

APPENDIX - BQuestionnaires

CENTRE OF ADVANCED STUDY IN EDUCATION, M.S. UNIVERSITY OF
BARODA, BARODA.

Dear Sir/Madam,

No careful attention was probably paid after the independence till 1978 to solve the problems of illiteracy and the basic needs of the vast majority of educationally disadvantaged group. Keeping in view the need of the hour, the Government launched a massive programme, which is of functional in nature, which has to improve the functional competency of the learners, is related to his/her vocation in life and is of standard that would develop sufficient ability in clientele for using his/her knowledge of functional competency in solving his/her day-to-day problems.

To make better performances of the programme, the personnel engaged should be properly trained with the core of essential training constituents.

To run the programme effectively, the teaching-learning materials play an important role for the learners as well as administrative machinery of the programme. Adverse materials leave their inefficiency in realizing the objectives of the programme.

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It has been thought that Adult Education Programme should be relevant, flexible, diversified, which may provide skills, understanding, consciousness, problem solving attitude, political awareness, vocational efficiency, if carefully planned. The investigator has developed the tools to find out the suitability of the teaching-learning materials, adequacy of the training programme as well as present position of Adult Education Programme implemented by different personnel, media and techniques.

The investigator requests you to fill in the attached questionnaires as instructed. The information supplied by you will be treated as strictly confidential and will be used for research purposes only. The study can not be completed without your cooperation and help. Hence, your cooperation is solicited.

Encl.: Questionnaires:

Cordially Yours,

(Digvijaya Singh)
Teacher Fellow, CASE.

(P.K. Dongre)
Guide.

PART - BTRAINING OF ADULT EDUCATION FUNCTIONARIES
(To be filled in by officials and instructors)

1. (A) Has the training of adult education functionary been organised? Yes/No
- (B) If yes, please mention the place where it is organised and name of the organisation conducting Adult Education Training Programme for different functionaries and courses, it is offering.

(C) Details of the training courses.

For whom organised	Name of Place		
	Place	Name of organisation	Courses
1. State Level Officials			
2. District Adult Education Officer			
3. Project Officer			
4. Supervisors			
5. Instructions			

2. What are the teaching-learning and illustrated materials used during the training programme? Please, list them.

1.
2.
3.
4.

3. Are the teaching-learning and illustrated materials available at Centre level, which were used during training programme? Yes/No

If no, please, state the reasons.

4. What other materials were used regarding the fundamental knowledge of NAEP and to what extent these were suitable?

Name of the Materials	S u i t a b i l i t y				
	Not at all	To little extent	To some extent	To a great extent	Very much

- 1.
- 2.
- 3.
- 4.
- 5.

5. The training programme was participatory in nature in:
- a. planning the programme Yes/Undecided/No
 - b. implementing the programme Yes/Undecided/No
 - c. evaluating the programme Yes/Undecided/No
6. The training programme displaced the greatest interest on:
- a. group discussions Yes/Undecided/No
 - b. dialogues Yes/Undecided/No
7. There was good amalgam of theory and practice in the training programme. Yes/Undecided/No
8. The training programme provided an opportunity for mutual learning about Adult Education Programme. Yes/Undecided/No
9. The training programme is not suited to the functions, which the trainees have to perform the functions in the field. Yes/Undecided/No
10. The following physical facilities were satisfactory:
- A. Physical Facilities
- a. Accomodation Yes/Undecided/No
 - b. Food Yes/Undecided/No
 - c. Lighting Yes/Undecided/No
 - d. Seating arrangement Yes/Undecided/No
 - e. Supply of books,pens,papers,etc. Yes/Undecided/No
- B. Audio-Visual Aids
- a. Extent of use of A.V.aids Yes/Undecided/No
 - b. Appropriateness of A.V.aids Yes/Undecided/No
 - c. Usefulness of A.V.aids Yes/Undecided/No

(Encircle the appropriate number: 1. Not at all, 2. To very little extent, 3. To some extent, 4. To a great extent, 5. Very much extent)

11. To what extent has the training programme made by you able to understand the adequacy and relevancy of materials to be used at the centre?
- 1 2 3 4 5

12. To what extent was the training situation interesting and conducive to learning? 1 2 3 4 5
13. To what extent are the training experts abilities adequate to the trainee's perception and needs in relation to their:
- (a) resourcefulness? 1 2 3 4 5
 - (b) integration of long experiences in the whole process of training? 1 2 3 4 5
 - (c) quick adoption of adequate training contents in different situations? 1 2 3 4 5
 - (d) quick adoption of adequate methods in different situations? 1 2 3 4 5
 - (e) involvement of the trainees in continuous learning process? 1 2 3 4 5
14. To what extent could experts supply you all the informations that you desired on vocational aspects of different vocations? 1 2 3 4 5
15. Indicate the contents in which the training experts displaced the greatest or the least interest:
- (a) the greatest interest _____
 - (b) the least interest _____
-
16. To what extent have you learnt the following with considerable high degree of skill?
- (a) Use of literacy materials 1 2 3 4 5
 - (b) Preparation of literacy materials 1 2 3 4 5
17. To what extent have you learnt the various ways and means to make learning a vital meaningful to the learners? 1 2 3 4 5
18. To what extent have ~~enable~~ you learnt in the training programme to ^{enable} the participants for striving continuous learning growth? 1 2 3 4 5
19. To what extent have you learnt in the training programme to handle subject matter adequately? 1 2 3 4 5
20. To what extent have you acquired the skills in training programme to express ideas clearly? 1 2 3 4 5
21. To what extent have you learnt the skills of creation of atmosphere conducive to learning in the AEP? 1 2 3 4 5

22. To what extent have you acquired skills relating to:
- | | | | | | |
|-----------------------------------|---|---|---|---|---|
| (a) literacy teaching? | 1 | 2 | 3 | 4 | 5 |
| (b) conducting group discussions? | 1 | 2 | 3 | 4 | 5 |
| (c) other, if any. | 1 | 2 | 3 | 4 | 5 |
23. Are these skills useful to you for the work you are doing? Yes/Undecided/No
24. Are there any other skills which you need? Yes/Undecided/No
- If yes, list such skills.
25. To what extent have you learnt the tactics to mobilise the community as well as the developmental resources available in the area? 1 2 3 4 5
26. To what extent are you satisfied with the knowledge given in the following items? Encircle the appropriate numbers.
- | | | | | | |
|---|---|---|---|---|---|
| (a) Proper managerial techniques to manage different activities at the Centre to implement programme effectively? | 1 | 2 | 3 | 4 | 5 |
| (b) Selection of adequate teaching-learning materials. | 1 | 2 | 3 | 4 | 5 |
| (c) Adequate method of adult teaching. | 1 | 2 | 3 | 4 | 5 |
| (d) Curriculum construction. | 1 | 2 | 3 | 4 | 5 |
| (e) Communication techniques. | 1 | 2 | 3 | 4 | 5 |
| (f) Supervision technique. | 1 | 2 | 3 | 4 | 5 |
| (g) Evaluation and proper filling of records. | 1 | 2 | 3 | 4 | 5 |
27. To what extent have you acquired the knowledge in the training programme about survey techniques to identify the needs and the problems of learners? 1 2 3 4 5
28. Are you familiar with the policy and the programme of the National Adult Education Programme? Yes/Undecided/No
29. To what extent do you think that the schedule of work in the training programme was suitable for the purposes? 1 2 3 4 5
30. Did daily time table and sequence of the topics of the training programme emerge out from the trainee's wishes and needs? Yes/Undecided/No

31. Do you think that field visits serve the purpose for which they are intended, if the field visits had been organised in training programme? Yes/Undecided/No
32. Are overall organisational aspects of the training process flexible to cater the needs that arise day to day among the participants? Yes/Undecided/No
- If not atall, what are your suggestions regarding this respect to make them more flexible?
33. During the training period, you have gained some knowledge in relation to National Adult Education Programme and its implementation. Do you feel that the knowledge gained is adequate in relation to the work you are doing? Yes/Undecided/No
34. Are the subject matters in training programme adequate to deal with the subjects in your work relating to:
- (a) agricultural techniques? Yes/Undecided/No
 - (b) cottage industries techniques? Yes/Undecided/No
 - (c) health? Yes/Undecided/No
35. (A) Do you think that additional content areas should be included in the training programme to add to the trainee's knowledge, understanding, skills, etc.? Yes/Undecided/No
- (B) If yes, please list them according to their priorities.
36. Were your expectations about the training programme fulfilled? Yes/Undecided/No
37. To what extent has the training programme made you able to work with the life and needs of adult learners? 1 2 3 4 5
38. Which of the aspects of training programme should be given more time?

PART-BTEACHING, LEARNING AND ILLUSTRATED MATERIALS.

(To be filled in by Officials or Instructors
of the Centres only)

1. Personal Information of the Respondent.

- (1) Name of the respondent (if you like: _____
(2) Position held at present : _____

2. Selection and Use of Teaching-Learning and Illustrated Materials (For Instructors Only).

	Yes	Undecided	No
(1) Do you obtain materials in time?	()	()	()
(2) Do you get the materials that are suited to physical and intellectual development of the learners?	()	()	()
(3) Do authorities offer varieties of materials to select in view of clintele's:			
(a) interests?	()	()	()
(b) comprehension?	()	()	()
(4) Do you know, which materials are basic and which are supplementary in nature for existing curricular plans?	()	()	()
(5) Do you know the methods of presenting materials forcefully?	()	()	()
(6) Do you know, which may be proper environment for presenting materials, that may initiate the learners to pay attention voluntarily on continuous learning?	()	()	()
(7) Do you think that over crowded aids in teaching-learning process will serve no useful purposes?	()	()	()
(8) Do you consider that all the necessary instructional materials are in one hand and properly arranged for best use?	()	()	()

	Yes	Undecided	No
(9) Do you allow the clinteles to utilise their knowledge at the time of the discussion?	()	()	()
(10) Do you discuss the present materials properly?	()	()	()
(11) Do you ask summary questions?	()	()	()
(12) Do you clarify misconceptions?	()	()	()
(13) Do you review or audit the materials to be used?	()	()	()
(14) Has been there any periodic evaluation of the materials, so that weak items are discarded?	()	()	()
(15) Has there been any provision made for organising special training courses in teaching-learning techniques to understand the use of various methods and adequacy of the materials to be used other than usual training programme?	()	()	()

3. (To be filled in by officials or instructors of the Centres)

Utility.

(Please encircle the appropriate number according to the following ratings):

1. Not at all, 2. To a little extent, 3. To some extent, 4. To a great extent, 5. To very much extent.

1. How effective are the following teaching-learning and illustrated :

a. Primers materials which are used at Centres.	1	2	3	4	5
b. Workbooks.	1	2	3	4	5
c. Reference books.	1	2	3	4	5
d. Guide books.	1	2	3	4	5
e. Leaflets on different vocations.	1	2	3	4	5
f. Posters and Charts.	1	2	3	4	5
g. Black Board.	1	2	3	4	5
h. Maps-Globes.	1	2	3	4	5
i. Graphs.	1	2	3	4	5
j. Diagrams.	1	2	3	4	5
k. Record/Tape Record.	1	2	3	4	5
l. Flannel graph.	1	2	3	4	5
m. Models.	1	2	3	4	5
n. Films trips/slide/projector.	1	2	3	4	5
o. Field trips.	1	2	3	4	5
p. Cartoons.	1	2	3	4	5
q. Radio-Television.	1	2	3	4	5
r. Flash cards.	1	2	3	4	5
s. Others, if any.	1	2	3	4	5

4. What are the main topics covered by the set of these materials?

Title of the Materials

Main Topics Covered

5. What other topics should be covered, if new materials^{are} to be written?

6. Do you think that present coverage is satisfactory? ~~Yes/No~~

Yes/Undecided/No

7. To what extent are the following methods employed in preparation of teaching-learning and illustrated materials?

a. Analytical or word method.	1	2	3	4	5
b. Synthetic method or alphabet method.	1	2	3	4	5
c. Key-Board Method.	1	2	3	4	5
d. Focussed Drill Method.	1	2	3	4	5
e. Story Method.	1	2	3	4	5
f. Problem-oriented literacy method.	1	2	3	4	5
g. Others, if any.	1	2	3	4	5

8. To what extent have the following main points been considered in selecting the words?

a. Words are known to adults in their spoken language.	1	2	3	4	5
b. Words are interesting enough to catch the attention of adult learners.	1	2	3	4	5
c. Words have three to five letters.	1	2	3	4	5
d. Words are showing connectedness with a view to create a meaningful and simple thought.	1	2	3	4	5

9. To what extent are the contents of teaching-learning and illustrated materials adequate to achieve the objectives of the Programme?
10. To what extent are the contents of teaching-learning and illustrated materials properly organised as to provide scope for reinforcement in learning.
11. To what extent are the contents of teaching-learning and illustrated materials correct and implementable in local percepts?
12. To what extent are the contents in teaching-learning and illustrated materials arranged in order of sequence?
13. To what extent are the contents essentially problem oriented?

1 2 3 4 5

- | | | | | | |
|---|---|---|---|---|---|
| 14. To what extent are the contents in teaching-learning and illustrated materials more or less of equal standard? | 1 | 2 | 3 | 4 | 5 |
| 15. To what extent are the contents of teaching-learning and illustrated materials broaden the learners understanding of alternative course of action to a given problem? | 1 | 2 | 3 | 4 | 5 |
| 16. To what extent are the colour and sizes of illustrations appropriate in teaching-learning and illustrated materials? | 1 | 2 | 3 | 4 | 5 |
| 17. To what extent are the illustrations clearcut, free from extraneous lines and details? | 1 | 2 | 3 | 4 | 5 |
| 18. To what extent are the illustrations and examples drawn from the local immediate environment of the learners? | 1 | 2 | 3 | 4 | 5 |
| 19. To what extent are the illustrations within the adults abilities and comprehensions? | 1 | 2 | 3 | 4 | 5 |
| 20. To what extent are the adequate exercises in teaching-learning and illustrated materials at the end of each lesson? | 1 | 2 | 3 | 4 | 5 |
| 21. To what extent are the exercises activities and exercises suggested at the end of each lesson practicable? | 1 | 2 | 3 | 4 | 5 |
| 22. To what extent are the exercises in teaching-learning and illustrated materials helpful to evaluate the clientle's achievement? | 1 | 2 | 3 | 4 | 5 |
| 23. To what extent are the teaching-learning and illustrated materials drawing attention of the problem related to | 1 | 2 | 3 | 4 | 5 |
| a. different vocations? | 1 | 2 | 3 | 4 | 5 |
| b. health and family planning? | 1 | 2 | 3 | 4 | 5 |
| c. recreation? | 1 | 2 | 3 | 4 | 5 |
| d. awareness? | 1 | 2 | 3 | 4 | 5 |
| 24. To what extent are teaching-learning and illustrated materials helpful in developing vocational skills? | 1 | 2 | 3 | 4 | 5 |
| 25. To what extent are teaching-learning and illustrated materials suppling a concrete basis for conceptual thinking to reduce meaningless response of learners? | 1 | 2 | 3 | 4 | 5 |
| 26. To what extent are teaching-learning and illustrated materials providing higher degree of interest among the learners? | 1 | 2 | 3 | 4 | 5 |

- | | 1 | 2 | 3 | 4 | 5 |
|--|------------------|---|---|---|---|
| 27. To what extent are teaching-learning and illustrated materials providing necessary basis for developing learning and hence making learning more permanent? | | | | | |
| 28. Are the prices of teaching-learning and illustrated materials reasonable for the adult learners? (If the materials are lost and they wish to purchase). | Yes/Undecided/No | | | | |
| 29. Do you know that the teaching-learning and illustrated materials are prepared by an experienced team worker at State Resource Centre? | Yes/Undecided/No | | | | |
| 30. Are the teaching-learning and illustrated materials attractive in appearance? | Yes/Undecided/No | | | | |
| 31. Are the teaching-learning and illustrated materials convenient in shape & size? | Yes/Undecided/No | | | | |
| 32. Are the covers of primar and other supplementary materials durable? | Yes/Undecided/No | | | | |
| 33. Are the bindings of the primar and other supplementary materials fairly loose to be flat when opened? | Yes/Undecided/No | | | | |
| 34. Is the print: (i) clear? | Yes/Undecided/No | | | | |
| (ii) large? | Yes/Undecided/No | | | | |
| (iii) to be read out by the learners owing to their short sightedness and less reading capacity? | Yes/Undecided/No | | | | |
| 35. Are the language styles are employed spoken variant of wider communication in the area? | Yes/Undecided/No | | | | |
| 36. Is the vocabulary in teaching-learning and illustrated materials be fitting within the range of pupils vocabulary at different grades? | Yes/Undecided/No | | | | |
| 37. Do the teaching-learning and illustrated materials improve vocabulary competency? | Yes/Undecided/No | | | | |
| 38. Is the size of step in presentation of the subject matter fairly good in the materials? | Yes/Undecided/No | | | | |
| 39. Do the ^{you} find proper clarity in presentation of the contents in teaching-learning and illustrated materials with special reference to vocation and social structure of society irrespective of the amount? | Yes/Undecided/No | | | | |
| 40. Are the sentence structures simple and correct? | Yes/Undecided/No | | | | |

41. Do they have correct use of idioms and colloquialisms at appropriate places? Yes/No
42. Do they have central theme at the margin of each paragraph? Yes/No
43. Is it desirable to have central theme at the margin of each paragraph? Yes/No
44. Are the summaries given at the end of each chapter in teaching-learning and illustrated materials? Yes/No
45. Do the exercises help in learner to develop a desirable:
- a. attitude? Yes/Undecided/No
 - b. skill? Yes/Undecided/No
 - c. habit? Yes/Undecided/No
 - d. socially accepted behaviour pattern? Yes/Undecided/No
46. Do teaching-learning and illustrated materials take care of the special needs of the below average learners? Yes/Undecided/No
47. Do teaching-learning and illustrated materials take sufficient care of average learners? Yes/Undecided/No
48. Are the contents of teaching-learning and illustrated materials related to community activities? Yes/Undecided/No
49. Do they provide a level of competency in literacy skills? Yes/Undecided/No
50. Do the teaching-learning and illustrated materials motivate adult learners for voluntary agency? Yes/Undecided/No
51. Do they offer a varieties of experiences which stimulate self activities on the part of learners? Yes/Undecided/No
52. Do teaching-learning and illustrated materials:
- a. thought provoking? Yes/Undecided/No
 - b. good discussion starter? Yes/Undecided/No
53. Do you think that the teaching-learning and illustrated materials attempt to propagate any theme which is against the national interests? Yes/No
- If yes, please give specific examples.
54. Do you think that teaching-learning and illustrated materials contain any biased views? Yes/Undecided/No
55. Do teaching-learning and illustrated materials have objectionable matter which would you like to be deleted? Yes/Undecided/No
- If yes, please give specific examples.

PART - COBJECTIVES OF THE ADULT EDUCATION PROGRAMME REALISED AND APPROACHES
UTILISED AT THE DIFFERENT CENTRES OF PROGRAMMING.

(To be filled in by Supervisors and Inspectors of
A.E. Programme)

1. Put a tick mark (✓) in the column I against each of the objective, your centre has accepted.
2. To what extent the objective of AEP have been realised at your centre. Encircle the appropriate response of each realised objective according to the following key in column II.

Very much=5, Much=4, Moderately=3, Little=2, Least=1.

(1)	<u>Objectives</u>	<u>Col.-I</u>	<u>Col.-II</u>				
1.	To improve the numeracy and literacy.	()	1	2	3	4	5
2.	To provide vocational efficiency in conventional trade.	()	1	2	3	4	5
3.	To provide vocational efficiency other than conventional trade.	()	1	2	3	4	5
4.	To provide knowledge to use local and national resource wisely.	()	1	2	3	4	5
5.	To make them aware of the various ways and means to improve health.	()	1	2	3	4	5
6.	To develop capacity to fight against corruptions and injustice.	()	1	2	3	4	5
7.	To develop critical understanding about social conflicts.	()	1	2	3	4	5
8.	To provide knowledge to solve the family problems effectively.	()	1	2	3	4	5
9.	To make them aware of the rights and duties.	()	1	2	3	4	5
10.	To provide political awareness to judge their role in democracy.	()	1	2	3	4	5
11.	To develop a sense of self reliance.	()	1	2	3	4	5
12.	To help to express idea clearly.	()	1	2	3	4	5
13.	To introduce various ways and means to improve human relations.	()	1	2	3	4	5
14.	To help in reading, writing and listening with understanding.	()	1	2	3	4	5
15.	To develop self sufficiency to solve their basic needs.	()	1	2	3	4	5
16.	To develop abilities to make decisions of their own development.	()	1	2	3	4	5

Realisation of the Objectives of Adult Education Programme

To realise the objective of NAEP, various ways and means have been adopted. Such as arrangement of adequate facilities, inclusions of different kinds of programme for different recipient, media of communication, cooperation and coordination of various developmental departments, various methods of instruction, preparation of curriculum, participation of community organisation, assessment of learners, action taken after the programme is over, causes of failure of programme, etc. You are requested to put a tick mark (✓) under appropriate column or encircle the appropriate number according to given key, against each of the Statement.

1= More than adequate, 2= Adequate, 3= Inadequate.

(2) Whether the Centre had following types of physical facilities?

<u>Types of facilities</u>	<u>Ratings</u>		
1. Accomodation.	1	2	3
2. Lighting.	1	2	3
3. Sanitation.	1	2	3
4. Seating Arrangement.	1	2	3
5. Teaching, learning and illustrated materials.	1	2	3

(3) Has mini library been established at the Centre? Yes / No

(4) If yes, whether the centre has following types of library facilities; rate as 1=More than adequate, 2=Adequate, 3=Inadequate.

(a) books	1	2	3
(b) periodicals	1	2	3
(c) Journals	1	2	3
(d) Leaflets on different vocations	1	2	3
(e) News Papers	1	2	3

(5) Was publicity provided for Adult Education Programme? Yes/No

(6) If yes, which of the approaches were adopted from the residents or community, as individual or in a group or functionaries of different departments to communicate the learners about Adult Education Programme?

1. indicates Adult Education Department, 2=Bank, 3=Industry, 4=Cooperative Society, 5=Revenue Department, 6=Medical, 7=Agriculture, 8=Animal Husbandry, when 1 to 3 all have been put together.

(6)-A. Department.

Approaches	No. of centres assisted by the departmental personnel									
	1	2	3	4	5	6	7	8	9	10

1. Slogan written on walls.
2. Drama
3. Local Songs
4. Puppet show
5. Folk dance
6. Personal contacts
7. Posters/Pamphlets
8. Exhibition
9. Conference
10. Films trips/Radio
11. Slide projector
11. Radio

(6)-B: Community Involvement

Approaches	Community Involvement		As An Individual		As a Group		No. of centres assisted by the community people							
	Yes	No	Yes	No	Yes	No	1	2	3	4	5	6	7	8

1. Slogan written on walls.

2. Drama

3. Local songs

4. Puppet show

5. Folk dance

6. Personal contacts

7. Poster/ Pamphlets

8. Exhibition

9. Conference

10. Films trips/ Slide Projector.

11. Radio

- (7) To what extent are the communication media including the following in the communication procedure? Encircle your rating as:

1=Not at all.

2=To very little extent.

3=To some extent.

4=To a great extent.

5=Very much extent.

(a) to increase literacy among adults?	1	2	3	4	5
(b) to improve the functional competency of learners?	1	2	3	4	5
(c) to improve health and sanitation?	1	2	3	4	5
(d) to improve essential vocational skills?	1	2	3	4	5
(e) to develop healthy political awareness?	1	2	3	4	5
(f) to make them well acquainted with the different aspects of society?	1	2	3	4	5
(g) to make them aware of different societal problems?	1	2	3	4	5

- (8) Learner information schedule (Please see next page).

- (9) Is coordination committee formed at:

(a) District level	Yes/No
(b) Block level	Yes/No
(c) Village level	Yes/No

- (10) To what extent are the various developmental departments/ functionaries cooperating to run the NAEF programme in the following ways in- (Encircle the Department and their effectiveness against each of the statement in proper column)

Rate as: 1=Not at all, 2=To very little, 3=To some extent, 4=To a great extent, 5=Very much.

1-indicates department of Adult education, 2=Bank, 3=Industries, 4=Cooperative society, 5=Revenue Department, 6=Medical, 7=Agriculture, and 8=Animal Husbandry.

8. Learners Information Schedule

I t e m s	Categories of participant																			Remarks
	Big Land-Lords	Middle Class	Small Farmers	Small Farmers	Farmer's	Margi-nal Pa-rners	Landless	labou-rers	Factory workers	Washer-men	Black-Smith	Basket makers	Potters	Shopke-pers	Milk-men	Barbers	Fisher-men	Sweep-ers	Unempl-yed Youth	
1. No. of illiterate participants																				
2. No. of participants having educational background upto:																				
<u>No. of Males</u>																				
Primary Education																				
Middle School Education																				
High School education																				
<u>No. of Females</u>																				
Primary Education																				
Middle School Education																				
High School Education																				
3. Sex: (i) No. of Males (ii) No. of Females																				
4. Age (No. of participants)																				
15-25 years.																				
26-35 years																				
Above 35 years.																				
5. Total No. Registered.																				
6. No. of Drop outs.																				

P r o g r a m m e	D e a r t m e n t s								E x t e n t o f C o o e r a t i o n		N o . o f D e a r t m e n t e r s o n n e l o f	
	1	2	3	4	5	6	7	8	1	4	2	3

1. Enriching of literacy instructions through making linkage with the knowledges of different fruitful activities.

2. Providing instructional and followup materials.

3. Motivating the adults.

4. Providing help in ascertaining the needs of learner.

5. Extending their cooperation in adjusting the programme.

6. Mobilising local resources.

7. Providing essential inputs.

- (11) For dealing its various programme of Adult Education, are the following approaches adopted? If yes, please rate them for their effectiveness. Encircle the rating as:

Yes/No

1= Not at all, 2=Somewhat effective, 3=Not much effective, 4= Very effective.

A p p r o a c h

Rating

1. Dialogue/ Discussion	1	2	3	4
2. Meeting/ Debate	1	2	3	4
3. Excursion	1	2	3	4
4. Counselling and case work method	1	2	3	4
5. Talks with audio-visual aids	1	2	3	4
6. Demonstrations cum apprenticeship	1	2	3	4
7. Lecture	1	2	3	4

- (12) Have you serve the local population to find out the problems of learner?

Yes/No

- (13) If yes, have you served the local population with the help of:

- a. State Resource Centre ()
- b. State Officials ()
- c. District Department of A.E. ()
- d. Different departments at Block level ()
- e. Village level workers ()
- f. Youth organisations ()
- g. Mahila Organisations ()
- h. Gram Panchayat Organisations ()
- i. Panchayat Organisations. ()

- (14) Have you activated the programme on the basis of psycho-social needs obtained from Survey Technique.

Yes/No

- (15) To what extent are the various approaches of instruction helpful to: (Please provide the answer as against the following approaches for their effectiveness as-

1 = Not at all, 2 = to very little extent, 3 = to some extent, 4 = to a great extent, 5 = very much extent.

AND the approaches are to be mentioned as:

1 = Dialogue/discussion, 2 = Meeting/debate,
3 = Excursions, 4 = Counselling and Case work M
5 = Talks with Audio-Visual aids, 6=Demonstrations cum-
apprenticeship, 7= Lecture.

I t e m s	Approaches							Extent of Effectiveness				
	1	2	3	4	5	6	7	1	2	3	4	5
1. Identifying the problems.												
2. Understanding the device of others.												
3. Developing the horizon of knowledge.												
4. Exchanging differing view points.												
5. Discussing the problem of adults with which they are concerned.												
6. Establishing the rapport of the learners with the functionaries.												
7. Establishing effective oral communication with adults.												
8. Providing suggestions.												
9. Developing the power of expression.												

- (16) Do the personnel show demonstration on useful productive work? Yes/No
- (17) If yes, after the demonstration on useful productive work, do the personnel help to learners in:
1. arranging better inputs? Yes/No
 2. Solving the technical constrasts in the way of working? Yes/No
 3. assessing the actual cost of the work done to provide a basis to adopt new innovative practices? Yes/No
- (18) Do the personnel follow the following approaches while demonstrating:
1. asking from the learners thought provoking questions? Yes/No
 2. inviting questions from adult learners? Yes/No
 3. removing doubts in demonstrations? Yes/No
 4. reviewing the main points at the end of demonstration programme? Yes/No

- (19) Are the knowledge and skills developed in the learners through the demonstration found to be helpful to them in making their practical performance productive and useful? Yes/Undecided/No
- (20) Do personnel confine the discussion:
- strictly to the point which is to be learnt? Yes/Undecided/No
 - providing enough opportunity to introduce the ideas from other discipline? Yes/Undecided/No
- (21) How many types of community organisations are therein the areas where the programme is being implemented?
- Youth organisation ()
 - Mahila organisation ()
 - Panchayat organisation ()
 - Gram Panchayat organisation ()
 - Others ()
- (22) Which organisation has following types of personnel for better functioning of the programme?

I t e m s	Organisations			
	Youth	Mahila	Pancha- yat	Gram Pan- chayat
1. Leaders to manage the different affairs of an organisation.				
2. Expert or ability to conduct with expert personnel, technicians for various types of programme.				
3. Social organisers keeping participants in the moment.				
4. Public relations men for bringing a desirable image in the minds of men.				
5. Manual workers helping the organisation by brawn not by brain.				
6. Well wishers of the organisation to keep the faith of masses in the objectives of organisation.				
7. Social functionaries to give new idea and techniques with regard to fulfilment of the needs of community.				

- (23) To what extent are the different types of community organisations - 1=Youth, 2=Mahila, 3=Gram Panchayat, 4=Panchayat - helping the functionaries?

Rate as: 1=Not at all, 2=To very little, 3=To some extent, 4=To a great extent, 5=Very much extent.

In the first column are given the functionaries and in the second column are given the extent of ratings. Please encircle the appropriate number for functionaries and appropriate number of extent.

I t e m s	Functionaries				Extent				
	Column-I				Column-II				
1. Encouraging citizens in the participation of programme.	1	2	3	4	1	2	3	4	5
2. Organising special meetings to provide appropriate thinking about the programme.	1	2	3	4	1	2	3	4	5
3. Helping to find out the needs of community.	1	2	3	4	1	2	3	4	5
4. Helping to prepare plan for literacy and other programmes.	1	2	3	4	1	2	3	4	5
5. Helping to provide physical facilities for the programme.	1	2	3	4	1	2	3	4	5
6. Helping to remove the adverse family circumstances of the learner for attending the programme.	1	2	3	4	1	2	3	4	5
7. Providing technical guidance of the different trades.	1	2	3	4	1	2	3	4	5

- (24) Specify the number of learners in each category of the following:

(A) Learner's social status :

(B) Learner's economic position:

Between Rs. 0 - 50
 Rs. 51 - 100
 Rs. 101 - 200
 Rs. 201 - 300
 Rs. 301 - 400
 Rs. 401 - 500
 Rs. 501 and above.

(C) Learner's motivation for self-improvement.:

High Average Low

(D) Learner's desire for better education of his/her children.

High Average Low

(E) Learners' desire for improving the conditions of his/her community.

High Average Low

(25) Which types of internal assessment do you follow?

1. By paper, pencil in literacy and numeracy. ()
2. By practical activities. ()
3. By group discussion. ()
4. Others, if any. ()

(26) To what extent is the assessment system helpful in:

(Rate as 1=not at all, 2=to very little, 3=to some extent,
4=to a great extent, 5=very much extent)

- | | | | | | |
|--|---|---|---|---|---|
| 1. increasing awareness of learning among the learners? | 1 | 2 | 3 | 4 | 5 |
| 2. developing regular study habits among the adult learners? | 1 | 2 | 3 | 4 | 5 |
| 3. recalling the past learning activity in relation to the present activity? | 1 | 2 | 3 | 4 | 5 |
| 4. enabling the adult learners to confine only at solutions of the problems? | 1 | 2 | 3 | 4 | 5 |
| 5. applying the learnt skills and knowledge to solve the problems with accuracy? | 1 | 2 | 3 | 4 | 5 |

(27) Which activities have been taken after the programme is over?

1. Certificate awarded to successful participants. ()
2. Public functions arranged to honour successful participants. ()
3. Participants encouraged to join follow up programme. ()
4. Special help organised for participants who were found weak in programme. ()

(28) To what extent was the programme reasonably successful?

Rate as 1=not at all, 2=to very little, 3=to some extent,
4=to a great extent, 5=very much extent)

1 2 3 4 5

(29) Did the programme not succeed due to:

- i) lack of interest among learners to raise their status? ()
- ii) uncommitted functionaries engaged? ()
- iii) lack of incentives to learners? ()
- iv) inadequate physical facilities? ()

- v) inadequate teaching? ()
 - vi) non-coordination with different functionaries? ()
 - vii) Non-availability of suitable materials? ()
 - viii) non-availability of materials in time? ()
 - ix) lack of sufficient understanding about adult education programme among different implementing functionaries? ()
 - x) lack of proper guidance from higher authorities?()
 - xi) unavoidable social conditions of learners? ()
- (30) What were the reasons of men and women to be dropped out from the programme?(tick :_/ : at appropriate place).
- i) Inconveniences among:
 - (a) learners? ()
 - (b) functionaries? ()
 - ii) Fruitless programme. ()
 - iii) Feeling of getting too old to learn. ()
 - iv) Superstitious belief. ()
 - v) Social norms. ()
 - vi) Child care, domestic work and sharing to each other for livelyhood. ()
 - vii) Too tired after daily routine works. ()
 - viii) Autocracy of family members not to allow women. ()
 - ix) Handicapness. ()