

CHAPTER IVORGANISATION AND FUNCTIONING OF NFE CENTRES

NFE centres are the pivot of the entire programme of non-formal education. Children's progress mainly depends upon the effective functioning of the NFE centres. The main participants at the NFE centres are the instructors, supervisors and the learners. Appointment of dynamic, challenging and enthusiastic teachers will go a long way in contributing to the success of the programme. The NFE instructors can ensure community participation and make the NFE centre a focal point for many community activities. In fact, the instructors can enlist the co-operation of the local educated youth in running the centres successfully. The supervisors should not only take the responsibility of starting NFE centres at places inhabited by disadvantaged sections of the society, they should also continuously supervise the centres by helping the NFE instructors in the capacity of friend, guide and philosopher. The learners are the cream of the NFE programme because they are the clientele who will ultimately benefit by this programme. The whole programme has been designed with a view to make the learners effective and good citizens. Thus we see that the human and physical resources available at the NFE centres cumulatively contribute to the success of the programme. For achieving this type of co-ordination, proper

organisation and functioning of NFE centres is very necessary.

An attempt is made in this chapter to present the various organisational aspects pertaining to the effective functioning of the NFE centres. Specifically data presentation and discussion in this chapter have been done under the following heads:

1. Establishment of the NFE centres.
2. Location of NFE centres and physical facilities.
3. Time Schedule and Duration.
4. Functioneries — Instructors and Supervisors.
5. Learners :-
  - (i) Background Information.
  - (ii) Motivational factors for joining the NFE centres.
  - (iii) Enrolment.
  - (iv) Attendance.
  - (v) Drop-out.
6. Supervision of NFE centres.
7. Financial aspects.

#### 4.1 Establishment of the NFE centres :

The D.D.P.I., Hassan district and the A.E.O.'s at various talukas of Hassan district were entrusted with the responsibility of selecting the places for establishing the NFE centres by the D.S.E.R.T., Bangalore. They were given a few guidelines for establishing the centres such as,

- (1) centres should be opened in backward areas where there is

low percentage of literacy, (2) Preference has to be given to the places inhabited by disadvantaged sections of the society. Keeping these broad guidelines in mind, the supervisors established the NFE centres in various talukas of Hassan district. They evolved a few criteria based on the local needs and situations.

Opinions of the supervisors regarding establishment of centres are detailed in table 4.1. All the supervisors held the view that they were involved in establishing the centres. It was found that the criteria for locating the NFE centres followed by the supervisors were extent of SC/ST population (64.3 per cent), interior village (50 per cent), presence of a large number of drop-outs (14.3 per cent); and only 7 per cent of the supervisors pointed out that non-availability of a primary school nearby was also one of the factors that they kept in mind.

Problems and difficulties encountered while establishing the centres are also given in table No.4.1. In all 57.1 per cent of the supervisors opined that they were confronted with difficulties while establishing the centres whereas 42.1 per cent felt that they did not face any such difficulties. Problems in establishing the centres, as reported by the supervisors are: (i) Non-availability of adequate number of children (21.4 per cent), (ii) Lack of help from the village community (14.3 per cent), (iii) Non-availability of conveyance facilities (14.3 per cent), (iv) Limited time for locating the centre (7.1 per cent),

**Table 4.1 :** Information about establishing the NFE centres as given by supervisors

	Number	Percentage
1. Involvement in locating the present centres of NFE		
(i) involved	14	100
(ii) not involved	-	-
2. Criteria for locating the NFE centres		
(i) Interior village	7	50
(ii) Extent of SC/ST Population	9	64.3
(iii) Non-availability of a primary school nearby	1	7.1
(iv) Presence of large number of drop-outs	2	14.3
3. Problems/difficulties encountered while establishing the centres		
(i) encountered	8	57.1
(ii) not encountered	6	42.9
4. Problems in establishing the centres		
(i) Insufficient help from village community	2	14.3
(ii) Non-availability of suitable building	1	7.1
(iii) Lack of funds	1	7.1
(iv) Inadequate number of children	3	21.4
(v) Poor conveyance facilities	2	14.3
(vi) Limited time for locating the centre	1	7.1

(v) Non-availability of suitable building (7.1 per cent); and  
(vi) Lack of sufficient funds (7.1 per cent).

#### 4.2 Location and Physical Facilities :

##### 4.2.1 Location :

Views of the instructors of NFE centres about the location of centres are given in table 4.2. As reported by the instructors,

the NFE centres were mainly located at the primary/middle school buildings (61 per cent). In a sizeable number of cases (12.2 per cent), the NFE centres were located in the village temples. Other locations included such places as instructor's residence, Gram Panchayat building or private houses.

Table 4.2 : Location of the Non-Formal Education Centres

	Number	Percentage
1. Primary/Middle School	30	61.2
2. House of Village Panchayat Chairman/Patel	1	2.0
3. Gram Panchayat Building	3	6.1
4. Instructor's Residence	4	8.2
5. Residence of one of the learners	1	2.0
6. Village Temple	6	12.2
7. Private House - (a) Free	3	6.1
(b) Rented	1	2.0

The views of the learners of the 1980-81 batch of NFE were also elicited about the location of the NFE centres and the same are presented in table 4.3. It is seen that as many as 88.3 per cent of the learners from the part-time education scheme mentioned that the centre was easily accessible and only 11.7 per cent of the learners came out with the view that the centre was not easily accessible. Further 7.4 per cent of the learners of the part-time education scheme reported that the

centre is far off from their house and 4.3 per cent learners of the same scheme opined that there is no straight road from their residence to the NFE centre. Similarly, 88 per cent of the learners from the Continuing Education Scheme reported that the NFE centre is easily accessible to them while 12 per cent mentioned that it is not. 11.9 per cent of the learners of the Continuing Education Scheme indicated that the centre cannot be easily reached because there was no direct route connecting their place of residence with the place where the NFE centre was located.

**Table 4.3 :** Problems of Location as Perceived by Learners

	Part-time Education		Continuing Education	
	Num-ber	Percen-tage	Num-ber	Percen-tage
<b>1. Accessibility of the NFE centre</b>				
(a) Easily accessible	144	88.3	125	88.0
(b) Not easily accessible	19	11.7	17	12.0
<b>2. Difficulties in reaching the NFE Centre</b>				
(a) Centre far off from the house	12	7.4	17	11.97
(b) Not Directly connected by road	7	4.3	15	10.6

The investigator during his visits to the NFE centres noticed that a majority of the learners did not have any

difficulty in reaching the centre. Since almost all the learners are working children, they had to get back home from the place of their work and only after sometime, they could think of coming to the NFE centres. Easy accessibility to the NFE centres was one of the factors which facilitated the learners to be punctual for their lessons at the centres.

#### 4.2.2 Physical Facilities at the NFE Centres :

##### 4.2.2.1 Responses of Instructors

Physical facilities available at the various NFE centres are listed in table 4.4. About 57.1 per cent of the instructors reported that they had a table and chair for their sitting while 28.6 per cent of the teachers mentioned that they had only a mat. 8.1 per cent pointed out that they had only chair and 6.1 per cent mentioned that they had only a stool.

40.8 per cent of the instructors reported that the learners had to sit on the wooden planks while 22.4 per cent mentioned that the pupils sat on either benches, or mats. 22.4 per cent of the instructors mentioned that the pupils sat on floor. Majority of the instructors (75.5 per cent) indicated that there was a wooden black-board in the classroom, while 12 per cent reported that there was only a roller board. In some cases, (2 per cent) there was a plastic board too. It was found that there was no blackboard in a few cases. (as pointed out by 10 per cent of the instructors). Most of the instructors

**Table 4.4 : Physical Facilities available at the NFE Centres (N=49)**

	Number	Percentage
<b>(a) For sitting :</b>		
<b>(i) For Teachers :</b>		
Table and chair	28	57.1
Only chair	4	8.1
Stool	3	6.1
Mat	14	28.6
<b>(ii) For Pupils :</b>		
Table and chair	-	-
Benches	11	22.4
Wooden planks	20	40.8
Mats	11	22.4
Floor	11	22.4
<b>(b) Black Board :</b>		
Wooden	37	75.5
Plastic	1	2.0
Roller	6	12.2
Not available	5	10.2
<b>(c) Charts :</b>		
5 - 6	5	10.2
3 - 4	3	6.1
1 - 2	6	12.2
Not available	35	71.4
<b>(d) Lighting :</b>		
Electricity	15	30.6
Petromax	-	-
Lantern	32	65.3
Not required	2	4.1
<b>(e) Drinking Water :</b>		
1. Well/Tap in the vicinity	33	67.3
2. Pond	4	8.2
3. Not available	12	24.5
According to Instructors:		
1. Equipment adequate	23	46.9
2. Equipment inadequate	26	53.1
<b>Additional Equipment Needed :</b>		
1. Petromax	6	12.2
2. Lantern	8	16.3
3. Table	7	14.3
4. Chair	6	12.2
5. Black Board	13	26.5
6. Charts/Maps?	16	32.6

(71.4 per cent) pointed out that there were no charts. Only 12.2 per cent of the teachers indicated that there were 1-2 charts available whereas 10.2 per cent felt that there were 5-6 charts. Further 6.1 per cent of the instructors pointed out that there were 3-4 charts. Many instructors (65.3 per cent) pointed out that there were lanterns in the classroom while 30.6 per cent held the view that there was electricity. There was no petromax in any of the classrooms and very few teachers (4.1 per cent) felt that there was no need for such facilities. Many instructors (67.3 per cent) mentioned that there was well/tap in the vicinity so that pupils could get drinking water while 24.5 per cent of the teachers felt that drinking water was not available in the NFE centres.

Table 4.4 also reveals that 53.1 per cent of the instructors felt that the equipment was inadequate while 46.9 per cent held the view that it was adequate. Additional equipment needed by instructors, as reported by them, is as follows:- charts/maps, (needed by 36.6 per cent of the teachers), Black-board (26.5 per cent), Lantern (16.3 per cent) table (14.3 per cent), chair (12.2 per cent), petromax (12.2 per cent).

#### 4.2.2.2 Responses of Supervisors

Responses of the supervisors regarding physical facilities at the NFE centres are indicated in table 4.5.

Table 4.5 : Status of Physical Facilities

	Number	Percentage
1. Adequacy of accommodation:		
(i) Adequate	12	85.7
(ii) Not adequate	2	14.3
2. Seating arrangement :		
(i) Satisfactory	10	71.4
(ii) Not satisfactory	4	28.6
3. Lighting arrangement :		
(i) Proper	11	78.6
(ii) Not proper	3	21.4
4. Ventilation :		
(i) Proper	13	92.9
(ii) Not proper	1	7.1
5. Adequacy of the Supply of equipment :		
(i) Adequate	-	-
(ii) Not adequate	14	100
6. Steps taken to meet the inadequacy of the equipment:		
(i) Persuade the higher authorities for necessary equipment, .	5	35.7
(ii) Contact the village leaders and take their help	8	57.1
(iii) Contact the local primary or middle school and get equipment	2	14.3
(iv) Collect slates and slate pencils from Dist. Adult Edn. Officer	3	21.4
(v) Arrange film shows with the help of the Dist. Adult Education Officer	3	21.4

Most of the supervisors (85.7 per cent) reported that the accommodation was adequate while 14.3 per cent indicated that it was not adequate. The other responses of the supervisors, as detailed in table 4.5 are: satisfactory seating arrangement (71.4 per cent), lighting arrangement (78.6 per cent), ventilation (92.9 per cent) and adequate supply of equipment (100 per cent).

According to the supervisors, steps taken to meet the inadequacy of equipment are (i) persuading village leaders for their co-operation and help (57.1 per cent), (ii) persuading and appealing to the higher authorities for necessary equipment (35.7 per cent), (iii) collecting slates and slate pencils from District Adult Education Officer (21.4 per cent), (iv) arranging film shows with the help of the District Adult Education Officer (21.4 per cent) and (v) contacting the local primary or middle school for equipment (14.3 per cent).

#### 4.2.2.3 Responses of Learners :

Table 4.6 presents the perceptions of the learners about the difficulties they faced at the NFE centres. As many as 68.1 per cent of the learners of the 1980-81 batch of NFE under the part-time education scheme, reported that the seating accommodation was improper. Their views about other difficulties of physical facilities faced at the NFE centres were lack of space (40.5 per cent), poor ventilation (29.5 per cent) and improper lighting arrangement (12.3 per cent). Most of the

**Table 4.6 : Difficulties Faced by the Learners of the  
1980-81 Batch of NFE about Physical Facilities**

	<u>Part-time Education</u>		<u>Continuing Education</u>	
	Number	Percentage	Number	Percentage
a) Poor Ventilation	48	29.5	24	16.9
b) Improper Lighting Arrangement	20	12.3	31	21.8
c) Seating accomodation Improper	111	68.1	119	83.8
d) Lack of Space	66	40.5	115	81.0

learners (83.8 per cent) of the Continuing Education Scheme of the 1980-81 batch of NFE reported that the seating accommodation was improper. Other difficulties mentioned by the learners were: lack of space (81 per cent), improper lighting arrangement (21.8 per cent) and poor ventilation (16.9 per cent).

#### **4.2.24 Supply of Learning Materials to the Non-formal Education Centres :**

Learning Materials in the form of books are supplied by the Assistant Educational Officers (AEO) concerned in each taluka to the various NFE centres. Sometimes the instructors of the NFE centres also collect the learning materials from the office of the AEO of the respective taluka.

**Table 4.7 : Receipt of Teaching-Learning Materials  
by the Instructors.**

	Number	Percentage
1. Receipt of slates, pencils and such other teaching-learning materials		
(a) Received	16	32.6
(b) Not received	33	67.4
2. Receipt of teaching-learning materials in time		
(a) Received in time	14	28.6
(b) Not received in time	35	71.4
3. Providing material to the learners		
(a) Slate and slate pencils	34	69.4
(b) Primer	33	67.3
(c) Agricultural Pamphlets	4	8.2
(d) Pamphlets pertaining to different occupations	8	16.3

Table 4.7 presents the views of the instructors about the receipt of teaching-learning materials to the NFE centres. As many as 67.4 per cent of the instructors mentioned that slates, slate-pencils and such other teaching-learning materials were received by them and 71.4 per cent of them pointed out that the above materials reached them in-time. The

same table reveals that 69.4 per cent of the instructors provided the learning materials in the form of slate and slate pencils to the learners. 67.3 per cent of the instructors pointed out that they gave primers to the learners, whereas only 16.3 per cent of them stated that they provided pamphlets pertaining to different occupations and 8.2 per cent of them indicated that they gave agricultural pamphlets to the learners at the various centres.

The investigator had a discussion with the various AEO's and Inspectors of Schools and they mentioned that prompt action was taken by them to supply the books in various subjects in-time.

The interview schedule for learners of the 1980-81 batch of Non-formal Education revealed a few salient features about the supply of various learning materials to the learners. 67.5 per cent of the learners belonging to the Part-time Education scheme pointed out that the text-books were received by them as is evident from table 4.8. The same table reveals that 30.7 per cent of learners of Part-time Education received pencils, 26.4 per cent of the learners were in receipt of slate pencils and 21.5 per cent of them received slates. Further, 79.8 per cent of the learners of the same scheme were of the opinion that there was timely supply of learning materials.

The reactions of the learners pertaining to Continuing Education are also presented in table 4.8. This table shows that as many as 85.9 per cent of the learners were provided with text-books, 22.5 per cent of them received slates, 21.8 per cent of them got slate pencils and 29.6 per cent of the learners got pencils. As evident from the table, 93.7 per cent of the learners pointed out that the learning materials were supplied to the NFE centres in time.

**Table 4.8 : Supply of Learning Materials to the Learners**  
(1980-81 batch of NFE)

	Part-time Education		Continuing Education	
	Number	Percentage	Number	Percentage
<b>1. Learning Materials provided to the NFE centres</b>				
(a) Slate	35	21.5	32	22.5
(b) Slate Pencils	43	26.4	31	21.8
(c) Text Book	110	67.5	122	85.9
(d) Pencils	50	30.7	42	29.6
<b>2. Timely Supply of Learning Materials</b>				
(a) Supplied	33	20.3	9	6.3
(b) Not supplied	130	79.8 ✓	133	93.7 ✓

#### 4.3 Duration and Timings of NFE Centres :

As shown in table 4.9, most of the instructors reported that classes at the NFE Centres were held for a period of two hours daily except Sundays and general holidays. In a few cases, instruction went on even beyond two hours. Most of the instructors (83.7 per cent) conducted classes only in the night. This shows that night is the most convenient time for the working children for attending classes at NFE centres.

Table 4.9 : Timings and Duration of Functioning of NFE Centres

	Number	Percentage	
<b>1. Timings of the NFE centres</b>			
(a) Morning	-	-	
(b) Afternoon	-	-	
(c) Evening	8	16.3	✓
(d) Night	41	83.7	✓
<b>2. Number of working days per week</b>			
(a) Five days	-	-	
(b) Six days	44	89.8	✓
(c) Seven days	5	10.2	
<b>3. Duration of instruction per day</b>			
(a) 1½ hours	1	2.0	
(b) 2 hours	35	71.4	✓
(c) 2½ hours	12	24.5	
(d) 3 hours	1	2.0	

#### 4.3.1 Views of the Supervisors :

The opinions of the supervisors about the suitability of the time schedule and duration of functioning of the NFE centres are specified in Table 4.10. All the supervisors (100 per cent) felt that the present time-schedule is convenient for the pupils. As many as 92.9 per cent of the supervisors indicated that the time-schedule that was being followed had flexibility according to local needs. About 57.1 per cent of the supervisors held the view that the time-schedule, currently followed, was convenient for them. All of them mentioned that substitute arrangement was done whenever any teacher went on leave. About 64.3 per cent of them felt that the number of hours spent daily for instruction was adequate.

Table 4.10: Time-Schedule as perceived by the Supervisors

	Number	Percentage
1. Convenience of the present time-schedule to pupils:		
(a) Schedule convenient	14	100 ✓
(b) Not convenient	-	-
2. Flexibility of time-schedule according to local needs:		
(a) Schedule flexible	13	92.9 ✓
(b) Not flexible	1	7.1
3. Convenience of the present time-schedule for supervisors:		
(a) Schedule convenient	8	57.1
(b) Not convenient	6	42.9
4. Making of substitute arrangement for teachers:		
(a) Make arrangements	-	-
(b) Do not make arrangements	14	100 ✓
5. Adequacy of the number of hours spent daily for instruction:		
(a) Adequate	9	64.3
(b) Not adequate	5	35.7

#### 4.3.2 Opinions of the Learners :

Opinions of the learners regarding the time schedule of NFE centres are presented in Table 4.11. Majority of the learners from the part-time education scheme (96.9 per cent) indicated that the existing timings are convenient. Only a few learners and mostly girls (3.1 per cent) felt that the timings are not convenient because (i) they have to look after babies at home and (ii) they have to cook at home. It was also found that majority of the learners (90.9 per cent) preferred night for instructional purposes. The perceptions of learners from the Continuing Education Scheme are also presented in the same table. Most of the learners (94.4 per cent) felt that the current timings are convenient. Only 5.6 per cent of the learners from this scheme pointed out that they have house-hold work during the time the NFE centre was functioning.

Table 4.11 : Suitability of the timings as perceived by Learners

	Part-time Education		Continuing Education	
	Number	%	Number	%
<b>1. Suitability of timings :</b>				
(a) Timings convenient	158	96.9	134	94.4 ✓
(b) Timings not convenient	5	3.1	8	5.6
<b>2. Reasons for not being convenient :</b>				
(a) Look after babies at home	5	3.1	8	5.6
(b) Cook at home	5	3.1	8	5.6

From the foregoing discussions, it can be pointed out that instructors, supervisors and learners in majority opined that the timings currently followed are convenient. Since most of the NFE centres functioned in the night, it was convenient for the working children who attended those NFE centres. In most of the cases the centres worked for six days in a week. During festival days, normally the centres did not work and the instructors declared the festival days as holidays. However, in case of some centres, it was noticed that they became the nucleus for conducting cultural programmes on the festival days and both instructor and children took part in the same. In most of the cases, it was found that the centres worked daily for two hours between 6.30 p.m. to 8.30 p.m. with some flexibility depending upon the arrival of children.

#### 4.4 Functionaries - Instructors and Supervisors :

Background data about instructors and supervisors with regard to such aspects as their sex, age, caste, educational qualifications and primary occupation are discussed in the following.

##### 4.4.1 Instructors

Of the 49 instructors, 38 (77.6 per cent) were males and the remaining 11 (22.4 per cent) were females. From Table 4.12, it is evident that they were in the age-group of 15 to 40 years. Majority of the instructors belonged to the age-group of 21-35 years (83.8 per cent). Only one of the 49 instructors (2 per cent) belonged to scheduled tribe and the

remaining 48 (97.9) belonged to other communities as shown in Table 4.13. It can be seen from the table that there were no instructors belonging to the scheduled caste category.

Table 4.12 : Age-wise Distribution of Instructors

Age range in years	Number	Percentage
15-20	1	2.0
21-25	18	36.8
26-30	14	28.6
31-35	9	15.4
36-40	7	14.3

Table 4.13 : Caste Categories of Instructors

Category	Number	Percentage
Scheduled Caste	Nil	-
Scheduled Tribe	1	2.04
General	48	97.96

Details about educational qualifications of teachers are shown in Table 4.14. It can be seen from the table that majority of the teachers had only the minimum qualification, namely S.S.L.C. (36.8 per cent). Some of them had a teachers' training certificate. Some of them were graduates and a small number of them were graduates with a degree in Education.

**Table 4.14 : Educational Qualifications of Instructors**

	Instructors	
	Number	Percentage
1. Below S.S.L.C.	2	4.1
2. S.S.L.C.	19	38.8
3. S.S.L.C. and T.C.H.	6	12.2
4. P.U.C.	7	14.3
5. B.A./B.Sc.	13	26.6
6. B.A./B.Sc. with B.Ed.	2	4.1
7. M.A./M.Sc. with B.Ed.	-	-
8. M.A./M.Sc. with M.Ed.	-	-
Total :	49	100.0

The analysis of data regarding the occupational status of instructors (Table 4.15) reveals that a majority of them (34.7 per cent) were basically agriculturalist. Some of them (26.5 per cent) were teachers in regular primary schools. Some of the instructors had business as their main occupation (6.1 per cent). It was also found that some of the instructors were educated unemployed youth. The above data indicates that most of the instructors appointed at the NFE centres pursued occupations other than teaching.



All the NFE instructors had undergone an orientation programme of three days duration at the district head quarters, namely Hassan. Since, most of them had only the minimum of S.S.L.C. qualification without any professional training, they were new to the teaching profession. Some of the instructors (26.5 per cent) were regular primary school teachers who had both professional qualification and teaching experience. As shown in Table 4.17, instructors had some background of participation in social and developmental work. Only 14.3 per cent of the instructors seemed to be participating in social or other developmental work such as participating in adult education programmes or programmes conducted by the State Agriculture Department. Some of them were also working in the youth clubs of the villages.

**Table 4.17 : Participation of Instructors in Social and Developmental Work.**

<u>Extent of Participation</u>	<u>Number</u>	<u>Percentage</u>
(i) Participating	7	14.29
(ii) Not participating	42	85.71
<u>Nature of Participation</u>		
(i) Participating in Adult Education Programmes.	4	8.16
(ii) Participating in the Programmes conducted by the State Agriculture Department	5	10.20
(iii) Working in the youth Clubs of the village	3	6.12

An overall analysis of the data related to instructors reveals the following:

1. Number of male teachers was more than that of female teachers. ✓
2. Majority of the instructors were in the age-group of 21-25 years. This shows that majority of the teachers were young. ✓
3. With regard to caste almost all instructors belonged to the general category and there were hardly any SC/ST instructors.
4. 38.8 per cent of the instructors were only matriculates whereas 26.6 per cent of them were graduates; only 16.3 per cent of them had previous exposure to pedagogical principles as they had undergone either a B.Ed. course or a T.C.H. course. From this, we can infer that quite a good number of instructors had only the minimum qualification, namely S.S.L.C. (matriculation). ✓
5. 34.7 per cent of the instructors had Agriculture as their main occupation while 30.6 per cent of them were unemployed. Since most of the learners belonged to the occupation of Agriculture, the instructors had the proficiency to help the pupils to imbibe many occupational skills pertaining to Agriculture.
6. 83.7 per cent of the instructors were living within the villages where the NFE centres were located. Since most ✓

of them were local persons, they were in a position to persuade the irregular students to become regular and they understood the problems of the learners in this regard.

#### 4.4.2 Supervisors :

Supervisors of the NFE programme were either Assistant Educational Officers or the Inspectors of Schools. The D.D.P.I., Hassen District, who was in overall charge of the programme also supervised the programme occasionally.

It was found that all the supervisors were men only. Most of the supervisors were in the age range of 35-45 years and they were experienced people both in teaching and other administrative matters. Details pertaining to their personal data are given in Table 4.18.

**Table 4.18: Personal Data of Supervisors**

	Number	Percentage
<u>Educational Qualifications</u>		
B.A./B.Sc. with B.Ed.	9	64.3
M.A./M.Sc. with B.Ed.	4	29.6
M.A./M.Sc. with M.Ed.	1	7.1
<u>Previous experience of working in Non-Formal Education</u>		
Having experience	10	71.4
No experience	4	29.6
<u>Nature of experience</u>		
Non-formal education for school Drop-outs	7	50.0
Adult Education	3	21.4
<u>Duration of Experience</u>		
10 months	5	35.7
20 months	2	14.3

It can be seen from the table, that most of the supervisors had a basic degree of B.A. or B.Sc. with the professional training of B.Ed. A few of them had post-graduate qualification such as M.A./M.Sc., B.Ed. or M.A./M.Sc., M.Ed. Table 4.18 also reveals that as many as 50 per cent of the supervisors had previous experience in non-formal education for school drop-outs, whereas some of them had previous experience in the area of adult education as well. The supervisors mentioned that they underwent a five-day orientation programme at the Karnataka State Adult Education Council, Mysore. In addition, the officers of the D.S.E.R.T., Bangalore oriented the supervisors for a day about the N.F.E. programme at the district headquarters namely, Hassan. In this orientation programme, all aspects of the NFE programme were thoroughly discussed.

#### 4.5 Learners :

The cut of school children in the age-group 9-14 are the focal point of the present programme of non-formal education. The main aim of this programme is to bring these children to the main stream of education. It is very necessary to know how these children were enrolled in the NFE centres, back-ground data about these NFE learners, their motivation to join the NFE Centres and the perceptions of these children about the various aspects of the programme.

#### 4.5.1 Enrolment

Under this section, two types of enrolment data are given. The first one refers to enrolment at all centres during 1980-81, 1978-79 and 1977-78. The second type of data refers to enrolment at the sampled centres during these three years. However, in each case, learners are grouped into three categories namely S.C., S.T., and other communities. Sex-wise analysis of the data pertaining to enrolment is also shown separately. Average enrolment is also mentioned for each year.

##### 4.5.1.1 Enrolment at all NFE Centres

Enrolment data relating to each centre during 1980-81 is shown in Table 4.19. As evident from the table, there are 24 NFE centres under Part-time Education Scheme. Number of pupils enrolled at each centre is mentioned for all the 24 NFE centres. The table reveals that 15.8 per cent SC learners, 2.7 per cent ST learners and 81.5 per cent pupils belonging to other communities (O.C.) have been enrolled. Sex-wise analysis at the various NFE centres is presented in Table 4.20. It is observed from the table that both boys (66.7 per cent) and girls (31.3 per cent) were enrolled at the various NFE Centres. Average enrolment stood at 19.8.

For the Continuing Education Scheme, SC (10.8 per cent), ST (4.5 per cent) and OC (84.7 per cent) were enrolled. In all, 63.2 per cent boys and 36.8 per cent girls were on the roll. Average strength under this scheme was 20.4.

Table 4.19 : Enrolment at Various NFE Centres (1980-81) batch)

Part-time Education	SC	ST	OC	Total
<u>(A) Part-time Education</u>				
<u>AIUR :</u>				
1. Dyaba Colony No.4	1	---	19	20
2. Hanjihalli	2	---	20	22
3. Honthadamane	---	---	22	24
4. Kirugadalu	---	---	20	20
<u>ARAKALAGUD :</u>				
1. Hebbale	1	1	16	18
2. Keralapura	2	---	18	20
3. Saragur	1	---	20	21
<u>ALAGIKERE :</u>				
1. Belavally	---	---	20	20
2. Sathanagere	1	1	18	20
3. Sankaranahalli	9	2	7	18
4.				
<u>BELUR :</u>				
1. A.K. Colony	20	---	8	28
2. Archalli	7	1	16	24
3. Utpatanahalli	7	1	16	24
<u>CHANNARAYAPATNA :</u>				
1. Baguru	---	---	17	17
2. Byadarahalli	1	1	18	20
3. Mulenahalli	2	---	18	20
<u>HASSAN :</u>				
1. Kyathanahalli	1	---	18	19
2. Pension Mohalla	3	1	14	18
3. Shantigram	---	---	14	14
<u>HOLENARASIPUR :</u>				
1. Bettadasatnahalli	6	---	23	29
2. Hucchanakoppalu	3	2	16	21
3. Kaduvina Hosalli	---	---	---	---
----- DEFUNCT -----				
<u>SAKALESHPUR :</u>				
1. Doddanagara	1	1	13	15
2. Henabala	12	---	2	14
3. Nedahalli	1	1	14	16
Total	75	13	388	476
Percentage	15.8	2.7	81.5	
Average Strength	19.8			

Table 4.19 (contd.)

	SC	ST	OC	Total
<b>(B) Continuing Education</b>				
<b>ALUR :</b>				
1. Alur	3	--	17	20
2. Bettadahalli	4	--	10	14
3. Marasu colony	3	1	18	22
4. Marasu koppalu	1	1	18	20
<b>ARAKALAGUD :</b>				
1. Belavadi	1	--	21	22
2. Dyehannahalli	2	--	19	21
3. Doddabemmati	--	5	15	20
<b>ARASIKERE :</b>				
1. Chaluvannahalli	5	5	18	28
2. Hullekere	1	2	17	20
3. Kenakatte	4	3	20	27
<b>BELUR :</b>				
1. Chinnayakanahalli	1	--	22	23
2. Halebidu	11	--	3	14
3. Netranagere	--	--	16	16
<b>CHANNARAYAPATNA :</b>				
1. Channapura	3	1	14	18
2. Kattarigatta	1	1	20	22
3. Nembihalli	--	--	20	20
<b>HASSAN :</b>				
1. Adlimane street	--	--	13	13
2. Kittane	1	1	20	22
3. Nittur	--	--	24	24
<b>HOLENARASIPUR :</b>				
1. Annechokenahalli	1	1	23	25
2. Nagarannahalli	2	--	23	25
3. T. Mayigoudannahalli	--	1	18	19
<b>SAKALESHPUR :</b>				
1. Bage	1	--	24	25
2. Balegadde	2	1	20	23
3. Hettur	8	--	--	8
Total :	55	23	433	511
Percentage	: 10.8	4.5	84.7	
Average Strength :	20.4			

**Table 4.20 : Sex-wise Analysis at the Various NFE Centres  
(1980-81 batch)**

	Male	Female	Total
<b>(A) Part-time Education :</b>			
<b>AIUR :</b>			
1. Byaba Colony No.4	16	4	20
2. Hanjiballi	15	7	22
3. Hanthadomane	19	5	24
4. Kirugadalu	15	5	20
<b>ANAKLAGUD :</b>			
1. Hebbale	14	4	18
2. Keralepura	17	3	20
3. Saragur	13	8	21
<b>ARAGIKERE :</b>			
1. Belavally	17	3	20
2. Sathenagere	16	4	20
3. Sankaranahalli	8	10	18
<b>BEHUR :</b>			
1. A.K. Colony	13	15	28
2. Archalli	17	7	24
3. Utpatenahalli	14	5	19
<b>CHANNAGAYAPATNA :</b>			
1. Baguru	12	5	17
2. Byadarahalli	13	7	20
3. Hulnahalli	20	—	20
<b>HASSAN :</b>			
1. Kyathanahalli	12	7	19
2. Pension Mohalla	13	5	18
3. Shantigrama	3	11	14
<b>HOLENARASIPUR :</b>			
1. Bettadesatenahalli	17	12	29
2. Hucchanakoppalu	16	5	21
3. Kaduvina Hosalli	-----DEFUNCT-----		
<b>SANALESIUR :</b>			
1. Doddenagara	10	5	15
2. Honabala	6	8	14
3. Nadahalli	11	5	16
<b>Total</b>	<b>327</b>	<b>149</b>	<b>476</b>
<b>Percentage</b>	<b>68.7</b>	<b>31.3</b>	

Table 4.20 (contd.)

(B) Continuing Education	Male	Female	Total
<u>ALUR :</u>			
1. Alur	15	5	20
2. Bettadahalli	14	-	14
3. Marasu colony	17	5	22
4. Marasu Koppalu	13	7	20
<u>ARAKALAGUD :</u>			
1. Belavadi	12	10	22
2. Bychanahalli	16	5	21
3. Doddabennati	14	6	20
<u>ARASIKERE :</u>			
1. Chaluvanahalli	15	13	28
2. Hullekere	15	5	20
3. Kanskatie	20	7	27
<u>BELUR :</u>			
1. Chinsyakanahalli	13	10	23
2. Halebidu	4	10	14
3. Netranagere	12	4	16
<u>CHANNARAYAPETA :</u>			
1. Channapura	10	8	18
2. Kattarighatta	13	9	22
3. Nambihalli	12	8	20
<u>HASSAN :</u>			
1. Adlimane street	2	11	13
2. Kittane	10	12	22
3. Nittur	13	11	24
<u>HOLENARASIPUR :</u>			
1. Annechokenahalli	18	7	25
2. Nagaradahalli	22	3	25
3. T. Nayigowdanahalli	12	7	19
<u>SAKALESHIPUR :</u>			
1. Bage	16	9	25
2. Balegadde	11	12	23
3. Hettur	4	4	8
Total	323	188	511
Percentage	63.2	36.8	

Enrolment data relating to each centre during 1978-79 is presented in Table 4.21 and sex-wise analysis at the various centres is shown in Table 4.22. There were 46 NFE centres during 1978-79 under both part-time and continuing education schemes. SC (8.5 per cent), ST (2.1 per cent) and OC (89.4 per cent) were enrolled under the part-time education scheme. Boys (72.9 per cent) and girls (27.1 per cent) were on the roll. The average strength for part-time education scheme was 20.8 as revealed by Table 4.21.

Under the Continuing Education Scheme, as detailed in Table 4.21 SC (8.1 per cent), ST (3.6 per cent) and OC (88.3 per cent) were enrolled. Boys (69.5 per cent) and girls (30.5 per cent) were on the roll. The average enrolment for the Continuing Education Scheme, taking all the 46 NFE centres in to consideration, worked out to 20.3.

There were 42 NFE centres under Part-time Education and 45 NFE centres under the Continuing Education Scheme during 1977-78. Individual strength of each centre is detailed in Table 4.23, and sex-wise analysis at the various NFE centres is presented in Table 4.24.

**Table 4.21 : Enrolment at the various centres (1978-79 batch of Non-formal Education ).**

	SC	ST	OC	Total
<b>(A) Part-time Education :</b>				
<b>ALUR :</b>				
1. Ballur Janatha colony	2	-	26	28
2. Eyaba	1	-	21	22
3. Halepalya	3	-	16	19
4. Horihalli	1	1	19	21
5. J.G. Koppal	4	-	14	18
6. Kaganur	1	-	19	20
<b>ARAHALAGUD :</b>				
1. Bettadahalli	2	1	19	22
2. Sandrangi	4	-	17	21
3. Hanige	2	-	18	20
4. Kenchenahalli	1	-	16	17
5. Naigere	1	1	14	16
6. Rudrapatna	1	-	14	15
<b>ARASIKERE :</b>				
1. Dammenahalli	2	1	13	16
2. Hendralu	3	-	22	25
3. Hillekere	6	1	23	30
4. Kanakatte	1	-	22	23
5. Kuruvanka	1	-	24	25
6. Manakottur	-	1	20	21
<b>BELUR :</b>				
1. Biccodu	8	-	21	29
2. Cheelanayakanahalli	6	1	20	27
3. Kesagodi	1	1	18	20
4. Nandigodanahalli	-	-	29	29
5. Nottikere	-	-	16	16
6. Sanyasihalli	1	1	18	20
<b>CHANNARAYAPATNA :</b>				
1. D. Kalenahalli	-	-	20	20
2. Nambi Halli	1	1	16	18
3. Muggehalli	-	-	15	15
4. Settihalli	-	-	21	21
5. K. Singenahalli	6	1	16	23
6. S. Hosahalli	-	-	23	23
<b>HASTAN :</b>				
1. Bovenahalli	1	1	24	26
2. Gowrikoppal	-	-	19	19
3. Hanagere	1	1	18	20
4. Hoovinahalli kaval	1	1	16	18
5. Kelagra Beedhi	1	1	14	16
6. Mukundur	1	-	28	29
7. Rakshanapura	-	-	13	13

Table 4.21 (contd.)

	SC	ST	OC	Total
<b>HOLENARASIPUR :</b>				
1. Dedda Byagavathavalli	5	2	17	24
2. Halli Mysore	2	1	17	20
3. Maragoudanahalli	1	-	14	15
4. Mavinakere	-	-	18	18
5. Nagalapura	1	-	20	21
6. T. Mayagowdanahalli	2	1	17	20
<b>SAKALESHPURA :</b>				
1. Achangi	1	-	16	17
2. Hosur	2	1	22	25
3. Kallihalli	2	-	17	19
4. Halali	3	1	16	20
5. Sakaleshpur	2	-	18	20
Total :	85	21	894	1000
Percentage :	8.5	2.1	89.4	
Average Strength :	20.8			

**(D) Continuing Education :**

<b>AIUR :</b>				
1. Manigalanahalli	1	-	19	20
2. Narasu	3	1	27	31
3. Melve	2	1	16	19
4. Hanchur	4	-	17	21
5. Palya	2	-	16	18
6. Rayerakoppalu	1	-	14	15
<b>ARAKALACUD :</b>				
1. Devanahalli	1	1	14	16
2. Honnavally	2	1	12	15
3. Kabiligere	4	2	14	20
4. Madihalli	1	1	16	18
5. Shembanahallipura	-	-	17	17
6. Shanubhoganahalli	3	1	16	20
<b>ARASIKERE :</b>				
1. Dibbur	4	1	16	21
2. Jajur	3	2	15	20
3. Kondabagilu	2	2	17	21
4. Mududi	6	3	13	22
5. Sankihalli	-	-	20	20
6. Yadavanahalli	3	5	14	22
<b>BEIUR :</b>				
1. Bettada Aiur	5	-	20	25
2. Madihalli	1	-	22	23
3. Mallopura	1	-	15	16
4. Neelanahalli	-	-	18	18
5. Rajogere	-	-	26	26
6. Utpathanahalli	1	-	22	23

Table 4.21 (contd.)

	SC	ST	OC	Total
<b>CHANNARAYAPATNA :</b>				
1. Chemadihalli	2	1	18	21
2. Channapura	1	1	18	20
3. Kattarighatta	2	-	14	16
4. Malenahalli	3	2	15	20
5. Santheshivara	1	1	16	18
6. Thavarekere	-	-	28	28
<b>HASSAN :</b>				
1. Bettagodanahalli	1	1	18	20
2. Chikkadalur	-	-	14	14
3. Kittane	-	-	20	20
4. Rangolihalli	2	1	17	20
5. Pension Mohalla	1	1	20	22
6. Shantigrama	1	-	24	25
7. Yogihalli	-	-	19	19
<b>HOLENARASIPUR :</b>				
1. Chikkajagadahalli	1	1	17	19
2. Soddahalli	-	-	26	26
3. Hire Belaguli	1	1	18	20
4. Kallahalli	-	-	16	16
5. Mookavalli	1	-	17	18
6. Thathanahalli	2	1	16	19
<b>SAKALESHUPURA :</b>				
1. Bage	1	1	18	20
2. Hanabal	-	-	21	21
3. Hettur	7	1	14	22
4. Haragarahalli	1	-	20	21
5. Yosalur	1	1	20	22
<b>TOTAL : 79    3.5    860    974</b>				
<b>Percentage : 8.1    3.6    88.3</b>				
<b>Average Strength : 20.3</b>				

**Table 4.22 : Sex-wise analysis at the various NFE Centres -  
(1978-79 batch of Non-formal Education.**

	Male	Female	Total
<b>(A) Part-time Education</b>			
<b>ALUR :</b>			
1. Bellur Janatha Colony	15	13	28
2. Byaba	17	5	22
3. Hale Palya	13	6	19
4. Harihalli (K.Hosakote Hobli)	14	7	21
5. J.G. Koppal (Palya Hobali)	13	5	18
6. Kagenur (K.Hosakote Hobali)	15	5	20
<b>ARAKALAGUD :</b>			
1. Bettadahalli	17	5	22
2. Handrangi	17	4	21
3. Haniga	13	7	20
4. Kenchenahalli	15	2	17
5. Naigere	12	4	16
6. Rudrapatna	8	7	15
<b>ARSIKERE :</b>			
1. Dumenahalli	11	5	16
2. Handralu	18	7	25
3. Hullekere	17	13	30
4. Kanakatte	19	4	23
5. Kuruvanka	22	3	25
6. Manakottur	16	5	21
<b>BELUR :</b>			
1. Biccodu	26	3	29
2. Cheelanayakanahalli	23	4	27
3. Kesagodu	15	5	20
4. Nandigodanahalli	15	14	29
5. Nettekere	15	1	16
6. Sanyasihalli	11	9	20
<b>CHANNARAYAPATNA :</b>			
1. D. Kalenahalli	17	3	20
2. Nambi Halli	11	7	18
3. Nuggahalli	9	6	15
4. Setti Halli	16	5	21
5. K. Singenahalli	19	4	23
6. S. Hosahalli	20	3	23
<b>HASSAN :</b>			
1. Bovenahalli	22	4	26
2. Gowri Koppal	16	3	19
3. Hongere	15	5	20
4. Hoovinahalli Kaval	11	7	18
5. Kelagara Beechi Hassan	7	9	16
6. Mulandur	21	8	29
7. Rakhanapura	7	6	13

contd.

Table 4.22 (contd.)

	Male	Female	Total
<b><u>HOLENARASIPUR :</u></b>			
1. Dodda Byagavathavalli	19	5	24
2. Halli Mysore	14	6	20
3. Maragowdanahalli	14	1	15
4. Mavinakere	11	7	18
5. Nagalapura	14	7	21
6. T. Mayigowdanahalli	12	8	20
<b><u>SAKALESHPURA :</u></b>			
1. Achangi	14	3	17
2. Hosur	21	4	25
3. Kallihally	12	7	19
4. Malali	15	5	20
5. Sakaleshpur	15	5	20
Total :	729	271	1000
Percentage :	72.9	27.1	

**(B) Continuing Education**

<b><u>ALUR :</u></b>			
1. Manigalanahalli	17	3	20
2. Marasu	16	15	31
3. Melve	14	3	19
4. Hanchur	14	7	21
5. Palya	13	5	18
6. Rayara Koppalu	10	5	15
<b><u>ARAKALAGUD :</u></b>			
1. Devanahalli	11	5	16
2. Honnavally	11	6	17
3. Kabiligere	10	10	20
4. Madihalli	13	5	18
5. Shanbanhallipura	14	3	17
6. Shanbhoganahalli	15	5	20
<b><u>ARSIKERE :</u></b>			
1. Dibbur	11	10	21
2. Jajur	12	8	20
3. Kondabagilu	14	7	21
4. Mududi	16	6	22
5. Sankihalli	17	3	20
6. Yadavanahalli	18	4	22
<b><u>BELUR :</u></b>			
1. Bettada Alur	15	10	25
2. Madihally	19	3	22
3. Mallapura	12	4	16
4. Neelianahally	11	7	18
5. Rajagere	10	16	26
6. Utpathannahally	17	5	22

contd.

Table 4.22 (contd.)

	Male	Female	Total
<b>CHANNARAYAPATNA :</b>			
1. Chamadihalli	17	4	21
2. Channapura	17	3	20
3. Kattarighatta	14	2	16
4. Maganahalli	19	1	20
5. Santhe Shivara	11	7	18
6. Thavarekere	16	12	28
<b>HASSAN :</b>			
1. Bettagodanahalli	17	3	20
2. Chikkedalur	10	4	14
3. Kittane	13	7	20
4. Rangoli Halli	13	7	20
5. Pension Mohalla, Hassan	16	6	22
6. Shantigrama	17	8	25
7. Yoghalli	12	7	19
<b>HOLENARASIPUR :</b>			
1. Chikkajagahalli	13	6	19
2. Doddahalli	13	13	26
3. Hire Belaguli	16	4	20
4. Kallahalli	14	2	16
5. Mooka Valli	13	5	18
6. Thathanahalli	15	4	19
<b>SAKALESHUPURA :</b>			
1. Bage	12	8	20
2. Hanabal	18	3	21
3. Hettur	12	10	22
4. Haragarahalli	12	9	21
5. Yesalur	15	7	22
<b>Total</b>	<b>677</b>	<b>297</b>	<b>974</b>
<b>Percentage</b>	<b>69.5</b>	<b>30.5</b>	

Under the Part-time Education Scheme, SC (12.5 per cent), ST (4.5 per cent) and OC (83 per cent) were enrolled. Boys (69.9 per cent) and girls (30.1 per cent) were enrolled. Average enrolment in respect of all the 42 NFE centres was 19.2.

For the Continuing Education Scheme, SC (7.1 per cent), ST (3.7 per cent) and OC (89.1 per cent) were enrolled. Boys (68.6 per cent) and girls (31.4 per cent) were on the role. The average strength was 17.8.

**Table 4.23 : Enrolment at the various NFE Centres  
(1977-78 batch)**

	SC	ST	CC	Total
<b>(A) Part-time Education</b>				
1. A. K. Colony	16	-	2	18
2. Archalli	6	1	12	19
3. Basavaghatta	4	-	12	16
4. Bettadahalli	12	2	8	22
5. Biccoodu	1	1	13	15
6. Biligaravalli	1	-	25	26
7. Bittagowdanahalli	2	1	14	17
8. Byrapura	1	-	17	18
9. Cheelansayakenahalli	-	-	17	17
10. Chikkabasavanahalli	1	-	19	20
11. Chikkakadalur	1	1	27	29
12. Doddamaniganahalli	2	1	17	20
13. D. Kalenahalli	1	1	14	16
14. Dudda	2	-	19	21
15. Gangoor	1	1	18	20
16. Gowrikoppalu	-	-	26	26
17. H. Mylanahalli	1	-	14	15
18. Heggadihalli	2	2	14	18
19. Hiresave	1	1	18	20
20. Hithalada Hally	-	-	19	19
21. Keragodu	2	1	24	27
22. Kesgodu	1	-	15	16
23. Konthagawdanahalli	2	1	14	17
24. Kyathannahalli	-	-	13	13
25. Madi Halli	3	1	16	20
26. Maniganahalli	2	2	24	28
27. Mathighatta	-	-	14	14
28. Mavanoor	1	1	14	16
29. Mooglihally	3	2	16	21
30. Mukundur	1	1	17	19
31. Nakalagodu Koppalu	2	1	17	20
32. Naigere	1	1	14	16
33. Palya	2	3	18	23
34. Rajaghatta	3	4	16	23
35. Rakshanspura	1	1	14	16
36. Santheshivara	1	1	23	25
37. Scavengers Colony	19	3	1	23
38. Sooranahally	-	-	14	14
39. Thanirahally	-	1	16	17
40. Thavaradarakoppal	1	1	16	18
41. Thavihalli	-	-	13	13
42. Uluvara	1	-	16	17
<b>Total</b>	<b>101</b>	<b>36</b>	<b>669</b>	<b>806</b>
<b>Percentage</b>	<b>12.5</b>	<b>4.5</b>	<b>83.0</b>	
<b>Average Strength</b>		<b>19.2</b>		

Table 4.23 (contd)

	SC	ST	OC	Total
<b>(B) Continuing Education</b>				
1. Aduvalli	1	1	12	14
2. A. Goduganahalli	-	-	13	13
3. Agrehara Extension	-	-	14	14
4. Bantenahalli	-	-	17	17
5. Belur Town	1	-	24	25
6. Bennur	1	1	12	14
7. Chikkakondagala	-	-	13	13
8. Chikkerasanahalli	2	1	14	17
9. Devanakoppal	1	1	10	12
10. Doddakanagal	8	1	17	26
11. Doddakondagala	1	1	12	14
12. Gandasi	2	-	18	20
13. Gowrikoppalu	1	1	14	16
14. Hale Alur	1	1	12	14
15. Halu Bagilu	2	1	24	27
16. Hanumana Halli	1	1	14	16
17. Hagan Touru	1	-	19	20
18. Hoovinahalli kaval	1	-	18	19
19. Harohalli	-	-	17	17
20. Hosakoppalu	1	1	26	28
21. Jakkana Halli	1	-	16	17
22. Kabligere	1	1	14	16
23. Kittane	3	-	12	15
24. Kittasakote	1	-	13	14
25. K. R. Puramala	2	1	24	27
26. Kundur	1	2	16	19
27. Madihalli	1	1	14	16
28. Mallappana Halli	1	-	15	16
29. Mosale	-	-	18	18
30. Mudalahippe	1	3	24	28
31. Nagenahalli	1	1	12	14
32. Nallur	-	-	14	14
33. Pension Mohalla Extension	-	-	19	19
34. Rayanur	1	-	15	16
35. Sanehalli	2	2	22	26
36. Santhepet Area	1	-	13	14
37. Sanyasi Halli	1	1	13	15
38. Shantigrama	1	1	14	16
39. Shanubhogana Halli	1	-	17	18
40. Tejur	3	2	23	28
41. Thondiganahalli	1	2	13	16
42. Thavarekere	3	1	14	18
43. Valala Halli	2	1	13	16
44. Yegadihalli	1	-	14	15
45. Yoghalli	2	-	14	16
<b>Total</b>	<b>57</b>	<b>30</b>	<b>716</b>	<b>803</b>
<b>Percentage</b>	<b>7.1</b>	<b>3.7</b>	<b>89.1</b>	
<b>Average Strength</b>	<b>17.8</b>			

**Table 4.24 : Sex-wise Distribution of Learners at the Various NFE Centres (1977-78 batch)**

	Male	Female	Total
<b>(A) Part-time Education</b>			
1. A. K. Colony	14	4	18
2. Archalli	13	6	19
3. Basavaghatta	10	6	16
4. Bettadahalli	12	10	22
5. Biccodu	10	5	15
6. Biligaravalli	17	9	26
7. Bittegowdanahalli	12	5	17
8. Byrapura	14	4	18
9. Cheelanayakanahalli	15	2	17
10. Chikkabasavanahalli	18	2	20
11. Chikkakadalur	18	11	29
12. Doddamaliganahalli	16	4	20
13. D. Kalenahalli	13	3	16
14. Dudda	17	4	21
15. Gangoor	18	2	20
16. Gowrikoppalu	17	9	26
17. H. Mylanahalli	10	5	15
18. Heggadihalli	9	9	18
19. Hiresave	11	9	20
20. Hithalada Hally	12	7	19
21. Keragodu	15	12	27
22. Kesgodu	12	4	16
23. Konthagowdanahalli	12	5	17
24. Kyathanahalli	11	2	13
25. Madi Hally	10	10	20
26. Manigana Hally	17	11	28
27. Mathighatta	12	2	14
28. Navancoor	12	4	16
29. Moogli Hally	16	5	21
30. Mukundur	13	6	19
31. Nakalagodikoppalu	12	8	20
32. Neigere	13	3	16
33. Palya	16	7	23
34. Rajaghatta	18	5	23
35. Rakshanapura	12	4	16
36. Santheshivara	15	10	25
37. Scarengers' Colony	13	10	23
38. Soovannahalli	12	2	14
39. Thanirally	10	5	15
40. Thavalavarukoppal	13	5	18
41. Thavihalli	10	3	13
42. Uluvale	12	5	17
<b>Total</b>	<b>562</b>	<b>244</b>	<b>806</b>
<b>Percentage</b>	<b>69.9</b>	<b>30.1</b>	

Table 4.24 (contd.)

	Male	Female	Total
<b>(B) Continuing Education</b>			
1. Aduvalli	7	7	14
2. A. Gaduganahalli	6	7	13
3. Agrahara Extension	8	6	14
4. Bantenahalli	9	8	17
5. Belur Town	20	5	25
6. Bennur	7	7	14
7. Chikkakondagala	7	6	13
8. Chikkarasanahalli	10	7	17
9. Devanakoppal	10	2	12
10. Doddakanagal	12	14	26
11. Doddakondagala	12	2	14
12. Gandasi	16	4	20
13. Gowrikoppalu	14	2	16
14. Hale Alur	13	1	14
15. Halu Bagilu	20	7	27
16. Hanumana Halli	14	2	16
17. Hassan Town	18	2	20
18. Hoovinahalli Kaval	17	2	19
19. Hrohalli	15	2	17
20. Hosakoppalu	16	12	28
21. Jakkana Halli	10	7	17
22. Kabligere	12	4	16
23. Kittane	10	5	15
24. K. Hosakote	12	2	14
25. K.R. Puram area	17	10	27
26. Kundur	17	2	19
27. Madi Halli	9	7	16
28. Mallappana Halli	10	6	16
29. Mosale	14	4	18
30. Mudalahippe	16	12	28
31. Naganahalli	10	4	14
32. Nailur	12	2	14
33. Pension Mohalla Extension	12	7	19
34. Rayanur	10	6	16
35. Sanehalli	13	13	26
36. Santhepet area	10	4	14
37. Sanyasi Halli	12	3	15
38. Shantigram	12	4	16
39. Shanubhoganahalli	14	4	18
40. Tejur	18	10	28
41. Thendiganahalli	13	3	16
42. Thavarekere	9	9	18
43. Valala Halli	8	8	16
44. Yegdi Halli	10	5	15
45. Yogi Halli	9	7	16
Total	551	252	803
Percentage	68.6	31.4	

#### 4.5.1.2 Enrolment at the Sampled NFE Centres

Table 4.25 shows details pertaining to the 8 sampled NFE centres during 1980-81. Under Part-time Education, SC (31.9 per cent), ST (1.2 per cent) and OC (66.9 per cent) were enrolled. Boys (61.4 per cent) and girls (38.6 per cent) were on the role as in Table 4.26. Average enrolment was 20.3.

Similarly for the Continuing Education Scheme, SC (21.2 per cent), ST (7 per cent) and OC (71.8 per cent) were enrolled. Boys (61.3 per cent) and girls (38.7 per cent) were on the roll. Average enrolment was 17.7.

**Table 4.25 : Enrolment at the Sampled Centres (1980-81)**

Sl. No.	Taluk	Place	SC	ST	OC	Total
<b>(A) Part-time Education</b>						
1.	Alur	Byoba Colony	1	-	19	20
2.	Arakalgud	Keralapura	2	-	18	20
3.	Arasikere	Sankaranahalli	9	2	7	18
4.	Belur	A. K. Colony	20	-	8	28
5.	Channarayapatna	Malenahalli	2	-	18	20
6.	Hassan	Saligrama	-	-	14	14
7.	Holenarasipur	Bettadasatenahalli	6	-	23	29
8.	Sakaleshpur	Hanabala	12	-	2	14
		<b>Total</b>	<b>30</b>	<b>10</b>	<b>102</b>	<b>142</b>
		<b>Percentage</b>	<b>21.2</b>	<b>7.0</b>	<b>71.8</b>	
		<b>Average Strength</b>	<b>20.3</b>			
<b>(B) Continuing Education</b>						
1.	Alur	Bettadahalli	4	-	10	14
2.	Arakalgud	Doddabemmatri	-	5	15	20
3.	Arasikere	Chaluvanahalli	5	5	18	28
4.	Belur	Halebidu	11	-	3	14
5.	Channarayapatna	Nambihalli	-	-	20	20
6.	Hassan	Adlimanestreet	-	-	13	13
7.	Holenarasipur	Nagaranahalli	2	-	23	25
8.	Sakaleshpur	Hettur	8	-	-	8
		<b>Total</b>	<b>52</b>	<b>2</b>	<b>109</b>	<b>163</b>
		<b>Percentage</b>	<b>31.9</b>	<b>1.2</b>	<b>66.9</b>	
		<b>Average Strength</b>	<b>17.7</b>			

**Table 4.26 : Sex-wise analysis of learners at the sampled centres (1980-81 batch of Non-formal Education)**

Sl. No.	Taluk	Place	Male	Female	Total
<b>(A) Part-time Education</b>					
1.	Alur	Byaba Colony	16	4	20
2.	Arkalagud	Keralapura	17	3	20
3.	Arasikere	Sankaranahalli	8	10	18
4.	Belur	A.K. Colony	13	15	28
5.	Channarayapatna	Malenahalli	20	-	20
6.	Hassan	Saligrama	3	11	14
7.	Holenarasipur	Bettadasatenehalli	17	12	29
8.	Sakaleshpur	Hanabala	6	8	14
Total			100	63	163
Percentage			61.4	38.6	
<b>(B) Continuing Education</b>					
1.	Alur	Bettadahalli	14	-	14
2.	Arkalagud	Doddabemmathi	14	6	20
3.	Arasikere	Chaluvanahalli	15	13	28
4.	Belur	Halebidu	4	10	14
5.	Channarayapatna	Nambihalli	12	8	20
6.	Hassan	Adlimane street	2	11	13
7.	Holenarasipur	Nagaranahalli	22	3	25
8.	Sakaleshpur	Hettur	4	4	8
Total			87	55	142
Percentage			61.3	38.7	

Table 4.27 shows details about enrolment pertaining to the 8 sampled NFE centres during 1978-79. Under Part-time Education Scheme, SC (12.4 per cent), ST (2.3 per cent) and OC (85.3 per cent) were enrolled. Boys (68.9 per cent) and Girls (31.1 per cent) were on the roll as per Table 4.28. Average enrolment was 26.1.

The same table gives particulars about the Continuing Education Scheme. It was found that SC (11.2 per cent), ST (4 per cent) and OC (84.8 per cent) were enrolled. Boys (56.4 per cent) and girls (43.6 per cent) were on the roll. Average enrolment was 24.3.

**Table 4.27 : Enrolment at the Sampled NFE Centres (1978-79)**

Sl. No.	Taluk	Place	SC	ST	OC	Total
<b>(A) Part-time Education</b>						
1.	Alur	Bellur Janatha Colony	2	-	26	28
2.	Arakalgud	Handrangi	4	-	17	21
3.	Arasikere	Mullekere	6	1	23	30
4.	Belur	Nandigodanahalli	-	-	29	29
5.	Channarayana	K. Singanahalli	6	1	16	23
6.	Hassan	Mulandur	1	-	28	29
7.	Holenarasipur	Doddsbyagavathalli	5	2	17	24
8.	Bakaleshpura	Hosur	2	1	22	25
		<b>Total</b>	<b>26</b>	<b>5</b>	<b>178</b>	<b>209</b>
		<b>Percentages</b>	<b>12.4</b>	<b>2.3</b>	<b>85.3</b>	
		<b>Average Strength</b>	<b>26.1</b>			
<b>(B) Continuing Education</b>						
1.	Alur	Harasu	3	1	27	31
2.	Arakalgud	Kobligere	4	2	14	20
3.	Arasikere	Mudidi	6	3	13	22
4.	Belur	Rajogere	-	-	26	26
5.	Channarayana	Thavarakere	-	-	28	28
6.	Hassan	Bettagodanahalli	1	1	18	20
7.	Holenarasipur	Doddahalli	-	-	26	26
8.	Bakaleshpura	Hettur	7	1	14	22
		<b>Total</b>	<b>21</b>	<b>8</b>	<b>166</b>	<b>195</b>
		<b>Percentages</b>	<b>11.2</b>	<b>4.0</b>	<b>84.8</b>	
		<b>Average Strength</b>	<b>24.3</b>			

**Table 4.28 : Sex-wise Analysis of Learners at the Sampled Centres (1978-79 batch of Non-formal Education)**

Sl. No.	Taluk	Place	Male	Female	Total
<b>(A) Part-time Education</b>					
1.	Alur	Ballur Janatha Colony	15	13	28
2.	Arakalagud	Handrengi	17	4	21
3.	Arasikere	Hullekere	17	13	30
4.	Belur	Nandigodanahalli	15	14	29
5.	Channarayapatna	K. Singenahalli	19	4	23
6.	Hassan	Mukundur	21	8	29
7.	Holenarasipur	Dodda-byagavahalli	19	5	24
8.	Sakaleshpura	Hosur	21	4	25
Total			144	65	209
Percentages			68.9	31.1	
<b>(B) Continuing Education</b>					
1.	Alur	Marasu	16	15	31
2.	Arakalagud	Kabligere	10	10	20
3.	Arasikere	Mududi	16	6	22
4.	Belur	Rajagere	10	16	26
5.	Channarayapatna	Thavarekere	16	12	28
6.	Hassan	Bettagodanahalli	17	3	20
7.	Holenarasipur	Doddahalli	13	13	26
8.	Sakaleshpura	Hettur	12	10	22
Total			110	85	195
Percentages			56.4	43.6	

Table 4.29 gives details about enrolment at the 8 sampled centres during 1977-78. Under Part-time Education Scheme, SC (12.6 per cent), ST (3 per cent) and OC (84.4 per cent) were enrolled. Boys (62.8 per cent) and girls (37.2 per cent) were on the roll as per Table 4.30. Average enrolment was 24.8.

The same table reveals particulars about the Continuing Education Scheme. SC (9.3 per cent), ST (5.1 per cent) and OC (85.6 per cent) were enrolled. Boys (61.4 per cent) and girls (38.6 per cent) were on the roll. Average enrolment was 26.8.

**Table 4.29 : Enrolment at the Sampled NFE Centres (1977-78 batch of NFE)**

Sl. No.	SC	ST	OC	Total
<b>(A) Part-time Education</b>				
1. A. K. Colony	16	-	2	18
2. Biligarahalli	1	-	25	26
3. Chikka Kadalur	1	1	27	29
4. Gowrikoppalu	-	-	26	26
5. Keragothu	2	1	24	27
6. Maniganahalli	2	2	24	28
7. Nakalagothukoppalu	2	1	17	20
8. Santheshivara	1	1	23	25
<b>Total</b>	<b>25</b>	<b>6</b>	<b>168</b>	<b>199</b>
<b>Percent</b>	<b>12.6</b>	<b>3.0</b>	<b>84.4</b>	
<b>Average Strength: 24.8</b>				
<b>(B) Continuing Education</b>				
1. Belur Town	1	-	24	25
2. Doddakonagal	8	1	17	26
3. Halu Bagilu	2	1	24	27
4. Hosakoppalu	1	1	26	28
5. K.R. Puram area	2	1	24	27
6. Midalahippe	1	3	24	28
7. Sanahalli	2	2	22	26
8. Tejur	3	2	23	28
<b>Total</b>	<b>120</b>	<b>11</b>	<b>184</b>	<b>215</b>
<b>Percent</b>	<b>9.3</b>	<b>5.1</b>	<b>85.6</b>	
<b>Average Strength: 26.8</b>				

**Table 4.30 : Sex-wise Analysis at the Sampled Centres  
(1977-78 Batch of Non-formal Education)**

Sl. No.	Male	Female	Total
<b>(A) Part-time Education</b>			
1. A. K. Colony	14	4	18
2. Biligaravalli	17	9	26
3. Chikka Kadalur	18	11	29
4. Gowrikoppalu	17	9	26
5. Keragodu	15	12	27
6. Manigarahalli	17	11	28
7. Nakalagodu Koppalu	12	8	20
8. Santheshivara	15	10	25
<b>Total</b>	<b>125</b>	<b>74</b>	<b>199</b>
<b>Percentages</b>	<b>62.8</b>	<b>37.2</b>	
<b>(B) Continuing Education</b>			
1. Belur Town	20	5	25
2. Doddakanagal	12	14	26
3. Halu Bagilu	20	7	27
4. Hosakoppalu	16	12	28
5. K.R. Puram area	17	10	27
6. Mudalahippe	16	12	28
7. Sanehalli	13	13	26
8. Tejur	18	10	28
<b>Total</b>	<b>132</b>	<b>83</b>	<b>215</b>
<b>Percentages</b>	<b>61.4</b>	<b>38.6</b>	

#### 4.5.1.3 Conclusions

An analysis of the findings pertaining to enrolment leads us to the following conclusions:

- 1) The number of SC learners increased considerably over the years. This shows that the programme has attracted the learners from the disadvantaged sections of the society. ✓
- 2) The number of girls enrolled increased over the years and it was highest during 1980-81. One of the objectives of this programme is to bring in the female population to the fold of education. This shows that this objective has been achieved in this NFE programme. ✓
- 3) The average strength increased over the years. Probably this is the reason that the Karnataka Government decided to continue the programme even after 1980-81. ✓

#### 4.5.2 Background Data about Learners :

There are three batches of learners under this study. Personal data of the learners pertaining to all the three batches of the NFE programme pertaining to sampled centres are presented here. Since this study mainly focusses on the learners of the 1980-81 batch of NFE, details relating to 1980-81 batch of learners are presented first. Subsequently personal data of the 1978-79 and 1977-78 learners are presented.

#### 4.5.2.1 Background Information of Learners (1980-81)

There are two schemes in the NFE programme under study, namely, part-time education and continuing education. Personal data pertaining to the 1980-81 batch of NFE learners belonging to both these schemes are presented in Table 4.31.

Table 4.31 : Information about Learners (1980-81 Batch)

	Part-time Education		Continuing Education	
	Number	%	Number	%
<b>1. Sex</b>				
i) Male	100	61.4	87	61.3
ii) Female	63	38.6	55	38.7
<b>2. Age</b>				
i) 9 - 10	7	4.2	9	6.3
ii) 10 - 11	13	7.9	12	8.4
iii) 11 - 12	22	13.5	31	21.8
iv) 12 - 13	66	40.5	57	40.1
v) 13 - 14	55	33.7	32	22.5
<b>3. Caste Categories</b>				
i) Scheduled Caste	52	31.9	30	21.2
ii) Scheduled Tribe	2	1.2	10	7.0
iii) General	109	66.9	102	71.8
<b>4. Fathers' Occupation</b>				
i) Agriculture & Allied Occupations	105	64.4	105	73.3
ii) Business	22	13.5	21	14.8
iii) Dhobi	-	-	2	1.4
iv) Goldsmith	1	0.6	2	1.4
v) Blacksmith	1	0.6	-	-
vi) Mason	4	2.5	8	5.6
vii) Carpenter	13	8.0	4	2.8
viii) Cobbler	2	1.2	-	-
ix) Peon	10	6.1	-	-
x) Writer	3	1.8	-	-
xi) Teacher	2	1.2	-	-
xii) Tailoring	1	1.6	-	-

contd.

Table 4.31 (contd.)

	<u>Part-time Education</u>		<u>Continuing Education</u>	
	Number	%	Number	%
<b>5. <u>Learners' Occupation</u></b>				
i) Agriculture	70	42.9	82	57.8
ii) Tending Cattle	18	11.0	18	12.7
iii) Bee-keeping	11	6.7	10	7.0
iv) Horticulture	7	4.3	3	2.1
v) Domestic	55	33.7	29	20.4
<b>6. <u>Previous School Background</u></b>				
i) Attended school earlier	13	8.0	142	100.0
ii) Not attended school earlier	150	92.0	-	-
<b>7. <u>Class upto which studied</u></b>				
i) I Standard	10	-	-	-
ii) II Standard	3	-	-	-
iii) III Standard	-	-	30	21.1
iv) IV Standard	-	-	67	47.1
v) V Standard	-	-	40	28.2
vi) VI Standard	-	-	15	10.6
<b>8. <u>Period Spent in School</u></b>				
i) 1 year	10	-	-	-
ii) 2 Years	3	-	-	-
iii) 3 years	-	-	30	21.1
iv) 4 years	-	-	72	51.0
v) 5 years	-	-	40	28.0
<b>9. <u>How many years ago</u></b>				
i) 1 year ago	-	-	18	12.6
ii) 2 years ago	3	1.0	40	28.2
iii) 3 years ago	10	6.1	70	48.3
iv) 4 years ago	-	-	18	7.0
v) 5 years ago	-	-	4	2.8

Table 4.31 reveals that under the Part-time Education Scheme, the ratio of boys and girls was 6:4 . Majority of the learners (60 per cent) were in the age-range (10-13) although the programme is for the age-group (9-14). This shows that the NFE instructors might not have paid serious attention at the time of enrolment to admit learners of the required age-group. An analysis of the caste categories shows that as many as 67 per cent of the learners belonged to the general category, 32 per cent were from Scheduled Caste and only 1 per cent were from Scheduled Tribe. This shows that learners from other castes benefitted more from this type of education compared to scheduled caste and scheduled tribes. Analysis of the fathers' occupations of learners shows that most of them (73.3 per cent) were agriculturists or farmers. The remaining were mostly artisans. Majority of the learners (43 per cent) were doing Agriculture. Some of them were rearing cattle and the girls were doing domestic work predominantly. Very few learners from part-time education ( 7 per cent) had previous schooling.

The same table reveals that under the continuing education scheme, the ratio of boys and girls was 6:3. Most of the learners (70 per cent) were in the age-range of (10-13). An analysis of the caste-categories shows that as many as 70 per cent of the children belonged to the general category, only 21 per cent of the learners belonged to scheduled caste and 7 per cent of them were from scheduled tribe. Here again, we can infer that learners from other castes benefitted more from

this type of education compared to scheduled castes and scheduled tribes. Analysis of the fathers' occupations indicates that most of them were Agriculturists (73.3 per cent). A few of them pursued other occupations such as carpentry, goldsmith, blacksmith and tailoring. In respect of learners, it was found that a majority of them (57.8 per cent) were doing agriculture. Most of the girls were doing domestic work. Majority of these learners (47.1 per cent) had studied up to standard IV. A few of them (10.6 per cent) had studied upto standard VI.

#### 4.5.2.2 Back-ground Information of Learners (1978-79)

4.32

As shown in Table 4.32, the ratio of boys and girls at the NFE centres during 1978-79 was 7:3 in the case of part-time education scheme. Most of the learners (89.4 per cent) enrolled under this scheme belonged to the general category and the SC/ST learners were 8.5 per cent and 2.1 per cent respectively. This shows that the programme during 1978-79, did not attract the SC/ST learners to a considerable extent. Regarding fathers' occupation, it was seen that most of them (61.2 per cent) were Agriculturists and a majority of the learners (50 per cent) were also doing Agriculture. 31.9 per cent of the learners were involved in domestic work and probably, they were all girls. Very few learners (5 per cent) had previous schooling.

**Table 4.32 : Information about Learners (1978-79 Batch of NFE)**

	<u>Part-time Education</u>		<u>Continuing Education</u>	
	Number	%	Number	%
<b>1. <u>Sex</u></b>				
1) Male	729	72.9	677	69.5
ii) Female	271	27.1	297	30.5
<b>2. <u>Caste Categories</u></b>				
i) Scheduled Caste	85	8.5	79	8.1
ii) Scheduled Tribe	21	2.1	35	3.6
iii) Other Communities	894	89.4	860	88.3
<b>3. <u>Father's Occupation</u></b>				
i) Agriculture	612	61.2	654	67.1
ii) Business	161	16.1	126	12.9
iii) Dhobi	83	8.3	75	7.7
iv) Fishing	56	5.6	50	5.2
v) Carpentry	44	4.4	38	3.9
vi) Cobbler	44	4.4	31	3.2
<b>4. <u>Occupation</u></b>				
i) Agriculture	500	50.0	471	48.4
ii) Cattle rearing	44	4.4	95	9.7
iii) Horticulture	53	5.3	19	1.9
iv) Masonry	44	4.4	63	6.5
v) Carpentry	40	4.0	63	6.5
vi) Domestic	319	31.9	263	27.0
<b>5. <u>Previous School Background</u></b>				
i) I Standard	30	3.0	-	-
ii) II Standard	20	2.0	-	-
iii) III Standard	-	-	288	29.6
iv) IV Standard	-	-	440	45.2
v) V Standard	-	-	246	25.2

Regarding the continuing education scheme, the ratio of boys and girls during 1978-79 was 7:3. Here also most of the learners belonged to the general category (88.3 per cent). The percentages of SC and ST learners were 8.1 and 3.6 respectively. This again shows that learners from the disadvantaged sections of society did not benefit much from this programme during 1978-79. Analysis of the fathers' occupation shows that most of them (67.1 per cent) were farmers. Majority of the learners were also doing Agriculture and the remaining were mostly artisans. Regarding their previous schooling, majority of them had studied upto IV Standard.

#### 4.5.2.3 Back-ground Information of Learners (1977-78)

Table 4.33 reveals details about the back-ground information of learners of the 1977-78 batch of NFE. It can be seen from the table that the ratio of boys and girls under the part-time education scheme is 7:3. Regarding caste categories, most of the learners (83 per cent) belonged to the general category. 12.5 per cent of the learners were SC and 4.5 per cent of them were ST respectively. This shows that learners from the disadvantaged sections of society did not benefit much from this programme during 1977-78. Majority of the parents of learners (83 per cent) were agriculturists and as many as 47.1 per cent of learners too pursued agriculture. Only 5 per cent of the learners under the part-time education scheme had previous schooling.

Table 4.33 : Information about Learners (1977-78 Batch of NFE)

	<u>Part-time Education</u>		<u>Continuing Education</u>		
	Number	%	Number	%	
<b>1. Sex</b>					
1) Male	552	69.9	551	68.6	
ii) Female	244	30.1	252	31.4	
<b>2. Caste Categories</b>					
1) Scheduled Caste	101	12.5	57	7.1	
ii) Scheduled Tribe	36	4.5	30	3.7	
iii) Other Communities	669	83.0	716	89.1	
<b>3. Father's Occupation</b>					
1) Agriculture	436	54.1	401	50.0	
ii) Business	177	21.9	161	22.5	
iii) Fishing	61	7.6	62	7.7	
iv) Cobbler	33	4.1	36	4.5	
v) Carpentry	71	8.8	56	7.0	
vi) Masonry	28	3.5	67	8.3	
<b>4. Occupation</b>					
1) Agriculture	391	47.2	440	54.8	
ii) Cattle rearing	142	17.6	104	12.9	
iii) Carpentry	19	2.3	23	2.9	
iv) Masonry	104	12.9	44	5.5	
v) Domestic	161	20.0	192	23.9	
<b>5. Previous School Background</b>					
1) I	Standard	28	3.5	-	-
ii) II	Standard	17	2.1	-	-
iii) III	Standard	-	-	300	37.4
iv) IV	Standard	-	-	337	41.9
v) V	Standard	-	-	166	20.7

Details about learners pertaining to continuing education are also shown in the same table. The ratio of boys and girls in this case was 7:3. Most of the learners belonged to the general category (89.1 per cent). There were only 7.1 per cent scheduled caste learners and 3.7 per cent scheduled tribe learners. This shows that SC/ST learners formed a minority. Regarding the fathers' occupation, majority of them (50 per cent) were farmers. As many as 54.8 per cent learners under this scheme pursued agriculture and the remaining were artisans. Majority of the learners had studied upto IVth Standard under this scheme.

#### 4.5.2.4 Overall Observations :

An analysis of the background information of learners of the three batches of NFE leads us to the following observations: Under Part-time Education, the ratios of male and female during 1977-78, 78-79 and 80-81 respectively were 70:30, 73:27 and 61:39. This shows that at the NFE Centres the female population had considerably increased between 1978-79 and 1980-81. It was found that most of the children enrolled for the 1980-81 batch of NFE were in the age-range 10-13 although the programme is for the age-group of (9-14) years. The percentages of SC population during 1977-78, 78-79 and 80-81 respectively were 12.5, 8.5 and 31.9. From these figures, we can infer that the SC population had considerably increased by 1980-81. As we know, this NFE programme was particularly meant for girls and pupils from the disadvantaged

sections of the society. The above data substantiates this point. However, the percentages of ST learners during 1977-78, 78-79 and 80-81 were respectively 4.5, 2.1 and 1.2 only. As far as fathers' occupation is concerned, over all the three years, it was found that the major occupation was Agriculture. There were parents pursuing other occupations also such as business, dhobi, goldsmith, blacksmith, mason, carpenter, cobbler etc. Majority of the learners pursued Agriculture as their occupation. There were a few other occupations also in which the learners were engaged and they were tending cattle, Horticulture, Masonry, Carpentry and Domestic. Very few learners from Part-time Education during the three years namely 1977-78, 78-79 and 80-81 had previous schooling. Even from among such learners, it was found that they had studied only upto II Standard.

From the Continuing Education Scheme, the ratios of male and female during 1977-78, 78-79 and 80-81 respectively were 69:31, 69:30 and 61:39. This shows that the number of girls enrolled had considerably increased by 1980-81. In this case, as was found in Part-time Education, most of the learners were in the age-group (10-13) years, during 1980-81. The percentages of SC learners during the three years were 7.1, 8.1 and 21.2 respectively. From this, we can infer that the number of SC learners had considerably increased over the three years. However, the percentages of ST learners over the three years were only 3.7, 3.6 and 7.0 respectively.

Regarding fathers' occupation, it was found that the major occupation was Agriculture. Some of the parents pursued other occupations such as business, dhobi, fishing, carpentry, cobbler etc. It was noticed that majority of the learners were engaged in Agriculture and other occupations which they pursued were cattle rearing, horticulture, masonry, carpentry and domestic work. It was found that the learners had their education in a formal set up from classes III to VI and majority of the learners had dropped out from class IV.

#### 4.5.3 Methods adopted by Instructors for Enrolment :

The main task of NFE instructors for starting a centre is the enrolment of children. The instructors were asked about the procedures they adopted to enrol children at the NFE centres. Methods of enrolment adopted by Instructors are shown in Table 4.34. Most of the Instructors (89.8 per cent) reported that they adopted the method of house to house survey. A few other methods which they adopted were contacting the local primary teacher, taking the help of village leaders and holding public meetings. Out of all methods which they adopted, door to door contact was the most popular. This finding is supported by the statement of children, as majority of them reported, that they joined the NFE centre due to the motivation of NFE instructors.

Table 4.34 : Methods of Enrolment Adopted by Instructors.

	<u>Number</u>	<u>Percentage</u>
(a) Contacting local primary school teacher.	25	51.0
(b) House to House Survey	44	89.8 ✓
(c) By Contacting Village Leaders	17	34.7
(d) By Holding Public Meetings	3	6.1

#### 4.5.4 Learners' Motivation to join the NFE Centres :

Attempt is made here to present the views of the learners about their motivation to join the NFE centres. The views of learners belonging to 1980-81 are presented first. The opinions of learners belonging to 1978-79 and 1977-78 are presented subsequently.

##### 4.5.4.1 Motivational Factors in respect of Children of the 1980-81 batch of Non-formal Education

The views of learners under part-time education and continuing education schemes, as to how they were motivated to join the NFE centres, are shown in Table 4.35. Most of the learners (77.3 per cent) opined that they came to know about the NFE centre from the NFE instructor. This confirms the version given by NFE instructors that most of them (89.8 per cent) went from house to house for motivating children to join the NFE centre. (Table 4.44). Some learners reported that they came to know about the NFE centre from the local primary school teacher and in the case of a few learners friends and neighbours

**Table 4.35 : Learners' Motivation to join the NFE Centre.**

	Part-time Education		Continuing Education	
	Number	%	Number	%
<b>1. Learners' first contact with the NFE centre:</b>				
(a) Local primary school teacher informed	10	6.2	9	6.3
(b) Instructor of the NFE centre informed	126	77.3	84	59.1 ✓
(c) Family members informed	7	4.3	24	16.9
(d) Neighbours gave the message	8	4.9	20	14.1
(e) Some elderly person of the village gave the message	5	3.1	5	3.5
(f) Friends intimated	7	4.3	5	3.5
<b>2. Persons who encouraged the learner to join the NFE centre:</b>				
(a) Instructor of the NFE centre	104	63.8	103	72.5 ✓
(b) Supervisor of the NFE centre	28	17.2	30	21.1
(c) Local Primary school teacher	47	28.8	12	8.4
(d) Family members	40	24.8	32	22.5
(e) Some elderly person of the village	5	3.1	6	4.2
(f) Neighbours	8	4.9	5	3.5
<b>3. Discouraged to join the centre :</b>				
(a) Discouraged	7	4.3	8	5.6
(b) Nobody discouraged	156	95.7	134	94.4
<b>4. Persons who discouraged the learner to join the centre :</b>				
(a) A few local persons	7	4.3	4	2.8
(b) Friends	-	-	2	1.4
(c) Family members	-	-	2	1.4

also informed. Majority of children from the part-time education scheme (63.8 per cent) indicated that the instructor of NFE centre encouraged them to join the centre. In some cases, other people such as supervisor of the NFE centre, local primary school teacher and neighbours encouraged the children to join the NFE centre. Most of the learners (95.7 per cent) mentioned that no one discouraged them to join the NFE centre.

Learners' motivation to join NFE centre in respect of the learners belonging to the continuing education scheme are also presented in Table 4.35. Majority of the learners (59.1 per cent) mentioned that they came to know about the centre from the NFE instructor. Some of them indicated that they came to know about the centre from persons such as the local primary school teacher, his own family members and friends. Most of the children (72.5 per cent) mentioned that the NFE centre instructor encouraged them to join the centre. Most of the learners (94.4 per cent) reported that no one discouraged them to join the centre.

#### 4.5.4.2 Childrens' Motivation to Join NFE Centres (1978-79)

Table 4.36 reveals that under the part-time education scheme, as many as 67.0 per cent of children came to know about the NFE centre from the NFE instructor. 9.6 per cent of the learners reported that their friends informed them about the centre. A few of them mentioned that their family members and

neighbours were instrumental for their joining the NFE centre. Similarly, in the case of continuing education scheme, majority of the learners (66.7 per cent) mentioned that they came to know about the NFE centre from the centre instructor only. A few others reported that their family members were responsible for their knowing the NFE centre. Some mentioned that their friends told them about the NFE centre.

**Table 4.36 :** Motivational Factors in respect of Learners of the 1978-79 Batch of Non-formal Education.

	Part-time Education		Continuing Education	
	Number	%	Number	%
i) Teacher of the NFE centre intimated	140	67.0	130	66.7
ii) Family members of the learners informed	15	7.1	17	8.7
iii) Local Primary school teacher intimated	20	9.6	18	9.2
iv) An elderly person of the village told	10	4.8	13	6.7
v) Neighbours told	9	4.3	7	3.6
vi) Friends informed	15	7.2	10	5.1

#### 4.5.4.3 Childrens' Motivation to join NFE Centres (1977-78)

Table 4.37 reveals that under the part-time education scheme, as many as 62.8 per cent of the learners came to know about the NFE centre from the instructor of the centre. 12.6 per cent of the learners indicated that they came to know about

the centre from the local primary school teacher. Some mentioned that their family members and neighbours were responsible for their joining the centre. From the continuing education scheme, most of the learners (74.4 per cent) mentioned that the NFE instructor was responsible for their joining the centre. Some indicated that their family members motivated them. A few others mentioned that their neighbours informed them about the centre.

Table 4.37 : Motivational Factors in respect of Learners of the 1977-78 Batch of NFE.

	Part-time Education		Continuing Education	
	Number	%	Number	%
(1) Instructor of the NFE centre intimated	125	62.6	160	74.4
(2) Family members of the learners told	18	9.0	15	6.9
(3) Local primary school teacher intimated	25	12.6	15	6.9
(4) An elderly person of the village told	10	5.0	12	5.6
(5) Neighbours informed	8	4.2	8	3.7
(6) Friends told	13	6.5	5	2.3

From the foregoing analysis, we can infer that during all the three years namely, 1980-81, 1978-79, 1977-78, the NFE instructor was mainly responsible for motivating learners to join the centre. Since most of the instructors were local

persons, it must have been convenient for them to motivate learners to join the NFE centre. As said earlier, the instructors mostly adopted the method of door-to-door survey in enrolling the learners. At the time of visiting the learners' residence, the instructors must have motivated the learners to join the NFE centres.

#### 4.5.5 Attendance of Pupils at the NFE Centres :

One of the major tasks in conducting a non-formal education centre is to ensure attendance of children at the centres. Regularity of attendance is a vital factor for the success of the NFE programme. In this connection, the instructors were asked about the attendance pattern in their centres. It was reported by most of the instructors (69.4 per cent) that learners attending regularly were in the range (22-30) and the average daily attendance was also in the same range as shown in Table 4.38. This shows that majority of the students attended the NFE centres regularly. The above information given by instructors is also confirmed by the supervisors. As many as 71.4 per cent of the supervisors reported that the learners attend the classes regularly (Table 4.39).

**Table 4.38 : Information about attendance as provided by Instructors** 123

	Number	Percentage
<b>Attendance of Pupils:</b>		
<b>(a) Number of students enrolled in the beginning :</b>		
1 - 10	-	-
11 - 20	5	10.2
21 - 30	44	69.8
31 - 40	2	4.1
<b>(b) Pupils left in the middle:</b>		
1 - 5	17	34.7
6 - 10	15	30.6
11 - 15	5	10.2
16 - 20	1	
<b>(c) Pupils attending regularly :</b>		
1 - 10	2	4.1
11 - 20	11	22.5
21 - 30	34	69.4
31 - 40	2	4.1
<b>(d) Average daily attendance :</b>		
1 - 10	1	4.1
11 - 20	14	28.6
21 - 30	33	67.4
31 - 40	1	2.0

**4.5.5.1 Supervisors' Observations :**

The supervisors were asked a few questions relating to attendance of children. These responses are shown in Table 4.39. It was reported by most of the supervisors (85.7 per cent) that attendance registers were not supplied to the centres. This must have definitely affected the regular marking of attendance. It was very necessary that the authorities should have supplied the attendance registers to all the centres so that they could insist on attendance being regularly maintained by NFE instructors.

All the supervisors mentioned that attendance was being marked regularly by NFE instructors and they also checked the attendance registers during their visits. Most of the supervisors (71.4 per cent) mentioned that the learners attend the classes regularly.

Table 4.39 : Information about attendance at NFE centres as provided by supervisors

	Number	Percentage
<b>1. Supply of attendance register to NFE centres:</b>		
(i) Supplied	2	14.3
(ii) Not supplied	12	85.7
<b>2. Marking of attendance regularly:</b>		
(i) Marked	14	100.0
(ii) Not marked	0	0
<b>3. Checking of attendance registers :</b>		
(i) Registers checked	14	100.0
(ii) Not checked	0	0
<b>4. Attendance of students :</b>		
(i) Attend classes regularly	10	71.4
(ii) Do not attend regularly	4	28.6

#### 4.5.5.2 Efforts made to increase regularity in attendance :

Both NFE Instructors and Supervisors took certain steps to increase regularity in attendance. These details are shown in Tables 4.40 and 4.41<sup>(A)</sup>. As can be seen from these tables, most of the instructors (75.5 per cent) mentioned that

regularity of attendance can be increased by meeting the parents and convincing them. On the other hand, most of the supervisors (79.6 per cent) indicated that the problem could be solved by contacting the village leaders. However, a sizeable number of supervisors (64.3 per cent) admitted that contacting the parents and convincing them also can be a solution. A few other steps such as making the time-schedule flexible, conducting parent-teacher meeting were also suggested by the NDE instructors and supervisors.

Table 4.40 : Instructors' efforts to increase regularity  
(A) in attendance

	Number	Percentage
(a) By meeting their parents	37	75.5
(b) By meeting the individual pupil	26	43.5
(c) By making the time schedule flexible	21	42.0
(d) By influencing the pupil through village leaders	8	16.3

Table 4.40 : Supervisors' efforts to increase regularity in  
(B) attendance

	Number	Percentage
i) Contact the village leader	11	79.6
ii) Contact the parents and convince them	9	64.3
iii) Meeting the pupils individually	1	7.1
iv) Pupil-parent meeting in the presence of instructor	5	35.7

#### 4.5.5.3 Overall Observations

- (1) 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.
- (2) Most of the supervisors mentioned that the learners attend classes regularly and they reported that attendance was marked regularly by the NFE instructors.
- (3) It was found that the supervisors checked the attendance registers during their visits to the NFE centres.
- (4) Both instructors and supervisors made efforts to increase regularity in attendance. In most of the cases, they met the parents and convinced them so that children in turn could be persuaded to attend classes at the NFE centres. Help of the village leaders was also taken in this regard and through the village leaders, learners were persuaded to attend classes regularly. Sometimes, pupil-parent meeting in the presence of the NFE instructor was also arranged in order that regularity in attendance is ensured.

#### 4.5.6 Drop-outs

As mentioned earlier, the term of the NFE programme was eight months. The learners who stopped attending the NFE centres during the period of these eight months have been designated as drop-outs. In this section, attempt is made to

know the extent of drop-out, background data about drop-outs, reasons for their dropping out from NFE centres, efforts made to motivate the drop-outs to rejoin the NFE centres and motivation among the drop-outs to rejoin the NFE centres. Details pertaining to the above aspects are presented here.

#### 4.5.6.1 Back-ground Data about Drop-outs :

Table 4.41 reveals that under the part-time education scheme, there were 19 boys and 33 girls who dropped out from NFE centres. Majority of these drop-outs (57.7 per cent) belonged to the scheduled caste category. There were a few (5.7 per cent) scheduled tribe learners from the drop-outs. An analysis of the fathers' occupations shows that most of them (70 per cent) were agriculturists. A few of them pursued other occupations such as fishing, carpentry and masonry. As many as 67 per cent of the drop-outs had agriculture as their occupation. The remaining drop-outs were artisans. It was found that none of the drop-outs from part-time education scheme had any previous schooling.

Details about the drop-outs from the continuing education scheme are also shown in the same table. The ratio of boys and girls under the continuing education scheme was 1:1.5. This shows that among the drop-outs, girls were in large numbers. Majority of the drop-outs (87.1 per cent) were from the scheduled caste category and a few (3.3 per cent) belonged to scheduled tribe. Most of the parents (66.0 per cent) pursued Agriculture

**Table 4.41 : Information about Drop-outs (1980-81)**

	<u>Part-time Education</u>		<u>Continuing Education</u>	
	Number	%	Number	%
<b>1. <u>Sex</u></b>				
i) Male	19	36.5	8	28.6
ii) Female	33	63.5	20	71.4
<b>2. <u>Caste Categories</u></b>				
i) Scheduled Caste	30	57.7	16	57.1
ii) Scheduled Tribe	3	5.7	1	3.5
iii) Other Communities	19	36.5	11	39.3
<b>3. <u>Fathers' Occupation</u></b>				
i) Agriculture	36	70.0	19	68.0
ii) Fishing	3	5.5	1	4.5
iii) Carpentry	8	15.0	5	17.0
iv) Masonry	3	5.5	1	4.5
v) Cobbler	2	4.0	2	6.0
<b>4. <u>Occupation</u></b>				
i) Agriculture	35	67.0	20	70.0
ii) Cattle rearing	6	12.0	4	15.0
iii) Fishing	4	8.0	2	6.5
iv) Masonry	4	7.0	1	3.5
v) Cobbler	3	6.0	1	5.0
<b>5. <u>Previous Schooling</u></b>				
i) I Standard	-	-	-	-
ii) II Standard	-	-	-	-
iii) III Standard	-	-	-	-
iv) IV Standard	-	-	19	68.0
v) V standard	-	-	8	28.6
vi) VI Standard	-	-	1	3.5

as their occupation. Analysis of the learners' occupations shows that most of them (70 per cent) were involved in Agriculture and the remaining were artisans. Most of the drop-outs (60 per cent) under the continuing education scheme had studied upto IV standard. Some of them (18.6 per cent) had their education upto V standard and a few others (3.5 per cent) had studied upto VI standard.

#### 4.5.2.2 Centre-wise distribution of the Drop-outs:

Centre-wise distribution of the drop-outs is given in Table 4.42. It is evident from the table that there were 58 drop-outs from Part-time Education Scheme and there were 35 drop-outs from the Continuing Education Scheme during the year 1960-61. The table reveals that the incidence of drop-outs is more in the case of those centres where there is a cluster of either SC population or where there are more girls. This factor can be inferred from the table in the case of both Part-time and Continuing Education Schemes.

As reported earlier by the investigator, it was possible only to study (52.01 per cent) out of 58 drop-outs under the Part-time Education Scheme and 26 (60 per cent) out of 35 drop-outs under the Continuing Education Scheme. The remaining children could not be contacted because they had left either for jobs or may be that some of them had migrated due to marriage (particularly in the case of girls).

**Table 4.42 : Centre-wise Distribution of the Drop-outs at the Sampled Centres (1980-81 Batch of Non-formal Education)**

Sl. No.	Taluk	Place	No. of Drop-outs
<b>(A) Part-time Education :</b>			
1.	Alur	Eyaba Colony IV	-
2.	Arakalagud	Keralapura	10
3.	Arasikere	Sanakaranahalli	9
4.	Belur	A. K. Colony	14
5.	Channarayapatna	Malenahally	-
6.	Hassen	Saligrama	10
7.	Holenarasipur	Bettada Satenahalli	6
8.	Sakaleshpur	Hanabala	9
Total			58
<b>(B) Continuing Education :</b>			
1.	Alur	Bettadahalli	1
2.	Arakalagud	Doddabemmathi	-
3.	Arasikere	Chaluvanahalli	1
4.	Belur	Halebidu	8
5.	Channarayapatna	Nambi Halli	7
6.	Hassen	Adlimane Street	7
7.	Holenarasipur	Nagaranahalli	-
8.	Sakaleshpur	Hettur	11
Total			35

### 4.5.6.3 Reasons for Children to Drop-out

The instructors were asked about the reasons for children to drop-out. They reported a variety of reasons, namely, economic, social, organisational, and personal. They also reported that children dropped out of the NFE centres for more than one reason. The possible reasons for children to drop out of the NFE centres are presented in Table 4.43. Majority of the instructors reported that children dropped out because they have to take care of household work. As mentioned earlier, girls are in large numbers among drop-outs. Probably, girls have to share major responsibility in doing household work. This may be the reason as to why they dropped out of the NFE centres. A sizable number of instructors (59.4 per cent) reported that children dropped out due to economic reasons. 45.9 per cent of the instructors found that children dropped out because of not getting permission from their parents. A few instructors mentioned that timings of NFE centres are not convenient.

Table 4.43 : Reasons for Children to Drop-out.

Reasons for the pupils to drop-out	Number	Percentage
(a) Parents do not permit children	17	45.94 ✓
(b) Timings are not convenient	5	13.51
(c) NFE centre is far away from the residence	-	-
(d) Economic reasons	22	59.4 ✓
(e) Children have to take care of household work	24	64.9 ✓

The drop-outs were also asked about the reasons for their leaving the NFE centres. The responses of the drop-outs are shown in Table 4.44. From the Part-time Education Scheme, most of the drop-outs (73.1 per cent) reported that they dropped out because they could not understand the lessons taught by the teacher. This is a feed back to the NFE instructors that they should modify their teaching-learning processes in order to retain children at the NFE centres. 36.5 per cent of children reported that the timings of the centres are not convenient. Since they are working children, probably they might be returning from their work spot late in the evenings and as such, they might have dropped out since they cannot reach the NFE centres in time. Some children mentioned that they had to leave because of migration. It is possible that they might have left the villages in search of better of new jobs and therefore, they dropped out of the NFE centres. Some drop-outs reported that parents prevented them from going to the centres. Some of them also mentioned that the centre is distant from their residence. In a few cases, it was seen that the drop-outs were not interested in learning.

Table 4.44. Reasons mentioned by the Drop-outs for leaving the NFE Centres.

	Part-time Education		Continuing Education	
	Number	%	Number	%
i) Centre distant from the house	8	15.4	6	21.4
ii) Timing of the Centre not suitable	20	36.5	19	67.9
iii) Migration	12	23.1	11	39.3
iv) Could not understand the lessons taught by the teacher	38	73.1	17	60.7
v) Parents prevented us from going to the Centre	10	19.2	8	28.6
vi) Not interested in learning	10	19.2	9	32.1

Responses of the drop-outs from the continuing education scheme are also shown in Table 4.44. Most of the children from this scheme (87.9 per cent) reported that timings of the NVE centres are not convenient. A sizeable number (60.7 per cent) of them mentioned that they could not understand the lessons taught by the NVE instructors. Some of them (39.3 per cent) had to leave the NVE centres because of migration. A few others mentioned that they dropped out because they were not interested in learning and parents prevented them.

#### 4.5.6.4 Efforts made to Motivate the Drop-outs to Rejoin the NVE Centres.

Instructors were asked whether they made efforts to motivate the drop-outs to join the NVE centres. All of them admitted that they tried certain ways of motivating the drop-outs to rejoin the centres. Responses of instructors in this regard are shown in Table 4.45. As the table reveals, majority of the instructors (59.4 per cent) indicated that the drop-outs could be motivated to rejoin the centres, if the parents are convinced. 48.6 per cent of the instructors admitted that instruction should be made more attractive. 43.2 per cent of them mentioned that the problem of drop-out could be checked if we provide games and recreation facilities at the centres. Some of them mentioned that the help of village leaders could be sought in this direction.

**Table 4.45 : Motivation provided by the Instructors for the Drop-outs**

	Number	Percentage
<b>1. Efforts made to motivate the drop-outs to join the NFE centre again</b>		
(a) Efforts made	49	100
(b) Efforts not made	-	-
<b>2. How did you motivate the drop-outs:</b>		
(a) By making instruction more attractive	18	48.6
(b) By providing games and recreation facilities	16	43.2
(c) By adjusting instructional timings	-	-
(d) By convincing the individual pupil	14	37.8
(e) By convincing the parents	22	59.4
(f) By influencing the pupils through the community leaders	4	10.8

**4.5.6.5 Motivation Among Drop-outs to Rejoin the NFE Centres:**

The responses of the drop-outs were also obtained about their rejoining the NFE centres and the same are presented in Table 4.46. Regarding Part-time Education Scheme very few drop-outs (3 out of 52) expressed their willingness to rejoin the NFE centres. The drop-outs were further questioned as to what additional facilities they need, if they want to rejoin the centres. Only 2 mentioned that they want some financial incentive and one suggested that instruction has to

be more attractive. Regarding the continuing education scheme, only 2 out of 20 drop-outs showed their willingness to rejoin the NFE centres. The drop-outs indicated that they are prepared to rejoin the NFE centres if they are given some financial incentive and if some more recreational facilities are provided at the centres.

Table 4.46: Motivation among Drop-outs to Rejoin the NFE Centres

	Part-time Education		Continuing Education	
	Number	%	Number	%
(i) Willing to join the NFE Centre	3	6	2	7
(ii) Not willing to join the NFE Centre	49	94	26	93
Additional Facilities needed by the Drop-outs				
(i) Some financial incentive	2	4	1	3.5
(ii) Instruction to be more attractive	1	2	-	-
(iii) More recreational facilities at the NFE Centres	-	-	1	3.5

#### 4.5.6.6 Overall Observations :

- (1) It was noticed that poverty was the main reason for the drop-out of children. Probably children did not get time to attend the NFE centres since they had to help their parents in their work till late evening.

- (2) It was found that the drop-out rate was more in those NFE centres where there was predomination of scheduled castes or girls. The reason may be that girls have to take care of house-hold work. Another possible reason is that parents might have prevented the girls from attending the NFE centres the moment they attained the age of marriage. In the case of drop-outs from scheduled caste, probably parents did not realise the importance of the NFE programme or they might have prevented children from attending the NFE centres due to economic reasons also.
- (3) Most of the drop-outs reported that they left NFE centres because they could not understand the lessons taught by the NFE instructors. This shows that NFE instructors have to modify their teaching-learning processes so that they can cater the varying interests of children.
- (4) Most of the NFE instructors reported that the drop-out rate could be checked by making instruction more attractive. Probably provision of recreational facilities at the NFE centres can also attract children and this may check the drop-out rate.
- (5) Very few drop-outs expressed their willingness to rejoin the NFE centres and they pleaded for additional financial facilities, if they have to rejoin.

The foregoing discussions about drop-outs lead us to the conclusion that the NFE programme suffers from the same problem

for which it has been started. In fact, the alarming rate of drop-out in the formal system necessitated the starting of the NFE programme and we find that this programme is also facing the same problem. It is, therefore, very necessary to take suitable steps to prevent the drop-out rate in this programme; otherwise the target of universalisation of Elementary Education by 1990 will remain only a dream.

#### 4.6 Supervision of NFE Centres :

The supervisor is one of the pillars in the system of non-formal education. He plays the supervisory role and monitors the programme at the local level. He is an important link between the higher level administrators at district and state level, on the one hand and the instructors and children, at the grassroot level. His job begins with the establishment of the NFE centre and ends with the term of the NFE programme. The supervisor has the stupendous task guiding the NFE instructors so that the learners can ultimately benefit academically. He has to play both academic and administrative role in the system of non-formal education.

Under the existing arrangement, the responsibility of supervision was given to the A.E.O.'s and the inspectors of schools. They were the officers of the department of education and they were busy with the routine day-to-day work in their own department. Most of them did not find time even to fulfil their departmental commitments. Since the responsibility of supervision of NFE centres was given to the persons of the same bureaucratic set up, probably the demerits of the supervisory system in the state schools got duplicated here also, thereby

making the supervisory role, the weakest link.

The supervisors were asked about their frequency of visit to the NFE centres, holding meetings with NFE instructors, frequency of such meetings, and subject matter of discussion in these meetings. Details pertaining to the above aspects are shown in Table 4.47. The table reveals that only some supervisors could visit the centres once in a fortnight and majority of them went to the centres occasionally. As many as 57.1 per cent of the supervisors mentioned that they held meetings with the NFE instructors. It was found that such meetings were not held regularly. Supervisors were further asked about the subject matter of discussion at these meetings. Most of the supervisors (85.7 per cent) indicated that they discussed about the adoption of teaching techniques. A sizable number of the supervisors (71.4 per cent) reported that they discussed about the progress of pupils. As many as 64.3 per cent of them indicated that they discussed about the coverage of portions prescribed in various subjects. It was also found that some of them discussed about the support from the community and disbursement of remuneration and contingency grants. Most of the supervisors (78 per cent) admitted that they involved personnel from developmental departments in assisting the NFE instructors.

It may be concluded from the foregoing discussion that the NFE centres were not supervised well. Since most of the NFE centres worked during nights, the supervisors who are

Table 4.27 Supervision of NFE Centres.

	Number	Percentage
<b>1. Able to effectively supervise all the entrusted centres :</b>		
i) Able	9	64.3
ii) Not able	5	35.7
<b>2. Frequency of the supervisors' visit to the centres :</b>		
i) Once in a fortnight	4	28.6
ii) Once in a month	5	35.7
iii) Occasionally	5	35.7
<b>3. Holding of meetings of instructors :</b>		
i) Hold meetings	8	57.1
ii) Do not hold meetings	6	42.9
<b>4. Frequency of such meetings :</b>		
i) Once a month	4	28.6
ii) Once in two months	6	42.9
iii) Once in three months	4	28.6
<b>5. Subject matter of discussion in these meetings :</b>		
i) Adoption of teaching techniques	12	85.7
ii) Coverage of syllabus	9	64.3
iii) Progress of pupils	10	71.4
iv) Support from community	3	21.4
v) Disbursement of remuneration and contingency grants	1	7.1
<b>6. Involvement of personnel from the Developmental Departments in giving assistance to the instructor in the teaching-learning process :</b>		
i) Involving	3	21.4
ii) Not involving	11	78.6

stationed in the taluk headquarters, probably found it difficult to visit the NFE Centres. Moreover, AEO's in Karnataka State are not provided with jeeps and if they wanted to supervise the centres, they had to depend upon the buses mainly. The investigator during his visits to the NFE centres asked the instructors about the frequency of the supervisors' visits. The reply was not encouraging. It was reported that the centres were not supervised at all or supervised only once or twice during the term of the NFE programme. Thus, it was noticed that the supervisory system was the weakest link in the NFE programme and unless proper steps are taken, the success of the programme may be at stake.

#### 4.7 Financial Matters :

Details relating to instructors' remuneration, contingency amount sanctioned by the authorities for the NFE centres and different ways of utilising the contingency amount are discussed here. Instructors' opinions about the remuneration have been sought and the same are presented in what follows:

The following budgetary provision was made for the implementation of the programme at different levels.

##### (A) Centre-level :

- |  |                                |
|--|--------------------------------|
| 1. Remuneration to the teachers to run the course for a period of 3 months | Rs. 75/- per teacher per month |
| 2. Contingency for each centre   | Rs. 10/- per centre per month  |

(B) Taluk-level :

- |  |                                  |
|--|----------------------------------|
| 3. Remuneration to the Asst. Educational Officers                            | Rs. 25/- per month for 10 months |
| 4. Remuneration to the inspectors of schools (one graduate I.O.S. per Taluk) | Rs. 20/- per month for 10 months |
| 5. Remuneration to one clerk in charge of the programme                      | Rs. 15/- per month for 10 months |

(C) District-level :

- |   |                                  |
|---|----------------------------------|
| 6. Honorarium to Deputy Directors of Public Instruction | Rs. 50/- per month for 10 months |
| 7. Remuneration to the clerk in-charge of the programme | Rs. 15/- per month for 10 months |

4.7.1 Instructors' Remuneration :

Instructors were asked whether they were satisfied with the remuneration they got. It was noticed that all of them were very much dissatisfied with the present remuneration of Rs. 75/- per month. They complained of the meagre amount and also reacted strongly to the irregular payment of honorarium. They also suggested for enhancement of their remuneration. The details about the same are presented in Table 4.43. The data in the table reveals that instructors have suggested an amount varying from Rs. 100/- to Rs. 250/- as the honorarium per month. Majority of the instructors (63.3 per cent) wanted that remuneration should atleast be Rs. 200/- per month. It is very necessary that the authorities pay attention to the demand of the NFE instructors about enhancement of their remuneration.

**Table 4.48. : Suggestions of Instructors for enhancing the amount of remuneration**

	Number	Percentage
<b>1. Remuneration Received :</b>		
i) Satisfactory	-	-
ii) Not satisfactory	49	100
<b>2. Suggested Remuneration:</b>		
i) Rs.100/- per month	6	12.2
ii) Rs.150/- per month	5	10.2
iii) Rs.200/- per month	31	63.3
iv) Rs.250/- per month	7	14.3

**4.7.2 Contingency Amount sanctioned for the NFE Centres :**

From the budgetary provision stated earlier, it can be seen that a very meagre amount of Rs.10/- was sanctioned as contingency amount for each NFE centre. It was found that all instructors expressed dissatisfaction about this meagre amount of contingency amount. Instructors were asked whether they had any other sources to get money to make up this deficiency. Their responses are shown in Table 4.49. Majority of the instructors (63.3 per cent) mentioned that they spent money from their own pocket. This is very unfair particularly in view of the fact that the instructors are paid a very meagre amount of remuneration. The instructors were questioned whether they had any other sources of money for meeting the expenditure at the NFE centres. It was found that some of

them got subscription from philanthropists and youth clubs of the villages.

Table 4.49: Income Sources and Items of Expenditure

	Number	Percentage
1. The amount of contingency :		
i) Sufficient	-	-
ii) Not sufficient	49	100
2. Other sources tapped :		
i) Collect money from community	4	8.2
ii) Get subscription from the pupils	8	16.3
iii) Get subscription from philanthropists	8	16.3
iv) Get subscription from youth clubs	2	4.1
v) Expenditure from own pocket	31	63.3
3. Items of normal expenditure :		
i) Exercise books and pencils	23	46.9
ii) Chalk pieces and dusters	28	57.1
iii) Ink	12	24.5
iv) Attendance register	6	12.2
v) Roller boards	1	2.0
vi) Electric charges	4	8.2
vii) Kerosene	38	77.5

Table 4.49 also reveals details about the mode of spending the contingency amount at the NFE centres. Most of the instructors (77.5 per cent) mentioned that they had to buy

kerosine. This shows that most of the centres did not have electricity and as such, the instructors must have been using the lanterns. A sizable number of instructors (57.1 per cent) indicated that they had to incur expenditure on chalks and dusters. Some instructors mentioned that they spent money for buying attendance registers. It has been stated earlier in this chapter that attendance registers were not supplied to most of the centres (Table 4.39). Probably this is the reason as to why the instructors had to incur expenditure on this item. A few instructors mentioned that they had to buy roller boards and some of them had to pay electric charges out of the contingency amount.

The supervisors' opinions about utilization of contingency amount were sought and the same are presented in Table 4.50. Most of the supervisors (92.9 per cent) felt that the contingency amount is very meagre and is not sufficient. However, all of them admitted that the amount was properly utilized.

Table 4.50 : Utilization of contingency amount.

	Number	Percentage
<b>1. Contingency amount :</b>		
1) Sufficient	1	7.1
ii) Not sufficient	13	92.9
<b>2. Utilization of contingency amount:</b>		
1) Properly utilised	14	100.0
ii) Not properly utilised	0	0

The investigator, during his visits to the NFE centres, discussed the various financial matters with the instructors. It was found that most of them were very unhappy about the state of affairs. A meagre amount of Rs.10/- was sanctioned for contingent expenditure and even this money did not reach them in-time. Even in the case of some centres located in government buildings, facilities of electricity were not there. The NFE teachers had to pay money for the kerosene and use lanterns even in such centres. At a few centres, the community provided the facility of electricity and to some extent, it was a source of help for the NFE teachers. In the light of the above observation, it is suggested that the contingency amount should be enhanced reasonably. It is very necessary that the authorities pay attention in this regard. It was a happy feature that some instructors were very dynamic and they raised some funds for the NFE centres from the local philanthropists and educated youths of the community. In some cases, the local youth clubs came to the rescue of the NFE teachers and they helped them to meet eventualities of additional expenditure. By and large, it is suggested that the authorities take up this matter and help the NFE instructors so that the interests of learners do not suffer.

#### 4.8 Conclusions :

Analysis of the various findings in this chapter helps us to draw the following conclusions:

- (1) Most of the instructors of NFE centres were residing 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 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 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 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 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 teachers 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 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. Most of the drop-outs from girls mentioned that they had to take care of house-hold work and it is for this reason that parents prevented them to attend the NFE centres.
- (17) Most of the drop-outs reported that they did not understand the lessons taught at the NFE centres and hence, they decided to leave.
- (18) NFE instructors made efforts to motivate the drop-outs to rejoin the centres by meeting their parents and convincing them.
- (19) 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.

- (20) Supervision of NDC centres appeared to be the weakest link in the NDC programme. In the case of most of the centres, few supervisors visited only once or twice during the term of the NDC programme.
- (21) Most of the supervisors involved the developmental departments in the activities of the NDC centres. This helped the NDC instructors to strengthen their academic programme.
- (22) All NDC instructors vehemently raised their voice against the meagre remuneration paid to them and demanded for enhancement of the same.
- (23) Both instructors and supervisors expressed dissatisfaction about the meagre amount of contingency sanctioned for the NDC centres. They demanded for a higher rate of contingency.