



NON FORMAL EDUCATION : AN INDIAN CONTEXT

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NON FORMAL EDUCATION: AN INDIAN CONTEXT

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About the book

Non Formal Education is a type of education which is practiced widely in a developing country like INDIA. The learners in this type of setting are of different background with different learning needs. Hence the Non formal educators has to be innovative in their teaching methods. They need to plan their teaching lessons considering the individuals needs in mind. Home Science Extension Education/ Extension Communication students are trained to work for underprivileged sections of the society, hence the content in the book will be helpful to them in organizing Non-formal Education classes for community people. This book will help them to understand the concept and characteristics of NFE, its structure and it's functioning, the technique used in implementing NFE and how programmes of NFE can be evaluated. The formative and summative evaluation are included after each chapter to check your learning. References of all the chapters are given at the end of each chapter which includes bibliography, web links and additional reading materials.

The content of this course is also available on www.econtentonadultandnfe.com which has live videos where NFE programmes were implemented. There are audio files too, to summarize the key points discussed at the end of each module.

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CHAPTER - 1 CONCEPT OF NON-FORMAL EDUCATION

Learning Objectives

After going through this chapter, you will be able to:

- Define and describe the meaning, purpose, nature and scope of Non-formal Education.
- Identify the characteristics of Non-formal Education and distinguish between Non-formal and Formal Education.
- State aims and objectives of Non-formal Education.
- Explain the need for Non-formal Education in India.

“Dear Friends, You all must have heard about formal education system but have you heard about Non-formal, Informal and Distance Learning education?”

If yes, then can you note certain points on each of them? You can check your answer after reading the following paragraphs.

Meaning and Purpose of Non-Formal Education

We are all familiar with formal education. Do you know that there are alternatives to this also? Different alternatives to formal education are informal education or incidental (Occurring as a resulting something else) education, Non-Formal Education, Distance education etc. Doubts do arise as to whether all these types of education are one and the same or they are different from each other. It is, therefore, necessary to know their precise meaning.

Education is a Lifelong process. Learning progresses along with the growth of an individual. The individual learns various things from parents and family members. After joining the school or even without schooling, an individual learns many things through peer groups, friends, television, films, radio etc. This learning takes place by observation and **imitation (copy of something)** in an informal way. Hence, it is called as **Informal or Incidental Education**.

Formal education is institutionalized, structured and graded. There is a **chronology (arrangement of events in order of occurrence)** to learning starting from pre-primary or

nursery classes right up to the university level. There is a specified syllabus to be covered in each class. There are set types of examinations, working hours and days.

Distance Education or **Distance Learning** is a mode of delivering education and instruction often on an individual basis to students who are not physically present in a traditional setting such as a classroom. Distance learning provides "access to learning when the source of information and the learners are separated by time and distance, or both."

From the given meaning of Informal, Formal and Distance Education it was said that in a democracy, education should be made available to all citizens. It was also pointed out that the main purpose of education is to provide citizens with the wide opportunities to develop their personality to the maximum extent. In an over populated country like India, formal education cannot cater to the needs of all citizens. It is therefore necessary that an alternative system like Non-formal Education should fill the gap.

Non-formal Education is the educational activity organized outside the formal system of education. It is simple and flexible and can be delivered at any place convenient to the learners. It is generally designed to meet the basic learning needs of disadvantaged groups and can be availed of at any age". Children out-of- schools, working children and girls who cannot attend school for the whole day can join this programme.

Friends, hoping that the meaning and purpose of Non-formal Education is clear , let us now look at some definitions cited by some authors and organizations.

Definitions of Non-formal Education

Non-formal Education is imparted in a free atmosphere without rigidity of rules and regulations governing the formal schools and colleges.

Coombs (1973) "Non-formal Education means an organized systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular sub groups in the population.

UNESCO (1997:41) "Any organized and sustained educational activities that do not correspond exactly to the definition of formal education. Non-formal Education may therefore take place both within and outside educational institutions, and cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work skills, and general culture. Non-formal Education programmes do not necessarily follow the 'ladder' (a series of stages by which programme can be made) system, and may have different durations, and may or may not confer (have discussions) certification of the learning achieved".

What then are the characteristics of Non-formal Education?

Characteristics of Non-Formal Education

- Non-formal Education is not only for children but for adult men and women.
- It is for rich as well as for poor as it adopts a democratic approach, wherein each and every citizen has a right to participate.
- It has no fixed curriculum, working days or working hours.
(Example: In formal education there is a fixed curriculum, duration and evaluation system. Whereas, in NFE, there is no fixed format for admission, evaluation or even a fixed curriculum to follow)
- It is flexible and adopts itself to suit the needs and skills of learner's abilities.
(Example: If the learner has interest agriculture, then the learner is provided Non-formal Education related to agriculture.)
- It is employment-oriented and work based.
(Example: NFE gives education which prepare it's learners for skill based jobs. A maid servant gets training of a home governess through NFE then it will give her good job and salary)
- Movement from work to learning and learning to work is possible.
(Example: A farmer wants to learn new skills and techniques of farming. By joining NFE classes both learning and work can take place simultaneously)
- It is not expensive and therefore everyone can afford it.

Have you ever thought what could be the Purpose/Aim of Non-Formal Education?

Objectives of Non-Formal Education

Chandra and Shah (1987) in their book mentioned about objectives of Non-Formal Education given by the Government of India: They are as follows

- To motivate which are dropouts or such children who have not gone to primary school and enter them into the fold of Non-formal Education,
- To develop in children various **linguistic (study of language)** skills and enable them to listen, speak, read and write properly,
- To promote expertise in children with regard to work experience and the occupations in which they are engaged in their community, so that their productivity can be enhanced to make self sufficient,
- To make children understand and appreciate the scientific **phenomena (a fact or situation observed to exist or happen)** in everyday life,
- To develop in children skills, habits, attitudes necessary for healthy living,

- To make children understand and appreciate culture heritage, and tradition of the country,
- To develop in children functional numeracy.
- To develop in children a sense of citizenship, national integration, **secularism** (**religious thoughts**), socialism, etc.
- To bring about awareness among NFE Learners with regard to current issues and problems of the country and develop competency in solving the same.

How does UNESCO define Non-Formal Education?

UNESCO (1987) has enunciated the following objectives of Non-formal Education Programmes.

- 1) To promote awareness through literacy education programmes and acceptance of learning as a means to individual and national development;
- 2) To establish national infrastructural needs and provide for manpower requirements;
- 3) To provide equal educational opportunities to all, and through them more equitable distribution of national income and employment avenues;
- 4) To mobilize existing and potential local resources in the community;
- 5) To facilitate transfer of appropriate technology to more need-based areas of activity;
- 6) To make social and community education programmes meet demands of rapidly industrializing societies;
- 7) To promote Non-formal programmes as direct links to productive skills and **tangible** (**definite or real**) gains.

Difference Between Formal and Non-Formal Education

| | FORMAL EDUCATION | NON-FORMAL EDUCATION |
|---|--|--|
| 1 | Teaching and learning take place in schools and colleges. | Teaching and learning take place outside the four walls of classroom. 1 (<i>Teaching may happen under the tree, in a community hall, on farm or anywhere where learners prefer</i>) |
| 2 | Education has a goal and a syllabus. Trained teachers, school buildings and equipment are required. (<i>Teaching takes place within schools, which have infrastructure, with trained and professional teachers, with common goals and objectives</i>) | Learner's aptitude (natural ability) is important. 2 (<i>Curriculum is prepared keeping in mind learners skills and interests</i>) |
| 3 | Teacher is respected and has authority over students. (<i>Teachers are supposed to be strict and have authority over the students</i>) | The teacher and the learner are both partners in learning. Teacher helps in creating learning experiences. 3 (<i>Learners and teachers share a friendly relationship. Both share equal level of partnership. Students share their needs and teachers help them to cope with it</i>) |
| 4 | Curriculum is prepared keeping the school in centre. (<i>The curriculum is prepared keeping school as the center. It has fixed a curriculum, examination and assignments</i>) | Curriculum is prepared keeping the institutions and learners in centre. 4 (<i>The curriculum is flexible based on the learner's age, culture, language, needs and problems, as well as the institution</i>) |
| 5 | Norms of learning are rigid (strict or inflexible) . | Variety and liberalism (less strict) mark aspects of learning. |
| 6 | Attendance is compulsory. | Attendance of the learner depends on educator will. |

Nature of Non-Formal Education

- NFE in its ideal form differs both from formal and informal education. It is flexible and open ended.
- NFE is universal for all sections of people.
- NFE is planned and systematically implemented.
- NFE is a long-standing and a continuous process.
- NFE is regarded as a complementary system to formal education.
- NFE is closely connected with improving people's quality of life and with social as well as national development. Since, NFE promotes literacy literacy has positive correlation with development.

(E.g. Most of the farmers are unaware about the new technologies, so promotion of new technologies will enhance their knowledge which will lead to national development)

Let's see what is the scope of Non-Formal Education.

Scope of Non-Formal Education in India

When we discuss the scope of non-formal education, the question which arises is whether non-formal education is an alternative to formal education. The Government of India has already answered this question by saying that N.F.E. is only a complementary system to formal education. NFE is **need based, flexible, functional and cost effective**. Although the Central and State Governments are major agencies to implement the programmes of NFE the role played by voluntary agencies cannot be ignored. The common impression, however, is that NFE is a programme meant for **poor and weaker sections of the society and dropouts**. It is true that in some cases the NFE helps its clients to join once again the formal education system. But, some argue that it cannot be accepted as a complementary system to formal to formal education. However, today NFE is today accepted as complementary to formal education in many advanced countries. Government of India has adopted NFE as a typical approach to meet the present Indian conditions. Its views are:

- NFE is flexible and so it would prevent the rate of dropouts.
- Being not expensive it would meet the needs of rural areas and even lightly populated areas.
- Being linked with general development, it helps its students to learn various skills besides numeracy and literacy.

Friends, we have already discussed the objectives, characteristics and nature of Non-Formal Education, but, have you thought who could be the clientele of Non-Formal Education?

Non-Formal Education Clientele

There are certain target groups which do not fit into the formal education system due to different circumstances like poverty, disability, illiteracy etc. Therefore, they become the clientele of Non-Formal Education. Clienteles are as follows:

- **Unemployed Youth:**

Unemployment is a major problem in many countries, especially India. The rate of unemployment is almost same in both rural and urban areas. Urban areas have more number of educated unemployed, than in the rural areas. Laborers and agriculturists are unemployed for almost 6 months a year. India has 240 universities managing over 5000 colleges of various courses thus bringing out millions of graduates every year. Almost 50 to 60% of the graduates are still searching for jobs after their graduation, due to lack of employability opportunities, poor communication skills, less subject knowledge and entrepreneurship quality. (Wisdom News, 2012) Therefore, helped such students could be by Non-formal Education to improve their employability skills.

- **Out of School Children:**

The 86th Constitutional Amendment Act 2002 makes education a Fundamental Right for children in the age group of 6-14 years stating that “the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”. It is argued that in developing countries with inadequate educational infrastructure, poverty, inequality, social norms, credit-land-labor market imperfections, high fertility and unpredictable employment scenario, children drop out of schools at an early age. Certain schools are too far, timings of formal schools are rigid, and all these factors interplay to persuade children to leave school. There has been an impressive reduction in the number of out-of-school children in the past few years. In 2001, there were 58.021 million out-of-school children. This number reduced to 13.42 million in 2005. The problems regarding education of these out-of-school children vary across the nation due to different causes, factors and diverse obstacles to overcome. Non-formal Education can thus help to overcome their problems.

- **Disabled:**

A recent study by the World Bank (2007), for example, noted that children with disability are five times more likely to be out of school than children belonging to scheduled castes or scheduled tribes (SC or ST). Based on NSS data, the World Bank (2007: 64) report categorically states that, “it is very clear that both educational attainment of all PWD and current attendance of CWD are very poor and far below national averages”. Data suggests that people with disabilities have much lower educational attainment rates, with 52 percent illiteracy against 35 percent average for

the general population. Non-formal Education caters to them according to their priorities and needs.

- **Women and Girls:**

In many developing and underdeveloped countries, education of women and girls poses a serious problem. At the primary level more drop-outs are girls because of **superstition (a belief in supernatural influences)** and the belief that girls need no education as boys, a discriminatory attitude. Both factors all go to add to the seriousness of the problem. In India it is believed that the place of a woman is at home and even if they work outside in fields, in factories or in offices, their work is lowly paid. Though the attitude is changing of late, it has not eradicated the problem of literacy, which is greater among girls and women when compared to boys and men. So this is another area which falls within the scope of N.F.E. Only Non-Formal Education system can meet these challenges.

- **Dalits:**

The Dalit population constitutes India's most vulnerable group, estimated at 138 million people. Dalits are also referred to sometimes as Scheduled Castes (SCs) after a schedule drawn up by the Government of India, which places them at the bottom of the social and economic hierarchy of the caste system. Dalits experience an exceptionally high dependence on manual wage labor for their source of income due to restriction in access to fixed capital assets, low level of skills due to restrictive access to education and high unemployment, underemployment and low wage rates due to discrimination in the labor market. Therefore, they are clientele of Non-formal Education.

Friends, have you ever thought that, if we have formal system of education then why we do need Non-Formal Education?

Need for Non-Formal Education in India

The rigid formal education system does not reach sections of a society and all categories of men and women. Only the privileged groups, by and large, avail themselves of educational facilities through schools, college, universities and technological institutions. The fixed point of entry and exit of formal education makes it more difficult for students from the weaker sections of the society to re-enter it. Because of certain causes the formal system became less suitable for the deprived sections of the society. Much more emphasis will have to be placed on the non-formal ways of education particularly for those who are excluded from the benefit of formal schooling. The importance of Non-Formal Education has also been recognized by the Government of India and it now forms an essential part of the revised educational planning. The formal

education system, because of its rigidity excludes the poor from the advantages. The NFE, which is flexible and relevant to the lives of illiterates and the poor, needs to be encouraged in our country on account of the following:

- **To Universalize Elementary Education:**

Providing universal access to elementary education is the foremost objective under Sarva Sikhsha Abhiyan (SSA). Unnerved areas are provided with primary and elementary schools under DPEP (District Primary Education Programme) and SSA to achieve this objective. Still, there remain remote habitation and scattered within country which are not accessible to the facility of elementary schooling. As per the Seventh All India School Education Survey (2006 NCERT), 86.97% habitations are served by primary schools. 53% of these habitations have primary schools located within the respective habitations and 34% have the same within 1 Km radius.

- **To Cope with Limited Resources:**

Increasing population on the one hand and limited resources on the other hand posed problems for the educational planners of the country. Particularly, it is not possible to set up a primary school in every **remote (backward/Far away in space or home)** village or habitation which is very expensive. Hence, non-formal mode of education with part-time teacher and reduced duration of schooling can solve the problem to some extent.

- **To Serve the Scattered and Scarcely Populated Areas:**

To provide primary education through formal system in the scattered hilly or forest regions and **sparse (thinly scattered)** populated areas is very uneconomical. Non-formal education with comparatively less amount of expenditure can easily serve these areas.

- **To Meet the Inadequacies of Formal Education:**

Formal education is found inadequate to satisfy the individual as well as societal needs for education. It is not adequate to meet the changing needs of the individual and emerging vocations and other life activities that time is gone when formal education was considered a one-for-ever and one-for-whole-life enterprise. Education is a life-long process and Non-formal education can easily meet the growing requirement of the citizens.

- **To Enable the Pupils to Learn While they Earn:**

Many of the children are economically deprived and cost of the living as well as learning is rising very fast. Hence, a large number of them are engaged in some job or occupation they like to learn while they earn. Non-formal education can help such children to receive elementary education initially and secondary or higher education subsequently.

- **To Meet the Needs of Late-Bloomers:**

Some children are not interested in the learning process and leave schools before completing the course whether primary or secondary. But in late years they are motivated and have desire to learn. They cannot be admitted to formal schools due to their age or psychological **alienation** (*lose the support or sympathy of*), but they can have their education through non-formal modes.

- **To Provide Education to Economically Deprived Classes of the Society:**

Education in general and elementary education in particular is needed for socially and economically deprived classes of the society to improve their vocational competence and quality of life. But the straight formal system of education fails to achieve this objective. Hence, flexible and functional non-formal education can very well serve these neglected sectors of the society.

Lets Sum Up

- ✓ Non-Formal Education (NFE) is regarded by many as complementary to the formal system of education.
- ✓ Non-Formal Education is imparted in a free atmosphere without rigidity of rules and regulations governing the formal school and colleges.
- ✓ Non-Formal Education is comprehensive in its coverage and draws every man, women and child into its fold. It's closely connected with improving people's quality of life and with social as well as national development.
- ✓ The various kinds of clientele deriving the benefits of Non-Formal Education would clearly indicate its scope which is children outside school, the unemployed youth, Dalits, people with disabilities and women and girls.
- ✓ The rigid formal education does not reach all sections of the society. Therefore, there is a need for Non-Formal Education to utilize elementary education, to make the constraints of resources, to meet the inadequacy of formal education etc.

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SELF EVALUATION EXERCISES

- I. You must have carefully read the definitions of Non-Formal Education. In every definition there is a keyword, identify those key words and list them in your notebook?
- II. You must have carefully read the objectives of Non-Formal Education (**Government of India and UNESCO**). In each statement of objectives, there is a key word, identify those key words and list them.
- III. **MATCH THE EXAMPLES GIVEN IN COLUMN 'A' WITH ITS PURPOSE IN COLUMN 'B'**

| A | B |
|--|---|
| 1. A farmer wants to learn new skills and techniques of farming. By joining NFE classes both learning and work can take place simultaneously. | I. To Cope with Limited Resources |
| 2. Teacher imparting education to the learners under the tree, in community hall, farms or anywhere where the learners prefer. | II. To Meet the Needs of Late-Bloomers |
| 3. 11 year old boy, who is economically deprived and working at a tea stall wants to learn while earning, because of his condition he cannot get admitted to formal setup. So, providing NFE would be beneficial to him. | III. To Meet the Inadequacies of Formal Education |

| | |
|---|--|
| 4. Krishna left his schooling at primary level, after 30 years he realized the need of education so he opt for NFE. | IV. To Serve the Scattered and Scarcely Populated Areas |
| 5. Serving NFE in Panchmahal district with less amount of expenditure. | V. To Universalize Elementary Education |
| | VI. To Enable the Pupils to Learn While they Earn |
| | VII. To Provide Education to Economically Deprived Classes of the Society |

IV. CHOOSE THE CORRECT OPTION FROM THOSE GIVEN AND COMPLETE THE FOLLOWING STATEMENTS.

1. _____ type of education takes place by observation and imitation.
(**Formal education, Informal education, Distance education**)
2. _____ type of education is very institutionalized, structured and graded. (**Formal education, Distance education, Non-formal education**)
3. _____ is the educational activity organized outside the formal system of education. (**Informal education, Distance education, Non-formal education**)

V. READ THE FOLLOWING STATEMENTS CAREFULLY AND PLACE A TICKMARK UNDER THE APPROPRIATE OPTION

- | | | FE | NFE |
|----|--|-----------------------|-----------------------|
| 1. | Teacher has authority over students. | | |
| 2. | Teaching and learning takes place in schools and colleges. | <input type="radio"/> | <input type="radio"/> |
| 3. | Learner's aptitude is important. | <input type="radio"/> | <input type="radio"/> |
| 4. | Curriculum is prepared keeping the school as the centre. | <input type="radio"/> | <input type="radio"/> |
| 5. | The norms of learning are rigid. | <input type="radio"/> | <input type="radio"/> |

6. Attendance is not compulsory.

VI. STATE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE

1. Non-formal education is only for children. (T/F)
2. Non-formal education has no fixed curriculum, working days or working hours. (T/ F)
3. Non-Formal education is employment-oriented and worked based. (T/F)
4. Movement from work to learning and learning to work is possible. (T/F)
5. Non-formal education is inexpensive. (T/F)
6. Non-formal education is considered as a complementary system to formal education. (T/F)
7. Non-formal education is need based, flexible, functional and cost effective. (T/F)

VII. READ THE FOLLOWING CLIENTELE CAREFULLY AND PLACE A TICKMARK UNDER WHICH CATEGORY THEY BELONG

| | FE | NFE |
|--|-----------------------|-----------------------|
| 1. Dalits | <input type="radio"/> | <input type="radio"/> |
| 2. Urbanized Children | <input type="radio"/> | <input type="radio"/> |
| 3. Parents of Educated Children | <input type="radio"/> | <input type="radio"/> |
| 4. Drop outs | <input type="radio"/> | <input type="radio"/> |
| 5. Physically Challenged | <input type="radio"/> | <input type="radio"/> |
| 6. Economically backward women's & girls | <input type="radio"/> | <input type="radio"/> |
| 7. Higher Caste Group | <input type="radio"/> | <input type="radio"/> |

CHAPTER - 2 AGENCIES WORKING FOR NON-FORMAL EDUCATION

Learning Objectives

After going through this module, you will be able to:

- Describe various Central and State Government agencies for Non-formal Education.
- Explain the role of Non-Government and Voluntary Agencies in Non-Formal Education.
- Explain the collaboration of Non-Government and Government Organizations and Corporate Social Responsibility in Non-Formal Education.

Hello Friends, in previous chapter we have discussed about the meaning, characteristics and need of Non-Formal Education. Now let's see how various agencies play a vital role in supporting Non-Formal Education

Introduction

Non-Formal Education is flexible, learner oriented, non-authoritarian (*demanding strict obedience to authority*) and is built on learner participation. The non-formal programme is a process of sharing, exploring (*examining or discussing in detail*), analyzing and judging together with full learner participation. The clientele of non formal education is very different from the clientele of the formal schools. Most of these children belong to the poor class, SC/ST women and labor class. The history of our country shows that there has been denominational (*a recognized branch*) agencies i.e. ashramas, temples, mosques, jain centres of learning etc. which took active part in education but did not have a fixed curriculum.

Despite all efforts by the governments at various, national and international levels, through the adoption of their sound development policies, planning and programmes aiming at eradication of illiteracy, there has been little impact on the lives of people, at this juncture (*a point in time*) Non-Government Organizations (NGO's), Voluntary Organizations (VO's) and Corporate Social Responsibility (CSR) can play a vital role in strengthening the literacy level of the clientele.

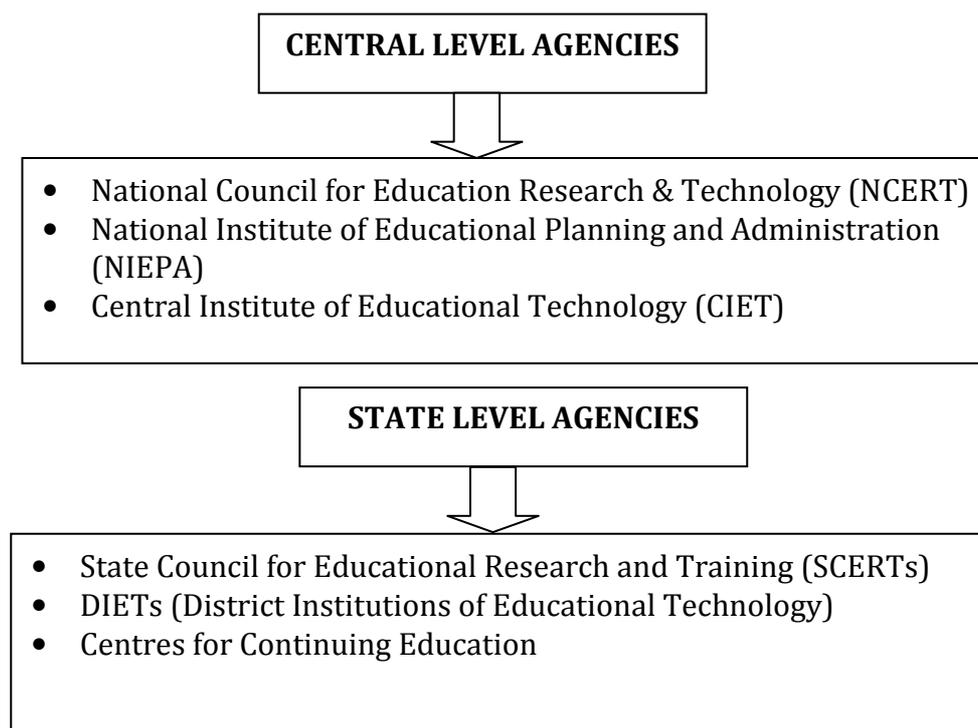
Various Central and State Governments Agencies for Non-Formal Education

- Under the national constitution, education was a state matter until 1976. In 1976 the

constitution was **amended (to make minor changes or improvement)** to include education on the **concurrent (existing or happening at the same time)** list. The initial attempts of designing a National Education Policy were made in 1968 but in 1986 India as a whole had a uniform National Policy on Education.

- The National Policy on Education 1986, modified in 1992, defines the major goals for elementary education as universal access and enrolment, universal **retention (the ability to hold something)** of children up to 14 years and substantial improvement in the quality of education.
- The National Policy on Education has been **accompanied (to go with)** with several programmes such as the District Primary Education Program (DPEP) launched in 1994 and the National Campaign for Education for All (Sarva Shiksha Abhiyan) launched in 2001-2002.
- A proposed bill on the right to education (draft, November 2005) stresses the right of all children from age 6 until their 15th birthday to receive elementary education either in school or non-formal education (NFE).
- In 1979-80, the Government of India, Department of Education launched a programme of Non-Formal Education (NFE) for children of 6-14 years age group, who cannot join regular schools - drop-outs, working children, children from areas without easy access to schools etc. The initial focus of the scheme was on educationally backward states. Later, it was extended to urban slums, and hilly, tribal and desert areas in other states.

The agencies offering professional support at various levels for carrying out various activities connected with the programmes of Non-Formal Education are as follows:



At Central Level

- **National Council for Educational Research & Technology (NCERT)**

The National Council of Educational Research and Training (NCERT) is an **apex (the highest point)** resource organization set up by the [Government of India](#), with headquarters along [Sri Aurobindo Marg](#) in [New Delhi](#), to assist and advise the central and state governments on academic matters related to school education. It was established in 1961.

(http://en.wikipedia.org/wiki/National_Council_of_Educational_Research_and_Training)

- **National Institute of Educational Planning and Administration (NIEPA)**

The National University of Educational Planning and Administration (NUEPA), established by the **Ministry of Human Resource Development, Government of India**, is a **premier (first in importance)** organization dealing with capacity building and research in planning and management of education, not only **in India but also in South Asia**. The **National University** had its origin in 1962 when the UNESCO established the Asian Regional Centre for **Educational Planners and Administrators** which later became the Asian Institute of Educational Planning and Administration in 1965. It was again renamed as the National Institute of Educational Planning and Administration (NIEPA) in 1979.

(<http://www.nuepa.org/>)

- **Central Institute of Educational Technology (CIET)**

[Central Institute of Educational Technology \(CIET\), a constituent unit of NCERT, came into existence in the year 1984 with the merger of Center for Educational Technology and Department of Teaching Aids. CIET is a premiere national institute of educational technology. Its major aim is to promote utilization of educational technologies viz. radio, TV, films, Satellite communications and cyber media either separately or in combinations. The institute undertakes activities to widen educational opportunities promote equity and improve quality of educational processes at school level.](#)

(<http://www.ciet.nic.in/>)

At State Level

- **State Council for Educational Research and Training (SCERTs)**

In order to provide new direction to school education, the Haryana Education Department merged two institutes namely State Institute of Education and State Institute of Science Education in April, 1979 to establish the **Sate Council of Educational Research and Training (SCERT)**. The main function of this Council is to

bring qualitative improvement in the field of school education. The Haryana Education Department firmly believes that the educational standards of teachers must be improved for a qualitative improvement in school education.

(<http://gurgaon.nic.in/scert.htm>)

- **DIETs (District Institutions of Educational Technology)**

The NCERT (established in 1960) and the SCERT (established in 1970) a need was felt for a third tier institute of training and resource support structure at the district which led to the establishment of DIETs. The objective was to improve the quality of basic education. As a result DIETs were set up in almost all districts of all states in the country.

(<http://www.diethatta.nic.in/about.htm>)

- **Centres for Continuing Education**

The Indian Institute of Science (IISc) had for a long time been concerned with ways to make its expertise and facilities available to qualified technical personnel in industries, universities and research establishments. On a small scale, the Institute's facilities were always being used through short-term/refresher courses, but these activities were not coordinated by a single entry. The Centre for Continuing Education (CCE) was set up in 1975-76 to function as a focus for all such activities and to promote a variety of programmes relevant to specific target groups.

(<http://cce.iisc.ernet.in/index.html>)

Let's see how non-Government/Voluntary agencies play an important role in Non-Formal Education

Role of Non- Government and Voluntary Agencies in Non- Formal Education

Role of Non- Government Organizations

NGOs can play an effective role in assisting the state to complement the public education system and to improve its effectiveness. Various surveys have revealed that the experimental approaches of the NGOs have successfully tackled (to deal with difficult problems) many shortcomings (fault or weakness) in schooling. NGOs involvement in education increases the accountability of the schooling system to the beneficiaries. The NGOs can establish partnerships with the Government to share their models rather than create islands of excellence. The effectiveness of NGO action is best evident in the successful schooling of underprivileged children, communities in remote locations, scheduled caste, scheduled tribe and other children that face social barriers to education. NGOs can find out and accordingly suggest the respective authority that targeted actions are required for specific deprived groups. Like the urban poor, child workers or street children. NGOs can pioneer (some who is important in early development of something)

the concepts of the voluntary teacher and the alternative school to counter teacher absenteeism and to make appropriate education available for out of school children.

Role of Voluntary Organizations

The formal and non-formal streams of education were originally started voluntarily centuries ago. The government came into picture much later. Religious bodies have their own interested areas, through temples, mosques and churches imparted knowledge to thousands of men and women. At the same time, their role is significantly large in formal and non-formal category of education. The state may have served as a supporting or co-coordinating agency.

Even the well-administered state cannot reach everyone and operate as effectively as a voluntary group. The state can only co-ordinate these efforts that are initiated by such voluntary organization

After understanding the role played by Government and Non-Government agencies, let's look at what happens when both work in partnership

Collaboration Of Government And Non-Government Organizations

As a broad policy, in India the State enters into a partnership with the NGOs within the education sector with the aim of achieving participatory development it takes some of the burden off implementation from the State and its administrative departments. The nature of the State is thus found to have played a critical role in shaping the relations between the State and NGOs. The State was positioned to influence the development agenda and hence not only set the framework for development but also defined the NGOs' role within this framework (Sen 1999). In the process three types of government-NGO collaboration models emerged (Nair 2004).

1. The **first model** is collaboration between a '**high-profile**' NGO and government where in the State initiates the collaboration, with the established credibility of the NGO giving the latter greater **clout (power or authority to influence other people decisions)** as well as **autonomy (freedom to govern or control)** in the relationship. Besides, such NGOs are also financially independent of the government. The relationship generally graduates from an informal arrangement in the early days when the NGO is piloting approaches in a small way to a collaboration based on a formal contract or agreement. Such NGOs also are often able to make a significant impact at the macro or policy level. Often support provided by an individual in the State Department and a '**proactive**' (**making things happen**) relationship between the NGO (again generally an individual) and the department facilitates the relationship. Some examples of this model collaboration are:

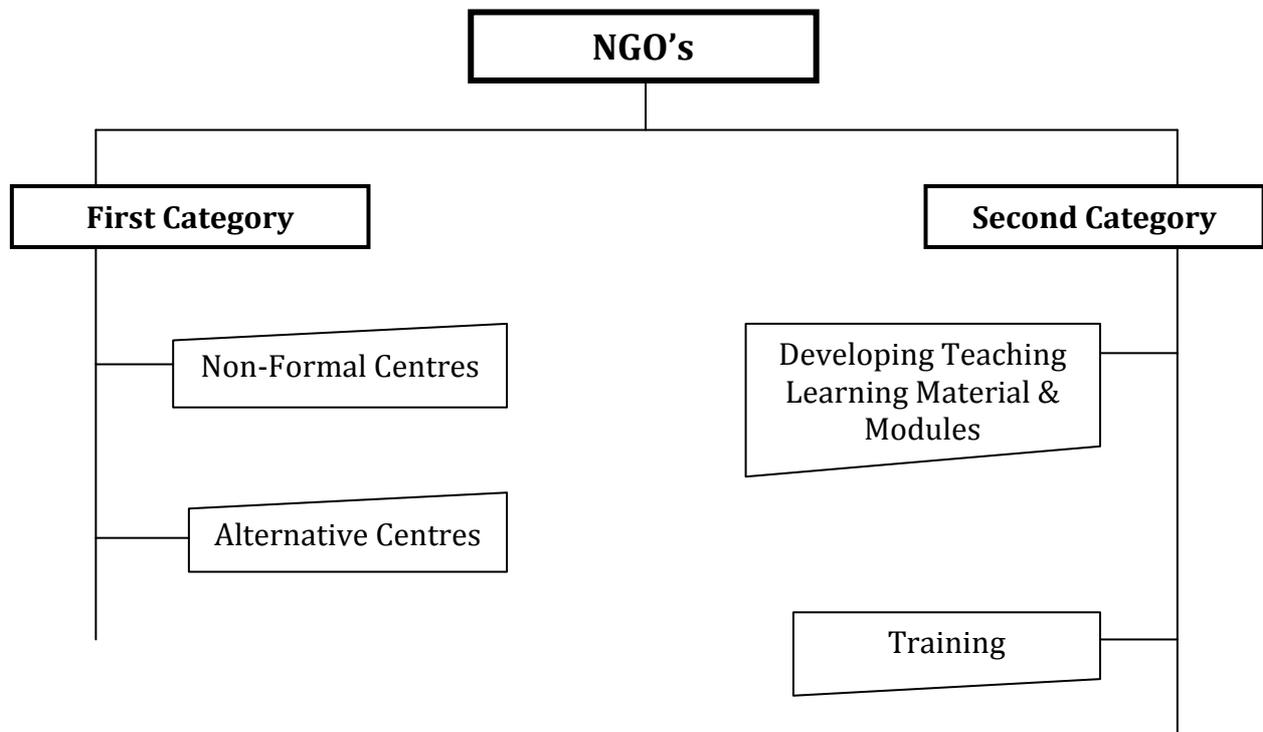
- **Eklavya**, in Madhya Pradesh, initially collaborated to upgrade science teaching in 16 government middle schools in the rural areas of the state and **subsequently (after an**

event in the past) expanded to 1000 government schools in 15 districts, until the collaboration came to an *abrupt (sudden and unexpected)* end in early 2000, due to differences. Its activities ranged from writing text books to developing a science teaching method.

- **MV Foundation** in Andhra Pradesh started activities in three villages in Andhra Pradesh and expanded to cover 500 villages. Its influence on the state government in matters relating to child labor and elementary education is considerable.
- **Bodh Shiksha Samiti**, working in the slums of Jaipur, developed a model for quality primary education and *negotiated (to discuss something)* with the government to start pilot programmes in ten municipal schools of Jaipur. The model is now replicated in all urban areas of the state under a joint UN agencies initiative, with Bodh providing training and resource support.
- **Pratham** in Mumbai was started on the initiative of the Municipal Corporation of Greater Mumbai, UNICEF, slum dwellers and some concerned citizens. It subsequently emerged as an independent NGO with considerable resources generated from the corporate sector and individual donors. It has now extended its activities to several states and to both the urban and rural areas. Pratham's support in the initial years came from UNICEF and currently the ICICI Development Bank provides parenting support.

2. The **second model** is that of a State-created and registered NGO (generally also termed as a special purpose vehicle). Conceptually an NGO continues to be managed by bureaucrats and officials on *deputation (group of representatives)* from the government together with contracted consultants. The Baljyothi Project in Andhra Pradesh is a case in point. While this kind of arrangement brings in some flexibility of approach and procedures relative to the purely government structure, it falls short of adopting the NGO spirit of innovation and proactive community participation.

3. In the **third kind of model**, diverse kinds of smaller NGOs are coordinated through an autonomous body created within a government project as in the case of SSA.



Within this model itself two categories of NGOs are present. The first category consists of NGOs that are hired to run non-formal or alternative centres. While these NGOs are often small with a limited local base and work within the guidelines and tight funds prescribed, there are some that have moved on to relatively higher levels, both in terms of coverage and influence. Akshara Foundation and Doorsteps, both having a base in Mumbai and Pune, are two cases in point. The second category within this model consists of those that are exclusively involved in developing teaching-learning materials, modules and undertake training. They are well funded (generally by external and corporate donors) and have relatively good capacities. Such NGOs have flexibility to innovate and a relatively better managed contract because the outputs are more tangible (clear enough to be easily seen or noticed) in terms of modules, learning materials etc. Nalanda in Lucknow is one such a case.

Friends, have you ever heard about CSR and for whom it works?

Role of Corporate Social Responsibility (CSR) Sector in Non-Formal Education

Corporate Social Responsibility (CSR) can be defined as the 'ethical (relating to principles of what is right and wrong) behavior of a company towards society'. It means engaging directly with local communities, identifying their basic needs, and integrating their needs with business goals and strategic objective. The government perceives CSR as the business contribution to the nation's sustainable development goals. CSR is a concept which suggests that commercial corporations must fulfill their duty of providing care to the society.

CSR Initiatives:

- **Gujarat Ambuja Cements Limited**

One of the largest cement companies in India, Gujarat Ambuja Cements Limited has set up Ambuja Cement Foundation with the objective of improving the socio-economic conditions of the communities it works with and of ensuring sustainable development. The foundation works in the areas of natural resource management, watershed development, health and sanitation, education, women's development, livelihood, wasteland development, agriculture development, AIDS awareness, adoption of schools and setting up of schools for mentally challenged children.

(<http://www.ambujacementfoundation.org/>)

- **Azim Premji Foundation**

This foundation is run by the Wipro Chairman, Azim Premji, which provides elementary schooling to thousands of underprivileged children. It has partnership with the government and is making efforts to strengthen the education delivery system and building capacity across government organizations through structuring and training. The foundation became operational in 2001, and is currently engaged in partnership with governments of 15 Indian states with over more than 14,000 schools.

(<http://azimpremjifoundation.org/>)

- **Microsoft Corporation (India)**

Microsoft has designed a focused programme, 'Project Shiksha, to deliver affordable software solutions, comprehensive training and curriculum leadership to students and teachers in government schools. Under the programme, the company aims to **accelerate (to happen faster than usual)** IT literacy for over 2,00,000 school teachers and 10 million students within five years.

- **Citibank**

The Bank focuses on providing housing support to the needy, providing financial education to financially illiterate people, etc. its CSR efforts are routed through Citigroup Foundation where it donates 1 per cent of its profit annually. Most of their efforts are focused on providing education whether it is financial education or education in general.

- **Hindustan Petroleum Corporation Limited (HPCL)**

HPCL has been active for years together for betterment of the society and neighboring communities. The projects taken by HPCL are:

Unnati: Providing computer training to 3,000 school students in semi urban/rural areas of Vishakhapatnam and Mumbai.

Nanhi Kali: Supporting 500 girl students from weaker, **marginal (not in the main stream)** section of society and ensuring that they do not leave education mid way; instead ensuring that they grow up into empowered women of substance.

Vikas: To ensure that 5,500 children become educated through remedial classes, access to library, and later on become self sufficient through vocational training.

Muskan: Providing **foster (to take someone else's child into your family for a period of time but without becoming their legal parent)** care, boarding, lodging, education, vocational training to 100 run-away or orphans.

(<http://www.hindustanpetroleum.com/En/UI/CSR2007n2008Activities.aspx>)

Lets Sum Up

- ✓ The non-formal programme is a process of sharing, exploring, analyzing and judging together with learner participation. The clientele of non formal education is very different from that of formal schools.
- ✓ Despite all efforts by the governments at national and international levels, through the adoption of sound development policies, planning and programmes aiming at eradication of illiteracy, there has been little impact on the lives of people.
- ✓ There are Central and State Government agencies offering professional support at various levels for carrying out various activities connected with the programmes of Non-Formal Education.
- ✓ As Central and State Governments, NGOs, VO's and CSR can also play an effective role in assisting the state to complement the public education system and to improve its effectiveness.
- ✓ In India, the State partner with NGOs within the education sector with the aim of achieving participatory development and taking some of the burden of the implementation from the State and its administrative departments.

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- ✓ <http://azimpremjifoundation.org/>
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SELF EVALUATION EXERCISES

- After knowing the various State and Central Government agencies in Non-Formal Education, identify the clientele groups from each agency.

I. MATCH THE YEARS IN COLUMN 'A' WITH THEIR RESPECTIVE LAUNCH OR MODIFICATION IN COLUMN 'B'

| A | B |
|-------------------|---|
| 1) 1976 | i. Modification of National Policy on Education |
| 2) 1979-80 | ii. Launching of District Primary Education Programme (DPEP) |
| 3) 1986 | iii. Government of India, Department of Education launched a programme of Non-Formal Education (NFE) for underprivileged children (6-14 years) |
| 4) 1992 | iv. Uniform National Policy on Education |
| | v. Amendment of Constitution to include Education on the concurrent list |
| | vi. Launching of National Campaign for Education for All (Sarva Shiksha Abhiyan) |

II. STATE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE

- 1) Collaboration between a high-profile NGOs and Government falls under second model. (T/F)

- 2) The Baljyothi project in Andhra Pradesh is an example of the first model. **(T/F)**
- 3) Akshara foundation is an example of the third model. **(T/F)**
- 4) NGOs can pioneer the concept of voluntary teacher. **(T/F)**

III. READ THE FOLLOWING STATEMENT CAREFULLY AND PLACE A TICKMARK UNDER THE APPROPRIATE OPTION

(CGA-Central Government Agency, SGA-State Government Agency, CSR-Corporate Social Responsibility)

| | CGA | SGA | CSR |
|---|-----------------------|-----------------------|-----------------------|
| • DIETs (District Institutions of Educational Technology) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Hindustan Petroleum Corporation Limited (HPCL) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • National Council for Education Research & Technology (NCERT) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • State Council for Educational Research and Training (SCERTs) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Azim Premji Foundation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Gujarat Ambuja Cements Limited | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • National Institute of Educational Planning and Administration (NIEPA) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Centres for Continuing Education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Microsoft Corporation (India) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • Central Institute of Educational Technology (CIET) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

CHAPTER - 3 PLANNING NON-FORMAL EDUCATION PROGRAMMES

Learning Objectives

After going through this module, you will be able to:

- Explain the concept and approaches of programme planning in Non-Formal Education.
- Describe the Importance of planning In Non-Formal Education programme.
- Explain the steps of planning in Non-Formal Education programme.

Friends, in the previous chapter you have studied how various GO's, NGO's, VO's and CSR are working in the area of Non-Formal Education. Now let's see how they actually plan the Non-Formal Education Programmes?

Introduction

Planning exists in every organization. It involves the determination of both ends and means with rationalization and force-thought. It is a primary function that **precedes (to happen or exist before something or someone)** other activities like organizing, directing, controlling and forecasting. It determines the objectives and decisions pertaining to it for achievement of objectives. It is a particular type of decision making that addresses the specific future that manager desires for organization. Thus, planning is a systematic effort and an essential aid to the efficiency and well being of any programme to achieve the desired goal.

Friends, what do you understand by the word planning? Have you ever planned any event? Write in your notebook the advantages of planning any event.

Meaning Of Programme Planning In Non-Formal Education

Planning A planning is a predetermined course of action. It is today's projection for tomorrow's activity. In other words, to plan is to produce a scheme for future action, to bring about specified results at a specific cost, in a specified period of time.

Programme

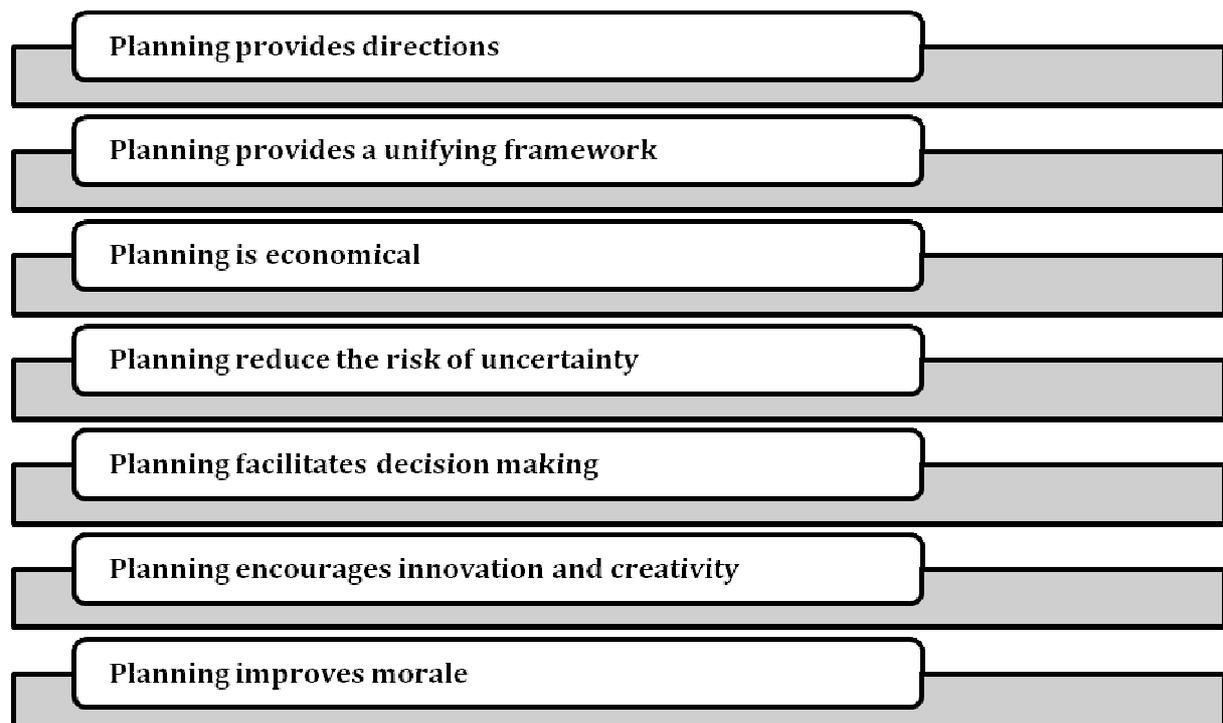
A programme means a logical sequence of operations to be performed in solving problems.

Programme Planning

Programme planning is a process in which facts regarding the situation are collected and analyzed; unsatisfactory elements are identified, improvements are determined, objectives are stated and alternative ways of reaching objectives are considered (**Kelsey and Hearne 2005**). It is a decision making process carried out with the help of people. It involves critical analysis of the existing situation and problems. Selection of relevant problems are resolved based on urgent needs.

Let's see how planning is important in Non-Formal Education programme

Importance of Planning in Non-Formal Education Programme



- **Planning Provides Directions:**

Planning provides sense of purpose for the programme. Without plans and goals programmes merely react to daily occurrences without considering what will happen in the long run. Making plans avoid this drift situation and ensures that small efforts support the programme.

(E.g. while planning for Seminar the planner asks certain questions: what to do? how to do? when to do? Etc. The answers enable the planner to get directions for the long term goals)

- **Planning Provides a Unifying Framework:**

Planning forces people to continually address their efforts to the most important work rather than the least important. A plan tells everyone what the programme hopes to achieve and what that contribution of each individual must be.

(E.g. while planning for seminar the planner decides the most and the least important work and accordingly divides the work)

- **Planning is Economical:**

Effective plans coordinate work and eliminate unproductive(not achieving very much) effort. By focusing attention on what is to be done, how and when it is to be done, plan helps a programme to utilize its physical and human resources in an economical optimal way.

- **Planning Reduces the Risk of Uncertainty:**

Planning helps a programme to cope with an uncertain future. It helps the programme to anticipate (to expect that something will happen and be ready for it) future risks and helps by making necessary provision to meet the unexpected turn of events. Planning minimizes the chances of mistakes and unpleasant surprises because objectives, policies and strategies are formulated after a scrutiny of internal as well as external environment.

- **Planning Facilitates Decision Making:**

Decision making involves searching for various alternative courses of action evaluating them and selecting the best one. Planned targets serve as the criteria for the evaluation of different alternatives so that the best one may be chosen. If there are no plans for the future, there are few guidelines for making current decisions.

(E.g. decisions have to be taken for an activity to be performed after six months in the community area. Further, without plans, people are likely to make decisions according to their own preference)

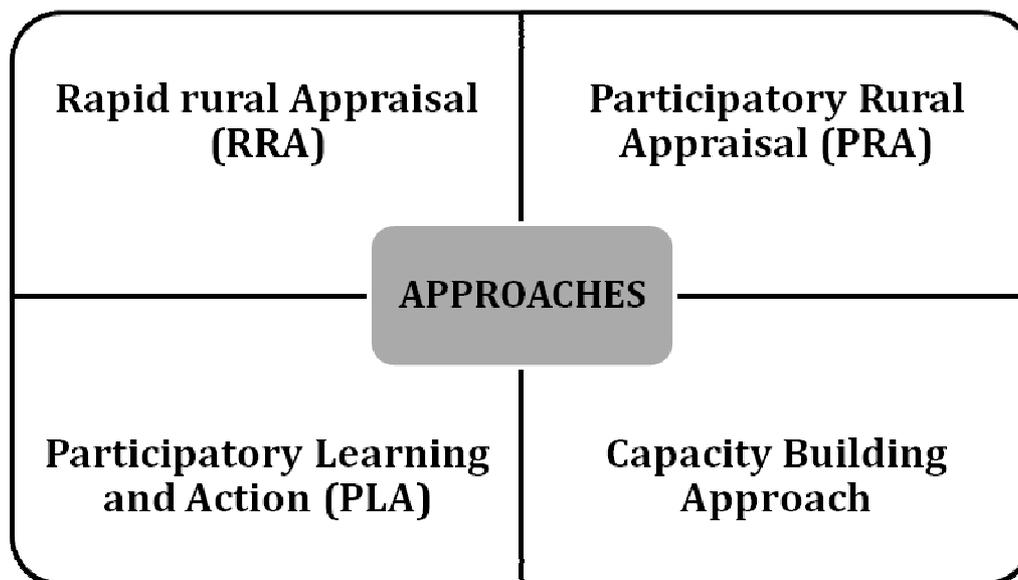
- **Planning Encourages Innovation and Creativity:**

The process of looking ahead, forces a programme planner to be alert of opportunities and threats in the environment. It forces a planner to find out new and improved ways of doing things in order to avoid the threats in the environment. It compels the planner to be creative and innovative all the time.

- **Planning Improves Morale:**

Once people who are involved in programme, know what is expected of them, they can contribute better. Planning permits people to participate in the thinking process. This helps them to develop a broad mentality. Also, when the plan is actually translated in to action, they feel that it is their own plan.

Approaches of Planning in Non-Formal Education Programme



1. **Rapid Rural Appraisal (RRA):**

RRA uses a range of simple techniques to gather a total picture of communities situation, issues, problems and path to improvement. RRA is applied to rural livelihoods, health, nutrition, water, emergencies and disasters, food production etc. It can be used for research, project, programming etc.

RRA means:

- Rural people look at and assess their own problems, spell out their own issues
- People themselves set their own goals and they define their plan for action based on their chosen goals
- They monitor their own achievements

2. **Participatory Rural Appraisal (PRA):**

PRA is meant to be a “Shared learning” approach, between local people and outsiders. The PRA approach is not only used for “need assessment” of programme identification phase but also at multiple stages and for multiple functions. PRA uses multiple techniques as well as fundamental principles which consist of participation, flexibility, teamwork, triangulation, and optimal ignorance.

(E.g. In 2003, UNNATI - Organization for Development Education and Handicap International (HI), in partnership with thirteen grassroots organizations, designed a

*participatory research and action study to gather a collective understanding of the needs, potential, rights and aspirations of persons with disabilities, as well as the prevailing attitudes, beliefs and behavior of the community towards them. The study complements an overall effort to promote civil society participation in mainstreaming people with disabilities. **Using a participatory approach (PRA) to capture the point of view of people with disabilities themselves and to assess their needs**, the study represents the voices of 1,154 people with disabilities in 55 villages and 8 urban slums across four districts in Gujarat – Ahmedabad, Sabarkantha, Patan and Vadodara.)*

3. Participatory Learning and Action (PLA):

The PLA approach wants to bring out people's capacity to identify what needs to be done, to prioritize, to organize and take action. Outsiders can help in **facilitation (to make it easier for a process or activity to happen)** of the process but not with providing the answers and making decisions.

Local people, and especially the poorer, enjoy creative learning that comes from presenting their knowledge and their reality. It is not just that they share knowledge with outsiders. They themselves learn more than anyone. The process is then empowering, enabling them to analyze their own world, which can lead to planning and action. It is not the reality of the outsider which is transferred and imposed but theirs which is expressed, shared and strengthened. **(Robert Chambers, 1994)**

4. Capacity Building Approach:

In this approach, people are active participants and agents of their own development. It includes tools to bring awareness to disparities between people, communities and nations. In this approach, a participant is put "at the centre of development".

*(E.g. SEWA's trainings are driven by the core belief that everyone has potential and ability but due to adverse circumstances, women in the informal sector are sometimes not able to achieve their goals. The training programmes are a collective approach to overall development of women and capacity building programmes cut across all the requirements. **Training programmes help to develop women's self-esteem, confidence, build capacity and leadership skills by using Capacity Building Approach.** Local women leaders understand the power of collective struggle and organize to take SEWA movement forward. Trainings helped women build their capacity, both technical as well as managerial. Efficient training model adopted by SEWA helped simple rural woman to come out of their shell, work like professionals and get extra income for their family.)*

Friends, we have already discussed the importance and approaches of programme planning. Now let's see what steps we should follow while planning Non-Formal Education programme

Steps of Planning for Non-Formal Education Programme

In Non-Formal Education, learners must also be associated with the planning of the programmes. The participants should be consulted in all major aspects of actual planning of the Non-Formal Education programmes. As the attendance is voluntary and there is no parental or official pressure to attend these courses, the **willingness (ready or eager to do something)** of the participations is absolutely necessary for maximum utilization of the benefits from the non-formal programmes. Knowledge of community status is equally important. This includes information about the social and economic status of the people of the area, as also environmental sanitation, health of the people, existing educational, cultural and recreational facilities.

1. Collection of Facts:

Sound plans are based on availability of relevant and reliable facts. This includes facts about the village people, physical conditions, existing **farm** and home practices, trends and outlook. Besides, other facts about customs, traditions, rural institutions, peoples' organizations operating in the area, etc. should be collected. The tools and techniques for collecting data include systematic observations, a questionnaire, interviews & surveys, existing governmental records, census reports, and reports of the Planning Commission, Central Bureau of Statistics, and the past experiences of people.

(E.g. To conduct 'Health Awareness Programme' in a village, collection of facts from various sources is a first step.)

| Whom to contact? | Information regarding What? | How to be collect? |
|--|--|----------------------------|
| Governmental records, Public Health Centres (PHC), Medical officer (MO) Sarpanch, Anganwadi workers | Vaccination, Common diseases Sanitation Reproductive health | Interview Questionnaire |

2. Identification of the Problem:

As a result of the analysis of facts the important gaps between 'what is' and 'what should be' are identified and the problems leading to such a situation are located. These groups represent the people's needs.

(E.g. Once the collection of the facts is done the programme planner analyzes the situation and identifies the problem that there is a need to impart awareness regarding 'Reproductive health' among people.)

3. Identification of Subject Matter and Target Group:

The subject matter must be strictly based on the requirements and interests of the various groups of participants. These can be known through community studies and the guidelines regarding selection of contents for the various groups. The individual topics need to be planned in accordance with the abilities and the resources of the learners.

(E.g. Once the problem is identified programme planner needs to decide the subject matter and target group for the programme.

Subject matter:

- Menstruation and menopause
- Conception and fertility
- Family planning and abortion
- Sexual abuse
- Nutrition during adolescence, pregnancy and lactation

Target group: Women and Adolescent Girls

4. Identification of Physical Aspect:

- **Place** - Programmes can be held almost anywhere where space is available. They can be held in community halls, private buildings and even schools and colleges.
- **Time**- There must be sufficiently long intervals between each topic and lesson in the break-up topics. Some extra time after every talk, demonstration or discussion, must be allowed for clarification and removal of doubts. For slower learners, extra time may be allowed after each workshop to help them to complete their day's work.
- **Resources**- Both human and non-human resources of the community must be utilized. Subject's specialists and professional experts, like doctors, extension workers, small-scale industry instructors, educationalists and scientists are some of the 'human resources' whose services for non-formal education can be utilized.

(E.g. Once the subject matter and target groups is decided, it's time to look at the physical aspect of the programme.

| Place | Time | Human Resources | Non-Human Resources |
|-----------|-----------|---|--|
| Anganwadi | Afternoon | Identification of the experts is done from the various organizations working for women's health | The programme planner can contact various agencies and persuade them to fund the contingency required for the programme. |

5. Determination of Objectives:

Once the needs and problems of the people have been identified, they are stated in terms of objectives and goals. The objectives represent a forecast of the changes in the behavior of the people and the situation to be brought about. The objectives may be long-term as well as short-term, and must be stated clearly.

(E.g. Objective of the programme: To create awareness regarding reproductive health among women and adolescent girls of the selected villages.)

6. Development the Plan of Work:

In order to achieve the stated objectives and goals, the means and methods attaining each objective are selected and the action plan, i.e. the calendar of activities is developed. It includes the technical content, who should do what, and the time-limit within the work will be completed. The plan of work may be seasonal, short-term, annual or long-term.

ACTION PLAN OF THE PROGRAMME (PLAN FOR A WEEK)

| Sr. No. | Topics | Methods | Teaching Aids | Duration (Hours) |
|----------------|--|--|---|-------------------------|
| 1 | Menstruation and Menopause | <ul style="list-style-type: none">• Expert talk• Game | <ul style="list-style-type: none">• Charts• Posters• Flip charts | 2 |
| 2 | Conception and Fertility | <ul style="list-style-type: none">• Expert talk• Game | <ul style="list-style-type: none">• Charts• Poster• Video slides | 2 |
| 3 | Family Planning and Abortion | <ul style="list-style-type: none">• Expert talk• Game• Drama | <ul style="list-style-type: none">• Charts• Flip book• Specimens• Video slides | 2 |
| 4 | Sexual Abuse | <ul style="list-style-type: none">• Group discussion• Expert talk | <ul style="list-style-type: none">• Handouts• Booklet• Posters | 2 |
| 5 | Nutrition During Adolescent, Pregnancy and Lactation | <ul style="list-style-type: none">• Expert talk• Food demonstration• Puppet show | <ul style="list-style-type: none">• Video film• Charts• Posters | 2 |

7. Execution of the Plan:

Once the action plan has been developed, arrangement for supplying the necessary inputs, credits, teaching aids, extension literature etc. has to be made and the specific action has to be initiated. The execution of the plan of work is to be done through extension methods for stimulating individuals and groups to think, act and participate effectively. People should be involved at every step to ensure the success of the programme.

(E.g. the programme should be executed according to the scheduled plan. The experts should be reminded a day before about their schedule. All teaching aids related to the topic to be covered in each session should be displayed. This creates an environment of learning and gives a clear picture about the topic which is to be covered by the experts.)

8. Evaluation:

It is done to measure the degree of success of the programme in terms of the objectives and goals set forth. This is basically done to determine the changes in the behaviour of the people as a result of the extension programme.

(E.g. A simple questionnaire cum reaction scale is prepared to assess the awareness regarding 'Reproductive Health', after the programme.)

9. Reconsideration:

The systematic and periodic evaluation of the programme will reveal the weak and strong points of the programme. Based on these points the programme is reconsidered and the necessary adjustments and changes are made in order to make it more meaningful and sound.

Lets Sum Up

- ✓ A planning is forecast for accomplishment. It is a predetermined course of action. It is today's projection for tomorrow's activity.
- ✓ A programme means a logical sequence of operations to be performed in solving problems.
- ✓ Programme planning is a process in which facts regarding the situation are collected and analyzed, unsatisfactory elements are identified, improvements are determined, objectives are stated and alternative ways of reaching objectives are considered.

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- ✓ <http://www.sssdklindia.org/gallery.html>

SELF EVALUATION EXERCISES

- I. **SOLVE THE PUZZLE BY IDENTIFYING THE WORDS IN THE BOX WHICH ARE RELATED TO "PLANNING"**

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| D | I | R | E | C | T | I | O | N | T | K | P |
| B | A | M | K | P | L | N | E | J | V | M | Z |
| S | A | S | A | Z | U | N | F | N | E | F | C |
| M | B | E | C | O | N | O | M | I | C | A | L |
| C | T | B | R | M | D | V | U | N | X | V | R |
| U | N | C | E | R | T | A | I | N | I | T | Y |
| W | R | X | A | Y | C | T | R | Y | E | O | D |
| H | K | J | T | P | R | I | W | I | D | I | Q |
| T | S | D | I | I | M | O | R | A | L | E | J |
| E | S | C | V | O | O | N | G | L | W | N | G |
| D | F | G | I | C | H | O | I | F | U | X | Y |
| K | A | Y | T | A | J | V | Q | S | W | N | Z |
| Q | L | B | Y | K | X | Z | L | H | B | Y | H |

II MATCH THE COLUMN 'A' WITH THEIR RESPECTIVE IN COLUMN 'B'

| A | B |
|--------------------------------------|---|
| 1. Planning | i. Help bring out people's capacity to identify what needs to be done, to priorities, to organize and take action |
| 2. Programme Planning | ii. Techniques to gather a summary picture of communities situation |
| 3. Rural Rapid Appraisal | iii. Predetermined course of action |
| 4. Participatory Learning and Action | iv. Shared learning" approach |
| | v. Participant is put "at the centre of development |
| | vi. Process in which facts regarding the situation are collected and analyzed unsatisfactory |

III STATE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE

1. Planning means today's projection for tomorrow's activity. **(T/F)**
2. Planning provides a sense of purpose of the programme. **(T/F)**
3. Planning tells everyone what the programme hopes to achieve. **(T/F)**
4. Planning helps programme to utilize its physical and human resources in an economical way. **(T/F)**
5. Planning helps a programme to cope with an uncertain future. **(T/F)**
6. Planning compels the planner to be creative and innovative all the time. **(T/F)**
7. Planning permits people to participate in the thinking process and to develop a broad mentality. **(T/F)**

IV SELECT THE NUMBER ACCORDING TO THEIR OCCURANCE IN ASCENDING ORDER AND PLACE A TICKMARK

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Evaluation | <input type="radio"/> |
| Reconsideration | <input type="radio"/> |
| Identification of the problem | <input type="radio"/> |
| Execution of the plan | <input type="radio"/> |
| Identification of Physical aspect | <input type="radio"/> |
| Identification of subject matter and target group | <input type="radio"/> |
| Development the plan of work | <input type="radio"/> |
| Determination of Objectives | <input type="radio"/> |
| Collection of facts | <input type="radio"/> |

CHAPTER-4 METHODS AND INSTRUCTIONAL MEDIA USED IN NON-FORMAL EDUCATION

Learning Objectives

After going through this module, you will be able to:

- Explain the cone of experience for Non-Formal Education
- Describe the method and instructional media used in Non-Formal Education

Introduction

Non-Formal Education is the type of education that is free from **rigidity(systems that are very strict or difficult to change)** with regards to curriculum, learning materials, methodology, venue, duration or the length an individual takes to complete a particular instructional session. The application of methods and instructional media in Non-Formal Education is extremely essential for its effectiveness. **Methods** that permit **interaction, investment and opportunities to express** should be selected for non-formal teaching. One method alone cannot serve the instructional requirements. A combination of two or more methods or an application of instructional media will be effective for larger groups of individual who seek varying objectives from NFE. The use of instructional media increases flexibility in learning. There are number of methods and instructional media found effective in Non-Formal Education which are:

Methods:

- Demonstration
- Workshop
- Illustrative Talk
- Group Discussion
- Dramatized Presentation

Instructional Media:

- Graphic Media
- Display Boards
- Three Dimensional Media
- Projected Media
- Audio
- Multi Media Mix
- Telecommunication Networks

Methods Used in Non-Formal Education

The NFE learners have peculiar problems of learning such as heterogeneous background and lack of motivation and time constraints. So the **conventional (method or practice has been used for a long time)** teaching methods and media centered on the classroom teaching are not effective with these poor, illiterate or semiliterate persons. Only those methods which permit maximum participation of learners are likely to be appealing since these methods take into consideration the peculiarities of the group. The lists of different methods are as below:

1. Demonstration
2. Workshop
3. Illustrated Talk
4. Group Discussion
5. Dramatized Presentation



1. Demonstration

Description:

Demonstration may be an effective method of showing how something works, what it is composed of, and why it is important. Learners become involved with the subject because they are looking at specific things which hold their attention. It **helps to visualize (to form a picture of someone or something in your mind)** a process that might be difficult to understand completely only through verbal description.

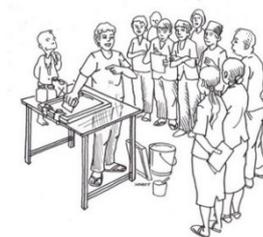
(Example-1 Demonstration of the advantages and methods of good cooking practices can be given to the people of the community.)

Example-2 Showing a particular beauty treatment such as hair cutting, steps of facial or aroma treatments etc.

Example-3 Demonstration method can also be used in skill development, during agricultural activities or at the time of showing irrigation.)

Purpose:

- To provide the advantages of improved practices
- To show the worth, values and potentialities of techniques
- To build confidence in:
 - Scientific facts
 - Extension workers and
 - Cooperating farmers
- To show solution to a problems with practical understanding



- To motivate people to participate

Planning for Demonstration:

- Determine the purpose of your demonstration, that is, whether it is going to demonstrate a skill or create awareness regarding a new practice or technique
- Make your list of required materials and tools
- Prepare your visual aids
- Arrange the sequence of steps and content of the demonstration
- Plan the manner in which you will arrange materials on the demonstration table
- Have a semi-circular seating arrangement for a demonstration so that all the learners can see what is being demonstrated
- Plan for **assistance (help or support)** by others during demonstration, if necessary
- Decide when to provide learners with handouts or any other 'carry home' material

Points to be considered while conducting a Demonstration:

- Remember to speak loudly enough so that everyone can hear
- Keep a proper pace in your demonstration. Move slowly over difficult steps and repeat them if necessary
- Involve learners by encouraging their participation in the demonstration, whenever possible
- Use teaching aids to emphasize important points such as specimens to show ingredients used, pictures and photographs to explain nutritive values, or set of flash cards with illustration to explain procedure
- Encourage questions and summarize the process. This will help in clarifying doubts and confusions

After demonstration, the instructor can conduct workshop for capacity building and skill development of learners

2. Workshop

Description:

The workshop method is effective for development of certain skills, such as making clothes, wall hangings, paper flowers, jewelry etc. This method ensures the **participation of both instructor and learner** since learners prepare the articles under the guidance of the instructor. It also ensures participation for all learners as each one is individually involved in making an article or item.

(E.g. For workshop following topics can be taken:

- ***Soft toy making***
- ***Candle making***
- ***Jewelry making***
- ***Fabric painting***



- *Photoshop*
- *Personality Development etc.)*

Purpose:

- To build capacity and develop skill of learners
- To ensure participation among learners
- To encourage problem solving

Planning for Workshop:

- Determine the steps in the preparation of an article
- Decide the time required for each step
- Make a list of the materials required for the workshop, decide what you will provide and what the student will be required to bring
- Inform students in advance about the topic and things to be brought for the workshop
- Make proper seating arrangement so that the workshop can be conducted easily

Conducting a Workshop:

- Keep the necessary equipment ready
- Explain the purpose of the workshop
- Divide the class into small groups based on their ability
*(E.g. Group-1 Do not know fabric painting at all
Group-2 Who knows but need guidance
Group-3 Who knows well but wants to make new creative design)*
- Give instruction both to groups and the individual to take care of similarities and differences in the individual's interests, need and abilities
- Explain the use of materials and equipments to accomplish one step at a time
- To supplement oral explanation of steps with use effective teaching aids such as objects, specimens, diagrams, pictures and photographs

3. Illustrated Talk

Hey! Have you heard about "Talk", what is "Illustrated Talk

Illustrated Talk is perhaps the oldest formal teaching method. It is a talk delivered to the selected audience on a topic of their need, choice and interest accompanied with illustration. It is probably the **most efficient oral presentation by a speaker with organized thoughts and ideas**. In case of unavailability of textbooks or other study materials, this method facilitates transfer of knowledge from an instructor or expert through oral explanation. It is a one-way process from instructor to learners.

(E.g. For Illustrated Talk following topics can be taken:



- *Family planning,*
- *Early childhood care,*
- *Girl's education,*
- *Environment education,*
- *Health and Hygiene Practices,*
- *Women empowerment through Income generation)*

The Purpose of Illustrated Talk:

- To present organized information within a short duration.
- To identify, explain, and clarify difficult concepts, problems, or ideas.
- To present an analysis of a controversial topic.
- To demonstrate relationships between previously learned and new information, and among dissimilar ideas.
- To challenge beliefs, attitudes, and behaviors of learners.

Planning for Illustrated Talk:

- The topic must be directly useful, need based relevant to learners
- After selecting the topic relevant title must be chosen to attract attention of the learners
- Choose appropriate visuals according to the topic both from print and electronic media to make learners understand and remember the topic
- The contents of the talk must be presented in a logical order
- Correct information must be collected from authentic sources to create faith in your talk

Conducting an Illustrated Talk:

- Use simple language, with simple words and short sentences which can be easily understood and **grasped (to completely understand a fact or an idea)** by all
- Help learners to recapitalize the topic at the end
- Questions from learners at the end of the talk should be welcomed. This serve to clarify doubts of the learners if any

4. Group Discussion

Description:

It is a technique which helps **to acquire all skills, knowledge, understandings, attitudes, and appreciations.** Ideal Group Discussion is the participation of group members in the discussion of some subject or problem. Thus, group discussion would lead the participants to a satisfactory solution. It is an educational technique. It is primarily designed to provide practical solution to the group.

(E.g. For Group discussion following topics can be taken:

- *Economic problems (How to plan expenditure with a limited budget)*
- *Family matters (Property rights)*
- *Social evils (Dowry, superstition(a belief that some objects or actions are lucky or unlucky), drug abuse, molestation(to attack and physically harm someone) of girls)*
- *Community problems (Environmental pollution, misuse of public amenities, corruption, unemployment etc.)*
- *Educational problems (Illiteracy, youth unrest and education, homework burden on children)*

Purpose:

- To introduce seriousness of the problem or issue.
- To make people aware with the experiences of others.
- To focus and provide alternate way of thinking.
- To help in changing the view point and opinion building.



Planning for Group Discussion:

- Generate an agenda(a list of problems or subjects) or goals for the session
- Bring materials to help the discussion along
- Become familiar with the purpose and content of the discussion
- Allot specific time for group discussion
- Planning the summary of discussion

Conducting a Group Discussion:

- Make proper seating arrangement so that the group discussion can be conducted easily
- Help the group establish ground rules. Provide guidelines to keep the discussion on track, and prevent it from deteriorating into a simply argument
- Put people at ease. Especially if most people in the group don't know one another
- Involve all participants
- Summarize or clarify important points, arguments, or ideas
- Wrap up the session

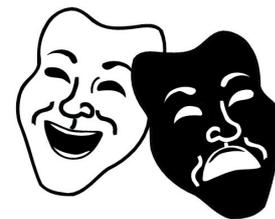
5. Dramatized Presentation

Description:

There are various forms which fall under this category. **Dramas, puppet shows, role-play and street plays** are some of the methods. It arouses the interest of learners to participate. It also provides the opportunity to present emotional subject matter in an impersonal manner.

(E.g. For Dramatized Presentation following topics can be taken:

- Health and Hygiene
- Environment Education
- HIV/AIDS
- Moral Values



Purpose:

- To examine a delicate problem in human relationship
- To explore possible solution to an emotional problem
- To provide a free situation in which the students can spontaneously perform.

Advance Preparation:

- Select a topic of interest for the entire community which can be tackled through dramatized form
- Inform learners in advance about the topic and tentatively(not definite or certain) decide the points which participants will be presenting

Actual Preparation:

- Remember to speak loudly enough so that everyone can hear.
- Encourage silent members
- Speak in the language of the rural folk and enacting(to act in a play) very near to life situations

Friends, after learning methods let us now learn about Instructional media, which seems new to most of us

Instructional Media Used in Non-Formal Education

Instructional media encompasses (to include a wide range of ideas or subjects) all materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well as newer materials and methods such as computers, DVDs, Internet, and interactive video conferencing. (Ministry of National Education, 2009) (<http://unmgrc.unm.edu/academic-resources/documents/what-is-instructional-media.pdf>)

The application of instructional media in Non-Formal Education is for effectiveness. Specific contributions of instructional materials or media to Non-Formal Education is as follows:

- It eradicates illiteracy.
- It is a surest means for bridging the gap between the formal and non-formal learning.
- It has the potential of breaking social as well as cultural barriers.
- Negative or wrong views about education can be corrected.
- Antisocial practice can be corrected.
- It helps to bring proper awareness.
- It is used to teach or give information to a large group especially where there is shortage of instructors.

With a view to developing suitable media the following parameters should be taken into consideration:

Flexibility:

The most basic features of NFE are flexibility in time, duration and location. Variation in the range of learners' background is an important consideration. Instructional media should be of different types depending on the learners' needs and interests. Therefore, flexibility is a key factor in considering development of instructional media.

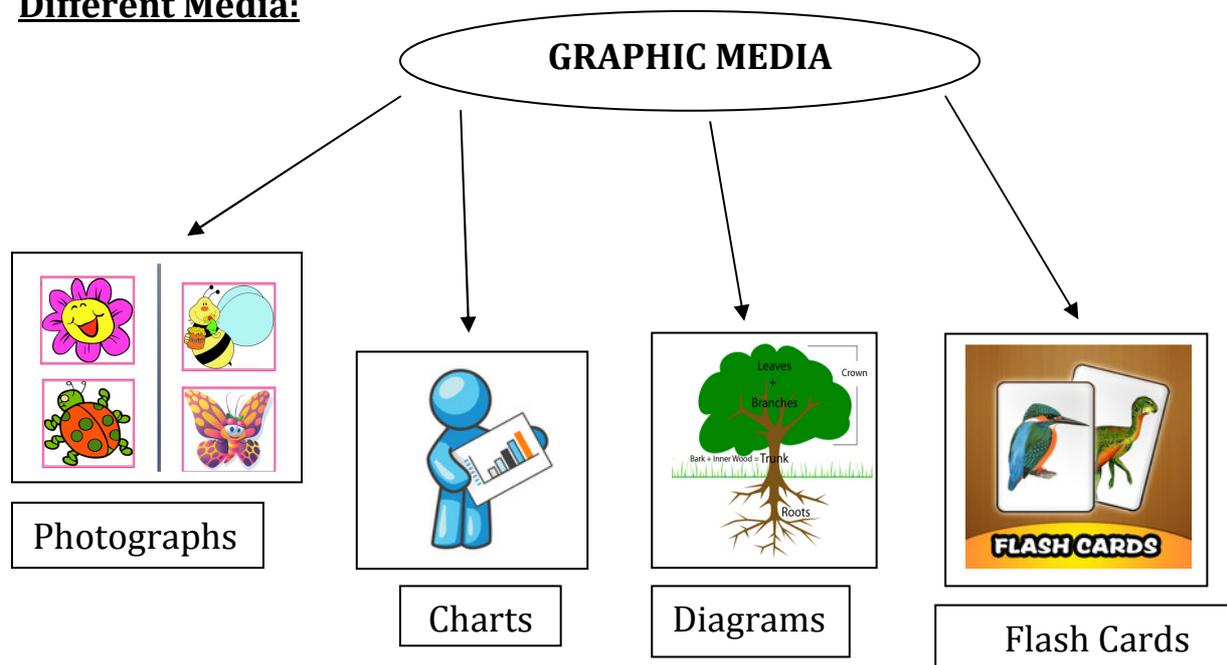
Relevance:

The NFE programmes must be related to local life conditions and problems. Physical and social environment greatly determine these issues. Needs, interests and **aspirations** (*a strong desire to have or achieve something*) of local people must be taken into account. These are to be identified first before going into preparation of instructional media.

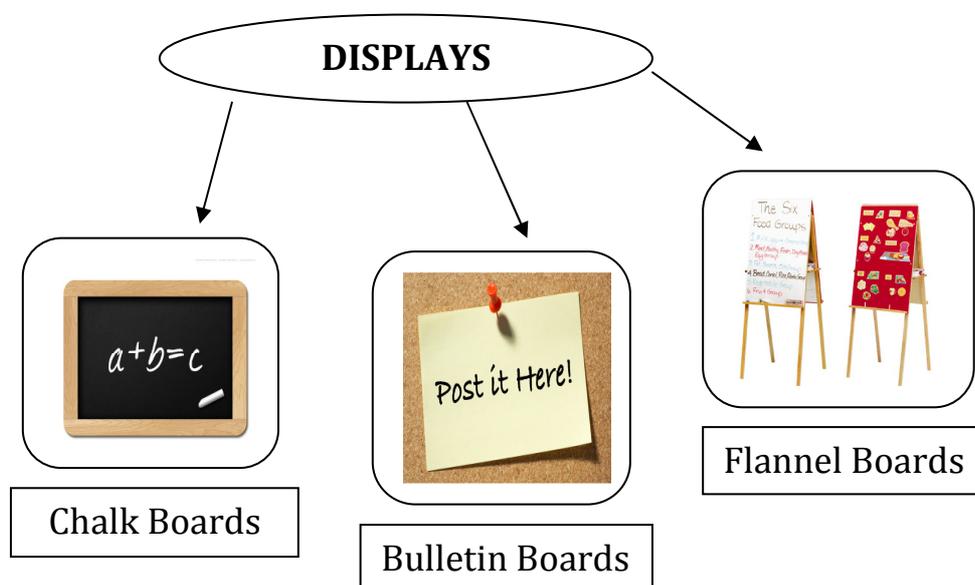
Practicability:

The success of NFE programmes depends on its utility or the extent to which it contributes to the growth and emotionally. The instructional media must be helpful in achieving these objectives. These media should be useful to the learners in their day-to-day life. The topics must be related to their own problems in order to ensure practicability of these media.

Different Media:



- **Photographs:**
Photographs are visual materials used to stimulate learners interest. They can lead us to understand and remember the content for accompanying verbal materials.
- **Charts:**
Charts are defined as visual aids which help in explaining the subject matter through processes such as summary, comparison and contrast. It may be in written form or in pictures. It simplifies teaching and clarifies concepts.
- **Diagrams:**
Diagram is a drawing drawn mainly with the help of lines for the purpose of explaining something. It gives an abstract view of the original. It is a graphic design that explains rather than represents.
- **Flash Cards:**
Flash cards are brief, visual messages presented on thick cards to emphasize important ideas, in the form of either a story, steps or points. It helps in summarizing and emphasizing the main points of the topic.

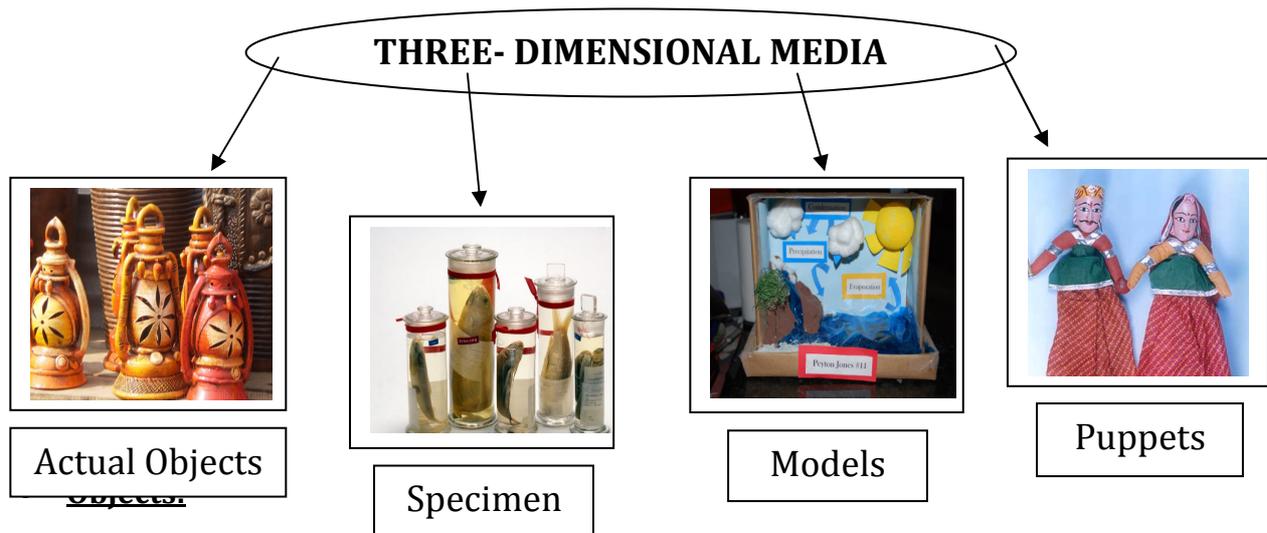


- **Chalkboard:**
Chalkboard is the most universally used display board. It can be used to introduce the topic, listing important statements, drawing figures and diagrams, to emphasize important points and to summarize the talk or discussion. A chalkboard, also known as a blackboard is a flexible medium of teaching. One can write or draw, rub and rewrite, add new details, join related information and so on, while teaching.

Bulletin board can be used to display the illustration or material related to the topic, to make announcements and to make available to the group those materials of which there is only one copy. Thus it stimulates the group to know more about the topic.

Flannel Boards:

It is a board covered with flannel on which the illustrations and captions are displayed. It holds the attention of the group through its dramatic approach of bringing and removing the materials instantly. Therefore, it is an effective material for teaching illiterate and children's groups.



Objects are real things which help in developing correct concepts and understanding of things. Electric equipments, fruits, vegetables are all objects some of which the learners may even be taught to use and thereby acquire practical experience of their operation and working. *(E.g. Vegetables and fruits for a talk on nutrition)*

- **Specimens:**

A specimen on the other hand, can be (a) part of an actual object, for e.g., leaves or a piece of cloth or (b) a group of similar objects and materials, like household pets, garments. It can be used when the real objects are too expensive or too difficult to bring to the classroom.

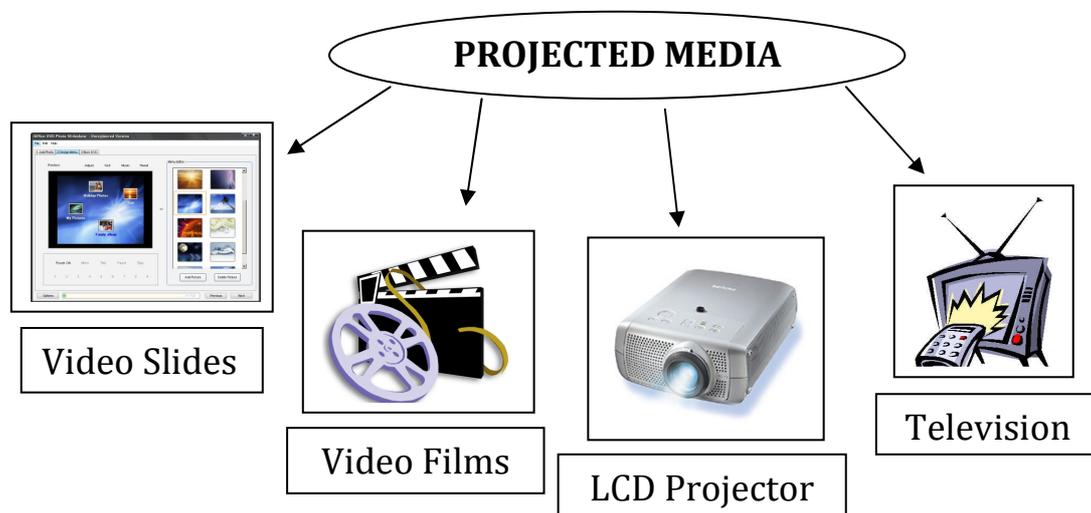
(E.g. If the instructor is talking about characteristics of elephant with children it's not possible for him/her to bring it live. at this time he/she can use sculpture of elephant to show it to children.)

- **Models:**

Models differ from the real things in size and material. It may either be smaller or bigger than the original, both of which make understanding easy. An architect generally makes a small model of a new building so that the client can form an idea.

- **Puppets:**

Puppetry has played an important role in disseminating knowledge in most parts of the world. It has been used traditionally in India as a popular and an inexpensive medium to transmit knowledge. Puppets can be of many kinds, hand or glove, rod, string, finger, human, and shadow puppet.



- **Video Slides:**

Video Slides are self-contained programs having pre-recorded sound tracks that are coordinated with slides using of electronic **synchronizers (cause to happen or operate at the same time)**.

- **Video Films:**

Videos electronically carry both a picture and a sound track. Its features of sound, dialogues, movement, vivid image, color, and variety hold audience's attention and increase clarity of understanding and excitement in informal situations.

- **Television:**

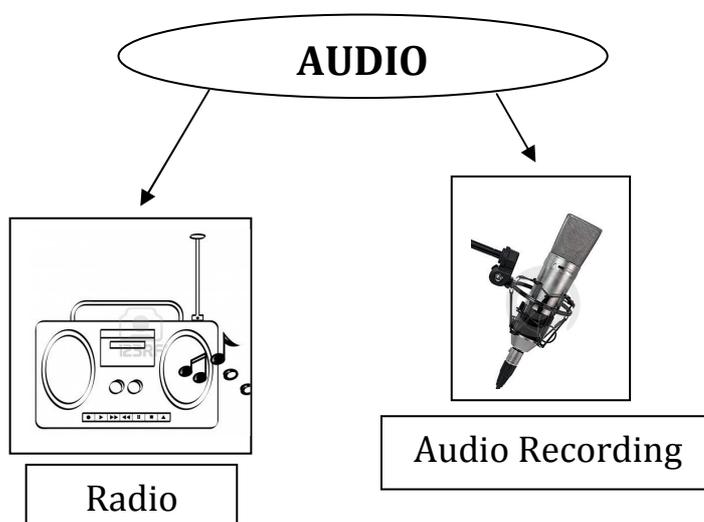
Impact of television has been so powerful that illiterate adults and young school dropouts are able to absorb complex educational content which otherwise could not have appealed to them. It has great potential for change and development among the target groups.

*(E.g. the **IGNOU-Doordarshan telecast programmes (1991)**, designed mainly for Distance learners started in May 1991. Initially they were telecast on Monday, Wednesday and Friday from 6.30 to 7.00 A.M through the national network of Doordarshan with an aim to provide tele-counselling to students of open universities in remote areas. Owing to the encouraging response from viewers, the frequency of this project was increased to five days a week. This programme is very popular.)*

<http://tojde.anadolu.edu.tr/tojde8/articles/educationaltv.htm>

- **LCD Projector:**

LCD stands for Liquid Crystal Display. It is similar to an OHP. It must be connected to the computer to display teaching materials to learners. Nowadays LCDs are more popular than OHPs for presentation or for teaching.



- **Radio:**

Radio provide information, education and wholesome entertainment, keeping in view the motto, "Bahujan Hitaya; Bahujan Sukhaya" i.e. benefit and happiness for large sections of the people. It can bring to the learner sounds of people and places; the sounds of real and imagined situations; sounds designed to stimulate, support, illustrate and enrich the learning process.

(E.g. Gyan-Vani (Educational FM Radio Channel of India, 2001) is recently launched and is an Educational FM Radio Channel of India, a unique decentralised concept of extending mass media for education and empowerment, suited to the educational needs of the local community. Gyan Vani's main intention is to take education to the doorsteps of the people. Gyan Vani, in addition to giving hardcore education also deals with awareness programmes including the ones for Panchayati Raj Functionaries, Women Empowerment, Consumer Rights, Human Rights, the Rights of the Child, Health Education, Science Education, Continuing Education, Extension Education, Vocational Education, Teacher Education, Non-formal Education, Adult Education, Education for the handicapped, Education for the down trodden, education for the tribals and so on. Gyan Vani is available through commercial FM radio set).

<http://tojde.anadolu.edu.tr/tojde7/articles/educationalradio.htm>

- **Audio Recording:**

Recording is a mode of magnetic, on disc, or on motion picture soundtracks. This is the reproduction of actual event of sound effects. Sound is presented in a sequence in which they actually happen unless the recording is edited. Audio recording may be used individually or displayed directly to the audience.

Other Media

- **Telecommunication Networks:**

The technology allows instructor to send a wide range of materials like text, sound, images to non-formal learners. It allows learners to receive this material and work on it in various ways. It also gives access to a much wider range of information and opinion. e.g. via the Internet and the Web. It also offers opportunities for interaction that were not available with earlier electronic media. Rapid and convenient two-way communication takes place between instructor and learners, and also between learners themselves. In this way, they facilitate the type of interaction that is essential to effective education.

- **Multimedia Mix:**

In view of the heterogeneity in learner group at NFE centres, various media and methods should be used for ensuring effectiveness of the teaching-learning process. Learners differ widely in their background knowledge, experience, interests, attitudes, aptitudes and motivation. They cannot equally benefit from the same set of media and methods; some may be interested to learn from graphics, some may enjoy to some audio programmes, and others may learn profitably from video or TV programmes. Similarly, even some learners may not like to learn from the same medium throughout the period; they may like changes or diversions. Therefore, a multimedia mix is ideal.

Dear friends, when Non-Formal Educator has to use methods of teaching to implement a programme, he/she has to select a method according to the content to be taught. To decide which method is to be used for which content, Cone of experience can be referred (Edger Dale, 1969)

Cone of Experience



According to **Dale's research (1960)**, the least effective method at the top, involves learning from information presented through verbal symbols, i.e., listening to spoken words. Most effective methods at the bottom involves direct, purposeful learning experiences, such as hands-on or field experience. Direct purposeful experiences represents reality or the closest things to real, everyday life. The further one progress down the cone, the greater the learning and the more information is likely to be retained. It also suggests that when choosing methods or instructional media it is important to remember that involving students in the process strengthens knowledge retention. Before selecting any methods or instructional media the instructor should refer to the cone of experience.

- **Doing the Real Thing:** Only when a person has a personal direct experience of rolling out a 'Chapati' does she understand the difficulty in maintaining a round shape.

Stimulating the Real Experience: Models of furniture help in understanding various problems involved in a room arrangement; specimen of cloth can explain the textures and their suitability for the particular weather.

Doing a Dramatic Presentation: Various forms of dramatization—real stage drama, role play and puppetry help students to understand the history, relationships, social and family problems.

(90% what we SAY and DO)

- **Giving a Talk-** A talk, considered to be the most passive method of instruction because of its orality, is still indispensable for teaching and is widely followed.

Participate in a Discussion- It refers to the method of instruction which give learners an opportunity to express orally their views or opinions on certain issues.

(70% what we SAY)

- **Seeing It Done on Location:** Study trips are organized to get firsthand experience.
Watching a Demonstrations: Demonstration explain process, exact quality and standards in products and work—food products.

Looking at Exhibit: Exhibits make use of real objects, models and specimens usually not available in large quantities, such as expensive costumes, flower vases, ancient household articles.

Watching a Movie: The band that represents television starts a series of experiences which are audio-visual or visual or audio only. First hand live experiences in other parts of the country or world and demonstrations by experts are made available to the masses.

(50 % of what we SEE and HEAR)

- **Seeing:** Ideas involving motion—such as life of slum dwellers, making a puppet or gardening can be understood best by films or motion pictures. Visual symbols like charts, graphs, diagrams and maps help to provide us lots of factual information, and explain relations, positions, and comparison by a visualizing method.

(30% what we SEE)

- **Hearing:** Recording of lectures by experts in Extension education or family resource management and radio broadcasts of plays involving family situations provide audio-sensory experiences.

(20% what we HEAR)

- **Reading:** Verbal symbols are written or spoken words which accompany all the other experiences. They bear no **resemblance (look like or be similar to)** to the things they represent. However inadequate by themselves, they are a must for each band.

(10% what we READ)

Let's Sum Up

- ✓ The methods and instructional media most suited to the non-formal situation are preferred over the rigid and formal methods. .
- ✓ A combination of various methods helps break the formality and makes learning easier.
- ✓ Dramatization, discussions, informal grouping, informal sitting arrangement, repetition of key words, all help non-formal learners to feel at ease and to learn.
- ✓ Low cost, locally made, even improvised materials could be used as effective teaching aids. Graphic materials, displays, three-dimensional models, Multi media mix will have to be used according to the age, ability and experience of learners.
- ✓ When choosing a methods or instructional media it is important to remember that involving students in the process strengthens knowledge retention. So, before selecting any method or instructional media the instructor should refer to the cone of experience.

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- ✓ Chandra. A., Shah. A. and Joshi. U. (1989): 'Fundamentals of Teaching Home Science', Sterling Publishers Private Limited, New Delhi.

Additional Links

- ✓ <http://applications.emro.who.int/dsaf/dsa600.pdf>
- ✓ <http://unesdoc.unesco.org/images/0007/000719/071984eo.pdf>
- ✓ <http://www.etsu.edu/uged/etsu1000/documents/Dales Cone of Experience.pdf>
- ✓ <http://unmgrc.unm.edu/academic-resources/documents/what-is-instructional-media.pdf>
- ✓ http://www.youtube.com/watch?v=JCU_yrT_II4
- ✓ <http://www.youtube.com/watch?v=Z25HDyz3orw&feature=youtu.be>
- ✓ http://www.youtube.com/watch?v=j6_CWqkHlrE
- ✓ <http://haarr.files.wordpress.com/2013/04/instructional-media.pdf>

SELF EVALUATION EXERCISES

I. MATCH THE TOPIC IN COLUMN 'A' WITH RESPECTIVE METHOD IN COLUMN 'B'

| A. TOPIC | B. METHOD |
|---|-----------------------------------|
| 1. The most efficient oral presentation by a speaker on Health and Hygiene Practices | i. Illustrated Talk |
| 2. It is effective for the development of certain skills, such as Personality Development | ii. Demonstration |
| 3. Participation of group members in the discussion of Community problems like Environmental pollution | iii. Workshop |
| 4. It provides the opportunity to present subject matter like Moral Values through puppetry | iv. Group Discussion |
| 5. Showing a particular beauty treatment such as hair cutting, steps of facial or aroma treatments etc | v. Dramatized Presentation |

II. MATCH THE METHODS IN COLUMN 'A' WITH THEIR PURPOSE IN COLUMN 'B'

| A | B |
|-----------------------------------|--|
| 1) Demonstration | i) To make people aware with the experiences of others. |
| 2) Workshop | ii) To built the capacity and develop the skills of the learners. |
| 3) Illustrated Talk | iii) To get firsthand experience |
| 4) Group Discussion | iv) To examine a delicate problem in human relation. |
| 5) Dramatized Presentation | v) To show solution to a problems with practical understanding |
| | vi) To present organized information within a short duration. |
| | vii) To make use of real objects, models and specimens |

III. READ THE MATERIALS CAREFULLY AND SELECT THE APPROPRIATE MEDIA FROM THE GIVEN OPTIONS

Materials

Media

- 1) Bulletin Boards - (Graphic Media, Displays, Three- Dimensional Media, Projected Media)
- 2) Television - (Graphic Media, Displays, Three- Dimensional Media, Projected Media)
- 3) Flash Cards - (Graphic Media, Displays, Three- Dimensional Media, Projected Media)
- 4) Actual Objects - (Graphic Media, Displays, Three- Dimensional Media, Projected Media)

CHAPTER -5 CONTRIBUTION OF TECHNOLOGY IN NON-FORMAL EDUCATION

Learning Objectives

After going through this module, you will be able to:

- Explain the Information Communication Technology (ICT) and its delivery modes in Non-Formal Education.
- Describe the emerging trends of ICT in Non-Formal Education.
- Explain the key issues and concerns of using ICT in Non-Formal Education.

Introduction

Although education is a basic human right, there are millions of people who for various reasons have missed out on the opportunity of formal schooling, thereby **constraining (to restrict)** them from basic literacy. This module focuses on the use of ICTs and how ICTs are increasingly being used in the community in general to make available information and learning to a larger target group outside of the formal school system. The widespread use of ICT at this level for lifelong and continuous learning as well as community empowerment is a significant trend in making into a reality the 21st century ambition of living in truly “knowledge societies.”

Hello friends, in the previous chapter we have discussed different methods and instructional media used in Non-Formal Education. Now let's see how Information Communication Technology (ICT) plays a significant role in Non-Formal Education.

Information Communication Technology (ICT) in Non-Formal Education

Attempts to encourage full and effective participation in NFE now forms a central part of current educational and economic policy making in most developed countries—under the various banners of creating “learning ages,” “smart countries” or “knowledge-based societies.” ICT has been viewed by many Governments as having profound and far-reaching implications to achieve these aims. Over the past 30 years, NFE initiatives have effectively used ICT for mass literacy campaigns, training of health workers, and capacity building under the rural community development projects. NFE has a critical



role to play in reaching marginalized groups, and ICT is an important tool in the effective performance of this role.

The Asia-Pacific Programme of Education for All (APPEAL) Resource and Training Consortium (ARTC) study that was undertaken in 2002 (UNESCO 2002) and the APPEAL study (UNESCO 2005) highlight the following **benefits of integrating ICTs in NFE programs**:

- **Develop Livelihood Skills and contribute to Poverty Alleviation:** Livelihood skills training is a common activity in Community Learning Centres (CLCs). The use of ICT as a tool in such training is an engaging way for learners to develop these livelihood skills (UNESCO 2005).

*(E.g. The Anand Milk Union Limited (AMUL) established in 1956, collects 0.8 million litres of milk from 1,003 milk societies every day. AMUL introduced an **Electronic Automatic Milk Collection System** in 691 milk collection centres to **promote livelihood generation through ICT**, which reduced the time required for collecting milk. The system weighs the milk and measures its fat content at the time of delivery to the centre, and this has enabled immediate payments to the farmers. The project has been selected for study because the technology tool has affected a huge population of women dairy farmers socially as well as economically.)*

- **Capacity Building:** More specifically, ICT can be used as an effective and **affordable (provide)** tool in the professional development of NFE teachers. This is important because although qualified and trained teachers are the key to quality learning and increased learner motivation. In many countries professional expertise, particularly for the provision of non-formal literacy education, is limited and thinly distributed.

(E.g. The project is on 'Capacity Building of Women/ Girls/ SC- ST using ICT'. This scheme is proposed for Model Cluster Schools (MCS) started under the National Programme for Education of Girls at Elementary level (NPEGEL). MCS are opened for Girl's, as a model girl-child friendly school at cluster level in all selected districts / blocks where the scheme is operational. These schools have got all amenities in terms of teaching, learning equipment, books, equipments for vocational education, games etc. The main aim of this project is to improve the achievement of girls, fostering an interest in education among them, and raising the importance of girl's education in the community by using computer as an ICT tool. At the end of project capacity was built of 4342 Women/ Girls/ SC- ST by using computer)

- **Documentation and Information sharing:** ICT can facilitate print, visual, and video documentation that is needed for the dissemination of information about successful NFE projects.

*(E.g. Grassroots Green Innovations Local Language Database Project was the first phase of database development of 1500 outstanding practices in traditional knowledge, grassroots innovation and medicinal plants in multi-media and multiple languages. It includes documentation of information on various aspects of plants and translation of the information in four languages viz. Hindi, Gujarati, Tamil and English. SRISTI has translated and **documented traditional knowledge** and innovations in Hindi. The database is also available **on-line.**)*

(http://www.sristi.org/cms/en/ict_initiative)

- **Facilitate the process of networking among organizations engaged in the design and delivery of NFE programs:** It is essential for the Government and other organizations to coordinate their NFE activities to maximize available resources and expertise, including ICT equipment.

(E.g. The project “Using Adobe Photoshop among Differently Abled People” (2009-2010) was undertaken in collaboration with Society for Physically Handicap. Through the use of ICT project worker gave one month training to 20-25 Differently Abled people.)

- **Improve the overall effectiveness of monitoring and evaluation:** Monitoring and evaluation should be built into the entire planning and management of NFE programs.

*(E.g. The project, “Using Mobile Phones to Strengthen Monitoring of Rural Sanitation Outcomes” was undertaken in two blocks of Bihar and Himachal Pradesh. Information was collected from a sample of 23,000 rural households in a space of 3 months. An **Android app – Outcome Tracker – has been developed to collect information and monitoring sanitation practices.** Online MIS system designed to handle large dataset.)*

(<http://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/LilongweBriefing ICTS.pdf>)

Let's see what are the different modes of using ICT in Non-Formal Education

Delivery Modes of Using ICT in Non-Formal Education

The delivery modes and domain of NFE are wide ranging but it has common denominators, that is, “need-based approach, contextual relevancy, flexibility in learning contents and time and place” that show a good contrast to formal schooling. By **transcending (go beyond the range or limits)** physical and spatial constraints, ICT and mobile devices bring exceptional educational opportunities to people of all socioeconomic levels.

- Early distance education NFE projects used **print, radio, television, audiotape, videotape, and satellite transmission** as an efficient and cost-effective way to provide illiterate adults and out-of-school learners with educational opportunities.
- Further innovations in ICT like **Very Small Aperture Terminal (VSAT) satellite communications, the Internet, and CD-ROMs** are helping to create new innovative learning tools that will profoundly change the way NFE is delivered.
- In recent times, NFE projects have been making use of devices such as **Personal Digital Assistants (PDAs), Laptops, Pocket PCs, and mobile phones** to provide interactive content to previously unreachable and remote locations. At the same time, conventional classroom approaches to learning are being supplemented by learner-centred anytime-anywhere mode of learning, with the potential to increase participation and school retention rates.
- The emphasis on using the newest ICTs has begun to shift the focus of NFE away from local community development towards individual lifelong learning. The future use of the new ICTs in NFE in developing countries will greatly depend upon how well NFE practitioners manage issues associated with the use ICTs in NFE. Currently there are at least three types of learning spaces where ICTs are used to enhance NFE:

1. Telecentre
2. Community Multimedia Centers (CMCs)
3. Community Learning Centers (CLCs)

1. **Telecentre:**

It is a **public space** where community members can **access telephones, computers, the Internet, and other digital technologies** that can help them **gather information and communicate with others**. The simplest kind of telecentre is a booth in which the owner of a telephone sells user-time.

2. **Community Multimedia Centers (CMCs):**

CMCs are **nonprofit telecentres that aim to promote community empowerment and addresses the problem of the digital divide**. Also known as a community e-centre (CeC), CMC a combines community telecentre facilities (computers with Internet and e-mail, phone, fax, and photocopying services) with a community radio run by local people in the local language. The radio, which is low-cost and easy to operate, not only informs, educates and entertains, but also empowers the community by giving a strong public voice to the voiceless and encouraging greater accountability in public affairs. CMCs provide a gateway to active membership in knowledge societies by enabling everyone to gain access to information and communication tools that they can use to improve the quality of their lives.

3. Community Learning Centers (CLCs):

CLC is “a local place of learning outside the formal education system usually set up and managed by local people for local people.” CLCs, which may be located in urban and rural areas, “**are home-grown institutions that provide education programs which address the specific needs and desires of the populations they serve.**” Their aim “is to help individuals empower themselves and promote community development through lifelong education for all people in the community, including adults, youth, and children of all ages. A CLC does not necessarily require new infrastructure, but can operate from an existing health centre, temple, primary school, or other suitable venue.”

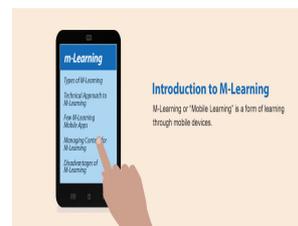
We have understood the modes of Non-Formal Education. Can you tell what are the emerging trends of ICT in Non-Formal Education?

Emerging Trends of ICT in Non-Formal Education

Traditionally, ICT in NFE programmes have been based on Radio, Television or Internet. Now countries have started experimenting with newer technologies such as mobile phones, WiMax and game-based learning. A brief overview of such projects is given in the following:

1. Mobile (m)-Learning:

Mobile learning means any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies. Mobile phones have a greater **penetration (access)** than Internet in developing countries. With the development of 3G and 4G networks, use of mobile phones in education could provide a way forward.



2. Games-Based Learning:

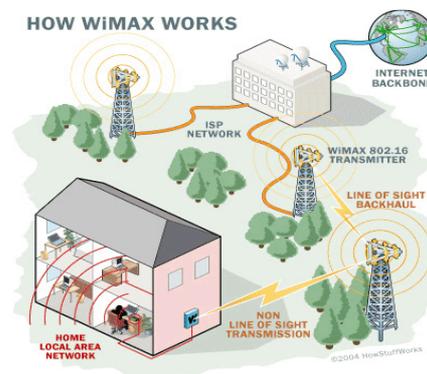
It is a game that deals with applications that have defined learning outcomes. Generally they are designed in order to balance the subject matter with the game play. There are countries which have used the methodology of games-based platform to further the cause of non-formal education. With significant penetration of 3G and 4G networks and increased adoption of mobile phones, this methodology is expected to gain momentum in the near future. Educational games can make a profound impact on the learning needs of underserved communities.



3. WiMax Technology:

WiMax, meaning Worldwide **Interoperability (its a technical term used in IT to refer to computer systems that can exchange information)** for Microwave Access, is a telecommunications technology that provides wireless transmission of data using a variety of transmission modes, from point-to-multipoint links to **portable (able to be carried or moved easily)** and fully mobile Internet access. WiMax provides high-capacity broadband wireless access (BWA) across a larger geographical area than other available wireless technologies like WiFi. In India, Pakistan, and other countries in the South Asian region WiMax networks are being actively tested and **deployed (to use something for a particular purpose)**.

According to the Infonetics's new report, WiMax Equipment and Subscribers in Key Markets, India is the single largest WiMax opportunity area in the world with all major service providers like BSNL, Tata, Bharti Airtel, and and so on pursuing WiMax technology. WiMax offers immense potential for the Education sector as well, since it provides a solution for affordable high speed broadband access in rural and under developed areas as well, thus facilitating distance education and e-learning.



Examples of ICT Enabled NFE Programmes

EXAMPLE-1: Asha Project, INDIA

With a mission to educate illiterate adults by using Devnagri script in computers and also to train rural youths in computer applications in the most backward villages of Nagrota Surian block of Himachal, ASHA-2005 was launched in mid 2002. A joint initiative between the Science Awareness Trust (SAT) and the State Govt. of Himachal Pradesh, ASHA-2005 aimed to train 2,100 people in areas of health, social welfare and the environment, as well as educate 15,000 illiterate adults in three years. SAT invited officials of the district administration and other departments to create a platform for discussing and solving related problems.

EXAMPLE- 2: Multi Purpose Community Telecentre for Community Development—Sri Lanka

Implementation: The Sarvodaya Shramadana Movement, a leading NGO in Sri Lanka is administering this project at 18 sites under the supervision of the NFE unit of the Ministry of Education.

Medium of delivery—CLC is equipped with computers

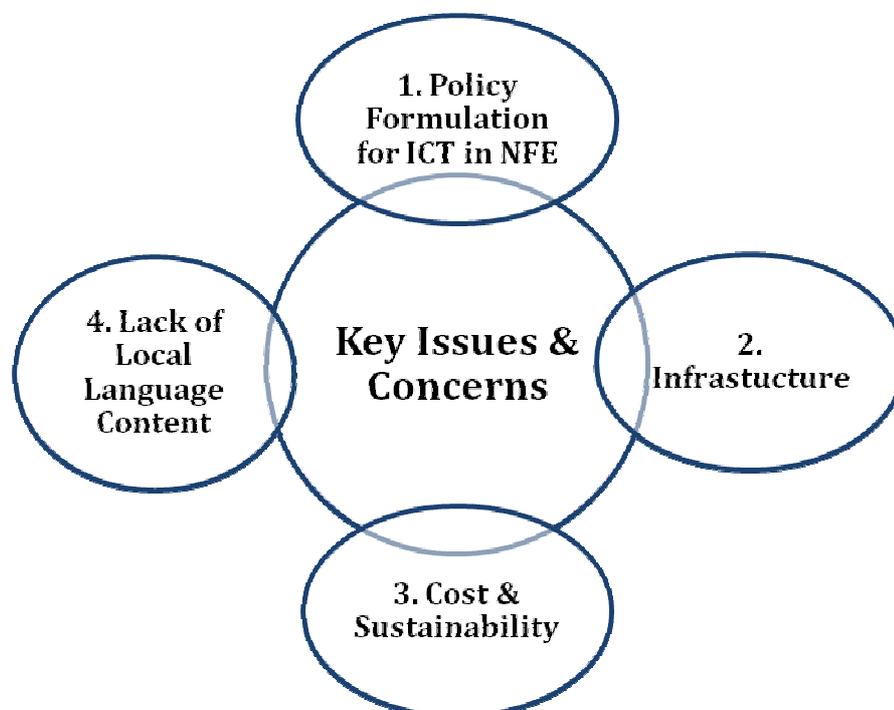
Objectives: The purpose of this project is to help village **entrepreneurs (someone who starts a new business)**, enabling them to use ICT in marketing and selling their products. Project activities include training in the use of ICT, development of a community database, **dissemination (to spread information or ideas to as many people as possible)** of appropriate information to villagers and entrepreneurs, an entrepreneurial skills development Programme. Each telecentre provides a computer, printer, scanner, photocopier, and binding machine for community member's use.

EXAMPLE- 3: Radio Sagarmatha—Nepal

Radio Sagarmatha (RS) covers and discusses public issues, conducts training for public radio journalism, and provides a venue for local ideas and culture. The station also has regular focus on good governance, gender, women's issues, environment, economics, and ICTs. In 2000, the station added a weekly twenty five minute Internet radio programme featuring local and international ICT related news, and ICT glossary, radio web browsing, and interviews with relevant ICT resource persons.

Friends, now let's understand what are the key issues and concerns of using ICT in Non-Formal Education?

Key Issues and Concerns of Using ICT in Non-Formal Education



1. Policy Formulation for ICT in NFE:

A policy framework is essential as it provides a vision of desired outcomes and outlines a roadmap of how these outcomes are to be achieved. In such a framework,

the vision of NFE would have to be broad-based and all-encompassing (*to include a wide range of ideas or subjects*) within the overall framework of lifelong learning. Projects and programmes offered outside of a policy context are likely to fail in the long run. Many countries have developed ICT national plans to provide a policy context that guides new technology-based programmes and projects. These master plans articulate (*to express your ideas in words*) a vision of how ICT can contribute to education reforms and improve this vision of other national priorities.

2. Infrastructure:

Public access to ICT is available to various extents in most of the larger urban centres in all countries through cyber cafés, but access is largely nonexistent in rural areas. Lack of infrastructure (electricity, telephone connections and hardware) is still the major challenge for introducing ICT in rural areas.

3. Cost and Sustainability:

The costs associated with setting up ICT infrastructure are forcing many Governments to make difficult choices. For most national Governments, the priority is primary education. Similarly, the pressure to produce the necessary human capital for a “knowledge-based” economy is resulting in greater investments being made in formal higher education systems.

Further, meeting the ongoing costs of maintaining equipment, staff training, connectivity, content materials acquisition, and development and consumables (*goods are intended to be used and then replaced*) is a major challenge. Many ICT-based education programmes funded by aid agencies or by corporations could not be sustained because Government failed to step in with the necessary financing and the local communities are not in a position to generate the resources needed to continue these programs.

4. Lack of Local Language Content:

English is the dominant (*more powerful*) language of the Internet. An estimated 80 percent of online content is in English. A large proportion of the educational software produced in the world market is in English. For developing countries in the Asia-Pacific where English language proficiency (*a good standard or ability and skill*) is not high, especially outside metropolitan (*large city*) areas, this represents a serious barrier to maximizing educational benefits of the World Wide Web.

Let's Sum Up

- ✓ Over the past 30 years, NFE initiatives have effectively used ICTs for mass literacy campaigns. NFE has a crucial role to play in reaching marginalized groups, and ICTs are a tool in the effective performance of this role.
- ✓ Early Distance Education NFE projects used print, radio, television, audiotapes, videotapes and satellites transmission. Further innovations in ICTs like Very Small

Aperture Terminal (VSAT), Satellite Communications, CD-ROMS are helping to create new innovative learning tools.

- ✓ In recent times NFE projects have been making use of devices such as Personal Digital Assistants (PDAs), laptops, pocket PCs, and mobile phones to provide interactive contact.
- ✓ Currently there are three types of learning spaces where ICTs are used to enhance NFE which are Telecentres, Community Centres (CMCs) and Community Learning Centres (CLCs).
- ✓ Now countries have started experimenting with newer technologies such as mobile (m) learning, WiMax and games-based platforms.
- ✓ The important factors for success of any ICT-based NFE programmes are community involvement, formulation of a comprehensive policy, sharing of best practices among communities and countries, creating localized content, and constant technology up gradation.

References

Additional Links

- ✓ <http://www.unescobkk.org/education/ict/ict-in-education-projects/non-formal-education/ict-applications-for-non-formal-education-programmes/>
- ✓ <http://www.slideshare.net/ShipraSharma3/ict-use-in-non-formal-education>
- ✓ <http://www.deepakfoundation.org/content.php?pageid=13&secid=10&subsecid=9>
- ✓ http://www.google.co.in/url?sa=t&rct=j&q=ICT+used+for+evaluating+the+programme+in+india&source=web&cd=4&cad=rja&ved=0CDwQFjAD&url=http%3A%2F%2Finsurancevaluation.laamtech.com%2Fwpcontent%2Fuploads%2F2013%2F03%2FUse-of-ICT-in-Teaching-Learning-and-Evaluation.doc&ei=KXx_UZCuDYizrAeJ6oHYAw&usg=AFQjCNEF6xIQi4Ec-Pr7bLXNO7lGIhTCgA
- ✓ <http://www.communityledtotalsanitation.org/sites/communityledtotalsanitation.org/files/LilongweBriefing ICTS.pdf>

http://www.sristi.org/cms/en/ict_initiative

SELF EVALUATION EXERCISES

- You must have carefully read the benefits of integrating ICTs in NFE programs. According to you in which area does ICT play a vital role? Select an appropriate area and write in your notebook.
- I. You must have carefully read the key issues and concerns of using ICT in Non-Formal Education. Read the given description below, identify the appropriate points and write it down in your notebook.
- Represents a serious barrier to maximizing the educational benefits
 - It provides a vision of desired outcomes
 - Public access to ICT
 - Necessary financing and the local communities are not in a position to generate the resources

II. MATCH TRENDS IN COLUMN 'A' WITH THEIR RESPECTIVE MEANING IN COLUMN 'B'

| A | B |
|------------------------|---|
| 1. Mobile- Learning | i. Represents a serious barrier to maximizing educational benefits |
| 2. Game Based Learning | ii. Designed in order to balance the subject matter |
| 3. WiMax Technology | iii. Any sort of learning that happens when the learner is not at a fixed, predetermined location |
| | iv. Provides a vision of desired outcomes |
| | v. Technology that provides wireless transmission of data using a variety of transmission modes |

III. CHOOSE THE CORRECT OPTION FROM THOSE GIVEN AND COMPLETE THE FOLLOWING STATEMENTS

- 1) _____ is a public space where community members can access telephones, computers, the Internet, and other digital technologies.
(Telecentre, Community Learning Centre, Policy Framework, Community Multimedia Centre)
- 2) _____ are nonprofits telecentres that aim to promote community empowerment and addresses the problem of the digital divide.
(Telecentre, Community Learning Centre, Policy Framework, Community Multimedia Centre)

- 3) Local place of learning outside the formal education system usually set up and managed by local people for local people is _____
(Telecentre, Community Learning Centre, Policy Framework, Community Multimedia Centre)
- 4) _____ a vision of desired outcomes and a roadmap for how these outcomes are to be achieved
(Telecentre, Community Learning Centre, Policy Framework, Community Multimedia Centre)

CHAPTER - 6 EVALUATION IN NON-FORMAL EDUCATION

Learning Objectives

After going through this module, you will be able to:

- Define the meaning of evaluation in Non-Formal Education.
- Describe the indicators and methods of evaluation in Non-Formal Education.
- Explain the problems of evaluation in Non-Formal Education.

Dear friends, you have studied in previous chapter about how to plan the programme, which techniques or methods can be used. Now let's see how to evaluate these techniques or method for Non-Formal Education programme.

Meaning of Evaluation

Evaluation is the comparison of actual project impacts against the agreed strategic plans. It looks at what you set out to do, what you have accomplished, and how you have accomplished it. It can be **formative** (taking place during the life of a project or organisation, with the intention of improving the strategy or way of functioning of the project or organisation). It can also be **summative** (drawing learnings from a completed project or an organisation that is no longer functioning).

Formative evaluations involve systematic collection of information to aid decision making during the planning or implementation stages of a programme. They are generally process oriented. Formative evaluation is also sometimes referred to as context evaluation, needs assessment or diagnostic research. They usually involve staff which is directly responsible for the activity and may also involve external evaluators to bring new approaches or perspectives.

Summative evaluations are usually carried out as a programme is ending or after completion of a programme in order to "sum up" the achievements, impact and lessons learned. They are useful for planning follow-up activities or related future programmes.

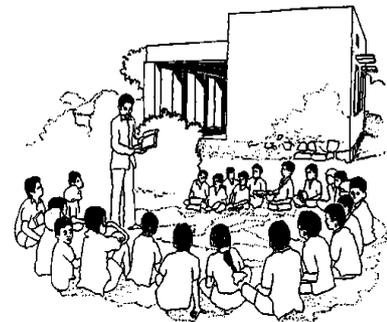
Trochim & William (2002) "Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object."

Alkin (1990) "The term evaluation refers to the activity of systematically collecting, analyzing and reporting information that can then be used to change attitudes or to improve the operation of a project or programme. The word systematic stipulates that evaluation must be planned."

Let's see how evaluation in Non-Formal Education is different from formal education

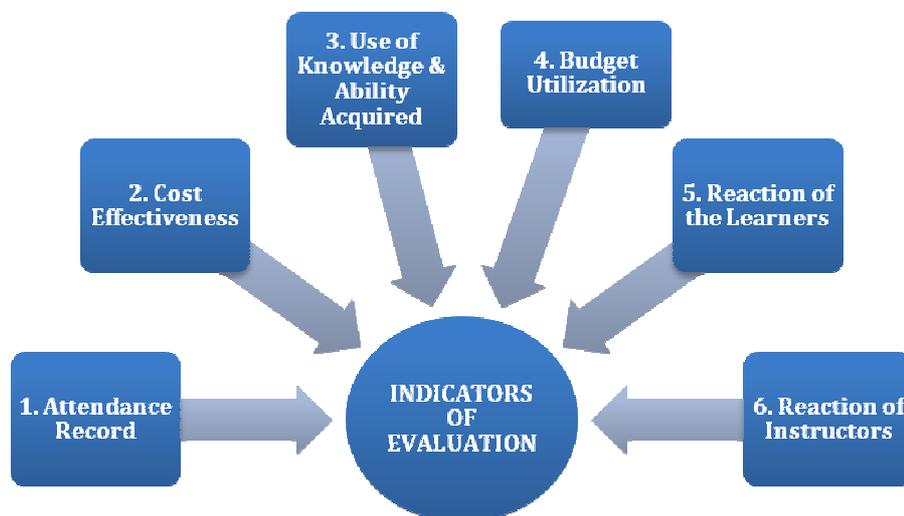
Evaluation in Non-Formal Education

There are set theories and objectives for evaluation in the formal system of education. Though NFE is said to be supplementary to formal education, at the primary stage its aims, objectives and structure differ. It cannot adopt the same evaluation system like formal education; it has to be done according to different criteria. There is greater flexibility in NFE regarding attendance, curricula and learning experiences. Evaluation leads to an assessment of what was covered or achieved. It helps to identify shortcomings (*faults or weakness*) and helps to plan better for the future. If things are not properly evaluated, the programmes are likely to fail.



Let us understand which indicators could be used to evaluate the Non-Formal Education

Indicators of Evaluation in Non-Formal Education



1. Attendance Record

Care has to be taken to see that attendance records are correctly maintained for meeting the targets. Overall attendance of learners is a significant indication of the **keenness (want something)** of learners to learn/accomplish learning.

2. Cost Effectiveness

Cost-effectiveness of the project, in terms of input-output ratio can be worked out to evaluate the programme. The expenses involved in setting up the infrastructure, acquiring materials and transportation may prove to be a measure of the actual benefits of the NFE programme.

3. Use of Knowledge & Ability Acquired

Actual use of knowledge and abilities acquired through NFE classes can be observed through home-visits and record of the work of the participants. There are three levels through which use of knowledge and ability is acquired:

- **Personal Development**, like being able to do one's own work involving reading, writing and simple arithmetic, fluency in conversation, cooking one's own meals or making one's own clothes.
- **Competency** in doing similar work for the family and neighbors including reading and writing letters for them, arranging family and community functions, family, planning camps and campaigns for clean environment.
- **Increased employment opportunities** for men and women, provided through better education in a non-formal way. Using skills learned through NFE, even self-employment, is a measure of the success of NFE. For evaluation, all these will need to be actually verified.

4. Budget Utilization

Major utilization of grants, loans, subsidies and other facilities provided by government, maintaining records of receipts and expenditure, finding out resources, spending for the specified purposes and avoiding wastage or leakage are all various aspects which come under evaluation.

5. Reaction of the Learners

Evaluation of the reaction of each learners become a **yardstick (in order to judge how good or successful it is)** to measure the success of the programme. The reaction of the learners can be measured through questionnaires and checklists which can be administered in groups or individually, separately for the educated. The scales with more than two points can be used to show the levels of gains in terms of knowledge, abilities and recreational activities. Reaction can be in terms of –

- Delight
- Relief from boredom
- Increased desire for knowledge
- Increased sense of fulfillment
- Increased self-confidence
- Elimination of negative attitudes
- Development of betterment of skills
- Better personal norms
- Community practices
- Better vocational and occupational opportunities

6. Reaction of Instructors

The reaction of the instructor can be in the form of a report on satisfaction regarding the impact of non-formal education on learners. Assessment could also contain opinion, difficulties, and suggestions. As a part of evaluation, the non-formal instructor can be rated by his supervisor with the help of various rating scale.

Till now we all are aware of written tests, examinations, viva assignments through which marks and grade are given. In Non-formal education the evaluation is done in different manner. Let us find out where the difference lies.

Methods of Evaluation in Non-Formal Education

Although indicators identify whether evaluation criteria are met. They do not specify how indicator data will be collected. You have to decide which evaluation methods to use.

For example, if we are interested in knowing whether a community campaign was successful in influencing how community members view their relationship with the environment, we may select attitudes towards recycling as the indicator of change. But how can we measure attitudes towards the environment? Could we use a questionnaire? Might observation be appropriate? What other methods could we use? These and many other queries need consideration. The methods which can be used for evaluation in Non-Formal Education are:

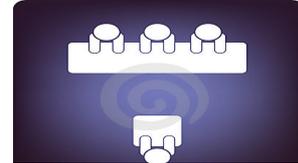
1. Interview
2. Focus Group Discussion
3. Survey
4. Observation
5. Test

1. Interview

Active interchanges between two people either face to face or via technology (e.g., telephone, email). Interviews are best used when in-depth information or a variety of perspectives about a topic, experience, or service are desired. Often, interviews are selected when the issues is complex. Broad, open-ended questions can be asked.

Purpose

To fully understand someone's impressions, experiences, or learn more about their answers to questionnaires.



Advantages

- Can be a very useful way to build rapport with audience/participants.
- Can ask sensitive questions that require confidentiality
- Open-ended questions and a reduced amount of structure allow for new (unplanned for) information to be gathered
- Interviewer can ask for more information than people would want to write in a survey
- Respondents can use their own words to answer questions

Disadvantages

- Bias due to data collector's interest and interpretations is likely
- Discussion can wander from purpose of interview — results may not be focused
- Unskilled interviewers may gather poor data
- Open-ended responses can be difficult to organize and analyze

2. Focus Group Discussion

Focus groups, like interviews, are best used when a variety of perspectives about a topic, experience, or service are desired. Focus groups are best used when topics are narrow or individuals have a limited amount of information about the topic to share – that is, the discussion is focused. A rule of thumb is that focus groups are best used when any one participant could only talk about the topic for ten minutes.

Purpose

To explore a topic in depth through group discussion

Advantages

- Input can come from wide range of people and perspectives
- Participation may have positive public relations impacts



- Can clarify different points of view
- Can really provide a good indication of the root of a problem

Disadvantages

- One participant may influence attitudes and opinions of others
- Small sample size

3. Survey

Surveys allow for systematic and standardized collection of data that can be generalized. Surveys are appropriate when self reported data about knowledge, attitudes, skills, and behaviors are desired. Because of their format, surveys can be administered to a large number of people individually (e.g., in person, email, mail) or in groups (e.g., participants in a workshop). In addition, they are particularly useful when potential respondents are **dispersed (go away in different direction)** geographically.

When evaluators have a good idea of the types of responses expected, surveys offer an efficient method of collecting information.



Purpose

To obtain a lot of information quickly and easy from people in a non-threatening way.

Advantages

- It is time-effective for use with geographically dispersed or large sample
- Can provide opportunity for expression without fear of embarrassment
- Can be designed to be relatively bias-free
- Can gather qualitative and quantitative data
- Is easily adaptable to a wide variety of environments

Disadvantages

- Requires significant time and high level of expertise to develop valid surveys
- Low return rates for some survey formats (e.g., phone, mail) can skew data
- Language or vocabulary may be an issue
- People may hurry through answers without thinking about them

4. Observation

Observation allows evaluators to document behavior. When evaluators want to know how people behave (e.g., demonstration of skills, recycling, fishing) or the results of specific behavior (e.g., diversity of plants), observation should be used. Actual behavior

(or the results of the behavior) is documented, not what people say they do or are planning on doing.

Purpose

To gather accurate information about how a project actually operates, particularly about processes.



Advantages

- Generates data about actual behavior, not reported behavior
- Can see project in action
- Can provide good in-depth data
- An **astute** (*able to understand situation or behavior*) observer can recognize interaction problems not easily described by participants

Disadvantages

- Data can be skewed by observer's biases
- If people know they are being observed, they may act differently than usual
- Usually time intensive
- Information can be difficult to interpret

6. Test

Tests are used when evaluators want to assess the audience's level of knowledge or skills. Tests measure a point in time; they cannot predict future or past performance.

Purpose

To determine the audience's current state of knowledge or skill regarding the issue.



Advantages

- Helps identify level of knowledge or skill
- Results are easily quantified
- Individual performances can be easily compared
- Helps determine if intervention has made a difference in knowledge or skill level

Disadvantages

- Validity issues – does it test the appropriate knowledge and skills
- Results can be influenced by attitudes
- Language or vocabulary can be an issue
- People can be very concerned with how test results will be utilized (especially adults)

Friends, do you know problems that are likely would arise when we actually evaluate Non-Formal Education?

Problems of Evaluation in Non-Formal Education

- The Non-Formal Education programme lacks a scientific and critical method of evaluation
- Progress reports of Non-Formal Education programme are not available
- Irregular attendance of women creates problems in evaluation of the programmes
- Lack of time for evaluation
- Sometimes the size of the class is too big to evaluate learners individually
- Conventional methods of evaluation like tests and examination does not work for evaluating the Non-Formal Education programme
- The evaluation team does not have training as to how to evaluate the programme and how to write evaluation reports
- It is difficult to collect highly scientific and objective oriented data to take suitable measures to modify and improve objectives, policies and methodologies to conduct programme successfully
- Immediate results cannot be found out like the examination of formal system
- Regular follow up programme is necessary
- Negative attitude of people makes evaluation of Non-Formal Education programme difficult

Let's Sum Up

- ✓ The word evaluation refers to the systematic acquisition and assessment of information to provide useful feedback about some object.
- ✓ Indicators of evaluation are attendance record, cost effectiveness, use of knowledge, ability acquired, budget utilization, reaction of learners and reaction of instructors.
- ✓ Systematic evaluation enables one to determine the effectiveness of any programme. Information obtained through evaluation shows weakness or strength of a programme and helps to readjust a programme when necessary.
- ✓ The methods of evaluation suited to non-formal situation are preferred over the rigid and formal evaluation methods.

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- ✓ <http://learningstore.uwex.edu/assets/pdfs/G3658-7.PDF>
- ✓ <http://activelearning.uta.edu/facstaff/formsum.html>
- ✓ http://www.pdiconnect.com/content/19/Suppl_2/S510.full.pdf
- ✓ <http://www.uwex.edu/ces/tobaccoeval/pdf/MethodsTable.pdf>
- ✓ [http://nwhf.org/images/files/NWHF Program Eval Handbook.pdf](http://nwhf.org/images/files/NWHF_Program_Eval_Handbook.pdf)
- ✓ <http://wateroutreach.uwex.edu/use/documents/NOAAEvalmanualFINAL.pdf>
- ✓ <http://www.civicus.org/new/media/Monitoring%20and%20Evaluation.pdf>
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- ✓ https://www.msu.edu/~suvedi/institute/paginas/pdf/Evaluation_Manual.pdf
- ✓ <http://www.socialresearchmethods.net/kb/intreval.htm>

SELF EVALUATION EXERCISES

- I. You must have carefully read the definition of evaluation and their types. There is a key word in each definition, identify those key words and list them in your notebook.
- II. You must have carefully read the methods of evaluating Non-Formal Education. Read the given description below, identify the appropriate method and write it down in your notebook.
 - Best used when evaluators want to assess the audience’s level of knowledge or skills
 - Best used when topics are narrow or individuals have a limited amount of information about the topic
 - Appropriate when self reported data about knowledge, attitudes, skills, and behaviors are desired
 - Best used when results of specific behavior are wanted
 - Best used when in-depth information or a variety of perspectives about a topic is desired

III. **MATCH THE METHOD IN COLUMN ‘A’ WITH THEIR PURPOSE IN COLUMN ‘B’**

| A | B |
|---------------------------|---|
| 1. Focus Group Discussion | i. To determine the audience’s current state of knowledge or skill regarding the issue. |

| | |
|----------------|---|
| | |
| 2. Interview | ii. To conduct comprehensive examination through cross comparison of cases. |
| 3. Observation | iii. To gather accurate information on how a project actually operates, particularly about processes. |
| 4. Test | iv. To explore a topic in depth through group discussion |
| 5. Survey | v. To fully understand someone's impressions, experiences, or learn more about their answers to questionnaires. |
| | vi. To gather information about someone's understanding and attitude towards, a complex subject or topic. |
| | vii. To quickly and easily obtain a lot of information from people in a non-threatening way. |

IV. **CHOOSE THE CORRECT OPTION FROM THOSE GIVEN AND COMPLETE THE FOLLOWING STATEMENTS**

1. Evaluation is needed to find out the _____ so that corrective steps could be taken to improve the programme. **(Shortcomings/Results)**
2. _____ of the learners is a significant indication showing keenness of the learners. **(Meetings/Attendance)**

Evaluation makes the _____ of the plan more successful. **(Execution/Directing)**

V. **STATE WHETHER THE FOLLOWING STATEMENTS ARE TRUE OR FALSE**

1. Regular follow up is not necessary for evaluating in non-formal programme. – **(T/F)**
2. The evaluation team has training for evaluating the non-formal programme.– **(T/F)**
3. Immediate feedback can be obtained while evaluating NFE programmes. – **(T/F)**
4. Negative approach of people makes the evaluation of non-formal education programme difficult. –**(T/F)**

CHAPTER - 7 RESEARCH IN NON FORMAL EDUCATION

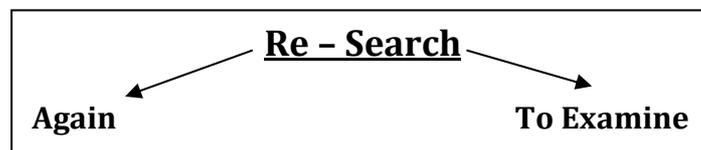
Learning Objectives

After going through this module, you will be able to:

- Explain the meaning of research in Non-Formal Education.
- Describe the data collection tools for research in Non-Formal Education.
- Identify the suggested research areas in Non-Formal Education.
- List the research projects in Non-Formal Education.

Friends, let's see what research is?

What is Research?



- Research is composed of two syllables, a prefix 're' and a verb 'search'.
- The two words form a noun to describe a careful and systematic study in some field of knowledge, undertaken to establish facts or principles (Grinnell, 1997).

A systematic way of asking questions (Drew, 1980).

Data gathering to enable us answer questions about the social world (Bailey, 1994).

The scientific examination (reexamination of empirical data, collected by someone first hand, concerning the social and psychological forces operating in a situation (Monette et al., 1994).

A way of going about finding answers to questions about the social world (Neuman, 1997).

Creswell (2008) "Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue". It consists of three steps: Pose a question, collect data to answer the question, and present an answer to the question.



Why undertake Research?

To understand research reports and journal articles

To recognize false use of research

Act as a guide in decision making

To create knowledge creation

Let's see how research plays an important role in Non-Formal Education

Research in Non-Formal Education

- Research is the problem-solving approach to learning
- Research means an investigation into reasons, associations and effects, and other factors which provide answers to the problems faced by NFE
- Through research, it is possible to improve the quality of NFE and extend its **horizon** (**broaden the ideas**)
- However, something more is needed and that can only be found out through research
- There are three aspects of research in Non-Formal Education:
 - 1) To find out new and better ways to reach people who receive no education under the formal system
 - 2) To collect more and newer contents to educate people through non-formal ways
 - 3) To critically evaluate the NFE itself to determine the extent of its success and weakness at any stage of its working, and how it can be improved

Importance of Research in Non-Formal Education

- Research investigates new areas of content to help learners to acquire better knowledge and skills, through Non-Formal Education.
- Research critically evaluates the utility of Non-Formal Education itself, its methods, materials, aids, content curricula, evaluation methods etc.
- Research investigates causes for failures and to find out remedial measures.
- Research investigates ways and means of linking Non-Formal Education with development process. Research helps to improve the quality of Non-Formal Education in theory and in practice.

Friends, hoping that the role of research in Non-formal Education is clear, let us now look at some data collection tools for research in Non-Formal Education

Data Collection Tools for Research in Non-Formal Education

There are different ways of conducting research in NFE. In most researches, the **evidences (facts or sign)**, called the data are collected by using different techniques as below:

1. Observation
2. Interview
3. Response-Return

1. Observation:

The observation of non-formal learners is a common method of conducting research in NFE. It is done under selected conditions for a given time, at a given place, while using observation as a tool. A set of questions or items may be prepared as the basis for observing learners. The **researcher** may **herself/himself become a non-formal learner** while learning in a non-formal situation, and may collect data. Such method is called **participatory observation**. The advantage of participatory observation is that the researcher can collect factual evidence as observed by observer. The limitation is that participatory observation is more time-consuming than non-participatory observation.

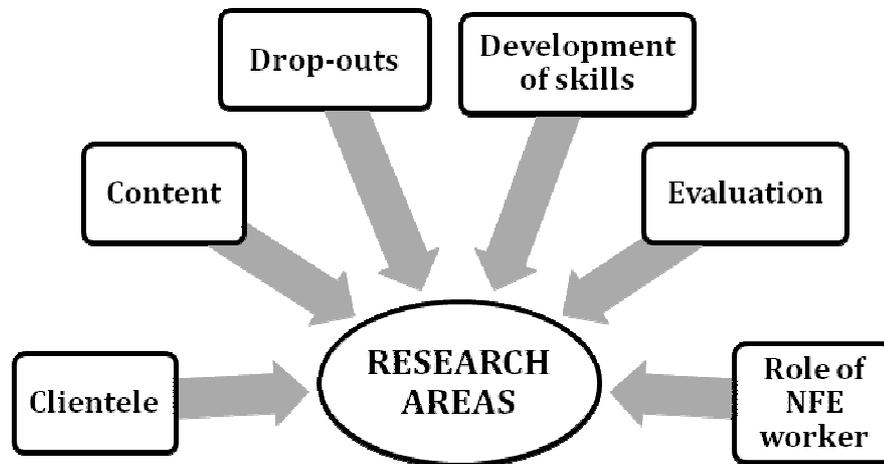
2. Interview:

When learners, their teachers or administration can be personally interviewed, the evidences of their problems, practices, and values can be directly collected. The researchers come **face to face with the respondents** for collection of data. In the interview technique, an appropriate place and time is necessary, both for the interviewer and the persons interviewed. A good rapport, sincerity and privacy are to be ensured by the interviewer before, during and, sometimes, even after the interview. An interview has the advantage of direct observation of the respondent, which helps in confirming the validity of data.

3. Response - Return:

The response-return is the use of a **questionnaire, check-list, test paper or any other data collection sheet**, which is to be **filled out by the respondent herself/himself**. When data is to be collected from a large sample, response -return is the most convenient method. Response-return can be distributed to many at the same time, data can be collected in a shorter time span as compared to interviews and observations. However, responses can be unreliable when filled under unsupervised situations.

Suggested Research Areas in Non-Formal Education



1. **Clientele:** This is vast area for research subjects like women and girls- hill tribes- rural – urban- clientele, rural versus urban labor, socio-economic status, family traditions, reasons for illiteracy, dropping out reason for lack of motivation etc.
2. **Content:** Learners who join the NFE courses come from different backgrounds. Their needs, interests, attitudes and aptitudes differ. Their place of residence (rural or urban) their profession, their society, all differ. So, one course curriculum content is not sufficient. When courses of study are to be determined there is a lot of difficulty. The content is framed with a view to help re-entry of learners into the formal system. The only difference is that it is flexible whereas the formal system is rigid. Research needs to help in the development of new content items and newer studies. Research in areas like social awareness, self-actualization, skill-related and vocational- based content could be attempted.
3. **Drop-outs:** ‘Retention and drop-outs has been a subject of research even in formal education. The learners in NFE are mostly drop-outs. After joining the NFE his/her retention again becomes a problem. Attempts have been made a time to find out causes for drop-outs and for non-retention, but no scientific solution has emerged so far. The phenomenon continues in NFE also. So this is a suitable area for research in NFE.
4. **Development of skills:** NFE aims at making learners learn occupational skills. Unskilled workers are to become skilled and skilled are to become better skilled. Unless agriculture farms, cottage industries, minor and medium industries and all village level professional areas become laboratories for

the NFE learners, it will be difficult to achieve the aim. The Research has to investigate and specify how cooperation and coordination of various agencies can be achieved.

5. **Evaluation:** Evaluation does not mean evaluating only the performance of learners. An evaluation could be the review of the programme, its utility, need for its **expansion (increasing in amount)** etc. Evaluation could be also on financial resources, community participation, comparison and contrast. Any area is as good as the other for evaluation.
6. **Role of NFE worker:** The word 'worker' implies administrator at all levels, instructors, supervisor, managers etc. It includes personnel of Panchayat Raj, Medical, Agriculture, Education, Social Welfare etc. Unless each one contributes his/her best, the NFE programme may not be a success. Research can define what exactly the role of each, their qualifications is; their duties, their limitations etc., and streamline the cooperative effort scientifically.

To better understand the importance of research, let's look at some research projects in Non-Formal Education

Research Projects and Centres in Non-Formal Education

The Indian Institute of Education (IIE), Pune, India, which is one of the ten member institute of the APPEAL Research and Training Consortium (ARTC), has undertaken an investigation of projects and centres in India that emphasize innovative approaches to non-formal education for sustainable development. These projects focus on disadvantaged members of rural society (women, tribal minorities, lower castes) and (in addition to local empowerment) address literacy and primary education, vocational education, health education, improvement of the environment, and the decentralization of financial and administrative powers to local levels. Some of the projects are as follows:

1. Promotion of Primary and Elementary Education Project (PROPEL)

The PROPEL project assumes that Education for All can best be organized through community mobilization. PROPEL has evolved through **three phases** with an emphasis on **action research and the mobilization of rural communities for educational development**. During **Phase I of the project (1979-1985)**, **nearly 4,500 children from 110 villages** in different agro-climatic zones were reached under the non-formal education programme involving local leadership and communities. For this purpose 263 NFE centres were established. **Phase II (1985-1988) covered 669 children in 40 NFE centres at 35 newly selected villages** in poor, drought-prone and hilly areas.

Emphasis in this phase was on testing measures for community involvement by strengthening village education committees as local motivators and managers of primary education. In **Phase III**, there have been attempts to develop a replicable planning and development model to facilitate training programmes in community-level planning for education that can be set up by voluntary agencies and government officials. During this phase more than **5,500 out-of-school children were brought into the stream of primary education through 178 NFE centres** and learning camps. Emphasis has been on reaching girls, the largest group excluded from schooling because of the household division of labor and deep-rooted social prejudices.

- The PROPEL project's NFE **curriculum proposed in the 1990s** includes subjects such as language studies, mathematics, general and developmental knowledge, science, aesthetics, social skills, and physical fitness and relaxation. In particular, it emphasizes opportunities for girls to express themselves freely in speech, drawing, singing, drama, and other activities that help them to become socially competent, culturally creative citizens. Materials belong to an NFE class, are collectively shared by all students, which keep the costs down. All materials are meant to improve literacy skills, as well as disseminate useful and practical information for everyday life.
- One noteworthy **innovation** in the NFE programme is the absence of formal examinations. Evaluation of learning is based on the NFE teacher's daily diaries and students' continuous self-evaluation as well as testing of learning by peers during students' group work activities. Self-testing is made possible by the preparation of graded evaluation materials, particularly in literacy (language) and arithmetic. Students are also encouraged to demonstrate their learning achievements daily to family members and periodically to the rest of the community. Particularly useful for public **demonstrations** of achievement are the community meetings during which students can give **speeches** and thus show off what they have learned.
- In addition, there are the **biannual bal jatras (children's fairs)**. These events, which take place in a centrally located village, **provide opportunities for singing, storytelling and games**, and are thus **settings for both recreation and informal evaluation of children's accomplishments**.
- The PROPEL project has achieved some goals that clearly indicate changes in the social life of the project area. **Over 90 out of 137 project villages had reached the goal of universal primary education by the year 1995**. PROPEL has reached children, especially girls, who would otherwise never have had the chance to learn. Moreover, it has shown that livelier, participatory teaching and community awareness of the importance of education can stem the tide of dropouts and increase the quality of education, bringing universal elementary education a step closer.

2. Vigyan Ashram Project

The **Vigyan Ashram** near the village of Pabal in Maharashtra State has **developed a system capable of educating and empowering school dropouts through training in basic science and technology at affordable cost and in an acceptable time frame.** The experimental **project initiated by Dr. S.S. Kalbag in 1983**, under the auspices of Indian Institute of Education (IIE), has developed a skills training programme that emphasizes learning while doing and serving the community. In **1985** this programme was **approved by the Board of Secondary Education, Maharashtra**, as a rural technology course and is still implemented in schools as a part of the technical stream. The course adopted in the school caters to both formal as well as non-formal education students. A similar course is also conducted exclusively for non-formal learners on a full-time basis at the ashram.

- To integrate education with development
- To stimulate intellect in order to enable learners to reach their highest potential
- To provide a broad spectrum of technical education through access to many modern technologies
- To develop new opportunities in the rural economy through local support

The ashram offers a **course titled Introduction to Basic Technology** exclusively for non-formal education students. This course lasts one year. At present, **schools in 15 villages** also **offer this course**. In addition, there is the course in rural technology, which lasts almost a year (300 days) and is open to 20 students aged 17-25.

The Vigyan Ashram Project provides vocational and technical education to NFE learners directly at the grassroots level. It makes the course content more locally applicable by emphasizing the dignity of all labor and the necessary co-operation between the head and the hand. Nevertheless, **in the future the Vigyan Ashram Project intends to move into the area of information communication technology by developing and applying computer software applicable for rural development programmes.** Various kinds of software have already been used as feasible and efficient media of instruction. However, computers do not replace instructors, nor will they reduce the importance and necessity of practical work.

3. Lok Jumbish Project (LJP): Education For Girls

The **Lok Jumbish Project (LJP)**, an offshoot of earlier efforts, **began in 1992** with support from the state and federal governments. The philosophy of the project is based on the belief that the mere provision of physical inputs is not sufficient for ensuring universal access to primary education. Instead, a strong partnership between parents, children and teachers is essential. The basic **aim of this project is universalization of primary education, with emphasis on both formal and non-formal education for**

all children up to 14 years of age. Non-formal education was indeed considered as a necessary tool for the spread of literacy to remote villages and socially conservative communities.

- The LJP's **primary strategy** has been to **mobilize and involve the local community in the demand for better delivery of education services.** The LJP achieved these objectives by environment building, school mapping, micro-planning, improving existing school facilities, producing and supplying textbooks and learning materials, training teachers, and promoting non-formal education and women's development. The village education committee (initially the village core team) in each community is ultimately the body responsible for the long-term education of its children. The **Lok Jumbish Project (LJP) completed its first phase in 1995. The second phase began in 1995 and ended in 1998.**
- In spreading literacy and primary education in a poor, undeveloped state like Rajasthan, Lok Jumbish's initiatives were successful basically because of its belief in participatory planning and implementation. Although the ultimate aim was to bring children into the mainstream education system, the focus has been on non-formal education in a variety of forms (centres, camps, etc.) according to the needs of each community. The most significant feature in this approach is the respect given to the needs of the community and an understanding of social, economic and cultural constraints.

4. Agramee Kishipur Project

In **1981**, the NGO Agramee undertook its **first experiment in the block (sub-district) of Kishipur**, fascinated by the overwhelming response and initiatives on the part of tribal people towards economic development opportunities. A group of tribal youths supported the project team and joined them during the second year of project activities. At present, the Agramee Kishipur Project carries out a variety of education and economic development activities in six blocks of the district. General objectives of the project are as below:

- To develop an alternative model of education for tribal areas to be replicated elsewhere To make elementary education universal throughout inaccessible tribal areas
- To encourage community participation in order to sustain programmes in future
- To link education with development
- To increase literacy and classroom learning
- To make education a medium for the empowerment of tribal students

The project has made systematic efforts to enable primary school age children to acquire literacy, numeracy and other basic skills. This is necessary because majority of

tribal children cannot benefit from the existing system of education provided by the Government due to a combination of reasons, which includes poverty, need to work and inadequacy of government schools.

Ethnic minority communities have found it difficult to relate to the prevailing system of formal schooling. They require a different model of education that meets their own needs and priorities. The Agramee Kashipur Project has attempted to provide such a model that includes a number of innovative features like the following:

- ✓ Members of the community are involved in selecting their own teachers for the NFE centre serving their children. This enables better rapport and communication between teachers and pupils, and bridges the language barrier.
- ✓ The curriculum is relevant to the local situation of the children. Teachers do refer to the formal school syllabus, in so far as it facilitates the learning process. But they also make use of Additional material relating to the lives of the tribal people.
- ✓ Teachers are encouraged to use the folk media comprising songs, dance and legends to enliven teaching and help children learn faster. This method also helps to ensure the perseverance of tribal folk traditions, as well as helping the people identify more positively with the education model they are adopting.

The programmes of education for tribal areas developed by Agramee have found wide acceptance amongst other voluntary organizations in the state. The success of Agramee activities demonstrates that NFE programmes are more successful than the formal school system in making primary education universal in tribal areas.

Let's Sum Up

- ✓ Research means an investigation into reasons, associations and effects, and other factors which provide answers to the problems faced by NFE.
- ✓ There are different ways of conducting research in NFE. The major types of data collection tools in Non-Formal research are observation, interview and response-return.
- ✓ There are different research areas in Non-Formal Education like clientele, content, drop-outs, development of skills, evaluation, and role of NFE worker.
- ✓ Different projects helps in research of Non-Formal Education.

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SELF EVALUATION EXERCISES

I. You must have carefully read the importance of research in Non-Formal Education. Read the points given below and identify the importance of research in Non- Formal Education write them down in your notebook.

- Investigates methods and materials
- Investigates programme planning
- Investigates new areas of content
- Critically evaluates utility
- Investigates resources
- Investigates causes for failures

II. **MATCH THE YEAR IN COLUMN 'A' WITH THEIR EVENTS IN COLUMN 'B'**

| A | B |
|--------------|---|
| 1. 1979-1985 | i. Establishment of Centre for Education and Development of Rural Women (CEDRW) |
| 2. 1983 | ii. Beginning of Lok Jumbish Project (LJP) |
| 3. 1992 | iii. Phase-II of the Promotion of Primary and |

| | |
|---------|---|
| | Elementary Education Project (PROPEL) |
| 3. 1981 | iv. Initiated Vigyan Ashram Project |
| | v. First experiment of Agragamee Kishipur Project |
| | vi. Phase-I of the Promotion of Primary and Elementary Education Project (PROPEL) |

III. CHOOSE THE CORRECT OPTION FROM THOSE GIVEN AND COMPLETE THE FOLLOWING STATEMENTS

- 1) Researcher can collect the factual evidence by _____
(Survey/Observation)
- 2) _____ is the way to collect information by observing and asking the questions. (Interview/Evaluation)
- 3) _____ is most convenient for larger group.
(Questionnaire/ Response-return)

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ANSWER KEYS

CHAPTER - 1

- I. Outside the formal system, Cater all ages, No ladder system

Friends, Match your answer with key words and see how much you gain? If you gain...

| | | | | | |
|---------------------|---|--------------------|---|----------------------|---|
| <1 = Poor |  | 2 = Average |  | 3 = Excellent |  |
|---------------------|---|--------------------|---|----------------------|---|

II. Government

(Motivate the dropouts; Develop linguistic skills; Promote expertise; Understand scientific phenomena; Appreciate culture heritage and tradition of country; Develop functional numeracy; Develop sense of citizenship, national integration, secularism, socialism etc; Awareness regarding current issues and problems)

UNESCO

(Awareness through literacy awareness programme, Establish national infrastructural needs, Provide equal educational opportunities, Mobilized existing local resources, Transfer of appropriate technology, Social and community education programmes, Promote productive skills)

Friends, Match your answer with key words and see how much you gain? If you gain...

| | | | | | |
|---------------------|---|----------------------|---|--------------------------|---|
| <2 = Poor |  | 3-5 = Average |  | >5 = Excellent |  |
|---------------------|---|----------------------|---|--------------------------|---|

- III. 1-vii, 2-I, 3-vi, 4-ii, 5-iv
- IV. 1- Informal education, 2- Formal education, 3- Non-Formal education
- V. 1- Formal Education, 2- Formal Education, 3- Non- Formal Education, 4- Formal Education, 5- Formal Education, 6- Non- Formal Education
- VI. 1- False, 2- True, 3- True, 4- True, 5- True, 6- True, 7- True
- VII. 1- NFE, 2- FE, 3- FE, 4- NFE, 5- NFE, 6- NFE, 7- FE

CHAPTER - 2

- II. 1-v, 2-iii, 3-iv, 4-i
- III. 1- False, 2- False, 3- True, 4- True
- IV. DIETs (District Institutions of Educational Technology) – SGA
Hindustan Petroleum Corporation Limited (HPCL) – CSR
National Council for Education Research & Technology (NCERT) - CGA
State Council for Educational Research and Training (SCERTs) - SGA
Azim Premji Foundation - CSR
Gujarat Ambuja Cements Limited - CSR
National Institute of Educational Planning and Administration (NIEPA) - CGA
Centres for Continuing Education - SGA
Microsoft Corporation (India) - CSR
Central Institute of Educational Technology (CIET) - CGA

CHAPTER- 3

I. Direction, Innovation, Economical, Uncertainty, Morale, Creativity

Friends, Match your answer with key words and see how much you gain? If you gain...

| | | | | | |
|-----------|---|---------------|---|----------------|---|
| <2 = Poor |  | 3-4 = Average |  | >4 = Excellent |  |
|-----------|---|---------------|---|----------------|---|

- II. 1-iii, 2-vi, 3-ii, 4-i
- III. 1-True, 2- True, 3- True, 4- True, 5- True, 6- True, 7- True
- IV. 1-Collection of facts, 2-Identification of the problem, 3-Identification of subject matter and target group , 4-Identification of Physical aspect, 5-Determination of Objectives, 6-Development the plan of work, 7-Execution of the plan, 8-Evaluation , 9-Reconsideration

CHAPTER - 4

I. 1-I, 2-iii, 3-iv, 4-v, 5-ii

Friends, Match your answer with key words and see how much you gain? If you gain...

| | | | | | |
|-----------|---|---------------|---|----------------|---|
| <2 = Poor |  | 2-3 = Average |  | >3 = Excellent |  |
|-----------|---|---------------|---|----------------|---|

- II. 1-v, 2-ii, 3-vi, 4-I, 5- iv
- III. 1 - Displays, 2- Projected Media, 3 - Graphic media, 4- Three-Dimensional Media

CHAPTER - 5

- I. Represents a serious barrier to maximizing the educational benefits – **Lack of local language content**
- It provides a vision of desired outcomes- **Policy formulation for ICT in NFE**
 - Public access to ICT- **Infrastructure**
 - Necessary financing nor were the local communities in a position to generate the resources- **Cost and Sustainability**

Friends, Match your answer with key words and see how much you gain? If you gain...

<2 = Poor



2-3 = Average



>3 = Excellent



- II. 1-iii, 2-ii, 3-v
- III. 1-Telecentre, 2- Community Multimedia Centre, 3- Community Learning Centre, 4- Policy Framework

CHAPTER – 6

- I. Process oriented, Systematic acquisition, Follow-up activities, Analyze

Friends, Match your answer with key words and see how much you gain? If you gain...

<2 = Poor



2-3 = Average



>3 = Excellent



- II.
- Best used when evaluators want to assess the audience's level of knowledge or skills- **Test**
 - Best used when the topics are narrow or individuals have a limited amount of information about topic -**Focus Group Discussion**
 - Appropriate when self reported data about knowledge, attitudes, skills, and behaviors are desired -**Survey**
 - Best used when results of specific behavior are wanted-**Observation**
 - Best used when in-depth information or a variety of perspectives about a topic is desired-**Interview**

Friends, Match your answer with key words and see how much you gain? If you gain...

<2 = Poor



2-3 = Average



>3 = Excellent



- III. 1-iv 2-v 3-iii 4-I 5- vii
- IV. 1-Short coming, 2-Attendance, 3- Execution
- V. 1-False, 2-False, 3-False, 4-True

CHAPTER – 7

- I. Investigates new areas of content, Critically evaluates utility, Investigates causes for failures

Friends, Match your answer with key words and see how much you gain? If you gain...

| | | | | | |
|-----------------|---|-------------------|---|----------------------|---|
| 1 = Poor |  | 2= Average |  | 3 = Excellent |  |
|-----------------|---|-------------------|---|----------------------|---|

- II. 1-vi, 2-iv, 3-ii, 4-v
- III. 1-Observation, 2-Interview, 3- Response return

About the Authors



Prof. Rameshwari Pandya, Chair Person of Child Rights Commission, Government of Gujarat. She has obtained her B.Sc., B.Ed. from Lady Irwin College, New Delhi and M.Sc., M.Ed. and Ph.D. in Home Science from The Maharaja Sayajirao University of Baroda, Vadodara. A recipient of Shrimati Leelaben Shah Gold Medal, Prof. Rameshwari Pandya is currently Head of the Department of Extension and Communication, Faculty of Family and Community Sciences, The M.S.

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Diploma in Development Management run by the department. Her major contribution is in the field of ICT in education and development focusing on designing and implementing information technology in the formal and non-formal set-up for bringing quality changes in the lives of the people. She has guided more than 25 research projects, has published 11 books, 24 articles in books and 44 articles in related journals to her credit. She has participated and presented papers in 8 International and 37 National & State Seminar/Conferences.



PROJECT FELLOWS

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books.

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