

CHAPTER IIIPLAN AND PROCEDURE

The four objectives of the present investigation which were mentioned earlier essentially represent the four different dimensions of the study. (The investigation mainly involved an intensive empirical field survey. Through field survey, the investigator attempted to collect data from various sources related to organisation and functioning of NFE centres, teaching-learning processes adopted at the NFE centres and also the effectiveness with which the NFE centres could achieve the original programme objectives. Details regarding the specific techniques adopted, the sample for the field survey, various tools used for collection of data and procedure of data analysis are specified in what follows.)

3.1 Techniques :

The study involved the use of two major techniques namely field survey and achievement testing. The field survey covered such aspects of the investigation as the study of organisation and functioning of the NFE centres, the teaching-learning processes adopted therein and the problems and prospects as perceived by the participants of the programme, namely, the instructors, supervisors and the learners. Achievement testing was adopted for assessing the learning outcomes on the part of the learners who had undergone instruction at the NFE centres;

achievement scores were taken to constitute one of the factors indicating the effectiveness of the programme. Further details regarding those aspects such as sample, instruments used, procedures of data collection and data analysis are given below.

3.2 Sample :

The study was conducted in Hassen district of Karnataka state. The district consists of eight talukas. The sample for the study was selected in such a way as to represent all the eight talukas of the district. The population included different categories of learners from all the three batches of NFE during the years 1977-78, 1978-79 and 1980-81. Tables 3.1 and 3.2 make the picture clear about the sample drawn.

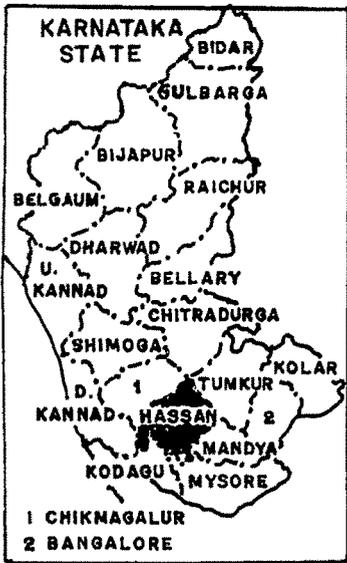
During 1980-81, there were 24 part-time education centres spread over all the 8 talukas of the district. Of these, 8 centres of part-time education and 8 centres of continuing education were chosen for the study. All learners in these 16 centres were included in the sample. From among the drop-outs, 52 out of 59 in part-time education centres and 28 out of 35 in continuing education centres were included. Drop-outs who had migrated from the villages could not be included in the sample. An attempt was also made to include a sample of old learners belonging to the 1978-79 and 1977-78 batches of NFE. Their opinions were also elicited so that a total picture of NFE could emerge. Even for the 1978-79 batch of NFE, the sample consisted of 8 centres from part-time education and 8 centres from continuing education; two

Table 3.1 : Sample of Learners

	N. F. E. Centres		Learners					
	Total	Sample	Regular			Drop-out		
			Total	Sample	%	Total	Sample	%
1980-81								
a. Part-time Education Centres.	24	8	163	163	100	59	52	91
b. Continuing Education Centres.	25	8	142	142	100	35	28	80
1978-79								
a. Part-time Education Centres	48	8	209	180	85	-	-	-
b. Continuing Education Centres	48	8	195	155	80	-	-	-
1977-78								
a. Part-time Education Centres	42	8	199	170	80	-	-	-
b. Continuing Education Centres	45	8	215	150	75	-	-	-

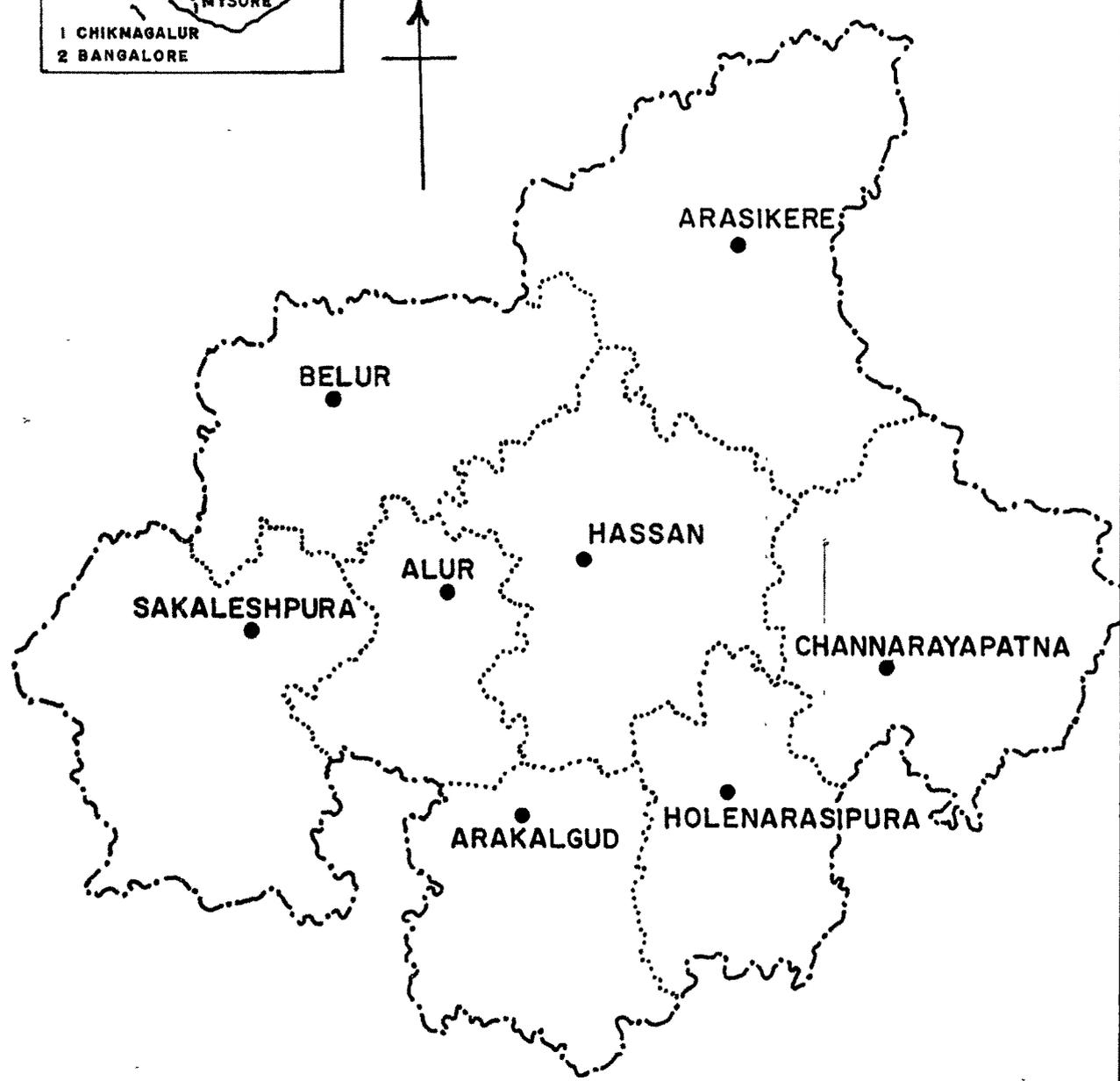
Table 3.2 : Sample of Instructors and Supervisors (1980-81 Batch)

	Instructors			Supervisors		
	Total No.	Sample	%	Total No.	Sample	%
	49	49	100	16	14	87



DISTRICT - HASSAN

- - - District Boundary
- Taluka Boundary
- Taluka Head Quarters



centres, one part-time education centre and one continuing education centre were randomly selected from each taluka. 85 per cent of the learners from part-time education centres and 80 per cent of the learners from continuing education centres constituted the sample. It was not possible to interview the remaining students since some of them had migrated to other villages due to reasons like marriage, search for jobs, etc.

During 1977-78, the Karnataka Government proposed a target of 100 non-formal education centres in Hassan district but because of the closure of certain centres during this period, only 87 centres were active. There were 42 part-time education centres and 45 centres of continuing education. For the 1977-78 batch of NFE also, the sample consisted of 8 centres from part-time education and 8 centres of continuing education; two centres, one part-time education centre and one continuing education centre were randomly selected from each taluka. 80 per cent of the learners from part-time education centres and 75 per cent of the learners from continuing education centres constituted the sample.

3.3 Instrumentation :

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

- i) Questionnaire for instructors.
- ii) Questionnaire for supervisors.

- iii) Interview schedule for learners of the 1980-81 batch of NFE.
- iv) Interview schedule for drop-outs of the 1980-81 batch of NFE.
- v) Interview schedule for learners of the 1976-79 and 1977-78 batches of NFE.

Items for different tools were prepared based on the information collected by the investigator during the preliminary visit. Discussions by the investigator with a few instructors and supervisors also formed the basis for preparing the final version of these questionnaires and interview schedules.

3.3.1 Nature and Content of the Tools :

(i) Questionnaire for Instructors of the Programme :

Questionnaire for instructors contained items to elicit information about their personal data, training programme, their role in the organisation of the centres, curriculum, methods, and media they are adopting, instructional materials they have prepared, evaluative techniques they follow, problems faced by them to run the centres and their suggestions for effective functioning of the centres.

(ii) Questionnaire for Supervisors :

This questionnaire attempted to record the personal data of the supervisors, their reactions about the establishment of the NFE centre, location and physical facilities, organisation

and functioning of the centre, enrolment and attendance, curriculum and learning materials, methods and media that the instructors follow, the difficulties faced by the instructors in adopting the various techniques of teaching, evaluation. Supervisors' opinions about the administrative problems, community involvement as well as involvement of the developmental departments in running the NFE centres on effective lines were also elicited.

(iii) Interview Schedule for Learners of the 1980-81
course of NFE Programme :

The interview schedule contained items to elicit responses of the learners about their personal data, motivation, time and duration of the centre, location and conveniences, learning difficulties that they have, teaching-learning aids, educational activities at the centre, teaching-learning techniques, evaluation. Attempt also has been made through this interview schedule to know the benefits that the teachers get from this type of NFE. Learners' opinion about their joining the formal system of education for continuing their education was also sought.

(iv) Interview Schedule for Drop-outs of the 1980-81
Course of NFE :

The interview schedule for drop-outs was meant to find out the socio-economic background of the drop-outs, their

reasons for dropping out of the centres, their willingness to rejoin the centres and suggestions for effective functioning of the centres.

(v) Interview Schedule for Learners of the 1978-79 and 1977-78 Courses of Non-formal Education Programme :

This interview schedule attempted to know the reactions of the learners of previous batches about the various aspects of NFE, as they perceived. It contained items pertaining to their personal data, motivational aspects, uses of this type of NFE for them, whether they tried to join the regular primary schools after their course was over, the difficulties faced by them at the beginning when they joined the regular primary schools etc.

In addition to the tools cited above, some unstructured interviews were also conducted with different officers both at Taluka level and district level about several aspects of NFE.

3.3.2 Achievement Tests :

Based on the textbooks prescribed for the learners, achievement tests were prepared by the investigator in all the curricular subjects and the content validity of these tests was ensured with the help of the officers of the DSERT, experienced teachers, and headmasters of reputed schools. Three persons in each of the above categories were chosen for this purpose. Modifications suggested by them were incorporated in the tests

and then the various tests were administered to the learners of NFE. The blue-prints of the question papers prepared by the investigator were also discussed in detail with the persons who scrutinised the achievement tests.

The achievement tests for part-time education were in (1) General Lessons (2) Science (3) Arithmetic and (4) We and our environment. The achievement tests for continuing education were in (1) Language (2) Physics (3) Biology (4) Arithmetic and (5) Social Sciences. The achievement tests thus prepared, were administered to the learners of both part-time and continuing education schemes belonging to 1980-81 and 1978-79 courses of NFE.

3.3.3 Participant Observation By the Investigator

The Investigator did team-teaching along with the NFE instructor at a few centres. He not only observed the lessons of the instructor but wherever possible, demonstrated the various teaching techniques. Post-lesson discussions were also held which benefitted the NFE learners, on the one hand, and the feedback was there for the investigator also. The researcher helped the NFE instructor at a few centres in preparing the test-items. (Both the researcher and the NFE instructor jointly prepared the test paper after discussing in detail the various types of test-items.) During participant observation, the investigator cross-validated some of the aspects of data given by the NFE instructor and learners through informal discussions.

This helped the researcher to have more clarity about the aspects such as organisation and functioning of the NFE centres, teaching-learning processes adopted at the NFE centres and the benefits that the learners acquired from this system of education.

3.4 Collection of Data :

The investigator stayed at various places in Hassan district during the period September 1979 to December 1980. The questionnaires for instructors were administered taluka-wise. All instructors were invited to the office of the Assistant Educational Officer of the concerned taluka and the questionnaires were administered. There was some informal discussion also about the various aspects of the NFE programme and AEO's, inspectors of schools as well as instructors participated in this discussion. This helped the investigator to cross-validate some of the aspects which the instructors had mentioned in the questionnaires filled by them. The questionnaires for supervisors were administered personally. Supervisors included the Deputy Director of Public Instruction at the district level, the AEO's and the inspectors of schools. The supervisors readily co-operated and there was no difficulty in collecting the data.

Learners of the 1980-81 batch of NFE were interviewed at the respective NFE centres. Responses about their personal data,

motivation, time and duration of the centre, location and physical facilities, learning difficulties they have, teaching-learning aids, educational activities at the centre were collected. Learners' opinions about their joining the regular primary schools were also sought. The benefits that they derived from this system of education were also elicited.

Drop-outs were interviewed centre-wise and their reactions were sought. Details about the socio-economic background of the drop-outs, their reasons for dropping out of the centres, their willingness to rejoin the centres and suggestions for effective functioning of the centres were also elicited by them.

Students of the 1978-79 and 1977-78 batches of non-formal education programme were interviewed centre-wise. Details about their personal data, motivational aspects, benefits acquired by them from this system of education were collected.

The achievement test constructed by the investigator was administered at the respective NFE Centres and the help of the instructors was sought in the conduct of tests. The achievement test was administered to the learners of 1980-81 and 1978-79 batches of NFE. The marks in respect of tests conducted by the NFE instructors were also collected since the investigator wanted to compare his assessment with the teachers' assessment.

3.5 Procedure of Data Analysis

The investigator mainly used the technique of percentage analysis while analysing the data. Regarding organisation and functioning of the NFE centres, relevant items from different questionnaires and interview schedules were pooled together aspect-wise and percentage analysis was adopted in each case. Items pertaining to teaching-learning process were culled out from the questionnaires administered for the instructors and supervisors. A few items from the learners' interview schedules were also taken. Percentages were calculated in respect of each of these items.

The marks obtained by learners of the 1980-81 on the investigator-made tests were tabulated. Percentiles, Means and SDs of marks scored by learners in different subjects were calculated. The same procedure was adopted for the marks obtained by learners on the instructor-made tests. Achievement test data pertaining to the learners of the 1978-79 batch of NFE was also analysed. Mean and SD of marks scored by learners in each of the prescribed subjects were calculated. Attempt was made to find out the extent of retention on the part of learners related to the content which they had learnt earlier. Details about the benefits that the learners acquired from this programme, as perceived by them, were also collected and percentage analysis was adopted here also. Details about multiple-entry cases pertaining to 1980-81 and 1978-79 batches of NFE were pooled and percentage analysis was carried out here also.