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EVS/NFE/E-AM-11

REPORT  
OF THE  
EMPIRICAL EVALUATION  
OF ACADEMIC ASPECT OF  
NON-FORMAL EDUCATION PROGRAMME

A S S A M

NIEPA DC



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NON-FORMAL EDUCATION

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## C O N T E N T S

Chapter	I	Introduction - Purpose and Scope of the Study, Sample, Tools and techniques used.	1-12
Chapter	II	Curriculum in transaction - Methods of Teaching, Evaluation of Pupils.	13-18
Chapter	III	The Instructor - his background, Training programme for Instructors.	19-22
Chapter	IV	Supervision of Non-formal Education, The Supervisor his background and procedures of Supervision.	23-26
Chapter	V	NFE children and their Academic achievements; Comparative study of attainment of pupils of NFE vis-a-vis Formal Education	27-39
Chapter	VI	NFE in the eyes of Learners and Parents regarding functional efficiency of NFE Centres.	40-41
Chapter	VII	Major Findings and conclusions of the Study - a synoptic view.	42-56
Chapter	VIII	Suggestions and Recommendations for improvement of Non-formal Education in the State.	57-65
Appendix	I -	List of sample - NFE Centres	66-67
Appendix	II -	Achievement Tests of Evaluation Study.	68-..

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## FORWARDED

Three decades of sustained educational endeavour in Free India showed that universalisation of Elementary Education through the Formal system is an uphill task under the existing socio-economic conditions of society. Viewed from constitutional commitment and social imperatives, universalisation of education brooks no delay. Therefore, an alternative strategy, suited to needs and convenience of educationally deprived children, in the form of Non-formal Education has become to stay. This experimental system of Education has been in operation during the 6th plan. The Ministry of Education, Government of India, desired that a comprehensive evaluation of NFE should be made to assess its achievements. Hence the project of Evaluation Study of NFE was taken up in nine educationally backward States including Assam.

The scope of the study covers two broad aspects of NFE viz., Academic, and secondly - Administrative and Financial. Two groups of personnel were engaged in each State to evaluate one aspect by each under the guidance of National expert bodies. The NCERT, New Delhi guided the Academic aspect of evaluation of NFE and the NIEPA, New Delhi guided the other aspect of the study.

The study of Academic aspect covers all academic components of NFE viz., Curriculum and its transaction, Instructional materials, the Instructor and his training supervision, academic achievements of NFE pupils and functional efficiency of NFE Centres. The study of Academic aspect was conducted in two phases viz., Rational evaluation of Curriculum and Instructional Materials and Empirical evaluation of operational efficiency of the scheme in the field.

Adequate data from the field had been collected and compiled through various agencies of the State Education Department, and observations and conclusions of this report are based on such objective data.

I would like to place on record my deep appreciation of cooperation and help rendered by the Director, Elementary Education, Director, Secondary Education, Joint Director, NFE and District officials of Education Department, Assam.

The Report, it is hoped, would help the authorities as concerned to make an objective reappraisal of NFE in the State and to streamline the system to make it a viable alternative to formal education for achieving of Universalisation of Elementary Education in the State.

(A.C. Goswami)  
Project Coordinator (Academic)

## CHAPTER I

### **-: INTRODUCTION:-**

#### **I) Purpose :-**

Universalisation of elementary education for children of the age group 6-14 years as conceived under the Directive Principles in the Constitution of Independent India, is crucial for ushering in a truly Democratic Society based on Justice and Equality, Liberty and Equality. The realisation of this objective remains a far cry inspite of tremendous and unprecedented expansion of educational facilities during three decades of Free India. But the problem brooks no delay. The problem has three aspects - universal retention and universal provision for quality education. Though universal enrolment of children has been fairly achieved, strategies for retention of pupils in schools up to the prescribed age have been gone awfully awry due primarily to socio-economic reasons. Wastage is rampant in education.

The Ministry of Education - Government of India conceived of an alternative strategy to achieve universalisation of elementary education on an experimental basis and thus Non-Formal Education (NFE) a scheme of Education suited to needs and convenience of the non-attending and drop-outs has been evolved. Nine educationally backward States mostly located

in North, North-east and Central India have been identified and NFE was introduced in these States in 1979-80. Required Administrative infra-structure was created, NFE Centres were set up and N.F. Education is being imparted to millions of children who were deprived of formal education. It is time to make an objective assessment of the experiment of NFE to ascertain how far the objectives of the scheme has been achieved. What are its weaknesses, how best the scheme may be streamlined to achieve universalisation of elementary education by the end of 7th Five Year Plan in 1990.

The Ministry of Education desired that a comprehensive Evaluation Study of NFE should be taken up to review the implementation of this Centrally sponsored scheme and the task was assigned to National Institute of Educational Planning and Administration (NIEPA) New Delhi and National Council of Educational Research and Training (NCERT) New Delhi. The Evaluation Study Project was broadly divided into two aspects viz. Evaluation of Structure, Administration and Finance of NFE and Evaluation of Academic Aspect. The NIEPA conducted and guided the former aspect and the NCERT the latter aspect and the Evaluation Study Project in August, 1988 in those nine States to be completed in about 10 months. Here is the report on the Academic Aspect of the Evaluation Study of NFE in Assam.

## II) Objectives and Scope of the Study :-



The basic objective of the Study is to assess the attainments of NFE Pupils as per specific objectives set for NFE. These specific objectives of NFE are grouped as follows :

a) Academic objective : The Study is to evaluate instructional objectives pertaining to Language, Mathematics, Environmental Studies - Social and Natural in both theoretical framework i.e. curriculum text books and other instructional materials achievements by pupils.

b) SUPW Objectives : To assess provision for Socially Useful Productive Work in the curriculum and its actual implementation in the NFE Centres.

c) Social Objectives : To assess behavioral changes of pupils towards fellow beings as per norms of democratic society, national and social integration.

d) Health and Hygiene Objectives : To assess pupils' change of attitude and behaviour in respect of healthy living including proper food habit.

### III) Aspects of the Study :-

All educational objectives are realised through interactions and reactions in teaching-learning situations which broadly implies acquisition of knowledge, development of attitudes and values and involvement of pupils in relevant

activities to develop relevant skill. Therefore the Evaluation Study of Academic aspects of NFE covers all these dimensions as follows :-

I) Rational Evaluation

a) Instructional materials of NFE :- The Curriculum, Text books, supplementary readers, training manuals, guidance materials, Teaching aids etc. which were used for imparting N.F. Education in Assam, were evaluated on the basis of specific norms at a workshop of experts. The report of this Rational Evaluation of NFE was duly submitted to NCERT, New Delhi.

II) Expirical Evaluation

a) Curriculum in Transaction : Here the evaluation is confined to assessment of practical implementation of Curriculum in the field and realisation of academic and other objectives of NFE by pupils quantitatively and qualitatively. Evaluation procedures followed in NFE, is also being assessed.

b) Teacher preparation and his competencies : The teacher holds the pivotal role in any Scheme education. Here the teacher is designed as Instructor of NFE Centre. The Study makes assessment of Instructors' background, educational qualifications,

training, and his competencies in imparting N.F. Education.

Reviews have been made of training programmes—contents and duration, role of teacher-trainers, and methods and techniques adopted.

c) Physical plant of NFE Centres : Physical facilities of NFE Centres in terms of building, furniture, Black Board and other aids are also reviewed and assessed through the Study.

d) Supervision and guidance : Effective supervision and guidance programme in the novel adventure of NFE is of crucial importance. So the inspecting staff their background, qualification, professional training experiences are assessed through the study.

Community participation and support for NFE : Community support for NFE is of vital importance as the NFE is proposed to be made primarily life-centred education which should be useful for day to day life in the context of community. Therefore, the study reviews the role of community in vitalising the NFE scheme.

e) Image of NFE : For consolidation of NFE scheme, it is important that the NFE Centres are able to develop a bright image in the eyes of parents, learners, social leaders, and the Evaluation Study makes provision for obtaining opinion towards that end.

**IV) Samples of Study :-**

A correct picture in Evaluation Study of this type can be obtained only when samples of study are representative of the larger area of the study. Geographically, two districts out of 17 districts of Assam, viz. Sibsagar in Upper Assam and Goalpara in Lower Assam have been selected for Evaluation Study of 10 NFE Centres located in each of two C.D. Blocks of each district, (see the map). Against 28.1% literacy of the State, Sibsagar with 36% literacy is the most educationally advanced district of the State, and Goalpara with 22% is the least advanced. The characteristics of NFE pupils and community selected for Evaluation study may be clearly known from the list of districts, blocks and centres given here :- (See appendix - I)

A scrutiny of the list reveals the samples of community and pupils of NFE Centres as follows :-

<u>1. Sibsagar District</u>	<u>Special characteristics of Community (Predominantly)</u>	<u>Sample NFE Centres</u>
I) Dimow Block	a) Other Backward Class (OBC) and Minority Class	4
	b) S.C.	1
	c) S.T.	1
	d) Ex-Tea garden labour	4
II) Sapokhati Block	a) O.B.C.	3
	b) S.C.	1

c) S.T.	1
d) Ex-Ted garden labour	3
e) Others	2

## 2. Goulpara District

I) Baligana Block	a) S.T.	2
	b) S.C.	1
	c) Minority (Muslim)	4
	d) O.B.C. and others	3
II) Dohnoi Block	a) S.T.	2
	b) Minority	4
	c) General	2
	d) Mixed	2

All the Centres except two are located in the rural interior area.

**Levels of Tests :** It was decided that evaluation of achievements of pupils of NFE and formal education should be taken in two levels. Level I tests were meant for the NFE pupils who completed one year NFE education and have Level II tests for those completing two year education. So far students of formal Schools are concerned, Level I tests were given to those completing two year L.F. Education and Level II tests were given to those completing 3 year education in Schools.

Samples of Schools of Formal Education :

To make a comparative study of academic achievements of pupils of NFE Centres Vis-a-vis Formal Schools of the same localities, pupils of one L.P. School were selected in each block and the same tests were administered to formal school pupils.

The NFE pupils from all these Centres and students of L.P. Schools who took the achievement tests in different academic subjects, administered under the Evaluation Study Project belong to different communities as shown below :-

Table I

	<u>NFE PUPILS</u>				<u>FORMAL PUPILS</u>			
	Boys		Girls		Boys		Girls	
	SC / ST	Others	SC/ST	Others	SC/ST	Others	SC/ST	Others
Level I-40		168	44	37	7	37	x	42
Level II-20		95	41	60	7	35	7	26
TOTAL		= 555				= 161		

V) Types of Respondents of the Evaluation Study :

Provision was made in the Evaluation Study Project to obtain responses from all categories of people concerned with NFE in the State. They are as follows :-

1. NFE Pupils :

- a) For evaluating academic attainments, all pupils of various categories as shown in sampling above, have taken the written tests in 3/4 subjects taught in NFE Centres.
- b) Two pupils of each NFE Centres were selected randomly to assess their opinion about own NFE Centre.

2. Parents :

Two parents of NFE pupils were interviewed in each NFE Centres to ascertain their views about behavioural change and other improvements in their children since they attended the NFE Centres. Respondents are all male.

3. NFE Instructors :

Each instructors of the NFE Centre selected for evaluation, recorded his views regarding various aspects of NFE of his/her Centre.

4. Supervisors and Teacher Trainer :

Supervisors and Instructor Trainers of the NFE Centres concerned submitted their views on various aspects of NFE.

Details of the views of above respondents are provided in subsequent relevant chapters.

VI) Tools and techniques used in Evaluation Study :

Altogether four types of tools and techniques were used in the Evaluation Study to assess the functioning and total impact of NFE in the State. They are :-

**1. Tests :**

Evaluation of academic attainments of NFE and L.P. School pupils was made through administration of Objective type and short answer type questions on three subjects for Level I and four subjects for Level II and pupils were assessed through written examination. Tests were prepared at National level at a workshop organised by the NCERT in New Delhi. Tests were translated into regional languages at State Evaluation Study unit, Standard Scoring keys were supplied to investigators for evaluating answer and thus subjectivity in scoring was eliminated.

(SEE Appendix - II)

**2. Interview Schedules :**

Interview Schedules prepared by the NCERT were used by the investigators to elicit views of two learners and two parents of NFE pupils at each Centre.

**3. Questionnaire :**

Three different Questionnaires covering various aspects of NFE were supplied to Teacher Trainers, Supervisors & Instructors of NFE Centres to elicit their views in the respondent's concerned areas.

**4. Rating Scale :**

Four point Rating Scales were used by the Investigators for rating general conditions and performances of each NFE Centre. The Project Co-ordinator also used the Same R.S. to evaluate two Centres in each Block.

Respondents' views were compiled in a Master compilation sheet prepared for each category of respondents and evaluation report in subsequent chapters is primarily based on such responses.



VI) Delimitation of Evaluation Study :

Evaluation Study of N.F. Education in Assam was delimited to following areas :-

1. Delimitation in Stage of Education :

Though NFE scheme was prepared to cover entire elementary stage of Education for 9-14 year age group children, here in Assam NFE is in operation for Primary Stage 9-11 year group only. Hence the Study is confined to Primary Stage only.

2. Medium of Education :

N.F. Education is provided to Assamese, Bengali and Bodo Speaking children in these three media, the study is confined to NFE Centres where medium of instructors is Assamese and the selected Blocks have no NFE Centres with other media.

3. Limitation in Sample of Pupils :

40 NFE Centres in 4 Blocks selected for Study have a total enrolment of 1142 pupils of which about 48.2% of these pupils took the tests. Due to irregularity of admission and attendance those who could not come up to standard, did not appear in the examination. Examination phobia also might have deterred some of them. 3 NFE Centres of Dimow Block in Sivasagar District had wound up after completion of 2 year education and the centres were not available for empirical evaluation.

VII) Problems and difficulties in the conduct of Study :

Following problems were faced in conducting the Evaluation Study :-

1. Problems in Collecting data :

Most of the NFE Centres are located in interior areas, as such it was a problem for the investigators and the Project Co-ordinator to reach the centres to collect data.

2. Problem of mixed pupils :

30% NFE Centres are located in the L.P. Schools of the locality and pupils from both the institutions mix up and it is found a percentage of them attend both.

3. The first instalment of fund sent by the NCERT in the name of Project Co-ordinator through the Government was unnecessarily held up in Education Secretariat for full five months which hampered the progress of the Project in the initial stage.

4. Time allowed for preparation of the final report of the study was very short as data from the field came late.

Other minor problems faced in course of Evaluation Study could be over-come with active co-operation of the Directorate of Elementary Education Assam.

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CHAPTER II

CURRICULUM IN TRANSACTION OF  
NFE CENTRES

1) Type of curriculum used :

In Assam, a separate curriculum based on objectives and principles of NFE Education was prepared by an expert committee appointed for the purpose. The curriculum is meant for Lower Primary Level of 9-11 year age group. No NFE curriculum was prepared for Upper Primary stage of education. It is a subjectwise curriculum rather than an integrated one. The curriculum contains general objectives of N.F. Education and syllabi for the following subjects :-

- a) Language courses
  - b) Mathematics courses
  - c) Environmental studies - social and natural
  - d) Health and Hygiene education
  - e) Hints on methods of teaching all these subjects
- are also given in the curriculum.

Syllabi are divided for four semesters to be completed in 2 years. The principle of equivalence of NFE with formal education of same stage is also maintained.

Short-coming :

- c) Hints for organising co-curricular activities and Socially Useful Productive Work (SUPW) at N.F.E. Centres to develop socially desirable attitudes and values should have been discussed in some detail. These activities would make NFE Centres attractive and pleasant for pupils.

- b) Continuous objective based evaluation is an indispensable part of effective education. The NFE curriculum provides little guidance in this important aspect.

**II) Nature and type of Instructional Materials used :**

The Instructional materials used in the NFEducation of Assam are as follows :-

**a) For Pupils :**

Text books :

1. Language Text books ----- 2 Nos. ----- for levels I & II
2. Mathematics Text books --- 2. Nos. ----- -d

**b) For Instructors :**

1. Curriculum ----- 1
2. Teachers' Hand Book ----- 1
3. Model Test items (Cyclostyled) ----- 1

**c) For Training :**

1. Manual of training (Cyclostyled) ----- 1

2. Vitalisation of N.F. Education in the State requires the following instructional materials for use by the instructors/pupils of the centres.

- a) Text book on environmental studies
- b) Supplementary Readers with proper illustrations to sustain interest of pupils for continuing education
- c) Work-books for language, Mathematics Environmental Studies and drawing.

d) At least visual aids—maps, charts pictures, models all relevant to different courses.

III) Teaching Methods :

The instructors of NFE indicated about the use of teaching methods by them as follows :-

Methods	Drill	Role Playing	Lecture	Description	Learning	Demo- nstrati- on
No.						
Instructors	Nil	7%	93%	14%	43%	7%

It is seen that lecture and learning by doing are the most common methods used by the instructors of NFE. No preference is noticed in the use of methods by male and female Instructors.

It may be noted that 35% instructors of the sample group are untrained and those trained had no experience of practical teaching during the training period, they had only seen a few demonstration classes. It is found that most of the Instructors use lecture method and make pupils drill in 3 R's., to some extent. 10-day training period mostly theoretical is too short a period to expect much from N.S.L.C. passed young Instructors.

IV) Class management :

No clear out pattern of class-management in the NFE Centres has been followed, though 50% Instructors indicated that they group pupils in NFE Centres on the basis of age and level of competence of pupils while entering NFE.

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V) Nature of Evaluation of pupils' achievements :

Frequency of assessment of NFE pupils' performance and achievements as indicated by the Instructors is as follows

Frequency :

	While teaching Oral & written	Weekly	Biweekly	Monthly	Quarterly
No. of Instructors following each:	100%	48%	30%	20%	26%

Frequency of evaluation as indicated above, appears to be fairly satisfactory. What procedure for periodical evaluation is followed is not known, nor any clear instructions are given, in this regard in the Curriculum and Teachers' Hand book. In course of rating the selected centres, it was found that no record evaluation was kept, pupils' written work is evaluated casually, not uniformly. Achievement scores of NFE pupils seldom indicate any remedial work being done after evaluation.

As semester system is followed in the NFE, there may be broad-based evaluation at the end of each semester. Unit tests may be introduced and remedial work should invariably be taken up after evaluation. As NFE has broad objectives, evaluation procedure ought to cover all objectives. Cumulative record of achievements of pupils should also be maintained.

VI) Problems faced in Curriculum transaction :

All the Instructors of NFE Centres have indicated that they have faced difficulties in imparting education due to following factors :-

- a) Lack of equipments and teaching aids including Black Board. ( 100% Centres )
  - b) Proper sitting arrangement is not available in about 50% Centres.
  - c) Irregular and inadequate supply of Text books, Stages, pencils, exercise books in about 30% Centres.
  - d) Lack of materials for games and sports in 100% Centres.
- All the above problems are related to lack of physical facilities. Besides these, there are problems in curriculum transactions. They are :-

1. Irregular admission and attendance make the class more heterogenous and teaching can't be adjusted to all pupils uniformly.
2. A daily time table for teaching different subjects and organisation of co-curricular activities and a scheme of work-semesterwise would give direction and definiteness to make curriculum transaction easy and systematic.
3. Lack of skills on the part of Instructors to use suitable methods in doing different subjects appears to be the stumbling block in curriculum transaction in the most NFE Centres.

#### VII) Role of Supervisors and Administrative Staff :

All the Instructors have mentioned that they get academic guidance from the Supervisors in course of their inspection which they do once, or once in two months in larger blocks.

All supervisors are Graduate with a degree in teaching BT/B.Ed. They are expected to be able to provide suitable guidance to Instructors to solve their problems.

But it is to be noted that pupils of Non-formal Education being what they are, imparting fruitful education

to them is no easy job. Right from motivation, problems arise at every step and cut-and-dried-solutions for those problems can hardly be obtained. The Supervisors themselves indicated that none of them are trained in methods and strategies applicable to Non Formal Education. Therefore role of Supervisor in curriculum transactions in NFE Centres tends to be fairly satisfactory.

Administrative staff of NFE, Assam is yet to sieze with academic problems of NFE Centres as no regular monitoring system has so far been evolved between the field and the Directorate. Intrdduction of Broad-based evaluation procedure of assessing the functioning of NFE Centres and its monitoring is likely to provide the Directorate with required data to sort problems of NFE paving way for involvement of administrative staff in curriculum transactions.

VIII) Community involvement in curriculum transactions :

Responses from Instructors and parents of NFE Pupils indicate that the local community has become aware of NFE and its centre, and the instructor himself/herself has been the via-media between the two. But in the area of curriculum transactions, community involvement is yet to be ensured. The NFE Education with its thrust on community and life contricising the curriculum provides sufficient scope for participation of community and utilisation of community resources. Social and national integration, health and hygiene education, culture and vocational objectives etc., can be better achieved in NFE through occasional participation of community experts. A programme to that effect may be taken up by Supervisors in co-operation with community leaders of the area. One Gram Sevaka and Gram Sevika are attached to the D.I. of Schools from NFE Centres. They may be guided to chalk out programmes for community involvement to vitalize NFE Centres.



### CHAPTER III

#### The Instructor of the NFE Centres .....

##### 1) Background of the Instructor :

The Instructor of NFE Centre may be viewed as the Kin pin in the system and as such his background in terms of educational qualification and professional training; experience and prospects of service, merit special consideration.

A) Educational Qualification : Educational qualification of all the Instructors of the sample NFE Centres is H.S.L.C. pass and they joined as Instructors during the period from May, 1984 to October, 1985. About 60% of male Instructors engaged themselves in Agriculture as main occupation and most of the lady Instructors have weaving, embroidery and knitting as subsidiary occupation; some doing private tuition.

Sexwise - 22 Instructors are male and 18 female. One female Instructor belongs to SC, two male Instructors and two female Instructors belong to ST community.

B) Professional Training and experience : The study shows that 60% Instructors had received 5-day or 10-day training course in NFE organised by the Directorate of Elementary Education, Assam. 9% Instructors had temporary experience of teaching in a School and 6% in Adult education and the rest 25% Instructors had no previous experience of teaching. All the Instructors are fresh youth of average merit who are in search of gainful employment. They want to take this part-time job of NFE Instructor till better job opportunity is available to them. A sense of purpose, dedication to the job in-hand, can be developed in Instructor with an in-built strategy for future

prospect through the present job itself. Therefore a policy decision for absorption of efficient and qualified Instructors with experience for 4/5 years in NFE, in Formal Schools may attract better youth to the post of Instructor and their efficiency in teaching tends to increase.

C) Salary : All the Instructors are paid a fixed remuneration of Rs.105.00 per month. One painful snag in the system of payment to Instructors, it has been openly stated, is that payment is seldom regular and they have to wait for several months for it. It has a demoralising effect on Instructors.

D) Training Programme for Instructors :

I) Background of the Teacher Trainers :

The responsibility to look into Academic aspect of NFE in Assam, is entrusted to a Resource Unit consisting of 4 consultants and a senior Consultant attached to the Jt. Director NFE in the Directorate of Elementary Education, Assam. The training programmes are sponsored by the Directorate and they are held at a few selected Basic Training Centres of the State.

To look into academic aspects of NFE in the field, the post of Co-ordinator of NFE was created and a Co-ordinator was appointed in each sub-division who is attached to the Deputy Inspector of Schools of the Sub-division. These Co-ordinators are the resource persons to conduct training programmes for Instructors of NFE.

All these Co-ordinators of NFE under the Study, were the senior Instructors at the Basic Training Centres of Assam who put in about 22 years of service in training Primary School teachers and as such they are expected to have adequate experience in the

in the line. Of the three Co-ordinators reviewed, two are Graduates with a Degree (BT) in teaching and one is Master degree holder with a BT degree.

## II) Nature of Training Programme :

The training programme for Instructors is an in-service programme and most of Instructors were trained within a year of appointment. The training programme was of 5-days duration till 1983 and then the period was extended to 10-days at present. Boarding<sup>and</sup> lodging are provided to all the trainees in Hotels of B.T.C.

10-day training programme with a 8 hours of work a day, comes to a total of 80 hours, and 55 hours are devoted to theoretical discussion, 25 hours to practical work viz., demonstration class, trip to NFE centres, Group discussion, cultural activities. There is no provision for practice teaching by the trainers.

## III) Content of Training Programme :

Contents for theoretical discussions of training programme include the following topics :

1. Aims and objectives of NFE in the context of National Objectives and organisation of NFE Centres.
2. Educational Psychology including child psychology problems of retarded children, development of functional a l literacy, motivation of children, development of habits and attitudes etc.
3. Methods of teaching - Mother tongue, Mathematics and Environmental studies, identifying learning needs, Individualised Instructional Methodology, providing remedial teaching etc.

4. Management of NFE Centres, centre-community relationships, organisation of co-curricular activities, Problems of Mastagnation.
5. Evaluation of pupils achievements, Techniques of evaluation.

IV) Methods adopted :

Methods followed in imparting training to Instructors are stated to be are - lecture cum discussion, group discussion demonstration and partially Workshop and stimulation techniques.

V) Evaluation of Training Programme :

Evaluation of trainees is done through a written examination held on the last day of training. The question paper contains test items relating to contents covered in theoretical discussions and the answer scripts are assessed and recorded.

The training programme for Instructors of NFE is conducted in line of training in Basic Training Centres by about 3 Co-ordinators. None of the Co-ordinators have specialised training in NFE. It may be noted that education at NFE Centres is full of problems and challenges. Therefore a realistic training programme based on problems of NFE duly identified, needs to be evolved. The teacher trainers should also be oriented in specific methods, techniques and strategies required for solving NFE Problems.

A 10-day training programme for Instructors of NFE appears to be too short a period to enable young Instructors to develop teaching skills. It is necessary that there should be provision for practice teaching - both micro and macro by Instructors. Therefore training period may be extended to 15 days - 10 days for theoretical work and 5 days for practice teaching. The evaluation of training programme needs to be followed up in the field of NFE Centres by the Supervisors. Thus the work of the Co-ordinators and Supervisors may be co-ordinated to obtain better results of training programme.

CHAPTER IV

THE SUPERVISORS OF NFE  
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I) About the Supervisor :

The Supervisors of NFE in Assam are designated as Sub-Inspectors of Schools NFE who were recruited in large number in the middle of 1984, and posted at Sub-divisional headquarters and attached to Deputy Inspectors of Schools. They are at par with the S.I. of Schools of Formal Education in respect of status and emoluments. Depending on the number of NFE Centres in a Block, one or two Supervisors are allotted to each Block. A clear norm of allotment of Supervising staff has not yet been evolved and as a result, it is found from responses that the work-load of supervision varies from 22 to 105 NFE centres per Supervisors. A norm needs to be created to equalise their burden of supervisions to do justice to NFE Centres-

Background of Supervisors :

All the six respondent supervisors indicated about their background as follows :

Age Range	Qualification	Professional Qualification	Training in NFE	Supervisory Experience in NFE
32 yrs to 40 years.	B.A. - 4 B.Sc.- 2	All have BT/B.Ed.	None	9 months to 1 and a half years.

80% supervisors have experience of teaching in Secondary Schools/Basic Training Centres for a period of 5 to 10 years. Viewed from the points of age and educational qualification both general and professional, the supervisors have adequate qualification and experience. But NFE is a new venture to educate the

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dissadvantged and rejectees of formal education. Therefore traditional methods and approaches of teaching are quite inadequate to solve the problems of NFE. The supervisors themselves indicated that they require a course of specific training to deal with the problems of NFE effectively.

## II) Nature of Supervision :

The supervisors are connected with the NFE centres from the very beginning. Supervision is done according to a tour diary prepared in advance for the purpose.

### Purpose :

All the respondents indicated that to give academic guidance and verifying the regularity of functioning of NFE centres is their first preference. Other purposes of supervisions of NFE Centres are indicated by the respondents as follows;

50% respondents give second preference to guiding and helping the Instructors. Verifying pupils' progress, and coverage of syllabi, sorting out academic problems were the third concern of the supervisors as a whole. The other purpose of supervision like evoking participation of local people, looking into academic records and monthly reports receive lesser attention of the supervisors in the scale of preference.

## III) Frequency of Supervision :

As the number of NFE centres assigned to individual supervisors vary from 22 to 105 as indicated by the respondents, frequency of visits to centres tends to vary. The study shows the allotment of centres as follows :

.....contd/-

No. of Supervisors -----1 -----4 -----1  
No. of NFE Centres -----22 -----39 to 44 -----105

Frequency of visits of NFE centres by Supervisors depends on distance of centres from the residence of the supervisors & inter-distance of centres. The study shows that 80% supervisors have the nearest centre within 1 to 10 k.m. and 20% beyond 10 kms. So far the farthest distance of centres from the residence of supervisors is concerned, 64% supervisors have farthest Centres in the range of 16 to 42 km. and 36% have in the range of 42 to 60 km.

Frequency of visits to NFE Centres by the Supervisors is found in the study as follows :

66%	respondents	visits	each	NFE	Centres	every	month.
16%	""	""	""	""	""	once	in 3 months
16%	""	""	""	""	""	two to three	months

Intensity and areas of Supervision :

Classes in most of the NFE Centres are held in the morning for two hours from 7 am to 9 am. The Supervisors have indicated that they spend 1 to 1½ hrs. for Supervision at a centre. During their visit, helping the Instructors academically and pedagogically is conceived to be the first duty and encouraging enrolment of pupils as second duty by 50% respondents. Evoking participation of community gets lesser attention of supervisors. The supervisors it is stated guide the Instructors most in developing their competencies in the areas of content and methods of teaching. Guidance in the area of evaluation of pupils, providing remedial measures organisation of co-curricular activities are least attended to.

**Findings :**

In course of visits to limited number of NFE Centres for rating, it is found that no inspection report was available

in any of the centres, except one or two sentence remarks by supervisors written in the attendance registers of the centres. In the absence of proper inspection reports, it is difficult to ascertain competencies and effectiveness of such supervision.

**Suggestions :**

A broadbased supervision proforma covering all aspects of NFE may be developed in the Directorate for comprehensive supervision and guidance programme for the centres. Three copies of the supervision reports may be made one for the Instructor, one for D.I. Schools/DEO and one for the Resource Centre located at the Directorate. This procedure tends to be available system for monitoring the functional efficiency of NFE Centres, and the Resource Centre may devise ways and means to solve emerging problems generally faced at NFE Centres on the basis of such supervision reports. The supervisors with their experience and better knowledge of methods ought to give micro-demonstration classes in course of supervision to develop skills of Instructors.



CHAPTER V

NFE CHILDREN AND THEIR ACHIEVEMENTS  
 .....

I) Sample : Sample of NFE children taken for this Evaluation Study included all learners of selected 10 NFE Centres in each block and total number of children of 40 centres in 4 Blocks according to attendance registers was 1142.. Sample of NFE pupils includes children from various communities broadly categorised into SC/ST and others. Others includes Other backward communities (OBC), ex-tea garden labour children, minority community and caste Hindu children. All categories have both male and female children. Children from one Formal School of each block were also taken for evaluation for comprehensive study of scholastic achievements of pupils of both systems. The following table shows the break up of children of the different categories from NFE and formal schools taking the tests.

Table II

	NFE				FORMAL				
	Boys		Girls		Boys		Girls		
	SC/ST	Others	SC ST	Others	SC OTHERS	ST	SC/ST	OTHERS	
	a	b	c	d	e	f	g	h	i
Level I	40	168	45	37	7	37	1	42	

....contd/-

	a	b	c	d	e	f	g	h	i
Level II	20	95		41	60	7	35	7	26
<b>TOTAL</b>	<b>60</b>	<b>263</b>		<b>86</b>	<b>147</b>	<b>14</b>	<b>72</b>	<b>7</b>	<b>68</b>

	Boys		Girls			Boys		Girls			
NFE	323	+	233	=	556	Formal School	86	+	75	=	161

Grand Total = 717

II) Level : The NFE Curriculum for Primary stage was prepared for two year period and equivalence of standards is fairly maintained between two year NFE course and four year Lower Primary course. For assessing academic attainments of NFE pupils, evaluation was made at two levels - Level I tests for those completed one year NFE course and Level II tests for those completing two year course. As to Formal School pupils, Level I tests were given to those studying in 3rd year L.P. course and Level II tests for those studying 4th year course in L.P. Schools. Level I tests were administered to evaluate academic attainments of pupils in three Subject areas viz., Language, Mathematics and Environmental Studies. Level II Tests were prepared in four subject areas viz., Language, Mathematics, Social Studies and General Science. It is found that about 48.2% of the enrolled pupils of the NFE centres took the tests of Evaluation study. It may be noted that three NFE Centres of one block closed the centres after completion of 2 year course and these students could not be collected for administering tests. The irregular and weaker pupils of some NFE centres also abstained themselves from taking tests.

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Tests were prepared at the National level and translated into Assamese. The tests were so printed that questions could be answered in the question paper itself. Questions were of objective and short answer type and each paper had questions for 25 marks and was meant for 30 minutes. Scoring keys were provided to the examinees that subjectively in scoring was eliminated.

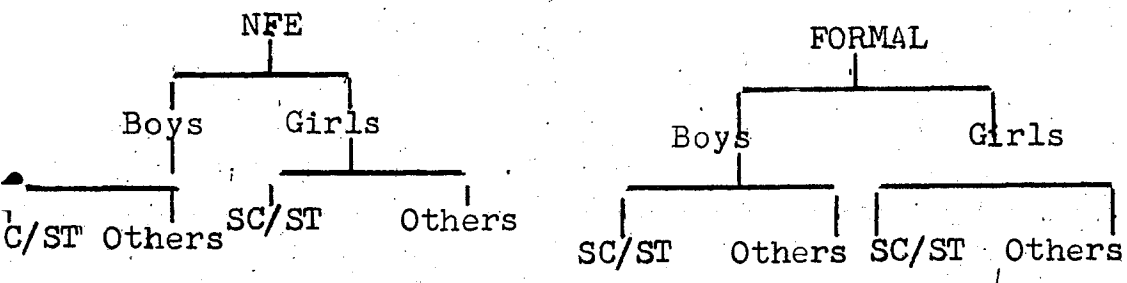
(See Appendix II for question papers)

The examinees were supplied with pencils and or assures to write answers in question papers.

The table No II shows the performances of pupils subjectwise and categorywise. The scores are grouped into range of 5 for convenience of Statistical computation.

Table III  
Subjectwise Scores of pupils

Level I



.....contd/-

Language

0-5	9	30	6	19	1	9	-	10
6-10	12	75	21	31	1	17	-	22
11-15	10	43	10	32	2	5	-	4
16-20	9	18	7	5	3	5	-	5
21-25	-	2	-	-	-	1	-	1
Means	4.8	9.1	11.7	11.2	12.5	8.7		8.3

Environmental Studies

0-5	2	13	4	7	-	9	-	6
6-10	14	54	8	35	1	15	-	16
11-15	15	60	14	29	2	8	-	17
16-20	9	33	9	15	4	5	-	2
21-25	-	7	-	1	-	-	-	1
M.	11.3	11.5	10.6	10.6	14.5	6.5		9.5

Mathematics :

0-5	23	7	2	3	-	3	-	4
6-10	16	25	10	15	-	9	-	5
11-15	16	57	8	35	1	10	-	18
16-20	16	45	21	26	2	9	-	8
21-25	3	35	4	8	4	6	-	7
M.	13.9	14.3	14.1	13.7	19.5	13.2		13.5

TABLE IV

Subjectwise scores of Pupils

Level II

	NFE				FORMAL			
	Boys		Girls		Boys		Girls	
	SC/ST	OTHERS	SC/ST	OTHERS	SC/ST	OTHERS	SC/ST	OTHERS
Language								
0-5	8	34	19	15	4	17	5	5
6-10	10	31	18	21	1	14	2	9
11-15	2	22	4	8	-	3	-	10
16-20	-	8	-	11	2	1	-	2
21-25	-	-	-	5	-	-	-	-
Means:	6	7.7	5.6	10.0	7.4	5.7	3.8	9.2
Social Studies								
0-5	1	14	8	4	-	4	-	2
6-10	5	22	16	13	5	6	3	1
11-15	13	39	14	29	2	12	2	13
16-20	-	11	3	11	-	11	2	10
21-25	-	9	-	3	-	2	-	-
Means :	10.1	11.3	8.9	12.1	8.8	12.6	11.7	14.5
General Science :								
0-5	3	9	22	6	-	9	-	2
6-10	8	25	8	9	-	4	3	3
11-15	5	30	7	19	5	12	2	8
16-20	3	30	3	20	2	8	1	7
21-25	1	-	1	6	-	2	1	3

TABLE IV

Mathematics :

0-5	6	18	7	18	1	5	-	6
6-10	8	26	22	14	-	10	1	7
11-15	5	23	10	14	4	12	3	7
16-20	4	16	2	4	2	5	2	6
21-25	4	5	-	10	-	-	1	1
Means	7.7	10.3	8.3	10.4	12.4	11.0	14.4	10.4

Interpretation :

For convenience of interpretation, Range of scores are termed as follows :-

Scores in the range :

0-5 - Very Poor	) (	Below Average
6-10- Poor	) (	
11-15- Average	) (	Average and above
16-20- Good	) (	average.
21-25- Excellent	) (	

.....contd/-

III) Analysis of NFE Student performance. Subjectives :

Altogether 304 pupils from NFE centres and 86 pupils from Formal L.P. Schools took the Level I tests in 3 subject areas, and 216 pupils from NFE and 76 pupils from Formal Schools took Level II tests. Performance of pupils are indicated below :

A) Male vis-a-vis Female pupils

I) Language :

Level-I : 39.4% boys secured average and above average marks in the range of 11-25 in language tests against 42% girls in that range.

Level II : Linguistic achievements of boys and girls are found to be at par at Level II tests. Scores of pupils in language tests in Level II are however poorer than that of Level I as only 28% pupils both boys and girls could secure average and above average marks. Performance of NFE pupils in language test is found to be poor due presumably poor socio-cultural atmosphere and a considerable number of NFE pupils are children of ex-tea garden labour whose mother tongue is other than Assamese.

II) Mathematics :

Level I : Performance of both boys and girls of NFE in the subject area of Mathematics, at Level

I tests is found to be quite satisfactory as 80% boys 77% girls secured average and above average marks.

Level II : Performance of pupils of NFE at Level II tests in Mathematics is recorded at 48% boys and 39.7% girls securing average and above average marks.

III) Environmental Studies : Tests on Environmental Studies were administered to Level I pupils only. Here the scores in average and above average range of 11-25 were secured by 63% boys and 51.6% girls.

IV) Special Studies :

The tests were given to Level II pupils only and it is found that 62.2% boys and 59.5% girls got average and above average marks.

V) General Science :

Tests in General Science were taken by Level II pupils only and it is found that 60.2% boys and 55.5% girls secured average and above average scores.

Thus it is seen that performances of boys and girls of NFE in different subject areas do not indicate much significant differences.



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B) Academic Achievements of SC/ST vis-a-vis Others :

Actual Means scores of SC/ST (boys and girls taken together) and those of others are given below subjectwise.

LANGUAGE	SC/ST	OTHERS
Level I	10.8	10.1
Level II	5.8	8.8
Mathematics		
Level I	14.0	14.0
Level II	8.0	10.3
Ev. Studies Level I	10.9	11.1
Social Studies		
Level II	9.5	11.7
General Science		
Level II.	7.8	12.1

From the actual scores given above, performances of SC/ST and Others do not differ significantly except at Level II in Language and General Science. It may be noted that a good number of children of backward communities and ex-tea garden labour are included in the category of 'Others' and such communities living in interior areas cannot be said to have better socio-cultural climate than SC/ST.

III) Cumulative Achievements of NFE Pupils :

A) Boys vis-a-vis Girls

.....contd/-

Cumulative achievements implies the performance of particular category of pupils in all subjects taken together. Percentage of Boys and Girls securing scores in different ranges are given below :-

	Range of marks	P.c. of Boys	P.c. of Girls
Level I	0 - 10	42.2	43.0
	11 - 20	52.4	52.6
	21 - 25	5.4	4.3
Level II	0 - 10	57.0	57.1
	11 - 20	42.5	39.3
	21 - 25	2.4	3.8

The above scores are indicative of the fact that Boys and Girls have attained identical level of performance in all the ranges of marks.

IV) Comparision of performance of NFE Pupils vis-a-vis Pupils of Formal Schools.

Actual mean scores of pupils of NFE and Formal Schools are given below :

.....contd/-

A) <u>Level I</u>			
Language	Boys	9.5	10.6
	Girls	11.4	8.3
Mathe- matics	Boys	14.1	16.3
	Girls	12.9	13.5
Ev. Studies	Boys	11.4	10.5
	Girls	10.6	9.5
<u>Level II</u>			
Language	Boys	6.9	6.6
	Girls	7.8	6.5
Mathe- matics	Boys	9.0	11.7
	Girls	9.3	12.4
S. Studies	Boys	10.7	10.7
	Girls	10.5	13.9
General Science	Boys	10.9	12.5
	Girls	9.5	13.2

Frequency distribution of pupils in cumulative scores of NFE and Formal Education in five different ranges of marks are shown below :

Table VI  
Level I  
NFE

.....contd/-

	Boys				Girls			
	SC/ST		Others		SC/ST		Others	
	N.	P.c. of Pupils	N.	P.c. of pupils	N.	P.c. of Pupils	N.	P.c. of Pupils
0-5	14	13.4	50	9.9	12	8.9	29	11.1
6-10	32	30.7	154	30.5	49	36.5	81	31.1
11-15	31	29.8	160	31.9	32	23.8	95	36.5
16-20	34	32.6	96	19	37	27.6	46	17.6
21-25	3	3	44	8	4	2.9	9	3.4

Table VI

Level I

FORMAL

	Boys				Girls			
	SC/ST		Others		SC/ST		Others	
	N.	P.c. of pupils	N.	P.c. of Pupils	N.	P.c. of Pupils	N.	P.C. of Pupils
0-5	1	4.7	21	18.9	-	-	20	15.8
6-10	2	9.4	41	36.9	-	-	43	34.1
11-15	5	23.8	23	20.7	-	-	39	30.9
16-20	9	42.8	19	17.1	-	-	15	11.9
21-25	4	19	7	6.3	-	-	9	7.1

.....contd/-

Level II

NFE

0-5	18	22.9	75	( 19.7 )	56	( 34 )	43	( 17.9
6-10	21	43.6	106	( 27.9 )	64	( 39 )	57	( 23.7
11-15	25	31.6	119	( 31.3 )	35	( 21.3 )	70	( 29.1
16-20	24	5.0	65	( 17.1 )	8	( 4.8 )	46	( 19.1
21-25	1	1.2	14	( 3.6 )	1	( 1.6 )	24	( 10.0

FORMAL

0-5	5	19.2	35	( 25.5 )	5	( 17.8 )	15	( 14.7
6-10	36	23.0	34	( 24.8 )	9	( 31.1 )	20	( 19.6
11-15	9	34.6	39	( 28.4 )	7	( 25.0 )	38	( 37.2
16-20	6	23.0	25	( 18.2 )	5	( 17.8 )	25	( 24.6
21-25	--	--	4	( 3 )	2	( 7.1 )	4	( 3.9

A comparative Study of Academic achievements of NFE pupils vis-a-vis their counterparts of Formal education as shown on Table indicate that inspite of much higher input in terms of resources, time and energy, pupils of Formal education have shown only slightly better performance over NFE pupils. It also shown that standard of attainment of pupils of Formal system of education leaves much to be desired.

CHAPTER VI

NFE in the eyes of Learners and Parents

How far the NFE Centres of Assam have been useful fruitful and could deliver good or otherwise can be gauged to some extent from opinions expressed by some sixty learners and fiftyfour parents who were interviewed by Investigators randomly at each NFE Centres on the basis of a questionnaires. Responses are found to be uniform to a large extent.

I) Views of Pupils :

Most of the learners interviewed had their education at NFE Centres for 1-2 years and they were motivated to attend centres to acquire knowledge through education and all of them liked the centres and class-mates. This view is corroborated by high percentage of attendance recorded in Attendance Registers of the Centres.

Education, the pupils received, was stated to be useful in day-to-day household work (80%); in dealing with people (55%); in assisting parents in vocation (28%).

Most of them expressed that they find difficulties in learning Arithmetic. But the study shows that pupils' performance in language is generally poor. Most of the learner wanted to continue their education at NFE Centres and would go for further education (88%) and others would do other job after completion of NFE.

78% learners liked their fellow learners and 55% teachers also. All of them are said to have learnt to read and write and calculate at the Centres.

All learners expressed that they wanted scope for games and sports, songs and music which their nature demands but all NFE Centres lacked these facilities. Co-curricular activities are seldom organised at NFE Centres as it is found from Rating.

II) Parents views :

a) Motivation : Most of the parents were motivated to send their children to NFE Centres by the Instructors concerned and it is found that major initiative in setting up centres is taken by them. B.D.O. and other social workers are also found to be motivating parents and a few parents spoke of self motivation.

b) Change in behaviour patterns of NFE Pupils : All parents indicated that their children had displayed definite change in behaviour patterns for the better in respect of health habits; sharing home responsibilities; participating in family decision making and can read and write to some extent.

c) Suggestion for improvement of NFE Centres : All parents want that NFE Centres should continue to impart education. The Centres should have better facilities in terms of equipments, games and sport, co-curricular activities. Some parents pleaded for meals and dress to be supplied to their children.

d) The sample NFE Centres under study, had no pupils sent by any employer and hence employer's views could not be obtained for recording.

CHAPTER VII

Major Findings and conclusions of  
The Study

Part I

*Overview of NFEducation in Assam*

Non Formal Education as an experimental strategy for realising the objectives of Universalisation of Elementary Education in India, has been in operation in Assam also as in eight other States, since 1980-81. This part of the Project of Evaluation Study of NFEducation in Assam is confined to comprehensive assessment of Academic aspect of NFEducation of the State and its coverage is detailed below :-

- I) Rational evaluation of NFE curriculum and other instructional materials used in NFE of the State.
- II) Purpose, objectives and aspects of the study, samples and limitations of Study.
- III) NFE Curriculum in transaction in the State.
- IV) The Instructor - his background and role in NFE.
- V) Supervision programme for NFE and its effectiveness.
- VI) Teacher Training programme for Instructors of NFE Centres.
- VII) Academic achievements of pupils enrolled in NFE Centres vis-a-vis their counterparts in Formal system of education, and the emerging image of NFE of the State in the eyes of pupils and parents.

An overview of each aspect is given below:

....contd/-



I) Rational evaluation of NFE Curriculum and Instructional methods :-

A distinct curriculum exclusively for NFE was prepared in Assam for the Lower Primary Stage of 9-11 year children. It was a subjectwise curriculum detailing syllabi for Language, Mathematics, environmental studies - both social and natural. The curriculum incorporates hints on health and hygiene education, development of socio-cultural aspects of children.

Four text books - two for Language and two for Mathematics were prepared and published for children of NFE - all in three languages - Assamese, Bengali, and Bode speaking children.

Rational evaluation was done by a team of experts on the line and found the curriculum and text books up to the norms of NFE. The team suggested that books for environmental studies, supplementary readers, work books and teaching aid should be brought out to vitalise NFE in the State.

The training manual and teachers' Hand book prepared for Instructors were also evaluated and *adjudged as fairly* satisfactory requiring some modification and improvement in relation to development of specific competencies and skills of Instructors.

No NFE curriculum was developed in the State for the upper primary stage for 12-14 year age group of children.

II) Purpose, Objectives, aspects of study, sampling and tools of evaluation.

Under this chapter, empirical evaluation was done to assess how far theoretical objectives of NFE incorporated in the curriculum were actually realised by the pupils of NFE centres as a result of operation of the scheme in the field. The study covered all the aspects in relation to major objectives of NFE viz., Academic, Pedagogical, Vocational, Social and National and Health Hygiene.

Samples for Evaluation Study were the 40 NFE centres located in 4 C.D. Blocks of which two were in educationally most advance district and the other two were in the least advanced district of Assam. All pupils, Instructors, Supervisors, Teacher Trainers connected with these NFE centres were taken up for evaluation.

Four types of tools were used to collect data for Evaluation Study. They were :-

- a) Achievement tests to evaluate Scholastic Attainments of pupils.
- b) Questionnaire for instructors, supervisors and teacher trainers.

- c) Interview schedules for learners and parents.
- d) Rating scale for investigator and Project Co-ordinator to assess overall <sup>conditions and per-</sup>formance of NFE Centres.

### III) Curriculum in transaction :

The crux of NFE is its curriculum transaction. Empirical Evaluation was done relating to how effectively the Instructors impart education in various area. The Instructors are stated to have used a number of methods appropriate to teaching different subjects. The study also noted the limitations of providing effective NFE education due to irregularity of supply and inadequacy of instructional materials, lack of physical facilities, lack of community support.

The study evaluates the academic and administrative support given to NFE centres by the supervisors and coordinators in terms of setting up the centres, appointing Instructors, supplying instructional materials, providing guidance in academic matters.

Major weaknesses revealed in the study is the absence of proper documented materials of evaluation and guidance.

IV) The Instructors - his background and role :

The Instructor is found to be the kingpin in the NFE centre who conducts survey, contacts community, enrolls pupils, does liaison work with authority - collects instructional materials, conduct classes, evaluate pupils - all almost single handedly. Required co-operation to a degree from concerned agencies has been ensured. The study reveals that 55% Instructors are male and the rest female, 12.6% belong to SC/ST. All Instructors are local people and they are H.S.L.C. passed and 60% are trained teachers. 10-days in-service course of training for NFE Instructors is being conducted by co-ordinators at selected Basic Training Centres with provision for board and lodging for instructors. It is found that the training course is more theory-oriented and weightage on development of teaching skills and problem solving methods, leaves much to be desired.

V) Supervision Programme and its effectiveness :

The supervisory staff (Sub Instructor of Schools NFE) exclusively for NFE numbering about 240 - almost equal to the number deployed for formal education of the State, had been appointed in 1984. One or more Supervisors depending on number of NFE centres in a block, do the work of supervision. The study shows that all the Supervisors are graduate with a degree in training and have teaching experience in Schools for 3 to

6 years. They have acquired experience in supervision of NFE for about a year since appointment. None of the Supervisors have any training in supervision of NFE which they opine, they want urgently. They supervise NFE centres on the basis of tour diary prepared in advance, and pay visit to each NFE centre 3 to 6 times a year depending on the number of centres allotted to each.

As to intensity and areas of supervision, Supervisors are stated to have given more weightage on guiding the Instructors in academic matters and enrolment of pupils through contact community. Proper evaluation of pupils to provide remedial teaching, and organisation of co-curricular activities receive much less attention of Supervisors as has been found from Rating scales.

No system of writing proper inspection report has yet been introduced without which it is not possible to assess the effectiveness of supervision. In the absence of comprehensive supervision report, guidance and monitoring programme tends to be perfunctory.

NFE centres allotted to a Supervisor is found to vary from 22 to 105 and equality of supervision load need to be ensured as far as practicable. The proximity of NFE Centres to residence of supervisors ranges from 1 to 16 km nearest and 16 to 60 km farthest. In view of the

facts that most of the NFE Centres are located in interior areas without necessary transport facilities, and that classes are held in the morning hours, lodging provision for Supervisors in the Block headquarters tends to ensure effective supervision.

VI) NFE Children and their achievements :

For the Evaluation Study, achievement tests were administered to the sample NFE pupils numbering 555 in four Blocks and Formal School pupils numbering 161 at two levels. Level I and Level II tests were meant for those completing one year and two year study at NFE centres respectively. The same tests were given to 3rd year and 4th year pupils of L.P. Schools of the same locality. The tests were constructed at National level to assess the attainments of pupils in Subject areas of Language, Mathematic and Environmental studies with the last one further divided into two subject areas of Social Studies and General Science for Level II pupils.

Analysis of achievement scores indicated cumulative achievements of all subjects of different categories of pupils as follows :-

TABLE VII

Cumulative Academic Achievement of Pupils-NFE vis-a-vis Formal.

Frequency distribution in percentage :-

.....

Level I

Class Interval Categories		0-10		11-20		21-50	
SC/ST	NFE	Boys	Girls	Boys	Girls	Boys	Girls
	FORMAL	%44.1	45.4	53.8	51.4	2.1	2.9
Others	NFE	%14.1	NA	66.6	NA	19.0	NA
	FORMAL	%40.4	42.2	50.9	54.1	8.1	N.A.
	NFE	%55.8	49.9	37.8	42.8	8.7	3.4
	FORMAL					6.3	7.1

Level II

Class interval/ Categories		0 - 10		11 - 20		21 - 25	
SC/ST	NFE	Boys	Girls	Boys	Girls	Boys	Girls
	FORMAL	%66.5	73.0	35.6	26.1	1.2	0.6
Others	NFE	%42.2	49.9	57.6	42.8	Nil	7.1
	FORMAL	%47.6	41.6	48.4	46.2	3.6	10.0
	NFE	%50.3	49.9	46.6	42.8	3.0	7.1
	FORMAL						

a) Level I tests show that in case of SC/ST students of NFE, boys and girls have shown similar performance with 44 - 45% securing marks in the range of 0 - 10, 51 - 54% in 11 - 20 range.

- b) SC/ST students of formal School have done better than their counterparts of NFE with 66.6% in 11 - 20 range, only 14% in 0 - 10 range and 19% in 21 - 25 range.
- c) In case of Others of NFE, about 50% pupils have scores in the range of 11 - 20 while about 40% in 0-10 range. Here, paradoxically enough, NFE pupils have shown better scores than pupils of Formal Schools.
- d) In case of Level II, SC/ST pupils of NFE have poorer scores than SC/ST pupils of Formal Schools.
- e) In case of Others, NFE pupils have displayed better achievements than their counterparts of Formal Schools.

VIII) NFE in the Eyes of Learners and parents :

I) Views of Pupils :

Interviews schedules were prepared to obtain views of about 10% NFE Pupils both boys and girls and their parents and employers about their image, utilities of education, change of attitudes to assess functional efficiency of NFE Centres. Pupils interviewed, were receiving education at NFE centres for one or two years. Their responses were mostly uniform, positive and encouraging. They gave the impression that NFE pupils come to Centres to learn and acquire education; like the



centre and co-learners; and education they received helped them in their household work and in dealing with people. Pupils would like to continue their education with a view to pursuing further education. They have learnt to read and write and calculate and like most fellow learners and their teachers.

Pupils' difficulties are mostly related to learning arithmetic and they want that facilities for games and sports should be available at the centres.

II) Views of Parents : Parents of NFE children were interviewed to elicit their views about their motivation to send children to NFE centres, behavioural changes of children as a result of NFE, change of health habits, benefit that the family derived from NFE type of education. Here the responses indicate that parents have definitely found their children making improvement in all these aspects. These children also help in house-hold duties in a better way, which reflected some impact of NF Education. Thus the emerging images of NFE in Assam are stated to be bright. The parents have pleaded for better facilities in the Centres.

There could be found no NFE pupils in sample centres who were sent by employers and hence the views of employers, if any elsewhere, could not be recorded.

## PART-II

### Theoretical postulates of NFE and practical Achievements :

~~Rational Evaluation of NFE Curriculum and other~~  
~~Instructional Materials prepared for NFE in Assam,~~  
for NFE in Assam, indicated clearly the objectives to be realised through the operation of the scheme. Required infrastructure, programmes, instructional materials were developed and the present Evaluation Study makes an attempt to assess how far the objectives have been realised in actual practice.

I) Academic Objectives : Realisation of 3R's objectives and environmental awareness and education by pupils of NFE in the State as assessed through Empirical Evaluation indicate as follows :-

Language : The Study reveals that Language proficiency with scores of 40% and above marks, termed average and the above average here, is acquired by about 40% NFE pupils at Level I and 28% pupils at Level II, against 29% and 24% respectively by pupils of formal schools.

Mathematics : Acquisition of computation skills of Arithmetic of NFE pupils is found to be satisfactory as about 77% pupils scored average and above average marks at Level I tests and 44% at Level II tests, against 76% and 57% pupils of Formal Education.

Environmental Studies : About 56% NFE pupils secured average and above average marks at Level I tests against 45% pupils of Formal Schools.

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Social Studies : 61% NFE pupils have got average and above average scores in Social Studies at Level II against 71% pupils of Formal Schools.

General Science : 53% NFE pupils have secured average and above average marks against 68% pupils of Formal education.

The findings above have clearly established that academic objectives of NFE have been realised to a fairly satisfactory degree at least in relation to education in Formal Schools. The Instructors require proper grounding in progressive methods like learning by doing, demonstration, problem solving etc., and skills of teaching through Micro teaching procedure should be developed.

II ) Social and National Objectives :

NFE curriculum has got spelt out the Social and National objectives in clear terms. Development of Socially desirable qualities, democratic values, scientific attitudes, sense of social and national integration etc., may be conceived as socio-national objectives. These are related to appreciation, interests, attitudes and value which can't be assessed through written tests nor can they be quantified.

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Some lessons related to Social and National Objectives have been included in Language text books. These objectives may best be realised through varied co-curricular activities. The study reveals that most of the NFE centres seldom organise these activities partly due to lack of facilities and materials and partly due to limited time schedules. However the interview schedules of learners and parents indicate that NFE pupils have displayed a degree of change in attitude and behaviour for the better. Principle of learning by living can best be applied in the area of co-curricular activities which provides joys of learning.

### III) Vocational and SUPW Objectives :

These objectives are only marginally touched in the curriculum. The NFE centres under the study, have not organised any activity relating to SUPW. A Teacher's Handbook for SUPW activities if prepared, might help the Instructors to organise creative and meaningful activities to tap creative energies of pupils. This tends to bridge that gap between life and education and to that extent, education will be meaningful and useful.

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NFE, Formal L.P. School and Adult education Centre.

d) The formation of School Complex now emphasised in the New Education Policy of India, if organised effectively, is very likely to prove to be an effective agency to boost up educational development in the area of the Complex. With the Secondary School as the nucleus, teachers of Secondary, Middle Primary, NFE, Adult education may join hands with each other to make concerted effort to rejuvenate education for all - FORMAL - NON FORMAL AND ADULT.

e) The introduction of NFE for the middle stage for 12 - 14 year children in Assam should also be treated urgently as otherwise universalisation of Elementary Education up to 14 years tends to remain unfulfilled, NFE curriculum for middle stage may be simplified with lesser load in all subjects areas as few pupils from this stage of NFE would go for Secondary Education. Hence a course manageable by one Teacher may be prepared.

f) Enforcement of compulsory attendance of all children up to 14 years of age as envisaged in Education Act may be tried. Parents whose children are engaged in domestic work and can't

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PART II

A number of NFE centres could be identified from which pupils have shown comparatively better academic achievements than others. An analysis of contributory factors reveal the following :

a) The Instructor : All the Instructors are H.S.L.C. passed and all are trained except one. One Instructor is male and others are female. All of them use the same curriculum and instructional materials and have sometime schedules.

b) Curriculum transaction : In curriculum transaction, they are said to have applied methods of discussion, demonstration and learning by doing and drilling frequently hence more effective.

c) Co-curricular activities : The Instructors organised co-curricular activities like recitation, singing, dancing and safai - hence the centres tend to have more attracting power.

d) Evaluation : They evaluate pupils which teaching and weekly and apply remedial teaching.

e) The Instructors are said to have frequent contacts with parents of NFE pupils and thus reasonable community co-operation is ensured.

f) They state that they read - curriculum, text books and other books outside the NFE Centre which is a must for professional growth.

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## CHAPTER VIII

### Suggestions and Recommendations Revitalising

#### NF Education in Assam

I) Curriculum : The Curriculum is the instrument and guide for realising all educational objectives through institutional efforts. It is encouraging that a separate curriculum based on accepted norms and objectives of NFE, had been prepared by the Directorate of the State. The curriculum has its strengths and some shortcomings. The following suggestions were afforded in course of Rational evaluation of the curriculum.

a) Competencies to be developed by NFE pupils in different subject areas, should be spelt out more elaborately and pinpointed so that teaching becomes more specific and goal directed.

b) Apart from Academic objectives, NFE has other significant aims to be achieved by pupils. Inculcation of values and attitudes for Social and National Integration, Orientation in Vocational and SUPW activities, development of health and hygiene habits are no less important goals of NF Education.

The present curriculum has touched these areas only marginally. The strategies and techniques to attain these useful objectives through different curricular and co-curricular activities should be included in the curriculum so that all-round development of NFE pupils can be aimed at.

II) Instructional Materials : Instructional materials are the practical tools in the hand of Instructors for curriculum transaction. Apart from text books—two for Language and two for Mathematics and one teacher's hand book, no other instructional materials are available for NFE in Assam. Attempts may be made to prepare and produce the following :-

- a) A text book on Environmental Studies covering Social Studies and general Science.
- b) Supplementary Readers in the line of children literature with materials having bearing on socio-cultural integration and National outlook and Scientific temper. These books are likely to initiate pupils to continuing education in future.
- c) Work book in various subject areas including drawing.

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d) Teaching aids : At least a few visual aids viz., charts, diagrams, maps, pictures for teaching different subjects should be prepared and distributed to NFE, Centres for ready use by Instructors. The teacher's hand book may indicate how a variety of objects and pictures can be collected and displayed as teaching aids.

III) Methods of teaching : Any method of teaching, if followed mechanically, can't give the desired results. Dynamic personality of the child demands dynamic approach, multiple strategies within the scope of a particular method. But the young Instructors with limited intellectual maturity, are not likely to develop such psychological insight into dynamic methods of teaching. Hence a few methods suitable for teaching NFE pupils should be included in the training programme for thorough discussion. Methods like lecture-cum-discussion, Demonstration, Learning by doing, Playway, drilling, correlation may be sufficient for Instructors of NFE.

IV) Methods of evaluation : Instructors should be oriented in the concept and procedure of objective-based teaching and objective-based testing - both oral and written. That Evaluation is inextricably

related to teaching in the cycle of Teaching-Evaluation-Diagnosis-Remedial teaching - should be brought home to Instructors.

Weekly and monthly tests, and half yearly semester evaluation may be adhered to in NFE centres and progress of pupils should be duly recorded. Evaluation should cover not only academic aspect but also socially, vocational and co-curricular proficiency should also be evaluated. Norms for evaluation and a comprehensive Cumulative Record Card may be developed in the Directorate of NFE, Assam, for distribution to all centres. This is very likely to systematize and routinize many aspects of NFE hitherto left uncovered.

Evaluation system of NFE should cover not only the pupils, but its scope should be so extended to evaluate NFE Centres as a whole, training programme, Instructors, Gram Sevaka and Gram Sevika, Supervisors and Co-ordinators. Norms for evaluating institutions, programmes and personnel may be evolved and this alone may tone up the entire system of NFE in the State.

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V) Teacher Training Programme : Teaching is primarily a skill-based job, and skills are developed only through practice. A Teacher training course without provision for practising teaching skills is largely barren. So, training programme for Instructors of NFE ought to include provision for practice teaching. A few important teaching skills like Reinforcement, Stimulus Variation, Probing questioning, Illustrating with examples etc., from Micro teaching programme may be included in the training programme of NFE.

Period of training for NFE Instructors may be extended from 10 days to 15 days so as to make provision for 5-day practice teaching. Training course should also include programmes for training Instructors in Art and drawing, modelling, recitation and singing, and some SUPW activities.

Evaluation of trainees should also be broad-based. A policy decision may be taken to recruit Primary School teachers from among the qualified, and efficient Instructors of NFE. Such a provision tends to generate in Instructors a sense of purpose and devotion to work; and his training and experience of NFE may be fruitfully utilised in future. The

remuneration for Instructors should also be raised to at least 33% of pay of L.P. School teachers.

VI) Supervision : Assam has two categories Supervisors for Primary level, called Sub-Inspectors of Schools - one category for Formal L.P. Schools and the other for NFE. The strength of one category matches the other. It is said that S.I. of Schools of NFE are in a queue to move into other category.

The NFE and the Formal system of education are very closely related - one <sup>supervisory</sup> ~~substantive~~ of the other in many respects. In fact, two categories of Supervisors have made the two systems less co-ordinated. Therefore it may be suggested that one S.I. of Schools and NFE centres of a particular area. This will reduce the area for supervision to almost half of present jurisdiction and movement for supervision tends to be easy.

A comprehensive supervision proforma covering all aspects of NFE may be developed and supervision done accordingly. A copy of supervision report may be sent to the Directorate which will furnish up-to-date information to Directorate about the functioning of NFE Centres. The Resource unit in the Directorate-

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can sort out general problems of NFE on the basis of such reports and remedial measures may be chalked out for continuous improvement of the centres.

Supervisors should be oriented in methods and techniques required for solving specific problems that are confronting NFE in the State.

#### VII) Class management and Co-curricular activities of NFE

Centres : Problems of class management are due to the fact that the class has children of different ability groups who can progress at varying pace. Irregular attendance of pupils also poses another problem. The Instructor may have a time-bound scheme of work week-wise to do units of syllabus. While doing the unit, bright pupils may be encouraged to help weaker ones under the supervision of the Instructors which may ensure uniform progress of all to an extent.

Time table of NFE centres should provide for the teaching of two subjects and some co-curricular activities - some related to academic subjects like spelling - sentence making, arithmetic games, recitation of poems, Nursery Rhymes; telling folk-tales, drawing, modelling - may be organised to vitalise pupils' learning of academic subjects. It is through co-curricular activities, Social, National and Vocational objectives of NFE can be achieved.

VIII) Community Involvement in NFEducation :

Community co-operation and involvement is indispensable for the success of NFE. Involvement of NF centres; to provide facilities and guidance to pupils at homes to ensure their progress on lines of NFE instructions; and to vitalise NF Education itself. The following measures may be taken to ensure community involvement :

- a) The managing committee should include Socio-cultural leaders, village headman, and other influential persons of the community and the Supervisor concerned should make them convinced that NFE as a rural upliftment programme deserves their active co-operation in a variety of ways.
- b) The Instructors as a Social Worker of the locality may conceive it as a duty to visit a few homes every week to establish rapport between community and the NFE centre.
- c) There are experts in the community - a singer, an actor, a medical man, a progressive agriculturist, craftsman, who may be invited to give a talk/demonstration and parents may also be invited to attend such gathering. Such programmes once or twice a month can be co-sponsored by the

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attend schools, ought to be able to send them to part time education at NFE Centres for two hours a day.

Gandhiji made a desperate bid to universalise elementary education among millions of deprived rural children through the novel system of Nai Talim. The system is in resurrection. The sooner we accept and practise the spirit and strategy of Basic education for consolidation of NFE, the better.

APPENDIX-I

Name of the Centres in the two Districts  
Selected for the purpose of Evaluation  
Study :

<u>District</u>	<u>Block</u>	<u>Centres</u>	<u>Enrolment</u>	<u>Special Attributes</u>
1.	2.	3.	4.	5.
A Sibsagar	Demow	1. Bhagapur Kumar Gaon	25	D.B.C. & mi- nority.
		2. No 2 Jiamari	31	D.B.C.
		3. Chargua Adersha	24	S.C.
		4. Athaberi Bagicha	32	Tea Gurden Area
		5. Leejan Chah Bagicha	33	-do-
		6. Deedubi Napomua Mauze (Nahat)	25	D.B.C.
		7. Gajali	25	-do-
		8. Raisai Tirupather	40	Rural
		9. Raisai	32	Tea & Ex- Tea garden
		10. Barguri Missing	25	S.T.

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Sibasagar Sapekhati	1. Baragaon	27	D.B.C.
	2. Duguri Shyam	30	S.T.
	3. Kowarbari T.E.	32	Tea & Ex-Tea Garden
	4. Khagarijan T.E. No. 1	30	Girls
	5. Jutulent	25	S.C.
	6. Kanugaon	25	D.B.C. & Road side.
	7. No 2 Mowfou	20	Cosmopoliton
	8. Gariachiga	36	D.B.C.
	9. Aides Pukhuri	25	Tea Garden and Others
	10. Barhat Chah Bagan No. 1	35	Tea Garden and others

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District	Block	Centres	Enrolment	Special Attributes
8. Goalpara Balijana.		1. Fatahpur Centre	30	O.B.C. & General Caste.
		2. Bapupara	30	General Caste
		3. Rokhapara	29	S.T.
		4. Khermura (Karaikhowa)	31	Minority
		5. Panikhati No.1	30	S.T. & Minority
		6. Salbari (Milam Ngr)	25	Urban area.
		7. Chandarie Father No. II	33	S.T.
		8. Khutamari	30	Minority
		9. Thapka	31	Minority
		10. Kurua bhasa	33	S.T. (Only Girls)
8. Goalpara	Dadhnoi	1. Barpathar Selbari	25	S.T.
		2. Borpathar	25	General Caste
		3. Neitari	28	Minority
		4. Darpathar Purbapara	27	Minority
		5. Senopur	25	Mixed Population
		6. Harimura	25	General Caste
		7. Menircher	30	Minority
		8. Kuliarbori	24	Minority
		9. Kashumari	30	S.T.
		10. Bahti Selmara	32	Mixed Population

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