

**REPORT
OF THE
EMPIRICAL EVALUATION
OF ACADEMIC ASPECT OF
NON-FORMAL EDUCATION PROGRAMME
IN
Jammu & Kashmir**



Non-Formal Education

Department of Pre-School & Elementary Education
National Council of Educational Research and Training

Sri Aurobindo Marg, New Delhi-110016

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REPORT
OF THE
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NIEPA DC



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JAMMU & KASHMIR

NON-FORMAL EDUCATION

DEPARTMENT OF PRE-SCHOOL & ELEMENTARY EDUCATION
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
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EVALUATION STUDY OF THE ACADEMIC ASPECT OF NON-FORMAL
EDUCATION PROGRAMME FOR CHILDREN OF THE AGE GROUP OF

9 - 14

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CHAPTER - I

INTRODUCTION :- Non-formal Education as complementary Scheme to Formal system of Education, started in Jammu and Kashmir in the year 1974-75 following the need for universalising Elementary Education and as a result of rethinking on the Jammu and Kashmir Constitutional directive of making the whole population literate within a specified period of time. This pioneering work of the state was fed by the Central Government by introducing Centrally sponsored scheme of Non-formal Education on experimental Project basis in Nine Educationally backward States in 1978-79 (Jammu and Kashmir being declared as one amongst these nine) on sharing basis which actually came into operation in the year 1981-82.

The achievement quantitatively is there and there is no denying the fact that monitoring returns have been flowing from the field to the State and National level with a view to provide feed back in upward as well as downward direction, but systematic inbuilt monitoring and evaluation of the programme in operation for the last seven years (G. S. S) and for ten years (State section) has been conspicuous by its absence.

There is a common notion that the programme does not run smoothly and effectively and has been declared as a colossal waste of time and energy despite the fact

that State Government raised the remuneration from Rs. 50/- to Rs. 100/- p.m., in favour of the Instructors and appointed full time Supervisors from amongst teachers of formal system.

Studying the information available it can be concluded that some progress in quantitative terms have been made, though these achievements are not also formidable enough, the question of quality remains to be answered.

As the Ministry of Education, Delhi wished to have the Non-formal Education evaluated before its future was to be decided for Seventh Plan period; the job of evaluation study of Non-formal Education was entrusted to NIEPA and NCEET with the following objectives :-

1. To have the appraisal of the efficacy of the programme in terms of its various aspects (academic, administrative, Financial, Physical and Economic-cum-Social);
2. To identify the areas of success and failures;
3. To make general assessment of the programme and its impact over the years; and

4. To suggest possible fresh measures for rejuvenating the programme to attain the desired objectives.

Ultimate objective being to assess its feasibility as a supplement to formal system for attaining universalisation of Elementary Education.

Since the programme evaluation needs to cover all possible factors and aspects in a comprehensive way, it was proposed to undertake the study in selected areas of the State for getting an insight into its working, achievements and problems faced.

SCOPE AND COVERAGE OF THE STUDY :-

1. Curriculum: Objectives, content, dimension, duration of course.
2. Teaching/Learning Material : Content, availability, areas, usage, objectives, nature, type.
3. Training : Supervisors, Instructors, Materials and Methodology, duration, nature.
4. Methodology : Instructional, training, content, duration, material, types.
5. Pupil Evaluation : Implementation, procedure, method, tools, certification.

Empirical Evaluation :-

Practical implementation in the field to ensure there adequacy and relevance to the needs of the target clientele:-

1. Non-Formal Education Centre :- Location, organisation, Management, facilities.
2. Target Group :- Clientele, enrolment, background.
3. Instructors/Supervisors :- Selection, remuneration, Training, functions & socio-economic background.
4. Linkage & Co-ordination : Developmental Departments, community, participation, employers, parents, motivation etc.

Implementation was done through the (a) observation schedules and check lists for studying the teaching learning material strategies and a effectiveness of the instructional material.; (b) Questionnaires for instructors and supervisors (c) sample test for pupil evaluation in language, mathematics : natural sciences and social sciences (d) interviews schedules for learners parents, employers, employers, instructors and supervisors.

Methodology Adopted : A/Sampling:-Since the Evaluation study was to be undertaken in all the nine educationally backward States of India, uniformity had to be maintained. Hence 4. Two districts namely Kathua & Badgam (one educationally forward and another educationally backward) were selected. The basis was literacy rate above and below the state average literacy rate.

2. In each selected districts two National Extension Services blocks were selected at random on similar basis, i.e., educationally forward and backward blocks. Therefore, Ghagwal (forward) and Bani (backward) blocks were selected from Kathua Districts Narbal (forward) and Beeru (backward) blocks from Badgam district were selected for the study.

The blocks selected are indicated as under :-

<u>S.No.</u>	<u>District</u>	<u>N.E.S. Blocks</u>	<u>Remarks</u>
1.	Kathua	1. Ghagwal	Forward block
		2. Bani	Backward block
2.	Badgam	1. Narbal	Forward block
		2. Beeru (Hardupanzo)	Backward block

KATHUA DISTRICT

General :- The Kathua District falls in Jammu Division. It encompasses an area of 2651.0 Sq. Kms. The District is made up of four constituents Tehsils viz., Billa-war, Basooli, Kathua and. Hiranagar. The District consists,

in most part, of a plain area which stretches in close proximity, in the south and east with the states of Punjab and Himachal Pradesh respectively. It is bounded in the west by Jammu District and on the North and north west by the Districts of Doda and Udhampur.

The decennial growth rate in District Kathua is 31.44, i.e., higher than the State average.

According to 1981 census the population of Kathua District is 365029, i.e., male 189632 and 175497 female. The density of population in Kathua District is 138 persons per Sq. Km. accordingly to 1981 Census.

It is estimated that nearly % of the total population of Kathua District lives in the rural areas in 1981. The male; female, as worked out, comes to as 926 females per thousand males.

Literacy Rate :- As per 1981 census, the literacy rate for Kathua District was 31.44% against 26.17% for the State as whole. The said literacy rate shows that Kathua District is next to Jammu District in Jammu Division and ranks third in the whole state. The literacy among females is 21.0 against 41.10% for males. It shows that literacy among females is half as compared to males.

The table given below, as per 1981 census, reveals the number of illiterates and literates in the Kathua District.

<u>S.No.</u>	<u>Capacity/Revel</u>	<u>Male</u>	<u>Female</u>
1.	Illiterates	112328	139037
2.	Literates without Education Level.		
	a) Non-formal	1029	496
	b) Formal	19488	10608
3.	Primary	22134	13979
4.	Middle	19935	6350
5.	Matriculation	11544	4318
6.	HSS/PUC/TDC	3254	1038
7.	Non Technical Diploma	14	- 12
8.	Technical Diploma	90	86
9.	Graduate & above	2753	629
<u>TOTAL</u>		<u>192569</u>	<u>176553</u>

The blocks were also selected in this District to study the functioning of non formal education scheme.

	Block	Basis
1.	Ghagwal	High rate of literacy
2.	Bani	Low rate of literacy

Both these blocks fall in different Tehsils, i.e., Ghagwal in Hiranagar Tehsil and Bani in Basohli Tehsil. The area of these blocks is rural. Block Bani is bounded by Tehsil Bhaderawah, Ramnagar and Basoli. It is completely hilly block and is earmarked as bad-pocket. The main occupation of the area is sheep breeding and agriculture.

Similarly Ghagwal Block is bounded by Samba Tehsil and Hiranagar Tehsil. The agriculture is the single most important source of occupation for both males and females.

The below given table reveals the educational facilities available and literacy rate in the selected Districts and blocks of Kathua District.

	<u>Type of Institution</u>	<u>District</u>	<u>Block</u>	
1.	Higher Secondary Schools	Kathua	Ghagwal	Bani
2.	High Schools	12 57	1 6	1 6
3.	Middle Schools	202	20	14
4.	Primary Schools	484	41	41
5.	Non-formal Education Centres	177	11	10

.....contd/-

In each selected blocks Ten non formal education centres which has been functioning more than one year were selected, on random basis, giving due representation to the girl centres and the centres functioning in the areas predominantly populated by schedule castes. In making selection due weightage was given to the centres located on the road and those in backward areas. The names of the selected centres covered under the study are given as under :-

<u>S.No.</u>	<u>N. E. S. Block.</u>	
	<u>Ghuswal</u>	<u>Bani</u>
1.	Chak Bhagta	1. Begain
2.	Chak Sadda	2. Balzedi
3.	Chak Katrian	3. Dandi
4.	Charpar	4. Dhula
5.	Jarrain	5. Kildore
6.	Malani	6. Machwa
7.	Rajpora A	7. Sander
8.	Rajpora B	8. Sargulla
9.	Sanoora	9. Thalhal
10.	Nonath?/Taryal	10. Thara

.....contd/-

The Village in which selected Non Formal Education Centres fall are also considered as sample villages for this study knowledgeable persons like panchayat members local leaders, Parents of the children going to Non Formal Education Centres/Schools and representatives of other developmental departments were also contacted for their opinion about the Non Formal Education Programme.

Further all Instructors, Supervisors, Block Education Officers and concerned District Education Officers and concerned District Education Officers of the area in which selected non formal education centres fall were also covered under this study.

For the comparative study of students attainment and for obtaining views of teachers one primary school was also selected and covered in each sample Block.

BADGAM DISTRICT

General :- District Badgam has been carried out of erstwhile Srinagar District and falls in Kashmir Division. It covers an area of 1240 Sq. Kms. It is bounded in the North and North West by District Baramulla by Srinagar on the North East, by Pulwama on the East and South East and by Poonch on the South and South

West. The District includes both mountainous and plain areas.

According to the population census of 1981 the population of Badgam District is _____ estimates by the census Department reveal that the population of Badgam District has risen by only 25.76% during the decade 1971-81 which is higher than the state average, which is 28.97. The density of population in Badgam District is 470 persons per Sq. Km. according to 1981 census.

It is estimated that nearly 96% of the total population of Badgam District lives in the rural areas in 1981. The male, female ratio, as worked out, comes 877 female per thousand males.

In 1981, the literacy rate for the Badgam District was 16.48% against 26.17% for the State as a whole. Literacy among females is still very low (hardly 7%) against 24.87% for males.

The below data reveals that Badgam District is lagging far behind the other Districts of the State and it is only next to Poonch District from the lowest level.

The below given table according to 1981 census indicates the number of literates and illiterates in Badgam District :-

<u>S.No.</u>	<u>Capacity/Level</u>	<u>Male</u>	<u>Female</u>
1.	Literate without Education Level.		
	a) Non Formal	1139	163
	b) Formal	10633	3925
2.	Illiterates	143595	158083
3.	Primary	12896	3438
4.	Middle	12881	2979
5.	Matriculation	7960	1606
6.	HSS/PUC/TDC	3083	796
7.	Non Technical Diplomas	83	7
8.	Technical Diploma	73	2
9.	Graduate and above	3041	344

The Blocks were identified to be surveyed in Badgam District :

	<u>Block</u>	<u>Basis</u>
1.	Narbal	High rate of Literacy
2.	Beeru	Low rate of literacy

Both these blocks fall in Tehsil Beeruwa. The area of these blocks is rural. Out of total working force, nearly therefourth are cultivators, in other words Agriculture is the single most important source of occupation for both males and females.

The below given table shows the Educational facilities available in the District and sample Blocks.

<u>Type of Institution</u>	<u>District</u>			<u>Block</u>		
		Badgam	Narbal	Beeru		
1. Higher Secondary Schools		8	1	1		
2. High Schools		43	4	4		
3. Middle Schools		141	10	15		
4. Primary Schools		424	38	46		
5. Non-formal Education Centres.		125	14	11		

The names of the selected centres of Badgam District covered under the study are given as under :-

District Badgam :-

<u>S.No.</u>	<u>N.E.S. Block</u>	
	<u>Narbal</u>	<u>Beeru</u>
1.	Bone Makhama	1. Alangucho
2.	Bundgam	2. Aripanthan

- | | |
|----------------------|-----------------|
| 3. Charhar | 3. Hazarpora |
| 4. Magan. | 4. Kendora |
| 5. Paripora | 5. Khatruna |
| 6. Peth Kenihama | 6. Kralmohalla |
| 7. Purne Sunder Shah | 7. Sail |
| 8. Russu | 8. Sodipora 'A' |
| 9. Yari Gund A | 9. Sodipora 'B' |
| 10. Yari Gund B | 10. Sonapah |

Tools and Techniques Used :-

The data was collected from the following sources.
Learners, Parents, Employers, Instructors, Supervisors.

The following tools were used :-

1. Survey schedules (Learners, Instructors, Supervisors)
2. Analysis Tools (Curriculum, Training, Teaching-Learning material, Methodology, Evaluation).
3. Rating charts (Non formal Education Centres).
4. Questionnaires and interview schedules :(Learners, Instructors, Supervisors).

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Tools devised by NCERT for Rational Analysis included Analysis of curriculum, Training and Methodology, Evaluation. These tools were discussed by the Analysts and then after discussion on the actual Text books taught in the non-formal education schools, curriculum and evaluation as per the norms and guidelines of the curriculum, the tools were administered on the basis of which the report has been prepared.

In every field of an investigation, it is necessary to have a rational and empirical study of the items to be evaluated. Therefore, the analysis of theoretical aspects (non-formal education scheme and its general guidelines) was followed by an empirical study to see the deviations/meeting points by another set of performance and tools. Consequently tools prepared by NCERT for learners, parents, employers, Instructors and Supervisors were administered to the clientele. The tools were administered to the clientele already identified on random sampling basis as mentioned above under the caption. 'Methodology adopted!'

For cross checking of the data, different tools have been prepared like interview schedules and questionnaire for instructors, supervisors, learners, parents, employers and rating chart for non-formal education centres.

The achievements in terms of subjects and performance has been compared with that of a formal system learners from the same village/vicinity. These things have really provided authenticity to the evaluation study.

Difficulties encountered :-

The investigators fields even than that the study cannot be fool-proof in so far as its results are concerned because:-

1. The learners did not feel free to respond due to subjugative attitude of people in general.
2. The authorities has no response to certain facts and gave a subjective response.
3. The supervisors and Instructors being untrained and unknown to such a situation of evaluation (through it is for their improvement) could not see the spirit of the evaluation.
4. The items of tools at certain places being vague and in-comprehensible could not be responded correctly by the clientele.

5. Non availability of proper records, lack of training to functionaries and non-preparation of curriculum posed certain problems.

6. There is no sole authority to see this programme. Responsibility lies nowhere.

7. General public is unaware about the programme.

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CHAPTER - II

Curriculum in Transaction
at NFE Centres

(I)

The type of curriculum used, nature and type of instructional material in use, teaching methods adopted by instructors, class management nature of evaluation of the performance of the learners and its frequency.

(II)

Problems faced in curriculum transaction, role of supervisory and other administrative staff in curriculum transaction, the instructor and community involvement.

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Curriculum is a guideline which gives direction to the implementation of the programme. It is unfortunate that Non formal Education system in J&K has not got its own curriculum. The curriculum is subjectwise and not an integrated one.

The formal system curriculum in use in Non-formal Education System has laid down.

Academic Objectives as :-

Comprehension of the theme, expression (written and oral) of thoughts, awareness of environment (Day-to-day living) comprehension of its importance and application of health norms for attitudinal change in life.

Social & National Objectives as :-

Knowing their past with respect to culture, custom, traditions, living, attitudes, transmission of the same to next generation and preserving the heritage. Unity in diversity, secularism, socialism and democracy leading to a welfare just state.

The curriculum mentions these objectives but a clear cut specific nature of objectives to be achieved through the learning of subjects has not been seen.

The general objectives to be achieved after the completion of Primary/Middle stage are also not specified.

Suggestions :-

1. General objectives to be mentioned.
2. Objectives in tune with immediate needs of the children to be presented.
3. Specific ones for each subject to be given.
4. Strategies other than Teaching/Learning material to be put forth.
5. Objectives with respect to behaviour and competency in learning are to be delineated.
6. The themes achieving the objectives may also be given so that the next books are written accordingly.

Instructional Material :-

The instructional material is the tool through which the objectives are realised. The type of instructional material for formal system. The text books are the only type of instructional material which has been seen the light of the day perhaps that too because of the formal system. The complementary instructional material (Work books, Modules, Supplementary Readers) are found. The text books prepared by NCERT have been adopted in toto for Mathematics, Social Studies and

environmental Sciences. What a wonder it is that the work book and supplementary Readers prepared by the same organisation are not used at all. These text books are not used everywhere for all the classes but somewhere these are 3 books used in some centres for Mathematics (though there are 5) only one or two books in Social and Natural Science (though it is 3) somewhere it is not taught at all. Text books meant for languages are five out of which B₁ and B₂ have been prepared recently by Jammu and Kashmir State Board of School Education for Formal System and other three books are the same age old that there is no sequence, gradation and co-ordination between the two sets in terms of methodology, content and themes.

The teachers guides must be an essential helping material in a system but we do see that no book has such a guide in use. NCERT Books do have many guides but they are not being used by the teachers working in this system or even the supervisors meant to aid, advise and guide the instructors. The training manuals are being thought of an evil by the system, perhaps, because neither the instructors and Supervisors have so far been imparted any training (in-service or pre-service nor there has been found any need for developing training manuals which could facilitate the

working of functionaries in the absence of any formal training programme. The empirical study also corroborates these views on this item. The instructors and supervisors long for one training programme. The instructional material does not cover the socio-cultural milieu, sociological aspects particularly attitudes towards their family, peer group, elders, national and emotional integration. Hillly, lower income group, tribal and rural setting is not satisfactorily represented.

Linguistically even, the language books have no gradation and sequence of lexical items. The exercises at the end should have been evaluative type for expression, thinking, comprehension and reinforcement which is also not found in the material.

Psychologically even the material is deficient and does not cater to the curious nature of the learners.

The illustrations are inadequate in size, shape and do not represent the culture and habitate of the learners.

Suggestions :-

1. The Text Books particularly in languages have to be prepared a fresh.

2. Work Books and supplementary Readers are to be made available.

Methods of Teaching :-

Methods should be appropriate to the topic subject and environment as it is an apt way of achieving the immediate and ultimate, specific and general objectives laid down in the curriculum.

The training facilities being not available along with the curriculum for Non formal Education System, Methodology becomes obsolete. It has been seen that word for word translation and extensive reading without context comprehension looms large in all the subjects taught in these centres. Lecture and drill with copying of teacher made notes on black Boards is the only method unconsciously adopted (if at all) by the instructors.

Problems Faced in Curriculum Transaction :-

The curriculum being used in Non Formal Education System is that of formal system along with the Text Books- the only teaching learning material taught as if the only content, methodology, themes and resource input is their ingredient. This is a complete dichotomy in the

theory and practice of any system because the theory has its roots in formal system. The duration, timing, orientele, local and physical setting and structure is of non formal nature while as the methodology, content, Evaluation and other important items which should have been of the same system come from formal system, the implementation of these items too should have been commensurate with that of formal system to a large extent. Oblivion - the system would have flourished. Hence the achievement is bound to be minimal.

The instructors engaged from less educational background having average knowledge of content which could have been strengthened by orientations, training programmes, use of teachers guides, Manuals, A.V. aids - a misnomer - receiving meagre pocket allowance of Rs.100/- P.M., having no commitment as such, manning the scheme only because of hoping a step towards getting employment, cannot be expected to work dedicatedly, with commitment, efficiently and effectively thereby making the system run slack.

In the absence of a curriculum, nothing tangible will come out. Therefore, the essential need of forming a comprehensive curriculum for Non Formal Education

system arises which should give the objectives, methods, instructional material, training model and evaluation techniques in clear-cut terms suiting the system.

The supervisor and the instructor has to know the curriculum and content of various items of the curriculum. Neither the authorities, nor the functioning has an idea about it.

Lack of training facilities, curriculum - items and type, content, proper instructional material, importing of teaching methods appropriate to the subjects and the topics are posing another major hurdle in this behalf. Community is unaware about the total scheme not to speak of its niceties. Their needs, aspirations, attitudes and interests are to be taken care of.

These facts are corroborated from the anywhere to questionnaires for instructors. The parents also have suggested the enhancement of their pocket allowance and timely supply of teaching learning material and A.V. aids:

The Next Books envisages more time than allotted for Non Formal system. Sometimes even Text books are

not provided in time which forces the instructors to do the job orally—a farce with less experienced instructors. Environmental studies (Social and natural sciences) have the fortune of coming to reading stage only with no comprehension and awareness. Supplementary Readers are nowhere to be found. These Text Books are headed over to children for taking home but there is nobody to help them and no time to even have a look on them. These books have no completion in the centres. Health and Hygiene habits are on awareness level only and sparingly they are practically checked. Stand, speak and read-lecture method in crude sense of term is the only method together with drill again crude — and copying for writing, which is followed. Entry competence is the only way of organising classes. Monitor system works though work assignment is also being adhered to partially. Evaluation takes place on yearly basis through written teacher made essay questions and oral testing for grade changing.

The role of supervisors can not be over emphasised. He is the guide, helper and link between the instructor and implementation agency. But he is the weakest link devoid of commitment, ~~vanak~~, of training and dedication

once a month he visits the centre mostly for checking records and less for guiding the instructor in different teaching/learning activities.

The implementing agency is seen only at inspecting times and distribution of teaching material. Ultimately supply that too short of adequate number of teaching learning material including only text books is the general complaint. False promises with regard to provision of scholarship facilities, enhancement of instructors salary, provision of A.V. aids, rent facilities, sports material are made more often than not.

The community involvement is stated to be the same as above. Helping the instructor in the provision of accomodation seating arrangement lighting, lavatory, conducting the surveys, publicity of the scheme, motivating the parents and the learners and other related factors should have the watch and ward of the scheme but such a participation is not forthcoming in its real sense.

The foregoing account passes problems in the right implementation of the scheme and its effective and efficacious nature with average so to say achievements are a bit testionally small and there is no denying the fact that curriculum transaction in its true spirit is far from satisfactory.

CHAPTER-III

The Instructor :-His/her background in terms of qualifications, professional experience, training in NFE, salary, main occupation.

Introduction :-The Instructor is the front line worker in Non-formal Education System. He is the actual doer of the total job. The success of the total programme depends upon his capacity, knowledge and sincerity of work. He has to make the learners literate, publicise the programme, motivate the learners for centre intake, arrange for the distribution of Teaching Learners material, initiate programme run smoothly and efficiently. Though other functionaries - Supervisor, Village Leaders, Block Education Officer and the Department of Education and other developmental agencies of the Government - are at his back, but he is the kingpin and the main spring of the whole show. His family background, his qualification, job experience and satisfaction attitudes (towards fellow-people, society, Peer group, learners, elders), commitment, knowledge skill methodology and eloquence will definitely influence the learners.

Instructors have been appointed for manning the programme right from the inception of the scheme and most of them are working in the scheme for more than eight years. For some the job is a part-time one, for others this is a social commitment and still others feel it their bounder duty to work in the scheme whatever the cause. The fact remains that the success of the programme depends upon the actual working of the Instructors.

The evaluation of the programme would remain lopsided if the Instructors' main occupation qualification, job experience, commitment and attitude were not gauged. The interview schedule. Questionnaires devised for them have been framed and administered. What are the out comes of these tools with regard to the Instructors impression about the literacy of the learners, attitude of learners, their academic achievements, public interest, learner's aspirations, supervisors help, Administrator's attitude-his own image, training, achievement of the objectives, will be revealed by the analysis of the data hereunder :-

CHAPTER - III :-His/her background in terms of qualifications, professional experience, training in NFE, Salary, main occupations.

S. No.	C/No.& Name of centre	Block Distt	Name of Instructor	Sex		Local		Category others	Qualifi cation.	Prof Exp.	NFE Trained/Untrained.	Occup ation.	Salary	Date of joining Centre	T I M I N G		
				M	F	L.	N/L								Untrained.		
1.	1. Alamguchoo	Hardeo Panzoo	Ab. Razak Bhat.	/	x	/	x	/	Matric	x	-do-	Agric- ulture	Rs.100	30-3-84	6-8 5-7	Summer Winter	
2.	2. Sail	-do-	Mehbooba Sheilh.	x	/	/	x	/	Middle	x	-do-	-do-	-do-	6-2-80	-do-	-do-	
3.	3. Kandocra Beeru	-do-	Gh. Ahmed Dev.	/	x	/	x	/	Matric	x	-do-	-do-	-do-	16-4-82	-do-	-do-	
4.	4. Khatiruna	-do-	Rafiqe Banoo	x	/	/	x	/	-do-	x	-do-	-do-	-do-	16-4-82	-do-	-do-	
5.	5. Soncpah	-do-	Gh. Ali Malik	/	x	/	x	/	Middle	x	-do-	-do-	-do-	29-5-78	-do-	-do-	
6.	6. Sodipora 'A'	do	Rifat Ara	x	/	/	x	/	Matric	x	-do-	-do-	-do-	29-5-78	-do-	-do-	
7.	7. Sodipora 'B'	do	Farooqe Babo	x	/	/	x	/	Middle	x	-do-	G/Service	-do-	1-12-80	-do-	-do-	
8.	8. Kralmo-hallea	-do-	Gh. Qadir Kumar	/	x	/	x	/	Graduate	x	-do-	Potter	-do-	13-5-82			
9.	9. Aripanthan	-do-	Fatima Banc	x	/	/	x	/	Middle	x	-do-	Agriculture	do	20-8-79	-do-	-do-	
10	10. Hazarpore	-do-	Khalid Syed	x	/	/	x	/	Matric	x	-do-	-do-	-do-	1-12-80	do	-do-	
No. of Instructors				Sex		Category others	Local	N/Local	Trained	Untrained	Qualification	Agr.	P.	G.			
10		M	F	10	10										x	x	H
10		41	65	10				5	4	1							

The table shows that 60% of Instructors are Female and 40% are Male. 50% of instructors are Metric pass 40% are Middle Pass and 10% are Graduates.

The main occupation of 80% Instructors is Agriculture, 10% is having potter and 10% is having Government employment as occupation.

The timings of all the centres in this Block is the same, i.e., 6-8 P.M. in Summer and 5-7 P.M. in winter.

No training has been imparted to the Instructors.

No Instructor in this Block has any experience of working/teaching in a school or Non-formal Education centre.

One centre has been functioning for 8 years; one for seven years; three for nearly six years; three for four years; and two for two years.

Rs.100/- is being paid as Monthly honorarium to the instructors.

.....contd/-

Conclusion :- The conclusions safely drawn are :-

1. That the educated unemployed youth (both male and female are working as Instructors.
2. That it is a part-time job which they are pursuing.
3. That the main occupation of the Instructors is Agriculture. However, people from other occupation are also taking up the job.
4. That Middle and High School people are available for manning the centre.
5. That the Instructors generally lack any previous experience whatsoever.
6. That training facilities are a misnomer.
7. That the timing of the centres is evenings generally when the learners are available for all times and seasons after having completed their days work.
8. That the centres have been functioning right from the inception of the scheme.

Code No. & Centre Name	Block District	Name of Instructor	Sex		Local/ N/Local		Category others	Qualifi cation.	Prof Exp.	NFE Trained /Un-trained	Occup ation	Salary	Date of Joining	T I M I N G S		
			M	F	L	N/L										
11 4 Bundgam	Narbal Badgam	Ab. Ahad Parry	/	x	/	x	/	Middle	x	-do-	Agri.	Rs.100	June 83	7AM	-	9AM
12 9 Russu	-do-	Ab. Ras- hid Dar	/	x	/	x	/	Matric	x	-do-	PUC Student	-do-	Feb 85		4-6	PM
13 1 Cherhar	-do-	Shamsudin	/	x	/	x	/	-do-	x	-do-	Agri.	-do-	March 80	7.30	-	9.30
14 7 Bonemakhama	do	Gh. Hassan Dar	/	x	/	x	/	Middle	x	-do-	do	-do-	Nov 83		7-9	AM
15 2 Paripura	do	Ab Gaffar Dar	/	x	/	x	/	-do-	x	-do-	Service	-do-	Sept 80		-do-	
16 8 Pathkanihama	do	Halima Bano	x	/	/	x	/	Graduate	x	-do-	MA Student	-do-	Sept 84		5-7	PM
17 3 Yarigund 'A'	-do-	Sonaula Bhatt	/	x	/	x	/	Matric		-do-	Agri.	-do-	Aug. 79		7-9	AM
18 6 Yarigund B	-do-	Gh Mohd Bhat	/	x	/	x	/	-do-		-do-	Ser- vice	-do-	June 82		-do-	
19 10 Purnesadersnah	-do-	Gul Afroz	x	/	/	x	/	-do-		-do-	PUC Stu- dent	-do-	Aug. 84		4.30-6	PM
20.5 Magam	-do-	Santosh Bhat	x	/	/	x	/	-do-		-do-	-do-	-do-	May 79		4-6	PM
Number of Instructors		Sex	Category		Local N/Local		Trained	Un Trained	Qualification			Occupation				
10		M F	others		10 x		x	10	Graduate	High	Middle	Agri.	G/Service	Stu- dent		
		7 3	10						1	6	3	4	2	4		

Having a cursory view of the above table, it is clear that there are 2 Female and 7 Male Instructors out of whom 3 are Middle pass; one Graduate and 6 Matric pass. 4 Instructors are students, 2 are pursuing Government service and 4 are Agriculturists. This means that 60% Instructors are High School pass and 40% Instructors are drawn from high qualification group and 30% from lower qualified staff available in the area. It means that High School pass instructors are available. Male centres are working on a comparatively large scale as 80% are male manned centres. 40% Instructors pursue studies, 40% are Agriculturists and only 20% belong to service class. It can be safely concluded that majority of instructors belong to student community and Agriculture category. 2 of the centres are working for 7 years, 2 for 6-years, one for 4 years, 2 for 3 years, 2 for 2 years and one for a year. It is crystal clear from Eight column that no training has been imparted to any of the instructor. The experience column shows that all the instructors have some experience of teaching in a school on temporary basis. The training of the centres is 4.30 to 6.30 MP for 2 centres; 4-6 PM for one; 5-7 PM for one; 7-9 PM for 5 and 7.30 PM for one centre, meaning thereby that the centres mostly function in the evenings for 2 hours generally. Rs.100/- is paid to the Instructors monthly as remuneration.

Sl. No.	Centre Name	Block/District	Instructor Name	Sex M/F	Local N/Local	Category SC/Other	Qualification	Prof. Exp.	NFE Trained & Untrained	Occupation	Salary	Date of joining	Timings
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Chakkahatrian	Ghugwal Kathua.	Ram Singh	/ x	/ x	x /	Matric	x x	/	Agri-culture	100	5-02-79	4 - 6 PM
2	Rajpora	-do-	Bishan Singh	/ x	/ x	x /	-do-	x x	/	/do/	-do-	27-08-79	6 - 8 PM
3	Jarrian	-do-	Miss Raj Kumari	x /	/ x	x /	-do-	x x	/	House Hold	do	6-10-79	8 - 10 AM
4	Taryal	-do-	Miss Kiran Bala	x /	/ x	x /	-do-	x x	/	/do/	do	2-03-81	9 - 11 AM
5	Chekasadda	-do-	Bais Dev	/ x	/ x	x /	-do-	x x	/	Agriculture	do	10-10-77	5 - 7 PM
6	Charpar	-do-	Miss Ver-She Devi	x /	/ x	x /	-do-	x x	/	H/ Worker	do	5-9-85	12 - 2 PM
7	Chakbhagta	-do-	Sita Ram	/ x	/ x	x /	-do-	x x	/	Agriculture	do	1-1-79	5 - 7 PM
8	Rajpora II	-do-	Ramesh-warchand	/ x	/ x	x /	-do-	x x	/	-do-	do	1-4-81	6 - 8 PM
9	Malini	-do-	Raj Kumari	x /	// x	x /	-do-	x x	/	H Worker	do	6-10-79	8 - 10 AM
10	Sanoora	-do-	Miss Shakhi Devi	x /	/ x	x /	-do-	x x	/	-do-	do	4-11-85	8 - 10 AM

No. of Instructors	Sex M/F	Category SC ST OTHERS	No. of instructors L	No. of Instructors N LOCAL	No. of Instructors Trained Un-trained	Qualification High	Occupation AGR G.S. H Worker
10	5 5	1 x 9	10	x	x 10	10	5 x 5

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- 1-Serial Number
- 2-Name of the Centre
- 3-**General** Condition of the Centre
- 4-~~A~~Availability of Res. Material
- 5-Regularity of Instructor
- 6-Instructor kno
- 7-Instructor communicative skills
- 8-Instructor Class Management
- 9-Org; of T|L Activities
- 10-Org; Co-curriculum Activities
- 11-Regularity of Learners
- 12-Appearance of Learners
- 13-Involvement of Community
- 14-Evaluation as a whole.

The analysis of the above data is as under :-

1. There are 5 male & 5 female instructors out of which one male instructor belongs to 'scheduled' caste and rest of them (90%) are coming from other background.
2. All the ten instructors are Matriculates have no training and no professional experience.
3. 50% Instructors are Agriculturists by occupation and other 50% instructors are House-hold workers doing work in un-organised sector of labour. It means that Educated unemployed Yough is available.
6. All the ten instructors are getting Rs.100/-PM as pocket allowance regularly.
7. One centre is working from 4 PM to 6 PM, two from 6-8 PM three centres from 8-10 AM, one 9-11 AM, 2 from 5-7 PM & one from 12 to 2 PM. It means that 50% centres are working in the evenings and 40% in the Morning hours and 10% during day time.

8. Two of the centres are functioning for the last one year; two for the last 5 years, 5 for the last seven years and one for the last about nine years, which means that only 20% centres are newly opened while 70% centres in the Block are there for the last half a decade and 10% right from the inception of the scheme. Most of the centres, therefore, must have achieved the objectives of universal enrolment and that of Non formal Education system which remains a question. Perhaps nothing tangible has accrued thereof.

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Conclusion :-

1. That both male & female qualified unemployed Instructors are available to man the centres.
2. That Agriculture and working in the unorganised sector is the main occupation of the instructors.
3. That the time schedule of working is evenings & mornings mostly and two hours is the duration.
4. That most of the centres are functioning for more than five years.
5. That all the instructors do not have any professional experience and needed training which has remained the weakest link.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
31	1	Begian	Bani Kathua	Rattan Chand	/	x	/	x	/	Matric	Nil	Rs.100	23	- 1 - 1985	10-12 Noon
32	2	Kilore	-do-	Udho Ram	/	x	/	x	/	Middle	do	do	1	- 5 - 1984	12-02 PM
33	3	Sandor	-do-	Devi Datta	x	/	/	x	/	Middle	do	do	17	- 11 - 1980	10-12 AM
34	4	Manli	-do-	Krishan Chand	/	x	/	x	/	Matric	do	do	6	- 9 - 1982	-do-
35	5	Thara	-do-	Gurdevesingh	/	x	/	x	/	Middle	do	do	1	- 3 - 1985	-do-
36	6	Machwa	-do-	Rattan Singh	/	x	/	x	/	Middle	do	do	1	- 5 - 1984	-do-
37	7	Dhoula	-do-	Hari Lal	/	x	/	x	/	Middle	do	do	15	- 5 - 1985	8AM-10AM (April-Sept) (10AM-12 PM) (Oct.-March)
38	8	Talhal	do	Jagat Ram	/	x	/	x	/	Middle	do	do	3	- 4 - 1985	10-12 Noon
39	9	Kothru	do	Anti Devi	x	/	/	x	/	Matric	do	do	15	- 15 - 1985	12-2 PM

No. of Instructors	Sex		Category others	No of Instructors		No of Instructors		Qualification		Occupation	
	M	F		Local	N/Local	Trained	Untrained	High	Middle	Agri	Inst-
9	7	2	9	9	x	x	9	3	6	8	1

The above data is interpreted as under :-

1. There are only nine centre functioning in the Block.
2. Seven Instructors are male and two Female and none of them belongs to Scheduled Caste/Scheduled Tribe.
3. All the nine Instructors are untrained having no professional experience parts or full.
4. Out of nine Instructors three are Matriculate and six are Middle pass.
5. The main occupation of eight Instructors is Agriculture and one is doing Instructor job. Working in the centre is the part time job for the Instructors.
6. The timing of six centres is 10 AM.- 12 Noon; two centres is 12 Noon - 2 PM and one centre is 8 - 10 AM (Summer) and 10-12 Noon (winter).
7. Four centres are functioning for last $1\frac{1}{2}$ years; one is a newly opened centre.

Conclusion :-

1. That the timings are during day time mostly and the duration is two hours.
2. Most of the centres are new ones and only two centres

can be said to be old.

3. That 80% Instructors are male and 20% Female, 70% having Middle pass qualification and 30% Matriculation.
4. That training, which becomes all the more essential because of the Instructors not having professional experience, has not been imparted.
5. That 89% Instructors come from Agricultural Sector and teaching in Non-formal Centres is a part time job which they are performing during off-time round the year.

P A R T - II

Training of the Instructors.

None of the Instructors has been imparted training. Teaching Learning material used in the Non-formal Education Centres -----.

Almost all the Instructors are one in reply that teaching learning material is not used in a proper manner because of its untimely supplying and not in sufficient number. It is used upto 2nd primary level only.

Language

About 60% centres are using Chinar Test Books I and II only when its number is five.

Math : In maths mostly three basic Text Books are being taught in 50% of the centres while the others are doing without any text book which is clear from the replied of Beeru Instructors.

Social Studies & General Science :

With regard to Social Studies and General Sciences, no text book is being taught in almost all the centres even basic text book prescribed and prepared by any agencies are not being taught. The respondents (Instructors) have gone to the extent of saying that these books have not been supplied to them.

The analysis shows that only two classes are being run and then the learners drop out do not continue to come to the centres for reasons unknown.

Though Urdu and Numeracy is being taught, the supplementary material in these subjects is nowhere in vogue. But in Beeru Block Arabic books are taught as supplementary material.

contd/-

The analysis makes it clear that the time taken to teach languages and numeracy is more than specified. No book is taught within the stipulated time and the Instructors are of the opinion that more time than prescribed is needed for teaching them.

The Instructors have read these Text Books of languages and numeracy at other places even and allow the learners to take them to their homes.

As per the analysis, the students do not read these books outside the centres. Therefore allowing them to take these books to home is a futile exercise. Either they do not feel interested or motivated or also other conditions preclude to read these text books outside the centre. There is no other procedure adopted a part from teaching these books.

Checking of General cleanliness and advising the students for being clean are the only ways of developing habits regarding health and Hygiene.

Lectures loom large in all ten centres of Narbal Block though demonstration and learning by doing also are the method used by Instructors for teaching languages. In 50% centres role play is also observed. In Beeru Block Drill and lecture is used as a method. In the teaching of Mathematics

also, Demonstration and learning by doing are the methods in use in all the ten centres through lecturing by doing are the methods in 50% centres. Description and learning by doing are the methods used in the centres of Block Beeru. Since no books Sciences and Social studies are being taught, therefore, the item of method is irrelevant.

Entry Competence is the only way to organise the classes with the result that no classification for different ability groups takes places on the basis of age, achievement, and general ability of the learners.

Being lone instructors, monitor system and work assignment becomes the method of instructional organisation Time Table is framed and allotted time for languages and Mathematics is given to them as per time table.

The supervisor and the Block Education Officer visit all the centres every month as per the Master compilation plan.

The Instructors wish to have model lessons demonstrated by the supervisors perhaps due to non-availability of training to instructors.

There is a frank confession from the Instructors of Narabal Block that they do not try to evoke community participation. Only 10% of the centres have tried to ensure this participation by including people of the village by arranging their meetings for increasing the roll. The instructors of Beeru Block do ensure community participation by including village leaders and other after framing village uplift committees.

Since no training has been imparted, therefore the items pertaining to areas, frequency, methods, duration, mode, purpose objectives, content etc., are irrelevant.

The material and training input is lacking and poses a difficulty. The help rendered by Administration stop after the distribution of teaching learning material that too in a slipshod manner. The Instructors expect the administrators to provide teaching learning material, teaching aids, coir-matting rent facilities and training inputs alongwith the enhancement in the remuneration.

(RATING CHART OF NON FORMAL EDUCATION CENTRES ADMINISTERED BY THE)
(INVESTIGATORS)

BLOCK HARDOO PANZOO (BEERU) (23)

1	2	3	4	5	6	7	8	9	10	11	12	13	14
								%	"	+	\$	()	=
1. Alangucho	Poor	Poor	Good	Good	Good	Average	Good	Average	Average	Poor	x	Good	
2. Sail	Average	Poor	Average	Poor	Poor	Poor	Poor	Poor	Poor	Poor	x	Poor	
3. Kandoorah	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	Poor	Poor	x	Poor	
4. Khatiruna	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	x	Poor	
5. Sonapah	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	x	Average	
6. Sodiporah 'A'	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	x	Poor	
7. Sodiporah 'B'	Poor	Poor	Average	Poor	Poor	Poor	Poor	Poor	Poor	Poor	x	Poor	
8. Kral Mullah	Poor	Poor	Poor	Good	Average	Poor	Poor	Poor	Poor	Poor	x	Poor	
9. Aripnathan	Poor	Poor	Average	Poor	Poor	Poor	Poor	Poor	Poor	Poor	x	Poor	
10. Hazerpora	Poor	Poor	Poor	Average	Average	Average	Poor	Average	Average	Average	x	Average	
	0+1+9	0+0+10	1+3+8	2+1+7	1+3+6	0+2+8	1+0+9	0+2+8	0+2+8	0+5+5	0+0+0	1+2+7	

The table above reveals that the general condition (Physical, local, sitting arrangement, space, writing material, drinking water and lavatory facilities etc), of the centres is very poor (90%).

2. The availability of play things and teaching aids are not at all available hence (100% poor).

3. Sixty percent instructors are irregular, only 30% are partially punctual in coming to the centres and only 10% are punctual.

4. 70% instructors do have no knowledge of the content in basic disciplines, local environmental vocations and broad national and social environment. While 10% have it on an Average and 20% are good in having this knowledge.

5. The competence in communicative skills of 60% instructors is absolutely poor. 30% are having it at an average rate and only 10% instructors are good in these skills.

6. 80% instructors do not possess class management techniques. Only 20% can manage the class that too on an average basis.

7. 90% instructors do not possess any competence in organising the T|L activities for the learners in these centres.

9. Only 20% learners are partly regular in coming to the centres. 80% are completely irregular & unpunctual.

10. While seeing to the cleanliness (personal & environmental), 50% learners are poor and 50% average.
11. Local community participation on the centres for its betterment is a misnomer in all the centres of the Block.

Conclusion :-

We can safely conclude that 70% centres are poor in all respects; only 20% are working on an average basis only 10% satisfactorily.

Area : DISTRICT : BADGAM

1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Bundagam	Average	Poor	Excellent	Poor	Poor	Average	Poor	Poor	Good	Poor	Poor	Poor	Poor
2. Russu	Poor	Poor	Good	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	Poor
3. Cherhar	Poor	Poor	Good	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	Poor
4. Bunmakahana	Poor	Poor	Excellent	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	Poor
5. Pethkanihama	Good	Poor	Good	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	Poor
6. Yari Gund 'A'	Poor	Poor	Good	Good	Good	Good	Poor	Poor	Good	Good	Good	Good	Good
7. Yari Gund 'B'	Poor	Poor	Average	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	Poor
8. Paripora	Poor	Poor	Good	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	Poor
9. Purne Shudershah	Poor	Poor	Average	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	Poor
10. Magan	Average	Poor	Excellent	Good	Poor	Poor	Poor	Poor	Good	Poor	Poor	Poor	Poor
	1+2+3	0+0+10	3+4+3+0	2+0+8	1+1+9	1+10+8	0+0+10	0+0+10	3+7+0	1+0+9	1+1+8	1+0+9	

Block Narbal : Distric : Badgam :

Sl	Name of the Centre	Centre's General Condition	Availability of Res. Mate	Instructor Regularity	Instructor Knowledge	Communicative skills of Instr
1.	Bundagam	Average	Poor	Excellent	Poor	Average
2.	Russu	Poor	Poor	Good	Poor	Poor
3.	Cherhar	Poor	Poor	Good	Poor	Poor
4.	Bunmakahama	Poor	Poor	Excellent	Poor	Poor
5.	Paripora	Poor	Poor	Good	Poor	Poor
6.	Pethakanihama	Good	Poor	Good	Good	Good
7.	Yari Gund 'A'	Poor	Poor	Average	Poor	Poor
8.	Yari Gund 'B'	Poor	Poor	Average	Poor	Poor
9.	Purne Sudershan	Poor	Poor	Average	Poor	Poor
10.	Magam	Average	Poor	Excellent	Good	Poor
		1+2+7	0+0+10	3+4+3+0	2+0+8	1+1+8

Instructor class management	Org. T L Activity	Org. of Co-Curri Activity	Learners's Regularity	Appears of learners	Inovlvement of learners	Evaluation as a whole
Average	Poor	Poor	Good	Poor	Poor	Poor
Poor	Poor	Poor	Average	Poor	Poor	Poor
Poor	Poor	Poor	Average	Poor	Average	Poor
Poor	Poor	Poor	Average	Poor	Poor	Poor
Poor	Poor	Poor	Average	Poor	Poor	Poor
Good	Poor	Poor	Good	Good	Good	Good
Poor	Poor	Poor	Average	Poor	Poor	Poor
Poor	Poor	Poor	Average	Poor	Poor	Poor
Poor	Poor	Poor	Average	Poor	Poor	Poor
Poor	Poor	Poor	Good	Poor	Poor	Poor
1+1+3	0+0+10	0+0+90	3+7+0	1+0+9	1+1+8	1+0+9

The analysis of the table shows the results as follows :-

1. 70% centres are lacking physical facilities, sitting, drinking water, location, space & writing facilities & 20% are having them on an average basis.
2. All the ten centres are not having recreational & teaching aid facilities.
3. 30% instructors are partly regular, 40% are regular and 30% are strict in attendance and teaching.
4. 80% instructors are very poor in their knowledge of content in basic disciplines, local & national environmental etc;
5. 90% instructors are lacking communication skill competence.
6. Instructors to the extent of 80% do not have class management capacity.
7. All the instructors in all the ten centres are incompetence in so far as their competence in organising different activities for their learners is concerned.
8. 100% instructors cannot organise any activity of co-curricular nature for their learners.
9. 70% learners in these centres come on an average to these centres and only 30% learners really punctual.
10. 90% learners of this Block appear to have poor personal and environmental Hygienic conditions.
11. The community involvement in the betterment of these centres is very poor. Only 10% involvement from community forthcoming.

Conclusion : 70% centres are poor in functioning; 20%

BLOCK GRAMMAL DISTRICT : KATHUA

1	2	3	34	5	6	7	8	9	10	11	12	13	14
1. Rajpora I	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor
2. Jarrian	Poor	Poor	Good	Average	Poor	Average	Average	Poor	Average	Average	Poor	Poor	Poor
3. Charpar	Average	Poor	Average	Poor	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor
4. Chakhagat	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor	Poor
5. Taryal	Average	Poor	Good	Average	Poor	Average	Average	Poor	Good	Average	Poor	Average	
6. Chakkhatrian	Average	Poor	Average	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	
7. Chaksakda	Average	Poor	Good	Average	Average	Average	Average	Poor	Good	Good	Poor	Average	
8. Rajpora II	Average	Poor	Average	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	
9. Malani	Average	Poor	Average	Poor	Poor	Poor	Poor	Poor	Average	Poor	Poor	Poor	
0. Sanoora		Poor	Average	Poor	Poor	Poor	Poor	Poor	Average	Good	Poor	Poor	
	0+7+3	0+0+10	3+5+2	0+3+7	0+1+9	0+3+7	0+3+7	0+0+10	2+6+2	2+2+6	0+0+10	0+2+8	

BLOCK GHUDWAL | DISTRICT : KATHUA

Sl No	Name of the Centre	General Condition of the Centre	Availability of Resource Material	Instructor Regularity	Instructor Knowledge	Communication skills of
1.	Rajpora I	Poor	Poor	Poor	Poor	Poor
2.	Jarrian	Poor	Poor	Good	Average	Poor
3.	Charpar	Average	Poor	Average	Poor	Poor
4.	Chakbhagat	Poor	Poor	Poor	Poor	Poor
5.	Taryal	Average	Poor	Good	Average	Poor
6.	Chakkhatrian	Average	Poor	Average	Poor	Poor
7.	Chakasadda	Average	Poor	Good	Average	Average
8.	Rajpora II	Average	Poor	Average	Poor	Poor
9.	Malani	Average	Poor	Average	Poor	Poor
10.	Sanoora	Average	Poor	Average	Poor	Poor
		0+7+3	0+0+10	3+5+2	0+3+7	0+1+9

Class Management Instructor	Org. of T/L Activities	Org. of Co-Cur- riculum Activity	Instructor Regularity	Appears of learners	Involvement of community	Evaluation as a whole
Poor	Poor	Poor	Poor	Poor	Poor	Poor
Average	Average	Poor	Average	Average	Poor	Poor
Poor	Poor	Poor	Average	Poor	Poor	Poor
Poor	Poor	Poor	Poor	Poor	Poor	Poor
Average	Average	Poor	Good	Average	Poor	Poor
Poor	Poor	Poor	Average	Poor	Poor	Poor
Average	Average	Poor	Good	Good	Poor	Poor
Poor	Poor	Poor	Average	Poor	Poor	Poor
Poor	Poor	Poor	Average	Poor	Poor	Poor
Poor	Poor	Poor	Average	Good	Poor	Poor
0+3+7	0+3+7	0+0+10	2+6+2	2+2+6	0+0+10	0+2+8

The statistics as per above chart reveals that 70% of the centres in Ghagwal Block of Kathua District are very poor in so far as their general condition is concerned. Other 30% centres are having general conditions on an average which cannot be termed as satisfactory. The physical facilities like ventilation, seating and lighting arrangements, availability of clean drinking water, lavatory facilities, and availability of reading and writing material - pre-conditions for a learning situation - are almost not in consonance with average norms.

The resource material like play activities, A.V. Aids of simple nature, T|L materials are very poor in all the ten centres of the Block.

20% centres are manned by irregular Instructors, whileas Instructors in 50% centres are attending their centres on an average basis and only 30% centres have the fortune of having punctual instructors.

In so far as knowledge of contents and methodology of instructors manning these centres are concerned, 70% instructors are having very poor knowledge and only 30% instructors can do a bit but not satisfactory.

The competence in communication skill of 90% instructors is absolutely poor and only 1% of instructors can communicate with the learners, public on an average.

70% instructors do not have any capacity to manage the class and only 30% instructors can manage it.

It is to note that 70% of instructors do not have any capacity of organising T/L activity only 30% of instructors can organise such activities that too nominally and can not be termed as satisfactory. Activities like dramas, stories, skits, awareness programme; motivational techniques are out of their comprehension.

Co-curricular activities are quite away from the reach and comprehension of these instructors consciously and unconsciously.

20% centres have poorly attending learners, 60% centres have average attending learners and only 20% centres are fortunate enough to have regularly attending learners.

60% centres have learners with poor outer appearance, 20% centres have learners having average good look and only 20% centres are lucky enough to have good looking learners.

All the centres of the Block are unfortunate to muster and evoke any participation and involvement of the community. As if the word does not figure in their dictionary.

In summation it can safely be said that 70% centres are poorly managed in every way and 29% are manage on an average basis and only 1% centres are somewhat good what is general evaluation column reveals is that 80% centres can be termed as good.

The safe conclusions drawn from above analysis is as under :-

.....contd/-

Conclusion :

1. That the general condition of the centre is poor.
2. That there is no availability of resource material in these centres.
3. That the instructors do not possess any competence to man these centres efficiently.
4. That most of the instructors cannot communicate affectively with the largest group.
5. That they do not have knowledge and skill to teach the content effectively as it cannot be accepted of them to organise any T/L activity and co-curricular activities in these centres.
6. Given the above conditions, the learners who are mostly having bad-appearance do not attend the centres regularly, and
7. That the community does not feel any motivation to involve itself in the day-to-day functioning of these centres as if they do not exist for it.

BLOCK BANI DISTRICT : KATHUA

Sl. No.	Centre name	General conditions of the Centres	Availability of Res. Materials.	Regularity of the Instructor	Instructor Knowledge	Communicative skills of the Instructor
1.	Dhoola	Poor	Poor	Average	Average	Average
2.	Kathru	Average	Average	Good	Average	Good
3.	Talchal	Poor	Poor	Average	Average	Average
4.	Kilore	Poor	Poor	Average	Average	Average
5.	Sander	Poor	Poor	Average	Average	Average
6.	Machwa	Poor	Poor	Average	Poor	Average
7.	Begin	Average	Average	Good	Average	Good
8.	Dandi	Poor	Poor	Average	Average	Average
9.	Thara	Average	Poor	Average	Average	Average
		0+3+6	0+2+7	0+2+7	0+8+1	2+7+0

<u>Class Management of the Instructor</u>	<u>T/L Activities of the org.</u>	<u>Cu-curricular Activity of Org</u>	<u>Regularity of the learners.</u>	<u>Appearance of learners</u>	<u>Involvement of community</u>	<u>Evaluati as a wh</u>
Average	Average	Average	Poor	Poor	Average	Average
Average	Good	Average	Poor	Poor	Good	Average
Average	Average	Poor	Average	Average	Poor	Average
Average	Average	Poor	Average	Average	Poor	Average
Average	Average	Average	Poor	Poor	Average	Average
Average	Poor	Average	Average	Poor	Poor	Average
Average	Good	Poor	Poor	Poor	Good	Average
Average	Average	Average	Average	Average	Average	Average
Average	Average	Average	Average	Poor	Poor	Average
0+9+0	2+6+1	0+6+5	0+5+4	0+3+6	2+3+4	0+8+1

While Analysing the above table, following facts are clear :-

1. The condition (physical and general) of 67% centres is very poor, and of 33% centres are average.
2. 78% centres have no resource material available to them while as only 22% centres do have average availability of the resource materials.
3. Instructors of 78% centres are attending the centres on an average while as 22% of centres are lucky enough to have punctual instructors.
4. 11% centres have instructors who have very poor knowledge of the content and methodology whereas 89% centres do have instructors who have some knowledge.
5. 78% instructors can communicate on an average basis with the learners and the community and 22% of instructors are good at their skill.
6. 100% centres have setting and instructors who can manage the centres.
7. 11% centres have the instructors who can not organise T|L activities necessary for effective class teaching 67% centres have instructors who can organise these activities on an average and 22% centres are having instructors who can effectively manage such things.
8. 56% centres are poor co-curricular activities and 44% centres have average co-curricular activities.

9. 44% of the centres have poorly attending learners whereas 56% centres have average attending learners.
10. The learners in 67% centres do not possess a good appearance whereas 33% centres have good looking learners.
11. Community involvement in 45% centres are very poor, in 33% centres are on an average and 22% centres are lucky enough to boast of this involvement.
12. The evaluation as a whole shown above reveals that 11% centres are poor, 89% centres are functioning on an average in so far as regularity of attendance by the instructors and learners; availability of T|L materials, facilities for the organisation of T|L and others co-curricular activities, knowledge and skill of instructors and above all general condition of the centres in the block is concerned (K.T.D)

(RATING CHART OF NON FORMAL EDUCATION CENTRES ADMINISTERED BY THE PROJECT COORDINATOR)

Sl. No.	Centres Name	General condition of the centre	Availability of Res. materials.	Regularity of Instructor	Communicative skills of the Instructors.	Class Management of the Instructor
1.	Kralnohalla	Good	Poor	Average	Good	Average
2.	Sonapah	Poor	Poor	Poor	Poor	Poor
		1+0+1	0+0+2	0+1+1	1+0+1	0+1+0
<u>Narbal Block</u>						
3.	Cherhar	Poor	Poor	Poor	Poor	Poor
4.	Pethkenihana	Average	Poor	Average	Good	Average
		0+1+1	0+0+2	0+1+1	1+0+1	0+1+1
<u>Chugwal Block</u>						
5.		Poor	Poor	Average	Poor	Poor
6.		Average	Poor	Poor	Poor	Poor
		0+1+1	0+0+2	0+1+1	0+0+2	0+0+2

The data collected from the Primary sources by the Investigators who were supplied with the Questionnaires, Schedules and other relevant tools was to be authenticated further. It was envisaged that the Project Coordinator also visits some of the centres, selects two centres out of each Block and with the help of some tools gives his/her own analysis and rating of these centres, This would help in comparing the results of the evaluation so that conclusions drawn are not absolutely subjectwise-based.

The table shows the centres selected and the Chart depicts the rating of the centres done by the Project coordinator.

- Hardo Panzoo Block :-
1. One centre is having poor condition and another good.
 2. The availability of resource material in centres is poor.
 3. The Instructor in one centre is not often attending the centre whileas the Instructor in another centre is going sometimes to his /her centre.

4. The Instructor of one centre is having a good knowledge but average communicati · skill whereas the second one is poor both at knowledge and communi-
cative skill.
5. One Instructor is rumming the centre on an average while as another is poorly managing the centre.
6. The Teaching Learning activities are being organi-
sed on an average in one and are poor in another.
The co-curricular Activities are very poor in both.
7. The learners attendance in both the centres is poor.
but the general appearance of learners in one centre
is good and in another poor.
8. The community involvement is very poor.

Overall conclusion is that one centre (Kralmohalla) is running on an average and another centre (Sonpah) is poorly managed in every item under study here.

Narbal :- 1. The table shows again that the general condition, availability of resource material, regularity of instructor and learners in attending the centre, knowledge and communicative skills of Instructors organisation of Teaching Learning and other co-curricular activities and community involvement in Cherahar centre is poor whereas in another centre of the Block (Pethakanihama) the items are mostly average.

Charwal Block :-Charpar is the centre which is poorly managed as its general condition availability of resource material, Instructor's knowledge skill, class management, organisation of Teaching learning and co-curricular activities, regularity of learners and community participation is very poor. The same has been the rating of the Project Coordinator with regard to all the items of another centre of the Block (Chak Khatrian).

Comparison of Ratings of Project Co-ordinator and Investigators :

Almost every item of the analysis is corroborating.

General Conclusion:- That 90% of the centres under study in both the Districts are poorly functioning.

CHAPTER IV Supervisions of the Non-formal Education centres.

1. About the Supervisor : (his background) in terms of his qualifications, training experience.
2. About the nature of supervision : purpose and frequency of Supervision, intensity of Supervision, areas of supervision tasks and competencies of the supervisors, average physical proximity to the Non-formal Education Centres.

INTRODUCTION :-

Building work of an edifice or a pyramid cannot be completed if only cement, bricks, Iron/Steel, human material like Engineers, masons, Carpenters are available and nobody is there to supervise the total work during the implementation stage. In an edifice where human resource development is the main objective, the functioning of a supervisor becomes all the more necessary.

He is not to be thought of as a task master, Inspector to find faults but he is a friend, philosopher, guide and helper. HE/She is a link between the instructor and the Administration on the one side and between community and the implementers on the other.

His/her functions are not only to maintain daily diary of his visit to a centre, but has to arrange the procurement and distribution of Teaching Learning material, helping demonstrate lessons, guiding the instructors in teaching methodology, preparation of Audio Visual aids and a host of other minor functions overseeing, keeping a complete vigil on the scheme right from its take off stage through implementation and periodic monitoring duty. Therefore, his/her competence, family and educational background, qualifi-

ention commitment, attitude, behavior, competence-professional and academic, will definitely have an influence over his/her functioning for a scheme which is an alternative to a scheme of which he himself is a product.

In the proceeding page, we shall see how far the supervisor has been able to accomplish his task as per norms and what deterrents are there for his/her ineffectiveness if any and also what he suggests for the improvement of the scheme.

TABLE SUPERVISORS

Serial Number	Name of the Supervisor & Cen.	Age	Residence	Qualification	Supervisory Experience.	Trained/ un-trained	Area of Supervision
1.	Mr. Ghulam Ahmed Sheikh <u>Beeru</u> Badgan	48	Sail P.P. Hardoo Panzoo Beeru	Matriculate and Fazil Deniyat	1 1/2 years	Untrained	Content area Method of Teaching. Communication in and out side class, organising co-curricular activities, organising of centres in a planned manner.
2.	Mr. Ghulam Mohi-Ud-Din Wani. <u>Narbal</u> Badgan	41	Mazhama Narbal.	B.A., B.Ed.	1 1/2 years	-do-	Content area, Method of Teaching Diagnostic evaluation and feed back, organising of centres in a planned manner, organising of co-curricular activities communication in and outside class.

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Frequency of supervision	Purpose of Supervision	Number of Centres assigned.	Residence to nearest cent res.	Maximum between 2 centres	Farthest Centres.
month	To verify regularity of functioning of centres, to look into academic record, to verify coverage of syllabus, To help and guide centres to Verify pupil's progress.	24	Zero	3	25
-do-	To verify pupil's progress, to verify coverage of syllabus, to guide and help centres, to sort out academic problems of centres, to verify regularity of functioning of centres, to evoke participation of local persons to look into monthly reports to look into academic records.	-do-	28		

SL NO	BLOCK DISTT	NAME OF THE SUPERVISOR	AGE	RESIDENCE -----	QUALIFI -CATION	SUPERVISORY EXPERIENCE	TRAINED/ UNTRAINED	AREA OF THE SUPERVISION	FREQUENCY OF SUPER.	PURPOSE OF SUPERVISION	No. of	Res to	Max bet ween	Part hest cen tre
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3.	Bani Kathua	Shri Dharam Chand Sharma	35	Village Kanthal 10 Beni	Matric B.E.C.	7 months	Untrained	Method of teaching organising of cocur- ricular activities, organising of centre in a planned manner content area, communication in and outside class	Once in three months	To verify functiong of centres, to verify Pupil's progress, to evoke participa- tion of local per- sons, to verify cove- rage of syl- labus, to sort out academic pro- blens of cen- tres, to guide and help centre to look into monthly reports to look into academic records.	11	4 km	10 km	25 km
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The table (Supervisors) reveals :-

1. That the age-range of the supervisors is between 35-50 years (Adults).
2. That they have been selected from the Block wherefrom they will hail and the nearest centre is within their vicinity for 67% cases whereas in 33% cases it is hardly 4 kms.
3. That 2 out of 3 supervisors are engaged for $1\frac{1}{2}$ years and one supervisor is working for only 7 months.
4. That 2 supervisors are Matric with Additional qualification of Fazil Dinyat (Arabic) in one case and Elementary Education trained in another case. The third supervisor from Narbal Block District (Kashmir) is a trained graduate.
5. It is unfortunate that no training in Non-formal education system has been imparted to any of the supervisors.
6. The distance between 2 centres is 3 kms. in Hardeo Panzoo (Beeru) Block and 10 kms. in Bani Block of Jammu. This means that the centres are far off from one another. In Jammu it can be

attributed to scatter population but in Kashmir the reason is not known.

The farthest centre to be supervised is 17 kms. in Hardopanzoo (Beeru) Block, 26 kms. in Narbal Block and 25 kms. in Bani Block, Jammu Province.

The supervision cannot be well-knit and frequent under such circumstance because of non-provision of travelling facilities particularly in such rural areas where means of transport have not developed so far.

Because of long distance between the 2 centres, the supervisor must not be able to supervise 2 centres a day even on continuous move, he must be once in a centre but one day can not suffice to do justice with his job as many things are to be supervised.

Conclusion Local qualified people are available but lack of travelling facilities and scattered nature of centres is a bar to effective supervision.

Frequency :- The supervisors visit the centres once a month in 2 blocks of Kashmir and the supervisor from Bani Block pay's a visit to the centres assigned to him once in 3 months.

Rationale :-

The rationale behind the frequency of visits is to give academic guidance to the Instructors, orient them with new approaches and evaluate student performance.

Purpose of Visit :-

Preference. The purpose of visit is as under :-

In Hardo Panzoo and Bani Block first preference is given to the verification of regularity of functioning of centres whereas in Narbal Block the first preference is given to the verification of Pupil's progress.

Supervisor of Narbal Block gives 2nd preference to checking of coverage of syllabus, supervisor of Hardo Panzoo Block give preference to check academic record and supervisor of Bani Block Jammu gives 2nd preference to checking of Pupil's progress. 3rd preference is given to coverage of syllabus by Hardo Block supervisor and evoke participation of local persons by Bani Block supervisor whereas Hardo Panzoo Block supervisors prefers helping teachers at 4th point, Narbal Block supervisors prefers to sort out academic problems and Bani block supervisor gives 4th preference to coverage of syllabus.

The 5th priority of the supervisor of Harde Panzoo Beeru Block in supervision is verification of Pupil's progress :- for Narbal Block is verification of regularity of functioning of the centres and for Bani Block is sorting out of academic problems.

Looking into monthly reports is the 6th priority in supervision of Harde Panzoo Beeru supervisor; evoking participation of local persons for Narbal block supervisor; helping and guiding teachers for Bani Block supervisor. Supervisor of Harde Panoo Block has academic problems sorting as his 7th priority in supervision, while as supervisors of Narbal Block and Bani Block have monthly reports checking as 7th priority. 8th preference for supervising the centres for Harde Panzoo supervisor is evoking local participation, for Narbal and Bani Block supervisors looking into academic record is the 8th priority overall position is that 1st three preferences are pupils progress verification, verifying the regularity of functioning of centres and checking and helping academic nature jobs.

Two hours per month on an average are being spent in one centre by a supervisor which is very less and a futile exercise.

Main functions of Supervisors :-

Helping teachers academically and pedagogically is the 1st priority for all the supervisors under study, Encouraging enrolment is 2nd priority for Narbal and Bani supervisors but Motivating students and teachers is 2nd for Hardo Panzoo Beeru supervisor. The 3rd preference for Hardo Panzoo supervisors is checking records for Award transmission to Higher authorities; working as a liason between Instructor and B.E.O. for Narbal Block supervisor and evoking community participation and Bani Block supervisor Hardo Panzoo Beeru supervisor gives 4th preference to encouraging, enrolment, Narbal supervisor to evoking community participation and Bani supervisor to liason between the Instructor and B.E.O. 5th priority is given to evoking community participation by the supervisor of Haro Panzoo Beeru Block, to motivating students and teachers by Narbal Block supervisor and to inspecting records and accounts by Bani Block supervisor.

Sixth duty performed by Hardo Panzoo supervisor is liason between the centre and the B.E.O. by Narbal Block supervisor is inspecting records of the centre and by Bani Block supervisor it is motivating students and teachers.

Areas of Guide & Help to Teachers :-

First preference is given to content improvement of Instructors by both the supervisors of Kashmir Province (Narbal and Hardo Panzoo Beeru Block) whereas improvement of teaching methods becomes 1st preference of help to instructors by Bani Block supervisor. Methods of teaching is the 2nd main help given to instructors by Narbal and Hardo Panzoo Beeru Block supervisors when organisation of co-curricular activities is the 2nd one for Bani Block supervisor.

The third main area of help is improving communication of Instructor in and outside class by Har-dopanzoo Beeru Block supervisor, diagnostic evaluation and feed back by Narbal Block supervisor and organising of centre in a planned manner by Bani Block supervisor. Organisation of co-curricular Activities is the 4th priority of help given to instructors by Hardo Panzoo Beeru block supervisor, organisation of the centre in a planned manner is 4th priority of help provided to instructors by Narbal Block supervisor and improving content area of the instructors by Bani supervisor. 5th type of help provided to Instructors by Hardo Panzoo Beeru supervisor is improving Diagnostic Evaluation and feed back; by Narbal supervisor is organising co-curricular activities and is communication in and outside school for Bani supervisor.

Last priority is given to organising centre in a planned manner by the supervisor of Hardopanzoo Beeru, to communication in and outside the centre by Narbal supervisor and diagnostic Evaluation and feed back by Bani supervisor.

Conclusion :- Having a look into the above sub-headings of correlated nature viz., purpose of Supervision, main role of supervisor and area in which help is rendered; we notice that supervisor of Bani Block gives top priority to checking regularity of centres and thinks academic and pedagogical help as his 1st and foremost duty and improves methods of teaching of Instructors.

His 2nd priority is verify pupil's progress, encouraging enrolment and organising co-curricular activities.

The third reference is evoking community participation in order to organise the centre in a planned way.

Hardo Panzoo :- 1st priority checking regularity of the centre, helping the Instructor academically and pedagogically, and improving content' are of Instructors.

2nd priority : looking into academic record
notivating students and helping the instructor in
improving methods of teaching.

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3rd reference verifying coverage of syllabus,
scrutinising records and account of the centre and
helping the instructor in communication in and out-
side the centre.

Narbal Block

1st preference : verifying pupil's progress,
guiding the instructor academically and pedagogically;
and improving his content area.

2nd preference : verification of coverage of
syllabus, encouraging enrolment and helping the ins-
tructor in improving his methods of teaching.

3rd preference: Guiding the teachers to teach,
working as a liaison between the instructor and the higher
authorities and helping the instructor in diagnostic
evaluation and feed back. By and large at the super-
visors help the instructor academically, visit the
centres particularly for encouraging enrolment and
checking the regularity of functioning of centres and
for improving the content area and methods of teaching
of instructors.

Another duty assigned to the supervisors is distributing/acquainting and interpreting the materials (curriculum, Text Book, teachers guide, teachers hand book etc., Supervisors of Narbal and Hardopanzoo Blocks undertake the duty of distributing the instructional materials whereas Bani Block supervisor acquainting the instructors with this material. (Beyond Text Books, no other material is prepared by the State for the system).

Maintenance of diary is the procedure adopted by all the supervisors for keeping record of progress of centres.

The procedure adopted to solve the academic problems of the instructors is to depend on the supervisors own knowledge and experience. This shows that lack of training facilities, lack of help in the provision of various facilities by the authorities and less type of help emanating from the community. Though supervisor of Bani Block is getting some help from formal system but it is nominal.

Supervisors of Hardopanzoo and Narbal Block are delivering model lesson to the learners whileas the supervisors of Bani Block assists the learners by providing them with instructional materials.

Calling of meetings and contacting influential people of the community thereby highlighting the importance of the programme are the specific activities of all the supervisors for generating public awareness.

The discussion with higher authorities revolves mostly round the timely supply; lack of instructional material and inadequate provision of accomodation; rent and travelling facilities. Less amount of discussion takes place on academic type of problems.

In Hardeo Fanzoo Block 33% instructors are poorly motivated, 33% are reasonably interested and 21% take good care and 13% are totally dedicated. Narbal Block:

Narbal Block: 18% are poorly motivated and some number is taking good interest, only 10% are reasonably interested and 54% are totally dedicated.

Bani Block: All the centres have poorly motivated instructors.

Appropriateness of methods used by Instructors:

Hardeo Fanzoo: 34% are using poor methods, 33% are average centres, 20% are good at methods used at centres and 13% are excellent. Narbal: 18% are poor, 29% are average, 53% instructors are good at using methods at the centres.

Bani Block:100% Instructors are average in so far as methods used in centres are concerned.

Academic Competence of Instructors

Hardeo Fanzoo : 50% are poorly competent academically; 25% are average, 17% good and 8% are excellent.

Narbal : 39% Instructors are poor, 39% average and 22% are good.

Bani : All the nine instructors are average in their academic competence.

100% instructors in all the three Blocks under study are having general awareness about the Non formal Education system and concerned Instructional material.

General Performance of Learners

	<u>Academic Competence</u>	<u>Vocational Competence</u>	<u>Discipline & Manners</u>	<u>Co-curricular Activities.</u>	<u>Neatness and Cleanliness.</u>
Hardeo Fanzoo (Beeru)	Average	x	Average	x	Average
Narbal	Average	x	Poor	Poor	Average
Bani	Poor	x	Average	x	Average

The above table depicts that academic competence of learners is average in 2 Blocks of Kashmir Province and poor in Bani Block; Discipline and manners of learners in the Centre is average in Hardeo Panzoo and Bani whereas it is poor in Narbal Block. Performance in Neatness and Cleanliness is average in all the blocks under study. Nothing has been shown against the performance of learners in vocational competence and co-curricular Activities. It means that no provision has been made for the organisation of co-curricular activities for improving the vocational competence of the learners. (The Study does not corroborated as the mention about the organisation of co-curricular Activities has been made by the Supervisors under point No.17 of Questionnaire).

It is very sad that no pre-service or In-service training programme has been arranged or organised by the concerned department.

Suggestion made by Supervisors concerned with regard to any nature of duties of supervisors by nature and scope of training courses with respect to taste and competencies are as follows :-

1. All the supervisors are expecting themselves to check the regularity of functioning of centres to orient the instructors with the latest techniques

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of teaching and to help the instructors in evoking public cooperation for enrolment enhancement and finally solving the other problems relating to academic nature.

2. Training courses both in-service and pre-service be organised for the benefit of the supervisors particularly for improving their content and methodology.

3. Other type of suggestions put forth by the supervisors concern the timely availability of Teaching Learning materials, provision of basic facilities and last but not the least allocating more funding for the programme with respect to enhancement of Instructors and Supervisor's remuneration, seating and accommodation arrangements and purchase of items related to publicity, motivation and other co-curricular activities.

Conclusion :- The centres are poor, instructors also are average in academic performance, competencies and supervisors along with Instructors need orientation/training programme and more funding is required. Teaching learning material is a need and public co-operation is must.

|| CHAPTER V ||NFE Children and their Academic Achievements.

1. Student performance in NFE (Subjectwise and Cumulative) on the variables of Male/Female, SC|ST| Others, age-group.
2. Comparison of performance (on similar variables) with Formal Schools children in terms of frequency of marks attained in a particular range of marks.

Introduction :

Child is the father of the man. For better tomorrow, we need to work for the betterment of the children. They are our hope, future and everything. Four hundred million children in south Asian region suffer from malnutrition, maladjustment, with the result that they become parasistes; handicapped, and detorrent to the national progress, if something tangible is not done for their upliftment.

Different agencies are working for children and many concrete schemes are going on and other schemes are on the anvil to make their future so that they do not complain, when we are not here, that their predecessors did nothing for them and have left them on their own. Nutrition packages, health and

hygiene, check of population control, immunisation, betterment schemes, for malnourished and handicapped children, awareness and literacy programmes are being taken up by every country on top priority basis now-a-days.

The most important input needed for the successful implementation of all the above schemes is to provide them education and conscientise them about their surroundings.

Formal Education is a Social commitment but non Formal Education meant for those children who wish to help their poor parents monitorily by working somewhere and become literate themselves is both a right to the weaker section and a duty for the society at large. The objective of Non-formal Education System is again the same as that of Formal one-to prepare the child for future responsibilities by providing him/her with facilities of schooling so that proper attitudes are formed, he/she faces the challenges of life, adjusts himself/herself in the society, has his/her proper place fixed in the social set-up. Therefore his/her academic achievement must be at par with those of his/her counter parts in Formal system because the same inputs, facilities are provided to him/her barring a set system of timing, duration.

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We are aware of the shortcomings on various fronts¹ of the scheme particularly the inputs, resources and its modest beginning since a decade only but these things should not have a marked different in their academic achievement.

. The analysis of their academic performance has been done keeping in view these bottlenecks.

V
CHAPTER

Non-formal Education Children and their Subject-wise
Achievements

Name of Part-time Centre :- Alamguchoo Code No:-1

Block : Hardeo Panzoo (Beeru) District Badgam.

Sl. No.	Code No. of Learners	Age		Sex		Category SC/ST/Others	Leno	Marks		
		-11	+11	M	F			EVs	Math	Total
1.	3	/	x	/	x	x	7	7	14	28
2.	4	/	x	/	x	x	8	6	14	28
3.	7	/	x	/	x	x	6	12	12	36
4.	9	/	x	/	x	x	9	10	16	35
5.	10	/	x	/	x	x	8	10	15	33
6.	11	/	x	/	x	x	7	10	14	31
7.	12	/	x	/	x	x	12	10	18	40
8.	15	/	x	/	x	x	9	7	10	26
9.	1	/	x	x	/	x	10	16	15	41
10.	2	/	x	x	/	x	8	13	16	37
11.	5	/	x	x	/	x	5	8	4	17
12.	6	/	x	x	/	x	6	9	14	29
13.	8	/	x	x	/	x	8	11	14	33
14.	13	/	x	x	/	x	5	8	2	15
15.	14	/	x	x	/	x	1	7	4	12
							109	144	188	441

<u>Number of Learners.</u>	<u>Sex</u>		<u>Age Group</u>
	<u>M</u>	<u>F</u>	
15	8	7	$\frac{-11+11}{15}$ x

Name of Part-time Centre : Sail Code No.2 Block Hardoo
Panzoo (Beer) District. Badgam.

16.	1	/	x	x	/	x	x	/	13	•	14	35
17.	2	/	x	x	/	x	x	/	7	7	14	28
18.	3	/	x	x	/	x	x	/	7	6	14	27
19.	4	/	x	x	/	x	x	/	1	•	11	16
20.	5	/	x	x	/	x	x	/	6	6	14	26
21.	6	/	x	x	/	x	x	/	13	4	14	31
22.	7	/	x	x	/	x	x	/	7	3	6	16
23.	8	/	x	x	/	x	x	/	7	Zero	12	19
24.	9	/	x	x	/	x	x	/	7	6	6	19
25.	10	/	x	x	/	x	x	/	Zero	Zero	2	2
26.	11	/	x	x	/	x	x	/	1	Zero	6	7
27.	12	/	x	x	/	x	x	/	Zero	10	5	15
									<hr/>			
									69	54	118	241
									<hr/>			

No. of Learners

12

S E X
M F
x 12

Age Group
-11 +11
12 x

....contd/-

Name of Part time Centre :- Kandooru Conde No.3 Block Beeru

District : Badgam.

28.	1	/	x	/	x	x	x	/	10	Zero	12
29.	2	/	x	/	x	x	x	/	16	6	12
30.	3	/	x	/	x	x	x	/	2	Zero	6
31.	4	/	x	/	x	x	x	/	1	1	12
32.	5	/	x	/	x	x	x	/	3	Zero	12
33.	6	/	x	/	x	x	x	/	1	Zero	10

<u>Number of Learners</u>	<u>S E X</u>		<u>Age Group</u>	
	<u>M</u>	<u>F</u>	<u>-11</u>	<u>+11</u>
6	5	1	6	x

Sign / indicates Yes.

Part Time Centre :- Khatiruna Code No.4 Block Bperu,

District : Badgam

34.	2	/	x	/	x	x	/	16	13	10	31
35	3	/	x	/	x	x	/	17	10	8	35
36.	7	/	x	/	x	x	/	5	8	4	17
37.	8	x	/	/	x	x	/	12	1	4	17
38.	1	/	x	x	/	x	/	7	9	6	22
39.	4	/	x	x	/	x	/	3	1	8	12
40.	5	/	x	x	/	x	/	4	10	Zero	14
41.	6	/	x	x	/	x	/	2	8	Zero	10

66 63 41 166

Number of Learners. Sex Age Group
M F -11 +11

42.	4	/	x	/	x	x	/	Zero	7	9	16
43.	6	/	x	/	x	x	/	9	17	9	32
44.	1	x	/	/	x	x	/	8	10	7	25
45.	2	x	/	/	x	x	/	2	5	9	16
46.	5	x	/	/	x	x	/	8	12	13	33
47.	3	/	x	/	x	x	/	Zero	9	Zero	9
48.	7	/	x				/	2	11	9	22

29 71 56 156

Number of Learners S e x Age Group
M F -11 +11

7 5 2 4 3

Part Time Centre:-Sedipora 'A' Code No.6, Block Beeru
District:Badgam

49.	1	/	x	x	/	x	x	/	10	Zero	3	13
50.	2	/	x	x	/	x	x	/	10	Zero	3	13
51.	3	/	x	x	/	x	x	/	8	Zero	2	10
52.	4	/	x	x	/	x	x	/	15	10	5	30
53.	5	/	x	x	/	x	x	/	5	Zero	3	8
54.	6	/	x	x	/	x	x	/	4	Zero	3	7
55.	7	/	x	x	/	x	x	/	2	Zero	1	3
									54	10	20	84

Number of Learners.	Sex		Age Group	
	M	F	-11	+11
7	x	7	7	x

Part Time Centre :-Sodipora 'B' Code No.7 Block Beeru
District:Beeru

56.	4	/	x	/	x	x	/	18	7	16	41	
57.	5	/	x	/	x	x	/	10	8	14	32	
58.	6	//	x	/	x	x	/	18	9	14	41	
59.	7	/	x	/	x	x	/	6	10	16	32	
60.	9	/	x	/	x	x	/	13	4	16	33	
61.	10	/	x	/	x	x	/	13	1	10	24	
62.	8	x	/	/	x	x	/	20	13	17	50	
63.	1	/	x	x	x	x	/	4	1	12	17	
64.	2	/	x	x	x	x	/	6	6	10	22	
65.	3	/	x	/	x	x	/	3	3	16	22	
									111	62	141	314

Number of Learners.	Sex		Age Group	
	M	F	-11	+11
10	7	3	9	1
Part Time Centre:-Kralmohalla Code No.8 Block Beeru D:Badgam				
66. 1	/ x x	/ x x	/ Zero	2 Zero 2
67. 2	/ x x	/ x x	/ Zero	1 Zero 1
68. 3	/ x x	/ x x	/ Zero	1 2 3
69. 4	/ x x	/ x x	/ Zero	1 Zero 1
			Zero	5 2 7

Number of Learners.	Sex		Age Group	
	M	F	-11	+11
4	x 4		4	x
70. 1	/ x x	/ x x	/ Zero	Zero Zero Zero
71. 2	/ x x	/ x x	/ 1	Zero 4 5
72. 3	/ x x	/ x x	/ 2	1 4 7
73. 4	/ x x	/ x x	/ 3½	Zero 2½ 6
74. 5	/ x x	/ x x	/ 1	Zero 1 2
75. 6	/ x x	/ x x	/ 1½	Zero 4 5½
76. 8	/ x x	/ x x	/ 1½	Zero 4 5½
77. 9	/ x x	/ x x	/ Zero	1 4 5
78. 10	/ x x	/ x x	/ Zero	1½ 2 3½
79. 12	/ x x	/ x x	/ 2	Zero 3½ 5½
80. 7	x / x	/ x x	/ ½	Zero 2½ 3
81. 11	x / x	/ x x	/ ½	Zero 4 4½
			13½	3½ 35½ 52½

Number of Learners.	Sex		Age Group	
	M	F	-11	+11
12	x12		10	2

Part Time Centre : Hazaporash Code No.10 Block Beeru
District : Badgam

82.	2	/	x	x	/	x	x	/	18	10	15	43
83.	5	/	x	x	/	x	x	/	9	7	14	30
84.	6	/	x	x	/	x	x	/	13	8	15	36
85.	3	x	/	x	/	x	x	/	15	10	17	42
86.	4	x	/	x	/	x	x	/	19	10	7	36
TOTAL									74	45	68	187

Number of Learners	Sex		Age Group	
	M	F	-11	+11
5	x	5	3	2

Part Time Centre : Cherahar Code No.1, Block Narabal
District : Badgam

1.	2	/	x	/	x	x	x	/	3	Zero	Zero	3
2.	5	/	x	/	x	x	x	/	3	Zero	Zero	3
3.	6	/	x	/	x	x	x	/	1	Zero	Zero	1
4.	1	/	x	/	x	x	x	/	3	Zero	Zero	3
5.	3	/	x	/	x	x	x	/	3	Zero	Zero	3
6.	4	/	x	/	x	x	x	/	1	Zero	Zero	1
TOTAL									14	Zero	Zero	14

Number of Learners	Sex		Age Group	
	M	F	-11	+11

Part Time Centre : Pariporah Code No2 Block Narabal
District : Badgam

7.	1 /	x x /	x /	14	2	4	20
8.	2 /	x x /	x /	16	2	8	26
9.	3 /	x x /	x /	11	2	8	21
10.	4 /	x x /	x /	11	2	12	25
11.	5 /	x x /	x /	15	2	6	23
12.	6 /	x x /	x /	10	2	10	22
13.	7 /	x x /	x /	12	2	12	26
14.	8 /	x x /	x /	11	2	8	21

100 16 58 184

Number of learners : 8, Sex : M x F 8 Age Group
-11 +11
8 x

Part Time Centre : Yariguna 'A' Code No.3 Block Narabal
District : Badgam

15.	1 /	x /	x x x /	Zero	Zero	Zero	Zero
16.	2 /	x /	x x x /	Zero	Zero	Zero	Zero
17.	3 /	x /	x x x /	Zero	Zero	Zero	Zero
18.	4 /	x /	x x x /	Zero	Zero	Zero	Zero
19.	5 /	x /	x x x /	Zero	Zero	Zero	Zero
20.	6 /	x /	x x x /	Zero	Zero	Zero	Zero

Zero Zero Zero Zero

Number of Learners Sex Age Group
M F -11 +11
6 x 6 6 x

Part Time Centre : Badgam Code No.4 Block Narabal
District : Badgam

21.	1	/	x	/	x	x	x	x	/	8	8	4	20
22.	2	/	x	x	/	x	x	x	/	14	7	4	25
23.	3	/	x	x	/	x	x	x	/	15	3	5	24
24.	4	/	x	x	/	x	x	x	/	6	6	4	18
25.	5	/	x	x	/	x	x	x	/	2	8	Zero	10
26.	6	/	x	x	/	x	x	x	/	8	7	8	23
27.	7	/	x	x	/	x	x	x	/	12	9	8	29
28.	8	/	x	x	/	x	x	x	/	12	5	Zero	17
29.	9	/	x	x	/	x	x	x	/	6	6	4	18
30.	10	/	x	x	/	x	x	x	/	7	5	6	18
31.	11	/	x	x	/	x	x	x	/	8	7	6	21
32.	12	/	x	x	/	x	x	x	/	4	7	6	17
										102	82	56	240

<u>Number of learners</u>	<u>S E X</u>		<u>Age Group</u>	
	<u>M</u>	<u>F</u>	<u>-11</u>	<u>+11</u>
12	1x	11	12	x

Part Time Centre :- Magam Code No.5 Block Narabal
District:Badgam

contd/-

33.	5	/	x	/	x	x	x	/	8	Zero	14	22
34.	6	/	x	/	x	x	x	/	6	"	14	20
35.	8	/	x	/	x	x	x	/	13	"	14	27
36.	10	/	x	/	x	x	x	/	9	"	14	23
37.	11	/	x	/	x	x	x	/	16	"	14	30
38.	12	/	x	/	x	x	x	/	6	"	14	20
39.	14	/	x	/	x	x	x	/	13	"	14	27
40.	1	/	x	x	/	x	x	/	4	"	14	18
41.	2	/	x	x	/	x	x	/	8	"	14	22
42.	3	/	x	x	/	x	x	/	4	"	14	18
43.	4	/	x	x	/	x	x	/	12	"	14	26
44.	7	/	x	x	/	x	x	/	Zero	"	Zero	Zero
45.	9	/	x	x	/	x	x	/	12	"	14	26
46.	13	/	x	x	/	x	x	/	11	"	14	25

Number of Learners.	Sex M F	Age Group -11 +11	122	Zero	182	304
14	7 7	14 x				

Part Time Centre : Yarigund 'B' Block No.6, Block Nambal
 District : Dardam

47.	9	/	x	/	x	x	x	/	Zero	Zero	Zero	Zero
48.	1	/	x	x	/	x	x	/	4	"	3	7
49.	2	/	x	x	/	x	x	/	4	"	4	8
50.	3	/	x	x	/	x	x	/	1	"	4	5
51.	4	/	x	x	/	x	x	/	2	"	2	4
52.	5	/	x	x	/	x	x	/	Zero	"	1	1
53.	6	/	x	x	/	x	x	/	Zero	"	1	1
54.	7	/	x	x	/	x	x	/	1	"	Zero	1
55.	8	/	x	x	/	x	x	/	2	"	4	6

Number of Learners.	Sex M F	Age Group -11 +11	14	Zero	19	33
9	1 8	9 x				

Part Time Centre :- Bone-Makhams Code No.7 Block - *101*
 Nirabal District : Badgam.

56.	3	/	x	/	x	x	/	3	2	12	17
57.	3	x	/	/	x	x	/	3	2	12	15
58.	9	x	/	/	x	x	/	1	2	9	12
59.	7	/	x	x	x	x	/	3	2	12	17
60.	12	/	x	x	x	x	/	3	2	8	13
61.	14	/	x	x	x	x	/	1	2	11	14
62.	15	/	x	x	x	x	/	2	2	3	12
63.	1	x	x	x	x	x	/	1	2	12	15
64.	2	x	/	x	x	x	/	2	2	12	16
65.	4	x	/	x	x	x	/	1	2	12	15
66.	5	x	/	x	x	x	/	2	2	12	16
67.	6	x	/	x	x	x	/	2	2	12	16
68.	10	x	/	x	x	x	/	3	2	10	15
69.	11	x	/	x	x	x	/	2	2	10	14
70.	13	x	/	x	x	x	/	2	2	12	16

31 30 160 221

No of Learners	S E X		Age Group	
	M	F	-11	+11
15	3	2	5	10

Part Time Centre : Pethkanihama Code No.8 Block Narabal

71.	2	/	x	/	x	x	x	/	11	8	4	23
72.	12	/	x	/	x	x	x	/	8	1	10	19
73.	13	/	x	/	x	x	x	/	3	Zero	4	7
74.	14	/	x	/	x	x	x	/	5	Zero	12	17
75.	3	x	/	/	x	x	x	/	5	1	8	47
76.	9	x	/	/	x	x	x	/	17	12	18	38
77.	11	x	/	/	x	x	x	/	15	7	16	23
78.	1	/	x	/	x	x	x	/	11	8	4	39
79.	4	/	x	x	/	x	x	/	17	6	16	1
80.	5	/	x	x	/	x	x	/	1	Zero	Zero	13
81.	6	/	x	x	/	x	x	/	3	Zero	10	34
82.	10	/	x	x	/	x	x	/	8	8	18	4
83.	15	/	x	x	/	x	x	/	Zero	Zero	4	17
84.	7	x	/	x	/	x	x	/	5	Zero	12	14
85.	8	x	/	x	/	x	x	/	6	2	6	''

115 53 142 310

No. of Learners	S E X		Age.. Group	
	M	F	-11	+11
15	~	8	10	5

Part Time Centre :- Russu Code No.9 Block Narabal
 district : Badgam

86.	2	/	x	/	x	x	/	x	12	6	14	32		
87.	4	/	x	/	x	x	/	x	10	6	10	26		
88.	5	/	x	/	x	x	/	x	10	6	12	28		
89.	6	/	x	/	x	x	/	x	3	7	6	16(16)		
90.	10	/	x	/	x	x	/	x	10	5	8	23		
91.	1	/	x	/	x	x	/	x	12	6	88	26		
92.	3	/	x	/	x	x	/	x	10	7	42	29		
93.	7	/	x	/	x	x	/	x	8	7	23	27		
94.	8	/	x	/	x	x	/	x	11	6	8	25		
95.	9	/	x	/	x	x	/	x	12	7	88	27		
											98	63	98	259

No. of learners	SEX		Age Group	
	M.	F.	-11	+11
10	5	5	10	x

Part Time Centre : Purne Sudershah Code No.10 Block
 Narbal District : Badgam

Sl. No.	Code No.	No. of Learners	Age		SEX		Category	Level I			Total	
			-11	+11	M	F		SC/ST/Others	Lang	EVS		Math
96.	1		/	x	/	x	x	/	18	2	17	37
97.	2		/	x	/	x	x	/	11	3	18	32
98.	4		/	x	/	x	x	/	8	3	16	27

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99. 5	/	x	/	x	x	/	1	2	12	15	
100. 6	/	x	/	x	x	/	1	5	13	19	
101. 7	/	x	/	x	x	/	13	3	16	32	
102. 8	/	x	/	x	x	/	12	3	13	28	
103. 9	/	x	/	x	x	/	17	3	16	35	
104. 11	/	x	/	x	x	/	9	3	13	25	
105. 14	/	x	/	x	x	/	18	3	17	30	
106. 15	/	x	/	x	x	/	11	4	19	31	
107. 3	/	x	x	/	x	/	2	2	12	16	
108. 10	/	x	x	/	x	/	6	3	15	24	
109. 12	/	x	x	/	x	/	1	2	10	13	
110. 13	/	x	x	/	x	/	5	3	14	22	
							<u>133</u>	<u>41</u>	<u>220</u>	<u>394</u>	TOTAL

No. of Learners	SEX		AGE	
	M	F	-11	+11
15	15	x	15	x

Primary School Yarigund Code No.11 (Level-I)
 (Formal School) Block Narabal District Badgam.

..... contd/-

1.	1	/	x	/	x	x	x	/	Zero	Zero	4	4
2.	2	/	x	/	x	x	x	/	2	2	6	10
3.	6	/	x	/	x	x	x	/	Zero	Zero	Zero	Zero
4.	7	/	x	/	x	x	x	/	1	Zero	4	5
5.	8	/	x	/	x	x	x	/	1	1	2	4
6.	9	/	x	/	x	x	x	/	Zero	Zero	Zero	Zero
7.	10	/	x	/	x	x	x	/	Zero	1	6	7
8.	11	/	x	/	x	x	x	/	Zero	2	6	8
9.	12	/	x	/	x	x	x	/	1	Zero	Zero	1
10.	14	/	x	/	x	x	x	/	2	1	6	9
11.	15	/	x	/	x	x	x	/	2	Zero	6	4
12.	3	/	x	x	/	x	x	/	Zero	Zero	4	4
13.	4	/	x	x	/	x	x	/	Zero	2	4	6
14.	5	/	x	x	/	x	x	/	1	Zero	4	5
15.	13	/	x	x	/	x	x	/	4	2	6	12

14 11 58 83

No. of <u>Students</u>	SEX		Age Group	
	<u>M</u>	<u>F</u>	<u>-11</u>	<u>+11</u>
15	11	4	15	x

contd/-

1.	1	/	x	x	/	x	x	/	5½	3	Zero	8½
2.	2	/	x	x	/	x	x	/	Zero	Zero	8	8
3.	3	/	x	x	/	x	x	/	Zero	Zero	4	4
4.	4	/	x	x	/	/	x	x	Zero	3	6	9
5.	5	/	x	x	/	/	x	x	Zero	1	3	4
6.	6	/	x	x	/	x	x	/	1	Zero	10	11
7.	7	/	x	x	/	/	x	x	1½	6	2	9½
8.	8	/	x	x	/	x	x	/	4	2	10	16
9.	9	/	x	x	/	x	x	/	4	8	2	14
10.	10	/	x	x	/	/	x	x	3½	6	Zero	9
11.	11	/	x	x	/	x	x	/	2½	3	13	18½
12.	12	/	x	x	/	/	x	x	4½	4	10	18½
13.	13	/	x	x	/	/	x	x	4	2	10	16
14.	14	/	x	x	/	/	x	x	3½	7	10	20½

34 45 88 167

Learners' Numbers	SEX		Age Group		ST	OTHERS
	M	F	-11	+11		
14	7	7	14	x	7	7

Level-1

Part Time Centre : Jarrian Code No.2 Block ~~Thugwal~~
District : Kathua.

S/No.	Code No. of Learners	Age		Sex		Category			Lang	EVS	Math	Total
		-11	+11	M	F	SC	ST	Others				
15.	1	/	x	/	x	x	x	/	3	3	Zero	6
16.	2	/	x	/	x	x	x	/	1 1/2	11	3	15 1/2
17.	3	/	x	/	x	x	x	/	Zero	9	Zero	9
18.	7	/	x	/	x	x	x	/	6 1/2	8	5	19 1/2
19.	8	/	x	/	x	x	x	/	Zero	9	4	13
20.	4	/	x	/	x	x	x	/	Zero	7	11	18
21.	5	/	x	/	x	x	x	/	4 1/2	8	Zero	12 1/2
22.	6	/	x	/	x	x	x	/	1/2	11	Zero	11 1/2
23.	9	/	x	/	x	x	x	/	4	11	9	24
24.	10	/	x	/	x	x	x	/	4	16	6	26
25.	11	/	x	/	x	x	x	/	4	15	19	38

28 108 57 193

No. of Learners	Sex		Age Group		Others
	M	F	-11	+11	
11	5	6	11	x	11

Part Time Centre :- Taryal Code No.3 Block : Ghugwal,
 District : Kathua,

26	1	/	x	/	x	x	x	/	4 1/2	3	4	11 1/2
27	2	/	x	/	x	x	x	/	1	2	4	7
28	3	/	x	/	x	x	x	/	14 1/2	17	21	52 1/2
29	3	/	x	/	x	x	x	/	4 1/2	5	8	17 1/2
30	10	/	x	/	x	x	x	/	7 1/2	2	17	26 1/2
31	12	/	x	/	x	x	x	/	8 1/2	14	10	32 1/2
32	4	/	x	x	/	x	x	/	7 1/2	13	15	35 1/2
33	5	/	x	x	/	x	x	/	7	4	2	13
34	6	/	x	x	/	x	x	/	6 1/2	6	8	20 1/2
35	7	/	x	x	/	x	x	/	6	4	8	18
36	8	/	x	x	/	x	x	/	5 1/2	12	13	30 1/2
				/			x					
							*		73	82	110	265

No. of Learners	Sex M F	Age -11	Group +11	Others
11	6 5	1	x	11

Part Time Centre :- Charper Code No.4, Block Ghugwal

District : Kathua

37	1	/	x	/	x	x	x	/	Zero	4	2	6
38	2	/	x	/	x	x	x	/	Zero	Zero	Zero	Zero
39	3	/	x	/	x	x	x	/	Zero	Zero	4	4
40	4	/	x	/	x	x	x	/	3	9	11	23
41	5	/	x	/	x	x	x	/	4	5	7	16
42	9	/	x	/	x	x	x	/	3	4	11	18
43	10	x	/	/	x	x	x	/	Zero	6	2	8
44	6	/	x	x	/	x	x	/	Zero	5	Zero	5
45	7	/	x	x	/	x	x	/	1	2	6	9
46	8	/	x	x	/	x	x	/	1	3	10	14
47	11	x	/	x	/	x	x	/	1	1	8	10
48	12	x	/	x	/	x	x	/	6	2	12	17
49	13	x	/	x	/	x	x	/	3	3	12	21
50	14	x	/	x	/	x	x	/	Zero	4	6	10
51	15	x	/	x	/	x	x	/	2	Zero	11	13

No. of Learners	Sex		Age Group		Others
	M.	F.	-11	+11	
15	7	8	9	6	15

Part Time Centre :- Rajpora 'A' Code No.5 Block Ghugwal
District : Mathua

						Lang	EVS	Maths	Total		
52.	1	/	x	/	/	x	x	Zero	2	2	
53.	4	/	x	/	/	x	x	1 1/2	Zero	2	3 1/2
54.	5	/	x	/	/	x	x	2	Zero	2	4
55.	6	/	x	/	/	x	x	Zero	Zero	6	6
56.	8	x	/	/	/	x	x	Zero	Zero	Zero	Zero
57.	10	x	/	/	/	x	x	Zero	Zero	2	2
58.	2	/	x	x	/	x	x	Zero	Zero	Zero	9
59.	3	/	x	x	/	x	x	1 1/2	9	2	3 1/2
60.	7	/	x	x	/	x	x	Zero	Zero	2	2
61.	9	/	x	x	/	x	x	4	3	15	12
62.	11	x	/	x	/	x	x	Zero	Zero	2	2
63.	12	x	/	x	/	x	x	1	Zero	6	7
							10	14	39	63	

No. of Learners	Sex		Age Group		SC ST OTHERS		
	M	F	-11	+11			
12	6	6	7	5	12	x	x

Part Time Centre : Rajpora 2nd Code No.6 Block Ghugwal

District : Kathua

64.	2	/	x	/	x	x	x	/	3	Zero	Zero	5
65.	3	/	x	/	x	x	x	/	7	2	19	28
66.	6	/	x	/	x	x	x	/	Zero	5	2	7
67.	7	/	x	/	x	x	x	/	Zero	Zero	11	11
68.	8	x	/	/	x	x	x	/	11 ¹ / ₂	6	17	34 ¹ / ₂
69.	9	x	/	/	x	x	x	/	8	4	17	29
70.	1	/	x	x	/	x	x	/	10 ¹ / ₂	Zero	7	17 ¹ / ₂
71.	4	/	x	x	/	x	x	/	Zero	3	4	7
72.	5	/	x	x	/	x	x	/	Zero	Zero	14	14
73.	10	x	/	x	/	x	x	/	10	2	15	27
74.	11	x	/	x	/	x	x	/	7	2	15	24
75.	12	x	/	x	/	x	x	/	3	1	14	18

60 25 135 220

Part Time Centre : Cheek Katharian Code No.7 Block

Ghugwal District:Kathua

76.	1	/	x	x	/	x	x	/	5 ¹ / ₂	5	2	10 ¹ / ₂
77.	2	/	x	/	x	x	x	/	Zero	Zero	2	2
78.	3	/	x	/	x	x	x	/	Zero	Zero	2	2
79.	4	/	x	/	x	x	x	/	2	3	2	7
80.	5	/	x	/	x	x	x	/	3	3	4	10
81.	6	/	x	/	x	x	x	/	Zero	Zero	2	2
82.	7	/	x	/	x	x	x	/	1	5	2	8
83.	8	/	x	/	x	x	x	/	1	2	2	5
84.	9	/	x	/	x	x	x	/	Zero	Zero	2	1

10¹/₂ 18 20 48¹/₂

No. of Learners Sex Age Group SC | ST | OTHERS
M.F. -11 +11

9 1 8 9 x x x 9

Part Time Centre :-Sanoora Code No.8, Block Ghugwal
District : Kathua

112

Sl No	Code	No of learners	Age		Sex		Category			Marks			Total
			+11	-11	F	M	SC	ST	Others	Lang	EVS	Maths	
85.	1		/	x	/	x	/	x	x	1	Zero	Zero	1
86.	2		/	x	/	x	x	x	/	Zero	1	2	3
87.	3		/	x	/	x	x	x	/	2	2	Zero	4
88.	6		/	x	/	x	/	x	/	2	8	15	25
89.	4		/	x	x	/	x	x	/	2	3	4	9
90.	5		/	x	x	/	/	x	x	1/2	1	Zero	1 1/2
91.	7		/	x	x	/	x	x	/	Zero	3	Zero	3
92.	8		/	x	x	/	x	x	/	Zero	2	Zero	2
93.	9		x	/	x	/	/	x	x	2	6	15	23
94.	10		x	/	x	/	/	x	x	2	9	15	26
										11 1/2	35	51	97 1/2

No. of Learners	Sex		Age Group		SC ST OTHERS		
	M	F	+11	-11			
10	4	6	8	2	4	x	6

contd/-.....

Part Time Centre: Chack Sadda Code No.9 Block Ghugwal

						District : Kathua						
95.	1	/	x	/	x	x	x	/	Zero	1	2	5
96.	2	/	x	/	x	x	x	/	Zero	6	4	10
97.	5	/	x	/	x	x	x	/	3 1/2	10	19	32 1/2
98.	6	/	x	/	x	x	x	/	4	13	19	36
99.	7	/	x	/	x	x	x	/	11 1/2	Zero	Zero	1 1/2
100.	8	/	x	/	x	x	x	/	1	3	2	6
101.	12	/	x	/	x	x	x	/	1	3	13	17
102.	13	/	x	/	x	x	x	/	1 1/2	11	100	22 1/2
103.	14	/	x	/	x	x	x	/	Zero	3	4	7
104.	3	/	x	/	x	x	x	/	Zero	Zero	2	2
105.	4	/	x	/	x	x	x	/	3 1/2	8	8	19 1/2
106.	9	/	x	/	x	x	x	/	3	2	8	13
107.	10	/	x	/	x	x	x	/	1 1/2	4	8	13 1/2
108.	11	/	x	/	x	x	x	/	Zero	4	Zero	4
109.	15	/	x	/	x	x	x	/	4	16	19	39

 24 1/2 84 118 226 1/2

Learners Sex Age SC|ST|OTHERS
 Number M F +11-11

[15 9 6 15 x x x 15

110.	1	/	x	/	x	x	x	/	3 1/2	6	11	20 1/2
111.	2	/	x	/	x	/	x	x	Zero	Zero	4	4
112.	3	/	x	/	x	/	x	x	3 1/2	Zero	2	5 1/2
113.	6	/	x	/	x	x	x	/	1 1/2	Zero	2	3 1/2
114.	8	/	x	/	x	/	x	x	2 1/2	4	2	8 1/2
115.	4	/	x	/	x	/	x	x	3	15	11	29
116.	5	/	x	/	x	/	x	x	2 1/2	1	2	5 1/2
117.	7	/	x	/	x	/	x	x	2	2	2	6
118.	9	/	x	/	x	/	x	x	1 1/2	Zero	2	3 1/2
119.	10	x	/	x	/	x	x	/	3	6	11	20

 23 34 49 106

- No. of Learners Sex M F Age Group +11 -11 SC|ST|Others

10 5 5 9 1 .7 x 3

Primary School Chack Laln Code No.11 (Level - 1)
(Formal School) Block Ghugwal District : Kathun.

1.	1	/	x	/	x	x	x	/	14	5	15	214
2.	2	/	x	/	x	/	x	x	4	3	Zero	34
3.	3	/	x	/	x	/	x	x	4	16	2	224
4.	4	/	x	/	x	x	x	/	7	16	2	25
5.	5	/	x	/	x	x	x	/	1	12	12	15
6.	6	/	x	/	x	x	x	/	2	7	23	32
7.	7	/	x	/	x	x	x	/	3	2	23	174
8.	8	/	x	/	x	x	x	/	Zero	3	Zero	3
9.	9	/	x	/	x	x	x	/	3	2	9	14
10.	10.	/	x	/	x	/	x	x	2	2	9	17
11.	12.	/	x	/	x	/	x	x	3	2	5	14
12.	13.	/	x	/	x	/	x	x	Zero	11	5	17
13.	14.	x	/	/	x	/	x	x	1	2	9	7
14.	15.	x	/	/	x	/	x	x	1	12	5	18
15.	11.	/	x	x	/	x	x	/	1	2	7	17

334 2 127 137 2974

Number of Student	Sex		Age Group		SC ST Others		
	M	F	-11	+11			
15	14	1	13	2	7	x	8

Part Time Centre :-Kothru Code No.1 Block Bani
District : Kathua

1.	6	/	x	/	x	x	x	/	18	16	21	55
2.	1	/	x	x	/	x	x	/	8	7	17	32
3.	2	/	x	x	/	x	x	/	8	3	17	28
4.	3	/	x	x	/	x	x	/	14	9	13	36
5.	4	/	x	x	/	x	x	/	8	3	15	26
6.	5	/	x	x	/	x	x	/	9	4	17	30

∴

65 42 100 207

Number of Learners.	Sex		Age Group		Others
	M	F	-11	+11	
6	1	5	6	x	6

Part Time Centre : Kilore Bode No.2 Block Bani
District : Kathua

7.	1	/	x	/	x	x	x	/	4	1	Zero	5
8.	2	/	x	/	x	x	x	/	6	3	9	18
9.	3	/	x	/	x	x	x	/	3	5	10	21
10.	4	/	x	/	x	x	x	/	2	Zero	3	5
11.	5	/	x	/	x	x	x	/	Zero	zero	Zero	Zero

15 9 25 49

Number of Learners.	Sex		Age Group		Others
	M	F	-11	+11	
5	5	x	5	x	5

Part Time Centre : Machwa Code No.3 Block Bani

District : Kathua

12.	1	/	x	/	x	x	x	/	Zero	6	12	18
13.	2	/	x	/	x	x	x	/	2	5	15	22
14.	6	/	x	/	x	x	x	/	1	4	15	20
15.	7	/	x	/	x	x	x	/	22	8	15	25
16.	3	/	x	x	/	x	x	/	1	8	15	24
17.	4	/	x	x	/	x	x	/	Zero	3	8	16
18.	5	/	x	x	/	x	x	/	1	10	15	26
									7	49	95	151

No. of Learners	Sex		Age Group		Others
	M	F	-11	+11	
7	4	3	7	x	7

Part Time Centre: Telhal Code No.4 Block Bani Distt.: Kathua

19.	1	/	x	/	x	x	x	/	Zero	5	10	15
20.	2	/	x	/	x	x	x	/	Zero	3	13	16
21.	3	/	x	/	x	x	x	/	Zero	3	13	16
22.	4	/	x	/	x	x	x	/	8	3	19	30
23.	6	/	x	/	x	x	x	/	2	5	11	19
24.	7	/	x	/	x	x	x	/	4	2	13	19
25.	8	/	x	/	x	x	x	/	Zero	4	11	15
26.	9	/	x	/	x	x	x	/	Zero	3	13	15
27.	10	/	x	/	x	x	x	/	Zero	2	6	8
28.	11	/	x	/	x	x	x	/	Zero	2	4	6
29.	5	/	x	x	/	x	x	/	2	5	17	24
30.	12	/	x	x	/	x	x	/	Zero	Zero	9	9
									16	37	138	192

Number of Learners.	Sex		Age Group		SC ST Others		
	M	F	-11	+11	SC	ST	Others
12	10	2	12	x	x	x	12

Part Time Centre:Thara Code No.5 Block Bani Distt.:Kathua

31.	1	/	x	/	x	x	x	/	3	10	17	30
32.	2	/	x	/	x	x	x	/	8	15	17	40
33.	3	/	x	/	x	x	x	/	21	11	15	47
34.	4	x	/	/	x	x	x	/	8	9	17	34
35.	5	x	/	/	x	x	x	/	9	8	15	32

49 53 81 183

No. of learners	Sex		Age Group		SC ST Others		
	M	F	-11	+11	SC	ST	Others
5	5	x	3	2	x	x	5

Part Time Centre:Bagain Code No.6 Block Bani Distt.Kathua

36.	1	/	x	/	x	x	x	/	5	6	15	24
37.	2	/	x	/	x	x	x	/	5	6	13	24
38.	3	/	x	/	x	x	x	/	3	4	13	20
39.	4	/	x	/	x	x	x	/	9	5	13	27
40.	5	/	x	/	x	x	x	/	7	6	13	26
41.	6	x	/	/	x	x	x	/	6	5	Zero	11

35 32 65 132

No. of learners	Sex		Age Group		SC ST Others		
	M	F	-11	+11	SC	ST	Others
6	6	x	5	1	x	x	6

Part Time Centre:Dandi Code No.7 Block Bani Distt.:Kathua

42.	1	/	x	/	x	x	x	/	3	6	17	26
43.	2	/	x	/	x	x	x	/	3	4	15	22
44.	3	/	x	/	x	x	x	/	10	2	15	27
45.	4	/	x	/	x	x	x	/	16	6	21	43
46.	5	/	x	/	x	x	x	/	3	4	19	26
47.	6	/	x	/	x	x	x	/	4	4	4	12
48.	7	x	/	/	x	x	x	/	16	7	21	44

55 33 112 200

No. of Learners	Sex		Age Group		SC ST others		
	M	F	-11	+11	SC	ST	others
7	7	x	6	1	x	x	7

Part Time Centre: Sander Code No.8 Block Bani Distt:Kathua

Sl. No.	Learners Code No.	Age Group		Sex		Category			Marks			Total
		-11	+11	M	F	SC	ST	Others	Lang	EVS	Math	
49.	1	/	x	/	x	x	x	/	Zero	5	8	13
50.	2	/	x	/	x	x	x	/	9	14	21	44
51.	6	/	x	/	x	x	x	/	19	10	21	50
52.	3	/	x	x	/	x	x	/	15	13	21	49
53.	4	/	x	x	/	x	x	/	Zero	2	6	8
54.	5	/	x	x	/	x	x	/	18	9	16	43

									61	53	93	207

No. of Learners Sex M F Age Group -11 +11 SC|ST|Others

6 3 3 6 x x x 6

Part Time Centre: Moula Code No.9 Block Bani Distt:Kathua

55.	1	/	x	/	x	x	x	/	9	9	15	33
56.	2	/	x	/	x	x	x	/	4	8	16	28
57.	3	/	x	/	x	x	x	/	5	10	15	30
58.	4	/	x	/	x	x	x	/	6	8	15	29
59.	5	/	x	/	x	x	x	/	8	8	16	22
60.	6	/	x	/	x	x	x	/	10	10	13	33
61.	7	/	x	/	x	x	x	/	11	9	9	29
62.	8	/	x	/	x	x	x	/	6	9	13	28
63.	9	/	x	/	x	x	x	/	5	9	13	27

									64	80	115	259

No. of Learners Sex M F Age Group -11 +11 SC|ST|Others

9 9 x 9 x x x 9

Primary School Dhoula Code No.10 (Level) Formal
 School Block Bani District Kathua

1.	3	/	x	/	x	x	x	/	5	10	13	28 (28)
2.	4	/	x	/	x	x	x	/	Zero	Zero	Zero	Zero
3.	5	/	x	/	x	x	x	/	Zero	8	16	24
4.	6	/	x	/	x	x	x	/	4	10	16	30
5.	7	/	x	/	x	x	x	/	5	6	18	29
6.	8	/	x	/	x	x	x	/	Zero	6	12	18
7.	9	/	x	/	x	x	x	/	9	11	17	37
8.	10	x	/	/	x	x	x	/	5	10	17	30
9.	11	x	/	/	x	x	x	/	10	10	17	37
10.	1	/	x	x	x	x	x	/	Zero	7	27	28
11.	2	/	x	x	x	x	x	/	5	6	17	28
									<u>41</u>	<u>67</u>	<u>102</u>	<u>111</u>
									41	84	104	239

Number of Students.	Sex		Age Group		SC/ST/Others		
	M	F	-11	+11			
11	9	2	9	2	x	x	11

CHAPTERS V

Non-Formal Education Children and their Subjectwise Academic Achievements

Level-2nd

Part Time Centre: Sail Code No.2 Block Hardoo Panzoo (Beeru) District: Bad

SL NO	Code Number of Learners	Age Group		Sex		Category Others	Marks				Total
		-11	+11	M	F		Lang	SSt	Gen	Mth	
1.	3	/	x	/	x	/	9	6	9	14	38
2.	5	/	x	/	x	/	6	Zero	5	12	23
3.	7	/	x	/	x	/	1	Zero	6	8	14
4.	1	x	/	/	x	/	5	5	9 1/2	8	27
5.	2	x	/	/	x	/	7	7	7	8	31 1/2
6.	4	x	/	x	/	/	7	1	6	6	21
7.	6	x	/	x	/	/	6	2		4	18

Number of Learners.	SEX		Age Group	
	M	F	-11	+11
7	4	3	3	4

Part Time Centre Kandoora Code No.3, Block Beeru District : Badgam

8.	9	/	x	/	x	/	Zero	Zero	Zero	2	2
9.	2	x	/	/	x	/	11	4	Zero	6	21
10.	3	x	/	/	x	/	11	Zero	6	8	25
11.	5	x	/	/	x	/	4	"	Zero	10	14
12.	7	x	/	/	x	/	Zero	"	"	Zero	Zero
13.	8	x	/	/	x	/	4	"	"	6	10
14.	10	x	/	/	x	/	3	"	"	Zero	3
15.	1	x	/	x	/	/	7	"	"	10	17
16.	4	x	/	x	/	/	1	"	"	Zero	2
17.	6	x	/	x	/	/	2	"	"	"	2

43 4 6 42 95

Number of Learners.	Sex		Age Group	
	M	F	-11	+11
10	7	3	1	9

Part Time Centre:Khatiruna Code No.4 Block Beeru
District : Badgam

18.	5	/	x	/	x	/	3	5	5	Zero	23
19.	1	x	/	x	/	/	10	10	3	6	29
20.	3	x	/	x	/	/	2	5	4	5	17
21.	4	x	/	x	/	/	4	5	6	4	19
22.	6	x	/	x	/	/	3	2	4	4	13
23.	7	/	x	/	/	/	2	2	7	5	17
24.	7	/	:								
							30	39	31	26	126

Learners No.

Sex	Age Group
M F	-11 +11
1 6	2 5

Part Time Centre:Sonaphh Code No.5 Block Beeru
District : Badgam

24.	1	x	/	/	x	/	10	14	3	6	33
25.	2	x	/	/	x	/	13	8	8	11	40
26.	3	x	/	/	x	/	1	7	7	2	17
27.	4	x	/	/	x	/	12	7	1	2	22
28.	5	x	/	/	x	/	3	15	4	8	30
29.	8	x	/	/	x	/	17	15	6	14	52
30.	9	x	/	/	x	/	12	17	3	4	36
31.	10	x	/	/	x	/	13	15	3	11	42
32.	6	x	/	x	/	/	Zero	16	Zero	Zero	6
33.	7	x	/	x	/	/	2	5	Zero	Zero	7
							83	109	35	58	285

Numbers of Learners.	Sex	Age Group
	M F	-11 +11
18	8 2	x 10

Part Time Centre: Sodipora 'A' Code No.6 Block Beeru 123

		District : Badgam									
34.	1	/	x	x	/	/	2	4	6	4	16
35.	3	/	x	x	/	/	Zero	1	Zero	2	3
36.	4	/	x	x	/	/	Zero	Zero	3	2	5
37.	2	/	/	x	/	/	4	4	4	4	16

6	9	13	12	40
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Number of Learners. Sex Age Group
M F -11 +11
4: x 4 3 1

Part Time Centre: Sodipora 'B' Code No.7, Block Beeru
District : Bagdam

38.	1	x	/	/	/	Zero	4	Zero	4	8
39.	4	x	/	/	/	2	5	4	4	15
40.	5	x	/	/	/	Zero	2	Zero	Zero	2
41.	2	/	x	/	/	2	2	3	Zero	7
42.	3	/	x	/	/	2	5	3	4	14

6	18	10	12	4646
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Part Time Centre: Kralmohalla Code No.8 Block Beeru

43.	1	x	/	/	x	/	Zero	Zero	Zero	Zero	Zero
44.	2	x	/	/	x	/	"	"	"	"	"
45.	3	x	/	/	x	/	"	"	"	"	"
46.	10	x	/	/	x	/	"	"	"	"	"
47.	4	x	/	/	x	/	"	"	"	"	"
48.	5	x	/	/	x	/	"	"	"	"	"
49.	6	x	/	/	x	/	"	"	"	"	"
50.	7	x	/	/	x	/	"	"	"	"	"
51.	8	x	/	/	x	/	"	"	"	"	"
52.	9	x	/	/	x	/	"	"	"	"	"

Zero	Zero	Zero	Zero	Zero
------	------	------	------	------

Number of Learners. Sex Age Group
M F -11 +11
10 4 6 x 10

Primary School Sodipora Code No. (Level-2nd)
 Formal School) Block Beeru District:Badgam.

1.	x	/	x	/	/	3	15	6	2	26
2.	x	/	x	/	/	3	11	6	3	23
3.	x	/	x	/	/	3	15	3	5	26
4.	x	/	x	/	/	3	11	6	Zero	20
5.	/	/	x	/	/	3	10	1	"	14
6.	/	x	x	/	/	Zero	10	5	"	15
						15	72	27	10	124

Number of Learners.	Sex M F	Age Group -11 +11	Others
6	x 6	1 x5	6

Part Time Centre:Charshar Code No.1 Block Narbal
 District : Badgam

1.	3	/	x	/	x	/	3	Zero	Zero	Zero	3
2.	9	/	x	/	x	/	2	"	"	"	2
3.	1	x	/	x	/	/	2	"	"	"	2
4.	6	x	/	x	/	/	3	"	"	"	3
5.	7	x	/	x	/	/	2	"	"	"	3
6.	10	x	/	x	/	/	3	"	"	"	2
7.	2	/	x	x	/	/	1	"	"	"	1
8.	4	/	x	x	/	/	4	"	"	"	4
9.	5	/	x	x	/	/	3	"	"	"	3
0.	8	/	x	x	/	/	2	"	"	"	2
						25	Zero	Zero	Zero	25	

Number of Learners.	Sex M F	Age Group -11 +11
10	2 8	6 4

Part Time Centre:Pariporah Code No.2 Block Narbal

District: Badgam

11.	1	x	/	/	x	/	5	Zero	Zero	Zero	5	
12.	2	x	/	/	x	/	6	"	9	2	17	
13.	5	x	/	/	x	/	3	"	6	6	15	
14.	6	x	/	/	x	/	3	"	5	4	13	
15.	7	x	/	/	x	/	7	"	3	6	21	
16.	3	x	/	x	/	/	4	"	11	Zero	15	
17.	4	x	/	x	/	/	4	"	2	"	6	
								32	Zero	42	18	92

Number of Learners.	Sex M F	Age Group -11 +11
7	5 2	x 7

Part Time Centre:Yarigund 'A' Code No.3, Block:Narabal

District:Badgam

18.	3	/	x	/	x	/	Zero	Zero	Zero	2	2	
19.	7	/	x	/	x	/	Zero	Zero	Zero	Zero	Zero	
20.	2	/	x	x	/	/	Zero	Zero	Zero	Zero	Zero	
21.	1	x	/	x	/	/	Zero	Zero	Zero	2	2	
22.	4	x	/	x	/	/	Zero	Zero	Zero	Zero	Zero	
23.	5	x	/	x	/	/	11	Zero	6	6	23	
24.	6	x	/	x	/	/	Zero	Zero	Zero	2	2	
25.	8	x	/	x	/	/	Zero	Zero	Zero	Zero	Zero	
								11	Zero	6	12	29

Number of Learners.	Sex M F	Age Group -11 +11
8	2 6	3 5

Part Time Centre:Badgam Code No.4 Block Narabal

District : Badgam

26.	6	/	x	/	x	/	6	12	9	4	31	
27.	1	/	x	/	x	/	4	15	6	4	27	
28.	2	/	x	x	/	/	5	9	7	4	25	
29.	3	/	x	x	/	/	3	10	10	4	27	
30.	4	/	x	x	/	/	4	10	6	4	24	
31.	5	/	x	x	/	/	4	12	4	4	24	
								26	66	42	24	158

Number of learners.	Sex M F	Age Group -11 +11
6	1 5	6 x

Level-2nd

Part Time Centre: ~~3~~ Magnan Code No.5 Block Ghugwal

District: Badgan

32.	1	/	x	/	x	/	15	Zero	Zero	14	27
33.	2	/	x	/	x	/	5	Zero	12	14	31
34.	5	/	x	/	x	/	13	2	13	14	42
35.	6	/	x	/	x	/	16	3	14	14	47
36.	7	/	x	/	x	/	14	3	12	12	41
37.	3	/	x	/	x	/	8	Zero	9	12	29
38.	4	/	x	/	x	/	5	Zero	13	12	30

74	8	73	92	247
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Number of learners.	S	E	X	Age Group
	M	F		-11 +11
	7	5	2	7. x

Primary School Yarigund Code No.11 (Level-2nd)
(Formal School)Block Narabal District:Badgam.

1.	2	/	x	/	x	/	Zero	4	Zero	4	8
2.	3	/	x	/	x	/	1	2	"	2	5
3.	5	/	x	/	x	/	Zero	Zero	Zero	2	2
4.	6	/	x	/	x	/	2	"	"	2	4
5.	7	/	x	/	x	/	4	"	"	4	8
6.	8	/	x	/	x	/	2	"	"	2	4
7.	9	/	x	/	x	/	6	"	"	2	8
8.	10	/	x	/	x	/	4	"	"	5	10
9.	1	/	x	/	x	/	Zero	3	"	5	8
10.	4	/	x	/	x	/	Zero	Zero	"	2	2

19	9	Zero	31	59
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Number of Learners	Sex	Age Group
	M F	-11 +11
10	8 2	10 x

Part Time Centre:CHECK Kathrian Code No.7 Block Ghugwal
District: Kathua

1.	1	/	x	/	x	/	2	5	6	2	15
2.	2	/	x	/	x	/	Zero	3	4	2	9
3.	3	/	x	/	x	/	Zero	3	Zero	Zero	3
4.	4	x	/	/	x	/	Zero	6	2	Zero	7
5.	5	x	/	x	/	/	Zero	3	4	2	9
							2	19	16	6	43

Number of Learners.	Sex		Age Group	
	M	F	-11	+11
5	4	1	3	2

Primary School Chack Lala Code No.11 (Level-2nd)
(Formal School)Block Ghugwal District: Kathua.

..... SC|ST|Others

1.	1	/	x	/	x x	x	/	Zero	Zero	Zero	2	2
2.	2	/	x	/	x x	x	/	Zero	Zero	Zero	4	44
3.	3	/	x	/	x x	x	/	Zero	4	2	Zero	6
4.	4	/	x	/	x x	x	/	Zero	5	3	6	14
5.	5	/	x	/	x	/	x x	Zero	3	Zero	Zero	3
6.	6	/	x	/	x	/	x x	3 1/2	9	Zero	Zero	12 1/2
7.	7	/	x	/	x	/	x x	Zero	2	3	4	9
8.	9	/	x	/	x x	x	/	2	8	2	2	14
9.	10	*	*	/	* *	x	x	10 1/2	13	13	2	38 1/2
10.	8	/	x	x	/	/	x x	9 1/2	10	14	2	35 1/2
							25 1/2	54	37	22	136 1/2	

Number of Learners.	Sex		Age Group		SC ST Others		
	M	F	-11	+11			
10	9	1	9	1	4	x	7

Primary School Dhoula Code No.10 (Level-2nd)
 (Formal School)Block Bari District : Kathua.

Sl. No.	Code number	Age Group		Sex		Category	Marks				Total
		-11	+11	M	F		Lang	Sst	Gen	Sc	
1.	1	/	x	/	x	/	3	1	9	zero	13
2.	2	x	/	/	x	/	13	10	9	9	44
3.	3	x	/	/	x	/	4	6	12	4	26
4.	4	x	/	/	x	/	3	6	4	4	17
5.	5	x	/	/	x	/	3	9	10	6	28
6.	6	x	/	/	x	/	3	1	Zero	ZE Ro	4
7.	7	x	/	/	x	/	3	8	10	7	28
8.	8	x	/	/	x	/	3	6	7	4	20
9.	9	x	/	/	x	/	3	1	7	ze ro	11
							38	48	62	34	182

Number of Students.	S e x		Age Group		Others
	M	F	-11	+11	
9	9	x	1	8	9

Level-2nd

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G. Primary School Sodepora Block Beeru District:Badgan

Sl. No.	Age Group		Sex		Category	Marks achieved			Total
	-11	+11	M	F		Lang	EVS	Math	
1.	/	x	/	x	Others	3	1	4	8
2.	/	x	/	x	"	1	1	7	9
3.	/	x	/	x	"	Zero	Zero	7	7
4.	/	x	/	x	"	2	1	5	8
5.	/	x	/	x	"	1	zero	1	2
6.	/	x	/	x	"	7	4	3	14
7.	/	x	x	x	"	5	1	5	11
8.	/	x	x	x	"	6	?	7	15
9.	/	x	x	x	"	2	2	3	17
						27	12	42	81

Number of Learners.	Sex	Age Group	Others
	M F	-11 +11	
9	6 3	9 x	9 % 12% 5.3 42 18.6 Ave 3 1.4 4.7 9

Level II					Lng	SSt	Gen	Sc	Math	Total
1.	x	/	x	/	Others	3	15	6	2	26
2.	x	/	x	/	"	3	11	6	3	23
3.	x	/	x	/	"	3	15	8	5	26
4.	x	/	x	/	"	3	11	6	Zero	20
5.	x	/	x	/	"	3	10	1	Zero	14
6.	/	x	x	/	"	Zero	10	5	Zero	15
7.					"					
						15	72	27	10	124

Number of Learners.	Sex	Age Group	Others	%	Ave
6	5 1	x 6	6 6	10% 43% 18%	6.6 32.6 2.5 12 4.5 20.1

10. SUBJECTWISE CUMULATIVEWISE PERCENTAGE OF ACADEMIC ACHIEVEMENT OF NON-FORMAL EDUCATION CHILDREN OF (LEVEL I)

Sl. No.	Name of the Centre	Block Distt	Number of Learners.			Subjectwise percentage Cumulative			Sexwise & Age Groupwise Percentage				Category Others			
			M	F	Total	Language	EVS	Math percentage	Male		Female		M.	F.		
1	2	3	4			5			6				7		8	
									-11	+11	-11	+11				
1.	Alanchuchoo	Deeru Belgaon	8	7	15	29.6	38.4	50.1	39.2	42.8	x	34.9	x	39.2		
2.	Soil	-do-	x	12	12	23%	18%	39.3	26.8	x	x	26.8	x	26.8		
3.	Kandora	-do-	5	1	6	22%	4.7	42.7	23.1	24.8	x	14.7	x	23.1		
4.	Kathruna	-do-	4	4	8	23%	30%	20%	27.7	22.7	22.7	14.7	x	27%	14.7	
5.	Sonapah'	-do-	5	2	7	16.6	40.6	26.3	27.8	17%	32.9	15.5	x	27.3	32.9	
6.	Sodipera 'A'	-do-	x	7	7	30.9	5.7	11.4	16%	x	x	16%	x	x	16%	
7.	Sodipera 'B'	-do-	7	3	10	44.4	24.8	56.4	41.9	45.1	66.3	27.1	x	48.2	27.1	
8.	Kranlm-hall	-do-	x	4	4	Zero %	4%	1.6	1.9	x	x	27.1	x	x	1.9	
9.	Sirpanthan	-do-	x	12	12	4.5	1.2	11.8	11.7	x	x	6%	3.8	x	11.7	
10.	Hazarpera	-do-	x	5	5	59.2	36%	54%	49.9	x	x	72.2	34.7	x	49.9	

	1	2	3	4	5	6	7	8							
<u>(FORMAL SCHOOL)</u>															
11. Primary School Sodipara	-do-	6	3	9	12%	5.3	18.7	12%	10.7	x	14.4	x	10.7	.	14
1. Cherhar	<u>Narbal</u> Badgam	3	3	6	9.3	Zero%	Zero%	3.1	3.1	x	3.1	x	3.1	.	3
2. Paripora	-do-	x	8	8	50%	8%	34%	30.7	x	x	30.7	x		..	30
3. Yari Gund 'A'	-do-	x	6	6	Zero%	7%	Zero%	2%	x	x	2%	x			2
4. Bundgam	-do-	1	11	12	34%	27%	18.7	26%	26.7	x	26.7	x	x		26
5. Magam	-do-	7	7	14	34.8	Zero%	52%	29%	32%	x	35.7	x	x		
6. Yari Gund 'B'	-do-	1	8	9	6.2	Zero%	8.4	4.7	0%	x	5.2	x	x		
7. Banekanihane	-do-	3	12	15	8.3	8%	42.6	19.6	22.7	16.7	18.7	61.5	22.7	29%	61
8. Pethkanihama	-do-	7	8	15	30.7	14.1	37.9	27.6	22%	44%	32%	29.7	31.4	4.7	2
9. Russu	-do-	5	5	10	39.2	25.2	39.2	34.5	33.3	x	35.7	x	33.3		3
10. Furnesuders Shah	-do-	11	4	15	39.5	10.9	58.7	35%	38.7	x	25%	x	38.7		2

<u>(FORMAL SCHOOL)</u>															
11. Primary School Yari Gund	-do-	11	4	15	3.7	2.9	15.5	7.4	6.8	x	9%	x	6.8		9

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.	Kothru	Bani Kathua	1	5	15	43.3	28.1	66.7	46%	73.3	x	40.5	x	x	x	46%
2.	Kolore	-do-	5	x	x	12%	7.2	20%	13.1	13.1	x	x	x	x	x	13.1
3.	Machwa	-do-	4	3	7	4%	28%	54.3	28.8	28.3	x	29.3	x	x	x	28.8
4.	Thalhal	-do-	10	2	12	5.3	12.3	46.3	21.3	21.2	x	22%	x	x	x	21.3
5.	Thara	-do-	5	x	5	39.2	42.4	64.8	48.8	52%	44%	x	x	x	x	48.8
6.	Bagian	-do-	6	x	6	23.3	21.3	43.3	29.4	32.3	14.7		14.7	x	x	29.4
7.	Dandi	-do-	7	x	7	31.4	18.9	64%	38%	34.7	58.7		x	x	x	38%
8.	Sander	-do-	3	3	6	40.7	35.3	62%	46%	47.6	x	44.4	x	x	x	46%
9.	Dhoula	-do-	9	9	x	9	28.4	35.6	51.1	38.4	38.4		x	x	x	38.4
<u>Formal School</u>																
10.	Primary School Dhoula	-do-	9	2	11	14.9	30.5	59.6	47%	31.4	44.7	37.3		x	x	47%

Sexwise and Age Group- Wise percentage.				Category			
				Scheduled Caste		Others	
Male -11+11		Female -11+11		MALE	FEMALE	MALE	FEMALE
x	x	19%	24%	x	x	x	24.6
2%	12.2	x	6.7	x	x	x	9.5
13%	18.8	11.2	17%	x	x	19.2	17%
x	34%	x	6.5	x	x	34%	6.5
x	x	8%	16%	x	x	x	10%
x	x	10.2	8.3	x	x	x	9.2
0%	0%	0%	0%	x	x	0%	0%
x	x	15%	21.3	x	x	x	20.7

1. Cherhar	Narbal	2	8	10	10%	Zero%	Zero%	Zero%	2.5	%	x	2.5	2.5	x	x	1.1%	1.1%
2. Paripora	Badgam	5	2	7	18.3	Zero%	24%	10.3	13.1	x	14.2	x	10.2	x	x	14.2	10.2
3. Yarigund 'A'	-do-	2	6	8	5.5	Zero	3%	6%	3.6	1%	x	x	9%	x	x	1%	9%
4. Bundgam	-dc-	1	5	6	17.3	44%	23%	16%	52.7	7.7	x	25.4	x	x	x	7.7%	25.4
5. Magam	-do-	5	2	7	42.3	4.6	41.7	52.6	35.3	37.6	x	29.5	x	x	x	37.6	29.5
6. Yarigund 'B'	-dc-	No 2nd Level															
7. Bonemakhama	-do-	No 2nd Level															
8. Pethkanihama	-dc-	No 2nd Level															
9. Russu	-do-	No 2nd Level															
10. Purne Suder	-do-	No 2nd Level															
Shah																	

(FORMAL SCHOOL)

11. Primary School	-do-	3	2	10	7.6	3.6	Zero%	12.4	5.9	6.1	x						
Sch Yarigund.																	

**CENTREWISE SUBJECTIVISE COMMULATIVEWISE PERCENTAGE OF ACADEMIC ACHIEVEMENTS OF NON FORMAL EDUCATION CHILDREN
(2nd LEVEL)**

Sl. No.	Name of the Center	Block District	Number of Learners			Subjectwise Perce.				Commulative Percentage	Sexwise & Age Groupwise percentage				Category		
			M	F	Total	Lng	SSt	Gen	Sc		Mth	M	F	M	F	M	F
<p align="center">Out of Ten centres of Ghurwal Block only one Centre have 2nd Leave Learners. -11 +11 -11 +11</p>																	
1.	Chakkhatrian Kathua.	Ghurwal	4	1	5	1.6	15.2	12.8	4.8	8.6	9%	7%	x	9%	x	x	9%
(Formal School)																	
1.	Primary School Chak Lala	-do-	3	2	10	10.2	21.6	14.8	8.8	13.3	5.8	11.8	35.5	x	x	x	5.8 35.3
1.	Dani Block :	No Centre of Dani Block has 2nd level Learners.															
(FORMAL SCHOOL)																	
1.	Primary School Dhoula.	Dani Kathua	9	x	9	16.9	21.3	27.6	15.1	20.2	13%	21.1	x	x	x	x	20.2 x

TABLE Showing cumulative and subjectwise average marks achieved by the learners of Non-formal and Formal Education thereby showing comparison in their-academic achievements.

Panzoo Beeru Block

Name of Centre	No. of learners			Age Group		Level	Lang	EVS	Average marks achieved			Cumulative
	M	F	Total	-11	+11				Math	Gen. Sc.	S.St.	
Alanguchoo	8	7	15	15	x	I	7	10	12.5	x	x	9.6
Sail	x	12	12	12	x	I	5.8	4.5	9.3	x	x	7
Sail	4	3	7	3	4	II	6	x	3.6	7	3	6
Kandoora	5	1	6	6	x	I	5.5	1	10.6	x	x	5
Kandocra	7	3	10	1	9	II	4	x	4.2	.6	4	2.3
Khatirunc	4	4	8	7	1	I	3.2	7.5	5		x	7
Khatiruna	1	6	7	2	5	II	4.3	x	3.7	4.4	5.6	4.5
Sonapha	5	2	7	4	3	I	4	10	8	x	x	7
Sonapha	8	2	10	x	10	II	3.3	x	5.8	3.5	10.9	7
Sodipora	x	7	7	7	x	I	7.7	1.4	3	x	x	4

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	Sodipora 'A'	x	4	4	3	1	II	1.5	x	3.2	3.2	2.2	2.5
7.	Sodipora 'B'	7	3	10	9	1	I	11	6	14	x	x	10
	Sodipora	x	5	5	2	3	II	1.2	x	2.4	2	3.6	2.3
8.	Kralamohalla	x	4	4	4	x	I	Zero	1.2	.5	x	x	.6
	-do-	4	6	10	x	10	II	Zero	Zero	Zero	Zero	Zero	Zero
9.	Aripanthan	x	12	12	10	2	I	1	Zero	3	x	x	1
10.	Hazerpora	x	5	5	3	2	I	15	9	13.6	x	x	12.5
TOTAL		29	57	86	77	9	I	65.2	50.6	30.0	x	x	64
Average		2.9	5.7	3.6	7.7	9	I	6.5	5.6	8	x	x	6.4
TOTAL		24	29	53	11	42	II	25.3	x	27.7	20.7	29.3	25
Average		2.4	2.9	5.3	1.1	4.2		2.5	x	2.7	2.7	2.9	2.5

FORMAL SCHOOL

Primary School

Sodipora	6	3	9	9	x	I	3	1.4	4.7	x	x	3	
	x	x	6	6	1	5	II	2.5	x	1.7	12	4.5	5.2

INTERPRETATION :-

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A) Level = (1) There are 8.6 learners out of which 2.9 are male and 5.7 female and 7.7 belong to -11 age-bracket whereas 9 come from +11 age-range in F Centres. (Figures in Figures).

In comparison to these figures, formal system has 9 children who have been tested out of whom 6 are male and 3 are female and all the 3 are from -11 age-range.

(2) The academic performance on an average in Non-formal Education Centres in languages, Evs, Mathematics and cummulative is 6.5, 5.6, 8 & 6.4 as against 3,1,4, 4.7 and 3 in formal.

B) Level II =(1) When in Non-formal Education centres 5.3 enrolled learners tested have 2.4 male and 2.9 female, 1.1 belonging to age group and 4.2 to +11 age-range, the figures show that in Formal Schools, out of 6 enrolled and tested students all the 6 are female one belonging to -11 age-group.

(2) The academic performance of Non-formal Education Centres children is: 2.5, 2.7, 2.9, 2.7 and 2.5: (subjects and cumulative) as against 2.5, 4.2, 4.5, 4.7 and 5.2 for formal children.

- Conclusion :-
1. That Non-formal Education children are better in academic achievement at level I in all the subjects and cummulative than formal children.
 2. That female learners out number male in non formal Education system at both levels.
 3. In academic achievement the formal system children are far a head of Non formal Education learners at level II.

BLOCK PARANAL DISTRICT BADRAM

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Table showing cumulative and subjectwise Average marks achieved by the learners of Non-formal Education thereby showing comparison in their academic achievements.

Sl. No.	Name of Centre	Number of Learners			Age Group		Average marks achieved						Cumulative
		Male	Female	Total	-11	+11	Level	Lang	EVS	Math	Gen Sc	S.St	
1.	Cherchar	3	3	6	6	x	I	2.3	Zero	Zero	x	x	.7
	-do-	2	8	10	6	4	II	2.5	x	Zero	Zero	Zero	.6
2.	Paripora	x	8	8	8	x	I	12.5	2	8.5	x	x	7.7
	-do-	5	2	7	x	7	II	4.6	x	2.6	6	Zero	3.3
3.	Yarigund 'A'	x	6	6	6	x	I	Zero	Zero	Zero	x	x	Zero
	-do-	2	6	8	3	5	II	1.3	x	1.5	.8	Zero	.9
4.	Badgam	1	11	12	12	x	I	8.5	6.8	4.7	x	x	6.7
	-do-	1	5	6	6	x	II	4.3	x	4	7	11	6.6
5.	Magam	7	7	14	14	x	I	8.7	Zero	13	x	x	7.2
	-do-	5	2	7	7	x	II	10.5	x	13	10.4	1	3.7
5.	Yorigund 'B'	1	8	9	9	x	I	1.6	Zero	2	x	x	1.2
7.	Donanagahana	3	12	15	5	10	I	2	2	10.7	x	x	4.9
8.	Pethkanihana	7	8	15	10	5	I	7.7	3.5	9.5	x	x	7
9.	Russu	5	5	10	10	x	I	9.8	6.3	9.3	x	x	8.6
10.	Furnisudersha	11	4	15	15	x	I	8.9	2.7	14.6	x	x	8.7
		38	72	110	95	15	I	52	23.3	72.3	x	x	52.7
	Average	3.8	7.2	11	9.5	1.5		5.2	2.3	7.2	x	x	5.2
	TOTAL II Level	15	23	38	22	16	II	23.2	x	21	24.2	12	20.5
	Average	3	4.6		4.4	3.2		4.5	4.2	4.3	2.4		4.1

2. At level II we find that the Non Formal Education system is lagging behind the formal one with regard to this level as only 5 Non formal Education Centres are having this level. As far as Male, Female and age-group is concerned, the position is the same to a greater extent.

3. While taking stock of figures for subjectwise and cumulative achievement, Non formal Education Centres have 5.2 in languages, 2.3 in EVS and 7.2 in Mathematics taken cumulatively as 5.2 marks on an average at Level I. The formal School falls short of this academic achievement by 4, 1.6, 1.2 and 3 in languages, EVS, Maths and cumulative which is astounding keeping in view the better facilities at their disposal than that of Non-formal Education Centres.

4. Level II also gives a comparatively better picture of Non formal Education Centres having 4.6, 4.8, 2.4, 4.2 and 4.1 average marks against 1.9, 0, 3.1 and 1.4 in languages, G. Sc. Studies, Maths and Cumulative.

5. 100% learners belong to categories other than SC/ST.

The conclusion drawn is that :-

a) The test-instalment of enrolment in both the system is nearby 50:50.

- b) Female learners are found to be more in Non-formal Education Centres and male more in Formal centres.
- c) The age-range is also on 50:50 basis in both the systems.
- d) That academic achievement (subject-wise & cumulative) of formal system fall very short of the Non formal Education system. At Ist level Non formal Education are twice better and at II level Non formal learners are thrice better than that of formal system children.

Conclusion for Kashmir Province :

1. That female learners are more in number than male learners.
2. That academic achievements (subjectwise and cumulative) of Non formal Education System can be declared better than that of formal system as is evident from average figures of tables.
3. That 12 centres of the Block have entered level II and the academic performance is doubly better at Level II learners of Non-formal Education system than that of Formal System learners.

Table showing cumulative subjectwise Average marks achieved by the learners of Non formal Education thereby showing comparison in their academic achievements.

RUGVAL BLOCK KATHUA.

Name of Centre	Number of learners			Age Group		Level	Average marks achieved					Cumulative
	Male	Female	Total.	-11	+11		Lang	EVS	Math	Gen	Sc.	
Malani	x	14	14	14	x	I	2.4	3.2	6.3	x	x	4
Jarrien	5	6	11	11	x	I	2.5	10	5	x	x	5.8
Taryal	6	5	11	11	x	I	6.6	7.4	10	x	x	8
Charpar	7	3	15	9	6	I	1.6	3.2	7	x	x	1.7
Rajpora I	6	6	12	7	5	I	.3	1	3.3	x	x	6
Rajpora II	6	6	12	7	5	I	.5	2	11.3	x	x	1.6
Chakkhathrian	1	8	9	9	x	I	1	2	2	x	x	2.6
-do-	4	1	5	3	2	II	.4	x	1.2	3.2	3.8	2
Sanoora	4	6	10	8	2	I	1	3.5	5	x	x	3.2
Chaksadda	9	6	15	15	x	I	1.6	5.6	8	x	x	5
Chakbagta	5	5	10	9	1	I	2.3	3.4	4.9	x	x	3.5
Total	49	70	119	100	19	I	24.8	41.3	62.8	x	x	42.8
Average	4.9	7	12	10	2	I	2.5	4.1	6.3	x	x	4.3
Total II	4	1	5	3	2	II	.4	x	1.2	3.2	3.8	2
<u>PRIVILEGED SCHOOL</u>												
Privileged school	14	1	15	13	2	I	2.2	8.5	9	x	x	6.6
	9	1	10	9	1	II	2.5	x	2.2	3.7	5.4	3.5

Level I

1) Level I learners of Non-formal Education system have 2.5, 4.1, 6.3, 4.3 average marks in languages, EVE, Maths & Cumulative in comparison to this formal system students have 2.2, 3.5, 9 and 6.6 average marks in these subjects.

Level II

2) Level II learners of Non formal Education System have .4, 3.8, 3.2, 1.2 & 2 average marks in languages, secured in these subjects and cumulatively.

THE CONCLUSION IS THAT :-

a) More of Girls at level I are going to Non-formal Education System and less to formal system. Though the male population at II level is more than that of Girls in both the Schemes.

b) The academic achievements in Non-formal Education System in languages is corroborating to formal system but formal system students are doubly better than that of Non-formal Education learners at Level I, Mathematics and Cumulatively also.

c) The achievements in terms of average marks obtained at II level in subjects and cumulatively is not also equal but has a marked variation. (formal = 2.5, 5.4, 3.7, 2.2, 3.5 Non Formal Education .4, 3.8, 3.2, 1.2 and 2)

This means that in this block Non formal Education system has not made a dent worth the name at both levels in the academic achievement which is not true of Narbal Block.

d) 25% learners of this block belong to scheduled caste category and 75% come from other categories.

Table showing cumulative and subjectwise Average marks achieved by the learners of Non-formal Education thereby showing comparison in their academic Achievements.

BARI BLOCK DISTRICT KATHUA.

Sl. No.	Name of the learners	Number of learners			Age Group		Average marks achieved						Cumulative
		Male	Female	Total	-11	+11	Level	Lang	EVS	Math	Gen Sc	S.St	
1.	Kothru	1	5	6	6	x	I	11	7	16.1	x	x	11.5
2.	Killore	5	x	5	5	x	I	3	1.8	5	x	x	3.3
3.	Machwa	4	3	7	7	x	I	1	7	13.6	x	x	7.2
4.	Talhal	10	2	12	12	x	I	1.3	3	11.6	x	x	5.3
5.	Thaba	5	x	5	3	2	I	9.8	10.6	16.2	x	x	12.3
6.	Bagian	5	x	6	5	1	I	6	5	11	x	x	7
7.	Dandi	7	x	7	6	1	I	8	4.7	16	x	x	9.6
8.	Sander	3	3	6	6	x	I	10	8.8	15.5	x	x	11.4
9.	Dhoula	9	x	9	9	x	I	7	9	12.8	x	x	9.6
		50	13	63	59	4	I	57.1	56.9	117.8	x	x	77.1
Average		5.5	1.5	7	6.5	.5	I	6.3	6.3	6.3	13.1	x	8.6

FORMAL SCHOOL

Primary School Dhoula	9	2	11	9	2	I	3.7	7.6	15	x	x	9.8
-do-	9	x	9	1	8	II	4.2	x	3.8	7	5.3	5

Intepretation of Data :-

- 1) That Block Non-formal Education Centres have not entered into level II.
- 2) There are 6.5 learners belonging to -11 age-range & .5 to +11 in Nonformal Education wharcas 9 are in -11 age group 7 and 2 in +11 age group in formal System in I level.
- 3) The achievements on an average in Non-farmal Education centres/Formal System at level I in languages, EVS, Maths and cummulative is 6.3/3.7; 6.3/7.6; 13.1/15; 8.6/8.8.

The general results are clear as below :-

- 1) That male children are more in number in both the system than that of female.
- 2) That the figures are very much corrobtorating in both the cases so far as age-group is concerned. There is no marked variation in the number of children in -11 age group or +11 age range.
- 3) While as the children from formal system are having 3.7, Non formal Education children have 6.3 average marks in languages. The figures of average marks in EVS, Maths and Cummulative in Non-formal Education and formal have been almost the same (6.3/7.6; 13.1/15; 8.6/8.8).

- 4) 100% learners are from other categories and none from SC|ST category.

General Conclusion for Jammu Province :-

1. That female learners are less in number then that of male learners.
2. That academic achievements are having slight variations. Formal system learners are good than Non-formal learners but not better cummulatively.
3. That only one centre has reached level II in Ghagwal Block and no NFE centre has entered this stage in Bani Block.

Interpretation of Data :-

- 1) That Block Non-formal Education Centres have not entered into level II.
- 2) There are 6.5 learners belonging to -11 age-group & .5 to +11 in Non formal Education whereas 9 are in -11 age-group 7 and 2 in +11 age-group in formal system in I level.
- 3) The achievements on an average in Non formal Education centres/Formal System at level I in languages, EVS, Maths & Cummulative is 6.3/3.7; 6.3/7.6; 13.1/15; 8.6/8.8.

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Maths & Cumulative in Non-formal Education and formal have been almost the same (6.3/7.6; 13.1/15; 8.6/8.8).

- 4) 100% learners are from other categories & none from III/IV category.

General Conclusion for Jammu Province :-

- 1) That female learners are less in number than that of male learners.
- 2) That academic achievements are having slight variations. Formal system learners are good than Non-formal learners but not better cumulatively.
- 3) That only one centre has reached Level II in Ghagwal Block and No.N.F.E. centre has entered this stage in Bani Block.

Overall all Results :-

1. The male enrolment is more in Jammu and female enrolment surpasses male enrolment in Kashmir.
2. That academic achievement of learners of Non Formal Education System in Kashmir province is better than that of its formal system at level I and better than of Jammu Province at Level I while at II level the formal system children are ahead of Non-formal Education in both the provinces.
3. That II level entry of Non-formal Education centres is 60% in Kashmir and only 6% in Jammu.

CHAPTER-VI

Non Formal Education in the Eyes at. the Learners,
Parents and Employers.

INTRODUCTION :-

The main objective of Non-formal Education system being universalisation of Elementary Education, thereby bettering the quality of life of those who have dropped out or missed schooling completely for one reason or the other so that self and national development is ensured. The age-group coming to these centres being an impressionable age of one's life, inculcation of right attitudes towards Peer group, elders, family and vocational for bettering their standard of life becomes all the more important. Since the children coming to these centres are helping their family by earning through some income generating process, therefore, the Non-formal Education system must have effected certain attitudinal changes in them. Here we would expect him to be motivated to learn, make others to learn and enter Non-formal Education Centre achieve the minimum norms of reading, writing, Numeracy and awareness about his/her environment on the basis of sociological and scientific perspective, be prepared to face the day-to-day problems; analyse different interests and his/her ability to carve:

out his own time of action. All this revolves round his/her vocation, and achievement in his education, we should know as to what the learner himself feels about this Non-formal Education System, what he has achieved and what he expects out of this system. On the same plan, we must know the impressions of his/her parents-whether they are motivated towards this system of Education, are interested in sending their children to these centres, what do they expect of their children in these centres, different fields of life and their preference vis-a-vis formal and Non-formal Education, system.

Employers become also important for these children because they are the people who would always like to get more of efficient work on nominal wages. They would also like their labourers to share responsibility with speed, precision, understanding and imagination thinking always about new designs etc.. The employers though scare of awareness among the employees would like them to be well-behaved and fashioned in a nice way. Therefore, Employers as they see their employees would also have something to say about this Non formal Education system as it directly/indirectly affects their proficiency and attitude. We shall take these sectors one by one for our guidance.

Profile of Learners :-

Any scheme launched afresh is having some objection and clientele group for which it is meant, overall objective being betterment of quality of life of individuals thereby developing national output by the provision of certain inputs (men and material). The learners who are the target who have Non formal Education Scheme belong to 9-14 age group who have remained out of formal scheme of Education for one reason or the other, dropped out at a particular stage and the formal scheme has not benefitted them. The reasons among others are poverty, large family system, low status and position of parents, backwardness, Non availability of alternative strategies for their education, subsidised hardware and software facilities and non-availability of time during day due to persuing of some vocation for helping their poor parents. The learners who are attending the centres run under Non formal Education scheme have their own impression to say about their motivation to enter the centre, liking for it, reasons thereof, aspirations and expectations from the scheme. Motivation liking, future and aspirations and their status in the family, status of parents in the society has much to do with the study. What the learners under study have in comparison to what they were expected to achieve shall be seen in this part by analysing the data.

The tables give the name of a learners with age structure (-11 & +11), sex, category they are belonging to and the period of stay for two learners from each centres in different identified blocks of the Districts under Survey. The results are block-wise.

[CHAPTER VI]

Non-formal Education in the Eyes of the Learners,
Parents and Employers.

Area : Panzoo Beeru Block : - District : Badgam

Sl. No.	Code No.	Name of the Centre	Name of the Learners	Age		Sex		Category			Period of stay
				-11	+11	M	F	SC	ST	Others	
1.	1	Alamuchoo	Nehd Akter Dhat	/	x	/	x	x	x	/	2 years
2.	1	-do-	Zainab Banoo	/	x	x	/	x	x	/	2 years
3.	2	Sail	Mymona Banoo	/	x	x	/	x	x	/	2 years
4.	2	-do-	Shafiqah Banoo	x	/	x	/	x	x	/	3 years
5.	3	Kandooro	Bashir Ahmed Sheikh	x	/	/	x	x	x	/	4 years
6.	3	-do-	Shahzadah Banoo	x	/	x	/	x	x	/	4 years
7.	4.	Khatiranah	Bashir Ahmed Najar	x	/	/	x	x	x	/	3 years
8.	4	-do-	Aisha Banoo	x	/	x	/	x	x	/	4 years
9.	5	Sonapah	Bashir Ahmed Malik	x	/	/	x	x	x	/	2 years
10.	5	-do-	Mukhtar Ahmed Beigh	x	/	/		x	x	/	2 years
11.	6	Sodipara	Mt. Najid Magray	//	x	/		x	x	/	
12.	6	-do-	Shahzada Banoo	x	/	x			x	/	2 years
13.	7	Sodipera 'D'	Mujtuba Hussain	/	x	/		x	x	/	3 years

14.	7	Sodipora 'B'	Rafiqa Bano	/	x	x	/	x	x	/	3 yrs
15.	8	Kralmohalla	Mushtaq Ahmad Shah	x	/	/	x	x	x	/	4 "
16.	8	Kralmohalla	Raja Banoo	/	x	x	/	x	x	/	4 "
17.	9	Sripenthon	Manzoora Banoo	x	/	x	/	x	x	/	2 "
18.	19	Sripenthon	Dilshada Banoo	/	x	x	/	x	x	/	2 "
19.	10	Hazarpora	Rafiqa Banoo	x	/	x	/	x	x	/	3 "
20.	10	Hazarpora	Shamina Banoo	x	/	x	/	x	x	/	3 "

8	12	8	12	x	x	20
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40% 60% 40% 60% 100%

1. That there are eight (40%) male and 12 (60%) female children who have been interviewed in Hardo Panzoo Beeru Block District Badgam. It means that more than half of the total children belong to female group who attend these centres.
2. Eight children (40%) belong to -11 age-group whereas 60% (12) children are from +11 age-group. Therefore, there are more children who come from +11 age-group.
3. The period of stay in the centre for all the 20 children is more than 2 years (100%). Nine children (45%) have stayed for two years in the centre; 5 (25%) children have been there for three years and 6 children (30%) have four years stay in these centres. Therefore, the conclusion is that $\frac{1}{3}$ of the total children are attending the centres for four years and nearly half for two years.
4. Nobody belongs to the category of SC/ST. Inead 100% children are from other categories.

Narbal Block : District Badgam :

Sl. No.	Code No. and Name of Centre	Name of the Learners	Age		Sex		Category			Period of Stay		
			-11	+11	M	F	SC	ST	Other			
1.	1	Cherahar	Farida Banoo	x	/	x	/	x	x	/	4 1/2	years
2.	1	Cherahar	Farooq Ahmad	/	x	/	x	x	/	2	years	
3.	2	Paripora	Dhat Nazir AhmadGanaix	/	/	x	/	x	x	/	3 1/2	years
4.	2	Paripora	Amina Banoo	/	/	x	/	x	x	/	4 1/2	years
5.	3	Yarigund 'A'	Tarooq Ahmed	x	x	/	x	x	x	/	4 1/2	years
6.	3	Yarigund 'A'	Gulshan Banoo	/	x	/	/	x	x	/	2 1/2	years
7.	4	Bundgam	Mehmooda Banoo	/	x	x	/	x	x	/	3 1/2	years
8.	4	Sundagam	Ab Majid Parray	/	x	/	x	x	/	3 1/2	years	
9.	5	Magam	Jaheena Banoo	/	x	x	/	x	x	/	3 1/2	years
10.	5	Magam	Sonsullah Kr.	/	x	/	x	x	/	3 1/2	years	
11.	6	Yarigund 'B'	Hanifa Bano	/	x	/	/	x	x	/	3 1/2	years
12.	6	Yarigund 'B'	Hamida Banoo	/	x	/	/	x	x	/	2 1/2	years
13.	7	Bonmakhama	Fahmida Banoo	/	x	x	/	x	x	/	3	years
14.	7	Bonmakhama	Nazir Ahmed	/	x	/	x	x	/	3 1/2	years	
15.	8	Pethkinihama	Juli Banoo	/	x	x	x	x	/	3 1/2	years	
16.	8	Pethkinihama	Tanvir Ahmed	/	x	x	x	x	/	3 1/2	years	
17.	9	Russu	Alla Gh. Mohd Dar	/	x	x	x	x	x	/	3 1/2	years
18.	9	Russu	Bilal Ahmaeddar	/	x	x	x	x	/	3 1/2	years	
19.	10	Furnesudr	Tariq AhmaedKhan/	/	x	x	x	x	/	3	years	
20.	10	Furnesudar shah shah	Bashir Ahmad Mir/	/	x	x	/	x	x	/	3	years

17 3 11 9 x x 20

85% 15% 55% 45% x x x

The Table shows that :-

1. There are again two learners who have been interviewed from each centre making it a total of 20 children from 10 centres of which 11 children (55%) are male and 45% (9) children are female.
2. Seventeen children (85%) belong to -11 age-group and three (15%) are of the age of 11 years. Out of 17 children belonging to -11 age-group, ten are Boys and Seven are Girls. Out of three children of +11 age-group two are boys and one is a Girl.
3. The result is that boys are more in number than girls who attend the centres and three-fourths of children attending these centres are of below 11 age out of whom the number of boys belonging to -11 age is more than girls. This is true about the number of children belonging to +11 age.
4. All the 20 children from these ten centres belonging to other categories.
5. 100% children have been attending the centres for more than one year. 15% children (3) have stayed in the centres for 2 to 2½ years; 14 children (70%) are there for 3-3½ years and 15% children (3) have been attending the centres for 4-4½ years. It is clear from the analysis that 70% children have been attending the centres for more than 3 years.

Ghugwal Block District Kathua

16/5

Sl. No.	Code No. and Name of Cen.	Name of the Learners	Age		Sex M F	Category			Period- of Stay
			-11	+11		SC	ST	Others	
1.	1 Rajpora I	Raj Kumar	x	/	/	x	/	x	1 1/2 years
2.	1 Rajpora I	Trishla Devi	/	x	x	/	/	x	2 1/2 "
3.	2 Jarrian	Jeewan Kumar	/	x	/	x	x	/	2 "
4.	2 Jarrian	Bandha Devi	/	x	x	/	x	/	3 "
5.	3 Charpar	Balbeer Singh	x	/	/	x	x	/	2 1/2 "
6.	3 Charpar	Darshana Devi	x	/	x	/	/	/	2 "
7.	4 Chakbhagata	Soom Nath	/	x	/	x	/	x	2 "
8.	4 Chakbhagata	Sukh Dayee	/	x	x	/	x	x	2 "
9.	5 Taryal	Anju Devi	/	x	x	/	x	/	2 "
10.	5 Taryal	Rechpal	/	x	/	x	x	/	2 "
11.	6 Chankhatrin	Sandesh Devi	x	/	x	/	x	/	1 "
12.	6 Chankhatrin	Rechpal Singh	/	x	/	x	x	/	3 "
13.	7 Chaksada	Suresh Kumar	/	x	/	x	x	/	2 1/2 "
14.	7 Chaksada	Renu Devi	/	x	x	/	x	/	2 "
15.	8 Rajpora II	Santosh Devi	x	/	x	/	x	/	1 1/2 "
16.	8 Rajpora II	Raj Kumar	/	x	/	x	x	/	4 "
17.	9 Malani	Sharda Devi	/	x	x	/	/	/	2 "
18.	9 Malani	Mate Devi	/	x	x	/	/	x	2 "
19.	10 Sanoora	Champa Devi	/	x	x	/	/	x	1 "
20.	10 Sanoora	Sarjeet Kumar	/	x	/	x	x	/	3 "
			15	5	9	11	6	x	14
			75%	25%	45%	55%	30%		70%

The Table shows that :-

- 1 There are 45 of male children (9); 55% female children; 15 children (75%) are having -11 age and 5 (25%) children are from +11 age-group out of 15 children from -11 age-group, 7 are boys and 3 are girls and out of 5 children from +11 age group; 2 are boys and 3 are girls. Therefore, it can safely be said that girls are more in number than boys who are learners in the 10 centres of the Block under study belonging mostly to -11 age.
- 2 Out of 20 learners, 6 (30%) learners are belonging to the scheduled caste category and 70% (14) learners come from other category. Hence it is heartening that S.C. children are also attending centres.
- 3 18 learners (90%) have stayed in the centres for more than one year and only 2 learners (10%) have been attending the centres for a year only. Therefore most of the learners are there in the centres for more than a year. Concretely speaking, 2 learners have been for one year in the centres, 11 for 2 years 6 for more than 2 years upto 3 years and one learners for 4 years. Therefore, we observe that more of learners are learning in the centres for two years mostly.

The table shows that :

1. There are 45 of male children (9); 55% female children; 15 children (75%) are having -11 age and 5(25%) children are from +11 age-group out of 15 children from -11 age-group, 7 are boys and 8 are girls and out of 5 children from +11 age group; 2 are boys and 3 are girls. Therefore, it can safely be said that girls are more in number than boys who are learners in the 10 centres of the Block under study belonging mostly to -11 age.
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Block : Bani | Distt. : Kathua

Sl. No.	Centre Number and Name of the Cen	Name of the learners	Age		Sex		Category	Period of the Stay.
			-11	+11	M	F		
1.	1 Dhoula	Lal Chand	x	/	/	x	/	2 years
2.	1 Dhoula	Mikhi Ram	x	/	/	x	/	1 years
3.	2 Kothru	Ranu Devi.	/	x	/	x	/	9 months
4.	2 Kothru	Fretu Devi	/	x	x	/	/	9 months
5.	3 Talchal	Sukh Lal	x	/	/	/	/	1 years
6.	3 Talchal	Jaswant Lal	x	/	/	x	/	1 "
7.	4 Killore	Mangat Ram	/	x	/	x	/	1 "
8.	4 Killore	Uttan Chand	/	x	/	x	/	1 "
9.	5 Sander	Shan Lal	/	x	/	x	/	5 "
10.	5 Sander	Neelma Devi	/	x	x	x	/	1 "
11.	6 Machwa	Ram Lal	x	/	/	/	/	1 "
12.	6 Machwa	Guldi	/	x	x	x	/	1 "
13.	7 Begian	Prim Chand	x	/	/	x	/	3 "
14.	7 Begian	Tilak Raj	/	x	/	x	/	3 "
15.	8 Dandi	Tara Sind	x	/	/	x	/	3 "
16.	8 Dandi	Kako Ram	/	x	/	x	/	3 "
17.	9 Thara	Hans Raj	/	x	/	x	/	2 "
18.	9 Thara	Darshno Devi	/	x	x	/	/	1 "
			11	7	13	5	18	

61/39/572/28/5

1. There are 18 learners from nine centres who have been interviewed from this block out of whom 13 (72%) learners are male and 28%(5) . are female learners.
2. 11 (61%) learners are below 11 age and 7 (29%) learners belong to +11 age-group. Out of 11 learners belonging to -11 age, 6 are boys and 5 girls and all the 7 learners are from +11 age-group. Therefore, the centres have male intake more than female intake and more of children belong to -11 age-group.
3. All the 18 learners (100%) belong to the category other than Scheduled Caste and Scheduled Tribe.
4. 2 learners (11%) have been attending the centres for a year or so whileas 89% (16) learners have been going to the centres for more than a year. Being factual enough, 2 learners are in the centres for 9 months, 9 for 1 year, 2 for 2 years; 4 for 3 years and only one for 5 years. Therefore, most of the clientele is there for 1-3 years.

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The following table presents an over all picture of all the 4 blocks giving the details of children belonging to -11 +11 age, different categories, sex and period of stay.

LEARNERS GENERAL OVER VIEW

Name of Block	Total Number of Learners	Age Group		Sex		Category			Period of Stay	
		-11	+11	M	F	SC	ST	Others	Less than	More than
Deeru	20	8	12	8	12	x	x	20	x	20
%		40%	60%	40%	60%			100%		100%
Arbol	20	17	3	11	9	x	x	20	x	20
%		85%	15%	55%	45%	x	x	100%	x	100%
Mhuwal	20	15	5	9	11	6	x	14	2	10
%		75%	25%	45%	55%	30%	x	70%	10%	90%
Beni	18	11	7	13	5	x	x	18	2	16
%		61.2%	38.8	72.2	27.8	x	x	100%	11%	89%

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Sl. No.	Name of Block	Reason for attending centre	Whether likes the centre		Whether likes the following learners		Way in which education helps			Edu- Whether has any difficulty				Whether likes to continue		
			To get Education	Yes	No	Yes	No	H.H.VOC	Acctt	Others	R/W	Math	Lang	No	Yes	No
1.	Harde Panzoo	20	20	x	20	x	15	3	2	x	x	9	1	20	20	x
2.	Narbal	20	20	x	20	x	5	18	x	x	x	x	x	20	20	x
3.	Ghugwal	20	20	x	20	x	2	17	x	1	5	5	1	10	20	x
4.	Dani	18	18	x	18	x	7	11	x	x	x	1	x	17	18	x

T The efficacy of the programme can be gauged by analysing the following items :-

What made the learners to enter Non-formal Education System? The way in which education helps them. Reason for attending the centre what does the learner like in the centre? Problems faced by the learner. Whether system ? What are his aspirations ?

The only motive and reason for attending the Non Formal Education centre is to get educated for all the learners from all the Blocks. It flows from the above items that all the learners like the centre for one reason for the other. The other factor which motivates the learners to attend these centres is that they like the fellow students because psychologically speaking peer group and preadolescents like one another the most and this is the age one likes to play, know and love fellow companions.

The fact that they wish to continue their studies provides an evidence and testimony to the reality that 100% learners from all the blocks like to be educated in these centres and they mostly wish to enter even formal schools to pursue their studies. This being the age of play and group feelings, they only want further studies but due to poverty of their parents. Some of them cherish to work for their parents and help them in

in various way particularly in supplementing their income.

They are not satisfied with the centre because it is not like that of a formal school. They wish to have games, sports, cultural activities. They wish to learn all subjects like their fellow learners in formal system. The end result is that they want to get education. Poverty has made them to be away from formal schooling and if non formal Education system becomes viable alternative, they will lone to be educated there.

The above table corroborate these conclusions one way or the other. The interpretation of the table is as under :-

Hardo Panzoo Block :-

1. 100% learners want to be educated, like the cents, like the fellow students and like to continue education.
2. 75% learners say that education helps in the efficient discharging of house hold duties; 15% say that it helps in vocational efficiency and 10% are of the view that they can help their parents by maintaining family accounts.
3. 50% learners have no difficulty in any way in learning the subjects. 5% learners have difficulty in understanding reading and writing languages and 45% have difficulty in understanding and doing Mathematics.
4. Half of the learners wish to enter formal school and half to enter the life.
5. 50% learners like fellow learners the most, 30% have liking mostly for the teacher, and 30% learners like the mostly.
6. 100% learners have learnt to read and write and languages while only 60% can calculate. The accomplishment is average. Mathematics learning

is the weakest point.

7. 40% learners want religious teaching over and above the subjects taught in these centres, 15% want allotted subjects of formal system to learn, 20% have craving for sports and 35% want craft education.

Narbal :-

1. 100% learners like the centre, the fellow learners and wish to continue education and long for getting educated.
2. 25% learners are of the opinion that education helps in rendering help to parents in house hold work, 90% opine that it improve vocational efficiency. Being vocational prove, they wish to persue vocation and help increase the earning of their parents.
3. All the 20 learners do not have any difficulty of any sort in the centres.
4. After completion of the course in these centres, all the 20 learners wish to enter formal school. This does not corroborate with the point when they say that vocational efficiency in formal system.

5. All the 20 learners like their teachers and fellow learners. It again collaborates their view point that they wish to enter formal schooling for literacy and numeracy and not vocational training.
6. All the 20 learners can read and write and understand languages. Either Mathematics is not taught or else they have not been able to comprehend, therefore, they are silent about it.
7. Again 90% learners want to learn formal school subjects over and above the things learnt in Non formal Education centre and 30% learners want to partly games other than acquiring the skill and knowledge of literacy and numeracy.

Ghugwal :-

1. 100% learners wish to get educated, like the fellow learners, like to continue their studies and like the centres.
2. Education helps them to supplement their parents income by improving vocational efficiency as opined by 85% learners and 10% learners feel that Education helps them to help their parents in performing house-

hold work and 5% learners are of the view that education gives them the gain of regularity.

3. 25% learners fall books prescribed in Non-formal education system as difficult, 25% have difficulty in understanding and doing sums in Mathematics, 5% have difficulty in reading writing and comprehension of languages and 50% learners do not have any difficulty of whatsoever nature.
4. The aim after the completion of course in Non-formal Education centre for 95% learners is entry into formal stream and persuing craft for 5% learners only.
5. 50% learners like fellow learners the most and 70% learners like the teacher the most in the centre.
6. The things the learners have learnt in the centre are :- 70% learners have learnt language; 5% calculation; 60% reading and writing; 25% have been able to learn to writing of their names and 5% have achieve to learn to write and read alphabats only.
7. No learners wishes to learn anything more in the centre. This does not corroborate with the above facts.

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Bani :-

1. Again all the learners feel in the same lines as is seen in other blocks.
2. 35% learners feel that education helps them to perform house hold work efficiently, 61% learners do observe that education helps them to peruse vocational efficiency.
3. 6% learners have difficulty in understanding Mathematics subject and 94% have no difficulty.
4. 78% learner's aim after completion of the course is continuance of education in formal school system and 22% learners wish to continue their studies perhaps in Non-formal Education system. The general concensus of all the children is continuance of studies in any way.
5. 17% learners like the fellow learners; 33% like their teachers and 78% like the learnt things in the centre.
6. 100% learners have learnt reading, writing and languages and 61% have learnt Mathematics.
7. 83% learners wish to have games and learn rules and playing the games of varied nature. 33% learners wish to be imparted Craft training.

General Conclusion :-

1. That all the children wish to pursue studies further in any system formal or Non-formal.
2. That mostly the students have difficulty in Mathematics and language comprehension.
3. That vocational efficiency must also find a place in the curriculum along with training in life situations,
4. That most of the learners wish to learn all the subjects and other co¹/₂curricular activities of a formal system.
5. That mostly reading, writing and language teaching that too minimally is being taken care of in Non-formal education system.

Profile of Parents :-

While evaluating a Project or Scheme, all the factors are to be evaluated. Where there is a need to see the achievement in terms of outcomes and objectives, there is also a need to analyse the impressions of infrastructure, clientele, and general public. Since parents are the immediate factor for a scheme such as Non-formal Education their motivation, interest, family background, (Educational and Vocational) and expectations shall have to be considered seriously while evaluating the learning outcomes of the

intake group of this system. The status of the parents/
family and their likes and dislikes play an important
role in such a non formal scheme as this. We shall herein
analyse the data which has been collected by administering
Interview schedules to parents who have been selected
on random basis in all the Blocks under study.

DO PANZOO BEERU BLOCK)

District : Badgam : (Analysis of Parents)

S. No	Name of Centre	Name of the parents	Age years	Sex M F	Category others	Litr- rate	Ille- trate	Voca- tion.	Income			Total Number of children		Number of children attending NFE			Level	
									Poor	AVE	Well todo	M	F	M	F	Age		
1	Langucho	Ab Karin Dhatt	35	/ x /		x	x	Agri	x	/	x	3	1	4	2	x	8,7 years	I
2	-do-	Gh-Qadir Dhatt	67	/ x /		x	/	-do-	x	x	/	2	6	8	1	x	8 years	I
3	Sail	Ab Rahin Sheikh	45	/ x /		x	/	-do-	/	x	x	2	3	5	x	1	11 years	II
4	-do-	Mrs.Zoona Banoo	40	x / /		x	/	-do-	/	x	x	3	2	5	x	1	9	I
5	Kandoora	Habibullah Parry	27	/ x /		/	x	-do-	x	/	x	2	x	2	1	x	8	II,I
6	-do-	Ab Ahad Chopu	36	/ x /		x	/	-do-	/	x	x	2	1	3	2	x	11, 8 year	II, I
7	Khatiruna	Ab Khalig Wani	45	/ x /		/	x	-do-	/	x	x	4	4	8	1	2	12,10 years	8 11,I
8	-do-	Mohd Akbar Bhat	40	/ x /		x	/	-do-	/	x	x	1	4	5	x	1	9 years	I
9	Sonapah	Gh Ahmad Beigh	38	/ x /		x	/	-do-	x	/	x	3	2	5	1	x	11 years	II

10.	" -do-	Gh Mohd Nail	46	/	x	/	/	x	-do-	x	x	/	5	2	7	1	1	12	years	II
11.	6 Sodi pora'	Fatina Banoo	35	x	/	/	x	/	-do-	/	x	x	2	2	4	1	x	6	years	I
12.	" -do-	Ab Rehman Wani	46	/	x	/	x	/	-do-	/	x	x	2	3	5	x	3	12,10, 7	years	II, I
13.	7 Sodi- pora'	Syed Gh. Ahmaed	36	/	x	/	/	x	Inservice	x	/	x	4	x	4	1	x	9	years	I
14.	" -do-	Jamal Gujree	40	/	x	/	x	/	Milk man	x	/	x	5	2	7	x	1	10	years	II
15.	8 Krala mohalla	Gh/Ahmed Lone	40	/	x	/	x	/	Baget	/	x	x	5	1	6	2	1	12,11,9	years	II,II,I
16.	" -do-	Ab Samd Tail	45	/	x	/	x	/	Agri	x	/	x	3	1	4	x	1	9	years	I
17.	9 Arip- anthan	Khazir Mohd Mir	31	/	x	/	/	x	Emb.work	/	x	x	1	5	6	x	3	12,10,9	year,	I,I,I
18.	" -do-	Gh Mohd Mir	33	/	x	/	/	x	Agri	x	/	x	1	2	3	x	1	8	years	I
19.	10 Haze- pora	Mrs. Sarwa Banoo	40	/	x	/	x	/	-do-	x	/	x	2	2	4	x	1	13	years	I
20.	" -do-	Ab Rehman Wani	42	/	x	/	/	x	-do-	x	/	x	1	2	3	x	2	13,9	years	I,I

Hardo-Panzos (Boeru) Block :-

The parents of the learners attending Non-formal Education Centres are having age-range of -67 years. Out of 20 parents, 12 belong to the age-group of 30-40 years, 6 to 40-50 years age group whereas one parent has 27 years age and another is of 67 years age. This means mostly these parents are of 30-40 years age-group who stand on their own legs, are pursuing their own vocation and are matured having their own likes and dislikes prove to no marked change but willing to improve. 17 are male parents whereas 3 are belonging to female grown-up group. The three female parents belonging to 35-40 year age-group nobody is belonging to scheduled cast/tribe.

Out of 20 parents, seven are literate while the rest are illiterate 16 parents pursue Agriculture as their main occupation; one is doing a Government Service, one is a labourer; one is a professional (Baghat) and one is an artisan. Therefore, everyone is engaged in some vocation.

Nine parents are very poor, Nine have average income and only two parents are well-to-do.

The number of children for each parent ranges between 2-8. 4 parents have five children each; 5 have 5 each, 2 have 7 each; 2 have 6 each and 3 have 2 kids each. Poor

and average income group has more children.

Mostly one child goes to the Non formal centre.

Out of 95 children of these 20 parents; 53 are male and 52 are female.

The total number of children going to these centres out of 95 is 31. (Non-attending 64). Out of 31 attending children; 12 are male and 19 are female children.

The age-range of these 31 attending children is 6-12 years. 13 out of 31 have reached II level of their grade/ stage.

Conclusion:- 1. The poor illiterate parents have more of children.

2. Nearly more than half of the children are not attending the Non formal Education centres Rest are engaged in some vocations.
3. Agriculture is the main occupation of most of the parents.
4. Family welfare programmes have not influenced the poor parents as yet as they bank upon fate more than anything else and that they bear with the fact that more the children, more the income and children are the God given bounties.

5. Illiteracy is a permanent bar as even well-to-do and average-income group parents beyond 40 years of age have more children whereas younger parents of 25-35 age. Though illiterate have got some awareness of family norms.

LOCK) DISTRICT :: BADGAM

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Sl. No.	Village Name	Name of Parents	Age	Sex	Category	Literate	Illiterate	Vocational	Income			Total Number of children.			Number of attending NFE		Age	L E V E L.
									Poor	Ave	Well	M	F	TOTAL	M	F		
4	Badgam	Ab Rehman Sheikh	50	/ x	/	x	/	Agri	x	/	x	1	3	3	1	1	9,7	I,I
"	-do-	Khazir Mohd Parray.	"	/ x	/	x	/	-do-	x	/	x	2	1	3	1	1	9 1/2, 1/2	I,I
9	Russu	Kadir Dar	40	/ x	/	x	/	-do-	x	/	x	3	3	6	1	1	7 1/2, 8 1/2	I,I
"	-do-	Ab Salan Dar	55	/ x	/	x	/	-do-	x	/	x	2	4	6	1	1	6, 1/3	I
1	Cherhar	Gh Mohd Parray	30	/xx	/	/	x	-do-	x	/	x	3	3	6	1	1	10, 11 9 months	II,II,-
-do-	-do-	Mohd Sultan "	45	/ x	/	/	x	-do-	x	/	x	2	4	6	1	1	9	I
7	Bonmakhama	Ah Rashid "	28	/ x	/	/	x	-do-	x	/	x	x	1	1	x	1	8 1/2	I
"	Mohd-Mohd	Mohd Maqbool "	55	/ x	/	x	/	-do-	x	/	x	2	1	3	1	1	10, 12, 9 months	II,II
2	Faripora	Ali Mohd Dar	60	/ x	/	x	/	-do-	x	/	x	3	2	5	1	2	11 1/2, 7 1/2	II,I
"	-do-	Gh Qadir Farray	55	/ x	/	x	/	-do-	x	/	x	2	5	7	x	2	11 1/2, 7 1/2	I
8	Pethkanihama	Gh Nabi Shah	50	/ x	/	x	/	-do-	x	/	x	1	3	4	x	1	8 1/2 years	I
"	-do-	Sonaulah War	32	/ x	/	x	/	-do-	x	/	x	2	2	4	1	x	9	I
3	Yarigund 'A'	Ali Mohd Bhat	42	/ x	/	x	/	-do-	x	/	x	3	1	4	x	1	9 1/2	I
"	-do-	Khazir Mohd Bhat	50	/xx	/	x	/	-do-	x	/	x	2	3	5	x	1	10	II
5	Yarigund 'B'	Ab Rehim Dar	48	/ x	/	/	x	-do-	x	/	x	3	3	6	1	x	9	I
"	-do-	Gh Qadir Bhat	45	/ x	/	x	/	-do-	x	/	x	5	2	7	x	1	9	I
6	Purne Sader	Gula Rather	50	/ x	/	x	/	-do-	x	/	x	5	2	7	1	x	9,7	I,I
"	-do-	Sara Banoo	35	x /	/	x	/	-do-	x	/	x	1	3	4	x	2	8-4m.	I,I
5	Magam	Mohd Abdulla	32	/ x	/	x	/	-do-	x	/	x	3	1	4	2	x	7-4m.	
"	-do-	Wani	27	/ x	/	/	x	-do-	x	/	x	1	2	3	x	1	10	II

Nartal Block :-

The 20 (19 male and one female) parents are having 27-60 age-range none belonging to scheduled caste or scheduled tribe, Nine parents belong to the age group of 40-50 years; 4 belong to 50-60 age group; 4 belong to 30-40 age group and 3 to 27-30 age-group. Out of 20 parents of this block, only 4 are literate and 16 illiterate.

The main occupation of 13 is Agriculture, one is having Agriculture as main occupation but Embroidery as subsidiary occupation whereas one has Kaleen Dafi (Carpet weaving) as main occupation. All the 20 parents are of average-income group. Total number of children of these 20 parents is 95 out of whom 45 male and 50 are female children. Only 27 children (10 male and 17 Female) out of these 95 children of 20 parents under are going to the Non Formal Education Centres. The age-range of these 27 children attending centres is 7-10 years. Only 6 have reached II level while as 14 are yet in I level.

Conclusion :-

Conclusion are almost same as for Harloo Panzoo Deeru Block-

BLOCK) DISTRICT : KATHUA.

Code Number and name of centres	Name of Parents	Age	Sex		Category		Parents' Analysis			Income Poor Ave	Well todo	Total number children	Number Of NFE Children		Child atten- ding. NFE	L E V E L
			M	F	SC	Others	Lite rate	Ille- trate	Voca- tion				M	F		
1	2	3	4	5	6	7			8	9	10		11	12		
1. Rajpora I	Mani Ram	34 yrs	/	x x	/	/	/	Carp enter	/	/	/	2 2 4	x	2	9,7 years	I, I
2. -do-	Rattni Devi	50 yrs	x	/ x	/	x	/	House Hold	/	x	x	2 1 3	1	x	8 years	I
3. Jarrian	Samsar Chand	50 years	/	x x	/	/	x	Barbar	/	x	x	2 7 9	x	1	9 years	I
4. -do-	Bholi Devi	28 years	x	/ x	/	/	x	House hold	/	x	x	2 x 2	2	x	8,7 years	I
5. Charper	Parmanand	40 years	/	x x	/	x	/	Agricul ture	/	x	x	2 3 5	1	2,6,12 years	I	
6. -do-	Santokh Singh	40 years	/	x x	/	/	x	-do-	/	x	x	2 4 6	2	1	11,9,8 yrs	I I I
7. Chakbaghta	Sita Ram	35 years	/	x /	x	/	x	-do-	x	/	x	2 2 4	x	1	9 years	I
8. -do-	Charan Dass	34 years	/	x /	x	/	x	-do-	x	/	x	2 3 5	1	1	7 years	I, I
9. Taryal	Bansi Lal	50 years	/	x x	/	x	/	-do-	x	/	x	4 2 6	1	x	8 years	I
10. -do-	Gita Devi	30 years	x	/ x	/	x	/	House hold	/	x	x	1 1 2	x	1	9 years	I

11.	Chankhatrian	Baldev Singh	53	/	x	/	/	x	Agriculture	x	/	x	5	3	8	1	x	9 years	†
12.	-do-	Markah Devi	40	x	/		x	x	/ House hold	/	x	x	1	5	6	1	x	-do-	I
13.	Chaksadda	Sheela Devi	26	x	/	/	x	/	-do-	x	/	x	2	2	4	x	1	8 years	I
14.	-do-	Daulat Ram	38	/	x	/	/	x	Agriculture	/	x	x	5	1	5	x	1	6 years	I
15.	Rajpora II	Dhain Chand	55	/	x		x	/	x House Hold	/	x	x	2	2	4	1	1	13, years	I
16.	-do-	Sita Devi	45	x	/	/	x	x	/ -do-	/	x	x	5	2	7	2	x	8,9 years	I,I
17.	Malari	Vishu Devi	28	x	/	/	x	x	/ Agriculture	/	x	x	3	4	7	x	1	8 years	I,I
18.	-do-	Des Raj		/	x	/	x	x	/ Labourers	/	x	x	3	4	7	x	1	-do-	I
19.	Sanocra	Hans Raj		/	x	/	x	x	/ -do-	/	x	x	4	1	5	2	x	7,6 years	I,I
20.	-do-	Ganu Devi		x	/	/	x	x	/	/	x	x	2	6	8	x	2	12,10 years	I,I

CHUGWAL BLOCK :

12 parents are of 30-40 age-group though age-range for 20 parents under study is 23-56. Some of the parents have not shown their age. 12 parents are male and 8 are female. 9 parents belong to Scheduled Caste and 11 are others. 9 Parents are literate and 11 are illiterate. 9 parents are having Agriculture as their main occupation. 9 are belonging to Labour Class doing labour in houses, and other unorganised sector and two are professional workers. 15 parents are very poor and only 5 have average income. 20 parents have 105 children (52 male and 53 female, i.e.; 5 children on average.

Out of 105 children only 31 (14 male and 17 female,) are attending the Non formal Education centres, who belong to 6-12 age group. All the children are in I level as yet.

RAJL BLOCK) DISTRICT :: KATHUA.

Sl. No.	Code No.	and the Name of the Centre	Name of the parents	sex M F	Category. SC/Others	Literate	Illiterate	Vocation	Income		
									Ydars	Poor	Average
1.	1	Dhoula	Oma Devi	45	x /	x /	x /	House Hold	/	x	x
2.	"	-do-	Gianu	50	/ x	x /	x /	Agriculture	/	x	x
3.	2	Kauthru	Mahanti Devi	30	x /	x /	x /	House hold	/ x	x	x
4.	"	-do-	Basia	64	/ x	x /	x /	Agriculture	/	x	x
5.	3	Thalhal	Durga Dass	75	x /	x /	x /	-do-	x /	/	x
6.	"	-do-	Menu Devi	35	x /	x /	x /	House hold	x /	/	x
7.	4	Kilore	Mahanti Devi	36	x /	x /	x /	Agriculture	x /	/	x
8.	"	-do-	Isher Dass	43	/ x	x /	x /	-do-	x / x	/	x
9.	5	Sandar	Bhanju Devi	28	x /	x /	x /	House Hold	x /	/	x
10.	"	-do-	Basti Renu	30	/ x	x /	x /	Agriculture	x /	x	x
11.	6	Machwa	Ah. Hamid	50	/ x	x /	x /	-do-	x /	/	x
12.	"	-do-	smt sobhnoo	35	x /	x /	x /	House Hold	/ /	/	x
13.	7	Begian	Hazroo	46	/ x	x /	x /	Agriculture	/	x	x
14.	"	-do-	Vidya Devi	31	x /	x /	x /	House Hold	x /	/	x
15.	8	Bandi	smt Chitroo	40	x /	x /	x /	-do-	x /	/	x
16.	9	=Do=i	Dass	45	/ x	x /	x /	Agriculture	x /	/	x
17.	9	Thara	smt Kushallia	35	x /	x /	x /	House hold	x /	/	x
18.	"	-do-	Parnanad	33	/ x	x /	x /	Agriculture	/	x	x

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Total Number of Children			Number of children attending NFE				Level
Male	Female	Total	Male	Female	Age	Total	
5	5	5	21	x	11,8 years		I,I
		5	1	x	9 years		I
		5	x	2	10,7 years		I,I
		8	x	2	10,7 years		I,I
		7	1	x	10 years		I
		8	4	x	10,10,8,6		I,I,I,I
		10	3	x	8,6,10 years		I,I,I
		15	2	x	8,7 years		I,I
		3	2	x	10,7 years		I,I
		1	x	1	7 years		I
		11	x	2	9,6 years		I,I
		5	1	1	11,8 years		I,I
		3	1	x	8 years		I
		4	2	x	11,8 years		I,I
		4	1	x	10 years		I
		6	1	x	12 years		I,
		3	1	1	7,9 years		I,I
		5	1	x	10 years		I

BANI BLOCK :

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The 18 parents have 20-75 age-group out of which 3 have 30-40 age-group; 7 have 40-50 age-group; one has 23 years age and 2 have 50-75 age-group.

It is surprising that 9 are male and 9 are female parents. All the 18 belong to other category. Only 2 are literate whereas 16 are illiterate. Again 9 parents are Agriculturists and 9 are labourers working in families as house-hold servants or in unorganised labour sector. 3 are very poor families; whereas 10 are having average income. These 18 parents have 103 children on an average). Out of these 103 children only 31 children (23 male and 8 female) are attending Non-formal education centres. These 31 children belong to 7-12 age-group who have 23 yet attained II level .. instead are in I level of the Non-formal Education Scheme.

Parents who send their children though in less number to the Non formal Education system must have been motivated through some agency or should have their own liking for it realising the importance of being educated. Literate parents being small in number can have this inherent motivation but some are must have aroused the liking of illiterate parents.

The parents must have observed some change in in the behaviour and pattern of living in their children and should give their general impression about the scholastic and other achievements. They must be satisfied or otherwise with their children's performance in the centre in the home, because it is natural that the children must lay a helping hand to their parents more effectively now than before joining the centre. The children must pursue the activities they have learnt in the centre. All these must lead the parents to give an overall approval of the scheme and they must put forth suggestions for the improvement of Non-formal Education centre based on their observations.

The following table shall reveal all these aspects in a clear manner :-

Employer's Analysis

Category of Employer	Category Vocation	Block District	Employee Name	Employee Age	Vocation of Employee	Time since employed the learners	Kind of work learners does	Improvement kind	Behavioural changes in his dealing with employer
Sh. Mohd Najjar	Art and Craft	<u>Beeru</u> Badgam	Farooq Ahmad	14 yrs	Embriodry work	five years	Embriodry	Regular & Takes care of his job	Shares responsibility efficiently.
Sh Mohd Joo	-do-	-do-	Nazir Ahmad Malik	10 yrs	Carpet Weaving	one year	Carpet Weaving	Can read Theory of Carpet Weaving	Regular and obedient
Mohd Farooq Bhat	-do-	<u>Narbal</u> Badgam	Rafiqa Banoo	11 yrs	Needle Work	five years	Needle Work	a) Knows her job well, b) Has become Regular & careful, c) Takes interest, & d) Shares Responsibility.	a) Positive attitude towards employer, b) Accepts Suggestions.
Ab. Rehman	-do-	-do-	Fayaz Ahmad Bhat	11 years	-do-	3 yrs	-do-	-do-	-do-

of the Block	Parents Motivated by :					Any change observed in their behaviour.			Can they read			What help to parents		
	Tr.	Another	Social	Centre	Other	Takes bath Daily	Washes Hands	Takes clean Food.	read & write now	Good	Average	Nil	Acctt: Helps others to R&W	Shares Home Resposi- bility.
Arlooo Panzoo (Seru)	7	x	x	1	12	20	20	20	12	3	x	2	2	10
Arthal	7	7	x	x	13	20	20	20	13	6	1	3	x	17
Arwal	15	5	x	x	x	20	20	20	6	14	x	2	2	16
Arani	17	x	x	1	x	18	18	18	x	3	2			

Way of the Activities | Suggestion of improvement
 Reflect Behaviour.

Peer	Neighbour	Wants Learn more.	Enhancement of rent.	T L Material	Training of Instructor	Games
20	20	12	20	20	20	20
20	20	15	20	20	20	20
20	20	15	20	20	20	20
18	18	5	18	18	18	18

Hardoo Panzoo (Beeru) :- 7 out of 20 parents (35%) were motivated by instructors to send their children to Non-formal Education Centres, while as only 1(5%) parent was motivated by the good look and meaningfulness of the centre and 12 parents (60%) were induced by other people.

Narbal : Here again 35% parents were moulded by the instructors themselves to send their children to these centres and 65% parents had other people who motivated them.

Chugwal :- 75% parents have been motivated by the instructors and 25% parents by other learners attending the centres.

The net result is : that mostly instructors and learners are the people who have motivated the parents in Chugwal to send their children to the Non-formal Education Centres;

1. That community people together with instructors have provided motivation to the parents from Narbal and Hardoo Panzoo Blocks of Kashmir Valley. It means that community involvement is found in Kashmir Valley.
2. Whether any change has been observed in the behaviour of the children after attending the Non formal Education Centres we see that all of the learners in all the four blocks have a daily bath

and clean their teeth almost daily; Wash their hands and mouth before and after taking their meals and take clean food. Therefore, the conclusion is that health and hygiene care is taken by the learners as stated by their parents.

3. The opinion given by the parents with regard to the reading and writing capability of their children is as under :-

That 60% learners can read and write well in Hardo Panzoo Block, 65% in Narbal and 30% in Ghugwal Block. 40% learners can read and write to some extent in Hardo Panzoo, 30% in Narbal and 70% in Ghugwall. All these average cases need more teaching.

4. On the one hand, parents wish their children to help them in earning, supplementing their income and helping them in other home affairs, because of which they have not sent their children to the formal schools, on the other hand they wish to make them literate in Non-formal Education Centres which mostly takes their time away from helping their parents. Therefore, one parents would be anxious to know the extent and effectiveness of help their children render them after going to Non formal education centres. The analysis shows that only 10% learners help their parents in maintaining domestic accounts, 10% help their brothers and sisters to read and write and 80% children share home responsibilities in Hardo Panzoo Block.

Narbal Block parents say that 15% children help parents maintain domestic accounts, 85% share home responsibilities.

Ghugwal Block figures reveal the same state of affairs as is prevalent in Hardo Panzoo.

Bani Block :-

17 out of 18 parents 94.4% were motivated by teacher to send their children to Non formal Education Centres, While as only 1 parent 5.6% was motivated by the centre itself.

55.1% learners can read and write at an average level while as 44.4% learners are at their initial stage as yet.

About 17% learners help others to read and write while as only 11% learners help their parents by sharing home responsibility.

The overall analysis is that mostly the children share home responsibilities with their parents and very nominal number of learners help make their other illiterate family member literate and a small number can effectively maintain domestic accounts. It can be guessed easily that the learners mostly have not learnt well. Another area where the parents would like their children to be moulded after going to these centres is their behavioural changes vis-a-vis their visitors, Peer Group and neighbours.

It is heartening to note that 100% parents feel that their children meet and greet the visitors to their homes nicely and behave humanly with their peer group and neighbours. Perhaps due to less amount of literacy learnt in non formal Education Centres, 60% parents of Hardo Panzoo, 75% of Parents in Narbal & Ghugwal and 28% in Bani long for more attention to be paid to their education because they want them to read and write more. The view of parents to the effect that the education given (literacy particularly) in these centres is of average nature, they are naturally prone to suggest remedial measures for making these centres more effectively and attractive so that the objectives of the scheme are achieved and the longing of the parents is satisfied. May it be that they would send their other children to this alternative system given the necessary infrastructure, provisions of other facilities thereby making the system a viable alternative suiting their needs and interests.

The suggestions put forth by the parents from all the Blocks are as under :-

- 1) That the centres be made more attractive by the provision of matting, electricity arrangements, good location, other Physical facilities and rent.

2. Scholarship facilities to the needed be arranged.
3. That teaching learning and A.V. material be provided to these centres free of cost expeditiously.
4. Games facilities is a must so that these centres work like a community centre.
5. That the pay of the Instructors be enhanced to attract talented ones.

(12) Behaviour with his co-workers.

1. Polite, Cooperative and helping attitude.
2. -do-
3. -do-
4. -do-

(13) What more in the employers view the learners should
& learn in the centre.

- a) Reading and writing be improved.
 - b) Keeping of acts : be taught.
 - c) -do-
 - d) -do-
- a) In addition to a, b & c, above. the learners be
taught all the subjects as taught in formal schools.

Profile of Employers :-

The four employers pursue the same trade, Art and Craft - which is mostly the cottage industry of the valley. Wood work, paper-machine, Sewing, Embroidery, Needles work, wicker work, Carpet/Mat weaving, hand looms are some of the vocations being pursued by the general public here.

Out of 4 employees of age-range of 10-14 one is a girl of 11 years, Farooq Ahmad (14 years age) is doing embroidery work for the last 5 years with the same employer has been doing well and his employer is satisfied with him in vocational efficiency and attitude. The employee is cooperative to other co-workers and is polite.

Second employee, Nazir Ahmad Malik (10 years) has been working with his employer, Mr. Gh. Mohd Joo, for the last one year and is employed in Carpet weaving. The employer is authenticating that the employee can read the theory of Carpet weaving. The employee is obedient and regular in attendance, Polite; helping towards his co-workers but has to keep up the tempo so as to work more efficiently.

Miss Rafiqah Banoo (11 years) pursuing Needle work has been employed by Mr. Mohd Farooq Bhat an Art and Craft Dealer - for the last five years. The employer is satisfied with her work and has his impression as: a/ knows her job well; has become regular and careful and takes interest. She is having positive attitudes towards her employer and fellow workers.

Another employee, Mr. Fayaz Ahmad Bhat (11 years) has been working with Mr. Rehman (Employer - Art and Craft Dealer for the last three years doing Needle work. The impressions of the employer about the employee are the same as in case of Miss Rafiqah Banoo.

The general view of all the above employers viz-a-viz the employees is that the reading/writing account maintaining and general information efficiency of the employees be improved. This gives a clue to the fact that nothing concrete in academic achievements has come out of the Non formal education system which has been working for these children.

The analysis also reveals that this system has neither improved their vocational efficiency nor effected any major attitudinal change and they have not been motivated to enter these centres though efficient working of these centres would definitely influence the working of the children.

The general expectation of the employers from these centres is a corroboration of the reality that this system could viably compete the formal system provided it is given a firm footing and that academic (education) and vocation go hand in hand. Knowledge of three R's or 4 H.S. definitely gives gain to the employee, the employer and the society at large.

CHAPTER-VII

MAJOR FINDINGS

Introduction :-Non formal Education, like any other educational programme, is expected to contribute to the social and economic development of the target clientele. But how can planners and administrators tell whether or not the objectives of the programme have been attained. They look for evidences or indicators that a change in the right direction has taken place in the target clientele as a result of the teaching/learning processes. These evidences of success are expressed in terms of results of behaviour or observable behaviours.

The success of the Non formal Education is thus judged by the extent to which it has created a new outlook in the target group.

Evidences of changes are not readily observable in human beings. However, evidence of success in attaining outcomes is indicated by what a person does, not merely, by what he says.

The analysis in terms of what the field workers intend to do (specific objectives) what is intended to be taught (subject matter), how the educational work is

to be done (teaching methods), who are to be reached (target group), and what is expected of the target clientele to be able to do (behavioural changes expected) enables him to see meaningful results.

Because objectives express the ends towards which the educational efforts are directed, a great deal of thought must be put into their formulation. An educational objective can be said to be sound only if its statement provides information about the components: Audience to be reached, contents to be covered, behavioural changes in knowledge, attitude, skills, awareness, interests, understandings and abilities. The immediate objective of Non formal Education involve economic and social outcome Economic in terms of income and increased output and social outcome in terms of better education, health, clean surrounding, community participation. The process of attaining these outcomes is fundamentally one of Education.

The experiences have shown that the scheme and plan of work even though prepared nicely faces implementation problems. Let us summarise the major findings of the evaluation done from the proceeding chapters and see that what has been the net result of the scheme during the past a decade.

Curriculum :-

1. The curriculum being used in Non formal Education system is that of formal system along with the Text Books because the system has no curriculum prepared so far by the state Government. In the absence of curriculum the objectives (specific and immediate), content, Instructional material, teaching methods, themes, resource inputs and evaluation can not be delineated. However,

2. There is a complete dichotomy in the theory and practice of Non formal Education as its theory has its roots in Formal System so far as its aims, activities, curriculum, methodology, evaluation, resource inputs is concerned and the structure-timing, locale, setting and clientele is belonging to Non formal Education.

3. The Instructors engaged from less educational background having average knowledge of content which could have been strengthened by orientations and training programmes, use of teachers guide, Manuals and A.V. aids receiving meagre pocket allowance of Rs.100/- though regularly have no commitment, dedication and are devoid of any learning attitude. They are in the scheme only because of hoping to get an employment, doing part-time job not in a mood to work efficiently because of lack of

motivation, and interest and thereby make the system go slow.

4. The supervisor is also the weakest link because of his of his non-accountability, lack of motivation, meagre facilities, no training of any kind whatsoever with little of commitment and has not been able to do justice to the scheme. Their less frequency of supervision that too record checking, distribution of Teaching learning material again far short of the need and checking the regularity of attendance of Instructors mostly and sluggishly that of learners and arranging yearly evaluation has also contributed to the go-slow policy and less achievement of the scheme.

5. The learners achievement in terms of academics and co-curricular activities is not also satisfactory. The opinions gathered from the parents, and employers also corroborate the view. But even then the fact remains that the immediate beneficiaries wish to make them continue their studies and as long for vocational training also they request for the provision of facilities at par with formal system to these centres also.

6. Training facilities not being available or imparted, methodology becomes obsolete. Word for work translation; extensive reading without comprehension and lecture method looms large in all subjects.

Instructional Material .

7. The Text Books envisage more time than allotted for Non-formal system. Sometimes even text Books are not provided in time which forces the Instructors to do the job orally a force with less experienced Instructors. EVS have the fortune of coming to reading stage only with no comprehension and awareness. Supplementary Readers are nowhere available. These Text Books are handed over to children for taking home where these books remain a secured item not to be touched. These books see no completion in the centres.
8. Health and Hygiene habits are on awareness level only and sparingly they are checked.
9. SUPW is a word not found in the dictionary of these learners.
10. The books used in these centres have no guides and supplementary Readers available. Teachers guides and Manuals would have helped the Instructors in getting experience and learners benefitted thereof but they are not available.
11. Text Books are the only type of Instructional materials which have been the light of the day that too because of formal system. The supplementary Instructional

(work Book, modules and supplementary material) are nowhere found, NCERT. Text books have been adopted as in formal system for EVS, Math & Sciences. These books are not being used in all the centres because a scanty number of children have attained II level. Mostly 3 books for Math, 1-2 in Social & Natural Sciences and B-B₂ in languages prepared by David Hors Brough and printed by J&K State Board of Secondary Education meant for formal system are being used. Another 3 Books in languages are the same age-old in which sequence, gradation of lexical items and syuta, coordination between the two sets in terms of Methodology, content and themes is not found.

The Instructional material does not cover the socio-cultural milieu, sociological aspects particularly attitudes towards their family, Peer Group, Elders, material and emotional Integration. Hilly, tribal, weaker section, and rural setting is not well represented.

The exercises at the end are not evaluative type for testing the expression, thinking, unagriention, comprehension, reinforcement, coordination, speed etc. Psychologically even the material is deficient in the coverage of curious nature of the child. The Illustration

are inadequate in size and shape and unrepresentative of culture and habitant of learners.

2. Evaluation takes place yearly through written teacher-mate essay questions and oral testing for grade changing. Monitor system works.

Instructor :-

1. Educated unemployed youth (both male & female) are working as instructors.
2. It is part time job which they are persuing.
3. Main occupation of the instructors manning these centres is mostly Agriculture. However, people from other occupation's though minimally also take up the job.
4. The qualification of these instructors is mostly Middle and High school pass; though some instructors are still persuing their studies.
5. The instructors generally lack any previous experience.
6. The centres have been functioning right from the inception of the scheme but their in-efficient working has broadened the gap of Drop-outs, elbowed-outs and left outs and also in the enhancement of enrolment. Mostly the centres are working for five years on an average.

7. Timings of the centres are mostly evenings. A small number is functioning in morning and a very meagre number is functioning during day time in Jammu.
8. Rs.100/-pm is the honorarium which the instructors are getting regularly.
9. Training or orientation of any kind has not been provided to the Instructors as if the department : does not bother for it or the Instructors do not need it.
10. The centres are generally working for two hours daily with emphasis on numeracy & literacy only.
11. The impressions of the instructors with regard to use of Teaching Learning material are :-
 - a) Teaching Learning material is not used properly in view of untimely supply and insufficient number whenever distributed. It is used upto 2nd Primary level only (Level I)
 - b) 3/4 centres are using Chinar I&II for language teaching. 3 Text Books for Mathematics mostly but not being taught and even not supplied though NCERT prepared books on EVS are available in the market.

- c) The time required for Text Books in all the subjects is more than allotted in the system. No books is completed in the time stipulated in the system.
- d) The Instructors have read these books and allow the Non formal Education children to take them home where they remain unnoticed for want of any help because of the illiterate environment in the family and more stress on vocational training for supplementing their income.
12. Checking of general cleanliness and **advising the learners for being clean are the only ways of developing habits regarding health and hygiene.**
13. Stand, read and repeat after teacher-lecture method crudely looms **large** in the centres. Demonstrations and learning by **Doing is sparingly** used in some centres.
14. **Entry is the only criteria** to organise the classes with the result that age, achievement and general ability has no place in the gradation of the classes.

15. Being lone worker, monitor system is preferred and work assignment which remains on centre level only is the method of Instructional organisation.
16. Time table is framed but strict adherence to it is away from Instructors competence.
17. Instructors wish to have new techniques and methods (Model lessons etc) but it remains only a wish because of lack of training facilities to supervisors even.
18. Community participation for enrolment enhancement, helping and advising in other matters has been forthcoming on a small scale though village upliftment committees have been framed.
19. The help rendered by administration stops after the distribution of Teaching Learning material that too in a slipshod manner. Other than Text Books, no other material (curricular or co-curricular) is provided though the learners long for it as they find it in formal system.
20. Physical facilities are not also made available to the centres.

21. The Instructors are not mostly committed and dedicated and remain irregular at times which has been attributed to their lack of motivation, meagre remuneration and part time nature of job.
22. 3/4 instructors have no knowledge of the content in basic disciplines local vocations and broad social and national environment.
23. The competence in communicative skill of instructors in general is absolutely poor.
24. Most of the instructors do not possess class management techniques, competence in organising Teaching Learning and co-curricular activities for the learners.

The main conclusion is that the centres lack facilities of every kind and instructors also are poor in every way. 70% centres are poorly managed in every way. The net result being that the learners do not find themselves motivated generally to come to the centres. These views are corroborating with the view of Project-Coordinator and the Investigators.

Supervision :-

1. The supervisors are mostly from the blocks in which the centres are running.
2. The qualification of most of the supervisors is Matric with some experience.
3. The purpose of visits is checking regularity of centres, verifying pupil's progress, helping the instructors academically and pedagogically, helping the instructors in the coverage of syllabus, organising co-curricular activities, publicising the programme, evoking public co-operation and the like. In order to preference checking regularity of the centres is the top priority in terms of purpose of visit.
4. The supervisors do their job of distribution the Teaching learning material and know their duty to acquaint the instructors with the content and methodology of Text Books but when we come to see the frequency of visits all the above points seem just a discussion on surface level.
5. Maintaining of Diary is the procedure adopted by all the supervisors for keeping record of centres.

6. The procedure to solve the academic problems of the instructors is to depend on the supervisors' own knowledge & experience. When we know that he is low qualified generally & has not been imparted any in service or pre-service training, he can not be expected to do justice to the academic problems. The problems aggravate because of lack of provision of facilities, academic guidance from the authorities and lack of help emanating from the community.
7. Though the supervisors generally are calling public meetings publicising the programme and try to evoke awareness among coming in a small measure.
8. The discussion with the higher authorities mostly revolves round the untimely and in adequate supply of teaching learning material and other related matters of accomodation, rent and travelling charges.
9. The Instructors are not mostly motivated though a small but negligible number is fairly dedicated. Generally they are interested in looking to its part time job part.
10. With regard to appropriateness of methods used by Instructors, 50% are said to be average only 10% excellent and 40% are poor.

11. The study reveals that almost all the Instructors are aware of the formal Education System & its instructional material. This can be attributed to their long standing in the field and forced nature of job.
12. While having a look into the general performance of the learners, their academic competence is average in Kashmir and Poor in Jammu. Cleanliness, discipline and manners are again average in Kashmir and poor in Jammu.
13. Co-curricular and vocational activities have not been provided to the centres. This point does not corroborate with the supervisor's mentioning that these facilities are provided.
14. Generally 2 hours per month are spent by the supervisor on an average in one centre which is not sufficient in view of his multifarious jobs. When we compare it with the distance to be travelled by a supervisor in Jammu, even this is not true and the reality remains that all the duties in his job chart do not get materialised as reported.

15. The supervisors of Kashmir go to see the centre once a month while as Bani Block Supervisors goes to the centre once in three months. The long distances to be covered in Jammu poses many problems.

Non-formal Education Children and their academic Achievement:-

1. Non formal Education Children in Jammu are better in academic achievement at Level I, in all the subjects and cummulatively even than formal Education children.
2. Female learners out number male in Non formal Education System at both levels.
3. At level II the formal system children are for-ahead of Non formal Education learners in academic performance in Jammu but in Kashmir Non formal Education children are better than for male children at II level also.
4. Age-range position of Non formal Education children somewhat analogous to Formal School Children.
5. Only a small number of centres have reached level II. Generally the centres are yet perusing level I as yet.
6. 100% learners of Non-formal Education System in Kashmir belong to other category.

7. The formal system children in Ghugwal Block are better than Non formal Children in academic achievement at Level I. Again the position of Non formal Education children is lagging behind to formal children at Level II also so far as academic achievements are concerned.
8. 25% learners of the Block belong to SC category.
9. Male children are more in number in both the system in Bani Block of Jammu Province. Age-range is corroborating. All the learners belong to other category.
10. For Jammu Province Formal children are better than Non formal Education Children in academic achievements.
11. Only one centre has reached level II in Ghagwal and non in Bani Block.

NON FORMAL EDUCATION IN THE EYES OF :

Learners :-

1. 40% learners belong to -11 age group and 60% to +11 in Beeru; 85% to -11 and 15% to +11 age range in Narbal; 75% to -11 and 25% to +11 age-bracket in Ghugwal and 61% to -11 and 39 to +11 age-group in Bani Block who have been interviewed.
2. 40%, 55%, 45%, 72% are male in Beeru, Narbal, Ghagwal and Bani Blocks and 60%, 45%, 55%, 27% belong to female group in these Block.
3. Only 10% and 11% learners interviewed have been in the Non formal Education Centres in Ghagwal and Bani Blocks for less than a year whereas 100%, 100%, 90% and 89% learners have stay more than a year in the Non-formal Education Centres in Beeru and Narbal; Ghagwal and Bani Blocks.
4. The only motive for attending the Non formal Education Centres for the learners in almost all the Blocks is to get Educated. They enter this system because they leave their class-master. 100% children of these Non formal Education centres like to continue education in these centres which is a testimony to the fact that they wish to be educated in any way.

5. Small number of Non-formal Education children wish to persue crafts on their own in order to supplement the income of their parents but a majority of children of these centres cherish to get education in formal system even.
6. They are not satisfied with the Non-formal Education Centres because it does not have the same facilities as that of formal system. They wish to have games, sports, cultural activities. They wish to learn all academic subjects which are taught in formal schools. It flows from above that if the Non-formal Education centre is made attractive and has all the facilities for which it is entitled commensurate with formal system, children would prefer to be in Non-formal Education Centres than of formal schools.
7. Children of Non-formal Education system have generally workness in Mathematics, Calculate and comprehension of languages and they long for greater attention in these subjects.
8. Education makes Non formal Education children prefer Non-formal Education system.

Parents :-

1. The poor illiterate parents have more of children.
2. Nearly more than half are not attending the Non-formal Education system.
3. Agriculture is the main occupation of 3/4 parents and 1/4 are either house-hold workers or labourers in unorganised sector.
4. Family welfare programmes have not influenced much these poor parents as yet because they bank upon fate more than any thing else. Young illiterate parents have awareness of family welfare programmes and are trying out of it.
5. The learners and the instructors have mostly motivated the parents to send their children to Non-formal Education centre in Jammu Province. Community people together with instructors have been able to motivate the parents to send their children to these centres in Nambal and Harde Panzoo Blocks of Kashmir Province.
6. The attitudinal changes effected among the learners after attending these centres is observable by the fact that the learners have a daily bath and clean their hand and mouth before and after taking meals.

7. Mostly the children share home responsibilities with their parents. A small number of learners can help their parents to keep domestic accounts and help their parents to make them literate.
8. It is a sign of achievement that parents are satisfied with their children when they see them meet and greet the visitors, behave humanly with their fellow brothers, Peer group and neighbours.
9. Parents (most of them) wish the centres to pay attention to literacy and Numeracy. This is an ample proof that the academic achievements fall short of their expectation. If the centres are made attractive; may it be that they shall send their other children also to these centres.

Employers :-

1. The employers in general are of the opinion that the reading, writing, account maintaining, computation skill, general information of these children be improved. This indicates the fact that very small concrete in academic achievements of the children has been done. This fact is corroborated by the parents also.

2. The system has neither improved their vocational efficiency nor effected any major change in their attitudes.

3. The general expectation of the employers (which amply commensurates with the view of parents also) is that the system could visibly compete the formal system provided it caters to be vocational efficiency too in addition to academics.

Suggestions and Recommendations :-

1. The Non-formal Education System should have its own curriculum giving objectives - long term, immediate and specific; syllabi and courses of study, Methodology, organisational and Instructional material, and evaluative techniques.
2. The Instructional material used by Non-formal Education system should be changed and Text Books, source Books, supplementary Readers for use by Non formal Education children must be prepared afresh keeping in view their immediate needs, 2 hour duration day study system, age-range, experience, environment and vocational efficiency. The Instructional material should be based on his immediate needs, vocation he is pursuing and environment. The population living in hills, fruit belt, tribal areas should be kept in mind while preparing these books. The books should have ample, bold and apt exercises and illustrations.
3. Vocational Training arrangements should be made and subsidies in terms of hardware be provided to needs.
4. All the subjects including Health and Hygiene, SUPW

be taught to the learners. Arrangements for first Aid, Health in puts like Soap, towel, brackets etc; for practical health habit formation be made. Medical check up on monthly basis be arranged.

5. Lecture methods should find some place but mostly play-way learning by doing, Drill, demonistration and reinforcement, story telling and excursions should find a due place.
6. Hard-ware and soft-ware facilities like accomodations, Lavatory, drinking water, maps and charts, models, and A.V. aids should also be provided. The school should be made attractive by different means like beautification week ~~celebrations~~ etc; Provision for sweaping, Peons, Note-Books and other aids be provided free of cost to be made.
7. A TV and a Radio be made available to these centres. In addition to it; Games, Sports and other entertain-ment articles be made available to these centres. These centres should be changed into community centres where evenings becomes a sitting place for the community. Therefore, rent is to be paid or also the formal shcool will become a community centre where during day time formal children study and in the evenings/mornings, Adults and drop-outs study and it becomes the community

centre. By this arrangement extra costs of rent and furniture will be saved along with pay of Peons, sweepers etc; But the formal school is to be made a real community centre.

8. Enrolment Drives, publicity measures through pad yatras slogans, exhibitions, compaigns and celebration of national days and festivals are to be arranged. Awareness programmes are to be started for the community through documentaries, films, poetic expressions, dramas. Therefore, Mass Media is to be used extensively. Model lessions and awareness programmes on daily life situations are to be centered to by Radio/TV.
9. Public meetings, village committee, parents days are to be arranged for evoking public co-operation.
10. Training programmes for instructors and supervisors are to be arranged (In-service and pre-service). Refresher courses will go a long way in improving the academic competence of the functionaries. The training programme should have content as well as methodology training as ingredients. Model lessions, methods of teaching, content orientation, practice of teaching and organisation of co-curricular activities

class Management techniques should find a place in pre-service training courses. For bridging the gap, Inservice training programmes of one month duration be arranged for content Improvement and methodology orientation Teachers Guides, Training Manuals be prepared.

11. Qualified, somewhat committed instructors available mostly from the locality be appointed. This entails the enhancement in their honorarium. Reservation in appointments be effected for those instructors who have worked efficiently for a period of more than 5 years. District/State awards be also instituted for those who have done commendable work.
12. Supervisors of reasonable qualification with training in content, methodology, supervision Evaluation, organisation, class management be appointed. Local trained graduate teachers may be assigned this job. Travelling facilities should be provided to them. The frequency of supervision should be once a fortnight checking regularity of centres, providing academic guidance, content improvement, giving model lessons evoking public cooperation, organising co-curricular activities, aiding and advising instructors in content and other activities as purpose and functions duty.

13. Student Evaluation becomes the end of all activities. Orientation to instructors/supervision in Evaluation techniques be organised. Model questions Papers on awareness, general information, content of subjects with short answer and objective type tests together with oral evaluation be prepared for the guidance of functionaries working in Non-formal Education system. Annual tests will formal system is a good thing but completion of prescribed text books will determine the type of tests. We should prefer formal tests based on Non-formal Education syllabus because these children are to find entry in formal system at any stage. Continuing Education classes and job-oriented, skill based programmes should find supplement industries apprenticeship arrangements should be extended to Primary/Middle Pass Pass learners of non-formal Education system to give the system a firm footing.

The achievements though testinally small show that system has made a break through. What is needed-will, determination and commitment.

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