

**REPORT  
OF THE  
EMPIRICAL EVALUATION  
OF ACADEMIC ASPECT OF  
NON-FORMAL EDUCATION PROGRAMME  
IN  
Andhra Pradesh**

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NAT-R



*Non-Formal Education*

Department of Pre-School & Elementary Education  
National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110016

1986

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REPORT  
OF THE  
EMPIRICAL EVALUATION  
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ANDHRA PRADESH

NIEPA DC



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NON-FORMAL EDUCATION

DEPARTMENT OF PRE-SCHOOL & ELEMENTARY EDUCATION  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
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## CHAPTER - I

### EMPIRICAL EVALUATION OF NON-FORMAL EDUCATION OF 9 TO 14 AGE-GROUP IN ANDHRA PRADESH

#### INTRODUCTION

It is proposed to undertake the empirical evaluation of Non-formal Education through survey techniques for getting the data from the various individuals about their opinions regarding the academic aspects like curriculum, objectives, contents, instructional methods, instructional material and evaluation of Non-Formal Education of children 9 to 14. In this proposed study, a comparative assessment of the performance of children, attending the Non-formal centres as against children attending the formal schools through the administering achievement in Telugu, Arithmetics, Social Studies and Science was also undertaken. Hence, in the proposed investigation it is attempted to have the attitudes and opinions of parents, employer, children, instructor, teacher trainees about the academic aspects of Non-formal Education for the children of 9-14 age group. Besides in further proposed to have a comparative study of the performance of children attending the Non-formal Education centres

and formal schools. Generally survey method is one of the usual technique employed for collecting opinions and attitudes towards Non-formal Education, by interviewing and administering the questionnaire and rating scales to the sample of individuals who accurately represent the population under study.

The Survey Method is perhaps the most usual technique for getting the data about opinions and attitudes of the small sample of individuals who correctly represent the population under investigations. Generally a Survey includes gathering data by interviewing a sample group of people who correctly represent the population under investigation. Every individual in the sample is inquired on the same set of questions through a questionnaire. The answers derived are grouped together in systematic way in order to draw conclusions, consequently this information is utilised to solve a specific issue or supplement the required information about the issue. The skilful interviewing techniques are employed to ensure full and accurate information, and in order that the data collected from the respondents can be judiciously utilised to represent data about the total population. While using a sample, a small number of respondents are chosen to

### 3.

represent the whole allowing it possible to reject the very expensive and time consuming method of taking a census. Over the years, through experiment and experience, researchers have evolved more scientific and systematic methods. Researchers have realized that it is likely to assess requirements to large populations through precise observation of correspondingly small groups of respondents. It is proposed to undertake the survey of the attitudes and opinions of various sample of persons who are in one way or other relating to the Non-formal Education for the children of age group 9-14 in Andhra Pradesh. This possible study involved the opinions of the various sections of the people on the academic aspects of Non-formal Education. The academic aspect of Non-Formal Education that are included in the study are:

- 1) Curriculum
- 2) Objectives
- 3) Content of the Non-formal Education
- 4) Instructional practices
- 5) Instructional material
- 6) Evaluation.

Surveying seems to be an easy procedure to the casual observer. The questions inquired appears to be vary clear



and getting the percentage of the tabulated responses is a very simple thing to do. Rarely the casual observer notices how much time and effort will be there behind the neat column of figures in the final report. A survey is undertaken practically with the utmost caution. Just as a chemist proceeding with chemical formula precisising in order to make a required product, so also the researcher proceeds the survey formula precisely so as to collect accurate information. The persons involved in the survey procedure must continue their work correctly and they should work together as a team when the survey is to be fruitful.

## 1.2 STAGES IN CONDUCTING A SURVEY :

Knowledge about the various stages is undertaking a survey helps the interviewer to understand role is the whole process. Some stages of the survey research for most of its surveys have been identified as :

- 1) Stating the objectives clearly,
- 2) Selecting the study design,
- 3) Choosing the sample,
- 4) Developing and pre-testing the questionnaire,
- 5) Interviewing the sample,
- 6) Coding the interviewer
- 7) Tabulating and analysing the data, and
- 8) Preparation of the study report.

The initial stage in any survey is explaining and outlining the questions that the survey is to answer. While doing this, the investigators at the study to make out statement

of the issue and the general objectives that the survey must fulfil. Eventually these general objectives are split into specific objectives, and a list of a specifications of data is made. This list expresses which specific items of information will be required so as to answer the issue. The list is the basis for developing the questionnaire. The investigator of the study must analyse their issues precisely to make sure they cover as many of the related aspects of the issues as likely. In certain cases, the investigators of the study required to go out to the field for scouting or informal exploratory interviews to help decide certain of the factors for investigation.

### 1.3 THE OBJECTIVES OF THE STUDY IS TO INVESTIGATE:

- 1) The opinions and attitudes of parents, learners, employer, supervisors, instructors and teacher training towards the academic aspects of Non-Formal Education for children of the age 9-14.
- 2) The comparison of performance of children who are attending the non-formal Education centres with those children studying in the primary schools of formal education.

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- 2) The comparison of performance of children who are attending the non-formal Education centres with those children studying in the primary schools of formal education.

## Survey sampling principles and procedures :

Survey sampling in the process of choosing part of a group about which generalised statements would be made so that the chosen part will prepresent the total group. Such a sample must be very meticulously chosen so that it will be regarded correct when the people interviewed are illegally selected. Sampling progresses through specific stages of selection, going from the very large to smaller geographical area.

### Step II - Primary sampling unit selection :

The entire geographical area state is split into small areas, usually by Districts or metropolitan areas. The primary sampling units are chosen by a mathematical procedure to know the probability of selecting each one. Stratification technique may be used to be able to select the proper proportion of various types of areas, for of urban and rural areas, Tribal - Non-tribal.

....contd-/-

Step II - Simple place selection :

Each primary sampling unit is further sub-divided into smaller areas. A District is taken into consideration, which may consist of Blocks, towns and rural communities. This strata would be formed from these places; that of smaller towns, and of rural areas. When the sample places could be drawn from each stratum. The first stratum would consist of the smaller cities and towns and one or more of these would be randomly chosen to represent this stratum. The second sample place would involve one or more rural communities that constitute the third stratum.

Step III - BLOCK SELECTION :

8 Each sample block is split into centres. A Block is an area having identifiable but not necessarily visible boundaries; in a city or town it is usually a city Block; in a rural area it is an area bounded by roads, natural features such as streams, rivers or lakes. A block may have an average of 20 to 30 centres. After all sample places have been split into centres, sample centres of ten are again selected by random.

#### STEP IV - Dividing centres into segments :

A centre will have 20 to 25 children. It is where the interviewer enters and plays a major role. He visits each sample centre. Particular instructions are offered to the investigators with each centre assignment. Very often, the centres are chosen from a given sample segment for a particular study. When a segment consists of ten each, all of the centres would be involved in a study sample. In most cases, particular instructions are given to the investigator so that he has no personal choice in the selection of the centres where in the investigators are to be taken. Ultimately, the accuracy of a sample rests on the investigator. To have sampling techniques effective, the investigator must carry them out carefully and conscientiously.

In the present investigation, it is considered to select the sample for the study of attitudinal and opinionnaire variation towards Non-formal education. Hence, it is proposed to limit the study to the three regions of Andhra Pradesh (1) Coastal Andhra Pradesh, (2) Telangana Andhra Pradesh. Even in these regions, the districts were selected taking into consideration the backward and forward aspects of the regions.

However, in the Coastal region, West Godavari District was selected. This district is forward district on the basis of the high rate of education among the people. Two Blocks namely, Nallajerla and Koyyalagudem Blocks were selected from the districts particularly these two blocks in the districts, which are considered to be people of tribal composition. These two blocks considering the nature of the people, were included for the study. (2)

Telagana Region. Adilabad district was selected from this region. It is considered that Adilabad district is backward district in the region educationally. The two blocks selected are (1) Utnoor and (2) Nirmal which are having tribal population. In Rayalaseema region, pulicherla was selected from Chittoor district as it is organised by the Non-government group. In addition, the Chittoor district in the population of having more educated people. The Non-formal Education centres identified in each of the blocks some are based on their accessibility while the other the remote interior places. However in each district so selected are of homogeneous character with respect of block and the also continuity. Both the boys and girls centres are selected. However most of these are co-educational Non-formal Education centre. Number of boys and girls in each centre is noted in Table 4.

Table: No. of NFE learners at each centre in each Block in the District.

Name of the District: Adilabad.

Utnoor Block					Nirmal Block			
No.	Name of the Centre.	No. of learners.	Stage I	Stage II	Name of the Centre.	No. of learners.	Stage I	Stage II
1.	Bhimpur	25	13	12	Aloor	25	25	-
2.	Hansapur	33	25	8	Anantapur	24	24	-
3.	Hansapur	26	26	-	Bhepparam	25	13	12
4.	Khohinor	25	14	11	Gopalpur	26	18	8
5.	Kothagudem	27	21	6	Gulmaduge	25	13	12
6.	Kothapalli	25	10	15	Keritical	25	13	12
7.	Sirpur	20	20	10	Muktapur.	36	18	18
8.	Tosham	25	16	9	Vaikuntapur	25	13	12
9.	Toyaguda	29	29	-	Ponkal	26	26	-
10.	Utnoor	32	32	-	Gajulpet	25	13	12
Total		277	206	71	Total	262	176	86



TABLE NO. of NFE Learners at each Centre in each Block in the District.

Name of the District: Chittoor.

Name of the Block Pullicherla.

Sl. No.	Name of the Centre.	No. of learners.	Stage I	Stage II
1.	Chilavariapalli.	26	26	-
2.	Chidambaramkulapalli.	25	25	-
3.	Durgavakondalappalli.	25	21	4
4.	East Kanireddypalli.	25	19	6
5.	Jayavandlappalli	28	21	7
6.	K. Adipalli.	25	21	4
7.	K. Akindapalli.	30	30	-
8.	K. Avapalli.	25	22	3
9.	Kallur Parhabet.	28	15	13
10.	Kallur Town.	25	23	2
<u>TOTAL</u>		262	223	

TABLE : No. of NFE learners at each centre in each Block in the District.

Name of the District : West Godawari

Koyyalagudem Block				Nallajerla Block			
Name of the Centre	No. of Learners	Stage I	Stage II	Name of the Centre	No. of Learners	Stage I	Stage II
Achyutapuram	25	25	-	Madhavaram	25	13	12
Bayyanagudem	25	25	-	Avapadu	35	33	2
Chakradharapalli	25	25	-	Dandagrām	30	15	15
Bharamaraopeta	25	16	9	East Chodavaram	30	25	5
Dippakayalapadu	25	13	12	Kunchanapalli	25	9	16
Kannapuram	25	13	12	Mettaupparagadda	25	14	11
Mysannaguda	25	18	7	Prakasampalem	27	27	-
Ankampalem	25	13	12	Pullapadu	25	18	7
Pareddygudem	25	25	-	Anantapalli	29	15	14
Koyyalagudem	25	6	19	Nallajerla	25	20	5
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TOTAL	250	189	71	TOTAL	276	189	87
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## TOTAL NUMBER OF LEARNERS (BLOCK LEVEL)

Sl. No.	Name of District	Name of Block	Number of learners.	Stage I	Stage II
1.	Adilabad	Utnoor	277	206	71
2.	Adilabad	Nirmal	262	176	86
3.	West Godawari	Koyyalagudem.	250	179	71
4.	West Godawari	Nallajerla	276	189	87
5.	Chittor	Pulicherla	262	223	39
TOTAL			1,327	973	354

1.6 CONSTRUCTION AND PRE TESTING THE QUESTIONNAIRES

To ensure that a survey will grant data that are not only correct and purposeful but also gathered in the most competitive manner, it is imperative that the whole plan of the survey be evolved before execution starts. Each stage of the survey should take into consideration will the other stages requirements. A one unified plan is an ensurance against waste time and efforts and irrational conclusions which can obstruct the course of the survey. This plan should be recorded in order that it can be referred to if ever the need arises. If the devitction from this plan are effected,, the effect on the entire survey is quickly be felt and eventually alterations can be made readily and rationally in the specific stage affected by the change.

The survey procedure has considered these stages for the design.

1. Selection of the subject matter to be covered in the survey. Before a plan is developed it is essential to formulate a statement of the problem, delimit its scope, explaining the essential concepts that will be utilised, and make a working hypothesis as to what is to be obtained and how it is to be measured. This general practice of work has been once laid, the investigator can prepare exhaustive definitions, schedules, forms and procedure for each stage of the survey.

#### ITEM-WISE CLASSIFICATION CHART:

The tools of survey study for the Empirical Evaluation were primarily devised to elicit some relevant information regarding the respondents in a planned manner. Hence, some broad categorisation of the items was followed in the main design of each tool to indicate their main features under consideration for the present study. The clusterings, hereby termed as Aspects, are given below in the ITEMWISE CLASSIFICATION CHART for each tool. It is fervently hoped that it will help the Investigators to decide the main areas of thrust which will also colour the mode of questioning during actual data collection, tabulation and interpretation.

INFORMATION DATA SHEET : The basic information regarding the respondent is solicited in the information data sheet provided in the beginning of each tool (questionnaire, schedules, rating charts).

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1. Questionnaire for Supervisors.

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Main Aspects

Intensity of supervision

Purpose of supervision.

Areas of supervision

Tasks and competencies

Professional Expertise

General information.

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1. Questionnaire for Teacher Trainers

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Main Aspects

Nature of the Training Programme

Duration of the Training programme and  
Distribution of time.

Content of the Training Programme

(a) Concept. (b) Tasks & Competencies.  
Method of Training.

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3. Questionnaire for Teacher Trainers

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Main Aspects

Modes of Evaluation of the Training Programme

Professional Experience of the Trainers

General

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#### 4. Questionnaire for the Instructors

##### Main Aspects

Curriculum & Instructional material

Method of Teaching

- a) Academic
- b) Co-curricular
- c) Vocational

Student classification and class Management

Mode of Evaluation

Intensity of supervision

Professional Experience of the Instructor

Role of the Higher Administrative Body.

General

#### 5. Rating Chart

It can be noticed in the Rating Chart that the sequential order of the questions itself indicates the class of each item. Yet, some framework is given below to specify each clustering:

##### Main Aspects

General conditions of the Centre

- a) Physical
- b) Cultural and Community Involvement.

Competence of the Instructor

- a) Academic
- b) Professional
- c) Personal.

General Information about the Learners

General Aspects

### 6. Schedule for the Learner

#### Main Aspects

##### Personal

- a) Attitudinal
- b) Interest and Motivation

##### Academic

- a) Behavioural
  - b) Purely academic
- 

### 7. schedule for the parents

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#### Main Aspects

##### Family

##### Motivational Aspect

##### Personality change in the Learners

- a) Health and Hygiene habits
  - b) Behavioural
  - c) Academic
- 

### 8. Schedule for the Employers

#### Main Aspects

Background of the Employer

Background of the Learner

Change in the Learner's Work efficiency

Behavioural changes in the learner

General

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After the investigator has listed down the information required from the respondents, they are ready to start constructing the questionnaire. There are several considerations in preparing the questionnaire. The investigator must word the questions in order that they are exactly understood. He must spread them in the most likely manner so that they

follow a logical sequence. Further, the questions must derive objective answers without predisposing a respondent's thinking. The length of the questionnaire is another factor to be taken into consideration.

Prior to a questionnaire is put to use in the field, it undergoes extensive pre-testing to decide whether:

- 1) The questions collect the information which fulfills the objectives of the survey;
- 2) All important stages of the survey have been appropriately covered;
- 3) The questionnaire motivates respondents' Cooperation;
- 4) The questions are in logical order; and
- 5) The questions are totally understood by the respondents.

The staff of the investigation, members of the field Office staff, and experience interviewers not as pre-testers. These persons conduct interviews, employing a trial questionnaire, with a representative group of individuals precisely as though the survey had already begun. Eventually they assemble to discuss their experience. On the strength of their observations the questionnaire may be revised. Certain questions are dropped and others substituted; new questions may be added, too; others are reworded and rephrased.



Consequently the revised version of the questionnaire is tried out again, and revised, when required. The process of interviewing and revision will go on until all members of the pre-test staff accept that the questionnaire fulfills the criteria set-up for-it.

A workshop was held for developing and construction of questionnaire, schedules etc. The work-shop was attended by the Project Co-ordinators and other specialists in the field at N.C.E.R.T. The questionnaires were developed based on the Academic aspects of Non-formal Education. The questionnaire ultimately refined and arrived at a final one in respect of opinions on academic aspects of Non-Formal Education from instructors, Teacher trainees, besides the performance tests were also constructed in the stages. Primary level for two stages and middle level in one stage.

Primary Level: Stage I:

(1) Language (2) Arithmetics and (3) Social Studies

Stage II:

Experts in Evaluation also participated in the workshop for the constructive performance tests, Besides, interview schedules were developed to elicit the opinions of Employer, parents, Learners, Supervisors about Academic aspects of Non-formal Education. All the performance test have been translated into Telugu and got printed as they are proposed to be administered the learner of Non-formal Education centre and primary school learners.

## 1.7 INTERVIEWING THE SAMPLE :

### 1. Designing the schedule and framing the survey tool.

Drafting the schedule and the survey questions is part of the planning process. Recognising the time in drafting, testing and printing the questionnaire and recognising the skill in preparing written instructions for everyone to interpret, fill in, edit, code and analyse the items. The plan should cover provision for office space and supplies, the interviewing and selection of personnel - both office and field workers. The time and the cost of training personnel for the various duties pertaining to the survey should be taken into account, too.

Decide on the method of choosing the sample, Provide estimates of the number of cases in each of the groups sampled in the total population.

### 3. Collection and processing of the data :

Decide the method to be employed in securing or collecting data; this process must be planned with minute details. The organisation and training of field staff, the assignment and control of

schedules of the interviewers, the setting up of checks to issue the reliability and validity of the data - these are only a few of the several issues to be considered in planning.

If the questionnaire is available, the interviewers commence to study the instruction guide which contains definite instructions for the survey. It offers the interviewer the following information.

- i) The background, sponsoring organisation, and general objectives of the survey.
- ii) The sampling techniques and whom to be interviewed.
- iii) The specific objective of the each question, and
- iv) A general instructions at the field level such as the time schedule for the study and call procedures.

Further the differed materials to be employed in the field are prepared at this stage of the operation. Generally these materials cover field sampling materials. letters for respondents, news releases for local newspapers and so non.

The following are people interviewed:

- 1) Employers : 4 - One employer from each block.

Dates of the visit of the investigator to their respective Blocks for the collection of the Data for Empirical Study :-

1. Name of the Investigator : Sri G. Phaneendranath  
Lecturer, SCERT.

Block Name	District Name	NFE Centre Name	Visit Date
Nallajerla	West Godavari	1 Pullapadu	3-6-1986
		2 Nallajerla	4-6-1986
		3 Madhavaram	
		4 Avapada	
		5 Dandagarra	
		6 East Chodavaram	5-6-1986 to 14-6-1986
		7 Kunchanapalli	
		8 Mettaupparaguda	
		9 Prakasampalem	
		10 Anantapalli	

II Name of the Investigator : Sri K. Srinivasachari,  
Lecturer, SCERT.

Utnoor	Adilabad	1 Utnoor	7-6-1986
		2 Hasnapur	8-6-1986
		3 Bhimpur	
		4 Chandur	
		5 Kohinoor	

6 Kothaguda	}	10-6-1986 to 18-6-1986
7 Kothapalli		
8 Sirpur		
9 Toshan		
10 Toyaguda		

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III Name of the Investigator : Sri N Purushothamarao,  
Lecturer, SCERT.  
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Nirmal	Adilabad	1 Aloor	10-6-1986
		2. Gopalpur	11-6-1986
		3 Anantapet	
		4 Bhopparam	
		5 Gulmadugu	
		6 Koritical	12-6-1986
		7 Muktapur	to
		8 Vaikuntapur	20-6-1986
		9 Ponkal	
		10 Gajulpet	

IV Name of the Investigator : Dr. T. Govardhan Rao,  
Lecturer, SCERT.

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Pullicherla	Chittoor	1 Kallur Town	13-6-1986
		2 Kallur Fathapeta	14-6-1986
		3 Challavaripalli	
		4 Chigurumakon dalapalli	
		5 Diguvakondalapalli	15-6-86
		6 East Ramireddypalli	to 22-6-86
		7 Erravandlapalli	
		8 Kodidapalli	
		9 Kondakindapalli	
		10 Kuruvapalli	

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V Name of the Investigator : Shri B. Phanendranath,  
Lecturer, SCERT.

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Koyyalagudem	West Godavari	1 Koyyalagudem	19-6-86
		2 Kannapuram	18-6-86
		3 Achyutapuram	
		4 Bayyanagudem	
		5 Chakradharapalli	19-6-86
		6 Dharmaraopet	to
		7 Dippakayalapadu	29-6-1986
		8 Mysanna guda	
		9 Ankanpalem	
		10 Paraddygudem	

- 2) Parents : 50 - One parent from each Non-formal Education centre from each block.
- 3) Learners : 50 - One learner from each Non-formal Education centre from each block.
- 4) Supervisors : 4 - One supervisor from each block.
- 5) Teacher Trainees : 4 - One teacher trainees from each block.
- 6) Instructors : 50 - One instructor from each Non-formal Education centre.
- 7) Investigators rating : 50 - One rating from each block.
- 8) Project Co-ordinator rating : 10 - Two from each block.

#### 1.8. CODING THE INTERVIEWS :

Certain occasions a single study methods hundreds of thousands of words. Faced by the task of analysing this huge body of material, the investigator and his staff construct a code **that** helps to minimise the huge of material into more manageable form. Although this code it will be simple to draw from the respondent's answers the specific points covered in the study objectives. The code carefully goes over every interview and converts the respondent's answers into numbers.

## CHAPTER II

### Analysis and Interpretation of Data

It is proposed to undertake the analysis and interpretation of the data obtained by administering the tests and tools. The Interpretation was undertaken only basing on the mean scores of the responses on the academic aspects of Non-formal education. The analysis and Interpretation of the data was undertaken with respect to:

- 1) Employer
- 2) Learner
- 3) Parents
- 4) Supervisor
- 5) Teacher Trainers
- 6) Instructor
- 7) NFE Centre
- 8) Performance of the learner

However the analysis of the data was done on the classification of general group, Schedule Caste and Schedule Tribe learners only.



2.1 1) Interpretation of data of Interview with employers:

1) The data of the interviews conducting with employers has revealed that the most of the employers have an agriculture as the major occupation. Moreover it is also revealed that the most of the learners are working with the employer more than two years. Some of them are working with the employer nearly 4 to 5 years even. Further, the responses indicate this almost all of them are undertaking mostly the work related to the agriculture and cattle grazing. They are bringing grass and such other things to the employer. Most of them particularly take the cattle to grazing into the fields during the major parts of the day time.

2) It is further revealed by their responses that the learners is more regular besides he is taking interest in his work. The punctuality and interest in the work were more indicated this other behaviour pattern with the employer. However, the responses also reveal that he is having better understanding with employer after attending the NFE Centre. This improvement in behaviour of the learner is noticed. still in two cases there seems to be no improvement at all/considered that the learners are actively participating in the works of the employer.

3) These responses also reveal that there is a behavioural variation in his relation with the employer. There are some responses which indicate that the learner is having a favourable attitude to work with the employer. Learner works along with the employer and discusses with him the problem he faced during the work. Generally, the learner have indicated their acceptance of the suggestion. In one case there seems no the behaviour change indication from the responses. Hence, it can be inferred that the learner has favourable attitudes and better understanding with the employer due to his attendance at the NFE Centre. The change in the behaviour of learner mostly due to effect of his attending the NFE Centre.

4) The responses further suggest that in most cases there are no co-workers, in few case, the response indicates that he is indifferent with the co-worker.

5) The employer have indicated that a good background in agriculture and animal husbandry is essential to the learner. They also suggested that the learner should be provided with the knowledge about poultry, dairy farming, Agriculture etc.

6) However, it may, be firmly indicated that the employer feel much benefited from the learner after his attending the NFE Centre.

Employer's attitude towards the learner at the NFE Centre:

Ultimately it may be concluded that agriculture is the main occupation of the employer of the NFE learner. The learners are working with the employer for a period of more than 2 years. Most of the work undertaken by the learners related to agriculture and taking the cattle to field for grazing. The learner is regular and regularly attending the work of the employer. The learner is showing keen interest in the work. The employer has noticed a marked behaviour change in the learner due to his attendance at NFE Centre. It is further inferred that the learner is having favourable attitudes towards the employer and his work. It is also concluded that the learner is accepting the suggestions offered to him by the employer. The employer feels that learner at the NFE Centre should be offered a background courses in agriculture, Dairy farming, poultry etc. The employer feels that he is much benefited from the learner after his joining at the NFE Centre.

## 2.2 INTERPRETATION OF DATA OF INTERVIEWS WITH LEARNERS:

1). It is observed from the data of interview that the boys and girls at the NFE Centres interviewed are of the age groups ranges from 10 years to 13 years. 60% of the interviews were scheduled Castes and scheduled Tribes Boys and Girls. The responses indicate this to be

50 per cent of them are attending the NFL Centres from more than three years. More than 75% of the responses of the learner indicate that they are attending the centre mainly to get knowledge. Yet these are responses indicate such as letter writing, computation, professional improvement besides reading and writing.

2) All most all of the Learners have indicated their learners both Boys and Girls are assisting their parents in their day to day house hold work and in the vocations of their parents. Very few responses indicate that the learners are not helping. 5% of the responses indicate that they are able to manage with the people very well.

4) 98% of the responses suggest that there are no difficulties in learning the subjects. A few of them indicate that instruction was provided daily by the centre. 2% of the learners both boys and girls have indicated that Mathematics is the difficult subject.

5) 10% responses indicate that the learner wants to continue their studies in the centre. They have indicated that they are benefited by attending the centres.

6) 80% of the responses reveal that the learners want to goback to work, agriculture, beedi making etc.

Yet 20% of the learners have indicated that they prefer to continue their studies in the formal schools and also to continue the stage II of NFE.

7) 90% of the responses indicate that the learners liked the things that are learnt at the centre. However some of the responses indicate that they like fellow learners and the way of teaching. Hence it may be indicated that the learners have definitely like their fellow learners.

8) 95% of the responses reveal that the learner has learnt reading, writing and calculation etc., at the centre. Only few responses of the learners indicate that they want to learn English, Burrakatha and Kolatam. It also appears from the responses of scheduled Castes that the instructor is not regular. Besides the responses further indicated they want to study the II stage. They also expressed that they liked the things learnt at the centre. Most of the responses of SC, ST indicate that they are positively benefited by attending the NFE Centre. They learnt reading, writing and calculations.

#### LEARNERS ATTITUDE TOWARDS THE NFE PROGRAMME AND THE CENTRE

Ultimately it may be inferred that the learners are attending the centres to get knowledge, letter writing, improvement of profession etc. Almost all of them have indicated that they liked the centres. They also expressed liking to the fellow learners at the centre. Most of them have expressed that NFE has helped them in day today work in the household. All of them have expressed that there was no difficulty in learning the subjects. Most of them also expressed that their willingness to continue to attend the centres. Most of them further have indicated that they want to go back to their work. Only a few preferred to continue in the stage II. Most of them expressed that

they liked things learnt besides the fellow learners. All of them has expressed that they learnt writing, reading and calculation. A few of them have expressed their desire for learning English. Both the boys and girls indicated their liking of the centre and also expressed that they got benefits by attending the centre. However most of the learners interviewed are of the age group of 12 years and there are some above this age group. The minimum age is 10 while the maximum age is 17 years.

### 2.3 INTERPRETATION OF THE DATA OF THE INTERVIEWS WITH THE PARENTS:

1) 50 percent of the parents interviewed are above fifty years of age. 85% of the parents interviewed are males. Besides 60% of parents are illiterates. 70% of parents vocation is agriculture, while 20% are labourers. The family income of 75% parent is above Rs. 6,000/-. 40% parents interviewed are schedule Caste and schedule Tribe. 15% of the parents are women.

2) 95% of the parents are having more than 3 children of both sex. 90% of the learners attending the NFE Centres are boys while 10% of the learners are girls.

3) Only one child is attending the NFE Centres of 95% of the parents while two children are attending the NFE Centres of 5% of the parents.

4) 80% of the parents are having 2 sons and one daughter, while 20% of the parents have two sons and one daughter.

5) 50% of the responses of the parents indicated that the instructor/teacher has motivated his son to attend the NFE Centre itself has motivated them to attend the NFE Centres. Only 6% of the parents have indicated that the other learners at the NFE has motivated him to attend the NFE Centre.

6) 70% of the responses of the parents have revealed that there is change in the pattern of living of the learner, such as, washing his clothes and taking bath every day, after his attending at the NFE Centre. 10% of the parents have indicated that the learners are taking food neatly. 20% of the parents have pointed out that the learners are washing hands before taking meals.

7) 80% of the responses parent have indicated that their children have not attended the primary school earlier. 20% of the parents have stated that their child have discontinued their studies in primary school due to work, shift from the locality, death of the mother.

8) 90% of the parents have stated that their children could read and write after their attending the NFE Centres. Only 10% of the parents have expressed that their children cannot read or write even after attending the NFE.

9) 40% of the responses of the parents have stated that their children are able to keep accounts. 25% of the parents have stated that their children are not helping them. 20% of the parents have stated that their children are helping their brothers and sisters in reading and writing. 15% of the parents have indicated that their children are able to write letters.

10) 65% of the parents have pointed out that there is a favourable attitude and good behaviour with the people of the neighbourhood. 35% of the parents have stated that there is a good behaviour with peer group.

#### PARENTIC ATTITUDES TOWARDS THE NFE PROGRAMMES AND CENTRES:

Ultimately it may be concluded from the responses of the parents that both the instructors and the NFE centre itself are the main source of motivation for the learner for attending the NFE centres. It may also be inferred by the parents that there is marked change of living after joining the NFE centre particularly in health and . . . . . Most of the learners have not earlier attended any primary school. The parents are convinced that their children would read and write. The parents have also stated that their children are helping . . . . . keeping accounts, help their brothers and sisters in reading and writing, and writing letters. They also expressed that their children are exhibiting



behaviour with people and peers of the locality. Most of the parents are more than fifty years and their family income is nearly Rs. 6,000/-. The main occupation of the parent is agriculture, and most of the parents are illiterates. One child of each parent is attending NFE centre. More Boys are attending centres than the girls.

#### 2.4 INTERPRETATION OF THE DATA OF RESPONDING SUPERVISORS:

All the supervisors of the NFE programme are graduates. Besides they all are professionally qualified. They are all B.A., B.Eds. Most of them are the earlier Dy. Inspectors of Primary schools or extension educational officers in the Block, incharge of Primary Education. Thus they are all academically and professionally well qualified with vast experience in the field of supervision in primary education.

- 1) Two of the supervisors are having an experience more than twenty years. While the other two supervisors are having an experience of less than twenty years. They were given training for a period of 5 days at SCERT.
- 2) The number of centres assigned for supervision are 60 in each block. There is one supervisor for each block. He has to travel a distance between 5 km. to 60 km on visit to NFE centre. The responses of two supervisors indicate that they are visiting the NFE

centres once in three months. One supervisor indicates that he would visit the NFE centre whenever needed, besides his regular visits. They also indicate that they visit the NFE centres 3 to 4 times and spend on the average 1 to 2 hours on each visit of the NFE centre.

3) The responses of the four supervisors suggest that they visit the centres only to give academic guidance and to orient instructors with the new practices of the teaching. They have also expressed that they do not have any specific criterion for the visit to a particular centre. It may be concluded that there is effective supervision of NFE centres by their frequent visits, by offering the academic guidance to orient in new practices.

4) The responses further indicate that four supervisors have given the order of <sup>priority</sup> to verify the regular functioning of the centre, to check the coverage of lessons as scheduled, and to guide the instructor in the instruction. Their responses further indicate that they have given low preference to the going to monthly reports, to evoke more participation of the local people and identifying the problems of instructors.

5) The responses of the three of the supervisors highly prefer that they try for increasing of enrolment and avoiding the wastage and drop-out rate. Besides they also work as a <sup>link</sup> officer between the instructor and the

Educational Officer at the District and sub-district level. The responses further indicate that they help academically and professionally the instructors besides acting as resource person. The least preferred are, to evoke the participation of the community (to motivate the learners and the instructors on the outside world).

6) The responses further express that the supervisor prefer to guide the instructor in the methods of Instruction, instructional contents while the least preferred are, the work of organisation of the co-curricular activities and communications in and outside the NFE centre. The supervisors also undertake the job of acquainting the new curriculum and the evaluation chart. Further they distribute literature of NFE centres to the instructors. They also stated that they maintain the record of progress of each NFE centre.

7) The responses of the four supervisors also denote that they are distributing the pamphlets and instructional material besides through his own background of knowledge and experience they are acquainting the NFE programme to the Instructors.

8) The responses further suggest that they advise the learners to attend the centres regularly and also they explain the significance of education to learners.

It is further revealed by the responses of the supervisors that they are requesting the public to extend their cooperation in keeping the attendance of the learners regular and to explain the significance of NFE programme.

9) The responses also indicate that the supervisors discuss with the higher officers the issues relating to the irregular attendance of the learners, prompt and regular payment of remuneration to the instructors, and distribution and supply of instructional material.

10) The responses of two supervisors indicate that the motivation of instructors in most of the centres visited by him is just satisfactory, while two supervisors have indicated that their motivation is fair. The responses of three of the supervisors expressed that the suitability of the methods utilised by the instructor is good. They further indicate that the instructor competency is good, in most of the centres visited by them.

11) It may be indicated by the responses of the supervisor that the instructors are aware of the curriculum, hand book, evaluation records papers, and instructional material supplied to them is known to them.

12) It is also revealed by responses of the supervisors that the general performance of learners is average, while of one supervisor's response indicate that the general performance of the learner is poor.

13) The responses of all the supervisors in respect of rating of the duties reveal that they are conducting group meetings of the instructors, giving guidance in academic matters, besides arranging the model lessons to the instructors.

14) The responses of all the four supervisors suggest that they had inservice training course in supervision for a period of 5 days in SCERT, Hyderabad. It may be observed from the responses regarding the nature of the training indicate that they were given training in handling multiple classes by a single instructor, <sup>evaluation</sup> techniques and techniques of supervision. <sup>The responses suggest that the supervision of the number of centres should be minimised, instead of 60, in order to have effective supervision.</sup> Further indicate that the office of NFE supervisor should be well equipped with stationary and other things like furniture. The responses yet indicate that the supervisor may be permitted to have attender with him on a visit to the centre.

**SUPERVISORS ATTITUDE TOWARDS NFE PROGRAMME AND CENTRES:**

Ultimately, it may be concluded that all the supervisors are academically and professionally well qualified with wide experience in the area of supervision in primary education. They are also given training in Non-formal Educational programme. Each supervisor has to supervise 60 NFE centres with a range of 3 to 60 kms. They visit the centres 3 to 4 times and spend 1 to 2 hours. It is further inferred that the <sup>supervisors</sup> are visiting centres to give academic guidance and the orientation to instructors in the new practice of

instruction. The supervisors have given top priority about the verification of the completion of the lessons and the guidance in instruction to the instructors. It may be concluded that the supervisors are trying to increase the enrolment and reducing the drop-out rate. They also indicate that they are academically and professionally helping them besides acting as resource persons. They are particularly guiding them in the methods of instruction, content and the new curricular commitments together with the distribution of pamphlets and instructional material. They also maintain the record of progress of each centre. They supervisors also observe that the instructors are well motivated in the job and the method adopted are good. His competency as an instructor is reasonably good. The supervisors have concluded that the performance of the learner is not much satisfactory. With regard to the duties, the supervisors state that they are conducting group meetings of the instructors, giving guidance in academic methods and arranging model lessons. The supervisors further indicate that the number of centres allotted to each supervisor may be reduced from 60. They also suggest to have independent office with furniture and stationery etc. They have specially stated that the attender should be permitted to accompany the supervisors during their visits to NFE Centres.

The total time of the training programme includes 3 hours for theory and 2 hours practice. It is also indicated that the teacher training programme has not been evaluated at all. Yet, they were able to assess the impact of the orientation programme. The teacher trainers are able of the orientation-programme. The teacher trainers are able to assess the impact by visiting the NFE centres, discussing with local people, parents, instructors and supervisors. They also indicate that they were never oriented to any NFE programme earlier.

assess the impact

8) It is further indicated by the responses of the teacher trainers that the orientation and re-orientation training courses should be organised every year. It is also suggested that the supervisor should also be invited that the teacher training programme along with the teacher trainers.

#### TEACHER TRAINERS ATTITUDE TOWARDS THE NFE PROGRAMME AND THE CENTRES.

Finally it may be concluded that all the Teacher trainers are M.A., M.Ed., working as coordinators at Teacher training Institute incharge of Non-formal Education they had vast experience in the field of production particularly in the primary-Education. They further mentioned that they under went intensive inservice training course in NFE for a period of 7 days with five hours daily. They also underwent fresher training course for 3 days.

The Teacher Trainers are aware that they are expected to develop functional literacy in the learners, proper habits and attitudes, value of better living and awareness of the social problems. They further indicated that the Instructors are expected to identify, learning needs of both personal and community development, rearrangement of curriculum to suit the local needs, to develop social and communication skills, evaluate the learners progress, maintaining the records, establishing rapport with community leaders, developing the competencies for organising the purposeful discussion with the learner, parent and community. They also suggested that training programme of Institute should have the concept of Education, concept of NFE, curriculum of NFE Programme, Universalisation of primary Education, the concept of need based learning evaluation Techniques and tools and need based learning material. They also informed that they were never exposed to any NFE programme earlier. It was also suggested that orientation and reorientation programmes should be organised every year inviting supervisors also to the programme.



8) 90% of the responses indicate that the instructors need the supply of slates, note books, pencils besides guidance in instruction. 95% of the responses reflect that the instructors are taking initiative in getting the community co-operation. The instructors are meeting the village elders for their co-operation. The instructors expressed that they are meeting the elders whenever there was a need and try to discuss the problems with them. The instructors particularly mentioned that they are discussing with elders about the regular attendance of the learner at the NFE centre in the village.

9) 70% of the responses suggest that the instructors are benefitted by the inservice training course in their tasks. 85% of them suggest that they are getting the required guidance in choosing the appropriate teaching method in managing with the lessons. 75% of the responses also indicate that they are getting necessary guidance in the choice of evaluation techniques of the learners performance. They are also helping them in the curriculum activity and in the increasing co-operation of public, multiple classes teaching, in addition to the maintenance the records of NFE centres.

10) 90% of the responses reveal that the instructors have undergone the training programme in 1980, 1981 and 1982 for 10 days, 5 days and 3

11) 95% of the responses of the instructors reflect that the learners are not attending the centre regularly and if they attend, some of them attend late to the centre. The instructors suggest to the supervisor to request the elders in the village to send the learners to NFE centres regularly. They further indicate that they requested the supervisors to arrange the model lessons from specialists at their group meeting. Instructors attitude towards the NFE Programme and its Centre :

Eventually, it may be inferred that most of the instructors are unemployed youth with qualification ranging from matriculate to BA. Very few of them are having teacher training certificate. Most of them stated that they are working at the NFE centres from the last four years. None of them has any experience in teaching. Most of the instructors were given training for a period of 10 days in NFE. Four of them have occupation as teaching while the rest of them are merely unemployed youth. All the instructors have stated that they are following NFE syllabus, text books,

teacher manual and teacher guides. They are not using any supplementing readers at all. Most of them mentioned that they are completing the NFE text books in the due period. They indicated that they are adopting drilling method while teaching language, Arithmetics, Science and Social Studies. Further it is pointed out that they are following grouping method on the basis of the entry behaviour of the learner. Monitor method, assignment methods are often employed while teaching. They are devoting one hour per each subject. Most of the instructors stated that they are evaluating the formance of the learners fortnightly and half-year. The instructor also stated that the centres are supervised three times in a year by the supervisors. Instructors are getting guidance in instructional technology, remedial teaching by the supervisors. The instructors further expressed the need for the supply of slates, note books and pencils. They indicated this they are meeting the elder of the village and getting their cooperation on the regular of attendance of the learner at the Centre. The instructor also indicated that they are getting the required guidance in the selection of the appropriate method of teaching, managing the centres and in the evaluation of

the performance of the learners. All of them stated that they have the training with a duration of 3 to 10 days. All the instructors have stated that the learners are attending the centre regularly and some are coming late to the centre. They expressed a need for a model lessons in order to learn the technique of teaching.

It may be considered that nearly forty seven centres are rated on the various aspects of the centre besides total evaluation of it. The four investigators and the Project co-ordinators have undertaken the work during their visit to the centre to collect the data. The reviews of the rating of the centre clearly indicate that they are moderately in good working situation.

1. Rating scale mean - 1.50 (0+1+2+3=6/4=1.5)
2. Total mean of all areas - 1.52  
of all the centres.

- 1.41

- 1.70

5. Total mean of the perfor- - 1.27  
mation of the learners.

1. It may be noted that the total means of all the centres in all the areas is 1.52 which is greater than the rating scale means of 1.50. It indicates that the NFE centres are working in good situation when considering all the aspects.
2. However it may be observed that mean value of 1.41 which is the general condition of the centre particulars indicate that are very close to general mean of 1.50. Hence it may be inferred that the general conditions of the centres, physical conditions, location, arrangements, space, material, black boards etc., and the availability of resource materials are more than average. Hence it may be concluded

that the general conditions of the centre are moderately satisfactory.

5. With regard to the competency of the instructor, it can be observed that the mean rating of the instructor is 1.70 which is evidently higher than the rating scale mean of 1.50. It can be concluded that the competency of the instructor is definitely good. Hence, it may be inferred that, regularly and punctually of the instructor, instructor knowledge of contents, the instructor's communicative skills, class room management, competency in organising teaching and learning activities, effective organisation of curricular activities. The instructor's competency the instructors working at the NFE Centres are competent enough to discharge their duties in the areas cited earlier.

4. With respect to the general background of the learners and his behaviour at the centre it may be noted that the mean rating on the general information of the learner is 1.27 which is slightly less than the rating of scale mean of 1.50. As such it may be observed that the regularity of the learner and general appearance of them seems to be only satisfactory, Therefore it can be obviously concluded that the

general aspects of the learner at the NFE Centre is satisfactory.

5. Finally it can be concluded from the total evaluation of all centres 1.51 which is same as the rating scale mean value of 1.50.

Project Coordinate and the investigators evaluation of the NFE Centres :

6. Evidently it can be reasonably fair to observe that the NFE Centres are working satisfactorily in all respects. However the instructors ranking is higher when compared to the other aspects of the NFE Centres. The organisation of co-curricular activities and the availability of the resource material appears to be ranked very low. It may be concluded that :

- 1) instructors knowledge of the content
- 2) Competency of the Instructor in communicative skills
- 3) Competency of the Instructor in organising and learning activities are rated very highly which indicates that the aspect of instructor at the NFE centre is fairly good.

....contd/-

- 4) the General Condition of the Centre
- 6) Class management  
Regularity and Punctuality of the Instructor are rated highly which indicates that the aspect of Dynamics of the NFE Centre is good.
- 7) Evaluation of the NFE Centre as a whole.
- 8) Regularity of the learners.
- 9) Involvement of Local Community are rated moderately fair which indicates that the aspect involvement of people in the NFE Centres is satisfactory.
- 10) General appearance of the learner
- 11) Availability of resource material
- 12) Organisation of co-curricular activities at the centre are rated low which indicates that the organisation aspect of the NFE Centre is not satisfactory-

Hence it may be concluded that the instructor is the major facet in the NFE Programme which was ranked high while the other things are moderately ranked.



TABLE - 1

A.P.

Scores of the Boys		Name of the Block : Koyyalagudem								District : West Godavari								
Sl No	Centre Name	G E N E R A L				SCHEDULED CASTE				SCHEDULED TRIBE								
		Stage I	Stage II	Stage I	Stage II	Stage I	Stage II	Stage I	Stage II									
1	Achyutapuram	19.6	21.6	22.4					19.6	21.6	22.3							
2	Bayyanagudem	20.5	18.0	19.5	10.3	17.5	18.0	18.5										
3	Chakradhrapalli	14.7	16.7	19.6									14.7	16.7	19.6			
4	Dhammaraopeta	15.4	17.7	24.4														
5	Dippakayalpadu	16.3	18.6	19.0														
6	Kannapuram	20.5	21.9	20.9	17.0	15.5	15.1	17.8										
7	Hysammagudem	13.8	17.5	19.7														
8	Ankampalem	15.9	20.2	21.2					15.9	20.2	21.2							
9	Paseddygudem	12.8	16.2	16.0														
10	Koyyalagudem	18.0	22.3	18.2	13.2	19.0	20.4	17.0				16.6	19.0	21.0	18.0			
TOTAL MEANS		16.7	19.0	20.0	13.8	17.3	17.8	17.7	17.7	20.9	21.7	16.0	19.0	21.0	13.0	14.7	16.7	19.6
Koyyalagudem		10.2	13.3	13.1	14.7	13.9	18.3	20.0	12.0	15.0	15.5	17.0	16.5	10.0	15.0	18.0	15.0	19.0

of the boys of the formal school is higher than the

THE SCORES OF THE BOYS IN THE BLOCK - KOYYALAGUDEM -

(table 1) WEST CODAVARI DISTRICT

- 1) The mean performance of the boys of general group of all the 10 centres in Koyyalagudem Block reveals that their performance at the two stages are markedly high. The mean performance of the both stages in the seven subjects is 1.4.
- 2) The mean performance of the scheduled castes at the two centres reveal that their performance at stage I are markedly high. The mean performance of three subjects is 17.0.
- 3) The mean performance of the scheduled tribes at stage I are also markedly high. The mean performance of the three subjects is 17.0.
- 4) It may be concluded that the general performance of the boys in Koyyalagudem block of the general group is markedly high. Besides the mean performance of both Scheduled Caste and Scheduled Tribes boys is also very high at both the stages.
- 5) The mean performance of boys attending the NFE centres is higher than the mean performance of boys attending the formal school. Yet the mean performance of the boys of the formal school is higher than the

mean performance.

6) The performance of boys at both the primary school and NFE centres are higher, but the boys of non-formal centres have

7) The mean performance of boys of scheduled Caste attending NFE Centres is also higher than the performance of boys of Scheduled Caste attending the primary schools.

8) The mean performance of boys of scheduled Tribe attending the NFE centres is also higher than the performance of Scheduled Tribe attending the formal primary school.

9) Finally it may be concluded that the performance of general group, Scheduled Caste, Scheduled Tribes is higher than the performance of formal school boys.

Table 2

Scores of the Girls	Name of the Block - Koyyalagudem								District : West Godavari								
	Stage I		Stage II		Stage I		Stage II		Stage I		Stage II						
1. Achyutapuram	13.6	20.0	22.6			15.0	20.0	22.6									
2. Bayyanagudem	19.0	20.7	22.0	11.5	17.5	21.5	16.0										
3. Chakradharapalli	13.2	10.0	16.3							13.2	10.0	16.3					
4. Dharmareopet	15.7	16.0	23.6														
5. Dippakayalapadu	15.2	20.0	21.7														
6. Kannapuram	20.0	19.0	22.5	17.7	14.7	16.3											
7. Nysammagudem																	
8. Ankampalem	13.0	17.0	15.0				13.0	17.0	15.0								
9. Pareddygudem	7.8	16.4	14.3														
10. Koyyalagudem	16.0	21.0	16.5	14.4	20.6	20.4	18.7			19.0	19.0	22.0	17.0				
<b>TOTAL MEAN</b>	<b>14.8</b>	<b>17.7</b>	<b>19.3</b>	<b>14.5</b>	<b>13.2</b>	<b>13.8</b>	<b>17.0</b>	<b>13.3</b>	<b>13.5</b>	<b>13.3</b>	<b>19.0</b>	<b>19.0</b>	<b>22.0</b>	<b>17.0</b>	<b>13.2</b>	<b>10.0</b>	<b>15.3</b>
1. Koyyalagudem (Formal School)	19.3	14.5	18.8	12.5	12.4	15.1	17.2										

...contd/-

THE SCORES OF GIRLS IN THE BLOCK KOYYALAGUDEM --(T-2)  
WEST GODAVARI DISTRICT

- 1) The mean performance of girls of general group in 9 NFE centres in Koyyalagudem indicates that their performance at the two stages are markedly good. The mean performance of girls of general group is at two stages in seven subjects is 17.1.
- 2) The mean performance of girls of Scheduled Caste in Koyyalagudem reveals that their performance at the two stages are remarkedly good. The mean performance of girls of the Scheduled Caste is 18.2 which is very high.
- 3) The mean performance of girls of Scheduled Tribe reveals that the performance at I stage is satisfactory. The mean performance of girls of Scheduled tribe
- 4) The mean performance of girls of general group and Scheduled caste are remarkedly good while the performance of Scheduled tribe is satisfactory. Hence it may be concluded that the performance of girls at Koyyallagudem block is very high.

...contd/-

6) Hence it is inferred that the general performance of girls is markedly high among the general group, Scheduled caste and Scheduled Tribe.

7) It may be inferred that at the Koyyalagudem block the performance of girls is fairly good. Both Scheduled Caste, Scheduled Tribe boys and girls have performed very well when compared to the boys and girls of the formal school.

T A B L E - 3

Score of the Boys		Name of the Block: Nallagerla								District : West Godavari					
No	Centre Name	G E N E R A L				SCHEDULED CASTE				SCHEDULED TRIBE					
		Stage I		Stage II		Stage I		Stage II		Stage I		Stage II			
.	Madhavaram	9.0	14.1	16.9	15.8	18.3	16.8	13.2							
.	Avapadu	9.6	13.1	11.1					13.5	20.5	15.5				
.	Dandagarra	10.8	15.0	17.0	5.8	10.3	11.8	14.2							
.	East Chodavaram	7.9	12.3	16.7					7.9	12.3	16.7				
.	Kumchennapalli														
.	Mappaupparagudem	13.1	16.7	13.8					9.0	11.5	9.0				
.	Prakasam Palem	13.9	19.1	18.7											
.	Palla Padu	14.2	12.8	17.2	4.8	18.0	14.0	8.7	14.5	13.0	17.6	4.8	18.0	14.0	8.7
.	Anatapalli	11.5	15.6	13.8											
.	Nallagerla	10.2	12.0	14.4					10.2	12.0	14.4				
TOTAL MEAN		11.1	14.5	15.5	8.8	15.5	14.2	12.0	11.0	13.8	14.6	4.8	18.0	14.0	8.7
.	F.S. Mettapara gudem.	19.	20	19	12.7	15.2	15.7	15.5	19.9	18.8	18.2	12.3	15.9	12.8	14.8

of boys of general group, scheduled castes is fairly satisfactory at both the stages I and II.

contd/-

SCORES OF THE BOYS - NAME OF THE BLOCK : NALLA  
DISTRICT : WEST GODAVARI (T-3)

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- 1) The performance of boys of general group at NFE centre at Nallajerla block at the stage I is satisfactory. The mean performance of the boys is 13.0.
- 2) The performance of boys of Scheduled Caste at NFE centre at Nallajerla block is satisfactory. The mean performance of the boys of Scheduled caste is 12.1.
- 3) It may be concluded that the performance of general group and Scheduled caste at Stage I in three subjects of NFE is satisfactory.
- 4) The performance of boys at general group of NFE centre at Nallajerla block at the stage II is satisfactory.
- 5) The performance of boys of scheduled caste at stage II is satisfactory.
- 6) Hence it may be considered that the performance of boys of general group, scheduled castes is fairly satisfactory at both the stages I and II.

contd/-



7) It may be observed that the performance of boys of both general group and scheduled caste at the formal school is higher than the performance of boys of the said groups at NFE centre.

8) It may finally be concluded that the performance of boys both general group and Scheduled castes are good. However the performance of boys in formal school are equally good at the Nallajerla block.

Table - No. 4

cores of the Girls	Name of the Block : Nallajerla								District : West Godavari			
1. Madhavaram												
2. Avapadu	13.0	17.0	11.5									
3. Dandagarra	9.8	19.1	11.8	10.7	12.3	14.3	11.0					
4. East Chodavaram	6.7	12.8	16.5					6.7	12.8	16.5		
5. Kunchennapalli	14.7	17.7	19.6	10.7	12.4	14.5	17.0					
6. Mettaupperagudem	13.0	19.8	17.2									
7. Prakasampalem	10.6	13.8	17.0									
8. Pullapadu	11.5	11.0	21.0					11.5	11.0	21.0		
9. Anantapalli	8.9	13.5	18.0									
10. Nallajerla	11.7	10.0	11.0					11.7	10	11		
	11.1	14.9	15.9	10.7	12.3	14.4	14.0	9.9	11.2	16.1		
F.S Mettaparamgudem		14.4	16.0	15.6	17.3	19.2	18.7	13.0	16.0	14.0	14.0	19.0

of girls at the Nallajerla Block is  
both the formal school and the NFE Centres.

SCORES OF GIRLS - NAME OF THE BLOCK NALLAJERLA DISTRICT : WEST GODAVA

- 1) The mean performance of the girls in general group at NFE Centres at Nallajerla at Stage I and II are good. The Mean performance of girls is 13.3. ,
- 2) The mean performance of girls of Scheduled Caste is satisfactory at Stage I and the mean performance of the Scheduled caste girls is 12.4.
- 3) It is evident that the performance of girls of both the groups is satisfactory.
- 4) The performance of girls of general group at both formal school and NFE Centres appear to be same.
- 5) The performance of girls of Scheduled caste at the formal school is higher than the performance of girls at NFE Centre.
- 6) It may be inferred that the performance of girls at Nallajerla is satisfactory. However it may be observed particularly at this block the performance of girls of formal school is higher than the NFE Centre.
- 7) Finally it may be considered that the performance of girls at the Nallajerla block is uniformly good at both the formal school and the NFE Centres.

TABLE NO.5

THE GIRLS	NAME OF THE BLOCK : NIRMAL				(ACHIEVEMENT)		DISTRICT : ADILABAD		
	GENERAL		SCHEDULED CASTE		SCHEDULED TRIBE				
Centre Name	Stage I	Stage II	Stage I	Stage II	Stage I	Stage II	Stage I	Stage II	
	10.9	13.1	16.1						
pat									
ram									
ur									
agu									
sal									
ur									
apur									
	8.8	9.2	11.0		8.8	9.2	11.0		
	9.8	11.1	13.5		8.8	9.2	11.0		
	1.0	0.0	3.0	14.0	8.8	11.0	0.5	1.0	4.0

I and II in the Nirmal block. It can hence be, **inferred**

SCORES OF THE BOYS IN THE BLOCK NIRMAL, ADILABAD DISTRICT (TABLE No.5)

- 1) It may be observed that the mean performance of boys at stage I in the subjects namely Language, Arithmetics and Social Studies, appears to be fairly good with the general group in all the ten centres. It can be inferred that the performance of Boys of general group at Nirmal Block at stage I is reasonably good,
- 2) It may also be remarked that the mean performance of boys in the five centres Bhopparam, Copalpur, Gulmadugu, Koritical and Muktapur at Stage II in the subjects namely language, Arithmetics, Science and Social Studies appear to be fair. It can be inferred that the mean performance of boys 9.9 at stage I and II at Nirmal Block is also good.
- 3) It may be further seen that the mean performance of Scheduled Caste Boys 10.0 is good at three centres (Koritical, Muktapur, Veikuntapur, in both the stages I and II in the Nirmal block. It can hence be, **inferred** that the performance of Scheduled caste oys at stage I and II at Nirmal block is good.

4) Further it may be noticed that the mean performance of Scheduled Tribe 10.6 is good in three centres (viz. Gopalpuram, Muktapur and Vaikuntapuram) in both the Stage I&II.

5) In general the performance of boys in Nirmal block at both the stages I and II in all the groups is good.

6) However, it is inferred from the Table that the performance of boys of formal school is particularly less when compared to the NFE boys.

7) Finally it may be concluded that the performance of boys at NFE centres is higher than those attend the formal schools. But the mean performance of scheduled Tribe (10.6) is higher than that of the Scheduled Caste

8) Hence it may concluded that the performance of boys a NFE Centre Nirmal block is satisfactory, however in the performing scheduled ~~caste~~ tribe is particularly higher than the other groups. The performance of Boys at NFE Centre is also higher than the performing learner of *Formal School.*

TABLE - No. - 5

scope of the Boys		Name of the Block : Nirmal										Name of the District : Adilabad										
No.	Centre Name	GENERAL					SCHEDULED CASTE					STA SCHEDULED TRIBE										
		Stage I		Stage II			Stage I		Stage II			Stage I		Stage II								
1.	Aloor																					
2.	Anantapet	8.8	13.0	12.7																		
3.	Bhopparam	7.9	8.2	7.8	6.7	13.7	9.0	18.7														
4.	Gopalpur	8.8	11.0	12.2	7.5	13.0	10.5	17.0										7.5	13.0	10.5	17	
5.	Gulmadugu	5.8	6.4	5.1	5.2	14.2	6.0	8.7														
6.	Koritical	12.7	10.2	10.2	4.9	13.6	9.3	10.0	12.7	14.2	10.2	4.2	13.6	9.3	10.0							
7.	Muktapur	2.8	9.7	10.7	5.5	15.0	8.5	7.0	2.9	9.6	10.6	5.5	15.0	7.0	7.0			9.0	11.0			
8.	Vaikuntapur	11.2	13.7	11.2	11.2				11.2	15.0	7.0							10.7	13.5	9.5		
9.	Ponkal	11.3	15.6	14.0																		
10.	Gajulpet	10.1	15.2	17.1					10.1	15.2	17.1											
		7.94	10.7	10.1	6.16	13.9	8.66	12.28	9.2	13.5	14.2	5.2	14.3	8.15	8.5	5.3	11.25	10.2	7.5	13	10.5	17
	Alveda (FS)	3.3	1.0	0.5	1.5	8.0	10.00					1.5	8.0	10.0								

5. Ultimately, it may be inferred at the Nirmal block, that the performance of boys and girls is fairly good. Both scheduled castes, scheduled tribes boys performance is also good when compared to boys and girls at the formal school. The mean performance of General group is higher

SCORES OF GIRLS IN NIRMAL BLOCK, ADILABAD DISTRICT :

(Table-6)

- 2.9.1. It may be noticed that the performance of girls in two NFE Centres (Aloor and Gajulpeta) in the general class in stage I is very good, while the performance of girls of formal schools is very poor and much disappointing. The mean performance of the girls of general class is 11.4.
2. The Scheduled Caste girls performance in the NFE Centre (Gajulpeta) at Stage I is good. The Mean performance of scheduled caste girls is 9.6.
3. The performance of girls at the NFE Centres in Nirmal block is good when compared to the formal school girls.
4. The performance of girls appears to be better at the stage I than the boys, while the performance of girls appears to be less at the stage II than the boys.
5. Ultimately, it may be inferred at the Nirmal block, that the performance of boys and girls is fairly good. Both scheduled castes, scheduled tribes boys performance is also good when compared to boys and girls of the formal school. The mean performance of General group is higher than the learner of the other two groups.



TABLE No.7

S/No	Centre Name	G E N E R A L		SCHEDULED CASTES				SCHEDULED TRIBE						
		Stage I	Stage II	Stage I	Stage II	Stage I	Stage II	Stage I	Stage II					
1.	Bhinpur													
2.	Chandpur	14.3	16.1	21.3						18.0	14.0	21.0		
3.	Hasnapur	13.6	19.1	21.3			13.6	19.1	21.3					
4.	Kohinoor	14.9	22.2	21.5						14.9	22.2	21.5		
5.	Kothagudem	10.1	19.1	13.7			10.5	19.7	15.1					
6.	Kothapalli	11.1	17.7	17.1						11.1	17.7	17.1		
7.	Sirpur	12.0	20.1	20.3						11.1	19.2	20.2		
8.	Tosham	0.7	2.5	14.7	3.0	15.0	5.0	9.0						
9.	Toyaguda	1.0		2.0						1.0		2.0		
10.	Utnoor													
		9.7	14.6	16.6	3.0	15.0	5.0	9.0	12.0	19.4	13.4	11.3	14.6	16.3
Shannayak Thanda		4.7	3.0	12.7	5.5	13.0	5.0	4.0						

(FE)

## SCORES OF THE BOYS IN THE BLOCK UTNOOR ADILABAD DISTRICT

- 2.10 1. It may be observed that the performance of all boys in stage I, (Language, Arithmetics and Social Studies) is markedly good. It may be further observed that the only at the centre (Tosham) the performance of boys at stage II appears to be average. The mean performance of boys of general group is 10.4
- 2 In respect of boys of Scheduled Caste, their performance at Stage (Language, Arithmetics and Social Studies) is remarkably good. The mean performance of scheduled caste is 16.6
3. This is also the case with scheduled tribe. Even their achievement may be considered as good. The mean performance of scheduled tribe is 14.0
- 4 It may be concluded that the achievement of boys of general class, scheduled caste and scheduled tribe at Utnoor block is fairly good. But it is surprising to note that the achievement of boys in formal school is below the average at stage I and II including scheduled Tribe. The mean performance of the Boys of Scheduled Caste is higher than the performance of general group and scheduled tribe.

T A B L E No.8

Area of the Girls		Name of the Block : Utanoor								District : Adilabad								
No	Centre Name	G E N E R A L				SCHEDULED CASTES				SCHEDULED TRIBES								
		Stage I	Stage II	Stage I	Stage II	Stage I	Stage II	Stage I	Stage II	Stage I	Stage II							
•	Bhimpur																	
•	Chanduni	9.5	15.2	19.2														
•	Hasnapur										14.0	23.0	23.0					
•	Kohinoor	14.0	23.0	23.0														
•	Kothagudem	9.6	16.3	17.0				9.6	16.3	17.0								
•	Kothapalli	8.6	13.0	13.3							8.6	13.0	13.3					
•	Sirpur	11.3	13.5	17.0				8.0	19.0	19.0	14.6	19.0	22.0					
•	Tosham		3.0	11.3	6.6	4.6								4.0	9.0	6.0	2.0	
•	Toyaguda																	
•	Utanoor	9.1	16.1	14.5														
		10.4	17.0	13.3	3.0	11.3	6.6	4.6	8.0	17.6	13.0	12.4	13.3	21.1	4.0	9.0	6.0	2.0
•	Syammayakonda (TP)	4.3	6.3	9.3							4.3	6.3	9.3					

SCORES OF THE GIRLS IN UTNOOR BLOCK ADILABAD DISTRICT

1. It may be noted that the achievement of all the girls at stage I is remarkably good while stage II the achievement is average. The mean performance of the girls of general groups is 10.1.
  2. In respect of Scheduled Castes and Scheduled Tribes girls the achievement is markedly good while the achievement of Scheduled Tribe girls at Stage II is poor. The mean performance of scheduled Castes and Scheduled Tribe are 14.8 and 10.4.
  3. However, it may be concluded that the achievement of girls in general at Utnoor Block is markedly good when compared to the girls in the formal school. Moreover, it may ultimately be concluded that the achievement of girls of Scheduled Castes and Scheduled Tribes are also remarkably good. Nonetheless, it may be noted that at stage II the achievement of Scheduled Tribes girls is poor. The mean performance of the Scheduled Caste is higher than the performance of general group and Scheduled Tribe.
- . Hence, it may be inferred that the achievement of boys and girls may be attributed to effective coaching, instructor's commitment, perhaps their higher age may be considered as the reasons for high achievement. However

it may be pointed out that some of them might be having some formal schooling and latter become drop-ins. Generally it is to be observed that the boys as well as girls will be of higher age group at NFE centres and therefore they may have higher cognative skills, besides high motivation. It may be suspected that some of them may be attending formal school in day-time. Hence it may be justified that the achievement of boys and girls in Non-formal Centres will be higher when compared to boys and girls of formal primary schools.

T A B L E No.9

More of the Boys

Name of the Block : Pullicherla

District : Chittoor

No. Centre Name

GENERAL

SCHEDULED CASTES

SCHEDULED TRIBES

1.	Challava-ripalli.	8.0	6.0	10.6	13.0	14.2	15.7	9.0	11.0	7.0	17.0	15.0	15.0	17.0	9.0	5.0	5.0	2.0	14.0	15.0	15.0	12.0
2.	Chigunu-makule.	9.8	14.3	17.7	5.6	4.3	5.6	1.0														
3.	Diguvak- endapilli	12.2	12.4	12.1	15.7	15.0	16.0	15.0														
4.	East Ram- reddipalli	8.0	12.3	7.6	10.1	10.0	11.0	4.2										12.6	3.6	12.3	4.3	
5.	Erravan- alipalli	5.5	7.5	6.5																		
6.	Kondida- pelli	13.1	19.7	15.2																		
7.	Konda- akindappali	13.6	16.2	16.1																		
8.	Kurava- palli.	8.3	12.2	10.4	2.4	4.0	3.1	0.5														
9.	Kallura- pathpeta				5.2	16.7	13.5	6.2														
10.	Kallur Town	12.7	17.0	17.7	9.3	11.6	16.3	15.6														

9.0 13.1 11.5 3.7 10.9 11.6 7.3 11.0 7.0 17.0 15.0 13.0 17.0 9.0 5.0 5.0 2.0 13.3 13.0 15.6 3.1

Padipati-  
lobilu.(FE) 5.2 3.2 1.5 1.7 3.1 5.3 3.2

SCORES OF THE BOYS IN THE BLOCK PULICHERLA (NGD) DIS-  
TRICT : CHITTOOR (Table-9)

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1. It may be noticed that the performance of the boys in the general group at the stage I in the subjects namely Languages, Arithmetics and Social Studies in the all 10 centres in Pullicherla block is fairly good.
2. Further it can be observed that the performance of the boys in stage II in the formal subjects, Language, Arithmetics, Science and Social studies in the seven centres is also good.
3. It may also be inferred that the mean performance of boys in general class 10.4 at stages I and II seems to be fair. While the performance of boys in the formal schools appears much disappointing. The performance of boys is miserably poor in the formal schools.
4. The Scheduled Caste boys in the only one centre, the mean performance 12.7 is equally good in stages I and II. While the Scheduled Caste boys in formal school is equally disappointing and the performance of boys in formal schools is poor.

6. It may be evidently inferred that the performance of boys of all groups including Scheduled Caste and Scheduled Tribe at NFE Centre is good, while the performance of boys in formal school is poor.
7. It may be noticed that the mean performance on the subjects of Scheduled Caste is significantly higher than those that of Scheduled Tribe and general group (10.4).
8. The performance of boys in the general at stage I and II are good. The Scheduled caste boys performance is also fair good. While the performance of the Scheduled Tribe boys is satisfactory. The performance of boys attending the formal school is much disappointing. However it may be ultimately be informed the boys of all groups have performed well. But the performance of Scheduled Class is particularly higher.



M  
C

T A B L E No. 10

Scores of the Bigls		Name of the		Block : Pullicherla (NGO)				District : Chittoor			
S/No.	Centre Name	G E N E R A L		SCHEDULED CASTES		SCHEDULED TRIBES					
		Stage I	Stage II	Stage I	Stage II	Stage I	Stage II				
1.	Challavaripalli	12.0	12.0	17.7	0.5	7.7	11.7	5.0	14.0	10.6	17.6
2.	Chigurunkkulapalli	7.5	9.5	5.2	6.0	4.0	2.0				
3.	Biguvakondapalli	6.2	6.1	7.3	14.0	9.0	7.0	3.0			
4.	Dist Rannedypalli	7.2	0.7	0.0	9.3	9.6	12.3	6.3			
5.	Errvendlapalli	9.6	7.0	10.6							
6.	Kodidapalli	9.6	7.0	10.6							
7.	Kondakindapalli	5.5	9.0	4.2							
8.	Kuravapalli	2.2	3.2	3.5	5.0	5.0	4.0				
9.	Kathur Pathapeta	3.4	7.6	10.6	4.7	13.0	14-2	6.3			
10.	Kallur Town	7.5	7.7	13.2							
		7.6	3.4	3.7	7.9	3.3	8.5	4.3	14.0	10.6	17.6
Padipatlabilu (FE)		3.0	5.4	1.1	1.5	5.7	4.3	0.3			

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SCORES OF THE GIRLS IN THE BLOCK PULICHERLA (NGD) DISTRICT : CHITTOOR (T-10)

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- 1) It may be observed that the performance of girls in the general class of pullicherla block at the stage I in the subjects Language, Arithematics, social studies of the all the 10 NFE Centres is fairly good.
2. Further it may be seen that the performance of girls at six NFE Centres is fairly good at the stage II in the subjects 1) Language 2) Arithematics 3) Science and 4) Social Studies.
3. It may generally be inferred that the mean performance of girls of general class 7.7 at Stage I & II at the NFE is good. while the performance of the girls of formal schools is miserably poor and much disappointing.
4. The performance of girls of Scheduled Castes at Stage I is definitely good, while the performance of girls of Scheduled Tribes of the Stages II is rather poor. The mean performance of girls is 14.3 and 4.7 respectively for Scheduled Caste and Tribe.
5. Ultimately, it may be concluded that the performance of girls at the Pullicherla block is good, while the performance of girls at the formal school is poor.

6. Obviously it may be pointed out that the performance of the girls at both the stages I and II is good while the performance of the girls at the formal school is poor.

7. Hence it may be concluded that at the Pullicherla block NFE Centres of Non-governmental Organisation, the performance of both boys and girls is good. Both Scheduled Caste and Scheduled Tribe boys performance particularly is good. It may be further inferred that the performance of boys is better than the girls in this block. Besides it can be further inferred that the performance of Scheduled Caste girls is more than the performance of girls of Scheduled Tribe and general group.

THE MEAN PERFORMANCE SCORES OF LEARNERS OF THE NFE CENTRE IN 5 BLOCKS(AP)

(Each entry, mean single observation)

Learner	Classification of learners.	B L O C K S					Total
		A1 Nirmal	A2 Utnoor	A3 Nallajerla	A4 Koyyalagudem	A5 Pullicherla	
C1 Boys	B1 (G C)	9.9	10.4	13.0	17.4	10.4	61.1
	B2 (SC )	10.0	16.6	12.1	17.0	12.7	68.4
	B3 (S T)	10.6	14.0	12.5	17.0	8.6	62.7
C2 Girls	B1 (GC)	11.4	10.1	13.3	17.1	7.7	59.6
	B2 (SC)	9.6	9.6	12.4	18.2	14.3	69.3
	B3 (ST)	9.4	10.4	9.4	13.1	4.7	47.0
		60.9	76.3	72.7	99.8	58.4	368.1

One of the purposes of this investigation is to study the relation between the performance of NFE and Each of the variable sex, caste and blocks. At the first instance the variance of the performance of learner of of general **class**, scheduled caste and scheduled tribe and their influence of sex and the blocks. The performance scores of the NFE learner are distributed in three way classification based on sex, classification of caste and the blocks. This has resulted in 7 sub groups. In order to study the relation between these three variable and the performance, an analysis of variance techniques, the significance of

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ANALYSIS OF VARIANCE OF 5x3x2 FACTORIAL DESIGN  
(5 blocks x 3 groups x 2 sex)

Source of the variation	Sum of square	df	Mean square	F
<u>Main Effect</u>				
1) A (Blocks)	181.0	4	45.25	6.96
2) B (Groups)	39.8	2	19.9	3.06
3) C (Sex)	8.2	1	8.2	1.26
<u>Two Variable Interaction :</u>				
4) A x B (Block and groups)	52.1	8	6.5	----
5) A x C (Block and Sex)	3.0	4	----	----
6) B x C (Group and Sex)	16.6	2	8.3	1.27
<u>Three variable inaction :</u>				
7) AXBXC (block x group x sex) (within treatment/error)	7.5	8	----	----
	308.2	29	TOTAL	

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Scores of the Boys

Name of the Block

Kallurpetta(NGO)

District : Chittoor

Sl No	Centre Name	UPTO 11 YEARS AGE						ABOVE 11 YEARS AGE							
		Stage I			Stage II			Stage I				Stage II			
1.	Challavaripalli	-	-	-	15.0	13.0	17.0	10.0	8.0	6.6	10.6	12.3	16.6	15.3	9.0
2.	Chigurumakulapalli	8.0	12.2	7.0	1.0	3.0	1.0	12.2	18.2	8.7	3.6	6.0	3.6	1.6	
3.	Diguvapokalapalli	9.6	12.3	9.0				10.7	16.7	14.5	12.2	12.7	14.2	13.0	
4.	E. Ramireddypalli	5.8	9.6	4.2	9.2	10.0	10.8	11.6	17.0	13.3	12.12	10.0	11.5	6.0	
5.	Erravandlepalli	5.5	7.5	6.5											
6.	Kodidapalli	12.3	19.1	15.2				14.1	20.5	15.1					
7.	Kondakindappalli	7.3	12.3	8.3				15.21	17.8	19.4					
8.	Kuravapalli	8.5	12.0	8.8				11.0	14.0	20.0	2.4	4.0	3.1	.57	
9.	Kallurpathapet										5.2	16.7	13.5	6.25	
0.	Kallur Town	14.3	16.8	18.0	7.5	10.5	16.0	13.5	12.0	19.0	15.0	13.0	14.0	17.0	20.0
		8.9	11.7	7.3	8.1	9.1	11.2	6.52	11.8	16.2	14.5	8.2	10.	10.	7.0

1. Padipatlabelu  
(Kallur Block)  
F.E.

5.2 3.2 1.5 1.7 2.9 5.3 3.2

T A B L E 14

Scores of Girls		Name of the Block:Koyyalagudem						District : Godavari					
S/No.	Centre Name	UPTO 11 Years			ABOVE 11 YEARS				Stage				
		Stage I	Stage II	Stage III	Stage I	Stage II	Stage III	Stage IV	Stage V	Stage VI	Stage VII		
1.	Achyutapuram	14.8	19.8	22.8	9.0	21.0	22.0						
2.	Bayyamagudem	19.0	20.3	22.0				11.5	17.5	21.5	16.0		
3.	Chakradharapalli	13.5	9.6	17.8				13.1	10.2	15.5			
4.	Dharmaraopet							15.7	16.0	25.0			
5.	Dippakayalapadu	14.3	20.3	20.5				16.7	19.7	23.3			
6.	Kannapuram	20.0	19.0	22.5								17.5	16.0 12.0 17.0
7.	Nysammagudem												
8.	Ankampalem							13.0	17.0	15.0			
9.	Pareddyagudem	6.5	14.8	12.5				9.8	19.0	17.2			
10.	Koyyalagudem	16.0	21.0	16.5	9.0	22.0	22.0	15.0				15.3	20.3 20.2 19.3
		14.8	17.8	19.2	13.5	20.0	21.0	15.0	12.8	11.9	19.3	14.7	17.9 17.9 17.4
11.	Koyyalagudem (FE)	19.3	14.5	11.8	12.5	12.4	15.1	17.2					

INTERPRETATION OF THE DATA IN RESPECT OF THE AGE OF THE LEARNERS

It may be noticed from the table that the mean performance of learners under 11 years age group in Pullicherla and Koyyalagudem blocks at the stage I is less than the performance of the learners beyond 11 years of age, in the subjects Language, Arithmetics and Social Studies.

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Stage I

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Stage I	<u>Pullicherla Block</u>		<u>Koyyalagudem Block</u>	
	Under 11 years of age	Beyond 11 years age	Under 11 years age	Beyond 11 years age
Language	8.9	11.8	14.7	15.1
Arithmetics	11.7	16.2	18.1	16.0
Social Studies	7.3	14.5	19.3	19.7

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1) It may be concluded that the performance of the learners beyond age 11 years is higher than the performance of the learners under 11 years, in all the three subjects at the stage I. It clearly indicates that higher the age, the better will be performance of the learners at Stage I.



THE SCORES OF THE BOYS IN THE BLOCK - KOYYALAGUDEM -  
(table 1) WEST CODAVARI DISTRICT

- 1) The mean performance of the boys of general group of all the 10 centres in Koyyalagudem Block reveals that their performance at the two stages are markedly high. The mean performance of the both stages in the seven subjects is 1.4.
- 2) The mean performance of the scheduled castes at the two centres reveal that their performance at stage I are markedly high. The mean performance of three subjects is 17.0.
- 3) The mean performance of the scheduled tribes at stage I are also markedly high. The mean performance of the three subjects is 17.0.
- 4) It may be concluded that the general performance of the boys in Koyyalagudem block of the general group is markedly high. Besides the mean performance of both Scheduled Caste and Scheduled Tribes boys is also very high at both the stages.
- 5) The mean performance of boys attending the NFE centres is higher than the mean performance of boys attending the formal school. Yet the mean performance of the boys of the formal school is higher than the

Stage II

STAGE II	Pullicherla Block		Koyyalagudem Block	
	Under 11 years of age	Beyond 11 Years age	Under 11 years of age	Beyond 11 years of age
Language	8.1	8.2	13.5	14.1
Arithmetics	9.1	10.0	18.5	17.7
Science	11.2	10.0	18.7	18.1
Social Studies	6.5	7.0	15.7	17.4

2) A similar observation can be drawn from the table at Stage II. Pullicherla, Koyyalagudem. It may be concluded that the performance of the learner beyond the age 11 years is higher than the performance of the learners under age 11 years in all the four subjects in the stage II. It clearly indicates that the higher the age, the better will be performance of the learners at the stage II.

Hence, it can ultimately be concluded that higher age group of learners of NFE centre are having better performance than the less age group of learners. This is an important observation on the impact of NFE programme in favour of higher age group. It has a specific significance as it is most probable that the learners being dropins at the NFE centre will definitely be of higher age when compared to the regular learners attending the formal primary schools. Hence their performance will particularly be higher. This has perhaps an important bearing on the curriculum, content, instructional methods, instructional material etc. It need particularly to be stressed that the NFE Programme should be so designed to fulfil the academic needs of learners of NFE who are normally of higher age group.

Eventually, it may be informed that the achievement of boys and girls may be attributed to effective coaching, instructor's commitment, perhaps their higher age may be considered as the reasons for high achievement. However, it may be pointed out that some of them might be having some formal schooling and latter become drop-ins. Generally it is to be observed that the boys as well as girls will be of higher age group at NFE centre and therefore they may have higher cognitive skills, besides high motivation. It may be suspected that some of them may be attending formal school in day-time. Hence it may be justified that the achievement of boys and girls in non-formal centres will definitely be higher than compared to boys and girls of formal primary schools.

However it may be observed that the comparison of the performance of learners at the non-formal education centres with the learners of formal primary schools is in compatible. The premise itself is untehabable as there is marked variations in the groups of learners in both the situation though all of them may be considered as learners. The one conspicuous fact is that the learner in the formal primary school are exppsed to structured situation with standardised content, advanced methods of

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Institution, with an appropriate instructional materials. Besides the objectives of formal primary school education is varied from the objectives of non-formal education. The main objectives of formal education is to develop cognitive skills, social skills, communicative skills and numerical skills etc. The course is so sequentially designed that the learner in a primary school will progress at an uniform rate as it is based the predesigned course content. The content of the subject tested by a common performance test is improper. There is a variation in the content areas. Possible, the same test cannot be considered appropriated as a mean of comparing their scores. Perhaps it may be appropriate to think that the group of learners of formal primary school are not of a wide range of heterogeneity in the ability and age. They are not employed anywhere nor they are working at the house during the school hours. While the non-formal learners will be attending different kinds of tasks in the day time and have to attend the NFE Programme in the very late hours of the day by the time they might have been tired. The institution of the formal primary school is professionally effective and it is well managed with latest techniques of instruction. Teachers of primary school underwent two years of teacher

training course, while the instructor of NFE are unemployed youth without having any formal of professional training. Besides the existing primary schools are well organised while the situation is not the same with the NFE Centres. In addition there will be lot of well developed instructional material at the disposal of the teacher in formal primary school while this is particularly missing in the non formal education centre. Yet the main difference is the generally the learners of the NFE Centre are of higher age group 9 to 15 than those attending the primary school who are of age 6-14 They are late starters and some of them may be drop-ins in the NFE Centres. Still it may be established that the NFE learners at the centres have better cognitive skills, social skills and communication skills as some of them are invariably working in the farm or in their vocation. If the primary school is place for learners, for the non formal education learners, the vocation is a place for learning of developmental skills.

Hence it is unfair, unreasonable to compare and to draw invalidating conclusions in this respect. They cannot be compared as the background, schooling and in the varied situation they work, are the important



determinants in the performance of learners., which are ever changing. They are apparently uneven situational variables which might reject the outcomes of the comparative study of the performance of learners in NFE centre and formal primary school.

C H A P T E R 13

13.0 MAJOR FINDINGS AND RECOMMENDATIONS

13.1 It may be helpful in understanding the findings of the investigation of the academic aspects of the Non formal Education programme, so as to enable one to modify and redesign in such a manner that it will be profitable to the learners of NFE to complete the programme successfully. In this connection it may be considered that the major findings of the present investigation about the opinions and attitudes of the various sections of the society are useful so that the desired directions may be offered to the programme at the village level; however, they have a favourable attitude. The major findings of the study indicate what the people are thinking about the NFE programme and the working of the NFE centres. The Major findings are summarised and recorded for a review. It is also indicated that the outcome of the NFE Programme in relation to the performance of the NFE learners in reference to the various variables like sex, caste, and the block, reveal that there is significance variation at all. These findings are very much inspiring about the impact of programme of non formal education.

Major findings

13.2

EMPLOYERS :

Employers' attitude towards the learners at the NFE Centre :

It may be concluded that agriculture is the main occupation of the employer of the NFE learners. The learners are working with the employer for a period of more than 2 years. Most of the work undertaken by the learners is related to agriculture and taking the cattle to the field for grazing. The learners are punctual and regularly attending the work of the employer. The learners is showing keen interest in the work. The employer has noticed a remarked behaviour change in the learner due to his attendance at NFE centre. It is further inferred that the learners is having favourable attitudes towards the employer and his work. It is also concluded that the learner is accepting the suggestions offered to him by the employer. The employer feels that the learner at the NFE Centre should be offered a background courses in agriculture, dairy forming, poultry etc. The employer feels that he is much benefitted from the learner after his joining at the NFE Centre.

13.3

LEARNERS

Learners' attitude towards the NFE Programme and the Centre :

It may be inferred that the learners are attending the centres to get knowledge, letter writing, improvements of profession etc. Almost all of them have indicated that they liked the centres. They also expressed liking to the fellow learners at the centre. Most of them have expressed liking that the NFE has helped them in day to day work in the house-hold. All of them have expressed that there was no difficulty in learning the subjects. Most of them further have indicated that they want to go back to their work. Only a few preferred to continue at the stage II. Most of them expressed that they like the things learnt besides the fellow learners. All of them has expressed that they learnt writing, reading and calculation. A few of them have expressed their desire for learning English. Both of boys and girls indicated their liking of the centre and also expressed that they got benefits by attending the centre. However most of the learners interviewed are of the age group of 12 years and there are some above this age groups. The minimum age is 10 while the maximum age is 17 years.

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13.4 PARENTS

PARENTS' attitude towards the NFE Programme and Centres :

It may be concluded from the responses of the parents that both the instructors and the NFE centre itself are the main source of motivation for learner attending the NFE centres. It may also be inferred by the parents that there is marked change of living after joining the NFE centre particularly in Health and hygiene habits. Most of the learners have not earlier attended any primary school. The parents are convinced that their children would read and write. The parents have also stated that their children are helping them in keeping accounts, helping their brothers and sisters in reading and writing, and writing letters. They also expressed that their children are exhibiting good behaviour with people and peers of the locality. Most of the parents are more than fifty years of age and their family income is annually Rs.6,000/-. The main occupation of the parents is agriculture and most of the parents are illiterate. One child of each parent is attending NFE Centre. More boys are attending centres than the girls.

SUPERVISORS

Supervisors' attitude towards NFE Programme and the Centre :

It may be concluded that all the supervisors are academically and professionally well-qualified with the wide experience in the area of supervision in primary education. They are also given training in Non-formal Education programme. Each supervisor has to supervise 60 NFE centres with a range of 3 to 60 kms. They visit the centres 3 to 4 times and spend 1 to 2 hours. It is further inferred that the supervisors are visiting centres to give academic guidance and the orientation to instructors in the new practice of the instruction. The supervisors have given top priority about the verification of the regular functioning of the centre, the verification of the completion of the lessons, and the guidance in instruction to the instructors. It may further be concluded that the supervisors are trying to increase the enrolment and reducing the drop-out rate. They also indicated that they are academically and professionally helping them besides acting as resource persons. They are particularly guiding them in the methods of instruction, content and the new curricular commitments together with the distribution

of pamphlets and instructional material. They also maintain the record of progress of each centre. The supervisors also observe that the instructors are well motivated in the job and the methods adopted are good. His competency as an instructor is reasonably good. The supervisors have concluded that the performance of the learner is not much satisfactory. With regard to the duties, the supervisors state that they are conducting group meetings of the instructors, giving guidance in academic matters and arranging model lessons. The supervisors further indicate that the number of centres allotted to each supervisor may be reduced to 40. They also suggest to have independent office with furniture and stationary etc. They have specially stated that the attender should be permitted to accompany the supervisors during their visits to NFE Centres.

### 13.6 TEACHER TRAINERS :

Teacher Trainers' attitude towards the  
NFE Programme and the Centres :

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It may be concluded that all the teacher trainers are M.A., M.Ed., working as coordinators at Teacher training institute incharge of Non-formal Education. They had vast experience in the field of education particularly in the primary education. They further mentioned that they underwent intensive inservice training course in NFE for a period of 7 days with five hours daily. They also underwent refresher training course for 3 days. The teacher trainers are aware that they are expected to develop functional literacy in the learners, proper habits and attitudes, values of better living and awareness of the social problems. They further indicated that the instructors are expected to identify learning needs of both personal and community development, reaarangement of curriculum to suit the local needs, to develop social and communication skills, evaluate the learners progress, maintaining the records, establishing rapport with community leaders, developing the competencies for organising the purposeful discussions with the learners, parents and community. They also suggested that the training programmes, universalisation of primary education, the concept of needs based learning, evaluation techniques and tools and need based learning material. They also



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informed that they were never exposed to any NFE programme and orientation programme should be organised every year inviting supervisors also to the programme.

### 13.7 INSTRUCTORS :

Instructors' attitude towards the NFE Programme and the centre :

It may be inferred that most of the instructors are unemployed youth with qualification ranging from matriculate to B.A. Very few of them are having teacher training certificate. Most of them stated that they are working at the NFE centres from the last four years. None of them has any experience in teaching. Most of the instructors were given training for a period of 10 days in NFE. Four of them have occupation as teaching while the rest of them are merely unemployed youth. All the instructors have stated that they are following NFE syllabus, text books, teacher manual and teacher guides. They are not using any supplementary readers at all. Most of them mentioned that they are completing the NFE text books in the due period. They indicated that they are adopted drilling method while teaching language, Arithamatics, science

and social studies. Further it is pointed out that they are following grouping method on the basis of the entry behaviour of the learner. Monitor method, assignment methods are often employed while teaching. They are devoting one hour per each subject. Most of the instructors stated that they are evaluating the performance of the learners fortnightly and half-yearly. The instructor also stated that the centres are supervised three times in a year by the supervisors. Instructors are getting guidance in instructional technology, remedial teaching by the supervisor. The instructors further expressed the need for the supply of slates, note books and pencils. They indicated that they are meeting the elders of the village and getting their cooperation on the regularity of attendance of the learner at the centre. The instructor also indicated that they are getting the required guidance in the selection of the appropriate method of teaching, managing the centres and in the evaluation of the performance of the learners. All of them stated that they have the training with a duration of 3 to 10 days. All the instructors have stated that the learners are attending the centre regularly and some are coming late to the centre. They expressed a need for a model lessons in order to learn the techniques of teaching.

13.8. PROJECT CO-ORDINATOR AND THE INVESTIGATION  
OF THE NFE CENTRES

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Evidently it can be reasonably fair to observe that that the NFE Centres are working satisfactorily in all respects. However, the instructors' ranking is higher when compared to the other aspects of the NFE Centres. The organisation of co-curricular activities and the availability of the resource material appears to be ranked very low. It may be concluded that, (1) Instructors knowledge of the content, (2) Competency of the instructor in communicative skills, (3) competency of the instructor in organising and learning activities are rated very high which indicates that the aspect of instructor at the NFE centre is fairly good.

(4) The general condition of the centre (5) class management, (6) regularity and punctuality of the instructor are rated high which indicates that the aspect of dynamics of the NFE centre is good.

(7) Evaluation of the NFE Centres as a whole, (8) regularity of the learners, (9) involvement of local community are rated moderately fair which indicates that the aspects involvement of people in the NFE centres is satisfactory.

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(10) General appearance of the learner, (11) availability of resource material, (12) Organisation of co-curricular activities of the centre are rated low which indicates that the organisation aspect of the NFE centre is not satisfactory.

Hence it may be concluded that the instructor is the major facet in the NFE programme which was ranked high while the other things are moderately ranked.

#### 13.9 PERFORMANCE OF BOYS IN THE KOYYALAGUDEM BLOCK, WEST GODAVARI DISTRICT :

The mean performance of boys attending the NFE centres is higher than the mean performance of boys attending the formal school. Yet the mean performance of the boys of the formal school is higher than the mean performance. The performance of boys at the both primary school and NFE centres are higher, but the boys of non-formal centres have performed better. The mean performance of boys of Scheduled Caste attending NFE Centres is also higher than the performance of Scheduled Tribe attending the formal primary school. Finally it may be concluded that the performance of general group, Scheduled Caste, Scheduled Tribe is

higher than the performance of formal school boys.

13.10 PERFORMANCE OF GIRLS IN THE KOYYALAGUDEM BLOCK  
WEST GODAVARI DISTRICT :

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The mean performance of girls of general group and Scheduled Caste are remarkably good while the performance of Scheduled Tribe is satisfactory. Hence it may be concluded that the performance of girls at Koyyalagudem block is very high. There appears to be no marked variation in the performance of girls at NFE Centres and formal primary school. Hence it is inferred that the general performance of girls is markedly high among the general group, Scheduled Caste and Scheduled Tribe. It may be inferred that at the Koyyalagudem block the performance of girls is fairly good. Both Scheduled Caste, Scheduled Tribe boys and girls have performed very well when compared to the boys and girls of the formal school.

13.11 PERFORMANCE OF BOYS IN THE NALLAJERLA BLOCK,  
WEST GODAVARI DISTRICT

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It may be observed that the performance of boys of both general group and Scheduled Caste at the formal school is higher than the performance of boys of the

said groups at NFE Centres. It may finally be concluded that the performance of boys both general group and Scheduled Castes are good. However the performance of boys in formal school are equally good at the Nallajerla block.

#### 13.12 PERFORMANCE OF GIRLS IN THE NALLAJERLA BLOCK WEST GODAVARI DISTRICT

The performance of girls of general group at both formal school and NFE Centres appears to be same. The performance of girls of Scheduled Caste at the formal School is higher than the performance of girls at NFE Centre. It may be inferred that the performance of girls at Nallajerla block is satisfactory. However it may be observed particularly at this block the performance of girls of formal school is higher than the NFE Centres. Hence it may be considered that the performance of girls at the Nallajerla block is uniformly good at both the formal school and the NFE Centres.

#### 13.13 PERFORMANCE OF BOYS IN THE NIRMAL BLOCK, ADILABAD DISTRICT

It is inferred that the performance of boys of formal school is particularly less when compared to

the NFE boys. It may be concluded that the performance of boys and NFE centres is higher than those attending the formal schools. But the mean performance of Scheduled Caste and General group is higher than that of Scheduled Tribe. Hence it may be concluded that the performance of boys at NFE Centres in Nirmal block is satisfactory, however the performance of Scheduled Tribe is particularly higher than the other groups. The performance of boys at NFE Centres is also higher than the performance of boys of formal schools.

#### 13,14 PERFORMANCE OF GIRLS IN THE NIRMAL

##### ADILABAD DISTRICT

The performance of girls at the NFE centres in Nirmal block is good when compared to the formal school girls. The performance of girls appears to be better at the stage I than the boys, while the performance of girls appears to be less at the stage II than the boys. It may be inferred that the performance of boys and girls at the Nirmal Block is fairly good. Scheduled Castes, Scheduled Tribe boys performance is also good when compared to boys and girls of the formal school. The mean performance of general group

is higher than the learners of the other two groups.

### 13.15 PERFORMANCE OF BOYS IN THE UTNOOR BLOCK

#### ADILABAD : DISTRICT

It may be concluded that the achievement of boys of general class, Scheduled Caste and Scheduled tribe at Utnoor block is fairly good. But it is surprising to note that the achievement of boys in formal school is below the average (at stage I and II including Scheduled tribes). The mean performance of the boys of Scheduled Caste is higher than the performance of general group and Scheduled Tribe.

### 13.16 PERFORMANCE OF GIRLS IN THE UTNOOR BLOCK

#### ADILABAD : DISTRICT

However, it may be concluded that the achievement of girls in general at Utnoor block is markedly good when compared to be girls in the formal school. Moreover it may be concluded that the achievement of girls of Scheduled Castes and Scheduled Tribes are also remarkably good. Nonetheless it may be noted that at stage II the achievement of Scheduled Tribe girls is poor. The mean performance of the Scheduled Caste is higher than the performance of general group and Scheduled Tribe.



13.17 PERFORMANCE OF BOYS IN THE PULICHERIA BLOCK  
DISTRICT : CHITTOOR

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The performance of boys in the general group at stage I and II are good. The Scheduled Caste boys performance is also fairly good while the performance of the Scheduled tribe boys is satisfactory. The performance of boys attending the formal school is much disappointing. However, it may be inferred that boys of all groups have performed well. But the performance of Scheduled Caste is particularly higher.

13.18 PERFORMANCE OF GIRLS IN THE PULICHERLA BLOCK  
DISTRICT CHITTOOR

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It may be concluded that the performance of girls at the Pulicherla block is good, while the performance of girls at the formal school is poor. Obviously, it may be pointed out that the performance of the girls at both the stages I and II is the good while the performance of the girls at the formal school is poor. Hence it may be concluded that at the pulicherla block NFE Centres of Non-governmental organisation, the performance of both boys and girls is good. Both Scheduled Caste and Scheduled Tribes boys performance particularly is good. It may be further inferred that the performance

of the learners beyond the age 11 years is higher than the performance of learners under age 11 years, in all the four subjects in the stage II. It clearly indicates that the higher the age, the better will be the performance of the learners at the stage II.

Hence, it can ultimately be concluded that higher age group of learners of NFE Centre are having better performance than the less age group of learners. This is an important observation on the impact of NFE Programme in favour higher age group. It has a specific significance as it is most probable that the learners being drop-ins at the NFE Centre will definitely be of higher age when compared to the regular learners attending the formal primary schools. Hence their performance will particularly be higher. This has perhaps an important bearing on the curriculum, contents, instructional methods, instructional material etc. It need particularly to fulfil the academic needs of learners of NFE, who are normally of higher age group. Eventually, it may be inferred that the achievement of boys and girls may be attributed to effective coaching, instructor's commitment, perhaps their higher age may be considered as the reasons for higher achievement. However, it

may be pointed out that some of them might be having some formal schooling and latter become drop-ins. Generally it is to be observed that the boys as well as girls will be of higher age group at NFE Centre and therefore they may have higher cognitive skill, besides high motivation. It may be suspected that some of them may be attending formal school in day-time. Hence, it may be justified that the achievement of boys and girls in Non-formal Centres will definitely be higher than compared to boys and girls of formal primary schools. However it may be observed that the comparison of the performance of learners at the non-formal Education centres with the learners of formal primary schools is incompatible. The premises itself is untenable as there is marked variations in the groups of learners in both the situations though all of them may be considered as learners. The one conspicuous fact is that the learner in the formal primary school are exposed to structured situation with standardised content, advanced methods of instruction with an appropriate instructional material. Besides the objectives of formal primary school Education is varied from the objectives of non-formal education. The main objectives of formal education is to develop cognitive skills, social skills, communi-

cation skills and numerical skills etc. The course is so sequentially designed that the learner in a primary school will progress at an uniform rate as it is based the predesigned course content. The content of the subject tested by a common performance test is improper. There is a variation in the content areas. Possibly the same test cannot be considered appropriate as a mean of comparing their scores. Perhaps it may be appropriate to think that the group of learners of formal primary school are not of a wide range of heterogeneity in the ability and age. They are not employed anywhere nor they are working at the home during the school hours. While the non-formal learners will be attending different kinds of tasks in the day time and have to attend the NFE programme in the very late hours of the day by the time they might have been tired. The instruction of the formal primary school is particularly effective and it is well managed with latest techniques of instruction. Teachers of primary school underwent two years of teacher training course, while the instructor of NFE are unemployed youth without having any formal professional training. Besides the existing primary schools are well organised while the situation is not

the same with the NFE Centre. In addition there will be lot of well developed instructional material at the disposal of the teacher in formal primary school while this is particularly missing in the non-formal education centre. Yet the main difference is, generally the learner of the NFE centre are of higher age group 9 to 15 than those attending the primary school who are of age 6-14. They are late starters and some of them may be drop-ins in the NFE centres. Still it may be established that the NFE learners at the centres have better cognitive skills, social skills and communication skills as some of them are invariably working in the form or in their vocation, If the primary school is place for learning for boys and girls, for the non-formal education learners, the vocation is a place for learning of developmental skills. Hence it is unfair, unreasonable to compare and to draw invalidating conclusions in this respect. They cannot be compared as the background, schooling, the varied situation they work, are the important determinants in the performance of learners, which are ever changing. They are apparently uneven situational variables which might reject the outcomes of the comparative study of the performance of learners in NFE Centre and formal primary school.

13.20      R E C O M M E N D A T I O N s    :-  
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- 1)      The learners of the NFE Centres may be provided with slates, pencils and note books.
- 2)      The NFE Centre may be provided with Table and chair, Almirah.
- 3)      Small mats may be supplied to the learners to sit.
- 4)      Black board, chalk, drinking water should be provided to the centre.
- 5)      The necessary records to be maintained to be supplied to the Centre.
- 6)      Lighting arrangements may be made at the Centre.
- 7)      The NFE centres may be run as far as possible at the existing primary schools during the nights.
- 8)      The Head master of the local primary school should be incharge of the NFE Centre.
9.      The facility of the local primary schools may be availed by the NFE Centre.
10.     TTI trained teacher may be appointed as an Instructor.

.....contd/-

11. The instructors should be paid Rs. 300/- per month as salary.
12. The instructional material and visual aids should be provided to the centre.
13. The instructors may be given intensive training in instructional techniques.
14. The instructors may be given intensive training in evaluation techniques.
15. Necessary stationery may be supplied for evaluation work at the NFE Centre.
16. Orientation and refresher training course may be conducted to instructor every year.
17. The evaluation of the NFE learners' performance should undertaken once in four months and to be recorded.
18. The progress cards should be maintained on the basis of completion of the each modules.
19. Instructors meetings should be organised for every four months.

contd/-

20. The local primary school teacher may be deputed to the NFE Centre when the instructor goes on leave.
21. The number of NFE centres to be supervised by the supervisor may be reduced to 40 at least.
22. The NFE centre should be supervised once in a month.
23. A separate office for the supervisor may be established with furniture and stationery independently.
24. The attender of the supervisor may be permitted to accompany with supervisor during the visit to NFE Centre.
25. The supervisor should arrange Model lessons to the instructors at NFE Centres.
26. The supervisors may be given orientation course every year.
27. Some areas in pouetry, dairy forming, animal husbandry, Agriculture may be incorporated in the syllabi.

contd/-



28. The NFE learners may be permitted to take annual examinations at 5th grade at the local primary school.
29. The certificate of completion of the course with modules noted, may be given at the end of the course.
30. Parents meeting may be arranged once in three months by the instructor and discuss with them the problems of NFE.
31. The employer may be asked to visit the NFE centres and enquire about the performances and punctuality of the learners.
32. The regularity of the attendance at NFE centres of the learners should ensured.
33. A separate viable administrative unit at the district level may be formed for monitoring the NFE Programme.
34. The stage and district administrators whenever they visit the village invariably should visit the NFE Centres.
35. The co-ordinator NFE should be immediately shifted to the DEO's office and brought under the administrative control of the DEO.

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