

## CHAPTER VIII

### SUMMARY, CONCLUSIONS AND SUGGESTIONS

Educationists, planners and administrators in our country have been viewing with concern the fact that the goal of free and compulsory education has eluded the country despite concerted efforts in the last 40 years. The constitutional directive contained in Article 45 must have been achieved by 1960. The target date was first revised to 1970, then to 1976 and again to 1980 and 1990. The policy frame in the sixth five year plan lays down that the main objective of educational development will be to ensure essential minimum education to all children up to the age of 14 within the next 5 years.

As per a recent assessment, 82.5 per cent of children in the 6-11 age-group were enrolled in elementary schools, but 63.1 per cent of them dropped out. In the middle stage, 36.3 per cent of children in the 11-14 age-group were enrolled but 77 per cent of them dropped out. This shows that out of the children enrolled in class I, only 36 per cent of them reach class VIII and as many as 77 per cent of them drop-out at different stages of education. This alarming drop-out rate at the elementary level has hit the country's exchequer and is also a big hindrance in the educational development of children at that stage.

While attempting the gigantic task of Universalisation of Elementary Education we have to consider two types of children (i) those children who did not go to school at all or the non-starters, (ii) those who went to school for some time but subsequently left or the drop-outs. In order to cater to the needs of those two categories of children, the Ministry of Education and Social Welfare, Government of India envisaged in the year 1975, non-formal ways of education. The ministry formulated (a) part-time education for non-starters and (b) continuing education for the drop-outs.

The Government of Karnataka implemented non-formal education in the state under part-time and continuing education schemes in 1977. The Department of State Educational Research and Training, Bangalore was entrusted with the responsibility of organising and implementing this programme in the state. When investigator took up the study, the programme was going on in four districts of Karnataka namely Belgaum, Kolar, Gulbarga and Hassan. The present study is an attempt to study the various dimensions related to the programme of non-formal education in Hassan district of Karnataka State.

### 8.1 Rationale for the Present Study :

The programme of NFE for children launched by the Karnataka Government started as early as 1977, but so far no systematic effort has been made to evaluate this programme.

Even the D.S.E.R.T., Bangalore which has been operating this NFE programme has not made proper efforts to evaluate the same, although a few stray reports are available here and there. This being a programme for the disadvantaged sections of the society and rural children in particular, there is a need to find out whether this is really beneficial to the clientele it caters to. In fact, the main aim of this programme is to cater to a large number of working children at a comparatively less cost and as such, the advantages which the beneficiaries get from this programme have to be studied in greater detail. There are certain important dimensions in the above programme which need intensive study. The motivational aspects in respect of children attending this programme, educational activities in the NFE centres, curriculum, teaching-learning processes, effectiveness of the NFE programme are the different dimensions of the above programme. There is a great need to probe into each of the above dimensions and accordingly, the investigator has taken care of all these dimensions in his research study.

Keeping in view, the various dimensions of the NFE programme, the title of the research study was formulated as "A Study of the Programme of Non-formal Education in Hassan District of Karnataka State".

### 8.2 Objectives of the Study :

The following objectives have been framed for the study:

1. To study the organisation and functioning of NFE centres.
2. To review the curricular materials used at the NFE centres.
3. To study the teaching-learning processes adopted at the NFE centres.
4. To assess the effectiveness of the NFE programme in terms of learners' achievement and perceptions.

### 8.3 Plan and Procedure :

#### 8.3.1 Techniques

The study involved two major techniques namely (1) Field Survey and (2) Achievement Testing. Field Survey was predominantly adopted to cover such aspects as organisation and functioning of the NFE centres, teaching-learning processes at the centres and the problems and prospects as perceived by the participants of the programme namely the instructors and the learners. Based on the text-books prescribed for the learners, achievement tests were prepared by the investigator in all the curricular subjects both for Part-time and Continuing Education Schemes.

#### 8.3.2 Sample

The population included different categories of people from all the three batches of non-formal education during the three years 1977-78, 1978-79 and 1980-81. During 1980-81,

there were 24 part-time education centres and 25 continuing education centres. From each of these categories, 8 centres were drawn randomly. The sample consisted of instructors, supervisors and learners. The learners who dropped out during the course of NFE were also included. During 1978-79, there were 40 centres under part-time education scheme and 48 centres under continuing education scheme. Learners of both the schemes were included. Here also, as earlier, 8 centres were sampled from each of these categories. Similarly, during 1977-78, there were 42 part-time education centres and 45 continuing education centres. A sample of 8 centres were drawn here also under each category. Learners of both part-time education and continuing education were included.

### 6.3.3 Instrumentation

The investigator prepared the following tools for collecting data, keeping in view the objectives of the study:

- 1) Questionnaire for instructors of the programme
- 2) Questionnaire for supervisors of the programme.
- 3) Interview schedule for learners of the 1980-81 batch of non-formal education programme.
- 4) Interview schedule for drop-outs of the 1980-81 batch of non-formal education programme.
- 5) Interview schedule for learners of the 1978-79 and 1977-78 batches of non-formal education programme.

Achievement tests were developed by the investigator in all the curricular subjects and the content validity of these tests was established with the help of the officers of the Department of State Educational Research and Training, Bangalore, experienced teachers and head masters of reputed schools. Afterwards, the tests were administered to the students of both part-time and continuing education schemes for the learner of 1980-81 and 1976-79.

#### 8.3.4 Data Collection and Procedure of Data Analysis

The questionnaires prepared for instructors and supervisors of the NFE programme were administered to them and the needed data was collected. The learners and drop-outs were interviewed and the data was collected at the different NFE Centres. In addition, the researcher did participant observation in order to cross-validate certain aspects of data. The data thus collected was analysed. The technique of percentage analysis was mainly used. The achievement tests specially prepared by the investigator in various content areas were administered to the learners of 1980-81. Distribution of learners according to marks obtained by them on the investigator-made tests was prepared. The NFE instructors also conducted tests at the end of the programme. Marks in respect of these tests were also collected by the investigator. Distribution of learners according to marks obtained by them on the instructor-made tests was also prepared. Subject-wise

percentiles, means and standard deviations (SD) were calculated for both the distributions stated above. The achievement tests prepared by the investigator were also administered to the learners of 1978-79 with a view to find out the extent of retention of knowledge acquired by learners during the NFE programme.

#### 8.4 Major Findings

The study has four dimensions namely organisation and functioning of the NFE centres, review of curricular materials used at the NFE centres, teaching-learning processes adopted at the NFE centres and effectiveness of the NFE programme. Attempt is made here to present the major findings in respect of each of the above dimensions.

##### 8.4.1 Organisation and Functioning of NFE Centres

1. Most of the NFE instructors resided in the same villages or places where these centres were located. Thus they could motivate the learners to join the NFE centres.
2. Most of the NFE centres were located in the primary/middle school building and the facilities available in these government-managed primary schools were available for the NFE centres.
3. Most of the learners indicated that the NFE centre was easily accessible to them.

4. Majority of the instructors mentioned that the equipment available at the NFE centres was inadequate. Majority of the supervisors endorsed this opinion and they suggested that the help of the local village leaders could be taken to meet the inadequacy of equipment.
5. Most of the learners at the NFE centres reported that the seating accommodation in the NFE centres was inadequate.
6. Most of the NFE centres worked during nights since most of the children enrolled in the NFE centres were working children, this arrangement of timings perfectly suited them.
7. Most of the supervisors mentioned that the time-schedule currently followed had flexibility according to local needs. Some of the working children returned home late in the evening and afterwards they had to come to the NFE centres. Flexibility in the timings helped such children to a considerable extent.
8. Most of the learners from all the three batches of NFE opined that the time allotted for instruction was adequate. They appeared to be satisfied with the period of time spent for daily instruction.
9. Most of the learners from all the three batches of NFE reported that they came to know about the establishment of the NFE centre in the village from the NFE instructor. Thus the NFE instructor seemed to be the main source of information for the learners about the NFE programme.

10. It was found that the strength at the NFE centres increased over the years. Probably this was the reason that the NFE programme was continued in Karnataka by the concerned authorities even beyond 1980-81.
11. The number of SC learners and girls considerably increased over the years.
12. It was found that among all the methods of enrolment that the instructors adopted, door to door contact yielded maximum results. Most of the instructors opined that house to house survey was the best method of enrolment.
13. Most of the instructors reported that learners attending the classes at the NFE centres regularly were in the range 22-30 and the average daily attendance was also in the same range.
14. Both instructors and supervisors made efforts to increase regularity in attendance. In most of the cases they met the parents and convinced them. Help of the village leaders was also sought in this regard.
15. The incidence of drop-outs was found to be more in the case of those centres with predomination of SC learners or girls. This shows that among the SC learners and girls, drop-out cases were more.
16. Most of the drop-outs indicated that they left the NFE centres because of economic reasons. A few more reasons such as tight-schedule of house-hold work, (particularly

- in case of girls) difficulty in understanding the lessons taught at the NFE centres, were also mentioned.
17. NFE instructors made efforts to motivate the drop-outs to rejoin the centres by meeting, their parents and convincing them.
  18. Very few drop-outs expressed their willingness to rejoin the NFE centres and some drop-outs particularly from the SC population, pleaded for additional financial incentives, if they have to rejoin the NFE centres.
  19. Supervision of NFE centres appeared to be the weakest link in the NFE programme. In the case of most of the centres, the supervisors visited only once or twice during the term of the NFE programme.
  20. Most of the supervisors involved the developmental departments in the activities of the NFE centres. This helped the NFE instructors to strengthen their academic programme.
  21. All NFE instructors vehemently raised their voice against the meagre remuneration paid to them and demanded for enhancement of the same.
  22. Both instructors and supervisors expressed dissatisfaction about the meagre amount of contingency sanctioned for the NFE centres. They demanded for a higher rate of contingency.

**B.4.2 Curricular Materials used in the Non-formal Education Centres**

1. Most of the instructors reported that the prescribed curriculum for the NFE programme is flexible. It was found that the courses of study were modified from time to time and new dimensions were added periodically. The instructors further reported that the courses of study are suitable for the age-group of pupils and are socially relevant.
2. Some of the supervisors pointed out that the prescribed syllabus is not helpful in the present occupations of the learners, rural problems are not reflected and science lessons are not based on rural environment.
3. A review of the curricular material indicates that there is correlation between the various branches of Mathematics namely Arithmetic, Algebra and Geometry. Examples have been chosen to correlate these three branches of Mathematics, wherever possible.
4. It was found that integration among the various branches of science was inadequate. It is desirable to make an attempt to help the learners to acquire problem solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life.

5. At the elementary stage, it is desirable to correlate various branches of Science and to put them under one head. The textbook writer could keep this point in view.
6. In the case of Social Studies, it is desirable to include a few more aspects of current trends both in History and Civics.

#### B.4.3 Teaching-Learning Processes adopted in the NFE Centres

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 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. 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.
6. 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.
7. 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.
8. Some instructors used radio at the NFE centres for strengthening the academic programme.

9. Most of the instructors indicated that they organised sports and games 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, as reported by most of the instructors.
10. 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.
11. Most of the instructors mentioned that they gave home work 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.
12. 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 home work was difficult or too much work was given by the instructors.
13. 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.

14. 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.

#### 8.4.4 Effectiveness of the NFE Programme

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 of 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 marks 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 found 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 65 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 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 50 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 and instructor-made tests shows that a majority of learners have scored above 50 per cent marks in all subjects on both the tests. This shows that

the NFE programme is quite effective in terms of performance of learners on the specially prepared achievement tests by the investigator and the instructor-made tests. This further reveals that learners 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, '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 faired well in terms of those elements other than cognitive outcomes. Thus there can be a feed back to 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 can not 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. It can, therefore, be inferred that the NFE programme has been successful in improving the quality of life of children who underwent this programme and also in making 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 main stream of education, namely, formal system of education. This gives a clue to the planners and administrators related to this programme 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.

## 8.5 Suggestions for Further Researches :

Investigation about the different objectives of the present study suggests the need for conducting researches in non-formal education for children of the age-group, 9-14. As stated earlier in Chapter II, since the concept of NFE entered the Indian scene only in 1970's, very few researches have been done in this area. Although there are many research studies in the field of adult education, very few researches have been tried in the area of non-formal education for the age-group 9-14. Keeping these points in view, it is suggested to initiate efforts in the following areas of research:

### 8.5.1 Identification of factors to determine the motivation of learners, their retention and regularity in the non-formal education centres

Attempt could be made to identify factors which motivate the learners to join the NFE centres. Factors of motivation related to the utilitarian aspects of the programme and persons responsible for motivating children to attend the NFE centres could be identified. Retention and regularity of children in the non-formal education centres could be tried through several ways such as attractive methods of teaching, educative entertainment, and providing snacks and light refreshment to children. In fact, reasons for irregular attendance may vary depending upon the nature of the clientele and the local needs. Such reasons could be identified and suitable remedial measures could be taken to ensure regular attendance of children at the NFE centres.

### **8.5.2 Development of suitable teaching-learning materials depending upon the local needs.**

It was stated earlier in Chapter VI that NFE instructors mostly depend upon the text-books prescribed by the D.S.E.R.T., Bangalore since most of them are only S.S.L.C.'s. (Metric). In order to strengthen their hands in the academic programme, it is very necessary that suitable teaching-learning materials are developed so that NFE learners could ultimately benefit. It is suggested that materials could be developed with the help of experienced NFE instructors and the same could be tried in the centres. For example, a control group and an experimental group could be identified at a NFE centre and the teaching-learning material developed by a group of NFE instructors, as a cumulative effort, could be tried and later the same could be modified depending upon the results of experimental research attempted.

### **8.5.3 Evolving suitable teaching-learning strategies in the NFE Centres.**

In view of the uniqueness of the teaching-learning process at the NFE centres, it is very necessary that an attempt should be made to develop suitable teaching-learning strategies at the NFE centres. A control group and an experimental group could be identified at a NFE centre and new teaching strategies could be tried. In addition to the usual methods such as inductive-deductive and analytic-synthetic,

discovery and problem-solving approaches could be tried.

In fact, NFE instructors could try the efficacy of the environmental approach and adopt the same in a modified way depending upon the local needs.

#### 8.5.4 Development of Strategies and techniques of evaluation in the NFE centres.

Evaluation at a NFE centre has two goals to cater to. It helps pupils to grow academically on the one hand and it gives a feed back to the NFE instructors. Evaluation in non-formal education is more a guidance function than a testing function. Keeping, the above factors in mind, NFE instructors should be given a free hand to try modern evaluative techniques. A synthesis of both formative and summative techniques of evaluation could be tried. NFE instructors could make an attempt to develop suitable evaluative techniques in respect of both scholastic and non-scholastic areas pertaining to the system of non-formal education.

#### 8.5.5 Conducting experimental studies to study the effectiveness of the NFE programme.

It was stated earlier in Chapter II that unique experiments such as the ungraded school system in Karnataka and the Madhya Pradesh model of ungraded school system have been tried in our country. It is suggested that experimental studies pertaining to such unique researches be tried in the other parts of our country also.

## **8.6 Suggestions for Better Implementation of the Programme :**

### **8.6.1 Appointment of Instructors with Higher Qualifications**

Trial could be made to get instructors with higher qualifications. It was found that most of the present instructors were only S.S.L.C.'s. Since the nature of clientele demands a wide variety by knowledge both about the content areas and the current worldly affairs, instructors with higher qualifications can definitely do a better job in teaching the learners of this programme.

### **8.6.2 Instructors' Training Programme**

The present training programme for instructors is too inadequate. It is only of three days duration. This should be extended and the same could be of atleast ten days duration. During week ends also, periodically they could be called to the district head quarters and orientation programme could be arranged. Another important factor is that the training programme should be arranged before the course starts. It would be good if a teachers' guide is supplied to an instructors.

### **8.6.3 Supply of Instructional Materials**

At many centres, the instructional materials do not reach the centres in-time. In some cases adequate number of copies are not supplied. This aspect should be properly taken

care of by the A.E.O's at the taluka level. In addition to the instructional materials prepared by the D.S.E.R.T., Bangalore, some supplementary materials also could be supplied to the NFE centres in order to strengthen the academic programme. It is also necessary that the developmental departments are involved more and more in the activities of the centres so that the pamphlets and leaflets prepared by them could also be a source of additional knowledge for the NFE instructors.

#### 8.6.4 Teaching-learning Strategies at the NFE Centres

To arouse and sustain the interests of learners at the NFE learners, a variety of methods of teaching should be tried. Group discussions, panel discussions, role plays, and field trips should be arranged more frequently. Resource persons from different institutions could be invited from time to time, so that their expertise could be made use of. Teachers should also be exposed to modern techniques of evaluation so that they get a proper feedback to the teaching-learning processes they adopt at the NFE Centres.

#### 8.6.5 Supervision of NFE Centres

It was found that the frequency of supervision was inadequate. Unless the frequency of supervision is increased, the instructors may not be in a position to do a good job.

The supervisors are either the A.E.Os or the inspectors of schools. They are normally busy in their routine work in their department. Since the non-formal education centres mostly work after 6 p.m., these supervisors find it difficult to go to the centres for supervisory work. Moreover, they do not have a vehicle also in order to enable them to go to the centres in the nights. It is better that some conveyance is provided to them so that they can go for supervisory work more frequently.

#### 8.6.6 Co-ordination between the Various Agencies

D.S.E.R.T., Bangalore is the pioneering agency for conducting this programme in the Karnataka state. The programme is operated with the co-operation of the D.D.P.T. of the concerned district, who is practically the administrative head at the district level. The A.E.O.'s and the inspectors of schools at the taluka level take care of the NFE centres pertaining to the concerned talukas. It was found that there is lack of co-ordination many a time among these three agencies. Therefore, systematic planning, effective co-ordination and proper implementation are necessary for the success of the NFE programme.