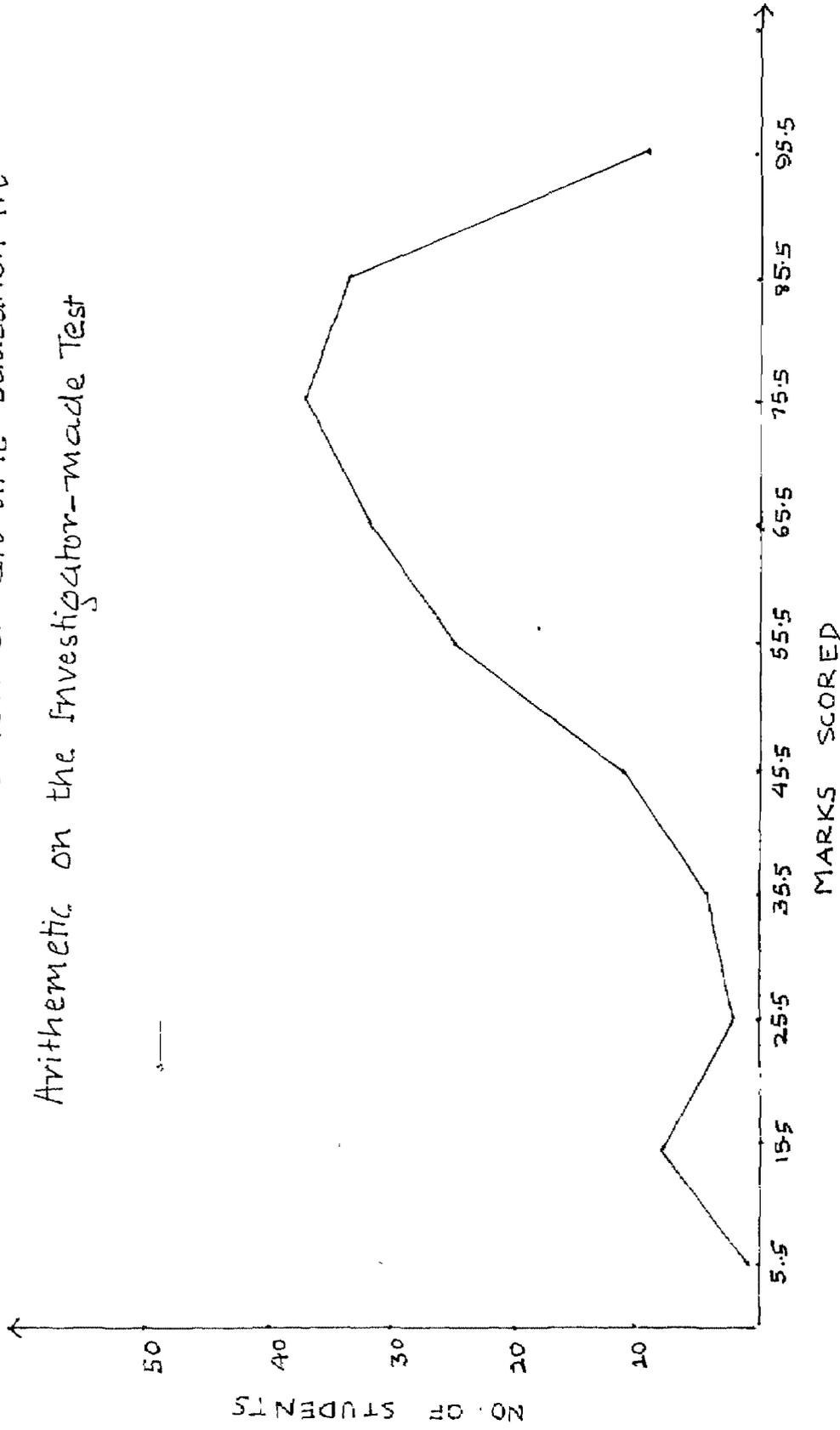
7.1 Performance of Learners of Part-time Education in
General Lessons on the Investigator-made Test.



7.2 Performance of Learners of Part-time
Education in Science on the Investigator-
made Test



7.3 Performance of Learners of Part-time Education in Arithmetic on the Investigator-made Test



7.4 Performance of Learners of Part-time Education in 'We- and Our Environment' on Investigator-made Test:-

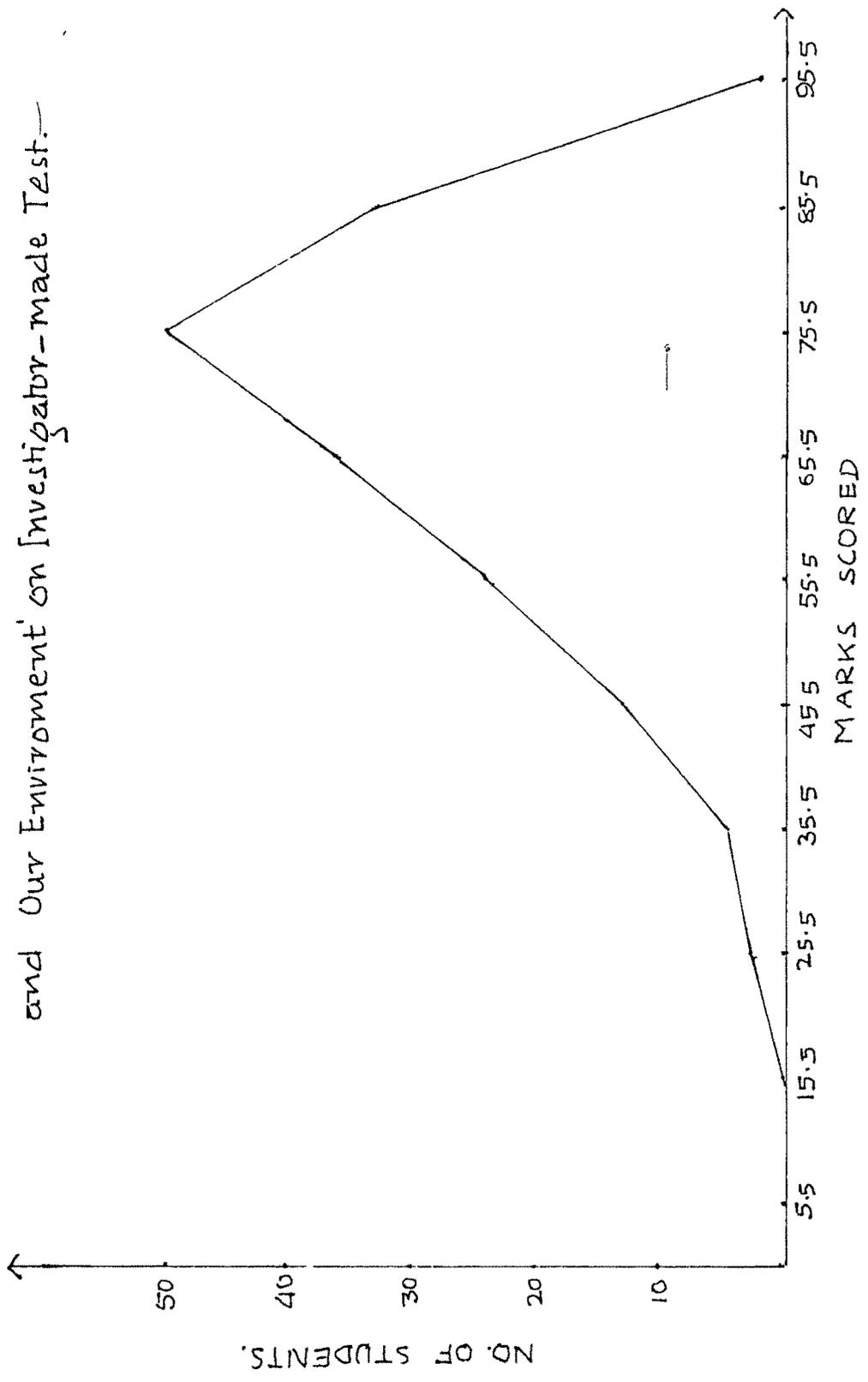


Table 7.5 : Distribution of Learners according to Marks obtained on Instructor-made Tests (1980-81)

Marks	Frequency			
	General Lessons	Arithmetic	Science	We and our Environment
(A) Part-time Education (N=163)				
1 - 10	0	0	0	0
11 - 20	1	0	0	0
21 - 30	2	0	1	2
31 - 40	17	8	12	2
41 - 50	22	22	27	17
51 - 60	55	40	42	44
61 - 70	40	42	39	27
71 - 80	25	36	35	63
81 - 90	1	12	7	8
91 - 100	0	3	0	0
(B) Continuing Education (N=142)				
	Frequency			
	Language	Arithmetic	Science	Social Studies
1 - 10	0	0	0	0
11 - 20	0	0	0	0
21 - 30	0	1	0	0
31 - 40	30	32	35	30
41 - 50	25	23	71	39
51 - 60	21	49	26	18
61 - 70	17	25	42	7
71 - 80	40	8	4	30
81 - 90	9	3	0	18
91 - 100	0	1	0	0

Table 7.6 : Subjectwise Percentiles, Means and SDs of Learners
Scores on the Investigator-made Tests (1980-81)

Percentile	General Lessons	Arithmetic	Science	We and our Environment
(A) Part-time Education (N=163)				
P ₉₀	79.44	88.35	80.12	85.86
P ₈₀	74.18	83.56	77.40	80.92
P ₇₀	69.71	78.90	74.68	77.52
P ₆₀	67.08	74.50	71.97	74.26
P ₅₀	64.45	70.03	68.29	71.00
P ₄₀	61.82	64.94	63.50	66.67
P ₃₀	57.38	59.66	58.32	62.14
P ₂₀	51.12	53.14	52.50	66.17
P ₁₀	38.61	41.68	40.77	49.42
Mean	61.82	66.67	65.00	68.51
SD	15.31	19.58	14.98	14.02
(B) Continuing Education (N=142)				
	Language	Arithmetic	Science	Social Studies
P ₉₀	87.30	76.67	66.63	89.65
P ₈₀	83.24	70.75	57.12	84.19
P ₇₀	78.88	66.61	49.50	76.67
P ₆₀	72.98	62.56	46.96	66.25
P ₅₀	66.29	57.70	44.43	58.00
P ₄₀	58.37	52.02	41.89	50.90
P ₃₀	49.36	45.55	38.98	45.88
P ₂₀	42.60	38.10	35.60	40.98
P ₁₀	30.70	27.70	32.21	34.93
Mean	62.26	54.94	46.42	61.06
SD	21.45	18.68	12.38	20.61

Table 7.7 : Subject-wise Percentiles, Means and SDs of Learners' Scores on the Instructor-made Tests (1980-81)

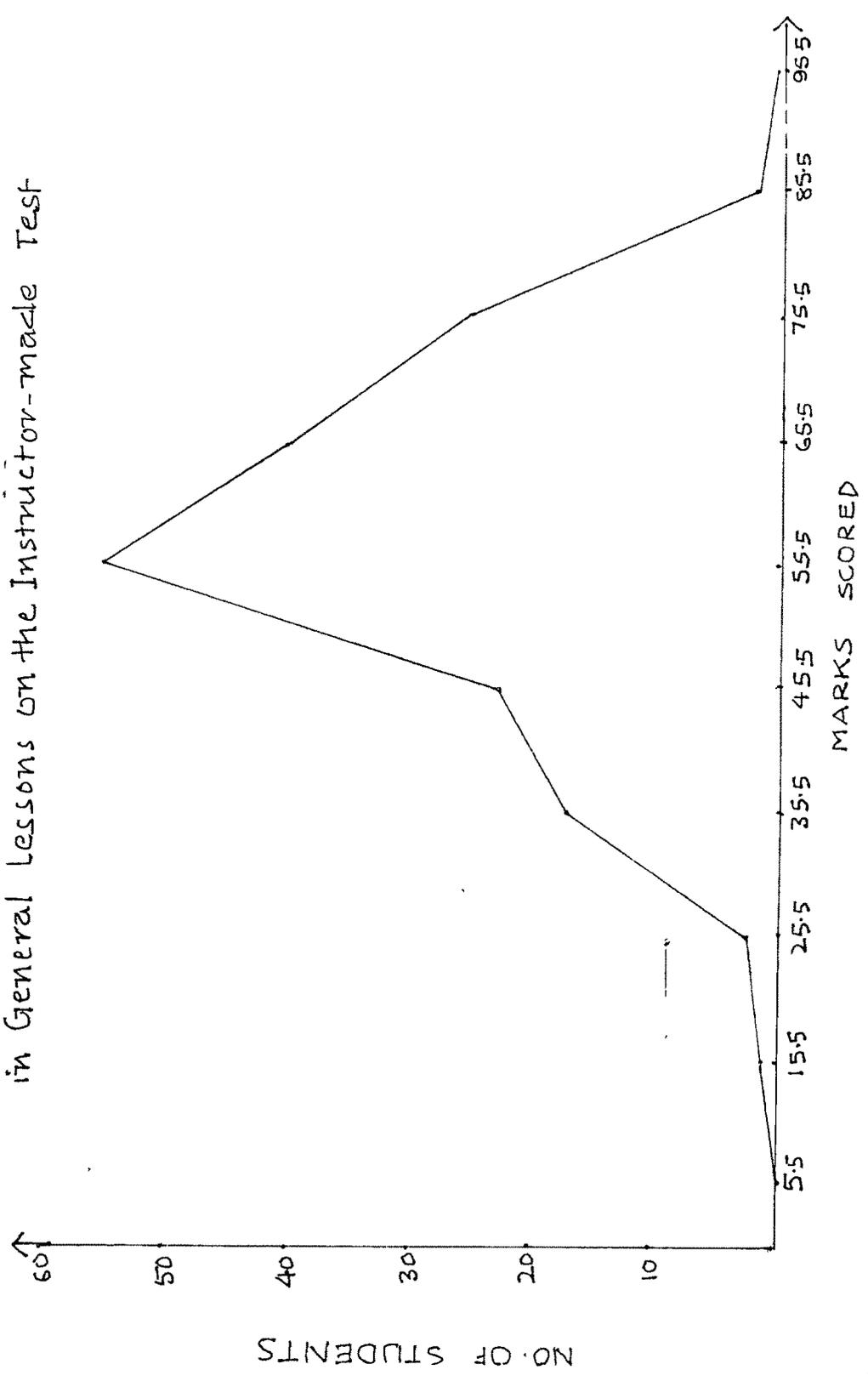
Percentile	General Lessons	Arithmetic	Science	We and our Environment
(A) Part-time Education (N=163)				
P ₉₀	74.38	80.16	77.84	79.18
P ₈₀	68.35	75.61	73.18	76.60
P ₇₀	64.77	71.80	68.73	74.01
P ₆₀	60.70	67.13	64.55	71.42
P ₅₀	57.68	63.24	60.38	66.61
P ₄₀	54.72	59.30	56.50	61.24
P ₃₀	51.75	55.23	52.61	56.84
P ₂₀	46.23	51.15	47.75	53.14
P ₁₀	38.32	44.27	41.72	47.74
Mean	57.16	63.11	60.16	64.70
SD	12.84	13.64	13.35	12.53
(B) Continuing Education (N=142)				
	Language	Arithmetic	Science	Social Studies
P ₉₀	79.20	69.62	62.00	62.61
P ₈₀	75.65	63.94	54.30	77.03
P ₇₀	72.10	59.38	49.57	72.30
P ₆₀	65.91	56.46	47.57	59.50
P ₅₀	58.12	53.56	45.57	51.61
P ₄₀	51.36	50.66	43.57	47.37
P ₃₀	45.54	44.67	41.57	43.73
P ₂₀	39.97	39.06	38.61	39.97
P ₁₀	35.23	34.63	34.56	35.23
Mean	58.25	53.96	46.98	57.05
SD	16.62	13.29	9.78	17.68

Looking to mean, scores, it was found that the mean was above 57 per cent in all subjects. Graphical representation of marks scored by learners in various subjects in respect of instructor-made tests is shown Graphs 7.5, 7.6, 7.7 and 7.8.

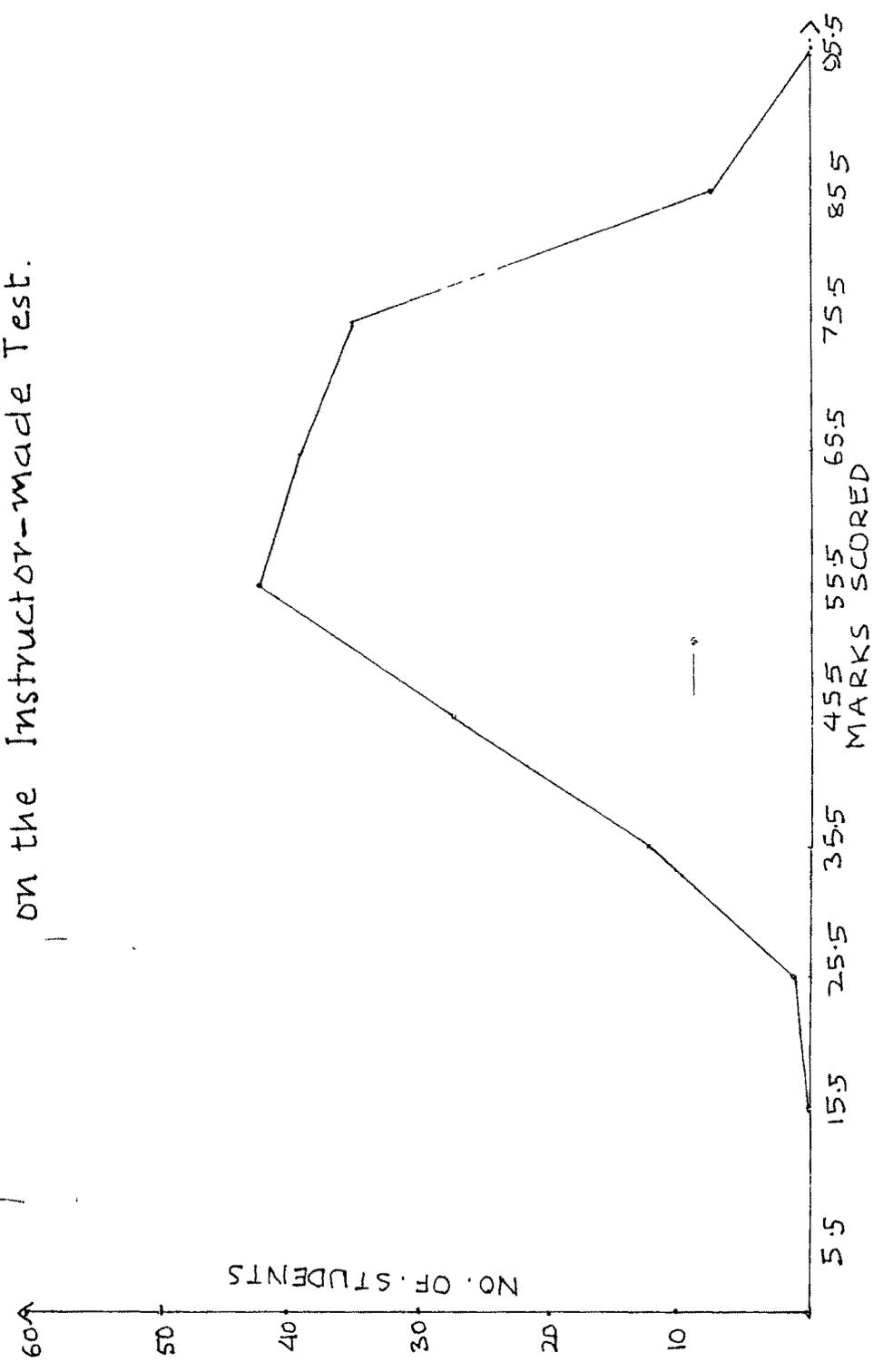
Analysis of the performance of learners of part-time education in the investigator-made tests and the instructor-made tests shows that there is concurrence in the learners' achievement in various subjects. Thus it can be inferred that learners have done well in both the investigator-made tests and the instructor-made tests.

As shown in Table 7.6, in the case of continuing education scheme, 90 per cent of the learners scored above 30 per cent marks in all the subjects on the investigator-made tests. Seventy per cent of learners scored above 38 per cent marks in all the subjects and 60 per cent of learners scored above 50 per cent in Language Arithmetic and Social Studies whereas an equal number of them scored above 40 per cent marks in science. Thirty per cent of the learners scored above 66 per cent in Language, Arithmetic and Social Studies whereas they scored above 49 per cent in Science. Ten per cent of the learners scored more than 76 per cent marks in Language, Arithmetic and Social Studies whereas they scored 66 per cent marks in Science. An analysis of the means in various subjects indicates that the means in Language, Arithmetic and Social Studies were more than 54 whereas the mean was 46.4 in the

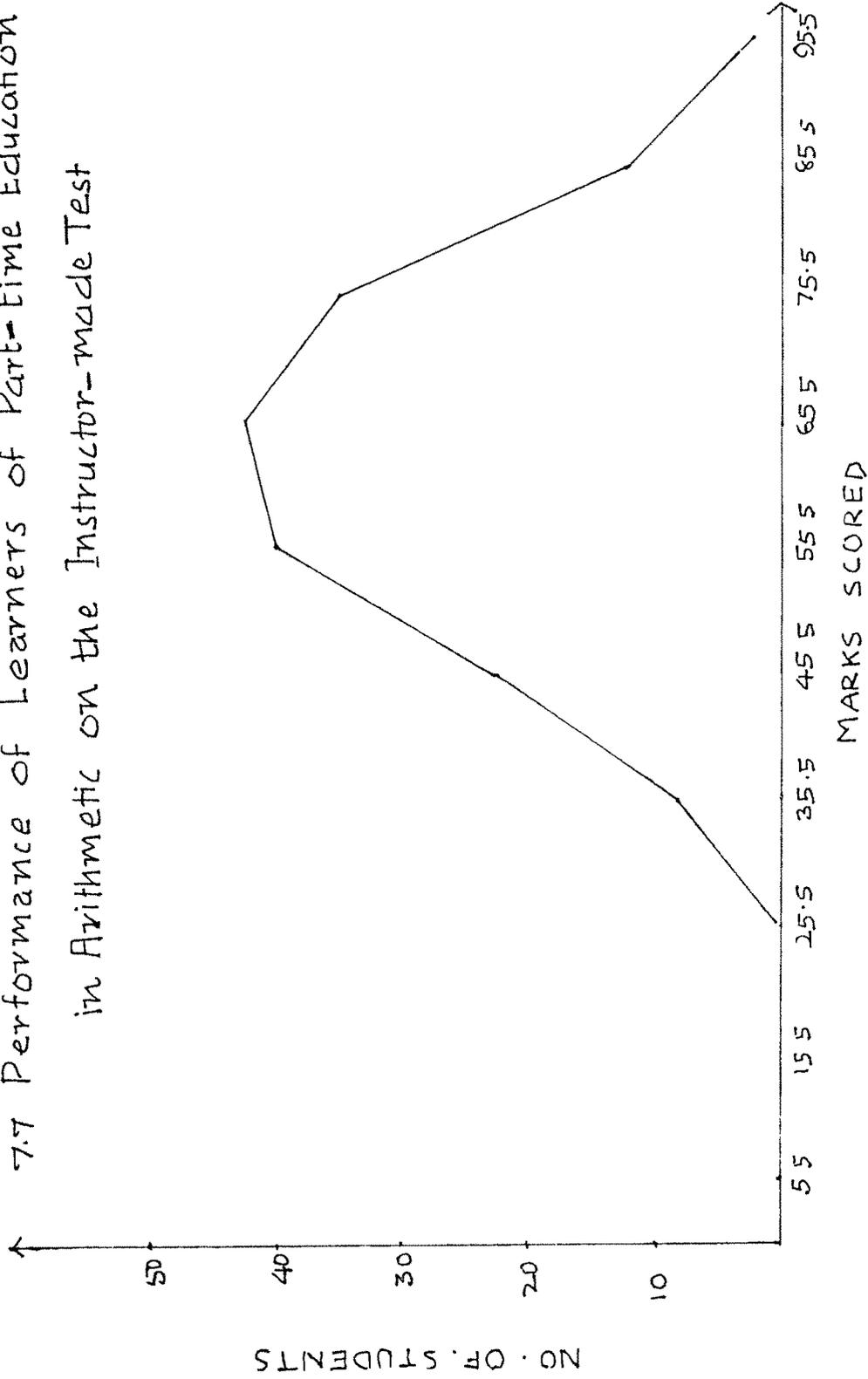
7.5 Performance of Learners of Part-time Education
in General Lessons on the Instructor-made Test



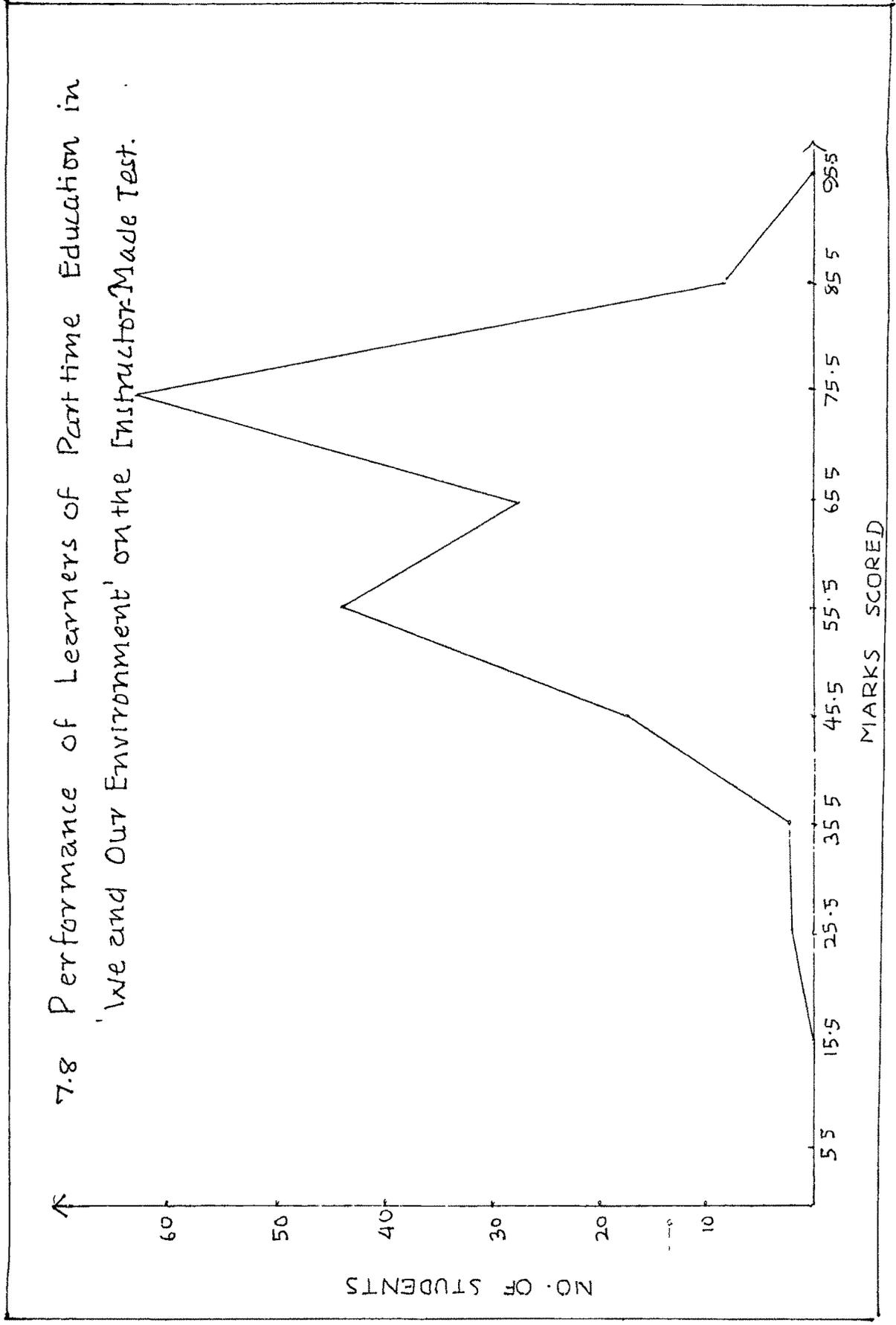
7.6 Performance of Learners of Part-time Education in Science on the Instructor-made Test.



7.7 Performance of Learners of Part-time Education in Arithmetic on the Instructor-made Test



7.8 Performance of Learners of Part time Education in 'We and Our Environment' on the Instructor-Made Test.

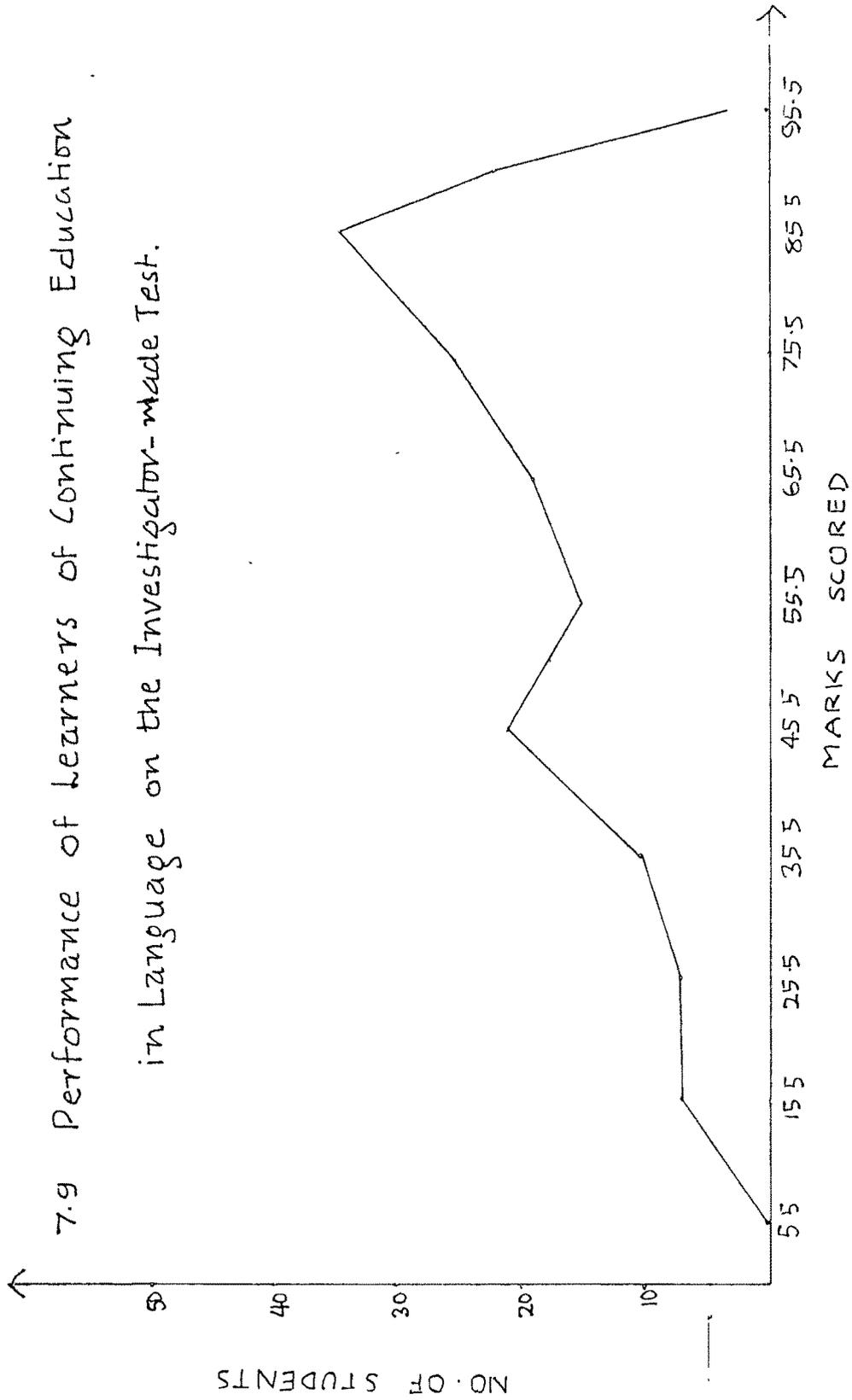


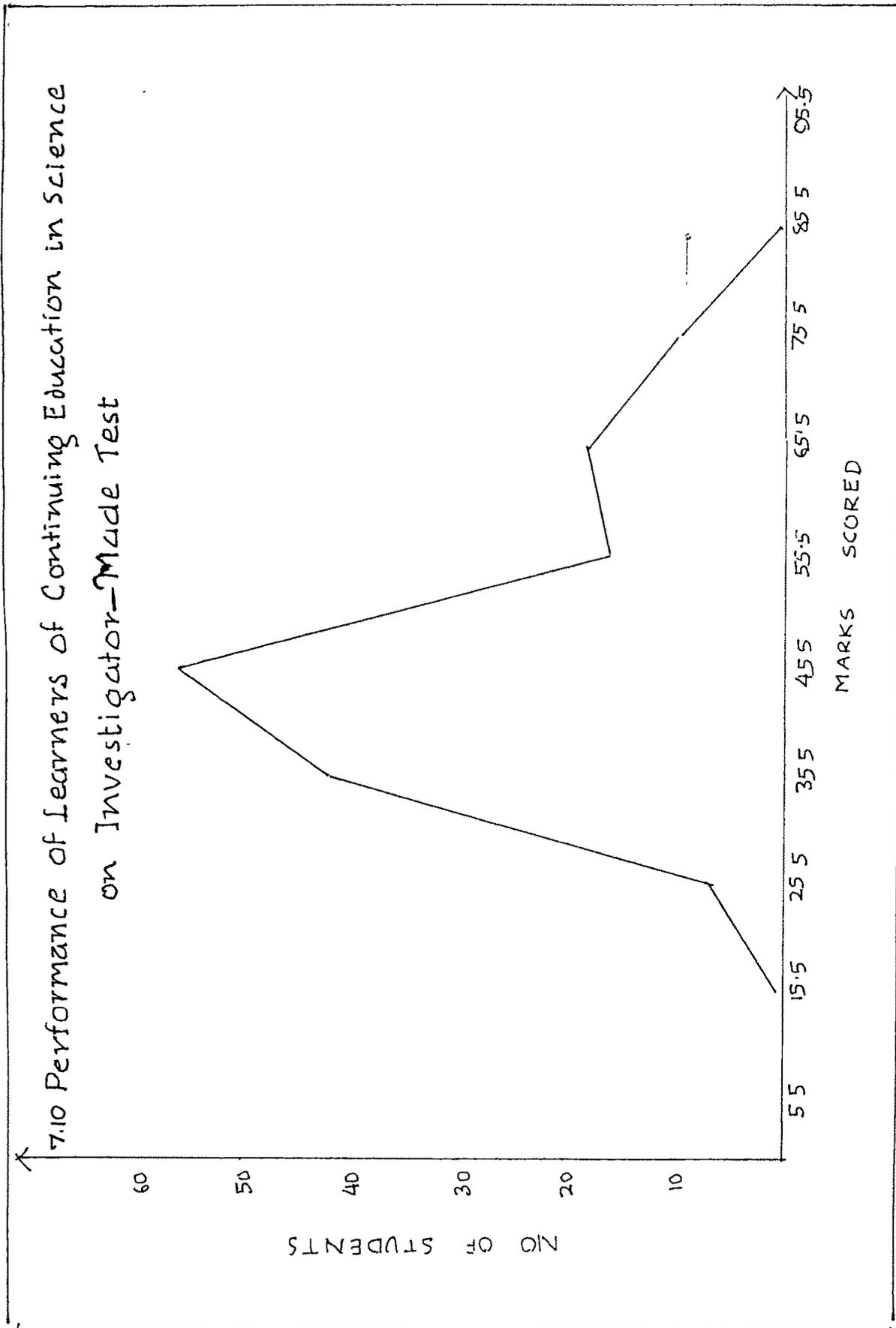
case of Science. Since a majority of learners have scored above 50 per cent in various subjects, it can be inferred that the NFE programme has proved effective in terms of marks scored by learners of continuing education. Graphical representation of marks scored by learners in various subjects is shown in Graphs 7.9, 7.10, 7.11 and 7.12.

Table 7.7 reveals details about the performance of learners of the continuing education scheme on the instructor-made tests. About 10 per cent of learners scored less than 35 per cent marks in all the subjects. Seventy per cent of the learners scored above 40 per cent marks in each of the subjects. It was found that 10 per cent of learners scored above 60 per cent in Language, Arithmetic and Science whereas an equal number of them scored above 80 per cent in Social Studies. Looking to the means in various subjects, it was found that except in Science the mean was above 53 in all the other subjects, whereas it was 46.98 in Science. Graphical representation of marks scored by learners in various subjects is shown in Graphs 7.13, 7.14, 7.15, 7.16.

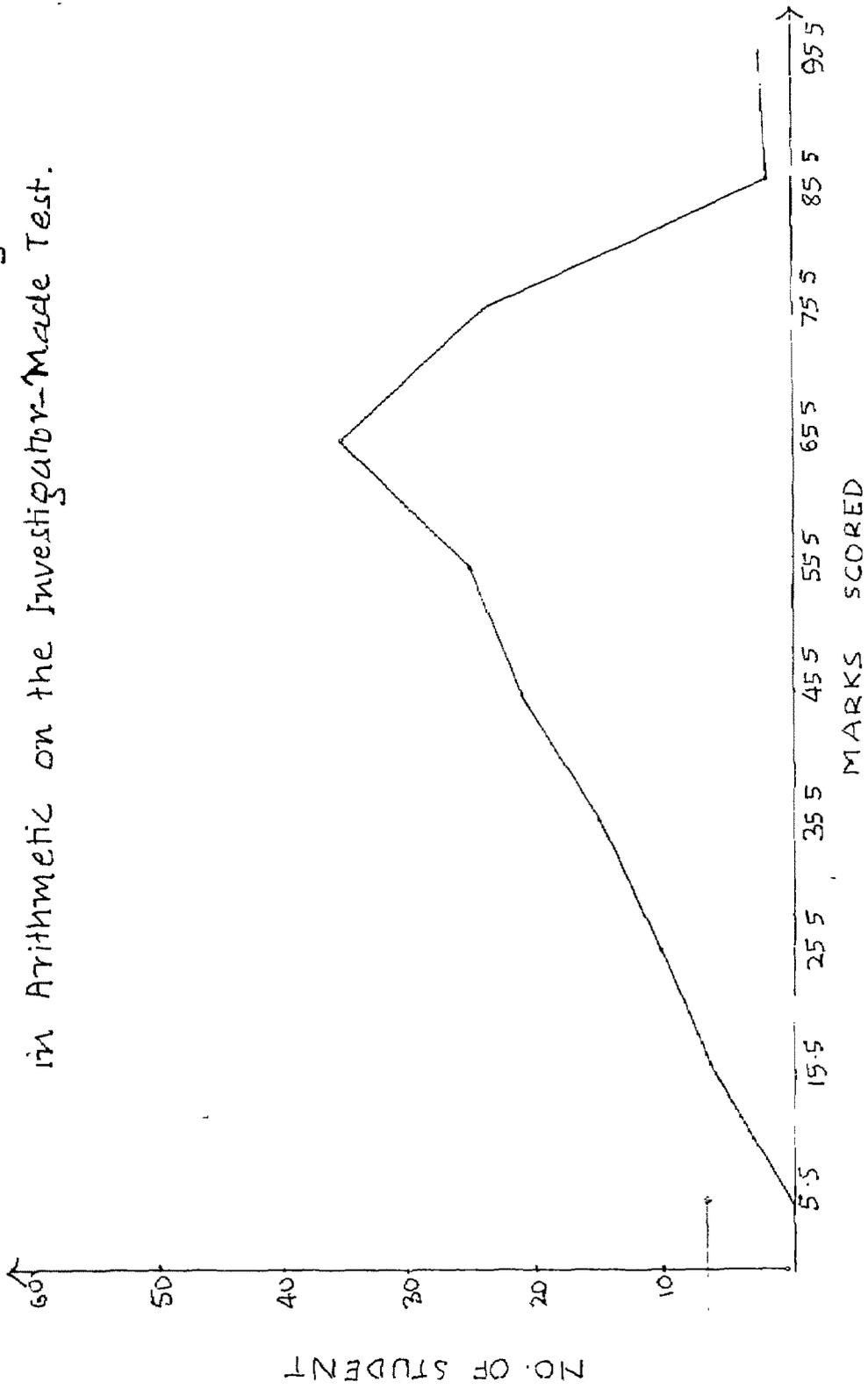
An analysis of the performance of learners on the investigator-made tests and the instructor-made tests pertaining to continuing education scheme shows that there are slight variations in Arithmetic and Social Studies whereas there is concurrence in the other two subjects, namely language and science. Since a majority of learners have scored above 50

7.9 Performance of learners of Continuing Education
in Language on the Investigator-made Test.

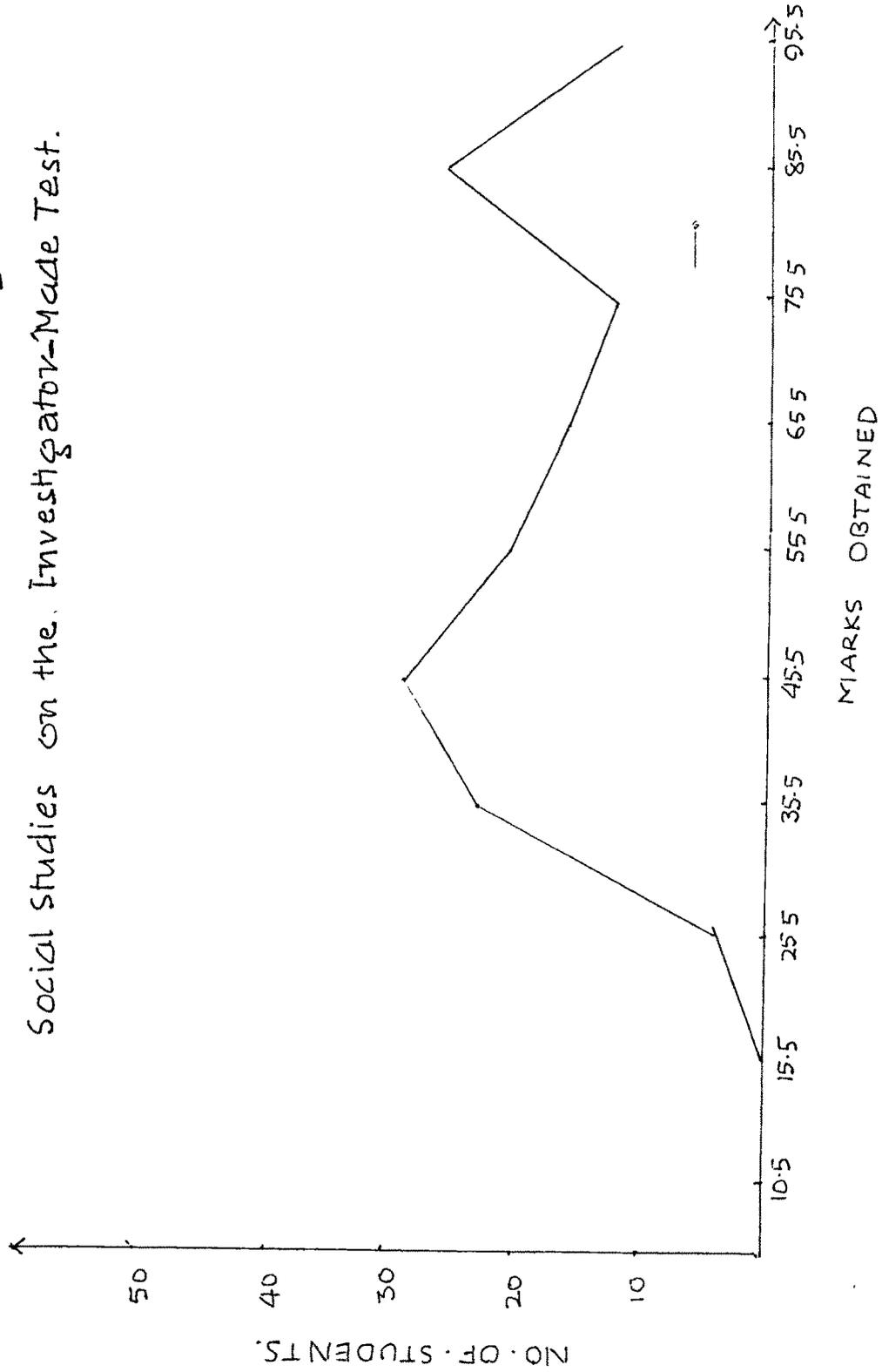




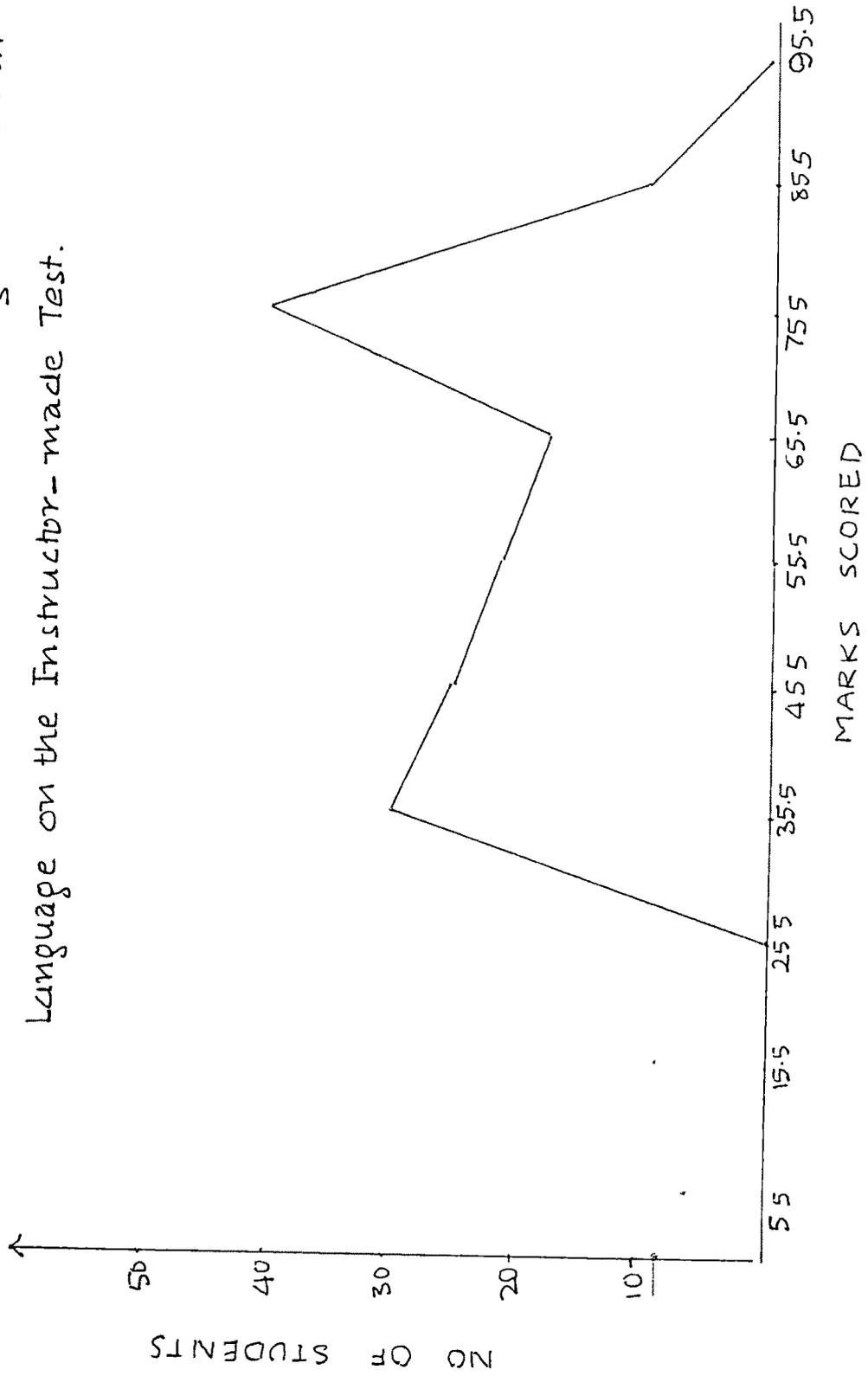
7.11 Performance of Learners of Continuing Education in Arithmetic on the Investigator-Made Test.



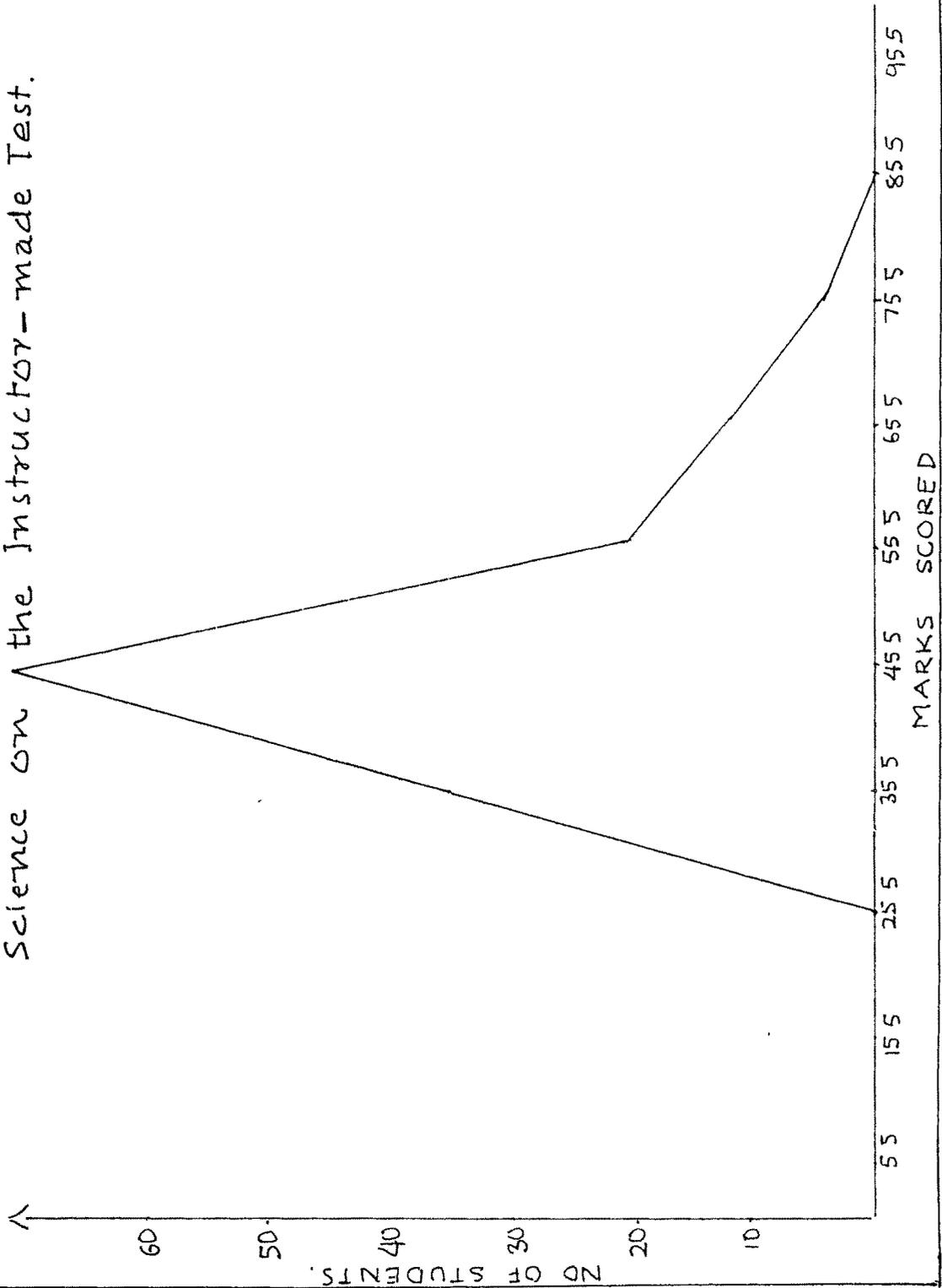
7.12 Performance of Learners of Continuing Education in Social Studies on the Investigator-Made Test.



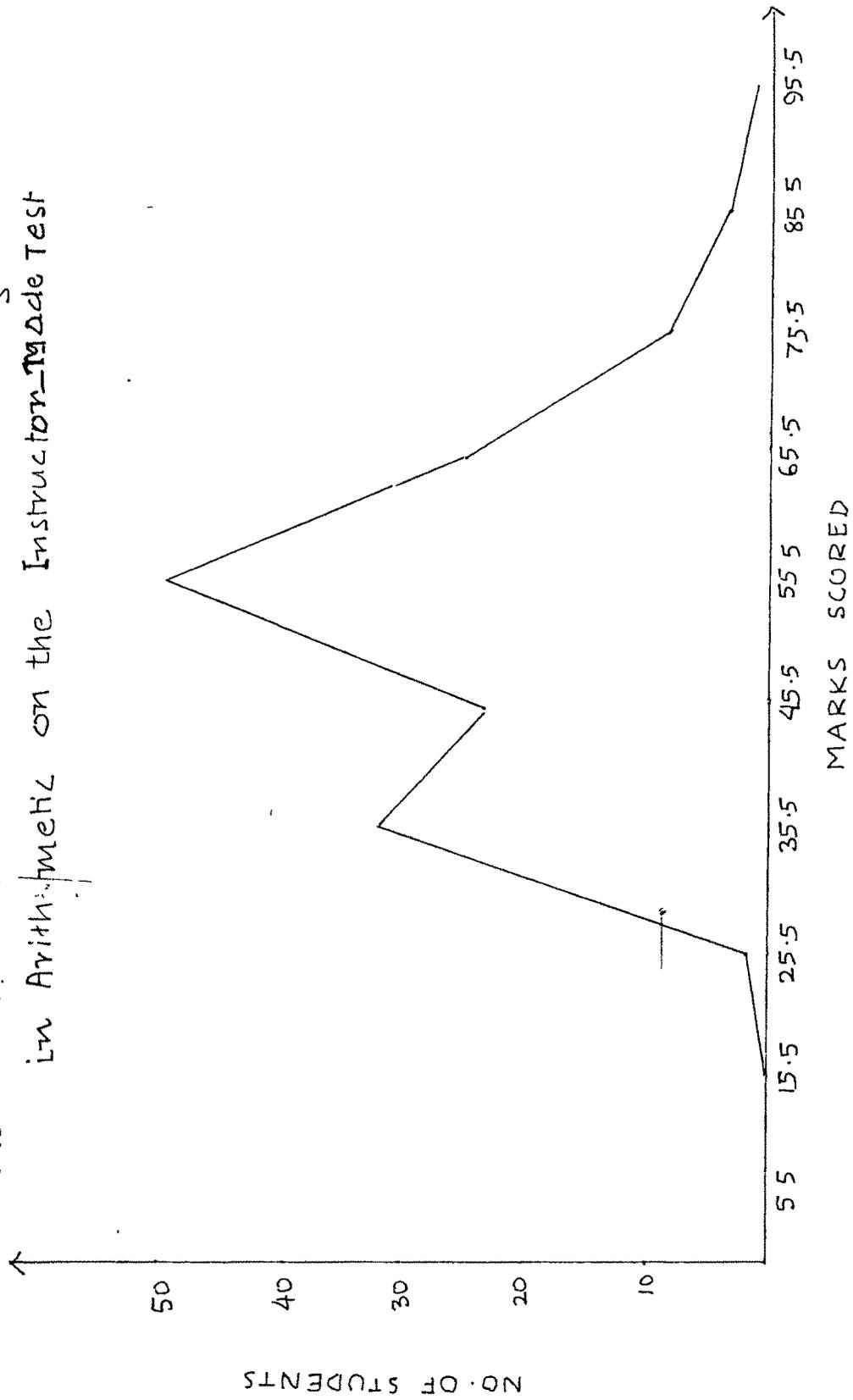
7.13 Performance of Learners of Continuing Education in Language on the Instructor-made Test.



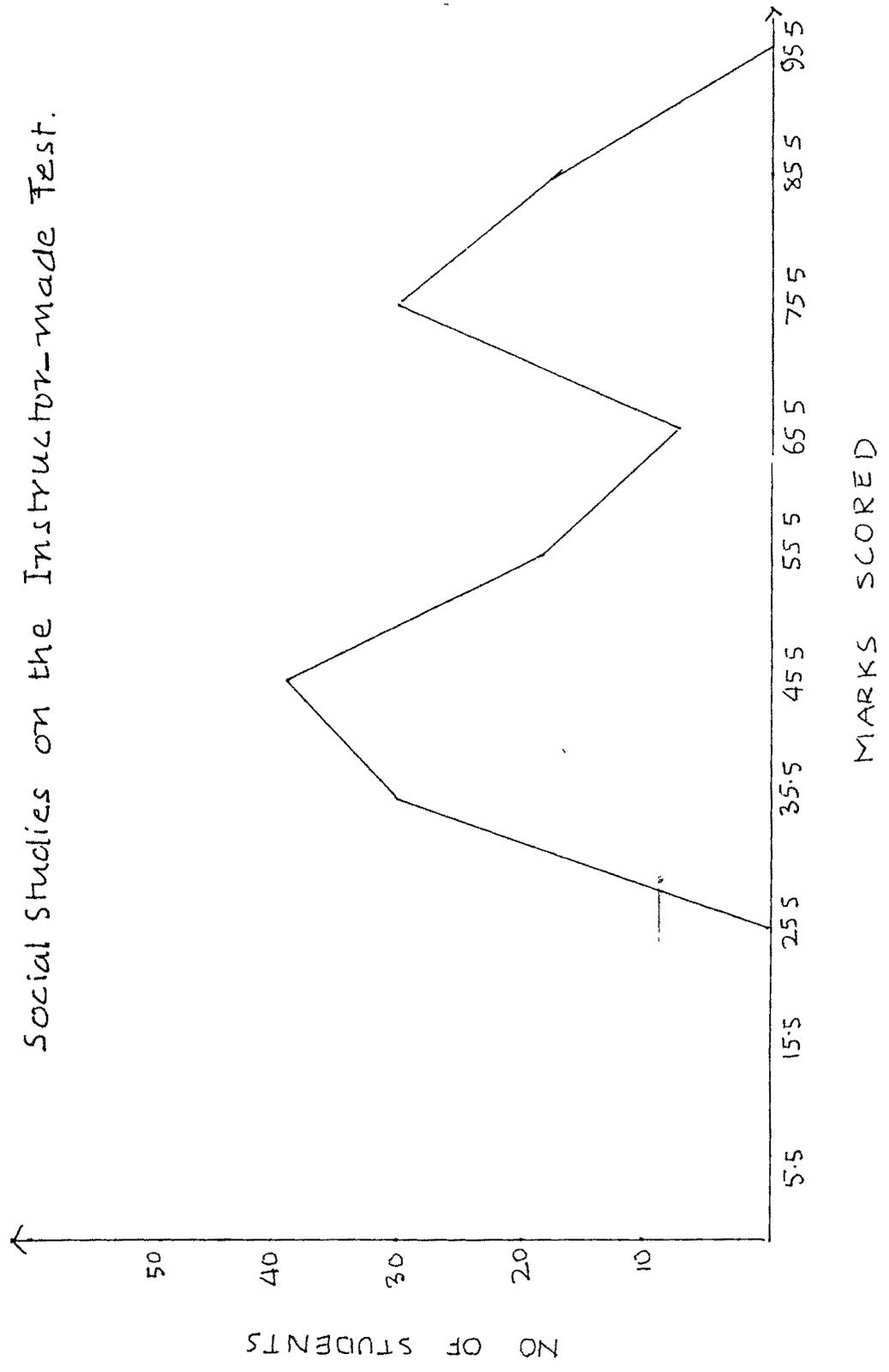
7.14 Performance of Learners of Continuing Education in Science on the Instructor-made Test.



7.15 Performance of Learners of Continuing Education in Arithmetic on the Instructor-Made Test



7.16 Performance of Learners of Continuing Education in Social Studies on the Instructor-made Test.



50 per cent in various subjects in both the investigator-made and instructor-made tests, it can be inferred that the NFE programme has proved effective in terms of the performance of learners on achievement tests.

From the foregoing discussion, it can be seen that the learners of 1980-01 have performed well in terms of cognitive outcomes. Their achievement was found good in the achievement tests specially prepared by the investigator and also on the instructor-made tests at the end of the course term in various subjects. The very fact that they have performed well in these tests shows that they have understood the course content satisfactorily. As mentioned earlier, the course content consists of such elements of non-formal education which can make the lives of these learners productive. From this angle, we can confidently infer that the NFE programme has been effective in terms of the learners' performance on the investigator-made tests and also on the instructor-made tests.

7.3 Performance of Learners (1978-79)

As stated earlier, the investigator administered the achievement tests constructed by him to the learners of the 1978-79 batch of NFE with a view to finding out the extent of retention on their part in terms of curricular inputs.

The scores thus obtained in the various subjects were converted into percentages and frequency distributions were then formed. Distribution of learners according to marks obtained on investigator-made tests is shown in Table 7.8. Means and Standard Deviations (SD's) in various subjects were calculated and the same are shown in Table 7.8.

Table 7.8 : Distribution of Learners according to Marks obtained in Investigator-made Tests (1978-79)

Marks	Frequency			
	General Lessons	Arithmetic	Science	We and our Environment
(A) Part-time Education				
1 - 10	20	50	40	43
11 - 20	28	42	45	40
21 - 30	35	30	28	20
31 - 40	42	20	21	27
41 - 50	29	23	26	22
51 - 60	26	15	20	28
61 - 70	-	-	-	-
71 - 80	-	-	-	-
81 - 90	-	-	-	-
91 - 100	-	-	-	-
	N=180	N=180	N=180	N=180
	M=31.61	M=23.78	M=25.94	M=27.11
	SD=15.51	SD=16.39	SD=16.83	SD=17.86
(B) Continuing Education				
Marks	Frequency			
	Language	Arithmetic	Science	Social Studies
1 - 10	40	50	46	48
11 - 20	35	46	43	41
21 - 30	30	25	19	24
31 - 40	30	17	27	22
41 - 50	12	10	12	11
51 - 60	8	7	8	9
61 - 70	-	-	-	-
71 - 80	-	-	-	-
81 - 90	-	-	-	-
91 - 100	-	-	-	-
	N=155	N=155	N=155	N=155
	M=23.11	M=19.82	M=21.63	M=21.24
	SD=14.73	SD=14.28	SD=15.04	SD=15.07

An analysis of the mean scores (Table 7.8) pertaining to the performance of learners of part-time education of the 1978-79 batch of NFE shows that except in General Lessons, the mean is below 30 in all the other three subjects namely Science, Arithmetic, and We and our Environment. The mean in General Lessons is 31.61. This shows that the performance of learners is poor in all subjects. It can also be seen from the frequency distributions that none of the learners scored above 60. This reveals that retention on the part of learners is far from satisfactory.

Looking to the means pertaining to the performance of learners of continuing education of the 1978-79 batch of NFE, it can be seen that mean is less than 25 in all subjects. It can be seen from the frequency distributions of scores in various subjects that none of the learners scored above 60. This shows that the extent of retention is very poor on the part of learners of the continuing education scheme.

From the foregoing discussion, it is obvious that although the learners' performance was not satisfactory in terms of cognitive outcomes, they might have fared well in terms of those elements other than cognitive outcomes. Thus there can be a feed-back for the planners and administrators that they have also to concentrate their attention on aspects other than cognitive outcomes while designing a programme of non-formal education.

7.4 Learners' Perceptions about the NFE Programme

As stated earlier in this chapter, effectiveness of the NFE programme can also be judged by the extent of benefit that students acquired from this programme. Learners were asked to give their opinions as to how they were benefitted from this programme.

7.4.1 Learners' Perceptions about the NFE Programme (1980-81)

Table 7.9 presents the opinions of pupils indicating the way they were benefitted from this type of education. From the part-time education scheme, most of the learners (65 per cent) indicated that they can help parents in their occupations. A sizable number of them (41 per cent) opined that they can read news papers and improve their practical knowledge. Some of them (36.8 per cent) mentioned that they can be instrumental in increasing the family income. Some of them (35 per cent) felt that they can improve knowledge in their present occupations. Very few of them, (10 per cent) admitted that they can get suitable jobs.

Views of learners of the continuing education scheme are also presented in the same table. Majority of the learners (59.2 per cent) held the view that they can read news papers and improve their practical knowledge. Many of them (54.9 per cent) felt that they can help parents in their occupations. Some of them felt that they can be instrumental in increasing

their family income. Some of them indicated that they can improve their occupational know-how. Very few of them (4.9 per cent) admitted that they can get suitable jobs based on the educational experience undergone.

Table 7.2 : Opinions of Learners of the 1980-81 Batch of NFE Regarding the Benefits they acquired from this System of Education

	Part-time Education		Continuing Education	
	Number	%	Number	%
Benefits acquired :				
1. Pupils can be instrumental in increasing their family income	60	36.8	57	40.1
2. Pupils can help parents in their occupations	106	65.0	79	54.9
3. Pupils can improve their own occupational know-how	49	35.0	43	30.3
4. They can read news paper and improve their practical knowledge	67	41.1	84	59.2
5. They can get suitable jobs	18	10.0	7	4.9

An analysis of the perceptions of learners (1980-81) shows that the NFE programme is quite effective in view of the benefits acquired by them. The fore-going discussion of the learners' perceptions about the NFE programme indicates the utilitarian aspects of the programme.

7.4.2 Learners' Perceptions about the NFE Programme
(1977-78 and 1978-79)

Table 7.10 reveals details about the perceptions of learners of the 1977-78 and 1978-79 batches of NFE regarding the benefits they acquired from this system of education. Most of the learners of part-time education (1977-78) indicated that they learnt reading letters and doing daily accounts in a better way. (75.5 per cent and 73.5 per cent respectively). Most of them (80 per cent) mentioned that they learnt matters pertaining to maintenance of health. Majority of them indicated that they learnt reading price lists when they go to bazaar, mutual conversation and reading news papers. From the continuing education scheme, most of them (83.9 per cent) opined that they learnt matters pertaining to maintenance of health. As many as 77.4 per cent of them mentioned that they learnt mutual conversation. Most of them indicated that they learnt reading news paper, reading postal letters and reading price lists when they go to bazaar. (76.1, 71 and 65.8 per cent respectively). As many as 61.2 per cent of them mentioned that they learnt the maintenance of daily accounts in a good way. About 58 per cent of them indicated that they imbibed skills to pursue their present occupation in a better way.

The opinions of learners of the 1978-79 batch of NFE are presented in Table 7.10. It can be seen that most of the learners of part-time education indicated that they learnt

reading postal letters, doing daily accounts in a better way and reading price lists when they go to bazaar (77.8, 77.8 and 62.8 per cent respectively). Majority of them mentioned that they learnt different aspects pertaining to maintenance of health and pursuing their present occupation in a better way (57.8 and 55.6 per cent respectively). Some of them mentioned that they learnt mutual conversation and reading news paper (47.8 and 47.2 per cent respectively). From the continuing education scheme, most of the learners indicated that they learnt about looking after health, mutual conversation, reading pricelists in shops, and reading news paper (85.2, 83.9, 82.5 and 80.6). A sizable number of them mentioned that they learnt reading postal letters, doing daily accounts and pursuing the present occupation in a better way (77.4, 64.5 and 61.3 respectively).

The foregoing discussion indicates that according to the learners they have benefitted a lot in terms of the various components of non-formal education. They consider that they can make use of many things that they learnt during their course-term in their daily life. Thus it can be inferred that the NFE programme has proved effective as the learners have in general perceived the benefits they got from the programme quite positively.

From the foregoing discussion, it is obvious that NFE learners have been very much benefitted from this type of education. As stated earlier in Chapter I, the main aim of

this programme is to improve the quality of life of these children, who remained neglected so far, and to make their life productive. Majority of learners of all NFE batches have mentioned that they can be instrumental in increasing the family income, they can not only improve their own occupational know-how but can also help parents in occupations, they can read postal letters and daily news papers quite well. The afore-said perceptions of learners are the proof of the fact that the objectives of non-formal education stated above are fully achieved. From this point of view, we can confidently infer that the NFE programme is quite effective in terms of the learners' own perceptions about the benefits that they acquired from this programme.

7.5 Re-entry into the Formal System of Education

There is a provision for the learners of the continuing education scheme to come to the formal system of education after they complete their ten months course of NFE. Instructors test the learners at the end of the course and based on their performance, instructors can recommend cases to the regular primary schools for admission. Instructors are given liberty to take internal assessment and also the performance of the learners at the final examination. Certificates given by the instructors are honoured by the Department of Education and learners are admitted to the grades recommended by the NFE instructors.

Learners of the 1980-81 batch of NFE under the Continuing Education Scheme were asked whether they would join the formal system of education after their course was over. Only 22.7 per cent of them gave a positive reply.

When learners of the 1978-79 batch of NFE were interviewed, only 10 (6.4 per cent) of them admitted that they have joined the regular primary schools after completing the course. They were further asked as to who encouraged them to join the regular primary schools. 8 (5.1 per cent) of them mentioned that the NFE instructor was responsible for this and 2 (0.1 per cent) opined that the regular primary school teacher helped them in this venture (as revealed from Table 7.11). Learners were further questioned whether they had any difficulty in the beginning when they joined. 50 per cent of them seemed to have a few adjustment problems, which they got over after some time. Among these 10 pupils who had joined, 6 had joined VI Standard and 4 had joined V standard.

Table 7.11 : Motivation for Students of Continuing Education pertaining to 1978-79 Batch of NFE to join Regular Primary Schools.

	Number	Percentage
Persons who encouraged the learners to join the regular primary schools:		
i) NFE teacher	8	5.1
ii) Teacher of the regular primary school	2	0.1
iii) Family people gave encouragement	-	-
iv) Friends encouraged	-	-

From the fore-going discussion, it is obvious that very few learners from the 1978-79 batch of NFE joined the formal system of education. As stated earlier in chapter I, one of the main objectives of the NFE programme is to enable the willing children to get entry into formal schools at multiple points. From this angle, the situation is not encouraging since very few of the learners of continuing education re-entered the regular channel of education. This gives a clue to the planners of the programme to probe deep into this crucial and important aspect of the NFE programme. However, it can be inferred that in terms of the realisation of objectives, there is no difference between the two schemes of non-formal education namely, part-time education and continuing education, particularly in view of the fact that very few learners of continuing education reenter the formal system of education.

7.6 Overall Observations

An analysis of the various findings in this chapter leads us to the following conclusions:

1. Distribution of learners (1980-81) according to marks obtained on investigator-made tests reveals that about 90 per cent of the learners who belong to the part-time education scheme scored above 38 per cent marks in all subjects. Sixty per cent of learners scored above 60 per cent of marks invariably in all subjects. Mean scores were found to be more than 60 in all subjects.

2. Distribution of learners (1980-81) according to marks obtained on instructor-made tests in various subjects reveals that about 90 per cent of the learners who belong to the part-time education scheme scored above 38 per cent marks in all subjects. It was found that 60 per cent of learners scored above 54 per cent in all subjects. Forty per cent of learners scored above 60 per cent in General Lessons, Arithmetic and Science whereas an equal number of them scored above 71 per cent in the subject, We and our environment. Looking to the mean scores, it was noticed that the mean was above 57 per cent in all subjects.
3. In the case of continuing education scheme, 90 per cent of the learners scored above 30 per cent marks in all the subjects on the investigator-made tests. Sixty per cent of learners scored above 50 per cent in Language, Arithmetic and Social Studies whereas an equal number of them scored above 40 per cent marks in Science. Thirty per cent of the learners scored above 66 per cent marks in Language, Arithmetic and Social Studies whereas an equal number of them scored above 49 per cent in Science. Looking to the mean scores in various subjects, it was noticed that the means in Language, Arithmetic and Social Studies were more than 54 whereas the mean was 46.4 in the case of Science.

4. Regarding the performance of learners of the continuing education scheme on the instructor-made tests, about 10 per cent of learners scored less than 35 per cent marks in all the subjects. Seventy per cent of the learners scored above 40 per cent marks in all subjects. Ten per cent of learners scored above 60 per cent marks in Language, Arithmetic and Science whereas an equal number of them scored above 80 per cent in Social Studies. Looking to the means in various subjects, it was found that except in Science, the mean was above 53 in all the other subjects, whereas it was 46.98 in Science.
5. An analysis of the performance of learners on the investigator-made tests as well as instructor-made tests shows that a majority of learners have scored above 50 per cent marks in all subjects in both the tests. This shows that the NFE programme is quite effective in terms of the performance of learners on the specially prepared achievement tests by the investigator and also on the instructor-made tests. The very fact that learners have performed well on the investigator-made tests and also on the instructor-made tests shows that they have understood the course content well. We can, therefore, infer that the learners' performance is good in terms of the cognitive outcomes.

6. Regarding the performance of learners of the 1978-79 batch of NFE, it was found that the mean scores pertaining to the performance of learners of part-time education in Science, Arithmetic and We and our Environment were below 30 whereas ^{it} was 31.61 in the case of General Lessons. It was found that none of the learners scored above 60 in the prescribed subjects.
7. In the case of continuing education, it was found that the mean score was below 25 in-variably in all subjects. It was also found that none of the learners scored more than 60 in the prescribed subjects.
8. Although the learners of 1978-79 batch of NFE did not perform satisfactorily on the achievement tests, they might have fared well in terms of those elements other than cognitive outcomes. Thus there can be a feed back for the planners and administrators that they have also to concentrate their attention on aspects other than cognitive outcomes while designing a programme of non-formal education.
9. Majority of learners of all NFE batches mentioned that they can be instrumental in increasing their family income, they cannot only improve their own occupational know-how but can also help parents in their occupations, they can read postal letters and daily news papers quite well. This shows that the NFE programme has proved

effective in terms of the learners' own perceptions. We can confidently infer that the NFE programme has been successful in improving the quality of life of children who underwent this programme and also to make their life productive.

10. Only 22.7 per cent of the learners (1980-81) admitted that they intended to join the formal system of education.
11. Only 6.4 per cent of the learners (1978-79) indicated that they joined the formal system of education. Among them, 6 had joined Standard VI and 4 had joined Standard V. Thus it is obvious that very few students reenter the regular channel of education, namely, the formal system.

This gives a clue to the planners and administrators to probe into the reasons as to why the learners of NFE have not joined the formal system of education. However, it can be inferred that in terms of the realisation of objectives of the NFE programme, there is no difference between the two schemes of non-formal education, namely, part-time education and continuing education particularly in view of the fact that very few learners of continuing education reenter the formal system of education.