CHAPTER V
SUMMARY, FINDINGS, CONCLUSIONS AND SUGGESTIONS

The present study deals with, 'The problems and performance of NFE centers in Krishna District in Andhra Pradesh' and it has the following objectives.

5.0 OBJECTIVES OF THE STUDY.
1. To identify the problems of NFE centers in Krishna District in A.P in terms of frequency and intensity perceived by the instructors.
2. To study the performance of NFE centers in respect of organizational and academic efficiency.
3. To compare the Government and Non-Governmental NFE centers in terms of their problems and performance.
4. To compare the Rural and Urban NFE centers in terms of their problems and performance.
5. To compare the Co-education centers Girl NFE centers in terms of their problems and performance.
6. To find out the association between problems and performance.
7. To offer suggestions for effective functioning of NFE centers in the light of the findings of this investigation.

5.1 HYPOTHESES.
1. (a). Government and Non-Governmental NFE instructors do not differ in identifying problems related to physical facilities.
   (b). Rural and Urban NFE instructors do not differ in identifying problems related to physical facilities.
   (c). Girls and co-education NFE instructors do not differ in identifying the problems related to physical facilities.
2. (a). Government and Non-Governmental NFE instructors do not differ in identifying problems related to community.
   (b). Instructors of Rural and Urban NFE centers do not differ in identifying problems related to community.
4. (a). Government and Non-Governmental NFE instructors do not differ in identifying problems related to administration.

(b). Instructors of Rural and Urban NFE centers do not differ in identifying problems related to administration.

(c). Instructors of Girls and Co-education NFE centers do not differ in identifying the problems related to administration.

5. (a). Government and Non-Governmental NFE instructors do not differ in identifying problems related to learners.

(b). Instructors of Rural and Urban NFE centers do not differ in identifying problems related learners.

(c). Instructors of Girls and Co-education NFE centers do not differ in identifying the problems related to learners.

6. NFE centers in Krishna District do not differ in the levels of performance.

7. There is no relationship between performance and problems of NFE centers.

5.2 METHOD OF INVESTIGATION.

In order to realize the objectives of the investigation and to verify the hypotheses the following data is required. The data is related to two aspects. 1. Problems 2. Performance

Data related to problems aspect was sourced from the Instructors of NFE in the centers and performance aspect was obtained through both observation of centers and interviews by the investigator. The investigator adopted survey research technique for problems related data and multiple case study technique for performance related data. In order to collect the data in aspect regarding the problems of NFE, the investigator developed 'Non-formal Education Problem Inventory' with 61 items (NFEPI). For aspect (b) i.e., performance; an Observation Check List (OCL) with 14 areas, and three Interview schedules, (to learners of NFE, to NFE Committee members and to NFE project officers and supervisors) were prepared for field study of 10 NFE centers each in two project areas in Krishna District.

The NFEPI was validated with item analysis and finally 44 problem items were retained in it. The problems which were identified belong to 5 different areas.
namely, physical aspects, community related, academic related, administration and organization and learners related problems.

These tools were administered to the sample in two NFE project areas i.e., Gudivada (Urban) project and Nandigama (Rural) project. The NFEPI was administered among the sample of 202 NFE instructors. The observation check list was used to record data from 20 selected centers. Interviews were also conducted with learners (200), NFE Committee members (80), NFE supervisors (16) and project officers (2).

Appropriate statistical techniques like item analysis, chi-square test, and percentages were applied for analysis and consolidation of data.

5.3 MAJOR FINDINGS OF THE STUDY.

A). The problems identified as significant in NFEPI are given here under area wise; except in area 3 as they are not severe. Hence they are not given here.

AREA-I PHYSICAL FACILITIES.

1. Head Masters of formal Primary schools are not co-operating to accommodate centers is a severe problem in 57.9% of Govt. 50% of Urban, 51.7% of Rural and 56.4% Girls NFE centers. Where as this problem is less severe in 42.2% of NGO and 49.7% Co-education centers only.

2. Lack of storage facility for TLM in the center, is a severe problem in 34.9% of Non-Government NFE centers. Where as this problem in 34.5% Govt. 11.1% Urban and 36.9% Rural NFE centers felt less severe.

3. No proper ventilation in the Centers, is a severe problem in 75.6% Govt, 53.5% Urban, 60.2% Rural, 43.5% Girls an 59.8% Co-education NFE centers.

4. Lack of Urinals in the centers, is again severe problem felt by 63.8% Govt and 52.7% Girls NFE centers.

AREA-II :- COMMUNITY RELATED PROBLEMS.

5. No proper publicity in the village about the center, is also a severe problem in 57.2% Govt centers, where as in 13.3% NGO centers, 33.3% Urban centers, 39.7% Rural centers, 47.3% Girls and 36% Co-education centers felt this problem not severe.
AREA – IV : PROBLEM RELATED TO ADMINISTRATION.
6. Lack of facility to undergo D.Ed/B.Ed training, was reported as a problem by 65% of the instructors of NGO centers.

AREA – V : LEARNER RELATED PROBLEMS.
7. Excessive engagement of children in domestic work, was reported as a severe problem, by the instructors of all variable NFE centers.
8. Lack of proper motivation form parents to send their children to centers, is a serious problem felt by the instructors of 51.2% Govt. 97.5% NGOs 65.5% Girls and 72.1% Co-education NFE centers.
9. Lack of leisure time for the learners to attend the centers and study, is felt more serious by 79.5% Non-Govt. centers, where as 23.5% Govt. 44.8% Urban, 46.7% Rural, 43.5% Girls and 46.9 % Co-education centers felt the problem not severe.

B) The following are the findings in respect of Performance.
1. Performance of both Govt. and NGO centers are taken under Urban an Rural localities and hence Urban and Rural are not mentioned here under in every aspect.
2. The performance of Govt. as well as NGOs NFE centers is unsatisfactory regarding average attendance.
3. Performance of all observed NFE centers is found satisfactory in respect of admissions and appearance at examinations ratio.
4. Provision of accommodation and equipment is found satisfactory in Govt. and NGO centers.
5. Regarding adequate supply of TLM to centers, performances of Govt. centers is more satisfactory than NGO centers.
6. Regarding supply of TLM in time, all the centers belong to two agencies are satisfactory.
7. Satisfactorily completion of curriculum in time is found in majority of the centers.
8. Regarding instruction and teaching learning process, all the Govt. and Non-Govt centers show equally satisfactory performance.
9. Govt. centers show better performance in maintaining registers up to date, than NGO centers.
10. In procuring local resources, Govt. NFE centers show better performance than NGO centers. Similarly the urban centers show good performance than Rural centers of NFE.

11. Regarding maintenance an updating of progress reports, Govt. Centers show better performance than NGO centers. Similarly Rural NFE centers are found better than Urban centers.

12. The performance of all the observed centers is found satisfactory in respect of organization of motivational activities.

13. The performance of both Govt. and Non-Government NFE centers is found satisfactory in respect of project organization.

5.4 CONCLUSIONS.

1. Performance of NFE centers in respect of
   (a) Enrolment and (b) Average attendance has been found unsatisfactory when community participation (NFE Committees) in propagation and encouragement of learners is not optimum.

2. In so far as NFE Organization is concerned the voluntary organizations (NGOs) are better than the Government, but they are not so efficient in maintaining their registers and records.

3. Good performance of NFE centers is associated with good supervisors.

4. In the opinion of learners, the NFE centers in Krishna District, A.P in Nalgonda and Gudivada Projects, are functioning effectively and satisfactorily.

5. The NFE committees fulfill their responsibilities as indicated in the A.P School Education Act 13 of 1998 in all aspects except in procuring local resources as well as in procurement of TLM form concerned authorities. In fact it is here, their political clout is essential.

5.5 EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS.

Implications of the major findings for the effective organization of NFE and a few related suggestions which can improve the performance of NFE centers, are stated below:

1. Co-operation of the headmaster is a problem for majority of the instructors of Govt. NFE centers, but not to the instructors of NGO centers. Proper instructions
from the authorities should be given to headmasters of primary schools to lend useful instructional materials to NFE instructors.

2. Storage facility should be provided to all the NFE centers. The host formal schools can not help in this regard. Assistant Director of NFE should look into this problem.

3. Facility of urinals is a severe problem in majority of centers. So this facility should be provided to the centers especially designated for girls.

4. Some villagers are not aware of the existence of NFE(Govt) centers in their locality. Wide publicity should be given through motivational activities such as Kalajathas, door to door publicity about the centers, meetings with DWAKRA members, village educational Committee members etc.

5. Community members should be involved in center activities such as games and competitions organized by clusters, NFE Committee meetings etc.

6. Regular orientation programmes to instructors should be organized by the DIET faculty to enrich their teaching as well as organizational competencies. These are helpful in raising the performance of the centers to an optimum level.

7. Almost all the instructors felt the TLM supplied was useful in teaching learning process. Accordingly adequate and timely supply of TLM is necessary. This trend should be continued. Few centers which have a problem in this aspect should be taken care of.

8. Organization of demonstration lessons should be arranged in regular cluster meetings as they enrich the quality of teaching among instructors.

9. To solve the academic problems, delegations of experts in the field of education must be arranged in cluster meetings.

10. Display of materials in the cluster meetings was not identified as a severe problem. Considerable percentage of instructors felt the need. So regular display of improvised TLM in cluster meetings should be arranged as it develops creativity and innovativity among instructors ultimately leading to improve the quality of teaching in centers.

11. Honorarium to instructors should be paid regularly and it should be a minimum of Rs.1000/- per month, as expressed by many instructors during interviews.
12. Supply of text books adequately and in time is a problem in many centers. Text books for all stages of learners should be distributed adequately and in time. The project Officer (NFE) should ensure that. First, the instructors should place correct indent to the authorities.

13. NFE instructors may be permitted to undergo D.Ed / B.Ed training as in-service candidates, recognizing their service in NFE centers. This will attract committed and educated youth as volunteer instructors.

14. In this investigation it is found that there is positive association between supervisor and good performance of NFE centers. Hence, committed supervisors should be nominated to clusters where majority of the centers are in effective.

15. Project officers must be sensitive to the problems of instructors ‘Academic as well as Administrative’ problems should be solved as soon as they were brought to their notice.

16. Parents should be offered compensatory monitory incentives to wean away the children from child labour and divert them to NFE centers.

17. Importance of girl child education should be propagated through organization of meetings to ‘Mothers Committees, DWACRA groups’, door to door campaigns...etc.

18. Grown up children should be given special activities, which make them forget the complex and attend the centers without hesitation.

19. In the matter of enrolment and retention in NFE centers, their effective functioning is closely associated with their ability to establish, intimate communication with beneficiaries (i.e., the learners and their guardians). Hence, leadership training may be given to instructors through DIETs which helps to interact with beneficiaries.

20. Performance of NFE centers is associated with quality of supervisors. So care should be taken recruit supervisors with commitment. It is also desirable to expose them periodical in service training.

21. Benefits usually extended to the formal school children like, incentives to physically handicapped students should be extended to non-formal learners to. In fact this was indicated in the revised Plan of Action (NPE) 1992 also.
5.6 SUGGESTIONS FOR FURTHER RESEARCH

1. NFE at present is vast system. If a system should yield expected results, the elements of the system and sub systems should be sound and the inter-relationships also should be problem free. The present investigation is focused its attention on the problems of NFE as perceived by the grassroots level functionaries i.e., NFE instructors and supervisors. The problems that, the administrators at the District, State and National level experienced are also important, because they are the decision makers. Hence, there is a need for further research in which can deal with the problems as perceived by the functionaries at these levels.

2. The study revealed that there is difference in performance between Government Organized centers and NGO organized centers. This points out the need for identifying the difference between these two types and to reorganize the system. Study of NFE centers in Systems Approach applying of Techniques of Operational Research, is suggested.

3. The editorial of the Indian Journal of Adult Education, April –June 2001; observed that, during the decade 1991-2001 there was an unprecedented upswing of 13.17% in the literacy rate in India for the age group 7 and above. The male and the female gap in the literacy rate declined to 21.70% points which is the lowest since 1951 census. Also for the first time since 1951 there is a decline in the absolute number of illiterates. Finally the editorial suggested that a thorough research should be under taken to find out the factors which contributed to the achievements in the literacy field. Obviously NFE for the age group 9-14 is a significant factor. There is a need to assess the contribution of NFE to the progress of literacy during this decade.

4. Study such as the one mentioned above can also open gates for comparative research-comparison of performance and contribution of NFE in the high literacy states Vs low literacy states. The comparison can also be carried down to the District level.