CHAPTER - I
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INTRODUCTION

The non-formal education of the present day has emerged from the formal system and still shares many attributes of the formal education system. It has been vividly expressed under the heading of basic education, fundamental education, functional literacy, adult education, out of school education, second chance education, continuing education, recurrent education, extension education and life long education.

Though, the basic intent of the formal and non-formal education is the same, the learning emphases, approaches to instructional programme and students participation are different in the two. The content of the non-formal system concerns least with theoretical learning and most with practical and socially useful learning.

The various definitions of non-formal education emphasize that non-formal education is aimed at providing out of school children and youths with extensive opportunities to be educated, to attain necessary knowledge for livelihood through basic learning. This basic learning is focused around the attainment of capability for correct thinking, problem solving, visualizing occupational
prospects realising valuable and updated information and finally to develop vocational skills.

Philip Coombs and Manzoov Ahmed (1973) have defined non-formal education as any organised educational activity outside the established formal system, whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives. According to UNESCO (1972) the term adult education denotes the entire body of organised educational processes, whatever content, level and method, whether formal or otherwise whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve their technical or professional qualifications and bring about changes in their attitude or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development. Adult education embraces all forms of educational experiences needed by men and women according to their varying interests and requirements, at their differing levels of comprehension and ability and in their changing roles and responsibilities throughout their lives.

The non-formal education programme is flexible in nature as against the rigid formal system and is responsive
to the needs of the learner. It is utilitarian education outside the formalized hierarchical structure of the education system. It may serve the purpose of preparing the individual to enter into the formal system.

Non-formal educational programmes are organised and planned taking into consideration the specific needs of vast population of farmers, workers, small entrepreneur and others who have never been inside the formal classroom and perhaps never will be. Non-formal education, as defined by Bowers (1972), Coombs, Prosser and Ahmed (1973) Grand Staff (1973), KLeis, Lang, Meitus and Tiapula (1973) opine that any organized educational system, aims at providing specific ideas, knowledge, skills, attitudes and practices suitable for a specific population or individual.

Moulton (1978) points out that non-formal education can not directly provide means for fulfilment of one's psychological needs for food, clothing shelter etc. So, non-formal education means learning to change one's behaviour to enhance the quality of life through work and values without formal schooling. The academic objectives of non-formal education are clustered around dropouts from formal channel, functional illiterates, unemployed or under-employed youths and adults. Non-formal education is not a counter activity in opposition of formal education, but is meant to complement the formal stream of education.
1.1: **Scope of Non-Formal Education**

The scope of non-formal education is broader than that of formal education. It can be of a few hours duration to a few days. Its teachers can be from various walks of life. At times, some of these teachers may not require any specific training for doing their work effectively. Non-formal education programmes can be organised by various agencies viz. (a) Voluntary agencies (b) Government agencies and (c) Private agencies.

Voluntary agencies are more powerful in creating awareness among masses for non-formal education and implementing non-formal education programmes. The government agencies work through various people's welfare departments such as education, health, agriculture, community development, information and publicity, industry, fisheries, animal husbandry and forest etc. These departments provide specific training in skills like weaving, agriculture, impart training to farmers in those of improved farming procedures, etc. Education Department undertakes the task of educating illiterates. So that they may become literates and better participants in the programmes of other departments.

Universities also provide non-formal education that caters to leisure time activities and also to the professional needs for bettering one's own professional
standard or getting a new profession. Private agencies like industry, professional associations etc., undertake non-formal education programmes for the benefit of their own people.

1.2 : Linking Non-Formal with Formal Education

Linking non-formal with formal education is the slogan of the day. Cash (1982) examined the question at the level of higher education in Indonesia and concluded that non-formal education neither had gained institutional stability nor credibility of formal education.

Bonnani, C. (1977) points out that the best non-formal education is an alternative strategy for various typological contexts. It can only be evolved after putting in number of years of experimentation, through which it can get to help from formal education programmes and the latter also can get itself improved because of the innovative nature of the former (UNESCO ASIA 1981). Non-formal adult education can become more meaningful, if it is linked with non-formal education of school dropouts and left outs on one hand and with the formal system on the other, wherever necessary and feasible.

Thus, there is a need to link the two types of programmers. In one sense, non-formal education deals with formal education. Hence, by getting associated with non-formal education programmes, workers of formal education
will continue with their proper roles. Training of teachers in both the system should also be linked (Mohanty 1981 c). This will help improve the quality of training of the teachers in formal education. They should also be trained in non-formal education strategies. Therefore, linking of formal education with non-formal education should be a part of education planning.

1.3: Role of Non-Formal Education in National Development

Non-formal education programmes are essential for the development of all the countries rich or poor. They are especially important for developing countries. In developing countries efforts for rural development could not succeed much in making dent on illiterate mass education. Non-formal education programmes are a part of developmental programmes; for without education the beneficiaries may remain untouched with various developments which emphasize self-reliance. (Bordia 1979 p.4).

A literate person can convey his or her problems to the appropriate authorities, through letters, he or she can read various documents relating to programmes meant for the welfare of masses and also in case of necessity, can ask appropriate authorities for modification of such programmes as they contribute to national development. They increase the potential of a nation by taking up the unfinished business of formal education.
1.4 : Non-Formal Education in Thailand

In the beginning, the non-formal education in Thailand aimed at combatting illiteracy and inducing better understanding about the role of an individual in a democratic system of government. These aims were the results of the first national census in 1937 which revealed that 68.8 percent of the population over ten years of age were illiterate. Therefore, in 1940 the government of Thailand decided to embark upon a nation wide campaign to eradicate illiteracy.

An adult education division was created within the Ministry of Education to develop and implement educational programmes for those over fifteen years of age who were out of formal school system. Funds were allocated to all provinces to set up literacy classes and a law was passed making literacy compulsory for Thai people. Within a period of three years over 1.4 million adults graduated through this programme.

After the second world war, the government's interest in adult education was renewed. In 1948 the aims of adult education were broadened to include the promotion of vocational training, use of spare-time productively and the promotion of better living conditions for the people.
This expansion resulted in the establishment of new adult education programmes. Vocational Evening Adult schools were opened, using the facilities and the personnel of regular day schools and the general adult education beyond the literacy level was started. In addition, public libraries were established at the district level and public education units sent to every province.

Philosophy of Thai Non-formal education is stated as "Any experience or activity which has been organised for out-of-school populations with an aim to promote better academic and vocational knowledge and skills so that the people can achieve an appropriate standard of living and lead a productive life within the community.

1.5: Purpose of Thai Non-Formal Education

In Thai Non-formal education programme, a process known as "Khitpen" (Creative-thinking) has been identified as the vehicle to harmony. "Khitpen" is sometimes interpreted as critical thinking, sometimes as rational thinking or as problem solving. It is, in fact, the combination of all these processes. A man who has mastered the process of Khitpen, will be able to adapt himself—so far as to be in constant harmony with his ever changing surrounding and will, consequently, be able to lead a happy life.
A Khitpen man can see through the problems, locate the cause or the origins of the problems and eventually identify the solutions most appropriate for them and their community. He will be able to achieve, what he has set out to do. In case he fails in his attempts, he will be able to face the truth and seek other means or revise his previous attempts to ultimately achieve his goal.

Based on the above philosophy and assumption the present adult education programmes are developed to achieve the following objectives:-

1. To train up the learner to become a "Khitpen" (Creative thinking) person.
2. To equip the learner with learning tools to acquire further knowledge, literacy, improving techniques etc.
3. To transmit knowledge, attitudes and skill necessary for functioning in the society.
4. To promote and preserve the desired cultural heritage of the nation.

1.6: Policy of Non-Formal Education

Ministry of education (1976) developed Policy of education which has following important features:

1. To develop a decentralized administrative system in adult education according to the Education Reform Policy of Ministry of Education so as to:-
- support a democratic system of government.
- promote more creative thinking and attitudes especially in the rural areas.
- promote a type of education which will be most appropriate to different socio-economic situations.

2. To coordinate adult education activities among other agencies, both governmental and private, so as to consolidate all effects for solving national problems and to mutually support one another.

3. To provide equal opportunity in education for everybody, especially those with little or without adequate qualifications to enroll in the regular school-programmes, in order to have an education appropriate to their respective needs.

4. To accelerate non-formal education programme in the rural areas with both qualitatively and quantitatively in order to reduce the gaps in educational accessibilities between the urban and rural population.

5. To induce Khitpen capabilities among adult learners and sources of information useful to their daily life.

6. To promote research and the application of technology in developing non-formal education programmes most appropriate to Thai social structure.
1.7: Strategies of Non-Formal Education

Following strategies have been adopted for non-formal education channel:

1. For research, development and training, there is need to set up centres for adult education in the north, south central and north-east and adapt curriculum in non-formal education which are most relevant to the problems and needs of the local population.

2. To set-up life-long education centres at the provincial level to serve as life-long sources of education for the people and provide administrative follow up and evaluation support to the provincial government.

3. The central coordinating system is directed by the national committee on non-formal education.

4. All adult education activities should be closely interrelated and mutually supported so that the pupil can enjoy continuing educational experiences in the context of life long education.

5. Curriculum, text and teaching material as well as various instructional methodologies to be used in non-formal education are revised in accordance with the problems and needs of local clientele. Emphasis is placed upon the learning to keep oneself up to date and
less stress is placed upon teaching. Thus a teacher serves more as a facilitator, who tried to create an atmosphere most conducive to learning, rather than that of teaching.

6. More mass media are employed for non-formal education in order to supply up-to-date information to the public to help them in their decision-making.

7. Existing educational resources, such as, building and education personnel are employed for non-formal education activities as much as possible. This may require certain modifications and training where necessary.

1.8 : Organization and Administration of Thai Non-Formal Education

At the national level adult education in Thailand is the responsibility of the Division of Adult Education in the Department of General Education, under the Ministry of Education. This is a national committee on non-formal education which directs the central coordinating system.

The Division of Adult Education, which is assisted by a number of adult education specialists, comprises six subdivisions as given below:-
1. Coordination sub-division.

2. Planning and evaluation sub-division.

3. Administrative Office.

4. Educational techniques-sub-division.

5. Non-formal Education development sub-division.

6. Operational sub-division.

On each sub-division there are several sections dealing with specific aspects of the work. For instance, the operational sub-division includes: Adult education, Academic stream section, Vocational stream section, Functional literacy project, Ready supplementary Development Section, Interest group section and Audio-visual services section.

The planning and evaluation sub-division has statistics and research, Budget and project, learning, assessment testing and certification and registration sections.

The major dimensions of adult education such as regional non-formal education development centre project, Radio, correspondence project and life-long education centre project are under the non-formal education development sub-division. It has been presented in the following Figure No. 1.1.
The task of all the divisions is further divided into different sections. The details of each Section is given in the Figure No. 1.2.
FIGURE NO. 1.2

ORGANISATION OF THAI NON-FORMAL EDUCATION

NON-FORMAL EDUCATION DEPARTMENT

Office of the Secretary
- The Correspondence and Documentation Section
- The Personnel Section
- The Finances and Accounts Section
- The Procurement Section
- The Design and Construction Section
- The Public Relations Section

Planning and Research Division
- The Administration Section
- The Statistics and Research Section
- The Planning and Budgeting Section
- The Evaluation and Report Section
- The Foreign Relations Section
- The Secretariat for the National Non-formal Education Co-ordinating Committee

Non-Formal Education Development Division
- The Administrative Section
- The Curriculum and Text Books Development Section
- The Educational Standards Section
- The Publications and Dissemination Section

Operations Divisions
- The Administrative Section
- The Functional Literacy Section
- The General and Vocational Continuing Education Section
- The Non-formal Education Development Project Section
- The Radio and Correspondence Non-Formal Education Section
### Centre for Education Technology

- The Administrative Section
- The School Broadcast Section
- The General Educational Broadcasting Section
- The Educational Television Section
- The Audio Visual Material Production Section
- The Technical Section
- The Educational Innovation and Technology Development Section

### Centre for Education Museums

- The Secretariat Section
- The Bangkok Planetarium Section
- The Science Museum Section
- The Natural History Museum Section
- The Workshop Section
- The Design Section
- The Art Section
- The Business Section

### The Educational Supervisory Unit

- The Thai History and Cultural Museum Section
- The Mobile Exhibition Section

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1.9 : **Functions and Responsibilities of the Non-Formal Education Department**

The Non-formal Education Department is organized into 6 divisions and one agency of equivalent status, as follows:

1.9.1 **Office of the Secretary**

This office is responsible for handling administrative...
affairs of the Department, namely public relations, correspondence and documentation, finances and accounts, procurement, personnel administration, controlling and analyzing the operations of each division, in accordance with laws and regulations.

1.9.2. Planning and Research Division

This Division has overall responsibility for collecting data concerning non-formal education in order to set up long and short term plans, monitoring budgets, collecting and analyzing statistical data for reference purposes, providing research documents, evaluating and following up the result of operations of projects and co-ordinating non-formal education work with government agencies, state enterprises, private organizations, and other educational institutions dealing with non-formal education both local and abroad, as well as assuming the the function of the Secretariat for the National Committee of Non-Formal Education.

1.9.3. Non-Formal Education Development Division

This division has the function of developing non-formal education curricula both short and long term and general and vocational, of developing personnel efficiency, of establishing and maintaining the criteria of non-formal education, of producing relevant
documents/publications as well as disseminating such documents to relevant government agencies and people who are interested in non-formal education.

1.9.4. Operations Division

This Division is responsible for the planning and the operation of the programmes implemented by the Department: Functional Literacy, Continuing Education, Vocational Education, Mobile Library Units, Books Donation Units, Audio Visual, Radio Correspondence, and supervision and follow-up of Regional and Provincial Non-formal Education Centres.

1.9.5. Centre For Educational Technology

The Centre for Educational Technology is responsible for providing, improving and promoting efficient formal and non-formal education through the study and application of new technology. It is the centre of educational innovation and technology. In addition, the centre operates educational radio and television programmes.

1.9.6. Centre For Educational Museums

Its function is to be the centre of scientific knowledge, providing and promoting public self education for both in-and out-of school students. It provides educational services in science, technology,
astronomy, space research and culture in the form of both permanent exhibitions and those which change in line with current problems, needs, interests of the people or with current education curricula, using lectures, discussions, films, demonstrations, experiments, seminars and training. This centre is organized into 11 sections.

1.9.7. The Educational Supervisory Unit

The unit is responsible for the demonstrations of teaching methods, school administration and academic work. It provided advice, inspection and supervision of institutes of non-formal education branches. It looks into study and research on the process of non-formal education supervision and dissemination of results for adoption by education supervisors and others concerned with general non-formal education supervision work, etc.

1.10 : Regional Non-Formal Education Centres

In order to develop the country, the need of rapid social change to improve the quality and to upgrade the standard of living have convinced the government of the significance of providing education to out-of school population. This responsibility was given to the Department of Non Formal Education. These services are
no longer limited to imparting literacy but also extended to inculcating thinking and problem-solving abilities and to imbibe them with a reading habit which will further contribute to the desire for more knowledge. The Non-Formal Education Department also tries to increase educational resources for life long education in improving knowledge attitude and skills which are useful for the improvement of quality living. As the people are widely scattered over various parts of the country where geographical, occupational and economic conditions are different, they face different problems, have different needs and living conditions. Therefore, in order to render effective services to various localities and to help the Ministry of Education to produce data and specialists in adult education/non-formal education, the regional Non Formal Education Centres were established with the following objectives:

1. To promote and conduct research on educational needs, living conditions and problems in the daily life of the people in areas under their responsibility, and to evaluate experimental and NFE projects.

2. To develop and improve curricula, texts, teaching materials, supplementary reading and other reading promotion materials.
3. To produce materials for disseminating information for educational projects in localities under their control.

4. To train educational administrators, supervisors, resource persons, teachers, village leaders, NFE volunteers and officials from other organizations to be able to take effective action in NFE activities, as well as to co-ordinate with institutes of high learning in conducting NFE with the cooperation of relevant personnel.

5. To conduct experimental NFE projects e.g., radio and correspondence courses and life long educational system projects.

6. To help the educational administrators in the region to map out plans and improvements for NFE operations.

7. To conduct demonstration projects for communities wishing to begin NFE projects.

8. To send mobile units at the request of provincial authorities to provide services in the areas having urgent educational problems which normal organizations cannot solve.

9. To be a clearing house for all NFE information in the region by; for example, maintaining curricula for local short-term courses.
10. To co-ordinate with other agencies.

The Regional NFE Centres are educational institutions providing technical, operational, co-ordination, and planning assistance to Provincial NFE Centres in the areas of their administrative control. The Department has presently initiated 5 Regional NFE Centres:

- North-eastern Regional NFE Centre (based in Ubol Ratchathani Province)
- Northern Regional NFE Centre (based in Lampang Province)
- Southern Regional NFE Centre (based in Songkhla Province)
- Central Regional NFE Centre (based in Rat Buri Province)
- Eastern Regional NFE Centre (based in Rayong Province)

The Regional Centres are responsible for experimental projects and academic improvement while the Provinces will be responsible for permanent NFE projects. Educational Regions are responsible for advice and general supervision of the Centres.

1.11: Provincial Non-Formal Education Centres

It is generally admitted that to develop a country in all respects, the quality of the population is regarded as
the most important factor. If the majority of the people can have sufficient educational opportunities to obtain knowledge, to keep abreast of changing events, there is a basis for the achievement of development goals. According to the survey conducted in 1976 there were 80 percent of the population or about 32.4 out-of-school population who are still desirous of further studies to improve their standard of living. The government has to provide NFE for these people through services, such as public libraries, Village Newspapers Reading Centres, Vocational Training, Functional Literacy, Continuing Education and Audio-Visual Service, in order to make the people improve themselves and adapt both themselves and societies so that they can live happily ever after.

Provincial NFE Centres are agencies with the responsibility of helping-provinces in administering NFE activities, in coordinating and co-operating with both private and governmental agencies and in offering many types of NFE according to the requirements of each province. It has been shown in the Figure No. 1.3.
Figure No. 1.3: REGIONAL AND PROVINCIAL NON-FORMAL EDUCATION CENTRES
The Vocational Training and Development Centre For Thai People Along Border Areas

Since the Communist occupation of certain countries in Southeast Asia in 1975, the Thai people in the border areas adjacent to the Kampuchean territory have been continuously affected adversely by the increasing flow of a large number of refugees from the Indo-China countries especially Kampuchea into Thailand. The flow of refugees seriously affected the well being of the Thai people along the border areas, to the extent that many of them had to move their families away leaving their homes in the localities for their security and safety. Vocational Training and Development Centres were started as coordinating centres.

1.12 : Problems of Non-Formal Education in Thailand

This section is divided into four parts. The first part analyses some of the common problems faced by adult education. It serves as a starting point in the process of development and improving the quality of life, satisfaction and happiness of people. The second part describes the existing adult education programme being run and the problems faced by these programmes. The third part discusses some of the administrative issues particularly those relating to the establishment of new projects. The fourth part describes non-formal education activities conducted by agencies other than the Ministry of Education.
However, in the following paragraphs some of the problems associated with Thai Non-formal education have been discussed in general:

Non-formal education is an off-the-school and off the formal education system. There are many problems that are currently being faced by formal schools i.e. teacher-centre process, fact-oriented curriculum, considerable irrelevance in curriculum content, poorly trained and motivated teachers and concentration of effort in those parts of the country which are reasonably well developed. However, on the other hand Non-formal education being relatively new activity, that operates on a relatively small scale, it does not suffer from the institutional inertia of the formal school system and is not able to respond immediately to the educational problems of the nation.

Given the fact that about 20 percent of the adult population is still illiterate, that a further 20 percent or more is not functionally literate and that the vast majority of the rest of the population, particularly those living in rural areas, do not have even their minimum essential learning needs met, the major problems faced by adult education is the immense size of its target group, its dispersion throughout the country, and the huge diversity of learning needs that must be met. These problems are made even more interacting than would otherwise be caused by the
scarcity of budgetary resources available. With a target audience comprising over 60 percent of the population in academic and practical subjects, in a host of problem areas (agriculture, family planning, nutrition, hygiene; etc.) and in those related with general interest and cultural function, very little impact can be made with less than 5 percent of the government educational budget allocated to different programmes.

A second major problem, although there being many important exceptions, is that in general neither a majority of officials nor the general population really understands that educational programme is designed more to help people improve their quality of life than to pass on subject matter and attain certificates. The people are more eager to memorise irrelevant facts as long as this will obtain them certificates that will provide them at least with a chance of social and economic mobility, rather than to participate in a learning process that will help them cope more effectively with their environment.

Officials are often unwilling to allocate educational resources to programmes such as newspaper reading centres, or public education units which in their kind have little to do with education. It, thus, can be pointed out that there are far more social pressures for the expansion of more adult education programmes than for the potentially more useful non-formal schemes.
1.13: Programmes of Non-Formal Education

The Department of Non-Formal Education views the goal of education as education for life and society and the process as life-long. The life-long education process consists of three main components which are inter-related as shown in the Figure No. 1.4 below:

![Figure No. 1.4: The Life-long Education Process.]

The Department is committed to the function of providing non-formal education services in all the three components with varying degrees of intensity depending upon the number of services already provided by other agencies in each component. The Ministry of Education which is responsible for the non-formal education throughout the country runs a number of programmes as follows:

A. The School Equivalence Programme, Adult continuing education, which provides an opportunity for adults who need
grade-level equivalence certificate for employment purpose. This structure of school has its own curricula which are equivalent to primary and secondary levels of education courses.

1. Primary Education Level.

1.1. Fundamental Education, 1st and 2nd level (equivalent to grade 2 and 4) respectively, which requires 6 months to complete. This curriculum is implemented in every adult school except where the functional literacy project has been in operation.

1.2 The Primary Level 1 (grade 1-2) and level 2 (grade 3-4) which requires 6 months each to complete and is used in schools, in the cities mainly for those who intend to continue their education to higher levels.

1.3. The Functional education-Adult education level 3 (grade 5 to 6) which require 1 - years to complete.

2. Secondary Education Level

2.1. Lower Secondary Education- Adult education level 4 (grade 7 to 9) which requires 1 - years to complete.

2.2. Upper Secondary Education - Adult education level 5 (grade 10-12). This curriculum is similar to that of grade 7 to 12 in the formal school system.
B. Functional Literacy Programme

The functional literacy programme was originated to help the people to know themselves and their community better, to learn how to think critically, to learn how to solve their problems and how to acquire relevant information to help them in their decision-making.

C. Village Newspaper Reading Centres Project

This project is set up to provide the public with news and information to promote literacy skills and to prevent the people from being illiterate. This project represents one kind of non-formal education activities. What the villagers gain from the reading of newspapers can be considered as a part of the self-learning process which will help them build up knowledge and skills useful in upgrading their lives.

D. The Radio, Correspondence and Television for Non-Formal Education.

These programmes are also arranged by the Ministry of Education. According to one such analysis, seventy one percent of the total number of house-holds in Thailand have radio sets.

Thus radio has an advantage over other kinds of mass media as it can offer educational opportunities to the
majority of the people at little expense. Television has been recognized as an effective tool of education and the centre for education technology.

E. The interest group programme has been organised to provide training on request to any group on any subject arranged by the Department of Non-Formal Education. The topics for study are based on the problems, needs and interests of the people so that what is studied can provide the knowledge and experience useful to the people and their community. At present the duration of the training for a group is limited to a minimum of 5 hours and a maximum of 30 hours.

F. The Mobile Vocational Training Programmes It's main emphasis is on the provision of knowledge and skills for solving the people's problems in daily life, to help in their work and to upgrade their living conditions. A mobile unit will teach at one place until the needs are fulfilled and then move to other places.

G. Vocational Adult Education Project was organized to help people improve their occupational skills by providing short-term training according to the needs of the participants. This project consists of two kinds of activities viz. stationary schools (such as vocational adult schools which are using secondary vocational school facilities and are open at night. They are mobile vocational units and mobile
trade schools (subjects available are dress making, haircut, cosmetics, mechanics and agriculture).

1.14 : Centres For Non-Formal Education

The non-formal education Department has provided many forms of non-formal programmes such as the following:

- Village Reading Centres
- Public and Mobile libraries
- Reading Materials Production
- Mobile Audio-Visual Units
- Radio-Correspondence Programmes
- Science Museum and
- Educational Radio-television Programmes

1.15 : Social Relevance of Non-Formal Education

Social significance of the non-formal programmes also contributes to social life. The social needs of the people are their desirability in society, compatibility with other people and their usefulness. People can become socially desirable among their neighbours, friends and relatives and colleagues, by improving their educational status. Even a primary level and secondary level of education improves some persons and raises their social status at par with those who study in formal education system.
The non-formal education imparts a change in behaviour and attitude which raises the social significance of a person. The non-formal education still provides to help the learners to improve their occupations and living conditions. They also become socially conscious by improving their awareness of family planning, environmental pollution and of the use of mass media. The social significance of non-formal education increases if it makes the people socially conscious, desirable and useful.

We need to develop social sensitivity to study national problems affecting both youths and adults. Social sensitivity is increased by social desirability which again is increased by achieving social importance. Non-formal education programmes are for self development to promote socially desirable value, attitude and practices.

Therefore, the social usefulness in all voluntary services is good way for improvement of the communities. People who are educated can become more useful to their community. The literacy drives, family welfare campaigns and other community services of the non-formal stream, make persons socially productive.

It has been emphasized in literacy programmes in our non-formal stream to develop the social awareness, desirability and usefulness of the people in an increasing measure.
For training a person into life-skills, he has to have a vocational skill and to improve upon his livelihood, he/she may need to learn new skills. Self-learning is possible through reading materials and through practice, in some cases, the presence of a teacher is necessary. This educational programme is directed to improve the economic conditions of the recipients and is bound to raise their status.

For young people who are entering the job market, the non-formal programmes have a status for them to get skills and opportunities for employment. The prospect of economic betterment through non-formal education is the strongest component of its status.

The non-formal programmes for repair and service of television and radio, secretarial work, tailoring and dressmaking and computer programming have instant economic value, so the non-formal programmes can make people employable, or increase their economic assets.

Nevertheless, vocational training and literacy work must continue to develop non-formal learners. The basis of various programmes, social significance and training skills or economic implications of various contents can be used to understand reflection of the status of non-formal education in Thailand.
**1.16 : Status of Non-Formal Education in Thailand**

The status of non-formal education can be described by its variety of programmes, social significance and skills training. The greater and wider the programmes more will be the social significance and skills training and consequently the mean higher status.

The programmes of non-formal stream have a vast diversity - the programmes for self-development, self-enjoyment, personal improvement and enlightenment, represent the most imaginative variety. A person can grow in variety of ways, therefore, an equally vast variety of the non-formal programmes can contribute to it. The classroom type, walking teacher type, college student type, Buddhist Monk type, Hill-tribes and Military recruits type programmes of Non-formal education are some examples.

There can be artistic development in a person, as also religious and moral. The self-development in interests, hobbies, talents through creative arts and crafts, literature and learning and technology. The science clubs for students, drama society and sports clubs are examples of non-formal programmes for self-development. The use of television sets and radios is becoming more popular. Classes for television and radio servicing and repairs have sprung up in many provinces. The programmes of science and technology education will also improve and increase for
developing contents following the formal education system.

1.17 The Concept of Curriculum Evaluation

Curriculum evaluation is a term used more in educational discussion. New curricula are being developed at every step. These curricula have to be evaluated. Curriculum evaluators are being appointed for current research projects. It is important, in the days of large-scale educational venture such as the present non-formal movement, to develop a conceptual framework within which the present study is undertaken.

According to Dictionary of Education (1987), Curriculum is the organised course of study undertaken by a student in or under the control of a college, school, university or other institutes of learning.

According to the Dictionary of Education (1973), curriculum is; (1) a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study, for example, social studies curriculum, physical education curriculum; (2) a general overall plan of the content of specific materials of instruction that the school should offer a student by way of qualifying him for graduation or certification or for entrance into a professional or a vocational field; (3) a group of courses and planned experiences which a student has
under the guidance of a school or college; refer to what is intended, as planned courses and other activities or intended opportunities or experiences or to what was actualized for the learner, as in actual educational treatment or all experiences of the learner under the direction of the school.

According to the above definitions of curriculum, it may be inferred that curriculum is the organized whole of learning experiences provided by an educational institution to bring about the desired change in the learners.

Curriculum, in fact, is an organized plan of course outlines, along with the objectives and learning experiences to be used for achievement of these activities.

It is, in a wider perspective, a way of preparing individuals to become productive citizens and useful members of the society to which they belong. In preparing individuals to be useful and productive citizens, the theories of learning and human development need to be considered. The knowledge of how learning occurs and what factors facilitate learning are fundamental in planning a curriculum (Curriculum Development and Evaluation Education p.1, 1977).
The many activities of curriculum planning may be arranged in five groups (1) teaching and learning (2) identifying and stating the purposes of schooling (3) developing the overall school programme, (4) providing curriculum guides in the specific features of all school programme and (5) providing instructional aids for teachers and learners. (Curriculum planning, p. 3-4, 1957).

Lulla (1969) had suggested that the development of curriculum can be studied in three stages. These are (1) Curriculum planning, (2) Curriculum implementation and (3) Curriculum evaluation.

The curriculum planning involves fundamental questions regarding objectives of educational institutions, as well as of specific courses, contents and learning experiences. The curriculum implementation includes syllabus outlines, curriculum guides, textbooks and teaching aids. The third dimension, curriculum evaluation includes supervision of instruction, guidance to educational institutions for improving their educational programmes and methods and means of improving these programmes.
Curriculum evaluation is concerned with progress towards objectives of curriculum, it is important to know whether, when and in what directions process is occurring.

The steps denote the kind of activities or procedures the evaluators must undertake in order to workout a comprehensive programme of evaluation.

The first step in evaluation of learning is to define the educational objectives. Since learning needs to be evaluated in terms of selected objectives, a thorough knowledge of the objectives is necessary for the teachers.

The second step consists of selecting or making, appropriate evaluative techniques through which the students could show the extent of their learning. The evaluative techniques, like written examinations, may be used in a controlled situation like a classroom, whereas observations of extension work may be used in a natural situation like a slum or a village. The evaluative techniques such as tests, demonstrations, rating scales, observations and several others, are means to collect evidence of students' learning.
The third step in the evaluation process is deciding how a given evaluative technique will be used. Whether an observation schedule will determine merely the number of performances, or will it also determine the quality of the performances, is required to be decided before using the observation schedule for evaluating the students.

The fourth step is followed in order to ascertain how the outcome of using an evaluative technique will be interpreted to appraise the learning. In seeking the interpretation of evaluative outcome, the teacher needs to determine how many items and at what intervals, the evaluation should be made and what other information about the students would be relevant to arrive at an analytical appraisal of the students.

1.20: Review of Existing Non-Formal Curriculum in Thailand

In Thailand, it is believed that education should aim at providing people with opportunities to acquire knowledge and skills essential to fulfil their needs and at coping with the changing environment through their life style. Such opportunities can be created and formal and non-formal education are planned to complement each other in providing continuous and equal access to three categories of
educational services viz: basic education, news and information and skill training.

**Basic Education:**

Basic education is designed to equip the people with foundations needed for functioning on their own and as members of the broader society. It involves acquiring learning tools (e.g. literacy and numeracy skills) and enhancing critical problem-solving abilities (Khitpen) through further analysis of their own and their societies' conditions and technical knowledge. Basic education begins at home through the process of socialization and is further strengthened through formal schooling. Non-formal education helps to provide options for those unable to complete compulsory education and primary school to receive functional and equivalent education.

**News and Information:**

Once individuals have attained basic learning tools and analytical abilities, whether through school or non-formal programmes, they require a continuous flow of news and information to maintain and upgrade these skills and to make sound decisions in an environment marked by rapid change.
Non-formal education helps to establish and maintain a system which provides information through such programmes as village reading centres, public libraries, mobile educational media units and educational radio and television programmes.

Skill Development:

This third category of programming, then, addresses the needs of individuals or group to develop needed skills related to actions planned or contemplated. Basic non-formal education therefore, does not exist in isolation but is organised as an integral part of the life-long learning system with direct linkages to other forms of non-formal education as well as the main stream of formal education services.

The objectives of non-formal curriculum, basic non-formal education programmes are to attain similar learning objectives as in formal primary and secondary education. These objectives are:

1. To develop self-directed learners and equip them with essential learning tools, which can be used to acquire further knowledge and skills (literacy skills, oral expression, numeracy, critical
thinking and problem-solving abilities).

2. To affect moral and personality development.

3. To provide the learners with knowledge and information for the improvement in quality of life.

4. To lay foundation for further education, and

5. To prepare learners for the world of work.

1.21 : Scope of the Present Study

The process of education is concerned with evaluation because evaluation is a process for checking and improving all the steps involved in planning, implementing and validating a programme. Comprehensive curriculum evaluation is an enormously complex undertaking that attempts to codify the process either in terms of sequence or components.

The reason for this state of affairs is that the comprehensive curriculum evaluation involves not only the internal assessment of the document but more important to assess the implemented curriculum is a functional corpus of phenomena involving the interaction of students, teachers, materials and environment. Therefore, evaluation serves as
a means of indicating the extent to which the objectives of programme have been attained; It is useful both for demonstrating success in the attainment of these objectives and for identifying programme areas in which modification is desirable. The systematic accumulation of objective information concerning individual student as phases of the programme will permit the analysis of both strengths and weaknesses in each programme component.

The evaluation of the outcomes of a curriculum consists of the formulation and clarification of objectives, selection and construction of the appropriate instruments for getting evidence, applications of evaluative criteria, information on the background of students and the nature of instruction in light of which to interpret the evidence and translation of evaluation finding into improvement of the curriculum and instruction.

Continuous curriculum study and planning are today recognised as one of the major tasks of school teaching and administration and are the major competencies to be developed in the preparation of teachers and administrators. The dynamic nature of educational needs and the increasing absolutism of parts of the educational programme of many
schools today demand the development of skill in analysis and appraisal of curriculum, studying the educational needs of society and youth and planning of a programme, or modifying an existing programme to meet these needs.

1.22 : Review of the Related Literature

As Non-Formal Education attracted the attention of all concerned with education and social upliftment of different communities, various investigations in this area have been conducted, some prominent ones have been presented below:

Trivedi, R.S. (1966) made an attempt to analyse critically the social education programme and reported that each social education programme contained literacy, social, cultural, scientific, aesthetic and agricultural activities for youth and woman. The institutional materials used by the organisations were usually produced and provided by the State Social Education Committee.

Pattabhiran, G., (1973) has studied an evaluation of Nationalised Textbooks for Higher classes in social studies in Secondary Schools of Andhra Pradesh. The main findings of the study were: (1) all the nationalised textbooks were rated as satisfactory with regard to their mechanical characteristics, but there was room for improvement of
design, stitching and wrapper, (ii) all the books, in general, had adequate content but readjustments in some units were necessary, (iii) the presentation of contents was below average in the nationalised textbooks meant for class x, (iv) because of the ambiguity and vague presentation of matter, the illustrations in the text-books for classes VII through X were inadequate and below average, (v) inadequate assignments and exercises in the textbooks needed restructuring based on the objectives of the course, (vi) bibliography, references and chapter summaries were not provided with an adequate weightage to current events and (vii) the nationalised textbooks were better in quality and quantity as compared to old textbooks, but there was enough room for making qualitative improvement.

Mitchell, Katherine Phillips (1977) studied the development of a curriculum guide for adult Basic Education teachers in ARKASAS. The major findings are (1) the adult students' basic need and interest in learning are to read and write, preparation for obtaining a GED and attending a vocational technical school or college. (2) The teachers need to become more aware of the needs and goals of the adult education (3) some of the teachers realize their inadequate training and want to improve themselves by taking
courses in adult education and attending adequate workshops

(4) There are workshops conducted for adult education teachers but many of these do not get the opportunity to attend as only some people are invited again and again (5) teachers need more assistance in the selection of materials as well as techniques and methods for use in working with adults (6) representatives from all factors of the adult programme should be involved in selection of appropriate adult basic education materials (7) most students are enjoying classes in learning basic skills and are amazed by their progress.

Aclinsamacham, C ; (1977) had taken a study of the Development of Non-formal Adult Education in Thailand. He found that non-formal education sought to be perceived and designed in co-ordination with formal and information system. It must not be limited to the imparting of basic skills only but must be desired as an integrated system in the context of total socio-cultural and techno-economic environment. The development of both the individual and the society is only possible through a system which has specific identified goals. Hence, there is a need of proper matching between the goals of non-formal adults education system with the rest of the system.
Kohbantau, S. (1978) had studied the assessment of need for adult education in Thailand. He found the need for adult education so as to enable its participants to have knowledge of rights and duties of self and that of others, proficiency in Thai, capability of earning a living, etc.

Burress; Avertt, Andrew (1978) conducted a study on evaluation and analysis of experiences provided for their development in Doctorate programme of study in adult education. The findings indicated that there was a high degree of association in rating of these variables by the respondents. A high degree of consistency was found with reference to their ratings of both the usefulness of the competence and the adequacy of the learning experiences. Collectively the respondents agreed in their ratings of the eight items as both very useful and very adequate. These were as follows:

(i) Knowledge of the basic principles of adult education.
(ii) Knowledge of the importance of life long learning.
(iii) Knowledge of the problematic issues and areas. (iv) Knowledge of the principles of adult learning and maintenance of one's own professional competence in helping adults to learn skills and also in participating in group
discussions. And (v) also skills is working effectively with other persons, groups or agencies.

Ray, Nancyking. (1978) took up an investigation on New York adult learning centres, to study students functional competence as defined by the adult performance level (APL) study. The major findings for functional competence "curriculum" were reported in four sections. One related to adult's expressed needs, second related to adults implicit needs, third related to the discrepancies between adults expressed and implicit needs and fourth related to the general findings of study. The curriculum data base includes nineteen suggested implications for functional competence - Curriculum which many facilitate and direct the efforts of adult educators attempting to formulate curriculum in their programme area.

W. David, Fielding ; (1979) conducted a study on performance evaluation of a programme in PHARMACY continuing Education. The results suggest that this continuing education programme was a success, there were improvements in real-life performance, significant gains in factual knowledge and feelings of satisfaction with the programme on the part of the programme participation.
Chaudhari, I.S. (1979) found that (I) all national list text books were written strictly according to the prescribed syllabus (II) answers in some mathematics textbooks and certain facts in science textbooks were at times found to be erroneous (III) last approach in content presentation were perceptible in some books produced by NCERT, (IV) illustrations were the best features in some English textbooks, (V) syllabus, objectives and bibliography were usually absent in nationalised textbooks (VI) on the whole, books used in English medium public convent, anglo-Indian schools were rated high, whereas the nationalised publishers were, by and large, rated as a medium quality with respect to content, language, illustrations, exercises, printing, paper, binding and pricing.

Handy, Betty Jane. (1980) took up a study on evaluation plan for training programmes. The purpose of this project was to develop an evaluation plan suitable for use in the public service in state clerical training programmes. The objectives related to this project were: to determine these processes of the training programmes to be included in the evaluation plan, to determine appropriate evaluation strategies, to implement evaluation strategies and to prepare recommendations for an evaluation plan. In making
recommendations for an evaluation plan, the approach adopted was that evaluation should be integrated into the total training programme. Four processes of programme design and implementation such as needs assessment, programme planning, progress evaluation and outcome evaluation were identified. The strategies appropriate to these processes were discussed and assessed in terms of their adaptability for use by trainers in the public sector. These uses of assessment data in the overall decision-making process were considered important.

Leesuwan, Chukiat. (1980) studied a formative process evaluation model for Thailand. The model consisted of the three major steps: (1) The Thai adult education programme and its organization were studied through a comprehensive review of literature and through the investigator's personal experience (2) A study of common patterns of evaluation practices in adult basic education was conducted by the constant comparative analysis method. One hundred and four adult basic education evaluation reports included in the study were selected from documents available from the Educational Resources Information Centre (ERIC) (3) Theories in educational evaluation and evaluation practices in adult basic education, as well as the background of Thai adult
education, were explored and employed to design an evaluation model for Thai adult education. Basic assumptions about the proposed model were formulated and an evaluation model for Thai adult education was proposed. The findings of the evaluation model consists of three major activities: (1) creating a reporting system to be used for periodic evaluation as a data bank for further evaluation, (2) identifying critical issues in Thai adult education programmes and organisation through studies, of the discrepancies of viewpoints in programme practices among key personnel, and (3) implementing further evaluation in critical programmes when necessary.

Griffis, Betty Ann. (1981) conducted a study entitled "Adult women Students, the relationship of their life, characteristics to enrollment in a Bachelor's degree Programme". The results on test of comparison of means of life characteristic variables suggest that adult women seek from higher education what they state as looking for in the wider society, achievement and prestige. Identifying these goals with education and a bachelor degree was statistically supported in all items measuring the variables, as differentiating adult women students from non-students. Patterns of support/non-support of 21 research hypotheses
suggest that adult women B.A. students and non-students do not differ significantly on learning aspirations. Careers, goals, social needs, identity needs, and perceptions of life change, perceived needs and aspirations were often more active in the non-student group.

Stafford, David Peter (1981) in a study namely "A needs Assessment and inservice training programme for part-time adult Basic Education teachers in the state of Washington", surveyed in the states of Washington, the populations in (1) Adult Basic Education (ABE) teachers, (2) Local Adult Basic Education Programme Coordinators, and (3) State-Level authorities familiar with Adult Basic Education Programmes and inservice training of Teachers. The Adult Basic Education Teachers and Local Coordinators agreed on the need for the teachers to be trained in (1) Adult Basic Education curriculum, (2) Adult Basic Education Materials and (3) those dealing with special-students needs. The states level authorities did not agree with the first two groups and saw greater need for training in the areas of (1) testing and evaluation, and (2) teaching skills including teaching certain content fields. Part-time teachers registered a greater need for development in use of effective Adult Basic Education materials than did full time
teachers, some useful categories of part time teacher were identified.

Mead, Martha Mcfarling. (1981) had studied the need for adult vocational training in the north side independent school District SAN ANTONIO, TEXAS. The purpose of this study was to ascertain the needs for vocational training programmes for adults, within the bounds of existing facilities in the four high schools. Objectives were to obtain from community leaders and professional educator, (i) their opinions of user needs and district responsibilities relating to vocational education for adults, (ii) to determine the opinions and needs of potential users of such programmes and (iii) to collect factual data for use in estimating enrolment of programmes. Support services such as counselling, child care, employ-ability training and job placement were suggested as components of comprehensive adult vocational training programme.

Natarajan, R. (1982) conducted a study on "Evaluation of National Adult Education Programme in Bihar". The objectives of the study was to evaluate the performance of the adult education programme in Bihar and make recommendations for its greater effectiveness. The evaluation was primarily based on three essential components
of the programmes namely literacy, functionality and awareness. The evaluation was done in both quantitative and qualitative manner. The major findings of the study state that nearly 85 percent of learners were found to earn their livelihood from agriculture, seventy five percent of male and twenty three percent of the female learners were in the age group, 15-35 years. The learners were quite satisfied with the physical facilities available at the centres. Sixty eight percent of the learners had joined the programme for learning the three R's viz. reading, writing and simple arithmetic, while 26 percent of them desired to acquire functional skills in agricultural activities, weaving, carpentry, poultry, child care, etc. Although the learners were found to be able to read and write with a fair degree of success at the completion of the programme, their performance in doing simple calculations needed improvement.

Jiearatrakul, Tamrongsin. (1987) conducted a study entitled, knowledge and skills for the adult education in Thailand. The purpose of this study was to identify and specify knowledge and skills needed by adult education in Thailand. This study provided information for establishing a guide to be used in professional training and in graduate programmes in adult education. The findings of the study
were that out of seventy five knowledge statements, sixteen were rated at highest priority of importance. Forty-nine statements were rated at above average priority of importance and two statements were rated at the average priority.

Tanner, Joyo Elaine. (1987) took up a study "An attendance in English as a second language programme for adults in New Jersey : the effects of community programme, and students characteristics". It was found that poor communities with the largest populations of limited English speakers tended to offer far more extensive schedules than poor or middle class rural and sub-urban communities. The extensive programmes are believed to encourage higher attendance because of greater learning, intensity and greater flexibility where multiple teachers are employed. Dedication and experience of teachers giving more instructional time may also contribute to higher attendance. In short, extensive programmes can better accommodate to students needs. Finally, economic need was linked with attendance in both programme and student data analysis, suggesting that greater funding in urban areas could significantly increase the learning of English for the foreign born.
Isarawatana, Somkid, (1987) conducted a study on adults' experiences of the process of learning of affective and qualitative aspects. This study investigated how adults experience learning in the following situations: (1) in school, when learning is a matter of interest, (2) in school, when learning is a matter of disinterest, (3) on their own, when learning is a matter of interest, and (4) on their own, when learning is a matter of disinterest. It was found that most subjects in this study experienced learning matters of interest in school and on their own differently than they experienced learning matters of disinterest in school and on their own, the differences being primarily affective and motivational in nature.

Stafford, Catherine Ann. (1987) studied the learning process of adults in the context of a college reading course. This study was a naturalistic inquiry of how adults learn in the context of a college reading skills class. The study examined these final research questions: (1) what strategies do adults use in learning? (2) what kind of environment enhances adult's learning? (3) what motivates adult to become involved in learning? The findings were that under the three final questions posed about adult learning (a) strategies (b) environment and (c) motivation,
the categories generated across the questions which were important to the adult learners were (a) self, (b) interest, (c) structure, (d) teacher's role and (e) success. In this study, the adult defined learning as gaining knowledge, making application in terms of what was expected at school.

Steedman, Carrol Severns, (1987) studied about reasoning and decision making: The development of a short text for the adult learners (Search of the literature) included Historical, Political, Sociological, Educational, Philosophical theory as it has influenced the learning of reasoning on schools and colleges. Adult learning theory, developmental psychology and a review of current rhetoric/reasoning/informal logic texts and theory also shaped the methods, content, and design of the text. A case study protagonist and plot throughout the book encouraged reader participation in critical/creative thinking. Evaluations of the text from students and two instructors of adults guided, the revision of texts. The final draft was validated by an English professor of rhetoric and a philosophy professor of practical text reasoning. Implications of the study suggest further testing of the text, reasoning in decision making, in High School and College classes (those requiring reasoning skills), in non-
credit classes for the adult learner, and in current developmental psychology and critical thinking studies.

Lauffer, Mary Ann. (1988) worked upon "adult learners in a distance education programme: A biographical study. This study was based in the interpretive mode of inquiring and it utilized the biographic approach to create an understandable account of educational experiences of adult learners in distance education. The study progressed through three distinct stages. Stage I was comprised of the actual creation of the biographies involving collection and confirmation of data. Stage II was the interpretation involving the analysis of the various sources of collected data to conceptualize the adult-Learner-types. Stage III was the formulation of implications through the consideration of the significant issues emerged out of it. The study contributed an understanding of the experiences of adult learners in a distance education programme. Stage I resulted in the development of five learner biographies. Stage II conceptualized a Framework for Learner-Types acting as a guide to student support services utilization and a set of key issues identified from the analysis process. Stage III yielded the generation of implications for the support services provision in distance education.
Ulrich, Mary Beth, (1988) studied adult participation in Mathematics as a cause of Mathematics anxiety and other variables. This research was conducted to determine the mathematics anxiety of adult learners taking classes at a large mid-western university and to determine the relationships between such anxiety and personal educational, and occupational variables. This study concluded that the level of mathematics anxiety experienced by adult learners is not related to age, sex or occupation. Mathematics anxiety was found to be inversely related to the amount and level of mathematics course work taken at both the secondary and post-secondary levels. Those students who had taken more mathematics courses experience significantly less mathematics anxiety. Students who reported taking mathematics classes beyond Geometry in high school experienced less mathematics anxiety than those who did not. At the post-secondary level, those students who had taken only lower level mathematics courses experienced greater mathematics anxiety. Those students who had taken mathematics more recently also experienced less mathematics anxiety. The intention to continue to study mathematics at the post-secondary level was not found to be significantly related to increased mathematics anxiety. Knowledge of
student experiences related to increased mathematics anxiety may be helpful to advisors of adult students when assisting these students in choosing and planning their educational programmes.

Myers, Ann H. (1988) studied factors which influence the persistence of teenagers and young adults in adult basic education programmes. The findings were that (1) the psychological impact of young adulthood influences persistence. (2) Learners were susceptible to peer influence and need time to socialize (3) Positive emotional support is critical for these learners (4) Positive educational attitudes relate directly to persistence. (5) An internal Locus of control contributes to persistence (6) Caring instructors help students to persist in programmes (7) Regular class attendance is important for success and persistence.

Pressz, Helen Auton. (1988) studied the beliefs about conditions affecting adult learning in baccalaureate nursing programmes. The majority of all respondents indicated that important adult learning conditions should include: Consideration of adult learner's needs, challenge examinations for general education courses, lecture/discussion as teaching method; experience of adult
learners as a resource, financial aid, participatory course evaluation, faculty experience in teaching adults, regular meetings of nurse faculty and adult learners, and challenge examinations for nursing courses. The greatest differences in perceptions of importance of items occurred between nurse faculty and registered nurse students related to participation in course planning and budget planning, faculty experience in teaching adults, separate classes for adults and younger students and consideration of the adult learner's needs. The findings of this study present a challenge to nurse faculty to consider the unique characteristics of adult learners in making improvements in baccalaureate nursing programmes.

Baca, Transito G. (1988) conducted a study on criteria for the evaluation and management of the curriculum in adult education. The purpose of this study was to report an investigation of the theoretical problem utilized to assess the methods employed to manage, plan, upgrade, evaluate and report the philosophy and nature of the curriculum as it relates to the adult education programme in the division of career and continuing education. The major findings were: the schools have a written philosophy. The overall distribution of persons or group participating in the
formulation of the philosophy is generally in keeping with accepted practices. Response to procedure for changing the curriculum seems to indicate that all schools have a written procedure as required by the Division of Career and Adult Education. However, some schools were not availing the opportunity to utilize the procedure. Particular communities' self-interests are the chief determinants of the adult education curriculum.

Tobing, Asmara, Raphy Uli Lumban. (1989) had undertaken an Andragogy and Adult Basic Education and English as a second language classroom practice. The results of the analysis revealed that Andragogy was being practiced in a small degree by only a few of the Adult Basic Education and English as a second language. Most instructions emphasized on helping students to achieve their assigned tasks related to reading, writing and mathematics by utilizing presentation-practice-testing methods. Many other teaching-learning techniques which according to the concepts of Andragogy would address other crucial learning needs, were rarely applied. It appears that most instructors in the early years of the Adult Basic Education Programme had not been informed about the concerned Andragogical concepts.
Platt, Thomas Julian. (1989) studied toward an integrative view of the student-teacher relationship in the facilitation of adult learning. It was found that the learner data underscores the meaning which adult learners attribute to mutual respect. Adult learners want to be viewed as resources in the classroom learning process. This need for affirmation, however, does not grow out of a desire to engage in a dependent relationship with the adult educator. In general, both learners and teachers described and sought to achieve a relationship characterized by authenticity, warmth, friendliness, closeness, a sense of belongingness, by genuine and personally meaningful dialogue; by reciprocal dependence and shared control; by self-acceptance and openness-to-experience.

1.23: Emergence of the Problem

Education in a developing society is concerned with dynamic systems and formal education does not suit to the changing circumstances of the present society as it is rigid, bookish and at times not relevant to its problems.

The non-formal education programmes are the needs of the day. Its systematic evaluation is essentially important for its success. Several non-formal institutes are not
optimally functioning because of lack of continuous evaluation. There was much wastage of resources which went undetected in the absence of monitoring. Slow progress of the programmes can only be ascribed to inadequate system of evaluation and the following corrective steps taken in time for improvement of the programmes.

The investigator feels that there is an urgent need of evaluation of the curriculum of non-formal system with respect to planning, implementation and validity of the programme. Comprehensive curriculum evaluation is a complex undertaking that attempts to involve not only the internal assessment of the document but also a functional corpus of phenomena involving the interaction with students, teachers, the materials and the environment.

Most of the researches on record have focused either on one class of curriculum variables or the other. These works, otherwise very significant in their own respect, may be considered truncated from the point of view of the total phenomena of curriculum evaluation which encompasses the investigation of goals and objectives, methods and material, programme implementation and impact alongwith their functional correspondence. Therefore, the investigator felt very intensely to take up evaluation work of non-formal
programme of education. Hence the problem has been stated as follows:

1.24 : Statement of the Proposed Study

The present study may be precisely stated as under:

"An evaluation of curriculum for non-formal functional education programmes (level 4-5) in Thailand."

The present study was delimited with respect to the course, level of students and the area of investigation. The study has been conducted on the non-formal education programmes. Only levels 4 and 5 were included in the study. The study covered the Non-Formal Schools of Bangkok city area only.

1.25 : Objectives of the Study

The study was designed in order to attain the following objectives:

1. To review the present curriculum for non-formal education programmes (level 4-5)

2. To analyse the statements of course and subject objectives at level 4 - 5 in light of National goals of education in Thailand
3. To evaluate the syllabi and the instructional material of the non-formal education level 4-5 in light of the course objectives

4. To evaluate the instructional activities in light of the course objectives

5. To review and assess the evaluation programme in light of the course objectives

6. To study dissonance and consonance among the stated objectives, content, instructional material and evaluation programme

7. To study the impact of the curriculum with respect to students achievement and their attitude towards curriculum of non-formal education.